

Beginning Writer

Reading Comprehension to prepare for further
written ability-Reader

Sentence build up(*TGYL-1*) to express more
specific ideas

Writing in short paragraph.-World of Literacy 1~4
Advanced *conversation ability*-Conversation Book

CH1 TGYL-1

World of Literacy Book 1-4

Sentence -Subject, verb, adj,
Object

6W-q, Y/N-q

Material

- *Teacher's Book*
- *Student Books*
- *TGYL Work Book*
Writing Ability
- *Conversation Book*
Oral Communication ability
- *Reader-Lisa Goes to London, Pierre & Paul in Paris.*
Reading Comprehension

Teaching Grammar For Young Learner(TGYL-1)

- To make the sentence pattern writing firm:
 1. Get into scenario- Reading comprehension By reading and sharing.
 2. Build up the sentence pattern by revising from those pattern read before.
 3. Apply the pattern into scenario
 4. Quiz to check their completion.
 5. Parents' signature to

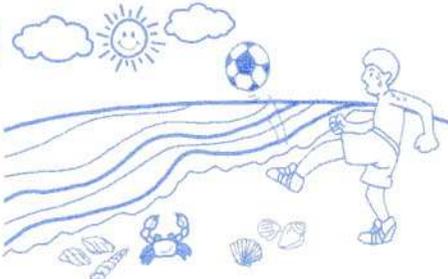
T: What's the weather like today?

S: It's a (warm) and (rainy) day.

T: What will (he) wear on a (warm) and (rainy) day?

S: (He) will wear (a coat) and (a hat).

B. Look at the picture and fill in the blanks in the words below.

<p>① </p>	<p>② </p>
<p>It's a _____ and _____ day.</p>	<p>It's a _____ and _____ day.</p>
<p>③ </p>	<p>④ </p>
<p>It's a _____ and _____ day.</p>	<p>It's a _____ and _____ day.</p>

C. Cloze -- Choose the correct words to fill in the spaces.

I want to help you decide what to (w) _____. If it is hot and (s) _____ outside then you should wear (sh) _____ and sandals. If it's warm and (r) _____ outside then you should wear a (c) _____. You should also carry an (u) _____. A (s) _____ and mittens are

PATTERNS

It's a (cool) and (cloudy) day.
What will I wear today?
I will wear a (shirt) and (pants).
How does (hot water) feel?

VOCABULARY

cloudy, cold, cool, hot, rainy, snowy, sunny, warm, windy, blouse, boots, coat, dress, jacket, jeans, mittens, pants, raincoat, rain hat, sandals, scarf, shirt, shoes, shorts, skirt, sneakers, socks, sweater, T-shirt, vest

PREVIEW

1. Use picture cards 14–17 and 19–25 (you'll also need a coat, a jacket, a T-shirt, sandals, shorts, a scarf, and a vest) or find pictures of all of the clothing items mentioned above.

T: *Look at the pictures. Shirt. (It's a shirt.)* Students may repeat. Continue with: blouse, coat, dress, hat, skirt, sweater, T-shirt, vest.

T: *Pants. (They're pants.)* Students may repeat. Continue with jeans, shoes, shorts, sneakers, socks.

T: *Who's wearing a shirt today? Point to students wearing shirts. Who's wearing sneakers today? etc.*

T: *What color is the shirt?*

Ss: *It's blue.*

T: *Yes. It's a (blue) shirt. Repeat. It's a (blue) shirt.* Students repeat. Continue with other items.

2. Write the word for each clothing item on a word card or on the board. Point to it. Say the word. Students may repeat. They may come forward and place the word card next to the correct picture.

3. Hold up a word card for an item of clothing or point to a word on

It's a warm and rainy day.

What will I wear today?

I will wear a dress and shoes, dress and shoes, dress and shoes.

I will wear a dress and shoes.

A raincoat and rain hat, too.*

*Turn to the back of this book, page 86, for continuation.

4. To explain *hot*, *cold*, *warm*, and *cool*, use four glasses of water at the appropriate temperatures and label them. Allow students to feel the water in each glass.

T: *This is hot water. How does the water feel? Be careful.*

Ss: *Hot. (It feels hot.)* etc.

