In My Classroom

Objectives

Vocabulary
• To name classroom activities

Reading
• To identify important ideas in a story ("What's Maria Doing?")
• To use reading strategies to comprehend and appreciate a story

Grammar
• To use the present continuous tense
• To use the contractions he’s, she’s, and they’re

Content Connections
• Math: To understand and use the math symbols +, –, and =
• Around the World: To compare unusual classrooms around the world

Sounds and Letters
• To identify, say, and write the letters of the English alphabet, using capital and small letters

Values
• To learn the value of taking turns

Project
• To make finger puppets

Key Vocabulary

<table>
<thead>
<tr>
<th>Actions</th>
<th>Expressions</th>
<th>Content Words</th>
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<tbody>
<tr>
<td>coloring a picture</td>
<td>Oh, too bad!</td>
<td>boat</td>
</tr>
<tr>
<td>counting pencils</td>
<td></td>
<td>equals</td>
</tr>
<tr>
<td>cutting paper</td>
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<td>forest</td>
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<td>gluing shapes</td>
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<td>garden</td>
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<td>listening to a story</td>
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<td>minus</td>
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<td>talking about the pictures</td>
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<td>plus</td>
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<tr>
<td>using the computer</td>
<td></td>
<td>tent</td>
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<tr>
<td>writing [her] name</td>
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T1A Unit 1
Unit Opener Activities

Family Connection
At the end of each school day, review with students the activities they did in the classroom. Make a list of these activities. Have students copy the list and put checkmarks next to the activities they took part in. Then have students take the list home to show and describe to their families what they did in school that day.

My Classroom Bulletin Board
Make a bulletin board titled What are they doing? Cut out pictures from magazines that show people playing, reading, writing, and listening. As the class works through the unit, add sentences below the pictures that tell what the people in the pictures are doing. Encourage students to save any pictures they find on their own to add and label as the unit progresses.
Warm-Up

- **Social Skills** Have pairs of students practice introducing themselves to each other. Model: *Hello! My name is (Ms. Garza)*.

- Have students practice introducing their partner to the class. Model the activity. Point to a student. Say: *This is my friend (Gabrielle)*. Have the pair stand and introduce each other to the class by completing the sentence frame.

- Explain that everyone will spend the year working and learning together in the classroom. Have individual students share things they will do in the classroom this year. Ask: *What do you do in a classroom?* Accept one-word responses such as *Read. Color. Cut. Sing. Play. Learn. etc.*

Using Pages 2–3

1. **Listen and read. Then sing.**

   - Explain the lesson objective—students will talk about things they do in a classroom and sing a song.
   - Read the directions aloud. Play Audio Track A3 and have students read the song silently.
   - Play the audio again and have students sing along.
   - Have four students stand up. Give one student a crayon, another a book, and another a pair of safety scissors. Tell the students to hold up their item when its corresponding activity is mentioned in the song. Have the fourth student wave when he or she hears the word *waving*.
   - Accept one-word responses such as *Read. Color. Cut. Sing. Play. Learn. etc.*

   - Once students are comfortable with the song, have them practice it using the karaoke version (Track B58). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.
Ask students about the children in the picture and what their names are. (The girl must be Penny since she's reading a book, and the boy must be Jack since he's cutting paper.)

2 **Listen and read. Point and say.**
- Remind students that we use she when referring to females, he when referring to males, and they when referring to more than one person.
- Read the directions aloud. Play Audio Track A4 and have students listen, point to each sentence, and then repeat the sentence.
- Say one of the sentences, and have students raise the number of fingers corresponding to that item. For example, say: *He's counting pencils.* Students find the image on the page, see that it is number 2, and raise two fingers.
- Check to see that students are identifying the correct item.
- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.
- For additional support, use the Unit Poster.

