



Introduction

- This Teacher's Resource Book is designed to help you and your students make the most of *Kid's Box Starter*. For each unit of the Class Book, you will find two reinforcement worksheets and two extension worksheets. The former are designed to help those students who need extra practice, whereas the latter are designed to cater to the needs of fast finishers. However, these worksheets not only provide a resource for mixed-ability classes, but also offer material for the rest of the class to use while you work individually with a student.
- Reinforcement worksheets 1 and 2 for each unit focus on key vocabulary, as does Extension worksheet 1. Extension worksheet 2 offers further exploitation of the story in each unit. The audio for these activities is to be found online on the *Kid's Box* website. We recommend you use audio to help your students get used to a variety of voices.
- There is also a Song worksheet for each unit. These offer a song-based activity, which varies from unit to unit. These worksheets are best done once students are familiar with the song. The songs are provided online on the *Kid's Box* website but you can also use the Class Audio CDs. Please note that the audio track numbers refer to the *Kid's Box American English Starter Teacher's Resource Book Online Audio*. You may like to photocopy and laminate these song worksheets and put them up on the wall as you complete each unit. Then, in future lessons, when you need to fill time, you can ask a student to point to one of these worksheets and then play/sing that song again.
- There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities that encourage class interaction and add an extra dimension to each worksheet. You may find that one type of follow-up activity works better than another with a particular class, in which case you can use the suggestion as a springboard for adapting other worksheets.
- You may find, according to the particular interests of each student, that in one unit he/she needs a reinforcement worksheet, whereas in other units, the same student can more profitably do an extension worksheet. Fast finishers may want/need to do both reinforcement and extension worksheets.
- Bear in mind that with students of this age, fast finishers are not always the students who have better understood the new language. Encourage your students to take pride in their work rather than rush to finish it. You may want to praise students who have done the worksheet particularly carefully in order to make this a model to aspire to.
- You can also use the worksheets when you need to fill time or as alternative activities when, for example, some other activity (a whole-school project, a field trip, a holiday, etc.) has interfered with the normal running of the class.
- You may like to give these worksheets to students as they do them or you may like to keep them together to bind them at the end of the semester/year. If you decide to do this, you can photocopy the cover pages on pages 54 and 55 of this Teacher's Resource Book.
- In addition, you can use pages 54 and 55 as review worksheets. Use them as a color dictation, e.g., *Color the couch green* or ask, e.g., *How many robots can you see?*, *Is the dog under the bed or on the bed?*
- You may find it useful to keep a record of the unit worksheets each student has completed. To do this, you can photocopy the record sheet on the next page for each unit.



Name	Reinforcement worksheet 1	Reinforcement worksheet 2	Extension worksheet 1	Extension worksheet 2	Song worksheet



Teacher's notes

Reinforcement worksheet 1

- Students look at the characters and say their correct names. Students then color in the characters and the backgrounds. They cut them out and use them as bookmarks. See also Extension worksheet 2, *Optional follow-up activity*.
- **Optional follow-up activity:** Students work in pairs, A and B. Student A lifts up one of the bookmarks, and Student B says *Hi* to the character, e.g., *Hi, Marie!* Students A and B exchange roles.
- **Optional audio activity:** Play the audio (Track 2). As they listen, students lift the character who has been named and repeat the greeting.

Key: 1 Hi, Marie! 2 Hi, Monty! 3 Hi, Marie! 4 Hi, Maskman! 5 Hi, Maskman! 6 Hi, Monty!

Reinforcement worksheet 2

- Students look at the faces and use their fingers to trace over the example. They then use a pencil to draw the noses. When they have drawn all six, they color in the faces and add hair. Encourage them to be original!
- **Optional follow-up activity:** Students work in pairs, A and B. Student A points to a face, and Student B says the number. Students A and B exchange roles.
- As part of your assembly routine, when you count how many students are absent, you can draw (or ask a student to draw) the number face on the board.
- **Optional audio activity:** Play the audio (Track 3). As they hear a number, students find the face and trace over the number with their fingers.