5. If you have picture cards 99–103, use them to introduce the weather words. "Act out" the weather.

99 = windy (warm and windy)

100 = sunny (hot and sunny)

101 = rainy (warm and rainy)

102 = cloudy (cool and cloudy)

103 = snowy (cold and snowy)

Let students point to the appropriate card as you say, *It's a warm and windy day*. Let them pick out clothing items, as well.

If you're not using the cards, use the pictures on your copy of Student Book page 25.

6. Write the following on the board:

It's a hot and sunny day.

It's a warm and rainy day.

It's a warm and windy day.

It's a cold and snowy day.

It's a cool and cloudy day.

Read the sentences. Ss repeat.

Point to a sentence on the board.

Students raise their hands and

match the sentence with the cor-

Show and describe the pictures.

Who do you see in the picture?

What is Betty Lou wearing? (A blue

dress, white socks, black shoes, a

yellow raincoat, and a yellow rain

hat.) *Read the sentence under*

Betty Lou's picture. Continue in

this way for each picture. (Rodeo

Rosie—skirt, blouse, vest, boots,

scarf, hat; boy—T-shirt, shorts, san-

dals; Ernie—shirt, jeans, jacket,

sneakers; Bert—coat, boots, scarf,

mittens, hat, pants.) Play the tape or

say the chant. *Listen again. Point.*

2. Replay

a. Whole class—several times.

b. Partners—Practice asking each other what the Muppets are wearing in the picture.

3. Your Turn

T: *What are you wearing today?*

S1: *I'm wearing a (red) (shirt).*

S2: *I'm wearing a (blue) (dress).*

etc.

Then ask questions about the weather.

EXTENSION

PROJECT: Clothing Collage

Each student needs five large pieces of paper with these labels: sunny, cloudy, rainy, snowy, windy. Students find people dressed for these types of weather in magazines and paste them on the corresponding piece of paper.

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1. It's a warm and rainy day.



2. It's a warm and windy day.



3. It's a hot and sunny day.



4. It's a cool and cloudy day.



5. It's a cold and

ies

**Part II Build It !**

Learn "Grammar structures & Sentence patterns"

A. Look at the pictures on SB25 and fill in the blanks with the correct words.

- It is a _____ and _____ day.
Betty Lou is wearing a blue dress, white socks, black shoes, a yellow raincoat, and a yellow rain hat.
- It is a _____ and _____ day.
Rodeo Rosie is wearing a grey _____, a blouse, an orange _____, white _____, a pink scarf and a white hat.
- It is a _____ and _____ day.
He is _____ a _____ T-shirt, shorts, and orange _____.
- It is _____ and _____ day.
Ernie _____ a shirt, blue jeans, an orange _____, and sneakers.
- _____ a _____ and _____ day.
Bert _____ a green _____, black _____, an orange _____, orange _____, a hat and green _____.

B. Circle the correct word and fill in the blank.

- It is a warm and _____ (*rain / rainy*) day.
- What _____ (*am / will*) I wear today?
- I _____ (*will / am*) wear a dress and shoes today.
- What _____ (*am / are*) you wearing today?
- I am _____ (*wear / wearing*) a red shirt and blue jeans.
- What is she _____ (*wear / wearing*) today?
- She is wearing a blue dress and black _____ (*shoe / shoes*).
- He is wearing a white _____ (*T-shirt / pants*), blue _____ (*shorts / jacket*), and orange _____ (*sneakers / coat*).
- Our teacher _____ (*is / are*) _____ (*wear / wearing*) a white hat, a white _____ (*scarf / socks*), a black _____ (*blouse / boots*), a gray vest, gray _____ (*pants / shirt*), and black _____ (*boots / hat*).

- I can identify clothing.
 I can identify weather.

- I can ask and answer questions about clothing.
 I can ask and answer questions about weather.



Activities for Build It

Warm Up & review Voc.: 5 min	warm, cloudy, rainy..... <ul style="list-style-type: none">•Roll call & Q&A for sentence patterns in Activate it
Intro Written Patten: 5 min	Write down the sentence, students answer you. <ul style="list-style-type: none">•Underline Adjective words•It's a <u>warm</u> and <u>rainy</u> day.•Erase the adj and let them say the whole sentence again.
Writing Game 15 min	<ul style="list-style-type: none">•Pair kids into two teams and call kids in pair to write the adj.
Individual Practice 20 min	<ul style="list-style-type: none">•Prepare a copy of empty Build it page & pass for kids to write. Watch kids' writing content to give help.•Correct by Students change.

