

Unit 1 Omelets

Objectives

- New words: *prepare, stove, mix, salt, minute*
- Sentence pattern: Simple Present
(Mike likes Omelets!)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students if they like to cook, ask for volunteers to talk about what they cook by themselves (What kind of food [fried eggs, sandwiches, hamburgers, etc]? Has anyone ever cooked in real life? Has anyone ever cooked with friends or their family?).

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.

Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*prepare, mix*] in the pictures. Have students work individually or in pairs to find and circle all these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to all two words together as a class.



Bonus Words

- Focus students to the related content at the top of page 7.
- A “stir” and “pan” are both used in cooking.



“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.

- Possible Extension: Ask students to talk about what they can make with a pan and a spoon stirring the food.

- Possible Extension: Ask students to think about any other words related to cooking. Ask students to make their own sentences using the words “stir” and/or “pan.”

Reading

Reading: “Omelets”

- 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

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 making food.

- Remind students of the warm-up discussion about cooking.
- Ask students to think about food that they can make or they really enjoy eating (should only be a few minutes at most) and write down some reasons why they like.
- 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 food that students can make or they like to eat.



check It

A Choose the best answers.

- What is the reading about?
 a. Singing **b. Cooking** c. Farm
- Mike heats _____ in a pan.



 a. delicious b. half c. butter
- He turns off the _____ after two minutes.



 a. stove b. like c. salt

B Write numbers to put the story in order.

Cook the mix in the pan for two minutes.

Turn off the stove.

1 Mix ingredients in a bowl.

Fold the omelet in half.

8

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 "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.


Learn It


Write the correct words.

mixes
minutes
~~prepare~~


- Omelets are easy to  prepare.
- Mike  _____ ingredients.
- He cooks the mix for two  _____.

Say & Write It


Listen, write, and say. 




~~eggs~~
~~cheese~~



How can I prepare
eggs?



peas
salt



Cook them in a pan
with cheese.

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 04. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 04 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 01 Omelets read, write, and say

1. prepare. Omelets are easy and fun to _____
_____ prepare
2. can come from milk. _____
_____ can come from milk.
3. He heats butter in a _____ on the stove.
_____ pan
4. He turns off the _____.
_____ stove
5. _____ milk, three eggs, salt, and pepper in a bowl.
_____ mix
6. Add _____ to the eggs.
_____ salt
7. Cook the mix in the pan for two _____.
_____ minutes
8. I use a spoon to _____ my soup.
_____ stir

Unit 01 Omelets

Find and circle the words.

| | | | | | |
|---|---|---|---|---|---|
| C | O | M | E | T | S |
| E | A | S | I | E | S |
| P | R | E | P | A | R |
| R | I | B | O | I | L |
| E | J | I | P | I | N |
| P | E | R | P | E | R |
| E | M | G | O | V | E |
| R | P | C | O | O | K |
| E | D | I | T | E | N |

Words

1. a. You need a stove for the egg.
b. You need salt for the egg.
2. a. I mixed chicken.
b. I prepared chicken.

Write the words in the correct order.

1. Omelets are _____ to prepare. _____ easy and fun.
2. Mike heats _____ in a pan. _____ butter.
3. _____ in half. _____ He folds _____ the omelet.

Listen and write.

Mike likes to _____ omelets. They're easy and fun to _____. He heats butter in a pan on the stove. He mixes milk, three eggs, salt, and pepper in a bowl. He cooks the mix in the pan for two _____. Then he adds cheese. He turns off the _____. He folds the omelet in half. Enjoy—yum!

Vocabulary Workbook 1

Writing Workbook 1

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

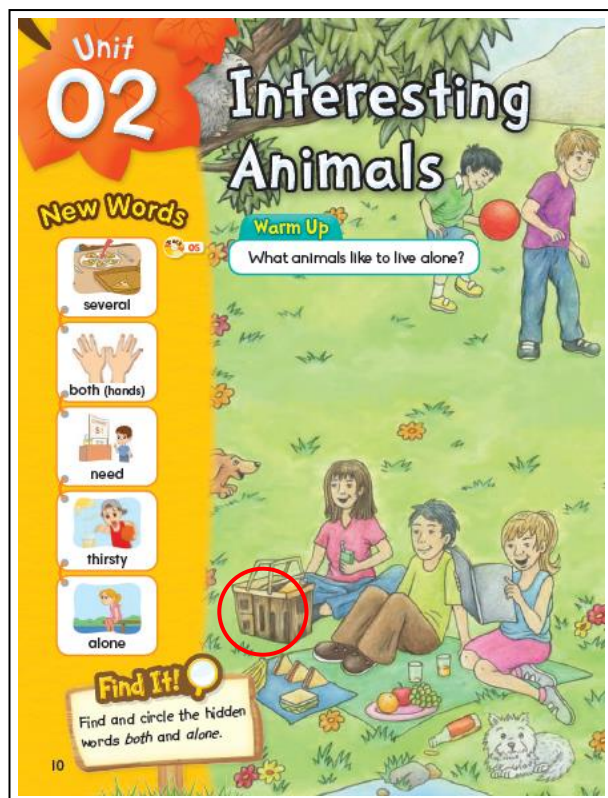
Unit 2 Interesting Animals

Objectives

- New words: *several, both, need, thirsty, alone*
- Sentence pattern: Using conjunctions
(We both get hungry and thirsty, so we both need food and water.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students if they like animals, ask for volunteers to talk about what they know about animals (Where do different animals live? What animals are their favorite? How do animals interact with other animals?).



Before Reading

New Words

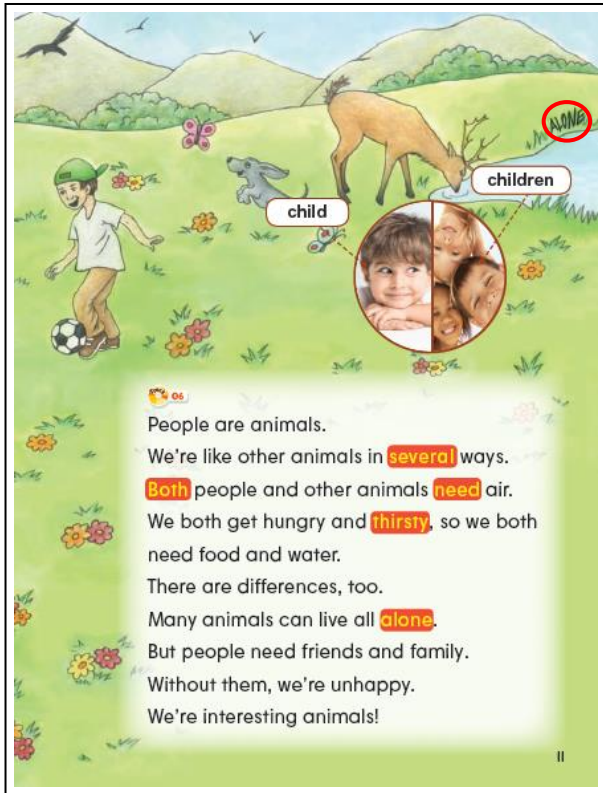
- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 05 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*both, alone*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.

Bonus Words

- Focus students to the related content at the top of page 11.
- The word “children” is the irregular plural form of the word “child.”



• Possible Extension: Ask students to talk about when they would use the word child or children in sentences.

• Possible Extension: Ask students to talk about other words they can think of with irregular plurals (mouse/mice, man/men, etc)

Reading

Reading: “Interesting Animals”

• 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 06. 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 animals.
- Ask students to think about animals that they like to see or watch (should only be a few minutes at most) and write down some reasons why they like that 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 like to see or watch.






check It

A Choose the best answers.

- What is the reading about?
 a. Lucky b. Food c. Animals
- People are like other animals in _____ ways.
  
 a. several b. eggs c. unhappy
- People and other animals both get _____.
  
 a. thirsty b. alone c. fun

B Choose the correct words and write.

family interesting ~~-Both-~~

-  Both people and other animals need air.
-  Without friends and _____, we're unhappy.
-  We're _____ animals!

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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."

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

Write the correct words.

1. People need _____ both air and water.
-both- several


2. Lots of animals can live all _____.
alone unhappy

3. But people _____ friends and family.
live need


Say & Write It

Listen, write, and say. 🎧 07

1




friends
unhappy




Why do people need _____?

2



clothes
cold



Without them, people are _____.

13

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 07. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 07 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Interesting Animals Read, write, and say. **Unit 02**

We're like other animals in _____ ways.

_____ people and other animals need air.

We both _____ food and water.

We both get hungry and _____.

Many animals can live all _____.

People need friends and _____.

The _____ live in parks.

Let's help some _____ in Africa!

1. several
2. both
3. need
4. thirsty
5. alone
6. family
7. child
8. children

Unit 02 Interesting Animals

Complete the crossword.

Across: b e t h

Down: 1. a. Both children are running. b. Both children are unhappy. 2. a. There are several animals. b. There is a thirsty animal.

Write and match.

1. Both people and other animals need air.

2. We both get hungry and _____.

3. Many animals can live all _____.

Listen and write.

People are animals. We're like other animals in _____ ways. Both people and other animals need air. We both get hungry and thirsty, so we both need food and water. There are differences, too. Many animals can live all _____ alone. But people need friends and _____ family. Without them, we're unhappy. We're interesting _____ children.

Vocabulary Workbook 1

Writing Workbook 1

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

Unit 3 Living on the Moon

Objectives

- New words: *far, hard, air, plan, building*
- Sentence pattern: Using contractions
(The moon isn't very far.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what they can see in the night sky, ask for volunteers to talk about what they know about space (What do you see in the night sky? How is the night sky different from the sky during the day?).

