

# **Teacher's Activity Guide**

**for**

**abc**

**English**

**BOOK ONE**

*Teacher's Activity Guide  
for abc English: Book One*

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# Teacher's Activity Guide for abc English: Book One

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## Sample Lesson Outline

### **abc English: Book One Activities**

1. Sight Word - a
2. Sight Word - the
3. Sight Word - in
4. Sight Word - and
5. Sight Word - go
6. Sight Word - very
7. Subject Pronouns Chart
8. Pronouns - I
9. Pronouns - he, she
10. Pronoun - you
11. Pronouns - they, we
12. Possessive Pronouns Chart
13. More Pronouns - my, his, her
14. More Pronouns - their, our
15. More Pronouns - your
16. Pronoun Chart Review
17. Question Word - who
18. Question Word - what
19. Question Word - when
20. Question Word - where
21. Question Word - why
22. Question Word - how
23. Question Word - how many
24. Question Word - how much
25. Question Word - how long
26. Question Word - how old
27. Verbs with -ing
28. Contractions
29. 7 Days in a Week
30. 12 Months in a Year
31. North, South, East, and West
32. Application Words
33. Numerals to 10
34. Numerals to 20
35. Numerals to 100
36. Numerals to 1000
37. Number Words to 10

38. Number Words to 20
39. Number Words to 100
40. Number Words to 1000
41. Have, Like, Want, and Need
42. Have & Don't Have
43. Has & Doesn't Have
44. Like & Don't Like
45. Likes & Doesn't Like
46. Want & Don't Want
47. Wants & Doesn't Want
48. Need & Don't Need
49. Needs & Doesn't Need

### **English Review Stories:**

50. Julie and John
51. David and Kristy
52. Mark and Sara
53. Matt and Lisa, Part 1
54. Matt and Lisa, Part 2
55. Tom and his Daughter
56. Bob and his Son
57. Joseph's Interview
58. Tina's Interview
59. Dan in the Office, Part 1
60. Dan in the Office, Part 2

### **APPENDIX**

#### Phonics Foundation Skills Activities:

- A. abc Letter Names and Sounds
- B. 2 Sounds Together and 3 Letter Words
- C. Extra Sounds and Blends
- D. Capital and Small Letters
- E. Short and Long Vowels

#### Spelling List Activities

#### Sample Lesson Planning Grid

# Sample Lesson Outline

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Use this sample lesson outline to plan lessons using *abc English: Book One* and the activities in the *Teacher's Activity Guide*. See the appendix for a sample Lesson Planning Grid.

## 1. Phonics Review

(15-20 minutes)

Each day, review and recycle one of the following Phonics Foundation Skills. For example:

- Every Monday: review abc Letter Names and Sounds
- Every Tuesday: review 2 Sounds Together and 3 Letter Words
- Every Wednesday: review Extra Sounds and Blends
- Every Thursday: review Capital and Small Letters
- Every Friday: review Long and Short Vowels

See the appendix for a variety of activity ideas for each Phonics Foundation Skill area.

## 2. Reading and Vocabulary Lesson

(40-60 minutes)

Teach one of the 60 lessons described in the Teacher's Activity Guide. Follow this pattern:

- Before Reading -- Spend 20 to 30 minutes on verbal activities to introduce and thoroughly practice using the vocabulary in speaking and listening activities before reading.
- During Reading -- Read the text together as a class. Use a projector to show a large image of the page on the board so students can follow and read together easily. Model reading strategies and techniques for figuring out words.
- After Reading -- Ask students to generate words, phrases, or sentences they remember from the reading. Write them on the board and have students copy in notebooks. Have students open their individual *abc English* books to the appropriate page and give them time to re-read the text in pairs or individually while the teacher circulates and listens.

## 3. Spelling Practice

(10-15 minutes)

End the lesson with spelling practice to reinforce phonics, reading, and writing concepts.

Teach and practice one spelling list each week (or each four to six times your class meets).

See the appendix for spelling lists and spelling activities.

## 22. Question Word - how

### Before Reading:

Use one or more of the following activities to introduce “how”:

### 22.1 Five “How” Questions

**You will need:** A projector and a digital copy of *abc English: Book One*; two pointers

Review the five “wh” question words from the last five lessons. Have students repeat them all together: “Who, what, when, where, why!” Remind students that all of these words are used for asking questions.

Use a projector to show a large image of page 62 from *abc English: Book One* on the board. Teach five additional question words: how, how many, how much, how long, how old. Point to each and repeat several times. Have two students come to the front and give them pointers. Dictate a “how” word and have the two students race to point to the correct word.

