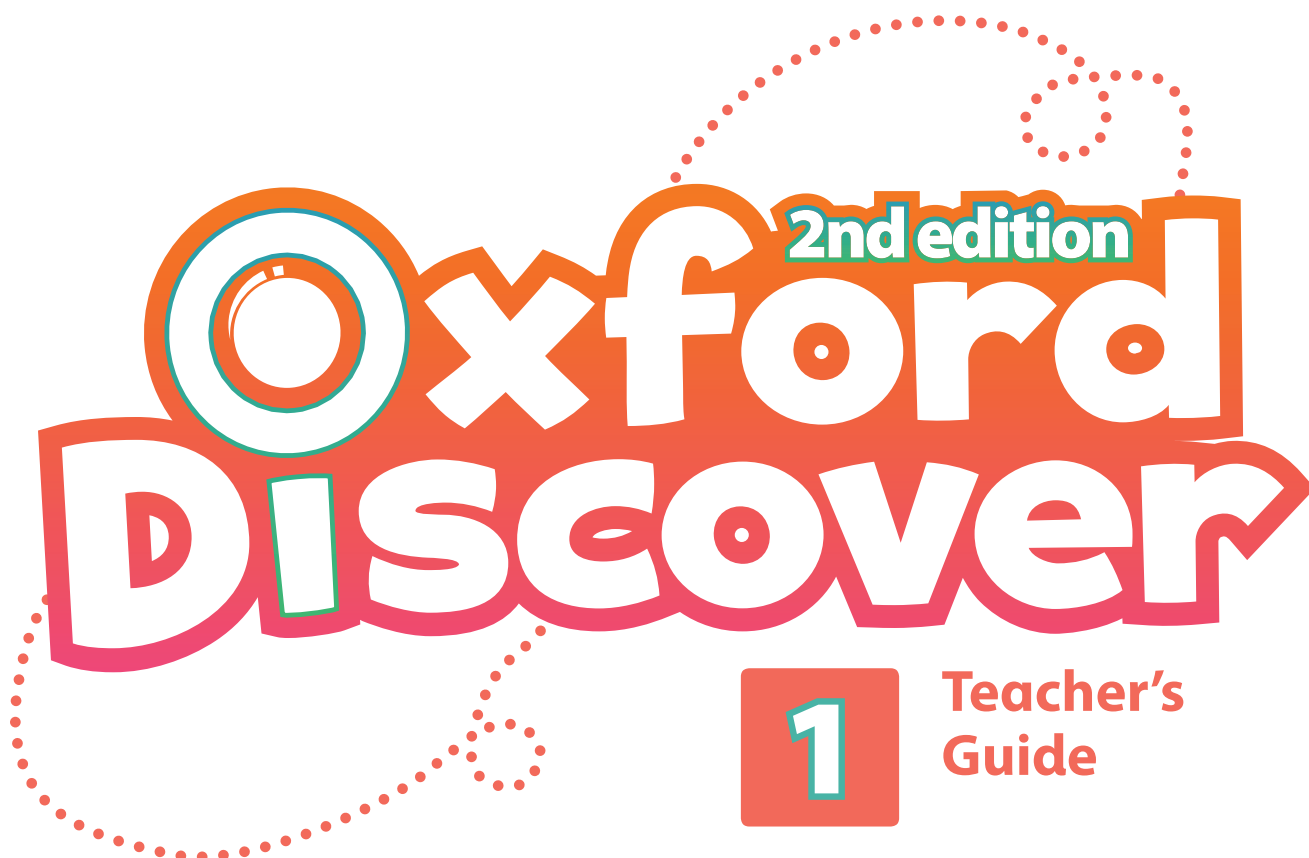




Oxford Discover

2nd edition

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Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 1 Who are your family and friends? Social Studies: Community			
1 Page 6	Families and Friends Informational text (Nonfiction) Reading Strategy Predicting from Pictures	Reading Text Words mother, father, brother, sister, grandmother, grandfather, family, friend Listening Text Words uncle, aunt, cousin, parents, daughter, son Word Study Opposites	Verb Be I am, You are, He / She is, We are, They are <i>He's</i> eight years old.
2 Page 16	Elliot's New Friend Story (Fiction) Reading Strategy Predicting from Pictures	Reading Text Words elephant, tortoise, lonely, sad, scared, eat, play, sleep Listening Text Words hamster, goldfish, bird, rabbit, lizard, kitten	Demonstratives: This, That, These, and Those <i>This</i> is a zebra. <i>Those</i> are lions.
BIG QUESTION 2 Where can we see colors? Art			
3 Page 26	Who's in The Tree? Colors of the Sky Rhyming poems (Fiction) Reading Strategy Predicting from Titles	Reading Text Words yellow, red, blue, green, purple, black, brown, white Listening Text Words fireworks, dark, light, gray, orange, pink Word Study Nouns	There is ... / There are ... <i>There's</i> a black spider. <i>There are</i> two white kittens.
4 Page 36	Let's Make Colors! Informational text (Nonfiction) Reading Strategy Predicting from Titles	Reading Text Words mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish Listening Text Words jacket, shorts, sneakers, T-shirt, hat, pants	Prepositions of Place: In, On, Under, Next To The starfish is <i>under</i> the seaweed. The seashells are <i>on</i> the sand.
BIG QUESTION 3 Where do animals live? Life Science			
5 Page 46	Animal Homes Informational text (Nonfiction) Reading Strategy Predicting from Titles and Pictures	Reading Text Words eagle, chick, nest, opossum, tree hollow, honeybee, hive, crab Listening Text Words woods, field, pond, squirrel, mouse, frog Word Study Irregular Plurals	Where Questions with Verb Be <i>Where's</i> the eagle? <i>Where are</i> the chicks?
6 Page 56	My Friend, Anak Realistic fiction Reading Strategy Identifying Characters	Reading Text Words orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out Listening Text Words day, night, morning, midday, afternoon, evening	What and Who Questions with Verb Be <i>What's</i> that? <i>Who's</i> this?
BIG QUESTION 4 How are seasons different? Earth Science			
7 Page 66	The Four Seasons Informational text (Nonfiction) Reading Strategy Captions	Reading Text Words warm, hot, cool, cold, rain, snow, long, short Listening Text Words weather, cloudy, sunny, windy, snowy, rainy Word Study Compound Nouns	Simple Present with It <i>It gets</i> hot in the summer. <i>It snows</i> in the winter. <i>It doesn't snow</i> in the summer.
8 Page 76	The Seasons of Arnold's Apple Tree Realistic Fiction Reading Strategy Captions	Reading Text Words watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring Listening Text Words ride a bicycle, go to the beach, eat ice cream, drink hot chocolate, fly a kite, plant flowers	Simple Present with I and You In the summer, <i>I build</i> a tree house. <i>Do you watch</i> honeybees? No, <i>I don't</i> .

Billy**Gus****Layla****Dot****LISTENING****SPEAKING****WRITING****WRAP UP****Different Families**

People describing their families

Listening Strategy

Listening for details

Introducing People*This is my brother.
It's nice to meet you.***Tasks**

Talk about your family and write about them. (WB)

• Big Question 1

**Friends and Pets**

People describing their friends and their pets

Listening Strategy

Listening for details

Describing Friends*This is Tim. He has a hamster.
We play together.***Capitals for Names***My friend's name is Eun.***Tasks**

Talk about your friend and write about him or her. (WB)

• Review Story

• Project

Family and Friends Collage

• Big Question 1

**Fireworks**

A conversation while watching fireworks

Listening Strategy

Listening for color details

Inviting and Making Suggestions*Do you want to play with me?
Let's color!
OK. Good idea!***Tasks**

Talk about rhyming words and write a poem with animals and colors. (WB)

• Big Question 2

**My Favorite Clothes**

A conversation about clothes on a clothesline

Listening Strategy

Listening for color and place details

Describing Using Colors*I have a yellow hat.
There's a starfish next to me.
It's orange.***Capitals and Periods in Sentences***The starfish is under the seaweed.***Tasks**

Talk about your favorite clothes and write about them. (WB)

• Review Story

• Project

Color Mix Chart

• Big Question 2

**Animal Homes**

A documentary about animal homes

Listening Strategy

Listening for details

Warning People*Watch out! Be careful!
OK. Thanks!***Tasks**

Talk about animal homes and write about one. (WB)

• Big Question 3

**Animals on a Reserve**

Descriptions of animals' eating and sleeping habits

Listening Strategy

Listening for time details

Describing Animals*It's small. It's brown.
It lives in the woods.***Question Marks***What is it?***Tasks**

Talk about animals and their habits and write about one. (WB)

• Review Story

• Project

An Animal Booklet

• Big Question 3

**Weather and Seasons**

Conversations about the weather in different seasons

Listening Strategy

Listening for details

Inviting People*Do you want to play in the snow with me?
Sure!
Great! Let's go!***Tasks**

Talk about your favorite season and write about it. (WB)

• Big Question 4

**Seasonal Activities**

Conversations about what we do in different seasons

Listening Strategy

Listening for details

Asking and Telling about Activities*What do you do in the spring?
I ride a bicycle.***Commas***The four seasons are spring, summer, fall, and winter.***Tasks**

Talk about what you do in different seasons and write about it. (WB)

• Review Story

• Project

A Seasons Journal

• Big Question 4



UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 5 How do numbers help us? Math			
9 Page 86	Working with Numbers Informational text (Nonfiction) Reading Strategy Predicting from Headings	Reading Text Words numbers, plus sign, equals sign, problem, addition, answer, odd numbers, even numbers Listening Text Words pen, pencil, eraser, ruler, backpack, notebook Word Study Writing numbers	Simple Present with Verb Have (I, You, We, They) <i>I have six shells. You have four shells. Together, we have ten shells. They don't have a pet.</i>
10 Page 96	Stone Soup Folk tale (Fiction) Reading Strategy Beginning, Middle, and End	Reading Text Words pot, stone, food, sausages, carrots, onions, potatoes, soup Listening Text Words tomato, cucumber, avocado, orange, mango, peach	Simple Present Questions with Verb Have (I, You, We, They) <i>What do you have? I have potatoes. Do you have carrots? Yes, I do.</i>
BIG QUESTION 6 What do we need? Social Studies: Economics			
11 Page 106	The Farmer and The Hat Fable (Fiction) Reading Strategy Sequence	Reading Text Words farmer, cow, milk, market, sell, buy, plain, fancy Listening Text Words games, comic book, board game, doll, stickers, pins Word Study Verbs	Simple Present with Regular Verbs and Verb Have (He, She) <i>She needs a cow. She doesn't need a dress. He has a cow. He doesn't have a hat.</i>
12 Page 116	Wants and Needs Informational text (Nonfiction) Reading Strategy Predicting from Titles, Headings, and Pictures	Reading Text Words job, doctor, police officer, teacher, help, money, clothes, water Listening Text Words sandwich, grapes, juice, cookie, chips, soda	Simple Present Questions with Regular Verbs and Verb Have (He, She) <i>Does she work in a school? Yes, she does. What does Sana have? She has a doll.</i>
BIG QUESTION 7 Where do we live? Social Studies: Community			
13 Page 126	Where's Your Home? Informational text (Nonfiction) Reading Strategy Labels	Reading Text Words street, neighborhood, town, city, the country, apartment, building, world Listening Text Words noisy, quiet, safe, dangerous, boring, interesting Word Study Verbs and Nouns	Possessive 's <i>Jenna's house is in the country. Is Ali's house in the city?</i>
14 Page 136	City Mouse and Country Mouse Fable (Fiction) Reading Strategy Contrasting	Reading Text Words department store, restaurant, movie theater, hotel, cornfield, orchard, new, old Listening Text Words park, library, supermarket, drugstore, bakery, museum	Possessive Adjectives <i>My, Your, His, Her, Our</i> <i>His home is in the city. Is your apartment big?</i>
BIG QUESTION 8 How can we make music? Music			
15 Page 146	Percussion Instruments Informational text (Nonfiction) Reading Strategy Main Idea and Details	Reading Text Words instruments, cymbals, tambourine, xylophone, drum, triangle, shake, strike Listening Text Words fast, slow, loud, soft, awful, lovely Word Study Alphabetical Order	Present Continuous <i>I'm / You're / She's / He's / We're / They're ... ing</i> <i>I'm playing the drum. She isn't shaking the tambourine.</i>
16 Page 156	Let's Make Music! Realistic fiction Reading Strategy Problems and Solutions	Reading Text Words dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures Listening Text Words parade, concert, ballet, play, puppet show, circus	Present Continuous Questions <i>Are you singing? Yes, I am. Is she dancing? No, she isn't.</i>
BIG QUESTION 9 What are living things? Life Science			
17 Page 166	Living and Nonliving Things Informational text (Nonfiction) Reading Strategy Contrasting	Reading Text Words living, nonliving, breathe, move, change, air, people, plant Listening Text Words bench, bush, statue, grass, rose, fountain Word Study Adjectives	Can and Can't <i>An animal can grow. Sneakers can't breathe.</i>
18 Page 176	The Gingerbread Man Fairy tale (Fiction) Reading Strategy Sequence	Reading Text Words run away, chase, catch, stop, cross, bake, smell, open Listening Text Words go to bed, play outside, early, late, healthy food, junk food	Should and Shouldn't <i>You should run away! You shouldn't stay here.</i>
Page 186	PLAYSCRIPTS Elliot's New Friend Stone Soup		

LISTENING	SPEAKING	WRITING	WRAP UP
Addition Problems Discussions about addition problems Listening Strategy Listening for number details	Asking about Age <i>How old are you?</i> <i>I'm seven years old.</i>	Tasks Talk about your school things and how many you have, then write about them. (WB)	• Big Question 5 
Making Salads Conversations while making salads Listening Strategy Listening for number details	Speaking about Addition <i>I have two oranges. You have one orange.</i> <i>How many oranges do we have?</i>	Exclamation Points <i>I'm hungry! Oh, no! I'm scared!</i> Tasks Talk about your favorite soup and write about it. (WB)	• Review Story • Project A Bar Graph • Big Question 5 
Trading Toys Descriptions of what children have and want Listening Strategy Listening for details	Borrowing and Lending <i>Can I borrow your comic book, please?</i> <i>Sure. Here you are.</i> <i>Thanks.</i>	Tasks Talk about what you have and what you want, then write about them. (WB)	• Big Question 6 
Making a Picnic Conversation about what children want for a picnic Listening Strategy Listening for details	Expressing Wants and Needs <i>We want soda and chips.</i> <i>We need water and fruit.</i>	Nouns and Verbs Farmers (noun) grow (verb) food (noun). Tasks Talk about things you need and write about them. (WB)	• Review Story • Project Needs and Wants Survey • Big Question 6 
Reporting from King City TV report from different locations Listening Strategy Listening for details	Complimenting <i>Wow! Your home is really nice.</i> <i>Thanks.</i>	Tasks Talk about where you live and write about it. (WB)	• Big Question 7 
Opinions about City and Country Discussions about city / country preferences Listening Strategy Listening for details	Asking and Telling about Neighborhoods <i>Is there a park in your neighborhood?</i> <i>No, there isn't.</i>	Complete Sentences The town (noun) is (verb) small. Tasks Talk about places in your neighborhood and write about them. (WB)	• Review Story • Project A Map of Your Neighborhood • Big Question 7 
Describing Music Descriptions of different musical sounds Listening Strategy Listening for details	Asking for Help <i>Can you help me, please?</i> <i>Sure! Let's do it together.</i> <i>Thanks!</i>	Tasks Talk about a percussion instrument and write about it. (WB)	• Big Question 8 
Watching Performances Observations during different events Listening Strategy Listening for details	Asking and Guessing <i>What are we doing?</i> <i>You're walking and playing instruments.</i> <i>It's a parade!</i>	Contractions <i>I am > I'm It is not > It isn't</i> Tasks Talk about your favorite kind of performance and write about it. (WB)	• Review Story • Project Percussion Instruments • Big Question 8 
A Walk in the Park Conversation and observations about things in a park Listening Strategy Listening for details	Apologizing <i>Oh, no!</i> <i>I'm sorry.</i> <i>That's OK.</i>	Tasks Talk about living and nonliving things and write about them. (WB)	• Big Question 9 
Parents' Advice Conversations giving advice to children to take care of themselves Listening Strategy Listening for details	Giving Advice <i>You shouldn't run in the classroom.</i> <i>You should walk!</i> <i>OK, you're right.</i>	Punctuation and Sentence Structure Review <i>Don't jump on the fox's nose!</i> <i>Do you eat healthy food?</i> Tasks Talk about taking care of living things and write about what you should do. (WB)	• Review Story • Project A Venn Diagram • Big Question 9 

Welcome to Oxford Discover

Oxford Discover is a six-level course, created to address the evolving needs of young learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and academic
- offering multiple perspectives on topics across the curriculum
- allowing students to consider key concept questions that they revisit as they gain more information
- challenging students to think critically about topics, issues, and questions
- developing strategies that help students perform well in tests
- fostering a love of reading and writing.

What's New for 2nd Edition?

- **NEW Oxford Discover App** reinforces students' learning in a fun way, both at home and at school.
- **ENHANCED Big Question Panels** in the Workbook promotes discovery learning and autonomy by posing specific questions on the topic, and asking students to personalize their answers.
- **NEW Classroom Presentation Tool** with on-screen Student Book and Workbook, story animations and new grammar animations, enhanced Big Question videos, and embedded audio facilitates dynamic classes.
- **NEW Assessment for Learning** provides more comprehensive skills and language testing.
- **NEW 21st Century Skills Assessments**, to be used with the projects in the Student Book, will measure students' progress and achievement in the areas of collaboration, communication, creativity and critical thinking.
- **NEW Teaching Strategies videos** provide teachers with practical lesson tips specific to *Oxford Discover* 2nd edition.
- **ENHANCED Reading Comprehension worksheets**, to be used with the *Oxford Discover* 2nd edition Student Book reading texts, focus on reading strategies and genre, and provide further comprehension activities.
- **ENHANCED teaching notes** for the Writing & Spelling Books and Grammar Books provide teachers with additional support.
- **NEW error correction strategies, and ENHANCED drafting and editing stages** in the *Oxford Discover* 2nd edition Writing & Spelling Books improve students' techniques in writing and encourage them to reflect on

their work, equipping them with important skills for the 21st century.

- **NEW What Do You Know? section** in the *Oxford Discover* 2nd edition Grammar Books supports student's progress by helping them review learning from the previous year.

Lifelong Learning with the Oxford Discover Family

Oxford Discover belongs to a family of Oxford courses which share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The Oxford Discover Author Team

Lesley Koustaff and Susan Rivers

Lesley is a passionate teacher trainer. She has conducted educational workshops all over the world. Lesley has more than thirty years of experience in writing and editing ESL/EFL material to teach children English.

Susan has over 30 years' experience teaching English in Asia and the United States. Susan is the author of *Tiny Talk* and co-author of *English Time*, as well as many other ESL/EFL preschool, primary, and secondary teaching materials.



Kathleen Kampa and Charles Vilina

Kathleen and Charles are the authors of *Oxford Discover*, levels 3 and 4. They have taught young learners in Japan for over 25 years, and conduct workshops for primary teachers globally. Kathleen and Charles are also co-authors of *Magic Time* and *Everybody Up*, primary courses published by Oxford University Press.



Kenna Bourke

Kenna Bourke is the author of *Oxford Discover*, levels 5 and 6. Kenna has also written several grammar, literacy, and graded reading books for Oxford University Press, as well as other publishers. She has a particular interest in grammar and books for children. Kenna currently lives and works in Oxford.



The Key Principles of *Oxford Discover*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. These guidelines will help you create the most effective classroom environment for *Oxford Discover*.

1. Facilitate student-centered learning

Student-centered learning gives students an active role in class. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized.

2. Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. As new ideas, stories, or topics are encountered, encourage students to wonder:

I wonder why / how ... I wonder what happens when / if ...

3. Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4. Take time to reflect

Every *Oxford Discover* lesson should begin and end with student reflection. The lesson can begin with the question *What have we learned up to now?* and end with *What have we learned today?* The answers are not limited to content, but can also explore methods, strategies, and processes. As students become more aware of how they learn, they become more confident and efficient in their learning.

5. Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections.

6. Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident and valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win-win opportunities for the entire class.

II. 21st Century Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future. As our world becomes increasingly interconnected, today's young students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information and technology skills, as well as an appreciation and concern for our planet and cross-cultural understanding. *Oxford Discover* helps students build these skills in order to succeed in the 21st century.

1. Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover* encourages students to think deeply and assess information comprehensively.

2. Communication

Oxford Discover offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. Every unit has two pages devoted to communication, but these skills are also utilized throughout. In addition, digital resources such as Online Practice promote online communication and computer literacy, preparing students for the demands of the new information age.

3. Collaboration

Collaboration requires direct communication between students, which strengthens listening and speaking skills. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover* offers opportunities for collaboration in every lesson.

4. Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment.

III. Language and Literacy Skills

1. Vocabulary

Students need to encounter new words in different contexts a number of times, before they can recognize the words and produce them. This is why words are presented and practiced with a focus on meaning before they are highlighted in the reading texts. Vocabulary is then rigorously recycled throughout the entire series, so that students can feel confident when meeting those words again in different situations.

2. Grammar

The grammar in *Oxford Discover* comes from the texts in each unit. By providing grammar in context, students are exposed to meaning as well as form. *Oxford Discover* integrates structural input into a meaningful syllabus, utilizing familiar vocabulary and situations. More explicit grammar practice is provided in the Workbook to help students apply it in more contexts and to internalize the rules and forms.

3. Literacy

Oxford Discover teaches essential literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of fiction and nonfiction text types and genres.

Component Overview

For the Student



Student Book

The Student Book contains 18 units. Each pair of units presents students with a different Big Question, encouraging students to examine the world more critically within an inquiry-based learning environment.



Workbook

The Workbook provides students with extra practice of the language and structures taught in class.



Oxford Discover App

The *Oxford Discover* App is a fun trivia app based on the Big Questions of the course. It encourages learner autonomy, enhances motivation and supports an inquiry-based methodology. The app can be used in class or at home.

Online Practice

The Online Practice is a blended approach to learning where students can use online, interactive activities to further practice the language and ideas taught in the Student Book.



Oxford Discover Grammar

A six-level companion series which follows and supports the grammar syllabus and provides further practice opportunities.

e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Oxford Discover Writing & Spelling

A six-level companion series which supports students throughout the writing process and introduces them to spelling patterns and strategies.

For the Teacher



Posters

The posters initiate and support classroom discussions and act as visual aids, provide support for learning, and document evidence of learning.



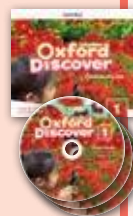
Picture Cards

The picture cards include all the main unit vocabulary from the Student Book. They can be used to present and recycle vocabulary.



Class Audio CDs

The Class Audio CDs support teaching in class and contain recordings of all the listening texts, reading texts, songs, and speaking dialogues from the Student Book.



Teacher's Pack

Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Classroom Presentation Tool

The *Oxford Discover* Classroom Presentation Tool is an interactive classbook with autocorrect functionality, interactive games, videos and animations:



Big Question Videos

The Big Question Videos cover each Big Question in the Student Book. Each pair of units has:

- an Opener video
- a Talking Point video
- a Wrap Up video.

Grammar Animations

The grammar animations cover each grammar point in the Student Book. They further consolidate students' understanding of the grammar.

Story Animations

There are story animations to accompany each Wrap Up page in the Student Book. They support students' understanding and bring the stories to life.

The Classroom Presentation Tool can be downloaded from Oxford Learner's Bookshelf and used offline, online or via a web browser.

Teacher's Resource Center

Teachers have access to a range of resources, including assessment, Online Practice and professional development videos, all in one place.

Professional Development Videos

- Teach 21st Century Skills with Confidence videos provide tips to help you develop your students' skills in critical thinking, communication, collaboration and creativity.
- Teaching Strategies for *Oxford Discover* videos provide practical lesson demonstrations and course-specific teaching guidance.

Assessment for Learning

Students' progress can be evaluated through continuous assessment, self-assessment and more formal testing.

Online Practice

Teachers have complete access to students' Online Practice, with a gradebook that enables instant marking.

Additional Teaching Resources

The Teacher's Resource Center provides additional materials for students and teachers to supplement all the other components available.

Teacher's Website

The Teacher's Website provides additional materials to support the course content.

Supplementary Resources

Every teacher and learner is different and here you will find a range of titles which best complement *Oxford Discover*, whether you want additional resources for your students, or to expand your own knowledge of teaching and learning.

Readers

Oxford Read and Imagine



Oxford Read and Discover



Find readers that match the level, language and topic of each unit of *Oxford Discover*.

Using Graded Readers will:

- Increase contact with English
- Add variety to the course book
- Develop all language skills

Find out more at:

www.oup.com/elt/recommendedreaders

Perfect Partners

Oxford Discover Science



This is a 6-level series that features a balance of CLIL and 5E science methodologies, a variety of hands-on activities and projects, and English-language support.

Exam Power Pack DVD



The Exam Power Pack DVD provides additional preparation and practice for the Cambridge English Qualifications for young learners and Trinity GESE exams.

Oxford Skills World



Oxford Skills World is a 6-level paired skills series. With friendly characters who get young learners fully involved in every topic, you can use the course alongside your main course book.





Professional Development

Oxford Teacher's Academy



**IDEAS ONLINE TODAY.
INSPIRATION FOR CLASS TOMORROW.**

Join a global community of teachers passionate about making a real difference in the classroom!

Oxford Teachers' Academy are online, self-study professional development courses for English language teachers, developed by Oxford University Press. Completion of the courses is certified by Oxford University Department for Continuing Education.

Online professional development courses include:

- Teaching English to Young Learners
- Teaching with Technology
- Teaching Learners with Special Education Needs

For a full list of courses, go to:

www.oup.com/elt/oxfordteachersacademy

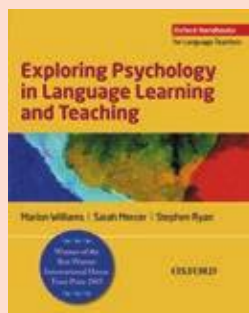


Teaching Young Language Learners

BY A. PINTER

This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives an accessible overview

of the issues, including child development, L1 and L2 learning, L2 skills, vocabulary and grammar, learning to learn, materials design, and policy issues. Integrating theory and practice in an accessible way, it draws on up-to-date research and classroom practice that is internationally relevant.

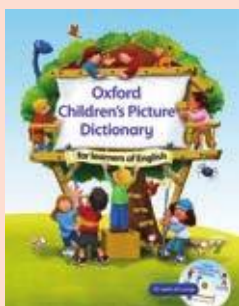


Exploring Psychology in Language Learning and Teaching

BY M. WILLIAMS,
S. MERCER AND S. RYAN

This book explores key areas of educational and social psychology, and considers their relevance to language teaching, using activities and questions for reflection. Issues discussed include learners' and teachers' beliefs about how a subject should be learned and taught, relationships with others, and the role of emotions in learning.

Dictionary



Oxford Children's Picture Dictionary

A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics.

Available in print and e-Book format.



Mixed-Ability Teaching

BY E. DUDLEY
AND E. OSVATH

Mixed-Ability Teaching shows how collaborative ways of working can promote a positive classroom atmosphere and offer support and challenge for every student.

Find out more at:

www.oup.com/elt

Unit Tour

Big Question

These pages present the theme and objectives of the following two units. The Big Picture acts as an introductory visual representation of many of the ideas and language that students will go on to discover in the following pages.



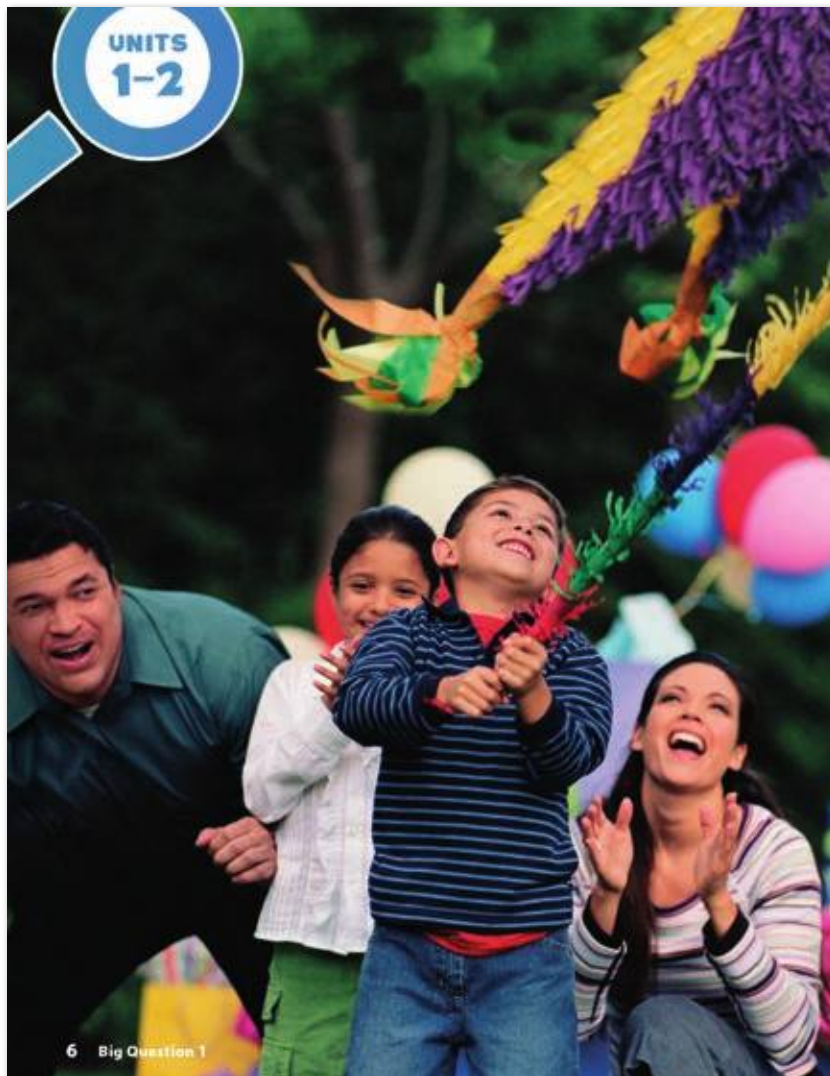
Classroom Presentation Tool

Show the Big Picture on screen to create a stronger impact in class.



Discover Poster

Students look at the Discover Poster, brainstorm known vocabulary, and think about what they know about the topic.



Workbook

Students answer specific questions, which help them to express what they already know about the Big Question topic.

BIG QUESTION 1
Who are your family and friends?

Draw and write the names of two people in your family. Complete the chart.

Draw		
Name		

Write about two of your friends.

1 Name: _____
Age: _____ years old

2 Name: _____
Age: _____ years old

UNIT 1

Get Ready

Words

A Match the words to the picture.

mother	grandfather	sister	grandmother	father	brother
☐	☐	☐	☐	☐	☐

2 Unit 1 Vocabulary: Family

Student Book page 8



Preview

Students are introduced to the theme and main objectives of the Big Question. Students also understand what they will do and learn throughout the following two units.

A. Big Question Video (Opener)

Students watch the Opener video about the Big Question, in order to stimulate their thinking about the topic. The video can be used to elicit vocabulary and to introduce the theme of the following two units. This first viewing of the video is silent, as students are encouraged to respond individually to the clips and images. This will also help the teacher determine what students already know and what they want to know.

B. The Big Picture

Students look at the Big Picture. The Big Picture helps students to think about what they already know, and what they want to know about the topic. It can be used to elicit familiar vocabulary and to motivate students about the theme of the following two units.

C. Answer the Questions

Students answer questions that ask about their personal knowledge and life experiences. This helps students to interact personally with the theme of the units and encourages them to make connections to help their learning.

D. The Big Question Chart

Students share what they already know and what they want to know about the Big Question. Their ideas are recorded on the Big Question Chart.

Get Ready

This page teaches and helps students practice a vocabulary set. It also encourages students to think critically about the language.

A. Words

Students are introduced to new vocabulary, and have the opportunity to connect the words to the pictures and hear them spoken on the Audio CD.

B. Critical Thinking

Students complete a critical thinking activity that measures their understanding of some or all of the words.

C. Additional Activity (if applicable)

Students complete an additional vocabulary activity that measures their understanding of some or all of the words. This activity may involve critical thinking, or it may measure simple comprehension.

UNIT 1

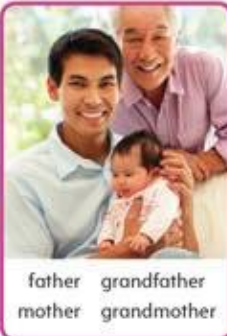
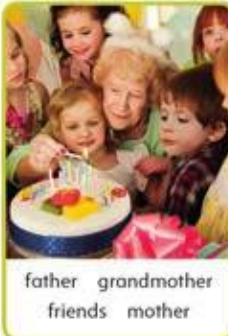
Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-02




B Look at the pictures. Who can you see? Circle.

8 Unit 1 Vocabulary: Family

Workbook

Students complete a variety of activities that build and test their knowledge of the new vocabulary.

UNIT 1

Get Ready

Words

A Match the words to the picture.

mother grandfather sister grandmother father brother

☐ ☐ ☐ ☐ ☐ ☐



B Look and circle the correct words.




1 This is my friend / family. 2 This is my friend / family.

C Look and write the words.

mother father sister grandmother grandfather brother

1 
sister

2 

3 

4 

5 

6 

D Complete the words and match.

1 s _ _ _ _ e _ _
 2 f _ _ _ h _ _
 3 gr _ _ dm _ _ t _ _ r

☐ a mother
☐ b grandfather
☐ c brother

2 Unit 1 Vocabulary: Family Student Book page 8 Vocabulary: Family Unit 1 3

Before You Read

Students are introduced to a reading strategy, which they will then apply to help them understand the text on the following pages. They are also introduced to the text type, and information about genre.

The screenshot shows a textbook page titled "Before You Read". At the top left, there is a "Think" section with a question: "Are all families the same?". Below this is a "Learn" section titled "Predicting from Pictures" with instructions: "Look at the pictures. They can help you guess what the text is about." and "Look at the pictures. Guess what the texts are about. Check (✓).". There are two numbered exercises. Exercise 1 shows a picture of a house and a list of options: "a park", "a school", and "a house", with "a house" checked. A girl says, "I think it's about a house." Exercise 2 shows a picture of a box of toys and a list of options: "animals", "toys", and "clothes". A boy says, "I think it's about ...". At the bottom, there is a "D" section: "Look at the pictures on pages 10 and 11. Guess what the text is about." The footer says "Reading: Predicting from Pictures Unit 1 9". On the right side, there is a "PREVIEW" sidebar titled "Families and Friends" with the text "You learn about different kinds of families and friends." and a "Social Studies: Community" label. A photograph of a family is at the bottom of the sidebar.

Think. Critical Thinking

Students use their personal knowledge and life experiences to answer these questions, which act as a lead into the reading text. This activates interest in the topic of the text, and immediately connects it to the students' own lives.

C. Reading Strategy

Students learn and practice a reading strategy that they will apply to the upcoming reading. This helps students to develop reading skills which can be applied to any text, and to learn how to focus on the micro and macro meanings contained, whether in class or at home.

D. Before Reading

Students answer a pre-reading question that builds interest in the upcoming reading. This question also activates students' existing knowledge about the text's subject matter, which helps overall understanding of the text. When a predictive reading strategy is used, it is applied here.

Reading Preview

Students read a preview sidebar about the upcoming reading. This provides information about the text and helps to build interest. Children are introduced to the text genre and begin to understand how texts fulfil different learning needs.

Read

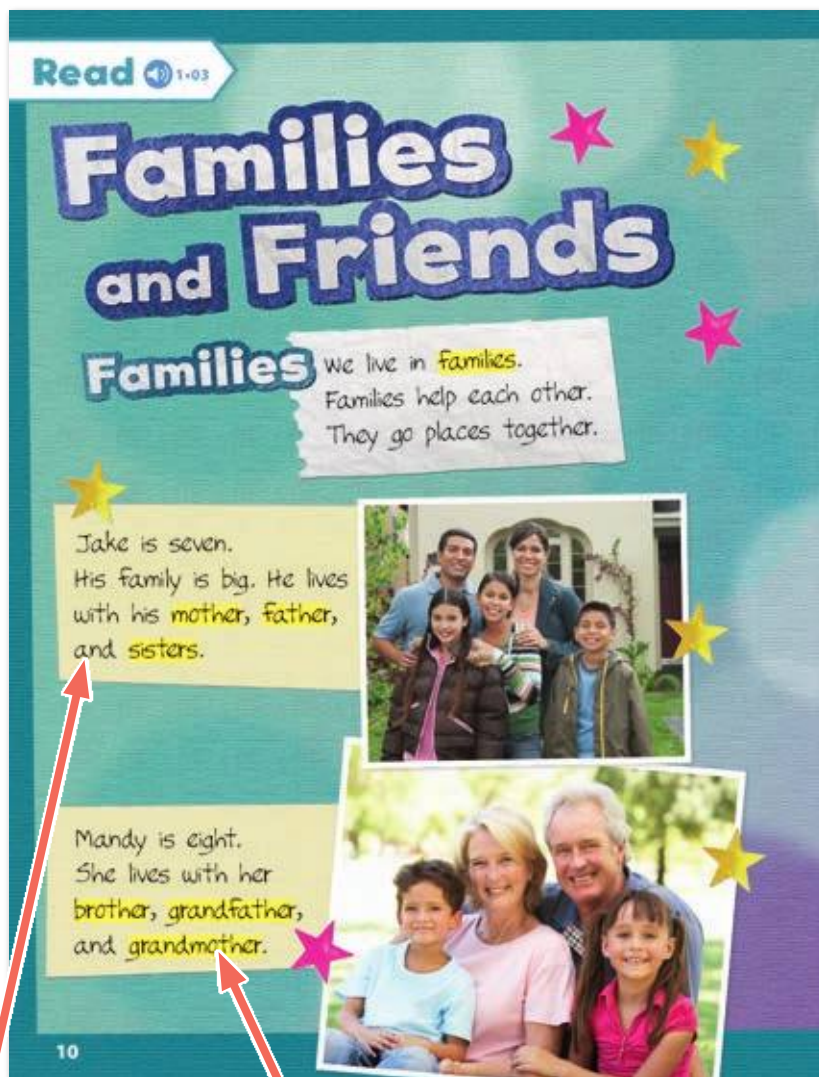
The reading texts are either fiction or nonfiction. Students are encouraged to focus on meaning, before focusing on the reading strategy. This is followed by general comprehension. The vocabulary presented on the *Get Ready* page is highlighted in yellow, to help students understand the words in context.

Before Reading

Students are introduced to a text. They engage in pre-reading activities and examine the reading's features (such as the title) and visuals in order to familiarize themselves with the text before reading it.

During Reading

Students read and listen to the unit's text. Each unit has either a fiction or a nonfiction reading that helps students find answers to the Big Question. The texts are designed to supplement students' learning in different subject areas and to help them make connections between other cultures and their own lives. They are graded to an appropriate vocabulary and grammatical level. Students are encouraged to take different approaches to reading the text.



Classroom Presentation Tool

Click on specific sections of text to enlarge them.



Vocabulary

Students focus on language in context and the meaning of the text by working with the *Get Ready* vocabulary, which is highlighted in yellow throughout the text.

Kim is six. Her family is small. She lives with her mother.

Which family is like your family?

Friends

Friends are important, too. Friends play together. They share things.

Who are your good friends?

11

Vocabulary

Students need to feel confident dealing with a variety of texts and text types where there are some unfamiliar words. Passive vocabulary has been carefully integrated so that it does not impede understanding of meaning, and is often part of collocations or common chunks of language.

After Reading

Students can work individually or together to complete an activity that relates to the reading. This will exploit the text in regard to meaning as well as form. It helps students have a deeper understanding of the content, and to engage more actively with the written word.

Read

A Before you read, look at the pictures. What do you think the text is about? Check (✓) one answer.

1 ☐ A boy 2 ☐ A girl and her friends 3 ☐ A boy and his family and friends

B Read the text. Were you right?

My Family and Friends

I'm Harry. I'm seven years old. I live with my grandmother. We are a family.

This is our house. I like our house.

This is my friend Adam. He's eight years old. His family is big. He lives with his mother, father, and two sisters.

We play together, and we share our toys. We go to school together, too.

4 Unit 1 Reading: Predicting from Pictures

Workbook

Students read an additional fiction or nonfiction text featuring vocabulary and the reading strategy from the Student Book text.

Understand

This page checks students' understanding of the text through personal response, application of the reading strategy, general comprehension and critical thinking.

Think. A. Personal Response

Students answer personal response questions that allow them to discuss their opinions and feelings about the reading.

B. Reading Comprehension

Students demonstrate their comprehension of the reading through an additional activity. This will show the teacher and the student the level of understanding gained through reading the text. When a post-reading strategy is taught, it is applied here.

Think. Critical Thinking

Students answer critical thinking questions that encourage them to think further about the text.

Understand

Comprehension

Think What do you like about the text? Check (✓).
Why? Give a reason.

1 Jake's family	☐	3 Kim's family	☐
2 Mandy's family	☐	4 The friends	☐

A Ask and answer the question.

What's your favorite part?

Jake's family. I have a big family, too.

B Read the statements. Circle True or False.

1 Jake is eight.	True	False
2 Jake's family is big.	True	False
3 Mandy has a sister.	True	False
4 Kim is six.	True	False
5 Kim's family is small.	True	False
6 Friends play together.	True	False

Think Talk to a partner.

- What can friends do together?
- What does your family do together?

12 Unit 1 Comprehension

Workbook

Students complete activities that build and test knowledge of the Workbook reading and the reading strategy. Students also answer a personalized question that encourages them to consider their knowledge of the topic within their own context.

Understand

Comprehension

A What do you like about the text? Draw 😊, 😐, or ☹️.

1 Harry	☐	3 Adam	☐
2 Harry's family	☐	4 Adam's family	☐

B Answer the questions. Circle Yes or No.

1 Is Harry seven years old?	Yes	No
2 Does Harry live with his grandfather?	Yes	No
3 Is Adam seven years old?	Yes	No
4 Does Adam live with his sisters?	Yes	No
5 Is Harry's family like Adam's family?	Yes	No
6 Do Adam and Harry play together?	Yes	No

C Read and check (✓) the things that are the same for you. Then draw your family.

1 ☐ Harry lives with his grandmother.	
2 ☐ Harry likes his house.	
3 ☐ Adam's family is big.	
4 ☐ Harry is seven years old.	
5 ☐ Adam has two sisters.	
6 ☐ Harry and his friend play together.	

D About you Answer the questions.

- Think of a friend. Who does your friend live with?
My friend lives with his / her _____.
- Circle the things you like to do together.
We play together. / We eat together. / We go to school together.

Comprehension Unit 1 5

Students are introduced to a grammar structure through the context of a song, before working with the structure more closely via a grammar presentation and practice activities that allow them to produce the language in a collaborative situation.

Grammar in Use

C Listen and sing along. We Are a Family  1:04

We are a family.
A brother and a brother,
And a sister, that's me!
A mother and a father,
And kids, one, two, three!
We are a family.

D Learn Grammar Verb: **Be**

I'm six years old. He's eight years old. I am → I'm
My family is big. Friends are important. He is → He's

Write about yourself. Then tell a partner.

Me
I'm _____
I'm _____ years old.
My family is _____.

I'm Lisa. I'm eight years old. My family is big.

E Write about your partner. Tell the class.

My Partner
He's / She's _____
_____ years old.
His / Her family _____

He's Ben. He's seven years old. His family is small.

Grammar: Verb Be Unit 1 13

C. Grammar in Context

Students are introduced to the grammar model in a song. The aim of the song is to present and teach the grammar model through its meaning and its use, and to encourage students to relate to the language in a fun and enjoyable way.

D. Learn Grammar

Students learn about the unit's grammar point. The grammar is explained clearly in a *Learn Grammar* box, using examples from the reading when possible. The focus is on the grammar's meaning and use. Students then practice what they have learned in an activity.



Classroom Presentation Tool

Play the grammar animation here to further consolidate students' understanding of the grammar point.

Practice

Students personalize what they have learned. This activity involves the productive skills of writing and speaking, while using the target language to express ideas in the students' own words.

Workbook

Students complete extra grammar practice activities, with a grammar table to use as reference. The full form of the structure is presented and practiced extensively.

Grammar in Use

A Study the grammar.

Learn Grammar Verb: **Be**

I	am / am not	seven years old.
He		
She	is / is not	six years old.
It		
You		
We	are / are not	friends.
They		

Is	he / she / it	six years old?	Yes, he is. / No, he is not.
Are	you / we / they	friends?	Yes, we are. / No, we are not.

B Circle the correct words.

- I is / am eight years old.
- You is not / are not my sister.
- I like you. We am / are friends.
- Lucy and Annie are / is friends.
- My house is / are small.
- My family is not / am not big.

C Look and complete the sentences with the correct form of be.

-  She is two years old.
-  It is small.
-  They are friends.
-  She is my grandmother.

D Complete the questions with the correct form of be. Then follow the lines to the answers.

- Are you brothers? Yes, you are.
- Is she your mother? Yes, it is.
- Are they six years old? No, we aren't.
- Is your house small? Yes, she is.
- Are I your friend? No, they aren't.

E Study the grammar.

Learn Grammar Verb: **Be**

We can use shorter forms of the verb **be** after I, you, he, she, it, we, and they.

'm = am	'm not = am not
's = is	isn't = is not
're = are	aren't = are not

Ella and Jake are friends. They're six. She is my cousin. She's ten.

F Complete the sentences.

're	's	aren't	isn't
-----	----	--------	-------

- Sam isn't six. He's seven.
- You are my friend.
- Ben and Luke are my brothers. They're my cousins.
- The car isn't blue. It is red.

Unit 1 Grammar: Verb Be Student Book page 13 Grammar: Verb Be Unit 1 7

Communicate

This page teaches and helps students practice a vocabulary set. Students then hear the vocabulary in context through listening to different text types, and complete an activity to help them focus on meaning, and an activity to help them develop more listening strategies.

A. Words

Students are introduced to new vocabulary and have the opportunity to connect the words to the pictures and hear them spoken. All of these words will appear in the upcoming listening text.

B. Critical Thinking

Students complete a critical thinking activity that measures their understanding of some or all of the words.

C. D. Listening

Students listen to a script that continues to help them find answers to the Big Question. Students always answer a gist question with the first listening, which helps them to focus on overall understanding of the text. They then complete an activity which encourages them to listen for detail or specific information, in this way helping them to develop the micro skills of listening.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-05



B What words don't belong? Cross (X).

1  aunt son ~~parents~~	2  son aunt daughter
3  parents brother cousin	4  uncle parents son

Listening

Think Which family members do you live with?

C Listen. Are they talking about friends or families? How do you know? 1-06

D Listen again and number the pictures. 1-07



14 Unit 1 Vocabulary: Family Words • Listening: Details

Workbook

Students complete a variety of activities that build and test their knowledge of the new vocabulary.

Communicate

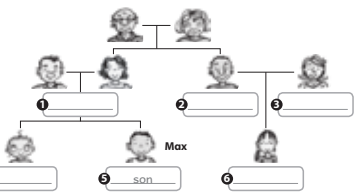
Words

A Look and check (✓) or cross (X).

1  He is my aunt. ☒	2  She is my sister. ☒
3  They are my parents. ☐	4  She is my daughter. ☐
5  He is my sister. ☐	6  He is my aunt. ☐
7  He is my son. ☐	

B Look and complete Max's family tree.

cousin parents aunt son uncle daughter



8 Unit 1 Vocabulary: Family Words Student Book page 14

Students are introduced to functional language through a dialogue or situation which they can experiment with, in regard to intonation and transposition of key vocabulary in pairs. They then focus on either Word Study or Writing Study to think about word patterns and writing strategies.

E. Speaking

Students develop their functional speaking skills in this section. They can read and understand a dialogue which presents useful chunks of language, before practicing the dialogue by either choosing substitute words or expressing their own ideas.

Speaking

E Listen and repeat. Then practice with a partner. Change the words in bold. 1-08

Hello, Emma. This is my brother. Hi, Ben! Hi, I'm Emma. It's nice to

Word Study

F **Learn** Opposites

Some words are **opposites**. A **big** family.

Match the opposites.

1  old 3  cold

2  small

Write Tell your partner about your family. Now write about it in your **Workbook**. page 9

BIG QUESTION 1 Who are your family and friends?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

I have a big family. I have two good friends.

Speaking: Introducing People • Opposites Unit 1 15

Writing Study

F Learn Capitals for Names

The first letter of a name is a **capital letter**. Elliot

Which letters need to be capital letters? Circle.

- | | |
|------------------|-------------|
| 1 Jake | 5 tuti |
| 2 my grandmother | 6 my sister |
| 3 mandy | 7 friend |
| 4 family | 8 kim |

Write Tell your partner about your friend. Write about him or her in your **Workbook**. page 17

F. Word Study / Writing Study

In different units students find a Word Study or Writing Study section. Each Word Study section focuses either on spelling or word patterns. This complements and often provides links between vocabulary and grammar learning. In the Writing Study, students learn about different writing strategies to help them write fluently and accurately.

Write.

Students write about one aspect of the Big Question, using vocabulary and structures taught within the unit.

A. Big Question Video (Talking Point)

Students watch the Talking Point video in order to refocus their attention on the Big Question and elicit responses on what they have learned about it so far.

Workbook

Students complete one page of activities that build and test knowledge of the Word Study or Writing Study. Students then complete activities that focus on writing output.

Word Study

A Match the words to the pictures.

1 old 

2 young 

Writing

A Think about your friend. Complete the notes. Circle He or She.

Name: _____

He / She has a _____

We _____ together.

B Read about Lucy's friend Eun. Then write about your friend and draw him / her.

I have a friend. Her name is Eun. She has a hamster. We go to school together. We play together.

I have _____ His / Her name is _____ He / She has a _____ We _____ together.

Word Study

A Complete the chart. Use capital letters for names.

Lucy my mother family Harry Ella my brother

Capital Letter	No Capital Letter
1 Lucy	4
2	5
3	6

Writing

A Think about your friend. Complete the notes. Circle He or She.

Name: _____

He / She has a _____

We _____ together.

B Read about Lucy's friend Eun. Then write about your friend and draw him / her.

I have a friend. Her name is Eun. She has a hamster. We go to school together. We play together.

I have _____ His / Her name is _____ He / She has a _____ We _____ together.

Student Book page 15 Student Book page 21 Writing: Capitals for Names Unit 2 17

Wrap Up – Review

These pages always come at the end of the two units which focus on a Big Question. Students are exposed to vocabulary and grammatical structures learned throughout the previous two units.

A. Review Story

This story recycles vocabulary, structures, and ideas from the previous two units. Students will be exposed to the language in a new but familiar context. The characters each have separate and distinct personalities which students can relate to, and the stories take place in contexts that are connected to the students' own world.



Classroom Presentation Tool

Play the Review Story animation here to bring the story to life.

Wrap Up

A Listen and read along. 1-16

This is my friend, Zak. He's eight years old. He's big.

That's Zak's lizard. His lizard is small.

Zak plays with my brother and me. We have fun.

His family is small. This is his mother. They love each other.

We go places together.

We share things. Zak is my good friend.

24 Review

Workbook

Students do a number of review activities to recycle the language from the previous two units. They are also asked to reflect on the Big Question and what they've learned.

Online Practice

Students complete further activities on Online Practice to consolidate their learning and monitor their progress.

BIG QUESTION 1

Who are your family and friends?

Look back through Units 1 and 2:

Which reading text is your favorite? Check (✓).

My Family and Friends ☐ The New Friend ☐

Write three words you learned.

Complete the sentence with a number.

I have _____ people in my family.

Review

A Add the words to the correct groups.

1 cold, young, _____ old

2 son, uncle, _____

3 hamster, lizard, _____

4 grandmother, mother, _____

grandfather kitten old
sister aunt hot
father rabbit

B Find and circle the words. Circle the things we do in black, the animals in red, and the things we feel in green.

e	a	t	m	s	o	h	y
l	o	n	e	l	y	a	r
e	h	s	i	e	p	m	a
p	l	a	y	e	x	s	s
h	p	d	a	p	i	t	x
a	x	s	c	a	r	e	d
n	n	k	b	m	s	r	d
t	o	r	t	o	i	s	e

sleep scared play lonely
hamster eat tortoise
sad elephant

C Look and complete the sentences.

I'm _____ These seven

1 I'm _____ Amy. I'm _____ years old.
_____ are my goldfish, Tilly and Tara.

small are They

2 Those _____ my brothers, Jack and Theo.
_____ are two years old. They're _____!

D Look and complete the sentences. Use capital letters for names.

are is kitten father cleo parents That This

_____ This _____ is William. He's eight years old.

Those _____ his _____.

his mother and his _____.

_____ is his pet _____.

Her name is _____.

She _____ very small!

18 Units 1-2 Review

Review Units 1-2 19

Wrap Up – Project

Students complete a project which recycles the language and ideas of the previous two units and leads to a productive outcome.

Project: A Collage

B Make a family and friends collage.

- Make a list of your family and friends.
- Find photos or draw pictures.
- Write about them.

C Put your collage on the wall. Tell the class about it.

These are my family and friends. This is my mother.

D Look at all the collages. Talk about them.

This is Sam's collage. That's Sam's uncle.

My family and friends collage

My mother, My father, My brother, My sister, My grandmother, My grandfather, My friend, My uncle.

BIG QUESTION 1

Who are your family and friends?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Family and Friends Collage Big Question 1 25

B. Project

Students work on a hands-on project with a creative outcome, which showcases the previous two units' input of language and ideas. Students use collaborative and communicative strategies to complete their projects. Projects provide opportunities for consolidating learning using all four skills and a focus on accuracy, as students feel pride in presenting their productive output.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity and critical thinking based on the Project in every module. Rubrics for these assessments are available on the Teacher's Resource Center.

C. Share projects

Students show their projects to each other and talk about them. They are exposed to more target language examples, read for further understanding, and speak about different aspects of the Big Question.

D. Share projects

Students look at all the different projects and discuss them in more detail. They are encouraged to express opinions and to compare and contrast information.

The Big Question, Discover Poster, Big Question Chart, and Big Question Video

Students return to the Big Question with new answers in order to describe the images with newly gained knowledge and vocabulary. They then complete the final column in the Big Question Chart with what they have learned. This provides a summing up of learning points throughout the previous units, and helps students to critically examine their own learning path.

Oxford Discover App

Students use the app to test their knowledge of and further explore the Big Question, either in class or at home.

Speaking and Listening

Oxford Discover utilizes an inquiry-led approach to learning English. This means that students are encouraged to ask questions and explore answers for themselves. To do this, they need to develop good oral skills that help them formulate discussions and express opinions confidently, and strong listening skills that help them to understand language of discussion and participate effectively.

Promoting Successful Classroom Discussions

Discussions in the classroom can involve student pairs, small groups, or the entire class.

What makes these class discussions successful? First of all, the questions should be interesting and engaging for students. They should relate to their personal experiences. The teacher needs to act as a moderator, keeping the discussions on track and ensuring that each student is given an opportunity to speak.

There are two kinds of questions that are commonly used in the classroom: close-ended and open-ended questions. Close-ended questions can be answered with one word or with a few words. Yes / No questions and multiple-choice questions are examples of this type of question.

Open-ended questions usually require a longer response to answer the question. They prompt more discussion time, and often lead to more questions.

Here are some possible open-ended questions you could ask about the topic of healthy eating:

1. What was the last thing you ate? Describe it.
2. Does something have to taste good to be good for you?
3. What are some things that you didn't like to eat, but now you like?
4. How are healthy foods the same?
5. Why is pizza popular?
6. What can students do to improve school lunch?
7. How do you decide if a food is healthy or not?

The above questions not only generate strong discussions, but encourage students to ask their own questions and think critically as well.

Here are some discussion starters that can be used to introduce a variety of topics. Don't hesitate to bring in hands-on materials to get students thinking.

What do you think this is, and how would it be used?

What do you think would happen if _____?

How many different ways can you _____?

How are _____ and _____ the same? Different?

How is _____ similar to something that happened in the past?

Why is _____ the way it is?

What should we do to take care of _____?

How do we know this is true?

If you could have a conversation with anyone about _____, who would it be? What would you ask them?

If you could change one thing about _____, what would it be?

Setting up Pairs and Groups

Many activities in this course encourage students to work in pairs or small groups (three or four students). These structures maximize speaking time in a classroom. Students are encouraged to be active rather than passive learners. In groups, they develop collaborative and cooperative skills. At the beginning of the class year, consider several ways of setting up pairs or small groups. Use one type of grouping for a few classes before changing to a new one. Change groupings throughout the year, so that students interact with many different classmates and have a chance to listen to different vocabulary and structures in different contexts.

Setting up pairs

Side-by-Side Partners

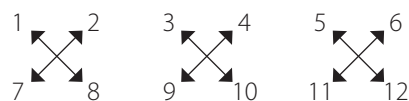
If the classroom is set up with desks in rows, students may work with a partner next to them. If there is an odd number of students, make a group of three.

Front and Back Partners

Instead of working with partners next to each other, students work with the partner in front of (or behind) them.

Diagonal Partners

Students work with a partner located diagonally in front of (or behind) them. For ease in discussion, a student may wish to trade seats with the student next to him / her. For example, students 1 and 8 will be partners. Students 1 and 2 might switch seats.



Setting up small groups

Double Partner Groups

Using the partner groups established in pair work above, students form groups of four.

Random Groups

Create random groups of four students by dividing the class size by four, and then having students count off up to that number. For example, if there are 24 students in class, $24 \div 4 = 6$. Students count off from 1 to 6, and then begin again until all have counted off. Point out where each group will have their discussion in the classroom.

Picture Card Groups

Create a set of picture or word cards. Make five of the same card. Pass four out to students and put the fifth card in the location where those students will work. One card per student will be needed. Use topics from the units, such as instruments, colors, biomes, and explorers. Topic cards are fun to use throughout the unit. This grouping is particularly successful with younger students.

Level Groups

Grouping students of similar ability level to work together is a strategy for differentiation. Leveled groups can be created based on teacher assessments from the Assessment Grid and from your class observations. There are differentiated

tasks in the Teacher's Guide to allow all students to work at their appropriate level.

Teacher's Role in Setting up Pairs and Groups

1. Explain the task and form groupings. Write the amount of time students will have to complete this task on the board, or set a timer.
 2. As students are discussing the prompt or are involved in the activity, walk around the classroom. First of all, be aware of any groups that may have difficulties. If there are personality conflicts or difficulties, deal with this immediately. Secondly, assess student work. Stop and listen to each group. Are students on task? Can errors be corrected individually? Are there any points that need revision with the entire class?
 3. On the Assessment Grid, note the level the students are at for this task. Some students may require additional practice.
 4. Take note of points for discussion with the entire class.
 5. Keep track of the time. Use a signal, such as a raised hand 'quiet signal', to stop small group discussion.
 6. Check in with the entire class. Some questions to use:
What was the most interesting thing your partner shared with you?
What was difficult for you, and did you find a solution?
What new questions do you have?
- Working in groups may be new for students. The student poster models some effective ways for students to interact. Student "agreements" should be created together with students, but here are some ideas to get started.

Student Agreements

We will. . .

1. Take turns speaking.
2. Listen to our partner or group members.
3. Stay on task.
4. Raise our hand when we see the 'quiet signal' and stop talking.
5. Treat each member of the class with respect. We are a class community.

Functional Language

Students need to learn how to discuss issues and express opinions, but they also need to learn the different elements of functional language. Functional language includes areas such as apologizing, offering and receiving help, transactions, and clarification and explanation.

Learning functional language helps students to understand language 'chunks' and that language often has a very specific purpose. The main function of language is to help students interact and communicate. Dialogues provide models through which students can see and hear authentic communication. Transposition and substitution of vocabulary then allow students to personalize the dialogues through meaningful oral production.

Reading

Literacy is the ability to read and write and think critically about the written word. *Oxford Discover* promotes greater literacy through a focus on interesting and engaging texts, both fiction and nonfiction, about a variety of subjects.

The texts have been carefully graded so that they are at an appropriate reading level for students. The word length, vocabulary, and structures used gradually increase in difficulty throughout each level.

Text types

Students need to be exposed to different types of texts. In its broadest form this is a focus on introducing them to both fiction and nonfiction. In *Oxford Discover* each Big Question has two texts to help students find their own answers to the question. One text is nonfiction and corresponds to a school subject such as math, life science or music. The other one is fiction and is written in a particular genre, encouraging students to relate to and enjoy the content.

The nonfiction texts are presented through different text types such as a brochure, magazine article, or website. This helps students understand not only that writing comes in many forms in daily life, but also that tone and register (formal and informal language) change depending on the way the information is presented.

The fiction texts come from a variety of genres. This includes fairy tales, fables, historical fiction, and realistic fiction. These genres reflect the types of stories that students are exposed to reading in their native language and provide variety throughout the course.

Authentic texts

In every level of *Oxford Discover* there is a range of authentic texts. These have been carefully chosen to add more information to the Big Question. They come from a variety of sources and from well-respected writers and authors. Authentic texts expose students to real contexts and natural examples of language. The texts chosen are of an appropriate language level and encourage students to read with a focus on meaning and understanding language in context.

Reading Strategies

Reading strategies help students approach a text, improve their comprehension of the text, and learn how to read for specific and detailed information. Strategies such as prediction, compare and contrast, summarizing, and focusing on characters can inspire students to not only master the meaning of unfamiliar concepts but expand their own vocabulary as well.

Reading strategies tie in closely to critical thinking as they encourage students to reflect on what they are reading. As students grow more comfortable using a variety of reading strategies they learn to make conscious decisions about their own learning process.

Multimodality

Multimodal texts help to support students's literacy. Texts which include words, images, and explicit design are a very effective way of engaging children in purposeful interactions with reading and writing.

Multimodal is the use of 'two or more communication modes' to make meaning; for example, image, gesture, music, spoken language, and written language.

In everyday life, texts are becoming increasingly visual or multimodal in nature. Websites, magazines, advertisements, and informational literature are relying more and more upon visual stimulation and clear use of design, in headlines, through different types of fonts, and in stylized images.

Oxford Discover has included multimodality in its use of videos and posters to support the Student Book, but even

within the texts themselves, the use of words, images and design, and the way they interact with each other, helps to keep students stimulated while reading and also helps to exemplify meaning.

Intensive Reading

Intensive reading generally occurs in the classroom and focuses not only upon meaning and strategies used to deduce meaning, but language acquisition in the form of understanding new vocabulary or new grammatical structures. Texts need to be at the correct level and long enough to convey enough information or plot to be interesting, but not so long as to tire the student. *Oxford Discover* takes the approach that intensive reading should be instructional but enjoyable and should encourage students to do more extensive reading.

Extensive Reading

Extensive reading generally occurs outside the classroom and is all about reading for pleasure. Students are encouraged to choose to read about topics that interest them and to employ reading strategies explicitly taught through intensive reading, to help them understand the text more effectively. Reading the different genres and text types in *Oxford Discover* will inspire students to read more in their own time.

Extensive reading is often most effective when students are reading at a level that is appropriate and comfortable for them. If students are reading a book that is too high in level, they quickly lose interest. It can be helpful to provide students with access to a collection of graded readers that they can read at their own pace. The recommended readers for use with *Oxford Discover* are the nonfiction selection of *Read and Discover* and the fiction selection of *Read and Imagine*.

Both sets of readers have been developed with similar themes to those in the Student Book and there is a selection of titles for each level of *Oxford Discover*.

Writing

Oxford Discover encourages a joy of reading through a variety of texts and text types. However, students also need to be encouraged to produce their own texts and this requires a step-by-step process, helping students to graduate from sentence to text-level output.

Oxford Discover provides many opportunities for students to write. The Word Study and Writing Study sections in the Student Book present the strategies and language focus that help students become more successful writers, and the Workbook provides a four-step writing process (brainstorming, organizing ideas, writing, editing) which helps students to create their own writing output.

Process and Product

Writing tasks are often broken down into process or product from level 3 onwards. The process is all about how students develop and implement writing strategies such as paragraph development, focusing on formal or informal language, and general text layout. The process often includes stages of input, practice, and reflection. The product is the actual writing output that students create. It is often said that the former, process writing, provides a focus on fluency whereas product writing focuses on accuracy. Students need to have both to learn to write confidently and correctly.

Oxford Discover has a process approach with clear and

definable product outcomes that can easily be marked against established criteria.

Brainstorming ideas

Too often, teachers expect students to write without giving them adequate time to prepare or strategies to help them develop their ideas. The *Oxford Discover* team believe that encouraging students to plan ideas creatively will create more interest in the process, as well as the final product.

Modelling the writing process

Students are provided with a model text for every writing task. This text is designed to show how topics can be approached, but also how discourse markers, paragraph organization, punctuation, and general textual layout can help to sew a text together.

Personalization

As much as possible, students should be asked to write about things that are of personal relevance to them. This means that although the model in the Student Book or the Workbook may relate to something that is outside their everyday world, the writing task itself will be flexible enough for students to respond using their own ideas and experience. In this way it becomes authentically communicative and a more interesting experience overall.

For a further focus on literacy, *Oxford Writing and Spelling* provides more textual input and encourages students to use the reading strategies they have acquired as they study *Oxford Discover*.

Assessment for Learning

Overview of the Assessment Program

The *Oxford Discover* approach to assessment offers teachers and students the tools needed to help shape and improve the students' learning, as well as a means to monitor learning goals, through a shared ongoing and creative process. The *Oxford Discover* assessment program includes seven categories of tests for each level of *Oxford Discover*: diagnostic placement tests, unit progress tests, 21st Century Skills assessments, review tests, final achievement tests, four-skills assessments, and portfolio self-assessments. The items in these tests have been reviewed by assessment experts to ensure that each item measures what it is intended to measure. As a result, each test provides an accurate assessment of students' ability in English and their progress in *Oxford Discover*.

Oxford Discover levels 1–4 correspond to Cambridge English Qualifications: Young Learners exams.

Oxford Discover level 5 corresponds to Cambridge English Qualifications: A2 Key for Schools.

Oxford Discover level 6 corresponds to Cambridge English Qualifications: B1 Preliminary for Schools.

The assessment audio is found on the Teacher's Resource Center.

1. Entry Test and Entry Review Worksheets

- The four-page Entry Test is administered at the beginning of each level and is designed to serve as a diagnostic placement test.
- The test assesses mastery of the key grammar topics from the preceding level that will be reintroduced and expanded on in the new level curriculum. Testing these

points on entry can help identify each student's readiness for the new level and thus serve as a baseline for individual student performance as well as class performance.

- There is one Entry Review worksheet for each of the grammar points on the Entry Test.
- The review worksheets can be used to give individualized instruction to students or classes that, based on the Entry Test, have not mastered material from the previous level.
- The worksheets can also be used as additional review and practice throughout the course, even for students or classes that have demonstrated success on the Entry Test.

2. Unit Tests

- The Unit Tests are language and skills progress tests.
- There is one Unit Test after each unit.
- Each test is two pages long.

3. 21st Century Skills Assessments

- The 21st Century Skills Assessments measure students' achievement in the areas of communication, collaboration, creativity and critical thinking.
- These assessments should be completed while students are working on their projects in the Student Books.
- Guidance on the assessments is outlined in the Teacher's Guide in the project sections. Assessment criteria and marking schemes are provided for the teacher.
- There is one 21st Century Skills Assessment for each project (at the end of each module).

4. Review Tests

- The Review Tests are language and skills accumulative tests.
- There is a Review Test after Unit 6 and Unit 12.
- Each test focuses on the language of the preceding six units.
- Each test is four pages long.

5. Final Test

- This is a Final Achievement Test for the level.
- It is administered after Unit 18.
- It focuses on the language of the entire level.
- This test is four pages long.

6. Skills Assessments

- The Skills Assessments are contextualized four-skills tests using the vocabulary, grammatical structures, and themes in the Student Book.
- These assessments measure acquisition of listening, reading and writing, and speaking.
- The assessments are based on the style of the Cambridge English Qualifications: Young Learners exams, A2 Key for Schools and B1 Preliminary for Schools.
- There is a Skills Assessment after Units 6, 12, and 18.
- Each assessment is four pages long.

7. Portfolio Assessment

- The Portfolio Assessment is a continuous and ongoing formative assessment and self-assessment.
- The purpose is to allow students to be creative, collaborative, communicative, and to be critical thinkers – all 21st Century Skills.

- Portfolio items can include: projects, tests and quizzes, self-assessment worksheets, writing samples, lists of books read, audio or video.
- In addition, the Assessment for Learning program contains Self-Assessment worksheets for students to create their own portfolio cover, and to assess their own learning every two units by using can-do statements and responding to Big Question cues.

Answer Keys

- A simple answer key for all tests is provided.

Differentiation

Differentiation helps to ensure that all students find success in the classroom. There are many ways to differentiate instruction. In *Oxford Discover*, differentiation strategies are built into the structure of the course to help you instruct your students in the most effective way possible.

The goal is to:

- offer a clear pathway for students who are at different levels, with regular checking stages to assess progress against a list of competences at the end of every unit.
- offer both whole-group work and small-group differentiated activities in the first language tradition to meet the needs of varied teaching styles.

Each lesson spread in the Teacher's Guide provides an activity to vary the content difficulty for below-level, at-level and above-level students. These differentiated activities build upon each other. The below-level activity provides support and scaffolding for less confident students before moving on to a task that is at-level. The at-level task then provides support for students to deal with the greater challenge of above-level. This is a practical way of dealing with classroom management of mixed abilities. Teachers may choose to teach the whole class with one activity, and then continue with the additional activities. Alternatively, three separate simultaneous activities can be set up, as in L1 classrooms. To help teachers meet the needs of students with varying ability levels, differentiation strategies are found consistently throughout the following strands:

- An Entry Test, taken at the start of the year and useful for diagnostic and placement testing, will result in a level diagnosis (below-level, at-level, and above-level).
- Review worksheets (grammar and reading) are provided for below-level students to bring them up to the level needed.
- Additional differentiation strategies are found throughout the course. The Wrap Up projects invite students to express their ideas through different learning styles (visual, auditory, kinesthetic). Throughout the course, students have opportunities to work alone, in pairs, and in small groups to support differentiated instruction.

