

Lesson 1

Materials:

- **Stand Out Basic Student Book** page 38-39
 - **Vocabulary Master List** (worksheets tab)
 - Registration Form (worksheets tab)
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Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Personal Information
 - Activity 3: Introduce Possessive Adjectives
 - Activity 4: Filling Out a Form
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to the **Vocabulary Master List** located in the worksheets tab).
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Personal Information

- Invite one volunteer to the front of the class. Ask: *What's your name? What's your address? What's your phone number?* Do this 2-3 times with new volunteers each time. If students are understanding, have them practice asking each other in partners.
- Teach students that if they don't want to give out this information, they can say *That's personal*. Write this phrase on the board and practice it together.
- Next, hand out **Stand Out Basic Student Book pg. 38**.

- **Part A:** Discuss the picture together.
- **Part B:** This is a listening activity. Read the short paragraph aloud to the students 2-3 times, starting out slowly and speaking more fluently each time. Ask the students comprehension questions: *Who is the teacher? Where are they from? Where do they live now?*
- **Part C:** Fill out the chart as a class.

Activity 3: Introduce Possessive Adjectives

- Write on the board: *My name is _____.*
- Model the sentence, then go around the room and ask every student to introduce themselves.
- Hand out **Stand Out Basic Student Book pg. 39.**
 - **Part D:** Ask students to look at the chart at the top of the page. Point out the relationship between the pronouns and the possessive adjectives. Drill students by pointing to a male student in the class and asking them to say: *His name is _____.* Then, point to a female student, prompting them to say: *Her name is _____.* Do this with groups of students to show all forms. (Their name is _____.; Your name is _____.)
 - **Part E-F:** Model the first one or two sentences, then have students complete the page individually or with a partner. Circulate the class and help students as needed. Go through the answers together as a class.

Activity 4: Filling Out a Form (15 min)

- Pass out **Registration Form.**
 - Ask students to fill these out independently. Circulate the room and assist as needed. If they don't finish, they can take it home as homework.

Lesson 2

Materials:

- **What's Next? Introductory Book 1** page 4-6
 - **Stand Out Basic Student Book** page 40
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Lesson preview:

- Calendar Question
 - Activity 1: Warm Up / Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Make Introductions
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm up/Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words, and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** page 4-5 "Introducing Samsam and Adam."
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does "Introducing" mean? What do you think the story will be about?*
- Next, ask the students to look at the pictures. **Ask:** *Who are the people in the story? Where are they from? Are they happy?*
- Next, read the story aloud to the students as they listen and follow along on their papers.

- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Introductory Book 1** page 6.
- Complete together as a class.

Activity 4: Make Introductions (30 min)

- Write three phrases on the board:
 - This is...
 - Meet...
 - I want to introduce...
- Ask for three volunteers, and use one phrase to introduce the three different volunteers (ex: This is Abdi)
 - **Note:** Additionally, you may want to demonstrate that 'This is' is only used when introducing one person and is not used in the plural. The other two phrases, however, can be used in the plural.
 - You can also refer back to the story and show how 'This is' is used to introduce the characters (Samsam and Adam).
- Next, hand out copies of **Stand Out Basic Student Book** page 40.
 - **Skip** parts G and H
 - **Part I:** Tell students they will have to talk to 3 classmates and record their information. For #1, model the exercise by giving the students your own information (feel free to use a fake phone number/address) and helping them to fill out the chart.
 - **Part J:** Have each student choose one student that they interviewed and introduce them to the class using one of the phrases they learned.

Lesson 3

Materials:

- Ball or small, soft object
 - **Stand Out Basic Student Book** page 39
 - **Stand Out Basic Workbook** page 30
 - **What's Next? Introductory Book 1** page 4,5,8,11
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Lesson preview:

- Calendar Question
 - Activity 1: Warm Up / Review Weekly Vocabulary
 - Activity 2: Grammar
 - Activity 3: Reading
 - Activity 4: Dictation
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm Up/Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the vocabulary master list in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Grammar Practice: Possessive Adjectives (25 min)

- Start by passing out flashcards with a possessive adjective out and ask students to use them in a sentence. Write correct examples on the board.

- Review usage for possessive adjectives. You can pass out the chart on **Stand Out Basic Student Book** page 39, or create your own on the board for the students to reference.
- Practice using possessive adjectives orally by pointing to yourself and saying “My name is _____.” Ask students to repeat. Then point to various students to practice the different forms.
- Next, pass out **Stand Out Basic Workbook** page 30.
 - **Part G:** Model #1, and do #2 and #3 together as a class. Then ask the students to finish the exercises independently. Go over the answers as a class.
 - **Skip** parts H and I.

Activity 3: Reading: What’s Next? Introductory Book 1 (30 min)

- Pass out *What’s Next? Introductory Book 1* page 4-5 “Introducing Samsam and Adam.”
 - This is the second time students are reading this story this week, so don’t worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - Next, ask students to circle all of the possessive adjectives they can find in the story.
- Next, pass out **What’s Next? Introductory Book 1** page 8
 - Model #1 on the board, and do #2 together as a class.
 - Ask students to finish the rest of the exercises independently or with a partner.

Activity 4: Dictation (20 min)

- Pass out **What’s Next? Introductory Book 1** page 11.
- These are the same sentences from the worksheet they just completed, so make sure that they can’t look at the answers!
- Read aloud the sentences from the story while the students listen and copy on their papers (you can do #1 together if students seem confused about the activity).
- Try to limit repetition of sentences to 2-3 times.
- Go over answers together as a class.

Lesson 5

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Question Word Pictures** (worksheets tab)
 - **Stand Out Basic Student Book** page 47
ELC Class Schedule (worksheets tab)
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Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Question Words
 - Activity 3: Reading a Schedule
 - Activity 4: ELC Class Schedule
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Question Words (25 min)

- Warm-Up: **Ask students:** *How do you ask questions? What question words do you use?* (You can emphasize "How" and "What" to see if they get the hint).
- After brainstorming with the class, write these words on the board: *Who, What, Where, When, Why, How, Which*

- Next, present the **Question Word Pictures** (worksheets tab). As a class, decide which word goes with which picture (focus on what kind of answer each question word is looking for).
- As a class, create an example question for each word/picture. Then, decide what would be an appropriate answer for each question.
- Finally, ask students to get into partners and practice asking/answering the questions you created together.

Activity 3: Reading A Schedule (25 min)

- Tell students that for the next activity, they're going to focus on *When* (Go over what 'when questions' are asking).
- Pass out **Stand Out Basic Student Book** page 47.
 - **Part A:** Go over Shiro's Schedule as a class and ask students the time of each activity. Be sure to teach *a.m.* and *p.m.*, and practice the pronunciation of *o'clock*.
 - **Part B:** Go over #1 together. Ask students to complete the exercise on their own. Then, ask students to practice questions and answers in pairs. The student asking the questions looks at Exercise B. The student answering looks only at Shiro's schedule in Exercise A. After a few minutes, ask students to reverse roles.

Activity 4: ELC Class Schedule (20 min)

- Now it is time to work with a real world example. Pass out the **ELC Class Schedule Worksheet** (worksheets tab).
- Review the school schedule together. Show students that there are classes in the morning (AM) and in the evening (PM). Identify together which program you are in.
- Next, put students in partners and ask them to answer the questions. Circulate and help as needed.
- Go over the answers as a class.

Lesson 6

Materials:

- **What's Next? Introductory Book 1** page 12-14
 - **Stand Out Basic Student Book** page 49
 - **Listening Script** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Warm / Review Question Words
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Reading Schedules
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm Up/Review Question Words (15 min)

- Write the seven question words on the board:
 - Who, what, where, when, why, how, which
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review question words, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** page 12-13 "Where Is the School?"
- Before you start reading the story, ask the students to look at the title. Focus on the question word 'where'. **Ask:** *What is the title asking? What do you think the story will be about?*
- Next, ask the students to look at the pictures. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.

- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Introductory Book 1** page 14.
- Complete together as a class.

Activity 4: Reading Schedules (30 min)

- Pass out **Stand Out Basic Student Book** page 49.
 - **Part E:** For this activity, ask for a volunteer to come to the front of the class and read the **Listening Script** (worksheets tab). Read the dialog aloud as the rest of the class fills in the schedule.
 - **Part F:** Write the dialog on the board. Practice the conversation with the students. Ask them to practice briefly in pairs. Prepare students for Exercise G by going over the dialog and reviewing the pronunciation.
 - **Part G:** Ask students to take on the role of Julie or Mr. Jackson and ask questions about the schedule in Exercise E. If students need more guidance, try manipulating the dialog on the board to model what the students should be doing.
 - **Skip Part H**

Lesson 7

Materials:

- **Vocabulary Master List** (worksheets tab)
 - A ball or small, soft object
 - **What's Next? Introductory Book 1** page 12, 13, 17, 45
 - **Stand Out Basic Student Book** page 58-59
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Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Real Life Application
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the vocabulary master list in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** "Where is the school?" page 12-13.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!

- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- Next, pass out **What's Next? Introductory Book 1** page 17
 - Complete part 1 and part 2.
 - Answer sheet on page 45.

Activity 3: Real Life Application (45 min)

- Pass out **Stand Out Basic Student Book** page 58-59.
 - **Part A:** Ask students to look at the picture and discuss the answer to each question with a partner. Have students look for clues such as clothes, location, and weather.
 - **Part B:** Have students guess what time Joe does each activity in the table. Ask students to read the questions on their own and check their answers.
 - **Part C:**
 - Read the interview with Riis aloud to the class.
 - Next, ask students to read the dialog in pairs. After a few minutes, ask them to switch roles. **Check Comprehension:** *What does Joe do all day? What does he take photos of?*
 - **Part D:** Ask students to circle the times they find in the interview. Use the answers to check Part B.
 - **Part E:** Ask students to think about their own schedules--are they busy like Joe? Then, have them complete each sentence with what is true about their own schedule. Then, ask students to share their answers in small groups.

Lesson 9

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 41-42
 - **Stand Out Basic Workbook** page 33
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Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Introduce Location Prepositions
 - Activity 3: Location Prepositions: Independent Practice
 - Activity 4: Writing
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Introduce Location Prepositions (30 min)

- Pass out **Stand Out Basic Student Book** page 41.
 - **Part A:** Ask students to get into partners and find all six vocabulary words in the picture. Circulate and ask each pair to point out an object for you.
 - **Skip Part B**
 - **Part C:** Say the words from Part A aloud in a random order. As you say the words, ask students to find the corresponding objects in the picture.

- **Part D:** Once again using the words from Part A, ask students to work in partners and practice asking “Where’s the _____?” Write this sentence on the board and demonstrate with a more advanced student to model the activity.
- Before passing out the next worksheet, ask students where a few objects are in the classroom (chair, board, door, etc.). Rather than giving the students the prepositions right away, try to elicit how much they already know about describing their surroundings by asking them questions and prompting responses.
- Pass out **Stand Out Basic Student Book** page 42.
 - **Part E:** Go through the prepositions of location graphic with the class. Drill the prepositions by pointing out more objects in the classroom, or going back to the previous page and asking again, “Where’s the _____?”
 - **Skip Part F**

Activity 3: Location Prepositions: Independent Practice (30 min)

- Pass out **Stand Out Basic Workbook** page 33.
 - **Part E:** Do #1 as a class, ask students to finish the remaining exercises independently.
 - **Part F:** Do #1 as a class, ask students to finish the remaining exercises independently.
 - **Part G:** Do #1 as a class, ask students to finish the remaining exercises independently.
- Go over answers as a class.

Activity 4: Writing (15 min)

- For the final activity, ask students to write three sentences about their surroundings using preposition locations. Circulate the class and assist as needed.
- If there is time, ask 2-3 students to write one of their sentences on the board. Otherwise, this can be their ‘exit ticket’ to leave class.

Lesson 10

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next Introductory Book 1** page 20-22
 - Ball or other prop (teacher room)
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Lesson preview:

- Calendar Question
 - Activity 1: Weekly Vocabulary Review
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Review Location Prepositions
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Weekly Vocabulary Review (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words, and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).
- **Note:** This week, students who want more of a challenge can also use a location preposition (next to, on, in, between, behind, in front of) in their sentence.

Activity 2: Reading: What's Next Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** page 20-21 "Samsam and Adam Register for Class"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'register' mean? What do you think the story will be about?*

- Next, ask the students to look at the pictures. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Introductory Book 1** page 22.
- Complete together as a class.

Activity 4: Review Location Prepositions (30 min)

- Warm-up: Using a prop such as a ball, walk around the room and ask students to describe the location of the ball (For example: "The ball is *in front of* Fatumo"). Try to elicit location prepositions. (Don't write sentences yet).
- Write the location prepositions on the board: behind, on, between, next to, in front of, in. Ask student to listen and repeat as you review each one.
- Using the ball again, create simple sentences about its location and write each sentence on the board. Ask students to write the sentences.
- Now ask a volunteer student to come up front, take the ball, and place it somewhere. Let students come up with a sentence to describe its location. The student writes the sentence on the board. As time allows, have other volunteers repeat.

Lesson 11

Materials:

- **Vocabulary Master List** (worksheets tab)
 - A ball or small, soft object
 - **Stand Out Basic Student Book** page 45
 - **What's Next? Introductory Book 1** page 20, 21, 23
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Lesson preview:

- Calendar Question
 - Activity 1: Warm Up / Vocabulary Review
 - Activity 2: Classroom Verbs
 - Activity 3: Reading
 - Activity 4: Sentence Practice
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm Up/Vocabulary Review (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the vocabulary master list in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Classroom Verbs (25 min)

- Before passing out the worksheet, review verbs. **Ask:** *What is a verb?* Discuss a definition as a class and brainstorm some examples.
- Pass out **Stand Out Basic Student Book** page 45.

- **Part C:** Read the words. Then, ask students to look for examples in the classroom (even if an item isn't in the room, see if students are able to identify that it is not there).
- **Part D:** Ask students to look at the pictures. Then, ask students to write the correct word under each picture.
- **Part E:** Write the three verbs on the board: write, listen, read. Go over these words and their meanings together. Next, model the activity with the students by categorizing one or two of the words together. Ask students to complete the activity either in pairs or on their own.

Activity 3: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** "Samsam and Adam Register for Class" page 20-21.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - When students have finished reading, discuss the story as a class. **Ask:** *Do you see any of our vocabulary words in the story? When do you think they can start class?*

Activity 4: Sentence Practice (20 min)

- Pass out **What's Next? Introductory Book 1** page 23.
 - Go through the word bank together. Ask the students to repeat each word after you, practicing pronunciation of the short 'e'.
 - Using the example, show students how they will be copying each sentence onto the line below.
 - Ask students to complete the remaining exercises independently. If they do not finish, they can take the worksheet home as homework.

Lesson 13

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Weather Pictures** (worksheets tab)
 - **Stand Out Basic Student Book** page 51-52
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Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Conversation Practice
 - Activity 3: Introduce Simple Present Tense
 - Activity 4: Writing
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. For the words describing weather, use the **Weather Pictures** located in the worksheets tab.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Conversation Practice (30 min)

- Pass out **Stand Out Basic Student Book** page 51.
 - **Part C:** Ask students how the weather is in Havana, Cuba. Ask them how it is in the other places listed. **Say:** *How's the weather?* Place the stress on *How's*. *
 - **Part D:** Write the dialog on the board. Say each line, asking the students to repeat. Then, model the dialog with one of the more advanced students in the class. Model how the students can create new conversations by

manipulating the dialog on the board. Next, ask students to work in pairs and circulate the room, correcting pronunciation as needed.

