

Back to School

Unit Objectives

- To identify classroom objects and ask and answer about classroom objects
- To ask and answer questions about classroom objects with *is* and *isn't*
- To know how to introduce one's name
- To read and learn different types of shapes
- To improve creativity by making tangram shapes
- To learn the importance of taking care of classroom objects

Language

Vocabulary pen, pencil, book, notebook, eraser, ruler, folder, backpack, board, marker, computer, globe, desk, chair

Grammar What is it? It's a pencil/an eraser.
Is it a board? Yes, it is./No, it isn't.

Features **Conversation** What's your name? My name is Nick.
School Subject Connection Math: Different Shapes
Value Take care of your school things.

Unit Opener

Back to School

What can you see in your classroom?

Time to Talk

Look at the picture.

- 1 Where are the children?
- 2 What can you see on the desks?

Watch the video.

- 1 What school things can you see in the video?
- 2 What does the teacher write on?



Objectives To introduce the topic of classroom objects
Materials Unit 1 Video; PPT Slides

Introduce

Big Question Read the Big Question aloud, *What can you see in your classroom?* Ask students what they see in the classroom and what they bring to school every day. Brainstorm ideas and write students' answers on the board.

Time to Talk

Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:
Where are the children? (They are in the classroom.)
What can you see on the desks?
(I can see a pencil, a notebook, and so on.)
What else can you see in the classroom?
(I can see a chair, a desk, and so on.)

Watch the video.

- Play the video and have students watch it. As they watch the video, have them look and listen for target vocabulary that tells about objects in the classroom.

- Replay the video with the sound off. Have students talk about what school objects they see in the video. Ask students follow-up questions such as:
What school things can you see in the video?
(I can see desks, chairs, a board, a globe, a pencil, a notebook, and a ruler.)
What does the teacher write on?
(The teacher writes on a board.)
What does the girl write with?
(The girl writes with a pencil.)

Optional Activity

Find the Object Call out a classroom object and have students find and point to that object in the classroom. Repeat with other objects.

Extra Practice

Online Practice

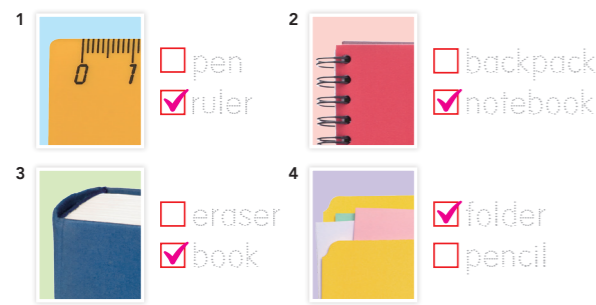
Lesson 1 Learn

A Listen and repeat. 05



B Look at A. Then listen and point. 06

C Look and guess. Then check and trace.



8

Objectives To identify classroom objects and ask and answer about classroom objects
Vocabulary pen, pencil, book, notebook, eraser, ruler, folder, backpack
Grammar What is it? It's a pencil/an eraser.
Materials Audio Tracks 05-09; Unit 1 Flashcards; PPT Slides

Warm Up

Counting & Grouping Review the vocabulary from the Welcome page. Count from 1 to 10 with students using fingers. Have students walk around the classroom and make groups with the same number of students as you call out. If you say *Five*, students should make groups of five. Play a couple of rounds if time permits.

Using Pages 8-9

A Listen and repeat.

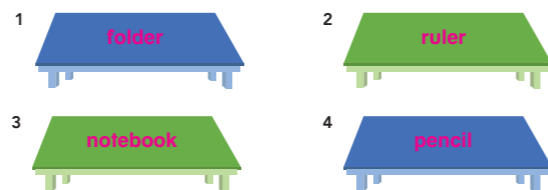
- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you. Stop after each word and try to find the same object in the classroom.
- Play Audio Track 05. Have students listen and repeat.