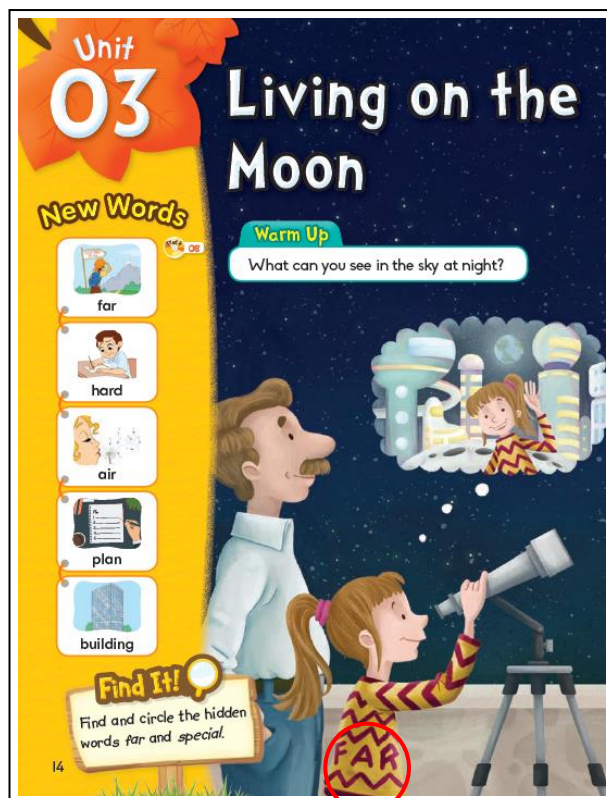
Before Reading

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 08 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

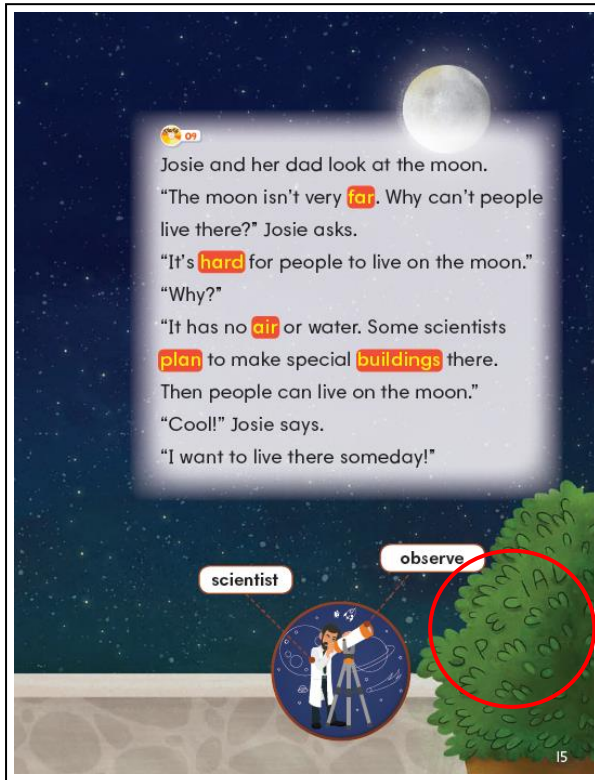
Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*far, special*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 15.
- Some “scientists” will “observe” the stars.



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.

- Possible Extension: Ask students to talk about what other things scientists might observe.

- Possible Extension: Ask students to come up with other science-related words. Ask students to make their own sentences using “scientists” and “observe.”

Reading

Reading: “Living on the Moon”

- 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

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 space.

- Remind students of the warm-up discussion about space.
- Ask students to think about what they enjoy most about the night sky (should only be a few minutes at most) and write down some reasons why they like that thing.
- 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 objects that students like to see in the night sky.



Check It

A Choose the best answers.

- What is the reading about?
a. The moon b. Scientists c. Air
- The moon isn't very _____.
 a. big
  b. far
  c. plan
- "Why can't _____ live on the moon?" Josie asks.
 a. water
  b. different
  c. people

B Write numbers to put the story in order.

"It has no air or water," her dad says.

"I want to live there someday!" says Josie.

He also says, "Scientists plan to make special buildings there."

Josie and her dad look at the moon.

16

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 Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

Write the correct words.

buildings
hard
air

1. It's _____ for people to live on the moon.
2. The moon has no _____ or water.
3. Scientists plan to make special _____ there.

Say & Write It

Listen, write, and say. 🎧 10

moon
air

sun
water

Why can't people live on the _____?

Because there is no _____.

17

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 10. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 10 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 03 Living on the Moon Read, write, and say.

- The moon isn't very far.
- Why can't people live on the moon?
- It's hard for people to live on the moon.
- The moon has no air or water.
- Some scientists say that astronauts are smart.
- They plan to make special buildings.
- What is the tallest building?
- Scientists use telescopes to observe stars.

Unit 03 Living on the Moon

Find and circle the words.

| | | | | | | |
|---|---|---|---|---|---|---|
| W | O | P | T | Z | L | N |
| X | I | H | T | O | K | J |
| P | X | E | C | T | M | I |
| S | E | K | U | W | P | B |
| C | I | O | F | H | R | A |
| W | I | X | P | I | O | E |
| Q | I | X | I | N | Y | N |
| E | I | Y | X | V | W | D |
| G | O | P | I | O | N | G |

Choose the correct sentences.

- ☐ a. The buildings are far.
☐ b. The road is far.
- ☐ a. It's a hard day.
☐ b. It's a special day.

Write the words in the correct order.

- very far isn't The moon
- or water It has no air
- to live there I want someday

Listen and write.

Josie and her dad look at the moon.
 "The moon isn't very far. Why can't people live there?"
 Josie asks.
 "It's far for people to live on the moon."
 "Why?"
 "It has no air or water. Some scientists
 plan to make special buildings there. Then people can
 live on the moon."
 "Cool!" Josie says.
 "I want to live there someday!"

Vocabulary Workbook 1

Writing Workbook 1

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

Unit 4 Groundhog Day

Objectives

- New words: *February, below, winter, famous, spring*
- Sentence pattern: Using adverbial phrases
(On this day, an animal tells the future!)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what their favorite day of the year is, ask for volunteers to talk about what they know about the seasons (What happens to the weather in the winter? How are the season different? What important days happen during each season?).

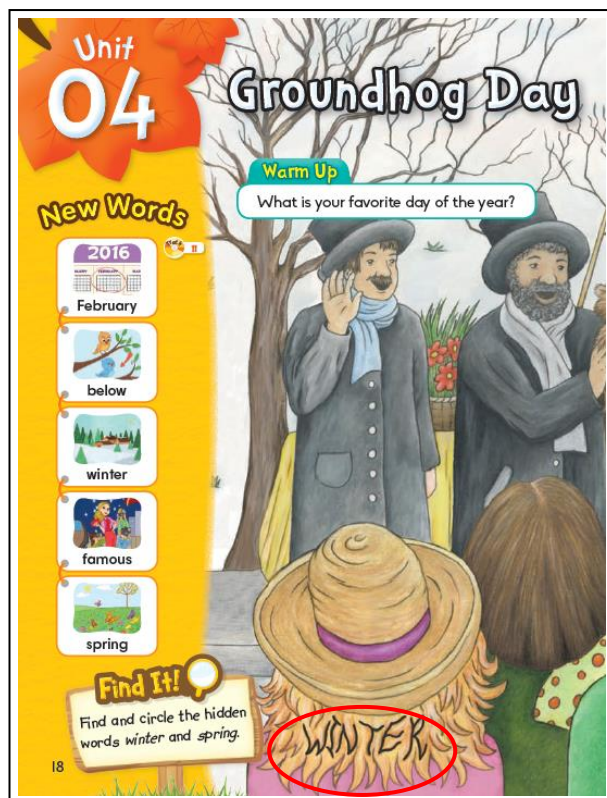
Before Reading

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 11 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

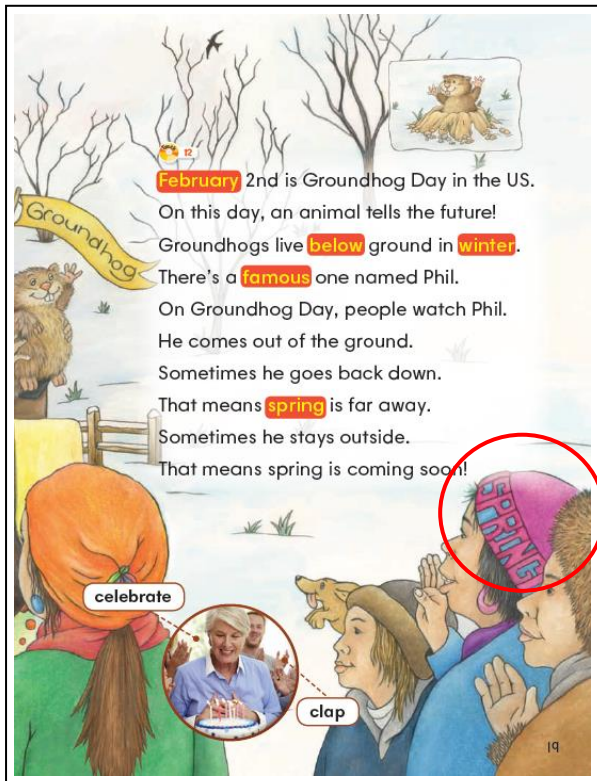
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*winter, spring*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 19.
- People often “celebrate” and “clap” when something exciting happens.
 - Possible Extension: Ask students to talk about what things they “celebrate” or “clap for.”
 - Possible Extension: Ask students to make their own sentences using “celebrate” and “clap.”



Reading

Reading: “Groundhog 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 12. 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.

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 seasons.

- Remind students of the warm-up discussion about seasons.
- Ask students to think about what they like to do for fun in each of the four seasons (should only be a few minutes at most) and write down some reasons why they like those activities.
- 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 activities students like to do in each season.






Check It

A Choose the best answers.

- What is the reading about?
 a. Animals b. Great c. A holiday
- On Groundhog Day, an animal tells the _____!



 a. future b. look c. bear
- Phil goes back down. That means _____ is not over.



 a. winter b. play c. night

B Choose the correct words and write.

ground outside below

-  Groundhogs live _____ ground in winter.
-  Phil comes out of the _____.
-  Sometimes Phil stays _____.

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 write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.

Learn It

Write the correct words.

1. _____ 2nd is Groundhog Day in the US.
Ground February

2. There's a _____ groundhog named Phil.
famous far

3. That means _____ is coming soon!
below spring

Say & Write It

Listen, write, and say. 🗣️ 📝

1



Groundhog Day
February



When is _____?

2



our trip
the spring



It's in _____

21

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 13. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 13 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Groundhog Day Read, write, and say. Unit 04

_____ 2nd is Groundhog Day in the US.

On Groundhog Day, an animal tells the _____.

