TEACHER'S EDITION

ENGLISH (1)



Mario Herrera • Christopher Sol Cruz

Big English Teacher's Edition 1

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The Big Ideas behind Big English

Big English reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom, and reinforced by internationally recognized educational standards, including the TESOL ESL Standards for K–12 Students and the Common European Framework of Reference for Languages.

Let's take a look behind the scenes, and explore the big ideas that laid the foundation for *Big English*...

Learning happens in context, not in isolation.

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds—whether we are children or adults—seek to make sense of our surroundings and our experiences.

There are many cutting-edge and well-researched ideas in the world of education.

Three of the central bases for the *Big English* program philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills**, and an approach supported by **Content Language Integrated Learning (CLIL)**.

Kids learn best when they engage with the language in a variety of ways.

Big English provides multiple and varied opportunities for success, including:

singing participating in meaningful play role-playing reading fiction and nonfiction texts discussing viewing and responding to video creating journals conducting interviews and surveys

doing research producing and presenting projects of different types

reflecting on values

Language learners need support to meet their goals.

Young learners learn about their world within their personal, social, and educational domains. Big English provides opportunities to explore and personalize new language in these domains and helps develop students' communicative language competence.

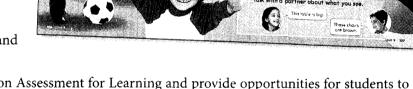
It's a digital world.

Today's students are digital natives, who have never known a world without computers and the Internet. *Big English* provides digital learning tools, the use of which reflects learners' reality and expectations.

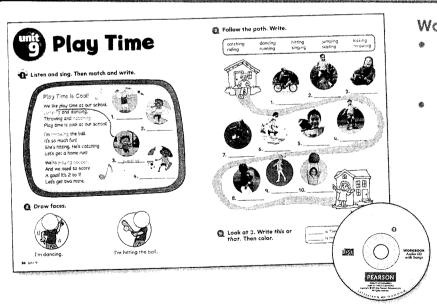
Big English is a new, six-level primary program that engages students with fun, exciting material and prepares them to succeed both in the classroom and in the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st Century Skills, challenging students to be creative, to think critically, and to collaborate with their classmates. Teachers can pinpoint areas where students require extra practice and encourage students to become independent, effective learners with the Assessment for Learning techniques.

Student Book

- Activities present key language in context, motivating learners not only to understand but also to acquire it. Examples include songs, stories, sticker activities, content language, and values lessons.
- Think Big activities help students develop 21st Century Skills.
- Connections pages integrate use of learning strategies into content-based learning.
- Values lessons and Projects help build character through creative and collaborative activities.



• Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for students to assess their own progress.

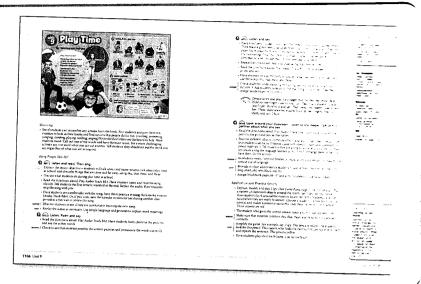


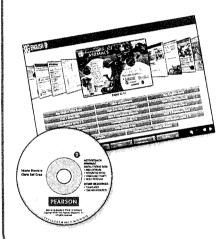
Workbook

- The Workbook provides engaging additional practice for each lesson in the Student Book.
- The Workbook is designed for independent study at home, but can be used for reinforcement in the classroom as well. It is also included as a digital component on the ActiveTeach (interactive whiteboard support) and in the *Big English* MyEnglishLab (online learning tool).

Teacher's Edition

- This comprehensive overview of each unit includes step-by-step Lesson Plans, activities and ideas, a game bank, Student Book and Workbook audio scripts, Workbook answer keys, and notes for using the YLE Practice Materials found at the end of each Student Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated throughout each Lesson Plan.





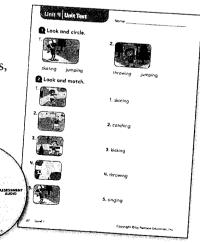
ActiveTeach

This digital tool includes helpful resources, such as:

- Interactive versions of the Student Book activities for use on a whiteboard or a computer and projector. Includes audio, flexible zoom-ins, and vocabulary pop-ups.
- Theme-based video with CLIL segments (documentaries) and dramatic segments.
- Teacher's Resource Files, which includes supplemental materials such as Sound and Letter Picture Cards, games, activities, and worksheets.
- A Grammar Handbook for students, interactive classroom games, and Picture Cards.

Assessment Package

- The Assessment Package includes an overview of language assessment for young children, such as placement tests, practice tests, unit tests, mastery tests (after every three units), final exams, and materials for oral assessment.
- Also included is the ExamView* Assessment Suite, easy-to-use test-generating software that enables the creation of customized tests in minutes.



Posters

 Nine thematically-related teaching posters elicit and review target language.

 Three grammar posters for classroom display provide on-the-spot reference for learners.





Picture Cards

- Perfect for big classes, extra-large cards illustrate target vocabulary.
- Cards are available in print or digital format in the ActiveTeach component.



Class Audio CD

- Listening activities
- Songs, including karaoke versions
- Unit stories and CLIL readings



Student CD-ROM

- Interactive activities and games
- Songs, including karaoke versions

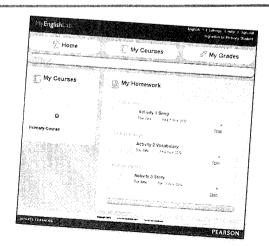




MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English* Workbook
- Additional activities and games
- Auto-graded tests and quizzes
- Easy course management and record-keeping for teachers



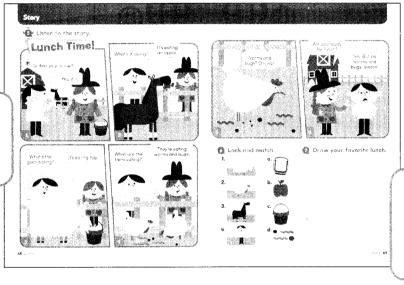
Each unit opens with a high-energy song to introduce the unit theme in a fun context.



Key unit vocabulary is presented.

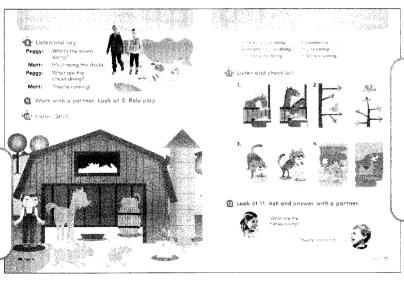
Think Big questions prompt students to use critical thinking skills, to personalize language, to collaborate, and to use key vocabulary in context.

Fun and highly visual stories encourage a love of reading.

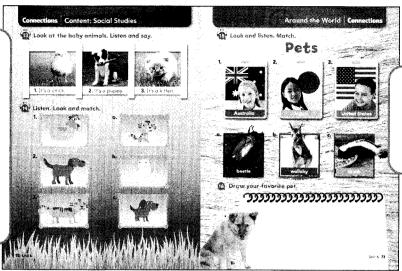


Reading comprehension and discussion questions develop comprehension strategies and critical thinking.

A fun sticker activity reinforces students' aural understanding of the new language.

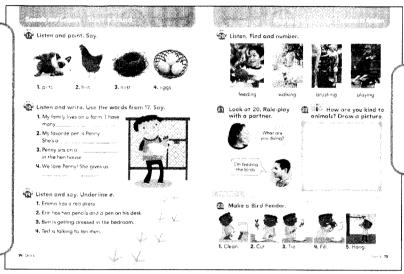


Grammar is taught in context and supported on the facing page by clear grammar charts for additional reference. In Content Connections, students encounter text from academic areas such as social studies, science, and math. Content vocabulary is highlighted.



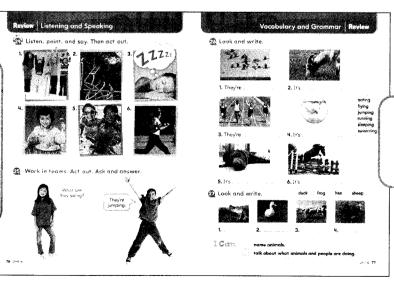
In Around the World Connections, students learn about different cultures and countries.

Students learn about letters and their corresponding sounds in a systematic way. The Sounds and Letters Cards (ActiveTeach) can be used for fun teacher-led activities.



Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Students show what they have learned in the unit through a game-style group activity and language exercises.

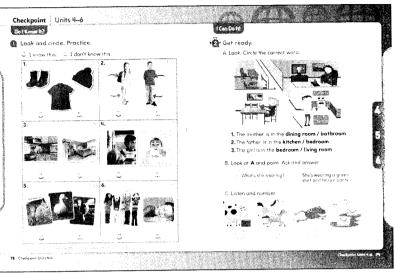


I Can check boxes help students assess their own learning and reflect on their progress.

A Student Book Unit (continued)

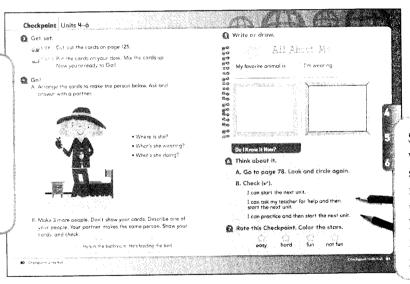
Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page xi).

Students review key language from the previous units and compare it with their current knowledge of that language.



The "Get ready" task helps identify any gaps in learners knowledge of key language points so that teachers can focus review as needed.

The "Get set" and "Go!" tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.



Students have fun with a mini-pertition section, and then reassess their understanding of the key language points from the previous group of units.



The *Big English* program ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas, and opinions in English.

Big English also incorporates activities that appeal to students having a variety of learning styles. Attention has been paid to visual, auditory, tactile/kinesthetic learners through the inclusion of illustrations, photos, graphic organizers (visual learners), opportunities to hear and repeat key learning targets (auditory learners), sticker activities, routines, and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, naturalistic, existential, interpersonal, and intrapersonal.

Big English also considers classes with students of different abilities by providing differentiated instruction suggestions throughout the Teacher's Edition.

Assessment for Learning

While all assessment is used to measure students' progress and to motivate students to learn, the *Big English* Teacher's Edition offers opportunities for teachers to train students in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learned (assessment *of* learning), Assessment *for* Learning is based on the following three main principles: having students participate in setting goals, in performing ongoing assessment, and helping students learn how to set goals and self-assess.

	oles of Assessment for Le	erning .
Set Goals	Perform Ongoing Assessment	Help Students Learn How to Set Goals and Self-Assess
Make sure each student has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual student's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help students understand where the gaps are between what they have learned and the expected outcome, so they can address whatever areas are still lacking to achieve their goals.

Assessment for Learning in Big English

The Teacher's Edition has infused and signposted the Assessment for Learning process into each lesson, as applied to all activities in the Student Book.

INVOLVE	Make sure students know what the lesson objectives are, so they feel ownership
	of their own learning.

MONITOR	Build in opportunities to assess how well the students are learning the material, and try to figure out where the gaps are. Whenever possible, help students learn
	how to assess their own learning at this stage, too.

Program Features (continued)

ASSIST

Once you've determined where the gaps are, present the material again in another context or modality, so students have another opportunity to learn the material.

CHALLENGE

Go beyond the page and get students to internalize the material by personalizing it, applying it to new contexts, analyzing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Package, provide teachers and students with a unique set of tools to achieve both personal and program goals.

21st Century Skills

The term 21st Century Skills refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy, and career/life skills. The Big English series combines rich content, a wide variety of tasks, and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the program.

	21st Century Skills in I	ig i	inglish si-si
Learning and Innovation "The 4 C's"	Critical thinking & problem solving Creativity & innovation Communication Collaboration	-	Think Big tasks Personalization tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	>	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility & adaptability Initiative & self-direction Social & cross-cultural interaction Productivity & accountability Leadership & responsibility		Think Big tasks Content-based research tasks Values instruction Individual & group projects Content-based discussion tasks

The *Big English* classroom creates authentic learning experiences for students. Students are encouraged and motivated to think deeply about issues, to develop critical thinking skills, and to work together to solve problems creatively. It brings the world into the classroom and takes students beyond the classroom out into the world.

Content Language Integrated Learning (CLIL)

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language—English—as the medium for teaching school content areas—for example, science, math, and social studies—as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps students deepen their comprehension of both the content curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only nonacademic, everyday English.

The content-based materials in *Big English* improve students' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

Content Connections

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a student's repertoire of behaviors for learning, they transfer to other content areas and encourage greater student autonomy.

Around the World Connections

Big English also integrates another important category of CLIL in the Around the World Connections pages, which provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. Big English content materials broaden students' real-world knowledge and understanding, develop intercultural communication skills and multilingual interests and attitudes, and provide opportunities to study content through different perspectives.

Theme-Based Units

Big English provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review, and/or expand upon the unit theme from a variety of perspectives, from the opening song or activities through the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content, and better communication.

Integrated Skills

Big English provides a balanced approach to developing the four skills—listening, speaking, reading, and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Learners learn to listen and speak in a multiplicity of ways—through singing, dialogues, asking and answering questions, role playing, games, summarizing, and presenting their own work. Reading and writing are developed through fiction and several types of nonfiction, dialogues, informational texts, songs, maps, graphic organizers, and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practice their skills in a developmentally appropriate manner.

Systematic Vocabulary Development

In *Big English*, presentation of new language is done first in context, allowing students to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that students are able to understand each vocabulary item on its own. Students practice the new vocabulary in a variety of activities, including categorization, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.

Big English also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

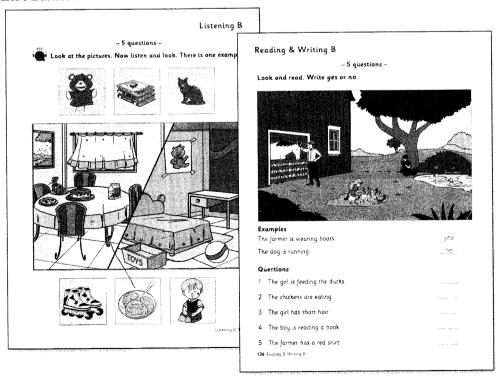
Conceptually and Developmentally Appropriate Grammar Training

In addition to the four skills and vocabulary development, *Big English* recognizes that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as "chunks," which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English* gives students the opportunity to consider structures in such devices as grammar boxes in their books and on unit posters. But *Big English* never abandons the necessity of presenting language structures in meaningful contexts, and highlights differences and similarities in language use to encourage students to figure out the grammatical principle. This makes the grammatical "rule" more meaningful and memorable.

YLE Practice Materials

Students who plan to take the YLE (Young Learners English) test gain exposure to the YLE exam format in combination with language they have learned in *Big English*. Each Student Book provides practice materials for the three sections found in the YLE exam: Listening, Reading and Writing, and Speaking. Notes for the *Big English* YLE Practice Material are provided in the Teacher's Edition.



Projects

Big English includes a student-centered project linked to the value presented in each unit. The project stimulates creative play and student collaboration. It encourages students to use new language in meaningful contexts, and also helps students to personalize the value being taught in the unit.

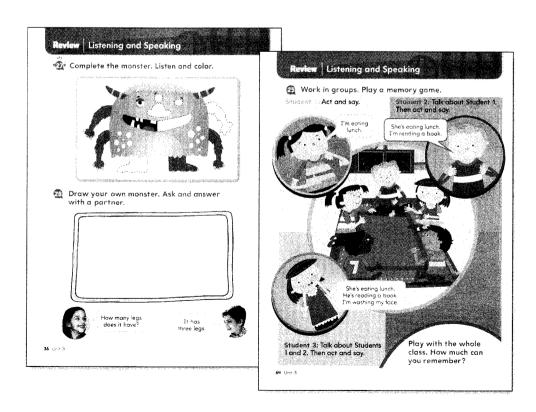
Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help students develop their small-muscle and hand-to-eye coordination, sensory discrimination, and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of students present their projects to the class, which gives them the opportunity to build on their presentation skills.

Songs

In *Big English* 1–4, songs foster a sense of identity and increase rapport among students in the classroom. Singing generates positive feelings in students and strengthens motivation as it creates a state of relaxed receptivity.

Games: Meaningful Play

Big English includes a variety of games to sustain students' interest and motivation through meaningful play in the language classroom. The games help sustain learners' interest through the hard work of understanding, reproducing, and manipulating newly learned language. Games provide enjoyable contexts for communication and provide the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps students acquire it.



Mario Herrera



Mario Herrera has a B.A. in Education and an M.A. in Teaching English as a Foreign Language. He specializes in teaching English to young learners. He has authored or co-authored several bestselling ELT programs worldwide, including *Balloons* and *Pockets* for preschool, *Parade* and *Backpack* for primary school, and *Cool Chat* for secondary schools. Mr. Herrera has also been involved in teacher training for 25 years and travels internationally on behalf of Pearson Education, directing seminars and workshops that are highly regarded and well known for their level of participant involvement. He is the recipient of several academic awards.

Christopher Sol Cruz



Christopher Sol Cruz has been involved in the field of English language instruction and materials writing since 1988. He has written and developed numerous English learning materials for students from a variety of age groups in Latin America, Asia, the Middle East, and the United States. In addition to writing, Mr. Sol Cruz has given academic presentations and run teacher professional development workshops around the world, and is an avid language learner. He lives in Vermont, United States, with his two young sons, who were a constant source of inspiration throughout the writing of *Big English*.

Class Atmosphere

It is very important to put your students at ease as soon as possible, and to let them know that their English classroom is a fun, comfortable, and exciting place to be. Be as friendly and supportive as possible the first day. Structure your first class in such a way that students get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook, and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English* Song (see page xix).

Starting with English

For learners who are completely new to English, you may wish to start by identifying some English words or phrases that students might have heard before on TV shows or commercials, or in movies. If there are cognates in English for words in the students' first language, introducing some of these may help show students that not all words they're going to encounter will be completely "new."

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each student with a sticker, geometric shape, or colored index card. Use these to combine and recombine students in pairs and groups for different activities throughout the class. For example, you may say, All students with a monkey sticker/red triangle/blue card get into groups or All students with a cat sticker find a partner with a mouse sticker. Once students are paired or grouped, you can have them ask such questions as the following:

What's your name?
Where do you live?
Do you have any brothers or sisters?
Do you have a pet?
What's your favorite food?
What's your favorite sport?
What's your favorite TV program?
What's your favorite school subject?

At your signal, they can change groupings and repeat the activity and finally report back to the class.

You may want to play a memory game to help with names. For the memory game, put children in circles of 4 to 6 students. Have one student begin by saying Hi. I'm (Allan). The student to his left then says Hi. He's Allan and I'm (Sarah). The student to her left then says Hi. He's Allan, she's Sarah, and I'm (Pat). Each child must repeat all the previous names until the last person in the circle has named everyone. Or, you may want to teach the following simple chant for your students to say as they circulate around the room, shaking hands.

Hello, hello. I want to say hi. My name's (Laura). Now it's goodbye.

Textbook Scavenger Hunt

Take a few minutes to familiarize your students with their new *Big English* Student Book. Plan a *scavenger hunt*—a game in which students must find certain things within a time limit. Either individuals or teams compete to find all of the required information first.

- 1. Name all the colors on page ___.
- 2. What is the theme of Unit __?
- 3. *Is there a* __ *on page* __?
- 4. Describe the __ on page __.
- 5. Find a page that shows __ kinds of __.
- 6. What is the project on page __?
- 7. What sounds do you practice on page __?
- 8. Where can you find a reading about (math, science, social studies)?

Even though students are looking for specific pieces of information to play the game, your real purpose lies in their becoming familiar with the parts of the units and with the layout of the book.

Song

Play the audio as students listen a couple of times with their books closed. Then have them follow along in their books as they listen again. When you feel the students are comfortable, encourage them to sing the song as a group. You may want students to clap or snap their fingers as they sing. Play the song often throughout the school year for enjoyment.

BIG ENGLISH Song n

From the mountaintops to the bottom of the sea, From a big blue whale to a baby bumblebee—
If you're big, if you're small, you can have it all,
And you can be anything you want to be!

It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!

So in every land, from the desert to the sea, We can all join hands and be one big family. If we love, if we care, we can go anywhere! The world belongs to everyone; it's ours to share.

It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!

It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful and waiting for me...
a one, two, three...

Think big! Dream big! Big English!





unit Good Morning. Colossi

Objectives

Vocabulary

• To name classroom objects

Reading

- To identify important ideas in a story ("Classroom Colors")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (be)
- To ask questions with What
- To use contractions (What's and It's)

Content Connections

- Math: To identify the numbers 1–10 and count using them
- Around the World: To compare classroom objects in different countries

Sounds and Letters

 To identify and say the letters of the English alphabet for both upper- and lowercase letters

Values

• To learn the value of being polite

Project

• To make a "Be Polite" poster

Key Vocabules			
Classroom Objects	Colors	Expressions	Content Words
backpack	blue	Good!	- classroom
book	green	Hi!	Egypt
chair	red	Yes, good!	Japan
crayon	yellow		Mexico
desk			numbers 1–10
eraser			object
marker			
pen			
pencil			
ruler			

Varerias Student Book, Unit 1

Main unit, pages 2-13

Student Book Audio CD. Tracks A3-A19, B74-B75

Workbook, Unit 1

Main unit, pages 2–11

Extra grammar practice. pages 98-106

Workbook Audio CD, Tracks 3–7

Assessment Package

Practice test, pages 6–7

Unit test, pages 8-9

Oral assessment, pages 10-11

ExamView® Assessment Suite

Additional Materials

Picture Cards 1-9

Posters: Unit 1 Poster. Units 1-3 Grammar Poster

Video (ActiveTeach), Unit 1

Digital activities (MyEnglishLab or CD-ROM), Unit 1

Unit Opener Activities

Family Connection

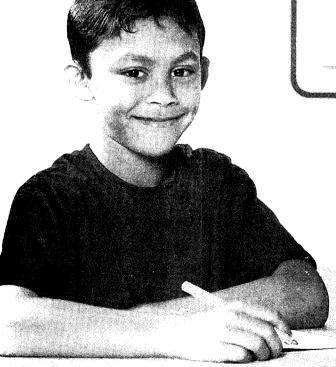
Have students work with a family member to take inventory of the school supplies they have at home. Tell students to count their school supplies according to color: all the red items, blue items, green items, and yellow items. Then ask students to report back to the class the number of items they have in each color.



My Classroom Bulletin Board

Make two bulletin boards, one entitled What's This? and one entitled How Many? For the What's This? bulletin board, post labels with sentences about classroom objects, for example: It's a table. As students work through the unit, cover parts of the sentence so that not all the words can be seen. Have students say the name of the object and the complete sentence. Uncover the sentence to verify students' guesses.

For the How Many? bulletin board, post the numbers 1-10. Have students draw pictures to show different numbers of items, such as one chair, two dogs, three cats, and so on. Have students count the items in the pictures and point to and say the numbers.





Warm-Up

• Social Skills Tell students that it's polite to greet people in the morning by saying, "Good morning." Model saying it to several students: Good morning, Ashley. Good morning, Pedro. Prompt students to say "Good morning, teacher" back to you when you greet them. Have students stand in two lines on either side of the room. Tell the first person in each line go to the front of the class and say good morning to each other and go back to their seats. Continue until everyone has had a chance to participate.

Using Pages 2-3



$\{ A_3 \}$ Listen and read. Then sing.

Explain the lesson objective—students will practice greetings, talk about classroom objects, identify colors, and sing a song.

- Invite students to point to the pictures and name items they know. Point to and identify the backpack, book, marker, and pen. Have students repeat each word after you.
- Read the directions aloud. Play Audio Track A3. Have students listen and read along with the song silently.
- Replay the audio. Have students sing along.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B74). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

MONITOR | Observe students to see if they are comfortable learning the new song.

Replay the audio as needed and help students with pronunciation of difficult words.



veginn/ve Vary Activity 1. Say the song lyrics, one line at a time, for the first verse. Have students repeat. Continue for verses two and three.

 \bigcirc \bigcirc Listen. Point and say.

- Hold up and name each classroom object or use the Picture Cards. Have students repeat. Model: *1. backpack*. Practice this a few times with students.
- Read the directions aloud. Play Audio Track A4. Have students listen, point to each item, and then say the word.

MONITOR

Check students' understanding of the vocabulary by holding up classroom objects and asking students to name them.

ASSIST | Model identifying the items in complete sentences and have students repeat.

(A5) Listen. Point and say.

- Point to and say the name of each color. Have students point and repeat after you. Randomly say a color and have students point to the color you name.
- Read the directions aloud. Play Audio Track A5. Have students listen, point to each color, and then say the color name.

MONITOR

| Check to make sure that students are pointing to the correct colors.

ASSIST

Replay the audio as needed and use crayons to help students associate the color names with colors.

CHALLENGE

Have pairs of students fill their pencil cases with different colored markers, pencils, pens, crayons, an eraser, and a ruler. Have them take turns choosing an item and describing it, using language from the song and other unit vocabulary. *My marker is red. This is my ruler.*

\bigcirc \bigcirc \bigcirc Look at 3. Listen. Ask and answer with a partner.

- Read the directions aloud. Play Audio Track A6 and have students point to the pictures of the girl and the boy as they listen.
- Point to something blue in the classroom and ask: What color is it? (It's blue.) Then point to something red in the classroom and ask the same question. Tell students that they are going to work with a partner to ask and answer similar questions about the colors they learned in Activity 3. Arrange students in pairs and have them do the activity.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Model the difference in intonation between asking a question and making a statement. Have students repeat.

• Assign Workbook pages 2-3 and direct students to digital activities.

Application and Practice Activity

• Play a sequence game. Place the Picture Cards in a pile. Show the first three Picture Cards and say each name. Mix up the three cards and place them on a table or in front of students. Invite a volunteer to place the Picture Cards in the order in which you said them and to name each one. Continue the game until all students have participated.

MONITOR | As students answer, listen for correct vocabulary and pronunciation.

• Have students play the Unit 1 Game 1 on ActiveTeach.

OBJECTIVES

To identify and name classroom objects

To identify colors

To practice greetings

To sing a song

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler

Adjectives: blue, green, red, yellow

21st Century Skills

Social Skills

Materials

Unit Poster
Picture Cards 1–9
Samples of classroom objects
Crayons
Audio tracks A3–A6, B74
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

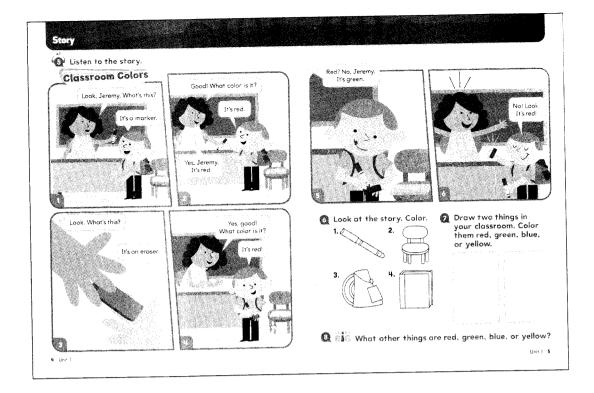


Pages 2–3 Answers on page T149

TEACHING TIP

Generalizing Information

When presenting the names of objects, present a variety of examples for each one. For example, present a red eraser, the eraser on the end of a pencil, a blue eraser, etc. This will help students understand that the word eraser names objects in a wide variety of shapes and sizes.



Warm-Up

- Bring in a comic book or comic strip and show students how the story is told frame by frame. Ask students if they like comics and which are their favorites. Tell students that they will be seeing a story that is told in comic-strip style in this lesson.
- Next, have students name colors they know. Say a color and invite a volunteer to point to something on the Unit Poster that is that color. Help the volunteer name the item. Then repeat the item name and have the entire class repeat it. Continue playing. Encourage all students to participate.

Using Pages 4–5

(A7) Listen to the story.

Explain the lesson objective—students will talk about school items, identify colors, and listen to and answer questions about a story.

- Have students look at the pictures in the story frames. Help them point to and name school objects in the pictures. Then point to each school object and say its name. Have students point and repeat after you.
- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a boy named Jeremy. Jeremy is at school. He is talking to his teacher.
- Read the directions aloud. Play Audio Track A7. Model pointing to each story frame. Have students listen and read silently.

Point to each frame as you ask questions to check for understanding. Point to the marker in Frame 1 and say: *What's this? What color is it?* (It's a marker. It's red.) Continue in a similar way with Frames 2–6.

Replay the audio and retell the story using simple language as you point to the pictures.

Point to Frame 4 and ask: Why does Jeremy say that his marker is red? Challenge students to explain that Jeremy's eraser is green at first, but he uses the red marker to color it red. Allow students to answer using single words, simple phrases, or gestures.

T4 Unit 1

MONITOR



neginning. To help students understand the story better, read the text aloud and point to the characters, items, and colors as appropriate.

Look at the story. Color.

• Read the directions aloud. Point to Item 1. Say: Marker. Have students repeat. Help students find the marker in Frames 1 and 2. Ask: What color is it? Allow students to either say the color red, hold up a red crayon, or point to something that is red. Accept all three ways of answering the question. Have students color the marker red. Repeat for Items 2, 3, and 4. Then point to the items and ask students to tell what colors they are. Allow students to answer using just the color name.

MONITOR

Review the answers as a class. (Answers: 1. It's red. 2. It's blue. 3. It's green. 4. It's vellow.)

ASSIST

Help students look for the objects in the story pictures. Have them circle the objects when they find them.

Draw two things in your classroom. Color them red, green, blue, or yellow.

- · Read the directions aloud. Model the activity by drawing two objects on the board and coloring them. Point to one of your pictures. Ask: What's this? Help students respond by naming the object. Then ask: What color is it? Help students respond by saying the color.
- Have students draw and color two objects in your classroom. Invite them to share their pictures with the class, saying the name of the object and the color.

MONITOR | Check to see that students are doing the task correctly.

ASSIST

If necessary, explain the directions again by acting them out or modeling the activity again.

Creative Thinking What other things are red, green, blue, or yellow?

- Read the question aloud and explain it by using simple language and gestures. Model a response by drawing and coloring in a green leaf. Hold it up for students to see and say: It's green. Then draw a yellow sun, hold it up and say: It's yellow. Invite students to draw or find pictures of objects that are red, green, blue, or yellow and present them to the class. Have their classmates respond with the statement: *It's* _____, indentifying the appropriate color.
- Assign Workbook page 4 and direct students to digital activities.

Application and Practice Activity

- Explain and model a drawing game. Give students a piece of drawing paper and red, green, blue, and yellow crayons or markers. Show students how to fold the paper so that there are four spaces. Draw a grid on the board and put numbers 1-4 in the quadrants. Have students copy the numbers onto their papers. Then tell students to draw and color classroom objects. Say: Number 1. It's a marker. It's red.
- Invite volunteers to share their pictures with the class. Help them point to each picture and say its name and color.

MONITOR

Check to make sure that students are drawing the correct items and coloring them correctly.

• Have students view the Unit 1 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and eniovment

To read and draw conclusions

Key Vocabulary

Nouns: backpack, book, chair, color, eraser, marker

Adjectives: blue, green, red, yellow

21st Century Skills

Self-Direction Creative Thinking

Materials

Unit Poster Comic book or comic Markers or crayons Drawing paper Audio tracks A7-A8 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 4 Answers on page T149

Summarv

A teacher asks a boy named Jeremy to identify classroom objects and their colors. It seems as though the boy does not identify the right color of an eraser. However, the boy has used a red marker to color a green eraser red.

TEACHING TIP



Encourage students to ask for help when they have difficulty. Offer suggestions. Say: What does this mean? and explain that they can ask that question if they don't know a word. Explain that they can say: How do you English? if they need a translation.

Warm-Up

- Place samples of classroom objects (crayon, eraser, marker, pen, pencil, and ruler) in a paper bag. Demonstrate taking an item out of the bag and feeling it with your eyes closed. With your eyes still closed, say: What's this? It's a (crayon). Open your eyes to see if you are correct.
- Pass the paper bag around the room and invite students to play the game. Each student takes an item out of the bag and feels it without looking at it. He or she says: What's this? and then guesses: It's a (ruler). Continue in this way until all students have had a chance to participate.

Using Page 6



(A8) Listen and say.

Explain the lesson objective—students will practice greetings, talk about classroom objects, and identify colors.

- Point to the girl and the boy. Introduce them as Linda and Bobby and tell students that they will hear Linda and Bobby talking in class.
- Read the directions aloud. Play Audio Track A8. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

MONITOR

Check for understanding. Ask the question from the dialogue: What's your name? Invite volunteers to answer, substituting their own names.

CHALLENGE

Have students change the dialogue by using other unit vocabulary in place of pencil. Students can extend the dialogue by asking and answering the question What color is it?



veginning Vary Activity 9 by using hand puppets to say the dialogue. Have students repeat the dialogue after you.

Work with a partner. Look at 9. Role-play.

- To prepare students for the activity, assign half the class the role of Linda, and the other half the role of Bobby. Model the dialogue and have groups repeat. Then have students switch roles.
- Read the directions aloud. Assign pairs the roles of Linda and Bobby. Have pairs say the dialogue aloud, switch roles, and say the dialogue again.

MONITOR

Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

As you notice errors, say individual sentences or words correctly and have pairs repeat after you.

(A9) Listen. Stick.

- Help students find the Unit 1 stickers at the back of the Student Book. Tell them they will listen to the audio and place stickers over the gray areas on the pictures based on what they hear.
- Read the directions aloud. Play Audio Track A9. Model Item 1, showing students how to place the correct sticker on the picture. Continue playing the audio, repeating it as necessary.

MONITOR | As students work, make sure that they place the stickers on the correct objects.

Assign Workbook page 5 and direct students to digital activities.

Application and Practice Activity

• Place Picture Cards or samples of classroom objects on display. Have a volunteer identify an object by telling what color it is. Say: Green, or It's green. Have the rest of the class guess which item it is. (ruler), or It's a (ruler). The student who guesses correctly gets to choose the next item and tell the class what color it is.

OBJECTIVES

To talk about classroom opletts and their colors

To use unit anguage in context

To use correct stress pronunciation and intonation

Key Vocabulary

Nouns: backpack poor chair, crayon, desk eraser, marker, pen pencil, ruler

Adjectives: blue greet red, yellow

Materials

Picture Cards 1-9 Paper bag Samples of classroom objects Puppets Sets of blue, real greet and yellow craver

Unit 1 Stickers Audio tracks A8-4≎ Student Book aug : script, page T13c Digital activities:

MyEnglishLab or CD-ROM

WB

Page 5 Audio script on page

Answers on page T149

TEACHING TIP

Color Labels

When teaching colors, point out that crayons have the color names printed on them. Explain that students can use the words printed on the crayons to help them learn to read color names in English.

T

OBJECTIVES

To ask and answer Whquestions: What's this? It's a pencil. What color is it? It's green.

To use the contractions it's and What's

Key Vocabulary

Nouns: backpack, book, chair, color, crayon, desk, eraser, pen, pencil, ruler

Adjectives: blue, green, red, yellow

Materials

Units 1–3 Grammar Poster

Picture Cards 1–9
Samples of classroom objects

Index cards

Pencils, crayons, or markers

Audio track A10 Student Book audio script, page T136 Digital activities: MyEnglishLab or CD-ROM



Pages 6–7 Audio script on page T145

Answers on page T149

Warm-Up

- Display Picture Cards 1–9 or samples of classroom objects. Say the name of each object, including its color: *blue backpack*, *yellow pencil*, etc. Then have students name the objects with you.
- Display three or four Picture Cards or sample objects. Have students close their
 eyes. Have a volunteer take one Picture Card or object and hide it. Then have
 students open their eyes and try to name the missing item, including the color.
 Repeat with other sets of Picture Cards or sample objects.

Using Page 7

(2) (A10) Listen and circle.

INVOLVE

Explain the lesson objective—students will talk about and identify classroom objects and learn the contractions *It is/It's* and *What is/What's*.

• Read the directions aloud. Play Audio Track A10. Do Item 1 as a class and circle the pencil. Continue playing the audio. Have students complete the activity on their own.

Review the answers as a class. (Answers: 1. pencil, 2. ruler, 3. backpack, 4. chair)

Explain that contractions are words that are formed by joining two words together to make one word. Write the words it and is on the board, and show students how the contraction it's is formed by erasing the i in is and replacing it with an apostrophe. Do the same for what is.

Work with a partner. Look at 12. Ask and answer.

• Read the directions aloud. Assign pairs the roles of the girl and the boy and have them use classroom objects or Picture Cards 1–9 as they say the dialogue aloud. Then have pairs switch roles and say the dialogue again.

MONITOR

assist.

Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Help students say the dialogue as needed. As you notice errors, say sentences or words correctly and have pairs repeat after you. Have students refer to the Grammar Poster for additional support.

• Assign Workbook pages 6-7 and direct students to digital activities.

Application and Practice Activity

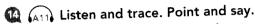
- Hold up a Picture Card and say: What's this? Point to the name of the object on the Picture Card and have students respond: It's a pen. Then say: What color is it? Elicit the response: It's blue. and have the class repeat. Continue in this way until you feel confident that students understand the language structure and are using it correctly.
- Invite volunteers to hold up the Picture Cards and ask the questions. Have their classmates respond in complete sentences.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Warm-Up

- In one hand, hold up a crayon and say: One crayon. Then put your hand behind your back. In your other hand, hold up two crayons and say: Two crayons. Hold up the single crayon and the pair of crayons in random order, naming each and emphasizing the final /s/ on the plural word. Throughout this process, have students repeat after you. After a while, continue showing the items, but stop staying the name of the objects, and allow the class to say one crayon or two crayons on their own.
- For added challenge, speed up the activity, and substitute other classroom objects for the crayon.

Using Page 8



Explain the lesson objective—students will identify, say, and trace the numbers 1-10 and count from 1-10.

- Write the number 1 on the board in colored chalk. Say: This is the number one. Using white chalk, trace the number 1 and say: Trace.
- Read the directions aloud. Play Audio Track A11 and have students listen and trace the numbers. Play the audio again and have students point to each number and say its name.

MONITOR

ASSIST

To check comprehension, have students display the correct number using their fingers as they say each number aloud. Listen for correct pronunciation.

Encourage students who have difficulty with number concepts to draw the correct number of dots underneath the number and word in their books.



Teach students this rhyme to help them remember the English words for numbers: One, two, three, four. Tell me what comes after four. Five, six, seven, eight. Counting up to eight is great. Nine, ten, it's the end. Now let's say the rhyme again.

(A12) Listen. Count and color.

- Point to items in the picture and model counting them. Have students repeat after you.
- Read the directions aloud. Play Audio Track A12 and have students listen.
- Replay the audio. Have students color the four chairs blue. Continue playing the audio. Have students complete the activity independently.

MONITOR

As students are working, check to make sure that they are coloring the items correctly. (Answers: four blue chairs, six yellow books, five red crayons, three green backpacks)

Assign Workbook page 8 and direct students to digital activities.

Application and Practice Activity

- Place ten sets of like objects in the same color around the room. For example, one green crayon, two yellow markers, three red pens, etc.
- Explain that you will call on a student to search the room for whichever set you call out. Say: Five green rulers. Invite a student to search the room for the set of five green rulers. When the student finds the items, prompt him or her to repeat: Five green rulers. If the student is correct, the class says, "Yes!" If the student is incorrect, the class says, "No!" and the student searches again. Continue playing until all students have had a chance to participate.
- Have students view the Unit 1 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To identify, say, and trace the numbers 1–10

To count from 1-10

To use plural nouns to name classroom objects

Content Words

one, two, three, four, five, six, seven, eight, nine, ten

Materials

Unit Poster Sets of like-colored classroom objects Audio tracks A11-A12 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 8 Answers on page T149

TEACHING TIP Letter Sounds

When teaching plural nouns, practice the two different sounds of final -s. Use realia and practice the words separately: /s/: backpacks, books, desks; /z/: chairs, crayons, erasers, pens, rulers.

OBJECTIVES

o compare the assroom objects - students' home ountry with those in another country

Content Words classroom, object; Egypt, Japan, Mexico

21st Century Skills Global Awareness

Materials Unit Poster Picture Cards 1-9 World map Self-stick notes Audio track A13 Digital activities: MyEnglishLab or CD-ROM



Page 8 Answers on page T149

TEACHING TIP Correcting with

Sensitivity ∴nen correcting students' communication, a swithem to in shispeaking and acknowledge that they are doing a good ss. Then repeat what they have said, using correct language, pronunciation, and rtonation. Ask the ass to repeat after ou. This will reduce

students' fear of

being corrected in front of their peers

and will encourage

confidence and

oral fluency.

Warm-Up

- Write Mexico, Egypt, and Japan on self-stick notes and place them on the corresponding countries on a world map. Point out each country to students, say the country's name, and have students repeat.
- Play a memory game. Have students close their eyes. Take one self-stick note off the map. Have students open their eyes. Ask: Which country is missing? When students guess correctly, place the self-stick note back on the map and repeat the country's name with students. Continue in this way until students can read and pronounce the country names.

Using Page 9



(A13) Look. Listen and match.

INVOLVE

Explain the lesson objective—students will learn about children from other countries and the objects in their classrooms. Students will also identify and draw classroom objects.

- Tell students that they will hear three children talk about their classroom items. Read the directions aloud. Explain that students are going to draw a line matching each child to his or her classroom items.
- Play Audio Track A13. Complete the first item with students. Then have students complete the activity independently.

Review the answers as a class. (Answers: 1. c, 2. a, 3. b)

Replay the audio, stopping after each item. Ask students to explain in simple terms what they have understood.

• Global Awareness Discuss how students from different countries can have similar classrooms and similar classroom objects. For example: The students in the activity have pencils, markers, books, and backpacks.

Draw your classroom objects.

- Read the directions aloud and explain them.
- Have students complete Activity 17 independently. Suggest that students use the Unit Poster for support.

MONITOR | Check to see that students are drawing classroom objects.

Work with a partner. Look at 17. Ask and answer.

- Read the directions aloud and explain them.
- Divide the class into two groups. Hold up a pencil. Ask Group 1 to say the girl's part. Ask Group 2 to say the boy's part. Have groups switch roles. Substitute different classroom objects.
- Have students role-play the dialogue with a partner as they point to the different classroom items they drew in Activity 17.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

· Assign Workbook page 8 and direct students to digital activities.

"YAQUC"
/ #A

Have students compare their classroom objects to the classroom objects that Luis, Ahmed, and Masako have: Luis and I have __s. (pencils)

Application and Practice Activity

• Display the Picture Cards. Have volunteers come to the front of the room, choose a Picture Card, and match it to one of the classroom objects on Luis's, Ahmed's, or Masako's desks. Ask the student to say the sentence *It's a*______, filling in the blank with the name of the classroom object.

Warm-Up

- Explain the concept of upper- and lowercase letters. Draw an uppercase *A* on the board and a lowercase *a*, and then match them with a line.
- Write ten letters on the board (both upper- and lowercase). Invite individuals to come up to the front and match the letters. Continue until every student has had an opportunity to participate.

Using Page 10

(A14) Listen and point. Say.

Explain the lesson objective—students will identify and say the letters of the alphabet, sing an alphabet song, and write and spell their names.

 Read the directions aloud. Have students listen and point to each letter, and then say it.

MONITOR | Check to see that students point to the correct letters as they name them.

 Go through the alphabet in alphabetical order by holding up the Alphabet Cards. Invite volunteers to say the letter name aloud. Have students repeat. Continue for each letter. Repeat, but show the cards in a different order.

(A15) Listen and point. Then sing.

• Read the directions aloud. Play Audio Track A15 twice. The first time, have students listen and point to each letter. The second time, have students sing the song.

MONITOR | Listen to make sure that students pronounce the letter names correctly.

Write.

• Read and explain the directions. On the board, write: What's your name? My name is ______. Read the sentences aloud. Have students repeat. Write your name on the line. Have students write their names on the line.

Ahead of time, write students' names on index cards. As you give students their name cards, say their names aloud and have the class repeat.

ASSIST | Have students use their name cards to help them write their names correctly.

Spell your name.

- Read the directions aloud and explain them. Model the dialogue. Have students repeat after you.
- Divide the class into two groups. Ask Group 1 to repeat the boy's part after you. Ask Group 2 to repeat the girl's part after you. Then have groups switch parts.
- Demonstrate the dialogue with your own name.
- Have students practice the dialogue with a partner. Explain that they should spell their own names.

MONITOR | As students talk, listen for correct spelling and pronunciation.

• Assign Workbook page 9 and direct students to digital activities.

Application and Practice Activity

• Play a name game. Have students write their names on index cards. Collect students' cards. Ask the class: *What's your name?* and then hold up one of the student's name cards. The owner of the card stands up and responds: *My name is* ______. and takes his or her name card. Continue until all the name cards have been given to students.

OBJECTIVES

To identify and say the letters of the English alphabet

To spell and write the students' names

21st Century Skills

Global Awareness

Materials

Alphabet Cards
Index cards
Audio tracks A14-A*5
Digital activities:
MyEnglishLab
or CD-ROM



Page 9
Answers on page T140

TEACHING TIP

Global Awareness

Point out the similarities and differences between the alphabet or characters of students home language and the English alphabet Explain that the Spanish alphabet is very similar to the English one, but letters are pronounced differently. The Russian and Hebrew alphabets are completely different from the English alphabet and from each other. Chinese doesn't use an alphabet at all—it has characters instead of letters. And Hmong is an oral language that was not traditionally written, so it didn't use any writing system at all until very recently.

OBJECTIVES

- c learn about the mportance of peing polite
- o learn to say please, thank vou, and ou're welcome in conversations

21st Century Skills

Social Skills

Materials

Poster paper and crayons, markers, and pencils

Sample classroom objects

Audio track A16 Digital activities:

MyEnglishLab or CD-ROM



Page 10 Answers on page T149

Warm-Up

- Social Skills Write please on the board and read it aloud. Say: Sit down. Then say: Please sit down. Explain to students that adding please makes a command sound nicer and more polite.
- Call out familiar classroom commands. Add gestures to help students understand what to do. Say: Please stand. Please raise your hand. Please write your name. Please say your name. Have students perform each action.

Using Page 11



INVOLVE

 \bigcirc \bigcirc Look and listen. Point to the picture.

Explain the lesson objective—students will learn about what to say in order to be polite. Students will also make a poster.

• Read the directions aloud. Play Audio Track A16. Have students listen and point to the pictures and words that go with the language they hear.

Make sure that students point to the correct pictures as they listen.

Replay the audio. Pause it after the first two statements and show students which printed words match what they are hearing.

Look at 23. Role-play with a partner.

- Read the directions aloud. Play Audio Track A16. Explain that students will say the conversations from Activity 23.
- Divide the class into groups. Practice the first conversation. Have one group repeat the girl's part after you and the other group repeat the boy's part. Then have the groups switch parts. Repeat for the second conversation.
- Have students work with a partner to role-play the conversations.

Listen to students as they act out the conversations to make sure they use the correct language and pronounce the words properly.

ASSIST | Model correct pronunciation and intonation, as needed. Have pairs repeat.

مه Model the activity. Invite pairs to role-play the dialogue of their choice for the class.

Make a Be Polite poster.

• Read the directions aloud. Show students the "Be Polite" poster on the page. Model reading Thank you and You're welcome. Have students repeat. Then have students work in small groups to make their posters.

Check to see that students write the polite phrases correctly.

Invite groups to explain their posters to the class by acting out what is happening in their pictures. Model language as necessary. Have the entire CHALLENGE class repeat.

Assign Workbook page 10 and direct students to digital activities.

Application and Practice Activity

• Gather some classroom objects. Have a volunteer select one of the objects and give it to someone in the class. Have the person who receives the object say, "Thank you" and the giver respond, "You're welcome." Continue with the remaining objects.

TEACHING TIP

Acting Out and Role-Playing

Acting out and role-playing conversations is engaging and fun for students of any age. t also helps English earners understand the social context for using the particular language and the situational cues that signal its usage.

Warm-Up

- Use the Unit Poster to review unit vocabulary words and color names. Write the word *something* on the board. Read it aloud and have students repeat. Explain its meaning using simple language and gestures.
- Invite a volunteer to close his or her eyes. Place a Picture Card in a different part of the classroom. Have the volunteer open his or her eyes. Say: *Find something. It's (blue)*. Have the volunteer look for the Picture Card. When the volunteer finds it, he or she responds: *It's a(n)* ______! Continue playing until all of the unit vocabulary words and color names have been reviewed.

Using Page 12

\bigcirc \bigcirc Work in a small group. Look, listen, and say.

Explain the lesson objective—students will talk about classroom objects and colors and learn how to play the game *I Spy*....

- Read the directions aloud. Play Audio Track A17 twice. The first time, have students listen, look for the classroom objects on the page, and point to them. The second time, pause the audio after each sentence so that students can repeat what they hear.
- Have students work in small groups to practice the dialogue and act out playing the game, pointing to the classroom items in their books.

Check to make sure that students point to the correct picture as they say each line of dialogue.

ASSIST | Model saying the dialogue with a student volunteer.

Play I Spy . . . with the whole class.

- Read the directions aloud and explain to students that they are going to play
 the game they just practiced, but this time with the whole class.
- Model for students how to lead the game: *I spy . . . something red* and how to respond to the leader: *It's a desk*. Then invite student volunteers to lead the game. Continue playing until all the target language has been reviewed.

монтоя | As students play, listen for proper pronunciation and appropriate intonation.

ASSIST | As you notice errors, correct them aloud and have students repeat.

When beginning students reply by pointing to an object or using one word, model the complete response, and then have the entire class repeat.

 Direct students to the digital activities on MyEnglishLab or CD-ROM for additional review and consolidation.

Application and Practice Activity

- Place all the Picture Cards in a pile, facedown. Take the top card, look at it
 without showing students, and then place it behind your back. Say: I have
 something (red). Invite volunteers to guess what the picture is. Encourage
 students to use complete sentences: It's a (pencil). Have students continue
 guessing until someone guesses correctly. The student who guesses correctly
 gets to hold the next card and continue the game.

OUTCOMES

Students can name classroom objects.

Students can identify colors.

Materials

Unit Poster
Picture Cards 1–9
Audio track A17
Digital activities:
MyEnglishLab
or CD-ROM

OUTCOMES

Students can name classroom objects.

Students can identify colors.

21st Century Skills

Self-Direction

Materials

Unit Poster

Picture Cards 1-9

Audio tracks A18-A19

Games/Video ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Answers on page T149

TEACHING TIP Reading English

To introduce your students to reading English, point out and read the labels for key vocabulary words n the Unit Poster. hen label parts of , our classroom and assroom objects, such as the door, window, computer, clock, desk, table, chair, shelf, etc. Point to each object and ead the label aloud. Have students repeat

after you.

Warm-Up

- Ensure that students understand the tasks they will be doing in this lesson. Write It's a book. on the board and display three Picture Cards (chair, pen, and book) under the sentence. Read the sentence aloud and then say: Match. Draw a line from the sentence to the Picture Card of the book.
- Repeat the activity with other sentences and Picture Cards. Invite volunteers to draw lines matching sentences to the corresponding Picture Cards.

Using Page 13

(A18) Listen. Look and match.

INVOLVE | Explain the lesson objective—students review classroom objects and colors.

- Read the directions aloud and explain that students will match what they hear with what they see.
- Play Audio Track A18 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

Replay the audio and have students check their work. (Answers: 1. b, 2. c, 3. d, MONITOR

Provide students with two possible answers for each sentence and allow them ASSIST to choose one.

(A19) Listen and circle.

- Read the directions aloud and explain that students will circle the picture of the object whose name they hear.
- Play Audio Track A19 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

Review and correct the answers as a class. (Answers: 1. red backpack, 2. green MONITOR ruler, 3. blue desk)



odvance. Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Encourage them to use complete sentences as they identify the item and the color.

Can

- Self-Direction This section asks students to assess their own learning and think about their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign Workbook page 11 and direct students to digital activities.

Application and Practice Activity

- Place all of the Picture Cards facedown on a table. Look at the first picture, but do not show students. Then act out using the classroom object. Invite volunteers to guess the object by saying the word or by using it in a complete sentence: It's a
- Once a student has guessed the correct word, show the card to the class. The student who guesses correctly tells the class what color the item is: (red) and then gets to act out using the object on the next Picture Card. Continue playing until all students have had a turn.
- Have students play the Unit 1 Game 2 on ActiveTeach.
- Have students review the Unit 1 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.



Objectives

Vocabulary

• To name family members

Reading

- To identify important ideas in a story ("A Big Family")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To ask questions with How many and Who
- To use the simple present (have)

Content Connections

- Social Studies: To identify family members in animal families
- Around the World: To learn about popular names

Sounds and Letters

• To identify and say words that contain the letters b and p

Volues

 To learn the value of helping your family

Project

• To make an "I Can Help" poster

Family Members

brother father grandfather (grandpa) grandmother (grandma) mother sister

Expressions

Can I help you? OK. I can help you. Please help me. Yes, thank you.

