

# Get Ready for the 4th Grade

with Eric Cohen Books



**Teacher's Notes**

ECB

# Introduction

*Get Ready for the 4th Grade* is intended as a fast track to decoding based on the reading program in *Jet 1*. It prepares Grade 4 pupils for *Jet 2*, *Click 2* or *Click 3*.

*Get Ready for the 4th Grade* comprises:

- A booklet of the practice pages for Units 1-4 from *Jet 1*. These pages include comprehensive practice for each letter taught.

*Get Ready for the 4th Grade* also provides digital access to the following:

- Teacher's Notes (in this document) presenting a route through *Jet 1* and focusing on the reading program
- *Jet 1* Teacher's Guide for guidance
- *Jet 1* whiteboard software as a presentation tool

*Jet 1* provides a systematic phonics approach to reading, with global teaching of high-frequency sight words. Each letter is introduced separately and focuses on its sound/letter correspondence.

Most of the words taught for decoding can be divided into sound families which are used to practice decoding. The words that do not fit into the sound families are taught globally as sight words.

The combination of the phonics approach to reading with the sight words enables the pupils to deal with the meaningful sentences and reading passages which appear throughout the course.

Many of the songs and chants taught in *Jet 1* are included in this program as they expose the pupils to the lexical items and basic sentence patterns. It is recommended to play the songs as often as possible.

The whiteboard software includes flashcard activities that can be used to teach the new vocabulary needed for the program.

Those pupils who don't have the *Jet 1* Pupil's Book should complete the exercises in their English notebooks.

The teaching of the letters and sounds in *Jet 1* follows a set pattern which is listed below. See the specific notes for each lesson following this general introduction.

1. Sing and write – introducing the letter and sound
2. Listen and write – recognition of letter/sound correspondence
3. I can read – reading of sound families and sight words
4. Learn new sight words
5. Read a story

## Sing and write

- Point to the pictures at the top of the page that introduces the new letter and have the pupils name them.
- Ask what sound all these words start with and explain that the sound is the sound that the letter they are learning begins with.
- Invite the pupils to name other words they know that begin with the same sound.
- Teach the letter song. Play the recording. Invite the pupils to sing along and do the motions.
- Tell the pupils to point to the letter in the alphabet strip at the top of the page.
- Tell the pupils to practice writing the letter in their books on the lines provided or to write in their notebooks.

## Listen and write

- Write the letters that the pupils will hear on the board and tell them to circle the letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of the word they hear.
- If the pupils don't have the *Jet 1* Pupil's Book, have them write the numbers 1–6 in their notebooks in order to complete the activity.
- Point out that they can use the letters they circled as a letter bank.
- Play the recording again and tell the pupils to check their answers.

## I can read

- Ask the pupils to read the words in each group.
- Encourage the pupils to read the colored words at the bottom of the columns.
- Point out that the words in the yellow column also appear in the reading activity on the following page.

## Learn new sight words

- Read the sight word/s out loud for the pupils. Tell them to repeat and review the meaning.
- Explain to the pupils that the LOOK! icon means that they need to take a picture of the word in their mind in order to remember it.
- You may wish to tell the pupils who don't have the *Jet 1 Pupil's Book* to copy the sight words into their notebooks with the translation or matching picture for each word.

## Read a story

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to look for the target sight word/s they have learnt previously, and check that they understand the meanings.
- Play the recording and tell the pupils to follow along.
- Read parts of sentences and have the pupils read the rest of the sentences.
- Have the pupils complete the exercise that accompanies or follows the reading where appropriate.

Additional guidance is provided in the *Jet 1 Teacher's Guide*. Please call ECB at 09-7478000 or your pedagogical advisor for assistance.



## Lesson 1

- Introduce the four characters – *Jet, Nat, Ann, Bob* – on page 7 of the digital version. Play the recording of exercise 1 on page 8. (The listening script appears on page 8 of the Teacher's Guide.)
- Teach the chant in the Chit Chat section of page 12 of the Teacher's Guide.
- Use the digital flashcards to teach the new words *boy, girl, cat, dog, Look*.
- Teach the chant *What Is It?* on page 9. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the cognates in the picture on page 12: *balloon, chips, hamburger, salad, avocado, banana, melon, guitar*. Name each one and have the pupils repeat, stressing pronunciation.

## Lesson 2

- Review the chant in the Chit Chat section of page 12 of the Teacher's Guide.
- Review the names of the characters and the new words from the previous lesson.
- Use the digital flashcards to teach the new words *black, white, red, blue* and the numbers 0-5.
- Teach the songs *Black and White* on page 14 and *Look! Look! Look!* on page 17. (The words appear on the corresponding page of the Teacher's Guide.)