Activity 3: Introduce Simple Present Tense (30 min)

- Pass out **Stand Out Basic Student Book** page 52.
 - **Part E:** Do this exercise together. This will prepare students for the following exercises.
 - **Part F:** This grammar is still being introduced. Show students that they need an s on the third-person singular. There is still no need to transfer this information to other verbs, students will continue learning this grammar concept throughout the semester.
 - **Part G:** Remind students of the previous dialog and demonstrate how to substitute the different subjects. Model the exercise with one of the more advanced students in the class. Then break students up into pairs and circulate the classroom.
 - **Skip Parts H and I**

Activity 4: Writing (15 min)

- For the last activity, ask students to write a sentence about the weather today, using the dialog from the previous as a guide--ask them to state the weather (it's rainy, sunny, hot, etc.) and what kind of clothing they need.
- If there is extra time, ask a few students to come up to the board and write their sentences. Otherwise, they can use their sentence as an 'exit ticket' to leave class.

Lesson 14

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next? Introductory Book 1** page 28-30
 - **Stand Out Basic Student Book** page 53
 - ELC Laptop #1 (office)
 - Projector (office)
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Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Video: It's Raining Hard
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words, and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** page 28-29 "Samsam's Morning Routine"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'routine' mean? What do you think the story will be about?*

- Next, ask the students to look at the pictures. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Introductory Book 1** page 30.
- Complete together as a class.

Activity 4: Video: It's Raining Hard (30 min)

- Hand out **Stand Out Basic Student Book** page 53.
- Set up video using the ELC Laptop #1 and the projector.
- **Before** you watch:
 - Ask students to look at the title and predict what the video will be about.
 - **Ask:** *How's the weather? What clothes do you need in this weather?*
- **Part A:**
 - Ask students to look at the picture. **Ask:** *What are the people doing?*
 - Go over the questions with students to elicit answers.
 - Discuss the answers as a class.
- **Part B:**
 - Ask students to watch the video once so that they can get familiar with the speed and understand the gist.
 - Read the words and ask students to repeat.
 - Play the video again and ask students to circle the words they hear.
- **Part C:**
 - **Ask:** *What happens in the story?*
 - Ask students to read the sentences and put them in the correct order.
 - Ask students to check their answers in pairs. Then, discuss as a class.

Lesson 15

Materials:

- **Vocabulary Master List** (worksheets tab)
 - A ball or other small, soft object
 - **What's Next? Introductory Book 1** page 28, 29, 31, 35
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Video: It's Raining Hard
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the vocabulary master list in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** "Samsam's Morning Routine" page 28-29.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!

- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- Ask students to look at the different times in the story. **Ask:** *What time does Samsam get up? What time does Adam wake up? What time does Carmen ring the doorbell?*

Activity 3: Sentence Practice (20 min)

- Pass out **What's Next? Introductory Book 1** page 31.
- Go through the words in the word bank together--focusing on pronunciation of the short *i*.
- Ask students to copy the sentences as you read them aloud.

Activity 4: Dictation (25 min)

- Pass out **What's Next? Introductory Book 1** page 35 (you can find the script in the back of the book on page 47).
- These are the same sentences from the worksheet they just completed, so make sure that they can't look at the answers!
- Read aloud the sentences from the story while the students listen and copy on their papers (you can do #1 together if students seem confused about the activity).
- Try to limit repetition of sentences to 2-3 times.
- Go over answers together as a class.

Lesson 17

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 115-116
-

Lesson preview:

- Calendar Question
 - Activity 1: Warm Up
 - Activity 2: Introduce Weekly Vocabulary
 - Activity 3: Classify Community Places
 - Activity 4: Grammar
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm Up (15 min)

- To get the students thinking about today's lesson (shopping), create a list of things you need to buy on the board. Include *shoes, food for dinner, a hamburger, and medicine*. As a class, list stores where you might buy these items. Use specific store names.

Activity 2: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 3: Classify Community Places (25 min)

- Pass out **Stand Out Basic Student Book** page 115

- **Part D:** Ask students to look at the street scene. Go over the different locations as a class. Then, ask students to get into partners and quiz each other--Student A says a location and Student B points to it in the picture (You can try modeling the activity with one of the more advanced students in the class if students are having a hard time understanding the activity).
- **Part E:** Do this activity together as a class.
- **Skip Part F**

Activity 4: Grammar: Yes/No Questions and 'Which' (30 min)

- Pass out **Stand Out Basic Student Book** page 116.
 - **Part G:**
 - First, model asking the questions in the box with the correct intonation (going up at the end of the question). It's okay to over-emphasize a bit so the change in intonation is clear.
 - Next, ask students to repeat the questions after you. Using physical movement to emphasize the change in intonation may be useful here (e.g. stretching a rubber band or standing up at the end of the question). Point out that these are questions that ask for a yes/no answer.
 - Finally, go over the different ways to answer these questions according to the table (*Yes I do, No I don't*). Have students practice asking and answering the questions from the table in partners.
 - **Part H:**
 - Remind students of "question words" (who, what, where, when, how, why, which). For this activity you are going to focus on *which*.
 - Show students how *which* is used when there is a choice between items and how it is followed by a noun.
 - Read the dialog aloud to the class. Next, model the dialog with one of the more advanced students in the class. Then, have students practice the dialog in partners.
 - **Skip Part I**

Lesson 18

Materials:

- Die/Dice (find in teacher room)
 - **What's Next? Introductory Book 1** page 36-37
 - **Stand Out Basic Student Book** page 126-127
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Prepositions of Location
 - Activity 2: Reading
 - Activity 3: Giving Directions
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Prepositions of Location (15 min)

- Write the prepositions of location on the board (behind, on, between, next to, in front of, in) and number them 1-6.
- Next, ask each student to roll a die. Whatever number they roll should correspond with a preposition of location.
- Finally, each student should take his/her preposition of location and make a sentence out of it using objects in the room. Have students share their sentences with the class.

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** page 36-37 "A Ride to School"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'a ride' mean? What do you think the story will be about?*
- Next, ask the students to look at the pictures. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Giving Directions (45 min)

- Pass out **Stand Out Basic Student Book** page 126
 - **Part A:**
 - Ask students to point to locations as you say them aloud. Start by using the names of the places. Then, change to sentences that describe the locations. For example: *This is a place where people go to get medicine.* Write important words on the board, such as *medicine.* Ask more questions and see if students can identify the places by their description. Repeat the same drill. This time, identify locations by what they are next to.
 - Discuss the grammar box with students. This rule doesn't always apply, but following it will help students avoid many common errors: Use the definite article *the* with most general words for places, but don't use *the* with proper nouns. Names of streets would not use *the.* Don't worry about covering exceptions to the rule right now.
 - **Part B:**
 - Ask students to complete this activity individually, then correct together as a class.
- Pass out **Stand Out Basic Student Book** page 127
 - **Part D:** Go over which way is left and which way is right. Then ask students to fill in the blanks using the word bank.
 - **Part E:** Do this activity as a class. Point out that they will use the vocabulary from Exercise C. If you have time, ask students to close their books and do a dictation of three of the sentences.
 - **Skip Part F**
- **NOTE:** *There are some extra map materials available for extra practice or more interactive activities. Ask your volunteer coordinator!*

Lesson 19

Materials:

- **Vocabulary Master List** (worksheets tab)
 - Ball or small, soft object (teacher room)
 - **What's Next? Introductory Book 1** page 36-37
 - **Stand Out Basic Student Book** page 129
 - ELC Laptop #1 (office)
 - Projector (office)
 - **Conversation Strips** (worksheets tab, cut out before class)
-

Lesson preview:

- Calendar Question
 - Activity 1: Warm Up
 - Activity 2: Introduce Weekly Vocabulary
 - Activity 3: Classify Community Places
 - Activity 4: Grammar
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Warm Up/Vocabulary Review (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the vocabulary master list in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Introductory Book 1 (30 min)

- Pass out **What's Next? Introductory Book 1** "A Ride to School" page 36-37.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - When students have finished reading, discuss the story. **Ask:** *What is a "block"? Do they live far from the school? How far do you live from school?*

Activity 4: Video (45 min)

- Set up the video using ELC Laptop #1 and the projector (find in the office).
- Pass out **Stand Out Basic Student Book** page 129
 - **Part A:** Follow Directions.
 - **Part B:**
 - Ask students to watch the video and complete the conversation between Naomi and Hector.
 - Read the words in the box. Then, play the video at least three times. Use the pause button if necessary
 - **Part C:**
 - For this part, use the **Conversation Strips** (worksheets tab) rather than the exercise in the book. Put the students in partners and have them put the sentences in order to create a conversation. Circulate and check students' work.
 - Once they've put the sentences in order, have students practice the conversation in their partners. If there is time, ask for 1-2 groups to perform their conversation for the class.

