

Basic Reading 400 Key Words 3 - Scope and Sequence

Topic	Unit	Title	Type of Reading	Target Vocabulary
Protective Equipment	1	I Want to Be Safe	Fiction	put on / please / safe / helmet / gloves
What We Can See	2	I See...	Fiction	desert / sand / forest / mountain / help
Sharing	3	The Good Lunch	Fiction	pear / chips / cookie / different / delicious
Playing Guitar	4	Bob and Blob	Fiction	guitar / yard / watch / hear / teach
Food Chain In the Water	5	In the Water	Non-fiction	swim / water / stand / alligator / snap
Neighbors	6	My Neighbors	Fiction	neighbor / walk / skateboard / tennis / bake
School Trip	7	Tomorrow	Fiction	shorts / boots / raincoat / rain / trip
Manners	8	What I Say	Fiction	mistake / sorry / thank / talk / excuse
Long Socks, Short Socks	9	Long Socks, Short Socks	Fiction	long / medium / short / pants / skirt
Finding Glasses	10	Where Are My Glasses?	Fiction	glasses / purse / try / listen / kitchen
Camp	11	Nice Surprises	Fiction	camp / meet / nice / surprise / month
Grapes and Milk	12	Grapes and Milk	Non-fiction	things / grapes / jam / cheese / butter
Bugs	13	Bugs, Bugs, Bugs!	Fiction	fast / loud / sting / true / dig
Travel	14	In Our Van	Fiction	van / travel / people / learn / night
My Special Sister	15	My Special Sister	Fiction	sound / lips / understand / deaf / feel
Stories and the Truth	16	Stories and the Truth	Fiction	story / funny / scary / exciting / truth

Unit 1 I Want to Be Safe

Objectives

- New words: *put on, please, safe, helmet, gloves*
- Sentence patters: *Put _____ on, please.*

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.

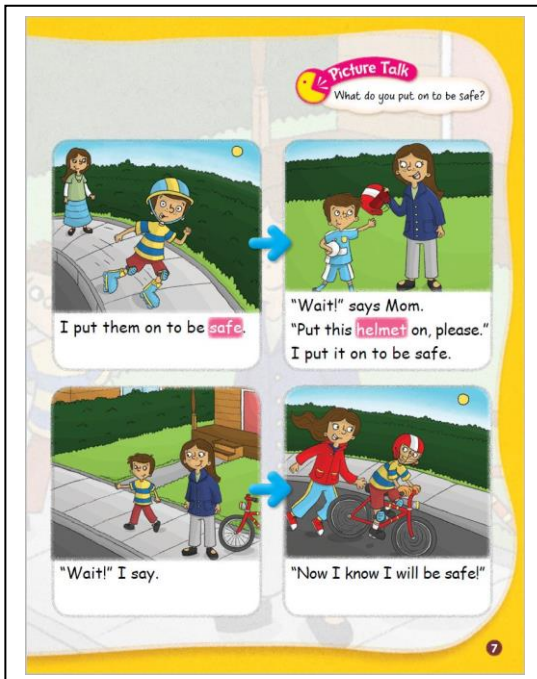
1. Divide students into two teams and have them sit in two lines on the floor. Give the first student on each team a ball.
2. Explain that the two teams will race to say the names of all the people on their team. The first student says, "I'm Joe," and quickly gives the ball to the next student. The second 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 a ball and six gloves in the pictures. Have students work individually or in pairs to find and circle the ball and six gloves.
- When they are done, they should raise one hand. When all students' hands are raised, point to all the circled objects together as a class.

Picture Talk

- Direct students' attention to the Picture Talk question: "What do you put on to be safe?"
- Give your own answer to the question. Show a sunhat, gloves, or something else you wear to be safe. Ask for volunteers to say what they put on to be safe. Write answers on the board.

Reading

Reading: "I Want to Be Safe"

- 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 one sentence at a time.



