

A vibrant, cartoon-style illustration of a child's room. At the top, a string of yellow and blue pennant flags hangs across the room. In the center, a wooden desk holds a yellow pencil holder, a blue pencil case, and a pink ball. To the left, a wooden chair with a blue seat and a white cushion stands next to a round pink table with a yellow pencil holder and a blue pencil case. In the foreground, a blue monkey sits on a green stool, and a brown teddy bear sits on a green rug. A window on the right shows a bright yellow sun and green foliage. The floor is brown with a dark brown rug.

# Welcome!

LV1 U4 L1



How are you, Teacher?

I'm great!  
Thanks!



Hi! How are you?



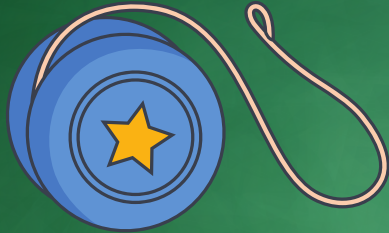
Hello,  
I'm wonderful!



# My Toys



# In this lesson:



yo-yo



action figure



stuffed animal



What do you want? I want a (yo-yo).

What do you have? I have a (yo-yo).





**Hello,  
students!**

**Hi,  
Teacher!**

**Hello,  
Teacher!**




It's play  
time!

Yay!

Woohoo!

Read, and have  
the student repeat  
after you.

A colorful illustration of a classroom. On the left, a female teacher with short brown hair, wearing a light blue shirt and a brown skirt, holds a stack of books and a pointer. A large speech bubble next to her contains the text. In the center, a superhero in a blue suit with a red chest and a blue cape stands with one hand on his hip. To the right, a young girl with brown hair, wearing a yellow shirt with a heart and a green skirt, stands with her hands on her hips. Further right, a young boy with brown hair, wearing a light blue shirt with a star and red shorts, stands with his arms raised. The background features a green chalkboard with a globe, a round clock on the wall, and two orange pendant lights. Bookshelves filled with books are visible on both sides.

An action  
figure!  
It's an action  
figure!

Have the student  
repeat the sentences  
and circle the action  
figure.







I want an  
action figure!

I don't  
want it!

Introduce "want" /  
"don't want" with TPR.

Want =   
Don't want = 





You can  
have it!

Yay!  
I have an  
action figure!


Have the student circle the  
action figure. Then,  
demonstrate the word "have"  
by holding something and  
saying:  
"I have a \_\_\_\_."



I love it!



Introduce "like" with TPR.

Like = 



A stuffed  
animal!  
It's a stuffed  
animal!

Have the student  
repeat the sentences  
and circle the stuffed  
animal.





A colorful illustration of a classroom. On the left, a female teacher with short brown hair, wearing a light blue shirt and a brown skirt, holds a stack of books and a pointer. Behind her is a green chalkboard with various white line drawings: a magnifying glass, a beaker, an alarm clock, a pencil holder with pencils, and a pair of scissors. To the right of the chalkboard, a large white speech bubble with a black border contains the text "I want a stuffed animal!". In the center, a brown and white stuffed dog sits on the floor. To the right of the dog, a young girl with brown hair, wearing a yellow shirt with a heart and a teal skirt, stands with her hands clasped. A small red heart is above her head. To the right of the girl, a young boy with dark hair, wearing a teal shirt and red shorts, stands with his arms crossed and a sad expression. A large white speech bubble with a black border above him contains the text "I don't want it!". In the background, there are two wooden bookshelves filled with colorful books and two orange pendant lamps hanging from the ceiling. The entire scene is set against a light blue background.

I want a  
stuffed animal!

I don't  
want it!

Introduce "want" /  
"don't want" with TPR.

