RING-TAILED LEMUR

FAST FACTS

Protection status: endangered
Type: mammal
Group name: troop
Average life span in the wild: up to 18 years
Size: head and body, 45 cm (17.75 in.); tail, 55 cm (21.75 in.)
Introduction

Explore Our World, a six-level primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Explore Our World is unique in the way that it brings the real world, with all its beauty and diversity, into the English language classroom.
UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

A goal-setting activity focuses student attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.

Image captions provide useful cultural and geographic information for instructors to discuss with learners.

RESOURCES

**Lesson Planner with Audio CD and Teacher’s Resource CD-ROM**

The Explore Our World Lesson Planner, with Audio CD and Teacher’s Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons:

- a detailed scope and sequence
- explicit instructions for teaching vocabulary, grammar, and songs
- answer keys and audio scripts for activities in the Student Book and Workbook
- support for teaching English in English
- teaching tips for using the Explore Our World Video and the Classroom Presentation Tool
- an Audio CD containing recordings of exercises, activities, and readings in the Student Book

The Teacher’s Resource CD-ROM, provided with the Explore Our World Lesson Planner, supplies additional teaching resources including:

- pacing guides for easy lesson planning
- printable worksheets and templates for in-class games and activities
- Writing worksheets for additional Writing practice
- Project worksheets for optional theme-related closing activities
- customizable Home-School Connection Letters

**Audio CD**

The Explore Our World Audio CD provides audio content that aligns with all Student Book content:

- language presentation and review
- contextualized vocabulary
- original songs
- readings
- games and activities

**VOCABULARY 1**

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.

Mascots model dialogues that help students use target language to communicate.

All target language is recorded on audio CDs to help students with pronunciation and practice.
Yes, it can.

Additional grammar is presented through photographs, illustrations, and activities. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates.

A unit song supports the unit theme. Lyrics incorporate unit target vocabulary and grammar. Each song is easy to learn and remember, and models natural rhythm and intonation.

The Sounds of English activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

Explore Our World Picture Cards including The Sounds of English

The Explore Our World Picture Cards including The Sounds of English provide additional support for vocabulary and English pronunciation and phonics. Picture Cards include:

- full-color, double-sided picture cards for target vocabulary.
- The Sounds of English Cards include individual and contrasted English sounds with related images and spellings.
- All Explore Our World Picture Cards including The Sounds of English are also available online through myNGconnect.
CONTENT READING/VALUE

Real-world content readings develop language through topics such as science, nature, history, art, culture, music, and sports. Infographics show factual information in fun and sometimes surprising ways. Graphic organizers help students collect, organize, and visualize information.

CLASSROOM PRESENTATION TOOL

A Classroom Presentation Tool, provided on DVD, is available for each level of Explore Our World. The Classroom Presentation Tool integrates a variety of teaching resources including video, songs, games, language presentations, and student activities, which can easily be used with a computer or Interactive Whiteboard (IWB). For each unit, the DVD includes the following:

- interactive unit-opening activities that provide the setting for each unit’s theme
- presentation of target vocabulary and grammar - through video and animation
- fun classroom activities that practice what has just been presented
- songs presented in two ways: as a video with a singing host and as a karaoke-style sing-along
- reading activities that support reading selections

EXPLORE OUR WORLD STUDENT ACTIVITIES CD-ROM

Explore Our World student activities, provided on a Student Activities CD-ROM bound with the Student Book or accessed online through myNGconnect, are fun, engaging, game-like activities that reinforce and expand on Student Book content. Each unit has two Vocabulary and Grammar activities, as well as a Reading activity.

RESOURCES

Our World Readers

The Our World series Readers consist of six levels of original stories, classic folktales, myths, and nonfiction selections from around the globe. A graded Reader is available to support the theme and language of each unit in the Student Book. Each Reader includes additional fun facts and activities related to the story and unit theme. All Readers are available as “Story Time” in the Our World series Video or on the Story Time DVDs.

Poster Sets

Eight full-color poster sets bring beautiful photography into the classroom, reinforce the unit theme, and feature National Geographic Explore Our World values.
EXPLORE OUR WORLD WEBSITES
Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at myNGconnect.

EXPLORE OUR WORLD VIDEO
Each Explore Our World Video is 30 minutes of fun-filled, fully integrated content:
• vocabulary and language presentation and review
• original songs
• games
• inspiring, real-world video
• Our World series Readers Story Time
Presented in highly manageable 3- to 5-minute clips, Explore Our World Video can be used before, during, or after instruction to preview, support, and review content. Explore Our World Videos are available on a Video DVD and in the Classroom Presentation Tool DVD.

RESOURCES
Assessment Book with Audio CD
The Explore Our World Assessment Book provides teachers with the tools they need to place their learners within the correct level of Explore Our World, plan their lessons based on what students already know, and assess students’ comprehension of and progress through the content of the Student Book.
Each Assessment Book includes photocopiable Quizzes, Mastery and Final Tests, as well as additional resources, including the following:
• an Explore Our World Placement Test and level Pre-Tests (Diagnostic Tests which help determine students’ language ability)
• Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
• Answer Keys
• an Audio CD, with recorded scripts for all of the quizzes and tests

PROFESSIONAL DEVELOPMENT
To ensure that instructors are able to improve their classroom practice and get the most out of the Explore Our World teaching resources, Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries and series editor for Our World series and Explore Our World, has developed the Our World series Professional Development Program.

Professional Development Video
Using short videos of real classrooms and interviews with teachers from around the world, the Professional Development Video program, available on DVD, provides useful insights and practical advice on the following topics:
• developmentally appropriate activities
• managing classrooms for effective learning
• planning successful lessons
• 21st Century skills

Professional Development Classroom Presentation Tool
The Professional Development Classroom Presentation Tool, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.

Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at myNGconnect.
TEACHING WITH EXPLORE OUR WORLD

Our World Philosophy
The Our World series, including Explore Our World, reflects key concepts and principles of English language teaching and learning.

• Students learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.

• Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students’ development.

• Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.

• Goal-oriented learning contributes to young learners’ success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language-learning goals helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.

• Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks.

• Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st Century skills, and universal cultural values.

• In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students’ depth of learning. Young learners also benefit from peer- and self-assessment.

Explore Our World Content
Global Citizenship
To empower young learners for the 21st century, teachers of English as a foreign language must understand the global importance of English as well as what it means to be a global citizen. It is widely recognized that English is the world’s lingua franca. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy, and global problem solving. Today’s children will grow up communicating in English with people from countries all around the world.

Real-world Content
Explore Our World uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through images and content, young learners explore other people, places, and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will prepare them to actively and successfully participate in the world of the future.

Multicultural Materials
When teaching English as a global language, it’s important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures. It only makes sense to take advantage of their natural curiosity and openness by exposing them to different customs, traditions, and ways of life.

Explore Our World incorporates content from other cultures in every unit. For example, in the Level 6 unit called “Arts Lost and Found,” students learn about different traditions and art forms from other cultures, including storytelling through dance in Laos, cloth weaving in Ghana, and the 2000-year-old Chinese tradition of dragon-boat racing.

Cultural Connections
It’s also important to connect young learners to their home cultures in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. Explore Our World helps young learners appreciate their own cultures and encourages them to keep their cultures strong.

Global Values
Each unit in Explore Our World has a National Geographic Values page that connects to the real-world content presented in the unit. These pages promote universally recognized values for students such as loving your family, being a good sport, and taking care of others. For example, in the Level 2 unit called “Awesome Animals,” the National Geographic Values page teaches students to respect animals.

In upper levels, the National Geographic Values page is titled “Mission,” and it highlights the work and words of a real-life National Geographic explorer. These explorers, including Aparajita Datta and Elizabeth Kapu’uwai Lindsley, are from different parts of the world and contribute to the betterment of our planet.
Learning English through “Real-World” Content

The Our World series, including Explore Our World, takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as art, science, and social studies makes language learning more interesting and engaging. It will also help prepare young learners who may eventually study these subjects in English.

Contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned in other classes. A framework for this type of lesson should include four stages:

• Processing text
  This includes the use of texts that incorporate visual and text-structure markers such as headings and subheadings as well as features such as bold or italic text for emphasis.

• Identification and organization of knowledge
  This includes the use of graphic organizers such as trees, diagrams, timelines, flowcharts, and tables.

• Language identification
  This includes the use of language features that help students to reproduce core content knowledge in their own words including the language of comparison and contrast, cause and effect, and speculation; it also includes features such as collocations, subject-specific vocabulary, and academic vocabulary.

• Tasks for students
  This includes the use of a variety of learner-appropriate tasks, both receptive and productive. Explore Our World uses subject-area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a Reading page that integrates real-world content from various subject areas and teaches academic skills. For example, the Level 2 unit “Fun in Class” focuses on language for the classroom. The vocabulary includes various actions for classroom activities, such as reading, writing, counting, coloring, cutting, drawing, and gluing, as well as classroom objects such as scissors, markers, glue, and notebooks. The reading content, called “Paper Art” describes the art of paper cutting in China and Mexico. This is cultural content that also integrates art and social studies.

21st Century Skills

Today’s students are growing up in an interconnected world. As English language teachers, our job is to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with “the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.” These skills can be categorized in four ways:

• Ways of working
  Students need to be able to communicate clearly and collaborate effectively. Explore Our World helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

• Ways of thinking
  Students also need to think creatively and critically. They need opportunities to learn how to make decisions and solve problems. Explore Our World challenges them to practice both these skills. For example, in Level 5 students learn about preparing for extreme weather and discuss the importance of protecting the oceans. In Level 6, students explore plant behaviors and adaptations, discuss how people in their community can reduce their human footprint, and learn about ancient civilizations.

• Tools for working
  English students today aren’t just learning English. They are preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy. All of these needs are addressed in the Explore Our World Student Books, comprehensive video program, and interactive technology.

• Skills for living in the world
  It’s critically important for students to develop awareness of the skills and qualities that will help them achieve success in their future lives and careers. In Explore Our World, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability, and initiative. They learn about 21st-century professions, such as crisis mapper, and National Geographic Explorers are presented as potential role models.

Living in the world also encompasses the idea of personal and social responsibility. On a personal level, younger Explore Our World students learn about taking care of themselves and other beings. Older students discuss how they as individuals can make changes or adopt new behaviors for the greater good.

On a social level, students explore ways of connecting to their local community such as exploring where they live and participating in local events. As local citizens, older students interact with their community through activities such as planning and executing events to protect the environment, conducting interviews, and creating a local brochure for tourists.

Personal and social responsibility play a large part in students’ preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions, and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviors that are different from their own.

Throughout Explore Our World, young learners are introduced to people, places, and cultures from around the world. At the same time students are learning to recognize cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, Explore Our World prepares students to be curious, engaged, and well-informed citizens of the 21st century.

In Mexico people make paper art, too. People cut pictures of flowers, animals, and people. This girl is making Chinese paper art. She is cutting paper to make a picture of a cat. She is paper in half only seven times. You can fold a regular piece of paper in half only seven times.
National Geographic has the most impressive and highest quality collection of photos and video in the world. These visuals enrich the Explore Our World print, video, and media components. These materials help young learners become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.

Brain-based research shows that between 80 and 90 percent of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall. Explore Our World uses a variety of images of different types to help young learners understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, time lines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

Video and Technology

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In learning language, video can be especially valuable because it can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language, and it makes learning more fun. The videos in Explore Our World are divided into short, manageable clips that present the following:
- vocabulary through amazing photos
- grammar in animated contexts
- songs performed by fun hosts
- video clips that give examples of real-world communication
- stories read by the hosts using images from the Our World series Readers

Explore Our World Video is flexible. For example, lessons can be presented from the Student Book first, and then followed by the corresponding segment in the video to review and check comprehension. Or the video can be used to present the language and then the Student Book can be used to review and practice. Either way, using the video helps contextualize language instruction and engage children in the classroom in fun and meaningful ways.

The Classroom Presentation Tool allows the introduction of many types of content, including video, audio, and interactive activities into the classroom using either an interactive whiteboard or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool.

For example, young learners love games, and the Classroom Presentation Tool includes games that present and practice the Student Book lessons in new and unique ways. These activities allow for teaching and reteaching that will engage the whole class. With these games, students have opportunities to predict, to think critically, to work in teams, to sing along, and to use English in a safe and motivating environment that sets them up for success.

The computer is an excellent resource for English language learning and teaching. Explore Our World Student Activities, online and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform, and motivate students. For example, they will play soccer against meerkats, puffer fish, polar bears, pigeons, mountain goats, and even alligators. They’ll clean up the ocean, feed chameleons, solve puzzles, and explore mysterious mazes, all while practicing and playing with English.

Interactive media provide a richer environment for learning and engage young learners in ways they are used to learning, getting information, and entertaining themselves. More importantly, building students’ media and digital literacy skills helps prepare them to use English in the real world in the 21st century.
Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how they develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate for their students’ abilities.

In general, students are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. Explore Our World keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

• Visual learners
  Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do rather than told what to do. Visual learners respond well to board work and to activities involving photos, drawings, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

• Auditory learners
  These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and song lyrics after one or two listenings. They understand oral directions for activities and often agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and they enjoy discussions, sound tracks, video and computer games, songs, and chants.

• Tactile learners
  As the word tactile indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, flash cards, puzzles, board games, and realia.

• Kinesthetic learners
  These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.

Skills and Strategies

Learning Strategies

Strategies are generally defined as behaviors that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O’Malley, these strategies fall into three categories: metacognitive, cognitive, and social-affective.

• Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

• Cognitive strategies include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

• Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children’s analytical abilities are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students’ part. Ask questions that bring into play the following skills:

• classifying
  What are (two) ways you can group together these words?

• comparing
  How are (dogs) and (wolves) alike?

• contrasting
  How are the (cassowary) and (ostrich) different?

• getting meaning
  What clues in this sentence help with the meaning of the word (ground)?

• inferring
  Looking at these effects, what do you think is the cause?

• predicting
  What will happen when (the volcano erupts)?

• problem solving
  What are some ways we can (conserve water at school)?

• ranking
  How would you list your (favorite sports) from one to five?

• sequencing
  When (planting vegetables), release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.

• using graphic organizers
  How could you use a graphic organizer to map out the ideas in this reading?

• visualizing
  How do you picture (the treasure) in your mind?
Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long road trip that requires a map: The final destination or goal cannot be reached without carefully planning each step along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the trip.

A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Explore Our World uses five steps recognized as standard practice for effective language instruction: Warm-up, Presentation, Practice, Application, and Wrap-up.

- Warm-up
  These activities help English language learners switch from their native language to English, remember material from earlier lessons, and begin class feeling confident about what they know. Warm-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures, or language functions. Warming up students can involve activating students’ prior knowledge of the topic or context as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

- Presentation
  After students are warmed up, it’s time to present the new language. This means teaching new vocabulary words or new grammatical structures through visuals, realia, examples, or the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students gain comprehension of the new language. Use a number of activities that require the four skills (Listening, Speaking, Reading, Writing) to check students’ comprehension. For example, use concept checking to see if students know the word bakery by asking questions such as Can I buy a bike in a bakery? What can I buy in a bakery? Give me an example of a bakery near here. Or have students draw a bakery and write a few lines about what they do and buy in a bakery. The Explore Our World Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

- Practice
  As an important step in the process of learning, practice focuses on students’ first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

- Application
  Applying the new language in a communicative context is a natural step after practice because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage, students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application further develops students’ abilities to use language communicatively. The Explore Our World Student Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

- Wrap-up
  Concluding a lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a review of what was learned in class in a game to check comprehension of vocabulary words, or it might be a song or chant. The wrap-up might be a conclusion to a pair-work activity in which the teacher asks individual students what they learned from their partners. The Explore Our World Lesson Planner provides appropriate wrap-up activities for each class.

Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter what they plan, teachers know they should expect the unexpected as the day’s lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, an equipment failure, or unexpected student behaviors. This includes adjusting instruction based on students’ unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books, and class-produced books. In the Explore Our World Lesson Planner, teachers have different activities to choose from, including extension activity suggestions that are not in the Student Book. In addition, there are many additional activities and games in the Classroom Presentation Tool, the CD-ROM, and the video.
Successful Activities

- Activities have meaning and purpose.
- Activities for young learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynn Cameron (2003) wrote, “Children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.” So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They must be sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- Activities are supported and scaffolded.

Scaffolding is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. Explore Our World sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. Explore Our World teaches language step-by-step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

- Activities are active and hands-on.

Explore Our World materials promote the active and hands-on classroom. Because students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real-world objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- Activities are enjoyable and interesting.

To teach young learners effectively, language classes need to be enjoyable and interesting. The photographs and artwork in Explore Our World will capture students’ attention and interest. The units are full of activities that young learners find fun and engaging such as singing songs, listening to stories, and playing games. There is a song in each unit, as well as games, pair work, and group work that will keep young learners’ interest. In addition, the Video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of students’ learning process. Explore Our World provides plenty of opportunities for meaningful repetition, especially if the video program and/or Classroom Presentation Tool is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners’ ability to understand the new language structures and use them correctly. Recycling means “to use again.” When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song, the grammar activities and games, and the Reader and storytelling activities. Explore Our World also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and rainy. Recycling helps students increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.

Classroom Management

As teachers everywhere know, real learning requires a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task. At the same time, teachers should avoid giving students opportunities to get distracted or out of control. Expectations of proper classroom behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior.

Many aspects of teaching can affect the behavior of students in the classroom.

- Time

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework at the end of class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- Activities and transitions

It is important to have ready all the materials needed for each activity before class so that young learners don’t have time to get restless. Activity directions are another area that can require advance planning. To keep students’ attention, it is a good idea to read all activity directions before class so that there is time to simplify and provide options as necessary.

Moving smoothly from one activity to another requires planning. For the youngest learners, consider clapping a chant (We are done/That was fun/Now let’s do/Another one), visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone’s activities last weekend, a teacher may say We just read what (David) did last weekend; now we’re going to listen to find out what he’s doing next weekend.

- Classroom rules

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they consistently enforce them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as Be quiet when someone is talking, Raise your hand to talk, Be kind to others, Work hard, Share, and Cooperate. Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

- Classroom routines

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them get organized and prepare to learn in English. Common routines include starting the class with a greeting, designating the day’s classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- Classroom atmosphere

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.
The 4 Skills: Listening, Speaking, Reading, and Writing

Explore Our World provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

Listening

Young learners learn about other people and the world around them primarily through oral interaction. In the classroom, they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students’ ability to discriminate sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Songs, chants, and poems are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice with basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (first, next, then, finally), for time frames (verb forms signaling present, past, or future time), and for cause and effect (why, because), among other details.

Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question-and-answer exchanges, whether between teacher and student or between student and student, play an important role in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers in order to show their comprehension) such as What color is your hair? and How many students are in our class? to authentic communication (questions to which the answers are not yet known) such as Do you have any pets? and Did you play soccer today? Other speaking opportunities include games, group discussions, and project presentations. The more relevant the language is to learners’ lives, the more meaningful and memorable it becomes.

In addition to working on the pronunciation of whole words and sentences, it can be very useful to spend time practicing individual sounds, especially those sounds students find particularly difficult. The Sounds of English lessons focus on known words with a target sound in the initial position and eventually include words with the sound in the medial and final positions. Fun Sounds of English activities in every unit provide additional opportunities for students to listen to and practice individual sounds.

Explore Our World provides many different speaking models including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Student Books 4–6 on the pages titled Let’s Talk. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English cards. The Workbook includes different speaking activities as well.

Reading

A unique feature of the Explore Our World series is the use of engaging content from the world-renowned National Geographic archives. Children are naturally curious about the world around them and will enjoy reading about exotic animals, chocolate, flash-eating plants, extreme sports, and other interesting topics. Readings are age-appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

The Lesson Planner includes a variety of before- and after-reading tasks that draw students deeper into texts. Before-reading activities prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include.

During reading, it is useful to train students to ask themselves silent questions such as Who, When, Where, What, and How and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions, but they also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, as well as the use of summaries, and graphic organizers. Additional readings are found in the Workbook.

In addition, eight Our World series Readers accompany each of the six levels. These readers are age-appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and nonfiction.

Writing

Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence stems, and finally to one–three simple sentences. Students draw and then write about their drawings. In Workbook 2, young learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with because, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Workbook 4 through 6, older learners are introduced to the concept of paragraph unity and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more. Students are guided step-by-step in the Workbook for each writing assignment.

A complete model is provided for each writing task in the Workbook, so that learners have clear, meaningful examples of what they are expected to do. Additional writing worksheets are available on the Teacher’s Resource CD-ROM. In Levels 1–3, worksheets expand on Workbook writing content, while in Levels 4–6 students are introduced to Process Writing.
Check T for True and F for False.
The city
1. is very quiet.  T  F
2. has a lot of cars.  T  F

Grammar
Explore Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Vocabulary
Explore Our World helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to concepts they are exploring in their first language such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes, and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, and sports).

Encourage students’ active involvement in vocabulary learning through the use of pictures, flash cards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. When applicable, raise learner awareness of vocabulary strategies, such as paraphrase and circumlocution (“the thing you cut paper with,” for scissors), and familiarize students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations and teach word collocations such as have a noun, have a good time, have breakfast, have a flat tire, have a headache, have a quiz. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (photo, photograph, photographer, photographic, photographically). When appropriate, raise awareness of word formation through prefixes and suffixes.

Assessment
Because of young learners’ age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance-based.

• Tests should mirror learning. The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.

• Tests should contribute to learning on the teacher’s part as well as on the students’ part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

• Tests should include a variety of techniques that correspond to learners’ different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logically-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

• Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content and when the language tested is that used by young learners in class and in their real lives.

• Tests should allow all learners to experience success, while providing both lower-than-average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

• Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

The World series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. Explore Our World provides many opportunities for both formal and informal assessment of different types.

The typical paper-and-pencil test with formats such as multiple-choice, true/false, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular. The Explore Our World assessment program includes various kinds of written tests, placement tests and level pre-tests, eight unit quizzes, three mastery tests, and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customizable to the needs of each teacher’s students.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. Explore Our World therefore provides a wealth of opportunities for informal assessment. These include pair and group work, Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.

Explore Our World
On the Move!
Unit 5
Taksim Square, Istanbul
77669_L3U05_ptg01_hires_050-059.indd   50
02/01/14   11:19 PM

1. is very quiet.  T  F
2. has a lot of cars.  T  F

Listen. Point and say. 
TR: 79
2
Listen and say. 
TR: 78
1

a bike
a ball
a train
Tokyo, Japan

It’s a ball.
Point. Ask and answer. 
TR: 80
3

a truck
What is it?
a car
a top
a kite

Vocabulary
of vocabulary strategies, such as words in
sequences, develop word maps, note
collocations, and build word groups (photo, photograph, photographer, photographic, photographically). When appropriate, raise awareness of word formation through prefixes and suffixes.

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## Explore Our World  Level 2  Scope and Sequence

### Units 1-8

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<th>Vocabulary 2</th>
<th>Grammar 2</th>
<th>Song: The Sounds of English</th>
<th>Reading</th>
<th>Value</th>
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<tr>
<td><strong>1 Animal Friends</strong></td>
<td>• animals • animal actions</td>
<td>• name animals • talk about what animals can do • describe a favorite animal</td>
<td>a cat a chicken a cow a dog a duck a goat a horse a sheep a turtle</td>
<td>Present progressive, third person plural</td>
<td>Present progressive, first person plural</td>
<td>What are you doing? We’re counting crayons.</td>
<td>glue a marker a notebook a paintbrush scissors</td>
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<tr>
<td><strong>2 Fun in Class</strong></td>
<td>• classroom activities • classroom objects</td>
<td>• say what people are doing • say what I use classroom objects • show where things are</td>
<td>coloring counting cutting pasting painting talking</td>
<td>Present progressive, third person plural</td>
<td></td>
<td>Are there / ? There are / There aren’t. Are there any markers on the desk? No, there aren’t. Are there any markers in the closet? Yes, there are.</td>
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<tr>
<td><strong>3 Boots and Bathing Suits</strong></td>
<td>• clothes • weather</td>
<td>• talk about the weather • talk about my clothes • say when it is hot or cold</td>
<td>a bathing suit boots cloudy cold hat a raincoat rainy sunny</td>
<td>What’s a noun? It’s. What’s the weather like? It’s rainy.</td>
<td>a coat jeans shorts sneakers an umbrella</td>
<td>Imperatives</td>
<td>“Hot or Cold?” The Sounds of English: It’s as in grey</td>
<td>Paper Art</td>
<td>Value: Be neat. Caption: Put away your things. Question: Are you neat at school and at home? What do you do?</td>
</tr>
<tr>
<td><strong>4 Fun in the Sun</strong></td>
<td>• outdoor activities • name games and activities • say what I like and don’t like to do outside</td>
<td>fly a kite jump rope play a game play baseball play basketball play soccer ride a bike</td>
<td>Like + infinitive Do you like to play baseball? Yes, I do. It’s fun. Do you like to jump rope? No, I don’t. It’s boring. What do you like to do? I like to play baseball. What do they like to do? They like to swim.</td>
<td>bounce a ball catch a ball play tag play frisbee watch a game</td>
<td>Let’s + verb Let’s throw a ball. OK. What fun! Let’s bounce a ball. No, thanks.</td>
<td></td>
<td>“Outside” The Sounds of English: It’s as in sun</td>
<td>A Big Ball of Fun</td>
<td>Value: Be a good sport. Caption: Play by the rules. Be fair and take turns. Have fun. Question: Are you a good sport?</td>
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<tr>
<td>Unit</td>
<td>Theme</td>
<td>Goals</td>
<td>Vocabulary 1</td>
<td>Grammar 1</td>
<td>Vocabulary 2</td>
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<td>5 Inside Our House</td>
<td>• furniture • household objects</td>
<td>• name furniture • name household objects • say where things are</td>
<td>a bookcase a rug a shower a stove a table a tub</td>
<td>Prepositions above behind in front of between next to under</td>
<td>a door a phone a refrigerator a sink a window</td>
<td>Subject-pronoun agreement with a, they Where is the phone? It's in the kitchen. Where are the lamps? They're in the living room.</td>
<td>Song: &quot;My House&quot; The Sounds of English: let's as in bible</td>
<td>Fun Houses</td>
<td>Value: Help at home. Caption: Help your family. Help with the chores. Question: How can you help at home?</td>
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<tr>
<td>6 Day by Day</td>
<td>• daily routines</td>
<td>• talk about what I do every day • talk about when I do things • name parts of the day</td>
<td>brush my teeth eat breakfast eat lunch eat dinner get dressed get up go to bed go to school play with friends</td>
<td>Telling the time: exact hour What time is it? It's 1:00. When do you get up? At 7:00. When does he go to bed? At 9:00. When does she go to bed? At 11:00.</td>
<td>at night in the afternoon in the evening in the morning</td>
<td>Adverbs of frequency: always every day, never What do you do every day? I always play with my sister.</td>
<td>Song: &quot;Day by Day&quot; The Sounds of English: fly' as in go</td>
<td>A Day in the Space Station</td>
<td>Value: Be on time. Caption: Don't be late. Plan your day. Question: How can you be on time?</td>
</tr>
<tr>
<td>7 How Are You?</td>
<td>• feelings + emotions</td>
<td>• say how people look • talk about how people feel • name parts of the body</td>
<td>angry bored hungry scared surprised thirsty tired</td>
<td>How are you? I'm (= adjective) Describe how a person looks How are you? I'm OK. I'm fine. I'm great. He looks bored. No, he's tired. She looks happy. Yes, it's her birthday.</td>
<td>crying, frowning, laughing, smiling, yawning</td>
<td>Regular and irregular plurals parent/parents person/people children/children</td>
<td>Song: &quot;Emotions&quot; The Sounds of English: last as in tired</td>
<td>Fabulous Faces</td>
<td>Value: Be kind. Caption: Help your friends and family. Be kind to other people. Question: Are you kind? What do you do?</td>
</tr>
<tr>
<td>8 Awesome Animals</td>
<td>• animals + animal abilities • animal characteristics</td>
<td>• identify animals • describe animals • talk about what animals can and can't do</td>
<td>a giraffe a hippo a horse a kangaroo a lion a panda a penguin a swing a tiger a zebra</td>
<td>Express ability with can/can't. Can a giraffe swim? Yes, it can. A penguin can swim. Can a penguin fly? No, they can't. Penguins can't fly.</td>
<td>big teeth colorful feathers a long trunk sharp claws a short tail</td>
<td>Simple present, subject-verb agreement. Does a tiger have sharp claws? Yes, it does. Does a tiger have a trunk? No, it doesn't. Do lions have sharp claws? Yes, they do. Do tigers have trunks? No, they don't.</td>
<td>Song: &quot;Awesome Animals&quot; The Sounds of English: fly' as in zebra</td>
<td>Two Big Birds</td>
<td>Value: Respect animals. Caption: It's important to respect animals. Be kind and gentle. Question: How can we respect animals?</td>
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Week 1

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<tr>
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Week 2

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Review

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<td>Warm Up; Present; Reading: Use the Song; Extend</td>
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Vocabulary

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Grammar 2: Warm Up: Present: Practice: Apply: Wrap Up |

The Sounds of English

<table>
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Reviewers


My Family 1 2 3

1. Have students open their books to pp. 2–3. Say A family. Have students repeat. Draw a person on the board. Say This is (a boy). Draw two more people. Point and say She’s his mom. He’s his dad. Draw two smaller people. Say He has one brother. He has one sister. Point to the group of drawings. Say This is his family. Then play TR: 2. Say Listen. Repeat. Pause the audio for students to repeat each word and sentence.

2. Play TR: 3. Pause after each person is named. Ask Where is he? or Where is she? Have students point in their books. Then have them repeat the name for the person.

3. Pair students. Have them turn to pp. 2–3 in their books. Say Point to a person. Ask “Who’s that?” Your partner answers. Point to Freddy the frog and Polly the parrot at the bottom of p. 3. Role-play the question and answer with a student. Model the activity. Point to the uncle. Ask Who’s that? Call on a student to answer. Allow time for students to ask and answer about each person in the photo.

• Extend Say Draw your family. How many brothers? How many sisters? Give students time to make a drawing. Then, in pairs, have students use the drawings to point and ask. Model with a student. Point to his drawing. Ask Who’s that? Write on the board the sentence frame: It’s my

• Erase the family members on the board, but leave the first drawing of the boy. Give out Picture Cards to several students. Choose one student with a card. Point to the card she’s holding and ask Who’s that? Once the student has answered, tape the Picture Card to the board, and below it write It’s his ________.

• Repeat with each Picture Card. Then give the cards to different students in the class and repeat the activity.

• Erase the family members on the board, but leave the first drawing of the boy. Give out Picture Cards to several students. Choose one student with a card. Point to the card she’s holding and ask Who’s that? Once the student has answered, tape the Picture Card to the board, and below it write It’s his ________.

• Repeat with each Picture Card. Then give the cards to different students in the class and repeat the activity.

Our World in Context
A family is a group of people connected by blood, marriage, or adoption. In some places in the world, living with a nuclear family is common. A nuclear family includes just parent(s) and child(ren). In other places, living with an extended family is common. An extended family can include grandparents and other relatives, such as cousins, aunts, and uncles.
At School

Resources: Workbook p. 2; Audio CD TR: 4–5; Picture Cards 17–179

Be the Expert

Teaching Tip

Encourage students to use polite language. Write on the board phrases such as please and thank you. Model how to use these phrases in the context of the activities that groups or partners are doing.

At School

Say: We’re at school. Have students repeat. Say: We’re in a classroom. We do many different things in our classroom. Let’s look at a picture of another classroom. Direct students’ attention to pp. 4–5. Point to the image and say: The teacher says what to do. Let’s listen. Play TR: 4. Have students point to each activity on the page as the audio plays. Pause the audio after each phrase. Repeat the audio again. Then have students repeat and point again.

Play TR: 5. Pause after each vocabulary phrase. Say: Find the words. Point. Have students point in their books. Then call on two or three students to repeat the phrase individually. Have the class repeat.

Act it out: Put students in small groups. Give out Picture Cards. Each group should have at least one card. Have the group practice acting out and saying the phrase written on the Picture Card.

Call out a phrase, such as Work in a group! The group with that Picture Card stands, does the action, and says the phrase. Have the class copy the action and repeat the phrase.

Repeat for each phrase. Then call out a phrase and have the whole class act it out together. Have students take turns calling out phrases for the class to act out.

At School

Look, listen, and repeat. TR: 4

Listen, point, and say. TR: 5

Work in a group. Say and do. Take turns. TR: 6
Subject Pronouns

- **Build background** Write he, she, and it on the board. Say Let’s learn some words we can use instead of people’s names. Point to a male student in the class. Say He’s a boy. He. Have students repeat. Point to a female student. Say She’s a girl. She. Point to your desk. Say It’s a desk. It.

- Write I, you, and we on the board. Point to yourself and a student, and then to the two of you, as you say I, you, we. Face two students and point to them. Say They. Point to a group of students. Say They. Repeat, and have the class use the appropriate pronoun.

- Have students turn to p. 6 in their books. Then play TR: 6. Pause after the first phrase. Have students repeat. Then say I’m. I am. 1. Point to yourself. Guide students to point to the picture in their books. Repeat for the other phrases.

- Have students read the sentences silently. Then point to item 1. Ask Who is it? (He) Have students write the number 1 below the picture showing He. Point to item 2. Read the sentence aloud. Ask What’s his name? (Jay-jay) Have students write the number 2 below the picture for Jay-jay.

- Read the sentences silently. Then point to item 1. Ask Who is it? (It) Have students write the number 1 below the picture showing It. Point to item 2. Read the sentence aloud. Ask What’s her name? (Joy-joy) Have students write the number 2 below the picture for Joy-joy.

- Read and look. Write the number.

1. He’s in the kitchen. 5. I’m tall.
2. It’s big. 6. They’re my parents.
3. You’re strong. 7. We’re friends.
4. She’s reading. 8. You’re young.

- Listen and say.

This is my teddy bear. His name is Jay-jay. This is your pencil. It’s his bike. Her sandwich looks good. This is our kite. That’s your ball. It’s their puzzle.

- Read and look. Write the number.

1. He’s in the kitchen. 5. I’m tall.
2. It’s big. 6. They’re my parents.
3. You’re strong. 7. We’re friends.
4. She’s reading. 8. You’re young.