Content Words

animal
baby (babies)
France
Mexico
name tag
popular
South Korea
wear

e that the sea

Materials

Student Book, Unit 2

- ☐ Main unit, pages 14–25
- Student Book Audio CD, Tracks A20–A35, B76

Workbook, Unit 2

- Main unit, pages 12–21
- Extra grammar practice, pages 98–106
- Workbook Audio CD, Tracks 8–11

Assessment Package

- Practice test, pages 12–13
- Unit test, pages 14–15
- Oral assessment, pages 16–17
- ExamView® Assessment Suite

Additional Materials

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- Picture Cards 10–13
- Posters: Unit 2 Poster,
 Units 1–3 Grammar Poster
- ☐ Video (ActiveTeach), Unit 2
- Digital activities (MyEnglishLab or CD-ROM), Unit 2

Unit Opener Activities

Family Connection

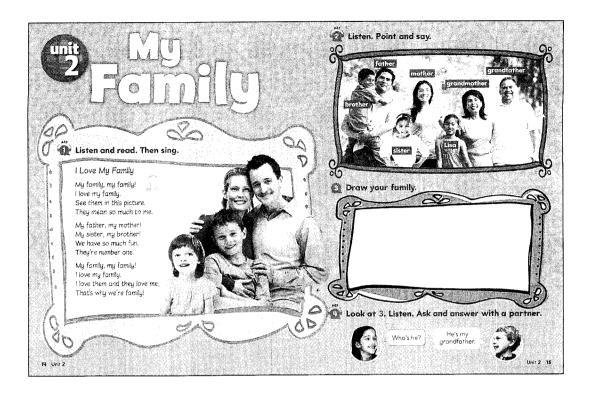
Invite students to bring in photos of themselves with their family members. Have students use the words they are learning in this unit to talk about and identify members of their families. Encourage students to tell who each family member is and his or her name.



Family Members Bulletin Board

Make a Family Members bulletin board. Post the following labels across the top of the bulletin board to create six columns: mother, father, sister, brother, grandmother, and grandfather. As students work on the unit, invite them to look through magazines and cut out pictures of people to post in each column. Remind students that pictures in the mother, sister, and grandmother column should be of females, and pictures in the father, brother, and grandfather columns should be of males.





Warm-Up

- · Show a picture of a family. Explain that families can be different sizes and have different family members. Say: Some families are big (pointing to the picture in Activity 2), and some families
- Invite students to name the people in their families.
- Use the Picture Cards to play a game. Mix up the cards and place them in a pile, facedown. Say the word he. Invite a volunteer to turn over the cards and take out all of the "he" Picture Cards. Time the student to see how fast he or she can find those cards. Invite another student to try to do it more quickly. The student who does it the fastest wins the game.

Using Pages 14-15



\bigcirc \bigcirc \bigcirc Listen and read. Then sing.

Explain the lesson objective—students will talk about, name, and draw pictures of members of their families.

- Have students look at the picture of the family on the Unit Poster. Point to and name each person. Have students repeat after you.
- Read the directions aloud. Play Audio Track A20. Have students listen and read the song lyrics silently.
- Replay the audio. Have students sing along.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B76). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

MONITOR | Observe students to see if they are comfortable learning the new song.



Vary Activity 1. Play the audio for students so that they can listen to the song one verse at a time. After they are familiar with the first verse, help them sing it. Repeat for verses two and three.

(A21) Listen. Point and say.

• Read the directions aloud. Play Audio Track A21. Have students listen, point to each picture, and then say the word.

Ask: Who is talking? Check to make sure that students realize that Lisa is introducing her own family.

Draw your family.

• Point to the picture of the family in Activity 2. Say: *This is a family.* Then draw a quick sketch of your family and name each person. Explain that students will draw pictures of their families in the picture frame. Have students complete the activity by themselves.

Check to see that students are completing the activity correctly. Point to people in students' pictures and ask them to name them. Ask: *Who's this?*You may wish to suggest that students draw only the faces of their family members if they are having difficulty.

\bigcirc \bigcirc Look at 3. Listen. Ask and answer with a partner.

- Direct students' attention to the Unit Poster. Point to the mother on the poster and ask: Who's she? Then say: It's the mother. Then point to each family member in the picture and say: Who's he/she? and have students respond with you: It's the father/brother/sister.
- Tell students that they are going to hear children talking about their drawings of their family members. Play Audio Track A22 and have students listen and repeat what they hear.
- Read the directions aloud. Arrange students in pairs and play the audio again. Have students talk about the pictures they drew in Activity 3.

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

455157 | Model the dialogue as needed. Have students repeat.

• Assign Workbook pages 12-13 and direct students to digital activities.

Application and Practice Activity

- On the board, draw a family tree of your own family. Label the family members with words from the unit: *grandfather*, *grandmother*, *father*, *mother*, *brother*, and *sister*.
- On the board, draw a frame of a family tree with positions for grandparents, parents, and children in three tiers. Show the *grandfather* Picture Card. Ask: *Who's this?* (grandfather). Write *grandfather* in the appropriate space on the family tree. Repeat the activity with all of the Picture Cards, but invite student volunteers to write each word on the family tree and then read the word aloud.

Check to make sure that students write the words in the appropriate places. Listen for proper pronunciation of the unit vocabulary words.

• Have students play the Unit 2 Game 1 on ActiveTeach.

OBJECTIVES

To name family members

To sing a song

Key Vocabulary

Nouns: brother, family, father, grandfather, grandfather, grandmother, mother, sister

Materials

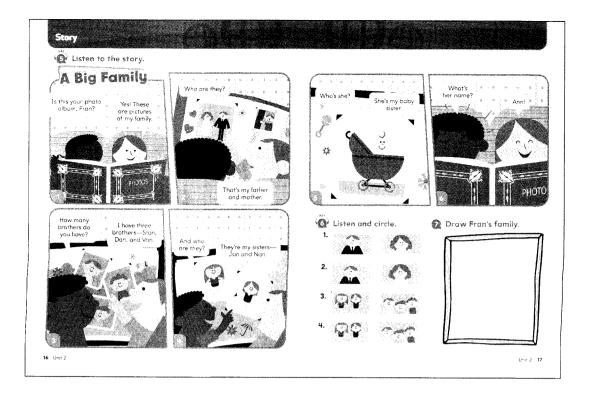
Unit Poster
Picture Cards 10–13
Pictures of families
Audio tracks A20–A22,
B76
Games (ActiveTeach)
Digital activities:
 MyEnglishLab
 or CD-ROM



Pages 12–13 Answers on page T149

TEACHING TIPLanguage Learning through Songs

Songs can be a valuable tool when teaching young English learners. They provide opportunities for students to practice phrasing, pronunciation, and intonation. Songs also allow students to learn from each other in a group setting and create a less threatening, more relaxed learning environment.



 Bring in a photo album and invite students to bring in their own photo albums. Have students share their albums and talk about the various family members who are shown. If it is not possible to look at real albums, have students talk about who would be in a family album, such as mother, father, sister, brother, grandmother, and grandfather.

Using Pages 16-17



Listen to the story.

Explain the lesson objective—students will listen to and read a story and answer questions about the story.

- Tell students that they will listen to a boy and a girl talking about a photo album.
- Point to and read the title aloud. Explain the meaning of big, if necessary. Have students repeat after you.
- Read the directions aloud. Play Audio Track A23. Have students listen and read silently. Play the audio again. Pause it at different points and ask students to point to the speech bubble they just heard.

As needed, replay the audio and retell the story using simple language as you point to the pictures in the story frames. Point and say: (Frame 1) This is a family. (Frame 2) My mother and father. (Frame 3) Three brothers. (Frame 4) Two sisters. (Frame 5) A baby sister. (Frame 6) Her name's Ann. Have students repeat the phrases.

vesinn/o. To help students understand the story better, read the text aloud and point to the characters and family members as appropriate.

(A24) Listen and circle.

- Read the directions aloud and explain that students should circle the picture of the person named in the audio.
- Play Audio Track A24. Complete Item 1 with students by circling the image of the mother. Have students listen and complete the rest of the activity independently.

MONITOR

As students work, check to make sure that they are circling the correct items. Review the answers as a class. (Answers: 1. mother, 2. father, 3. three brothers, 4. two sisters)

ASSIST | If students have difficulty, help them find the pictures of family members.

Oraw Fran's family.

- Read the directions aloud. Have students look at the story frames. Help them name the people in Fran's family. Emphasize the person's name and their family relationship, such as *Ann—sister*. Model drawing a picture or stick figures as students name each person in Fran's family. Point to each picture you drew and say the name of each family member.
- Have students complete the activity. Then have them share their pictures with a partner and check them to make sure that their pictures show the same number of family members.

MONITOR

Check to make sure that students are completing the activity correctly and that they have drawn all nine family members.

Draw students' attention to the pictures in Activity 6 to help them draw seven of the characters. Remind students that Fran and the baby also need to be included.

CHALLENGE

Play a game in which you name the characters in the story, and the students have to name their relationship to Fran. Model: *Stan.* (brother) Repeat for all the six characters that are named in the story.

• Assign Workbook page 14 and direct students to digital activities.

Application and Practice Activity

• Write the following words on the board: *mother, father, sister, brother, baby, grandfather,* and *grandmother.* Have students look at the words and then quickly erase one. The student who names the missing word gets to erase the next word. Repeat until all the words are removed and then check to see whether students can say all seven words.

MONTOR: Listen for correct pronunciation.

• Have students view the Unit 2 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: baby, brother, father, grandfather, grandfather, grandmother, mother, sister

Materials

Photo albums brought from home

Paper, pencils, crayons, markers

Audio tracks A23–A24 Video (ActiveTeach) Digital activities:

gital activities: MyEnglishLab or CD-ROM

WB

Page 14 Answers on page T149

Summary

A boy and a girl look through a family photo album. The boy asks the girl who is in each photo. The girl answers by identifying and naming each family member.

TEACHING TIP

Scanning Text

Scanning a text can help students become more fluent readers. Choose a word that appears in the story more than once and have students scan for it. Tell students that when they scan, they don't need to read every word. They can look at the first letter of every word or look only at words of a certain length.

• Say this sentence: I have (two) sisters. Ask students who have the same number of sisters to stand up. Then have the students who are standing say the sentence in unison. Vary the number and include the sentence I have no sisters. so that all students get a chance to participate. Then repeat the activity with the word brothers.

Using Page 18



Listen and say.

Explain the lesson objective—students will talk about family members and ask and answer questions about families using Who? and How many?

• Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track A25 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Check for understanding. Read the questions from the dialogue aloud. Invite volunteers to say the responses. Model as necessary.

Work with a partner. Look at 8. Role-play.

- Read and explain the directions for students. Assign half the class the role of Pam, and the other half the role of John. Model the dialogue and have groups repeat. Then have students switch roles.
- Assign pairs the roles of Pam and John. Have pairs say the dialogue aloud. Then have partners switch roles and say the dialogue again.

MONITOR

Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST | As you notice errors, correct them aloud and have students repeat after you.

(A26) Listen. Stick.

- Help students find the Unit 2 Stickers at the back of their Student Book.
- Read the directions aloud. Tell students they will listen to the audio and place stickers over the gray images in their books. Play Audio Track A26. Model Item 1, showing students how to place the sticker in the box.

MONITOR

As students work, check to see that they place the stickers correctly. (Answers: 1. mother and father, 2. grandma and grandpa, 3. two sisters and one brother, 4. one sister and three brothers)

• Assign Workbook page 15 and direct students to digital activities.

Application and Practice Activity

• Use two puppets. Show the corresponding Picture Cards as you model simple dialogues: Who are they? My mother and father. Have students repeat each dialogue a few times. Then invite two volunteers to come up, use the puppets and the Picture Cards, and role-play the dialogue. Continue the activity with different students using different family members.

OBJECTIVES

To talk about family members

To use unit language in context

To use correct stress. pronunciation, and intonation

Key Vocabulary

Nouns: brother, father. grandfather [grandpa], grandmother [grandma, mother, parents, sister

Materials

Picture Cards 10-13 Two puppets Unit 2 Stickers Audio tracks A25-A26 Student Book audio script, page T136 Digital activities: MyEnglishLab or CD-ROM



Page 15 Audio script on page

Answers on page T149

TEACHING TIP **Using Puppets**

Students usually enjoy using puppets to role-play dialogues. The use of puppets tends to make the language practice less stressful and more fun. You can make simple puppets out of materials such as old socks, paper bags, cardboard and craft sticks, buttons, felt, and yarn.

To ask and answer the question How many prothers and sisters do you have?

To talk about, name, and count family members

Key Vocabulary
Nouns: brother, sister

21st Century Skills
Social Skills

Materials

Units 1–3 Grammar Poster Audio track A27

Student Book audio script, page T136 Digital activities: MyEnglishLab or CD-ROM



Pages 16–17 Answers on page T149

Warm-Up

• Conduct a survey of the class to find out how many brothers and sisters students have. Ask: Who has one brother? Have students who have one brother raise their hands. At your signal, have them say, in unison: I have one brother. Continue in this way, changing the word brother for sister and varying the numbers until all students have been included. Tally the results and display your findings in a simple bar graph on the board.

Using Page 19



Explain the lesson objective—students will talk about how many brothers and sisters they have and practice a conversation with a partner.

• Read the directions aloud. Play Audio Track A27 and complete Item 1 together with students, circling the pictures of the two brothers. Continue playing the audio and have students complete the activity independently.

As students work, check to see that they are circling the correct pictures. (Answers: 1. two brothers, 2. two brothers and one sister, 3. one brother, 4. two brothers and two sisters)

Have students repeat the activity using the pronouns he and she instead of you and I: How many brothers and sisters does he have? He has two brothers.

Work with a partner. Ask and answer about your family.

• Read the directions aloud. Have students work with a partner to ask and answer how many brothers and sisters each person has.

MONITOR

MONITOR

CHALLENGE

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Social Skills Encourage students to give feedback to one another as they ask and answer questions in pairs. Remind them that they are all learning and can learn from each other, too.

- For additional support, use the Units 1–3 Grammar Poster.
- Assign Workbook pages 16–17 and direct students to digital activities.

Application and Practice Activity

•	Have students draw pictures of their families. Then have them cut the picture to make a jigsaw puzzle for a partner to put together. After both partners have
	10 make a jigsaw puzzie for a partner to put together. Their both partners have
	assembled their puzzles, have them ask questions about family members.
	Model, using your own puzzle, and have students repeat: How many brothers
	and sisters do you have? Î haves. / I have brothers
	and sisters. Have students take turns asking and answering questions.
	Remind them that some students will not have any brothers or sisters.

 Divide the class into groups. Have each group form a line in front of the board. To the first student, whisper a sentence about the animal family members in one of the pictures in Activity 13. Say: I see a lion. The student whispers the sentence to the student in front of him or her, and so forth down the line. The last student draws a picture of a lion on the board and then says the sentence. Continue the activity with the other animals.

Using Page 20

(B) (A28) Look and listen. Write the number.

Explain the lesson objective—students will listen to the audio, count animal family members, and write the correct number to show how many.

 Read the directions aloud. Play Audio Track A28. Complete Item 1 with students. Have them write the number 1 in the box under the cow and the calf. Continue playing the audio. Have students complete the activity independently.

MONITOR | Check to see that students number the items correctly. (Answers: 3, 4, 2, 1)

Draw an animal family. Talk with a partner.

- Point to the animal families in Activity 13. Ask students to name the family members they see. Model responses and have students repeat: I see a mother and one baby.
- Read the directions aloud and explain them. Brainstorm different animal families students can draw, and draw simple sketches on the board for students to use as references when working. Have students draw their pictures and talk about them with a partner. Model the text in the speech bubble and have students repeat. Explain that they are going to talk about their pictures using the sentence frame: I see (two) (sisters) and (a) (mother). Model responses and have students repeat.

MONITOR

Walk around the room. Check to make sure that students identify family members correctly.

As you notice any errors, correct them aloud and have students repeat ASSIST after you.

(Critical Thinking Can you name two other baby animals?

- Read the question aloud and explain it by acting it out or using simple language. As an example, you can use the Unit 6 Poster to show and name different farm animals. Then invite students to name different animals they know. Ask: How are the baby animals different? How are they alike?
- Assign Workbook page 18 and direct students to digital activities.

Application and Practice Activity

- Explain, model, and play I Can Spell. (See Game Bank, page T134, for details.) Use the family member words from this unit: mother, father, grandmother, grandfather, brother, sister, and baby. Choose a word, draw spaces for the letters, and encourage students to make guesses before they run out of lives.
- Have students view the Unit 2 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To talk about and count animal family members

Content Words

animals, baby (babies), father, mother

21st Century Skills

Critical Thinking

Materials

Unit 6 Poster Paper, pencils Audio track A28 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 18 Answers on page T149

TEACHING TIP

Counting—Other Ways to Say the Word One

As students are answering questions that show how many, explain that a sister can mean the same as one sister. Ask: How many brothers and sisters do you have? Model: I have two brothers and a sister. I have two brothers and one sister.

o learn about names that are popular in other countries

o find out which names are the most popular in the class

Content Words

name tag, popular, wear, France, Mexico, South Korea

21st Century Skills

Global Awareness

Materials

World map Self-stick notes Scissors Crayons, pencils, markers

Paper for name tag

Audio track A29 Digital activities: MyEnglishLab or CD-ROM



Page 19 Answers on page T149

Warm-Up

- Tell students that some names are more popular than others. Check to make sure that students understand the meaning of popular. Determine which names are the most popular in your class. Have each student say his or her name and write the name on the board. When a name is repeated, place a tick mark next to that name. Then count how many tick marks for each name.
- Global Awareness Display a world map. Point to Mexico, South Korea, and France. Write Maria, Minjoon, and Celine on self-stick notes and place them on the correct countries on a world map. As you place them on the map, say each name and the name of the country the child is from. Say: These names are popular in these countries. Are they popular in your country?
- Remove all the self-stick notes from the map and give three volunteers one self-stick note each. Have the three students work together to put the self-stick notes back on the map. When they are finished, ask each volunteer to point to his or her self-stick note. Model the sentences and role-play: I'm Celine. I'm from France. Have students role-play and repeat after you.

Usina Page 21



Look and listen.

INVOLVE

Explain the lesson objective—students will learn about names that are popular in other countries. Students will also conduct a survey of their own names to find out which are the most popular in the class.

 Read the directions aloud. Play Audio Track A29. Have students listen and follow along in their books.

Check for understanding. Say the name of a character and ask students to point to her or him. Then help them name the country the character is from. (Answers: 1. Maria, Mexico; 2. Minjoon, South Korea; 3. Celine, France)

🕡 Make a name tag. Cut and wear.

• Read, explain, and model the directions. Give students paper, scissors, markers, etc., and have them make and wear their name tags. Refer students to Activity 21 on page 10 to help them spell their names correctly.

MONITOR

Check to make sure that students are spelling their names correctly.

CHALLENGE

Use students' name tags to play a game. On the back of each name tag, have students write a clue about themselves. Encourage them to use unit vocabulary. For example: I have 2 sisters. Collect the name tags and have students guess the name of their classmate based on the clues.

Ask and answer. Count the names in your class.

 Divide the class in half. Read the directions aloud and tell students that they are going to make a chart like the one in Activity 18 and count the names in their half of the class. Create a sample chart on the board using names of students in the class. Allow students to work independently.

Check to see that students are making their charts and recording the information correctly.

Assign Workbook page 19 and direct students to digital activities.

Application and Practice Activity

 Continue Activity 18. Have the two halves of the class share their charts and combine their results. Use the information students have gathered to create one chart for the whole class, on the board or on chart paper. Highlight the five most popular names.

- · Review the alphabet by saying a few letters and encouraging students to say the next letter. Say: A, B, C. Elicit D. Say: M, N, O. Elicit P.
- Display the Letter Card Bb and say the sound /b/. Have students repeat the sound. Then ask whose name begins with the /b/ sound. Say the names and have students repeat them, emphasizing the /b/ sound.

Using Page 22

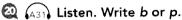


(A30) Listen and point. Say.

Explain the lesson objective—students will identify and distinguish between the sounds that b and p stand for. Students will also write the letters b and p.

- Read the directions aloud. Play Audio Track A30 and have students listen, point to the picture, and say the word.
- Display the Letter Card b and the corresponding Sounds and Letters Picture Cards. Have students look at the cards and chant with you: buh baby, buh book, buh box, buh ball.
- Repeat the procedure for the letter p.

As students do the activity, check to make sure that they are pointing to the correct picture and word.



• Write p and b on the board. Tape the Sounds and Letters Picture Card for pen on the board. Write the word underneath the picture, but do not write the first *en.* Model writing the letter *p* to complete the word. Then read the directions aloud. Play Audio Track A31 and have students write the letter *p* or *b* to complete each word.

MONITOR | Review the answers as a class. (Answers: 1. pen, 2. box, 3. ball, 4. pan)

(A32) Listen and say. Underline b and p.

- Write this sentence on the board: It's a blue pen. Show students a blue pen, read the sentence aloud, and have students repeat. Point to the letter p in the word *pen*. Repeat for the letter *b* in the word *blue*.
- Read the directions aloud. Play Audio Track A32, pausing after the first line. Have students underline the letters *b* (*blue*) and *p* (*pen*).
- Play the rest of the audio, pausing after each sentence for students to repeat.
- MONITOR | Write the sentences on the board and have students check their work.

RESIST | Read the sentences aloud as necessary, emphasizing the /b/ and /p/ sounds.

• Assign Workbook page 20 and direct students to digital activities.

Application and Practice Activity

• Choose a Sounds and Letters Word Card that starts with the letter p. Say: I'm thinking of a word starting with the letter p. What's the word? Allow students three guesses. Repeat for the letter b. Invite a student to lead the class in the activity. If needed, write the above sentence frame on the board for students to use as a reference.

OBJECTIVES

To learn the sounds for b and p

To differentiate between the sounds for b and p

To learn words that begin with b and p

To write b and p

Materials

Sounds and Letters Cards (ActiveTeach) Audio tracks A30-A32 Digital activities: MyEnglishLab or CD-ROM



Page 20 Audio script on page T145 Answers on page T149

TEACHING TIP

Pronunciation

As students are saying the letter sounds and words in English, listen carefully to make sure they are pronouncing them correctly. Students usually have difficulty distinguishing between /b/ and /d/, /b/ and /p/, and sometimes between /b/ and /g/. Repeat the targeted words and sounds a few times until students can pronounce the words automatically.

c learn about the mportance of helping your family

c use language associated with asking for and giving help

21st Century Skills

Social Skills Collaboration

Materials

Unit Poster Poster paper Jar with lid Crayons, markers, and pencils

Audio track A33 Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP

Social Skills

he poster activity requires partner or group collaboration and provides students with the opportunity to practice the social skills required or successful collaboration. During cass, point out times when students are using these social skills; for example: liked the way you istened to Jimmy's idea, Yoko. Thanks for helping put away the art supplies, Ana.

Warm-Up

• Bring a jar with a lid to class. Pretend you are having a difficult time opening it. Approach a student and say, Please help me. Allow the student to open the jar. then say, Thank you. Ask a student to repeat the role play with another student.

Usina Page 23

🚄 🕼 Listen. Circle.

Explain the lesson objective—students will talk about helping and make a poster about helping.

- Write Can I help you? and Yes, thank you. on the board in two speech bubbles. As you read the speech bubbles aloud, role-play picking up some papers off the floor. Have students repeat both sentences after you.
- Read the directions aloud. Play Audio Track A33. Have students listen, point to the characters, and read the text.
- Replay the audio and complete Item 1 with students by circling brother. Have students complete Item 2 independently.

Check to see that students circle the correct words. (Answers: 1. Pam helps her MONITOR brother, 2. Tommy helps his sister.)

🕰 Look at 22. Role-play with a partner.

- Read and explain the directions. Divide the class into two groups. Practice the first conversation. Ask Group 1 to say the girl's part after you. Then ask Group 2 to say the boy's part after you. Have groups switch parts. Repeat for the second conversation.
- Have students role-play the first dialogue with a partner. Have students switch parts. Continue the activity in the same manner for the second conversation.

Check to be sure that students are changing their intonation when asking MONITOR questions and making statements.

Correct any errors you hear by modeling proper intonation slowly and having ASSIST students repeat.

Have students make up their own scenario showing a way in which they help CHALLENGE out at home.

🕰 Make an I Can Help poster.

- Read and explain the directions. Show students the "I Can Help" poster on the page. Model reading I Can Help! Have students repeat. Discuss the poster and ways in which students can help their families.
- Collaboration Have students work in pairs or groups to make their posters. Discuss how students need to work together to create the poster by sharing ideas and materials such as crayons.

Walk around the room and identify students who are having difficulty coming MONITOR up with ideas for their poster or need help expressing their ideas.

Application and Practice Activity

 Continue Activity 24. Create an idea web. Draw a large circle on the board and write I can help. in the center. As students answer, record their responses on lines extending from the circle. Read the sentence I can help. aloud with students. Have pairs or groups share what their poster is about. Help them with language. and then add their responses by adding one or two words to the idea web. Read the completed web aloud for the class.

• On the board, write the question Who's in your family? Read it aloud for the class. Point to yourself and say: I have one sister. Have students repeat. Write the word sister on the board. Call on students and have them say a sentence about one kind of family member: I have two brothers. Have students repeat. Write the word brother on the board. Continue in this way until all the unit vocabulary words are written on the board.

Using Page 24



Work with a partner. Ask and answer. Draw your partner's family.

Explain that students will review the key vocabulary, ask each other about their families, and draw pictures about their partner's family members.

- Read the directions aloud and explain them. Read the conversation aloud as you point to the characters. Have students point to the characters and repeat the dialogue after you.
- When students are comfortable saying the dialogue, invite pairs to role-play and say it for the class.
- Have students ask a partner about his or her family and draw the partner's family. Invite partners to check each other's drawings.

MONITOR

As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.



Read the conversation aloud for pairs. Then have them repeat the conversation after you.

• Direct students to the digital activities on MyEnglishLab or CD-ROM for additional review and consolidation.

Application and Practice Activity

• Continue Activity 25. Model and explain. Have pairs switch drawings. Then have students use their partner's drawing to ask questions about the partner's family members. Have students ask: Who's [she]? Their partner answers: My mother. or She's my mother.



point out to students that there are different ways to answer the question Who's in your family? Say: My mother, my father, my two sisters, and my brother. Or I have two sisters and a brother, a mother, and a father. Remind students that they can also use baby, parents, grandmother, and grandfather.

Give students a single word and encourage them to use it in different sentences. Say: Sister. (Possible answers: I have a sister. This is my sister. She's my sister. They're my sisters. I have three sisters. I have no sisters.)

OUTCOMES

Students can talk about families and family members.

Students can ask and answer the question Who's in your family?

Materials

Paper, crayons, pencils, markers Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP Student Pairs

Make sure students have an opportunity to work with a variety of partners. To assign random partners, make pairs of cards with the letters A, B, C, and so on written on them. Shuffle the cards and give one to each student. Have students find the classmate with the matching letter to find their partner for an activity.

OUTCOMES

Students can talk about family members.

Students can say how many brothers and sisters they have.

21st Century Skills

Self-Direction

Audio tracks A34-A35 Games/Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 21 Answers on page T149

Warm-Up

• Model by asking: How many sisters do I have? Have a volunteer guess. If the student is right, then he or she can ask a question about his or her family and have someone else answer. If not, then someone else can try to guess. Continue until all students have had a chance to participate.

Using Page 25



(A34) Listen and check (

Explain the lesson objective—students will review family vocabulary by listening to dialogues and choosing the corresponding pictures.

- Read the directions aloud. Tell students they will hear children talking about their families. Explain that students should check the box next to the picture showing the children's family members.
- Play Audio Track A34 and do the first item together with the class. Ask a volunteer to say which box should be checked (two sisters). Then have students complete the activity independently.

Review the answers with the class. (Answers: 1. two sisters, 2. one brother and one sister, 3. three brothers, 4. one brother and three sisters)



(A35) Listen. Write the number.

• Read the directions aloud. Play Audio Track A35 and complete Item 1 with the class. Explain that the middle photo is Item 1 because it shows my mother, my father, my sister, and me. Then have students complete the remaining two items on their own.

MONITOR

Determine whether students are having difficulty with numbers or family vocabulary or both. (Answers: 1. middle photo, 2. last photo, 3. first photo)

CHALLENGE

Have students tell how a family on the page is similar to or different from their own families.



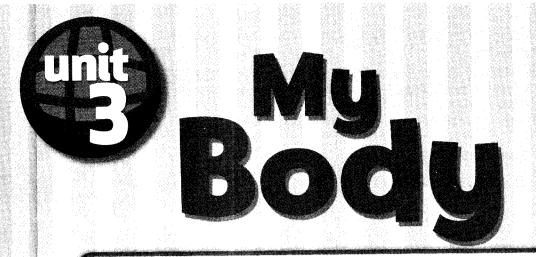
Invite volunteers to point to the pictures and to say the correct answers for the rest of the class. Encourage them to say complete sentences as they identify the family members and numbers.

| Can

- Self-Direction This section asks students to assess their own learning and think about their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign Workbook page 21 and direct students to digital activities.

Application and Practice Activity

- Continue Activities 26 and 27. Model the activity. Students give a "thumbs-up" sign or a "thumbs-down" sign if the sentence you say about one of the pictures is correct or incorrect. For example, point to Item 1 in Activity 26 and say: How many brothers and sisters do you have? I have two brothers. Students should give vou a thumbs-down.
- Have students play the Unit 2 Game 2 on ActiveTeach.
- Have students review the Unit 2 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.



Objectives

Vocabulary

• To name parts of the body

Reading

- To identify important ideas in a story ("Lost Dog!")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (have)
- To differentiate between the subject pronouns he, she, and it

Content Connections

- **Science:** To learn the sensory words see, smell, taste, and hear
- Around the World: To learn about flags from different countries

Sounds and Letters

• To identify and say words that contain the letters *d* and *t*

Values

• To learn the value of washing your hands

Project

• To decorate a tissue box

Key Vocability										
Parts the B		Sizes	Other Words	Expressions	Con Wo					
arm ear eye fingers foot/feet hand	head leg mouth nose toes	big long short small	dinosaur	Aha! Let's see. Wow.	black Brazil brown country flag hear Ireland orange	purple see smell South Africa taste white yellow				

Materials Student Book, Unit 3 Main unit, pages 26–37 Cutouts for Checkpoint, page 123 Student Book Audio CD, Tracks A36–A58, B77–B78 Workbook, Unit 3 Main unit, pages 22–31 Think Big Activity, pages 32–33 Extra grammar practice, pages 98–106 Workbook Audio CD, Tracks 12–15

Assessment Package

Practice test, pages 18–19

Unit test, pages 20–21

Oral assessment, pages 22–23

ExamView® Assessment Suite

Additional Materials

Picture Cards 14–21

Posters: Unit 3 Poster,
Units 1–3 Grammar Poster

☐ Video (ActiveTeach), Unit 3

Digital activities (MyEnglishLab or CD-ROM), Unit 3

Unit Opener Activities

Family Connection

Have students cut out pictures of body parts from magazines or draw body parts on pieces of paper. Then have them make a montage of a face or a whole person out of the pictures or drawings. Have students use the words they have learned to talk about body parts with a member of their family. Invite students to bring in and present their montages to the class.

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My Body Bulletin Board

Cut out pictures of parts of the body from magazines and arrange them in the center of a bulletin board to make one large body. Make labels for the body part names and post them around the body in the appropriate places. Then draw lines or use string to connect the labels to their pictures. Point to each label, read it aloud, and have students repeat after you. Keep this bulletin board displayed throughout the unit for students to use as a handy reference.

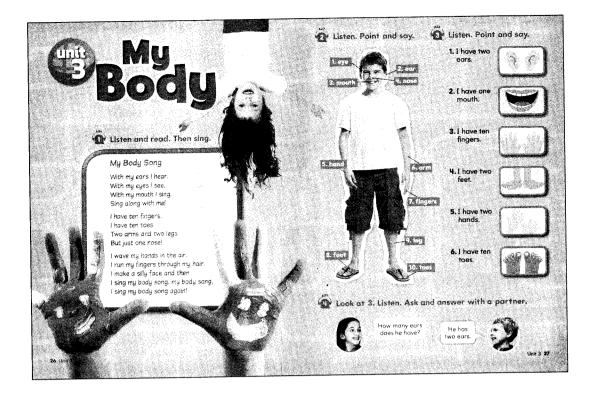
Checkpoint Activities Units 1-3

Student Book, pages 38-41, 123

Guide students in discussions (spontaneous class, group, or pair discussions) that enable them to apply the vocabulary and language skills they have learned in the unit. Encourage students to assess themselves on how well they have learned the material. As they do, pay attention to their performance, and target areas that need more practice before moving on to the next part of the lesson.

Workbook, pages 32-33

Working independently, students explore a scene in which Tom and his family shop for school supplies. Students use critical thinking and creativity to identify and organize information in the scene. Exercises guide students in synthesizing the language and information acquired in the preceding units. Students develop communication and collaboration skills by sharing their work in groups or pairs in the classroom. The richness of the scene also allows teachers to be innovative in recycling and expanding language input for their students.



- Ask students to point to different parts of their body as you name them, such as *eyes, ears, nose,* and *mouth.* Check to make sure that students understand these words. Refer to the Unit Poster, if needed.
- Explain, model, and play *Simon Says* using different body parts. (See *Game Bank*, page T134, for details.) For example, say: *Simon says touch your nose*; students touch their noses. Say: *Touch your ears*. Students do not move since you didn't say, "Simon says."

Using Pages 26-27

\bigcirc \bigcirc \bigcirc Listen and read. Then sing.

Explain the lesson objective—students will name body parts, sing a song, and ask and answer questions about body parts.

- Read the directions aloud. Play Audio Track A36. Have students listen and read along with the song lyrics silently.
- Replay the audio and have students sing along.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B77). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

MONITOR | Observe students to see if they are comfortable learning the new song.

\bigcirc \bigcirc \bigcirc Listen. Point and say.

 Read the directions aloud. Play Audio Track A37. Have students listen, point to each picture, and then say the word.

As students work, listen for correct pronunciation of words that are not spelled phonetically, such as *eye*, *toes*, and *foot*.

 \mathfrak{Q} $\widehat{A38}$ Listen. Point and say.

- Point to the pictures and ask students to tell what they see. Point to Item 1. Ask: *How many*? Help students count and respond: *Two*. Read the sentence aloud as you point to the picture. Have students point and repeat after you. Ask: *How many ears do you have*? as you point to Item 1. Read Item 1 aloud and have students repeat. Continue for Items 2–6.
- Read the directions aloud. Play Audio Track A38. Have students listen, point to each picture, and repeat the sentence.

MONITOR

Ask questions to check students' comprehension. Ask: Where are your fingers? Where are your toes? Hold up ten fingers.

ASSIS

Use Picture Cards and gestures to review number words and explain the names of the different body parts.

• Health Literacy Ask students to think about the things they do to keep their bodies healthy, such as exercising and eating healthy meals. Point to the picture of the mouth and ask: What do you do to keep your mouth healthy? Talk about the importance of brushing your teeth after every meal and visiting the dentist regularly.

 \mathbf{Q} $\widehat{\mathsf{A}_{39}}$ Look at 3. Listen. Ask and answer with a partner.

- Read the conversation aloud and have students repeat both parts after you. Remind students that we use the pronoun *she* for girls and women and *he* for boys and men.
- Read the directions aloud. Play Audio Track A39 and have students look at the boy in Activity 2, listen to the dialogue, and repeat it.
- Then have students practice the dialogue with a partner, pointing to different parts of the boy's body.

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Have students repeat the activity looking at the photo of the girl on page 26. Model the question and answer when talking about a girl or woman using *she* and not *he*. Say: *How many ears does she have? She has two ears*.

• Assign Workbook pages 22–23 and direct students to digital activities.

Application and Practice Activity

- Play a game with students. Say two of the sentences from Activity 3, and in the same order, repeat the sentences and point to the body parts on yourself. After modeling, invite students to play. As students become more proficient in their responses, add more sentences or say the sentences and point to the wrong body part(s) and have students correct you.
- Have students play the Unit 3 Game 1 on ActiveTeach.

OBJECTIVES

To name and count parts of the body

To sing a song

Key Vocabulary

Nouns: arm[s], ear[s], eye[s], finger[s], foot/feet, hand[s], leg[s], mouth, nose, toes

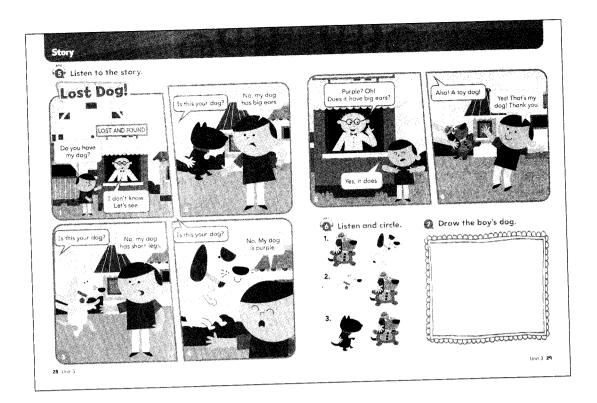
21st Century Skills
Health Literacy

Materials

Unit Poster
Picture Cards
Audio tracks A36–A39,
B77
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM



Pages 22–23 Audio script on page T145 Answers on page T149



- Ask students if they have or had a favorite stuffed animal. Encourage them to share details about the animal, such as its name, color, and size.
- Then ask if they have any real pets and encourage them to give details about their pets.
- Critical Thinking Have students compare their stuffed animals with their real pets. You may want to make a simple two-column chart with the headings Real and Toy that shows the similarities and differences.

Using Pages 28-29



INVOLVE

Explain the lesson objective—students will listen to and read a story and answer comprehension questions about the story.

- Point to and read the title aloud. Have students repeat after you. Explain that this story is about a boy who loses his dog. A man tries to help him find it by asking him questions and having the boy tell him what his dog looks like.
- Read the directions aloud. Play Audio Track A40 and point to each story frame. Have students listen and read silently.
- Play the audio again. Have all the girls play the man and all the boys play the boy. Have them role-play the story as a group.

MONITOR

Say sentences from the story in the order in which they happen. Have students point to the correct story frame. Pointing to Frame 2, say: Is this your dog? No, my dog has big ears. Repeat for Frames 3-6. Then randomly say sentences from the story. Give students time to listen, look for, and point to the correct pictures.

Help students understand the descriptions by making comparisons. For example, point to the long legs on the dog in Frame 3 and then the short legs on the dog in Frame 4 as you say: long legs, short legs.



obvance. As you check students' comprehension of the story, point to a specific story frame and ask questions about that frame. For example, for Frame 2, ask: Does his dog have big ears? (yes) For Frame 3, ask: Does his dog have long legs? (no) For Frame 4, ask: Is his dog white and brown? (no)

(A41) Listen and circle.

- Have students look at each picture. Help them describe each dog. Ask: Does this dog have (long legs)? Allow students to answer yes or no. Then model complete sentences and have them repeat: Yes, it does. or No, it doesn't. This dog has short legs.
- Read the directions aloud. Play Audio Track A41 and complete Item 1 with students. (Answer: the purple dog) Then have students listen and circle the correct dogs for Items 2 and 3.

MONITOR | Check to make sure that students have circled the purple dog for Items 1-3.

Draw the boy's dog.

 Read the directions aloud and explain them. Have students look at the story frames in Activity 5 and find a picture of the boy's dog (Frame 6). Write these words on the board: toy, purple, short legs, big ears. Read them aloud as you point to them and have students repeat. Model drawing a picture of the boy's dog. Then have students complete the activity. Have students draw their pictures in their books and then copy them onto paper so that they can complete the Application and Practice Activity.

MONITOR | Check to see that students have drawn the dog as it is described in the story. On the board, draw the toy dog step by step. Describe it: It has short legs. It has ASSIST big ears. It's purple.

Assign Workbook page 24 and direct students to digital activities.

Application and Practice Activity

- **Social Skills** Continue Activity 7. Have students write their names on the backs of their drawings and collect them. Model polite language as you distribute the drawings and have students practice it with you. Say: Is this your dog? Yes, thank you. or No, I'm sorry. It's not. as you show a picture of your toy dog or one that another student drew.
- Then hand out the pictures to students in the class randomly. To find their picture, students must circulate and ask and answer the question that they practiced with you. Explain that students should not look at the name on the back of the picture.
- After all the students have found their pictures, invite volunteers to present their pictures to the class. Model: This is my dog.

Encourage students to describe their dogs. Model: My dog has short legs. My CHALLENGE dog is purple. Provide sentence starters, if needed.

 Have students view the Unit 3 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and eniovment

To read and draw conclusions

Key Vocabulary

Nouns: ears, legs; toy Adjectives: big, long, short; purple

21st Century Skills

Critical Thinking Social Skills

Materials

Pictures of toy dogs or Drawing paper Pencils, crayons, markers Audio tracks A40-A41 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM

WB

Page 24 Answers on page T149

Summary

A boy has lost his dog. The boy goes to the Lost and Found booth to ask for help. A man tries to help the boy find his dog. The boy finally tells the man that his dog is purple. The lost dog is a toy! The man gives the boy his toy dog.

TEACHING TIP

Prediction

Have students preview the story by looking at the pictures. Have them pay particular attention to the expression on the boy's face. Ask if he looks happy or sad. Draw two faces on the board to explain happy and sad, if necessary. Draw attention to the difference between the first five frames and the final frame to help students predict what is happening in the story.

- Ask students if they have ever seen pictures of dinosaurs. Ask them what they know about dinosaurs. Ask questions such as: Do they live now or did they live a long time ago?
- Show the class pictures of dinosaurs from books or the Internet, and invite students to pick their favorites.

Using Page 30



INVOLVE

 \bigcirc \bigcirc \bigcirc Listen and say.

Explain the lesson objective—students will talk about and describe dinosaurs and ask and answer yes/no questions.

- Teach the word neck by pointing to your neck. Say: This is my neck.
- Read the directions aloud. Play Audio Track A42 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

MONITOR

Ask questions to check for understanding. Say: Does the dinosaur have a big head? Does it have a long neck? Does it have long legs?

Point to the picture and use gestures to help students understand the dialogue and respond correctly.

Work with a partner. Look at 8. Role-play.

- Read and explain the directions for students. Assign half the class the role of Alex, and the other half of the class the role of Mia. Model the dialogue and have groups repeat and then switch.
- Assign pairs the roles of Alex and Mia. Have pairs say the dialogue aloud and then switch roles.

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

(43) Look and listen. Stick.

- Help students find the Unit 3 Stickers at the back of their Student Book.
- Read the directions aloud. Play Audio Track A43. Model Item 1, showing students how to place the correct sticker on the gray dinosaur shape. Have students complete the rest of the activity independently.

Check to see that students are placing the stickers correctly. Ask students to talk about and describe each dinosaur by reading the sentence below it or producing their own sentences.

Assign Workbook page 25 and direct students to digital activities.

Application and Practice Activity

- Bring two volunteers to the front of the class. Give instructions for drawing a dinosaur, and have the students draw according to your description. The students should be standing far enough apart that they can't see each other's drawings. Say: It has a small head. It has a long neck. It has long legs. It has short arms. When the drawings are complete, students can stand back and view each other's drawings.
- Invite two other students to the front to draw. Have a volunteer describe the new dinosaur.

OBJECTIVES

To talk about body parts and their sizes

To use unit language in context

To use correct stress, pronunciation, and intonation

Key Vocabulary

Nouns: arms, head, legs neck; dinosaur

Materials

Pictures of different dinosaurs or toy dinosaurs **Unit 3 Stickers** Audio tracks A42-A43 Digital activities: MyEnglishLab or CD-ROM



Page 25 Audio script on page Answers on page T149

TEACHING TIP Multiple Meanings

Remind students that some words have more than one meaning. Say: We often use the word cool to mean "interesting" or "really good." But cool can also mean "a bit cold. Have students notice how this word is used in the dialogue in Activity 8. Ask: What does cool mean here?

To ask and answer yes/ no questions with have

To use the subject pronouns he, she, and it

To use big, short, small, and long to describe family members and pets

Key Vocabulary

Nouns: hair, head Adjectives: big, long, short, small

Materials

Units 1–3 Grammar Poster Drawing paper Pencils, crayons, markers Audio track A44 Student Book audio script, page T136 Digital activities: MyEnglishLab or CD-ROM



Pages 26–27 Answers on page T149

TEACHING TIP

Homophones

Words that sound alike but have a fferent spellings and meanings can be icky for students. On the board, write no and know. Point to each, read it aloud, and have students repeat. Explain that the words sound the same, but their spellings and meanings are different. Use context sentences and gestures (such as shaking your head and pointing to your temple) to convey the meaning of each word.

Warm-Up

- On the board, draw a stick figure of a girl that has long hair. Say: Does she have long hair? Point to the girl's hair and say: Yes, she does. Then draw a stick figure of a boy that has short hair. Ask: Does he have long hair? Point to his hair and say: No, he doesn't.
- Then draw a dog with big ears, a long nose, and short legs. Ask questions about the dog's different features, pointing to each feature as you do so. Elicit answers from the students, correcting them as necessary.

Using Page 31

INVOLVE

Explain the lesson objective—students will listen to sentences and match them to pictures, and ask and answer *yes/no* questions with a partner.

- Point to the Grammar Box and read the text in it aloud. Have students repeat after you. Point out that these questions begin with the word *does*.
- Read the directions aloud. Tell students they will hear a question and an answer like the ones in the Grammar Box. Students will check one of the boxes in each item, based on what they hear.
- Play Audio Track A44 and complete Item 1 together with students, checking the box next to the girl with short hair. Continue playing the audio and have students complete the activity independently.

MONITOR

ASSIST

Review and correct the answers as a class. (Answers: 1. girl with short hair [on Left], 2. boy with small feet [on left], 3. dog with long ears [on right], 4. man with white hair [on left])

If students haven't answered correctly, highlight the differences by restating the descriptions and pointing to the particular feature in the pictures, such as *short hair* or *small feet*.

Work with a partner. Ask and answer about your family and pets.

- Point to the girl and then the boy as you read the dialogue aloud. Have students point and repeat after you.
- Assign pairs the roles of the boy and the girl. Suggest that students refer to the family pictures they drew from Activity 3 on page 15 when asking and answering questions.

MONTOR

Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of grammar.

- Use the Units 1–3 Grammar Poster for additional support.
- Assign Workbook pages 26–27 and direct students to digital activities.

Application and Practice Activity

• Continue Activity 12. Have students draw new pictures of their families' pets and use the pictures to ask additional questions. Have students point to specific parts of the body such as *hair* for family members and *ears* for animals as they ask and answer questions.

- On the board, write the words see, smell, taste, and hear. Point to your own eyes and ask: What do we use our eyes for? Then point to the word see and say: We use our eyes to see. Repeat for the other three senses in the lesson.
- For each word, perform a gesture that helps to convey the word's meaning. For example, for see, you can shade your eyes with your hand as though you are looking into the distance for something. For smell, you can bring an object such as a book or a piece of chalk up to your nose. For taste, you can pretend to eat. For hear, you can cup your ear with your hand. Teach students these gestures to help them internalize the words' meanings.

Using Page 32





Explain the lesson objective—students will learn about the senses of sight, smell, taste, and hearing.

- Review the sense words students learned in the Warm-Up.
- Read the directions aloud. Play Audio Track A45. Have students listen, point to, and say each word.

MONITOR

Listen to make sure that students are pronouncing the words correctly and pointing to the correct pictures.

Help with understanding by calling out the four sense words and having students point to their own corresponding body part.

(A46) Listen. Match and say.

- Tell students that they will hear a statement about one of the four senses. They will match one of the pictures in the column on the right with each statement they hear. Then they will repeat the statement.
- Read the directions aloud. Play Audio Track A44 and complete Item 1 with students, circling the picture of the painting and repeating with students: I see with my eyes. For students who need further guidance, explain that a painting is something that we see with our eyes. Continue playing the audio and have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. c, 2. d, 3. a, 4. b)

Draw and say.

• Explain the task. Read Item 1 aloud and have students draw something that they see or like to look at. Read Items 2-4 aloud, one at a time. Have students complete the activity by drawing things they smell, taste, and hear.

MONITOR | Make sure that students draw items that match each sense correctly.

Assign Workbook page 28 and direct students to digital activities.

Application and Practice Activity

- Students can present the pictures they drew in Activity 15 to one another in groups. If students don't know the word for an item they have drawn, they can act it out with gestures and sound effects. For each picture, have the student say the statement about the corresponding sense: I see with my eyes. I smell with my nose. I taste with my mouth. or I hear with my ears.
- Have students view the Unit 3 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To learn about the senses and corresponding parts of the body

Content Words

hear, see, smell, taste

Materials

Drawing paper, crayons Audio tracks A45-A46 Video (ActiveTeach: Digital activities: MyEnglishLab or CD-ROM



Page 28 Answers on page ₹149

- To learn about flags from a fferent countries
- o learn new colors

Content Words

black, brown, orange, purple, white, yellow; country, flag; Brazil, ireland, South Africa

21st Century Skills

Global Awareness Communication

Materials

Pictures of flags from different countries

Drawing paper, crayons, pencils, markers

Audio tracks A47-A48

Digital activities: MyEnglishLab or CD-ROM

Warm-Up

• **Global Awareness** Write *flag* on the board. Say the word and point to the flag in your classroom. Have students repeat after you. Tell students that every country has its own flag. Display pictures of flags from a few different countries. Point out that most flags are simple in design. They use basic shapes and usually include two to five colors. Ask: Where do we see flags? Outside schools? Outside the post office? Outside libraries? Outside people's homes? Encourage students to use simple language and gestures in their responses.

Using Page 33

 $igoplus_{(A47)}$ Look. Listen, point, and say.

Explain the lesson objective—students will learn new colors and learn about flags from different countries.

 Read the directions aloud. Play Audio Track A47. Have students listen, point to each color, and say the word.

Make sure that students are pointing to the correct colors and pronouncing the words correctly.

- \mathbf{Q} $\widehat{A_{48}}$ Look and listen. Write the number.
 - Read the directions aloud. Play Audio Track A48. Complete Item 1 with students. Write the number 1 underneath *Brazil*. Continue playing the audio. Have students complete the rest of the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. Brazil, 2. South Africa, 3. Ireland)

- Draw and color your country's flag.
 - Read the directions aloud. Display your country's flag or a picture of it. Have students draw and color the flag in the space provided.

MONITOR | Check to see that students are drawing and coloring the flag correctly.

- Look at 18. Talk with a partner.
 - Read the directions aloud. Point to the girl and say: What color is it?
 - Have students talk about the colors of their country's flag with a partner.

MOHITOR | Listen to make sure students name the colors correctly.

- Communication How many colors does your flag have?
 - Read the question aloud. Invite students to count the colors on their flag by themselves and answer by saying the number and then identifying the colors. Have volunteers present their flags to the class. Explain the importance of speaking in a loud, clear voice when presenting something.

Application and Practice Activity

- Write these sentence frames on the board: *My flag has* ______ *colors. It is* ______. Complete the sentence orally with the information about your country's flag and have students repeat after you.
- Then invite volunteers up to the front of the room. Give each volunteer a picture of a flag from a different country. Help each student say the sentences using the information about the flag he or she is holding.

TEACHING TIP

Flag Symbolism

e students that the colors and shapes on ags usually stand or things or ideas. For example, the Japanese flag is a red circle on a white packground. The red circle stands for the sun. The Ukrainian ag is two horizontal stripes: blue on top and yellow on bottom. The blue stands for the sky. The yellow stands for wheat fields.

- Review the sounds for the letters *b* and *p*.
- Explain, model, and play Two Too Many. (See Game Bank, page T134, for details.) Call out a word from the previous unit. Say: Pen. Then spell it. Write five letters on the board, two more than the actual words (b-e-a-p-n). Invite a student to come up and write the word. Have students name the two extra letters. Repeat and choose from pencil, parent, pan, ball, box, book, or baby.

Using Page 34



(A49) Listen and point. Say.

Explain the lesson objective—students will identify and distinguish between the sounds that d and t stand for. Students will also write the letters d and t.

- Read the directions aloud. Play Audio Track A49 and have students listen, point to the picture, and say the word.
- Display the Letter Card d and the corresponding Sounds and Letters Cards. Have students look at the cards and chant the words with you.
- Repeat the procedure for the letter t.

MONITOR | Check to make sure that students point to the correct pictures and words.

(A50) Listen. Write d or t.

- Write *d* and *t* on the board. Say the letter names and have students repeat.
- Write ten and then erase the letter t. Invite a student to come up and complete the word by writing the letter t. Do the same with the word dog and the letter d.
- Read the directions aloud. Play Audio Track A50 and have students complete the activity independently.

MONITOR | Invite students to share their answers. Write the answers on the board.

(A51) Listen and say. Underline d and t.

- On the board, draw a stick figure of a boy that has short hair. Write on the board Dan has short hair. Read the sentence aloud as you point to each word. Have students repeat. Underline the d in Dan. Then underline the t in short.
- Read the directions aloud. Play Audio Track A51. Have students listen, read, and say the sentences.
- Replay the audio. Have students underline the letters d and t in the sentences. Review the answers as a class. (Answers: 1. Does Dad have short hair? 2. Ted has two sisters. 3. <u>Do Tim and Deb have red hair? 4. Dan sees a little white dog under</u> MONITOR

If students are having difficulty distinguishing between the d and t sounds, ask them to watch your mouth closely and listen as you say these words from the lesson: desk, dog, does, do, toes, table, two, and Tim.

Assign Workbook page 29 and direct students to digital activities.



Remind students that we use uppercase letters for the first words in sentences and for the names of people. Encourage them to find these three examples in Activity 23.