Groundhogs live _____ ground in winter.

I like _____ because of the snow.

There's a _____ groundhog named Phil.

There are lots of butterflies in the _____.

Everyone _____ after the show.

I _____ my birthday with my family.

- February
- future
- below
- winter
- harvest
- spring
- clap
- celebrate

Unit 04 Groundhog Day

Complete the crossword.

Choose the correct sentences.

1. a. February is in winter. b. February is in spring.

2. a. Carrots grow below ground. b. Carrots grow above ground.

Write and match.

1. Groundhogs live _____ ground in winter.

2. There's a _____ groundhog named Phil.

3. That means _____ is for away.

Listen and write.

February 2nd is Groundhog Day in the US. On this day, an animal tells the @ _____. Groundhogs live below ground in @ _____. There's a famous one named Phil. On Groundhog Day, people watch Phil. He comes out of the @ _____. Sometimes he goes back down. That means spring is far away. Sometimes he stays outside. That means @ _____ is coming soon!

Vocabulary Workbook 1

Writing Workbook 1

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

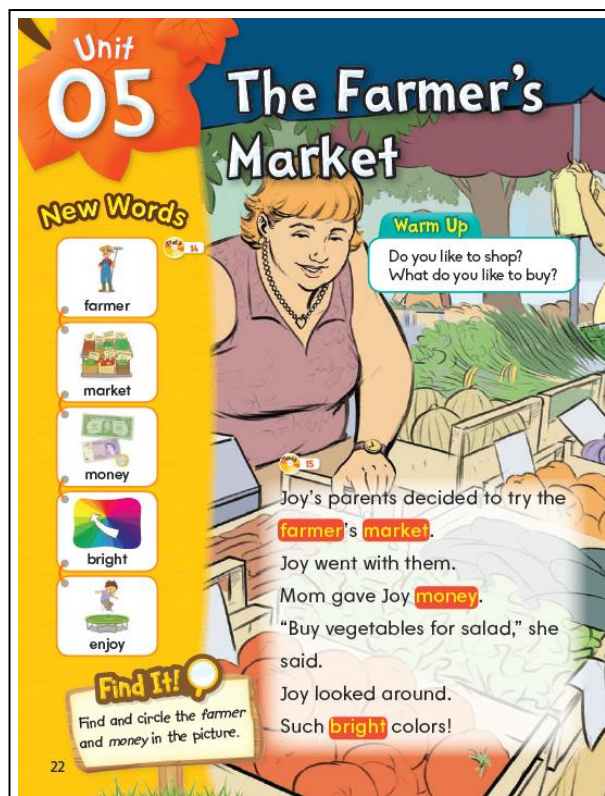
Unit 5 The Farmer's Market

Objectives

- New words: *farmer, market, money, bright, enjoy*
- Sentence pattern: Simple past
(Joy went with them. It was fresh and tasty.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students if they like to shop and what they like to buy, ask for volunteers to talk about what they know about buying things outdoors (Have they been to outdoor markets? What types of things can you buy outdoors? When is the best time to go to an outdoor market?).



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 14 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two pictures [*farmer, money*] that students need to circle. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two pictures together as a class.

Bonus Words

- Focus students to the related content at the top of page 23.
- People can “shop” for fresh fruit and vegetables. They can have a “tasty” treat.



• Possible Extension: Ask students to talk about where else they might be able to “shop” for “tasty” treats.

• Possible Extension: Ask students to talk about things they have bought in the past.

Reading

Reading: “The Farmer’s Market”

- 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 write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion




Talk about shopping.




- Remind students of the warm-up discussion about outdoor markets.
- Ask students to think about types of stores they visit for different items (should only be a few minutes at most) and write down some reasons why they go to those stores for those items.
- 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 stores students go to and what they buy at those stores.

Check It

A Choose the best answers.

1. What is the reading about?
a. Chocolate b. A market c. A farmer

2. Mom gave Joy money for _____.
  
a. water b. look c. vegetables

3. The _____ was fresh and tasty.
  
a. home b. enjoy c. salad

B Write numbers to put the story in order.

She enjoyed choosing the vegetables.

Joy went with her parents.

Joy's parents decided to try the farmer's market.

Later, at home, Joy made the salad.

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 write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion




Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It


Write the correct words.


bright
farmer
market


1. Joy went to the  _____'s market.
2. She looked around. Such  _____ colors!
3. "Let's go to the  _____ again!" Joy said.

Say & Write It


Listen, write, and say. 🗣️ 📝


vegetables
salad


tomatoes
sandwich



Why did you buy _____ at the market?



I bought them for a _____.

25

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 16. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 16 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



Homework

Unit 05 The Farmer's Market Read, write, and say.

1. The _____ had several cows and horses.
2. Jay's parents decided to try the farmer's _____.
3. Mom gave Jay _____.
4. She enjoyed choosing the best _____.
5. Such _____ colors!
6. She _____ making the salad.
7. The salad was fresh and _____.
8. I _____ for food every Sunday.

Unit 05 The Farmer's Market

Find and circle the words.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| T | J | F | O | R | M | E | R | S |
| N | H | J | W | O | D | E | N | |
| N | F | K | O | R | N | O | P | |
| E | N | J | O | Y | K | E | N | |
| T | J | D | H | I | Y | N | T | |
| E | M | E | T | K | E | T | O | |
| W | E | T | I | X | Q | U | B | |
| B | R | I | G | H | T | C | O | |
| B | E | U | G | I | M | O | W | |

Choose the correct sentences.

1. ☐ a. The girl grows vegetables.
☐ b. The farmer grows vegetables.
2. ☐ a. The salad has bright colors.
☐ b. The market has bright colors.

Write the words in the correct order.

1. money gave Jay Mom
2. Buy for salad vegetables
3. home Jay made the salad later, at

Listen and write.

Jay's parents decided to try the farmer's _____.
 Jay went with them. Mom gave _____.
 Jay money. "Buy vegetables for salad," she said. Jay _____.
 looked around. Such _____ colors!
 She enjoyed choosing the best vegetables. Later, at _____,
 home, Jay made the salad. It was fresh and _____.
 Jay said, "I love the farmer's market!" Jay _____.
 said, "Let's go _____!"

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 10, Unit 5
- Writing Workbook 1: pages 32-33

Unit 6 Lucky Me!

Objectives

- New words: *baseball, fan, view, field, swing*
- Sentence pattern: Using adjectives
(We had a good view of the field.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students if they like watching or playing baseball, ask for volunteers to talk about what they know about different sports (What sports are popular in your school? What are your favorite sports to watch?).

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 17 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

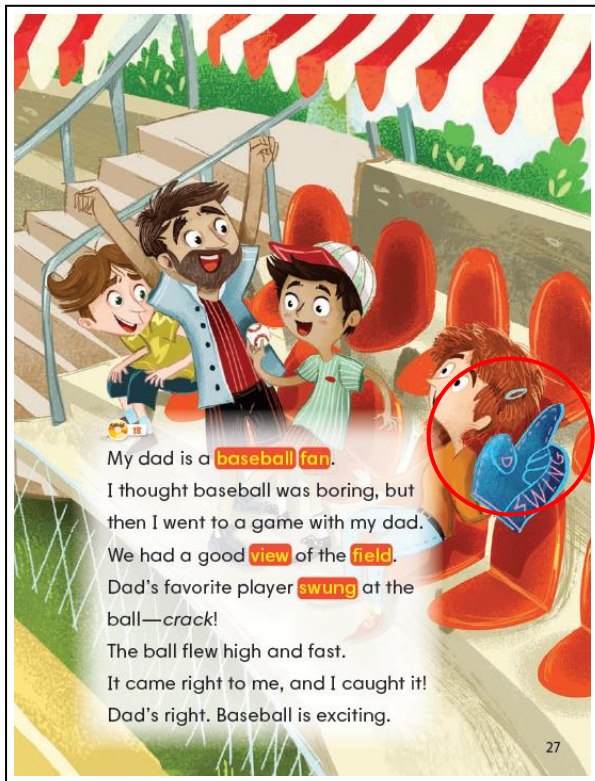
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*view, swing*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 26.
- People might “cheer” when they are “amazed” by something exciting.
 - Possible Extension: Ask students to talk about when they have been “amazed” by. Ask students to talk about why they “cheer” for something.
 - Possible Extension: Ask students to make their own sentences using “amazed” and “cheer.”



Reading

Reading: “Lucky Me!”

- Read the story of page 27 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 18. 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 sports.




- Remind students of the warm-up discussion about baseball.
- Ask students to think about what sports or activities they enjoy (should only be a few minutes at most) and write down some reasons why they like that sport or activity.
- 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 sports and/or activities that students enjoy.

Check It

A Choose the best answers.


1. What is the reading about?
a. A video game b. Uniforms c. A baseball game


2. I thought baseball was _____.
 a. boring  b. view  c. beautiful


3. The ball flew high and _____.
 a. exciting  b. fan  c. fast

B Choose the correct words and write.

caught Baseball game

1.  I went to a baseball _____ with my dad.

2.  The ball came to me, and I _____ it!

3.  Dad's right. _____ is exciting.

28

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 Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

Write the correct words.

1. My dad is a baseball _____
fan game


2. Dad and I had a good view of the _____
ball field

3. The player _____ at the ball—*crack!*
came swung

Say & Write It

Listen, write, and say. 🗣️ 📝


1



baseball
exciting

What do you think about _____?

2



golf
boring

I think it's _____

29

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 19. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 19 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Lucky Me! Read, write, and say. Unit 06

My dad is a _____ fan.

She is a big _____ of the play.

We had a good _____ of the field.

All the players were on the _____.

Dad's favorite player _____ of the ball.

The ball flew high and _____.

Joy's mom wanted to _____ her up.

The boy looked _____.

1. baseball
2. fan
3. view
4. field
5. swing
6. fast
7. cheer
8. amazed

Unit 06 Lucky Me!

Complete the crossword.

Choose the correct sentences.

1. a. She is enjoying the view.
b. She is enjoying the game.

2. a. The fans are on the field.
b. The players are on the field.

Write and match.

1. My dad is a baseball _____.

2. We had a good view of the _____.

3. The _____ flew high and fast.

Listen and write.