Lesson 21

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 120, 123, 124
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Types of Transportation
 - Activity 3: Grammar: Simple Present
 - Activity 4: Conversation Circle
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Types of Transportation (20 min)

- Pass out **Stand Out Student Book** page 120.
 - **Part A:** Point out the word bank at the top of the page. Then, ask students to identify the pictures and write the correct words on the line.
 - **Part B:** Show students how to read the bar graph. Show them how the y-axis represents a dollar amount and the x-axis represents different types of transportation. On the board, write: *How much is it to travel by bus?* Substitute other forms of transportation and practice the question. Ask

students to follow your lead and ask questions. *Travel* may be a new word for students, but see if they can guess the meaning based on context.

Activity 3: Grammar: Simple Present (40 min)

- Pass out **Stand Out Basic Student Book** page 123.
 - **Part A:** This is a listening exercise. Read each bio as students listen and fill in the blanks. The answers are: 1) Bus, 2) Ride, 3) Apartment.
 - **Part B:** Ask students to use the information from Part A to fill in the chart. Model the activity by filling in the information for James as a class.
 - **Skip Part C**
- Pass out **Stand Out Basic Student Book** page 124.
 - **Part D:** Go over the simple present with students. Help them understand that they can use any of the available pronouns in the box on the left to form a sentence. Go over the example sentences, and then create some new sentences using the given verbs (e.g. Fadumo rides the bus to school. We live in Minnesota.).
 - **Part E-F:** Ask students to complete these exercises individually. Circulate the class and help as needed. If more explanation is needed, do the first few together.

Activity 4: Conversation Circle (15 min)

- To wrap up the class, write on the board: *How do you get to school?*
- Ask the students to form a circle with you. Then, modeling the activity, turn to the student next to you and **Ask:** *How do you get to school?* Once the student has answered (using the correct verb in simple present), have them turn to the student next to them and repeat the question. Go all the way around the circle correcting grammar/pronunciation as needed.

Lesson 22

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next? Low Beginning Book 2** page 4-5
 - **Stand Out Basic Student Book** page 125
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Grammar: Simple Present
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words (refer to the **Vocabulary Master List**), and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Low Beginning Book 2 (30 min)

- Pass out **What's Next? Low Beginning Book 2** page 4 "Samsam Gets Lost."
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'lost' mean? What do you think the story will be about?*
- Next, ask the students to look at the picture. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.

- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.
- **Note:** This reading is slightly more difficult than what the students have been reading thus far, so they may need to go slower and have more explanation/repetition.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Low Beginning Book 2** page 5.
- This worksheet is similar to what the students have been doing, but now they will have to rewrite the sentences/correct when necessary.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Activity 4: Grammar: Simple Present with Be (30 min)

- Pass out **Stand Out Basic Student Book** page 125.
 - **Part G:** Go over the chart as a class. Demonstrate how the different subjects can be put with the corresponding conjugation of *Be* to create the example sentences. Then, try making some new sentences as a class.
 - **Part H:** Go over the chart together. Ask questions to ensure comprehension (e.g. *Where does James live? How does Latifa get to school?*).
 - **Part I:**
 - Write the following verbs on the board: be, live, take. Tell the students they will be using these verbs and the chart from the previous activity to complete the sentences. Go over #1 and complete #2 as a class. Ask the students to complete the rest individually.
 - After students have written the correct verbs for the statements, ask them to write the complete sentences in their notebooks or on a separate sheet of paper. This will be their "exit ticket" to leave class.
 - **Skip Part J**

Lesson 23

Materials:

- **Vocabulary Master List** (worksheets tab)
 - Ball or small, soft object (find in teacher room)
 - **What's Next? Low Beginning Book 2** page 4
 - **Stand Out Basic Workbook** page 85-86
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Grammar: Simple Present
 - Activity 4: Writing
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Low Beginning Book 2 (20 min)

- Pass out **What's Next? Introductory Book 1** "Samsam Gets Lost" page 4.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!

- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- When students have finished reading, discuss the story. **Ask:** *What will Samsam need for class?*

Activity 3: Grammar: Simple Present (20 min)

- Pass out **Stand Out Basic Workbook** page 86.
 - **Part B:** Review how to form the simple present with *Be*.
 - **Part C:** Go through the example together. Show students how the name of someone is the same as he/she as a subject. Then, have students finish the exercise individually.
 - **Part D:** Go over the chart briefly with the class. This should be review.

Activity 4: Writing (35 min)

- Pass out **Stand Out Basic Workbook** page 85.
 - Read through the paragraph about James together. Show students how the information under the photo translates into the written paragraph.
 - Write the paragraph about An together. Demonstrate how to use the charts from page 86 to help with verb conjugation.
 - Finally, have students work in partners to complete the paragraph about Carina. Circulate the class and assist/correct as needed.
- To finish class, ask students to work individually and write a paragraph about themselves following the same format (e.g. I'm Kadra. I'm from Somalia. I live in an apartment. I ride the van to school.). If there is time, ask 1-2 students to share their paragraph with the rest of the class.

Lesson 25

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Clothing Picture Cards** (worksheets tab)
 - **Stand Out Basic Student Book** page 87-88
 - Small whiteboards / whiteboard markers (teacher room)
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Identify Clothing
 - Activity 3: Grammar: Have / A Pair Of
 - Activity 4: Spelling Practice
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will learn this week, and at the end of the week they will have a spelling test.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning (for the clothing, use the **Clothing Picture Cards** in the worksheets tab).
- **Note:** For the money vocabulary, feel free to ask the office for some real money to bring to class!

Activity 2: Identify Clothing (25 min)

- Pass out **Stand Out Basic Student Book** page 87.
 - **Part D:** Go over the advertisement with the students. Go over the meaning of the word *sale*. **Ask:** *What clothes can you see in the ad?*
 - **Skip Part E**
 - **Part F:** Show students the word bank, and then ask them to write the words under the corresponding picture as reinforcement and additional

practice. Students can work individually or in partners. Circulate the room and check their work.

Activity 3: Grammar: Have / A Pair Of (35 min)

- Review what a closet is. Tell students some items that are in your own closet. Make a list on the board of how many pairs of pants, pairs of shoes, shirts, etc., that you have. Take one of the types of clothing and make a sentence about it. For example, you might write: *I have six shirts*. Underline have. Ask a 2-3 students how many shirts they have. Write a sentence about one student (e.g. *Maria has five pairs of pants*). Underline has.
- Pass out **Stand Out Basic Student Book** page 88.
 - **Part G:**
 - Go over the chart with the students. Show how the subject, *have*, and the clothing item fit together to create a sentence. Then, refer back to the sentences you made on the board as extra examples.
 - Additionally, introduce the phrase *a pair of*. Explain to students that this phrase can be used with *shoes, socks, pants, and shorts*.
 - **Part H:** Do this activity as a class. Make sure that students use the simple present form of *have* correctly.
 - **Skip Part I-J**

Activity 4: Spelling Practice (15 min)

- For the final activity, pass out a small whiteboard and whiteboard marker (find in teacher room) to each student.
- Ask students to put all of their materials away so they can't use them for reference. Then, using the **Clothing Picture Cards**, hold up one picture at a time and have students write the correct word on their whiteboards. When they've finished writing, have them hold up their whiteboard and check their answers.
- If there is extra time / for an extra challenge: Try doing the same with the money!

