

Basic Reading 400 Key Words 2 - Scope and Sequence

Topic	Unit	Title	Type of Reading	Target Vocabulary
Clocks	1	Clocks	Fiction	clock / see/ room / bus / London
Hippos in an Elevator	2	Three Hippos	Fiction	hippo / elevator / move / heavy / top
Butterfly	3	Sarah Loves Flowers	Fiction	ground / plant / smell / touch / butterfly
Bath Time	4	Willy Plays	Fiction	bath / boat / splash / wash / tell
Illness	5	I'm Sick!	Fiction	call / sick / sticky / brush / teeth
Smelling Things	6	I Smell Them!	Fiction	mushroom / log / grass / behind / rock
A Dog and a Bug	7	A Dog and a Bug	Fiction	small / bug / nose / bite / bark
Playing Soccer	8	Playing	Fiction	soccer / shout / wait / kick / catch
The Colors of Winter	9	The Colors of Winter	Fiction	snow / ice / animal / sky / snowman
The Cat and the Rat	10	The Cat and the Rat	Fiction	fly / song / chase / rat / slow
Errand	11	To the Store	Fiction	store / take / umbrella / buy / list
Dinner Together	12	Dinner Together	Fiction	use / broom / make / set the table / stairs
Shapes	13	Look!	Fiction	triangle / square / circle / sandals / beach
Growing Plants	14	Where They Grow	Fiction	grow / carrot / potato / bean / garden
One Afternoon with Grandpa	15	The Best Afternoons	Fiction	candy / chocolate / lollipop / jelly bean / ice cream
Uninvited Visitor	16	Jake's Bed	Fiction	cold / get / warm / cozy / stay

1 Basic Reading 400 Book 2

Unit 1 Clocks

Objectives

- New words: *clock, see, room, bus, London*
- Sentence patterns: *Here/There is a _____.*
Can you _____?

Warm Up

- Greet your students.
- Check the WB homework, p. 6 and pp. 12-13.

Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

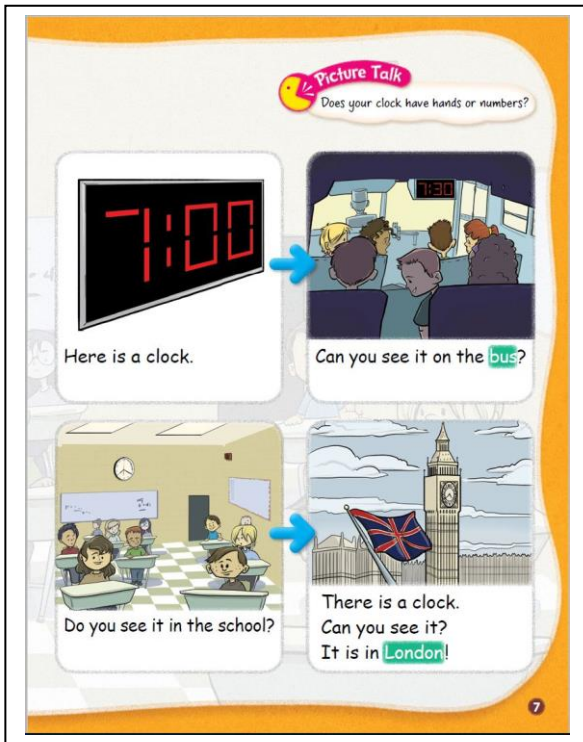
- As an icebreaker, play the Name Game.
 1. Divide students into two teams and have them sit in two lines on the floor. Give the first student on each team a ball.
 2. Explain that the two teams will race to say the names of all the people on their team. The first student says, "I'm Joe," and quickly gives the ball to the next student. The second student says, "He's Joe. I'm Annie," and hands the ball to the next student, who says, "He's Joe. She's Annie. I'm Tom," and so on.
 3. If a student forgets a name, the ball goes back to the first student, and the team must start over.
 4. The first team whose last student says all the names correctly wins.



Before Reading

New Words

- Have students open their SBs to pages 6-7. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 02 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Find It!

- Explain that there are six clocks in the pictures. Have students work individually or in pairs to find and circle all six clocks.
- When they are done, they should raise one hand. When all students' hands are raised, point to all six clocks together as a class.

Picture Talk

- Direct students' attention to the Picture Talk question: "Does your clock have hands or numbers?"
- Explain what the hands of a clock are. Look at the clock in the classroom and ask the class if it has hands or numbers. Point to the examples in the book.

Reading

Reading: "Clocks"

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 03. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first picture and then point to one student to read. Point to the second picture and a different student, and so on.

Expansion

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



After Reading

Check It

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

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

Expansion

- Make several enlarged copies of pp. 6-7, and cut out the pictures and the lines of text (of the reading) separately.
- Divide students into groups and give each group a set of pictures/text.
- With books closed, students work together to match the text with the correct pictures. Circulate and help if necessary.
- For extra difficulty, ask the students to put the pictures/text into the correct order.

Check It ✓

Check (✓) the correct answers.

1 This clock is in the

2 This clock is on the

3 Where is this clock ?

Learn It 📖

Trace and match.

clock room see bus

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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



Write It

Choose the correct words and write.

see room clock bus London

Here is a clock.

Here is a clock.

Can you _____ the frog?

Say It

Listen, repeat, and number.

1

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain

that they will listen and write the number under the correct picture.

- Play Track 04. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 04 again, having students repeat each sentence.

Expansion

Play "Catch the Ball."

- Write the target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.

Homework

- Workbook 2: page 6, Unit 1



Unit 2 Three Hippos

Objectives

- New words: *hippo, elevator, move, heavy, top*
- Sentence pattern: *One hippo goes . . . / Two hippos go . . .*

Warm Up

- Greet your students.
- Check the WB homework, p. 6 and pp. 14-15. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

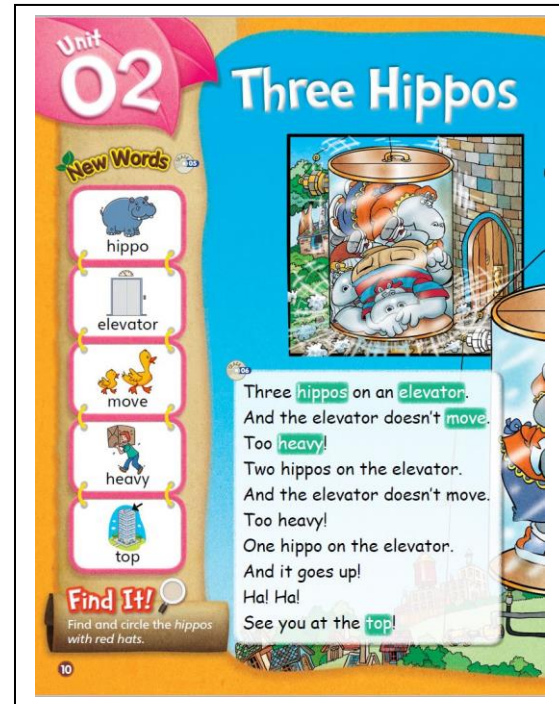
Before Reading

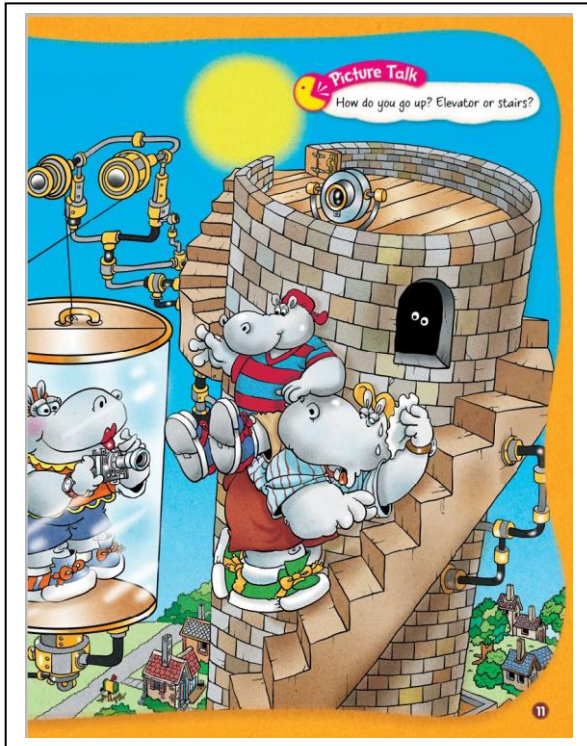
New Words

- Have students open their SBs to pages 10-11. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 05 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are hippos with red hats in the pictures. Have students work individually or in pairs to find and circle the hippos with red hats. (There are two.)
- When they are done, they should raise one hand. When all students' hands are raised, point to the hippos with red hats together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “How do you go up? Elevator or stairs?”
- Model your answer to the question, while miming the action: “I go up the stairs,” or “I go up on the elevator.” Call on a few volunteers to answer the question. Have students say what the hippos in the pictures are doing.

Reading

Reading: “Three Hippos”

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
 - Go through the story again, having students repeat each line.
 - Play Track 06. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Pictionary."

- Write the eight words from the WB p. 6 (Unit 2) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw a picture clue to one of the words from Unit 1 on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point.
- Repeat with the other team. Keep going, having different team members take turns drawing, until all words are used. The team with the most points wins.

Learn It

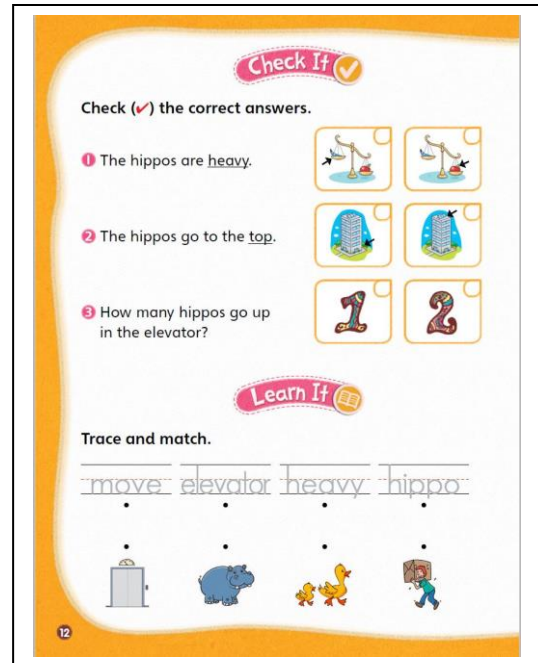
This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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




Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Instruct students to choose two or three target words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.

