

1 My toys

Unit Overview

Unit Objective

- I can talk about my toys

Language

Target Vocabulary	Toys: teddy bear, car, kite, doll, boat, bike, ball, truck, train Numbers: 16–50
Target Structures	What's this/that? It's a bike. It's yellow. What are these/those? They're bikes. They're yellow. How many bikes are there? There are sixteen bikes.
Features	Values: Friendship is important. Cross-curricular: Math: Plus, minus, and equals Phonics: <i>ch, sh</i> (chop, ship)

Skills

Reading	<ul style="list-style-type: none"> • Can understand a simple story
Writing	<ul style="list-style-type: none"> • Can complete simple sentences about how many there are • Can make a math poster • Can copy simple words (<i>Workbook</i>) • Can write simple words (<i>Workbook</i>)
Listening	<ul style="list-style-type: none"> • Can identify toys • Can understand a simple story • Can understand details of a story
Speaking	<ul style="list-style-type: none"> • Can ask and answer about what things are • Can count up to 50 • Can ask and answer using <i>How many</i> and <i>There are</i> • Can role-play a story • Can talk about how friendship is important • Can do simple sums • Can use the sounds <i>ch</i> and <i>sh</i>

Lesson 1 SB page 12 or Poptropica English World

Learning Objective

Can identify toys

Target Language

bike, car, train, boat, ball, doll, teddy bear, kite, truck

1 What do you know?

- Open books and ask students, *Look at the book. What are we learning today?* Write the lesson objective on the board: *We're learning toy words.*
- Close books. Ask students what English words they know for toys, e.g., *bike, ball*. Write on board.
- Introduce students to the learning adventure poster. Use this poster with students to help them indicate how confident they feel about the lesson objective, and to show you who may need more help. See page 9 for how to use this with your classes.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

2 Listen and find.

- Present the new vocabulary with Picture Cards 20–28. Show the cards in turn and say the words. Stick the Pictures Cards on the board, then point to various cards and ask, *Is it a (bike)? (yes/no).*
- Focus on the scene. Ask students, *What's this? (a car) What color is it? (blue).* Continue with the other toys.
- Ask students to look at the scene in their books and listen as you play the audio.

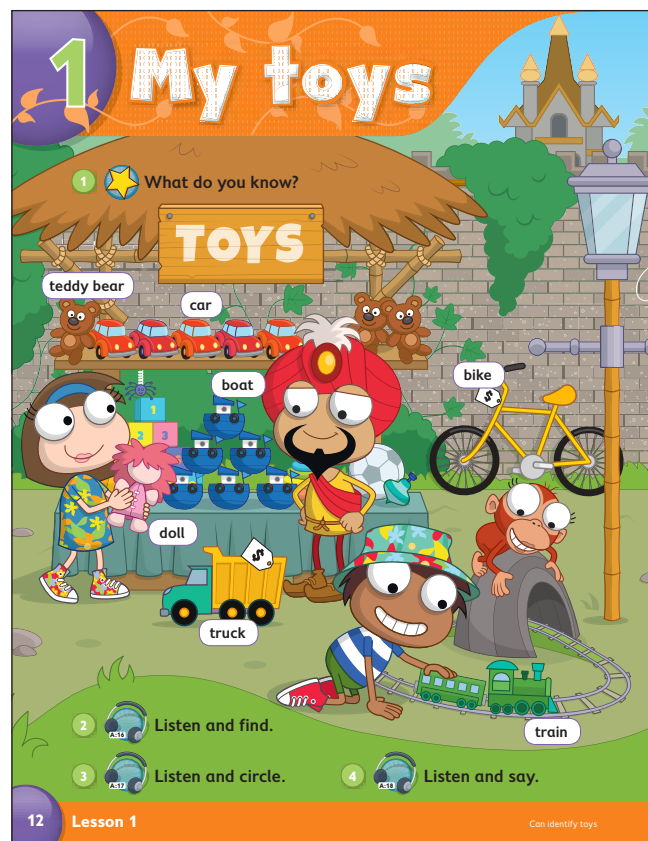
Charlie: Look! A train. Choo! Choo!
Rose: Ohhh! And boats and cars. Vrrmm!
Charlie: Rose, look! It's a truck.
Rose: Wow! What's that, Charlie?
Charlie: It's a bike. What's that, Rose?
Rose: It's a doll. Look, Charlie! What are these?
Charlie: They're teddy bears! But what are those, Rose?
Rose: They're kites. And look! Orange balls.
Charlie: I love toys!
Rose: Me, too!

