TPR English Book 2









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Teaching English as a Foreign Language for beginners

This set of 34 lessons is designed for use over 40 hours with students completing Book 1. It follows a series of 32 lessons planned of TPR Book 1.

The main focus is on the skills of listening, understanding, and speaking English, with an emphasis on language for communication. The Total Physical Response (TPR) method is used to introduce and review vocabulary.

These are the steps for a new TPR Lesson:

1. Teacher gives the commands and then does the actions *(3 times)*
2. Teacher gives the commands and then **teacher with volunteers** do the actions *(3 times)*
3. Teacher gives the commands; **volunteers** listen and then do the actions *(3 times)*
4. Teacher gives the commands; **volunteers and students** listen and then do the actions *(3 times)*
5. Teacher gives the commands; **students only** listen and then do the actions *(3 times)*

Songs, rhythm speech, and games help the students practice English in a fun and relaxed way so that they have a positive learning experience and can remember better.

There is also an introduction to the letters of the English alphabet, using words that students already understand. Children will continue to develop their reading skills in Grade 3 onwards.

Songs and sections marked with an asterisk * have an audio recording to help the teachers prepare the lesson.

Katherine Dooley, May 2012 (Revised by Mary E. Saurman, May 2023)

Content of Book 2 Lessons

Set 1	**Topic: Movement and Greetings**	
Language to Review:	Stand up. Turn around. Sit down. Jump. Walk. Stop. Wave your hands. Clap your hands.	
New Language:	Quickly Slowly Stomp Today	**<u>Speaking:</u>** Hello, how are you? I'm fine, thank you. I'm great, thank you. I'm very well today. I'm tired.
Activity	**Content**	
Action songs (5 minutes)	***<u>Hello, how are you?</u>*** https://www.youtube.com/watch?v=x23rTDl4AMs ***<u>If you're happy and you know it</u>*** *If you're happy and you know it, clap your hands (Clap, Clap)* *If you're happy and you know it, clap your hands (Clap, Clap)* *If you're happy and you know it,* *Then your face will surely show it.* *If you're happy and you know it, clap your hands (Clap, Clap)* *…stomp your feet (Stomp, Stomp)* *…shout hurray ("Hurray")* *…do all three (Clap, Clap; Stomp, Stomp, "Hurray")* https://www.youtube.com/watch?v=M6LoRZsHMSs	
Review TPR commands with whole class/groups (5 minutes)	Stand up. Turn around. Sit down. Jump. Stop. Walk. Stop. Wave your hands. Clap your hands.	
New TPR lesson* (5 minutes)	Wave your hands quickly. Wave your hands slowly. Clap your hands quickly. Clap your hands slowly. Stomp your feet quickly. Stomp your feet slowly.	
TPR Practice/	<u>Examples:</u>	

Expansion with groups and class (5 minutes)	Stand up quickly. Turn around slowly. Sit down and wave your hands. Clap your hands quickly. Stop. Wave your hands slowly. Stop. Stand up. Jump quickly. Stop. Sit down. Stand up slowly. Walk quickly. Stop. Jump slowly. Turn around and wave your hands. Walk slowly and clap your hands. Jump slowly and clap your hands quickly. Stomp your feet and clap your hands slowly. Stomp your feet and clap your hands quickly.
Rhythm Speech * (5 minutes)	***Hello*** *[Four options after practicing all together:* *1) Teacher can ask "Hello, how are you?" (A) and students answer (B)* *2) Reverse, where students ask the teacher "Hello, how are you?" (A) and the teacher answers (B)* *3) The teacher divides the class into two sides (One side of the class is (A) and one side of the class is (B))* *4) The teacher has students work in pairs to practice the rhythm speech activity.]* A: Hello, how are you? B: I'm fine, thank you. A: Hello, how are you? B: I'm great, thank you. A: Hello, how are you? B: I am very well today. A: Hello, how are you? B: I am tired.
Song (Review)	***Hello, how are you?*** *Hello, Hello, How are you?* *Hello, Hello, How are you?* *Hello, Hello, How are you?* *How are you today?* *I am fine. I am great.* *I am fine. I am great.* *I am fine. I'm just great.* *I'm very well today.*

	I am hungry. I am tired. *I am hungry. I am tired.* *I am hungry. I am tired.* *I'm not so good today.* https://www.youtube.com/watch?v=x23rTDl4AMs
Dialogue* **Teach and practice with puppets** (10 minutes)	Dialogue: A: Hello, how are you? B: I'm fine, thank you. A: Hello, how are you? B: I'm great, thank you. A: Hello, how are you? B: I am very well today. A: Hello, how are you? B: I am tired.
New letter (10 minutes)	Teach letter H h (hand, hello, happy, how)
Action Songs (5 minutes)	"Bye bye, goodbye" https://www.youtube.com/watch?v=PraN5ZoSjiY

Set 2	**Topic: Classroom Objects**	
Language to Review:	Point to the…. Pick up the…. Put down the …. Book, pencil, bag, paper	**Speaking:** Hello, how are you? I'm fine / I'm great, thank you. I am very well today. I am tired.
New Language:	Do you have a … pencil?	**Speaking:** Yes / No.
Activity	**Content**	
Action Songs (5 minutes)	"Hello, how are you?" https://www.youtube.com/watch?v=x23rTDl4AMs "If you're happy and you know it" https://www.youtube.com/watch?v=M6LoRZsHMSs	
Review dialogue with volunteers (5 minutes)	A: Hello, how are you? B: I'm fine, thank you. A: How are you? B: I'm great, thank you. A: How are you? B: I am very well today. A: How are you? B: I am tired.	

Review TPR commands with whole class (5 minutes)	Examples: Stand up quickly. Turn around slowly. Sit down and wave your hands. Clap your hands quickly. Stop. Wave your hands slowly. Stop. Stand up. Jump quickly. Stop. Sit down. Stand up slowly. Walk quickly. Stop. Jump slowly. Turn around and wave your hands. Walk slowly and clap your hands slowly. Jump slowly and clap your hands quickly. Stomp your feet slowly and clap your hands slowly.	
TPR lesson* Demonstrate with small groups (5 minutes)	Pick up the book. Pick up the pencil. Pick up the bag. Pick up the paper.	
TPR Practice/ Expansion with groups/class (5 minutes)	Examples: Point to the pencil. Pick up the book. Pick up the bag. Wave your hands slowly. Put down the bag. Put down the book. Pick up the paper and the pencil. Jump quickly. Put down the pencil. Point to the pencil. Put down the paper.	
Practice dialogue* with puppets (5 minutes)	Do you have a pencil? No. Do you have any paper? No. Do you have a bag? No. Do you have book? Yes.	
Rhythm Speech* (5 minutes)	***"Do you have a pencil?"*** *Do you have a pencil? No, I don't. No, I don't. No, I don't.* *Do you have a book? No, I don't. No, I don't. No, I don't.* *Do you have a bag? Yes, I do. Yes, I do. Yes, I do.*	
New letter (10 minutes)	Teach Bb (book, bag, bye bye)	
Action Songs (5 minutes)	"Do you have a pencil?" [Rhythm Speech from Previous Lesson 2] "Bye bye, goodbye" https://www.youtube.com/watch?v=PraN5ZoSjiY	
Set 3	**Topic: Classroom Objects**	
Language to Review:	Put the … on the chair. Put the … on the table. Book, pencil, bag, paper	**Speaking:** Yes. No.
New Language:	Is the … on the chair? Is the … on the table?	**Speaking:** Yes. No.
Activity	**Content**	

