

Writing Starter 1

Kelly Lee

Teacher's Guide

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Kelly Lee

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<http://www.compasspub.com>
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ISBN: 978-1-59966-037-0

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
10 09 08 07

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Writing Starter is a three-level children's course in written English. The series progresses from writing sentences within a paragraph to writing independent paragraphs. The books are intended to be used in succession, but can be used individually. Though the primary focus of the series is on writing, it will enhance students' command of English as a whole. Reading, speaking, listening, and writing are incorporated when the books are used in the classroom.

The **Writing Starter** series systematically aids students in their ability to present information about themselves—their opinions, feelings, and ideas—clearly and confidently. The series carefully distinguishes between receptive and productive activities. This is based on linguistic research which shows that students can understand more difficult material than they can produce. The books present language in the receptive mode first, and at a slightly higher level than that of the productive activities. This combines students' development, exposure, and practice. The activities in the books progressively move students away from models while still giving guidance for students to express their thoughts. The goal of the **Writing Starter** series is to give students the tools they need for confident and clear writing.

Focus and Approach of *Writing Starter 1*

Writing Starter 1 emphasizes sentences within the context of a paragraph. While the book is geared towards the production of sentences, it also educates students as to the organization of sentences within a paragraph. The process in **Writing Starter 1** is parallel to how native speakers of English learn to write. First, come up with an idea and what to say about that idea. Then, organize everything into an outline. From there, write the paragraph. This process will help students write in English and in their native language.

The units in **Writing Starter 1** are carefully designed to progressively develop students into effective writers. The first two pages of each unit introduce the new topic and give students a chance to practice vocabulary and grammar. The next four pages of each unit explore the writing process. Students are given one passage to deconstruct and one to construct in each unit. The deconstruction process is outlined below.

Deconstruction

Step 1

Read the paragraph together and answer the questions. This presents the sentence targets within the framework of a paragraph.

Read the paragraph.



A New School

Justin and Kayla have new friends at their new school. Kayla's new friend is Jenny. Jenny likes art. She draws a lot. She also gives Justin's new friend, Mike, Mike likes sports. He plays baseball. He is very good! Kayla and Justin like their new school.

Answer the questions in complete sentences.

- Where are Justin and Kayla?
They are at their new school.
- Who are their new friends?
Jenny and Mike.
- What does Jenny like?
She likes art.
- What does Mike play?
He plays baseball.
- Do Justin and Kayla like their new school?
Yes, they do.

Step 2

Complete an outline of the paragraph on the previous page. This draws attention to the organization and ideas of the paragraph.

Read the paragraph again. Complete the outline.

A. New School

Topic sentence: Justin and Kayla have new friends at their new school.

- Jenny is Kayla's new friend.
- Jenny draws a lot.
- She also gives Justin's new friend, Mike, Mike likes sports.
- He plays baseball.
- He is very good.

Concluding sentence: Kayla and Justin like their new school.

Write sentences from the paragraph. Use the correct tense.

- New friend-Jenny Kayla's new friend is Jenny.
- New friend-Mike Justin's new friend is Mike.
- Likes art She likes art.
- Draws a lot She draws a lot.
- Likes sports He likes sports.
- Plays baseball He plays baseball.
- Is very good He is very good.

Step 3

Use the outline to write sentences. This practices conjugation and writing in complete sentences.

The construction follows the format of the sample paragraph which should be familiar to the students. The construction process is outlined below.

Construction

Step 1

Read and discuss the outline. This shows the organization of ideas in an outline.

Step 2

Use the outline to write sentences about the new topic. This changes the shortened outline form into complete sentences.

Look at the pictures and read the outline.



New Friends

Topic sentence: Mary and Fiona have new friends at their new school.

- Mary is Mary's new friend. Mary likes art. She draws a lot. She also gives Fiona's new friend, Mike, Mike likes sports. He plays baseball. He is very good!
- Fiona is Fiona's new friend. Fiona likes sports. She plays basketball. She is very talented.

Concluding sentence: Mary and Fiona like their new friends.

Use the outline from above to write sentences.

- New friend-Mary Mary's new friend is Mary.
- New friend-Fiona Fiona's new friend is Fiona.
- Likes art She likes art.
- Draws a lot She draws a lot.
- Likes sports He likes sports.
- Plays basketball He plays basketball.
- Is very talented He is very talented.

Step 3

Order the sentences on the previous page according to the outline also on the previous page. This emphasizes arranging ideas within a paragraph.

Now write a paragraph. Use the outline to put your sentences in order (A-H).

New Friends

Mary and Fiona have new friends at their new school. Mary's new friend is Mary. Fiona's new friend is Fiona. Mary likes art. She draws a lot. She also gives Fiona's new friend, Mike, Mike likes sports. He plays baseball. He is very good!

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- Mike is good at baseball. Mike is good at basketball.
- Jenny draw a lot. Jenny draws a lot.
- Justin's friend new is Mike. Justin's new friend is Mike.
- She like jewelry. She likes jewelry.
- They like their new school. They like their new friends.

Answer the questions with your own information.

- What do you like?
- Who is your best friend?
- What do you do with your best friend?
- What sports do you play?

The last two activities in each unit teach students about proofreading and give them a chance to express themselves. The personal questions at the bottom of the page allow students to come up with original sentences.

Writing Starter 1 gives students a solid foundation of sentence writing. It also gives them their first glance at outlines and paragraph structure. **Writing Starter 1** is a good starting point for students who wish to be proficient writers.

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A New School

Lesson Warm-up

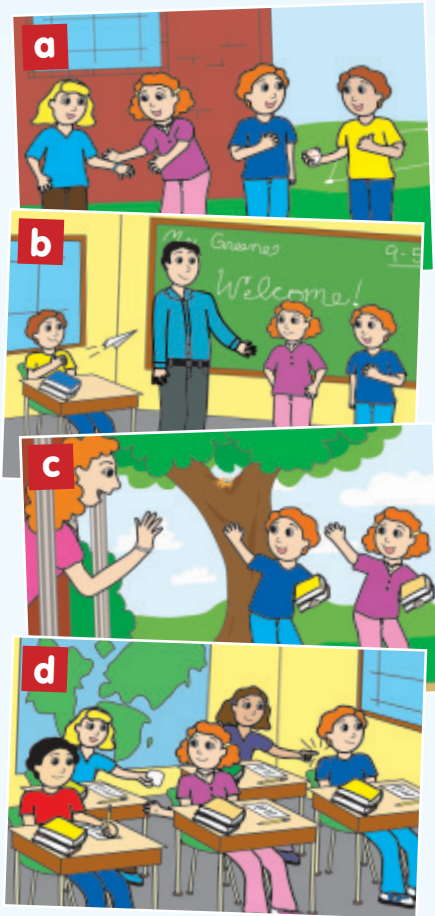
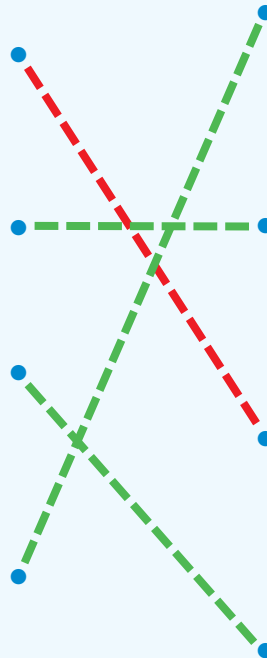
Ask questions about the pictures.

- Where are they? (Point to a specific picture.)
- Who do you think this is? (Point to the mom or teacher.)
- What is this? (Point to something specific.)



Match the sentences and pictures.

- A.** Kayla and Justin are twins. They say good-bye to their mom.
- B.** They are new students. They go to a new school.
- C.** Justin and Kayla sit at their desks. They meet new classmates.
- D.** They make new friends. Kayla's new friend is Jenny. Justin's new friend is Mike.

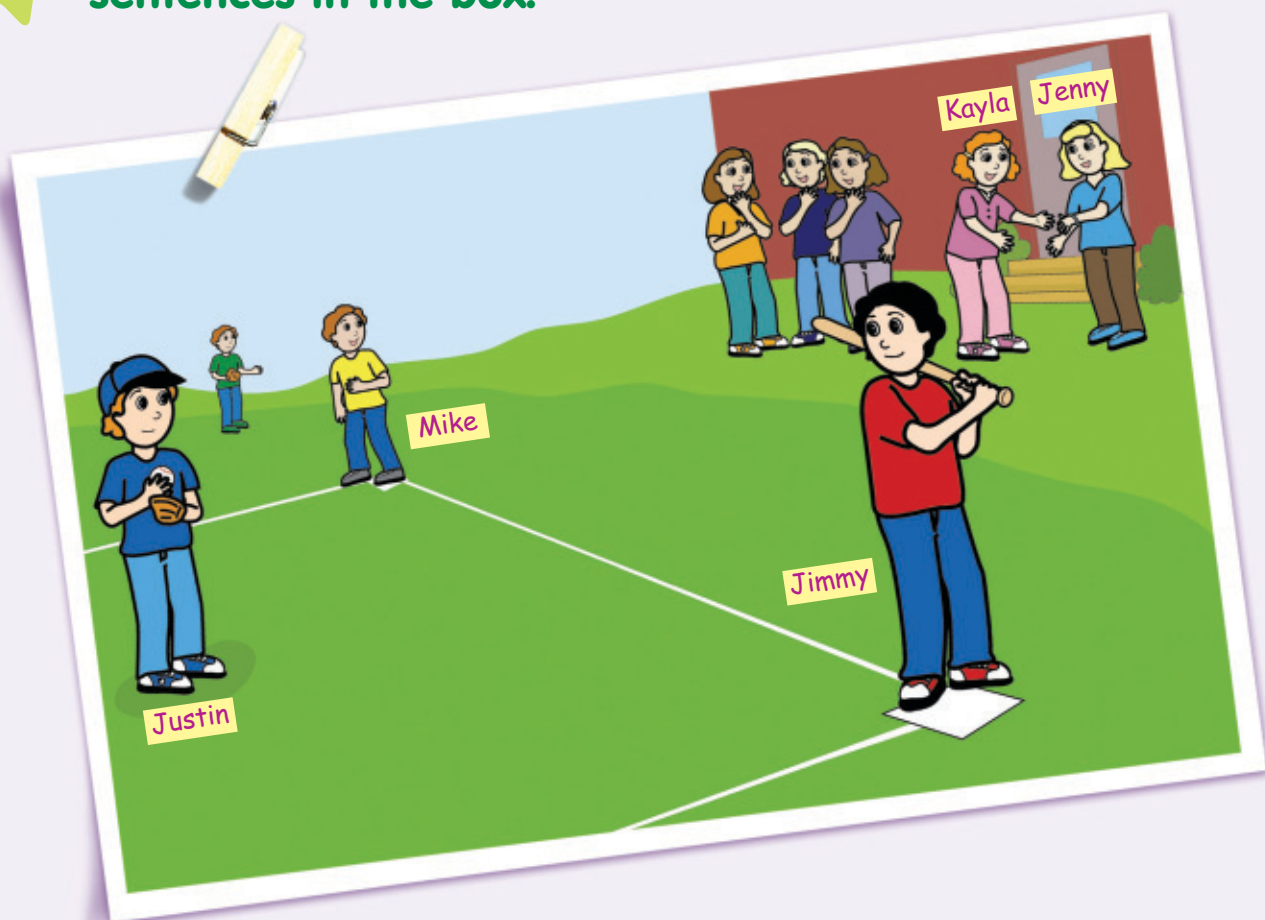


Unscramble the sentences.

- A.** are / Justin / twins. / and / Kayla
Kayla and Justin are twins.
- B.** to / new / They / go / a / school.
They go to a new school.
- C.** new / They / classmates. / meet
They meet new classmates.
- D.** friends. / They / new / make
They make new friends.

2

Look at the picture and answer the questions. Use the sentences in the box.



Her friend is Jenny.
She has a bracelet.
He has a baseball.

The boys like baseball.
They are outside. ✓
They are Jimmy and Mike.

A. Where are the students?

They are outside.

B. Who likes baseball?

The boys like baseball.

C. Who is Kayla's friend?

Her friend is Jenny.

D. What does Jenny have?

She has a bracelet.

E. Who are Justin's friends?

They are Jimmy and Mike.

F. What does Justin have?

He has a baseball.

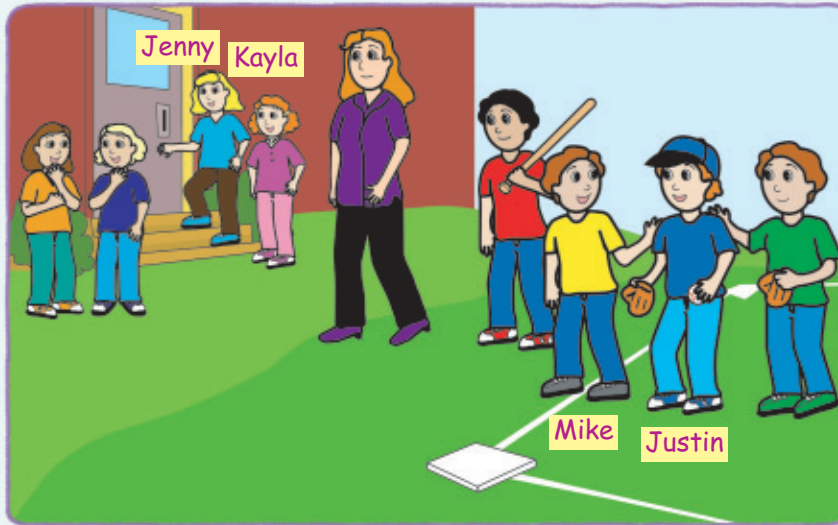


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Where are they?
- What sport do the boys like?
- Are the girls happy?



Grammar Activity

Write the following sentences on the board. Have students work in pairs to fill in the blanks using the present tense.

- He ____ a new friend. (have)
- I ____ sports. (like)
- They ____ students. (be)
- She ____ tennis. (play)
- We ____ pictures. (draw)
- You ____ at your desk. (sit)

Answers: has, like, are, plays, draw, sit

A New School

Justin and Kayla have new friends at their new school. Kayla's new friend is Jenny. Jenny likes art. She draws a lot. She also paints. Justin's new friend is Mike. Mike likes sports. He plays baseball. He is very good! Kayla and Justin like their new school.



Answer the questions in complete sentences.

- A.** Where are Justin and Kayla?

They are at their new school.

- B.** Who are their new friends?

Their new friends are Jenny and Mike.

- C.** What does Jenny like?

Jenny/She likes art.

- D.** What does Mike play?

Mike/He plays baseball.

- E.** Do Justin and Kayla like their new school?

Yes, they do./Yes, they like their new school.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Do you draw pictures? What do you draw?
- Who likes baseball? Do you watch it on TV?

★ Read the paragraph again. Complete the outline.

A New School

Topic Sentence: Justin and Kayla have new friends at their new school.

A. Jenny

1. is Kayla's new friend
2. likes art
3. draws a lot
4. paints

B. Mike

1. is Justin's new friend
2. likes sports
3. plays baseball
4. is very good

Concluding Sentence: Kayla and Justin like their new school.

★ Write sentences from the paragraph. Use the correct tenses.



A. New friend—Jenny

Kayla's new friend is Jenny.

B. New friend—Mike

Justin's new friend is Mike.



C. Like art

Jenny likes art.

D. Draw a lot

She draws a lot.

E. Also paint

She also paints.



F. Like sports

Mike likes sports.

G. Play baseball

He plays baseball.

H. Be very good

He is very good !

→ These sentences are not in the same order as they appear in the paragraph or outline.
The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What does Susan do?
- What are the twins' names?
- Who has bracelets?

4

Look at the pictures and read the outline.

New Friends

Topic Sentence: Mary and Fiona have new friends at their new school.

- A. Susan
1. is Mary's new friend
 2. likes music
 3. sings a lot
 4. dances
- B. Amy
1. is Fiona's new friend
 2. likes jewelry
 3. makes bracelets
 4. is very talented



Concluding Sentence: Mary and Fiona like their new friends.

Outline Follow-up Ask questions about the text.

- Who makes bracelets?
- Who is Mary's new friend?
- Why is Amy talented?

Use the outline from above to write sentences.



A. New friend—Susan

Mary's new friend is Susan.

E. New friend—Amy

Fiona's new friend is Amy.

B. Like music

Susan likes music.

C. Sing a lot

She sings a lot.

D. Also dance

She also dances.

F. Like jewelry

Amy likes jewelry.

G. Make bracelets

She makes bracelets.

H. Be very talented

She is very talented !

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

New Friends

Mary and Fiona have new friends at their new school. Mary's new friend is Susan. Susan likes music. She sings a lot. She also dances.
Fiona's new friend is Amy. Amy likes jewelry. She makes bracelets.
She is very talented!

_____ Mary and Fiona like their new friends.

★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|--|-------------------------------------|
| A. Mike <u>am</u> good at baseball. | <u>Mike is good at baseball.</u> |
| B. Jenny <u>draw</u> a lot. | <u>Jenny draws a lot.</u> |
| C. Justin's <u>friend new</u> is Mike. | <u>Justin's new friend is Mike.</u> |
| D. She <u>like</u> jewelry. | <u>She likes jewelry.</u> |
| E. They <u>likes</u> their new school. | <u>They like their new school.</u> |

Grammar Focus Simple Present Tense and Statements

★ 6 Answer the questions with your own information.

**Sample Answers*

- A. What do you like?
I like computers.
- B. Who is your best friend?
My best friend is Paul Jones.
- C. What do you do with your best friend?
We play computer games.
- D. What sports do you play?
I play basketball (and tennis).

He Is Late

Lesson Warm-up

Ask questions about the pictures.

- Who is eating breakfast?
- What is Kayla pointing at? (Point to picture d.)
- Are the doors open? (Point to picture c.)

1

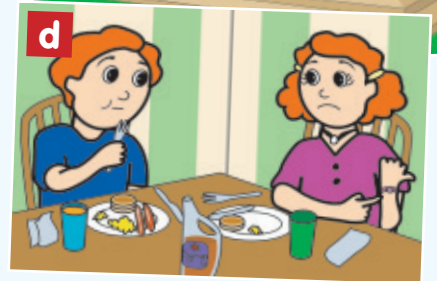
Match the sentences and pictures.

- A.** Justin is hungry.
He is eating breakfast.

- B.** Kayla is worried. It is late.
She tells Justin to hurry.

- C.** Justin and Kayla are running.
The school doors are closed.

- D.** They make it! They are not late.
Their teacher is smiling.



Unscramble the sentences.

- A.** hungry. / Justin / is

Justin is hungry.

- B.** worried. / is / Kayla

Kayla is worried.

- C.** are / Justin / running. / and / Kayla

Justin and Kayla are running.

- D.** teacher / smiling. / is / Their

Their teacher is smiling.

2

Look at the picture and answer the questions. Use the sentences in the box.



Jenny is not happy.

No, they are not late.

Kayla and Justin are arriving.

He is writing.

Yes, she is.

Yes, they are closed.

A. Is Kayla smiling?

Yes, she is.

B. Who is not happy?

Jenny is not happy.

C. What is Mike doing?

He is writing.

D. Are the books closed?

Yes, they are closed.

E. Who is arriving?

Kayla and Justin are arriving.

F. Are the twins late?

No, they are not late.

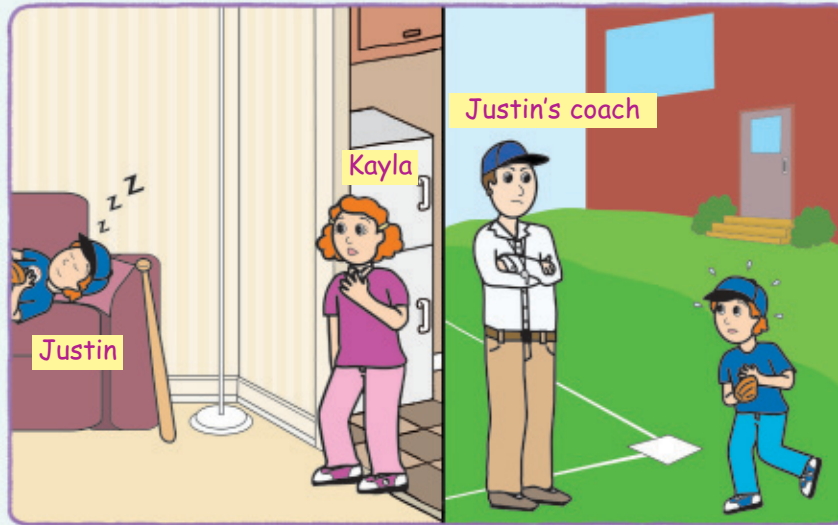


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Where are the twins?
- What is Justin doing? (Point to a specific part.)
- Who is surprised?