3 **Look at 2. Listen. Ask and answer.**
- Read the directions aloud. Play Audio Track A5. Have students repeat the dialogue.
- Choose a pair of volunteers to model the question and answer. The first student asks: *What's she doing?* The second student answers: *She's coloring a picture.* Have students reverse roles and repeat.
- Have the rest of the students work in pairs to ask and answer the questions in Activity 2. Suggest that they point to each item as they do so.
- Remind students to think about when to use the pronouns she, he, they and the verb are, as in *What are they doing?*
- Listen for correct pronunciation and appropriate intonation, paying special attention to the difference between the first sound of the words he and she, and the special sound that begins the word they.
- Help students understand that the question for females is *What's she doing?* For males it is *What's he doing?* And for more than one person is *What are they doing?* Have students point to each picture and say the correct question. Then call out the number in random order, asking volunteers to provide the correct question for each picture as you call its number.
- Assign Workbook pages 2–3 and direct students to digital activities.

**Application and Practice Activity**
- Play “Game Bank.” (See Game Bank, page T134, for details.) Write on cards the phrases: *coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using a computer, writing [his/her] name.* Have the first player pick up a card and act out the phrase on the card. Have students guess what the player is doing, using a complete sentence that begins with *He's or She's.* Play until most students have had a chance to lead the game.
- As students guess, listen for proper pronunciation, appropriate intonation, and correct use of language.
- Have students play the Unit 1 Game 1 on ActiveTeach.
Listen and read. Then sing.

My Classroom Song

Look! Here's my classroom.
And here are my friends!
Peter, Sara, and Bethany,
Penny, Jack, and Jen!

Peter is cutting paper.
Penny is reading a book.
Jack and Jen are coloring pictures.
Come on and take a look!

Bethany is waving.
She's saying "Hello."
We have fun and learn a lot.
You'll like my class, I know.
Listen and read. Point and say.

1. She’s coloring a picture.
2. He’s counting pencils.
3. He’s cutting paper.
4. She’s gluing shapes.
5. They’re listening to a story.
6. They’re talking about the pictures.
7. He’s using the computer.
8. She’s writing her name.

Look at 2. Listen. Ask and answer.

What’s she doing? She’s coloring a picture.
Warm-Up
- Display several different comic books and/or newspaper comic strips.
- Point out the fact that the story is told in frames and that speech bubbles show who is talking and what each character is saying.
- Let students browse through the comic books and comic strips. Ask them to tell you which ones interest them the most, and why.
- Tell students they will be reading a story that is told in comic-strip style.

Using Pages 4–5
- **Listen and read.**
  - Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.
  - Read the story aloud. Have students repeat it. Ask: *Who is the story about?* (Maria)
  - Read the directions aloud. Play Audio Track A6. Have students listen and read along silently.
  - Point to each frame and ask comprehension questions. For example, pointing to Maria, say: *What's Maria doing?* (cutting paper) Point to Maria and say: *What's Maria doing?* (using a computer) Continue for Frames 3 and 4. Then point to Frame 6 and ask students to point to the girls named Maria.
  - Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Point out which girl is Maria in each frame. Help students understand that there are two girls in the class with the same name by asking them to look at Frames 1 and 2, and then Frames 3 and 4 together, comparing the pictures of Maria in each frame.
  - Assign three students the parts of the three characters in the story who have lines. Then have the students stand and act out the dialogue for the class. Continue the activity several times with different sets of students.
Have students do a role play in groups of four. Tell them to pattern their role play after the events in the story, but to do it in a different setting, such as a playground or at home. Elicit ideas before students begin—for example: 

- She’s playing on the swings (if the setting is at a playground); 
- He’s making a sandwich (if the setting is at home), etc.

5. **Draw lines to match.**

- Read the directions aloud. Have students repeat and act out each action.
- Next, read Item 1 aloud: 
  - **She’s cutting paper.** Tell student to look at the girl in Frame 1 who is cutting paper. Say: 
  - **Draw a line to this girl.** Check to make sure that students draw a line to the first Maria.
- Have students complete the activity independently, assisting as needed.

