



Student Book

# Smart UP!



2.1

A\* List



# Title Song



It's time to start Smart Up! Smart Up! (x2)  
Everybody. Wake up! Wake up! Wake up!  
Everybody. Move up! Move up! Move up!  
Everybody. Heads up! Heads up! Heads up!  
It's time to start Smart Up! Smart Up!

Smart Up, Smart Up, shining bright.  
Learning English, day and night.  
S-M-A-R-T U-P. With Smart Up, everything's right.

Everybody. Wake up! Wake up! Wake up!  
Everybody. Move up! Move up! Move up!  
Everybody. Heads up! Heads up! Heads up!  
It's time to start Smart Up! Smart Up! (x2)





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# Scope & Sequence

Welcome Lesson

• Short Vowels

• Numbers

| Lesson 1   | Lesson 2  | Lesson 3  | Lesson 4   |
|--|---|---|--|
| <b>My Room</b>   | <b>Things in the Room</b>   | <b>Story</b><br>(Lessons 1 & 2 Review)  | <b>Phonics</b><br>(-ad -ag -am -an -at)  |
| <p><b>Conversation</b><br/>Hello. May I come in?<br/>Yes. Come in.</p> <p><b>Vocabulary</b><br/>a camera, a watch,<br/>a wallet, a cell phone,<br/>an umbrella</p> <p><b>Grammar</b><br/>This is a camera.<br/>That's an umbrella.</p> | <p><b>Vocabulary</b><br/>bed, pillow, blanket,<br/>lamp, mirror</p> <p><b>Grammar</b><br/>Is this / that a bed?<br/>Yes, it is.<br/>No, it isn't.</p> | <p><b>Conversation</b><br/>Ron, may I come in?<br/>Yes. Come in.</p> <p><b>Vocabulary</b><br/>a camera, a watch,<br/>a wallet, a cell phone,<br/>an umbrella, bed, pillow,<br/>blanket, lamp, mirror</p> <p><b>Grammar</b><br/>Is this a bed?<br/>Yes, it is.<br/>No, it isn't.</p> | <p><b>Phonics</b><br/>-ad, -ag, -am, -an, -at</p> <p><b>Phonics Words</b><br/>sad, bad, bag, rag,<br/>jam, ram, can, pan,<br/>bat, hat</p> |

| Lesson 5   | Lesson 6   | Lesson 7  | Lesson 8  |
|--|--|---|---|
| <b>At the Stationery Store</b>   | <b>Things in the Stationery Store</b>  | <b>Story</b><br>(Lessons 5 & 6 Review)  | <b>Phonics</b><br>(-ad -ag -am -an -at)   |
| <p><b>Conversation</b><br/>Can you help me?<br/>Sure.</p> <p><b>Vocabulary</b><br/>big, small, long, short,<br/>new, old</p> <p><b>Grammar</b><br/>These are big.<br/>Those are big.</p> | <p><b>Vocabulary</b><br/>clean, dirty, thick, thin,<br/>cheap, expensive</p> <p><b>Grammar</b><br/>Are they clean?<br/>Yes, they are.<br/>No, they aren't.</p> | <p><b>Conversation</b><br/>Can you help me?<br/>Sure.</p> <p><b>Vocabulary</b><br/>big, small, long, short, new,<br/>old, clean, dirty, thick, thin,<br/>cheap, expensive</p> <p><b>Grammar</b><br/>Are they clean?<br/>Yes, they are.<br/>No, they aren't.</p> | <p><b>Phonics</b><br/>-ad, -ag, -am, -an, -at</p> <p><b>Phonics Words</b><br/>sad, bad, bag, rag,<br/>jam, ram, can, pan,<br/>bat, hat</p> <p><b>Sight Words</b><br/>eat, and, a, say</p> <p><b>Phonics Story</b><br/>Short Vowel 'a' Story</p> |