Grammar Activity

Write the following sentences on the board. Have students work in pairs to change the sentences from the present tense to the present progressive tense.

- We eat lunch.
- He watches TV.
- They play a game.
- She sleeps.
- I listen to music.
- You walk to school.

Answers: We are eating lunch. He is watching TV. They are playing a game. She is sleeping. I am listening to music. You are walking to school.

He Is Late

Kayla and Justin are at home. Kayla is hungry. She is eating a snack. Justin is not hungry. He isn't eating. Kayla finishes her snack and goes into the living room. She is surprised. Justin is sleeping. Kayla wakes Justin. He is late for practice! He runs to the baseball field. His coach is not happy.



Answer the questions in complete sentences.

A. Where are Justin and Kayla?

Kayla and Justin/They are at home.

B. Why isn't Justin eating?

Justin/He is not hungry.

C. Why is Kayla surprised?

(She is surprised because) Justin is sleeping.

D. Who is late?

Justin is late (for practice).

E. Who is not happy?

Justin's coach is not happy.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Do you eat lunch? Are you eating lunch now?
- How do you feel? Are you tired/hungry?

★ Read the paragraph again. Complete the outline.

He Is Late

First Sentence: Kayla and Justin are at home.



- is hungry
- is eating a snack

- is not hungry
- is not eating

- finishes her snack
- goes into the living room
- is surprised

- is sleeping

- wakes Justin

- is late for practice
- runs to the baseball field

Final Sentence: His coach is not happy.

★ Write sentences from the paragraph. Use the correct tenses.



- A. Hungry
- B. Eat a snack
- C. Surprised
- D. Wake Justin

Kayla is hungry.

She is eating a snack.

She is surprised.

Kayla wakes Justin.



- E. Not hungry
- F. Not eat
- G. Sleep
- H. Late for practice
- I. Run to the baseball field

Justin is not hungry.

He isn't eating.

Justin is sleeping.

He is late for practice !

He runs to the baseball field.

→ These sentences are not in the same order as they appear in the paragraph or outline.
The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What is the girl's name?
- Do they look happy?
- Do you think they are family/friends?

4

Look at the pictures and read the outline.

He Is Late

First Sentence: Lisa and Brian are at home.



Lisa



Brian

- is tired
- is taking a nap

- wakes up
- goes outside
- is surprised

- stops Brian

- is not tired
- isn't taking a nap

- is playing basketball

- is late for his guitar lesson
- hurries to his guitar teacher's house

Final Sentence: His guitar teacher is not happy.

Outline Follow-up

Ask questions about the text.

- Who is taking a nap?
- Who takes guitar lessons?
- Why is Brian late?

Use the outline from above to write sentences.



- A.** Tired
- B.** Take a nap
- E.** Wake up and go outside
- F.** Surprised
- I.** Stop Brian

Lisa is tired.

She is taking a nap.

Lisa wakes up and goes outside.

She is surprised.

Lisa stops Brian.



- C.** Not tired
- D.** Not take a nap
- G.** Play basketball
- H.** Late for his guitar lesson
- J.** Hurry to his guitar teacher's house

Brian is not/isn't tired.

He is not/isn't taking a nap.

Brian is playing basketball.

He is late for his guitar lesson !

He hurries to his guitar teacher's house.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-J).

★ Now write a paragraph. Use the outline to put your sentences in order (A-J).

He Is Late

Lisa and Brian are at home. Lisa is tired. She is taking a nap. Brian is not tired. He isn't taking a nap. Lisa wakes up and goes outside. She is surprised. Brian is playing basketball. Lisa stops Brian. He is late for his guitar lesson! He hurries to his guitar teacher's house.

_____ His guitar teacher is not happy.

5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|---|---|
| A. Kayla <u>eating</u> a snack now. | <u>Kayla is eating a snack now.</u> |
| B. Justin is <u>sleeps</u> now. | <u>Justin is sleeping now.</u> |
| C. Lisa <u>are</u> taking a nap. | <u>Lisa is taking a nap.</u> |
| D. His guitar <u>teacher not</u> happy. | <u>His guitar teacher is not/isn't happy.</u> |
| E. Lisa is <u>surprise</u> . | <u>Lisa is surprised.</u> |

Grammar Focus Present Progressive Tense and Be + Adjective

6 Answer the questions with your own information.
*Sample Answers

A. Where are you now?

I am at school.

B. Are you happy? Why?/Why not?

Yes, I am (happy). Today is Friday.

C. What are you doing now?

I am writing in my book.

D. What is your teacher doing now?

She is helping Justin.

Do You Have Your Books?

Lesson Warm-up

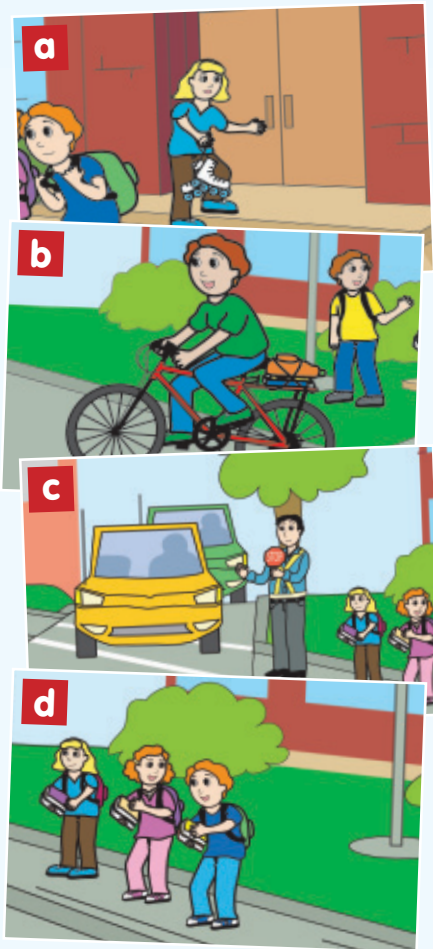
Ask questions about the pictures.

- What does Jenny have? (Point to picture a.)
- What is Mike doing? (Point to picture b.)
- What is this? (Point to something specific.)

1

Match the sentences and pictures.

- A.** School is finished. Mike is on his bike. Does he like his bike? Yes, he does.
- B.** Jenny has rollerblades. Uh, oh! Does she have her books? No, she doesn't.
- C.** Now Jenny, Kayla, and Justin have their books. They have backpacks, too.
- D.** The man has a sign. Does he stop the cars? Yes, he does.



Unscramble the sentences.

- A.** he / Does / like / bike? / his

Does he like his bike?

- B.** her / books? / have / Does / she

Does she have her books?

- C.** have / too. / They / backpacks,

They have backpacks, too.

- D.** man / sign. / has / a / The

The man has a sign.

2

Look at the picture and answer the questions. Use the sentences in the box.



No, she doesn't.
He is stopping the cars.
Yes, they are.

Yes, he does.
They have backpacks.
They are crossing the street.

A. Are the children going home?

Yes, they are.

B. Does the man have a sign?

Yes, he does.

C. Does Kayla have rollerblades?

No, she doesn't.

D. What are the children doing?

They are crossing the street.

E. What is the man stopping?

He is stopping the cars.

F. What do the children have?

They have backpacks.



Read the paragraphs.

Reading Warm-up

Ask questions about the picture.

- Where are they?
- Who looks hot/tired?
- What color is Mike's backpack?

Grammar Activity

Have three students stand at the board with markers. Then, say one of the sentences. The three students race to write the correct sentence on the board (they should fix the mistake while writing the sentence).

- I is walking home.
- He is carrying two book.
- They has homework.
- Do you likes pizza?
- We am worried.
- Do she have rollerblades?

Answers: I am walking home. He is carrying two books. They have homework. Do you like pizza? We are worried. Does she have rollerblades?



Do You Have Your Books?

The students are going home. Mike is riding his bike. His books are on his bike. Jenny, Kayla, and Justin are walking. Jenny and Kayla are carrying their books. Justin is not carrying his books.

Mike looks at Justin. He is worried. "Justin, do you have your books?" asks Mike.

Justin points to his backpack. "Yes, I do. They are in here."



Answer the questions in complete sentences.

- A.** Where are the students going?

They are going home.

- B.** What is Mike doing?

Mike/He is riding his bike.

- C.** What are Jenny and Kayla carrying?

Jenny and Kayla/They are carrying (their) books.

- D.** Who is not carrying books?

Justin is not/isn't carrying (his) books.

- E.** Does Justin have his books?

Yes, he does./Yes, he has his books.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Do you have a bike? What color is it?
- How many English books do you have?

★ Read the paragraphs again. Complete the outline.

Do You Have Your Books?

First Sentence: The students are going home.



Mike

books are on his bike



Jenny

is carrying her books

Kayla

is carrying her books

Justin

is not carrying his books



looks at Justin

is worried

asks Justin a question



points to his backpack

answers Mike

Final Sentence: "They are in here."

★ Write sentences from the paragraphs. Use the correct tenses.



A. Ride his bike

Mike is riding his bike.

B. Books—on his bike

His books are on his bike.

C. Look at Justin

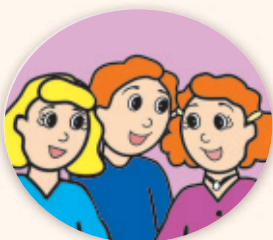
Mike looks at Justin.

D. Worried

He is worried.

E. Have your books

"Justin, do you have your books?"



F. Walk

Jenny, Kayla, and Justin/They are walking.

G. Carry their books

Jenny and Kayla are carrying their books.

H. Not carry his books

Justin is not/isn't carrying his books.

→ These sentences are not in the same order as they appear in the paragraph or outline.
The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- Who is rollerblading?
- What is this? (Point to something specific.)
- Is Trevor walking?

4

Look at the pictures and read the outline.

Do You Have Your Baseball Glove?

First Sentence: The boys are going to baseball practice.



John

glove is in his backpack



Trevor

glove is on his bike



Max

is not carrying his glove



looks at Max

is worried

asks Max a question



smiles and looks at John

answers Trevor



Final Sentence: “It’s in John’s backpack.”

Outline Follow-up Ask questions about the text.

- Where are the boys going?
- Where is John’s baseball glove?
- Who is worried?

Use the outline from above to write sentences.



A. Walk

B. Glove—in his backpack

C. Ride his bike

D. Glove—on his bike

G. Worried

H. Have your glove

E. Rollerblade

F. Not carry his glove

I. Smile and look at John

John is walking.

His glove is in his backpack.

Trevor is riding his bike.

His glove is on his bike.

He is worried.

“Max, do you have your glove?”

Max is rollerblading.

He is not/isn't carrying his glove.

Max smiles and looks at John.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-I).

- ★ Now write paragraphs. Use the outline to put your sentences in order (A-I).

Do You Have Your Baseball Glove?

The boys are going to baseball practice. John is walking. His glove is in his backpack. Trevor is riding his bike. His glove is on his bike. Max is rollerblading. He is not/isn't carrying his glove.

Trevor looks at Max. He is worried. "Max, do you have your glove?" asks Trevor.

Max smiles and looks at John. "Yes, I do. It's in John's backpack."

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Do you has your books?

Do you have your books?

B. The boys is going to practice.

The boys are going to practice.

C. Max smile and looks at John.

Max smiles and looks at John.

D. He doesn't has his glove.

He doesn't have his glove.

E. They walks home from school.

They walk home from school.

Grammar Focus Subject-Verb Agreement

6

Answer the questions with your own information.

**Sample Answers*

A. Do you have rollerblades?

Yes, I do.

B. How do you get home from school?

I ride the bus (home from school).

C. What do you do after school?

I practice the piano (after school).

D. What is in your backpack?

My books are in my backpack.

He Has It

Lesson Warm-up

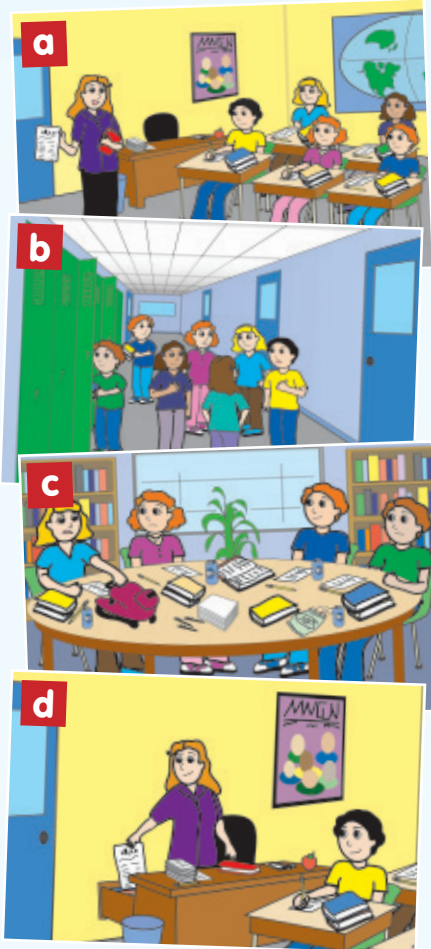
Ask questions about the pictures.

- Where are they? (Point to a specific picture.)
- What is Jimmy doing? (Point to picture d.)
- Where is she putting the paper? (Point to picture d.)

1

Match the sentences and pictures.

- A.** The students are in Miss Brown's class. She tells them about a test. It is tomorrow.
- B.** Miss Brown puts the test away. She puts it in her desk drawer.
- C.** The students are in the hallway. They are talking about the test. They decide to study together.
- D.** Now, they are in the library. They are studying for the test. They are worried about it.



★ Unscramble the sentences.

- A.** test. / tells / about / She / a / them
She tells them about a test.
- B.** puts / She / in / drawer. / her / desk / it
She puts it in her desk drawer.
- C.** decide / study / They / together. / to
They decide to study together.
- D.** are / it. / worried / about / They
They are worried about it.

2

Look at the picture and answer the questions. Use the sentences in the box.



They don't want to cheat.
No, it isn't.
They are in the hallway.

Jimmy has the test.
They are talking about the test.
Yes, she does.

A. Where are the students?

They are in the hallway.

B. Who has the test?

Jimmy has the test.

C. Why are Kayla and Justin angry?

They don't want to cheat.

D. What are the students doing?

They are talking about the test.

E. Does Jenny want to cheat?

Yes, she does.

F. Is the test in Miss Brown's desk?

No, it is not/isn't.

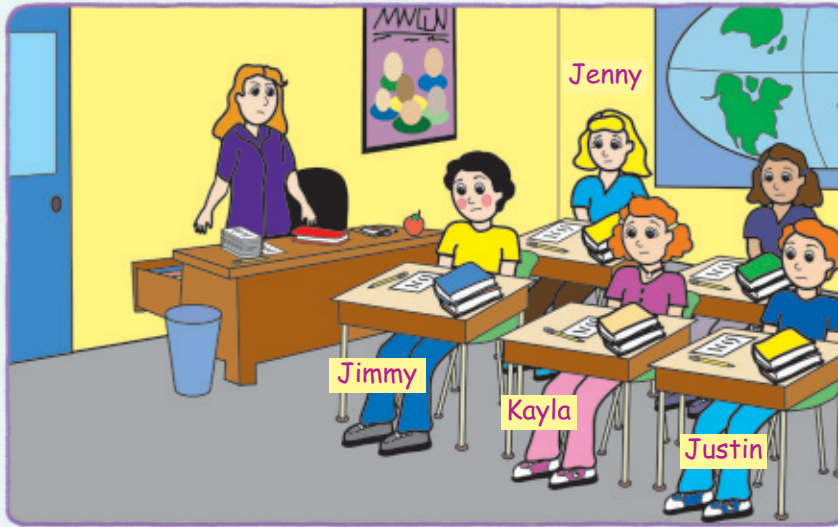
3

Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Who is angry?
- Are the students looking at Miss Brown?
- Who is embarrassed?



Grammar Activity

Write the following sentences on the board. Have students rewrite the sentences and replace the underlined words with pronouns.

- Mike is a boy.
- Jenny is afraid.
- Kayla and Justin are twins.
- My bike is outside.
- Kayla talks to Jenny.
- The students are in the hallway.

Answers: He, She, They, It, her, They

He Has It

Miss Brown tells the students about a test and puts it in her desk drawer. Later, she opens the drawer. The test is missing! She looks at her students. They know Jimmy has it. They are afraid to tell her. Then, she looks at Jimmy. His face is red. Miss Brown and Jimmy talk in the hallway. Jimmy cries. He says, "I'm very sorry!"

Answer the questions in complete sentences.

A. What is missing?

The test is missing.

B. Why don't the students tell Miss Brown?

They (don't tell Miss Brown because they) are afraid to tell her.

C. Who talks in the hallway?

Miss Brown and Jimmy talk in the hallway.

D. Who cries?

Jimmy cries.

E. Why is Jimmy sorry?

He (is sorry because he) has the test.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Does your face turn red? When?
- What is missing? (Put six objects on a desk. Then, have students close their eyes. Remove one object and question students.)

★ Read the paragraph again. Complete the outline.

He Has It

First Sentence: Miss Brown tells the students about a test and puts it in her desk drawer.

- A. Miss Brown opens the drawer.
- B. The test is missing!
- C. Miss Brown looks at her students.
- D. The students
 - 1. know Jimmy has the test
 - 2. are afraid to tell her
- E. Miss Brown looks at Jimmy.
- F. Jimmy's face is red.
- G. Miss Brown and Jimmy talk in the hallway.
- H. Jimmy cries.

Final Sentence: He says, "I'm very sorry!"

★ Write sentences from the paragraph. Use the correct tenses.



- A. Open the drawer
- B. Look at her students
- C. Look at Jimmy

Later, she opens the drawer.
She looks at her students.
Then, she looks at Jimmy.



- D. Missing

The test is missing !



- E. Know Jimmy has it
- F. Afraid to tell her

They know Jimmy has it.
They are afraid to tell her.



- G. Face—red
- H. Cry

His face is red.
Jimmy cries.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- Where is Tim's mom?
- How does she feel? Happy?
- What is in the jar?

4

Look at the pictures and read the outline.

They Are Missing

First Sentence: Tim's mom bakes cookies for a party and puts them in a cookie jar.

- A. Tim's mom
 - 1. leaves the cookie jar in the kitchen
 - 2. goes into the kitchen
- B. The cookies are missing!
- C. Tim's mom
 - 1. looks for them
 - 2. sees Tim
- D. Tim has cookie crumbs on his face and hands.
- E. Tim's mom asks him about them.
- F. Tim
 - 1. smiles
 - 2. says sorry



Final Sentence: "Let's make more cookies."

Outline Follow-up Ask questions about the text.

- Why does Tim's mom bake cookies?
- What is missing?
- Who has cookie crumbs on his face?

Use the outline from above to write sentences.



- A. **Leave** the cookie jar in the kitchen
- B. **Go** into the kitchen
- D. **Look** for them
- E. **See** Tim
- G. **Ask** him about them
- C. **Missing**
- F. **Have** cookie crumbs on his face and hands
- H. **Smile**

She leaves the cookie jar in the kitchen.

Later, she goes into the kitchen.

She looks for them.

Then, she she sees Tim.

She asks him about them.

The cookies are missing !

He has cookie crumbs on his face and hands.

He smiles.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

They Are Missing

Tim's mom bakes cookies for a party and puts them in a cookie jar. She leaves the cookie jar in the kitchen. Later, she goes into the kitchen. The cookies are missing! She looks for them. Then, she sees Tim. He has cookie crumbs on his face and hands. She asks him about them. He smiles.

_____ He says, "I'm sorry, Mom. Let's make more cookies."

- 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|---|---|
| A. He face is red. | <u>His face is red.</u> |
| B. They are worried it about. | <u>They are worried about it.</u> |
| C. She puts they in a cookie jar. | <u>She puts them in a cookie jar.</u> |
| D. Her leaves the cookies in the kitchen. | <u>She leaves the cookies in the kitchen.</u> |
| E. I very sorry. | <u>I am very sorry.</u> |

Grammar Focus Pronouns

- 6 Answer the questions with your own information.

*Sample Answers

- A. Do you like cookies? What is your favorite snack?

Yes, I do. Chips are my favorite snack.

- B. Where do you put your school books?

I put them on my desk.

- C. Where do you study?

I study in the library.

- D. Do you study with friends? Who?

Yes, I do. I study with John.

REVIEW

→ The review may be completed as a group activity or test.

