

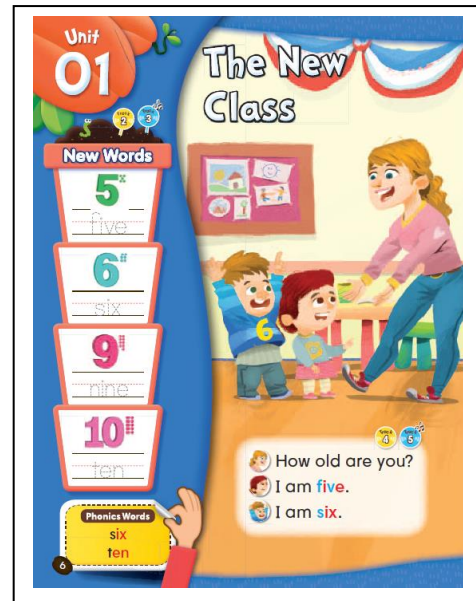
## Unit 01 The New Class

### Objectives

- New words: *five, six, nine, ten*
- Theme: *Age*
- Sentence pattern:  
*How old are you?*  
*I am (age).*
- Tense: *Simple present (BE) & HOW question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 6-7. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 6-7. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 2 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 3. Have student listen and chant along with the recording.

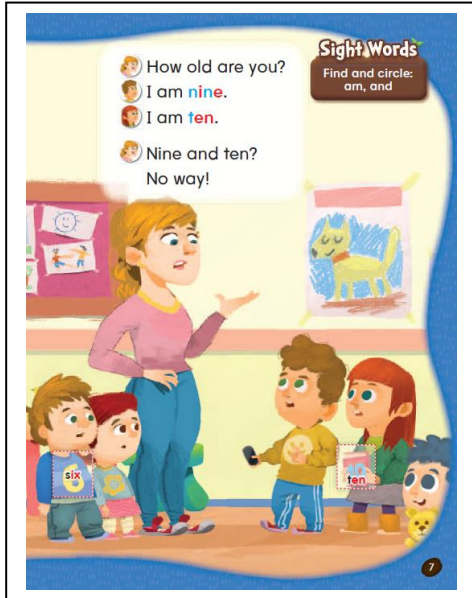
#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *six* and *ten* contain the target sounds 'short i' in *six* and 'short e' in *ten*. Those words are hidden in the illustration. Students will place the sticker for



each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *am* and *and* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. holding up six fingers as on page 6).
- Have students look at the other numbers in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the pictures on the board

on page 6. Ask: What are the pictures of on the board? Where can you see pictures in our classroom? Point to the area where student art is posted.

- Activity 2: Ask students about the new children on page 7. What is the little girl holding? Where can you see books in the classroom? What is your favorite book to read at home?

## Reading

### Main Reading

- Play Track 4. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 5. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long i* sound in 'five' and 'nine'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about AGE.

- Remind students of the reading. Focus on the ages of the children in the story.
- Ask students to think about what they did when they were a younger age. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they were able to do when they were younger. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same things for the same ages?
- Optional: Create a chart which represents the classes different answers. Compare the things students did when they were 1 year old, 2 years old, etc.

The worksheet is titled "Check It" and "Learn It". It contains two main sections:

**Check and write.**

1 I am six.

2 \_\_\_\_\_ and ten?

**Learn It**

Listen and circle.

1 six 2 ten 3 cold  
mix hen old

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ix*, *en*, and *ld*. Then have them read each word: *six*, *mix*, *ten*, *hen*, *cold*, and *old*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *fix*, *men*, and *sold*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different people they know. Give students a minute or two to think about the different ages of the people they know.

- Have students list out the people they might ask “How old are you?” Ask students to predict the ages of the people on their lists.

### Practice It

- Play track 7 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What things do you like to do?” or “What things will you do when you are older?”

### Homework

- Vocabulary Workbook 1: page 6, Unit 01
- Writing Workbook 1: pages 24-25



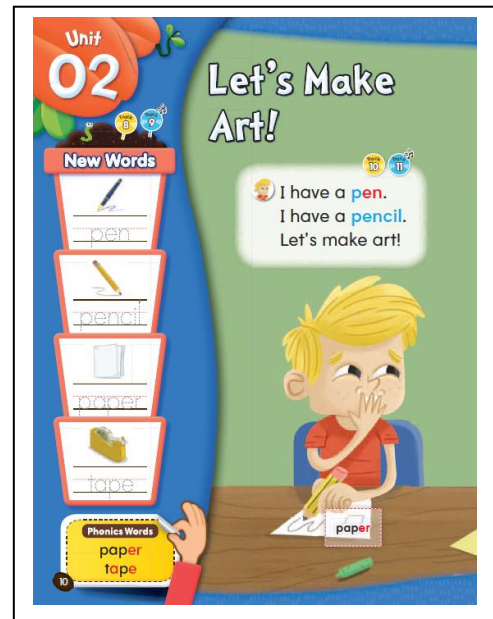
## Unit 02 Let's Make Art!

### Objectives

- New words: *pen, pencil, paper, tape*
- Theme: *Art*
- Sentence pattern:  
*I have a (noun).*  
*Let's make art!*
- Tense: *Simple present (HAVE)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 10-11. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 10-11. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 8 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 9. Have students listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *paper* and *tape* contain the target sounds 'er' in *paper* and 'a\_e' in *tape*. Those words are hidden in the illustration. Students will place the sticker



for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *make* and *a* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. covering up a giggle as on page 10).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the art supplies the boy and girl are using. Ask: What can you use the supplies for?

Where can you see glue and scissors in our classroom? Point to the area where the glue and scissors are kept.

- Activity 2: Ask students about the girl on page 11. Why does the girl look worried? Where can you see tape in the classroom? What can you use tape for?

## Reading

### Main Reading

- Play Track 10. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 11. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short e* sound in 'pen' and 'pencil'). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about ART.

- Remind students of the reading. Focus on the projects the children in the story are working on.
- Ask students to think about how they make art. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what kind of art they enjoy making. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different types of art did the students talk about?
- Optional: Create a chart which represents the classes different answers. Compare the different type of art the students make.

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 12 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *a\_e*, *ar*, and *er*. Then have them read each word: *tape*, *make*, *art*, *arm*, *paper*, and *teacher*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *cave*, *late*, *armor*, *car*, *dancer*, and *painter*. Have students share with the class or draw a picture of their ideas.

**Check It**

Check and write.

1 I have a \_\_\_\_\_.

pen      much

2 Too much \_\_\_\_\_!

make      tape

**Learn It**

Listen and circle.

1      2      3

tape      art      paper

make      arm      teacher

12

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about where they can see art. Give students a minute or two to think about the different places they know of that have art.

- Have students think of a style of art they would like to try. Ask students to draw their ideas on paper.

### Practice It

- Play track 13 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What art can you make with paper / a pen?”

