

Share It!

Teacher
Edition

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Unit Objectives

By the end of this unit, students can:

- name toys
- ask and answer questions about toys

Teacher Resources

- Teacher App Unit 5
- Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 5 Test

Lesson 1 Vocabulary

ball, doll, teddy bear, scooter, puzzle, car

Vocabulary Chant
toys

Lesson 2 Grammar

I have . . .
I don't have . . .

 **Sharebook**
Spot the Difference!

Lesson 3 Story**Let's Clean Up!**

Value: Clean up!

Lesson 4 Vocabulary

bike, kite, video game, robot, skateboard, yo-yo

Song: *I Have a Bike!*

Lesson 5 Grammar

Do you have . . . ?
(Yes,) I do. / No, I don't.

 **Sharebook**
Pairs

Lesson 6 Social Studies

plastic bottle, cat, bottle tops, plastic bag, octopus

Listening: *Making Toys*

Lesson 7 Project

Project: Make a paper plate car

Lesson 8 Phonics**Kk, Tt, Uu, Vv**

Words with Kk, Tt, Uu, and Vv sounds in initial position



Progress Tracker

Review Game: Round and Round!




Teacher Reflection

Try these Unit 5 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson	Tip	Focus	Rating 1–5
2	Practicing mindfulness meditation	Social-emotional Learning	1 2 3 4 5
3	Weekly reading time	Communication	1 2 3 4 5
4	Ending song activities	Classroom Management	1 2 3 4 5
5	Personalizing language	Communication	1 2 3 4 5
6	Using real-life objects to reinforce new language	Social-emotional learning	1 2 3 4 5
7	Sending positive letters to parents	Communication	1 2 3 4 5
Progress Tracker	Creating posters for vocabulary retention	Communication	1 2 3 4 5

Teachers Share It!

Share your insights with other teachers. Ask questions to learn from them.



This works for me! What works for my colleagues?

Lesson 1

Lesson Aims

- To name toys
- To practice listening to and saying words
- To read and say the letter *T*

New Vocabulary

ball, doll, teddy bear, scooter, puzzle, car

Vocabulary Review

school supplies, colors, shapes

Grammar Review

What color is it?

Materials: toy flashcards

Warm Up

Review school supplies, colors, and shapes. Do a picture dictation. Have students draw in their notebooks. Say *Draw a blue book*. Continue with other school supplies, colors, and shapes. Have them describe their pictures back to you.

Activity 1

Display the picture. Say *Let's talk about the picture*. The Shareville characters and the Share Pals are in the schoolyard. Point to Nancy. Say *Nancy*. Point to other Shareville characters and elicit the names of the characters (Alex, Dan, May, and Eva). Point to the Share Pals and elicit their names (Sam, Sally, Sid, Suzy, and Professor Smart). Point to the ball and say *What color is it?* (blue) Point to the bowling pins and say *What color are they?* (purple, yellow, orange, blue, green) Point to the dog and say *What color is it?* (brown)

Do the **Vocabulary Routine**. See page xiv.

Do the **Picture Dictionary Routine**. See page xiv. Display dictionary pages 106, 108, and 109.

To extend, point to Professor Smart at the top of the page. Say *Professor Smart*. Point to the letter he is holding and say *T*. Have students repeat chorally. Point to the picture and say

5 My Toys

Lesson 1 Vocabulary



Listen, point, and say.



Listen, point, and chant.



58 I can name toys.

Workbook page 48

Find the *T* word (teddy bear). Say the word chorally.

Activity 2

Do the **Chant Routine**. See page xiv.

AUDIO SCRIPT

Let's play! Let's play!

Let's play today!

A puzzle,

A teddy bear,

A doll,

Hey! Hey!

Let's play! Let's play!

Let's play today!

A ball,

A scooter,

A car,

Hey! Hey!

Chant Extension

Play the audio and pause it before a toy word. Ask students to chant the missing toy word. Continue until they have chanted all six toy words.

Wrap Up

Review Lesson 1 vocabulary. Model the activity. Mime playing with a doll. Have students call out the toy. The student who calls out first mimes playing with another toy. Continue until all six toys have been guessed.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 48

Student App Lesson 1

Lesson 2 Grammar

1 Listen, point, and say.



Grammar

I have a puzzle.