### 22.2 Look, Remember, Write

**You will need:** Small dry-erase boards and markers for each student (see note below)

Write the question, “How are you?” on the board. Point to each word and have students repeat it after you. Ask a few students in class “How are you?” and have them model appropriate responses.

Give each student a small dry-erase board and marker. Point to the first word on the board, “How”. Tell students to look at the word and remember how to write it. After a few seconds, hold up a large piece of paper or a book to cover the word “how”. Ask students to try writing the word without looking. Repeat the same process with the words “are” and “you”. For the final practice, ask students to look at the whole question, then erase it all and have students try to write all three words without help.

*Note:* You can make a class set of inexpensive dry-erase boards for under \$20 from a material called “Showerboard” or “White Hardboard Panel Board” available at large home stores such as Home Depot or Lowe’s. Search online for “make your own mini whiteboard” for instructions. You could also use a plain sheet of paper inside a plastic sheet protector for each student to use with a dry erase marker and eraser.

### 22.3 Question Marks

Write the following questions on the board. Don’t write a question mark at the end:

How are you  
What is your name  
Where are you from  
What is your job

Read the questions together and circle the question word in each one. Explain that when you write a question in English, you need to end with a question mark. Teach students how to form a question mark. Ask students to write 20 question marks in a row in their notebooks. Ask for student volunteers to come place a question mark at the end of each question on the board. Read the questions together again.

### 22.4 Role Play -- Greeting Friends

Choose five students to come to the front. Have one student stand off to the side, and the other four students stand at intervals across the front of the room.

Model approaching each of the four students and giving a very friendly greeting with a series of “how” questions. Then have the extra student practice greeting each of the students:

“How are you?  
How is your family?  
How is your husband?  
How are your children?  
How is your job?  
How is everything?  
Good to see you... bye-bye!”

### During Reading:

***abc English: Book One, Page 63***

- Use a projector to show a large image of the pages or have all students open books to the appropriate page.
- Find and circle the word “how” in each line.
- Read the entire page together as a class.
- Call on individual students to read each line.

### After Reading:

- Turn off the projector or turn books upside down.
- Have students recall examples; write them on the board.
- Have students copy the examples in their notebooks.
- Give students time to re-read the material on their own.

## 23. Question Word - how many

### Before Reading:

Use one or more of the following activities to introduce “how many”:

#### 23.1 A Bag of Beans

**You will need:** A bag of dry beans or other small, countable objects

Review counting to twenty. Count to twenty as a group. Ask for a few student volunteers to stand to model counting to twenty without help.

Show the students a bag of beans. Take out about 15 to 20 beans in a small handful. Show the class the handful of beans briefly then close your hand to hide the beans. Ask the students to guess, “How many?” Write some of the guesses on the board. Together as a class, count how many beans. Congratulate the student with the closest guess. Repeat the game a few more times.

#### 23.2 Ten Fingers Game

Hold up any number of fingers and ask the class to tell you, “How many?” Repeat a few times until students understand the game. Call on a student to come up to be the leader. Have the student stand at the front, hold up any number of fingers and ask the class, “How many?” Have the leader hold up several different numbers of fingers so he can practice asking “How many?” several times. Repeat several times with other students as the leader asking “How many?”

#### 23.3 Slideshow - Fill in the Chart

**You will need:** Projector and Internet connection; 3x5 cards or slips of paper

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 1 Activities, and choose Activity 23.3, Fill in the Chart. Use a projector to show the chart on the board and help the class read the column headings and row labels.

How many...	Class 1	Class 2
tables		
chairs		
people		
windows		
doors		

Call on individual students to count the items in your room and have students write the numbers in the first column on the chart.

If there is a teacher nearby who wouldn't mind being interrupted by your students a few times, partner with a neighboring classroom to fill out the second column also. Teach the students to ask, “How many tables?”. Write the question on a 3x5 card, then ask for a volunteer to take the card to the other classroom, ask the question, and return with the information. Repeat with the other items on the chart.

#### 23.4 Slideshow - Family Photos

**You will need:** Projector and Internet connection

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 1 Activities, and choose Activity 23.4, Family Photos. Use a projector to display the images and discuss. Point to each person in the photo and have the class identify the father, mother, sons, daughters, and other family members. For each photo, choose a pair of students to practice asking and answering:

“How many children?”  
“How many sons?”  
“How many daughters?”  
“How many people?”