D Listen and repeat. Then practice. 08

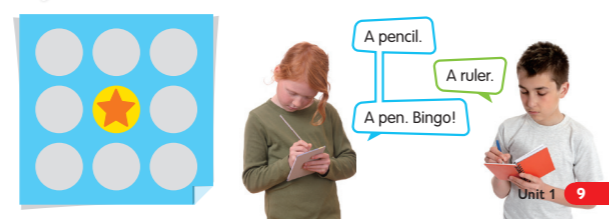
Grammar 07
 What is it? It's a pencil.
 It's an eraser. It's = It is



E Listen and stick. 09



Your Turn! Stick and complete the *Bingo* chart. Then play *Bingo*.



9

05

1. pen 2. pencil 3. book 4. notebook
 5. eraser 6. ruler 7. folder 8. backpack

B Look at A. Then listen and point.

- Play Audio Track 06. Have students listen to the words, then find the correct pictures from Activity A and point to them.

06

- folder pencil backpack eraser
 marker pen notebook ruler

C Look and guess. Then check and trace.

- Have students look at the close-up pictures and guess the words. Ask what each picture is about and elicit the answer.

What's number (1)? (Ruler.)

- Have students work individually. Have them check the correct words and trace them. Check the answers as a class.

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *What is it? It's a pencil/an eraser.*
- Play Audio Track 07. Have students listen and repeat.

07

What is it? It's a pencil.
 What is it? It's an eraser.
 It's, It is

- Explain about the articles "a" and "an." *We use "an" when a singular noun begins with the vowel sounds of /a/, /e/, /i/, /o/, and /u/. So we say "an eraser."*
- Present the contraction: *It's = It is*

D Listen and repeat. Then practice.

- Play Audio Track 08. Have students listen and repeat, pointing to each object as they hear it.

08

1. What is it? It's a pencil.
 2. What is it? It's a backpack.
 3. What is it? It's a notebook.
 4. What is it? It's a ruler.
 5. What is it? It's an eraser.
 6. What is it? It's a pen.

- Have students practice asking and answering about the picture in pairs. Switch roles and repeat the activity.

E Listen and stick.

- Help students find the Unit 1 stickers from the back of the Student Book.
- Play Audio Track 09. Have students listen and place the correct stickers on the desks. Replay the audio and check the answers as a class.

09

1. What is it? It's a folder.
 2. What is it? It's a ruler.
 3. What is it? It's a notebook.
 4. What is it? It's a pencil.

Your Turn!

Stick and complete the *Bingo* chart. Then play *Bingo*.

- Help students find the Unit 1 stickers from the back of the Student Book, and talk about the school object depicted on the stickers.
- Have students place the stickers onto the circles of the *Bingo* chart. Divide them into pairs and have them play *Bingo* using the language pattern. Monitor students and help with pronunciation when necessary.

Wrap Up

Snowball Have the first student (S1) say a classroom object by using the language pattern: *It's (a pencil)*. Then have the next student (S2) repeat the previous object and add another one. The student who correctly remembers the most classroom objects wins.

S1: It's a pencil.

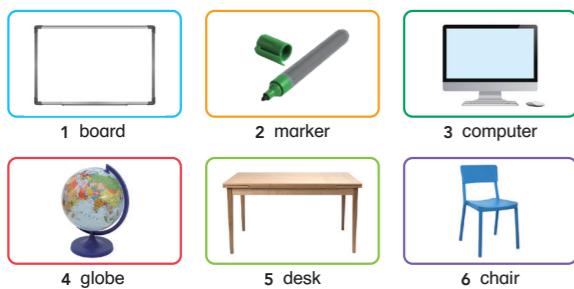
S2: It's a pencil. It's an eraser.


