

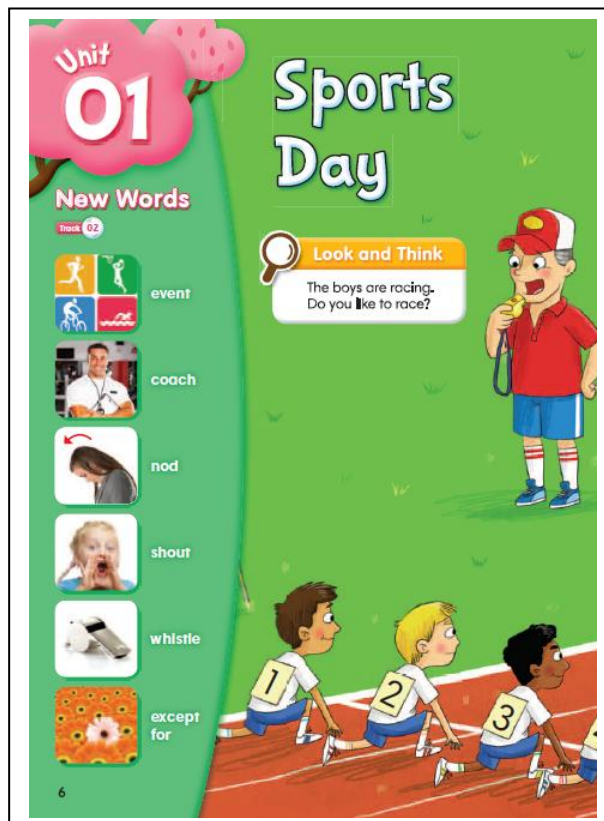
## Unit 1 Sports Day

### Objectives

- New words: *event, coach, nod, shout, whistle, except for*
- Sentence pattern: Present Continuous (*be + verb(ing)*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they like to race, ask for volunteers to talk about what they know about racing (What things race [cars, horses, dogs, people, etc]? Has anyone ever seen a race on TV or in real life? Has anyone ever been in a race, or wanted to participate in a race?).



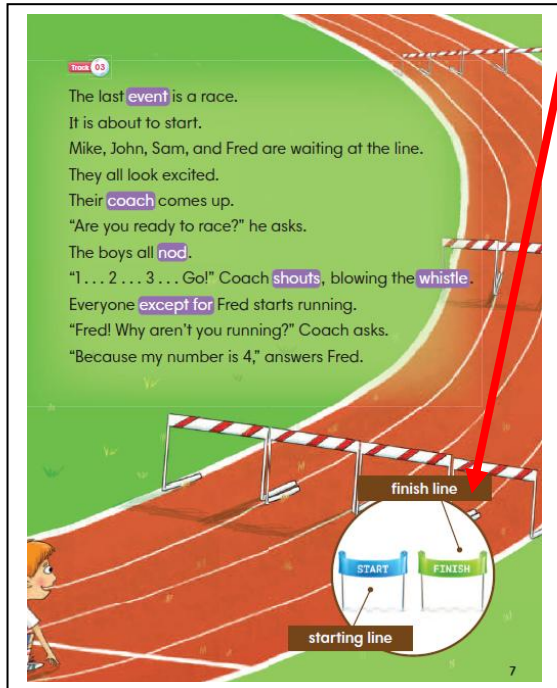
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the target grammar element, this section includes a sample sentence for student reference.

### Before Reading

#### New Words

- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 02 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 7.
- A "starting line" and "finish line" are both used in racing.
- Possible Extension: Ask students to talk about what makes the starting line and finish line different in a race.
- Possible Extension: Ask students to think about the target grammar, present continuous. Ask students to make their own sentences in present continuous using the words "starting" and/or "finish."

### Reading

#### Reading: "Sports Day"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 03. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.




### Expansion

Talk about sporting events.

- Remind students of the warm-up discussion about racing.
- Ask students to think about an event (sporting or otherwise) that they really enjoy (should only be a few minutes at most) and write down some reasons why they like these events.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the events that students enjoy.


### Check It


**A Choose the best answers.**


- What is the reading about?  
☒ a. A race      b. A bike      c. A helmet
- The boys are about to \_\_\_\_\_ the race.  
a. nod      b. come      c. start
- What does the coach use to start the race?  
              
a. A flag      b. A hand      c. A whistle

**B Put the information in the right places.**

☒ a. He blows a whistle.  
☐ b. He doesn't hear his number.  
☐ c. He starts to run.

  
1. \_\_\_\_\_

  
2. \_\_\_\_\_

  
3. \_\_\_\_\_

## Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

## Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Choose the best answers.

- Don't blow that \_\_\_\_\_ in the house. It is too loud.  
a. line                      b. event                      c. whistle
- His mother is a tennis \_\_\_\_\_.  
a. coach                      b. event                      c. number
- I have everything I need \_\_\_\_\_ running shoes.  
a. except for                      b. ready                      c. well


### Challenge It

Study. Then circle the correct words.

**Language Point**                      **Present Continuous**

Coach is walking.                      They are waiting at the line.  
Fred is waiting for the call.                      Mike and Sam are running.

- Sam and Fred (is / are) waiting at the line.
- Coach (is / are) blowing the whistle.
- The boys (is / are) nodding.
- Everyone (is / are) running except for Fred.



**Tip**

Find and circle the words from the reading.  
\* come up to go toward someone

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## Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use present continuous tense to express an idea that some event is happening (or NOT happening) now.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

## Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

## Tip

- Direct students' attention to the Tip at the bottom of page 9. Have students refer back to the passage and find the phrase “come up” within the text.

## Homework




**Unit 01 Sports Day** Read, write, and say.

- event ☐ something that happens
- race ☐ a game to see who is faster
- wait ☐ to stay somewhere
- excited ☐ looking forward to something good
- coach ☐ a teacher
- nod ☐ to move your head up and down
- shout ☐ to yell
- whistle ☐ something that makes a loud sound
- except for ☐ not including something
- answer ☐ to reply

**Unit 01 Sports Day**

### Practice

Choose the correct sentences.

-  ☒ a. This is a running event.  
☐ b. This is a swimming event.
-  ☐ a. The coach is talking to the boys.  
☐ b. The coach is talking to the girls.
-  ☐ a. All the balls are blue except for one.  
☐ b. All the balls are white except for one.

### Word Review

Write the correct words.

nod    coach    except for    ~~answer~~

- The lost event is a race.
- Their coach comes up.
- Kyle, John, Sam, and Fred all except.
- Everyone except Fred starts running.

### Reading Fluency

Read the passage to answer the questions.

The last whistle blew. The other team shouted happily. We had lost the game 3-2. It was so close! Our coach told us that winning is not everything. Sports are about doing our best and having fun. Then she took us all out for ice cream. It was even better than winning!

### Reading Check

Choose the best answers.

- The reading is about \_\_\_\_\_.  
a. a soccer game    b. a team sport    c. soccer players
- The coach talked to the team after the \_\_\_\_\_.  
a. contest    b. fight    c. game
- The team \_\_\_\_\_.  
a. won    b. had a pizza    c. lost
- The girls were happy to \_\_\_\_\_.  
a. get a new player    b. have ice cream    c. blow the whistle

## Vocabulary Workbook 1

## Writing Workbook 1

- Vocabulary Workbook 1: page 6, Unit 1
- Writing Workbook 1: pages 24-25

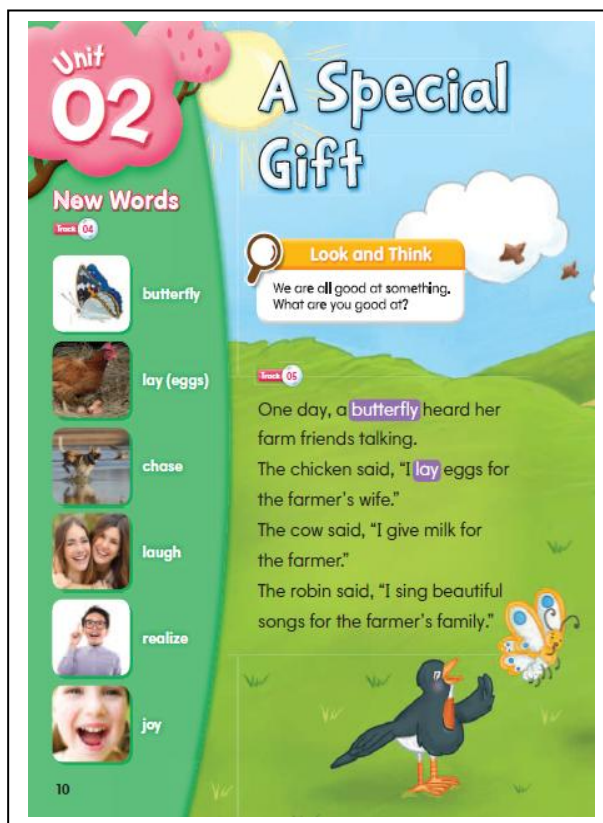
## Unit 2 A Special Gift

### Objectives

- New words: *butterfly, lay, chase, laugh, realize, joy*
- Sentence pattern: Past Continuous (*be + verb(ing)*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they are good at, ask for volunteers to talk about the things they are good at. Ask follow-up questions like: How did you discover you were good at this thing? Who else is good at this thing? Why do you like doing this thing?



### Look and Think

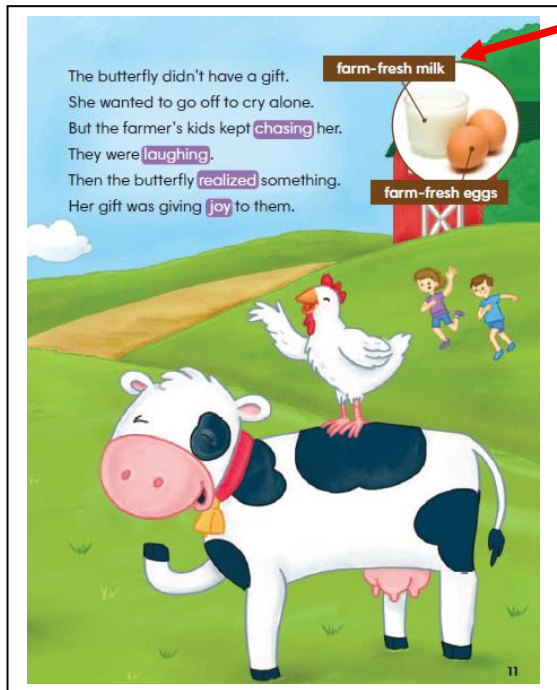
- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 04 and have students repeat. Practice the words a few more times, calling on students individually or as a class.





### Did You Know?

- Focus students to the related content at the top of page 7.
- “Farm-fresh milk” and “farm-fresh eggs” are products that come directly from the animals on a farm.
- Possible Extension: Ask students to talk about what makes something “fresh.”
- Possible Extension: Ask students to think about the target grammar, past continuous. Ask students to make their own sentences in past continuous using the word “fresh.”

### Reading

#### Reading: “A Special Gift”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 05. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about life on a farm.


- Remind students of the warm-up discussion about what they are good at.
- Ask students to think about something that they are very good at (should only be a few minutes at most) and write down some reasons why they like these things.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the events that students enjoy.


### Check It

**A Choose the best answers.**

- What is the reading about?  
a. A butterfly      b. A son      c. A teacher
- The butterfly wanted to be \_\_\_\_\_.  
a. alone      b. big      c. strong
- What did the butterfly give?  


  
a. Beauty


  
b. Joy


  
c. Love

**B Put the information in the right places.**

a. It lays eggs for the farmer's wife.  
b. It gives milk for the farmer.  
c. It gives joy to the farmer's kids.

  
Cow  
1. \_\_\_\_\_

  
Chicken  
2. \_\_\_\_\_

  
Butterfly  
3. \_\_\_\_\_

12



### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

lay
realize
chasing
butterfly

- A butterfly was flying from a pink to a yellow flower.
- Did you know that frogs and bugs \_\_\_\_\_ eggs?
- We weren't \_\_\_\_\_ the mice. We were running away!
- Now I \_\_\_\_\_ how important it is to study hard.


Challenge It

Study. Then circle the correct words.

Language Point

<div style="font-size: 0.7em; font-weight: bold; color: brown;">Past Continuous</div>	<div style="font-size: 0.7em; color: brown;">I was working. She was smiling.</div>	<div style="font-size: 0.7em; color: brown;">We were singing. They were talking.</div>
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- Farm friends (was / were) talking.
- Kids (was / were) laughing.
- The butterfly (was / were) giving joy.
- The robin (was / were) singing.



Tip

Find and circle the words from the reading.  
\*go off to leave; to go away from

13

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use past continuous tense to express an idea that happened over an extended period of time, but is no longer happening now.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 13. Have students refer back to the passage and find the phrase “go off” within the text.

## Homework

**Unit 02 A Special Gift** Read, write, and say.

1. butterfly

2. farm

3. lay

4. egg

5. robin

6. gift

7. chase

8. laugh

9. realize


10. joy


7


**Unit 02 A Special Gift**

**Practice**

Choose the correct sentences.

1.  ☐ a. She is catching a butterfly.  
b. She is catching a robin.

2.  ☐ a. She is realizing something.  
b. She is chasing something.

3.  ☐ a. This animal eats eggs.  
b. This animal lays eggs.