- Play the audio again. Ask students, *What does Charlie have? (a train) What does Rose have? (a doll).*

3 Listen and circle.

- Play the audio and have students listen first.

1 train 2 ball 3 bike 4 doll 5 truck



- Play the audio again. Have students circle the toys.
- Pair students and have them compare their answers. Invite pairs to give their answers to the class.

4 Listen and say.

- Point to the nine toys in turn and ask, *What's this? (It's a bike.)* Play the audio and have students repeat.
- Play the miming game. Ask, *What am I?* and mime a car. Have students guess the toy. Then students play the game in pairs.

★ Ask students, *How many toy words do you know now?* Give students a minute to tell their partner the new words they know.

- Ask students, *Where are you on your learning adventure?* Ask them which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

★ **Pop Quiz:** As students are leaving the class, show them a Picture Card of a toy and ask them to tell you what it is.

5 Listen and chant.

What's this? It's red.
It's a car.
What's that? It's blue.
It's a boat.
What are these? They're brown.
They're teddy bears.
What are those? They're purple.
They're kites.

Look!

What's this/that? It's a bike. It's yellow.
What are these/those? They're bikes. They're yellow.

6 Listen and number. Then ask and answer.

a these 2 b that 4 c this 1 d those 3

What's this? It's a ball. It's orange.

Lesson 2 Can ask and answer about what things are **13**

Lesson 2 SB page 13 or Poptropica English World

Learning Objective

Can ask and answer about what things are


Target Language

What's this/that? It's a bike. It's yellow.

What are these/those? They're bikes. They're yellow.

Warm-up

- Give each group of students a colored card. Say a color, e.g., *green*, then call out an action, e.g., *turn around*. Students in the group with the green card turn around. Continue with other colors/actions.

 Open books and ask students, *Look at the book.*
What are we learning today? Write the lesson objective on the board: *We're learning to ask questions about toys.*

5 Listen and chant.

- Read through the Look! box and play the audio (track A:21).
- Make sure students understand the difference between *this* and *that*, and *these* and *those*. Place an object near you/far away and ask, *What's this/that?* Have students reply, e.g., *It's a pencil case*. Repeat with other objects in plural form.
- Play the audio. Have students look at the scene and find the toys mentioned in the chant.
- Play the chant again and have students chant along. As they chant, ask them to make appropriate noises for the toys they hear, e.g., *Choo! Choo!* for train. If students feel confident, use the karaoke version.

6 Listen and number. Then ask and answer.

- Play the audio and have students listen and write the correct number for each picture.


- What's this? It's a ball. It's orange.
- What are these? They're trains. They're green.
- What are those? They're bikes. They're yellow.
- What's that? It's a doll. It's pink.

- Invite pairs of students to come to the front and ask and answer the questions as they point to their books.


Listen and sing.

Stand up, jump up, come on a quest,
Come on a quest today.
Turn around, sit down, come on a quest,
How can we help today?
Help at the castle.
Help at the castle today!

- Direct students' attention to the teddy bear card on page 13. Tell students to go online to the Poptropica English Island Adventure Game and find the item. Once students click on it, they are taken to a supplementary language task.