Big Question Resources

The videos and posters are key to reinforcing the content of the Student Book. They stimulate interest in the Big Question, and they help students to predict, infer, and check the meaning of the main learning points. The learning points are about content not language. Students will think critically and more fully about the process of language when they see interesting and thought-provoking images.

The images in the videos and posters encourage students to recall, recognize, and acknowledge new concepts and vocabulary. Students analyze the images themselves to understand the meaning. This leads to a greater impact upon the long-term memory as students continue to make associations between pictures and language.

Big Question Video



Students watch videos about the Big Question in order to stimulate their thinking about the topic and revise what they have learned. This will help the teacher determine what students already know and what they want to know.

The videos should be used in three places in each pair of units. Play the Opener video at the beginning of the first unit to activate background knowledge and encourage interest in the topic. Play the Talking Point video at the end of the first unit to refocus their attention on the topic and review what they've learned so far. Play the Wrap Up video at the end of the second unit to help students summarize their understanding of the topic and to underscore all the learning points which have been studied during the two units.

Beginning of First Unit: Opener

- Explain that students will watch a video about the Big Question, and that it will have pictures but no words. Ask students to write in their notebook one or more things that they find interesting in the video as they watch it. Explain that words and phrases are acceptable and that full sentences are not necessary.
- Play the video.
- Ask students to compare what they wrote with a partner.
- Elicit some of students' ideas. Write these on the board.
- (Optional) Play the video a second time. Ask students to write down one new thing they see in the video as they watch it. After the video, students talk to their partners and then share their thoughts with the class.

End of First Unit: Talking Point

- Explain that students will see the video again, and that this time it will have pictures and some conversation.

- Play the video.
- Ask students to tell a partner what they have learned so far about the Big Question.
- Elicit some of the students ideas and write this on the Big Question Chart.
- Elicit further questions they have about the topic and add these to the 'What do you Want to Know?' section of the Big Question Chart.

End of Second Unit: Wrap Up

- Explain to students that they will now see the video once more, this time with a presenter. Play the video. It can be played more than once.
- Ask students to discuss what they learned from the video with a partner.
- Ask students to share what they learned from the video with the whole class.
- Write this information on the Big Question Chart.

Expansion ideas

- Elicit and write useful chunks of language which students can use in discussions about the learning points. Put students into groups and have them make posters with the language and illustrations to help them understand and remember the meaning. Put the posters on the wall and draw students' attention to them before future discussions.
- Have students work in small groups to write a list of their own learning points for the units. Tell them to find or draw pictures to represent the learning points visually. Have each group present their ideas to the class, or create a poster to be put on the wall.
- Make a class video based on the Big Question videos, showing images which represent the learning points. Have different students act as the presenter on camera.

Posters

Discover Posters



There is a Discover Poster for every Big Question in the Student Book. They all have the main learning points for two units with accompanying pictures to illustrate the learning points.

The Discover Poster should be used at the beginning of each pair of units to motivate students' interest in the topic and to elicit existing knowledge around the Big Question. It can also be referred to throughout the units to remind students of the learning points as they come up and to build upon the knowledge they are gaining. Finally, it should be used at the end of each pair of units to summarize all of the learning that has come out of the units and to help students prepare to fill in the Big Question Chart.

It is a good idea to have a list of questions which help students to think critically about the images and learning points. Students can answer individually, or be encouraged to share their ideas in pairs or small groups before participating in a general class discussion.

General Discussion Questions

- What can you see in this picture?
- How many... can you see?
- Where do you think it is?
- What do you think is happening?
- What does it mean?
- What does this learning point mean?
- Can you see the learning point in the picture?
- Do you know about this already?
- What else would you like to know?

Big Question Chart

The Big Question Chart has been designed to follow the KWL methodology. K = What do you know about the topic? W = What do you want to know about the topic? L = What did you learn or what have you learned about the topic?

The Big Question Chart can be written on with board pens and then wiped clean so that it can be reused. If possible, keep it up displayed on the classroom wall.

Refer to and update the Big Question Chart with your students at key points over the course of each pair of units:

Beginning of First Unit

- Have students brainstorm what they already know about the topic surrounding the Big Question. This can be done individually by writing ideas down, or by setting up pair or small group discussions.
- Elicit the ideas and write them on the poster.
- Ask each student to think about something they would like to know about the topic. These could be grouped into categories or headings to help students learn to classify more effectively.
- Write some of the ideas on the chart.
- Don't fill in the final column, as this will be completed once learning has taken place.

End of First Unit

- Look closely at the middle column; *What do you want to know about the topic?* Ask students if they now know the answer to some of those questions. If they do, this information can be moved over to the first column.
- Some ideas can also be elicited to start filling in the third column so that students can see that learning has already taken place around the theme of the Big Question.

End of Second Unit

- Have students look at the middle column and decide if they can answer any more questions they had about the topic. If they have learned about aspects they expressed interest in, this information can be moved over to the column on the right: *What did you learn or what have you learned about the topic?*
- Elicit more information about what they have learned and add it to the third column.

Talk About It! Poster



This poster should be used when students are having a discussion in pairs or groups. If possible, keep it on the wall so that students can refer to it themselves.

In the Student Book it can be used during the Communicate reading pages when students are practicing speaking skills, but also during post-reading discussion tasks and during the Wrap Up Project section.

Remind students about the language often, and drill the language and practice the intonation. Students begin to acquire authentic language, to then help them express their own ideas and opinions. When introducing it for the first time, elicit possible ways to substitute different opinions while using the sentence frames from the poster. Explain that these prompts can help them to present ideas and to agree and disagree politely with others.

When students are participating in a discussion, point to the sentence frames on the poster and ask them to express their own ideas after using the language indicated.

Picture Card Activities



The picture cards are useful for presenting and recycling vocabulary items from the Student Book. They can be used to drill pronunciation and to encourage recognition and production of words. It is important to vary picture card activities so that students interact with language in different ways and contexts. Picture cards are very useful for visual learners, as students will associate the word with the picture on the card. Aural learners will benefit from hearing the words spoken aloud and kinesthetic learners enjoy moving around and touching or interacting with the cards.

Students need to see and hear new words a number of times before the vocabulary moves from their short-term to their long-term memory. Make sure you go back and recycle vocabulary presented in previous lessons, as this can be a motivating and fun way to either start or finish a class.

Suggested Activities

What's Missing?

- Put six to eight picture cards on the board. Point to each one and have students say the words.
- Tell children to turn around so they can't see the cards.
- Remove a card and for extra challenge, change the order of the remaining cards.
- When students have identified the missing card, shuffle them again and repeat the procedure.

Card Relay

- On the board write four lists of words from different picture cards.
- Put students into four teams and have them stand in lines, each one in front of one of the lists of words.
- Put a set of picture cards (the same cards as on the list in front of the team) on the floor a few meters away from each team.
- When they hear 'go' the first student from each team runs to the set of cards and finds the first one on the list.
- They take the card back to their team and pass it from one student to another until it reaches the final student in the line. The first student then runs to the back of the line.
- The next student in the line then goes to find the next word on the list and repeats the procedure until all the cards have been passed down the line in the correct order.

- The winning team is the team which finishes first in the correct order.

Boardslap

- Stick a selection of picture cards on the board or wall.
- Put the class, or a group of students, into two teams and have each group stand in front of the board in a line.
- Define or describe the meaning of one of the picture cards.
- The first student from each team races to be the first to touch the correct picture card.
- The first student to touch the correct card wins a point for their team.
- Continue until every student has had a turn or all the cards have been described.

What's Your Word?

- Put students into pairs and stick or peg a picture card onto each student's back.
- Each pair of students stand up and face each other with their hands behind their backs.
- Give each pair of students one minute to try to see each other's word without letting their partner see theirs.
- The winner is the student who sees and says their partner's word first.

Jump

- Have students stand next to their desks.
- Hold up a picture card and say a word.
- If the word is the same as the picture card, the students jump. If it isn't the same, they keep still.

Act the Word

- Ask a student to come to the front of the class. Show that student a picture card, making sure not to show the rest of the class.
- The student acts out the word for the class.
- The first student to guess the word correctly becomes the next player.
- This game can also be played in teams where two players look at the same card and the first team to guess the word correctly wins a point.

Musical Cards

- Place the picture cards in a circle. Try to make sure there are one or two fewer cards than students.
- Students walk around the cards on the outside of the circle as music is played.
- When the music stops, students must try to pick up a card.
- Every student who holds a card wins a point if they can say the word, and the game continues.

Guess the Card

- Hide a picture card behind your back and ask students to guess the word.
- Less confident students can call out the words they think it might be.
- More confident students can ask questions such as *Is it a ball? Is it yellow?*
- The first student to guess the correct word wins a point.

Question and Answer

- Choose a number of picture cards.
- Drill target question and answer forms. For example, *Do you have a...? Yes, I have a... and No, I don't have a...*
- Show students three different signs. Hold up one finger, two fingers, and then three fingers.
- Tell students that one finger means they must say the question. Two fingers mean they give an affirmative answer and three fingers mean a negative answer.
- Model the activity by showing a card, holding up two fingers and saying, *Yes, I have a...* (and saying the word on the card).
- Show a number of different cards accompanied by different signs to elicit the target language.

Whispers

- Arrange students into groups of between six and ten.
- Show a picture card to one student in each group.
- This student then whispers the word to the student next to him / her.
- Students continue whispering the word around the group until it reaches the final student.
- The last student says the word aloud, and the first student holds up the picture card to see if the word and the card are the same.
- To make this more challenging, the word could be used in a target sentence structure.

Snap

- Write one of the picture card words on the board, or say it out loud and ask students to repeat it.
- Take a selection of picture cards and hold them up one by one for students to see.
- When students see the picture of the target word they shout *Snap!*
- The first student to say *Snap!* wins a point.
- Repeat with different words.

Do you have a...?

- Put a line of six to eight picture cards on the floor.
- Have students come and stand by the cards, one student on each side of every card.
- When you say 'go', all the students on one side of the cards say *Do you have a...?* finishing with the vocabulary item on the card.
- The students on the other side of the cards reply, *Yes, I do* or *No, I don't*.
- Every student then moves to the left, to stand by the next card. The student at the end of each line crosses to the other side of the cards.
- Repeat the procedure until all students have asked and answered the question about each card.

Pass the Card

- Put students into groups of five or six and have them sit in a circle.
- Give each group a picture card.
- Play music and students pass the card around the circle.
- Stop the music. The student holding the card says a sentence which includes the picture card word.
- Give each group a different card and continue.

Say a Sentence

- Put students into two or three teams.
- Display a selection of picture cards on the board or on the wall.
- One student from each team chooses a picture card and says a sentence using the word from the card.
- Continue the game, but include a time element by giving each team only ten seconds to come up with a sentence.
- Reduce the time on each round.
- Give each team a point for every correct sentence.

Projects

Project: A Collage

B Make a family and friends collage.

- Make a list of your family and friends.
- Find photos or draw pictures.
- Write about them.

C Put your collage on the wall. Tell the class about it.

These are my family and friends. This is my mother.

D Look at all the collages. Talk about them.

This is Sam's collage. That's Sam's uncle.

My family and friends collage

BIG QUESTION 1

Who are your family and friends?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Family and Friends Collage Big Question 1 25

Project: A Seasons Journal

B Make a seasons journal.

- Fold and staple paper to make a journal.
- Find or draw pictures and glue things in.
- Write.

C Show your seasons journal. Tell the class about it.

It's spring. It rains in the spring.

D Look at all the journals. Talk about them.

It's spring. Spring comes after winter. It rains in the spring. Flowers and trees grow. Birds make nests.

My mom plants flowers in the spring.

I ride my bicycle.

My Seasons Journal

BIG QUESTION 4

How are seasons different?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Seasons Journal Big Question 4 85

How Projects Help Develop (21st Century Skills)

Projects are a motivating way for students to demonstrate what they have learned, as well as providing a concrete outcome which helps them focus on accuracy. The projects in *Oxford Discover* have been designed to cover the 21st Century Skills of creativity, collaboration, communication and critical thinking. These areas are clearly referenced in the teaching notes of the project sections so teachers can see the main focus of each stage.

Project-based learning is a method of teaching as part of which a student or a group of students conduct a study of a particular topic. When this level of instruction is managed by a teacher, students are effectively engaged **collaboratively** and **creatively**. There is a **communicative** element as students negotiate meaning and make decisions together. Conducting research for the project engages students in **critical thinking** techniques.

Projects and Learning Styles

- Most primary students enjoy learning **kinesthetically**. This means that they learn through *doing*. Children enjoy manipulating things and working with concrete items such as paper, glue, markers, and different materials. Creating something helps children to interact more with the language, helps them to place it more firmly in context, and ultimately leads to greater recall of the target language.
- Primary projects are usually very **visual**. Posters, picture cards, mobiles, and structures usually have elements of

color and images. Many students are visual learners and remember vocabulary items and grammatical structures by connecting them to images. Having students work with drawings and other types of art projects will help them to draw associations with language that will last long after the project is finished.

- **Auditory** learners tend to pick up chunks of language very naturally. Projects are often collaborative and communicative in nature, which means that students have an opportunity to not only produce the target language but listen to it being spoken as well. Presenting and sharing projects is also an important part of the learning process, and this is another opportunity for students to listen to authentic language which focuses directly on the topic being taught.

Variety of Projects

Projects come with a variety of outcomes and processes. The projects in *Oxford Discover* are all related to the school subject that has been focused on while students consider the Big Question. For example, a Venn diagram might be part of the project within a science-based question, or a music-themed mobile for a question about music. When students work with such a wide variety of projects, in content, preparation and presentation they will broaden their creative processes and develop a deeper understanding of how they learn.

Setting Up Projects

Instructions

Sometimes projects are very straightforward and students find it easy to understand not only what they should be producing, but how to go about it. However, the process of producing a project is where much of the learning takes place, so it is important to make sure that students are on-task at all times and understand not only what they are doing, but why they are doing it.

- It is important to **stage** instructions. This means not telling students to do too many things at once, or explaining the entire process of a project at the beginning. Explain one stage and then stop. Check that students have followed instructions before moving onto the next stage.
- Sometimes it is not easy to explain a particular process. It can be useful to **model** the instructions, or ask a confident student to do so. This may mean demonstrating how to do something physically, or setting up the communicative stage of an activity when you expect students to work together in pairs or groups.
- Finally, **concept-checking** instruction makes sure that students are on the right track. Concept-checking means that once instructions have been given, students are asked questions to check understanding. This may be as simple as asking a student to say what they have to do in their own words, or it may be a series of questions that check overall comprehension. In this way, the next stage of the project should proceed smoothly and all students should be on-task, confident that they know what they are supposed to be doing.

Displaying Projects

Why Display Projects?

- Projects brighten up a classroom and provide color and interest. A good learning environment is one that stimulates interest in the subject matter. If children are comfortable in the classroom and enjoy being there, they are much more likely to remember language input and feel confident about producing output.
- It is important to encourage students to focus on accuracy as well as fluency. When students know that their work will be displayed for other people to see, they feel more pride in their work and concentrate on producing the target language accurately.
- Recycling language is an important part of learning and students need to be exposed to target language a number of times before they can be expected to recall and naturally use it. When projects are placed around the classroom, students can read them and focus on the target language, as well as other chunks of language used, again and again.
- Sometimes it can be a good idea to invite parents to see students' work. A project display allows parents to see a lot of work at once and to understand what their children are studying and how they are working. This can be motivating for both adults and children.

How to Display Projects?

- Have a dedicated **wall space** and have students decide how and where they would like to display their projects. In this way students understand the value of their work and can create a visual space that they enjoy looking at, thereby being exposed to the target language even after the process of creating the project is finished.
- A **hanging tree** can be a useful way of finding space in a crowded classroom. Put rope across the room above head-height. Use clothes pegs or clips to hang the projects.
- Take photographs of projects and put them on the school's **web page**. This allows students and parents to look at all the projects and to access them even after they have been taken down in the classroom.
- Make a **project book** when the project is paper-based, such as reports or interviews or questionnaires. Collating the projects allows students to see their work and read other students' work easily and is a great way of saving space in a crowded classroom.

Assessment and Learning Outcomes

If students are compiling a **learning portfolio**, projects are a useful addition as they can demonstrate various learning outcomes in a particular area and encourage students to focus on language accuracy as well as creativity. Projects often form part of a continuous assessment process, where students are marked on different elements of language output, both individually and as part of a group.

21st Century Skills Assessments can be completed while students do the projects. They can indicate students' performance and progress in the areas of communication, collaboration, creativity and critical thinking. Both Portfolio Assessments and 21st Century Skills Assessments can be found on the Teacher's Resource Center.

Elliot's New Friend pages 18–19

Characters (17+ total)

- Elliot: elephant
- Tuti: turtle
- Narrators: 11
- Tortoises: 3 +
- Chorus: 3 +
- Zebras
- Lions
- Elephants
- Sun
- Moon

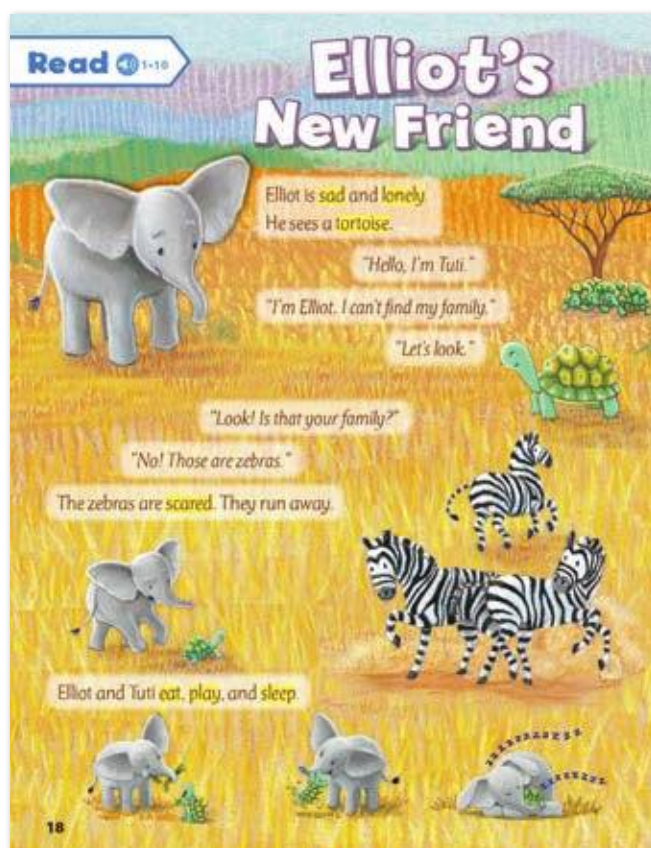
Props

- Cardboard / paper plate masks for Elliot, Tuti, tortoises, zebras, lions, elephants
- Food for Elliot and Tuti to eat: cardboard leaves
- Poster card of night-time sky with stars
- A flashlight for moonlight

Have students decorate and make paper plate masks to use in the play. Cut large eye holes in the masks. Masks can be tied on with string.

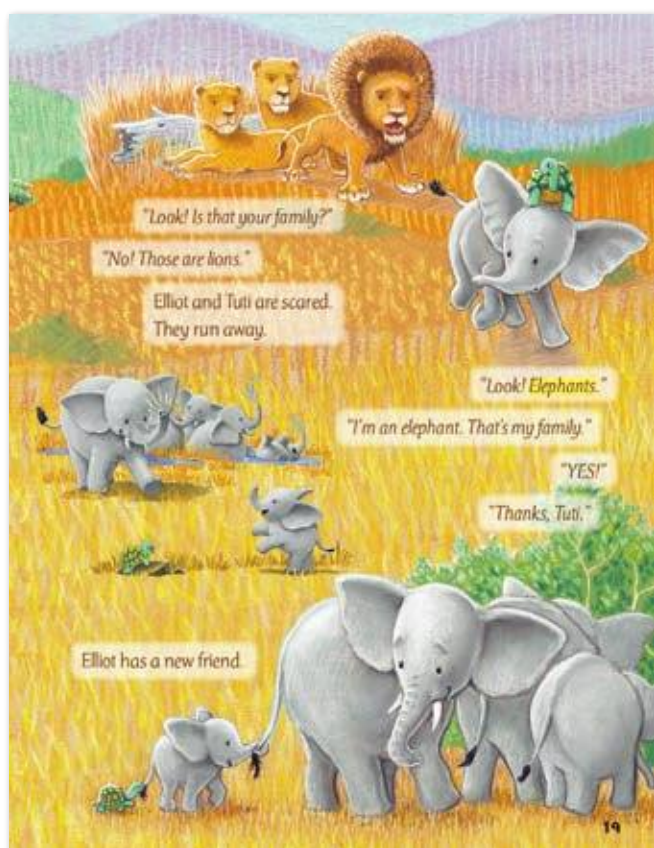
Preparation

- Have students count the characters in the play. Decide as a class how many characters you need. Each narrator line can be assigned to a different student. Students can also be in the play holding the props for the sun, moon, etc.
- Have students recall and summarize the story.
- Read the play and check understanding by asking questions about the characters and plot.
- Put students into groups of four or five and assign characters to each student in the group. Some students will play more than one character. In groups, students practice saying the lines of the dialogue.
- Assign a character or role to each member of the class.
- Read through the play while students sit in their seats. Focus on intonation and pronunciation.
- Allow students time to practice their parts, both alone and as a whole cast.
- Make the props that you will need for the play. Ask students if they can think of any other props that would help them show the story.



COLLABORATIVE LEARNING

- Have the class talk about the different animals. Ask *Have you seen these animals before? Which one do you like best? What other animals live in the same place as these animals?*
- Brainstorm different animals that live in Africa. (For example: hippos, snakes, giraffes, rhinos.) Write them on the board.
- Put students into groups of four or five.
- Each group chooses different animals to substitute in the play.
- Have students practice the play in their groups using the new animals.
- Have students who are making props make props for the new animals.



Putting on the play

- Make sure that there is adequate room for the students to be on stage where they need to be and for the props to be utilized effectively.
- Allow students to keep their scripts with them for the entire play. Run through the play a couple of times before doing it before an audience (if this is the case). Make sure that students are not just in control of their dialogue, but understand the stage directions and how to follow them.

DIFFERENTIATION

Below level:

- Have the narrator be a confident student, several confident students, or the teacher. They will read the lines as directions, with lower-level students listening so they can move on stage to act the parts of Tuti, Elliot, and the other animals. Tell the narrators to point and gesture as they speak as this will help the actors.

At level:

- Have students with speaking parts copy their lines onto small cards. Make sure they write the line that comes before theirs and number the cards so they can follow the order.
- Include extra students on either side of the stage. Give them a copy of the script so they can whisper directions to students regarding motion and their lines.

Above level:

- Set up the stage so students can move on it and read their lines. Put large numbers on different parts of the stage so actors know where to go. Put a script or write the lines on large cards on the stage so students can easily read their lines.
- Narrators can be at the edges of the stage to help direct students to the correct spots.
- Have the chorus sing their lines to a tune.

Extension Activities

- Have students think about different or extra props that could help them put on the play. Write a list on the board and bring in or make those props and add them to the play. Examples may include making character masks, signs for the different animals or cardboard pictures of the background setting.
- Have students write a new or different ending for the play in small groups. They can then either act out this ending in their groups in front of the class, or vote upon the best ending and add it to the play.
- Have students write a similar play with the same overall message about friends and family, using different animal characters and a different setting. For example, it could be set in a place and with animals that are more commonly found in the country the students live in.
- Put students into small groups and have them do a project about an important element of the play. For example, they could write about the different animals in the play, or why family and friends are important.

Stone Soup pages 98–99

Characters (17+ total)

- Hans: father
- Ann: mother
- Olga: their daughter
- Old Woman 1
- Old Woman 2
- Man: a father
- Son: his son
- Narrator
- Chorus: 3 + people
- Townspeople: 6 + people

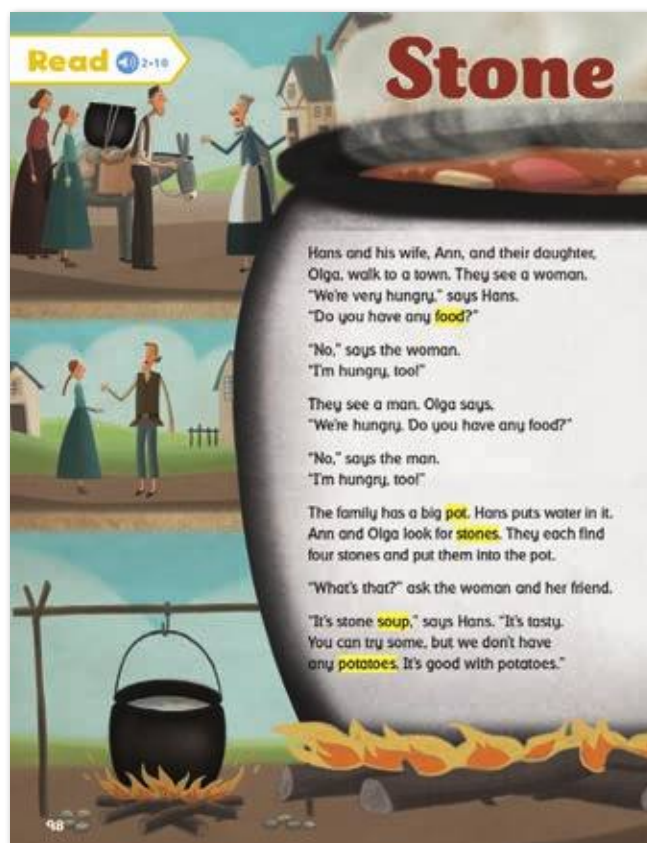
Props

- A pot
- Water (can be imaginary in a jug)
- A cloth and a stick for Hans
- Bags and baskets for townspeople
- 8 stones
- 12 potatoes
- 5 sausages
- Some carrots, onions
- Bowls and spoons to eat soup

The potatoes, sausages, carrots, and onions do not have to be real items. Have students draw and cut out pictures to use in the play.

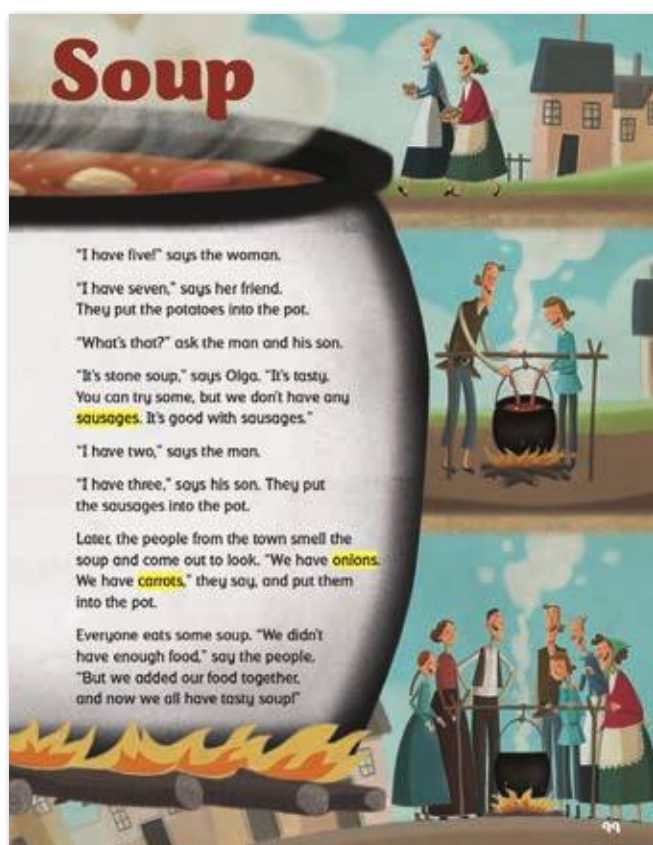
Preparation

- Have students count the characters in the play. Decide as a class how many characters you need. Each narrator line can be assigned to a different student.
- Have students recall and summarize the story.
- Read the play and check understanding by asking questions about the characters and plot.
- Put students into groups of four or five and assign characters to each student in the group. Some students will play more than one character. In groups, students practice saying the lines of the dialogue.
- Assign a character or role to each member of the class.
- Read through the play while students sit in their seats. Focus on intonation and pronunciation.
- Allow students time to practice their parts, both alone and as a whole cast.
- Make the props that you will need for the play. Ask students if they can think of any other props that would help them show the story.



COLLABORATIVE LEARNING

- Have the class talk about the food used in the soup. Ask *Do you want to change any of the food the people put in?* Brainstorm ideas from the class and write them on the board. Choose four foods to change if the class wants to.
- Have the class go through the script and make changes to the lines and directions, substituting the new foods.
- Have the students with speaking roles practice their new lines.
- At the same time, have the students who are making props make props for the new foods.



Putting on the play

- Make sure that there is adequate room for the students to be on stage where they need to be and for the props to be utilized effectively.
- Allow students to keep their scripts with them for the entire play. Run through the play a couple of times before doing it before an audience (if this is the case). Make sure that students are not just in control of their dialogue, but understand the stage directions and how to follow them.

DIFFERENTIATION

Below level:

- Divide the chorus' lines into three or four parts. Each student only says one part.
- If a less confident student wants to play a speaking role, have a more confident student off-stage who can help whisper the lines as he or she reads them from the script.

At level:

- Have the narrator(s) read the lines with enthusiasm and gesture to help the actors as they move about the stage.
- Have the chorus add gestures to their words. Help the actors develop gestures and motions to do while the chorus is singing about them.

Above level:

- Put the students who have speaking roles in a group. Have them read through the script line by line and see if they want to change any of the lines. Do they want to add words? Change the action? Help them make any changes.
- Have the students who are making props talk to the script group to see if any of the script changes require new props.
- Make sure the entire class reads the revised script and marks changes on their own copy.

Extension Activities

- Have students think about different or extra props that could help them put on the play. Write a list on the board and bring in or make those props and add them to the play. Examples may include making character masks, signs for the different people, or cardboard pictures of the background setting.
- Have students write a new or different ending for the play in small groups. They can then either act out this ending in their groups in front of the class, or vote upon the best ending and add it to the play.
- Have students write a similar play with the same overall message about working together, using different people and food and a different setting. For example, it could include ingredients for soup that are more commonly found in the country the students live in.
- Put students into small groups and have them do a project about an important element of the play. For example, they could write about the different food in the play, or why it is important to work together towards a common goal.

World Map

How to use the World Map in the classroom

The World Map is designed to help students understand that stories and texts come from all around the world.

The page numbers on the map refer to the relevant page for the text in the Student Book. The accompanying illustration comes from that text and is placed near the country where the text or story is set.

The texts in the Student Book are set in different regions and countries around the world. Draw students' attention to this and follow up reading tasks with a focus on the country or culture where the text is set.

Guiding students to ask questions about other countries and cultures and to seek information will encourage inquiry-based learning. Students utilize collaboration and communication skills as they work together to discuss and compare cultural points that come out of the texts.

Other benefits of using the World Map in the classroom include:

- Children can learn what the different shapes on a map actually represent.
- Children can identify their own region and country and see where it is in relation to other regions and countries around the world.
- Children can begin to understand how different geographical features (water, land, mountains) are represented on world maps.

Procedure

Before reading

- Have students find the text they have read on the map by looking for the page number and accompanying picture.
- Have students identify the region or country where the text is set.



**My Friend
Anak**
Page 58

Stone Soup
Page 98



During reading

Discussion questions:

- Can you point to different areas where English is spoken?
- Can you see where the mountains are?
- What do you know about this area or country?
- Why do you think the text is set in this country?
- What parts of the text helped you decide that?
- How do you think your country and this country are different?
- What parts of the text helped you decide that?
- Have you been to this region or country?
- Would you like to visit this country? Why or why not?

After reading

- Brainstorm existing knowledge about the region or country.
- Research the country, choosing parts of the text about, for example, cities, towns, people, animals, and plants.
- Write a similar story set in the students' own country.
- Think about how a character from the story lives and what they do in their country. Ask questions:
What do they eat?
What do they do in their free time?
What is the weather like?
What is their school like?
- Have students research and draw flags for the countries where the texts and stories are set.
- Have students research different animals that come from the different regions and countries where the texts and stories are set.
- Have students make a poster or do a pair or group presentation about the country, comparing and contrasting with the students' own country.
- Have students make their own maps of the world around them. This can include the classroom or their neighborhood. Focus on helping students understand common map symbols, such as using arrows for directions and understanding different scales.

The Farmer and The Hat
Page 110



Animal Homes
Page 50



Units 1 and 2



UNITS 1-2

6 Big Question 1

BIG QUESTION 1

Who are your family and friends?

In these units you will:

WATCH
a video about family and friends.

MAKE
a collage.

READ
about families and two animal friends.

WRITE
about your family and friends.

LEARN
that all families and friends are different.

A Watch the video. ▶

B Look at the picture.
What do you see?

- How many people can you see?
- Do you think it's a special day? Why?

C Think and answer the questions.

- Is your family big or small?
- What is your friend's name?

D Fill out the **Big Question Chart**.



7

Reading Strategies

Students will practice:

- Predicting from pictures

Vocabulary

Students will understand and use words about:

- Family, animals, feelings, verbs, and pets

Grammar

Students will understand and use:

- Verb *Be*
- Demonstratives: *this, that, these, those*

Review

Students will review the language and Big Question learning points of Units 1 and 2 through:

- A story
- A project (a collage)

Units 1 and 2

Who are your family and friends?

Students will understand the Big Question learning points:

- Families can be big or small.
- Families can be grandmothers, grandfathers, uncles, aunts, and cousins.
- Friends spend time with you and play with you.
- Some families and friends have animals as pets.

Listening Strategies

Students will practice:

- Listening for details about people
- Listening for information about pets

Writing

Students will understand when:

- Names are capitalized

Students will produce texts about:

- Families and friends

Word Study

Students will understand and use words for:

- Opposites

Speaking

Students will understand and use expressions for:

- Introducing people
- Describing friends

Units 1 and 2 Big Question

page 6

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 1, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *Who are your family and friends?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? What do you like about the video? What do you dislike about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to explain their drawing to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g. *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video, then choose one of them.
- Tell students to stand up and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students read their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it.
- Ask students the first question. Elicit *six*.
- Ask students the second question. Elicit *It looks like a party. There are balloons*.
- Ask additional questions: *Who do you think the people are? What are they doing? Do they look happy?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Model an answer by counting your family members who you live with on your fingers. Ask *How big is a big family?* (Remember, this may vary in different cultures.) Ask *How small is a small family?* Have students put up their

hands if they have a big family and then ask again, but this time for a small family.

- Put students into small groups. Each student tells the others in the group the number of people they live with.
- Have students answer the second question and tell the group their friend's name.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 1**. Give students time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and asking *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more. Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Ask the class *Who are your family and friends?*
- Draw two brainstorming webs on the board, putting *families* and *friends* in the middle of each and adding the words from students around these words.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers about what the students know about family and friends.
- Point to family members and other things in the big picture and on the poster and ask *What's this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about family and friends.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about family and friends and have students spell out some of the words as you write them on the board.

Discover Poster 1

- 1 Father and son by the beach; 2 Family in the kitchen;
3 Boys playing with a cardboard car; 4 Girls playing with a cat

Further Practice

Workbook Unit 1 page 2

Online practice • Big Question 1

Classroom Presentation Tool • Big Question 1

UNIT 1

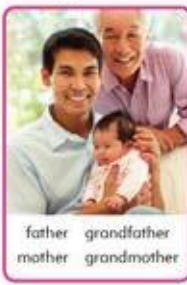
Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-02



B Look at the pictures. Who can you see? Circle.


Unit 1 Vocabulary: Family

Before You Read

Think Are all families the same?

Learn Predicting from Pictures

Look at the pictures. They can help you guess what the text is about.

Look at the pictures. Guess what the texts are about. Check (✓).

1



I think it's about a house.

2



I think it's about ...

D Look at the pictures on pages 10 and 11. Guess what the text is about.

Reading: Predicting from Pictures Unit 1 9

PREVIEW

Families and Friends

You learn about different kinds of families and friends.

Social Studies: Community

Summary

Objectives: To understand words about families; to apply one's background knowledge and a reading strategy to help comprehend a text.

Vocabulary: mother, father, brother, sister, grandmother, grandfather, family, friend

Reading strategy: Predicting from pictures

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-02

- Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *grandmother* and *grandfather*. Count the syllables and clap on each syllable if students are finding it difficult, e.g. 'grand/fa/ther and 'grand/mo/ther.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *Who is young in the first picture? Who is old? Is the old woman the grandmother of the friend? What word do we use for all the people in the first picture?*

B Look at the pictures. Who can you see? Circle.

- Tell students to circle the words of the people they see in the pictures.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 mother, sister, brother 2 father, grandfather
3 grandmother, friends

COLLABORATIVE LEARNING

- Draw a quick and simple picture of some family members on the board.
- Ask *Who can you see?*
- Tell students to draw a picture of their family members.
- When they have finished, put them into pairs. Tell them to exchange pictures with another pair and to write the family members in the drawings.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Draw a simple family tree on the board. Write the words *grandfather* and *grandmother* at the top, *mother* and *father* in the middle and *brother* and *sister* at the bottom.
- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Draw a simple family tree on the board. Put dashed lines with the correct number of letters for each family member and ask students to spell out the different family members as you write them on the board.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Draw a simple family tree on the board and elicit the family members from the class. Add those words to the board. Ask *Who is the oldest, and goes at the top of the tree? Who goes next? They are the children of the grandparents. Who are the children of the mother and father?* Write the words on the board as the students say them.
- Have students draw their own family tree with their family members on it.
- Have some students either draw their family trees on the board and explain them to the class, or stand up and show their family tree picture.

Before You Read

Think

COMMUNICATION

- Tell students about the members in your family.
- Ask one or two students to tell the class how many people they have in their family.
- Ask if their answers are the same.
- Students compare their family members in small groups.
- Ask *Are all families the same?*

C Learn: Predicting from Pictures

- Have a student read the tip aloud.

Look at the pictures. Guess what the texts are about. Check (✓).

- Have students tell you what they see in the pictures.
- Ask *What do you think the texts are about?*
- Have students read the words and write a check next to their answers.

CRITICAL THINKING

- Ask the following questions about the first picture: *Is it a big house or a small house? Is this house like your house? Why? Why not?*
- Ask the following questions about the second picture: *Where are the toys? Are they tidy? Do you have a toy box? Where do you keep your toys?*

ANSWERS

1 a house 2 toys

DIFFERENTIATION

Below level:

- Tell students to draw a picture of their house or their toys and to write a word to caption the picture.

At level:

- Tell students to choose something in their bedroom (the class could brainstorm ideas first if necessary) and to draw a simple picture of it on a piece of paper.

- Have students write three possible words to caption the picture (one correct and two distractors).
- Students give their picture to a partner. The partner chooses the word they think fits best.

Above level:

- Students draw something in their bedroom (as in 'At level', brainstorm ideas first if necessary) and draw a simple picture of it on a piece of paper.
- Have students write a sentence describing it in their notebook.
- Students give their picture to a partner. The partner predicts what the caption might say.
- Students read the sentences to check if their predictions were correct.

D Look at the pictures on pages 10 and 11.

Guess what the text is about.

- Point to different people in the pictures and ask *Who is this?* Elicit the words *sister, brother, grandfather, grandmother, mother, father, and friend.*
- Ask *What is this text about?*
- Write the words and phrases students use on the board. These should remain on the board for future use.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content in the preview bar.
- Ask *What can we learn about?*

Further Practice

Workbook Unit 1 pages 2–3

Online practice Unit 1 • Get Ready

Classroom Presentation Tool Unit 1 • Get Ready

Read 1-03

Families and Friends

Families we live in families. Families help each other. They go places together.

Jake is seven. His family is big. He lives with his mother, father, and sisters.



Mandy is eight. She lives with her brother, grandfather, and grandmother.



Kim is six. Her family is small. She lives with her mother.

Which family is like your family?



Friends Friends are important, too. Friends play together. They share things.



Who are your good friends?

10
11

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Informational text (nonfiction)

Reading strategy: Predicting from pictures

Big Question learning point: *Families can be big or small. Families can be grandmothers, grandfathers, uncles, aunts, and cousins.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are friends different from families?*
- Tell students to explain what they see in the pictures.
- Ask *Which picture shows a big family?*
- Ask *Which picture shows a small family?*

During Reading 1-03

- Ask a gist question to check overall understanding of the text, e.g. *Which children live with their mother?* Allow students a few minutes to browse the text.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sit in a circle.
- Have students take turns around the circle reading a sentence out loud.

Above level:

- Have students read the text individually and circle any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of four.
- Give each student in each group a letter, A, B, C, or D.
- Ask all the A's to read about Jake, the B's to read about Mandy, the C's to read about Kim, and the D's to read about friends.
- Tell students to read their section.

- Tell students to close their books and, in their groups, take turns retelling the main information from their reading section to each other, e.g. (Jake): *He's seven years old. His family is big. He lives with his mother, father, and sisters.*
- Students open their books and read the entire text to check.

CRITICAL THINKING

Discussion questions:

- *In the first picture, who is Jake? How do we know?*
- *Which family is the most like yours?*
- *Do you think Mandy likes living with her grandmother and grandfather?*
- *What is Kim doing with her mother? Do you like doing this?*
- *Who are your good friends? What do you do with your friends? What do you do with your family? Are they the same things?*

After Reading

- Have students look again at the three paragraphs about family. Ask *Which one is like your family?*

COLLABORATIVE LEARNING

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which family in the text is the most like their own.
- Have students say one thing about every family in the reading that is the same as their family, and one thing that is different.
- Put students into small groups of three or four.
- Have students discuss what families are usually like in their country or culture. Ask *Are they similar to the families in the text? Are they different? How are they the same or different?*

DIFFERENTIATION

Below level:

- Have students draw a picture of their family.
- In groups, students describe their family and point to different family members.

At level:

- Have students draw pictures of their family and label the different family members.
- Share some of the examples with the class.

Above level:

- Have students draw a picture of their family and label the different family members.
- Tell students to write a short paragraph describing their family drawing.
- Have individual students stand up and share their picture with the class and read their paragraph.

CULTURE NOTE

Families are different all around the world. In many parts of the world, extended families live together and children can grow up in the same house as grandparents. They may also live with cousins, aunts, and uncles. In the U.S. and the U.K. this is less common and families often live in a house with parents and children, while the grandparents, aunts, uncles, and cousins live elsewhere.

Further Practice

Workbook Unit 1 page 4

Online practice Unit 1 • Read

Classroom Presentation Tool Unit 1 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- | | | | |
|------------------|--------------------------|----------------|--------------------------|
| 1 Jake's family | ☐ | 3 Kim's family | ☐ |
| 2 Mandy's family | ☐ | 4 The friends | ☐ |

A Ask and answer the question.



B Read the statements. Circle True or False.

- | | |
|--------------------------|-------------------|
| 1 Jake is eight. | True False |
| 2 Jake's family is big. | True False |
| 3 Mandy has a sister. | True False |
| 4 Kim is six. | True False |
| 5 Kim's family is small. | True False |
| 6 Friends play together. | True False |

Think Talk to a partner.

- What can friends do together?
- What does your family do together?

Grammar in Use

C Listen and sing along. **We Are a Family** 1-04

We are a family.
A brother and a brother,
And a sister, that's me!
A mother and a father,
And kids, one, two, three!
We are a family.



D **Learn Grammar** Verb: **Be**

I'm six years old.	He's eight years old.	I am → I'm
My family is big.	Friends are important.	He is → He's

Write about yourself. Then tell a partner.

Me	
I'm _____	
I'm _____ years old.	
My family is _____	

I'm Lisa. I'm eight years old. My family is big.

E Write about your partner. Tell the class.

My Partner	
He's / She's _____	
_____ years old.	
His / Her family _____	

He's Ben. He's seven years old. His family is small.

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Verb *Be*

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the captions. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to model asking this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Read the statements. Circle True or False.

ANSWERS

- 1 False 2 True 3 False 4 True 5 True 6 True

- Ask follow-up questions: *How old is Mandy? How do we know Jake's family isn't small? What other things do friends do together?*

Think

- Ask students to think individually about the two questions.

COMMUNICATION

- Ask students to choose one question and to write it at the top of the page in their notebook.
- Tell students to stand up and walk around the classroom.
- They need to ask their question to as many people as they can in five minutes, and write down the person's name and answer.

CRITICAL THINKING

- Once students are sitting down with their notebook and information, ask them to categorize their answers.
- Provide an example on the board to help them understand how to do this, e.g. write the question *What do you do on Saturday?* on the board and elicit some answers. Create different categories on the board by writing the headings: *sports, family activities, fun things*.
- Have students apply these (or other) categories to the answers they have collected to their question.
- Elicit some of the categories and answers to the questions and write them on the board, adding to them so that it represents the answers of the entire class.

Grammar in Use

C Listen and sing along. 🎧 1-04

- Listen to the song once and then sing it together as a class.
- Number the students in the class from 1–8. Do this as many times as you need to until all students have a number. Write the numbers on the board and tell the class that each number is a different family member in the song. Go through the song lyrics and have the class say the family member for each number. Write each word on the board next to its number.

ANSWERS

1 brother 2 brother 3 sister 4 mother 5 father
6 kid 1 7 kid 2 8 kid 3

- Tell students to sing the song again. They sing the *We are a family* lines all together, but the other lines are sung by the different family members, who stand up when they sing their line. If two or three family members appear in one line of the song, they sing it together.

D Learn Grammar: Be

- Draw students' attention to the contracted forms of *I am* and *He is*.
- Write *She is* on the board and elicit the contracted form from the class.
- Write more examples of sentences starting with *I'm* and *He's / She's*.

COLLABORATIVE LEARNING

- Put students into a large circle, either standing up or sitting down. Have one student point to himself / herself and say *I'm ____ years old*. The next student says *I'm ____ years old and he's / she's ____ years old*. Go around the circle, each student saying how old they are and how old the previous child is.
- Write *is* and *are* on the board. Have students look at the two lower sentences in the Learn Grammar box in the Student Book and tell you what the difference is between the sentences. (*Family* is one thing, and *friends* are more than one. We use *is* with singular, and *are* with plural.)

Write about yourself. Then tell a partner.

- Model the writing exercise by copying the text onto the board and eliciting the missing information from a student. Have students work individually to write about themselves. Ask some students to read their short paragraphs to the class.

E Write about your partner. Tell the class.

COMMUNICATION

- Put students into pairs. Tell them that you don't want them just to read and copy each other's information to fill in the writing box.
- Ask each pair to sit back to back.
- They take turns reading out their own information, and their partner listens and writes down what they hear.
- They then read the paragraphs to check accuracy.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Put *big family* on a piece of paper at one end of the room and *small family* on a piece of paper at the other end.
- Have students stand next to the paper that is true for them.
- Find out who has the biggest and smallest family in the class.

At level:

- Have students find out one more interesting thing about family from their partner.
- Elicit possible questions such as: *How old is your brother or sister? How many people live in your house?* Put these on the board to help less confident students.
- Share the different information with the class.

Above level:

- Make a poster to represent all the individual information from the class.
- Students write about their families on a separate piece of paper (adding extra information such as ages of brothers and sisters and where they live), cut out the information, and paste it onto the poster.

Further practice

Workbook Unit 1 pages 5–7

Online practice Unit 1 • Understand

Classroom Presentation Tool Unit 1 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-05



B What words don't belong? Cross (X).

1 aunt ~~son~~ ~~parents~~

3 parents brother cousin

2 son aunt daughter

4 uncle parents son

Listening

Think Which family members do you live with?

C Listen. Are they talking about friends or families? How do you know? 1-06

D Listen again and number the pictures. 1-07



Speaking

E Listen and repeat. Then practice with a partner. Change the words in bold. 1-08



Word Study

F **Learn** Opposites

Some words are **opposites**. A **big** family. A **small** family.

Match the opposites.

1 old

2 small

3 cold

4 big

a hot

c young

Write Tell your partner about your family. Now write about it in your **Workbook**. 1-09

BIG QUESTION 1 Who are your family and friends?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.




14 Unit 1 Vocabulary: Family Words • Listening: Details

Speaking: Introducing People • Opposites Unit 1 15

Summary

Objectives: To learn and understand words about families; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for introducing people and words which are opposites.

To review what students have learned about the Big Question so far.

Vocabulary: *uncle, aunt, cousin, parents, daughter, son*

Listening strategy: Listening for details about people

Speaking: Introducing people

Word Study: Opposites

Writing task: Writing about families

Big Question learning point: *Families can be big or small.*

Materials: Picture Cards, Discover Poster 1, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-05

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *cousin* and *daughter*.

CRITICAL THINKING

- Ask the following questions to check understanding: *Who is the mother of the cousin? What else can we call parents? Who is the daughter's brother?*

B What words don't belong? Cross. (X)

- Students do the activity individually, crossing out the words that aren't shown in the pictures.
- Put them in pairs to discuss their answers and check.
- Elicit the answers from the class, and ask *Why did you choose this answer?* (e.g. The picture shows one woman, so she can't be a son (boy) or parents (more than one person)).

ANSWERS

- 1 son, parents 2 aunt, daughter 3 parents, brother
4 uncle, son

Listening

Think

- First, have students answer the question in pairs, and then with the whole class.

C Listen. Are they talking about friends or families? How do you know? 1-06

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answers with a partner before eliciting the information from the class.

ANSWERS

The use of family words such as *cousins*, *grandmother*, and *grandfather* demonstrate that it is about families.

D Listen again and number the pictures. 🎧 1•07

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 4, 1, 3, 2

Speaking

E Listen and repeat. Then practice with a partner. Change the words in bold. 🎧 1•08

COMMUNICATION

- Play each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time introducing other people in the class. This will provide the opportunity to make it more personal.
- Have three different pairs stand up and model their short dialogue for the class.

Word Study

F Learn: Opposites

- Use gestures to demonstrate the idea of *big* and *small*. Ask students *Are they the same?* Ask for an example of a small family and of a big family. Explain that these words are opposites.

Match the opposites.

- Have students complete the matching exercise individually and check their answers with a partner.
- Write the words *old*, *small*, and *cold* down the left side of the board. Have students tell you the opposite words for each one and write them in a column on the right side of the board.

ANSWERS

1 c 2 a 3 b

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- While throwing a ball to a student, say the word *hot* at the same time.
- When the student catches the ball, say *Say the opposite of hot*. The student says *cold*, and then says another word from F, throwing the ball to someone else in the circle who catches it and says the opposite word.
- The game continues until every student has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Tell your partner about your family. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about families in this unit. Put the words and expressions on the board.
- Have students think about these things for their own family (e.g. how many family members, who lives in their house, the size of their family, what they do together).
- Put students into small groups and have them take turns saying one thing about their family.

At level:

- Put the following sentence frames on the board: *My name is _____. I'm _____ years old. My family is _____. I have _____ brothers and _____ sisters.*
- Have students write the sentence frames in their notebook.
- Put students into pairs and tell them to listen to their partner's information and complete the sentences.

Above level:

- Tell students to think of a member of their family, but to keep it a secret.
- Put students into pairs. Say *You will talk about this person in your family and your partner will guess who it is.*
- When each person has taken a turn to describe a family member and guess their partner's, they write one or two sentences about their partner's family member in their notebook.

Big Question 1 Review

Who are your family and friends?

A Watch the video. 🎥

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 1**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 1 which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about families and friends while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 1 pages 8–9

Online practice Unit 1 • Communicate

Classroom Presentation Tool Unit 1 • Communicate

UNIT 2

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-09










B Think about the words in A. Write them in the chart.

Animals	Things we feel	Things we do
	scared	

16 Unit 2 Vocabulary: Animals, Feelings, and Verbs

Before You Read

Think Do you like animals? Do animals have friends?

Learn Predicting from Pictures

Remember, before you read, look at the pictures. They can help you work out what the story is about.

Look at the pictures. Guess what the stories are about. Check (✓).

1



☒ a happy boy
☐ a sad boy
☐ a lonely boy



I think it's about a happy boy.

2



☐ a scared girl
☐ a lonely girl
☐ a hungry girl



I think it's about ...

D Look at the pictures on pages 18 and 19. Guess what the story is about.

Reading: Predicting from Pictures Unit 2 17

PREVIEW

Elliot's New Friend

In this story, an elephant called Elliot makes a new friend.



Summary

Objectives: To understand words about animals, things we feel, and things we do; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: elephant, tortoise, lonely, sad, scared, eat, play, sleep

Reading strategy: Predicting from pictures

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-09

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *elephant* and *tortoise*. Count the syllables. If students are finding it difficult, clap on each syllable, e.g. 'e/le/phant and 'tor/toise.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which one can be a pet? Which one is big? Which ones don't feel good? Which things do we have to do? Which things do you like to do?

B Think about the words in A. Write them in the chart.

- Have students read the chart headings and explain what each category is, using other examples if necessary.
- Model the first example, *scared*. Ask *Is scared an animal? Is scared a thing we do? Is it a thing we feel?*
- Have students complete the chart.
- Check answers with the class.

ANSWERS

Animals: elephant, tortoise

Things we feel: scared, lonely, sad

Things we do: eat, play, sleep

COLLABORATIVE LEARNING

- Put students into small groups. Have them write each of the new words separately on a small piece of paper. Then have students fold the paper and scramble the pieces around in a hat or on a desktop. Choose a student to go first for each group. That student picks a word but should not show it to the others. The student acts out the word and mimes it for the other students in the group to guess.
- The student who guesses correctly picks a word to act out next.
- Continue until all words have been acted out and guessed correctly.

DIFFERENTIATION

Below level:

- Draw pictures of the new words on the board. Write the words under them.

- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Draw pictures of the new words on the board. Put dashed lines with the correct number of letters for each word underneath.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Write the categories on the board: *Animals, Things we do, Things we feel*. Elicit each new word and its category from the class. Write the words on the board as the students say them.
- Have some students stand up and use the new word in a sentence.

Before You Read

Think

COMMUNICATION

- Tell students if you do or don't like animals and give examples.
- Ask one or two students *Do you like animals? If yes, ask Which ones?*
- Ask *Do animals like other animals? Do animals have friends? Which animals are friends?* (Answers will vary.)
- Students discuss the questions in small groups.

C Learn: Predicting from Pictures

- Have a student read the tip aloud.

Look at the pictures. Guess what the stories are about. Check (✓).

- Have students tell you what they see in the pictures.
- Ask *What do you think the stories are about?*
- Have students read the captions and write a check next to their answers.

CRITICAL THINKING

- Ask the following questions about the first picture: *What color bicycle does the boy have? What makes the boy happy? What makes you happy?*
- Ask the following questions about the second picture: *Where is the girl? How does she feel? Why is she lonely? What friends do you play with?*

ANSWERS

1 a happy boy 2 a lonely girl

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to say two sentences about their favorite toy to each other.
- Tell them to say what color it is and how it makes them feel.

At level:

- Ask students to draw their favorite toy and to write a caption for it.
- Share some of the pictures and captions with the class.

Above level:

- Tell students to choose something that makes them happy (a toy or something they like to do) and to draw a simple picture of it on a piece of paper.
- Have students write a sentence describing it in their notebook.
- Students give their picture to a partner who tells them what they think the sentence will be about.
- Students read the sentences to check.

D Look at the pictures on pages 18 and 19. Guess what the story is about.

- Point to different animals in the pictures and ask *What's this?* Elicit the words *elephant, tortoise, zebra, and lion*.
- Ask *What is this story about?*
- Write the words and phrases they use on the board. These should remain on the board for future use.

Reading Preview

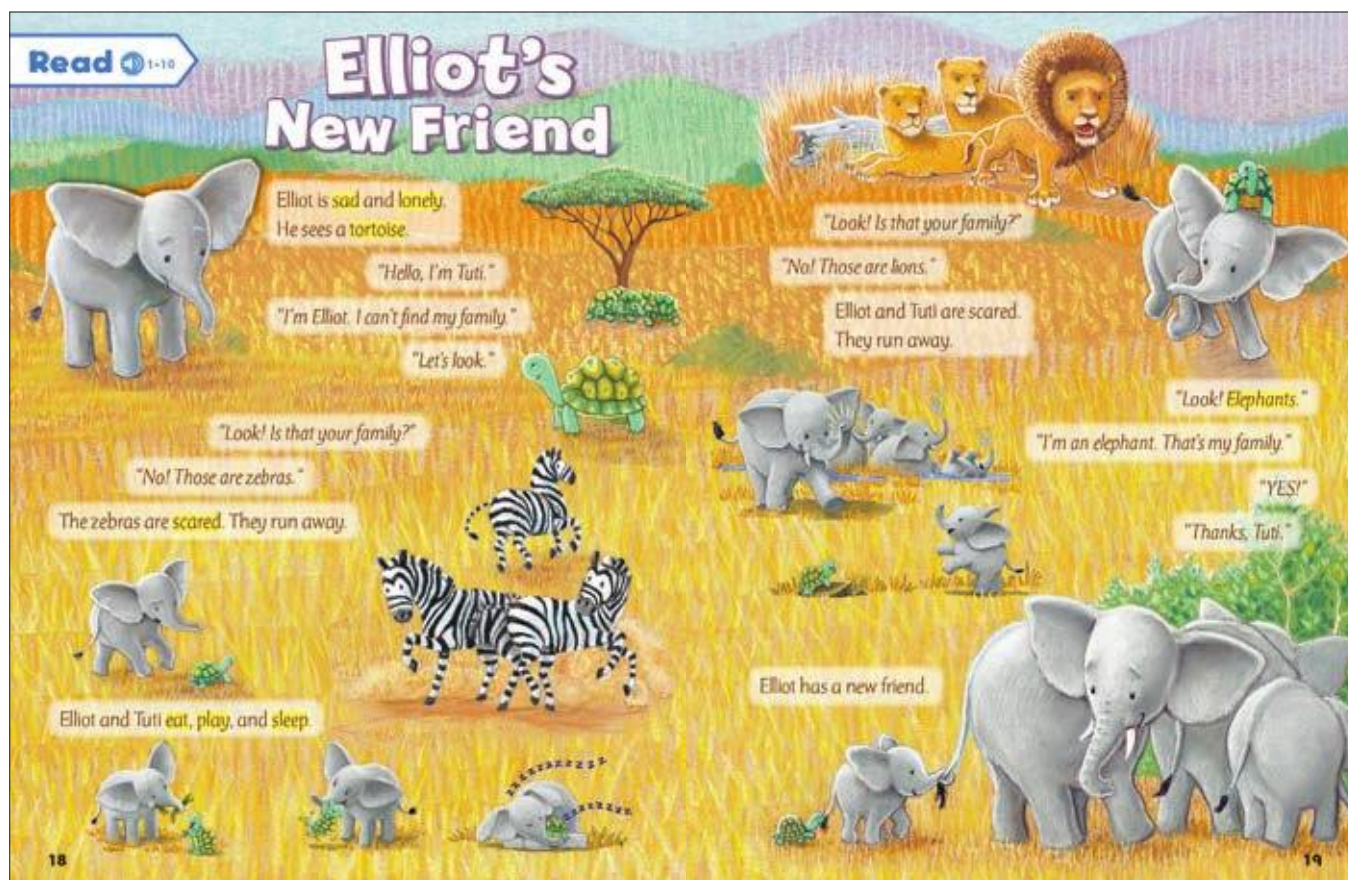
- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Tell students that this text is a story and is fiction. Ask *What makes a text fiction?*

Further Practice

Workbook Unit 2 pages 10–11

Online practice Unit 2 • Get Ready

Classroom Presentation Tool Unit 2 • Get Ready



Summary

Objectives: To read, understand, and discuss a fictional story; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Story (fiction)

Reading strategy: Predicting from pictures

Big Question learning point: *Friends spend time with you and play with you.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are friends different from families?*
- Have students tell you what they see in the pictures.
- Have students point to an elephant, tortoise, zebra, lion.
- Ask *Which picture shows a family?*
- Ask *Which picture shows friends?*

During Reading 1-10

- Ask a gist question to check overall understanding of the text, e.g. *Why does Tuti go with Elliot?* Allow students a few minutes to skim the text.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read a section from the text as a model. Have students read the same section in the same way. Pause where necessary to help the less confident ones to sound out and pronounce the words and phrases.

At level:

- Put students into pairs. Students take turns reading aloud sections of the story to each other. Give help where necessary.

Above level:

- Put students into small groups of three or four. Students choose the roles of Elliot, Tuti, and one or two narrators (they can take turns reading the narrator's parts).
- Have students browse the story to find their lines. Then have the students read the story, saying only their lines.

COLLABORATIVE LEARNING

- Focus on summarizing. Put students into groups of four.
- Assign sections of the story to each student: meeting Tuti (paragraph 1), the zebras (paragraph 2), the lions (paragraph 4), and the elephants (paragraph 5).
- Ask each student to read his / her section.
- Tell students to close their books and, in their groups, take turns retelling the main information from their reading section to each other, e.g. (lions): *Tuti and Elliot see some lions. The lions are not Elliot's family. Tuti and Elliot are scared. They run away.*
- Students open their books and read the entire text to check.

CRITICAL THINKING

Discussion questions:

- *Why do you think Tuti goes with Elliot? Did you ever help anybody?*
- *Do you think Tuti and Elliot are friends? Why? What things do they do together?*
- *How does Elliott feel at the beginning of the story? How does he feel in the middle? How does he feel by the end of the story?*
- *Can you think of a time you were sad and became happy? What happened?*

After Reading

- Have students look again at the story. Ask *What do you think happens next in the story? What do Tuti and Elliot do together? Will they spend time with each other's families? Will they make friends with the other animals? What do you think?*

COLLABORATIVE LEARNING

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing their ideas.
- Put students into pairs to discuss what they think happens next for Tuti and Elliot.
- Have students say one thing they think Tuti and Elliot will do next.
- Put students into small groups of three or four.
- Have students discuss what Tuti and Elliot might do. Ask *What happens next in the story? What do Tuti and Elliot say?*

DIFFERENTIATION

Below level:

- Have students draw a picture of their friend.
- In groups, students describe their friend and say what things they like to do together.

At level:

- Have students draw pictures of their friend and things that represent what they do together (e.g. a controller to represent a video game they play together).
- Have students label the friend and other items, and explain what they like to do.
- Share some of the examples with the class.

Above level:

- Have students draw a picture of their friend and something they like to do together.
- Tell students to write a short paragraph to accompany the picture, describing their friend and what they like to do.
- Have individual students stand up and share their picture with the class and read their paragraph.

CULTURE NOTE

Animals like Tuti and Elliot are found in national parks or game reserves in Africa. Africa has many species of animals, such as the “big five” – elephants, lions, leopards, rhinoceros, and buffalo. This region is also known for zebras, giraffes, and hippos. Game reserves offer endangered animals, such as the rhino and elephant, protection from hunters. Tourists can visit the game reserves on a “photo safari” to take pictures of the animals. Hunting has been outlawed in most of Africa, but some game hunting, especially of the “big five”, still takes place on private land.

Further Practice

Workbook Unit 2 page 12

Online practice Unit 2 • Read

Classroom Presentation Tool Unit 2 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓). Why? Give a reason.

1 Elliot meets Tuti.	☐	3 Elliot and Tuti run away.	☐
2 The zebras run away.	☐	4 Elliot finds his family.	☐

A Ask and answer the question.

What's your favorite part?

The zebras run away from Elliot and Tuti. It's funny!

B Who says these sentences? Match.

1 Hello.	•	a	
2 I can't find my family.	•	b	
3 Let's look.	•		
4 Is that your family?	•		
5 Those are zebras.	•		
6 Those are lions.	•		
7 Look! Elephants.	•		
8 That's my family.	•		

Think Talk about the story.

- Elliot is sad and lonely. Why?
- Is Elliot happy at the end of the story? Why?

Grammar in Use

C Listen and sing along. Friends! 1-11

These are small tortoises,
They sleep and play.
Those are zebras,
They run all day.
Big animals, small animals,
Let's play together.
We can all be friends!

D Learn Grammar This, That, These, and Those

This is a zebra.

That's a lion.

These are zebras.

Those are lions.

That is → That's

Write, then practice with a partner.

Grammar: Demonstratives This, That, These, and Those Unit 2 21

Summary

Objectives: To demonstrate understanding of a fiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Demonstratives: *this, that, these, those*

Grammar practice: Workbook exercises

Grammar production: Writing about friends

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the story.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time. Ask students to give a reason why they like that part.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to model asking this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Who says these sentences? Match.

- First, ask students to individually answer the questions from memory. Then let them look back at the story.

ANSWERS

1 b (Tuti) 2 a (Elliot) 3 b (Tuti) 4 b (Tuti) 5 a (Elliot)
6 a (Elliot) 7 b (Tuti) 8 a (Elliot)

- Ask follow-up questions: *What animals do Tuti and Elliot see first? How do we know the zebras are scared? How do we know Tuti and Elliot are friends?*

Think

- Ask students to think individually about the questions.
- Then have students share their ideas with the class.

CRITICAL THINKING

- Tell students they will write a short report on the story.
- Provide an example on the board to help them understand how to do this, e.g. write sentence frames on the board and elicit some answers: *(story name). ___ helps ___ to find his ___. My favorite part(s) of the story is / are ___ (refer students to Think at the top of the page). I like / do not like this story.*
- Have students write their reports using the sentence frames and their own answers.
- Then have students exchange reports with a partner to check each other's work.

DIFFERENTIATION

Below level:

- Have students draw a picture of their favorite part of the story.
- Have students describe their favorite part of the story to a partner.

At level:

- Have students work in small groups to say what makes this story fiction and give examples, e.g. animals can't talk, tortoises and elephants aren't friends.
- Share the different answers with the class.

Above level:

- Have students work in pairs or small groups to discuss what happens next in the story: *What does Tuti do with the elephant family? How does Tuti get home?*
- Students write a few sentences to answer the questions. Go around and help as needed.
- Have students draw a picture to accompany their story. Then put the pictures on the board and have students share their story with the class.

Grammar in Use

C Listen and sing along. 🎧 1•11

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Draw (or select two students to draw) these two simple pictures on the board: three zebras running, and an elephant. (Leave these pictures on the board for the next activity.)
- Go through the song lyrics line by line with the class and add some simple gestures. For *These are small tortoises* and *These are zebras*, students point to the pictures in their books.
- Make simple gestures for *big* and *small*: open arms, and closed hands as if holding a small animal in them.
- Have the class say the lyrics and repeat the gestures as you do them.
- Sing the song again and have students do the gestures to it.

D Learn Grammar: *This, That, These, and Those*

- Draw students' attention to *this, that, these, and those*. Read the examples and have students repeat.
- Elicit from the class how many animals *this* and *that* refer to, compared to *these* and *those*.
- Then elicit how close the person speaking is to the animals when using *this* and *that*, and *these* and *those*.
- Remind students of the gestures you used in the song above. Repeat the line *These are small tortoises* and have students point to the picture in their books. Say *Those are zebras* and have students point to the picture on the board.

COLLABORATIVE LEARNING

- Put students into small groups of three or four and have them stand (or sit) around a desk. Have a book open to the story on pages 18 and 19. Draw (or have students draw) two more simple pictures on the board of a tortoise and one lion.
- Point to pictures on the board and in the book to elicit *this / that and these / those* with the animal names.
- Then model sentence prompts with a confident student. Say *That / lion*. Encourage the student to point to the picture of a single lion on the board and say *That is a lion*. Then say *These / lions*. Encourage the class to point to the two lions in their books and say *These are lions*.

Write, then practice with a partner.

COMMUNICATION

- Put students into pairs. Draw students' attention to the picture on page 21. Point to the picture of the girl and the zebra as you say the first sentence as an example. Have students repeat after you.
- Then have students, in their pairs, take turns pointing to a picture and saying the correct answer. Make sure each student says the sentence for each picture.
- Then students write the correct answers in their books.
- Have partners compare their answers to check their work. Make sure the class has the correct answers.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Put students into pairs. Have the more confident student say a sentence using *this, that, these, or those* correctly, while pointing to a familiar object or animal drawing that is near or far.
- The other student repeats the sentence.

At level:

- Have students take turns to say a sentence using *this, that, these, or those* with a familiar object in the room that is near or far. Tell them not to point in this case.
- Their partner must point to the correct object as he / she repeats the sentence.
- Share a few examples with the class.

Above level:

- As above, but this time, have students describe an object without pointing to it, such as *That is blue*.
- The partner must point to something blue (e.g. a backpack) across the room and say *That is a blue (backpack)*.

Further practice

Workbook Unit 2 pages 13–15

Online practice Unit 2 • Understand

Classroom Presentation Tool Unit 2 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-12


hamster
 
goldfish
 
bird
 
rabbit
 
lizard
 
kitten

B Look at the pictures. Match the owners to their pets. 1-14

1
a
lizard

2
b
rabbit

3
c
hamster

4
d
kitten

5
e
goldfish

6
f
bird

Listening

Think Do your friends have pets? Which pets do they have?

C Listen. Are they talking about families, friends, or pets? 1-13

D Listen again and number the pictures. 1-14






Speaking

E Draw and talk about your friend. Change the words in bold. 1-15

This is **Tim**. He's my friend. He has a **hamster**. We play together.



Writing Study

F **Learn** Capitals for Names

The first letter of a name is a **capital letter**. **E**lliot

Which letters need to be capital letters? Circle.

1 <u>J</u> ake	5 tuti
2 my grandmother	6 my sister
3 mandy	7 friend
4 family	8 kim

Write Tell your partner about your friend. Write about him or her in your **Workbook**. page 17

22 Unit 2 Vocabulary: Pets • Listening: Details
Speaking: Describing Friends • Writing: Capitals for Names Unit 2 23

Summary

Objectives: To learn and understand words about friends and pets; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing friends and using capital letters for names.

To review what students have learned about the Big Question so far.

Vocabulary: hamster, goldfish, bird, rabbit, lizard, kitten

Listening strategy: Listening for details about people and their pets

Speaking: Describing friends

Writing Study: Capital letters for names

Writing task: Writing about friends

Big Question learning point: Some families and friends have animals as pets.

Materials: Picture Cards, Discover Poster 1, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-12

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *bird*, *lizard*, and *rabbit*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where does the goldfish live? Which are green? Which two are soft like the hamster?

B Look at the pictures. Match the owners to their pets.

