

Say Hello!

1  01  Listen and sing.



4 Singing for Pleasure

Learning outcomes:

- to learn greetings
- to sing a song

New language: *Hello!, What's your name?, I'm (Whisper)., Let's be friends., Bye., Goodbye.*

Materials: flashcards 1–6 (colors) and 7–16 (numbers *one to ten*), one strip of paper per student, construction paper, glue

Warm-up

Aim: to get to know each other

- Write your name on the board, and introduce yourself, e.g., *I'm (Lauren).*
- Hand out strips of paper (see Materials), and ask students to write their names on them.
- Invite students to come to the board, show their names, and introduce themselves, e.g., *I'm (Chris).*
- Place students' names on the board.
- Leave the names on the board for the Ending the lesson activity.

Presentation

Aim: to introduce the series characters

- Ask students to look at page 4, and introduce the characters Misty (the girl on the left) and Whisper (the boy on the right).

- Tell students both Whisper and Misty have special powers they will discover soon.

1  01   02 **SB p4**
Listen and sing.

Aim: to sing a song

- Students look at the illustration on page 4 again.
- They identify the two characters, Misty and Whisper.
- Play the audio (01). Point to the characters as they are mentioned.

For song lyrics, see TB p100.

- Play the audio again, and sing with the class.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (02) to practice the song again.
- Invite pairs of students to perform as Misty and Whisper while singing the song.

1  01 **WB p4** **Listen and say the names. Color.**

Aim: to identify characters

For song lyrics, see TB p100.

Key: Misty, Whisper

Ending the lesson

Aim: to practice new language

- Point to two names on the board, and invite those two students to the front.
- Students introduce themselves.
- Repeat with other students.
- Take out the construction paper (see Materials), and glue students' names on it. Display the poster in the classroom.

Extension activity

Aim: to practice new language

- Teach students how to say goodbye to you when the lesson is over.
- Pretend you are leaving the classroom, and say goodbye. Close the door after you. Then knock at the door, open it, and say hello.
- Volunteer students perform following your example.
- Remind students to say goodbye to you at the end of the class.

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Learning outcomes:

- to review new language

Recycled language: *Hello. What's your name?, I'm (Misty).*

Materials: puppets, soft ball

Warm-up

Aim: to review new language

- Take out the puppets. (see Materials)
- Act out a conversation between the two puppets using the language from the song from page 4.
- Volunteer students use the puppets to perform in front of the class. They give the puppets new names.

1  **03** **SB p5** **Listen and point. Say the names.**

Aim: to review new language

- Play the recording.

For script, see TB p100.

- Students listen and point to each character as they hear their names.
- Students say the characters' names as they point to them.

2 **SB p5** **Ask and answer.**

- Students perform the dialogue from the recording with a partner.
- One of the students performs as Whisper and the other as Misty.

1 **WB p5** **Match and say.**

Aim: to identify characters

Key: 1 a, 2 b

2  **02** **WB p5** **Listen and match.**

Aim: to identify characters

For script, see TB p100.

Key: One bell – Whisper, Two bells – Misty

Ending the lesson

Aim: to practice new language

- Students stand in a circle.
- Take out the soft ball (see Materials).
- Give the ball to one student. This student says his/her name, e.g., *I'm Pedro.*, and throws the ball to another student as he/she asks *What's your name?*
- Continue until everyone has participated.
- An alternative is to ask students to sit in a circle and ask them to roll the ball on the floor.

Extension activity

Aim: to practice new language

- Students invent and draw a new character in their notebooks: an animal or a person.
- They think of a name for their character.
- Students go around the classroom with their notebooks.
- They pretend they are the character they have invented and introduce themselves.

1  03 Listen and point. Say the names.



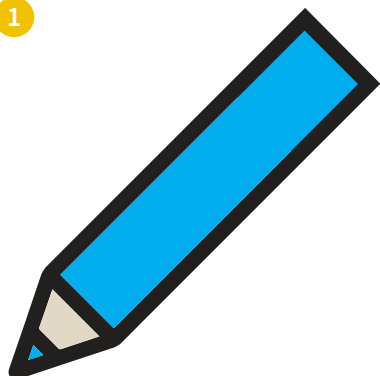
2 Ask and answer.



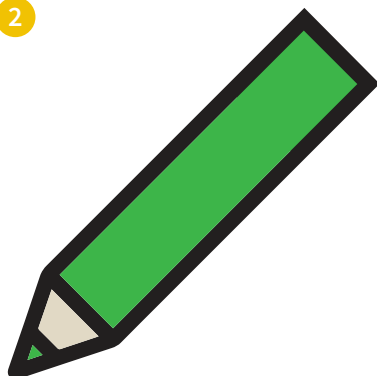
Hello! What's your name? I'm (Misty). **5**

1  04 Listen and point. Listen and say the words.

