

# **Teacher's Activity Guide**

**for**

# **abc**

# **English**

**BOOK TWO**

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

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# **Teacher's Activity Guide for abc English: Book Two**

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## Sample Lesson Outline

### **abc English: Book Two Activities**

1. Prepositions - with
2. Prepositions - for
3. Prepositions - by
4. Prepositions - next to
5. Prepositions - under
6. Directions - up/down, left/right, back/straight
7. Locations - top, middle, bottom
8. Locations - upstairs, downstairs
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10. Sight Words - here, there
11. Sight Words - this, that
12. Sight Words - this, that, these, those
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22. Yes/No Questions - do
23. Yes/No Questions - does
24. Yes/No Questions - are
25. Yes/No Questions - is
26. Yes/No Questions - were
27. Yes/No Questions - was
28. Yes/No Questions - did
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38. More Questions - how often, Part 2
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40. More Questions - what kind, Part 2
41. More Questions - what type, Part 1
42. More Questions - what type, Part 2
43. Past, Present, and Future
44. Changing Verbs
45. Changing Verbs - "to go"
46. Changing Verbs - "to come"
47. Changing Verbs - "to make"
48. Changing Verbs - "to work"
49. 9 Common Verbs in Past Tense
50. Past Tense Phrases - last year, 3 years ago
51. 9 Common Verbs in Present Tense
52. 9 Common Verbs in Present Progressive Tense
53. 9 Common Verbs in Future Tense with "going to"
54. 9 Common Verbs in Future Tense with "will"
55. Future Tense Phrases - next week, in 2 years
56. Negative Contractions, Part 1
57. Negative Contractions, Part 2
58. Negative Sentences

### **APPENDIX**

#### Phonics Foundation Skills Activities:

- A. abc Letter Names and Sounds
- B. Long and Short Vowels
- C. Change the First and Last Sounds
- D. Change the Vowel Sounds
- E. Syllables

#### Spelling List Activities

#### Blank Verb Charts

#### Sample Lesson Planning Grid

# Sample Lesson Outline

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Use this sample lesson outline to plan lessons using *abc English: Book Two* 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 Alphabet Letter Names and Sounds
- Every Tuesday: review Long and Short Vowels
- Every Wednesday: review Changing the First Sound or Last Sound
- Every Thursday: review Changing the Vowel Sound
- Every Friday: review Syllables

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

## 2. Vocabulary and Reading Lesson

(40-60 minutes)

Teach one of the 58 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 them in their 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 activities and [www.teachabcenglish.com](http://www.teachabcenglish.com) for image collections of spelling words.

# 1. Preposition - with

## Before Reading:

Use one or more of the following activities to introduce the preposition "with":

### 1.1 "Go over there, with Hana"

Choose three students to stand in separate corners of the room. Have the class review the names of the students standing in the corners. Choose a few other students to come to the front and give them directions such as "Julienne - Go over there, with Hana." Emphasize "with". Teach students that "with" means "together". To review, ask the class questions about the standing students:

Teacher: "Where is Julienne?"

Students: "Over there, with Hana!"

Repeat the activity a couple of times with students giving the directions instead of the teacher.

### 1.2 Directions from the Manager

Choose three students to stand in separate corners of the room. Review the names of the students standing in the corners. Choose another student to be the "manager". Have all of the rest of the students form a long line leading up to the manager. Have the manager point to each person in line and give directions to go stand in one of the corners, for example:

"You, go with Ahmed."

"You, go with Ta Pae."

"You, go with Tulsu."

"You, go with Ta Pae."

Prompt the student giving directions to use "with" each time.

### 1.3 Going to the Store

Choose three pairs of students to come to the front. Tell the class a story about each pair, such as:

"This is Man Maya. She is going to the store. She needs to buy rice and chicken and bananas. This is her daughter. They are going to the store together."

"This is Mohamed. He is going to the bank. He needs to get money. This is his nephew. They are going to the bank together."

"This is Savorn. She is going to school. She goes to English class every Monday, Tuesday, and Wednesday. This is her friend. They are going to school together."

Point to each pair and ask the class these questions to check for understanding:

Who is this? (mother) Who is this? (daughter)

Where are they going? (store)

Why? (chicken, rice, bananas)

When finished, teach each person in the pairs to say a statement using "with":

"I am going to the store with my daughter."

"I am going to the store with my mother."

"I am going to the bank with my uncle."

"I am going to the bank with my nephew."

"I am going to school with my friend."

"I am going to school with my friend."

Stand next to each person at the front and have the class repeat the above statements as if they were that person.