**Word Review**

Write the correct words.

lay chasing realized butterfly

1. One day, a \_\_\_\_\_ heard her farm friends talking.  
2. The chicken said, "I \_\_\_\_\_ eggs for the farmer's wife."  
3. The farmer's kids kept \_\_\_\_\_ her.  
4. Then the butterfly \_\_\_\_\_ that she was giving them joy.

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**Reading Fluency**

Read the passage to answer the questions.

Butterflies are very beautiful to look at up close. That's why it is fun to chase them. Even if you run fast, you might realize it's hard to catch one. But try standing still. If you do, a butterfly may just come to you!

**Reading Check**

Choose the best answers.

1. The reading is about \_\_\_\_\_.  
a. flies b. butterflies c. flowers

2. Butterflies are fun to \_\_\_\_\_.  
a. color b. chase c. be

3. If you want to catch a butterfly, try to \_\_\_\_\_.  
a. run fast b. sing a song c. stand still

4. Butterflies sometimes \_\_\_\_\_.  
a. come to kids b. talk to kids c. live a long time

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## Writing Workbook 2

### Vocabulary Workbook 2

- Vocabulary Workbook 1: page 7, Unit 2
- Writing Workbook 1: pages 26-27

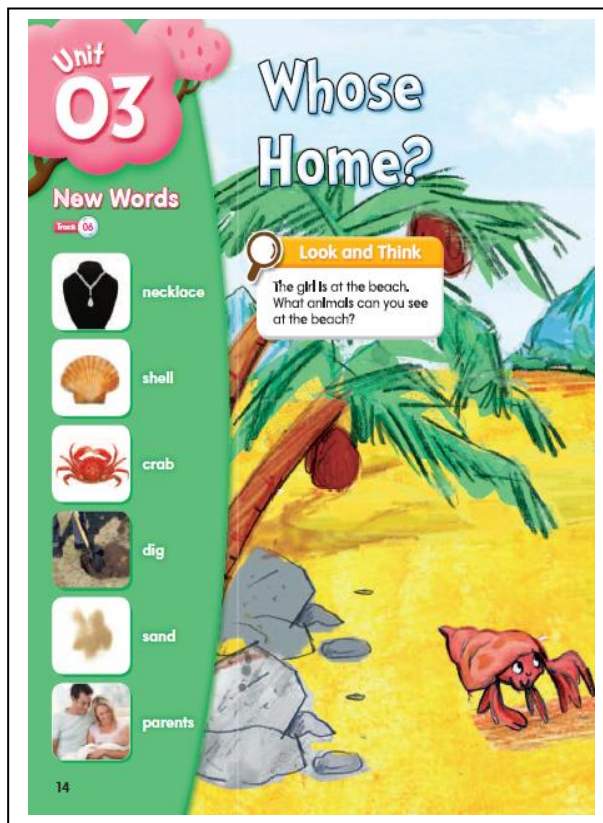
## Unit 3 Whose Home?

### Objectives

- New words: *necklace, shell, crab, dig, sand, parents*
- Sentence pattern: Preposition *to* and Adverb *too*

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what animal they can see at the beach, ask for volunteers to talk about what they know about the beach. Ask follow-up questions like: Have you been to the beach? What things can you do at the beach? Talk about the difference between animals that stay in the water and those that are able to come out of the water.



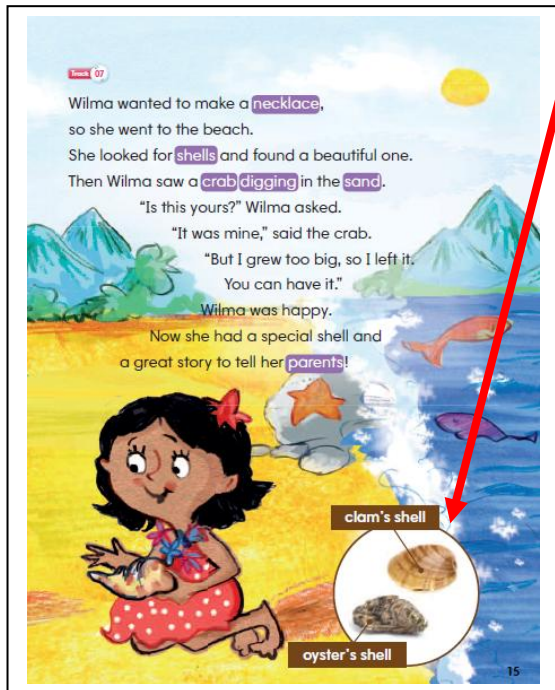
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 14. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 06 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 15.
- Clams and oysters are animals that live in the ocean. They can also be found on the beach. They both have shells.
- Possible Extension: Ask students to talk about what other animals have shells and why they have shells.
- Possible Extension: Ask students to think about the target grammar, using *to* or *too*. Ask students to make their own sentences with *to* or *too*, using the words "clam's shell" and/or "oyster's shell."

### Reading

#### Reading: "Whose Home?"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 07. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left with the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about different places.


- Remind students of the warm-up discussion about the beach.
- Ask students to think about a place (the beach or someplace else) where they like to go (should only be a few minutes at most) and write down some reasons why they like these places.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places that students enjoy.


### Check It

**A Choose the best answers.**

- What is the reading about?  
a. A beautiful shell      b. A lost shoe      c. A new crab
- The crab said the shell was \_\_\_\_\_.  
a. Wilma's home  
b. too small  
c. not a real shell
- What will Wilma probably do with the shell?  

  
a. Cook it

  
b. Paint it

  
c. Put it on some string

**B Match to put the story in order.**

- 1
- 2
- 3
- 4
- 5

- a. Wilma asked the crab about the shell.
- b. The crab gave her the shell.
- c. Wilma was pleased.
- d. Wilma wanted to make a necklace.
- e. Wilma found a beautiful shell.

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

### Learn It

Write the correct words.

span style="border: 1px solid black; padding: 2px;">sand
parents
dig
necklace


- I gave a silver \_\_\_\_\_ to my mother.
- Owl! The \_\_\_\_\_ is too hot to walk on barefoot.
- My \_\_\_\_\_ don't like it when I don't study hard.
- Our dog likes to \_\_\_\_\_ in our garden.

### Challenge It

Study. Then circle the correct words.

**Language Point**

To	Too
I ride a bike <b>to</b> the store.	The store is <b>too</b> far. I can't walk.
The bike belongs <b>to</b> my sister.	The bike is <b>too</b> small for my dad.



- Wilma went (to / too) the beach to look for shells.
- The shell belonged (to / too) a crab.
- The crab is (to / too) big now for the shell.
- The crab gave the shell (to / too) Wilma.

Find and circle the words from the reading.

\* **look for** to try to find

17

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that the preposition *to* means **toward** or **of** something else. The adverb *too* means **very** or **extremely** when describing something.
- Complete number 1 together as a class
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes

and write the corrections.

### Tip

- Direct students’ attention to the Tip at the bottom of page 17. Have students refer back to the passage and find the phrase “look for” within the text.



## Homework




**Unit 03 Whose Home?** Read, write, and say.

- necklace ☐ a piece of jewelry that goes around your neck
- beach ☐ a sandy area next to a lake or ocean
- shell ☐ a hard thing that covers animals and ocean creatures
- crab ☐ a sea animal with a shell
- dig ☐ to make a hole in dirt
- sand ☐ the tiny pieces of rock on the beach
- mine ☐ things belonging to the speaker
- grow ☐ to get bigger and later in size
- great ☐ very good
- parents ☐ a mother and father

**Unit 03 Whose Home?**

**Practice**

Choose the correct sentences.

-  ☐ a. The boy digs a hole in the sand.  
☐ b. The crab digs a hole in the sand.
-  ☐ a. Her necklace is too long.  
☐ b. Her hair is too long.
-  ☐ a. The teacher talks to one of the boy's parents.  
☐ b. The teacher talks to the class of girls.

**Word Review**

Write the correct words.

crab shells necklace parents

- Wilma wanted to make a \_\_\_\_\_.
- She looked for \_\_\_\_\_ and found a beautiful one.
- "It was mine," said the \_\_\_\_\_.
- Now, she had a special shell and a great story to tell her \_\_\_\_\_.

**Reading Fluency**

Read the passage to answer the questions.

Hermit crabs are small animals. They live in shells. Unlike people, they sleep during the day. But at night, they like to eat, climb, and dig in the sand. When hermit crabs grow, they look for bigger shells. Hermit crabs can live up to 15 years. That means they will go through many shells!

**Reading Check**

Choose the best answers.

- The hermit is about \_\_\_\_\_.  
a. hermit crabs b. shrimps c. shells
- Hermit crabs sleep \_\_\_\_\_.  
a. during the day b. during the night c. during the winter
- As hermit crabs grow, they look for \_\_\_\_\_.  
a. holes, not shells b. larger shells c. smaller crabs
- A hermit crab can live for \_\_\_\_\_.  
a. 15 days b. 15 months c. 15 years

## Writing Workbook 3

### Vocabulary Workbook 3

- Vocabulary Workbook 1: page 8, Unit 3
- Writing Workbook 1: pages 28-29

## Unit 4 A Birthday Surprise

### Objectives

- New words: *serious, medical, cheer up, mail, receive, believe*
- Sentence pattern: Simple Past Tense: *verb+(e)d*

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they get on their birthdays, ask for volunteers to talk about what they have done for their birthdays in the past. Ask follow-up questions like: Do you have a party for your birthday? Who do you invite to your birthday parties? Have you ever been sick on your birthday?



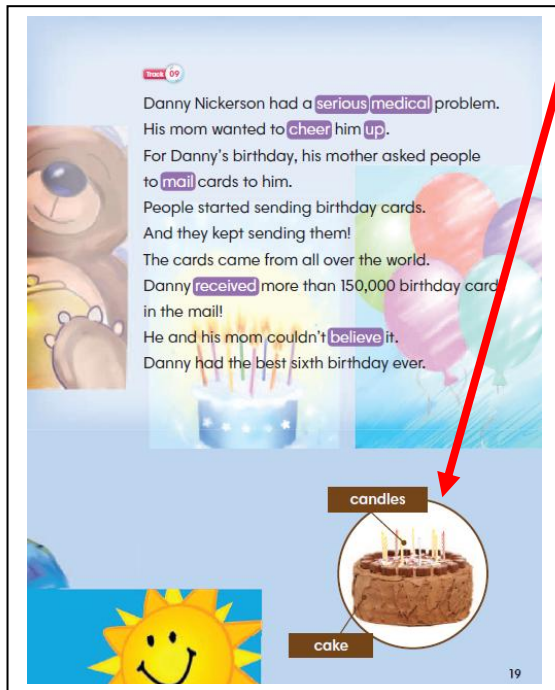
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 18. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 08 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 19.
- “Candles” are usually place on top of a “cake” at a birthday party.
- Possible Extension: Ask students to talk about other times candles might be used.
- Possible Extension: Ask students to think about the target grammar, simple past. Ask students to make their own sentences in simple past using the words “candles” and/or “cake.”

### Reading

#### Reading: “A Birthday Surprise”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 09. Have students just listen the first

time, and repeat the second time.

- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about special events.

- Remind students of the warm-up discussion about birthdays.
- Ask students to think about a special event (birthday or something else) that they have participated in (should only be a few minutes at most) and write down some reasons why they like these events.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the special events that students participate in.

### Check It

**A Choose the best answers.**

- What is the reading about?
  - A New Year's gift
  - Birthday cards
  - A Christmas tree
- The cards for Danny came \_\_\_\_\_.
  - by computer
  - from his mother
  - in the mail
- How many cards did Danny get?
 

>1K
≈10K
>100K

  - More than 1,000 cards
  - Around 10,000 cards
  - More than 100,000 cards

**B Match the causes to the effects.**

Causes	Effects
1. Danny had a serious medical problem.	a. Danny had the best 6th birthday ever.
2. His mom asked people to send him birthday cards.	b. People all around the world sent cards.
3. Danny got 150,000 cards in the mail.	c. His mom wanted to cheer him up.

20

## Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to find and circle the words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

## Expansion

Play “Word Dice.”


Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Read the clues. Then find and circle the words.

s r u m a i l  
o e s e d a c  
u c e d p m h  
b e l i e v e  
r i h c o c e  
l v i p v u r  
b e s l d m s

 **To think something is true**  
 1 To encourage; \_\_\_\_ up  
 2 To send a letter  
 3 To get or be given


### Challenge It

Study. Then write the verbs in the past tense.

Language Point	Past	Present
	His mom <b>wanted</b> to cheer him up. Danny <b>enjoyed</b> his birthday!	His mom <b>wants</b> to cheer him up. Danny <b>enjoys</b> his birthday!

1. Danny's mother asked people to mail cards to him. (ask)
2. People making cards for Danny. (start)
3. People around the world cards to him. (mail)
4. Danny more than 150,000 cards! (receive)

**Tip**

Find and circle the words from the reading.  
 **all over the world** in many different countries

21

## Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use simple past to talk about events that took place in the past.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

## Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

## Tip

- Direct students' attention to the Tip at the bottom of page 21. Have students refer back to the passage and find the phrase “all over the world” within the text.

## Homework




**Unit 04 A Birthday Surprise** Read, write, and say.

1. important and possibly dangerous	1. serious
2. adding to medicine	2. medical
3. something that is hard or bad	3. problem
4. to make someone feel better	4. cheer up
5. the day someone was born	5. birthday
6. to send a letter by post	6. mail
7. to show something to go to someone	7. send
8. everything on the earth	8. world
9. to get or be given something	9. receive
10. to think something is true	10. believe

**Unit 04 A Birthday Surprise**

**Practice**

Choose the correct sentences.

