

Lesson	1 Nouns	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand how to use the articles. - Students will be able to recognize singular and plural nouns. 	Preparation	SB 1, WB 1, Activity Sheet 1, Lesson Test 1
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Draw two columns on the board. Write Vowels on top of the first column and Consonants on the other. - Ask students to call out the alphabet letters one by one, and you write the letters in the correct columns. - Go over the vowels and consonants again. 		
Grammar Points (35-40 min.)	<p>A. Look and Learn: Articles (a / an) + Noun</p> <ul style="list-style-type: none"> - A noun is a word that names a person, animal, place, or thing. - The words called articles, a and an, usually come before nouns to indicate they are singular. - The article a is used in front of words that begin with consonant sounds and an in front of words that begin with vowel sounds. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the words under the pictures. 1. Nouns 2. a/an + Noun <p>C. Look and Learn More: Plural Nouns (-s / -es)</p> <ul style="list-style-type: none"> - Singular means one of something, and plural means more than one. - Most plural nouns are made by just adding s. - Add es to nouns that end in s, ch, sh, or x. <p>D. Look and Say More</p> <ul style="list-style-type: none"> - Tell students to look and read aloud the words under the pictures. 1. ~s 2. ~es <p>E. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look and circle 2. Look and write. 3. Find and write. <p>[Extension Activity] Activity Sheet 1 (Bingo), Lesson Test 1</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Tell students, <i>Let's pretend we're at the zoo. What animals do you see?</i> Start the activity by saying what animal you see first. Ask students to add animals using the next number in sequence. <i>T: I see one elephant S1: I see one elephant and two tigers.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.4-6 - Online Practice: Lesson 1 		

Lesson	2 Pronouns	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what a pronoun is. - Students will be able to understand how to use pronouns. 	Preparation	SB 1, WB 1, Activity Sheet2, Lesson Test 2
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Say singular nouns one at a time. - Ask students to say the plural forms of the nouns. <p><i>T: A dog. Ss: dogs.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - <i>A pronoun</i> is a word that takes the place of a noun. - Singular pronouns that refer to people: I, You, She, and He - Plural pronouns that refer to people: We, You, and They <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. <ol style="list-style-type: none"> 1. People 2. Places, Things, and Animals <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Say the pronouns and play. 2. Read and write I, You, or We. 3. Match and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 2 (In the Bag), Lesson Test 2</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say names of people or objects, both singular and plural, and ask students to say associated pronouns. <p><i>T: Mary Ss: She T: book Ss: It</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.7-9 - Online Practice: Lesson 2 		

Lesson	3 Pronoun + Be	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what the verb to be is. - Students will be able to understand how to make affirmatives using the verb to be. 	Preparation	SB 1, WB 1, Activity Sheet 3, Lesson Test 3
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Review different pronoun in Lesson 2 with students. - Ask students to look at the pictures on pages 8 and 9 and read the sentences under the pictures. - Ask students to say the pronouns that refer to people and the pronouns that refer to animals, places, or things. 		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - The verb to be has three forms: am, are, and is - The form of to be depends on the subject. - I takes am. She, He and It, take is. We, You and They, take are. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. 1. I, We, and You 2. She, He, It, and They <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look and write. 2. Read and write. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 3 (Cut Up Sentences), Lesson Test 3</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Ask a student to point to an object or person in the classroom and have the other students say what the object is or who the person is. <p style="padding-left: 40px;"><i>S1: (pointing to the teacher) Ss: He is a teacher.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.10-12 - Online Practice: Lesson 3 		