After Reading

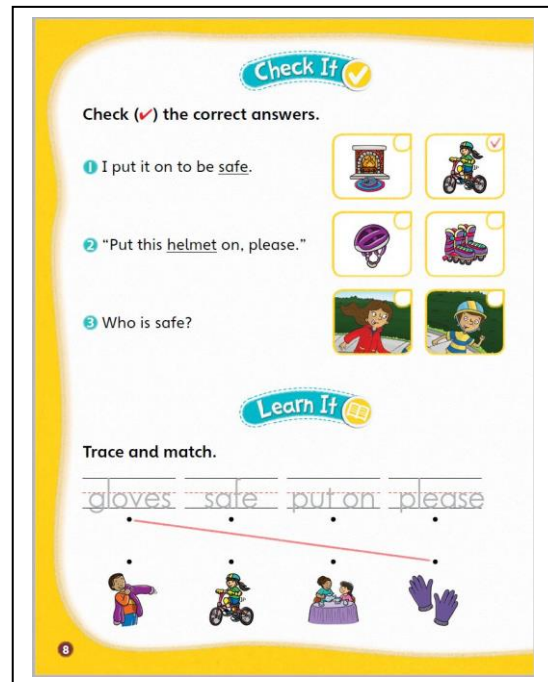
Check It

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.



Learn It

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

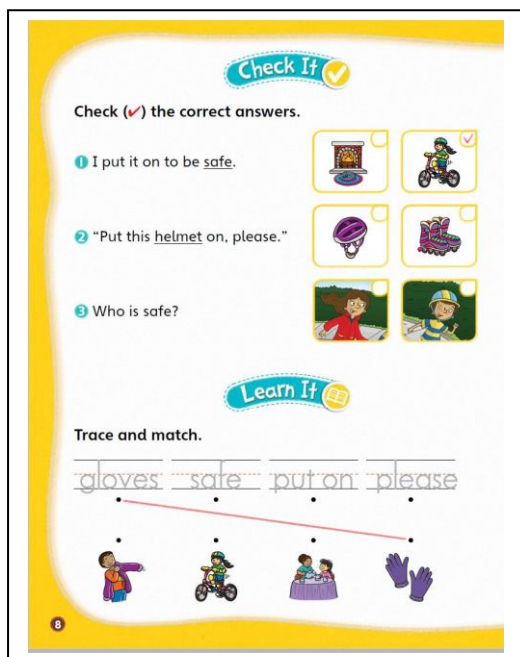
- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

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

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 3: page 6, Unit 1



Unit 2 I See . . .

Objectives

- New words: *desert, sand, forest, mountain, help*
- Sentence pattern: *I see _____ in the desert.*

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.

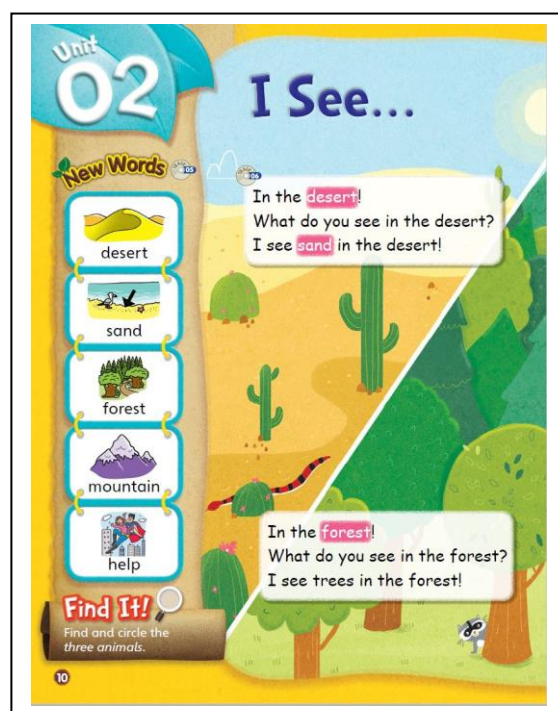
Before Reading

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





Picture Talk

- Direct students’ attention to the Picture Talk question: “Where do you see sand?”
- Model your answer to the question, while showing the picture: “You see sand in the desert.” Call on a few volunteers to answer the question.

Reading

Reading: “I See . . .”

