Student Book Let's Begin, pages 10-11

What your child learned in class

Conversation:
- Hi, boys and girls.
- Hello, Miss Jones.
- Good-bye.
- See you later.

Listen and Do Verbs:
- Come here. Turn around.

Home study activity

Sing **Hi, Hello, Good-bye** with your child. Take turns singing both parts. Then sing again using your own names.

Greet your friends in English when you meet them. Ask your child to **Please come here**. and encourage your child to greet your friend, saying **Hello, (Miss Jones)**. Have your child say **Good-bye, (Miss Jones)**. along with you when leaving.

Play a game. Have your child walk towards you as you say, **Come here!** Then say **Turn around**. Your child will turn around and walk back. Try to touch your child before he or she walks away. Then switch roles.

Extra practice

- [ ] Workbook page 10-11
- [ ] Student Audio CD Tracks 13-15

Your child can

- [ ] greet family and friends with **Hello** or **Hi**.
- [ ] sing **Hi, Hello, Good-bye**.

Write a message to your child:
What your child learned in class

Conversation:  
It’s blue.

Colors:  
red, blue, yellow, green, brown

Home study activity

Encourage your child to walk around the house and find balls, cars, yo-yos, or other items of different colors. Point to one of the cars and say *It’s a (car). It’s (red).* Then point to another toy and ask What is it? Encourage your child to answer *It’s a (ball). It’s (blue).*

Extra practice

☐ Workbook pages 12-13  
☐ Student Audio CD Tracks 16-18

Your child can

☐ identify colors using *It’s (red).*  
☐ identify toys.

Write a message to your child:  

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What your child learned in class

**Conversation:**
- What color is it?
  - It's purple.

**More colors:**
- purple, orange, black, pink, white

**Home study activity**

Chant the *What Color Is It?* chant together with your child. Have your child find toys and school things around the house. Ask your child *What color is it?* as you point to each toy or school object. Your child will answer *It's (purple).* Switch roles and have your child point to a different toy or school item and ask you *What color is it?* You can also review the question *What is it?* to practice the names of the toys.

**Extra practice**

- Workbook pages 14-15
- Student Audio CD Tracks 17-18

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**Your child can**

- identify more colors and say *It's purple.*
- ask *What color is it?*
- say the *What Color Is It* chant.

**Write a message to your child:**
What your child learned in class

| Phonics:     | Aa, Bb, Cc, Dd |
| Key Words:   | apple, ant, ball, bird, cat, car, dog, doll |

Home study activity

Have your child practice saying the letters (Aa, Bb, Cc, Dd) and beginning sounds with you. Ask your child to sing *The Alphabet Song* along with the audio. Have your child draw pictures of the phonics words and write the first letter of the word under each picture. Point to each picture and say the words with your child, helping your child to listen carefully to the sound of the first letter. Listen to *The ABCD Chant* and chant it together.

Extra practice

- [ ] Workbook pages 16-17
- [ ] Student Audio CD Tracks 19-22

Your child can
- [ ] sing *The Alphabet Song*.
- [ ] identify the first letters of words.
- [ ] say the *ABCD chant*.

Write a message to your child:
Let's Review

Student Book Let’s Begin, pages 18-19

What your child reviewed in class

Units 1 and 2: Conversations, vocabulary, language

School supplies

Language: I have paper.

Vocabulary: paper, scissors, glue, paint, tape

Home study activity

Have your child draw pictures of all the toys that he or she can remember. Point to each picture and ask What is it? Your child will answer It’s a (car). Switch roles so that your child can ask you the question. Then point to one of the toys and ask What color is it? Your child will answer It’s (blue). Switch roles and have your child ask the question.

Take turns giving a series of commands: Sit down. Stand up. Come here. Turn around.

Have your child walk around your house, find school supplies and put them in a school bag. Encourage your child to take out one item from the bag, show it to you, and say I have (paper). After all the items are out of the bag, have your child line them up in a row and say the items as fast as possible, using the sentence I have (glue).

Extra practice

☐ Workbook pages 18-19

☐ Student Audio CD Tracks 5, 7, 16, 17, 23

My child can

☐ say the words from Units 1 & 2.

☐ ask What is it? and What color is it?

☐ say I have (paper).

Write a message to your child:

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Let’s Go 4e Let’s Begin