Lesson	4 Pronoun + Be + Not	Time	45-50 minutes
Objectives	- Students will be able to understand how to make negatives using the verb to be.	Preparation	SB 1, WB 1, Activity Sheet 4, Lesson Test 4
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Write the following words on the board: <i>I, You, He, It, They, student, teacher, desk, and chairs.</i> - Tell students to make sentences using one of the pronouns and one of the nouns.</p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The negative sentences state that something is not true or incorrect. - The word, not, makes negative sentences, and it comes after the verb to be.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. 1. I, We, and You 2. She, He, It and They</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 3. 1. Read and say. 2. Read and write. 3. Look and write.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 4 (True or False), Lesson Test 4</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Point to an object or person in the classroom. Make a false statement using it and have students correct the statement. <i>T: (pointing to the windows) They are bananas. Ss: No, They aren't bananas. They are windows.</i></p> <p>[Assign Homework] - Workbook 1: pp.13-15 - Online Practice: Lesson 4</p>		

Lesson	5 Am/Are/Is ...?	Time	45-50 minutes
Objectives	- Students will be able to understand how to ask and answer yes/no questions using the verb to be.	Preparation	SB 1, WB 1, Activity Sheet 5, Lesson Test 5
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Write the following on the board: <i>I _____ a teacher. I _____ an octopus.</i> - Ask students to help you complete the sentences about you. - Ask each student to say one affirmative sentence and one negative sentence about themselves. 		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - The verb to be comes before the subject in yes/no questions. - Contractions cannot be used in affirmative short answers. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Look, number, and circle. 2. Read and write Is, Am, or Are. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 5 (Cut Up Questions), Lesson Test 5</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns asking and answering about any objects or people. <i>S1: (pointing to his books) Is this a pen? S2: No, it isn't. It's a book.</i> - Make the word cards before class (teacher, cook, singer, boy, girl, etc) and have students take turns grabbing a card and carry out the following dialogue <i>S1: (asking S2) Are you a _____? S2: Yes, I am. Or No, I'm not.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.16-18 - Online Practice: Lesson 5 		

Lesson	7 This/That	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what a demonstrative pronoun is. - Students will be able to understand how to use the demonstrative pronouns, this and that. 	Preparation	SB 1, WB 1, Activity Sheet7, Lesson Test 7
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Ask students to take turns asking about what the objects are around the classroom. - Begin by asking the first question and have students answer together. <p><i>T: (pointing to the board) What is it? Ss: It's a board.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - This is used to indicate a specific person, animal, place or thing nearby. - That is used to indicate a specific person, animal, place or thing farther away. - When this or that is used in questions, the pronoun, it is often used in answer. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Read and draw. 2. Number and write the answer. 3. Look and write This or That. 4. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 7 (This or that), Lesson Test 7</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns about any objects using this and that. <p><i>S1: (pointing to a book nearby) This is a bag. S2: (pointing to a pen farther away) That is a pen.</i></p> <ul style="list-style-type: none"> - Prepare some yes/no questions and write the individual words and question mark on each card. Let students make a complete question by lining up. <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.22-24 - Online Practice: Lesson 7 		

Lesson	8 These/Those	Time	45-50 minutes
Objectives	- Students will be able to understand how to use the demonstrative pronouns, these and those .	Preparation	SB 1, WB 1, Activity Sheet 8, Lesson Test 8
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Review the demonstrative pronouns, this and that, by having students take turns asking what questions about any objects in the classroom. - Begin by asking the first question and have students answer together. <i>T: (holding up a pencil and pointing) What is this? Ss: It's a pencil.</i> 		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - These is used to point out specific people, animals, places or things nearby. (plural form of this) - Those is used to point out specific people, animals, places or things farther away. (plural form of that) - When these or those is used in questions, the pronoun, they, is often used in answers. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Point and say. 2. Look and circle. 3. Look and write These or Those. 4. Look and write Are these or Are those. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 8 (These or Those), Lesson Test 8</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns asking and answering about any objects using this, that, these and those. <i>S1: (pointing to a bag nearby) Is this a book? S2: No, it isn't. It's a bag.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.25-27 - Online Practice: Lesson 8 		