Extra Practice

Workbook Pages 4-5
 Online Practice

Lesson 2 Learn More

A Listen and repeat.  10



B Look at **A**. Then listen and point.  11

C Read and circle the school things. **D** Listen and chant along.  12

In the Classroom

Look around the classroom!
What is it? What is it?
A pencil! It's a pencil.
Look! Is it a pen?
No, it isn't. It's a marker.
Look! Is it a board?
Yes, it is. It's a board.

Look around the classroom!
What is it? What is it?
A globe! It's a globe.
Look! Is it a folder?
No, it isn't. It's a book.
Look! Is it a computer?
Yes, it is. It's a computer.

10

Objectives To ask and answer questions about classroom objects with *is* and *isn't*
Vocabulary board, marker, computer, globe, desk, chair
Grammar Is it a board? Yes, it is./No, it isn't.
Materials Audio Tracks 10-15, 135; Unit 1 Flashcards; PPT Slides

Warm Up

Look & Talk Review the vocabulary and language pattern from Lesson 1. Hold up one of the flashcards (Unit 1). Ask *What is it?* Elicit *It's (a folder)*. Then have students find and point to the object in the classroom. Repeat with other flashcards.


Using Pages 10-11


A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Stop after each word and have students try to find the same object in the classroom.
- Play Audio Track 10. Have students listen and repeat.

 10

- | | | |
|----------|-----------|-------------|
| 1. board | 2. marker | 3. computer |
| 4. globe | 5. desk | 6. chair |

E Listen and repeat. Then practice.  14

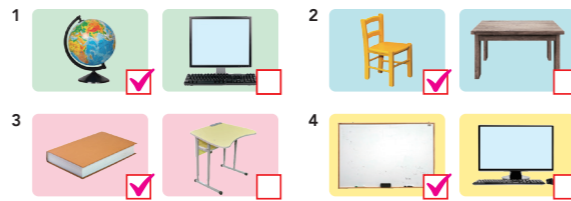
Grammar  13

Is it a board? Yes, it is.
No, it isn't.

isn't = is not



F Listen and check.  15



Your Turn! Ask and answer about things in the classroom with a friend.



Unit 1 11

B Look at **A**. Then listen and point.

- Play Audio Track 11. Have students listen to the words, then find the correct pictures from Activity A and point to them.

 11

- | | | |
|-------|----------|--------|
| board | globe | marker |
| desk | computer | chair |

C Read and circle the school things.

- Direct students' attention to the picture and talk about what classroom objects they can see. Then, have students read the chant lyrics individually and circle the words of classroom objects. Check the answers as a class.

D Listen and chant along.

- Play Audio Track 12. Have students listen and chant along.

- Play the instrumental version, Audio Track 135. Assign each student a line and have students chant without seeing the lyrics. If they are wrong, start chanting again from the first line.

 12

In the Classroom

Look around the classroom!
What is it? What is it?
A pencil! It's a pencil.
Look! Is it a pen?
No, it isn't. It's a marker.
Look! Is it a board?
Yes, it is. It's a board.

Look around the classroom!
What is it? What is it?
A globe! It's a globe.
Look! Is it a folder?
No, it isn't. It's a book.
Look! Is it a computer?
Yes, it is. It's a computer.

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *Is it a board? Yes, it is./No, it isn't.*
- Play Audio Track 13. Have students listen and repeat.

 13

Is it a board? Yes, it is.
Is it a board? No, it isn't.
isn't, is not

- Present the contraction: *isn't = is not*

E Listen and repeat. Then practice.

- Play Audio Track 14. Have students listen and repeat, pointing to each object as they hear it.

 14

1. Is it a board? Yes, it is.
2. Is it a book? No, it isn't. It's a computer.
3. Is it a pencil? No, it isn't. It's a marker.
4. Is it a desk? Yes, it is.
5. Is it a computer? No, it isn't. It's a globe.
6. Is it a chair? Yes, it is.

- Have students practice asking and answering about the picture in pairs. Switch roles and repeat the activity.

F Listen and check.