### Homework

- Vocabulary Workbook 1: page 7, Unit 02
- Writing Workbook 1: pages 26-27





## Unit 03 My Pets

### Objectives

- New words: *dog, turtle, cat, mouse*
- Theme: *Pets*
- Sentence pattern:  
*Look at my (noun).*  
*The (noun) is happy / not happy.*
- Tense: *Simple present (BE) + emotion*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 14-15. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 14-15. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 15. Have students listen and chant along with the recording.

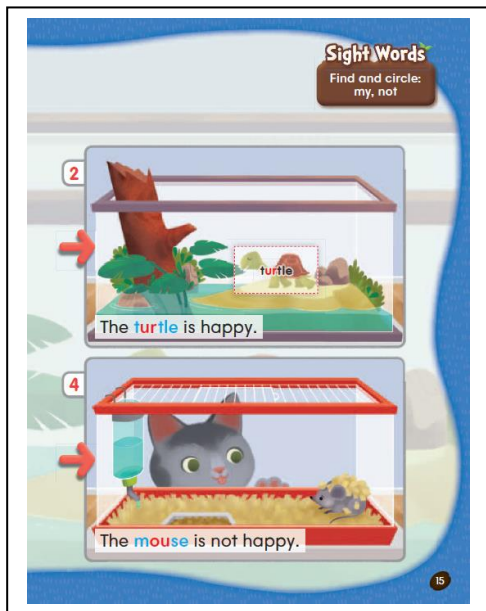
#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *turtle* and *cat* contain the target sounds 'ur' in *turtle* and 'at' in *cat*. Those words are hidden in the illustration. Students will place the sticker for



each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *my* and *not* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. the scared mouse as on page 15).
- Have students look at the other animals in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the animals the girl has. Ask: What is good about each type of pet? What is not good about each type of pet?
- Activity 2: Ask students about the girl on page 14. What kind of pet do you think she likes? What kind of pet do you like? Do you have any pets?

## Reading

### Main Reading

- Play Track 16. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 17. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short o* sound in 'dog' and 'not'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about PETS.

- Remind students of the reading. Focus on the pets the girl in the story has.
- Ask students to think about what makes a good pet. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what makes a good pet. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different ideas about good pets did the class come up with?
- Optional: Create a chart which represents the classes different answers. Compare the different pets the students believe make good pets.

**Check It**

Check and write.

1 The \_\_\_\_\_ is happy.

dog look

2 The \_\_\_\_\_ is not happy.

my mouse

**Learn It**

Listen and circle. 18

1 pet 2 turn 3 bat

wet turtle cat

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 18 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *et*, *ur*, and *at*. Then have them read each word: *pet*, *wet*, *turn*, *turtle*, *bat*, and *cat*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *set*, *vet*, *burn*, *sat*, and *fat*. Have students share with the class or draw a picture of their ideas.



**Write It**

Choose and write.

cat happy happy turtle

1 happy turtle

2 \_\_\_\_\_

**Practice It**

Listen, say, and put the stickers. 19

1 \_\_\_\_\_

2 \_\_\_\_\_

17

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose a word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what makes pets happy. Give students a minute or two to think what makes different animals happy.

- Have students think about the type of food or bed pets need. Ask students to draw their ideas.

### Practice It

- Play track 19 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What makes the cat / mouse happy?”

### Homework

- Vocabulary Workbook 1: page 8, Unit 03
- Writing Workbook 1: pages 28-29



## Unit 04 Please and Thank You

### Objectives

- New words: *apple, banana, lime, peach*
- Theme: *Fruit*
- Sentence pattern:  
(*Noun*), *please.*  
*Thank you.*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 18-19. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 18-19. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 21. Have student listen and chant along with the recording.

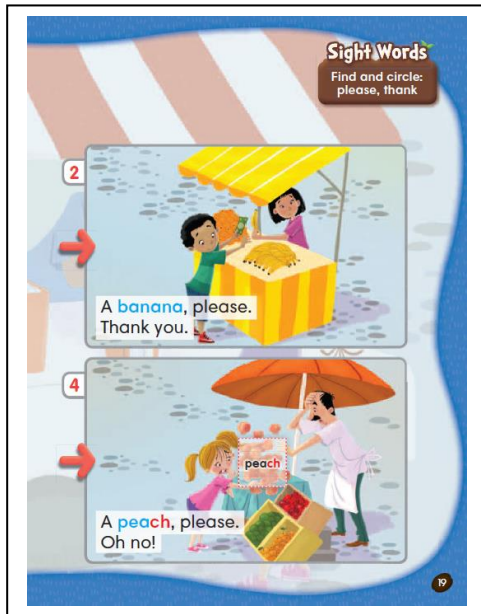
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *tea* and *peach* contain the target sounds ‘ea’ in *tea* and ‘ch’ in *peach*. Those words are hidden in the illustration. Students will place the sticker for each



word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *please* and *thank* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. hand on head as in panel #4).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the children are buying. Ask: What do you like to buy at an outdoor market? What other things can be bought there?
- Activity 2: Ask students about the girl in panel #4. Why does she say "Oh no!?" How is the girl probably feeling? How does the man probably feel?

## Reading

### Main Reading

- Play Track 22. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 23. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long i* sound in 'lime' or the *long u* sound in 'juice'). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about FRUIT.

- Remind students of the reading. Focus on the fruit the children buy from the market.
- Ask students to think about what kind of fruit is their favorite. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their favorite fruits. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different fruits does the class like?
- Optional: Create a chart which represents the classes different answers. Compare the different fruit the students believe are the best.

**Check It**

Check and write.

1 A \_\_\_\_\_, please.

thank banana

2 \_\_\_\_\_ tea, please.

Lime tea

**Learn It**

Listen and circle.

1 pea 2 juice 3 peach

tea fruit bench

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 24 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ea*, *ui*, and *ch*. Then have them read each word: *pea*, *tea*, *juice*, *fruit*, *peach*, and *bench*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *flea*, *sea*, *suit*, *beach*, and *teach*. Have students share with the class or draw a picture of their ideas.



**Write It**

Choose and write.

apple    tea    peach    juice

1 \_\_\_\_\_

2 \_\_\_\_\_

**Practice It**

Listen, say, and put the stickers. 25

1 \_\_\_\_\_

2 \_\_\_\_\_

21

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose a word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what fruit drinks they like. Give students a minute or two to think about what fruit drinks would taste good.

- Have students think about where they could get the fruit for their drink. Ask students to draw their ideas.

### Practice It

- Play track 25 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What (else) can you make with an apple / banana?”