Lesson	9 My/Your/Her/His (1)	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what a possessive adjective is. - Students will be able to understand how to use possessive adjectives. 	Preparation	SB 1, WB 1, Activity Sheet 9, Lesson Test 9
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Review the demonstrative pronouns by having students take turns asking information questions about the objects in the classroom. - Begin by asking the first question and have students answer together. <i>T: (pointing to the windows) What are those? Ss: They are windows.</i> 		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Subject pronouns: I, we, you, she, he, it, and they - Possessive adjectives: my, our, your, her, his, its, and their - Possessive adjectives come before nouns and show ownership or relationship. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. <ol style="list-style-type: none"> 1. My, Our, and Your 2. His, Her, Its, and Their <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 2. <ol style="list-style-type: none"> 1. Choose and write. 2. Look and say. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 9 (Five in a Row), Lesson Test 9</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns saying to whom the objects belong to. <i>S1: (pointing to a bag and a female classmate) That is her bag.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.28-30 - Online Practice: Lesson 9 		

Lesson	10 a/an/the + Noun	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what an article is. - Students will be able to understand how to use articles. 	Preparation	SB 1, WB 1, Activity Sheet 10, Lesson Test 10
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Ask students to take turns saying which things belong to whom in the classroom. <p><i>S1: (pointing to a male student's book) That's his book.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Articles, a, an, and the, come before nouns. - A and an show that the noun is singular. - The is used when a noun is specific and identifiable to the listener. It is also used for nouns that are one and only like sun, moon, and sky. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Look and write a, an, or the. 2. Choose and write a, an, or the. 3. Look, choose, and write. 4. Read and write a, an, or the. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity]</p> <p>Activity Sheet 10 (Roll and Write), Lesson Test 10</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Draw an object students are familiar with slowly on the board and have students take a guess by saying <i>I know. It's ~</i>. Continue until a student makes the correct guess. <p><i>T: (drawing the sun slowly) What is it? S1: I Know. It's a dish.</i></p> <p><i>T: (keep drawing slowly) What is this? S2: I know. It's the sun.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.31-33 - Online Practice: Lesson 10 		

Lesson	11 Be + Preposition + Noun	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what a preposition is. - Students will be able to understand how to use prepositions. 	Preparation	SB 1, WB 1, Activity Sheet 11, Lesson Test 11
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Write the articles, <i>a</i>, <i>an</i>, and <i>the</i>, on the board. Say a noun and ask students to say it again with the correct article. <p style="text-align: center;"><i>T: book Ss: a book T: egg Ss: an egg</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Prepositions of place: in, on, and under - Prepositions of place are usually followed by a noun and show where something is. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences and find the animals in the picture. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Choose, draw, and write 2. Look and write in, on, or under. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 11 (Read and Act Out), Lesson Test 11</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns asking and answering about the location of objects around them. <p style="text-align: center;"><i>S1: Where is your bag? S2: It is under the desk.</i></p> <ul style="list-style-type: none"> - Tell students to stand up and let them follow your directions only if you say <i>Teacher says ...</i> <p style="text-align: center;"><i>T: Teacher says the book is on the bag. Ss: (Put their book on their bag.)</i> <i>T: The book is under the bag. Ss: (Don't do any action.)</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.34-36 - Online Practice: Lesson 11 		

Lesson	12 Be + Adjective + Noun	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what adjective is. - Students will be able to understand how to use adjectives. 	Preparation	SB 1, WB 1, Activity Sheet 12, Lesson Test 12
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Write <i>in</i>, <i>on</i>, and <i>under</i> on the board. Pair up students and have them take turns asking and answering about the location of objects in the classroom. <p><i>S1: Where is your bag? S2: It is under the desk.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - An adjective describes or modifies a noun. It tells more about the noun like its color, shape or size. - Adjectives often come before a noun. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the photos. <ol style="list-style-type: none"> 1. Color 2. Shape 3. Size <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Which do you like better? Circle and write. 2. Write and draw. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 12 (Adjective Board Game), Lesson Test 12</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Point to an object and say a sentence using an incorrect adjective. Get students to correct your adjective <p><i>T: (pointing to a red backpack) It's a black backpack. Ss: No, It's a red backpack.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.37-39 - Online Practice: Lesson 12 		

