

Lesson	1 Present Simple: Be-Verbs	Time	45-50 minutes
Objectives	- Students will be able to give an overview on the usage of the verb to be in the present tense.	Preparation	SB 3, WB 3, 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"> - Greet students and introduce yourself. - Ask students to introduce themselves by telling the class their names and their favorite activities. 		
Grammar Points (35-40 min.)	<p>A. Look and Learn: Present Simple: Be-Verbs</p> <ul style="list-style-type: none"> - The verb to be has three forms: am, is, and are - The negative form of to be: be + not - The question form of to be: Be + subject ...? <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 Learn More: There + be</p> <ul style="list-style-type: none"> - There + be expresses that something exists in a particular place. - There is is used with noncount nouns or singular count nouns. - There are is used with plural count nouns. <p>D. Look and Say More</p> <ul style="list-style-type: none"> - Tell students to look and read aloud the sentences in the lower left corner of the picture. - Read the sentences together or allow students to read them individually. <p>E. Look and Practice</p> <ul style="list-style-type: none"> - Have students to practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Look and circle True or False. 2. Look, write, and circle. 3. Read and write. 4. Look and write. <p>[Extension Activity]</p> <p>Activity Sheet 1 (There Is or There Isn't), Lesson Test 1</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Ask students to take turns describing the people or objects in the classroom. <i>S1: (pointing to the teacher) He is a teacher.</i> - Have students take turns asking what's in your room. <i>S1: Is there a desk in your room? T: Yes, there is.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.4-6 - Online Practice: Lesson 1 		

Lesson	2 Present Simple: Affirmatives and Negatives	Time	45-50 minutes
Objectives	- Students will be able to give an overview on how to make affirmatives and negatives in the present simple tense.	Preparation	SB 3, WB 3, Activity Sheet 2, Lesson Test 2
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns making both negative and affirmative sentences about the objects or people in the classroom using the verb to be. <i>S1: (pointing to a teacher) She isn't a student. She's a teacher.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Verbs in the present simple tense inflect or change their forms for the third person singular subjects. a) Regular verbs: Add s to most verbs. If the verbs end in s, sh, ch, or x, add es. If the verbs end in consonant + y, change the y to an i and add es. b) Irregular verbs: have → has, do → does, go → goes - The negative form: don't + verb and doesn't + verb</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 to practice the grammar points by doing the questions from 1 to 4. 1. Look and write the correct forms of the verb. 2. Read and circle about you or your family. 3. Choose and write the correct forms of the verb. 4. Choose and write about you or your family.</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 2 (Roll and Write), Lesson Test 2</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and ask them to make a list of three common things they do and two common things they don't do on weekends. Share their list with the class. <i>S1: This is what we do on weekends. We ride our bikes. We watch TV. We play computer games.</i> <i>S2: This is what we don't do on weekends. We don't get up early. And we don't go to school.</i></p> <p>[Assign Homework] - Workbook 1: pp.7-9 - Online Practice: Lesson 2</p>		

Lesson	3 Present Simple: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to give an overview on how to make yes/no questions in the present simple tense.	Preparation	SB 3, WB 3, Activity Sheet 3, Lesson Test 3
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns taking a guess at what you do every day. <i>S1: You eat breakfast every day. T: True. I eat breakfast every day.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The question form: Do + subject + verb ...? and Does + subject + verb ...? - 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 yes/no questions and short answers under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look, read, and write. 2. Look and write the question or answer. 3. Read and write about you or your family.</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 3 (Ask Your Partner), Lesson Test 3</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about what their family members do in the evening. <i>S1: Does your dad watch news on TV? S2: Yes, he does.</i></p> <p>- Write you, he, she, we, they, Yes and No on each paper. Divide the class into two teams and have one student from each team come to the board. Say one verb phrase while holding up a pronoun and a yes or no card. Then students write the question and answer as quickly as possible. <i>T: (holding up "she" card and "no" card) Drink milk.</i> <i>Ss: (writing on the board) Does she drink milk? / No, she doesn't.</i></p> <p>[Assign Homework] - Workbook 1: pp.10-12 - Online Practice: Lesson 3</p>		