Review the answers as a class. Walk around the room to look at students’ books and check to see that students have connected the lines to the correct pictures. 

(Answers: 1. first Maria, 2. second Maria, 3. second Maria, 4. first Maria)

- Have students look at the story frames again. Ask questions such as: **Which girl is gluing pictures?** and help the students find the child who is doing this activity in the story. Then have students match the child with the picture in Activity 5.
- Ask volunteers to describe each Maria. 
  - **(Answers will vary, but the first girl in Activity 5 has curly brown hair and is wearing a pink top and green pants; the second girl has straight red hair and is wearing a purple sweater and a skirt.)**

6. **BIG 21** **Communication**

- **Talk about your class with a partner.**
  - Pair students and have them ask each other the questions. Allow time for pairs to discuss the children in their class. At the end of the discussion, have volunteers answer each question for the whole group.
  - Assign Workbook page 4 and direct students to digital activities.

**Application and Practice Activity**

- Create four stations in the room. Place these items in each station: paper and scissors, a computer or an image of a computer, paper and glue, chalk or marker (this station can be at a chalkboard or a whiteboard).
- Bring four students to the front of the class. Make statements about each student. For example, say: **Stacy is gluing pictures.** As you make each statement, the student goes over to the respective station and begins to act out the action. Continue with the remaining students.
- Invite four more students and an additional volunteer to the front. Ask the volunteer to make statements using the names of his/her four classmates, following your model.
- Have more than one set of five students perform the activity at the same time.
- Students must listen carefully to hear what station they are being assigned to.
- Have students watch the Unit 1 dramatic video segment for exposure. If students have MyEnglishLab, assign the video segment as homework for review.

**OBJECTIVES**

- To read unit language in context
- To read for understanding and enjoyment
- To read and draw conclusions

**Key Vocabulary**

**Verb phrases:** cutting paper, gluing pictures, using the computer, writing on the board

**21st Century Skills**

**Communication**

**Materials**

- Unit Poster
- Comic books or comic strips
- Chalk or marker, computer or an image of a computer, glue, paper, scissors
- Audio track A6
- Video (ActiveTeach)
- Digital activities: MyEnglishLab or CD-ROM

**WB**

Page 4
Answers on page T148

**Summary**

Children in a classroom describe a student named Maria doing different things. Then the children discover that there are two girls named Maria in their class.
Listen and read.

What’s Maria Doing?

1. She’s cutting paper.
2. She’s writing on the board.
3. No, she isn’t. She’s using the computer.
4. No, she isn’t. Look over here. Maria is gluing pictures.

No, she isn’t. She’s using the computer.

No. Look over here. Maria is gluing pictures.
What's Maria Doing?

Listen and read.

1. She's cutting paper.
2. She's gluing pictures.
3. She's using the computer.
4. She's writing on the board.

Draw lines to match.

Oh! Is this girl named Maria, too? Yes, her name is Maria.
Oh! Are there two Marias in our class? No, she isn't. Look. Yes, there are two Marias.

Talk about your class with a partner.

1. Are there any girls named Maria in your class? How many?
2. How many children have the same first name? What is it?
3. How many children have the same first name as you?
Language in Action

Listen and read. Say.

Billy: What’s Timmy doing?

Suzie: He’s playing a computer game.

Billy: It looks like fun! Let’s play a computer game, too.

Suzie: Sorry. There’s only one computer.

Billy: Oh, too bad!

Suzie: But I have a DVD. Let’s watch a movie!

Work with a partner. Look at 7. Role-play.

Listen. Stick.

Look at 9. Write.

1. There are _____ new computers.

2. There are _____ children in the class.
Warm-Up

- Walk around the classroom and ask: *What do we do here?* Elicit activities that are done in different places in the classroom, such as: *We use the computer or We listen to the story.* Help students with unknown words as needed.