My dad is a _____ fan. I thought _____ baseball was boring, but then I went to a game _____ with my dad. We had a good _____ of the field. Dad's favorite player _____ at the ball—crack! The ball flew high and fast. It came right to me, and I caught it! Dad's right. Baseball is _____.

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 11, Unit 6
- Writing Workbook 1: pages 34-35

Unit 7 Lines Everywhere

Objectives

- New words: *math, line, artist, straight, wavy*
- Sentence pattern: Using infinitives
(Then you do need to study lines.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students where they can see straight and round lines, ask for volunteers to talk about what they know about art (What is your favorite color? What is the difference between drawings and paintings? Where do you like to see art?).

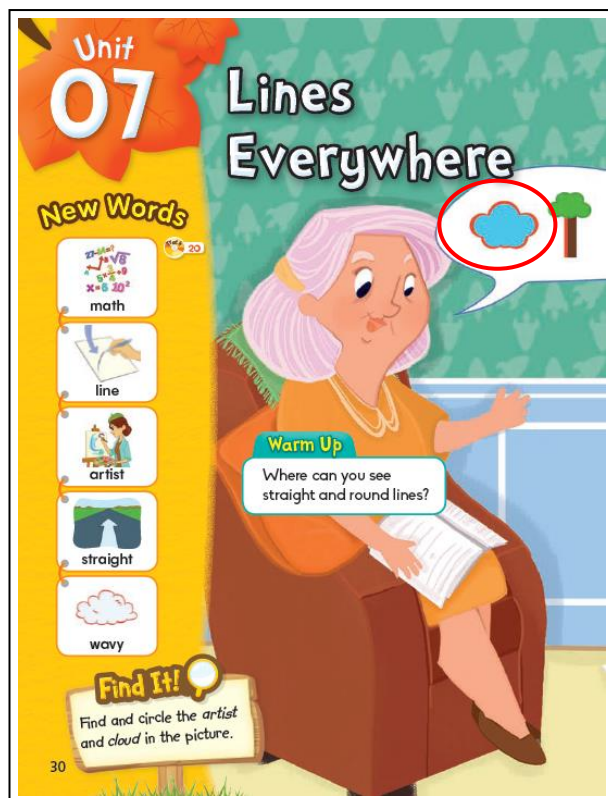
Before Reading

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 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two pictures [*artist, cloud*] that students need to circle. Have students work individually or in pairs to find and circle these pictures.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the pictures together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 31.
- You can “sketch” or “color” when you are creating art.



- Possible Extension: Ask students to talk about what things they might “sketch” or “color.”

- Possible Extension: Ask students to think about any other words related to art. Ask students to make their own sentences using “sketch” and “color.”

Reading

Reading: “Lines Everywhere”

- 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 write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about art.


- Remind students of the warm-up discussion about where they see lines.
- Ask students to think about what kinds of art they like to make (should only be a few minutes at most) and write down some reasons why they like that type of art.
- 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 types of art students like to create.


Check It


A Choose the best answers.


- What is the reading about?
a. An artist b. Smell c. Lines
- Reza was doing his _____ homework.



a. math


b. round


c. grandma
- _____ has a round line.


a. Straight


b. The line


c. The face

B Write numbers to put the story in order.

Reza was doing his homework about lines.

"Then you do need to study lines," Grandma said.

Reza said, "I want to be an artist."

"Hmm," said Reza. "Maybe lines are important."

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 "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.

Learn It


Write the correct words.

wavy
artist
straight


1. Reza wants to be a(n)  _____.
2. Buildings have  _____ lines.
3. Clouds have  _____ lines.

Say & Write It


Listen, write, and say. 🎧 22




1. wavy
cloud



Why did you make a _____ line?



2. round
sun



Because I'm drawing the _____.

33

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 22. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 22 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 07 Lines Everywhere Read, write, and say.

1. Raza was doing his _____ homework about lines.
math
2. Everything you draw has _____.
line
3. I want to be an _____.
artist
4. Buildings have _____ lines.
straight
5. _____ have round lines.
face
6. Clouds have _____ lines.
wavy
7. I _____ the grass green in my picture.
color
8. I _____ the view from the window.
sketch

Unit 07 Lines Everywhere

Find and circle the words.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
| Q | R | S | T | U | V | W | X | Y | Z | A | B | C | D | E | F |
| G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
| W | X | Y | Z | A | B | C | D | E | F | G | H | I | J | K | L |
| M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | A | B |
| C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
| S | T | U | V | W | X | Y | Z | A | B | C | D | E | F | G | H |
| I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X |
| Y | Z | A | B | C | D | E | F | G | H | I | J | K | L | M | N |

Choose the correct sentences.

1. ☐ a. Clouds have wavy lines.
☐ b. Clouds have straight lines.
2. ☐ a. She's studying art.
☐ b. She's studying math.

Write the words in the correct order.

1. _____ to be _____ I want _____ an artist.
2. _____ straight lines _____ have _____ Buildings.
3. _____ Faces _____ round lines _____ have _____

Listen and write.

Raza was doing his math @ _____ about _____
lines. "I don't need to study lines because I want to be
an @ _____." Raza told Grandma. "Then you
do need to study lines," Grandma said.
"Why?"
"Everything you draw has lines. Buildings have
@ _____ lines. Faces have round lines. Clouds
have wavy lines."
"Hm," said Raza. "Maybe lines are @ _____."

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 12, Unit 7
- Writing Workbook 1: pages 36-37

Unit 8 Mila's Mask

Objectives

- New words: *art, class, scissors, glue, over*
- Sentence pattern: Using signal words
(Next, Mila cut two circles in the plate.)

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 "Warm Up" prompt question. Read the question aloud.
- Before asking students what mask they can make with paper, ask for volunteers to talk about what they like to dress up as (What do you like to dress up like? What supplies do you need to make a costume?).

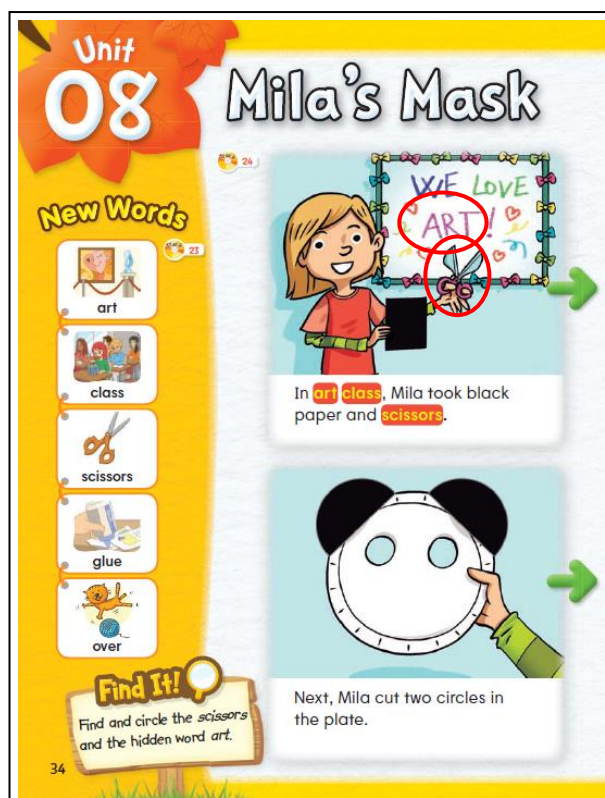
Before Reading

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 23 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

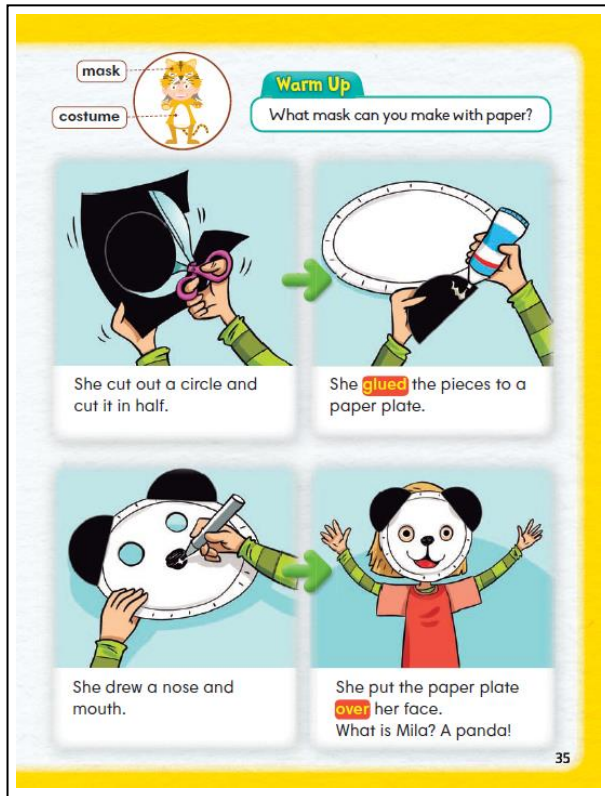
Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there is a picture and a hidden word [*scissors, art*] that students need to circle. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the picture and word together as a class.



Bonus Words

- Focus students to the related content at the top of page 35.
- Children can wear a “mask” when they wear a “costume” to dress up.



- Possible Extension: Ask students to talk about what “mask” and / or “costume” they would like to wear.

- Possible Extension: Ask students to make their own sentences using “mask” and “costume.”

Reading

Reading: “Mila’s Mask”

- 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 24. 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 dressing up.


- Remind students of the warm-up discussion about animals.
- Ask students to think about what they would like to dress up as (should only be a few minutes at most) and write down some reasons why they like that costume.
- 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 costumes students would like to wear.





Check It


A Choose the best answers.


- What is the reading about?
a. Glue b. Wait c. A mask
- Mila took black paper and _____.



a. scissors


b. big


c. pieces
- Mila put the paper plate over her _____.





a. find


b. art


c. face

B Choose the correct words and write.

panda
circle
drew

-  Mila cut out a _____ and cut it in half.
-  She _____ a nose and mouth.
-  What is Mila? A _____!

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.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

Write the correct words.

1. In art class, Mila took _____.

classes

scissors

2. Mila _____ the pieces to a paper plate.

glued

planned

3. She put the paper plate _____ her face.


after

over


Say & Write It

Listen, write, and say. 🎧 25

1




panda
paper




What do I need to
make a _____?