Application and Practice Activity

 Place the Sounds and Letters Picture Cards for the letters d and t facedown on a table. Have a volunteer pick a card, show it, and say the word. (If the student has trouble, he or she can ask a classmate for help.) Then have the student select another classmate to pick the next card.

OBJECTIVES

To learn the sounds for d and t

To differentiate between the sounds for d and t

To learn words that begin or end with a and t

To write d and t

Materials

Sounds and Letters Cards (ActiveTeach Audio tracks A49-A5 Digital activities: MyEnglishLab or CD-ROM



Page 29 Audio script on page Answers on page 7149

o learn about the mportance of washing , our hands

To sing a song about ashing your hands

To use language associated with washing our hands

21st Century Skills

Health Literacy

Materials

Soap

A towel

Tissue boxes for each student

Tissues

Construction paper

Scissors and glue

Crayons, markers, and pencils

Audio tracks A52-A53,

Digital activities: MyEnglishLab or CD-ROM



Page 30 Answers on page T149

Warm-Up

 Bring eight volunteers to the front of the class. Pass out Picture Cards 14–21. Have each student make a sentence about his or her card using have, e.g., I have two hands. Then say Pass. Students pass their cards around to each other until you say Stop. Have students quickly say sentences about their new cards. Then say Pass again. After the third time, have the eight students pass out their cards to another eight students, who come forward and repeat the activity.

Using Page 35

🖾 🛵52 Listen. Trace.

INVOLVE

Explain the lesson objective—students will discuss the importance of washing their hands and decorate a tissue box.

- Tell students they will trace words related to washing their hands.
- Read the directions aloud. Play Audio Track A52. Together trace the word Wash. Have students listen to the audio and trace the other two words independently.

MONITOR | Check to make sure students understand the concept of tracing.

(A53) Listen and sing.

- Play Audio Track A53. Have students listen to the song and read the song lyrics in their books.
- Divide the class into three groups. Play the audio. Ask Group 1 to sing the first verse, Group 2 to sing the second verse, and Group 3 to sing the third verse. Have groups switch verses and sing the song again with the audio.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B78). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

MONITOR

Ask questions to check students' understanding of the song lyrics. Ask: When should you wash your hands? What do you wash your hands with?

• Health Literacy Talk about why it is important to keep your hands clean. Ask students to share ways they keep your hands clean at home and in school.

📿 Decorate a Tissue Box.

- · Model using a tissue and have students role-play with you. Discuss the importance of using tissues and how they help keep you clean.
- Read the directions aloud. Show students the image of the tissue box in Item 3. Suggest fun ways for students to decorate their tissue boxes. Provide students with a variety of shapes cut out of construction paper and other materials to use as decorations.

MOHITOR | Encourage students to express their creativity as they decorate their tissue boxes.

Assign Workbook page 30 and direct students to digital activities.

Application and Practice Activity

• Have students perform the "Keep Clean" song as a chant. Demonstrate how to provide a rhythm for the chant by slapping the table and clapping at the end of each line:

Every day (slap slap clap) Before I eat (slap slap clap) And after I play, (slap slap clap) I wash my hands (clap clap clap)

Divide the students into three groups and have each group perform one of the verses. Allow the whole class to provide the rhythm while the other groups perform their verses.

• Create a monster with students. Draw the monster on the board, adding the details that students suggest. Have volunteers take turns making statements about the monster's unique body, such as: It has five eyes.

Using Page 36



(A54) Complete the monster. Listen and color.

Explain that students will name and draw a monster's missing body parts, count a monster's body parts, and draw their own monster.

- Have students look at the picture and tell what they see.
- Read the directions aloud. Play Audio Track A54 as you model pointing to the monster. Have students follow along and point with you.
- Ask: How many eyes does the monster have? Help students respond: It has three eyes. Repeat for the other body parts.
- Have students complete the activity independently.

MONITOR | Make sure that students have colored all of the monster's missing parts.

ASSIST | Replay the audio, pausing between sentences, if necessary.



Read the audio script aloud slowly as you point to the monster's various body parts. Have students point to the monster's body parts with you to show that they understand.

Draw your own monster. Ask and answer with a partner.

- Read the directions aloud. Give students a few minutes to draw their own monsters.
- Point to the girl and the boy. Model the dialogue and have students repeat. Divide the class into two groups. Ask Group 1 to say the girl's part. Ask Group 2 to say the boy's part. Have groups switch parts. Repeat this a few times.
- Explain that students will ask and answer questions about the monster they drew with a partner.

MONITOR

- Check to make sure that students are able to use the key vocabulary words to talk about their drawings.
- Direct students to the digital activities on MyEnglishLab or CD-ROM for additional review and consolidation.

Application and Practice Activity

- Have students use the Unit Poster and/or the Picture Cards to make statements either about their own bodies or the body of the person pictured on the Unit Poster or the Picture Cards. Examples include the following: I have two eyes. He has two feet. I have ten toes. He has one mouth.
- Have students stand in a circle and take turns making statements one by one. Correct any errors aloud so that all students can benefit.

OUTCOMES

Students can hame parts of the pos.

Students can count a monster's body parts

21st Century Skills

Social Skills

Materials

Unit Poster Picture Cards 14-21 A picture of different monsters (age appropriate) Crayons Audio track A54 Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP Social Skills

Model polite interaction during conversations. Use puppets or role-play to show students how to wait for their partner to finish speaking before they begin their part of a conversation.

OUTCOMES

Students can talk about, identify, and name parts of the body.

Students can talk about people and pets.

21st Century Skills

Self-Direction

Materials

Unit Poster Picture Cards 14-21 Drawing paper Audio track A55 Games/Video (ActiveTeach) Digital activities:

MyEnglishLab or CD-ROM



Page 31 Audio script on page Answers on page T149

Warm-Up

• Give students a sheet of drawing paper and show them how to fold it into four sections. Have students draw one of these body parts in each section: mouth, nose, ear, eye. Then have them draw an example of how they use this body part in the corresponding section—for example, a picture of an ice cream cone in the section with the mouth. Have students share their pictures with a partner.

Using Page 37



Explain the lesson objective—students will review target vocabulary by listening to dialogues and choosing the corresponding pictures.

- Read the directions aloud. Tell students they will hear children talking about their pets or family members. Explain that students should check the box next to the picture that shows what the children describe.
- Play Audio Track A55 and do the first item together with the class. Ask a volunteer to say which box should be checked (the dog with short ears). Then have students complete the activity independently.

MONITOR

Review the answers with the class. (Answers: 1. dog on the right, 2. man on the left, 3. girl on the right, 4. bira on the left)

Replay the audio as needed. Use gestures and simple language to explain unfamiliar vocabulary.

Look and write.

• Read the directions aloud. Tell students to write the name of the body part in each picture on the line provided.

MONITOR | Review the answers with the class. (Answers: 1. mouth, 2. eye, 3. ear, 4. nose)



odvance. Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Have students spell each word.

Can

- Self-Direction This section asks students to assess their own learning and think about their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign Workbook page 31 and direct students to digital activities.

Application and Practice Activity

- Make correct and incorrect statements about people and animals shown on the Unit Poster and/or the Picture Cards. Have students give you a thumbs-up for correct statements and a thumbs-down for incorrect statements. Say: He has five ears. (thumbs-down). I have long hair. (thumbs-up) Continue in this way until you have reviewed all the target language.
- Have students play the Unit 3 Game 2 on ActiveTeach.
- Have students review the Unit 3 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

• Have teams play Charades (see Game Bank, page T134, for details) to review key vocabulary from Units 1-3. Invite students to write words on paper slips and place them in a box. Then have teams take turns choosing a word from the box. Players act out as many words as their team can guess in one minute. The team scores one point for each word guessed. Model playing the game with student volunteers to teach the class the rules.

Using Page 38

Look and circle. Practice.

INVOLVE

Explain the lesson objective—students will say how well they can use what they learned in Units 1-3.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored marker to complete the exercise. They will choose a different color when they review this list at the end of the Checkpoint.

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students they will be asked to assess their own abilities. You may wish to review all the language in the Look and Circle exercise first, and then have students circle, or have students circle as each language point is reviewed.

MONITOR

Encourage students to turn to the page references when they need additional ASSIST support or to refresh their memories.

Classroom objects (page 3)

Replay Audio Track A4. Have students point to each object in your classroom. Then have students work in pairs to review the words on page 3. One partner reads a word, the other points to the object.

Colors (pages 3, 33)

Ask students to name the colors of classroom objects and clothing. Review these colors: black, blue, brown, green, orange, purple, red, white, and yellow. Then hang colored paper squares around the classroom and have each student stand under one color. Give students a ball and have them name a color and toss the ball to a student standing near that color. Allow students to change places after several tosses.

Numbers (page 8)

Have students hunt for the numbers 1 to 10 in books, magazines, and newspapers. Use sticky notes to mark numbers they find. Then have them share these numbers with the class.

Family members (page 15)

Write these words on the board: father, mother, brother, sister, grandfather, grandmother. Have students draw pictures of families and use these words to name the people in each family.

Body parts (page 27)

Play Simon Says (see Game Bank, page T134, for details) using the body parts on page 27. Model: Simon says touch your ear. Simon says touch your mouth. Touch your leg.

Adjectives (page 30)

Write these words on the board: long, short, small, big. Have volunteers draw pictures of monsters on the board. Model: This monster has big ears. This monster has a short tail. Then have students describe the remaining monsters.

OBJECTIVES

To self-assess comfort with key language for Units 1-3

21st Century Skills

Self-Direction

Materials

Paper slips Colored pencils, markers, or crayons Classroom objects (book, crayon, etc.) Colored paper Sticky notes Books, newspapers, and magazines Audio track A4 For more information about using Checkpoints, see page x.

TEACHING TIP Self-Direction

Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: This page will help us find out what you know well

and what you should

study more.

To match dialogues and descriptions with

To ask and answer questions about people

21st Century Skills Social Skills

Materials

Classroom objects Paper, pencils Audio tracks A56-A57

TEACHING TIP Social Skills

el students it is ce to remember people's names. Point to and read the names Ted and Kate on the page. Then have students name the four students in Part A. Write the new names on the board. Students can also write these names in their books and use the names to identify these students during activities.

Warm-Up

- Invite four students to come to the front of the class. Then have others take turns standing up and giving clues to identify one of the students without using his or her name. Model: The student has long hair.
- Invite four different students to the front of the class and give each one an object students can name (book, cravon, eraser, ruler, and so on.) Have students repeat the activity. Model naming the objects in clues: The student has a book. The student has a green crayon.

Using Page 39



(A56-57) Get ready.

Explain the lesson objective—students will put together what they learned in Units 1–3. They will listen and match what they hear with pictures.

- Part A: Read the directions aloud. Have students preview the pictures. Ask: What words can you use to talk about these students? (Answers include long hair, backpack; short hair, black hair, pencil; short hair, brown hair, book; short hair, red hair, ruler)
- Play Audio Track A56. Pause after the first description. Ask: Who is number 1? (The boy with short black hair holding a pencil.) Have students point to the answer in their books as you walk around to check. Continue playing the

MONITOR

Play Audio Track A56 twice. First, have students focus on listening comprehension. Then have them check to see if they numbered the pictures in the correct order. (Answers: 2, 1, 4, 3)

- Part B: Read the directions aloud. Ask volunteers to read the speech bubbles. Then have partners ask and answer questions about the pictures in Part A. Model asking and answering questions about hair: Does he have long hair? No. he has short hair. Does she have brown hair? Yes, she has brown hair.
- Part C: Read the directions aloud and the names *Ted* and *Kate*. To preview the answer choices, ask: Which shapes show sisters? Which shapes show brothers?
- Play Audio Track A57. Pause after the first dialogue. Ask: How many sisters does Ted have? (one) How many brothers does Ted have? (one) Continue playing the track.

MONITOR

Review the answers as a class. (Answers: Ted—one brother and one sister, Kate *two sisters and one brother)*

• Part D: Read the directions aloud. Ask volunteers to read the speech bubbles. Then have partners ask and answer questions about the pictures in Part C.

MONITOR | Listen for correct vocabulary, pronunciation, and grammar as students talk.

CHALLENGE

Have volunteers take turns choosing one of the students shown in Part A or Part C and giving clues about the student. Have students point to or name the student. Remind students they can use the names they gave students in Part A.



byance Have students make up characters and tell how many brothers and sisters they have. Partners can draw the new families and name the people. Model: Max has three brothers and one sister. This is Max. This is Max's sister.

- Have students preview the Cutout Cards on page 123. Say: You will hear about these students. Have volunteers name the objects, colors, and family members shown on the cards. Suggest that students give the people on the cards names. They can use these names when they talk about the pictures.
- Use the numbers on the page to review the words for numbers one to six. Point to the card numbers out of order and ask students to name each one. Ask: What is the number for this card?



odvance. Ask questions about the positions of the cards on the page. Model: Which cards are next to card number five? (cards two, four, and six) Which card is below card one? (card four) Which card number is above card six? (card three)

Usina Paae 40

G Get set.

Explain the lesson objective—students will match descriptions with pictures. Then they will ask and answers questions about students.

• Read the directions aloud and have students cut out the cards on page 123.

(A58) Go!

- Part A: Read the directions aloud. Ask students to name the numbers on the page.
- Play Audio Track A58. Pause after the first description and allow students to look through their cards to find the card that matches the description. Repeat for the remaining descriptions.

Review the answers as a class. (Answers: 1. girl with red pencil, 2. girl with long, brown hair, 3. boy with big, blue backpack, 4. girl with a sister and a brother, 5. boy with a grandmother and grandfather, 6. boy with three crayons)

 Part B: Read the directions aloud. Ask volunteers to read the speech bubbles to the class.

Replay Audio Track A58, pausing after each description. Point to the people or objects named and then have students repeat the description.



Have students remove the cards from the page and ask and answer questions about one card at a time. Place the other cards facedown to avoid confusion.

• Students can combine two sets of cards and play a matching memory game. Place all cards facedown. Players take turns flipping two cards. If they match, they say a sentence about the person shown and take the cards. The player with the most cards at the end of the game wins.

Invite students to make up information about one of the students shown on the cards and discuss it with their partner.

OBJECTIVES

To match descriptions and pictures

21st Century Skills Creativity

Materials

Cutouts on Page 123 Scissors Audio track A58

TEACHING TIP

Creativity

Challenge students to create their own games using the cutouts on page 123. Students can use words and gestures to explain the rules for their new games. After students play their games, discuss how they might change the rules to make the game more fun or more challenging.

To write or draw a ournal entry

To reassess comfort with target skills and key anguage for Units 1–3

21st Century Skills

Self-Direction

Materials

Colored pencils, markers, or crayons Digital activities: MyEnglishLab or CD-ROM



Pages 32–33 Answers on page T149

TEACHING TIP Using Checkpoint Evaluations

Student evaluations of the Checkpoint easy/hard, fun/not un can give you rsight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

Warm-Up

- Ask questions about students and family members. Have students stand up when they can answer *yes* and sit down when they can answer *no.* Model: *Do you have long hair? Do you have one sister? Do you have two brothers?*
- Allow students to take turns leading the activity, asking their classmates similar yes/no questions.

Using Page 41

Write o draw.

Explain the lesson objectives—students will write or draw about themselves. Then they will look back at Units 1–3 again and think about how well they can use what they learned.

- Read the directions, journal title, and labels aloud. Then have students write or draw to complete *All About Me*.
- Invite students to share their journal entries with the class.

MONITOR | Check students' work for correct use of language.

Encourage students to write complete sentences to tell about themselves and their families. Make sure that students begin sentences with capital letters and end them with periods.

Think about it.

- Part A: Read the directions aloud.
- Self-Direction Have students turn to the Look and Circle exercise on page 38 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Make sure students use a different color marker or pencil when they revisit
 the Look and Circle exercise on page 38. This will help them see both sets
 of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside of the first, so that both colors are visible, rather than covering up the first circle with the second one.

ASSIST | Use the teaching suggestions for page 38 to help students assess each skill.

• Part B: Read the directions and sentences aloud. Say: You will check one box. Students can use the Look and Circle exercise on page 38 to help them choose a response. If they circled five or six smiling faces, they can start the next unit. If they circled fewer than five smiling faces, they should check one of the other choices.

Rate this Checkpoint. Color the stars.

- Write easy and hard on the board. Say: Something is easy if you can do it with no problem. It is hard if you have trouble doing it. Model easy and hard activities. For example: It is easy to raise your hand. It is hard to touch the top of a door.
- Write fun and not fun on the board. Say: Something is fun if you like doing it. Ask students to act out things that are fun to do.
- Read the directions aloud. Tell students that they will color two stars. Say: First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.
- Assign Workbook pages 32–33 and direct students to digital activities for additional review and consolidation, as needed.



My Favorite Clotthes

Objectives

Vocabulary

• To name items of clothing

Reading

- To identify important ideas in a story ("My Favorite Hat")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present progressive (wearing)
- To use plural nouns

Content Connections

- Social Studies: To identify clothing for different situations
- Around the World: To compare and talk about funny hats at England's Royal Ascot Horse Race

Sounds and Letters

• To identify and say words that contain the letters c and g

Values

• To learn the value of respecting all cultures

Project

 To make a "Traditional Clothes" collage

Clothi	ng	Describing	Expressions	Content Wor
blouse shi	irt oes	favorite new old	Hey! pass the test	bird mount cold wet desert flowers hat(s) horses hot jungle

wwhim him www

Materials

Student Book, Unit 4

- Main unit, pages 42–53
- Student Book Audio CD, Tracks A59–A74, B79

Workbook, Unit 4

- ☐ Main unit, pages 34–43
- Extra grammar practice, pages 98–106
- Workbook Audio CD, Tracks 16-20

Assessment Package

- Practice test, pages 30–31
- Unit test, pages 32–33
- Oral assessment, pages 34–35
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 22–29
- Posters: Unit 4 Poster,
 Units 4–6 Grammar Poster
- Video (ActiveTeach), Unit 4
- Digital activities (MyEnglishLab or CD-ROM), Unit 4



Unit Opener Activities

Family Connection

Invite students to bring in photos of their family members to show the class. In small groups, students should talk about their family and describe each member. As students work through the unit and acquire more language, have them talk about what their family members are wearing and what their favorite clothing items are.



My Clothes Bulletin Board

Make two bulletin boards, one entitled It's My Favorite ______. and one entitled What Color Is It? For the It's My Favorite _____. bulletin board, have students cut out pictures or draw pictures of their favorite clothes. Make labels for the clothes (pants, dress, shirt, etc.) and set the labels in a row on the side or under the pictures. As students work through the unit, have volunteers match the labels to the clothing items, moving the word next to the picture.

For the bulletin board entitled What Color Is It? write the colors students have learned on pieces of matching colored paper. Leave room for students to post pictures of clothing items on the colored paper as they learn them. Review colors and clothing vocabulary with students, as necessary, using the colors and pictures.



- Invite students to talk about their favorite clothes. Have volunteers name a favorite piece of clothing and tell why they like it so much.
- Critical Thinking Students may enjoy listening to simple riddles about clothes, such as: It is something I wear on my head. Have students guess what it is.
- Then have students talk about what factors they consider when choosing something to wear, such as the weather or what they will be doing that day.

Using Pages 42-43

 $\{A59\}$ Listen and read. Then chant.

Explain the lesson objective—students will name and identify clothing, talk about wearing clothing, say a chant, and ask and answer questions about what people are wearing.

- Have students look at the pictures. Have them identify all the colors they can see (black, blue, pink, purple, red, white, and yellow). Check their understanding by saying: Point to something pink. Repeat until you have revised all the colors.
- Read the directions aloud. Play Audio Track A59. Have students listen and read silently.
- Replay the audio. Have students chant and point to the pictures at the appropriate time.
- Once students are comfortable with the chant, have them practice it using the karaoke version (Audio Track B79). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the chant.

Observe students to see if they are comfortable repeating the chant aloud.

Replay the audio as needed and point to the pictures at the appropriate time to help students assist gain understanding.

E

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Vary Activity 1. Say the chant lyrics slowly, one verse at a time, as you point to each clothing item. Have students repeat and point to the clothing items. Repeat for each verse. Then play the audio.

(A60) Listen. Point and say.

- Hold up and name each Picture Card representing a clothing item. Have students repeat.
- Read the directions aloud. Play Audio Track A60. Have students listen, point to each item, and say the word.
- Name a clothing item and have students raise the number of fingers corresponding to that item. Model how to play: *hat* (show four fingers).

Check to make sure that students are pointing to the correct pictures and pronouncing the words correctly.

(A) Listen and say. Write.

- Point to each picture. Have students predict what they might hear about each picture: A red shirt. Brown pants. A yellow jacket. Black shoes.
- Read the directions aloud. Play Audio Track A61. Pause the audio after the first sentence to elicit the answer for Item 1 (red shirt).
- Model the sentence for .tem 1. Say: *She's wearing a red shirt*. Explain that the girl in the photo is wearing a red shirt right now, in the present.
- Continue playing the audio and have students complete the sentences. Replay
 the audio so that students can check their answers. Have students repeat after
 each item.

Review the answers as a class. (Answers: 1. red shirt, 2. brown pants, 3. yellow jacket, 4. black shoes)

Read the sentences for students one at a time as you point to the pictures and then write the words on the board.

Q $\widehat{A62}$ Look at 3. Listen. Point, ask, and answer.

- Point to the photos in Activity 3 and ask: *He or she?* Elicit from the students that we use *she* for girls and *he* for boys.
- Read the directions aloud. Play Audio Track A62. Have students listen and repeat. Check which photo is being described. (the photo in Item 1)
- Tell students they are going to work with a partner to ask and answer questions about the items in Activity 3.
- Have students practice the dialogue with a partner and then switch roles.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Model pronunciation for any sounds students are having difficulty with. Review vocabulary using simple language and Picture Cards, if needed.

Point to the pictures on page 42. Have students take turns asking and answering questions about what the people in the pictures are wearing.

• Assign Workbook pages 34-35 and direct students to digital activities.

Application and Practice Activity

- Display the Picture Cards in the front of the room. Have all the students close their eyes. Remove one of the cards and have students open their eyes and identify the missing item. Continue the game until all students have participated.
- CHALLENGE | Have students make a sentence using the missing clothing item.
 - Have students play the Unit 4 Game 1 on ActiveTeach.

OBJECTIVES

To name and identify clothing items

To talk about what students are wearing

To say a chant

Key Vocabulary

Nouns: blouse, boots, dress, gloves, hat, jacket, pants, shirt, shoes, skirt Adjectives: black, blue, green, orange, purple, red, white, yellow

21st Century Skills

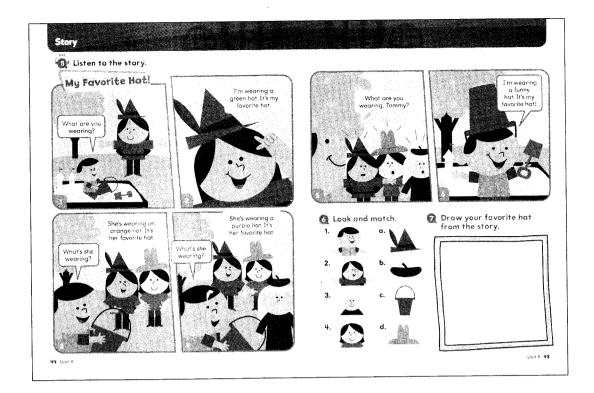
Critical Thinking

Materials

Picture Cards 22–29
Audio tracks A59–A62, B79
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM



Pages 34–35 Answers on page T149



- Bring in a few hats and model them for students. Tell them which is your favorite and ask them which they like best. If you cannot bring in real hats, show students pictures of hats and have them pick their favorite.
- Have a fashion show with play hats that are in the classroom or hats that students bring in from home. Invite volunteers to "model" the hats and have students vote for their favorite ones.

Using Pages 44-45



Explain the lesson objective—students will listen to a story, use language to describe hats, tell which hats are their favorite hats, and find information in the story to match people with their hats.

- Point to and read the title aloud. Have students point and repeat after you. Explain that the story is about wearing favorite hats. The children in the story ask each other what they are wearing and then describe their favorite hats.
- Read the directions aloud. Play Audio Track A63. Point to each frame and have students listen and read silently.
- Point to the characters in each frame. Explain who they are and what they are doing. Review she's and he's by pointing to a girl and then a boy in the story. Say: She's wearing a hat. and He's wearing a hat. Write the word funny on the board. Explain that in this story, the boy's hat is funny because it's not really a hat—it's a bucket to play in the sand with.

MONITOR

Point to specific story frames and ask comprehension questions. For Frame 3, say: What's she wearing? (She's wearing an orange hat. It's her favorite hat.) For Frame 4 point to the purple hat and say: What color is it? (It's purple.)

Replay the audio as needed, and retell the story using simple language as you point to the pictures in the story frames.

To check comprehension, say sentences from the story frames on one page. For example, say: I'm wearing a green hat. Have students look for the correct story frame, point to it, and then repeat the sentence.

Look and match.

- Point to, read, and explain the directions. Have students look at the picture for each item. Help them tell what they see and to describe each hat. Model and have students repeat: *It's a green hat*.
- Point to the child in Item 1. Together, find the child and his hat in the story. (Frame 6) Read this story frame aloud and have students repeat.
- Help students find the correct hat in the list (Items a–d) and match it to the child in Item 1. (*Answer*: *c*) Continue with the other items. Complete the activity with students.

MONITOR | Review the answers as a class. (Answers: 1. c, 2. a, 3. b, 4. d)

Simplify the story. Point to only two story frames for students to choose from as they look for the correct hat. Then ask them to tell which hat goes with which child.

Draw your favorite hat from the story.

- Read the directions aloud. Point to your favorite hat in the story. Say: *It's a purple hat. It's my favorite hat.* Tell why it's your favorite. Then draw the hat on the board or on chart paper.
- Have students complete their drawings. Then have pairs talk about their drawings. Have students repeat: *It's an orange hat. It's my favorite hat.* Students point to their pictures and say the sentences. Then invite volunteers to come up and talk about their pictures using the sentences they practiced.

Check to make sure that students have drawn a hat pictured in the story and that they are using correct language to describe it.

Explain the directions again using simple language and pointing to different hats from the story.

Invite students to draw their own favorite hats or other clothing items. Model the activity by drawing a favorite clothing item on the board or on chart paper. Say: It's a green shirt. It's my favorite shirt. Have students take turns describing their clothing items to a partner.

• Assign Workbook page 36 and direct students to digital activities.

Application and Practice Activity

HALLENGE

- Say a sentence about yourself and what you are wearing, and write it on the board. Have students write sentences about themselves, and collect them. Then display students' sentences on the board and, as a class, attempt to match the sentences to the students.
- Have students view the Unit 4 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read the unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: hat

Adjectives: green, orange, purple, red, white; favorite, funny

Materials

A variety of hats (real, or pictures)

Tape

Pieces of paper

Crayons, colored pencils, or markers

Audio track A63

Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 36 Answers on page T149

Summary

The story is about children who are all wearing hats. One hat is green. Another hat is orange. The children talk about their favorite hats and the colors. Tommy's is the strangest, as he chooses a pail as his hat.

TEACHING TIP

Categorization

Encourage students to take note of new words they've learned that fall in the same category. This will help them to remember them when talking about a topic such as clothing. Draw a hat on the board and ask students to say what kind of hat it is. Then draw a baseball cap and ask: Is this a hat? (yes) Ask: What kind of hat? (cap) Students can write the word hat and then draw different kinds of hats underneath and label them as they learn these words.

- · Ask students if they have ever worn their brother's or sister's clothes. Have them talk about whether the clothes were too big, too small, or just right. Explain what too means by drawing a stick figure on the board and drawing a hat that's too big, too small, and then just right.
- If possible, provide a variety of "dress-up" clothes for students to try on. After a volunteer tries on a piece of clothing, ask: Is it too big? Is it too small? Students might enjoy playing "dress-up" and pretending they are grown-ups. They can pretend to dress up like their father, mother, or other adult in their family.

Using Page 46

(A64) Listen and say.

Explain the lesson objective—students will talk about wearing clothing.

- Introduce Olivia, Mario, and Mario's brother. Tell students that they will hear Olivia and Mario talk about Mario's brother.
- Read the directions aloud. Play Audio Track A64 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear. Explain the meanings of any unfamiliar words.

Make statements based on the dialogue and have students show thumbs-up for correct sentences and thumbs-down for incorrect sentences. Say: His shirt MONITOR is big. (thumbs-up)

Point to the pictures and use gestures to help students understand the dialogue and respond correctly.



odvance, Ask comprehension questions about the dialogue. Encourage students to answer using complete sentences. Say: What's he wearing? He's wearing a big shirt. He's wearing a red shirt.

Work with a partner. Look at 8. Role-play.

 Read the directions aloud and explain them to students. If possible, invite volunteers to wear the clothing in the dialogue as you practice it with the class. To prepare students for the activity, assign half the class the role of Olivia, and the other half the role of Mario. Say the dialogue and have groups repeat. Then have groups switch roles. Have pairs say the dialogue aloud and then switch roles.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

(A65) Listen. Stick.

MONITOR

- Help students find the Unit 4 stickers at the back of the Student Book.
- Point to each sticker. Ask: What's this? Invite students to talk about the clothing and what they see. Read the directions aloud. Play Audio Track A65. Have students listen and place the stickers on the picture.

Check to see that students understand the difference between big and small, new and old and that they have placed the stickers correctly.

Assign Workbook page 37 and direct students to digital activities.

Application and Practice Activity

 Place the Picture Cards in a pile, facedown. Invite a volunteer to choose one and look at it without showing it to the class. Have the volunteer act out putting on the piece of clothing. Elicit from an individual what he or she is wearing: He's wearing a hat. and have the class repeat.

OBJECTIVES

To talk about wear 12

To talk about old ferand small/big clotr ==

To use language in context

To use correct stress pronunciation, and intonation

Key Vocabulary

Nouns: blouse, boots. dress, gloves, hat, jacket pants, shirt, shoes, skirt =

Adjectives: big, new, old, small

Materials

Dress-up clothes A big red shirt Unit 4 Stickers Audio tracks A64-A65 Digital activities:

Picture Cards 22-29



Page 37 Audio script on page Answers on page T149

TEACHING TIP Adjective Placement

Show students a picture of a red shirt. On the board, write It's a red shirt, and read it aloud with students. Circle the word shirt. Underline the word red. Explain that in English, the describing word comes before the name of something. In many languages, such as Spanish, the describing word comes after the name of something-for example: camisa roja

OBJECTIVES

- ask and answer questions using the aresent progressive · earing)
- a use plural nouns

Key Vocabulary

Nouns: blouse, boots, dress, gloves, hat, jacket, pants, shirt, shoes, skirt

Adjectives: blue, green, orange, purple, red, white, yellow; big, little, ong, short, small; funny

Materials

Unit Poster Units 4–6 Grammar Poster

Picture Cards 22-29 Pencils, cravons, and drawing paper

Audio track A66 Student Book audio

script, page T136 Digital activities: MyEnglishLab or CD-ROM



Pages 38-39 Audio script on page

Answers on page T149

TEACHING TIP

Cognates

When learning English, explain that students can listen for and look for words that look or sound the same as words from their home anguages. Examples n English and Spanish include: jacket/ chaqueta; pants/ pantalones; blouse/ blusa; red/rojo; and purple/púrpura.

Warm-Up

• Explain, model, and play Simon Says. (See Game Bank, page T134, for details.) Start by saying a clothing word using Simon Says: Simon says everybody wearing a white shirt, stand up. Have all students who are wearing the clothing item stand. Repeat for other clothing items. Have the person who wins (or a volunteer) take the next turn being Simon.

Using Page 47

(A66) Listen and match.

Explain the lesson objective—students will listen and match descriptive sentences to pictures of clothing items; ask and answer questions about what they and other people are wearing; use describing words, colors, and the present progressive tense to talk about what people are wearing now.

• Read the directions aloud. Play Audio Track A66. Do Item 1 as a class and draw a line from the grandmother to the blue skirt (Item b). Continue playing the audio. Have students complete the activity with a partner.

MODELLOW Review the answers as a class. (Answers: 1. b. 2. c. 3. a. 4. d)

Work with a partner. Ask and answer about your clothes.

- Read the directions aloud. Point to the girl and then the boy as you read the dialogue aloud. Have students point and repeat after you.
- Have partners ask and answer the question about the clothes they are wearing right now.

Walk around the room and listen for proper pronunciation, appropriate MONITOR intonation, and correct use of language.

Model how to replace words in the dialogue with new vocabulary for students who are having difficulty. Use the grammar box on the page, Grammar Poster, Unit Poster, and Picture Cards for visual support.

• Assign Workbook pages 38–39 and direct students to digital activities.

Application and Practice Activity

- Have students work in pairs and make up sentences about clothing that they are wearing. Refer them to the Unit Poster for ideas. Have them ask and answer: What are you wearing? I'm wearing _ . Have the student who asks the question draw what the first student has said.
- Continue the activity. Have groups ask questions about what different students are wearing: What's he/she wearing? He's/She's wearing Check to make sure that students have accurately represented what their

монитоя partners stated. ASSIST

Have students listen to the item and draw it. Then ask students to repeat the sentences to listen for the color of the item.



odvance. Vary the activity. Have students use describing words to talk about clothing items—big, small, long, short—and then tell what color they are: He's wearing big boots. They're blue.

Worm-Up

• Explain, model and play Pictionary (See Game Bank, page T134, for details). Invite a student to choose a Picture Card and begin to draw that item. Invite individuals to guess the item.

Using Page 48

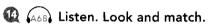


 \bigoplus $\bigwedge_{A \in \mathcal{T}_{A}}$ Look. Listen and say. Trace.

Explain the lesson objective—students will talk about and describe different weather and places, and the appropriate clothing for each situation.

- Read the directions aloud. Play Audio Track A67. Have students listen as they read along in their books. Replay the audio. Have students listen and trace the
- Ask students if they have ever been in the mountains, the desert, or the jungle. Ask what is was like and what they wore. If they haven't been, ask if they would like to.

MONITOR | Check comprehension by asking questions: Where is it hot? Where is it wet? Act out the difference between cold (shivering), hot (fanning yourself), and wet (wringing your clothes out as if wet) if necessary.



- Encourage students to predict which children match which pictures of the park. Draw attention to the hat, the sunglasses, and the umbrella.
- Read the directions aloud. Play Audio Track A68. Have students listen and repeat what they hear.
- Replay the audio. Complete Item 1 with students. Continue playing the audio and have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers 1. b, 2. c, 3. a)

Draw clothes for the weather. Ask your partner to guess hot, cold. or wet.

- Review the meanings of hot, cold, and wet by drawing a picture of yourself wearing the appropriate clothing for hot, cold, or wet weather. Invite the class to guess the word. Then write the word underneath your picture.
- Read the directions aloud and explain them. Have students work independently to draw their pictures. Then have partners take turns guessing the word. After partners have guessed, have students write the correct word underneath their picture.

MONITOR | Check to make sure that students understand the meaning of hot, cold, and wet.

- Clobal Awareness Talk about clothing styles in different parts of the world and how climate affects what people wear. Give examples.
- Assign Workbook page 40 and direct students to digital activities.

Application and Practice Activity

- Bring in real clothing items, such as a boot, dress, glove, hat, jacket, pants, shirt, shoe, skirt, blouse, etc. Place the items in a large bag or box so students cannot see them. Invite a volunteer to come up, and with eyes closed, take out an item, feel it, and guess what it is. After students guess, invite them to say sentences about the clothing: Model some sentences: I'm in the jungle and I'm wearing a blue hat. It's wet.
- Have students view the Unit 4 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To talk about and describe different weather and places

To talk about appropriate clothing for different weather and places

Content Words

cold, desert, hot, jungle mountains, wet

21st Century Skills

Global Awareness

Materials

Picture Cards 22-29 Clothes, including sunglasses, hat, and umbrella Paper, pencils A box or large bag Audio tracks A67-A68 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 40 Answers on page T149

TEACHING TIP Using Flash Cards

Have students make flash cards for additional practice with the Content Words. Tell them to write the word on one side and draw a picture or write the definition on the other. Students can then take turns quizzing each other with their cards.

OBJECTIVES

To talk about and describe funny hats from England

Content Words

bird, flowers, hat(s), horses

21st Century Skills

Communication

Materials

Different funny hats Pictures of the Royal Ascot Horse Race

Crayons, glue, markers, magazines, and poster paper

Audio track A69
Digital activities:
MyEnglishLab
or CD-ROM



Page 41 Answers on page T149

Wo:m-Up

Ask students if they have ever seen a funny hat. Ask them why they thought it
was funny. Have a "Hat Parade" using "dress-up" hats in the classroom or hats
that students bring in from home, and have students vote for the funniest hat.

Using Page 49

🚳 🛵 Look and listen. Write.

Explain the lesson objective—students will talk about, draw, and make funny hats; learn about the funny hats people wear in England at the Royal Ascot Horse Race; and talk about when they might wear funny hats.

• Read the directions aloud. Play Audio Track A69. Have students listen and follow along in their books and write the single words. Explain the audio using simple language.

Review the answers as a class. (Answers: 1. flowers, 2. birds, 3. horses) Have students repeat the sentences after you.

• Ask comprehension questions: Who wears funny hats? (women) Where do they wear funny hats? (in England) When do they wear funny hats? (at a horse race)

ASSIST | As you ask questions, point to the pictures and model responses.

Color the hat. Talk with a partner.

- Read the directions aloud and explain them. Have students color their hat and encourage them to draw things on their hat.
- Have students take turns in front of the class performing the dialogue about their hats.

Check to make sure that students are able to talk about their pictures.

Assist | Assist students with any new words they need to describe their hat.

Avance	Have students label the items	on their hats	and then share their
	hats with the class. Encourage	e them to say	complete sentences:
	My hat has,		
	respond: What a funny hat!		

Communication When do you wear a funny hat? Tell a friend.

• Read the question aloud and explain it. Ask students about the pictures in Activity 16 from the horse race. Ask: When do they wear funny hats? Elicit or provide the answer. (at England's Royal Ascot Horse Race) Invite volunteers to tell when they wear funny hats. Say: I wear a funny hat at ______. My hat has on it.

Check to make sure that students understand that when can refer to both time and a specific situation.

If students have difficulty understanding how to answer, write statements such as *I wear a funny hat when it's raining. I wear a funny hat on Fridays.* and explain the differences in the statements.

Assign Workbook page 41 and direct students to digital activities.

Application and Practice Activity

• Have students create a poster of different kinds of hats. Distribute some magazines, drawing paper, scissors, and glue. Encourage individual students to present their poster to the class.

Check to see that students have followed directions, are using new vocabulary words, and are forming complete sentences as they present their posters.

• Review the sounds from the last two units: /b/, /p/, /d/ and /t/. Mix up all the Sounds and Letters Picture Cards and their equivalent Word Cards. Place them facedown on a table. Explain, model, and play Find it! in pairs. (See Game Bank, page T134, for details.) Invite pairs to play against each other. Once a pair has been found, students must say the word. Repeat with different volunteers.

Using Page 50



(A70) Listen and point. Say.

Explain the lesson objective—students will identify and distinguish between the sounds that g and c stand for. Students will also practice writing g and c.

• Read the directions aloud. Play Audio Track A70 and have students listen, point to the picture, and say the word.

As students do the activity, check to make sure that they point to the correct picture and word and pronounce the words correctly.



🕰 🛵 71) Listen. Write c or g.

- Read the directions aloud. Play Audio Track A71 and point to each picture and word. Have students write the letter *c* or *g* to complete each word.
- Replay the audio. Have students complete the words.

MONITOR | Review the answers as a class. (Answers: 1. c, 2. g, 3. g, 4. c)

Assist | Assist as needed. Encourage volunteers to spell out these words.

(A72) Listen and say. Underline c and g.

- Review the letters *Cc* and *Gg*, and the sounds /k/ and /g/. Have students look at the picture and say which sentence relates to the picture.
- Read the directions aloud. Play Audio Track A72. Have students listen and read silently. Explain any unfamiliar words or language.

Review the answers as a class. (Answers: 1. The cat got my big cookie. 2. Give my good friend a cup of cocoa. 3. The dog goes in the car with the girl. 4. Go and see the cute goat in the grass.)

ASSIST

Read the sentences aloud as necessary, emphasizing the /k/ and /g/ sounds in the words.

• Assign Workbook page 42 and direct students to digital activities.



odvance, Model the activity. Invite a pair to the front of the classroom. Give them each a Letter Card c or g. Randomly say words that have the hard c/k and g/g sounds, either at the beginning or ending of the word. Students hold up the correct Letter Card as you say each word. Then swap pairs.

Application and Practice Activity

• Explain, model, and play Whisper, Go, Touch. (See Game Bank, page T134, for details.) Display the eight Sounds and Letters Word Cards in the front of the room. Form students into lines of four. Sound out one of the words by whispering into the first person's ear: (C-a-t). Have students pass this down the line in the same way to the last student. The last student should go to the front and touch the cat card. Play until everyone has had a turn.

Check to see that students identify the correct word. If it is not correct, repeat the activity with the student saying the words aloud.

CHALLENGE | After the word has been identified, ask students to use it in a sentence.

OBJECTIVES

To learn the sounds for a and c

To differentiate between the sounds for g and c

To learn words that include g and c

To write g and c

Materials

Sounds and Letters Cards (ActiveTeach) (Units 2 and 3) Audio tracks A70-A72 Digital activities: MyEnglishLab or CD-ROM



Page 42 Audio script on page T145 Answers on page T149

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TEACHING TIP

Discriminating between Similar Sounds

Play a listening game to help students discriminate between similar sounds. Say a pair of words or the same words, each one having the target sounds in the same place—for example: goat/coat, goat/ goat, coat/coat. Have students listen for the beginning sounds. If the words are the same, students stand up. If the words are different, they remain seated. You can do a similar activity with ending sounds—for example: back/bag, back/back, bag/bag.

OBJECTIVES

ੈ learn about the importance of respecting all cultures

To talk about clothing from different cultures

21st Century Skills

Global Awareness

Materials

Picture Cards 22-29 World map Magazines, drawing paper, glue, scissors Audio track A73

Digital activities: MyEnglishLab or CD-ROM

Warm-Up

• Review names for items of clothing by calling out different words from this unit (blouse, boots, cap, dress, hat, jacket, pants, shoes, shirt, skirt, and sunglasses). Have all the students stand up. Say: Sit down if you're wearing a cap. If students are wearing those items, have them sit down. Once you've said all the items, give students sentences which contain clothing items and a color. Say: Sit down if you're wearing a red shirt.

Using Page 51



(A73) Look and listen.

INVOLVE

Explain the lesson objective—students will learn about traditional clothing from Guatemala, the Philippines, and Kenya, and the importance of respecting all cultures.

- Use the world map to point out these three places. Say: People in different cultures wear different clothes.
- Tell students that every country has clothes that are worn every day and clothes that are worn for special occasions or holidays.
- Read the directions aloud. Play Audio Track A73. Have students listen and point to the pictures.
- Say sentences about the pictures and have students repeat them. Model: They're wearing white shirts in the Philippines.

MONITOR | Check to see that students are pointing to the correct pictures and clothing. Read aloud the audio script. Explain using simple language as you point to the pictures and clothing.

Look at 22. Talk with a partner.

- Read the directions aloud. Explain that students will ask and answer questions about the pictures in Activity 22.
- Divide the class into groups. Practice the first conversation. Have one group repeat the girl's part after you and the other group repeat the boy's part. Then have them switch parts.
- Have students work with a partner to role-play the conversations.

Check to see that students are able to correctly pronounce the names of the countries and the word traditional.

Make a Traditional Clothes collage.

• Read the directions aloud. Explain that a collage is a group of different pictures. Divide the class into groups. Help groups choose a country or several countries. Show pictures of different cultures and or clothing. If there is time, show students how to find pictures of different countries' clothing using the computer or resource books. Have students draw or cut out their pictures from magazines and use them to make a collage.

Check to make sure that students are choosing traditional clothing from the MONITOR countries discussed.

Application and Practice Activity

- Global Awareness Continue Activity 24. Explain that we learn about different cultures so we can understand and respect them. Show one of the completed collages to the class. Use language from the lesson to show respect for the culture—for example: Look! They're from Guatemala. I like their blue hats. I like their long dresses. Have students repeat.
- Have the same groups work together. Have them practice presenting their collages to the class. When groups are ready, help them with language and vocabulary as they show and explain their collages.

- Use the Unit Poster and Picture Cards to review key vocabulary, language, and grammar. Review color words.
- Invite a volunteer to put on some dress-up clothes and have students look at the student for five seconds. Then have them close their eyes. Ask a volunteer to describe what the student was wearing.
- Then have two students dress up at the same time and see if students can remember what both were wearing. Repeat the activity with three students.

Using Page 52

Work in two pairs. Ask and answer.

Explain the lesson objective—students will talk about clothing and play a guessing game.

- Read the directions aloud. Divide the class into two groups. Have Group 1 ask the questions, and Group 2 answer the questions.
- Explain that the students are talking about other students in the picture. Help them find and point to Valerie in the picture (bottom left). Help them locate Mike (top left).
- Have pairs practice the dialogues and point to the correct student in the picture when they say the response.

Walk around and listen for proper pronunciation, appropriate intonation, and correct use of language.

Point to each word in the speech bubbles as you say it aloud and have students repeat after you.

- Work in two groups. One group looks away and answers the teacher. Score 1 point for each correct answer. Take turns. Which group remembers the most?
 - Play the game with students. Divide the class into two groups. Alternate asking the questions to each group: What's (Alice) wearing? The other group responds—for example: She's wearing a yellow shirt and blue pants. Groups score one point for each correct answer.

Check students' responses to make sure that they are describing their classmates' clothing correctly.

Make sure that students who are having difficulty have opportunities to participate by asking them questions such as *Is she wearing a yellow shirt?*

• Critical Thinking Add a twist to the game and ask students to think about how their clothes might change if the weather changes. Model: Now it's raining. What should she wear?

Application and Practice Activity

• Play an alternative version of the game in Activity 26. Divide the class into two groups. Have a group create a sentence about what a student in the room is wearing. Model: *He's wearing blue pants and a black shirt*. Invite the other group to guess who is being described. Model: *Is it Juan?*

MONITOR | Listen for correct pronunciation and appropriate intonation.

As you notice errors, say words or sentences correctly and have students repeat after you.

OUTCOMES

Students can name and identify clothing items

Students can talk about what people are wearing.

21st Century Skills

Critical Thinking

Materials

Unit Poster
Picture Cards 22–29
Realia for clothing items
Digital activities:
MyEnglishLab
or CD-ROM

TEACHING TIP Dialogues

Dialogues lend themselves to simple modifications, or changes. If there are naming words, action words, or color and describing words that can be substituted or changed in a dialogue, show students Picture Cards or objects to cue the changes. When students are familiar with the language, encourage them to think of their own modifications and share them with the class.

MONITOR

OUTCOMES

Students can name and dentify clothing items.

Students can talk about what people are wearing.

21st Century Skills

Critical Thinking Self-Direction

Materials

Unit Poster Drawing paper and crayons Audio track A74

Games/Video (ActiveTeach) Digital activities:

Digital activities: MyEnglishLab or CD-ROM



Page 43 Audio script on page T145 Answers on page T149

TEACHING TIP

Critical Thinking

Encourage students to anticipate what a test question will be about. Helping students focus on the most important nformation will help them be successful when doing the task, which will then lead to added confidence. Say: Look at Item 3. Notice all the boys are wearing ackets and shirts. Only the colors are different. That means the question will probably be about color. When you do this task. listen carefully for information ábout color.

Warm-Up

• Use the Unit Poster to review key vocabulary and the words *he, she, it, small, big, long, short,* and *colors.* Choose a picture from the Unit Poster and say an incorrect color or piece of clothing and have students correct you, saying the correct color or item of clothing.

Using Page 53

(1). Listen and check (1).

INVOIUE

Explain the lesson objective—students will review clothes by doing activities that involve listening and identifying.

- Read the directions aloud and explain that students will hear a description and check the matching picture.
- Play Audio Track A74 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

Play the audio one more time and have students check their work. (Answers: 1. third picture, 2. third picture, 3. second picture, 4. third picture)

If students are having difficulty with vocabulary, review the clothing items on page 43.

Look and write.

• Read the directions aloud and explain them. Have students look at the pictures. Ask volunteers to tell what they see. Have students write the words from the box on the lines below the pictures.

MONITOR | Review the answers as a class. (Answers: 1. pants, 2. boots, 3. jacket, 4. shirt)

odvance. Invite volunteers to spell the words for the class. Encourage the class to guess the words.

Can

- **Self-Direction** This section asks students to assess their own learning and think about their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign Workbook page 43 and direct students to digital activities.

Application and Practice Activity

• Model and explain how to make My Favorite Clothes Book. Show students how to fold a piece of paper in half, and in half again so that it becomes a small book. Write My Favorite Clothes on the cover. Have students draw and color three pictures of themselves wearing their favorite clothing items. Then invite them to come up and share their books with the class. Encourage students to use complete sentences: I'm wearing my blue dress and black shoes. I'm wearing green and white gloves. They're my favorite.

MONITOR

ASSIST

Walk around the room and identify students who are having difficulty coming up with ideas for their book or need help sharing their books.

Offer sentence frames to students who are having difficulty sharing their books with the class.

- Have students play the Unit 4 Game 2 on ActiveTeach.
- Have students review the Unit 4 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

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Objectives

Vocabulary

• To name rooms in a home

Reading

- To identify important ideas in a story ("Fun at Home")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (be)
- To ask questions with Where is and Where are

Content Connections

- Art: To identify the shapes square, circle, triangle, and rectangle
- Around the World: To talk about different types and shapes of homes around the world

Sounds and Letters

• To identify and say words that contain the short a sound

Values

• To learn the value of helping at home

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Project

• To make a "Helping at Home" chart

Rooms of the House	Daily Routines	Actions	Expressions	Content Words
bathroom bedroom dining room kitchen living room	brushing (my) teeth combing (my) hair making lunch taking a bath	drawing eating playing reading talking washing	I can't be late. I have no time to waste. I'm busy.	apartment circle Hong Kong houseboat lighthouse Maine Mongolia Paris rectangle square triangle

THE HUMANA

Materials

Student Book, Unit 5

- Main unit, pages 54–65
 - Student Book Audio CD, Tracks A75–A90. B80

Workbook, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
 - Workbook Audio CD, Tracks 21–23

Assessment Package

- Practice test, pages 36–37
- ___ Unit test, pages 38–39
- Oral assessment, pages 40–41
- ExamView® Assessment Suite

Additional Materials

- Picture Cards 30–33
- Posters: Unit 5 Poster, Units 4–6 Grammar Poster
- Video (ActiveTeach), Unit 5
- Digital activities (MyEnglishLab or CD-ROM), Unit 5

Unit Opener Activities

Family Connection

Have students work with a family member to take photographs or draw pictures of different rooms in their homes. Have students share their pictures with a partner and use the words they have learned to identify each room in their home. Then invite individual students to show the class a room and ask the class to identify the room.



Rooms Bulletin Board

Make a bulletin board collage with the photos or drawings that students bring in of the rooms in their homes. Place the title At Home in the middle of the bulletin board. Cut out and post the words for each of the rooms. Invite students to pin their pictures in the appropriate spot on the board. Lead the students in pronouncing the name of each room, and ask the rest of the class if they have a favorite room.

Cut out the circle, triangle, rectangle, and square shapes from construction paper and invite students to post them on the board near the pictures in which they see the shapes. For example, in the bedroom, they may see a bed that is in the shape of a rectangle. Have them post the rectangle near the bedroom.





 Have students work in pairs. Tell them to look at pages 54 and 55 and talk about the pictures. Then expose them to the unit target language by acting out things you do in the morning before you come to work: brushing teeth, combing hair, eating, washing, putting on a jacket and a backpack. Say each expression as you perform the action. Have students copy your actions.

Using Pages 54-55

\bigcirc \bigcirc \bigcirc Listen and read. Then sing.

Explain the lesson objective—students will name and act out action words and name and talk about different rooms in a home.

- Have students look at the pictures. Ask: What time of day is it? Check to see that they understand that all these actions happen at the beginning of the day. This will help to place the song in the proper context.
- Read the directions aloud. Play Audio Track A75 and have students listen and read as they follow along in their books.
- Replay the audio. Act out the actions as you hear them in the song: brushing teeth, combing hair, eating breakfast, washing face, putting on a jacket and a backpack. Play the audio again and have students copy your gestures.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B80). Or, if you wish, save the karaoke version for use during another class period, as a fun way to review the song.

Listen for correct pronunciation and intonation as students sing. Observe students to see whether they realize that the first verse is sung again at the end of the song.

ASSIST | Replay the audio as needed and help students with pronunciation, melody, and rhythm.

(A76) Listen. Point and say.

• Read the directions aloud. Play Audio Track A76. Pause the audio and point to the name of the room. Pause it again after students hear the sentence that tells what the person is doing in each room.

• Point to and name each room. Have students point and repeat after you. Practice this a few times.

MONITOR | Check to see that students are pointing to the correct pictures.

Say each word for students as you point to each room. Have students listen, point, and repeat. Then repeat for the actions, pointing to the characters as you say the sentences.

• Critical Thinking When students are familiar with the vocabulary, display the Picture Cards for rooms in a house. Ask students to think about which activities can be done in each of the rooms. Ask: Can you brush your teeth in the living room? Talk about the purpose of the rooms and different things that can be found in each of them. Ask: Why is there a table in the dining room?