- Play Track 07. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 07 again, having students repeat each sentence.

Expansion

Play “Musical Words.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 6, cut out the Unit 2 pictures and words separately, and paste them to opposite sides of index cards. Have recorded music ready to play.
- Put chairs in a circle with a flashcard on each seat. Have students stand in a circle around them.
- Model the activity. Play the music and have students walk around the circle with you.
- Stop the music and say a word. Quickly sit in one of the chairs, but NOT the one with that word. The student who does sit in the target word chair, or is left standing, is “out.”
- Have the student who is “out” choose and say the word for the next round. Repeat until only one student, the winner, is left.

Homework

- Workbook 2: page 6, Unit 2; pp. 16-17



Unit 3 Sarah Loves Flowers

Objectives

- New words: *ground, plant, smell, touch, butterfly*
- Sentence pattern: *(S)he _____s flowers.*

Warm Up

- Greet your students.
- Check the WB homework, p. 7 and pp. 16-17. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

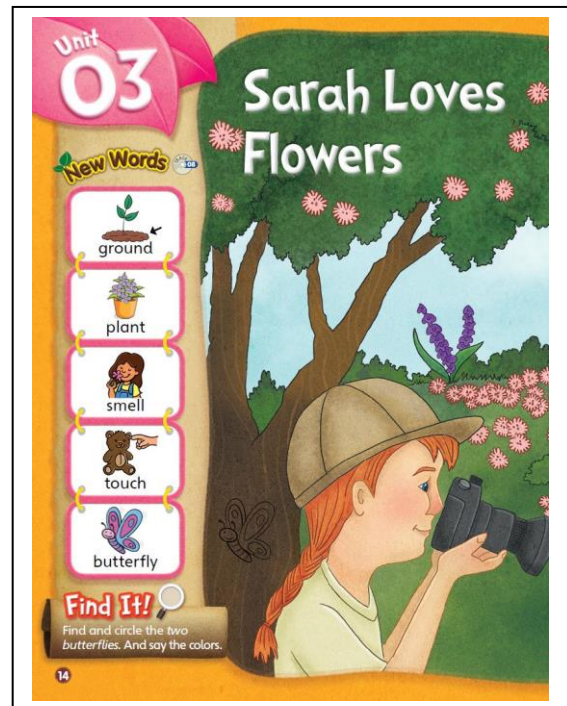
Before Reading

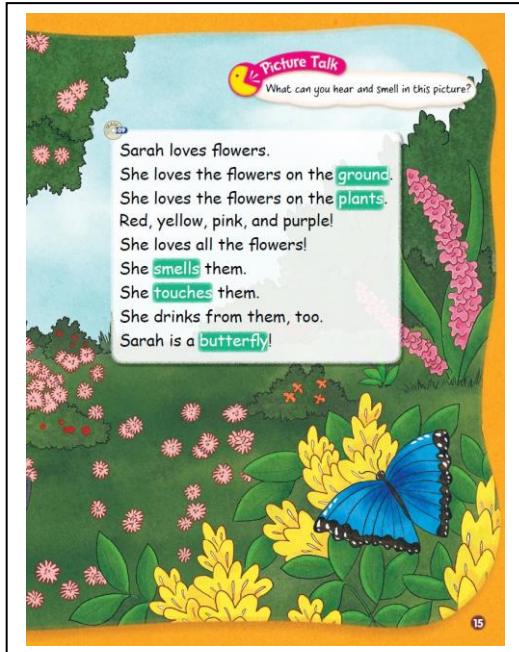
New Words

- Have students open their SBs to pages 14-15. Direct their attention to the picture.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 08 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are two butterflies in the picture. Have students work individually or in pairs to find and circle the two butterflies.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two butterflies together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “What can you hear and smell in this picture?”
- Model your answer to the question, while miming the action: “I can hear birds.” Call on a few volunteers to answer the question. Have students say what the girl in the picture is doing.

Reading

Reading: “Sarah Loves Flowers”

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

- Play Track 09. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first picture and then point to one student to read. Point to the second picture and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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 “Find the Flashcard.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 7, cut out the Unit 3 pictures and words separately, and paste them to opposite sides of index cards. Tape the target vocabulary flash cards around the classroom, picture side out.
- Divide students into two teams and have each team form a line.
- Model the activity. Say one of the words from the flashcards. Quickly go around the classroom and search for the flashcard. Once you find it, use the word in a sentence, and then run to the back of the line. (For an easier activity, use the sentence from the reading rather than making your own.)
- Pick another word, and have the first player from each team search for the flashcard. The first to find it AND say a correct sentence with the word gets a point for his/her team.
- Play until every student has had a turn. The team with the most points wins.



After Reading

Check It

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

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

Expansion

Play "Rock, Paper, Scissors, and Words."

- Make one or more sets of vocabulary flashcards (see "Find the Flashcard" on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity. Choose a student partner. Each of you chooses a flashcard.
- Play "Rock, Paper, Scissors" with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: "May I please have the butterfly?" (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

Learn It








This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.

The worksheet is titled "Check It" with a checkmark icon. Below the title, it says "Check (✓) the correct answers." There are three numbered questions:

- 1 The   loves flowers.
- 2 The flowers are on the ground and on the  .
- 3 What does Sarah do to the flowers? all.   

Below the questions is a section titled "Learn It" with a book icon. It says "Trace and match." There are four words in a dashed line: butterfly, ground, smell, plant. Below each word is a dot. At the bottom, there are four pictures: a potted plant, a girl, a butterfly, and a small plant growing from the ground. A small number "16" is in the bottom left corner of the worksheet.

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that

they will listen and write the number under the correct picture.

- Play Track 09. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 09 again, having students repeat each sentence.

Expansion

Play “Catch the Ball.”

- Write the target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.

Homework

- Workbook 2: page 7, Unit 3; pp. 18-19



Unit 4 Willy Plays

Objectives

- New words: *bath, boat, splash, wash, tell*
- Sentence pattern: *(S)he plays with a _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 7 and pp. 18-19. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

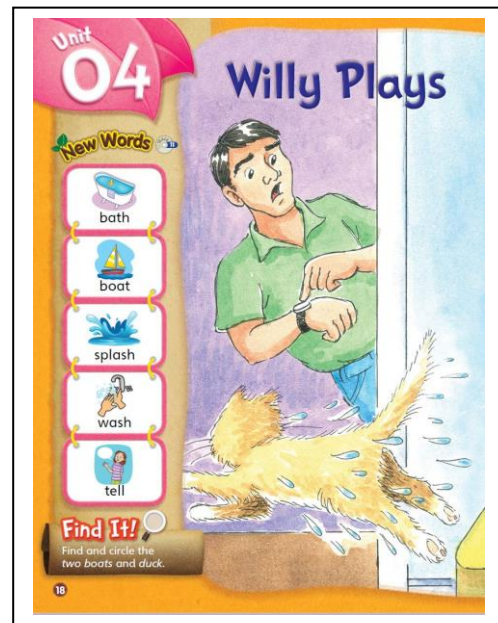
Before Reading

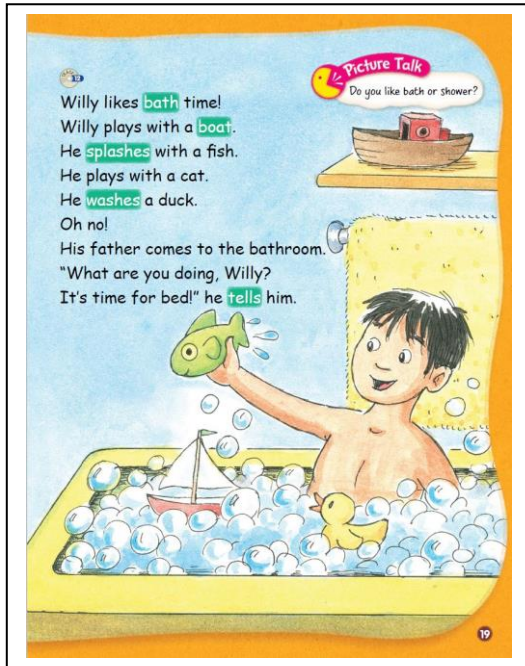
New Words

- Have students open their SBs to pages 18-19. Direct their attention to the picture.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 11 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are two boats and a duck in the picture. Have students work individually or in pairs to find and circle the two boats and the duck
- When they are done, they should raise one hand. When all students' hands are raised, point to the two boats and the duck together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Do you like baths or showers?"
- Model your answer to the question, while miming the action: "I like baths." Call on a few volunteers to answer the question. Have students say whether the boy in the picture is taking a bath or a shower.

Reading

Reading: "Willy Plays"

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 12. Have students just listen the first

time, and repeat the second time.

- Optional: Have one student read each line individually. Point to the first picture and then point to one student to read. Point to the second picture and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
 - Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Pictionary."

- Write the eight words from the WB p. 7 (Unit 4) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw one of the words from a previous unit on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point.
- Repeat with the other team. Keep going, having students take turns drawing, until all words are used. The team with the most points wins.

Learn It


This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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




Check It ✓

Check (✓) the correct answers.

1 Willy plays with a boat.  



2 Willy splashes with a fish.  

3 What will Willy do next?  

Learn It 📖

Trace and match.

tell bath splash boat



Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that

they will listen and write the number under the correct picture.

- Play Track 13. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 13 again, having students repeat each sentence.

Expansion

Play “Copy and Read.”

- Write target words or short sentences on different slips of paper. Make two copies of each word or sentence.
- Divide students into two teams and put each team’s desks in a single-file line.
- Explain the activity. Hand the first student on each team a slip of paper with the same target language on it. They read it and hand the slips back to you, without speaking.
- The two students then quickly copy down the language on a piece of paper and hand it to the teammate behind them, who reads it aloud. The first team to copy AND read correctly gets a point.
- The students who wrote go to the back of the line, and everyone moves up a desk. Repeat with new words/sentences until each student has read aloud. The team with the most points wins.

Homework

- Workbook 2: page 7, Unit 4; pp. 20-21



Unit 5 I'm Sick!