- Have students look at the pictures and talk about what each classroom object is.
- Play Audio Track 15. Have students listen and check the correct pictures. Replay the audio and check the answers as a class.

 15

1. Is it a computer? No, it isn't. It's a globe.
2. Is it a desk? No, it isn't. It's a chair.
3. Is it a book? Yes, it is.
4. Is it a board? Yes, it is.

Your Turn!

Ask and answer about things in the classroom with a friend.

- Divide students into pairs and have them look at the objects in the classroom. Have students talk about the objects using the language pattern: *Is it (a ruler)? Yes, it is./No, it isn't.*

Wrap Up

Balloon Popping Draw five balloons on the board. Divide students into two groups. A student (S1) from Group 1 (G1) chooses one of the flashcards (Unit 1, Lesson 2). Have Group 2 (G2) ask questions to S1 using the language pattern: *Is it (a chair)?* S1 can answer by saying *Yes, it is./No, it isn't*. Pop (cross out) a balloon for every incorrect guess. If all the balloons get popped before G2 gets the correct word, G2 loses.

Extra Practice

Workbook Pages 6-7
Online Practice

Lesson 3 Story

A Listen and read. Then act it out. 16

Where's Amy?



Objectives To read the target language patterns in context; To know how to introduce one's name
Conversation What's your name? My name is Nick.
Materials Audio Tracks 12, 16, 17; Unit 1 Flashcards; PPT Slides

B Read and match.

1 What is it? No, it isn't.
 2 Is it a pencil? It's a ruler.
 3 Is it a folder? Yes, it is.

C Look and check ✓.

Who's Amy?

D Listen and repeat. Then act it out. 17

What's your name? My name is Nick.

Tip My name is Nick. = I'm Nick.

Daily English!

Unit 1 13

Warm Up

Let's Chant Play Audio Track 12. Have students chant along. Then create a hand-clapping pattern to accompany the chant. Teach the pattern to students and have them clap along with the chant.

Using Pages 12-13

A Listen and read. Then act it out.

- Have students look at the pictures of the story. Briefly talk about what they can see in the pictures.
How many children are in the story?
(There are five children.)
What classroom objects can you see?
(I can see a ruler, a book, a pencil, and so on.)
- Play Audio Track 16. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

16

Where's Amy?

Boy: What is it?
 Girl: It's a ruler.
 Girl: Is it a book?
 Boy: Yes, it is.
 Boy: Is it a pen?
 Girl: No, it isn't. It's a pencil!
 Boy & Girl: Amy?
 Boy: Hello. What's your name?
 Sally: Hi. My name is Sally.
 Girl: Hello. What's your name?
 Kelly: Hi. My name is Kelly.
 Boy & Girl: Amy?
 Boy: Hello. What's your name?
 Amy: Hi. My name is Amy.
 Boy & Girl: Here you go!
 Amy: Thank you!

- Point to the story frames as you ask questions to check for understanding.

Wrap Up

Story Scramble Play Audio Track 16. Have students listen and read along with the story. Divide students into two groups. Prepare some copies of the story frames without the numbers and cut them out. Give them to each group. Have each group arrange the story frames in the correct order within the time limit. The first group to complete the story wins.

Extra Practice
 Workbook Pages 8-9
 Online Practice

- Look at Frame 1. Where are they going?
(They're going to school.)
- Look at Frame 2. Is there a notebook on the path?
(No, there isn't.)
- Look at Frame 3. What's on the path?
(There is a pencil on the path.)
- Look at Frame 4. What is written on the book cover?
(“Amy” is written on it.)
- Look at Frame 6. What's the girl's name?
(She's Kelly.)

- Divide students into a few groups depending on the number of students and give each group a role of each character. Then act out the story. Switch characters and repeat the activity.

B Read and match.

- Have students look at the pictures. Ask about the pictures and elicit the answers verbally.
What is it? (It's a ruler.)
- Have students match the questions with the correct answers. Check the answers as a class.