2



car
a box



You need

37

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 25. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 25 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Mila's Mask Read, write, and say. Unit 08

In _____ class, Mila had an interesting idea.

She took a moth _____.

She took black paper and _____.

She _____ the pieces to a paper plate.

She moved the puzzle _____.

She put the paper plate _____ her face.

The actors wore _____ on the stage.

Children wear _____ on Halloween.

1. art
2. class
3. scissors
4. glue
5. pieces
6. over
7. mask
8. costume

Unit 08 Mila's Mask

Complete the crossword.

Choose the correct sentences.

1. ☐ a. They're making art.
☐ b. They're making a pizza.

2. ☐ a. We're practicing in the park.
☐ b. We're practicing in yoga class.

Write and match.

1. Mila took black paper and _____.

2. She cut out a _____.

3. What is Mila? A _____.

Listen and write.

In art class, Mila took black paper and _____ She cut out a circle and cut it in _____ half. She _____ the pieces to a paper plate. Next, Mila cut two circles in the plate. She drew a nose and mouth. She put the paper _____ over her face. What is Mila?
 A. _____

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 13, Unit 8
- Writing Workbook 1: pages 38-39

Unit 9 Leo's Pet

Objectives

- New words: *lake, bowl, tadpole, slowly, excited*
- Sentence pattern: The Possessive
(Leo's pet came from a lake. His legs became stronger.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 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 "Warm Up" prompt question. Read the question aloud.
- Before asking students what kinds of animals live in a lake, ask for volunteers to talk about what pets they have or want (What makes a good pet? What pet would you like? Where do pets come from?).

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 26 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*grow, pet*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 43.
- Frogs “hop” to move and “croak” to communicate with other frogs.
 - Possible Extension: Ask students to talk about other animals that “hop.”
 - Possible Extension: Ask students to make their own sentences using “hop” and “croak.”



Reading

Reading: "Leo's Pet"

- Read the story of page 42 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 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 animals found in lakes.
- Ask students to think about what animals make the best pets (should only be a few minutes at most) and write down some reasons why they like that 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 pets students like best.

Check It


A Choose the best answers.

1. What is the reading about?
a. A lake b. A tadpole c. A carrot


2. Leo's pet came from a _____.



a. lake




b. bowl




c. slowly


3. Slowly, Tad grew _____.



a. jump



b. legs



c. shoes

B Write numbers to put the story in order.

Leo named his pet "Tad."

Tad was a frog!

But Tad didn't stay a tadpole.

Tad grew legs, and his tail became shorter.

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 answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion




Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It


Write the correct words.

bowl
tadpole
excited


1. Leo's pet was a  _____
2. Leo's pet jumped out of his  _____
3. Leo was  _____

Say & Write It


Listen, write, and say. 🎧 🗣️




frog
lake



turtle
river



Do you have a pet _____?



Yes, it came from a _____

45

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 28. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 28 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



Homework

Unit 09 Leo's Pet Read, write, and say.

1. Leo's pet came from a lake.
2. Leo put Tod in a nice bowl.
3. Tod didn't stay a tadpole.
4. Tod grew legs slowly.
5. The legs became stronger.
6. Leo was excited.
7. Frogs croak loudly.
8. Kangaroos hop and walk.

Unit 09 Leo's Pet

Find and circle the words.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p | y | j | i | t | h | w | i | n |
| a | d | f | a | p | a | b | d | p |
| c | d | h | g | e | i | a | k | e |
| r | p | i | i | i | a | w | i | y |
| d | a | i | h | a | f | a | i | m |
| w | i | i | r | q | i | u | i | o |
| m | e | x | j | y | a | s | w | s |
| a | p | e | x | c | i | t | e | d |
| b | a | w | i | n | c | a | m | e |

Choose the correct sentences.

1. ☐ a. They took their pet to the lake. ☐ b. They put their pet in a bowl.
2. ☐ a. I caught a tadpole! ☐ b. I caught a cat!

Write the words in the correct order.

1. a lake Leo's pet came from
2. him in a nice bowl Leo put
3. One day of his bowl he jumped out

Listen and write.

Leo's pet came from a lake.
 Leo put him in a nice bowl. He named him "Tod".
 because he was a tadpole. But Tod didn't stay a
tadpole. Slowly, Tod grew legs. Then his
legs became shorter. His legs became
 stronger. One day, he jumped out of his bowl. Leo
 was excited. Tod was a frog!

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 14, Unit 9
- Writing Workbook 1: pages 40-41

Unit 10 Hic!

Objectives

- New words: *breathe, happen, tongue, suddenly, noise*
- Sentence pattern: The 2nd Person
(You have the hiccups! Put sugar under your tongue.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what they do when they have the hiccups, ask for volunteers to talk about how they help themselves feel better (What do you do when you don’t feel good? What things make you feel better?).

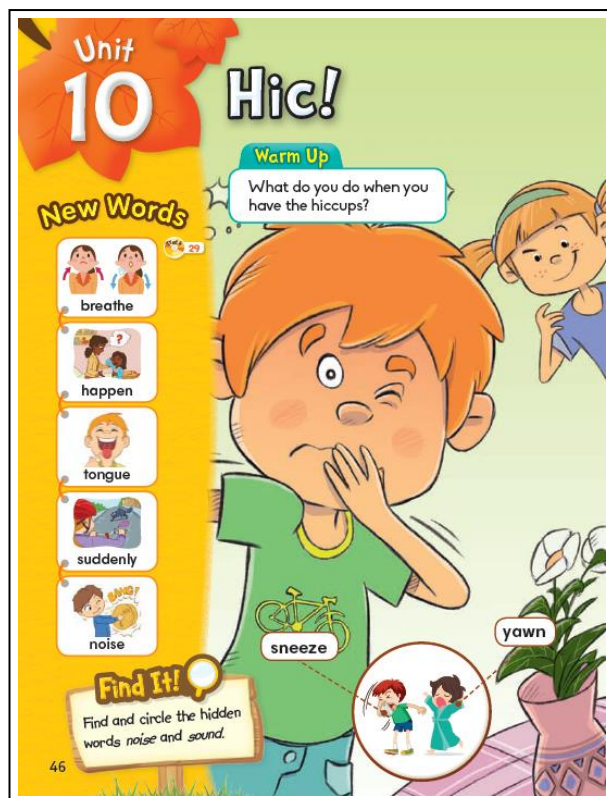
Before Reading

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 29 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

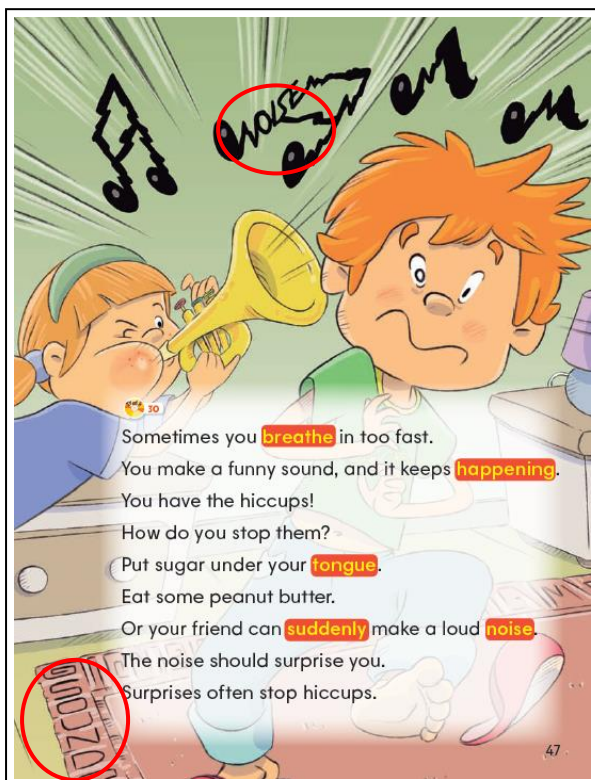
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*noise, sound*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 46.
- People “sneeze” when they have a cold. They “yawn” when they are tired.
 - Possible Extension: Ask students to talk about what things make them have to “sneeze” or “yawn.”
 - Possible Extension: Ask students to make their own sentences using “sneeze” and “yawn.”



Reading

Reading: “Hic!”

- 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 30. 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 helping yourself feel better.

- Remind students of the warm-up discussion about getting rid of hiccups.
- Ask students to think about different remedies for getting over a cold that work for them (should only be a few minutes at most) and write down some reasons why they think the remedy works.
- 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 remedies that students use to feel better when they're sick.






Check It

A Choose the best answers.

- What is the reading about?
a. Sugar b. Clocks c. Hiccups
- The _____ should surprise you.



 a. loud b. noise c. peanuts
- Surprises often _____ hiccups.



 a. stop b. happen c. tongue

B Choose the correct words and write.

funny Eat you

- 
 You make a _____ sound, and it keeps happening.
- 
 How do _____ stop hiccups?
- 
 _____ some peanut butter to stop them.

48

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 "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.

Learn It

Write the correct words.

1. Sometimes you _____ in too fast.
surprise breathe


2. Put sugar under your _____.
tongue ear

3. Your friend can _____ make a loud noise.
hard suddenly


Say & Write It

Listen, write, and say. 🗣️ 📝

1




my hiccups
peanut butter




I can't stop _____
What should I do?

2



bleeding
bandages



You need some _____

49

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 31. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 31 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 10 Read, write, and say.

Sometimes you _____ in too fast.

You make a funny sound, and it keeps _____.

How do you _____ hiccups?

Put sugar under your _____.

Your friend can _____ make a loud noise.

The _____ should surprise you.

People _____ when they are tired.

After Rick _____, a person said, "Bless you!"

1. breathe
2. happens
3. stop
4. tongue
5. suddenly
6. noise
7. yawn
8. sneeze

Unit 10 Hic!

Complete the crossword.

Choose the correct sentences.

1. ☐ a. Can you see that view?
☐ b. Can you hear that noise?

2. ☐ a. My tongue became blue!
☐ b. My ears became blue!

Write and match.

1. How do you _____ hiccups?
2. Put sugar under your _____
3. Your friend can suddenly make a loud _____

Listen and write.

