



TEACHER'S GUIDE

LESSON 5: WHAT CAN YOU DO?

Video summary: Anna goes outside and shows what she can do.

Functional purpose: Express ability using *can*

Grammar: Modal *can* + infinitive

Letters and sounds: *Jj, Uu, Mm; /ump/*

Numbers: 1-15

Questions: *What can you do?*

Answers: *I can _____. You/he/she/we/they can _____.*

Key words: *jump, read, eat, throw, walk, sing, draw, write, cube*

PREPARE TO WATCH

Get students' attention

- Start to sing, walk, or count to 10, then say:

“I can _____”, using one of those action verbs (sing, walk or count). Write the verb on the board.

- Ask “Who can jump?” and demonstrate. Students can jump and teacher can model “you/he/they/we can jump!” and have students repeat.
- Say and repeat words that rhyme with *jump*: *stump, hump, pump*

Connect to students' experiences

This can be done in native language or English.

- Ask: “What do you do every day?”
- Introduce a few key verbs (*draw, write, sing*) and the question: *Who can _____?* (insert the verb)

Write: *draw, write, sing* on the board. Ask students to say/add other things they can do.

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- Draw a cube on the board and/or bring cube-shaped objects such as dice.
- Tell students in this lesson they learn how to say what they can do.

Guess: What will happen?

- Show students the image below. Ask, “What does Anna have?” If students know it is a kind of puzzle, ask, “Can Anna do the puzzle?”



- Ask: “How about Max? Can Max help Anna with the puzzle?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What does Anna put in Max's box?
- What pages are missing from the book?
- What can the friends do?

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.
- Write a few more action verbs on the board and have students talk about what they can or cannot do. Ask them about what members of their family or other people they know can do.

See How-to Guide for more ways to talk about the video.

ACTIVITIES

1. Sound of /j/, /st/, /h/, -ump

Set up/materials

- Play the video until Anna says, "Hey, let's go take a walk!"

How to

- Write the sounds and words that Anna shows on the board. Have students repeat and copy them in their notebooks.

/j/ + ump = jump

/st/ + ump = stump

/h/ + ump = hump

- Practice sounds /j/, /st/, /h/: choose three words for each sound and have students repeat:

/j/: job, jug, jeep

/st/: stop, step, stick

/h/: hot, hat, hit

Variations

- Ask students to think of other words in this word family - that is, words ending with *-ump*. Possible answers are *bump*, *lump*, *pump*, and *dump*.

2. Writing letters *Jj, Uu, Mm*

Set up/materials

- Write the letters *Jj, Uu, and Mm* on the board, in both uppercase and lowercase.
- Activity sheet for letters *Jj, Uu, and Mm*

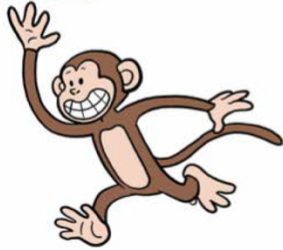
How to

- Say each letter *Jj, Uu, and Mm* as you point at it on the board and have students repeat.
- Point to the letters on the board and say, “Watch the video now for these letters. Raise your hand when you see them in the video.”
- Play the video until the end. Ask, “What does Anna write with the letters *J* and *U*?”
- Write the answer, *jump*, on the board.
- Ask, “What other words can we write with *J* and *U*?” Possible answers include *juice, just, jug, judge, and June*.
- Write *J* and *U* in the air and have students follow with their own hands.
- Say “Big *J*” and write uppercase *J*.
- Say “small *j*” and write lowercase *j*. Note the dot over the lowercase *j* but not over the uppercase *J*.
- Continue with *U* and *u*. Write the letters in uppercase and lowercase on the board and have students practice writing. Use the activity sheet below.

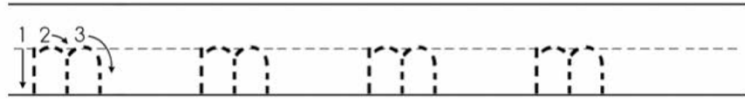
Variations

- Have students write letters on a sand table, or with water and brushes on pavement.
- Ask students why some words start with uppercase letters.

