

Review 2

Unit 1 ~ Unit 4 - Part 1

Teaching Goal

- To be able to recognize, identify, say and pronounce the vocabulary words: **a toy car, a toy plane, hide and seek, a toy robot, a board game, red light, green light, a toy toolkit, a toy dinosaur, tic-tac-toe, a doll, a stuffed animal and hopscotch.**
- To be able to recognize and match the vocabulary words with correct pictures.
- To be able to understand, describe and express various toys and games to others with correct sentence patterns.
- To be able to understand and remember the lyrics of the songs.

Materials

- ✓ ACD Track 01 ~ 19
- ✓ DVD **Unit 1** & **Unit 4**
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **a toy car, a toy plane, hide and seek, a toy robot, a board game, red light, green light, a toy toolkit, a toy dinosaur, tic-tac-toe, a doll, a stuffed animal and hopscotch**
- ✓ 2 Sticky balls
- ✓ Watercolors/ crayons/ color pens/ markers

Time

1.5 hrs (80 minute lesson + 10 minute break time)

Warm-up/ Circle Time (15 Minutes)

1. Greet the students.
2. Review the conversation phrases:

Q: Can you play any musical instruments?

A: I can play the _____. / I can't play any musical instruments.

Game: Don't Cry, Baby

1. Draw 2 crying faces on the board and each face with 6~8 drops of tears.
2. Divide the class into 2 teams then have 1 student from each team to come up and play "Paper, Scissors and Stone".
3. The winner will ask the question to the other first: **"Can you play any musical instruments?"**
4. The other student will then answer the question: **"I can play the _____. / I can't play any musical instruments."** and he/she will ask: **"How about you?"** and the

winner student will then answer: **"I can play the _____. / I can't play any musical instruments."**

5. Once the student has answered all the questions correctly, then the team can wipe-off 1 drop of the tear from the face.
6. The first team to wipe off all the tears will be the winner team.
7. Turned the face into a smiley face and ask the students to give a high-five to each other and say: **"Well-done!"** or **"Good try!"** or **"Keep going!"** as an encouragement.



Give encouragements for participation. Please assist and encourage some slow-learners to keep on trying and not to give-up!

Review Lesson (15 Minutes)

1. Review the action words: words: **a toy car, a toy plane, hide and seek, a toy robot, a board game, red light, green light, a toy toolkit, a toy dinosaur, tic-tac-toe, a doll, a stuffed animal and hopscotch** with the students.

Review the sentence patterns and the conversation of **Unit 1~4** with the students:

Q: What do you want to play?

A: Let's play _____.

Q: Are you ready? Everybody _____!

A: OK, I'm ready. / Wait, not yet! / Don't peek! / Hooray! Run as fast as you can. / Just beware. Don't get caught!

Q: Are you ready? Game starts now.

A: OK! Let me _____.

Q: We take turns. Whose turn is it now?

A: It's my/your/his/her/___'s turn!

2. Ask the students to repeat and do the actions while saying the sentences.



For IRS Pen ONLY

Feel free to use IMS mode. Just point to a picture, IRS Pen will AUTOMATICALLY play a video.

Activity Time (20 Minutes)

Game: Turtle and Hare

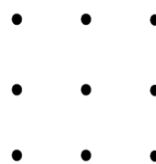
1. Write the toys which the students have already learned from Unit 1~Unit 6: **a toy car, a toy plane, a toy robot, a board game, a toy dinosaur, a doll and a stuffed animal** on the whiteboard.
2. Write down the scores for each of the toys on a scrap paper (e.g. +5, +10, +20, -5 and -15). Don't let the students see the paper; it's for teacher's reference only.
3. Divide the students into 2 teams: The Turtles and The Hares.
4. Ask the first student from each team the question: **"What do you want to play?"**
5. Both students will throw the sticky ball on the board and answer with the toy their sticky ball had hit: **"Let's play _____."**
6. The teacher checks the point from the reference to add the point for the teams.
7. Have the students take turns to play the game. The team with the highest points wins.
8. Reward the students of the winner side with stickers, hugs, high-fives...etc.



Give encouragements for participation. Assist and encourage some slow-learners to keep on trying and not to give-up! Remind the students not to be arrogant but encourage and support each other.

Game: Connect the Dots

1. Draw a grid with dots on the board (see the example).
2. Divide the class into 2 teams: A & B.
3. Prepare the flashcards of the games of Unit 1~ Unit 4: **hide and seek, red light, green light, tic-tac-toe and hopscotch.**
4. Ask 1 student from each team to come up and play "Paper, Scissors and Stone".
5. The winner will ask the question: **"What do you want to play?"**
6. The teacher will show 1 of the flashcards of the games and the other student will then answer: **"Let's play _____."**
7. The winner student will continue: **"Are you ready? Everybody hide/run!"** or **"Are you ready? Game starts now."** or **"We take turns. Whose turn is it now?"** according to the game.
8. The other student will continue giving the answer: **"OK! Let me _____."** or **"OK, I'm ready. / Wait, not yet! / Don't peek! / Hooray! Run as fast as you can. / Just beware. Don't get caught!"** or **"It's my/your/his/her/___'s turn!"**
9. The winner team will have the chance to draw a line to connect 2 dots.
10. Two teams use different colors of markers. Whenever a SQUARE is formed, write the team's letter in the square.
11. The team that makes more squares wins the game.



- The members of the other team would praise the winner team by giving every member a big high-five and say: “**Well-done!**” or “**Great job!**” or “**You’re awesome!**”



Give encouragements for participation.

Student's Book- Let's do it! (20 Minutes)

- Open **Student's book to Review 2 (P.30 & 31)** and ask the students to match the pictures with the related words.
- Finger-paint the animals with watercolors.

The image shows two pages from a student's book, labeled 'Review 2'. The left page (page 30) has a purple header with stars and a yellow bell icon. Below the header, there's a section titled 'MATCH AND FINGERPAINT'. It contains two rows of images and a central column of word boxes. The top row has a toy car, a hopscotch grid, and a toy robot. The bottom row has a toy dinosaur, a doll, and a tic-tac-toe board. The central column has boxes for 'a toy robot', 'hopscotch', 'a toy car', 'a doll', 'a toy dinosaur', and 'tic-tac-toe'. Red dashed lines connect the images to their corresponding word boxes. The right page (page 31) has a similar layout. It contains two rows of images and a central column of word boxes. The top row has a monkey, a board game, and a stuffed animal. The bottom row has a toy toolkit, a tree, a toy plane, and a toy house. The central column has boxes for 'red light, green light', 'a board game', 'a stuffed animal', 'a toy toolkit', 'hide and seek', and 'a toy plane'. Red dashed lines connect the images to their corresponding word boxes. At the bottom of each page, there's a tip: 'Tip: Match the pictures with the related words.' and 'Tip: Fingerprint the pictures with watercolors.'



Teaching Tips

- ☆ Match the pictures with the related words.
- ☆ Finger-paint the pictures with watercolors.

Wrap-up/ Review (10 Minutes)

- Practice the vocabulary words and the sentence patterns as a group or individually.
- Reward the students with stickers, hugs, high-fives...etc.



Play DVD Unit 1 & Unit 4 during the review.

【Feel free to use the LivePen during your lessons】