Sometimes you breathe in too fast. You make a funny @ _____ and it keeps happening. You have the hiccups! How do you stop them? Put @ _____ under your tongue. Eat some peanut butter. Or your friend can @ _____ make a loud noise. The noise should surprise you. Surprises often stop @ _____


Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 15, Unit 10
- Writing Workbook 1: pages 42-43

Unit 11 | Forgot!

Objectives

- New words: *weekend, hotel, suitcase, toothbrush, forget*
 - Sentence pattern: Present Continuous
(My family is going to the beach this weekend.)
- 

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 50-51. 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 “Warm Up” prompt question. Read the question aloud.
- Before asking students where they like to go on trips, ask for volunteers to talk about what they like to take with them when they travel (What are the most important things to pack when you travel? What would happen if you forgot something?).



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 32 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two pictures [*suitcase*, *toothbrush*] that students need to circle. Have students work individually or in pairs to find and circle these pictures.
- When they are done, they should raise one hand. When all students' hands are raised, point to the picture and word together as a class.

Bonus Words

- Focus students to the related content at the bottom of page 50.
- You should “pack” a suitcase to take with you on a trip. You can “unpack” it when you arrive.



• Possible Extension: Ask students to talk about what things they would “pack” in their suitcase. Ask students to talk about when they would “unpack” their suitcase.

• Possible Extension: Ask students to make their own sentences using “pack” and “unpack.”

Reading

Reading: “I Forgot”

• 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 traveling.




- Remind students of the warm-up discussion about taking trips.
- Ask students to think about a place they enjoy visiting (should only be a few minutes at most) and write down some reasons why they like that place.
- 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 students enjoy visiting.

Check It

A Choose the best answers.

1. What is the reading about?
a. An exam b. A toothbrush c. Preparing for a trip

2. I can't wait to go _____.
  
a. swimming b. brushing c. weekend

3. "Do you have enough _____?" Mom asks.
  
a. clothes b. swimsuits c. forget

B Write numbers to put the story in order.

I say, "Oops—I forgot!"

"I'm ready to go!" I say.

My family is going to the beach this weekend.

"Do you have your swimsuit?" Mom asks.

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.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It


Write the correct words.

toothbrush
hotel
suitcase


- We're staying at a beach  _____
- I bring my  _____ to the door.
- "Do you have your  _____?" Mom asks.

Say & Write It


Listen, write, and say. 🎧 34




weekend
beach



summer
market



What are you doing
this _____?



I'm going to the
_____ with my
family.

53

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 34. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 34 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 11 I Forgot! Read, write, and say.

1. My family is going to the beach this ____.
2. We're staying at a beach ____.
3. I bring my ____ to the door.
4. Do you have enough ____?
5. Do you have your ____?
6. I ____ to bring my swimsuit.
7. We ____ our clothes for vacation.
8. I ____ my bags.

Unit 11 I Forgot!

Find and circle the words.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| S | W | E | E | N | I | C | K | L |
| T | U | H | E | X | I | B | E | |
| A | E | I | E | H | O | J | O | |
| R | D | R | I | D | Y | T | E | |
| G | Z | P | A | C | U | H | I | |
| A | X | V | I | Q | A | W | D | |
| T | H | B | N | C | P | R | | |
| G | F | O | R | D | U | T | E | |
| T | I | G | M | Y | O | R | N | |
| W | E | A | K | E | D | | | |

Choose the correct sentences.

1. ☐ a. I didn't forget my swimsuit.
☐ b. I didn't forget my toothbrush.
2. ☐ a. We go fishing every weekend.
☐ b. We go swimming every weekend.

Write the words in the correct order.

1. We are staying ____ beach hotel ____ at a ____.
2. ____ to the door ____ my suitcase ____ I bring ____.
3. ____ clothes? ____ Do you ____ have enough ____.

Listen and write.

My family is going to the beach this weekend.
We're staying at a beach ____ and I can't wait to go swimming. I bring my suitcase to the door.
"I'm ready to go!" I say.
"Do you have enough ____?" Mom asks.
"Of course."
"Do you have your ____?"
"Yes!"
"How about your ____?"
"Oops—I forgot!"

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 16, Unit 10
- Writing Workbook 1: pages 44-45

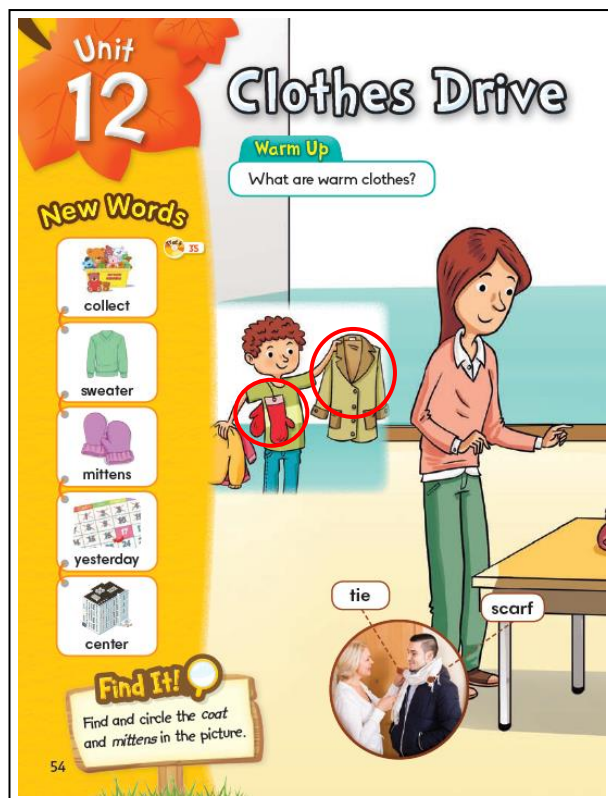
Unit 12 Clothes Drive

Objectives

- New words: *collect, sweater, mittens, yesterday, center*
- Sentence pattern: Using Quantifiers
(Some families don't have warm clothes. My class collected lots of clothes!)

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 "Warm Up" prompt question. Read the question aloud.
- Before asking students what warm clothes are, ask for volunteers to talk about what they like to wear in the different seasons (What kinds of clothes do you wear in the spring? What kinds of clothes do you wear in the summer? What kinds of clothes do you wear in the fall or winter?).



Before Reading

New Words

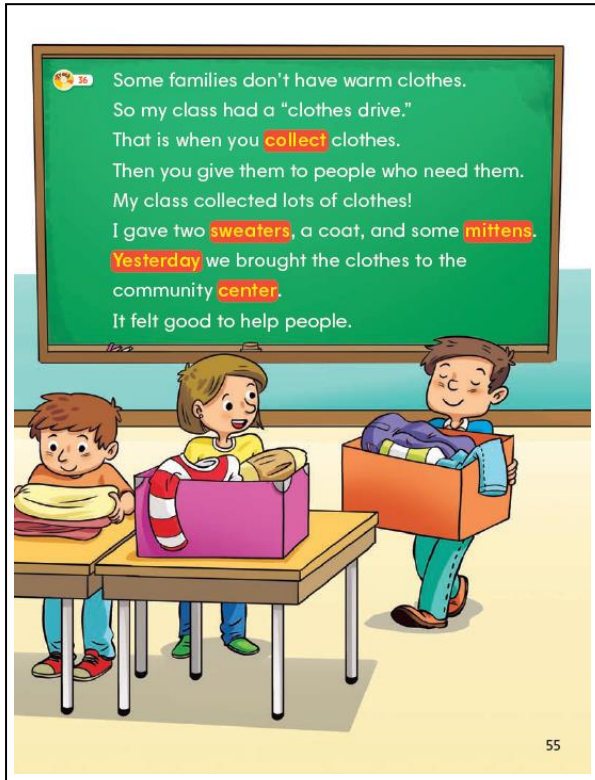
- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 35 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two pictures [*coat, mittens*] that students need to circle. Have students work individually or in pairs to find and circle these pictures.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.

Bonus Words

- Focus students to the related content at the bottom of page 54.
- People might “tie” a “scarf” around their necks on cold days.



- Possible Extension: Ask students to talk about other ways to keep warm on cold days.

- Possible Extension: Ask students to think about other words related to cold weather. Ask student to make their own sentences using “tie” and “scarf.”

Reading

Reading: “Clothes Drive”

- Read the story of page 55 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 36. 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 the best weather.

- Remind students of the warm-up discussion about clothes they wear in the different seasons.
- Ask students to think about what type of weather they like best (should only be a few minutes at most) and write down some reasons why they like that kind of weather.
- 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 type of weather students like best.




Check It

A Choose the best answers.

- What is the reading about?
a. Playing b. Helmet c. Helping
- Some families don't have _____ clothes.
 a. yesterday
  b. cold
  c. warm
- My class _____ lots of warm clothes.
 a. collected
  b. enjoyed
  c. coat

B Choose the correct words and write.

sweaters
help
clothes

-  My class had a "_____ drive."
-  I gave two _____ and a coat.
-  It felt good to _____ people.

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 Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

Write the correct words.

1. A clothes drive is when you _____ clothes.
collect
feel

2. I gave some _____ to people who need them.
mittens
families

3. We brought the clothes to the community _____.
center
yesterday

Say & Write It

Listen, write, and say. 🎧 📝

1. people clothes

2. children books

What did you bring to help _____?

I brought some _____.

57

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 37. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 37 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Clothes Drive Read, write, and say. Unit 12

My class _____ lots of clothes!

I gave two _____.

I gave some _____.

I wore a brown coat _____.

We brought the clothes to the community _____.

It felt good to _____ people.

She wore a red _____ around her neck.

I need to _____ my shoes.

1. collect
2. sweater
3. mittens
4. yesterday
5. center
6. help
7. scarf
8. tie

Unit 12 Clothes Drive

Complete the crossword.

Choose the correct sentences.

1. ☐ a. Did you bring sweaters?
☐ b. Did you bring coats?

2. ☐ a. They collected lots of fruit.
☐ b. They ate lots of fruit.

Write and match.

1. A "clothes drive" is when you _____ clothes.

2. I gave two sweaters and a _____.

3. We brought the _____ to the community center.

Listen and write.

Some families don't have warm clothes. So my class had a "clothes drive." That is when you collect clothes. Then you give them to people who need them. My class @ lots of clothes! I gave two sweaters, a coat, and some @. Yesterday we brought the clothes to the community center. It felt good to @ people.