Unit 1-Unit 4

Lesson Warm-up Ask questions about the pictures.

- What does she have?
- Where is she/are they?
- What is she/are they doing?



**Look at the pictures and complete the sentences.
Use the words in the correct form.**

like

they

be

have

it

sit

A. Her name is Sue.

B. She is sitting on a bench.

C. She has a cat.

D. It is gray.

E. It likes milk.

F. They are happy.



smile

your

be

new

ride

G. Their names are Bill and Sue.

H. They are riding their bikes in the park.

I. The bikes are new.

J. Sue asks, "Do you like your
new bike?"

K. Bill smiles and says, "Yes, I do."



2

Copy two parts to make a sentence.

My friend's name

is Rosa.

She

expensive earrings.

likes jewelry.

She has

She doesn't

wear them to school.

A. My friend's name is Rosa.

1

B. She likes jewelry.

2

C. She has expensive earrings.

3

D. She doesn't wear them to school.

4



Now number the sentences from 1-4.

3

Look at the pictures and complete the sentences.

*Sample Answers

A. Their names/They are Joe and Claire.They have a bunny.It is black and white.B. His name/He is Todd.He has a ball.It is a soccer ball.**Activity Follow-up**

Ask questions about the pictures.

- What color are the bunny's ears?
- What color are Joe and Claire's bunny ears?
- What sport does Todd play?



Read the facts.

Activity Warm-up

Ask questions about the pictures.

- What sport does he play?
- Is he riding a bike? What is he doing?
- Where is the tennis racket?

Name: David Smith

Going: To tennis practice

Has: A backpack

Backpack Color: Yellow, red, and blue

In Backpack: Books and a tennis racket



Read the facts again. Answer the questions.

A. What is his name?

His name is David Smith.

B. Where is he going?

He is going to tennis practice.

C. What does he have?

He has a backpack.

D. What color is it?

It is yellow, red, and blue.

E. What is in it?

Books and a tennis racket are in it./There are books and a tennis racket in it.

Activity Follow-up Have students draw a simple picture to illustrate the story.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. My name are George.

My name is George.

B. I has a skateboard.

I have a skateboard.

C. My skateboard be green and black.

My skateboard is green and black.

D. My ride it to school.

I ride it to school.

E. Does you have a skateboard?

Do you have a skateboard?

Activity Warm-up Give students examples by writing sentences about yourself (teacher) on the board. Make sure students understand that they can make a lot of different sentences.

6

Write four sentences about yourself. Use the words below.

am

have

it

don't have

***Sample Answers**

A. I am happy.

B. I have an MP3 player.

C. It is green.

D. I don't have a cell phone.

Activity Follow-up Have students read their sentences to each other.

Saturday Afternoon

Lesson Warm-up

Ask questions about the pictures.

- Who is listening to music?
- What are they playing? (Point to the Yao Ming poster.)
- Who has a golf magazine?

1

Match the sentences and pictures.

A. Mariah Carey is an American singer. Jenny has her new CD.

B. Yao Ming is from China. He is a professional basketball player.

C. Se-ri Pak is a Korean golfer. She speaks Korean and English.

D. Mike has a poster of the Backstreet Boys. They are his favorite band.



Unscramble the sentences.

A. singer. / Carey / is / American / an / Mariah
Mariah Carey is an American singer.

B. China. / Ming / from / is / Yao
Yao Ming is from China.

C. English. / speaks / She / and / Korean
She speaks Korean and English.

D. poster / has / Boys. / of / a / the / Backstreet / Mike
Mike has a poster of the Backstreet Boys.

2

Look at the picture and answer the questions. Use the sentences in the box.



Yes, it is.
They live in Australia.
It is a clock tower.

Big Ben is in Europe.
They are brown.
It is in Asia.

A. Is the Great Wall of China long?

Yes, it is.

B. Where do kangaroos live?

They live in Australia.

C. What is in Europe?

Big Ben is in Europe.

D. What is Big Ben?

It is a clock tower.

E. What color are the Pyramids of Giza?

They are brown.

F. Where is the Great Wall?

It is in Asia.



Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Where is the Internet café?
- What book is on the poster?
- What is this? (Point to something specific.)



Grammar Activity

Dictate the following sentences to students. Read each sentence slowly. Make sure students capitalize the right words. Spell words if necessary, but do not capitalize them.

- She is from Canada.
- I speak English.
- They want to visit Australia.
- We have practice on Friday.
- Do you like Asian movies?
- The Great Wall of China is long.

Saturday Afternoon

The children want to do different things on Saturday afternoon. Mike wants to watch the movie *Star Wars*. He likes American movies. Jenny and Kayla want to go to the library. They want to read *Harry Potter*. They like English books. Justin wants to play the game *WarCraft*. He likes Asian computer games. They all want to enjoy the afternoon.



Answer the questions in complete sentences.

Personalization Follow-up

Ask students personal questions based upon the reading.

- What do you want to do this afternoon?
- What kind of books do you like?

- A.** What does Mike want to do?

Mike/He wants to watch the movie *Star Wars*.

- B.** Where do Jenny and Kayla want to go?

Jenny and Kayla/They want to go to the library.

- C.** What kind of books do the girls like?

They/The girls like English books.

- D.** Who wants to play *WarCraft*?

Justin wants to play *WarCraft*.

- E.** Do the children want to have fun?

Yes, they do.

★ Read the paragraph again. Complete the outline.

Saturday Afternoon

Topic Sentence: The children want to do different things on Saturday afternoon.

A. Mike

1. wants to watch the movie *Star Wars*
2. likes American movies

B. Jenny and Kayla

1. want to go to the library
2. want to read *Harry Potter*
3. like English books

C. Justin

1. wants to play the game WarCraft
2. likes Asian computer games

Concluding Sentence: They all want to enjoy the afternoon.

★ Write sentences from the paragraph. Use the correct tenses.



A. Want—go to the library

Jenny and Kayla want to go to the library.

B. Want—read *Harry Potter*

They want to read *Harry Potter*.

C. Like English books

They like English books.



D. Want—watch the movie *Star Wars*

Mike wants to watch the movie *Star Wars*.

E. Like American movies

He likes American movies.



F. Want—play *WarCraft*

Justin wants to play *WarCraft*.

G. Like Asian computer games

He likes Asian computer games.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What country is this?
- How many people are in this family?
- What animal is this? (Point to the camel.)

4

Look at the pictures and read the outline.

Summer Vacation

Topic Sentence: My family wants to do different things during summer vacation.

- A. Mom
 - 1. wants to go to Italy
 - 2. likes Italian food
- B. Dad and I
 - 1. want to go to Egypt
 - 2. want to ride camels
 - 3. want to see a pyramid
- C. Julie
 - 1. wants to go to Disneyland
 - 2. loves Mickey Mouse



Concluding Sentence: We want to do different things, but we all want to have fun.

Outline Follow-up Ask questions about the text.

- Who likes Italian food?
- Who wants to ride camels?
- Where does Julie want to go?

Use the outline from above to write sentences.



F. Want—go to Disneyland

Julie wants to go to Disneyland.

G. Love Mickey Mouse

She loves Mickey Mouse !



A. Want—go to Italy

Mom wants to go to Italy.

B. Like Italian food

She likes Italian food.



D. Want—ride camels

We want to ride camels.

C. Want—go to Egypt

Dad and I want to go to Egypt.

E. Want—see a pyramid

We also also want to see a pyramid.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-G).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-G).

Summer Vacation

My family wants to do different things during summer vacation. ____
Mom wants to go to Italy. She likes Italian food. Dad and I want to
go to Egypt. We want to ride camels. We also want to see a pyramid.
Julie wants to go to Disneyland. She loves Mickey Mouse!

_____ We want to do different things, but we all want to have fun.

- 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Mariah Carey is an
american singer.

Mariah Carey is an American
singer.

B. Big ben is in Europe.

Big Ben is in Europe.

C. Dad and I want go to Egypt.

Dad and I want to go to Egypt.

D. Mom likes italian food.

Mom likes Italian food.

E. Julie loves Mickey mouse.

Julie loves Mickey Mouse!

Grammar Focus Capitalization and Want

- 6 Answer the questions with your own information.

*Sample Answers

A. Where are you from?

I am from Australia.

B. Who is your favorite singer?

My favorite singer is Britney Spears.

C. What two countries do you want to go to?

I want to go to France and England.

D. What movie do you want to see?

I want to see (the movie) Superman Returns.

Dinosaurs Are Awesome!

Lesson Warm-up

Ask questions about the pictures.

- How many dinosaurs do you see?
- Do you think they are at school?
- What is this? (Point to something specific.)

1

Match the sentences and pictures.

A.

Miss Brown's class is going on a field trip. The students are excited.

B.

The school bus goes to the museum. It's a dinosaur museum!

C.

The students see many dinosaur bones. The boys talk about a very big bone.

D.

The students go upstairs. The girls are at the front of the line.



Unscramble the sentences.

- A. Brown's / Miss / is / a / class / trip. / going / field / on

Miss Brown's class is going on a field trip.

- B. a / It's / museum! / dinosaur

It's a dinosaur museum!

- C. very / talk / about / boys / bone. / The / a / big

The boys talk about a very big bone.

- D. girls / front / are / line. / at / of / the / The / the

The girls are at the front of the line.

2

Look at the picture and answer the questions. Use the sentences in the box.



It is a natural history museum.

It is behind the small dinosaur.

No, it isn't.

No, they aren't.

The green dinosaur is tall.

The orange dinosaur has big teeth.

A. Which dinosaur is tall?

The green dinosaur is tall.

B. What kind of museum is it?

It is a natural history museum.

C. Is the green dinosaur standing on two feet?

No, it isn't.

D. Where is the tree?

It is behind the small dinosaur.

E. Which dinosaur has big teeth?

The orange dinosaur has big teeth.

F. Are the two dinosaurs alive?

No, they aren't.

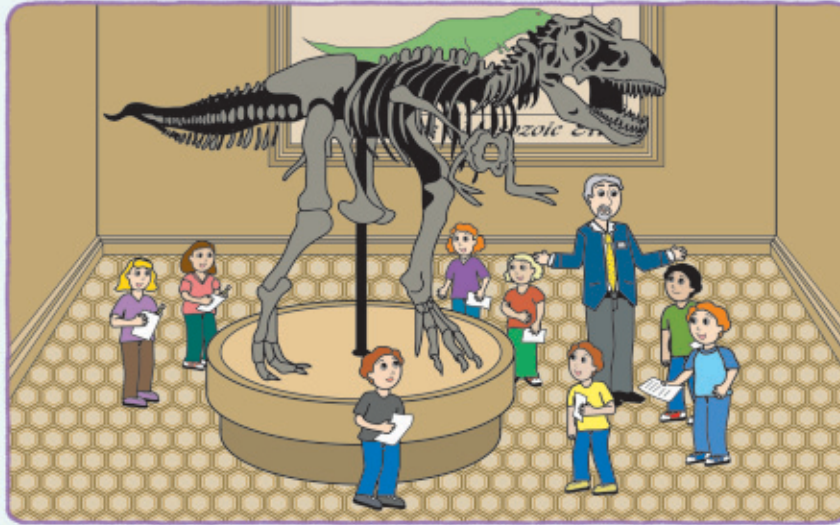


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What are the students learning about?
- Is the dinosaur alive?
- Who do you think this man is?



Grammar Activity

Write a big period, question mark, and exclamation point on the board. Read the following sentences with the proper intonation. Have students point to the punctuation mark that they think is correct.

- Oh, no! We are late!
- I ride the bus to school.
- Where are you?
- How tall is it?
- This is exciting!
- They like dinosaurs.

Dinosaurs Are Awesome!

Today, Miss Brown's class is visiting a museum. They are looking at the bones of a Tyrannosaurus Rex. The Tyrannosaurus Rex in the museum is very big. It is 5 meters tall and 12 meters long! A museum guide is telling the students about dinosaurs. They are taking notes. The students like the museum. They are learning a lot about dinosaurs!



Answer the questions in complete sentences.

- A.** What is the class doing today?

Miss Brown's class is/They are visiting a museum.

- B.** What are the students looking at?

The students/They are looking at the bones of a Tyrannosaurus Rex.

- C.** How tall is the dinosaur?

The dinosaur/It is 5 meters tall.

- D.** How long is the dinosaur?

The dinosaur/It is 12 meters long.

- E.** Who is telling the students about dinosaurs?

A museum guide is telling the students about dinosaurs.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Do you like dinosaurs? What is your favorite animal?
- What do you know a lot about? Teach me one thing.

★ Read the paragraph again. Complete the outline.

Dinosaurs Are Awesome!

Topic Sentence: Today, Miss Brown's class is visiting a museum.

- A. They are looking at the bones of a Tyrannosaurus Rex.
B. The Tyrannosaurus Rex
1. is very big
2. is 5 meters tall
3. is 12 meters long
C. A museum guide is telling the students about dinosaurs.
D. The students
1. are taking notes
2. like the museum

Concluding Sentence: They are learning a lot about dinosaurs!

★ Write sentences from the paragraph. Use the correct tenses.



- A. Look at the bones of a Tyrannosaurus Rex They are looking at the bones of a Tyrannosaurus Rex.
B. Take notes They are taking notes.
C. Like the museum The students like the museum.



- D. Very big The Tyrannosaurus Rex in the museum is very big.
E. 5 meters tall and 12 meters long It is 5 meters tall and 12 meters long!



- F. Tell the students about dinosaurs A museum guide is telling the students about dinosaurs.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- Who is wet?
- What is his job? (Point to the lifeguard.)
- Where do you think the boys are?

4

Look at the pictures and read the outline.

Water Parks are Exciting!

Topic Sentence: Kevin and Paul are at a water park.

- A. Kevin and Paul
 - 1. are swimming
 - 2. are going down the slides
- B. The water park
 - 1. is very big
 - 2. has 4 swimming pools
 - 3. has 12 slides
- C. Many lifeguards are watching over the swimmers.
- D. The swimmers all feel safe.
- E. Kevin and Paul like the water park.



Concluding Sentence: They are having a lot of fun!

Outline Follow-up Ask questions about the text.

- What are Kevin and Paul doing?
- How many slides are at the water park?
- What are the lifeguards doing?

Use the outline from above to write sentences.



A. Swim and go down the slides

They are swimming and going down the slides.

F. Like the water park

Kevin and Paul like the water park.



B. Very big

The water park is very big.

C. Have 4 swimming pools and 12 slides

It has 4 swimming pools and 12 slides !



D. Watch over the swimmers

Many lifeguards are watching over the swimmers.



E. All feel safe

The swimmers all feel safe.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-F).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-F).

Water Parks are Exciting!

Kevin and Paul are at a water park. They are swimming and going down the slides. The water park is very big. It has 4 swimming pools and 12 slides! Many lifeguards are watching over the swimmers. The swimmers all feel safe. Kevin and Paul like the water park.
_____ They are having a lot of fun!

- 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Dinosaurs are awesome?

Dinosaurs are awesome!

B. How tall is she!

How tall is she?

C. They are swimming?

They are swimming.

D. it has twelve slides!

It has twelve slides!

E. Water parks is exciting!

Water parks are exciting!

Grammar Focus Punctuation

- 6 Answer the questions with your own information.

*Sample Answers

A. What kind of museums do you go to?

I go to science museums (and art museums).

B. Where do you have a lot of fun?

I have a lot of fun at the amusement park.

C. How many brothers and sisters do you have?

I don't have any brothers or sisters.

D. How tall are you?

I am 1.2 meters tall.

Grandfather's Birthday

Lesson Warm-up

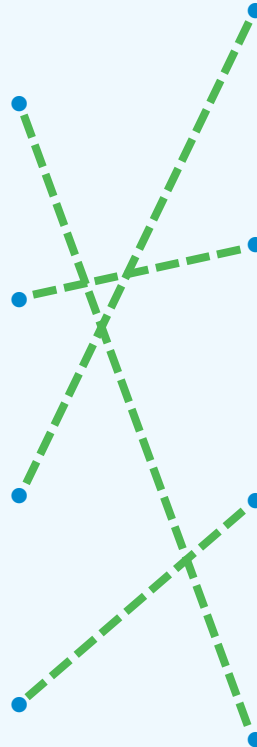
Ask questions about the pictures.

- Who had a birthday party?
- What did they wear at the party? (Point to the party hats.)
- What did the twins do? (Point to picture c.)

1

Match the sentences and pictures.

- A.** The twins had a birthday party yesterday. They had a blue birthday cake.
- B.** Their friends brought presents to the party. They put the presents on a table.
- C.** They all wore party hats. The birthday cake was delicious. It was a fun party.
- D.** Justin and Kayla opened their presents. They were very excited!

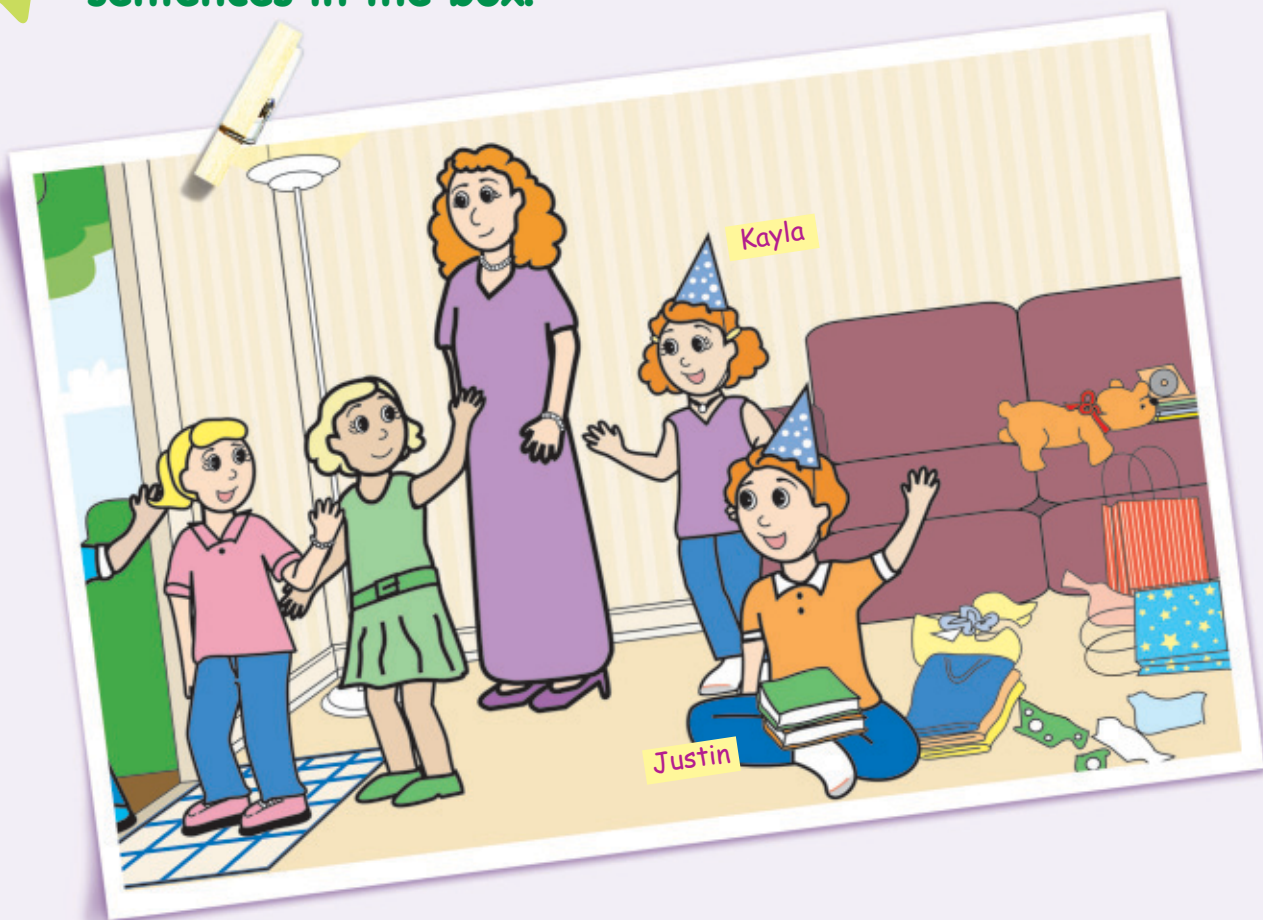


Unscramble the sentences.

- A.** party / The / twins / yesterday. / birthday / had / a
The twins had a birthday party yesterday.
- B.** Their / party. / brought / the / presents / to / friends
Their friends brought presents to the party.
- C.** They / party / all / hats. / wore
They all wore party hats.
- D.** and / Justin / their / opened / Kayla / presents.
Justin and Kayla opened their presents.