- Have students look at the pictures and match the owners to their pets.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 c (hamster) 2 e (goldfish) 3 a (lizard)
4 f (bird) 5 b (rabbit) 6 d (kitten)

- Elicit sentences for the food and toy clues, e.g. *Hamsters live in a cage. Hamsters run on a wheel. Lizards eat worms. Birds eat seeds.*

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Are they talking about families, friends, or pets? 1-13

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

friends and pets

D Listen again and number the pictures. 🎧 1•14

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 3, 4, 1, 2

Speaking

E Draw and talk about your friend. Change the words in bold. 🎧 1•15

COMMUNICATION

- Ask students about the picture. Ask *What do you see? What do you think he is going to talk about?*
- Play the audio while the students read along. Play the audio a second time while the students read aloud.
- Put students into pairs and tell them to take turns to read the sentences.
- Tell students to do the same as this boy. Have students draw a picture of their friend. Then they use the sentence frames to write about their friend.
- Have students stand up, show their picture, and talk about their friends for the class.

Writing Study

F Learn: Capitals for Names

- Write a capital letter *E* and a small letter *e* on the board. Ask students *What is the difference between the two letters? Ask When do you use a capital letter?* Explain that capital letters are used for the first letter of names.

Which letters need to be capital letters? Circle.

- Have students complete the capital letter activity individually and check their answers with a partner. Have students write the correct capital letters for each. If necessary, explain why the other words didn't need capitals.

ANSWERS

1 Jake 3 Mandy 5 Tuti 8 Kim

COLLABORATIVE LEARNING

- In lower case, randomly write the names of some students in the class, some animal words, and some family member words from Unit 1.
- Put students into pairs. Have students decide and write down which words require capital letters.
- Have pairs take turns to come to the board and change a word if it needs a capital letter. (If it is correct, they can draw a line under the word.)
- As a challenge, include the proper names of your school and town or city on the board, all in lower case. Have pairs discuss if they use capital letters or not.

Write: Tell your partner about your friend. Write about him or her in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about friends in this unit. Put the words and expressions on the board.
- Have students think about these things for their own friends (e.g. Who are my friends? What are their names? Do they have pets? What things do we do together?)
- Put students into small groups and have them take turns saying the name of a friend and one thing about him or her.

At level:

- Put the following sentence frames on the board: *My friend's name is _____. He / She has a _____. We _____ together.* Brainstorm ideas with the class for the second blank if the friend doesn't have a pet. What other things can students talk about? Write ideas on the board, such as *toys, books, brothers, and sisters*. Brainstorm additional activities for the third blank, other than *play* and *go to school*.
- Have students write the sentence frames in their notebook.
- Put students into pairs and tell them to listen to their partner's information and complete the sentences.

Above level:

- Tell students to think of a friend, but to keep it a secret.
- Put students into pairs. Say *You will talk about this friend and your partner will guess who it is.*
- When each person has taken a turn to describe a friend and guess their partner's friend, they should write about their partner's friend in their notebook.

Further practice

Workbook Unit 2 pages 16–17

Online practice Unit 2 • Communicate

Classroom Presentation Tool Unit 2 • Communicate

Wrap Up

A Listen and read along. 1-16

Panel 1: Zak: This is my friend, Zak. He's eight years old. He's big.

Panel 2: Billy: That's Zak's lizard. His lizard is small.

Panel 3: Zak: Zak plays with my brother and me. We have fun.

Panel 4: Billy: His family is small. This is his mother. They love each other.

Panel 5: Zak: We go places together.

Panel 6: Billy: We share things. Zak is my good friend.

Project: A Collage

B Make a family and friends collage.

- Make a list of your family and friends.
- Find photos or draw pictures.
- Write about them.

C Put your collage on the wall. Tell the class about it.

These are my family and friends. This is my mother.

D Look at all the collages. Talk about them.

This is Sam's collage. That's Sam's uncle.

BIG QUESTION 1

Who are your family and friends?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Family and Friends Collage Big Question 1 25

Summary

Objectives: To show what students have learned about the language and learning points of Units 1 and 2.

Reading: Comprehension of review story

Project: Make a Collage

Writing: List and write about family members

Speaking: Talk about the collages

Materials: Big Question Video, Discover Poster 1, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-16

- Ask students a gist question before reading and listening to check overall understanding, e.g. *How do you know that Billy and Zak are good friends?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Zak, Billy, and to Zak's mother.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where are Billy and Zak in this story?
Does Zak have lots of brothers and sisters?
Who does Billy play with?
What animal does Zak have as a pet?
Who is big, Zak or Billy?

COLLABORATIVE LEARNING

- Divide the class into groups of four.

- Each student in the group takes on the role of one of the characters in the story (Billy, Zak, Zak's mother, Billy's brother).
- Play the recording again. Students listen and act their role through mime.
- Repeat the procedure until each student has mimed each role.

Project

21ST CENTURY SKILLS

B Make a family and friends collage.

- Tell students to make a list of their family and friends. **CREATIVITY**
- Decide with the class how many people can go on each list (e.g. four family members and three friends). **COLLABORATION**
- Have students work individually to make their list. **CREATIVITY**
- Put students into pairs or small groups. Then students tell each other about the family members and friends on their list. **COMMUNICATION**
- Students illustrate their collage with photos or drawings of their family members and friends. **COLLABORATION** **COMMUNICATION** **CREATIVITY**

DIFFERENTIATION

Below level:

- Give each student a colored card and tell students to glue their pictures on the card. **CREATIVITY**

- Students label the family members and write their friends' names under the pictures. **CREATIVITY**

At level:

- Give each student a colored card and tell students to glue their pictures on the card. **CREATIVITY**
- Students label and write a sentence about each family member and friend. **CREATIVITY** **CRITICAL THINKING**

Above level:

- Have students write one or two sentences for each family member or friend in their notebook. **CREATIVITY** **CRITICAL THINKING**
- Put students into pairs to check each other's writing and make peer corrections. **COLLABORATION**
- Write some student sentences on the board and correct if necessary.
- Give each student a colored card and tell students to glue their pictures on the card. **CREATIVITY**
- Students copy their sentences onto the card for each family member and friend. **CREATIVITY**

C Put your collage on the wall. Tell the class about it.

- Have children stand up and either point to the pictures and read the labels or read the sentences that describe their friends and family members. **COLLABORATION** **COMMUNICATION**
- Encourage students in the class to ask questions if they want more information. **CRITICAL THINKING** **COMMUNICATION**

D Look at all the collages. Talk about them.

- Have children stand up and read each others' collages. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **CRITICAL THINKING**
- Put students into small groups to share what they remember from someone else's collage. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Ask some children to share individually with the whole class. **COMMUNICATION** **CREATIVITY**

Units 1 and 2 Big Question Review

Who are your family and friends?

A Watch the video.

- Play the video. When it is finished, ask students what they know about family and friends now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 1**. Point to familiar vocabulary items and elicit them by asking *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.

- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

COLLABORATIVE LEARNING

- Ask students what they have learned about families and friends while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 2 pages 18–19

Online practice • Wrap Up 1

Classroom Presentation Tool • Wrap Up 1

Units 3 and 4



BIG QUESTION 2
Where can we see colors?

In these units you will:

- WATCH** a video about colors.
- READ** about colors and how to mix them.
- LEARN** that colors are everywhere.
- WRITE** about colors and pictures.
- MAKE** a color mix chart.

A Watch the video.

B Look at the picture. What do you see?
1 What colors can you see?
2 Where can you see the color red?

C Think and answer the questions.
1 How many color words do you know?
2 Can you see two things in your classroom that are the same color?

D Fill out the **Big Question Chart**.

27

Reading Strategies

Students will practice:

- Predicting from titles

Review

Students will review the language and Big Question learning points of Units 3 and 4 through:

- A story
- A project (a color chart)

Writing

Students will understand that:

- The first letter of a sentence is capitalized

Students will produce texts about:

- Animal and color poems and favorite clothes

Vocabulary

Students will understand and use words about:

- Colors, fireworks, the ocean and sea life, clothing

Grammar

Students will understand and use:

- There is... / There are ...*
- Prepositions of place: *in, on, under, next to*

Units 3 and 4

Where can we see colors?

Students will understand the Big Question learning points:

- We can see colors in nature.
- We can see colors in the sky.
- We can see colors in animals and in the ocean.
- We can make and mix colors with paint.
- We can see colors in the clothes we wear.

Listening Strategies

Students will practice:

- Listening for color details
- Listening for details

Speaking

Students will understand and use expressions for:

- Inviting and making suggestions
- Describing using colors

Word Study

Students will understand and use words for:

- Nouns

Units 3 and 4 Big Question page 26

Summary

Objectives: To activate students' existing knowledge of a topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 2, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *Where can we see colors?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. Then ask students to answer the following questions in pairs: *What do you see in the video? What is happening? What colors do you see? What do you like about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching the video, have students find a crayon or marker of a color they saw in the video.
- Ask each student to say the color word to the class. Then ask him / her to name the object from the video that was the same color.

At level:

- After watching the video, have students write down three things that they saw in the video.
- Write student responses on the board. Then discuss the colors of each item from the list on the board.

Above level:

- After watching the video, have students write down three sentences about the objects they can see in the video and their colors. Example: *I see a red apple.*
- Tell students to stand up and mingle and find someone else with the same color.
- Have students say their sentences to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it.

POSSIBLE ANSWERS

1 red, orange, yellow, green, blue, purple, pink, brown, black, white 2 tomatoes

- Ask additional questions: *What fruits do you see? What vegetables do you see? What other food do you see? Which do you like?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Have students say color words, and write them on the board. Show colored crayons or markers to the class to demonstrate the colors.
- Ask the second question. Have students look around and raise their hand when they find two things. Call on individuals and have him / her point and say the color word and names of objects.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 2**. Give students time to look at the pictures.
- Discuss some of the words you think they will know by pointing to different things in the pictures and asking *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Ask the class *What do you know about colors? What do you want to know about colors?*
- Draw a brainstorming web on the board, putting *color* in the middle. Add the words from students around this word.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Ask students to name color words that they know and give a single-word answer for an object that is each color.
- Point to objects in the big picture and on the poster and ask *What color is this?* Write the color words on the board.

At level:

- Discuss color words and what they know about each color.
- Write the words and phrases on the board.

Above level:

- Discuss what students know about colors in phrases and short sentences. Have students spell out the color words as you write them on the board.

Discover Poster 2

1 Tropical landscape; 2 Colorful fireworks; 3 Boy painting a mural on the wall / colorful fish in the sea; 4 Family on skiing holiday

Further Practice

Workbook Unit 3 page 20

Online practice • Big Question 2

Classroom Presentation Tool • Big Question 2

UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-17

yellow red blue green
purple black brown white

B Look, read, and check (✓) the correct picture.

1

red, yellow, and blue

2

black, white, and green

3

green, yellow, and purple

4

brown, yellow, and blue

5

blue, red, and green

6

green, white, and brown

28 Unit 3 Vocabulary: Colors

Before You Read

Think What colors can you see around you now?

Learn Predicting from Titles

Look at the title of the text. It can help you guess what the text is about.

Look at the titles. Guess what the texts are about. Check (✓).

1

Jake's Blue Room

- ☒ bedroom
- ☐ living room
- ☐ dining room

I think it's about a bedroom.

2

In my Backpack

- ☐ animals
- ☐ school things
- ☐ clothes

I think it's about...

D Look at the titles on pages 30 and 31. Guess what the texts are about.

Reading: Predicting from Titles Unit 3 29

PREVIEW

Color Poems

These texts are poems.

Tamara Thompson writes poems and songs for children.

Summary

Objectives: To understand words about colors; to use background knowledge about this subject and a reading strategy to help comprehend a text.

Vocabulary: yellow, red, blue, green, purple, black, brown, white

Reading strategy: Predicting from titles

Materials: Picture Cards, Audio CD, paper and colored markers / crayons

Words

A Listen and point to the words. Listen again and say the words. 1-17

- Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *blue*, *black*, and *brown*. Help students pronounce the blends *bl-* and *br-* if this is difficult.
- Do a Picture Card activity from pages 30 and 31 for further vocabulary practice.

CRITICAL THINKING

- Point to objects in the classroom or hold up colored crayons or markers as you ask the following questions to check understanding: *What color is this? Is this (red)?*

B Look, read, and check (✓) the correct picture.

- Tell students to look at the pictures, read the words, and check the correct colors.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 left picture 2 right picture 3 right picture
4 right picture 5 left picture 6 left picture

COLLABORATIVE LEARNING

- Put students into pairs. Give each pair colored crayons or markers, and paper.
- Explain to students that when they hear the command "Draw _____", they need to choose that color marker or crayon. Model the example. Say *Draw red*. Model choosing the color red, then draw a red color swatch on the board or on paper.
- Say *Draw (red)*. Choose a variety of colors, one at a time, for students to choose the correct marker or crayon. Then provide time for students to make their own color swatches.
- Repeat this activity two more times with different colors.
- When they have finished, tell the pairs to exchange their pictures with another group and to write the color words they see beneath the color swatches.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Draw a row of simple shapes (or color swatches) in different colors on the board or on paper for the class to see.
- Point to the shapes and drill the shape words with the class. Then say the color words and have students point to the pictures on the board.

At level:

- Draw a row of simple shapes in different colors on the board or on paper for the class to see.
- Have individual students stand up and spell the color words for each shape as you point to them on the board.

Above level:

- Tell students to draw three different colored objects.
- Then put students into pairs and have students exchange their drawings.
- Students will write sentences for each of the pictures.
- Then pairs compare their drawings and correct their sentences.

Before You Read

Think

- Tell students about the colors you can see around the room. Point to something blue and say *I can see blue*.
- Ask *What colors can you see around you now?* Ask one or two students to point and tell the class the colors they can see around the room.
- Then put students into pairs and have students point and say color names of things they can see.

C Learn: Predicting from Titles

- Have a student read the tip aloud.

Look at the titles. Guess what the texts are about. Check (✓).

- Discuss the titles and have students read them aloud.
- Ask students to consider what texts with these titles could be about. Ask a few students to share their ideas.
- Ask students to read the three options and check the answer they think is correct.

CRITICAL THINKING

- Ask the following questions to check the answer for the first title: *What color is Jake's room? Why do you think it's a bedroom? What things do you think he has in his room? What colors are they? What color is your room?*
- Ask the following questions to check the answer for the second title: *What things do you carry in your backpack? Why isn't it a good idea to put animals in a backpack? What color is your backpack?*

DIFFERENTIATION

Below level:

- Put students into pairs. Have one student in each pair draw a picture for one of the texts. Tell them to color the things in their picture.
- Have students work in pairs to point to the objects in their two pictures and say the names and colors.

At level:

- Ask students to think of their favorite room or belonging and draw a picture of it.
- Have students write two possible titles.
- Students give their picture to a partner. The partner chooses the title they think fits best.

Above level:

- Tell students to think about their belongings or something in their bedroom and to draw a simple picture of it.
- Have students write two sentences about their picture.
- Students will exchange their picture with a partner. Each partner will write a title for their partner's picture.
- Students then compare their work and read the sentences to check for mistakes.

D Look at the titles on pages 30 and 31. Guess what the texts are about.

- Have the students point to the titles and read them aloud.
- Ask *What are the texts about?*
- Write students' responses on the board. These should remain on the board for student use later in the lesson.

Reading Preview

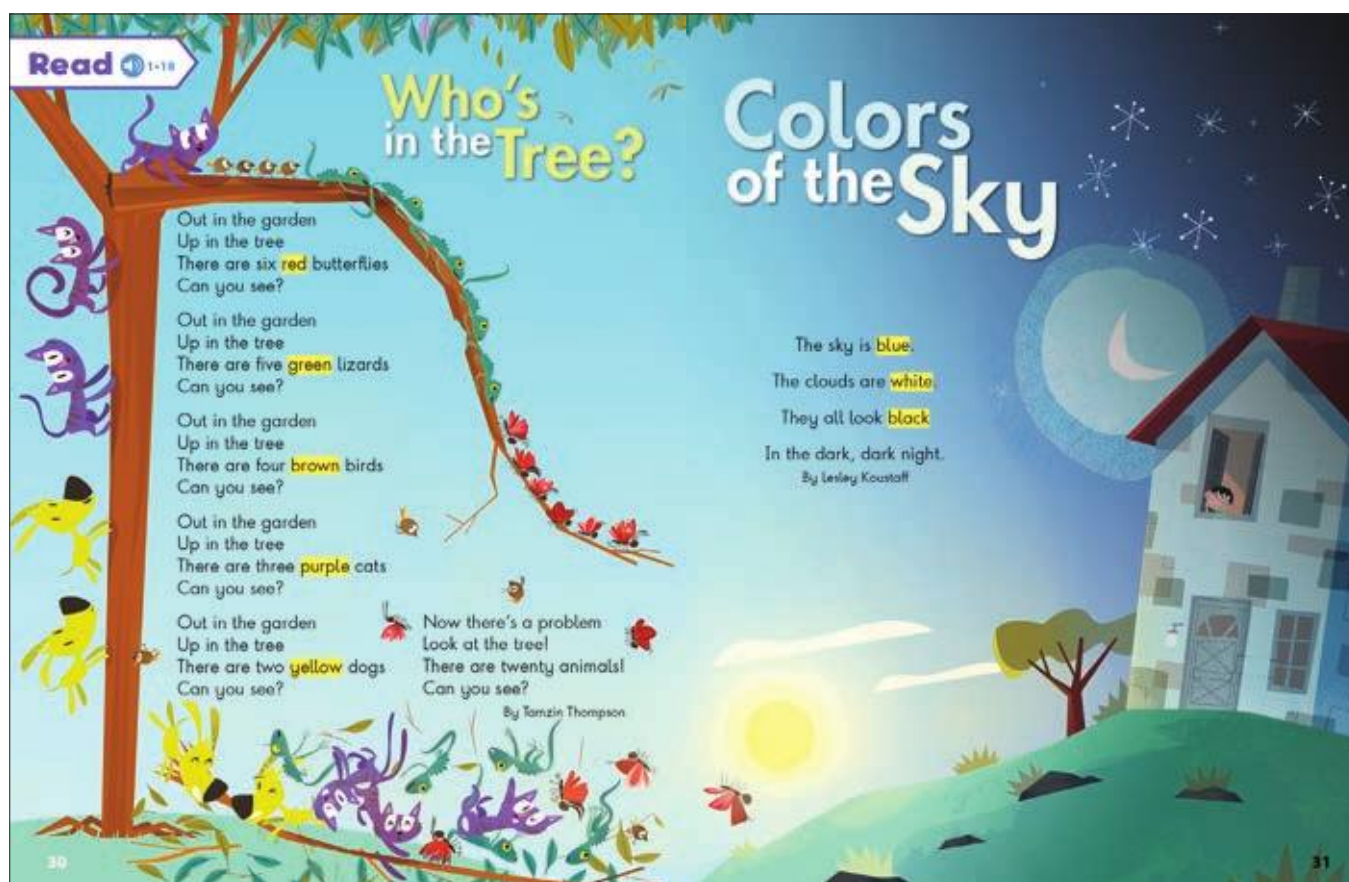
- Read the titles of the texts.
- Have students silently read the content of the preview bar.
- Ask *What type of texts are we going to read?* Ask *What type of words do you think are in the poems?*
- Read about the author and ask comprehension questions: *What's her name? What types of text does she write? Would you like to write poems or songs? Would you like to write a book some day?*

Further Practice

Workbook Unit 3 pages 20–21

Online practice Unit 3 • Get Ready

Classroom Presentation Tool Unit 3 • Get Ready



Summary

Objectives: To read, understand, and discuss a poem; to apply a reading strategy to improve comprehension.

School subject: Art

Text type: Poem (fiction)

Reading strategy: Predicting from titles

Big Question learning point: *We can see colors in nature. We can see colors in the sky.*

Materials: Talk About It! Poster, Audio CD, paper and colored markers / crayons

Before reading

- Ask *Where can we see colors?*
- Have students tell you what they see in the pictures and the colors.
- Have students point to the first title and read it aloud.
- Then ask *Where is the tree?* Ask students to point to the tree. Ask *Who is in the tree?* Ask students to point to the animals in the tree.
- Ask students to read the title of the second poem and say what colors we can see in the sky.

During Reading 1-18

- Ask a gist question to check overall understanding of the first poem, e.g. *How many animals are in the tree?*
- Give students a few minutes to browse the text before answering.
- Ask *What colorful animals do you see?*

- Have students read the second poem and point to the key words when you ask *What color is the sky? What color are the clouds? What is black?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the poems to the students, pausing after each line. Ask students to repeat each line and point to the pictures.

At level:

- Put students into pairs. Have students take turns reading the poems to each other. When they hear words that rhyme, ask students to clap for each set of rhymes.

Above level:

- Put students into pairs. Have students practice speed-reading the poems to each other. Tell them to read quickly, but accurately.

CRITICAL THINKING

Discussion questions:

- *In the first poem, where is the tree?*
- *Where are the animals? Why is it a problem?*
- *What color are the dogs in the first poem?*
- *Why does the second poem say, "They all look black in the dark, dark night"?*

COLLABORATIVE LEARNING

- Focus on listening to rhymes. Put students into groups of three.
- Give each student in each group a letter, A, B, or C.
- Ask all the A's to read the first half of *Who's in the Tree?*, the B's to read the last half of *Who's in the Tree?*, the C's to read *Colors of the Sky*.
- Tell students to read their section.
- After reading, each student tells their group what the rhyming words are from their reading section, e.g. A's and B's: *The rhyming words are tree and see*.
- Students in the group check the answers.
- Share the answers with the class.

After Reading

- Have students look again at the poems. Ask *Which color do you like best?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which color he or she likes best in the poems.
- Have students say one color in each poem that they like.
- Put students into small groups of three or four.
- Have students discuss the usual colors of each animal in the poem. Ask *Are they similar to the animals in the text? Are they different? How are they the same or different?*

DIFFERENTIATION

Below level:

- Have students draw a picture of an animal in silly colors.
- In groups, students describe their animal's colors.

At level:

- Say the name of an animal and have students draw it in any color. Then have students write a sentence about it.
- In groups, students read their sentences as they show their animal's colors.

Above level:

- Write the second poem on the board: *The ____ is/are ____.* / *The ____ is/are white.* / *They all look black / In the dark, dark night.*
- Have students fill in the first blank with one object in their environment of any color, and the second with another object that is white. Go around and help as necessary.
- Have students switch poems with a partner. They read each other's poems for accuracy.
- Have students share their poems with the class.

CULTURE NOTE

In some languages the words for the colors blue and green are used differently than in English. In English, the words blue and green are general words that can refer to all shades of blue or all shades of green. There usually is no distinction between light or dark shades. In some other languages, each shade of a color has its own separate word. In English, different shades can be defined using additional words, but often these words of distinction are usually paired with the main color. Examples are *sky blue*, *sea green*, or *blood red*.

Further Practice

Workbook Unit 3 page 22

Online practice Unit 3 • Read

Classroom Presentation Tool Unit 3 • Read

Understand

Comprehension



Think What do you like about the poems? Check (✓).

- | | | | |
|-----------------------|--------------------------|-------------------|--------------------------|
| 1 the red butterflies | ☐ | 3 the yellow dogs | ☐ |
| 2 the brown birds | ☐ | 4 the blue sky | ☐ |

A Ask and answer the question.



What's your favorite part?

The red butterflies. Red is my favorite color.



B Match the things to the colors in the poems.

- | | | | | |
|----------|--|--|--|--------------|
| 1 red | | | | a dog |
| 2 green | | | | d cat |
| 3 brown | | | | b bird |
| 4 purple | | | | e cloud |
| 5 yellow | | | | c butterfly |
| 6 white | | | | f lizard |



Think Talk about the poems.

- What words in the poems end with the same sound?
- Do you think Tamzin Thompson likes animals? Why? / Why not?

Grammar in Use

C Listen and sing along. In My Yard 1-19

There's a white kitten in my yard today.
One little kitten. She wants to play!
Here's another kitten, say hello.
There are two white kittens in my yard today.



D Learn Grammar There is ... / There are

There is a black kitten.
There are white kittens.



There is → There's

Practice with a partner.



E Look around. What can you see? Point and tell your partner.

Summary

Objectives: To demonstrate understanding of a poem; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: There is ... / There are ...

Grammar practice: Workbook exercises

Grammar production: Writing sentences using There is / There are

Materials: Audio CD, paper and colored markers / crayons

Comprehension

Think

- Have students check the parts they like about the poems.
- Ask *Who likes this part?* Read out the phrases. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Match the things to the colors in the poems.

ANSWERS

- 1 c (red butterfly) 2 f (green lizard) 3 b (brown bird)
4 d (purple cat) 5 a (yellow dog) 6 e (white cloud)

- Ask follow-up questions: *How many cats are there in the poem? How many birds are there in the poem? What color do things look at night?*

Think

- Ask students to think individually about the two questions.

COLLABORATIVE LEARNING

- In small groups, ask students to discuss the questions.
- For the first question, if they haven't already done so, have students draw a line under the rhyming words in each poem.
- For the second question have students reread the poem.
- Have groups share their answers with the class.

CRITICAL THINKING

- Ask groups to discuss the answers to these questions: *How is the second poem different to the first? Is the rhyme the same or different? Are the verses the same length or different lengths?*
- After groups have discussed the question, have them share their answer with the class.

Grammar in Use

C Listen and sing along. 1-19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Ask *What are the two rhyming words in the song?*
- Sing the song again and have students mime being the kittens.

D Learn Grammar: *There is ... / There are*

- Draw students' attention to the contracted form of *There is*.
- Write *There is* on the board and elicit the contracted form from the class and write it on the board.
- Ask *Why do you think we use "there is" with some words and "there are" with other words? What is the difference?*
- Elicit more examples of sentences using *There's* and *There are* and write them on the board.

Practice with a partner.

- Model the activity with a student reading the speech bubbles and pointing to the pictures in the book.
- Then put students into pairs to do the activity.
- Have students count off *one* or *two*. Tell the class that all the *ones* are singular and all the *twos* are plural. When you say a plural word, such as *blue lizards*, all the *twos* must stand up quickly and say *There are (blue lizards)*. The *ones* remain seated until you say a singular phrase such as *red bird*.
- Call out color and animal phrases, alternating randomly between singular and plural, and having students stand and respond for several rounds.

E Look around. What can you see? Point and tell your partner.

COLLABORATIVE LEARNING

- Put students into pairs. Tell them to take turns pointing to singular and plural things in the room and saying *There is ... / There are ...*.
- Partners listen and repeat what they hear, correcting them if it is inaccurate.
- Have a few pairs say their sentences for the class.

Workbook Grammar

- Direct students to the Workbook for further grammar practice.

DIFFERENTIATION

Below level:

- Have students draw a picture of an animal or a number of the same animals.
- Then they show the class and say a sentence about it using *There is ... / There are ...*.

At level:

- Have students stand in a circle. One student says a singular sentence using a color and animal, such as *There is a blue frog*. The next student in the circle makes the sentence plural, *There are blue frogs*. The third student

makes a new singular sentence. Continue around the entire circle one or two times.

Above level:

- Students draw a line to divide a sheet of paper down the middle. At the top of the left column they write *There is* and at the top of the right column they write *There are*.
- Give students a few minutes to write down as many things as they can from the classroom in each column.
- Then have students circulate and find out how many other students had the same sentences. Check their lists as a class.

Further practice

Workbook Unit 3 pages 23–25

Online practice Unit 3 • Understand

Classroom Presentation Tool Unit 3 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-20

fireworks dark light gray orange pink

B Read and circle the correct words.

- 1 An elephant is pink / gray.
- 2 The sky is black. It's dark / light.
- 3 A goldfish is orange / gray.
- 4 Some flowers are gray / pink.
- 5 The sun is in the sky. The sky is dark / light.
- 6 These are many colors. They're orange / fireworks.

Speaking

E Listen and repeat. Then practice with a partner. You can change the words in bold. 1-23

Do you want to **play** with me?

Sure!

Let's **color**!

OK. Good **idea**!

Word Study

F **Learn** Nouns

Nouns are naming words. A noun is a person, place, or thing.

friend	home	book
person	place	thing

Read the words and match.

1 sister

2 fireworks

3 uncle

4 school

5 ball

6 playground

7 Africa

8 teacher

Write Tell your partner two words that rhyme. Now write a poem in your **Workbook**. page 25

BIG QUESTION 2 Where can we see colors?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

We can see colors in animals.

We can see colors in the sky.

34 Unit 3 Vocabulary: Colors • Listening: Color Details

Speaking: Inviting and Making Suggestions • Nouns Unit 3 35

Summary

Objectives: To learn and understand words about fireworks; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for making suggestions.

To review what students have learned about the Big Question.

Vocabulary: fireworks, dark, light, gray, orange, pink

Listening strategy: Listening for color details

Speaking: Making suggestions

Word Study: Nouns

Writing task: Writing a rhyming poem

Big Question learning point: We can see colors in animals and in the ocean.

Materials: Picture Cards, Big Question Chart, Discover Poster 2, Audio CD, paper and colored markers / crayons, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-20

- Play the audio. Students point to the words as they hear them.
- Play the audio again for students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the opposite of dark? When is it light? When do we see fireworks?*
- Elicit some more animals that represent the new colors (e.g. gray dog, orange cat, pink bird).

B Read and circle the correct words.

- Students read the sentences and circle the correct words.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 gray 2 dark 3 orange 4 pink 5 light 6 fireworks

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Do they like the fireworks? Why? / Why not? 1-21

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

They like the fireworks. They think the colors are beautiful.

D Listen again and number the fireworks. 1•22

- Play the audio again. Ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 2, 1, 3, 4

Speaking

E Listen and repeat. Then practice with a partner. You can change the words in bold. 1•23

COMMUNICATION

- Say each line of the dialogue. Students echo each line. Pay attention to the rising intonation in the question.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time talking to other people in the class.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Nouns

- Read the explanation and examples with the class.
- Write *person*, *place*, and *thing* on the board in columns. Ask *Am I a person?* When students say yes, write your name under the person column. Ask *Is the classroom a person?* *Is the classroom a place?* and write it in the *place* column. Ask *Is this marker a person?* *Is it a place?* *Is it a thing?* Write *marker* on the board in the *thing* column.

Read the words and match.

- If students find distinguishing between place and thing difficult, tell them to ask *Can you go there?* If the answer is yes, it is a place. Or ask *Can you do something with it?* If the answer is yes, it is a thing.
- Then have students complete the matching exercise individually, and check their answers with a partner.

ANSWERS

1 sister – person 2 fireworks – thing 3 uncle – person
4 school – place 5 ball – thing 6 playground – place
7 Africa – place 8 teacher – person

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Throw a ball to a student to catch, saying *thing* at the same time.
- When the student catches the ball, the student says a thing, such as *fireworks*, and then throws the ball to someone else in the circle who catches it and says another thing, until you change the category.
- Continue until every student has thrown and caught the ball, and the words have been said numerous times.

Write: Tell your partner two words that rhyme. Now write a poem in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about colors and animals in this unit. Put the words and expressions on the board.
- Write ____ *cat* on the board. Elicit a color word for cat. Write it on the board. Then write ____ *frog*. Elicit an adjective, a word about the frog, that isn't a color word. Provide students with a hint if necessary, miming small or big with your hands. Write the word they say on the board. Review a few adjectives they know (*big, small, sad, happy*).
- Put students into small groups and have them take turns saying each sentence frame, one using a color word and one using an adjective.

At level:

- Put the following sentence frames on the board: *There is a _____. There is a _____.*
- Have students write the sentence frames in their notebook.
- Put students into pairs and tell them to write two rhyming words in the last blanks. The other blanks can have color words or adjectives.
- Then have pairs check each other's writing.

Above level:

- Have students write three sentences. Each sentence should contain one of the three types of nouns: a person, place, or thing. Each sentence must also contain a color word or an adjective.
- Have students trade their sentences with a partner to read each other's work. Have some students read their sentences to the class.

Big Question 2 Review

Where can we see colors?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 2**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 3 which are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about colors while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 3 pages 26–27

Online practice Unit 3 • Communicate

Classroom Presentation Tool Unit 3 • Communicate

UNIT 4

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-24










B Are they the same or different? Check (✓).

1



	Same	Different
Jellyfish		✓
Seashell		
Starfish		
Seaweed		
Sand		

C Read and circle the correct words.

- A **big picture** / **clock** on a wall is a mural.
- I can **swim** / **sleep** in the ocean.
- I can mix **point** / **crayons**.

Before You Read

Think Do you like painting? What do you like to paint?

Learn Predicting from Titles

Remember, look at the title to help you guess what the text is about.

Look at the titles. Guess what the texts are about. Check (✓).

- In the Ocean**

☐ animals at home
☐ animals on a farm
☒ animals in the water


- Fun at School**

☐ pets
☐ friends
☐ family



E Look at the title on page 38. What do you think the text is about?

PREVIEW

Let's Make COLORS!

In this text, you learn how to make colors.

Art

Summary

Objectives: To understand words about art and the ocean; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish

Reading strategy: Predicting from titles

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-24

- Play the audio. Students point to the words as they hear them.
- Play the audio again. Students repeat the words when they hear them. Pay particular attention to the pronunciation of *seaweed*, *seashell*, *jellyfish*, and *starfish*. The accent is on the first syllable for all words, e.g. 'sea/weed.
- Also, monitor pronunciation of the /l/ sound in *seashell* and *jellyfish*. Have students practice the /l/ sound by putting the tip of the tongue on the roof of the mouth, just behind the teeth while breathing out to practice the sound "luh".
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What are the first two words about? What are two things you can mix together? Where can you see a mural? Where do you find jellyfish? What can you find on the sand?*

B Are they the same or different? Check (✓).

- Model how to do the activity with the first example. Direct students to the two pictures and ask *Are the pictures the same or different?* Look at the jellyfish. Point to the word *jellyfish* in the chart. Ask *Are the jellyfish the same or different?* The jellyfish are different. Put a check in the Different column.
- Students do the activity on their own then compare answers with a partner.
- Check answers with the class.

ANSWERS

Same: seaweed, sand

Different: jellyfish, seashell, starfish

COLLABORATIVE LEARNING

- Tell pairs of students to draw a picture of the ocean that includes the six new ocean vocabulary words.
- When they have finished, ask pairs to exchange their pictures with another pair and write or say the ocean words that they see.
- Pairs check their answers with each other.

C Read and circle the correct words.

- Have students read the sentences. Check understanding of the two options in bold in each sentence.
- Students decide which word in bold is correct. They circle the correct words.
- Check the answers with the class.

ANSWERS

1 big picture 2 swim 3 paint

DIFFERENTIATION

Below level:

- Have students work with a strong student to choose the correct answer and draw a simple picture to illustrate each sentence.

At level:

- In pairs, students point to the pictures in their books and say sentences about them, e.g. *He can mix paint. There's a starfish on the sand.* Go around and help as needed. Remind students that they can use color words and prepositions such as *in* or *on* in their sentences.
- Have a few students say their sentences for the class.

Above level:

- Have students work in pairs to write sentences using the other words in bold, e.g. *I can sleep in my bedroom. I can color with crayons.*
- Have some students read their sentences for the class.

Before You Read

Think

- Have students read the questions.
- Ask one or two students to tell the class their answers. Ask questions for further information: *What colors do you like to paint with? Do you paint with your friends?*
- Students discuss their answers to the questions in small groups.
- Share some of the answers with the class. If students have paintings or drawings that are accessible, they can show them and talk about them, e.g. *This is a blue cat. I like to paint cats.*

D Learn: Predicting from Titles

- Read the tip with the class.
- Review what students learned in Units 1, 2, and 3. Ask *What two things do we do before we read a text?* (Look at pictures, and look at the title.) Point out that in E the pictures won't give a clue, so students have to read the title to predict what the text is about.

Look at the titles. Guess what the texts are about. Check (✓).

- Have students read the title aloud and tell you what they think the first text is about.
- Direct students' attention to the second title. Ask *What do you think this text is about?*
- Have students read the three options and check the answer they think is correct.

CRITICAL THINKING

- Ask the following questions about the first title: *How many animals are there in the world? Are they all the same? How are they different? Can you name some animals that are different from each other?*
- Ask the following questions about the second title: *Do you have fun at school with pets / family? What things do you do with your friends at school that are fun? Where do you have fun with your pets / family?*

ANSWER

friends

DIFFERENTIATION

Below level:

- Have a confident student work with a less confident student.
- Together, students list all the different animals that they think they would find *at home, on a farm, and in the water.*
- Then have them list examples of *pets, friends, and family.*
- Students share their lists with the class.

At level:

- Put students into pairs. They choose one of the other options under each title and list as many words as they know for that category, e.g. animals at home. Have them create a title for a text, e.g. *In my house.*
- Have a few pairs share their title with the class.
- Ask *Is this a good title for the text? Why?*

Above level:

- Tell students to choose one of the options below the titles. Have them write a list of all the words they know for that category.
- Then have them write sentences, e.g. *In the ocean, there are jellyfish and starfish. They're pink, blue, and orange., etc.*
- Students work in pairs to read each other's sentences and think of a title for the text.
- Students share their sentences with the class.

E Look at the title on page 38. What do you think the text is about?

- Ask *What is this text about?*
- Write students' ideas on the board. These should remain on the board for students to use later in the lesson.
- Ask *What do you see in the title word "Colors"?*

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What can we learn about in the text?*
- Tell students to look carefully for some colorful ocean animals.

Further Practice

Workbook Unit 4 pages 28–29

Online practice Unit 4 • Get Ready

Classroom Presentation Tool Unit 4 • Get Ready



Summary

Objectives: To read, understand, and discuss an informational (nonfiction) text; to apply a reading strategy to improve comprehension.

School subject: Art

Text type: Informational text (nonfiction)

Reading strategy: Predicting from titles

Big Question learning point: *We can make and mix colors with paint.*

Materials: Talk About It! Poster, Audio CD, paint

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do the subtitles (the small titles) say?* Point to Primary and Secondary Colors, The Color Wheel, and Using Colors. Have students repeat the subtitles after you, paying attention to pronunciation of *primary*, *secondary*, and *wheel*.
- Ask *What do the subtitles tell us? What do you think this text is about? What do you want to know about paint? What about primary and secondary colors, and the color wheel?*
- Write the words and phrases students say on the board.

During Reading 1-25

- Ask gist questions to check overall understanding of the text, e.g. *What is the first section of the text about? What is the second / third section of the text about?*

- Give students a few minutes to browse the text before answering.
- Ask *What colorful ocean animals do you see?* Students point and say the names and colors.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the text slowly and have students point to the pictures as they repeat. Pause after each sentence to confirm understanding, e.g. say *Point to the three primary colors. Say their names.* Students should point to red, blue, and yellow in their books as they say the name. Then continue to the next sentence.
- Ask follow-up questions at the end of each main section.
- Then have students point and repeat again at a more natural pace.

At level:

- Have students read the text silently to themselves once.
- Put students into pairs to read the text to each other. Move throughout the room and provide help, especially with any unfamiliar words.

Above level:

- Have students read the text individually.
- Put students into pairs and have them summarize the text.

CRITICAL THINKING

Discussion questions:

- *What are the three primary colors?*
- *How do you make the secondary colors?*
- *What do the children paint at their school?*
- *What color paints do they want?*
- *How do they make the colors they want?*
- *Do you ever mix paints? What colors do you make?*

COLLABORATIVE LEARNING

- Tell students to draw a triangle on the Color Wheel on page 38 in their books using a pencil. Model drawing the triangle in your book while saying *Draw a triangle*. Start the line in pencil from red to yellow, then yellow to blue, and then blue to red.
- Put students into groups of three.
- Give each student in each group a color: red, yellow, or blue.
- Ask all the reds to think about how to make orange. Ask all the yellows to think about how to make green. Ask all the blues how to make purple.
- In each group, students should take turns pointing to the colors on the color wheel as they tell each other how to mix their colors, e.g. (yellow group): *We mix yellow and blue to make green*.

After Reading

- Have students look again at the Using Colors section about making the mural. Ask *Do you like this mural? What do you like about it?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the mural.
- Have students say one thing they like about the mural.
- Put students into small groups of three or four.
- Have students discuss what kinds of murals they have seen (if any). Ask *Is there a mural in our school? What does it look like? What kind of mural would you paint?*

DIFFERENTIATION

Below level:

- In small groups, have students point to the parts of the mural and say the names of the objects and their colors.

At level:

- Put students into pairs. Have pairs say what colors were mixed together to make the green seaweed, orange seashell, and purple jellyfish.
- Share some of the examples with the class.

Above level:

- Have students take a sheet of paper and some colored markers or crayons.
- Tell students to draw what you say. Pause between each sentence to give students time to draw. Say *Draw some orange sand. There is a blue starfish on the sand. There's a red fish next to a purple seashell*. Repeat as necessary.
- Have individual students stand up and share their picture with the class and say what they drew.

CULTURE NOTE

Murals are often found on the outside of buildings, but they can be indoors, too. Murals can be found all over the world. Some famous murals are in New York, Mexico, Cuba, and India. In the U.S., it is common for schools to have murals. They are seen as a colorful and fun way of brightening up long and bare walls. The students at the school paint the murals and they often show sports teams, people from history, or places and things found near the school.

Further Practice

Workbook Unit 4 page 30

Online practice Unit 4 • Read

Classroom Presentation Tool Unit 4 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓).

- 1 mixing colors ☐ 3 the mural ☐
2 the color wheel ☐

A Ask and answer the question.



What's your favorite part?

The mural. It's fantastic!



B Look back at the ocean mural. Write the colors.

orange red purple yellow green blue

- 1 The sand is yellow. 4 The fish is .
2 The starfish is . 5 The seaweed is .
3 The seashell is . 6 The jellyfish are .

C Color the secondary colors. Then write.



Think Talk to a partner.

- 1 What's your favorite primary color? And secondary color?
2 Would you like to paint a mural in your school? Why? / Why not?

40 Unit 4 Comprehension

Grammar in Use

D Listen and sing along. **The Starfish** 1-26

The starfish is not in the ocean,
The starfish is on the hot sand.
The starfish is under the seaweed,
So, let's put it back in the sea.



Now the starfish is next to the jellyfish.
The starfish is happy and free.

E **Learn Grammar** In, On, Under, Next To

I am in the ocean.



The seashells are on the sand.



The starfish is under the seashell.



The seaweed is next to the fish.



Choose a picture. Practice with a partner.



It's in the orange seashell.

It's the pink jellyfish.

The pencil is on the desk.

F Look around your classroom. What can you see? Your partner points.

Grammar: Prepositions of Place: In, On, Under, Next to Unit 4 41

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Prepositions of place: *in, on, under, next to*

Grammar practice: Workbook exercises

Grammar production: Using prepositions

Materials: Audio CD, ball or beanbag

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student and have them ask the same question in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Look back at the ocean mural. Write the colors.

ANSWERS

1 yellow 2 blue 3 orange 4 red 5 green 6 purple

- Ask follow-up questions: *What's under the seashell? What's next to the seaweed?*

C Color the secondary colors. Then write.

ANSWERS

1 green 2 purple 3 orange

- Ask follow-up questions: *What colors make orange? What colors make green? What colors make purple?*

Think

- Ask students to think individually about the questions.

COMMUNICATION

- Ask students to write their answers to the first question at the top of the page in their notebook.
- Tell students to stand up and walk around the classroom.
- They need to talk to as many people as they can in five minutes, ask their question, and write down the person's name and their answer.
- Then put students into groups based on their favorite primary color. Have each group discuss their favorite secondary color. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Have groups brainstorm some ideas for things to paint in a mural. Write category words on the board: *things, animals, people, places*. Tell groups to think of at least one idea for each category. Remind students to add a color for each item. Give students time to discuss.

- Discuss some of the ideas for things to paint in a mural and write them on the board, adding to the list so that it ends up representing the answers of the entire class. Ask students for color words for each thing listed.

Grammar in Use

D Listen and sing along. 1-26

CREATIVITY

- Read the song lyrics aloud with the students and make gestures to accompany some of the lyrics, e.g. lift up and look under some imaginary seaweed. Repeat the gestures and lyrics with the students twice.
- Listen to the song once without the gestures and then sing it together as a class with the gestures.

E Learn Grammar: *In, On, Under, Next to*

- Draw students' attention to the prepositions in the sentences. Read the sentences aloud. Demonstrate the meaning of the prepositions with gestures and by pointing to the book.
- Then take a ball, beanbag, or any small object, and practice the prepositions with familiar objects in the classroom. Put the ball on your desk and say *The ball is on the desk*. Have students repeat. Put the ball in a student's backpack. Ask *Where is the ball?* Their answer should be *The ball is in his / her bag*. Practice each preposition several times with different locations.

Choose a picture. Practice with a partner.

- Model how to do the activity with a confident student, reading the two speech bubbles.
- Then put students into pairs to do the activity, describing an item using *It's* and a preposition. Go around and help as necessary.

COLLABORATIVE LEARNING

- Put students into a large circle. Toss a ball or beanbag to a student and say a preposition, e.g. *next to*. The student has to put the ball in a position that is next to something and say a sentence, e.g. *The ball is next to me*.
- Then that student tosses the ball to another student and says one of the prepositions. Continue until everyone has had at least one turn.

F Look around your classroom. What can you see?

Your partner points.

- Put students into pairs. Model how to do the activity by reading the speech bubble. Then have students take turns speaking and pointing.

Workbook Grammar

- Direct students to the Workbook for further grammar practice.

DIFFERENTIATION

Below level:

- Write the following sentence frame on the board: *The starfish is _____ the fish.*
- Put students into groups of four. Have students copy the sentence in their notebook. Each student in the group

chooses a different preposition, writes it in the blank, and then draws a picture to illustrate his / her sentence.

- Students in the group then compare and check each other's pictures and sentences.

At level:

- Have students write four sentences about things they see around the classroom, one sentence for each preposition.
- Share the sentences with the class.

Above level:

- Each student writes four sentences using prepositions. They can be about things in the classroom or ocean life.
- Put students into pairs. Students take turns saying their sentences to their partner. The partner draws a picture to match the sentence. When they are done, the pair compares their pictures to the sentences to check their work.
- Share their work with the class.

Further practice

Workbook Unit 4 pages 31–33

Online practice Unit 4 • Understand

Classroom Presentation Tool Unit 4 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-27


jacket


shorts


sneakers


T-shirt


hat


pants

B Look at the pictures. What clothes do you see? Circle.

1



pants
T-shirt
sneakers
hat

2



jacket
shorts
sneakers
hat

3



jacket
hat
pants
shorts

Listening

Think What are your favorite clothes? What color are they?

C Listen. Do they like these clothes or not? How do you know? 1-28

D Listen again and number the clothes. 1-29



Speaking

E Draw yourself at the ocean. Think about the colors you use. Tell the class about your picture. Use the words in the box to help. 1-30

I have ... There's ... It's ...



I'm in the ocean. I have a yellow hat and red shorts. There's a starfish next to me. It's orange.

Writing Study

F **Learn** Capitals and Periods

The first letter of a sentence is a **capital letter**.
 There's a **period** at the end of a sentence.
 The starfish is under the seaweed.

Are these sentences correct? Circle Yes or No. Then underline the mistake.

1 My hat is orange.	Yes <u>No</u>
2 blue and red make purple.	Yes <u>No</u>
3 Green is a secondary color.	Yes <u>No</u>
4 There's a big, red fish next to the seaweed	Yes <u>No</u>

Write Tell your partner about the colors of your favorite clothes. Now write about them in your **Workbook**. page 31

42 Unit 4 Vocabulary: Clothes • Listening: Color and Place Details
Speaking: Describing Using Colors • Writing: Capitals and Periods in Sentences Unit 4 43

Summary

Objectives: To learn and understand words about clothes; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions describing clothing.

To review what students have learned about the Big Question so far.

Vocabulary: jacket, shorts, sneakers, T-shirt, hat, pants

Listening strategy: Listening for details about clothing

Speaking: Describing using colors

Writing Study: Capitals and periods in sentences

Writing task: Writing about favorite clothes

Big Question learning point: We can see colors in the clothes we wear.

Materials: Picture Cards, Discover Poster 2, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-27

- Play the audio. Students point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of the final -s in **shorts** and **sneakers**.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What do you wear when it's cold? What do you wear on your feet? What two clothes are alike? What two things are blue? What is blue and white?*

B Look at the pictures. What clothes do you see? Circle.

- Model the first example for the class. Read through the words, point to the picture, and say *Yes, I see (pants)*. or *No, I don't see (sneakers)*. Show how to circle the words.
- Have students do the activity individually.
- Put students into pairs to discuss their answers and check.

ANSWERS

1 pants, T-shirt 2 jacket, sneakers 3 hat, shorts

COLLABORATIVE LEARNING

- Put students into small groups and tell them to say what clothing they see each other wearing, e.g. *I see a T-shirt*.
- When they have finished, groups tell the class some of their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Do they like these clothes or not? How do you know? 🎧 1•28

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before discussing the information with the class.

ANSWER

They like these clothes. They say words and phrases such as *I like* and *My favorite*.

D Listen again and number the clothes. 🎧 1•29

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 4, 3, 1, 2

Speaking

E Draw yourself at the ocean. Think about the colors you use. Tell the class about your picture. Use the words in the box to help. 🎧 1•30

COMMUNICATION

- Play the audio as the students read along. Then play the audio again and ask students to read aloud.
- Model how to use the words in the box with the illustration. Say *I have ...* Elicit *a yellow hat and red shorts* from the class.
- Have students do the exercise and draw a picture of themselves at the ocean, then write the three sentences using the words from the box and color words.
- Have students share their writing and pictures with the class.

Writing Study

F Learn: Capitals and Periods

- Write this sentence on the board: *The starfish is under the seaweed.*
- Read the explanation aloud. Have a volunteer come to the board and circle the capital letter, and have a second volunteer circle the period.

Are these sentences correct? Circle Yes or No. Then underline the mistake.

- Read the directions. Read the first example with the class.
- Have students do the activity individually, then compare their answers with a partner.
- Check answers as a class.

ANSWERS

1 No (period missing) 2 No (capital letter missing) 3 Yes 4 No (period missing)

COLLABORATIVE LEARNING

- Write three sentences on the board, each with the words out of order and no capital letters, e.g. *next shell to there's me pink a*
- Put students into groups. Have each group put the sentences in order and write the capital letters and periods.
- Have volunteers from the groups come to the board to write the correct sentences.

Write: Tell your partner about the colors of your favorite clothes. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Have students think about their favorite clothes and list the words, then write the color next to each item.
- Put students into pairs to tell each other about their favorite clothes, using *My favorite (T-shirt) is...*

At level:

- Have each student list three of their favorite clothes and write the color of each.
- Then students circulate around the room and talk to at least five people and write down their favorite clothes and colors.
- Collect the results by writing them together on the board.

Above level:

- Tell students to think of a favorite piece of colored clothing, but to keep it a secret.
- Put students into pairs. Say *You will talk about your favorite clothes without saying what it is or its color, and your partner will have to guess.*
- When each person has taken a turn to describe their favorite clothes and guess their partner's, they write one or two sentences about their partner's favorite clothes in their notebook.

Further practice

Workbook Unit 4 pages 34–35

Online practice Unit 4 • Communicate

Classroom Presentation Tool Unit 4 • Communicate

Wrap Up

A Listen and read along. 1:31

There's blue and red paint on the table. Gus and Billy look at the colors.

Red and blue make purple.

It's purple!

It's blue!

It's red!

There are more colors under the table.

Let's mix yellow and blue!

I'm yellow!

I'm blue!

What color do yellow and blue make?

Billy and Gus like mixing colors.

Look, Dot, we're green!

Oh, no!

Project: Color Mix Chart

B Make a color mix chart.

- Choose two primary colors and the correct secondary color.
- Write the colors at the top.
- Draw or find pictures for each color.

C Put your chart on the wall. Tell the class about it.

D Look at all the charts. Talk about them.

blue

purple

red

BIG QUESTION 2

Where can we see colors?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Summary

Objectives: To show what students have learned about the language and learning points of Units 3 and 4.

Reading: Comprehension of a review story

Project: Make a Color Mix Chart

Writing: List and write about primary and secondary colors

Speaking: Talk about the Color Mix Chart

Materials: Big Question Video, Discover Poster 2, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1:31

- Ask students a gist question before reading and listening to check overall understanding, e.g. *What two colors do Billy and Gus make?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to the two colors.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where is the red and blue paint in this story?
What do Gus and Billy do with the red and blue paint?
Where is the blue and yellow paint?
What does Gus say he is?
What do Gus and Billy like doing?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Have students in each group take a turn to read a panel of the story to the group. Then that student summarizes what the panel was about. The rest of the group listens and helps with the summarizing.
- Students in the group continue reading and summarizing each panel until they come to the end of the story.

Project

21ST CENTURY SKILLS

B Make a color mix chart.

- Tell students to look at the example chart as you read the instructions. Say *Choose two primary colors, such as blue and red, and one secondary color; this one is purple. Do red and blue make purple? Yes, they do. So choose the primary colors that mix correctly to make the secondary color you want.* **COMMUNICATION**
- Say *Then write the colors you choose at the top of your chart. Draw or find pictures for each color. Point to the columns.* **COMMUNICATION**
- Ask a volunteer to repeat the instructions to you. **CRITICAL THINKING COMMUNICATION**
- Have students work individually to make their color chart. Tell them to put four pictures for each color. **CREATIVITY CRITICAL THINKING**

C Put your chart on the wall. Tell the class about it.

- Read the example. Tell students they will talk about their charts. **COMMUNICATION**
- Put all of the color charts on the wall. Each student tells the class about his / her color chart. **COMMUNICATION**
CREATIVITY

D Look at all the charts. Talk about them.

- Have students stand up and look at all the charts.
- Then put students into pairs to talk about the charts. Model an example dialogue with a volunteer, using the example in the book and your own examples from the students' charts on the wall. **COLLABORATION** **COMMUNICATION**
- Have pairs talk about the other students' charts (not their own). **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Have pairs say some things they like about the charts. **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Put the pairs into small groups.
- Have groups discuss what is the same and what is different about all of the charts. Ask *What do you see? Are there a lot of the same colors in the charts? Are there a lot of the same pictures in the charts? Are there a lot of clothes? What about animals?* **COLLABORATION** **COMMUNICATION**
CRITICAL THINKING
- Students in the group continue looking at and analyzing what they see in the charts. Have groups share their ideas with the class. **COLLABORATION** **COMMUNICATION** **CREATIVITY**
CRITICAL THINKING

Further practice

Workbook Unit 4 pages 36–37

Online practice • Wrap Up 2

Classroom Presentation Tool • Wrap Up 2

Units 3 and 4 Big Question Review

Where can we see colors?

A Watch the video.

- Play the video. When it is finished, ask students what they learned about colors.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 2**. Point to familiar vocabulary items and discuss them with the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about colors while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.



BIG QUESTION 3

Where do animals live?

In these units you will:

- WATCH** a video about where animals live.
- READ** about animal homes in the wild.
- LEARN** that animals live in different homes.
- MAKE** an animal booklet.
- WRITE** about where animals live.

A Watch the video.

B Look at the picture. What do you see?

- 1 What animal can you see?
- 2 Where do you think it is?

C Think and answer the questions.

- 1 What animal words do you know?
- 2 Where do pets live?

D Fill out the **Big Question Chart**.

47

Reading Strategies

Students will practice:

- Predicting from titles and pictures
- Identifying characters

Review

Students will review the language and Big Question learning points of Units 5 and 6 through:

- A story
- A project (an animal booklet)

Writing

Students will understand when:

- A question mark ends a question

Students will produce texts about:

- Animal homes, animals in reserves

Vocabulary

Students will understand and use words about:

- Animals, animal homes, taking care of animals in reserves, times of day

Grammar

Students will understand and use:

- *Where* questions with verb *Be*
- *What* and *Who* questions with verb *Be*

Units 5 and 6

Where do animals live?

Students will understand the Big Question learning points:

- Different animals live in different homes.
- Animals live in homes that are safe and are near food.
- Some animals live in reserves and people help them.
- Animals sleep in their homes at different times of day.

Listening Strategies

Students will practice:

- Listening for details
- Listening for time details

Word Study

Students will understand and use words for:

- Irregular Plurals

Speaking

Students will understand and use expressions for:

- Warning people
- Describing animals

Units 5 and 6 Big Question page 46

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 3, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *Where do animals live?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video, then ask students to answer the following questions in pairs: *What do you see in the video? What is happening? What animals do you see? What do you like about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video, then show the class the picture and talk about it.

At level:

- After watching, have students tell a partner three things they saw in the video.
- Elicit the words and phrases from the pairs and write them on the board.

Above level:

- After watching, have students write down three sentences about what they saw in the video, e.g. *I saw a bird in a tree.*
- Put students into pairs to tell each other their sentences. Pairs choose three sentences or write new ones that they think best describe the video.
- Have students share their sentences with the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Have a few students explain what they see.
- Then put students into pairs to discuss the two questions.

ANSWERS

Storks. In a nest next to houses.

- Ask additional questions: *What color are the birds? How many do you see? What colors do you see? Are they on, under, or next to something?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Have students say animal words and write them on the board. Show picture cards from previous units, if needed, to remind students of animal words they've learned.
- Ask the second question. Have students tell where pets live. Remind students of the pets on page 22.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 3** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things and asking *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say words, phrases, or sentences about the picture. They can name objects, describe things by color, or by location.
- Have volunteers from each group stand up and say the words, phrases, or sentences they chose for their picture.
- Repeat until every group has spoken. Ensure all pictures have been talked about.

D Fill out the Big Question Chart.

- Ask the class *What do you know about where animals live? What do you want to know about where animals live?*
- Draw a brainstorming web on the board. Write the words *where animals live* in the middle. Write students' ideas in this web.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Ask students what they know about where animals live, including animal names and colors. Elicit only single-word answers.
- Point to objects in the big picture and on the poster and ask *What's this?* Write the words on the board.

At level:

- Tell students to think of animals they know and where each animal lives. Have students look back at Units 1–4 to get ideas.
- Write the words and phrases students say on the board.

Above level:

- Elicit phrases and short sentences about what students know about where animals live. Have students spell out the words as you write them on the board.

Discover Poster 3

- 1 Crab next to a shell; 2 Gorilla mother and baby;
3 Bird in a tree; 4 Opossum in a tree trunk

Further Practice

Workbook Unit 5 page 38

Online practice • Big Question 3

Classroom Presentation Tool • Big Question 3

UNIT 5

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-32










B Think about the words in **A** and add them to the chart.

Animals	Places
eagle	

48 Unit 5 Vocabulary: Animals and Animal Homes

Before You Read

Think Where do you see animals?

Learn Predicting from Titles and Pictures

Look at the title and pictures. They help you guess what the text is about.

Look at the titles and pictures. Guess what the texts are about. Check (✓).

1



Rafa and Rio

☐ a mother and son

☐ a boy and his friend

☒ a father and son

I think it's about a father and son.

2



Your New Pet

☐ toys

☐ goldfish

☐ colors

I think it's about ...

D Look at the title and pictures on pages 50 and 51. Guess what the text is about.

Reading: Predicting from Titles and Pictures Unit 5 49

PREVIEW

Animal Homes

In this text, we look at different animals' homes.

Life Science



Karen Leitch
Kenny writes books about lots of different things. She also makes animal costumes!



Summary

Objectives: To understand words about animals and where they live; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: eagle, chick, nest, opossum, tree hollow, honeybee, hive, crab

Reading strategy: Predicting from titles and pictures

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-32

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words.
- Pay particular attention to the pronunciation of *hive*. Help students pronounce *v* in *hive*. To make the /v/ sound, the top teeth lightly press into the bottom lip. (But the bottom lip is not curled under.) The mouth is nearly closed, and the vocal cords vibrate as air is pushed out. Note that the position is similar to *f*, but the vocal cords don't vibrate for /f/.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What is a chick? Can a chick become an opossum? What lives in a hive? Where can you find a crab?*

B Think about the words in A and add them to the chart.

- Go over the first example answer with the class: *Eagles are animals.*
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

Animals: eagle, chick, opossum, honeybee, crab

Places: nest, tree hollow, hive

COMMUNICATION

- Put students into pairs.
- Say *Draw a line between the animals and the places where they live. One animal doesn't have a place.* Have the pairs do the activity.
- Then elicit *Which animal doesn't have a place?* Ask *Where does the crab live?* (In the ocean or under the sand.)
- When they have finished, tell the pairs to compare their answers with another pair.
- Check the answers with the class.

ANSWERS

eagle, chick – nest; opossum – tree hollow; honeybee – hive; crab – (sand / ocean / beach)

DIFFERENTIATION

Below level:

- Point to the pictures and drill the words with the class.
- Explain *Eagles live in a nest. Chicks are baby birds. They live in a nest. The opossum lives in a tree hollow. Bees live in a hive. The crab lives near the ocean.*

- Have students draw a picture of one of the animals and its home. Then have students write the name of the animal and the home.

At level:

- Write this sentence frame on the board: *The ____ lives in a ____ next to / in the ____.*
- Have students draw a picture of one of the animals in / on its home and write a sentence to describe their drawing.
- Have individual students stand up and show their pictures to the class and read their sentence aloud.

Above level:

- Tell students to write three sentences about where three of the animals live.
- Then put students into pairs and have students exchange their sentences. Pairs compare and correct their sentences.
- Have pairs read their sentences to the class.

Before You Read

Think

- Ask *Where do you see animals?* Have volunteers answer. Elicit a few places if necessary: *Where do we see pets? Can we see animals in a tree? A yard? A garden? Where do we see crabs? Fish? Eagles?*
- Then put students into pairs and have students discuss where they can see animals.

C Learn: Predicting from Titles and Pictures

- Review the predicting strategies that students have already learned. Ask *Before reading a text, what can we look at to help us predict what it is about? What can we read before we read the text? Do you think we can read the title and look at the pictures before reading a text?* Elicit yes.
- Read the tip and have the students repeat after you.

Look at the titles and pictures. Guess what the texts are about. Check (✓).

- Have the students read the titles to themselves, and then have the class read the titles aloud. Ask students to look at the pictures.
- Ask students to predict what the text is about. Have a few students share their predictions.
- Have students check the answer they think is correct.

ANSWER
goldfish

CRITICAL THINKING

- Ask the following questions to check understanding about the first title and picture: *Who do we see in the picture? Do they look the same age? Do you think they are related? Why / Why not?*
- Ask the following questions to check understanding about the second title and picture: *What does the title tell us? What do we see in the picture? What pet do we think the text is about?*

DIFFERENTIATION

Below level:

- Have students point to the part of the picture that matches the title, e.g. say *Who is Rafa / Rio? How do we know the story isn't about a mother and son?*
- Continue with the other title and picture. As you ask questions about the titles, have students point to the pictures and answer.

At level:

- Tell students to draw a picture to represent a new text about one of the captions under each title, e.g. *a boy and his friend.*
- Have them think of a new title for a text about their picture, e.g. *Sam and James like to play.*
- Put students into pairs and have students look at each other's pictures and guess what the story is about.

Above level:

- Put students into pairs. Tell pairs to look at the pictures, and to brainstorm a new title for each text. Their new title should still match the picture, but be different from the old title.
- For example, ask *What do you see in the first picture? What else do you see? Could this text be about where or how they live?*
- Have pairs think of a new title for each text and write them down, then share their answers with another pair.

D Look at the title and pictures on pages 50 and 51. Guess what the text is about.

- Have students point to the title and read it aloud. Have students point to the pictures and explain what they see.
- Ask *What is this text about?* Write the words and phrases they use on the board, and leave them there as they read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content in the preview bar.
- Read about the author and ask comprehension questions: *What is the name of the author? What does she do? Do you think Karen Latchana Kenney likes animals? How do you know? Would you like to write books about animals?*

Further Practice

Workbook Unit 5 pages 38–39

Online practice Unit 5 • Get Ready

Classroom Presentation Tool Unit 5 • Get Ready

Read 1-33

Animal Homes

Animals make their homes in many places.
Where are some animal homes?

High in a tree is a big eagle's **nest**. There, **eagles** keep their **chicks** safe.

Facts Some eagles are white and brown. They eat rabbits, lizards, frogs, birds, and even small dogs!



An **opossum** lives inside a **tree hollow**. It lines it with leaves and grass. Inside, it stays safe and dry.

Facts Opossums are gray or black. Mother opossums carry their babies on their backs.



Honeybees make a **hive** for their home. They make honey in the hive. The bees have food all winter long.

Facts Honeybees have five eyes. Honeybees can't see the color red.



Some **crabs** make their homes in old seashells. They find new seashells as they get big.

Facts Crabs live under water and on land. They have ten legs.



An animal's home is the best place for it to live.
Where is your home?
How is your home right for you?

Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Life Science

Text type: Informational text (nonfiction)

Reading strategy: Predicting from titles and pictures

Big Question learning point: *Different animals live in different homes. Animals live in homes that are safe and are near food.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Where do animals live?* Have students tell you some places animals live.
- Then have students tell you what they see in the pictures.
- Have students point to the title and subtitle and read them aloud.
- Then ask *What is this text about? What animal homes do you see?* Students say and point to the *nest*, *tree hollow*, *hive*, and *seashell*. Ask *Where does the crab live?* Students point to the seashell and say the word.

During Reading 1-33

- Ask a gist question to check overall understanding of the text, e.g. *What four animals is this text about?*
- Give students a few minutes to browse the text before answering.
- Ask *Which home is high up?*

- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five, sitting in a circle if possible.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and circle any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for details. Put students into groups of four; give each student in each group a letter, A, B, C, or D.
- Ask all the A's to read the part about the eagle, the B's to read about the opossum, the C's to read about the honeybee, and the D's to read about the crab.
- Tell students to read their section silently.
- After reading, tell students to close their books and in their groups take turns retelling the main information from their reading section to each other, e.g. *The eagle's nest is high in a tree. The chicks are safe in the nest. Eagles are white and brown. They eat small animals.*
- Students in the group open their books and read the section to check the answers.

After Reading

- Have students look again at the text. Ask *Where is your home? How is your home right for you?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students use sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss the questions about their homes.
- Have each student say where his / her home is and how it is right for him / her.
- Put students into small groups of three or four to discuss how their own homes are right for them.

DIFFERENTIATION

Below level:

- Have each student draw a picture of his / her home.
- In groups, students describe how their own home is right for them.

At level:

- Have students draw a picture of their own home and include things like family members and pets. Students write one or two sentences about why their home is right for them, e.g. *My home is big. It is nice for my family and my grandmother.*
- In groups, students tell how their home is right for them.

Above level:

- Have students draw a picture of their own home and include things like family members and pets. Students write a paragraph about why their home is right for them. Tell students to write a title for their paragraph.
- Then students trade notebooks with a partner. They read each other's work for accuracy.
- Have students share their paragraphs with the class.

CULTURE NOTE

There are over 60 species of eagles, and most of them live in Europe, Asia, and Africa. Only two species of eagles can be found in North America: the bald eagle and the golden eagle. Eagles are the most famous of the birds of prey, with very long wings and incredibly powerful eyesight. Eagles' nests are called eyries and are usually built in very high trees or on the top of cliffs.

Opossums live in the Western Hemisphere. There are over 103 species of this marsupial. In Australia they are commonly referred to as possums. The largest opossum is slightly bigger than a house cat, and the smallest is the size of a small mouse. They are nocturnal animals and sleep during the day, often only coming out at night. Opossums usually live to be between two and four years old.

Honeybees originally came from South and South East Asia. Now they are found all over the world. Beekeepers keep a lot of hives of honeybees so they can collect their honey. Modern beekeepers move the hives across farm fields. This helps them to pollinate the crops, helping farmers to grow more. This was done a long time ago, but it is becoming popular once again because it is an effective and natural way of helping things to grow.

Crabs live in all the oceans of the world. Crabs can also live in fresh water and on land. Crabs usually walk sideways and are very active. They often fight each other over the best holes to live in. But sometimes crabs work together to find food and to protect the family. Hermit crabs find empty shells to live in. When they find one that fits, they carry it with them for protection.

Further Practice

Workbook Unit 5 page 40

Online practice Unit 5 • Read

Classroom Presentation Tool Unit 5 • Read

Understand

Comprehension



Think What do you like about the text? Check (✓).

- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| 1 the eagle's home | ☐ | 3 the honeybee's home | ☐ |
| 2 the opossum's home | ☐ | 4 the crab's home | ☐ |

A Ask and answer the question.



What's your favorite part?

The crab. It has ten legs!



B Answer the questions.

- Which animal's home is up high?
- Which animal changes its home?
- Which animal makes food in its home?
- Which animal makes its home dry?
- Which animal has five eyes?
- Which animal has ten legs?



Think Talk to a partner.

- Why do animals live in different places?
- Do you know where any other animals live?

Grammar in Use

C Listen and sing along. Where is The Eagle? 1-34

Where is the eagle? Is it in the tree?
No, it isn't. No, it isn't.
It's in the sky. See!

Where are the honeybees?
Are they in the hive?
Yes, they are. Yes, they are.
They're asleep inside!



D Learn Grammar Where Questions

Where's the eagle? It's under the tree.
Where are the chicks? They're in the nest.

Where is → Where's

Look at the picture. Practice with a partner.



Where are the honeybees?

They're under the hive.

E Now look around the classroom. Ask and answer questions with your partner.

Where's the pencil?

It's on the desk.

Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Where questions with verb Be

Grammar practice: Workbook exercises

Grammar production: Asking and answering Where questions with verb Be

Materials: Audio CD, ball or beanbag

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the phrases. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by reading the example with a confident student. Then model it by choosing another confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question to.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Answer the questions.

- Have students answer the questions on their own first and then compare answers with a partner.

ANSWERS

- 1 the eagle's nest 2 the crab 3 the honeybee
4 the opossum 5 the honeybee 6 the crab

CRITICAL THINKING

Discussion questions:

- Why do you think an eagle's nest is "safe"?
- What keeps an opossum's home dry?
- Why do crabs need new shells?

Think

- Ask students to think individually about the two questions and make notes about their answers to them.

COLLABORATIVE LEARNING

- In small groups, ask students to discuss the questions.
- For the first question, have students discuss their answers.
- For the second question, have students compare their lists and come up with one list of unique answers (no duplicates).
- Have groups share their answers with the class. Write them on the board, making one big list of all the class's answers.

CRITICAL THINKING

- Once the class list is complete, put students into pairs to categorize the answers into broad categories.
- Provide an example on the board to help students understand how to do this. Write the questions *Where do fish live? Where do starfish live?* and elicit some answers. Create different categories on the board by writing the headings: *water, land, in a house*, etc.
- Have students apply these (or other) categories to the answers they have collected. Tell students to list any other animals they think of.
- Elicit some of the other categories and additional animals and write them on the board, labelling and organizing the answers.