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 17, Unit 12
- Writing Workbook 1: pages 46-47

Unit 13 Staying Safe

Objectives

- New words: *rule, hide, low, quickly, careful*
- Sentence pattern: Using Imperatives
(Be careful opening doors. Don't hide.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what can help us in a fire, ask for volunteers to talk about what they know about fire (How can fires start? What makes a fire dangerous?).

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 38 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*fire, rule*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the top of page 59.
- When a “fire truck” arrives at a fire, the firefighters use a “hose” to put the fire out.
 - Possible Extension: Ask students to talk about when they have seen a “fire truck.” Ask students to talk about what else a “hose” could be used for.
 - Possible Extension: Ask students to make their own sentences using “fire truck” and “hose.”



Reading

Reading: “Staying Safe”

- 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 39. 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 circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion

Talk about helping others in emergencies.


- Remind students of the warm-up discussion about fires.
- Ask students to think about how they might help others in an emergency (should only be a few minutes at most) and write down some reasons why people need help.
- 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 reasons people need help that the students come up with.





Check It


A Choose the best answers.


- What is the reading about?
 a. Doors b. Fires c. Umbrellas
- In a fire, don't use the elevator. Use the _____.



 a. stairs


 b. fire


 c. quickly
- When you are _____, call for help.


 a. elevator


 b. outside


 c. low

B Read and check True or False.

| | | |
|--|------|-------|
| 1. Don't follow rules when a fire happens. | True | False |
| 2. Stay low when a fire happens. | True | False |
| 3. Use the elevator in a fire. | True | False |
| 4. If a door feels hot, use a window. | True | False |

60

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 "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.


Learn It


Write the correct words.


hide
careful
rules


1. When a fire happens, follow these  _____.
2. Do not  _____ Go outside!
3. Be  _____ opening doors.

Say & Write It

Listen, write, and say. 


1.  hide
go outside

2.  be quiet
call for help



In a fire, should I _____?

No, you should _____



61

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 40. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 40 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



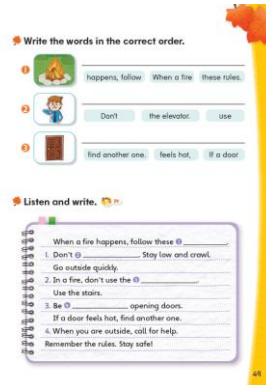
Homework



Vocabulary Workbook 1



Writing Workbook 1



- Vocabulary Workbook 1: page 18, Unit 13
- Writing Workbook 1: pages 48-49

Unit 14 An Inca Boy

Objectives

- New words: *most, speak, study, science, history*
- Sentence pattern: Comparatives
(They learned by listening to older people speak.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what subjects their parents teach them, ask for volunteers to talk about what they enjoy learning about in school (What is your favorite subject? What is interesting about that subject?).

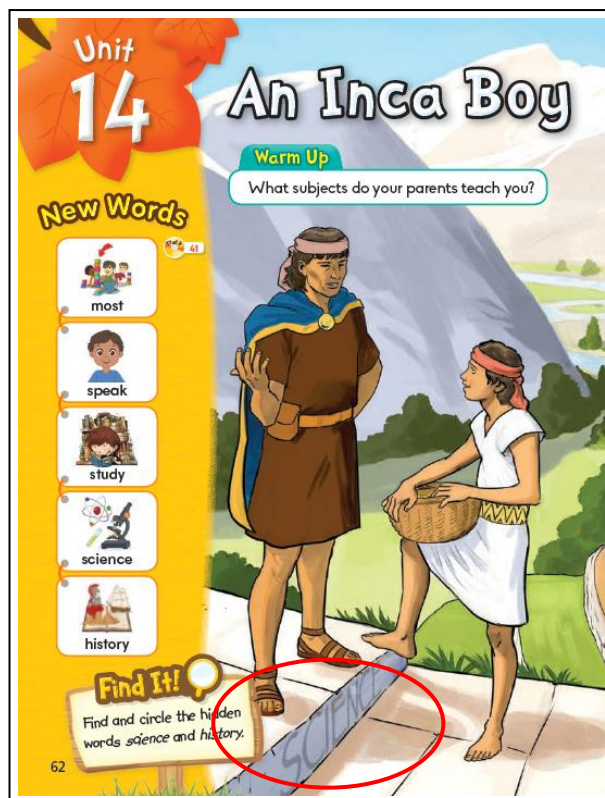
Before Reading

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 41 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

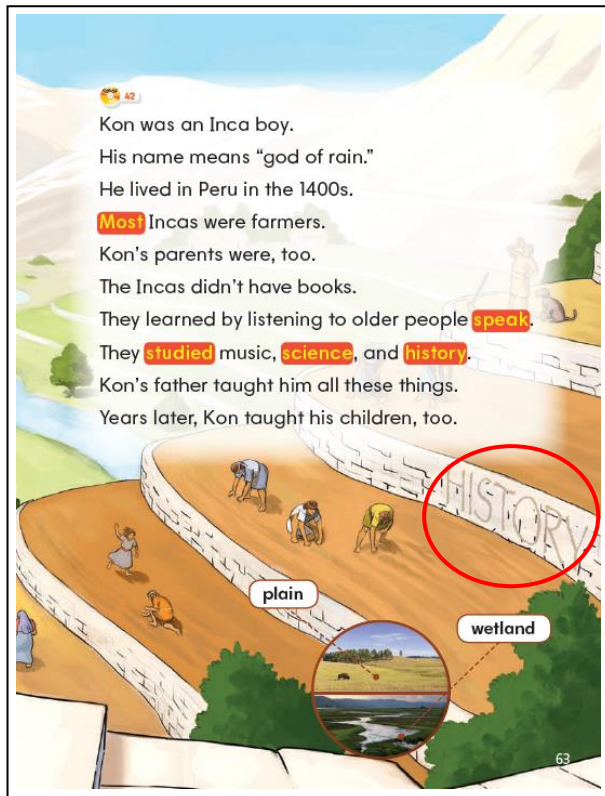
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*science, history*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 63.
- A “plain” has a lot of grass for animals to eat. A “wetland” is very wet and has different food for animals.



• Possible Extension: Ask students to talk about what animals they think would live on a “plain” or in a “wetland.”

• Possible Extension: Ask students to make their own sentences using “plain” and “wetland.”

Reading

Reading: “An Inca Boy”

- 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 42. 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 learning new things.


- Remind students of the warm-up discussion about favorite school subjects.
- Ask students to think about their favorite thing to learn about (should only be a few minutes at most) and write down some reasons why they like that thing.
- 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 students enjoy learning about.


Check It


A Choose the best answers.


- What is the reading about?
a. The Incas b. Rain c. Science
- Kon's _____ means "god of rain."



a. study


b. name


c. farmer
- The Incas didn't have _____.





a. science


b. most


c. books

B Choose the correct words and write.

parents children boy

-  Kon, the Inca _____, lived in Peru.
-  His _____ were also farmers.
-  Years later, Kon taught his _____, too.

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 “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

Write the correct words.

1. _____ Incas were farmers.
No
Most


2. They learned by listening to older people _____.
speak
mean

3. They studied music, science, and _____.
father
history

Say & Write It

Listen, write, and say. 🎧 43


1



science
studying


Is _____
interesting?

2



history
reading about

Yes, I like _____
it.



65

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 43. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 43 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



Homework

An Inca Boy Read, write, and say. Unit 14

_____ Incas were farmers.

The Incas didn't have _____.

They learned by listening to older people _____.

They _____ music, science, and history.

I finished my _____ homework last night.

We studied the _____ of ancient people.

You can't see many tall trees on a _____.

Many animals live in the _____.

1. most
2. book
3. speak
4. study
5. science
6. history
7. plain
8. wetland

Unit 14 An Inca Boy

Complete the crossword.

Choose the correct sentences.

1. ☐ a. He speaks about history.
☐ b. He speaks about science.

2. ☐ a. Lucy is studying at home.
☐ b. Lucy is sleeping at home.

Write and match.

1. Kon's _____ means "god of rain." = a

2. Most Incas were _____ = b

3. They studied _____ science, and history. = c

Listen and write.

Kon was an Inca boy. His name means "god of rain." He lived in Peru in the 1400s. ☐ Incas were farmers. Kon's parents were, too. The Incas didn't have ☐. They learned by listening to older people ☐. They studied music, science, and history. Kon's father taught him all these things. Years later, Kon taught his ☐ too.

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 19, Unit 14
- Writing Workbook 1: pages 50-51

Unit 15 Rex the Dinosaur

Objectives

- New words: *million, afraid, friendly, dinosaur, wake up*
- Sentence pattern: Direct Quotes
(Then someone said, "Hi, I'm Rex.")

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 "Warm Up" prompt question. Read the question aloud.
- Before asking students what they dream about, ask for volunteers to talk about what they know about dinosaurs (When did dinosaurs live? What kind of food did dinosaurs eat? What animals remind them of dinosaurs today?).

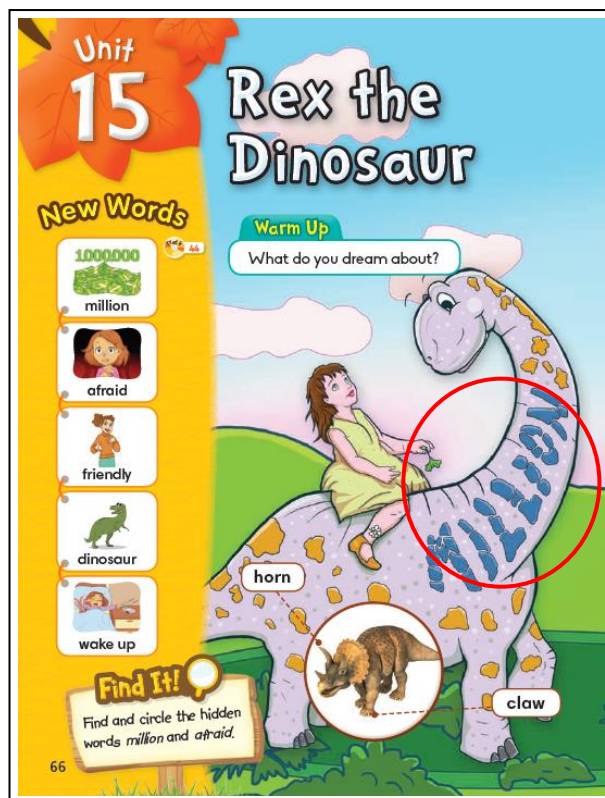
Before Reading

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 44 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*million, afraid*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content at the bottom of page 66.
- Many dinosaurs and other animals might have a “horn.” They might use a “claw” to protect themselves.