# Unit 1 At Home

## Lesson 1 – Aa

- Review the songs *Black and White* on page 14 and *Look! Look! Look!* on page 17.
- Review the colors and numbers from the previous lesson.
- Use the digital flashcards to teach the new words and phrases *apple, man, woman, green, yellow, orange, I like*.
- Teach the song *Apples for Me and You* on page 27. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter Aa. Follow the lesson plan on pages 28-29 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 176-177 or in the booklet on pages 4-5.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 2 – Bb

- Review the song *Apples for Me and You* on page 27.
- Review the words from the previous lesson.
- Have the pupils count from 0 to 5 loudly and then slowly.
- Have the pupils show you different colored items in the classroom as you name a color.
- Use the digital flashcards to teach the new words and phrases *baby, bag, book, box, big, small, I am*.
- Have the boys / girls repeat after you: *I am a boy / girl*.
- Teach the letter Bb. Follow the lesson plan on pages 32-33 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 178-179 or in the booklet on pages 6-7.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 3 – Nn

- Review the new words from the previous lesson.
- Review the song *Black and White* from page 14.
- Have the boys stand up or sit down as you name them.
- Use the digital flashcards to teach the new words *nose, mouth, notebook, computer, brother, sister, yes, no*, and the numbers *6-10*.
- Have the pupils count bags, books and notebooks.
- Teach the song *One, Two, I See You* on page 20. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter Nn. Follow the lesson plan on pages 36-37 of the Teacher's Guide – exercises 5-9.
- Assign the Practice Pages on pages 180-181 or in the booklet on pages 8-9.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 4 – Dd

- Review the song *One, Two, I See You* from page 20.
- Review the new words from the previous lesson and count from 1 to 10.
- Use the digital flashcards to teach the new words and phrases *desk, dad, duck, sad, bad, help, I don't like*.
- Have the pupils name things they don't like.
- Teach the letter Dd. Follow the lesson plan on pages 40-41 of the Teacher's Guide – exercises 5-9.
- Assign the Practice Pages on pages 182-183 or in the booklet on pages 10-11.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 5 – Gg

- Review the song One, Two, *I See You* from page 20.
- Review the new words from the previous lesson.
- Use the digital flashcards to teach the new words and phrases *grandpa*, *grandma*, *house*, *door*, *gift*, *gray*, *Open the ...*, *Close the ...*.
- Teach the song *Open the Door* on page 43. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter Gg. Follow the lesson plan on pages 44-45 of the Teacher's Guide – exercises 6-9.
- Assign the Practice Pages on pages 184-185 or in the booklet on pages 12-13.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Story Time The Gray Duck

- Teach the story *The Gray Duck* on pages 46-47. Follow the lesson plan on the corresponding pages of the Teacher's Guide.

## Review

- Use the whiteboard software to review the letters and sounds learned in this unit by doing the following activities:

### Page 51, exercise 5

- Review the sounds of the letters *a*, *b*, *n*, *d*, *g*. Have the pupils name the pictures. Tell the pupils to name the sound they hear at the beginning of each of the words. Ask them to say what color the letter is.

### Page 52, exercise 6

- Have the pupils write 1-6 in their notebooks. Say two or three words the pupils have learned and ask them to say the sound they hear at the end of the words. Play the recording and tell the pupils to write the letter they hear at the end of each word.

### Page 52, exercise 7

- Invite different pupils to read the words in each row to the class. Play the recording and have the pupils write numbers 1, 2 or 3 according to which word they heard.

### Page 52, exercise 8

- Invite different pupils to read the words out loud. Ask the pupils to raise their hands if they can read 5 or more of the words, 10 or more, or all the words. Challenge them to read the words quickly and then to see how many words they can read in one minute.

### Page 52, exercise 9

- Read the two words and have the pupils say which word you read first. Have them listen to the recording and say which word they heard first.
- Assign the Practice Pages Review on pages 186-187 or in the booklet on pages 14-15.

## Memory Game

- Have the pupils prepare and play the photocopiable memory game on pages 12-13 of these Teacher's Notes.
- Tell them to cut out the cards and lay them face up on the table. Say a word and have the pupils hold up the appropriate picture. Ask the pupils to name the sound they hear at the beginning of the word and have them find the matching letter. Write the letter on the board. Repeat with all the words.
- Continue with the words and phrases that are translated and ask the pupils to find the matching translation for each word or phrase. Challenge the pupils to complete the matching on their own. Then tell them to turn the cards over so they are face down and see how many pairs they can match.

# Unit 2 Let's Go to School

## Lesson 1 – Ee

- Count from 1 to 10.
- Teach the numbers *11* and *12*.
- Use the digital flashcards to teach the new words *egg, elephant, eraser, bed, school, pencil, table*.
- Teach the song *Green Eggs* on page 57. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the phrase *I have*. Hold up your book and say *I have a book*. Elicit the meaning of *I have*. Repeat with *bag*.
- Teach the letter *Ee*. Follow the lesson plan on pages 58-59 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 188-189 or in the booklet on pages 16-17.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 2 – Tt

- Review the new words and the phrase *I have* from the previous lesson.
- Have the pupils count from 1 to 12.
- Sing the song *Green Eggs* on page 57.
- Use the digital flashcards to teach the new words *teacher, hat, pen, test, pencil case, add, plus*.
- Teach the song *Stand Up, Sit Down* on page 61. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter *Tt*. Follow the lesson plan on pages 62-63 of the Teacher's Guide – exercises 6-9.
- Assign the Practice Pages on pages 190-191 or in the booklet on pages 18-19.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 3 – Ii