Lesson	4 Present Continuous	Time	45-50 minutes
Objectives	- Students will be able to give an overview on the present continuous tense.	Preparation	SB 3, WB 3, Activity Sheet 4, Lesson Test 4
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Have students take turns asking about your morning routine. <i>S1: Do you get up early? S2: Yes, I do.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The present continuous form: be (present) + verb ~ing - Rules for making verb~ing: Add ing to most verbs. If the verbs have one syllable and end in single vowel + single consonants, double the consonant and add ing. If the verbs end in e, drop the e and add ing.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences in the picture.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look and compare. 2. Use the words on the left and write the question. 3. What's everyone doing? Choose and write the correct forms of the verb. 4. Look and write the answer or question.</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 (Sleeping or Not sleeping?), Lesson Test 4</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Start the activity by acting out an action. Then, ask students to guess what you are doing. <i>T: (acting out playing badminton) What am I doing? S2: Are you playing tennis?</i> <i>T: No, I'm not. (keep acting out playing badminton) S3: Are you playing badminton?</i> <i>T: Yes, I am.</i></p> <p>[Assign Homework] - Workbook 1: pp.13-15 - Online Practice: Lesson 4</p>		

Lesson	5 Future: Affirmatives and Negatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmatives and negatives in the future tense.	Preparation	SB 3, WB 3, Activity Sheet 5, Lesson Test 5
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns acting out an action and say what they are doing. Have them repeat the sentences of the previous students before saying their own sentence. <i>S1: (acting out drinking water) I'm drinking water.</i> <i>S2: (acting out reading) S1 is drinking water. I'm reading.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The future tense expresses actions that will happen in the future. - The affirmative form: will + verb - The negative form: won't + verb</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 to practice the grammar points by doing the questions from 1 to 4. 1. Read and write. 2. Check and write. 3. Look and write. 4. Choose and write about you or your family.</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 5 (Will or Won't), Lesson Test 5</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and ask them to make a list of three common things they will do and two things they won't do after school today. Share their list with the class. - Pair up students and have them ask each other what they will do in the future: <i>after school, tomorrow, this weekend, and next year</i> <i>S1: What will you do after school? S2: I will visit my grandma.</i></p> <p>[Assign Homework] - Workbook 1: pp.16-18 - Online Practice: Lesson 5</p>		

Lesson	6 Future: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to understand how to make yes/no questions and short answers in the future tense.	Preparation	SB 3, WB 3, Activity Sheet 6, Lesson Test 6
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 will do and won't do this weekend. <i>T: What will you do this weekend? S1: I will go swimming. I won't go shopping.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The question form of the future tense: Will + subject + verb ...? - The short answers: Yes, pronoun + will. and No, pronoun + won't.</p> <p>B. Look and Say - Ask students to look and read aloud the yes/no questions and short answers on the right side of the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look, read, and write. 2. Look and write the question or answer. 3. Read and write about you or your family.</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 6 (Take a Guess), Lesson Test 6</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Have students make a list of three things they will do next weekend. Ask them to walk around the classroom and ask each other if they'll do the same. <i>S1: Will you watch a movie this weekend? S2: No, I won't.</i> <i>S1: Will you play baseball this weekend? S3: Yes, I will.</i></p> <p>[Assign Homework] - Workbook 1: pp.19-21 - Online Practice: Lesson 6</p>		

Lesson	7 Past: Be-Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand the usage of the verb to be in the past tense.	Preparation	SB 3, WB 3, Activity Sheet7, Lesson Test 7
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 will do after class today. <i>S1: Will you drink coffee after class? T: Yes, I will.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The verb to be has two past tense forms: was and were - Was is the past tense of am and is. - Were is the past tense of are.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the picture.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write was, were, wasn't, or weren't. 2. Look and write was, were, wasn't, or weren't. 3. Read and write the question form.</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 7 (Cut Up Story), Lesson Test 7</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to write about their last birthday. Write on the board the following questions and have students share their stories. <i>When was your birthday? Was there a birthday party at your house? How was the birthday cake?</i></p> <p>[Assign Homework] - Workbook 1: pp.22-24 - Online Practice: Lesson 7</p>		