I don't have a red ball.

don't = do not

2 Listen and circle.



3 Sharebook **Spot the Difference!**



Workbook page 49

I can talk about toys.

Unit 5 59

Lesson 2

Lesson Aims

- To make positive and negative statements with *have / don't have*
- To learn the contraction *don't*
- To use *alan*

New Grammar

I have ... I don't have ...

Vocabulary Review

ball, doll, teddy bear, scooter, puzzle, car

Materials: toy flashcards, music

Warm Up

Review Lesson 1 vocabulary. Students sit or stand in a circle. Give out the flashcards to different students in the circle. Play music and students pass the cards clockwise around the circle. Pause the music. Students who are holding the flashcards have to say what the toy is.

Activity 1 CD2 Track 26

Do the **Grammar Routine**. See page xvi.

Make sure students understand how contractions work. Use the grammar box to explain.

Activity 2 CD2 Track 27

Have students look at pictures 1–3. Elicit the toys (teddy bear, doll, ball, car, scooter). Point to the teddy bear and say *What color is it?* (orange) Point to the doll and say *What colors?* (blue, pink, black) Say *Let's listen*. Do the first item as an example. Play the audio. Pause after item 1. Point to the teddy bear and doll and say *Doll or teddy bear?* Elicit the answer *teddy bear*. Say *Let's draw a circle around the teddy bear*. Play the rest and pause after each item for students to circle the correct answer. Check answers as a class.

AUDIO SCRIPT

- I have an orange teddy bear.
- I have a green ball.
- I have a red scooter.

Activity 3 Sharebook

See page 84 for instructions on setting up and playing *Spot the Difference!*

Social-emotional Learning

To reset after an activity, practice mindfulness meditation. Have students pause until everyone is quiet. Speak calmly and say *Close your eyes. Think of something happy*. Model the breathing technique: inhale through your nose and exhale through your mouth.

Wrap Up

Review Lesson 2 grammar and Lesson 1 vocabulary. Write *toys* on the board and elicit Lesson 1 vocabulary. Put a check next to *doll* and a cross next to *ball*. Say *I have a doll. I don't have a ball*. Put students in pairs to say what toys they have or don't have.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 49

Student App Lesson 2

Lesson 3

Lesson Aims

- To read a story about cleaning up
- To understand the value of cleaning up

New Vocabulary

dog

Vocabulary Review

ball, doll, teddy bear, scooter, puzzle, car, colors, school supplies

Grammar Review

I have ... / I don't have ...

Materials: a bag, small toys/toys flashcards

Warm Up

Review Lesson 1 vocabulary. Before the lesson, prepare a bag with the different small toys inside (ball, doll, teddy bear, toy-sized scooter, puzzle piece, toy car). Use toys flashcards if toys are unavailable. Have students come to the front of the class one by one and feel and identify the toys in the bag. When the student has guessed correctly, hold the item up and have the class repeat the name of the object chorally.

Activity 1 CD2 Track 28

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary. To help students, direct them to story panels 3 and 6. Check answers as a class (3 car, 6 ball). Say *How many Share Pals are in story panel 1?* (two) Point to the dog and pre-teach the word. Say *dog* and have students repeat chorally. *Who is in story panel 2?* (Alex and May) *How many toys in story panel 3?* (two – a car and a ball) *What color is the ball in story panel 4?* (blue)

Play the audio. Have students listen, follow along in their books, and point. Give them time to reread the story silently.

Lesson 3 Story

Let's Clean Up!

1  Listen and point. Then act.   





60

To help students understand the value in this lesson, teach the idea of *Clean up*. Model behavior that shows cleaning up and not cleaning up. Scatter some classroom objects across your desk so it looks a bit messy. Say *Cleaning up?* (no) Then, clean up the objects on your desk. Say *Cleaning up?* (yes)

Ask three volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. This can be repeated with different volunteers or with more than one group at a time. Put students in pairs or in groups of three and have them read the story.



2 Look and circle the value.  



Workbook page 50

I can read the story.