 **Pop Quiz:** Stick Picture Cards 20–28 on the board, some of them on the left side and others on the right. Point to various cards and ask, *What's this/that?* (*It's a bike.*)



7  Listen and say.

16 sixteen **17** seventeen **18** eighteen **19** nineteen
20 twenty **30** thirty **40** forty **50** fifty

VOCABULARY

8  Listen and write the number. Then sing.

SONG

Trains, trains,
How many trains?
How many trains are there?
Seventeen trains.
Seventeen trains.
I can see seventeen trains.

17

Cars, cars,
How many cars?
How many cars are there?
Fifteen cars.
Fifteen cars.
I can see fifteen cars.

15

Balls, balls,
How many balls?
How many balls are there?
Twenty balls.
Twenty balls.
I can see twenty balls.

20

14 Lesson 3 Can count up to 50


Lesson 3 SB page 14 or Poptropica English World

Learning Objective

Can count up to 50

Target Language

sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty

 Open books and ask students, *Look at the book.* *What are we learning today?* Write the lesson objective on the board: *We're learning numbers.*

- Close books. Ask students what English words they know for numbers, e.g., *one, two*. Write on board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*


Warm-up


- Review numbers 1–15. Write the numbers on the board and point to each one as you count to 15 several times. Now hold up two pencils and ask, *How many?* Continue with the other numbers. Have students play in pairs.

7 Listen and say.

- Pre-teach numbers 16–20 using classroom objects, e.g., show 15 pencils and add five more as you count them, *fifteen pencils, sixteen pencils*, etc. Ask students to look around and count 20 objects in pairs (*tables, chairs, backpacks, books*, etc.).
- Give five pairs of students ten beans, straws, etc. Ask them to count how many they have. One by one, ask them to bring the items to the front of the classroom and put them on your desk in groups of ten, counting by 10s as you do so, *ten to fifty*.
- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat.
- Ask students to look at the pictures on the page and identify the colors, e.g., *sixteen – red, seventeen – blue*.

8 Listen and write the number. Then sing.

- Teach the plural form of nouns. Draw a ball on the board and ask, *How many balls?* (*one ball*). Repeat with three balls and six balls.
- Ask students what they can see in the pictures. Point to each group of toys in turn and ask, *What are these?* Then ask questions about the colors, e.g., *How many (green trains) can you see?* (*four*).
- Play the song audio and have students listen.
- Play the song again and ask students to write the number of each toy in the box provided. Have students check their answers with partners.
- Play the song again and ask students to mime the toys as they sing along. If students feel confident, use the karaoke version.
-  Ask students, *How many numbers do you know now?* Give students a minute to tell their partner the new words they know.
- Ask students to say where they are on their learning adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

 **Pop Quiz:** Play *Parachute* with the vocabulary items from this lesson, plus Lesson 1 combined (see page 24). Put students into two teams and have them take turns. Teams win a point for every correct guess.



9 Look and circle. Then ask and answer.

LOOK!
How many bikes are there?
There are sixteen bikes.

1 (nineteen) / fifteen

2 (seventeen) / sixteen

3 (twelve) / twenty

4 (fourteen) / eighteen

How many trains are there?

There are nineteen trains.

10 Look at Activity 9. Write.

WRITING

1 How many trains are there?
There are nineteen trains.

2 How many teddy bears are there?
There are seventeen teddy bears.

3 How many dolls are there?
There are twenty dolls.

4 How many trucks are there?
There are fourteen trucks.

Lesson 4 Can ask and answer using *How many* and *There are* 15

Lesson 4 SB page 15 or Poptropica English World

Learning Objective

Can ask and answer using *How many* and *There are*

Target Language

How many bikes are there?

There are sixteen bikes.

Warm-up

- Play a Picture Card game by sticking four toy Picture Cards (20–28) on the board in a row. Call out three of the toys. Have students say the toy you didn't mention.