C Look and check.

- Have students review the story. Ask some questions about the pictures and elicit the answers.
Who lost the classroom objects?
(Amy lost them.)
In which frame did the boy and girl find Amy?
(They found Amy in Frame 7.)
- Have students check the correct person. Check the answer as a class.

Daily English!

D Listen and repeat. Then act it out.

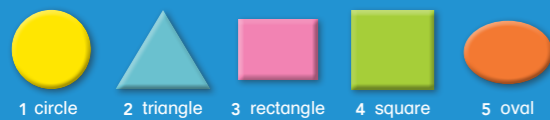
- Play Audio Track 17. Have students listen and repeat.

17

What's your name?
 My name is Nick.

- Direct students' attention to the tip box. Explain that we can also introduce ourselves by saying *I'm (Nick)*.
- Present the contraction: *I'm = I am*
- Demonstrate with a student. Ask *What's your name?* Elicit *My name is (Nick). / I'm (Nick)*. Switch roles and repeat the activity. Divide students into pairs and have them act out the conversation.

A Listen and repeat.



1 circle 2 triangle 3 rectangle 4 square 5 oval

B Listen and read.

What Shape Is It?

What shape is it?
It's a triangle.

What shape is it?
No, it isn't.
It's an oval.

What shape is it?
It's a circle.

What shape is it?
It's a square.

Is it a square?
No, it isn't.
It's a rectangle.

14

Objectives To read and learn different types of shapes
Vocabulary circle, triangle, rectangle, square, oval
Materials Audio Tracks 18-19; Unit 1 Flashcards; PPT Slides

C Read and trace the correct shapes.

1 What shape is it?
It's a triangle.

2 Is it a circle?
No, it isn't. It's an oval.

3 What shape is it?
It's a square.

D Look and connect.

1 circle 2 triangle 3 oval 4 square 5 rectangle

Think What shapes can you find in your classroom?



Unit 1 15

Warm Up

Reading Relay Review the story from Lesson 3. Have students look at the pictures from the story page. Start reading the story and stop at a certain point. Call out a student's name and have the student continue reading from where you left off. After a while, have the student call out another student's name to continue the reading. Have students take turns reading small portions of the story like this until it is finished.

Using Pages 14-15

A Listen and repeat.

- Draw a circle on the board and name the shape. Say *This is a circle. Repeat after me. Circle!* Have students stand and make a circle with their bodies. Repeat the activity with other shapes.
- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.

- Play Audio Track 18. Have students listen and repeat.

18

1. circle 2. triangle 3. rectangle
4. square 5. oval

- Have students find each shape in the classroom.

B Listen and read.

- Have students look at the pictures and name the shape of each object they see.
- Play Audio Track 19. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

19

What Shape Is It?
 What shape is it? It's a triangle.
 What shape is it? It's a circle.
 Is it a circle? No, it isn't. It's an oval.
 What shape is it? It's a square.
 Is it a square? No, it isn't. It's a rectangle.

- Remind students that words that begin with vowels, such as "oval," take the article "an."
- Ask questions to check students' comprehension.
Which item is a triangle? (The ruler is a triangle.)
Is the clock a circle? (No, it isn't. It's a square.)
What shape is the notebook? (It's a rectangle.)
Is the rugby ball an oval? (Yes, it is.)
What shape is the plate? (It's a circle.)

C Read and trace the correct shapes.

- Have students look at each shape and talk about what shape it is.
- Read the sentences together. Then have them choose and trace the correct shapes. Check the answers as a class.

D Look and connect.

- Have students look at the pictures and talk about what shape each object is.
- Have students connect the shapes with the correct words. Check the answers as a class.

Think What shapes can you find in your classroom?

- Have pairs of students choose some objects in the classroom. Then have them talk about the shapes of the objects they've found by using the language patterns:
What shape is it? It's (a circle). Is it (a rectangle)? Yes, it is./ No, it isn't.