Unit 5 61

Activity 2

Have students look at the story again. Point to Alex and May in story panels 2, 4, 5, and 6 and say *Clean up?* (yes) Then, point to the picture 1. Say *Clean up?* Point to the picture 2. Say *Clean up?* Have them circle the correct picture that shows a child cleaning up. Check answers as a class.

Communication

Studies have shown that reading with your students in English can result in enormous progress in literacy and oral language skills. Allow them to choose the books they want to read, through voting or as a reward, and have a time each time where you read one of their favorite books. This helps students stay engaged.

Values Extension

To be sure students understand the value in the story, do the Values Extension activity.

Have volunteers come to the front, secretly tell them to mime cleaning up or not cleaning up. Have different items scattered on your desk again. Whisper to each student to clean up or not clean up. One student cleans up the scattered items and the other one doesn't. The class calls out *Clean up* or *Not clean up*.

Wrap Up

Write the dialogue from story panels 1, 2, and 3 on the board. Read it chorally with the class. Then erase two words, e.g., *This, up*. Have students say the dialogue again, adding in the words you erased. Continue erasing words, two or three at a time, and have students repeat the dialogue until they can say the whole dialogue from memory.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 50

Student App Lesson 3

Lesson 4

Lesson Aims

- To name more toys
- To read and say the letters *Vv* and *Kk*

New Vocabulary

bike, kite, video game, robot, skateboard, yo-yo

Vocabulary Review

ball, doll, teddy bear, scooter, puzzle, car

Grammar Review

I have ... / I don't have ...

Materials: slips of paper

Warm Up

Review Lesson 1 vocabulary. Do the **Picture Guessing Game**. See page xiii.

Activity 1



Track 29

Do the **Vocabulary Routine**. See page xiv.

Do the **Picture Dictionary Routine**. See page xiv. Display dictionary pages 107–109.

To extend, point to Professor Smart at the top of the page. Say *Professor Smart*. Point to the letters he is holding and say *V, K*. Have students repeat chorally. Point to *kite*. Say *V or K?* (K) Have students find more words with the letters. Say the words chorally.

Activity 2



Track 30

Have students look at the picture. Elicit the characters and the toys (Alex, Nancy, Sid, skateboard, and kite). Write them on the board. Elicit the other toys from Activity 1 and write them on the board.

Say *Let's listen to a song*. Play the audio. Have students listen out for the objects listed on the board. Play the audio again and pause after each toy is mentioned and have them call out the toy. Point to the correct words on the board.

Write the lyrics on the board, omitting the toys. As a class, come

Lesson 4 Vocabulary

1



Listen, point, and say.



1 bike



2 kite



3 video game



4 robot



5 skateboard



6 yo-yo

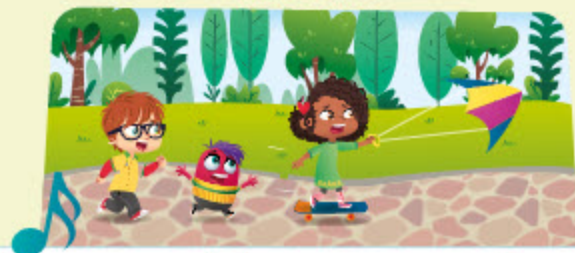
2



Sing and act.



I Have a Bike!



62

I can name more toys.



Workbook page 51

up with mimes for each toy. Play the audio again and have students act and sing along as a class.

AUDIO SCRIPT

I have a bike.
And a video game.
A bike. A video game.
Let's play!
Whoa! Oops!
I have a robot.
I have a yo-yo.
A robot and a yo-yo.
Let's play!
Whoa! Oops!
I have a kite.
I have a skateboard.
A kite and a skateboard.
Let's play!
Whoa! Oops!

Classroom Management



Create a "quiet down" routine to end an activity calmly, such as counting backward from five, to do after playing a song. Repeat each time you do a song activity, so students immediately know when to stop.