- Listen and say.

Read and say, p. 7

This is my teddy bear. His name is Jay-jay.
Is this your pencil? It’s his bike.
Her sandwich looks good.
This is our kite. That’s your ball.
It’s their puzzle.

- Read and look. Write the number.

1. He’s in the kitchen. 5. I’m tall.
2. It’s big. 6. They’re my parents.
3. You’re strong. 7. We’re friends.
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3. You’re strong. 7. We’re friends.
4. She’s reading. 8. You’re young.

- Listen and say, p. 7

This is my teddy bear. His name is Jay-jay. This is your pencil. It’s his bike. Her sandwich looks good. This is our kite. That’s your ball. It’s their puzzle.
In This Unit
Theme: This unit is about animals and things animals do.

Content Objective
Students will:
• identify animals and describe their actions

Language Objectives
Students will:
• name animals
• talk about what animals can do
• describe a favorite animal

Vocabulary
Vocabulary 1 see, climb, swim, fly, crawl

Grammar
Grammar 1 use present progressive (third person plural)
Grammar 2 use want + infinitive (first, second, and third person singular)

Pacing Guides L2U1

Value: Be good to animals.

Related Vocabulary
hug

Unit Opener

Objectives
Students will:
• look at a photo for information
• check accuracy of statements

Academic Language: check

Content Vocabulary: bird, monkey

Resources
Video: Introduction, Classroom Presentation Tool: Unit Opener, Teacher’s Resource CD-ROM: Graphic Organizers (Word web), Home-School Connection Letter: Unit Opener Poster; Picture Cards 146, 149

Materials
photo of dog or cat (optional)

Introduction

• Build background
Say: Today, we’re going to learn about animal friends. Hold up Picture Cards 146 (a cat) and 149 (a dog) and say: These animals are friends. Ask: Do you have an animal friend? Raise your hand. Model raising your hand. Ask: What animal friends do you have?

• Hold up a photo of a dog or draw one on the board. Begin a word web with dog in the center circle. Point to the image of the dog and say: This is a dog. What color is it? Point to its legs. How many legs?

• Direct students’ attention to the photo on pp. 8–9. Say: Look at the photo. Point to each animal and say: This is a bird. This is a monkey. Point to the monkey and ask: What color is the monkey? (brown, pink, green)

• Say: Animals can be our friends. Point to the photo again. Say: Animals can be friends with other animals, too! The monkey and the bird are friends.

• Have students look at the activity on p. 8. Say: Let’s read and then check. Read the first item aloud and ask: What color is the bird? (white, pink, orange) Say: Think about the first sentence. The bird is white. Do you check yes or no? I check yes. Have students work together to complete the next item. Review the answer as a class.

Animal Friends

Look and check.
The bird is white.

The monkey likes the bird.

Level: L2

Macaque monkey and dove. Neilingding Island, China

Be the Expert

About the Photo
This photo shows a baby macaque monkey on Neilingding Island, near Hong Kong in southern China. Show students China on a map.

The monkey is just three months old in the photograph. Soon after it was born, its lost mother, and animal rescue workers took care of it. In the animal-care shelter, the monkey bonded with the bird in the photo. The real event here is not friendship, but imprinting. In the earliest days of its life, an animal learns from its mother or another guide—regardless of whether the guide is its biological mother or even from the same species. This helps explain why it’s possible to domesticate animals.

Teaching Tip
Word webs and other types of brainstorming activities are a good way to activate prior knowledge, introduce new content, and help students use vocabulary. Encourage students to contribute during brainstorming sessions, and give as many students as possible a chance to share their ideas.
Warm Up

- Draw the following KWL chart organizer on a large sheet of paper or poster board.

<table>
<thead>
<tr>
<th>Animal Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
</tr>
</tbody>
</table>

- Ask What animals can you name? If students need prompting, hold up Picture Cards and ask What is it? Post the cards in the Know or Want to Know column.

Present

- Give examples. Say A dog is an animal. A cat is an animal. Point to the animal on p. 11. Say A chicken, A chicken is an animal, too. Ask What color is the chicken? (black, white, red, and orange) Say Tell me more about the chicken. (It has small eyes. It has two legs.)
- Have students look at the photos on pp. 10–11. Point to each photo, say the name of the animal, and a context sentence, such as A dog has four legs. Dogs like to run.
- Encourage students to tell what they know about each animal or describe the photo in the book. Practice the pronunciation of each animal’s name.

Practice 1

- Have students open their books to p. 10. Say It’s time to listen and say. Say Each word and sentence you hear. Model. Say A turtle. The turtle is walking. Have students repeat Play TR: 9.

Practice 2

- Say Now it’s time to listen, point, and say. Play TR: 10 and pause the track after the first word (a dog). Point to the photo of the dog and say a dog. Then play TR: 10 from the beginning for students to point and say. Show a Picture Card and ask What is it? If students have difficulty naming the animal, play TR: 10 again.
- Say Now I point and you say. Point to various photos on pp. 10–11 and have students identify them. Then have pairs of students do the same.

Wrap Up

- Have students form pairs. Say Point to a photo. Ask What is it? Your partner answers. Take turns. Ask about different animals.

Apply 3

- Point to the dialogue on p. 11. Say Let’s read what Freddy the frog and Eddie the elephant are saying. Read aloud the text in the speech bubbles. Ask What does Freddy say? (What is it?) Point to Freddy and ask What’s he doing? (pointing)

Review

- Formative Assessment
  - Can students identify and use words that name animals?
  - Hand out Picture Cards one by one and ask What is it?

- For additional practice, direct students to Activity Worksheet 1.1.

Vocabulary Strategy

Using a Dictionary

Make sure students understand that a dictionary is a list of words and their meanings. The words are in alphabetical, or ABC, order. Provide multiple opportunities for students to use a dictionary and practice finding words. Create lists of words beginning with different letters, name two words, and have students tell which word would come first in a dictionary.
• Preteach Draw two stick figures on the board: a boy and a girl, each wearing a T-shirt, pants, and shoes. Then write the following:

She’s wearing ______. They’re wearing ______.
He’s wearing ______.

• Point to the girl and ask What’s she wearing? (She’s wearing a T-shirt, pants, and shoes.) Point to the boy and ask What’s he wearing? (He’s wearing a T-shirt, pants, and shoes.) Circle both figures, point to them, and ask What are they wearing? Say They’re wearing T-shirts, pants, and shoes. They’re both wearing clothes.

Listen and find. Write. TR: 12

1. They’re running. 2. 3. 4.

Practice 4

• Have students look at the picture on p. 12. Say Let’s talk about this picture. Ask What’s in the tree? (birds) Ask What are the birds doing? Are they running? (No, they aren’t.) Are they singing? (Yes, they are. They’re singing.)

• Write the following on the board:

Are they ______? No, they aren’t. They aren’t ______. Yes, they are. They’re ______.

• Direct students’ attention to Activity 4. Say Let’s listen and find. Hold up your book and point to the four lines at the bottom of the page. Play only the first item on TR: 12. Say What are the horses doing? They’re running. Point to the line for number 1. So I’ll write They’re running. You write it, too. Play the rest of TR: 12 and have students finish the activity. When students are finished, review the answers as a class.

Apply 4

• Form small groups of three or four. Have each group look at another group and tell what the students in that group are and aren’t doing. Have one group run in place. Say They’re running. Provide one example of what they are not doing, such as They’re not sleeping. Give groups enough time to prepare one or two sentences. Have the class repeat each sentence. Write the sentences on the board.

Wrap Up 4

• Say Draw a picture of two animals. Show them doing something. They can be running, walking, or jumping. Give students a few minutes to draw their pictures.

• Have two students walk from one side of the classroom to the other and back again. Point to the question on the board and ask What are the students doing? Model the answer. Point to the sentence on the board and say They’re walking. Underline They’re and say There are two students. So we say They’re.

• Have students open their books to p. 12 and find the yellow grammar box at the top. Read the questions and answers aloud or play TR: 11. Then have half of the class read the questions aloud and have the other half read the answers.

Our World in Context

Horses run fast, but they aren’t the fastest land animals. The fastest racehorse might run 89 kilometers per hour (55 miles per hour) over a quarter-mile distance. Lions and antelopes are just as fast. Lions can run short distances at 80 kilometers (50 miles) per hour. Some kinds of antelope can run 80 kilometers (50 miles) per hour. Cheetahs are even faster. They’re the fastest land animals. They can run 114 kilometers (71 miles) per hour.

Grammar in Depth

They run and they’re running have different meanings. They run in the simple present. The simple present is used to tell about actions in the present such as Simon and Lee run. It’s also used to talk about facts, such as They run fast, or repeated actions, such as They run every morning. They’re running in the present progressive tense.

The present progressive is used to tell about actions happening now. It is also used to tell about actions that may happen over a long period of time, but not at the moment, such as They’re running in all the races this year.

Teaching Tip

It’s important to give all students an opportunity to speak in class. When you ask questions, don’t always call on the most eager student. Call on as many students as possible, so that every student has an opportunity to speak.

Formative Assessment

Can students...

• ask and answer questions about actions?

Draw two sitting cats. Ask What are the cats doing? Then say Ask a question about the cats.
Objective
Students will:
- identify and use action words.

Vocabulary see, climb, swim, fly, crawl

Resources Workbook p. 6; Audio CD TR (1–4); Video: Vocabulary 2; Classroom Presentation Tool; Vocabulary 2; Teacher’s Resource CD-ROM: Graphic Organizers (6-by-6 matrix); Picture Cards 18, 25, 17, 18A–18Z; Teacher’s Resource CD-ROM: Activity Worksheet 1.2

Warm Up
- Activate prior knowledge: Say, "We know some ways animals move. Show the Picture Card for walk. Ask, "What is this?" (walk) Show me walk. Have students act out walking. Show the Picture Card for jump. Ask, "What is this?" (jump) Say, "Show me jump" and have students act out jumping. Show the Picture Card for run. Ask, "What is this?" (run) Have students act out running in place.

Present
- Say, "Let’s learn some more ways animals can move. Have students open their books to p. 13. Point to see. Say, "See." Point to your eyes and say, "I see with my eyes." Point to climb, fly, swim, and crawl. As you point to each, say the word aloud and act it out. Have students repeat the word and action after you.

Practice
- 5 Have students open their books to p. 13. Say, "Listen and say." Say the first word and sentence on the audio: See. The boy sees two birds in the sky. Play TR: 13. Make sure students repeat the words and sentences correctly.
- 6 Form pairs. Say, "Point to each picture. Tell your partner what it shows. Listen as your partner points and tells you." Have students keep the same partners. Say, "Now look, listen, read, and circle." Say, "Let’s do one together." Play number 1 on TR: 14. Say, "Listen. The birds are flying." Point to the photo of the birds in Activity 5. Say, "I look at the picture. I see the birds are flying." Point to item 1 in Activity 7. Say, "I circle yes." The birds are flying. Have partners finish the activity. Play TR: 14.

Apply
- 8 Say, "Let’s do a sticker activity. Have pairs read the model dialogue aloud. Have a student help you demonstrate the steps as you say, "I decide what sticker to use. I say a sentence about what the animal on the sticker is doing. I put the sticker on number one." Point to your student partner. Say, "Then my partner chooses a sticker, and says a sentence that tells what the animal on the sticker is doing. And then she puts the sticker on number two. Have pairs complete the activity." Walk around to monitor correct pronunciation and description of stickers.

Wrap Up
- Play a matching game. Have students match animals to the actions they might perform, and then make sentences using both the name of the animal and the action. Write the following words in two columns on the board, and have students make at least two matches: Column 1: fly, climb, crawl, swim; Column 2: dog, turtle, sheep, duck.

TR: B70

TR: 14

TR: 14

TR: 14

TR: 14

TR: 14

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TR: 14
Objective
Students will:
• ask and answer questions with want.

Grammar
use want + infinitive (first, second, and third person singular)

Academic Language
action word (verb), naming word (noun)

Content Vocabulary
ride

Resources
Workbook pp. 7–8; Audio CD TR: 15–16; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 1.3

Materials
a photo of a person riding a horse; scissors

Warm Up

• Activate prior knowledge
Offer a pencil to a student. Ask Do you want a pencil? Have the student answer in a complete sentence. For example: Yes, I want a pencil. Continue with other objects.

Present

• Write the following on the board:

  want + naming word        want + to + action word

• Point to the phrase on the left. Say We can use want with naming words, such as pencil, I want a pencil. Point to the phrase on the right. Say We can use want with action words, such as eat. Write the word want. Then write to. Then write the action word. As you explain, write and say I want to eat.

Practice 9

• Say. It’s time to listen, read, and write. Point to Activity 9. Play the first item on TR: 16. Model by saying What does Mana say? She says she doesn’t want to ride the goat. She wants to ride the sheep. Point to item 1 in the book and say I read the question. What does Mana want to do? I write read the question on the line. Maria wants to ride the sheep. Play the next item on the track and have students complete it on their own. Then review the answer as a class.

Apply 10

• Ask What do you want to do? Accept any reasonable answers, restating them as (Luc) wants to (eat lunch). Ask Do you want to play a game?

10 Form pairs. Say Now you will play a game. Have students turn to p. 97 and cut out one set of cards each. Say and model Put the cards face down in a pile. Model with a student as you say One partner picks up a card and asks about it. The other partner picks up a card and answers.

• Read the model dialogue. Have students read it aloud. Model playing the game with a student. Say I pick up a card. The card shows ducks. I ask Do you want to see the ducks? What’s on my partner’s card? She has ducks, too. She says “I want to see the ducks.” If she doesn’t have ducks, she says “No, I don’t.” Have students do the activity together, taking turns.

Wrap Up

• Write the following sentence endings on the board.

  ________, to see the sheep?
  ________, to climb the tree?
  ________, to ride the horse?

Create three groups. Assign each group one of the sentence endings. Challenge groups to write as many complete sentences as they can that make sense and use want + to. Have students write their sentences on the board and read them aloud.

Be the Expert

Grammar in Depth

Infinitives
The infinitive is a verb form that in English usually brings with to and is followed by the base form of the verb: to run, to swim, to climb. An infinitive, however, does not act as a verb. Infinitives can act as nouns, adjectives, adverbs, or direct objects. Noun: I like to swim. (to swim is a noun, and also the direct object) Adjective: Is there anywhere to climb? (to climb modifies anywhere)

Teaching Tip
Use gestures when teaching grammar. For example, point to yourself if you’re the subject of the sentence, or point to students if they are the subject. This way, you reinforce the correct placement of the subject in various grammar structures. For example, point to yourself if the word I appears between do and want in the question types taught in this lesson. Point to a student if you is used between do and want.

Formative Assessment

Can students
• ask and answer questions with want?

Ask Do you want to see the goats? Have students answer in a complete sentence.

Review
For additional practice, direct students to Activity Worksheet 1.3.

47 Unit 1
• Hold up a Picture Card of a dog. Ask What’s this? (a dog) Say That’s right. It’s a dog. Now let’s listen to words that have a sound like /d/ in dog. Play TR: 18 once while students just listen. Then say Let’s listen and say. Play TR: 18 again and have students repeat the words.

• For more practice, have students look at pictures, listen, and raise their hands when they hear /d/ as in dog. Display Picture Cards that contain the target sound (red, read, desk, bird, cloud, bedroom, doll, teddy bear, hand, head, sandwich, lemonade, dog, duck) and some that don’t.

• Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound. Say Look and listen. Raise your hand if you hear /d/ as in dog. Repeat the word with students. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

• To sum up, practice the following chant with students:

One, two, three!
Chant with me!
/d/ /d/ /d/
Dog and doll.
Desk and duck.
Three, two, one!
Our chant is done!

Song - The Sounds of English

Use the Song 12

• Activate prior knowledge Say Today we’ll sing a song about animals. What animals do you know? Write dog on the board. Have students come to the board and write their responses.

• Build background Point to dog and ask What do dogs do? (run, walk, jump) What can cats do? (run, walk, jump) What can birds do? (sing, walk, fly) What can ducks do? (walk, fly, swim)

• Have students open their books to p. 15. Say Point to the title of the song. Say Tell me the title. (Animals) Signal for students to respond together.

• Hold up your book and point to the pictures of the animals. Say The song is about animals!

• Say Listen and say. dog duck desk doll bedroom bird

The Sounds of English: /d/ as in dog 12

11 Listen, Read and sing. p. 47

Animals

I see animals. What are they doing? I see animals. Can you see them, too?

12 Listen and say.
1. dog duck
2. desk doll
3. bedroom bird

• Say Look at the pictures. Ask What animal is running? (dog) What animal is climbing? (cat)

13 Say Our song tells what animals do. Play TR: 17. Say It’s time to sing, and ask students to listen and sing as they read along. Complete song lyrics are on p. 48.

Extend

• Place students into three groups. Assign each group dog, cat, or bird. Have students draw a picture of their animal.

• Display the Picture Card for frog. Say This is a frog. Frogs like to hop. Model hopping.

• Say Now we all sing. I sing my part of the song about frogs. You sing your part of the song about your animal. Show your pictures. Play TR: 17 and sing with students. Have students sing their parts while holding up pictures.

Teaching Tip

The first time students hear a song, encourage them to just listen. To help students recognize target vocabulary words, write them on the board and point to each when you hear it.

The second time they hear the song, have students read the lyrics and point to target vocabulary words. After students can match the words they hear with the words they see, have them sing along.

The Sounds of English Cards

You can use The Sounds of English Card 4 to teach the /p/ sound. Audio for this card is available on the Explore Our World website.

Song - The Sounds of English
Listen and read. 16–18

Animal Babies

Do you like babies? Do you like animal babies? Let’s learn about some animals and their babies. Cats have many baby cats, called kittens. Baby dogs are called puppies. Baby chickens are called chicks. Baby sheep are called lambs. A baby elephant is called a calf.

Objectives

Students will:
- scan text for information.
- ask and talk about animal babies.

Reading Strategy
Scan Text for Information

Academic Language
Materials

Resources

Workbook pp. 10–11;
Audio CD TR: P1; Classroom Presentation Tool: Reading

Materials ten note cards; Picture Cards 146–147, 14/9, 156

Warm Up

Activate prior knowledge
Say Today we’re going to read about animal babies. On the board, draw a big cat and a small—“baby”—cat. Use simple drawings such as a small circle for the head, larger oval for the body, triangles for ears, small circle for a mouth, dots for eyes, and a curl for the tail.

The baby can look like the adult, but smaller. Say This is a cat. Point to the small cat and say This is a kitten. Under the cat, write cat. Under the kitten, write kitten. Explain that a kitten is a baby cat.

Present

- Have students count off by five. Say Ones, you’re cats: Twos, you’re dogs; Threes, you’re chickens; Fours, you’re sheep; Fives, you’re elephants. Point to each group in turn and say Cats, dogs, chickens, sheep, elephants. Say Draw your animal. Draw a mother and a baby.

- Make drawings on the board to help groups get started. Say Make the mother big. Make the baby small. Encourage students to label their drawings. When groups are done, have students hold up their pictures and name the animals. Model to help groups name the animals: There’s the mother (dog). There’s the (puppy).

Practice

- Read together
Say Now we’re going to read about baby animals. Have students open their books to p. 16. Play TR: 19 and have students listen. Ask students to hold up their drawings when they hear their animals named. Play the track a second time and ask students to read with you.

- Think Aloud
Say I want to find the name of a baby sheep. Model scanning a page of text. Say I move my eyes over the reading fast. I don’t read everything again. I don’t have to read every word. I’m looking for the word sheep. Here it is. Hold up your book and point to the sentence about sheep. Say I look for the word that names baby sheep. Here it is. They’re called lambs.

- Play TR: 19 a third time and have students read along silently. Pause at the end of the following sentences. Ask questions such as:

  Sentence 4: Do cats have many baby cats? (Yes, they do. They have many kittens.)

  Sentence 6: What are baby chickens called? (chicks)

  Sentence 8: What is a baby elephant called? (a calf)

- Provide practice with the names of animal babies. Ask Is a baby chicken called a chick? If students say no, model scanning the text on p. 16 to find the answer.

Apply

- Draw a cat on the board. Say A cat is my favorite animal. Draw a duck next to the cat. Say I like ducks, too. My favorite animals are cats and ducks. Ask What’s your favorite animal? As students name their favorite animals, ask Do you like (horses)? Say You like (dogs) and (horses).

- Have students look at the model dialogue on the bottom of p. 16. Say Polly the parrot and Eddie the elephant are talking. Read the model dialogue aloud.

- Form pairs. Say Ask and answer with a partner. Take turns. You can name an animal or an animal baby. When students are done, have them share their dialogues with the class.

Wrap Up

- Play a matching game. Form ten pairs or groups. On ten note cards, write the following: dogs, cats, chickens, sheep, elephants; puppies, kittens, chicks, lambs, calf. Hand out cards and have “families” find and greet one another. Model for students: I’m Mother Cat. I’m a kitten. Hello, Mother Cat! Hello, Kitten!

About the Photo

This photo shows a baby Asian elephant. There are two main types of elephants—African and Asian. Asian elephants usually have smaller ears than African elephants. African elephants live in hotter climates, so they need bigger ears to help release body heat.

Reading Strategy

Scan Text for Information

When you scan a text, you look for specific information. Sometimes scanning is confused with previewing, which helps a reader get an overview of a text by looking at the title, subheads, and other graphic elements. Scanning is also different from skimming, which is quick reading, mainly focused on finding the main ideas and topic sentences. Unlike previewing and skimming, scanning is often done after reading to recall or find a single detail.

Formative Assessment

Can students:
- scan text for information?
- have students quickly find information in the text on p. 16 that tells which animal has a baby called a lamb?
- read and talk about animal babies?
- hold up photos or picture cards for a sheep, cat, rabbit, and dog? Have students name each animal and its baby?
Value

Value Be good to animals.

Objectives

- read about animal-related values and activities.
- talk about different ways to be good to animals.

Resource Values Poster

Be the Expert

Teaching Tip

Classroom Management

Students may be eager to talk about and share more examples from their own lives. Talking should be encouraged, but sometimes too much off-topic talk can move a lesson off course. For example, many students don’t have pets, and they may not be interested in hearing accounts of having pets. Make the best of a student’s enthusiasm for the topic by suggesting that he or she talk to you about it later or write about it in a journal.

Value

- Write Pets on the board. Say Pets are animals that we usually keep in our homes. Give examples of pets, such as dogs and cats.
- Point to the photo on p. 17. Ask What do you see? (a person, a dog) Say We give pets food. We give them food, too. Point to the title and say Be good to animals. We are good to animals by giving them food and water.
- Read aloud slowly the text next to the image of the dog. Read it again at a more natural pace and then have students read it with you.
- Place students in pairs. Point to the questions. Read them aloud. Say Work with your partner. Answer the questions.
- Discuss students’ responses as a class. Have student pairs tell the class the ideas they discussed with their partners.

Give the Unit Quiz

- Hand out the Unit 1 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
- Give students two or three minutes to preview the test.
- Listening instructions Point to the pictures in Section 1 on p. 54. Say Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.
- Say Now listen to an example. Play TR: AB15. It’s a chicken. When students have written a letter, ask What letter did you write? When students respond with the letter E, begin the quiz. Say Let’s begin. Play the rest of TR: AB15.
- When students have completed Section 1, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. 4: Read. Circle True or False.)
- Have students complete Sections 2–4 independently.
- Speaking instructions Point to the images at the top of p. 82. Say Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example. Ask What is it? Point to the cat. Say It’s a cat.
- See p. 88 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 59–60, 82, 88, 91, 95; Assessment Book Audio CD TR: AB15. Picture Cards 146–149, 151, 153, 154, 156, 157

Be the Expert

Testing Tip

Make testing a part of learning. Make testing part of the overall instructional program. For example, create review sheets and study guides that students can use to prepare for tests. Have a positive attitude toward testing and test scores to help students approach testing situations with constructive feelings.

Assess Unit Objective

Ask questions such as the following:
- Display Picture Cards 146–149, 151, 153, 154, 156, 157. Point to an animal and ask: What is it?
- What animals do you like?
- Name your favorite animal. What can it do?

Project

For a theme-related closing activity, direct students to the Unit 1 Project Worksheet.

Value - Assessment
Before You Watch

- Say: We're going to see a video about animals and how they move.

While You Watch

- Write: climbing, flying, crawling, and swimming on the board. Pause the video as necessary and have students write sentences using these words, such as The birds are flying.

After You Watch

- Have students share their sentences. Play the video again, pausing to show animals climbing, flying, crawling, or swimming. Have students read their sentences to describe the action on screen.

Vocabulary

- Pause the video after each animal. Make some of the animal sounds. For example, say: I say, “Meow!” Who am I? (a cat) I say, “Quack.” Who am I? (a duck)

Grammar

- Pause during Grammar and ask: What are the ducks doing? Have students write three things the ducks are doing. (They’re flying. They’re climbing. They’re swimming.)

Song

- Play: Animals. Form groups. Say: Put some new animals in the song. Model: The song says that the dog is running. A horse can run, too. I want to change the song. I sing: “I see one horse.” Is it running? Yes. It’s running. It’s running in the sun.” Have groups make their changes. Encourage students to sing their new verses aloud, mimicking the actions from the video.

Viewing

- Before students watch the viewing segment, write animal names and actions in two columns. Column 1 includes dogs, cows, goats, ducks, and cats. Column 2 includes (in scrambled order) flying, drinking, sleeping, running, and climbing. Have students match each animal with its action and then form sentences, such as The (cows) are _______ or They are _______.

Story Time

- View: Story Time once through. Ask: What animal is very small? (the butterfly) What animals are very big? (the goats, the horse, the cow)

- View: Too Many Animals a second time. Ask: Who can go in the shed? (the small animals) Who cannot go in the shed? (the cow, the big animals) How are the animals the same? (They are all running, climbing, or swimming in from the rain.) How are they different? (Some are small. Some are big.)

Before You Read

- Hold up Picture Cards 35, 36, 148, 151, and 153–154 and have students identify them. Write: shed on the board. Write and say: Shed. A shed is a small house for things or animals.

- Predict: Line up the cards and say: In this story, it’s raining. Where can the animals go? (in the shed)

- Introduce the strategy: Model a cause-and-effect relationship. Draw a person standing next to a house. Then draw a rain cloud and rain drops. Say: It’s raining. He doesn’t like to be in the rain. Draw an arrow to show the person going into the house. He goes in his house when it’s raining. Say: An effect is something that happens. A cause makes something happen. The rain makes him go in the house. The rain is the cause. He goes in the house. That’s the effect.

- Give students a T-chart organizer and label the columns Cause and Effect. Say: Let’s read a story called Too Many Animals. We can talk about causes and effects.

While You Read

- Read the book aloud. Stop every few pages to ask questions. Have students identify cause-and-effect patterns, and write answers in the chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 3</td>
<td>It's raining. What does the rain make the animals do? (go into the shed)</td>
</tr>
<tr>
<td>p. 5</td>
<td>Two goats climb in. How many animals are in the shed? (eight animals)</td>
</tr>
<tr>
<td>p. 8</td>
<td>A cow walks in the shed. Are there too many animals now? (yes)</td>
</tr>
</tbody>
</table>

After You Read

- Check comprehension by asking questions. Ask: Why do the animals go into the shed? (It’s raining.) What animals go into the shed first? (the butterfly and the frog) Say: The butterfly and the frog fit in the shed. That does not cause a problem. Other animals go in. What happens? (There are too many animals.) Ask: What happens when the cow goes in? (The shed breaks.) Hold up a small stick and break it to demonstrate the meaning of break.
Student Book

TR: 9 Unit 1. 1. Listen and say.
a turtle. The turtle is walking.
a dog. The dog is running.
a cat. The cat is sleeping.
a horse. The horse is running.
a goat. The goat is eating.
a chicken. The chicken is eating.
a sheep. The sheep is eating.
a duck. The duck is walking.
a cow. The cow is walking.

TR: 10 Listen. Point and say.
a dog; a goat; a duck; a horse; a turtle; a cat;
a chicken; a cow; a sheep

TR: 11 Grammar

What are the horses doing? They’re running. Are the sheep sleeping? No, they aren’t. Are they eating? Yes, they are.

TR: 12 Listen and find. Write.
1. What are the horses doing? Are they eating? No, they aren’t. Are they running? Yes, they are.
2. What are the cats doing? Are they jumping? No, they aren’t. Are they sleeping? Yes, they are.
3. What are the birds doing? Are they singing? Yes, they are.
4. What are the girls doing? Are they eating? No, they aren’t. Are they jumping rope? Yes, they are.

TR: 13 Listen and say.
see. The boy sees two birds in the sky.
climb. A cat is climbing a tree.
swim. The turtle is swimming.
fly. Two birds are flying in the sky.
crawl. A turtle is crawling on a rock.

TR: 14 Look. Listen and read. Circle yes or no.
1. The birds are flying. 2. The cat is swimming.
3. The turtle is crawling.

TR: 15 Grammar

Do you want to ride the goat? No, I don’t. What do you want to do? I want to ride the horse. What does Anna want to do? She wants to see the ducks.

TR: 16 Look. Listen and read. Write.
1. Maria, do you want to ride the goat? No, I don’t. I want to ride the sheep.
2. Carlos, do you want to see the ducks? No, I don’t. I want to see the frog.

TR: 17 Listen. Read and sing.
Note: Lyrics for the song Animals are on Student Book p. 93.

TR: 18 The Sounds of English /d/ dog
Listen and say.
1. dog; duck 2. desk; doll 3. bedroom; bird

TR: 19 Listen and read.
Animal Babies

Who loves babies? Everyone! Let’s learn about some animals and their babies. Cats have many baby cats, called kittens. Baby dogs are called puppies. Baby chickens are called chicks. Baby sheep are called lambs. A baby elephant is called a calf.

TR: 20 Listen. Write.
1. Do you want to ride a horse? No, I don’t.
2. What do you want to do? I want to see the goats.
3. Does Lena want to see the goats? No, she doesn’t.
4. What does she want to do? She wants to see the chickens.

Workbook

TR: 5 Unit 1. 1. Listen. Write.
1. What are the cats doing? They’re running.
2. What are the horses doing? They’re jumping.
3. What are the goats doing? They’re eating.
4. What are the cows doing? They’re walking.

TR: 6 Listen. Write.
1. What are the frogs doing? They’re jumping.
2. What are the ducks doing? They’re eating.
3. What are the dogs doing? They’re sleeping.

TR: 7 Listen. Read. Write.
1. I see two turtles. 2. The turtles are crawling.
3. The red bird is flying. 4. A girl is climbing a tree.

TR: 8 Listen. Write.
1. Do you want to ride a horse? No, I don’t.
2. What do you want to do? I want to see the goats.
3. Does Lena want to see the goats? No, she doesn’t.
4. What does she want to do? She wants to see the chickens.

Workbook

TR: 9 Listen and write. Circle.
1. Does Mark want to see the cows? Yes!
2. Does Gina want to see the birds? No.
3. Do YOU want to ride a horse?

TR: 10 Listen to the song. Write a new verse.
Note: Lyrics for the song Animals are on Student Book p. 93.

TR: 11 Listen. Which words have the sound of /d/ as in dog? Color the stars.
doll. doll.
duck. duck.
bird. bird.
banana. banana.
desk. desk.

TR: 12 Listen and read.
More Baby Animals

Let’s learn about more baby animals. A baby cow is called a calf. A baby horse is a foal. A baby goat is a kid. A baby turtle is called a hatchling. There are many baby animals!
### In This Unit

**Theme**  This unit is about classroom activities and objects in the classroom.

**Content Objective**  
Students will:  
- identify and describe classroom activities and objects.

**Language Objectives**  
Students will:  
- identify people’s actions.
- identify and describe classroom objects.
- show where things are.

**Related Vocabulary**  
Grammar 2  
Vocabulary 1  counting, coloring, cutting, drawing, gluing, talking, erasing  
Vocabulary 2  a marker, a notebook, glue, a paintbrush, scissors

**Pacing Guides**  
L2U2  
Value  Be neat.

**Unit Opener**  

**Objective**  
Students will  
- identify what people in a photo are doing.

**Resources**  
Video: Introduction; Classroom Presentation Tool; Unit Opener; Teacher’s Resource CD-ROM; Home-School Connection Letter; Unit Opener Poster; World Map Poster; Picture Card 173

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### Introduce

- **Activate prior knowledge**  
  Read the title of the unit aloud. Say Let’s think about fun things we do in the classroom. Write on the board: draw, count, talk, read, sing, write. Point to a word, say it aloud, and have the class repeat. Ask Who likes to (draw)? What can you (draw)? Show me. Call on students to act out each word.

- **Open**  
  Open your books to pages 18 and 19. The children in the photo are at school. They play a game at school. Point to a boy jumping. Then point to the children watching. Ask What do they do? Point to your eyes. (watch) Point to a boy’s white shirt in the photo. Ask What color is the boy’s shirt? (white) Point to a red shirt. Ask What color is this shirt? (red)

- **Ask questions**  
  Ask questions to encourage students to talk about the photo: What do you see? (boys, girls, a game) Who’s playing the game? (boys) Who’s standing and watching? (girls and boys) What are the children wearing? (T-shirts, pants, shoes)

- **Guide students**  
  Guide students through the activity on p. 18. Read the sentence aloud twice, once with each answer choice. Say Make a check next to the word that tells what the boys are doing. Model by drawing a check mark on the board.

- **Give a minute**  
  Give students a minute to complete the activity. Then read the sentence again twice, once with each answer choice. For each answer choice, have students raise their hands if they placed a check next to that answer. Show Picture Card 173 to remind students of what “raise your hand” means. Discuss and have students act out “walking” and “jumping.” Then confirm the correct answer.

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### About the Photo

**Sack race, Machiques, Venezuela**

This photo shows children competing in a sack race in Machiques, Venezuela. Venezuela is a country in northern South America. Point out Venezuela on a world map.

**Our World in Context**  
Students around the world play different games outdoors. In Turkey, for example, children play a game called Run, Rabbit Run! One player plays the “rabbit” and another plays the “dog.” Other players link hands and try to protect the rabbit from being caught by the dog. When the rabbit is caught, the game repeats. This game reflects the struggle in some rural parts of Turkey to keep wolves away from livestock.