2

Look at the picture and answer the questions. Use the sentences in the box.



She put them on the sofa.

She got some CDs and a teddy bear.

Yes, it is.

Their friends came to the party.

It was at the twins' house.

He got some books and shirts.

A. Where was the party?

It was at the twins' house.

B. Who came to the party?

Their friends came to the party.

C. What did Justin get?

He got some books and shirts.

D. What did Kayla get?

She got some CDs and a teddy bear.

E. Where did Kayla put her presents?

She put them on the sofa.

F. Is the party finished?

Yes, it is.

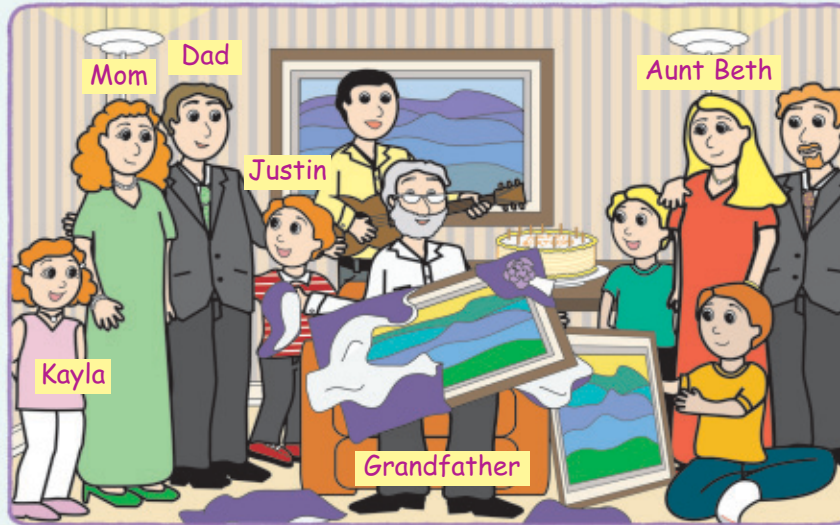
3

Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Who had a birthday party?
- Who opened presents?
- Did everyone enjoy the party?



Grammar Activity

Write the following sentences on the board. Have students work in pairs to fill in the blanks with the past tense.

- We ____ baseball yesterday. (play)
- They ____ two songs. (sing)
- I ____ her a present. (give)
- She ____ to the party. (go)
- Did you ____ cake? (eat)
- He ____ TV yesterday. (watch)

Answers: played, sang, gave, went, eat, watched

Grandfather's Birthday

Yesterday was my grandfather's birthday. He turned 80 years old! Everyone in my family went to his house. We all sang the "Happy Birthday" song. Mom and dad gave him a new sweater. Aunt Beth made a birthday cake for him. Kayla and I gave him our paintings. He smiled and thanked everyone. He loves all of us! He had a very happy birthday.

Personalization Follow-up

Ask students personal questions based upon the reading.

- When is your birthday?
- What did you do yesterday?

Answer the questions in complete sentences.

- A.** Who had a birthday party?

Justin's grandfather had a birthday party.

- B.** How old is this person now?

He is 80 years old.

- C.** Where did everyone go?

Everyone/They went to his grandfather's house.

- D.** What did Aunt Beth do?

She made a birthday cake (for him).

- E.** What did Justin and Kayla give him?

Justin and Kayla/They gave him paintings.

★ Read the paragraph again. Complete the outline.

Grandfather's Birthday

Topic Sentence: Yesterday was my grandfather's birthday.



turned 80 years old



went to his house

all sang the "Happy Birthday" song



Mom and Dad gave a new sweater

Aunt Beth made a birthday cake

Kayla and I gave our paintings



smiled and thanked everyone

loves all of us

Concluding Sentence: He had a very happy birthday.

★ Write sentences from the paragraph. Use the correct tenses.



A. Turn 80 years old

He turned 80 years old !

B. Smile and thank everyone

He smiled and thanked everyone.

C. Love all of us

He loves all of us !



D. Go to his house

Everyone in my family went to his house.

E. Sing the "Happy Birthday" song

We all sang the "Happy Birthday" song.



F. Give him a new sweater

Mom and Dad gave him a new sweater.



G. Make a birthday cake for him

Aunt Beth made a birthday cake for him.



H. Give him our paintings

Kayla and I gave him our paintings.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

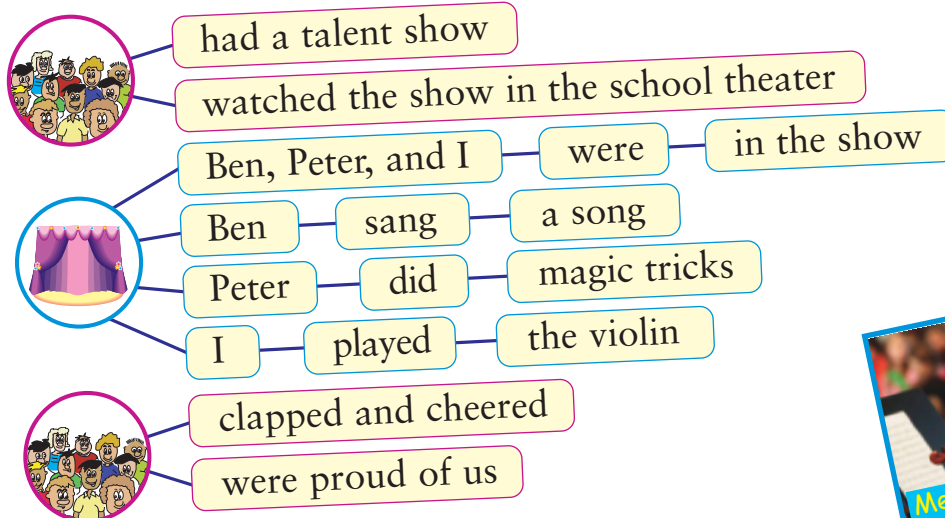
- Did Ben play the violin?
- Who did magic tricks?
- Who sang a song?

4

Look at the pictures and read the outline.

The Talent Show

Topic Sentence: Yesterday was a special day at school.



Concluding Sentence: The talent show was exciting!

Outline Follow-up Ask questions about the text.

- What special event happened?
- Where was the talent show?
- Was the talent show exciting?

Use the outline from above to write sentences.

A. Have a talent show

B. Watch the show in the school theater

G. Clap and cheer

H. Proud of us

C. Be in the show

D. Sing a song

F. Play the violin

E. Do magic tricks

We had a talent show _____!

Everyone watched the show in the school theater.

Everyone clapped and cheered.

They were proud of us.

Ben, Peter, and I were in the show.

Ben sang a song.

Then, I played the violin.

Peter did magic tricks.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

The Talent Show

Yesterday was a special day at school. We had a talent show!
Everyone watched the show in the school theater. Ben, Peter, and I
were in the show. Ben sang a song. Peter did magic tricks. Then, I
played the violin. Everyone clapped and cheered. They were proud of
us.

_____ The talent show was exciting!

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|--|--|
| A. It <u>were</u> a fun party. | <u>It was a fun party.</u> |
| B. The twins <u>their opened</u> presents. | <u>The twins opened their presents.</u> |
| C. He <u>smile</u> and thanked everyone. | <u>He smiled and thanked everyone.</u> |
| D. Peter <u>do</u> magic tricks yesterday. | <u>Peter did magic tricks yesterday.</u> |
| E. Everyone <u>fun had</u> together. | <u>Everyone had fun together.</u> |

Grammar Focus Past Tense

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. What did you do on your birthday last year?
I had a party with my friends.
- B. What do you want for your birthday this year?
I want a comic book.
- C. What did you wear yesterday?
I wore my school uniform.
- D. What did you do today? Did you have fun?
I went to school. No, I didn't.

Funny Animals!

Lesson Warm-up

Ask questions about the pictures.

- Where are the students? (Point to picture c.)
- What animal is this? (Point to a specific picture.)
- What is the zookeeper doing?

1

Match the sentences and pictures.

A.

The children are going to the zoo. They want to see a lot of animals.

B.

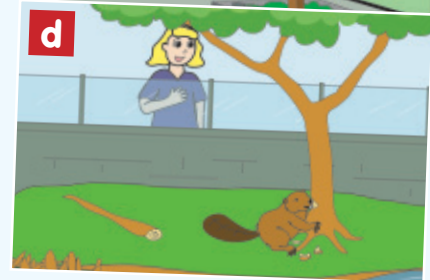
First, they see a gorilla eating bamboo. There is a zookeeper in the gorilla's cage. He is cleaning the cage.

C.

Second, they look at some tropical fish. The fish are very colorful.

D.

Next, they see a beaver. It is cutting down a tree. It has strong teeth.



Unscramble the sentences.

A. want / They / to / animals. / a / see / of / lot

They want to see a lot of animals.

B. zookeeper / in / is / a / gorilla's / There / the / cage.

There is a zookeeper in the gorilla's cage.

C. very / The / colorful. / are / fish

The fish are very colorful.

D. has / It / teeth. / strong

It has strong teeth.

2

Look at the picture and answer the questions. Use the sentences in the box.



Six fish are swimming in the water.
It is behind the orange fish.
No, they are not fishing.

One gorilla is eating bamboo.
No, they are in a zoo.
They are looking at two gorillas.

- A.** What are the children looking at? They are looking at two gorillas.
- B.** What is one gorilla eating? One gorilla is eating bamboo.
- C.** Are the gorillas fishing? No, they are not fishing.
- D.** How many fish are swimming in the water? Six fish are swimming in the water.
- E.** Are these animals in a forest? No, they are in a zoo.
- F.** Where is the big green fish? It is behind the orange fish.



Read the paragraphs.

Reading Warm-up

Ask questions about the picture.

- What animals do you see?
- What does Miss Brown have?
- What are the animals doing?



Grammar Activity

Make two teams, and have them line up. Dictate a sentence to one student from each team. As soon as he/she is finished, he/she races to give the marker to a teammate. Then, the teammate runs to the board and writes the plural form of the sentence.

- The gorilla is sleeping.
- My tooth is clean.
- She takes a picture.
- We ate an apple.
- That fish is pretty.
- A zebra has stripes.

Answers: Gorillas are sleeping. My teeth are clean. She takes pictures. We ate apples. Those fish are pretty. Zebras have stripes.

Funny Animals!

The students visit the zoo with Miss Brown. First, they see the African animals. Miss Brown tells the students about giraffes. They learn something new. Giraffes have very long tongues. Their tongues are over 45 centimeters long!

Then, the students stand in front of the giraffes. Miss Brown takes a picture. One of the giraffes sticks out its tongue! Everyone laughs. The students enjoy the zoo.



Answer the questions in complete sentences.

A. Where are giraffes from?

Giraffes/They are from Africa.

B. Who tells the students about giraffes?

Miss Brown tells the students about giraffes.

C. What do they learn about giraffes?

(They learn that) Giraffes have long tongues./Their tongues are over 45 centimeters long.

D. What does Miss Brown take a picture of?

Miss Brown/She takes a picture of the students and (the) giraffes.

E. Why does everyone laugh?

(Everyone laughs because) One of the giraffes sticks out his tongue.

Personalization Follow-up

Ask students personal questions based upon the reading.

- How many African animals do you know? (Have students write what they can in ten seconds.)
- Do you like to take pictures? What do you take pictures of?

★ Read the paragraphs again. Complete the outline.

Funny Animals!

Topic Sentence: The students visit the zoo with Miss Brown.

- A. First, they see the African animals.
- B. Miss Brown tells the students about giraffes.
- C. They learn something new.
- D. Giraffes
 - 1. have very long tongues
 - 2. tongues are over 45 cm long
- E. The students stand in front of the giraffes.
- F. Miss Brown takes a picture.
- G. One of the giraffes sticks out its tongue.
- H. Everyone laughs.

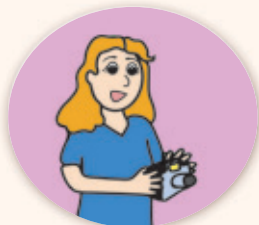
Concluding Sentence: The students enjoy the zoo.

★ Write sentences from the paragraphs. Use the correct tenses.



- A. See the African animals
- B. Learn something new
- C. Stand in front of the giraffes

First, they see the African animals.
They learn something new.
Then, the students stand in front of the giraffes.



- D. Tell the students about giraffes
- E. Take a picture

Miss Brown tells the students about giraffes.
Miss Brown takes a picture.



- F. Have very long tongues
- G. Tongues—over 45 cm long
- H. Stick out its tongue

Giraffes have very long tongues.
Their tongues are over 45 centimeters long!
One of the giraffes sticks out its tongue!

→ These sentences are not in the same order as they appear in the paragraph or outline.
The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What do the girls have?
- What do you think the story is about?
- Who has a fishing pole?

4

Look at the pictures and read the outline.

Fishing

Topic Sentence: Tina goes fishing with her family.

- A. They fish for hours.
- B. Tina's father teaches Tina and her sister about fish.
- C. Tina and her sister learn something interesting.
- D. Fish
 - 1. do not have eyelids
 - 2. never blink
- E. Tina and her sister catch one fish each.
- F. One of the fish is very small!
- G. Everyone laughs.



Concluding Sentence: Tina's family has fun on the fishing trip.

Outline Follow-up Ask questions about the text.

- Who learns about fish?
- What never blinks?
- Do they enjoy the fishing trip?

Use the outline from above to write sentences.



A. Fish for hours

They fish for hours.

G. Laugh

Everyone laughs.



B. Teach Tina and her sister about fish

Tina's father teaches Tina and her sister about fish.



C. Learn something interesting

They learn something interesting.



D. Do not have eyelids

Fish do not have eyelids.

E. Never blink

They never blink !

F. Be very small

One of the fish is very small !

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-G).

- ★ Now write paragraphs. Use the outline to put your sentences in order (A-G).

Fishing

Tina goes fishing with her family. They fish for hours. Tina's father teaches Tina and her sister about fish. They learn something interesting. Fish do not have eyelids. They never blink!

Tina and her sister catch one fish each. One of the fish is very small! Everyone laughs. Tina's family has fun on the fishing trip.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. The fishes are very colorful.

The fish are very colorful.

B. Beavers have strong tooth

Beavers have strong teeth.

C. They are looking at two gorilla.

They are looking at two gorillas.

D. One of the giraffe sticks out his tongue!

One of the giraffes sticks out his tongue!

E. Fish don't has eyelids.

Fish don't have eyelids.

Grammar Focus Transitions and Singular/Plural

6

Answer the questions with your own information.

*Sample Answers

A. What are your favorite animals?

My favorite animals are kangaroos.

B. What do you do with your family?

I watch TV with my family.

C. What do you first in the morning?

I get out of bed.

D. How long is your tongue?

It is 3 centimeters long.

REVIEW

→ The review may be completed as a group activity or test.

Unit 5-Unit 8

Lesson Warm-up Ask questions about the pictures.

- What is she/he doing?
- What is she pointing at?
- What sport does he play?



Look at the pictures and complete the sentences.
Use the words in the correct form.

?	sticker	it	favorite	!	they
---	---------	----	----------	---	------

- A.** Sarah collects stickers.
- B.** She has 306 stickers !
- C.** They are all different.
- D.** Her favorite sticker is blue and yellow.
- E.** It is a butterfly.
- F.** What do you collect ?



.	be	Saturday	?	be
---	----	----------	---	----

- G.** John is on a soccer team.
- H.** There are eleven players on his team.
- I.** He is the goalkeeper .
- J.** His team plays games on Saturday mornings.
- K.** Do you play soccer ?



2

Copy two parts to make a sentence.

First,
we baked it in the oven.
Then,
Our mom

made a chocolate cake.
we mixed everything together.
said, "This is delicious!"
Tiffany and I

A. Tiffany and I made a chocolate cake.

1

B. First, we mixed everything together.

2

C. Then, we baked it in the oven.

3

D. Our mom said, "This is delicious!"

4



Now number the sentences from 1-4.

Activity Follow-up Ask questions about the pictures.

- What is the girl holding?
- How many presents does the boy have?
- Is it summer? (Point to the picture of the boy.)

3

Look at the pictures and complete the sentences.

*Sample Answers

A. Kate lives in America.She is American.She speaks English.B. Neil has two presents.

The presents are from
his parents.

He is excited!



Read the facts.

Activity Warm-up

Ask questions about the pictures.

- What is this girl doing? (Point to the birthday girl.)
- What did her friends bring to the party?
- Where do you think the party is?

Name: Patty Jones

Birthday: April 26th

Age: 12

Party: At her house

Now: Opening presents



Read the facts again. Answer the questions.

A. What is her name?

Her name is Patty Jones.

B. When is her birthday?

Her birthday is (on) April 26th.

C. How old is she?

She is 12 years old.

D. Where is her party?

Her party is at her house.

E. What is she doing?

She is opening presents.

Activity Follow-up Have students draw a simple picture to illustrate the story.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. My best friend's names is Kyle.

My best friend's name is Kyle.

B. He is from canada.

He is from Canada.

C. He has pet snake.

He has a pet snake.

D. It am in a cage in Kyle's bedroom.

It is in a cage in Kyle's bedroom.

E. It is scary?

It is scary!

Activity Warm-up Give students examples by writing sentences about yourself (teacher) on the board. Make sure students understand that they can make a lot of different sentences.

6

Write four sentences about yourself. Use the words below.

birthday

English

exciting

play

***Sample Answers**

A. My birthday is November 4th.

B. I like English.

C. Parties are exciting.

D. I play tennis on Wednesday evenings.

Activity Follow-up Have students read their sentences to each other.

Where Are They?

Lesson Warm-up

Ask questions about the pictures.

- Where is the apple?
- Where is the green backpack?
- Where is the lamp?

1

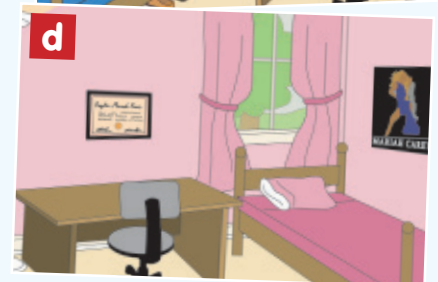
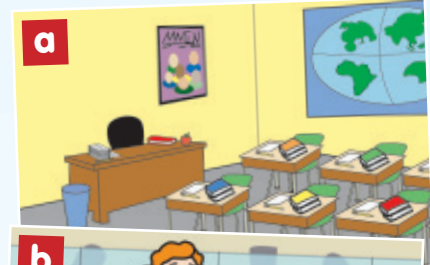
Match the sentences and pictures.

A. Kayla has a poster above her bed. It is a poster of her favorite singer.

B. There is a book on Justin's desk. His slippers are under his bed.

C. Kayla is eating lunch in the cafeteria. Her backpack is under her chair.

D. There is a trash can next to Miss Brown's desk. It is empty.



★ Unscramble the sentences.

A. has / Kayla / a / bed. / above / her / poster

Kayla has a poster above her bed.

B. his / under / His / bed. / are / slippers

His slippers are under his bed.