Objectives

- New words: *call, sick, sticky, brush, teeth*
- Sentence pattern: *Call the _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 7 and pp. 20-21. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

New Words

- Have students open their SBs to pages 22-23. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are four brushes in the pictures. Have students work individually or in pairs to find and circle all four brushes
- When they are done, they should raise one hand. When all students' hands are raised, point to all four brushes together as a class.

Picture Talk

- Direct students' attention to the Picture Talk question: "Say all of the brushes we use."
- Begin by having students name the brushes in the pictures: *toothbrush, hairbrush*. Try to elicit *paintbrush, makeup brush, cleaning/scrubbing brush, toilet brush*, etc. Write any new vocabulary on the board.





Reading

Reading: "I'm Sick!"

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 15. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first picture and then point to one student to read. Point to the second picture and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having

students say it.

- 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.
- Make several enlarged copies of pp. 22-23, and cut out the pictures and the lines of text (of the reading) separately. Divide students into pairs and give each pair a set of pictures/text. With books closed, students work together to match the text with the correct pictures. Circulate and help if necessary.

For extra difficulty, ask the students to put the pictures/text into the correct order from memory.



After Reading

Check It

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

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

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Catch the Ball."

- Write target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.

Check It ✓

Check (✓) the correct answers.

1 The boy tells his mom to doctor.

call see

2 But he is not

heavy sick

3 What does he do?

Check (✓) all.

Learn It 📖

Trace and match.

brush sticky sick teeth

24

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Instruct students to choose two or three words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 16. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 16 again, having students repeat each sentence.

Expansion

Play “Rock, Paper, Scissors, and Words.”

- Make one or more sets of vocabulary flashcards (see “Find the Flashcard” on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity. Choose a student partner. Each of you chooses a flashcard.
- Play “Rock, Paper, Scissors” with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: “May I please have the teeth?” (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

Homework

- Workbook 2: page 8, Unit 5; pp. 22-23



Unit 6 I Smell Them!

Objectives

- New words: *mushroom, log, grass, behind, rock*
- Sentence pattern: *on the _____; behind the _____*

Warm Up

- Greet your students.
- Check the WB homework, p. 8 and pp. 22-23. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

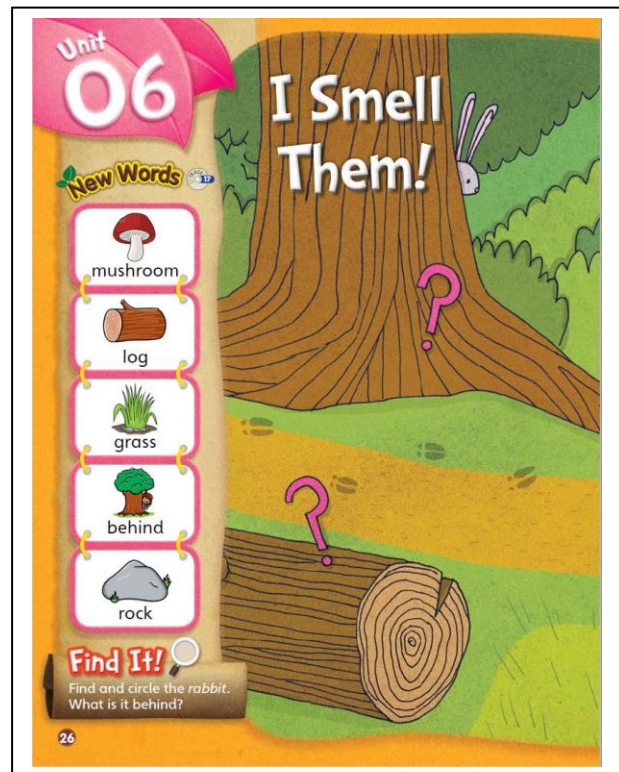
Before Reading

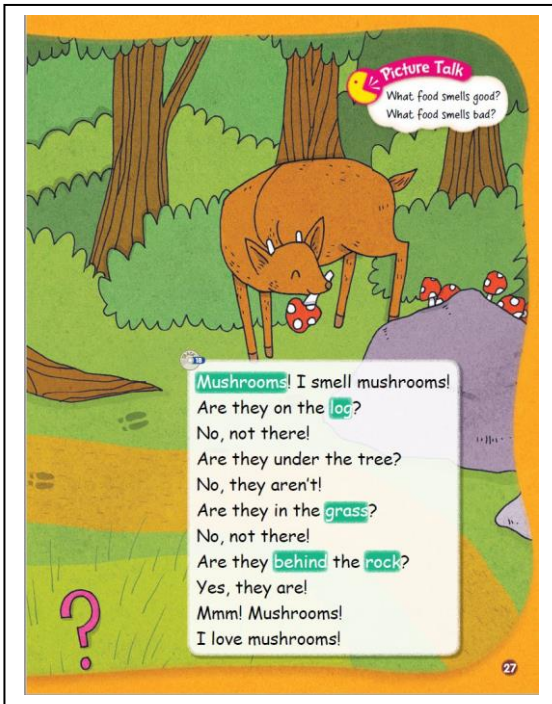
New Words

- Have students open their SBs to pages 26-27. Direct their attention to the picture.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there is a rabbit in the picture. Have students work individually or in pairs to find the rabbit.
- When they are done, they should raise one hand. When all students' hands are raised, point to the rabbit together as a class. Ask, "What is it behind?" Elicit "It's behind the tree."





Picture Talk

- Direct students’ attention to the Picture Talk questions: “What food smells good? What food smells bad?”
- Model your answers to the questions: “Popcorn smells good. Cabbage/Fish smells bad.” Call on a few volunteers to answer the question. Write any new vocabulary on the board.

Reading

Reading: “I Smell Them!”

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

- Play Track 18. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Pictionary."

- Write the eight words from the WB p. 8 (Unit 6) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw a picture clue to one of the words from Unit 5 on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point. Repeat with the other team. Keep going, having different team members take turns drawing, until all words are used. The team with the most points wins.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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

Check It ✓

Check (✓) the correct answers.

1 I smell !

2 The mushrooms are not on the log or under the .

3 What are the mushrooms behind?

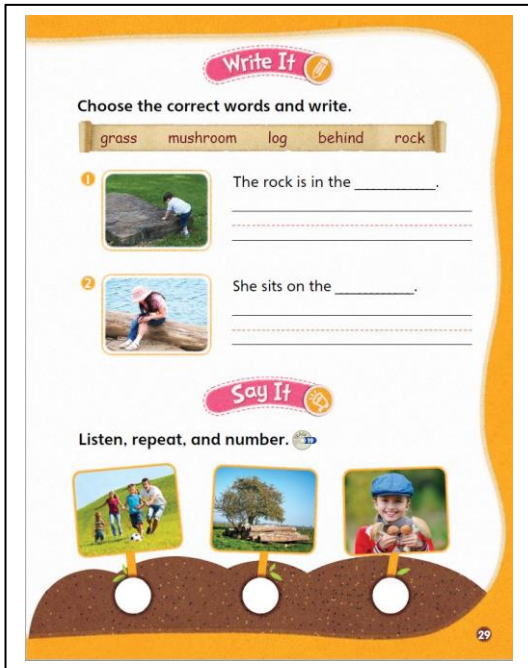
Learn It 📖

Trace and match.

behind grass rock log

28







Write It

Choose the correct words and write.


grass mushroom log behind rock

1  The rock is in the _____.

2  She sits on the _____.

Say It

Listen, repeat, and number.



Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Instruct students to choose two or three target words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 19. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 19 again, having students repeat each sentence.

Expansion

Play “Musical Words.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 8, cut out the Unit 6 pictures and words separately, and paste them to opposite sides of index cards. Have recorded music ready to play.
- Put chairs in a circle with a flashcard on each seat. Have students stand in a circle around them.
- Model the activity. Play the music and have students walk around the circle with you.
- Stop the music and say a word. Quickly sit in one of the chairs, but NOT the one with that word. The student who sits in the target word chair, or is left standing, is “out.”
- Have the student who is “out” choose and say the word for the next round. Repeat until only one student, the winner, is left.

Homework

- Workbook 2: page 8, Unit 6; pp. 24-25



Unit 7 A Dog and a Bug

Objectives

- New words: *small, bug, nose, bite, bark*
- Sentence pattern: *A small blue bug is . . . / The big black dog . . .*

Warm Up

- Greet your students.
- Check the WB homework, p. 8 and pp. 24-25. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

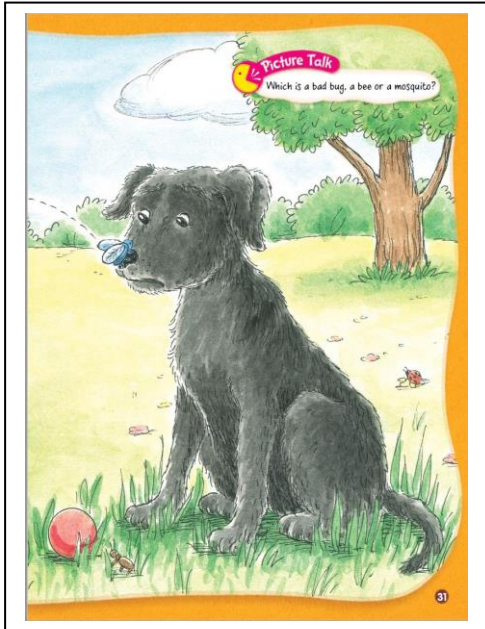
New Words

- Have students open their SBs to pages 30-31. Direct their attention to the picture.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are four bugs in the picture. Have students work individually or in pairs to find and circle all four bugs.
- When they are done, they should raise one hand. When all students' hands are raised, point to all four bugs together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “Which is a bad bug, a bee or a mosquito?”
- Take a class poll and write the results on the board. Ask a few students why they gave the answer they did. Have students say what bees do and what mosquitoes do.
- Optional: Ask students to name other types of bugs and write them on the board.

Reading: “A Dog and a Bug”

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 21. Have students just listen the first time, and repeat the second time.
- Optional: Divide the class in half. One half asks in unison, “Is that your pet?” and the other half answers. Then they switch. Encourage them to say the lines with feeling.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.