### 1.4 Clap and Chant

Teach students the following chant and practice clapping and speaking in rhythm:

"with my brother" (clap, clap)

"with my brother" (clap, clap)

"I'm going to the store with my brother." (clap, clap)

"with my uncle" (clap, clap)

"with my uncle" (clap, clap)

"I'm going to the bank with my uncle" (clap, clap)

## During Reading:

**abc English: Book Two, Page 43**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to circle the word "with" 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.

## 2. Preposition - for

### Before Reading:

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

#### 📁 2.1 Slideshow - Giving Gifts

**You will need:** Projector and Internet connection; something to represent a gift such as a small box, a gift bag, a piece of fruit, etc.

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 2 Activities and choose Activity 2.1, Giving Gifts. Display the images and teach the word “gift”. Discuss with students their traditions for giving gifts. Do you give gifts to your friends or family for birthdays? For weddings? For holidays? Which holidays? What kind of gifts do you like to give?

Draw two stick figures on the board, one of them holding a gift. Alternate standing in front of each stick figure as you model the following conversation:

Figure 1: “This is for you!”

Figure 2: “For me???”

Figure 1: “Yes, for you!”

Figure 2: “Thank you so much!”

Have the class repeat each line after you. Emphasize “for you” and “for me”. Choose pairs of students to come stand in front of the stick figures to practice the conversation.

#### 2.2 Handing out Paychecks

**You will need:** A stack of envelopes to represent paychecks

Discuss jobs and paychecks. Have you had a job in this country? Did you get a paycheck every day? Did you get a paycheck every week? How often did you get a paycheck?

Choose a student to act as the supervisor. Give him or her a stack of envelopes to represent paychecks. Teach him to hand out the paychecks to other students and say “This one is for Frederick. This one is for Ali. This one is for Carolina.” Emphasize “for”.

#### 2.3 Shopping for the Family

**You will need:** A variety of clothing items and a shopping bag

Display a variety of clothing items such as a T-shirt, a jacket, a sweater, some gloves, a hat, a scarf, some shoes, etc. Name each item and have the class repeat the name. Discuss good places to go shopping for clothing. Where do you like to go shopping for clothes? Why?

Role play going to the store to buy things for your family. Put several items in a bag, and then go show them to a friend. Choose a few students to come role play also:

“This is for my son. This is for my daughter. This is for my husband. This is for me!”

#### 2.4 A Bag of Candy

**You will need:** A bag of treats or other small countable items

Role play two people splitting up a pile of candy or other small countable items. Teach students to split up the items by saying “one for me, one for you, one for me, one for you...” Emphasize the phrases with “for”.

Have the two students take their half of the treats and distribute them to the rest of the class. Prompt the students to say “this is for you” each time they hand out a piece of candy.

#### 2.5 Call and Response

Teach students to repeat each line after you, in rhythm:

“For my son, for my son, for my son...”

I am buying shoes for my son.”

“For my daughter, for my daughter, for my daughter...”

I am buying socks for my daughter.”

“For my friend, for my friend, for my friend...”

I am buying gloves for my friend.”

### During Reading:

**abc English: Book Two, Page 44**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to circle the word “for” 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.

# 3. Preposition - by

## Before Reading:

Use one or more of the following activities to introduce the preposition "by":

### 3.1 Seat Mix-up

Choose four students to stand up. Choose students that are not sitting next to each other. After the students come to the front, give them directions to go sit in different chairs. (Assure students that they will be able to return to their original seats in a few minutes). Emphasize the word "by" when you give the directions:

"Ayan, go sit over there, by Salah."

"Rudy, go sit over there, by Emanuel."

"Muslimo, go sit over there, by Sakineh."

"Zeynab, go sit over there, by Lasana."

After the students are seated, choose a student to come be the "teacher". Have the "teacher" choose a different set of four students and give them directions to stand up, come to the front, and then sit in a different seat. When assigning seats, prompt the "teacher" to give directions using the word "by".

Repeat a few more times with other groups. When finished, have all of the students return to their original seats.

### 3.2 Slideshow - Moving Day

**You will need:** Projector and Internet connection; a few objects to move around the room such as chairs or empty boxes

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 2 Activities and choose Activity 3.2, Moving Day. Display the images on the projector and discuss: Have you moved to a new apartment or house before? Did you use a moving truck? Did your friends help you? Did it take a long time? Were you tired?

Choose a student to role play moving into a new house. Tell the class that you are helping the student move into a new house. Pick up one of the boxes or pieces of furniture and ask the student where to take the item. Teach the student to use phrases such as "by the door", "by the window", or "by the table":

Teacher: (pick up the box) "Where should I put this?"

Student: "Over there, by the door."

Teacher: (pick up the chair) "Where should I put this?"