C. backpack / her / is / chair. / Her / under

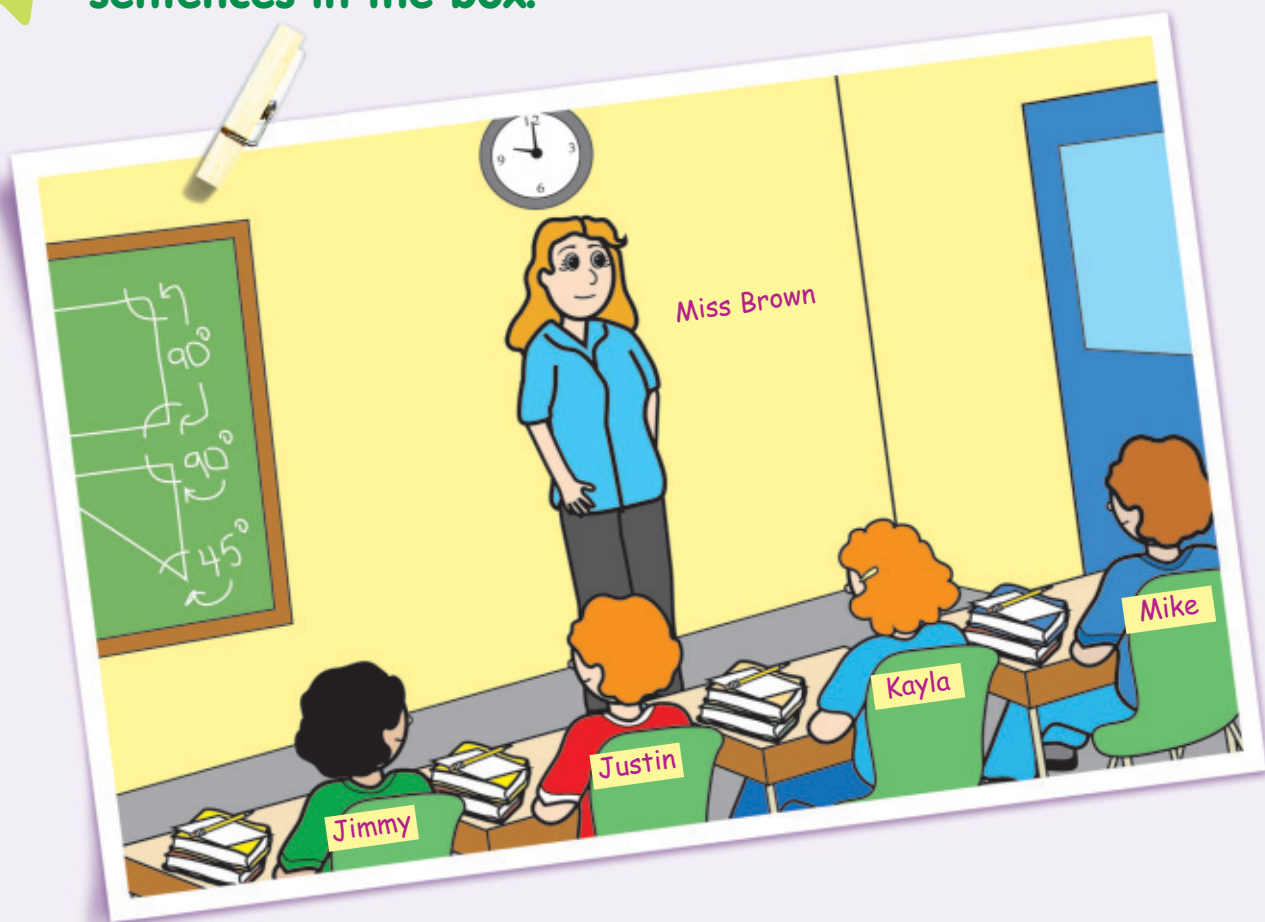
Her backpack is under her chair.

D. Miss / Brown's / There / a / desk. / trash / next / is / to / can

There is a trash can next to Miss Brown's desk.

2

Look at the picture and answer the questions. Use the sentences in the box.



Justin is sitting next to him.
A clock is above her head.
They are in the classroom.

Some numbers are on the board.
They are learning math.
Miss Brown is under the clock.

- A.** What is above Miss Brown's head? A clock is above her head.
- B.** What is on the board? Some numbers are on the board.
- C.** Who is standing under the clock? Miss Brown is under the clock.
- D.** Where are the students? They are in the classroom.
- E.** Who is sitting next to Jimmy? Justin is sitting next to him.
- F.** What subject are they learning? They are learning math.

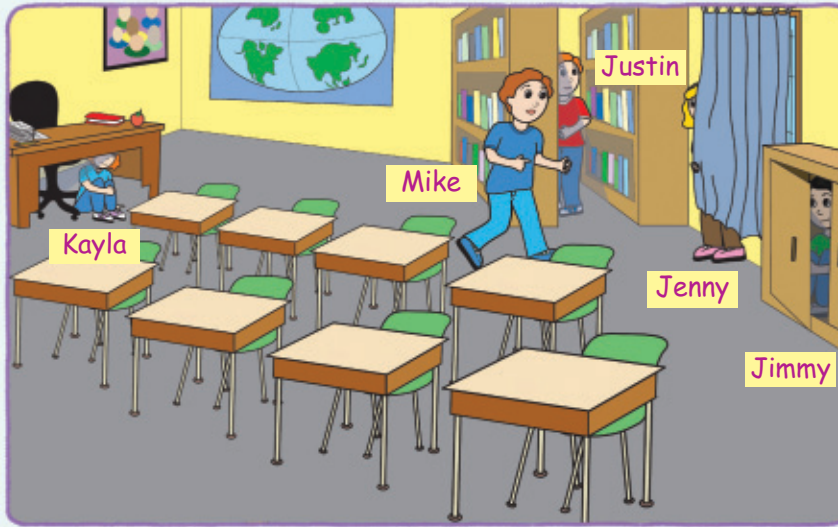


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Where is Jimmy?
- What is Kayla hiding under?
- Who isn't hiding?



Grammar Activity

Have students put two pencils and a backpack on their desk. Read the sentences and make sure students arrange things accordingly.

- The pencils are inside the backpack.
- A pencil is on the backpack.
- The backpack is above the pencils.
- The pencils are behind the backpack.
- The backpack is between the pencils.
- A pencil is moving toward the backpack.

Where Are They?

The children are playing hide-and-seek in the classroom. Jenny is hiding behind the curtain. Her feet are showing. Justin is hiding between the two bookshelves. Kayla is hiding under Miss Brown's desk. She is sitting on the floor. Jimmy is hiding in the cupboard. It is dark inside. Mike is looking for everyone. He sees Jenny's feet. He is running toward the curtain.



Answer the questions in complete sentences.

- A.** Where are the students?

The students/They are in the classroom.

- B.** What are they doing?

They are playing hide-and-seek.

- C.** Where is Kayla hiding?

Kayla/She is hiding under Miss Brown's desk.

- D.** Where is Jimmy hiding?

Jimmy/He is hiding in the cupboard.

- E.** Who does Mike see?

Mike/He sees Jenny.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Who do you sit between in class?
- Where are you? (Have students hide in the classroom.)

★ Read the paragraph again. Complete the outline.

Where Are They?

First Sentence: The children are playing hide-and-seek in the classroom.

- A. Jenny
 - 1. is hiding behind the curtain
 - 2. feet are showing
- B. Justin is hiding between the two bookshelves.
- C. Kayla
 - 1. is hiding under Miss Brown's desk
 - 2. is sitting on the floor
- D. Jimmy is hiding in the cupboard.
- E. It is dark inside.
- F. Mike
 - 1. is looking for everyone
 - 2. sees Jenny's feet

Final Sentence: He is running toward the curtain.

★ Write sentences from the paragraph. Use the correct tenses.



A. Hide behind the curtain

Jenny is hiding behind the curtain.

B. Feet—showing

Her feet are showing.



C. Hide between the two bookshelves

Justin is hiding between the two bookshelves.



D. Hide in the cupboard

Jimmy is hiding in the cupboard.

E. It—dark inside

It is dark inside.



F. Hide under Miss Brown's desk

Kayla is hiding under Miss Brown's desk.

G. Sit on the floor

She is sitting on the floor.



H. Look for everyone

Mike is looking for everyone.

I. See Jenny's feet

He sees Jenny's feet.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- Where do you think they are?
- What are they doing?
- Who is in a tunnel?

4

Look at the pictures and read the outline.

The Playground

Topic Sentence: The children are playing on the playground.

- A. Maggie
 - 1. is in the tunnel
 - 2. is crawling through it
- B. Laura is swinging on the swing set.
- C. Laura's grandfather
 - 1. is behind Laura
 - 2. is pushing her
- D. Jeff
 - 1. is on the slide
 - 2. is sliding down it
- E. Tony
 - 1. is hanging from the monkey bars
 - 2. is under them



Concluding Sentence: There are many things to do at the playground.

Outline Follow-up Ask questions about the text.

- Who is behind Laura?
- Where is Jeff?
- Where is Tony?

Use the outline from above to write sentences.

F. Be on the slide

Jeff is on the slide.

G. Slide down it

He is sliding down it.

C. Swing on the swing set

Laura is swinging on the swing set.

D. Be behind her

Her grandfather is behind her.

E. Push her

He is pushing her.

A. Be in the tunnel

Maggie is in the tunnel.

B. Crawl through it

She is crawling through it.

H. Hang from the monkey bars

Tony is hanging from the monkey bars.

I. Be under them

He is under them.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-I).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-I).

The Playground

The children are playing at the playground. Maggie is in the tunnel.
She is crawling through it. Laura is swinging on the swing set. Her
grandfather is behind her. He is pushing her. Jeff is on the slide. He
is sliding down it. Tony is hanging from the monkey bars. He is under
them.

_____ There are many things to do at the playground.

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|--|--|
| A. Kayla is sitting <u>under</u> the floor. | <u>Kayla is sitting on the floor.</u> |
| B. Jenny is <u>behind</u> <u>hiding</u> the curtain. | <u>Jenny is hiding behind the curtain.</u> |
| C. The backpack <u>are</u> under the desk. | <u>The backpack is under the desk.</u> |
| D. She is swinging <u>with</u> the swing set. | <u>She is swinging on the swing set.</u> |
| E. She is standing <u>above</u> the umbrella. | <u>She is standing under the umbrella.</u> |

Grammar Focus Prepositions

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. What do you do at the playground?

I swing (on the swing set).

- B. Who is sitting next to you?

Mike is sitting next to me.

- C. Is there a clock in your house? Where is it?

Yes, there is. It is above the TV.

- D. What is behind you?

A desk is behind me.

A New Game

Lesson Warm-up

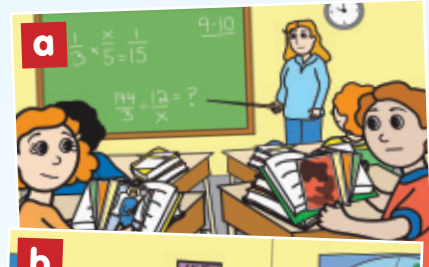
Ask questions about the pictures.

- What are they doing? (Point to a specific picture.)
- What class are they in? (Point to picture a.)
- Where are they hiding the cards? (Point to picture a.)

1

Match the sentences and pictures.

- A.** The children are playing a card game during lunch time. It is very fun.
- B.** Lunch time is over. Class begins. Kayla and Mike are naughty.
- C.** Miss Brown catches Kayla and Mike. She puts the cards in her top drawer.
- D.** Miss Brown is disappointed. Kayla and Mike are sorry. Miss Brown gives the cards to them after class.

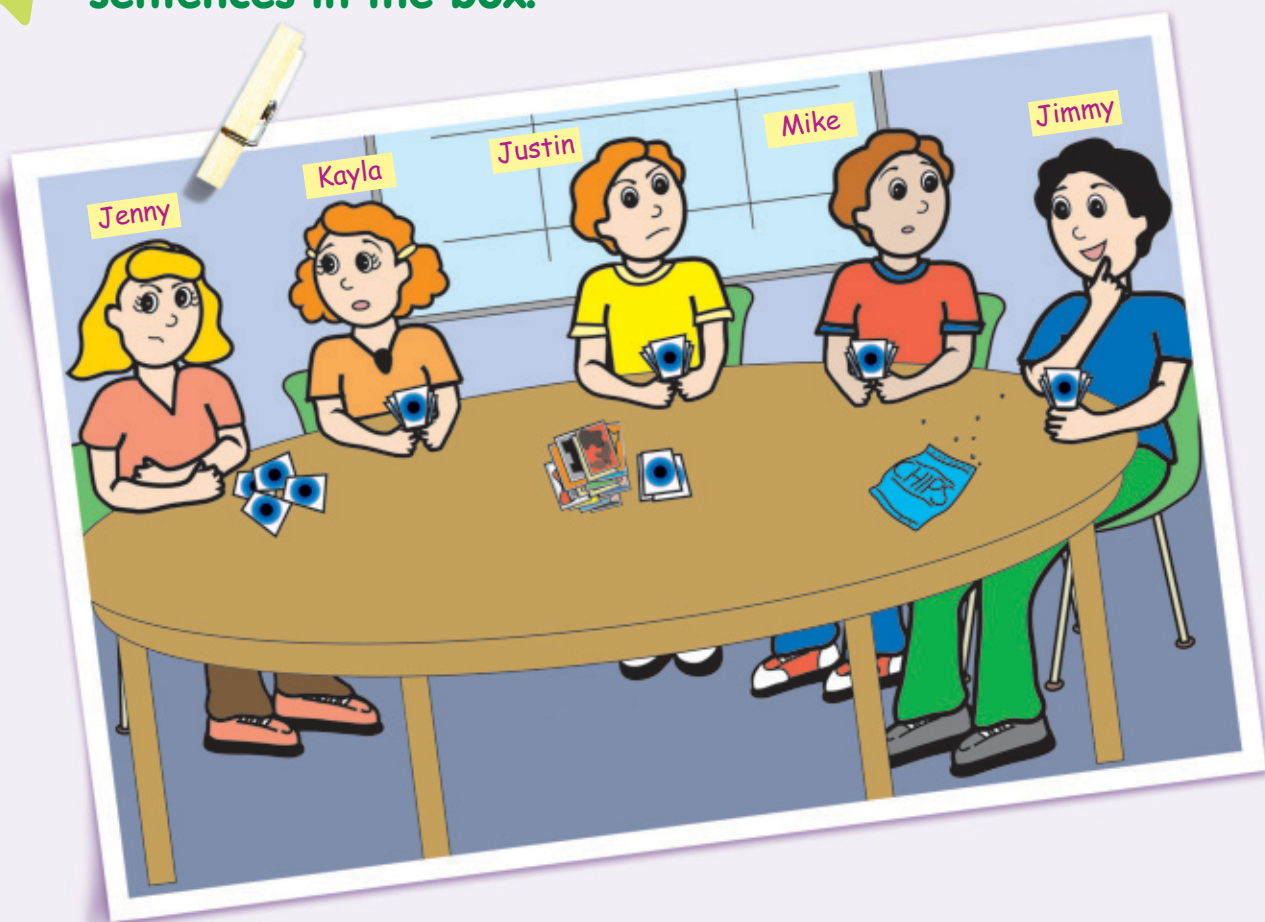


★ Unscramble the sentences.

- A.** playing / The / are / a / children / time. / card / lunch / game / during
The children are playing a card game during lunch time.
- B.** naughty. / Kayla / and / are / Mike
Kayla and Mike are naughty.
- C.** in / puts / cards / top / She / her / drawer. / the
She puts the cards in her top drawer.
- D.** Miss / disappointed. / is / Brown
Miss Brown is disappointed.

2

Look at the picture and answer the questions. Use the sentences in the box.



Jimmy is happy.
Jenny and Justin are disappointed.
No, it is empty.

Mike and Kayla are surprised.
Jimmy's hair is dark.
Justin's shirt is yellow.

A. Who is happy?

Jimmy is happy.

B. Whose shirt is yellow?

Justin's shirt is yellow.

C. Is the bag of chips full?

No, it is empty.

D. Who is disappointed?

Jenny and Justin are disappointed.

E. Whose hair is very dark?

Jimmy's hair is dark.

F. Which children are surprised?

Mike and Kayla are surprised.



Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What is he/she doing? (Point to something specific.)
- What do you see on the floor?
- How many dogs are there?



Grammar Activity

Write the following adjectives on the board. Have students work in pairs to write an interesting sentence with each adjective. Then, get students to share their sentences with the class. Give extra praise for creativity.

- Tall
- Good
- Dark
- Empty
- Five
- Fun

A New Game

Mike, Jenny, Kayla, and Justin want to buy a new game. New games are expensive. They need money. Everyone has a different idea. Mike decides to wash his dad's sports car. Jenny decides to walk her neighbor's three dogs. Kayla decides to take out the trash. Justin decides to mow the tall grass. They are all happy with their good ideas.



Answer the questions in complete sentences.

- A.** What do they want?

They want to buy a new game.

- B.** Why do they need money?

(They need money because) New games are expensive.

- C.** Who has a sports car?

Mike's dad has a sports car.

- D.** How many dogs does Jenny's neighbor have?

Jenny's neighbor has three dogs.

- E.** What does Justin decide to do?

Justin decides to mow the tall grass.

Personalization Follow-up

Ask students personal questions based upon the reading.

- What do you have that is new/old?
- Do you know your neighbors? Tell me something about them.

★ Read the paragraph again. Complete the outline.

A New Game

Topic Sentence: Mike, Jenny, Kayla, and Justin want to buy a new game.

A. New games are expensive.

B. The children

1. need money

2. have different ideas

a. Mike decides to wash his dad's sports car.

b. Jenny decides to walk her neighbor's three dogs.

c. Kayla decides to take out the trash.

d. Justin decides to mow the tall grass.

Concluding Sentence: They are all happy with their good ideas.

★ Write sentences from the paragraph. Use the correct tenses.



A. Need money

They need money.



B. Have a different idea

Everyone has a different idea.



D. Decide to mow the tall grass

Justin decides to mow the tall grass.



E. Decide to wash his dad's sports car

Mike decides to wash his dad's sports car.



F. Decide to walk her neighbor's three dogs

Jenny decides to walk her neighbor's three dogs.



G. Decide to take out the trash

Kayla decides to take out the trash.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What is this? (Point to something specific.)
- Who has dark hair?
- Who has long hair?

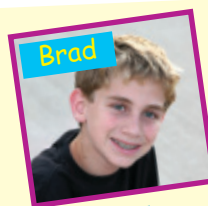
4

Look at the pictures and read the outline.

A Fun Trip

Topic Sentence: Steve, Brad, Patrick, and Adam want to go on a camping trip.

- A. Camping is exciting.
- B. The boys
 - 1. need a lot of things
 - 2. bring useful things
 - a. Steve brings a big tent.
 - b. Brad brings warm sleeping bags.
 - c. Patrick brings a lot of tasty food.
 - d. Adam brings two large backpacks.



Concluding Sentence: Everyone is excited about the camping trip.

Outline Follow-up Ask questions about the text.

- What do the boys want to do?
- Does Steve bring a small tent?
- What does Adam bring?

Use the outline from above to write sentences.



- B. Need a lot of things
- C. Bring something useful

They need a lot of things.
Everyone brings something useful.

- A. Exciting

Camping is exciting.

- D. Bring a big tent

Steve brings a big tent.

- E. Bring warm sleeping bags

Brad brings warm sleeping bags.

- G. Bring two large backpacks

Adam brings two large backpacks.

- F. Bring a lot of tasty food

Patrick brings a lot of tasty food.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-G).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-G).

A Fun Trip

Steve, Brad, Patrick, and Adam want to go on a camping trip. _____
Camping is exciting. They need a lot of things. Everyone brings something
useful. Steve brings a big tent. Brad brings warm sleeping bags.
Patrick brings a lot of tasty food. Adam brings two large backpacks.
_____ Everyone is excited
about the camping trip.

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. She puts the cards in her drawer top. She puts the cards in her top drawer.
B. Everyone have a different idea. Everyone has a different idea.
C. Mike washes her dad's sports car. Mike washes his dad's sports car.
D. Brad brings sleeping warm bags. Brad brings warm sleeping bags.
E. Steve brings big tent. Steve brings a big tent.

Grammar Focus Adjectives

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. Do you have any games? Who bought them?

Yes, I do. My parents bought them.

- B. What is your favorite game?

My favorite game is Monopoly.

- C. What can you do to make money?

I can clean our house.

- D. Do you like to camp? Why?/Why not?

No, I don't. I don't like sleeping on the hard ground.

They Are Very Glad

Lesson Warm-up

Ask questions about the pictures.

- Are the dogs walking slowly?
- Does the trash smell good?
- What is he/she doing? (Point to a specific picture.)

1

Match the sentences and pictures.

- A. Mike is working hard.
He is washing his dad's car.

- B. Kayla is holding her nose tightly. The trash is very stinky.

- C. Jenny is walking the dogs. The dogs are running quickly. They are also barking loudly.

- D. Justin is sweating a lot. It is very hot outside. He is slowly mowing the lawn.



Unscramble the sentences.

- A. is / Mike / hard. / working

Mike is working hard.

- B. nose / Kayla / holding / tightly. / is / her

Kayla is holding her nose tightly.

