

# THREE-STEP VOCABULARY ROUTINE

## Step 1: Warm Up

- Help children open their **Student's Books** to the **Unit Opener** and **Vocabulary pages**.
- Connect to children's background knowledge by looking at the **Unit Opener photo**. Have children describe what they see on the page.
- Say *Look*. Then point to the photo and ask simple, relevant *Wh-* questions:  
**Who** is this? **What** do you see? **Where** is this? **What** color is it?
- Say *Now let's say the chant*. Play the **Unit Chant audio track**.
- Have children say the **Unit Chant** together. Have them point to the photo when they say the word.

## Step 2: Present

- Say each target word aloud while pointing to the photo on the **Vocabulary page**.
- Have children repeat each target word twice.
- Play the **Vocabulary audio track** or **video scene** or say each target word yourself. Have children listen, point, and say.
- Play the **Vocabulary audio track** while showing **flashcards** or theme-related real objects or play the **Vocabulary video scene**.
- Check comprehension by having children
  - name each word correctly with a **flashcard**.
  - act out target vocabulary words when possible.

## Step 3: Practice

- Help children open their **Student's Books** to the **Vocabulary Practice page**.
- Point to items on the page and ask *What do you see? What's this?* Have children tell you the name of each item.
- Have children do the **Vocabulary Practice activity**. Model it first by saying each word in the instructions and doing the action while children watch. Then help children complete the activity. Have them say the vocabulary words as they do the activity.
- Apply the vocabulary.
  - Personalize instruction by connecting the vocabulary to children's own lives. For example, if the vocabulary is about toys, ask them to bring their favorite toy in to Show and Tell.
  - Play a vocabulary game such as "Simon Says," charades, or **flashcard** games such as "What's missing?"

# THREE-STEP SONG ROUTINE

## Step 1: Warm Up

- Connect to children’s background knowledge by reviewing previously learned vocabulary.
- Use **flashcards** or theme-related real objects. Hold each one up and ask *What’s this?*
- Reinforce target vocabulary by playing fun games, for example, “Simon Says” or charades.
- Play the **Unit Song audio track** or **video scene** and have children respond as they listen with a focus. Have them stand, clap, or act out words when they hear target vocabulary or the Unit Theme.

## Step 2: Present

- Help children open their **Student’s Books** to the **Song page**.
- Have them describe what they see on the page. Ask relevant *Wh-* questions while pointing to the page: **Who** is this? **Where** is this? **What** do you see? **What** color is it? **How** many?
- Say *Let’s listen to a song*. Play the **Unit Song audio track** or **video scene**. Point to the **Song page** or the **video** when it shows something from the song lyrics.
- Teach the **Unit Song** line by line. Then repeat, this time with the gestures.
- Have children listen and watch as you sing and do the gestures for each line of the song and then repeat.
- Play the song two more times. Have children try to sing and do the gestures as they listen.

## Step 3: Practice

- Play the **audio track** for **The Sounds of English** for the target sound or make the sound yourself for children to repeat.
- Play the **Unit Song** and have children respond as they listen with a focus to **The Sounds of English**, especially sounds that are hard to pronounce.
- Have them raise their hands, stand, or hold up cards when they hear the target sound.
- Repeat the song for additional practice, but make it fun by singing it faster each time or by singing it softer each time.
- Encourage children to personalize the song. For example, if the song is about toys, have children sing about their favorite toys.

# THREE-STEP CONCEPTS ROUTINE

## Step 1: Warm Up

- Connect to children’s background knowledge by reviewing language taught earlier in the unit. Use **flashcards**, other visuals, gestures, and/or real objects to review.
- Play the **Unit Song audio track** or **video scene** and have children listen.
- Have children listen and watch as you sing the song and do the gestures.
- Then say *Now let’s all sing the song*. Play the song two more times.
- Encourage children to sing along and do the gestures with you.

## Step 2: Present

- Help children open their **Student’s Books** to the **Concepts page**.
- Connect the concepts to children’s background knowledge. For example, if you are teaching the numbers 3–5, hold up 1 and 2 items and have children count them. (Student’s Book I, Unit 3)
- Have children look at the photo(s) on the **Concepts page** as they listen, point, and say. Play the **Concepts audio track** or **video scene** or say each concept word yourself.
- Model applying the concepts to vocabulary taught earlier in the unit and in prior units. Use **flashcards**, other visuals, gestures and/or real objects to review.
- Help children demonstrate and act out the concepts. Encourage children to participate by saying the words out loud or by acting them out.

## Step 3: Practice

- Have students open their **Student’s Books** to the **Concepts Practice page**.
- Have children do the **Concepts Practice activity**. Model it first by saying each word in the instructions and doing the action while children watch.
- Help children complete the activity. Encourage them to use the concepts and vocabulary words as they talk about the stickers they have placed on the page; for example, *Three apples*. (Student’s Book I, Unit 3).

# THREE-STEP LANGUAGE IN USE ROUTINE

## Step 1: Warm Up

- Connect to children's background knowledge by reviewing vocabulary and concepts taught earlier in the unit.
- Use **flashcards**, other visuals, gestures and/or real objects to review.
- Help children open their **Student's Books** to the **Language in Use page**.
- Have children describe what they see on the page.

## Step 2: Present

- Use target vocabulary while pointing to the picture(s) on the **Language in Use page**.
- Model the language. For example, say *What do you want? I want a banana.* (Student's Book I, Unit 3)
- Say *Now listen*. Play the **Language in Use audio track** or the **video scene** of the language model two times to present the model.
- Say *Now listen and say*. Play the **audio track** or **video scene** of the language model again and have children repeat.

## Step 3: Practice

- Use target language to ask questions and say statements about the picture(s) on the **Language in Use page**, such as *What color is your shirt? It's yellow.* (Student's Book I, Unit 4)
- Say *Now you do it*. Have children practice the language model.
- Give instructions and have children do the **Language in Use activity**. Model it first by saying each word in the instructions and doing the action while children watch. Then help children do the activity.
- Have children share their completed activity in pairs or small groups. Encourage them to use the target language.
- Apply language to new contexts.
  - Use real objects, photos, or **flashcards** that students are already familiar with to practice target language.
  - Try to connect the target language to students' interests or their lives.