

- Time Code**
- 19:59 • Point to letters randomly and ask if they are vowels or consonants.
 - 19:59 • Continue the video.
 - 21:09 • Stop after Isabel has spelled her name for Mr. Tandy.
 - 21:09 • Point out the alphabet chart in the classroom.
 - 21:09 • Students should recognize the difference between the lower and upper case letters.
 - 21:09 • Ask students to repeat the letters with you until you reach the end of the alphabet.
 - 21:09 • Spell your name on the board and ask students to spell it with you.
 - 21:09 • Repeat your name, *My name is Mr./Mrs./Ms...*
 - 21:09 • Repeat the spelling of your name.
 - 21:09 • Ask five or six student volunteers to spell their name.
 - 21:09 • Have the students complete **Unit 1 Worksheet 5**.

Lesson 6: Dictionary

- Students will set aside a section of their binder or notebook to create an English dictionary.
- Students will write the word in English, the translation in their language, and a drawing representing the word. The drawings should demonstrate creativity when possible.
- Have students write the numbers one through ten in their dictionaries. They should write the translation in their native language and then draw the numeral. Model numbers one and two on the board.
- They may include some of the vocabulary taught during the alphabet. It is not necessary to write it all.

Lesson 7: Numbers

- 21:10 • Play the video immediately following the point where Isabel has spelled her name for Mr. Tandy.
- 32:13 • Stop the video every three numbers to review with the class continuing through zero.
- 32:13 • Write the number on the board and call on students to say it, or say a number and have them write it.

- Time Code** • Hold up various items asking the students how many you have in your hand.
- Following the number zero, continue to review all numbers randomly.
 - Dictate a series of numbers and ask for the number that follows.
 - Teach the words *odd* and *even*. Check for understanding by writing or saying a number and asking if it's odd or even.
 - Be sure to focus on *13/30, 14/40, 15/50, 16/60, 17/70, 18/80, and 19/90*, making sure that the students can distinguish the pronunciation differences.
 - Have the students take out a piece of paper.
 - Review the answers as a class.
 - Call out the following numbers, pausing a few seconds between each one: *3, 13, 348, 90, 25, 30, 17*.
 - Review the numbers with the class. Ask students to tell you the answers.

Lesson 8: More numbers

- Have students prepare index cards with numbers written as words. Students can write any number between one and 9,999.
- Collect the cards. Make sure there are no repeated numbers.
- Pass the cards out to the students.
- Have the students silently line up in numerical order.
- Now, have them read off their numbers to make sure they are in the correct order.
- Mix up the cards and repeat the process several times.

Lesson 9: Bingo

- Play a BINGO game with the class.
- Have the students create their own board choosing their numbers. There are five columns and five rows. The columns should be labeled as follows:
 - **B** (1-15), **I** (16-30), **N** (31-45), **G** (46-60), **O** (61-75).
- Play several variations.