In Ghana, some children play a game called Big Snake. One child is chosen to be the “snake” and runs after the other players. When a player is tagged, he joins the snake and the game continues.

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**Fun in Class**  
Look and check. The boys are walking. jumping.

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**Unit Opener**
Warm Up

- **Activate prior knowledge** Say Let’s talk about what we do in class. Hold up a crayon. Ask What’s this? (a crayon) Why do we use a crayon? (to color) Hold up a pair of scissors. Say These are scissors. What do we do with scissors? (We cut.)
- **Preteach** Give a student a piece of chalk or a marker. Say Draw a tree on the board. As the student draws, say (Ami)na) is drawing a tree. Have students repeat.

Present

- **Say** Open your books to pages 20 and 21. These words tell us about things we do in the classroom. Point to the first photo and say This girl is counting. Have students say counting.

Practice

- **Say** Let’s listen to words that tell about what we do in class. Play TR 20. Hold up your book and point to each word as it is said. Then point to the directions for Activity 1. Say Now you’re going to listen and say. Play TR 20 again. Have students repeat each word and sentence. Walk around the room to monitor students’ pronunciations.

Apply

- **Point to Activity 2. Say** Now we’re going to listen, point, and say. Play TR 21. Say Point to the photo that goes with each word. Then say the word. Have students listen, point, and say the words.
- **Say** Coloring and drawing aren’t the same thing. When we draw, we make lines. Draw a simple house on the board. Say When we color, we put color between the lines. Use colors to fill in the spaces of the house. Ask What word tells about finding out how many things there are? (counting)
- **Say** Let’s do Activity 2. Look at Polly the parrot and Eddie the elephant. Polly points to a photo and asks Eddie “What are they doing?” Ask What does Eddie say? (They’re talking.)

Review

- **Pair students. Say** Point to a photo on page 20 or 21. Ask a question. Your partner answers. Remind students to use He’s, She’s, or They’re in their responses.

Wrap Up

- **Say** cutting and pretend to cut with scissors. Say I’m cutting. I’m cutting. I’m cutting. Have a student act out another word. Say Choose a word. Act it out. Lead the class in a chant: (Ana’s) (drawing). She’s drawing. She’s drawing. Point to a third student and repeat. Continue until students have used all the target words.
Grammar 1

Objectives
Students will:
• use the first person plural of the present progressive tense.
• match spoken words with pictures.

Grammar: use the present progressive, first person plural.
(We’re counting crayons.)

Resources
Workbook p. 13; Audio CD TR: 22; Video: Grammar 1; Classroom Presentation Tool; Grammar 1

Materials
crayons; three dry paintbrushes; Picture Cards 195–201

Warm Up

• Activate prior knowledge: Hold up Picture Cards one at a time. For each card, ask What’s (she) doing? or What are they doing? Guide students to answer using either He’s/She’s (drawing) or They’re (drawing). Have the class repeat each answer.

• Preteach: Call two students to the board. Give them each a dry paintbrush. Keep one paintbrush for yourself. Pretend to paint on the board. Have the students copy you. Ask What are we doing? Point to the two students and yourself. Say We’re painting. Repeat, and have the two students ask and answer the question.

Present

• Say: Open your books to page 22. Look at the box at the top of the page. Play TR: 22. Read aloud the question and answer in the grammar box. Have students repeat.

• Give a pair of students some crayons. Say Please count these crayons. Ask the students What are you doing? Point to the grammar box to have them answer. (We’re counting crayons.) Give the crayons to another pair of students and repeat the activity.

• Say: We can talk about what we’re doing. Gesture to the class as a whole. Write on the board:

\[
\begin{align*}
\text{We’re painting} & : \quad \text{We’re gluing} \\
\text{We’re coloring} & : \quad \text{We’re cutting.}
\end{align*}
\]

Point to each sentence on the board. Say it aloud and have the class repeat. Say Pick up your pencils. Draw a tree on a piece of paper. Ask What are you doing? (We’re drawing.) If students answer incorrectly, ask the question again and point to We’re drawing on the board.

Practice and Apply

• Say: Look at the pictures on page 22. The animals in the pictures are ants. Point to some of the ants. Say These ants can talk! They can tell us what they’re doing. Listen. Play TR: 23. Have students point to pictures as they listen.

• Say: Now let’s listen and write numbers. Look at the boxes. Point to the boxes. Say You’re going to write numbers in the boxes. Play TR: 23 and pause after number 1: “What are you doing? We’re painting a picture.” Ask What picture shows the ants painting a picture? Point to it. Say That’s right. These ants say, “We’re painting a picture.” I write a number here. Point to the box and write 1 in it.

• Say: Now you try it! Start with number 2. Play all of TR: 23. When students are done, assign partners. Have partners check each other’s answers. Have students say aloud what the ants are doing in each picture. If there are any disagreements, play the audio again or discuss the answers as a class.

Wrap Up

• Use Picture Cards. Have students stand in a circle. Hold up a Picture Card and point to two or three students at a time. Point to the card and ask What are you doing? Have the students answer together to say what they’re doing. (We’re ________.) Continue with all the picture cards. Repeat until every student has answered.

Be the Expert

Grammar in Depth

Present progressive: The present progressive consists of a form of be combined with the -ing form of a verb. The present progressive describes actions that are happening continuously and right now. It is used to talk about an action happening while the sentence is spoken or written. Jorge is writing (right now).

In contrast, the simple present tense is used to talk about general facts: Students read in class. It may also be used to talk about how an action is done: Jorge writes in class every day.

Teaching Tip

Classroom Management: Decide on a signal to use when students finish their work. You might have students stand up or hold up a card. While students are waiting for their classmates to finish, have them complete a new, quick activity. You might have two students read their answers aloud to one another to practice pronunciation. Or, you might have them check their answers.

Formative Assessment

Can students:
• use the first person plural of the present progressive tense?
• Ask questions such as What are you doing? Are you drawing or gluing?
• match spoken words with pictures?

Have students open their books to p. 22. Say erasing. Have students point at the ants doing this activity.

62 Unit 2

Grammar 1

Be the Expert

Grammar in Depth

Present progressive: The present progressive consists of a form of be combined with the -ing form of a verb. The present progressive describes actions that are happening continuously and right now. It is used to talk about an action happening while the sentence is spoken or written. Jorge is writing (right now).

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Classroom Management: Decide on a signal to use when students finish their work. You might have students stand up or hold up a card. While students are waiting for their classmates to finish, have them complete a new, quick activity. You might have two students read their answers aloud to one another to practice pronunciation. Or, you might have them check their answers.

Formative Assessment

Can students:
• use the first person plural of the present progressive tense?
• Ask questions such as What are you doing? Are you drawing or gluing?
• match spoken words with pictures?

Have students open their books to p. 22. Say erasing. Have students point at the ants doing this activity.
Warm Up

• Activate prior knowledge  Put the following classroom objects on a desk at the front of the room: a marker, a paintbrush, glue, a notebook, and a pair of scissors.

• Hold up the marker. Pretend to color with it. Ask What am I doing? (coloring) Say I’m coloring. Hold up the scissors. Pretend to cut with them. Ask What am I doing? (cutting) Say I’m cutting. Repeat with the glue (gluing), paintbrush (painting), and the notebook (writing).

Practice

• Say Listen and say the words you hear. Play TR: 24. Have students repeat each word.

• Say Look at Activity 5. The sentences tell what someone is doing. You write what the person is using. Say Look at number 1. Have a student read the first sentence of item 1. Then ask What do we use to write things in? (a notebook)

• Have students complete items 2–5. Remind them that some of the words have the word a in front of them. Tell students to include a when they write these words.

Apply

• Have students find the Unit 2 stickers in their books. Say There are seven stickers here. You use only five.

• Say Start here. Hold up a book and point to the empty sticker space on the left (number 1) in Activity 6. Say Let’s do the first one together. Listen. Listen to the word for a sticker. Then put that sticker in your book. Play the first part of TR: 25. Say I hear paintbrush. I put the paintbrush sticker here. Act out placing the sticker. Say Now you try it.

• Play the rest of TR: 25 and have students complete the activity. When students are done, have partners compare answers.

Wrap Up

• Place a marker, a notebook, glue, a paintbrush, and scissors on a table. Say I’ll say a word. Point to the object on the table. Call a student to the table. Call out a marker! a notebook! glue! Say the next word as soon as the student finds the object. Repeat with other students. Then ask pairs of students to take turns calling out names of objects and pointing to them.
**Objective**

Students will:
- use *Are there* ? and *There are*?
- *There aren’t*.

**Grammar** use *Are there* ? and *There are*?
- *There aren’t*.

**Academic Language**

- word order
- Materials:
  - glue; markers; box of markers; a paintbrush; 2 scissors
- Presentation Tool:
  - Grammar 2
- Resource:
  - Workbook pp. 15–16
- CD-ROM:
  - There aren’t.

**Warm Up**

- **Activate prior knowledge**: Place a marker, glue, and a paintbrush on a desk. Ask *Is there a paintbrush on the desk?* Guide students to answer using a complete sentence. (Yes, there is.) Ask *Is there a notebook on the desk?* (No, there isn’t.) *Is there a marker on the desk?* (Yes, there is.) *Is there glue on the desk?* (Yes, there is.)

**Present**

- **Say** Open your books to page 24. Point to the grammar box at the top of the page and say *Look at the sentences in the box. Listen. Play TR: 26. Play it again and have students repeat the questions and answers. Point to a desk that has no markers on it. Ask *Are there any markers on this desk?* (No, there aren’t.)

**Practice**

- **Hold up the book and point to Activity 7.** Say Look at the five lines for answers. The first one is done. Let’s read it together. It says, “Are there any red paintbrushes on page 22?” Let’s look at page 22.

- **Hold up the book again and point to the red paintbrushes on p. 22.** Say I see red paintbrushes on page 22. The answer is Yes, there are. Say Now you try it. Have students complete the activity individually. Then put them in groups of three or four to discuss answers. Remind them to use the pictures on the pages in the book to support their answers.

**Apply**

- **Point to Activity 8 on page 24.** Say Eddie the elephant and Mia the monkey are playing a game. You’re going to play it, too! Have each student find and cut out the card on p. 99. Have students color the objects. Then have students form pairs. Say One partner asks a question. The other looks at her card and answers. Model a question and answer: *Are there any blue stars?* No, there aren’t. *Say* Take turns until you ask and answer questions about each kind of object on the card.

**Wrap Up**

- **Say** I ask a question. You answer. Model this question and response with a student. Ask *Are there any students in our class?* (Yes, there are.) *Are there any cats in our class?* (No, there aren’t.) Continue with these pairs of words: markers/birds; notebooks/rivers; scissors/babies; paintbrushes/trees.
Our Classroom

Reading, writing, talking, listening. Counting, gluing, cutting, drawing.

What are you doing today?
What are you doing in your classroom?
What are you doing today?
What are you doing in your classroom?

Song - The Sounds of English

10 Hold up a Picture Card for count. Ask What is the girl doing? (counting) Say That’s right. She’s counting. Say counting slowly as you write it on the board in large letters. Underline the letter c in counting. Say The letter c can stand for the /k/ sound.

Extend

Place students into five groups. Assign each group one of the words: cutting, gluing, coloring, talking, counting. Sing the chorus aloud as a class. Say Listen for your word. Sing the chorus again. Point to each group to stand when their word is sung. Then play the entire song (TR: 27). Have each group stand and sing when they hear their word.

The Sounds of English: /k/ as in counting

Listen and say.
1. counting cutting
2. coloring cooking
3. computer sock

The Sounds of English Cards

You can use The Sounds of English Card 5 to teach the /k/ sound. Audio for this card is available on the Explore Our World website.
Warm Up

• Give out paper and scissors. Say Let’s make art! Hold up a piece of paper. Fold it in half and then in half again. Say Do what I do. Have students fold their paper along with you. Hold up scissors and say I’m cutting the paper. Ask What am I using? (scissors) Show students how to cut triangles along the folds. Ask What am I doing? (cutting) Say Now, you try cutting.

• As students work, ask What are you doing? What are you using? Then say Let’s look at our papers. Unfold your paper and show your design. Say This is paper art!

Present

• Read together Have students open their books to p. 26. Say Today we read about paper art. Call on a student to read the title aloud. Say We made our own paper art. Now let’s read about other people who make paper art. Ask Where do you see paper art on page 26? Show me.

• Graphic literacy Point to the globes on p. 26, and then point to the two photos of paper art. Explain that the globes show two places where paper art is made: China and Mexico. Say These globes show us where China and Mexico are. People in these places make paper art.

Practice

• 11 Read together Say Now it’s time to listen and read. Play TR: 29 or read the text aloud.

Play TR: 29 again. Pause at the end of each paragraph to check for comprehension.

Paragraph 1: What do people use to make paper art? (paper and scissors) What are two kinds of things that people make in Chinese paper art? (paper animals or flowers)

Paragraph 2: In Mexico, what do people cut pictures of? (flowers, animals, people)

• Think Aloud Model using photos to guess meaning from context by thinking aloud. Say I don’t understand the sentence “She is cutting paper to make a picture of a cat.” The photo shows a girl holding paper that is cut out in the shape of a cat. The photo helps me understand what the words in the sentence mean.

• Say There are two parts in what we’re reading. The first part is about paper art in China. Ask What’s the second part about? (paper art in Mexico) Ask What do people in both countries make? (paper art of animals and flowers) Ask What’s another thing that people in Mexico make paper art of? (people)

Apply

• 12 Point to Activity 12 and read aloud the directions. Assign partners. Say Ask and answer the questions with your partner. The first partner asks question number one. The second partner answers. Write the following sentence frames on the board:

Yes, I like to ______  No, I don’t like to ______

Tell students they can use the sentence frames to help them answer the first question.

Point to item 2 in Activity 12. Have a student read aloud the question. Remind students that they just read about the kinds of paper art that people in China and Mexico make. Tell them to think of things they can make with paper art. Have partners talk about their ideas.

Wrap Up

• Say Pretend your friends or family want to make paper art. What can you tell them? What do they have to do? Say Write what you use to make paper art. Then write and draw what you do to make it. Give students time to write and draw. Then call on students to share their ideas with the class.

Formative Assessment

Can students

• compare and contrast paper art?

Ask questions such as Do people in both China and Mexico make paper art of flowers and animals? In which country do they make paper art of people?
Can you please help me?

Value

Be neat.

Objective

Students will:
• read about and discuss ways to be neat.

Resource

Values Poster

Materials

four books

Be the Expert

Teaching Tip

When students work with a partner, encourage them to speak only in English. To help students, you might provide basic sentences on the board or on a classroom wall for them to use. For example, write sentences such as: I'll go first. What do we do now? and Can you please help me?

Value

• Have students turn to p. 27. Read aloud the statement at the top of the page.

• Write the word neat on the board. Say it aloud. Say: Look at the classroom in the photo. What do you see? (books, bags, hats) Say: The books, bags, and hats are on the students’ desks. Everything is in the right place. The room is neat.

• Put four books on your desk in a neat pile. Say: I'm neat. Put four books on your desk in a messy pile. Ask: Am I neat now?

• Read aloud the two questions on the page. Put something away in a desk. Say: You put things away to be neat.

• Put students in pairs. Have partners work together to answer the questions. Say: Tell about things you put away at school and at home. Talk about how to be neat. When partners have finished talking, have them share their ideas with the class.

Give the Unit Quiz

• Hand out the Unit 2 Quiz. Have students scan the pages. Say: Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.

• Give students two or three minutes to preview the test.

• Listening instructions

Point to the picture in Section 1 on p. 61. Say: Look at the picture. Point to the letters. Look at the letters. They point to a person or thing. Write the letter that matches the sentence you hear.

• Say: Now listen to an example. Play TR: AB16. She’s erasing. When students have written a letter, ask: What letter did you write? When students respond with the letter G, begin the quiz. Say: Let’s begin. Play the rest of TR: AB16.

• When students have completed Section 1, have them put down their pencils. Say: Now you’re going to read and write. Read the directions for Section 2 aloud. Ask: What do you have to do? (Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Answer the questions. Use complete sentences. 4: Read. Circle True or False.)

• Have students complete Sections 2–4 independently.

• Speaking instructions

Point to the image at the bottom of p. 82. Say: Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask: What are they doing? Point to the children using scissors. Say: They’re cutting.

• See p. 88 of the Assessment Book for questions and expected student responses.

Assess Unit Objectives

Ask questions such as the following:
• What are (names of two students) doing the same activity, such as drawing or coloring?) doing?
• Where is your notebook?
• Are there any markers in your desk?

Project

For a theme-related closing activity, direct students to the Unit 2 Project Worksheet.

Value - Assessment

73
Before You Watch
- Play the video introduction. Say This video is about things we do and use in class. Ask What do we do in the classroom? (We do fun things, such as reading, counting, coloring, gluing.) What things do we use in the classroom? (markers, notebooks, paintbrushes, glue)

While You Watch
- Say While you watch, listen for words that tell about something you do in class. Write the words.
- Pause the video occasionally to allow students to write down words. After students write a word, call on several students to say the word aloud. Check their pronunciation. If students struggle, replay the video, and have students repeat.

After You Watch
- Put students in small groups to compare their lists of words. Have each student read her list aloud to the group. Then have students call out words that more than one of them wrote down. Write those words on the board.

Before You Read
- **Activate prior knowledge** Hold up the Reader. Point to the title. Say The name of this story is Art Class. Ask What do you do in art class? What do you do to make an art project?
- **Introduce the strategy** Say We'll read about what other students do in art class. Let’s think about what we do in class. Show Picture Cards ¡Puf! (color), ¡Puf! (cut), ¡Puf! (glue), 202 (a marker), and 205 (scissors), one at a time. Have students call out the words. Say Good! These are all things that we use to make art in class.
- Hand out word web graphic organizers. In the middle, have students write What We Do in Art Class. Ask students to fill in the ovals with things the children in the story do. Have students make a check mark next to words in the web that name things they do in their own class.

While You Read
- Read the book aloud to students. Stop after every few pages and ask questions to help students connect the story to their personal experience.
  - p. 3: What do you use crayons for? (coloring and drawing)
  - p. 7: What do you use to cut out pictures? (scissors)
  - p. 8: Are there any markers in our classroom? (Yes, there are./ No, there aren’t.)

After You Read
- Have students imagine that they're going to make a poster called We Love English Class. Ask What will you draw on the poster? What will you use to make the poster?
Listen and read.
Mexican Yarn Paintings
This Mexican artist is making a picture. But he is not using a paintbrush! He is using beeswax and yarn. He is pressing yarn into the beeswax. You can make a yarn painting, too. Cut yarn. Glue it to paper.

Student Book
Unit Opener
SB p. 18

jumping

SB p. 22
Top left: 3, Top right: 5, Middle: 2
Bottom left: 4, Bottom right: 1

SB p. 23
1. a notebook, 2. a paintbrush, 3. a marker, 4. glue, 5. scissors

Workbook
Go to pp. 207–208 for the Workbook Answer Key for this unit.
Look and check.
The girl is wearing a dress.
[ ] yes  [ ] no

She is wearing gloves.
[ ] yes  [ ] no

Introduce

• **Say** Turn to pages 28 and 29. What do you see? After students reply, point to the girl and say This girl is outside in the cold. Ask Is she moving? Read the caption aloud. Move your arms like you are making a snow angel. Say This is how you make a snow angel.

• **Explain** Point to Boots in the unit title and then point to the girl’s boots. Say The girl is wearing boots. We wear boots in the cold.

• Point to Bathing Suits in the unit title and then point to the bathing suit on p. 30. Say This is a bathing suit. Return to the photo on p. 28 and ask Is the girl wearing a bathing suit? (no) Act out shivering and say We don’t wear bathing suits in the cold!

• **Set the stage** Draw a sun on the board and a stick figure of a girl below it. Say Jae. Jae is going to play outside. Fan your face and pretend to shield your eyes from the sun. Say It’s hot and sunny outside. Let’s tell Jae what to wear. Show the Picture Cards one at a time. Model choosing what Jae can wear. For example, show the Picture Card of a dress, say a dress, and ask Yes or no? Model the answer Yes. She can wear a dress. Continue with the rest of the cards.

• Guide students through the activity on p. 28. Read each sentence aloud. Have students stand if they think the sentence describes the photo and stay seated if they think it does not. Discuss each sentence and have students check the yes or no box. Then confirm the correct answer.

Be the Expert

**About the Photo**
The photo shows a girl at a ski resort called Snowbird, in the Rocky Mountains of North America. She wears a helmet to protect her head and goggles to protect her eyes from the bright sun shining on the snow. She wears ski boots. Each heavy boot fits into a ski.

**Our World in Context**
Weather patterns vary in different parts of the world. In tropical regions, weather varies very little from day to day and month to month. In temperate regions (between the tropics and the polar circles), weather patterns can be much more variable and unpredictable. The Earth’s temperate regions are characterized by four distinct seasons: winter, spring, summer, and fall.

Teaching Tip
When a photo shows a person in action, ask students to imitate the action if they are able. Have them describe the motions a person needs to use to complete the action. Ask students to tell whether the action looks as if it would be fun to do.
Warm Up

- Preteach: Show the Picture Cards for cloudy, rainy, and sunny. Say each word and have students repeat. Form three groups. Give a card to each group. Say: Stand up when I say your word. Call out each word. When all students are standing, say: Sunny, cloudy, and rainy are kinds of weather. Write weather on the board.

Present

- Say: Turn to pages 30 and 31. Look at the clothes and the weather. Point to the picture of rain and say: rainy. Point to the picture of the cloud and say: cloudy. Say: Rain comes from clouds, so rainy and cloudy go together.

Practice

1. Play TR: 30. Point to the Activity 1 directions. Say: Now we’ll listen and say. Play the audio again. Have students repeat each word and sentence.
2. Place students in two groups. Play TR: 30 again and have one group repeat words and the other group repeat sentences. Then have group switch tasks. Replay TR: 30.

Apply

1. Point to Activity 2. Say: Now we’ll listen, point, and say. Play TR: 31. Say: Point to the picture that goes with each sentence. Then listen to the sentence and say it. Replay TR: 31. Call on students to hold up their books and point to the correct pictures for the sounds.
2. Put students in pairs. Have partners say each word in the box on p. 31 and find a photo with the item on pp. 30–31.
3. Model the dialogue with a student. Say: I’m Eddie the elephant. I say: “It’s cloudy and rainy.” Have the student read Freddy the frog’s words. (She’s wearing a raincoat and boots.)

Wrap Up

- Put Picture Cards face down on a desk. Have a student pick a card and say a sentence or two with it. Model with the Picture Card of a bathing suit. Say: It’s hot. I’m wearing a bathing suit. Repeat until all students have had a turn.
**Objective**

Students will:
- Ask and answer questions using What’s + noun + like? and It’s ...  

**Grammar**

Ask questions using What’s + noun + like? (What’s the weather like?) and answer questions using It’s ... (It’s rainy)

**Content Vocabulary**

Weather, today

**Resources**

Workbook p. 21; Audio CD TR: 32; Video:
Grammar 1: Classroom Presentation Tool: Grammar 1, Picture Cards 208–210, 212, 214

**Warm Up**

- **Preteach** Write the following on the board:

  What’s the weather like?
  It’s ________

- **Show Picture Card 212 (rainy).** Ask What’s the weather like? Point to the sentence frame on the board and guide the student to respond It’s cloudy. Repeat for Picture Card 214 (sunny).

**Present**

- **Have students open their books to p. 32.** Say Look at the grammar box. The words What’s and It’s are each made from two words: What is and It is. Write What is and It is on the board. Write the contractions next to them. Say We take a letter out of each and combine the words. What is becomes What’s. It is becomes It’s.
- **Have students look at the grammar box again.** Read the question aloud: What’s the weather like? Say The word like in this sentence means we want to know about the weather. Let’s say it together: “What’s the weather like?”
- **Say Let’s answer the question. Read with me: “It’s rainy.” Now let’s listen.** Play TR: 32. Play it again and have students say the sentences along with the recording.

**Practice**

- **Say** Now it’s time to ask and answer questions about the weather. Write the following on the board:

  What’s the weather like? cloudy  cold  hot  rainy  sunny  

- **Assign partners.** Have partners use the question, sentence frame, and vocabulary words on the board to ask and answer questions about the weather.

**Apply**

- **4 Read aloud the Activity 4 directions on p. 32.** Say Let’s read what Polly the parrot and Freddy the frog are saying. Ask two students to model the exchange.
- **Pair students.** Tell the first partner to pick a day and begin a dialogue like the one between Polly and Freddy. The first partner describes the weather for the chosen day and asks the question about what day it is. The other partner answers by finding the matching picture and naming the day.
- **Say** Look at the pictures for each day. Pick a day, for example, Thursday. Say, “It’s cloudy today. What day is it?” Your partner answers, “It’s Thursday.” Take turns asking and answering questions about the weather on different days.
- **When partners have finished playing the game, ask What three days have the same weather? (Sunday, Wednesday, and Friday).** If students have difficulty, review the names of the days of the week and the chart on p. 32.

**Wrap Up**

- **Write these sentences on the board:** I’m wearing a bathing suit. What’s the weather like? Read the sentences aloud. Have the class answer using the form “It’s (hot).” Then write the words boots and a rainbow on the board. Pair students and have partners take turns repeating the dialogue, replacing a bathing suit with the items of clothing listed on the board.

**Formative Assessment**

Can students
- Ask and answer questions using What’s + noun + like? and It’s ... ?

Use the weather Picture Cards (208–210, 212, 214). Hold up a card and ask What’s the weather like?
Warm Up

• **Recycle**: Show the Picture Card of a dress and ask What color is the dress? (blue) What’s the weather like—hot or cold? (hot) Continue with the rest of the clothing Picture Cards.

• **Ask** What clothes go on your feet? (shoes, socks, boots) What clothes go on your hands? (gloves) What clothes go on your head? (hat)

• **Ask** When do we wear boots? (when it’s rainy, when it’s cold) What clothes can we wear with boots? (a raincoat, a coat, gloves)

Present

• **Have students open their books to p. 33. Say** Now we have five new words. The words are next to the photos. Four of the words are for clothes.

Practice

• **Point to the boy on the basketball. Say** The boy is wearing shorts (point to the shorts) and sneakers (point to the sneakers). Let’s say the word shorts together: shorts. Let’s say the word sneakers together: sneakers.

• **Point to the umbrella. Say** One new word is a thing to use in the rain. Act out being rained on, and then opening an umbrella for protection. Say Let’s say the word together: umbrella.

• **Ask** Where else on the page do you see sneakers? Wait for the students to answer. Say The girl with the umbrella is wearing sneakers. She’s also wearing jeans (point to the jeans) and a coat (point to the coat).

• **Show the Picture Card for shorts and ask** What’s this? (shorts) Repeat the activity with Picture Cards for coat, jeans, sneakers, and umbrella.

Apply

• **Point to Activity 6 on p. 33. Say** Find the Unit 3 stickers in the back of your book. What do the stickers show? (sneakers, shorts, a raincoat, a coat, jeans)

• **Group students. Have group members take turns choosing a sticker. Have students use two dialogue patterns for the activity. Students either tell what other item of clothing they wear with the clothes pictured on the sticker or in what type of weather they wear them. The other group members guess which sticker to place on the page. Use the dialogue on p. 33 to model the activity.**

Wrap Up

• **Group students based on the colors they’re wearing. Have students in each group list all the clothes that are the same color in the group (for example, the “blue” group might list blue jeans, blue shirt, blue sneakers, blue socks). Collect the lists and read each one aloud. As you read each item of clothing, have students point to someone in class wearing it.**

Vocabulary Strategy

**Alphabetical Order**: Show students the alphabet poster. Write the five vocabulary words on the board in random order. Tell students you want to put the words in alphabetical order. Remind students that to put words in alphabetical order, they use the first differing letter in each word. Tell them to ignore the words a and an when they put words in alphabetical order. The correct alphabetical order is coat, jeans, shorts, sneakers, umbrella.

**Teaching Tip**

When students use adjectives and nouns, as in green shorts, check for correct word order. The adjective usually comes before the noun in English. This is not true in all languages.

Formative Assessment

Can students

• name clothes?

Ask questions such as What shoes do you wear to play outdoors? How do you stay dry in the rain?

• describe clothes by color?

Point to each vocabulary word on p. 33. Ask questions such as What color is this? What color are these? What colors do you see in this?

Review

For additional practice, direct students to Activity Worksheet 3.2.
Grammar 2

Objectives
- Students will:
  - use the imperatives Put on, Take off, and Don’t forget.
  - match clothes and weather.

Grammar use the imperatives Put on, Take off, and Don’t forget.

Academic Language underline

Resources
- Workbook pp. 23–24
- Audio CD TR: 34
- Video: Grammar 2 Classroom Presentation Tool: Grammar 2
- Picture Cards 208–210, 212–214, 216
- Alphabet Poster, Teacher’s Resource CD-ROM: Activity Worksheet 3.3
- Materials: hat, jacket, or glove

Materials
- hat, jacket, or glove

Warm Up
- Recycle: Say Listen carefully. I’m going to tell you to do something. Ready? Take out a marker. Make sure students have taken out a marker. Then say Take out your notebook. Open your notebook. Take out your scissors. Take out your glue. Students should follow each command you give, in order.
- Say You can say what to do, too. Tell me what to wear. Pretend it’s cold. It’s going to rain. Will you take your jacket? Call on two or three students and say to each one (Anna), tell me what to wear. It’s cold. Wear a jacket.

Present
- Have students open their books to p. 34. Say Look at the grammar box. Listen. Play TR: 34. Replay the audio and have students repeat. Say The dark words in the box tell you what to do. (Put on; Take off; Don’t forget)
- Act out putting on and taking off an article of clothing such as a hat, a jacket, or a glove. As you move, say I’ll put on this hat. Now I’ll take this off.
- Say Let’s play Don’t forget! Pretend I’m a child and you’re my parents. Say It’s rainy. I’m going outside. Say to the door, Say you: Don’t forget your umbrella! Have the class repeat the command. Say It’s cold! I’m going outside. You say, Don’t forget your boots! Have the class repeat the command.
- Repeat the conversation several times with rainy, sunny, hot, and cold. Help students name different clothes, including shorts, sneakers, a jacket, and a coat.

Practice
- Play TR: 34 and have students repeat the sentences. Read the Activity 7 directions aloud. Write the direction line on the board. Say When you underline, you draw a line under something. Underline the words correct answer. Say A correct answer is right. It makes sense.
- Say Look at the picture and the words in item 1. The first sentence says It’s cloudy. I’ll read the second sentence: Put on your dress. No. That doesn’t make sense. Put on your raincoat. Yes. That’s the correct answer! I’ll underline the word raincoat. Use this process to guide students through item 2. Have students underline the word boots.
- Pair students, and have partners complete items 3–5. Call on pairs to share their answers aloud. Then review the correct answers. Say It’s hot and sunny. Do I put on or take off my coat? (Take off your coat.) If students answer incorrectly, review the first two pairs of sentences in the grammar box, as well as the meaning of the word coat.

Apply
- Read aloud the Activity 8 directions. Pair students. Have partners cut out the cards and sort them into two piles: weather cards and clothing cards.
- Point out the model dialogue on p. 34. Have partners choose an animal and read the dialogue. Make sure they understand how to take turns speaking. Then write these sentence frames on the board: Put on your ______, Take off your ______. Don’t forget your ______.
- Demonstrate the game. Choose a weather card. Hold it up and say It’s cold! Have a student choose a clothing card to match the weather, and use a sentence frame from the board to say a sentence, for example. Put on your coat. Then have pairs play the game. Make sure partners take turns.

Wrap Up
- Hold up your coat, but don’t put it on. Say I’m going outside. It’s cold. Ask the class What do you say? (Put on your coat.) Put it on. Then say It’s hot outside. What do you say? (Take off your coat.)

Be the Expert

Grammar in Depth
- Imperative English sentences begin with a verb. (Run fast! Shut the door.) The subject of an imperative sentence is you. It is not said or written but is understood to be part of the imperative.

Teaching Tip
- Take time to relate the topic of a unit to the country in which you’re teaching. Give students opportunities to compare and contrast their experiences with the topic, and to tell what they know about it. Encourage students to talk about dressing for the weather in their own and other countries.

The Sounds of English Cards

You can use The Sounds of English Card 1 to teach the /i/ sound. Audio for this card is available on the Explore Our World website.

Formative Assessment
- Can students
  - use the imperatives Put on, Take off, and Don’t forget?
  - match clothes and weather?
- Say sentences and questions such as It’s cold. Put on your bathing suit. Is that correct? and It’s sunny. Take off your raincoat. Is that correct? until students are able to answer correctly.

Review
- For additional practice, direct students to Activity Worksheet 3.3.

Grammar 2
Song - The Sounds of English

Vocabulary
- Hot or Cold?: We dress for the weather.
- Is it hot or cold today?

Grammar
- 1. Hello, are you ready to move on?
- 2. Yes! / No. Thank you.
- 3. Let’s move on.
- 4. Stop! (It’s rainy)

TR: 36

Audio
- Listen along with the text and the song.


Use the Song
- Have students open their books to p. 35. Say: Look at the photo. Is it hot or cold outside? (cold) How can you tell? (The child is wearing a jacket, a hat, and gloves.)

- Say: Let’s listen to the song. Play TR 36. Point to the lines in the song on p. 35. Say: This is the chorus. We hear it twice. Listen. Play TR 35 again. Ask: What does the word dress mean in the song? What do you do when you dress? (Put on clothes)

- Play the first verse. Read the verse aloud. Then have students read along with you. Repeat with the second verse. Then play both verses and have students sing along.

- Place students in two groups. Play TR 35 and have students listen for weather words. Then list these words on the board: sunny, hot, cold. Tell students to take turns acting out the weather words and having other students in their groups guess the words.

- Have students form three groups. Write books, coat, sneakers, shorts, hat, and coat on the board. Assign one word to each group. Play TR 35, and have groups clap when they hear their words in the song.

The Sounds of English: /r/ as in rainy

- Show Picture Cards of rainy, raincoat, river, and rock. Ask: What’s the weather like? and What’s this? and have students reply. (It’s rainy.) (raincoat, river, rock) Repeat each word slowly as you write it on the board in large letters. Then say rainy and underline the letter r in the word. Do the same for the other words. Say: The letter r can stand for the /r/ sound.