- 
☐ a. He is not serious.  
☐ b. He is not cheerful.
- 
☐ a. The boy is happy to count things.  
☐ b. The boy is happy to receive things.
- 
☐ a. Someone mailed her a box.  
☐ b. Someone mailed her a letter.

**Word Review**

Write the correct words.

received believe medical mail

- Donny had a serious \_\_\_\_\_ problem.
- For Donny's birthday, his mother asked people to \_\_\_\_\_ cards to him.
- Donny \_\_\_\_\_ more than 150,000 birthday cards!
- He and his mom couldn't \_\_\_\_\_ it.

**Reading Fluency**

Read the passage to answer the questions.

These days, you can send a message to a friend through a text. Your friend will get the message right away. Two hundred years ago, people waited for weeks for a letter. Getting a letter was an exciting moment that was carried on foot or by horse. Now most mail is sent by plane or truck.

**Reading Check**

Choose the best answers.

- The reading is about \_\_\_\_\_.  
a. a friend      b. a plane      c. mail
- People used to wait \_\_\_\_\_ to get a letter in the past.  
a. for one day      b. right away      c. for weeks
- Two hundred years ago, mail travelled on a \_\_\_\_\_.  
a. horse      b. bicycle      c. boat
- These days, mail travels by \_\_\_\_\_.  
a. foot      b. plane      c. train

## Writing Workbook 4

### Vocabulary Workbook 4

- Vocabulary Workbook 1: page 9, Unit 4
- Writing Workbook 1: pages 30-31



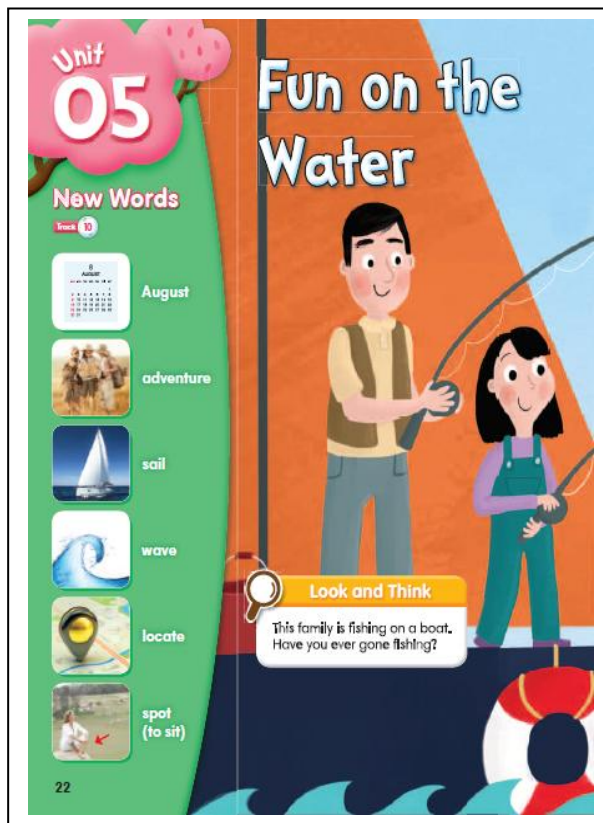
## Unit 5 Fun on the Water

### Objectives

- New words: *August, adventure, sail, wave, locate, spot*
- Sentence pattern: Using adjectives and adverbs in sentence

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they have gone fishing before, ask for volunteers to talk about what they know about fishing. Ask follow-up questions like: Where can you go fishing? When is a good time to go fishing? Who would you like to go fishing with?



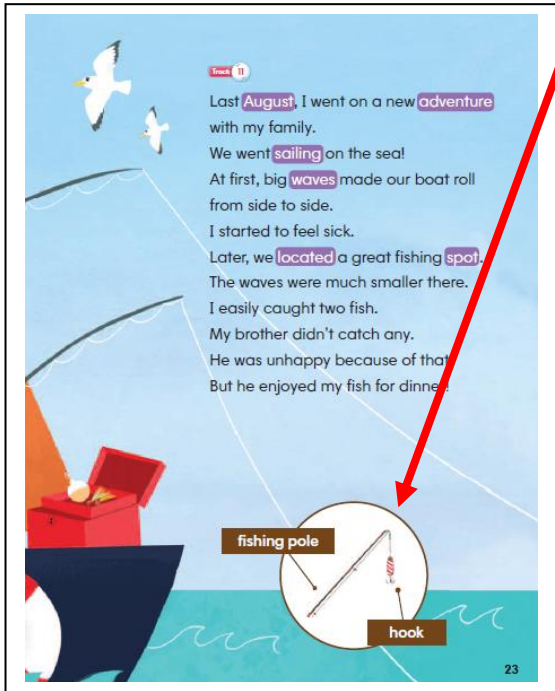
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 22. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 10 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 23.
- A “fishing pole” and “hook” are both used when you go fishing.
- Possible Extension: Ask students to talk about other ways people might be able to catch fish.
- Possible Extension: Ask students to think about the target grammar, using adjectives and adverbs. Ask students to make their own sentences using the words “fishing pole” and/or “hook.” They should include an adjective or adverb in their sentences.

### Reading

#### Reading: “Fun on the Water”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 11. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion




Talk about family time.

- Remind students of the warm-up discussion about fishing.
- Ask students to think about something (fishing or otherwise) that they like to do with their families (should only be a few minutes at most) and write down some reasons why they like these things.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the things that students like to do with their families.

### Check It

**A Choose the best answers.**

- What is the reading about?
  - A winter vacation
  - A family trip
  - A sweet dream
- The fishing spot that they located \_\_\_\_\_.
  - didn't have fish
  - had big waves
  - was great
- How did her brother feel about fishing?
 

  - Happy
  - Unhappy
  - Sick

**B Write the correct words.**


boat    eating    ~~family~~    caught

had a sailing adventure with her. family

easily <sup>1</sup> two fish.

felt sick when the waves made the <sup>2</sup> \_\_\_\_\_.

enjoyed <sup>3</sup> the fish with her family.



The girl...

24

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

### Learn It

Choose the best answers.

- Our winter vacation turned into a real \_\_\_\_\_.  
a. locate                      b. adventure                      c. catch
- She was afraid of the big \_\_\_\_\_, so she didn't swim.  
a. waves                      b. enjoys                      c. unhappy
- This looks like a nice \_\_\_\_\_ for us to have a picnic.  
a. dinner                      b. fish                      c. spot

### Challenge It

Study. Then circle the correct words.

Language Point	Adjectives	Adverbs
The test was <u>easy</u> . She was <u>happy</u> .		I <u>easily</u> found the answer. She danced <u>happily</u> .

- Sailing on the sea wasn't (easy / easily).
- My family found a (great / greatly) fishing spot.
- It was (easy / easily) to catch two fish.
- My brother (happy / happily) ate my fish for dinner!

**Tip**  
 Find and circle the words from the reading.  
 \* because of as a result of

25

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use adjectives to describe nouns (people, places, things, or ideas). Students should use adverbs to describe verbs, or the way something was done.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 25. Have students refer back to the passage and find the phrase “because of” within the text.



## Homework

**Unit 05 Fun on the Water** Read, write, and say.

- August ☒ the eighth month of the year
- adventure ☒ an exciting experience
- family ☒ the people who are related to you
- island ☒ a piece of land
- wave ☒ an area of moving water
- boat ☒ something people ride in the water
- later ☒ after some time
- locate ☒ to find the place of something
- spot ☒ a place
- easily ☒ without difficulty

**Unit 05 Fun on the Water**

**Practice**

Choose the correct sentences.

- ☐ a. The man has an adventure in the city.  
☐ b. The man has an adventure in the sea.
- ☐ a. This is a famous spot in Canada.  
☐ b. This is a famous spot in Egypt.
- ☐ a. The father and his daughter are sailing.  
☐ b. The mother and her daughter are painting.

**Word Review**

Write the correct words.

waves August located sailing

- Lost \_\_\_\_\_ I went on a new adventure with my family.
- We went \_\_\_\_\_ on the sea!
- At first, big \_\_\_\_\_ made our boat roll from side to side.
- Later, we \_\_\_\_\_ a great fishing spot.

**Reading Fluency**

Read the passage to answer the questions.

My class went on a field trip today. It was an adventure! Our goal was to find hidden treasure! My teacher put us into groups. Then she gave each group clues and a map. The spot for the treasure was marked on the map. My group didn't find it first. But we all got to share the treasure—candy!

**Reading Check**

Choose the best answers.

- This reading is about a \_\_\_\_\_.  
a. field trip      b. tennis match      c. story time
- Their goal was to find hidden \_\_\_\_\_.  
a. waves      b. boat      c. treasure
- The teacher gave the students \_\_\_\_\_.  
a. time to write      b. special spots      c. clues and maps
- The whole class got to \_\_\_\_\_.  
a. eat candy      b. make maps      c. read the book

## Vocabulary Workbook 5

## Writing Workbook 5

- Vocabulary Workbook 1: page 10, Unit 1
- Writing Workbook 1: pages 32-33

## Unit 6 Who Has Milk?

### Objectives

- New words: *goat, taste, amount, natural, sugar, uncomfortable*
- Sentence pattern: Comparatives (adjective+er than)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they drink milk every day, ask for volunteers to talk about how animals give us food and milk. Ask follow-up questions like: How do animals help us? What can we get from animals (food, milk, material for clothes, etc.)?



### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 12 and have students repeat. Practice the words a few more times, calling on students individually or as a class.





### Did You Know?

- Focus students to the related content at the bottom of page 27.
- Milk can be stored in a “carton” or a “bottle.”
- Possible Extension: Ask students to talk about how other things are stored (box, bag, jar, etc.).
- Possible Extension: Ask students to think about the target grammar, comparatives. Ask students to make their own sentences with comparatives using the words “carton of milk” and/or “bottle of milk.”

### Reading

#### Reading: “Who Has Milk?”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 13. Have students just listen the first time, and repeat the second time.

- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about animals.

- Remind students of the warm-up discussion about how animals help us.
- Ask students to think about an animal that they think is useful (should only be a few minutes at most) and write down some reasons why they like these animals.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students think are useful.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - Kinds of pens
  - Kinds of milk
  - Kinds of phones
- Milk has \_\_\_\_\_ sugar in it.
  - no
  - bad
  - natural
- Which milk is easier for some people to drink?
 



a. Cow's milk



b. Goat's milk



c. Sheep's milk

**B Put the information in the right places.**

a. It comes from animals.  
 b. It is drunk by people.  
 c. It has more natural sugar.  
 d. It has less natural sugar

1. Cow's Milk

\_\_\_\_\_

2. Both

a \_\_\_\_\_

3. Goat's Milk

\_\_\_\_\_

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

### Learn It

Write the correct words.

taste      amount      uncomfortable      goats

- High heels look good, but they are \_\_\_\_\_ for me to wear.
- The vegetables weren't fresh. As a result, the salad didn't \_\_\_\_\_ good.
- My uncle owns six horses and ten \_\_\_\_\_.
- The \_\_\_\_\_ of sleep I get each night isn't enough.

### Challenge It

Study. Then write the adjectives or comparative forms.

Language Point
Adjectives
The pen is <b>thin</b> . The watermelon is <b>big</b> .

Comparatives
The pen is <b>thinner than</b> the marker. The watermelon is <b>bigger than</b> the apple.

- Cow's milk is \_\_\_\_\_ in natural sugar. (**high**)
- Goat's milk is \_\_\_\_\_ in natural sugar than cow's milk. (**low**)
- It is \_\_\_\_\_ for some people to drink it. (**comfortable**)
- Cow's milk is \_\_\_\_\_ for some people to drink than goat's milk. (**hard**)

Find and circle the words from the reading.

\* **in fact**      actually; really

29

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use comparatives when describing the differences between two nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion











- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 29. Have students refer back to the passage and find the phrase “in fact” within the text.

## Homework




**Unit 06 Who Has Milk?** Read, write, and say.

	1. goat
	2. each
	3. try (food)
	4. both
	5. taste
	6. amount
	7. natural
	8. sugar
	9. feel
	10. uncomfortable

**Unit 06 Who Has Milk?**

**Practice**

Choose the correct sentences.

-  a. The baby cow is drinking milk.  
b. The baby goat is drinking milk.
-  a. He has a large amount of food.  
b. He has a small amount of food.
-  a. The drink is made from something natural.  
b. The shirt is made from something natural.

**Word Review**

Write the correct words.

name   goat   uncomfortable   natural

- One \_\_\_\_\_ gives less than 20 cups of milk each day.
- Do they \_\_\_\_\_ different?
- In fact, cow's milk has a higher amount of \_\_\_\_\_ sugar.
- Some people feel \_\_\_\_\_ drinking it.

**Reading Fluency**

Read the passage to answer the questions.

Have you tasted goat's milk? It is not so different from cow's milk. In fact, most people in the world drink goat's milk—not cow's milk. Goat's milk can be made into many things, such as butter, cheese, and even ice cream. Try it! You might like it more than you think.

**Reading Check**

Choose the best answers.