Wrap Up

Review Lesson 4 vocabulary. Play the **Board Race**. See page xii.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 51
Student App Lesson 4

Lesson 5 Grammar

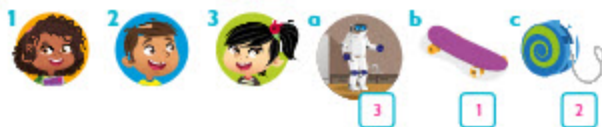
1 Listen, point, and say.



Grammar

Do you have a kite?
No, I don't.
I do!

2 Listen and number.



3 Sharebook

A: page 33
B: page 33

Pairs



Workbook page 52

I can ask and answer about toys.

Unit 5 63

Activity 2 CD2 Track 32

Have students look at the pictures. Elicit the characters and the toys (May, Dan, Nancy, robot, skateboard, yo-yo). Play the audio. Do the first item as an example. Pause after item 1. Point to pictures a–c and say *Do you have a skateboard?* A, b, or c? (b) *Good.* Say *Let's write 1 in the box below picture b.* Mime writing 1 in the box. Play the rest. Pause after each item to allow students time to write the answer. Check answers as a class.

AUDIO SCRIPT

- Alex:** Hi, Nancy.
Nancy: Hi!
Alex: Do you have a skateboard?
Nancy: Yes, I do.
- Alex:** Hello, Dan.
Dan: Hello!
Alex: Do you have a robot?
Dan: No, I don't. I have a yo-yo.
- Alex:** Hello, May.
May: Hi!
Alex: Do you have a robot?
May: Yes, I do.

Activity 3 Sharebook

See page 85 for instructions on setting up and playing *Pairs*.

Wrap Up

Review Lesson 5 grammar and Lessons 1 and 4 vocabulary. Elicit the vocabulary and write the words on the board. Have students copy the list into their notebooks. Then, have them check or cross the toys they have. Put students in pairs to ask and answer about their toys.

Communication

Personalizing helps students remember language. Ask them simple questions about themselves. As students improve fluency, ask more questions each lesson.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 52
Student App Lesson 5

Lesson 5

Lesson Aims

- To make questions with *have*
- To answer questions with *(Yes,) I do. / No, I don't.*

New Grammar

Do you have a ... ?
No, I don't. (Yes,) I do.

Grammar Review

I have ... / I don't have ...

Vocabulary Review

ball, doll, teddy bear, scooter, puzzle, car, bike, kite, video game, robot, skateboard, yo-yo

Materials: toy flashcards

Warm Up

Review Lessons 1 and 4 vocabulary. Place the flashcards up on the walls around the room. Call out a toy and have students find the correct toy and point to it on the wall. Continue until all 12 toys have been reviewed.

Activity 1 CD2 Track 31

Do the **Grammar Routine**. See page xiv.

Have students look at the grammar box. Point to the question and say *Do you have a kite?* Then, point to Nancy and say *A kite. Yes or No?* (yes) Say the question again *Do you have a kite?* and then say *I do!* and *Yes, I do.* Have them repeat both responses after you chorally.

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.

Lesson 6

Lesson Aims

- To learn about making toys

New Vocabulary

plastic bottle, look, bottle tops, wow, plastic bag, fun

Vocabulary Review

colors, school supplies, toys, shapes, cat, car, octopus

Materials: different items of washed trash – empty plastic bottles, bottle tops, a plastic bag, color pencils, paper

Warm Up

Review colors, school supplies, toys, and shapes. Play **Bingo**. See page xii.

Activity 1

Display the page. Point to each picture and say *What can you see?* Have students call out their ideas (cat, pen, car, circles, blue, pink, octopus, green, red). Have them repeat the names of the toys and objects chorally.

Activity 2

Read the title. Have students repeat chorally. Say *Let's listen and learn about making toys*. Play the audio. Have them listen and point to the pictures as they hear the words they know. Play the audio again and pause after each picture and ask questions. Point to picture 1. Say *What's this?* (a cat) *Yes. It's a cat and it's a plastic bottle.* Hold up the plastic bottle you brought in to show the students. Point to picture 2. Say *What's this?* (a car) *Yes. It's a car and it's a plastic bottle.* Hold up the plastic bottle again and the bottle tops. Point to picture 3. Say *What's this?* (an octopus) *Yes. It's an octopus and it's a plastic bottle.* Hold up the plastic bottle again.