- 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 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.
- 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

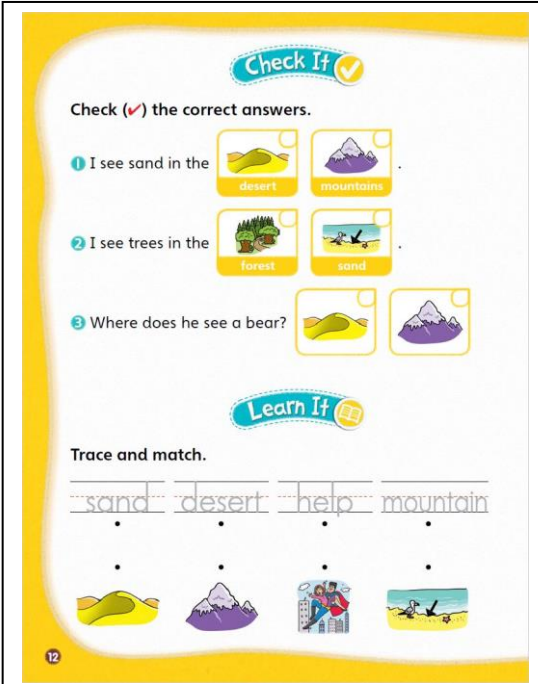
This exercise further reinforces the new vocabulary and provides writing practice.

- 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.





Check It ✓

Check (✓) the correct answers.

1 I see sand in the  
 desert mountains





2 I see trees in the  
 forest sand

3 Where does he see a bear?  

Learn It 📖

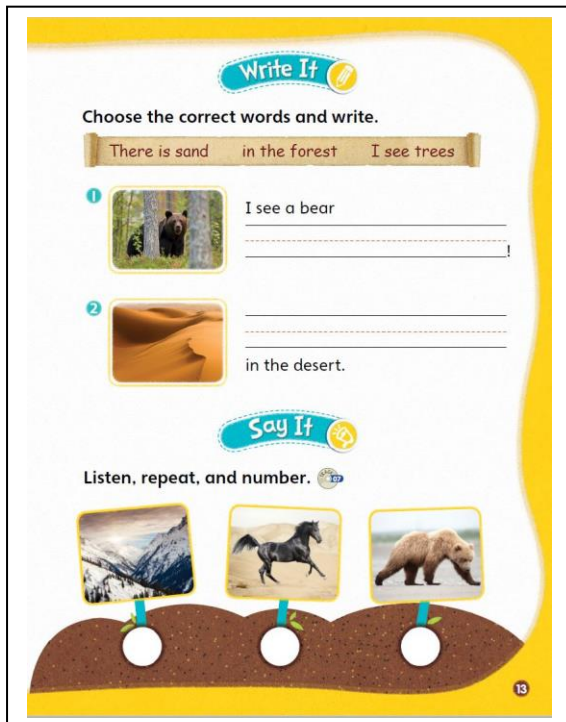
Trace and match.

sand desert help mountain

12





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 The Good Lunch

Objectives

- New words: *pear, chips, cookie, different, delicious*
- Sentence pattern: *Have my _____ for your _____.*

Warm Up

- Greet your students.
- Check the WB homework, p. 6 and pp. 16-17. Go through the answers as a class while walking around the room to check students' WBs and help with corrections.