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

Extension worksheet 1

- Copy onto thin cardboard for best results. Students color and cut out the birthday scene and the number wheel. Help them cut out the shaded area in the birthday scene. Help students fix the number wheel to the back of the cardboard using a round head fastener. Push this through the cross in the birthday scene and then through the cross in the middle of the number wheel. If it is easier, students can use a pencil to make the holes. Say a number. Students move the number wheel so that the number is showing. Ask *How old are you?* Students answer with the visible number. They then repeat the exercise in pairs.

- **Optional follow-up activity:** Students choose a number and move the number wheel accordingly. Say, e.g., *I'm three. If your number is three, stand up.* Repeat with other numbers.

Extension worksheet 2

- Students look at the pictures. They listen to the story frame by frame (Track 4) and point to the picture that goes with it. As they hear each frame, students write the number in the correct picture. Play the audio again so they can follow the story.

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

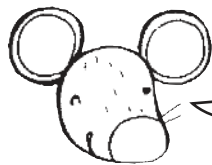
- **Optional follow-up activity:** Students can use the characters from Reinforcement worksheet 1. Divide the class into three groups and give each group one of the three cutout characters. Play the story. Students in each group lift their character when their character speaks.

Song worksheet

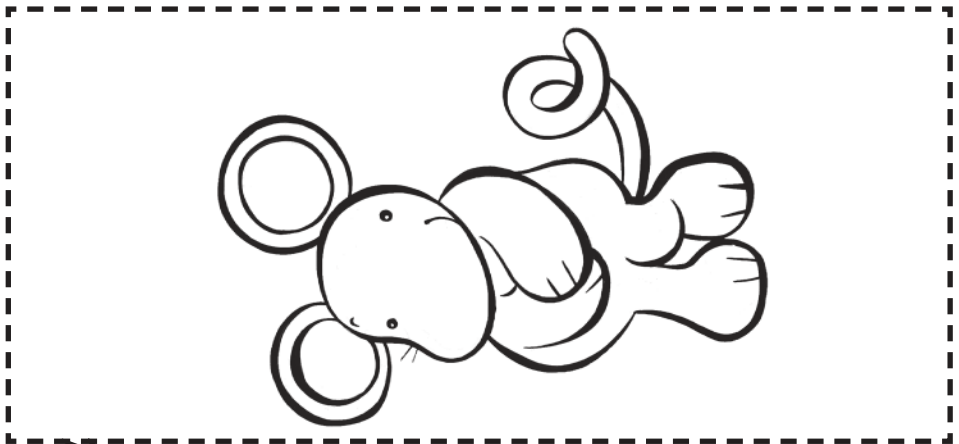
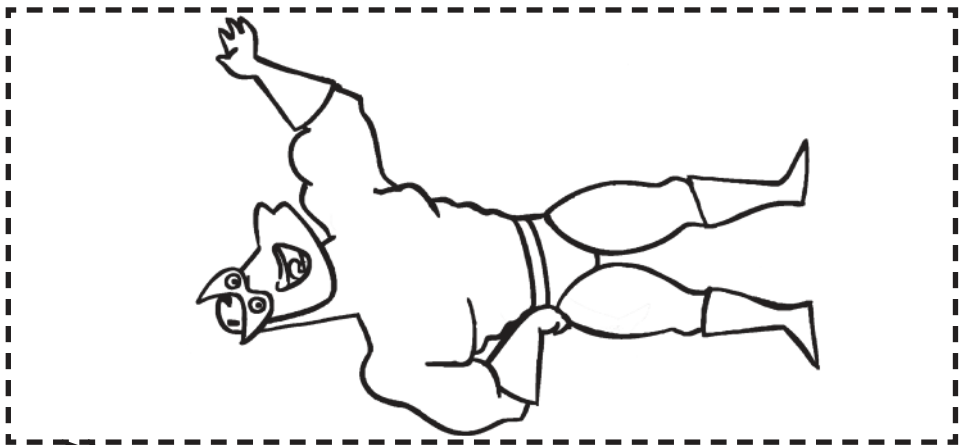
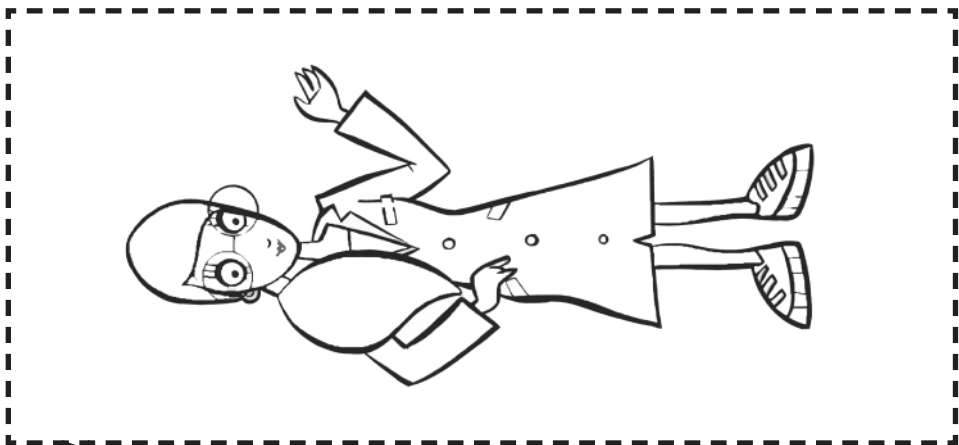
- Prepare a set of cards in advance. Show one of the owls and ask *How old are you?* Imitate the owl's answer, e.g., *I'm five.* Repeat with another number, then give the remaining cards to four students and ask them to answer with the age of the owl they are holding. Take the cards back and fix them to the board. One of them should be face down (so that the image is hidden). Point to the hidden owl and ask *How old are you?* Students look at the remaining owls. They figure out the age of the hidden owl and answer. Students sing the song (Track 5), pointing to each answering owl on their worksheets.
- **Optional follow-up activity:** Students decorate and cut out the cards. Students work in pairs, A and B. Student A points to one of the owls and asks *How old are you?* Student B answers. Students A and B exchange roles.