Grammar in Use

C Listen and sing along. 1-34

CREATIVITY

- Have students read the song lyrics on their own.
- Listen to the song once and then sing it together as a class.
- Ask *What are the two animals the song is about? Where is each animal?*
- Divide the class into two groups. The first group sings the two questions, and the second groups sings the two-line answers. Switch groups and sing the song again.

D Learn Grammar: *Where* Questions

- Draw students' attention to the contracted form of *Where is* (*Where's*). Write *Where is* on the board. Elicit the contracted form from the class and write it on the board.
- Ask *Why do you think we use "where is" with some words and "where are" with other words? What is the difference?*
- Then direct students' attention to the answers. Write on the board: *Where's the eagle? It's under the tree.* Ask *What is "it's" in the answer?* Elicit the answer and draw a line from *the eagle* to *It's*. Elicit what the contraction *It's* means. Use the picture to point out that there is one eagle.
- Do the same for *Where are the chicks? They're in the nest.* Write the sentences on the board and draw a line from *chicks* to *They're*. Elicit the meaning of the contraction *They're*. Use the picture to point out that there are three chicks.

Look at the picture. Practice with a partner.

- Review the prepositions *in, on, under, next to*. Model the activity with a student reading the speech bubbles and pointing to the pictures in the book, then put students into pairs to do the activity.

COLLABORATIVE LEARNING

- Write on the board: *Where's the ____? It's on / in / under the ____.* *Where are the ____? They're ____.*
- Have pairs turn to page 48 to look at the animal pictures. Point to the eagle and ask *Where's the eagle?* Elicit from a confident student *It's in the sky.*

- Have pairs do the activity using all five of the animal pictures. Help as necessary.
- Go around the room and have pairs share their questions and answers.

E Now look around the classroom. Ask and answer questions with your partner.

- Put a pencil on the desk so students can see it. Model the activity with a student reading the speech bubbles and pointing to the pencil.

COMMUNICATION

- Put students into pairs. Tell them to take turns pointing to singular and plural things in the room, asking *Where's / Where are* questions and answering.
- Partners listen and repeat what they hear, correcting it if it is inaccurate.
- Have a few pairs say their questions and answers for the class.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Place several items, such as a pen, a pencil, and a book around the classroom in familiar locations, such as on a desk, under a book, and in a bag. Model asking and answering *Where is / Where are* questions about them with a confident student.
- Then pair a confident student with a less confident student. Have the confident student ask the questions about the things in the classroom using *Where is / Where are* and have the other student answer.

At level:

- Have students stand in a circle. One student asks a question, e.g. *Where's the book?* and tosses a ball (or other small, soft item) to another student who answers *It's under the desk.* Then that student asks a new question before tossing the ball. Continue until everyone has asked and answered a question.

Above level:

- Repeat the same set-up as the below-level activity above, but increase the number of objects to ten. Be sure to say where each item is, e.g. *It's under the desk*, when you place each object to establish the places *in, on, under, and next to*.
- Put students into two teams. Ask *Where's the (bag)?* Students raise their hands. Call on the first student to raise his / her hand and see if they answer correctly *It's (on the chair).*
- Play until one team gets ten points.

Further practice

Workbook Unit 5 pages 41–43

Online practice Unit 5 • Understand

Classroom Presentation Tool Unit 5 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-35


woods
 
field
 
pond
 
squirrel
 
mouse
 
frog

B Look, read, and write.

1  This is a frog.

3  A lot of animals live in a field.

5  This is a pond.

2  The squirrel is gray and brown.

4  This is a pond.

6  There are a lot of trees in the forest.

Listening

Think What animal homes are near your house or school?

C Listen. Why do you think these animals live in these homes? 1-36

D Listen again and check (✓) the animal home. 1-37






54 Unit 5 Vocabulary: Animals and Animal Homes • Listening: Details

Speaking

E Listen and repeat. Then practice with a partner. 1-38

Watch out! Be careful! It's a beehive.

OK. Thanks!

Word Study

F **Learn** Irregular Plurals

Most nouns change when there's more than one:

eagle  eagles 

fox  foxes 

mouse  mice 

Some nouns stay the same:

fish  fish 

Look and write.

 1 nests

 2 frogs

 3 fish

 4 foxes

Write Tell your partner about an animal home. Now write about it in your **Workbook**. 1-39

BIG QUESTION **Where do animals live?**

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

Animals live in different places.

Animals live in a place that's good for them.

Speaking: Warning People • Irregular Plurals Unit 5 55

Summary

Objectives: To learn and understand words about animals and animal homes; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for warning people.

To review what students have learned about the Big Question so far.

Vocabulary: woods, field, pond, squirrel, mouse, frog

Listening strategy: Listening for details

Speaking: Warning people

Word Study: Irregular plurals

Writing task: Writing about an animal home

Big Question learning point: Different animals live in different homes. Animals live in homes that are safe and are near food.

Materials: Picture Cards, Discover Poster 3, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-35

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Break down the pronunciation of 'squirrel'.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which ones are animals? Which ones are animal homes?
What color is the frog? Which home is water?

B Look, read, and write.

- Have students read the sentences and write the correct words. Then compare with a partner.
- Check answers with the class.

ANSWERS

1 frog 2 squirrel 3 field 4 pond 5 mouse
6 woods

Listening

Think

- Have students answer the question first in pairs, and then with the whole class.

C Listen. Why do you think these animals live in these homes? 1-36

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

The animals are safe in these homes. Some have food nearby.

D Listen again and check (✓) the animal home. 🎧 1:37

- Play the audio again and ask students to listen and check which picture in each frame they hear described.

ANSWERS

left picture, right picture, left picture, right picture

Speaking

E Listen and repeat. Then practice with a partner. 🎧 1:38

COMMUNICATION

- Play each line of the dialogue, which students echo.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time talking to other people in the class.
- Have three different pairs stand up and model their short dialogue for the class.

Word Study

F Learn: Irregular Plurals

- Read the explanation and examples with the class.
- Direct the class to notice how the words change when there is more than one. Ask *How does "eagle" change when it becomes plural? How does "fox" change? How does "mouse" change? How does "fish" change?*

Look and write.

- Have students write the correct plural words individually and check their answers with a partner.

ANSWERS

1 nests 2 frogs 3 fish 4 foxes

COLLABORATIVE LEARNING

- Write these five words on the board: *elephant, tortoise, jellyfish, starfish, seashell, chick*.
- Have students write the words in their notebook. Say *Make these words into their "plurals," which means more than one. Do the words change? Write the plural words.*
- After students have written the words, put them into small groups to compare their answers and decide what the correct plural versions of the words are.
- Check the answers as a class. Invite a student from each group to the board to write their versions of the plurals. Compare the answers with the class. Have a confident student from each group look up the correct plural of the word if the class isn't sure.

Write: Tell your partner about an animal home. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Tell students they will complete a sentence about an animal's home and draw a picture of it.
- Model a sentence frame. Write on the board: *The ____ lives in / on the ____*. Elicit an animal word. Write it in the first

blank on the board. Then elicit the animal's home for the second blank. Write it on the board. Elicit *in* or *on*. Then have the students read the completed sentence *The (cat) lives in the (house)*.

- Have students draw a picture of an animal home and write the sentence.
- Put students into small groups to take turns saying their sentence as they show their picture.

At level:

- After students have written in their Workbooks, put them into small groups based on the animals they have written about. Try to put similar animals together.
- Have students in the group check each other's writing. Have the group discuss their animals and come up with one to two more sentences about each of them.
- Have students write their new sentences and then check their work with a partner within the group.
- Have a few students read their sentences to the class.

Above level:

- Put students into pairs to brainstorm animals they know personally or famous ones from cartoons.
- Have the pairs write about the animal using the eagle model and the sentence frames from the Workbook, *My animal is _____. It lives _____. The _____ keeps the _____ safe*. Tell students to add two more sentences about their animal, e.g. what it eats, what color it is. Help with writing if needed. Remind students they may want to change *it* to *he* or *she*, particularly if it is a pet.
- Have pairs join another pair. One member of each pair reads their paper without saying what or who the animal is. The other pair has to guess.
- Have some students read their paragraphs for the class to guess.

Big Question 3 Review

Where do animals live?

A Watch the video. 🎥

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 3**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 5 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask what students have learned about where animals live while studying this unit. Ask what information is new and add it to the chart.

Further practice

Workbook Unit 5 pages 44–45

Online practice Unit 5 • Communicate

Classroom Presentation Tool Unit 5 • Communicate

UNIT 6

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-39










B Read and write the words.

- I'm tired. I want to _____.
- There are a lot of trees in a _____.
- Parents _____ their daughters and sons.
- My best friend isn't here. I _____ her.
- An _____ is an animal.
- Teachers _____ us at school.
- The squirrels are hungry. We _____ food for them.
- Some animals live in a _____.

56 Unit 6 Vocabulary: Animal Reserves

Before You Read

Think Do you take care of an animal? What animals do you think live on reserves?

Learn Identifying Characters:
The people or animals in a story are **characters**. When you read, look out for the characters. This helps you understand the story.

Read the stories. Who are the characters? Write.

1



Ali watches the fireworks with his parents. Ali's parents like the blue and yellow fireworks. He likes the red fireworks.

Characters:
Ali
Ali's mother
Ali's father

2



I'm Jin. I have a purple ball. It's my kitten's favorite toy. My kitten's name is Jo-Jo.

Characters:

D Look at the pictures on pages 58 and 59. Who are the characters in the story?

Reading: Identifying Characters Unit 6 57

PREVIEW

My Friend, Anak

In this story, we read about an orangutan, called Anak, and a woman, called Dian, at a reserve in Indonesia.

Summary

Objectives: To understand words about animal reserves; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out

Reading strategy: Identifying characters

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-39

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the syllables of 'o/rang/u/tan.
- Also pay attention to the pronunciation of *r* in *rainforest* and *r* and *v* in *reserve*. The tip of the tongue curls up towards the roof of the mouth, but does not touch it. The middle part of the tongue is raised up and the sides of the tongue press against the upper teeth in back.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: Which one is an animal? Which words are places? Which words are things you do / verbs? What is the boy doing in "put out"? Elicit putting out food for the birds / bird seed / giving food to the birds.

B Read and write the words.

- Direct students to the first sentence. Have students read the sentence and then point to the picture of *take a nap*.
- Have students do the activity on their own and compare answers with a partner.
- Check answers with the class.

ANSWERS

1 take a nap 2 rainforest 3 take care of 4 miss
5 orangutan 6 teach 7 put out 8 reserve

COLLABORATIVE LEARNING

- Have students write two sentences using the new vocabulary words, e.g. *The orangutan is in the tree.*
- When they have finished, tell students to exchange their sentences with another student to check their work.

DIFFERENTIATION

Below level:

- Ask questions about the sentences from B and have students point to the picture. Say, e.g. *Who misses her friend?* Students point to the picture of the girl for "miss."

At level:

- Have students close their books. Say one of the vocabulary words. Students write it. Continue for all words.
- Check the answers with the class.

Above level:

- Have students work in pairs to write three questions using the new words, e.g. *When do you take a nap?*
- When they have finished writing, tell students to exchange their questions with another student. They then write the answers to the questions.
- Then the pairs read their questions and answers aloud as they check their work.
- Have some students read their questions and answers for the class.

Before You Read

Think

- Have students read the questions.
- Ask one or two students to answer. Ask questions for further information: *Do you miss your (animal)? Do you put out food for your animal? What does it eat? Do small animals live in reserves?*
- Students discuss their answers to the questions in small groups.
- Then students should share some of the answers with the class.

C Learn: Identifying Characters

- Read the explanation with the class.
- Ask *Do you know of any characters?* Elicit names of well-known characters from books, movies, and cartoons that the students know.

Read the stories. Who are the characters? Write.

- Have students read the first story on their own, and then complete the activity.
- Students compare answers with a partner before checking answers with the class.

ANSWERS

Jin Jo-Jo

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *Who is the story about? Who else is the story about? What is the story about?*
- Ask the following questions to check understanding about the second text: *Who is the story about? Who else is the story about? What is the story about?*

DIFFERENTIATION

Below level:

- Have students practice browsing the stories for character names. Students listen as you read the text and point to each character's name as you say it.
- Read the first sentence aloud, *Ali watches the fireworks*. Students say and point to the word *Ali* in their books.

- Continue scanning and reading the rest of the text in this way. When you come to the end, say *Let's review*. Point to all the character names and say them: *Ali, Ali's parents (mom and dad)*. Students point to and say all instances of the character names.
- Do the same for the second text.

At level:

- Put students into pairs to practice finding character names. Have pairs scan the text silently and point to each instance of a character's name, and say it aloud when they come to it.
- Model how to do this by moving your finger along the first sentence (reading silently), and pointing and saying *Ali* aloud when you come to it.
- Have students continue to scan the text like this in pairs, saying character names aloud. Go around the room and monitor their progress.

Above level:

- Put students into pairs to silently read, point to, and say the character names in the texts.
- Say *Ali and Jo-Jo the kitten are characters. Ali watches the fireworks at his home. The kitten plays with the ball in Jin's bedroom*. Ask *Why aren't Ali's home and Jin's bedroom characters?*
- Pairs share their ideas with the class. If necessary, refer students to the Learn point "The people or animals in a story are characters." Explain that things, buildings, or places like cities, for example, aren't characters.

D Look at the pictures on pages 58 and 59. Who are the characters in the story?

- Ask the question, and write the words and phrases the students use on the board. Leave them on the board as students read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What are the characters called? Which country are they in?*
- Tell students to read carefully for Anak's surprise.

Further Practice

Workbook Unit 6 pages 46–47

Online practice Unit 6 • Get Ready

Classroom Presentation Tool Unit 6 • Get Ready

Read 1-40

My Friend Anak

This is a story about an **orangutan** called Anak.

My name is Dian. I take care of young orangutans at the Happy House Reserve in the **rainforest**. These young orangutans don't have families. They can't live alone.

What's this, Anak?

Anak is a baby. I **take care of** her every day. I give her milk from a bottle. I **teach** Anak about the rainforest. We have fun together. Anak isn't sad or lonely.

Anak is now four years old. She eats fruit, leaves, and flowers. She can climb trees. She plays with other orangutans. But I am still Anak's special friend.

Anak is eight years old now. She sleeps and eats at the reserve. She plays in the rainforest a lot. Sometimes she **takes a nap** there.

Anak is twelve years old now. She lives and sleeps in the rainforest. I **put out** Anak's favorite foods, but she doesn't come. I **miss** Anak!

Look! Who's this? It's Anak. She's fifteen. She has a baby! Anak and I are happy to see each other.

Who's that?

I miss Anak, but I'm happy. Anak lives in the rainforest and teaches her baby how to live there, too.

Summary

Objectives: To read, understand, and discuss a realistic fiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Realistic fiction

Reading strategy: Identifying characters

Big Question learning point: *Some animals live in reserves and people help them.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What does the subtitle (small title) say?* Have students repeat the subtitle after you.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do you think this text is about? What do you want to know about this story?*
- Write the word and phrases students say on the board.

During Reading 🕒 1-40

- Ask a gist question to check overall understanding of the text and allow students a few minutes to browse the text. Say, e.g. *Look at the pictures on page 58 and compare them to page 59. What happens to Anak the orangutan and the girl?* Elicit *They look older.* Ask *Do you think this story happens in one day or over a long time?*
- Ask *Do you see Anak's surprise?* Students point to Anak's baby on page 59.

- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have students take turns reading the text aloud to each other, with the stronger reader helping to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and circle any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

Discussion questions:

- *Why do baby orangutans live at the Happy House Reserve?*
- *How does Dian feed baby Anak?*
- *When Anak is eight years old, what does she do in the rainforest?*
- *How old is Anak when she stops coming to see Dian?*
- *What is Anak's surprise?*
- *What can Anak do in the end?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups.
- Tell the groups they will write a summary. The summary will be a list of five to six key points in the story. These can be simple sentences or phrases.
- Have the students read together and then suggest the main idea, or summary, for each paragraph, and take notes.
- The groups look over their notes and revise them if necessary.
- Have groups read or tell the class about their summary. Encourage all members of each group to take turns to speak while sharing their information.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what they think of the story. Ask *What did you learn about animal reserves? Would you like to work at an animal reserve? What kinds of animals would you like to help?*

DIFFERENTIATION

Below level:

- In small groups, have students point to their favorite part of the story or illustration and say what they like about it.

At level:

- Put students into pairs. Have pairs say what they learned about an animal reserve. They can point to the pictures and text.
- Share some of the examples with the class.

Above level:

- Have students think about what kind of animals they would like to work with at an animal reserve. Say *Think about this: You work at an animal reserve. What kind of animals do you like to help? Where is the reserve? What do you help the animals learn?*
- Tell students to think about the questions and make notes.
- Put students into pairs to compare their ideas and discuss what it would be like if they worked at an animal reserve.
- Have a few individual students tell the class their ideas.

CULTURE NOTE

Orangutans are orange-brown primates (great apes) that live in the rainforests in Indonesia and Malaysia. They mostly live in trees. Their arms are longer than their height, which helps them climb through the trees. They are very intelligent primates. They use tools and sleep in leafy nests at night. Fruit is the main component of their diet. Today, they are endangered due to deforestation and hunting.

Animal sanctuaries like the one in the story help baby orangutans who have lost their mothers, possibly due to poaching, to grow old enough to survive on their own. In the wild, baby orangutans live with their mothers until they are six or seven years old, and they live to be between 30 and 40 years old.

Further Practice

Workbook Unit 6 page 48

Online practice Unit 6 • Read

Classroom Presentation Tool Unit 6 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

- | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|
| 1 Dian teaches Anak. | ☐ | 3 Anak has a baby. | ☐ |
| 2 Dian misses Anak. | ☐ | 4 Anak teaches her baby. | ☐ |

A Ask and answer the question.



What's your favorite part?

Anak's baby. It's a surprise.



B Who are the important characters in the story? Write.

- 1 _____ 2 _____ 3 _____

C Read and match.

- | | | |
|---------------------|---|--|
| 1 baby | • | a Anak can climb trees. |
| 2 four years old | • | b Anak lives and sleeps in the rainforest. |
| 3 eight years old | • | c Anak has a baby. |
| 4 twelve years old | • | d Anak drinks milk from a bottle. |
| 5 fifteen years old | • | e Anak plays in the rainforest a lot. |

Think Talk about the story.

- At the beginning of the story, why is Anak at the reserve?
- At the end of the story, is Dian happy or sad? Why?

Grammar in Use

D Listen and sing along. **Two Birds** (P 1-18)

Two birds sit in a tree one day.
They watch all the animals run and play.
Baby bird asks, "Who's that? Who's that?"
It's an orangutan, taking a nap.
"And what is that?" he asks his mother.
"It's on egg ... it's your baby brother!"



E **Learn Grammar** What and Who Questions

What's that?
It's a tree.



Who's this?
It's Anak.



What is → What's
Who is → Who's

Ask and answer with your partner.



F Now look around your classroom. Ask and answer with your partner.

Who's that?

It's Karima.

Summary

Objectives: To demonstrate understanding of a realistic fiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: What and Who questions with verb Be

Grammar practice: Workbook exercises

Grammar production: What and Who questions with verb Be

Materials: Audio CD, ball or beanbag

Comprehension

Think

- Have students check the parts they like about the story.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Who are the important characters in the story? Write.

- Have students complete the activity individually before checking answers with the class.

ANSWERS

1 Dian 2 Anak 3 Anak's baby

- Ask follow-up questions: *Who can be a character in a story? Name two things. Which character tells the story? Which two characters in the story don't speak? Why aren't the Happy House Reserve or the rainforest characters?*

C Read and match.

- Ask *Did the story happen in a day or over time? How much time?*
- Direct students' attention to the five stages (ages) in Anak's life in their books. Say *Read the sentences and match the ages to the things Anak can do.*
- Have students try to complete the activity on their own. Then have them compare answers with a partner.
- Check the answers with the class.

ANSWERS

- d Anak drinks milk from a bottle.
- a Anak can climb trees.
- e Anak plays in the rainforest a lot.
- b Anak lives and sleeps in the rainforest.
- c Anak has a baby.

- As you check the answers, have students turn to pages 58 and 59 and find the passages that match the content.

Think

- Ask students to think individually about the two questions.

COMMUNICATION

- Ask students to write their answers in their notebook.
- Tell students to turn back to the story and find phrases and make notes that support their answer for the second question.
- After students have had a chance to answer the questions, put them into small groups to discuss the questions. Have students explain their answers using the notes they took. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Explain that students will make a time line. Say *A time line shows what happens in the story.* Draw a line on the board. Say *This is a time line. The story starts here.* Make a mark at the left end. Say *For everything that happens, we make a mark, until we get to the end of the story, here.* Make a mark at the right end of the line.
- Have students draw a line with five ages from left to right: *baby, 4 years old, 8 years old, 12 years old, 15 years old.* Explain that students will find and write how Dian's feelings change through the story. Say *At "baby", the text says "we have fun together." Do you think that means Dian is happy or sad? So let's write a sentence for "baby" that Dian is happy because ...*
- Have groups look back to the story and complete the time line by writing five sentences about Dian's feelings at certain points in the story.
- Have groups compare their answers with the class. (Possible answers: Baby: Dian is happy because she has fun with Anak. 4 years old: Dian is happy to be Anak's special friend. 8 years old: Dian is happy. 12 years old: Dian misses Anak. 15 years old: Dian is happy to see Anak again. She misses Anak, too.)

Grammar in Use

D Listen and sing along. 1•41

CREATIVITY

- Listen to the song once and then sing it together.
- Divide the class into small groups. Choose one confident student in each group to sing the lines where baby bird speaks. The rest of the group sings the rest of the song.
- Swap roles with another student playing baby bird, and sing the song again.

E Learn Grammar: *What* and *Who* Questions

- Draw attention to the *What* and *Who* questions and answers. Read the questions aloud. Have the class read the answers.
- Elicit from the class the full form of the contractions *What's* and *Who's*.
- Ask *When do we use "What" and when do we use "Who"?*

Ask and answer with your partner.

- Model how to do the activity with an above-level student by reading the speech bubbles, then put students into pairs to do the activity. Have students select items for their

partners to feel (eyes closed) and guess. Remind them of the difference between *this* and *that*. Go around and help as necessary.

COLLABORATIVE LEARNING

- Put students into a large circle. Toss a ball to a student who is far from you and ask *What's that?* The student has to answer *It's a ball.* That student can toss it far to ask *What's that?* or hand it close to ask *What's this?* (Remind students when to use *this* / *that* if necessary.)
- Continue until everyone has had at least one turn.

F Now look around your classroom. Ask and answer with your partner.

- Model how to do the activity with an above-level student by reading the example in the book.
- Put students into pairs and have students take turns speaking and pointing to things or people in the classroom.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the following on the board: *What's this? It's ____.* *What are these? They're ____.*
- Have students copy the questions in their notebook and draw a picture to go with each question. Tell them to draw one thing for *What's this? It's ____.* and more than one thing for *What are these? They're ____.*
- Put students into pairs to switch notebooks and write the answers to the questions.
- Then students return the notebooks and check each other's work together.

At level:

- Write on the board these four sentence frames: *It's a ____.* *It's my ____.* *They're ____.* *They're your ____.*
- Students complete the sentence frames and then trade notebooks with a partner. The partner writes appropriate questions using *What's this?* *What are these?* or *Who's this?*
- Have pairs check each other's work. Help as needed.

Above level:

- Students each draw four pictures of singular and / or plural objects.
- Put students into pairs to trade notebooks and write questions and answers for each picture.
- When they are done, the students return their notebooks and work together to check their sentences.
- Share their work with the class.

Further practice

Workbook Unit 6 pages 49–51

Online practice Unit 6 • Understand

Classroom Presentation Tool Unit 6 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-42


day
 
night
 
morning
 
midday
 
afternoon
 
evening

B Think about what you do at different times of the day. Complete the chart.

sleep play eat work

Morning	Midday	Afternoon	Evening	Night

Listening

Think What time of day do you sleep? When do you think animals sleep?

C Listen. Which animals sleep in the daytime? 1-43

D Listen again and check (✓) the correct pictures. 1-44

morning




afternoon




evening




night




Speaking

E Think of an animal with your partner. Tell the class three clues. Use the words in the box to help. You can change the words in bold. 1-45

It's ... It lives ... It's a ...



Writing Study

Learn Question Marks

There is a **question mark** at the end of a question.
 What is it?

Read and write a question mark or a period.

1 Who are they ?

2 There's a chick in the nest

3 What are these

4 Where is the crab

5 The honeybee is under the hive

6 Where's the reserve

Write Tell your partner about animals on reserves. Now write about them in your **Workbook**. page 57

62 Unit 6 Vocabulary: Times of Day • Listening: Time Details
Speaking: Describing Animals • Writing: Question Marks Unit 6 63

Summary

Objectives: To learn and understand words about times of day; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions describing animals.

To review what students have learned about the Big Question so far.

Vocabulary: day, night, morning, midday, afternoon, evening

Listening strategy: Listening for details about times of day

Speaking: Describing animals

Writing Study: Question marks at the end of questions

Writing task: Writing about animals in reserves

Big Question learning point: Animals sleep in their homes at different times of day.

Materials: Picture Cards, Discover Poster 3, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-42

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Draw a horizon line on the board and draw an arc over it that will become the sun's path over the horizon. Draw a sun close to the lower left horizon. Ask *What time does the sun come up?* Have the class spell *morning* as you write the word on the board.
- Draw a sun high at noon. Ask *What time of day is it when the sun is here?* Have the class spell *midday* as you write it near the sun.
- Do the same for *afternoon*, *evening* and *night*, drawing the sun and having the class spell the words for you to write.

B Think about what you do at different times of the day. Complete the chart.

- Direct students' attention to the word box and the chart. Model the first example for the class. Point to the word *sleep* and ask *When do we sleep? In the morning? Midday? Afternoon? Evening? At night?* Show where to write the word in the chart.
- Have students do the activity individually.
- Then put students into pairs to discuss their answers and check as a class.

COLLABORATIVE LEARNING

- Put students into small groups and tell them to say what time of day they do the activities in the word box. Model the activity with an above-level student: say *I take a nap in the afternoon. What about you?*
- Have students do the activity. When they have finished, ask the groups to tell the class some of their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Which animals sleep in the daytime? 🎧 1-43

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

Opossums

D Listen again and check (✓) the correct pictures. 🎧 1-44

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

morning: left picture; afternoon: right picture;

evening: left picture; night: left picture

Speaking

E Think of an animal with your partner. Tell the class three clues. Use the words in the box to help. You can change the words in bold. 🎧 1-45

COMMUNICATION

- Play the audio as the students read along. Then play it again and ask students to read aloud.
- Model how to use the words in the box with your own example. Say *It's big. It lives in Africa. It's gray. What is it?*
- Put students into pairs to do the exercise.
- Have different pairs stand up and say their animal clues for the class.

Writing Study

F Learn: Question Marks

- Read the explanation aloud. Have students point to the question mark in their books.

Read and write a question mark or a period.

- Read through the first example with the class. Ask *How do we know this is a question?*
- Have students do the activity, then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 ? 2 . 3 ? 4 ? 5 . 6 ?

COLLABORATIVE LEARNING

- Write two questions and one sentence on the board, all without punctuation. Do not capitalize the first letter in each sentence. Make sure the two questions begin with *Is* and *Do*, not a *Wh-* word, e.g. *is that your dog, she likes honeybees, do you see the orangutan.*

- Put students into groups. Have each group write the sentences with a capital letter and either a period or a question mark.
- Have volunteers from the groups come to the board to write the correct sentences. Check students' understanding by asking what the question words are.

Write: Tell your partner about animals at reserves. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Have students think about an animal they learned about and list words and phrases about it. Then have students draw a picture.
- Put students into pairs to tell each other about their animal.

At level:

- Have students write about their animals.
- Then students circulate around the room and talk to at least five people. Students tell each other about their animals without saying what the animal is. The students note down what animal they think it is. Students should not reveal the answers yet.
- Go around the class and find out what students guessed for each other before having the writer reveal their animal.

Above level:

- Put students into pairs. Say *You will talk about your animal without saying what it is, and your partner will guess what it is.*
- When each person has taken a turn to describe their animal and guess their partner's, they write one or two sentences about their partner's animal in their notebook.
- Have students brainstorm together to write one more sentence about each of their animals. Can they add extra information about, for example, its daily habits, where it lives, if it is / isn't friends with other animals?
- Have students tell the class about their animals, including the additional information.

Further practice

Workbook Unit 6 pages 52–53

Online practice Unit 6 • Communicate

Classroom Presentation Tool Unit 6 • Communicate

Wrap Up

A Listen and read along. 1-46

It's morning. Everyone is at the reserve.

Where's Gus?

Gus is in the tree.

What am I?

An orangutan!

Gus is in the pond. There's a frog in the pond, too.

Gus is in the tree hollow. Look at the baby opossums.

What am I?

An opossum!

Where's Gus now?

I'm in the pond. I'm a frog!

Oh, no! Gus is next to a beehive!

Look at the honeybees! They aren't happy!

Look! I'm a honeybee.

Oh, no! Run!

No, Gus!

64 Review

Project: An Animal Booklet

B Make an animal booklet.

- Choose an animal.
- Fold and staple paper to make a booklet.
- Find or draw pictures.
- Write.

C Show your animal booklet.
Tell the class about it.

This is a squirrel.

D Look at all the booklets.
Talk about them.

A honeybee's home is a hive.

BIG QUESTION 3

Where do animals live?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Animal Booklet Big Question 3 65

Summary

Objectives: To show what students have learned about the language and learning points of Units 5 and 6.

Reading: Comprehension of review story

Project: Make An Animal Booklet

Writing: List and write about animals and their habits

Speaking: Talk about the booklets

Materials: Big Question Video, Discover Poster 3, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-46

- Ask students a gist question before reading and listening to check overall understanding, e.g. *Where are Billy and Gus?*
- Give students a few minutes to browse the text and answer the question.
- Ask students to point to the baby opossums.

CRITICAL THINKING

- Ask the following questions to check understanding:
When does the story happen? What does Gus do in the story? What animals does Gus say he is? Why is Gus in the pond? Why do they run at the end of the story?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Divide groups into a narrator, Gus, and the other kids.
- Students read their lines. Then they switch roles.

Project

21ST CENTURY SKILLS

B Make an animal booklet.

- Tell students to look at the example as you read the instructions. **COMMUNICATION**
- Ask a volunteer to read aloud the animal booklet about squirrels on page 65. Check the students' understanding of what they can write. Ask *What types of information do you see in the animal booklet?* Elicit, e.g. *color, what they eat, where they live, where their home is.* Tell students they can include this type of information about their animal. **COMMUNICATION CRITICAL THINKING**
- Have students work individually to make their animal booklets. **CREATIVITY**

C Show your animal booklet. Tell the class about it.

- Read the example. Tell students they will talk about their booklets.
- Each student tells the class about his / her booklet. **CREATIVITY COMMUNICATION**

D Look at all the booklets. Talk about them.

- Put the booklets out where students can see them. Have students stand up and look at all the booklets.
- Then put students into pairs to talk about the booklets. **COLLABORATION COMMUNICATION**
- Have pairs talk about other students' booklets (not their own). **COLLABORATION COMMUNICATION CREATIVITY**

- Have pairs say some things they like about the booklets.
COLLABORATION COMMUNICATION CRITICAL THINKING
- Put the pairs into small groups.
- Tell them to talk about the booklets. Say *Do the booklets have the same types of information? What is the same or different? What about booklets about the same animals? How are those the same or different?* COLLABORATION COMMUNICATION CRITICAL THINKING
- Students in the group continue looking at and analyzing what they see in the booklets. Have groups share their ideas with the class. COLLABORATION COMMUNICATION CRITICAL THINKING CREATIVITY

Units 5 and 6 Big Question Review

Where do animals live?

A Watch the video.

- Play the video. When it is finished, ask students what they know about animal homes now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 3**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about animal homes while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 6 pages 54–55

Online practice Units 5 and 6 • Wrap Up 3

Classroom Presentation Tool Units 5 and 6 • Wrap Up 3



BIG QUESTION 1
How are seasons different?

In these units you will:

- WATCH** a video about the seasons.
- READ** about seasons and a boy and his apple tree.
- MAKE** a seasons journal.
- LEARN** what happens in the seasons.
- WRITE** about your favorite season.

A Watch the video.

B Look at the picture. What do you see?

- Do you like to play outside? Where?
- What color are the leaves? Why?

C Think and answer the questions.

- How many seasons do you know?
- What season is it now?

D Fill out the **Big Question Chart**.

66 Big Question 1 67

Reading Strategies

Students will practice:

- Captions

Vocabulary

Students will understand and use words about:

- Seasons, weather, seasonal activities

Grammar

Students will understand and use:

- Simple Present with *It*
- Simple Present with *I* and *You*

Review

Students will review the language and Big Question learning points of Units 7 and 8 through:

- A story
- A project (a seasons journal)

Units 7 and 8

How are seasons different?

Students will understand the Big Question learning points:

- Plants and animals do different things in different seasons.
- The weather is different in different seasons.
- Trees change according to the seasons.
- People do different activities in different seasons.

Listening Strategies

Students will practice:

- Listening for details

Writing

Students will understand when:

- To use commas in a list
- Students will produce texts about:
- Their favorite season, what they do in different seasons

Word Study

Students will understand and use words for:

- Compound Nouns

Speaking

Students will understand and use expressions for:

- Inviting people
- Asking and telling about activities

Units 7 and 8 Big Question page 66

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 4, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *How are seasons different?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished ask students to answer the following questions in pairs: *What do you see in the video? What is happening? What seasons do you see? What do you like about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- Have students say two things they saw in the video.
- Ask them to tell a partner what they saw using the words and phrases they know.

At level:

- Put students into pairs to discuss the main ideas of the video and think of three to four words or phrases that they think best describe the video.
- Elicit the words and phrases from the pairs and write them on the board.

Above level:

- Have students ask a partner about three things they saw in the video, e.g. *Did you see the apple tree? Yes, I did.*

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Have a few students say what they see.
- Then put students into pairs to discuss the questions.

ANSWERS

1 Students' answers will vary.

2 The leaves are yellow / brown / orange because it is fall.

- Ask additional questions: *What is she wearing? What colors do you see? What color is the girl's hair?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Have students say season words, and write them on the board.
- Ask the second question. Have students explain what season it is right now.
- Ask further questions for students to discuss with a partner: *What is this season like? What do you like to do in this season?*

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 4** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and asking *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say words, phrases, or sentences about the picture. They can name and describe things by color or by location.
- Have volunteers from each group stand up and say the words, phrases, or sentences they chose for their picture.
- Repeat until every group has spoken. Ensure all pictures have been talked about.

D Fill out the Big Question Chart.

- Ask the class *What do you know about the different seasons? What do you want to know about how seasons are different?*
- Draw a brainstorming web on the board. Write *How seasons are different* in the middle and add the words from students around these words. Draw separate circles and write *summer, fall, winter, spring* and add season-specific words to those circles.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how seasons are different, including weather, seasonal activities, and holidays.
- Point to objects in the big picture and on the poster and ask *What's this?* Write the words on the board.

At level:

- Tell students to think of how seasons are different and list words or phrases about it, including weather, seasonal activities, and holidays.
- Elicit information from the students' lists. Write the words and phrases students say on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about how seasons are different. Ask students to categorize words by specific season where appropriate.

Discover Poster 4

1 Bee taking nectar from flowers; 2 Trees in a park in fall; 3 Family outing at a park; 4 Children making a snowman / Children waiting to buy ice pops

Further Practice

Workbook Unit 7 page 56

Online practice • Big Question 4

Classroom Presentation Tool • Big Question 4

UNIT 7

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-47











B Write the words in the correct order.

cold warm hot cool

_____ hot _____

C Think about the words and add them to the chart.

snow long short rain	Time words	Weather words

Before You Read

Think What's your favorite season? Why do you like it?

Learn Captions

Sometimes pictures have **captions**. Captions tell you more about the pictures. When you read, look at the captions. They help you understand the text.

Match the pictures and captions.

- 1 
- 2 
- 3 
- 4 

- a A spring mural at a school in Japan
- b You can see fireworks in the fall in the UK.
- c Leo's favorite season is summer.
- d Bees stay in the hive in the winter.

Look at the pictures and captions on pages 70 and 71. What do you think the text is about?

PREVIEW

The Four Seasons

In this text, we read about what happens in the different seasons.

Earth Science

Summary

Objectives: To understand words about weather and time; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: warm, hot, cool, cold, rain, snow, long, short

Reading strategy: Captions

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-47

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay particular attention to the pronunciation of the vowel sounds, especially in *warm* and *short*. Say *Look at the words "warm" and "short". Write the words on the board. Ask What is the vowel in each followed by? (-r) Underline the vowels ar and or. Help students pronounce /or/ in warm and in short. Ask Are the vowel sounds the same in "warm" and "short"?*
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the opposite of "hot"? What is the opposite of "warm"? What is the opposite of "long"?*
- Hold up a calendar. Point to several weeks. Ask *Is this long?* Point to one day. Ask *Is this short? Is this long?*

B Write the words in the correct order.

- Ask *What's this? (a thermometer)* Students may answer in their native language. Ask *What does it tell us?*
- Go over the first example answer with the class. Ask *What is it when the temperature is at the top?*
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

(top to bottom) hot, warm, cool, cold

COLLABORATIVE LEARNING

- Put students into small groups.
- Say *What do you know about each temperature? Make notes about what you wear or do when it is hot, warm, cold, and cool out.* Explain that students can look at the pictures in A to help them.
- The groups list words and phrases about what they wear or do at certain temperatures.
- Go over the lists with the class and write words and phrases on the board.

C Think about the words and add them to the chart.

- Go over an example answer with the class. Ask *Where will you write "snow"?*
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

Time words: long, short

Weather words: snow, rain

DIFFERENTIATION

Below level:

- Point to the pictures again and drill the words with the class.

At level:

- Say a word and have a student stand and spell it.

Above level:

- Have students stand and say a sentence using one of the words. Repeat for all of the words.

Before You Read

Think

- Ask the questions. Have volunteers answer.
- Then put students into pairs to discuss the questions.
- Have a few pairs share their answers with the class.

D Learn: Captions

- Read the tip aloud. Then have students read the note by themselves one time.

Match the pictures and captions.

- Direct students' attention to the pictures and captions. Have students point to the pictures and then the captions. Tell students to look at all the pictures and then read all the captions. Then they will match the captions to the pictures. Go over the first example with the class.
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

1 c 2 d 3 a 4 b

DIFFERENTIATION

Below level:

- Have students point to the part of the picture that matches the caption, e.g. say *Who is Leo?* Students point to the boy in the first picture.
- Continue with the other pictures. As you ask questions about the pictures and captions, have students point to the pictures and words in the captions.

At level:

- Put students into pairs. Have students work together to link the pictures to the words in the captions. Ask *Can you match the pictures to the words in the captions?* Do the first one as an example: *Look at the word in the caption for c: Leo. Can you match Leo in the pictures?* Draw a line from the word to the picture.
- Then students work in pairs to match the words in the captions, drawing a line from the words to the pictures.
- Check the answers as a class.

Above level:

- Put students into pairs to look at the pictures and the captions. Tell students to talk about the seasonal words (spring, summer, etc.) in the captions, and the parts of the picture that are seasonal, e.g. *There is snow in picture 2. We see snow in winter.*
- Have pairs discuss the pictures.
- Have pairs share their discussions and sentences with the class.

CRITICAL THINKING

- Ask the following questions to check understanding about the activity:
How do you know the caption for c is number 1?
What words in the caption for d tell you it's about number 2?
What is number 3 a picture of?
What is 4 a picture of?

E Look at the pictures and captions on pages 70 and 71. What do you think the text is about?

- Have students look at the pictures and the captions at the bottom of the pictures on pages 70 and 71.
- Have students point to the pictures and say what they see, then point to the captions and read them aloud.
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as students read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What can the text tell us about the seasons?*
- Tell students to look out for what animals do in the fall.

Further Practice

Workbook Unit 7 pages 56–57

Online practice Unit 7 • Get Ready

Classroom Presentation Tool Unit 7 • Get Ready



Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Earth Science

Text type: Informational text (nonfiction)

Reading strategy: Captions

Big Question learning point: *Plants and animals do different things in different seasons. The weather is different in different seasons.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are seasons different?*
- Then have students read the captions for the pictures and tell you what they see in the pictures.
- Have students point to the title and read it aloud.
- Ask *What is this text about?* (Example answers: *seasons, what we see in the seasons, weather in different seasons*)

During Reading 1-48

- Ask a gist question to check overall understanding of the text, e.g. *What four seasons is the text about?*
- Give students a few minutes to browse the text before answering.
- Ask *What do animals do in the fall?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the text line by line or in sections and have students repeat after you.

At level:

- Put students into groups of four.
- Have each student take a turn reading a seasonal text out loud.

Above level:

- Put students into small groups.
- Have groups read the text individually and mark any words they don't know or understand. Then the group works together to find out the meaning of the words based on the context.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for details. Put students into groups of six.
- Give each student in each group a letter, A, B, or C. (There will be two students for each letter.)
- Ask all the A's to look for information about animals, all the B's to look for information about plants, and all the C's to look for information about weather in each season.
- Tell students to read the text to themselves. After reading, tell pairs with the same letter to discuss their topic. They should go through each season and identify the information they are looking for by reading and pointing to the pictures.
- Then have the pairs tell the rest of the group about their topic, pointing to words and pictures as they retell the information they've found. The rest of the group follows along in their books.

After Reading

- Have students look again at the descriptions. Ask *What season is your favorite? Why?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss the questions about their favorite season.
- Have students say what their favorite season is and why they like it.
- Put students into small groups of three or four.
- Have students discuss their favorite seasons.

DIFFERENTIATION

Below level:

- Have each student draw a picture of his / her favorite season.
- In groups, students describe what they like best about their favorite season.

At level:

- Have students draw a picture of their favorite season. Students write a caption for their picture.
- In groups, students talk about their picture and read the caption.

Above level:

- Have students draw a picture of their favorite season. Students write a paragraph about why it's their favorite season, including the weather, what they like to do, and any information about animals and plants they would like to include. Tell students to write a caption for their picture.
- Have students share their paragraphs with the class and read the caption.

CULTURE NOTE

Seasons occur at different times in different parts of the world. For countries above the equator, winter occurs in December, January, and February. Summer months are June, July, and August. For countries below the equator, like Australia or South Africa, it is the opposite and the summer months are December, January, and February. Tropical countries close to the equator have different seasons. For example, it is usually hot all year round, but there may be a very rainy season. Sometimes they have monsoons. Some plants in these countries have flowers all year round.

Further Practice

Workbook Unit 7 page 58

Online practice Unit 7 • Read

Classroom Presentation Tool Unit 7 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓).

- 1 Birds make nests in trees. ☐
- 2 Buds grow into fruit and flowers. ☐
- 3 Leaves turn red, yellow, and orange. ☐
- 4 It gets cold and snows. ☐

A Ask and answer the question.



What's your favorite part?

Summer. It gets hot, and there are flowers.



B Look and write the season.

1



fall

2



Think Talk to a partner.

- 1 Which season is good for animals?
- 2 Which season is good for people?
- 3 What's your favorite season? Why?
- 4 What's special about each season?

72 Unit 7 Comprehension

Grammar in Use

C Listen and sing along. **Different Seasons**

It gets hot in the summer,
Days are long, and it's sunny.
It gets hot, it gets hot.
It doesn't snow in the summer,
But it snows in the winter.
Then it's cold, then it's cold.

It gets cold in the winter,
Days are short, and it's snowy.
It gets cold, it gets cold.



D **Learn Grammar** Simple Present

It gets hot.

It doesn't get cold.

It snows in the winter.

It doesn't snow in the summer.



Does not → Doesn't

Think of three things about the seasons where you live. Write.

1	
2	
3	

E Now tell your partner.

It gets hot in the summer.
It doesn't snow.



Grammar: Simple Present with It Unit 7 73

Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Present with *It*

Grammar practice: Workbook exercises

Grammar production: Writing Simple Present with *It* statements

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the phrases. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by reading the example with an above-level student. Then model the activity by choosing another above-level student and asking *What's your favorite part?*
- Ask this student to repeat this question to another student.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Look and write the season.

- Go over the first example with the class.
- Have students independently write the season under the pictures first, and then compare answers with a partner.

ANSWERS

1 fall, spring, winter, summer

2 fall, summer, winter, spring

- Ask follow-up questions: *What do birds do in the spring? What happens to buds in the summer? What happens to leaves in the fall? What do animals eat in the winter?*

CRITICAL THINKING

Discussion questions:

- What do long days in summer mean?*
- How does more sun help plants?*
- What two things happen in spring to make it a growing season?*
- Have students discuss the questions in small groups and then share the answers with the class.

Think

- Ask students to think individually about the four questions.

COLLABORATIVE LEARNING

- Put students into pairs to discuss the questions. Then put pairs together to compare answers in small groups.
- Have groups share their answers with the class. Write their answers on the board, dividing the answers into categories: animals and people. Find out which season is the class's favorite.

- Ask for further information about why students think a season is a good season for animals and for people, e.g. *fall is a good season because animals can eat the food they collect in winter.*

Grammar in Use

C Listen and sing along. 🎧 1-49

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Ask *Does it get hot in the winter?*
- Divide the class into three groups. Each group sings a different section.
- Then switch groups and tell students to sing the song again. Do this until each group has sung each section.

D Learn Grammar: Simple Present

- Draw students' attention to the examples. Have individual students read the examples aloud. Point out the 's' at the end of the verb and how it changes in the sentences (*It gets* → *doesn't get*; *It snows* → *doesn't snow*).
- Write *Does not* on the board and elicit the contracted form *Doesn't* from the class. Write it on the board.

Think of three things about the seasons where you live. Write.

- Read the instructions. Have students write three things about the seasons.
- Elicit some students' answers and make notes on the board. If students say phrases instead of complete sentences, elicit from the class the phrases in a complete sentence.

E Now tell your partner.

- Model the activity reading the speech bubble and pointing to the pictures in the book.
- Then put students into pairs to do the activity with their three sentences in D.

COLLABORATIVE LEARNING

- Put students into small groups. Assign each group a season.
- Have groups think of three to four sentences for seasons where they live. Have them write their sentences. Remind students they can use *doesn't* in sentences, too.
- Go around the room and have groups read their sentences.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give six students a piece of paper or card that says *snow*, *rain*, *hot*, *cold*, *warm*, or *cool*. The students stand in the middle of the room holding their paper.
- Have four above-level students stand, one each, in the four corners of the room holding a paper that says a season name on it, e.g. *winter*.

- When you say a season name, e.g. *winter*, students with a paper that is something from winter (*snow*, *cold*) go to the winter corner. The above-level student then asks a *Yes / No* question, such as *Does it get cold in winter?* That student then answers *Yes, it does*.
- Students who answer incorrectly go back to the center of the room and wait until their season is called.

At level:

- Have students work in pairs to think of one additional thing to say about each season. Then students come up with questions for each of their ideas.
- Have pairs join with another pair and ask their questions. Share some questions and answers with the class.

Above level:

- Put students into small groups. Have one student in each group think of a season. The other students take turns asking questions to discover which season they are thinking of, e.g. *Is it warm? No, it isn't. Does it snow? Yes, it does. Your season is winter! Yes, it is!*
- Play until each student has had a chance to be asked questions.

Further practice

Workbook Unit 7 pages 59–61

Online practice Unit 7 • Understand

Classroom Presentation Tool Unit 7 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-50

weather

cloudy

sunny

windy

snowy

rainy

B Look at the pictures. What do you think the weather is like outside? Write.

1
It's rainy

2
It's

3
It's

4
It's

5
It's

Listening

Think What's the best weather for a trip to the park?

C Listen. Do they like the winter? Why? / Why not? 1-51

D Listen again and number the pictures. 1-52

Speaking

E Listen and repeat. Then practice with a partner. 1-53

Do you want to play in the snow with me?

Sure!

Great! Let's go!

Word Study

F **Learn** Compound Nouns

Sometimes we can put two words together to make a new word. This word is called a **compound noun**.

rain

coat

raincoat

Match.

1

2

3

a a doorbell

b b bluebird

c c starfish

Write Tell your partner about your favorite season. Now write about it in your **Workbook**. page 61

BIG QUESTION **How are seasons different?**

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

Animals do different things.

The weather is different.

Summary

Objectives: To learn and understand words about weather; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for inviting people.

To review what students have learned about the Big Question so far.

Vocabulary: *weather, cloudy, sunny, windy, snowy, rainy*

Listening strategy: Listening for details

Speaking: Inviting people

Word Study: Compound nouns

Writing task: Writing about a favorite season

Big Question learning point: *Plants and animals do different things in different seasons. The weather is different in different seasons.*

Materials: Picture Cards, Discover Poster 4, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-50

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check for understanding: *Where do we see weather? What is the weather like in the summer? What is the weather like in the winter? What is the weather like today?*

B Look at the pictures. What do you think the weather is like outside? Write.

- Have students look at the pictures and write the weather words on their own.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 rainy 2 sunny 3 windy 4 snowy 5 rainy

CRITICAL THINKING

- Ask students what they notice about the words *cloudy, sunny, windy, snowy, and rainy*. Elicit *They are the words "cloud", "sun", "wind", "snow", and "rain" with -y on the end.*
- Ask students what kind of words *snow* and *rain* are. Say *"Snow" and "rain" are things. But is "snowy" or "rainy" a thing? Or is it talking about a thing, such as the weather?* Have students discuss with a partner.
- Then explain that words like *snowy* are adjectives. Explain that adjectives are words that describe nouns like the word *weather*. Remind students that they have learned some adjectives before, such as *black*. In the phrase *black kitten*, the word *black* is describing the noun, *kitten*.
- Write the following sentences on the board: *It's cloudy outside. It's a cloud.* Have pairs discuss which word, *cloudy* or *cloud*, is the noun and which is the adjective. Have a few pairs share their answers with the class.

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. Do they like the winter? Why? / Why not?

🔊 1:51

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

They like the winter because they like the snow.

D Listen again and number the pictures. 🔊 1:52

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 3, 1, 4, 2

Speaking

E Listen and repeat. Then practice with a partner. 🔊 1:53

COMMUNICATION

- Play the audio. Ask students to read along.
- Play it a second time and tell students to repeat.
- Model the dialogue with an above-level student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Compound Nouns

- Read the explanation and point to the examples.
- Ask *When do you wear a raincoat?*

Match.

- Have students match the pair of pictures to the words individually and check their answers with a partner.
- Then check the answers with the class.

ANSWERS

1 c 2 a 3 b

COLLABORATIVE LEARNING

- Write these six words on the board: *jelly, sea, grand, honey, rain, after*.
- Have students write the words in their notebook.
- Put students into pairs. Tell them to add a word after them to make a compound noun. Tell students these are all words from the Student Book that they have already learned.
- Have pairs make the compound nouns.
- Check the answers as a class. Invite students from each pair to the board to write their versions of the compound nouns. Students should write: *jellyfish, seashell, grandmother, grandfather, honeybee, rainforest / raincoat, afternoon*.

Write: Tell your partner about your favorite season. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Tell students they will complete a word web about their favorite season. Write on the board: *My favorite season is summer*. Draw three lines away from this title and one circle at the end of each line. Label one circle *weather*, the second *plants and animals*, the third *clothing or activities*. Elicit weather words for summer. Write them in the first circle. Then elicit plant and animal words for the second circle. Write them, too. Elicit clothing or activity words for the third circle.
- Have students say sentences with the words on the board, e.g. *My favorite season is summer. It's sunny. I see flowers ...*

At level:

- After students have written in their Workbooks, put them into small groups based on the seasons they have chosen.
- Have students in the group check each other's writing. Then have them discuss their seasons and come up with one to two more sentences about their season.
- Have students write their new sentences and then check their work with a partner within the group.
- Have a few students read their sentences to the class.

Above level:

- Put students into pairs to read each other's paragraph from the Workbook.
- Then have the students ask their partner questions to find out more about their favorite season, e.g. *You like winter. Do you like snow? Do you like cold weather?* Encourage them to ask questions about the season that the partner didn't already write about in the Workbook.
- Then tell students to add two more sentences about their own season. Partners check each other's work at the end.
- Have some students read their paragraphs without saying their favorite season, so the class can guess the season.

Big Question 4 Review

How are seasons different?

A Watch the video. ▶

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 4**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?* Ask *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 7 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about how seasons are different.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 7 pages 62–63

Online practice Unit 7 • Communicate

Classroom Presentation Tool Unit 7 • Communicate

UNIT 8

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-54










watch build a snowman build a tree house make a swing
make apple pie grow fall bring

B Circle the correct answers.

1 We make these things:	<u>apple pie</u>	<u>a swing</u>	sand
2 We build these things:	a snowman	a rainforest	a tree house
3 We watch these things:	animals	a desk	fireworks
4 We grow these things:	a book	trees	flowers
5 These things fall:	apples	ocean	leaves
6 We can bring someone these things:	flowers	apple pie	winter

Before You Read

Think What do you do in the summer? What don't you do in the summer?

Learn Captions

Remember, as you read, look at the captions. They tell you more about the pictures and help you understand the story.

Match the texts with a picture and caption.

1 In the summer, Marco goes to the beach with his family. It's hot and sunny. They swim in the ocean and play on the beach.

2 A big, green frog lives in this pond. In the spring, the pond gets warm and there are lots of insects. The frog likes spring.

3 In the summer, many flowers grow in the fields and woods. Flowers are many different colors, and every flower has a name.

a  This flower is called a lily.

b  A lot of people go to the beach in the summer.

c  Frogs eat insects.

D Look at the captions on pages 78 and 79. Do you think there are a lot of trees in this story?

PREVIEW

The Seasons of Arnold's Apple Tree

In this story, a boy, Arnold, tells us about his apple tree in different seasons.



Gail Gibbons writes only children's books. She lives with her family and pets in a place with lots of trees.

Summary

Objectives: To understand words about seasonal activities; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring

Reading strategy: Captions

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-54

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay attention to the pronunciation of blends *gr* in *grow* and *br* in *bring*. Write $g+r=gr$, $b+r=br$, $t+r=tr$ on the board. Have students repeat as you demonstrate how to say the blends /b/ /r/ /br/, *bring*. Do the same for /gr/ and /tr/.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What things can you build? Which things can you make? What does the boy watch in the "watch" picture? What falls in the "fall" picture? What does the man bring to the woman?*

B Circle the correct answers.

- Direct students to the first example. Have them read the phrase and the words. Then say *We make these things: apple pie, yes; a swing, yes; we make sand, no*. Tell students to put the words in place of "these things" to check if it is correct.
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

- 1 apple pie, a swing 2 a snowman, a tree house
3 animals, fireworks 4 trees, flowers 5 apples, leaves
6 flowers, apple pie

COLLABORATIVE LEARNING

- Have students write three sentences using the new vocabulary words. The first sentence must contain the word *build*, and the second sentence must contain the word *make*. For the last sentence, students may choose one of the remaining verbs (*watch, grow, fall, bring*), e.g. *He brings food for lunch*.
- When they have finished, tell students to exchange their sentences with another student to check their work.

DIFFERENTIATION

Below level:

- Have eight students come to the board and write the new words and phrases.
- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Put dashed lines with the correct number of letters for each new word or phrase and ask students to spell out the different words as you write them on the board.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Say one of the new words and phrases and have a student come up to the board to write it.
- Have the class check if the word or phrase is correct. Have another student come up to the board and make changes if it is incorrect.

Before You Read**Think**

- Model answering these two questions aloud.
- Ask one or two students to tell the class what they do or don't do during the summer.
- Students share their answers in small groups.

C Learn: Captions

- Have a student read the tip aloud. Ask *What are captions?*
- Have students tell you what they see in the pictures below.
- Ask *What do you think the texts are about?*
- Have students read the captions and suggest answers.

Match the texts with a picture and caption.

- Have students read the texts and captions on their own and then complete the activity.
- Students compare answers with a partner before checking answers with the class.

ANSWERS

1 b 2 c 3 a

CRITICAL THINKING

- Ask the following questions to check understanding about the texts:
What is the first text about?
What is the second text about?
What is the third text about?
Is the third text about the lily flower or about different kinds of flowers?

DIFFERENTIATION**Below level:**

- Put students into mixed-level pairs.
- Together, students read the texts aloud line by line.
- Then have the pairs match parts of the caption to the text, e.g. students point to the phrase *A lot of people* in the caption and then scan the text to find *Marco and his family*. Students should repeat this for the words *beach* and *in the summer*.
- Have pairs continue to match parts of the captions to the words in the text.

At level:

- Put students into pairs. Each student reads one of the texts and then summarizes it for their partner, e.g. *The first text tells about Marco's family at the beach*. Then they summarize the caption: *The caption says the beach is popular in the summer*.
- Have pairs continue to summarize the text and captions.

Above level:

- Put students into pairs to write titles for the texts.
- Then have pairs work with another pair to read each other's titles.
- Pairs share their titles with the class.

D Look at the captions on pages 78 and 79. Do you think there are a lot of trees in this story?

- Ask *Who do you think the characters are in the story?* Then elicit if the story is about one tree or more than one tree.
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What's the boy's name? What type of tree is in the story?*
- Tell students that while reading, they will learn what the character Arnold makes.
- Have students read about the author. Ask *Where does the author live? Does she like animals? Do you think the author watches the trees all year?*

Further Practice

Workbook Unit 8 pages 64–65

Online practice Unit 8 • Get Ready

Classroom Presentation Tool Unit 8 • Get Ready

Read 1-55

The Seasons of Arnold's Apple Tree



It's spring.
My name is Arnold. I have an apple tree. It keeps me busy all year.
I **watch** small buds grow on my apple tree.
They grow into apple blossoms.
I watch honeybees collect nectar from the blossoms.
I **make a swing** for my apple tree.

Arnold's apple tree in the spring.



It's summer.
I **build a tree house** in my apple tree.
My apple tree shades me from the hot sun.
I watch small apples begin to **grow**.
I juggle some green apples for my tree friend.

Arnold's apple tree in the summer.



It's fall.
My apple tree now has big, red, tasty apples.
I **hang** some leaves up to my tree house. I make a soft floor to lie on.
I shake the branches.
Red apples **fall** to the ground.
I put them in a basket and take them home.
My family and I **make apple pies**.

Arnold's apple tree in the fall.

It's winter.
In the winter, snow falls. It's quiet.
The branches of my apple tree are bare.
I hang strings of popcorn and berries on the branches.
The birds eat them.
I **build a snowman**.
The snow melts.
It's spring again ...



Arnold's apple tree in the winter.

Summary

Objectives: To read, understand, and discuss a realistic fiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Realistic fiction

Reading strategy: Captions

Big Question learning point: *Trees change according to the seasons.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do the captions say?* Students read the captions.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do you think this text is about? What do you want to know about this story?*
- Write the words and phrases students say on the board.

During Reading

- Ask gist questions to check overall understanding of the text, e.g. *What do you see on a tree in the spring? What do you see on a tree in the fall?* Allow students a few minutes to browse the text.
- Ask *Do you see what Arnold makes?* Students point to the swing and tree house on page 78, and the snowman on page 79.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the text slowly and have students point to the pictures as they repeat. Pause at the end of a section to confirm understanding, e.g. say *Point to the buds*. Students point to the buds on page 78 in their books. Then continue to the next sentence.
- Then have students read aloud as a group while pointing to the words as they say them.

At level:

- Have students read the text silently to themselves one time.
- Put students into pairs to read the text to each other. Move throughout the room and provide help as necessary, especially with any unfamiliar words.

Above level:

- Have students read the text individually.
- Put students into pairs and have them summarize the text.
- Have some pairs share their summary with the class.

CRITICAL THINKING

Discussion questions:

- What does Arnold do in the spring?*
- What does Arnold do in the summer?*
- Why are the apples green in the summer?*
- What does Arnold do in the fall?*
- What does Arnold do in the winter?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups of mixed ability.
- Tell the groups they will talk about the story. First, have students read the story individually and circle any words they don't understand.
- Then have students work together to discuss the meaning of any words they aren't sure of. Tell students to look at the pictures and try to guess the meaning from the words nearby. Monitor their progress and help define any words for them.
- Then have groups tell the class about any words they weren't sure of.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what they think of the story. Ask *What did you learn about apple trees in different seasons? What did you learn about Arnold? Do you think Arnold did fun things? Which ones?*

DIFFERENTIATION

Below level:

- In small groups, have students point to something new that they learned about apple trees in the story or illustrations and say what they learned.

At level:

- Put students into pairs. Have pairs say what they learned about apple trees in each season. Tell them to point to the pictures and text.
- Share some of the examples with the class.

Above level:

- Have students write four sentences telling what they learned about apple trees.
- Put students into pairs to discuss their sentences and check their work.
- Have a few individual students read their sentences aloud.

CULTURE NOTE

Apple trees are deciduous trees that lose their leaves in the winter, unlike evergreens such as the pine tree that keeps its needles all year round. Apple pies are a traditional fall (autumn) food to eat because that is when apples become ripe.

The tradition of hanging popcorn and berries on tree branches started in Germany in the 16th century as part of the Christmas tree tradition and continued in the U.S. in the early 20th century.

However, unlike the apple tree in the story, people would celebrate with an evergreen tree that was green in winter since it reminded people that summer would come again.

Further Practice

Workbook Unit 8 page 66

Online practice Unit 8 • Read

Classroom Presentation Tool Unit 8 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

- 1 the things Arnold does in the spring ☐
- 2 the things Arnold does in the summer ☐
- 3 the things Arnold does in the fall ☐
- 4 the things Arnold does in the winter ☐

A Ask and answer the question.



What's your favorite part?

Arnold and his family make apple pies.



B Read and circle the correct words.

- 1 In the spring, buds / apples grow on the apple tree.
- 2 In the summer, small leaves / apples begin to grow.
- 3 In the fall, the tree has red / green apples.
- 4 In the winter, the birds / Arnold's family eat the popcorn and berries.

C When does Arnold do these things? Write the season.

- 1 Arnold hangs strings of popcorn on the branches. _____
- 2 Arnold watches honeybees collect nectar. _____
- 3 Arnold and his family make apple pies. _____

Think Talk about the story.

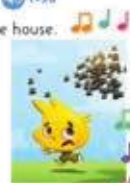
- 1 What does Arnold make and build?
- 2 Does Arnold like his apple tree? Why? / Why not?

80 Unit 8 Comprehension

Grammar in Use

D Listen and sing along. **Do You Like The Summer?** 1-56

In the fall, I make an apple pie. Do you like the fall? Yes, I do. I really do!	In the spring, I build a tree house. Do you like the spring? Yes, I do. I really do!
In the winter, I build a snowman. Do you like the winter? Yes, I do. I really do!	In the summer, I watch the honeybees. Do you like the summer? No, I don't. I really don't!



E **Learn Grammar** Simple Present

I make a swing.

I don't make apple pies.



You build a snowman.

You don't build a tree house.



Do you watch honeybees? Yes, I do.
Do you watch birds? No, I don't.



Imagine you have a tree. Look and check (✓) the things you do at your tree.

- | | |
|---|---|
| watch leaves fall ☐ | build a snowman ☐ |
| draw the tree ☐ | watch birds ☐ |
| build a tree house ☐ | bring your friends ☐ |



F Now ask and answer with your partner.

Do you watch leaves fall?

No, I don't.



Grammar: Simple Present with I and You Unit 8 81

Summary

Objectives: To demonstrate understanding of a realistic fiction story; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Present with I and You

Grammar practice: Workbook exercises

Grammar production: Simple Present questions with with I and You

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the story.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Read and circle the correct words.

- Have students complete the activity individually before checking answers with the class.

ANSWERS

1 buds 2 apples 3 red 4 the birds

- Ask follow-up questions: *What color are the apples in spring? Why? What color are the apples when they are ready to eat? Who eats the apples?*

C When does Arnold do these things? Write the season.

- Have students try to complete the activity on their own. Then have them compare answers with a partner.
- Check the answers with the class.

ANSWERS

1 winter 2 spring 3 fall

- Ask follow-up questions: *When does Arnold build a tree house? When does Arnold juggle?* If the class is not sure what juggling is, explain and / or demonstrate.

Think

- Ask students to think individually about the two questions.

COLLABORATIVE LEARNING

- Ask students to write their answers to the two questions in their notebook.
- Tell students to turn back to the story and find phrases and make notes that support their answers for the second question.

- After students have had a chance to answer the questions on their own, put them into small groups.
- Have groups discuss the questions. Have students explain their answers using the notes they took. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Tell the groups they will discuss what makes this fictional story "realistic". Ask *Is this a story that could happen in real life? Why? Why not?*
- Have groups look back to the story and make a list of things that are real, e.g. trees lose their leaves in the fall, or a boy can build a tree house.
- Have groups compare their lists with the class.

Grammar in Use

D Listen and sing along. 🎧 1:56

CREATIVITY

- Listen to the song once and then sing it together.
- Divide the class into four small groups (one for each season). Divide the groups into two. One half sings the questions and the other half sings the statements and answers to the questions. Model the first section of the song with a confident student, with you singing *In the fall, I make an apple pie*. Student: *Do you like the fall?* You: *Yes, I do. I really do!*
- Then play the song again and have students sing their parts.
- Then students switch parts and sing again.

E Learn Grammar: Simple Present

- Draw students' attention to the examples and read them aloud. Have the class repeat. Point out how the sentences change (*I make* → *don't make*; *You build* → *don't build*).
- Elicit from the class the full form of the contraction *don't*.

Imagine you have a tree. Look and check (✓) the things you do at your tree.

- Model how to do the activity with a confident student by reading the first example in the Learn Grammar box.
- Have students do the activity individually. Go around and help as necessary.

COLLABORATIVE LEARNING

- Put students into small groups. Have them discuss the things they would like to do if they had a tree. Tell them to think of one or two more things they would do, e.g. build a birdhouse, put food out for birds, play in the tree house, etc.
- Then have groups share their ideas with the class. Have groups make statements about members of their group using *I* and *You*. Model some examples and point out that we use the verb in the same way in sentences with *We* / *They* as with *I*.

F Now ask and answer with your partner.

- Model how to do the activity with a confident student by reading the example in the book.

- Put students into pairs and have them take turns asking about things they do. Tell students to use the phrases from the list in E for the questions.
- Have a few pairs share their ideas with the class.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the following on the board: *Do you ____?* Have students copy the question in their notebook. Each student writes two phrases that can fit into the blank, e.g. *watch birds, build a snowman*.
- Put students into pairs. Students then ask and answer each other's questions saying *Yes, I do. / No, I don't*.

At level:

- As above, write the following on the board: *Do you ____?* Have students copy the question in their notebook. Each student writes two phrases that can fit into the blank, e.g. *go to the beach, grow flowers*.
- Put students into pairs. Students then ask and answer each other's questions saying *Yes, I do. / No, I don't*.
- Then pairs join another pair and ask them their questions: *Do you go to the beach? Yes, we do. / No, we don't*.

Above level:

- As above. Put students into pairs.
- Write *Do we ____?* on the board. Pairs copy it twice and complete the question with two of their own phrases.
- Then pairs ask and answer their own questions.
- Then pairs join with another pair and ask and answer their own question *Do we (watch birds)? Yes, we do*. The second pair then changes the question to *they* as they talk about the first pair. *Do they (watch birds)? Yes, they do*. Have a few pairs demonstrate their questions and answers for the class.

Further practice

Workbook Unit 8 pages 67–69

Online practice Unit 8 • Understand

Classroom Presentation Tool Unit 8 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 1-57

ride a bicycle

go to the beach

eat ice cream

drink hot chocolate

fly a kite

plant flowers

B Think about the words in **A**. When do you do these things? Write.

Spring	Summer	Fall	Winter

Speaking

E Choose two seasons. Ask your classmates what they do in the seasons. You can change the words in bold. ▶ 1-60

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

What do you do in the spring?

I ride a bicycle in the spring.

What do you do in the summer?

I eat ice cream!

Listening

Think What do you do in the summer? What do you do in the winter?

C Listen. Do they like all the seasons? Why? / Why not? ▶ 1-58

D Listen again and number the pictures. ▶ 1-59

1

2

3

4

Writing Study

F Learn Commas

There are **commas** between the words in a list.

The leaves are red, yellow, and orange.

The four seasons are spring, summer, fall, and winter.

Look at the sentences. Write commas.

- I see a mouse, a squirrel, and a bird in the woods.
- There are leaves flowers and fruit on the trees.
- My mother father sister and brother go to the beach.

Write Tell your partner what you do in your favorite season. Now write about it in your **Workbook**. ▶ page 71

82 Unit 8 Vocabulary: Seasonal Activities • Listening: Details

Speaking: Asking and Telling about Activities • Writing: Commas Unit 8 83

Summary

Objectives: To learn and understand words about seasonal activities; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions asking and telling about activities.

To review what students have learned about the Big Question so far.

Vocabulary: ride a bicycle, go to the beach, eat ice cream, drink hot chocolate, fly a kite, plant flowers

Listening strategy: Listening for details

Speaking: Asking and telling about activities

Writing Study: Commas between words in a list

Writing task: Writing about what you do in your favorite season

Big Question learning point: People do different activities in different seasons.

Materials: Picture Cards, Discover Poster 4, Audio CD

Words

A Listen and point to the words. Listen again and say the words. ▶ 1-57

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Write *ride a bicycle* on the board. Say *Let's review. What is a noun?* Point to the phrase on the board. *What is the noun in this phrase? What kind of word is "ride"?* Say *"Ride" is a verb. It's an action word. It says what we do (underline ride) to a "noun" (underline bicycle).*
- Follow the same procedure to elicit the noun and then the verb for the other phrases.
- Ask the following questions to check for understanding: *Is hot chocolate hot or cold? Is ice cream hot or cold? What is the weather like when you fly a kite? You can plant flowers. What else can you plant? What can we see at the beach?*

B Think about the words in A. When do you do these things? Write.

- Display the chart and the season headings. Model an example for the class. Point to the phrase *ride a bicycle* and ask *What seasons do we ride a bicycle?* Show where to write the phrase in the chart. Tell students some activities can be in more than one season. If it is an activity they don't do, then students should write when they could do it.
- Have students do the activity individually, then put them into pairs to discuss their answers and check.