- Hold up the Picture Cards next to the words written on the board. Lead the students in saying It’s (a) rainy for each word. Say: How we’re going to listen and say.

- Have students turn to p. 35 in their books. Play TR 36 for item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again.

- To check understanding, have ready Picture Cards such as red and rice. Say: Look and listen. Stand up when you hear the sound. Hold up a picture (red) and say (red) twice. Students should quickly stand and say the word. Hold up a few pictures without the target sound as well. Students stay seated when they don’t hear the sound.

- Invite students to look around the classroom and find objects whose names include the /r/ sound. Have students point to the objects and say the words.

- To sum up, practice the following chant with students:

  One, two, three.
  Chant with me!
  /r/ /r/ /r/
  Rainy and raincoat.
  River and rock.
  Three, two, one.
  Our chant is done!

Song - The Sounds of English


Be the Expert

About the Photo

This photo shows a child riding a plastic sled in Seoul, South Korea. Snowfall is not uncommon during the winter in South Korea. The Seoul area has many special sledding fields where people sled in lanes.

Teaching Tip

Classroom Management Decide on a signal for partners or groups to use when they’ve finished their work or run out of things to talk about. This way, you’ll know when students need hints or prompts, or when everyone is ready to move on. You might have one student raise a colored card (such as red for “stop”) when partners or groups have completed an activity.

The Sounds of English Cards

You can use The Sounds of English Card 21 to teach the /r/ sound. Audio for this card is available on the Explore Our World website.

Review

For additional practice, direct students to Activity Worksheet 3.4.
The Arctic is a very cold and snowy place. The polar bear, arctic fox, and arctic hare are arctic animals. Their fur keeps them warm. It hides them in the snow. The arctic fox and the arctic hare have white fur in the winter and brown fur in the summer.

**Warm Up**

- **Build background** Show students a world map or globe. Point to the area at the top of the globe and say This is the Arctic. It’s very cold there in the winter.
- Have a student find your country on the map or globe and point to it.
- Ask What’s our winter like? Write It’s _______ on the board. Have students take turns saying words that complete the sentence.

**Present**

- Say Turn to page 36. Look at the title and photos. Ask What do you think this reading is about? (animals that live in a cold place)
- **Read together** Say Let’s listen and read. First, look at the words as you listen. Then we’ll read them together. Play TR: 37 one sentence at a time. Have students listen. Then replay and have students read along.
- **Practice**
  - **Replay TR: 37** Pause at the end to check for comprehension. Ask How does fur help arctic animals? (It keeps them warm. It hides them in the snow.) What color fur do the arctic hare and arctic fox have in the summer? (brown)
- **Graphic literacy** Point to the thermometer on p. 36. Ask What does a thermometer show? (the temperature) Then have one student read aloud the first sentence of “Snow Animals.” Point to the thermometer again and say The red line tells the temperature. The red line near the top means it’s hot. The red line near the bottom means it’s cold. Ask Is the temperature on the thermometer hot or cold? (cold)
  - **Think Aloud** Model guessing meaning from context and text features by thinking aloud. Say I’m not sure what hare means. First I’ll reread the sentence that has the word hare in it. The sentence names two other animals—the polar bear and the arctic fox. A hare is probably an animal, too. Now I’ll look at the photos. One photo shows an arctic hare, which looks like a rabbit. A hare must be a kind of rabbit.
  - Point to “Snow Animals” on p. 36. Say The main idea is the most important thing in the reading. Details give more information about the main idea. Some details are also given in the photos.
  - Write the following on the board: The polar bear, arctic fox, and arctic hare live in the _______. Ask Where do they live? (the Arctic). Write Arctic on the blank line. Say The main idea is that the three animals live in the Arctic. A detail tells more about the main idea. Their fur keeps them warm is a detail.

**Apply**

- **12** Read aloud the directions for Activity 12 on p. 36. Say Look at Mia the monkey and Freddy the frog on page 36. Let’s read what they’re saying. Have students practice reading the dialogue. Pair students. Then say Now talk with your partner about other animals. Talk about animals that live in the Arctic.
  - To help students get started, list the mascot animals used in this unit: elephant, frog, parrot, monkey. Ask Do these animals live in cold places? Point to each animal and have students answer: No, (elephants) don’t live in cold places.

**Wrap Up**

- **12** Say Choose one of the three Arctic animals you read about. Draw a picture of your animal. Then write a sentence about your animal.
- Have students share their drawings and the sentences they wrote about their animal with the class.
- **Formative Assessment** Can students...
  - describe weather? Point to the thermometer on p. 36. Ask Is it cold or is it hot? (cold) Point to the photos of the animals. Say I see ice and snow. What’s the weather like in the Arctic? (cold)
  - identify main idea and details? Ask students to tell you one detail about an arctic animal they learned in the reading.

**Resources**

- Audio CD TR: 37
- Workbook pp. 26–27
- Classroom Presentation Tool: Reading World Map Poster
- Related Vocabulary
  - ice, sunlight
Value

- Have students turn to p. 37. Read aloud the statement at the top of the page. Say "People dress for the weather. When it's cold, they put on more clothes. When it's hot, they take off extra clothes."
- Read aloud the three sentences in the center of the page. Ask "Is it raining in this photo? Is it hot or cold? How can you tell?" Have the class answer the question "What's the weather like?" together.
- Tell students that the right clothes are clothes that match the kind of weather outside. Say "When it's rainy, I wear a raincoat. What do you wear?"
- Give the Unit Quiz
  - Hand out the Unit 3 Quiz. Have students scan the pages. Say "Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned."
  - Give students two or three minutes to preview the test.
  - Listening instructions Point to pictures A–D in Section I on p. 63. Say "Look at these pictures. Point to letters A–D. There is a letter next to the pictures. Then point to letters E–G. Look at these letters. Each letter is on a thing in the picture. Write the letter that matches the sentence you hear."
  - Say "Now listen to an example. Play TR: AB17. It's sunny. When students have written a letter, ask "What letter did you write?"
  - When students respond with the letter A, begin the quiz. Say "Let's begin. Play the rest of TR: AB17."
  - When students have completed Section I, have them put down their pencils. Say "Now you're going to read and write. Read the directions for Section 2 aloud. Ask "What do you have to do?" (Look at the pictures. Write about the weather.) Repeat the process for Sections 3 and 4. (3: Circle the correct answer. 4: Read. Circle True or False.)"
  - Have students complete Sections 2–4 independently.
  - Speaking instructions Point to the images at the top of p. 83. Say "Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example. Ask "What's the weather like? Point to the snow falling around the image of the shivering girl. Say "It's cold."
  - See p. 88 of the Assessment Book for questions and expected student responses.

Assessment


Testing Tip

Be prepared. Before any test, think about what will be needed for the testing session. Bring extra pencils, scrap paper, and erasers. Plan for what students will do after the test while other students are finishing. Bring English magazines or reading materials that students can use after they finish their tests. Also, think about how students should ask questions during tests (raising their hands, coming to the teacher’s desk, etc.), whether or not they are allowed to write on paper copies of the test, what they should do with their other books and school materials during testing, and how/if they should turn in their tests. Write all of the directions and guidelines on the board before the testing session and state them verbally, so that testing procedures are clear to all students.

Assess Unit Objectives

Ask questions such as the following:
- Is it hot?
- What's the weather like?
- What are you wearing?

Project

For a theme-related closing activity, direct students to the Unit 3 Project Worksheet.
Before You Watch
• Play the introduction to the video. Say This video is about weather and the clothes we wear. What do you wear when it rains? What do you wear when it is sunny?

While You Watch
• Have students look and listen for words about weather and clothes. Have them sort the words in a T-chart with the headings Weather and Clothes.
• Pause the video as necessary to allow students to identify and sort words.

After You Watch
• Write on the board It’s _______ . I wear _______. Have students choose a word from each column of their charts and use the sentence frames to say sentences about the weather and the clothes they wear for that weather. Model by saying It’s rainy. I wear a raincoat.

Zoom In
Vocabulary
• View each set of photos and captions. Have students say the words or the sentence on each photo.
• Look at the images of weather. Turn off the sound. For each image, ask What’s the weather like?
Grammar
• Play the beginning of Grammar 1 and pause after the first question and answer. Ask Who are the people? What time of day is it? What does the robot do?
• Freeze an early frame of Grammar 2. Point to the windows. Ask What’s the weather like? What’s the bay wearing?
Song
• Write hot, cold, put on, and take off on the board. Play Scene 4 with no sound. Have students clap each time Anna acts out hot, cold, put on, and take off.
• Play the song with sound. Have students sing along and act out hot, cold, put on, and take off.

Viewing
• Pause the video at the end of the desert segment. Ask What are the people wearing? (robes) Pause at the end of the mountain peak and hurricane segments and ask the same question.

Story Time
• View Story Time once with students.
• View The North Wind and the Sun again. Pause after the introduction and say The man is wearing a coat. Why? (It’s cold.) Pause after the wind fails to blow the man’s coat off. The man doesn’t take off his coat. Why? (It’s cold.) Pause after the man takes off his coat. The man takes off his coat. Why? (It’s hot.)

Before You Read
• Activate prior knowledge Ask Who has a coat today? Choose one student and ask When do you wear your coat? If no one has a coat, ask Why do people wear coats?
• Predict Tell students that, in this fable, the Sun and the North Wind want to play a game. They want to make a man take off his coat. Say The sun can make it hot outside. What can the wind do? (make it cold outside) Write North Wind and Sun on the board. Who do you think wins the game? Have students raise their hands if they think the North Wind wins the game. Write down the number of votes. Have students raise their hands if they think the Sun wins. Write down the number of votes. Say Now let’s read this story and learn how the game ends!

While You Read
• Stop every few pages to help students understand what the words and pictures mean. Ask questions and help students figure out the answers.
  p. 3: What do the Sun and the North Wind want to do?
  p. 4: What makes the leaves fly?
  p. 9: What does the Sun do?
  p. 11: Do you think the Sun is very smart?

After You Read
• Have students find the statement “It is a cold day,” on p. 2 of the reader. Then have them find the statement “It is sunny and hot,” on p. 8. Divide the class into two groups and assign one statement to each group. Say Think about what a cold or hot day looks like. Draw a picture of what you see in your mind. Have students share their completed pictures with the class and discuss similarities and differences.
Audio Script

Student Book

TR: 30 Unit 3. Listen and say.
1. a raincoat. She’s wearing a raincoat. 2. clouds. It’s cloudy. 3. rainy. It’s rainy. 4. a bathing suit. She is wearing a bathing suit. 5. hot. It’s hot.

Workbook

TR: 20 Unit 3. Listen, read, and write.
1. It’s Monday. Put on your raincoat today!
2. Hello. It’s a cold Tuesday! You need a hat and gloves.
3. Hello, sun! It’s a hot Wednesday.

TR: 21 Listen, Write.
1. It’s raining.
2. These are long pants.
3. You wear this when it’s cold.
4. You wear this when it’s hot.

TR: 22 Listen and read. Can you say these fast?
1. We have wet, windy, Wednesday weather!
2. What color coat can Cousin Carlos get?
3. Suzu’s sister Sada likes socks, shoes, and shorts.

TR: 23 Listen to the song. Read and write.
1. You carry this when it’s raining.
2. You wear these on your feet.
3. These are long pants.
4. You wear this when it’s cold.
5. You wear these when it’s hot.

TR: 24 Listen. Draw an X over the word that doesn’t have the same r sound as in rainy.
1. rock; raincoat; cloud
2. robot; clock; eraser
3. game; rice; red

TR: 25 Listen and read.
1. People wear many kinds of hats. A hat keeps you warm on a cold day. You can wear a hat on a hot day. Or you can wear a hat when it’s rainy. You can even wear a hat just for fun!
Look and check.
The boys are walking. jumping.
They all have buckets. shirts.

Unit 4
Fun in the Sun
Boys playing in the water, Klungkung, Bali

Be the Expert
About the Photo
These boys are in Bali, an island east of Java in Indonesia. They are playing in a waterfall formed by the Unda River near Klungkung, in the eastern part of the island.

Teaching Tip
Taking Turns
Make sure each student in a group has the chance to speak and to talk without interruption. Have group members pass an object, such as a card or a sheet of colored paper, to show whose turn it is to speak. Each speaker passes the object to another group member when he or she finishes.

Introduce
• Recycle
Read the unit title aloud. Point to the photo and say These boys are having fun. What are they wearing? (bathing suits) Say The boys are having fun in the sun. It can be hot in the sun. Say Look at the water. Do you think the water is hot or cold? On the board, write The water is ________. The sun is ________. Have students tell you the words to write on the lines (cold, hot).

• Point to the photo. Act out swimming. Ask Are the boys swimming? (no) Ask What are they doing? (playing in water) Say These boys live in a hot place. There’s a lot of water! The boys are playing in the water.

• Ask questions to encourage discussion of the photo. What’s the weather like? (hot) Where are the boys playing? (in the water) What are the boys wearing? (bathing suits)

• Guide students through the sentence-completion activity on p. 38. Say Look at the first sentence in the blue box. One word makes the sentence true. What word is it? Let’s read the choices together.

• Have students read aloud The boys are with you. Then say walking. The boys are walking. Is that true? No, the boys aren’t walking. Say jumping. The boys are jumping. Say Look at the picture. Is that true? Yes. Two boys are jumping.

• Have students make a check mark next to the correct answer choice and read the complete sentence aloud. Repeat the process for the second sentence in the activity.
Warm Up

• **Build background** Hold up a soft ball or crumpled sheet of paper. Ask What can I do to have fun in the sun? Say Think about it. Then, when you get the ball, tell me what I can do to have fun in the sun.

• Throw the ball gently to a student. Say Tell me what I can do in the sun. Then give the ball to another student. As each student receives the ball, say Tell me another thing I can do in the sun.

Present

• **Write play on the board.** Say When I play, I have fun. Say It with me: play. Say To play is to have fun. Let’s look at ways to play.

Practice

• Have students open their books to pp. 40–41. One at a time, hold up Picture Cards for play a game, play baseball, play basketball, and play soccer. Say each set of words and have students repeat after you. Then point to the photos for these activities on the pages.

• Act out the words as you point. Then act out each term again, and have students call out the names. Say These are ways to play.

• Write ride, jump, and fly on the board. Say Find these words in your book. Hold up Picture Cards for fly a kite, jump rope, and ride a bike. Say each set of words and have students repeat after you. Say These are ways to move.

Apply

• Point out the dialogue on p. 40. Say Listen to ways to have fun in the sun. Then listen again and say the words. Play TR: 38 without pausing. Then play it again, stopping after every term and sentence to have students repeat what they hear. Say Now let’s find the photos that go with the words.

• Say Let’s do Activity 2. Listen to the words. Point to the photo that goes with the words. When we all find the photo, we say the words together. Begin TR: 39. Play “ride a bike” and then pause the audio. Give students time to find the photo. Say The photo is on page 41. Let’s say the words together: ride a bike.

Review

• Read out the dialogue on p. 41. Say Fredy and Mia are talking. Let’s read what they say. Have students read the question and answer aloud.

• Pair students. Say Point to a photo. One partner asks a question. The other partner answers. Take turns.
**Warm Up**

- **Preteach** Say *When I have fun, I smile.* Smile. Say *But sometimes, I’m bored.* Act out yawning.
- Say *We’re going to play a game about things that we think are fun, and things that we think are boring.* I’ll hold up a photo. If you think what the photo shows is fun, smile! If the photo shows something that’s boring to you, yawn.
- Act out smiling and yawning. Say *Ready?* Hold up Picture Cards one at a time. For each card, say *If you think this is fun, smile!* Say *It’s fun! If you think it’s boring, yawn!* Say *It’s boring!*

**Present**

- **Have students look at the grammar box on p. 42. Write like to play, like to jump, and like to do on the board. Ask What words are the same? (like) Circle like to.**
- **Say** Now listen to these questions and answers. Play TR: 40. Say *Let’s say these questions and answers together.* Play TR: 40 again and have students repeat each question and answer.
- **Explain** Say *You ask questions like this when you want to have fun. You give answers like this to say what’s fun and what isn’t fun.* Point to the grammar box on p. 42. Ask *What are the action words?* (play, jump, do, swim) If students have difficulty answering, act out and help students name action words such as running, swimming, listening, and writing.

**Practice**

- **Write the following on the board:**

  Do you like to ________? Yes, I do. No, I don’t.

  What do you like to do? I like to ________

Then write a list of vocabulary terms on the board: play a game, fly a kite, ride a bike, jump rope, play baseball, play soccer, and play basketball.

**Apply**

- **Put students in groups of three. Point to Activity 4 on p. 42.** Read the directions aloud. Say *Freddy the frog and the Eddie the elephant are talking. They can help us ask and answer questions. Let’s talk about what we like to do.* Ask one student to read what Freddy asks. Have another student read Eddie’s answer. Say *Ask and answer questions in your group. Use the photos for ideas.* Use the grammar box to help. Help students identify the objects in the photos, and what they’re used for.

  *While students talk, write I like to ________, on the board. Have the class stand. Call on individual students and ask What do you like to do? As each student answers, he sits down. Continue until the class is seated.*

**Wrap Up**

- **Assign five students to act out activities related to the pictures on p. 42. Say Look at the pictures. Think about what you like to do. Choose one of the pictures, but don’t say it out loud. Act it out for the class. As each student acts out an activity, ask the class What’s he doing? When the class guesses correctly, write a related sentence on the board, such as (He) likes to (play soccer/play basketball/fly a kite/swim/jump rope).*

**Formative Assessment**

*Can students ask and answer questions using like + infinitive?*

*Write What do you like to do? I like to ________ on the board. Have students use the frame to ask and answer questions.*
Warm Up

**Objectives**
Students will:
- name and use more words for outdoor activities.
- ask and answer questions about outdoor activities.

**Vocabulary**
- bounce a ball, throw a ball, catch a ball, watch a game, play tag

**Resources**
Workbook p. 30; Audio CD TR: 41; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2, Teacher’s Resource CD-ROM: Activity Worksheet 4.2

**Materials**
- soft ball

**Materials**

**Vocabulary 2**

1. **Listen and say.** (p. 41)
   - bounce a ball
   - throw a ball
   - catch a ball
   - watch a game
   - play tag

2. **Read.** Look at the pictures. Match.
   - I like to bounce a ball.
   - I like to throw a ball.
   - They like to catch a ball.
   - I like to watch a game.

3. **Say and stick.** Work with a partner.

4. Practice
   - Point to Activity 5. Say Listen to the words. Say what you hear. Play TR: 41. Pause after each vocabulary term and have students repeat. Have them act out each term as they say it.
   - Say You throw the ball to me. What do I do? (catch the ball) if needed, point to the photo and act out catching the ball.
   - Say Let’s read sentences and find photos that match. Look at item one in Activity 6. The sentence says I like to bounce a ball. Which photo shows bounce a ball? Find the letter in the photo. Point out the letter a on the basketball. Say This is photo a. The letter a is the answer to item one. Now you read and match the rest.

   - When students have completed the activity, call on students to read aloud each sentence for items 2–4. Have the class respond with the correct letter.

5. **Apply**

6. **Wrap Up**

7. **Formative Assessment**

8. **Review**
For additional practice, direct students to Activity Worksheet 4.2.

**Present**

- Have students open their books to p. 43. Say My friend plays soccer on Saturdays. I watch her play.

- Sit down and turn your head from side to side. Clap. Say I watch the game. Have students repeat I like to watch a game.

- Explain Say Tag is a game. To play tag, you run. Act out tagging, or touching. You tag and say “You’re it!” Then your friend runs. Your friend tags you and says “You’re it!” You take turns.

- Give a student a soft ball. Say Throw the ball to me. Have the student throw the ball. As you catch the ball, say I catch the ball. We throw and catch the ball. Have students take turns gently throwing and catching the ball to nearby students. As students throw, have them say I throw the ball. As students catch, have them say I catch the ball.

**Be the Expert**

**Our World in Context**

- Children around the world play different versions of tag. In Ghana, children play a game of tag called “Big Snake.” When the child playing the role of the snake tags someone, the tagged player runs to the front of the line and the game continues. In Turkey, children play “Double-Circle Tag.” The player that does the chasing in the game is known as “Ebe,” or “it.”

104  Unit 4
Objectives
Students will:
• talk about things to do using Let’s + verb.
• respond to invitations that begin with Let’s.

Grammar Use Let’s + verb.

Content Vocabulary cube, space

Resources Workbook pp. 31–32; Audio CD TR 42; Video; Grammar 2: Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 4.3

Materials scissors; glue or tape; soft ball

Warm Up
• Say: Let’s think of fun things to do outside. What games can we play? (soccer, basketball, baseball, and so on). Write these on the board. Point to an activity on the board. Say: I want to play (basketball). Who wants to play (basketball)? Raise your hand.
• Call on a student with her hand raised. Say: (Alyyah), you want to play basketball with me. I want us to play together. Let’s play basketball. Act out playing basketball. Ask the student to join you. Then say: (Now), I want you to play (soccer) with me. Let’s play soccer. Act out playing soccer. Have the student join you.

Present
• Say: Open your books to page 44. Point to the first Let’s in the grammar box at the top of the page. Toss a ball to a student. Say: Let’s throw a ball. Explain: When I say Let’s, I mean that I want you to throw the ball with me.
• Say: Now listen to these students talk. Play TR 42. Have students repeat each sentence.
• On the board, draw a happy face and a sad face. Say: The happy face means “Yes, I want to do the activity.” The sad face means “No, I don’t want to do that activity.”

Practice A
1. Let’s play soccer. 2. _______ a game. 3. _______ a ball. 4. _______ tag. 5. _______ rope.

2. Read, write, and draw. What do you think?


4. Grammar 2
   • Let’s throw a ball. Ok. What fun! ☺
   • Let’s bounce a ball. Ok. What fun! ☺

5. Be the Expert

Grammar in Depth
Let’s is the contraction of Let us. It is common in English conversation. The phrase let’s can be used to invite others to join the speaker in an action such as in Let’s play soccer.

1. Without the apostrophe, the word let’s has a different meaning. The word lets tells that someone allows something to happen. The teacher lets us play outside on Fridays. Make sure students correctly place an apostrophe when writing the word let’s.

Teaching Tip
Use gestures to reinforce pronouns. For example, point to yourself as you say I, and make a large circle with one arm as you say we. Take opportunities to point to groups of people or things when you say They.

The Sounds of English Cards
You can use The Sounds of English Card 1 to teach the /i/ sound. Audio for this card is available on the Explore Our World website.

Formative Assessment
• talk about things to do using Let’s + verb?
Write vocabulary terms such as ride a bike, play tag, and play basketball on the board. Point to a term and ask How do you tell a friend that you want to do this?
• respond to invitations that begin with Let’s?
Give a statement with let’s, such as Let’s play basketball. Have students respond positively or negatively by saying Sure, What fun! or No, thanks.

Review For additional practice, direct students to Activity Worksheet 4.3.
Song

**Vocabulary**
- **Vocabulary** I: ride a bike, fly a kite, play a game, play basketball, jump rope, play soccer

**Grammar**

**Grammar** I: use like + infinitive

**Resources**
- Workbook p. 43, Audio CD TR: 43, Video: Song, Classroom Presentation Tool: Song, Picture Cards 15, 17, 18, 162, 222–226, 228, 229, 234, Teacher's Resource CD-ROM: Activity Worksheet 4.4

**Related Vocabulary**
- helmet, to skateboard, play hide and seek, to rollerblade

The Sounds of English

**Resources**
- Workbook p. 43, Audio CD TR: 44, Picture Cards 43, 36, 51, 85, 214, 107, 221, The Sounds of English Card 36

**Use the Song**

- Point to the classroom door. Say *We're in the classroom. We can do many things in the classroom. What do we do in the classroom?* Help students recall words such as count, draw, listen, read, talk, and write.

- Say *When we're in the classroom, we're inside.* If there is a window, point out of it, or draw an outside scene on the board. Say *When we're not inside, we're outside. Trees are outside. The sky is outside.*

- Say *When it's sunny outside, I like (to play soccer). It's fun for me.* (play soccer on Saturdays with my friends). What is fun for you? Play the chorus on the page twice while students listen. Then play it again as students read aloud with you. Then have them sing along with you.

- Say *The other part of the song tells about fun things to do outside. What are they? Guess! Write students' predictions on the board (ride a bike, etc.) Check their predictions after they have sung the entire song. Complete song lyrics are on p. 94 in students’ books.*

- **Play TR: 43 once.** Say *Let's listen, read, and sing. I'll play part of the song. Then we'll read the words and sing while I play it again. Play each verse and the chorus. After each section, replay the audio as students read and sing. If students struggle to sing along, pause the audio and read aloud each line of a verse, having students repeat after you. Remind students that when they see CHORUS, the words in bold letters will repeat. Then replay the audio one more time and ask students to sing along.*

**Extend**

- Place students into groups of four or five. Say *I'm going to play the song again. Listen for something you like to do outside. Act it out for your group. Have the group guess what you are doing. Give students time to carry out the activity.*

- Display Picture Cards of outdoor activities. Write the following on the board:

  - **I like to _____**  Yes, I do. Yes, I do.
  - **I like to _____**  Yes, I do. Yes, I do.
  - **I like to _____**  I like to play outside with you.
  - *It's fun, fun, fun!*

- Review the Picture Cards with the class. Say *What do you like to do?* Choose three pictures and write words to complete the sentences. Place students in pairs and have them take turns singing verses.

**The Sounds of English: /v/ as in sun**

- **Hold up a Picture Card of the sun. Ask What's this? (the sun) Say That's right. It's the sun. We have fun in the sun.** Have students repeat *We have fun in the sun.* Then slowly say the word *sun* as you write it on the board in large letters. Underline the letter *u* in sun. Say *The letter u can stand for the /v/ sound.*

- **Have students turn to p. 45. Say Yes, let's listen and say. Play TR: 44 once while students just listen. Then say Let's listen and say. Play TR: 44 again and pause after each item so that students can repeat the words.**

- **To check understanding, have students raise their hands when they hear /v/ as in sun. Display Picture Cards that contain the target sound (butterfly, duck, gloves, jump, run, sunny, truck, umbrella) and some that don’t.**

- **Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound.**

- **To sum up, practice the following chant with students:**

  One, two, three. 
  Chant with me! 
  I/v/! I/v/! I/v/! 
  Fun and sun. 
  Jump and run. 
  Three, two, one! 
  Our chant is done!
Think Aloud

Objectives
Students will
• identify and describe details about an activity
• ask questions about a text.

Reading Strategy
Ask Questions

Resources
Workbook pp. 34–35; Audio CD TR: 45; Classroom Presentation Tool; Reading: Teachers’ Resource CD-ROM; Graphic Organizers (Word web)

Materials
ruler; meter stick
(optional)

Related Vocabulary
hamster

Warm Up

• Brainstorm Place students in groups of three or four. Have each group choose one member to take notes.
• Write ball on the board. Say We can do lots of fun things with a ball. For example, I can bounce a ball. Act out bouncing a ball on the ground. Ask What games can you play with a ball? What can you do with a ball? Write down all the words you think of. Set a timer or use a clock with a second hand to time students for one minute.
• When students finish, create a word web on the board with students’ answers. Call on each group to say aloud one or two items from their list. Write answers in the web. Answers may include bounce, throw, catch, play soccer, play baseball, play basketball. Then say Now we will read about playing a ball. Leave the words on the board.

Present
• Have students open their books to p. 46. Ask What do you see in the photo? Call on several students to describe what they see. Ask Where are the balls? On water or on the ground? (on water) Are they big or small? (big) Say Let’s find out more.

110  Unit 4

Listen and read. p. 45
A Big Ball of Fun

These girls are in big balls. The balls are very strong. The girls like to play in the balls. They can walk, jump, or run. They’re having fun!

Work with a partner. How many kinds of balls can you name?

Read together
Point to the title. Say Let’s read these words together. Read aloud with students as you point to each word. Say Let’s read the first sentence together. I’ll say it once, and then you repeat it with me. Read the sentence. Then read it again with students. Say We talked about inside and outside. Are the girls inside the ball, or outside the ball? (inside)

Practice
12 Say Now let’s listen to the reading. Let’s read in our books as we listen. Play TR: 45 and have students read along.

Play TR: 45 a second time. Pause at the end to check for comprehension. Ask questions such as:
• Are the balls big or small? (big)
• What can the girls do in the balls? (They can walk, jump, or run.)

Think Aloud
Model asking questions about the reading. Say Playing in a ball looks fun. I want to know more about it. Where do people go to use the balls? How big are the balls? Could I go in a ball, too? I’ll write these questions down. I’ll see if I can find answers to my questions.

Graphic Literacy
Have a student read aloud the Weird but True feature on p. 46. Then write $m = 100 \text{ cm}$ on the board. Have students look at the arrowed lines that show the size of each ball. Ask How big is a hamster ball? (6 cm, 2.4 in.) Hold up a ruler and show 15 cm. Ask How big is a big ball of fun? Point to the photo. (2 m, 6.6 ft) Use a ruler or meter stick to show 2 m. Draw a 2-meter line on the board or have students stand 2 m apart.

Apply
13 Say We use a ball to play basketball. The ball we use is called a basketball. Think about other balls you use in games.

Point to Activity 13. Assign partners. Read the instructions aloud. Say Name as many kinds of balls as you can in one minute. Give students one minute to complete the activity.

Call on pairs to tell the balls they named. Ask What game do you play with it? Write each ball and game on the board.

Wrap Up
• Have students draw pictures of one ball they named and write a sentence about an action. To model, draw a soccer ball. Say I play soccer with a soccer ball. Post students’ drawings and have them present their word to the class.

Formative Assessment
Can students
• identify and describe details about an activity?
• ask questions such as How do people move in a big ball?
• ask questions about a text?
• have students ask one question about unfamiliar vocabulary and one question about an idea in the reading?
**Value**

- **Ask** What is a sport? After several students answer, say A sport is a kind of game. Look at page 47. It says “Be a good sport.” Write the sentence on the board. Circle good and underline sport. Say Sport means more than one thing. A sport is a person who’s fun to play with and doesn’t get angry.

- **Stand and bow.** Say The people in the photo are bowing. They’re being nice. They’re being fair. One way to be fair is to play by the rules. In this sport, when you bow, you play by the rules. When people take turns, they’re being fair. They let other people play. Let’s read together. Point to the sentences. Read them aloud and have students repeat.

- **Place students in pairs.** Point to the question. Say Read the question. Talk with your partner about what you do to be fair. Then talk about other ways people can be fair. Work together with your partner to answer the question.

**Give the Unit Quiz**

- **Hand out the Unit 4 Quiz.** Have students preview the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.

- **Listening instructions** Point to the pictures in Section 1 on p. 65. Say Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

- **Say Now listen to an example.** Play TR: A818. I like to play soccer. When students have written a letter, ask What letter did you write? When students respond with the letter F, begin the quiz. Say Let’s begin. Play the rest of TR: A818.

- **When students finish Section 1, read the directions for Section 2 aloud.** Ask What do you have to do? (Answer the questions for Mark. Use No, I don’t or Yes, I do.) Repeat the process for Sections 3 and 4. (1: Look at the pictures. Complete the sentences. 4: Read. Circle True or False.) Have students complete Sections 2–4 independently.

- **Speaking instructions** Point to the image at the bottom of p. 83. Say Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask Do you like to fly a kite? Point to the kite. Say Yes, I do. It’s fun. See p. 89 of the Assessment Book for questions and expected student responses.

**Give the Mastery Test**

- **Listening instructions** Point to the pictures in Section 1 on p. 75. Say Look at the picture. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

- **Say Now listen to an example.** Play TR: A823. It’s a sheep. When students have written a letter, ask What letter did you write? When students respond with the letter G, begin the quiz. Say Let’s begin. Play the rest of TR: A823.

- **When students finish Section 1, read the directions for Section 2 aloud.** Ask What do you have to do? (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle True or False.) Have students complete Sections 2–4.

- **Speaking instructions** Point to the image at the top of p. 86. Say Look at the picture. Answer my questions. Use complete sentences. Listen to an example. Ask Are there any pencils in the picture? Point to the pencils. Say Yes, there are. See p. 90 of the Assessment Book for questions and expected student responses.

**Assessment**

**Be the Expert**

**Resources** Assessment Book pp. 65–66, 75–76, 83, 86, 89, 90, 92, 94, 95; Assessment Book Audio CD
TR: A818, A823

**Testing Tip**

Manage time. Teach students to pace themselves based on how long the test should take to complete. Even though time is an important factor, remind students not to rush, and to do their best. Also, remind them to keep focused on the test and not to get distracted with one or two difficult questions.

**Assess Unit Objectives**

Ask questions such as the following:

- What do you like to do outside?
- What do you do on Fridays?
- Do you like to play baseball?

**Project**

For a theme-related closing activity, direct students to the Unit 4 Project Worksheet.
Before You Watch
- Play the introduction to the video. Ask What do students like and things most students don’t like.

While You Watch
- Say While you watch, make two lists of things you see. List things you like to do, and things you don’t like to do.
- Have students write two column heads on a sheet of paper: I like, I don’t like. Pause the video as necessary to allow students to identify and sort target words into two lists.

After You Watch
- Put students into groups. Have students read aloud from each column of their list. Have groups write what activities they like and don’t like to do. After groups finish, look for examples of things most students like and things most students don’t like.

Zoom In

Vocabulary
As you play the vocabulary segments, pause to point out different ways of naming various activities. For example, write play soccer and playing soccer on the board. Say These are all names for the same activity.

Grammar
Say Ask me if I want to play. Have the class ask Do you want to play? Say I can say Yes, I do or No, I don’t. Say those answers with me: Yes, I do. No, I don’t. Play Grammar 1. Ask Why doesn’t the girl want to play the games? (They’re boring.)

• Say Watch the funny monsters in this story. Listen to their answers. Play Grammar 2. Ask What do they say many times? (“That sounds like fun!”)

Song
As Anna sings the chorus of the song, tell students to listen first for like to do and like to play. Pause the video and have them sing What do you like to do? / Do you like to play? Play the chorus again and have students raise their hands when they hear Let’s.

Viewing
Pause the video after each activity and ask Do you like to fly kites? Have several students answer before playing the next dip.

Story Time
Pause the video after each page of The Ant and the Grasshopper and ask students what questions they have about the story at this point. Say Asking questions helps us understand the story.