- Review the new words from the previous lesson.
- Sing the song *Open the Door* on page 43.
- Point to various items around the room and say *Look at the ...*
- Elicit the meaning of the word *the*.
- Use the digital flashcards to teach the new words *in, on, pupil, picture, chair, ask*.
- Teach the question: *Where's the ... ?* Elicit the answer *It's in ...* or *It's on ...*
- Teach the letter *Ii*. Follow the lesson plan on pages 66-67 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 192-193 or in the booklet on pages 20-21.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 4 – Pp

- Review the new words taught in the previous lesson.
- Use the digital flashcards to teach the new words *play, best, sing, run, rabbit, hen, rest*.
- Sing the song *Green Eggs* on page 57. Elicit the meaning of *I like*.
- Teach the letter *Pp*. Follow the lesson plan on pages 70-71 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 194-195 or in the booklet on pages 22-23.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 5 – Hh

- Review the words from the previous lesson.
- Sing the song *Stand Up, Sit Down* on page 61.
- Use the digital flashcards to teach the new words *hand, happy, good, fast, horse, ball, tall, it has, Stop!*
- Teach the song *We Are Cats* on page 73. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter *Hh*. Follow the lesson plan on pages 74-75 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 196-197 or in the booklet on pages 24-25.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Story Time Biddy Bird

- Teach the story *Biddy Bird* on pages 76-77. Follow the lesson plan on the corresponding pages of the Teacher's Guide.

## Review

- Use the whiteboard software to review the letters and sounds learned in this unit by doing the following activities:

### Page 81, exercise 4

- Review the vowel sounds *a, e, i*. Have the pupils name the pictures at the top of the chart. Ask the pupils to name the vowel sound they hear in the middle of each of the words.

### Page 81, exercise 5

- Write the letters *b, t, p* on the board. Say the word *elephant* and invite a pupil to name and circle the sound they hear at the end of the word. Ask a pupil to name the letter and sound they hear at the beginning of the word. Write the letters *n, d, b* on the board and repeat with the word *green*.

### Page 81, exercise 6

- Invite a pupil to read the words aloud. Elicit the meanings of the words. Play the recording, pausing after each word, and invite a pupil to come to the board and write the correct number for the word.

### Page 81, exercise 7

- Have the pupils write 1-6 in their notebooks. Play the recording and tell the pupils to write the number of syllables they hear in each word.

### Page 82, exercise 8

- Invite different pupils to read the pairs of words to the class. Play the recording and have the pupils write the number 1 or 2 according to which word they hear in each pair.

### Page 82, exercise 9

- Assign the Practice Pages Review on pages 198-199 or in the booklet on pages 26-27.

## Memory Game

- Have the pupils prepare and play the photocopiable memory game on pages 14-15 of these Teacher's Notes.
- Tell them to cut out the cards and lay them face up on the table. Say a word and have the pupils hold up the appropriate picture. Ask the pupils to name the sound they hear at the beginning of the word and have them find the matching letter. Write the letter on the board. Repeat with all the words.
- Continue with the words and phrases that are translated and ask the pupils to find the matching translation for each word or phrase. Challenge the pupils to complete the matching on their own. Then tell them to turn the cards over so they are face down and see how many pairs they can match.

# Unit 3 On the Farm

## Lesson 1 – Ss

- Sing the song *We Are Cats* on page 73.
- Use the digital flashcards to teach the new words *sofa, sun, sunny, he, she, hot, cold, living room, farm*.
- Teach the song *Hot and Cold* on page 87. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter *Ss*. Follow the lesson plan on pages 88-89 of the Teacher's Guide – exercises 6-9.
- Assign the Practice Pages on pages 200-201 or in the booklet on pages 28-29.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 2 – Mm

- Review the words from the previous lesson. Teach the question *How's the weather?* to review the weather words.
- Sing the song *Hot and Cold* on page 87.
- Use the digital flashcards to teach the new words *soft, fun, job, mouse, sheep, tree, friend*.
- Teach the song *The Apple Tree Rap* on page 91. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter *Mm*. Follow the lesson plan on pages 92-93 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 202-203 or in the booklet on pages 30-31.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 3 – Cc

- Review the words from the previous lesson.
- Sing the song *The Apple Tree Rap* on page 91.
- Use the digital flashcards to teach the new words *carrot, cow, leg, brown, come, see*.
- Teach the song *My Friends on the Farm* on page 95. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letter *Cc*. Follow the lesson plan on pages 96-97 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 204-205 or in the booklet on pages 32-33.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 4 – Oo

- Review the new words from the previous lesson.
- Sing the song *Stand Up, Sit Down* on page 61.
- Use the digital flashcards to teach the words: *mad, in, on, lamp, mat, milk, floor, garden, kitchen*.
- Review the question: *Where's the ... ?* Elicit the answer *It's in ...* or *It's on ...*.
- Review the colors.
- Teach the letter *Oo*. Follow the lesson plan on pages 100-101 of the Teacher's Guide – exercises 6-9.
- Assign the Practice Pages on pages 206-207 or in the booklet on pages 34-35.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.



## Lesson 5 – Ll and Jj

- Review the new words from the previous lesson.
- Sing the song *My Friends on the Farm* on page 95.
- Use the digital flashcards to teach the new words and phrases *lunch, juice, cookie, chicken, car, plan, eat, I want ... , please*.
- Teach the chant *Lunch* on page 103. The words appear on the corresponding page of the Teacher's Guide.
- Teach the letters *Ll* and *Jj*. Follow the lesson plan on pages 104-105 of the Teacher's Guide – exercises 6-9.
- Assign the Practice Pages on pages 208-209 or in the booklet on pages 36-37.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Story Time 3 The Big House

- Teach the story *The Big House* on pages 106-107. Follow the lesson plan on the corresponding pages of the Teacher's Guide.