Play “Find the Flashcard.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 9, cut out the Unit 7 pictures and words separately, and paste them to opposite sides of index cards. Tape the target vocabulary flash cards around the classroom, picture side out.
- Divide students into two teams and have each team form a line.
- Model the activity. Say one of the words from the flashcards. Quickly go around the classroom and search for the flashcard. Once you find it, use the word in a sentence, and then run to the back of the line. (For an easier activity, use the sentence from the reading rather than making your own.)
- Pick another word, and have the first player from each team search for the flashcard. The first to find it AND say a correct sentence with the word gets a point for his/her team.
- Play until every student has had a turn. The team with the most points wins.



After Reading

Check It

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

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

Expansion

Play "Rock, Paper, Scissors, and Words."

- Make one or more sets of vocabulary flashcards (see "Find the Flashcard" on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity. Choose a student partner. Each of you chooses a flashcard.
- Play "Rock, Paper, Scissors" with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: "May I please have the nose?" (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

The worksheet is titled "Check It" with a checkmark icon. Below the title, it says "Check (✓) the correct answers." There are three numbered questions:

- 1 A hippo and a bug is with the dog.
- 2 The bug bites the dog on the nose.
- 3 What does the dog do? (A dog is shown with a speech bubble, and a bear is shown with a speech bubble.)

Below the questions is a section titled "Learn It" with a book icon. It says "Trace and match." There are four words on a dashed line: nose, small, bite, bug. Below each word is a dot. At the bottom, there are four illustrations: a boy biting his nose, a bug, a nose, and two dogs.



Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.

Say It

This exercise provides listening and speaking

practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 22. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 22 again, having students repeat each sentence.

Expansion

Play “Catch the Ball.”

- Write target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.

Homework

- Workbook 2: page 9, Unit 7; pp. 26-27



Unit 8 Playing

Objectives

- New words: *soccer, shout, wait, kick, catch*
- Sentence patterns: *(S)he is _____ing (the ball).*

Warm Up

- Greet your students.
- Check the WB homework, p. 9 and pp. 26-27. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

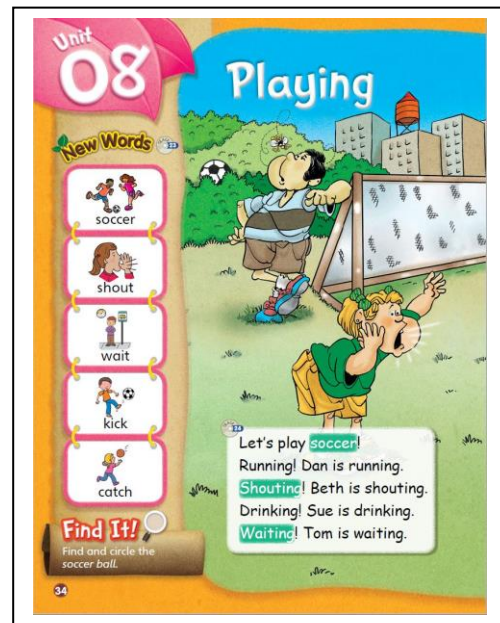
Before Reading

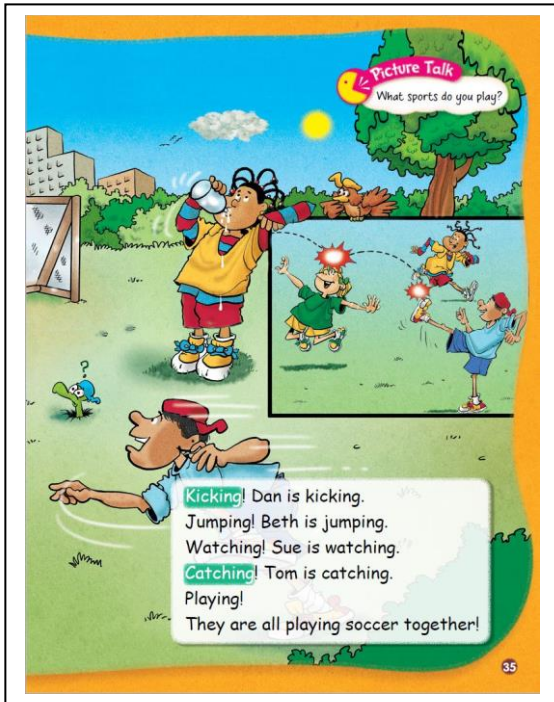
New Words

- Have students open their SBs to pages 34-35. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 23 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there is a soccer ball in the pictures. Have students work individually or in pairs to find it.
- When they are done, they should raise one hand. When all students' hands are raised, point to the soccer ball together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “What sports do you play?”
- Model your answer to the question: “I play tennis.” Call on several students to talk about the sports they play. Write any new vocabulary on the board.
- Get the students to say what the people in the picture are doing.
- Optional: Take a poll to find out the class’s favorite sport and write the results on the board.

Reading

Reading: “Playing”

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

- Go through the story again, having students repeat each line.
- Play Track 24. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Charades."

- Prepare flashcards or slips of paper with *-ing* words on them. (Make sure they are words that can be mimed fairly easily.) Divide the class into two teams. Put a chair at the front facing the class.
- Choose two students from the first team to demonstrate the activity. Have the "guesser" sit in the chair and the "mime" stand facing him/her. Show a flashcard/target word to the mime and the class. The mime must demonstrate the word without speaking.
- The guesser has thirty seconds to guess the word. (For extra difficulty, require him/her to use it in a complete sentence: "(S)he's running.") If correct, the guesser keeps the flashcard/slip of paper.
- Repeat, with teams taking turns, until every student has played or all words have been used. The team with the most words wins.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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

Check It ✓

Check (✓) the correct answers.

1 Dan is the ball.

2 Beth is .

3 What are they doing?

Learn It 📖

Trace and match.

kick catch soccer wait

36

Write It

Choose the correct words and write.

catching waiting shouting kicking soccer

1 He is _____ the ball.

2 She is _____ the ball.

Say It

Listen, repeat, and number.

37

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 25. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 25 again, having students repeat each sentence.

Expansion

Play “Copy and Read.”

- Write various target words or short sentences on different slips of paper. Make two copies of each word or sentence.
- Divide students into two teams and put each team’s desks in a single-file line.
- Explain the activity. Hand the first student on each team a slip of paper with the same target language on it. They read it and hand the slips back to you, without speaking.
- The two students then quickly copy down the language on a piece of paper and hand it to the teammate behind them, who reads it aloud. The first team to copy AND read correctly gets a point. The students who wrote go to the back of the line, and everyone moves up a desk. Repeat with new words/sentences until each student has read aloud. The team with the most points wins.

Homework

- Workbook 2: page 9, Unit 8; pp. 28-29



Unit 9 The Colors of Winter

Objectives

- New words: *snow, ice, animal, sky, snowman*
- Sentence patterns: *The _____ is white.*

Warm Up

- Greet your students.
 - Check the WB homework, p .9 and pp. 28-29.
- Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

New Words

- Have students open their SBs to pages 42-43. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 27 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are six animals in the pictures. Have students work individually or in pairs to find and circle all six animals.
- When they are done, they should raise one hand. When all students' hands are raised, point to all six animals together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “What colors do you see in winter?”
- Call on a few students to say what colors they see in the pictures. Ask students what other colors they see in winter. Write any new vocabulary on the board.

Reading

Reading: “The Colors of Winter”

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
 - Go through the story again, having students repeat each line.
 - Play Track 28. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read different parts of the story individually. Point to the first picture and then point to one student to read. Point to the second picture and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say the next 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.
- Make several enlarged copies of pp. 42-43, and cut out the pictures and the lines of text (of the reading) separately. Divide students into pairs and give each pair a set of pictures/text. With books closed, students work together to match the text with the correct pictures. Circulate and help if necessary.

For extra difficulty, ask the students to put the pictures/text into the correct order from memory.



After Reading

Check It

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

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

Expansion

- Write 2 true sentences about your classroom on the board: "The walls are white. The floor is green." Instruct students (alone or in pairs) to write 2-3 sentences of their own about the classroom and the colors in it. Have students share their sentences with the class.

Learn It

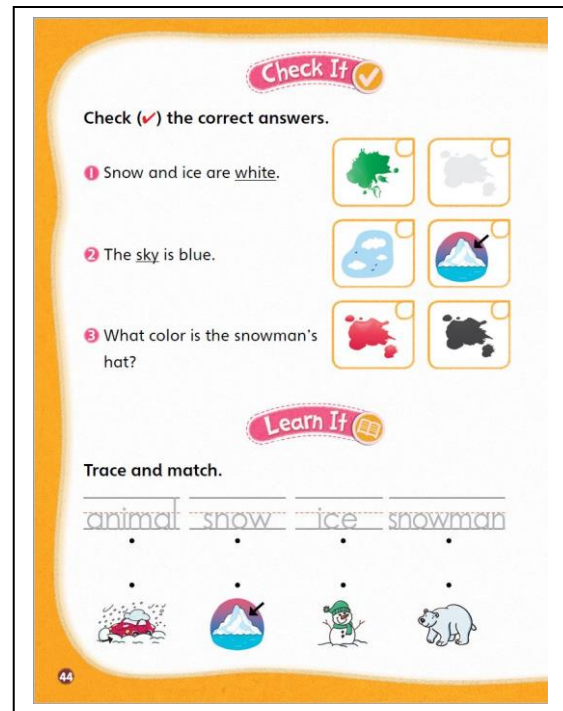
This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion



Play "Catch the Ball."



- Write target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.





Check It ✓

Check (✓) the correct answers.

1 Snow and ice are white.  





2 The sky is blue.  

3 What color is the snowman's hat?  

Learn It 📖

Trace and match.

animal snow ice snowman

44



Write It

Choose the correct words and write.

ice Winter animal Sky snowman

1 This _____ is white.

2 _____ is not all white!

Say It

Listen, repeat, and number.

45

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the

correct picture.

- Play Track 29. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 29 again, having students repeat each sentence.

Expansion

Play “Pictionary.”

- Write the eight words from the WB p. 9 (Unit 8) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw one of the words from a previous unit on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point.
- Repeat with the other team. Keep going, having students take turns drawing, until all words are used. The team with the most points wins.