Action Song and Rhythm Speech (5 minutes)	"Hello, how are you" https://www.youtube.com/watch?v=x23rTDl4AMs "Do you have a pencil?" [Rhythm Speech from Previous Lesson 2]
Review dialogue with volunteers (5 minutes)	Examples: Do you have a pencil? No. Do you have some paper? No. Do you have a bag? No. Do you have book? Yes.
TPR lesson* Demonstrate in groups (5 minutes)	Put the pencil on the chair. Put the bag on the table. Put the book on the chair. Put the paper on the table.
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Pick up the book. Turn around slowly. Put the book on the table. Pick up the pencil. Do you have a pencil? Yes. Put the pencil on the book. Pick up the bag. Clap your hands. Put the bag on the chair. Clap your hands quickly. Put the paper on the table.
Dialogue* Practice with puppets (5 minutes)	Is the pencil on the chair? Yes. Is the book on the table? No. Is the paper on the chair? No. Is the bag on the table? Yes.
Rhythm Speech * (5 minutes)	***Is the paper on the chair?*** Is the paper on the chair? Yes, it is. Yes, it is. Is the book on the chair? No, it isn't. No, it isn't. Is the pencil on the table? No, it isn't. No, it isn't. Is the bag on the table? Yes, it is. Yes, it is.
New letter (10 minutes)	Teach Pp (pencil, paper)
Action Song (5 minutes)	"Bye bye, goodbye" https://www.youtube.com/watch?v=PraN5ZoSjiY

Set 4	**Topic: Colors and Classroom Objects**
Language to Review:	red, yellow, blue, green orange, pink, purple
New Language:	-
Activity	**Content**
Action Song and Rhythm Speech (5 minutes)	"Hello, how are you?" https://www.youtube.com/watch?v=x23rTDl4AMs "Do you have a pencil?" [Rhythm Speech from Previous Lesson 2] "Is the paper on the chair?" [Rhythm Speech from Previous Lesson 3]
Review dialogue with volunteers (5 minutes)	Is the pencil on the chair? Yes. Is the book on the table? No. Is the book on the chair? Yes.
TPR Lesson* Demonstrate in groups (5 minutes)	Pick up the red pencil. Put the red pencil on the chair. Pick up the yellow pencil. Put the yellow pencil on the table. Pick up the blue pencil. Put the blue pencil on the chair. Pick up the green pencil. Put the green pencil on the table. Pick up the orange pencil. Put the orange pencil on the chair. Pick up the pink pencil. Put the pink pencil on the table. Pick up the purple pencil. Put the purple pencil on the chair.
Review Action Song (5 minutes)	***Sing a rainbow*** Red and yellow, and pink and green, Purple and orange and blue. I can sing a rainbow, sing a rainbow, Sing a rainbow too. https://www.youtube.com/watch?v=2kfoIABGpkY or https://www.youtube.com/watch?v=Gvjn-Se37Os&t=78s
TPR Practice/ Expansion with groups & class (5 minutes)	Examples: Pick up the red pencil. Put the red pencil on the book. Point to the blue book. Put the blue book on the chair. Pick up the yellow and the green pencil. Wave your hands. Put the purple pencil on the paper. Put the orange pencil on the bag.

TPR Game* **- Coloring** (5 minutes)	*(Each student has one sheet, the teacher gives commands.)* Color the chair blue. Color the pencil orange. Color the table pink. Color the book yellow. Color the bag green. Color the hand red. Color the door orange.
New letter (10 minutes)	Teach R r (rainbow, red)
Action Songs (5 minutes)	"Sing a rainbow" https://www.youtube.com/watch?v=2kfoIABGpkY or https://www.youtube.com/watch?v=Gvjn-Se37Os&t=78s "Bye bye, goodbye" https://www.youtube.com/watch?v=PraN5ZoSjiY

Set 5	**Topic: Parts of the body and Colors**
Language to Review:	Touch your ….. Point to your…. Head, shoulders, knees, toes, eyes, ears, mouth, nose, Hands, legs
New Language:	-
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Sing a rainbow" https://www.youtube.com/watch?v=2kfoIABGpkY or https://www.youtube.com/watch?v=Gvjn-Se37Os&t=78s "Hello, how are you?" **A:** How are you? **B:** I'm fine/I'm great/I'm very well/I'm tired. https://www.youtube.com/watch?v=x23rTDl4AMs "Hello" [Rhythm Speech from Set 1]
Review Action Song (5 minutes)	***Head and shoulders*** *Head and shoulders, knees and toes, knees and toes.* *Head and shoulders, knees and toes, knees and toes.* *And eyes and ears and mouth and nose.* *Head and shoulders, knees and toes, knees and toes.*

	https://www.youtube.com/watch?v=ZanHgPprl-0
TPR Lesson* Demonstrate with groups (5 minutes)	Touch your head. Touch your shoulders. Touch your knees. Touch your toes. Point to your eyes. Point to your ears. Point to your mouth. Point to your nose. Wave your hands. Touch your legs.
TPR Practice/ Expansion with groups and class (5 minutes)	Examples: Touch your head and point to your nose. Touch your knees and turn around. Point to your shoulders. Touch your ears and jump. Point to your eyes and your mouth. Point to your toes. Touch your toes. Point to your knees.
TPR Game* Class coloring (5 minutes) *Use 1 large picture on board –ask for volunteers.*	Point to the eyes. Color the eyes green. Point to the toes. Color the toes blue. Point to the ears. Color the ears red. Point to the shoulders. Color the shoulders pink. Point to the knees. Color the knees yellow. Point to the mouth. Color the mouth orange. Point to the hands. Color the hands purple. Point to the nose. Color the nose blue. Point to the legs. Color the legs green. Point to the head. Color the head yellow.
TPR Coloring Game Groups (5 minutes)	*(Repeat game with 1 picture per group/student. Use different colors.)*
Review letters (10 minutes)	Hh (hello, hand, head) Bb (book, bag, blue) Pp (pencil, paper, pink, purple) Rr (rainbow, red)
Action Songs (5 minutes)	"Head and shoulders" https://www.youtube.com/watch?v=ZanHgPprl-0 "Bye bye, goodbye" https://www.youtube.com/watch?v=PraN5ZoSjiY
Set 6	**Topic: Numbers 1-5 and Classroom Objects**
Language to Review:	Count the…. How many…? Pandas **Speaking**: 1, 2, 3, 4, 5 (One, two, three, four, five)
New Language:	-
Activity	**Content**
Action Songs (5 minutes)	"Hello, how are you?" "Sing a rainbow" "Head and shoulders"

Coloring Game – Whole class (5 minutes) *Use 1 large picture on the board*	Color the eyes pink. Color the toes red. Color the ears yellow. Color the shoulders blue. Color the knees purple. Color the mouth green. Color the hands orange. Color the nose red. Color the legs blue. Color the head orange.
TPR Lesson* Demonstrate with volunteers (5 minutes)	*(Teacher prepares groups of colored pencils)* Point to the red pencils. Count the red pencils. 1 Point to the blue pencils. Count the blue pencils. 1, 2. Point to the pink pencils. Count the pink pencils. 1, 2, 3. Point to the yellow pencils. Count the yellow pencils. 1, 2, 3, 4. Point to the green pencils. Count the green pencils. 1, 2, 3, 4, 5.
TPR Practice/ Expansion with groups and class (5 minutes)	Examples: Pick up the pink pencils. Count the pink pencils. 1, 2, 3, 4, 5. Put 2 pencils on the chair. Put 3 pencils on the table. Pick up three books. Count the books. 1, 2, 3. Put 2 books on the table. Put 1 book on the chair. Pick up 2 bags. Put 2 bags on the table. Pick up 3 bags. Put 3 bags on the table. Count the bags. 1, 2, 3, 4, 5. Put 3 pencils on the table. Put 5 books on the chair.
Review Action Song (10 minutes)	***Five little pandas*** *Five little pandas jumped on the bed.* *One fell off and bumped his head.* *Mother called the doctor, the doctor said,* *"No more pandas jumping on the bed."* *Four little pandas….* *Three little pandas….* *Two little pandas….* *One little panda….* *No little pandas…* *https://www.youtube.com/watch?v=2XO_Yp9NQr4*
New Letter (10 minutes)	Letter Ll (leg)
Action Songs (5 minutes)	"Five Little Pandas" "Bye bye, goodbye"