Listen and find in 2. Point and say.

MONITOR

CHALLENGE

HALLINGE

MONITOR

• Read the directions aloud. Play Audio Track A77. Point to the picture and then to the corresponding picture from Activity 2. Play the audio again and tell students to listen, point to the correct picture, and then say the sentences.

Check to see that students are saying the sentences correctly and pointing to the correct pictures. (Answers: 1. dining room, 2. bathroom, 3. living room)

Increase the complexity of the sentences. Say: *Eating*. and encourage students to point to the correct picture. Then say: *He's eating*. Then say: *He's eating in the dining room*. Encourage students to repeat after you. Repeat for each picture and then repeat, changing the pictures you talk about each time.

Q Look at 3. Listen. Ask and answer with a partner.

- Point to the photos of the girl and the boy. Role-play the conversation as you say each part. Have students repeat both parts after you.
- Play Audio Track A78. Have students work in pairs to practice the dialogue, pointing to the different people and actions from Activity 2.

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

Repeat the conversation, but encourage students to substitute different actions by writing actions on the board, pointing to them, and acting them out.

- Have students repeat these new sentences after you. Once students are confident, encourage volunteers to say the sentences on their own.
- Assign Workbook pages 44–45 and direct students to digital activities.

Application and Practice Activity

• Give students a piece of paper. Show them how to fold the paper into four sections. In each section, have them draw a different room in their home. (Students can also use the back of the paper. Show a completed picture or use the picture from Activity 2 on page 55.) Then have students repeat sentences such as: *This is my home. This is the bedroom.* Invite students to name the rooms in their homes as they point to the pictures they drew. They can also say: *This is my favorite room.* Ask them to share the reasons why that room is their favorite.

As the students share their drawings, make sure they are pointing to the correct rooms.

• Have students play the Unit 5 Game 1 on ActiveTeach.

OBJECTIVES

To talk about daily activities

To recognize action words

To talk about what people do in different rooms at home

To sing a song

Key Vocabulary

Nouns: bathroom, bedroom, dining room, kitchen, living room

Verbs: brushing teeth, combing hair, eating, reading, taking a bath, washing

21st Century Skills

Critical Thinking

Materials

Unit Poster Picture Cards 30–33 Drawing paper, pencils, crayons, and markers Audio tracks A75–A78.

B80 Games (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Pages 44–45 Answers on page T149



• Explain the Sequence Game (see Game Bank, page T134, for details). Place three (or more) picture cards on a table or in front of students. For larger classes, display the cards at the front of the room. Name each card. Then mix up the cards and display them again. Invite a volunteer to place the Picture Cards in the order in which you said them and to name each one. Allow the volunteer to repeat the game with another student.

Using Pages 56-57



Explain the lesson objective—students will listen to a story, use action words, identify rooms in the house, and answer questions about the story.

- Have students look at the pictures in the story frames and identify objects that they know. (Possible answers: bedroom, book, chair, crayon, kitchen, living room)
- Point to and read the title aloud. Explain that home is another word for house, and we use it when we are talking about where we live. Have students predict what they think the story will be about. Explain that this story is about Mom, Patrick, and Patrick's brother, and what each of them is doing at home.
- Play Audio Track A79 and have students listen and read silently.
- Replay the audio. Point to each story frame as students follow along.
- Ask students where they normally play, have lunch, and read. Help them to relate the story to their own lives.



Say different rooms and check that students are pointing to the correct frames. Tell students that there may be more than one answer for each room. Say: Living room (Frame 2). Kitchen (Frame 4). Dining room (Frame 2). Bedroom (Frame 1, 3, 5, or 6). Encourage students to practice in pairs.

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Ask questions to check for understanding. Frame 1: What's Patrick doing? (He's playing.) Frame 2: Where is Mom? (She's in the living room.)

Retell the story using simple language as you point to the story frames.

Look at the story. Circle.

- Read the directions aloud. Use hand motions for look and circle to clarify any words. Complete the first item with students. Point to Frame 1 in Activity 5. Ask: Who is playing? Have students identify the characters. Check to see that students have circled the two boys.
- Read and clarify the question aloud for each item. Have students repeat the question and then work in pairs to complete the activity.

MONITOR

Review the answers as a class. (Answers: 1. Patrick and his brother, 2. Mom. 3. Patrick and his brother)

Discuss and correct errors as a class. Say the actions and encourage students ASSIST to name the character(s).

Draw your favorite character.

• Read and explain the directions. Check to make sure that students understand the word favorite.

Check to make sure that students understand the task and draw one character MONITOR from the story.

Communication Tell why you like your favorite character.

• Read the directions aloud and explain them. Say a few responses and have students repeat: Mom is my favorite. Mom makes lunch. I like lunch. Patrick is my favorite. I like drawing, too!

MONITOR

Check to make sure that students talk about the characters and not about the story events.

Assist and review story language as necessary. Provide sentence starters for struggling students.

CHRESTAGE

Ask students to describe to a partner where their favorite character is and what he or she is doing in the story. Then have students guess which character is his or her partner's favorite based on the clues they have heard—for example: My favorite character is in the living room. She is reading. (Mom)

Assign Workbook page 46 and direct students to digital activities.

Application and Practice Activity

- Bring two students to the front. Point to frame 3. Tell students to pretend they are reading. Model the dialogue: What are you and (Barbara) doing? I'm reading and she's reading, too.
- Bring three new volunteers to the front. Have them repeat the same role play, but with a different activity (drawing, playing, etc.).
- Divide the class into groups of three and assign each student to play one of the characters. Then invite groups, one at a time, to come up and act out the dialogue.

Check to see that students role-play the characters' parts correctly.

Point to the speech bubbles. Read them aloud to help students who have difficulty producing the story language.

• Have students view the Unit 5 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and eniovment

To read and draw conclusions

Key Vocabulary

Nouns: bathroom, bedroom, dining room, kitchen, living room Verbs: drawing, making lunch, playing, reading

21st Century Skills

Communication

Materials

Drawing paper, pencils, crayons, markers Audio track A79 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 46 Answers on page T149

Summary

Mom, Patrick, and his brother are at home doing different things. Mom is surprised when she sees Patrick's drawing on the walls.

• Place the Picture Cards on a table: bathroom, bedroom, dining room, kitchen. Invite a student to come up, choose a card, and act out what he or she normally does in the chosen room. Then select another student to guess which room the student is in. If the student is right, he or she can choose the next card. If not, then select another student to guess until someone guesses right.

Using Page 58



\bigcirc \bigcirc \bigcirc Listen and say.

Explain the lesson objective—students will talk about different daily actions, and tell where people are in a house.

• Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track A80 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

MONITOR

Say sentences about the dialogue to check for understanding. Ask students to show thumbs-up for correct sentences and thumbs-down for incorrect sentences. Say: Andrea is doing her homework. (thumbs-up)

ASSIST | To help students better understand the dialogue, say and role-play it for them.

Work with a partner. Look at 9. Role-play.

- Read and explain the directions aloud.
- Assign pairs the roles of Mrs. Miller and Grace. Have pairs say the dialogue and then switch roles.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

(A81) Listen and stick.

- Have students find the Unit 5 stickers at the back of their Student Book. Point to each picture and sticker and invite students to name the rooms in the house.
- Read the directions aloud. Play Audio Track A81 and have students listen and place the stickers in the correct rooms.

Check to make sure that students are placing the stickers in the correct rooms.

Check to see that students know what each character is doing. (sleeping, brushing teeth, making lunch, eating, and talking)

• Assign Workbook page 47 and direct students to digital activities.

Application and Practice Activity

• Explain, model, and play Simon Says. (See Game Bank, page T134, for details.) Explain the game. Say: Simon says (I'm reading). If you do not say Simon says, students do nothing. Use the key vocabulary action words (reading, making lunch, eating). If students are confident, extend to use more actions (brushing teeth, combing hair, doing homework, sleeping). Allow students to continue playing even if they make a mistake.

MONITOR | Check to see that students' gestures match the directions that are given.

ASSIST | Remind students to listen for the words Simon says.

Challenge | Choose a student to be Simon and lead the game.

OBJECTIVES

To talk about things people do in rooms at home

To use unit language in context

To use correct stress pronunciation, and intonation

Key Vocabulary

Nouns: bathroom, bedroom, dining room kitchen, living room

Verbs: brushing teeth eating, making lunch reading, sleeping, talking

Materials

Picture Cards 30-33 Unit 5 Stickers Audio tracks A80-A81 Digital activities: MyEnglishLab or CD-ROM



Page 47 Answers on page T149

OBJECTIVES

tell where people are at nome using in the sedroom

answer questions with e contractions He's, Se's, and I'm

ask questions with Where's and Where are

Key Vocabulary

Nouns: bathroom, pedroom, dining room, kitchen, living room

Materials

Units 4-6 Grammar Poster Picture Cards 30-33

Audio track A82 Student Book audio script, page T136

Digital activities: MyEnglishLab or CD-ROM



Pages 48-49 Audio script on page

Answers on page T149

TEACHING TIP

Chants

Chants can generate students' positive eeings and strengthen their motivation. As they near the words in a chant, they can a so feel the rhythm. Chants help students feel more relaxed as they acquire new anguage skills. You can often change drills into chants and encourage students to say language to a beat. This can help students with intonation and pronunciation.

Warm-Up

• Display the Picture Cards in the front of the room. Show students the cards and then have them close their eyes. While their eyes are closed, take away one of the Picture Cards. When students open their eyes, ask: What's missing? Students answer by saying which card is missing. Repeat using the other cards until each card has been taken away once.

Usina Page 59

(2) (A82) Listen and check (\checkmark) .

INVOLVE

Explain the lesson objective—students will ask and answer questions with Where's/Where are, use the subjects I, she, and he, answer questions using the contractions He's, She's, and I'm, and talk about the rooms in the house and who is in them.

- Copy the grammar box on the board. Circle the contractions. Write the full form of each one underneath (he's-he is) and explain their meanings. Explain that we use the word are with the word you. Write: He's in the bathroom. and You are in the living room. to illustrate the sentence form. Explain that we use the word is and 's with he and she, and that the word am and 'm is used with I.
- Check to see that students are using the correct pronouns. Say a student's name and elicit he or she. Point to individual students and elicit I.
- Have students look at each picture and tell what they see. Say sentences like She's in the kitchen. and have students repeat.
- Read the directions aloud. Play Audio Track A82. Tell students to listen and point to the correct picture for each item.
- Replay the audio. Have students work in pairs to complete the activity.

MONITOR

Review the answers as a class. (Answers: 1. in the kitchen, 2. in the dining room, 3. in the bedroom, 4. in the bathroom)

CHALLENGE

Hold up one of the Picture Cards of the rooms in a home. Ask: Where are you? Have students answer: I'm in (the bedroom). Continue until you have used all of the Picture Cards.

Work with a partner. Look at 12. Ask and answer.

- Read the directions aloud.
- Check to make sure that students know the names of the four characters in Activity 12. (Sara, Manny, Kevin, Peggy)
- Have partners practice the dialogue as they point to the characters and pictures in Activity 12.

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

• Assign Workbook pages 48–49 and direct students to digital activities.

Application and Practice Activity

Model a chant using the pictures in Activity 12 with the names of students in the class:

Where's Sara? Where's Sara?

In the kitchen. In the kitchen.

She's in the kitchen. She's in the kitchen.

Where's (name of a student in the class)?

I don't know!

Substitute names and rooms to make new verses.

MONITOR

Check to see that, even when chanting, students are using correct intonation for the question. At the end of the where question the voice should drop, not rise.

CHALLENGE

Have a volunteer stand and say the first and fourth lines in the chant (the questions), and have the class respond.

• Explain, model, and play Pictionary. (See Game Bank, page T134, for details.) Refer students to the Unit Poster and have them each choose a room. Ask a volunteer to draw a room on the board. The student who guesses the room correctly can be the next volunteer to draw the next room.

Using Page 60

(A83) Look. Listen and say.

Explain the lesson objective—students will identify and talk about shapes, find shapes in objects around them, identify rooms in the house, draw and color shapes, and tell how many there are of each shape.

 Read the directions aloud. Play Audio Track A83. Have students listen, point to the shapes, and say what they are.

Check to see that students are pronouncing the vocabulary correctly and pointing to the correct shapes.

Model pronunciation of the squ- blend in square and the -gle in triangle and rectangle for students who are having difficulty.

Look and listen. Write the number.

- Have students tell what they see in the pictures and name the shapes. Tell students they need to identify the correct picture based on what shapes are named.
- Read the directions aloud. Play Audio Track A84. Have student pairs listen to the audio, repeat, and then point to the correct shapes and write the numbers.

Review the answers as a class. (Answers: 3, 1, 2)

Point to the first picture. Ask: How many squares? (four) How many rectangles? (three) Repeat for the other two pictures.

Draw shapes. Color. Write how many.

- Draw multiples of one shape on the board and count them with students. Underneath the shapes, write the number and the name of the shape. Continue the activity with different numbers and shapes. Have volunteers write the correct numbers on the board.
- Next, draw a picture of a familiar object using the shapes—for example, a house, a table, or a chair. Help students name the objects and then count the shapes. Have a volunteer write the correct numbers.
- Have students work in pairs to complete the activity.

MONHTOR | Check to see that students are following the model you presented on the board. Encourage students to use a pencil to create simple drawings, not overly detailed ones.

Assign Workbook page 50 and direct students to digital activities.

Application and Practice Activity

 Have students draw the four shapes on index cards. Next, have students place their cards in front of them. As you name the four shapes, students must place their cards in the same order in which you say them. Say the names again and have students check to see if they did the activity correctly.

obvance. Have students write the name of each shape on the back of the card. Challenge students by having them look at only the written word, not the pictures.

To name and talk about shapes

Content Words circle, rectangle, square

Meterio Unit Poster Picture Cards Index cards, (colored pencils, crayons Audio tracks A83-A84 Digital activities: MyEnglishLab or CD-ROM



Page 50 Answers on page T145

RIFETIVES

compare students' nes to homes from around the world

c graw and describe students' homes

Content Words apartment, Hong Kong, ouseboat, lighthouse, Maine, Mongolia, Paris,

21st Century Skills Global Awareness

Materials Unit Poster World man Cravons, markers. pencils Audio track A85 Video (ActiveTeach) Digital activities: . MyEnglishLab

or CD-ROM

FACHING TIP

Global Awareness

Students may not have a lot of prior knowledge about the places that are pictured in this lesson. As time allows, give examples using simple language and gisplaying images to explain how each one is similar and/ or different from the place in which you ive. For example: Hong Kong is a very big city. Our city is very small. Mongolia is not by the ocean. Is our country by the ocean?

Warm-Up

- Obtain from the Internet or another source two or three pictures of homes in different parts of the world. Ask: Which home is in (Mexico)? Which home is in (Japan)? Say: Homes in different parts of the world sometimes look different from each other.
- Display a world map. Ask students to identify their city and their country on the map. Then point to the following countries on the map: the United States, Mongolia, France, and China. Elicit the name of the countries, assisting as needed. Then point out the following places: Maine (the United States), Paris (France), and Hong Kong (China). Have students repeat these place names after you, along with Mongolia. Say: In this lesson, we will learn about homes in these different places.

Using Page 61



(A85) Look and listen.

Explain the lesson objective—students will talk about and name different kinds of homes from around the world, describe these homes, tell what shapes they see in these homes, and describe and draw their own homes.

- Point to each picture and name each word. Have students repeat. Explain that these are different homes from around the world. Check that students remember the difference between house and home, as it was explained in the story lesson.
- Read the directions aloud. Play Audio Track A85. Have students look, listen, and point to each picture.

Review the answers as a class. (Answers: 1. Hong Kong, apartment; 2. Mongolia, MONITOR yurt; 3. Paris, houseboat; 4. Maine, lighthouse)

Have students look at the pictures. Name each country and home. Have students repeat. Say: This is Mongolia. This is a yurt.

• Clobal Awareness Have students look for pictures of other kinds of houses from around the world in books and magazines. Have them share the pictures with the class and talk about the ones they like best.

Draw your home. Talk with a partner.

- Read the directions aloud. Explain that students will draw a picture of their homes and then talk about their pictures with a partner.
- Have students complete their drawings and say the dialogue in pairs.
- Brainstorm other words students can use to describe their homes. Write the words on the board and explain them, if necessary. Examples include old/new, long/short, big/small, blue (colors), and square (shapes).
- Then have pairs use their pictures and the words on the board to describe their homes.

Check to make sure that students are following directions correctly and using complete sentences to describe their homes.

Help students who are having difficulty describing their homes. Offer new vocabulary and have students repeat.

Application and Practice Activity

- Continue Activity 18. Invite students to draw their favorite homes from the activity. Help students describe their drawings. Model language and have students repeat: I like the lighthouse. I like the sea. The lighthouse is in Maine.
- Have students view the Unit 5 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

• Review the sound /k/ and letter c from the previous unit. Play a clapping game with students. Say and clap the word clap at the same time. Emphasize the /k/ sound in the word clap. Call out different words that either have or do not have the /k/ sound. Have students *clap* when they hear the sound. Use the c and g words from Unit 4 (cat, corn, game, dog, cap, girl, flags, and car).

Using Page 62



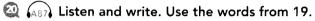
(A86) Listen and point. Say.

Explain the lesson objective—students will identify the short a sound, identify words that have short a in the medial position, and write words that contain the letter a. Students will also write the letter a.

- Read the directions aloud. Play Audio Track A86 and have students listen, point to the pictures, and say the words.
- Display the Letter Card *a* and the corresponding Sounds and Letters Picture Cards. Have students look at the cards and chant with you: /a/ snack, /a/ basketball, /a/ Dad, /a/ cat.

Monitor | Make sure that students point to the correct pictures as they listen.

Replay the audio. Pause it after the first two statements and show students which printed words match what they are hearing.



- Display the Sounds and Letters Picture Cards in the front of the room. Point to the pictures and say the words. Have students repeat. Point out the short a in each word.
- Read the directions aloud. Play Audio Track A87 and have students follow along. Point to the line and elicit the missing word in Item 1. (Answer: snack) Point to the corresponding word from Activity 19.
- Replay the audio. Complete the activity with students.

MONITOR | Review the answers with the class. (Answers: 1. snack, 2. cat, 3. basketball, 4. Dad)

ASSIST | Display the Sounds and Letters Word Cards, if needed.



🕝 🕼 Listen and say. Underline a.

• Read the directions aloud. Play Audio Track A88. Have students listen, follow along, and repeat the sentences.

Check to see that students are underlining the correct letters in the sentences. (Answers: 1. The cat is sitting on my jacket. 2. Sam and Manny have big hands. 3. Patti's backpack is in the bathroom. 4. Dad is at home with my grandmother.)

RESSIST | Read the sentences aloud, emphasizing the /a/ sound in each word.

• Assign Workbook page 51 and direct students to digital activities.

Application and Practice Activity

- Display the Sounds and Letters Card *a* in the front of the room.
- Randomly say words that have and do not have short *a* at the beginning. Students stand up for short a words, and sit down when you say a word that begins with a different letter. Say: Apple. Ant. Alligator. Elephant. Egg. Elbow. Repeat the activity for words that have and do not have *short a* in the middle. Use words from previous units. Say: Pen. Plan. Cap. Red. Hand. Bat. Toes. Desk. etc.

Check to make sure that students are following directions and are able to MONITOR identify the /a/ sound.

**SSIST | Say each word twice, if necessary.

OBJECTIVES

To learn the sound for short a

To learn words that include short a

To write words that include short a

Materials

Sounds and Letters Cards (ActiveTeach) Audio tracks A86-A88 Digital activities: MyEnglishLab or CD-ROM



Page 51 Audio script on page Answers on page T149

OBJECTIVES

- c earn about the mportance of helping at home
- o make a "Helping at nome" chart

Materials

Unit Poster

Drawing paper, crayons, markers, and pencils

Audio track A89

Digital activities: MyEnglishLab or CD-ROM

Page 52 Audio script on page

Answers on page T149

Warm-Up

• Make an Idea Web. Draw a large circle on the board. Write I Help at Home in the center. Ask students why they think it is important for them to help out at home. Have them role-play different tasks to show what they do to help at home. Assist with language and then write responses on a line extending from the outside of the circle. Encourage students to use the Unit Poster.

Using Page 63



(A89) Listen and write.

Explain the lesson objective—students will discuss the importance of helping at home and make a chart.

- Have students look at the pictures. Ask: Where is he? (in the living room) Where is she? (in the kitchen).
- Write the words cleaning and washing on the board. Read them aloud as you point to the pictures. Have students repeat and point with you. Explain that they will use these words to complete the activity.
- Read the directions aloud. Play Audio Track A89. Have students listen and write the correct words.

MONETOR | Review the answers as a class. (Answers: 1. cleaning, 2. washing)

ASSIST | Act out the words while pointing to the pictures.

How do you help at home? Act it out. Your partner guesses.

• Read the directions aloud. Explain that one student will act and the other student will guess the action. Have them use the action words from Activity 22.

Check to make sure that students are using unit vocabulary to correctly MONITOR describe their partner's actions.

If students ask, offer language suggestions for any activities that students do ASSIST not know how to say in English.

Make a Helping at Home chart. Work in small groups.

• Read the directions aloud. Point to and explain the chart. Copy the chart on the board and complete it as a class. Have students practice a question and answer with you: How do you help at home? I clean my room. As they say each one, write a student's name in the row next to the numbers. Then place a checkmark next to the action. Have students complete the chart in small groups.

As students work, listen for proper pronunciation, appropriate intonation, and MONITOR correct use of language.

Assign Workbook page 52 and direct students to digital activities.

Application and Practice Activity

- Expand on the language in Activity 22. Draw two columns on the board. Label them Yes and No. Elicit the items from the poster and write them in the chart. Then elicit other ways students help at home, such as dry the dishes, clean the kitchen, etc. Help students with the language, as needed.
- · When the list is complete, ask students about each one, having them raise their hands if they do the activity at home. Put a check in the Yes or No column, depending on whether the majority of students respond yes or no.
- Quiz students on the chart. Say: Most students clean the kitchen. Students reply yes if the statement is true, no if it is false.

TEACHING TIP

Peer and Teacher Support

Point out that students can get help finding out how to say something by asking their teachers and classmates questions. Encourage students to ask: How do you say in English?

When possible, allow another student to respond before saying the answer.

- Write the following words and phrases on the board: cleaning, brushing your teeth, combing your hair, washing your face, reading, making lunch, sleeping, eating, playing, and drawing.
- Invite five volunteers to come to the front of the room. Have each volunteer say one of the actions out loud and then act it out. After the first volunteer says and does his or her action, the second volunteer says that action, acts it out, and then adds his or her own, and so on. The last of the five volunteers must repeat and act out the actions of the previous four students in the correct order.
- Invite different groups of students to come up and play.

Using Page 64

Work in groups. Play a memory game. Play with the whole class. How much can you remember?

INVOLVE | Explain that students will talk about daily activities.

- Read the directions aloud and explain them for Student 1, Student 2, and Student 3. Then explain the activity.
- Explain that this game is similar to the game in the Warm-Up, but students must remember what the previous students were doing and say sentences instead of single words or phrases. Only one person will act out the action, and the next person must repeat all the previous actions.
- Have students look at the pictures and tell what they see. Invite students to tell what each student is doing: *She's eating lunch*.
- Read each character's part on the page. Have the class repeat after you. Then have three volunteers role-play the parts. Practice with other volunteers until the class is comfortable with the language and the game.
- Read the directions aloud and explain the question at the bottom of the page. Have students repeat after you. Play the game as a whole class. Challenge students to say as many actions, in the correct order, as they can.

MONITOR

Walk around the room, playing along with students and helping those who are having difficulty producing language. Listen for correct vocabulary, pronunciation, and intonation.

Have the Unit Poster available for students to use as a reference when role-playing their activities.

Application and Practice Activity

- Divide the class into groups with equal numbers of students and have them line up. Using the actions from the Warm-Up, whisper one action word to the first three students at the beginning of each line. Tell them to wait until you say, "Go!"
- These students go as quickly as they can to the actions on the board, touch the appropriate action, act it out, and then say what they are doing—for example: *I'm eating lunch*. The student who does this correctly first wins a token or a "gold coin" (cut from yellow paper) for his or her group. Continue playing. The group with the most tokens wins.

MONITOR | Make sure students are able to act out, say, and match actions correctly.

OUTCOMES

Students can name and role-play action words.

Students can talk about daily activities

Students can use the contractions He's, She's, and I'm.

Materials

Unit Poster
Tokens cut from yellow paper
Digital activities:
 MyEnglishLab or CD-ROM

OUTCOMES

Students can talk about cally activities.

Students can name coms in a home.

Materials

Picture Cards 30-33 Audio track A90 Games/Video (ActiveTeach) Digital activities: MyEnglishLah or CD-ROM



Page 53 Answers on page T149

Warm-Up

• Have two volunteers come to the front of the class and stand on either side of you. Place an object, like a bell or a stuffed animal, on a table or desk in front of you. Act out one of the activities from the unit, such as eating. The students race to touch the object. The first one who touches it describes what you are doing: She's/He's eating. If the student is correct, he or she remains up front, and another challenger replaces the losing student.

Using Page 65



(A90) Listen and number.

INVOIVE

Explain the lesson objective—students will talk about different rooms and what people do in them.

- Read the directions aloud and explain that students will number the picture that corresponds to what they hear.
- Play Audio Track A90 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

Review the answers with the class. (Answers: 1. kitchen, 2. bedroom, 3. living MONITOR room, 4. bathroom, 5. dining room)

Look and write.

- Read the directions aloud. Invite students to look at the pictures and tell which activity is their favorite.
- Have students identify the actions in each picture and write the correct words. Give students time to write the words on the lines.

Check students' work for comprehension of vocabulary and for correct spelling. (Answers: 1. playing, 2. drawing, 3. talking, 4. reading)



odvance. For Activities 26 and 27, invite volunteers to point to the pictures, say the words, and then spell the words for the class. Have the rest of the class follow along.

Can

- Read the statements aloud. Explain any words students need help understanding.
- Explain that students should check (✓) the boxes if they can do the activities.
- Assign Workbook page 53 and direct students to digital activities.

Application and Practice Activity

- Place the Pictures Cards for each room in the home facedown in a different part of the classroom. Explain that this is their home. Students choose an action (these can be written on the board to help), go to an appropriate room, and then role-play the action. The rest of the class guesses the room and the action—for example: He's in the kitchen. He's eating. The student who guesses correctly gets to act out the next sentence.
- Have students play the Unit 5 Game 2 on ActiveTeach.
- Have students review the Unit 5 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

unit on the Falling

Objectives

Vocabulary

• To name animals

Reading

- To identify important ideas in a story ("Lunch Time!")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present progressive (doing)
- To use contractions (what's, it's, they're, he's, and she's)

Content Connections

- Social Studies: To identify baby farm animals and their mothers
- Around the World: To talk about pets in other countries

Sounds and Letters

• To identify and say words that contain the short e sound

Values

 To learn the value of being kind to animals

Project

• To make a bird feeder

Key Vocabula			
Animals	Actions	Expressions	Content Words
cat	climbing	Be kind to animals.	Australia
cow	eating	Look over here!	beetle
dog	flying	Look over there!	chick
duck	jumping	Oh, no!	Japan
frog	playing		kitten
goat	running		puppy
hen	sleeping		skunk
horse	swimming		United States
sheep			wallaby
turtle			

MEMOTER MEMOTE TEM MEMORY **Materials** Student Book, Unit 6 Main unit, pages 66–77 Cutouts for Checkpoint, page 125 Student Book Audio CD, Tracks B2-B18, B81 Workbook, Unit 6 Main unit, page 54–65 ☐ Think Big Activity, pages 64–65 Extra grammar practice, page 103 Workbook Audio CD. Tracks 26-29 **Assessment Package** Practice test, pages 42–43 Unit test, pages 44–45 Oral assessment, pages 46–47 ExamView® Assessment Suite **Additional Materials** Picture Cards 34–42 Posters: Unit 6 Poster Units 4-6 Grammar Poster Video (ActiveTeach), Unit 6

Unit Opener Activities

Family Connection

Have students draw a picture of a farm animal and ask a family member to describe the sound the animal makes in the student's home language. Show students how to use a speech bubble to show the sound. Then teach students the English words for all the sounds. Students can then share these new words with their families.



Farm Life Bulletin Board

Prepare a bulletin board entitled Farm Life with drawings or cutouts of different farm elements, such as a barn, a farmer, and a pond. Have students choose an animal that they might find on a farm, draw a picture of it, and cut it out. Encourage students to show their animal to the class and name it: It's a (duck). To elicit information, you may ask: What is it? Help students post their pictures on the bulletin board.

Checkpoint Activities Units 4-6

Student Book, pages 78-81, 125

CD-ROM), Unit 6

Guide students in discussions (spontaneous class, group, or pair discussions) that enable them to apply the vocabulary and language skills they have learned in the unit. Encourage students to assess themselves on how well they have learned the material. As they do, pay attention to their performance. Target areas that need more practice before moving on to the next part of the lesson.

Digital activities (MyEnglishLab or

Workbook, pages 64-65

Working independently, students explore Sue's home and help Sue decide what to wear. Students use critical thinking and creativity to identify and organize information in the scene. Exercises guide students in synthesizing the language and the information acquired in the preceding units. Students develop communication and collaboration skills by sharing their work in groups or in pairs. The richness of the scene also allows teachers to be innovative in recycling and expanding language input for their students.



- Show students a picture of a farm. Invite students to name different animals that they know. After students name each animal, ask: *Does it live on a farm?*
- If available, display toy animals or pictures of animals. Point to each animal and name it. Have students clap their hands if the animal lives on a farm.

Using Pages 66-67



INVOLVE | Explain the lesson objective—students will say a chant and talk about farm animals.

- Ask students to look at the picture and name the items they know. Point to the barn and say: *It's a barn. What is it?* Students can answer: *It's a barn.* Point to one goat. Say: *Goat.* Have students repeat. Then point to the two goats. Say: *Goats.* Have students repeat. Remind students how to form the simple plural for naming words. Model sentences: *It's a goat. They're goats.* Then help students identify the dog and the cat.
- Read the directions aloud. Play Audio Track B2 and ask students to raise their hands when they hear one of the animal names. Encourage students to chant the lines *Look over here!* Look over there! with the audio.
- Replay the audio. Have students chant along.
- Once students are comfortable with the chant, have them practice it using the karaoke version (Audio Track B81). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the chant.

MONITOR | Ask questions to check the students' comprehension. Where is the dog? Where are the goats?

Replay the audio as necessary. Use simple language, gestures, and the Picture Cards to explain new vocabulary.

Make up gestures for the song lyrics: Look over here! (Point close to you.) Look over there! (Point to something in the distance.) There are animals everywhere. (Gesture all around you.) Encourage students to gesture as they say the lines of the chant.

Listen. Point and say.

• Read the directions aloud. Play Audio Track B3. Have students listen, point to each picture, and then say the word.

 Name the animals at random and have students point to the correct picture. Ask: What is it? Choose a volunteer and elicit the answer: It's a (cow). If the student simply says cow, say: Yes, it's a cow.

MONITOR

CHALLENGE

Check to see that students are pointing to the correct pictures and pronouncing each word correctly.

Allow students 30 seconds to look at the pictures in the activity. Then have them close their books. Ask them to name as many animals as they can remember. List the words on the board. Then have students compare the list to the pictures in their books to see how many they remembered correctly.

(84) Listen and say.

 Read the directions aloud. Play Audio Track B4. Have students listen and point to the correct picture.

 Invite students to name the animals in the pictures. Then ask: What's it doing? Model the response as you point to the picture: It's (jumping). Have students point and repeat. Remind students that we use it for animals and objects and that we use he and she for people.

MONITOR | Check to see that students are pronouncing the -ing ending correctly.

ASSIST | Model the -ing ending and have students repeat. Replay the audio as needed.

🔇 🕼 Look at 3. Listen. Ask and answer with a partner.

· Read the directions aloud. Play Audio Track B5. Have students listen, point, and repeat the dialogue.

• Ask: What is it? Elicit the correct answer: It's a frog. Then ask: What's it doing? Elicit: It's jumping. Ask students which picture is being talked about. (Item 1)

• Have students practice the dialogue with a partner, pointing to different animals and actions on the page.

Check to make sure that students are saying the dialogue correctly and substituting different animals and actions.

• Critical Thinking Discuss with students the fact that different animals can do different things. Write the six actions on the board: eating, flying, jumping, running, sleeping, and swimming. Tell students you are thinking of an animal. You'll tell them some actions the animal can do, and they must guess the animal. Have them work in pairs to think about what the animal could be. Say: Flying, sleeping, swimming. (duck) Continue with different animals and encourage all students to take a turn at guessing. There may be more than one possible answer.

Assign Workbook pages 54–55 and direct students to digital activities.

Application and Practice Activity

 Play Charades. (See Game Bank, page T134, for details.) Place the Picture Cards facedown on a table. Have students take turns going to the front of the room and picking an animal card. Then tell them one of the actions the animal can do, for example, jumping. Have them perform it for the class. Ask the class: What is it? Students raise their hand to answer: It's a (frog). Ask the same student: What's it doing? If the student is able to answer both questions correctly, he or she can go to the front of the classroom and act out another animal.

• Have students play the Unit 6 Game 1 on ActiveTeach.

OBJECTIVES

To name farm animals To name actions

To say a chant

Key Vocabulary

Nouns: cat, cow, dog, duck, frog, goat, hen, horse, sheep, turtle

Verbs: eating, flying, jumping, running, sleeping, swimming

21st Century Skill Critical Thinking

Meterials

Picture Cards 34-42 Pictures of a farm Toy animals or pictures of animals Audio tracks B2-B5, B81 Games (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM

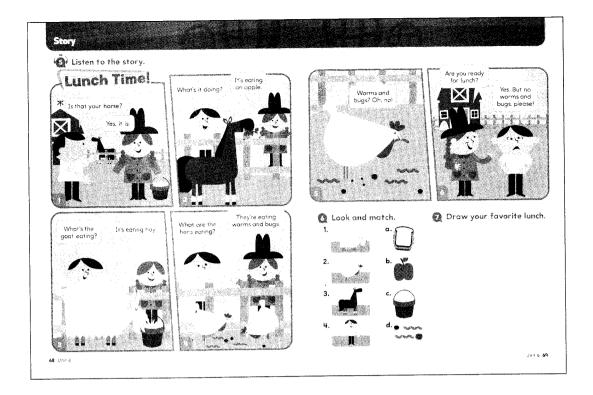


Pages 54-55 Answers on page T149

TEACHING TIP

Playing Language Games

Although students are playing, the intensity of practice and learning is maintained during language games, just as in a regular lesson. Games motivate students to use their language capabilities to the fullest, and they provide a meaningful context. Games make the language-learning experience fun!



- Say: *It's lunch time!* Tell students that they are going to role-play eating lunch. Model the activity by pretending to bite into an apple. Say: *I'm eating an apple.*
- Have students take turns pretending to eat something. Help them say: *I'm eating (pizza)*. Provide simple language as needed.
- Ask students if they would like to eat *worms* and *bugs*. Point to Frame 5 or show them pictures of worms and bugs to explain the meanings of the words.

Using Pages 68-69

€ (B6) Listen to the story.

Explain the lesson objective—students will listen to and read a story, and answer comprehension questions about the story.

- Point to and read the title aloud. Explain that this story is about a boy and a girl on a farm. The girl is showing the farm to the boy. They are talking about what each animal is eating. If necessary, explain that *hens* are female (girl) chickens.
- Review the words *apple*, *hay*, *worms*, *bugs*, and *farm* using the story pictures, realia, or toys from the Warm-Up activity.
- Read the directions aloud. Play Audio Track B6. Have students listen and read silently. Point out that we ask *What's it eating?* for one animal and *What are they eating?* for two animals.
- Play the audio again. Have students point to the corresponding pictures.

Have students point to the correct story frame as you say sentences about each one—for example: *It's eating an apple.* (Frame 1) Give students time to listen, look for, and point to the correct picture.

Retell the story using simple language and gestures as you point to the story frames. Replay the audio as needed.



obvance. Ask simple comprehension questions about the story and one that requires critical thinking. For Frame 2, for example, ask: What is the horse eating? (It's eating an apple.) For Frame 4, ask: What are the chickens eating? (They're eating worms and bugs). For Frame 6, ask: Do the boy and the chicken eat the same lunch? (No.) Why or Why not? (because the boy doesn't like worms and bugs) Do you like eating worms and bugs?

Look and match.

- Read the directions aloud and explain them. Have students point to the pictures and tell what they see—for example: I see a (sandwich/apple/goat). Ask students to point to and identify each animal and food with you.
- Point to Item 1. Then show students how to find the goat and the hay in Frame 3 of Activity 5. Ask: What is the goat eating? Help students respond: Hay. / It's eating hay. Return to Item 1 of the activity. Show students how to draw a line from the goat to the hay (Item C).
- Have students complete the activity with a partner. Then have students work with the same partner to ask and answer questions about the pictures. Model: What's the goat eating? It's eating hay.

MONITOR

Check to see that students are looking at the story frames and matching the pictures correctly. (Answers: 1. c, 2. d, 3. b, 4. a)

assist

Discuss and correct any errors as a class. Show students where to locate the answers in the story.

• Environmental Literacy Ask what the goat is eating. (hay) Tell students that hay is dried grass. Explain that animals are eating something which can be easily produced and is constantly available and is therefore good for the environment. Remind students that hens produce eggs, which we can eat. They also eat natural food (worms and bugs). Raising chickens/hens can also be good for the environment.

Draw your favorite lunch.

• Read and explain the directions. Review the words *favorite* and *lunch*. Have students draw their favorite lunch. Then pair students and have them talk about their favorite lunches. Model talking about your favorite lunch: *My* favorite lunch is (a sandwich).

MOHITOR | Check to make sure that students are able to name the foods that they draw. Display different lunch foods for students to choose from as they draw their pictures. Use the Picture Cards for Unit 7, if needed.

• Assign Workbook page 56 and direct students to digital activities.

Application and Practice Activity

- Continue talking about the story. Explain, model, and play a game. Point to specific story frames in Activity 5 and say a sentence about the story frame. If the sentence is correct, have students give a "thumbs-up" sign. If the sentence is wrong, students give a "thumbs-down" sign. Say: Frame 2: It's a goat. It's eating an apple. (thumbs-down) Frame 4: The hens are eating worms and bugs. (thumbs-up) Frame 6: The boy wants to eat lunch with the hens. (thumbs-down)
- Have students view the Unit 6 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: goat, hen, horse; lunch; apple, bugs, hay,

Verbs: eating

21st Century Skills **Environmental Literacy**

Materials

Pictures, realia, or toys for: bugs, worms, hay, apple Audio track B6 Video (ActiveTeach) Digital Activities: MyEnglishLab

or CD-ROM

WB

Page 56 Answers on page T149

Summary

Two children are on a farm. They are talking about what each animal is eating. Then the boy hears that the hens are eating worms and bugs. When it's time for lunch, he tells the girl that he doesn't want to eat worms and bugs for lunch like the hens.

• Explain, model, and play a game. Write the action words (eating, flying, jumping, running, sleeping, swimming) on index cards in addition to the following actions from previous units: brushing my teeth, doing homework, drying the dishes, making lunch, reading, taking a bath, washing the dishes, and washing my face. Have a student pick a card and perform the action. Ask: What's he/she doing? Classmates respond: He/She's (running). Repeat this with a group of two or more students. Ask: What are they doing? The class guesses: They're (brushing their teeth). Choose other volunteers and play the game several times.

Using Page 70

(B) Listen and say.

Explain the lesson objective—students will talk about a farm and what the farm animals are doing.

 Read the directions aloud. Play Audio Track B7. Have students listen and repeat the words with the audio. Use movements to explain any unfamiliar words-for example: chasing. Check to make sure that students understand that a chick is a baby chicken.

Make sure that students understand the difference between the questions MONITOR about one animal and two.

Replay the audio. Point to the sheep as Peggy asks the first question. Pause the audio for students to answer. Then point to the chicks as she asks the second question. Pause the audio again for students to answer.



assist

osvance, Ask comprehension questions that require critical thinking. What are the chicks doing? (running) Why are they running? (because the sheep is chasing them)

Work with a partner. Look at 8. Role-play.

 Read the directions aloud. Have pairs say the dialogue. Invite volunteers to go to the front of the room and perform the dialogue for the class.

As students work, listen for the proper pronunciation, appropriate intonation, and correct use of language.

Listen. Stick.

- Help students find the Unit 6 stickers at the back of the Student Book.
- Read the directions aloud. Play Audio Track B8. Have students point to the animals as they hear them named.
- Replay the audio. Model Item 1, showing students how to place the sticker in the book. Continue playing the audio. Have students complete the rest of the activity independently.

As students work, make sure that they place the stickers on the correct animals. Review the answers as a class. (Answers: The frog is jumping. The cat is sleeping. The horse is eating. The dog is chasing the duck.)

Assign Workbook page 57 and direct students to digital activities.

Application and Practice Activity

- Write the words cat, dog, cow, sheep, turtle, horse, duck, frog, hen, and goat each on an index card. On another set of cards write the words jumping, sleeping, running, eating, flying, swimming, playing, talking, sitting, and standing. Shuffle the cards and place the deck face down.
- Write the labels Animals and Actions in big letters on the board. Have students choose a card, determine whether the word names an animal or an action, and place it under the appropriate label.

OBJECTIVES

To talk about farm: and farm an mail

To use unit anglaga in context

To use correct stress pronunciation and intonation

Key Vocabulary

Nouns: chick dod deli frog, horse sheet

Verbs: chasing earing jumping, running sleeping

Materials

Picture Cards 34-42 Index cards Unit 6 Stickers Audio tracks BT-BE Student Book aug 3 script, page 1135 script, page Digital activities MyEnglishLac or CD-RO∵



Page 57 Audio script on page Answers on page T123

TEACHING TIP

Making Mistakes and Correcting **Errors**

It is important to remember that making mistakes s a natural part of the learning process. Students might ever recognize the rown errors while spearing When this nappens allow students to self-correct and continue speaking If you notice errors that should be corrected, as not draw attention to individual students Instead, made the correct language of word and have the entire class recest

OBJECTIVES

ask and answer questions using the cresent progressive

use the contractions what's, it's, they're, he's, and she's

Key Vocabulary

Nouns: bird, cat, duck,

Verbs: eating, drinking, flying, jumping, playing, running, sleeping,

21st Century Skills Critical Thinking

Materials

Units 4–6 Grammar Poster

Picture Cards 34-42 Audio track B9

Studio Book audio script, page T136

Digital activities: MyEnglishLab or CD-ROM



Pages 58-59 Audio script on page

Answers on page T149

Warm-Up

- Place the Picture Cards at the front of the classroom. Review the farm animal names with students.
- Critical Thinking Tell students that you are going to describe an animal for them to guess. Invite them to work in pairs. Use recycled and key vocabulary to describe the animal. For example, to describe a horse, say: It's brown. It's big. It has four legs. It's running. Ask: What is it? (It's a horse.)
- Invite volunteers to describe an animal for the class to guess. Encourage them to use recycled and key vocabulary.

Using Page 71

(II) $(B_{\mathbb{R}^2})$ Listen and check (\checkmark) .

Explain the lesson objective—students will identify and name farm animals and ask and answer questions about what the animals are doing.

- Point to the grammar box and read the text aloud one line at a time. Have students follow along and repeat after you. Review the contractions. Remind students that these sentences show actions that are happening now.
- Have students look at each picture and tell what they see. Model questions and answers about each one. Have one group of students ask the question. Have the other group say the response. Then have groups switch roles. Example: *Item 1*: What is the horse doing? It's eating. What are the horses doing? They're eating.
- Read the directions aloud. Play Audio Track B9. With students, listen and point to the correct picture for each item.
- Play the audio again. Have students complete the activity with a partner. Review the answers as a class. (Answers: 1. two horses, 2. the bird flying, 3. the

cat playing, 4. the duck swimming)

ASSIST | Review singular and plural nouns and verbs. Replay the audio as needed.

Look at 11. Ask and answer with a partner.

• Have students work with a partner. Have them ask and answer questions about the farm animals from Activity 11.

MONITOR

MONITOR

Check to make sure that students are substituting the names of the correct animals and actions.

ASSIST

Model substitutions for the animal names and actions as you point to the pictures, and have pairs repeat after you.

CHALLENGE

Model adding prepositional phrases to describe place. Write on the board: *The* horses are eating hay in the barn. Encourage students to use the sentence model to make their own sentences about the pictures.

- For additional support, use the Grammar Poster.
- Assign Workbook pages 58–59 and direct students to digital activities.

Application and Practice Activity

• Play Simon Says. (See Game Bank, page T134, for details.) Say the name of an animal and what it is doing. For example, say: Simon says: The turtle is swimming. Students repeat: The turtle is swimming. Then they role-play the sentence. If you don't say Simon says, students do nothing. Allow students who make a mistake to continue playing.

MONITOR | Check to see that students are role-playing the correct farm animal and action.

• Ask students to raise their hands if they have any animals at home. Then ask them if they have a dog. Write dog on the board and beside it, write the number of students who have a dog. Then ask: Is it a big dog or a baby dog? Write puppy beside the word dog and explain that a puppy is a baby dog. Repeat this with cat and hen. After completing the class survey, ask: Which animal is the most popular in our class?

Using Page 72



$\mathfrak{g}_{(B10)}$ Look at the baby animals. Listen and say.

Explain the lesson objective—students will name and identify the baby and mother animals, and match the baby animals to their mothers.

- Have students look at the pictures, tell what they see, and name the baby animals. Model as necessary and have students repeat.
- Read the directions aloud. Play Audio Track B10. Have students listen, point to the baby animals, and repeat.

CHALLENGE

MONHIOR | Check to make sure that students are naming the correct baby animal.

Have the class look at each picture and tell you the name of each animal's mother. Invite students to tell you the name of any other animal mothers and babies that they may know in English.



Listen. Look and match.

- Have students tell what they see in the pictures and name the baby and mother animals.
- Read the directions aloud. Play Audio Track B11. As students follow along silently, point to the mothers and then to the corresponding baby pictures.
- Replay the audio. Do Item 1 as a class. Model how to draw a line from the chicken to the chick. Have students complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1. b, 2. c, 3. a)

Assign Workbook page 60 and direct students to digital activities.

Application and Practice Activity

- Give students a piece of drawing paper. Model how to fold the paper so there are six spaces, and how to number the boxes from 1-6. Give students crayons, markers, or pencils. Give directions for drawing animals. For example, say: Draw an orange kitten. Draw an orange cat.
- Invite students to share their pictures with the class. Have a volunteer point to one of the pictures. Have the class ask: What's this? Help the student answer: It's an orange kitten. Invite other volunteers to come up and do the same.
- For further practice, use the drawings to play a game of Bingo. (See Game Bank, page T134, for details.)



odvance. Have students cut out their pictures. Then ask two students to mix up their pictures and place them faceup in a line on the table. One student begins at each end, pointing to the pictures and naming them. The student who names the most pictures first wins.

OBJECTIVES

To name baby farm animals and match them to their mothers

To describe farm animals using colors

Content Words

chick, kitten, puppy

Materials

markers, or pencis Scissors Audio tracks B10-B1 Digital activities: MyEnglishLab or CD-ROM

Drawing paper, crayon



Page 60 Answers on page T149

TEACHING TIP

Visual Learners

All language learners need visual prompts to help them associate words with the things they name, but this is especially true of visual learners. By including drawing, cutting out pictures, and using and making flash cards in your vocabulary lessons, vou will help visual learners internalize the vocabulary. In addition, you will be giving students who are artistic by nature an opportunity to shine.

OBJECTIVES

talk about different ands of pets people

ands of pets people
 ave around the world

To discuss students' favorite animals or pets

Content Words

beetle, skunk, wallaby; Australia, Japan, United States

21st Century Skills

Global Awareness

Materials

World map Sticky notes Audio track B12 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM

Warm-Up

- Display a world map. Place a sticky note on *Australia, Japan*, and the *United States*. Point to each country and say its name: *Australia. This is Australia*. Have students repeat. Then invite students to come up and place a sticky note on the country where they live. Encourage them to say: (*Mexico*). This is (*Mexico*).
- Say: *Pets.* Then have students take turns naming their pets. Model the sentence: *My name is Mario. I'm from Mexico. I have a pet kitten.* Give several students a turn to introduce themselves and talk about their pets.
- Global Awareness Ask students to think about why children in different places of the world would have different kinds of pets.

Using Page 73

(Look and listen. Match.

Explain the lesson objective—students will name different pets, talk about their favorite pets, and match pets to their corresponding countries.

- Have students look at the pictures. Ask them to name each country as you point to its flag.
- Read the directions aloud. Play Audio Track B12. Have students listen and point to each picture.
- Replay the audio. Complete Item 1 with students by matching *Australia/ Mackenzie* to the *wallaby*. Continue playing the audio. Have students complete the activity independently.

MOMITOR | Review the answers as a class. (Answers: 1. b, 2. a, 3. c)

Draw your favorite pet.

- Say: Favorite pets. Then write it on the board. Ask: What's your favorite pet? Help students respond using complete sentences: My favorite pet is a kitten. List students' responses underneath the heading Favorite pets. Read the completed list with students. Show pictures of each pet or draw a simple picture for each one. Explain that students are going to draw a pet they'd like to have.
- Have students work independently to complete the activity.
- Invite students to the front of the room to share their pictures with the class. Model language for them to use: *It's a dog. It's my favorite pet*.

Make sure that students understand the meaning of *favorite* and that they can describe their drawings using new vocabulary and complete sentences.

Have students describe their favorite pet—for example: My favorite pet is my dog. He is big and brown. His name is Buster. Encourage them to describe its size and color and to tell the class its name.

Application and Practice Activity

- Conduct a survey to find out which of the pets discussed in this lesson is the class favorite and why. On the board, write three column heads: *Beetle, Wallaby,* and *Skunk*. Ask students which of the three pets they like best. Tell them they can vote for one animal only. Have them raise their hands when you call out the name of the animal they like. Tally the votes by making tick marks under each column head. When you find out which pet is the class favorite, ask volunteers to give simple reasons for their choice. Encourage students to use gestures to help them convey their ideas.
- Have students view the Unit 6 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

Unit 6 T73

• Display the Alphabet Cards B b, P p, T t, D d, A a, C c, and G g (not in alphabetical order). Sing the alphabet song with students. Have students stand up when they hear any of the letters that are displayed. Play Audio Track A15.

Using Page 74

Listen and point. Say.

INVOLVE

Explain the lesson objective—students will identify the short e sound, identify words that have short e in the initial and medial positions, and write words that contain the letter e.

- Read the directions aloud. Play Audio Track B13. Together, point to each picture and the letter e, and repeat each word. Emphasize the short e sound in each word.
- Have students say the words.

MONITOR | Listen for correct pronunciation of short e.

(B14) Listen and write. Use the words from 17. Say.

- Review the words pets, hen, nest, and eggs. Display the Sounds and Letters Picture Cards, Word Cards, and the Letter Card e. Point to the pictures and say the words. Have students repeat.
- Read the directions aloud. Tell students they are going to listen to sentences. They must listen for the correct word from Activity 17. Play Audio Track B14. Elicit the answer from the class for Item 1. (pets)
- Have students listen and write the words independently.

MONITOR | Review the answers as a class. (Answers: 1. pets, 2. hen, 3. nest, 4. eggs)

(B15) Listen and say. Underline e.

- Read the directions aloud. Play Audio Track B15. Have students listen and repeat the sentences.
- Have students underline the letter e in each sentence.

Review the answers as a class. (Answers: 1. Emma has a red dress. 2. Eric has two pencils and a pen on his desk. 3. Ben is getting dressed in the bedroom. 4. Ted is MONITOR talking to ten men.)

ASSIST | Read the sentences aloud, emphasizing the short e sound in the words.

Assign Workbook page 61 and direct students to digital activities.

Application and Practice Activity

- Model this activity. Place the Letter Card for *e* and the corresponding Sounds and Letters Picture Cards (pets, hen, nest, eggs, pen, and pencil) on the table. Say the short e words with students and place each Picture Card beside the Letter Card e. Repeat using the Picture Cards for the short a: cat, Dad, basketball, snack, cat, cap, and flag.
- Mix the cards together. Have groups of students sort the two sets of cards. Turn it into a competition by using a stopwatch. Repeat until all students have had a turn. Once correctly sorted, ask students to say each word.

OBJECTIVES

To learn the sound for short e

To learn words that include short e

To write words that include short e

Materials

Sounds and Letters Cards (ActiveTeach) Tape Stopwatch Audio tracks B13-B15 Digital activities: MyEnglishLad or CD-ROM



Page 61 Answers on page T149

BLECTIVES

- o discuss the portance of being nd to animals
- o make a bird feeder nd discuss how it relps birds

21st Century Skills

aking Responsibility nformation Literacy

Materials

Alphabet Cards

Tape

Pictures of bird feeders

Milk jugs

Scissors

Bird food

String

Audio track B16

Digital activities: MyEnglishLab or CD-ROM



Page 62

Answers on page T149

Warm-Up

• Display the Alphabet Cards in the front of the room. As a class, see if you can write the name of an animal for as many of the letters as possible. (Possible answers: bird, cat, dog, frog, goat, hen, lion, puppy, skunk, turtle, wallaby)

Using Page 75

🚇 🎧 Listen. Find and number.