### Homework

- Vocabulary Workbook 1: page 9, Unit 04
- Writing Workbook 1: pages 30-31



## Unit 05 Let's Write!

### Objectives

- New words: *chant, write, run, sit*
- Theme: *Activities*
- Sentence pattern:  
*Let's (verb).*  
*Yes, teacher.*  
*Look at (name)!*
- Tense: *Simple present (LET'S)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 22-23. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the "New Words" section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 22-23. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 27. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *teacher* and *run* contain the target sounds 'er' in *teacher* and 'it' in *sit*. Those words are hidden in the illustration. Students will place the sticker for



each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *look* and *at* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. exhausted child as in panel #4).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the children are doing. Ask: Where do the children sit in panels #1 and #2? What are their teachers doing?
- Activity 2: Ask students about the children in panel #4. Why do they sit down? How is the boy on the left probably feeling? When was a time you felt tired / exhausted?

## Reading

### Main Reading

- Play Track 28. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 29. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ch* sound in 'chant' and 'teacher'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about ACTIVITIES.

- Remind students of the reading. Focus on the different activities the children in the story do.
- Ask students to think about what activities they like to do at school. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their favorite school activities. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different school activities does the class enjoy?
- Optional: Create a chart which represents the classes different answers. Compare the different school activities the students feel are the most enjoyable.

**Check It**

Check and write.

1 Let's \_\_\_\_\_.

2 Let's \_\_\_\_\_.

**Learn It**

Listen and circle. 30

1 sit 2 paper 3 chess  
fit teacher chant

### Learn It

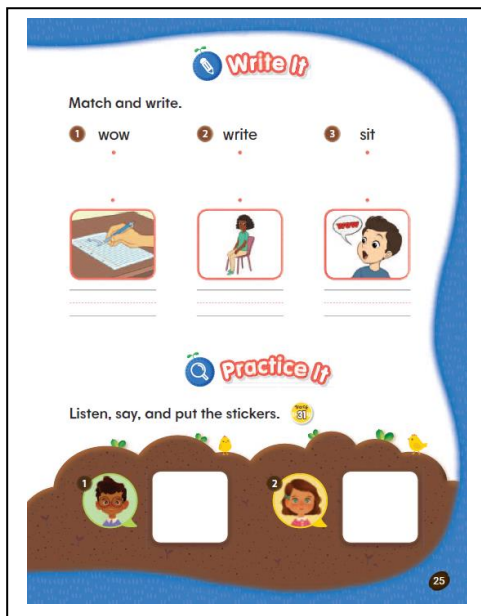
This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 30 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *it*, *er*, and *ch*. Then have them read each word: *sit*, *fit*, *paper*, *teacher*, *chess*, and *chant*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *hit*, *bit*, *farmer*, *laser*, *chest*, and *chill*. Have students share with the class or draw a picture of their ideas.





### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what activities they like to do in the summer. Give students a minute or two to think about what summer activities they like.

- Have students think about where they do their summer activities. Ask students to draw their ideas.

### Practice It

- Play track 31 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “what do you chant?” or “where do you run?”

### Homework

- Vocabulary Workbook 1: page 10, Unit 05
- Writing Workbook 1: pages 32-33





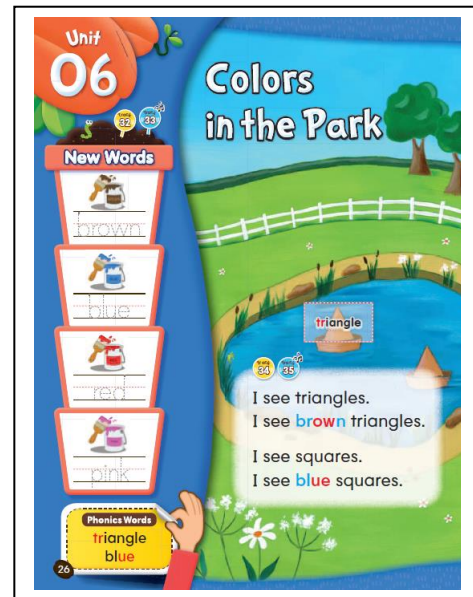
## Unit 06 Colors in the Park

### Objectives

- New words: *brown, blue, red, pink*
- Theme: *Colors and Shapes*
- Sentence pattern:  
*I see (noun).*  
*I see (adjective) (noun).*
- Tense: *Simple present (SEE)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 26-27. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 26-27. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 33. Have student listen and chant along with the recording.

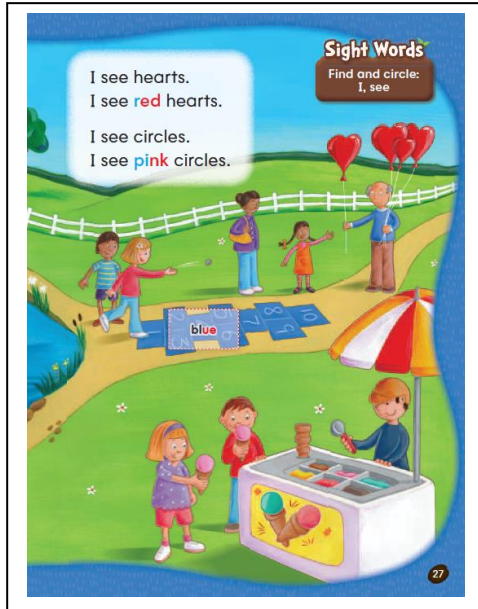
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *triangle* and *blue* contain the target sounds ‘tr’ in *triangle* and ‘ue’ in *blue*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics



sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *I* and *see* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. girl throwing a stone playing hopscotch on page 27).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the children are.

Ask: What things do the children do at the park?

- Activity 2: Ask students about the children playing hopscotch on page 27. Why does the girl toss a stone? What games can you play outside?

## Reading

### Main Reading

- Play Track 34. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 35. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ow* sound in 'brown' or *short I* sound in 'circle'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about COLORS and SHAPES.

- Remind students of the reading. Focus on the different colors and shapes in the story.
- Ask students to think about what things they can see at a park. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What are some things you can see at a park?
- Optional: Create a chart which represents the classes different answers. Compare the different things students can see at a park.

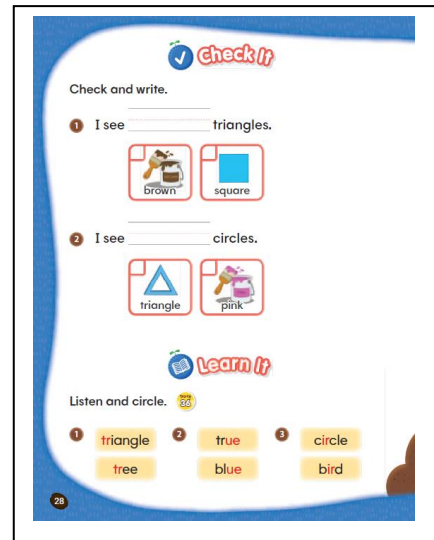
### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 36 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *tr*, *ue*, and *ir*. Then have them read each word: *triangle*, *tree*, *true*, *blue*, *circle*, and *bird*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion


Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *train*, *trip*, *hue*, *glue*, *shirt*, *dirt*. Have students share with the class or draw a picture of their ideas.