M is for



Monkey



U is for



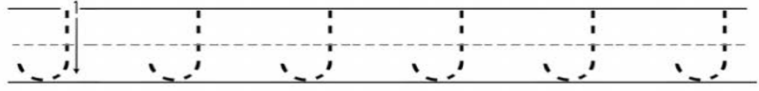
Umbrella



J is for



Jellyfish



3. Numbers 13, 14, 15

Set up/materials

- Write the numbers and numerals *thirteen (13)*, *fourteen (14)* and *fifteen (15)* on the board as you say the words.

How to

- Point out that these numbers are sometimes confused with the numbers *thirty (30)*, *forty (40)* and *fifty (50)*. When pronouncing *13*, *14*, and *15*, a little stress is on the second syllable. Clap your hands to show this and have students repeat while clapping: *thirTEEN*, *fourTEEN*, *fifTEEN*.
- Count objects in the classroom up to 15.
- Ask “How many _____ are there?” and have students answer.

Variations

- Count by twos: *1,3,5,7 . . .* or *2,4,6,8 . . .*
- Count by fives: *5,10,15*
- If there is a clock or stopwatch, have students try to count along with each second.
- Have students practice counting backwards. You can start with small sequences of numbers, such as *3,2,1* and then do longer sequences according to students' abilities: *10,9,8,7 . . .*
- Vary the speed of counting

4. Read and Write

Set up/materials

- Students form pairs or small groups.
- If possible, find or bring objects with cube shapes (dice, boxes, toys—Rubik's Cube if possible)
- *Read and Write* activity sheet

How to

- Find (or bring) examples of cube shapes in your classroom. Show the shape for the first question. Point to the first question on the *Read and Write* activity sheet and read it aloud: "What is it?" Have students repeat the question.
- Ask, "Who knows the answer to this question?" Write *cube* on the board. Explain, "A *cube* is a shape with six equal sides. Each side has a shape, a *square*. Can you find other squares in this room?" See how many examples students can find in the classroom.
- Say, "In the box below this question, trace over the dotted lines to write the word *cube*."
- Continue with the rest of the activity sheet.
- List the words from the activity sheet on the board: *cube, can, do, jump* and *read*. Have students copy them in their notebook with other new words they are learning.
- Ask several students to share their own questions from the activity sheet and write them on the board.

Variations

- Ask students to take turns asking and answering questions by reading the completed words and phrases on their activity sheets. Students can add their own question and help their partner with the answer if needed. Choose two or three pairs to demonstrate their reading for the rest of the class.
- Have students copy the entire text of the *Read and Write* activity sheet into their notebooks.



READ AND WRITE



What is it?

It is a Rubik's .

Write the word.

What can Max do?



He can a Rubik's cube.

Write the word.

What can Anna do?

She can .

Write the word.



What can Maya do?

Maya can .

Write your question and answer here.

5. Listen and Speak

Set up/materials

- Students form pairs or small groups.
- *Listen and Speak* activity sheet

How to

- Show students the *Listen and Speak* activity sheet. In this activity, students will learn to ask and answer using the modal verb, *can*.
- Ask students if they can say the actions shown in the photos.
- Say the actions pictured and ask students to repeat: *eat, throw, draw, walk, write, play, talk, sing, jump*. Use gestures and have students follow you in acting out the words to make sure they understand all the verbs.
- Point out that students need only write out the short answer on the blank line: *eat*, but when speaking, should say a complete sentence: *She can eat*.
- Model the activity with a student. Have the student make a question about one of the pictures. Answer with “They/he/she are/is” and the modal verb *can* with the simple form of the verb, depending on the image.

Variations

- Have students work with one or two other students. They should take turns asking and answering as follows:

Student A: “What can they do?”

Student B: “They can _____.”