Using Page 6

7. **Listen and read. Say.**
   - Explain the lesson objective—students will read, listen to, and practice dialogues about classroom activities.
   - Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track A7 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.
   - Ask questions to check comprehension. For example, ask: *What are Billy and Suzie doing?* (talking) *What’s Timmy doing?* (playing a computer game) *Why can’t Billy and Suzie play a game?* (There’s only one computer.)
   - Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

8. **Work with a partner. Look at 7. Role-play.**
   - Read the directions aloud and have students practice the dialogue in pairs. Suggest that partners role-play the dialogue more than once, switching roles to add interest and give students more practice.

9. **Listen. Stick.**
   - Help students find the Unit 1 Stickers at the back of their Student Book.
   - Read the directions aloud. Tell students they will listen to the audio and place stickers in the correct places on the picture. Play Audio Track A8 and place the first sticker with the class (girl writing numbers on the board). Have students complete the activity independently.

10. **Look at 9. Write.**
    - Tell students to use the picture in Activity 9 to complete the sentences. Point out that a number goes in each blank. Have students work independently.
    - Then check the answers in class, asking for volunteers to respond. (Answers: 1. 2, 2. 10)
    - Assign Workbook page 5 and direct students to digital activities.

Application and Practice Activity

- Divide the class into groups. Have each group prepare a presentation about activities they do at school.
- Have group members work together to decide which activities they like best or think are the most important parts of their school day. (Examples include *We read stories. We use the computer. We sing songs.*)
- Allow time for students to practice their presentations.
- Have students present their “School Day Activities” to an audience composed of classmates, family members, and other classes.
OBJECTIONS
To use the present continuous tense
To use there is and there are in sentences

Key Vocabulary
gluing pictures, listening to music, playing soccer, reading a book, writing numbers

21st Century Skills
Media Literacy

Materials
Units 1–3 Grammar Poster
Picture Cards 71–76
Pictures of children doing various activities
Glue
Index cards
Old magazines, catalogs, or newspapers
Scissors
Poster board
Audio tracks A9–A10
Digital activities: MyEnglishLab or CD-ROM

WB
Pages 6–7
Audio script on page T144
Answers on page T148

TEACHING TIPS

21st Media Literacy
Have students look at the text in the Grammar Box. Ask: Why are some words bold? Help students understand that bold is used to make words or letters stand out. In this case, the bold calls our attention to the contractions of is and are and the verbs doing, reading, and gluing, which is the target language of the lesson.

Warm-Up
• Display magazine photos of children doing different things. Point to each picture and ask: What's he/she doing? Prompt students to answer using the sentence frame: He's/She's ______. Repeat with pictures that show more than one person. Model: What are they doing? They're ______.

Using Page 7

A9 Look and listen. Write.
Explaining the lesson objective—students will use complete sentences with verbs in the present continuous tense and there is or there are.
• Hold up a Picture Card and ask what the child in the picture is doing: What's he doing? Answer with students: He's coloring a picture. Repeat with other Picture Cards. Then read the text in the grammar box aloud. Point out that the words he's, she's, and they're are contractions, made up of the words he is, she is, and they are, respectively.
• Read the directions aloud. Tell students they will hear questions and answers. They should write the missing word from the answer in the blank. Explain that the missing words are also shown in the box.
• Play Audio Track A9 and complete the first item with students. Explain that they should write the word playing in the blank. Continue the audio and have students complete the rest of the activity independently.

Review the answers as a class. (Answers: 1. playing, 2. reading, 3. listening, 4. writing.)

A10 Listen and write. Use There's or There are.
• Explain that is is used when talking about one person or thing, and are is used when talking about more than one.
• Have each student write There is on one index card and There are on another. Then hold up a classroom object such as a pen and ask: How many pens are there? Have students hold up the sign that shows how they would begin an answer to the question (There is). Repeat with both singular and plural classroom objects.
• Read the directions aloud. Play Audio Track A10 and have students complete the sentences independently.