| Lesson 9  | Lesson 10  | Lesson 11   | Lesson 12  |
|---|--|---|--|
| <b>At the Grocery Store</b>   | <b>Fruit &amp; Vegetables</b>  | <b>Story</b><br>(Lessons 9 & 10 Review)   | <b>Phonics</b><br>(-ed -en -et -eg -em)  |
| <p><b>Conversation</b><br/>Hey, Ron! Here you are.<br/>Oh! Thank you.</p> <p><b>Vocabulary</b><br/>a banana, an apple,<br/>a peach, a watermelon,<br/>an orange</p> <p><b>Grammar</b><br/>There is a banana.<br/>There is an apple.</p> | <p><b>Vocabulary</b><br/>a potato, an onion,<br/>a carrot, a pumpkin,<br/>a tomato</p> <p><b>Grammar</b><br/>Is there a potato?<br/>Yes, there is.<br/>No, there isn't.<br/>Is there an onion?<br/>Yes, there is.<br/>No, there isn't.</p> | <p><b>Conversation</b><br/>Here you are.<br/>Thank you.</p> <p><b>Vocabulary</b><br/>a banana, an apple,<br/>a peach, a watermelon,<br/>an orange, a potato,<br/>an onion, a carrot,<br/>a pumpkin, a tomato</p> <p><b>Grammar</b><br/>Is there an onion?<br/>Yes, there is.<br/>No, there isn't.</p> | <p><b>Phonics</b><br/>-ed, -en, -et, -eg, -em</p> <p><b>Phonics Words</b><br/>red, bed, hen, pen,<br/>jet, vet, leg, keg,<br/>gem, hem</p>  |

| Lesson 13   | Lesson 14   | Lesson 15   | Lesson 16  |
|---|---|---|--|
| <b>At the Park</b>  | <b>Nature</b>   | <b>Story</b><br>(Lessons 13 & 14 Review)  | <b>Phonics</b><br>(-ed -en -et -eg -em)  |
| <p><b>Conversation</b><br/>Bye-bye!<br/>See you tomorrow!</p> <p><b>Vocabulary</b><br/>a tree, trees,<br/>a cloud, clouds,<br/>a flower, flowers,<br/>a rock, rocks</p> <p><b>Grammar</b><br/>There is a tree.<br/>There are trees.</p> | <p><b>Vocabulary</b><br/>a bee, bees,<br/>a butterfly, butterflies,<br/>a worm, worms,<br/>an ant, ants</p> <p><b>Grammar</b><br/>Are there bees?<br/>Yes, there are.<br/>No, there aren't.</p> | <p><b>Conversation</b><br/>Bye-bye!<br/>See you tomorrow!</p> <p><b>Vocabulary</b><br/>a tree, trees, a cloud,<br/>clouds, a flower, flowers,<br/>a rock, rocks, a bee, bees,<br/>a butterfly, butterflies,<br/>a worm, worms, an ant,<br/>ants</p> <p><b>Grammar</b><br/>Are there clouds?<br/>Yes, there are.<br/>No, there aren't.</p> | <p><b>Phonics</b><br/>-ed, -en, -et, -eg, -em</p> <p><b>Phonics Words</b><br/>red, bed, hen, pen,<br/>jet, vet, leg, keg,<br/>gem, hem</p> <p><b>Sight Words</b><br/>is, see, this, it's, what's</p> <p><b>Phonics Story</b><br/>Short Vowel 'e' Story</p> |



# About

Lesson 1 | Lesson 5 | Lesson 9 | Lesson 13

## A. Listen and say.

features the conversation in texts and audio, with aids to help learners understand the meaning.



## B. Say and act.

offers a chance to model, practice, and personalize the conversation.



## C. Trace and say.

provides an opportunity to write the conversation by personalizing responses.



## D. Sing and stick.

provides an easy-to-sing-along song with a sticker activity that corresponds to the audio.



## E. Listen, say, and trace.

provides an opportunity to write topic-based words with illustrations and audio aids.



## F. Learn the expressions.

### Point and say.

presents new sentence patterns and lets learners practice them with the words they've learned.



## G. Stick and say.

presents a sticker activity to practice the target language.



## H. Chant.

reinforces the pronunciation, intonation, and use of the words and grammar patterns with a dynamic tune.