AUDIO SCRIPT

Making toys

- 1 Do you have a plastic bottle?
If you do, you can make a cat. Look!

Lesson 6 Social Studies



1 Look! What can you see in each photo? 🗣️ 👂

A cat, a car/a truck, an octopus



Listen and point. 🗣️ 👂

Making Toys



64 I can learn about making toys.

Workbook page 53

- 2 Do you have a plastic bottle and four bottle tops?
If you do, you can make a car. Wow!
- 3 Do you have a plastic bottle and a plastic bag?
If you do, you can make an octopus. Fun!

Social-emotional Learning

Bring in real-life objects, for example, different items of washed trash, e.g., empty plastic bottles, bottle tops, and plastic bags, for students to look at to help reinforce comprehension of new vocabulary. In this lesson, as students listen to the audio and look at the pictures, you can present the different objects.



Wrap Up

Review Unit 5 vocabulary. Have students draw and color pictures. Hand out a piece of paper to each student. Have them fold the paper vertically and again horizontally, so that they have four equal squares. Then, call out different objects for students to draw and color. Add numbers, colors, and shape words to your instructions, for example, an orange octopus, two red cats, a green scooter, etc. Have volunteers show their pictures to the class.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 53



Lesson 7 Project

1 Make a paper plate car.



2 Share it! Share and say.



I have a blue car.

I have a purple and brown car.

Workbook page 54

I can share my car.

Unit 5 65

Lesson 7

Lesson Aims

- To make a paper plate car
- To share the paper plate car

Grammar Review

I have a ...

Vocabulary Review

colors, car

Materials: paper plates, scissors, glue or tape, markers, crayons or colored pencils, paint

Activity 1

Students work with partners to make their own paper plate car. Display the pictures in the book as a model. Use them to guide students through the steps to make the paper plate car one by one. Point out the paper plate and the scissors in the first picture. Point out painting the paper plate and painting windows in picture two. Point out cutting circles for wheels and sticking them on the paper plate car in picture three. Provide students with the necessary materials.

Activity 2 Share it!

Model presenting the paper plate car in the book. Point to the text in the speech bubbles and model the language. Then, have student pairs take turns presenting their paper plate car. Both partners must present, so they should take turns pointing to their car and talking about it. Students can write notes at the back of the car to read while holding it up. Remind students to look out at their classmates and make eye contact when they are showing their paper plate car.

Wrap Up

Have students in pairs think about other things they can make with a paper plate, for example, faces, a room in a house, different shapes, a rainbow with many colors. As a class, elicit ideas. Have volunteers come up to the board and draw some of their ideas.

Communication

When possible, consider sending home positive notes to students' parents or call them occasionally for academic or behavioral progress. You can choose one or two students each week, so this is not an overwhelming task. These communications should be in the language most comfortable for the parent. This can help students stay motivated and excited to earn further praise. It can also engage parents into getting more involved in their child's learning at home.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 54

Lesson 8

Lesson Aims

- To read and say the letters *Kk*, *Tt*, *Uu*, and *Vv*

New Vocabulary

kite, up, violin, under, umbrella, toys

Vocabulary Review

triangle, teddy bear, video game

Warm Up

Review Unit 4 letters. Play the **Popcorn Game**. See page xiii.

Activity 1 CD2 Track 34

Do the **Phonics Routine**. See page xx.

AUDIO SCRIPT

K, T, U, V!

Letter K, /k/, /k/, /k/ (x2)

kite, kite, /k/ /k/ kite (x2)

Letter T, /t/, /t/, /t/ (x2)

triangle, triangle, /t/ /t/ triangle (x2)

Letter U, /u/, /u/, /u/ (x2)

up, up, /u/ /u/ up (x2)

Letter V, /v/, /v/, /v/ (x2)

violin, violin, /v/ /v/ violin (x2)

Activity 2 CD2 Track 35

Do the first item as an example. Say *Look at picture 1. Listen. Play the audio and pause after item 1. Say Is the first letter k, t, u, or v? (t – teddy bear) Good. Let's draw a line from teddy bear to letter T.* Play the rest and have students do 2–8 individually. Check answers as a class.