Review the answers as a class. (Answers: 1. There is, 2. There are, 3. There is)

Assign Workbook pages 6–7 and direct students to digital activities.

Application and Practice Activity
• Create two columns on a bulletin board labeled There is and There are.
• Have each student cut out a picture from a magazine of things they like, such as a dog, cars, hats, and so on. Tell students to count the items in their picture and write the number of items on an index card. On the board, model: one dog, three cars, two hats, etc.
• Ask students to come up to the bulletin board, post their picture and label in the correct column, and read their sentence aloud.
**Grammar**

<table>
<thead>
<tr>
<th>What's he/she doing?</th>
<th>He's/She's reading a book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are they doing?</td>
<td>They're gluing pictures.</td>
</tr>
</tbody>
</table>

**Look and listen. Write.**

1. They're _______ soccer.  
2. She's _______ a book.

3. They're _______ to music.  
4. He's _______ numbers.

- How many pictures are there?  
  - There's one picture.

- How many books are there?  
  - There are three books.

**Listen and write. Use There’s or There are.**

1. _______ one birthday cake.

2. _______ three shapes.  

3. _______ one big, black dog.
Connections | Content: Math

13. Listen. Trace and say.

1. plus
2. minus
3. equals

14. Look, listen, and write.

1. 6 + 4 = _____ apples
2. 16 – 3 = _____ pencils
3. 5 + 10 = _____ balls
4. 10 – 2 = _____ fingers

15. Talk about the pictures with a partner.

5 markers plus 2 markers equals 7 markers.
Yes, and 7 markers minus 2 markers equals 5 markers.
Warm-Up

- Have two pairs of students stand in front of the board. Use the students to create “living equations.” Write a plus (+) sign on the board between the two pairs. Write an equals (=) sign to the right of the two pairs. As you point to the two pairs of students, say: Two plus two equals four. Have students repeat after you.
- Arrange students to make other simple equations and elicit new sentences from the class.

Using Page 8

A11 Listen. Trace and say.

- Explain the lesson objective—students will use the words plus, minus, and equals. Point out these terms are they are learning in their math classes.
- Read the directions aloud. Play Audio Track A11 and have students trace each symbol and say the word that names it.
- Write simple equations on the board and have students identify the symbols as you point to them.

A12 Look, listen, and write.

- Read the directions aloud. Tell students that they will hear sentences about adding and subtracting things such as apples and pencils.
- Play Audio Track A12 and do the first item together as a class. Explain that students should write the number 10 in the blank. Continue playing the audio and have students complete the activity independently.
- Review the answers with the class. (Answers: 1. 10, 2. 13, 3. 15, 4. 8)

- Use classroom objects to help students visualize addition and subtraction.

- Talk about the pictures with a partner.
  - Read the directions aloud. Tell students that they will say sentences about adding and subtracting the markers shown on the page.
  - Read the text in the speech bubbles aloud and have students repeat after you. Have pairs of students read the text aloud, switching roles.
  - As students work, listen for proper pronunciation, appropriate intonation, correct use of language, and mathematical accuracy.

- Give students seven markers to manipulate as they work.

- Encourage students to make up their own equations, such as the following: 7 markers minus 5 markers equals 2 markers.
  - Assign Workbook page 8 and direct students to digital activities.

Application and Practice Activity

A12 Collaboration Have students work together in teams to choose addition and subtraction problems from their math books and decide which problems to read aloud to the class. One person from each team reads a sentence in English using the words plus, minus, and equals.

- If the student reads the sentence correctly, he or she remains in the game. If he or she reads it incorrectly, he or she is out of the game.
- Students on each team take turns reading sentences until only one team remains. They win the game.
- Have students view the Unit 1 documentary video segment. Use activities in the Video Guide. If students have MyEnglish Lab, assign the video segment as homework for review.