## Review 3

- Use the whiteboard software to review the letters and sounds learned in this unit by doing the following activities:

### Page 111, Exercise 4

- Have the pupils name the pictures and the sound they hear at the end of each word.

### Page 111, Exercise 5

- Tell the pupils to look at number 1 and say if the first or second word is the word *hot*. Play the recording and have the pupils say if they heard the first or second word in each pair.

### Page 111, Exercise 6

- Point to the exercise on the board and have the pupils copy the first pair of words into their notebooks. Have them say which letter changed. Play the recording and tell the pupils to listen to each word and write it under the previous one. Explain that one letter changes each time.
- Have the pupils write the word *can* in their notebooks for the second group of words in the exercise.

### Page 112, Exercise 7

- Invite the pupils to read the words in the exercise and to say their meanings. Then play the recording and invite the pupils to number the words in the order they hear them.

### Page 112, Exercise 8

- Have the pupils look at the pictures and name the items and people's feelings. Help the pupils find the word in each sentence (key word) that gives us a clue of how to match it to the picture.
- Assign the Practice Pages Review on pages 210-211 or in the booklet on pages 38-39.

## Memory Game

- Have the pupils prepare and play the photocopiable memory game on pages 16-17 of these Teacher's Notes.
- Tell them to cut out the cards and lay them face up on the table. Say a word and have the pupils hold up the appropriate picture. Ask the pupils to name the sound they hear at the beginning of the word and have them find the matching letter. Write the letter on the board. Repeat with all the words.
- Continue with the words and phrases that are translated and ask the pupils to find the matching translation for each word or phrase. Challenge the pupils to complete the matching on their own. Then tell them to turn the cards over so they are face down and see how many pairs they can match.

# Unit 4 Happy Birthday

## Lesson 1 – Ff and Yy

- Have the pupils read the sight words and the new words taught in the previous unit.
- Say the chant *Lunch* on page 103.
- Elicit the meaning of the phrase *I want*.
- Use the digital flashcards to teach the new words *fish, family, pet, swim, you, birthday, card*.
- Teach the song *It's My Birthday* on page 117. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letters *Ff* and *Yy*. Follow the lesson plan on pages 118-119 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 212-213 or in the booklet on pages 40-41.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 2 – Rr and Uu

- Review the new words from the previous lesson.
- Sing the song *It's My Birthday* on page 117.
- Use the digital flashcards to teach the new words and phrases *under, umbrella, party, jump, glad, foot, play a game*.
- Teach the song *Come On, Friends!* on page 121. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letters *Rr* and *Uu*. Follow the lesson plan on pages 122-123 of the Teacher's Guide – exercises 5-9.
- Assign the Practice Pages on pages 214-215 or in the booklet on pages 42-43.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 3 – Kk and Ww

- Review the new words from the previous lesson.
- Sing the song *Come On, Friends!* on page 121.
- Use the digital flashcards to teach the new words and phrases *king, kitchen, water, window, eyes, ears, queen, monkey, I can, me*.
- Teach the song *Eyes and Ears* on page 125. (The words appear on the corresponding page of the Teacher's Guide.)
- Review the words *woman, man, boy* and *girl* by naming people around the school. For example: *Tom is a man. Anna is a girl.*
- Teach the letters *Kk* and *Ww*. Follow the lesson plan on pages 126-127 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 216-217 or in the booklet on pages 44-45.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 4 – Zz and Qq

- Review the new words from the previous lesson.
- Sing the song *Eyes and Ears* on page 125.
- Use the digital flashcards to teach the new words *zoo, quiet, candy, cake, my, cookie, cut, top, ice cream, my*.
- Teach the letters *Zz* and *Qq*. Follow the lesson plan on pages 130-131 of the Teacher's Guide – exercises 5-9.
- Assign the Practice Pages on pages 218-219 or in the booklet on pages 46-47.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Lesson 5 – Vv and Xx

- Review the words from the previous lesson.
- Sing the song *Eyes and Ears* on page 125.
- Use the digital flashcards to teach the new words *van, magic, head, kid, long, great, talk*.
- Teach the song *Hocus Pocus* on page 133. (The words appear on the corresponding page of the Teacher's Guide.)
- Teach the letters Vv and Xx. Follow the lesson plan on pages 134-135 of the Teacher's Guide – exercises 6-10.
- Assign the Practice Pages on pages 220-221 or in the booklet on pages 48-49.
- Play a game to practice the new words. See pages xi-xvi of the Teacher's Guide for suggestions.

## Story Time Pinocchio

- Teach the story *Pinocchio* on pages 136-137. Follow the lesson plan on the corresponding pages of the Teacher's Guide.