- Ask students to name what Grasshopper does when he’s playing. (plays soccer, plays basketball, skateboards, plays baseball, and so on)

Before You Read
- Ask questions to help students start thinking about the main ideas in the story. Ask Do you like to play? What do you like to do when you play? After students answer, say We play, but we work, too. We work hard in school. It’s fun to play. It’s also good to work hard. Now we’ll read a story about animals that work and play.
- Introduce the strategy Say Asking questions about a story helps us understand what’s happening in the story. We can look for answers to our questions. Model how to ask questions. Have students look at the cover of the reader. Ask Who does the Grasshopper want to meet? (Ant)

While You Read
- Pause after students read p. 2 and model asking questions as you read. Say I have a question about this page. Why is Ant working in his yard? The book says it’s spring. Let’s look at the picture. I see! Ant grows food in his yard. He works so he can eat the food later.
- Pause after students read p. 4 and ask What’s Ant doing now? (cutting wood) What questions do you have about this page? Give students time to ask questions.
- Pause after students read p. 9 and ask Does Grasshopper like to work? After students answer, say This makes me ask another question. Is it good to work? Does Grasshopper need to work?

After You Read
- Ask students to look again at the pictures in the book. Then say You asked questions when you read. Did the pictures answer your questions? Tell me. Call on several students to tell what the pictures told about the story.
Audio Script

Student Book

TR: 38 Unit 4. 1 Listen and say.
play a game. She’s playing a game. jump rope. They’re jumping rope. fly a kite. He’s flying a kite. ride a bike. He’s riding a bike. play soccer. They’re playing soccer. play baseball. They’re playing baseball. play basketball. They’re playing basketball.

TR: 39 2 Listen, point, and say.
ride a bike; play soccer; play basketball; jump rope; play a game; fly a kite; play baseball

TR: 40 Grammar
Do you like to play baseball?
Yes, I do. It’s fun.
Do you like to jump rope?
No, I don’t. It’s boring.
What do you like to do?
I like to play baseball.
What do they like to do?
They like to swim.

TR: 41 Listen and say.
bounce a ball. I like to bounce a ball. throw a ball. I like to throw a ball. catch a ball. I like to catch a ball. watch a game. I like to watch a game. play tag. They like to play tag.

TR: 42 Grammar
Let’s throw a ball. Ok. What fun!
Let’s bounce a ball. No. thanks.

TR: 43 Listen. Read and sing.
Note: Lyrics for the song Outside are on Student Book p. 94.

TR: 44 The Sounds of English /u/ sun
Listen and say.
1. fun; sun 2. jump; run 3. bug; duck

TR: 45 Listen and read.
A Big Ball of Fun
These girls are in big balls. The balls are very strong. The girls like to play in the balls. They can walk. jump. or run. They’re having fun!

Workbook

TR: 26 Unit 4. 1 Look and listen. Write numbers.
i. They like to play baseball. 2. He likes to ride a bike. 3. She likes to play a game. 4. They like to fly a kite.

TR: 27 Listen and write. Number the pictures.
i. They like to play tag. 2. He likes to throw a ball. 3. They like to play basketball. 4. They like to watch a game. 5. I like to catch a ball.

TR: 28 Listen and draw. Draw a line from START to END.
Let’s play basketball! Let’s ride a bike!
Let’s play baseball! Let’s watch a game!
Let’s fly a kite! Let’s play basketball again!
Let’s get out of here!

TR: 29 Listen and read. Can you say these fast?
1. Big boys bounce brown basketballs. 2. Six silly soccer stars sing sad songs.

TR: 30 Listen to the song. Draw lines.
Note: Lyrics for the song Outside are on Student Book p. 94.

TR: 31 Listen. Which words have a sound like the u in sun? Draw a line to connect the pictures.
sun. sun. butterfly. butterfly. gloves. gloves. truck. truck. duck. duck.

TR: 32 Listen and read.
The X Games
People all around the world like to watch the X Games. The X Games take place in hot weather and cold weather.
Hot Weather: The players like to skateboard and ride bikes. The players like to go fast.
Cold Weather: The players like the snow. They ski and snowboard. They go fast.
Do you like to watch TV? Watch the X Games!
• Play the game  Say Open your books to pages 48 and 49. Let’s play a game! Read aloud the activity directions at the bottom of p. 49. Say Look at Freddy and Mia. Have two students read the dialogue.

• Say  Now look at the pictures. Have students look at the images. Then call on different students to read aloud the sentences in circles.

• Hold up the Student Book and point to the photo of the girl cutting. Ask What is she doing? (She’s cutting.) Ask Are there any shorts on these pages? (No, there aren’t.)

• Demonstrate the game. Show students the spinner and a playing piece. Demonstrate how to make a spinner pointer using a paper clip and a pencil. Point out Start on p. 48 and put the playing piece there. Say Spin the spinner. Then move one, two, or three spaces. Spin the spinner and call out the number it lands on. Move the playing piece that number of spaces.

• Call on a student and ask a question about the image you landed on. For example, ask (Jamila), what’s the weather like? She answers (It’s cold.), spins, calls out the number, and moves the playing piece. She asks another student a question about the image she lands on.

• Group students, and hand out spinners and playing pieces. Say Play the game! Spin and move. Look, Ask and answer questions. Take turns. Move forward until you get to the finish line. Point out the word Finish on p. 49. Allow time for groups to play the game. Tell students that when they land on a circle with words, they must do what the words say.

• Review: Units 1–4

Vocabulary  U1–U4
Grammar  U1–U4
Academic Language  finish line, take turns
Resources  Workbook pp. 36–37
Materials  paper clips and pencils to make spinner pointers, playing pieces (such as buttons, coins, or tokens)

Teaching Tip
Playing games in class can energize and refresh students, as well as contribute to a fun classroom atmosphere. This will help students feel positive about what they are learning. Ensure that students are fully prepared to play a particular game. Before the game begins, confirm that all students in class understand the rules of the game. Encourage students to ask questions if they don’t understand a rule or are unsure about what they are expected to do.

Sentence frames  If students need help thinking of questions and answers, write examples on the board:

- What’s he doing?  What’s the weather like?
- He’s ______.  It’s ______.
- What’s she doing?  Put on ______.
- She’s ______.  Take off ______.
- What are they doing?  Don’t forget ______.
- They’re ______.  Do you like to ______?
- Are there ______?  Yes, I do.
- Yes, there are.  No, I don’t.
- No, there aren’t.  Let’s ______.
- Do you want to ______?  What does he want to do?
- Yes, I want to ______.  He wants to ______.

Modify  If time is limited, play the game as a class. To provide more guidance, point to a sentence frame that could be used for each space. If possible, make sure each student has the chance to ask and answer a question at least once.

To simplify the game for students who need more support, have them respond to yes/no questions such as Is she cutting? Is it sunny? Are there sneakers in the photo? Then encourage students to add on to their yes or no answers to make a complete sentence. For example: Yes, she is cutting. Yes, it’s sunny.
Inside Our House

Unit 5

Look and check.
I see rocks and trees.
  yes  no
I see birds in the sky.
  yes  no

Introduce

• Say The name of this unit is “Inside Our House.” A house is a place where people live. I do many things inside my house. I eat, sleep, and read inside my house. Name some things you do inside your house. (play, cook, wash, talk, sit, read)

• Build background Say People live in houses all over the world. Point to Turkey on a world map or globe and say This is Turkey. Point to the photo on Student Book pp. 50–51. Say The people in this photo live in Turkey. This is their house. It’s a cave house!

• Point to the the opening in the center of the cave house (bottom) and say This cave house has a kitchen. Point to the openings at far left and right and say It also has two bedrooms!

• Ask questions such as the following to encourage discussion of the photo:
  Look at the the cave house. What do you think it’s made of? (rocks)
  Look inside the cave house. What do you see inside? (plants, table, chairs)
  How many rooms do you see in the cave house? (four rooms)

• Guide students through the activity on p. 50. Read each sentence aloud. Have students raise their hands if they think the sentence describes the photo. Discuss each sentence and have students check the yes or no box. Then confirm the correct answer.

Be the Expert

About the Photo

People have made their homes in the soft rock of Cappadocia, Turkey, for thousands of years. The region is located on a high, dry plateau in the middle of Turkey. The fantastic landforms are made of soft rock from volcanic ash. Today the caves of Cappadocia serve as museums, hotels, and private homes.

Our World in Context

Humans have long used caves for shelter. In the past, caves provided protection from dangerous animals and bad storms. Inside the massive Niah Cave on the island of Borneo, archaeologists have found evidence of tools and paint flakes dating back to about 40,000 B.C.E.

Teaching Tip

Lead activities so that different students have a chance to speak. Begin by explaining that you are interested in each student’s ideas. When you ask a question, give students a few quiet moments to think of what they want to say. When students are ready, have them give you a signal, such as raising a hand.
Warm Up

- **Recycle** Review the Unit 1 words cutting and talking. First, say Imagine you’re doing things at home. Then say When I ask a question, use one of the words to answer. Hold up Picture Card H7 (cut). Say This card shows cutting. Ask What are you doing in the kitchen? Point to students, act out cutting with scissors, and say You say “We’re cutting.” Then hold up Picture Card 201 (talk) and say This card shows someone talking. Silently act out talking. Ask What are you doing in the living room?

Present

- **Say** Now let’s look inside a house. Open your books to pages 52 and 53. Point to each room in the picture. As you point, name each room and have students repeat the words for the rooms: the kitchen, the bathroom, the living room, the bedroom.
- **Contextualize** Say Let’s pretend we’re inside the house. Let’s walk through it. Let’s name the things we see in each room. As you point to an object, say its name. Have students repeat. Say In the kitchen, I see a stove and a table. In the bathroom, there’s a shower and a tub. In the living room, I see a rug. I see books in a bookcase.
- **Point to household objects and furniture on pp. 52–53. Ask What is this? If students have difficulty naming an object, review the words using Picture Cards.

Practice

- **Hold the book, and show students the picture on pp. 52–53. Say Listen. Play TR: 46. Point to each object in the picture as you hear it named. Then say Now listen and say. Play TR: 46 again, pausing after each word. After students hear each word, have them repeat it. Listen to make sure students pronounce the words correctly.
- **Say Listen. Then point and say.** Help students follow the order of the words on TR: 47 by pointing to the first three objects and naming them. Then have students point to and name the rest of the objects. Walk around the room and ask individual students What’s this? or What are these? If students have difficulty, provide the sentence frames It’s a _____ and They’re ______.

Apply

- **Point to the dialogue on p. 53. Have a student model the dialogue with you. First, ask the question and have the student answer. Then have the student ask the question.**
- **Model asking and answering about multiple things. Point and say Are there stairs? Yes, there are.**
- **Place students in pairs. Have them ask and answer questions, using the dialogue as a model.**

Wrap Up

- Have partners take turns asking yes/no questions. Have them point to an object and ask Is it a rug? Are they stairs? If the answer is no, the partner replies No, it isn’t a rug. It’s a bookcase.
Objective
Students will
• tell the location of objects using prepositions above, behind, in front of, between, next to, under.

Grammar
use prepositions above, behind, in front of, between, next to, under.

Resources
Workbook p. 34, Audio CD TR 48, Video: Grammar 1, Classroom Presentation Tool: Grammar 1

Materials
a toy animal such as a giraffe, index cards

Play a game. Cut out the cards on page 105. Play with a partner.

Warm Up
• Preteach Show students the toy (giraffe) and say I’m going to hide the (giraffe). Then you’re going to find it.
• Tell students to close their eyes. Walk around the classroom and put the toy in a hiding place. Have students uncover their eyes and look for the toy. Ask Do you see the (giraffe)? Where is it?
• Point to the animal’s hiding place. Then use a preposition to tell where the animal is, for example, It’s under the desk. or It’s between the door and the table. Continue to hide the toy until you use each preposition a few times.

Present
• Give examples Write the following words and symbols on the board.

<table>
<thead>
<tr>
<th>above</th>
<th>behind</th>
<th>in front of</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
<td>next to</td>
<td></td>
</tr>
</tbody>
</table>

• Say Read each word and look at the picture that shows what it means. Let’s say the words together. Pause after each word to talk about the picture. Say The circle is above the line. Repeat with two classroom objects, such as The pencil is above the book. Repeat for the other prepositions.

Write each word and picture on an index card. Hold up a card. Place the giraffe to match the card.

Say The giraffe is (in front of the window). Repeat, using another card and location for the giraffe. Ask Is the giraffe next to the door or above the door? If students have difficulty, review the chart on the board.

Have students turn to p. 54 and look at the grammar box. Play TR 48. Say Listen and point. Repeat the words, matching cards to the pictures in the book.

Practice
• Tell students that the word below each picture describes where the butterfly is. Model by pointing and saying The red butterfly is above the flower. Ask Where is the blue butterfly? (behind the bush)
• Continue, having students describe each butterfly’s color and position relative to the other object(s).

Apply
4 Point to Activity 4. Say You’re going to play a game. Help students locate the cards on p. 105. Say Cut out the cards. There are nine square cards and three round cards. Place students in pairs. Say One partner places one or two square cards and one round card. The partner says a sentence. The other partner listens and places her cards to match.

Model by placing the round flower card beneath the square table card. Say The flowers are under the table. Model again. Place the round frog card between the square lamp and sofa cards. Say The frog is between the lamp and the sofa.

Model Point to Activity 4. Say You’re going to play a game. Help students locate the cards on p. 105. Say Cut out the cards. There are nine square cards and three round cards. Place students in pairs. Say One partner places one or two square cards and one round card. The partner says a sentence. The other partner listens and places her cards to match.

Say Now play the game. Place cards and say a sentence. Don’t show your partner your cards! Your partner listens and places her cards. Then look at both sets of cards. The partner gets one point for each correct match. Have partners take turns arranging cards and making sentences. The partner with the most points wins.

Wrap Up
• Have students draw a picture of objects arranged to represent a preposition. Model by drawing a table with a picture above it. Say The photo is __ at __. Call on a student to complete the sentence. (above the table) Put students in groups. Have them describe each other’s drawings using the prepositions above, behind, in front of, between, next to, and under.

Our World in Context
There are more than 7,000 known species of butterflies. They survive in all types of habitats, from frozen Arctic plains to tropical rain forests. Their paper-thin wings are covered with thousands of tiny scales. The scales reflect light in brilliant colors and patterns.

Grammar in Depth
The preposition between is used to refer to two people or things, such as The flesh is between the bookcases. To refer to three or more things, use the preposition among, as in The butterfly is among the flowers.

Teaching Tip
Listening comprehension can be difficult for second language learners. To develop students’ listening skills, check their understanding by asking them to move their bodies in some way, for example, pointing, standing, holding up a card, or raising a hand. You can also develop students’ listening skills by asking them to help you fill in charts or take notes.

Formative Assessment
Can students
• tell the location of objects using prepositions above, behind, in front of, between, next to, under?
Point to objects around the classroom and ask students questions such as Where is the computer? Is it next to my desk? Is it under my desk?

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Objective

Students will
• identify objects in a house.

Vocabulary
a door, a phone, a refrigerator, a sink, a window

Academic Language
compare

Resources
Workbook p. 4i; Audio CD TR: 4f-50; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 247, 254–257; Teacher’s Resource CD-ROM: Activity Worksheet 5.2

Activity 5

Listen and say. Look and write. tr 45

1. There is a small shelf between the ___________ and the ___________ under the big shelf.
2. There is a ___________
3. There is a window above the ___________
4. The plant is next to the ___________

Listen and stick. Compare your answers. tr 45

Practice 5

Say Look at the pictures on page 55. Listen and say. Play TR: 49. Walk around the room to check pronunciation.

Model completing item 1. Say Number one says “There is a small shelf between the _______ and the _______.” Look at the picture and find the small shelf. What is it between? Allow students to answer. Then say The small shelf is between the refrigerator and the window.

Have students complete item 1 and follow the same steps to complete items 2–4. Have them read their completed sentences aloud.

Apply 5

Point to activity 6 on p. 55. Say Let’s do an activity with stickers. Look at the Unit 5 stickers in the back of your book.

• Say First listen. Think about where each thing is in the kitchen. Look at each sticker. Ask yourself: Where is it? Match the sticker to the word in your book. Then stick. Read the words aloud with students: behind, between, next to, under, on.

• Play TR: 50. Pause to allow time to find and match stickers. When students finish, put them in pairs. Model the dialogue with a student. Have pairs use the model to compare answers.

Wrap Up

• Pair students. Say Let’s play a game. One student thinks of a word we learned today, and gives clues. The other student tries to guess the word. Model the activity. Say It’s in my kitchen. It’s big. I put food in it. (a refrigerator) Have students take turns giving clues and guessing words.

Warm Up

• Set the stage Clap to a beat as you chant
Welcome to my house! three times. Have students join in and repeat the chant with you three more times. Then change house to kitchen. Have students repeat the new chant three times. Then say the chant, pausing before kitchen, and ask students to name a different room in a house.

• Activate prior knowledge Explain that the kitchen is a very important room in a house or apartment. Ask questions such as the following:
What does your family do in the kitchen? (cook food, talk)
What things are in your kitchen? (table, chairs, stove)

Present

• Recycle Say In what room of a house can you find a stove? (in a kitchen) Why do people use a stove? (to cook food)

• Have students open their books to p. 55. Point to each object and say the word. Have students repeat.

• Say A refrigerator keeps food cold and fresh. You get water from a sink. You can wash dishes in a sink, too. Pretend to look out a window. You can look out a window. Pretend to go in and out a door. You go in and out the door. Ask Why do you use a phone? (to talk to people) 6 Walk around the room and ask individual students Do you clean dishes in a sink or a refrigerator? If students have difficulty answering, use Picture Cards to review the target words.

Be the Expert

Teaching Tip
Review academic language with students. Make a list of words and phrases commonly used in the classroom. Display them and be sure that students can give examples of each. If students have difficulty, connect actions to specific words. For example, match may mean drawing a line or putting pictures together. Act out both possibilities.

Below are some important words for students to know: check circle fill in answer compare match write about take turns partner

Formative Assessment
Can students
• identify objects in a house?
Display Picture Cards one at a time and ask What is this?

Review For additional practice, direct students to Activity Worksheet 5.2

Vocabulary 2
Objective
Students will:
• ask and answer questions using subject–pronoun agreement.

Grammar use subject–pronoun agreement with it. they

Academic Language remember

Resources Workbook pp. 41–42.
Audio CD TR: 51. Video: Grammar 2; Classroom Presentation Tool:
Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 5.3

Warm Up
• Ask Is there a shower in your living room? Do you have a refrigerator in your bedroom? Tell students they’re going to look at photos that show things in some surprising places. Ask What are some funny places for things in a house?
• Brainstorm Have students work in groups of three to think about some of the things they might see in the pictures. Have them organize their ideas by writing the name of each room in a house. They can list funny things to put in each room.

Present
• Point to objects in the picture on p. 56 and model asking and answering questions about their locations. For example, ask Where is the umbrella?

Model the answer (It’s in the kitchen). Ask Where are the beds? They’re in the bedroom.
• Write your answers on the board and circle the subject in each sentence. Point to the first sentence and say In this sentence, It’s a short way to say “The umbrella is.” We use it’s to talk about one thing. Point to the second sentence and say In this sentence, They’re is a short way to say “The beds are.” Use they’re to talk about two or more things.
• Direct students’ attention to the grammar box at the top of p. 56. Play TR: 51. Have students listen to the recording once. Have them draw a circle around It’s. Then have them connect It’s to phone by drawing an arrow. Have them do the same with They’re and lamps.

• Play the recording again. Tell students to listen and read along. Pause after each question and have students read the answer aloud. Point to the phone in the picture. Ask Where is the phone? If students have difficulty, review the grammar box and provide the sentence frame It’s in the _______.

Practice
• Read aloud the directions with students. Say Some things in this house are not where they belong. Look at each picture very carefully so that you can remember where things are.

• Place students in pairs. Allow several minutes for students to look at the pictures. Then model playing the game with a partner. Say Let’s close our books. Think about the picture. Where are the beds? (They’re next to the lamp.) If the student can’t remember, give a hint or suggest he look in the book. Prompt students to use They’re for They and It’s for It is.

Apply
• Read aloud the directions with students. Say You’ll write sentences. The first sentence tells where the cat is. What does the second sentence tell? (where the frogs are)

Before students begin, ask them to find and point to the things they will write about. For additional support, write the following questions on the board: 1. Where is the cat? 2. Where are the frogs? 3. Where are the flowers? 4. Where is the umbrella?

Wrap Up
• Assign different sections of the classroom to groups of students. Have them take an inventory of classroom objects by walking around and asking where classroom objects are. (Where are the books? They’re on the shelf.) Remind students to use It’s and They’re in their responses.

Be the Expert

Grammar in Depth

Pronouns must agree with the antecedent, or the noun or pronoun they refer to, in three ways:

Number: The lamps are on the desk. They are in the living room.

Person: My brother has a computer. He uses it every day.

Gender: Maria is on the phone. She is talking to her mom.

When two antecedents are joined by and, the pronoun must be plural.

The phone and the book are next to the bed. They’re under the lamp.

Teaching Tip

Transitions between activities can be difficult times for students. You can help by starting the day with a shared calendar of events. Discuss what students will be doing. Give them an opportunity to ask questions or share any concerns.

When students are doing activities, be sure to let them know how much time they have. Give a signal, for example, a ringing chime or bell, when they have 5 minutes to complete their work.

Formative Assessment

Can students:• ask and answer questions using subject–pronoun agreement?

Have students ask and answer questions about objects shown in their book.

Review For additional practice, direct students to Activity Worksheet 5.3.

Review
Song - The Sounds of English

My House

Welcome to my house. This is where I live. Welcome to my living room. Is there a place to sit?

The armchair is in front of the fireplace. Sit down and warm your feet. The fireplace is next to the bookcase. Let's find a book to read.

The Sounds of English: /eɪ/ as in table

Listen and say.

1. table bookcase
2. baseball game
3. eraser crayon

Meet the Words

Vocabulary

- Living room
- Bookcase
- Armchair
- Fireplace

Grammar

- Prepositions of place

Resources

- Workbook p. 43
- Audio CD TR 52
- Picture Cards 23, 33, 26, 24, 106, 110, 25, 238: The Sounds of English Card 42

Use the Song

- Act it out
- Have a student come to the front of the class and pretend to "knock" on your door at home. Say I like friends to come to my house. The first thing I say is "Welcome to my house." Pretend to open the door and say Welcome to my house.
- Have students turn acting out the scene and welcoming one another. Say Now you say it. Encourage them to use other greetings such as It's nice to see you! and Please come inside.
- Explain After my friends come inside, I like to show them where things are. I tell them "Welcome to my living room. This is my bookcase." Move your hands as though you're removing a book from a bookcase and leafing through the pages. Have students repeat the sentences and copy your movements.
- Play the song (TR: 52) once, with books closed, so students can listen. Then have them open their books to p. 57. Play the song a second time. Model using gestures when you hear the actions mentioned in the song: sit, read, cooking, sleep, turn off the light. Complete song lyrics are on p. 95.
- When they come to a question, suggest that students turn to a classmate and sing the question to her in a friendly way.

Extend

- Writing Before students begin writing about a room in their house or apartment, they can listen to the song for ideas. Play the song (TR: 52). Say Close your eyes and listen. Use the words in the song to create a picture in your mind. Imagine you're inside the house. Play the song again and have students write down details they like from the song. Encourage them to use their notes to describe a room in their house or apartment. For example, they can write about their kitchen and tell what's "cooking on the stove."

The Sounds of English Cards

- You can use The Sounds of English Card 42 to teach the /eɪ/ sound. Audio for this card is available on the Explore Our World website.

Be the Expert

Recognizing rhyme is a useful skill. It helps students remember the words of songs and poems. It also introduces them to the sounds and rhythms that are enjoyable in English. Noticing rhyme can even help students discover spelling patterns. Point out places in the song where lines of the song rhyme. Read the lines to students, and stress the rhyming words.
Reading

Fun Houses

Airplane House
Jo-Ann Ussery’s house is an airplane. It has lots of windows. There’s a living room, a dining room, a kitchen, and three bedrooms.

Egg House
Dai Haifei’s house has only one room inside. In the room there’s a bed, a small table, and a lamp. There aren’t any chairs.

Work with a partner. Talk about your house. Take turns.

In this house, everything is upside down!

Present

11. Predict Say Open your books to page 58. Take a few moments to look at the page. Look at the big words, the photos, and the diagrams. Allow students about 30 seconds to skim the page. Then say Now close your books. Tell me what you think the reading is about.

12. Explain that good readers take a quick first look at what they’re going to read. Help students predict what the reading is about. Each time a student shares a prediction, ask What do you think the reading is about? How do you know? What information on the page makes you think that?

13. Read together Have students open their books again. Say Listen and read. Play TR: 54 and have students read along. When they finish, ask if their predictions were correct.

Practice

• Play TR: 54 again. Pause at the end of each paragraph to check for comprehension. Ask questions such as:

Paragraph 1: Where does Jo-Ann Ussery live? (in an airplane house) What’s the house like? (It has lots of windows.) Name three rooms in her airplane house. (Dining room, bedroom, kitchen)

Paragraph 2: Where does Dai Haifei live? (in an egg house) What’s the house like? (It has one room.) Name three things inside the egg house. (a bed, a small table, a lamp)

• Think Aloud Say The writer uses the word fun in the title. That makes me think it’s an important idea. I think the important idea that the writer wants to tell is that the two houses are fun.

• Write the following sentence stem on the board. Have students complete it to identify the main idea: The two houses _______. (are fun)

Apply

• Graphic literacy Have pairs of students discuss the two houses. Say Use the pictures, words, and diagram on page 58 to talk about the two houses. Talk about how they’re the same and how they’re different. For example, the diagram tells that the airplane house is 39 meters long. Ask How big is the egg house? (3 meters). Ask Which house has more rooms? (the airplane house) Ask students How many rooms does the airplane house have? If students have difficulty answering, have them reread paragraph 1.

• Read aloud the directions for the activity. Have students work in pairs. Model giving a simple description of your house. Remind students how to be good listeners and speakers. Say It’s important to be polite and respectful when people talk about their homes. Be good listeners and good speakers. Listen carefully. Before you speak, think about your house or apartment. Think about what you want to tell your partner. Have students take turns speaking and listening.

Wrap Up

• Have students form a circle and take turns saying one sentence that tells about the airplane house or the egg house. Encourage students to tell what they like about the house and what makes the house a “fun” house.

Warm Up

• Spiral Say You learned how to answer the question What’s the weather like? Today let’s answer another question. On the board, write What’s the house like? Read the question aloud and have students repeat it.

• Brainstorm Display photos from magazines, books, and Internet sources of houses from around the world. Have students brainstorm words that describe the houses. Have them record the words on index cards. If students have difficulty, ask questions such as the following: Is the house big or small? What color is it? Is it old or new? What is the house made of?

Objectives

Students will
• use graphic features to preview a nonfiction selection
• identify the author’s main idea
• make comparisons.

Reading Strategy Use Visuals to Support Comprehension

Academic Language compare, diagram, idea, predict

Content Vocabulary meter

Resources Workbook pp. 44–45; Audio CD TR: 54; Classroom Presentation Tool: Reading

Materials photos of houses from around the world, index cards

About the Photo

Jo-Ann Ussery’s Mississippi dream house started as a Boeing 727. She bought the airplane in 1994 for $2,000. It took four months to turn it into a home. The plane has 76 side windows and 10 cockpit windows, three bedrooms, a living room, and a dining room. Dai Haifei is a young architect. His egg house is in Beijing, a few steps from his office. He built the house with bags, bamboo, wood chips, and grass seeds. It cost 6,427 yuan ($964). The grass outside helps insulate the house from the cold.

Reading Strategy Use Visuals to Support Comprehension Point out each visual on p. 58 and explain how good readers use visuals to help them better understand what they read. Photos and captions help readers predict what a reading is about. Scanning photos and captions before reading helps students identify main ideas. Captions describe what a photo shows. In this text, the captions are written in whole letters. Diagrams can show size relationships or how something works. The black pictures on p. 58 are diagrams that compare the sizes of the two houses.

Formative Assessment

Can students
• use graphic features to preview a nonfiction selection?
Ask students questions such as What do photos tell you about a reading? • identify the author’s main idea? Have students write one sentence that tells the most important idea in the text. • make comparisons? Ask questions such as How is this classroom different from a house? How is it the same?
Assess Unit Objectives
Ask questions such as the following:
• Display Picture Cards 29, 238, 241, 243–247, 254–257. Point to a household object or piece of furniture. Ask: What is it?
• Where is the door?
• Arrange Picture Card 244 (the stairs) so it is above Picture Card 247 (the door). Ask: Where are the stairs?

Give the Unit Quiz
• Hand out the Unit 5 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
• Give students two or three minutes to preview the test.

Listening instructions Point to the picture in Section 1 on p. 67. Say Look at the picture of the house. Point to the letters. The letters point to furniture and things in the house. Write the letter that matches the sentence you hear.
• Say Now listen to an example. Play TR: AB19. It’s a stove. When students have written a letter, ask What letter did you write? When students respond with the letter F, begin the quiz. Say Let’s begin. Play the rest of TR: AB19.
• When students have completed Section 1, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use It’s or They’re. 4: Read. Circle True or False.)
• Have students complete Sections 2–4 independently.

Speaking instructions Point to the image at the top of p. 84. Say Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask Where is the window? Point to the window in room 2. Say It’s above the sofa.
• See p. 89 of the Assessment Book for questions and expected student responses.

Help at home.

Help your family. Help with the chores.

• Point to the photo on p. 59. Say The girl is in her house. She’s in the kitchen with her mom. What’s she doing? (cooking)
• Read aloud the first sentence. Say The girl helps at home. She helps her mom make food for her family.
• Brainstorm Help students make a list of ways they can help at home. Ask How can you help in the kitchen? How can you help in the bedroom?

• Call on a student to read the next two sentences. Say Chores are jobs that children do at home to help their families. Many children make their beds, wash the dishes, or feed the pets. Do you do chores? How do you help your family?
• Pair students. Read aloud the question at the bottom of the page. Have partners discuss their answers. Encourage students to talk about things they do to help at home as well as things they want to do to help at home.
Before You Watch
• Say This video is about things in a house or apartment. Ask Do you live in a house or an apartment?

While You Watch
• As they watch the video, have students look and listen for target words. Tell them they will list the words in a chart.
• Display a two-column chart with the headings What? and Where? Point to the first column and explain Write objects and furniture here. Point to the second column and explain Write where things are here. The words in the kitchen and on the shelf tell where.
• Pause the video as necessary to give students time to fill in the chart.

After You Watch
• Call on students to share their favorite scene in the video. Ask them to tell what happens in the scene and say why they like it. Encourage students to use the words they listed in their charts.

Zoom In

Vocabulary
• During the vocabulary reviews, pause the video each time Anna says “It’s your turn.” Have students name each object. Then press Play to hear Freddy’s answer.

Grammar
• Freeze the opening frame of Grammar 2. Ask What do you think the cat will do? Have students watch and listen to see if their predictions are correct. Play the animation a second time without the audio. Ask students to tell where the cat goes.

Song
• Tell students they’ll write new words for the song My House. Pause the video after the line “Where is the fireplace? It’s in the living room.” Have a student sing a new question, and another sing a reply. Repeat with other questions and answers.

Viewing
• After students finish viewing, say Name some places where the people are (in the kitchen, in the library). Where’s the food? (in the stove, in the refrigerator) What are the people doing? (cooking dinner, reading)

Story Time
• View The Three Pigs, and then help students retell the story. For events 4 and 5, write these sentences: The wolf climbs into the house. The wolf climbs into the fireplace. Challenge students to work in pairs to think of a different ending for the story and to act it out.

The Three Pigs
The three pigs are in their houses. The wolf is hungry. He wants the three pigs for lunch! Will the three pigs be safe in their houses? Read and find out.

Before You Read
• Build background Tell students that the story is about three pigs and a wolf. Then have them open their books to the Glossary on p. 16. Hold up the book and point to each object as you name it. Say One pig lives in a house made of straw. One lives in a house made of sticks. The third lives in a house made of bricks. Ask students What’s your house made of?

• Introduce the strategy Explain that all stories have a beginning, a middle, and an end. Say Think about what happens first, next, and last in the story. This will help you understand and remember what you read.

• Say As we read The Three Pigs, we’ll stop and talk about what happens.

While You Read
• Stop after every few pages to review the sequence of events. Ask these questions:
  p. 5: Where does the wolf go first? What does he do there? What’s the wolf doing? (in the kitchen, in the library)
  p. 7: Where does the wolf go next? What does he do there? What’s the wolf doing? (in the stove, in the refrigerator)
  p. 9: Where does the wolf go last? What does he do there? What’s the wolf doing? (fireplace)
  p. 11: How does the story end?

After You Read
• With the book closed, have students retell the story to a partner. For additional support, provide these sentence stems: First, the wolf Next he ___________. Then he ___________. At the end of the story ___________. Have partners reread the story to make sure they remember all the important events and can tell them in the correct order.

Video and Reader

136 Unit 5

Unit 5 Reader

Text Type: fairy tale
Reading Strategy: Identify Sequence of Events
Vocabulary: window, door
Grammar: use prepositions above, behind, in front of, between, next to, under

Resources: Classroom Presentation Tool, Story Time

Be the Expert

Reading Strategy
Identify Sequence of Events
Understanding the sequence, or order, of events is an important skill. Give students practice talking about and completing the steps in a process. For example, have them explain how to make a sandwich, or how to build a shoebox house.

Introduce students to words that signal sequence such as first, second, third, next, then, and finally. Encourage students to look for these words when they read and to use them when they speak.

Text Background
This story is based on the classic tale The Three Little Pigs, which has been told and retold for generations. Printed versions of the story have circulated since the mid-1800s, although scholars believe the story was created long before that. Today people around the world know the tale of the two unwise pigs and the hardworking pig who beats the wolf.
Welcome to My Home

An Apartment

Alice and her family live in an apartment. The apartment is in a big building. There is a living room with a big sofa and a TV. The kitchen is between the living room and Alice’s bedroom. Alice and her sister share a bedroom. Her parents’ bedroom is next to the bathroom.