Lesson	13 Noun/Pronoun + Be	Time	45-50 minutes
Objectives	- Students will be able to understand what a subject is in a sentence.	Preparation	SB 1, WB 1, Activity Sheet 13, Lesson Test 13
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Make a list of adjectives such as <i>long, round, red</i>, etc. - Point to an object and say what it is. Have students say the sentence again with an appropriate adjective. <p><i>T: (pointing to a red backpack) It is a backpack. Ss: It is a red backpack.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Subjects are usually nouns or pronouns. They tell what the sentence is about. - Subjects usually come at the beginning of a sentence. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look and write. 2. Choose, draw, and write. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 13 (Preposition Board Game), Lesson Test 13</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns asking and answering about the location of objects around them. <p><i>S1: Where is your bag? S2: My bag is under the table.</i></p> <ul style="list-style-type: none"> - Ask students to close their eyes and place objects around the room. Ask students to find the objects and write the sentences about where they are. <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.40-42 - Online Practice: Lesson 13 		

Lesson	14 Have/Has	Time	45-50 minutes
Objectives	- Students will be able to understand the verb to have and its usage.	Preparation	SB 1, WB 1, Activity Sheet 14, Lesson Test 14
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Choose an item and give a clue by saying a sentence with a subject pronoun. - Ask students to take a guess by changing the subject pronoun to a noun. <p><i>T: It is in the classroom. Take a guess. S1: The table is in the classroom.</i> <i>T: No, It's white. S2: The board is in the classroom. The board is white.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - The verb to have shows ownership, possession, or relationship. - Have is used with plural noun subjects or the subject pronouns: I, we, you, and they - Has is used with singular noun subjects or the subject pronoun: she, he, and it <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the picture or in the speech bubble. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look and match. 2. Circle and check Yes or No. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 14 (Roll and Write), Lesson Test 14</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns talking about what they have in their backpacks. <p><i>S1: I have books. S2: I have a pencil case.</i></p> <ul style="list-style-type: none"> - Pair up students and have them pick an object from the bag without showing it to their partner. The students stand back to back and you say <i>1...2...3... Turn!</i> Each student says what their partner has. <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.43-45 - Online Practice: Lesson 14 		

Lesson	15 Don't/Doesn't Have	Time	45-50 minutes
Objectives	- Students will be able to understand the verb to have and its usage.	Preparation	SB 1, WB 1, Activity Sheet 15, Lesson Test 15
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns saying what they have in their rooms. Have students repeat the sentence of the previous student before saying what they have. <i>S1: I have a desk. S2: She has a desk. I have a chair.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Don't have and doesn't have make negative sentences. - Don't have is used with the plural noun subjects or the subject pronouns: I, we, you, and they. - Doesn't have is used with the singular noun subjects or the subject pronouns: she, he, and it.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look, read, and circle. 2. What do you have? Circle and write have or don't have. 3. Look and compare. Write has, have, doesn't have, or don't have.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 15 (Choose and Write), Lesson Test 15</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them compare what they have and don't have in their bags. <i>S1: I have books. I don't have a key chain. S2: I have a pencil case. I don't have an eraser.</i></p> <p>[Assign Homework] - Workbook 1: pp.46-48 - Online Practice: Lesson 15</p>		

Lesson	16 Do/Does + Have ...?	Time	45-50 minutes
Objectives	- Students will be able to understand the verb to have and its usage.	Preparation	SB 1, WB 1, Activity Sheet 16, Lesson Test 16
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Say a word and ask students to take turns saying whether they have it or not. Have students repeat the sentence of the previous student before saying their own sentences. <i>T: A dog. S1: I have a dog. S2: She has a dog. I don't have dog.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The question form of the verb to have: Do/Does + subject + have ...? - The short answers: Yes, pronoun + do/does. and No, pronoun + don't/ doesn't.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 3. 1. Number and write the answer. 2. Look and write. 3. Read and write the answer.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 16 (Yes or No), Lesson Test 16</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about what they have in their rooms. <i>S1: Do you have a bed? S2: Yes, I do.</i></p> <p>- Put students into two groups. Give three picture cards to each student in group 1 and give a list of three objects to each student in group 2. Ask students in group 2 to find the items on their list by asking the students in group 1. <i>S1: Do you have an eraser? S2: No, I don't. / Yes, I do.</i></p> <p>[Assign Homework] - Workbook 1: pp.49-51 - Online Practice: Lesson 16</p>		