## Review

- Use the whiteboard software to review the letters and sounds learned in this unit by doing the following activities:

### Page 141, exercise 5

- Write the letter *r* on the board. Say the word *water* and ask the pupils if they think the sound /r/ comes at the beginning, in the middle or at the end of the word. Elicit that it comes at the end and write number 3 next to the letter *r*.
- Have the pupils copy the letters in the exercise into their notebooks. Explain that they will listen to the words in the recording to find out where the sound of the letter listed appears in each word. They need to write number 1 if the sound of the letter they hear is at the beginning of the word, number 2 if the sound is in the middle and number 3 if the sound is at the end of the word. Play the recording and do the first two letters together.

### Page 141, exercise 6

- Have the pupils write 1-6 in their notebooks. Play the recording and tell the pupils to write the number of syllables they hear in each word.

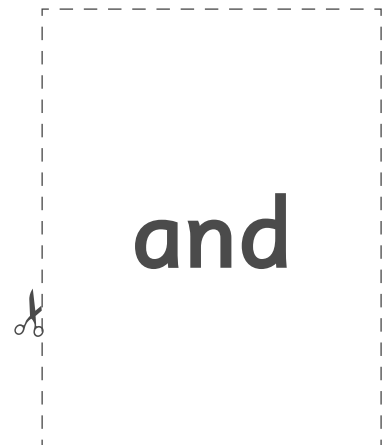
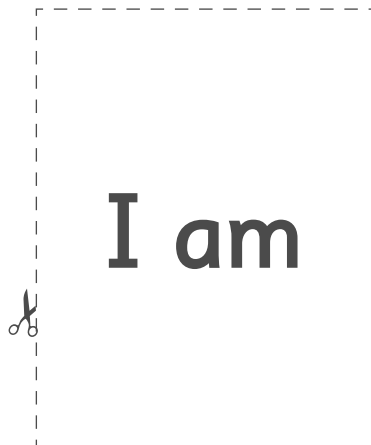
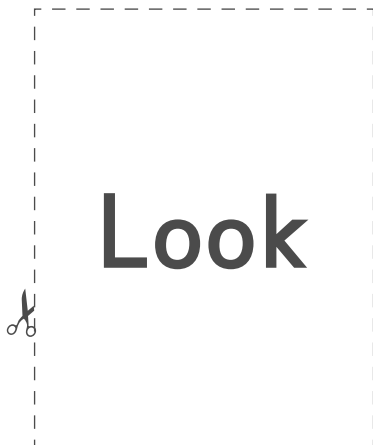
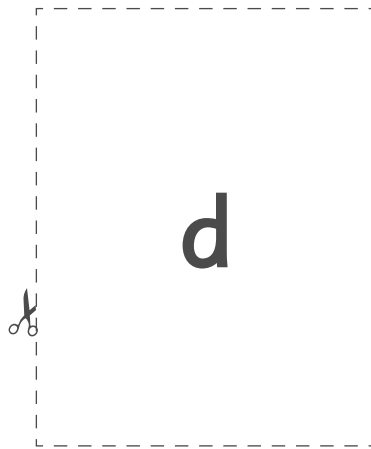
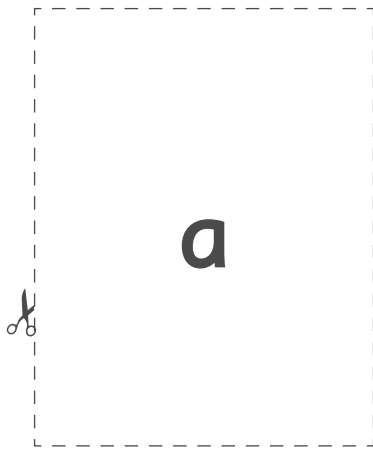
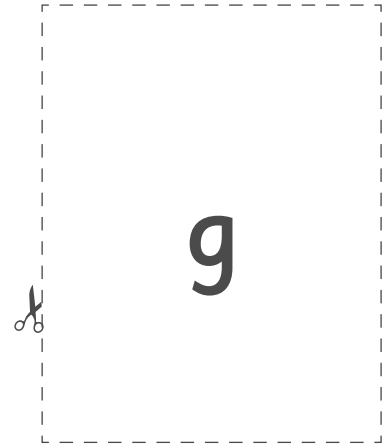
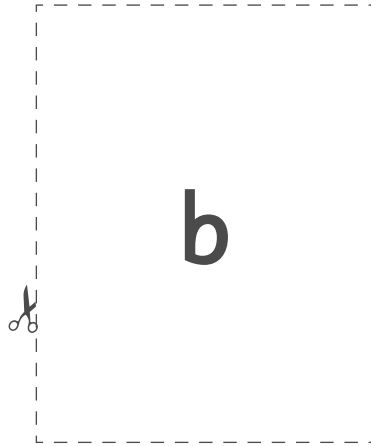
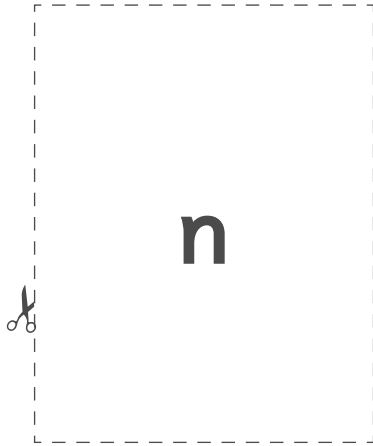
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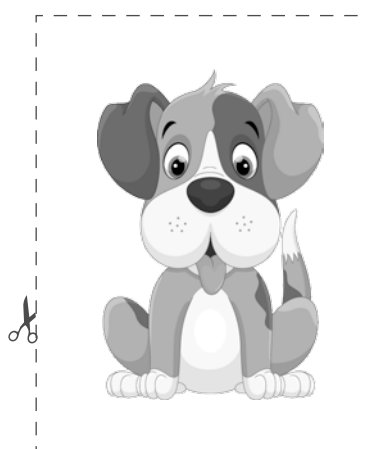
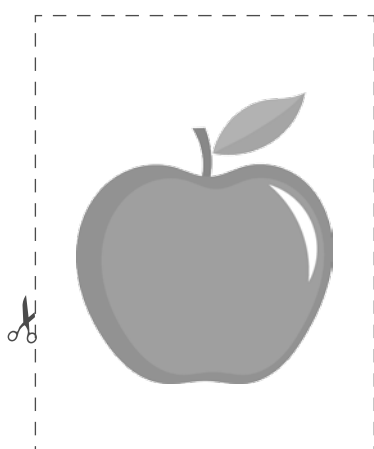
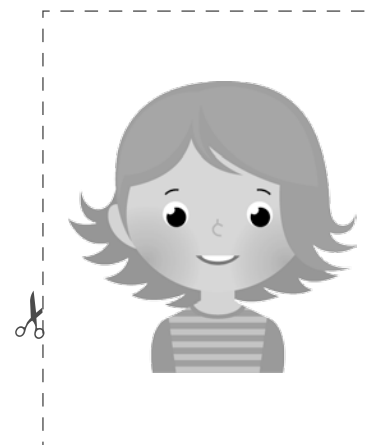
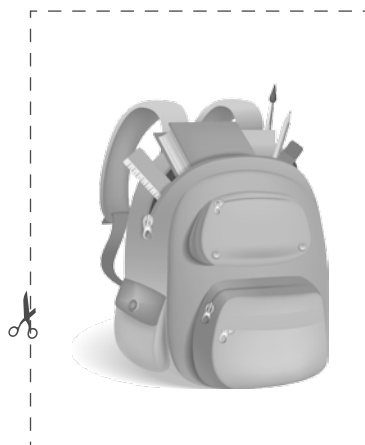
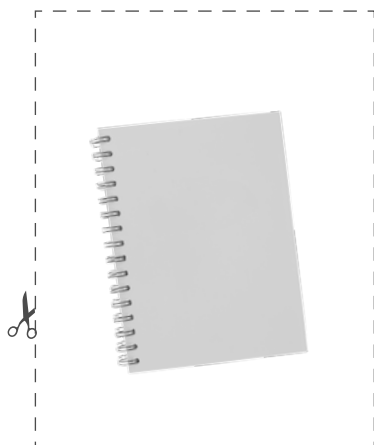
- Invite different pupils to read the pairs of words to the class. Play the recording and have the pupils write the number 1 or 2 according to which word they hear in each pair.
- Assign the Practice Pages Review on pages 222-223 or in the booklet on pages 50-51.