Unit
1

Reinforcement worksheet 1

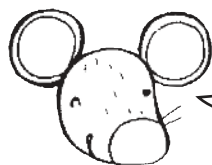


Look, color, and cut.

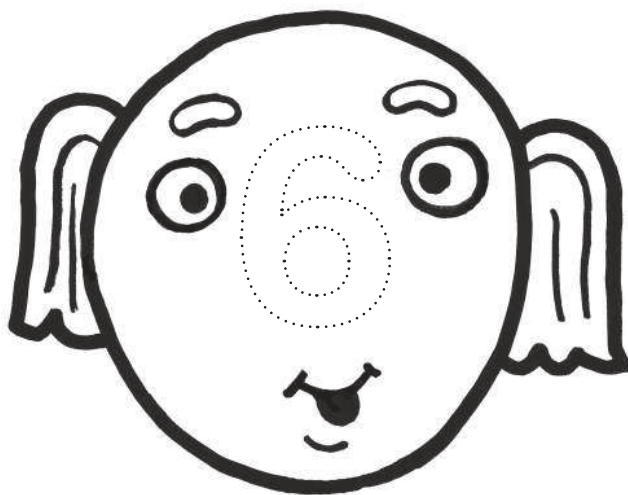
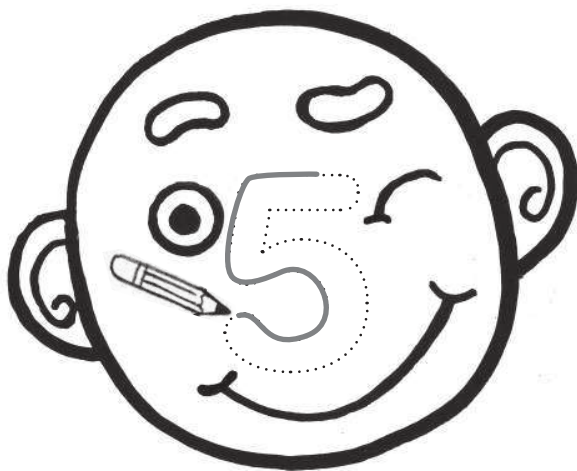
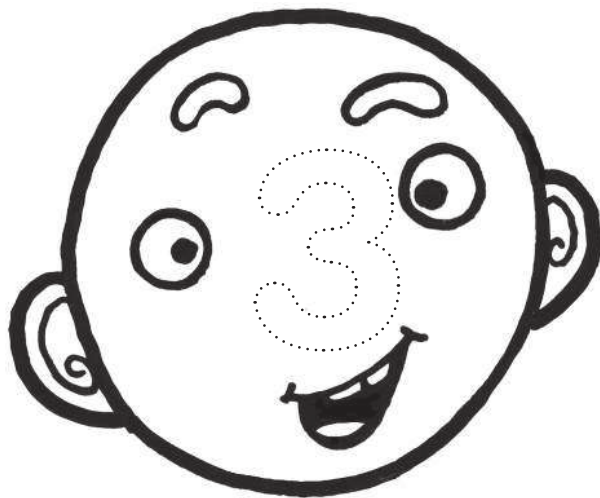
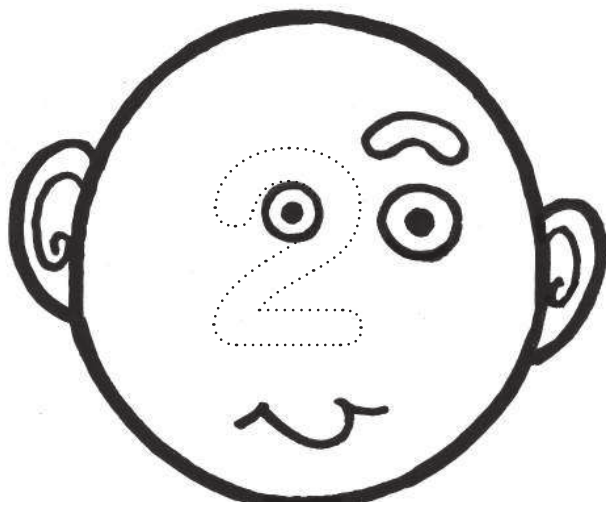
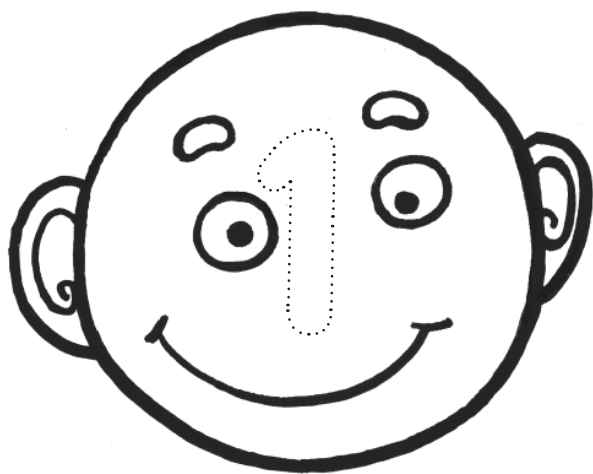


Unit
1

Reinforcement Worksheet 2



Trace and color.