Unit **5**

C. Choose the correct answers.

- | | | | |
|--------------------------------|-----------|------------|-------------|
| ___ 1. ___ will I wear today? | (A) What | (B) Who | (C) When |
| ___ 2. I will wear a pink ___. | (A) scarf | (B) shoes | (C) sandals |
| ___ 3. He will wear red ___. | (A) shirt | (B) skirt | (C) shorts |
| ___ 4. It is a ___ day. | (A) sun | (B) cloud | (C) windy |
| ___ 5. What ___ you wear? | (A) will | (B) am | (C) are |
| ___ 6. Tom's ___ is blue. | (A) socks | (B) shoes | (C) sweater |
| ___ 7. These are her ___. | (A) dress | (B) blouse | (C) mittens |
| ___ 8. They will ___ boots. | (A) wear | (B) wears | (C) wearing |
| ___ 9. He will wear blue ___. | (A) vest | (B) jacket | (C) jeans |
| ___ 10. This is Jenny's ___. | (A) books | (B) blouse | (C) boots |

D. Unscramble the sentences.

1. is / . / a / warm / It / and / day / windy

2. day / It's / and / . / a / cold / snowy

3. will / What / wear / ? / you

4. will / wear / . / I / and / skirt / blouse

5. is / ? / wearing / May / today / What

6. is / a / today / . / jacket / wearing / green / He

7. a / ? / wearing / Who / today / is / shirt

8. today / is / wearing / . / Kenny / T-shirt / a

9. color / ? / the / are / What / jeans

10. are / . / sneakers / orange / The

- I can identify clothing.
 I can identify weather.

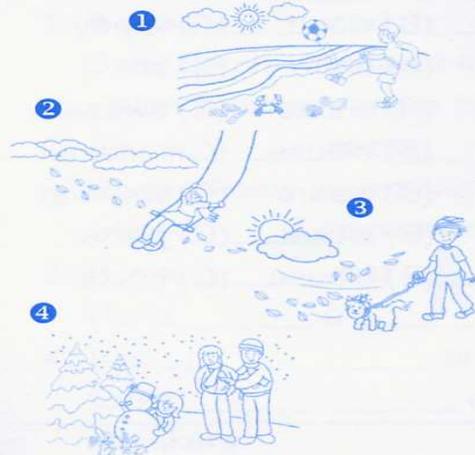
- I can ask and answer questions about clothing.
 I can ask and answer questions about weather.



Part III Create It !

Apply " Everything You've Learned "

A. Write down the question and the answer that goes with the picture.



It's a hot and sunny day.

Peter wears _____

It's _____

Mary wears _____

It's _____

Mr. Young _____

They _____

B. Tell us about your day and your family's day -- Write down the questions and the answers using information from your day and your family's day.

e.g. It's sunny and hot today. I want to wear my T-shirt and my shorts.