COLLABORATIVE LEARNING

- Put students into small groups and tell them to say what season(s) they do the activities. Model the activity with a confident student, e.g. *I plant flowers in spring. What about you?*
- Have students do the activity. When they have finished, ask the groups to tell the class some of their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Do they like all the seasons? Why / Why not? 🎧 1:58

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

Yes, they like all the seasons. Spring is fun. They eat ice cream and play at the beach in summer. They fly a kite and ride a bicycle in the fall. It's pretty. They drink hot chocolate and eat ice cream in the house in the winter.

D Listen again and number the pictures. 🎧 1:59

- Ask students to listen and number the pictures in the order they hear them described. Then check the answers with the class.

ANSWERS

(left to right) 3, 1, 2, 4

Speaking

E Choose two seasons. Ask your classmates what they do in the seasons. You can change the words in bold. 🎧 1:60

COMMUNICATION

- Play the audio as the students read along. Then play it again and ask students to read aloud.
- Model how to use the words in the box with your own example and a confident student.
- Put students into pairs to do the exercise.
- Have different pairs stand up and say their dialogues for the class.

Writing Study

F Learn: Commas

- Read the explanation and examples aloud. Have students point to the commas in their books.
- Help students understand that commas indicate a pause. Say *Listen to me read: The leaves are red (pause), yellow (pause), and orange. When you read a sentence with a comma, the comma tells you to pause in between words.* Have students repeat after you.
- Ask questions to help students understand how to use commas. Ask *How many words are in the list in the first sentence? How many words are in the second sentence? Where do the commas go? Where is the word "and" in the list? Is there a comma before it?*

Look at the sentences. Write commas.

- Read through the first example with the class.
- Have students do the activity individually. Then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

- 1 I see a mouse, a squirrel, and a bird in the woods.
- 2 There are leaves, flowers, and fruit on the trees.
- 3 My mother, father, sister, and brother go to the beach.

COLLABORATIVE LEARNING

- Write three sentences on the board, all without punctuation, e.g. *i like to watch birds plant flowers and ride a bicycle in the spring; my favorite foods are ice cream apple pie and hot chocolate; do you like spring summer winter or fall*
- Tell students to copy the three sentences and write a capital letter, commas, and final punctuation (period or question mark). Have students do the activity individually.
- Put students into pairs to check each other's work. Invite three students to the board to add punctuation and capital letters to the sentences.

Write: Tell your partner what you do in your favorite season. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about their favorite season in this unit. Put the words and expressions on the board.
- Have students think about their favorite season and which of the seasonal things they do and don't do. Tell them to choose one *do* and one *don't do*, e.g. *My favorite season is fall. I fly a kite. I don't drink hot chocolate.*
- Put students into small groups and have them take turns saying what they do and don't do.

At level:

- Put students with the same favorite season into pairs.
- Students tell each other about their favorite season and the things they do / don't do in it.
- Go around the class and find out what students talked about.

Above level:

- Say *You will talk about your favorite season without saying what it is, and your partner will guess what it is.*
- Give students time to think about their favorite season and things they do / don't do in it, making notes in their notebook.
- Put students into small groups to tell each other about their favorite season. The group members try to guess what season it is.

Further practice

Workbook Unit 8 pages 70–71

Online practice Unit 8 • Communicate

Classroom Presentation Tool Unit 8 • Communicate

Wrap Up

A Listen and read along. 1-61

There are four seasons in a year. Each season is different.

We have fun in every season!

It's spring. It's warm. Dot plants flowers. Gus and Billy watch the chicks.

Hi, chicks. Tweet! Tweet!

It's summer. It's hot. They go to the beach. Billy and Layla eat ice cream. Gus makes a swing.

This ice cream is good!

Help!

Ouch!

Are you OK, Gus?

They bring the apples home. They make apple pie.

Yum!

Oh, no! What a mess!

It's fall. It's cool. Dot and Layla ride bicycles. Gus collects apples.

Where's Gus?

Brr! It's cold!

It's winter. It's snowy. They build a snowman. All of the seasons are fun!

Project: A Seasons Journal

B Make a seasons journal.

- Fold and staple paper to make a journal.
- Find or draw pictures and glue things in.
- Write.

C Show your seasons journal. Tell the class about it.

It's spring. It rains in the spring.

D Look at all the journals. Talk about them.

Mi-Jin plays in the leaves in the fall.

My Seasons Journal

It's spring. Spring comes after winter. It rains in the spring. Flowers and trees grow. Birds make nests.

My mom plants flowers in the spring.

I ride my bicycle.

84 Review

Project: Seasons Journal Big Question 4 85

Summary

Objectives: To show what students have learned about the language and learning points of Units 7 and 8.

Reading: Comprehension of review story

Project: Make a Seasons Journal

Writing: List and write about what happens in the seasons

Speaking: Talk about the journals

Materials: Big Question Video, Discover Poster 4, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-61

- Ask students a gist question before reading and listening to check overall understanding, e.g. *Look at the pictures. What do you think the story is about?*
- Give students a few minutes to browse the text and answer the question.
- Ask students to point to an apple pie.
- Then play the audio and have students read along.

CRITICAL THINKING

- Ask the following questions to check understanding:
What do Gus and Billy watch in the spring?
What does Gus make in the summer?
Who rides bicycles in the fall?
What do they do with the apples they bring home?
Do they have a favorite season?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Have students sit in a circle. Students take turns around the circle reading a panel of the story.

Project

21ST CENTURY SKILLS

B Make a seasons journal.

- Tell students to look at the example as you read the instructions. **COMMUNICATION**
- Ask a volunteer to read aloud the season journal on page 85. **COMMUNICATION**
- Check the students' understanding of the journal. Ask *What types of information do you see in the seasons journal?* Tell students they can include this type of information in their journal. **COMMUNICATION CRITICAL THINKING**
- Have students work individually to make their seasons journal. **CREATIVITY**

C Show your seasons journal. Tell the class about it.

- Read the example. Tell students they will talk about their journals. **COMMUNICATION**
- Each student tells the class about his / her journal. **COMMUNICATION CREATIVITY**

D Look at all the journals. Talk about them.

- Put the journals out where students can see them.
- Put students into pairs to talk about the journals. Model the example in the book. **COLLABORATION** **COMMUNICATION**
- Have pairs go around and talk about the other students' journals (not their own). **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Have pairs tell a few things they like about the seasons journals. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Put the pairs into small groups. Put the journals that are about the same seasons together.
- Tell groups to talk about the journals. Say *Do the journals have the same types of information for each season? What is the same or different? For example, I see all the winter journals talk about building a snowman. Compare the journals for each season.* **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Students in the groups continue looking at and analyzing what they see in the journals. Have groups share their ideas with the class. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING** **CREATIVITY**

Units 7 and 8 Big Question Review

How are seasons different?

A Watch the video.

- Play the video. When it is finished, ask students what they know about the seasons now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 4**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how seasons are different while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 8 pages 72–73

Online practice • Wrap Up 4

Classroom Presentation Tool • Wrap



BIG QUESTION 5

How do numbers help us?

In these units you will:

- WATCH a video about numbers.
- READ about math and adding food together.
- MAKE a bar graph.
- LEARN about counting and addition.
- WRITE about food.

A Watch the video.

B Look at the picture. What do you see?

- How many soccer balls can you see?
- What numbers can you see?

C Think and answer the questions.

- What number can you count up to?
- What things do we count?

D Fill out the **Big Question Chart**.

87

Reading Strategies

Students will practice:

- Predicting from headings
- Understanding beginning, middle, and end

Review

Students will review the language and Big Question learning points of Units 9 and 10 through:

- A story
- A project (a bar graph)

Writing

Students will understand when:

- Exclamation points show strong feelings

Students will produce texts about:

- How many things they have and their favorite soup

Vocabulary

Students will understand and use words about:

- Numbers, arithmetic, school supplies, food

Grammar

Students will understand and use:

- Simple Present with verb *Have* (I, you, we, they)
- Simple Present questions with verb *Have* (I, you, we, they)

Units 9 and 10

How do numbers help us?

Students will understand the Big Question learning points:

- Numbers help us to count things.
- Numbers help us know how old we are.
- We add food together when we cook.
- We use numbers and addition when we make food.

Listening Strategies

Students will practice:

- Listening for number details

Word Study

Students will understand and use words for:

- Writing numbers

Speaking

Students will understand and use expressions for:

- Asking about age
- Speaking about addition

Units 9 and 10 Big Question page 86

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 5, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *How do numbers help us?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g. *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up and find someone else with the same sentence (focus on the meaning of the sentence rather than using exactly the same words).
- Have students say their similar sentences to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it.

ANSWERS

1 three soccer balls

2 3, 4, 5, 10

- Ask additional questions: *Who do you think the people are? What are they doing? Where are they? What season is it?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Have students make notes in their notebook.
- Have students think about the second question individually and make notes in their notebook.
- Put students into small groups to discuss their answers. Find out who in the class can count the highest.

- Have groups share different things we can count and write their ideas on the board.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 5** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Draw a brainstorming web on the board, write *numbers* in the middle and add the words from students around the center.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about numbers.
- If students find it difficult to answer, ask questions such as *Where do you see numbers? When do you use numbers? Do you use numbers when you use a phone? How can numbers help you find someone? Do addresses contain numbers?*

At level:

- Elicit single words and phrases about what students know about numbers.

- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about numbers and have students spell out some of the words as you write them on the board.

Discover Poster 5

1 Girl playing with toys; 2 Mother and son counting apples; 3 Father and daughter cooking; 4 Mother and son cooking

Further Practice

Workbook Unit 9 page 74

Online practice • Big Question 5

Classroom Presentation Tool • Big Question 5

UNIT 9

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-02

numbers

plus sign

equals sign

problem

addition

answer

odd numbers

even numbers

B Circle the correct answer.

1 This is a plus sign.

2 This is an equals sign.

3 This is an addition problem.

4 This is an even number.

5 This is an odd number.

6 This is the answer to: $9 + 2 = ?$

88 Unit 9 Vocabulary: Math

Before You Read

Think What things do you count at school?

Learn Predicting from Headings

Before you read, look at the headings. They help you work out what the text is about.

Look at the headings. What do you think the texts are about? Now read and check your answers.

- Let's count!**

Let's count children!
Do you know how many children are in your class? Guess. Now count them. Were you right?

Let's count trees!
Do you know how many trees are in the park? People work in the park. They know how many trees there are.

I think it's about counting.
- Look at all the clothes!**

Ten hats!
Tanya loves hats. She has ten hats. There are three hats for rainy days and seven hats for sunny days.

Seven T-shirts!
Leon's favorite clothes are his T-shirts. He has seven T-shirts. Four T-shirts are blue, and three T-shirts are white.

I think it's about ...

D Look at the headings on pages 90 and 91. What do you think the text is about?

89

PREVIEW

Working with Numbers

In this text, we learn about counting and addition.

Math



Summary

Objectives: To understand math words about numbers; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: numbers, plus sign, equals sign, problem, addition, answer, odd numbers, even numbers

Reading strategy: Predicting from headings

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-02

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

Do the following to check for understanding:

- Write a plus sign on the board. Ask *What's this? What do we use a plus sign to do?*
- Write $3 + 3$. Point to the space after the second three. Ask *What comes next?*
- Point to the space after the equals sign. Ask *What goes here? What is 6?*
- Circle the whole problem including the answer. *What do we call this?*

- Circle only the " $3 + 3$ " part. Ask *What do we call this?*
- Then write 2, 4, 6, 8 ... on the board. Ask *What kind of numbers are these?* Elicit even numbers.

B Circle the correct answer.

- Have students compare answers with a partner.
- Check answers with the class.

ANSWERS

1 + 2 = 3 10 + 10 = 20 4 4 5 5 6 11

COLLABORATIVE LEARNING

- Put students into pairs and tell them to write some even numbers and some odd numbers on a piece of paper.
- When they have finished, tell the pairs to exchange their paper with another pair and to write or say the numbers they see.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Write some even and odd numbers, a plus sign, an equals sign, and an addition problem on the board.
- Point to the words and drill them with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Write three to five simple addition problems on the board with no answers. Have students repeat one of the problems after you; say *Three plus four equals ...* Ask *Is seven an even or an odd number?*

- Then have pairs work to solve the problems. To check the answers, have pairs read the problems aloud.

Above level:

- Write some simple addition problems on the board with numbers adding up to 20 or less.
- Have some students come to the board to solve the problems, writing the answer and saying if it is an odd number or an even number.

Before You Read

Think

- Tell students to think about the question.
- Ask one or two students to say some things you count in school. If necessary, help them think about items in a classroom, such as chairs, desks, school supplies, students, team members for sports, etc.
- Have students discuss the questions.
- Share some answers with the class.

C Learn: Predicting from Headings

- Have students read the explanation to themselves first. Then read it aloud.

Look at the headings. What do you think the texts are about? Now read and check your answers.

- Have students point to the titles and then the headings in the texts. Then have them read the headings individually.
- Ask students to share what they think the text is about with the class.
- Have students read the text to check their answers.

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *What is the first text about? Where do we count children? Where do we count trees?*
- Have a few students guess how many children are in your class. Then count the students in the class by having them count off starting at one. Did anybody guess correctly?
- Ask the following questions to check understanding about the second text: *What is the second text about? What does Tanya have? How many hats are for sunny days? What are Leon's favorite clothes? How many T-shirts does Leon have for hot days?*

DIFFERENTIATION

Below level:

- Have students look at the second text. Ask students to work in pairs and to say how many hats Tanya has. Then ask how many of Tanya's hats are for rainy days and how many for sunny days.
- Direct students' attention to Leon's text and ask how many T-shirts Leon has. Ask how many of Leon's shirts are for hot days and how many for cold days.

At level:

- Have students identify the numbers of hats and T-shirts as above. Then have pairs write the addition problem for Tanya's hats ($3 + 7 = 10$) and for Leon's T-shirts ($4 + 3 = 7$).
- Pairs exchange notebooks with another pair to check answers. Then invite a few pairs to come to the board to write and say their addition problems.

Above level:

- Tell students to choose something they own, such as shoes or hats (or the class could brainstorm ideas first if necessary) and to write an addition problem about it on a piece of paper. Tell them not to write the answer, e.g. $3 + 2 = \underline{\quad}$.
- Students give their paper to a partner who writes the answer and then gets three guesses what the problem is about, e.g. *The answer is 5. I think it's five sweaters, five pairs of shoes, or five robots.*
- Students check the answer and say what the items were, e.g. *You're right! I have 5 sweaters. Two are blue and three are red.*
- Have some students share their problems with the class by writing them on the board.

D Look at the headings on pages 90 and 91. What do you think the text is about?

- Write the words and phrases students use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the contents of the preview bar.
- Ask *What two math skills can we learn about in the text?*
- Tell students to look out for two kinds of numbers.

Further Practice

Workbook Unit 9 pages 74–75

Online practice Unit 9 • Get Ready

Classroom Presentation Tool Unit 9 • Get Ready

Working with Numbers

Read 2-03

Numbers

Look at the number line. It shows the numbers 1 to 20 in order. Some numbers are even, and some numbers are odd. The even numbers are blue, and the odd numbers are red.

Counting

Read the even numbers aloud. When there are a lot of things in a group, we can use the even numbers to count the things by twos. This helps us to count fast. Count the fish by twos.

Addition

We use addition every day. It helps us count things. We join groups of things with addition.

This is a plus sign. It tells us to add the numbers together.

This is an equals sign. It tells us that the numbers on both sides are the same amount.

This is the answer.

We say: "Two plus three equals five."

We write ... $2 + 3 = 5$

Addition problems

Let's use addition to work out answers to these word problems.

You have eight orange seashells. I have nine green seashells. How many seashells do we have?



$8 + 9 = 17$

They have six red crabs, five blue crabs, and four yellow crabs. How many crabs do they have?



$6 + 5 + 4 = ?$

How do you use addition every day?

Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Math

Text type: Informational text (nonfiction)

Reading strategy: Predicting from headings

Big Question learning point: Numbers help us to count things.

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How do numbers help us?*
- Tell students to read the title and headings, and then tell you what they see in the pictures.
- Have students point to the addition problems.
- Ask *What is different about the two addition problems on page 91?*

During Reading 2-03

- Ask a gist question to check overall understanding of the text, e.g. *What color are the odd numbers on the top of the page?*
- Give students a few minutes to browse the text before answering.
- Ask *What are the two kinds of numbers?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have students take turns reading the text aloud to each other, with the above-level reader helping to sound out and pronounce the words and phrases. Tell the students to point to the pictures that go with the words as they read them.

At level:

- Put students into pairs. Students take turns reading aloud portions of the text to each other. Give help where necessary.

Above level:

- Put students into small groups and have them take turns reading the four sections of text to each other. After each section, have a confident student summarize the information for the other students.
- Move throughout the room and provide help as necessary.

COLLABORATIVE LEARNING

- Focus on counting by two. Put students into pairs.
- Tell students to count the fish by twos. Demonstrate how to do this first by pointing at the first two fish with two fingers and saying *Two, four, six*, etc. as you move your finger across the row of fish. Do not count to the end, so students have to complete the counting themselves.

- Then have students individually count the seashells and crabs on page 91 by twos. Have each pair of students count the remaining students in the classroom by twos. Have pairs compare their answers.
- Check the answers with the class.

CRITICAL THINKING

Discussion questions:

- Tell students to look at the number line. Point to the numbers as you say *When you add two even numbers, like $2 + 4$ or $4 + 6$, is the answer odd or even?*
- *What about when you add two odd numbers, such as $1 + 3$ or $3 + 5$? Point to the numbers. Give students time to add them, and then ask *When you add two odd numbers, is the answer odd or even?**
- *What is the answer when you add an even number and an odd number, such as $2 + 3$?*
- *Look at page 91. When you see the problem " $8 + 9$ equals", do you know if the answer will be odd or even? Why? Elicit *Odd because you are adding an even number, 8, to an odd number, 9.**

After Reading

- Have students look at the text again. Ask *How do you use addition every day?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss how they use addition.
- Have students tell one way they use addition.
- Put students into small groups of three or four to discuss how they use addition every day.

DIFFERENTIATION

Below level:

- Write a couple of addition problems on the board: $2 + 6 = \underline{\quad}$ and $5 + 10 = \underline{\quad}$. Have the class supply the answers.
- Drill how to say the problems: *Two plus six equals eight. Five plus ten equals fifteen.*

At level:

- Say five addition problems and have students write down the numbers they hear, e.g. *Three plus nine equals ... ?*
- Have five students come to the board to write the answers and say the equations. The class checks the work together.

Above level:

- Say five addition problems and have students write down the numbers they hear, but use addition problems with three numbers in them, such as *Ten plus five plus two equals ... ?*
- Tell students to write the answers.
- Have individual students come to the board to write the problems and say the answers. The class checks the work.

CULTURE NOTE

All over the world, people like to count on their fingers. However, in different parts of the world, people count on their fingers differently. To count to five in Europe, the hand is closed in a fist and the fingers open out starting with the thumb as one and the pinkie finger as five. In North America and the U.K., counting starts with a closed fist, but the index finger opens first as one, the pinkie as four, and the thumb last as five. In Japan, the count is similar to Europe, however the hand begins open and the fingers fold in when counting. In China, the count goes to twelve on one hand, with the thumb touching the three joints on each of the four fingers.

Further Practice

Workbook Unit 9 page 76

Online practice Unit 9 • Read

Classroom Presentation Tool Unit 9 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 the number line ☐

2 odd and even numbers ☐

3 counting things by twos ☐

4 addition problems ☐

A Ask and answer the question.

What's your favorite part?

The addition problems. They're fun.

B Read and circle the correct words.

- A number line shows us numbers in red and blue / order.
- Addition helps us learn about even numbers / count things.
- Addition / Counting joins groups of things together.
- Eight is an even / odd number.
- Five is an even / odd number.

C Use these numbers to make addition problems.

1 three	eight	five	<u>3 + 5 = 8</u>
2 six	four	two	_____
3 seven	nine	two	_____
4 five	one	four	_____

Think Talk to a partner.

- Count the shoes in your classroom. Now count by twos. Is it faster?
- Where do people add things together?

Grammar in Use

D Listen and sing along. How Many?

We want ten shells for a castle.
How many shells do we have?

I don't have ten shells,
I have four shells,
But you have six shells,
So together we have ten!

They have ten shells together!
Four plus six is ten!

I don't have ten shells,
I have four shells,
But you have six shells,
So together we have ten!

E Learn Grammar Simple Present

You have a seashell.
I don't have a seashell.

They have T-shirts.
We don't have T-shirts.

Look and check (✓) the things you have.

pet

hat

kite

friend

bicycle

sneakers

F Now write about yourself. Tell your partner.

I have ...	I don't have ...

I have sneakers.
I don't have a pet.

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Verb *Have* (I / you / we / they)

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD, ball or beanbag

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the sentences. Ask students to raise their hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Read and circle the correct words.

ANSWERS

1 order 2 count things 3 Addition 4 even 5 odd

- Ask follow-up questions: *Addition joins groups together. Counting tells us ... ? What? How do you count by twos? Say an even number. Say an odd number.*

C Use these numbers to make addition problems.

ANSWERS

1 $3 + 5 = 8$ 2 $2 + 4 = 6$ 3 $2 + 7 = 9$ 4 $1 + 4 = 5$

- Ask follow-up questions. Say $3 + 5 = 8$, but does $5 + 3 = 8$? Does $2 + 4 = 4 + 2$? If you add two numbers, does it matter what order you add them in?
- If students still find this confusing, write examples on the board.

Think

- Ask students to work individually to think about the two questions.

COLLABORATIVE LEARNING

- For the first question, ask students to count the shoes by themselves. Then have them count by twos. Ask *Was it easier to count by ones or twos?* Have some students answer.
- For the second question, put students into small groups. Tell them they have five minutes to make a list of places where people need to add things together. Have groups make a list.

- When the five minutes is finished, have groups count how many places are on their lists. Check the answers by having the group with the least words say them aloud. Write the words on the board. The group with the second shortest list should add any unmentioned places to the board. Continue until all of the groups' words are on the board. Have groups count the total number of places.

CRITICAL THINKING

- Keep students in their small groups. Students will count any items they have with them such as books or other materials. When they are done counting, have each group count the total number of items altogether.
- Then tell groups to think of two other categories of things they can count for their group, e.g. people in their families.
- Have students apply these categories and add together the total number for the group.
- Elicit some of the categories and answers from the groups and make notes on the board.

Grammar in Use

D Listen and sing along. 🎧 2:04

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Number students in the class from 1–6. Do this as many times as you need to until all students have a number. Write the numbers on the board and tell the class that each number sings two lines of the song. (Students will need to count the lines of the songs by twos.)
- Tell students to sing the song again. This time each group stands to sing only their two lines. Repeat several times with groups switching parts.

E Learn Grammar: Simple Present

- Draw students' attention to the simple present with *have* and *don't have*. Read the examples with the class.
- Then say a couple of examples using items you own, e.g. *I have a (blouse)*. Then say a couple more examples using students in the classroom, e.g. *We / You / They (don't) have (apples)*.

Look and check (✓) the things you have.

- Model the exercise by using your real information about the first word, *pet*. Point to the picture and say *I have / don't have a pet*. Then have a confident student answer for himself / herself.
- Students work individually to check the things they have.
- Put students into small groups to share their information, taking turns to say *I have / don't have* for each of the items in the list.

F Now write about yourself. Tell your partner.

- Have students list three things they have and three things they don't have.
- Students tell a partner their list.

COMMUNICATION

- After students have completed the activity, put them into small groups.
- Have group members share the things on their lists with each other. Group members repeat the student's sentences back, saying *You have / don't have* _____.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have the above-level student help their partner look at the pictures in E and say correct sentences using *I have / I don't have*.

At level:

- Put students into a large circle. Give one student a ball. He / she tosses it to another student and says *I have a (bicycle)*. (Tell students to only share real information.) That student repeats *I have a (bicycle)* and then tosses the ball to another student and says a new sentence, e.g. *I don't have a (bird)*. The third student repeats the previous two sentences and adds a new one of his / her own. Continue the chain as long as students can remember correctly.

Above level:

- Make a poster to represent all of the individual information from the class.
- Students write three to five columns about things they are interested in, such as items from E or other things they like, such as toys or family members.
- Have each student go to the chart and write the number for how many of that thing they have.
- Once all students have written their numbers, have the whole class work to add the total numbers together.

Further practice

Workbook Unit 9 pages 77–79

Online practice Unit 9 • Understand

Classroom Presentation Tool Unit 9 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2:05

pen

pencil

eraser

ruler

backpack

notebook

B What's missing? Circle and write.

1

backpack

2

3

4

Listening

Think How many boys and how many girls are in your class?
How many children all together?

C Listen. What things are they counting? 2:06

D Listen again and circle the correct problem. 2:07

1 6 + 9 = 15

2 14 + 3 = 19

3 8 + 8 = 16

4 3 + 4 + 5 = 12

5 6 + 10 = 16

6 15 + 5 = 20

7 8 + 9 = 17

8 3 + 5 + 5 = 13

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Speaking

E Listen and repeat. Then practice with a partner. 2:08

Oli, how old are you?

I'm seven, fool!

I'm seven years old. How about you, Ben?

Word Study

F Learn Writing Numbers

We can write numbers in words.

11 eleven	15 fifteen	18 eighteen
12 twelve	16 sixteen	19 nineteen
13 thirteen	17 seventeen	20 twenty
14 fourteen		

Read and answer the problems.

1 nine + nine = eighteen

4 eight + twelve = _____

2 seven + four = _____

5 eleven + five = _____

3 six + six = _____

Write Tell your partner about your things and how many you have.
Now write about them in your **Workbook**. page 81

BIG QUESTION **H** How do numbers help us?

A Watch the video. ▶

B Think about the Big Question.
Talk about it with a partner.

Numbers help us count things.

Numbers help us know how old we are.

Speaking: Asking about Age • Writing Numbers Unit 9 95

Summary

Objectives: To learn and understand words about school supplies; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for asking about age and words that are numbers.

To review what students have learned about the Big Question so far.

Vocabulary: pen, pencil, eraser, ruler, backpack, notebook

Listening strategy: Listening for number details

Speaking: Asking about age

Writing Study: Numbers

Writing task: Writing about how many things you have

Big Question learning point: Numbers help us count things. Numbers help us know how old we are.

Materials: Picture Cards, Discover Poster 5, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2:05

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *eraser* and *ruler*.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which two things do you write with?
If you make a mistake while writing, what do you need to use to fix this mistake?
What do you put your books in?
What do you write in?
Which object is long and straight?

B What's missing? Circle and write.

- Go over the first example with the class. Point to the picture and say *What do you see? What does he need?*
- Have students do the activity and write the words individually.
- Put them in pairs to discuss their answers and check.
- Check the answers with the class. Elicit why students chose the correct answers.

ANSWERS

1 backpack 2 ruler 3 eraser 4 notebook

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. What things are they counting? 2•06

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

pens, rulers, pencils, erasers

D Listen again and circle the correct problem. 2•07

- Tell students to listen to the audio and read in their books.
- Play the audio again and ask students to circle the problem they hear.

ANSWERS

1 $6 + 9 = 15$ 2 $15 + 5 = 20$

3 $8 + 9 = 17$ 4 $3 + 4 + 5 = 12$

Speaking

E Listen and repeat. Then practice with a partner.

 2•08

COMMUNICATION

- Say each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with an at-level or above-level student in front of the class.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time moving around the classroom to ask different students, and use their own ages. Elicit an example with an at-level or above-level speaker who says his / her real age.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Writing Numbers

- Write the number 10 on the board. Elicit how to spell the word *t-e-n* and write it on the board.
- Read the explanation and list of numbers one time and have students repeat. Then call on individual students to read the explanation and the numbers aloud.

Read and answer the problems.

- Have students do the activity individually. Tell students to write the word for the number. Have pairs compare their answers.
- Check the answers with the class. Call on students to spell out the answers.

ANSWERS

1 eighteen 2 eleven 3 twelve 4 twenty 5 sixteen

COLLABORATIVE LEARNING

- Divide the class into three or four teams. Have one student from each team come to the board. The rest of the team remains seated.
- Say a number from 11 to 20. The team members try to write the number word as quickly and correctly as they can. Team members may call out letters to help with spelling.
- Continue until everyone has had a chance to write.

Write: Tell your partner about your things and how many you have. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Have students list some things they have: pets, toys, school supplies like notebooks, pencils, erasers, etc.
- Then have students put numbers by the things for how many they have, e.g. 3 pens.
- Write the sentence frame *I have ____*. on the board. Put students into pairs and tell them to use the sentence frame to say how many things they have, e.g. *I have three pens*.

At level:

- Put the following sentence frames on the board:
I have ____. *I have ____*.
- Have students write the sentence frames in their notebook.
- Tell students to complete the two sentence frames by writing how many they have of two things, e.g. *I have one bicycle and three kites*.
- Put students into pairs and tell them to listen to their partner's information.

Above level:

- Put the following sentence frames on the board:
I have ____. *I have ____*. *I have ____*.
- Students individually complete three sentence frames about things they have in their notebook.
- Then have students copy the sentence frames three more times with blanks.
- Put students into pairs. Say *You will tell your partner about three things you have. The partner will write down what you say in the sentence frames*.
- Have pairs do the activity.
- Then pairs check each other's work, reading the sentences their partner wrote about them aloud.

Big Question 5 Review

How do numbers help us?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 5**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask *What do you see? What does that mean? How many are there?*
- Refer to the learning points covered in Unit 9 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about how numbers help us.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 9 pages 80–81

Online practice Unit 9 • Communicate

Classroom Presentation Tool Unit 9 • Communicate

UNIT 10

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-09

pot

stone

food

sausages

carrots

onions

potatoes

soup

B Think about the words in **A**. Add them to the chart.

We eat this food	We don't eat this

96 Unit 10 Vocabulary: Food

Before You Read

Think What's your favorite food? Do you like soup?

Learn Beginning, Middle, and End

Stories have three parts: a **beginning**, a **middle**, and an **end**. As you read, look out for these three parts. They help you understand the story.

Read the short stories. Write **B** (Beginning), **M** (Middle), or **E** (End).

- ☐ We swim and collect seashells. We play in the sand and walk on the beach.

☒ It's a beautiful, sunny day. My mom and I go to the beach. I'm happy.

☐ It gets cool and cloudy, and then it rains. We go home. I'm sad!
- ☐ Camila draws potatoes, sausages, carrots, and onions. She colors them.

☐ Camila's mom looks at her picture. "Camila," she says. "I think you're hungry!"

☐ Camila wants to draw a picture, but she doesn't know what to draw. Then she has an idea. Food!

C In the story on pages 98 and 99, people make soup. What do you think they put in their soup?

Reading: Beginning, Middle, and End Unit 10 97

PREVIEW

Stone Soup

In this story, we read about people adding their food together.

Summary

Objectives: To understand words about food; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *pot, stone, food, sausages, carrots, onions, potatoes, soup*

Reading strategy: Beginning, Middle, and End

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-09

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay attention to the pronunciation of *s* at the end of the plural words. Write *sausages* on the board and say the word. Underline *-ges* on the board while saying just the ending /gz/. Then cross out the *e*, tell students the sound is /gz/, and have them repeat several times.
- Write *carrots* on the board. Underline the *-ts* and say /ts/. Say *The s sounds like /ts/*. Have students repeat /ts/ several times.

- Write *onions* and *potatoes* on the board. Underline the *s* in both words. Say *Listen: onions, /z/, and potatoes, /z/*. The *s* sounds like /z/. Underline the *-s* in both words. Have students repeat /z/ several times.
- Then point to the words as you contrast the pronunciation of *sausages* /gz/, *carrots* /ts/, *onions* /z/, *potatoes* /z/ and have students repeat after you.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which six words are things that you eat?
Is a stone food? Is a pot food?
What can you make in a pot?
Is soup hot or cold?
Can you eat a stone?
Where can you find a stone?

B Think about the words in A. Add them to the chart.

- Direct students to the first example. Have students read the word and then point to the picture of food.
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

We eat this: food, sausages, carrots, onions, potatoes, soup
 We don't eat this: pot, stone

COLLABORATIVE LEARNING

- Have students write two sentences using the new vocabulary words, e.g. *I like to eat soup. I don't like to eat onions.*
- When they have finished, tell students to exchange their sentences with another student to check their work.

DIFFERENTIATION

Below level:

- Write all of the new words on the board. Point to a word in random order, say it, and have the class repeat. Do this several times.
- Then erase the words. Say a word and have the class repeat it.
- Then spell a word for the class and have the class say it. Do this for all of the words.

At level:

- Have students close their books. Say one of the vocabulary words. Students write it. Continue for all words.
- Check the answers with the class.

Above level:

- Have all the students stand up. Tell them that when you say a word, they call out one of two things: *We eat it or We don't eat it.* Write the two phrases on the board.
- Start calling out words. The last student to respond correctly, and those who respond incorrectly, must sit down, while the others keep playing.
- Go through all the words at least once.

Before You Read

Think

- Have students read the questions.
- Ask one or two students to tell the class their answers.
- Then students discuss their answers to the questions in small groups.
- Share some of the answers with the class.

C Learn: Beginning, Middle, and End

- Read the explanation while the class follows along in their books.
- Elicit the names of well-known books, movies, and cartoons that the students know. Ask if the students can describe the beginning, middle, or end of any of the stories.
- Remind the class of the story about the orangutan titled *My Friend, Anak* on pages 58 and 59. Ask if students can name the beginning, middle, and end of the story. (Example answer: *Beginning: Dian works with Anak as a baby. Middle: Anak grows older and goes away. End: Anak comes back with her own baby.*)

Read the short stories. Write B (Beginning), M (Middle), or E (End).

- Have students read the first example on their own. Remind students that the paragraphs are not in order.
- Have students complete the activity individually.
- Students compare answers with a partner before checking answers with the class.

ANSWERS

(top to bottom) 1 M, B, E 2 M, E, B

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *How do we know the second paragraph is the beginning? Where does the story begin? Who is the story about? What do they eat? Where do they go at the end of the story?*
- Ask the following questions to check understanding about the second text: *Who is the story about? Why does Camila's mom think Camila is hungry? What happens in the middle of the story?*

DIFFERENTIATION

Below level:

- Have students practice reading the first text. Students listen as you read the first text in the correct order. Then have students repeat one time.
- Repeat for the second text.

At level:

- Put students into pairs to practice reading the first story in order.
- If students had trouble identifying the beginning, middle, and end, have them read the story out of order in several ways. First, have students read the story as it appears in the book. Then discuss why this order doesn't make sense. Point to the paragraphs in the book as you say *Why can't the top paragraph come before the middle paragraph?*
- Do the same for the second text, reading it out of order to discuss what doesn't work.

Above level:

- Put students into pairs to silently read the texts.
- Then have pairs close their books and tell their partner the summary of the story. The partner checks it against the text. Make sure the summary has a beginning, middle, and end.
- Pairs take turns summarizing each text and talk about both.

D In the story on pages 98 and 99, people make soup. What do you think they put in their soup?

- Have students look at the title and pictures on pages 98 and 99.
- Ask *What do you think they put in their soup?*
- Write the words and phrases they use on the board and leave them there as students read the text.

Reading Preview

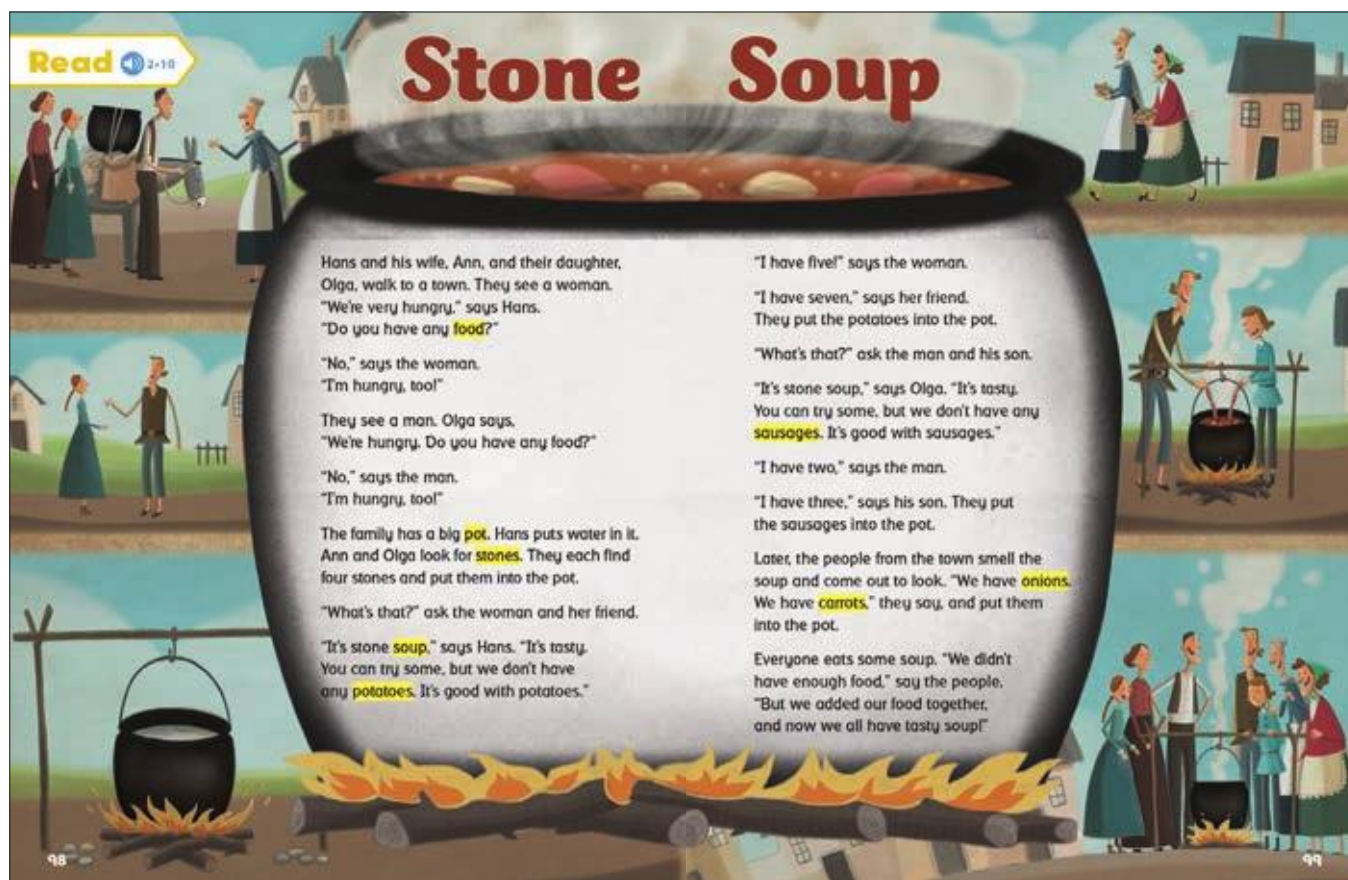
- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Tell students that this story is a folk tale. Explain that it is a story people told long ago. It often teaches a lesson.
- Tell students to carefully read to find out what goes into the soup.

Further Practice

Workbook Unit 10 pages 82–83

Online practice Unit 10 • Get Ready

Classroom Presentation Tool Unit 10 • Get Ready



Summary

Objectives: To read, understand, and discuss a folk tale; to apply a reading strategy to improve comprehension.

School subject: Math

Text type: Folk tale (fiction)

Reading strategy: Beginning, Middle, and End

Big Question learning point: *We add food together when we cook.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do you think this text is about?*
- Ask *What do you want to know about this story?*
- Write the words and phrases students say on the board.

During Reading

2-10

- Ask a gist question to check overall understanding of the text, e.g. *Who is the story about?* Allow students a few minutes to browse the text.
- Ask *What goes in the soup?* (stones, potatoes, sausages, onions, carrots)
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the story aloud and have students repeat after you. Be sure to read all of the characters' speech in quotations in different sounding voices and encourage students to imitate you.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students read portions of the text out, taking turns around the circle. Encourage them to read the characters' speech in different voices.

Above level:

- Put students into pairs. Have pairs take turns to read a sentence out loud. Encourage them to say the characters' speech in different voices.
- Divide the story into parts and have some pairs read the story to the class.

CRITICAL THINKING

Discussion questions:

- *Who walks to a town?*
- *What do Ann and Olga put in the pot?*
- *What do the different people put in the pot?*
- *What did the people add together?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups.
- Tell the groups they will summarize the beginning, middle, and end of the story.
- Have the students read together and then make notes on what they think summarizes the beginning, middle, and end of the story.
- The groups look over their notes and revise.
- Have groups read or tell the class about their summary. Encourage all members of each group to take turns to speak while sharing their information.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions. Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what they think of the story. Ask *What do you think about the lesson of the story? Would you like to eat stone soup? What kind of soup do you like?*

DIFFERENTIATION

Below level:

- In small groups, have students point to their favorite part of the story or illustration and say what they like about it.

At level:

- Put students into pairs. Have pairs say what they learned about stone soup. Ask students to talk about the lesson of the story. They can point to the pictures and text.
- Share some of the examples with the class.

Above level:

- Have students think about the lesson of *Stone Soup* and make notes.
- Put students into pairs to compare their ideas about what they think the lesson is.
- Have a few pairs tell the class their ideas. Ask the class if they know of any folk tales.

CULTURE NOTE

Stone Soup is an old folk tale that has different versions in Scandinavian, Northern European, Eastern European, and Russian countries. This classic folk tale focuses on cooperation.

In some versions it isn't about putting a stone in the soup, but instead other non-food objects. This story is also known as Button Soup or Wood Soup, but the point of the story remains the same.

In Portugal, there is actually a real soup, which is based on the story. It is called *sopa de pedra* and is served in the town of Almeirim, where the story originated. It's very famous and many restaurants serve it as their speciality.

Further Practice

Workbook Unit 10 page 84

Online practice Unit 10 • Read

Classroom Presentation Tool Unit 10 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

- 1 The people are hungry. ☐ 3 The people put food in the pot. ☐
2 Olga and Ann put stones in the pot. ☐ 4 Everyone has soup. ☐

A Ask and answer the question.



What's your favorite part?

The end of the story. They add their food together.



B Think about the story and look at the pictures. Now write B (Beginning), M (Middle), or E (End).



C Answer the questions. Write the number.

- 1 How many pots does the family have? _____ pot
2 How many stones do the wife and her daughter put in the pot? _____ stones
3 How many potatoes are in the soup? _____ potatoes
4 How many sausages do the man and his son have? _____ sausages

Think Talk about the story.

- 1 Are the people hungry at the end of the story? Why not?
2 What's the lesson of the story?

Grammar in Use

D Listen and sing along. Onion Soup!

Here comes Dot with a basket.
What do you have inside?
Do you have onions?
Yes, I do. Yes, I do.
I have four big onions.
Let's make an onion soup!
Yum! Yum! Onion soup,
Onion soup for lunch!



Here comes Gus with a basket.
What do you have inside?
Do you have onions?
No, I don't. No, I don't.
I have four red apples.
Let's make an apple pie!
Yum! Yum! Apple pie,
Apple pie for lunch!

E Learn Grammar Simple Present Questions

Do you have food? Yes, I do.
What do you have? I have carrots.
Do you have potatoes? No, I don't.



What do you have in your backpack? Look and check (✓).



pencil



food



pot



stones



ruler



notebook

F Ask and answer with your partner.



Do you have a notebook?

Yes, I do.

Do you have food?

No, I don't.



Summary

Objectives: To demonstrate understanding of a folk tale; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Present questions with verb *Have* (I / you / we / they)

Grammar practice: Workbook exercises

Grammar production: Simple Present questions with *Have* (I / you / we / they)

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the story.
- Ask *Who likes this part?* Read out the sentences. Ask students to raise their hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Think about the story and look at the pictures. Now write B (Beginning), M (Middle), or E (End).

- Have students complete the activity individually before checking answers with the class.

ANSWERS

(left to right) E, M, B

- Ask follow-up questions: *What happens in the beginning of the story? What happens in the middle of the story? What happens in the end of the story?*

C Answer the questions. Write the number.

- Have students read the questions. Tell students to look at the first question. Ask *How many pots does the family have?* Say *We need to write the number of pots. What do you need to do?*
- Look at the other questions. *How many people put stones in the soup? How many stones do they each have? Did two people put in the potatoes? Did two people put in the sausages? What will you do for those problems?*
- Have students turn to pages 98 and 99 and find the numbers that they will add. Have students try to complete the activity on their own. Then have them compare answers with a partner.
- Check the answers with the class. To help you check the answers, have volunteers write the equations on the board: ($4 + 4 = 8$ stones; $5 + 7 = 12$ potatoes; $2 + 3 = 5$ sausages). Have the students read the equations to the class.

ANSWERS

1 one 2 eight 3 twelve 4 five

Think

- Ask students to think individually about the two questions.

COMMUNICATION

- Ask students to write their answers to the two questions in their notebook.
- After students have had a chance to answer the questions, put students into small groups to discuss the questions. Have students explain their answers. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Say *Folk tales teach us a lesson. What do you think the lesson of Stone Soup is?* Tell groups they will write the lesson.
- Write on the board: *The lesson of Stone Soup is _____.*
- Have groups look back to the story and complete the sentence.
- Have groups compare their answers with the class. (Sample answers: People can work together. / A little bit added together is enough. / People can help one another.)

Grammar in Use

D Listen and sing along. 2•11

CREATIVITY

- Listen to the song once and then sing it together.
- Have students point to the basket in the picture.
- Create gestures for the song, such as miming looking in a basket, holding up four fingers to count four, and rubbing your tummy for *yum yum*. Have students repeat the gestures as you say the lyrics one or two times.
- Then sing the song again with gestures.

E Learn Grammar: Simple Present Questions

- Draw students' attention to the simple present questions. Read the questions aloud. Have the class read the answers.
- Ask *When do we answer a question with "Yes, I do." / "No, I don't."?*
- Ask *How do you answer the question "What do you have?"*

What do you have in your backpack? Look and check (✓).

- Model the questions and answers using a student's backpack and their real answers.
- Then have students do the activity individually. Go around and help as necessary. Have some students share their answers with the class.

COLLABORATIVE LEARNING

- Put students into a large circle. Put some things into a backpack or bag to pass around, such as some pencils, a ruler, and an apple.
- Pass the bag to a confident student and ask *What do you have in your backpack?* The student pulls something out of the backpack and says what it is: *I have a (ruler).*
- Then have the student pass the bag and ask the question to the student next to him / her.
- Continue until everyone has had at least one turn.

F Ask and answer with your partner.

- Model how to do the activity with a confident student by reading the examples in the book.
- Put students into pairs to take turns asking and answering the questions about their backpacks.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the following on the board: *Do you have ____? Yes, I do. / No, I don't.*
- Point to the question as you ask it to the group, substituting familiar classroom objects in the blank. Then point to the answer as they answer, helping them to complete the sentence if necessary. Repeat the question and answer more fluently. Continue drilling in this way.

At level:

- Write the following on the board: *Do you have ____? Yes, I do. / No, I don't.*
- Have pairs practice asking and answering questions with each other. Go around and help as needed.

Above level:

- Put students into a circle. Ask *Do you have (a notebook)?* Toss a ball to the first student. The student answers (*Yes, I do*). He / She then asks *Do you have (food)?* before tossing the ball to another student in the circle.
- Students continue to answer and then ask questions around the circle until everybody has taken part. Encourage them to play faster and faster.

Further practice

Workbook Unit 10 pages 85–87

Online practice Unit 10 • Understand

Classroom Presentation Tool Unit 10 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 2-12


tomato


cucumber


avocado


orange


mango


peach

B Think about the words from A. Add them to the chart.

It has a pit	It has seeds

Listening

Think What food do you put in a salad?

C Listen. What are they adding to the fruit salad? ▶ 2-13

D Listen again and write the addition problems. ▶ 2-14

1  4 + 2 = 6

2  + =

3  + =

4  + =

5  + =

6  + =

Speaking

E Count your things. Practice addition with a partner. Use the words in the box to help. ▶ 2-15

I have ... You have ... How many ... ?



Writing Study

Learn Exclamation Points

Use an **exclamation point** to show strong feelings.

I'm hungry! This means you are **very** hungry.

Oh, no! This means you are scared or worried.

Look! This means you are surprised.

Read the sentences and write a period, a question mark, or an exclamation point.

1 I have a pet _____

2 Do you have a notebook _____

3 It's a small, red tomato _____

4 Be careful _____

5 Nice to meet you _____

6 It's a big lion. I'm scared _____

Write Tell your partner what's in your favorite soup. Now write about it in your **Workbook**. ▶ page 11

102 Unit 10 Vocabulary: Fruit and Vegetables • Listening: Number Details
Speaking: Counting and Addition • Writing: Exclamation Points Unit 10 103

Summary

Objectives: To learn and understand words for fruit and vegetables; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions speaking about addition.

To review what students have learned about the Big Question so far.

Vocabulary: tomato, cucumber, avocado, orange, mango, peach

Listening strategy: Listening for number details

Speaking: Speaking about addition

Writing Study: Use an exclamation point to show strong feelings

Writing task: Writing about what is in your favorite soup

Big Question learning point: We use numbers and addition when we make food.

Materials: Picture Cards, Discover Poster 5, Audio CD

Words

A Listen and point to the words. Listen again and say the words. ▶ 2-12

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Point out that *orange* has a silent *e* on the end; we don't pronounce it so the word sounds like 'or/inj.

- Also pay attention to the students' pronunciation of *v* in *avocado*. Write *avocado* on the board and underline *v*. Say *a-vo-ca-do* and point to the *v* as you say it. Then write *have* on the board and underline the *v*. Point and say *have* and then *avocado*. Say *The v sounds are the same*. Show students how to put their top teeth on their bottom lip and press down when they say *v*. Then have students say /v/, /v/, *avocado*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask questions about the new words to check understanding: *What color are cucumbers and avocados? Which fruit is red? Which ones are orange?*

B Think about the words from A. Add them to the chart.

- Direct students' attention to the picture of the tomato. Point to the seeds. Ask *What are these?* Point to the pit in the avocado. Ask *What is this?* Say *We plant seeds in the spring. We can plant a pit, too. A pit is like one big seed.*
- Point to the chart and read *It has a pit. It has seeds*. Show how to look at the pictures and where to write the new words in the chart.
- Have students do the activity individually.
- Then put students into pairs to discuss their answers and check.

ANSWERS

It has a pit: avocado, mango, peach

It has seeds: tomato, cucumber, orange

COLLABORATIVE LEARNING

- Put students into small groups and tell them to talk about the foods. Ask *Do they eat them? Do they see them at the store? Do they like them?*

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. What are they adding to the fruit salad? 2:13

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

Peaches, oranges, and mangoes.

D Listen again and write the addition problems. 2:14

- Play the audio again and ask students to listen and write the addition problems. Tell the students to solve the problems.
- Check the answers with the class. Have the students read the problems aloud.

ANSWERS

1 $4 + 2 = 6$ 2 $11 + 9 = 20$ 3 $3 + 2 = 5$ 4 $5 + 3 = 8$
5 $8 + 4 = 12$ 6 $1 + 6 = 7$

Speaking

E Count your things. Practice addition with a partner. Use the words in the box to help. 2:15

COMMUNICATION

- Play the audio as the students read along. Then play it again and ask students to read aloud.
- Model how to use the words in the box with your own example. Say *I have two notebooks. You have one notebook. How many notebooks do we have?* Elicit *Two plus one equals three. We have three notebooks* from the class.
- Put students into pairs to do the exercise. Go around and help as necessary.
- Have different pairs stand up and say their dialogues for the class.

Writing Study

F Learn: Exclamation Points

- Read the explanation aloud, and the three examples. Have students point to the exclamation points in their books.
- Model an example to help students understand how to use an exclamation point. Say *I'm hungry!* with a lot of enthusiasm. Say *This is a pen* with no enthusiasm.

- Read the sentences and write a period, a question mark, or an exclamation point.

- Read the directions. Read through the first example with the class.
- Have students do the activity, then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 I have a pet. 2 Do you have a notebook?
3 It's a small, red tomato. 4 Be careful!
5 Nice to meet you! 6 It's a big lion. I'm scared!

COLLABORATIVE LEARNING

- Put students into groups to write three sentences, one with a period, one with a question mark, and one with an exclamation point.
- Have volunteers from the groups come to the board to write the sentences. Have the class check their work.

Write: Tell your partner what's in your favorite soup. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Have students think about what is in their favorite soup. Then help students to brainstorm a list of words and phrases, and write them on the board. Then have students draw a picture of their favorite soup.
- Put students into pairs to tell each other about their favorite soup.

At level:

- Have students write about their favorite soup.
- Put students into pairs to check each other's writing.
- Then have students work together to think of one or two more sentences each to add to their writing about soup.
- Have some pairs read their sentences to the class.

Above level:

- Say *You will write about your favorite "toy soup". What is toy soup? It is soup with all your favorite toys in it!*
- On a piece of paper, have each student write about what is in their toy soup, what it is like, and why they like it.
- Collect all of the papers and shuffle them. Have volunteers read a paper aloud (not their own).
- Have the class try to guess whose paper it is.

Further practice

Workbook Unit 10 pages 88–89

Online practice Unit 10 • Communicate

Classroom Presentation Tool Unit 10 • Communicate

Wrap Up

A Listen and read along. 2-16

104 Review

Project: A Bar Graph

B Make a bar graph.

- Choose and write your question.
- Ask your classmates your question.
- Draw your bar graph.

C Put your bar graph on the wall. Tell the class about it.

Ten people have red backpacks.

D Look at all the bar graphs. Talk about them.

Four people have peaches in their lunchbox.

How many children?

What Color is your backpack?

Red Blue Green Black Orange

How do numbers help us?

Big Question 5

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Bar Graph Big Question 5 105

Summary

Objectives: To show what students have learned about the language and learning points of Units 9 and 10.

Reading: Comprehension of review story

Project: Make a Bar Graph

Writing: List and write about numbers

Speaking: Talk about the bar graphs

Materials: Big Question Video, Discover Poster 5, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2-16

- Ask students a gist question before reading and listening to check overall understanding, e.g. *What do Gus and Billy make?*
- Give students a few minutes to read the text and answer the question.
- Play the audio and have students read along.

CRITICAL THINKING

- Ask the following questions to check understanding:
How many vegetables do they put in the pot?
How many fruits do they put in the pot?
How many seashells do they put in the pot?
Does Dot like the soup?

COLLABORATIVE LEARNING

- Divide the class into groups of four.
- Each student in the group takes on the role of one of the characters in the story (Narrator, Billy, Gus, Dot).
- Play the recording again. Students listen and act their role.
- Repeat the procedure until each student has mimed each role.

Project

21ST CENTURY SKILLS

B Make a bar graph.

- Tell students they will make a bar graph.
- Have students read along as you read the instructions aloud. **COMMUNICATION**
- Then direct students' attention to the bar graph. Point to each part as you explain *The bottom title is the question, "What color is your backpack?" These are the five colors the children can answer: red, blue, green, black, and orange. These are the numbers of children who answered those colors. Look at red: 2, 4, 6, 8, 10 children have a red backpack. Now look at blue: 2, 4, 6, 8 children have a blue backpack.* **COMMUNICATION**
- Ask *How many children have a green backpack? How many children have a black backpack? How many children have an orange backpack?* **COMMUNICATION CRITICAL THINKING**
- Have students work individually to think of their own question to ask. **CREATIVITY**

- Students go around the classroom and ask all of their classmates the question, taking note of the answers. Monitor to make sure students are recording their answers correctly. **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Students draw their bar graph like the one in the book and use their own information. Go around and help as needed. **CREATIVITY** **CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Give out a bar graph to students with the question *What color do you like?* Have the left side filled out to eight, and five colors written below: red, blue, green, orange, purple.
- Put students into pairs. Explain how students will use the bar graph. Tell pairs to go around and ask eight of their classmates which color they like of red, blue, green, orange, or purple. Students take notes. **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Then pairs fill out their bar graphs. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Have pairs tell the class about their graphs. **COLLABORATION** **COMMUNICATION** **CREATIVITY**

At level:

- Have pairs check each other's bar graph and ask questions about it. **COLLABORATION** **COMMUNICATION** **CREATIVITY** **CRITICAL THINKING**

Above level:

- Once students have completed their bar graphs, tell them they can organize the information another way. For example, they can turn their chart on the side, so the number of answers is along the bottom, and the color choices are along the left side. Draw an example on the board. **COMMUNICATION**
- Put students into pairs. Have the pairs take one of their bar graphs and draw it again, but with the information displayed differently. **COLLABORATION** **CRITICAL THINKING** **CREATIVITY**
- Pairs work on the graph together. **COLLABORATION** **CRITICAL THINKING** **CREATIVITY**
- Pairs show the new graph and the old graph to the class. **COLLABORATION** **COMMUNICATION** **CREATIVITY**

C Put your bar graph on the wall. Tell the class about it.

- Have students stand up and talk about their bar graphs. **COLLABORATION** **COMMUNICATION** **CREATIVITY**

D Look at all the bar graphs. Talk about them.

- Have students stand up and read each other's bar graphs. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **COMMUNICATION** **CRITICAL THINKING**
- Put students into small groups to share what they remember from someone else's bar graph. **COLLABORATION** **COMMUNICATION** **CREATIVITY**
- Ask some students to share individually with the whole class. **COMMUNICATION** **CREATIVITY**

- Ask the class questions to find the top answers from each graph to see the class's most popular answers. **COMMUNICATION** **CRITICAL THINKING**

Units 9 and 10 Big Question Review

How do numbers help us?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how numbers help us now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 5**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the chart and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how numbers help us by studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 10 pages 90–91

Online practice • Wrap Up 5

Classroom Presentation Tool • Wrap Up 5



UNITS
11-12

106 Big Question 6

BIG QUESTION 6

What do we need?

In these units you will:

WATCH
a video about things people need.

READ
about a farmer and about what we need.

MAKE
a Needs and Wants survey.

LEARN
how wants and needs are different.

WRITE
about what you need.

A Watch the video.

B Look at the picture. What do you see?

- What does the boy want?
- Do you think he needs it?
Why? / Why not?

C Think and answer the questions.

- What do you take to school every day?
- What do you eat and drink every day?

D Fill out the **Big Question Chart**.

107

Reading Strategies

Students will practice:

- Sequence
- Predicting from headings and pictures

Vocabulary

Students will understand and use words about:

- Markets, buying and selling, toys, jobs, food

Grammar

Students will understand and use:

- Simple Present with regular verbs and verb *Have* (He, She)
- Simple Present questions with regular verbs and verb *Have* (He, She)

Review

Students will review the language and Big Question learning points of Units 11 and 12 through:

- A story
- A project (a needs and wants survey)

Units 11 and 12

What do we need?

Students will understand the Big Question learning points:

- Things we need are more important than things we want.
- We don't always need or want the things we have.
- We need food, water, and clothes. We need people to help us.
- Food we want is sometimes different from food we need.

Listening Strategies

Students will practice:

- Listening for details

Writing

Students will understand:

- In a sentence there is a noun and a verb

Students will produce texts about:

- Things you have and things you want
- Things you need

Word Study

Students will understand and use words for:

- Verbs

Speaking

Students will understand and use expressions for:

- Borrowing and lending
- Expressing wants and needs

Units 11 and 12 Big Question

page 106

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 6, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *What do we need?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? What is happening? What do you like about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students say two things they saw in the video.
- Ask them to tell a partner what they saw using the words and phrases they know.

At level:

- After watching, have students ask a partner about two things they saw in the video, e.g. *Do you like the farmer? Yes, I do.*
- Elicit the words and phrases from the pairs and write them on the board.

Above level:

- Put students into pairs to discuss the main ideas of the video. Pairs think of three to four sentences that they think best describe the video.
- Have students say their sentences for the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Have a few students say what they see.
- Then put students into pairs to discuss the questions.

ANSWERS

Students' own answers

1 a bicycle 2 Students' own answers

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question and say what they take to school every day. Write the words and phrases they use on the board.
- Ask the second question. Have students say what they eat and drink every day and write answers on the board.
- Ask further questions for students to discuss with a partner: *Do you need to take things to school every day? Do you need to eat and drink every day? Do you need to play every day?*

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 6** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and asking *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say words, phrases, or three sentences about the picture. They can name things, describe things by color, number, or location.
- Have volunteers from each group stand up and say the words, phrases, or sentences they chose for their picture.
- Repeat until every group has spoken. Ensure all pictures have been talked about.

D Fill out the Big Question Chart.

- Ask the class *What do you know about things we need?*
- Draw a web on the board, putting *things we need* in the middle. Add words from students around these words.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Elicit single-word answers from pairs about what they know about things they need.
- Point to objects in the big picture and on the poster and ask *What's this?* Write the words on the board.

At level:

- Tell students to think of things they need and to list words about them. Then put students into pairs to compare lists.
- Elicit information from the students' lists. Write the words and phrases from each pair on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about things we need. Ask students to categorize words by type where appropriate.

Discover Poster 6

1 Boy looking at cake in a bakery window; 2 Children trading fruit at school; 3 Family picnic; 4 Teacher helping students find countries on a globe; 5 Girls holding an apple and a chocolate bar

Further Practice

Workbook Unit 11 page 92

Online practice • Big Question 6

Classroom Presentation Tool • Big Question 6

UNIT 11

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-17










B Look at the picture. Read and write the words from A.



A cow is an animal. It makes milk. The farmer can sell the milk at a market. The farmer sells some milk to a man. The man buys the milk. The farmer has a plain jacket. The man has a fancy jacket.

108 Unit 11 Vocabulary: Farms and Markets

Before You Read

Think What do you like, but don't have?

Learn **Sequence**

Sequence is the order of things. Numbers are in a sequence: 1 2 3 4

Stories have a sequence, too. Things in the story happen in an order. As you read, think about the sequence. This helps you understand the story.

Number the parts of the stories in the correct order.

1

- ☐ I go to the market. I buy milk.
- ☒ I'm thirsty!
- ☐ I drink the milk. It's tasty.

2

- ☐ In the afternoon, they fly their kites. It's very windy. Both kites fly high.
- ☐ Hana paints her kite blue. It's plain. Omar paints his kite purple and orange. It's fancy.
- ☐ It's time to go home. What a fun day!
- ☐ It's a windy day. In the morning, Omar and Hana make kites.

D The story on pages 110 and 111 is about a farmer. What animal do you think he has?

Reading Sequence Unit 11 109

PREVIEW

The Farmer and the Hat

In this story, we learn about what a farmer needs and what he wants.

Summary

Objectives: To understand words about farms, markets, and shopping; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: farmer, cow, milk, market, sell, buy, plain, fancy

Reading strategy: Sequence

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-17

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Write *sell*, *fancy*, and *cow* on the board. Underline the letters as you say *The /s/ sound in sell is the same sound as the letter c in fancy. Say Sometimes c sounds like s, and other times, it sounds like /k/, as in cow.* Have students repeat *sell*, *fancy*, *cow* as you point to the words.
- Point out that the *ar* sound in *farmer* and *market* is the same and drill those sounds and words.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Do you like to drink milk? What do you do at a market? What things can you buy at a market?
- Point to plain and fancy things around the classroom and ask *Is this plain or fancy?* to check students' understanding.

B Look at the picture. Read and write the words from A.

- Have students point to the picture and talk about what they see.
- Go over the first example answer with the class. Read the first sentence with the blank. Ask *What word goes here? Do you see an animal in the picture?*
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

cow, market, sell(s), milk, buy(s), plain, fancy

COLLABORATIVE LEARNING

- Put students into small groups.
- Explain that students will look at the picture in B and talk about it. For example, point to the man in the fancy jacket and say *Does the man have a fancy jacket? Yes, he does.* Point to the farmer and ask *Does she have a fancy jacket?*
- The groups take turns asking and answering questions about the picture.
- Have some groups say their questions and answers for the class.

Before You Read

Think

- Ask the question and call on volunteers to answer.
- Then put students into pairs and have them discuss the question.
- Have a few pairs share their answers with the class.

C Learn: Sequence

- Read the explanation aloud. Then have students read the explanation by themselves one time.
- Give students an example to further clarify the meaning. Say *Numbers are a sequence. Numbers go in order. Write numbers out of sequence on the board: 7, 2, 9, 4. Ask the class to call out the numbers in order as you rewrite the correct sequence, 2, 4, 7, 9 underneath it.*

Number the parts of the stories in the correct order.

- Go over the first example with the class. Ask students *Is a sequence the same as a beginning, middle, and end? What happens first?* Direct students' attention to the second text and ask *Can the middle have more than one part?*
- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

(top to bottom) 1 2, 1, 3 2 3, 2, 4, 1

COLLABORATIVE LEARNING

- Put students into small groups. Have each group take turns to read the texts in the correct order.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have the more confident student read the text in the correct order while the other student follows along in the book. Then have the two students read together.

At level:

- Put students into pairs. Have pairs read the texts in the correct order one time.
- Then ask pairs to list the events of the stories as a sequence. Tell them to list only the main points.
- Have some pairs share their sequences with the class, e.g. *She is thirsty. She buys milk. She drinks it. Omar and Hana make kites. Hana's kite is plain. Omar's kite is fancy. They fly their kites. They go home.*

Above level:

- Put students into pairs. Have them read the sentences out of order as they appear in the book.
- Then ask them to talk about why the story can't be in that order. Tell them to discuss the beginning, middle, and end.
- Have pairs share their discussions and sentences with the class.

D The story on pages 110 and 111 is about a farmer. What animal do you think he has?

- Have students look at the story on pages 110 and 111.
- Have students point to the pictures and say what they see.
- Ask *What animal do you think the farmer has?*

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Tell the class that this story is a fable. Ask *What does a fable do? Do you know any other type of story that teaches a lesson? Say A fable is a kind of folk tale. It often has animals in it.*
- Tell students to look out for what the farmer sells and buys.

Further Practice

Workbook Unit 11 pages 92–93

Online practice Unit 11 • Get Ready

Classroom Presentation Tool Unit 11 • Get Ready

Read 2-18

The Farmer and the Hat

Tomas Flores is a **farmer**. He doesn't have a lot of money. He grows carrots, potatoes, and onions. He and his wife, Rosa, work hard every day.

Farmer Flores has a **cow**. It gives lots of **milk** every day. Mrs. Flores sells the milk at the **market** in town.

One day, Mrs. Flores comes home from town. She's very excited. "There's a dance in town on Saturday. Can we go?"

"I'm sorry, but no," says Farmer Flores. "We're **plain** people. It's too **fancy** for us!" His wife is very sad.

The next day, Farmer Flores has an idea. He takes the cow to town and **sells** it at the market. He **buys** a very fancy hat for himself and a beautiful dress for his wife.

He runs home. He puts on the fancy hat. He gives his wife the beautiful dress. "We can go to the dance," he says.

His wife is angry! "Our cow gives us milk every day!" she says. "We sell the milk. We get money to buy food!"

"But you want beautiful clothes for the dance," says Farmer Flores. "Can we eat the fancy hat and the beautiful dress?" Mrs. Flores asks. "No, we can't," says the farmer. "We need our cow!"

Farmer Flores takes the dress and the hat back to the market. He buys his cow back. Now he tells people. "Never sell something you need to buy something you want."

Summary

Objectives: To read, understand, and discuss a fable; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Economics

Text type: Fable (fiction)

Reading strategy: Sequence

Big Question learning point: *Things we need are more important than things we want. We don't always need or want the things we have.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Say *People need many things to live. What are some things we need?* Have students tell you some things they need. Question them if they say things they want instead.
- Then have students read the title and tell you what they see in the pictures.
- Ask *What is this story about?*

During Reading 2-18

- Ask a gist question to check overall understanding of the text, e.g. *Where does the farmer's wife want to go?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What does the farmer buy and sell at the market?*

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have the more confident student help the other student to read aloud.

At level:

- Put students into groups of three.
- Have each student take a turn reading a panel of the story aloud.

Above level:

- Put students into small groups.
- Have groups talk about each panel of the story to summarize it.
- Then have groups write up a summary of the whole story that is about nine sentences long (one for each panel).
- Have groups share their summaries with the class.

COLLABORATIVE LEARNING

- Focus on understanding the sequence. Put students into small groups.
- Tell students they will think about the sequence of the story. Write *Beginning*, *Middle*, and *End* on the board. Write the number 1 under *Beginning*, numbers 2, 3, 4 under *Middle*, and 5 under *End*.
- Tell students to write down the main sequence of events so they fit into the five steps of the sequence. Have groups work on their sequence.
- Then have groups share their sequences with the class.

After Reading

- Have students look again at the story. Ask *What does the farmer need? What does he want?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss the questions.
- Have students say what they need and what they want.
- Put students into small groups of three or four.
- Have students discuss their needs.

DIFFERENTIATION

Below level:

- Have students talk about the sequence of the story. Ask the following questions: *How does the story begin? What happened next? What happened next? And then what? How does it end?*

At level:

- Have students retell the story in pairs.

Above level:

- Have students write their five-line summaries out of order.
- Then students give their summaries to a partner who writes the correct numbers in order.
- Partners check each other's work.

CULTURE NOTE

Fables are a type of folk tale. Folk tales are stories that people have told for a long time. Fables are stories that are usually short, have fewer characters, and often contain talking animals as characters. In Africa, fables and folk tales are often passed on in an oral tradition and grandparents pass their stories down to children and grandchildren. African fables often include a lot of elements from nature, such as mountains, rivers, and lakes. India also has a lot of tales about nature. They also include animals, and they focus on ideal qualities. Sometimes longer stories include fables and folk tales inside the main narrative. In Europe, fables are very moralistic and always teach an important lesson on behavior. Today, fables are still popular with children all around the world. These stories are often adapted into movies and television programs.

Further Practice

Workbook Unit 11 page 94

Online practice Unit 11 • Read

Classroom Presentation Tool Unit 11 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

- The farmer sells his cow. ☐
- The farmer buys his cow back. ☐
- The farmer buys the fancy hat and beautiful dress. ☐
- The farmer understands about wants and needs. ☐

Ask and answer the question.

What's your favorite part?

The farmer buys his cow back. The cow is very happy!

Think about the story. Number the pictures in order.

1

2

3

4

5

Think Talk about the story.