Homework

- Workbook 2: page 10, Unit 9; pp. 30-31



Unit 10 The Cat and the Rat

Objectives

- New words: *fly, song, chase, rat, slow*
- Sentence pattern: *The ____ chases the ____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 10 and pp. 30-31. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

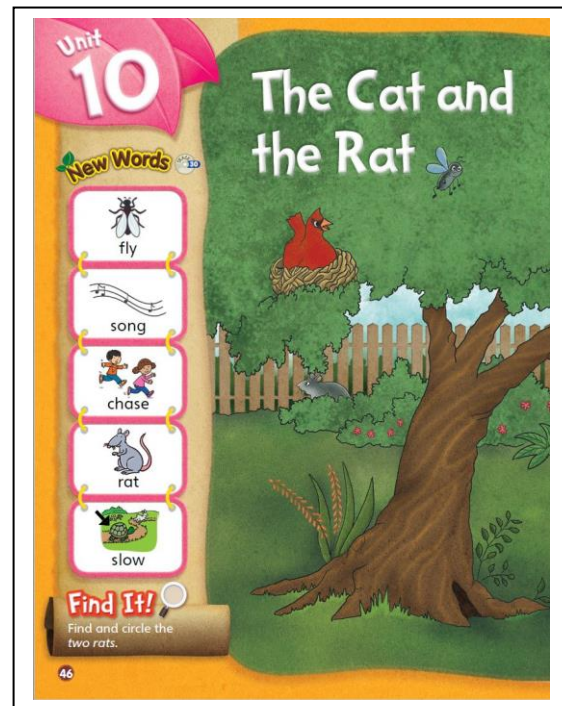
Before Reading

New Words

- Have students open their SBs to pages 46-47. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 30 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are two rats in the picture. Have students work individually or in pairs to find the two rats.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two rats together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Which is smart, a cat or a rat?"
- Ask a few students the question, and have them explain their answers. Take a class poll and write the results on the board. Have students say what is happening in the picture.

Reading

Reading: "The Cat and the Rat"

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

- Play Track 31. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.

Play "Find the Flashcard."

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 10, cut out the Unit 10 pictures and words separately, and paste them to opposite sides of index cards. Tape the target vocabulary flash cards around the classroom, picture side out.
- Divide students into two teams and have each team form a line.
- Model the activity. Say one of the words from the flashcards. Quickly go around the classroom and search for the flashcard. Once you find it, use the word in a sentence, and then run to the back of the line. (For an easier activity, use the sentence from the reading rather than making your own.)
- Pick another word, and have the first player from each team search for the flashcard. The first to find it AND say a correct sentence with the word gets a point for his/her team.
- Play until every student has had a turn. The team with the most points wins.



After Reading

Check It

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

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

Expansion

Play "Rock, Paper, Scissors, and Words."

- Make one or more sets of vocabulary flashcards (see "Find the Flashcard" on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity. Choose a student partner. Each of you chooses a flashcard.
- Play "Rock, Paper, Scissors" with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: "May I please have the rat?" (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

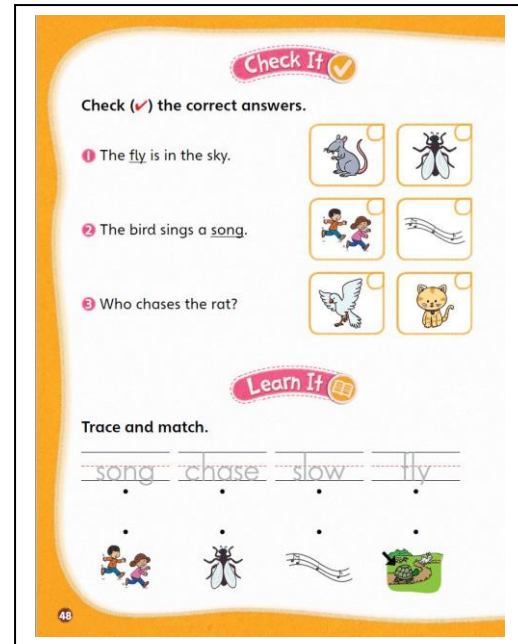
Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.



Write It

Choose the correct words and write.

rat song chases slow fly

1 The bird sings a _____.

2 The cat _____ the bug.

Say It

Listen, repeat, and number.

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 32. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 32 again, having students repeat each sentence.

Expansion

Play “Copy and Read.”

- Write various target words or short sentences on different slips of paper. Make two copies of each word or sentence.
- Divide students into two teams and put each team’s desks in a single-file line.
- Explain the activity. Hand the first student on each team a slip of paper with the same target language on it. They read it and hand the slips back to you, without speaking.
- The two students then quickly copy down the language on a piece of paper and hand it to the teammate behind them, who reads it aloud. The first team to copy AND read correctly gets a point. The students who wrote go to the back of the line, and everyone moves up a desk. Repeat with new words/sentences until each student has read aloud. The team with the most points wins.

Homework

- Workbook 2: page 10, Unit 10; pp. 32-33



Unit 11 To the Store

Objectives

- New words: *store, take, umbrella, buy, list*
- Sentence pattern: *Take your _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 10 and pp. 32-33. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

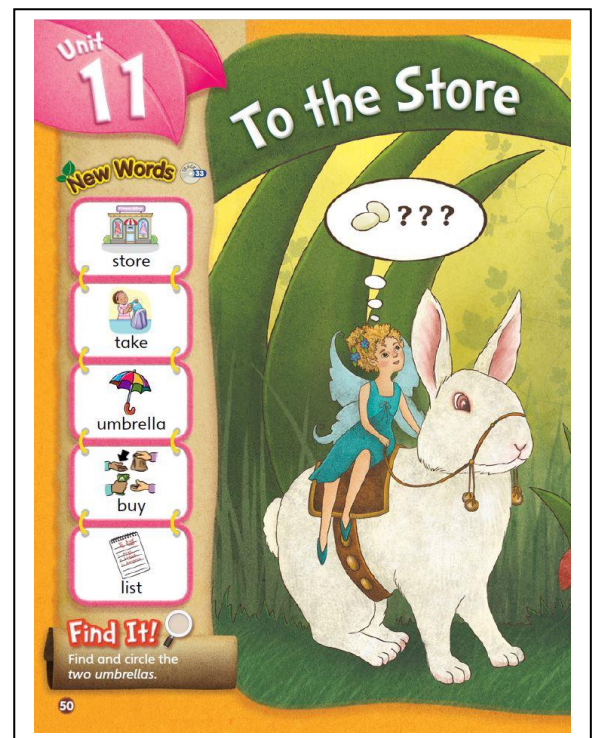
Before Reading

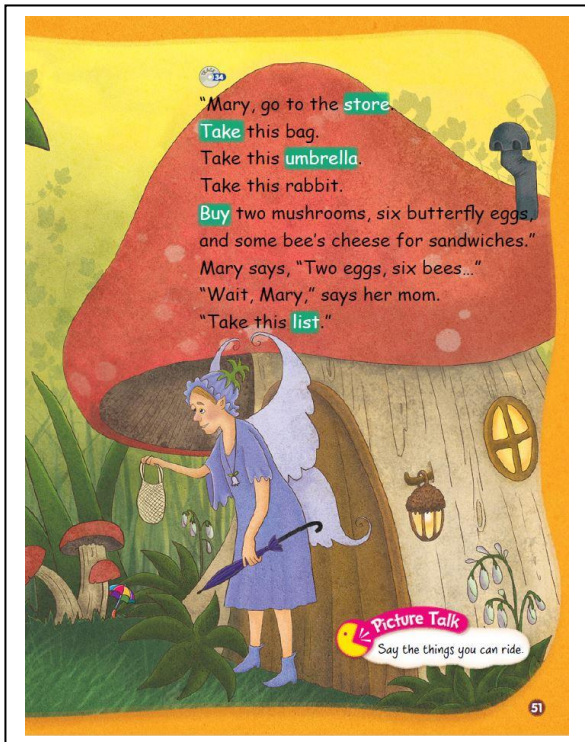
New Words

- Have students open their SBs to pages 50-51. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 33 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are two umbrellas in the picture. Have students work individually or in pairs to find and circle the two umbrellas.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two umbrellas together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Say the things you can ride."
- Model your answer to the question, while miming the action: "I can ride a horse." Call on a few volunteers to answer the question. Write any new vocabulary on the board.

Reading

Reading: "To the Store"

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

- Play Track 34. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Pictionary."

- Write the eight words from the WB p. 11 (Unit 11) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw a picture clue to one of the words from a previous unit on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point. Repeat with the other team. Keep going, having different team members take turns drawing, until all words are used. The team with the most points wins.

Learn It

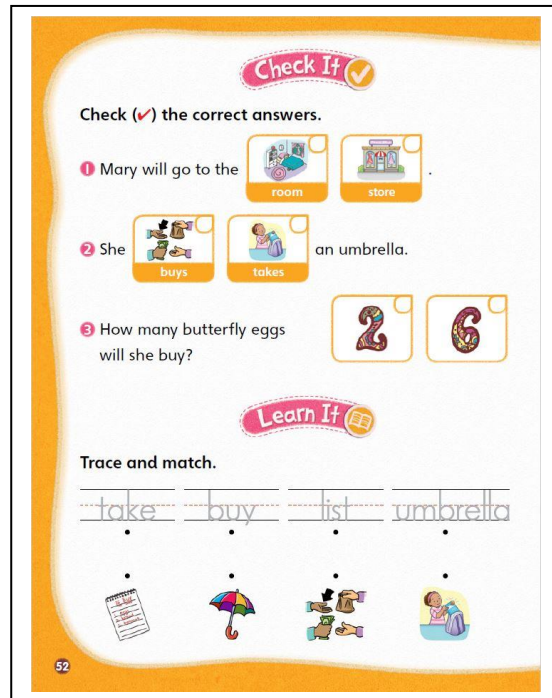
This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion



Play "Writing Race."



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





Check It ✓

Check (✓) the correct answers.

1 Mary will go to the   .





2 She   an umbrella.

3 How many butterfly eggs will she buy?  

Learn It 📖

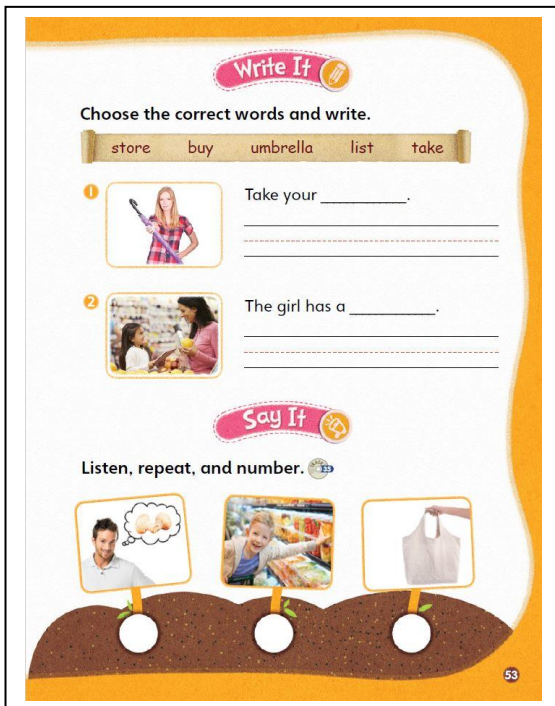
Trace and match.

take buy list umbrella

52





Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Instruct students to choose two or three target words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that

they will listen and write the number under the correct picture.

