

Sube Lesson Plan Introduction

The following lesson plans are simply designed to make them easy to follow. They can be implemented as is or adapted and modified to fit your existing curriculum. The first few pages include the vocabulary words from the Flashcards, other key words introduced through games (colors, adjectives), and conversational phrases. The Overview Planner lays out all the games and projects to be implemented for the year. The next section of the Lesson Manual is divided into eight monthly themes. Each month includes a **Monthly Overview** chart, a **Take-home Sheet** for parental involvement, and four **Lesson Plans**. Each lesson plan provides a **Lesson Closure** and **Instructional Enhancements** which provide additional games and suggestions for enhancing the existing games and meeting additional standard requirements. Each lesson makes references to the remaining sections of the manual (Projects/Games, Appendix, and the Activity Book), where you will find specific instructions on how to play the games, the reproducibles needed to play them, and the lyrics to the songs. It's as simple as that! And, if you still have questions, you can always email or call us.

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Vocabulary

ANIMALS — ANIMALES

the dog — el perro
the cat — el gato
the cow — la vaca
the chicken — la gallina
the duck — el pato
the goat — el chivo
the sheep — la oveja
the tiger — el tigre
the lion — el león
the giraffe — la jirafa
the monkey — el mono
the bear — el oso
the bird — el pájaro
the elephant — el elefante
the rabbit — el conejo
the pig — el puerco
the horse — el caballo
the frog — el sapo
the zebra — la cebra
the camel — el camello

THE HOUSE — LA CASA

the table — la mesa
the chair — la silla
the plate — el plato
the fork — el tenedor
the spoon — la cuchara
the knife — el cuchillo
the bedroom — el dormitorio
the bathroom — el baño
the kitchen — la cocina
the dining room — el comedor
the pot — la olla
the cup — la taza
the glass — el vaso
the bed — la cama
the living room — la sala
the couch — el sofá
the lamp — la lámpara
the house — la casa
the door — la puerta
the window — la ventana

FOOD — LA COMIDA

the eggs — los huevos
the milk — la leche
the apple — la manzana
the tomato — el tomate
the onion — la cebolla
the carrot — la zanahoria
the cucumber — el pepino
the mushrooms — los hongos
the strawberries — las fresas
the potatoes — las papas
the corn — el maíz
the cereal — el cereal
the orange — la naranja
the cheese — el queso
the broccoli — el brócoli
the cauliflower — la coliflor
the bananas — las bananas
the bread — el pan

VERBS — LOS VERBOS

runs — corre
eats — come
drinks — toma
dances — baila
sings — canta
talks — habla
buys — compra
lives — vive
sits — se sienta
is — está
has — tiene
wants — quiere
goes up — sube
goes down — baja

PREPOSITIONS — LAS PREPOSICIONES

in, on — en
with — con
of, from — de
through — por

THE FEELINGS — SENTIMIENTOS

mad — enojado
sad — triste
happy — contento

THE BODY — EL CUERPO

the nose — la nariz
the eye — el ojo
the mouth — la boca
the ear — la oreja
the hair — el pelo
the head — la cabeza
the neck — el cuello
the hand — la mano
the arm — el brazo
the elbow — el codo
the leg — la pierna
the knee — la rodilla
the stomach — la barriga
the foot — el pie
the finger — el dedo
the shoulders — los hombros
the hip — la cadera
the waist — la cintura

PLACES — LUGARES

the police station — la estación de policía
the fire station — la estación de bomberos
the hotel — el hotel
the park — el parque
the restaurant — el restaurante
the school — la escuela
the store — la tienda
the bank — el banco
the hospital — el hospital
the post office — el correo
the library — la biblioteca
the airport — el aeropuerto

OPPOSITES — OPUESTOS

big — grande
small — pequeño
tall — alto
short — corto
many, much — mucho
a few, a little — poco
cold — frío
hot — caliente
pretty — lindo
on top, up — arriba
under, down — abajo
inside — dentro

outside — afuera
next to — al lado
to the left — a la izquierda
to the right — a la derecha