A Mobile Home

Ben’s family lives in a mobile home in the summer. There’s a table and four chairs in the living room. There’s a stove, a sink, and a refrigerator in the kitchen. There is a bathroom with a shower. Ben’s parents drive the mobile home to new places. They have lots of fun!

Workbook

Go to pp. 213–215 for the Workbook Answer Key for this unit.
The bird is eating. The bird is taking a bath. The bird is in a bowl. The bird is in a tub.

Parrot taking a bath, Costa Rica

Look and check.

In This Unit

Theme This unit is about daily routines.

Content Objective Students will:
  - identify and discuss daily routines.

Language Objectives Students will:
  - talk about what they do every day.
  - talk about when they do things.
  - name parts of the day.

Vocabulary
  - Vocabulary 1: get up, brush my teeth, get dressed, eat breakfast, go to school, eat lunch, play with friends, eat dinner, go to bed
  - Vocabulary 2: in the morning, in the afternoon, in the evening, at night

Grammar
  - Grammar 1: tell time: exact hour
  - Grammar 2: use adverbs of frequency (always, every day, never)

Pacing Guides L2U6

Value Be on time.

Be the Expert

About the Photo
This photo shows an orange-fronted conure, a type of parrot, taking a bath in the province of Guanacaste in Costa Rica. There are more than 800 bird species in Costa Rica, 16 of which are parrots. The orange-fronted conure lives in large flocks in Costa Rican rain forests. It is known for imitating the calls of other members of its species to aid in locating individuals.

Teaching Tip
Students may become frustrated when they don’t know the name of an object. If this happens, encourage students to refer to resources such as a word wall or a picture dictionary to help them find images or information about the word they want to say.

Introduce

- Activate prior knowledge: Show students Picture Card 78 (clean). Point to the Picture Card and ask What are they doing? (cleaning). Yes! They’re cleaning. Show students Picture Card 80 (eat). Ask Is she cleaning? (no) What is she doing? (She’s eating.)

- Draw the following on the board.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Ask yes/no questions such as Do you sleep all days of the week? Raise your hand. All students should raise their hands. Do you watch TV all days of the week? Only some students may raise their hands. Repeat with run, play basketball, ride a bike, draw, talk, and play a game.

- Have students open their books to pp. 60–61. Ask questions to encourage discussion of the photo.
  What do you see? (a bird, a parrot) Say Yes! It’s (a bird).
  What’s the bird doing? (taking a bath)
  Point to the droplets of water and ask What’s this? (water)

- Help students complete the activity on p. 60. For each sentence, read aloud the sentence stem and the two options. Have students say yes or no after each option.

- Help students identify the correct answers. Then read the completed sentences aloud and have students repeat them.
Warm Up

- **Activate prior knowledge**  Show Picture Card 68 (a bathroom). Ask What room is this? Do you eat in a bathroom? (no) Do you take a bath in the bathroom? (yes) Repeat with Picture Cards 70, 71, 72, and 74 (a dining room, a kitchen, a living room).

- **Say** Today we’re going to say words that tell things we do at home, at school, and in other places.

Present

- **Hold open the book to pp. 62–63. Point to the first picture on p. 62. Say Get up. We get up from bed. Point to the next picture, read aloud the term, and say We brush our teeth so they’re clean. Repeat with get dressed. Say We get dressed. We put on clothes.**

Practice

1. **Have students open their books to pp. 62–63. Say Listen and point. Play TR: 55.** Have students point to each action as they hear it. Then say Now listen and say. Play TR: 55 again. Pause the audio after the first target word, then repeat. Play the audio again and have students listen and say without your help.

2. **Point to Activity 2. Say Listen, point, and say. Play TR: 56.** After students hear each action, have them repeat it as they point in their books. Name different actions and have individual students point to the picture that shows the action. If students have difficulty, play TR: 55 again.

Apply

1. **Read the model dialogue on p. 63 with a student. Say I get up. Then I brush my teeth.** Have the student read I brush my teeth. Then I get dressed.

Review

- **Put students in pairs. Have pairs use the pictures and target words on pp. 62–63 to practice a dialogue. Tell students to say the order in which they do things.**

Wrap Up

- **Have students use target words in a sentence. Model by pointing to the girl eating breakfast on p. 63. Say Eat breakfast. I eat breakfast in the kitchen. Point to the girl playing with friends and have a student use play with friends in a sentence. Continue with other target words.**
Warm Up

- **Activate prior knowledge** Review numbers one through twelve with students. Write the numerals and the number words on the board. For example, write 1 and one. Point to 1. Say one. Have students repeat after you. Then point to numerals out of order and have students call out the number. Point to 5. Ask **What number is it?** (five)
- Show students a clock. Ask **What is it?** (a clock) Say: Yes! It’s a clock. A clock tells us what time it is. Then point to the numbers on the clock. Say: Let’s read the numbers on a clock. Say the numbers one, two, three, four, and so on as you point to each number on the clock.

### Present

- **Write the following on the board.**

<table>
<thead>
<tr>
<th>What time is it?</th>
<th>It’s 3:00</th>
<th>It’s three o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you eat breakfast?</td>
<td>At 8:00</td>
<td>At eight o’clock</td>
</tr>
</tbody>
</table>

- Display or draw a clock on the board to show three o’clock. Point to the first question and ask **What time is it?** Point to both answers and say It’s three o’clock. You can write the time with numbers or words. Say It’s another way to write it is. They both mean the same thing.
- Display other times on the clock, such as 6:00, 9:00, and 12:00. For each time, ask students **What time is it?**

- **Display eight o’clock.** Point to the second question on the board and ask **When do you eat breakfast?** Point to both answers and say At eight o’clock, emphasizing At. Have students repeat.
- Have students open their books to the grammar box on p. 64. Say **Listen and look.** Play **TR: 57.** Have students follow along in their books. Play the audio again and have students read aloud from their books as they listen.

### Practice

- **Display or draw a clock showing 4:00.** Ask **What time is it?** (It’s four o’clock.) Display 10:00 on a clock. Ask **What time is it?** (It’s ten o’clock.) Show 11:00 on the clock and ask students the time. Tell them to be sure to look at the number the small hand of the clock points to.
- Write on the board: get up, wash his face, eat lunch, play with friends, play a game, go to bed. Hold up the cube with the pictures and point to each picture as you point to and name the activity.
- Model using the cubes to play the game. Hold up both cubes, one showing 7:00 and the other showing Freddy washing his face. Have two students read aloud the dialogue on p. 64.
- Assign partners and have students take turns rolling the cubes and asking and answering questions. Students may roll combinations that are logical (6:00/play with friends) as well as combinations that are silly (3:00/to bed). Students can score one point for each logical combination and zero points for each silly combination. The partner with the most points wins.

### Wrap Up

- **Ask students questions such as** When do you play with friends? When do you eat dinner? When do you go to bed?

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**Formative Assessment**

Can students:
- tell the time using the exact hour:
  - Display a clock or draw a clock on the board. Ask What time is it? Change the time on the clock for each student you ask.
  - ask and answer questions about time? Pair students and have them ask and answer questions such as When do you go to school? When do you get up? When do you eat breakfast? When do you eat lunch?
Warm Up

- Revisit Show Picture Card 83. Ask What is the boy doing? (watching TV) Show Picture Card 225 and ask What is this game called? (baseball) What are the boys doing? (playing baseball) Show Picture Card 229. Point to the bike and ask What is this? (a bike) What is the child doing? (riding a bike)
- Say Today we’re going to talk about activities, or things we do.

Present

- Hold up Picture Card 232 and say in the morning. Have students repeat after you. Say I get up in the morning. I eat breakfast in the morning. I brush my teeth in the morning. Ask What do you do in the morning?

Practice

- Have students open their books to p. 65. Say We’re going to hear about different activities. We’ll hear about when people do the activities. Play the first part of TR: 58. For each vocabulary phrase and sentence, hold up the related Picture Card.

Activity 5

- Hana plays baseball in the morning.
- Berto rides his bike in the evening.
- She watches TV in the evening.
- He plays games at night.

Apply

- Put students in pairs. Read aloud the directions for Activity 6 and model the dialogue with a student. Say Look at the stickers for Unit 6 in the back of your books. Point to the first sticker and ask What does this show? Model take a bath. Have students name the action, and then identify the remaining stickers.
- Point to each box on p. 65 and read aloud the text. Model picking a sticker. Use the example in the model dialogue. Say First, pick a sticker. It shows playing with friends. Ask your partner “When do you play with friends?” Your partner answers. Then model the answer In the afternoon. Act out sticking the sticker in the box for afternoon. Have partners work together to complete the activity. Walk around the room, offering help as needed.

Wrap Up

- Put students in small groups. Have students take turns telling one another about what they do at different times of the day. Model for students. Say I eat breakfast in the morning. I watch TV in the evening. Give groups five minutes to talk. Then have them share examples with the class.

Teacher Tip

Have students create their own flashcards for new vocabulary terms. Have them write the term on one side of the notecard, and draw a picture or write a clue to help them remember the word’s meaning on the other side. Students can use the cards for ongoing practice. When they master a word, have them remove the flashcard from their pile so that they focus only on words they need to master.

Formative Assessment

Can students identify and name parts of the day?

Show students Picture Cards. Ask When do you ______?
Objective
Students will
• use adverbs of frequency (always, every day, never).

Grammar use adverbs of frequency (always, every day, never).

Resources Workbook pp. 4–50:
Audio CD TR 5% Video:
Grammar 2; Classroom
Presentation Tool: Grammar 2;
Teacher’s Resource CD-ROM:
Activity Worksheet 6.3

Related Vocabulary
toothbrush, toast

Warm Up
• Preteach Write on the board and read aloud the days of the week. Then ask What day is today? Ask students Do you get up on Monday? (yes) Put a check mark next to Monday. Point to one day at a time and ask Do you get up on (Tuesday)? Add a check mark for each day.

• Slide your finger across each check mark and say You get up every day. You always get up. Have students repeat using I in place of you. (I get up every day. I always get up.)

• Ask Do you cook dinner on Monday? (no) Continue with other days. Then slide your finger across the blanks for each day and say You never cook dinner. Have students repeat.

Practice 7
• Point out the speech bubble on p. 66. Read it aloud and have students repeat after you. Then look at each picture in the wheel on p. 66. Have students identify the pictures.

• Put students in pairs. Say Point to a picture. Say a sentence about it. Model a sentence. Point to the picture of breakfast and say I eat breakfast every morning. Point to the picture of a kite and say I never fly a kite.

• Have pairs play the game. Remind students that each partner should say a sentence about each picture. Have students write what their partner says. Ask students What do you do every day? If they have difficulty with the meaning of every day, play TR 59 to review.

Apply 8
• Have two pairs work together. Say Write about your partner. Point to the first sentence and say Write what your partner always does. Point to the second sentence and say Write what he never does. Point to the last sentence and say Write what she does every day. After students have completed the activity, have them read their sentences to the other pair of students.

Wrap Up
• Put students in pairs. Say Tell one thing you always do. Then tell me one thing you never do. Have partners share their sentences with the class.

Present
• Have students look at the grammar box at the top of p. 66. Play TR 59 and have students repeat. Write the following on the board:

What do you do every day?
I always ________.
I never ________.

• Point and say Every day means “each day.” I brush my teeth every day. I eat breakfast every day. Have students repeat every day.

• Point and say Always means “at all times.” Nod your head yes and say I always walk to school.

• Point and say Never means “not at any time.” I don’t have a bike. Shake your head no from side to side and say I never ride a bike to school.

Be the Expert
Grammar in Depth
Adverbs of frequency usually come between the subject and verb. For example, I always wash my face. I never play basketball. The phrase every day, however, usually comes at the end of a sentence. I read a book every day.

Formative Assessment
Can students
• use adverbs of frequency (always, every day, never)?
Ask students questions such as What do you every day? Tell me one thing you never do. Tell me one thing you always do.

Review For additional practice, direct students to Activity Worksheet 6.3.
Listen. Read and sing... Day by Day

What time is it? What time is it? What time is it? Can you tell me?
It’s seven o’clock. It’s seven o’clock. It’s seven o’clock in the morning. I always get up at seven o’clock. I get up at seven every day.

THE SOUNDS OF ENGLISH 16-60

10 Listen and say.
1. go get up
2. game leg
3. big dog

Extend

• Vocabulary I Put students into four groups and hand out Picture Cards 263 (get up), 265 (go to school), 267 (play with friends), and 264 (go to bed), giving one card to each group. Show Picture Card 264, write the phrase go to sleep on the board, and say Go to bed means the same thing as go to sleep.

• Say Point to the part of the song that has your words. Sing that part when you hear it in the song. Hold up the Picture Card. Play TR: 60 and have each group sing their verse.

The Sounds of English: /g/ as in go

• Show the Picture Card for get up. Say get up, placing emphasis on the /g/ sound in get. Do the same for Picture Cards of go to school and go to bed. Repeat each phrase slowly as you write it on the board. Next, point to the word get in the phrase get up, and underline the letter g. Repeat for the phrases go to school and go to bed. Say The letter g can stand for the /g/ sound. Slowly repeat /g/... et, get and /g/... o, go.

• Have students turn to p. 67 in their books. Say Now let’s listen and say. Play TR: 63 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students repeat each word. You may want to play the audio a third time.

• To check understanding, have students look at pictures, listen, and raise their hands when they hear /g/ as in go. Display Picture Cards that contain the target sound (goat, game, watch a game, leg, egg, rug) and some that don’t.

• Hold up a Picture Card, say the word or phrase twice, and have students raise their hands if they hear the target sound. Say Look and listen. Raise your hand when you hear the sound /g/. As students raise their hands, repeat the word aloud with them. Hold up Picture Cards without the sound as well. Students keep their hands down when they don’t hear the sound.

• Practice initial /g/ sounds by having students use alliteration in silly sentences. Say aloud silly sentences and have students repeat them with you, gradually increasing the pace. For example, write on the board and say sentences such as the following:

Get up, grandpa!
Go get a goat!
Grandma played with the dog in the green grass.

The Sounds of English Cards

You can use The Sounds of English Card 6 to teach the /g/ sound. Audio for this card is available on the Sounds of English website.
Warm Up

• **Activate prior knowledge** Ask students questions about their daily routines. Say: **Think about what you do every day. When do you get up? When do you go to bed? When do you play with friends?**

• **Ask students** Do you do the same things every day? Do you always eat lunch? Do you always play games? Do you always eat dinner at the same time?

Present

• **Have students** open their books to p. 68. Point to the astronauts in the photos. Say: **They work in space. Point to the sky to indicate space.**

• **Draw a picture of Earth, the moon, and the stars on the board.** Point to Earth and say: **We live on Earth. Point to the area beyond Earth, and say: The moon and stars are in space. We see them in the sky at night.**

• **Read the title aloud.** Say: **A space station is a place in space where people work. Point to the photos and say: These astronauts work in the space station.**

• **Point to and read the labels in the photos.** Say: **The astronauts eat lunch in the space station. They go to bed in the space station.**

• **Point to the photos again.** Say: **Astronauts do things at the same time every day in space. Let’s read about what they do every day.**

Practice

• **Play TR: 62** and have students read aloud. **Play TR: 62** a second time and have students read aloud. Pause after each paragraph to check for comprehension. Ask questions such as the following:

  **Paragraph 1:** **What time do the astronauts get up? What do they do in the morning? What do they do first? What do they do next?**

  **Paragraph 2:** **What do the astronauts do in the afternoon? When do they eat lunch? What do they do next?**

  **Paragraph 3:** **What do the astronauts do in the evening? What do they do at seven o’clock? When do the astronauts go to bed?**

Apply

• **Say Look at Activity 12.** Read the directions aloud. Then read the model dialogue with a student. Say: **Think about your day.**

• **Hand out three-column chart organizers** and draw a three-column chart on the board.

<table>
<thead>
<tr>
<th>Astronauts</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td>get up at seven o’clock</td>
</tr>
<tr>
<td>eat breakfast</td>
<td>I get up at seven o’clock, too. What about you?</td>
</tr>
<tr>
<td>eat lunch</td>
<td>The astronauts get up at seven o’clock.</td>
</tr>
<tr>
<td>eat dinner</td>
<td>I go to bed in the space station.</td>
</tr>
<tr>
<td>go to bed</td>
<td>I go to bed in the space station.</td>
</tr>
</tbody>
</table>

• **Ask students questions to help them compare their day with an astronaut’s day.** Ask: **What time does an astronaut get up? What time do you get up? What time does an astronaut eat lunch? What time do you eat lunch? As students answer, have them fill in the Astronauts column and the Me column in their charts.**

• **Say Talk with your partner. Use your chart. How is your day different from an astronaut’s day? How is it the same?**

Wrap Up

• **Take a class survey.** Say: *We read about a day in the space station. We learned that astronauts get up at seven o’clock. How many of you get up at seven o’clock? Record the number of students on the board. Astronauts eat lunch at one o’clock. How many of you eat lunch at one o’clock? Record the number on the board. Repeat with the questions: What time do astronauts eat dinner? Do you eat dinner at the same time? What time do the astronauts go to bed? Do you go to bed at the same time?*
• Have students turn to p. 69. Read aloud the statement at the top of the page. Say: To be on time means to be ready at a certain time. Be on time for school. Don’t be late!

• Have a student read the next two sentences. Say: We can plan our day. We can think about what we want to do. This helps us be on time. Say: I get up at 6:00. I eat breakfast at 7:00. I go to school at 8:00. I want to be on time. I don’t want to be late! So I plan my day.

• Brainstorm. Help students plan a day together. Write the following list of times on the board.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 Get up</td>
<td>12:00</td>
</tr>
<tr>
<td>8:00</td>
<td></td>
</tr>
</tbody>
</table>

• Have a student read aloud the question at the bottom of the page.

• Put students in pairs and have them answer the question. Tell them to talk with their partners about how they can be on time. Encourage students to talk about how making a plan can help them be on time. Have pairs share their ideas with the class.

About the Photo
This photo shows people waiting for the subway in Tokyo, Japan. Tokyo is Japan’s main railway center. It is also considered Japan’s greatest city, and is one of the largest cities in the world. Millions of Tokyo residents ride the subway every day. With a growing population moving to the suburbs, some office workers spend as much as two hours a day on the subway.

Be the Expert

How can you be on time?

• Talk
• Give
• Hand

Students will
• share ideas about how they can plan their day.

Value

• Have Value

Give the Unit Quiz
• Hand out the Unit 6 Quiz. Have students scan the pages. Say: Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.

• Give students two or three minutes to preview the test.

• Listening instructions. Point to the pictures in Section 1 on p. 69. Say: Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

• Say: Now listen to an example. Play TR: A820. She gets up. When students have written a letter, ask: What letter did you write? When students respond with the letter E, begin the quiz. Say: Let’s begin. Play the rest of TR: A820.

• When students have completed Section 1, have them put down their pencils. Say: Now you’re going to read and write. Read the directions for Section 2 aloud. Ask: What do you have to do? (Look at the clocks. Complete the process for Sections 3 and 4.) Say: Write what Miguel does. Use always or never. 4: Read. Circle True or False.

• Have students complete Sections 2–4 independently.

• Speaking instructions. Point to the frog in one of the images at the bottom of p. 84. Say: This is Freddy the frog. Point to the pictures. Look at the pictures of Freddy the frog. Answer my questions. Use complete sentences. Now listen to an example. Ask: When does Freddy get up? Point to top left picture. Say: He gets up in the morning.

• See p. 89 of the Assessment Book for questions and expected student responses.

Assessment

Resources
Assessment Book pp. 69–70, 84, 89, 94.
Assessment Book Audio CD TR: A820

Testing Tip
Focus on the positive. Remind students to focus on what they know, and to come back to difficult questions at the end. Explain that it’s okay if they do not remember something: they will have time to review things they didn’t remember after the test.

Assess Unit Objectives
Ask questions such as the following:
• What do you do every day?
• When do you get up?
• What do you do in the evening?

Project
For a theme-related closing activity, direct students to the Unit 6 Project Worksheet.

Value - Assessment
Before You Watch

- Say: We’re going to watch a video about things we do every day. We’re going to see what we do these things.
- Play Scene 1: Ask: Do you brush your teeth? Do you brush your teeth every day? Ask students to tell what else they do in the morning.

While You Watch

- Draw a four-column chart on the board with the headings Morning, Afternoon, Evening, and Night.
- As students watch the video, have them look and listen for vocabulary words that tell about what people do. Ask: Do they do things in the morning, afternoon, evening, or night? Read aloud each heading. Then point to the chart and say Write the activities you hear under the appropriate heading.

After You Watch

- Put students in pairs and have them compare their charts. Then play parts of the video again without audio. Freeze several frames and ask students to use their charts to talk about what’s happening in the video.

During the video, encourage students to look for clues in the video to help them complete the chart.

Video

Vocabulary

- Replay one or more vocabulary segments. Say: Listen to Freddy the frog and Anna say the words. Pause the video after Anna introduces each word. Have students repeat it.
- Pause the video before an activity or time and have students identify the word or phrase. Continue playing the video to confirm.

Grammar

- Play each segment through once without pausing. Then play the animation a second time without sound. Pause as needed to ask questions such as What time is it? (at twelve o’clock) When do they eat lunch? (at twelve o’clock) When does he go to bed? (at nine o’clock) When does he get up? (at six o’clock)

Song

- Play the song and have students sing along. Then put the audio on silent and replay the scene to confirm.

Viewing

- Play the viewing segment. Pause the video at the end of two of the clips and ask students to write one sentence about each clip using the new vocabulary they learned. Have students share their sentences.

Story Time

- View My Day once with students. View it again. Discuss the story with students. Ask students questions such as: How do horses play? How do they play? Do you eat breakfast? Does a lizard eat breakfast? When does a bat sleep?

My Day

In this book, children and animals compare what they do every day. Does an elephant take a shower the same way that a boy does? Do monkeys do homework the same way the children do? Read and find out!

Before You Read

- Activate prior knowledge: Hold up the reader. Point to the title and say The name of the book is My Day. Help students think about their daily routines by asking questions such as What time do you get up on (Mondays)? Do you go to school every day?

- Introduce the strategy: Help students understand the strategy by asking them to compare two things, such as two games, animals, or foods. Ask questions such as: How are they the same? Help them contrast by asking questions such as How are they different?

- Say: As we read the story, think about how the children and animals are the same. Think about how they’re different, too.

- Hand out Venn diagram organizers and draw one on the board. Label one circle Children, the other circle Animals, and the overlap Both. Have students copy the chart. Point to the overlap and say Write how the children and animals are the same. Point to the first circle and say Write how children are different. Point to the second circle and say Write how animals are different.

While You Read

- Read the book aloud. As you read, stop and ask questions to have students compare and contrast the animals and people in the story. Give students time to fill in their diagrams.

- pp. 2–3: What is the boy doing? What’s the elephant doing? Do they both take showers? How are the showers different?

- pp. 6–7: Look at the photos. What are the children and horses doing? Read the sentences. What is different about what the children and the horses do?

- pp. 8–9: What do the photos show? Do both families spend time together?

- pp. 10–11: How are people and bats different?

After You Read

- Put students in pairs. Have students review their diagrams and discuss any differences. As a class, discuss the similarities and differences between the children and animals they read about.
Audio Script

Student Book

get up. I get up at six forty-five.
brush my teeth. I brush my teeth.
got dressed. I get dressed.
eat breakfast. I eat breakfast.
go to school. I go to school.
eat lunch. I eat lunch.
play with friends. I play with friends.
eat dinner. I eat dinner.
go to bed. I go to bed.

TR: 56 Listen, point, and say.
eat dinner: get dressed: get up: play with friends:
eat breakfast: go to school: go to bed: brush my
teeth: eat lunch

TR: 57 Grammar
What time is it?
It's one o'clock.
When do you get up?
At seven o'clock.
When does he go to bed?
At nine o'clock.

TR: 58 Listen and say. Listen. Read and underline.
in the morning. I get up at 6 o'clock in the morning.
in the afternoon. I play with friends in the afternoon.
in the evening. I read a book in the evening.
at night. I take a bath at night.
1. What does Hana do in the afternoon?
She plays baseball.
2. What does she do in the evening?
She watches TV.
3. What does Bert do in the morning?
He rides his bike.
4. What does he do at night?
He plays games.

TR: 59 Grammar
What do you do every day?
I always play with my sister.
What does your brother do on Saturday?
He sleeps! He never gets up before 10:00.

TR: 60 Listen. Read and sing.
Note: Lyrics for the song Day by Day are on Student Book p. 45.

TR: 61 The Sounds of English /g/ go Listen
and say.
1. go: get up 2. game: leg 3. big: dog

TR: 62 Listen and read.
A Day in the Space Station
Astronauts at the International Space Station are
busy all day. They get up at seven o'clock. Then
they eat breakfast. At eight o'clock they start experiments.
At one o'clock the astronauts eat lunch. In the
afternoon they do more experiments. Sometimes
they spacewalk outside.
At seven o'clock they eat dinner. In the evening
the astronauts read or send e-mails. At about ten o'clock
they go to bed.

Workbook

TR: 40 Unit 6. Listen and draw lines.
1. He plays his favorite game at four o'clock.
2. He gets dressed at eight o'clock in the morning.
3. She brushes her teeth at nine o'clock.
4. She plays with her friends at five o'clock in the
afternoon. 5. He goes to bed at ten o'clock at night.

TR: 41 Listen and read. Can you say these fast?
1. We always play in the park.
2. Never bounce a ball in the bathroom.
3. Eat an apple every night at eight o'clock.

TR: 42 Listen to the song. Write a new verse.
Use some words from the box.
Note: Lyrics for the song Day by Day are on Student Book p. 45.

TR: 43 Listen. Which words have g that sounds
like the g in go? Color the shapes.
game. game.
gloves. gloves.
goat. goat.
orange. orange.
frog. frog.

TR: 44 Listen and read.
Dog Helps Planet
This is Tubby. He's a smart dog! Every day he goes to
the park for a walk. Tubby never plays with a ball.
He picks up many plastic bottles every day. Tubby
helps to keep the park clean. This is how he helps
the planet. Do you help to keep the planet clean, too?


In This Unit

Theme: This unit is about feelings and emotions.

Content Objectives:
Students will:
• describe people’s expressions and actions.
• name different feelings or emotions.

Language Objectives:
Students will:
• say how people look.
• talk about how people feel.
• talk about what people are doing.

Vocabulary:
Vocabulary 1: tired, scared, angry, hungry, thirsty, bored, surprised
Vocabulary 2: laughing, frowning, crying, smiling, yawning

Grammar:
Grammar 1: ask How are you? and respond with I’m + adjective; describe how a person looks using He looks and She looks
Grammar 2: use regular and irregular plurals

Pacing Guides: L2U7
Value: Be kind.
Related Vocabulary: scarf, wall, roof

Unit Opener

Objectives:
• analyze a photo for information.
• check accuracy of statements.

Resources:
Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher’s Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster

Introduce

• Activate prior knowledge: Smile and point to your smile. Say I’m happy! Look at my face. Smile again. Say How do you know I’m happy? (You’re smiling.) Right! I’m smiling. Now show me that you’re happy. Encourage students to smile and point to their smile. Say We’re all happy.

• Yawn and rub your eyes. Say Am I happy now? (no) You’re right. My face tells you how I feel. I feel tired. Slump your shoulders and sit down. Say Look at my body, too. I’m tired. Show me how you look when you’re tired.

• Point to the photo on pp. 70–71. Ask How many people do you see? (three) Point to the girl holding the scarf. Ask Is she smiling? (Yes.)

• Ask questions to encourage discussion of the photo. What colors do you see in the picture? (red, black, blue)

How many people are in the picture? (three) How many girls are smiling? (one)
Why do you think one girl is standing on a table? (so she can see over the wall)
What question do you want to ask the little girl? (Who are you? Are you happy? Is she your sister?)

• Guide students through the activity on p. 70. Use the activity to discuss the photo further. For example, read aloud the first sentence and ask How can you tell if the girl is happy? (You can look at her face. She is smiling.) Ask Do you check the yes or no box? (yes) For the second item, ask students to describe the clothing the big girl is wearing. Then discuss the answer as a class.

• Have a student read aloud the unit title to you. Say I feel happy. Today we’ll talk about different ways we can feel.

About the Photo

This photo is from Sanaa, the capital city of Yemen. Yemen is a country on the Arabian Peninsula. Sanaa is the country’s largest city and one of the oldest cities in the world. Sanaa is surrounded by a tall wall that has many gates. The smiling girl is happy that she’s going to school.

Teaching Tip

Some students may be reluctant to participate in class discussions. After you ask a question, pause briefly before you call on any students. This will give students a few moments to think of a response. Also consider letting students know in advance what questions you plan to ask during class. This will give them more time to prepare.
Warm Up

Set the stage Draw a happy face on the board. Write happy above it. Say Some things are fun to do. Fun things make me feel happy. What makes you feel happy?

Hold up Picture Cards 222–226. Help students name each card. As you show a card, ask Is this fun for you? Raise your hand. Ask students who raise their hands (Juan), do you think this is fun? How does it make you feel? Does it make you feel happy? Say Let’s learn more words for feelings!

Present

Say Turn to page 72. Point to tired. Say This girl works hard. Now she’s tired. Show me how you look when you’re tired. Repeat as you discuss each word. Point to scared. Say This girl is scared. Ask Do you sometimes feel scared?

Point to angry. Say She’s angry. Make an angry face. Ask How do you look when you’re angry? Point to bored, sigh, and say He’s bored. When I have nothing to do, I’m bored. Ask How do you look when you’re bored?

Point to hungry on p. 73. Rub your stomach. Say He’s hungry. If I don’t eat breakfast, I feel hungry. Point to thirsty. Say He’s thirsty. He drinks water. Point to surprised. Say She’s surprised! I get a present. I’m surprised. How do you show a surprised look?

Hand out Picture Cards to individual students. Say Listen for the word on your card. Stand up. Show your card. Say the word on the card. Show how you look when you feel that way. Point to each feeling on pp. 72–73 and have the class read it aloud with you. Continue until all the students with cards are standing.

Practice 1

Hold up pp. 72–73 and point to the photos. Say Listen to words for feelings. Play TR: 63. Say Now let’s say what we hear. Play TR: 63 again. Pause after each word. Point to the photo as students repeat the word with you. Yawn and stretch. Ask What am I? (tired) Open wide your eyes and mouth, pretending to be surprised. Ask What am I now? (surprised)

Apply 3

Point to Polly the parrot and Eddie the elephant on p. 73. Say Polly the parrot and Eddie the elephant are talking about feelings.

Pair students. Say Talk with your partner about feelings. Model with a student. Point to the photo for scared and ask (Lia), is she bored? Guide the student to say No, she’s scared. Give partners several minutes to ask and answer questions.

Wrap Up

Hand Picture Cards to students. Say Say a sentence. Use the word on your card. When students have finished, have them pass their card to another student.
**Warm Up**

**Preteach** Write How are you? I’m _______ on the board. Ask How are you? Point to the board and say This is how you answer. Place Picture Cards face down on a desk. Point to the board and say I’ll call your name. Stand up and get a card. Hold up your card. Say the answer. Call on students to choose cards and answer, for example, I’m tired.

**Present** Say  Look at the grammar box on p. 74. What question do you see? (How are you?) Say Let’s ask the question together: “How are you?”

Say There are three answers. Let’s listen to them. Play the first part of TR: 65, pausing after the three answers. Say Now let’s say the answers together.

**Practice**

**Apply**

**Wrap Up**

**Be the Expert**

**Our World in Context**

The term OK was first used informally in the United States in the 1800s. People around the world now use it to indicate that things are all right, or to show agreement. The three short answers in this grammar lesson—OK, fine, great—are common in English conversation. People often give these answers when they do not want to talk in detail about how they feel. The adjectives all have positive meanings in English. OK means “well enough.” Fine means “well.” Great is strongly positive; it means “very well.”

**Grammar in Depth**

Contractions such as I’m are common in casual or informal English conversation. Reinforce students’ understanding of contractions by writing the two words separately—I am—next to I’m on the board. Write sample sentences for students, such as I am worried and I’m worried.

**Teaching Tip**

In spoken English, questions and statements use different intonation. Questions go slightly up at the end. (Is this an apple?) Is this an apple? Use questions and question marks to help students practice intonation. Have students practice partner activities in which they take turns asking questions and using correct intonation.

**Formative Assessment**

- ask How are you? and respond with I’m _______ adjective.
  - Put students in pairs and have them take turns asking and answering the question How are you?
  - describe how a person looks using He looks and She looks.
  - Have students use Picture Cards to describe how people look.
Objective
• Students will
  • describe what people are doing.

Vocabulary: laughing, frowning, crying, smiling, yawning

Academic Language
guess

Resources Workbook p. 56; Audio CD TR: 67; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 286–290; Teacher’s Resource CD-ROM: Activity Worksheet 7.2

Warm Up
• Recycle: Say Help me count to ten. Have students count with you from one to ten. Say What are we doing? (counting) Yes. We’re counting.
• Say I’m talking. When I’m talking, what are you doing? (listening) Yes, you’re listening.
• Write –ing on the board. Under it, write counting, talking, and listening. Circle ing in each word. Say These words are action words. They tell what we’re doing. Feeling is an action word, too. Write feeling on the board and circle ing. Say I’m feeling happy. How are you feeling? After students answer, say Today we’re going to learn more –ing words. We can use the words to tell how we’re feeling.

Present
• Have students look at p. 75. Point to the laughing photo and say: Laughing. The boy’s laughing. Act out laughing. Point to the frowning photo and say: Frowning. He’s frowning. We frown when we don’t like something, or when we’re sad or angry. Act out frowning. Point to the crying photo. Say She’s crying. Look at her arm. Ouch! That’s why she’s crying. Act out crying. Point to the smiling photo and say She’s smiling. She got a good grade, so she’s smiling. Act out smiling. Point to the yawning photo. Say The cat’s yawning. It’s tired. Act out yawning.
• Take out the Picture Cards. Hold up the Picture Card for laugh. Act out laughing out loud. Ask What are they doing? (laughing) Say Yes, I’m laughing. Say it with me: laughing. Repeat with frowning, crying, smiling, and yawning.