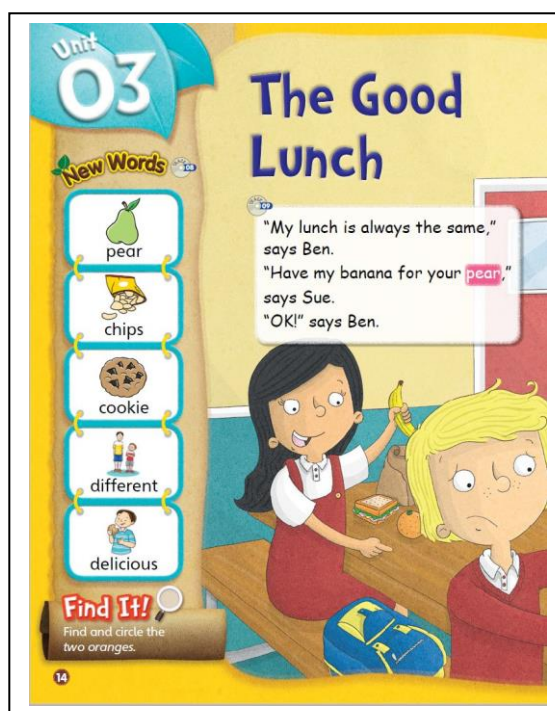
Before Reading

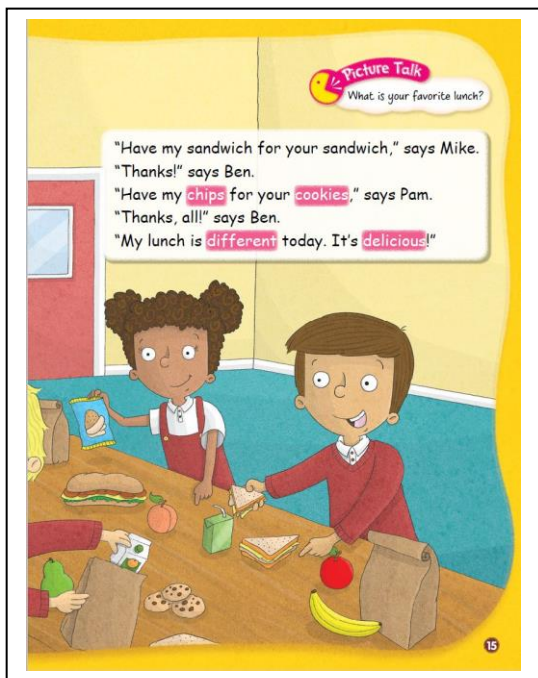
New Words

- Have students open their SBs to pages 14-15. Direct their attention to the pictures.
- 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 oranges in the picture. Have students work individually or in pairs to find and circle the two oranges.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two oranges together as a class.





Picture Talk

- Direct students’ attention to the Picture Talk question: “What is your favorite lunch?”
- Model your answer to the question: “My favorite lunch is fish and rice.” Call on a few volunteers to talk about their favorite lunches. Write any new vocabulary on the board. Have students identify the foods in the picture.

Reading

Reading: “The Good Lunch”

- 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 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.

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.

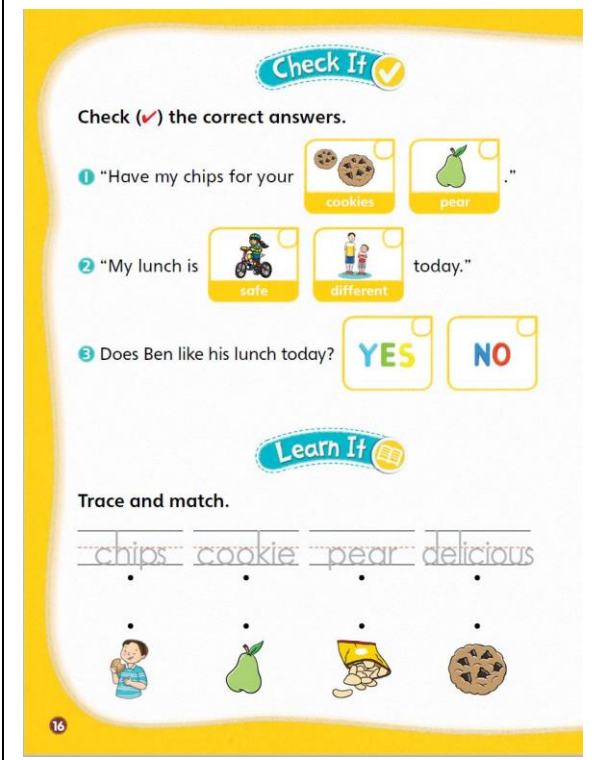
Learn It

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.



Check It ✓

Check (✓) the correct answers.

1 "Have my chips for your   ."





2 "My lunch is   today."

3 Does Ben like his lunch today? **YES** **NO**

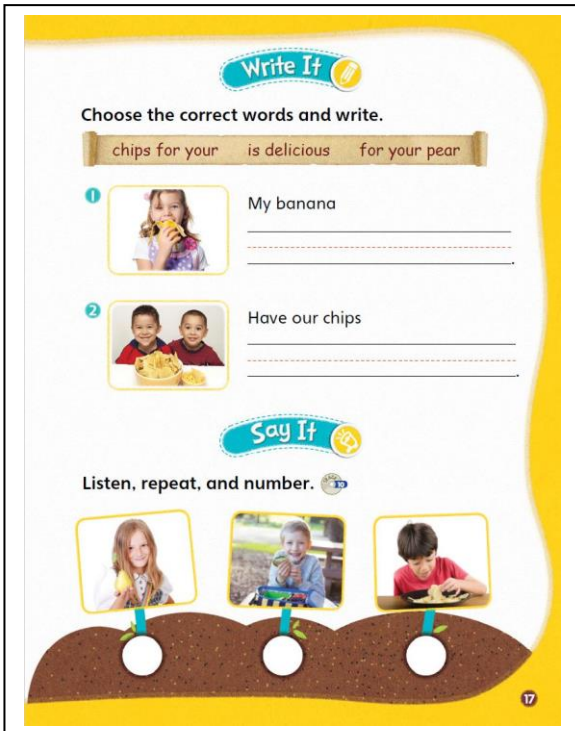
Learn It 📖

Trace and match.

chips cookie pear delicious





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 10. 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 10 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 Bob and Blob

Objectives

- New words: *guitar, yard, watch, hear, teach*
- Sentence patterns: *(S)he plays the _____ . / (S)he teaches _____ to _____ .*

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.