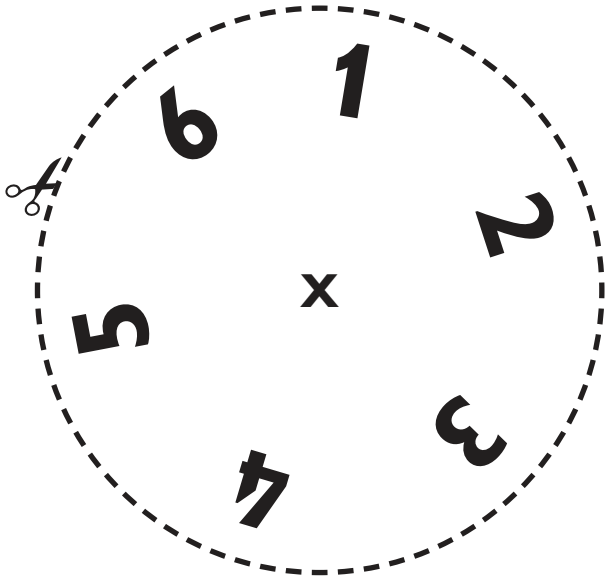


Unit
1

Extension worksheet 1



  **Make and play.**

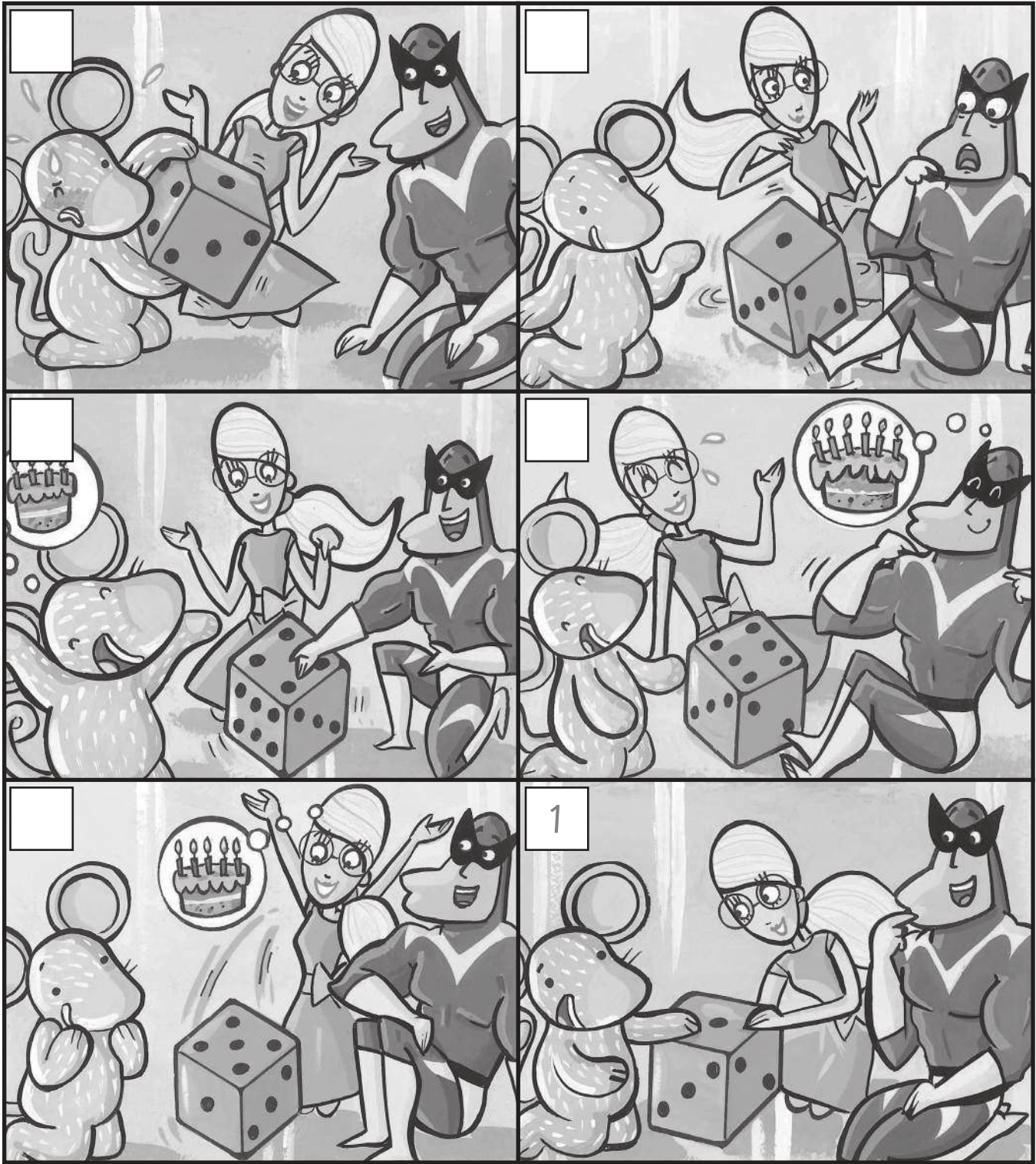


Unit
1

Extension worksheet 2

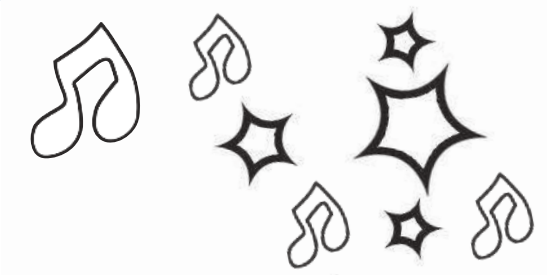


Listen, point, and write.