Open books and ask students, *Look at the book.*
What are we learning today? Write the lesson objective on the board: *We're asking and answering questions about toys.*

9 Look and circle. Then ask and answer.

- Ask students questions about the pictures. Point and ask, *Are these teddy bears?* (No, they aren't. They're trains.) Practice number vocabulary by asking students to count different objects in the classroom.
- Read through the Look! box and play the audio (track A:27).
- Have students look at the pictures, count the toys, and circle the correct numbers.
- Pair students and have them ask each other about the toys using the target language, e.g., *How many trains are there?* (There are nineteen trains.) Partners can switch roles and play again until each student has had a chance to ask and answer about all the toys.

10 Look at Activity 9. Write.

- Review the numbers 14–20 and the toy vocabulary. On the board, write the first two letters of a target word and have students complete it. Repeat until you have written all the target words on the board. Say a toy word in singular and ask students to call out the plural form, e.g., *bike – bikes*. Then have a student come to the board, find the word, and add the plural ending.
- Have students look at Activity 9 and complete the sentences.
- Pair students and have them ask and answer the questions to check their answers.

Pop Quiz: Put Picture Cards 20–28 (toys) on the board and then put Picture Cards 29–36 randomly next to each toy. Ask students to work in pairs and take turns asking and answering questions using different toy words. *How many (bikes) are there?* (There are 17 bikes.)



11 Listen to the story. Read.

STORY

12 Role-play the story.

16 Lesson 5 Can understand a simple story / Can role-play a story

Lesson 5 SB page 16 or Poptropica English World

Learning Objectives

Can understand a simple story
Can role-play a story

Functional Language

Oh, no! My kite! Can we help? Yes, let's help.
Uh-oh. Er,... Hooray!

Open books and ask students, *Look at the book.*
What are we learning today? Write the lesson objective on the board: *We're reading a story.*

Warm-up

- Remind students that Rose and Charlie want to win the Awesome Helper Award.
- Ask students to recall the opening scene of Unit 1. Ask what Rose and Charlie were doing (*playing with toys*) and what Ola was looking at (*a train*). Ask students to look back at the scene and tell you who the children will help in this story episode.

- Give them time to study the picture, then confirm the answer by pointing out the poster, *Help at the castle*. Ask students to think about who might need help at the castle, and what kind of help they might need.

11 Listen to the story. Read.

- Direct students' attention to the story and ask questions: *What can you see in the pictures?* (Rose, Charlie, Ola, a castle, and a kite.)
- Play the audio and have students listen to the story as they follow in their books.
- Play the audio again. Check students' understanding of the story by asking questions and pointing to the pictures. Ask, e.g., *What do Rose and Charlie see?* (a kite). Make sure students are aware that Rose and Charlie decide to help the prince in the castle get his kite back.
- Play the audio again and ask different groups of students to read along the parts of Rose, Charlie, the butler, and the prince, while you read Ola.

12 Role-play the story.

- You might like to ask students, *What makes a good role play?* Write their ideas on the board and/or add these to a wall display for future role-play activities e.g. speak clearly, use actions.
- See the "How to use stories" section on page 22 of the Introduction for more ideas on how to build your students' confidence with role plays.
- Divide students into groups of four. Give each group a set of cut-up Story Cards and have students place them in order.
- Invite four student volunteers to act out the roles of Rose, Charlie, the butler, and the prince. Play the audio while students mime the story first. Then play the story audio (track A:28) again and have them speak along. Encourage students to say the lines from memory using prompts.
- Ask other groups of students to come to the front to role-play the story.

You might like to give the students feedback on their role-play.

Pop Quiz: Say a character name from the story, e.g., *Charlie*. Pairs work together to find a line said by Charlie in the story and put up their hands as fast as they can.

13 Listen. Then number in order.

a  **3**

b  **1**

c  **4**

d  **2**

14 Look and check (✓). Then write about yourself.

1  ☐

Good friends play together and share toys.

2  ☒

Good friends listen and help.

VALUES
Friendship is important.