CLOTHES — LA ROPA

the coat — el abrigo
the hat — el sombrero
the sweater — el suéter
the shirt — la camisa
the dress — el vestido
the blouse — la blusa
the scarf — la bufanda
the jacket — la chaqueta
the skirt — la falda
the cap — la gorra
the boots — las botas
the socks — los calcetines
the shoes — los zapatos
the pants — los pantalones
the gloves — los guantes
the sandals — las sandalias
the bathing suit — el traje de baño
the shorts — los pantalones cortos

SHAPES — LAS FORMAS

the rectangle — el rectángulo
the triangle — el triángulo
the oval — el óvalo
the star — la estrella
the heart — el corazón
the diamond — el diamante
the square — el cuadrado

COLORS — LOS COLORES

red — rojo
blue — azul
green — verde
orange — anaranjado
purple — morado
pink — rosado
white — blanco
black — negro
brown — marrón
gray — gris

Conversational Phrases

These phrases and sentences are linked to the eight Sube English themes for conversations at the beginning of each class. Students are encouraged to speak in complete sentences. Recording these warm-ups for the lesson for later evaluation is a valuable means of assessment. Older students can benefit by listening to their pronunciation and inflection on tape and improving their speech. Role plays can be improvised.

ANIMALS

Hello! How are you?

Fine, thank you.

What's your name?

My name is ...

How old are you?

I'm _____ years old.

Do you speak English?

Yes, a little.

Hola! ¿Cómo está?

Bien, gracias.

¿Cómo te llamas?

Yo me llamo ...

¿Cuántos años tienes?

Tengo ... años.

¿Hablas inglés?

Sí, un poquito.

Variations:

What's your mom's name?

How is your dad?

Fine, thank you.

What's your dog's name, cat's name (etc.)?

My dog's name is ...

How big is the cow? Is it big or little?

Does it have horns? Does it have a long tail?

Does it have hair or feathers?

Does it have a mouth or a beak?

¿Cómo se llama tu mamá?

¿Cómo está tu papa?

Bien, gracias.

¿Cómo se llama tu perro, tu gato (etc.)?

Mi perro se llama ...

¿De qué tamaño es la vaca? ¿Es grande o pequeña?

¿Tiene cuernos? ¿Tiene el rabo largo?

¿Tiene pelo o plumas?

¿Tiene boca o pico?

FOOD

Are you hungry?

Yes I'm hungry/No, I'm not hungry.

Are you thirsty?

Yes I'm thirsty/No, I'm not thirsty.

What would you like to eat?

Do you want an apple? broccoli?

I want to eat ...

Do you like ...?

Yes I like it/No, I don't like it.

¿Tienes hambre?

Sí/No, no tengo hambre.

¿Tienes sed?

Sí/No, no tengo sed.

¿Qué quieres comer?

¿Quieres una manzana, brócoli (etc.)?

Quiero comer ...

¿Te gusta ... ?

Sí/No, no me gusta.

Variations:

Do you have food in your house?

Do you have tomatoes, milk (etc.)?

What does the cow eat, the rabbit (etc.)?

What color is the broccoli?

How delicious! How tasty!

Do you like to eat in the restaurant?

¿Tienes comida en tu casa?

¿Tienes tomates, leche (etc.)?

¿Qué come la vaca, el conejo (etc.)?

¿De qué color es el brócoli?

¡Qué rico! ¡Qué sabroso, delicioso (etc.)!

¿Te gusta comer en el restaurante?

Conversational Phrases

HOME

<i>Where do you live?</i>	¿Dónde vives?
<i>I live in (name of town).</i>	Vivo en ...
<i>Do you like your house?</i>	¿Te gusta tu casa?
<i>Yes, I like my house.</i>	Sí, me gusta mi casa.
<i>What color is your house?</i>	¿De qué color es tu casa?
<i>Open the door, please.</i>	Abre la puerta, por favor.
<i>Do you like friends to visit your house?</i>	¿Te gusta cuando tus amigos visitan tu casa?
<i>Where do you sit to watch TV?</i>	¿Dónde te sientas para mirar la televisión?
<i>Will you come inside my house?</i>	Por favor pasa/entra.
<i>Come eat at my house.</i>	Ven a comer a mi casa.
<i>My house is small.</i>	Mi casita es pequeña.
<i>We play outside.</i>	Nosotros jugamos afuera.