- Possible Extension: Ask students to talk about animals that have a “horn” or that might use their “claws.”

- Possible Extension: Ask students to think about other words related to parts of an animal’s body. Ask student to make their own sentences using “horn” and “claw.”

Reading

Reading: “Rex the Dinosaur”

- Read the story of page 67 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 45. 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 dreams.


- Remind students of the warm-up discussion about what they dream about.
- Ask students to think about the good and bad dreams they have (should only be a few minutes at most) and write down some details of a good and bad dream.
- 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 ideas about good and bad dreams that students come up with.





Check It


A Choose the best answers.


- What is the reading about?
a. A dream b. Travel c. Soccer
- Sandy and Rex ran and _____.



a. woke up


b. horn


c. jumped
- Sandy remembered the _____ and laughed.


a. travel


b. fun


c. dinosaur

B Write numbers to put the story in order.

Sandy climbed onto Rex's back, and they ran.

Suddenly, Sandy woke up.

Someone said, "Hi, I'm Rex."

Sandy traveled in time.

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 Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

Write the correct words.

afraid
friendly
million

1. Sandy went back 70 _____ years.
2. Sandy traveled in time and felt _____.
3. It was a _____ dinosaur!

Say & Write It

Listen, write, and say. 🎧 46

dreaming
dinosaur

reading
lion

What were you _____ about?

It was about a friendly _____!

69

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 46. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 46 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Unit 15 Rex the Dinosaur Read, write, and say.

1. Sandy went back 70 _____ years.
million
2. Sandy like _____.
offend
3. Rex was a _____ dinosaur!
friendly
4. Sandy remembered the _____ and laughed.
dinosaur
5. Sandy and Rex ran and _____.
jump
6. Suddenly, Sandy _____.
wake up
7. Eagles have very sharp _____.
claw
8. The rhino has a large _____.
horn

Unit 15 Rex the Dinosaur

Find and circle the words.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| T | E | T | C | O | L | V | E |
| I | M | I | Y | R | A | T | I |
| I | N | V | I | G | N | F | E |
| E | O | H | I | K | E | R | O |
| N | A | R | E | S | I | O | N |
| E | D | E | R | E | N | I | T |
| I | W | H | Y | E | D | E | R |
| Y | E | R | B | K | J | C | P |
| W | A | K | E | U | P | I | E |

Choose the correct sentences.

1. ☐ a. The dog looks friendly.
☐ b. The dog looks dangerous.
2. ☐ a. I don't want to wake up!
☐ b. I don't want to draw!

Write the words in the correct order.

1. in time. traveled. Sandy
2. a friendly. It was. dinosaur
3. She remembered. laughed. Rex and

Listen and write.

Sandy traveled in time and went back 70 million _____ years. Sandy felt _____ Then someone said, "Hi, I'm Rex." It was a _____ dinosaur. "Hi, I'm Sandy." "Would you like a ride?" "Sure!" Sandy climbed onto Rex's back, and they ran _____ It was fun. Suddenly, Sandy woke up. She _____ the dinosaur and laughed. What a wonderful dream!

Vocabulary Workbook 1

Writing Workbook 1

- Vocabulary Workbook 1: page 20, Unit 15
- Writing Workbook 1: pages 52-53

Unit 16 Peter Pan

Objectives

- New words: *place, grow up, explain, together, wish*
- Sentence pattern: Using Clauses
(He lived in Neverland, a magic place. One night, he visited Wendy.)

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 “Warm Up” prompt question. Read the question aloud.
- Before asking students what fairy tales they know, ask for volunteers to talk about what makes a story a fairy tale (What types of characters are there in fairy tales? What makes a fairy tale interesting?).

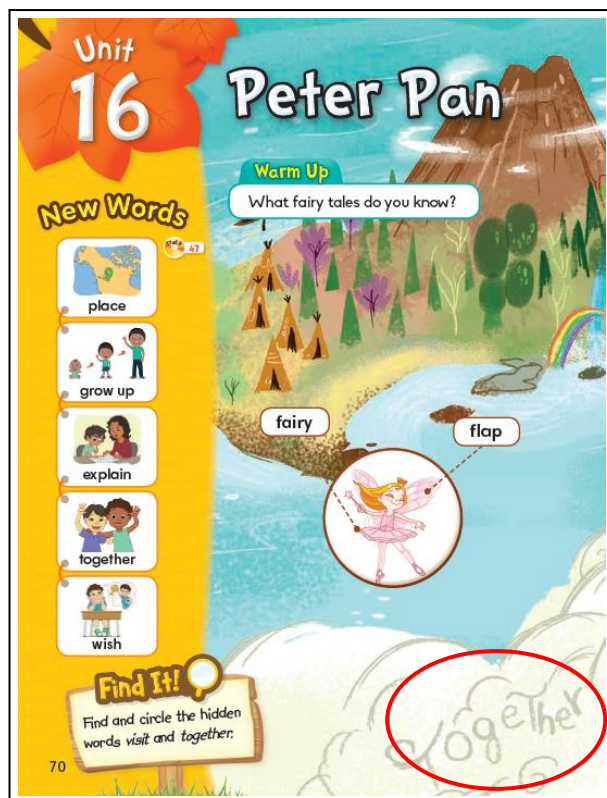
Before Reading

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 47 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

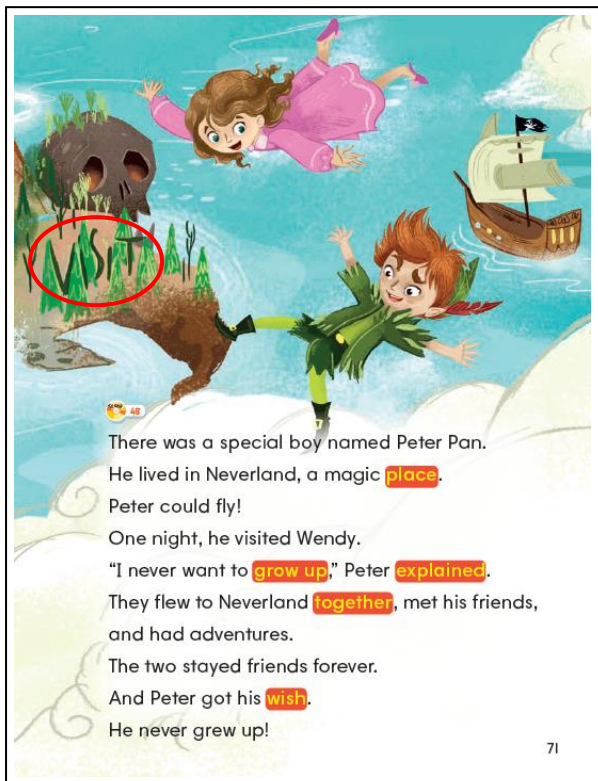
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*visit, together*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



Bonus Words

- Focus students to the related content in the middle of page 70.
- In some stories, a “fairy” is a small, magical person with wings. A fairy can “flap” her wings and fly.



- Possible Extension: Ask students to talk about other stories with a “fairy.” Ask students to talk about other things that can “flap” their wings.

- Possible Extension: Ask students to make their own sentences using “fairy” and “flap.”

Reading

Reading: “Peter Pan”

- 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 48. 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 stories.


- Remind students of the warm-up discussion about fairy tales.
- Ask students to think about their favorite stories (should only be a few minutes at most) and write down some reasons why those stories are good.
- 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 ideas about what makes a good story that the students come up with.


Check It


A Choose the best answers.


- What is the reading about?
a. Neverland b. A special boy c. Skateboard
- One night, Peter _____ Wendy.



a. flew


b. visited


c. wish
- Peter never wanted to _____.





a. meet


b. adventure


c. grow up

B Choose the correct words and write.

friends
magic
explained

-  Peter lived in a _____ place.
-  "I never want to grow up," Peter _____.
-  Wendy and Peter stayed _____ forever.

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 "Writing Race."

- Have students line up in two teams in front of the board.
- Say a target word. The first student on each team hurries to write the word on the board. The first student to write the word correctly gets a point. Those two students go to the back of the line.
- Repeat until all the students have had at least one turn. The team with the most points wins.

Learn It

Write the correct words.

- Peter Pan lived in Neverland, a magic _____.


dream
place
- Peter and Wendy flew to Neverland _____.

forever
together
- Peter got his _____. He never grew up!


lived
wish

Say & Write It


Listen, write, and say. 🎧 49




1 Peter Pan's
stay young



What is _____
wish?



2 your
grow old



It's to _____

73

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 49. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 49 again, having students repeat each sentence.

Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

Homework

Peter Pan Read, write, and say. Unit 16

Peter lived in Neverland, a _____ place.

Let's find a good _____ to travel.

"I never want to _____," Peter explained.

My mother _____ my math homework.

They flew to Neverland _____.

Peter got his _____.

The tooth _____ gives money to children.

The bug _____ its wings.

1. magic
2. place
3. grow up
4. explain
5. together
6. wish
7. fairy
8. flap

Vocabulary Workbook 1

Unit 16 Peter Pan

Complete the crossword.

Choose the correct sentences.

1.  ☐ a. We bake cookies together.
☐ b. I bake cookies alone.

2.  ☐ a. Our teacher does a magic trick.
☐ b. Our teacher explains the homework.

Writing Workbook 1

- Vocabulary Workbook 1: page 21, Unit 16
- Writing Workbook 1: pages 54-55

Write and match.

1. "I never want to grow up," Peter _____.

2. Peter and Wendy flew to Neverland _____.

3. Peter got his _____.

Listen and write.

There was a special boy named Peter Pan. He lived in Neverland, a magic place. Peter could fly! One night, he _____ Wendy. "I never want to grow up," Peter _____ They flew to Neverland together, met his friends, and had _____ The two stayed friends forever. And Peter got his _____ He never grew up!