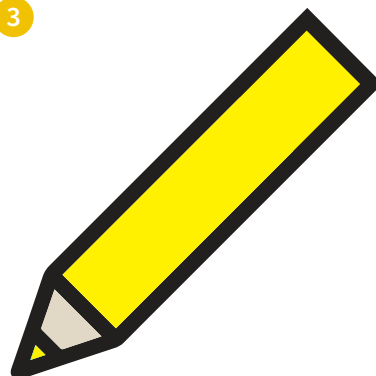
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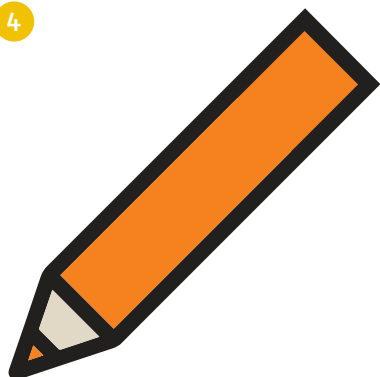
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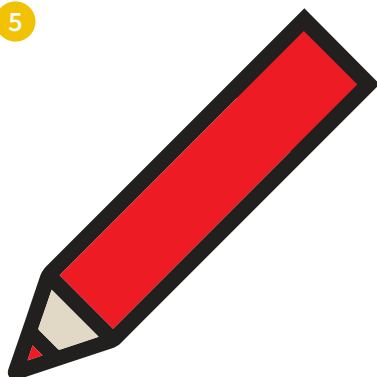
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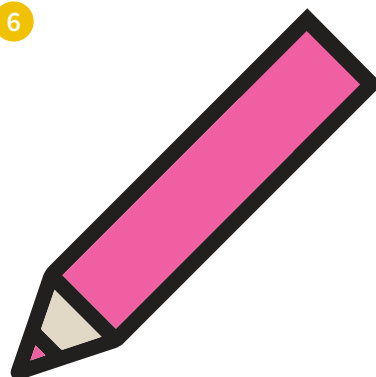
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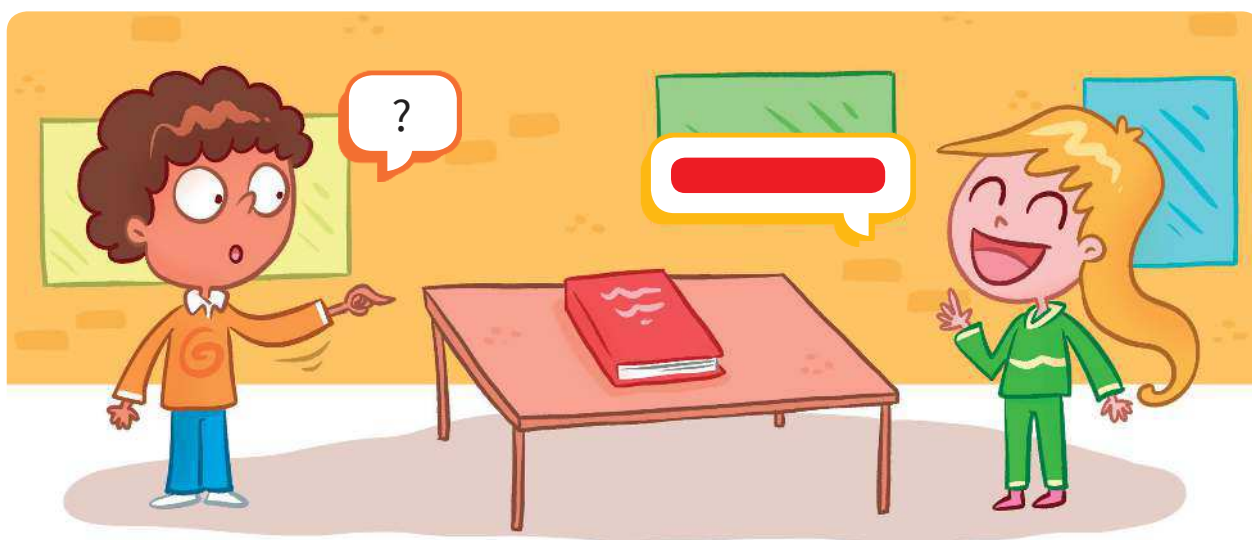
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2 Look and find. Say.



6 Colors

Learning outcomes:

- to learn colors

New language: *blue, green, yellow, orange, red, pink, What color is it?*

Materials: plastic bottle, flashcards 1–6 (colors), strip of paper with six empty circles in a row (one per student) (optional)

Warm-up


Aim: to review language

- Students sit in a circle.
- Put a bottle (see Materials) in the middle of the circle and spin it.
- Whoever the bottle points to must introduce himself/herself.