Set 7	**Topic: Numbers 1-5 and Parts of the Body**	
Language to Review:	Point to…/Touch… /Hold up… /Count… Fingers, hands, ears, eyes	**Speaking**: One, two, three, four, five
New Language:	thumb stamp your foot/ your feet	
Activity	**Content**	
Action Songs (5 minutes)	"Hello, how are you?" "Five Little Pandas"	
Review TPR lesson with groups (5 minutes)	Examples: Pick up the pink pencils. Count the pink pencils. 1, 2, 3, 4, 5. Put 2 pencils on the chair. Put 3 pencils on the table. Pick up 3 books. Count the books. 1, 2, 3. Put 2 books on the table. Put 1 book on the chair. Pick up 2 bags. Put 2 bags on the table. Pick up 3 bags. Put 3 bags on the table. Count the bags. 1, 2, 3, 4, 5.	
New TPR Lesson* (5 minutes)	Count your fingers. 1, 2, 3, 4. Count your thumb. 1. Stamp your feet. Stamp 1 foot. Count your toes. 1, 2, 3, 4, 5.	
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Point to your fingers. Count your fingers. 1, 2, 3, 4. Hold up 3 fingers. Clap your hands. Touch your thumb. Point to your eyes. Touch your ears. Count your ears. 1, 2. Pick up 3 books. Pick up 4 pencils. Stamp 1 foot. Touch 1 foot. Count your toes. 1, 2, 3, 4, 5. Turn around and wave your hands. Hold up 5 pencils.	
Review Action Song (5 minutes)	***One finger, one thumb*** *One finger, one thumb, keep moving,* *One finger, one thumb, keep moving,* *One finger, one thumb, keep moving,* *We'll all be happy and bright.* *One finger, one thumb, one arm, keep moving… etc* *(One finger, one thumb, one arm, one leg, stand up, turn around, sit down, keep moving…)* https://www.youtube.com/watch?v=1bmT6RMNQD8	

New letter (10 minutes)	Letter Ff (finger, four, five)	
Action Songs (5 minutes)	"One finger, one thumb" "Bye bye, goodbye"	
Set 8	**Topic: Classroom Objects and Numbers 1-5**	
Language to Review:	Do you have a…? Give the … to …. Pencil, book, paper, bag	**Speaking:** Yes / No.
New Language:	Eraser, (pencil) sharpener, pen, ruler	
Activity	**Content**	
Action Songs (5 minutes)	"Hello" "Five little Pandas" "One finger, one thumb"	
Review TPR commands with groups (5 minutes)	<u>Examples:</u> Pick up the pencils. Count the pencils. How many pencils do you have? (5) Do you have a red pencil? No. Do you have a green pencil? Yes. Do you have a book? Yes. Count the books. How many books do you have? Do you have a blue book? Yes.	
New TPR Lesson* (5 minutes)	Give the eraser to Peter. Give the sharpener to Jenny. Give the pen to Peter. Give the ruler to Jenny.	
TPR Practice/ Expansion with groups and class (10 minutes)	<u>Examples:</u> Give one eraser to Peter. Give two sharpeners to Jenny. Give three pens to Jane. Give four rulers to Alan. Give five pencils to Helen. Helen, do you have an eraser? No. Do you have a pencil? Yes. How many pencils do you have? 5. Jenny, do you have a sharpener? Yes. How many sharpeners do you have? 2 Jane, do you have a pencil? No. Do you have a pen? Yes. Do you have a red pen? No. Do you have a blue pen? Yes.	
Rhythm Speech (Review)	"Do you have a pencil?" [Rhythm Speech from Previous Lesson 2]	

Action Songs (5 minutes)	***How many tigers?*** Look tigers, look tigers, how many tigers? One, two, three, four, five, six. One, two, three, four, five, six. Six tigers, six tigers, Six, six, six tigers. Look lions, look lions, how many lions? Five, six, seven, eight, nine, ten. Five, six, seven, eight, nine, ten. Ten lions, ten lions, Ten, ten, ten lions. https://www.youtube.com/watch?v=o-haaJkZlbc
New letter (10 minutes)	Letter Ee (eraser, elephant, pencil, pen)
Songs (5 minutes)	"If you're happy and you know it" https://www.youtube.com/watch?v=M6LoRZsHMSs "Bye bye, goodbye"

Set 9	**Topic: Name**
Language to Review:	**Speaking:** Hello. How are you? I'm fine/I'm great/I am tired.
New Language:	**Speaking:** What's your name? My name is…
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "How many tigers?" "Head and shoulders"
Review dialogue (5 minutes)	A: How are you? B: I'm fine, thank you. How are you? A: I am tired.

Dialogue* Introduce with puppets (5 minutes)	A: What's your name? B: My name is … What's your name? A: My name is … B: Nice to meet you. A: And you too.
Practice new dialogue with puppets (5 minutes)	A: What's your name? B: My name is … What's your name? A: My name is … B: Nice to meet you. A: And you too.
New Action Song (5 minutes)	***What's your name?*** *Hello. Hello. What's your name?* *Hello. Hello. What's your name?* *My name is Ryan. My name is Anna.* *Nice to meet you.* *…Ben……Bella.* *….Kaylee….Owen.* *Let's be friends.* *https://www.youtube.com/watch?v=yqlbn_nI2w8*
Review letters (5 minutes)	Ll (lion, leg) Ff (fingers, four, five) Rr (rainbow, red)
Recognise/Copy own name (10 minutes)	For each student: *Find the pair of your own name written in Roman script.* *Copy your own name.*
Songs (5 minutes)	"What's your name?" "Bye bye, goodbye"

Set 10	**Topic: Clothes**
Language to Review:	Put on / Take off the shirt, the pants, the skirt, the shoes, the coat Quickly / slowly
New Language:	
Activity	**Content**
Action Songs	"Hello, how are you?"

(5 minutes)	"What's your name?"
Review dialogue with volunteers (5 minutes)	A: What's your name? B: My name is … What's your name? A: My name is … A and B: Nice to meet you.
Review TPR lesson* with volunteers (5 minutes)	*(Prepare sets of real clothes)* Put on the shirt. Put on the pants. Put on the skirt. Put on the shoes. Put on the coat. Take off the shoes. Take off the coat. Take off the shirt. Take off the skirt. Take off the pants.
TPR Practice/ Expansion with groups and class (10 minutes)	<u>Examples:</u> Put on the pants and the shoes. Turn around. Take off the shoes. Clap your hands. Take off the pants. Put on the skirt. Put on the shirt. Jump. Stop. Take off the skirt. Put on the pants. Take off the shirt. Put on the shoes quickly. Turn around quickly. Take off the shoes slowly. Put on the coat slowly. Sit down. Pick up the skirt slowly. Put on the skirt quickly. Pick up the shirt quickly. Put down the shirt slowly. Put on the pants quickly. Take off the pants slowly.
New letter (10 minutes)	Letter Nn (nose, name, no)
Recognize/Copy own name (5 minutes)	For each student: *Find the pair of your own name written in Roman script.* *Copy your own name.*
Songs (5 minutes)	"What's your name?" "Bye bye, goodbye"

Set 11	**Topic: Clothes and Color / Do you like?**
Language to Review:	the yellow shirt, the blue pants, the pink skirt, the red shoes, the green coat, etc.
New Language:	black, brown, white, grey Do you like? Yes/No
Activity	**Content**

Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "What's your name?" "Sing a rainbow"
Review TPR commands with volunteers/groups (5 minutes)	*(Prepare real clothes or pictures of clothes in many colors)* Pick up the yellow shirt. Pick up the blue pants. Pick up the pink skirt. Pick up the red shoes. Pick up the green coat.
New TPR lesson* (5 minutes)	Give me the black shoes. Give me the brown shoes. Give me the white shoes. Give me the grey shoes.
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Pick up the white shirt. Jump to the chair. Put the white shirt on the chair. Turn around. Give the brown shoes to Mary. Put the blue shirt on the table. Put the black shirt on the chair. Give me the grey shoes. Count the grey shoes. 1, 2. Pick up the brown coat and the brown shoes. Walk to the door. Wave your hands and turn around.
Dialogue* Practice with puppets and volunteers (5 minutes)	Do you like the blue shirt? Yes / No Do you like the black shoes? Yes / No Do you like the pink shirt? Yes / No Do you like the green coat? Yes / No Do you like the purple shirt? Yes / No
New letter (10 minutes)	Letter Ww (window, white, wave, walk)
Action Songs (5 minutes)	"If you're happy and you know it" "How many tigers?" "Bye bye, goodbye"

Lesson 12	**Topic: Big/Small and Clothes**
Language to Review:	big / small the small shirt, the big pants, the big skirt, the small shoes, the big coat, etc
New Language:	-

Activity	Content
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "Sing a rainbow"
Review dialogue (5 minutes)	Do you like the pink shirt? Yes/No Do you like the brown shoes? Yes/ No
Review TPR lesson* with volunteers and groups (5 minutes)	*(Prepare sets of real clothes – big and small)* Put on the small shirt. Put on the big pants. Put on the big skirt. Put on the small shoes. Put on the big coat.
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: *(Prepare sets of real clothes – big and small)* Pick up the small skirt and the big skirt. Put on the big skirt. Jump to the door. Take off the big skirt. Put on the big coat. Walk slowly to the table. Take off the big coat and put on the small shoes. Turn around quickly. Pick up the big shoes. Put on 1 big shoe. Walk to the board. Take off the big shoe.
TPR Coloring game* (5 minutes)	*(Each student has a worksheet with pictures of clothes)* Color the big shirt green. Color the small shirt pink. Color the small pants black. Color the big pants blue. Point to the big shoes. Color 1 shoe yellow and 1 shoe orange.
New letter (10 minutes)	Letter Oo (on, off, orange)
Action Songs (5 minutes)	"What's your name?" "Bye bye, goodbye"

Lesson 13	Topic: Numbers 6-7 and Classroom Objects
Language to Review:	Eraser, pen, pencil, (pencil) sharpener, ruler, book, paper, bag One, two, three, four, five
New Language:	Six, seven, times

Activity	Content
Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "How many tigers?"
Review TPR commands with groups (5 minutes)	Examples: *(prepare groups of objects)* Point to the pens. Count the pens. 1, 2, 3, 4, 5. Pick up 2 pens. Put them on the chair. Sit down. Pick up 4 erasers. Give 3 erasers to Peter. Put 1 eraser on the book. Clap your hands and turn around. Count the rulers. 1, 2, 3, 4. Put 1 ruler on your shoulder. Walk to the board. Point to the pencils. Pick up the green pencils. Count the green pencils. 1, 2, 3. Put 3 green pencils in the bag. Pick up 5 sharpeners. Walk quickly to the door. Put 3 sharpeners on the floor. Give 2 sharpeners to Mary.
New TPR lesson* (5 minutes)	Count the books. 1, 2, 3, 4, 5, 6. Clap your hands six times. Count the pens. 1, 2, 3, 4, 5, 6, 7. Clap your hands seven times.
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: *(prepare groups of objects)* Put 7 rulers in the box. Clap your hands 7 times. Jump 5 times. Pick up 3 pens. Turn around 6 times. Count the pens. Put 6 books on the chair. Count the books. Jump 4 times.
New Action Song (5 minutes)	***Ten in the bed*** *There were 10 in the bed and the little one said,* *"Roll over, roll over!"* *So they all rolled over and 1 fell out.* *There were 9 in the bed and the little one said,* *"Roll over, roll over!"* *So they all rolled over and 1 fell out.* *There were 8 in the bed…* *There were 7 in the bed…* *There were 6 in the bed…* *There were 5 in the bed….* *There were 4 in the bed…* *There were 3 in the bed…* *There were 2 in the bed…* *…There was 1 in the bed and the little one said,* *"Good night!"*

	https://www.youtube.com/watch?v=WwutR8gxgto	
Review letters (10 minutes)	Nn (nose, name, no) Ww (window, white, wave, walk) Oo (on, off, orange)	
Action Songs (5 minutes)	"Ten in the bed" "Bye bye, goodbye"	
Lesson 14	**Topic: Household objects and Numbers 1-7**	
Language to Review:	Bowl, plate, spoon, cup, box One, two, three, four, five, six, seven	**Speaking:** A: Hello, what's your name? B: My name is …. What's your name? A: My name is …. Nice to meet you. B: And you too. How are you? A: I'm fine, thank you. How are you? B: I'm great, thank you.
New Language:	Fork	
Activity	**Content**	
Action Songs and Practice dialogue with puppets (10 minutes)	"Hello, how are you?" and "What's your name?" A: Hello, what's your name? B: My name is …. What's your name? A: My name is …. Nice to meet you. B: And you too. How are you? A: I'm fine, thank you. How are you? B: I'm great, thank you.	
Action Songs (5 minutes)	"Ten in the bed" "How many tigers?"	
Review TPR commands with volunteers & groups (5 minutes)	<u>Examples:</u> Pick up 7 spoons. Count the spoons. 1, 2, 3, 4, 5, 6, 7. Jump 7 times. Point to the plates. Count the plates. 1, 2, 3, 4, 5, 6. Put 4 plates on the chair. Give 2 plates to Mary. Pick up the cups. Count the cups. 1, 2, 3, 4. Turn around 4 times. Put 4 cups in the box.	
New TPR lesson* (5 minutes)	*(Prepare groups of 4 spoons and 3 forks)* Pick up the spoons. Count the spoons. 1, 2, 3, 4. Pick up the forks. Count the forks. 1, 2, 3. Count the spoons and forks. 1, 2, 3, 4, 5, 6, 7.	

TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Pick up 6 forks. Put 2 forks in the cup. Put 4 forks on the plate. Put 2 cups in the bowl. Put the bowl on the chair. Jump 3 times. Pick up 7 forks and 5 spoons. Put the forks and spoons in the box. Put 3 bowls and 4 plates on the table. Clap 5 times.	
New letter (10 minutes)	Letter Ss (six, seven, skirt, small, spoon)	
Lesson 15	**Topic: Prepositions and Household objects**	
Language to Review:	Big / Small Bowl, plate, spoon, cup, fork On the chair/table In the box/bag	Is the … in the …? Is the … on the …? **Speaking:** Yes / No
New Language:	Where is … ? Under	
Activity	**Content**	
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "What's your name?" "How many tigers?"	
Review TPR commands with groups of students (5 minutes)	Examples: Put the big bowl on the chair. Put the small bowl on the table. Put the big plate in the box. Put the small plate in the bag. Put the big spoon on the table. Put the big cup in the box. Speaking: (teacher asks questions, students answer) Is the big bowl in the box? No. Is the big bowl on the chair? Yes. *etc.*	
New TPR lesson* (5 minutes)	Put the plate under the chair. Put the bowl on the chair. Put the spoon under the table. Put the fork on the table. Speaking: *(teacher asks questions, students answer Yes/No)* Is the plate under the table? No. Is the plate on the chair? No. Is the plate under the chair? Yes. *etc.*	
TPR Practice/ Expansion with	Examples: Put the big bowl in the bag. Put the small bowl under the table.	