Lesson 26

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next? Low Beginning Book 2** page 12-13
 - **Stand Out Basic Student Book** page 93-94
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Grammar
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words (refer to the **Vocabulary Master List**), and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Low Beginning Book 2 (30 min)

- Pass out **What's Next? Low Beginning Book 2** page 12 "Buying School Supplies"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'supplies' mean? What do you think the story will be about?*
- Next, ask the students to look at the picture. Discuss together what is happening in the pictures.

- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (20 min)

- Pass out **What's Next? Low Beginning Book 2** page 13.
- This worksheet is similar to what the students have been doing, but now they will have to rewrite the sentences/correct when necessary.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Activity 4: Grammar (25 min)

- Pass out **Stand Out Basic Student Book** page 93.
 - **Part C:** Go over the colors quickly (students should already know these for the most part). Then, go over adjective position as a class (in English, the adjective should go before the noun).
 - **Part D:** Go over the meaning of small, medium, large, and extra-large. Point out the abbreviations for each word.
 - **Part E:** Go through the example together, then ask students to complete the rest of the table individually. Correct as a class.
- Pass out **Stand Out Basic Student Book** page 94.
 - **Part F:** Teach *there is* and *there are* and prepare students to do Exercise G for practice. Show them how to substitute the underlined information with other information from the inventory on the previous page. Make sure you remind students about adjective order.
 - **Part G:** Help as needed. If there is time, ask for volunteers to present the conversation to the class.
 - **Skip Part H-I**

Lesson 27

Materials:

- A ball or small, soft object (teacher room)
 - **What's Next? Low Beginning Book 2** page 12
 - **Making Change Money Slips** (worksheets tab) --you will need to cut these out before class.
 - Fake Money (Teacher Room)
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Counting Money
 - Activity 4: Grammar: How much is / how much are
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Low Beginning Book 2 (20 min)

- Pass out **What's Next? Low Beginning Book 2** "Buying School Supplies" page 12.

- This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- When students have finished reading, discuss the story. **Ask:** *What are Samsam and Adam Buying? What's on sale? How much does it cost?*

Activity 3: Counting Money (30 min)

- Pass out **Making Change Money Slips** (one per student, located in worksheets tab).
- Next, give each student some money, making sure everyone gets a little of every type of coin/bill (a tray of fake money can be found in the teacher room with the math materials).
- Ask students to work individually to count out their designated amounts. Circulate the class to assist students and check their work.
- Once everyone has correctly counted their money, ask the students to pass their slip to the right and count out their new amount.
- Repeat this process until the whole activity has lasted about 30 minutes (or everyone has counted all slips).

Activity 4: Grammar: How much is/how much are (25 min)

- To introduce this grammar structure, first review the conjugations for the verb *Be* (I am, he/she is, we/they are).
 - Point out how 'is' is singular and 'are' is plural.
- Next, **write on the board:** *how much is / how much are*
- **Ask:** *how are these different? What is the rule?* See if the students can make the connection and figure out the rule on their own before giving an explanation.
 - **RULE:** *how much is* is used for singular objects and *how much are* is used for plural objects. This includes objects that are "a pair" (socks, pants, etc.) which the class learned about earlier in the week.
- Pass out **Stand Out Basic Workbook** page 75
 - **Part A:** Read through the ads together, asking students *How much is/how much are...* Then answer the questions together as a class.
 - **Part B:** Ask students to complete this part individually or as homework.

Lesson 29

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Food Picture Cards** (worksheets tab)
 - **Stand Out Basic Student Book** page 63
 - **Worksheet: Simple Present: like, eat, want** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Common Foods
 - Activity 3: Grammar: Count / Non Count
 - Activity 4: Grammar: want, eat, like
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** This week students are learning common foods. For this vocabulary there are picture cards located in the worksheets tab.

Activity 2: Common Foods (20 min)

- Pass out **Stand Out Basic Student Book** page 63.
 - **Part C:** Go over the picture/words with the whole class. These are very high-frequency words that the students are most likely already familiar with, so this should be a quick exercise.
 - **Part D:** Fill in a couple of the blanks all together, demonstrating to students how to match the letter with the word, and write it in the blank.

Then ask students to complete the exercise in pairs. Circulate the room and assist as needed.

- **Note:** If you would like to extend the life of this worksheet, try asking some questions using other vocabulary words from the week. For example: *Which foods are for breakfast? Lunch? Dinner? What foods are in your fridge?*

Activity 3: Grammar: Count / Non Count (25 min)

- Still using **Stand Out Basic Student Book** page 63, ask students to circle all of the foods that end with an 's'.
- Once students have found all the foods that end in 's', explain that these foods are foods we count (compare to bread, which is always singular unless you specify a unit--such as *slices* of bread).
- Next, write two phrases on the board: *Where is the / Where are the*
 - Remind students that *is* is singular and *are* is plural.
- Sort the foods together as a class.

Activity 4: Grammar: Want, Like, Eat (25 min)

- Pass out **Worksheet: Simple Present: like, eat, want** (worksheets tab).
- Go over the chart together. Demonstrate how to put the subject and verb together to form a sentence.
- Next, do the first two exercises together. Show students that they will need to conjugate the word in parenthesis to match the subject of the sentence.
- Ask students to complete the rest of the exercises independently. Circulate the room and check answers.
- If there is time, go over the answers as a class.

Lesson 30

Materials:

- **Food Picture Cards** (worksheets tab)
 - **What's Next? Low Beginning Book 2** page 28-29
 - **Stand Out Basic Student Book** page 66
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Grammar: Express Thirst / Hunger
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15-20 min)

- This week to review vocabulary, you and the students will play “Around the World” using the **Food Picture Cards** (worksheets tab).
- To play this game, pick one volunteer to stand up and get behind another student. Then, hold up one of the picture cards--the first of the two students to guess the correct word moves behind the next student. If the standing student loses, he/she will sit down and the other student will take his/her place.
- If a student makes it all the way around the room (“around the world”), they win!

Activity 2: Reading: What's Next? Low Beginning Book 2 (25 min)

- Pass out **What's Next? Low Beginning Book 2** page 28 “Planning a Celebration”
- Before you start reading the story, ask the students to look at the title. **Ask:** What does ‘planning’ mean? What about ‘Celebration’? What do you think the story will be about?
- Next, ask the students to look at the picture. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.

- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (20 min)

- Pass out **What's Next? Low Beginning Book 2** page 29.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Activity 4: Grammar: Express Thirst/Hunger (25-30 min)

- Before passing out the worksheet, review the verb *BE* as a class--write the subjects on the board (I, he, she, we, you, they) and ask the students for the correct conjugation (am, is, are).
- Pass out **Stand Out Basic Student Book** page 66.
 - **Part D:** Review *hungry* and *thirsty* to students by looking at the pictures of Saul and Chen. Then, go over the grammar table with students and have the them repeat the sentences after you. To help with comprehension, you can give them actions to demonstrate what they are saying, such as rubbing their stomach for hungry and shaking their head for negative statements.
 - **Part E:** Do the example as a class. Show students how the second sentence is negative. Then, ask the students to complete the remaining exercises individually (any that don't get finished can be homework).

Lesson 31

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Food Picture Cards** (worksheets tab)
 - **What's Next? Low Beginning Book 2** page 28
 - **Stand Out Basic Student Book** page 68-69
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading a Recipe
 - Activity 4: Singular and Plural Nouns
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- For the final activity, pass out a small whiteboard and whiteboard marker (find in teacher room) to each student.
- Ask students to put all of their materials away so they can't use them for reference. Then, using the **Food Picture Cards**, hold up one picture at a time and have students write the correct word on their whiteboards. When they've finished writing, have them hold up their whiteboard and check their answers.