1. It's _____ today.

I want to wear _____

2. _____

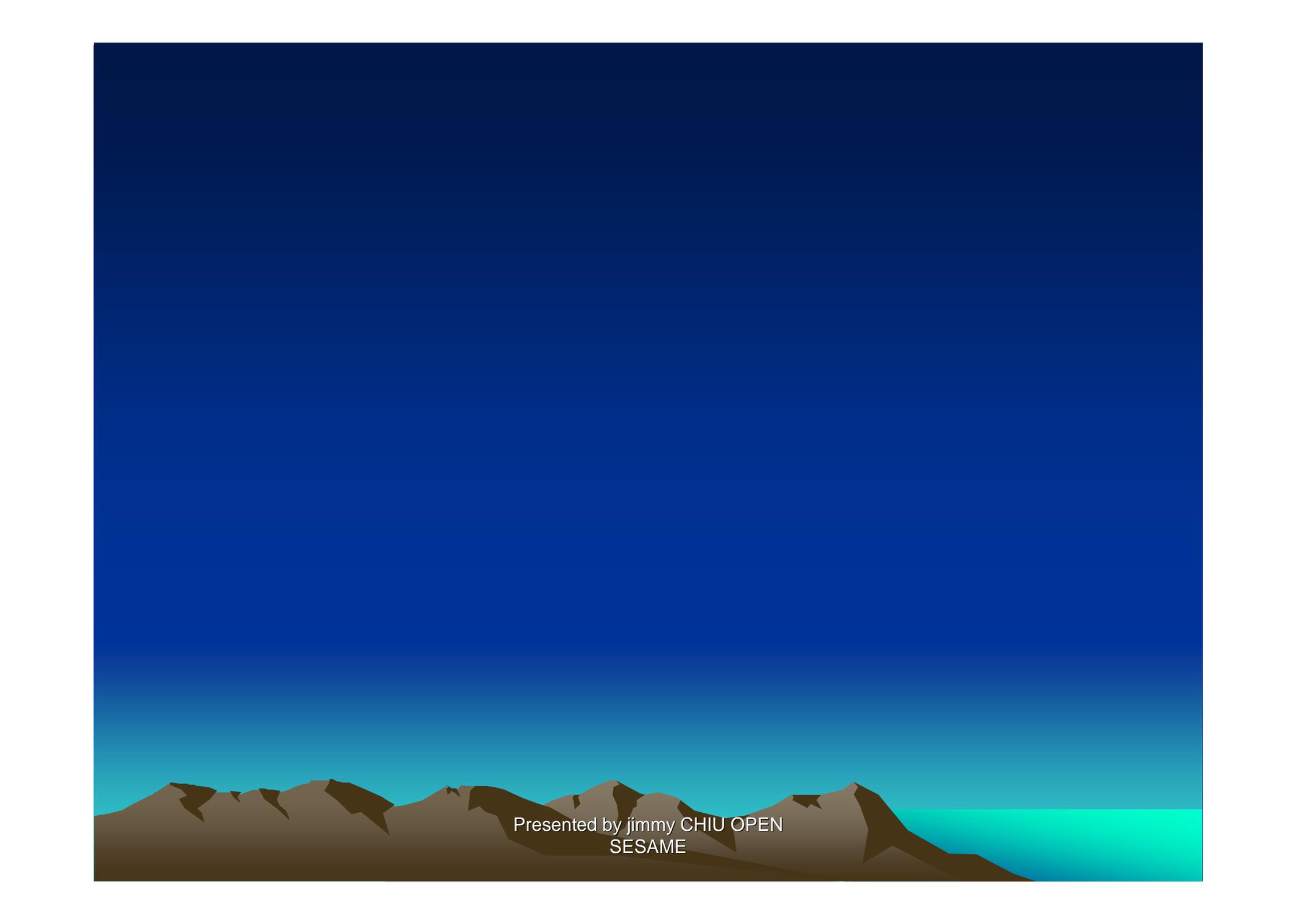
3. _____

Part IV Quiz Record

Listening		Speaking		Writing		Reading		Grammar		Total
A	B	C	D	E	F	G	H	I		

Part V Story Fun

Read the article " _____ ",
think and answer the questions about the article.

The image features a stylized landscape. The top two-thirds of the image is a solid dark blue gradient. The bottom third shows a horizon line with a teal-to-cyan gradient. Below the horizon are several jagged, brown mountain peaks. The text is centered in the lower part of the image, overlapping the mountains and the teal gradient.