Practice
• Say Listen. Play TR: 67. Say Now listen and say. Replay TR: 67. Pause after each word and sentence, and have students repeat.
• Complete item 1 together. Say: The first sentence starts with My. Point to the photo of the cat and say: My cat. Point to the first answer choice and say: yawning. Is the cat yawning? (yes) Point to the second answer choice and say: frowning. Is the cat frowning? (no) Say: The cat is yawning. I circle the letter a. Have students repeat. Then have them complete Activity 5 independently. Replay TR: 67 so students can check their answers.

Apply
• Pair students. Help students find the Unit 7 stickers in the back of the book. Point to each sticker and ask: What are they doing? (boy) Ask Is he laughing? Is he yawning? (yes)

Wrap Up
• Place students in five groups. Take out the Picture Cards and give a Picture Card to each group. Say Look at the picture. When I point to your group, do what your picture shows. The class will guess what you’re doing. After each group acts out its picture, ask: What are they doing? When students answer, say Yes! They’re (frowning)!

Be the Expert

Our World in Context
Many animals yawn, even fish. Yawning usually happens automatically, and is often the result of feeling tired or bored. When one person yawns, people nearby often yawn as well. This also takes place among some other animals, such as chimpanzees and baboons. Some studies suggest that, in humans, yawning cools the brain and increases the amount of oxygen in the body.

Teaching Tip
When students begin partner work, have them introduce themselves, even if they know each other well. Have each student say his or her name in a sentence (My name is ____.). Then have each student give information about himself or herself using a target vocabulary word from the unit.

Formative Assessment
Can students
• describe what people are doing?

Draw three faces with different expressions on the board. Ask: What is the (boy) doing?

Review
For additional practice, direct students to Activity Worksheet 7.2.
**Objective**
Students will:
• use regular and irregular plurals, including people and children.

**Grammar**
use regular and irregular plurals

**Content Vocabulary**
circus, messy

**Resources**
Workbook pp. 57–58; Audio CD TR: 68; Video: Grammar 2; Classroom Presentation Tool; Grammar 2: Teacher’s Resource CD-ROM: Activity Worksheet 7.3

**Materials**
sissors

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**Warm Up**

• **Activate prior knowledge** Write hand → hands on the board. Then raise your hand. Say: I’m raising my hand. Say Raise your hands. When all students have raised their hands, say: We’re raising our hands. Point to the words on the board. Say: We use hand to talk about one hand, and hands to talk about more than one hand.

**Present**

• Have students look at the grammar box on p. 76. Point to parent, person, and child in the box. Say: These words tell about one person. Point to parents, people, and children. Read them aloud and say: These words tell about more than one person. Listen to the words. Play TR: 68.

• **Write the following on the board.**

  | parent → parents | person → people |
  | student → students | child → children |
  | boy → boys | girl → girls |

• **Explain** Read aloud the words on the board and have students repeat. Say: For some words, we add an s to tell that there are more than one. For other words, we make a new word to tell that there are more than one. Point to parent and say: Parent. One parent. Point to parents and say: Parents. More than one parent. Circle the s in parents and say: For more than one parent, we say: Parents. We add an s to the word.

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**Practice**

• **Read aloud the directions.** Point to the words in parentheses. Say: Change these words to tell about more than one. Add an s or use a new word.

• **Complete item 1 together.** Say: I see the word student. Write student on the board. Say: I can add an s to student to tell about more than one student. Write and say: students. Say: I write students on the line. Read the completed sentence aloud. Pair students and have them complete the activity.

**Apply**

• **Help students locate the cards on p. 104.** Say: Cut out the cards. There are eight photos and eight words.

• **Pair students.** Model as you say: Put four photo cards face up in a row. Make two rows. Put the word cards facedown.

• **Read aloud the dialogue on p. 76.** Then say: Hold up a word card. Find the photo card that goes with it and say: a sentence using the word on the card. If you’re right, keep the cards. Take turns. The winner is the student with the most pairs. Have partners play until they have used all the word cards.

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**Wrap Up**

• **Point to person and say:** One person. Point to people, say: the word. Say: People is more than one person. We don’t add s to person. We use a different word. We use people. Repeat with the other words on the board. Then play TR: 68. Pause after each word and sentence and have students repeat.

**Be the Expert**

**Grammar in Depth**

To make a regular plural in English, add the letter s or the letters es at the end of the word. English contains many irregular plurals, and they are formed in many ways. Some are formed according to spelling rules, and some are not. An example of a rule is “If a word ends in y, remove the y and add ies.” For example, pony → ponies. There are no rules for words like people and children. An English learner must memorize those plural forms.

**Teaching Tip**

Avoid requiring students to disclose personal information to the class. When an activity requires personal responses, the class answer from the point of view of an imagined character, or a person in a photo. This still requires students to use “I” and target grammar, but does not require students to share sensitive or personal information.

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**Formative Assessment**

Can students:
• use regular and irregular plurals, including people and children?

Write a sentence on the board. Ask: What word means “more than one person”? Repeat with parent and child.

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**Review**

For additional practice, direct students to Activity Worksheet 7.3.
Song - The Sounds of English

Use the Song

• Say This song is about feelings. The song is called Emotions. Write Emotions on the board. Have students say the word aloud. Say Emotions and feelings are the same thing. Your face and body can show your emotions. Smile and pretend to jump up and down. Say I feel happy! Happy is an emotion.

• Say Let’s listen to the song now. Play TR: 69. Stop the audio and read the lyrics aloud. Pause at the end of each verse and have students repeat. Complete song lyrics are on p. 46.

• Say Let’s sing the whole song. Play TR: 69 and lead students in singing along.

• Say This song is called Emotions. Remember that emotions and feelings are the same. What emotions are in this song? Model the first answer (happy) and point to it in the first line of the song. Then call on students to take turns reading the emotion words in the song. Write each emotion word on the board as it’s named.

• Act it out Group students. Say Take turns. Act out an emotion for your group to guess. Remind them to look at the words on the board for ideas. Give students one or two minutes to act out and guess emotions.

Extend

• Say Listen to the song. Clap your hands for each word you hear that you just learned. Play TR: 69. If students don’t clap at all the new words they’ve just learned (surprised, angry, bored, tired, scared, silly), repeat the audio until they recognize them.

• Say I want to know how you feel. I can ask “How are you?” Ask with me: How are you? Write the question on the board. Say Find this question in the song. Listen for the question. Then sing along. Play TR: 69 and have students sing along with the chorus.

The Sounds of English: /aɪ/ as in tired

• Show the Picture Card of tired. Say tired, placing emphasis on the /aɪ/ sound. Do the same for the Picture Card of surprised. Repeat each word slowly as you write it on the board. Point to each word and underline the letter i. Say The letter i can stand for the /aɪ/ sound. Slowly repeat the words /tɪd/ /saɪprɪzd/ and sur … /aɪ/ … sed.

• Have students turn to p. 77 in their books. Say Now let’s listen and say. Play TR: 70 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.

• To check understanding, have students look at pictures, listen, and stand up when they hear /aɪ/ as in tired. Display Picture Cards that contain the target sound (rice, bike, kite, at night, white), and some that don’t.

• Say Look and listen. Stand up when you hear the sound /aɪ/. Hold up a Picture Card, say the word or phrase twice, and have students stand up if they hear the target sound. As students stand up, repeat the word aloud with them. Have students stay seated if they don’t hear the sound.

• Tell students you will say a word and then change just one sound in the word to make a new word. Have students listen and identify the sound change. For example, say kite and then change the/aɪ/ sound in the medial position to /aɪ/ as in cut. Other examples to use are bike/buck, night/nut, write/rut, and height/hut.

• Practice the following chant with students:

   One, two, three!
   Chant with me!
   /tɪd/ /saɪprɪzd/
   Night and kite.
   Bike and rice.
   Three, two, one!
   Our chant is done!
Warm Up

- **Recycle** Write tired, scared, angry, hungry, thirsty, bored, and surprised on index cards. Repeat an enough cards so that each student gets one. Have students draw a picture that shows the word on their card. Then put students in pairs. Write He looks _______ and She looks _______ on the board.

- Say **Show your picture.** Paint to the sentence frames and say **Your partner says how your picture looks.** Allow time for pairs to talk about their pictures. Then have pairs share the pictures with the class. Have the class say how the picture looks.

Present

- Write **paintbrush** on the board. Say **We use a paintbrush to paint. We can paint pictures. What else can we paint?** (walls, houses, doon) Do you know that some people paint their faces?

- Say **Faces show how we feel. Some people paint their faces to show how they feel. Some people paint their faces for fun.** Let’s read about some who paint their faces.

- Read together Point to “Fabulous Faces” on p. 78. Say Fabulous is another word for “great.” Let’s read the first sentence together.

- **Play TR: 71** and have students listen. Say **Listen for words you know.**

- **Play TR: 71** again and tell students to read the words aloud. Pause after each paragraph and praise students for their reading. If students have trouble with a section, replay it.

Practice

- Say **Now we know why people paint their faces. To check for comprehension, ask questions such as:**
  - **Paragraph 1: Why does the girl paint her face?** (to show her pride)
  - **Paragraph 2: How does the man want you to feel?** (scared)
  - **Paragraph 3: Why do fans paint their faces?** (for fun)
  - **Paragraph 4: Where do people paint children’s faces?** (at parties)

- Say **An expression on your face shows how you feel. Smile and look around the room. Say I’m smiling. A smile is an expression.**

Apply

- **Say** **Look at Freddy the frog and Polly the parrot. They’re talking about face painting.** You can talk, too. Place students in pairs. Say **Ask your partner What do you want on your face? Ask and answer questions. Take turns.**

Wrap Up

- **Draw the following on the board:**

  - **Who has fun?**
  - **Who looks angry?**
  - **Who feels proud?**

- **Say** We read about people who paint their faces. Some feel proud. Who is proud? (the Native American girl) That’s right. Write girl under **Who feels proud?** Say **One person looks angry. Who looks angry?** (the man from India) Say Yes! Write man under **Who looks angry?** Ask **Who has fun? Look at the reading for help. (sports fans, children)** Say OK! Write fans and children under Who has fun?

Formative Assessment

Can students...
- describe why people paint their faces?
- ask questions?

Point to the photo of the man with the green face and ask Why did he paint his face?

Additional Reading

- **Ask Questions** Asking questions helps students become more involved readers. Teachers should encourage students to ask themselves questions as they read. They should also ask questions to find the meaning of new vocabulary and to ask why a writer includes particular details. Students might write questions in a notebook or a reading journal. Students should understand that all questions are acceptable.

Reading Strategy

Ask Questions

Reading Strategy

Ask questions about face painting. You can talk, too. Place students in pairs. Say Ask your partner What do you want on your face? Ask and answer questions. Take turns.
Value

- Point to the photo on p. 79. Say What are they doing? (walking down stairs, smiling) Who’s old? (the woman with white hair) Who’s young? (the girl with dark hair) How do they feel? (happy) The girl is helping. She helps the woman walk.
- Read aloud the words Be kind. Point to the two sentences on the photo. Have a student read the sentences aloud. When the student finishes, say Yes. We can help people. That’s one way to be kind.
- Pair students. Read aloud the question at the bottom of the page. Say The question is How are you kind? Talk to your partner. Tell how you’re kind. Then share your ideas with the class.

Give the Unit Quiz

- Hand out the Unit 7 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
- Give students two or three minutes to preview the test.
- Listening instructions Point to the pictures in Section 1 on p. 71. Say Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

*Say Now listen to an example.* Play TR: AB21. She yawning. When students have written a letter, ask What letter did you write? When students respond with the letter G, begin the quiz. Say Let’s begin. Play the rest of TR: AB21.

- When students have completed Section 1, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Answer the questions. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use the word at the end of the sentence. 4: Read. Circle True or False.)
- Have students complete Sections 2–4 independently.
- Speaking instructions Point to image at the top of p. 85. Say Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask Is she tired? Point to girl in the picture. Say No, she’s angry.
- See p. 89 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 71–72, 85, 89, 94, Assessment Book Audio CD TR: AB21; Picture Cards 276, 277, 279, 280, 282–284, 286–290

Testing Tip

Review your answers. Teach students to take time at the end of testing to review answers and responses. They should look to make sure they did not make any careless mistakes (such as putting the right answer in the wrong place or skipping a question), and then spend the last few minutes going over the most difficult items and tasks.

Assess Unit Objectives

Ask questions such as the following:
- How are you?
- Display Picture Cards 276, 277, 279, 280, 282–284, 286–290. Point to a card. Say: He looks tired. Is he tired?
- Display Picture Cards 286–290. Point to a card. Say: What is she/he doing?

Project For a theme-related closing activity, direct students to the Unit 7 Project Worksheet.
Before You Watch

- Play the introduction. Pause before the words are spoken. Say Listen for the words that tell about how a person feels. After playing the segment, ask What words tell how a person feels? (happy, silly, excited, scared)

While You Watch

- Say Anna's face tells us how she feels. Watch Anna's face. Write how she feels. Write the following sentence frame on the board and have students copy it five times: Anna feels _______. Pause throughout the video and ask How does Anna feel? Call on a student to answer. Write the answer on a line.

After You Watch

- Pair students and have them take turns reading their sentences to one another. For example: Anna feels (tired). After each student reads, his partner acts out the feeling.

Zoom In

Vocabulary

When new words are practiced, pause the video on each frame and let students guess the word before it is spoken. Prompt students by saying He's, She's, or They're to match the photo.

Grammar

- Play Grammar 1 and pause after the children watch TV. Ask How do they feel? (excited) Pause again after the children eat and drink. Ask How do they feel? (happy)
- Say Count the people you see. Play Scene 7: Grammar 2. Pause after students, parents, children, and people to have students count.
- Play the chorus of Emotions. Say I'll play the song again, and we'll all sing. Then I'll stop the music. When I call your name, say the word that tells how you feel. Pause the song after How do you feel? Call on different students to respond.

Viewing

- Say Animals have feelings too. Let's see how animals feel. Play Viewing. Ask How are the sheep feeling? (They look excited.) Ask How is the cat feeling? (It looks scared.)

Story Time

- Play the introduction to Hare Is Scared in Story Time. Ask What does scared look like? Show me what it looks like when you're scared. Then play the rest of Story Time. Ask What scared Hare? (the mouse) Is that silly? Yes! That's silly!

Hare Is Scared

Hare is scared! There's a monster in his house! Can Monkey and Elephant help him?

Before You Read

- Activate prior knowledge Hold up the reader. Point to the hare on the cover. Say A hare is an animal like a rabbit. Have students describe a hare or rabbit. (big ears, strong legs, can jump) Say Hare is crying. Hare is scared! Let's read to find out why Hare is scared.
- Introduce the strategy Draw a word web on the board. Write angry, happy, sad, scared, and hungry in the outer circles of the word web. Read them aloud. Say These words are all feelings. Write feelings in the center circle. Say I can use one word to tell about these words.
- Say When we tell about a story, we don't tell about every sentence. We tell about the most important things. After we read, we'll tell about this story in one sentence!

While You Read

- Read Hare Is Scared aloud to students as they follow along. Pause after every few pages to ask questions about the main idea:
  - pp. 2-3: Look at the picture of Hare. How does Hare feel? (Hare is happy)
  - pp. 4-5: How does Hare feel now? What does he do? (Hare is scared. He's crying.)
  - pp. 6-7: What happens after Monkey tries to help? (Hare and Monkey are scared and go to Elephant.)
  - pp. 10-11: What makes Hare happy? (Mouse comes out. Elephant is scared and runs away.)
- Ask Who in the story is scared of a monster? (Hare and Monkey) Who's scared of a mouse? (Elephant)

After You Read

- Say Now we'll tell about the story in one sentence. I start the sentence and you finish it. Monster scared Hare and Monkey, and Mouse scared _______. Pause. If no students answer, break the sentence into chunks: repeat the beginning, pause, and say and Mouse scared _______. Pause for students to answer. (Elephant) Say Let's say the whole sentence together: Monster scared Hare and Monkey, and Mouse scared Elephant.
**Audio Script**

**TR: 63 Unit 7.**  
Listen and say.  
tired. I’m feeling tired.  
scared. She’s scared.  
hungry. I’m hungry. Can I have a sandwich, please?  
thirsty. I’m thirsty. Can I have some water, please?  
bored. I’m bored. There’s nothing to do.  
surprised. She’s very surprised.

**TR: 64**  
Listen. Point and say.  
angry; thirsty; tired; bored; hungry; scared; surprised

**TR: 65 Grammar**  
How are you?  
I’m okay.  
I’m fine.  
I’m great!  
He looks bored.  
No. He’s tired.  
She looks happy.  
Yes. It’s her birthday.

**TR: 66**  
Listen. Write the number. Draw.  
i. He looks scared.  
No, he’s sad.  
2. She looks surprised.  
No, she’s tired.  
3. She looks scared.  
Yes, she does.  
4. He looks surprised.  
Yes, he does.  
5. She looks bored.  
No, she’s angry.  
Draw in the circle.  
How are you?  
I’m great!

**TR: 67**  
Listen and say. Circle the letter.  
laughing. My brother is laughing.  
frowning. The girl is frowning.  
cyling. The girl is crying.  
smiling. The girl is smiling.  
yawning. My cat is yawning.

**TR: 68 Grammar**  
parent. parents. Our parents are taking us to the circus.  
person. people. Some people don’t like the circus.  
child. children. Most children like the circus.

**TR: 69**  
Listen. Read and sing.  
Note: Lyrics for the song Emotions are on Student Book p. 96.

**TR: 70**  
The Sounds of English /aı/ tired  
Listen and say.  
tired; surprised 2. night; kite 3. bike; rice

**TR: 71**  
Listen and read.  
Fabulous Faces  
People from all over the world paint their faces.  
This Native American girl paints her face to show she’s proud of her community and traditions.  
Others paint their faces to make people feel scared.  
The man from India has a scary, green face.  
People paint their faces for fun, too. When some fans go to watch sports, they paint their faces.  
In some places, people paint children’s faces at parties. The children like to have pictures of flowers or animals on their faces.

**Workbook**

**TR: 45 Unit 7.**  
Listen and write.  
1. How are you? I’m OK.  
2. How are you? I’m great!  
3. How are you? I’m OK, but I’m tired.  
4. How are you? We’re fine.

**TR: 46**  
Listen and write.  
1. The girl is happy. She’s smiling.  
2. My sister is crying. She feels sad.  
3. The boy is frowning. He’s not happy.  
4. It’s fun to play with my friends! We are laughing.  
5. My brother is tired. He’s yawning.

**TR: 47**  
Listen and read. Can you say these fast?  
1. Four yawning boys bounce yellow balls.  
2. Five frowning frogs fly kites.  
3. Six smiling sisters see six sheep.  

**TR: 48**  
Listen to the song. Write a new verse.  
Use some words from the box.  
Note: Lyrics for the song Emotions are on Student Book p. 96.

**TR: 49**  
Listen. Which words have /i/ that sounds like the /i/ in tired? Circle the number.  
kite. kite.  
chair. chair.  
rice. rice.  
bike. bike.  
night. night.

Answer Key
In This Unit

Theme: This unit is about animals, animal abilities, and animal characteristics.

Content Objective
Students will:
• identify and describe animals.

Language Objectives
Students will:
• identify animals.
• describe animals.
• tell what animals can and can’t do.

Vocabulary
Vocabulary 1: a tiger, a lion, a zebra, a giraffe, a panda, a penguin, a hippo, a kangaroo, a monkey, a horse
Vocabulary 2: colorful feathers, sharp claws, a short tail, a long trunk, big teeth

Grammar
Grammar 1: use can and can't to express and ask about ability
Grammar 2: use subject-verb agreement in simple present tense

Pacing Guides L2U8

Value: Respect animals.

Related Vocabulary: awesome

Unit Opener

Objectives
Students will:
• name an animal.
• complete sentences.

Academic Language: label

Resources
Video: Introduction;
Classroom Presentation Tool:
Unit Opener; Unit Opener Poster;
Teacher’s Resource CD-ROM;
Home-School Connection Letter;
Picture Cards 146–157

Introduce

• Activate prior knowledge
  Show students the Picture Cards in any order. Hold up the Picture Card of a dog and ask “What is it?” (a dog) What color is it? (black and white) How many legs does it have? (four) Continue asking similar questions with the other cards to help students identify and describe the animals.

• Hand out drawing paper and crayons or colored pencils. Say “Draw and label one of the animals for the classroom. Make a picture for the wall. Give students three minutes to draw and label. Then ask students to show their pictures, say what animal they drew, and describe it. If students have trouble describing the animal, ask questions about it to help them give information. Collect the drawings and put them on a classroom wall.

• Have students open their books to pp. 80–81. Read the title aloud. Say “I like awesome animals. Say it with me: awesome animals. Awesome means “great” or “very cool.”"

• Ask questions to encourage discussion of the photo.
  What do you see? (a frog)
  What color do you see? (green, blue, red, orange, yellow, white)
  What color are the frog’s eyes? (red, black, white)
  What color are the frog’s feet? (orange)

• Guide students through the activity on p. 80. Read the direction line aloud. Then read the first sentence stem and each option below it. Ask Is this animal a bird? (no) Is it a frog? (yes) It’s a frog. Draw a check mark on the board and say Check the circle next to frog. On the board write This animal is a frog. Read the sentence aloud and have students repeat after you.

• Read the second sentence stem and each option below it. Ask Can frogs jump? (yes) Can frogs fly? (no) Check the circle next to jump. On the board write This animal can jump. Say it aloud and have students repeat after you.

Be the Expert

About the Photo
Red-eyed tree frogs are native to Central America. They eat insects.

Teaching Tip
Explain why a task is being assigned so that students understand why they’re doing it. For example, say “This activity helps you learn new ways to say ______ or This activity helps you practice new vocabulary, like ______ and _____.” Giving a purpose to a task helps students feel more invested in their learning.

Awesome Animals

Look and check.
This animal is a
  bird.  frog.
This animal can
  jump.  fly.

80
Red-eyed tree frog, Central America

81

Be the Expert

About the Photo

Teaching Tip

Unit Opener
Warm Up

- **Activate prior knowledge** Place students in five groups. Choose five animals from the first set of Picture Cards and give each group a card. Keep each card turned over so other groups cannot see it. Give groups two minutes to talk about their animals and how their animals act. Then call on groups one at a time. Say Group A, act out your animal. Have other students guess the animal.

Present

- **Say**: Let’s talk about animals. Look at the animals in your book. Give students a few moments to look at pp. 82–83. Point to each animal, say its name, and use its name in a sentence. For tigge, say a tiger. A tiger can be very big and strong. For lion, say a lion. A lion is big and strong. A giraffe can climb and run.

Practice 1

- **Point to Activity I. Listen.** Say TR: 72. Point to each term as the audio plays.

- **Say**: Now listen and say. Play TR: 72 again. Pause the audio after the first term. Have students say the term. Then play the sentence. Have students say the sentence.

- **Point to Activity 2. Listen.** Say TR: 72. Then ask: What is it? Look at the animal. The picture shows a zebra. A zebra is black and white. It looks like a donkey or a horse. For giraffe, say A giraffe. A giraffe has a long neck.

- **Point to the photo of a monkey.** Move your arms back and forth over your head and say swing. A monkey can swing. Pretend to swing. Then point to the photo of a zebra. Say a giraffe can hop. A kangaroo can hop, too.

- **Hold up the second set of Picture Cards one at a time, in any order.** Say **Tell me the word for this picture.** Have students say what each picture shows.

Apply 3

- **Point to the mascots on p. 83.** Read the dialogue aloud and then model the dialogue with the class.

- **Pair students.** Point out the words to use. Have partners ask and answer questions using the words.

Wrap Up

- **Hold up each Picture Card from this lesson.** Ask What is it? Then ask questions about the animal or action. For example, for a lion, ask What is it? What color is it? Do lions hop?

- **Hand out the Picture Cards from the lesson.** Call on students to stand and say one thing about the photos on their cards.

Vocabulary Strategy

- **Context Clues** Understanding how to use context clues can help students improve their reading skills as well as their vocabulary. Nearby words, pictures, and photos can offer clues to the meaning of an unknown word. For example, a photo of a swinging monkey near the sentence A monkey swings from trees gives a clue to the meaning of swings.

Formative Assessment

- **Can students**
  - identify and use words for animals?
  - use words to describe animals?
  - use words to answer questions?
  - use words to describe animals? Point to one of the animal photos on pp. 82–83 and say Tell me what you know about this animal.

Review

- **For additional practice, direct students to Activity Worksheet 8.1.**

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**Objectives**

Students will:

- identify and use words for animals.
- use words to describe animals.

**Vocabulary**

- a tiger, a lion, a zebra, a giraffe, a penguin, a panda, a hippo, a kangaroo, swim, hop

**Academic Language**

direct, context

**Resources**

Workbook p. 62, Audio CD TR: 72–73; Video: Vocabulary I.

- Classroom Presentation Tool

**Related Vocabulary**

- forest, strips, swamp, wild

---

**Listen and say, pp. 82–83**

- a giraffe
- a tiger
- a lion
- a zebra
- a giraffe

**Listen. Point and say, pp. 82–83**

- a tiger
- a lion
- a zebra
- a giraffe

**Work with a partner.** Ask and answer. Use these words.

- climb
- fly
- hop
- jump
- run
- swim
- swing
- walk

**This animal can hop. What is it?**

- a penguin
- a kangaroo
- a panda
- a hippo

**It’s a kangaroo!**

**Listen and say.**

- a tiger
- a zebra
- a giraffe

**Listen.**

- a tiger
- a lion
- a zebra
- a giraffe

**Point**

- a penguin
- a kangaroo
- a panda
- a hippo

**Point to the photo of a monkey.**

- a giraffe
- a lion
- a zebra

**Tell me the word for this picture.**

- a tiger
- a lion
- a zebra
- a giraffe

**Look.**

- a tiger
- a lion
- a zebra
- a giraffe

---

**Objectives**

Students will:

- identify and use words for animals.
- use words to describe animals.

**Vocabulary**

- a tiger, a lion, a zebra, a giraffe, a penguin, a panda, a hippo, a kangaroo, swim, hop

**Academic Language**

direct, context

**Resources**

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---

**Listen and say, pp. 82–83**

- a giraffe
- a tiger
- a lion
- a zebra
- a giraffe

**Listen. Point and say, pp. 82–83**

- a tiger
- a lion
- a zebra
- a giraffe

**Work with a partner.** Ask and answer. Use these words.

- climb
- fly
- hop
- jump
- run
- swim
- swing
- walk

**This animal can hop. What is it?**

- a penguin
- a kangaroo
- a panda
- a hippo

**It’s a kangaroo!**

**Listen and say.**

- a tiger
- a zebra
- a giraffe

**Listen.**

- a tiger
- a lion
- a zebra
- a giraffe

**Point**

- a penguin
- a kangaroo
- a panda
- a hippo

**Point to the photo of a monkey.**

- a giraffe
- a lion
- a zebra

**Tell me the word for this picture.**

- a tiger
- a lion
- a zebra
- a giraffe

**Look.**

- a tiger
- a lion
- a zebra
- a giraffe
Practice

• On the board, write climb, fly, hop, jump, run, swim, swing, and walk. Then write the following sentence frames.

<table>
<thead>
<tr>
<th>Yes, it _______</th>
<th>No, it _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they _______</td>
<td>No, they _______</td>
</tr>
</tbody>
</table>

• Practice with students. Use the words on the board to ask questions about animals. Have students use the sentence frames on the board to help them answer the questions.

• Ask *Can a giraffe fly?* (No, it can’t.) *A giraffe can’t fly.*

• Ask *Can pandas climb trees?* (Yes, they can.) *Pandas can climb trees.*

• Ask *Can a kangaroo climb trees?* (No, they can’t.) *Kangaroos can’t climb trees.*

• Ask *Can a hippo walk?* (Yes, it can.) *A hippo can walk.*

Apply 4

1. Read aloud the directions for Activity 4. Point to each picture and have students name the animal. Place students in pairs. Say *Play a game with your partner. Ask and answer about the animals.*

2. Direct students’ attention to the massat dialogue at the bottom of p. 84. Say *Polly’s question is Can a lion jump? What is Eddie the elephant’s answer? (Yes, it can.) Say A lion can jump. Point to the game board and say Point to a square on the board. Ask a question. Your partner answers. Tell students they can use the words and sentence frames on the board to help them.

Wrap Up

• Write kangaroo, hippo, lion, panda, and zebra on the board. Say I’ll point to the name of an animal and say two actions that animals do. You tell me what the animal can do, and what it can’t do. For example, I point to zebra and say “run, swing in trees.” You say “A zebra can run. A zebra can’t swing in trees.”

• Point to each word at a time. Record students’ responses.

Formative Assessment

Can students use *can* and *can’t* to express and ask about ability?

Point to a photo on p. 84 and ask *What can it do?* or *What can’t it do?* Have students answer using can. Then ask *What can’t it do?* or *What can’t it do?* and have students answer using can’t.
Listen and say. Check T for True and F for False. TR: 75

1. Kangaroos have colorful feathers.    T  F
2. Elephants have long trunks.           T  F
3. Pandas have sharp claws.             T  F
4. Monkeys have short tails.            T  F
5. Lions have sharp teeth.              T  F

Warm Up

• On the board write A ____ has ______. Say Some animals have long necks. Some have long legs. I’ll hold up photos. Say if the animal has a long neck, or a long head, or long legs. Hold up Picture Cards for a giraffe (long neck, long head, long legs), a camel (long neck, long legs), and hop (the frog has long legs). Call on a student and ask What’s long? After the student answers, say Yes, a (giraffe) has (a long neck).

Present

• Say Open your books to page 85. Then point to each photo and say the term once. Say Now say the words with me. Point and have students say each term with you.

• Take out the Picture Cards. Hold up the Picture Card of a parrot and say This bird has colorful feathers. It has blue, red, and orange feathers. Hold up the Picture Card of sharp claws. Say This animal has sharp claws. Sharp claws help it climb trees.

• Hold up the Picture Card of a short tail. Say This is an animal’s tail. This animal has a short tail. Hold up the Picture Card of a long trunk. Point and say This is an elephant’s trunk. An elephant has a long trunk. Wave your arm from side to side in front of your face, like an elephant’s trunk. Hold up the Picture Card of big teeth and say This animal has big, sharp teeth.

Wrap Up

• Show the Picture Cards for the five vocabulary terms on p. 85 one at a time. Have students identify the target word for each picture card.

Apply 6

• Read aloud the directions for Activity 6. Say Let’s do a sticker activity. Model the dialogue with a student.

• Help students find the stickers for Unit 8. Point to the captions beneath the photos on p. 85. Read each caption aloud. Point to the sticker of the giraffe and say This is a giraffe. A giraffe has long legs! Point to each sticker and ask What is it?

• Show the sticker of the hippo and say Say the name of the animal on the sticker. Then ask a question about the animal. Then point to the words in the boxes on p. 85 and say Use the words in the boxes in your questions or answers. Read aloud the model question on p. 85. Say One partner asks, and one partner answers. Read the model answer aloud. Say Take turns. Put the stickers in the right boxes.

• Explain that students won’t use all the stickers for this activity.

Practice 5

• Say Listen. Play TR: 75 as students listen. Then say Now say the words and the sentences. Play TR: 75 again, and pause after each term and each sentence for students to repeat.

• Read aloud the second direction line for Activity 5 (“Check T for True and F for False.”) and complete item I with students. Say Kangaroos don’t have feathers. This sentence isn’t true. I check F for False. Have students complete the activity. Ask What animal has colorful feathers? If students have difficulty, replay TR: 75.

Vocabulary Strategy

Context Clues Remind students to use photos and captions as context clues to interpret unfamiliar words. Many times a caption or label tells what the photo illustrates. The caption usually identifies the thing (noun) in the photo and includes descriptive words (adjectives) about how the thing appears in the photo. Meanings drawn from photos and labels can be checked in a simple glossary or dictionary.

Teaching Tip

Classroom Management To help students remember new vocabulary words, have them act out the words. Involve other students by asking them to produce language that describes what they see. For example, ask What’s (Sara) doing? or What word is (Sara) showing us?

Formative Assessment

Can students • describe animals?
Hold up the Picture Card of a kangaroo and ask What does a kangaroo have?

Review For additional practice, direct students to Activity Worksheet 8.2.
Objective
Students will:
• use do and does for plural and singular subjects;
Grammar use subject-verb agreement in simple present tense

Academic Language compare

Resources Workbook pp. 65-66; Audio CD TR: 76-77; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Picture Cards 241-245, 247-302, 304, and 305; Teacher’s Resource CD-ROM: Activity Worksheet 8.3

Materials scissors

Warm Up
• Recycle Write a dog on the board. Then write Yes, it can and No, it can’t. Say I ask a question about a dog. You answer “Yes, it can.” or “No, it can’t.” Ask questions such as Can a dog get dressed? Then say Today we’ll learn how to answer new questions about animals.

Present
• Write the following on the board.

<table>
<thead>
<tr>
<th>Do chickens have tails? Yes, they do.</th>
<th>No, they don’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do chickens have tails? Yes, they do.</td>
<td>No, they don’t.</td>
</tr>
</tbody>
</table>

Read aloud the first question and ask Is there one chicken or more than one? (one) Say One. So we use does. Point to does and say Use does to ask about one thing. Point to the answers and read them aloud. Point to it and say Use it to talk about one thing.

Read the second question and ask Is there one chicken or more than one? (more than one) Point to do in the question and say Use do to ask about more than one thing. Point to the answers and read them aloud. Point to they and say Use they to talk about more than one thing.

Practice 7
• Look at the chart on page 86. Let’s read the animal names together: elephant, giraffe, lion, parrot. Now look at the words at the top of the chart. Have a student read the words at the top of the chart aloud. Play TR: 77 and pause after the instructions. Say Read the animals and the words at the top. Make a check if the words match the animal. Point to the chart and say An elephant has big ears. Make a check next to elephant under big ears. Say Now you listen and make checks in the chart. Play the rest of TR: 77 and have students complete their charts.

Apply 8
• Pair students and have them cut out the cards on p. 111. Say Pick a card. Ask a question. Your partner answers. Call on two students to read aloud the model dialogue on p. 86. Say Take turns asking and answering. Use the information in the chart on page 86 to help you. As students play, walk around the room and offer help as needed.