TEACHING TIP

Cognates

Remind students to look and listen for cognates to help them remember new words. Cognates sound and look like words from their home languages. (English/Spanish: equal/igual class/clase, computer/computadora)
Warm-Up

- Display a world map or globe. Have students locate the countries of England, Turkey, the United States, and Vietnam.
- Have students draw simple pictures of their own classroom. Tell them to save their pictures to use later in the lesson. (They will use them to compare their classroom with classrooms they will read about in England, Turkey, the United States, and Vietnam.)

Using Page 9

16 Look, listen, and read. Then write.

- Explain the lesson objective—students will identify and talk about unusual school settings around the world.
- Tell students they will read about different classrooms and complete each blank with a word from the box.
- Read the directions aloud. Play Audio Track A13 and have students listen and read.
- Play the audio again and have students complete the sentences independently.
- Review the answers as a class. (Answers: 1. tent, 2. forest, 3. garden, 4. boat) Ask students to explain what they see in the pictures that helps them to choose the correct answer.
- Replay the audio as necessary. Pause after each item and use simple language and gestures to explain unfamiliar words. Have students refer to the Unit Poster for additional support.
- Have students describe places outside the classroom where they learn things. (gym, music room, library, museum)

17 Talk about your classroom with a partner.

- Have volunteers read the text in the speech bubbles aloud.
- Have students return to the pictures they drew in the Warm-Up activity. Point to the picture of the classroom in England. Ask questions that lead students to compare and contrast their classroom with the one in England. For example, ask: Is our classroom in a tent? Do we have a teacher in our classroom? Do we have books in our classroom?
- Have students continue comparing their classroom with classrooms in other countries.
- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.
- Assign Workbook page 9 and direct students to digital activities.

Application and Practice Activity

Global Awareness Encourage students to choose a country and do some research to find out what the classrooms look like there. Students can use classroom materials, the Internet, or ask classmates and friends who have lived and gone to school in other countries. Have students share their findings with the class using statements with There is/There are.

Pair students of mixed abilities so that more proficient students can help those who are less proficient. Allow the beginning students to do research in their home language and work with advanced students to translate it into English.

TEACHING TIP

Asking for English Words

Encourage students to ask you how to say words in English. Be sure they know the following expression: How do you say ________ in English?
Look, listen, and read. Then write.

**Classrooms**

1. This classroom in England is in a yurt. A yurt is a big ________.

2. This classroom in Turkey is in the _________. Students study trees and animals.

3. This classroom in the United States is in the school ________. Students grow plants and flowers.

4. This classroom in Vietnam is on the water. Students go to school in a ________ every day.

**Talk about your classroom with a partner.**

Our classroom is in Mexico. There are 20 desks and chairs.

We have a big white board and six new computers.
Sounds and Letters  |  The Alphabet

Look and listen. Trace, point, and say.

Aa  Bb  Cc  Dd  Ee
Ff  Gg  Hh  Ii  Jj
Kk  Ll  Mm  Nn  Oo
Pp  Qq  Rr  Ss  Tt
Uu  Vv  Ww  Xx  Yy  Zz

Circle the capital letters and underline the small letters in these words.

1. Mexico
2. New York
3. English class
4. Hong Kong
5. Rebecca
6. Maria Luisa
7. Ms. Rivera
8. São Paulo

Write your name. Write a partner’s name. Use capital letters and small letters.

My name is _____________________________.

My partner’s name is ________________________.
Warm-Up

- Write students’ names in English on index cards. As you distribute one to each student, read the name aloud and have the class repeat.
- Write your name on the board. Say and spell your name in English. Circle the capital letters and tell students that they are capitals. Underline the small, or lowercase, letters and tell students that they are small letters.
- Have students circle the capital letters on their name cards.