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SESAME

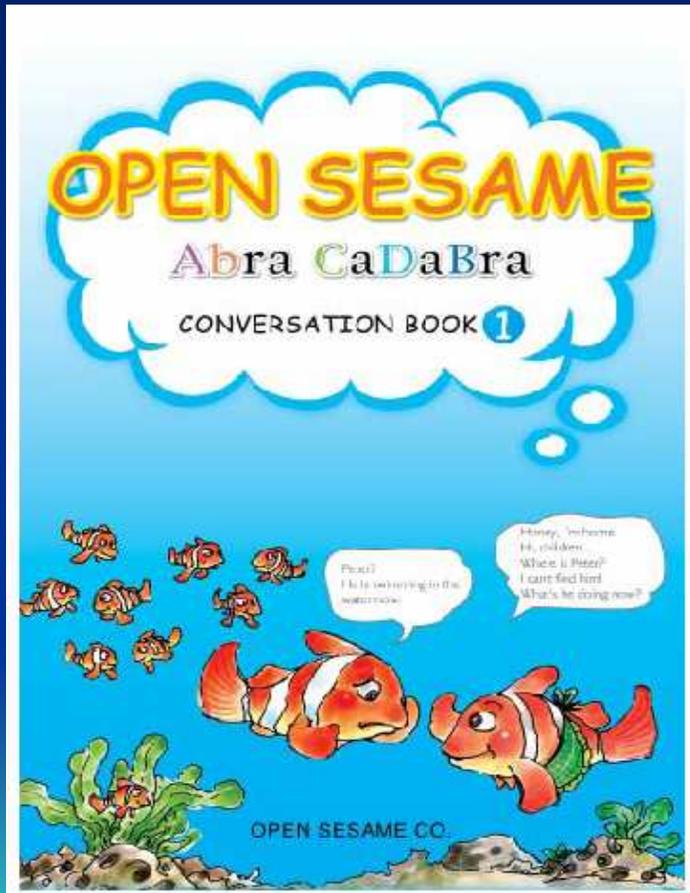
CH2

OPEN SESAME

Conversation Book

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Open Sesame Abra Cadabra Conversation Book Series



Homework

Check the chart and complete the conversation below. Then, record the conversation.

	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

(good at it not confident enough to do it not able to do it)

Bert: Hi, Mary. Can you use a computer?
Mary: _____

Bert: Can you use a cell phone, too?
Mary: _____

Bert: Do you speak English?
Mary: _____

Bert: Can you say 'Good Morning' in Taiwanese?
Mary: _____

Bert: Can you swim?
Mary: _____

Bert: Do you know how to ride a bike?
Mary: _____

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Open Sesame Abra Cadabra

Conversation Book Series

Lesson 4 Where Are You?

Just for Fun

Peter?
He is swimming in the water now.

Honey, I'm home.
Hi, children...
Where is Peter?
I can't find him!
What's he doing now?

Language Task 1

Part I
Pair up the students to practice the dialogue.

Example :
A: Where is Mary?
B: She is in her bedroom.
A: Where is her brother, Jeff?
B: He is in the garage.

Vocabulary
bedroom
bathroom
living room
kitchen
dining room
garage

Part II
Read and practice the dialogue.

Example :
Q: What is Mary and Anna doing?
D: She is cooking.
Q: What are her father and grandfather doing?
D: They are watching TV.

Vocabulary
make...bed
sleep
do...homework
eat
watch TV
cook
fix...bicycle

Present continuous tense

I	am	
You	are	
We		V- ing
They		
He		
She	is	
It		

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Open Sesame Abra Cadabra Conversation Book Series

Language Task 2

Part I

Have a student choose a "room" from the picture, but don't let the other students know which room it is. The other students have to ask "Yes/No" questions until somebody gives the correct answer.

Student A: Is there a bed in this room?

Student B: No, there isn't.

Student C: Are there some posters on the wall?

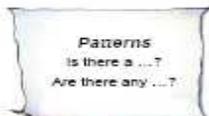
Student B: Yes, there are.

Student D: Is there a cabinet?

Student B: Yes, there is.

Student E: It's the dining room.

Student B: Bingo.



Part II

Practice the dialogue.

(Mary is talking to her mom, who lives in London, on the phone.)

Mary: Hi, this is Mary. How's everything going in London?

Mom: Okay. Grandma and grandpa are fine, by the way. How about you?

Mary: Well, not too bad. What are you doing now?

Mom: I'm talking to you and watching TV in the living room. Your dad and uncles are fixing the car in the garage. I guess grandma and grandpa are sleeping in the bedroom.

Mary: Mom, can you email me sometimes?

Mom: No problem!



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Homework

Part I

Finish the following article and record it on tape.

This is my bedroom.

There _____ on the desk.

There _____ on the bed.

There _____ on the floor.

There _____ on the ceiling.

