



Student Book

# Smart UP!



2.2

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

• Long Vowels

• Actions

Lesson 1	Lesson 2	Lesson 3	Lesson 4
At the Clothing Store	Clothing	Story (Lessons 1 & 2 Review)	Phonics (-ig -in -ip -id -it)
<p><b>Conversation</b> What's your favorite color? It's red. Me, too!</p> <p><b>Vocabulary</b> a T-shirt, a skirt, a sweater, a coat, pants</p> <p><b>Grammar</b> I want a T-shirt. I don't want a T-shirt.</p>	<p><b>Vocabulary</b> a hat, a dress, a belt, shorts, shoes</p> <p><b>Grammar</b> What do you want? I want a hat.</p>	<p><b>Conversation</b> What's your favorite color? It's pink.</p> <p><b>Vocabulary</b> a T-shirt, a skirt, a sweater, a coat, pants, a hat, a dress, a belt, shorts, shoes</p> <p><b>Grammar</b> What do you want? I want shoes.</p>	<p><b>Phonics</b> -ig, -in, -ip, -id, -it</p> <p><b>Phonics Words</b> big, wig, bin, pin, lip, hip, lid, kid, hit, sit</p>

Lesson 5	Lesson 6	Lesson 7	Lesson 8
At the Playground	Things in the Playground	Story (Lessons 5 & 6 Review)	Phonics (-ig -in -ip -id -it)
<p><b>Conversation</b> It's your turn. Thank you. You're welcome.</p> <p><b>Vocabulary</b> swing, slide, seesaw, sandbox, monkey bars</p> <p><b>Grammar</b> It's on the swing. It's under the swing. It's behind the swing.</p>	<p><b>Vocabulary</b> bench, fence, soccer net, trash can, fountain</p> <p><b>Grammar</b> Where's the ball? It's on the bench. It's under the bench. It's behind the bench.</p>	<p><b>Conversation</b> Now, it's your turn, Tyler. Thank you.</p> <p><b>Vocabulary</b> swing, slide, seesaw, sandbox, monkey bars, bench, fence, soccer net, trash can, fountain</p> <p><b>Grammar</b> Where's the ball? It's under the bench.</p>	<p><b>Phonics</b> -ig, -in, -ip, -id, -it</p> <p><b>Phonics Words</b> big, wig, bin, pin, lip, hip, lid, kid, hit, sit</p> <p><b>Sight Words</b> hey, have, you, the, enjoy</p> <p><b>Phonics Story</b> Short Vowel 'i' Story</p>





Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>My House</b>	<b>Rooms in the House</b>	<b>Story</b> (Lessons 9 & 10 Review)	<b>Phonics</b> (-og -op -ot -ug -ut -ub)
<p><b>Conversation</b> Watch out! Pardon me? You should be careful! Okay!</p> <p><b>Vocabulary</b> bedroom, bathroom, living room, kitchen, dining room</p> <p><b>Grammar</b> I'm in the bedroom. He's in the bedroom. She's in the bedroom.</p>	<p><b>Vocabulary</b> garden, garage, attic, basement, hall</p> <p><b>Grammar</b> Where are you? I'm in the garden. Where is he / she? He's / She's in the garden.</p>	<p><b>Conversation</b> Watch out! You should be careful!</p> <p><b>Vocabulary</b> bedroom, bathroom, living room, kitchen, dining room, garden, garage, attic, basement, hall</p> <p><b>Grammar</b> Where is she? She's in the basement. She's in the garage.</p>	<p><b>Phonics</b> -og, -op, -ot, -ug, -ut, -ub</p> <p><b>Phonics Words</b> log, jog, hop, mop, pot, dot, jug, hug, nut, cut, cub, rub</p> 

Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>At the Birthday Party</b>	<b>Snacks</b>	<b>Story</b> (Lessons 13 & 14 Review)	<b>Phonics</b> (-og -op -ot -ug -ut -ub)
<p><b>Conversation</b> Tyler! Happy birthday! This is for you. Thank you very much!</p> <p><b>Vocabulary</b> cake, chicken, pizza, ice cream, chocolate</p> <p><b>Grammar</b> He / She likes cake. He / She doesn't like cake.</p>	<p><b>Vocabulary</b> milk, candy, bread, cheese, spaghetti</p> <p><b>Grammar</b> Do you like milk? Yes, I do. No, I don't. Does he / she like milk? Yes, he / she does. No, he / she doesn't.</p>	<p><b>Conversation</b> Happy birthday! This is for you. Thank you very much!</p> <p><b>Vocabulary</b> cake, chicken, pizza, ice cream, chocolate, milk, candy, bread, cheese, spaghetti</p> <p><b>Grammar</b> Does she like chicken? Yes, she does. No, she doesn't.</p>	<p><b>Phonics</b> -og, -op, -ot, -ug, -ut, -ub</p> <p><b>Phonics Words</b> log, jog, hop, mop, pot, dot, jug, hug, nut, cut, cub, rub</p> <p><b>Sight Words</b> let's, run, the, on, who's</p> <p><b>Phonics Story</b> Short Vowel 'o' and 'u' 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.

## 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.

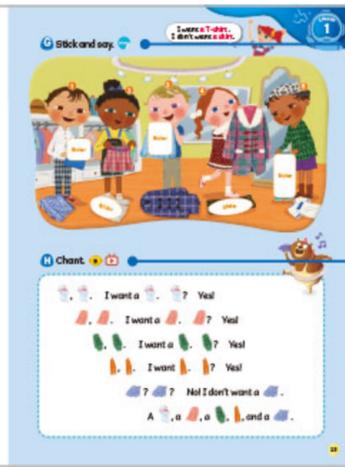


## C. Trace and write. Then say.

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.



## 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.

## Ask. Then follow the lines and answer.

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



## C. Sing.

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

## D. Read and match. Then say.

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





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.

**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.

**G. Listen and check.**

provides extensive review of words and sentence patterns.

**H. Listen and circle.**

**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.

**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.

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

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