SOCIETOD

Explain the lesson objective—students will name different kinds of pets, and discuss the importance of being kind to animals.

- Tell students that it is important to be kind to animals. Explain that being kind to animals means being good to them and taking care of them. Invite students to talk about how they take care of their pets. Talk in general terms so that students who don't have pets can be involved in the discussion.
- Read the directions aloud. Play Audio Track B16. Have students complete the activity with a partner by numbering the pictures.

Review the answers as a class. (Answers: 1. playing, 2. feeding, 3. brushing, 4. walking)

Replay the audio as needed.

Look at 20. Role-play with a partner.

- Read the directions aloud. Review the language and vocabulary from Activity 20.
- Model with different verbs. Ask: What are you doing? Model: I'm brushing the horse. Repeat if necessary.
- Have students practice the dialogue with their partners.

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Taking Responsibility How are you kind to animals? Draw a picture.

• Ask the question aloud and elicit a few answers. Tell students that they should draw a picture that shows how they are kind to animals.

Have students present and explain their drawings to the class. Have the class use the information to come up with a list of actions that they can do in their everyday lives to be kind to animals.

Make a Bird Feeder.

- Show students pictures of different bird feeders. Say: Bird feeder. Then ask: What are these? Help students answer: They're bird feeders. Discuss and model how to make the bird feeder. Discuss how this is one way that we all can be kind to animals.
- Give students the materials they need. Read the directions aloud. Ask them to follow the directions to make their bird feeders.

Explain and model the directions and provide hands-on help, as needed.

Assign Workbook page 62 and direct students to digital activities.

Application and Practice Activity

• Information Literacy Have students hang their bird feeders outside where they can see them. Ask students to monitor their bird feeders for a week and record their observations in a My Bird Feeder Journal by drawing a picture for each day. Then have students share their journals with the class.

TEACHING TIP

Presenting Dialogues

Practicing dialogues s an essential part of learning a anguage. When possible, provide students with props, costumes, pictures, Picture Cards, etc., to make practicing the dialogues fun and engaging.

- Invite students to play a guessing game. Use the Picture Cards. Choose one of the cards and place a large piece of paper over it so students can't see it. Slowly lift the paper up and pause to let students guess what the picture shows. Continue until a student guesses correctly.
- Reveal the card and show it to the class. Have students tell what they see—for example: It's a horse. Continue playing until all of the cards have been used.

Using Page 76



\bigcirc \bigcirc Listen, point, and say. Then act out.

Explain the lesson objective—students will say what people are doing and then perform that action, and ask and answer questions about the actions people are doing.

- Point to the pictures and ask students to tell who and what they see. Then point to a specific picture and ask: What are they doing? Invite students to answer using complete sentences: They're jumping. Check to make sure that students recognize all the actions: jumping, climbing, sleeping, eating, swimming, and running.
- Read the directions aloud. Play Audio Track B17. Model listening, pointing to the pictures, and repeating the questions and answers.
- Replay the audio. Have students repeat the words and then role-play the actions shown in the pictures.

Check to see that students are role-playing the actions they named. (1. jumping, 2. climbing, 3. sleeping, 4. eating, 5. swimming, 6. running) MONITOR If students cannot identify an action, ask questions to help them—for example, Is she sleeping or running?

Work in teams. Act out. Ask and answer.

- Read the directions aloud. Point to the first picture in Activity 24. Then point to the girl and the boy as you model the dialogue. Make sure students understand that the children are talking about one of the pictures in Activity 24. Then practice both parts of the dialogue with students.
- Display the Unit Poster and encourage students to use it as a reference. Divide the class into three teams. Point to an action on the poster. Invite a team to role-play the action.
- Invite a different team to ask the question: What are they doing? The other teams guess the action using the language from the dialogue: They're jumping. The team who guesses correctly first gets to choose and role-play the next action. Discuss how, as a team, you need to work together and share ideas before answering.

MONITOR | Listen for correct vocabulary, pronunciation, and intonation.

Application and Practice Activity

• Divide students into groups of three and assign one action to each person in the group. Invite a group to stand in a line and perform their actions. Say: Stop. Then ask the class to point to each student and tell what each was doing-for example, He was jumping. She was running. He was sleeping.

OUTCOMES

Students can use the contractions she's he's, and they're.

Students can ask and answer questions about what peop e are doing.

21st Century Skills Social Skills

Materials

Unit Poster Picture Cards 34-42 Audio track B17 Digital activities: **MyEnglishLab** or CD-ROM

TEACHING TIP

Social Skills

Remind students to interact with each other in a respectful way. During the Application and Practice Activity, remind students never to make fun of how somebody acts out their assignment. Students should enjoy "playing" but never laugh or comment about how someone does something.

OUTCOMES

Students can use the contractions she's, he's, and they're.

Students can write the names of animals.

Students can identify and tell what people and pets are doing.

21st Century Skills Self-Direction

Materials

Unit Poster
Picture Cards 34–42
Drawing paper
Bingo markers
Tokens or "gold" coins
Games/Video
(Active Teach)
Digital activities:

WB

Page 63 Audio script on page T145

MyEnglishLab or CD-RCM

Answers on page T149

TEACHING TIP Bulletin Board

After students complete the Bingo game, invite them to gather around the unit bulletin board. Suggest that students help you break down the display as you prepare for the next unit. Students can keep the pictures they drew or place them in the trash or a recycling bin. Encourage students to say what each animal is doing as they remove it from

the display.

Warm-Up

- Play a guessing game with students. Choose four or five volunteers and give them each an action to perform for the class.
- Ask the rest of the class to close their eyes. While their eyes are closed, one
 volunteer sits down. Ask students to open their eyes and guess which volunteer is
 missing and recall what he or she was doing—for example: Marcos. He's sleeping.

Using Page 77

Look and write.

INVOLVE

Explain the lesson objective—students will talk about people and animals and self-assess what they have learned by checking () the *I Can* boxes.

- Read the directions aloud. Have students look at the pictures. Ask them to tell what they are doing—for example, Item 1: *They're flying*.
- Have students complete the rest of the activity independently. Remind students to check the word box if they are not sure how to spell a word.

MONITOR

Review the answers as a class. (Answers: 1. flying, 2. eating, 3. running, 4. swimming, 5. sleeping, 6. jumping)

ASSIST If students know the words but are having trouble writing them, have them tell you the correct word. Point to it in the box and have students copy it.

Look and write.

• Read the directions aloud and explain them. Have students look at the pictures, use the words in the box, and write them down.

MOHITOR | Review the answers as a class. (Answer: 1. frog, 2. duck, 3. sheep, 4. hen)

Can

- **Self-Direction** This section asks students to assess their own learning and think about their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: *The* I Can *statements point out what you have learned in this unit.*
- Assign Workbook page 63 and direct students to digital activities.

Application and Practice Activity

- Play *Bingo*. (See *Game Bank*, on page T134, for details.) Give each student a blank grid with nine squares on it. Students choose nine pictures from the animals on the Unit Poster and draw one in each space on the grid. Give students nine coins or chips to use as *Bingo* markers.
- Play *Bingo* by randomly saying an animal. Students put a marker on the space if the animal shown on it is called. When a student gets three markers in a row, he or she wins and says, *Bingo*. Have the student name the animal on each winning space. Award a token or a gold coin made from yellow paper to the winners. The student with the most tokens at the end of the game wins.

MONITOR

Check to see that students are able to make simple drawings on their grids and that they can identify the animals.

- Have students play the Unit 6 Game 2 on ActiveTeach.
- Have students review the Unit 6 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

- Have students create word jumbles to review key vocabulary from Units 4-6.
 Have each student choose a word, write its letters on separate index cards,
 shuffle the cards, and clip them together.
- Have students exchange card sets and try to rearrange the cards to spell the vocabulary word.

Using Page 78

Look and circle. Practice.

INVOLVE

Explain the lesson objective—students will say how well they can use what they have learned in Units 4–6.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud.
- Have students choose a colored marker to complete the checklist. They will choose a different color when they review this list at the end of the Checkpoint.
 Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students they will be asked to assess their own abilities.

MONITOR

Encourage students to turn to the page references shown in the boxes when they need additional support or to refresh their memories.

Clothes (page 43)

Ask: Can you name clothing? Replay Audio Track A60. Have students act out putting on each item of clothing named.

What's he/she wearing? (page 43)

Ask: Can you say what someone is wearing? Ask students to draw pictures of people wearing the clothes on page 43. Then have them ask and answer questions about what the people are wearing. Model: What's she wearing? She's wearing pink shoes. What's he wearing? He's wearing a red hat.

Rooms at home (page 55)

Write these words on the board: bathroom, bedroom, dining room, kitchen, living room. Have students look through magazines to find pictures of each room. Allow students to share pictures they find with the class.

What is he/she doing? (page 55)

Have students point to people in the magazine pictures they found of different rooms. Have them ask and answer questions about what each person is doing. Model: What's he doing? He's eating. What's she doing? He's making lunch.

Animals (page 67)

Have students play *Charades* (See *Game Bank*, page T134, for details), taking turns acting out one of the animals on page 67. Students can act out animals with or without making animals sounds. Encourage classmates to guess which of the ten animals the student is acting out.

What's it doing? (page 67)

Write these words on the board: *eating, flying, jumping, running, sleeping, swimming.* Have one volunteer choose an animal and one of these actions. Ask: *What's it doing?*

OBJECTIVES

To self-assess comfort with target skills and key language for Units 4-6

21st Century Skills Self-Direction

Materials

Index cards
Paper clips
Colored pencils or
markers
Drawing paper
Magazines
Audio track A60
For more information
about using
Checkpoints, see
page X.

TEACHING TIP Self-Direction

Remind students that the goal of this Checkpoint is to think about how well they have learned the information from these three units. Make sure that students are comfortable circling icons that show that they need help with specific skills. Say: There are no right or wrong answers on this page. Circle the faces that show how you feel. This page will help you find out what you know well and what you should study more.

OBJECTIVES

- a match pictures and descriptions
- atalk about what sepple are wearing
- a match dialogues and pictures

21st Century Skills echnology Literacy

Materials

Audio track B18

Warm-Up

- Invite students to play Photo Freeze. One student acts out doing something and another pretends to take a picture with a camera, by saying "Click!" The student doing something freezes. Then students ask and answer questions about the "picture." Model: What's he doing? (He's jumping.) What's he wearing? (He's wearing blue pants and a green shirt.)
- Technology Literacy If a digital camera is available, allow students to take photos and repeat the activity. Ask students to share tips for taking good photos.

Using Page 79

(818) Get ready.

INVOLVE

Explain the lesson objective—students will put together what they have learned in Units 4-6. They will listen and match what they read and hear with pictures. They will also talk about what they see.

- Part A: Read the directions aloud. Have students preview the pictures. Ask students to point to the bedroom, living room, dining room, and kitchen.
- Ask a volunteer to read Item 1 aloud twice, completing the sentence with each possible room. Model: The mother is in the dining room. The mother is in the bathroom. Ask: Which sentence is correct? (The mother is in the dining room.)
- Have students complete Part A independently.

Check to make sure that students circle the correct answers. (Answers: 1. dining room, 2. kitchen, 3. living room)

 Part B: Read the directions aloud. Ask volunteers to read the text in the speech bubbles aloud. Then have partners ask and answer questions about the mother, father, and girl in Part A. Point out that they can ask about what these people are wearing and doing. Model: What's the mother doing? (She's reading.)



weginning Write these phrases on the board to help students name clothing as they talk about what people in the picture are wearing: purple blouse, green shirt, yellow shirt; blue pants, brown pants, red skirt; black shoes, green shoes, purple shoes.



obvance. Have students describe how they might add a fourth person, a boy, to the drawing in Part A. Model: The boy is in the bedroom. He's wearing purple pants and a yellow shirt. He's sleeping.

- Part C: Read the directions aloud.
- Play Audio Track B18. Pause after the first dialogue. Ask: What do the boy and girl talk about? (a jumping frog) Continue playing the track.

MONITOR | Check to see that students number the pictures correctly. (Answer: 3, 4, 1, 2)

TEACHING TIP True/False

Students can use ne examples in Part A to practice dentifying true and alse statements. Have them write the two possible sentences for each item and say whether each sentence is true or false. Model: The mother is in the dining room. (true) The mother is in the bathroom. (false)

- Have students preview the cutouts on page 125. Have students look at the top of each card. Ask: What clothes do you see? (blue shirt, brown pants, white shoes; blue jacket, blue pants, black shoes; brown hat, red shirt, black pants, brown boots; green hat, green jacket, brown pants, green boots)
- Have students look at the top of each person. Say: This part shows what the person is doing. What do you see? (She's reading. He's playing. He's feeding a bird. She's eating.)
- Then have students look at the bottom of each card. Say: This part shows the room. Ask: What rooms do you see? (bedroom, bathroom, living room, kitchen)

Usina Page 80

Get set.

Explain the lesson objective—students will mix up the cards and then give clues. Partners will try to match the cards.

- Read the directions and steps aloud.
- Have students cut out the cards on page 125.

Make sure students follow the dotted lines to cut each person into two parts: an upper part and a lower part. Say: The upper part is larger than the lower part.

 Have students count to make sure they cut out all of the parts. They should have eight parts: four top parts and four bottom parts.

Go!

 Part A: Read the directions aloud. Have students use their cards to make the person shown on the page. Then have volunteers read the questions on the page aloud and answer them. (Where is she? She's in the bedroom. What's she wearing? a green hat, a green jacket, brown pants, and white shoes)



Have students begin by creating four people using the cards and describing them while looking at the cards. This activity can help prepare students to play the matching game in Part B.

- Part B: Read the directions aloud. Have partners take turns creating three more people. Then they give clues about the people so their partner can use the cards to make the same three people.
- After students match their partners' three people, they can mix up the cards and create three or four new people for their partners to match.
- To match cards, partners can give clues (He is in the bathroom. She is eating an apple.) or ask questions (Where is he? What's he doing?).

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Critical Thinking Ask: How many different people can you make? (There are 16 different possible people: Reading girl in each of the four rooms; basketball player in each of the four rooms; boy feeding the bird in each of the four rooms; and girl eating an apple in each of the four rooms.) Invite students to make a chart that shows all of the possible combinations.

OBJECTIVES

To describe people and match descriptions

21st Century Skills Critical Thinking

Materials

Cutouts on page 125 Scissors

TEACHING TIP Writing

Encourage students to write sentences that describe the people they make with their cutouts. Challenge them to write one sentence that gives enough clues so that their classmates can make the same person. Model: He is playing basketball in the kitchen. She is reading in the living room.

OBJECTIVES

o write a journal entry

o reassess comfort with target skills and key anguage for Units 4–6

21st Century Skills Self-Direction

Materials

Colored pencils, harkers, or crayons Digital activities: MyEnglishLab or CD-ROM



Pages 64-65 Answers on page T149

TEACHING TIP

Using Checkpoint Evaluations

tudent evaluations of

e Checkpoint (easy/ ard, fun/not fun) can ve you insight into udents' reactions to assroom activities. eview students enswers to help you engage and motivate em as they continue c review Units 4-6 and move on to the rext units. Consider whether students equire additional assistance, deeper challenges, or more inspiring activities.

Warm-Up

• Review the meaning of favorite. Say: Something that is your favorite is something you like best. Reinforce its meaning by taking a class survey about favorite colors. Ask: What is your favorite color? Have each student write down his or her answer. Then have students look for others that have the same favorite color. Write the color names on the board and invite students to line up in front of these labels to create a life-size pictograph showing the survey results.

Using Page 81

Write or draw.

INVOLVE

Explain the lesson objective—students will write a journal entry about their favorite animal and what they are wearing. Then they will look back at Units 4-6 again and think about how well they can use what they have learned.

- Read the directions, questions, and journal title aloud.
- Have students complete the journal page independently. Provide students with additional paper as needed.
- Invite students to read aloud their All About Me entries and compare them with their classmates' journals.

MOHITOR | Check students' work for correct use of language.



Point out that students do not have to write complete sentences in the All About Me journal entry. Model writing labels such as: duck, running horse, dress, green hat.

ASSIST

Have students look at page 67 to review names of animals and page 43 to review clothing vocabulary.



odvance. Have students compare favorite animals chosen by the class. Ask: Mhat animal is the most popular in our class?

Think about it.

- Part A: Read the directions aloud.
- Self-Direction Have students turn back to the Look and Circle exercise on page 78 and think about each of the categories again. Remind students to take their time and think about each category carefully. Suggest that they look at the pages listed as they review their skills.

Make sure that students use a different color pencil or marker as they assess their understanding and use of each item.

ASSIST | Use the teaching suggestions for page 78 to help students assess each skill.

• Part B: Read the directions and items aloud. Say: Check the box or boxes that tell how you feel about Units 4-6.

Rate this Checkpoint. Color the stars.

• Read the directions aloud. Tell students that they will color two stars. Say: First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.

ASSIST

Make sure students understand that the Checkpoint includes all of the activities on pages 78-81.

CHALLENGE

Ask students to suggest ways to make the Checkpoint harder, easier, or more fun for the next time.

 Assign Workbook pages 64–65 and direct students to digital activities for additional review and consolidation, as needed.

Objectives

Vocabulary

 To name types of food and drink and the days of the week

Reading

- To identify important ideas in a story ("How Many More Days?")
- To use reading strategies to comprehend and appreciate a story

Grammar

• To use the simple present (have)

Content Connections

- Science: To identify and distinguish between hot and cold food and drink
- Around the World: To talk about birthday foods around the world

Sounds and Letters

• To identify and say words that contain the short *i* sound

Values

To learn the value of celebrating special days

Project

To make a greeting card

Key Voca	ibulary Desk	Days of the Week	Actions	Expressions	Content	Words
apple cake grapes hamburger hot dog ice cream	juice milk orange pizza salad sandwich	Sunday Monday Tuesday Wednesday Thursday Friday Saturday	drinking eating	Today is Monday. Happy birthday!	birthday F cake F candles F	ce cream party hat pie present soup

Materials

Student Book pages, Unit 7

Main unit, pages 82-93

Student Book Audio CD. Tracks B19-B34, B82

Workbook, Unit 7

Main unit, page 66-75

Extra grammar practice, page 104

Workbook Audio CD. Tracks 30-33

Assessment Package

Practice test, pages 54–55

Unit test, pages 56-57

Oral assessment, pages 58-59

ExamView® Assessment Suite

Additional Materials

Picture Cards 43-52

Posters: Unit 7 Poster. Units 7-9 Grammar Poster

Video (ActiveTeach), Unit 7

Digital activities (MyEnglishLab or CD-ROM), Unit 7

Unit Opener Activities

Family Connection

Invite students to work with a family member to choose photos of themselves from a birthday celebration. Encourage them to use the new language they have learned to talk with the family member about the celebration; what food, drink, and party items they usually have; and what day their birthdays are on this year. Invite students to present their photos to the class and talk about how they celebrate birthdays in their family.



Our Calendar Bulletin Board

Create a class calendar by posting labels of the days of the week across the top of the board. Choose a particular week to do this project. Have students create drawings for the foods they have eaten on each previous day. Have them label and post the drawings under the corresponding days. If any students have a birthday during the week, post a drawing of a birthday cake and the student's name under that day.





- Show students pictures of a birthday party. Ask them to tell what they see. Introduce the words birthday and birthday party. Invite the students to tell how they celebrate their birthdays. Ask students what food and drink they have on their birthday. Allow them to use simple sentences, phrases, words, or gestures to explain.
- Explain that we often have special foods, drinks, or items on someone's birthday. Show students the Unit Poster and have them identify any items they may know in English. Ask them to point out any items that are related to birthdays. Say the name of each item aloud as you point to it and have students repeat.

Using Pages 82–83

\bigcirc (B19) Listen and read. Then sing.

Explain the lesson objective—students will talk about birthday parties, name different types of food and drink, and talk about what people are eating or drinking.

- Invite students to point to and identify the cake and present. Then model sentences: It's a cake. I see a present.
- Explain any language students do not understand—for example: welcome, clown.
- Read the directions aloud. Play Audio Track B19. Have students listen and sing the song.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B82). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

Observe students to see if they are comfortable with the song. Point to the corresponding pictures on the Unit Poster at the appropriate time.

(B20) Listen. Point and say.

 Read the directions aloud. Play Audio Track B20. Model pointing to each picture and saying each word. Have students listen, point to the correct picture, and say the word with you.

MONITOR | Check to see that students are pointing to the correct pictures as they say the words.

• **Health Literacy** Write the words *Healthy Foods* and *Treats* on the board. Explain their meaning through simple language and gestures. Let students know that they can eat healthful foods, like salad, anytime they want. Other foods, like cake, are treats that are eaten on special occasions, and not all the time. Invite students to choose a Picture Card and tape it to the board underneath one of these headings.

(B21) Listen and say. Write.

- Have students role-play the action words *drinking* and *eating* with you. Have them say *I'm eating* or *I'm drinking* as they role-play the action.
- Invite students to tell what the children are eating or drinking in each picture. Point to the first picture and model. Have students repeat: *She's eating grapes*. Then point to the picture and word *grapes* in Activity 2.
- Read the directions aloud. Play Audio Track B21. Model pointing to each picture in Activity 3 as you repeat the sentence, and then pointing to the corresponding picture and word in Activity 2. Have students listen, point to the pictures in Activity 3, then in Activity 2, and repeat the sentences.
- Replay the audio. Complete Item 1 as a class. Continue playing the audio. Have students work with a partner to complete the activity.

Review the answers as a class. (Answers: 1. grapes, 2. milk, 3. cake, 4. juice, 5. a sandwich, 6. pizza)

Pause the audio between sentences to give students extra time to repeat the sentences, find the pictures, and write the words.

\bigcirc \bigcirc Look at 3. Listen. Ask and answer with a partner.

- Read the directions aloud. Play Audio Track B22. Have students listen and identify which picture is being talked about. (1) Have students then practice the dialogue with a partner, pointing to the different pictures from Activity 3.
- Check to see that students are using new vocabulary to change the dialogue according to what is in the picture.
- ASSIST | Model using the picture captions from Activity 3 to create new dialogues.

 Have students choose a food or drink item from Activity 2 and creatively act out eating or drinking that particular item without talking. Have the rest of the class tell what the student is doing, using complete sentences. Model for the students. For example, model holding a sandwich with two hands as if to take a bite. Prompt the students to say: She's eating a sandwich.
 - Assign Workbook pages 66-67 and direct students to digital activities.

Application and Practice Activity

• Play a game with students. Mix up all the Picture Cards. Divide the class into two teams. Hold up a card and elicit whether students drink or eat the food. The first student to put up his or her hand and make a correct sentence gets a point. Encourage students to use the target language: He's eating grapes. She's eating grapes. I'm eating grapes. They're eating grapes.

As students play, listen for proper pronunciation, appropriate intonation, and correct use of language.

• Have students play the Unit 7 Game 1 on ActiveTeach.

OBJECTIVES

To name food and drink items

To talk about birthday parties and celebrations

To talk about what people are eating and drinking

To sing a song

Key Vocabulary

Nouns: apple, cake, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich

Verbs: eating, drinking

21st Century Skills Health Literacy

Materials

Unit Poster
Picture Cards 43–52
Pictures of a birthday party
Audio tracks B18–B22, B82
Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

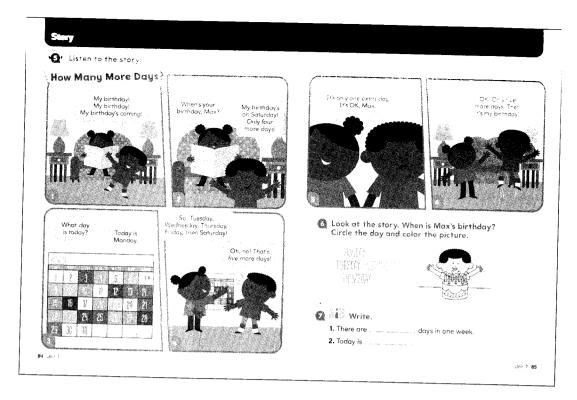


Pages 66–67 Answers on page T149

TEACHING TIP

Presenting Songs: Starting with the Lyrics

One way to present a song is to start with the lyrics. Recite the lyrics several times while the students listen. Say the lyrics for the first verse, line by line, and have the class repeat. When students are familiar with the first verse, continue presenting the rest of the song in the same manner. Then sing the song with the class.



- Display a large calendar. Find your birthday and draw a picture of a birthday cake. Say: *My birthday is on (Monday)*. Point to each day of the week on the calendar and say it aloud. Have students repeat the days after you.
- Point again to the birthday cake on the calendar and ask: When's your birthday? Invite a few students to come find their birthday on the calendar and write their names on the day. After each student writes his or her name on the calendar, point to the day and ask the class: When is his/her birthday? Have the class tell you the date of the student's birthday.
- Find today's day on the calendar and point to it. Then ask students: What day is it today? Prompt students to answer: Today is (Tuesday). If there is an upcoming birthday within ten days of today, point to it and have students identify the day. Then ask: How many days until (Ana's) birthday? Count out the number of days as you point to each one. Then say: That's (four) more days. Then it is (Ana's) birthday. If no one in the class has a birthday within ten days, point to a day within ten days of a birthday and have the students identify the day. Then ask the class to count how many days there are until that birthday. Have students repeat the question and answer after you.

Using Pages 84–85



INAOFAE

Explain the lesson objective—students will listen to a story, talk about and identify the days of the week, talk about what day it is today, count days on a calendar, and discuss the days on which people celebrate their birthdays.

- Explain the different meaning of the word *long* for this story: an extended amount of time. Ask students to point to any pictures or story frames that they don't understand. Explain these for students using gestures and simple language.
- Explain that this story is about Max and his friend. They use a calendar to tell what today is and to figure out how many days there are until Max's birthday.
- Read the directions aloud. Play Audio Track B23. Have students listen and point to the correct story frame.
- Replay the audio. Listen to the story together.

MONITOR

Point to and name specific story frames as you ask questions about the story. For example, say: Look at Frame 2. When is Max's birthday? (Saturday / on Saturday / His birthday is on Saturday) Look at Frame 3. In the story, what day is today? (Monday)

Look at the story. When is Max's birthday? Circle the day and color the picture.

- Tell students that they are going to say a *Days of the Week* chant. Say the chant slowly as you point to the days of the week. Chant: *Sunday, Monday! Tuesday, Wednesday, Thursday! Friday, Saturday, and Sunday! Seven days in a week!* Have students point to each day as you say the chant and have them join in.
- Read the directions aloud and explain them. Look at Frame 2 in Activity 6 together. Read the text aloud and have students repeat. Ask: When is Max's birthday? Point to Saturday in the text in Frame 2. Then help students find Saturday in Activity 6 and circle it. Have students color the picture of Max. Then ask partners to talk about their pictures.

MONITOR

Check to see that students are looking at the correct story frame to find the answer to the question.

Point to and read Frame 2 aloud. Help students find *Saturday* in the story frame and *Saturday* in the word box.

Q Critical Thinking Write.

- Read and explain the directions. Read Item 1 aloud, but omit the answer. Have students look at Frame 3 in Activity 5. Ask them to count the days on the calendar. Ask: *How many days are in a week?* Help students answer: *Seven*.
- Have a volunteer find today's date on the calendar. Point to the day and ask students: *What day is it today?* Have students write the day of the week for Item 2.

MONITOR

Write the correct answers on the board. Point out that days of the week start with a capital letter: *Monday*, not *monday*. Check to see that students haven't written only in uppercase letters.

ASSIST

Count the days with students. Have students look at the calendar or the words in Activity 6 to help them write the day of the week correctly for Item 2.

• Assign Workbook page 68 and direct students to digital activities.

Application and Practice Activity

• Use the large calendar. Say two or three consecutive days of the week. Students say the next day. Say: *Sunday, Monday.* Students say: *Tuesday.* Say: *Thursday, Friday, Saturday.* Students say: *Sunday.*

MONITOR

Check to see that students respond by saying the correct day and that they pronounce it correctly.

ASSIST

Say the days of the week slowly as you point to them on the calendar. Then give students a hint by saying the first part of the response. For example, Say: Sunday, Monday, Tues.... Students: Tuesday.

CHALLENGE

Have students sit in a circle. Ask one student to name a day. Then have the students go around the circle to say the next consecutive days. Repeat the activity, allowing different volunteers to start with a different day.

• Have students view the Unit 7 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; numbers

21st Century Skills
Critical Thinking

Materials

A large calendar Crayons Audio track B23 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 68 Answers on page T149

Summary

Max's birthday is coming! Max and his friend use a calendar to tell what day it is today. Then they use the calendar to figure out how many days there are until Max's birthday.

TEACHING TIP

Counting Days

Have students practice counting the days between today and a later day. For example, say: Today is Wednesday. How many more days are there until Saturday? (three days) Before reading the story, help students count the number of days between Monday and Friday. (four days)

- Explain, model, and play Whisper, Go, Touch! (See Game Bank, page T134, for details.) Use the Picture Cards.
- After playing the game, draw a simple birthday cake on the board with seven candles. Draw two stick figures with speech bubbles. In one speech bubble write: How old are you? Count the candles and in the other speech bubble write: I'm seven years old. Read the sentences aloud with students and have them repeat. Have students practice both parts. Then erase seven to leave I'm years old. Have students work in pairs to ask and answer.

Usina Page 86

 ${}_{B24}$ Listen and read. Say.

Explain the lesson objective—students will talk about a birthday party and identify food and items found at birthday parties.

- Have students look at the picture, tell who and what they see, and say what the people are doing. Say the boys' names and have students repeat.
- Read the directions aloud and explain that students will listen to a dialogue. Play Audio Track B24 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Check for understanding. Ask: How old is Tom? (seven years old) What are they eating? (cake) Is it Ben's birthday or Tom's birthday? (Tom's birthday)

Work with a partner. Look at 8. Role-play.

• Read the directions aloud. Assign pairs the roles of Tom and Ben. Have pairs say and role-play the dialogue. Have partners switch roles. Invite volunteers to say and role-play the dialogue for the class.

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Listen. Stick.

- Help students find the Unit 7 stickers at the back of their Student Book.
- Read the directions aloud. Play Audio Track B25. Listen to the audio together.
- Play the audio again. Model Item 1, showing students how to place the correct sticker. Continue playing the audio. Have students complete the rest of the activity independently. Ask: What food do you see? (cake, hamburgers, hot dogs, grapes, apples, oranges, ice cream) Discuss how similar the scene is to their own birthday parties. Do they eat the same food?

MONITOR

As students work, check to make sure that they place the stickers on the correct items.

Assign Workbook page 69 and direct students to digital activities.

Application and Practice Activity

- Create a Class Display. Students draw pictures of themselves and then write how old they are underneath: I'm ______ years old. (Students do not write their names on their pictures.)
- Use students' pictures to create a class display. Allow students time at the beginning or end of each class to ask and tell who they are, and how old they are—for example: How old are you? Is this your picture? Yes, it is./No, it isn't.

MONITOR

Check to make sure that students write the sentence correctly and that they haven't put their names on the pictures.

Write the sentence frame I'm ______ years old. on the board for students to use as a reference.

OBJECTIVES

To talk about birthday parties

To use unit language in context

To use correct stress, pronunciation, and intonation

Key Vocabulary

Nouns: apple, cake, grapes, hamburger, hot dog, ice cream, orange present

Materials

Picture Cards 43-52 Unit 7 Stickers Drawing paper Crayons, markers, pencils Audio track B24-B25 Digital activities: MyEnglishLab or CD-ROM



Page 69 Answers on page T149

TEACHING TIP Greetings

Write the greetings Hi!, Hello!, and Good morning! on the board. Read each one aloud and have students repeat. Explain that each one is a different greeting and that, in English, there are many different words we can use to greet people. For Spanishspeaking students, point out that the words Hola and Hello have similar spellings and pronunciations.

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OBJECTIVES

ask and answer Whquestions with have

Key Vocabulary

Nouns: apple, banana, take, grapes, hot dog, ce cream, juice, milk, arange, pizza, salad,

21st Century Skills

Health Literacy

Materials

Unit Poster Units 7–9 Grammar Poster Picture Cards 43-52 Audio track B26 Student Book audio script, page T136 Digital activities: MyEnglishLab



Pages 70-71 Audio script on page

or CD-ROM

Answers on page T149

Warm-Up

• Display the Picture Cards for food in the front of the classroom. Write the word Lunch on the board and explain its meaning. Invite students to use the Picture Cards to talk about their favorite lunches. Model for students: This is a sandwich. This is my favorite lunch.

Using Page 87



\mathbb{Q} \mathcal{L}_{B26} Listen and circle.

Explain the lesson objective—students will identify and name the food people eat for lunch, and use the simple present tense verbs have/has.

- Show students your lunch. Ask them to name the items. Then say: I have (a sandwich). I have (an apple). Point to each item as you say the sentence.
- Point to the Grammar Box and read it aloud one line at a time. Have students follow along and repeat after you.
- Have students look at each picture and tell what they see. Teach pizza and banana, if needed. Model sentences about each one and have students repeat after you—for example, Item 1 (first picture): What does she have? She has cake and milk. (Second picture): She has juice and ice cream.
- Read the directions aloud. Play Audio Track B26. Together listen and point to the correct picture for each item.
- Replay the audio. Have students complete the activity independently. Review the answers as a class. (Answers: 1. cake and milk, 2. apple and MONITOR sandwich, 3. fruit [grapes, banana, apple and orange], 4. pizza and juice)

Look at 11. Ask and answer with a partner.

• Have students work with a partner. Have them ask and answer questions about the food in Activity 10 using the dialogue as a model.

Check to see that students are using he/she correctly. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Model substitutions using food from page 83 or from the Unit Poster, and then have pairs repeat after you. For additional support, use the Grammar Poster.

- Health Literacy Have partners ask and answer questions about the food and drink they have for lunch at school today. Invite students to tell the class what their partner has for lunch today. Discuss unhealthy and healthy lunches. Remind students that it is important to eat a variety of healthful foods. Talk about how food gives us energy and helps our bodies to grow.
- Assign Workbook pages 70-71 and direct students to digital activities.

Application and Practice Activity

- Continue Activity 12. Have students draw pictures of their favorite lunches. Invite pairs to come to the front of the room with their pictures. Point to one of the students and model: What does he/she have? Have the class repeat the question after you.
- Then have the other student point to his or her partner and respond: He/She has _____. If students present a food that is not a key vocabulary word, assist with vocabulary and language.

MONITOR | Check to see that students are using he/she and has correctly.

- Pre-teach the words hot and cold. Wipe your forehead with the back of your hand as you say: Wow! It's hot! Then wrap your arms around your shoulders as you say: Brrr! It's cold.
- Explain, model, and play Simon Says. (See Game Bank, page T134, for details.) Say: Simon says it's cold. Students act out the action. Repeat using hot. Occasionally leave off Simon Says from your sentence. Any students who do the action when you don't include Simon Says are out of the game.

Using Page 88



\mathfrak{Q} (827) Look. Listen and say.

INVOLVE

Explain the lesson objective—students will identify, name, and talk about hot and cold food, and sort food into two categories: hot and cold.

- Have students look at the pictures and tell what they see. Say: Fire. Wow! It's hot! and Ice. Brrr! It's cold! Have students point to the pictures and repeat after you.
- Read the directions aloud. Play Audio Track B27. Have students listen, point to the correct pictures, and repeat.

MONITOR

Check to see that students are pointing to the correct pictures and saying the sentences as exclamations.

ASSIST

Write the sentence It's hot twice on the board. Add a period to the first sentences and read it as a statement. Add an exclamation point to the second sentence and read it as an exclamation. Have students repeat.

(12) Listen and match.

- Have students tell what they see in the pictures. Then point to and name each food. Have students repeat. Point to the thermometer and the words cold and hot. Explain what a thermometer is and what it is used for.
- Read and explain the directions. Play Audio Track B28. Students point to the food and then to the correct word: Cold or Hot.
- Play the audio again and have students do the activity.

MONITOR

Review the answers as a class. (Answers: Cold: ice cream, juice, milk; Hot: hamburgers, hot dog, pizza)

Draw one hot food and one cold food you like.

- Display all of the Picture Cards. Hold up the cards one at a time and have students name them. Invite students to tell you which food is their favorite and if it is a hot or cold food. Read the directions aloud.
- Model drawing one hot and one cold food on each of plates. Have students repeat after you: It's a hamburger. It's hot. It's ice cream. It's cold.

MONITOR

Check to see that students understand the differences between hot and cold foods, and that they have depicted one of each.

• Assign Workbook page 72 and direct students to digital activities.

Application and Practice Activity

- Tell the class they are going to make Hot and Cold posters. Give them paper and crayons or markers, and ask them to draw a food they like to eat. On poster paper, write Hot at the top of one page and Cold at the top of another.
- · Ask students to take turns holding up their pictures, naming the food, and then saying whether it is hot or cold. Have the rest of the class clap if they agree.
- Then students can paste their pictures onto the correct poster. Hang the posters in the classroom for students to refer to during the next lesson.

To name not and cold

foods To talk about foca the students like

Çşinten Mards cold, hot

Materia Picture Cards 43-52 Drawing paper, pend s crayons, markers Audio tracks B27-B28 Digital activities MyEnglishLab or CD-ROM



Page 72 Answers on page T145

BJECTIVES

a talk about different anday celebrations around the world

Is name different foods and party items

: tak about students' ndays.

Content Words

palloons, birthday, pirthday cake, candles, candy, ice cream, party nat, pie, present, soup

21st Century Skills Global Awareness

Materials

Unit Poster World map Pencils, sticky notes Audio tracks B29-B30 Video (ActiveTeach) Digital activities: MyEnglishLab

or CD-ROM

Warm-Up

• Display a world map. Point to and name Mexico, South Korea, Russia, and the United States. Place a sticky note on each of these countries. Ask students if they can remember places from previous units. Turn it into a race and encourage students in pairs to search for all the places mentioned in Units 1–6. As soon as they find one, have students raise their hands. Award points for each answer. You may wish to include the following places: Australia, Egypt, England, France, Ireland, Hong Kong, Japan, Maine, Mexico, Mongolia, Paris, South Africa, and United States.

Using Page 89



Look. Listen and say.

Explain the lesson objective—students will name different party foods and items, and discuss how children celebrate birthdays around the world.

- Have students look at the pictures and tell what they see. Point out new words.
- Read the directions aloud. Play Audio Track B29. With students, listen, point to each picture, and repeat.

MONTOR

Check students' understanding by saying a word from the activity and asking students to point to it.

Q (B30) Look and listen. Write.

- Say the names of the countries and point to them on the world map. Have students repeat the country names after you. Say a country and then ask students to take turns going to the world map, touching the correct sticky note, and naming the country.
- Read the directions aloud and explain them. Play Audio Track B30 and point to the pictures and words in Activity 16 that goes with the audio.
- Replay the audio. Complete Item 1 with students. (Answer: candy) Have students write the correct words from the box under the photos.
- Clobal Awareness Invite students to use the pictures and the words they wrote to talk about celebrating birthdays in different countries—for example: In Mexico, he has candy. Model and have students repeat, if necessary.

MONITOR | Review the answers as a class. (Answers: 1. candy, 2. cake, 3. soup, 4. pie)

Write about you.

• Read the directions aloud. Explain that students can use the words from the Unit Poster or Activities 16 and 17 to complete Activity 18. Have students complete the activity independently by writing three items they have on their birthday.

Walk around the room and look at students' work at random. Check for correct spelling and use of vocabulary.

Application and Practice Activity

• Give students three sticky notes and have them draw a picture for each item they wrote in Activity 18. Have them write the name of each food beneath the picture. Then invite students to share their pictures and the information about themselves with the class.

NONTOR

Check to see that students are drawing the correct pictures and listen for correct pronunciation and intonation.

ASSIST

Refer students to the sentence frames in Activity 18 if they have difficulty producing language.

• Have students view the Unit 7 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

• Have students in pairs think of as many words as possible using the letter and short e sound (Unit 6).

Using Page 90



(B31) Listen. Point and say.

INVOLVE

Explain the lesson objective—students will identify the short i sound, identify words that have short i in the initial and medial positions, and write words that contain the letter *i*.

- Read the directions aloud. Play Audio Track B31. Have students listen and point to each picture as they say the word.
- Display the Letter Card i. Model this chant and have students repeat it after you: A little, little, little milk / and a little, little, little sandwich. / That's my *favorite, favorite, favorite lunch!*
- Model and have students practice writing the letter I i.

Check to see that students point to the correct pictures and the letter i. Listen for correct pronunciation.

\mathbb{Q} (832) Listen and write. Use the words from 19.

- Display the Sounds and Letters Cards in the front of the room. Tell students they will listen to a sentence for each picture. They need to listen for one of the words from Activity 19.
- Read the directions aloud. Play Audio Track B32 and have students complete the task.

MONITOR | Review the answers as a class. (Answers: 1. kitchen, 2. little, 3. sandwich, 4. milk)



🔞 🕼 Listen and say. Underline i.

- Have students look at the picture and have them tell you which words have the short i sound (six, little, chickens) and circle them.
- Read the directions aloud. Play Audio Track B33. Have students listen and repeat the sentences.
- Have students underline the letter *i* in the sentences.

Review the answers as a class. (Answers: 1. We have six little chicks on the farm.

- 2. Tim is swimming in the pool. 3. Chris and Mindy drink milk from pink glasses.
- 4. Sit here and listen to this music.)
- Write the sentences on the board and correct any errors as a class.
 - Assign Workbook page 73 and direct students to digital activities.

Application and Practice Activity

- Ask students to listen to each word you say it carefully. If they hear a short i, students show a thumbs-up. If the word does not have a short i, students show a thumbs-down. For example, say: *Kitchen*. (thumbs-up) *Hen*. (thumbs-down). Continue with other words: big, sandwich, little, chick, bed, dress, it.
- Repeat the words at random, speeding up the tempo and adding other vowel sounds to make the game more challenging.

OBJECTIVES

To learn the sound for short i

To learn words that include short

To write words that include short

Materials

Sounds and Letters Cards (ActiveTeach Timer or stopwatch Audio tracks B31-B33 Digital activities MyEnglishLab or CD-ROM



Page 73 Audio script on page Answers on page T149

OBJECTIVES

s learn the value of te eprating special days

a earn to use different eraressions for different := ecrations

To make a greeting card tar a selebration

Materials

- : Poster

= stures of birthday, Father's Day, Mother's Dav and New Year's Eve ce éprations

Examples of greeting cards for the four celebrations

Drawing paper Scissors, crayons, glue, markers, pencils Audio track B34

Digital activities: MyEnglishLab or CD-ROM



Page 74 Answers on page T149

Warm-Up

- Show the Unit Poster to introduce the concept of celebration. Explain that people celebrate birthdays, and they also celebrate other special days. Show students pictures for different celebrations: birthdays, Father's Day, Mother's Day, New Year. Name each one. Have students repeat.
- As you show pictures for celebrations, say a chant and have students repeat. Say: Happy, happy birthday! Happy, happy birthday! Happy, happy birthday! (Role-play blowing out candles) Hooray!

Using Page 91



(2) (334) Listen. Find and number.

Explain the lesson objective—students will name, role-play, and discuss different celebrations, and make a greeting card for a celebration.

- Explain that people around the world celebrate these days in different ways. Invite students to discuss how and what they celebrate with their families.
- Read the directions aloud. Play Audio Track B34. Together listen, point to the pictures, and repeat. Replay the audio. Have students number the pictures.

Review the answers as a class. (Answers: Birthday - 2, Father's Day - 3, New MONITOR Year's Day - 1)

Look at 22. Role-play with a partner.

• Read the directions aloud. Say the girl's lines and elicit the boy's lines from the class. Then switch roles.

As students work, listen for proper pronunciation, appropriate intonation, and MONITOR correct use of language.

Make a Greeting Card.

- Explain that one way people celebrate a special occasion is to make a card. Ask students to discuss giving greeting cards—who they give them to, and when they give them.
- Hold up a sheet of paper. Read each direction aloud. Demonstrate how to do each step.
- · Discuss which greeting card students would like to make and who it will be for. Give students the materials they need. Have students follow the directions to make their greeting cards.

Check students' work to see that they have chosen an appropriate expression MONITOR for their card.

If students need ideas for their cards' images, refer them to the pictures in Activity 22.

• Assign Workbook page 74 and direct students to digital activities.

Application and Practice Activity

• Invite students to share their greeting cards with the class. Have students name the celebration, describe their pictures, read their cards aloud, and name the recipient. Display students' greeting cards.

- Explain, model, and play Memory Game. (See Game Bank, page T134, for details.) Place party items or Picture Cards of party items on a table. Give students a minute or two to study the items. Then ask students to close their eyes. Remove two or three objects. Ask students to open their eyes and say what is different.
- Play the game several times. You may want to try leaving all objects on the table once. When students cannot find differences, tell them that the items are the same. This can also be played with words on the board if you want to increase the items to include candy, hot dog, orange, pie, pizza, and soup.

Using Page 92

Look at Picture A and Picture B. Find four differences. Talk with a partner.

Explain the lesson objective—students will compare two pictures and talk about the differences between them.

- Have students look at Pictures A and B, and tell what they see in each picture. Model language and have students repeat. For example, point to the cake in Picture A and say: There is a cake in Picture A. Repeat the process for Picture B.
- Read the directions aloud and explain them. Model a difference between the two pictures: In Picture A, the boy has a party hat. In Picture B, the girl has a party hat. Have students repeat.
- Have students work with a partner to find the differences.

MONITOR

Check to make sure that students are able to find all four differences. (Answers: Picture A: The dog has an ice cream. Picture B: The cat has an ice cream. Picture A: The cake has seven candles. Picture B: The cake has one candle.)

If students are not able to find the differences, point to an item in Picture A and ask, for example: How many candles are there? Then point to the same item in Picture B and repeat the question.

CHALLENGE

Have students draw several more differences in the pictures and repeat the activity with a partner.



Vary Activity 25. Have students use a crayon or marker to circle the différences between Picture A and Picture B before practicing the dialogue with their partners. Then, as they say the dialogue, have them point to the circled pictures.

Application and Practice Activity

• Give students drawing paper, crayons, markers, and pencils. Tell students you would like them to draw a picture of a birthday celebration. Encourage them to include as many party items as they can, including cake, candle, party hats, pie, etc. Then have students get partners to discuss the differences between their pictures. Model: I have a cake. You have a pie.

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

__. and You have __ Write the sentence frames I have ___ board for students to use as a reference.

OUTCOMES

Students can describe a celebration.

Students can identify birthday food and items.

Materials

Picture Cards 43-52 Party items Drawing paper, crayons pencils, markers Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP

Assessment through Dialogues

Use dialogues to assess students' speaking skills often. By carefully listening to students as they act out dialogues, you can discover which language areas need review and which areas students have mastered. For example, if students consistently omit a word ending when speaking, such as the final -s for plural nouns, you may need to review and provide additional practice for this topic.

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OUTCOMES

Students can say the days of the week on a days are the week on a

Students can name a Herent foods.

Students can use the simple present tense has.

21st Century Skills

Co apporation

Materials

Units 7–9 Grammar Poster

Picture Cards 43–52 Large calendar

Small bean bags or markers for tossing

Games/Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 75

Audio script on page T145

Answers on page T149

TEACHING TIP Collaboration

Valuable language practice is taking place when partners and small groups work together and practice speaking together. Working with a partner or in small groups allows students to speak many more times during one class period than they would if you randomly invited one student at

a time to respond.

Warm-Up

• Show students a large calendar. Review the days of the week by pointing to each day on the calendar and saying the *Days of the Week* chant that students learned earlier in the lesson: *Sunday, Monday! Tuesday, Wednesday, Thursday! Friday, Saturday, and Sunday! Seven days in a week!*

Using Page 93

Look and match.

Explain the lesson objective—students will identify what they eat each day of the week and use *have/has* to discuss possession, and self-assess what they have learned by checking the *I Can* boxes.

- Have students look at the pictures. Ask them to name each day of the week on the calendar and each food shown in the chart.
- Read Item 1 aloud. Have students repeat. Have students look at the picture of the salad under *Monday* and identify the food. Then have them look for the word in the right column. Show students how to match the phrase *On Monday, I have* to Item C *salad* in the right column.
- Have students complete the activity independently. Then have volunteers read the completed sentences aloud as the rest of the class points to the corresponding pictures.

MONITOR | Review the answers as a class. (Answers: 1. c, 2. d, 3. f, 4. g, 5. b, 6. a, 7. e)

Look and write. Use have or has.

• Read the directions aloud and explain them. Have students look at the pictures. Invite them to tell what they see. Read Item 1 aloud. Invite students to tell which word is missing. Then have students write have on the line. Have students write in the words independently.

MONITOR | Review the answers as a class. (Answers: 1. have, 2. has, 3. has, 4. have)

Can

- Read the statements aloud. Explain any words students need help understanding. Model Box 1: *I can talk about food and celebrations*.
- Explain that students should check () the boxes if they can do the activities.
- As students are working, ask them to give examples for each item.
- Have students repeat the activity in small groups, using their Student Book to find examples for each item.
- Assign Workbook page 75 and direct students to digital activities.

Application and Practice Activity

• Explain and model a party game. Place all of the Picture Cards faceup on the floor in front of students. Students take turns throwing a bean bag or a marker at the pictures. If the bean bag/marker lands on a picture, the student names the picture and keeps it. Continue playing until all of the Picture Cards are gone. Then ask students to talk about their Picture Cards: I have cake. She has an apple. Mix up the cards, and play again.

Check to see that students are able to use the word in a correct sentence and that they understand when to use *have* and *has*.

- Have students play the Unit 7 Game 2 on ActiveTeach.
- Have students review the Unit 7 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

Objectives

Vocabulary

• To name toys and games

Reading

- To identify important ideas in a story ("I Want My Toys")
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (be)
- To ask questions with Where is and Where are

Content Connections

- Math: To identify the numbers 11-20 and count using them
- Around the World: To talk about kites and to identify the color of kites

Sounds and Letters

• To identify and say words that contain the short o sound

Values

• To learn the value of sharing

Project

• To make a "Fun Kite"

Key Voca	billing				
Toys		Expressions	Con	Content Words	
action figure airplane ball bike blocks cars doll	puppet skates stuffed animal train	Here they are. Let's share. Sorry! Thank you!	bird cool fish kite Malaysia	Mexico New Zealand numbers 11–20	

Materials Student Book, Unit 8 Main unit, pages 94-105 Student Book Audio CD, Tracks B35-B50, B83 Workbook, Unit 8 Main unit, page 76-85 Extra grammar practice, page 105 Workbook Audio CD, Tracks 34-38 **Assessment Package** Practice test, pages 60-61 Unit test, pages 62-63 Oral assessment, pages 64-65 ExamView® Assessment Suite **Additional Materials** Picture Cards 53–62 Posters: Unit 8 Poster, Units 7-9 Grammar Poster Video (ActiveTeach), Unit 8 Digital activities (MyEnglishLab or

CD-ROM), Unit 8

Unit Opener Activities

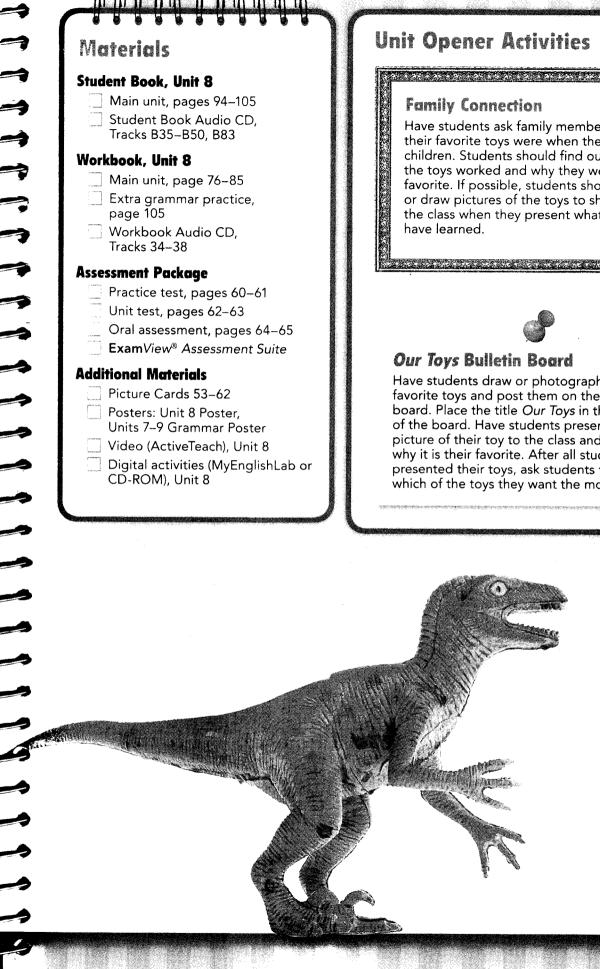
Family Connection

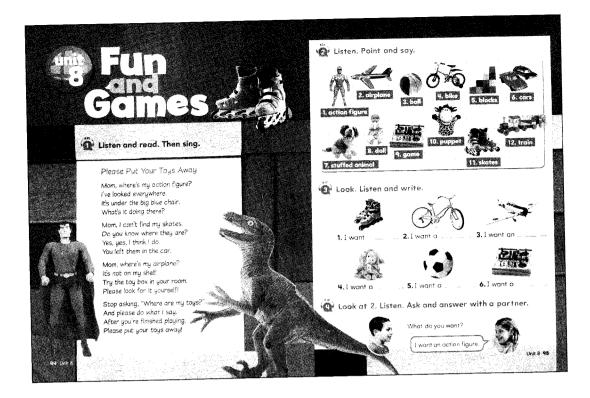
Have students ask family members what their favorite toys were when they were children. Students should find out how the toys worked and why they were a favorite. If possible, students should find or draw pictures of the toys to share with the class when they present what they have learned.