- Why was Mrs. Flores sad?
- Why was she angry?
- What does their cow do for them?
- What's the lesson of the story?

Grammar in Use

Listen and sing along. He Wants ...!

She wants a purple scooter,
She wants a pretty kite,
She knows she doesn't need it,
But she wants a new red bike!

He wants a big hot chocolate,
He wants sausages and soup,
He knows he doesn't need it,
But he wants ice cream – three scoops!

Learn Grammar Simple Present

He **has** a cow. He **doesn't have** a hat.
He **wants** a hat. He **doesn't want** a cow.
She **needs** a cow. She **doesn't need** a dress.

Write about yourself. Then tell a partner.

I have a kitten. I don't have a cow!

I have _____	I want _____	I need _____
I don't have _____	I don't want _____	I don't need _____

Now tell the class about your partner.

He wants a bicycle.
He doesn't want a backpack.

112 Unit 11 Comprehension
Unit 11 113

Summary

Objectives: To demonstrate understanding of a fable; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Present with regular verbs and verb *Have* (he, she)

Grammar practice: Workbook exercises

Grammar production: Writing Simple Present statements

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the story.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by reading the example with a confident student. Then model the activity by choosing another confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Think about the story. Number the pictures in order.

- Go over the first example with the class.
- Have students write the numbers under the pictures on their own first, and then compare answers with a partner.

ANSWERS

(left to right) 3, 1, 4, 2, 5

- Ask follow-up questions: *What is the farmer's idea? What does the farmer buy with the money he got from the cow? Is the wife happy the farmer bought her a beautiful dress?*

CRITICAL THINKING

- Have students discuss the following questions in small groups and then share the answers with the class.

Discussion questions:

- Why does the farmer need the cow?*
- What does the farmer buy with the money from selling the cow?*
- What is the thing the farmer wants?*

Think

- Ask students to think individually about the four questions.

COMMUNICATION

- In small groups, ask students to discuss the questions.
- Have groups share their answers with the class.
- Ask for further information that supports the group's answers: *How do you know Mrs. Flores is sad / angry? How do you know that is the lesson of the story?*

CRITICAL THINKING

- Put students into small groups. Tell each group to make a list of things the farmer *has*, things he *needs*, and things he *wants*.
- Ask the groups *Which of the things on the Has list can the farmer use to get what he needs?*
- Then check the answers with the class:
Has: cow (milk), carrots, potatoes, onions, not a lot of money
Needs: money to buy food
Wants: fancy clothes to go to the dance

Grammar in Use

C Listen and sing along. 2-19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Divide the class into two groups. Each group sings a different section.
- Then switch groups and tell students to sing the song again. Do this until each group has sung each section.

D Learn Grammar: Simple Present

- Draw students' attention to the examples. Have individual students read the examples aloud.
- Direct students' attention to the words in pink: *has / doesn't have, wants / doesn't want, needs / doesn't need*. Say *I have a bicycle. I don't have a car. He has a bicycle. He doesn't have a car. What is different?* Elicit *I have / I don't have* and *He has / He doesn't have*. Write the phrases on the board. Elicit that with *he* or *she*, we use *has* and *doesn't have*, and with *I*, we use *have / don't have*.

Write about yourself. Then tell a partner.

- Read the instructions and the example.
- Have students read the sentence frames and write their answers.
- Then have students tell a partner their answers.

E Now tell the class about your partner.

- Model the activity, reading the speech bubble and pointing to the picture in the book.
- Then put students into pairs to do the activity. Have pairs tell the class about their partner.

COLLABORATIVE LEARNING

- Put students into small groups and have them sit in a circle. Have one student in the group start by saying *I want a dog. I don't want a kitten*. The next student says a sentence about the person who went ahead of him / her, and then adding his / her own: *He wants a dog. He doesn't want a kitten. I have a fish. I don't have a bird*. Tell students to change the verb – *have, want, or need* – each turn.
- Have the students speak around the circle several times.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Divide the class into two groups. Write *He has ____*. *She wants ____*. and *He needs ____*. on the board. Tell the students in one group to complete the sentence frames from the board.
- Then write *He doesn't have ____*. *She doesn't want ____*. and *He doesn't need ____*. on the board. Tell the students in the other group to complete the sentence frames from the board.
- Then have the students circulate and find a partner from the other group. For students to become partners, they need to read each other's sentences to make sure they filled in the blanks on all their sentences differently, e.g. *He has a kite* can be a partner with *He doesn't have a bicycle*.
- Then pairs read their sentences together for the class to check.

At level:

- Write *has, wants, and needs* on the board. Tell students to write a sentence using each of the words from the board and *he* or *she*.
- Then have each student switch papers with a partner. They rewrite the sentences as negative sentences, using *doesn't*. Write *doesn't* on the board.
- Then students return the paper to their partner and together they check each other's work.

Above level:

- Have students work in pairs to find out three additional things that their partner *has, wants, and needs*, and three additional things that *he / she doesn't have, want, or need*.
- Have pairs join with another pair and students take turns to tell each other about their partner.

Further practice

Workbook Unit 11 pages 95–97

Online practice Unit 11 • Understand

Classroom Presentation Tool Unit 11 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-20








games comic book board game doll stickers pins

B Read, choose, and write the correct word.

board game stickers games comic book pins doll

- I put stickers on my notebooks.
- I need a computer to play my games.
- I read my comic book.
- I put my doll on my backpack.
- My family and I play a board game together.
- I have three beautiful dresses for my pins.

Listening

Think What toys do you have? What toys do you want?

C Listen. Why do the children trade their toys? 2-21

D Listen again and check (✓) the toys they want. 2-22

1 

2 

3 

4 

Speaking

E Listen and repeat. Then practice with a partner. 2-23

I don't have a comic book. Can I borrow your comic book, please?

Sure, Sara. Here you are.

Thanks, Ben.

Bring it back tomorrow, please.

Word Study

Learn Verbs

Some words are **verbs**. Verbs are action words. buy swim play

Circle the verbs.

sell
shorts
rainforest

ride
grow
plain
cold
go

mix
stone
build
evening

Write Tell your partner about the things you have and the things you want. Now write about them in your **Workbook**. page 11

Big Question C What do we need?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

The things we want and the things we need are different.

The things we need are important.

Summary

Objectives: To learn and understand words about toys and games; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for borrowing and lending.

To review what students have learned about the Big Question so far.

Vocabulary: games, comic book, board game, doll, stickers, pins

Listening strategy: Listening for details

Speaking: Borrowing and lending

Word Study: Verbs

Writing task: Writing about the things you have and the things you want

Big Question learning point: Things we need are more important than things we want. We don't always need or want the things we have.

Materials: Picture Cards, Discover Poster 6, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2-20

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: What games do you play? Are all games board games? What is your favorite board game? Are dolls games? Do you read comic books? Where can you put pins?

B Read, choose, and write the correct word.

- Read through the first example with the class, showing how to cross out a word from the box once it's been used.
- Have students complete the sentences with words from the box on their own.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 stickers 2 games 3 comic book 4 pins
5 board game 6 doll

CRITICAL THINKING

- Ask Are these new words people, places, or things? What kinds of words are things?
- Put students into pairs and have each pair use each of the new words in a sentence. Tell students the sentences have to be different from each other. Students may want to write their sentences so they remember them.
- Then pairs join another pair to tell each other their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Why do the children trade their toys? 🎧 2•21

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

They trade because they have something, but they want something else.

D Listen again and check (✓) the toys they want. 🎧 2•22

- Play the audio again and students check the picture the person wants.

ANSWERS

1 new game (left) 2 doll (left) 3 comic book (left)
4 pins (right)

Speaking

E Listen and repeat. Then practice with a partner. 🎧 2•23

COMMUNICATION

- Play the audio. Ask students to read along.
- Play it a second time and tell students to repeat.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Verbs

- Read the explanation and point to the examples.
- Ask questions to check students' understanding. *Is the word "buy" a person, place, or thing? Or is it something you do?* Repeat for *swim* and *play*. Remind students to ask themselves these questions when they want to figure out if words are nouns or verbs.

Circle the verbs.

- Have students circle the words that are verbs individually first, and then check their answers with a partner.
- Then check the answers with the class.

ANSWERS

sell, ride, mix, grow, build, go

COLLABORATIVE LEARNING

- Write the six verbs on the board.
- Have students write the words in their notebook.
- Put students into pairs to write sentences using the words. Go around and help as needed.
- Check the answers as a class. Invite students from each pair to the board to write one of their sentences. Write at least two examples for each word on the board.

Write: Tell your partner about the things you have and the things you want. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Tell students to divide a piece of paper in half. On one side they write *Things I have* and on the other side they write *Things I want*.
- Tell students to look at the new words on page 114 and write three of the words on the *have* side and three on the *want* side.
- Then students use their chart to say sentences to a partner.

At level:

- After students have written in their Workbooks, put them into pairs to check each other's writing. Then have them write two more sentences each about things they have and things they want.
- Have students write their new sentences and then check their work with a partner.
- Have a few students read their sentences to the class.

Above level:

- Give each student six small pieces of paper. Have students use what they wrote in their Workbooks to write the names of three things they have, and three things they want, each on one of the small pieces of paper. Tell them to write *have* or *want* on each paper. Then have students put their six papers where no one will see them.
- Put students into groups of six to eight. Each student in the group reads his / her Workbook paragraph.
- After all of the paragraphs have been read, have students in the group use their small slips of paper to trade things they have to get things they want from their lists.
- Then have some students tell the class what they traded, e.g. *Now Janine has a doll and I have stickers*.

Big Question 6 Review

What do we need?

A Watch the video. 🎥

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 6**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 11 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about what we need while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 11 pages 98–99

Online practice Unit 11 • Communicate

Classroom Presentation Tool Unit 11 • Communicate

UNIT 12

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-24










B Look, read, and write the words from **A**.

- 

My father is a teacher.
 My uncle is a .
 My mother is a .
 They each have a good .
- 

My jacket, pants, and T-shirt are old.
 I need new .
 The woman in the store \$ me.
- 

I have .
 I'm hungry and thirsty.
 I buy an orange and , too.

Before You Read

Think Who helps you?

Learn Predicting from Headings and Pictures

Remember, before you read, look at the title, headings, and pictures. They will help you work out what the text is about.

Look at the titles, headings, and pictures. What do you think the texts are about? Now read and check.

- #### Games

Games to play with your family
 Board games are good with more than three people.
 Games to play with a friend.
 Computer games are good to play with two people.



I think it's about ...
- #### How to make vegetable soup

What do you need?
 You need a big pot, water, and vegetables.
 What do you do?
 Put water in the pot. Cut up your vegetables, and add them to the water. Cook.



I think it's about ...

D Look at the title, headings, and pictures on pages 118 and 119. Guess what the text is about.

PREVIEW

Wants and Needs

In this text, we learn about the people and things we need.

Social Studies
Economics

Summary

Objectives: To understand words about jobs; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: job, doctor, police officer, teacher, help, money, clothes, water

Reading strategy: Predicting from headings and pictures

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-24

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay attention to the pronunciation of -or and -er in **doctor**, **police officer**, **teacher**, and **water**. Tell students they all sound the same.
- Point out that the letter *c* in **police officer** sounds like /s/, but the *c* in **doctor** sounds like /k/. The *c*'s in **teacher** and **clothes** are blends, /ch/ and /cl/.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
 Which three are jobs?
 Which thing can you drink?
 Which thing do you use to buy things?
 What jobs help people? How?
 Do you know of any other jobs?

B Look, read, and write the words from A.

- Direct students to the first example. Have students look at the picture and read the sentences.
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

- 1 teacher, police officer, doctor, job 2 clothes, help(s)
 3 money, water

COLLABORATIVE LEARNING

- Put students into groups to say sentences using the new vocabulary words. Make sure students use each word at least once.
- Then have volunteers say some of their sentences for the class. Listen to sentences for all of the words.

DIFFERENTIATION

Below level:

- Have eight students come to the board and write the new words.

- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Put dashed lines with the correct number of letters for each new word. Ask students to spell out the different words as you write them on the board.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Erase the board so no new words are on it.
- Say one of the new words and have a student come up to the board to write it.
- Have the class check if the word or phrase is correct. Have another student come up to the board and make changes if it is incorrect.

Before You Read

Think

- Tell students about somebody who helps you, e.g. *When I'm sick, the doctor helps me.*
- Ask one or two students to tell the class who helps them.
- Students compare their answers in small groups. Then elicit answers from the groups and write them on the board in a big list.

C Learn: Predicting from Headings and Pictures

- Have a student read the tip aloud. Ask *What are headings?*
- Have students point to the headings in the example text.

Look at the titles, headings, and pictures. What do you think the texts are about? Now read and check.

- Have students read the titles and headings, and say what they see in the pictures.
- Ask *What do you think the text is about?* Have some students say what they think each text is about.
- Have students read the texts on their own to check their answers.

CRITICAL THINKING

- Ask the following questions to check understanding about the texts:
What is the first text about?
What kinds of games are good to play with your family?
What kinds of games are good to play with your friends?
What is the second text about?
What do you need to make vegetable soup?
What do you do to the vegetables?

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs.
- Together, students read the text aloud line by line.
- Then have the pairs match parts of the headings to the text, e.g. students point to the word *games* in the heading and then browse the text to find an example and circle it (*board games, computer games*).
- Have them read the second text and use the picture to make a list of all the things you need to make vegetable soup.

At level:

- Put students into pairs. Each student reads one of the texts and then summarizes it for their partner, e.g. *The first text tells about games to play with family and friends.* Then they summarize the heading: *The heading is about games and family.*
- Have pairs continue to summarize the text and headings.

Above level:

- Put students into pairs. Have one student close his / her book and tell the other student a summary of one of the texts while the other student reads along to check and correct anything.
- Then the students switch roles.

D Look at the title, headings, and pictures on pages 118 and 119. Guess what the text is about.

- Have students look at the title, headings, and pictures on pages 118 and 119.
- Ask *What do you think the text is about?*
- Write the words and phrases students use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Say *This text gives us information about our world.* Ask *What can we learn about? Is this type of text true?*
- Tell students to look out for things we need to live.

Further Practice

Workbook Unit 12 pages 100–101

Online practice Unit 12 • Get Ready

Classroom Presentation Tool Unit 12 • Get Ready

Read 2-25

Wants and Needs

What do we want?

Wants are things we would like to have.
People want different things.



Maria wants a kitten.



Akif wants a new bicycle.

What do we need?

Needs are things we must have to live. People need the same things. We need a home to live in. We need food and water to grow and keep healthy. We need clothes to keep us warm.
Needs are also things that are important to us and help us.



Ji-Min needs a pencil to do her homework.



Som needs new sneakers to walk to school.

Who do we need?

Some people have service jobs. These are jobs that help other people get what they need. We need to learn, and to be safe and healthy. Police officers have a service job. They help us and keep us safe. Doctors have service jobs. They help keep us healthy. Teachers have service jobs, too. They help us learn.
What other people have jobs that help us?



We need money to buy the things we want and need. People have jobs to get money. Some people make or grow things to sell. A farmer grows food.

A truck driver takes the food to the store.



We go to the store to buy the food we need.





Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Economics

Text type: Informational text

Reading strategy: Predicting from headings and pictures

Big Question learning point: *We need food, water, and clothes. We need people to help us.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do the headings say?* Have students read the headings.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do you think this text is about? What do you want to know about this text?*
- Write the word and phrases students say on the board.

During Reading

- Ask a gist question to check overall understanding of the text, e.g. *What is a need? Why do people need money?* Allow students a few minutes to skim the text.
- Ask *What do we need to live?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the text slowly and have students repeat. Help with any words students have trouble pronouncing.
- Ask if there are any words students want to know the meaning of. Help them to pronounce and understand those words.
- Then have students read aloud as a group while pointing to the words as they say them.

At level:

- Have students read the text silently to themselves one time.
- Put students into pairs to read the text to each other. Move throughout the room and provide help as necessary, especially with any unfamiliar words.

Above level:

- Have students read the text individually, circling any words they are unfamiliar with.
- Put students into pairs to discuss the words they circled and try to figure out the meanings of them. If they still need help, explain the words to them.
- Have some pairs share the words they were unfamiliar with and their meanings with the class.

152 Unit 12 • Read

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CRITICAL THINKING

Discussion questions:

- *What do we want?*
- *What do we need?*
- *Why do we need money?*
- *What are service jobs?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups of mixed levels.
- Tell the groups they will talk about the question *What other people have jobs that help us?* Have students list other jobs that help people. Go around and help them with words they may not be familiar with.
- Have students share their answers with the class, and write them on the board, e.g. *firefighter, nurse, veterinarian, bus driver*.
- Then ask groups to discuss: *Do we need people to do service jobs? Why or why not?* Have groups share their answers with the class.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the text.
- Have students say one thing they like about the text.
- Put students into small groups of three or four.
- Have students discuss what they think of the text. Ask *What did you learn about wants and needs? What do you think about money? What do you think about service jobs?*

DIFFERENTIATION

Below level:

- In small groups, have students point to something new that they learned about wants and needs in the text or photos and say what they learned.

At level:

- Put students into pairs. Have pairs say what they learned about wants and needs. Tell them to point to the pictures and text.
- Share some of the examples with the class.

Above level:

- Have students write four sentences about what they learned about needs and wants.
- Put students into pairs to check each other's work.
- Have a few individual students read their sentences aloud.

CULTURE NOTE

Separating needs and wants can be difficult for children. Additionally, some things that are identified as needs in one part of the world may not be classified as such somewhere else. Children in some countries may have very simple needs, whereas in places like the U.S. or the U.K. for example, more complex needs may be identified because of financial means and expectations. Therefore it is a good idea to discuss the difference between wants and needs according to your particular culture, focusing on what is needed to live on a daily basis.

Further Practice

Workbook Unit 12 page 102

Online practice Unit 12 • Read

Classroom Presentation Tool Unit 12 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓).

- | | |
|---|---|
| 1 the things people want ☐ | 3 how people get money ☐ |
| 2 the things people need ☐ | 4 service jobs ☐ |

A Ask and answer the question.



What's your favorite part?

The part about service jobs.
My father is a police officer.



B Answer the questions.

- What does Maria want?
- What things do we need to grow and keep healthy?
- What is a service job?
- What three jobs help people?

C Do we need it? Check (✓) or cross (X).



Think Talk to a partner.

- What do you need? Do you have these things?
- What do you want? Do you have these things?

Grammar in Use

D Listen and sing along. **What Does She Want Today?**

What does she want today? She wants stickers from the teacher – hooray!	What does he have today? He has a big, yellow bus. He drives it all day.
Does she want games to play? No, she doesn't. Not today.	Does he drive our school bus? Yes, he does. He drives us.
What does she want today? Stickers from the teacher! Hooray! Hooray!	What does he have today? A yellow school bus! Hooray! Hooray!



E **Learn Grammar** Simple Present Questions

Does Maria have a kitten?
No, she **doesn't**.

What does Akif want?
He **wants** a bicycle.



Choose a girl or a boy. Your partner asks questions to guess who it is.



Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Present questions with regular verbs and verb *Have* (*he, she*)

Grammar practice: Workbook exercises

Grammar production: Simple Present questions with regular verbs and verb *Have* (*he, she*)

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the phrases. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Answer the questions.

- Have students complete the activity individually before checking answers with the class. Tell students they should try to complete it from memory first, and then turn back to pages 118 and 119 to check their work.

ANSWERS

1 a kitten 2 food and water 3 a job that helps people (get what they need) 4 police officer, teacher, doctor

C Do we need it? Check (✓) or (X).

- Have students complete the activity individually. Then check answers with the class.

ANSWERS

1 ✓ 2 X 3 X 4 ✓

- Ask follow-up questions: *Do people need the same things? Why? Do people want the same things? Why? How do people buy things? What do police officers do? What do doctors do?*

Think

- Ask students to think individually about the questions.

COMMUNICATION

- Ask students to write their answers to the questions in their notebook.
- After students have had a chance to answer the questions on their own, put students into small groups.
- Have groups discuss the questions. Have students explain their answers using the answers they wrote. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Tell groups they will discuss how they get things using the example of the farmer and food on page 119.
- Have groups look back to the text and make a time line that begins with the farmer and ends with the food at their house. Draw a line on the board and mark four points on it for *farm, truck, store, and our house*. Have groups copy the line. Have groups work to write the jobs at each point. Tell students to add a fifth point off *our house* to indicate the job their parents have to get money to buy the food.
- Have groups come to the board to draw their time lines.
- See if the class can brainstorm any other jobs related to the time line, e.g. gas from a gas station to drive the truck.

Grammar in Use

D Listen and sing along. 2•26

CREATIVITY

- Listen to the song once and then sing it together.
- Divide the class into two groups. Have groups sing alternating lines, so the first group stands up to sing the questions and the second group stands up to sing the answers. Tell both groups to stand to sing *Hooray! Hooray!*
- Then play the song again and have groups sing their parts.
- Switch parts and sing again.

E Learn Grammar: Simple Present Questions

- Draw students' attention to the examples and read them aloud. Have the class repeat.
- Point out that the form of *want* changes from the question to the answer with *He*.

Choose a girl or boy. Your partner asks questions to guess who it is.

- Have students look at all the pictures and see what each person has and wants.
- Model how to do the activity with a confident student by reading the example dialogue and pointing to the pictures in your book.
- Then put students into pairs to do the activity. Go around and help as necessary.

COLLABORATIVE LEARNING

- Give each student two small pieces of paper. Students write one thing they want on one piece, and one thing they have on the other. Tell them to label one paper with *want* and the other with *have*.
- Then put students into small groups and have them sit in a circle. Tell students to put their papers where everybody in the group can see them, such as on their book or on their lap.
- Students do the activity from above, asking and answering what somebody in the group wants and what they have; other students in the group guess which classmate they are talking about.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Have students choose two people from activity E. Tell them to write what each person has: *He / She has ____*. And what they want: *He / She wants ____*.
- To check their work, put students into mixed-level pairs. Have one partner point to the picture in the book and ask questions about it, e.g. *What does she want?* while the student answers by reading his / her sentence, *She wants (stickers)*.

At level:

- Write on the board: *I want ____*. *I have ____*. Have students complete the sentence frames with their own information in their notebook.
- Then students trade notebooks with a partner. The partner rewrites the sentences changing the *I + verb* to the correct *He / She + verb*.
- Students return the notebooks and check their partner's work. Share some examples with the class.

Above level:

- As for At-level activity, above, then put pairs into small groups. Each group member takes a turn to ask a question of another student, e.g. *What does she want? / Does she have a ____?* The partner answers the questions using the sentences he / she has rewritten.

Further practice

Workbook Unit 12 pages 103–105

Online practice Unit 12 • Understand

Classroom Presentation Tool Unit 12 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 🔊 2-27

sandwich grapes juice cookie chips soda

B Think about the words in A. Add them to the chart.

Things we eat	Things we drink
sandwich	

Listening

🔊 **Think** What food and drink do you like on a picnic?

C Listen. What drinks do they have for their picnic? 🔊 2-28

D Listen again and write *N* if they need it and *W* if they want it. 🔊 2-29

W

W

W

W

Speaking

E Imagine you and your partner have a picnic. What do you want and need to take? You can change the words in bold. 🔊 2-30

We want **soda**.

Yes, we want **soda**.
And we want **chips**!

We need **fruit**.

And we need **water**.

Writing Study

F 🔍 **Learn** Nouns and Verbs

Remember, a **noun** is a person, place, or thing. A **verb** is an action.
In a sentence, there is a noun and a verb.

Farmers	grow	food.
noun	verb	noun

Read the sentences. Circle the nouns. Underline the verbs.

- The farmer sells the cow.
- Police officers help people.
- Mi-Jun drinks juice.
- The girl plays a game.
- Nick runs home.

✍️ **Write** Tell your partner about things you need.
Now write about them in your **Workbook**. page 107

122 Unit 12 Vocabulary: Food • Listening: Details
Speaking: Expressing Wants and Needs • Writing: Nouns and Verbs
Unit 12 123

Summary

Objectives: To learn and understand words about food; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for wants and needs.

To review what students have learned about the Big Question so far.

Vocabulary: sandwich, grapes, juice, cookie, chips, soda

Listening strategy: Listening for details

Speaking: Expressing wants and needs

Writing Study: In a sentence, there is a noun and a verb

Writing task: Writing about things you need

Big Question learning point: Food we want is sometimes different from food we need.

Materials: Picture Cards, Discover Poster 6, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 🔊 2-27

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Check the meaning of the words. Ask the following questions: *When do we eat sandwiches? What kind of juice do you like? What color are grapes? What are chips made from?*

B Think about the words in A. Add them to the chart.

- Direct students' attention to the chart and the headings. Model the first example for the class. Ask the class which column *sandwich* should go in.
- Have students do the activity individually, then put students into pairs to discuss their answers and check.

ANSWERS

Things we eat: sandwich, grapes, cookie, chips

Things we drink: juice, soda

COLLABORATIVE LEARNING

- Put students into small groups to add at least two more things to each side of the chart.
- Have students do the activity. When they have finished, ask the groups to tell the class some of their answers. Make a list on the board.

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. What drinks do they have for their picnic? 2:28

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

They have juice and soda for the picnic.

D Listen again and write *N* if they need it and *W* if they want it. 2:29

- Have students read the instructions. Write *Need* on the board. Circle the *N*. Do the same for *W* in *Want*. Ask *What will you do under each picture?*
- Play the audio and have students listen.
- Play it again and ask students to listen and write the correct letters. Then check the answers with the class.

ANSWERS

W – chips, soda, cookies

N – sandwich, juice, fruit

Speaking

E Imagine you and your partner have a picnic. What do you want and need to take? You can change the words in bold. 2:30

COMMUNICATION

- Play the audio as the students read along. Then play it again and ask students to read aloud.
- Model how to change the words in bold with your own example and a confident student. Say *We want cookies and soda*. The partner says *We need sandwiches and grapes*.
- Put students into pairs to do the exercise.
- Have different pairs stand up and say their dialogues for the class.

Writing Study

F Learn: Nouns and Verbs

- Read the explanation and examples aloud. Have students point to the words in their books.
- Ask *What is an action? Is "speak" an action? Is "game" an action?*

Read the sentences. Circle the nouns. Underline the verbs.

- Read the directions. Read through the first example with the class.
- Have students do the activity individually. Then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 (farmer) sells (cow) 2 (Police officers) help (people)
3 (Mi-Jun) drinks (juice) 4 (girl) plays (game)
5 (Nick) runs (home)

COLLABORATIVE LEARNING

- Put students into pairs. Have pairs write four sentences, each with two nouns and one verb, like the examples in F.
- Invite students from each pair to write one of their sentences on the board.
- Have students from other pairs come to the board and circle the nouns and underline the verbs.
- Go over each sentence with the class, checking if they have been circled and underlined correctly.

Write: Tell your partner about things you need. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about wants and needs in this unit. Put the words and expressions on the board.
- Have students think about their wants and needs and list them in two columns.
- Put students into small groups to take turns saying what they want and what they need.

At level:

- Have students write a list of three things they need. Then have them use that list to write three similar things they want, but don't need. Give your own example, e.g. *I need shoes to walk to school. But I don't need two pairs of shoes.*
- Students make their lists. Then students talk about their lists with a partner. Tell the partners to ask *Why?* to get further information.
- Go around the class and find out what students talked about. Have partners tell about their partner's needs and wants.

Above level:

- Tell students to write three wants and three needs of somebody who has a certain job. Explain that these wants and needs should relate to the job, e.g. the wants and needs of a firefighter or a farmer may be different. A firefighter might need special clothing to keep safe. A farmer might need good weather to grow crops.
- Have students make their lists in pairs.
- Put students into small groups. Students tell each other about their person's wants and needs and the group members try to guess the person's job.

Further practice

Workbook Unit 12 pages 106–107

Online practice Unit 12 • Communicate

Classroom Presentation Tool Unit 12 • Communicate

Wrap Up

A Listen and read along. 2-31

124 Review

Project: A Needs and Wants Survey

B Do a Needs and Wants survey.

- Ask people what they need and what they want.
- Write their answers in a chart.
- Find or draw pictures.

C Put your chart on the wall. Tell the class about it.

D Look at all the charts. Talk about them.

People	Needs	Wants
My mother	A new job	Flowers
My brother	New sneakers	Game
My Cousin	A school backpack	Pins

What do we need?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Needs and Wants Survey Big Question 6 125

Summary

Objectives: To show what students have learned about the language and learning points of Units 11 and 12.

Reading: Comprehension of review story

Project: Make a Needs and Wants Survey

Writing: List and write about people's needs and wants

Speaking: Talk about the needs and wants surveys

Materials: Big Question Video, Discover Poster 6, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2-31

- Ask students a gist question before reading and listening to check overall understanding, e.g. *Look at the pictures. What does Gus trade for a game?*
- Give students a few minutes to skim the text and answer the question.
- Then play the audio and have students read along.

CRITICAL THINKING

- Ask the following questions to check understanding:
What do Gus and Layla do in the beginning?
What do Gus and Layla do in the middle?
Why does Gus go to the doctor?
Why is Gus sad?
How does the story end?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Have students sit in a circle. Students take turns around the circle reading a panel of the story.

Project

21ST CENTURY SKILLS

B Do a Needs and Wants survey.

- Tell students to look at the example as you read the instructions. **COMMUNICATION**
- Check the students' understanding of the chart. Ask *What types of information do you see in the Needs and Wants Chart?* **COMMUNICATION CRITICAL THINKING**
- Ask questions to further check students' understanding of the chart. *What does the brother want? What does the mother need? What does the cousin need?* **COMMUNICATION CRITICAL THINKING**
- Have students work individually to make their own Needs and Wants Chart. Tell them to ask their classmates, and they can also include family members on the chart if they know what they need and want. **COLLABORATION CREATIVITY CRITICAL THINKING**

C Put your chart on the wall. Tell the class about it.

- Read the example. Tell students they will talk about their charts. **COMMUNICATION CREATIVITY**
- Each student tells the class about his / her chart. **COMMUNICATION CREATIVITY**

D Look at all the charts. Talk about them.

- Put the charts out where students can see them.
- Put students into pairs to talk about the charts. Model the example dialogue in the book. COMMUNICATION COLLABORATION CREATIVITY
- Have pairs go around and talk about the other students' charts (not their own). COMMUNICATION CREATIVITY
- Have pairs say some things they like about the charts. COMMUNICATION COLLABORATION CRITICAL THINKING
- Put the pairs into small groups.
- Tell groups to talk about their charts. Tell students to talk about these three questions: *What is similar about the charts? Do people need the same things? Do people want the same things?* COMMUNICATION COLLABORATION CRITICAL THINKING
- Students in the group look at and analyze the information in the charts. Have groups share their ideas with the class. COMMUNICATION COLLABORATION CREATIVITY CRITICAL THINKING

Units 11 and 12 Big Question Review

What do we need?

A Watch the video.

- Play the video. When it is finished, ask students what they know about needs now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 6**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

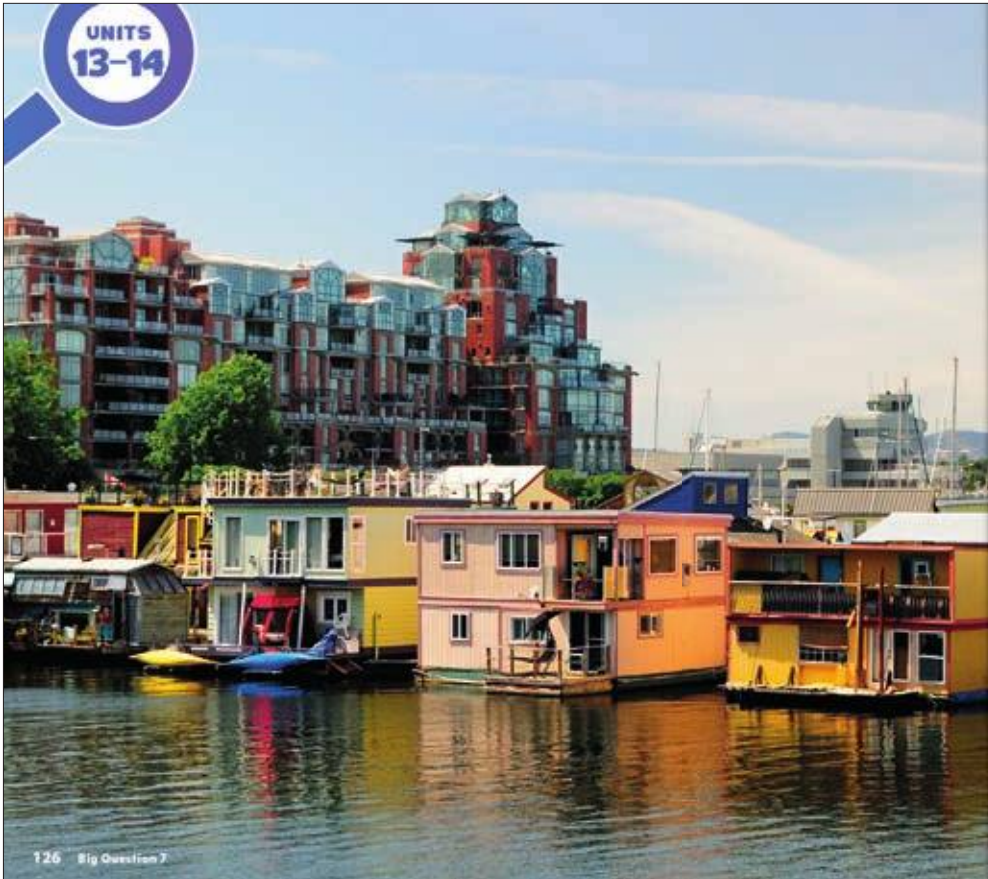
- Ask students what they have learned about wants and needs while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 12 pages 108–109

Online practice • Wrap Up 6

Classroom Presentation Tool • Wrap Up 6



UNITS 13-14

126 Big Question 7

BIG QUESTION 7

Where do we live?

In these units you will:

WATCH
a video about where people live.

MAKE
a map of your neighborhood.

READ
about different places to live.

WRITE
about where you live.

LEARN
about how places we live are different.

A Watch the video.

B Look at the picture. What do you see?

- Is your house the same as these? What's different?
- Is this a good place to live? Why?

C Think and answer the questions.

- Where do you live?
- What do you like about your home?

D Fill out the **Big Question Chart**.



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Reading Strategies

Students will practice:

- Labels
- Contrasting

Vocabulary

Students will understand and use words about:

- Neighborhoods, adjectives, places in the city and country

Grammar

Students will understand and use:

- Possessive 's
- Possessive adjectives

Review

Students will review the language and Big Question learning points of Units 13 and 14 through:

- A story
- A project (a map of their neighborhood)

Units 13 and 14

Where do we live?

Students will understand the Big Question learning points:

- People live in different places: cities, towns, the country.
- Cities, towns, and the country are different.
- People live in places that are best for them.
- People can like more than one kind of place.

Listening Strategies

Students will practice:

- Listening for details

Writing

Students will understand:

- A complete sentence has one or more nouns and a verb in it

Students will produce texts about:

- Where they live
- What is in their neighborhood

Word Study

Students will understand and use:

- Words that are verbs and nouns

Speaking

Students will understand and use expressions for:

- Complimenting
- Asking and telling about neighborhoods

Units 13 and 14 Big Question

page 126

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 7, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *Where do we live?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (*objects, colors, people, etc.*) and ask students to help you add more to each category.

Above level:

- After watching, put students into pairs to say what they saw in the beginning, middle, and end of the video.
- Have students tell their partner what they saw. Then have partners choose the best three sentences to describe the beginning, middle, and end of the video.
- Have pairs say their sentences to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it.
- Ask additional questions: *What do you think these are? Where are they? What season is it?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question and write the answer in their notebook.
- Have students think about the second question individually and make notes in their notebook.
- Put students into small groups to discuss their answers.
- Have groups share their answers with the class.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 7** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Repeat until every group has spoken.
- Ask the class if they can add any more.

D Fill out the Big Question Chart.

- Ask the class *What do you know about where we live?*
- Draw a brainstorming web on the board, write *where we live* in the middle and add the words from students around the center.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about where they live.

At level:

- Elicit single words and phrases about what students know about where they live.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about where they live. Have students spell out some of the words as you write them on the board.

Discover Poster 7

1 Apartments in a city; 2 Countryside scene / City scene; 3 Family walking along a street; 4 Family in the mountains

Further Practice

Workbook Unit 13 page 110

Online practice • Big Question 7

Classroom Presentation Tool • Big Question 7

UNIT 13

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-32










B Match the pictures to the words.

1



the country

2



street

3



neighborhood

C Write the places in the correct order from small to big.

apartment world town building city

Before You Read

Think Does your home have a name or a number?

Learn Labels

Sometimes pictures have **labels**. As you read, look at the pictures and read the labels. They help you understand the text.

Read the labels and look at the pictures. Write.

street

nest

building

hive

tree hollow

house




E Look at the title, pictures, and labels on pages 130 and 131. What do you think the text is about?

PREVIEW

Where's Your Home?

In this text, we learn about different people's homes.

Social Studies: Community

Summary

Objectives: To understand words about places; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: street, neighborhood, town, city, the country, apartment, building, world

Reading strategy: Labels

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-32

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Point out the difference in the /s/ sound of the c in **city** and the /k/ sound of the c in **country**.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *Do we live in a town, city, or the country? What can you see on a street? Is an apartment the same as a house? Can you find an apartment in a building? Do all buildings have apartments? What do we call the world?*
- Explain any words the students still don't understand.

B Match the pictures to the words.

- Tell students to match the pictures to the words.
- Check answers with the class.

ANSWERS

1 street 2 neighborhood 3 the country

C Write the places in the correct order from small to big.

- Have students do the activity on their own.
- Check answers with the class.

ANSWERS

apartment, building, town, city, world

COLLABORATIVE LEARNING

- Put students into small groups and have them expand on the list in C. Tell students to put specific names to each place in the list and to add in other names they know. Tell students to start with (as applies): the school, building, street, neighborhood, town, city (maybe include country, continent, hemisphere), world. Have groups make their list.
- When they have finished, have each group show their list and tell the class about it.

DIFFERENTIATION

Below level:

- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book. If possible, show pictures of real places that students might know.

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At level:

- Have students work in pairs to use each new word in a sentence.
- To check the answers, have pairs share their sentences with the class.

Above level:

- Put students into small groups. Have groups list places they know of for each new word, e.g. how many cities can the group name?
- Check the answers by having students read their lists. Write the words on the board.

Before You Read**Think**

- Tell students to think about the question. Ask *Do you know your address?*
- Have students discuss the questions.
- Share some answers with the class.

D Learn: Labels

- Have students read the explanation to themselves first. Then read the explanation aloud.

Read the labels and look at the pictures. Write.

- Have students point to the labels in the pictures. Then have students read the labels individually.
- Have students read the labels, look at the pictures, and write the labels in the correct places.

ANSWERS

Tree (top to bottom): nest, hive, tree hollow

City (top to bottom): building, house, street

CRITICAL THINKING

- Ask the following questions to check understanding:
What do labels do? Do labels show what the parts of the picture are?

E Look at the titles, pictures, and labels on pages 130 and 131. What do you think the text is about?

- Have students look at the titles, pictures, and labels on pages 130 and 131.
- Ask *What do you think this text is about?*
- Write the words and phrases students use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the contents of the preview bar.
- Tell students that this is an informational text. Informational texts tell us about our world.
- Tell students to read carefully for who has a home in the country.

Further Practice

Workbook Unit 13 page 110–111

Online practice Unit 13 • Get Ready

Classroom Presentation Tool Unit 13 • Get Ready

Where's Your Home?

The world is very big, and people live in all kinds of places. We all live in homes. Some homes are **apartments**. Some homes are houses. Some homes are big, and some homes are small.

Homes are in **neighborhoods**. A neighborhood is where families live, work, and play. Some neighborhoods are in **towns** and **cities**, and some are in **the country**.

What's your address?

Everyone's home has an address. It tells us where it is.

My address is 19 Main Street, Rivertown.

house number street name

19 Main Street

Rivertown

town name

Towns

There are a lot of neighborhoods in towns. In towns there are parks, trees, and a lot of small **streets**. Many people live in houses. Some people live in apartments. This is Matias. Matias's house is in a town.

I live in Loreto. Loreto is a small town.

The Country

In the country there are woods, farms, and fields. Many people live on farms. People live in houses, too. There are no apartment buildings. Houses in the country are far apart. This is Jenna's house.

I live on a farm in the country.

Cities

Cities are like very big towns. There are a lot of people, streets, and big **buildings** in cities. The buildings are close together. Many people live in apartments. This is Nada. Nada's apartment is in the city.

I live in Cairo. Cairo is a big city.

When do we use an address?

We write an address on a letter.

We use an address to find our friend's house.

What's your address?

Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Informational text (nonfiction)

Reading strategy: Labels

Big Question learning point: *People live in different places: cities, towns, the country. Cities, towns, and the country are different.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Where do we live?*
- Tell students to read the titles and headings, then tell you what they see in the pictures.
- Ask students to point to any labels and read them out loud.
- Ask *What do you think this text is about?* Write the words and phrases students say on the board.

During Reading 2:33

- Ask a gist question to check overall understanding of the text, e.g. *What does an address do?*
- Give students a few minutes to skim the text before answering.
- Ask *Who has a home in the country?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases. Tell the students to point to the pictures that go with the words as they read them.

At level:

- Put students into pairs. Students take turns reading aloud sections of the story to each other. Give help where necessary.

Above level:

- Put students into small groups to take turns reading sections of text to each other. After each section, have the student who read previously summarize the information for the other students.
- Move throughout the room and provide help as necessary.

COLLABORATIVE LEARNING

- Put students into pairs.
- Have students answer these questions and make notes: *Where does Matias live? Where does Jenna live? Where does Nada live?*
- Check the answers with the class.

CRITICAL THINKING

Discussion questions:

- Put students into small groups of mixed ability to discuss the following questions:
How are towns, the country, and cities different?
Where can you find apartments?
Where do you find farms?
Where are buildings close together?
Have you been to a town, the country, or a city? Was it similar to what the text says?
- Have some students from each group tell the class how the text is similar to places they have visited. Have students ask questions for further information.

After Reading

- Have students look at the text again. Ask *How do you write your address?*
- Have students write their addresses. Go around and provide help as necessary.
- Have students compare their address with a partner.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss where people live.
- Have students say one thing about where people live.
- Put students into small groups of three or four.
- Have students discuss where people live.

DIFFERENTIATION

Below level:

- Elicit the address of the school from the class and write it on the board.
- Ask if students know any other addresses or can name any neighborhoods, and write them on the board.

At level:

- Put students into small groups. Each student writes their address on a small piece of paper and folds it up.
- Students in the group shuffle the papers. Then they each draw one, read it aloud, and try to guess whose address it is. If they guess incorrectly, it gets folded up for the next round. Repeat with each student getting one guess. Then students reshuffle and choose papers until all addresses are guessed.

Above level:

- Have students write their own address, then country name, continent name, and world. Have them draw a picture and show the class.

CULTURE NOTE

A neighborhood is a geographic area in a town or city that is defined by its community. The idea of community is different all around the world. Most neighborhoods are small enough that people will either know or recognize people who live near them. Sometimes neighborhoods are recognized for having famous locations or products. For example, in some cities, there is a particular neighborhood where furniture is made, or where silver and gold are sold. In some countries, neighborhoods are created by groups of people who move there from other countries. In the city of Chicago, in the U.S., there is "Little Vietnam". This is a neighborhood where a lot of Vietnamese people live and work. Many people go to this neighborhood to shop and buy Vietnamese food. In Melbourne, Australia, there is a place called "Little Italy" where there are many Italian restaurants, and people often speak Italian to each other. These unique neighborhood qualities build a sense of community and belonging.

Further Practice

Workbook Unit 13 page 112

Online practice Unit 13 • Read

Classroom Presentation Tool Unit 13 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓).

- | | |
|-------------------------------------|--|
| 1 towns ☐ | 3 the country ☐ |
| 2 the city ☐ | 4 how to write an address ☐ |

A Ask and answer the question.



What's your favorite part?

The city. I live in a city. I like it.



B Read the sentences. Circle the correct answer.

- We all live in apartments / homes.
- A town is like a small / big city.
- There are woods, fields, and farms in the city / country.
- Houses / Apartments in the country are far apart.
- The buildings in a city are close together / far apart.
- Many people live in apartments / houses in the city.

C Answer the questions.

- What is a neighborhood? _____
- What does an address tell us? _____
- When do you need to know someone's address? _____

Think Talk to a partner.

- What is good about a city? What is good about the country?
- Where would you like to live?

Grammar in Use

D Listen and sing along. **Billy's House** 2:34

Where? Where? Where do people live? People live in the country. Where does Jenna live? Jenna's house is in the country, At 4 Walnut Street.	Where? Where? Where do people live? People live in the city. Where does Billy live? Billy's house is in the city, At 18 Circle Road.
--	---



E **Learn Grammar** Possessive 's

Mason's address is 19 Main Street, Rivertown.
Is this Jenna's house? Yes, it is.



Practice with a partner.



Is Ali's address Apartment 6, 48 Canal Street, New York City?

Yes, it is. Ali's house is in the city.

Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Possessive 's

Grammar practice: Workbook exercises

Grammar production: Talking about addresses

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Read the sentences. Circle the correct answer.

ANSWERS

- 1 **homes** 2 **small** 3 **country** 4 **Houses**
5 **close together** 6 **apartments**

- Ask follow-up questions: *Are there farms in the city? Are there apartment buildings in the country? Where do people live in the city?*

C Answer the questions.

- Have students answer the questions on their own.
- Then have them compare answers with a partner before checking answers with the class.

ANSWERS

- A neighborhood is a place where families live, work, and play.**
- An address tells us where somebody's home is.**
- We need to know somebody's address to send a letter or to find their house.**

Think

- Ask students to work individually to think about the questions.

COLLABORATIVE LEARNING

- For the first question, ask students to list what is good about the city and what is good about the country.
- Then have pairs compare their answers.
- For the second question, put students into small groups. Have students in the groups discuss where they would like to live.

- Check the answers by having groups share their information with the class. Make lists of all the good things about the city and the country. Make a separate list of places where students would like to live.

CRITICAL THINKING

- Keep students in their small groups. Tell them to make lists of as many good things as they can about living in an apartment, a house, and a farm.
- Compare all of the groups' lists. Make a master list for each category on the board. Does the class have a preferred place?

Grammar in Use

D Listen and sing along. 2:34

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Divide the class into two groups. One group sings the questions, and the other group sings the answers. Go over the parts so each group is clear on what to sing.
- Tell students to sing the song again. This time each group stands to sing their lines. Repeat several times with groups switching parts.

E Learn Grammar: Possessive 's

- Draw students' attention to the examples. Read the examples aloud and then have the class read them to themselves.
- Write on the board: *What's Jenna's address?* Point to *What's* and *Jenna's* as you ask *What is the "s" in "What's"?* Ask *What is the "s" in "Jenna's"?*

Practice with a partner.

- Model how to do the exercise by using the example. Point to the picture of Ali and ask the example question. Then have a confident student answer.
- Put students into pairs to take turns asking and answering about the addresses.
- Have some pairs say their dialogue for the class.

COLLABORATIVE LEARNING

- After students have completed the activity, put them into small groups. Students each write their address on a small piece of paper. Students fold the papers up and shuffle them.
- Then each student in the group chooses a paper. They take turns to ask if it is one of their group member's addresses.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Extend the practice of possessive 's to objects in the classroom, e.g. ask *Is (Maya's) backpack blue?* This will elicit the answer *Yes, it is* or *No, it isn't*. Ask and answer several questions for the students to practice.

At level:

- Put students into small groups to ask and answer questions about things their peers own in the classroom, such as *Is that (Eric's) eraser?* One of the students asks the question, and the other students in the group try to be the first to answer correctly. Then the winner asks a question.

Above level:

- Have students write four questions using possessive 's. Tell them to write about things their classmates own in the classroom, such as *Is (Yuri's) notebook green?*
- Then students trade notebooks with a partner and write the answers.
- To check the answers, students return the notebooks and the pair goes over the answers together.
- Have a few pairs write their questions and answers on the board.

Further practice

Workbook Unit 13 pages 113–115

Online practice Unit 13 • Understand

Classroom Presentation Tool Unit 13 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-35

noisy quiet safe dangerous boring interesting

B Look at the pictures. What do you think these places are like? Write.

safe quiet interesting dangerous boring noisy

quiet dangerous

Listening

Think What's your neighborhood like?

C Listen. Is he in the same place or different places? 2-36

D Listen again and number the pictures. 2-37

Speaking

E Listen and repeat. Then practice with a partner. 2-38

This is my house. Come in.

Wow, Emma! Your home is really nice.

Thanks, Sara. Let's go and play!

Word Study

F **Learn** Verbs and Nouns

Some words can be verbs and nouns.

work = verb

work = noun

Match the words to the pictures.

1 water

2 snow

3 plant

a

b

c

d

e

f

Write Tell your partner about where you live. Now write about it in your **Workbook**. page 117

BIG QUESTION 7 Where do we live?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

People live in different places.

Everyone lives in a place with an address.

134 Unit 13 Vocabulary: Adjectives • Listening: Details

Speaking: Complimenting • Verbs and Nouns Unit 13 135

Summary

Objectives: To learn and understand adjectives about places; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for complimenting people.

To review what students have learned about the Big Question so far.

Vocabulary: *noisy, quiet, safe, dangerous, boring, interesting*

Listening strategy: Listening for details

Speaking: Complimenting

Word Study: Words that are verbs and nouns

Writing task: Writing about where you live

Big Question learning point: *People live in places that are best for them.*

Materials: Picture Cards, Discover Poster 7, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2-35

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the stressed syllables: 'noi/sy, 'qui/et, 'dan/ger/ous, 'bor/ing, 'in/ter/es/ting.

CRITICAL THINKING

- Ask the following questions to check understanding:
What is the opposite of quiet?
What is the opposite of safe?
What is the opposite of interesting?
What do you think is boring?
What do you think is interesting?

B Look at the pictures. What do you think these places are like? Write.

- Go over the first example with the class. Point to the picture and read the examples. Tell students that they can write two words for each picture.
- Have students do the activity and write the words individually.
- Put them in pairs to discuss their answers and check.
- Check the answers with the class. Elicit why students chose the answers they did.

POSSIBLE ANSWERS

(left to right) quiet, dangerous; noisy, dangerous; safe, quiet, boring; noisy, interesting, safe

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. Is he in the same place or different places? 2:36

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

He's in different places.

D Listen again and number the pictures. 2:37

- Tell students to listen to the audio.
- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 3, 4, 2, 1

Speaking

E Listen and repeat. Then practice with a partner. 2:38

COMMUNICATION

- Play each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Verbs and Nouns

- Read the explanation one time and have students repeat.
- Give an example for *work*. Write on the board: *I work at this school. I like my work very much.* Elicit from the class the nouns and verbs for both sentences. Circle the nouns and underline the verbs.

Match the words to the pictures.

- Tell students to match each word to two pictures. Have students do the activity individually. Then have pairs compare their answers.
- Check the answers with the class. Have the class say if each picture shows the word as a noun or a verb.

ANSWERS

1 c (verb), e (noun) 2 a (verb), f (noun)

3 b (verb), d (noun)

COLLABORATIVE LEARNING

- Put students into pairs.
- Have pairs write sentences for each of the words *water*, *snow*, and *plant*. Tell students they must use each word as both a noun and a verb. They can use the pictures in F to help them.
- Have pairs trade notebooks with another pair to check their sentences.

Write: Tell your partner about where you live. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Have students list some things about where they live: their address, their home, what is around their home, what their home is like, etc.
- Then put students into mixed-ability pairs.
- Have the confident student say sentences about where he / she lives based on his / her list. Then have that student help the other student to say sentences using his / her list.

At level:

- Have students list some things about where they live: their address, their home, what is around their home, what their home is like, etc.
- Then put students into pairs. Each partner tells the other about where they live.
- Then pairs join with another pair and tell them about where their partner lives.

Above level:

- Tell students to imagine that they can live anywhere. This includes any location or type of home. Tell them to list details about this special place. They should include where their dream home is located, an address, what is around their home, how their home looks, etc.
- Put students into pairs. Say *Tell your partner about the place you imagine. Your partner writes what you say.*
- Have pairs do the activity.
- Then pairs check each other's writing by reading it aloud. When students are finished helping their partners, share some places with the class.

Big Question 7 Review

Where do we live?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 7**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see? What does that mean?*
- Refer to the learning points covered in Unit 13 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about where people live.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 13 pages 116–117

Online practice Unit 13 • Communicate

Classroom Presentation Tool Unit 13 • Communicate

UNIT 14

Get Ready

PREVIEW

City Mouse and Country Mouse

In this story, we learn about a mouse's home in the country and his cousin's home in the city.

Words

A Listen and point to the words. Listen again and say the words. 2-39


department store


restaurant


movie theater


hotel


cornfield


orchard


new


old

B Look at the picture and write the places in the chart.



	New	Old
department store		

Before You Read

Think How is a city different from the country?

Learn Contrasting

To **contrast** things, we say how they are different. As you read, look out for what is different about places and characters. This helps you understand the story.

Read the stories. Contrast the characters. Write.

1

Ben is eight years old. He has a pet cat. Ben's favorite color is blue. His best friend's name is Joe. Joe is nine years old. He has a pet lizard. Joe's lizard is green, and his favorite color is green, too.

	Ben	Joe
Age?	8	9
Pet?	cat	
Favorite color?		

2

I'm Kim. I live in a city with my family. We live in a small apartment on a noisy street. My best friend, Makiko, lives in the country with her family. They live in a big house on a quiet street.

	Kim	Makiko
City / Country		
House / Apartment		
Quiet / Noisy		

D The story on pages 138 and 139 is about a country mouse and a city mouse who go to each other's homes. What do you think they do?

Reading: Contrasting Unit 14 137

Unit 14 Get Ready page 136

Summary

Objectives: To understand words about city and country; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: department store, restaurant, movie theater, hotel, cornfield, orchard, new, old

Reading strategy: Contrasting things

Materials: Picture Cards, Audio CD, ball

Words

A Listen and point to the words. Listen again and say the words. 2-39

- Ask students to point to the words as they hear them played.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay attention to the stressed syllables: de/'part/ment store, 'res/taur/ant, 'mo/vie 'the/a/ter, 'ho/tel, 'corn/field, 'or/chard.
- Focus on the *r* sound and drill it if students aren't pronouncing this correctly: department store, restaurant, movie theater, cornfield, orchard.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: Where can you buy clothes? Where do you eat food? What do you see at a movie theater? Where can you find a hotel? What

grows in a cornfield? What grows in an orchard? What is the opposite of old?

B Look at the picture and write the places in the chart.

- Have students look at the picture and the example department store. Explain that the department store building looks new so it is written in that column.
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

New: department store, movie theater, orchard
Old: restaurant, hotel, cornfield

COLLABORATIVE LEARNING

- Have students write sentences using each of the new vocabulary words, e.g. *I shop at a department store. My favorite restaurant is in the city.*
- When they have finished, tell students to swap their sentences with another student to check their work.

DIFFERENTIATION

Below level:

- Write all of the new words on the board. Point to a word, say it, and have the class repeat. Do this several times.
- Then erase the words. Say a word and have the class repeat it and then spell it. Do this for all of the words.

At level:

- Have students close their books. Say one of the vocabulary words. Students write it. Continue for all words.

- Check the answers with the class, having them say and then spell each word.

Above level:

- Have all the students stand in a circle. Toss a ball (or other soft object) to one of them and say a word. The student must spell it correctly, then he / she tosses the ball to somebody else in the circle and says a new word.
- If the student spells the word incorrectly, he / she hands the ball to the person to his / her right and sits down. The new person spells it correctly, and the game continues.
- Continue until only one student is standing.

Before You Read

Think

- Have students read the question.
- Ask one or two students to tell the class their answers.
- Then students discuss their answers to the question in small groups.
- Share some of the answers with the class.

C Learn: Contrasting

- Read the explanation while the class follows along in their books.
- Model some examples of contrasting with objects in the classroom, e.g. *My backpack is old. Ben's backpack is new. This building is new, but that building is old. Mariko has a green sweater. Tomas has an orange shirt.*
- Ask if volunteers can say a contrast. Make sure it is different.

Read the stories. Contrast the characters. Write.

- Have students read the first example on their own.
- Have students complete the activity individually.
- Students compare answers with a partner before checking answers with the class.

ANSWERS

- 1 Ben: 8, cat, blue; Jae: 9, lizard, green
- 2 Kim: city, apartment, noisy; Makiko: country, house, quiet

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *What things are different about the two boys? What is similar about them? Is the boys' favorite color a contrast? Why or why not?*
- Say the following to check understanding about the second text: *What contrasts are there between Kim and Makiko? What about the size of their homes? Is that a contrast? What is the third contrast between Kim and Makiko?*

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs to complete the activity. Have them look at the chart and then read the text aloud line by line. Each time they come to a piece of information in the text, they circle it and then write it in the chart.
- After students have completed the chart, have them contrast the information in each of the categories, e.g. *Ben is eight years old. Jae is nine years old.*
- Do the same for the second text.

At level:

- Have students make notes about their own age, pets, favorite colors, and where they live.
- Put students into pairs to look at their lists and contrast differing information. Go around and help. Have some pairs say their sentences for the class.

Above level:

- Have students make notes about five categories: their own age, pets, favorite color, where they live, and whether it's quiet or noisy where they live.
- Have students ask their classmates questions about their information. Students find classmates who have different information for the five categories and take notes about their information.
- Then students return to their seats. Call on some students to tell the class about the five contrasts they found.

D The story on pages 138 and 139 is about a country mouse and a city mouse who go to each other's homes. What do you think they do?

- Have students look at the title and pictures on pages 138 and 139.
- Ask the question. Write the words and phrases they use on the board and leave them there as students read the text.

Reading Preview

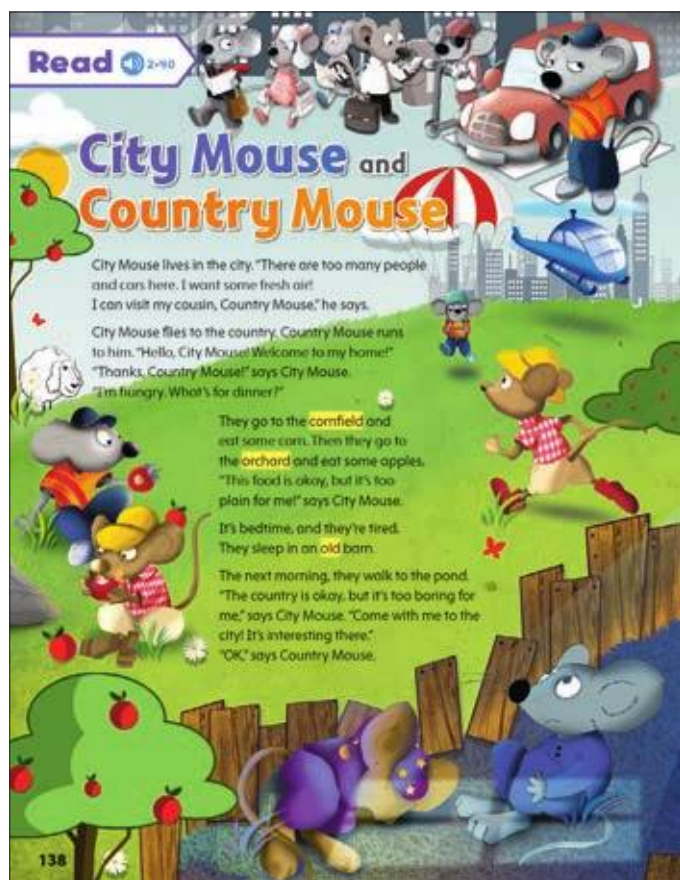
- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *How are the mice related?* Then say *This story is a fable. Do you remember what type of story a fable is? What do you think the lesson is?*
- Tell students to look out for the differences between the city and the country.

Further Practice

Workbook Unit 14 pages 118–119

Online practice Unit 14 • Get Ready

Classroom Presentation Tool Unit 14 • Get Ready



Summary

Objectives: To read, understand, and discuss a fable; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Fable (fiction)

Reading strategy: Contrasting

Big Question learning point: *Cities, towns, and the country are different.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do you see?* Students tell you what they see in the pictures.
- Ask *What do you think this text is about? What do you want to know about this story?*
- Write the words and phrases students say on the board.

During Reading 2-40

- Ask a gist question to check overall understanding of the text, e.g. *Who is the story about?* Allow students a few minutes to skim the text.
- Ask *What are the differences between the country and the city?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the story aloud and have students repeat after you. Tell students to circle any words that are unfamiliar.
- Go over the words the students circled and help students figure out the meaning from context, or explain them directly.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading chunks of text aloud around the circle. Encourage them to read the characters' speech in different voices.

Above level:

- Put students into groups of three. One student will read the narrator's part, the other the City Mouse, and the third the Country Mouse.
- Have groups read the story saying only their lines. Encourage them to act the parts of the mice.

CRITICAL THINKING

Discussion questions:

- *Why does City Mouse go to the country?*
- *What do the mice eat in the country?*
- *Where do they sleep?*
- *How do the mice get to the city?*
- *What do the mice eat in the city?*
- *Where do the mice sleep?*
- *Why do the mice run?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups.
- Tell the groups to contrast the City Mouse and the Country Mouse.
- Have the students read together and then take notes on the contrasts between the mice and their lives.
- Then have the groups look over their notes.
- Have groups read or tell the class about the contrasts between the mice. Encourage all members of each group to take turns speaking.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what they think of the story. Ask *Do you think you are a City Mouse or a Country Mouse?*

DIFFERENTIATION

Below level:

- In small groups, have students point to their favorite part of the story or illustration and say what they like about it.

At level:

- Put students into pairs. Ask students to talk about the contrasts between the city and the country. Have them make notes.
- Then have partners compare their notes and contrast their answers.

Above level:

- Have students decide if they like the city or country the best. Have students provide reasons why they chose one place or the other, e.g. students can choose from type of buildings, food, and noise level.
- Then have students go around and find a classmate who liked the opposite place (city or country). Have the two students categorize their contrasts and talk about them, e.g. *I like the movie theater in the city. Well, I like the quiet apple orchard.*
- Have a few pairs tell the class their ideas.

CULTURE NOTE

Cities all around the world are different, but they have a lot in common. Cities have large populations, a lot of buildings, and a lot of industry. The countryside is much quieter than the city, with a smaller and more spread-out population. Depending on the region and country, the countryside can vary greatly. In the U.S., the countryside is often used for agriculture. Common crops are corn, wheat, and cotton. In South East Asia, the countryside is often used for growing rice, coffee, and tea. It is also common to find seafood farms within this landscape as well. Other countries, such as Australia and Argentina, are known for having many farms that have a lot of animals.

Further Practice

Workbook Unit 14 page 120

Online practice Unit 14 • Read

Classroom Presentation Tool Unit 14 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

- 1 City Mouse in the country. ☐
- 2 Country Mouse in the city. ☐
- 3 The mice eat cheese and cookies. ☐
- 4 The mice run away from cats. ☐

A Ask and answer the question.



What's your favorite part?

City Mouse and Country Mouse in the hotel. It's funny!



B Who says these sentences? Match.

- 1 "Welcome to my home!"
- 2 "Come with me to the city."
- 3 "I'm hungry. What's for dinner?"
- 4 "Come with me to the country!"



C How are Country Mouse and City Mouse different? Complete the chart.

	Country Mouse	City Mouse
He likes ... food.	plain	
He thinks the city is ...		
He thinks the country is ...		

Think Talk about the story.

- 1 Why do the mice go back to their homes?
- 2 What is the lesson of the story?

140 Unit 14 Comprehension

Grammar in Use

D Listen and sing along. **Our Grandma** 2:43

This is our grandma. We like her house.
Her house is in the country. We play in her cornfield.
Is it safe? Yes, it is!

This is our grandma. We like her house.
Her house is old and big. We run in her orchard.
Is it quiet? Yes, it is!



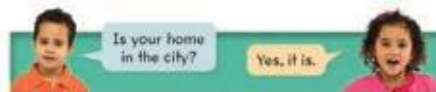
E **Learn Grammar** Possessive Adjectives

His home is in the city. Her neighborhood isn't quiet.
Is your apartment small? No, it isn't.



Ask your partner about his or her home. Check the answers (✓).

home	in the city	☐	in the country	☐
house / apartment	big	☐	small	☐
neighborhood	quiet	☐	noisy	☐



F Now tell the class about your partner's home.

Her home is in the city.
Her apartment is big.



Grammar: Possessive Adjectives Unit 14 141

Summary

Objectives: To demonstrate understanding of a fable; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Possessive adjectives: *his, her, your*

Grammar practice: Workbook exercises

Grammar production: Possessive adjectives: *his, her, your*

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Who says these sentences? Match.

- Have students complete the activity individually before checking answers with the class.

ANSWERS

1 Country Mouse 2 City Mouse 3 City Mouse
4 Country Mouse

- Ask follow-up questions: *Who says "This food is okay, but it's too plain for me!"? Who says "This food is okay, but it's too fancy for me!"?*

C How are Country Mouse and City Mouse different? Complete the chart.

- Have students read the chart and look at the first example. Have students turn to page 139 and find where Country Mouse says he doesn't like fancy food, and to point to it. Tell students they can complete the chart this way, turning back to the story to complete the chart. They can also complete it from memory and then turn back to check their answers.
- Have the students try to complete the activity on their own. Then have them compare answers with a partner.
- Check the answers with the class.

ANSWERS

Country Mouse: plain, dangerous, safe

City Mouse: fancy, interesting, boring

Think

- Ask students to think individually about the two questions.

COMMUNICATION

- Ask students to write their answers to the two questions in their notebook.
- After students have had a chance to answer the questions, put students into small groups to discuss the questions. Have students explain their answers. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Say *Fables teach us a lesson. What do you think the lesson is for City Mouse and Country Mouse?* Tell groups to write the lesson.
- Write on the board: *The lesson of City Mouse and Country Mouse is _____.*
- Have groups complete the sentence.

POSSIBLE ANSWERS

Different places are good for different people.
People like different places and things.

Grammar in Use

D Listen and sing along. 2•41

CREATIVITY

- Listen to the song once and then sing it together.
- Have four volunteers draw Grandma, her big house, a cornfield, and an orchard on the board. Have the students draw the pictures in different corners of the board so students have to move their arm to point.
- Tell students to point to the pictures the students drew on the board when you sing the lyrics about them.
- Then sing the song again with students pointing to the pictures.

E Learn Grammar: Possessive Adjectives

- Draw students' attention to the possessive adjectives *his*, *her*, and *your*. Read the examples aloud.
- Model some examples using students in the classroom, e.g. ask a girl student (*Emi*), *is your backpack (blue)?* She answers *Yes, it is / No, it isn't*. Turn to the class and say *Her backpack is / isn't (blue)*. Have the class repeat.
- Do a few more examples like this, alternating between *his* and *her*.

Ask your partner about his or her home. Check the answers (✓).

- Model how to do the activity by reading the speech bubbles with a confident student.
- Then have partners do the activity.

F Now tell the class about your partner's home.

- Model how to do the activity by reading the example in the book.
- Have students tell the class about their partner.

COLLABORATIVE LEARNING

- Put students into a large circle and join the circle to start.
- Demonstrate with the student to your right. Ask a question, e.g. *Is your house dangerous?* The student answers *No, it isn't*. Then turn to the circle and say *His / Her house isn't dangerous*.
- Then the student you asked repeats this question to the person on his / her right.
- Continue until you have gone around the circle one way, and then reversed directions back.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the following on the board: *My home is in the city. My building is boring and quiet. My street is interesting.*
- Have students rewrite the sentences using *his / her*. Go around and help as needed.

At level:

- Have students write three sentences about where they live using the categories in E on page 141, e.g. *My home is in the country. My house is small. My neighborhood is noisy.*
- Then have students trade notebooks with a partner. They rewrite their partner's sentences using *his / her*.
- Students return the notebooks and then read them together to check each other's work. Have some pairs read their work together for the class.

Above level:

- Put students into pairs. Have pairs write five sentences about your classroom, school, building, neighborhood, and town / city, using *our*. Tell students they don't have to use the real information about the places.
- Then pairs trade notebooks with another pair. They rewrite the five sentences using *their*.
- Students return the notebooks and then read them together to check each other's work.
- Have some pairs read their work to tell the class about their partner pair.

Further practice

Workbook Unit 14 pages 121–123

Online practice Unit 14 • Understand

Classroom Presentation Tool Unit 14 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-42








park library supermarket drugstore bakery museum

B Think about the places in **A**. Add them to the chart.

We go here to buy things	We don't go here to buy things
supermarket	

Listening

Think What's in your neighborhood? Which is your favorite place?

C Listen. Do they all like the city? Why? / Why not? 2-43

D Listen again and circle the correct words. 2-44

- Jay likes / doesn't like the city. He likes / doesn't like the country.
- Mrs. Perez likes / doesn't like the city. She likes / doesn't like the country.
- Mr. Brown likes / doesn't like the city. He likes / doesn't like the country.
- Ella likes / doesn't like the city. She likes / doesn't like the country.

Speaking

E Ask two classmates about their neighborhoods. You can change the words in **bold**. 2-45

Is there a **park** in your neighborhood? Yes, there is.

Is there a **library** in your neighborhood? No, there isn't.

Writing Study

F **Learn** Complete Sentences

A complete sentence has a **noun** or nouns and a **verb** in it.

The **town** **is** small. Maria **goes** to the **library**.

town = noun is = verb Maria = noun goes = verb library = noun

Is it a complete sentence? Read and circle.

1 The blue jacket	Yes ☐ No ☒
2 The mouse runs home.	Yes ☒ No ☐
3 At my house	Yes ☐ No ☒
4 My brother lives in a town.	Yes ☒ No ☐
5 Homes in the city	Yes ☐ No ☒
6 Lucas goes to the bakery.	Yes ☒ No ☐

Write Tell your partner about the places in your neighborhood. Now write about them in your **Workbook**. page 125

Speaking: Asking and Telling about Neighborhoods • Writing: Complete Sentences Unit 14 143

Summary

Objectives: To learn and understand words about places; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions asking and telling about neighborhoods.

To review what students have learned about the Big Question so far.