## Memory Game

- Have the pupils prepare and play the photocopiable memory game on pages 18-19 of these Teacher's Notes.
- Tell them to cut out the cards and lay them face up on the table. Say a word and have the pupils hold up the appropriate picture. Ask the pupils to name the sound they hear at the beginning of the word and have them find the matching letter. Write the letter on the board. Repeat with all the words.
- Continue with the words and phrases that are translated and ask the pupils to find the matching translation for each word or phrase. Challenge the pupils to complete the matching on their own. Then tell them to turn the cards over so they are face down and see how many pairs they can match.

## Unit 1 Memory Game





להסתכל  
ينظر

אני ...  
أنا ...

-ו  
-ו

## Unit 2 *Memory Game*

e

t

i

p

h

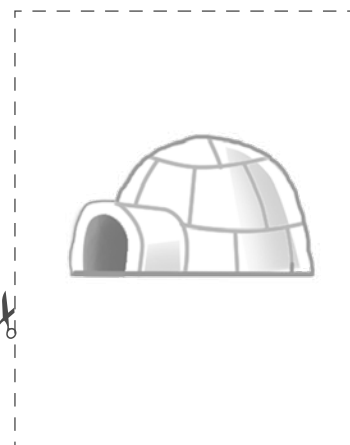
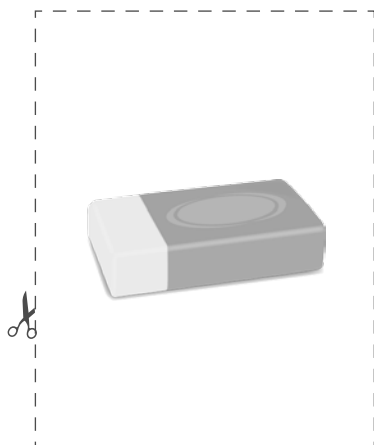
have