- The reading is about goat's milk.  
a. milk   b. cow   c. butter
- Cow's milk and goat's milk taste \_\_\_\_\_ different.  
a. no   b. a little   c. completely
- Most people in the world drink \_\_\_\_\_.  
a. cow's milk   b. goat's milk   c. no milk
- Goat's milk can be made into \_\_\_\_\_.  
a. cow's milk   b. ice cream   c. candy

## Vocabulary Workbook 6

## Writing Workbook 6

- Vocabulary Workbook 1: page 11, Unit 1
- Writing Workbook 1: pages 34-35

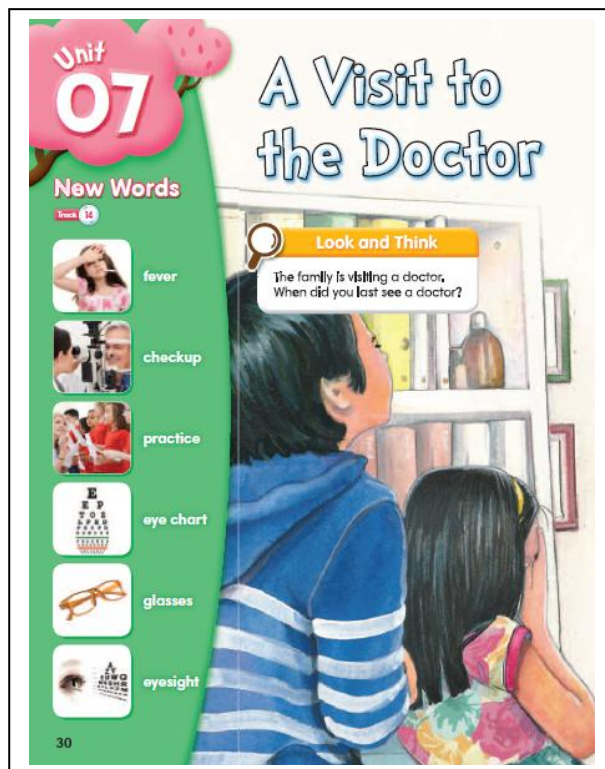
## Unit 7 A Visit to the Doctor

### Objectives

- New words: *fever, checkup, practice, eye chart, glasses, eyesight*
- Sentence pattern: *help + pronoun + base verb*

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students when they last saw their doctor, ask for volunteers to talk about why people go to the doctor. Ask follow-up questions like: What do doctors do to help us? Who helps the doctors in the office or hospital? What other kinds of doctors do you know about?



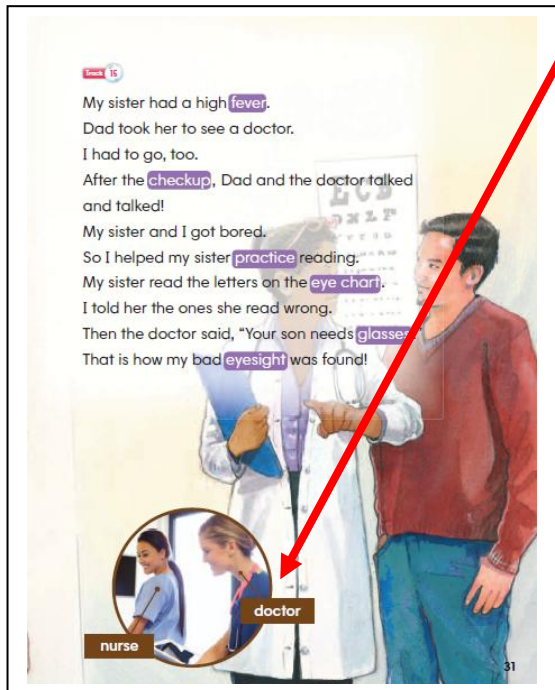
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 30. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 31.
- A “doctor” and “nurse” help make us feel better when we are sick or hurt.
- Possible Extension: Ask students to talk about how doctors and nurses are different.
- Possible Extension: Ask students to think about the target grammar, *help* + pronoun + base verb. Ask students to make their own sentences with *help* + pronoun + base verb using the words “doctor” and/or “nurse.”

### Reading

#### Reading: “A Visit to the Doctor”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 15. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.





## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about going to the doctor.

- Remind students of the warm-up discussion about visiting the doctor.
- Ask students to think about a time they had to go to the doctor (should only be a few minutes at most) and write down some reasons why they needed to go.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the students' reasons for going to the doctor.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - The boy's eyesight
  - The doctor's fever
  - The father's problem
- When the children were bored, they \_\_\_\_\_.
  - left the room
  - played a game
  - read an eye chart
- What did the doctor say the boy needed?
 



a. Glasses



b. Medicine



c. Rest

**B Match the causes to the effects.**

Causes	Effects
1. His sister had a fever.	a. His bad eyesight was found.
2. The kids got bored.	b. His dad took his sister and him to a doctor.
3. The doctor heard the boy's answers.	c. They read the letters on the eye chart.

32

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Choose the best answers.

1. My soccer team \_\_\_\_\_ every day to win the game.  
a. practiced      b. fever      c. high
2. My grandmother has to wear \_\_\_\_\_ to read a book.  
a. glasses      b. talk      c. practice
3. Reading in the dark is bad for your \_\_\_\_\_.  
a. eyesight      b. sister      c. eye chart

### Challenge It

Study. Then write the correct words.

**Language Point**

**Help + Pronoun + Base Verb**

We **help** her **prepare** dinner.  
I **helped** her **finish** the project.

1. A boy helped his sister \_\_\_\_\_ reading. (*practiced*)
2. He helps me \_\_\_\_\_ new letters. (*learned*)
3. I helped her \_\_\_\_\_ the letters on the eye chart. (*reading*)
4. The doctor helped him \_\_\_\_\_ his eyesight. (*checking*)

**Tip**

Find and circle the words from the reading.

\* **have to**    must

33

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that when they use *help* + pronoun + base verb, the verb *help* is the only verb that gets conjugated or changed into past or present tense.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 33. Have students refer back to the passage and find the phrase “have to” within the text.



## Homework




**Unit 07 A Visit to the Doctor** Read, write, and say.

- fever ☐ a high temperature of the body
- doctor ☐ a person who helps you when you are sick
- after ☐ later in time
- checkup ☐ looking closely at the body for sickness
- bored ☐ not interested
- practice ☐ to do something many times to be good at it
- eye chart ☐ a chart with numbers and letters to test eye health
- wrong ☐ not true or correct
- glasses ☐ a thing we wear to see better
- eyesight ☐ the ability to see

**Unit 07 A Visit to the Doctor**

**Practice**

Choose the correct sentences.

-  ☐ a. The doctor is by the eye chart.  
☐ b. The doctor has bad eyesight.
-  ☐ a. He might find his secret.  
☐ b. He might have a fever.
-  ☐ a. She is looking closely at the baby.  
☐ b. She is practicing for the game.

**Word Review**

Write the correct words.

practice fever glasses checkup

- My sister had a high \_\_\_\_\_.
- After the \_\_\_\_\_, Dad and the doctor talked and talked!
- So I helped my sister \_\_\_\_\_ reading.
- Then the doctor said, "Your son needs \_\_\_\_\_."

**Reading Fluency**

Read the passage to answer the questions.

Today, Mom took me to the dentist. I was so scared that I pretended I wasn't sick. The dentist told me to lie down in a big chair. He flashed a big light in my face. He cleaned and brushed my teeth. After 20 minutes, it was finally over! I couldn't wait to leave! On my way out, the dentist said, "For healthy teeth, you should visit regularly. See you in six months!"

**Reading Check**

Choose the best answers.

- This reading is about going to the \_\_\_\_\_.  
a. eye clinic      b. dental clinic      c. animal clinic
- The writer was \_\_\_\_\_ of seeing the dentist.  
a. excited      b. shy      c. afraid
- The dentist cleaned and brushed the writer's teeth for 20 \_\_\_\_\_.  
a. days      b. minutes      c. months
- For \_\_\_\_\_ teeth, the writer should visit the dentist every six months.  
a. healthy      b. sick      c. big

## Vocabulary Workbook 7

## Writing Workbook 7

- Vocabulary Workbook 1: page 12, Unit 1
- Writing Workbook 1: pages 36-37

## Unit 8 Our City

### Objectives

- New words: *street, guess, office, again, bank, story*
- Sentence pattern: Superlatives  
(adjective+est/iest **OR** the most + adjective)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what their town is like, ask for volunteers to talk the different places around town. Ask follow-up questions like: What is your favorite thing to do/see in the city? Where do you like to go with your friends/family? What are the different ways to get around in the city?



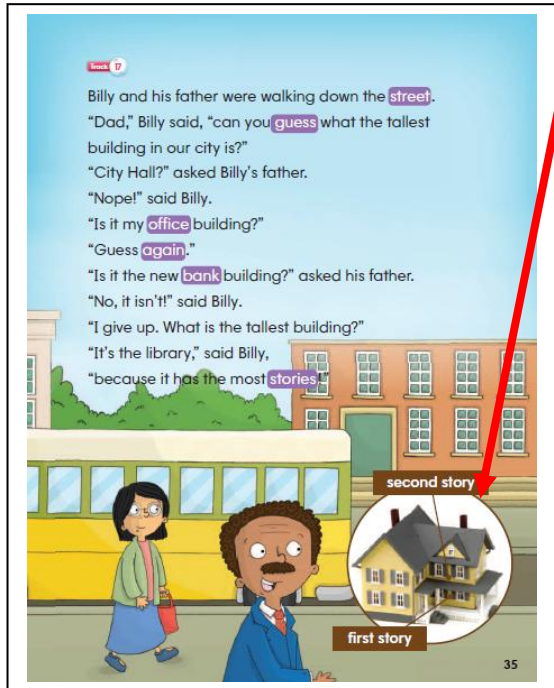
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 34. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 16 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 35.
- The "first story" of a building is the lower level. The "second story" of a building is the level above the first. Buildings can be many stories tall.
- Possible Extension: Ask students to talk about which story they prefer to live on.
- Possible Extension: Ask students to think about the target grammar, superlatives. Ask students to make their own sentences with superlatives using the word "story" as it relates to buildings.

### Reading

#### Reading: "Our City"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 17. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about cities and towns.

- Remind students of the warm-up discussion about places around the city.
- Ask students to think about location that they really enjoy going to (should only be a few minutes at most) and write down some reasons why they like going to these places.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the places that students like.


### Check It

**A Choose the best answers.**


- What is the reading about?  
a. Mountains      b. Buildings      c. Cars
- The father thought about buildings that are \_\_\_\_\_.  
a. full of books      b. near City Hall      c. very tall
- What was the father's first guess?



a. City Hall



b. The bank



c. The library

**B Complete the chart.**

	city	library	Billy	tallest
Who?	• <sup>1</sup> <u>Billy</u> and his father			
Where?	• On the street			
What?	• They talked about the tallest building in their <sup>2</sup> _____. • Billy said that the <sup>3</sup> _____ building is not City Hall, his father's office building, or the new bank building. • Billy joked that the <sup>4</sup> _____ is the tallest building.			

36



### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

### Learn It

Choose the best answers.

1. My father told me to put my money in the \_\_\_\_\_.  
a. City Hall      b. bank      c. library
2. Don't tell me the answer. Let me \_\_\_\_\_.  
a. guess      b. bank      c. street
3. The door to the \_\_\_\_\_ was locked, and the lights were off.  
a. coach      b. fever      c. office

### Challenge It

Study. Then write the adjectives in the superlative form.

Adjectives		Superlatives	
small	terrible	smallest	the most terrible
hungry	serious	hungriest	the most serious

1. That is the \_\_\_\_\_ building in our city. (tall)
2. City Hall is the \_\_\_\_\_ building in our town. (high)
3. That house is the \_\_\_\_\_ building in town. (small)
4. The new bank building is the \_\_\_\_\_ building. (beautiful)

Tip

Find and circle the words from the reading.  
\* give up to stop trying something

37

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use superlatives when describing the differences between three or more nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 37. Have students refer back to the passage and find the phrase “give up” within the text.

## Homework

**Unit 08 Our City** Read, write, and say.

1. a road in a town or city	1. street
2. to think, to suppose	2. guess
3. a structure with walls and a roof	3. building
4. a big town where many people live and work	4. city
5. the main building of a city government	5. city hall
6. a place where people work	6. office
7. one more time	7. again
8. a place where people keep their money safe	8. bank
9. a building or a room where many books are kept	9. library
10. a layer of a building one floor	10. story

13

**Unit 08 Our City**

**Practice**

Choose the correct sentences.

- ☐ a. He is counting money at the bank.  
☐ b. He is writing a note at the bank.
- ☐ a. The girl says, "Great job!"  
☐ b. The girl says, "Guess who?"
- ☐ a. The doctor is in his office.  
☐ b. The woman is in her office.

**Word Review**

Write the correct words.

stories    guess    street    bank

- Billy and his father were walking down the \_\_\_\_\_.
- Billy said, "Can you \_\_\_\_\_ what the tallest building in our city is?"
- "Is it the new \_\_\_\_\_ building?" said his father.
- "The library has the most \_\_\_\_\_" said Billy.

38

**Reading Fluency**

Read the passage to answer the questions.

"Danny, what building is that? It's so tall!" asked Mary. Danny answered, "It's called Burj Khalifa. It's in Dubai, Dubai has over 900 high-rises." "How many floors is Burj Khalifa?" asked Mary. He said, "Burj Khalifa is 271 meters tall. It has 209 floors." "Wow! I would be too scared to go to the top," said Mary.

**Reading Check**

Choose the best answers.