**Write It**

Choose and write.


heart blue red circle


1  \_\_\_\_\_

2  \_\_\_\_\_

**Practice It**

Listen, say, and put the stickers. 37

1 

2 

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose a word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what shapes and colors they see around them. Give students a minute or two to think about what they see.

- Have students think about what shapes and colors they can see in the classroom. Ask students to draw what they see.

### Practice It

- Play track 37 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “how does the brown heart / pink triangle taste?” or “who gave you the treats?”

### Homework

- Vocabulary Workbook 1: page 11, Unit 06
- Writing Workbook 1: pages 34-35



## Unit 07 My Toys

### Objectives

- New words: *yo-yo, doll, block, kite*
- Theme: *Toys*
- Sentence pattern:  
*There is one (noun).*  
*There are (more than one) (nouns).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 30-31. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 30-31. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 38 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 39. Have student listen and chant along with the recording.

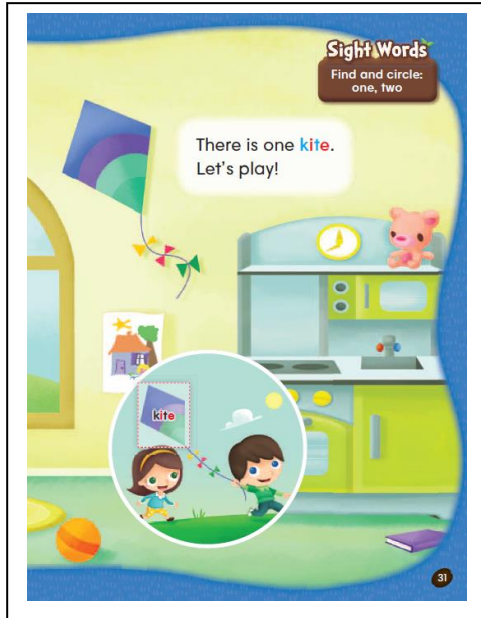
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *block* and *kite* contain the target sounds ‘bl’ in *block* and ‘i\_e’ in *kite*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound



after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *one* and *two* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. boy running and flying a kite on page 31).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the children are

playing with. Ask: What other things can the children play with in the room?

- Activity 2: Ask students about the children playing outside on page 31. What makes the kite fly? What kind of day is good to fly a kite?

## Reading

### Main Reading

- Play Track 40. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 41. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short o* sound in 'dolls' and 'blocks'). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about TOYS.

- Remind students of the reading. Focus on the different toys the children play with.
- Ask students to think about what toys they like to play with. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What are your favorite toys to play with?
- Optional: Create a chart which represents the classes different answers. Compare the different toys that students play with.

**Check It**

Check and write.

1 There are five \_\_\_\_\_.

blocks play

2 There is one \_\_\_\_\_.

5 five kite

**Learn It**

Listen and circle. 42

1 play day 2 blade block 3 kite like

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 42 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ay*, *bl*, and *i\_e*. Then have them read each word: *play*, *day*, *blade*, *block*, *kite*, and *like*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion


Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *say*, *pay*, *blue*, *blade*, *bike*, and *bite*. Have students share with the class or draw a picture of their ideas.




**Write It**


Choose and write.


dolls two yo-yo one


1 **1**  \_\_\_\_\_


2 **2**  \_\_\_\_\_

**Practice It**

Listen, say, and put the stickers. 

1 

2 



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose a word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what toys they have at home. Give students a minute or two to think about what toys they have at home.

- Have students think about how many toys they have at home. Ask students to draw their toys. Have them count how many of each kind they have.

### Practice It

- Play track 43 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “how do you play with these toys?” or “who gave you these toys?”

### Homework

- Vocabulary Workbook 1: page 12, Unit 07
- Writing Workbook 1: pages 36-37



## Unit 08 Is It Cool?

### Objectives

- New words: *hot, dry, cool, wet*
- Theme: *Weather*
- Sentence pattern:  
*Is it (adjective)?*  
*Yes. It is (adjective).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 34-35. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 34-35. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 44 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 45. Have student listen and chant along with the recording.

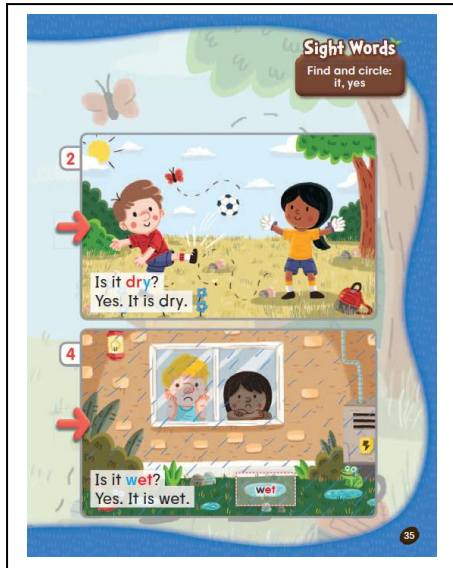
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *cool* and *wet* contain the target sounds ‘oo’ in *cool* and ‘et’ in *wet*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after



the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *it* and *yes* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. boy reclining in panel #1).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the weather is like. Ask: What other things can the children do when the weather is hot / dry / cool?
- Activity 2: Ask students about the children in the last panel. Why aren't the children playing outside? What can the children do on a wet day? What do you do when you have to stay inside?

## Reading

### Main Reading

- Play Track 46. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 47. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short e* sound in 'yes' or *dr* sound in 'dry'). Then, have them imitate what they heard.



## After Reading

### Check It

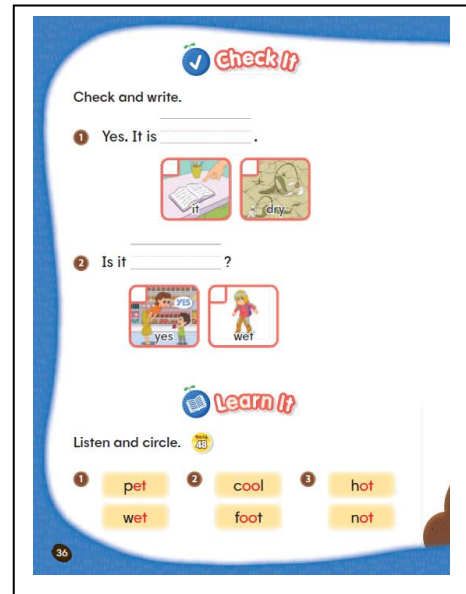
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about WEATHER.

- Remind students of the reading. Focus on the different types of weather seen in the story.
- Ask students to think about what type of weather they like most. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What is your favorite type of weather? What activities do you like to do in that type of weather?
- Optional: Create a chart which represents the classes different answers. Compare the different types of weather and activities that students like most.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 48 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *et*, *oo*, and *ot*. Then have them read each word: *pet*, *wet*, *cool*, *foot*, *hot*, and *not*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *vet*, *set*, *pool*, *book*, *tot*, and *robot*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what the weather is like outside. Give students a minute or two to check the weather outside.
- Have students think about what they should wear in

different kinds of weather. Ask students to draw their ideas.