VERBS

<i>What do you do in school?</i>	¿Qué haces en la escuela?
<i>I play, sing (etc.).</i>	Yo juego, canto (etc.)
<i>Do you like to walk, run (etc.)?</i>	¿Te gusta caminar, correr (etc.)?
<i>Yes, I like to walk.</i>	Sí, me gusta caminar.
<i>Do you want to go to the park?</i>	¿Quieres ir al parque?
<i>Yes, I want to go to the park.</i>	Sí, yo quiero ir al parque.
<i>Will you call me today?</i>	¿Me llamarás por teléfono hoy?
<i>Can we talk on the phone?</i>	¿Podemos hablar por teléfono?
<i>What is your phone number?</i>	¿Cuál es tu número de teléfono?
<i>Do you like to swing?</i>	¿Te gusta columpiar?
<i>Do you love to dance?</i>	¿Te gusta mucho bailar?
<i>Can we have a picnic?</i>	¿Podemos merendar en el campo?

BODY

<i>What is Carlos like?</i>	¿Cómo es Carlos?
<i>He is tall, short (etc.).</i>	Es alto, bajo (etc.).
<i>What color hair does Maria have?</i>	¿Qué color de pelo tiene Maria?
<i>She is blond. She is a redhead.</i>	Es rubia. Es pelirroja.
<i>Our hands are for working.</i>	Las manos son para trabajar.
<i>Our legs are for walking.</i>	Las piernas son para caminar.
<i>Do you wash your hands before eating?</i>	¿Lavas los manos antes de comer?
<i>Why do you brush your teeth?</i>	¿Porqué te cepillas los dientes?
<i>You have a nice smile!</i>	¡Tú tienes una sonrisa linda!
<i>What color eyes do you have?</i>	¿De qué color son tus ojos?
<i>Do you like to do exercise?</i>	¿Te gusta hacer ejercicio?
<i>Can you run fast?</i>	¿Puedes correr rápido?
<i>Can you climb the stairs?</i>	¿Puedes subir las escaleras?

Conversational Phrases

CLOTHES

<i>What color is George's shirt?</i>	¿De qué color es la camisa de Jorge?
<i>His shirt is red.</i>	Su camisa es roja.
<i>What color are Clara's pants?</i>	¿De qué color son los pantalones de Clara?
<i>Do you like Monica's dress?</i>	¿Te gusta el vestido de Mónica?
<i>What a pretty dress!</i>	¡Qué linda camisa!
<i>Those pants are so big on you!</i>	¡Qué pantalones más grandes!
<i>What do you wear in the winter? the fall?</i>	¿Qué te pones en el invierno? el otoño?
<i>Do you like funny hats?</i>	¿Te gusta los sombreros cómicos?
<i>Do you wear jeans?</i>	¿Llevas tu los pantalones vaqueros?
<i>What's your favorite color?</i>	¿Cuál es tu color favorito?
<i>Do you like to dress up?</i>	¿Te gusta disfrazarte?

PLACES

<i>Where is the police station?</i>	¿Dónde está la estación de policía?
<i>On the left, on the right (etc.).</i>	A la izquierda, a la derecha (etc.).
<i>On the corner.</i>	En la esquina.
<i>Do you want to go to the (store) with me?</i>	¿Quieres ir a (la tienda) conmigo?
<i>Yes, I want to go. Let's go.</i>	Sí, quiero ir. Vamos.
<i>Where are you going?</i>	¿Adónde vas?
<i>I am going to the park.</i>	Voy al parque.
<i>Where does your mom work?</i>	¿Dónde trabaja tu mamá?
<i>She works at the bank.</i>	Ella trabaja en el banco.
<i>I walk with my friends.</i>	Yo camino con mis amigos.
<i>I like my town.</i>	Me gusta mi pueblo.
<i>Let's go to the post office!</i>	¡Vamos al correo!
<i>Do you go to the supermarket?</i>	¿Vas al supermercado?
<i>Do you like to visit the city?</i>	¿Te gusta visitar la ciudad?