- The reading is about a \_\_\_\_\_ in Dubai.  
 a. small house    b. great boat    c. tall building
- The building Mary asked about is called \_\_\_\_\_.  
 a. Burj Khalifa    b. Dubai    c. Emirates
- Danny explained that the building has \_\_\_\_\_ floors.  
 a. 900    b. 209    c. 828
- Mary is not \_\_\_\_\_. She is scared to go to the top.  
 a. brave    b. funny    c. hungry

39

## Writing Workbook 8

### Vocabulary Workbook 8

- Vocabulary Workbook 1: page 13, Unit 1
- Writing Workbook 1: pages 38-39

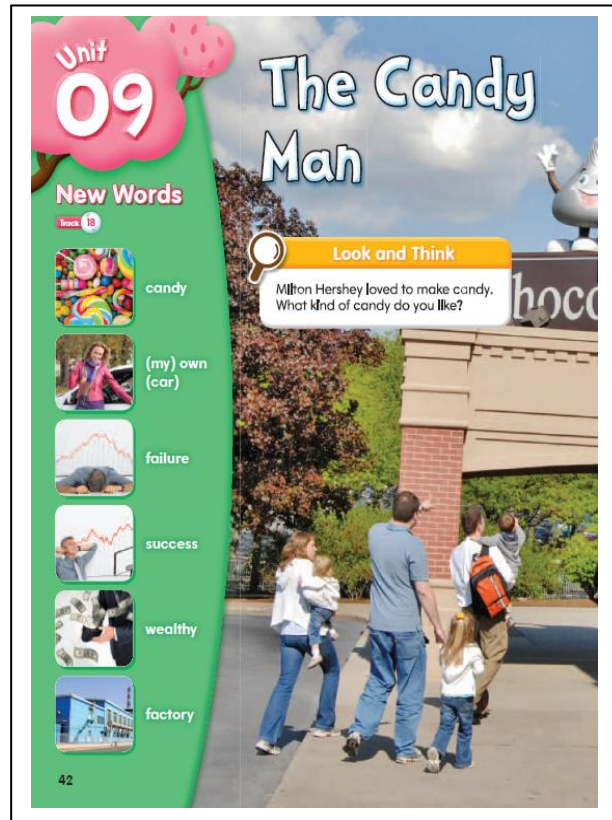
## Unit 9 The Candy Man

### Objectives

- New words: *candy, own, failure, success, wealthy, factory*
- Sentence pattern: Sequence words (*first, then, after that, finally*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on page 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what kind of candy they like, ask for volunteers to talk about what they know about candy and other sweets. Ask follow-up questions like: Do you know how different candy is made? Have you ever cooked with sweets like chocolate? How else can you enjoy chocolate?



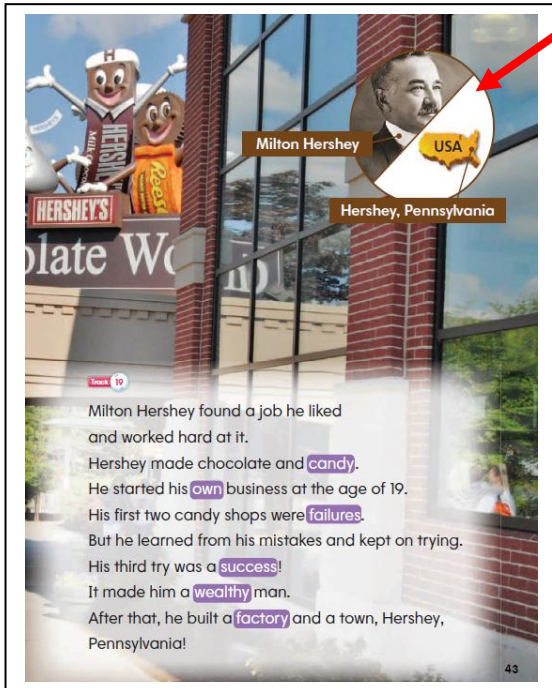
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 18 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



**Track 19**

Milton Hershey found a job he liked and worked hard at it.

Hershey made chocolate and **candy**.

He started his **own** business at the age of 19.

His first two candy shops were **failures**.

But he learned from his mistakes and kept on trying.

His third try was a **success**!

It made him a **wealthy** man.

After that, he built a **factory** and a town, Hershey, Pennsylvania!

### Did You Know?

- Focus students to the related content at the top of page 43.
- Hershey's chocolate was founded, or started, by Milton Hershey. Hershey, Pennsylvania in the USA is named after Milton.
- Possible Extension: Ask students to talk about other places named after people.
- Possible Extension: Ask students to think about the target grammar, sequence words. Ask students to make their own sentences using sequence words and including reference to Hershey.

### Reading

#### Reading: "The Candy Man"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 19. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about candy and sweets.

- Remind students of the warm-up discussion about chocolate.
- Ask students to think about type of food (sweet or otherwise) that they really enjoy eating (should only be a few minutes at most) and write down some reasons why they like these events.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the foods that students enjoy eating.


### Check It

**A Choose the best answers.**


- What is the reading about?
 

a. A famous man
b. A delicious food
c. A new candy
- Hershey's first two businesses \_\_\_\_\_.
 


a. made him rich
b. never failed
c. didn't succeed
- What did Hershey build in Pennsylvania?
 



a. A strange house




b. A chocolate library



c. A factory

**B Put the words in the right places.**

success    ~~own~~    town    failures



Milton Hershey

- He started his <sup>1</sup> own business when he was 19.
- He had two candy shops that were <sup>2</sup> \_\_\_\_\_.
- His third try was a <sup>3</sup> \_\_\_\_\_.
- He built a factory and a <sup>4</sup> \_\_\_\_\_.

44

## Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

## Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

### Learn It

Write the correct words.

candy      factory      failure      success

- The shop was a great \_\_\_\_\_, so the owner became very rich.
- Almost two hundred people work in the \_\_\_\_\_ near the town.
- I always have to brush my teeth after I eat \_\_\_\_\_.
- Learning from \_\_\_\_\_ often leads to success.

### Challenge It


Study. Then circle the correct words.

**Language Point**

Sequence Words

First, he boiled some water.  
Then he added the noodles and sauce.  
After that, he served the noodles in a bowl.  
Finally, his noodles were ready to eat!

- (Then / First), Hershey opened two candy shops at the age of 19.
- (Finally / Then) he opened another shop and it was a success.
- (After that / First), he built a factory and a town, Hershey, Pennsylvania!
- (Finally / After that), everyone in the world enjoys his candy!



**Tip**

Find and circle the words from the reading.  
\*keep on to continue without stopping

45

## Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use sequence words to talk about the order in which events happen.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

## Expansion

- Write a series of sentences on the board, include errors in the sequence words in a few of the sentences. Have students find the mistakes and

write the corrections.

## Tip

- Direct students’ attention to the Tip at the bottom of page 45. Have students refer back to the passage and find the phrase “keep on” within the text.





## Homework




**Unit 09 The Candy Man** Read, write, and say.

1. **job**  work that someone does to get paid
2. **chocolate**  a sweet food made from cocoa
3. **candy**  sweet food made from sugar or chocolate
4. **own**  belonging to someone
5. **failure**  the result of failing
6. **third**  ranked number three
7. **success**  positive result of your work
8. **wealthy**  having lots of money and possessions
9. **factory**  a place where people use machines to make things
10. **town**  a small city

**Unit 09 The Candy Man**

**Practice**

Choose the correct sentences.

1.  ☐ a. The man looks wealthy.  
☐ b. The man looks worried.
2.  ☐ a. This happens in a candy factory.  
☐ b. This happens in a candy box.
3.  ☐ a. The girl has her own coat.  
☐ b. The girl has her own goat.

**Word Review**

Write the correct words.

failures factory candy wealthy

1. Hershey made chocolate and \_\_\_\_\_.
2. His first two candy shops were \_\_\_\_\_.
3. His third try made him a \_\_\_\_\_ man.
4. After that, he built a \_\_\_\_\_ and a town, Hershey, Pennsylvania!

**Reading Fluency**

Read the passage to answer the questions.

Do you know Frank Mars? How about M&M's? Mars started a candy factory 100 years ago. His factory made M&M's and many other kinds of candy. People loved M&M's, so Mars became rich. Now his family is also wealthy.

**Reading Check**

Choose the best answers.

1. The reading is about \_\_\_\_\_.  
a. Frank Mars      b. candy      c. factories
2. The Mars's factory makes \_\_\_\_\_.  
a. candy      b. toys      c. boxes
3. The reading tells us \_\_\_\_\_ the factory has made candy.  
a. why      b. with whom      c. how long
4. The Mars family \_\_\_\_\_.  
a. has 100 children      b. is wealthy      c. owns a town

## Vocabulary Workbook 9

## Writing Workbook 9

- Vocabulary Workbook 1: page 14, Unit 1
- Writing Workbook 1: pages 40-41

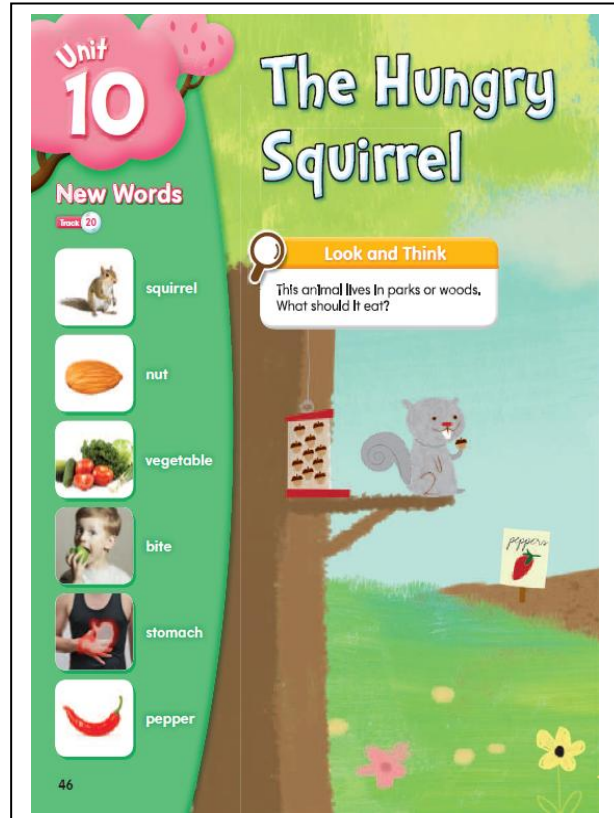
## Unit 10 The Hungry Squirrel

### Objectives

- New words: *squirrel, nut, vegetable, bite, stomach, pepper*
- Sentence pattern: Past Tense (*irregular verbs*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what the animal should eat, ask for volunteers to talk about what they know about the kinds of food different kinds of animals eat? Ask follow-up questions like: What kinds of food do animals like wolves eat? What kinds of food do animals like rabbits eat? What foods are bad of animals to eat?



### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 46. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 47.
- A “squirrel” and a “chipmunk” are both small animals that usually live in trees.
- Possible Extension: Ask students to talk about what animals live in trees.
- Possible Extension: Ask students to think about the target grammar, irregular verbs in the past tense. Ask students to make their own sentences in past tense using irregular verbs and the words “squirrel” and/or “chipmunk.”

### Reading

#### Reading: “The Hungry Squirrel”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 21. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about animals.

- Remind students of the warm-up discussion about different animals.
- Ask students to think about an animal that they really like (should only be a few minutes at most) and write down some reasons why they like these animals.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students like.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - A girl's pet
  - Proud parents
  - Sam's curiosity
- Eating the red vegetable made Sam's \_\_\_\_\_.
  - ears hot
  - nose better
  - stomach hurt
- What did the squirrel bite?
 



a. A pepper



b. A tomato



c. An apple

**B Match the causes to the effects.**

Causes	Effects
1. Ann put out nuts.	a. Sam got sick.
2. Sam wanted to try something new.	b. Sam enjoyed eating nuts.
3. The red vegetable was a hot pepper.	c. Sam took a bite of a pepper.

## Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

## Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Choose the best answers.

- Be careful. That dog might \_\_\_\_\_ you.  
a. squirrel      b. bite      c. garden
- By looking at his symptoms, I think he has an upset \_\_\_\_\_.  
a. vegetable      b. hotter      c. stomach
- I have heard that \_\_\_\_\_ are very good for our health.  
a. mouth      b. nuts      c. grow


  

### Challenge It

Study. Then write the verbs in the past tense.

Language Point	do	become	begin	put
Base	do	become	begin	put
Past	did	became	began	put

- Ann \_\_\_\_\_ some nuts out for the squirrel to eat. (put)
- The squirrel's mouth \_\_\_\_\_ hotter and hotter. (become)
- Then his stomach \_\_\_\_\_ to hurt. (begin)
- Sam \_\_\_\_\_ not know the red thing was a pepper. (do)



**Tip**

Find and circle the words from the reading.

**put out** to set something in a place that is easy to get to

49

## Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the base forms and past tense verbs together.
- Explain to students that they should use past tense to express an idea that some event happened at some time before now.
- Explain that some verbs are irregular and do not take an *-ed* at the end. Memorizing the past tense forms for irregular verbs is necessary.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

## Expansion

- Write sentences on the board, with one grammar

error in each sentence, focusing on irregular verbs. Have students find the mistakes and write the corrections.

## Tip

- Direct students' attention to the Tip at the bottom of page 49. Have students refer back to the passage and find the phrase “put out” within the text.



## Homework

**Unit 10 The Hungry Squirrel** Read, write, and say.




- an animal with a big tail that eats nuts
- an area where people grow vegetables and plants
- having a pleasant or good flavor
- a seed or fruit in a shell that you can eat
- a type of food that grows from plants
- a mouthful of food
- the part of the body that digests food
- to cause pain
- is not having good health
- a vegetable that tastes spicy

- squirrel
- garden
- tasty
- nut
- vegetable
- bite
- stomach
- hurt
- sick
- pepper

**Unit 10 The Hungry Squirrel**

**Practice**

Choose the correct sentences.

