My Toys

Unit Overview

Unit Objectives
• To identify the names of toys
• To talk about the location of items: in, on, under
• To review numbers and colors
• To pronounce s, t, u, v as in sun, top, umbrella, van

Unit Language

• Target Vocabulary
  - ball
  - boat
  - car(s)
  - doll
  - jump rope
  - kite(s)
  - teddy bear

• Recycled Vocabulary
  - bag
  - book
  - chair
  - crayon
  - desk
  - eraser
  - pencil
  - ruler
  - cat
  - dog
  - rabbit
  - turtle
  - big
  - small
  - colors
  - numbers 1–20

• Expansion Vocabulary
  - bed
  - bedroom
  - fairy
  - wall
  - floor
  - fly

• Target Structures
  - I have a (boat).
  - I don’t have a (doll).
  - I have (toys).
  - It’s (in) the box.

• Recycled Structures
  - Hello. Hi. I’m (Mark).
  - What’s this?
  - It’s (my doll).
  - What is it?
  - It’s a (train).
  - What are these?
  - They’re (toys).
  - There is a (boat). There are (cars).

• Pronunciation
  - s as in sun
  - t as in top
  - u as in umbrella
  - v as in van

Cross-Curricular Connections
  - art (drawing, mobiles)
  - language arts (comic strip story, role play, video)
  - math (counting objects)
  - music (chant, song, dance)
  - science (categorize)

Values Curriculum
  - importance of friendship

Unit Materials
  - Student Book 1 pages 90–101
  - Activity Book 1 pages 60–67
  - Audio CD/Cassette 1
  - Activity Sheets 25–28
  - Picture Cards 85–96
  - Student Cards 85–96
  - Posters: Character Guide, The Little Mermaid
  - Donald Duck puppet
  - Video 1, Episode 4: “Is it a boat?”
  - Test Unit 7
**Storyline (for the teacher)**

*Peter Pan* is the story of a magical young boy, Peter Pan, who refuses to grow up. A young girl, Wendy, believes in him and tells Peter Pan stories to her two younger brothers, John and Michael. One night, Wendy steals Peter’s shadow, and he must go back for it, together with Tinker Bell. Peter Pan teaches the children to fly and off they go on a magical adventure to Never Land. Wendy and her brothers share for a time Peter Pan’s magical world of flight and adventure, fighting against Peter Pan’s enemy, Captain Hook, and his band of pirates.

**Character Guide**

Introduce the students to *Peter Pan* characters. Hold up the Character Guide at the beginning of the Student Book or display the Character Guide poster. Say, *Open your books to page 7*. Play the audio.

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**Audioscript**

*Peter Pan, Tinker Bell, John, Michael, Wendy*
Lesson 1
Page 90

Disney Scene: In this scene from *Peter Pan*, we can see Peter Pan, Tinker Bell, and the children John, Michael, and Wendy in their bedroom. It is night time—time to sleep. But the children are having too much fun to sleep. Peter Pan is teaching them to fly! Some of their toys are flying around the room too!

Lesson Objective
- To learn the names of five toys

Target Vocabulary
boat, car, doll, kite, teddy bear

Recycled Vocabulary
colors; classroom objects

Recycled Structures
What is it?
What’s this?
What color is it?

Cross-Curricular Connections
language arts, music

Values Curriculum
importance of friendship

Before the Page

Materials: Picture Cards 24–33
- Display Picture Cards of classroom objects (*book, pen, pencil, bag, eraser, ruler, chair, desk, crayon, pencil case*). Each item should clearly illustrate one of the colors students have learned: red, blue, green, yellow, gray, black, white, pink, orange, brown, and purple. Point to one of the cards and ask, *What is it?* After students answer, ask, *What color is it?* Review the other cards in the same way.

On the Page (page 90)

1. **Listen.**

- Say, *Open your books to page 90. Look at the colors.* Have students point to all the colors they know in the picture.

- Point to the characters and say, *This is Peter Pan in green. This is Tinker Bell. They are friends with these three children. This is John, and this is his baby brother Michael. They have a sister. Her name is Wendy.*

- If you wish, play audio track A10/Student Book page 7 again for students to hear the names of the Disney characters.

- Say, *Listen.* Play the audio as students look at the Disney scene.

2. **Listen and say. Find and stick.**

- Have students point to all the toys identified in the picture cards and stick the correct toy card onto the picture.