Our Toys Bulletin Board

Have students draw or photograph their favorite toys and post them on the bulletin board. Place the title Our Toys in the middle of the board. Have students present the picture of their toy to the class and explain why it is their favorite. After all students have presented their toys, ask students to vote on which of the toys they want the most.





- Ahead of time, decorate a big box to look like a toy box. Show students the toy box. Say: This is a toy box. Have students repeat.
- Bring in toys or ask students to bring in toys. Display them and say: These are our toys. Pick up a toy and say: This is my favorite toy.
- Model putting away the toys and the phrase put away. Say: Please put the toy away. and then put the toy in the box.
- Have students take turns going to the front of the room, picking up a toy, showing it to the class, and saying: This is my favorite toy. Tell the student: Please put the toy away. The student should put the toy in the box. Continue until there are no more toys left.

Using Pages 94-95

(B35) Listen and read. Then sing.

Explain the lesson objective—students will talk about and name different toys, and tell which INVOLVE tovs they want.

- Read the directions aloud. Play Audio Track B35. Have students listen and read along with the song silently.
- Replay the audio. Have students sing along.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B83). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.

Ī

MONITOR | Observe students to see if they are comfortable learning the new song. Replay the song as necessary. Use simple language, gestures, and the Unit Poster to explain word meanings.

B36 Listen. Point and say.

• Read the directions aloud. Play Audio Track B36. Point to each picture and say each word. Have students listen, point to the correct picture, and say the word with you.

MONITOR

Check to see that students are pointing to the correct pictures as they say the words.

CHALLENGE

Call out four of the words in random order. Have students repeat the words in order while pointing to the correct pictures.

• Leadership Invite a volunteer to come up and lead the class by calling out words in a different order. Encourage the volunteer to check that other students are pointing to the correct words.

Look. Listen and write.

- Invite students to tell what they see in the picture. Explain and act out the meaning of the word want. Display the Picture Cards or realia for toys. Point to one and say: *I want skates*. Then pick up the picture of the *skates*. Repeat for the words *bike* and *blocks*. Have students repeat after you.
- Place the Picture Cards or realia in the front of the room. Then ask: *What do you want?* Invite volunteers to come up and say: *I want a* _____. Then have the student take the Picture Card.
- Read the directions aloud. Play Audio Track B37. Point to the picture in Activity 2 of the skates.
- Write the correct word on the board as students write it on the line. Complete the activity as a class.

MONITOR

Review answers with students. (Answers: 1. skates, 2. bike, 3. airplane, 4. doll, 5. ball, 6. game)

Replay the audio as needed. Model how to look back at the picture labels to check spelling as you write a word on the line.

(B3B) Look at 2. Listen. Ask and answer with a partner.

- Read the directions aloud. Play Audio Track B38. Have students listen and follow along silently.
- Divide the class into boys and girls. Have them repeat each part as a class.
- Repeat the conversation by substituting different toys as you point to the corresponding pictures on the page. Have students repeat.
- Have students practice the dialogue with a partner, pointing to the different toys on the page.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

• Assign Workbook pages 76–77 and direct students to digital activities.

Application and Practice Activity

- Display all of the Picture Cards and then choose one and say: *I want (skates)*. Model making a puzzle by drawing and coloring a picture and cutting it into four to six pieces. Mix up the pieces and model putting it back together.
- Have students draw a picture of a toy and cut it into four to six pieces. Then have them give the pieces to a partner. Partners assemble each other's puzzles. When students are finished putting the puzzles together, have them ask and answer: What do you want? I want my (puppet), please. Then students give each other back their puzzles.
- Have students play the Unit 8 Game 1 on ActiveTeach.

OBJECTIVES

To name and talk about toys

To talk about what a student wants

To sing a song

Key Vocabulary

Nouns: action figure, airplane, ball, bike, blocks, cars, doll, game, puppet, skates, stuffed animal, train

Verb: want

21st Century Skill

Leadership

Materials

Unit Poster
Picture Cards 53–62
A big box to make into a toy box
Realia for key vocabulary toy words
Pictures of different toys
Heavy drawing paper or cardboard, scissors, pencils, crayons, markers
Audio tracks B35–B38, B83

Games (ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM



Pages 76–77 Audio script on page T145 Answers on page T149

TEACHING TIP

Starting with the music Presenting Songs: Language Learning

Before teaching the lyrics to a song, you may want to play the melody for students in order to familiarize them with the tune. You can hum it or use the karaoke version of the song.



- Use the Picture Cards for toys. Place them in the classroom where students can see them, but put them *under* other objects, such as the desk, table, chair.
- Explain and show the meaning of the word *under*. Then ask students questions about where the toys are: *Where are the skates?* Invite students to find and point to the Picture Card in the classroom. Have the class repeat the word *under*. Then ask students to put other toys underneath other objects.
- Repeat for the prepositions in and on.
- Have students close their eyes while a volunteer hides one of the Picture Cards *in*, *on*, or *under* another object in the classroom. Have students open their eyes. Ask them: *Where's the ball?* Students look around the room to locate the item. Ask: *Is it under the desk?* Students respond: *Yes.* Choose other volunteers and repeat for other toys.

Using Pages 96-97

(B39) Listen to the story.

Explain the lesson objective—students will listen to a story, talk about and identify toys, and tell where toys are in the living room.

- Have students tell what they see in each story frame. Help them identify the toys and where they are—*in*, *on*, or *under* objects. Teach *sofa*, if needed.
- Point to and read the title aloud. Have students repeat after you. Point to and name each character. Have students repeat: *Lizzie* and *Daddy*. Explain that *Daddy* is another word for *father* and *dad*.
- Explain that this story is about Lizzie. She wants to play with her toys, but she can't find them. She asks her dad where her toys are, and he helps her find them. Then Lizzie can play.
- Read the directions aloud. Play Audio Track B39. Point to each story frame as you listen. Have students listen and read silently.
- Replay the audio. Have students put up a hand when they hear a toy in the story. (Frame 1: skates, Frame 2: bike, Frame 3: doll, Frame 4: action figures)

MONITOR

Point to specific story frames as you ask questions to check comprehension: Frame 2: Where's the bike? (in the living room) Frame 3: Where's the doll? (under the sofa) Frame 5: Where are the action figures? (on the sofa)

ASSIST | Retell the story using simple language as you point to each story frame.

CHALLENGE

Describe a specific story frame and have students point to the correct one. For example, say: Lizzie wants her action figures. (Students point to Frame 4.) Repeat until you have described all of the story frames.

odvance Divide the class into groups of six. Prepare enough copies of the story so that each group has one copy. Cut apart the story frames and cut off each number. Give each group a set of the cutouts and have students hold one frame in front of them. Then ask each group to arrange themselves in the correct order. Choose volunteers to look at the story frames held by different groups and use them to reread or retell the story in their own words.

${}^{\bullet}$ Look at the story. Listen and circle.

- Read the directions aloud. Have students point to the pictures and tell what they see. Have them name the toys and tell where they are located using the prepositions in, on, and under.
- Play Audio Track B40. Have students listen and point to the correct pictures.
- Replay the audio. Complete Item 1 as a class. Circle the skates. Continue playing the audio. Have students complete Items 2 and 3 independently.

Review answers as a class. (Answers: 1. skates, 2. sofa, 3. action figures)

Model how to look back to the story to check answers. Discuss and correct errors as a class.

Draw your favorite toy.

- Refer students to the Unit Poster for the toys. Point to your favorite toy. Say: The skates are my favorite. Then draw a picture of the skates.
- Read the directions aloud. Have students discuss which toy is their favorite and why. Then have students draw their favorite toy.

MONITOR

Walk around the room and identify students who are having trouble discussing their drawings.

Correct any errors you hear by repeating the sentence correctly and having students repeat after you.

Assign Workbook page 78 and direct students to digital activities.

Application and Practice Activity

• Have students sit in a circle to play a game. Place the Picture Cards facedown in the center of the circle. Turn over the first card and say: I want a (train). Choose a volunteer to pick the next card and add the toy to your sentence for example, I want a (train) and (cars). You may line the cards up where students can see them to support them as they make their sentences.

MONITOR

Check to make sure that students are able to identify the toys and use the conjunction and to make a cumulative sentence.

If students are having trouble using the articles correctly, repeat their sentences using the correct articles—for example: Yes, I want a (doll) and ASSIST (blocks) and a (puppet).

 Have students view the Unit 8 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: action figure, bike, doll, skates Prepositions: in, on,

21st Century Skills Social Skills

Materials

Unit Poster Picture Cards 53-62 Copies of the story cut into frames Audio tracks B39-B40 Video (ActiveTeach) Digital activities: My English Lab or CD-ROM



Page 78 Answers on page T149

Summary

It's raining outside. Lizzie has to play inside, but she can't find her toys. Lizzie asks her daddy where her toys are. He tells Lizzie where to find them. Then Lizzie can play.

TEACHING TIP Social Skills

Point out that when we express what we want, it is polite to say Please—for example: 1 want my skates, please. Explain that when someone gives us what we ask for, it is polite to respond with: Thank you. Ask students to rephrase the sentences in the story to make them more polite: I want my bike, please. Have others respond: Thank you, Daddy.

- Use real toys to play a game. Place three toys in a row. Have students look at them for a few moments. Then take the toys away or cover them with a cloth.
- Students name the toys in the order in which they were placed. The student who does this first gets to place the next three toys in a row.

Using Page 98

Listen and say.

INVOLVE | Explain the lesson objective—students will talk about where things are.

- Read the directions aloud and explain that the dialogue is between Mom and Dan. Check that students understand the words *shelf, table,* and *washing machine.* Point to these words in the picture as you say each one.
- Review the meanings of *in*, *on*, and *under*. Place one of the toys *in*, *on*, or *under* something in the classroom. Ask: *Where is the (airplane)?* Allow students to point to the toy and use simple language when answering: *on the (desk)*, etc.
- Read the directions aloud. Play Audio Track B41. Have students listen and follow along silently.
- Teach a gesture to demonstrate *in*, *on*, and *under*. Encourage students to act out the correct gesture when they hear the preposition. Replay the audio. Pause the audio from time to time so students can repeat what they hear.

Ask questions to check students' comprehension Where are the skates? (on the shelf) Where is the stuffed animal? (in the washing machine)

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

Work with a partner. Look at 8. Role-play.

• To prepare students for the activity, assign pairs the roles of Dan and Mom. Have pairs use Picture Cards as props as they role-play the dialogue. Encourage students to use *backpack*, *book*, *chair*, and *desk* in their own dialogue.

Listen for proper pronunciation, appropriate intonation, and correct use of language. Make sure students are placing the props *in*, *on*, and *under*.

Listen. Stick.

MONITOR

- Help students find the Unit 8 stickers at the back of the Student Book.
- Check that students know the words *closet* and *bed*. Then read the directions aloud. Play Audio Track B42. Listen and invite students to place the stickers.

MONITOR | As students work, make sure they place the stickers in the correct places.

Ask questions to help students gain a better understanding of the prepositions. *Is the doll on the table, or under it?*

• Assign Workbook page 79 and direct students to digital activities.

Application and Practice Activity

- Have students work with a partner. Show students how to fold their paper so they have four spaces and then have them number the spaces 1–4.
- Give directions, model, and have students draw these objects in the spaces: Space 1: a table; Space 2: a chair; Space 3: a bed; Space 4: a toy box. Say: 1. Draw a table, 2. Draw a chair. etc.
- Then show a Picture Card and say: *Draw an action figure under the table*. Students look for the table they drew in Space 1, and draw an action figure. Continue the activity using the Picture Cards and the prepositions *in*, *on*, and *under*. Invite students to share their pictures with the class.

OBJECTIVES

To use the prepositions of 10 and under to describe where things are

To use unit language In context

To use correct stress pronunciation and intension

Key Vocabular.

Nouns: a rolane game skates: ped chair totale desk, she filtable coubox, washing machine

Materials

Picture Cards 53-t2

Realia—toys

Large cloth

Drawing paper persis

Unit 8 Stickers

Audio tracks B41-B42

Student Book audio script, page 1136 Digital activities: MyEnglishLab or CD-ROM



Page 79 Answers on page T149

TEACHING TIP

Activities for Small Groups

Many students respond well to working in small groups. Shy students may feel more relaxed and participate more than they do in a large group. Good activities for small groups include: asking and answering questions, performing dialogues, role-playing mini conversations, playing games, and sorting and matching activities.

SETTIVES

ask and answer Wh-Lestions: Where is and ∴here are

use It's and They're

use the prepositions on, and under

Key Vocabulary

Nouns: action figure, car, doll, skates; bed, desk, shelf, toy box

Prepositions: in, on,

Materials

Jnits 7–9 <mark>Gramma</mark>r Poster

Picture Cards 53-62

Box

Realia for tovs

Toy vocabulary words written on slips of paper Audio track B43

Student Book audio script, page T136

Digital activities: MyEnglishLab or CD-ROM



Pages 80-81 Audio script on page

Answers on page T149

Worm-Up

- Before students arrive, place toys in, on, and under other objects in the classroom. Greet students and ask them to look very carefully around the room for one minute. After one minute, have students close their eyes.
- Then ask where each object is—for example: Where's the ball? Invite a student to answer: The ball is under the chair. Have the rest of the students clap their hands if they agree with the answer. If they do not, they can open their eyes to confirm the answer. Then elicit the correct answer.
- Continue until students have identified where all of the objects are.

Using Page 99



(1) (a_{643}) Listen and check (\checkmark) .

Explain the lesson objective—students will identify toys and tell where they are using the prepositions in, on, and under, and practice a conversation with a partner.

- Point to the grammar box and read it aloud one line at a time. Have students follow along and repeat after you.
- Have students look at the pictures and tell what toys they see.
- Read the directions aloud. Play Audio Track B43. Have students listen and point to the correct picture for each item.
- Replay the audio. Do Item 1 as a class and check (✓) the first picture: doll on the shelf. Have students complete the activity with a partner.

MAIN MAZTINIA

Review the answers as a class. (1. first picture: doll on the shelf, 2. second picture: action figure under the desk, 3. first picture: skates in the toy box, 4. second picture: cars under the table)

CHALLENGE

Have students go back and describe each of the pictures they did not check in the activity. For example, the correct answer for item 1 is The doll is on the shelf. Have students describe the other picture: The doll is in the toy box.

Look at 11. Ask and answer with a partner.

- Practice the dialogue a few times with students. Model how to use the pictures to ask and answer new questions for the dialogue. Remind students to use Where is for singular items and Where are for plural items (skates, cars).
- Have students work with a partner. Have them ask and answer questions about where the toys are in Activity 11.

Check to make sure that students are able to include vocabulary from Activity 11 in their questions and answers.

**** Have students use the Grammar Poster for additional support.

• Assign Workbook pages 80–81 and direct students to digital activities.

Application and Practice Activity

• Display the key vocabulary Picture Cards. Write the names of each toy on slips of paper ahead of time. Place them in a box. A student chooses a slip of paper and then acts out how to play with that toy. The rest of the class guesses which toy it is: It's a (ball). The student who guesses correctly acts out playing with the next toy.

MONITOR

Check to see that students are able to read the toy names on the slips of paper. Point to the first letters and whisper the beginning sounds of the word to the

students, if necessary.

Unit 8 **T99**

- Review numbers 1–10 in English. Practice the rhyme from Unit 1. (See page T8.)
- Place toys in front of the students. Ask: *How many toys?* As you practice counting the toys with students, have a student move a toy to the side as it is counted. Use numbers 1–10.

Using Page 100

(B) Listen and trace. Point and say.

Explain the lesson objective—students will identify, name, and trace the numbers 11–20; count objects from 1–20; talk about how old they are; and draw apples to represent that number.

• Read the directions aloud. Play Audio Track B44. Have students listen, point to the correct number, and repeat.

MONITOR | Check to make sure that students trace and say the number words correctly.

Count the apples and write the number.

- Have students tell what they see in the picture. Ask: What are these? Help students answer: They're apples. Ask: Where are the apples? Help students answer: They're in the tree. Repeat for the apples under the tree.
- Read the directions aloud. Have students count the apples and write the number. Ask: *How many apples are in the tree? (Answer: 14)* Repeat for the apples under the tree. (Answer: 18)

MONITOR | Check to see that students are counting and writing the numbers correctly.

How old are you? Write the number. Draw the same number of apples in the box.

• Read the directions aloud. Have students write their age in the apple and then draw the same number of apples.

Check to see that students are following directions and drawing the correct number of apples.

When students have drawn one apple for each year, help them say: *I am* (seven) years old.

• Have partners count each other's apples and ask and answer: How old are you? I'm (seven) years old.

Have students ask three classmates: *How old are you?* Then have students report to the class. As a class, make a tally chart to show the ages of students in the class.

Assign Workbook page 82 and direct students to digital activities.

Application and Practice Activity

- Play *Bingo*. (See *Game Bank*, page T134, for details.) Give each student a blank grid with nine squares on it. Have students choose and write nine numbers from 11–20. Give students nine chips or nine small pieces of paper that can be placed on the nine spaces.
- This game can be played with numbers 1–20, too.

Montron | Make sure that students are writing the numbers correctly and can name them.

ASSIST | Model how to use the numbers on page 100 as a reference when creating their Bingo cards.

OBJECTIVES

To name and trace the numbers 11–20

To count items from 1–20

To talk about how a a student is

Content Words

eleven, twelve, thirteer fourteen, fifteen, sixteen, seventeen, eighteen, nineteen twenty

Materials

Realia—toys
Drawing paper
Small slips of paper or
chips
Audio track B44
Digital activities:
 MyEnglishLab
or CD-ROM



Page 82 Answers on page T149

TEACHING TIP

Teaching Sequential Items that are in a Sequence

When teaching words that naturally occur in a sequence, such as numbers or days of the week, use a chant or rhyme. Students will be engaged and more apt to remember the lesson.

OBJECTIVES

talk about different tes from different countries

Content Words

o rd, cool, fish, kite; Malaysia, Mexico, New Zealand

21st Century Skills

Creative Thinking

Materials

World map

Drawing paper, crayons, markers, pencil Audio track B45

Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM

Warm-Up

- Display a world map. Point to and name Mexico, New Zealand, and Malaysia. Have students repeat the country names.
- Bring in a kite and show it to students. Point to the kite and say: This is a kite. Have students repeat. Explain that a kite is a toy and that people all over the world fly kites. Show a video or internet clip of a person flying a kite. If possible, choose a video that shows how to get the kite into the air.

Using Page 101



INVOIVE

Explain the lesson objective—students will talk about different kites from countries around the world, color their own kite, and talk about it with a partner.

- Read the title aloud: Cool Kites. Check that students understand cool.
- Read the directions aloud. Play Audio Track B45. With students, listen and point to each kite. Replay the audio. Have students listen and then number the kites according to the audio descriptions.

MONITOR | Review the answers as a class. (Answers, from left to right: 2, 3, 1)

Color the kite. Talk with a partner.

- Review the colors by pointing to items in the classroom. Ask: What color is it? Have students color their kites.
- Have students practice the dialogue with a partner as they talk about their kites.

MOHITOR | Listen for correct language and vocabulary as they talk about their kites.

Creative Thinking Why do people from all over the world like kites?

• Write the Think Big question on the board. Read it aloud and have students repeat. Explain the question. Have students look at all of the kites from the lesson. Talk about how kites are different shapes and colors. Ask questions to help students formulate ideas: Are kites beautiful? Can they fly? What can you do with kites?

MONITOR | Listen to make sure students are answering in complete sentences.

ASSIST | Offer sentence suggestions to students who need help.

Assign Workbook page and direct students to digital activities.

Application and Practice Activity

- Give students drawing paper and crayons or markers, and ask them to draw a kite. Tell them to be as creative as they can when selecting a shape and colors. Give students time to complete their drawings. When they are finished, collect the drawings and display them around the room.
- Have students describe the kites displayed. Then model sentences as you point to the kites. Have students repeat and point: This kite looks like a bird. This kite looks like a fish. This kite is a triangle. This kite has many colors.



odvance. Pick different categories—for example: red kites, kites that look like fish, kites that are triangles, etc.—and ask students to count how many kites fit that description. Have them point to each kite that fits the description as they count it aloud.

 Have students view the Unit 8 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

• Play Relay Race. (See Game Bank, page T134, for details.) Spell a word and ask individual students to come to the board and write the word. This can also be played as a team game. Review the sounds and letters from the previous units.

Usina Page 102



B46 Listen and point. Say.

INVOLVE

Explain the lesson objective—students will identify the short o sound, identify words that have short o in the medial positions, and write words that contain the letter o.

- Model this chant and have students repeat: Mom has lots of socks, lots of socks, lots of socks. / Mom has lots of socks, and my dog wants socks, too.
- Help students identify the words with the short o sound. (mom, lots, socks, dog)
- Read the directions aloud. Play Audio Track B46. Together point to each picture and the letter o in each word. Have students repeat each word.

MONITOR | Check to see that students point to the correct pictures and the letter o.



\bigcirc (847) Listen and write. Use the words from 19.

- Display the Sounds and Letters Word Cards in the front of the room. Point to the short o sound in each word.
- Encourage pairs of students to guess which word may go in each sentence before they listen. Remind them to use one of the four words on the board.
- Read the directions aloud. Play Audio Track B47. Have students check their predictions. Explain the sentence meanings for students.

MONITOR | Review the answers as a class. (Answers: 1. mom, 2. dog, 3. socks, 4. pot)

(B48) Listen and say. Underline o.

- Read each sentence aloud and explain it using simple language or gestures.
- Read the directions aloud. Play Audio Track B48. Have students listen and repeat the sentences.
- Have students underline the letter *o* in the sentences.

Review the answers as a class. (Answers: 1. The dog has a spot on its leg. 2. The doll is wearing a pink top and white socks. 3. A frog sits on a rock in the pond. 4. My mom and dad are singing a long song.)

• Assign Workbook page 83 and direct students to digital activities.

Application and Practice Activity

- Show pictures of words that have short o in the medial position, and have students repeat the words after you. Examples: doll, dog, pot, socks, mom, rock, socks, blocks, clock
- Show students how to fold a piece of paper to make it look like a greeting card. Have them write Letter o on the front page. Then have them draw pictures of words with short o on the two inside pages and on the back page. When they are finished, invite students to share their books with a partner, and then with the class.

Check to make sure that all the words in the book have the short *o* sound.

Work with students to brainstorm a list of words that have short o in the middle. Then students can choose which words to draw in their books.

OBJECTIVES

To learn the sound for short o

To learn words that include short of

To write words that include short o

Materials

Sounds and Letters Cards (ActiveTeach Drawing paper Audio CD tracks B46-B48 Digital activities: MyEnglishLab or CD-ROM



Page 83 Answers on page T149

OBJECTIVES

- o learn the value
- s talk about playing . th someone
- a show politeness by sharing and using phrases like Thank you.
- o make a kite

21st Century Skills

Collaboration

Materials

Picture Cards 53-62

Pictures of kites and/or real kites

A homemade kite

Drawing paper, scissors, crayons, markers, pencils, rulers, glue

Sticks and string for making kites

Audio track B49

Digital activities: MyEnglishLab or CD-ROM



Page 84

Audio script on page

Answers on page T149

TEACHING TIP

Collaboration

When children work in pairs or small groups on thematically related craft projects, they can discuss which materials they need, use the target vocabulary and language, discuss the different steps needed to complete the project, and use English in a natural setting. When projects are finished, encourage students to share their projects with the class.

Warm-Up

• Play Pictionary to review the names of toys. (See Game Bank, page T134, for details.) Divide the class into groups. Invite a representative from each group to the front of the class. Show the team representatives a Picture Card of a toy, or show an actual toy that is hidden in a bag. Have them return to their groups and draw a picture of the toy for their teammates to guess. When someone on the team guesses correctly, he or she comes to the front and whispers the name of the toy to you. If correct, the group wins a point.

Using Page 103

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Explain the lesson objective—students will name different toys, role-play how they share, and then work together to make a kite.

- Explain that the pictures are out of order. Explain that there are two children talking about sharing the cars.
- Read the directions aloud. Play Audio Track B49. Listen together and point to the correct pictures.
- Replay the audio and have students number the pictures.

MONITOR | Review the answers as a class. (Answers, from left to right: 3, 1, 2)

Provide support to help students understand the order in which the pictures should occur by explaining that the cars belong to the boy and the girl doesn't have her own cars to play with.

How do you share with your friends? Act it out with a partner.

• Read the directions aloud and explain them.

Make a Fun Kite to show and share.

- Give students some toys. Say the dialogue again, but substitute a different toy. Have students hold up the toy you name and repeat the dialogue after you.
- Have pairs practice the dialogue using their own toys to create new dialogues. Listen to students as they act out the dialogues and make sure they are using MONITOR language and gestures that demonstrate sharing.

- Have students look at the pictures and tell what they see. Show students different types of kites and discuss what they are made with and how they are made. Discuss how you can share a kite with a friend.
- Explain the directions again, using simple language and gestures. Show students how to glue the sticks to the back of the kite and attach a long string so it can fly. Explain that their kites should be fun and they can decorate them. Show students a model of a kite that you prepared ahead of time.
- Give students the materials they need to make a kite. Have students follow the directions to make their kites.
- When students are finished, invite them to display their kites and tell one way they can share it with a friend.

MONITOR | Check to see that students are following each step to make their kites correctly. Point to the pictures on the page and repeat each step for students who are ASSIST having difficulty.

• Assign Workbook page 84 and direct students to digital activities.

Application and Practice Activity

- Have students describe their kite to a partner and act out the dialogue in
- If possible, bring the class outside with their kites and attempt to fly them.

- Review the numbers 1-20 with the class.
- Use the class clock, a calendar, and toys to give students objects to count. For example, point to the clock and say: Let's count the hours. Point to each number and have students say it with you. If they are able to count without your support, mouth the numbers without making any sound. Repeat for the calendar.
- Place a variety of toys on the table. Choose a volunteer and say: Count the blocks, please. The student should point to each block and count it. Ask: How many blocks? The student answers and classmates clap if they agree with the answer.
- · Repeat this with other toys and students.

Using Page 104



(B50) Look. Count and write. Listen and check.

Explain the lesson objective-students will count different toys, tell how many they see, and create their own dialogues about the items they see and where they are.

- Have students look at the picture and tell what toys they see. (airplanes, action figures, balls, dolls, skates, stuffed toys) Have students count the toys. Prompt students by asking: How many skates do you see? (I see two skates.)
- Point out that the first item has been completed for them. Have them find the two airplanes and point to them. Have the students count the rest of the items and write the numbers.
- Read the directions aloud. Play Audio Track B50. Invite students to listen and check their answers.

MONTOR

Review the answers as a class. (Answers: 1. 2 airplanes, 2. 3 stuffed animals, 3. 2 balls, 4. 2 skates, 5. 4 action figures, 6. 2 dolls)

ASSIST

Provide support for number writing, if needed, by writing numbers 1-5 on the board. Review the meanings of the prepositions on, in, and under by pointing to objects in the room and describing their location.

Look at 25. Ask and answer with a partner.

 Have students practice the dialogue with a partner. Encourage the students answering the questions to point to the toys on the page. Then have them switch roles.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

CHALLENGE

Have students look around the room and identify other vocabulary they can use in the dialogue, for example: How many pencils do you see? Where are they?

• Direct students to the digital activities on MyEnglishLab or CD-ROM for additional review and consolidation.

Application and Practice Activity

- Place familiar classroom items around the room in plain sight. Assign one item to each group of students. Invite students to walk around the room and collect all the samples of their item that they see. Then they count them and place them on a desk, under a chair, etc.
- When all groups have finished counting their items, have Group 1 ask Group 2: How many (erasers) do you have? The team can report back to the class: We have (eleven) erasers. Have Group 1 ask: Where are they? Group 2 should answer: They're (on the desk). Then they point to them one by one as they count them.
- Repeat this activity with Group 2 asking Group 3: How many (pencils) do you have? and so on.

Check to make sure that students have found all the "hidden" items and that they are counting them correctly.

OUTCOMES

Students can ident for and name different toys.

Students can count tovs.

Students can say the numbers 1-20.

Students can tell where toys are in a room.

Students can use the prepositions in. o and under.

Materials

Class clock, calendar and toys for counting Realia of toys Familiar classroom items from Unit 1 Audio track B50 Digital activities: MyEnglishLab or CD-ROM

OUTCOMES

Students can name different toys.

Students can correlate print with the names of toys and prepositions.

Students can use the prepositions in, on, and under.

Students can tell where items are.

Students can self-assess and tell what they can do.

Materials

Picture Cards 53–62 A large ball Digital activities: MyEnglishLab or CD-ROM



Page 85 Audio script on page T145

Answers on page T149

Warm-Up

- Write the words *airplane*, *bike*, *doll*, *game*, and *train* on the board. Read them aloud with students. Draw these items in a different order on the board. Point to and say the word *airplane*, and have students repeat. Invite a volunteer to find the picture and draw a line to the word *airplane*. Continue for the other words.
- Have students close their eyes. Erase the matching lines and remove two pictures, but do not erase the words. Have students open their eyes and erase the two words of the items that are missing. Continue playing with different volunteers.

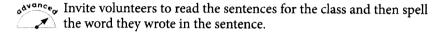
Using Page 105

INVOLVE

Look and write.

Explain the lesson objective—students will look at pictures of toys and write the correct word to complete a sentence, write where the toys are located, and self-assess what they have learned by checking the *I Can* boxes.

• Complete the first item as a class. Check to see that students have written the correct word. (*airplane*) Then have them finish the exercise independently.



Review the answers as a class. (Answers: 1. airplane, 2. doll, 3. bike, 4. train, 5. puppet, 6. game)

Look and write in, on, or under.

- Read the directions aloud. Point to and read *in*, *on*, and *under*. Have students point to the words and repeat.
- Have students look at the pictures and write the words underneath the pictures.

MONITOR | Check the answers and correct errors as a class. (Answers: 1. on, 2. in, 3. under)

If needed, do a quick review of in, on, and under by placing a toy in your desk, on your desk, and under your desk as you say where it is.

Can

- Read the title and items aloud. Explain any words to students that need help understanding. Model Box 1: *I can tell where something is.*
- Explain that students should check () the boxes if they can do the activities.
- Assign Workbook page 85 and direct students to digital activities.

Application and Practice Activity

• Play *Throw and Catch*. (See *Game Bank*, page T134, for details.) Have the class stand in a circle. Hold a ball big enough for students to catch (soccer ball, kick ball, etc.). Begin the game by saying a sentence about a toy. Example: *I see a blue puppet*. Then throw the ball to a student. The student catches the ball, says another sentence about a toy, and throws the ball back to you. Continue playing until everyone has had a turn.

Listen to make sure that students are able to generate their own sentences and are not repeating what other students have said.

ASSIST | Display Picture Cards of toys where students can see them to give them ideas.

- Have students review the Unit 8 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.
- Have students play the Unit 8 Game 2 on ActiveTeach.

Objectives

Vocabulary

• To name play time actions

Reading

- To identify important ideas in a story ("I'm Not Tired!")
- To use reading strategies to comprehend and appreciate a story

Grammar

• To use the present progressive (verbs)

Content Connections

- Physical Education: To identify the action words clap, dance, fly, jump, sit, and turn and act them out
- Around the World: To play Rock, Paper, Scissors

Sounds and Letters

• To identify and say words that contain the short u sound

Values

• To learn the value of exercise

Project

• To make a "Daily Exercise" chart

Key Voc	abulery ctions	Expressions	Conte	ent Words
catching dancing hitting jumping kicking	riding running singing skating throwing	What about you?	Canada Chile clap dance fly Japan	jump paper rock scissors sit turn

PPULL LUNGO

Vaterials

Student Book, Unit 9

- Main unit, pages 106–117
- Cutouts for Checkpoint, pages 127–128
- YLE Tests Practice Material, pages 129–140
- Student Book Audio CD, Tracks B51–B70, B84

Workbook, Unit 9

- Main unit, pages 86–95
- Think Big Activity, pages 96–97
- Extra grammar practice, page 106
 - Workbook Audio CD, Tracks 39–42

Assessment Package

- Practice test, pages 66–67
- Unit test, pages 68–69
- Oral assessment, pages 70–71
 - **Exam**View® Assessment Suite

Additional Materials

- Picture Cards 63–70
- Posters: Unit 9 Poster, Units 7–9 Grammar Poster
- Video (ActiveTeach), Unit 9
- Digital activities (MyEnglishLab or CD-ROM), Unit 9

Unit Opener Activities

Family Connection

Invite students to work with a family member at home to draw or take pictures of their favorite places to play. Have students talk with their families at home about what activities they like doing at each place. Have students share their pictures and descriptions with the class.



Play Time Bulletin Board

Pin students' pictures from the Family Connections to the bulletin board. Post the title Play Time! in the center of the board. As students work through the unit, have them identify any places they drew in Family Connections. When new places are found, have students draw those places and add them to the board.

Checkpoint Activities Units 7-9

Student Book, pages 118-121, 127-128

Guide students in discussions (spontaneous class, group, or pair discussions) that enable them to apply the vocabulary and language skills they have learned in the unit. Encourage students to assess themselves on how well they have learned the material. As they do, pay attention to their performance. Target areas that need more practice before moving on to the next part of the lesson.

Workbook, pages 96-97

Working independently, students explore a scene in which a boy celebrates his birthday. They use critical thinking and creativity to identify and organize the information in the scene. Exercises guide students in synthesizing the material and assessing their mastery of the language acquired in the preceding units. They also develop communication and collaboration skills as they share their work in groups or pairs.

If desired, use the YLE (Young Learners English) practice materials at the end of the Student Book to familiarize students with the activity types used in the YLE Tests.



• See if students can remember any actions from the book. Pair students and give them ten minutes to look in their books and find actions that people do for fun. (running, swimming, jumping, climbing, playing, walking, singing) Write the first letters on the board to help. Have students stand. Call out one of the words and have them act it out. For a more challenging activity, say one word while you act out another. Tell students they should act out the word you say, regardless of what you are acting out.

Using Pages 106-107



INVOLVE

Explain the lesson objective—students will talk about and name actions, talk about play time at school, and describe things that are close and far away using this, that, these, and those.

- Discuss what students do during play time at school.
- Read the directions aloud. Play Audio Track B51. Have students listen and read the song silently. Tell students the first verse is repeated at the end. Replay the audio. Have students sing the song with you.
- Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B84). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the song.
- MONITOR | Observe students to see if they are comfortable learning the new song.
- ASSIST | Replay the audio as necessary. Use simple language and gestures to explain word meanings.

(B52) Listen. Point and say.

 Read the directions aloud. Play Audio Track B52. Have students listen, point to the pictures, and say the action words.

MONITOR | Check to see that students point to the correct pictures and pronounce the words correctly.

(B53) Listen and say.

- Place a red pencil close to you. Say: This pencil is red. Have students repeat. Then place a green pencil far away from you. Point to it and say: That pencil is green. Have students repeat. Continue using different objects. Have students practice saying: This/That (pencil) is (blue). Explain that we use this for one item that is close. We use that for one item that is far away.
- Repeat the process for *these* and *those* using multiples of items.
- Read the directions aloud. Play Audio Track B53. Invite students to listen, point, and say.
- Have students look at the pictures and tell what they see. Encourage them to use the words this, that, these, and those.

Check students' understanding by playing Say and Show. Say a sentence from Activity 3. Ask students to point to the matching picture. Say: That ball is orange. Students point to Item 2.



peginn/n. Demonstrate and practice a finger play for this/that/these/those. Hold up one finger close to you. Say: This. Ask a student to hold up one finger. Point to it and say: That. Hold two fingers close to you. Say: These. Have another student hold up two fingers. Point to them, and say: Those.

$\{\{a_{B54}\}\}$ Look around your classroom. Listen to the model. Talk with a partner about what you see.

- Read the directions aloud. Play Audio Track B54. Have students listen and point to the girl and boy as they listen.
- Point to different objects in the classroom and ask: What's that? Check to see that students can name different classroom objects (chair, desk, computer, pen, pencil, ruler, etc.). Tell students they are going to work with a partner to make sentences using the language learned in Activity 3. Arrange them in pairs and have them do the activity.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Provide or elicit adjectives for students to use in their descriptions: big, little, ASSIST long, short, old, new, black, red, etc.

• Assign Workbook pages 86–87 and direct students to digital activities.

Application and Practice Activity

- Explain, model, and play I Spy. (See Game Bank, page T134, for details.). Place a variety of classroom objects around the room. Say: I spy two red crayons. Have students look around the room to locate the items. Students raise their hand when they are ready to answer. Choose a student. He/She points to the item(s) and makes a sentence using this, that, these, or those—for example: Those crayons are red.
- The student who gives the correct answer takes a turn to say the next *I spy*. Make sure that students combine this, that, these, and those with vocabulary MONITOR correctly.

Simplify the game. For example, say: I spy. This pencil is yellow. The students look for this pencil. The student who finds the item(s) first, points to it or them and repeats the sentence: This pencil is yellow.

• Have students play the Unit 9 Game 1 on ActiveTeach.

OBJECTIVES

To identify and name play time actions

To talk about close objects and far away objects

To sing a song

Key Vocabulary

Verbs: catching, dancing, hitting, jumping, kicking, riding, running, singing, skating, throwing

Demonstrative adjectives: this, that, these, those

Materials

Multiple sets of classroom objects Audio tracks B51-B54, **B84** Games (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Pages 86-87 Answers on page T149

TEACHING TIP Learning Action Words

Teaching action words provides the perfect opportunity to allow students to move around. When students are given the opportunity to act out language, it is easier for them to internalize the meanings of the new vocabulary. It's also fun!



• Say I like dancing and act out the action at the same time. Encourage students who also like dancing to stand up and act it out. Continue for jumping, singing, and sleeping. Invite a student to come up and lead the activity using other action words. Refer students to the Unit Poster for vocabulary ideas.

Usina Pages 108-109



E (B55) Listen to the story.

Explain the lesson objective—students will listen to a story, identify and role-play actions, and identify stages within a story.

- Point to and read the title aloud. Make sure that students understand the title. Point to and name each character. Have students repeat: Mrs. Ramos, Ann, Jimmy. Explain that Mrs. Ramos is Jimmy's mom and that this is a story about babysitting.
- Read the directions aloud. Play Audio Track B55. Have students listen and read silently. Point to specific story frames and say sentences about the story to check for understanding. Students show thumbs-up if the sentence is correct and thumbs-down if the sentence is wrong. For example, say: Look at Frame 3. Jimmy is sleeping. (thumbs-down). Say: Look at Frame 5. Jimmy is dancing. (thumbs-up)

MONITOR

Retell and explain the story using simple language as you point to the story frames.

Call out different actions that Jimmy is doing in the story. Have students identify which story frame you are describing. Say: Jimmy is jumping on his bed. (Frame 3) Then, call out a number and elicit what Jimmy is doing in that story frame. Model: Five. (Jimmy is sleeping.)

Critical Thinking Ask comprehension questions about the story that require critical thinking. Say: Look at Frame 1. Where is Mrs. Ramos? (in a restaurant—see the menu on the table) Say: Frame 3. Look at Ann and Mrs. Ramos. Are they happy? (no) Why not? (Jimmy is jumping on the bed.) Say: Look at Frame 4. Is Ann happy? (no) Why not? (It's time to go to sleep, and Jimmy isn't tired.) Say: Look at Frame 4. Is Jimmy happy? (yes) Why? (Jimmy is playing. Jimmy is singing.)

Look at the story. Number the pictures in order.

- Read the directions aloud and explain them. Explain that the pictures tell the story, but that they are not in the correct order.
- Point to the first picture. Ask: What's he doing? Model: He's jumping on the bed. Have students repeat. Continue for each picture.
- Together number the pictures so they tell the story in order.
- After students number the pictures, say the story in the correct order and have students repeat: He's jumping on the bed. He's singing. He's sleeping.

MONITOR | Review the answers as a class. (Answers: 1, 3, 2)

ASSIST | Model how to refer back to the story to find the correct sequence of events.

Communication What about you? Write.

- Read the question and directions aloud and explain them.
- Act out dancing and singing. Then point to yourself. Say: I like dancing and singing. Point to a student. Ask: What about you? The student should act out two things he or she likes to do and say: I like (running) and (jumping). Then he or she points to another student, and so on.
- Explain to students that they are going to write about themselves. Have students complete the sentence about themselves.

MONITOR | Check to see that students are writing the actions they are performing.

Support students by saying a sentence about the actions they are performing. Then help them read the words in the box and choose which words to write.

Assign Workbook page 80 and direct students to digital activities.

Application and Practice Activity

- Divide the class into groups of three to role-play the story. Assign the roles of Ann, Jimmy, and Mrs. Ramos. Give students a few minutes to practice their roles. As students work, circulate to provide help as needed.
- When they have finished, have groups take turns performing the story for the class.



You may ask beginners to act out the role play in their groups as you read the sentences from the story.

MONITOR

Walk around the room and listen for proper pronunciation and appropriate intonation.

ASSIST

Point to each story frame and model how to role-play it correctly. Have students repeat after you.

Have students view the Unit 9 dramatic video segment. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify stages within a story

Key Vocabulary

Verbs: dancing, jumping, running, singing, throwing

21st Century Skills

Critical Thinking Communication

Materials

Unit Poster Audio track B55 Video (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Page 88 Answers on page T149

Summary

Ann is babysitting for Jimmy. Ann tells Jimmy it's time to sleep, but he's not tired. Jimmy jumps and dances. Then he gets tired and falls asleep.

Warm-Up

- Use pictures of a *school bus*, a *bike*, and *skates* to talk about ways children go to school. As you say each mode of transportation, ask students to raise their hands if they go to school in that way.
- Choose volunteers to count the number of students with raised hands for each type of transportation. Invite them to write the number on the board beside the appropriate pictures.
- Discuss exciting ways to get to school—suggest in an *airplane*, on a *boat*, on a *camel*. Ask which students would like to travel that way.

Using Page 110

(B56) Listen and say.

INVOLVE | Explain the lesson objective—students will talk about getting to school.

- Ask students to talk about the picture: who and what they see. Explain that the dialogue is about *Amy*, but that *Dad* and *Tim* are talking.
- Read the directions aloud. Play Audio Track B56 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear. Explain any unfamiliar words using gestures and simple language.

Ask questions to check for understanding. Who is going to school? (Amy) Is she taking the bus? (No, she isn't.) Is she skating to school? (Yes, she is.) Is she riding her bike to school? (No, she isn't.)

ASSIST | Replay the audio as needed and retell the dialogue using simple language.

Work with a partner. Look at 8. Role-play.

• Assign pairs the roles of Dad and Tim. Have pairs role-play the dialogue. Then have partners switch roles. Invite volunteers to say and role-play the dialogue for the class.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

(B57) Listen. Stick.

MONITOR

- Brainstorm different activities you do in a school gym. Ask students to act out or say the words. Then write the words on the board.
- Help students find the Unit 9 stickers at the back of the Student Book.
- Read the directions aloud. Play Audio Track B57. Together, listen to the audio and point to the children in the picture at the appropriate times.
- Replay the audio and pause to allow students to place the stickers.

MONITOR | As students work, make sure they are placing the stickers on the correct activity.

Assign Workbook page 89 and direct students to digital activities.

Application and Practice Activity

• Explain, model, and play Whisper, Go, and Touch. (See Game Bank, page T134, for details.) Use the Picture Cards.

MONITOR | Check to make sure that students are pronouncing the words correctly.

Tell students that if they do not understand the word the first time, they can say Please say that again.

OBJECTIVES

To talk about now students get to sonce

To use unit anguage in context

To use correct stress pronunciation and intonation

Key Vocabulary

Verbs: catching was na jumping, playing inding running, singing is seating taking a bus, throwing

Materials



Page 89 Answers on page T149

OBJECTIVES

ask and answer questions using the present progressive

Key Vocabulary

Verbs: jumping, kicking, rding, running, singing,

Materials

Units 7-9 Grammar Poster Picture Cards 63-70 Audio track B58 Student Book audio script, page T136

Digital activities: MyEnglishLab or CD-ROM



Pages 90-91 Audio script on page

Answers on page T149

TEACHING TIP

Meeting Students' Language Needs

Each class and student has its own personality and learning styles. Because of this. students will learn in different ways and at different paces. When necessary, adjust your teaching and modify your materials to accommodate students' needs, abilities, and interests. Add a variety of different types of accommodations during each lesson to meet the needs of a variety of learning styles.

Warm-Up

• Display five Picture Cards from this unit. Check to make sure that students can identify and say each action that is represented. Have students close their eyes. Have a volunteer take one Picture Card away and hide it. Then have students open their eyes and try to name the missing action. Repeat with other sets of Picture Cards.

Using Page III



(1) (858) Listen and number.

INVOLVE | Explain the lesson objective—students will talk about what people are doing.

- Read the directions aloud. Play Audio Track B58. Elicit the answer to Item 1. (girl jumping [rope])
- Replay the audio. Pause it to allow students to find and number the pictures.
- Use the grammar box for additional support.

Review the answers as a class. (Answers: 1. girl jumping rope, 2. boy riding a bike, монтор 3. boy playing soccer/kicking a ball, 4. girls skating, 5. boys running, 6. girl singing)

Look at 11. Ask and answer with a partner.

- In preparation for the activity, ask a female student to stand in front of the class and do what you say. For example, say: Dance. As the student dances, point to her and ask the class: Is she dancing? Elicit the answer: Yes, she is. Ask: Is she singing? (No, she isn't.) Repeat this with a male student and a different action. Then have two or more students go to the front of the room and do the action you say. For example, say: Jump. Ask: Are they jumping? (Yes, they are.) Ask: Are they swimming? and help the class answer: No, they aren't.
- Read the directions aloud. Have students work with a partner. Have them ask and answer questions about what the children in the pictures are doing.

Check to make sure that students are using new vocabulary to change the MONITOR dialogue according to what is shown in the picture.

Model using the pictures from Activity 11 as support for creating new dialogues. If students need more support, you can help them by labeling the ASSIST pictures.

- For additional support, use the Grammar Poster.
- Assign Workbook pages 90–91 and direct students to digital activities.

Application and Practice Activity

• Play a sequence game. Place the Picture Cards in a pile. Show the first three Picture Cards and make three sentences using the actions. Mix up the three cards and place them on a table or in front of students. Invite a volunteer to place the Picture Cards in the order in which you said them and, if possible, to use the actions in a sentence. Continue the game until all students have participated.

MONITOR | Listen and identify students who are having difficulty producing language.

Warm-Up

- Review the words clap, jump, and fly. Then, model and play a game that combines listening and TPR. Say one of the action words more than once. Students must repeat what you said and perform the action to match the number of times you said it. Say: Clap, clap, clap! (As students say, Clap, clap, clap!, they perform the action at the same time, clapping three times.)
- Model and vary the activity. Say two or three different action words. Students repeat them, and at the same time, act them out in the order in which you said them. If appropriate, speed up your delivery to make the activity more difficult.

Usina Page 112



 \mathfrak{L} \mathfrak{L} Listen and say. Write.

Explain the lesson objective—students will identify, name, and write action words, and say a chant with action words.

- Read the directions aloud. Play Audio Track B59. Have students listen, point to the correct pictures, and repeat.
- Have students write the correct word underneath each picture.

Review the answers with the class. (Answers: 1. clap, 2. jump, 3. fly, 4. dance, MONITOR

ASSIST | Model how to use the words in the box to check the spelling of the words.



Social Skills Ask students to share some of the rules they must follow that relate to different activities. Ask: Is jumping allowed during school? When is it ok?

Listen. Then chant and do the actions!

- Have students tell what they see in the picture and what the children are doing. (jumping) Explain that this is a chant about doing different actions, and some of the action words are the same as the ones in Activity 13.
- Read the directions aloud. Play Audio Track B60. Explain any unfamiliar words using gestures, simple language, or a role-play. Replay the audio and have students listen and chant.

MONITOR | Check to see that students understand the meaning of each action word.

- Once students are comfortable with the chant, have them practice it using the karaoke version (Audio Track B85). Or, if you wish, save the karaoke version for use during another class period as a fun way to review the chant.
- Divide the class into two groups. Have Group 1 read the chant aloud for Group 2 to listen and role-play as they hear the action words. Then have the groups switch roles and repeat the activity.
- Assign Workbook page 92 and direct students to digital activities.

Application and Practice Activity

 Review the chant with students by reading it aloud. Show other action words by using the Picture Cards or the Unit Poster. Substitute these other actions to create new verses. For example, say: Kick, kick, kick the ball! Come on, kick the ball with me! Point out that, in the chant, the children ask others to play with them.

OBJECTIVES

To identify and write action words

To perform actions

Content Words

clap, dance, fly, jump sit, turn

21st Century Skills

Social Skills

Materials

Unit Poster Picture Cards 63-70 Audio tracks B59-B61

Digital activities: MyEnglishLab or CD-ROM



Page 92 Answers on page T149

TEACHING TIP TPR-Total Physical Response

TPR was developed by James J. Asher and provides students with the opportunity to practice language in a non-threatening environment. The teacher gives a command to students, they demonstrate their understanding by showing their physical response through role-playing, making gestures, miming, or acting out. It is ideal for students who are at the beginning of developmental stages of learning a language, as it allows them to participate even though they may not have the communication skills to verbalize their responses.

OBJECTIVES

compare games s ared around the world

Content Words

paper, rock, scissors; Canada, Chile, Japan

21st Century Skills

Cross-Cultural Skills

Global Awareness

Materials

-Vorld map

Sticky notes

Pictures or realia for

rock, paper, and scissors

ndex cards

Audio tracks B61-B63

Video (ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM

Warm-Up

- Show students these objects: a rock, paper, and scissors. Name each one and have students repeat. Explain that that there is a game called Rock, Paper, Scissors. If students are familiar with the game, ask them to use gestures, or role playing to explain it. Tell students that they will learn how to play the game later.
- Global Awareness Display a world map. Invite volunteers to place a sticky note on the countries they have learned in English and to share what they know about them.

Using Page 113



(\mathbb{S}_{61}) Look and listen.

INVOLVE

Explain the lesson objective—students will talk about the children from Japan, Canada, and Chile, discuss games played around the world, and play Rock, Paper, Scissors.

- Clobal Awareness Explain that children all over the world play games and that many times, the games children play in other countries are the same games we play at home.
- Explain that in each country, this game has a different name. Write the words Rock, Paper, Scissors; Janken; and Cachipún on the board. Tell students that these are different names for the same game. Ask students to guess which country each game is from. Record their guesses on the board.
- Read the directions aloud. Play Audio Track B61. With students, listen and point.

Ask students to confirm or correct the guesses they made earlier. (Answers: 1. Rock, Paper, Scissors, 2. Janken, 3. Cachipún)

ASSIST | Replay the audio and pause to allow students to process the information.



$\{\{(a,b)\}$ Look and listen. Say and do the action.

- Show students how to make the hand gestures for each one as you say the names: Rock. Paper. Scissors.
- Read the directions aloud. Play Audio Track B62. Have students repeat the word and make the hand gesture at the same time.

Check to see that students are pointing to the correct picture, making the correct gesture, and pronouncing the word correctly.



$\mathbb{Q}_{(B63)}$ Look, listen, and say. Play with a friend.

• Explain that the pictures show which gesture beats another gesture. Read the directions aloud. Play Audio Track B63, pausing after each part. Ask partners to do the gestures for each item and repeat the sentences. Then have students play Rock, Paper, Scissors with a partner. Have students chant Rock, paper, scissors before revealing their gestures to their partners.

MONITOR | Check to make sure that students are playing the game correctly.

Application and Practice Activity

- Model and explain a card game with numbers. Students write the numbers 1–20 on index cards. Then they mix up the cards and place them facedown in a pile. Students play Rock, Paper, Scissors to see who goes first. Students take turns turning over the top card from their pile and saying the number. Students add their numbers as they turn over each card. The first student to reach 25 wins.
- Have students view the Unit 9 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

TEACHING TIP

Cross-Cultural Skills

When students learn about people in other countries, it is mportant for them to make connections to the ways that their own lives are similar, so they understand that even though life in other places may seem different, they have similar needs. People all over the world like to have fun and play games!

Warm-Up

• Explain, model, and play Spin the Pen. Draw a clock and write the ten letters from the previous unit around the clock face (b, p, d, t, c, g, a, e, i, and o). Place a pen in the middle, spin it, and invite students to say a word that uses that sound.

Usina Page 114



B (B64) Listen. Point and say.

Explain the lesson objective—students will identify the short u sound, identify words that have short u in the medial position, and write words that contain the letter u.

- ullet Display the Letter Card for u and the corresponding Sounds and Letters Picture Cards. Model this chant and have students role-play and repeat it after you: Run! Run! Run! Let's have fun! (Students run in place.) Make a new verse with jump: Run, jump, run! Let's have fun! and have students chant while they role-play the actions.
- Read the directions aloud. Play Audio Track B64. Have students listen, point, and say the words.

MONITOR

Check to make sure that students point to the correct pictures and the letter u. Listen for the correct pronunciation of each word.

\mathbb{Q} (B65) Listen and write. Use the words from 18.