OPPOSITES/SHAPES

<i>Are you cold?</i>	¿Tienes frío?
<i>No I am hot.</i>	No, tengo calor.
<i>On the corner.</i>	En la esquina.
<i>What is the shape of your table?</i>	¿Cuál es la forma de tu mesa?
<i>My table is...</i>	Mi mesa es...
<i>Are you taller than your friend?</i>	¿Eres más alto que tu amigo?
<i>No my friend is taller than me.</i>	No, mi amigo es más alto que yo.
<i>It is hot in the summer.</i>	Hace calor en el verano.
<i>I am cold outside.</i>	Tengo frío afuera.
<i>Do you play inside or outside?</i>	¿Juegas adentro o afuera?

Overview Planner

SONGS: Old McDonald, Ten Little Indians
VIDEO: *The Animals*
MUSIC: *TexMex*

ANIMALS
PAGE 11

1

PROJECTS	GAMES	ONGOING
Memory	Show and Tell/Where Is It?	Vocabulary Journal
Yeehaw! Bingo—Animals	Count It!/Count It! w/spatials	Create-a-Word/Reader Book Project
Memory/Go Fish!	Tell Me the Colors!/What Color Is It?	Calendar Game
Activity Book—Animals	How Do You Feel?	Fun Socializing
Calendar Game	Nice to Meet You!	Musical Journey
	Number Basket	Telling Time/Number Games**

WEEK 1	WEEK 2	WEEK 3	WEEK 4

SONGS: Open Choice
VIDEO: *That Food Is So Good!*
MUSIC: *Blues*

FOOD
PAGE 17

2

PROJECTS	GAMES	ONGOING
Yeehaw! Bingo—Food	Show and Tell/Where Is It?	Vocabulary Journal
Food Drawing	What Do You Like?	Create-a-Word/Reader Book Project
Memory/Go Fish Game	Tell Me the Colors!/What Color Is It?	Calendar Game
Activity Book—Food	How Do You Feel?	Fun Socializing
Treats	Alpha Word Game	Musical Journey
*Around the World	Action Game/The Building Game	Telling Time/Number Games**

WEEK 1	WEEK 2	WEEK 3	WEEK 4

*Special projects that require more planning, materials, and time **Count It! or Number Basket

Overview Planner

SONGS: Open Choice
VIDEO: *My House*
MUSIC: *Zydeco*

HOUSE
PAGE 23

3

PROJECTS	GAMES	ONGOING
Draw/Label—Home	Show and Tell/Where Is It?	Vocabulary Journal
Match Up!	Where Do You Put It?	Create-a-Word/Reader Book Project
Yeehaw! Bingo—Combo	Hide, Seek and Name	Calendar Game
Silverware Placemats	Alpha Word Game/Action Game	Fun Socializing
Activity Book—House	Hot & Cold/How Do You Feel #2	Musical Journey
*Around the World	Create-a-Word	Telling Time/Number Games**

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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SONGS: Review
VIDEO: *At the Park*
MUSIC: *Gospel*

VERBS
PAGE 29

4

PROJECTS	GAMES	ONGOING
Silly Sentence Game	Show and Tell/What Is It?	Vocabulary Journal
Verb Gameboard	King and Queen for a Day	Create-a-Word/Reader Book Project
Charades	Verb Flash/Name that Verb!	Calendar Game
Activity Book—Verbs	Alphabet Snake Puzzle	Fun Socializing
*Around the World	Action Game	Musical Journey
	Geo-Play	Telling Time/Number Games**

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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*Special projects that require more planning, materials, and time **Count It! or Number Basket

Overview Planner

SONGS: *Heads and Toes*
VIDEO: *Your Body*
MUSIC: Country

BODY
PAGE 35

5

PROJECTS	GAMES	ONGOING
Body Trace	Show and Tell/What Is It?	Vocabulary Journal
Notebook Trace	Body Trace Pinup/Call Me!	Create-a-Word/Reader Book Project
Simon Says	The Building Game/Simon Says	Calendar Game
Activity Book—Body	Silly Sentence Game	Fun Socializing
Junior Olympics	Verb Flash/King & Queen for a Day	Musical Journey
*Around the World	Alphabet Snake Puzzle	Telling Time/Number Games**

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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SONGS: Review
VIDEO: *Dress Up*
MUSIC: Swing