- Play Track 35. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 35 again, having students repeat each sentence.

Expansion

Play “Musical Words.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 11, cut out the Unit 11 pictures and words separately, and paste them to opposite sides of index cards. Have recorded music ready to play.
- Put chairs in a circle with a flashcard on each seat. Have students stand in a circle around them.
- Model the activity. Play the music and have students walk around the circle with you.
- Stop the music and say a word. Quickly sit in one of the chairs, but NOT the one with that word. The student who sits in the target word chair, or is left standing, is “out.”
- Have the student who is “out” choose and say the word for the next round. Repeat until only one student, the winner, is left.

Homework

- Workbook 2: page 11, Unit 11; pp. 34-35



Unit 12 Dinner Together

Objectives

- New words: *use, broom, make, set the table, stairs*
- Sentence pattern: (S)He uses a _____.

Warm Up

- Greet your students.
- Check the WB homework, p. 11 and pp. 34-35. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

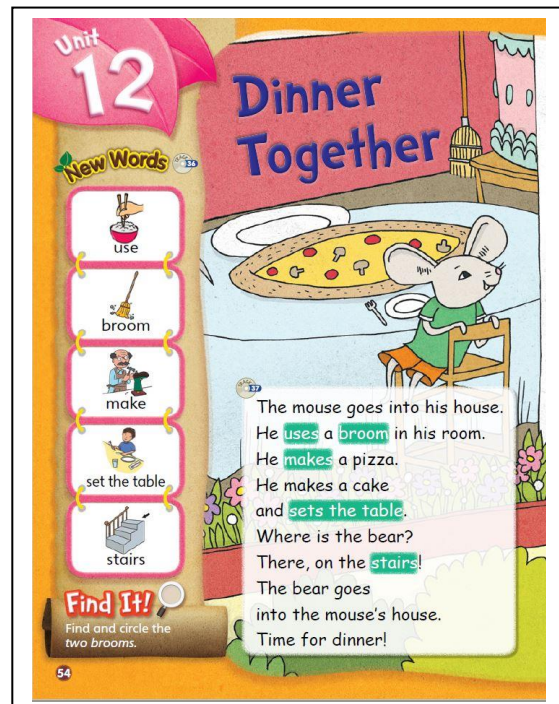
New Words

- Have students open their SBs to pages 54-55. Direct their attention to the picture.

- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 36 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are two brooms in the picture. Have students work individually or in pairs to find and circle the two brooms.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two brooms together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “Do you eat dinner out on Saturdays?”
- Give your answer to the question: “I sometimes eat dinner out on Saturdays. I eat with my family. We eat at an Italian restaurant.” Call on several students to answer the question. Write any new vocabulary on the board.

Reading

Reading: “Dinner Together”

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 37. Have students just listen the first time,

and repeat the second time.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.

Play “Find the Flashcard.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 11, cut out the Unit 12 pictures and words separately, and paste them to opposite sides of index cards. Tape the target vocabulary flash cards around the classroom, picture side out.
- Divide students into two teams and have each team form a line.
- Model the activity. Say one of the words from the flashcards. Quickly go around the classroom and search for the flashcard. Once you find it, use the word in a sentence, and then run to the back of the line. (For an easier activity, use the sentence from the reading rather than making your own.)
- Pick another word, and have the first player from each team search for the flashcard. The first to find it AND say a correct sentence with the word gets a point for his/her team.
- Play until every student has had a turn. The team with the most points wins.



After Reading

Check It

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

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

Expansion

Play "Rock, Paper, Scissors, and Words."

- Make one or more sets of vocabulary flashcards (see "Find the Flashcard" on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity. Choose a student partner. Each of you chooses a flashcard.
- Play "Rock, Paper, Scissors" with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: "May I please have the broom?" (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.



- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.



Expansion



- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Check It ✓

Check (✓) the correct answers.

1 The mouse uses a  **clock**  **broom** in his room.





2 He  **makes**  **takes** a pizza and a cake.

3 Where is the bear?  

Learn It 📖

Trace and match.

use make stairs broom

56





Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 38. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 38 again, having students repeat each sentence.

Expansion

Play “Catch the Ball.”

- Write target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.

Homework

- Workbook 2: page 11, Unit 12; pp. 36-37



Unit 13 Look!

Objectives

- New words: *triangle, square, circle, sandals, beach*
- Sentence patterns: *They are on/at _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 11 and pp. 36-37. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

New Words

- Have students open their SBs to pages 58-59. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 39 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are a chair and a boat in the pictures. Have students work individually or in pairs to find the chair and the boat.
- When they are done, they should raise one hand. When all students' hands are raised, point to the chair and the boat together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “Say square things in your classroom.”
- Model an answer to the question by pointing to something square in the classroom: “This book is square.” Call on volunteers to point out other square things they see. Write any new vocabulary on the board.

Reading

Reading: “Look!”

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

- Play Track 40. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say the next 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.
- Make several enlarged copies of pp. 58-59, and cut out the pictures and the lines of text (of the reading) separately. Divide students into pairs and give each pair a set of pictures/text. With books closed, students work together to match the text with the correct pictures. Circulate and help if necessary.

For extra difficulty, ask the students to put the pictures/text into the correct order from memory.



After Reading

Check It

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

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

Expansion

- Instruct students to choose two or three words and write their own sentences with them. Have students share their sentences with the class.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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

The worksheet is divided into two main sections: 'Check It' and 'Learn It'.
Check It: This section contains three numbered questions. Question 1 asks 'These sandals have' and shows two sandals with two triangles and two circles. Question 2 asks 'This chair has' and shows a chair with two squares and two circles. Question 3 asks 'Where are they?' and shows a school building and a beach scene.
Learn It: This section is titled 'Trace and match.' It shows four words in a dashed font for tracing: 'beach', 'triangle', 'sandals', and 'square'. Below each word is a small icon: a triangle, a beach scene, a square, and a pair of sandals.



Write It

Choose the correct words and write.

triangles squares beach circles sandals

1 The umbrella has _____.

2 They are at the _____.

Say It

Listen, repeat, and number.

1 2 3

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 41. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 41 again, having students repeat each sentence.

Expansion

Play “Pictionary.”

- Write the eight words from the WB p. 12 (Unit 13) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw one of the words from a previous unit on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point.
- Repeat with the other team. Keep going, having students take turns drawing, until all words are used. The team with the most points wins.

Homework

- Workbook 2: page 12, Unit 13; pp. 38-39



Unit 14 Where They Grow

Objectives

- New words: *grow, carrot, potato, bean, garden*
- Sentence pattern: _____s grow on trees/on plants/under the ground.

Warm Up

- Greet your students.
- Check the WB homework, p.12 and pp. 38-39. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

Before Reading

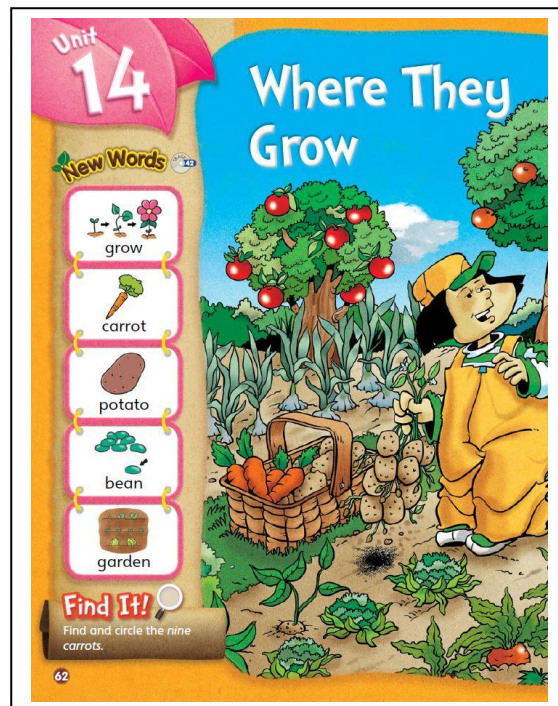
New Words

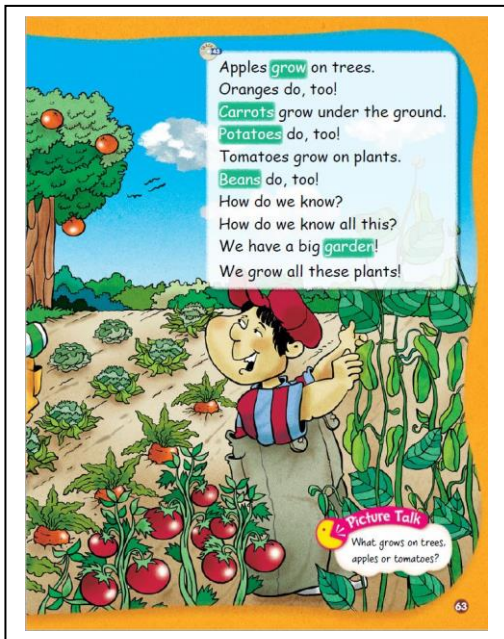
- Have students open their SBs to pages 62-63. Direct their attention to the picture.

- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 42 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are nine carrots in the picture. Have students work individually or in pairs to find and circle all nine carrots.
- When they are done, they should raise one hand. When all students' hands are raised, point to all nine carrots together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “What grows on trees, apples or tomatoes?”
- Call on a student to answer the question. Have students say what grows on the trees in the picture, and what else grows on trees. Write any new vocabulary on the board.

Reading

Reading: “Where They Grow”

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

- Play Track 43. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read different parts of the story individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Catch the Ball."