Lesson	8 Past: Regular Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmatives and negatives using regular verbs in the past tense.	Preparation	SB 3, WB 3, Activity Sheet 8, Lesson Test 8
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students questions about yesterday using the verb to be in the past tense. <i>T: Was there any homework yesterday? Ss: Yes, there was.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The affirmative form of the past tense: verb ~ed - The negative form: didn't + verb -Rules for making verb~ed: Add ed to most verbs. If the verbs end in e, add d. If the verbs end in consonant + y, change the y to an i and add ed.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences on the right side of the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Match and write the past form of the verb. 2. Choose and write the correct form of the verb. 3. Look and write the correct forms of the verb. 4. Read and circle about you or your family.</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 8 (Did or Didn't), Lesson Test 8</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns talking about what they did last weekend. Have students repeat the sentences of the previous students before adding their own. <i>T: I played tennis. S1: Our teacher played tennis, and I cleaned my room.</i></p> <p>[Assign Homework] - Workbook 1: pp.25-27 - Online Practice: Lesson 8</p>		

Lesson	9 Past: Irregular Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmatives and negatives using irregular verbs in the past tense.	Preparation	SB 3, WB 3, Activity Sheet 9, Lesson Test 9
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns taking a guess at what you did yesterday. <i>S1: You visited your friend. T: False. I didn't visit my friend.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Irregular verbs do not end in ~ed in the past tense. They have their own past tense forms that must be learned and memorized.</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 to practice the grammar points by doing the questions from 1 to 4. 1. Look and write the correct form of the verb. 2. Choose and write the correct form of the verb. 3. What did your dad do yesterday? Check and write the correct form of the verb. 4. What did you do yesterday? Check and write the correct form of the verb.</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 9 (Choose and Write), Lesson Test 9</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and ask each pair to write three things they did and two things they didn't do in common last weekend. Share their sentences with the class. <i>S1: We both watched TV. We both took a shower. We both ate ice cream.</i> - Divide the class into several teams and ask one student from each team to come to the board. Say an irregular verb phrase and have them write it in the past tense on the board. <i>T: Sing in the park. Ss: (writing) Sang in the park.</i></p> <p>[Assign Homework] - Workbook 1: pp.28-30 - Online Practice: Lesson 9</p>		

Lesson	10 Past: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to understand how to make yes/no questions in the past tense.	Preparation	SB 3, WB 3, Activity Sheet 10, Lesson Test 10
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns making sentences about themselves in the past tense with the verbs you provide. <i>T: Eat breakfast this morning. S1: I ate breakfast this morning.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The question form of the past tense: Did + subject + verb ...? - The short answers: Yes, pronoun + did. and No, pronoun + didn't.</p> <p>B. Look and Say - Ask students to look and read aloud the yes/no questions and short answers under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look, read, and write. 2. Look and write the question or answer. 3. Read and write the question form.</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 10 (Take a Guess), Lesson Test 10</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them ask and answer yes/no questions about their schedule last weekend until each student gets three yes and two no answers. <i>S1: Did you visit your grandma? S2: No, I didn't. Did you go to the park? S1: Yes, I did.</i></p> <p>[Assign Homework] - Workbook 1: pp.31-33 - Online Practice: Lesson 10</p>		