Who is your best friend? What do you like?
_____ is my best friend.
We like _____,
but we don't like _____.

Lesson 6 Can understand details of a story / Can talk about how friendship is important **17**

Lesson 6 SB page 17 or Poptropica English World

Learning Objectives


Can understand details of a story
Can talk about how friendship is important

Target Language

good, friends, share toys, play together, listen, help

Value

Friendship is important.

 Open books and ask students, *Look at the book.*
What are we learning today? Write the lesson objective on the board: *We're talking about the story. We're learning about friendship.*

Warm-up

- Play the story audio again (track A:28) and review the story with students. Review the characters' names and the objects that appear in the story.
- Ask questions about the story, *Who's this?* (Rose) *Who's that?* (Charlie) *What does Charlie like?* (a truck) *What do they see?* (a kite).

13 Listen and number.


- Tell students to look at the pictures. Have them name the characters they can see. (*Rose, Charlie, and Ola.*)
- Play the audio and have students listen. Then ask students which picture comes first (*b*). Students write 1 in the box.


a Charlie: Can we help?
Rose: Yes! Let's help!
b Rose: Look at these toys.
Charlie: I like that truck.
Ola: I like this doll.
c Charlie: Good idea, Ola!
Ola: Nice kite!
d Boy: Oh! Oh no! My kite!
Charlie: Look at that kite!
Ola: Uh-oh.

- Play the audio again. Students number the remaining three pictures in order as they hear them.
- Check answers as a class.
- Pair students. One student reads the lines from the story, and his/her partner points to the correct picture. Students switch roles.

14 Look and check (✓). Then write about yourself.

- Read the value, *Friendship is important*. Direct students' attention to the pictures of friends. Point and ask, *Are these two boys friends?* (no) *How about those boys?* *Are they friends?* (Yes. *They play together.*) Continue with the other two pictures.
- Then read the two sentences aloud. Have students check the correct pictures.
- Have students complete the sentences about themselves. Invite individual students to read out their sentences in front of the class.

 Write the following questions on the board: *What other things can we do to be a good friend? Why is it important to have good friends?* Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.




 **Pop Quiz:** Say a line from the story, e.g., *Can we help?* Students put up their hands if they know who said it (*Charlie*). Repeat with statements/text said by other characters.




15 Look and write.


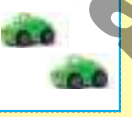

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

16 Listen and stick. Then say.

plus minus equals

1  +  = 

2  -  = 

3  +  = 

18 Lesson 7

Lesson 7 SB page 18 or Poptropica English World

Learning Objective

Can do simple math

Target Language

plus, minus, equals

Open books and ask students, *Look at the book. What are we learning today?* Write the lesson objective on the board: *We're learning to solve math problems.*

- Close books. Ask students what English words they know for numbers, e.g., *ten, eleven*. Write on board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Warm-up

- Review numbers 1–20. Point your finger up, and have students start to count: 1, 2, 3, 4, etc. Then point down, and have them count in reverse order: 4, 3, 2. Next, point horizontally, and have them say the same number, e.g., 2, 2, 2. Continue with numbers up to 20.

15 Look and write.

- Have students write the missing numbers in the chart. Invite individual students to write them on the board.
- Have them check their answers in pairs.

16 Listen and stick. Then say.

- Have students look at the math symbols on the page and read the three words. Help students identify the toys by pointing and asking, *What's this? (It's a boat.)*
- Ask students to take out the toy stickers from the back of their books. Tell them that they are going to listen to the audio and then stick the toy stickers in place.
- Play the audio and have students point to the corresponding pictures and symbols in their books, and say the equations along with the audio.

- 1 One boat plus one boat equals two boats.
- 2 Three balls minus two balls equals one ball.
- 3 Two cars plus two cars equals four cars.

- Play the audio again and have students stick the toy stickers as they listen.
- Play the audio again. Check answers as a class.
- Pair students and have them take turns saying each equation.