### During Reading:

**abc English: Book One, Page 64**

- Use a projector to show a large image of the pages or have all students open books to the appropriate page.
- Find and circle the word “how many” in each line.
- Read the entire page together as a class.
- Call on individual students to read each line.

### After Reading:

- Turn off the projector or turn books upside down.
- Have students recall examples; write them on the board.
- Have students copy the examples in their notebooks.
- Give students time to re-read the material on their own.

## 24. Question Word - how much

### Before Reading:

Use one or more of the following activities to introduce “how much”:

### 24.1 Counting Money

**You will need:** Play money bills \$1, \$5, \$10, \$20, and \$50. To make your own play money, use Google Images to search and print “one dollar bill”, “five dollar bill”, etc.

Hold up a \$1 bill and have the class identify how much money it is. Repeat with a \$5 bill, a \$10 bill, a \$20 bill, and a \$50 bill.

Lay one of each kind of bill out on the table. Choose any two bills and hold them both up. Ask the class to tell you, “How much?” For example, for a \$10 and a \$5, students should respond “\$15”. Repeat several times with other combinations of two bills.

Choose a student to come be the leader. Have the leader hold up any two bills and ask the class, “How much?” several times. Repeat with other students as leaders.

### 24.2 How Many vs. How Much

**You will need:** A bag of dry beans or other countable items and a stack of play money bills

Hold up a bag of beans. Ask the class, “Is this money?” The class should respond “no”. Hold up a handful of money. Ask the class, “Is this money?” The class should respond “yes”.

Teach students that when you have a question about money, you usually say, “How much?” If you are counting other items you usually say, “How many?” Have the class alternate repeating “how many” and “how much” several times while you hold up the appropriate item.

### 📄 24.3 Slideshow - Yard Sale

**You will need:** Projector and Internet connection; a variety of items you might see at a yard sale

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 1 Activities, and choose Activity 24.3, Yard Sale. Use a projector to display the images and discuss: Have you ever seen a yard sale? Have you ever shopped at a yard sale? Are things usually a lot of money or a little money when you buy them at a yard sale?

On a table, set out a variety of items that you might find at a yard sale such as an old bag, dress, shirt, shoes, plate, pot, book, toy, etc. Choose pairs of students to role play shopping at a yard sale and negotiating a price.

A: (Holding up a shirt) “How much?”  
B: “\$20”  
A: “No, no, no... too much! No thank you.”  
B: “OK, OK. \$5?”  
A: “\$3.”  
B: “OK.”

### 24.4 How Much is the Rent?

**You will need:** Projector and Internet connection

Use a projector to display online listings of houses or apartments for rent in your community. Craigslist or your local newspaper’s website probably have rental listings online.

Find several listings for houses or apartments with photos that are reasonably located and priced for your students. Discuss each: How many bedrooms? How many bathrooms? How much is the rent? Is it a good price? Choose pairs of students to role play a very simple phone call to ask about the apartment: “Do you have an apartment for rent? How much?”

### 24.5 How Much is the Car?

**You will need:** Projector and Internet connection

Use a projector to display listings for used cars on a local classifieds site. Find several listings with photos for used cars at low prices. Choose pairs of students to role play a very simple phone call to ask about a car for sale: “Do you have a car for sale? How much?”

### During Reading:

**abc English: Book One, Page 65**

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Find and circle the word “how much” in each line.
- Read the entire page together as a class.
- Call on individual students to read each line.

### After Reading:

- Turn off the projector or turn books upside down.
- Have students recall examples; write them on the board.
- Have students copy the examples in their notebooks.
- Give students time to re-read the material on their own.

# 25. Question Word - how long

## Before Reading:

Use one or more of the following activities to introduce “how long”:

### 25.1 Long vs. Short

Teach students the words “long” and “short”. Point out students with long hair and short hair. Find students that have long pencils and short pencils. Look for students in class that are wearing long sleeves or short sleeves. Find students that are wearing long socks or short socks. Talk about a student that has lived in this country a long time and another that has lived here a short time.

### 25.2 Stick Figure Story

Draw three large stick figures on the board. Point to each stick figure and tell the class a story:

1) This man is from Somalia. He has lived here in the United States a long time. He has lived here 25 years. He speaks English very well.

2) This man is from Somalia. He has lived here in the United States a short time. He has lived here 2 years. He speaks a little English.

3) This man is from Somalia. He has lived here in the United States a very, very short time. He has lived here for 1 month. He speaks no English.