My books are _____

My clothes are _____

Now, my father is in the _____

He is _____

My mother is in the _____

She is _____

(Other family members)



Part II

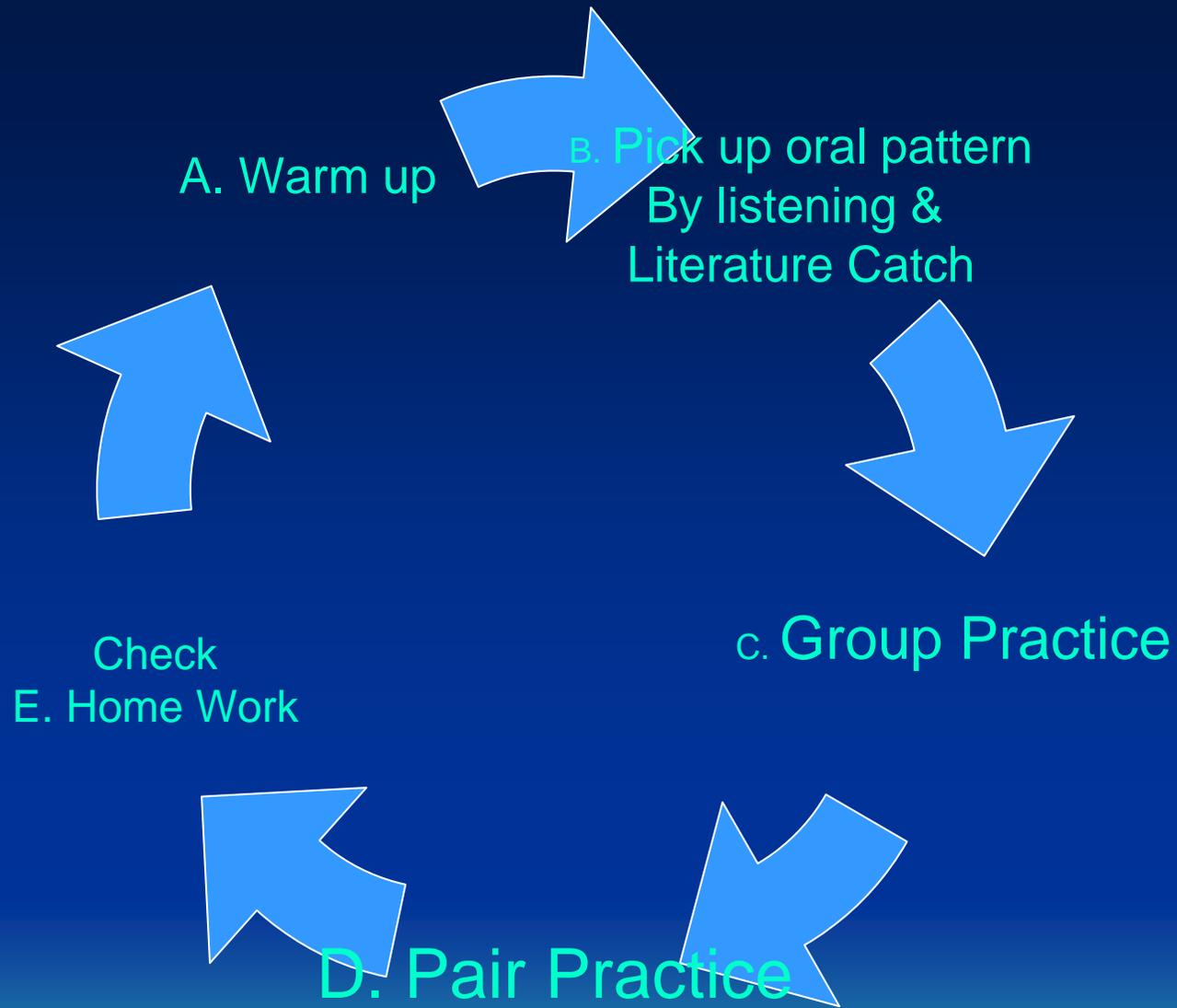
Listen to the dialogue in Section D. Then answer the questions.