Activity 2: Reading: What's Next? Low Beginning Book 2 (30 min)

- Pass out **What's Next? Low Beginning Book 2** "Planning a Celebration" page 28.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - When students have finished reading, discuss the story. Focus on the recipe piece (you may need to go over some new words such as

directions, cut up, and chop). See if the students can figure out what food Samsam will make based on the ingredients listed.

Activity 3: Reading a Recipe (25 min)

- Pass out **Stand Out Basic Student Book** page 68.
 - **Part A:** Write *Spaghetti* on the board. Ask students if they like spaghetti. Next, read through the list of ingredients, focusing on the words *jars*, *package*, and *pound*.
 - **Part B:** Ask students to answer the questions. Go through the example together to prepare students for independent practice. Go over the answers together.
 - **Skip Part C**

Activity 4: Singular and Plural Nouns (20 min)

- Before handing out the worksheet, pantomime making a cake. Crack a few eggs into a bowl and stir them up. Add flour and milk. Say what you are doing throughout: *I'm cracking three eggs and mixing them with flour and milk*. Stop and do it again. Repeat this a few times. Then, **ask:** *How many eggs?* **Write on the board:** *How many?* Try to elicit the answer from the students before giving it to them.
- Pass out **Stand Out Basic Student Book** page 69.
 - **Part D:** Go through the chart as a class. Show students how the plurals of regular nouns are formed. Use some additional examples that are not in the book. Also, introduce the various pronunciations of the final *s* here (sometimes the final *s* is problematic for students because they may not fully pronounce final consonants.)
 - **Part E:** Fill out the chart together. Model the pronunciation of the final *s* for each word and ask students to repeat after you. Once you have completed the chart, ask students to practice the conversation with a partner. Demonstrate the activity with one of the more advanced students in the class--show how to substitute the difference foods from the table.

Lesson 33

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Workbook** page 92
 - **Stand Out Basic Student Book** page 140
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Body Parts
 - Activity 3: Grammar: Imperatives
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Body Parts (30 min)

- Erase the vocabulary words from the board except for the body parts (head, back, hand, foot, neck, arm, leg, nose). The students can use this for reference for this activity.
- Pass out **Stand Out Basic Workbook** page 92.
 - **Part A:**
 - Model #1. Show how to look at the list of body parts and put the letters in the correct order.

- Do #2 as a class. Ask prompting questions such as: *How many letters are there? What other words have 4 letters? Etc...*
- Ask students to finish the remaining exercises either independently or with a partner.
- Once everyone has finished, go over the answers as a class.
- **Part B:** Ask students to work independently or with a partner to label all of the body parts in the picture.

Activity 3: Grammar: Imperatives (45 min)

- Pass out **Stand Out Basic Student Book** page 140.
 - **Part G:** Go over the grammar chart with students. Help them to see how imperatives (or commands) imply the subject pronoun *you*, but the pronoun is not explicitly used. Take this opportunity to go over the new vocabulary with students as well. Say the statements and see if they can point to the body part each statement implies.
 - **Part H:**
 - Go over the conversation with students and help them use proper intonation and rhythm. Show them how to use the other statements in the conversation from Part G.
 - Ask students to make new conversations. Have them substitute the underlined actions with new ones from Part G. Then, ask students to practice the conversation with a partner. Circulate the room and assist students as needed.
 - **Part I:** Ask students to complete the list. Tell them they can again use the vocabulary words on the board to complete this activity. Then ask a few students to share their answers.

Lesson 34

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Symptoms slips** (worksheets tab, cut out before class)
 - **Stand Out Basic Student Book** page 142-143
 - **What's Next? Low Beginning Book 3** page 4
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Life Skills: Do you see the doctor?
 - Activity 3: Reading
 - Activity 4: Grammar: Simple Present
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Today for vocabulary review, focus on illnesses and symptoms (headache, backache, stomachache, fever, cold, runny nose, sick, sore throat, cough). Write these words on the board before beginning the activity for reference.
- To practice symptoms and illnesses, you will be playing charades! Hand out the **Symptoms Slips** (worksheets tab, one per student).
- Keep one slip for yourself, and model the activity by pantomiming your symptom and asking the class to guess the word.
- One at a time, have each student act out their symptom while the rest of the class tries to guess.

Activity 2: Life Skills: Do You See the Doctor? (25 min)

- Before you hand out the worksheet, write the word *cold* on the board. Ask students what they think the symptoms might be. Create a list on the board.
- Pass out **Stand Out Basic Student Book** page 142.
 - **Part D:** Ask students to read the paragraph. Then, ask them to circle the symptoms they find in the paragraph. Finally, ask students to write the symptoms on the lines below. Do this activity as a class -- it will help students learn to scan for specific information in a text.

- **Part E:** Show students how to read the table (rows vs. columns). Then ask them to do this activity independently.
- **Part F:** Ask students to discuss their answers in partners. Circulate the room and monitor their conversations.

Activity 3: Reading: What's Next? Low Beginning Book 3 (25 min)

- Pass out **What's Next? Low Beginning Book 3** page 4 "Samsam and Adam's Weekend"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does weekend mean? Which days of the week are the weekend?*
- Next, ask the students to look at the picture. Discuss together what is happening in the pictures.
- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.
- **Check Comprehension:** To check students' understanding of the story, ask some basic questions such as: *Where do they live? What do they do on the weekend? When do they go home?*

Activity 4: Grammar: Simple Present (have vs. be) (25 min)

- Write *have* and *be* on the board.
- Before passing out the worksheet, point out to the students that with symptoms or specific diseases, we use the verb *have* (e.g. *I have a headache. I have a cold.*). However, if you want to say that you are sick in general, use the verb *be* (e.g. *I am sick.*).
- Next, pass out **Stand Out Basic Student Book** page 143.
 - **Part G:** Review together how to conjugate *have* and *be* in the simple present.
 - **Part H:** Go over #1 with students and ask them to complete the rest of the exercise independently. When they have finished, ask them to go over their answers with a partner.
 - **Part I:** Have the students practice the conversation in partners if there is time.

Lesson 35

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next? Low Beginning Book 3** page 4
 - **Stand Out Basic Student Book** page 145-146
 - **Dialog Worksheet** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Identifying Medicine
 - Activity 4: Grammar: Simple Present
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Low Beginning Book 3 (20 min)

- Pass out **What's Next? Low Beginning Book 3** "Samsam and Adam's Weekend" page 4.

- This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- When students have finished reading, discuss the story. Focus on the words of routine (*often, usually, sometimes, always*). Ask students to find these words in the story and circle them. Go over the meaning of these words using the context of the story.

Activity 3: Identifying Medicine (15 min)

- Pass out **Stand Out Basic Student Book** page 145.
 - **Part D:** Go over the medicines and make sure students understand the vocabulary.
 - **Skip part E**

Activity 4: Grammar: Simple Present (40 min)

- Pass out **Stand Out Basic Student Book** page 146.
 - **Part F:** Go over the chart with the class. Point out to students that the verb *need* follows the same pattern as other verbs they've learned in simple present (such as *want*). You can also define the meaning of need by comparing/contrasting it to *want*.
 - **Part G:** Go over the example together. Point out that they will have to both conjugate the verb as well as fill in the appropriate medicine based on the symptom. This may be a bit challenging for students, so ask them to work in partners and circulate the room to assist.
 - **Skip Part H-I**
- Next, pass out the **Dialog Worksheet** (worksheets tab).
 - Ask students to get into pairs. For this activity, they will have to work together to fill in the missing verbs, symptoms, and corresponding medicine. Answers will vary depending on what students decide to fill in as a symptom.
 - Once they have filled out the dialog, ask them to practice it with their partner. If there is time, ask for volunteers to perform their dialog for the class.

Lesson 37

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 147-148
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Describe Healthy Habits
 - Activity 3: Grammar: Introduce Negative Simple Present
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Describe Healthy Habits (35 min)

- Ask how many hours each student sleeps every night. Make a bar graph as a class. **Say the goal:** *Today we will describe healthy habits.*
- Pass out **Stand Out Basic Student Book** page 147.
 - **Part A:** Go through the brochure together, showing students that *Do's* are good and *Don'ts* are bad. Help students learn the new vocabulary by asking them questions about the brochure. Teach them that every day, a day, and per day mean almost the same thing.
 - **Part B:** Ask students to practice the conversation with a partner.