- Have students look at the picture and tell what they see. Ask: What is she doing? (She's jumping.) Write and say the word jump.
- Read the directions aloud. Play Audio Track B65. Explain the sentence meanings, if necessary. Replay the audio and pause after Item 1. Ask students what word they heard with the short u sound. Elicit lunch.

MONITOR | Review the answers as a class. (Answers: 1. lunch, 2. run, 3. jump, 4. fun)

(Bóó) Listen and say. Underline u.

- Read the directions aloud. Play Audio Track B66. Have students listen and repeat the sentences.
- Have students find and underline the letter u independently.

MONITOR

Check students' answers. (Answers: 1. The $d\underline{u}ck$ is $\underline{j}\underline{u}mping$ in the $p\underline{u}ddle$. 2. The stuffed animal is under the umbrella. 3. My uncle is driving a truck up the street. 4. The funny puppet is playing a drum.)

ASSIST | Write the sentences on the board and correct any errors together.

CHALLENGE

Give the class a few minutes to look through their books to find words from previous lessons that have the short u sound. Write the words on the board for example: brush, bugs, funny. Have students work in small groups to write a short sentence using at least one of the words. Invite groups to read their sentences aloud.

Assign Workbook page 93 and direct students to digital activities.

Application and Practice Activity

· Write an anagram on the board of one of the words containing the short sound u. Invite a student to guess the word and rewrite it. Display the Sounds and Letters Picture Cards or Word Cards for additional support. For example, write: *n-f-u*. (fun) Ask students to say the word once it's written correctly. Repeat using the four words from this unit. Expand to use other words from the activities on page 114 and other words from the previous units.

Check to see that students are able to rearrange the letters to make words with short u.

OBJECTIVES

To learn the source: short II

To learn words that include short u

To write words that include short e

Materials

Sounds and Letters Cards (Active Teach Audio tracks 854-850 Digital activities MyEnglishLaz or CD-ROM



Page 93 Answers on page T149

OBJECTIVES

talk about the mportance of exercising

a discuss how people tan exercise

21st Century Skills

Health Literacy

Materials

Jnit Poster Dicture Cards 63-70 picture of a gym Analog clock Audio track B67 Digital activities: MyEnglishLab

or CD-ROM



Page 94 Answers on page T149

Warm-Up

• Explain, model, and play Pictionary. (See Game Bank, page T134, for details.) Use the Picture Cards to draw actions and elicit the actions from students. Encourage students to make complete sentences where possible. Assign teams and turn the game into a competition.

Using Page 115

(B67) Look and listen. Then write.

Explain the lesson objective—students will identify and name different activities, discuss the value of exercising, and make an exercise chart.

• Read the directions aloud. Play Audio Track B67. Listen together and point to the correct pictures. Then have students choose the correct words from the box and write them on the lines independently.

MONITOR | Review the answers as a class. (Answers: 1. running, 2. jumping, 3. kicking)

• Health Literacy Show students a picture of a gym and discuss what they do in gym class. Have students pretend that they have to teach a gym class. Ask: What activities would you do to make sure your students stay healthy?

Ask and answer with a partner. Act it out.

 Read the directions aloud and explain them. Encourage students to look at the Unit Poster to get ideas for new dialogues. Have pairs of students take turns role-playing an action.

Listen to students as they act out dialogues and make sure they are using language and gestures that demonstrate physical activities.

Make a Daily Exercise chart to show and share.

- · Review the days of the week. Point to the letters and have students say the days the letters represent. Point to the abbreviation min on the chart. Explain that this is short for minutes. Use an analog clock to show students five minutes and ten minutes.
- Tell students that the chart shows what exercises a person will do on each day of the week and how many minutes the person will do it. Explain that the chart shows that the person will jump for five minutes on Sunday.
- · As a class, complete the Monday column on the board by writing the amount of time students do each activity in P.E. class for that day. Model saying sentences about the chart and have students repeat. Have students copy the information and continue to complete Monday. Have them complete the rest of the chart independently. Then invite students to share their charts.

MONITOR | Observe students' charts to make sure they understand the task.

ASSIST | Complete another column with students.

Assign Workbook page 94 and direct students to digital activities.

Application and Practice Activity

- Have a volunteer choose an action word from the Picture Cards. Have the volunteer stand at the back of the class so the rest of the students cannot see him or her. Have the volunteer act out the action. Then have the class ask: What are you doing? Have the volunteer respond in a complete sentence—for example: I'm running. Ask the rest of the class to listen to the volunteer's response and then stand up and perform the action without looking at the volunteer.
- Continue the activity with different volunteers.

CHALLENGE

Play the game a different way. Have a volunteer perform the action where the class cannot see him or her. Have the class guess the action by asking questions: Are you jumping? Yes, I am./No, I'm not. The student who guesses correctly will get to perform the next action.

Warm-Up

- Elicit from students the different action words learned in this unit. List them on the board. Point to each word, say it, say them, and ask students to repeat.
- Make a sentence using one of these words: He's jumping. Invite a student to repeat the sentence and add his or her own: He's jumping. I'm dancing. Continue around the class. If a student says the sentences in the wrong order or hesitates, he or she is out.

Using Page 116



(B68) Listen and circle.

Explain the lesson objective—students identify and name different actions, listen to a story, talk about what people do in a park, and ask and answer questions using he/she is/isn't and they are/aren't.

- Explain that the audio is a short story about what is happening in the park and what the people are doing.
- Read the directions aloud. Play Audio Track B68. When students hear the sentence A bird is flying., they circle the bird. Pause the audio after this line for students to circle together as a class. Continue playing the audio, pausing as needed to allow students time to look for the correct people and circle them.
- Have students look at the picture and tell what they see. Point to each person in the picture and elicit from students what he or she is doing. Ask: What is she doing? (She's singing.) If necessary, modify the questions to ask yes/no questions. Ask: *Is she sitting?* (Yes, she is.)

MONITOR

Review the answers as a class. (Answers: man is running, ducks are swimming, woman is singing, boy is throwing a ball)

ASSIST

Replay the audio, pausing often for students who are having difficultly locating the items to circle.

Look at the picture in 24. Ask and answer with a partner. Use all the action words.

- Point to the word box. Read each word aloud and have students repeat. Read the directions aloud. Then invite volunteers to find these actions in the picture.
- Have students point to the children and repeat the first dialogue after you. Then model changing the dialogue by substituting different actions from Activity 24. Check to see that students know the subjects to use in their sentences: girl, boy, woman, man, bird, and ducks. Have students practice in pairs.

- Check to make sure that students are able to use all of the words in the dialogue and that they pronounce them correctly.
- Direct students to the Digital activities on MyEnglishLab or CD-ROM for additional review and consolidation.

Application and Practice Activity

- Invite students to sit in a circle. Tell them that they are going to tell a story about activities they do in a park. Begin by creating a setting. You can use the beginning of the story in Activity 24, or create your own. It's a beautiful day in the park. The sun is shining, and everyone is having fun. Then tell what you are doing: I am walking my dog in the park.
- Point to a student and have him or her add a sentence saying what he or she is doing—for example: I am singing. Continue around the circle.
- You may want to write the sentences on the board to make a class story. Later, you can read the story back to the class.

MONITOR | Check to see that students are able to make new sentences to add to the story.

Have pairs of students write their own stories about the picture and share them with the class.

OUTCOMES

Students can hame and identify a fferen actions people do 1 a park.

Students can create their own stories

Materials

Audio track 868 Digital activities MyEnglishLab or CD-ROM

TEACHING TIP

Listening for Information

Giving students a task while listeningfor example, specific information to listen for-allows them to focus on specific points. This helps students break down information into more manageable chunks for them to process.

E

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OUTCOMES

Students can name and dentify actions.

Students can use present progressive tense.

Students can use demonstrative adjectives.

21st Century Skills

Social Skills Self-Direction

Materials

Unit Poster Alphabet Cards (ActiveTeach)

Tape

Blank Bingo grids with 9 spaces (one grid for each student)

Audio track B69 Games/Video

(ActiveTeach)

Digital activities: MyEnglishLab or CD-ROM



Page 95

Audio script on page

Answers on page T149

TEACHING TIP

Social Skills

Language classes lend themselves well to students working in groups and cooperating with one another to complete tasks and activities. Remind students that as they interact, it is important to be respectful and polite to each other. Explain that everyone learns at a different speed, so some things that may be easy for one person to learn might be challenging for someone else.

Warm-Up

• Explain, model, and play I Can Spell. (See Game Bank, page T134, for details.) Choose an action (jumping) and write the letter spaces on the board: Elicit a letter from a student. If the letter is in the word, write it in. If it's not, then start to draw a person. Explain that the word needs to be guessed before a person is drawn. Use the Alphabet Cards so that when a letter has been chosen, the letter is displayed. Once students are comfortable playing, invite a volunteer to choose a word and lead the activity.

Using Page 117

Listen and number.

INVOLVE

Explain the lesson objective—students review actions, present progressive tense and demonstrative adjectives by doing two activities that involve listening and identifying.

- · Read the directions aloud and explain that students will hear mini-dialogues and need to identify the pictures that represent them.
- Read the directions aloud. Play Audio Track B69. Pause after the first minidialogue. Check to make sure that students have numbered the girl on the bike with number 1. Continue playing the audio. Have students complete the activity independently.

Review the answers as a class. (Answers: 1. girl riding a bike, 2. children dancing, 3. boy jumping, 4. boy catching basketball, 5. girl singing, 6. boy and man skating)

Look and write.

- Remind students that we use this and these to talk about things that are near and that and those to talk about things that are far.
- Read the directions aloud and explain that students will complete the sentences with the words from the box. Complete Item 1 as a class. Have students complete the rest of the activity independently.

MONITOR

Write the correct words on the board and have students check their work. (Answers: 1. Those, 2. That, 3. This, 4. These)

Support students as they look at each picture to determine how many items there are and whether they are near or far away.

Can

- Self-Direction This section asks students to assess their own learning and reflect on their progress. Read the statements aloud. Explain that students should check the boxes if they can do the activities. Help students appreciate their progress. Say: The I Can statements point out what you have learned in this unit.
- Assign Workbook page 95 and direct students to digital activities.

Application and Practice Activity

- Explain, model, and play Bingo! (See Game Bank, page T134, for details.)
- Have students look at the Unit Poster to get ideas about actions. Students draw pictures for nine activities, one in each space. Invite winners to name their activities and act them out. As students are performing, ask the class: What's he/she doing? Students respond: He's/She's riding a bike.

MONITOR

Check to make sure that students name the actions correctly and can ask and answer questions about what others are doing.

- Have students play the Unit 9 Game 2 on ActiveTeach.
- Have students review the Unit 9 dramatic video segment. Use Video Guide activities. If students have MyEnglishLab, assign the video segment as homework for further review.

Unit 9 T117

Warm-Up

• Have students play I Spy to review key vocabulary from Units 7-9 (see Game Bank, page T134, for details). Invite students to write words from these units on the board. Then have them take turns choosing and giving clues about a word. Model: I spy a food. Is it a salad? No. Is it an orange? No. Is it cake? Yes!

Using Page 118

Look and circle. Practice.

Explain the lesson objective—students will say how well they can use what they have learned in Units 7-9.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions.
- Have students use a colored marker to complete the exercise. They will choose a different color when they review this list at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students they will be asked to assess their own abilities.

ASSIST

Encourage students to turn to the page references when they need additional support or to refresh their memories.

Foods (page 83)

Ask: Can you name foods? Replay Audio Track B20. Have students work in pairs to review the words on page 83. One partner draws a picture of a food and the other tries to guess the name of the food.

Days of the Week (pages 84-85)

Ask: Can you name the days of the week? Show students a calendar. Ask: What is today? What is tomorrow? Have students name the days of the week, beginning with today. Give seven students cards with the names of days on them and have them arrange themselves in order. Then have students pass their cards to others and repeat.

Toys (page 95)

Have students play Charades (see Game Bank, page T134, for details) using the pictures of toys on page 95. One student chooses a toy and acts out using it, while others try to guess what the toy is.

Numbers 11 to 20 (page 100)

Have students sit in a circle and practice counting from 11 to 20 and then back to 11. Invite students to look through magazines and newspapers for the numbers 11 to 20. Have students share the numbers they find with the class.

Playing (page 107)

Replay Audio Track B52. Have students act out each activity. Then have students review the pictures on page 107. Ask: What is each student doing?

this / that / these / those (page 107)

Write these words on the board: this, that, these, those. Have each student place one object or two matching objects on their desks. Then have them use words on the board to describe the objects. Model: This book is red. That book is blue. These crayons are green. Those crayons are yellow.

OBJECTIVES

To self-assess comfort with key language for Units 7–9

21st Century Skills

Self-Direction

Materials

Colored pend sign markers

Cards with the days of the week

Magazines or newspapers

Classroom op ects

Audio tracks B20 and

For more information about using Checkpo Ti see page x.

TEACHING TIP

Self-Direction

Remind students that they completed Checkpoints to review the skills they learned in Units 1-3 and Units 4-6. Have students review those Checkpoints to recall how they used the Look and Circle exercise to monitor their own progress. As students complete the exercise, emphasize that there are no right or wrong answers. Students should circle the face icons that show how they feel about each skill named.

OBJECTIVES

To listen to and answer questions

To practice asking and answering questions

21st Century Skills

Technology Literacy Social Skills

Materials

Drawing paper Audio recorder Audio track B70

TEACHING TIP

Technology Literacy

Allow students to rehearse and record their questions and answers in Part B. After rehearsing the dialogue, record the conversation. Plan at least two sessions for students to listen to their recordinas: one immediately after taping it and one a day or two later. Listening to a recording after a break can help students hear the recording more objectively.

CHALLENGE

Warm-Up

• Review the word where with students. Ask: Where is the door? Where is a book? Where are the windows? Allow students to point to the answers. Then have students ask their own questions that begin with Where.

Using Page 119



Explain the lesson objective—students will put together what they have learned in Units 7–9. First, they will listen to questions and find the correct answers. Then they will practice asking and answering questions.

• Part A: Read the directions aloud. Play Audio Track B70.

Pause after the first question. Have students point to the airplane in the picture. Then have them read aloud Item 1 and find the correct answer. (shelf)

• Continue playing the audio track and have students complete the remaining sentences. (Answers: 1. shelf, 2. on, 3. he)

Write these words on the board: airplane, stuffed animals, action figure. Have students read them aloud and point to each toy in the picture on the page.

Encourage students to write out the complete sentences for Part A.

Model: It's on the shelf. They're on the bed. Then have students decide which sentence is true and which is false.

• Part B: Read the directions aloud and invite students to practice the dialogue. Encourage them to switch roles in order to practice both asking and answering questions.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

• Invite students to repeat the dialogue, changing some of the questions and answers. Model: Where are the cars? (They're on the shelf.) Where is the frog? (It's on the bed.) Does she have an apple? (No, she doesn't.)

and answer questions. Point out that some pronouns will change.

Model: Do you have a puppet? Yes, I do.

- Invite partners to share their dialogues with the class.
- Part C: Read the directions aloud and invite volunteers to read the questions aloud.
- Have partners work together to ask and answer the questions. Encourage them to switch roles, so they get a chance to ask and answer questions.

Review the answers as a class. (Answers: 1. cake, sandwich, milk; 2. action figure, cars, airplane, stuffed animals, puppet, balls; 3. Saturday)

• Social Skills Use the picture to talk about the importance of sharing and taking turns. Ask: How can you share when you play or eat with a friend? How can these two friends take turns?

Ask students to draw another picture that shows one or two students, foods, and toys. Display their drawings in the classroom and invite others to ask and answer questions about the items in the drawings.

Checkpoint Units 7-9 T119

Warm-Up

- Have students preview the cutouts on pages 127 and 128. Say: You will fill in the blanks to write your own books. Have students read the pages aloud. Explain any unfamiliar terms.
- Use questions to check for understanding. Ask: What is the name of the book? (It's My Birthday!) On which page do you see presents? (page 4) On which page are the friends playing? (page 2) On which page are they eating? (page 3)

Usina Page 120

Get set.

INVOLVE | Explain the lesson objective—students will write books about birthdays.

- Read the directions and steps aloud.
- Have students cut out and fold the books.
- Explain that the words under the blanks tell students how they can complete their books. Ask: What will you write on the first page? (your name) What will you write on page 2? (the name of a day)
- Have students color and complete their books independently.

MONITOR | Check students' spelling and grammar as they complete their books.

Allow students to use page 95 or the Picture Cards from Unit 7 to help them think of a toy that might be in the box on page 4.

• Critical Thinking Ask: Which toys on page 95 would fit inside one of the boxes on page 4 of your book? (Answers include: action figure, blocks, stuffed animal, doll, game, ball) Which toys on page 95 might not fit inside one of the present boxes in that picture? (Answers include bike, skates, ball) Explain that some toys come in different sizes. For example, there are large and small stuffed animals.

CHALLENGE

Have students compare and contrast the colors they used for their birthday cakes. Ask: What color was most popular for the cake? What color was most popular for the candles?

• Part A: Read the directions and chart labels aloud. Say: You will read books by three classmates. Use this chart to write the name of the toys in their books.

ASSIST

Suggest that students take turns reading their books aloud. Students can then pass the books around and read them to confirm information they heard.

Part B: Read the directions aloud. Have partners ask and answer the questions.

MONITOR

Review the answers as a class. (Answers: 1. hitting, running, jumping, playing; 2. hot dogs, grapes, apples, cake, ice cream; 3. under the table; 4. twelve)



each page of their books, or to write new books about a friend's birthday. Invite students to share their new books with the class.

OBJECTIVES

To design a posterno a talent show

To plan a variety at talent shows feature different talents

21st Century Skills

Critical Thinking

Materials

Picture Cards Units 7-9

Cutouts on pages 127-128

Scissors

Crayons, markers or colored pencils

OBJECTIVES

To write a journal entry

To reassess comfort with target skills and key anguage for Units 7–9

21st Century Skills

Critical Thinking Self-Direction

Materials

Calendar
Colored pencils,
markers, or crayons
Digital activities:
MyEnglishLab
or CD-ROM



Pages 96–97 Answers on page T149

Warm-Up

- Draw a two-column chart with the labels *Foods* and *Toys* on the board. Have students brainstorm words that belong in each category. Volunteers can write their answers on the board under the correct label.
- Leave the chart on the board for students to use as a reference as they complete their journals.

Invite students to write new journal entries for page 41 or page 81. Remind them to add today's date to their new entries.

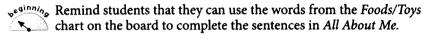
Using Page 121

Write or draw.

INVOLVE

Explain the lesson objective—students will write or draw about their favorite foods and toys. Then they will look back at Units 7–9 again and think about how well they can use what they learned.

- Read the directions, journal title, and sentence starters aloud.
- Have students begin by completing each sentence. Students can then write another sentence or draw a picture for each item in the space below.
- Invite students to read their All About Me entries aloud.



MONITOR | Check students' work for correct use of language.

Provide students with additional vocabulary to name favorite foods or toys that were not studied in these units.

CHALLENGE | Ask students to report on their classmates' favorite foods and activities.

Critical Thinking Use questions to encourage students to make generalizations: What food should we have if we have a class party? Why? What toy do you think would make a good present? Why?

Think about it.

- Part A: Read the directions aloud.
- **Self-Direction** Have students turn to the Look and Circle exercise on page 118 and think about each of the categories again. Suggest that they look at the reference pages listed as they review their skills.

Check to make sure that students use a new colored pencil or marker as they reassess their understanding and use of each checklist item.

ASSIST | Use the teaching suggestions for page 118 to help students reassess each skill.

• Part B: Read the directions aloud. Say: Check the box or boxes that tell how you feel about Units 7–9.

Rate this Checkpoint. Color the stars.

- Read the directions aloud. Tell students that they will color two stars. Say: First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.
- Have students complete the rating independently.

CHALLENGE | Have students suggest ways to make the Checkpoint harder, easier, or more fun.

- Assign Workbook pages 96–97 and direct students to digital activities for additional review and consolidation, as needed.
- Use the YLE (Young Learners English) practice materials (pages 129–139) to familiarize students with the activity types used in the YLE Tests.

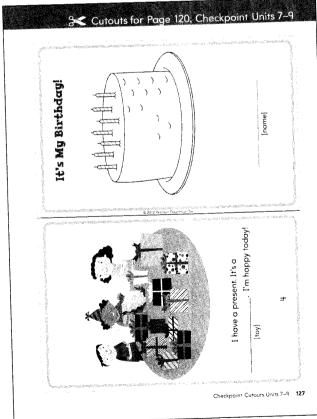
TEACHING TIP

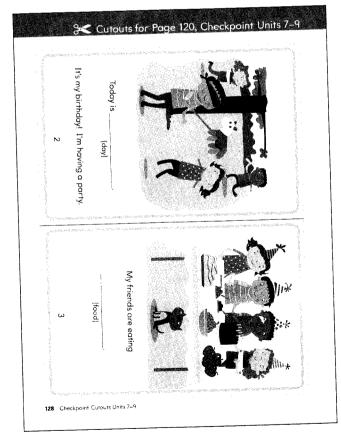
Using Checkpoint Evaluations

Student evaluations of the Checkpoint (easy/hard, fun/not fun) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 7–9. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

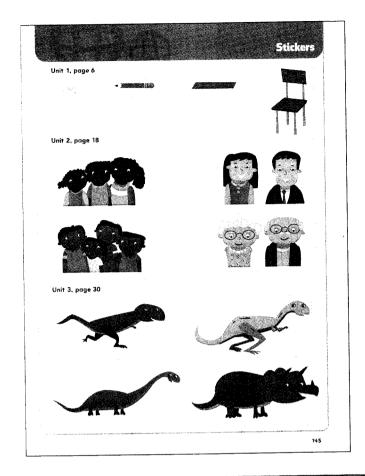






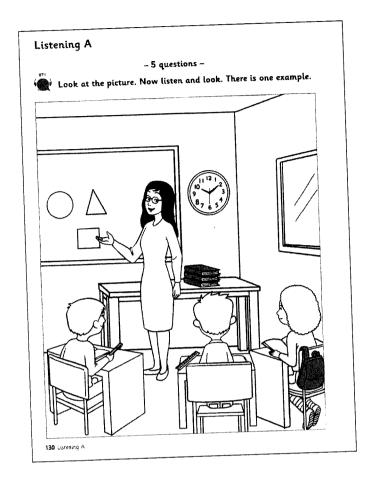


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LISTENING A

In this part, students listen to the dialogue and color the picture accordingly.

Do the test

- 1. Ask students to turn to Student Book page 130.
- Ask students to look at the picture, making sure that they know the names of the items shown (ruler, clock, books, etc.). Teach any unknown words as necessary.
- 3. Distribute crayons or colored markers. Then read the directions, telling students that they will color while they listen to the dialogue.
- 4. Play the first part of the recording. Go through the example.
- 5. Play the rest of the recording and have students color the picture to make it match the dialogue in the recording. If necessary, pause to give students enough time to finish coloring before moving on to the next item.

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6. Let students listen to the recording again. Check answers. Ask students to tell about the items shown in the picture.

Audio script

Narrator: Look at the picture. Now listen

and look. There is one example.

Female: Look at the ruler. Color it green.

Boy: Okay. I'm coloring it green.

Narrator: Can you see the green ruler? This

is an example. Now you listen and

color.

Narrator:

Female: Look at the teacher. Color her hair

Boy: Yes. I'm coloring her hair brown.

Narrator:

Female: Point to the table.

Boy: Okay.

Female: Color the table yellow.

Boy: Yellow?

Female: Yes, color the table yellow. I'm coloring the table yellow.

Boy: Narrator:

Female: Look at the books. Color the books

Girl: The books?

Female: Yes, the books. Color them red.

Girl: I see the books. I'm coloring them

red.

Narrator:

Female: Now point to the backpack.

Boy:

The backpack?

Female: Yes, the backpack. Now color it

purple.

Boy: I'm coloring the backpack purple.

Narrator:

Female: Now look at the marker.

Girl: I see the marker.

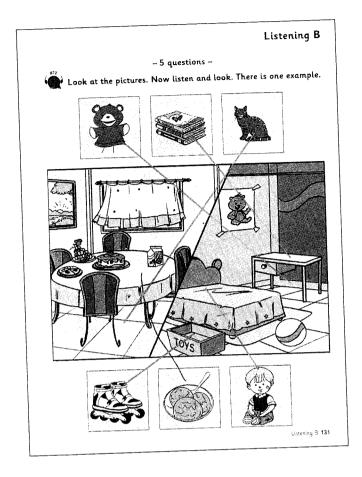
Good. Color the marker blue. Female:

Girl: Blue?

Female: Yes, blue, please.

Girl: Okay. I'm coloring the marker blue.

Narrator: Now listen again.



LISTENING B

In this part, students listen to the dialogue and correctly position items on a picture by drawing lines.

Do the test

- 1. Ask students to turn to Student Book page 131.
- 2. Prompt students to name the items shown in the six small pictures arranged around the two bigger pictures. Point to each one, asking: What's this? or What are these?
- 3. Point to the picture on the left, saying: *This is a dining room. There is a cake in the center of the table.* Call on volunteers to further describe this picture as well as the one on the right.
- 4. Read the directions aloud, then play the first part of the recording. Go through the example.

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- 5. Play the rest of the recording. While they listen, students should draw lines to show the location of the six objects in the two larger pictures.
- **6.** Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

(A) (国) (H) (H)

Audio script

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Narrator: Listen and draw lines. There is one

example.

Female: Put the ice cream on the table.

Girl: Put the ice cream where?

Female: On the table.

Girl: Okay. I'm putting the ice cream on

the table.

Narrator: Can you see the line? This is an

example. Now you listen and draw

lines.

Narrator: 1.

Female: Put the books on the desk.

Girl: Where do I put the books?

Female: On the desk.

Girl: Okay. I'm putting the books on the

desk.

Narrator: 2.

Female: Now put the skates in the toy box.

Boy: Put the skates where? Female: Put them in the toy box.

Boy: Okay, I can do that.

Narrator: 3.

Female: And now put the cat under the

table.

Girl: The cat?

Female: Yes. Put it under the table.

Girl: Okay, I'm putting the cat under the

table.

Narrator: 4.

Female: Now put the doll on the bed.

Boy: Where?

Female: Put the doll on the bed.

Boy: Okay, good. I'm putting the doll on

the bed.

Narrator: 5.

Female: And now put the puppet under the

desk.

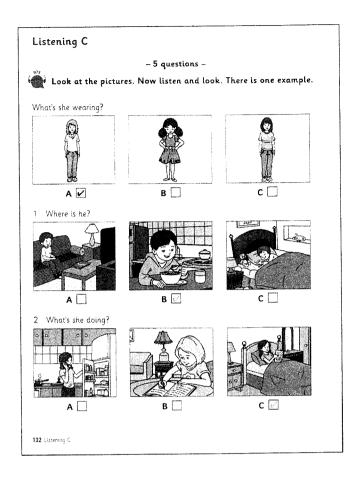
Girl: Put the puppet where?

Female: Put it under the desk.

Boy: Yes, okay. I'm putting the puppet

under the desk.

Narrator: Now listen again.





LISTENING C

In this part, students listen for information and then check the correct picture.

Do the test

- Ask students to turn to Student Book pages 132–133. Read the questions aloud and make sure students understand what they mean.
- 2. Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, students could guess how they are related or connected (*They are family*; *They are friends*, etc.) and what they are saying.
- 3. Check that students know the names of the items shown in the pictures. Teach any unknown words as necessary.

- 4. Read the directions aloud, then play the first part of the recording. Go through the example.
- 5. Play the rest of the recording. While they listen, students check the box below the illustration that correctly answers the question.
- **6.** Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

Audio script

Narrator: Listen and check the box. There is

one example.

Narrator: What's she wearing?

Female: Is she wearing a blue dress?

Boy: No, she isn't. She's wearing pants.

Female: Are her pants red?

Boy: Yes, she's wearing red pants and a

yellow blouse.

Narrator: Can you see the check? Now you

listen and check the box.

Narrator: 1. Where is he?

Female: Is your brother eating?

Boy: Yes, he is.

Female: Is he in the living room?

Boy: No, he isn't. He's in the kitchen.

Narrator: 2. What's she doing?

Female: Is Maria in her bedroom?

Girl: Yes, she is.

Female: Oh, is she sleeping?

Girl: No, she isn't. She's reading a book.

Narrator: 3. What are they?

Female: Look at all the animals.

Boy: Yes, I see them.

Female: What's your favorite animal?

Boy: I like frogs. They're very funny.

Narrator: 4. What are the cats doing?

Female: I see two cats.

Girl: Where?

Female: Over there.

Girl: Oh, I see them. The cats are chasing

the ducks.

Narrator: 5. What are his favorite clothes?

Female: What are your favorite clothes,

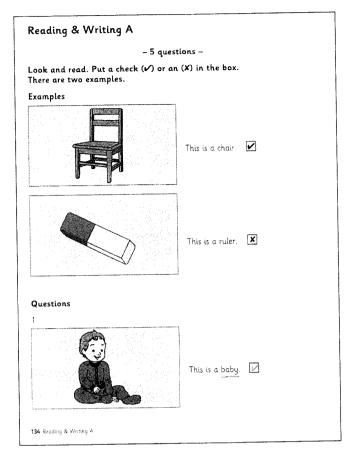
Tom?

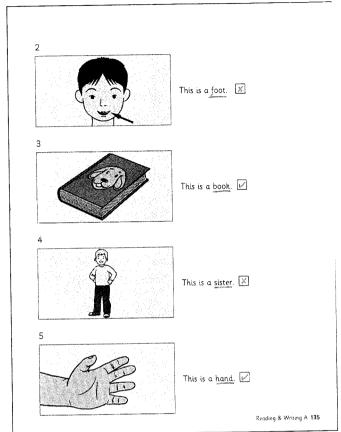
Boy: I like my yellow shirt.

Female: Do you like black pants?

Boy: No, I don't. I'm wearing blue pants.

Narrator: Now listen again.





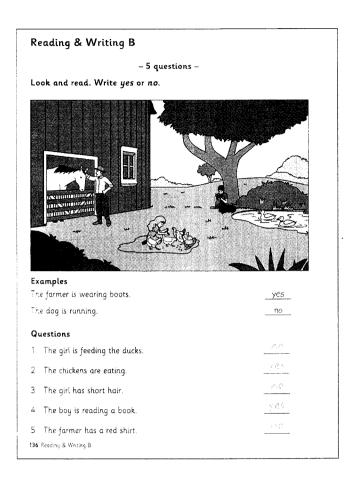
READING & WRITING A

In this part, students look at the picture, read the sentence and put a check or a cross depending on whether the sentence is true or false.

Do the test

- 1. Ask students to turn to Student Book pages 134–135. Read the directions aloud.
- 2. Write the example sentences on the board. Underline the key word in each, e.g. *chair*, *ruler*. Ask students to correct the second example sentence, e.g. *This is an eraser*.
- 3. Students underline the key word in the rest of the sentences and decide if the sentences are correct or not.
- 4. Ask students to compare answers in pairs.
- **5.** Check answers. Students correct the false sentences. (2 *This is a mouth. 4 This is a brother.*)

E



Reading & Writing C - 5 questions - Look at the pictures. Look at the letters. Write the words. Example			
		t r a i n	arnti
		Questions	
1	gnaoer		
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4	takses		
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	Reading & Writing C 13:		

READING & WRITING B

In this part, students look at a picture, read the sentences and then write yes or no, depending on whether the sentences are true or false.

Do the test

- 1. Ask students to turn to page 136. Ask them some questions about the picture, e.g. *How many children can you see? What color is the barn?* etc.
- **2.** Discuss the examples together. Ask students to find evidence in the picture to justify the answers.
- 3. Give students some time to read the descriptions and to check that they match what is happening in the picture.
- 4. Ask students to compare answers in pairs.
- 5. Check answers. Students correct the false sentences. (1 The girl is feeding the chickens. 3 The girl has long hair. 5 The farmer has a yellow shirt.)

READING & WRITING C

In this part, students reorder letters and write words.

Do the test

- 1. Ask students to turn to page 137. Read the directions aloud. Explain that each dash represents a letter and that the pictures should help them.
- 2. Write the example on the board. Write both the jumbled letters and the word spelled correctly.
- 3. Give students some time to unscramble the rest of the jumbled words. Encourage them to cross out the letters after they have used them. Remind them to write only one letter in each space.
- 4. Ask students to compare answers in pairs.
- 5. Check that students have spelled the words correctly.

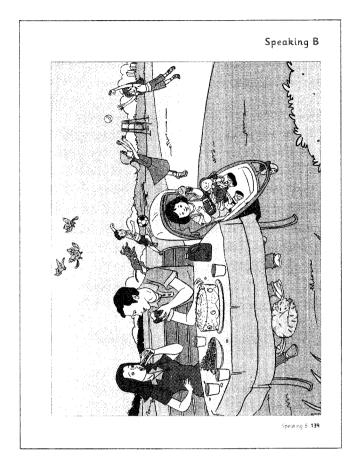


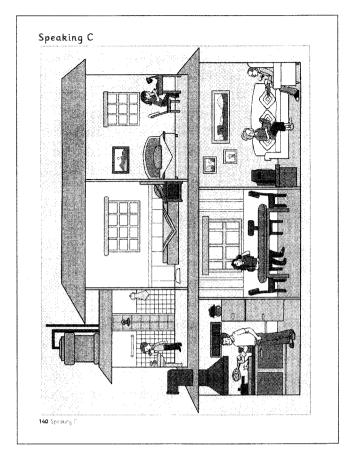
SPEAKING A

In this part, students answer questions about the scene in the picture.

Do the test

- 1. Ask students to turn to page 138. Tell students that you are going to talk about the picture.
- 2. Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples: What's this? (a photo album)
 How many people do you see? (four)
 Who is this? (the father)
 What is the mother doing? (She's holding the baby.)
 What color is the girl's hair? (brown)





SPEAKING B

In this part, students answer questions about the scene in the picture.

Do the test

- 1. Ask students to turn to page 139. Tell students that you are going to talk about the picture.
- 2. Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples: What's this? (a cake)
 How many children are playing in the field? (three) Is the girl eating the cake? (No, she's eating ice cream.)

What is the dog doing? (It's chasing the boy.) What color are the birds? (blue)

SPEAKING C

In this part, students answer questions about the scene in the picture.

Do the test

- 1. Ask students to turn to page 140. Tell students that you are going to talk about the picture.
- 2. Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:

 Is this a school or a house? (a house)

 How many rooms are in the house? (six)

 Is the boy washing his face? (No, he's brushing his teeth.)

What is the mother doing? (She's talking on the phone.)

Where is the father? (He's in the kitchen.)

Games are a great way for children to practice, correct, confirm, and reinforce their vocabulary, usage, and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as "Nice try!" and "You're getting much quicker!"

Picture Card Games

Find It!

Have students use two sets of picture cards and sit with a partner. Pairs put both sets of cards together, mix them up, and place them face down on a table or in front of them. Students take turns turning over two cards and naming them. If the cards match, they keep the pair. The student with the most cards at the end of the game wins.

I Have Something

First show students all of the Picture Cards. Together name each one and tell what color it is. Encourage students to use complete sentences: It's a (an) _______ It's (blue). Place all of the Picture Cards in a pile, face down. Take the top card, look at it without showing students, and then place it behind your back. Say: "I have something (red)." Invite volunteers to guess what the picture is: "Is it a (pencil)?" Have students continue guessing until someone guesses correctly. The student who guesses correctly gets to hold the next card and ask the class to guess what it is.

Sequence Game

Place three (or more) picture cards on a table or in front of students. Name each card. Then mix up the cards and place them on the table again. Invite a volunteer to place the Picture Cards in the order in which you said them and to name each one.

Whisper, Go, Touch

Place the Picture Cards in front of students. Divide the class into teams. Have each team form a line in front of the picture cards. Whisper the name of one of the cards to the first student. When you say Go! students whisper the word to the next student in line. When the last student hears the word, she/he goes to the Picture Cards and touches the correct one. The group to correctly complete the task first wins a token. The group with the most tokens wins!

Yes or No

With the whole class, review a related set of picture cards. Encourage everyone to say the words aloud with you. Then mix up the cards (without looking so they are in a different order. Pick a card without looking at it and hold it over your head with the picture facing the class. You try to guess which card you are holding by saying words from the lexical set. If you guess right, children shout "Yes!" If you guess wrong, they shout "No!" and you keep guessing words from the same set.

Vocabulary and Word Games

I Spy (or I See, I See)

Look around the room and say: "I spy with my little eye (or I see, I see . . .) something beginning with b (or whatever letter you choose)." Students guess the object you are thinking of. You can also play the game using colors.

Pictionary and Charades

Divide the class into two teams. On index cards write vocabulary words, important phrases, or the names of stories or movies the class has read or seen. A child from Team A picks a card from the pile and draws a picture of the word/phrase/title on the board (Pictionary) or acts out the word/phrase/title (Charades) for his/her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit), they win a point. Then Team B takes a turn.

Simon Says

In this game, students do as you command provided you begin the instruction with "Simon Says." For example, if you say: "Simon Says touch your nose," students touch their nose. If you say: "Touch your ears," students do not move since you didn't precede the command with "Simon Says." If desired, have students sit down if they mistakenly do a task when you didn't say Simon Says. The last student standing wins.



Throw and Catch

Have the students stand in a circle. Use a soft ball (or bean bag). Toss the ball to a student. The student who catches the ball must respond to your question. For example, ask: "Look at this picture card. Is she singing?" After the student answers, he or she tosses the ball back to you, and the game continues.

Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Have students write nine words on the card—one in each square, in no particular order. Call out words randomly. If a student has a matching word on his or her card, he or she places one of the beans (or other small item) on the square. The first person with three items in a row is the winner. This game can also be played using letters or numbers.

Phonics and Spelling Games

Cheerleader Game

Choose words to spell out as if they were cheers and write them on cards. Start by leading the "cheer" yourself. Choose easy words to begin with (e.g. cow, ball) and move on to more difficult words. For example, with cow, you say, "Give me a C!" and the class responds, "C!" Then you call the second letter and so on. When you finish spelling, ask "What word is it?" Students answer as a chorus. As children get used to the game, invite children to take on your role.

| Can Spell (Hangman)

Set the Alphabet Cards along the white board or chalkboard rail. Choose a word (e.g., jumping) and write letter spaces on the board (7 short lines). Elicit a letter from an individual. If the letter is in the word, write it on the correct line. If not, then start to draw a person, one body part per missed letter. Explain that the word needs to be guessed before the person is fully drawn. As students guess, remove the Alphabet Cards from the rail.

Relay Race

Divide students into teams. Choose a representative from each team. Say a word and spell it out. Have the team representatives write the word on the board. The first student to write the word correctly receives

a point for his or her team. Continue the game with other team representatives.

Two Too Many

Call out a word and spell it, for example: pen. Write five letters on the board, two more than needed to spell the word (e.g., b e a p n). Invite a student to come to the board and write the word. Have the student spell the word aloud, and elicit the two extra letters from the rest of the class.

Color, Number, and Shape Games

Bird and Worms

Take eleven index cards. On ten of the cards, draw a single wiggly worm. On the eleventh card, draw a bird with its beak wide open. Put all the cards into a bag or basket. One by one, students take a card from the bag. If the card has a worm on it, the student says: "One worm." He or she can then choose another card. As long as the student continues collecting getting worms, he or she continues to count them (e.g., two worms, three worms, etc.). When the student picks the card with the bird on it, his or her turn is up. Write each student's score on the board (the number of worms they counted before picking the bird). The student with the highest number of worms wins. For added challenge, color the worms (e.g., two purple worms, three purple worms, etc.)

What's the Shape?

Cut out several shapes from colored paper or large sticky notes. Attach one to a student's back. The student wearing the shape tries to guess what it is: "Is it a circle? Is it a square?" As a variation, have students guess both shape and color at the same time.

STUDENT BOOK

Unit 1, Good Morning, Class!

Page 6. Activity 11.

Listen. Stick.

- 1. A: What's this?
 - B: It's a pencil.
 - A: What color is it?
 - B: It's green.
- 2. A: What's this?
 - B: It's a ruler.
 - A: What color is it?
 - B: It's red.
- 3. A: What's this?
 - B: It's a chair.
 - A: What color is it?
 - B: It's blue.
- 4. A: What's this?
 - B: It's a crayon.
 - A: What color is it?
 - B: It's yellow.

Page 7. Activity 12.

Listen and circle.

- 1. A: What's this?
 - B: It's a pencil.
- 2. A: What's this?
 - **B**: It's a ruler.
- 3. A: What's this?
 - B: It's a backpack.
- 4. A: What's this?
 - B: It's a chair.

Page 8. Activity 15.

Listen. Count and color.

- 1. Four blue chairs.
- 2. Six yellow books.
- 3. Five red crayons.
- 4. Three green backpacks.

Page 9. Activity 16.

Look. Listen and match.

1. I'm Luis. I live in Mexico. I have a book, a ruler. and three pencils.

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- **2.** I'm Ahmed. I live in Egypt. I have a red backpack, books, and pencils.
- **3.** I'm Masako. I live in Japan. I have three markers, a ruler, and a red eraser.

Page 13. Activity 28.

Listen. Look and match.

- 1. A: What's this?
 - B: It's an eraser.
- 2. A: What's this?
 - B: It's a book.
- 3. A: What's this?
 - B: It's a desk.
- 4. A: What's this?
 - B: It's a crayon.
- 5. A: What's this?
 - B: It's a chair.

Page 13. Activity 29.

Listen and circle.

- 1. A: What's this?
 - B: It's a backpack. It's red.
- 2. A: What's this?
 - B: It's a ruler. It's green.
- 3. A: What's this?
 - **B:** It's a desk. It's blue.

Unit 2, My Family

Page 17. Activity 6.

Listen and circle.

- 1. This is my mother.
- 2. This is my father.
- 3. How many brothers do you have? I have three brothers.
- **4.** Who are they? They're my sisters—Jan and Nan.



Page 18. Activity 10.

Listen. Stick.

- 1. They're my parents. That's my mother and my father.
- 2. They're my grandma and my grandpa.
- 3. I have two sisters and one brother.
- 4. I have one sister and three brothers.

Page 19. Activity 11.

Listen and circle.

- 1. How many brothers and sisters do you have? I have two brothers.
- 2. How many brothers and sisters do you have? I have two brothers and one sister.
- **3.** How many brothers and sisters do you have? I have one brother.
- **4.** How many brothers and sisters do you have? I have two brothers and two sisters.

Page 20. Activity 13.

Look and listen. Write the number.

- 1. I see a mother and one baby.
- 2. I see a mother and three babies.
- 3. I see a mother, a father, and one baby.
- 4. I see two brothers.

Page 21. Activity 16.

Look and listen.

- 1. My name is Maria. I'm from Mexico.
- 2. Hello! I'm Minjoon. I'm from South Korea.
- 3. Hi! My name is Celine. I'm from France.

Page 22. Activity 20.

Listen. Write b or p.

- 1. pen
- 2. box
- 3. ball
- 4. pan

Page 25. Activity 26.

Listen and check.

- 1. How many brothers and sisters do you have? I have two sisters.
- 2. How many brothers and sisters do you have? I have one brother and one sister.
- **3.** How many brothers and sisters do you have? I have three brothers.
- **4.** How many brothers and sisters do you have? I have one brother and three sisters.

Page 25. Activity 27.

Listen. Write the number.

- 1. Who are they?

 This is my family: my mother, my father, my sister, and me.
- 2. Who are they?
 It's my family: my mother, my father, my sister, my brother, and me.
- 3. Who are they?
 This is my grandmother and my grandfather.

Unit 3, My Body

Page 29. Activity 6.

Listen and circle.

- Does your dog have big ears? Yes, it does.
- Does your dog have long legs? No, it doesn't. My dog has short legs.
- **3.** Is your dog brown? No. My dog is purple.

Page 31. Activity 11.

Listen and check.

- 1. Does your sister have long hair? No, she doesn't. She has short hair.
- **2.** Does your brother have small feet? Yes, he does.
- **3.** Does your dog have long ears? Yes, it does.
- **4.** Does your grandfather have brown hair? No, he doesn't. He has white hair.



Page 32. Activity 14.

Listen. Match and sav.

- 1. I see with my eyes. I see a painting!
- 2. I taste with my mouth. Mmmm. I taste chocolate cake!
- 3. I hear with my ears. I hear a guitar!
- 4. I smell with my nose. I smell a flower!



(Age 33. Activity 17.

Look and listen. Write the number.

- 1. I see a flag. It's green, yellow, blue, and white.
- 2. I see a flag. It's red, white, green, blue, yellow, and black.
- 3. I see a flag. It's green, white, and orange.



Page 34. Activity 22.

Listen. Write d or t.

- 1. ten
- **2.** dog
- **3.** bat
- 4. hand



Page 35. Activity 24.

Listen, Trace.

- 1. Wash with soap.
- 2. Rinse with water.
- 3. Dry your hands.



$\binom{1}{4.54}$ Page 36. Activity 27.

Complete the monster. Listen and color.

Look at the monster. He has two short legs. He has four long arms! Look at his face. He has three small eyes, a big mouth, and a big nose. He's funny!



Page 37. Activity 29.

Listen and check.

- 1. Does your dog have big ears? No, it doesn't. It has small ears.
- 2. Does your father have blue eyes? No, he doesn't. He has brown eyes.
- 3. Does your sister have black hair? No, it's brown.

4. Does the bird have short legs? Yes, it does. And a short neck!

Checkpoint, Units 1-3



Page 39. Activity 2.

Get ready. A. Listen and number.

- 1. He has short hair. It's black.
- 2. She has long hair.
- 3. Does he have short hair? Yes, he does. It's red.
- 4. Does she have long hair? No, she doesn't. She has short hair.



Page 39. Activity 2.

Get Ready. C. Listen and circle.

- 1. How many brothers and sisters do you have? I have one sister and one brother.
- 2. How many brothers and sisters do you have? I have two sisters and one brother.



(A53) Page 40. Activity 4.

Go! A. Listen. Put the cards on the numbers.

+

- 1. She has a red pencil.
- 2. She has long, brown hair.
- 3. He has a big, blue backpack.
- 4. She has a sister and a brother.
- 5. He has a grandmother and a grandfather.
- 6. He has three crayons.

Unit 4, My Favorite Clothes



Page 43. Activity 3.

Listen and say. Write.

- 1. She's wearing a red shirt.
- 2. He's wearing brown pants.
- 3. She's wearing a yellow jacket.
- 4. He's wearing black shoes.



Page 46. Activity 10.

Listen. Stick.

- 1. He's wearing old blue shoes.
- 2. She's wearing small red boots.
- She's wearing a big green hat.
- 4. He's wearing new brown pants.

Page 47. Activity 11.

Listen and match.

- 1. A: What's your grandmother wearing?
 - **B:** She's wearing a red hat, a white blouse, and a blue skirt.
- 2. A: What's your grandfather wearing?
 - **B:** He's wearing an orange shirt, brown pants, and brown shoes.
- 3. A: What's your father wearing?
 - **B:** He's wearing a green jacket, blue pants, and black shoes.
- 4. A: What's your mother wearing?
 - **B:** She's wearing a purple blouse, a yellow skirt, and white boots.

Page 48. Activity 14.

Listen. Look and match.

- 1. I'm in the park. I'm wearing my hat and gloves. It's cold!
- 2. I'm in the park. I'm wearing sunglasses. It's hot!
- **3.** I'm wearing a raincoat and a hat. I have an umbrella. It's wet in the park!

Page 49. Activity 16.

Look and listen. Write.

The Royal Ascot Horse Race takes place in England. Some women wear funny hats to the race. The hats are big and colorful.

- 1. Her hat has flowers on it.
- 2. Her hat has birds on it.
- 3. Her hat has horses on it.

Page 50. Activity 20.

Listen. Write c or g.

- 1. cap
- 2. girl
- 3. flag
- 4. car

Page 51. Activity 22.

Look and listen.

- 1. A: Look! They're from Guatemala. They're wearing traditional clothes.
 - **B:** Yes. I like their hats and blue dresses.
- **2. A:** They're from the Philippines. They're wearing traditional clothes.
 - **B:** I like his white shirt.
- **3. A:** They're from Kenya. They're wearing traditional clothes.
 - **B:** Look at their hats. I like them. They're cool!

$\widehat{\mathbf{A}_{A74}}$ Page 53. Activity 27.

Listen and check.

- 1. A: What's she wearing?
 - **B:** She's wearing a purple dress and a green hat.
- 2. A: What's he wearing?
 - **B:** He's wearing black boots and blue pants.
- 3. A: What's he wearing?
 - **B:** He's wearing an orange jacket and a white shirt.
- 4. A: What's she wearing?
 - **B:** She's wearing a blue blouse and a yellow skirt

Unit 5, Busy at Home

Page 55. Activity 2.

Listen. Point and say.

- 1. bathroom She's taking a bath.
- **2.** bedroom She's getting dressed.
- 3. kitchen He's cooking.
- **4.** dining room He's eating.
- 5. living room She's drinking. He's reading.

Page 58. Activity 11.

Listen and stick.

He's in the bathroom. She's in the kitchen.

He's in the living room.

She's in the bedroom.

She's in the dining room.



Page 59. Activity 12.

Listen and check.

- 1. Where's Sara? She's in the kitchen.
- 2. Where's Manny? He's in the dining room.
- 3. Where's Kevin? He's in the bedroom.
- 4. Where's Peggy? She's in the bathroom.

Page 60. Activity 15.

Look and listen. Write the number.

- 1. This picture has circles and squares.
- 2. This picture has triangles.
- 3. This picture has squares and rectangles.

Page 61. Activity 17.

Look and listen.

My home is in Hong Kong. I live in an apartment. My home is in Mongolia. I live in a yurt. My home is in Paris. I live on a houseboat.

My home is in Maine. I live in a lighthouse.



Page 62. Activity 20.

Listen and write. Use the words from 19.

- 1. Mom is eating a snack in the bedroom.
- 2. Grandpa is giving our white cat a bath in the living room.
- 3. Grandma is playing basketball in the dining
- 4. Dad is sleeping in the kitchen. What a funny family!



Page 63. Activity 22.

Listen and write.

- 1. What's he doing? He's cleaning.
- 2. What's she doing? She's washing the dishes.

Page 65. Activity 26.

Listen and number.

- 1. A: Where's Kenny?
 - B: He's in the kitchen.
- 2. A: Where's Lorna?
 - B: She's in the bedroom.
- 3. A: Where's Donna?
 - **B:** She's in the living room.
- 4. A: Where's Jimmy?
 - **B:** He's in the bathroom.
- 5. A: Where's Sally?
 - **B:** She's in the dining room.

Unit 6, On the Farm



Page 70. Activity 10.

Listen. Stick.

It's a beautiful day on the farm.

The cat is sleeping in the barn. The horse is eating some hay in the barn.

The dog is chasing a duck.

A big green frog is jumping.

Page 71. Activity 11.

Listen and check.

- 1. A: Where are the horses?
 - B: They're in the barn.
 - A: What are they doing?
 - **B:** They're eating hay.
- 2. A: Look at the beautiful blue bird.
 - B: Where is it?
 - A: It's in the sky. It's flying.
 - B: Oh, yes. I see it.
- 3. A: The cat is sleeping.
 - B: No, it's not.
 - A: What's it doing?
 - B: It's playing with a ball of yarn.
- 4. A: Where's the duck?
 - B: It's in the pond.
 - A: What's it doing?
 - B: It's swimming.



Page 72. Activity 14.

Listen, Look and match.

- 1. Look at the hen. That's her chick.
- 2. Look at the red dog. That's her puppy.
- 3. Look at the orange cat. That's her kitten.

Page 73. Activity 15.

Look and listen. Match.

- 1. I'm Mackenzie. I'm from Australia. This is my pet wallaby.
- 2. My name is Reiko. I'm from Japan. I have a pet beetle.
- 3. Hi. My name is Zack. I'm from the United States. I have a pet skunk.



Page 74. Activity 18.

Listen and write. Use the words from 17. Say.

- 1. My family lives on a farm. I have many pets.
- 2. My favorite pet is Penny. She's a hen.
- 3. Penny sits on a nest in the hen house.
- 4. We love Penny! She gives us eggs!

Page 75. Activity 20.

Listen. Find and number.

- 1. I'm playing with my cat.
- 2. I'm feeding the birds.
- 3. I'm brushing my horse.
- 4. I'm walking my dog.



Page 76. Activity 24.

Listen, point, and say. Then act out.

- 1. A: What are they doing?
 - B: They're jumping.
- What's she doing? A:
 - B: She's climbing.
- A: What's she doing?
 - B: She's sleeping.
- What's he doing? 4. A:
 - B: He's eating.
- 5. A: What are they doing?
 - They're swimming. B:
- A: What's she doing?
 - She's running. B:

Checkpoint, Units 4-6

(Bia) Page 79. Activity 2.

Get ready. C. Listen and number.

- 1. A: What is it?
 - B: It's a frog.
 - A: What's it doing?
 - B: It's jumping.
- 2. A: What are they?
 - **B:** They're ducks.
 - **A:** What are they doing?
 - **B:** They're swimming.
- 3. A: What is it?
 - B: It's a cow.
 - A: What's it doing?
 - B: It's eating.
- **4. A:** What are they?
 - They're horses. B:
 - A: What are they doing?
 - They're running.

Unit 7, Party Time



Page 83. Activity 3.