Wrap Up

High-Speed Q&A Divide students into pairs. Choose one of the pairs and give a student (S1) one set of the flashcards (Unit 1) and the other student (S2) a different set of flashcards. Have S1 ask S2 about all of the flashcards using the language patterns: *What shape is it?/Is it (an oval)?* Then have S2 answer *It's (a rectangle)* or *Yes, it is./No, it isn't*. Switch roles. Time students to see how long it takes to ask and answer about all the flashcards.

Extra Practice

Workbook Pages 10-11
 Online Practice



Objectives To reinforce the target language patterns through a board game
Materials PPT Slides; Coins; Game Pieces

Warm Up

Picture Talk Have students look at the game board and talk about what they can see in it.

- Where can we find the objects in the pictures?
(We can find them in the classroom.)
- What school objects can you see on the yellow spaces?
(I can see a pen, a notebook, a ruler, a backpack, a marker, and so on.)

Using Page 16

A Play a game.

- Divide students into two groups and play with a coin and game pieces. Have each group take turns flipping the coin and moving their game piece along the board. If they flip the "heads" side of the coin, they move two spaces. If they flip the "tails" side of the coin, they move one space. The first group to reach the finish line wins.
- On each space of the game board, have each group ask and answer a question with the given pictures. If they say

the question and answer correctly, they stay on the space they've landed on. If they make a mistake, they move one space back. On the yellow space, use the language pattern: *What is it? It's (a pen).* And on the orange space, use the language pattern: *Is it (a pencil)? Yes, it is./No, it isn't.*

- When they land on a space with the words "Move Ahead 1" or "Move Back 1, 2", they move their game pieces accordingly.

Wrap Up

I Spy Divide students into groups of three or four. Have the first student in each group choose a classroom object from the game board without telling the other students what it is. The student can say *I spy with my little eye something that is...* and give a clue about the object's color or shape. Have the other students guess the classroom object. Have students use the language patterns: *Is it (a ruler)? Yes, it is./No, it isn't. What is it? It's (a folder).*

Project Tangram Shapes

- Step 1** Make a school thing by putting shape stickers together.
- Step 2** Write what it is. Then present it to the class.



Value

Take care of your school things.



Objectives To improve creativity by making tangram shapes; To learn the importance of taking care of classroom objects
Materials PPT Slides

Warm Up

Shape Trace Relay Divide students into a few groups of three or four and put them in lines facing away from the board. Show the students standing at the end of each line the flashcards with different shapes, respectively. When you say *Go*, the students draw the shapes on the back of the student in front of them without letting the other students see. Students continue down the line until the first student in line runs to the board, writes, and says the word of the shape. The first group to say the answer correctly gets a point. Play a couple of rounds if time permits.

Using Page 17

Project Tangram shapes

Step 1 Make a school thing by putting shape stickers together.

- Help students find the Unit 1 stickers from the back of the

- Student Book. Talk about the shape of each sticker.
- Direct students' attention to the examples at the bottom. Talk about the school objects and how they can make them with the stickers.
- Have students make a school thing by putting shape stickers together. Have students know that they can make one of the examples given or create something new.

Step 2 Write what it is. Then present it to the class.

- Have students trace and write down what school thing they made. Monitor students as they work and provide help if needed.
- Have students show their work to the whole class and present what they have made.

Value

- Read the value, *Take care of your school things.*
- Show a picture of clean (well-kept) school objects and another picture of broken (misplaced) school objects. Ask what they see in the pictures. Share ideas on what students can do to take care of their school objects.

Wrap Up

Labeling My Belongings Hand out blank name labels (stickers) where students can write their names and label their school objects. Have students label their own belongings. Emphasize the importance of taking care of school things and the benefits it brings, such as preventing loss of or confusion over belongings.

Extra Practice

- Unit 1 Test
- Online Practice