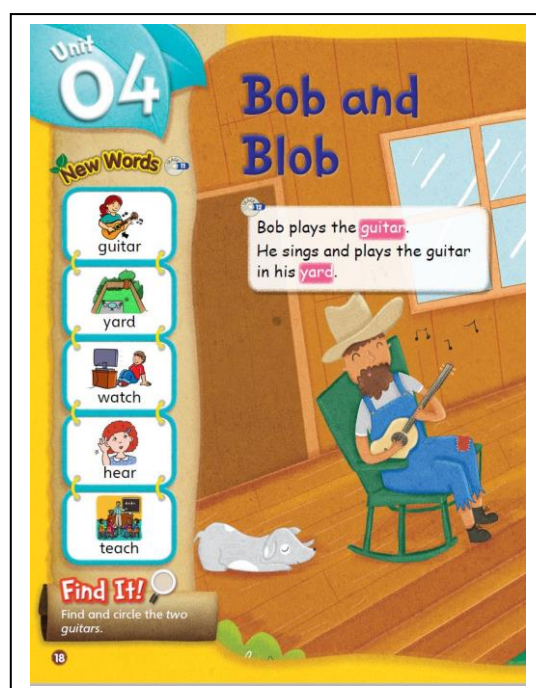
Before Reading

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



Picture Talk

- Direct students’ attention to the Picture Talk question: “Can you play the guitar? Say what you can play.”
- Model your answer to the question, while miming the action: “I can play the piano.” Call on a few volunteers to answer the question. Write any new vocabulary on the board.

Reading

Reading: “Bob and Blob”

- 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 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.
- 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

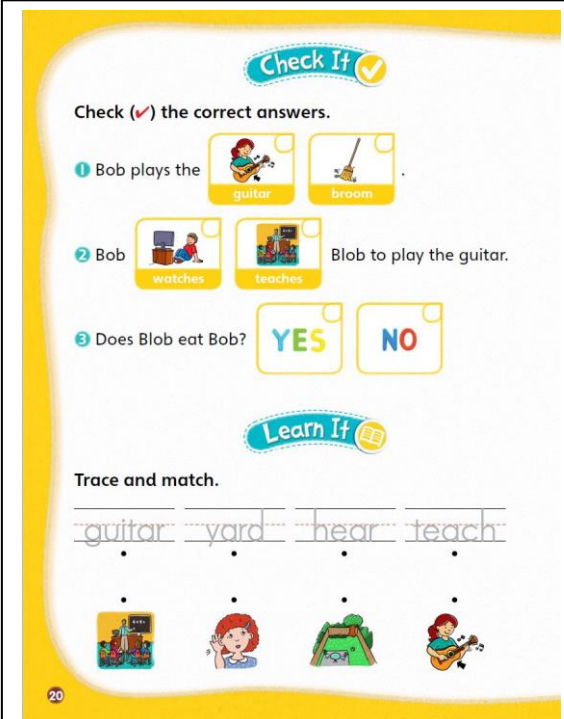
This exercise further reinforces the new vocabulary and provides writing practice.

- 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 Bob plays the  guitar  broom





2 Bob  watches  teaches Blob to play the guitar.

3 Does Blob eat Bob? YES NO

Learn It 📖

Trace and match.

guitar yard hear teach

20



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 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.