-  a. The squirrel is eating a nut.  
b. The squirrel is eating corn.
-  a. The two peppers are green.  
b. The two peppers are red.
-  a. Someone took a bite from the apple.  
b. Someone took a bite from the sandwich.

**Word Review**

Write the correct words.

Squirrel   pepper   nuts   vegetables

- Sam the \_\_\_\_\_ loved to visit Ann's garden.
- Ann always put out some tasty \_\_\_\_\_ for Sam.
- Sam saw red \_\_\_\_\_ growing in the garden.
- Little did he know, he had eaten a red hot \_\_\_\_\_!

**Reading Fluency**

Read the passage to answer the questions.

Squirrels are smart animals. They can climb tall trees. They can run fast. They can even talk to each other. Squirrels dig a lot. So you might think they are curious. In fact, they are hiding nuts or other food. They are saving food for the winter!

**Reading Check**

Choose the best answers.

- The reading is about \_\_\_\_\_.  
a. squirrels   b. trees   c. nuts
- One thing squirrels do is \_\_\_\_\_ each other.  
a. climb   b. run fast   c. talk to
- Squirrels dig a lot because they are \_\_\_\_\_.  
a. curious   b. hiding food   c. bored
- Squirrels save nuts or other food for the \_\_\_\_\_.  
a. spring   b. fall   c. winter

## Writing Workbook 10

### Vocabulary   Workbook

10

- Vocabulary Workbook 1: page 15, Unit 1
- Writing Workbook 1: pages 42-43



## Unit 11 A Good Pet

### Objectives

- New words: *rat, excellent, male, female, probably, produce*
- Sentence pattern: Linking words (*and, but, or*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what pet they’d like to have, ask for volunteers to talk about what they know about taking care of a pet. Ask follow-up questions like: What are good pets for living in a big city? What are good pets for living in the country. What do pets need from their owners?



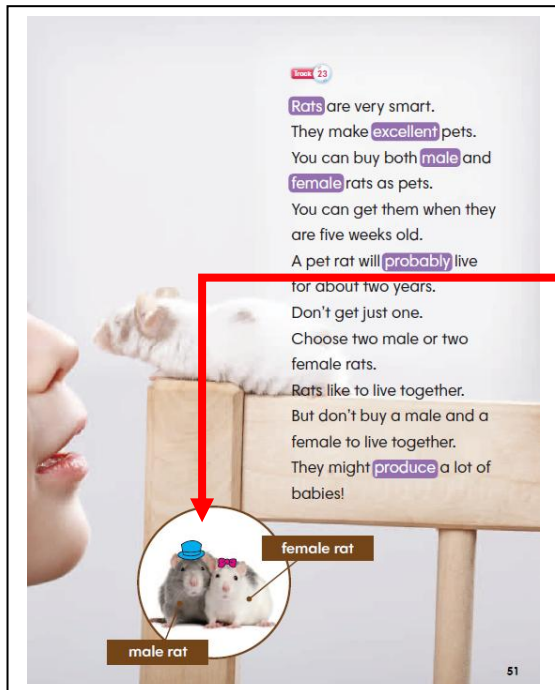
### Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 50. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 22 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 51.
- Rats, like all animals, are born either “male” or “female.”
- Possible Extension: Ask students to talk about the ways (like size, color, temperament) that male and female animals are different.
- Possible Extension: Ask students to think about the target grammar, linking words. Ask students to make their own sentences with linking words using the words “male” and/or “female.”

### Reading

#### Reading: “A Good Pet”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 23. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about pets.

- Remind students of the warm-up discussion about taking care of pets.
- Ask students to think about an animal that they would like to have as a pet or the pet that they already have (should only be a few minutes at most) and write down some reasons why they like the animal.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students want / have as pets.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - A dangerous pet
  - An excellent pet
  - A pet's food
- Buy a pet rat when it is five \_\_\_\_\_ old.
  - days
  - weeks
  - years
- How many years does a pet rat live?
 



a. Two



b. Five



c. Eight

**B Put the words in the right places.**

females    live    ~~together~~    one

✓  
Do

✗  
Don't

- Let two males live <sup>1</sup> together.
- Buy two <sup>2</sup> \_\_\_\_\_ or males to live together.
- Keep <sup>3</sup> \_\_\_\_\_ as a pet.
- Have a male and female <sup>4</sup> \_\_\_\_\_ together.

52

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

female
probably
produce
rat

- Kate isn't at school, so she is \_\_\_\_\_ sick.
- I learned that only \_\_\_\_\_ birds lay eggs.
- The two factories \_\_\_\_\_ many kinds of pens.
- My uncle set a trap to catch a \_\_\_\_\_.


Challenge It

Study. Then circle the correct words.


Language Point

Linking Words

I am thirsty **and** hungry.  
He wants water **but** not cake.  
You can use a fork **or** spoon.



- Get two, (and / but) don't buy a male and female to live together.
- Some kinds of rats do not see well (and / but) have great noses.
- Rats are very smart (and / but) make good pets.
- Choose two male rats (but / or) two female rats as pets.



Find and circle the words from the reading.  
\* a lot of many; large numbers of

53

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use linking words when they want to combine two ideas into one sentence.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 53. Have students refer back to the passage and find the phrase “a lot of” within the text.

## Homework

**Unit 11 A Good Pet** Read, write, and say.

- rat ☐ is a small animal with a long thin tail and a pointed nose
- excellent ☐ very good; great
- pet ☐ an animal that a family keeps and takes care of
- male ☐ a boy or man
- female ☐ a girl or woman
- probably ☐ having a very good chance of happening
- live ☐ to remain alive
- just ☐ only
- together ☐ with each other
- produce ☐ to make something

**Unit 11 A Good Pet**

**Practice**

Choose the correct sentences.

- ☐ a. The pink one is probably male.  
☐ b. The blue one is probably male.
- ☐ a. The female buys eggs.  
☐ b. The female produces eggs.
- ☐ a. Rats make excellent pets.  
☐ b. Rabbits make excellent pets.

**Word Review**

Write the correct words.

produce      probably      female      male

- You can buy both \_\_\_\_\_ and female rats as pets.
- A pet rat will \_\_\_\_\_ live for about two years.
- Don't buy a male and a \_\_\_\_\_ to live together.
- They might \_\_\_\_\_ a lot of babies!

**Reading Fluency**

Read the passage to answer the questions.

Dear Grandma,  
I finally got a pet! I was walking with Dad on Saturday. By some magic, I saw a frog. It was easy to catch. I'm not sure, but it's probably male. He makes noise. I'm not sure females do that. I named him Fred.  
Love, Julia

**Reading Check**

Choose the best answers.

- The reading is about a letter to \_\_\_\_\_.  
a. Grandma      b. Dad      c. Fred
- The girl caught a \_\_\_\_\_.  
a. butterfly      b. frog      c. squirrel
- The girl now has \_\_\_\_\_.  
a. no pets      b. one pet      c. two pets
- The person who has not seen the frog pet is \_\_\_\_\_.  
a. Grandma      b. Dad      c. Julia

## Vocabulary      Workbook

## Writing Workbook 11

11

- Vocabulary Workbook 1: page 16, Unit 1
- Writing Workbook 1: pages 44-45

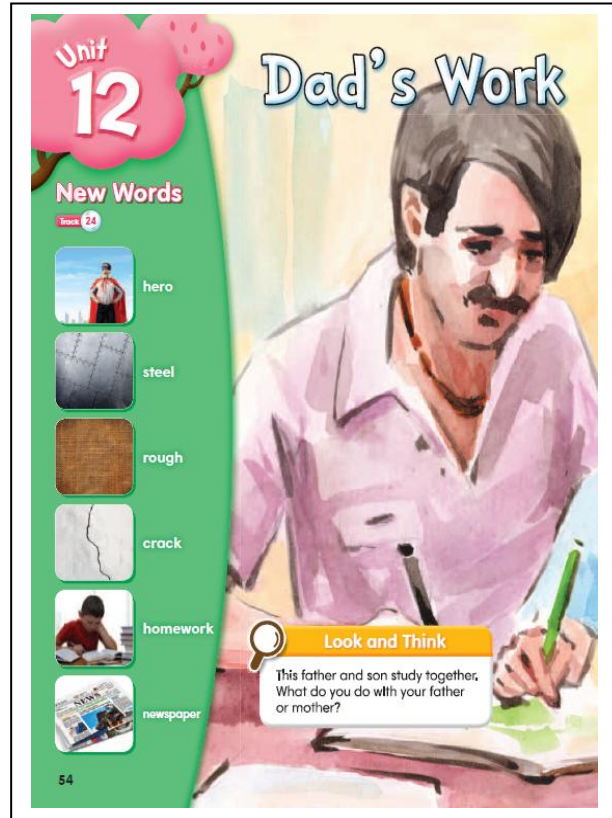
## Unit 12 Dad's Work

### Objectives

- New words: *hero, steel, rough, crack, homework, newspaper*
- Sentence pattern: Positive and Negative (*do not + verb*) Form of Verbs

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they do with their parents, ask for volunteers to talk about what they know about their parents’ jobs. Ask follow-up questions like: What do your parents do for their jobs? What training did they need to do their job well? What job would you like to have in the future?



### Look and Think

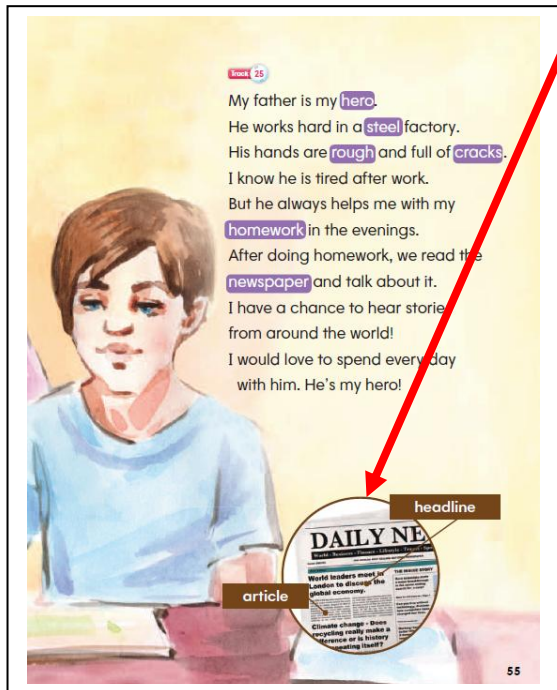
- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 24 and have students repeat. Practice the words a few more times, calling on students individually or as a class.





### Did You Know?

- Focus students to the related content at the bottom of page 55.
- A “headline” and an “article” are both used in newspapers. The headline is the title of the article. The article is a short piece of writing that gives information.
- Possible Extension: Ask students to talk about headlines they have seen. What types of headlines get more attention?
- Possible Extension: Ask students to think about the target grammar, positive and negative forms of verbs. Ask students to make their own sentences with negative verbs using the words “headline” and/or “article.”

### Reading

#### Reading: “Dad’s Work”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 25. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about jobs.

- Remind students of the warm-up discussion about their parents' jobs.
- Ask students to think about a job that they would like to have someday (should only be a few minutes at most) and write down some reasons why they want to have the job.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs. They should talk about what they need to do in order to get their "dream" job.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the jobs students want.

### Check It

**A Choose the best answers.**


- What is the reading about?
 

a. A nice father  
c. A steel factory


b. A father's dream
- After work, the father and his son \_\_\_\_\_.
 

a. go to the factory  
c. cook dinner


b. read the newspaper
- What is rough and full of cracks?
 



a. The father's nose




b. The son's ears




c. The father's hands

**B Put the information in the right places.**

a. He works in a steel factory.  
 b. He has homework.  
 c. He has rough hands.  
 d. He is the son's hero.  
 e. He reads the newspaper with his father.  
 f. He loves to spend time with his father.



1. \_\_\_\_\_



2. \_\_\_\_\_

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

### Learn It

Write the correct words.

cracks      homework      rough      steel

- A \_\_\_\_\_ car is heavier than a plastic car.
- After she picked up the shell, she realized it had \_\_\_\_\_ in it.
- I finished all of my \_\_\_\_\_ except for science.
- The goat’s fur feels \_\_\_\_\_, but the cat’s fur feels soft.


  

### Challenge It

Study. Then write the verbs in the positive or negative form.

Positive	Negative
I like it.	I don’t like it.
She knows it.	She doesn’t know it.

- My father \_\_\_\_\_ hard, so he is tired in the evening. (work)
- He \_\_\_\_\_ me so that I will get good grades. (help)
- My father \_\_\_\_\_ me to read the newspaper alone. (want)
- Spending every day with my father \_\_\_\_\_ bad to me! (sound)



**Tip**

Find and circle the words from the reading.

⚡ **be full of** to be filled or covered with

57

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the negative form to change the meaning of sentences.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

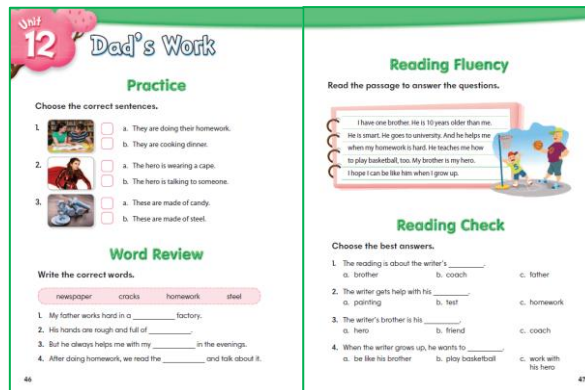
- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students’ attention to the Tip at the bottom of page 57. Have students refer back to the passage and find the phrase “be full of” within the text.