Using Page 10

18. Look and listen. Trace, point, and say.

- Explain the lesson objectives—students will identify and write the letters of the English alphabet.
- Read the directions aloud. Play Audio Track A14. Have students listen and point to each letter as it is said. For reinforcement, review the alphabet by holding up the Alphabet Cards. Invite volunteers to say the letter names aloud. Have students repeat.
- Replay the audio and have students trace and say each letter.

19. Circle the capital letters and underline the small letters in these words.

- Write Mexico on the board. Point out that it begins with a capital M. Circle the capital letter. Have students point to the capital M on the letter chart in Activity 18. Point out the fact that the M in Mexico is circled in Item 1.
- Read the directions aloud. Have pairs work together to complete the activity.

20. Write your name. Write a partner’s name. Use capital letters and small letters.

- Have students work in pairs and complete the two sentences.
- Have each student read the two completed sentences aloud. Have them identify which letters they capitalized.

Application and Practice Activity

- Have students make letter cards and use them to play Concentration.
- Divide the class into several groups and have each group make enough letter cards to create a set. Have students create pairs of cards by writing a small letter on one index card and a capital letter on another.
- Have each group play the game by shuffling the cards for about ten letters and placing them face down. Students should take turns to match each letter with its capital or lowercase counterpart. The student who finds the most matches wins.
OBJECTIVES
To learn the value of taking turns
To make a finger puppet

Materials
Socks, buttons, yarn, glue, and other craft supplies
Paper and drawing supplies
Audio track A15
Digital activities: MyEnglishLab or CD-ROM

Warm-Up
- Invite two volunteers to act out being thirsty and wanting to drink from a drinking fountain at the same time.
- First, have the volunteers to try to use the fountain at the same time. Then ask the class what the two students could do. Lead the class to conclude that the volunteers can each take a turn.

Using Page 11

1. Listen and look. Number in order.
   Explain the lesson objective—students will learn the value of taking turns. Students will also make finger puppets and role-play.
   - Read the directions aloud. Play Audio Track A15. Have students point to each picture as it is mentioned in the story.
   - Play the audio again and have students number the pictures in order.

2. Take turns. Ask and answer with a partner. Do the actions.
   - Read the directions aloud. Have pairs of students take turns saying the text in the speech bubbles.
   - After students have practiced the dialogue, have them act out what happens when the boy and the girl take turns using the computer.

3. Make a finger puppet. With a partner, use your puppet to do a role-play about taking turns.
   - Read the directions aloud. You may wish to provide pre-made puppets and have students decorate them.
   - Make a role play with a volunteer. Use the finger puppets and mimic the sample dialogue.
   - Suggest other situations in which students might want to take turns, such as using art supplies, using a class dictionary, etc. Have students act out the situations with their finger puppets.

Application and Practice Activity
- Have each student draw a simple picture showing a time when they took turns with someone at school or outside of school. Instruct them to make speech bubbles for the characters.
- Provide a list of possible sentences students can use to write their dialogue: May I _______? Yes. It’s your turn. Let’s take turns. Thanks. You’re welcome.
- Let each student share his or her drawing with the class.
21 Listen and look. Number in order.

22 Take turns. Ask and answer with a partner. Do the actions.

May I use the computer now?

Yes! Let’s take turns.

PROJECT

23 Make a finger puppet. With a partner, use your puppet to do a role-play about taking turns.

You can use the headphones now.

Thanks!
Find the differences in the pictures. Talk with a partner.

In Picture A, they’re playing a game. In Picture B, they’re drawing pictures.
**Warm-Up**

- Use the Unit Poster to review the unit vocabulary. Play a game with students. Begin by writing these target phrases on the board and on index cards: counting pencils, cutting paper, drawing a picture, gluing shapes, listening to music, listening to a story, playing a game, reading a story, using the computer, writing numbers.
- Provide chart paper or a whiteboard and markers or a chalkboard and chalk. The first player picks an index card and draws a picture of someone doing the activity that’s on the card. Students guess what the picture shows, using the phrases on the board. The student who guesses correctly gets to choose a card and draw the next picture. Continue playing until everyone has had a chance to draw a picture.