groups and class (10 minutes)	Put the big fork on the table. Put the big spoon under the chair. Speaking: *(teacher asks questions, students answer Yes/No)*
Rhythm Speech (5 minutes) *	***Where is my pencil?*** Where is my pencil? Let's look and see. Is it under the chair? No, no, no Is it on the table? No, no, no Is it in the bag? No, no, no Is it under the book? Yes, yes, yes! My pencil is under the book. Where is my pencil? Let's look and see. Is it under the chair? No, no, no Is it in the bag? No, no, no Is it under the book? No, no no Is it on the table? Yes, yes, yes! My pencil is on the table.
New letter (10 minutes)	Letter Dd (door)
Action Songs or Rhythm Speech (5 minutes)	"Where is my pencil?" "Bye bye, goodbye"
Lesson 16	**Topic: Daily routine**
Language to Review:	Toothbrush, comb, soap, towel Clean your teeth, comb your hair, wash your face, dry your face
New Language:	-
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Where is my pencil?" [Rhythm Speech from Lesson 15]
Review TPR commands with volunteers (5 minutes)	Examples: Put the towel on the table. Put the toothbrush on the chair. Put the comb under the towel. Put the soap under the chair.
Review TPR lesson* with groups (5 minutes)	Clean (Brush) your teeth. Wash your face. Dry your face. Comb your hair.
Review Action Song	***This is the way***

(5 minutes)	This is the way I clean (brush) my teeth… early in the morning This is the way I comb my hair… early in the morning. This is the way I wash my face… early in the morning. https://www.youtube.com/watch?v=lUrYQ_h51XM
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Put the toothbrush on the chair. Peter, jump to the chair. Clean your teeth quickly. Put the comb under the towel. Mary, walk slowly to the towel. Comb your hair slowly. Wash your face. Put the soap on the plate. Dry your face. Put the towel on the chair.
New letter (10 minutes)	Letter Ii (tiger, nine, in, big, finger, ice-cream, I)
Action Songs (5 minutes)	"This is the way" "Bye bye, goodbye"

Lesson 17	**Topic: Numbers 8-10**
Language to Review:	Bottles, cups, bowls, plates, combs, toothbrushes, towels One, two, three, four, five, six, seven
New Language:	eight, nine, ten
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "This is the way" "Ten in the bed"
Review TPR lessons with groups (5 minutes)	Examples: Pick up 7 combs. Count the combs slowly. Put 6 combs in the box. Comb your hair. Clap your hands 5 times. Wash your hands. Dry your hands. Put the towel in on the table. Put 4 cups under the chair. Put 3 cups on the chair. Count the toothbrushes. Pick up 1 toothbrush and clean your teeth. Put the toothbrush in the cup.
New TPR lesson*	*(Prepare sets of objects)*

(5 minutes)	Pick up 8 combs. Count the combs. 1, 2, 3, 4, 5, 6, 7, 8. Pick up 9 toothbrushes. Count the toothbrushes. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Pick up 10 cups. Count the cups. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TPR Practice/ Expansion with groups and class (5 minutes)	Examples: Pick up 10 spoons. Jump 10 times. Put 5 spoons in the box. Put 4 spoons on the chair. Give 1 spoon to me. Clap your hands 8 times. Put 8 cups on the table. Count the cups slowly. Put 1 bottle on the table.
New Action Song (5 minutes)	***10 little safari animals*** One little, two little, three little giraffes, Four little, five little, six little giraffes, Seven little, eight little, nine little giraffes, Ten little tall giraffes. Ten little, nine little, eight little giraffes, Seven little, six little, five little giraffes, Four little, three little, two little giraffes, One little tall giraffe. …peacocks …tigers …hippos https://www.youtube.com/watch?v=qNbIlth76X8
New letter (10 minutes)	Letter Tt (teeth, two, ten, tiger)
Action Songs (5 minutes)	"How many tigers?" "Bye bye, goodbye"
Lesson 18	**Topic: Numbers 1-10 and Loudly/Quietly**
Language to Review:	Bottles, cups, bowls, plates, tiger One, two, three, four, five, six, seven, eight, nine, ten
New Language:	Loudly Quietly
Activity	**Content**
Action Song and Rhythm Speech	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1]
Practice Dialogue	A: Hello, what's your name?

(5 minutes)	B: My name is …. What's your name? A: My name is …. Nice to meet you. B: And you too. How are you? A: I'm fine, thank you. How are you? B: I'm great, thank you.
Action Songs (5 minutes)	"This is the way" "Ten little safari animals" "Ten in the bed"
Review TPR commands with groups (5 minutes)	Examples: Pick up 10 spoons. Jump 10 times. Put 5 spoons in the box. Put 4 spoons on the chair. Give 1 spoon to me. Clap your hands 8 times. Put 8 cups on the table. Count the cups slowly. Put 1 bottle on the table.
New TPR Lesson* (5 minutes)	*(Use 10 pictures of tigers)* Count the tigers slowly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Count the tigers quickly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Count the tigers loudly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Count the tigers quietly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
TPR Practice/ Expansion with groups and class (5 minutes)	Examples: Count the cups loudly. Clap your hands loudly 7 times. Count the pencils slowly. Jump slowly 4 times. Count the books quietly. Turn around 6 times. Count the plates quickly. Walk quickly to the door.
Review Letters (15 minutes)	REVIEW letters 1 - 17
Songs (5 minutes)	"This is the way" "Ten in the bed" "Bye bye, goodbye"

Lesson 19	**Topic: Food and drink**
Language to Review:	Bottles, cups, bowls, plates, Tigers, lions, hippos, peacocks, giraffes, One, two, three, four, five, six, seven, eight, nine, ten Quicky, slowly, loudly, quietly Peel the banana, eat the rice, pour the water, drink the water
New Language:	-
Activity	**Content**

Songs (10 minutes)	"Hello, how are you?" "This is the way" "Ten little safari animals"
Review TPR commands with groups (5 minutes)	Examples: Count the cups loudly. Clap your hands loudly 7 times. Count the pencils slowly. Jump slowly 4 times. Count the books quietly. Turn around 6 times. Count the plates quickly. Walk quickly to the door.
TPR lesson* Demonstrate with volunteers (5 minutes)	Peel the banana. Eat the banana. Pour the water into the cup. Drink the water. Eat the rice.
TPR Practice/ Expansion with groups and class (10 minutes)	Examples: Point to the bananas. Count the bananas loudly. Pick up 1 banana. Peel the banana quickly. Put the banana on the plate. Eat the banana slowly. Turn around slowly. Pour the water into 5 cups. Count the cups. Drink the water slowly. Clap your hands quickly 10 times. Pick up 8 spoons. Put 7 spoons on the chair. Eat the rice.
Review Letters (10 minutes)	REVIEW Letters 1-14 Recognize names.
Action Songs (5 minutes)	"Ten in the bed" "How many tigers?" "Bye bye, goodbye"

Lesson 20	**Topic: Fruit and Do you like?**	
Language to Review:	Bananas Do you like…?	**Speaking:** Yes. No.
New Language:	Orange, apple, strawberry, papaya	
Activity	**Content**	
Action Songs (5 minutes)	"Hello, how are you?" "This is the way"	

	"Ten in the bed"
Review TPR commands with groups (5 minutes)	<u>Examples:</u> Point to the bananas. Count the bananas loudly. Pick up 1 banana. Peel the banana quickly. Put the banana on the plate. Eat the banana slowly. Turn around slowly. Pour the water into 5 cups. Count the cups. Drink the water slowly. Clap your hands quickly 10 times. Pick up 8 spoons. Put 7 spoons on the chair. Eat the rice.
New TPR Lesson* (5 minutes)	Pick up the orange. Do you like oranges? Yes/No. Pick up the apple. Do you like apples? Yes/No. Pick up the strawberry. Do you like strawberries? Yes/No. Pick up the papaya. Do you like papayas? Yes/No.
TPR Practice/ Expansion with groups and class (10 minutes)	Pick up the orange. Do you like oranges? Yes/No. Pick up the pink pencil. Do you like the pink pencil? Yes/No. Pick up the apple. Do you like apples? Yes/No. Pick up the green book. Do you like the green book? Yes/No. Pick up the strawberry. Do you like strawberries? Yes/No. Point to the rice. Do you like rice? Yes/No. Pick up the papaya. Do you like papayas? Yes/No.
New Action Song (5 minutes)	***<u>Do you like…?</u>*** Do you like broccoli? Yes, I do. Yes, I do. Do you like ice cream? Yes, I do. Yes, I do. Do you like broccoli ice cream? No, I don't. Yucky! Do you like donuts? Yes, I do. Yes, I do. Do you like juice? Yes, I do. Yes, I do. Do you like donut juice? No, I don't. Yucky! Do you like popcorn? Yes, I do. Yes, I do. Do you like pizza? Yes, I do. Yes, I do. Do you like popcorn pizza? No, I don't. Yucky! Do you like bananas? Yes, I do. Yes, I do. Do you like soup? Yes, I do. Yes, I do. Do you like banana soup? No, I don't. Yuck!