## Homework



## Vocabulary Workbook

## Writing Workbook 12

12

- vocabulary workbook 1: page 17, Unit 1

- Writing Workbook 1: pages 46-47

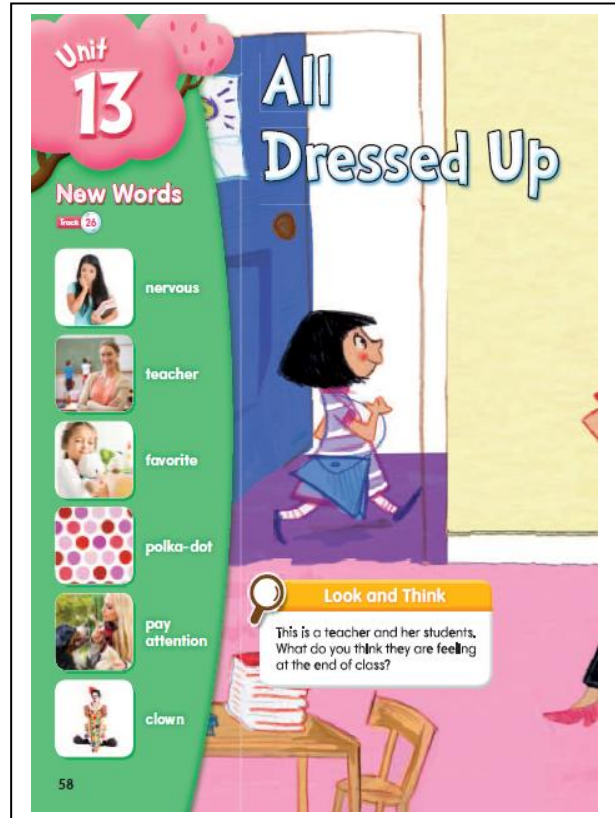
## Unit 13 All Dressed Up

### Objectives

- New words: *nervous, teacher, favorite, polka-dot, pay attention, clown*
- Sentence pattern: Using Adjectives

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the teacher and students are feeling, ask for volunteers to talk about how they choose what they will wear each day. Ask follow-up questions like: What is your personal style? Do you like to get dressed up for special occasions?



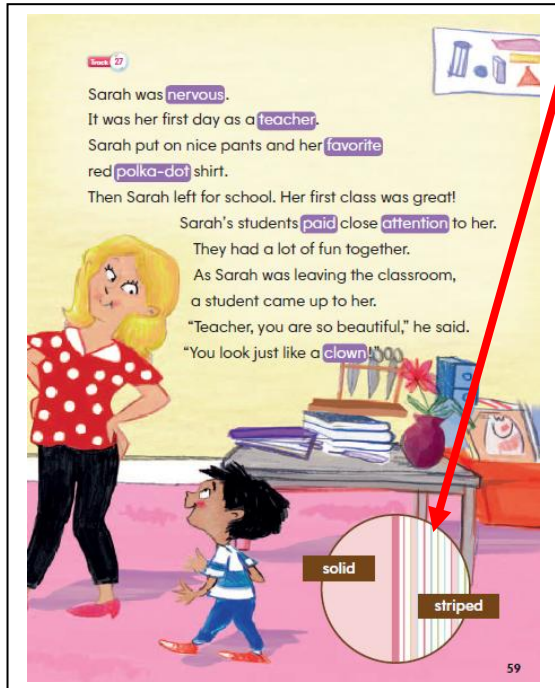
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 58. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 59.
- A "solid" pattern is one with no designs and is only one color. A "striped" pattern is one with lines which can go up and down, or side to side. The stripes can be different colors and sizes.
- Possible Extension: Ask students to talk about what other patterns might look good on clothing or other things.
- Possible Extension: Ask students to think about the target grammar, using adjectives. Ask students to make their own sentences with adjectives using the words "solid" and/or "striped."

### Reading

#### Reading: "All Dressed Up"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 27. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.





## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about sporting events.

- Remind students of the warm-up discussion about style.
- Ask students to think about a special event that they have needed to dress up for (should only be a few minutes at most) and write down some reasons why they chose to wear the clothes they did.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the events that students went to and their reasons for selecting certain clothes.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - A child's red shirt
  - A teacher's first class
  - A clown's teacher
- Sarah was happy that the students \_\_\_\_\_ in class.
  - paid attention
  - cleaned their desk
  - sang and danced
- What did the student say Sarah looked like?
 



a. A clown



b. An artist



c. A teacher

**B Match to put the story in order.**

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

- a. Sarah felt nervous.
- b. Sarah walked into her kindergarten class.
- c. A student said Sarah looked like a clown.
- d. The class paid attention to her.
- e. Sarah put on her polka-dot shirt.

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Choose the best answers.

- I was \_\_\_\_\_ about speaking in front of the class.  
a. beautiful      b. nervous      c. polka-dot
- The \_\_\_\_\_ and students are leaving the classroom together.  
a. clowns      b. teacher      c. kindergartens
- Please \_\_\_\_\_ to me when I'm talking to you.  
a. look like      b. pay attention      c. put on


### Challenge It

Study. Then circle the correct words.

**Language Point**      **Adjectives**

a girl → a **pretty** girl      an apple → a **red** apple  
a panda → a **lazy** panda      an elephant → a **big** elephant

- Sarah put on (nice / first) pants and her favorite shirt.
- Her favorite shirt was the (red / nervous) polka-dot shirt.
- Sarah was leaving the (together / quiet) classroom.
- "You are a (look / beautiful) teacher," a student said.



**Tip**

**Find and circle the words from the reading.**

\* **put on** to dress in; to wear

61

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example phrases together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use adjectives to describe nouns (people, place, things, or ideas).
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 61. Have students refer back to the passage and find the phrase “put on” within the text.



## Homework




**Unit 13 All Dressed Up** Read, write, and say.

- nervous  feeling worried or afraid that something will happen
- teacher  a person who helps children learn in school
- nice  pleasant, attractive, or enjoyable
- favorite  most liked
- polka-dot  dotted
- student  a person who goes to school
- pay attention  to watch or listen to something carefully
- fun  enjoyment or pleasure
- classroom  a room where students learn from teachers
- clown  a person who makes people laugh

**Unit 13 All Dressed Up**

**Practice**

Choose the correct sentences.

-  ☐ a. These are polka-dot pants.  
☐ b. This is a polka-dot shirt.
-  ☐ a. He is a teacher in kindergarten.  
☐ b. He is a teacher in university.
-  ☐ a. The clown has candy.  
☐ b. The clown has a whistle.

**Word Review**

Write the correct words.

clown teacher polka-dot attention

- It was her first day as a \_\_\_\_\_.
- Sarah put on nice pants and her favorite red \_\_\_\_\_ shirt.
- Sarah's students paid close \_\_\_\_\_ to her.
- A student said, "You look just like a \_\_\_\_\_!"

**Reading Fluency**

Read the passage to answer the questions.

It was Sally's first day in kindergarten. Her teacher talked about the fun things they would do this year. Sally was very nervous. So it was hard for Sally to pay attention. At lunch, Sally made a new friend. She began to love her school!

**Reading Check**

Choose the best answers.

- This reading is about Sally's first day in \_\_\_\_\_.  
a. kindergarten b. a house c. a car
- Sally is a \_\_\_\_\_.  
a. mother b. student c. teacher
- It was hard for Sally to \_\_\_\_\_.  
a. eat her lunch b. feel nervous c. pay attention
- Now Sally is excited to \_\_\_\_\_.  
a. go to school b. help her friend c. teach kindergarten

## Vocabulary Workbook

## Writing Workbook 13

13 - vocabulary workbook 1: page 18, Unit 13

- Writing Workbook 1: pages 48-49

## Unit 14 Making Money

### Objectives

- New words: *weed, mow, lawn, cupcake, lemonade, garage sale*
- Sentence pattern: Future Tense with *be going to*

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question on page 63. Read the question aloud.
- Before asking students why the man is paying the girl, ask for volunteers to talk about what they have done to earn money. Ask follow-up questions like: How do you get extra money for spending? What are some things you want to save your money for?



### Look and Think (Go to page 63)

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 28 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 63.
- “Grass” is a plant that is planted to cover large areas of ground. Like all plants, grass is held in place by their “roots.”
- Possible Extension: Ask students to talk about what the roots of plants do (get water to the plant, hold the plant in place).
- Possible Extension: Ask students to think about the target grammar, future tense with *be* going to. Ask students to make their own sentences in future tense with *be* going to using the words “grass” and/or “roots.”

### Reading

#### Reading: “Making Money”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 29. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about sporting events.

- Remind students of the warm-up discussion about earning money.
- Ask students to think about anything expensive they would like to buy in the future (should only be a few minutes at most) and write down some reasons why they want the item and how they might earn the money to buy it.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the items students want and how they will raise money.


### Check It

**A Choose the best answers.**


- What is the reading about?
  - How Lisa makes money
  - What to buy
  - Where Lisa lives
- With her money, Lisa wants to help some \_\_\_\_\_.
  - pets
  - children
  - plants
- What did Lisa NOT do to make money during summer?
 



a. Baked cupcakes



b. Mowed lawns



c. Washed cars

**B Put the words in the right places.**

baked
herself
neighbor's
spent

✓  
Did

✗  
Didn't

- Lisa mowed the <sup>1</sup> \_\_\_\_\_ lawns.
- Lisa <sup>2</sup> \_\_\_\_\_ cupcakes.
- Lisa <sup>3</sup> \_\_\_\_\_ all of the money.
- Lisa bought something nice for <sup>4</sup> \_\_\_\_\_.

64



### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

cupcakes   mow   lemonade   weeds

1. How often do you have to \_\_\_\_\_ the lawn?
2. She didn't have a cake on her birthday; she had \_\_\_\_\_.
3. There are a lot of \_\_\_\_\_ in our lawn!
4. I don't drink \_\_\_\_\_ because I dislike sour drinks.

Challenge It


Study. Then circle the correct words.

Language Point
Future with *be going to*

I **am going to** help some children.  
He **is going to** buy a new phone.

We **are going to** get up early.  
They **are going to** go to the park.

1. Lisa (is / are) going to bake cupcakes to sell.
2. I (am / is) going to make more money to help people.
3. It (is / are) going to rain tomorrow.
4. They (is / are) going to watch a movie tonight.



Find and circle the words from the reading.  
\* **make money** to earn money

65

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the future tense with *be going to* when they want to talk about something they plan to do in the future.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

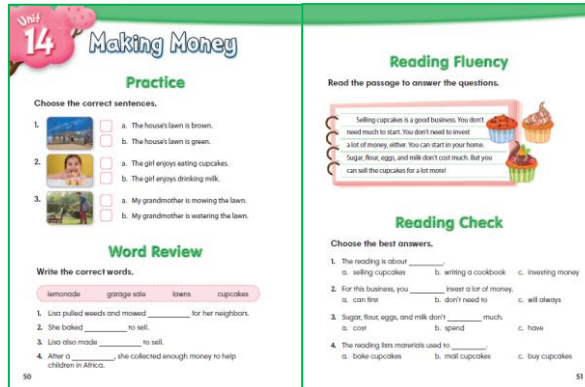
- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students' attention to the Tip at the bottom of page 65. Have students refer back to the passage and find the phrase “make money” within the text.



## Homework



## Vocabulary    Workbook

## Writing Workbook 14

14

- vocabulary workbook 1: page 19, Unit 14

- Writing Workbook 1: pages 50-51

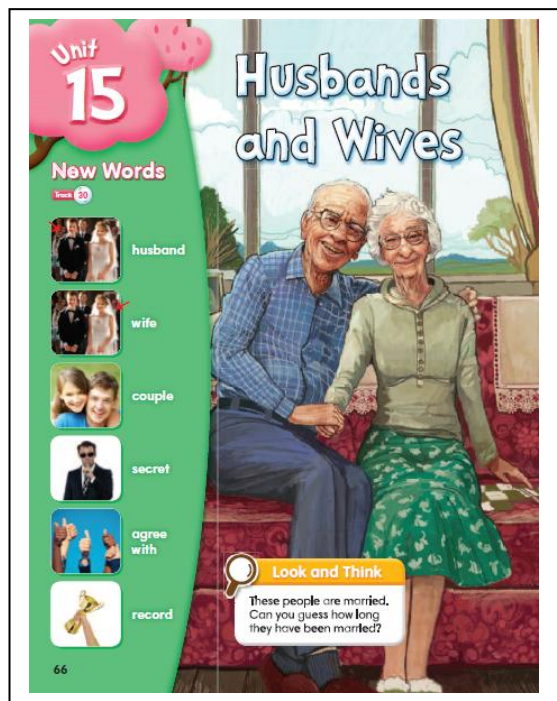
## Unit 15 Sports Day

### Objectives

- New words: *husband, wife, couple, secret, agree with, record*
- Sentence pattern: Gerunds (Verb(ing))

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students to guess how long the couple have been married, ask for volunteers to talk about what they know about being married. Ask follow-up questions like: What are some things that are important in a friendship? What does it mean to be married? How long have the married people you know been married?