Listen and say. Write.

- 1. She's eating grapes.
- 2. He's drinking milk.
- 3. They're eating cake.
- 4. She's drinking juice.
- 5. He's eating a sandwich.
- **6.** They're eating pizza.



Page 86. Activity 10.

Listen. Stick.

It's my birthday! I'm seven years old today. Look at my cake!

We have hot dogs and hamburgers.

We have apples, oranges, and grapes, too.

I love ice cream.

Look at my presents. Birthdays are fun!

$\widehat{\mathbf{h}}_{826}$ Page 87. Activity 11.

Listen and circle.

- 1. A: What does she have?
 - B: She has cake and milk.
- 2. A: What do you have?
 - B: I have an apple and a sandwich.
- 3. A: What does he have?
 - **B:** He has grapes, an apple, an orange, and a banana.
- 4. A: What do they have?
 - B: They have pizza and juice.

$\widehat{\mathbf{I}}_{\text{BZS}}$ Page 88. Activity 14.

Listen and match.

- A: Hamburgers, hot dogs, and pizza are hot.
- B: Ice cream, juice, and milk are cold.

Page 89. Activity 17.

Look and listen. Write.

- 1. My name is Miguel. In Mexico, I have a piñata with candy on my birthday.
- 2. I'm Jack. I live in the United States. I have a big cake on my birthday.
- **3.** I'm Susie from South Korea. I have seaweed soup on my birthday.
- **4.** I'm Anya. I'm from Russia. On my birthday, I have a big fruit pie.

$\widehat{\mathsf{l}_{\mathrm{B32}}}$ Page 90. Activity 20.

Listen and write. Use the words from 19.

- 1. I'm in the kitchen.
- 2. I have bread and a little cheese.
- 3. I can make a sandwich.
- 4. I have milk. I'm ready for lunch!

Page 91. Activity 22.

Listen. Find and number.

- 1. 5-4-3-2-1... Happy New Year!
- 2. Happy Birthday to you!
- 3. Happy Father's Day, Dad.

Unit 8, Fun and Games

$\widehat{\mathbf{h}}_{\mathrm{B37}}$ Page 95. Activity 3.

Look. Listen and write.

- 1. I want skates.
- 2. I want a bike.
- 3. I want an airplane.
- 4. I want a doll.
- 5. I want a ball.
- 6. I want a game.

Page 97. Activity 6.

Look at the story. Listen and circle.

- 1. Lizzie wants her skates.
- 2. Lizzie's doll is under the sofa.
- 3. Lizzie is playing with her action figures.

Page 98. Activity 10.

Listen. Stick.

- **A:** Oh, no! Look at my room. Where are my toys?
- B: What do you want?
- A: I want my doll. Where's my doll?
- **B:** Your doll is under the table.
- A: Where's my game?
- B: It's on the bed.
- **A:** Oh, yes. There it is. Now, where are my skates?
- **B:** They're in the closet.
- A: Yes, there they are. Where's my stuffed animal?
- B: It's on the shelf. See?
- A: [laughing] Oh, no! That's not my stuffed animal!
- B: What is it?
- A: It's my cat! The cat is on the shelf!

Page 99. Activity 11.

Listen and check.

- 1. A: What do you want?
 - B: I want my doll. Where's my doll?
 - A: It's on the shelf.
 - B: Oh, there it is. Thanks.



- 2. A: Where's my action figure?
 - B: I don't know.
 - A: Oh, there it is. It's under the desk.
- 3. A: What do you want?
 - **B:** I want my skates. Where are they?
 - **A:** They're in the toy box.
 - B: Yes, there they are. Thank you.
- 4. A: Where are my cars?
 - **B:** They're under the table.
 - A: I see them. Thanks.

Page 101. Activity 16.

Look and listen. Number.

- 1. This kite is from Malaysia. It looks like a fish.
- 2. This kite is from Mexico. It looks like a bird.
- 3. This kite is from New Zealand. It has a shape like a triangle.

Page 102. Activity 20.

Listen and write. Use the words from 19.

- 1. My mom helps me a lot.
- 2. Every morning she feeds our dog.
- 3. She gives me clean socks.
- 4. She cooks in a big pot.

Page 103. Activity 22.

Listen. Number in order.

- 1. A: Where's your car?
 - **B:** I don't have a car.
- 2. A: I'll give you a car.
 - B: Thank you.
- 3. A: Let's play together.
 - B: Yes. Sharing is fun!

Page 104. Activity 25.

Look. Count and write. Listen and check.

- 1. A: How many airplanes do you see?
 - **B:** I see two airplanes.
- 2. A: How many stuffed animals do you see?
 - **B:** I see three stuffed animals.
- 3. A: How many balls do you see?
 - **B:** I see two balls.

- 4. A: How many skates do you see?
 - B: I see two skates.
- 5. A: How many actions figures do you see?
 - **B:** I see four action figures.
- 6. A: How many dolls do you see?
 - **B:** I see two dolls.

Unit 9, Play Time

$\widehat{\mathbf{I}}_{852}$ Page 107. Activity 2.

Listen. Point and say.

- 1. She's catching a ball.
- 2. He's throwing a ball.
- 3. He's hitting.
- 4. She's kicking a ball.
- 5. She's jumping rope.
- 6. She's dancing.
- 7. She's singing.
- 8. He's skating.
- 9. He's riding a bike.
- 10. She's running.

Page 110. Activity 10.

Listen, Stick.

- A: It's play time. Let's have fun!
- **B:** Yes, look! Is that Jessica? Is she kicking a ball?
- A: Yes, that's Jessica. She's playing soccer.
- B: Is that Mark? Is he throwing a ball?
- **A:** No, Mark isn't throwing. He's catching. Paul is throwing.
- **B:** Oh, yes. Paul is throwing a ball. What's Betty doing?
- A: I don't know. Is she running?
- **B:** No, she isn't running. She's jumping rope!
- A: Oh, what's Carl doing?
- **B:** He's playing the piano and singing.

Page 111. Activity 11.

Listen and number.

- 1. A: Is Sandy dancing?
 - **B:** No, she isn't. She's jumping rope.
- 2. A: Is Billy riding a bike?
 - B: Yes, he is.

- 3. A: Is Joe playing soccer?
 - B: Yes, he is. He's kicking the ball.
- A: Where are Mickey and Suzie?
 - **B:** They're in the park.
 - A: Are they roller skating?
 - B: Yes, they are.
- A: Are Tim, Mark, and Eric studying today?
 - B: No, they aren't. They're running.
- **6.** A: Is Janie singing today?
 - B: Yes, she is.

Page 112. Activity 13.

Listen and say. Write.

- 1. clap
- 2. jump
- **3.** fly
- 4. dance
- 5. turn
- **6.** sit

Page 113. Activity 15.

Look and listen.

- 1. I'm Eva. I play Rock, Paper, Scissors in Canada.
- 2. I'm Michio. I'm from Japan. We call this game
- 3. I'm Raúl. I'm from Chile. We play this game, too. We call it Cachipún. Do you play Rock, Paper, Scissors, too?

Page 114. Activity 19.

Listen and write. Use the words from 18.

- 1. At our school, play time is after lunch.
- 2. Some kids run in the school yard.
- 3. Other kids jump rope or play ball.
- 4. Play time is always fun.

Page 115. Activity 21.

Look and listen. Then write.

- 1. I'm running. I'm running in place.
- 2. I'm jumping. I'm jumping up high.
- 3. I'm kicking. I'm kicking a soccer ball.

Page 116. Activity 24.

Listen and circle.

It's a beautiful day in the park. The sun is shining and everyone is having fun. A big bird is flying in the sky. A man is running with his dog. Ducks are swimming in the pond. A woman is singing. A boy is throwing a ball to his friend. It's a fun day in the park.

Page 117. Activity 26.

Listen and number.

- 1. A: Is she riding a bike?
 - **B:** Yes, she is.
- 2. A: Are they dancing?
 - B: Yes, they are.
- 3. A: Is he running?
 - B: No, he isn't. He's jumping.
- 4. A: Is he catching a ball?
 - B: Yes, he is.
- 5. A: Is she talking?
 - B: No, she isn't. She's singing.
- Are they walking?
 - No, they aren't. They're skating.

Checkpoint, Units 7-9

Page 119. Activity 2.

Get ready. A. Look. Listen to the questions. Circle the correct words.

- 1. Where's the airplane?
- 2. Where are the stuffed animals?
- 3. Does he have an action figure?

CD B Tracks 71-73 contain the audio for the YLE Listening practice material. See pages T124-T129 for notes and audio script.

CD B Tracks 74-85 contain the Karaoke versions of the songs in Student Book 1.

WORKBOOK

Unit 1, Good morning, Class

Page 5. Activity 8.

Listen and check.

- 1. A: What's your name?
 - **Em:** My name is Em.
 - A: What's this?
 - Em: It's a chair.
- 2. A: What's your name?
 - Zack: My name is Zack.
 - A: What's this?
 - Zack: It's a pen.
- 3. A: What's your name?
 - **Sue:** My name is Sue.
 - A: What's this?
 - Sue: It's a backpack.
- 4. A: What's your name?
 - Louis: My name is Louis.
 - A: What's this?
 - Louis: It's a ruler.

Page 6. Activity 10.

Listen and match.

- 1. A: What's this?
 - B: It's an eraser.
- 2. A: What's this?
 - B: It's a pen.
- 3. A: What's this?
 - B: It's a desk.
- 4. A: What's this?
 - B: It's a marker.
- 5. A: What's this?
 - B: It's a chair.

Page 7. Activity 12.

Listen and circle. Then color.

- 1. A: What's this?
 - B: It's a pencil.
 - A: What color is it?
 - B: It's green.

- 2. A: What's this?
 - B: It's a ruler.
 - A: What color is it?
 - B: It's yellow.

Unit 2, My Family

Page 15. Activity 5.

Listen. Write the number.

- 1. A: Who are they?
 - **B:** They're my brothers and my sister.
- 2. A: Who is she?
 - **B:** She's my older sister.
- 3. A: Who are they?
 - **B:** That's my mother and father. And she's my baby sister.
- **4. A:** Who are they?
 - **B:** He's my grandfather and she's my grandmother.

Page 20. Activity 12.

Listen. Circle b or p.

- 1. ball # ball
- 2. parents # parents
- 3. pen # pen
- 4. book # book

Unit 3, My Body

Page 25. Activity 7.

Listen and check.

- 1. A: Wow. That's a cool dinosaur.
 - B: I know. It has a long neck.
 - A: Does it have a big head?
 - A: No, it doesn't. It has a small head.
- 2. A: Wow, that's a cool dinosaur.
 - **B:** I know. It has short arms.
 - A: Does it have short legs?
 - B: No, it doesn't. It has long legs.

Page 29. Activity 13.

Listen. Write d or t.

- **1.** two
- 3. dinosaur
- 2. head
- 4. foot



Page 31. Activity 17.

Listen and circle.

- 1. A: Does it have long legs?
 - B: No, it doesn't. It has short legs.
 - A: How many legs does it have?
 - B: It has three legs.
- 2. A: Does it have a big nose?
 - B: Yes, it does.
- 3. A: Does it have a small mouth?
 - B: No, it doesn't. It has a big mouth.
- A: Does it have big eyes?
 - B: Yes, it does. It has three big eyes.

Unit 4, My Favorite Clothes



Page 39. Activity 8.

Listen and check.

- 1. A: What's she wearing?
 - B: She's wearing a hat, a skirt, and boots.
- 2. A: What's she wearing?
 - B: She's wearing a blouse, pants, and shoes.
- 3. A: What's he wearing?
 - B: He's wearing a jacket, pants, and shoes.
- A: What's he wearing?
 - He's wearing a shirt, pants, and shoes.



Page 42. Activity 12.

Listen. Write c or g.

- 1. cat
- 3. dog
- 2. girl
- 4. corn



Page 42. Activity 13.

Listen and match.

- 1. cap
- 3. game
- car 2.
- 4. flag



(20) Page 43. Activity 14.

Look and color. Then listen and check.

- 1. A: What's she wearing?
 - B: She's wearing purple pants and orange boots.

- 2. A: What's he wearing?
 - B: He's wearing a white shirt and a green jacket.
- 3. A: What's she wearing?
 - B: She's wearing a blue blouse and a yellow
- 4. A: What's she wearing?
 - B: She's wearing a green hat, a purple dress, and blue shoes.

Unit 5, Busy at Home



Page 48. Activity 7.

Listen and match.

- 1. A: Where's your mother?
 - She's in the bedroom.
- Where's your brother?
 - B: He's in the bathroom.
- 3. A: Where's your father?
 - **B:** He's in the kitchen.
- 4. A: Where are you?
 - **B:** I'm in the living room.



Page 49. Activity 9.

Listen. Write the number.

- 1. A: Where's Ana?
 - **B:** She's in the kitchen.
 - A: What's she doing?
 - She's doing her homework.
- 2. A: Where's her father?
 - **B:** He's in the dining room.
 - A: What's he doing?
 - B: He's reading.
- 3. A: Where's her grandfather?
 - **B:** He's in the dining room.
 - A: What's he doing?
 - B: He's eating.
- 4. A: Where's her mother?
 - **B**: She's in the kitchen.
 - A: What's she doing?
 - She's making lunch.



Page 51. Activity 14.

Write a. Listen and number.

- 1. flag
- 3. bathroom
- 2. jacket
- **4.** dad

Page 52. Activity 16.

Listen and number.

- 1. A: What's she doing?
 - B: She's doing her homework.
- 2. A: What's she doing?
 - **B:** She's washing the dishes.
- 3. A: What's she doing?
 - B: She's cleaning her room.
- 4. A: What's she doing?
 - **B:** She's making lunch.

Unit 6. On the Farm

Page 57. Activity 6.

Listen and number.

- 1. A: What's the duck doing?
 - B: It's running.

- 2. A: What's the frog doing?
 - B: It's jumping.
- 3. A: What's the horse doing?
 - B: It's eating.
- 4. A: What's the cat doing?
 - B: It's sleeping.
- 5. A: What's the dog doing?
 - **B:** It's chasing the duck.

Page 58. Activity 8.

Look and listen. Circle the answer.

- 1. What's the duck doing?
- 2. What are the horses doing?
- 3. What is the bird doing?
- 4. What are the dogs doing?

Page 63. Activity 14.

Listen and check. Then write.

- 1. A: What are they doing?
 - B: They're jumping.

- 2. A: What is the girl doing?
 - B: She's sleeping.
- 3. A: What's the goat doing?
 - B: It's eating.
- 4. A: What's the dog doing?
 - **B**: It's swimming.
- **5. A:** What are they doing?
 - **B:** They're flying.

Unit 7, Party Time

Page 71. Activity 9.

Listen and match. Then write.

- 1. A: What do you have?
 - B: I have pizza.
- 2. A: What do you have?
 - B: I have a hamburger.
- 3. A: What do you have?
 - B: I have a salad.
- 4. A: What do you have?
 - B: I have juice. Orange juice.
- 5. A: What do you have?
 - **B:** I have a sandwich.

\bigcap_{32} Page 73. Activity 14.

Listen. Match words with i. Color i words.

- 1. little
- 4. milk
- 2. apple
- 5. grapes
- 3. pencil
- **6.** six

Page 75. Activity 17.

Listen and match.

- 1. I have soup on Tuesday.
- 2. They have pizza on Saturday.
- 3. She has an apple on Thursday.
- **4.** He has a hot dog on Monday.
- 5. She has a hamburger on Friday.
- **6.** They have salad on Wednesday.
- 7. I have cake on Sunday.

Unit 8, Fun and Games

\bigcap_{35} Page 77. Activity 3.

Listen and number.

- 1. I want a green ball.
- 2. I want a brown puppet.
- 3. I want a red car.
- 4. I want a blue action figure.
- 5. I want a blue train.
- 6. I want yellow blocks.

Page 80. Activity 8.

Listen and circle in, on, or under.

- 1. A: Where are the skates?
 - **B:** They're in the closet.
- 2. A: Where is the game?
 - B: It's on the bed.
- 3. A: Where's the doll?
 - B: It's under the table.
- 4. A: I want the cat. Where's the cat?
 - B: It's on the shelf.
- 5. A: Where is the shirt?
 - B: It's in the closet.
- 6. A: Where are the books?
 - **B**: They're on the shelf.

Page 84. Activity 17.

Listen. Match words with o. Color o words.

- 1. pot
- 2. train
- 3. socks
- 4. bike
- 5. doll
- 6. blocks

Page 85. Activity 18.

Listen and number.

- 1. I want my doll. It's on the shelf.
- 2. Where's my stuffed animal? Oh, it's there . . . in the toy box.
- 3. I see my airplane. It's under the desk.
- 4. Where's the ball? It's in the toy box.

- 5. My skates are under the table.
- **6.** Where are the action figures? Oh, they're on the bed.

Unit 9, Play Time

Page 90. Activity 9.

Look and listen. Circle the answer.

- 1. Is he running?
- 2. Is she dancing?
- 3. Are they skating?
- 4. Are they sleeping?

Page 91. Activity 11.

Listen and number.

- 1. A: Are they jumping?
 - B: Yes, they are.
- 2. A: Is he singing?
 - B: No, he isn't. He isn't singing. He's running.
- 3. A: Is he singing?
 - B: Yes, he is.
- 4. A: Is she dancing?
 - B: Yes, she is.
- 5. A: Is he kicking the ball?
 - **B:** No, he isn't. He isn't kicking the ball. He's catching the ball.

Page 95. Activity 18.

Listen and number.

- 1. A: Is he eating?
 - B: Yes, he is.
- 2. A: Is she skating?
 - B: No, she isn't. She's singing.
- 3. A: Is he sleeping?
 - **B:** No, he isn't. He's throwing the ball.
- **4. A:** Is she catching the ball?
 - **B**: Yes, she is.
- 5. A: Are they dancing?
 - B: No, they aren't. They're skating.
- 6. A: Are they swimming?
 - B: Yes, they are.

Unit 1, Good Morning, Class!

- 1 a backpack
 - b pen
 - c marker
 - d pencil
- Answers will vary.
- 1. c eraser
- 3. a book
- 2. d ruler
- 4. b crayon
- 1. yellow
- 2. blue
- 1. marker
- 2. red
- Answers will vary.
- Answers will vary.
- 1. a. chair
- 3. b. backpack
- **2.** b. pen
- 4. a. ruler
- 1. green pencil
- 3. yellow crayon
- 2. blue book
- 4. a marker
- 1. c eraser 2. d – pen
- 5. b chair
- 3. e desk
- **3.** It's
- 1. It's 2. It's
- 12 1. b green pencil
- 2. a yellow ruler
- 3 (pens) 2 (books)
- 5 (pencils)

1. 4

3. 10

2. 8

- 4. 1
- (Trace letters.)
- v vase
- h chair
- w bookshelf
- n computer
- o clock
- l closet
- Answers will vary.
- 1. Thank you.; You're welcome.
 - 2. Please (sit down.); Thank you.
- 1. (Color the book red.)
 - 2. (Color the chair blue.)
- Color the numbers their assigned color.
 - 1 red
 - 2 blue
 - 3 green
 - 4 yellow
- 1. c crayon
 - 2. b ruler
 - 3. a eraser
 - 4. d backpack

Unit 2. My Family

- 1) (Students match people in the photo to the appropriate label: My father, my mother, My sister, my brother)
- Answers will vary.
- grandmother grandfather brother

sister father mother

- - 2. 2
- Ø 1. 3
- **3.** 3
- 2. 1

4. 2

3. 1

- How many; I have; I have
- 1. two brothers
 - 2. one brother and two sisters
 - 3. three sisters
- 1. c
- 3. d
- 2. a

- 4. b
- (I see) three (baby animals.)
- 1. My name is
 - 2. My name is
 - 3. My name is
- 11 Answers will vary.
- 1. b

- 3. p
- **2.** p
- **4.** b
- 1. b
- 3. b

- 2. p
- mother grandfather

sister baby brother

- father grandmother
- Answers will vary.

Unit 3, My Body

- (Students match the names of body parts—ears, eyes, mouth, toes, legs, nose, hands—to the appropriate area on the photo.)
- 1. c

- **2.** d
- **4.** b
- 1. (I have) ten fingers 1. No
- 3. Yes

2. (I have) two eyes

- 2. No
- (Students will draw a purple dog with big eyes, short legs, and long ears.)



- 3. It has short legs.
- 1. It has a long neck. 2. It has a small head.
- 4. It has big eyes.
- 1. a

- **2.** b
- 8 Connect the numbers 1 to 10.
- 1. Yes, it does.
- 3. No, it doesn't.
- 2. No, it doesn't.
- Yes, he does. 1. Does he have No, he doesn't. 2. Does he have Yes, he does.
 - 3. Does he have
- 2. Yes, she does.
- 11 1. No, she doesn't. 1. see—b. – f.
- 3. taste—c. e.
- 2. smell—d. h.
- 4. hear—a. g.

- 1. t 2. d
- 3. d 4. t
- 14 bat brown doll - orange dinosaur - orange
- tent brown dog - orange
- **15** 1. wash c
- 3. dry b
- 2. rinse a
- 16 Answers will vary.
- 1. b **2.** a

- 3. a **4**. a
- eye
- **3.** leg
- 2. mouth
- 4. nose

Checkpoint, Units 1-3

- 1. crayons
- 6. mother
- 2. erasers
- 7. sister
- 3. pens
- 8. arm
- 4. rulers
- **9**. eye
- 5. father
- 10. hand
- pens

- erasers
- (Draw pencils and a ruler.)
- Put students in groups to discuss.

Unit 4, My Favorite Clothes

- 1. shirt
- 3. shoes
- 2. pants
- 2 a red blouse 1 red blue pants - 2 - blue a yellow jacket - 3 - yellow yellow boots - 3 - yellow a blue skirt - 2 - blue red shoes - 1 - red

- Answers will vary.
- 1. (color the hat green
 - 2. (color the hat orange
 - 3. (color the hat purple
- 1. old, a
- 3. small a
- 2. new, b
- 4. big. 5
- 6 1. small
- 3. new
- 2. big
- **4.** old
- Color the letters their assigned color
 - 1. shirt
- 4. shoes
- 2. hat
- 5. gloves
- 3. pants
- **3.** a

1. b **2.** a

- **4.** b
- Answers will vary.
- jungle; desert; mountains
- (draw dogs on the hat) (draw pencils on the hat) (draw shoes on the hat) (draw flowers on the hat)
- **1.** c

2. g

- **4.** c
- **13** 1. cap − c 2. car - c
- 3. game g **4.** flag – g
- Color the numbers their assigned color.
 - 1. b

3. b

- **2.** b
- **4.** b
- **15** Answers will vary.

Unit 5, Busy at Home

- brushing my teeth d combing my hair - b
- eating breakfast a washing my face - c
- 1. bathroom 2. bedroom
- dining room 5. living room
- 3. kitchen
- 3, 1, 2, 5
- 1. playing 2. reading
- 3. making lunch 4. drawing
- 1. blue
- **4**. red 5. orange
- 2. green 3. yellow

- 1. bedroom 2. kitchen
- 3. dining room
- 1. bedroom 2. bathroom
- 3. kitchen
- 4. living room

- 8 1. He's
- 3. I'm
- 2. She's
- 1 (Ana) 2 (father)
- 3 (grandfather) 4 (mother)
- 10 1. kitchen
- 2. dining room
- Answers will vary.
- 1. triangle
- 3. rectangle
- 2. square
- Œ 1. 8

- **2.** 13
- 1 (flag) 2 (jacket)
- 3 (bathroom)
- 4 (dad)
- (It's a c)a(t).
- 1 (She's doing her homework.) 2 (She's washing the dishes.)
 - 3 (She's cleaning her room.)
 - 4 (She's making lunch.)
- **17** Answers will vary.
- **13** 1. She's reading.; bedroom
 - 2. He's eating breakfast.; kitchen
 - 3. She's taking a bath.; bathroom

Unit 6. On the Farm

- sheep c cat - b
- dog dgoats - a

- frog
- 1. cow, eating
- 4. frog, jumping
- 2. horse, running
- 5. duck, flying
- 3. dog, swimming
- 1. It's eating an apple.
 - 2. It's eating hay.
 - 3. They're eating worms and bugs.
- **5** 1. hay
- 3. worms and bugs
- 2. an apple
- 1. duck
- **4.** cat
- 2. frog
- 5. dog
- 3. horse
- 1. swimming
- **3.** sleeping
- 2. flying
- 4. eating
- 1. It's
- 3. It's
- 2. They're
- 4. They're
- Answers will vary.
- 1. running
- 4. swimming
- 2. jumping
- 5. flying
- 3. sleeping
- **6.** eating

- cat green
 - dog purple
 - hen yellow
- a. puppy
- b. chick
- c. kitten
- 1. dress 4. pets 5. nest
- 2. ten
- 3. hen
- 1. walking
 - 2. playing
- 1. a jumping
 - 2. a sleeping
- 3. feeding
- 4. brushing
- 4. a swimming
- 5. a flying

6. bedroom

7. kitchen

3. b – eating

Checkpoint, Units 4-6

- 1. dress

 - 2. hat
 - 3. pants
- 4. shirt
- 8. cat 9. duck
- 5. bathroom
- 10. turtle
- a shirt
- pants
- (Draw a hat, boots, and a jacket.)
- Put students in groups to discuss.

Unit 7, Party Time

- 1. pizza
 - 4. ice cream 2. salad
- 5. hamburger
- 3. cake
- **6.** milk
- Answers will vary.
 - 1. a cake
- **4.** d pizza
- **2.** f juice
- 5. e milk 6. b – grapes
- 3. c a sandwich 1. cake
- 4. pizza
- 2. juice
- 5. milk
- **6.** grapes
- 1. Saturday
- 3. five
 - 2. Monday

3. a sandwich

- pizza; apples (and) oranges; presents
- 1. (Draw grapes and hamburgers.)
 - 2. (Draw a sandwich and ice cream.) 1. have grapes
 - 4. has ice cream
 - 2. has an apple
- 5. has cake
- 3. has a hot dog
- I have pizza.
 - 2. I have a hamburger.
 - 3. I have a salad.
 - 4. I have juice. Orange juice.
 - 5. I have a sandwich.

- 10 1. sandwich (and) juice 2. hamburger (and) milk
- 11 1-3: (in any order) pizza, hot dog, hamburger; 4-6: (in any order) milk, ice cream, juice
- 12 1. cold, ice cream
 - 2. hot, hot dog
- **13** 1. m<u>i</u>lk
 - 2. a pencil **3.** six
- **14** 1. l<u>i</u>ttle 3. pencil
- 15 1. New Year 2. Birthday
- **16** 3, 2, 1
- 17 1. soup, Tuesday 2. pizza, Saturday
 - 3. apple, Thursday
 - 4. hot dog, Monday
- 18 have, has, has

- 3. cold, milk
- 4. hot, hamburger
- 4. sandwich
- 5. finger
- 4. milk
- **6.** six
- 3. Father's Day
- 5. hamburger, Friday
- 6. salad, Wednesday
- 7. cake, Sunday

Unit 8, Fun and Games

- **1.** tovs
 - 2. skates
- 2 Answers will vary.
- 1. green ball
 - 2. brown puppet
 - 3. red car
- 4 skates, a bike, doll
- 1. It's under the sofa.
- 1. airplane
 - 2. skates
- 1. under
 - 2. in
 - 3. on
- 8 1. in
 - 2. on

 - 3. under
- 9 in; under; in, on
- 1. on
 - 2. under 3. in
- **11** 1. on
 - 2. under 3. in
- **12** (Trace numbers.)

- 3. action figure
- 4. airplane
- - 4. blue action figure 5. blue train
 - **6.** yellow blocks
 - 2. They're on the sofa.
 - 3. stuffed animal
 - **4.** on
 - 5. in
 - 6. under
 - **4.** on
 - 5. in
 - **6.** on
 - 4. under
 - 5. on
 - 4. on
 - 5. under

15 Answers will vary.

13 20, 13, 15, 18, 11

- 1. doll 2. blocks
- 1. pot

1. in 2. under

- 3. socks
- 1. doll
 - 2. stuffed animal 3. airplane
- 1. on 2. on
- 13
- Unit 9, Play Time
- 1. catching
 - 2. throwing
- Answers will vary.
 - 1. riding 2. running
 - 3. singing

 - 4. skating
 - 5. throwing
- That, This
- 1. No, he isn't.
 - 2. Yes, he is.
- 6 sleeping
- 1. No, he isn't.
- 1. No, it isn't.
- 2. No, it isn't.
- 1. No, he isn't.
- 2. Yes, she is.
- **10** 1. they are
- 1. jumping
 - 2. running
 - 3. singing
- 1. 2
- **2.** 1
- **13** 1. jump 2. fly
- 3. dance 2. puppet
 - **3.** p<u>u</u>ppy

- 3. on
- 3. socks
- **4.** pot
- 5. doll
- 6. blocks
- 4. ball
- 5. skates
- 6. action figure
- 3. in
- **4.** on
- 3. jumping
- 4. playing soccer
- 6. jumping
- 7. kicking
- 8. hitting
- 9. dancing
- 10. catching
- 3. Yes, he is.
- 4. No, he isn't.
- 2. Yes, she is.
- 3. Yes, it is.
- 3. Yes, they are.
- 4. No, they aren't.
- 2. they aren't
- 4. dancing
- 5. catching
- **3.** 1
- 4. 9 4. turn
- 5. clap
- **6.** sit
- 5. duck
- 8. bugs

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- 15 1. Bugs are jumping in the sun.
 - 2. A puppy is under the table.
 - 3. I have a puppet and a drum.
- 16 1. running This is exercise.
 - 2. drinking This isn't exercise.
 - 3. sleeping This isn't exercise.
 - 4. eating This isn't exercise.
 - 5. swimming This is exercise.
 - **6.** catching This is exercise.
- 17 Answers will vary.
- 18 1. eating
 - 2. singing
 - 3. throwing the ball
 - 4. catching the ball
 - 5. skating
 - 6. swimming
- 12 1. b

3. a

2. d

4. c

Checkpoint, Units 7-9

- 1. action figure
- 6. hamburgers
- 2. bike
- 7. juice
- 3. game
- 8. catching
- 4. skates
- 9. kicking
- 5. cake
- 10. throwing
- 2 a bike a game skates
- 3 Draw cars, and a train.
- 4 Put students in groups to discuss.

Unit 1, Extra Grammar Practice

- 1 (Trace What's and It's.)
- 2 chair

Unit 2, Extra Grammar Practice

- 1. have d
- **4.** have b
- 2. have a
- 5. have c
- 3. have e
- 2 Answers will vary.
- 3 (Trace How many.); Answers will vary.

Unit 3, Extra Grammar Practice

- 1. Yes, she does.
 - 2. No, she doesn't.
 - 3. Yes, she does.
 - 4. No, she doesn't.

- 5. No, he doesn't.
- 6. Yes, he does.
- 7. No, he doesn't.
- 8. Yes, he does.
- **2** 1. hair
- 2. nose

Unit 4, Extra Grammar Practice

- 1. She's wearing; (Students will color the blouse red.)
 - 2. She's wearing; (Students will color the skirt yellow.)
 - 3. She's wearing; (Students will color the shoes brown.)
- 2 (Students will color the dress orange, the girl's shoes purple, the jacket red, and the pants brown.)

Unit 5, Extra Grammar Practice

- **1** 1. He's
- 3. He's
- **2.** She's
- 4. She's
- 2 1. living room
- 2. kitchen

Unit 6, Extra Grammar Practice

1 1. d

3. a

- **2.** c
- **4.** b
- 2 1. He's running.
- 3. She's swimming.
- 2. They're eating.
- 4. It's sleeping.

Unit 7, Extra Grammar Practice

- 1. has
- 3. have
- 2. has
- 4. have
- 2 1. have c
- 3. have b
- 2. has d
- **4.** have a

Unit 8, Extra Grammar Practice

- 1. Where are -c
 - 2. Where's a
 - 3. Where are b
- 2 1. in
- 3. on
- 2. under

Unit 9, Extra Grammar Practice

- **1**. is
- 3. aren't
- 2. isn't
- **4.** are
- **2** 1. Is; No, she isn't.
 - 2. Is; No, he isn't.
 - 3. Are; Yes, they are.
 - 4. Are; No, they aren't.

Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary			
Good Morning, Class!	to use greetings and introductions to count to ten to talk about classroom objects and colors to say the alphabet to write your name	Contractions and Simple present: to be What's this? It's a marker. Hi, what's your name? My name is Bobby.	Classroom Objects backpack, book, chair, crayen desk, eraser, marker, pen, pencil, ruler Colors blue, green, red, yellow			
② My Family	 to talk about family members to say how many brothers and sisters you have to listen and write b and p 	Simple present: to have How many brothers and sisters do you have? I have one brother. I have two sisters.	Family Members brother, father, grandfather, grandmother, mother, (baby) sister			
(3) My Body	 to identify parts of the body to describe people and animals to listen and write d and t 	Simple present: to have Does she/he have long hair? Yes, she/he does. Does it have long legs? No, it doesn't. It has short legs.	Parts of the Body arm, ear, eye, fingers, foot, feet, hand, head, leg, mouth, nose, toes Size Words small, big, long, short			
My Favorite Clothes	 to identify clothing to describe clothing to listen and write c and g 	Present progressive: wearing What's he/she wearing? He/She's wearing a red shirt. What are you wearing? I'm wearing a green hat.	Clothing boots, dress, gloves, hat, jacket, pants, blouse, shirt, shoes, skirt Describing favorite, new, old			
Busy at Home	to talk about daily activities to identify rooms in a house to listen and write words with the short a sound	Where is/Where are Where's Dylan? He's in the dining room. Where are you? I'm in the bedroom.	Rooms of the House bathroom, bedroom, dining room, kitchen, living room Daily Routines brushing (my) teeth, combing (my) hair, making lunch, taking a bath Actions drawing, eating, playing, reading, talking, washing			

Connections: Content	Connections: Around the World	Values/Project
Math Numbers 1-10 Classroom items Content Words one, two, three, four, five, six, seven, eight, nine, ten, classroom, object	In Our Classrooms • Classroom objects Content Words Egypt, Japan, Mexico	Be polite. Role-play being polite to others. Make a Be Polite poster.
Social Studies • Animals in family groups Content Words animals, baby (babies), father, mother	Popular Names	Help your family. Role-play helping family members. Make an I Can Help poster.
Science • The five senses Content Words hear, see, smell, taste	Flags of All Colors • The colors in flags Content Words black, brown, orange, purple, white, yellow, country, flag, Brazil, Ireland, South Africa	Keep Clean. Sing about healthy habits. Decorate a Tissue Box .
Social Studies • Weather in different places • Clothes appropriate for the weather and the setting Content Words cold, desert, hot, jungle, mountains, wet	Funny Hats! • Hats worn at the Royal Ascot horse race in England Content Words birds, flowers, hat(s), horses	Respect all cultures. Learn about traditional clothing from other countries. Make a Traditional Clothes collage.
Art • Shapes Content Words circle, rectangle, square, triangle	Homes • Different kinds of homes Content Words apartment, houseboat, lighthouse, yurt, Hong Kong, Maine, Mongolia, Paris	Help at Home. Identify and act out helping activities. Make a Helping at Home chart.

Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary
On the Farm	 to talk about animals and their activities to listen and write the short e sound 	Present progressive: doing What's the frog doing? It's jumping. What are the hens eating? They're eating worms and bugs. What's he/she doing? He's/She's swimming.	Animals cat, cow, dog, duck, frog goat hen, horse, sheep, turtle Actions climbing, eating, flying, jumping, playing, running sleeping, swimming
Party Time	 to talk about foods to talk about days of the week to talk about celebrations to listen and write words with the short i sound 	Simple present: to have What does he have? He has milk. What do you have? I have juice.	Foods apple, cake, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich Actions drinking, eating Days of the Week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Fun and Games	 to talk about toys to say where things are to state one's wants to listen and write the short o sound 	Where is/Where are with prepositions of location Where's the ball? It's in the toy box. It's on the shelf. It's under the table. Where are the skates? They're on the sofa. They're in the closet. They're under the desk.	Toys action figure, airplane, ball, bike, blocks, cars, doll, game, puppet, skates, stuffed animal, train Items in the House bed, chair, desk, shelf, sofa, table, toy box, washing machine
O Play Time	 to talk about actions to identify healthy actions to listen and write words with the short u sound 	Present progressive: verbs Is Jimmy sleeping? Yes, he is / No, he isn't. Are they dancing? Yes, they are. / No, they aren't.	Actions catching, throwing, hitting, kicking, jumping, dancing, singing, skating, riding, running

Connections: Content	Connections: Around the World	Values/Project
Social Studies Baby animals Content Words chick, puppy, kitten	Pets • Family pets • Favorite pets Content Words beetle, skunk, wallaby, Australia, Japan, United States	Be kind to animals. Talk about and draw activities with animals. Make a Bird Feeder.
Science • Hot and cold items Content Words cold, hot	Birthday Fun What people eat and do on their birthday Content Words balloons, birthday, birthday cake, candles, candy, ice cream, party hat, pie, present, soup	Celebrate. Identify holidays and exchange holiday greetings. Make a Greeting Card.
Math Numbers 11–20 Age Content Words eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	Cool Kites • Unusual kites Content Words bird, cool, fish, kite, Malaysia, Mexico, New Zealand	Share your toys. Role-play sharing toys with a friend. Make a Fun Kite.
Physical Education • Simple actions Content Words clap, dance, fly, jump, sit, turn, paper, rock, scissors	Rock, Paper, Scissors Common games around the world Rock, Paper, Scissors Content Words paper, rock, scissors, Canada, Chile, Japan	Take care of your body. Talk about and do healthy actions. Make a Daily Exercise chart.

Learning a language can help students become successful in their academic, social, and civic lives. To this end, *Big English* promotes the development of the following core competencies: Lifelong Learning, Information Management, Handling Situations, Coexistence, and Life in Society. The study of English is important for developing the skills, attitudes, and behaviors that encompass the competencies. In turn, the competencies provide a foundation for success within and outside the

classroom, and directly contribute to learners' success as members of society. In the *Big English* program, the competencies are cultivated in both the communicative and cognitive arenas. Features of the *Big English* program lend themselves naturally to the teaching and learning of the core competencies. Below is a list of the features found in *Big English* where the competency is highlighted, as well as an illustrative example.

Skills	Big English Features	Example
Develop reading skills	Unit Songs, Unit Stories, Language in Action activities, Connections	U8, pp. 96–97, Story—Comic book style story incorporating unit key vocacuarians structure, followed by reading comprehension and critical thinking activities
Develop writing skills	Grammar, Sounds and Letters, Vocabulary and Grammar Reviews, Projects	U5, p. 62, Sounds and Letters—Students learn the phonetic spelling of contextual words and begin to write longer sentences as they progress.
Use English to interact	Language in Action, "Think Big" activities, Listening and Speaking Reviews, Grammar, Values in Action	U3, p. 31—Students apply the unit vocabulary and structure to create open-ended dialogues relevant to their own lives.
Selt-assess	Checkpoints, "I Can" checklist	Checkpoint U1–3, pp. 38–41—Checkpoints are 4-page series of activities where students assess their progress in the 3 prior units through a rating of what they have learned, a series of activities using the language, and then re-rating to assess their progress.
Think critically and creatively	"Think Big" activities, Projects	U5, p. 57, "Think Big" activity—Students use critical thinking to provide reasons for an opinion.
Deal with performance anxiety Build self- esteem	Listening and Speaking Reviews, Checkpoints, "Think Big" activities	Checkpoint U7–9, p. 120—Students create and color their own booklet and then share it in a small group, allowing them to share their own work in a smaller, less-intimidating setting and simultaneously build self-esteem by creating and sharing.
Set goals	Checkpoints, "I Can" checklist	Checkpoint U1–3, p. 38—Students monitor and assess their progress in the 3 prior units. Based on their initial rating, they go back to those areas they determined needed remediation and then re-rate their level of understanding.
Develop digital skills	MyEnglishLab, CD-ROM	MEL and CD-ROMs—Two digital components tightly linked to the Student Book, used for further practice, help students both improve digital skills and master content

Skills	Big English Features	Example
Communicate	Unit Songs, Language in Action activities, Values in Action, Grammar, Listening and Speaking Reviews, Vocabulary and Grammar Reviews, "Think Big" activities, Projects, Checkpoints	U1, p. 11, Activity 23—Students listen to an authentic dialogue and then role-play the dialogue with a partner.
Use teamwork	Projects	U5, p. 63, Project—Students work together to create a Helping at Home chart.
Learn about	Around the World Connections	U3, p. 33, Around the World Connections—Students listen to and read about different countries' flags.
Use listening skills	Unit Stories, Sounds and Letters, Language in Action activities, Listening and Speaking Reviews	U3, p. 30, Activity 10—"Listen and Stick" activities have students listen to authentic audio and then place the stickers in the correct space.
Use communication skills	Language in Action activities, "Think Big" activities, Listening and Speaking Reviews, Projects, Checkpoints	U 2, p. 24, Activity 25—Students ask each other questions about their families and then draw a picture of their partners' family based on their description.

^(*) indicates resource found in the Teacher's Resource Files on the ActiveTeach

Skills	Big English Features	Example
Sequence Information	Unit Stories, Language in Action activities, Connections	U9, p. 109, Story, Activity 6—Students read a story, and then sequence visual representations of that story.
Categorize Information	Connections, Checkpoints, Projects	U4, p. 48, Connections, Activity 15—Students learn about different climates and then categorize clothing for different weather conditions.
Ask questions	Language in Action activities, "Think Big" activities, Listening and Speaking Reviews, Checkpoints	U2, p. 24, Listening and Speaking Review—Students ask and answer questions in pairs about each other's family members.
Make and use graphic organizers	Connections, Listening and Speaking Reviews, Projects, Graphic Organizers(*)	U5, p. 63, Project—Students work in groups to create and record information in a chart.
Build digital skills	MyEnglishLab, CD-ROM	MyEnglishLab and CD-ROMs—Two digital components tightly linked to the Student Book, used for further practice, help students both improve digital skills and master content.
Develop study skills	Checkpoints, Listening and Speaking Reviews, Vocabulary and Grammar Reviews, Study Skills Handbook (*)	Checkpoint U4–6, pp. 78–81—Students self-assess where they are in relation to goals they had set, review target material, use target material in new contexts.
Develop organizational skills	Connections, Projects, Study Skills Handbook (*), Graphic Organizers (*)	U6, p. 75, Values Project—Culminating a values lesson about being kind to animals, students follow sequential steps to create a bird feeder.
Analyze Information	"Think Big" activities	U8, p. 101, "Think Big" activity—Students draw conclusions based on the information presented.
Self-assess	Checkpoints, "I Can" checklists	Checkpoint U1–3, p. 38, Activity 1—Students self-assess their level of understanding of presented material to determine if remediation is needed.

Skills	Big English Features	Example
Discuss differences of opinion	"Think Big" activities, Checkpoints	U5, p. 57, "Think Big" activity—Students share opinions about their favorite character.
Use learning strategies	Checkpoints, Projects, Reading Comprehension activities, Reviews, Study Skills Handbook(*)	U5, p. 64, Listening and Speaking Review—Students work in groups to reproduce and act out the target language and structure. Students use repetition and memory strategies as they repeat what their classmates said.
Use problem- solving strategies	"Think Big" activities, Projects, Connections, Checkpoints	U7, p. 92, Activity 25—Students work in pairs to find the differences between two similar pictures.
Use oral skills	Language in Action activities, "Think Big" activities, Listening and Speaking Reviews, Values in Action	U8, p. 103, Activity 23—Pairs of students work together to role-play how to share.
Innovate	Projects	U7, p. 91, Project—Students create and design their own greeting card.

Skills	Big English Features	Example
Appreciate similarities & differences	Values in Action, Around the World Connections	U4, p. 51, Values in Action—This lesson, entitled "Respect all Cultures," focuses on the different traditions and clothing of various cultures. Students create a Traditional Clothes collage to culminate the lesson.
Incorporate values	Values in Action	U8, p. 103, Values in Action—This values lesson demonstrates the importance of sharing.
Cooperate & collaborate with others	Values in Action, Projects	U2, p. 23, Values in Action—Students learn about and discuss helping out at home, and work together to create a dialogue and an I Can Help poster.

	2 sessions per week (50–60 minutes)	3 sessions per week (40–60 minutes)
Week 1	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)
	Ancillaries Corresponding Workbook pages Corresponding Digital activities Unit Poster Picture Cards	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (dramatic)* Unit Poster Picture Cards
Week 2	Student Book Language in Action (1 p.) Grammar (1 p.) Connections: Content (1 p.) Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Additional Grammar Practice in Workbook Grammar Poster	Student Book Language in Action (1 p.) Grammar (1 p.) Connections: Content (1 p.) Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Additional Grammar Practice in Workbook Grammar Poster
Week 3	Student Book Connections: Around the World (1 p.) Phonics (1 p.) Projects/Values (1 p.) Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Teacher's Resource Files (in ActiveTeach): sound cards	Student Book Connections: Around the World (1 p.) Phonics (1 p.) Projects/Values (1 p.) Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Teacher's Resource Files (in ActiveTeach): sound cards
Week 4	Student Book Review: Listening & Speaking (1 p.) Review: Vocabulary & Grammar (1 p.) Checkpoints (4 pp.; every 3 units) Ancillaries Corresponding Workbook pages (including Think Big activity every 3 units) Corresponding Digital activities Video (dramatic)* & Guide Assessment Package: practice test; unit test; unit mastery test (every 3 units)	Student Book Review: Listening & Speaking (1 p.) Review: Vocabulary & Grammar (1 p.) Checkpoints (4 pp.; every 3 units) Ancillaries Corresponding Workbook pages (including Think Big activity every 3 units) Corresponding Digital activities Assessment Package: practice test; unit test; unit mastery test (every 3 units)

^{*} The dramatic segment can be viewed at the end of week 1 for exposure to target language, and at the end of week 4 for review.
** The documentary segment for each unit will correspond to either the Content or the Around the World lesson.

	4 sessions per week (40–50 minutes)	5 sessions per week (40–60 minutes)
Week 1	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)
	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (dramatic)* Unit Poster Picture Cards Teacher's Resource Files (in ActiveTeach): vocabulary playing cards	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (dramatic)* Unit Poster Picture Cards Teacher's Resource Files (in ActiveTeach): vocabulary playing cards, word part worksheets
Week 2	Student Book Language in Action (1 p.) Grammar (1 p.) Connections: Content (1 p.)	Student Book Language in Action (1 p.) Grammar (1 p.) Connections: Content (1 p.)
	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Additional Grammar Practice in Workbook Grammar Poster Teacher's Resource Files (in ActiveTeach): grammar worksheets	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Additional Grammar Practice in Workbook Grammar Poster Teacher's Resource Files (in ActiveTeach): grammar worksheets, vocabulary organizers
Week 3	Student Book Connections: Around the World (1 p.) Phonics (1 p.) Projects/Values (1 p.)	Student Book Connections: Around the World (1 p.) Phonics (1 p.) Projects/Values (1 p.)
	Ancillaries • Corresponding Workbook pages • Corresponding Digital activities • Video (documentary)** • Teacher's Resource Files (in ActiveTeach): sound cards, games	Ancillaries Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Teacher's Resource Files (in ActiveTeach): sound cards, games
Week 4	Student Book • Review: Listening & Speaking (1 p.) • Review: Vocabulary & Grammar (1 p.) • Checkpoints (4 pp.; every 3 units)	Student Book Review: Listening & Speaking (1 p.) Review: Vocabulary & Grammar (1 p.) Checkpoints (4 pp.; every 3 units)
	 Ancillaries Corresponding Workbook pages (including Think Big activity every 3 units) Corresponding Digital activities Video (dramatic)* & Guide Assessment Package: practice test; unit test; unit mastery test (every 3 units) 	Ancillaries Corresponding Workbook pages (including Think Big activity every 3 units) Corresponding Digital activities Video (dramatic)* & Guide Assessment Package: practice test; unit test; unit mastery test (every 3 units) Teacher's Resource Files (in ActiveTeach): games

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Numbers indicate pages in the Student Book where an item is first presented.

Numbers indicate pages in the student book where an item is that presented.									
				hand	27			smell	32 62
action figure	94	dance	112	hard	112	object	9	snack	0'= 4'€
airplane	94	dancing	107	hat	43	old	46	soup South Africa	33
animals	20	Days of the Week	84	head	30	one	8	South Korea	9 6 C D 96
apartment	61	desert	48	hear	32	orange (an)	83		<u>.</u> .
apples	82	desk	3	hen	67	orange	33	square stuffed animal	:: :::
arm	27	dining room	55	hitting	107				7. 5 .
Australia	73	dog	66	home	61		22	swimming	2
Australia	, ,	doll	95	Hong Kong	61	painting	32		
		drawing	65	horse	67	pants	43	table	٥.
baby	20	dress	43	horses	49	paper	113	taking a bath	98 55 65 64
babysitting	108	drink	82	hot dog	82	Paris	61 48	talking	4.5
backpack	2	dry	35	hot	48	park		taste	3.2
ball	95	duck	67	house	61	party hat	89	ten	\$
balloons	89			houseboat	61	pen	2	thirteen	100
basketball	62					pencil	2 89	three	8
bathroom	55	ear	27			pie		throwing	107
bed	99	easy	112	ice cream	82	pizza	82	tired	108
bedroom	55	eat	54	Ireland	33	playing	65	toes	27
beetle	73	Egypt	9			popular	21	toy box	94
big	30	eight	8		4.2	present	89	train	95
bike	95	eighteen	100	jacket	43	puppet	95 73	triangle	60
birds	49	eleven	100	Japan	9	puppy	72	turn	112
birthday cake	89	eraser	3	juice	82	purple	33	turtle	67
black	3	eye	27	jump	112			twelve	100
blocks	95			jumping	67	SERVICE CONTRACTOR OF THE PARTY	55	twenty	100
	43			jungle	48	reading	60	two	8
blouse	2	father	15			rectangle	3		
blue	3	favorite	42	1-1-1-1	107	red	107		
book	43	feet	27	kicking	55	riding	35	United States	73
boots		fifteen	100	kitchen		rinse	113		
Brazil	33 15	fingers	27	kite	101	rock	3		
brother	33	fish	101	kitten	72	ruler	67	wallaby	73
brown		five	8			running	07	wash	35
brushing teeth	54	flag	33		27			washing	54
		flower	32	leg	27	salad	82	wear	21
cake	32	flowers	49	lighthouse	61	sandwich	83	wet	48
Canada	113	fly	112	living room	55 30	scissors	113	white	33
candles	89	flying	67	long	30	see	32		
candy	89	foot	27			seven	8		
•	95	four	8	making lunch	56	seventeen	100	yellow	3
cars	62	fourteen	100	Malargia	101	sheep	66	yurt	61
cat	107	France	21	Malaysia	2	shelf	98		
catching	3	frog	66	marker	9	shirt	43		
chair	72			Mexico	82	shoes	43		
chick				milk	61	short	30		
Chile	113	game	95	Mongolia	15	singing	107		
circle	60	gloves	43	mother		sister	15		
clap	112	goat	66	mountains	48	sit	112		
classroom	2	grandfather	15	mouth	27	six	8		
climbing	76	grandmother	15			sixteen	100		
cold	48	grapes	83	Minimum and a commission of the commission of th	21	skates	94		
color	3	green	3	name tag New Zealand		skating	107		
combing hair	54	guitar	32		46	skirt	43		
cool	101			new	8	skunk	73		
country	33	Children and Children and Children and Children		nine	100	sleeping	67		
cow	67	hair	31	nineteen	27	small	30		
crayon	3	hamburger	82	nose	21	Siliali	50		

Numbers indicate units in the Student Book.

activities at home	5
activities at school	9
Adjectives	
this/that/these/those	9
age	8
alphabet	1
animals	2, 6
Art	
shapes	5
	40 m (k.) 10 m (k.)
birthday party	7
body parts	3
classroom objects	1
clothing	4
	, 3, 4
Contractions	
he is = he's	5
I a m = I'm	5
it is = it's	1
what is = what's	1
where is $=$ where's	5
	f lide
days of the week	7
exercise	9
	1 A
family members	2
farm	6
flags	3
food	7
hats around the world	4
homes	
hot/cold	5 7
	,

introductions

Math	
counting	1, 8
numbers (1-10)	1
numbers (11-20)	8
pets	6
Physical Education	
actions	ç
Prepositions	
in/on/under	8
Questions	
how many	2, 3
what	1
where	5, 8
who	_ 2
yes/no	1, 3
Rock, Paper, Scissors game	9
rooms in a house	5
	1
Science	
senses	3
weather	4
senses	3
shapes	5
size words	3
Social Studies	
animal families	2
flags	3
homes around the wor	
kites	8
pets around the world	6
popular names	2
weather	4
toys	8

Values Be kind to animals 6 Be polite 1 Celebrate 7 Help at home 5
Be polite 1 Celebrate 7 Help at home 5
Celebrate 7 Help at home 5
Help at home 5
<u> </u>
Ualm more families 2
Help your family 2
Keep clean 3
Respect all cultures 4
Share your toys 8
Take care of your body 9
Verbs
have 2 have/has 7
is/are 8
is/isn't 9
want 8
Verb tense
simple present 1-9
present continuous 4-7
weather 4

IPA Symbols

The English Alphaber

Consonants Vowels Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols. Alphabet Symbols.
x /εks/



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