Song worksheet



Play, point, and sing.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '1', standing with its arms slightly out.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '2', perched on a branch and looking forward.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '3', perched on a branch and looking upwards.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '4', perched on a branch and looking to the side.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '5', perched on a branch and looking forward.

A small icon of a pair of scissors, indicating where to cut.

A cartoon owl wearing a shirt with the number '6', perched on a branch and looking upwards.



Teacher's notes

Reinforcement worksheet 1

- Students decorate and color the bag. Encourage them to be creative and to use different patterns and colors. Students cut out the bag. Show them how to fold over the flap to make a pocket. Use staples or Scotch tape to fasten the sides of the flap into place, being careful to leave a space at the top for students to insert the objects. Students color the flap. Students then color and cut out the objects and put them into the pocket.
- Students work in pairs, A and B. Student A names one of the objects, and Student B puts it into the pocket. Students A and B exchange roles.
- **Optional follow-up activity:** Students work in small groups. The rest of the group close their eyes, while Student A puts only four objects into the pocket. The other students have to guess which object is missing and lay their guess on the desk hidden under their hand. Student A names each object as he/she takes it out. If a student has the named object under his/her hand, he/she is "out." The winner is the student whose object is not named.
- **Optional audio activity:** Students listen to the audio (Track 6). Students place the objects in the pocket as they are named. Check they are doing this correctly.

Key: pencil, book, chair, eraser, table.

Reinforcement worksheet 2

- Students look at the classroom scene and count how many pictures there are of each object. Guide students through the example by getting them to find and circle all five pencils. They write the numbers in the boxes. Students then color in the scene.
- Students work in pairs, A and B. Student A says a number, and Student B says the name of the corresponding object(s). Students A and B exchange roles.
- **Optional follow-up activity:** Students work in small groups. One student asks *What's this?* and starts to draw one of the classroom objects. The first to guess the correct object is the next to draw. To extend this activity, Student A gives his/her picture to another member of the group and asks *Where's this?* Student B points to the object on the worksheet.

- **Optional audio activity:** Students listen to the audio (Track 7) and check their answers.

Key: 5 pencils, 4 books, 3 erasers, 6 bags, 2 tables, 6 chairs.

Extension worksheet 1

- Copy onto thin cardboard for best results. Students color and cut out the spinner. Help them make a hole in the center of the spinner and show them how to push a pencil through it. Demonstrate how to play *Spin the spinner* by doing the action that the spinner lands on. Students spin their spinners and do the actions. They can record their game in the chart by crossing out a number each time they land on that particular action. Ask students which action was first to reach six spins.
- **Optional follow-up activity:** In pairs, both students spin their spinners. If the two spinners land on the same action, students both name the action and do it together; if different, they each say their action but do not do it.

Extension worksheet 2

- Students look at the frames and remember the story. They circle the image they think is missing from each frame. They then listen to the story (Track 8) and check their answers.

Key: 1 A, 2 A, 3 B, 4 A, 5 B, 6 B.

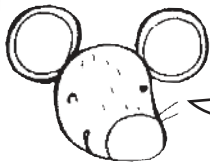
- Check students' answers, then ask them to draw in the missing objects.
- **Optional follow-up activity:** Point to frame one. Say *Two ch...* to elicit chairs. Do the same with the objects in the other frames (*three er...*, *four p...*, *five b...*). Students can also do this in pairs.

Song worksheet

- Prepare a set of cards in advance on thin cardboard for best results. Shuffle the cards. As you show the class each card, give instructions, e.g., *Maskman says stand up!* Then give an instruction without the words *Maskman says*. Whoever carries out the action is eliminated.
- Play the song (Track 9). Students join in with the actions.
- **Optional follow-up activity:** Students cut out their own sets of cards and play in groups. They take turns giving instructions.

Unit
2

Reinforcement worksheet 1



Make and play.