	https://www.youtube.com/watch?v=frN3nvhIHUk
New letter (10 minutes)	Letter Aa (apple, hand, bag, a, stand up)
Action Songs (5 minutes)	"Do you like…?" "Bye bye"

Lesson 21	**Topic: Fruit and Do you like?**	
Language to Review:	Banana, orange, apple, strawberry, papaya Do you like…?	**Speaking:** Yes / No
New Language:	Mango, guava, pineapple, watermelon Broccoli, ice cream, donuts, juice, popcorn, pizza, soup	
Activity	**Content**	
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "Ten little safari animals" "Do you like…?"	
Review TPR commands with groups (5 minutes)	Pick up the orange. Do you like oranges? Yes/No. Pick up the pink pencil. Do you like the pink pencil? Yes/No. Pick up the apple. Do you like apples? Yes/No. Pick up the green book. Do you like the green book? Yes/No. Pick up the strawberry. Do you like strawberries? Yes/No. Point to the rice. Do you like rice? Yes/No. Pick up the papaya. Do you like papayas? Yes/No.	
New TPR lesson* (5 minutes)	Put the mango on the plate. Do you like mangoes? Put the guava on the plate. Do you like guavas? Put the pineapple on the plate. Do you like pineapple? Put the watermelon on the plate. Do you like watermelon?	
TPR Practice/ Expansion with groups and class (10 minutes)	<u>Examples:</u> Peter, pick up the watermelon. Do you like watermelon? Put the watermelon under the table. Put 8 strawberries in the bowl. Count the strawberries loudly. Do you like strawberries? Put the guava under the table. Put the pineapple on the chair. Put 2 apples on the chair. Put 5 bananas in the bag. Put the	

	papaya under the plate. Is the guava on the table? Is the pineapple on the table? Are the bananas under the bag? Pick up 3 mangoes. Do you like mangoes? Put 2 mangoes in the box. Is the mango blue? Is the mango red? Is the mango green? Put the mango on the book.
New letter (15 minutes)	Recognize own name. Letter Mm (mango)
Action Songs (5 minutes)	"Do you like…?" "Bye bye, goodbye"

Lesson 22	**Topic: How old are you?**
Language to Review:	**Speaking:** What's your name? My name is… Nice to meet you. How are you? I'm fine/I'm great/I'm tired. And you?
New Language:	How old are you? I'm … years old.
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Hello" [Rhythm Speech from Set 1] "What's your name?" "Do you like…?"
Review dialogues with groups & puppets (5 minutes)	Examples: Hello, how are you? I'm fine, thank you. What's your name? My name is …. Nice to meet you Do you like bananas? Yes. Do you like apples? No.
Dialogue* **Teach with puppets** (5 minutes)	A: How old are you? B: I'm …. years old. How old are you? A: I'm … years old.
New Action Song (5 minutes)	***How old are you?*** How old are you? How old are you? How old are you? How old are you? I'm six years old. I'm six years old. I'm seven years old. I'm seven years old. https://www.youtube.com/watch?v=x2cI4ZgsYU4

Practice dialogue in groups (10 minutes)	A: How old are you? B: I'm …. years old. How old are you? A: I'm … years old.
Volunteers say dialogue to class (5 minutes)	A: How old are you? B: I'm … years old. How old are you? A: I'm … years old. Do you like apples? B: Yes. Do you like mangoes? Yes.
New letter (10 minutes)	Letter Xx (box, six)
Songs (5 minutes)	"How old are you?" "Do you like…?" "Bye bye, goodbye"

Lesson 23	**Topic: Clothes and Color**
Language to Review:	Put on/Take off the… …red, yellow, blue, green, orange, brown, black, white, purple… …shirt, pants, skirt, shoes, coat… …quickly/slowly.
New Language:	Hat, scarf, gloves, socks
Activity	**Content**
Action Songs with puppets (5 minutes)	"Hello, how are you?" "What's your name?" "How old are you?"
Review dialogues with puppets/ volunteers (5 minutes)	<u>Examples:</u> Hello, how are you? I'm fine, thank you. What's your name? My name is …. Nice to meet you. How old are you? I'm … years old.

Review TPR with groups of students (5 minutes)	Examples: Put on the blue shirt. Put on the pink skirt. Do you like the blue shirt? Take off the pink skirt slowly. Point to the black shoes. Put on the black shoes quickly. Jump 5 times. Do you like the black shoes? Pick up the brown pants and the red pants. Do you like the brown pants? Do you like the red pants? Put on the brown pants quickly. Put the red pants in the bag. Put on the purple coat. Clap your hands 6 times. Walk to the door. Do you like the purple coat?	
New TPR Lesson* (5 minutes)	*(use real clothes)* Put on the hat. Put on the scarf. Put on the gloves. Put on the socks.	
Practice TPR with groups and class (10 minutes)	Examples: Put on 1 white sock and 1 black sock. Jump to the board. Do you like the white sock? Take off the socks. Pick up 4 scarves. Put the orange scarf under the chair. Put on 3 scarves. Sit down.	
New letter (10 minutes)	Letter Vv (glove, have, wave, five)	
Action Songs (5 minutes)	"Do you like…?" "Bye bye, goodbye"	
Lesson 24	**Topic: Weather**	
Language to Review:	Put on/Take off the… Hat, scarf, gloves, socks	
New Language:	What's the weather like?	**Speaking:** It's sunny / rainy / hot / cold.
Activity	**Content**	
Action Songs with puppets (5 minutes)	"What's your name?" "How old are you?"	

Review TPR with groups – use worksheet (5 minutes)	*(1- Students in groups choose to color the clothes)* Color the hat. Color the scarf. Color the gloves. Color the socks. Color the skirt. Color the shirt. Color the coat. Color the shoes. Color the pants. *(2- Teacher asks questions about the sheet of each group)* Is the hat yellow? Is the hat blue? Do you like the blue hat? Are the gloves pink? Are the gloves red? Do you like the red gloves? Is the scarf purple? Do you like the purple scarf?
New TPR Lesson* Use puppets and pictures (5 minutes)	*(use pictures of weather – teacher asks, students answer)* What's the weather like? It's sunny. What's the weather like? It's rainy. What's the weather like? It's hot. What's the weather like? It's cold.
New Action Song (5 minutes)	***What's the weather like?*** What's the weather, What's the weather, What's the weather like today? Is it windy? Is it cloudy? Is there rain? Is there sun? https://www.youtube.com/watch?v=de4pVi9DzLc
Practice TPR with groups and class (10 minutes)	*(use pictures of weather – teacher asks, students respond)* What's the weather like? It's rainy. Put on the coat and walk to the door. Clap your hands and take off the coat. What's the weather like? It's sunny. Put on the red hat and turn around. Give the red hat to Mary. Put on the scarf. What's the weather like? It's hot. Take off the scarf. Put the scarf on the table. What's the weather like? It's cold. Put on the gloves and the scarf and the socks and the shoes.
Review letters (10 minutes)	REVIEW Letters 1-18
Action Songs (5 minutes)	"Sing a rainbow" "Bye bye, goodbye"