Ask students, *How many numbers do you know now?* Give students a minute to tell their partner the new words they know. Ask students, *Where are you on your learning adventure?* Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: As students are leaving the class, show them an incomplete math problem, e.g. a blank square + two dolls = five dolls. Students say the missing number of dolls (*three dolls*).

PROJECT 1

17 Draw or find pictures of toys. Write + (plus), - (minus), and = (equals).

18 Make a math problems poster for a friend. Give the poster a title.

SCHOOL LINK
Share your math problems with your family.

PHONICS

19 Listen.

1 chop 2 ship

20 Listen and blend the sounds.

21 Circle *ch* and *sh*. Read the words aloud.

1 shell 2 chop 3 rich 4 fish 5 chin 6 ship

Lesson 8 Can make a math poster / Can use the sounds *ch* and *sh* 19

Lesson 8 SB page 19 or Poptropica English World

Learning Objectives

Can make a math poster
Can use the sounds *ch* and *sh*

Warm-up

- Draw several plus/minus math problems on the board using various numbers of toys. Students solve the problems.

Open books and ask students, *Look at the book.* What are we learning today? Write the lesson objectives on the board: *We're making a math poster and learning the sounds ch and sh.*

17 Draw or find pictures of toys. Write + (plus), - (minus), and = (equals).

- Give each student a large sheet of paper and six small squares of paper. Tell them they are going to make a poster about math problems.
- Students first draw +, +, -, -, =, and = on the small squares of paper, and set them aside.
- Explain that they will draw pictures of toys on the large sheet of paper along with the plus, minus, and equals signs, to create a math problems poster.

18 Make a math problems poster for a friend. Give the poster a title.

- Students draw pictures of toys. Refer to the poster in the Student Book for reference.
- Students color their posters.
- Students make their posters by sticking the plus, minus, and equals signs in place to create three different math problems.
- After students finish their poster, they show it to a friend, who solves the problems. Ask students not to write on their friend's posters, so they can use them again with friends or at home.

You may also wish to give students feedback on their projects.

- Home-School Link:** Ask students to take their posters home and share their work with their families. They may wish to cover the answers and have their parents or siblings solve the math problems as well.

19 Listen.

- Have students open their books. Play the audio a couple of times. Ask students to repeat the sounds.

1 ch chop 2 sh ship

20 Listen and blend the sounds.

- Play the audio, pausing to allow students to repeat the sounds and words. Repeat several times.

1 ch o p chop 2 sh i p ship

21 Circle *ch* and *sh*. Read the words aloud.

- With books closed, write *shell* on the board. Sound out *sh* and select a student to come to the front and circle the grapheme *sh* in that word and then read the word out. Now have students open their books to find the same word on the page, then circle the grapheme and read the word aloud. Repeat with the other words.

Pop Quiz: Write *ch* and *sh* on paper and stick them around the room. Say a word (e.g., *chop*) and students have to run/walk towards the correct sound. Repeat with other known words containing the target sounds.

Materials

Large sheet of paper for each student, six small squares of paper for each student, colored pens or pencils, glue

22 Listen and write the numbers.

I CAN DO IT!

a  16
b  18
c  50
d  19
e  20
f  40
g  30
h  17

23 Read and circle. Then say.

1 (What's this? What are these?) 2 How many (kites cars) are there?
(It's a truck. They're trucks.) There are (fifteen twenty).

24 Look at Activity 22. Choose. Then ask and answer.


How many teddy bears are there? There are sixteen teddy bears.

20 Lesson 9 Can assess what I have learned in Unit 1

Lesson 9 SB page 20 or Poptropica English World

Learning Objective

Can assess what I have learned in Unit 1

 Open books and ask students, *Look at the book. What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Ask students if they can remember the things they learned in this unit, e.g., *How many toy words can you remember?* Put their ideas on the board.
- For each example (e.g., toys), ask students, *Where are you on your learning adventure?*

Warm-up

- Write the following headings on the board: *Colors*, *Numbers*, and *Toys*. Say a number, color, or toy word and have students say which category it belongs to.