### Practice It

- Play track 49 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “how dress on a hot day?” or “what can you do on a wet day?”

### Homework

- Vocabulary Workbook 1: page 13, Unit 08
- Writing Workbook 1: pages 38-39





## Unit 09 Who Are You?

### Objectives

- New words: *tall, small, fit, cute*
- Theme: *Appearances*
- Sentence pattern:  
*Are you (adjective)?*  
*Yes, I am [very] (adjective).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 42-43. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 42-43. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 51 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 52. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *fit* and *cute* contain the target sounds ‘it’ in *fit* and ‘u\_e’ in *cute*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after



the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *are* and *very* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the way the characters might act in their costumes in the illustrations (ex. how the boy in the monkey mask might act in panel #1).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the children are wearing. Ask: What other things can the children dress up as for fun?
- Activity 2: Ask students about the children in panel #3. Why are the children dressed this way? What can super heroes do? What would you dress up as?

## Reading

### Main Reading

- Play Track 53. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 54. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short a* sound in ‘tall’ and ‘small’). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about APPEARANCES.

- Remind students of the reading. Focus on how the children in the story looked different from each other.
- Ask students to think about how they look different from their classmates. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. How are you different from the other students?
- Optional: Create a chart which represents the classes different answers. List students in order of shortest to tallest, for example.

**Check It**

Check and write.

1 Are you \_\_\_\_\_ ?

tall very

2 Yes, I am very \_\_\_\_\_ !

you cute

**Learn It**

Listen and circle. 55

1 cute June 2 sit fit 3 tall mall

44

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 55 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *u\_e*, *it*, and *all*. Then have them read each word: *cute*, *June*, *sit*, *fit*, *tall*, and *mall*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *flute*, *dune*, *hit*, *bit*, *call*, and *small*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about how different objects in the classroom are different. Give students a minute or two to look around the room.

- Have students think about which objects are tall, small, etc. Ask students to write down their ideas.

### Practice It

- Play track 56 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What is your favorite color?” or “what can you do to stay fit?”

### Homework

- Vocabulary Workbook 1: page 14, Unit 09
- Writing Workbook 1: pages 40-41



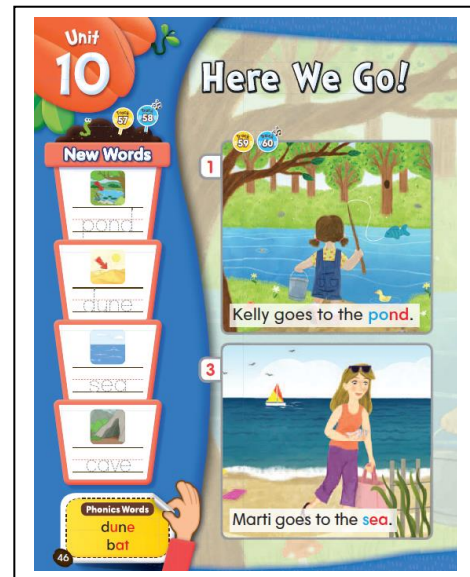
## Unit 10 Here We Go!

### Objectives

- New words: *pond, dune, sea, cave*
- Theme: *TRAVEL*
- Sentence pattern:  
(Name) goes to the (noun).
- Tense: *Simple present (GO)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 46-47. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

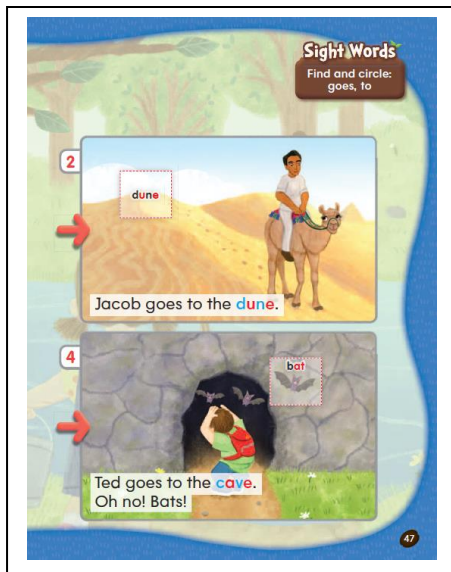
- Have students open their SBs to page 46-47. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 57 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 58. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *dune* and *bat* contain the target sounds 'u\_e' in *cute* and 'at' in *bat*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.



- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *goes* and *to* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. the boy ducking away from the bats in panel #4).
- Have students look at the other people in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the children are. Ask: What other things can the children at the pond / sea / dune / cave?
- Activity 2: Ask students about the image in panel #4. Why are the bats flying to the boy? How does the boy probably feel? When have you felt this way?

## Reading

### Main Reading

- Play Track 59. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 60. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long o* sound in 'goes' and 'no'). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about TRAVEL.

- Remind students of the reading. Focus on the places the children in the story go.
- Ask students to think about places they have traveled to, or would like to travel to. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. Where would you like to travel to?
- Optional: Create a chart which represents the classes different answers. Compare travel destinations.

**Check It**

Check and write.

1 Kelly goes to the \_\_\_\_\_.

2 Marti goes to the \_\_\_\_\_.

**Learn It**

Listen and circle. 61

1 red Ted 2 cat bat 3 mute dune

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 61 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ed*, *at*, and *u\_e*. Then have them read each word: *red*, *Ted*, *cat*, *bat*, *mute*, and *dune*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *bed*, *shed*, *hat*, *fat*, *cute*, and *June*. Have students share with the class or draw a picture of their ideas.





### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about how places around the world are different from one another. Give students a minute or two to think about their responses.
- Have students think about places that are near water, the mountains, etc. Ask students to write down their ideas.

### Practice It

- Play track 62 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What do you like to do there?”

### Homework

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



## Unit 11 For Your Hair

### Objectives

- New words: *bow, wig, cap, pin*
- Theme: *STYLE*
- Sentence pattern:  
*What is it?*  
*It is a (noun).*
- Tense: *Simple present (BE)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 50-51. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 50-51. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 63 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 64. Have student listen and chant along with the recording.

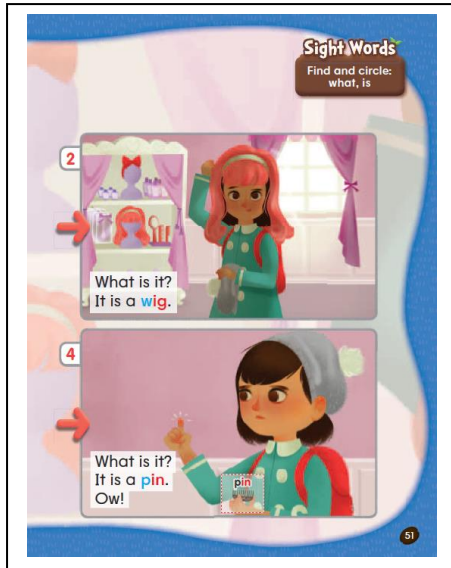
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *bow* and *pin* contain the target sounds ‘ow’ in *bow* and ‘in’ in *pin*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after



the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *what* and *is* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the girl pointing to different items in panel #1 and #3).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the girl is. Ask: What is the girl looking for?
- Activity 2: Ask students about the image in panel #2. What color is the wig? How does the girl look in the wig? Have you ever worn a wig?