Vocabulary: park, library, supermarket, drugstore, bakery, museum

Listening strategy: Listening for details

Speaking: Asking and telling about neighborhoods

Writing Study: A complete sentence has a noun or nouns and a verb in it.

Writing task: Writing about the places in your neighborhood

Big Question learning point: People can like more than one kind of place.

Materials: Picture Cards, Discover Poster 7, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-42

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Point out that *supermarket* and *drugstore* are compound nouns. Write the words on the board and elicit the two separate nouns in each. Draw a line under them.

- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask questions about the new words to check understanding: *What can you see in a park? What can you see in a library? What can you see in a supermarket? What do you see in a drugstore? What do you see in a bakery? What do you see in a museum?*

B Think about the places in A. Add them to the chart.

- Direct students' attention to the chart. Point to the headings and have the class read them. Tell students to write the places where we buy things on one side, and the places where we don't buy things on the other.
- Have students do the activity individually.
- Then put students into pairs to discuss their answers and check.

ANSWERS

Buy things: supermarket, drugstore, bakery

Don't buy things: park, library, museum

COLLABORATIVE LEARNING

- Put students into small groups to talk about the places. Ask *Do you know any of these places? What are they like? Do you buy things there? What do you do there?*
- Have students do the activity. When they are finished, have the groups tell the class some of their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Do they all like the city? Why? / Why not? 🎧 2•43

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

No, they don't all like the city. (The first person thinks the city is boring and there are too many people. The second person thinks the city is interesting. The third person thinks it's dangerous and noisy. The fourth person loves the city.)

D Listen again and circle the correct words. 🎧 2•44

- Play the audio and have students read the sentences.
- Play it again and ask students to circle the correct words.
- Check the answers with the class. Have the students read the answers aloud.

ANSWERS

1 doesn't like, likes 2 likes, doesn't like

3 doesn't like, doesn't like 4 likes, likes

Speaking

E Ask two classmates about their neighborhoods. You can change the words in bold. 🎧 2•45

COMMUNICATION

- Play the audio as the students read along. Play it again and ask students to read aloud.
- Model the sample dialogue with two students.
- Put students into groups of three to do the exercise. Go around and help as necessary.
- Have different groups stand up and say their dialogues for the class.

Writing Study

F Learn: Complete Sentences

- Read the explanation aloud. Read the examples. Have students point to the nouns and verbs in their books.

Is it a complete sentence? Read and circle.

- Read the directions. Read through the first example with the class. Elicit why it's not a complete sentence (*there's no verb*).
- Have students do the activity individually. Then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 No 2 Yes 3 No 4 Yes 5 No 6 Yes

COLLABORATIVE LEARNING

- Put students into pairs. Have each pair write four sentences. Tell them that three of the sentences must be complete and have a noun and a verb. The fourth sentence won't have a verb. Pairs write their sentences on one piece of paper.
- Have pairs switch papers with another pair, who circle the nouns and underline the verbs. They should also identify the incomplete sentence. Then they return the papers for the other pair to check.
- Have volunteers from the groups come to the board to write one of their sentences without underlines and circles. Have the class name the nouns and verbs in each. If the sentence is not complete, have the class revise it so it becomes complete.

Write: Tell your partner about the places in your neighborhood. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Have students think about what is their favorite place in their neighborhood. Then have a class brainstorming session and write the words and phrases from the students on the board. Then have students draw a picture of their favorite place.
- Put students into pairs to tell each other about their favorite place.

At level:

- Have students write about their favorite place in their neighborhood.
- Put students into pairs to check each other's writing.
- Then have students work together to think of one to two more sentences each to add to their writing about their favorite places.
- Have some pairs read their sentences to the class.

Above level:

- Have each student contrast two places in their neighborhood. Have students write four to six sentences about the places.
- Put students into pairs. Students trade sentences and read them to help each other correct their work.
- Have a few pairs read their sentences to the class.

Further practice

Workbook Unit 14 pages 124–125

Online practice Unit 14 • Communicate

Classroom Presentation Tool Unit 14 • Communicate

Wrap Up

A Listen and read along. 2:46

Billy, Gus, and Dot go to the country. They take the train.

Goodbye, museum! Goodbye, library!

We don't want to go to the country. It's boring!

They go to their grandparents' farm.

Hello, Grandma and Grandpa!

Welcome!

They play in the cornfield and swim in the pond.

This is fun!

They help in Grandpa's orchard. It's interesting.

Catch!

Look at me!

They make ice cream. It's tasty!

Thank you.

Yum!

Help!

It's time to go home to the city. They're sad.

Goodbye, orchard! Goodbye, cornfields!

We don't want to go to the city. We like the country now.

Project: A Map of Your Neighborhood

B Draw a map of your neighborhood.

- Think about the places in your neighborhood.
- Draw the places on the map.
- Write labels and your address.

C Put your map on the wall. Tell the class about it.

I live in an apartment in a city. My neighborhood is big. There is a park and a school in my neighborhood.

D Look at all the maps. Talk about them.

There's a movie theater in Hana's neighborhood.

Where do we live?

Big Question 7

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: A Map of Your Neighborhood Big Question 7 145

Summary

Objectives: To show what students have learned about the language and learning points of Units 13 and 14.

Reading: Comprehension of review story

Project: A Map of Your Neighborhood

Writing: Places in your neighborhood

Speaking: Talk about the neighborhood maps

Materials: Big Question Video, Discover Poster 7, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2:46

- Ask students a gist question before reading and listening to check overall understanding, e.g. *Where do Billy, Gus, and Dot go?*
- Give students a few minutes to read the text and answer the question.
- Play the audio and have students read along.

CRITICAL THINKING

- Ask the following questions to check understanding:
How do Billy, Gus, and Dot get to the country?
Whose farm do they go to?
What do they do at the farm?
Do they want to go to the farm in the beginning?
Do they want to leave the farm in the end?

COLLABORATIVE LEARNING

- Divide the class into groups of four.
- Each student in each group takes on the role of characters in the story (Narrator / Grandparents, Billy, Gus, Dot).
- Play the recording again. Students listen and act their role through mime.
- Repeat the procedure until each student has acted out each role.

Project

21ST CENTURY SKILLS

B Draw a map of your neighborhood.

- Tell students to make a map of their neighborhood.
- Have students read along as you read the instructions aloud. **COMMUNICATION**
- Then direct students' attention to the map as you explain it. Point to each part as you explain *Here is the drugstore and the bakery. The apartment address is 25 Center Street. Here is the school and the park.* **COMMUNICATION**
- Have students work individually to draw their own neighborhood maps. Go around and help as needed. **CREATIVITY CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have the confident student help the other student to complete a simple map. **COMMUNICATION COLLABORATION CREATIVITY**

- Have the confident student point to places and say sentences about them while the other student repeats. **COMMUNICATION** **COLLABORATION** **CREATIVITY**

At level:

- Have pairs check each other's map and ask questions about it. **COLLABORATION** **CREATIVITY**

Above level:

- Put students into pairs. Have the pairs try to draw a larger map than the neighborhood. Can they include several neighborhoods, the city, and country? See how large they can draw it. **COLLABORATION** **CREATIVITY** **CRITICAL THINKING**
- Pairs work on the larger map together. Go around and help with vocabulary and locations. **COLLABORATION** **CREATIVITY**
- Pairs show their new map to the class. **COMMUNICATION** **COLLABORATION**

C Put your map on the wall. Tell the class about it.

- Read the example in the book for the class. **COMMUNICATION**
- Then have students stand up and talk about their maps. **COMMUNICATION** **CREATIVITY**

D Look at all the maps. Talk about them.

- Have students stand up and look at each others' maps. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **COMMUNICATION**
- Put students into small groups to share what they remember from somebody else's map. **COLLABORATION** **CRITICAL THINKING**
- Ask some students to share individually with the whole class. **COMMUNICATION** **CREATIVITY**
- Ask the class questions to find the top neighborhood. **COMMUNICATION** **COLLABORATION** **CRITICAL THINKING**

Units 13 and 14 Big Question Review

Where do we live?

A Watch the video.

- Play the video. When it is finished, ask students what they know about where people live now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 7**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about where we live by studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 14 pages 126–127

Online practice • Wrap Up 7

Classroom Presentation Tool • Wrap Up 7



UNITS 15-16

146 Big Question 8

BIG QUESTION 8

How can we make music?

In these units you will:

- WATCH a video about music.
- READ about percussion and a student performance.
- MAKE a percussion instrument.
- LEARN about different instruments and how to keep a beat.
- WRITE about performances and instruments.

A Watch the video.

B Look at the picture. What do you see?

- What are the children doing?
- Do you think it is noisy there?

C Think and answer the questions.

- Where do you hear music?
- Can you make music?

D Fill out the **Big Question Chart**.

147

Reading Strategies

Students will practice:

- Understanding main ideas and details
- Understanding problems and solutions

Vocabulary

Students will understand and use words about:

- Musical instruments (percussion), sound adjectives, performing and attending performances, performance types

Grammar

Students will understand and use:

- Present Continuous
- Present Continuous questions

Review

Students will review the language and Big Question learning points of Units 15 and 16 through:

- A story
- A project (percussion instruments)

Units 15 and 16

How can we make music?

Students will understand the Big Question learning points:

- Percussion instruments can make different sounds.
- We can make music with percussion instruments. They keep the beat.
- We can make our own percussion instruments.
- We can make music to entertain other people.
- We listen to music at different entertainment events.

Listening Strategies

Students will practice:

- Listening for details

Writing

Students will understand:

- How to make contractions

Students will produce texts about:

- A percussion instrument
- A favorite kind of performance

Word Study

Students will understand and use:

- Alphabetical Order

Speaking

Students will understand and use expressions for:

- Asking for help
- Asking and guessing

Units 15 and 16 Big Question page 146

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 8, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *How can we make music?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? What do you like about it? What do you dislike about it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, put students into pairs to talk about what they saw in the video.
- Ask pairs to tell the class something they saw.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g. *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up and find someone else with the same sentence (focus on the meaning of the sentence rather than using exactly the same words).
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*

POSSIBLE ANSWERS

children, instruments, drum, tambourine, triangle

- Ask students the first question. Ask follow-up questions for more information.
- Ask students the second question. Ask follow-up questions for more information.
- Ask additional questions: *Where do you think the children are? What are they doing? Do they look happy?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question.

- Put students into small groups to tell each other where they hear music. Encourage them to talk about places where they hear music.
- Have students answer the second question and say the name of any music they make and the instrument. Share the answers with the class.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 8** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Ask *What do you know about how we can make music?*
- Draw a web on the board, putting *How can we make music?* in the middle. Add the words from students around them.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers on what students know about music and making music. This can include genres, performers, or anything related to music.
- Point to musical instruments and other things in the big picture and on the poster and ask *What's this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about making music.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences about what they know about how we can make music. Have students spell out some of the words as you write them.

Discover Poster 8

1 Boys playing drums; 2 Girls playing instruments;
3 Boy using kitchen utensils as a drum kit; 4 Children in a marching band; 5 Ballet

Further Practice

Workbook Unit 15 page 128

Online practice • Big Question 8

Classroom Presentation Tool • Big Question 8

UNIT 15

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-02

B Listen to the music and circle the correct words. 3-03

- instruments drum
- cymbals tambourine
- tambourine xylophone
- drum xylophone
- triangle cymbals
- tambourine triangle
- shake strike

148 Unit 15 Vocabulary: Percussion Instruments

Before You Read

Think What things do we shake and strike?

Learn Main Idea and Details

Most texts have a **main idea**. The main idea is what the text is about. **Details** tell us more about the main idea. As you read, look out for these. They help you understand the text.

Read the text. What is the main idea? What are the details?

Addresses

An address tells us where someone lives. The house or apartment number is in an address. The street name and the town or city name is in the address, too.

Write the details from the text.

Detail

house or apartment number

Main idea

An address tells us where someone lives.

Detail

Detail

B Look at the title, pictures, and headings on pages 150 and 151. What do you think the text is about?

Reading: Main Idea and Details Unit 15 149

PREVIEW

Percussion Instruments

In this text, we learn about musical instruments called percussion instruments.

Music

Summary

Objectives: To understand words about music and percussion instruments; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *instruments, cymbals, tambourine, xylophone, drum, triangle, shake, strike*

Reading strategy: Main idea and details

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-02

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What are cymbals? What is a tambourine / xylophone / drum / triangle? What does the word "shake" mean? What does the word "strike" mean? What words in the list are verbs?*

B Listen to the music and circle the correct words. 3-03

- Tell students to circle the correct words for the sounds they hear.
- Have them compare answers with a partner.
- Check answers with the class.

ANSWERS

1 instruments 2 tambourine 3 xylophone 4 drum
5 cymbals 6 triangle 7 shake

COLLABORATIVE LEARNING

- Go through the new words for instruments and have the class make the sound each one makes. Repeat the sounds several times so the class associates a sound with an instrument.
- Then play a game. Put the class into a circle. Start by making a sound and then saying the word, e.g. *Crash! cymbals*. (Anna). That student then repeats your *Crash! cymbals*, adds her own sound, and says the name of the instrument before cueing another student. Continue around the circle to see how long you can keep the chain going.

DIFFERENTIATION

Below level:

- Write the new words on the board.
- Point to the words and drill the pronunciation and sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Write the new words in scrambled letter order on the board. Ask students to unscramble the letters and tell you the correct order as you write them on the board.

Above level:

- Have students close their books. Say the new words. Students should write them in their notebook.
- To check the answers, have students come to the board to write the new words.

Before You Read

Think

- Ask the question. Have volunteers answer.
- Elicit words and phrases from the class and write them on the board.

C Learn: Main Idea and Details

- Read the explanation aloud.
- Explain that the “main idea” is the big picture of a story or text. Say *Remember the Unit 14 fable, City Mouse and Country Mouse? The main idea of this story is that City Mouse doesn't like the country. Do you think this is true? Or do you think the main idea is that Country Mouse doesn't like the city?* Ask students to say what the main idea is. (Answers will vary, e.g. *Some people like to live in different places.*)
- Ask students to say some details from the fable (e.g. *City Mouse says the food is boring. The mice hear cats in the city and run.*)

Read the text. What is the main idea? What are the details?

- Read the instructions and explanation. Have students point to the chart.

Write the details from the text.

- Have students complete the chart using the information in the text. Have pairs compare answers before checking them with the class.

ANSWERS

street name, town or city name

CRITICAL THINKING

- Say the following to check understanding about the text: *Point to the main idea in the text. Is it the first sentence? The main idea is often the first sentence. What comes after the main idea? Why do you think details come after a main idea?*

DIFFERENTIATION

Below level:

- Go through the text line by line with the class. Number the sentences from 1 to 3 and write them on the board. Explain that students should think about the information in each sentence.
- Say *Look at sentence two. Is that a main idea? What does that sentence tell us about?* Write *house or apartment numbers* on the board.
- Say *Look at sentence three. Is that a main idea? What does that sentence tell us about?* Write *street names and town or city names* on the board.

- Say *Now look at the first sentence. What is it about?* Point to the phrase already on the board as you say *Are house or apartment numbers part of addresses?* Draw a circle around the phrase. *Are street names, and town or city names, part of addresses?* Draw circles around the phrases. *So what do addresses include?* Draw a big circle around both smaller circles. Write addresses inside it so we see the other information as a subset of addresses.

At level:

- Put students into pairs. Tell them to make a chart like that on page 149 using the Unit 14 fable *City Mouse and Country Mouse*. Tell them to write the lesson or main idea in the middle and at least four details around it.
- Then have pairs work on their charts, and compare their work with another pair.
- Share some of the charts with the class.

Above level:

- Put students into pairs. Tell them to make a chart like that on page 149 using the Unit 13 informational text *Where's Your Home?* Tell them to write the main idea in the middle and to write at least four details around it.
- Then pairs compare their work with another pair of students.
- Share some of the charts with the class.

D Look at the title, pictures, and headings on pages 150 and 151. What do you think the text is about?

- Read the instructions.
- Have the students point to the title and read it aloud.
- Have students say what they see in the pictures, then read the headings aloud.
- Ask *What is this text about?*
- Write the words and phrases on the board and leave them there as students read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What type of instruments will we learn about?*
- Tell students, while reading, to look out for one instrument you can shake and strike.

Further Practice

Workbook Unit 15 pages 128–129

Online practice Unit 15 • Get Ready

Classroom Presentation Tool Unit 15 • Get Ready



Percussion Instruments

Percussion instruments are a family of musical instruments. We **strike** or **shake** them. Percussion instruments are big and small. These instruments add special sounds to music.

Percussion instruments keep the beat: 1, 2, 3, 4. We can keep the beat, too. Clap your hands to this beat: 1, 2, 3, 4. Can you stomp your feet to the beat? 1, 2, 3, 4.

Think What is the main idea?

Drums

There are a lot of different **drums** in the world. We strike drums with our fingers, our hands, or with drumsticks or mallets. This keeps the beat. This big drum is called a bass drum. The boy is striking the big white drum with two mallets.

Think What are the details here?



The Tambourine

A **tambourine** is like a small drum. We strike it with our hands. We can shake it, too.



The Xylophone

A **xylophone** has wooden bars. The girl is striking the xylophone with mallets.



The Triangle

Why do you think this instrument is called a **triangle**? Its shape is a triangle. We strike it.



Cymbals

When we play the **cymbals**, we strike two cymbals together. There are many kinds of cymbals. Some are big and some are small. They sound different. This boy is playing big cymbals.

Listen. They're playing all the percussion instruments again. Which instrument is your favorite?

Think What are the details on this page?

Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Music

Text type: Informational text

Reading strategy: Main idea and details

Big Question learning point: *Percussion instruments can make different sounds.*

Materials: Talk About It! Poster, Audio CD, paper and colored markers / crayons

Before Reading

- Ask *How can we make music?*
- Have students point to the title and read it aloud.
- Then ask *What instruments do you see?* Have students point to the instruments in the pictures as they say the names.
- Ask *What is this text about?*

During Reading 3-04

- Ask a gist question to check overall understanding of the text, e.g. *What are drums?* Repeat with the following instruments: *xylophone, triangle, cymbals* (percussion instruments).
- Give students a few minutes to skim the text before answering.
- Ask *What instrument can you shake and strike?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and circle any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

Discussion questions:

- *What is the main idea?*
- *What do percussion instruments do?*
- *How do we play drums?*
- *How do we play a tambourine?*
- *What do we strike the xylophone with?*
- *What shape is a triangle?*
- *How do we play cymbals?*
- *Which instrument is your favorite?*

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of four.
- Give each student one of these sections to read: Drums, The Tambourine, The Xylophone, The Triangle, Cymbals.
- Tell students to read their section. Tell them to think about what are the details.
- Tell students to close their books and in their groups take turns retelling the details from their reading section to each other, e.g. (tambourine): *The tambourine is like a small drum. We can shake it or use our hand to strike it.*
- Students open their books and read the text to check.

After Reading

- Have students look again at the text. Ask *Which instrument do you like best?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which instrument he / she likes best in the text.
- Put students into small groups of three or four.
- Have students discuss the instruments. Ask *How are the instruments the same? How are they different?*

DIFFERENTIATION

Below level:

- Have students draw a picture of an instrument they like.
- In groups, students describe their instrument.

At level:

- Say the name of an instrument and have students write a sentence about it.
- In groups, students read their sentences.

Above level:

- Have students divide a sheet of paper into three columns, and label the columns *strike*, *shake*, *strike and shake*.
- Then have students write the name of the five instruments in the correct columns according to how you play them.
- Put students into pairs to compare their charts.
- Have students share their charts with the class.

CULTURE NOTE

Musical instruments have been around since the early days of human civilization and would have been made from wood, bone, and animal skin. They are generally categorized as: percussion, including instruments that vibrate (xylophone) or are struck (drums); stringed instruments (piano, guitar, zither); and wind instruments (flute, woodwinds, or brass). Percussion instruments like drums generally keep the beat or rhythm, but they can also be used for harmony and melody.

Further Practice

Workbook Unit 15 page 130

Online practice Unit 15 • Read

Classroom Presentation Tool Unit 15 • Read

Understand

Comprehension



Think What do you like about the text? Check (✓).

- | | |
|---|---------------------------------------|
| 1 keeping the beat ☐ | 3 tambourine ☐ |
| 2 drums ☐ | 4 cymbals ☐ |

A Ask and answer the question.



What's your favorite part?



Keeping the beat. It's fun!

B Look back at the text. Write the main idea and the details.

drum		

C Answer the questions.

- What family of instruments do we strike or shake? _____
- How do we strike drums? _____
- How do we play a tambourine? _____
- What instruments do we strike with mallets? _____
- How do we play the cymbals? _____



Think Talk to a partner.

- Can we shake and strike every percussion instrument?
- Do we need an instrument to keep the beat?

Grammar in Use

D Listen and sing along. Making Music 3-05

I'm not playing the triangle,
I'm playing the drum.
You're shaking the tambourine,
We're both having fun!
We are making music,
Join in everyone!

Gus is playing the xylophone,
He isn't playing the drum.
Layla's playing the cymbals,
They're both having fun!
They are making music,
Join in everyone!



E Learn Grammar Present Continuous

You're **playing** the drums.
You **aren't playing** the xylophone.
I'm **shaking** the tambourine.
I'm **not striking** it.



Act out playing a percussion instrument. Your partner guesses.



F Now act it out again. Your partner tells the class.

Ana's playing the triangle. She's striking it.



Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Present Continuous

Grammar practice: Workbook exercises

Grammar production: Writing sentences using Present Continuous

Materials: Audio CD, paper and colored markers / crayons

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read the phrases aloud. Ask students to raise their hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and asking *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Look back at the text. Write the main idea and the details.

ANSWERS

Main idea: Percussion instruments are a family of musical instruments.

Details: drum, tambourine, xylophone, triangle, cymbals

- Ask follow-up questions: *What do percussion instruments do? Where do you find the main idea? How do you find the details?*

C Answer the questions.

- Have students answer the questions individually. Then check answers with the class.

ANSWERS

- percussion instruments
 - with our fingers, our hands, or with drumsticks or mallets
 - We strike or shake it.
 - the xylophone and drums
 - We play the cymbals by striking them together.
- Ask follow-up questions: *What is a detail about the xylophone? What is a detail about the triangle? Why do cymbals sound different?*

Think

- Ask students to think individually about the two questions.

COMMUNICATION

- In small groups, ask students to discuss the questions.
- For the first question, if they haven't already done so, have students make a list of how you play each of the five instruments from the text.
- For the second question, have students discuss ways they can think of for how to keep a beat without instruments (e.g. hands, feet, voice).
- Have groups share their answers with the class.

CRITICAL THINKING

- Ask groups to discuss the answer to the question: *How can we make music?* Tell students to discuss percussion instruments and any other instruments they know that people use to make music. Ask *Does the voice count as an instrument, too?*
- After groups have discussed the question, have them share their answer with the class.

Grammar in Use

D Listen and sing along. 3-05

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Create gestures for each musical instrument mentioned in the song, e.g. holding an imaginary triangle in the air and tapping it with a finger, drumming drums, etc.
- Sing the song again with the gestures.

E Learn Grammar: Present Continuous

- Direct students' attention to the sentences and picture.
- Write *am / are ___ing* on the board. Explain this is the form of the verb for present continuous. Remind students that with verbs ending in *-e*, e.g. *write*, they drop the *-e* before adding *-ing*. Say *write*, and elicit *writ-* to fill in the blank, to make *am / are writing*.
- Write *I'm writing on the board* on the board, and as you do it say *I'm writing on the board*. Then stop and say *I'm not writing on the board*. Ask *When do I say "I'm writing"?* Elicit *While / during / as you are writing. / As it happens*.
- Say to the class *You're studying English. You're not playing the drums*. Pretend to play the drums and say *I'm playing the drums*. Keep miming instruments and elicit from the class *You're playing the (drums)*.

Act out playing a percussion instrument. Your partner guesses.

- Model how to do the activity by reading the speech bubbles with a confident student as they act out an instrument.
- Then put students into pairs to do the activity.

COLLABORATIVE LEARNING

- Put the pairs into small groups.
- Students take turns within the group to guess what instrument the person is playing.

F Now act it out again. Your partner tells the class.

- Model the activity with a confident student miming playing the triangle while you report their actions using the present continuous.

COLLABORATIVE LEARNING

- Put the pairs into small groups.
- Partners tell about their partner as he / she does an action.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Mime playing an instrument. Have students say *You're playing the (tambourine)*.
- Then have them write the sentence.

At level:

- Have students stand in a circle. One student starts and mimes playing an instrument. The student next to him / her says *You're playing the (drums)*. Then that student mimes playing a new instrument and the student next to him / her says what he / she is doing.
- Continue around the entire circle one or two times.

Above level:

- Have students write five sentences on a piece of paper. Each sentence starts *I'm ____*. Tell students to fill in the blank with a present continuous verb. It can be playing a musical instrument or any other actions they know.
- Put students into pairs. They trade sentences and read them aloud while miming the actions, going through the list of five.
- Have a few pairs demonstrate their lists for the class.

Further practice

Workbook Unit 15 pages 131–133

Online practice Unit 15 • Understand

Classroom Presentation Tool Unit 15 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3:06








fast slow loud soft awful lovely

B What are they saying? Look, read, and write.





1 It's lovely and 2 It's and 3 It's and

Listening

Think How does a drum sound? Do you like the sound?

C Listen. Which instruments are soft? Which are loud? 3:07

D Listen again and number the pictures. 3:08






154 Unit 15 Vocabulary: Sound Adjectives • Listening: Details

Speaking

E Listen and repeat. Then practice with a partner. 3:09

Can you help me, please?

Sure! Let's do it together.

Thanks a lot!

Word Study

F **Learn** Alphabetical Order

Words in a dictionary are in **alphabetical order**. We start by looking at the first letter of the word.

apple bird cymbal drum elephant

Write the words in the list in alphabetical order.

fast	awful
beat	
clap	
awful	
slow	

Write Tell your partner about a percussion instrument. Now write about it in your **Workbook**. page 115

BIG QUESTION **How can we make music?**

A Watch the video. ▶

B Think about the Big Question. Talk about it with a partner.

We can make music with percussion instruments.

We can use our hands and feet!

Speaking: Asking for Help • Alphabetical Order Unit 15 155

Summary

Objectives: To learn and understand adjectives; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for asking for help.

To review what students have learned about the Big Question so far.

Vocabulary: *fast, slow, loud, soft, awful, lovely*

Listening strategy: Listening for details

Speaking: Asking for help

Word Study: Alphabetical order

Writing task: Writing about a percussion instrument

Big Question learning point: *We can make music with percussion instruments. They keep the beat. Percussion instruments can make different sounds.*

Materials: Picture Cards, Discover Poster 8, Audio CD, Big Question Chart, paper and colored markers / crayons, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 3:06

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Put the students into small groups. Tell the groups to say the words in the best way to sound like what they mean. For example, say *fast* really fast, and then say *s-l-ow* really slowly, drawing it out.
- Then have groups “perform” their words for the class. Make sure each student speaks.

B What are they saying? Look, read, and write.

- Go over the example. Have students look at the pictures and write two words for each.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 lovely, fast 2 loud, awful 3 slow, soft

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Which instruments are soft? Which are loud? 3:07

- Ask the questions before playing the audio. Tell students to listen for the information.
- Have students check their answers with a partner before eliciting the information from the class.

ANSWERS

The xylophone and the triangle are soft. The tambourine, the drums, and the cymbals are loud.

D Listen again and number the pictures. 3-08

- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 3, 2, 4, 1

Speaking

E Listen and repeat. Then practice with a partner. 3-09

COMMUNICATION

- Play the audio once. Then play it again having students repeat as they hear each line. Pay attention to the rising intonation on the question.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time talking to other people in the class.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Alphabetical Order

- Read the explanation and examples with the class.
- Write *drum*, *cow*, *lovely*, and *instrument* on the board. Elicit from the class the alphabetical order and rewrite the words in a separate column.
- Then underline the first letters and point out that alphabetical order is in order of the alphabet, but it doesn't need to be every letter of the alphabet.
- Then write *awful* and *apple* on the board. Ask *Which word comes first?* Elicit *apple*. Ask if students know why. If they don't know, explain *Because if two words start with a, you go to the next letter.* Underline the *p* and the *w*. *The letter p comes before w, so apple goes first.*

Write the words in the list in alphabetical order.

- Point out the example.
- Then have students complete the exercise individually and check their answers with a partner.

ANSWERS

awful, beat, clap, fast, slow

COLLABORATIVE LEARNING

- Put students into groups of six to eight.
- Tell students that when you say *Go*, they will hurry to line up in alphabetical order by their first names, e.g. Ari would be at the beginning of the line, and Zena at the end. Show students where to line up, such as down the rows of desks. When they are done, the whole team should raise their hands. The first team with their hands up wins.
- Say *Go* and students line up in alphabetical order.

- Check the teams by having students go down the line and say their name and the first letter. Have the class correct any that are out of order.

Write: Tell your partner about a percussion instrument. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Ask students what they have learned about percussion instruments in this unit. Write the words and expressions on the board.
- Choose one of the instruments from the board to demonstrate how to talk about it. Say *I like the (triangle). You strike it. It's quiet.*
- Put students into small groups and have them say the main idea and two details you said, e.g. *Main idea: I like the triangle. Details: strike it, quiet.*

At level:

- Put the following on the board:
Main idea: ____ .
Details: ____, ____, ____ .
- Have students copy the frame from the board and write information about a percussion instrument that they like.
- Put students into pairs and tell them to use the words they have written to talk about the instrument.

Above level:

- As for At level, above, but have students write five details. Then have students write five sentences about the instrument.
- Have students trade their sentences with a partner and read each other's sentences aloud.
- Have some students read their sentences to the class.

Big Question 8 Review

How can we make music?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 8**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 15 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about how we can make music while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 15 pages 134–135

Online practice Unit 15 • Communicate

Classroom Presentation Tool Unit 15 • Communicate

Unit 16

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-10











B Think about the words in A and add them to the chart.

I need my hands	I don't need my hands
practice an instrument	

Before You Read

Think Where do we get musical instruments from?

Learn Problems and Solutions

In some stories, there is a **problem**. Sometimes the characters fix the problem with a **solution**. As you read, look for problems and solutions. This helps you understand the story.

Match the problems to the solutions.

Problem

I'm cold.

I don't have orange paint.

I don't have a tambourine.

I don't like the city.

Solution

Mix red and yellow paint.

Go to the country.

Put on a jacket.

Clap your hands.

D The story on pages 158 and 159 is about children who want to play music, but don't have any instruments. What do you think they do?

PREVIEW

Let's Make Music!

In this story, we read about how some students solve a problem.

Summary

Objectives: To understand verbs about performances; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures

Reading strategy: Problems and solutions

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-10

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of /pr/ in **practice** and /cl/ in **clap**. Have students practice saying *purr, purr, practice*. And *luh, luh, clap*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *What are you doing when you get an idea? Do you practice an instrument? What is "practice"? What do you buy tickets for? Do you ever give money? Do you ever take pictures? What do you use?*
- Ask a student to demonstrate a dance. Ask a student to demonstrate "sing". Ask a student to demonstrate "clap".

B Think about the words in A and add them to the chart.

- Model how to do the activity with the first example. Mime playing the piano. Say *I practice an instrument*. Keep miming as you say *I need my hands*. Show students where to write the phrase.
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

I need my hands: practice an instrument, buy tickets, give money, clap, take pictures

I don't need my hands: dance, sing, get an idea

COLLABORATIVE LEARNING

- Put students into small groups. Have them take turns to act out the new words. Students in the group try to be first to correctly guess the word.
- Have a few students mime a word for the class.

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have weaker students point to the pictures and practice saying the words to a more confident student, who helps with pronunciation.

At level:

- Put students into teams. Say a new word and have the students try to be first to raise their hand. Call on the first hand up and have that student use the word in a sentence.
- Repeat with all the new words.

Above level:

- Have students work in pairs to write sentences using the new words. They can use the pictures in their book for ideas, e.g. *She is practicing the piano.*
- Then put students into pairs to check each other's work.
- Have some students read their sentences for the class.

Before You Read

Think

- Have students read the question. Give students a few minutes to make notes on their answers.
- Students discuss their answers to the question in small groups.
- Then share some of the answers with the class.

C Learn: Problems and Solutions

- Read the explanation with the class.
- Write $2 + 4 = \underline{\quad}$ on the board. Ask *What is the answer? So six is an ... ?* Elicit *answer*. Ask *What is another word for "answer"?* (*solution*)
- Circle the whole equation. *What do we call this?* Elicit *A problem*.
- Write on the board: *Country Mouse thinks the city is dangerous.* Circle the statement. Ask *What is this? A problem? Or a solution? What is the solution to Country Mouse's problem?* Elicit *He goes home to the country.*

Match the problems to the solutions.

- Read the first example with the class.
- Have students do the activity on their own. Then check the answers with the class.

ANSWERS

I'm cold. – Put on a jacket.

I don't have orange paint. – Mix red and yellow paint.

I don't have a tambourine. – Clap your hands.

I don't like the city. – Go to the country.

CRITICAL THINKING

- Ask the following questions to check understanding: *Why is mixing red and yellow paint a solution? Why is clapping your hands a solution? Why is going to the country a solution?*

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs.
- Write the following three things on the board:
Problems: 1) I don't have purple paint. 2) I am hot. 3) I don't like the country.
- Have pairs talk about a solution to each of the problems.
- Have pairs tell the class their solutions.

At level:

- Say statements similar to those in the problem or solution column randomly, e.g. *I don't have a bicycle.*
- Have students say if your statement is a problem or a solution. Do this for several problems and solutions.
- Ask *What word is the most common in the problems?*

Above level:

- Tell students to write three problems on a piece of paper. These can be problems they or someone they know has, or made up.
- Have students trade papers with another student.
- Then students work to write solutions to the problems they have been given. Then the partner returns the paper and they discuss the solutions.
- Have pairs share their problems and solutions with the class.

D The story on pages 158 and 159 is about children who want to play music, but don't have any instruments. What do you think they do?

- Have students discuss the question in pairs.
- Have pairs share their answers with the class.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *Who are the characters in this story? What do they do?* Then ask *Is this text true or is it fiction? Could this happen in real life?* Remind students that this type of text is called realistic fiction.
- Tell students to look out for what the students make.

Further Practice

Workbook Unit 16 pages 136–137

Online practice Unit 16 • Get Ready

Classroom Presentation Tool Unit 16 • Get Ready

Read
3-11

Let's Make Music!

January
I'm Maddie, and we're students in Ms. King's class. We want music lessons, but we don't have instruments. We can't buy instruments because we don't have any money. We have a big problem. We need a good idea.



February
We think, and think, and think, and then **get an idea**. Let's make instruments and give a concert!
We can sell tickets, get money, and buy new instruments. But how do we make instruments? We ask our friends and families. Aha! We can use things from our homes.

Think: What is the problem?



Think: What is the solution?



April
We're making instruments that we can shake. We're using paper rolls and beads. Fay and Oscar are shaking them.
Evan and Kate are using jars and candy. They're shaking them to a beat.



May
We're all **practicing our instruments**. These buckets and pots are our drums. Bruno, Sara, and Dan are striking them. These are our cymbals. Aziz and I are striking them together. Ms. King is helping us. What do you think? Are we having fun?




June
It's concert night. Look at all the people! They're **buying tickets**. Everyone is excited.
We're all playing our instruments, **singing**, and **dancing**. Our parents are **taking pictures**. The people are **clapping** and **giving money**. It's a wonderful concert.




September
Look! These are our new instruments! We're very happy. We're playing them, and we sound great. We still like our old instruments, too!



158
159

Summary

Objectives: To read, understand, and discuss a realistic fiction text; to apply a reading strategy to improve comprehension.

School subject: Music

Text type: Realistic fiction

Reading strategy: Understanding problems and solutions

Big Question learning point: *We can make our own percussion instruments. We can make music to entertain other people.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do you see?* Students describe the pictures.
- Ask *What do the headings say? What does that tell us about the story?*
What do you think this text is about?
What do you want to know about this story?
- Write the words and phrases students say on the board.

During Reading 3-11

- Ask a gist question to check overall understanding of the text, e.g. *What is the problem?*
- Give students a few minutes to skim the text before answering.
- Ask *What do the students make?* Students point and say the names of the instruments.

- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Read the text slowly and have students point to the pictures as they repeat. Pause after each section to confirm understanding, e.g. say *What happens in January?* Students summarize the main idea for January.
- Then have students read again at a more natural pace.

At level:

- Have students read the text silently to themselves one time.
- Put students into pairs to read the text to each other. Move throughout the room and provide help as necessary, especially with any unfamiliar words.

Above level:

- Have students read the text individually.
- Put students into pairs and have them discuss the text.

CRITICAL THINKING

Discussion questions:

- What is the problem?*
- What is their solution?*
- What things do they use to make instruments that shake?*
- What do they use to make drums?*
- Is the concert successful?*
- Which instruments do you like best?*

COLLABORATIVE LEARNING

- Put students into small groups.
- Ask groups to think about the problem. Ask *Can you think of any other solutions to the problem? Do you think the students have a good solution? Why? Why not?*
- In their groups students take turns discussing the problem and solution. Have groups share their discussion with the class.

After Reading

- Have students look again at the story. Ask *Do you like the instruments they make? What do you like about them?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what kinds of instruments they have seen. Ask *Do you think this story could happen in real life?*

DIFFERENTIATION

Below level:

- In small groups, have students point to the pictures and say the instrument names.

At level:

- Put students into pairs. Have pairs say what each instrument is made of.
- Have volunteers tell the class about the instruments.

Above level:

- Put students into pairs to compare the new instruments to the old instruments.
- Have individual students stand up and share their comparison with the class.

CULTURE NOTE

Making musical instruments is a popular craft project for children. Different cultures have different musical instruments and it is often fun to make them in class. In Australia, the didgeridoo is a well-known instrument that comes from the Aboriginal people. It is a long, wooden instrument that makes a sound when it is breathed into. These can be made in class with cardboard tubes and glue. A shekere is a popular instrument in Africa. It is made from a dried gourd that is strung with beads, seeds, or shells and then rattled to make music. In class, children can use recycled milk jugs and hang beans, paper clips, and small pebbles from it so that it sounds interesting when shaken. Drums are an important part of life and music in many cultures. Children can easily make a drum out of empty coffee cans or other containers. They can decorate the drum and make it unique, before hitting the lid on the container to make percussion music.

Further Practice

Workbook Unit 16 page 138

Online practice Unit 16 • Read

Classroom Presentation Tool Unit 16 • Read

Understand

Comprehension

Think What do you like about the story? Check (✓).

1 making drums from buckets ☐

2 shaking the candy in jars ☐

3 people clapping at the concert ☐

4 playing the new instruments ☐

A Ask and answer the question.



What's your favorite part?

Making instruments.
I want to make a drum!



B Look back at the story. Match the problems to the solutions.

Problems	Solutions
1 The students need a good idea.	a They can make instruments.
2 The students don't have instruments.	b They sell tickets to their concert.
3 They don't know how to make instruments.	c They think and think.
4 The students need money.	d They talk to their families and use things from home.

Think Talk about the story.

- Why are the students happy at the end of the story?
- Is it a good idea to ask our families and friends for help when we have a problem?

Grammar in Use

C Listen and sing along. **The Carnival** 3-12

Layla and Gus are in the carnival,
The carnival in the town.
What are they doing in the carnival?
They are carnival clowns!
Come and join the carnival.
Be a carnival clown!

Is he singing? No, he isn't.
Is she dancing? Yes, she is.
They are dancing in the carnival,
They are carnival clowns!



D **Learn Grammar** Present Continuous Questions

Are you singing? Yes, I am.
Is she dancing? No, she isn't.
Are they playing instruments? Yes, they are.
Are we having fun? Yes, we are!



Choose a person in the picture and practice with a partner.

Jay Dina May Matt



Abby Mina Omar Josh

Is she singing?
No, she isn't.

Is it Dina?
No, it isn't.

Is she clapping?
Yes, she is!

Is it May?
Yes, it is!

E Now look around the classroom.
What are your classmates doing?

Sofia's reading.

160 Unit 16 Comprehension

Grammar: Present Continuous Questions Unit 16 161

Summary

Objectives: To demonstrate understanding of a realistic fiction story; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Present Continuous questions

Grammar practice: Workbook exercises

Grammar production: Present Continuous questions

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Look back at the story. Match the problems to the solutions.

- Go over the first example, then have students work individually.
- Check answers with the class.

ANSWERS

1 c 2 a 3 d 4 b

Think

- Ask students to think silently about the two questions.

COLLABORATIVE LEARNING

- Ask students to write their answers to the first question in their notebook.
- Tell students to stand up and walk around the classroom.
- They ask the question to as many people as they can in five minutes, and take notes on each person's answer. Tell them to ask the follow-up question *Why?* for more information.
- Then put students into groups. Have groups discuss the first question. Have some groups share their ideas with the class.
- Then in their same groups, students discuss the second question. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Have groups brainstorm some ideas for things to use to make instruments.
- Elicit the ideas for instruments and write them on the board, adding to the list so that it ends up representing the answers of the entire class.

Grammar in Use

C Listen and sing along. 3•12

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Divide the class into two groups. Have one group sing the first half of the song and the second group sing the second half. Then switch roles and sing it again.

D Learn Grammar: Present Continuous Questions

- Draw students' attention to the questions and answers. Read them aloud, pointing to the pictures in the book.
- Write *I am, you are, she is, we are, they are* by writing the pronouns on the board, and eliciting the verb for each pronoun.
- Then ask students to notice when the pronoun and verb change.

Choose a person in the picture and practice with a partner.

- Read through the names of the children and the teacher. Then model how to do the activity with a confident student.
- Put students into pairs to do the activity. Go around and help as necessary.

COLLABORATIVE LEARNING

- Put students into small groups.
- Do the activity as in D but using the students in the class. Have one group do actions, such as mime playing a music instrument, singing, dancing, etc.
- One person from each of the other groups chooses a person from the action group, but doesn't say who it is. The rest of their group asks questions to identify who it is. The action group continues miming until all of the other groups have discovered the person.
- Then switch groups so a different group does the actions. New students in each group get to choose somebody from the action group for the rest of their group to guess.

E Now look around the classroom. What are your classmates doing?

- Put students into pairs. Model how to do the activity by reading the speech bubble and describing real children in the class. Then have students take turns speaking and pointing.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the following Present Continuous sentence frame on the board: *Is he / she ____ing? Yes, he / she is.*
- Have students copy the sentence frame in their notebook, choosing *he* or *she* and their own verb to complete the sentence frame.
- Each student then draws a picture to illustrate his / her question and answer.
- Put students into small groups to check each other's pictures and sentences.

At level:

- Have students write four present continuous questions and answers about things they see around the classroom.
- Share the sentences with the class.

Above level:

- Each student writes four present continuous questions, but not answers. They can be about things in the classroom or anything they choose.
- Put students into pairs. Students take turns asking their questions to their partner, who draws a picture to match the question and writes the answer. When they are done, the pair compares their pictures and answers to the questions to check their work.
- Share their work with the class.

Further practice

Workbook Unit 16 pages 139–141

Online practice Unit 16 • Understand

Classroom Presentation Tool Unit 16 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-13

parade concert ballet play puppet show circus

B What are they watching? Look, read, and write.

1 They're watching a 2 They're watching the 3 They're watching the
4 They're watching a 5 They're watching a 6 They're watching a

Listening

▶ 3-14 **Think** Which kind of performances do you like? Why?

C Listen. Which performances are they watching? ▶ 3-14

D Listen again and number the places. ▶ 3-15

Speaking

E Act out a performance with your partner. Ask the class to guess. Use the words in the box to help. ▶ 3-16

Writing Study

Learn ▶ 3-17 **Contractions**

Add two words together and take away a letter to make a **contraction**.

I am → **I'm** You are → **You're** are not → **aren't** is not → **isn't**
 It is → **It's** She is → **She's** What is → **What's** That is → **That's**

Write the contractions.

1 They aren't singing.

2 She is playing the drum.

3 What is he doing?

4 I am taking pictures.

5 It is loud.

6 You are watching the parade.

Write ▶ 3-18 Tell your partner about your favorite kind of performance. Now write about it in your **Workbook**. ▶ page 163

162 Unit 16 Vocabulary: Performances • Listening Details
Speaking: Asking and Guessing • Writing: Contractions Unit 16 163

Summary

Objectives: To learn and understand words about performances; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for asking and guessing.

To review what students have learned about the Big Question so far.

Vocabulary: *parade, concert, ballet, play, puppet show, circus*

Listening strategy: Listening for details

Speaking: Asking and guessing

Writing Study: Making contractions

Writing task: Writing about a favorite kind of performance

Big Question learning point: *We listen to music at different entertainment events.*

Materials: Picture Cards, Discover Poster 8, Audio CD

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-13

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Drill the sounds /r/ in *parade, concert, circus* and /l/ in *ballet, play*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where does a parade happen?
What do you hear at a concert?
What do people do at a ballet?
Do you like plays?
Do you have a favorite puppet?
What can you see in the circus?

B What are they watching? Look, read, and write.

- Have students do the activity individually.
- Then put students into pairs to discuss their answers and check with the class.

ANSWERS

1 puppet show 2 circus 3 ballet 4 parade
 5 concert 6 play

COLLABORATIVE LEARNING

- Put students into small groups and tell them to say what they see in each of the pictures for the performances.
- When they have finished, ask the groups to tell the class some of their sentences.

Listening

Think

- Have students answer the questions, first in pairs, and then with the whole class.

C Listen. Which performances are they watching? 🎧 3•14

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

They are watching a circus, a parade, a ballet, a concert, a puppet show, and a play.

D Listen again and number the places. 🎧 3•15

- Play the audio after asking a gist question to focus on general meaning, e.g. *How many performances are there?*
- Play the audio again and ask students to listen and number the pictures in the order they hear them described.

ANSWERS

(left to right) 3, 5, 4, 2, 6, 1

Speaking

E Act out a performance with your partner. Ask the class to guess. Use the words in the box to help. 🎧 3•16

COMMUNICATION

- Play the audio as the students read along. Then play the audio again and ask students to read aloud.
- Act out the example in the book for the class with the help of two confident students.
- Put students into groups of three to act out the dialogue. Tell students to switch roles.
- Have some groups act for the class.

Writing Study

F Learn: Contractions

- Read the explanation and the examples with the class.
- Then say one of the contractions and have the class say the full form. Do this for all of the contractions, repeating any that the students have trouble with.

Write the contractions.

- Have students do the activity individually, then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 aren't 2 She's 3 What's 4 I'm 5 isn't 6 You're

COLLABORATIVE LEARNING

- Put students into small groups. Have each group turn back to the story on pages 158 and 159. Have them read through the January and June sections of the story aloud. When they come to a contraction, have them say the full form of it aloud.
- Go over the January and June sections with the class, saying the uncontracted forms.

Write: Tell your partner about your favorite kind of performance. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Put students into mixed-level pairs. Have students think about their favorite performance and list words about it.
- Put students into pairs to tell each other about their favorite performance.

At level:

- Put students into groups based on the same favorite kind of performance.
- Have groups brainstorm words about the performance they like.
- Collect the results from each group by writing them on the board.

Above level:

- Tell students to think of a favorite performance, but to keep it a secret.
- Put students into pairs. Say *Talk about your favorite performance without saying what it is, and your partner guesses what it is.*
- When each person has taken a turn to describe their favorite performance and guess their partner's, they write one or two sentences about their partner's favorite performance in their notebook.

Further practice

Workbook Unit 16 pages 142–143

Online practice Unit 16 • Communicate

Classroom Presentation Tool Unit 16 • Communicate

Wrap Up

A Listen and read along. 3-17

It's time for music class. Everyone loves music.

Hello, everyone!

Oh no, Gus!

They're singing. Look at Gus. He's singing, too.

Oh, Gus. That's awful!

Now they're practicing. Gus is playing the cymbals.

Oh no, Gus!

It's too loud!

They're dancing now. Gus is dancing, too.

Oh no, Gus!

That's too fast, Gus!

Ms. Tune thinks and thinks. She gets an idea. What's she doing?

I have an instrument for you, Gus!

Look! It's a xylophone.

That's lovely, Gus!

Project: Percussion Instruments

B Make percussion instruments with your group.

- Find things to make your instrument from.
- Make and decorate your instrument.
- Practice playing your instrument.

C Play your instruments for the class.

D Listen to all the instruments. Talk about them.

What's Olly doing?

He's striking the drums.

BIG QUESTION 8

How can we make music?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Percussion Instruments Big Question 8 165

Summary

Objectives: To show what students have learned about the language and learning points of Units 15 and 16.

Reading: Comprehension of review story

Project: Percussion Instruments

Writing: List and write about percussion instruments

Speaking: Talk about the percussion instruments

Materials: Materials to make musical instruments, Big Question Video, Discover Poster 8, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 3-17

- Ask students a gist question before reading and listening to check overall understanding, e.g. *What class is Gus in?*
- Give students a few minutes to read the text and answer the question.

CRITICAL THINKING

- Ask the following questions to check understanding:
How does Gus sing?
How does Gus play the cymbals?
How does Gus dance?
What is Ms. Tune's solution to the problem?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Have students in each group take a turn to read a panel of the story to the group. Then that student summarizes what the panel was about. The rest of the group listens and helps with the summarizing.
- Students in the group continue reading and summarizing each panel until they come to the end of the story.

Project

21ST CENTURY SKILLS

B Make percussion instruments with your group.

- Tell students to look at the example instruments in the photos as you read the instructions. **COMMUNICATION**
- Ask a volunteer to repeat the instructions to you. **CRITICAL THINKING COMMUNICATION**
- Set up tables with different materials needed to make the instruments or group students according to the type of instrument they are making and distribute supplies. **COMMUNICATION COLLABORATION CREATIVITY**
- Go around and help as needed.

C Play your instruments for the class.

- Have each group play their instruments. **COLLABORATION CREATIVITY**
- Tell the class to clap for each group like they are at a concert. **COMMUNICATION COLLABORATION**

D Listen to all the instruments. Talk about them.

- Read the example dialogue with a confident student.
COMMUNICATION
- Have students take turns to play their instruments. The rest of the class talks to a partner about the instrument, saying things about what it looks like, how it is played, what it sounds like. Tell them to give one compliment about each instrument. **COMMUNICATION** **COLLABORATION** **CREATIVITY**
CRITICAL THINKING
- Once all of the instruments have been played, put the pairs into small groups. **COMMUNICATION**
- Have groups discuss what is the same and what is different about all of the instruments. **COMMUNICATION**
COLLABORATION **CRITICAL THINKING**
- Students in the group continue looking at and discussing the instruments. Have groups share their ideas with the class.
COMMUNICATION **COLLABORATION** **CREATIVITY** **CRITICAL THINKING**

Units 15 and 16 Big Question Review

How can we make music?

A Watch the video.

- Play the video. When it is finished, ask students what they know now about how to make music.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 8**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how we can make music while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbooks.

Further practice

Workbook Unit 16 pages 144–145

Online practice • Wrap Up 8

Classroom Presentation Tool • Wrap Up 8

Units 17 and 18



BIG QUESTION 9
What are living things?

In these units you will:

- WATCH** a video about living things.
- READ** about living things and a runaway cookie.
- LEARN** how living and nonliving things are different.
- WRITE** about living things.
- MAKE** a Venn diagram.

A Watch the video.

B Look at the picture. What do you see?

- What are the children watching?
- Is it an animal or a toy? How do you know?

C Think and answer the questions.

- What things grow?
- Do you grow?

D Fill out the **Big Question Chart**.

166 Big Question 9

Reading Strategies

Students will practice:

- Contrasting
- Sequence

Vocabulary

Students will understand and use words about:

- Living things, things in a park, verbs, routines and taking care of yourself

Grammar

Students will understand and use:

- Can* and *Can't*
- Should* and *Shouldn't*

Review

Students will review the language and Big Question learning points of Units 17 and 18 through:

- A story
- A project (a Venn diagram)

Units 17 and 18

What are living things?

Students will understand the Big Question learning points:

- Living things grow and change, and need air and water.
- People, animals, and plants are living things. People and animals can move.
- Nonliving things are different from living things.
- In stories, nonliving things can behave like living things.
- We need to take care of living things, including ourselves.

Writing

Students will understand:

- Sentence structure and punctuation

Students will produce texts about:

- Living and nonliving things, how to take care of living things

Listening Strategies

Students will practice:

- Listening for details

Word Study

Students will understand and use words for:

- Adjectives

Speaking

Students will understand and use expressions for:

- Apologizing
- Giving advice

Units 17 and 18 Big Question page 166

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 9, Big Question Chart

Introducing the topic

- Read aloud the Big Question, *What are living things?* Brainstorm ideas and write students' suggestions on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? What is happening? What do you like about the video?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to show the picture to the class and talk about it.

At level:

- After watching the video, have students tell a partner three things they saw in the video.
- Elicit the words and phrases from the pairs and write them on the board.

Above level:

- After watching, have students write down three sentences about what they saw in the video, e.g. *I see a red and white robot.*
- Put students into pairs and have them tell each other their sentences. Pairs then choose the three sentences or write new ones that they think best describe the video.
- Have students say their sentences to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Have a few students say what they see.
- Then put students into pairs to discuss the questions.
- Ask additional questions: *What color is the toy? What is it doing?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question. Have students say things that grow, and write them on the board. Show picture cards from previous units if needed to remind students of plants, fruits, vegetables, and animal words they've learned.
- Read the second question. Have students answer.
- Ask further questions for students to discuss with a partner, e.g. *Do you know how much you grow every day? Do you know how much you grow in a year?*

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 9** and give students enough time to look at the pictures.
- Elicit some familiar vocabulary words by pointing to different things in the pictures and asking *What's this?*
- Put students into small groups of three or four to choose a picture that they find interesting.
- Ask each group to say words, phrases, or three sentences about the picture. They can name things, describe things by color, by location, or by what they are doing.
- Have volunteers from each group stand up and say the words, phrases, or sentences they chose for their picture.
- Repeat until every group has spoken. Ensure all pictures have been talked about.

D Fill out the Big Question Chart.

- Ask the class *What do you know about living things? What do you want to know about living things?*
- Draw a brainstorming web on the board. In the middle, write *What are living things?* Add student responses around these words.
- Ask students what they know and what they want to know about the Big Question.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about living things.
- Point to objects in the big picture and on the poster and ask *What's this?* Write the words on the board.

At level:

- Tell students to think about living things that grow.
- Write the words and phrases students say on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about living things. Have students spell out the words as you write them on the board.

Discover Poster 9

1 Sunflowers; 2 Children jumping outside; 3 Cat and toy mouse; 4 Animated snowman; 5 Girl and teddy bear

Further Practice

Workbook Unit 17 page 146

Online practice • Big Question 9

Classroom Presentation Tool • Big Question 9

UNIT 17

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-18


living


nonliving


breathe


move


change


air


people


plant

B Read, look, and circle the correct picture.

1 It moves.



2 It grows.



3 It breathes.



C Do you think these things are living? Read and write L (Living) or N (Nonliving).

police officer ☒ L

bicycle ☐ N

T-shirt ☐ N

tree ☐ L

drum ☐ N

Before You Read

Think Look around you. What moves? What changes?

Learn Contrasting

Remember, to **contrast** things, we say how they are different. As you read, look out for what is different. This helps you understand the text.

Read the texts. What is different? Complete the charts.

1

DANCE CLASS

Dance class is in the afternoon. Come to the gym. Bring your ballet shoes!

MUSIC CLASS

Bring your instrument to the music room. Music class is in the morning.

	Dance Class	Music Class
When is it?	in the afternoon	
What do I take?	ballet shoes	
Where is it?	in the gym	

2

TOY BEAR

My toy bear is small and yellow. It doesn't grow.

BEAR

This big bear lives in the woods. It's brown, and it grows fast.

	Toy Bear	Bear
Is it big or small?		
What color is it?		
Does it grow?		

E Can you think of any differences between living and nonliving things?

PREVIEW

Living and Nonliving Things

In this text, we learn about living and nonliving things.

Life Science



Beth Cody Kimmel is a children's book writer. She lives in New York's Hudson Valley. She likes to read and hike, and her favorite living thing is her daughter, Emmet.

Summary

Objectives: To understand words about living and nonliving things; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *living, nonliving, breathe, move, change, air, people, plant*

Reading strategy: Contrasting

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-18

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Pay particular attention to the pronunciation of *v* in *living*, *nonliving*, and *move*. Help students pronounce /v/. To make the /v/ sound, the top teeth lightly press into the bottom lip (but the bottom lip is not curled under). The mouth is nearly closed, and the vocal cords vibrate as air is pushed out. The mouth shape is similar to /f/, however with /v/ the vocal cords vibrate.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Have students make sentences about the vocabulary pictures to check understanding, e.g: *A frog is a living thing. A toy frog is a nonliving thing. We breathe air. We can move. Fruit and vegetables change color. Air is what we breathe. We are people. A plant breathes air.*

B Read, look, and circle the correct picture.

- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

1 tortoise 2 plant 3 orangutan

CRITICAL THINKING

- Put students into pairs to discuss the following:
- Say *Which of the correct answers in B do these three things: move, change, and breathe?*
- Ask *Can you think of something that does only one or two of these things?*
- Have pairs share their answers with the class.

C Do you think these things are living? Read and write L (Living) or N (Nonliving).

- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

police officer – L, bicycle – N, T-shirt – N, tree – L, drum – N

COLLABORATIVE LEARNING

- Put students into pairs to discuss the answers.
- Tell students to make a chart with three columns. At the top of each column, write *move*, *change*, and *breathe*. Write each of the words from C on the left.
- Say *For each of the things listed in C, ask yourself if it moves, changes, and / or breathes.*
- Have pairs share their answers with the class.

DIFFERENTIATION

Below level:

- Point to the pictures in A and drill the words with the class.

At level:

- Put students into pairs to use the new words in a sentence.
- Have individual students stand up and say their sentence to the class.

Above level:

- Tell students to write sentences for each of the new vocabulary words.
- Then put students into pairs to exchange their sentences. Pairs compare and correct their sentences.
- Have pairs read their sentences to the class.

Before You Read

Think

- Put students into pairs to discuss what moves and what changes. Students make a list of the things they discuss.
- Share pairs' lists with the class. Take notes on the board.

D Learn: Contrasting

- Review the contrasting strategy students have already learned in the story *City Mouse and Country Mouse*. Ask *What do we do when we contrast two things?*
- Read the note and have the students repeat after you.

Read the texts. What is different? Complete the charts.

- Have the students read each text to themselves, and then have the class read the texts aloud. Go over the example.
- Ask students to think about the texts and complete the charts individually.
- Have students read the text again to check their answers.

ANSWERS

Music Class: in the morning, your instrument, in the music room

Toy Bear: small, yellow, no

Bear: big, brown, yes

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *What are the two texts about? What things are different about the classes?*
- Ask the following questions to check understanding about the second text: *What are the two texts about? What things are different about the bears?*

DIFFERENTIATION

Below level:

- Have students complete the charts.
- Then put students into mixed-ability pairs and have them point to each entry on the chart and contrast them, saying, e.g. *Dance class is in the afternoon. Music class is in the morning.*

At level:

- Put students into pairs. Have students work together to make a chart contrasting two of their classes, e.g. gym class and math class.
- Then students work in pairs to list three differences about the classes, which can include location, time, teachers, etc.
- Have pairs complete their charts, and then join another pair and talk about and contrast their charts.

Above level:

- Have students write two short texts that contrast two things, such as their classes or toys. Each text should include the same three pieces of information, e.g. *My backpack is big. My backpack is old. It's green. Tina's backpack is small. It's pink. It's new and lovely.*
- Put students into pairs to read each other's texts and discuss the contrasts.

E Can you think of any differences between living and nonliving things?

- Put students into small groups to discuss the question. Tell groups to make lists.
- Write the words and phrases they use on the board and leave them there as students read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Read about the author and ask comprehension questions, e.g. *What is the name of the author? What does she like to do?*
- Tell students to look out for what living things can do.

Further Practice

Workbook Unit 17 pages 146–147

Online practice Unit 17• Get Ready

Classroom Presentation Tool Unit 17• Get Ready

Living and

Read 3-19

We see many things in our world every day. All of these things are **living** or **nonliving**. Let's read about how they are different.

Living things

A living thing can grow and **change**. Look at the caterpillar and butterfly. What is different?

A plant is a living thing. An animal is a living thing. You are a living thing! Living things **breathe** air, and they need food and water.

People and animals can **move** by themselves. They can get food and water from different places. Where can animals get water?

Plants can't move by themselves. They make their food from sunlight, water, and air. They can grow tall to get sunlight. Water comes to them.

What living things do you see every day?

Nonliving Things

Nonliving things

A nonliving thing doesn't need food, air, or water. It can't breathe. A toy is a nonliving thing.

A nonliving thing doesn't grow, but it can change. Look at the sneakers. What's different?

Think How are living and nonliving things different?



A ball can move. Is a ball a living thing? No, it isn't. A ball can only move if we move it. It can't move by itself. It can't breathe, and it doesn't grow. It's a nonliving thing.

What nonliving things do you move every day?

Look around you. What nonliving things do you see?

All living and nonliving things in our world are important. It is good to take care of all of them.

Summary

Objectives: To read, understand, and discuss an informational text; to apply a reading strategy to improve comprehension.

School subject: Life Science

Text type: Informational text (nonfiction)

Reading strategy: Contrasting

Big Question learning point: *Living things grow and change, and need air and water. People, animals, and plants are living things. People and animals can move.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What are living things?*
- Then have students tell you what they see in the pictures.
- Students discuss if the things pictured are living or nonliving.
- Have students point to the title and read it aloud.
- Then ask *What is this text about?*

During Reading 3-19

- Ask a gist question to check overall understanding of the text, e.g. *What two contrasting things is this text about?* Allow students a few minutes to browse the text.
- Ask *What can living things do?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and circle any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on understanding contrast. Put students into groups of four.
- Have students form pairs in the groups.
- Each pair reads about either living or nonliving things.
- Tell students to read their section to themselves.

- After reading, tell students to close their books and, in their groups, take turns retelling the main information from their reading section to each other, e.g. *Living things breathe*. The “nonliving” pair then say a contrasting sentence, such as *Nonliving things don’t breathe*.

Further Practice

Workbook Unit 17 page 148

Online practice Unit 17• Read

Classroom Presentation Tool Unit 17• Read

After Reading

- Have students look around them. Ask *What nonliving things do you see?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Have students say some nonliving things around them.
- Put students into small groups of three or four.
- Have students discuss nonliving things around them and why it is important to take care of things.

DIFFERENTIATION

Below level:

- In pairs, have students make a chart contrasting one living and one nonliving thing.
- Show students how to make a chart on the board. Make two columns, write the names of the things at the top, e.g. *backpack* (nonliving) and *starfish* (living). Write the categories to the left in rows: *change*, *breathe*, *move*. Show students how to make checkmarks in the column by asking *Does a backpack change? It can, yes. Can a starfish change? Yes.*
- Pairs choose their two things to contrast, then pairs complete the chart.

At level:

- Put students into pairs. Give students three minutes to list as many living and nonliving things as they can think of.
- Go over the lists with the class.

Above level:

- Put students into small groups and have them sit in a circle.
- One student says the name of a living thing, the next student in the circle says the name of a nonliving thing. The object is to speak as quickly as possible and to say a contrasting word. They continue alternating as they go around the circle. If somebody makes a mistake, they start over. Monitor students’ vocabulary use throughout the activity.

CULTURE NOTE

Like all living things, plants need water to grow. Plants find and use water differently from animals. Plants take in water through their roots, through a system called osmosis. Plants need to move the water up through the roots, along the stem, and out to the leaves. Plants have veins (like animals), which help to transport the water. Once the water reaches the leaves, most of it evaporates, leaving only 5% behind. Then the plant can take in carbon dioxide, which it needs to help make food.

Understand

Comprehension

Think What do you like about the text? Check (✓).

- 1 the butterfly ☐
- 2 the plant growing ☐
- 3 the sneakers changing ☐
- 4 the ball moving ☐

A Ask and answer the question.



What's your favorite part?

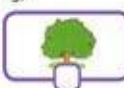
The plant growing.
I'm growing, too!



B Contrast living and nonliving things. Write a (✓) or a (X) in the chart.

	Living Things		Nonliving Things
	People and Animals	Plants	
changes	✓	✓	✓
moves by itself			
grows			
breathes air			

C Look and write L (Living) or N (Nonliving).



Think Talk to a partner.

- 1 Do all living things need a home? Can you think of a living thing that doesn't?
- 2 Do nonliving things get old? Can you think of some old nonliving things?

172 Unit 17 Comprehension

Grammar in Use

D Listen and sing along. **Living Things** 3-20

Move! Breathe!
Jump up and down!
Clap your hands, and dance around!
We can ride a bike,
And breathe in the air.
Run in the park, play an
instrument. Yeah!

Plants can't dance,
But they're living, too.
They can breathe the air,
just like we do!
Move! Breathe!
Jump up and down!
Clap your hands, and dance around!



E **Learn Grammar** Can and Can't

An animal **can** grow. A toy **can't** grow.
People **can** breathe. Sneakers **can't** breathe.



Can It move, grow, or change? Look at the picture. Practice with a partner.



A tree
can grow.

A doll
can't grow.

A house
can't move.

F Now look around your classroom. Tell your partner about a living or nonliving thing. Your partner guesses.

It's a living thing.
It's green. It can grow.
It can change.

It's the plant!

Grammar: Can and Can't Unit 17 173

Summary

Objectives: To demonstrate understanding of an informational text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Can and Can't

Grammar practice: Workbook exercises

Grammar production: What things you can and can't do

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the text.
- Ask *Who likes this part?* Read out the phrases. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by reading the example with a confident student. Then model the activity by choosing another confident student and asking *What's your favorite part?*
- Ask this student to repeat this question to another student.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Contrast living and nonliving things. Write a (✓) or a (X) in the chart.

- Direct students' attention to the chart and go over the first example.
- First, have students answer the questions on their own, and then compare answers with a partner.

ANSWERS

changes: People and Animals, Plants, Nonliving Things

moves by itself: People and Animals

grows: People and Animals, Plants

breathes air: People and Animals, Plants

- Ask follow-up questions. Say:
Give an example of a person.
Give an example of an animal.
Give an example of a plant.

CRITICAL THINKING

Discussion questions:

- How can a nonliving thing change?*
- Do plants breathe air?*

C Look and write L (Living) or N (Nonliving).

- Have students do the activity on their own first and then compare answers with a partner.
- Check answers with the class.

ANSWERS

1 L 2 N 3 L 4 N

Think

- Ask students to think individually about the questions.
- Have students make notes about their answers to the questions.

COMMUNICATION

- In small groups, ask students to discuss the questions.
- For the first question, have students discuss their answers.
- For the second question, *Can you think of some old nonliving things?*, have students compare their lists and come up with one list of unique answers (no duplicates).
- Have groups share their answers with the class and make a class list on the board.

CRITICAL THINKING

- Once the class list is complete, put students into pairs.
- Ask pairs to discuss: *Do all living things need a home, food, and clothes?*
- Have students discuss the question. Then share their ideas with the class.

Grammar in Use

D Listen and sing along.  3•20

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Have the class suggest gestures for all of the lines.
- Practice the gestures with the class one time once they have been established.
- Then sing the song with the gestures.

E Learn Grammar: *Can* and *Can't*

- Draw students' attention to the examples and read them aloud.
- Say, e.g. *Honeybees can fly*. Elicit a contrasting statement from the class.

Can it move, grow, or change? Look at the picture. Practice with a partner.

- Model the activity with a confident student reading the speech bubbles and pointing to the pictures in the book.
- Then put students into pairs to do the activity.
- Have a few pairs say their dialogue for the class.

F Now look around your classroom. Tell your partner about a living or nonliving thing. Your partner guesses.

- Model the activity with a confident student by reading the speech bubbles.
- Then have pairs do the activity together.

COLLABORATIVE LEARNING

- Put students into small groups to do the activity.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have the more confident student ask questions about things the other student can and can't do, e.g. *Can you sing? Yes, I can*. The students can ask the questions back to the confident student, who gives his / her own answer.

At level:

- Have students stand in a circle. One student asks a question, such as *Can you swim?* This student tosses a ball (or other small, soft item) to another student who answers *Yes, I can*. Then the student with the ball asks a new question before tossing the ball to somebody else. Continue around the entire circle one or two times.

Above level:

- Have students write five questions using *Can you ____?*
- Put students into pairs. Partners write the answers to the questions.
- Put students into small groups. Students use their partner's answers to the questionnaire to tell the group about their partner, e.g. *She can swim. She can't play the drums*.

Further practice

Workbook Unit 17 pages 149–151

Online practice Unit 17• Understand

Classroom Presentation Tool Unit 17• Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-21








bench bush statue grass rose fountain

B Think about the words in **A**. Add them to the chart.

Living	Nonliving

Listening

▶ **Think** Which nonliving things are in your favorite park?

C Listen. Who is in the park: Mom, Dad, son, daughter? ▶ 3-22

D Listen again and check (✓) the things in the park. ▶ 3-23

1 

2 

3 

4 

Speaking

E Listen and repeat. Then practice with a partner. ▶ 3-24



Word Study

F ▶ **Learn** Adjectives

Adjectives describe nouns. They tell you more about the nouns.

The fountain is noisy.

fountain = noun noisy = adjective

Read the sentences and circle the adjectives.

1 The roses are lovely.

2 The drums are loud.

3 The bench is old and plain.

4 It's a safe, quiet neighborhood.

5 It's a cold and windy day.

6 I need new sneakers.

▶ **Write** Tell your partner about living and nonliving things. Now write about them in your **Workbook**. ▶ page 133

BIG QUESTION **What are living things?**

A Watch the video. ▶

B Think about the Big Question. Talk about it with a partner.



Living things can breathe and grow.

We are living things!



174 Unit 17 Vocabulary: Parks • Listening: Details
Speaking: Apologizing • Adjectives Unit 17 175

Summary

Objectives: To learn and understand words about parks; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for apologizing.

To review what students have learned about the Big Question so far.

Vocabulary: bench, bush, statue, grass, rose, fountain

Listening strategy: Listening for details

Speaking: Apologizing

Word Study: Adjectives

Writing task: Writing about living and nonliving things

Big Question learning point: Nonliving things are different from living things.