Activity 3: Grammar: Introduce Negative Simple Present (40 min)

- Before passing out **Stand Out Basic Student Book** page 148, read aloud *Huang's Story* from **Part C** and ask students to listen. Write the four categories on the board. Ask students to see if they can hear the information that goes with each one. The finished product should look something like this:

SLEEP	<i>7 hours per night</i>
EAT	<i>3 meals per day</i>
EXERCISE	<i>1 hour per day</i>
SMOKE	<i>Doesn't smoke</i>

- Next, pass out **Stand Out Basic Student Book** page 148.
 - **Part D:** Tell students that they will use the information from Part C to fill in the table. Ask them to work individually or with a partner.
 - **Part E:**
 - Go through the charts as a class. Focus on the third person singular and show how the *s* is deleted in the negative.
 - Go over together when to use *don't/doesn't*. Read the example sentences, and then create some sentences together to practice for the next activity.
 - **Part F:** Go over the example together. Make sure students know to refer to Part C so they know when to use the negative. Ask students to complete Part F independently. Circulate the room and assist as needed. Go over the answers as a class.

Lesson 38

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 150-151
 - **What's Next? Low Beginning Book 3** page 12-13
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Grammar: Introduce Present Continuous
 - Activity 3: Reading
 - Activity 4: Reading Comprehension
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words (refer to the **Vocabulary Master List**), and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Grammar: Introduce Present Continuous (35 min)

- Pass out **Stand Out Basic Student Book** pg. 150.
 - **Part A:** Make sure students know what each word means. Look at the picture and create sentences together using the present continuous (be+verb+ing).
 - **Skip Part B**
- Pass out **Stand Out Basic Student Book** pg. 151.
 - **Part C:** Now that students have been exposed to the present continuous, it is time to teach the form. Using the table, review the different forms of

Be. Show the students how to put together the different pieces like a 'formula' to create sentences.

- **Skip Part D**
- **Part E:** Since this is the first time students are learning how to form the present continuous, do this activity as a class as part of the presentation. Show students the role *now* plays with the present continuous.
- **Part F:** Put students in pairs and have them practice asking and answering the questions together. Exercise E contains the answers to the questions.

Activity 3: Reading: What's Next? Low Beginning Book 3 (30 min)

- Pass out **What's Next? Low Beginning Book 3** page 12 "Rainy Weather"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'rainy' mean? What do you think the story is about?*
- Next, ask the students to look at the picture. Discuss together what is happening in the picture.
- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 4: Reading Comprehension (20 min)

- Pass out **What's Next? Low Beginning Book 3** page 13.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Lesson 39

Materials:

- **Vocabulary Master List** (worksheets tab)
 - Ball or small, soft object (teacher room)
 - **Stand Out Basic Student Book** page 151
 - **What's Next? Low Beginning Book 3** page 12
 - **Dialog Worksheet** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Review Present Continuous
 - Activity 3: Reading
 - Activity 4: Dialog Practice
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Review Present Continuous (25 min)

- Review the chart on page 151 in the **Stand Out Basic Student Book**. Remind students of how to put together the different pieces like a 'formula' to create sentences.
- Next, tell students they are going to write 3 original sentences about themselves/their classmates using the present continuous. Model the activity by creating one example sentence (e.g. *I am teaching now*).
- Once students have finished writing their sentences, invite three volunteers to write a sentence on the board. Correct the sentences as a class.

Activity 3: Reading: What's Next? Low Beginning Book 3 (30 min)

- Pass out **What's Next? Low Beginning Book 3** "Rainy Weather" Page 12.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - When students have finished reading, discuss the story. Ask students to find and circle all of the examples of present continuous in the story. Go over the answers as a class. (You may also want to point out to students that words like *it's* and *they're* are abbreviations, and thus still use the same form they have been learning).

Activity 4: Dialog Practice (20 min)

- For the final activity, pass out the **Dialog Worksheet** (worksheets tab) -- a phone conversation between a doctor and a receptionist.
- Read through the dialog as a class. Then ask students to practice in partners as you circulate and correct pronunciation. Once students have finished, ask them to switch parts.
- If there is time, ask some volunteers to go to the front of the class and perform their dialog.

Lesson 41

Materials:

- Index cards/scraps of paper with occupations (make before class or check level 2 basket)
 - **Stand Out Basic Student Book** page 163
 - **Stand Out Basic Workbook** page 109
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Identify Occupations
 - Activity 3: Organize Information
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Identify Occupations (40 min)

- Before handing out the worksheet, play charades by using index cards or scraps of paper with occupations written on them (cashier, doctor, bus driver, student, salesperson, teacher). Give six student volunteers each a card and have them act out the occupation on that card as the rest of the class tries to guess.
- Next, hand out **Stand Out Basic Student Book** page 163.
 - **Part D:** Go through the occupations and look at the pictures. For extra practice, students can point as you say: *He's a cashier. She's a doctor.* Etc.

- **Part E:** Write the dialog on the board. Practice the dialog as a class, and show students how to substitute the information from exercise D to change the conversation. Then ask students to practice the dialog in pairs.
- **Part F:** Go over the example together. Review briefly how to form the simple present with *be*. Demonstrate to students how to use the information from exercise D to create new sentences. Ask students to finish the exercise independently. When everyone has finished, go over the answers as a class.

Activity 3: Organize Information (35 min)

- Hand out **Stand Out Basic Workbook** page 109.
 - **Part B:** Go over how to read the table together. Review the community places and show students that they will use the words from the word bank. Do one or two words together, and then ask students to complete the rest independently. When everyone has finished, go over the answers as a class.
 - **Skip Part C**
 - **Part D:** If there is time, go over the charts for *work*. Show students how this follows the same rule as other verbs they have learned this semester (live, ride, eat, need, etc.)

Lesson 42

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **What's Next? Low Beginning Book 3** page 28-29
 - **Stand Out Basic Student Book** page 166
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Questions Words / Question Formation
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words (refer to the **Vocabulary Master List**), and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Low Beginning Book 3 (30 min)

- Pass out **What's Next? Low Beginning Book 3** page 28 "Samsam Looks for a Job"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What does 'looks for' mean? What do you think the story is about?*
- Next, ask the students to look at the picture. Discuss together what is happening in the picture.

- Next, read the story aloud to the students as they listen and follow along on their papers.
- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (20 min)

- Pass out **What's Next? Low Beginning Book 3** page 29.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Activity 4: Question Words/Question Formation (25 min)

- Pass out **Stand Out Basic Student Book** page 166.
 - **Part C:**
 - Go over the uses of *what*, *where*, *when*, and *who*. In addition to the examples in the table, try asking students personal questions such as: *Where do you live? When do you come to school? What do you do?* Show students the difference between each word by identifying what kind of information is being asked for.
 - **Note:** Forming questions will be complicated for students at this level. They are exposed here to the structure, but they won't acquire this structure at this point.
 - **Part D:** Do this exercise together as a class. Identify the question word and what it is asking for, and then ask students to find the appropriate answer.
 - **Skip Part E-F**

Lesson 43

Materials:

- **Vocabulary Master List** (worksheets tab)
 - Ball or small, soft object (teacher room)
 - **What's Next? Low Beginning Book 3** page 28
 - **Stand Out Basic Student Book** page 166-167
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Review Information Questions
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Reading: What's Next? Low Beginning Book 3 (30 min)

- Pass out **What's Next? Low Beginning Book 3** "Samsam Looks for a Job" Page 28.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!

- Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
- When students have finished reading, discuss the story. Go over any new words and ask students about their own experience finding a job.