AUDIO SCRIPT

1 /t/, teddy bear (x2)

2 /k/, kite (x2)

3 /v/, violin (x2)

4 /u/, under (x2)

5 /v/, video game (x2)

6 /u/, umbrella (x2)

7 /u/ up (x2)

8 /t/, toys (x2)

Activity 3 CD2 Track 36

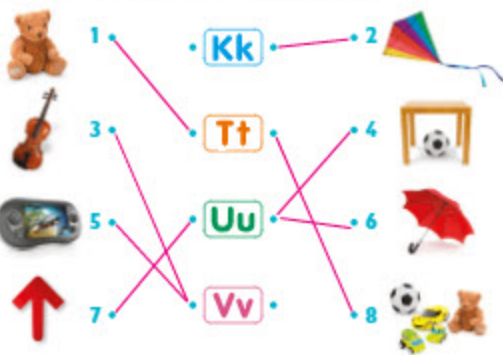
Point to and elicit the letters in each item 1–8. Do the first item as an example. Say *Look. k and v. Listen. Play the audio and pause after item 1. Say k or v? (k) Good. Let's circle k.* Play

Lesson 8 Phonics

1 Listen, point, and say.

Kk Tt Uu Vv

2 Listen, say, and match.



3 Listen and circle.

1 (k) v 2 u (v) 3 k (t) 4 (t) u
5 (u) v t 6 (v) k t 7 t u (k) 8 k v (u)

4 Point and chant.



66 I can say words with Kk, Tt, Uu, and Vv.

Workbook page 55

the rest and have students do 2–8 individually. Check answers as a class.

AUDIO SCRIPT

1 kite (x2)

2 video game (x2)

3 ten (x2)

4 teddy bear (x2)

5 under (x2)

6 violin (x2)

7 kitchen (x2)

8 umbrella (x2)

Activity 4 CD2 Track 37

Do the **Phonics Chant Routine**. See page xx.

To extend, do the **Picture Dictionary Routine**. See page xx. Display dictionary pages 107 and 109.

AUDIO SCRIPT

Uh-oh! Let's go!

Under the umbrella

Uh-oh! Oh, no!

Up, up, up!

Wrap Up

Have students review words they know with the initial letter *k*, *t*, *u*, and *v*. Write a list of words on the board. Have them echo-read the whole words after you.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 55

Student App Lesson 8

Progress Tracker

1 **Play Round and Round!** Use the language from Unit 5.

How to Play

- 1 Spin. Then move your marker.
- 2 Look, read, and answer.
- 3 Blue space = 1 point.
- 4 Yellow space = 2 points.
- 5 Get 10 points to win!

2 **Now complete your Progress Tracker in the Workbook.**



Workbook page 56

I can use the language in Unit 5.

Unit 5 67

Divide the class in pairs, ideally students that are *not* sitting next to each other. Hand out one game piece per student. Have students place their game pieces on the start space. Give them about 15 minutes to play. Have them take turns spinning and answering the prompts until one student gets 10 points.

While students are playing, walk around and monitor and help as necessary. Check to make sure students are keeping track of their points and moving their pieces correctly. Hand out stickers to the winner in each pair.

Fast finishers can play the game again with a different partner.

Activity 2

Students go to Workbook page 56, Activity 3. Do the **Progress Tracker Routine**. See page xxi.

Communication

Create class posters of words and letters to help students remember vocabulary and practice phonics. Include the letter, a word, and a picture. Hang the posters up in the classroom. Add new words to the posters as students learn them. Use the posters when practicing the letters or as a reminder.



Progress Tracker

Lesson Aims

- To review Unit 5 language

Materials: one game piece per student (e.g., coins, small pieces of paper, beans), pencils, paper clips (one set per pair)

Activity 1

Demonstrate how to play *Round and Round!* Read the instructions aloud. Then, show students how to make a spinner with a paper clip and a pencil. Spin the paper clip and have them call out what space it lands on. Move your marker the number of spaces the paper clip

lands on, for example, two spaces: *I have a ... ? Say doll. Correct?* (yes) *How many points?* (1 – it's a blue space). *How many points for a yellow space?* (2) Show how to write down your points. Have a volunteer spin the paper clip and move his/her marker, look, read, and answer the question. If the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Lose a turn!* and say students also lose a turn if they land here. If a student lands on the same space twice, they can spin again. Tell students to keep score in their notebooks. The object of the game is to get 10 points.