Presentation

Aim: to teach colors

- Show one colored pencil at a time, and elicit the colors students may already know.
- Correct pronunciation by saying the colors yourself.
- Ask students to show you a pencil that is the color you say.

1  **04** **SB p6** **Listen and point. Listen and say the words.**

Aim: to teach new vocabulary

- Play the recording. Students point as they listen.

For script, see TB p100.

- Play the recording again for students to repeat.
- Say colors in random order for students to point to them.
- Ask *What color is it?* while pointing to any of the pencils on the page.
- Encourage students to ask you questions.

2 **SB p6** **Look and find. Say.**

Aim: to practice new language

- Show students how to do the activity.
- Point to something in the classroom and ask *What color is it?*
- Students answer.
- Students work in pairs. One of them points and asks, and the other says the color.
- Change pairs.

1  **03** **WB p6** **Listen and color.**

Aim: to practice colors

For script, see TB p100.

Key: 1 red, 2 yellow, 3 green, 4 blue, 5 orange, 6 pink

2 **WB p6** **Match and say.**

Aim: to practice new language

Key: 1 , 2 , 3 , 4 , 5 , 6 

Ending the lesson

Aim: to review new language

- Take out the *colors* flashcards. (see Materials)
- Place the cards face down in a pile on your desk.
- Make two or three teams.
- Take the first card in the pile, and do not show it to the class.

Extension activity

Aim: to practice new language

- Hand out the strips of paper. (see Materials)
- Tell students you will say colors, and they have to color the circles in the order you mention them from left to right.
- Students take out six colored pencils of the colors they have learned, i.e., blue, green, yellow, orange, red, and pink.
- Say a color, and give students time to color the first circle. Continue with the rest of the colors.
- Go around the classroom to check performance.

Extra support: You may want to reduce the quantity of circles to three instead of six, and let students color the circles in random order, as long as they use the colors you mention.

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Learning outcomes:

- to teach numbers

New language: numbers 1 to 10


Recycled language: colors

Materials: flashcards 7–16
 (numbers *one to ten*)

Warm-up

Aim: to review colors

- Play *I Spy with My Little Eye* to review colors.
- Make groups.
- Make sure students take turns guessing.

1  05 **SB p7** Listen and point. Listen and say the numbers.

Aim: to teach numbers

- Ask ten students to stand up in front of the class.
- Start counting them out loud.
- Start all over again. Students repeat after you.
- Students sit down.
- Play the recording while student point to the kites on page 7.

For script, see TB p100.

- Play the recording again for students to say the numbers out loud.

2 **SB p7** Point and say. Count.

Aim: to practice new language

- Point and say the numbers out loud.
- Students repeat as a class.
- Make pairs.
- Students count the numbers together.
- Go around the classroom to check pronunciation.

Key: one, two, three, four, five, six, seven, eight, nine, ten

1  04 **WB p7** Listen and point. Say the numbers.

Aim: to practice numbers

For script, see TB p100.

2 **WB p7** Point and say. Count.

Aim: to practice numbers

Ending the lesson

Aim: to practice new language

- Take out the *numbers* flashcards. (see Materials)
- Show them, one by one, in chronological order, and say the numbers out loud.