Lesson	17 My/Your/Her/His (2)	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to review what a possessive adjective is. - Students will be able to understand how to use possessive adjectives in connection with the verb to have. 	Preparation	SB 1, WB 1, Activity Sheet 17, Lesson Test 17
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Tell students to ask what you have in your room. <p><i>S1: Do you have a desk? T: No, I don't.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Possessive adjectives: my, our, your, her, his, its and their - Possessive adjectives come before nouns and show ownership or relationship. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the picture. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Spin and say. Look and write. 2. Look and write. 3. Read and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 17 (Roll and Write), Lesson Test 17</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns describing what they have in their bags. <p><i>S1: I have a book. My book is fun. S2: I have a pencil case. My pencil case is red.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.52-54 - Online Practice: Lesson 17 		

Lesson	18 Can/Can't	Time	45-50 minutes
Objectives	- Students will be able to understand how to use the helping verb, can .	Preparation	SB 1, WB 1, Activity Sheet 18, Lesson Test 18
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns describing what they have. <i>S1: I have a dog. My dog is small.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Can is one of the helping verbs. It comes before the main verb and adds the meaning of ability to the main verb. - Can means "be able to," and can't means "not be able to."</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the photos.</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 3. 1. Look, compare, and say. 2. Look at the pictures on page 75. Compare and write. 3. Read and circle about you.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 18 (Roll, Circle, and Say), Lesson Test 18</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns saying what they can or can't do. <i>S1: I can ride a bike. I can't swim. S2: I can play soccer. I can't cook.</i></p> <p>[Assign Homework] - Workbook 1: pp.55-57 - Online Practice: Lesson 18</p>		

Lesson	19 Can ...?	Time	45-50 minutes
Objectives	- Students will be able to understand how to use the helping verb, can .	Preparation	SB 1, WB 1, Activity Sheet 19, Lesson Test 19
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns saying what they can or can't do. <i>S1: I can jump. I can't swim.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The question form: Can + subject + verb ...? - The short answers: Yes, pronoun + can. and No, pronoun + can't.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 4. 1. Look and write the question. 2. Look and write the answer. 3. Look and write. 4. Choose and write about you.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 19 (Can or Can't), Lesson Test 19</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about what they can do. <i>S1: Can you ice skate? S2: Yes, I can. / No, I can't.</i> - Ask one student to come up to the front and act out an action. Have the other students take turns asking questions. <i>S1: (acting out a horse-riding action) S2: Can you ride a bike? S1: No, I can't.</i></p> <p>[Assign Homework] - Workbook 1: pp.58-60 - Online Practice: Lesson 19</p>		

Lesson	20 What/How + Be ...?	Time	45-50 minutes
Objectives	- Students will be able to understand how to make information questions using what and how .	Preparation	SB 1, WB 1, Activity Sheet 20, Lesson Test 20
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns asking what you can do. <i>S1: Can you ride a bike? T: Yes I can.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - What is a question word and it asks about animals, places, or things. - What color asks about colors. - How is a question word and it asks about the state of people, animals, things, or places. - How old asks about age.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students practice the grammar points by doing the questions from 1 to 3. 1. Find and circle six questions. 2. Color and write the questions. 3. Read and write about you.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 20 (Read and Match), Lesson Test 20</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns tossing a ball, while asking and answering information questions. <i>T: (tossing the ball to S1) S1, what color is your hair? S1: It's brown.</i></p> <p>[Assign Homework] - Workbook 1: pp.61-63 - Online Practice: Lesson 20</p>		