Want =   
Don't want = 

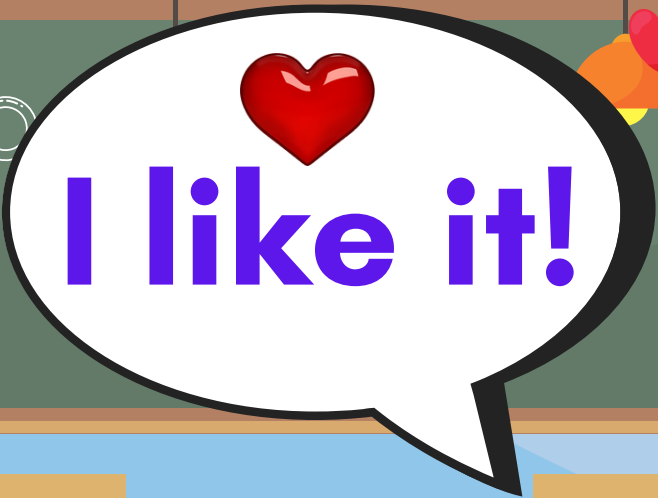


**You can  
have it!**

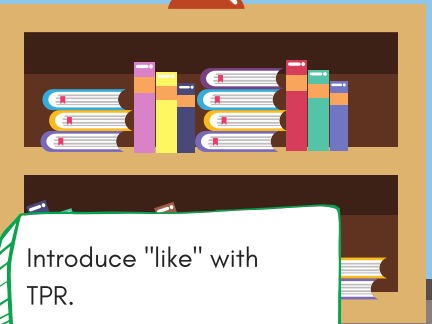
**Yay!  
I have a  
stuffed animal!**

Have the student circle the stuffed animal. Then, demonstrate the word "have" by holding something and saying: "I have a \_\_\_\_."






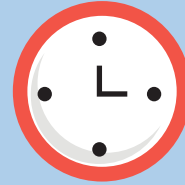
I like it!



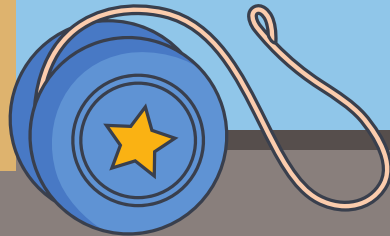
Introduce "like" with TPR.

Like = 

A yo-yo!  
It's a yo-yo!





Have the student repeat the sentences and circle the yo-yo.





Introduce "want" /  
"don't want" with TPR.

Want =   
Don't want = 

I want a  
yo-yo!

I want a  
yo-yo, too!





One for you,  
and one for you!

Thank you!

Thank you!



I have a yo-yo!

I have a yo-yo, too!


Have the student circle the action figure. Then, demonstrate the word "have" by holding something and saying: "I have a \_\_\_\_."



I love it!

I love it, too!



Introduce "like" with TPR.  
Like = 

What do you want?



Have the student circle the toys that they want and say:

"I want a(n) \_\_\_\_."

I want a(n) \_\_\_\_!

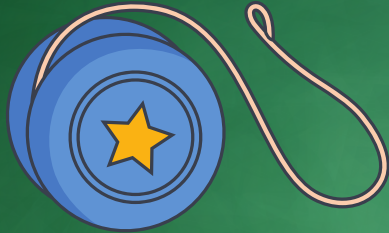




Drag Student Video Here

Have the student show  
a toy they have and  
say:  
"I have a(n) \_\_\_\_."

# Review:



yo-yo



action figure



stuffed animal



What do you want? I want a (yo-yo).

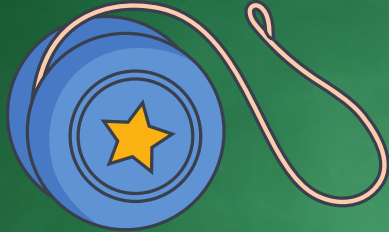
What do you have? I have a (yo-yo).



**Great job!**



# Today you learned:



yo-yo



action figure



stuffed animal



What do you want? I want a (yo-yo).

What do you have? I have a (yo-yo).







# Homework!

- Draw a yo-yo, an action figure, and a stuffed animal.

Make a video, and say what you want and what you have.

Send the video to your teacher.



yo-yo



action figure



stuffed animal



What do you want? I want a (yo-yo).

What do you have? I have a (yo-yo).