the

like

hand

big



יש ל-  
يوجد ل-



ה-  
אל-



לאהוב  
يحب



יד  
يد



גדול  
كبير



## Unit 3 *Memory Game*

**s**

**m**

**c**

**o**

**l**

**j**

**has**

**he**

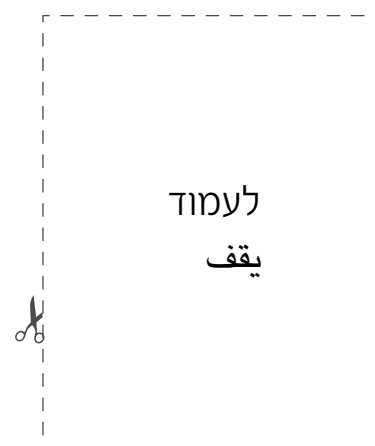
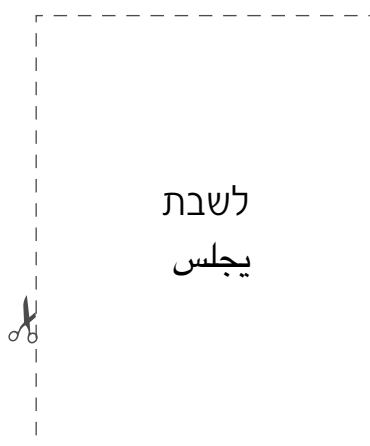
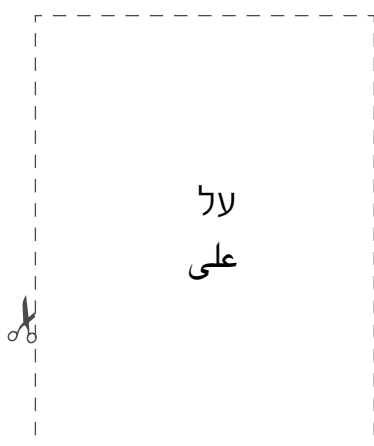
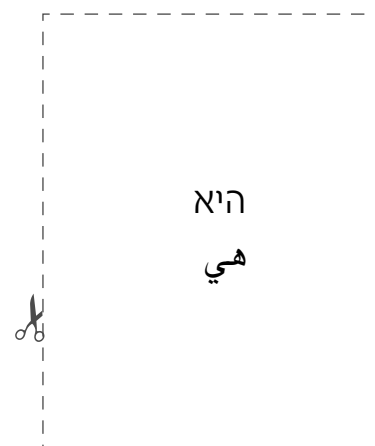
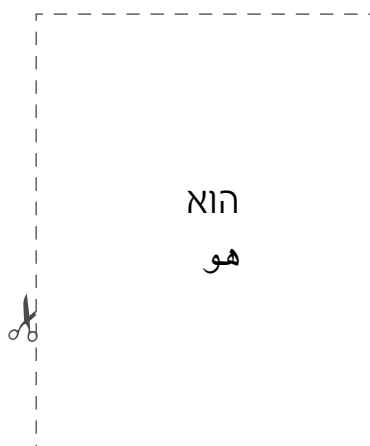
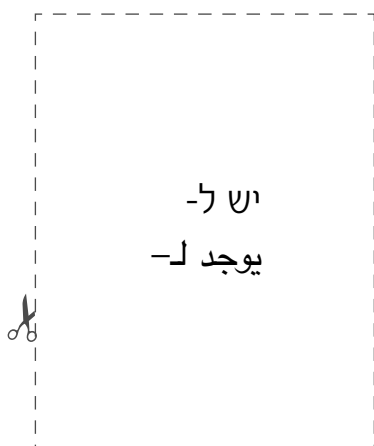
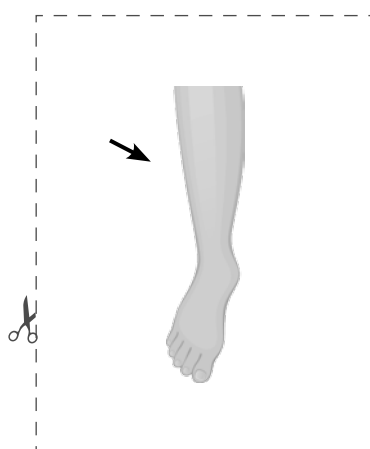
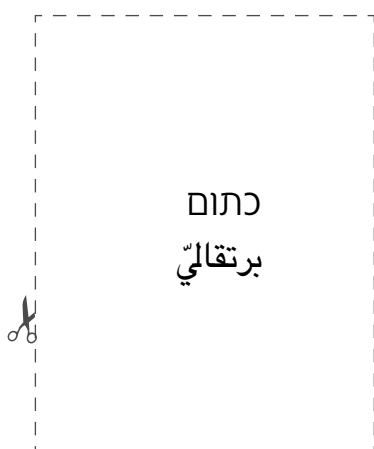
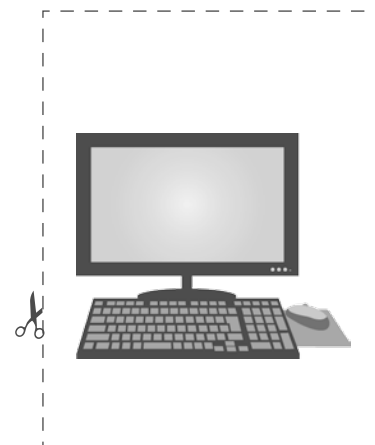
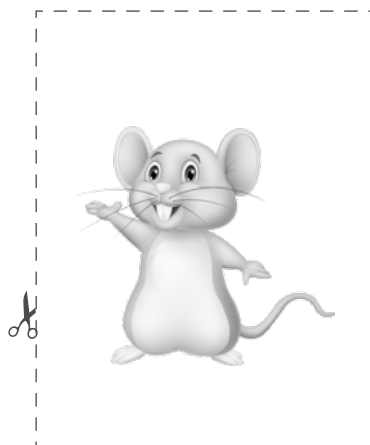
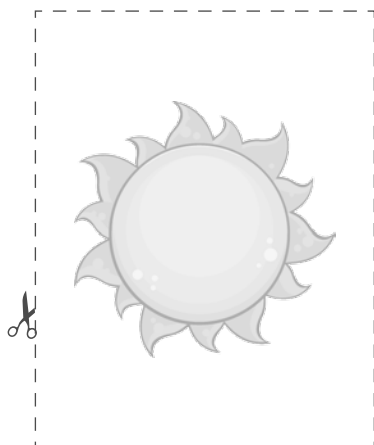
**she**