Materials: Picture Cards, Discover Poster 9, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-21

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: Which ones are green? Which ones are made of wood? What does the statue look like? Which is a flower? What comes out of a fountain?

B Think about the words in A. Add them to the chart.

- Have students write the words in the chart.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

Living: bush, grass, rose

Nonliving: bench, statue, fountain

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. Who is in the park: Mom, Dad, son, daughter? ▶ 3-22

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answer with a partner before eliciting the information from the class.

ANSWER

Father and son (Joe) are in the park.

D Listen again and check (✓) the things in the park. 3•23

- Play the audio again and ask students to listen and check the pictures they hear described.

ANSWERS

1 statue 2 fountain 3 roses 4 bench

Speaking

E Listen and repeat. Then practice with a partner. 3•24

COMMUNICATION

- Say each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time talking to other classmates.
- Have three pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Adjectives

- Read the explanation and examples with the class.
- Direct the class to notice how some words change when they become adjectives, e.g. *noise* – *noisy* and *wind* – *windy*. But not all words change, such as *cold*.

Read the sentences and circle the adjectives.

- Have students circle the adjectives individually and check their answers with a partner.

ANSWERS

1 lovely 2 loud 3 old, plain 4 safe, quiet
5 cold, windy 6 new

COLLABORATIVE LEARNING

- Write these five words on the board: *old, quiet, awful, dangerous, slow*.
- Have students write the words in their notebook. Tell them to write a sentence using each word. Tell students they can add additional adjectives if they wish.
- Put students into pairs. Have them trade sentences with their partner.
- Students circle the adjectives in the sentences. Then they check their work together.

Write: Tell your partner about living and nonliving things. Now write about them in your Workbook.

DIFFERENTIATION

Below level:

- Write these sentence frames on the board: *Living things can ____ . Nonliving things can't ____ .* Model an example by saying *Living things can move. Nonliving things can't move.*
- Have students use the sentences frames to talk with a partner about as many living and nonliving things as possible. Go around and help as necessary.
- Have volunteers say their sentences for the class.

At level:

- After students have written in their Workbook, put them into small groups.
- Have students in the group check each other's writing. Then have the group discuss their writing and come up with two more sentences.
- Have students write their new sentences and then check their work with a partner within the group.
- Have students read their writing to their group.

Above level:

- Put students into pairs. Have the pair brainstorm ideas about four living and nonliving things, such as what they need, and what they can or can't do. Tell them to write sentences or make notes.
- Have pairs join another pair. One member of each pair says sentences about their living and nonliving things without saying what they are. The other pair has to guess.

Big Question 9 Review

What are living things?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

- Play the video. When it is finished, ask students to work in pairs and give some example answers to the Big Question.
- Display **Discover Poster 9**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 17 that are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**. Ask students what they have learned about living and nonliving things while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 17 pages 152–153

Online practice Unit 17• Communicate

Classroom Presentation Tool Unit 17• Communicate

UNIT 18

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-25

run away

chase

catch

stop

cross

bake

smell

open

B Think about the words in **A**. Add them to the chart.

I use my hands 	I use my nose 	I use my feet
catch		

176 Unit 18 Vocabulary: Verbs

Before You Read

Think When do you run away from something?

Learn **Sequence**

Remember, stories have a **sequence**. As you read, look out for the sequence. This helps you understand the story.

Read and number the parts of the story in the correct order.

1

- ☐ They play their favorite game.
- ☐ Manu runs away. They can't catch him. He runs very fast!
- ☒ 1 Manu goes to the park with his friends.
- ☐ Ali chases Harry. He catches him. Now, Ali and Harry chase Manu.

2

- ☐ They're scared. They run away.
- ☐ They look at the statue. It moves!
- ☐ Grace and Emma see a statue in the street. It has a drum.
- ☐ They stop and look back. It isn't a statue. It's a person! Grace and Emma laugh.

D The play on pages 178 and 179 is about a gingerbread cookie. Do you know what a gingerbread cookie looks like?

Reading Sequence Unit 18 177

PREVIEW

The Gingerbread Man

In this play, we read about a gingerbread cookie that runs away.

Summary

Objectives: To understand words about actions; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: run away, chase, catch, stop, cross, bake, smell, open

Reading strategy: Sequence

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-25

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask volunteers to demonstrate the new words to check understanding.

B Think about the words in A. Add them to the chart.

- Direct students to the first example. Have students say the example as a sentence: *I use my hands to catch.*
- Have students do the activity on their own and then compare answers with a partner.
- Check answers with the class.

ANSWERS

I use my hands: catch, stop, bake, open

I use my nose: smell

I use my feet: run away, stop, chase, catch, cross

COLLABORATIVE LEARNING

- Put students into small groups. Have students say sentences using the new vocabulary words, e.g. *I chase my brother.* Have the group say at least two sentences for each word.
- When they have finished, have groups share some sentences with the class.

DIFFERENTIATION

Below level:

- Ask questions about the new words and have students point to the picture and say the word, e.g. say *What do you do with a flower?* Students point to the picture of the rose and say *smell*.

At level:

- Have students close their books. Say one of the vocabulary words. Students write it. Continue for each of the words.
- Check the answers with the class.

Above level:

- Have students write sentences using the new words, e.g. *My dog likes to run away.*
- When they have finished writing, tell the students to swap their sentences with another student.
- Pairs read their sentences aloud as they check their work.
- Have some students read their sentences for the class.

Before You Read**Think**

- Have students read the question.
- Students discuss their answers to the question in small groups.
- Then share some of the answers with the class.

C Learn: Sequence

- Read the explanation with the class.
- Ask *What is a sequence? Is it the order of things? Do you remember the beginning, middle, and end of stories? Is it the same as a sequence?*

Read and number the parts of the story in the correct order.

- Have students read the first example on their own and then complete the activity individually.
- Students compare answers with a partner before checking answers with the class.

ANSWERS

- 1 2, 4, 1, 3
2 3, 2, 1, 4

CRITICAL THINKING

- Ask the following questions to check understanding about the first text, and then the second text:
What is the beginning of the story?
What happens in the middle?
How does the story end?
What do you think is the main idea?

DIFFERENTIATION**Below level:**

- Put students into mixed-ability pairs. Have them practice reading the first text aloud and in order.
- Do the same for the second text.

At level:

- Put students into pairs to read the texts in order aloud once. Then have students try to read the text in the wrong order to see what happens.

Above level:

- Put students into pairs to discuss how they knew to put the story in order. Say, e.g. *What does the beginning of the story have?*
- Have pairs tell the class how they knew the story order.

D The play on pages 178 and 179 is about a gingerbread cookie. Do you know what a gingerbread cookie looks like?

- Ask *What's your favorite cookie? Do you know what a gingerbread cookie is?*

- Write the words and phrases they use on the board and leave them there as students read the text.

Reading Preview

- Read the title of the text in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What happens to the gingerbread cookie?* Then ask *What type of story is it?* (a fairy tale) *What happens in this type of story?*
- Tell students to look for what the fox does to the gingerbread man.

Further Practice

Workbook Unit 18 pages 154–155

Online practice Unit 18 • Get Ready

Classroom Presentation Tool Unit 18 • Get Ready

The Gingerbread Man










One day, an old woman makes a gingerbread man cookie. She **bakes** it in the oven.

It **smells** good! I'm hungry!

The old woman **opens** the oven door. The gingerbread man jumps up and runs out the door!

Stop! Don't run away! We want to eat you!

The old woman and old man **chase** the gingerbread man. He should run fast!

Run, run as fast as you can! You can't catch me, I'm the gingerbread man!

The gingerbread man sees a chicken in the yard.

Stop! Don't run away! I want to eat you!

The old woman, old man, and the chicken all chase the gingerbread man. But he's too fast.

Run, run as fast as you can! You can't catch me, I'm the gingerbread man!

He sees a cow in a grassy field.

Stop! Don't run away! I want to eat you!

The old woman, old man, chicken, and the cow all chase the gingerbread man. But he's too fast.

Run, run as fast as you can! You can't catch me, I'm the gingerbread man!

He sees a horse next to a tree.

Stop! Don't run away! I want to eat you!

The old woman, old man, chicken, cow, and the horse all chase the gingerbread man. But he's too fast.

Run, run as fast as you can! You can't catch me, I'm the gingerbread man!

The gingerbread man comes to a river. He should swim across it!

Oh, no! I can't swim!

The gingerbread man sees a fox. He shouldn't talk to the fox!

You really shouldn't stay here. I can help you. Climb on my nose, and we can **cross** the river.

OK!

The gingerbread man jumps on the fox's nose. The fox throws the gingerbread man up in the air and ...

Yum! Delicious!

And that's the end of the gingerbread man!

Summary

Objectives: To read, understand, and discuss a fairy tale; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Reading

Text type: Fairy tale

Reading strategy: Sequence

Big Question learning point: *In stories, nonliving things can behave like living things.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What is the title?* Students read the title.
- Ask *What do you see?* Students tell you what they see in the pictures.
- While pointing to the row of characters at the top of the page, ask *Who are they?* Read the names of the characters aloud with the students.
- Say *The characters at the top also appear before the lines of the story. Why? That's right. That's why this is a play.*
- Have students point to each picture next to the rows of text and name the characters.
- Ask *What do you think this text is about? What do you want to know about this story?*
- Write the words and phrases students say on the board.

During Reading 3-26

- Ask a gist question to check overall understanding of the text, e.g. *Who bakes the gingerbread man?* Allow students a few minutes to skim the text.
- Ask *Do you see what the fox does?* Students point to the picture on page 179.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

DIFFERENTIATION

Below level:

- Put students into small groups of mixed ability. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or eight. If possible, have them sitting in a circle. Assign one or two parts to each student.
- Have students read their lines aloud as the text is read around the circle.

Above level:

- Put students into small groups of four or eight. If possible, have them sitting in a circle. Assign one or two parts to each student.
- Have students read their lines aloud as the text is read around the circle.
- Then have students stand and act out the story as they read it. Have some groups perform the play for the class.

CRITICAL THINKING

Discussion questions:

- *What happens first?*
- *Why does the old woman say "Don't run away!"?*
- *Who chases the gingerbread man at first?*
- *What animals want to eat the gingerbread man next?*
- *Who does the gingerbread man meet at the river?*
- *Why doesn't the gingerbread man swim across the river?*
- *What does the fox say he can do?*
- *What happens in the end?*

After Reading

COLLABORATIVE LEARNING

- Put students into small groups.
- Tell the groups to make a list that shows the sequence of the story. The summary is a sequence of the main events in the story. These can be simple sentences or phrases. Tell students there should be about eight phrases in their sequence.
- Have the students read together and then suggest the sequence and write their notes.
- The groups look over their notes and revise.
- Have groups read or tell the class about their sequence. Encourage all members of each group to take turns to speak while sharing their information.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the story.
- Have students say one thing they like about the story.
- Put students into small groups of three or four.
- Have students discuss what they think of the story. Ask *What did you learn about fairy tales? What do you think of the fox?*

DIFFERENTIATION

Below level:

- In small groups, have students point to their favorite part of the story or illustration and say what they like about it.

At level:

- Put students into pairs. Have pairs say what they learned about the story. They can point to the pictures and text.
- Share some of the examples with the class.

Above level:

- Have students think about what kind of animals are in the fairy tale. Say *Think about this: There are four animals in the story. What do you think of each animal? Which animal eats the gingerbread man?*
- Tell students to think about the questions and make notes.
- Put students into pairs to compare their ideas and discuss the animals in the story.
- Have a few individual students tell the class their ideas.

CULTURE NOTE

The Gingerbread Man is a popular story all around the world. It first appeared in print in 1875, when it was called *The Gingerbread Boy*. There are a lot of tales about runaway food in different cultures. In Europe, there are stories about runaway pancakes and cakes, which roll away rather than run.

The cookie in *The Gingerbread Man* refers to cookies that are cut into the shape of people, a tradition since the 16th century in England. It is said that Queen Elizabeth I amazed visiting dignitaries by presenting them with gingerbread created in their own likeness. It then became popular with the common people. The largest gingerbread man on record was made in Texas in the U.S. in 2006, and was over six meters high!

Further Practice

Workbook Unit 18 page 156

Online practice Unit 18 • Read

Classroom Presentation Tool Unit 18 • Read

Understand

Comprehension

Think What do you like about the play? Check (✓).

- 1 The old woman bakes the gingerbread man. ☐
- 2 The gingerbread man runs away. ☐
- 3 The animals chase the gingerbread man. ☐
- 4 The fox eats the gingerbread man. ☐

A Ask and answer the question.



What's your favorite part?

The animals. They're funny!



B Look at the pictures. Number them in the correct order.



C In what order do they chase the gingerbread man?

Old Woman ☐ Cow ☐ Horse ☐ Old Man ☐ Chicken ☐

Think Talk about the play.

- 1 Why does everyone chase the gingerbread man?
- 2 Why does the fox tell the gingerbread man to climb on his nose?

Grammar in Use

D Listen and sing along. Run Away! 1-27

You can't catch me!
You can't catch me!
I can run away! (x2)
Chase, chase, chase him!
You shouldn't stay!
Stop, stop, stop him!
You should run away!



You can't catch me!
You can't catch me!
I can run away! (x2)
Chase, chase, chase him!
You shouldn't stay!
Stop, stop, stop him!
You should run away!

E Learn Grammar Should and Shouldn't

You **should** run away!
You **shouldn't** stay here.



What should or shouldn't they do?

Look and practice with your partner.

should shouldn't



She should close the door.

Summary

Objectives: To demonstrate understanding of a fairy tale; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: *Should* and *Shouldn't*

Grammar practice: Workbook exercises

Grammar production: *Should* and *Shouldn't*

Materials: Audio CD

Comprehension

Think

- Have students check the parts they like about the play.
- Ask *Who likes this part?* Read out the sentences. Have students raise their hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they like to the class.

B Look at the pictures. Number them in the correct order.

- Have students complete the activity individually before checking answers with the class.

ANSWERS

(left to right) 4, 3, 1, 2

- Ask follow-up questions: *What happens first? What happens in the middle? What happens at the end?*

C In what order do they chase the gingerbread man?

- Direct students' attention to the list of characters in the book. Tell them to write the numbers.
- Have students try to complete the activity on their own. Then have them compare answers with a partner.
- Check the answers with the class.

ANSWERS

(left to right) 1, 4, 5, 2, 3

- As you check the answers, have students turn to pages 178 and 179 and find the passages that match the time line content.

Think

- Ask students to think individually about the two questions.

COLLABORATIVE LEARNING

- Ask students to write their answers to the two questions in their notebook.
- Tell students to turn back to the story to make notes on anything that supports their answers.
- After students have had a chance to answer the questions, put students into small groups.
- Have groups discuss the questions. Have students explain their answers using the notes they took. Share the answers with the class.

CRITICAL THINKING

- Keep students in their groups.
- Have groups talk about the following questions: *Does the gingerbread man think he's fast? How do you know? What does he say? Why does the fox say "You really shouldn't stay here."?*
- Have groups compare their answers with the class.

Grammar in Use

D Listen and sing along. 3•27

CREATIVITY

- Listen to the song once and then sing it together.
- Divide the class into small groups of three. Have groups sit around one desk. Tell them to use their fingers as characters and show them how their fingers can "walk" across the desk.
- Assign three parts to the groups. Read through the song once so they know their lines. Then sing the song and have students act it out using their hands on top of the desk.
- Switch roles and sing the song again.

E Learn Grammar: *Should* and *Shouldn't*

- Ask students *What does the narrator say when the gingerbread man is at the river?* Elicit *He should swim across.* Write *should* on the board. Ask *What does the narrator think when the gingerbread man sees the fox?* Elicit *He shouldn't talk to the fox.* Write *shouldn't* on the board. Point to *should* and ask *Does this mean do it or don't do it?*
- Draw students' attention to the examples. Read them aloud. Have the class read the examples.
- Elicit from the class the full form of the contraction *shouldn't*.

What should or shouldn't they do? Look and practice with your partner.

- Model how to do the activity by reading the speech bubble.
- Then put students into pairs to do the activity. Help as necessary.

COLLABORATIVE LEARNING

- Put students into small groups to think of three sentences about things the gingerbread man should or shouldn't do. They can be things that did happen in the story or things that the students think should happen in the story.
- Have groups write their sentences, then share their sentences with the class.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Make three columns on the board: a column with *I, You, He / She, It, We, They*; a column with the two sentence frames: *___ should ___.* *___ shouldn't ___.*; and a column with the four phrases from E.
- Show students how to use the sentence frames. Point to the words that you say in each column as you say, e.g. *She should close the door. It shouldn't run away. He should stop. He should run away. It shouldn't chase him.* Have students repeat.
- Then drill students by pointing to the words in each column to help them say the sentences.

At level:

- Use the columns and sentence frames from above. Tell students to write four sentences. Each sentence should use a different pronoun. Two sentences should use *should* and two sentences should use *shouldn't*.
- Students complete the sentence frames and then trade them with a partner.
- Have pairs check each other's work. Go around and help as needed.

Above level:

- Put students into pairs. Have students turn to the play on pages 178 and 179. Tell them to point to the pictures and say what the gingerbread man should or shouldn't do for each section. Say *You can say what the gingerbread man should or shouldn't do and change the story. For example, He should run faster! Or No, he shouldn't run faster. He should stop and tell the old woman not to eat him.*
- Have students talk about the play in this way, using *should* and *shouldn't*.
- Have some pairs share some of their sentences with the class.

Further practice

Workbook Unit 18 pages 157–159

Online practice Unit 18 • Understand

Classroom Presentation Tool Unit 18 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3-28

go to bed
 play outside
 early
 late
 healthy food
 junk food

B Think about the words in **A**. Complete the chart.

Taking Care of Myself	
I should ...	I shouldn't ...
eat _____	eat _____
go to bed _____	go to bed _____
play _____	

Listening

Think Who tells you what you should and shouldn't do?

C Listen. Who is telling the children what they should and shouldn't do? 3-29

D Listen again and check (✓) what they should do. 3-30

1

2

3

4

5

6

7

8

9

182 Unit 18 Vocabulary: Taking Care of Yourself • Listening: Details

Speaking

E Tell your partner what he or she should or shouldn't do in school. Act with a partner for the class. Use the words in the box to help. 3-31

Stop! You shouldn't run in the classroom. You should walk!

OK, you're right.

You should ...
You shouldn't ...

Writing Study

F **Learn** Punctuation and Sentence Structure Review

Remember, the first letter of a sentence is a **capital letter**. There is a **period**, a **question mark**, or an **exclamation point** at the end of a sentence.

A tree grows. **Does** that tree grow tall? **That** tree grows very tall!

Some words are **nouns**, some words are **verbs**, and some words are **adjectives**.

tree = noun grow(s) = verb tall = adjective

Write the sentences correctly.

- an old woman opens the oven door _____
- do you eat healthy food _____
- don't jump on the fox's nose _____

G Circle the nouns, underline the verbs, and draw a square around the adjectives.

- Mary plants roses. 2 The kitten chases the small mouse.

Write Tell your partner what you should do to take care of living things. Now write about it in your **Workbook**. [page 183](#)

Speaking: Giving Advice • Writing: Punctuation and Sentence Structure Review Unit 18 183

Summary

Objectives: To learn and understand words about daily routines; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions giving advice.

To review what students have learned about the Big Question so far.

Vocabulary: *go to bed, play outside, early, late, healthy food, junk food*

Listening strategy: Listening for details

Speaking: Giving advice

Word Study: Review of punctuation and sentence structure

Writing task: Writing about taking care of living things

Big Question learning point: *We need to take care of living things, including ourselves.*

Materials: Picture Cards, Discover Poster 9, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-28

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of the /tʰ/ sound in *healthy*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask *What two words are actions? What two words are adjectives? What two words are things? What are some examples of healthy food? What are some examples of junk food?*

B Think about the words in A. Complete the chart.

- Direct students' attention to the chart. Model the first example for the class. Point to the word *eat* and ask *What should we eat?* Show where to write the phrase *healthy food* in the chart.
- Have students do the activity individually.
- Then put students into pairs to discuss their answers and check.

COLLABORATIVE LEARNING

- Put students into small groups and tell them to say if they do the activities listed in **A** *early* or *late* and contrast that with *should* / *shouldn't*. Model the activity with a confident student. Say *I go to bed late. I should go to bed early. What about you?*
- Have students do the activity. When they have finished, ask the groups to tell the class some of their sentences.

Listening

Think

- Have students answer the question, first in pairs, and then with the whole class.

C Listen. Who is telling the children what they should and shouldn't do? 🎧 3•29

- Ask the question before playing the audio. Tell students to listen for the information.
- Have students check their answers with a partner before eliciting the information from the class.

ANSWERS

1 Mom 2 Dad 3 Mom

D Listen again and check (✓) what they should do. 🎧 3•30

- Play the audio again and ask students to check the pictures that the children should do.

ANSWERS

1 sandwich and fruit 2 play outside 3 go to bed early

Speaking

E Tell your partner what he or she should or shouldn't do in school. Act with a partner for the class. Use the words in the box to help. 🎧 3•31

COMMUNICATION

- Play the audio as the students read along. Then play the audio again and ask students to read aloud.
- Model how to use the words in the box with a confident student. Act it out.
- Put students into pairs to do the exercise.
- Have different pairs stand up and act out their dialogue for the class.

Writing Study

F Learn: Punctuation and Sentence Structure Review

- Read the explanation aloud.
- Ask *What type of word is "tall"? Elicit an adjective.* Continue for the other sentence elements and have students point to the capital letters, punctuation, nouns, verbs, and adjectives in their books.

Write the sentences correctly.

- Have students do the activity. Then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 An old woman opens the oven door. 2 Do you eat healthy food? 3 Don't jump on the fox's nose!

- Ask follow-up questions to check understanding:
How do you know number 2 is a question? How do you know number 3 ends in an exclamation point?

G Circle the nouns, underline the verbs, and draw a square around the adjectives.

- Have students do the activity. Then compare their answers with a partner.
- Check the answers with the class.

ANSWERS

1 nouns: Mary, roses; verb: plants
2 nouns: kitten, mouse; verb: chases; adjective: small

CRITICAL THINKING

- Write one question on the board and two sentences, all without punctuation, e.g. *don't pick the lovely roses; do you eat junk food for lunch; we should walk slowly in the classroom.*
- Put students into groups. Have each group write the sentences with a capital letter and either a period, exclamation point, or question mark. Then tell students to circle the nouns, underline the verbs, and put a square around the adjectives.
- Have volunteers from the groups come to the board to write the correct sentences.

Write: Tell your partner what you should do to take care of living things. Now write about it in your Workbook.

DIFFERENTIATION

Below level:

- Have students think about living things that should be taken care of and list words and phrases about it. Then have students draw a picture, e.g. a flower, a pet.
- Put students into pairs to tell each other about living things that should be taken care of. What should they do to take care of it?

At level:

- Put students into small groups. Say *Make a list of three living things that need to be taken care of. Then write what things you should do to take care of those things. Write as many things that you should and shouldn't do as you can think of.*
- Give students some time to make their lists.
- Have students join with other groups to compare things on their lists.

Above level:

- Put students into pairs. Say *You will talk about some living thing that needs to be taken care of without saying what it is, and your partner will guess what it is.*
- After each person has taken a turn to describe his / her living thing and guess their partner's, tell them to individually write several sentences about what they should do to take care of the living thing they described.
- Then have students brainstorm together to write one or two more sentences.
- Have students tell the class about taking care of living things.

Further practice

Workbook Unit 18 pages 160–161

Online practice Unit 18 • Communicate

Classroom Presentation Tool Unit 18 • Communicate

Wrap Up

A Listen and read along. 3:32

184 Review

Project: A Venn Diagram

B Make a Venn diagram.

- Choose a living thing and a nonliving thing.
- Compare them. How are they the same?
- Contrast them. How are they different?
- Draw your diagram and write.
- Draw or find pictures.

C Put your diagram on the wall. Tell the class about it.

D Look at all the diagrams. Talk about them.

The elephant is gray.
The train is red.

BIG QUESTION 9

What are living things?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Venn Diagram Big Question 9 185

Summary

Objectives: To show what students have learned about the language and learning points of Units 17 and 18.

Reading: Comprehension of review story

Project: Make a Venn Diagram

Writing: List and write about living and nonliving things

Speaking: Talk about the diagrams

Materials: Big Question Video, Discover Poster 9, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 3:32

- Ask students a gist question before reading and listening to check overall understanding, e.g. *Where is everyone?*
- Give students a few minutes to skim the text and answer the question.
- Ask students to point to the thing in the bushes.

CRITICAL THINKING

- Ask the following questions to check understanding:
What does Dot think the sound is?
Where do Billy and Dot look?
Why do they think it is a living thing?
When do Dot and Billy get scared?
Why did Gus hide in the bushes?

COLLABORATIVE LEARNING

- Divide the class into small groups.
- Divide groups into a narrator, Dot, and Billy.
- Students read their lines. Then they switch roles.

Project

21ST CENTURY SKILLS

B Make a Venn diagram.

- Tell students to look at the example as you read the instructions. **COMMUNICATION**
- Check the students' understanding of the Venn diagram. Point to the circle on the left, and ask *What types of information do you see in this circle?* Point to the circle on the right, and ask *What types of information do you see in this circle?* Then point to the middle, and ask *What about the information here? Is it for the sneakers? Is it for the goldfish? Both?* Point to the diagram as you review: *So this part of the circle is only about the sneakers. This part of this circle is only about the goldfish. And this part of both circles is for both the sneakers and the goldfish.* **COMMUNICATION CRITICAL THINKING**
- Tell students they can include this type of information about their living and nonliving things. **COMMUNICATION**
- Have students work individually to make their Venn diagrams. **CREATIVITY CRITICAL THINKING**

- They list the comparison and contrasting facts for each thing they chose. Then they draw their diagram and write the information in it. Finally they add pictures. **CREATIVITY CRITICAL THINKING**
- Go around and help as needed.

C Put your diagram on the wall. Tell the class about it.

- Read the example. Tell students they will talk about their diagrams. **COMMUNICATION**
- Each student tells the class about his / her diagram. **COMMUNICATION CREATIVITY**

D Look at all the diagrams. Talk about them.

- Put the diagrams out where students can see them. Have students stand up and look at all the diagrams. **COMMUNICATION**
- Then put students into pairs to talk about the diagrams. Model the example dialogue in the book. Then model an example dialogue, e.g. *The rose needs water. The fountain needs water, too.* **COLLABORATION CREATIVITY CRITICAL THINKING**
- Have pairs talk about the other students' diagrams (not their own). **COLLABORATION CREATIVITY**
- Have pairs say some things they like about the diagrams. **COMMUNICATION COLLABORATION CRITICAL THINKING**
- Put the pairs into small groups.
- Have groups discuss the diagrams. Ask *Do the diagrams have the same types of information? What is the same or different? What about diagrams about the same living or nonliving things? How are those the same or different?* **COMMUNICATION COLLABORATION CRITICAL THINKING**
- Students in the group continue looking at and analyzing what they see in the diagrams. Have groups share their ideas with the class. **COMMUNICATION COLLABORATION CREATIVITY CRITICAL THINKING**

Units 17 and 18 Big Question Review

What are living things?

A Watch the video.

- Play the video. When it is finished, ask students what they know now about what living things are.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 9**. Point to familiar vocabulary items and elicit them from the class. Ask *What's this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about what living things are while studying these units.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Unit 18 page 162–163

Online practice Units 17 and 18 • Wrap Up 9

Classroom Presentation Tool Units 17 and 18 • Wrap Up 9

Here are the listening transcripts from all the listening sections of the Student Book. It can be useful to ask students to read along as they listen to the audio, as it provides support for listening skills.

Unit 1

Page 14

C. Listen. Are they talking about friends or families? How do you know?

D. Listen again and number the pictures.

One.

They're my cousins, Alex and Katie, and my aunt and uncle. That's me with my aunt. We have fun together.

Two.

This is my family. I have two sons and three daughters. Our family is big. We're very happy.

Three.

This is my father, my aunt and my uncle. They are my father's sister and brother. They go places together.

Four.

Look at my grandmother and grandfather. They're my mother's parents. They work together.

Unit 2

Page 22

C. Listen. Are they talking about families, friends, or pets?

D. Listen again and number the pictures.

One.

This is my friend, Abby, and I. She's seven years old. That's her kitten. Her kitten is small. We play together.

Two.

That's my friend, Sam, and me. Sam is eight years old. He has a bird. It's green.

Three.

That's my friend, Maria. She's eight years old. Look at her lizard! We have fun together.

Four.

Jack and I are good friends. He's seven years old. Those are his goldfish. He has three.

Unit 3

Page 34

C. Listen. Do they like the fireworks? Why? / Why not?

D. Listen again and number the fireworks.

One.

It's dark now.

Wow! Look at that big firework! It's pink!

Two.

Oooh! Beautiful! Orange and green fireworks. They're my favorite!

Three.

Look, Dad! They're so big. And they're yellow and ... blue. No wait! They're yellow and purple!

Four.

Look. The sky is light. It's gray now. Wow! Red, white, and blue fireworks are beautiful!

Unit 4

Page 42

C. Listen. Do they like these clothes or not? How do you know?

D. Listen again and number the clothes.

One.

My favorite hat is green and yellow. It's next to the blue pants.

Two.

I like my pink and white T-shirt. It's next to the blue and white T-shirt.

Three.

My favorite shorts are purple and orange. They're next to my yellow and blue hat.

Four.

I like my yellow jacket. There's an orange starfish on it. It's next to the orange jacket with the yellow starfish.

Unit 5

Page 54

C. Listen. Why do you think these animals live in these homes?

D. Listen again and check (✓) the animal home.

Welcome to our show. Tonight our show is about animals and their homes.

Look at this little mouse. This mouse's home is in the field. Look at the green grass. It's safe here for the mouse.

Next we see a squirrel high up in the tree. This squirrel lives in the woods. It stays safe up in the trees.

The frog's home is in the pond. There are insects, too. Frogs eat insects.

The eagle's home is in the tree. Look! There's a nest. And there are two eagle chicks in the nest. They're safe high in the tree.

Unit 6

Page 62

C. Listen. Which animals sleep in the daytime?

D. Listen again and check (✓) the correct pictures.

My name is Jim. I take care of animals at a reserve. The reserve is their home. There are opossums and eagles at the reserve.

It's morning. Opossums sleep in their tree hollow in the morning. Eagles wake up in their nest.

It's afternoon. The eagles eat in the afternoon. They eat in their nest. Opossums sleep in the afternoon.

It's evening now. The opossums wake up and come out of the tree hollow. The eagles take a nap in their nest. It's night. The opossums play in the forest at night, but the eagles sleep.

Unit 7

Page 74

C. Listen. Do they like the winter? Why? / Why not?

D. Listen again and number the pictures.

One.

It's hot this morning!

It's sunny, too.

And the days are long.

This is a fun season!

Two.

Brrr! It's so cold.

It's snowy!

And it's cloudy, too. And the days are short.

But I like the snow!

Three.

It's warm today. It's rainy, too.

Yeah. And look at the trees. I see small, green buds.

Hey! I see a bird's nest, too!

Four.

It's cool and very windy today. Wow! This is fun!

Yeah. Look at this leaf! It's red and yellow.

That's pretty.

Unit 8

Page 82

C. Listen. Do they like all the seasons? Why / Why not?

D. Listen again and number the pictures.

One.

Oh, I like spring. I plant flowers, and watch the buds grow.

I ride my bicycle. Spring's fun!

Yes, spring is fun. I watch the honeybees collect nectar from the flowers. Do you?

No, I don't. I don't like bees!

Two.

What do you do in the summer?

I go to the beach! Do you go to the beach?

Yes, I do. I eat ice cream at the beach.

Yum! I like ice cream. I play at the beach, too. It's hot and sunny. I like summer!

Three.

Do you like fall?

Yes, I do. It's windy and I fly a kite.

I like fall, too. It gets cool and I ride my bicycle in the park.

I watch the red and yellow leaves fall on the ground. It's so pretty.

Four.

Winter is cold. Brrr. I play in my house.

I stay in my house, too. I drink hot chocolate, Mmmm. Do you drink hot chocolate in the winter?

No, I don't. I ... eat ice cream!

Ice cream in winter?

Yes! I eat ice cream in spring, summer, fall, and winter!

Unit 9

Page 94

C. Listen. What things are they counting?

D. Listen again and circle the correct problem.

One.

I have six pens. You have nine pens. How many pens do we have?

Two.

Our teacher has fifteen rulers. We have five rulers. How many do we have together?

Three.

The girls have eight pencils. The boys have nine pencils. How many pencils do they have together?

Four.

May has three erasers. Jon has four and Ava has five. How many erasers do they have?

Unit 10

Page 102

C. Listen. What are they adding to the fruit salad?

D. Listen again and write the addition problems.

One.

Mom, let's make a big salad!

Okay. What do we have? Let's see ...

Well, I have four avocados.

Here, I have two avocados!

Two.

Tomatoes?

Look, I have eleven small tomatoes.

I have nine tomatoes. They're small, too.

Three.

What about cucumbers? I have three cucumbers.

Oh yes, I have cucumbers, too. I have two cucumbers!

Tasty salad.

Four.

How about a fruit salad, Mom?

Okay. I have peaches. I have ... five peaches.

And I have three. They're very big.

Great!

Five.

I like oranges. Do you have any oranges?

Yes, I have eight oranges! Small oranges.

And I have four. Here!

Six.

Finished?

No, no. I have one big mango.

And I have six mangoes!

Okay, let's add them all together, and then ... let's eat!

Yum!

Unit 11

Page 114

C. Listen. Why do the children trade their toys?

D. Listen again and check (✓) the toys they want.

One.

My name's Jake. I have a bike, but I want a new game. My cousin, Max, has a game. We trade. Now I have a game and he has a bike!

Two.

My sister has a board game, but she wants a doll. Her friend, Sophie, has a doll. They trade. Now my sister has a doll and Sophie has a board game.

Three.

My brother has a kite, but he wants a comic book. His friend, Lucas, has a comic book. They trade. Now my brother has a comic book and Lucas has a kite.

Four.

My name's Ji Min. I have stickers, but I want pins. My friend Soo Bin has pins. We trade. Now Soo Bin has stickers, and I have pins!

Unit 12

Page 122

C. Listen. What drinks do they have for their picnic?

D. Listen again and write *N* if they need it and *W* if they want it.

Let's see ... what do we need for the picnic?

I want chips!

I want chips, too. And we need sandwiches.

Yes, you're right. And we need juice, too.

Soda? We need soda.

No, Emily, we don't NEED soda.

Okay. We don't need soda. But I want soda!

Okay, then. How about fruit? You kids need fruit.

Let's have grapes. We all like grapes.

Good, we have fruit. Now how about cookies? We want cookies!

Yes, cookies, please!

Okay. Let's have cookies. And now, let's go on our picnic!

Yay – we love picnics!

Unit 13

Page 134

C. Listen. Is he in the same place or different places?

D. Listen again and number the pictures.

One.

I'm here in King City. Look at all the cars and buses on the streets. I'm in front of a tall apartment building. It's very noisy here and there are a lot of people and buildings. Many people live in the city. It's very interesting here.

Two.

People live here and children go to school near their homes. This neighborhood is small but there's a park, a school, and lots of houses. This is a very safe place to live.

Three.

It's very quiet here on the farm. You can see fields and orchards. There are a lot of farms here in the country. Some people think the country is boring but a lot of people like it here.

Four.

I'm here on Center Street in Allentown. This place is like a small city, but it's quiet. There are a lot of streets and homes, but the buildings aren't very tall. I love it here. This town is my hometown!

Unit 14

Page 142

C. Listen. Do they all like the city? Why? / Why not?

D. Listen again and circle the correct words.

One.

Department stores, restaurants, and museums – ugh! They're so boring. There are too many cars and buses on the streets.

And there are so many people everywhere. There's no fresh air and I can't see the sky. The buildings are too tall!

Wow! This place is really beautiful. Look at those apple orchards. And it's so quiet and the air is so fresh here.

Look! Cows! Cows are cool!

Two.

Oh, this is a beautiful hotel! And I can go to a department store and a museum this afternoon, and a restaurant for dinner tonight! There are so many interesting places here!

Oh, look at the plain farmhouses. They are so far apart.

There aren't many fancy buildings here. There aren't many buildings or streets, and it's too quiet. It's boring, too.

Ugh, cows! There aren't many people and there are too many cows!

Three.

Oh! Look out!

It's dangerous in these streets. It's noisy, too.

It's too quiet here. And it's boring, too. There are too many cornfields! Aahh!

Help! Honey bees! It's not very safe here either.

Four.

Look at all the beautiful buildings. There are so many restaurants, hotels, and department stores! I love it here.

It's so safe and quiet here. There are a lot of beautiful trees and flowers. My grandfather and I watch the birds build their nests. It's fun here!

Unit 15

Page 154

C. Listen. Which instruments are soft? Which are loud?

D. Listen again and number the pictures.

One.

Oh, listen – that's loud! They're both playing the tambourine. I really like it – it sounds lovely!

Two.

Oh no! That sounds awful. He's playing the drum, and she's playing the cymbals. He's fast and she's slow. Oh, I don't like that!

Three.

Ah, that is lovely! She's playing the xylophone, and he's striking the triangle. It's so soft and lovely.

Four.

Wow! Listen to that! They're playing their instruments so fast! I love loud music, and I love the drums and the cymbals – bang, bang, bang!

Unit 16

Page 162

C. Listen. Which performances are they watching?

D. Listen again and number the places.

One.

This is really fun! I love this music. And look at the clown! Oh, no! He's falling down!

Two.

Listen to those drums. They're very loud! But the music is good. Here they come – look! And the weather is beautiful today. It's a great day!

Three.

Oh, look! They're all dancing! The dancers are so tall and beautiful! And the music is soft and lovely, too!

Four.

Wow, I love this. It's so fast and so awesome. We're having a great time! More, more!

Five

Mommy, look at the bears! Oh, listen, the baby bear is so quiet. And the father bear is so loud. This is fun!

Six.

Oh, this is my favorite part. Listen. He's so good.

Unit 17

Page 174

C. Listen. Who is in the park: Mom, Dad, son, daughter?

D. Listen again and check (✓) the things in the park.

One.

This park is great, Dad. Look at that big horse!

It isn't a horse, Joe, it's a statue.

Oh yes, a very big statue.

Two.

There's a lovely pond over there. Let's go.

Listen, what's that noise? Is it an animal?

No, it's a fountain. Look!

Oh, I love fountains. They're so cool.

Three.

Look over there, next to the bush – red roses. Beautiful!

Oh, yes, Mom loves those.

Yes, red roses are her favorite.

Four.

Dad, I'm tired, can we sit down?

Okay, where? Under the tree?

Well, yes, but not on the grass – on the bench.

Yes, good idea – race you to the bench!

Unit 18

Page 182

C. Listen. Who is telling the children what they should and shouldn't do?

D. Listen again and check (✓) what they should do.

One.

Jake! Put those chips down! You shouldn't eat junk food. It's not good for you. You should eat healthy food. Here's your lunch – a sandwich and some fruit.

Oh, okay. Thanks, Mom.

Two.

Max, get up! You shouldn't sleep all day. It's warm and sunny today. You should play outside!

Okay, Dad...

Three.

Millie, what are you doing! You shouldn't stay up late!

Mom, I'm reading...

Okay, but it's 10:00 now! You should go to bed early.

Workbook Answer Key

Unit 1

Page 2

A
a grandfather, b father, c sister,
d grandmother, e mother, f brother

Page 3

B
1 family
2 friend
C
1 sister
2 father
3 grandmother
4 brother
5 mother
6 grandfather

D
1 sister c
2 father a
3 grandmother b

Page 4

A
3

Page 5

A
Students' own answers.

B
1 Yes
2 No
3 No
4 Yes
5 No
6 Yes

C
Students' own answers.

D
Students' own answers.

Page 6

B
1 am
2 are
3 is
4 are not
5 are
6 is not

C
1 is
2 is not
3 are
4 is

Page 7

D
1 Are
2 Is; Yes, she is.
3 Are; No, they aren't.
4 Is; Yes, it is.
5 Am; Yes, you are.

F
1 isn't
2 're
3 aren't
4 's

Page 8

A
1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X
7 ✓

B
1 parents
2 uncle
3 aunt
4 daughter / sister
5 son
6 cousin

Page 9

A
1 b 2 d 3 f 4 a 5 c 6 e

Writing

A+B
Students' own answers.

Unit 2

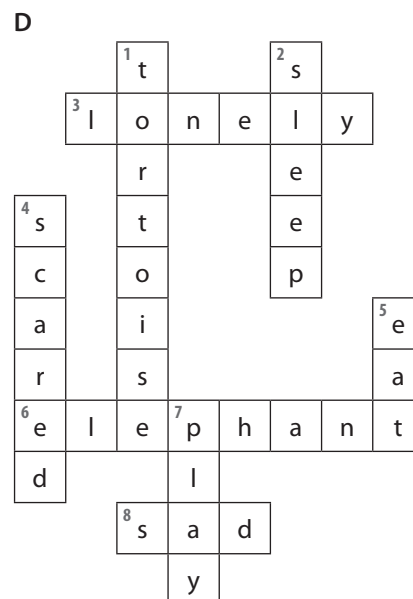
Page 10

A
1 c 2 d 3 a 4 b 5 h 6 e
7 f 8 g

B
1 lonely
2 eat
3 sad
4 play
5 elephant
6 scared

C
1, 3, and 6

Page 11



E
1 scared
2 play, sleep
3 tortoise

Page 12

A
2

Page 13

A
Students' own answers.

B
1 d 2 b 3 a 4 c

C
1 brother
2 tortoises
3 eat
4 elephant

D
Students' own answers.

Page 14

B
1 is
2 is
3 Those
4 This
5 are
6 That
7 These
8 is

C
1 are
2 is
3 is
4 are
5 is
6 are

B
Students' own answers.

Writing

A+B
Students' own answers.

Unit 4

Page 28

- A**
1 seashell
2 ocean
3 starfish
4 mix
5 seaweed
6 jellyfish
7 mural
8 sand

B
Students color pictures: 1 gray fish;
2 orange jellyfish; 3 pink seashell;
4 blue starfish

Page 29

- C**
1 sand
2 seashell
3 ocean
4 jellyfish
5 seaweed
6 starfish
Animals: jellyfish, starfish

- D**
1 jellyfish
2 seaweed
3 sand
4 seashell
5 starfish
6 mural
7 ocean
8 mix

Page 30

A
3

Page 31

A
Students' own answers.

- B**
1 False
2 True
3 False
4 True
5 False

- C**
1 purple
2 orange
3 green

D
Students' own answers.

Page 32

- B**
1 Yes
2 Yes
3 No
4 Yes

Page 33

- C**
1 next to
2 in
3 next to
4 under
D
1 under
2 in
3 seashell
4 on
5 fish
6 next
7 to

Page 34

- A**
a T-shirt
b shorts
c shoes
d hat
e jacket
f pants
B
1 hat
2 T-shirt
3 jacket
4 pants
5 shorts
6 sneakers
C
1 hat, shorts
2 jacket, pants
3 T-shirt, sneakers

Page 35

- A**
1 My sneakers are blue.
2 My jacket is red.
3 There's a pencil on my desk.
4 My T-shirt is orange.

Writing

A+B
Students' own answers.

Page 36

- A**
Students color pictures: 1 gray fish;
2 brown birds; 3 pink jellyfish;
4 yellow starfish; 5 blue seashells;
6 green seaweed

- B**
1 dark
2 light
3 fireworks
4 fish

Page 37

- C**
1 There's a hat
2 There aren't sneakers
3 There are two hats
4 There's a T-shirt

- D**
1 are two birds next to
2 's a spider on
3 are three seashells in
4 's a kitten under

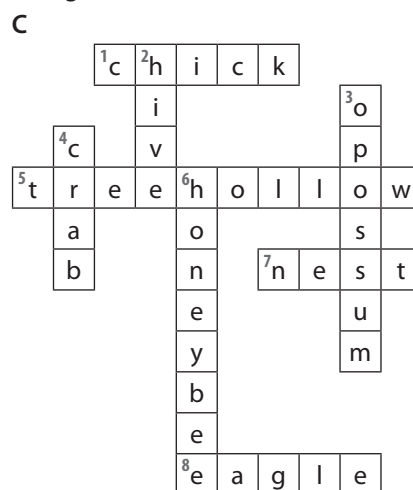
Unit 5

Page 38

- A**
1 d 2 b 3 g 4 c 5 a 6 h
7 e 8 f

Page 39

- B**
1 crab; seashell
2 honeybee; hive
3 opossum; tree hollow
4 eagle; nest



Page 40

A
goldfish, eagle, honeybees

Page 41

A
Students' own answers.

- B**
1 homes
2 at home
3 the ocean

- C**
 1 home
 2 animals
 3 nest
 4 chicks
 5 opossum

D
 Students' own answers.

Page 42

- B**
 1 is
 2 are
 3 're
 4 's
 5 is
 6 aren't

Page 43

- C**
 1 Where are, b
 2 Are, a
 3 Where is, d
 4 Is, c

- D**
 1 Where is the opossum?
 It's under the tree.
 2 Where are the honeybees?
 They're in the hive.
 3 Where is the eagle?
 It's next to the nest.
 4 Where are the crabs?
 They're on the sand.

Page 44

- A**
 1 field
 2 woods
 3 frog
 4 pond
 5 squirrel
 6 mouse

Places	Animals
1 field	4 frog
2 woods	5 squirrel
3 pond	6 mouse

- C**
 1 mouse; field
 2 squirrel; woods
 3 frog; pond

Page 45

- A**
 1 chicks
 2 hives
 3 foxes
 4 jellyfish
 5 seashells
 6 mice

Writing

A+B
 Students' own answers.

Unit 6

Page 46

- A**
 1 rainforest
 2 take a nap
 3 teach
 4 miss
 5 put out
 6 reserve
 7 take care of
 8 orangutan

Things We Do	Places	Animals
1 take a nap 2 teach 3 miss 4 put out 5 take care of	6 rainforest 7 reserve	8 orangutan

Page 47

- C**
 1 orangutan
 2 rainforest
 3 reserve
 4 take a nap
 5 put out
 6 teach
 7 take care of
 8 miss

- D**
 1 teach
 2 miss
 3 orangutans
 4 rainforest
 5 take a nap
 6 reserve
 7 take care of
 8 put out

Page 48

A
 a boy and an elephant

Page 49

A
 Students' own answers.

- B**
 a Dayo
 b Dayo's parents
 c the elephant
 1 Dayo's parents
 2 Dayo
 3 the elephant

C
 Students' own answers.

Page 50

- B**
 1 Who's
 2 What
 3 is
 4 they
 5 is
 6 are

C
 1 b 2 a 3 d 4 c

Page 51

D
 1 b 2 b 3 b 4 a

- E**
 1 Who's
 2 this / that
 3 Who's
 4 they
 5 What's
 6 these / those

- F**
 1 What this?;
 rainforest
 2 What; these;
 seashells
 3 Who; this;
 It's
 4 Who are they;
 They're

Page 52

- A**
 1 day
 2 night
 3 morning
 4 midday
 5 afternoon
 6 evening

B

- 1 midday
- 2 night
- 3 morning
- 4 afternoon
- 5 evening
- 6 day

C

- 1 evening
- 2 night
- 3 morning
- 4 midday

Page 53**A**

Questions	Sentences
1 Who's this?	a It's Tom.
2 Where's the eagle?	b It's next to the chicks.
3 What's this?	c It's honey.

Writing**A+B**

Students' own answers.

Page 54**A**

- 1 rainforest
- 2 squirrel
- 3 nest
- 4 frog

B**Times of day**

- 1 midday
- 2 afternoon

Things We Do

- 3 take care of
- 4 take a nap

Places

- 5 field
- 6 woods

Animals

- 7 chick
- 8 crab

Page 55**C**

- 1 It's an opossum.
It's in a tree hollow.
- 2 frogs.
They're in a
- 3 mouse.
a tree.
- 4 They're honeybees.
They're next to a hive.

D

- 1 What are these?
- 2 Yes, it is.
- 3 Where are the squirrels?
- 4 It's in the pond.
- 5 Yes, they are.
- 6 Where's the opossum?

Unit 7**Page 56****A**

- hot d
cold a
warm c
cool b

B

- 1 snow
- 2 long
- 3 rain
- 4 short

Page 57**C**

- 1 cool
- 2 hot
- 3 warm
- 4 short

D

- 1 cool
- 2 rain
- 3 warm
- 4 snow

E

- 1 hot, b, cold
- 2 long, a, short
- 3 cool, c, warm

Page 58**A**

- 1

Page 59**A**

Students' own answers.

B

- 1 fall
- 2 summer
- 3 spring
- 4 winter
(left to right) 3, 2, 1, 4

C

- 1 rain
- 2 leaves
- 3 colors
- 4 snow

D

Students' own answers.

Page 60**B**

- 1 snows
- 2 rain
- 3 gets
- 4 plays
- 5 wear
- 6 wears

C

- 1 Yes, it does.
- 2 Yes, he does.
- 3 No, it doesn't.
- 4 Yes, she does.

Page 61**D**

- 1 Does it get hot in the fall?
No, it doesn't.
- 2 Does it rain in the winter?
Yes, it does.
- 3 Does it snow in the summer?
No, it doesn't.
- 4 Does it snow in the spring?
No, it doesn't.

E

- 1 doesn't rain
- 2 rains
- 3 doesn't snow
- 4 wears
- 5 doesn't wear
- 6 doesn't get

Page 62**A**

- 1 c 2 a 3 b 4 e 5 f 6 d

B

- 1 rainy; sunny
- 2 sunny; cloudy
- 3 rainy; windy
- 4 snowy; windy

Page 63**A**

- 1 jellyfish
- 2 seashell
- 3 rainforest
- 4 doorbell

Writing**A+B**

Students' own answers.

Unit 8

Page 64

- A**
 1 watch
 2 fall
 3 grow
 4 bring

- B**
 make apple pie d
 make a swing b
 build a tree house c
 build a snowman a

Page 65

- C**
 We grow trees
 We build a snowman
 We make apple pie
 We watch fireworks
 We bring flowers

D

s	n	o	w	m	a	n													
w						p													
i						p													
n						l													
g																			
																		</	

- E**
 1 swing
 2 fall
 3 grow
 4 watch
 5 bring

Page 66

- A**
 2

Page 67

- A**
 Students' own answers.

- B**
 1 pond
 2 honey
 3 animals
 4 birds

- C**
 1 flowers
 2 play
 3 grow
 4 summer
 5 trees
 6 winter

- D**
 Students' own answers.

Page 68

- B**
 1 I
 2 We
 3 They
 4 You
 5 They
 6 We

Page 69

- C**
 1 They make a swing in summer.; b
 2 We grow flowers in the spring.; d
 3 I don't grow flowers in the fall.; c
 4 They don't make a swing in the winter.; a

- D**
 1 do
 2 don't.
 3 build; don't
 4 Do you; do
 5 Do you build; do

Page 70

- A**
 1 ride a bicycle
 2 go to the beach
 3 eat ice cream
 4 drink hot chocolate
 5 fly a kite
 6 plant flowers

- B**
 1 eat ice cream
 2 drink hot chocolate
 3 plant flowers
 4 fly a kite
 5 ride a bicycle
 6 go to the beach

Page 71

- A**
 1 I live with my mother, my father, and my sister.
 2 My favorite colors are blue, green, and yellow.
 3 There is a fox, a mouse, and a bird in the field.

Writing

- A+B**
 Students' own answers.

Page 72

- A**
 1 make
 2 build
 3 ride
 4 drink
 5 fly
 6 go
 7 eat
 8 plant

B

- 1 ride a bicycle; fly a kite
 2 a swing; to the beach; ice cream
 3 a snowman; hot chocolate

Page 73

- C**
 1 fall c don't
 2 drink d drink
 3 watch b do
 4 grow a grow

- D**
 1 don't fly kites
 ride bicycles
 2 don't build a tree house
 drink hot chocolate
 3 don't eat ice cream
 make apple pie
 4 don't ride a bicycle
 build a snowman

Unit 9

Page 74

- A**
 1 b 2 d 3 c 4 a 5 f 6 g
 7 h 8 e

- B**
 10, 8, 6, 18, 2, 14, 20

- C**
 1 2 2 + 3 + 4 4 5 6 6 19

Page 75

- D**
 equals signs 4
 odd numbers 8
 plus signs 6
 even numbers 6
 numbers 14
 addition problems 4

- E**
 a addition problem
 b numbers
 c even number
 d odd number
 e answer
 f plus sign
 g equals sign

Page 76

- A**
 math

Page 90

A
1 b 2 b 3 a

B
1 $3 + 1 = 4$ I have four pencils.
2 $2 + 4 = 6$ I have six rulers.
3 $1 + 4 = 5$ I have five notebooks.
4 $2 + 1 = 3$ I have three backpacks.

Page 91

C
1 tomatoes
2 avocados
3 does she; has mangos
4 do they have; have peaches

D
1 have; ?; they; .
2 they; ?; don't; .
3 he; ?; Yes; does; .
4 Does; have; ?; she; .
5 Do; ?; they; have; !

Unit 11

Page 92

A
1 milk
2 sell
3 cow
4 fancy
5 market
6 farmer
7 plain
8 buy

Page 93

Drink	Animal	Place	Person	Verb
milk	cow	market	farmer	buy

C
1 five
2 two
3 fancy
4 plain
5 two
6 fancy

Page 94

A
a bag

Page 95

A
Students' own answers.

B
1 b 2 f 3 a 4 e 5 c 6 f

C
1 market
2 sell
3 onions
4 buy
5 fancy
6 wants
7 food
8 money
9 need
10 happy

D
Students' own answers.

Page 96

B
1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 X

Page 97

C
1 He has a cow. d
2 She doesn't want water. e
3 It needs water. a
4 He doesn't have a ruler. f
5 She has a fancy backpack. c
6 He wants a new backpack. b

D
1 doesn't have
2 wants
3 doesn't need
4 has
5 has
6 needs
7 has

Page 98

A
a pins
b comic book
c board game
d stickers
e doll
f game

B
1 board game; stickers; a comic book
2 comic book; doll; game
3 pins; game; stickers

Page 99

Verbs	Things
1 eat	6 pot
2 sell	7 tree house
3 bring	8 soup
4 sleep	9 onion
5 make	10 ruler

Writing

A+B
Students' own answers.

Unit 12

Page 100

A
1 water
2 teacher
3 money
4 help
5 clothes
6 doctor
7 police officer

Things We Need	Jobs	Things We Do
1 money 2 water 3 clothes	4 teacher 5 doctor 6 police officer	7 help

Page 101

C

The crossword puzzle grid is as follows:

```

  1 p
  2 m o n e y
    l
    i
    c
  4 t e a c h e r
    o
    f
    f
    i
  6 d o c t o r
    e
    r
        3 w
        a
        t
        r
        5 c
        l
        t
        h
        e
        s
  
```

D
1 money
2 water
3 helps
4 job
5 clothes

Page 102

A
2 and 4

Page 103

A
Students' own answers.

B
1 True
2 False
3 False
4 True
5 True

- C**
 1 home
 2 safe
 3 oranges
 4 unhealthy
 5 healthy
 6 comic books
 7 jobs

D
 Students' own answers.

Page 104

- B**
 1 Yes, he does
 2 have
 3 doesn't
 4 want
 5 does
 6 needs
 7 Does
 8 does

Page 105

- C**
 1 Does she have a doll? d
 2 What does he need? b
 3 Does it need water? a
 4 What does she want? c

- D**
 1 Yes, he does.
 2 Yes, she does.
 3 No, she doesn't.
 4 No, she doesn't.
 5 Yes, she does.
 6 No, he doesn't.

- E**
 1 what does; She wants
 2 does he; has
 3 does she; needs
 4 does it; wants

Page 106

- A**
 a grapes
 b chips
 c soda
 d sandwich
 e juice
 f cookie

- B**
 1 grapes
 2 soda, juice
 3 cookie

- C**
 1 cookies; juice
 2 sandwiches; soda
 3 grapes; chips

Page 107

- A**
 1 Verb
 2 Noun
 3 Verb
 4 Verb

- 5 Noun
 6 Noun

Writing

- A**
What do we need?
 1 a home 2 fruit and vegetables
 3 clothes
Why?
 1 It's a safe place. 2 They keep us healthy. 3 They keep us warm.

B
 Students' own answers.

Page 108

Things We Want	Things We Need	Jobs
1 cookies	4 water	7 doctor
2 doll	5 clothes	8 police officer
3 stickers	6 money	9 teacher

- B**
 1 has
 2 Does
 3 does
 4 needs

Page 109

- C**
 1 Does the farmer have a cow?
 Yes, he does.
 Does the farmer have a fancy hat?
 No, he doesn't.
 The farmer has a cow.
 The farmer doesn't have a fancy hat.
 2 Does the teacher have stickers?
 Yes, he does.
 Does the teacher have soda?
 No, he doesn't.
 The teacher has stickers.
 The teacher doesn't have soda.
 3 Does the doctor have water?
 Yes, she does.
 Does the doctor have chips?
 No, she doesn't.
 The doctor has water.
 The doctor doesn't have chips.

- D**
 1 Verb (underlined): has
 Nouns (circled): farmer, cow
 2 Verb (underlined): has
 Nouns (circled): teacher, stickers
 3 Verb (underlined): has
 Nouns (circled): doctor, water

Unit 13

Page 110

- A**
 1 b 2 d 3 a 4 c 5 g 6 h
 7 e 8 f

Page 111

- B**
 1 building
 2 world
C
 1 street
 2 apartment
 3 building
 4 city
 5 the country
 6 neighborhood

- D**
 1 the country
 2 city
 3 world
 4 street

Page 112

A
 city; neighborhood; street; apartment

Page 113

- A**
 Students' own answers.
B
 1 Saul's neighborhood
 2 Lucy's apartment
 3 Roberto's street
 4 Marina's city

- C**
 1 work
 2 world
 3 play
 4 houses

D
 Students' own answers.

Page 114

- B**
 1 b 2 a 3 c
C
 1 c Tim's comic book
 2 d Emily's doll
 3 a Jake's pen
 4 b Cara's ice cream

Page 115

- E**
 1 it is
 2 it isn't
 3 Yes
 4 No
F
 1 Is Dana's kitten white?
 No, it isn't.
 2 Is Finn's hat fancy?
 No, it isn't.
 3 Is Meg's doll big?
 Yes, it is.

- 1 Is Lucy's town quiet?
- 2 His street is safe.
- 3 His building isn't old.
- 4 Their park is nice.
- 5 Is your neighborhood noisy?
- 6 My apartment isn't small.

Page 128

- 1 tambourine
- 2 xylophone
- 3 triangle
- 4 cymbals
- 5 drum
- 6 strike
- 7 shake
- 8 instruments

- 1 drums
- 2 cymbals
- 3 triangle
- 4 xylophone
- 5 tambourine
- 6 instruments

- 1 strike
- 2 play
- 3 strike
- 4 strike
- 5 play

- 1 instruments
- 2 shake
- 3 strike

music

- 1 c drums
- 2 b xylophone
- 3 e tambourine
- 4 d cymbals
- 5 a triangle

- 1 big
- 2 wooden
- 3 small

Students' own answers.

- 1 They're
- 2 He's
- 3 She isn't
- 4 aren't
- 5 He isn't
- 6 She's

- 1 are playing
- 2 am striking
- 3 is shaking
- 4 are clapping

- 1 He isn't making music.
- 2 They're keeping the beat.
- 3 She's clapping her hands.
- 5 I'm shaking the tambourine.

- 1 He isn't playing the xylophone.
He's playing the tambourine.
- 2 She isn't playing the drums.
She's playing the cymbals.
- 3 She isn't playing the triangle.
She's playing the drums.
- 4 He isn't playing the cymbals.
He's playing the xylophone.

1 c 2 a 3 b 4 f, 5 d 6 e

1 b 2 c 3 a

f	a	s	t	
		o		
a	w	f	u	l
		t		

1 a 2 m 3 d 4 t 5 h 6 r

- 1 apple
- 2 doll
- 3 hotel
- 4 money
- 5 rabbit
- 6 tree house

Students' own answers.

1 f 2 e 3 h 4 g 5 d 6 a
7 c 8 b

1	tickets	X
2	give	✓
3	pictures	X
4	practice	X

[illegible]

- 1 get an idea
- 2 dance
- 3 take pictures
- 4 give money / buy tickets
- 5 clap / sing / practice an instrument

2

Students' own answers.

- 1 shaking; Lauren is striking the xylophone.
- 2 triangle; Matthew is playing the drums.
- 3 striking; Louise is shaking the tambourine.
- 4 fast; Matthew is playing the drums slowly.

- 1 band
- 2 music
- 3 know
- 4 beat
- 5 lovely

Students' own answers.

Page 140

B

- 1 Is; No,
- 2 Are; are
- 3 is she; playing
- 4 Are; am
- 5 are; They're
- 6 Is; No,

Page 141

C

- 1 playing
- 2 book
- 3 talking
- 4 water
- 5 sandwich

D

- 1 doing
- 2 playing
- 3 am
- 4 Is
- 5 isn't
- 6 eating

Page 142

A

- 1 ballet
- 2 play
- 3 puppet show
- 4 circus
- 5 parade
- 6 concert

B

- 1 play c
- 2 circus b
- 3 ballet d
- 4 parade e
- 5 puppet show f
- 6 concert a

Page 143

A

- 1 You're
- 2 He isn't
- 3 They aren't
- 4 We're
- 5 I'm
- 6 It isn't

B

This is Emily. She's eight. She's playing a tambourine. She isn't striking it. She's shaking it. What's her friend doing? He's playing a triangle. It isn't loud.

Writing

A+B

Students' own answers.

Page 144

A

Instruments	Performances	Verbs
1 cymbals	4 ballet	7 clap
2 triangle	5 concert	8 sing
3 drums	6 puppet show	9 dance

B

- 1 shake
- 2 loud
- 3 parade
- 4 give money

Page 145

C

- 1 are
- 2 is
- 3 striking
- 4 loud
- 5 doing
- 6 She's
- 7 isn't
- 8 dancing

D

- 1 What is she eating?
She's eating grapes.
- 2 What is he doing?
He's riding a bicycle.
- 3 What are they buying?
They're buying tickets.
- 4 What are they playing?
They're playing drums.

Unit 17

Page 146

A

- 1 c 2 g 3 a 4 e 5 f 6 b
- 7 h 8 d

Page 147

B

Living	Nonliving
1 apple tree	5 snowman
2 squirrel	6 eraser
3 jellyfish	7 fireworks
4 chick	8 stone

C

- 1 people
- 2 move
- 3 air
- 4 plant

Page 148

A

Students' own answers.

Page 149

A

Students' own answers.

B

	Living Things	Non-living Things
Do they breathe air?	✓	✗
Do they grow?	✓	✗
Do we need to take care of them?	✓	✓

C

- 1 Nonliving; Living things can breathe air.
- 2 juice; All living things need food and water.
- 3 rain; Plants can grow tall to get sunlight.
- 4 don't; We do need to take care of nonliving things.

D

Students' own answers.

Page 150

B

- 1 My sister can play the tambourine.
- 2 Can you build a snowman?
- 3 Luke can't play the drums.
- 4 Can toys breathe air?
- 5 Flowers can grow fast.
- 6 Stones can't change color.
- 7 My brother can't jump.
- 8 Can a tree grow?

Page 151

C

- 1 Yes, it can.
- 2 No, he can't.
- 3 No, it can't.
- 4 Yes, it can.
- 5 Yes, they can.
- 6 Yes, she can.

D

Students' own answers.

Page 152

A

- 1 e 2 b 3 d 4 f 5 a 6 c

B

- 1 bush, rose, grass
- 2 bench, fountain, statue

- C**
- 1 bench
 - 2 statue
 - 3 fountain
 - 4 breathe
 - 5 water
 - 6 grass
 - 7 rose
 - 8 bush
 - 9 air
 - 10 food

Page 153

- A**
- 1 cold
 - 2 old
 - 3 fancy
 - 4 new
 - 5 safe
 - 6 quiet
 - 7 lovely
 - 8 interesting

Writing

A+B
Students' own answers.

Unit 18

Page 154

- A**
- 1 catch
 - 2 bake
 - 3 cross
 - 4 smell
 - 5 stop
 - 6 run away
 - 7 chase
 - 8 open
- B**
- 1 cross; stop
 - 2 chase; catch; run away
 - 3 bake; smell
 - 4 open

Page 155

- C**
- 1 stop
 - 2 run away
 - 3 smell
 - 4 chase
 - 5 cross
 - 6 open
 - 7 catch
 - 8 bake
- D**
- 1 bake
 - 2 smell
 - 3 catch
 - 4 away
 - 5 cross
 - 6 open

Page 156

A
2

Page 157

- A**
Students' own answers.
- B**
- a 3 b 1 c 2 d 4
- C**
- 1 snowy
 - 2 smell
 - 3 play
 - 4 move
 - 5 chase

D
Students' own answers.

Page 158

- B**
- 1 He should close the door.
 - 2 You shouldn't run fast.
 - 3 Should we cross the road?
 - 4 Should she bake cookies?
 - 5 They should stop at the road.
 - 6 I shouldn't eat lots of ice cream.
 - 7 It should chase the ball.

Page 159

- C**
- 1 should drink water
 - 2 shouldn't cross the road
 - 3 should run away fast
 - 4 should wear a jacket
 - 5 shouldn't play the drums
 - 6 should make a swing
- D**
- 1 No, she shouldn't.
 - 2 No, we shouldn't.
 - 3 Yes, he should.
 - 4 Yes, she should.

Page 160

- A**
- 1 c 2 a 3 d 4 b 5 e
- B**
- 1 eat healthy food ✓
 - 2 play outside ✓
 - 3 go to bed late ✗
 - 4 eat junk food ✗
 - 5 go to bed early ✓

C
Students' own answers.

Page 161

- A**
- 1 ? 2 ! 3 . 4 ? 5 . 6 !
- B**
- 1 Verb
 - 2 Adjective
 - 3 Noun
 - 4 Noun
 - 5 Verb

6 Adjective

Writing

A+B
Students' own answers.

Page 162

- A**
- 1 air
 - 2 people
 - 3 statue
 - 4 junk food
 - 5 open
 - 6 cross
 - 7 fountain
 - 8 healthy food
 - 9 plant
 - 10 bench

d	f	h	u	b	s	h	p	o	n	h
b	c	e	a	p	p	e	o	p	l	e
i	r	a	i	r	b	k	j	e	j	a
f	o	v	p	d	f	d	b	n	i	l
j	s	m	l	s	o	e	v	n	s	t
c	s	t	a	t	u	e	c	l	d	h
n	d	h	n	b	n	p	l	a	q	y
v	b	i	t	i	t	c	h	a	c	f
b	e	n	c	h	a	m	e	v	l	o
n	f	u	n	t	i	m	l	k	a	o
r	t	j	j	u	n	k	f	o	o	d

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- B**
- 1 d 2 b 3 e 4 a 5 f 6 c
- C**
- 1 living; .
 - 2 water; ?
 - 3 can't; .
 - 4 run; !
 - 5 grows; .
 - 6 Should; ?



Word List

Unit 1

mother
father
grandmother
grandfather
brother
sister
family
friend
aunt
uncle
cousin
parents
daughter
son
big
have fun
help
live with
old
play
small
together
young

Unit 2

elephant
tortoise
lonely
sad
scared
eat
play
sleep
hamster
goldfish
bird
rabbit
lizard
kitten
pet
run away
walk

Unit 3

yellow
red
blue
green
purple
black
brown
white
fireworks
dark
light
gray
orange
pink
butterflies
cats
colors
dogs
foxes
spiders
sun
tree

Unit 4

mix
mural
ocean
sand
seaweed
seashell
jellyfish
starfish
jacket
shorts
sneakers
T-shirt
hat
pants
clothes
paint
primary color
secondary color

Unit 5

eagle
chick
nest
opossum
tree hollow
honeybee
hive
crab
woods
field
pond
squirrel
mouse
frog
dry
home
leaves
live
safe

Unit 6

orangutan
rainforest
reserve
teach
take care of
miss
take a nap
put out
day
night
morning
midday
afternoon
evening
baby
flowers
fruit
happy

Unit 7

warm
hot
cool
cold
rain
snow
long
short
weather
cloudy
sunny
windy
snowy
rainy
after
buds
fall
grow
season
spring
summer
time
winter

Unit 8

watch
build a snowman
build a tree house
make a swing
make apple pie
grow
fall
bring
ride a bicycle
go to the beach
eat ice cream
drink hot chocolate
fly a kite
plant flowers
branches
collect
swim

Unit 9

numbers
plus sign
equals sign
problem
addition
answer
odd numbers
even numbers
pen
pencil
eraser
ruler
backpack
notebook
count
group
join

Unit 10

pot
stone
food
sausages
carrots
onions
potatoes
soup
tomato
cucumber
avocado
orange
mango
peach
enough
hungry
man
tasty
village
woman

Unit 11

farmer
cow
milk
market
sell
buy
plain
fancy
games
comic book
board game
doll
stickers
pins
beautiful
dress
need
thirsty
town
want
wife
work

Unit 12

job
doctor
police officer
teacher
help
money
clothes
water
sandwich
grapes
juice
cookie
chips
soda
drink
healthy
store
trade
truck driver

Unit 13

street
neighborhood
town
city
the country
apartment
building
world
noisy
quiet
safe
dangerous
boring
interesting
address
close together
community
far apart
farms
house
parks

Unit 14

department store
restaurant
movie theater
hotel
cornfield
orchard
new
old
park
library
supermarket
drugstore
bakery
museum
cars
dinner
school
train

Unit 15

instruments
cymbals
tambourine
xylophone
drum
triangle
shake
strike
fast
slow
loud
soft
awful
lovely
beat
clap
feet
hands
percussion
sounds

Unit 16

dance
sing
get an idea
practice an instrument
buy tickets
give money
clap
take pictures
parade
concert
ballet
play
puppet show
circus
performance
problem
solution
think

Unit 17

living
nonliving
breathe
move
change
air
people
plant
bench
bush
statue
grass
rose
fountain
different
toy

Unit 18

run away
chase
catch
stop
cross
bake
smell
open
go to bed
play outside
early
late
healthy food
junk food
chicken
climb
hear
horse
jump
nose
river
same

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