- C. They / also / are / loudly. / barking

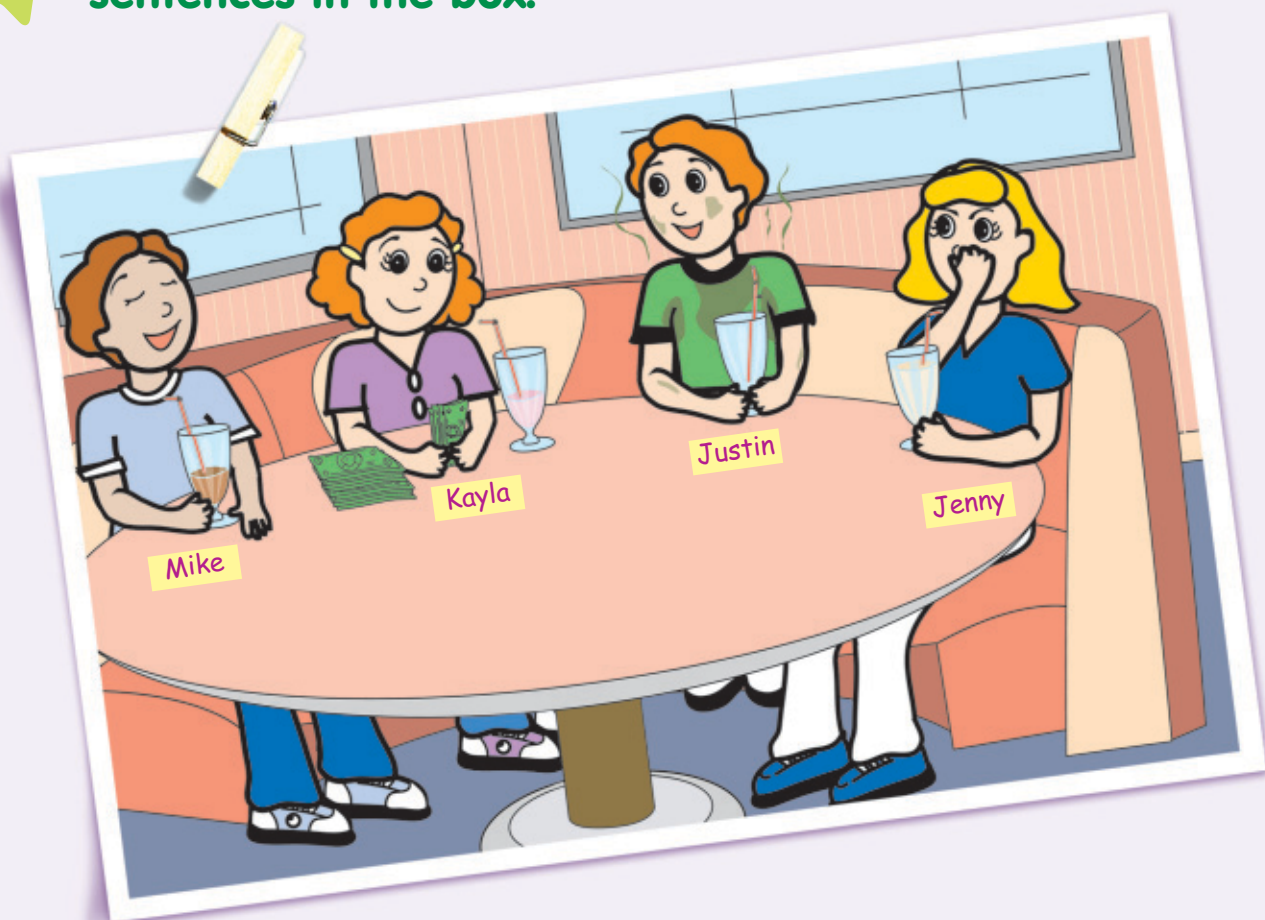
They are also barking loudly.

- D. slowly / He / lawn. / mowing / the / is

He is slowly mowing the lawn.

2

Look at the picture and answer the questions. Use the sentences in the box.



Jenny is drinking her milkshake slowly.
She is happily counting the money.
Justin drank his milkshake quickly.

Justin smells bad.
Jenny isn't smiling brightly.
Justin is sweating a lot.

A. Who drank his milkshake quickly?

Justin drank his milkshake quickly.

B. What is Kayla doing?

She is happily counting the money.

C. Who is sweating a lot?

Justin is sweating a lot.

D. Why is Jenny holding her nose?

Justin smells bad.

E. Who is drinking her milkshake slowly?

Jenny is drinking her milkshake slowly.

F. Who is not smiling brightly?

Jenny isn't smiling brightly.



Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What kind of shop are they in?
- How many piggy banks do they have?
- What is the man's job?



Grammar Activity

Write the following adverbs on the board. Have students work in pairs to write an interesting sentence with each adverb. Then, get students to share their sentences with the class. Give extra praise for creativity.

- Brightly
- Loudly
- Kindly
- Tightly
- Well
- Quickly

They Are Very Glad

The children are shopping for a new card game. They tell the shopkeeper about walking dogs, cutting grass, and everything else. He smiles kindly. "What hard workers!" he says. The children thank him politely. They are proud. They look through the shop slowly. Finally, they choose some new cards. The shopkeeper carefully puts their new cards in a bag. The children are excited about their new game!



Answer the questions in complete sentences.

A. Is the shopkeeper nice?

Yes, he is.

B. Why are the children proud?

They (are proud because they) are hard workers.

C. Do the children choose their cards quickly?

No, they don't.

D. Where does the shopkeeper put the new cards?

He puts the new cards in a bag.

E. How do the children feel about their new game?

They are excited about it.

Personalization Follow-up

Ask students personal questions based upon the reading.

- What do you like to go shopping for?
- When did you last feel proud? Why?

★ Read the paragraph again. Complete the outline.

They Are Very Glad

Topic Sentence: The children are shopping for a new card game.



- tell the shopkeeper about walking dogs, cutting grass, and everything else

- smiles kindly
- "What hard workers!"

- thank him politely
- are proud
- look through the shop slowly
- choose some new cards

- carefully puts their new cards in a bag

Concluding Sentence: The children are excited about their new game !

★ Write sentences from the paragraph. Use the correct tenses.



- A. Thank him politely
- B. Proud
- C. Look through the shop slowly
- D. Choose some new cards

The children thank him politely.

They are proud.

They look through the shop slowly.

Finally, they choose some new cards.



- E. Smile kindly
- F. "What hard workers!" he say
- G. Carefully put their new cards in a bag

He smiles kindly.

"What hard workers!" he says.

The shopkeeper carefully puts their new cards in a bag.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- Do you think these girls are kind/happy?
- What are they doing?
- What do you think the story is about?

4

Look at the pictures and read the outline.

Making Cookies

Topic Sentence: Emma is making cookies for the first time.



- tells her about making cookies



- smiles brightly
- "What a fun job!"



- cheerfully begin
- are excited
- quickly mix everything in a big bowl
- bake the cookies perfectly
- carefully decorate them

Concluding Sentence: The cookies look delicious.

Outline Follow-up Ask questions about the text.

- What do the girls make?
- Do they want to make cookies?
- How do the cookies look?

Use the outline from above to write sentences.



B. Smile brightly

Emma smiles brightly.

C. "What a fun job!" she say

"What a fun job!" she says.

A. Tell her about making cookies

Emma's sister, Rachel, tells her about making cookies.

D. Cheerfully begin

The two sisters cheerfully begin.

E. Excited

They are excited.

F. Quickly mix everything in a big bowl

They quickly mix everything in a big bowl.

G. Bake the cookies perfectly

Then, they bake the cookies perfectly.

H. Carefully decorate them

Finally, they carefully decorate them.



→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

Making Cookies

Emma is making cookies for the first time. Emma's sister, Rachel,
tells her about making cookies. Emma smiles brightly. "What a fun
job!" she says. The two sisters cheerfully begin. They are excited.
They quickly mix everything in a big bowl. Then, they bake the cookies
perfectly. Finally, they carefully decorate them.

_____ The cookies look delicious.

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. The dogs are barking loud.
B. She happy counts the money.
C. The children thanks him politely.
D. They quick mix everything
in a big bowl.
E. They careful decorate the cookies.

The dogs are barking loudly.
She happily counts the money.
The children thank him politely.
They quickly mix everything in a
big bowl.
They carefully decorate the cookies.

Grammar Focus Adverbs

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. What do you do carefully?
I paint pictures carefully.
B. What do you do politely?
I talk to my parents politely.
C. When do you run quickly?
I run quickly in soccer.
D. Who laughs loudly in your family?
My mom laughs loudly.

Their Sleepover

Lesson Warm-up

Ask questions about the pictures.

- Where are they? (Point to a specific picture.)
- What do the girls have in their hands? (Point to picture a.)
- What are they doing? (Point to a specific picture.)

1

Match the sentences and pictures.

- A.** Justin and Mike are watching the girls play a card game. Justin is holding his lunch bag.

- B.** Kayla and Mike are doing their homework. They are choosing books for their English class.

- C.** The boys are riding their bikes home. The girls are walking.

- D.** Justin and Mike have their baseball gloves. Jenny has her soccer ball.



Unscramble the sentences.

- A.** is / Justin / bag. / holding / lunch / his

Justin is holding his lunch bag.

- B.** choosing / are / class. / books / for / English / their / They

They are choosing books for their English class.

- C.** bikes / boys / are / The / home. / riding / their

The boys are riding their bikes home.

- D.** and / have / Mike / gloves. / their / baseball / Justin

Justin and Mike have their baseball gloves.

2

Look at the picture and answer the questions. Use the sentences in the box.



She has a sandwich.

Yes, he is.

Her lunch bag is next to it.

He is sitting on his bike.

He is talking to his sister.

He rode his bike.

A. Who is Justin talking to?

He is talking to his sister.

B. How did Mike get to the park?

He rode his bike.

C. What is Mike sitting on?

He is sitting on his bike.

D. What does Kayla have?

She has a sandwich.

E. Is Mike happy with his cards?

Yes, he is.

F. What is next to Kayla's foot?

Her lunch bag is next to it.

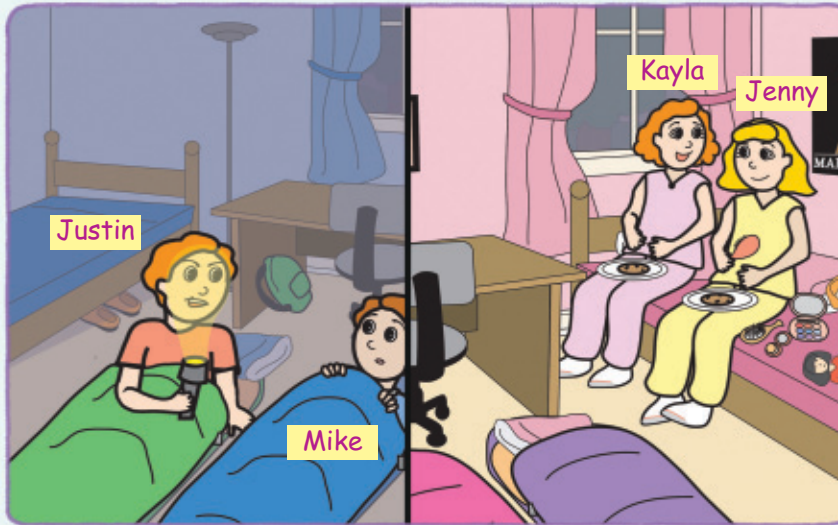


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What time of day is it?
- Does Mike look happy?
- What are the girls eating?



Grammar Activity

Write the following word groups on the board. Have students work in pairs to write sentences with the words. Give extra praise for creativity.

- Her / friend
- Our / classroom
- Their / cell phones
- Your / shoes
- His / hair
- My / shirt

Their Sleepover

The twins are having a sleepover at their house. Justin and Mike are in Justin's room. They are in their sleeping bags. Justin is telling a ghost story. His story is very scary! Jenny and Kayla are in Kayla's room. They are wearing their pajamas. Jenny wants Kayla to brush her hair. Everyone is having a good time at the sleepover.



Answer the questions in complete sentences.

- A. Whose room are the boys in?

The boys/They are in Justin's room.

- B. Who is telling a story?

Justin is telling a story.

- C. Is the story funny?

No, it isn't.

- D. What are Kayla and Jenny wearing?

They are wearing their pajamas.

- E. What does Jenny want Kayla to do?

She wants Kayla to brush her hair.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Who brushes your hair?
- What do you think is scary?

★ Read the paragraph again. Complete the outline.

Their Sleepover

Topic Sentence: The twins are having a sleepover at their house.

- A. Justin and Mike
1. are in Justin's room
2. are in their sleeping bags
- B. Justin is telling a ghost story.
- C. His story is very scary!
- D. Jenny and Kayla
1. are in Kayla's room
2. are wearing their pajamas
- E. Jenny wants Kayla to brush her hair.

Concluding Sentence: Everyone is having a good time at the sleepover.

★ Write sentences from the paragraph. Use the correct tenses.



A. Be in Justin's room

Justin and Mike are in Justin's room.

B. Be in their sleeping bags

They are in their sleeping
bags.



C. Be in Kayla's room

Jenny and Kayla are in Kayla's room.

D. Wear their pajamas

They are wearing their pajamas.



E. Tell a ghost story

Justin is telling a ghost story.

F. Story—very scary

His story is very scary!



G. Want Kayla to brush her hair

Jenny wants Kayla to brush her
hair.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What are they doing?
- What are they sitting on?
- Where do you think they are?

4

Look at the pictures and read the outline.

Their Picnic

Topic Sentence: The Crane family is having a picnic at the park.

- A. Ryan and his dad
 - 1. are sitting on their picnic blanket
 - 2. are eating dessert and talking
- B. Ryan is telling his dad about his new computer game.
- C. It is very interesting.
- D. Stacey
 - 1. is playing with their dog
 - 2. is running and laughing



Concluding Sentence: Everyone is enjoying the picnic.

Outline Follow-up Ask questions about the text.

- What are Ryan and his dad talking about?
- Who is playing with their dog?
- What is interesting?

Use the outline from above to write sentences.



- A. Sit on their picnic blanket
- B. Eat dessert and talk

Ryan and his dad are sitting on
their picnic blanket.
They are eating dessert and
talking.



- E. Play with their dog
- F. Run and laugh

Stacey is playing with their
dog.
She is running and laughing.



- C. Tell his dad about his new computer game
- D. Very interesting

Ryan is telling his dad about his
new computer game.
It is very interesting.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-F).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-F).

Their Picnic

The Crane family is having a picnic at the park. Ryan and his dad are sitting on their picnic blanket. They are eating dessert and talking. Ryan is telling his dad about his new computer game. It is very interesting. Stacey is playing with their dog. She is running and laughing.

_____ Everyone is enjoying the picnic.

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|--|---|
| A. Jenny has <u>she</u> soccer ball. | <u>Jenny has her soccer ball.</u> |
| B. The boys are riding <u>there</u> bikes. | <u>The boys are riding their bikes.</u> |
| C. Justin is talking to <u>he</u> sister. | <u>Justin is talking to his sister.</u> |
| D. <u>Their</u> are in their sleeping bags. | <u>They are in their sleeping bags.</u> |
| E. He is telling me about <u>its</u> new game. | <u>He is telling me about his new game.</u> |

Grammar Focus Possessives

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. What do you and your friends do at your house? Do you have sleepovers?
We watch TV and play games. Yes, we do.
- B. What color are your pajamas?
They are blue and white.
- C. Who tells stories in your family? Are they ghost stories?
My dad tells stories. No, they are funny stories.
- D. Do you like picnics? Why?/Why not?
Yes, I do. I like to eat outside.

REVIEW

→ The review may be completed as a group activity or test.

Unit 9-Unit 12

Lesson Warm-up Ask questions about the pictures.

- Where is she/he?
- What does she have on her feet?
- What is behind him?



Look at the pictures and complete the sentences.

scary

on

in

scared

her

A. Beth is in her bedroom.

B. She is sitting on her bed.

C. She is reading her book.

D. It is a scary book.

E. She is scared.



at

it

delicious

on

quickly

his

F. Jimmy is at the park.

G. He is sitting on a bench.

H. He is eating some delicious ice cream.

I. Ice cream is his favorite food.

J. The ice cream is melting quickly.

K. It is getting on his pants.



2

Copy two parts to make a sentence.

behind the sofa.”

to the front door.

Then, I ask, “Mom, where

They’re not next

I can’t find

She says, “They are

my new shoes.

are my new shoes?”

A. I can't find my new shoes.

1

B. They're not next to the front door.

2

C. Then, I ask, "Mom, where are my new shoes?"

3

D. She says, "They are behind the sofa."

4



Now number the sentences from 1-4.

Activity Follow-up

Ask questions about the pictures.

- What is she doing?
- What is in front of the boy?
- What is the boy doing?

3

Look at the pictures and complete the sentences.

*Sample Answers

A. The car is dirty.The girl is washing/cleaning the car.Now, the car is clean.B. The grass is long/tall.The boy is mowing the lawn.Now, the grass is short.



Read the facts.

Activity Warm-up

Ask questions about the pictures.

- What do you think this is?
- What animals do you see?
- What color are the flowers?

Game: Sequence

How to Play: Match the cards with the pictures on the board. Put the cards on the matching squares.

Number of Players: 3-5

How to Win: Get five cards in a row on the board.

Game Winner: Yellow



Read the facts again. Answer the questions.

A. What is the name of the game?

It is Sequence.

B. What goes on the board?

Cards go on the board.

C. Does a dinosaur card go on a soccer square?

No, it doesn't.

D. How many cards in a row do you need to win?

You/I need five cards in a row (to win).

E. Which color has five cards in a row?

Yellow has five cards in a row.

Activity Follow-up Have students draw a simple picture to illustrate the story.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. Colin is shopping for a new jacket winter.

Colin is shopping for a new winter jacket.

- B. He sees a green jacket that his likes.

He sees a green jacket that he likes.

- C. The jacket is high above he head.

The jacket is high above his head.

- D. He polite asks a salesperson for help.

He politely asks a salesperson for help.

- E. The salesperson gets them for Colin.

The salesperson gets it for Colin.

Activity Warm-up Give students examples by writing sentences about yourself (teacher) on the board. Make sure students understand that they can make a lot of different sentences.

6

Write four sentences about yourself. Use the words below.

my

carefully

good

above

***Sample Answers**

- A. My eyes are brown.

- B. I carefully hold my baby brother.

- C. I am a good student.

- D. There is a picture above my bedroom door.

Activity Follow-up Have students read their sentences to each other.

Volcanoes Can Erupt!

Lesson Warm-up

Ask questions about the pictures.

- What are they doing? (Point to picture b.)
- What is this red stuff? (Point to picture a.)
- Do you think the mountain is on fire?

1

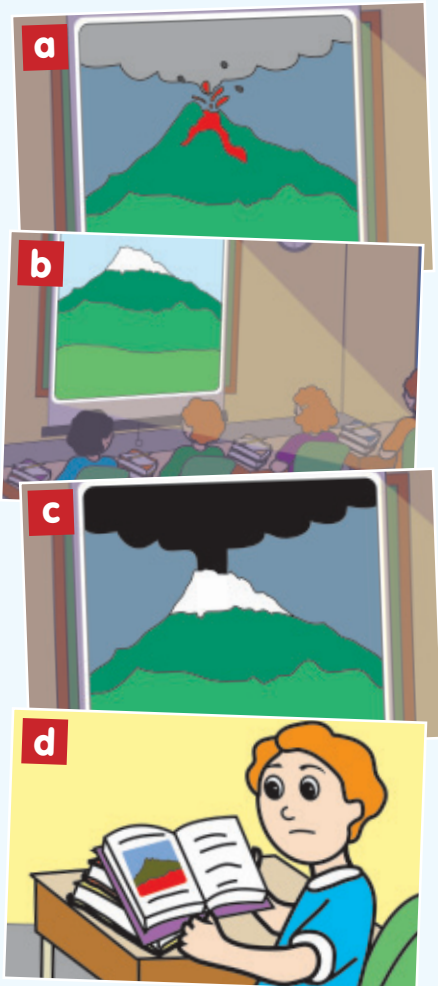
Match the sentences and pictures.

A. The students are watching a movie about volcanoes. Everyone can see the movie on the wall.

B. Everyone sees black smoke coming from the volcano. Suddenly, there is an explosion. The volcano erupts.

C. Now there is lava coming from the volcano. It can travel very fast.

D. The movie is over. Justin is reading about lava. It can kill many things.



★ **Unscramble the sentences.**

A. wall. / see / Everyone / on / the / the / can / movie

Everyone can see the movie on the wall.

B. there / explosion. / an / Suddenly, / is

Suddenly, there is an explosion.