**on**

**sit**

**stand**





## Unit 4 **Memory Game**

**f**

**y**

**r**

**u**

**k**

**w**

**z**

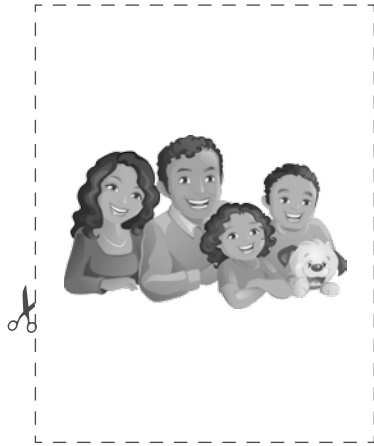
**q**

**v**

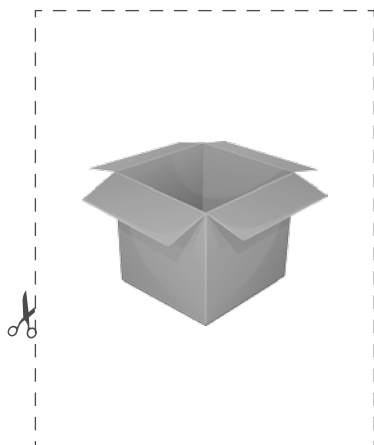
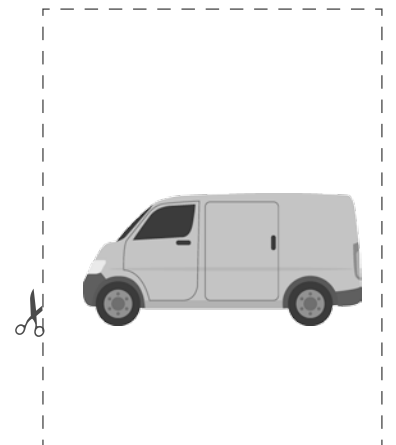
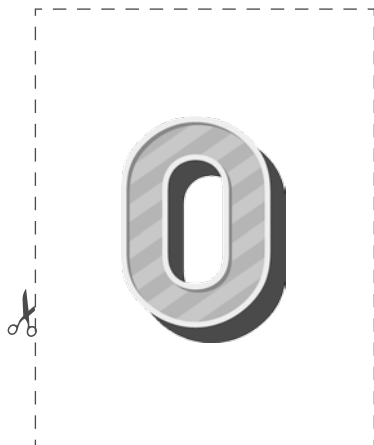
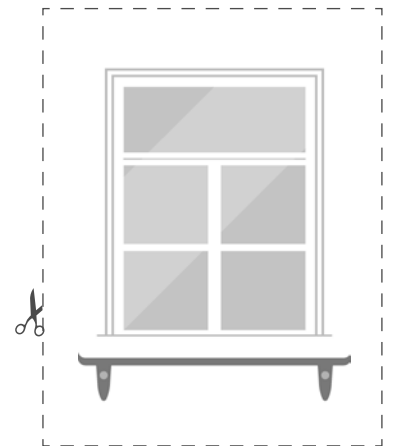
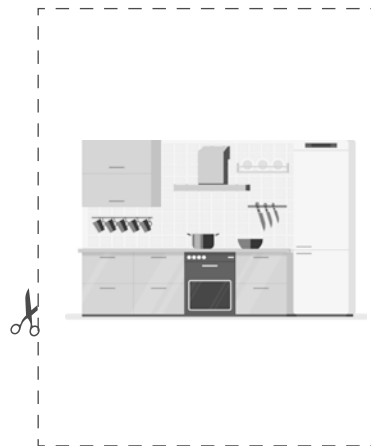
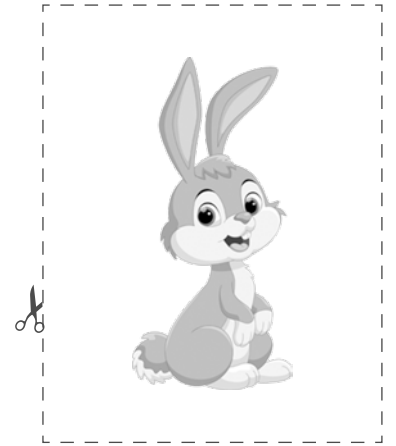
**x**

**boy**

**girl**



צהוב  
أصفر



ילד  
ولد

ילדה  
بنت