- Write target vocabulary words on the board. (If using a small number of words, you may write each one twice.) Have students sit in a circle.
- Model the activity. Give a student a ball and have him/her toss it to you. Use one of the target words in a sentence.
- Toss the ball to a student, who uses another word in a sentence. When a word is used correctly, erase it from the board. The student then tosses the ball to another student.
- Continue until all the words have been erased.



Write It

Choose the correct words and write.

garden potato Carrots grow Beans

1 _____ grow under the ground.

2 He is in a big _____.

Say It

Listen, repeat, and number.

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Instruct students to choose two or three words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.

- Play Track 44. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 44 again, having students repeat each sentence.

Expansion

Play “Copy and Read.”

- Write various target words or short sentences on different slips of paper. Make two copies of each word or sentence.
- Divide students into two teams and put each team’s desks in a single-file line.
- Explain the activity. Hand the first student on each team a slip of paper with the same target language on it. They read it and hand the slips back to you, without speaking.
- The two students then quickly copy down the language on a piece of paper and hand it to the teammate behind them, who reads it aloud. The first team to copy AND read correctly gets a point.
- The students who wrote go to the back of the line, and everyone moves up a desk. Repeat with new words/sentences until each student has read aloud. The team with the most points wins.

Homework

- Workbook 2: page 12, Unit 14; pp. 40-41



Unit 15

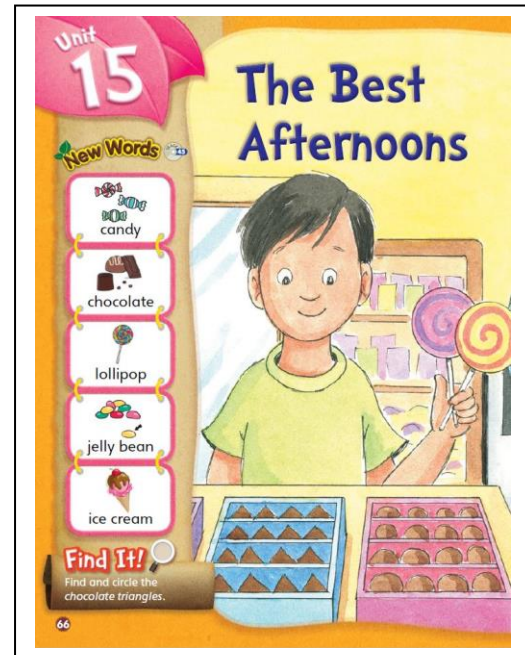
The Best Afternoons

Objectives

- New words: *candy, chocolate, lollipop, jelly bean, ice cream*
- Sentence pattern: *We want _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 12 and pp. 40-41. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.



Before Reading

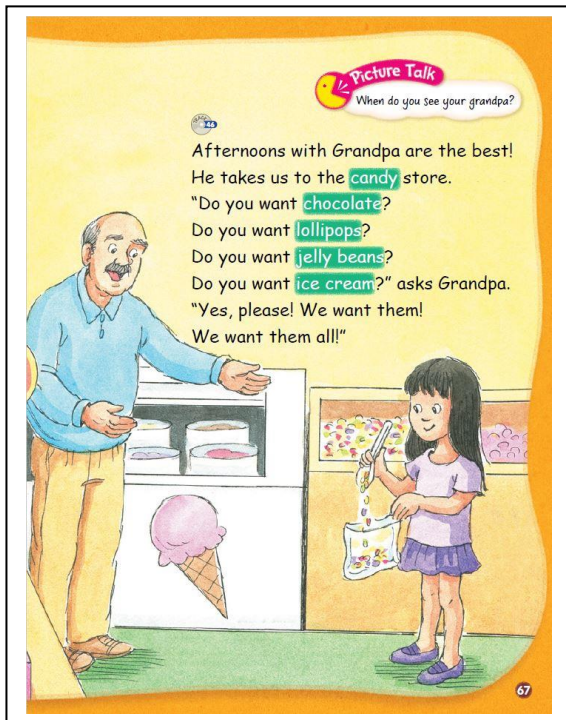
New Words

- Have students open their SBs to pages 66-67. Direct their attention to the picture.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 45 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that there are chocolate triangles in the picture. Have students work individually or in pairs to find them.
- When they are done, they should raise one hand. When all students' hands are raised, point to the chocolate triangles together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “When do you see your grandpa?”
- Model your answer to the question: “I see my grandpa every summer.” Call on several volunteers to talk about when and where they see their grandpas. Write any new vocabulary on the board. Have students point to the grandpa in the picture.

Reading

Reading: “The Best Afternoons”

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

- Play Track 46. Have students just listen the first time, and repeat the second time.
- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.

Play “Find the Flashcard.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 13, cut out the Unit 15 pictures and words separately, and paste them to opposite sides of index cards. Tape the target vocabulary flash cards around the classroom, picture side out.
- Divide students into two teams and have each team form a line.
- Model the activity. Say one of the words from the flashcards. Quickly go around the classroom and search for the flashcard. Once you find it, use the word in a sentence, and then run to the back of the line. (For an easier activity, use the sentence from the reading rather than making your own.)
- Pick another word, and have the first player from each team search for the flashcard. The first to find it AND say a correct sentence with the word gets a point for his/her team.
- Play until every student has had a turn. The team with the most points wins.



After Reading

Check It

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

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

Expansion

Play “Rock, Paper, Scissors, and Words.”

- Make one or more sets of vocabulary flashcards (see “Find the Flashcard” on previous page.) There should be at least one card per student.
- Have the students stand. Model the activity.

Choose a student partner. Each of you chooses a flashcard.

- Play “Rock, Paper, Scissors” with your partner. Then show each other your flashcards. The winner must ask the other for his/her card: “May I please have the jelly bean?” (Help the student until he/she asks correctly.) The winner keeps both cards and plays the next student. The other sits down.
- Choose another student to begin the game. Continue until only one student, the winner, is left standing.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

- Write sentences on the board, with one spelling error in the key word. Have students find the mistakes and write the corrections.



Write It

Choose the correct words and write.

jelly beans Chocolate Afternoons ice cream

1 _____ together are the best!

2 We want _____.

Say It

Listen, repeat, and number.

1 2

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.

Say It

This exercise provides listening and speaking practice

with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.
- Play Track 47. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 47 again, having students repeat each sentence.

Expansion

Play “Copy and Read.”

- Write various target words or short sentences on different slips of paper. Make two copies of each word or sentence.
- Divide students into two teams and put each team’s desks in a single-file line.
- Explain the activity. Hand the first student on each team a slip of paper with the same target language on it. They read it and hand the slips back to you, without speaking.
- The two students then quickly copy down the language on a piece of paper and hand it to the teammate behind them, who reads it aloud. The first team to copy AND read correctly gets a point. The students who wrote go to the back of the line, and everyone moves up a desk. Repeat with new words/sentences until each student has read aloud. The team with the most points wins.

Homework

- Workbook 3: page 13, Unit 15; pp. 42-43



Unit 16 Jake's Bed

Objectives

- New words: *cold, get, warm, cozy, stay*
- Sentence pattern: Can _____ stay?

Warm Up

- Greet your students.
- Check the WB homework, p. 13 and pp. 42-43. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

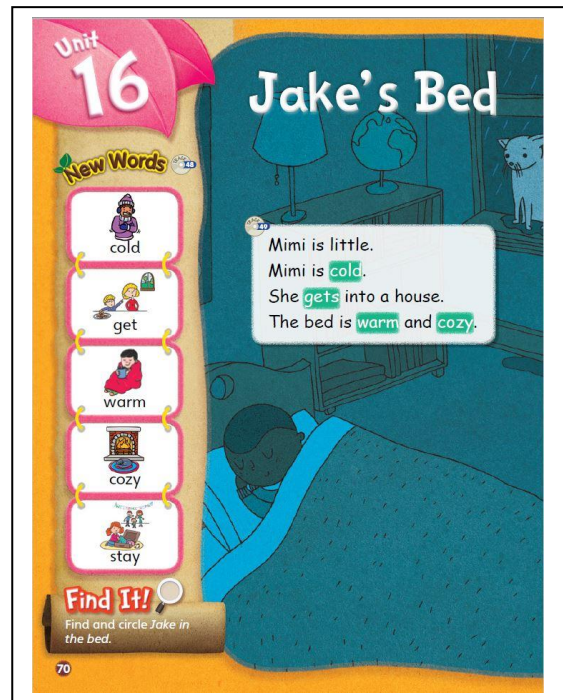
Before Reading

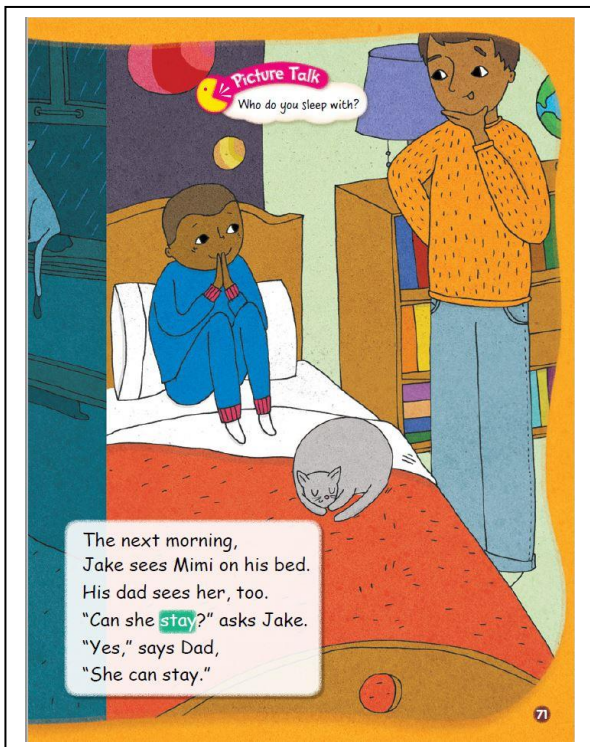
New Words

- Have students open their SBs to pages 70-71. Direct their attention to the pictures.
- Introduce the New Words. Go through the list, pointing to and saying the words, and have students repeat.
- Play Track 48 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

- Explain that the picture shows Jake in the bed. Have students work individually or in pairs to find and circle Jake.
- When they are done, they should raise one hand. When all students' hands are raised, point to Jake in both pictures together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Who do you sleep with?"
- Model your answer to the question: "I sleep with my dog." Call on a few volunteers to answer the question.