Point to each stick figure and ask the students follow up questions:

“Where is he from?”

“Has he lived here a long time or a short time?”

“How long has he lived here?”

“Does he speak English?”

Teach the class to repeat the following question in chunks, using actions:

“How long...” (hands apart to show short/long)

“have you...” (point to “you”)

“lived here?” (point to indicate “here”)

Choose a student to come to the front and have him practice asking the question to each of the three stick figures. Repeat with several other students.

### 25.3 Line-Up Game

Have all of the students stand up and form a line at the front of the room. Ask one student, “How long have you lived here?” Ask the class to decide if the student has lived here a long time or a short time. If the student has lived here a short time, send him or her to the left side of the line. If the student has lived here a long time, send him to the right side of the line. Continue asking the question until all of the students are in the correct order left to right from shortest time here to longest time here.

### 25.4 Interview Visitors

**You will need:** Visitors to interview. Arrange for a few visitors to come to the class for about 10 minutes -- invite a few school staff or administrators, volunteers, or students from a more advanced English class.

Before the visitors arrive, prepare the students to ask the following questions. Write the questions on the board and repeat several times:

What’s your name?

Where are you from?

How long have you lived here?

What’s your job?

How long have you had your job?

After the students interview the guests, invite the visitors to ask a few of the students similar questions.

Teach the class to say “Thank you for coming!” when the visitors leave.

## During Reading:

**abc English: Book One, Page 66**

- Use a projector to show a large image of the pages or have all students open books to the appropriate page.
- Find and circle the word “how long” in each line.
- Read the entire page together as a class.
- Call on individual students to read each line.

## After Reading:

- Turn off the projector or turn books upside down.
- Have students recall examples; write them on the board.
- Have students copy the examples in their notebooks.
- Give students time to re-read the material on their own.



## 26. Question Word - how old

### Before Reading:

Use one or more of the following activities to introduce “how old”:

#### 26.1 Slideshow - How old?

**You will need:** Projector and Internet connection

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 1 Activities, and choose Activity 26.1 - How old? Display the images on a projector and have the class decide how old the person in each image is. Create a list of ages on the board such as: 1 month old, 6 months old, 3 years old, 8 years old, 12 years old, 18 years old, 35 years old, 50 years old, 85 years old. Have the class practice reading the list of ages.

#### 26.2 Sit Down Game

Have all of the students stand. Ask the question “How old are you?” to the group. Students who understand the question should shout out their answer. Point to students who have answered to indicate they should sit down. Continue until every student has answered the question and all the students are sitting down.

#### 26.3 Line-up Game

Have all of the students come form a line at the front of the room. Point to each student and ask him or her “How old are you?” Tell the class that you want them to get in order from youngest to oldest by asking each other “How old are you?” The youngest student should stand on the left, and the oldest student should stand on the right.

For an added challenge, tell the class you will leave the room and return in two minutes to check if they have completed the task correctly without the teacher’s help.

#### 26.4 Family Pictures

**You will need:** A collection of images of your own family

Use a projector to show some photos of some of your own family members. Encourage students to ask any question about the photos. After several student generated questions, teach the students to point to the individuals in the photo and ask:

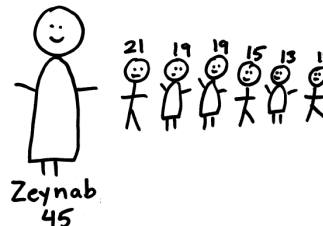
“How old is he?”

“How old is she?”

Invite students to bring their own family pictures throughout the week. Have students stand and show their photos to the group. Have other students take turns raising hands to ask questions about the photo. If several students bring family photos on the same day, divide the students into small groups to share family photos. Encourage the students to ask, “How old is he?” and “How old is she?” when discussing the photos.

#### 26.5 Stick Figure Family

Choose one student for the class to interview. Have the student come sit in a chair at the front of the room. Have the class ask the student questions about his or her family. Create a stick figure illustration of the student’s family on the board:



Teach the class to ask questions such as:

“How many children do you have?”

“How many sons and how many daughters?”

“How old is he?”

“How old is she?”

### During Reading:

**abc English: Book One, Page 67**

- Use a projector to show a large image of the pages or have all students open books to the appropriate page.
- Find and circle the word “how old” in each line.
- Read the entire page together as a class.
- Call on individual students to read each line.

### After Reading:

- Turn off the projector or turn books upside down.
- Have students recall examples; write them on the board.
- Have students copy the examples in their notebooks.
- Give students time to re-read the material on their own.