**Using Page 12**

**Find the differences in the pictures. Talk with a partner.**

Explain the lesson objective—students will compare and contrast pictures that show people doing different classroom activities.

- Read the directions aloud. Have two volunteers read the text in the speech bubbles aloud. Explain that students will talk about the differences between the classroom activities people are doing in the two pictures.

Review the answers as a class. (*Answers: Picture A [clockwise from left]: playing a game, singing, drawing a picture, cutting shapes, using the computer; Picture B [clockwise from left]: drawing pictures, dancing, writing numbers, writing [his name], listening to music*)

If students have trouble identifying any of the activities, offer two choices and have students choose one.

Divide the class in half or into small groups. Have groups make a list of all the differences they see between Picture A and Picture B. Give a time limit and see which group identifies the most differences correctly in the least amount of time.

Show students how to manage the task systematically. Ask a student to describe what is happening in Picture A at the table on the left side of the picture. Then have him or her describe what the same children are doing in Picture B. Encourage students to follow this pattern, going back and forth between the pictures.

**Application and Practice Activity**

- Have each student draw a picture of an activity he or she did in the classroom today. Have students exchange pictures with a partner.
- Then have each student display the partner’s picture. Have the class ask in unison, *What’s he or she doing?* Have the student describe the picture by completing the sentence frame *He’s/She’s _____________.*
Warm-Up

- Play a game of Simon Says by telling students to pretend to do an action only when they hear you say, “Simon says.” (See Game Bank, page T134, for details.)
- Lead the students by using the following statements with and without the words Simon Says: color a picture, count to ten, cut paper, glue shapes, use the computer, and so on.

Using Page 13

2 Look and write. Use the correct form of the verb.

Explain the lesson objective—students will learn to use the correct verb forms.
- Read the directions aloud. Explain that students have to adding -ing to the verbs in the box. Point out that students will need to drop the final -e from glue and write before adding -ing. Help students identify what each person in the picture is doing. Complete Item 1 together with students.
- Have students complete the rest of the activity independently.
- Review the answers as a class and ask volunteers to write the answers on the board so that everyone can check spelling. Circulate to see that students have written the verbs correctly. (Answers: 1. gluing, 2. reading, 3. listening, 4. playing, 5. drawing, 6. writing.)
- Provide three answer choices for each sentence and allow students to pick and copy the answer to each.

26 Write. Use There’s or There are.

Read the instructions aloud. Have students work independently to complete the sentences. Help students read the sentences, as needed.
- Have students discuss their answers with a partner. Circulate, checking that students are using correct pronunciation and intonation. (Answers: 1. There are, 2. There’s, 3. There are.)

I Can

- Self-Directed: This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign: Workbook page 11 and direct students to digital activities.

Application and Practice Activity

- Write questions about your classroom that can be answered with sentences that include There is or There are; for example: How many boys are in our class? How many books are on the shelf? or How many pencils are on my desk?
- Have students work in pairs to write There is/There are responses to each question. Then have pairs exchange papers with another pair. Have them read the answers aloud. Check to make sure they are correct.
- Have students play the Unit 1 Game 2 on ActiveTeach.
- Have students review the Unit 1 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.
25 Look and write. Use the correct form of the verb.

color  glue  listen  play  read  write

1. He’s _______ shapes.
2. They’re _______ a book.
3. She’s _______ to music.
4. They’re _______ soccer.
5. He’s _______ a picture.
6. She’s _______ on the board.

26 Write. Use There’s or There are.

1. _______ twelve boys in my class.
2. _______ a bird in the tree.
3. _______ three red markers in the box.

I Can

☐ talk about classroom objects.
☐ ask and answer about what people are doing.