3. **Listen. Point and say.**

- Say, *I have a kite. I have a boat.*

4. **Listen. Point and say.**

- Say, *These are their toys. They are all flying! Some of their toys are flying too!*

Audioscript

Look at Peter Pan. He is with his friends John, Wendy, and Michael. They are all very happy. They are flying in the air! Some of their toys are flying too!

- Ask, *Who is (Wendy)?* After all the characters are identified, ask, *Are they walking?* Help students answer, *No, they aren’t.* Then ask, *Are they flying?* Help students answer, *Yes, they are.*
Listen and say. Find and stick.

• Point to the stickers for Unit 7 at the back of the Student Book. Have students pull out the stickers for Activity 2.

**Audioscript**

1. a boat a boat
2. a kite a kite
3. a teddy bear a teddy bear
4. a car a car
5. a doll a doll

• Play the audio. Have students find each toy and place the corresponding sticker as they listen.

Listen. Point and say.

• Play the audio and have the students point to each toy in the Disney scene as they repeat the dialogues.

**Audioscript**

It's red and gray. It's brown and small.
What is it? What is it?
It's a car. It's a teddy bear.
It's brown and white. It's blue and red.
What is it? What is it?
It's a boat. It's a kite.
It's blue, red, and yellow.
What is it?
It's a doll.

• Have pairs take turns pointing to the toys in the scene and asking and answering the question, What is it?

After the Page

Collect the Toys

Materials: Activity Sheet 25 (Teacher’s Resource Book page 29), scissors, colored pencils, envelopes

Make one photocopy of Activity Sheet 25 for each group of students. Have students cut out and color the pictures of boats, cars, dolls, kites, and teddy bears. Collect the cut-out toys and put ten colored pictures back into each group’s envelope. Students in each group take a picture out of the envelope and take turns talking about their pictures, saying, It’s (red). It’s a (teddy bear). For a challenge, students can use the cut-out cards to play a board game. Have them put the cards on the spaces in the circle and then flip a coin or use the spinner to land on a toy and describe it.

Up and Down

Using students’ pictures from the Group Picture Pass activity above, pass out one picture to each student. Model the activity. Play lively music for a half minute or so, and then suddenly stop it, saying, (Teddy bears), up! Students with teddy bear pictures stand up quickly. Next, say, (Teddy bears), down! The standing students sit down quickly. Play the music again, and repeat with the other toys.

Assign page 60. Answers and audioscript are on page T177.
Lesson 2

Before the Page

Materials: Picture Cards 1–11, 24–33, 47–89
- Have ready a stack of Picture Cards that consists of four categories students know (for example, body parts, classroom objects, animals, and toys). Write the categories on the board in four columns.

- Begin to show Picture Cards, asking What’s this? As students answer (It’s an elephant), stick the Picture Card (or write the vocabulary word) in the appropriate column (animals). When all the cards are finished, point to a group of them at a time, asking, What are these? Students say, They’re (animals).

On the Page (page 91)

Listen. Point and say.

Materials: pencils, erasers
- Have students point to and name the toys they have learned in the Disney scene. Say, Listen. Play the audio for the pictured dialogue.

Audioscript

• I have a boat.
• I have a kite.
• I have a doll.
• I have a car.
• I have a teddy bear.

- Say, Point and say. Continue playing the audio. Have students repeat each line as they point to the toys in the scene.

Audioscript

• I have a boat.
• I have a kite.
• I have a car.
• I have a doll.
• I have a teddy bear.

- Play the audio as needed. Then put the class in pairs and have them take turns pointing to a toy and saying, I have a (kite).

Chant. (See page 118.)

- Hold up your book and say, I’m John. I have a big, brown boat as you point to John’s boat. Say, I’m Wendy. I have a big, blue kite as you point to Wendy’s kite. Gesture widely to remind students of the meaning of big. Play the audio. Have students listen.

Audioscript

• Look at me!
  I have a boat, a big brown boat.
  Look at me!
  I have a kite, a big blue kite.
  Look at me!
  I have a car, a small red car.
  Look at me!
  I have a doll, a small blue doll.
  A boat, a kite, a car, a doll
  What fun toys
  For girls and boys.
• Play the audio again and have students listen and point to the items in the Disney scene. Play the audio a third time and have students say the chant.