Lesson 2 | Lesson 6 | Lesson 10 | Lesson 14

## A. Listen, say, and trace.

provides an opportunity to write topic-based words with illustrations and audio aids.



## B. Look, listen, and repeat.

presents new sentence patterns and lets learners practice them with the words they've learned.



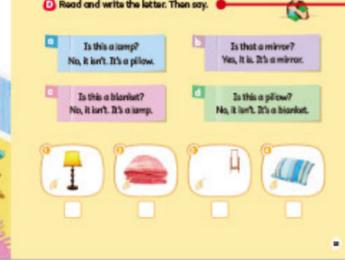
## C. Sing.

provides an easy-to-sing-along song that corresponds to the audio.



## D. Read and write the letter. Then say.

provides an activity that engages learners in practicing and reviewing the target words and sentence patterns.



## Spin a clip. Then ask and answer.

provides an activity that engages learners in practicing and reviewing the target words and sentence patterns of the lesson.





Lesson 3 | Lesson 7 | Lesson 11 | Lesson 15

**A. Listen and repeat.**

features a fun-to-read story in comics that corresponds to the audio.

**B. Find the picture above and say.**

presents an activity to check the story.

**E. Listen, write, and say.**

presents an activity to check the target conversation.

**F. Read and trace.**

provides writing target sentences.

**3 Story** Lesson 1 & 2 Review

**A Listen and repeat.**

Run, may I come in?  
Yes, Come in.  
Is that your bag?  
Yes, it is.  
Is this a camera?  
No, it isn't. It's a cellphone.  
What is this a lamp?  
Yes, it is!

**C Read and stick.**

Yes, Come in.  
Yes, it is.  
Is this a camera?  
What is this a lamp?  
Yes, it is!

**D Do it together.**

Run, may I come in?  
Yes, Come in.

**C. Read and stick.**

provides a chance to check the comprehension of the story with a sticker activity.

**D. Do it together.**

provides learners with an opportunity to communicate with classmates through a role-playing activity.

**3**

**E Listen, write, and say.**

May I come in?  
No, it isn't. Yes, Come in.

**F Read and trace.**

This is a camera.  
That's an umbrella.  
That's a watch.

**G Listen and choose.**

**H Listen and check.**

**I Read and trace.**

Is this a bed?  
Yes, it is.  
No, it isn't.

**G. Listen and choose.**

provides extensive review of words and sentence patterns.

**I. Read and trace.**

provides writing target questions and answers.

Lesson 4 | Lesson 8 | Lesson 12 | Lesson 16

**A. Listen and repeat.**

provides word-family words with illustrations and audio aids.

**B. Listen and circle.**

provides an activity that engages learners in practicing activity to listen to and distinguish word-family words.

**C. Chant.**

enhances phonemic awareness, improves pronunciation skills, and makes learning enjoyable.

**4 Phonics** -ad -ag -an -at

**A Listen and repeat.**

-ad: sad, bad  
-ag: bag, rag  
-am: jam, ram

**B Listen and circle.**

-an: can, pan  
-at: bat, hat

**C Listen and check.**

-an -am -ad -ag  
-at -an -ag -am

**D Look and check. Then write.**

**E Look and match. Then read.**

**D. Look and check. Then write.**

**E. Look and match. Then read.**

reviews word-family words learned in the previous lesson through activities, including writing practice.

**A. Listen, trace, and read.**

provides writing word-family words.

**B. Sight Words Listen and repeat. Then write and circle.**

provides writing sight words including writing practice.

**8 Phonics** -ad -ag -an -at

**A Look, trace, and read.**

**B Sight Words Listen and repeat. Then write and circle.**

eat, and, a, say

**C Listen and read. Then circle the short vowel 'a' words.**

eat, and, a, say

**D Listen and read. Then circle the short vowel 'a' words.**

Dan eats jam and ram.  
Dan eats a bag and a rag.

Dan eats a bat and a hat.  
Dan eats a can and a pan.  
"Yummy!" says Dan.

**C. Listen and read. Then circle the short vowel 'a' words.**

features a fun-to-read phonics story with previously learned words, interesting illustrations, and an activity that reviews word-family words.