1. To whom is Mary talking on the phone?

2. What is her mom doing?

3. Where are her grandma and grandpa?

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Sample Lesson Plan

OPEN SESAME LESSON PLAN-

Abra Cadabra Lesson 1 (Week 1) A206-1 Class Mon. ~Fri. Sample Planner

Time	Aim / Activities	Teaching Materials	Notice
15 minutes	<p>2 mins. Roll Call Greetings: How are you everyone? I am (fine / great /so, so/ terrible).</p>	CD Track 1	Check the CD Player
	<p>1mins ~ Aim: "Just for Fun" Play Track 1: students will listen to Track 1 twice</p> <p>Play Track 2: Listen to the Dialogue DO NOT LOOK AT THE BOOK</p> <p>2 mins ~ Aim: practice listening ability & familiarize the sound and intonation Listen to track 2 <i>twice</i></p> <ul style="list-style-type: none"> ● Let students listen to the track without pausing the CD for the first time. ● Repeat the track & pause each time when a sentence is spoken. Allowing students to pace themselves with the recorded dialogue. <p>2mins ~ Aim: improving auditory & oral skills Repeat after the CD twice: Speaking aloud; practice to imitate the intonation of the recording</p> <ul style="list-style-type: none"> ● Play track 2 and ask students to repeat after the dialogue ● Make sure to pause at the end of each sentence. <p>10 mins ~ Aim: identify the missing words & learn to spell Pause the CD <i>sentence by sentence</i> (S/S); let students ask words they don't know how to spell.</p>		

全螢幕
關閉全螢幕(C)

Demo film

Available on Op Web/ Teacher's Training

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SESAME

Outline of Observation

Outline of Observation- Stedgy C

Warm up

What kind of activities did the teacher used to warm up the class? BY reviewing questions, role call, or some other funny start?

If you are the teacher in the class, how will you start your class?

Activate It

How does the teacher run the contents of SLP (Sesame Listening Practice CD)?

How does the teacher introduce students to get in the scenario?

How does the teacher have students to interact with each other orally?

Vocabulary

What are those vocabularies introduced today?

How does the teacher introduce them? What kind of activities does the teacher help students to practice vocabularies? Phonics, touching game or something else? How will those activities help students to get deeper memory on these vocabularies?

Can you list the sequence of teaching steps, the teacher teaches vocabularies?

If you're the teacher, how will you organize the teaching steps for your vocabulary teaching?

全螢幕
關閉全螢幕(C)

CH3 Teaching Reader

Organize the sentences
Into

Main Idea & Details

(Grammar & Voc spelling Are Not the Point)

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Sample Lesson Plan available on www.opsesame.com/teacher's

OPEN SESAME LESSON PLAN-

Chapter Main Idea: This chapter talks about Paul is traveling to Paris to meet his pen friend Pierre. Paul is very excited about the trip because it is the first time that he is traveling alone.

- **Vocabularies:** **Travel:** 1: to journey from place to place or to a distant place 2: to move or advance from one place to another <the news *traveled* fast>
 - **Ticket:** a paper or token showing that a fare or admission fee has been paid
 - **Inspector:** a person who makes inspections
 - **Station:** a regular stopping place : DEPOT <drove him to the bus *station*>
 - **Tunnel:** a passage under the ground
 - **English Channel:** see map attachment
 - **Trip:** a traveling from one place to another : JOURNEY <a *trip* to Europe>
 - **Abroad:** 1: away from one's home <doesn't go *abroad* at night> 2: in or to foreign countries <travel *abroad*>
 - **Without:** not having : in the absence of <*without* food> b : not accompanied by or showing <spoke *without* thinking>
- Under:** in or into a position below or beneath something <the duck surfaced, *then* went *under* a gain>

Apply Grammar & Sentence Structure

Q1: Paul is a _____ English boy.

Q2: He _____ to Paris _____ the Eurostar _____.

Q3: Are you traveling _____.

Q4: How _____ is the _____. It's fifty _____ long.

Q5: "Right now, we are _____ the _____."

Q6: This is my first _____.