Student: "Over there, by the window."

## 3.3 Classroom Labels

**You will need:** Word cards and tape to label classroom items; pieces of paper in 6-8 different colors

Make cards to label 6-8 of the prominent features in your classroom such as door, window, books, clock, flag, computer, closet, light switch, plug, etc. Show the cards to the students one at a time, help them sound out the words, and ask a student to tape the label onto the items around the classroom.

Next, show the students a collection of colored pieces of paper. Review the color names. Tape the colored pieces of paper around the room next to the labeled objects in the room. Ask students questions and teach them to respond with phrases using "by":

Teacher: "Where is the red paper?"

Students: "Over there, by the clock."

Have two groups of students stand. Have the first person in one group ask a question about the colored papers to the first person in the other group, such as "Where is the blue paper?". After answering, have both students sit down. Continue until all of the standing students are seated.

If possible, leave the classroom label cards in place for the next class lesson. The same cards will be used to practice phrases with "next to" in Activity 4.4.

## During Reading:

**abc English: Book Two, Page 45**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to circle the word "by" 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.

## 4. Preposition - next to

### Before Reading:

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

#### 4.1 Where are my keys?

**You will need:** A set of keys

Show students a set of keys. Review the word “keys” and discuss what the keys might open. Demonstrate placing the keys on the table, chair, and floor, and teach students the phrases “on the table”, “on the chair”, and “on the floor”. Call on individual students to repeat the phrases you demonstrate.

Place the keys in different locations around the room and teach students phrases such as “next to Safiya”, “next to Isabel”, or “next to Ahmed”. Then teach students to link the two parts together:

Teacher: “Where are the keys?”  
Students: “On the floor, next to Safiya.”  
Teacher: “Where are the keys?”  
Students: “On the table, next to Ahmed.”

Repeat the activity and call on specific students to answer the question individually instead of as a group.

#### 4.2 Speak Slow, Medium, and Fast

Teach students that “next to” is about the same as the word “by” that they learned yesterday. Have students repeat the following sentences after you at slow, medium, and fast speeds:

Over there, by the door.  
Over there, next to the door.  
On the table, by Safiya.  
On the table, next to Safiya.  
Over there, by Mohamed.  
Over there, next to Mohamed.

#### 4.3 Look, Remember, Write

Write “next to” on the board. Review the sound that each letter makes and model sounding out the word. Choose a student to come to the board, tell the student to look carefully at the word and memorize it. Erase the word and have the student write the word in the same place where you erased it. Repeat with several other students.

#### 4.4 Classroom Labels Mix-Up

**You will need:** 6-8 Post-it notes with two digit numbers written on them. Also, before class begins, mix up the classroom label cards that you made for Activity 3.3

Before class begins, mix up the classroom label cards you created for Activity 3.3 in the previous lesson. For example, put the card for “clock” on the door, the card for “door” on the window, etc. Mix up all or most of the cards so they are incorrectly labeling items in the classroom.

To start the activity with students, point to one of the classroom label cards and have the students read the name of the classroom item. Help the students to recognize that the labels are no longer correct. Call on individual students to change the labels until they are back into their correct locations.

Show the students a collection of Post-it notes with numbers. Have the students read the numbers to you. Place the numbers around the room next to the labeled classroom items. Ask students questions and teach them to respond with phrases using “next to”:

Teacher: “Where is number 57?”  
Students: “Over there, next to the door.”  
Teacher: “Where is number 82?”  
Students: “Over there, next to the books.”

### During Reading:

**abc English: Book Two, Page 46**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to circle the word “next to” 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.



# 5. Preposition - under

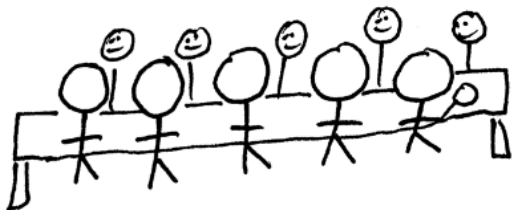
## Before Reading:

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

### 5.1 Over, Under, Over, Under

**You will need:** A ball or other object to pass, a timer, and long narrow tables or a long rope or sheet held up by two students or tied between chairs

Split students into two groups. Have the groups line up on either side of a table or rope facing each other in pairs, like this:



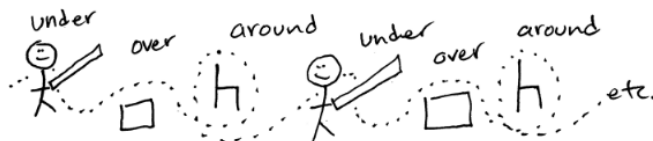
Give the students an object to pass and demonstrate how they should pass the object down the line, over and under the table or rope. Teach the group to say “over” or “under” each time the object is passed.