Activity 3: Review Information Questions (45 min)

- Write the following question words on the board: *what, where, when, who*
 - Ask students to identify what each question word is asking for (person, place, time, etc.).
- Pass out **Stand Out Basic Student Book** page 166 (students worked on this page yesterday, so some may have it with them).
 - Go over the chart briefly with the class. Focus more on the meaning of the question words than the formation of the sentences--students will learn more about that in level 3!
 - Go to **Part F** and read through the paragraph together--students will use this to answer the questions on the next page.
- Pass out **Stand Out Basic Student Book** page 167.
 - **Part G:** Do this activity as a class. Remind students about the differences between the question words, especially *when* and *where*. Sometimes, students have a problem distinguishing between these two words.
 - **Skip Parts H-I**
 - **Part J:** Ask students to independently answer questions about themselves. Once everyone has answered the questions, ask them to share their answers with a partner. If there is extra time, ask volunteers to share their answers with the whole class.

Lesson 45

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 168, 170
 - **Listening Script** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Introduce Weekly Vocabulary
 - Activity 2: Identify Job Duties
 - Activity 3: Grammar: *Can*
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Introduce Weekly Vocabulary (15 min)

- Write this week's vocabulary words on the board (refer to **Vocabulary Master List** in the worksheets tab)
- Tell students that these are the words they will be responsible for learning this week, and that they should write them down and practice them throughout the week.
- Go over the words as a class. Try giving examples, using the word in a sentence, or acting it out to convey the meaning.
- **Note:** Don't worry if students don't get all the words right away. They will be practicing using these words throughout the week.

Activity 2: Identify Job Duties (40 min)

- Tell students that you teach, you are a *teacher*. Write 2-3 of your job duties on the board (e.g. take attendance, prepare lessons, etc.). **State the goal:** *Today we will identify job duties.*
- Pass out **Stand Out Basic Student Book** page 168.
 - **Part A:** Go over the short phrases in the word bank. Then, look at the pictures together and match them with their corresponding phrases as a class.
 - **Part B:**

- This is a listening exercise. To complete this exercise, refer to the **Listening Script** (worksheets tab).
- Go through the phrases in the word bank. Then, go through the example together, demonstrating to students that they will use the phrases to complete the chart.
- Read through the **Listening Script** and have students complete the chart as they listen (try to read each number only 2 times).
- Re-create the chart on the board and ask students to complete it.

Activity 3: Grammar: Can (35 min)

- Pass out **Stand Out Basic Student Book** page 170.
 - **Part F:**
 - Go over the charts as a class. You may want to introduce some grammar terminology at this point, such as *base form* and *negative*.
 - Next, demonstrate to the class how to put together the different pieces of the table to create the example sentences. Then, create some original sentences as a class using the same formula (personalizing the grammar charts will help students better retain the information being presented).
 - **Part G:** Go through the example together--then ask students to complete the remaining exercises independently.
 - **Part H:** Go through the example together (point out that these exercises will be in the negative). Then ask students to complete the remaining exercises independently.
 - **Part I:** This activity is to help students evaluate what they might be able to do in a job setting. Encourage them to use vocabulary from this lesson.

Lesson 46

Materials:

- **Vocabulary Master List** (worksheets tab)
 - **Stand Out Basic Student Book** page 168, 170
 - **Listening Script** (worksheets tab)
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Reading
 - Activity 3: Reading Comprehension
 - Activity 4: Read Evaluations
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- Ask students what new words they remember from yesterday's class. Write these up on the board.
- Refine the list of words into this week's target list of vocabulary words (refer to the **Vocabulary Master List**), and write them on the board.
- Assign each student a word (it is okay if you have to repeat a couple of words).
- To review this week's vocab list, each student is going to take their word and write it in a sentence. It may be helpful to model this exercise before letting students work on their own (however, make sure they don't just copy your sentence for the exercise!).

Activity 2: Reading: What's Next? Low Beginning Book 3 (30 min)

- Pass out **What's Next? Low Beginning Book 3** page 36 "Samsam's Interview"
- Before you start reading the story, ask the students to look at the title. **Ask:** *What is an interview? What do you think the story is about?*
- Next, ask the students to look at the picture. Discuss together what is happening in the picture.
- Next, read the story aloud to the students as they listen and follow along on their papers.

- Now it's the students' turn to read! Ask the students to go around the room (round-robin style) and take turns reading each sentence of the story.

Activity 3: Reading Comprehension (15 min)

- Pass out **What's Next? Low Beginning Book 3** page 37.
- Point out the word bank at the top of the page. Model #1 for the students, do #2 as a class, and ask the students to complete the rest of the exercises individually.
- Correct as a class.

Activity 4: Read Evaluations (30 min)

- Before passing out the worksheet, ask students what they can do to be a better student. Brainstorm ideas on the board as a class (some examples may be coming to class on time and practicing English in class).
- Next, pass out **Stand Out Basic Student Book** page 171.
 - **Part A:** Go over the evaluation with students. Make sure they understand all the new vocabulary. Ask them questions about Emilio. Talk about the word *well*. This particular worksheet is about doing things well, but you might also want to introduce *not well* here. Ask students if they think Emilio is a good employee.
 - **Part B:** Next, students will evaluate what a good students do. Ask students to work in pairs and circle all the ones that apply to a good student.
 - **Part C:** Staying in their pairs, ask students to add more ideas of what a good student does. Go over answers together as a class.

Lesson 47

Materials:

- **Vocabulary Master List** (worksheets tab)
 - A ball or small, soft object (teacher room)
 - **Stand Out Basic Student Book** page 175-176
 - **What's Next? Low Beginning Book 3** page 36
-

Lesson preview:

- Calendar Question
 - Activity 1: Review Weekly Vocabulary
 - Activity 2: Grammar: Review Imperatives
 - Activity 3: Dos and Don'ts
 - Activity 4: Reading
-

Calendar Question (15 min)

- Students copy the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- Teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Activity 1: Review Weekly Vocabulary (15 min)

- **Vocab Ball Toss:** Bring a ball or small, soft object from the teacher room to class. Write the vocab words on the board in a list formation (refer to the **Vocabulary Master List** in the worksheets tab).
 - Model the activity by giving the ball to a student. Tell them to pick their favorite word off the board from the list. Instruct them to throw the ball, and as they throw they must say the word.
 - When you catch the ball, use the word in a sentence or define it. Repeat this with another student (they throw, you catch and answer).
 - Once students begin to understand, have them throw the ball to one another, saying a vocab word as they throw. The person who catches must always use that vocab word in a sentence OR define it. Do this until everyone has practiced throwing/catching at least once.

Activity 2: Grammar: Review Imperatives (25 min)

- Pass out **Stand Out Basic Student Book** page 175.
 - **Part C:** Read through the charts with the students (they were introduced to imperatives earlier in the semester, so this should be review). Be sure

to point out that we don't say the subject pronoun *you* with imperatives/commands.

- **Part D:** Do this activity as a class.
- **Skip Part E**

Activity 2: Dos and Don'ts (30 min)

- Pass out **Stand Out Basic Student Book** page 176.
 - **Part F:** Go over the job description as a class. Ask comprehension questions: *What is the job title? When does the receptionist work? What are some of the duties?*
 - **Part G:** Review the meaning of Do and Don't (remind students that Don't is short for Do not, and is therefore negative). Ask students to organize the duties from the job description in Part F into the table.
 - **Part H:** Next, put students into partners and ask them to fill in the table with Do's and Don'ts of the classroom (e.g. Do listen, Don't use your cell phone). When everyone has finished, ask one or two groups to report their answers to the class.

Activity 4: Reading (20 min)

- Pass out **What's Next? Low Beginning Book 3** "Samsam's Interview" Page 36.
 - This is the second time students are reading this story this week, so don't worry if they say they have already read this story!
 - Since they are already familiar with the story, ask students to get into partners and practice reading the story aloud together. Circulate and help students as needed.
 - Once students have finished reading, discuss the story. **Ask:** *What can Samsam do? What does she not do well? What does she need for the cashier job?*