C. fast. / can / It / very / travel

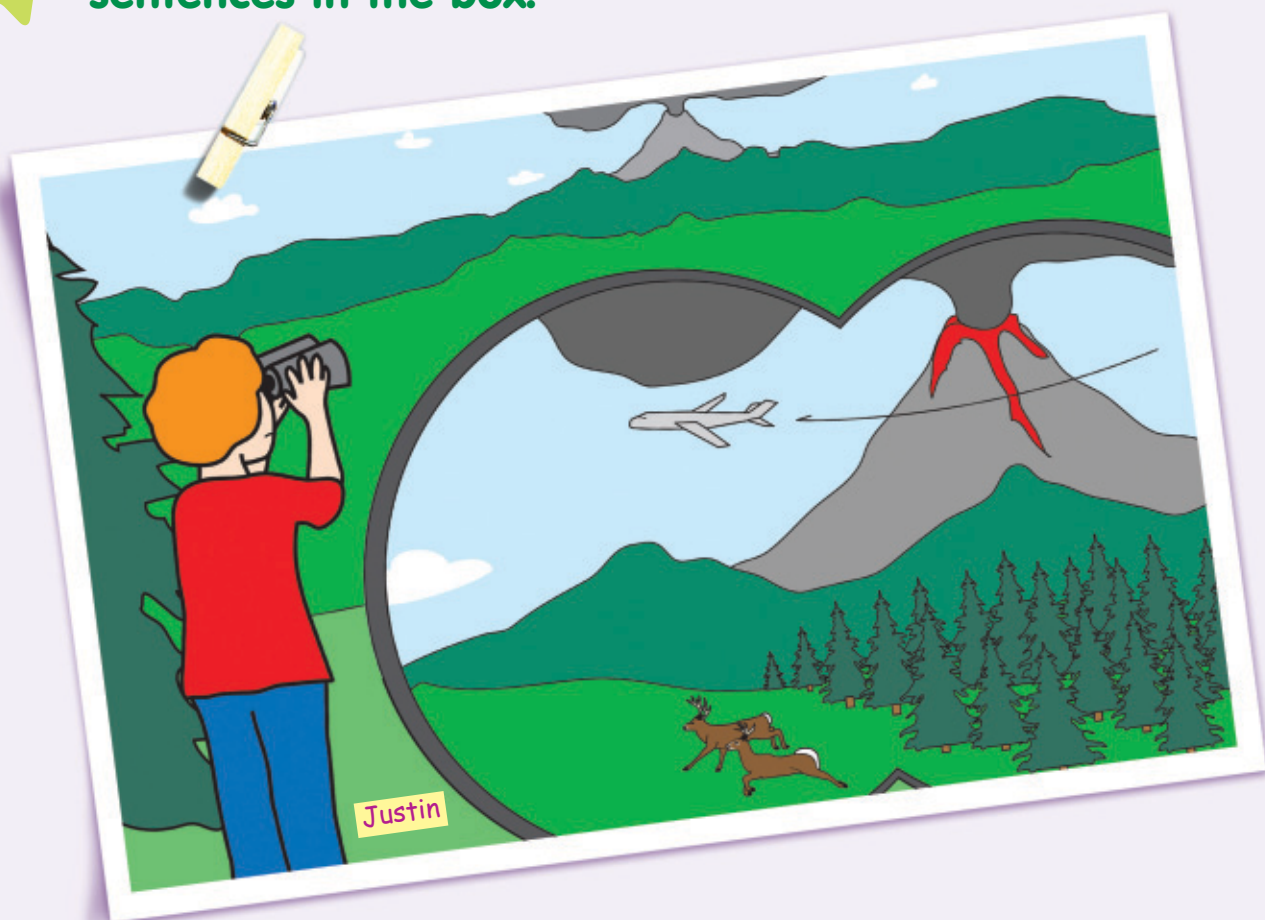
It can travel very fast.

D. kill / can / things. / It / many

It can kill many things.

2

Look at the picture and answer the questions. Use the sentences in the box.



No, he can't.

He can see a volcano.

No, they can't.

They can erupt.

It can move very quickly.

No, it can't.

A. What can Justin see?

He can see a volcano.

B. Can Justin go near the volcano now?

No, he can't.

C. What can volcanoes do?

They can erupt.

D. What can lava do?

It can move very quickly.

E. Can the plane fly through the smoke?

No, it can't.

F. Can the deer stay in the forest?

No, they can't.

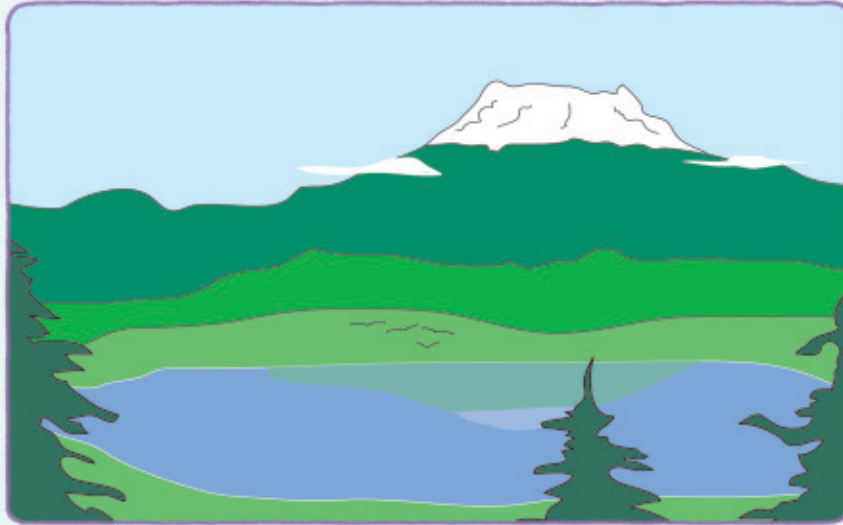


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- How many trees can you see?
- What is in front of the mountain?
- Why is the top of the mountain white?



Grammar Activity

Have students line up and ask them questions. Make sure they answer the questions using can or can't. Then have them demonstrate their answers.

- Can you jump? How high?
- Can you touch your toes? Show me.
- Can you fly?
- Can you juggle? Show me.
- Can you touch the ceiling? Show me.

Volcanoes Can Erupt!

The students are learning about volcanoes. Volcanoes can erupt at any time. Before volcanoes erupt, we can see smoke above them. Miss Brown shows the students a movie about Mount St. Helens. It is a volcano in the United States. People can visit Mount St. Helens, but they can't go inside it. The students hope they can visit Mount St. Helens some day.



Answer the questions in complete sentences.

- A.** What can we see above volcanoes before they erupt?

We can see smoke above them (before they erupt).

- B.** Which volcano do the students learn about?

They learn about Mount St. Helens.

- C.** Where is this volcano?

It is in the United States.

- D.** Can people go inside Mount St. Helens?

No, they can't.

- E.** What do the students hope they can do some day?

They hope they can visit Mount St. Helens some day.

Personalization Follow-up

Ask students personal questions based upon the reading.

- Do you know the names of any other volcanoes? Name them.
- What was the last movie you watched in school about?

★ Read the paragraph again. Complete the outline.

Volcanoes Can Erupt!

Topic Sentence: The students are learning about volcanoes.

A. Volcanoes

1. can erupt at any time

2. We can see smoke above them before they erupt.

B. Miss Brown shows the students a movie about Mount St. Helens.

C. Mount St. Helens is a volcano in the United States.

D. People

1. can visit Mount St. Helens

2. can't go inside it

Concluding Sentence: The students hope they can visit Mount St. Helens some day.

★ Write sentences from the paragraph. Use the correct tenses.



A. Can erupt at any time

Volcanoes can erupt at any time.

B. Can see smoke
above them

Before volcanoes erupt, we can
see smoke above them.



C. Be a volcano in
the United States

It is a volcano in the United
States.



D. Show the students a movie
about Mount St. Helens

Miss Brown shows the students
a movie about Mount St. Helens.



E. (1) Can visit Mount St. Helens,
(2) **Can't go** inside it

People can visit Mount St. Helens,
but they can't go inside it.

→ These sentences are not in the same order as they appear in the paragraph or outline.
The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What is she doing?
- What are these animals?
- Are they small animals?

4

Look at the pictures and read the outline.

Hippos

Topic Sentence: Shelly is reading about hippos.

A. Hippos

1. can stay under water for five minutes
2. close their noses and ears before they go under water

B. Baby hippos

1. are born under water
2. can swim right away

C. Hippos

1. can move well on land and in water
2. can't jump at all



Concluding Sentence: Shelly hopes she can see a hippo some day.

Outline Follow-up Ask questions about the text.

- How long can hippos stay under water?
- Where are baby hippos born?
- Can hippos jump?

Use the outline from above to write sentences.



A. Can stay under water for five minutes

B. Close their noses and ears

E. (1) Can move well on land and in water,
(2) Can't jump at all

Hippos can stay under water for five minutes.

Before hippos go under water, they close their noses and ears.

Hippos can move well on land and in water.

but they can't jump at all.



C. Be born under water

D. Can swim right away

Baby hippos are born under water.

They can swim right away !

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-E).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-E).

Hippos

Shelly is reading about hippos. Hippos can stay under water for five minutes. Before hippos go under water, they close their noses and ears. Baby hippos are born under water. They can swim right away! Hippos can move well on land and in water, but they can't jump at all.

_____ Shelly hopes she can see a hippo some day.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Justin see can a volcano.

Justin can see a volcano.

B. Lava Can travel very fast.

Lava can travel very fast.

C. People cant go inside
Mount St. Helens.

People can't go inside Mount St.
Helens.

D. They can to swim right away!

They can swim right away!

E. Hippos jump can't.

Hippos can't jump.

Grammar Focus Can/Can't

6

Answer the questions with your own information.

*Sample Answers

A. Can you swim under water?

Yes, I can.

B. How high can you jump?

I can jump one meter (high)!

C. Can you fly a plane?

No, I can't.

D. Look out a window. What can you see?

I can see trees and birds.

He Was Busy

Lesson Warm-up

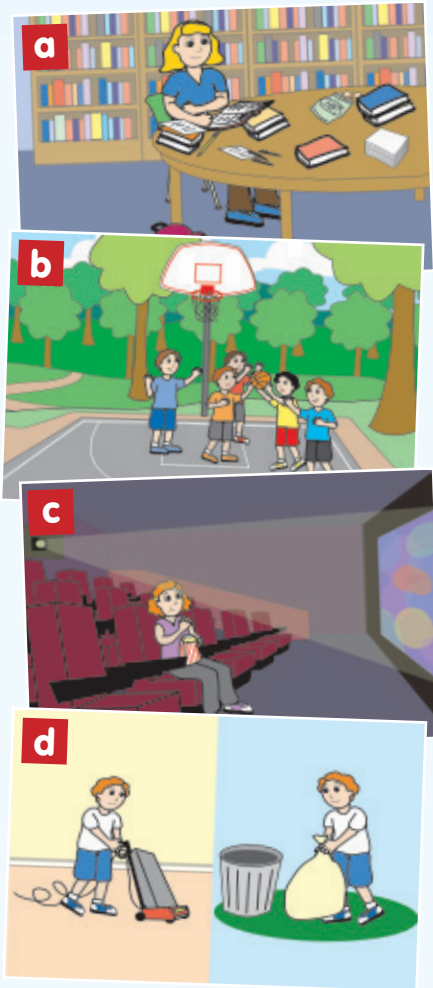
Ask questions about the pictures.

- What did the boys play?
- What did he/she do? (Point to a specific picture.)
- Where is she? (Point to a specific picture.)

1

Match the sentences and pictures.

- A.** Everyone did different things last weekend. Kayla watched a movie and ate popcorn.
- B.** Jenny went to the library. She studied for a science test.
- C.** Justin did his chores on Saturday morning. He vacuumed and took out the trash.
- D.** Sunday afternoon, Mike played basketball at the park. His team won two games.



Unscramble the sentences.

- A.** did / weekend. / things / Everyone / different / last
Everyone did different things last weekend.
- B.** studied / science / She / test. / for / a
She studied for a science test.
- C.** Saturday / chores / morning. / did / his / Justin / on
Justin did his chores on Saturday morning.
- D.** at / park. / basketball / Mike / played / the / afternoon, / Sunday
Sunday afternoon, Mike played basketball at the park.

2

Look at the picture and answer the questions. Use the sentences in the box.



The girls ate cookies.
Jenny wore red pants.
They played basketball.

They sat on a bench.
They watched the basketball game.
They went to the park.

- | | |
|---|--|
| A. Where did they go? | <u>They went to the park.</u> |
| B. What did Mike and Justin do? | <u>They played basketball.</u> |
| C. What did Kayla and Jenny watch? | <u>They watched the basketball game.</u> |
| D. Who ate cookies? | <u>The girls ate cookies.</u> |
| E. Who wore red pants? | <u>Jenny wore red pants.</u> |
| F. Where did the girls sit? | <u>They sat on a bench.</u> |

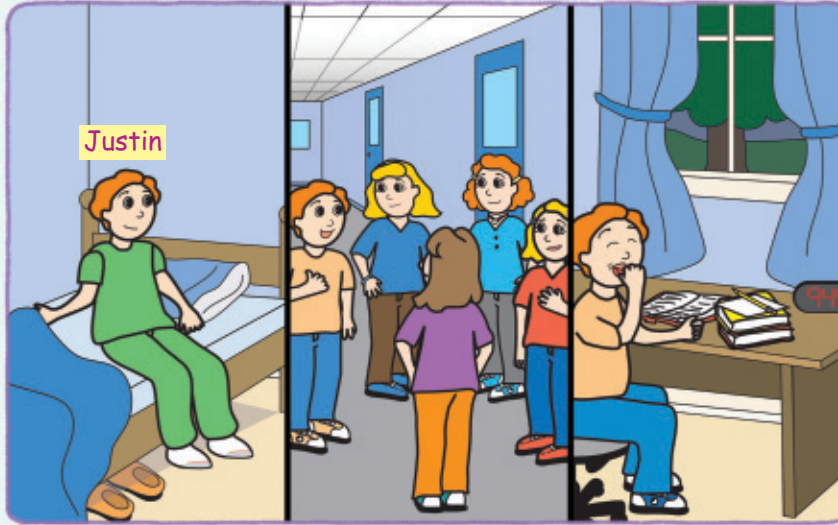


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What is Justin doing? (Point to a specific part.)
- What time of day is it? (Point to a specific part.)
- What do you think the story is about?



Grammar Activity

Write the following phrases on the board. Have students write sentences about themselves with each phrase. Then, get students to share their sentences with the class.

- At school
- In the morning
- After class
- Saturday afternoon
- Before bedtime
- At 8:00 a.m.

He Was Busy

Justin had a long day yesterday. He woke up at 6:00 a.m. Then, he took a shower and ate breakfast. At school, he went to all his classes. He learned some history, math, and English. He also talked to his friends. After school, he studied for three hours. Justin was tired! He went to bed at 10:00 p.m. It was a busy day.



Answer the questions in complete sentences.

- A.** What time did Justin wake up?

He woke up at 6:00 a.m.

- B.** Did Justin take a shower in the evening?

No, he didn't.

- C.** What subjects did Justin learn about in school?

He learned about/some history, math, and English.

- D.** How long did Justin study after school?

He studied for three hours.

- E.** What time did Justin go to bed?

He went to bed at 10:00 p.m.

Personalization Follow-up

Ask students personal questions based upon the reading.

- When do you take a shower?
- What classes did you go to today?

★ Read the paragraph again. Complete the outline.

He Was Busy

Topic Sentence: Justin had a long day yesterday.



woke up at 6:00 a.m.

took a shower and ate breakfast



went to all his classes

learned some history, math, and English

talked to his friends

studied for three hours



was tired

went to bed at 10:00 p.m.

Concluding Sentence: It was a busy day.

★ Write sentences from the paragraph. Use the correct tenses.



- A. **Learn** some history, math, and English
- B. Also **talk** to his friends
- C. **Wake** up at 6:00 a.m.
- D. **Take** a shower and **eat** breakfast
- E. **Go** to all his classes
- F. **Study** for three hours
- G. Tired
- H. **Go** to bed at 10:00 p.m.

He learned some history, math, and English.

He also talked to his friends.

He woke up at 6:00 a.m.

Then, he took a shower and ate breakfast.

At school, he went to all his classes.

After school, he studied for three hours.

Justin was tired !

He went to bed at 10:00 p.m.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up Ask questions about the pictures.

- What is he doing? (Point to a specific picture.)
- What is next to the boy?
- What do you think the story is about?

4

Look at the pictures and read the outline.

He Was Lazy

Topic Sentence: Mark was lazy yesterday.



woke up at 11:00 a.m.

watched cartoons and ate some cereal

stayed in his bedroom



played a few computer games

took a nap



read a book

listened to music



had some ice cream



Concluding Sentence: It was a very relaxing day.

Outline Follow-up Ask questions about the text.

- What time did Mark wake up?
- When did he listen to music?
- What did he do at night?

Use the outline from above to write sentences.

E. Also **take** a nap

F. **Read** a book

A. **Wake** up at 11:00 a.m.

D. **Play** a few computer games

G. **Listen** to music

H. **Have** some ice cream

B. **Watch** cartoons and **eat** some cereal

C. **Stay** in his bedroom

He also took a nap.

In the evening, he read a book.

He woke up at 11:00 a.m.

He played a few computer games.

Then, he listened to music.

At night, he had some ice cream.

Then, he watched cartoons and ate some cereal.

In the afternoon, he stayed in his bedroom.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

He Was Lazy

Mark was lazy yesterday. He woke up at 11:00 a.m. Then, he watched cartoons and ate some cereal. In the afternoon, he stayed in his bedroom. He played a few computer games. He also took a nap. In the evening, he read a book. Then, he listened to music. At night, he had some ice cream.

_____ It was a very relaxing day.

★ **5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.**

- A.** We did different things weekend last. We did different things last weekend.
- B.** He took a shower at the morning. He took a shower in the morning.
- C.** He studied from three hours. He studied for three hours.
- D.** She woke up on 7:00 a.m. She woke up at 7:00 a.m.
- E.** In the, afternoon he took a nap. In the afternoon, he took a nap.

Grammar Focus Prepositions of Time and Prepositional Phrases

★ **6 Answer the questions with your own information.**

**Sample Answers*

- A.** What time did you wake up this morning?
I woke up at 8:00 a.m. (this morning).
- B.** What did you have for breakfast this morning?
I had cereal and toast (for breakfast this morning).
- C.** What did you do after school yesterday?
I went to my piano lesson (after school yesterday).
- D.** What did you do last Saturday?
I played tennis with my sister (last Saturday).

Mike's Future

Lesson Warm-up

Ask questions about the pictures.

- What does he/she want to be? (Point to a specific picture.)
- What is he/she doing? (Point to a specific picture.)
- Are they thinking about the past or future?

1

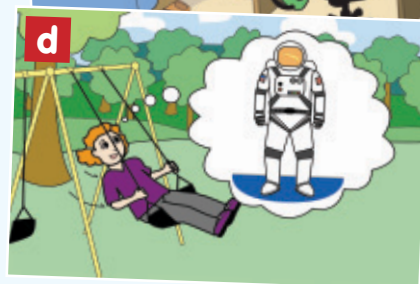
Match the sentences and pictures.

A. Kayla is going to be an astronaut. She is going to travel in space.

B. Justin is going to save people's lives. He is going to be a firefighter.

C. Jenny is going to be a business woman. She is going to work for a big company.

D. Mike is going to make a lot of money. He is going to be a professional baseball player.



★ Unscramble the sentences.

A. an / be / is / to / astronaut. / Kayla / going
Kayla is going to be an astronaut.

B. a / going / to / He / be / firefighter. / is
He is going to be a firefighter.

C. is / big / work / She / for / to / a / going / company.
She is going to work for a big company.

D. professional / a / is / to / going / player. / baseball / He / be
He is going to be a professional baseball player.

2

Look at the picture and answer the questions. Use the sentences in the box.



They are thinking about
their future jobs.
She is going to be a teacher.
They are going to be chefs.

John and Dave are going to work
in a kitchen.
He is going to be a police officer.
They are going to be ballerinas.

- A.** What are the children thinking about? They are thinking about their future jobs.
- B.** What are the boys going to be? They are going to be chefs.
- C.** What is Jimmy going to be? He is going to be a police officer.
- D.** What are the girls going to be? They are going to be ballerinas.
- E.** What is Maria going to be? She is going to be a teacher.
- F.** Which children are going to work in a kitchen? John and Dave are going to work in a kitchen.