Have the students move the object all the way down the line and all the way back while repeating “over” and “under”. Repeat the activity again with a timer and see how fast the group can complete the task. Time the students a few more rounds and list the times on the board to see if they get faster.

### 5.2 Obstacle Course

**You will need:** 3 meter sticks, (or use long dowels, broom sticks or wrapping paper tubes), 3 small/medium boxes, 3 chairs

Set up an obstacle course such as this:



Demonstrate moving through the obstacle course and saying the words “under”, “over”, and “around” as you navigate each object. Have the students repeat the words. Move through the obstacles again with the students saying “under”, “over”, and “around” for you. Invite a few students to come walk through the obstacle course and say the words as they go.

### 5.3 YouTube Sesame Street

**You will need:** Computer, internet, and projector

Search on YouTube for the video “Grover over under” to show students an old Sesame Street video clip demonstrating the words over, under, around, and through.

### 5.4 Where is the box?

**You will need:** A collection of objects such as box/table, backpack/chair, folder/book, paper/door, keys/bag

Set up objects in the following manner and have the students repeat these sentences with “under”.

The box is under the table.  
The backpack is under the chair.  
The folder is under the book.  
The paper is under the door.  
The keys are under the bag.

Choose pairs of students to stand and practice asking and answering “where” questions:

Student 1: “Where is the paper?”  
Student 2: “Under the door.”

## During Reading:

**abc English: Book Two, Page 47**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to find and circle “under” 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.

## 6. Left / Right / Up / Down

### Before Reading:

Use one or more of the following activities to introduce direction words:

#### 6.1 Stand Up TPR

Have all students stand. Turn your back to the students so you are facing the same direction they are. Point left, right, up, down, straight, and back and have the students repeat the words after you. Say a direction word and have the students point in the correct direction. Point in different directions silently and have the students supply the words. Repeat several times until the students have learned the direction words.

#### 6.2 Getting a Ride from a Friend

Set up two chairs next to each other to represent the driver seat and passenger seat in a car. Pretend to open the car door, sit down in the driver seat, put on a seat belt, start the car with a key, and drive. Choose a student to stand outside the car. Pretend to roll down the window and ask if he or she wants a ride. After the student sits down and puts on a seat belt, ask the student to give directions such as:

Driver: "Which way?"

Passenger: "Turn right. Go straight. Turn left. No, no, go back! OK, stop."

#### 6.3 Look, Remember, Write

Write all of the six direction words on the board - up, down, left, right, back, straight. Point to each and have the class practice reading and repeating. Choose a student to come to the board, tell the student to look carefully at one of the words and memorize it. Erase the word and have the student write the word in the same place where you erased it. Repeat with other students and the other direction words.

#### 6.4 Slideshow - Grid Game

**You will need:** Projector and Internet connection; Post-it note or magnet

Go to [www.teachabcinglish.com](http://www.teachabcinglish.com), click on Book 2 Activities, and choose Activity 6.4, Grid Game. Use a projector to show the slideshow on the board. Place a Post-it note or a magnet on the grid square marked "START". Have the class read the direction words at the bottom of the grid. Have the class repeat the direction words several times to memorize the pattern. Choose a student to come move the Post-it note the correct number of times in the correct direction. Advance to

the next slide to see if the student followed the directions correctly. Repeat with the remaining slides.

#### 6.5 Classroom Maze

Stand in a corner of the room and ask the students to give you directions to get to another point across the room. Choose a point that will require walking around tables, chairs, or other obstacles. Walk in straight lines and make right angle turns. Purposely keep going if the students don't tell you to stop. Make mistakes sometimes so the students have to correct you:

Teacher: How do I get over there to the computer?

Students: Go straight. Stop. Turn left. Go straight. Stop.

No, no, go back! Turn right. Go straight.

#### 6.6 Slideshow - Restroom Signs

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

Go to [www.teachabcinglish.com](http://www.teachabcinglish.com), click on Book 2 Activities and choose Activity 6.6, Restroom Signs. Show the class the sample restroom signs. Discuss different names used for "restroom", such as bathroom, wash room, men's room, ladies' room, etc. Teach students how to answer the question for the building where your class meets:

A: "Excuse me, where is the restroom?"

B: "Go straight, turn right. It's over there, on the right."

Choose pairs of students to practice asking and answering the question. Use a different word for "restroom" each time.

### During Reading:

**abc English: Book Two, Pages 48 and 49**

- Use a projector to show a large image of the page or have all students open books to the appropriate page.
- Call on students to circle the direction words 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.