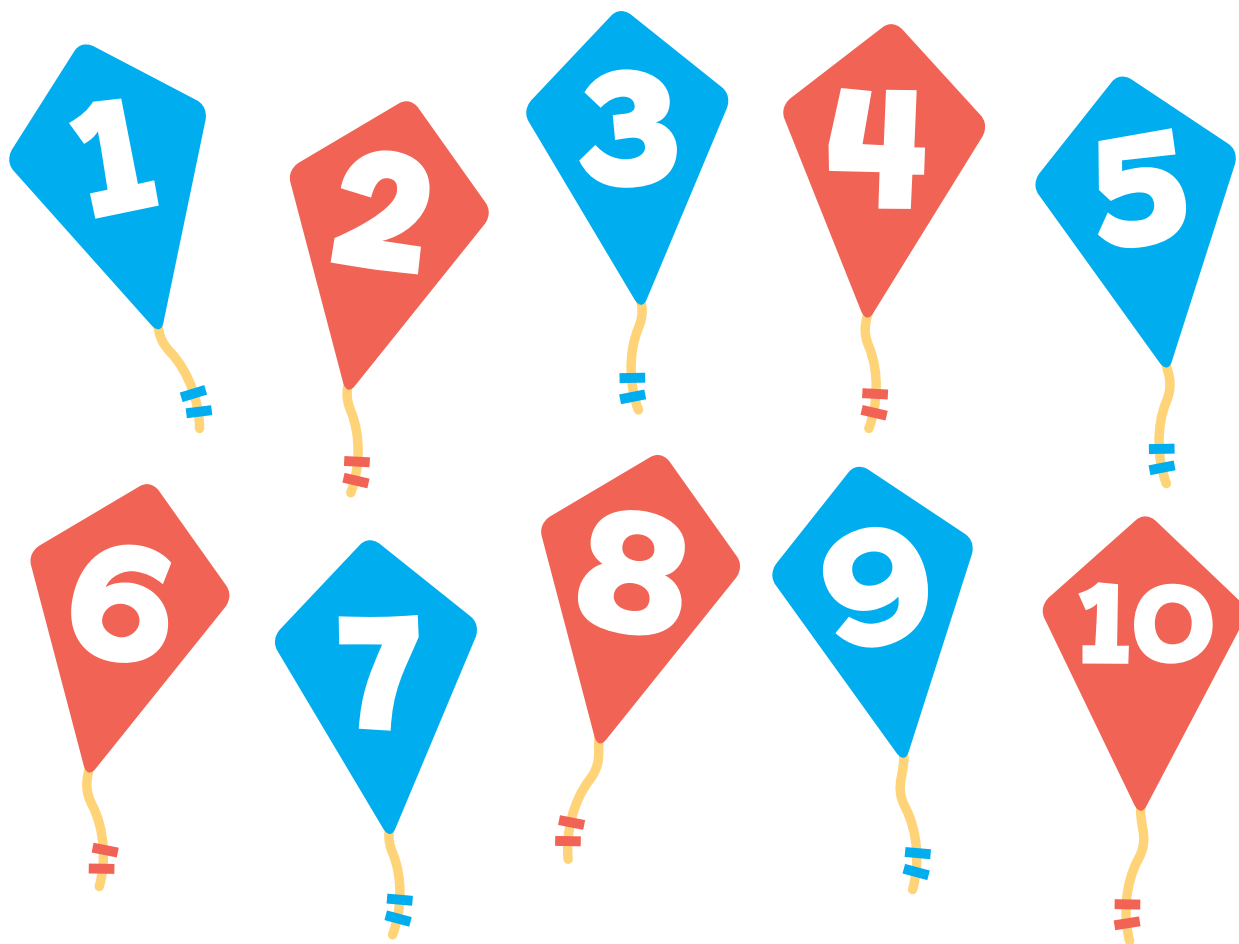
- Then show the cards in random order for students to say the number.
- Put the numbers in a pile face down.
- Volunteer students go the front, take one card, and say the number.

Extension activity

Aim: to practice new language


- Take out the *numbers* flashcards.
- Students take out ten colored pencils.
- Show one flashcard.
- Students show the corresponding number of pencils on their tables.
- Go around the classroom to check performance.

1  05 Listen and point. Listen and say the numbers.



2 Point and say. Count.



Numbers 1–10 

Friends



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Watch and listen to the story.



8

Story and Value

Learning outcomes:

- to listen to, watch, and act out a picture story
- to review language from the unit

New language: *Poor rabbit., cool, Watch this!, Close your eyes., Where are you?, Here!, Wow!*

Recycled language: colors, numbers

Value: making friends

Materials: blindfold, a toy rabbit (optional)

Warm-up

Aim: to make students familiar with the story

- Students open their books to pages 8 and 9.
- Point to the characters and elicit their names.
- Students tell you the colors of different elements in the story you point to.
- Pre-teach the word *rabbit*.

Friends

1  **06**  **SB pp8-9** **Watch and listen to the story.**

- Aim:** to present a picture story
- Play the audio as students follow the story in their books.
 - Play the audio again. Pause after each frame. Students listen and repeat.

For script, see TB page 100.

- Play the *Friends* video to the end.
 - Talk about the story value: making friends.
 - Students tell you what they do with their friends.
- Note:** The discussion will need to be in your students' first language (L1).

1  **05** **WB p8** **Listen and match.**

Aim: to review the picture story

For script, see TB p100.

Key: a 3, (b 1), c 4, d 2

2  **06** **WB p8** **Listen and point.**

Aim: to review the picture story

For script, see TB p100.

Ending the lesson

- Aim:** to practice vocabulary from the story
- Put a blindfold on. Tell students you will try to discover where a student is.
 - Say the name of a student. The student stands somewhere in the classroom and does not move from there.
 - Ask *Where are you?*
 - The student should always answer *Here!* for you to guess where he/she is.
 - When you find him/her, it is another student's turn to take your role.

Extension activity

Aim: to act out the story

- Play the *Friends* video again.
- Take out the toy rabbit to use it as a prop, and call two students to play Whisper and Misty.
- Help students to perform in front of the class.
- Let other students act out the story.