Lesson	11 Adjectives	Time	45-50 minutes
Objectives	- Students will be able to give an overview on the usage of adjectives.	Preparation	SB 3, WB 3, Activity Sheet 11, Lesson Test 11
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Have students take turns asking you yes/no questions about what you did yesterday. <i>S1: Did you go to bed late last night? T: No, I didn't. I went to bed early.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - An adjective describes or modifies a noun. - Adjectives often come before nouns to modify them. They also follow the verb to be to describe the subject.</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 to practice the grammar points by doing the questions from 1 to 4. 1. Look and write the adjective. 2. Choose and write. 3. Choose and write 4. Read, 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 11 (Match and Take), Lesson Test 11</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns describing things in the classroom using the adjectives. <i>S1: (pointing to a backpack) It's a blue backpack. The backpack is blue.</i> - Pair up students and write five adjective from the lesson on the board. Tell students to write about as many things in the classroom as possible using these adjectives. Have each pair read their sentences to the classroom.</p> <p>[Assign Homework] - Workbook 1: pp.34-36 - Online Practice: Lesson 11</p>		

Lesson	12 Adverbs	Time	45-50 minutes
Objectives	- Students will be able to understand what an adverb is and how it is used.	Preparation	SB 3, WB 3, 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"> - Say a sentence with an adjective. - Ask students to say the sentence again with the opposite adjective. <p><i>T: The baby is happy today. Ss: The baby is sad today.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - An adverb often describes a verb and tells how something happens. - Adverbs are often placed after the verb. If the verb has an object, the adverb comes after the object. <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 to practice the grammar points by doing the questions from 1 to 3. 1. Match the opposites. 2. Look, choose and write. 3. Write the sentence in the correct order. Match it with the picture. <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 (Read and Circle), Lesson Test 12</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Ask students to take turns making a sentence with the adverb you provide. <p><i>T: Slowly. S1: I eat slowly.</i></p> <ul style="list-style-type: none"> - Have students take turns acting out a sentence about themselves, family, members, or friends using an adverb. They should tell the class who the sentence is about before acting it out. <p><i>S1: My father (mmm). (S1 acts out the sentence.) S2: Your father plays tennis well.</i> <i>S1: No. S3: Your father plays badminton well S1: Yes!</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.37-39 - Online Practice: Lesson 12 		

Lesson	13 Comparatives	Time	45-50 minutes
Objectives	- Students will be able to give an overview on how to make comparative adjectives and sentences.	Preparation	SB 3, WB 3, Activity Sheet 13, Lesson Test 13
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns guessing your daily activities using adverbs. <i>S1: You eat slowly. T: True. I eat slowly.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Comparative adjectives are used to compare two things and describe the difference. They are followed by the word, than. - Comparatives of one-syllable adjectives: Add er to adjectives. If the adjectives end in single vowel + single consonant, double the consonant and add er. If the adjectives end in e, add r. - Comparatives of two-or-more syllable adjectives: Use more before adjectives. If the adjectives end in y, change y to an i, and add er.</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 to practice the grammar points by doing the questions from 1 to 4. 1. Look, compare, and circle. 2. Which is more fun? Circle and say. 3. Look, choose, and write. 4. 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 13 (Roll, Circle, and Say), Lesson Test 13</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns making comparative sentences about animals. <i>S1: Elephants are larger than foxes. S2: Horses are faster than cows.</i> - Pair up students. Tell them you will say one comparative and they must write as many sentences as possible in one minute using that comparative. The pair with the most sentences wins.</p> <p>[Assign Homework] - Workbook 1: pp.40-42 - Online Practice: Lesson 13</p>		

Lesson	14 Superlatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make superlative adjectives and sentences.	Preparation	SB 3, WB 3, Activity Sheet 14, Lesson Test 14
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns saying comparative sentences. Have them try to take a guess about you and your family members. <i>S1: You are taller than your dad. T: True. I'm taller than my dad.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Superlative adjectives are used to show the higher degree of quality in a group of things. The word, the, is placed before the superlative adjectives. - Superlatives of one-syllable adjectives: Add est to adjectives. If the adjectives end in single vowel + single consonant, double the consonant and add est. If the adjectives end in e, add st. - Superlatives of two-or-more syllable adjectives: Use most before adjectives. If the adjectives end in y, change y to an i, and add est.</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 to practice the grammar points by doing the questions from 1 to 3. 1. Read and write. 2. Look and write. 3. Choose 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 14 (Say and Win the Stars), Lesson Test 14</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them make five superlative sentences and share them with the class. - Have students get into groups and tell them you will shout a noun. Then, students in their group must write three sentences using that noun with an adjective, a comparative, and a superlative. <i>T: Dogs! S1: Dogs are nice. S2: Dogs are nicer than cats. S3: Dogs are the nicest animals.</i></p> <p>[Assign Homework] - Workbook 1: pp.43-45 - Online Practice: Lesson 14</p>		