22 Listen and write the numbers.

- Have students look at the pictures and identify each toy. Point and ask, *What's this? (It's a car.)*
- Have students listen to the audio and write the correct numbers next to the pictures.

How many brown teddy bears are there?
There are sixteen brown teddy bears.
How many yellow cars are there?
There are eighteen yellow cars.
How many green kites are there?
There are fifty green kites.
How many blue cars are there?
There are nineteen blue cars.
How many red bikes are there?
There are twenty red bikes.
How many gray boats are there?
There are forty gray boats.
How many orange balls are there?
There are thirty orange balls.
How many pink dolls are there?
There are seventeen pink dolls.


- Check answers with the whole class.
- Ask students to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

23 Read and circle. Then say.

- Have students identify the toys in the pictures. Point and ask, *What's this? (It's a truck.) What are these? (They are cars.)* Ask, *How many?* each time.
- Ask students to read the sentences below the picture of the truck. They choose the correct option and circle it. Repeat with the picture of the cars.
- Students check answers as a whole class.
- Ask students to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

24 Look at Activity 22. Choose. Then ask and answer.

- Ask students questions about the pictures in Activity 22. Point to the teddy bear and ask, *What's this? (It's a teddy bear.) How many teddy bears are there? (There are 16 teddy bears.)*
- Students continue to choose, ask, and answer in pairs.
- Ask students to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

 **Pop Quiz:** Tell students to look back through the unit and find a word they found difficult. Ask them to try to remember it.



25 Listen. Then play.

What are these? They're kites.

HAVE FUN

26 Look at Activity 25. Count and write. Then ask and answer.

How many cars are there? There are two cars.

Lesson 10

Can use what I have learned in Unit 1

21

Lesson 10 SB page 21 or Poptropica English World

Learning Objective

Can use what I have learned in Unit 1

Open books and ask students, *Look at the book. What are we learning today?* Write the lesson objective on the board: *We're playing a game about toys.*

Warm-up

- Write numbers between 16 and 20 as well as 30, 40, and 50 on small sticky notes. Stick them on the back of the toy Picture Cards (20–28). Stick the Picture Cards on the board. Tell the students that you are going to say answers, and they have to think about the questions.

- Say, *There are 18.* Have students work in pairs, then try to elicit possible questions from the students, e.g., *How many bikes are there?* Be sure to say only numbers you know are written on the sticky notes. When they guess correctly, turn the card over. This will provide students with further reinforcement of the question form. With a confident class, ask a student to take over as teacher.

25 Listen. Then play.

- Teach the word *game*. Indicate the tic-tac-toe board in the book and say, *Let's play a game.* Point to various toys on the grid and ask, *What are these?* (*They're kites.*) *How many kites are there?* (*There are four kites.*)
- Draw a large letter X on the board and say, *This is an X.* Do the same with the letter O. Divide the class into pairs and explain the game. Each student chooses whether they want to use an X or an O. Students take turns asking and answering questions about the pictures, writing an X or an O in the box when they answer correctly. Student A shows his/her partner in which square they want to write their letter. Student B asks, *What are these?* Student A answers, *They're trucks.* A student wins when he/she gets three Xs or three Os in a row horizontally, vertically, or diagonally. Students can erase their Xs and Os and play again if they wish.
- Have stronger classes add extra questions such as, *What color are they?* *How many (trucks) are there?* etc.
- Play the audio to model the language if necessary.

26 Look at Activity 25. Count and write. Then ask and answer.

- Ask students which toys they can see in Activity 25.
- Have students count and write down the number of toys in each picture in Activity 25.
- Pair students and have them take turns asking and answering about the number of toys in the picture.

You may wish to give Unit 1 Test (see page 188) at this time.

Unit 1 Story Cards