Lesson 25	**Topic: Weather and clothes**
Language to Review:	It's sunny / rainy / hot / cold. Open / close the door/ the window / your eyes / the book
New Language:	**Open/close the umbrella.**
Activity	**Content**
Action Songs with puppets (5 minutes)	"Hello, how are you?" "What's your name?" "How old are you?"
Review dialogues with puppets/ volunteers (5 minutes)	Examples: Hello, how are you? I'm fine, thank you. What's your name? My name is …. Nice to meet you. How old are you? I'm … years old.
Review Action Song (5 minutes)	"What's the weather like?"
Review TPR with groups (5 minutes)	*(use pictures of weather – teacher asks, students respond)* What's the weather like? It's rainy. Put on the coat and walk to the door. Clap your hands and take off the coat. What's the weather like? It's sunny. Put on the red hat and turn around. Give the red hat to Mary. Put on the scarf. What's the weather like? It's hot. Take off the scarf. Put the scarf on the table. What's the weather like? It's cold. Put on the gloves and the scarf and the socks and the shoes.
New TPR Lesson* (5 minutes)	Close your eyes. Open your eyes. Open the book. Close the book. Open the umbrella. Close the umbrella.
Practice TPR with groups and class (10 minutes)	Examples: Close your eyes. Turn around 3 times. Open your eyes. Open your mouth and walk to the umbrella. Open the umbrella. Close your mouth. Put the umbrella under the table. Open the book. Put the scarf in the book. Close the book. Give the scarf and the book to Mary.
New letter (10 minutes)	Letter Uu (umbrella, under)

Lesson 26	**Topic: Morning routine**

Language to Review:	It's sunny / rainy / hot / cold. Open / Close the umbrella.
New Language:	Go to sleep. Wake up. Yawn. Get up. Get dressed.
Activity	**Content**
Action Songs (5 minutes)	"What's your name?" "How old are you?" "Ten in the bed"
Review dialogue (5 minutes)	"What's the weather like?" It's hot/sunny/rainy/cold.
Review TPR with groups (5 minutes)	Examples: Close your eyes. Turn around 3 times. Open your eyes. Open your mouth and walk to the umbrella. Open the umbrella. Close your mouth. Put the umbrella under the table. Open the book. Put the scarf in the book. Close the book. Give the scarf and the book to Mary.
New TPR Lesson* (5 minutes)	Go to sleep. Wake up. Yawn. Get up. Get dressed.
Review Action Song (5 minutes)	"This is the way…"
Practice TPR with groups and class (10 minutes)	Examples: Go to sleep. Wake up. Yawn. Get up. Jump 10 times. Wash your face. Comb your hair. Get dressed.
New letter (10 minutes)	Letter Yy (yawn, you, yellow)

Lesson 27	**Topic: Places**
Language to Review:	Go to sleep. Wake up. Yawn. Get up. Get dressed. Walk to…
New Language:	School/home The market/the river
Activity	**Content**
Action Songs (5 minutes)	"This is the way" "What's the weather like?"
Review TPR with whole class (5 minutes)	Examples: Go to sleep. Wake up. Yawn. Get up. Jump 10 times. Wash your face. Comb your hair. Get dressed.
Volunteers act out with puppets (5 minutes)	Examples: Go to sleep. Wake up. Yawn. Get up. Jump 10 times. Wash your face. Comb your hair. Get dressed.
New TPR Lesson* (5 minutes)	*(use pictures of places)* Walk to school. Walk to the market. Walk to the river. Walk home.
Practice TPR with groups and class (10 minutes)	Go to sleep. Wake up. Yawn. Get up. Get dressed. Sweep the floor. Walk to school. Walk to the market. Walk to the river. Walk home. Eat your rice. Go to sleep.
New letter (10 minutes)	Letter Kk (market, king, key, walk)
Action Songs (5 minutes)	"What's the weather like?" "Bye bye, goodbye"

Lesson 28	**Topic: Animals**
Language to Review:	Walk to school/to the market/to the river/home. Panda, tiger
New Language:	Cat, chicken, pig, dog, cow
Activity	**Content**
Action Songs (5 minutes)	"Hello, how are you?" "This is the way…" "What's the weather like?"

Review TPR with groups (5 minutes)	Go to sleep. Wake up. Yawn. Get up. Get dressed. Sweep the floor. Walk to school. Walk to the market. Walk to the river. Walk home. Eat your rice. Go to sleep.
New TPR Lesson* (5 minutes)	*(use pictures of animals)* Point to the cat. Point to the chicken. Point to the pig. Point to the dog. Point to the cow.
Practice TPR with groups and class (10 minutes)	*(use pictures of animals)* Point to the cat. Put the cat under the chair. Pick up the chicken. Put the chicken under the window. Point to the pig. Put 3 pigs on the chair. Pick up the dog. Jump to the window. Put the dog under the chicken.
New Action Song (5 minutes)	***Old MacDonald*** Old MacDonald had a farm, E-I-E-I-O. And on that farm, he had a pig, E-I-E-I-O. With an oink-oink here and an oink-oink there, Here an oink, there an oink, everywhere an oink- oink. Old MacDonald had a farm, E-I-E-I-O. …duck, with a quack-quack here…. ….horse, with a neigh-neigh here… …sheep, with a baa-baa here…. ….cow, with a moo-moo here…. …turkey, with a gobble-gobble here… https://www.youtube.com/watch?v=_6HzoUcx3eo
New letter (10 minutes)	Letter Cc (cat, cow, cup, coat)
Action Songs (5 minutes)	"Old MacDonald" "Bye bye, goodbye"

Lesson 29	**Topic: In, on, under, next to**
Language to Review:	Cat, dog, chicken, pig, duck, horse, sheep, cow, turkey In the box/bag On the table/chair Under the table/chair
New Language:	Next to Take … out of the box/out of the bag
Activity	**Content**
Action Songs and Rhythm Speech (5 minutes)	"Hello, how are you?" "Where is my pencil?" [Rhythm Speech from Lesson 15] "Old MacDonald"
Review TPR with groups (5 minutes)	*Examples: (use pictures of animals)* Point to the cat. Put the cat under the chair. Pick up the chicken. Put the chicken under the window. Point to the pig. Put 3 pigs on the chair. Pick up the cow. Put the cow under the chicken. Put the cow in the box.
New TPR Lesson* (5 minutes)	Put the cat in the box. Take the cat out of the box. Put the cat next to the box.
Practice TPR with groups and class (10 minutes)	Examples: Put the dog in the box. Put the cow in the box. Put the chicken next to the box. Take the dog out of the box. Put the dog next to the chicken. Put 4 ducks in the bag. Put 2 sheep next to the bag. Take 1 horse out of the bag. Put 1 peacock under the table. Put the cat on the chair. Put the cow in the box. Put the box under the chair. Put the dog next to the chair. Take the cow out of the box.
Rhythm Speech – part 2 (5 minutes) *	***Where is my pencil?– part 2*** [expanding on Rhythm Speech from Lesson 15] Where is my pencil? Let's look and see. Is it under the chair? No, no, no Is it on the table? No, no, no Is it in the bag? No, no, no Is it under the book? Yes, yes, yes! My pencil is under the book.