I Can

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 56

Unit 5 Lesson 2 Spot the Difference!

Student A



How to Play:
Students A and B. Keep your pictures secret.
Take turns to describe your pictures.
If the pictures are the same, put a check (✓) in the box.
If not, put an X (✗).

Example:
Student A: Reader: see I have a ball.
Student B: I don't have a ball. I have a computer.

31

Unit 5 Lesson 2 Spot the Difference!

Student B



How to Play:
Students A and B. Keep your pictures secret.
Take turns to describe your pictures.
If the pictures are the same, put a check (✓) in the box.
If not, put an X (✗).

Example:
Student A: Reader: see I have a ball.
Student B: I don't have a ball. I have a computer.

32

Put students in pairs, A and B. Each student has a different share page: Student A page 31, Student B page 32. Make sure partners don't look at each other's pages. Students take it in turns to describe their pictures and find differences.

Model the activity. You are Student A. Have a volunteer be Student B. Point to picture 1 and say *Number 1. I have a ball.* Student B looks at picture 1 on his/her page and answers *I don't have a ball. I have a computer.* Say *The pictures are different.* Point out how a cross (✗) means *different* and a check (✓) means *same*. Write the key on the board to help students remember: different ✗ same ✓. Switch roles and have Student B describe picture 2.

Write the model on the board and have students repeat it chorally.

Student A: *Number 1. I have a ball.*

Student B: *I don't have a ball. I have a computer.*

Have two students come to the front of the room and model another round for the class. Correct any errors and make sure students switch roles.

Have pairs do the activity. Walk around and check students are on task and help as necessary. When they finish, have them compare their pictures.

Answers

Student A

- Number one. I have a ball.
Number two. Me too! I have a car.
Number three. I have a doll.
Number four. I don't have a pen. I have a pencil.
Number five. I have a puzzle.
Number six. I don't have a desk. I have a chair.
Number seven. I have a teddy bear.
Number eight. I don't have a scooter. I have a pencil case.
Number nine. I have a book.

Student B

- Number one. I don't have a ball. I have a computer.
Number two. I have a car.
Number three. I don't have a doll. I have a teddy bear.
Number four. I have a pen.
Number five. Me too! I have a puzzle.
Number six. I have a desk.
Number seven. I don't have a teddy bear. I have a car.
Number eight. I have a scooter.
Number nine. Me too! I have a book.

Unit 5 Lesson 5 Pairs

How to Play:
Students A and B find another pair. Shuffle all cards into one pack. Give six cards to each player.
Don't show your cards.
Student A finds someone with the same card. Ask a question.
If it's the same, keep the pair.
Take turns to ask a question. The winner has the most cards.

Example:
Student A: Do you have a skateboard?
Student B: Yes, I do.

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cards. Walk around and check students are on task and help as necessary. When they finish, have them show the cards they won.

Answers

Answers will vary using *Do you have a kite / bike / video game / skateboard / yo-yo / robot?*

Yes, I do. / No, I don't.

Materials: scissors, four sets of pre-cut cards

Put students in pairs, A and B. Each student has the same share page: page 33. Students ask questions to make pairs.

Before modeling the game, cut out four sets of cards. You will need a pack of 24 cards.

Model the activity. You are Student A. Have a volunteer be Student B. Invite another Student A and B volunteers. Give each student six cards. Tell students not to show their cards. Ask one of the students *Do you have a skateboard?* If they have a skateboard card, they answer *Yes, I do*. If they don't have a skateboard card, they answer *No, I don't*. If you find a pair, keep it. Switch roles.

Write the model on the board and have students repeat it chorally.

Student A: *Do you have a skateboard?*

Student B: *Yes, I do. / No, I don't.*

Have four students come to the front of the room and model another round for the class. Correct any errors and make sure they switch roles.

Have students cut out their cards. Then, have them do the activity. The winner is the player with the most