- After giving some time for this practice, choose two or three pairs to demonstrate their listening and speaking for the rest of the class.

LISTEN AND SPEAK



Think of a question for each picture.
Ask your partner. Write their answer.

Example: What can they do?
They can read.

READ



Words for these pictures: eat, throw, walk, play, talk, sing, jump, draw, write

LEARN MORE

1. Over and Under

Set up/materials

Books or other classroom materials

How to

- Play to the end of the video. Anna shows how she can jump over a tree stump.
- Point out the preposition *over* following the verb *jump*. Demonstrate by asking students to hold a book over their desk or table. Show it with your own book, saying, “The book is over the table.”
- Have students repeat. Then hold the book under the table, saying, “The book is under the table.”
- Have students talk about other objects in the class which are over another object. Write the words *over* and *under* on the board and have students add them to their notebooks.

Variations

- Have students draw pictures showing objects over and under other objects. Then students can try to say sentences describing their pictures.
- Have students take objects in the classroom and put them over and under other objects and say sentences describing them.

2. Hopscotch

Set up/materials

Drawing on board of hopscotch game (see below)

Chalk for drawing on ground and/or sticks for drawing on ground. Masking or painter's tape if doing activity indoors.

How to

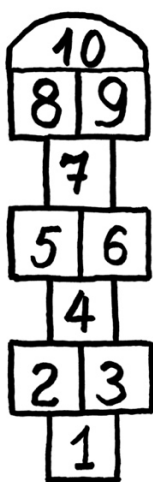
- This active game lets students practice counting from 1 to 10 in English. Draw a hopscotch board like the one below. (Chalk is best for pavement outdoors. Use sticks to draw in hard ground/dirt. If playing inside, use masking or painter's tape.) For large classes, draw several

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boards so that smaller groups can play on each board. Make sure the squares are larger than the size of people's feet.

Explain directions in English, native language, or both:

- Say: "Throw a small stone, twig, beanbag, or other markers into the first square. If it lands on a line, or outside the square, you lose your turn. Pass the marker to the following player and wait for your next turn.
- "Hop on one foot into the first empty square, and then each empty square after that. Say the number aloud as you hop on each square - 'two, three, four. . .'
- "Be sure to skip the square your marker is on and do not say that number.
- "At the pairs (2-3, 5-6, 8-9), hop with both feet. At 10, hop with both feet, turn around, and go back toward the start.
- "When you reach the marked square again, keep standing on one foot and pick up the marker—then complete the course.
- "If you finished without any mistakes, pass the marker to the next player. On your next turn, throw the marker to the next number. For example, if you finished with number 2, throw the marker to number 3 on your next turn.
- "If you fall, jump outside the lines, or miss with the marker, you lose your turn and must repeat the same number on your next turn. Whoever reaches 10 first, wins."



Variations

- For more advanced students you may draw a board with numbers from 10 to 20 or write the number instead of using a numeral. Or, write words in English that you want your students to practice saying aloud instead of numbers.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. How old is she? She is _____(13) years old.
2. What can Ana do? Ana can _____.
3. What can Sarah do? Sarah can _____.
4. Ana jumps _____ a stump.
5. Max can do a Rubik's _____.

Answer key:

1. thirteen
2. draw
3. sing
4. over
5. cube

2. Questions and Answers with *can*

- Give students practice answering questions with *can*:
- Ask, "Who can count to 15?" "Who can spell *jump*?"
- Teach the reply: "I can!"
- Expand with pronouns: *She can, he can, they can* (and so on), using different students and groups of students to show how to use the pronouns.
- The negative, *I can't*, will also occur and needs practice to avoid the error "*I no can* _____."
- End the class by doing something together like singing a song and saying, "We can _____!"



QUIZ

How old is he?

He is years old.

Write the word.

13



What can Ana do?

Ana can .

Write the word.



What can Sarah do?

Sarah can .

Write the word.



Anna jumps

Write the word.

a stump.



Max can do a Rubik's

.

Write the word.