	Where is my pencil? Let's look and see. Is it under the chair? No, no, no Is it in the bag? No, no, no Is it under the book? No, no no Is it on the table? Yes, yes, yes! My pencil is on the table. Where is my pencil? Let's look and see. Is it on the table? No, no, no Is it in the bag? No, no, no Is it under the book? No, no, no Is it under the chair? Yes, yes, yes My pencil is under the chair. Where is my pencil? Let's look and see. Is it under the chair? No, no, no Is it under the book? No, no no Is it on the table? No, no, no Is it in the bag? Yes, yes, yes! My pencil is in the bag.
Review letters (10 minutes)	REVIEW ALL
Action Songs and Rhythm Speech (5 minutes)	"Where is my pencil?" [Rhythm Speech from Lesson 15 and Lesson 29] "Bye bye, goodbye"
Lesson 30	**Topic: Animals**
Language to Review:	Cat, dog, chicken, pig, duck, horse, sheep, cow, turkey/tiger, lion, panda Put the … in/ on/ under/ next to the box Take the … out of the box
New Language:	Stick … on the board. Elephant, snake, monkey, crocodile
Activity	**Content**
Action Songs (5 minutes)	"Hello, how are you?" "Where is my pencil?" [Rhythm Speech from Lesson 15 and Lesson 29]

	"Old MacDonald"
Review TPR with groups of students (5 minutes)	Examples: Put the dog in the box. Put the cow in the box. Put the chicken next to the box. Take the dog out of the box. Put the dog next to the chicken. Put 4 chickens in the bag. Put 2 pigs next to the bag. Take 1 chicken out of the bag. Put 1 chicken under the table. Put the cat on the chair. Put the cow in the box. Put the box under the chair. Put the dog next to the chair. Take the cow out of the box.
New TPR Lesson* (5 minutes)	Stick the elephant on the board. Stick the snake on the board. Stick the monkey on the board. Stick the crocodile on the board.
Practice TPR with groups and class (10 minutes)	Examples: Stick the elephant on the board. Stick the snake next to the elephant. Stick 5 monkeys and 1 crocodile on the board. Stick the cat and the dog on the board. Stick the snake next to the cat. Stick the tiger on the chair. Pick up the panda and jump to the door. Stick the panda on the door.
New Action Song (5 minutes)	***Five little monkeys*** Five little monkeys sitting in a tree Teasing Mr. Crocodile, "You can't catch me!" Along comes Mr. Crocodile as quiet as can be and SNAPPED that monkey out of the tree! Four little monkeys…. Three little monkeys…. Two little monkeys… One little monkey… BURRP! https://www.youtube.com/watch?v=TWDkW-7J6FE
New letter (10 minutes)	Letter Ee (elephant, etc)
Action Songs (5 minutes)	"Five little monkeys" "Bye bye, goodbye"
Lesson 31	**Topic: Animals, Parts of the body and** Color

Language to Review:	Cat, chicken, cow, pig, dog, lion, giraffe, hippo, peacock, sheep, turkey Tiger, panda, elephant, snake, monkey, crocodile
New Language:	Tail, small, little
Activity	**Content**
Action Songs (5 minutes)	"Head and shoulders" "Old MacDonald" "Five little tigers"
Review TPR with groups of students (5 minutes)	Examples: Stick the elephant on the board. Stick the snake next to the elephant. Stick 5 monkeys and 1 crocodile on the board. Stick the cat and the dog on the board. Stick the snake next to the cat. Stick the tiger on the chair. Pick up the panda and jump to the door. Stick the panda on the door.
New TPR Lesson* (5 minutes)	*(Use pictures stuck on board to demonstrate with volunteers)* Color the monkey's teeth blue. Color the monkey's arms black. Color the monkey's legs green. Color the monkey's tail orange.
Practice TPR with whole class (15 minutes)	Example: *(each student has animal picture sheet and pencils)* Color the tiger's ears green. Color the snake's head blue. Color the panda's feet purple. Color the cat's tail orange. Color the dog's tail brown. Color the crocodile's teeth red.
New letter (10 minutes)	Letter Qq (queen, quickly)
Action Songs (5 minutes)	"Old MacDonald" "Five little tigers" "Bye bye, goodbye"

Lesson 32	**Topic: Size, Animals and** Color
Language to Review:	Cat, chicken, cow, pig, dog, lion, giraffe, hippo, peacock, sheep, turkey Tiger, panda, elephant, snake, monkey, crocodile Tail, big, small
New Language:	
Activity	**Content**
Action Songs (5 minutes)	"Hello, how are you?" "Sing a Rainbow" "Old Macdonald"
Practice Dialogue with volunteers (5 minutes)	Examples: Hello, how are you? I'm fine, thank you. What's your name? My name is …. Nice to meet you. How old are you? I'm … years old.
Review TPR with volunteers (5 minutes)	Example: *(Use pictures stuck on board to demonstrate with volunteers)* Color the tiger's ears green. Color the snake's head blue. Color the panda's feet purple. Color the cat's tail orange. Color the dog's tail brown. Color the crocodile's teeth red.
TPR Game* Volunteers demonstrate (5 minutes)	*(Use pictures stuck on board to demonstrate with volunteers)* Color the big cat's tail brown. Color the small cat's tail blue. Color the big cat's ears red. Color the small cat's ears pink.
TPR Coloring game - Whole class (10 minutes)	Example: *(each student has animal picture sheet and pencils)* Color the big dog's tail green. Color the small dog's tail blue. Color the small chicken's feet orange. Color the big chicken's feet red. Color the big crocodile's teeth blue. Color the small crocodile's teeth purple.
New letters (10 minutes)	Letter Jj (jump)
Action Songs (5 minutes)	"Head and shoulders" "Five little monkeys" "Bye bye, goodbye"

Lesson 33	**Topic: Food and Do you like?**
Language to Review:	Banana, orange, apple, strawberry, mango, papaya, pineapple, watermelon, guava, rice, water Do you like…?
New Language:	Chicken, fish, eggs, pork, ice-cream
Activity	**Content**
Action Songs (5 minutes)	"Ten little tigers" "Do you like…?"
Review TPR with groups of students (10 minutes)	Examples: Peter, pick up the watermelon. Do you like watermelon? Put the watermelon under the table. Put 8 strawberries in the bowl. Count the strawberries loudly. Do you like strawberries? Put the guava under the table. Put the pineapple on the chair. Put 2 apples on the chair. Put 5 bananas in the bag. Put the papaya under the plate. Is the guava on the table? Is the pineapple on the table? Are the bananas under the bag? Pick up 3 mangoes. Do you like mangoes? Put 2 mangoes in the box. Is the mango blue? Is the mango red? Is the mango green? Put the mango on the book.
New TPR Lesson* (5 minutes)	*(use pictures on board)* Point to the chicken. Do you like chicken? Point to the fish. Do you like fish? Point to the egg. Do you like eggs? Point to the pork. Do you like pork? Point to the ice-cream. Do you like ice-cream?
Practice TPR Lesson (10 minutes)	Examples: Jump to the table. Pick up the chicken. Walk to the door. Stick the chicken on the door. Do you like chicken? Put the mango under the table. Put the fish on the chair. Do you like fish? Stick the ice-cream on the board. Do you like ice-cream? Stick the papaya next to the ice-cream.

New letter (10 minutes)	Letter Zz (zip)
Action Songs (5 minutes)	"Do you like…?" "Bye bye, goodbye"
Lesson 34	**Topic: Food, Numbers 1-10 and Do you like?**
Language to Review:	Banana, orange, apple, strawberry, mango, papaya, pineapple, watermelon, guava, rice, water, chicken, fish, eggs, pork, ice-cream. Numbers 1-10. Do you like…?
New Language:	
Activity	**Content**
Action Songs (5 minutes)	"Hello, how are you?" "Ten in the bed" "Do you like…?"
Review TPR with groups (10 minutes)	Examples: Jump to the table. Pick up the chicken. Walk to the door. Stick the chicken on the door. Do you like chicken? Put the mango under the table. Put the fish on the chair. Do you like fish? Stick the ice-cream on the board. Do you like ice-cream? Stick the papaya next to the ice-cream.
TPR Coloring* Work in groups (10 minutes)	*(one worksheet between a group of 4 students)* Color the orange orange. Color 2 strawberries green and 1 strawberry red. Color 1 mango purple and 1 mango yellow. Color 2 fish brown and 2 fish pink. Color the eggs brown. Color the watermelon blue. Color the bananas orange. Color the ice-cream red.
Review letters (15 minutes)	REVIEW ALL
Action Songs (5 minutes)	"Sing a rainbow" "Old MacDonald" "Bye bye, goodbye"



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