Reading

Reading: "Jake's Bed"

- Read the story once yourself, slowly, giving students time to follow along and look at the pictures.
- Go through the story again, having students repeat each line.
- Play Track 49. Have students just listen the first

time, and repeat the second time.

- Optional: Have one student read each line individually. Point to the first line and then point to one student to read. Point to the second line and a different student, and so on.

Expansion

- Read the passage aloud, stopping before the last word of each sentence and having students say it.
- 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.
- Write the story on the board with blanks where the target words go. Give students a minute or two to study the story, and then have them close their books. With books closed, ask students to come up and fill in the blanks in the story.



After Reading

Check It

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

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

Expansion

Play "Pictionary."

- Write the eight words from the WB p. 13 (Unit 16) on separate slips of paper. Divide the students into two teams.
- Model the activity. Tell the students they have to guess what you are drawing, and then draw a picture clue to one of the words from a previous unit on the board. (No letters allowed.) When someone guesses the word, choose a team to go first and ask for a volunteer.
- Give the volunteer one of the slips of paper. Say he/she has one minute to draw while his/her team guesses the word. If the team guesses correctly within one minute, they get a point. Repeat with the other team. Keep going, having different team members take turns drawing, until all words are used. The team with the most points wins.

Learn It

This exercise further reinforces the new vocabulary and provides writing practice.

- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

Expansion

Play "Writing Race."

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

The worksheet is titled "Check It" with a checkmark icon. Below the title, it says "Check (✓) the correct answers." There are three numbered questions:

- 1 Mimi is . Below the words "slow" and "cold" are checkboxes.
- 2 She into a house. Below the words "gets" and "stays" are checkboxes.
- 3 How is the bed? . Below the first option is a checkbox.

Below the "Check It" section is a section titled "Learn It" with a book icon. It says "Trace and match." There are four words on dashed lines: "get", "cozy", "stay", and "cold". Below each word is a dot. At the bottom, there are four small illustrations: a person getting up, a person sitting in a chair, a person in winter clothes, and a bed.



Write It

Choose the correct words and write.

get cold stay warm cozy

1 Can the dog _____?

2 It is warm and _____.

Say It

Listen, repeat, and number.

73

Write It

This exercise provides writing practice using the target sentence pattern.

- Read number 1 and have students call out the answer. Give them time to write.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

Instruct students to choose two or three target words and write their own sentences with them. Have students share their sentences with the class.

Say It

This exercise provides listening and speaking practice with the new words and sentence pattern.

- Have students look at the pictures. Explain that they will listen and write the number under the correct picture.

- Play Track 50. After each sentence, pause to allow students to repeat the sentence and write the number under the correct picture.
- Check the answers as a class.
- Instruct students to close their books. Play Track 50 again, having students repeat each sentence.

Expansion

Play “Musical Words.”

- Prepare a set of flashcards with the words from this unit: make enlarged photocopies of WB p. 13, cut out the Unit 16 pictures and words separately, and paste them to opposite sides of index cards. Have recorded music ready to play.
- Put chairs in a circle with a flashcard on each seat. Have students stand in a circle around them.
- Model the activity. Play the music and have students walk around the circle with you.
- Stop the music and say a word. Quickly sit in one of the chairs, but NOT the one with that word. The student who sits in the target word chair, or is left standing, is “out.”
- Have the student who is “out” choose and say the word for the next round. Repeat until only one student, the winner, is left.

Homework

- Workbook 3: page 13, Unit 16; pp. 44-45



Review 1

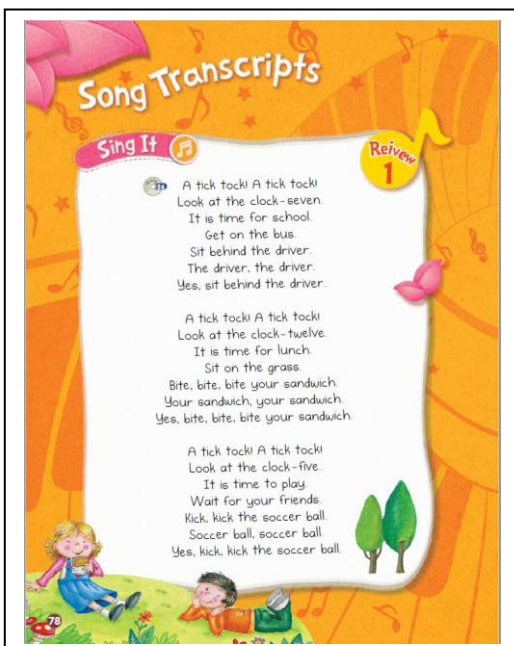
This review unit covers the vocabulary and sentence patterns that students have learned in units 1-8.

Sing It

Have students open their SBs to p. 38. Direct their attention to the pictures.

Find It

- Explain that there are a clock and two watches in the picture. Have students work individually or in pairs to find them.
- When they are done, they should raise one hand. When all students' hands are raised, point to the clock and two watches together as a class.
- Ask students to look for other vocabulary words in the pictures. Elicit *bus*, *grass*, *plant*, *kick*, etc.



Listen to the song.

- Have students turn to the song transcript on page 78.
- Play the song (Track 26) once through as the students read the words. Then play it again with the students singing along. Repeat.
- Optional: Divide the class into three groups. Play the song again, having each group sing one verse. Give them time to practice. If they seem ready, challenge them to sing their verse without looking at the book.



Write It

Listen to the song again. Write the correct words and match.

rock	Wait	behind	-clock
soccer	yell	bus	Bite

- Look at the clock.
- Get on the _____.
- Sit _____ the driver.
- _____ your sandwich.
- _____ for your friends.
- Kick the _____ ball.

-
-
-
-
-
-

See page 78 and check (✓) your answers!

59

Write It

- Read, or ask a student to read, the direction line, instructing students to listen to the song again, to write the correct words, and match.
- Do number 1 together. Read the sentence and have students call out the missing word. Give them time to write and match.
- Have students complete the activity alone or in pairs. Walk around the class and check their work, helping if necessary.
- Have students check their answers on p. 78. Go over the answers as a class.

Expansion

Have students create their own conversations with the target vocabulary.

- Divide students into pairs or groups of three. Optional: Assemble various props based on the target words for students to use in their performances (a clock, a plant, a soccer ball, etc.)
- Explain that they should create a conversation using their own ideas. The conversation must be at least six lines long and use at least six words from units 1-8—but the more, the better. (Direct them to the Table of Contents in the SB for a list of the vocabulary words.)
- Allow plenty of time for students to write and practice their conversations. Circulate and help as needed.
- When they seem ready, have students act out their conversations for the class.

Play It





- Divide the students into groups of three or four. Give each group a coin.
- Read, or ask a student to read, the game instructions.
- Model the activity by taking a turn. (At this point, also explain how students should mark their places on the game board. They may use a small bit of paper with their initials on it; or they may simply write their initials on each square that they land on.) Flip a coin and move one or two spaces. Say the word that you landed on, and then say a sentence with the word.
- When students understand the game, let them begin. Circulate and help as needed.
- Have students continue playing until everyone has reached the Finish line.



Review 2

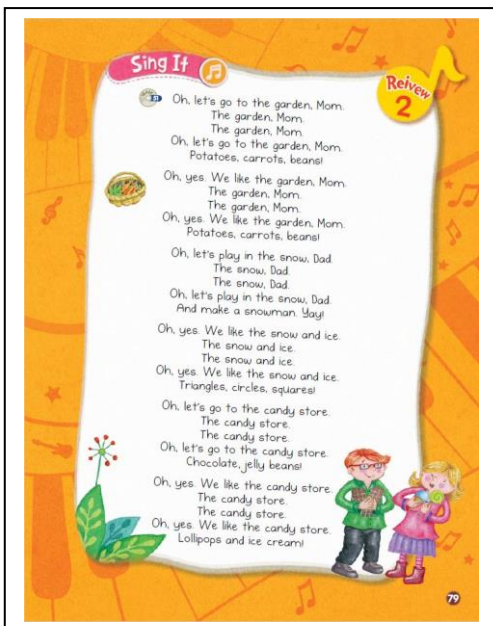
This review unit covers the vocabulary and sentence patterns that students have learned throughout the book.

Sing It

Have students open their SBs to p. 74. Direct their attention to the pictures.

Find It

- Explain that there are ice, an umbrella, and a butterfly in the picture. Have students work individually or in pairs to find them.
- When they are done, they should raise one hand. When all students' hands are raised, point to the ice, umbrella, and butterfly together as a class.
- Ask students to look for other vocabulary words in the pictures. Elicit *snow*, *snowman*, *carrot*, *potato*, etc.



Listen to the song.




- Have students turn to the song transcript on page 79.
- Play the song (Track 51) once through as the students read the words. Then play it again with the students singing along. Repeat.
- Optional: Divide the class into six pairs or groups. Play the song again, having each group sing one verse. Give them time to practice. If they seem ready, challenge them to sing their verse without looking at the book.




Write It

Listen to the song again and write the correct words.

candy	snowman	cream	garden
carrots	play	store	Lollipops

- 1  Let's go to the _____, Mom.
Potatoes, _____, beans!
- 2  Let's _____ in the snow, Dad.
And make a _____!
- 3  Let's go to the _____

- 4  _____ and ice _____!

See page 79 and check (✓) your answers!

75

Write It

- Read, or ask a student to read, the direction line, instructing students to listen to the song again and write the correct words.
- Do number 1 together. Read the sentence and have students call out the missing words. Give them time to write.
- Have students complete the activity alone or in pairs. Walk around the class and check their work, helping if necessary.
- Have students check their answers on p. 79. Go over the answers as a class.

Expansion

Have students create their own conversations with the target vocabulary.

- Divide students into pairs or groups of three. Optional: Assemble various props based on the target words for students to use in their performances (e.g. a skirt, pants, a shovel, grapes, etc.)
- Explain that they should create a conversation using their own ideas. The conversation must be at least six lines long and use at least six words from units 9-16—but the more, the better. (Direct them to the Table of Contents in the SB for a list of the vocabulary words.)
- Allow plenty of time for students to write and practice their conversations. Circulate and help as needed.
- When they seem ready, have students act out their conversations for the class.



Play It



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- Read, or ask a student to read, the game instructions.
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- Have students continue playing until everyone has reached the Finish line.