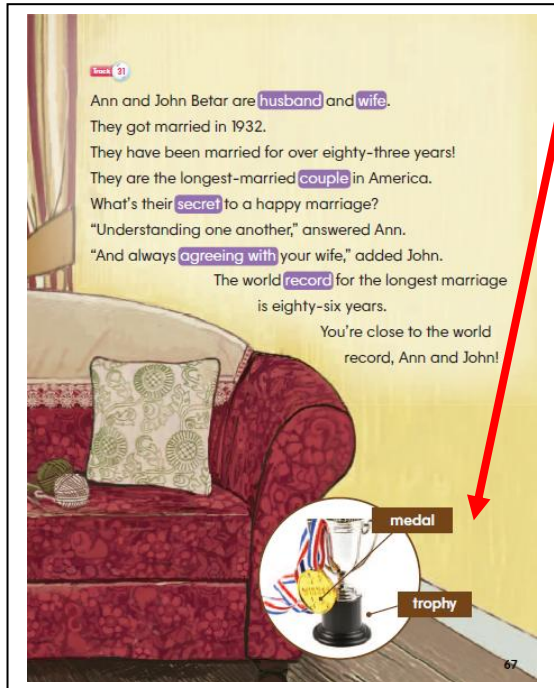
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 66. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 30 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 67.
- A “medal” and a “trophy” are both things people can win in a competition.
- Possible Extension: Ask students to talk about what types of competitions can result in winning a medal or trophy.
- Possible Extension: Ask students to think about the target grammar, gerunds. Ask students to make their own sentences with gerunds using the words “medal” and/or “trophy.”

### Reading

#### Reading: “Husbands and Wives”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 31. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about sporting events.

- Remind students of the warm-up discussion about married people.
- Ask students to think about their best friend (should only be a few minutes at most) and write down some reasons why they consider the person to be their best friend. They can also talk about what happens when they disagree with their best friend; how do they make up?
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the traits of a best friend.

### Check It

**A Choose the best answers.**

- What is the reading about?  
a. Adventure      b. Marriage      c. Failure
- John's secret is to \_\_\_\_\_.  
a. agree with his wife  
b. get married young  
c. have lots of kids
- How many years is the world record in the reading?  


<80  
 a. Less than eighty years

=80  
 b. Eighty years

>80  
 c. More than eighty years

**B Put the words in the right places.**

understand      America      over      longer



- They have been married <sup>1</sup> \_\_\_\_\_ eighty years.
- They are the longest married couple in <sup>2</sup> \_\_\_\_\_.
- They try to <sup>3</sup> \_\_\_\_\_ and agree with each other.
- They will have a world record if they stay married a little <sup>4</sup> \_\_\_\_\_.

Ann and John Betar

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to find and circle the words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

### Expansion

Play “Spelling Corners.”


This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Read the clues. Then find and circle the words.

h	u	s	b	a	n	d
g	f	a	i	l	w	s
w	p	o	g	d	i	s
n	a	b	c	g	f	c
e	r	s	h	u	e	r
g	c	o	u	p	l	e
r	e	c	o	r	d	t



- The best achievement
- A married man
- A married woman
- Two married people

Challenge It

Study. Then circle the correct words.

Language Point

Gerunds


Revealing secrets is bad.

Singing makes me feel peaceful.

Protecting his wife is good.

Exercising helps you stay healthy.

1. Agreeing with each other (helps / helping), too.
2. Setting the world record (is / are) not easy.
3. Becoming the longest-married couple in the world (has / have) some benefits.
4. Understanding one another (is / are) important.



Find and circle the words from the reading.

\* get married to become husband and wife

69

### Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that gerunds are created by adding *-ing* to a verb. Gerunds act as nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

### Tip

- Direct students’ attention to the Tip at the bottom of page 69. Have students refer back to the passage and find the phrase “get married” within the text.



## Homework




**Unit 15 Husbands and Wives** Read, write, and say.

- husband ☐ a married man
- wife ☐ a married woman
- year ☐ a period of time that is equal to twelve months
- couple ☐ two people in a romantic relationship
- secret ☐ a piece of information that you cannot tell
- understand ☐ to know or learn something
- agree with ☐ to have the same idea about something
- record ☐ the best result that has been achieved
- marriage ☐ the relationship between a husband and a wife
- close ☐ almost, near

**Unit 15 Husbands and Wives**

**Practice**

Choose the correct sentences.

-  ☐ a. His wife has a fever.  
☐ b. Her husband has a fever.
-  ☐ a. The two downs look like a happy couple.  
☐ b. The two cooks look like a happy couple.
-  ☐ a. The runner set a world record.  
☐ b. The swimmer set a world record.

**Word Review**

Write the correct words.

agreeing husband secret couple

- Ann and John Bear are \_\_\_\_\_ and wife.
- They are the longest-married \_\_\_\_\_ in America.
- What's their \_\_\_\_\_ to a happy marriage?
- "Always \_\_\_\_\_ with your wife," said John.

**Reading Fluency**

Read the passage to answer the questions.

Tim McGraw and Faith Hill are singers. Before they got married, they recorded a song together called "It's Your Love." Many people heard the song and liked it. It became a number one song. Now they are husband and wife. They sing many songs together. Isn't that cool?

**Reading Check**

Choose the best answers.

- The reading is about a \_\_\_\_\_.  
a. country singer's wife b. marriage song c. couple of singers
- The man and the woman \_\_\_\_\_ together.  
a. set a world record b. recorded a song c. sang on their marriage
- The song called "It's Your Love" \_\_\_\_\_.  
a. has no words in it b. is his wife's favorite c. was a big hit
- Now the two singers are husband and \_\_\_\_\_.  
a. children b. wife c. mom

## Vocabulary Workbook

## Writing Workbook 15

15

- vocabulary workbook 1: page 20, Unit 15

- Writing Workbook 1: pages 52-53

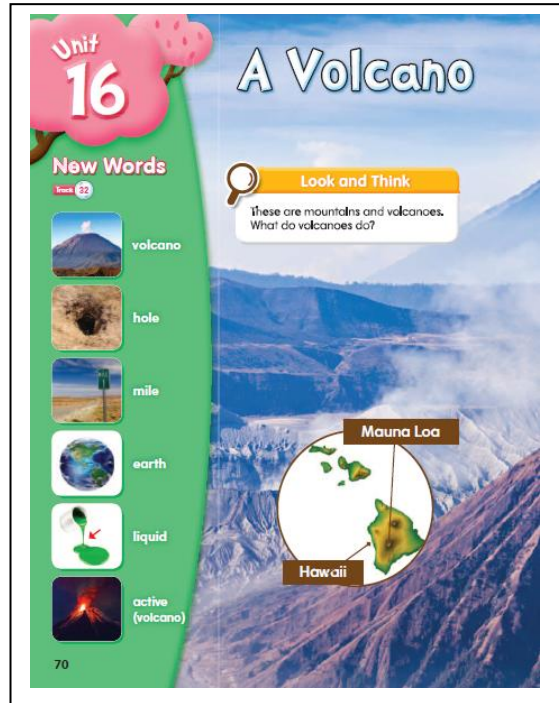
## Unit 16 A Volcano

### Objectives

- New words: *volcano, hole, mile, earth, liquid, active (volcano)*
- Sentence pattern: Prepositions (*in, into, on*)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they know what volcanoes do, ask for volunteers to talk about what they know about mountains. Ask follow-up questions like: How do mountains and/or volcanoes form? Where are mountains near you? Do you like to hike or walk in the mountains? What else can you do in the mountains?



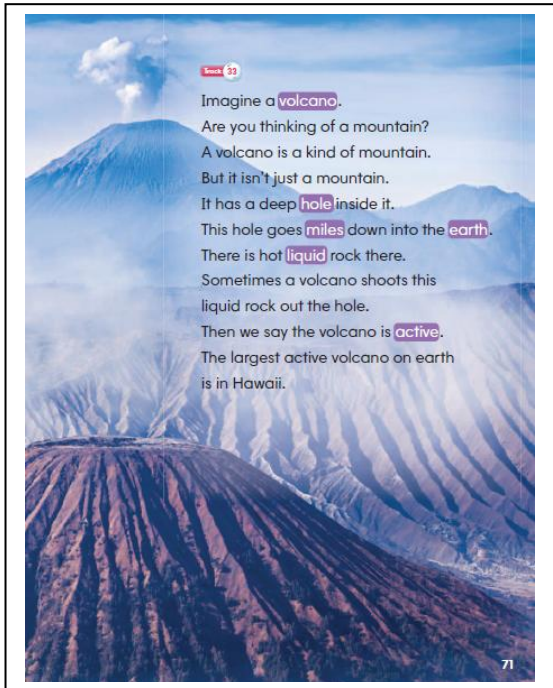
### Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

### Before Reading

#### New Words

- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



### Did You Know?

- Focus students to the related content at the bottom of page 70.
- “Hawaii” is a part of the USA. It is made up of a series of volcanoes. The largest volcano on the planet is “Mauna Loa.” It is also a part of Hawaii.
- Possible Extension: Ask students to talk about other volcanoes they know of.
- Possible Extension: Ask students to think about the target grammar, prepositions. Ask students to make their own sentences with prepositions using the words “Hawaii” and/or “Mauna Loa.”

### Reading

#### Reading: “A Volcano”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 33. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## After Reading

### Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion


Talk about sporting events.


- Remind students of the warm-up discussion about mountains.
- Ask students to think about the natural features (mountains, rivers, etc) that they really enjoy visiting (should only be a few minutes at most) and write down some reasons why they like these places. They can talk about what they like to do there as well.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places that students enjoy and the things they like to do there.


### Check It

**A Choose the best answers.**

- What is the reading about?  
a. Hawaii      b. The sea      c. A volcano
- In a volcano, you can find \_\_\_\_\_.  
a. hot liquid rock  
b. miles of mountains  
c. shooting rocks
- Which of the following can be found in Hawaii?  

  
 a. The most volcanoes

  
 b. The deepest volcano hole

  
 c. The largest active volcano

**B Write the correct words.**


rock    deep    hole    shoots

Is a mountain with a  
 1 \_\_\_\_\_ hole in it.

2 \_\_\_\_\_ out the liquid rock when it is active.

can have a 3 \_\_\_\_\_ that goes miles into the earth.

may have hot liquid 4 \_\_\_\_\_ down in its hole.

  
 A volcano ...

72

## Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

## Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

### Learn It

Choose the best answers.

- No one thought the \_\_\_\_\_ was active until smoke came out of it.  
a. perhaps      b. largest      c. volcano
- I agree with the idea that old people need to stay \_\_\_\_\_.  
a. rock      b. active      c. earth
- You can walk to the bank from here. It is less than a(n) \_\_\_\_\_ away.  
a. mile      b. inside      c. deep


### Challenge It

Study. Then circle the correct words.

**Language Point**

**Prepositions**

He is not **in** the room.  
He walks **into** the room.  
The cat is **on** the bed.



- A volcano is a mountain with a hole (in / on) it.
- A volcano's hole goes miles (on / into) the earth.
- An active volcano can shoot liquid rock (into / on) the air.
- Hawaii has the largest active volcano (on / in) earth.

**Find and circle the words from the reading.**

\* **think of** to see in one's mind; to imagine

**Tip**

73

## Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should prepositions to talk about **where** someone or something is or was located.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

## Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

## Tip

- Direct students' attention to the Tip at the bottom of page 73. Have students refer back to the passage and find the phrase “think of” within the text.

## Homework

**Unit 16 A Volcano** Read, write, and say.

1. volcano

2. mountain

3. deep

4. hole

5. mile

6. earth

7. liquid

8. rock

9. active

10. Hawaii

11. a mountain with a hole

12. a place of land that is much higher than everything around it

13. not shallow

14. an opening into or through something

15. a unit for measuring distance

16. the planet where people live

17. water

18. the hard material that the earth is made of


19. not asleep; able to begin at any time


20. one of the 50 consisting of islands


**Unit 16 A Volcano**

**Practice**

Choose the correct sentences.

1.  a. The tree has some holes in it.  
b. The tree has some squirrels in it.

2.  a. Perhaps these liquids are good to drink.  
b. Perhaps these nuts are good to eat.

3.  a. The river is many miles long.  
b. The road is many miles long.

**Word Review**

Write the correct words.

miles hole active volcano

1. A volcano has a deep \_\_\_\_\_ inside it.

2. This hole goes \_\_\_\_\_ down into the earth.

3. Sometimes a \_\_\_\_\_ shoots this liquid rock out the hole.

4. Then we say the volcano is \_\_\_\_\_.

**Reading Fluency**

Read the passage to answer the questions.

In 2015, a big earthquake hit Nepal. More than 4,000 people died. People lost their loved ones and homes. But during this hard time, many countries also offered to help. About 1,200 volunteers and doctors flew to Nepal. Everyone worked together to help people in need.

**Reading Check**

Choose the best answers.

1. The reading is about a(n) \_\_\_\_\_ in Nepal.  
a. volcano b. mountain c. earthquake

2. People lost their loved ones and \_\_\_\_\_.  
a. homes b. countries c. cats

3. Over 1,000 \_\_\_\_\_ and volunteers went to Nepal to help.  
a. doctors b. rich people c. police officers

4. Everyone worked \_\_\_\_\_ to help people in need.  
a. together b. alone c. by oneself

## Vocabulary Workbook

## Writing Workbook 16

16

- vocabulary workbook 1: page 21, Unit 16

- Writing Workbook 1: pages 54-55