## Reading

### Main Reading

- Play Track 65. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 66. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *w* sound in ‘what’ and ‘wig’). Then, have them imitate what they heard.



## After Reading

### Check It

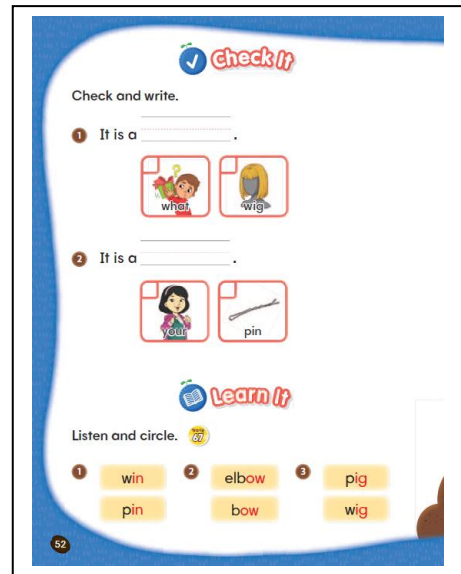
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about STYLE.

- Remind students of the reading. Focus on what the girl tries on.
- Ask students to think about their personal style. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What style do you wear? How do you style your hair?
- Optional: Create a chart which represents the classes different answers. Compare hairstyles or fashion styles of the students in the class.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 67 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *in*, *ow*, and *ig*. Then have them read each word: *win*, *pin*, *elbow*, *bow*, *pig*, and *wig*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *bin*, *shin*, *tow*, *mow*, *fig*, and *big*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different styles of clothing they know about. Give students a minute or two to think about their responses.

- Have students talk about different styles of clothing and / or hair. Ask students to write down their ideas.

### Practice It

- Play track 68 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “when might you wear that?”

### Homework

- Vocabulary Workbook 1: page 16, Unit 11
- Writing Workbook 1: pages 44-45





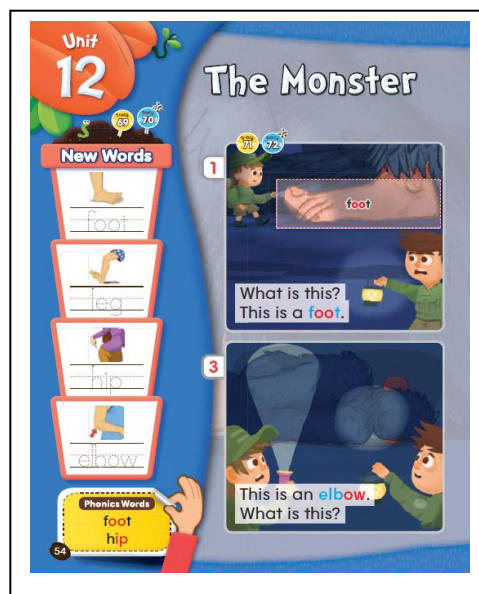
## Unit 12 The Monster

### Objectives

- New words: *foot, leg, hip, elbow*
- Theme: *PARTS OF THE BODY*
- Sentence pattern:  
*What is this?*  
*This is a(n) (noun).*
- Tense: *Simple present (BE)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 54-55. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 54-55. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 69 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 70. Have student listen and chant along with the recording.

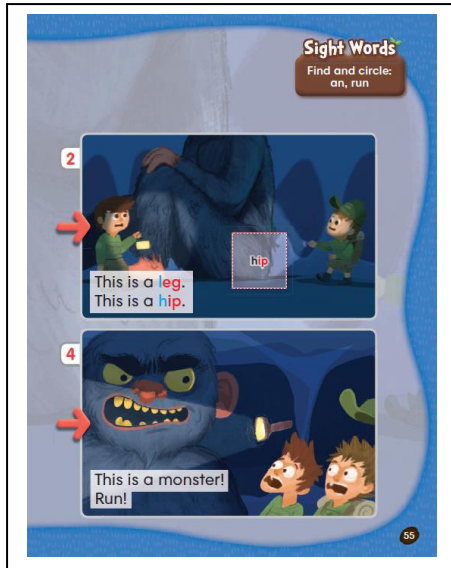
#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *foot* and *hip* contain the target sounds ‘oo’ in *foot* and ‘ip’ in *hip*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after



the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *an* and *run* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the boys shouting in panel #4).
  - Have students look at the other objects in the illustrations and reading.
  - Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the boys are. Ask: What makes this place scary?
  - Activity 2: Ask students about the image in panel #3. What body parts do the boys see? How does the animal / monster look?

## Reading

### Main Reading

- Play Track 71. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 72. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *th* sound in ‘this’ or *ow* sound in ‘elbow’). Then, have them imitate what they heard.



## After Reading

### Check It

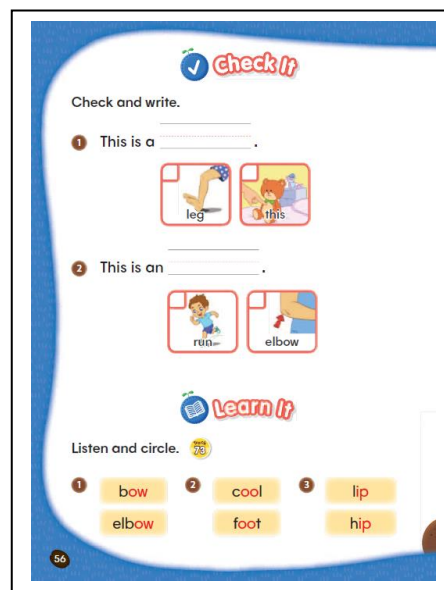
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about PARTS OF THE BODY.

- Remind students of the reading. Focus on parts of the body the boys see.
- Ask students to think about the different parts of their bodies (hands, feet). Ask them to draw themselves and label the different parts of the body they know.
- Then, ask students to turn to a partner and discuss their drawings. Students should consider how their partners' drawing differs from their own.
- Finally, ask student pairs to share their drawings with the class. What does everyone have in common? What makes us different? (for example: number of hands / feet vs. size of hands / feet)
- Optional: Compare students' hand or foot size. Create a chart by tracing each student's hand/foot on paper, then have students cut them out, and place the cutouts in size order.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 73 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ow*, *oo*, and *ip*. Then have them read each word: *bow*, *elbow*, *cool*, *foot*, *lip*, and *hip*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *show*, *blow*, *pool*, *book*, *slip*, *ship*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what they can do with each part of their body. Give students a minute or two to think about their responses.