Time	Aim/ activities	Teaching Materials	Notice
5 mins ~	<p>Aim: Warm up</p> <ul style="list-style-type: none"> ● Role Call- Did you go abroad? When where and who? ● Go over the map of Europe, with particular attention paid to England and France ● Listening to the CD (Track 2) on Chapter One twice. 	CD track1	

全螢幕
關閉全螢幕(C)

15 mins ~

Aims: Ask and discuss the main idea of the chapter with students

- Discuss the "Main Idea" from "Paul is a young English boy..." until "at the station in Paris."
- **Process of discovering the main idea of this pas**
Q1: Where is Paul traveling to?
Q2: Why is Paul traveling to Paris?
Q3: Is Paul traveling with anyone or just by himself?

(Avoid telling students what the actual main idea is! The teacher should lead students to think and discover the main idea by way of asking them q

全螢幕
關閉全螢幕(C)

Main Idea: Paris + Pen Friend + Alone
So, Paul is traveling alone to Paris to see his pen friend there.

- Discuss the Main Idea of the dialogue between the ticket inspector and Paul
Q1: What is the name of the train?
Q2: Why is it dark outside?
Q3: How long is the tunnel?
Q4: Is the tunnel through the mountains or under the sea?
Q5: Which sea is the tunnel traveling under?

Main Idea: train + tunnel + under the sea + English Channel

So, to get to Paris, the Euro Star travels through the 59 kilometers' long tunnel under the English Channel.

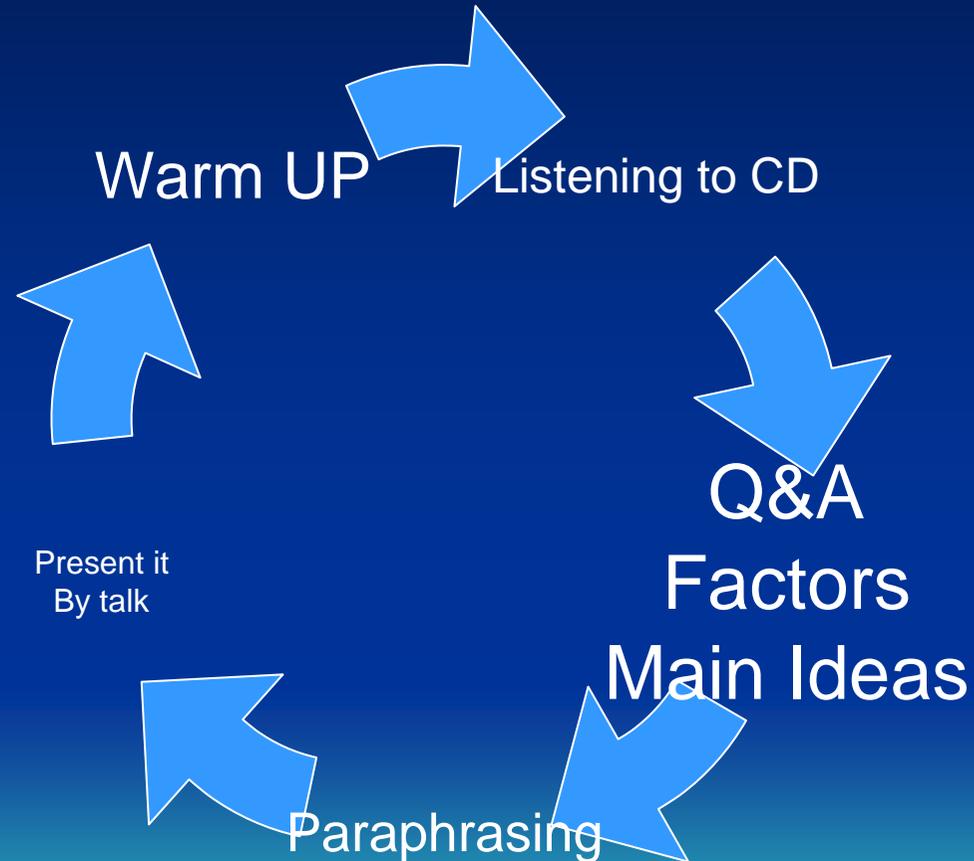
Vocabulary:

- Ask students to Underline the vocabularies written above.

Before the teacher writes down the main idea, ask students to use their own words to write down the chapter's main idea, or in other words, to "paraphrase it" (questions.)



Teaching Cycle for Reading activities



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