Wrap Up
• Say Let’s play a game. Put Picture Cards of all the animals from Unit 8 in a folder. Place students in two groups. Say Take a Picture Card. Don’t show it to the class. We ask questions to guess. Model the game with the Picture Card of a kangaroo.

Formative Assessment
Can students...
• use do and does for plural and singular subjects?
Write it, they, do, and does on the board. Ask What words go there?

Review For additional practice, direct students to Activity Worksheet 8.3.
Use the Song

- Brainstorm: Ask What animals hop? (a frog, a kangaroo) What animal flies? (a bird) What animal swings? (a monkey)

Have students open their books to p. 87. Point to the title and say The song is called Awesome Animals. We’ll listen to the song, then we’ll sing about the awesome animals. First, listen.

Play TR: 78 once and have students listen. Say Now read in your book. Play TR: 78 again and have students read along in their books. Complete song lyrics are on p. 96. Pause after each verse and have students read the words aloud. Say It’s time for us to sing.

The Sounds of English: /i:/ as in zebra

- Show the Picture Card of zebra. Say zebra, placing emphasis on the /i:/ sound. Do the same for the Picture Card of sheep. Repeat each word slowly as you write it on the board. Point to each word and underline the letter(s) e. Say The letter e can stand for the /i:/ sound. Slowly repeat the words z ... /i:/ ... bra and sh ... /i:/ ... p.

Have students turn to p. 87 in their books. Say Now let’s listen and say. Play TR: 79 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.

- To check understanding, have students look at pictures, listen, and raise their hands when they hear /i:/ as in zebra. Display Picture Cards that contain the target sound (sheep, tree, jeans, tea, clean, eat, sleep, feet, see, sneakers between, [big] teeth) and some that don’t.

Hold up a Picture Card, say the word twice, and have students raise their hands if they hear /i:/ as in zebra. Display Picture Cards without the sound as well. Students keep their hands down when they don’t hear the sound.

Tell students you will say a word and they will think of a new word that begins with a certain sound and that rhymes with your word. For example, say What rhymes with sheep and starts with sh? (sleep) Other examples to use are What rhymes with see and starts with te? (tree) What rhymes with clean and starts with cl? (jeans)

To sum up, practice the following chant with students:

One, two, three!
Chant with me!
/i:/ /i:/ /i:
Sheep and sleep.
Tree and see.
Three, two, one!
Our chant is done!

Teaching Tip

Songs give auditory learners a chance to absorb new vocabulary and grammar. Let these students take the lead in reading aloud or singing parts of the song to the whole group.

The Sounds of English Cards

You can use The Sounds of English Card 27 to teach the /i:/ sound. Audio for this card is available on the Explore Our World website.

Review

For additional practice, direct students to Activity Worksheet 8.4.
Listen and read, p. 88

Two Big Birds

Cassowary

The cassowary is big and strong. It can live to be 60 years old. It lives in Papua New Guinea and Australia. The cassowary can run really fast, but it can’t fly. And yes, it can kick hard, too!

Ostrich

The ostrich is big and strong. It can live to be 50 years old. It lives in Africa. Like the cassowary, the ostrich can run really fast, but it can’t fly. And yes, it can kick hard, too!

Warm Up

• Activate prior knowledge
  Say We know about some awesome birds. We know their names, what they can do, and how they look. What bird has colorful feathers? (a parrot) What bird can swim? (a penguin) Flap your arms as if they’re wings and ask Does a penguin have wings? (yes) Can a penguin fly? (no, it can’t.) Some birds can’t fly. What can they do? Let’s find out.

Present

• Have students look at p. 88. Point to the cassowary and say I see colorful feathers. What’s this animal? (a bird) It’s a bird. It’s a big bird. It’s called a cassowary. Say it with me: cassowary. Point to the ostrich. Say This is a big bird, too. An ostrich. Let’s say the name together: ostrich.

Graphic literacy

Point to the diagram under the cassowary text. Say This diagram shows how big the birds are. It shows a person, too. The green bird in the diagram is the ostrich. Read the ostrich measurements aloud. Say The blue bird in the diagram is the cassowary. Read the cassowary measurements aloud. Say A student is 1.2 meters (4 ft) tall. These birds are tall!

Read together

Have a student read the title aloud. Say Listen. Play TR: 88 and have students listen. Say Listen and read. Play TR: 80 again and have students read along silently.

Play TR: 80 a third time. Pause after each sentence and have students repeat it aloud.

Practice

• Pair students. Say Look at your books. Talk about the cassowary and the ostrich. How are they the same? What can they both do? As partners talk, walk around the room to monitor their progress. Ask Can the cassowary and the ostrich both run fast? If students have difficulty, write these sentence frames on the board: A cassowary can _________. An ostrich can _________. Both birds can _________.

Apply

• Say Freddy the frog is talking about animals. What’s Freddy the frog saying? He says “Zebras live in Africa.” Say it with me. Repeat the sentence. Then point to the box at the bottom of p. 88 and ask What animal names are in the box? Read them with me: giraffes, kangaroos, tigers, zebras. Point to zebras and repeat Zebras live in Africa.

Pair students. Point to Activity 12 and read the direction line.

Say Talk with your partner. Tell what the animals are like. Tell what they can do. Tell what they can’t do. Take turns. Have pairs share their dialogues with the class.

Wrap Up

• On the board write We are _________. We can _________. We can’t _________. Put students in pairs. Tell half of the pairs they are cassowaries and the other half they are ostriches. Have each pair write a sentence for each sentence frame on the board.

• Have each pair read their sentences aloud. Then ask questions such as How are cassowaries and ostriches alike? How are they different?
Value

**Objectives**

Students will:

- read about respecting animals.
- talk about how they can respect animals.

**Resources**

- Values Poster

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**Respect animals.**

It's important to respect animals. Be kind and gentle.

**How can we respect animals?**

- Allow time for groups to discuss the question. Then have them share their ideas with the class.

**Give the Unit Quiz**

- **Listening instructions** Point to the pictures in section I on p. 73. Say "Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear. Say Now listen to an example." Play TR: AB22.
- When students respond with the letter A, begin the quiz. Play the rest of TR: AB22.

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**Value**

- When students have completed Section I, have them put down their pencils. Say "Now you're going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the questions. Use Do or Does. 4: Read. Circle True or False.)"

- **Speaking instructions** Point to the images at the bottom of p. 85. Say "Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask Can a penguin fly? Point to the penguin. Say No, it can't. A penguin can't fly." See p. 89 of the Assessment Book for questions and expected student responses.

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**Give the Mastery Test**

- Follow a similar process for administering the Unit 8 Quiz, but use the following examples.

- **Listening instructions** Point to the pictures in Section I on p. 77. Play the example on TR: AB24. She gets up at seven o'clock. When students respond with the letter B, begin the quiz. Play the rest of TR: AB24.

- **Reading** Read aloud and confirm students' understanding of the directions. (2: Complete the questions. Use words from the box. 3: Complete the sentences. Use words from the box. 4: Read. Circle True or False.) Have students complete Sections 2–4 independently.

- **Speaking instructions** Point to the image at the bottom of p. 86. Ask "Where is the door? Point to the door. Say It's under the shelf." See p. 90 of the Assessment Book for questions and expected student responses.

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**Give the Final Test**

- Follow a similar process for administering the Unit 8 Quiz, but use the following examples.

- **Listening instructions** Point to the pictures in Section I on p. 79. Play the example on TR: AB25. A kangaroo can hop. When students respond with the letter G, begin the quiz. Play the rest of TR: AB25.

- **Read aloud and confirm students' understanding of the directions.** (2: Circle the correct answer. 3: Read. Circle True or False.) Have students complete Sections 2–3 independently.

- **Speaking instructions** Point to the image on p. 87. Ask "What are the boys doing?" Point to the boys. Say "They're reading." See p. 90 of the Assessment Book for questions and expected student responses.

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**About the Photo**

Jane Goodall is a scientist who studies chimpanzees in the wild. She began her career in Tanzania, a country in East Africa. She observed that chimpanzees, like humans, have families, communicate in ways that include hugging, use tools, and hunt in groups. Goodall’s research into chimpanzee behavior has helped scientists better understand human beings.

In 1960 Goodall established the Jane Goodall Institute. It is dedicated to the well-being of living things.
Before You Watch
• Play the introduction. Say This video is all about awesome animals. What are some awesome animals you know? What can they do? What do they have?

While You Watch
• Have students list the animal names from this unit that are mentioned in the video. Give students a copy of the T-chart graphic organizer. Point to the first column and say Write the animal names. Point to the second column and say What can it do? Write what the animal can do here.
• Pause the video as needed to give students time to fill in their T-charts.

After You Watch
• Call on students to share their lists. Have each student name an animal and then ask a question based on his T-chart. Have the class answer. For example, a student with a lion in his chart might ask Do lions have big teeth? (Yes, they do.)

Zoom In

Vocabulary
• Pause the video before the animal names or descriptions are given. Have students name and describe each animal.

Grammar
• Pause after each printed sentence is spoken. Have students say the sentence. Pause when a question is asked. Have students answer the question.

Song
• Divide students into four groups. On four separate strips of paper, write one of the following: A ________ is a bird that flies. A ________ swings from tree to tree. A ________ is a bird that swims. A ________ can hop and jump. Give a strip of paper to each group. Say Listen. What word goes in your sentence? Play the video and have each group sing its verse as the song plays, filling in the blank with the correct word.

Viewing
• Play Viewing with the sound off. Pause after each segment. Ask What’s (a giraffe) like? Have students describe each animal.

Story Time
• View Story Time. Ask questions such as What can the monkey do? (swing from tree to tree) Can the frog swing from tree to tree? (No, it can’t.)

Before You Read
• Activate prior knowledge Say Animals are awesome. Tell me about some awesome animals you know. Then ask Can a frog hop? (Yes, it can.) Let’s find out what Little Frog learns in this story.

• Introduce the strategy Say Asking questions about a story can help us understand it better. Before we read, we can ask questions about what the story is about. As we read, we can ask questions about things we don’t understand.

Write who, what, when, where, why, and how on the board. Say We can use these words to ask questions. Model. Point to the back cover of the reader and read the summary aloud. Say I have a question. What are all the things Little Frog can do? Let’s read to find out! Say As we read, we’ll stop and ask questions. Then we’ll read again to find answers.

While You Read
• Read the book aloud to students. As you read, stop and model asking questions. Then have students ask and write questions about the page.

p. 1: Say I have a question. What is the lesson Little Frog learns? They are a problem and lead to a solution and a moral lesson.

Text Background
A Big Lesson for Little Frog is a modern-day fable. Fables are fictional stories in which animals and other creatures talk and have other human characteristics. Fables often present a problem and lead to a solution and a moral lesson.
**Student Book**

**TR: 72 Unit 8.** 1. Listen and say.

- a tiger. This is a tiger.
- a lion. This is a lion.
- a zebra. This is a zebra.
- a giraffe. This is a giraffe.
- a panda. This is a panda.
- a parrot. This is a parrot.

2. Listen and say.

- swing. Monkeys swing from tree to tree.
- hop. Frogs can hop.

3. Listen and read.

**Grammar**

- Can a penguin swim?
- Yes, it can. A penguin can swim.
- Can penguins fly?
- No, they can’t. Penguins can’t fly.

4. Listen and say.

- colorful feathers. This bird has colorful feathers.
- sharp claws. This animal has sharp claws.
- a short tail. This animal has a short tail.
- a long trunk. Elephants have long trunks.
- big teeth. Some animals have big teeth.

5. Listen and say.

- Does a penguin have long legs?
- No, it doesn’t.
- Does a giraffe have short necks?
- No, they don’t.
- Do lions have feathers?
- No, they don’t, but lions have sharp teeth.
- Do frogs have feathers?
- No, they don’t. Parrots have colorful feathers.


- Note: Lyrics for the song Awesome Animals are in Student Book p. 46.

7. The Sounds of English /i:/ zebra

8. Listen and read.

**Two Big Birds**

- Cassowary
- The cassowary is big and strong. It can live to be 60 years old. It lives in Papua New Guinea and Australia.
- The cassowary can run really fast, but it can’t fly.
- Watch out. An angry cassowary can kick really hard!

- Ostrich
- The ostrich is big and strong. It can live to be 50 years old. It lives in Africa.
- Like the cassowary, the ostrich can run really fast, but it can’t fly. And yes, it can kick hard, too!

9. Listen and answer.

- Does a penguin have long legs?
- No, it doesn’t.
- Do kangaroos have long tails?
- Yes, they do.
- Do lions have sharp teeth?
- Yes, they do. Do giraffes have short legs?
- No, it doesn’t.

10. Listen and read.

**Camels Are Cool!**

- Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places.
- Bactrian camels have two humps, but Arabian camels have just one hump. All camels can go without food and water for a long time. Their humps help them do this.
- Camels have three eyelids on each eye and two sets of long eyelashes, too!

**Workbook**

**TR: 51 Unit 8.** 1. Listen and answer. Then listen again and write.

- Does a penguin have long legs?
- No, it doesn’t. Does a giraffe have short necks?
- No, they don’t.
- Do lions have feathers?
- No, they don’t, but lions have sharp teeth.
- Do frogs have feathers?
- No, they don’t. Parrots have colorful feathers.

2. Listen and read. Can you say these fast?

- eleven elegant elephants
- zany zebras zig and zag
- five fat friendly frogs
- happy heavy hippos

3. Listen and read.

- two big birds

**Answer Key**

**Student Book**

**Unit Opener** SB p. 80

- frog, jump

**Workbook**

Go to pp. 219–221 for the Workbook Answer Key for this unit.
**Review: Units 5–8**

**Vocabulary** US–U8
**Grammar** US–U8
**Academic Language**
- **Grammar**
- **Vocabulary**

**Materials**
- Paper clips and pencils to make spinner pointers, playing pieces (such as buttons, coins, or tokens)

**Resources**
- Workbook pp. 70–71

**Review: Units 5–8**

1. **Materials**
2. **Resources**
3. **Academic Language**
4. **Grammar**
5. **Vocabulary**

---

**Teaching Tip**

**Classroom Management** Help students maintain their focus before, during, and after playing a game. Before the game begins, be sure that all students understand the rules. After putting students in pairs or groups, give them a few moments to settle down before handing out any game materials. Monitor students as they play to make sure they’re taking turns and using materials correctly. After the game is over, give students a few moments to put away materials, or hand them back to you. Consider having students help collect the game materials.

**Our World in Context**

The facial expressions associated with emotions have been studied extensively. Some scientists suggest that the expressions associated with basic emotions, such as anger, fear, joy, sadness, and surprise, are universal, and are accompanied by a typical set of sounds and body movements.

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**Be the Expert**

**Work with a partner. Spin. Ask and answer.**

- When do you get up?
- At 7 a.m.
- Where are the lions?
- They’re in the zoo.
- How are you?
- I’m fine, thanks.
- Can a clock tell time?
- No, it can’t.
- Where’s the stove?
- It’s in the kitchen.
- What time is it?
- It’s 5 o’clock.
- Do you play sports?
- Yes, I do.
- What does the child do?
- He/She plays sports.
- How much time do we have for this activity?
- 30 minutes.
- Can a clock tell time?
- Yes, it can.
- No, it can’t.
- Where is the bookcase?
- To the right of the sofa.
- What time is it?
- It’s 5 o’clock.
- Do you play sports?
- Yes, it does.
- No, it doesn’t.

**Sentence frames**

If students need help, write example questions and answers on the board:

- Where’s the ______? He always ______.
- It’s ______. She never ______.
- Where are the ______? How are you?
- They’re ______. She looks ______.
- What time is it? He looks ______.
- It’s ______ o’clock. The child is ______
- I ______ every day. The people are ______
- Can a ______? Does a ______ move?
- Yes, it can. Yes, it does.
- No, it can’t. No, it doesn’t.

---

**Review**

- **Play the game**
  Say *Now we’ll play a game.* Have students turn to pp. 90–91. Have two students read aloud the model dialogue on p. 91.
  - Ask *Where’s the bookcase?* Have students point to the bookcase picture in their books. Then ask *Is the sofa in front of or behind the bookcase?* (in front of) Point to the first picture of a clock. Ask *What time is it?* (It’s seven o’clock.) Point to the lion. Ask *Where’s the stove?* Say, *It’s in the kitchen.*
  - Pair students, and give each pair a spinner and a playing piece. Say *Play the game with your partner. Spin and move. Look at the pictures. Ask questions and give answers. Take turns.* Explain that if students land on a space with words, they must read the words and follow the directions.

- **Point to the third photo.** Ask a student *How does she look? Is she tired?* (No, she’s angry.) Have the student spin the spinner. Have him move the correct number of spaces. For example, the student spins a 2, moves the playing piece to the image of the stove. Say *Ask me a question about this photo.* The student asks *Where’s the stove?* Say, *It’s in the kitchen.*

- **Pair students, and give each pair a spinner and a playing piece.** Say *Play the game with your partner. Spin and move. Look at the pictures. Ask questions and give answers. Take turns.* Explain that if students land on a space with words, they must read the words and follow the directions.

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**Play the game**

- **Materials**
  - Paper clips and pencils to make spinner pointers, playing pieces (such as buttons, coins, or tokens)

- **Resources**
  - Workbook pp. 70–71

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**Sentence frames**

If students need help, write example questions and answers on the board:

- Where’s the ______? He always ______.
- It’s ______. She never ______.
- Where are the ______? How are you?
- They’re ______. She looks ______.
- What time is it? He looks ______.
- It’s ______ o’clock. The child is ______
- I ______ every day. The people are ______
- Can a ______? Does a ______ move?
- Yes, it can. Yes, it does.
- No, it can’t. No, it doesn’t.
Audio Script

Student Book (Unit Zero)

TR: 2 Look, listen, and repeat.
mom That's my mom.
sister That's my sister Andrea.
dad That's my dad.
grandma That's my grandma.
me And that's me!
grandpa That's my grandpa.
uncle That's my uncle Pedro.
aunt That's my aunt Marta.
cousin That's my cousin Leo.

TR: 3 Listen. Point and say.
uncle, grandma, dad, sister, grandpa, me, cousin, mom, aunt

TR: 4 Look, listen, and repeat.
Be quiet!
Work in a group.
Raise your hand.
Hold up your card.
Close your book.
Open your book.
Work with a partner.
Go to the board.
Take out your crayons.

TR: 5 Listen, point, and say.
Take out your crayons.
Work in a group.
Work with a partner.
Be quiet!
Close your book.
Open your book.
Hold up your card.
Go to the board.
Raise your hand.

TR: 6 Listen, point, and say.
I'm tall.
It's big.
You're young.
We're friends.

He's in the kitchen. You're strong.
She's sleeping. They're my parents.

TR: 7 Listen and say.
This is my teddy bear. Its name is Jay-Jay.
Is this your pencil? This is our kite.
That's his ball. Her sandwich looks good.
It's their puzzle.

TR: 8 Listen, point, and repeat.
zero one
one two
two three
three four
four five
five six
six seven
seven eight
eight nine
nine ten
ten eleven
eleven twelve
deeleven twelve
deeenereen deen
fourteen fifteen
fifteen sixteen
sixteen seventeen
seventeen eighteen
eighteen nineteen
nineteen twenty

Workbook (Unit Zero)

TR: 2 Unit Zero. Listen and look. Write.
Use words from the box.
My grandma and grandpa are sitting on chairs.
My mom and my dad are sitting on the sofa.
My sister is sitting on the sofa, too.
My aunt and uncle are standing. They are tall.
Can you see me? I am wearing a T-shirt and pants.

TR: 3 Listen and write. Use words from the box.
1. He is eating his sandwich. She is eating her apple.
2. We have our crayons. They have their books.
3. I am wearing my hat. You are wearing your hat.
4. What is the dog wearing? It is wearing its jacket.

Workbook (Review: Units 1-4)

1. S1: Do you like to play baseball?
   S2: Yes, I do. It's fun!
2. S1: What do they like to do?
   S2: They like to ride horses.
3. S1: Do you like to bounce a ball?
   S2: No, I don't. It's boring.
4. S1: What do you like to do?
   S2: I like to play tag.
5. S1: Let's glue stars on our notebooks.
   S2: Ok. What fun!
6. S1: It's cloudy.
   S2: Let's take umbrellas.

Workbook (Review: Units 5-8)

TR: 56 Listen and circle.
1. S1: How are you?
   S2: I'm great!
2. S1: What time is it?
   S2: It's eight o'clock.
3. S1: When do you eat dinner?
   S2: At six o'clock.
4. S1: What can a kangaroo do?
   S2: It can hop and jump.
5. S1: This is a bird. It can't fly.
   S2: A penguin!

Workbook

Go to pp. 204, 213, and 221 for the Workbook Answer Key for the Unit Zero and Review pages.

Answer Key

Student Book (Unit Zero)

1 SB p. 6
Students should label pictures as follows:
Top row, left to right: 5, 8, 1, 4
Bottom row, left to right: 2, 7, 3, 6

Workbook

Go to pp. 204, 213, and 221 for the Workbook Answer Key for the Unit Zero and Review pages.
Listen and look. Write. Use words from the box. 

1. aunt 2. cousin 3. dad 4. grandma 5. grandpa 6. me 7. mom 8. sister 9. uncle

Listen and write. Use words from the box.

Listen and find. Circle.

Listen and look. Write. Use words from the box.

Listen. Read. Match. Write the numbers.

Listen. Write. 

Listen. Read. Write. 

Listen. Read. Write. 

Listen. 

Listen. 

Listen and write. 

Listen and write.
More Baby Animals

Let's learn about more baby animals. A baby cow is called a calf.
A baby horse is a foal. A baby goat is a kid. A baby turtle is called a
turtle. Do you see the egg?

In 1, the birds are swimming. In 2, they're flying.
In 1, the cat is sleeping. In 2, the dog is sleeping.
In 1, the dog is jumping. In 2, the cat is jumping.
In 1, the girl is reading. In 2, she's eating.
In 1, the horses are running. In 2, they're walking.

Draw and write about your favorite animal.

My favorite animal is

My favorite animal is my cat. She is black with two white feet. Her name is Missy. She is white,
brown, and gray. Missy has two kittens. They are so cute! Boots is black with two white feet. Snowy
is all white. I love them all.

Fun in Class

Look, read, and write.

What are your favorite baby animals?

1. Are there any pencils? Yes, there are.
2. Are there any paintbrushes? No, there aren't.
3. Are there any erasers? Yes, there are.
4. Are there any markers? Yes, there are.
5. Are there any scissors? Yes, there are.

Write sentences.

What are you doing? We're erasing the board.
Are you doing? We're erasing the board.
We're cooking.
We're coloring.
We're counting.

Look and write. Look at the picture in Activity 7. Write questions. Use the words in the box.

Listen, which words have the sound of d as in dog? Color the stars.

ducks swimming in the water
sheep sleeping in the sun
goats eating on the grass
kittens. They are so cute! Boots
Listen and read. Can you say these fast? Listen and read.
1. The Mexican artist uses Mexican yarn. He is pressing yarn into a picture. But he is not using a paintbrush! He is using beeswax and yarn. He is pressing yarn into the paintbrush!

Listen to the song. Read and circle yes or no. TR: 1712
1. We’re cutting. We’re gluing. yes no
2. We’re cutting. We’re drawing. yes no
3. What are you doing? ¿Qué estás haciendo?
4. I am drawing. I am cutting. yes no
5. I am cutting. I am gluing. yes no
6. I am cutting. I am talking. yes no
7. We’re listening to our teacher. yes no
8. We’re talking. We’re writing. yes no
9. We’re talking. We’re glueing. yes no
10. We’re cutting. We’re drawing. yes no

Choose the right answer. Choose the right answer. Circle.
1. The Mexican artist uses Mexican yarn. Paintings
2. You can use paint. glue. crayons and yarn.
3. People paint purple paper puppets.
4. My friend is wearing a raincoat. It’s cloudy.
5. I am wearing my raincoat. It’s cold.
6. She’s wearing her coat. It’s cold.
7. It’s cloudy.
8. What’re you doing? ¿Qué estás haciendo?
9. I am cutting. I am gluing.
10. What is missing?
   a. hat
   b. jacket
   c. coat
   d. sneaker
   e. shoes
   f. umbrella

Look and write.
1. What’s missing? Use the words in the boxes.
   a. hat
   b. jacket
   c. coat
   d. sneaker
   e. shoes
   f. umbrella

Write about the weather. Sample answers shown.
1. It’s sunny.
2. It’s cold.
3. It’s rainy.
4. It’s cloudy.
5. It’s cold and sunny.
6. It’s cloudy and rainy.
7. It’s sunny and rainy.
8. It’s sunny and cold.
9. It’s cloudy and cold.
10. It’s cloudy and rainy.

What’s missing? Write the words in the crossword puzzle.
1. sunny
2. cloudy
3. cold
4. hot
5. rainy
6. weather
7. weather
8. weather
9. weather
10. weather

Beeswax. Each room is the same.

Grammar
For all cloze sentences, use the words in the boxes. Put on/Don’t forget.
1. Put on your raincoat.
2. Take off your jacket.
3. Take off your hat.
4. Take off your shoes.
5. Don’t forget your boots.
6. Take off your jacket.

Unit 3
Boots and Bathing Suits
1. Look. Write numbers and words.
2. Read. This is a picture of Sami and me. We are making a big robot. Sami is cutting shapes. I am gluing paper.
3. Write. Put your sentences from Activity 17 together.
This is a picture of
We are making a big robot. Sami is cutting shapes. I am gluing paper.

Choose the right answer. Choose the right answer. Circle.
1. The Mexican artist uses Mexican yarn. Paintings
2. You can use paint. glue. crayons and yarn.
3. People paint purple paper puppets.

Boots and Bathing Suits
Listen and read. Can you say these fast? n n

1. What's the weather like?
   It's not raining. It's sunny.
2. What color coat can Cousin Carlos get?
   Put on your
3. What is the weather like?
   It's cloudy.
4. What do they like to do?
   What do you like to do?
   It's fun if you like it.
   What do you like to do?
   If you don't like it...
**Unit 3**

**Listen and do.**

1. I am in the X Games.

2. What do you like to do? Write.

3. Put your sentences from Activity 20 together. Write.

**The X Games**

**People all around the world like to watch the X Games. The X Games take place in hot weather and cold weather.**

**Hot Weather:** The players like to skateboard and ride bikes. The players like to go fast.

**Cold Weather:** The players like the snow. They do not want to go fast. They go slow.

**Check True or False.**

1. They play X Games only in hot weather.

2. In hot weather, they ride bikes.

3. Skiers skateboard in cold weather.

**You are in the X Games!**

Draw and write.

I am in the X Games.

The weather is

1. What do you like to do?

2. What do you like to do at school?

3. Put your sentences from Activity 22 together.
Listen and read. Welcome to My Home.

Look at the picture. Read and write.
1. Where is the sofa?
   It's between the shelf and the table.
2. Where is the window?
   It's above the sofa.
3. Where is the picture?
   They're on the wall.
4. Where is the rug?
   It's in front of the sofa.
5. Where is the lamp?
   It's above the shelf.
6. Where is the bookcase?
   It's next to the window.
7. Where is the table?
   It's between the shelf and the door.
8. Where is the chair?
   It's next to the fridge.
9. Where is the cupboard?
   It's under the window.
10. Where is the drawer?
    It's under the table.
11. Where is the shelf?
    It's above the floor.
12. Where is the closet?
    It's in the wall.

Day by Day.

Look and match. Write the number.
1. I get up.
2. I eat lunch.
3. I go to school.
4. I go to bed.
5. I brush my teeth.
6. I go to school.
7. I eat breakfast.
8. I play with friends.
9. I get dressed.

Listen to the song. Write a new verse. Use some words from the box. TR: 38
1. I go to school.
2. I eat lunch.
3. I go to bed.
4. I brush my teeth.

Listen and match. Write the number.
1. It's one o'clock.
2. It's two o'clock.
3. It's three o'clock.
4. It's four o'clock.
5. It's five o'clock.
6. It's six o'clock.
7. It's seven o'clock.
8. It's eight o'clock.

Day by Day.
Read and guess. Write. Use words from the box.

1. We go to bed at night.
2. We go to school in the afternoon.
3. We watch TV in the morning.
4. We play in the park in the afternoon.

Grammar
Listen and write. TR: 452

How are you? I’m OK. I’m fine. I’m great! We’re great! You look tired. Yes. I’m tired. No. We’re bored.

Listen to the song. Write a new verse. Use some words from the box. TR: 42

1. Tubby goes to the park every day.
2. Tubby never plays with a ball.
3. Tubby likes to pick up plastic bottles.
4. Tubby never plays with a dog.
5. Tubby helps to keep the park clean.

Read. My favorite day is Saturday. I never eat breakfast before 10 o’clock in the morning. I ride my bike or rollerblade with my friends in the afternoon. I play video games with my sister in the evening. Saturday is always a great day!

Write. Write about your favorite day.

My favorite day is ____________________________ . I’m always ____________________________ .

Write. Put your sentences from Activity 17 together. Write.

Put your sentences from Activity 17 together. Write.

Every day.

What do you do every day?

Dog Helps Planet

This is Tubby. He’s a smart dog! Every day he goes to the park for a walk. Tubby never plays with a ball. He picks up many plastic bottles every day. Tubby likes to keep the park clean. You can help to keep the planet clean, too!

Lesson 7

How Are You?

Look and write. What do you always do?

1. I always get up early.
2. I always eat breakfast.
3. I always play soccer.
4. I always read my book.

Listen.

1. I always eat breakfast.
2. I always play soccer.
3. I always read my book.

What do you never do?

1. I never get up early.
2. I never eat breakfast.
3. I never play soccer.
4. I never read my book.

Listen.

1. I never get up early.
2. I never eat breakfast.
3. I never play soccer.
4. I never read my book.

Listen and draw lines. Can you say these fast?

Listen and read.

1. I am with my friends. We are walking home from school.
2. I look out my window. It’s sunny. I’m putting on my red shirt and blue jeans.
3. Eat an apple every night at eight o’clock.
4. I wasyal rewit ni ym borkokow.

Grammar

Draw and write. What do you do every day?

I always ____________________________ .

Read and match. Write. What do you never do?

1. I never eat breakfast in the morning.
2. I never watch TV in the evening.
3. I never play with a ball in the afternoon.
4. I never go to bed in the morning.

Grammar

Listen and write. TR: 44

Can you say these fast?

Listen and read.

Grammar

Listen and draw lines. Can you say these fast?

Listen.

Which words have g that sounds like a g in go? Color the g green.

1. big
2. egg
3. green
4. play
5. tag
6. grandfather
7. triangle

50
Read. Look at the picture. Match.

1. Her eyes ______.
2. She’s laughing ______.
3. He’s smiling ______.
4. Her hair ______.
5. He’s crying ______.
6. My mouth ______.
7. It’s fun to play with my friends! We are ______.
8. My brother is tired. He’s ______.

Listen and write.

1. The girl is happy. She’s ______.
2. My face is sad. I feel sad.
3. My eyes are crying. I feel sad.
4. It’s fun to play with my friends. We are ______.
5. My brother is tired. He’s ______.

Read and write. Find and color.

1. Find two people on the (feet)
2. Find a dog wearing boots on its (feet)
3. Find three teeth above the desk.
4. There are toys and books on the (shelves)
5. You put socks and shoes on your (feet)

Listen and read.

1. I can’t do.
2. I can’t do.
3. I can’t do.
4. I can’t do.
5. I can’t do.

Listen to the song. Write a new verse. Use some words from the box. TR: xx

Angry
Bored
Hungry
Happy
Hungry

Listen to the song. Write a new verse. Use some words from the box. TR: xx

Angry
Bored
Hungry
Happy

Find and color.

1. Find two people on the (feet)
2. Find a dog wearing boots on its (feet)
3. Find three teeth above the desk.
4. There are toys and books on the (shelves)
5. You put socks and shoes on your (feet)

Listen. Which words have i that sounds like the i in ride? Circle the numbers. xx

1. I can’t do.
2. I can’t do.
3. I can’t do.
4. I can’t do.
5. I can’t do.

Say the words.

How many times do you hear 1 as in tired? Write 1

Listen. Which words have i that sounds like the i in ride? Circle the numbers. xx

1. I can’t do.
2. I can’t do.
3. I can’t do.
4. I can’t do.
5. I can’t do.

Say the words.

How many times do you hear 1 as in tired? Write 1

Awesome Animals

Look and write.

1. I can’t climb trees.
2. I can’t climb trees.
3. I can’t climb trees.
4. I can’t climb trees.
5. I can’t climb trees.

Listen and read. Read. Circle. Write.

1. I don’t like clowns. Why?
2. I like clowns. Why?
3. I don’t like clowns. Why?
4. I like clowns. Why?
5. I don’t like clowns. Why?

Read. Many people like to watch clowns at the circus. Clowns surprise children. Some clowns have happy faces. They are always smiling. Some clowns look sad. They don’t want people to see how they feel. What about you? Do you like clowns?

Read. Put your sentences from Activity 18 together. My special day is ______.

Read. Choose a photo of you and other people.

1. What special day is it?
2. Who are you with?
3. How are the people feeling?

Write. Choose a photo of you and other people.

1. What special day is it?
2. Who are you with?
3. How are the people feeling?

Write. Put your sentences from Activity 18 together. My special day is ______.
Listen and read.

Camels Are Cool!

Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places. Bactrian camels live in snowy deserts in Asia. Arabian camels live in sandy deserts in North Africa. Both camels have two humps, but Bactrian camels have more. Tall, big camels can go without food and water for a long time. Their humps help them do this. Camels have three eyelids on each eye and five sets of long eyelashes. Lisa has three eyelids on each eye and five sets of long eyelashes.

A hippo has big teeth.
A kangaroo has a long tail.

My favorite animal is a hippo! My favorite animal is a kangaroo.

It's 12:00. The children are hungry. (child)
It's 8:00. It's 8:00.

A parrot. A penguin.

It can hop and jump. It can fly and swim.

A parrot. A penguin.

1. I'm OK. I'm great!
2. She looks angry. She's frowning.
3. When do you eat dinner? When do you eat lunch?
4. I always brush my teeth.

A parrot. A penguin.

Camels can have one or two humps.
Camels have three eyelids on each eye.
Camels can have three eyelids on each eye.

Camels have three eyelids on each eye.
Camels live to be 40 to 50 years old. They live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places. Bactrian camels live in very, very hot and dry places.