CLOTHES
PAGE 11

6

PROJECTS	GAMES	ONGOING
Yeehaw! Bingo—Clothes	Show and Tell/Where Is It?	Vocabulary Journal
Match Up!	What Color Is It?	Create-a-Word/Reader Book Project
Draw/Label—Home	Silly Sentence Game	Calendar Game
Activity Book—Body	Where Do You Put It?	Fun Socializing
*Dress Up!/Fashion Show	Hide, Seek and Name	Musical Journey
*Around the World	Name that Verb!/Match Up!	Telling Time/Number Games**

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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*Special projects that require more planning, materials, and time **Count It! or Number Basket

Overview Planner

SONGS: Review
VIDEO: *Where Are You Going?*
MUSIC: Native American

PLACES
PAGE 35

7

PROJECTS	GAMES	ONGOING
Town Mural	Show and Tell/Where Is It?	Vocabulary Journal
Yeehaw! Bingo—Combo	Where Do They Work?	Create-a-Word/Reader Book Project
Create-a-Storybook	Musical Journey	Calendar Game
Activity Book—Places	Let's Go!	Fun Socializing
*Dream House	Silly Sentence Game	Musical Journey
*Around the World	How Do You Feel?	Telling Time/Number Games**

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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SONGS: Review
VIDEO: *What Is the Difference?*
MUSIC: New Wave

SHAPES/OPPOSITES
PAGE 54

8

PROJECTS	GAMES	ONGOING
Draw and Label—Shapes	Show and Tell/Where Is It?	Vocabulary Journal
Yeehaw! Bingo—Combo	Alpha Word Game	Create-a-Word/Reader Book Project
Clay Play	Student's choice	Calendar Game
Student Pick	Action Game/Create-a-Word	Fun Socializing
Activity Book—Shapes & Alphabet	Simon Says/Hot and Cold	Musical Journey
*Corn Dolls	Silly Sentence Game	Telling Time/Number Games**

WEEK 1

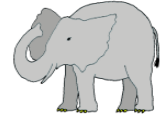
WEEK 2

WEEK 3

WEEK 4

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*Special projects that require more planning, materials, and time **Count It! or Number Basket



Monthly Overview

LESSON 1

- PROJECT:** Memory/
Calendars
- GAMES:** Show and Tell
Where Is It?
What Color Is It?
Let's Count!
- SONGS:** Open Choice
- VIDEOS:** *The Animals*

LESSON 2

- PROJECT:** Yeehaw! Bingo—
Animals
- GAMES:** Show and Tell
Where Is It?
Nice to Meet You!
Let's Count! w/spatials
- SONGS:** Open Choice
- VIDEOS:** *The Animals*

LESSON 3

- PROJECT:** Go Fish/
Reader Book Project
- GAMES:** Show and Tell
Where Is It?
Tell Me the Colors!
How Do You Feel?
- SONGS:** Open Choice
- VIDEOS:** *The Animals*

LESSON 4

- PROJECT:** Activity Book
- GAMES:** Show and Tell
Where Is It?
Nice to Meet You!
Tell Me the Colors!
- SONGS:** Open Choice
- VIDEOS:** *The Animals*

Ongoing

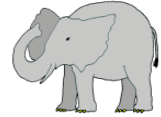
Vocabulary Journal
Create-a-Word/Reader Book Project

Calendar Game
Fun Socializing

Musical Journey/Around the World
Telling Time/Number Games**

**Count It! or Number Basket

The Animals



TAKE-HOME SHEET

Dear Parents:

Here's what we're working on this month. These are vocabulary words and sentences to practice at home with your child. Depending on your child's level, you can do the following exercises:

- Read the vocabulary below and have your child repeat the word to you.
- Using the attached activity sheet, point to the picture and have the child say the name.
- Ask the questions below in the target language and have your child answer.
- Give your child a spelling test with the vocabulary.
- Have your child tell you something about the five pictures below in the target language.
- Use the vocabulary in and outside the home.
- Come up with new ideas and have fun!

Vocabulary

the dog — el perro
the cat — el gato
the cow — la vaca
the chicken — la gallina
the duck — el pato

the goat — el chivo
the sheep — la oveja
the tiger — el tigre
the lion — el león
the giraffe — la jirafa

the pig — el puerco
the horse — el caballo
the frog — el sapo
the zebra — la cebra
the camel — el camello

the monkey — el mono
the bear — el oso
the bird — el pájaro
the elephant — el elefante
the rabbit — el conejo

Questions

Hello! How are you? Fine, thank you.
What's your name? My name is ...
How old are you? I'm _____ years old.
Do you speak English? Yes, a little.