Lesson	15 Pronouns	Time	45-50 minutes
Objectives	- Students will be able to give an overview on different types of pronouns and possessives.	Preparation	SB 3, WB 3, Activity Sheet 15, Lesson Test 15
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Say a noun and an adjective. Ask students to make superlative sentences with the words given. <i>T: Mt. Everest / tall Ss: Mt. Everest is the tallest (mountain).</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - The subject pronouns are used as the subject in the sentence: I, we, you, she, he, it, and they. - The possessive adjectives: my, our, your, her, his, its, and their - The possessive nouns: add 's to the nouns - The demonstrative pronouns, this and these, indicate specific things nearby. The demonstrative pronouns, that and those, indicate specific things of farther away. <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 to practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Look read, and circle. 2. Write the sentence in the correct order. 3. Look, choose, and write. 4. Write the possessive form. <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 15 (Correct the Mistakes and Win the Stars), Lesson Test 15</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns pointing and saying the ownership of things in the classroom. Have students repeat the sentences of the previous students before adding their own. <i>T: This is my book. S1: That's the teacher's book. This is my backpack.</i></p> <p>[Assign Homework] - Workbook 1: pp.46-48 - Online Practice: Lesson 15</p>		

Lesson	16 Nouns and Articles	Time	45-50 minutes
Objectives	- Students will be able to give an overview on different types of nouns and articles.	Preparation	SB 3, WB 3, Activity Sheet 16, Lesson Test 16
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns answering your questions about the people or things in the classroom. The questions should review different pronouns. <i>T: (pointing at the door) What is this/that? S1: It's a door.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn: Singular and plural nouns - Singular means one of something and plural means more than one. - Plural nouns: Add s to most nouns. If the nouns end in s, ch, sh, or x, add es. If the nouns end in f or fe, change the f or fe to a v and add es. If the nouns end in consonant + y, change the y to an i and add es. - Some nouns have irregular plural forms.</p> <p>B. Look and Say - Ask students to look and read aloud the singular and plural nouns under the photos.</p> <p>C. Look and Learn More: Count and noncount nouns - Count nouns are the nouns that you can count and have both singular and plural forms. - Noncount nouns are the nouns that you can't count and don't have plural forms.</p> <p>D. Look and Say More - Tell students to look and read the words under the photos. 1. Count Nouns 2. Noncount Nouns 3. the + Noun</p> <p>E. Look and Practice - Have students to practice the grammar points by doing the question.</p> <p>F. 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 (Compare and Take the Cards), Lesson Test 16</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and ask them to find five count nouns and two noncount nouns in the classroom. - Tell students to make a grocery list of items they want to buy and have them share their grocery lists.</p> <p>[Assign Homework] - Workbook 1: pp.49-51 - Online Practice: Lesson 16</p>		

Lesson	17 Some/Any + Noun	Time	45-50 minutes
Objectives	- Students will be able to give an overview on the usage of some and any .	Preparation	SB 3, WB 3, Activity Sheet 17, Lesson Test 17
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Say singular count nouns and noncount nouns randomly. Ask students to say the plural noun forms, or repeat the nouns if they hear noncount nouns. <i>T: Apple. Ss: Apples. T: Milk Ss: Milk.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Some is used in affirmative sentences, while any is used in negative sentences or questions. - Some and any are used with both plural count nouns and noncount nouns. They cannot be used with singular count nouns.</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 to practice the grammar points by doing the questions from 1 to 3. 1. Read and write a, an, some, or any. 2. Read and write some or any. 3. Read and complete the sentence with some or any.</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 17 (Say and Win the Stars), Lesson Test 17</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to repeat your sentences while filling in the gaps with some or any. <i>T: I have (mmm) good books. Ss: I have some good books.</i></p> <p>[Assign Homework] - Workbook 1: pp.52-54 - Online Practice: Lesson 17</p>		