- Have students talk about different things they can do with their feet, hip, etc. Ask students to write down their ideas.

### Practice It

- Play track 74 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What can you do with your elbow / foot?”

### Homework

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



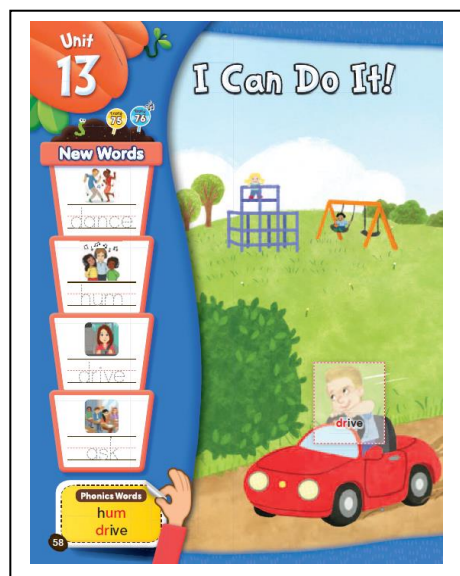
## Unit 13 I Can Do It!

### Objectives

- New words: *dance, hum, drive, ask*
- Theme: *ABILITY*
- Sentence pattern:  
*I can (verb).*  
*Look at me!*  
*What time is it?*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 58-59. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

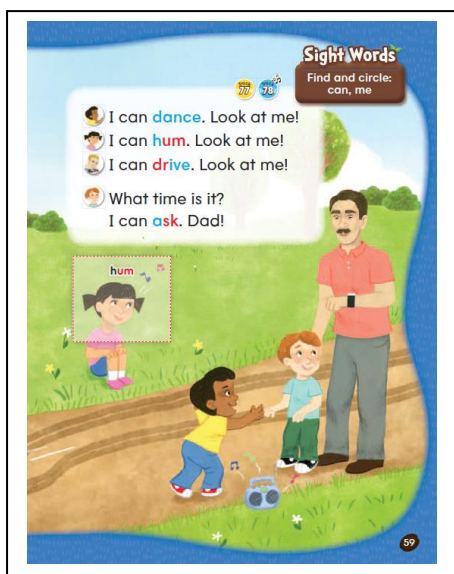
#### New Words

- Have students open their SBs to page 58-59. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 75 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 76. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *hum* and *drive* contain the target sounds 'um' in *hum* and 'dr' in *drive*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.





### Sight Words

- This section provides additional practice of select sight words.
- The words *can* and *me* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the boy driving on page 58).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.

- Activity 1: Ask students about where the children are. Ask: What makes this a fun place?
- Activity 2: Ask students about the children in the background on page 58. Where are these children playing? Where else have you seen swings?

## Reading

### Main Reading

- Play Track 77. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 78. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short a* sound in ‘dance’ and ‘ask’). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about ABILITY.

- Remind students of the reading. Focus on what the children in the story can do.
- Ask students to think about the things they are able to do (or can't do). Ask them to draw themselves doing these things.
- Then, ask students to turn to a partner and discuss their drawings. Students should consider how their partners' drawing differs from their own.
- Finally, ask student pairs to share their drawings with the class. What can most of us do? What different things can we do? (for example: everyone can ask a question, some people can sing, dance, etc.)
- Optional: Create a chart which represents the classes different answers. Compare the different things students are able to do.

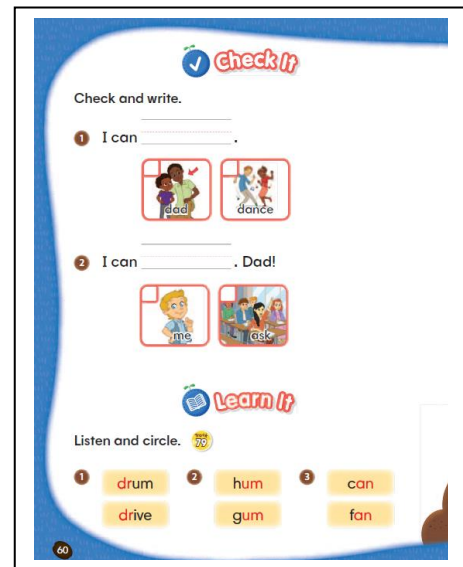
### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 79 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *dr*, *um*, and *an*. Then have them read each word: *drum*, *drive*, *hum*, *gum*, *can*, and *fan*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *drink*, *dragon*, *glum*, *chum*, *man*, and *Dan*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what things they can do now. Have them think about when they learned to do this thing. Give students a minute or two to think about their ideas.

- Have students talk about the things they are able to do now that they weren't able to before. Ask students to write down their ideas.

### Practice It

- Play track 80 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as "Where can you drive / dance?" or "when did you learn this?"

### Homework

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



## Unit 14 In the Clouds

### Objectives

- New words: *king, crown, princess, prince*
- Theme: *IMAGINATION*
- Sentence pattern:  
*Can you see a (noun)?*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 62-63. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

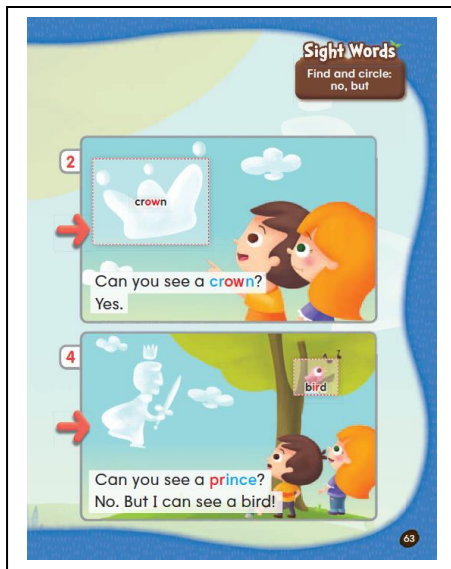
- Have students open their SBs to page 62-63. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 81 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 82. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *crown* and *bird* contain the target sounds ‘ow’ in *crown* and ‘ir’ in *bird*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.



- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *no* and *but* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the children looking up at the clouds).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about what the children are looking at. Ask: What kind of day makes finding shapes in clouds easy?
- Activity 2: Ask students about panel #1. Where are the children? What other cloud shape do you see?

## Reading

### Main Reading

- Play Track 83. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 84. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ng* sound in 'king' or *pr* sound in 'princess'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about IMAGINATION.

- Remind students of the reading. Focus on what the children in the story are looking at.
- Ask students to think about the shapes they see around the classroom. Ask them to imagine and draw what other things those shapes might look like to them.
- Then, ask students to turn to a partner and discuss their drawings. Students should consider how their partners' drawing differs from their own.
- Finally, ask student pairs to share their drawings with the class. What different things can you imagine when you look at (some object)?
- Optional: Create a chart which represents the classes different answers. Compare the different things students imagine when they look at the same object.