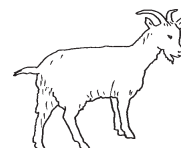
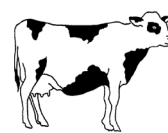
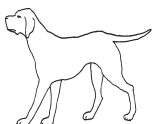
¡Hola! ¿Cómo estás? Bien, gracias.
¿Cómo te llamas? Yo me llamo ...
¿Cuántos años tienes? Tengo ... años.
¿Hablas inglés? Sí, un poquito.

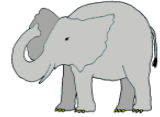
Variations:

What's your mom's name?
How is your dad?
Fine, thank you.
What's your dog's name, cat's name (etc.)?
My dog's name is ...
How big is the cow? Big or little?
Does it have horns? Does it have a long tail?
Does it have hair or feathers? Does it have a mouth or a beak?

¿Cómo se llama tu mamá?
¿Cómo está tu papa?
Bien, gracias.
¿Cómo se llama tu perro, tu gato (etc.)?
Mi perro se llama ...
¿De que tamaño es la vaca? ¿Es grande o pequeña?
¿Tiene cuernos? ¿Tiene el rabo largo?
¿Tiene pelo o plumas? ¿Tiene boca o pico?

Describe the picture





Lesson 1

List of Materials

- Animal (red) Flashcards
- **Memory—Animals** game
- Sube English Level A/DVD player, monitor
- Lesson Manual
- Little cars, color blocks, etc.

Preparation

- Bring out the Flashcards.
- Prepare for the **Memory—Animals** game.
- Set DVD to **The Animals** (Song 1).
- Learn the traditional songs.
- Review the games below for specific instructions and materials.

Lesson Plan

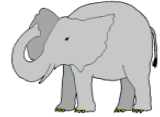
- 1 Review the **Introduction** section of the Lesson Manual, p. 1.
- 2 Introduce beginning conversational phrases by playing **Nice to Meet You!** (Games, pg. 29). Introduce idioms and colloquialisms as much as possible. For example, "How's it going?" "OK."
- 3 Introduce Old McDonald and Ten Little Indians to the class (Appendix, pg. 19-20).
- 4 Bring out the Animal Flashcards. Follow instructions for **Show and Tell** (Games, pg. 23).
- 5 Lay the Flashcards out in rows in the middle of the circle and play **Where Is It?** (Games, pg. 24, Version 1). Progress to subsequent versions according to student readiness. Ask students to hand you back the cards: "Please return the cards. Thank you."
- 6 Play **What Color Is It?** (Games, pg. 27) and **Let's Count!** with cars (Games, pg. 26).
- 7 Set the DVD and play **The Animals**. Sing out the words and tell them to call out the names of the animals as they appear on the screen.
- 8 Play **Memory** (Games, pg. 1). On another day this week, alternate the **Memory** game with the **Calendar Game** (Games, pg. 36).

Lesson Closure

- Go around circle. Ask "What's your favorite animal?" Students respond.
- Ask students to watch for animals (neighborhood, TV, etc.) and tell us about them at the next class.

Instructional Enhancements

- Students make a collage of favorite animals and write the name of the animal under each picture. Have students stand up and help them describe their picture in English. Have the other students raise their hands with questions.



Lesson 2

List of Materials

- Animal (red) Flashcards
- **Yeehaw! Bingo—Animals**
- Sube English Level A/DVD player, monitor
- Lesson Manual
- Little cars, color blocks, etc.

Preparation

- Bring out the Flashcards.
- Prepare for the **Yeehaw! Bingo—Animals** game.
- Set DVD to **The Animals** (Song 1).
- Learn traditional songs.
- Review the games below for specific instructions and materials.