Lesson	18 Prepositions of Place and Time	Time	45-50 minutes
Objectives	- Students will be able to understand how to use prepositions of place and time.	Preparation	SB 3, WB 3, 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's in their classroom using the words, some or any. <i>S1: There aren't any flowers in the classroom. S2: There are some pictures in the classroom.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Where asks about a specific location. And when asks about a specific time. - Prepositions of place: in, on, under, in front of, behind, near, and next to - Prepositions of time: at, on, and in</p> <p>B. Look and Say - Ask students to look and read aloud the sentences in the lower right corner of the picture. 1. Prepositions of Place 2. Prepositions of Time</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write. 2. Read and write at, on, or in. 3. Choose, draw, 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 18 (Preposition Board Game), Lesson Test 18</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about the location of objects in the class room. <i>S1: Where is the bookcase? S2: It is behind the teacher.</i> - Pair up students and have them take turns saying when they were born. <i>S1: I was born in 2006. I was born in March. I was born on the 21st. I was born at 3:25.</i></p> <p>[Assign Homework] - Workbook 1: pp.55-57 - Online Practice: Lesson 18</p>		

Lesson	19 Helping Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand the usage of the helping verbs.	Preparation	SB 3, WB 3, 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 the location of objects or people in the classroom. <i>S1: The pictures are on the wall. S2: My books are in the bookcase.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Can gives the meaning of ability or permission. The negative form is cannot (can't). - May gives only the meaning of permission. The negative form is may not. - Will gives the meaning of future. The negative form is will not (won't). - Should gives the meaning of advice. The negative form is should not (shouldn'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 to practice the grammar points by doing the questions from 1 to 4. 1. Match and write can, can't, should, or shouldn't. 2. Match and write will, won't, may, or may not. 3. Look, choose, and write. 4. Choose 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 19 (Roll and Write), Lesson Test 19</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns saying what they can do and what they will do this weekend. <i>T: What can you do? S1: I can swim. T: What will you do this weekend? S2: I will play soccer.</i> - Tell each group to choose one category: can, may, will, or should. (Each has different categories.) Tell students you will shout out a category, and the students have to write a sentence. <i>T: Should! Ss who chose should: (writing) I should eat fruit.</i></p> <p>[Assign Homework] - Workbook 1: pp.58-60 - Online Practice: Lesson 19</p>		

Lesson	20 Wh-Question Words	Time	45-50 minutes
Objectives	- Students will be able to give an overview on the usage of wh-question words.	Preparation	SB 3, WB 3, 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 giving you advice. <i>T: I'm sick. What should I do? S1: You should see a doctor.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn: Wh-question Words - What asks about animals, places, or things. - Who asks about people. And whose asks about possession, ownership, or relationship. - Where asks about locations. And when asks about time.</p> <p>B. Look and Say - Ask students to look and read aloud the information questions and answers under and above the pictures.</p> <p>C. Look and Learn More: What with Common Verbs - When What is used in questions with the common verb to do, it asks about actions or activities.</p> <p>D. Look and Say More - Tell students to look and read aloud the information questions and answers under the pictures.</p> <p>E. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write the question word. 2. Look and write the question. 3. Read and write the answers about you.</p> <p>F. 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 (Ask Your Partner), Lesson Test 20</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Prepare question word cards for what, who, whose, where, and when. Have students take turns taking a card and asking the next student a question with the word on the card. <i>S1: (taking the when card) When is your birthday? S2: It's on March 1st.</i></p> <p>[Assign Homework] - Workbook 1: pp.61-63 - Online Practice: Lesson 20</p>		