After the Page

Count the Toys
Materials: Activity Sheet 25 (Teacher’s Resource Book page 29), scissors
Make several photocopies of Activity Sheet 25. Ask students to cut out the toy items (except for the ball and yo-yo) at the bottom of each sheet. Mix up all the pieces of paper with toys. Divide the class into pairs or small groups and give a handful of them to each pair or group. (Make sure no pair or group has more than 20.) Have each group first identify the toys and count each kind (seven boats), and then count up all of the toys they have (any number up to 20). You can make a class chart showing the numbers.

Toy Ads
Materials: newspaper or magazine ads of toys
Collect newspaper and magazine ads for popular toys your students will know. Model the activity. Hold up the first ad and say, Look! It’s (a doll). Who has (a doll)? Have students who have (a doll) stand and say, I have (a doll). Continue with other toys children know.

Expansion Vocabulary
Tell students to look at the Disney scene on pages 90 and 91 again. Use the Expansion Vocabulary for this lesson (bed, bedroom, fairy, floor, fly, magic, rug, wall, window). Explain that Tinker Bell is a fairy and that she can fly and do magic. Point to the objects in the scene as you say its name. Then write the objects on the board. Have students repeat as they point to the objects in their books. Ask students to tell you the color of some of the objects.
Lesson Objective
• To practice the language presented on Student Book page 90

Before the Page
Materials: Student Cards 85–89
• Write the following letters in large print on the board: b, c, d, k, and tb far apart. Tell students to take out their Student Cards (boat, car, doll, kite, teddy bear) and to pick one. Have students walk around the class to find other students with the same card, saying, I have (a boat). Then have them group together under the letter written on the board.

On the Page (page 92)
6 Listen and check (✓)
3 toys.
• Point to the words for the toys and read them with students. Students will listen for three toys and check the boxes for the toys they hear in the dialogue. Play the audio. Pause the audio after each toy is mentioned.

Audioscript
Hello, Wendy. And what’s this?
Hi, Peter. It’s a teddy bear.
What are these? And what’s this?
They’re toys. Look! It’s a boat.
What’s this? What fun toys!
It’s my doll.

7 Look at 6. Read and circle.
• Explain that students will read each sentence, look at the picture in Activity 6, and circle yes if the sentence is correct or no if the sentence isn’t correct. Do the first sentence with students.
• Check students’ work. (Answers: 1. yes, 2. no, 3. no, 4. yes, 5. yes)
• Pair students and have them take turns asking and answering, What’s this?

After the Page
Drawing and Counting
Materials: drawing paper, colored pencils
Put students into groups of 3. Pass out a piece of paper folded into thirds to each group. Tell students to draw one toy in his or her third of the paper. Set a time limit. Collect the papers and stick them to the board or to the wall. Have students count the different toys. When everyone has had a chance to count, ask, How many (cars)? Students answer, (Eight cars). Ask about each kind of toy.
Lesson Objective
- To practice the language presented on Student Book page 91

Before the Page
Materials: Picture Cards 85–89
- Display Picture Cards 85–89 (boat, car, doll, kite, teddy bear). Point to a card and ask, Is this a (kite)? Have students answer, Yes, it is or No, it isn’t. Continue with all the toys.

On the Page (page 93)
8 Check (✓) Mark’s toys in green. Check (✓) Carmen’s toys in orange.
Materials: green, orange, purple colored pencils
- Focus student attention on the pictures of toys. Have them name the toys. Point to Mark and say, This is Mark. Repeat this for Carmen.
- Tell students to read the sentences about Mark. Then point to the row of toys below the sentences. Tell the students to put a check in the boxes of the toys that Mark has with their green colored pencil. Next, tell students to read the sentences about Carmen. Point to the row of toys. Tell students to put a check in the boxes of the toys that Carmen has with their orange colored pencil.

9 Look at 8. Circle your toys in purple. Write.
- Have students look at the pictures of toys in Activity 8. Say, Circle your toys with your purple colored pencil.
- After students have circled their toys, tell them to complete the sentence by writing the toys they have. (You may want to draw students’ attention to Mark and Carmen’s sentences in Activity 8 and use them as writing models.)

10 Show and talk.
- Put students in pairs. Have them take turns pointing to the toys they circled in purple and saying their sentences, I have (a car) and (a kite).

After the Page
Toy Books
Materials: drawing paper, colored pencils, stapler
Have students make their own toy books. Distribute three or four pieces of drawing paper to each student. On the first paper, have students write the title of their book, I Have Toys, and their names. On each of the other pages, have students draw one toy and label it. Staple the pages together. Invite students to read their books to each other in small groups. You may want to assign part of this for homework.

Assign page 63. Answers are on page T178.