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 85 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ow*, *ee*, and *ir*. Then have them read each word: *town*, *crown*, *see*, *three*, *bird*, and *circle*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *down*, *brown*, *tree*, *fee*, *thirty*, and *birthday*. Have students share with the class or draw a picture of their ideas.

**Check It**

Check and write.

1 Can you see a \_\_\_\_\_ ?

king in

2 Can you see a \_\_\_\_\_ ?

no prize

**Learn It**

Listen and circle. 85

1 town 2 see 3 bird

crown three circle

**Write It**

Match and write.

1 princess    2 bird    3 crown

**Practice It**

Listen, say, and put the stickers.

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to imagine that they are a prince or princess. Have them think about what they would wear or the things they might do. Give students a minute or two to think

about their ideas.

- Have students talk about what they imagine their lives would be like. Ask students to write down their ideas.

### Practice It

- Play track 86 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “Where can you see a prince / crown?”

### Homework

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





## Unit 15 Do You Like . . . ?

### Objectives

- New words: *yam, pea, carrot, onion*
- Theme: *HEALTHY FOODS*
- Sentence pattern:  
*Do you like (noun)?*  
*Yes, I do.*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 66-67. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 66-67. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 87 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 88. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *yam* and *pea* contain the target sounds 'am' in *yam* and 'ea' in *pea*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound



after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *do* and *but* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the boy's disgusted expression on page 67).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the children are. Ask: What are the children doing in the kitchen?
- Activity 2: Ask students about foods the children are working with. What kind of food are these? What other vegetables could they use to cook with?

## Reading

### Main Reading

- Play Track 89. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 90. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short o* sound in 'carrots' and 'onions'). Then, have them imitate what they heard.



## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about HEALTHY FOODS.

- Remind students of the reading. Focus on what vegetables the children in the story are working with.
- Ask students to think about their favorite vegetables (and / or fruits). Ask them to draw the vegetables they like most.
- Then, ask students to turn to a partner and discuss their drawings. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their drawings with the class. What is your favorite healthy food to eat?
- Optional: Create a chart which represents the classes different answers. Compare the different healthy foods the students like most.

**Check It**

Check and write.

1 Do you like \_\_\_\_\_ ?

yams yes

2 \_\_\_\_\_ ? Yuck!

Onions no

**Learn It**

Listen and circle.

1 pea tea 2 yam ram 3 like kite

68

### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 91 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ea*, *am*, and *i\_e*. Then have them read each word: *pea*, *tea*, *yam*, *ram*, *like*, and *kite*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *sea*, *flea*, *Sam*, *ham*, *bike*, and *bite*. Have students share with the class or draw a picture of their ideas.



**Write It**

Match and write.

1 pea      2 carrot      3 like

**Practice It**

Listen, say, and put the stickers.

### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what healthy foods they ate for dinner last night. Have them think about why healthy foods are good for us. Give students a minute or two to

think about their ideas.

- Have students talk about why they should eat healthy foods. Ask students to write down their ideas.

### Practice It

- Play track 92 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “why don’t you like onions?” or “what do you like to have with yams?”

### Homework

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



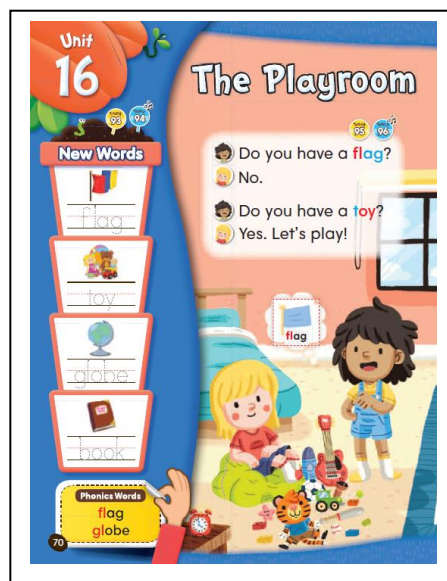
## Unit 16 The Playroom

### Objectives

- New words: *flag, toy, globe, book*
- Theme: *SHARING*
- Sentence pattern:  
*Do you have a (noun)?*  
*Yes. Let's (verb)!*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 70-71. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 70-71. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 93 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 94. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *flag* and *globe* contain the target sounds 'fl' in *flag* and 'gl' in *globe*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after



the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *have* and *read* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the character's actions in the illustrations (ex. the girl reclining on the beanbag chair on page 70).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the children are. Ask: What other toys can the girls play with?
- Activity 2: Ask students about the books behind the little girl in blue. What makes a good story? what is your favorite book to read with a friend?

## Reading

### Main Reading

- Play Track 95. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.
- Play Track 96. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *oy* sound in 'toy' or *long a* sound in 'play'). Then, have them imitate what they heard.





## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about SHARING.

- Remind students of the reading. Focus on what things the girls share with each other.
- Ask students to think about a time they shared something with a friend or family member. Ask them to draw what they shared.
- Then, ask students to turn to a partner and discuss their drawings. Students should consider how their partners' experiences differ from their own.
- Finally, ask student pairs to share their drawings with the class. What is something you would share (or not share) with a friend? Would you share with someone you didn't know?
- Optional: Create a chart which represents the classes different answers. Compare the different ideas the students come up with. For example, plot the number of students who would and would not share something valuable with a friend. Compare this with their responses to sharing with a stranger.

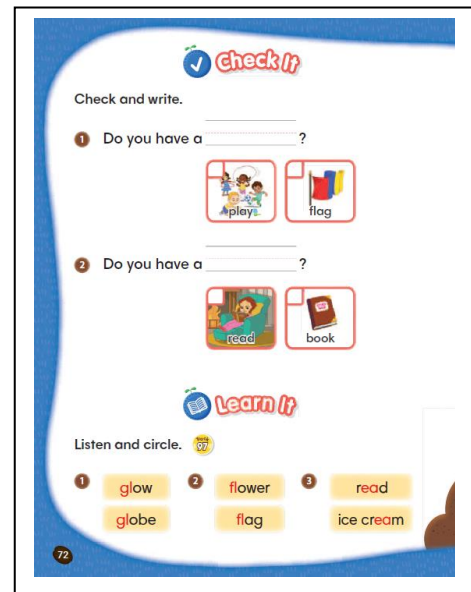
### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 91 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *gl*, *fl*, and *ea*. Then have them read each word: *glow*, *globe*, *flower*, *flag*, *read*, and *ice cream*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *glue*, *glitter*, *flame*, *flow*, *dream*, and *lean*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about sharing. Have them think about why it is good to share. Give students a minute or two to think about their ideas.

- Have students talk about what and why they choose to share with others. Ask students to write down their ideas.

### Practice It

- Play track 98 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Work Book.

### Expansion

- Have students come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “what is your book about?” or “can you find your city on the globe?”

### Homework

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