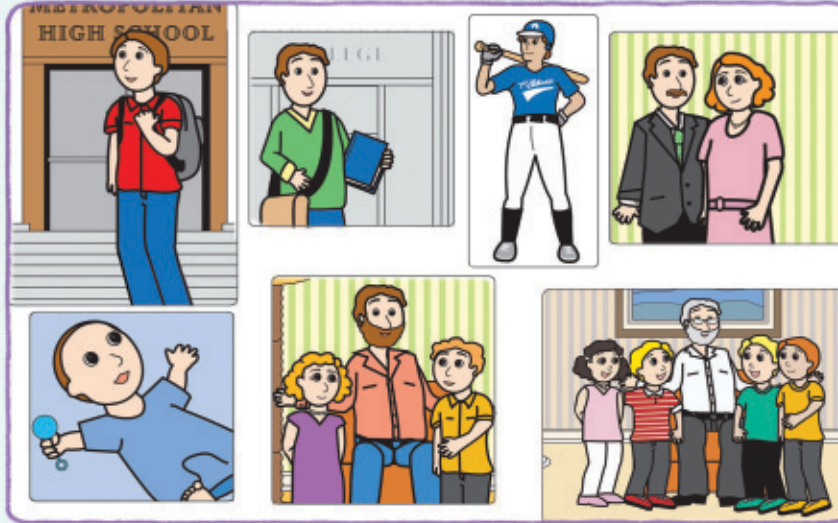


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- What do you think the story is about?
- How many children do you see?
- What is his job? (Point to the third picture.)



Grammar Activity

Make two teams, and have them line up. Dictate a sentence to one student from each team. As soon as he/she is finished, he/she races to give the marker to a teammate. Then, the teammate runs to the board and writes the future (be going to) form of the sentence.

- We ate lunch.
- She is buying a camera.
- Are you coming?
- He is a police officer.
- I went home after school.
- They play basketball.

Answers: We are going to eat lunch. She is going to buy a camera. Are you going to come? He is going to be a police officer. I am going to go home after school. The are going to play basketball.

Mike's Future

Mike is thinking about his future. He is going to go to high school and college. After that, he is going to be a professional baseball player for the New York Yankees. He is also going to get married and have children. He hopes to have a son and a daughter. He also hopes to be a grandfather some day. He likes to think about the future.



Answer the questions in complete sentences.

- A.** Is Mike going to go to college?

Yes, he is.

- B.** What is Mike's job going to be?

He is going to be a professional baseball player (for the New York Yankees).

- C.** How many children does Mike want?

He wants two children.

- D.** Does Mike hope to be a grandfather?

Yes, he does.

- E.** Is Mike married now?

No, he isn't.

Personalization Follow-up

Ask students personal questions based upon the reading.

- What are you going to do this weekend?
- Are you going to get married? When?

★ Read the paragraph again. Complete the outline.

Mike's Future

Topic Sentence: Mike is thinking about his future.

- A. He is going to
1. go to high school and college
 2. be a professional baseball player for the New York Yankees
 3. get married and have children
- B. He hopes
1. to have a son and a daughter
 2. to be a grandfather some day

Concluding Sentence: He likes to think about the future.

★ Write sentences from the paragraph. Use the correct tenses.



A. Be a professional baseball player for the New York Yankees

After that, he he is going to be a professional baseball player for the New York Yankees.

B. Go to high school and college

He is going to go to high school and college.

C. Get married and have children

He is also going to get married and have children.

D. Hope to be a grandfather some day

He also hopes to be a grandfather some day.

E. Hope to have a son and a daughter

He hopes to have a son and a daughter.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

Outline Warm-up

Ask questions about the pictures.

- What is she going to be? (Point to a specific picture.)
- What is she wearing? (Point to a specific picture.)
- What do you think she is thinking about?

4

Look at the pictures and read the outline.

Emily's Future

Topic Sentence: Emily is dreaming about her future.

- A. She is going to
 1. be many things
 2. be a pilot
 3. be an architect
 4. be an actress
- B. She hopes to
 1. be in many movies
 2. be a superhero some day
- C. Maybe she can be a superhero in a movie!



Concluding Sentence: Emily has fun dreaming about her future.

Outline Follow-up

Ask questions about the text.

- What is Emily doing?
- How many jobs is Emily going to have?
- How can she be a superhero?

Use the outline from above to write sentences.

C. Be an architect

After that, she is going to be an architect.

D. Be an actress

She is also going to be an actress.

A. Be many things

She is going to be many things.

E. Hope to be in many movies

She hopes to be in many movies.

F. Hope to be a superhero some day

She also hopes to be a superhero some day.

G. Can be a superhero in a movie

Maybe she can be a superhero in a movie !

B. Be a pilot

First, she is going to be a pilot.



→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-G).

- ★ Now write a paragraph. Use the outline to put your sentences in order (A-G).

Emily's Future

Emily is dreaming about her future. She is going to be many things.
First, she is going to be a pilot. After that, she is going to be an
architect. She is also going to be an actress. She hopes to be in many
movies. She also hopes to be a superhero some day. Maybe she can be
a superhero in a movie!

_____ Emily has fun dreaming about her future.

- ★ 5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|---|---|
| A. She <u>going</u> to travel in space. | <u>She is going to travel in space.</u> |
| B. They are going to <u>are</u> ballerinas. | <u>They are going to be ballerinas.</u> |
| C. He <u>is to</u> work for a big company. | <u>He is going to work for a big company.</u> |
| D. He <u>hopes have</u> a daughter. | <u>He hopes to have a daughter.</u> |
| E. She <u>hope</u> to be a superhero. | <u>She hopes to be a superhero.</u> |

Grammar Focus Be Going To

- ★ 6 Answer the questions with your own information.

*Sample Answers

- A. What are you going to be?
I am going to be a lawyer.
- B. Where are you going to work?
I am going to work in a big office.
- C. Where are you going to live?
I am going to live in France.
- D. How many children do you hope to have?
I hope to have three children.

Our Family

Lesson Warm-up

Ask questions about the pictures.

- Which girl is the tallest? (Point to picture b.)
- Which dog is the smallest? (Point to picture d.)
- Who is faster than this boy? (Point to picture a.)

1

Match the sentences and pictures.

A.

The white dog is bigger than the gray dog. The brown dog is the biggest.

B.

Justin runs the fastest. He runs faster than Mike.

C.

Kayla studies for a long time. She studies science for the longest time.

D.

Jenny is the tallest person in the picture. She is also the oldest.



Unscramble the sentences.

- A. bigger / The / dog. / dog / is / the / than / gray / white

The white dog is bigger than the gray dog.

- B. than / He / faster / runs / Mike.

He runs faster than Mike.

- C. studies / for / She / science / the / time. / longest

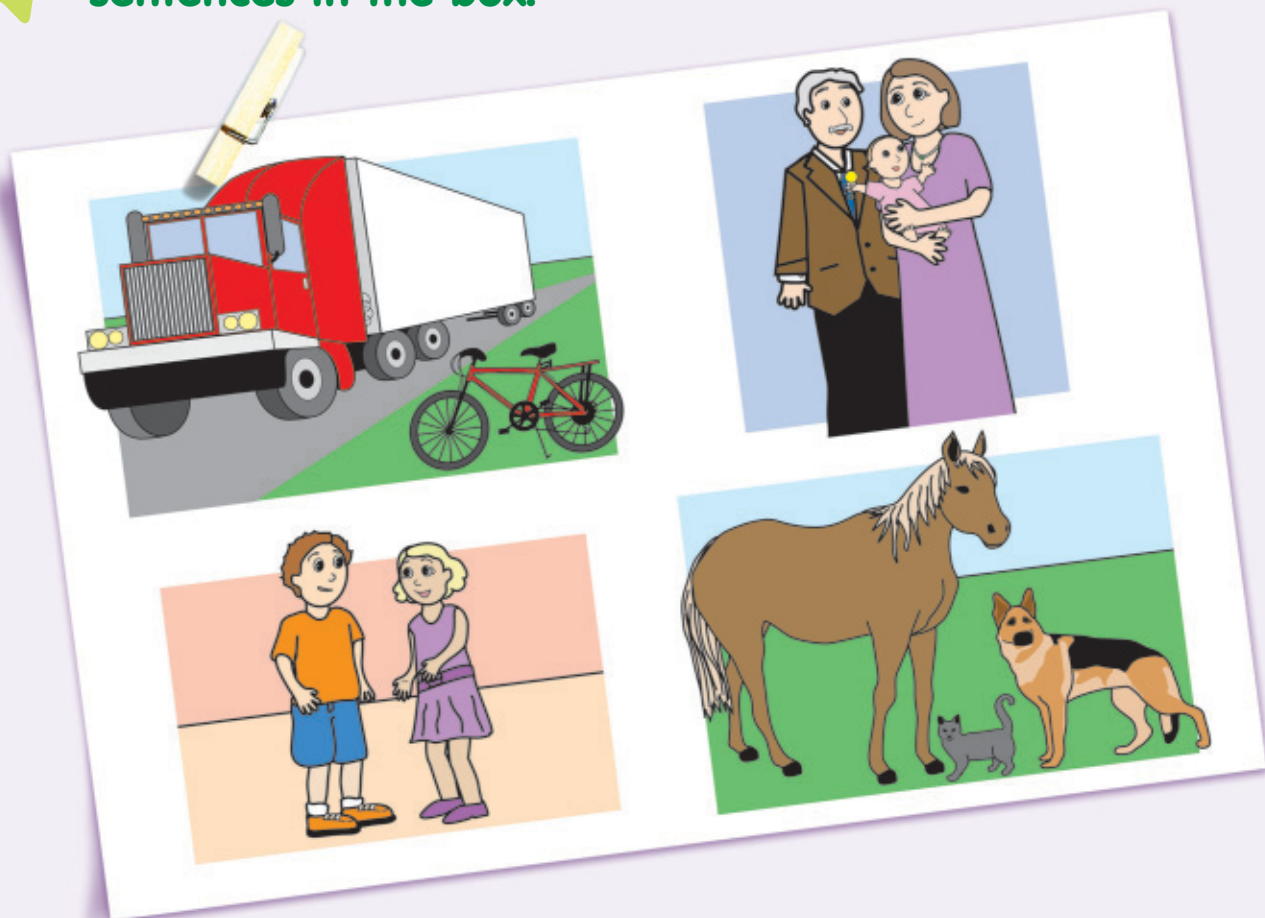
She studies science for the longest time.

- D. is / tallest / picture. / person / the / Jenny / in / the

Jenny is the tallest person in the picture.

2

Look at the picture and answer the questions. Use the sentences in the box.



The cat is smaller than the dog.
The baby is the youngest.
The horse is the biggest animal.

The truck is faster than the bicycle.
The boy is taller than the girl.
The woman is younger than the man.

- A.** Which is faster, the truck or the bicycle? The truck is faster than the bicycle.
- B.** Who is taller, the boy or the girl? The boy is taller than the girl.
- C.** Which is the biggest animal? The horse is the biggest animal.
- D.** Who is younger, the woman or the man? The woman is younger than the man.
- E.** Which animal is smaller than the dog? The cat is smaller than the dog.
- F.** Who is the youngest in the family? The baby is the youngest.

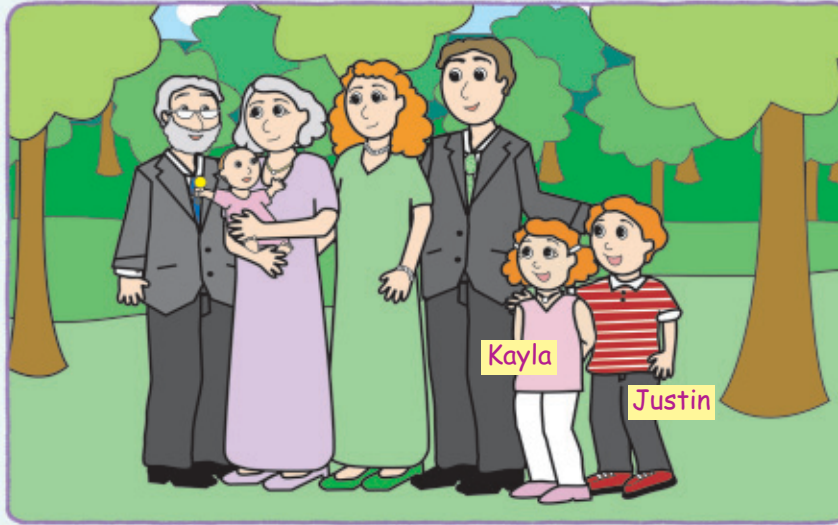


Read the paragraph.

Reading Warm-up

Ask questions about the picture.

- Who looks older than Justin?
- Who is the tallest?
- Who is shorter than Kayla?



Grammar Activity

Write the following words on the board. Have students work in pairs to write sentences about themselves, their classmates, or things in their classroom for each word. Then, get students to share their sentences with the class.

- Loudest
- Older
- Nicest
- Smaller
- Fastest
- Taller

Our Family

Everyone in our family is unique. Dad is a good cook. He is a better cook than Mom is! Grandma is sweet and kind. She is the nicest person in our family. Grandpa is very fun. He does exciting things with us. Mom is the smartest person in our family. She is a doctor. Everyone in our family is special in some way.



Answer the questions in complete sentences.

A. Who is unique?

Everyone in the family is unique.

B. Who is a better cook than Mom?

Dad is a better cook than Mom (is).

C. Is Mom nicer than Grandma?

No, she isn't.

D. What is special about Grandpa?

He is very fun./He does exciting things with us.

E. Who is the smartest person in the family?

Mom is the smartest person in the family.

Personalization Follow-up

Ask students personal questions based upon the reading.

- How are you unique?
- Are you a good cook? Who is better than you?

★ Read the paragraph again. Complete the outline.

Our Family

Topic Sentence: Everyone in our family is unique.

A. Dad

1. is a good cook
2. is a better cook than Mom is

B. Grandma

1. is sweet and kind
2. is the nicest person in our family

C. Grandpa

1. is very fun
2. does exciting things with us

D. Mom

1. is the smartest person in our family
2. is a doctor

Concluding Sentence: Everyone in our family is special in some way.

★ Write sentences from the paragraph. Use the correct tenses.



A. Be a better cook than Mom be

He is a better cook than mom is!

B. Be a good cook

Dad is a good cook.



C. Be sweet and kind

Grandma is sweet and kind.

D. Be the nicest person in our family

She is the nicest person in our family.



E. Be very fun

Grandpa is very fun.

F. Do exciting things with us

He does exciting things with us.



G. Be a doctor

She is a doctor.

H. Be the smartest person in our family

Mom is the smartest person in our family.

→ These sentences are not in the same order as they appear in the paragraph or outline. The scrambled order helps prevent rote copying.

4

Look at the pictures and read the outline.

Outline Warm-up

Ask questions about the pictures.

- Who is helping Cory with his homework?
- What are they doing? (Point to a specific picture.)
- Do you think the boys are friends?

My Two Best Friends**Topic Sentence:** My two best friends are cool.**A. Eric**

1. is a good student
2. is a better student than Cory and I are
3. is also very funny
4. makes us laugh a lot

B. Cory

1. is athletic
2. is the best player on our soccer team
3. is also the fastest
4. has longer legs than I do

**Concluding Sentence:** Eric and Cory are great best friends.**Outline Follow-up**

Ask questions about the text.

- Who is a better student, Eric or Cory?
- Who is the best player on the soccer team?
- Does the author have the longest legs?

Use the outline from above to write sentences.

**B.** Be a better student than Cory and I **be**He is a better student than Cory and I are.**A.** Be a good studentEric is a good student.**D.** Make us laugh a lotHe makes us laugh a lot.**C.** Be also very funnyHe is also very funny.**H.** Have longer legs than I **do**He has longer legs than I do.**E.** Be athleticCory is athletic.**G.** Be also the fastestHe is also the fastest.**F.** Be the best player on our soccer teamHe is the best player on our soccer team.

→ The letters next to the pictures are a hint for writing the paragraph on the next page.
The paragraph will be in order if students write the sentences in alphabetical order (A-H).

★ Now write a paragraph. Use the outline to put your sentences in order (A-H).

My Two Best Friends

My two best friends are cool. Eric is a good student. He is a better student than Cory and I are. He is also very funny. He makes us laugh a lot. Cory is athletic. He is the best player on our soccer team. He is also the fastest. He has longer legs than I do.

Eric and Cory are great best friends.

5 Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- | | |
|---|---|
| A. The brown dog is the <u>big</u> . | <u>The brown dog is the biggest.</u> |
| B. The boy is <u>tallest</u> than the girl. | <u>The boy is taller than the girl.</u> |
| C. Who is the <u>younger</u> in the family? | <u>Who is the youngest in the family?</u> |
| D. He is a better cook than Mom <u>be</u> | <u>He is a better cook than Mom is.</u> |
| E. He is also very <u>funniest</u> | <u>He is also very funny.</u> |

Grammar Focus Comparative and Superlative

6 Answer the questions with your own information.

**Sample Answers*

- A. Who is the nicest person in your family?
My aunt is the nicest person in my family.
- B. Who is the funniest person in your English class?
Kevin is the funniest person in my English class.
- C. Who is taller, you or your best friend?
My best friend is taller than me.
- D. Who is the smartest person in your family?
My dad is the smartest person in my family.

REVIEW

→ The review may be completed as a group activity or test.

Unit 13-Unit 16

Lesson Warm-up Ask questions about the pictures.

- What is she/he doing?
- Where is he/she?
- What is she/he going to be?



Look at the picture and fill in the blanks.

hopes

best

went

going

can

drawing

A. Jill is the best artist in her class.

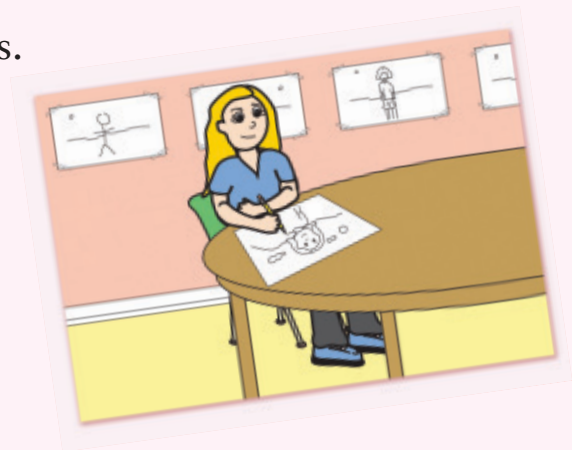
B. She can draw very well.

C. She is drawing a picture now.

D. She is going to be an artist.

E. She went to an art show yesterday.

F. She hopes to have her own art show some day.



going

went

help

thinking

met

G. Yesterday, Joe went to the hospital.

H. He met a very nice doctor.

I. Now, he is thinking about his future.

J. He is going to be a doctor.

K. He is going to help sick people.



2

Copy two parts to make a sentence.

basketball every day.

best basketball player in our school.

He is going to be a professional

basketball player some day.

be rich and famous!

He is the

He is going to

My brother plays

A. My brother plays basketball every day.

1

B. He is the best basketball player in our school.

2

C. He is going to be a professional basketball player some day.

3

D. He is going to be rich and famous!

4

★ Now number the sentences from 1-4.

Activity Follow-up Ask questions about the pictures.

- Can turtles run fast?
- Who is the shortest kid in the picture?
- Who is the oldest kid in the picture?

3

Look at the pictures and complete the sentences.

*Sample Answers

A. The rabbit is faster than the turtle.The turtle is slower than the rabbit.The rabbit is cuter than the turtle.B. Trevor is the tallest kid in the picture.Lucy is taller than Andy.Andy is the shortest kid in the picture.



Read the facts.

Activity Warm-up

Ask questions about the pictures.

- Who do you think this is?
- What color are his eyes?
- Do you think he's famous?

Name: Bill Gates

Job: Businessman

What He Did: Helped make a popular computer program

Other Information: He is one of the richest people in the world. We can read about this famous man on the Internet.



Read the facts again. Answer to the questions.

A. Who is Bill Gates?

He is a businessman.

B. What did he do?

He helped make a popular computer program.

C. Does he have a lot of money?

Yes, he does.

D. Where can we read about him?

We can read about him on the Internet.

E. Is he famous?

Yes, he is.

Activity Follow-up Have students draw a simple picture to illustrate the story.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. Carl and Linda enjoy art class yesterday.

Carl and Linda enjoyed art class yesterday.

- B. They to painted pictures for their parents.

They painted pictures for their parents.

- C. Carl's picture is big than Linda's picture.

Carl's picture is bigger than Linda's picture.

- D. They are go to take their pictures home after school.

They are going to take their pictures home after school.

- E. Linda is going give her picture to her mom.

Linda is going to give her picture to her mom.

Activity Warm-up Give students examples by writing sentences about yourself (teacher) on the board. Make sure students understand that they can make a lot of different sentences.

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Write four sentences about yourself. Use the words below.

can

better

before

am going to

***Sample Answers**

- A. I can skateboard well.

- B. My cell phone is better than my dad's cell phone.

- C. I played soccer before I had dinner.

- D. I am going to watch a movie on Saturday.

Activity Follow-up Have students read their sentences to each other.