Lesson Plan

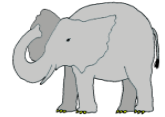
- 1 Play **Nice to Meet You!** (Games, pg. 39) using a new phrase every time (see conversational phrases pg. 4-6). Introduce idioms and colloquialisms whenever possible. For example, “Do you speak English?” “Yeah, a little.”
- 2 Review **Old McDonald** and **Ten Little Indians** (Appendix, pg. 19-20).
- 3 Bring out the Animal Flashcards. Play **Show and Tell** (Games, pg. 23).
- 4 Play **Where Is It?** (Games, pg. 24-25).
- 5 Play **Let’s Count! w/spatials** using little cars (Games, pg. 26).
- 6 Set the DVD and play **The Animals**.
- 7 Play **Yeehaw! Bingo/Animals** (Games, pg. 2).
- 8 During this week have the students create their **Vocabulary Journals** (Games pg. 7).

Lesson Closure

- Have students take turns telling about the animals they saw on TV or in their environment.
- Have a student stand up and lead the class singing along with the video.

Instructional Enhancements

- Play Show and Tell with little plastic animals and/or cut-out photos of animals.
- Ask a vet or zookeeper to come talk with the children. Depending on class level, children can write and illustrate brief thank-you notes.



Lesson 3

List of Materials	Preparation
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- Animal (red) Flashcards
- **Go Fish!** game
- Sube English Level A/DVD player, monitor
- Lesson Manual

- Bring out the Flashcards and the **Go Fish!** game.
- Set DVD to **The Animals** (Song 1).
- Learn the songs.
- Review the games below for specific instructions and materials.
- Prepare for the **How Do You Feel?** game.

Lesson Plan

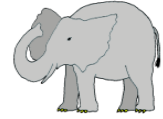
- 1 Play **Nice to Meet You!** (Games, pg. 39) using a new phrase every time (use Conversational Phrases as a guideline, pg. 4-6). For example, "Do you have a dog?" "What's his name?"
- 2 Review Old McDonald and Ten Little Indians and/or introduce new songs (Appendix, pg. 19-20).
- 3 Play **Show and Tell** (Games, pg. 23) to review the Animal Flashcards. Observe who is and is not learning the material. Encourage the quiet ones.
- 4 Play **Where Is It?** (Games, pg. 24-25).
- 5 Play **How Do You Feel?** (Games, pg. 27) and **Tell Me the Colors!** (Games, pg. 26) with objects of your choice.
- 6 Set the DVD and play and sing **The Animals**.
- 7 Play **Go Fish!** (Games, pg. 3). Alternate with **Reader Book Project** (Games, pg. 41).

Lesson Plans

Lesson Closure	Instructional Enhancements
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- Bring out a picture storybook. (It does not have to be in English.) Flip through the pages and ask questions that focus on the new vocabulary, i.e., color, feelings, numbers, animals, etc. Ask about how the characters feel at different times in the story: "Is she happy now?" "He looks sad, what do you think?" "What color are his pants?"

- Play **Charades**. One student imitates her/his favorite animal in gestures. The other students raise their hands and guess what animal it is.



Lesson 4

List of Materials

- Animal (red) Flashcards
- **Activity Book—Animals**
- Sube English Level A/DVD player, monitor
- Lesson Manual
- Small basket or container

Preparation

- Bring out the Animal Flashcards.
- Make copies of **Activity Book—Animals**.
- Learn traditional songs.
- Set DVD to **The Animals**.
- Review the games below for specific instructions and materials.

Lesson Plan

- 1 Play **Nice to Meet You!** (Games, pg. 39) using a new phrase every time. (Use conversational phrases as a guideline, pg. 4-6.) For example, "How old are you?" "I'm 7 years old."
- 2 Play **Show and Tell** (Games, pg. 23).
- 3 Play **Where Is It?** (Games, pg. 24-25). Let students take turns leading the class in this game.
- 4 Play **Tell Me the Colors!** (Games, pg. 26) using the Conversational Grid (Appendix, pg. 12) to encourage student led dialogue.
- 5 Introduce **Number Basket** (Games, pg. 34).
- 6 Introduce the Activity Book. Store the Activity Books on a shelf in the classroom where children can reach them.
- 7 Set the DVD and sing to **The Animals**.
- 8 Look over the Vocabulary Journals and assess individual student progress.

Lesson Closure

- Have the students ask each other what their favorite color is using complete sentences: "What is your favorite color?" "My favorite color is....."

Instructional Enhancements

- If school allows, ask parent volunteer to bring in a pet for the class to enjoy. Depending on class level, children can write brief thank-you notes.
- Do a puppet show with children's favorite stuffed animals.