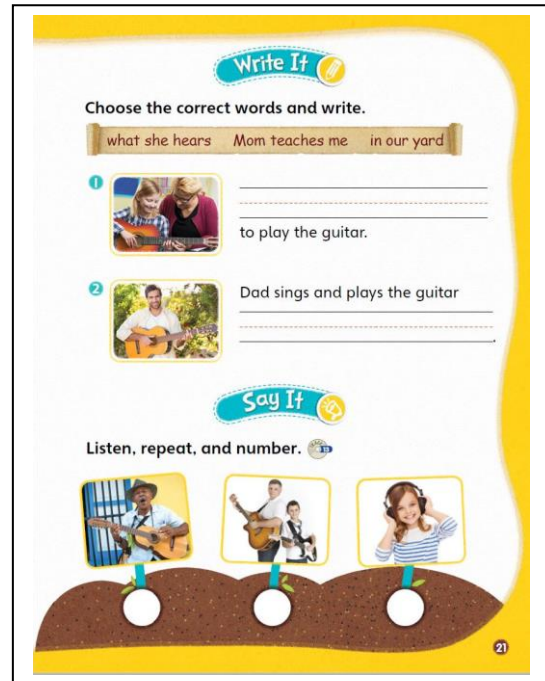
Expansion

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 In the Water

Objectives

- New words: *swim, water, stand, alligator, snap*
- Sentence pattern: *A bug/bird/fish _____ in the water.*

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.

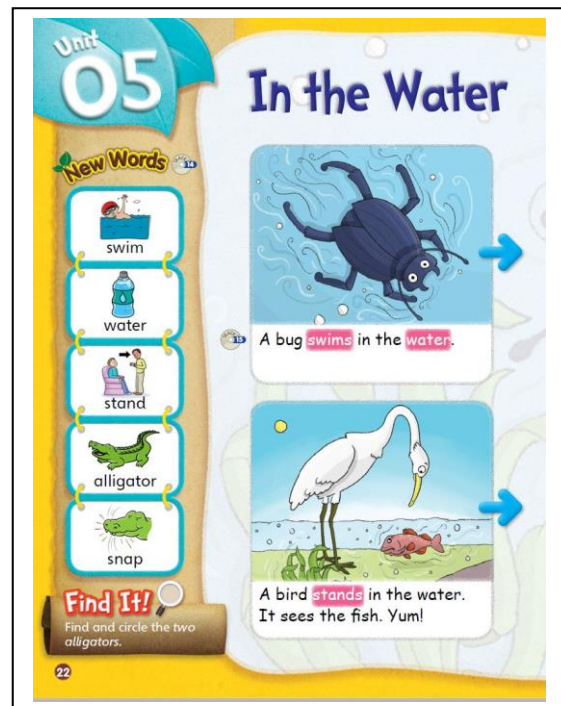
Before Reading

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





Picture Talk

- Direct students’ attention to the Picture Talk question: “What do you do with water?”
- Model your answer to the question, while miming the action: “I wash dishes with water.” Call on a few volunteers to answer the question. Write any new vocabulary on the board. Have students say what the animals in the pictures are doing.

Reading

Reading: “In the Water”

- 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 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.
- 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 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 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

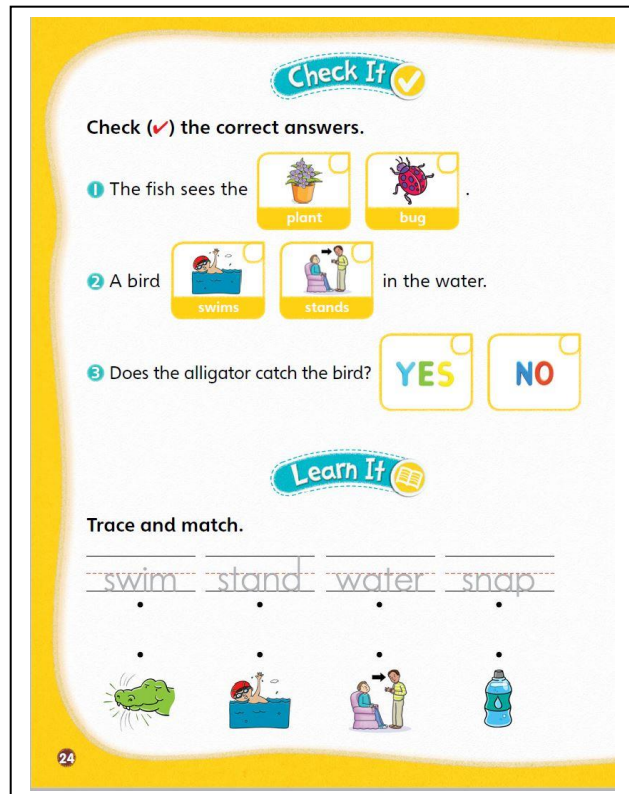
This exercise further reinforces the new vocabulary and provides writing practice.

- 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 fish sees the  .
plant bug





2 A bird   in the water.
swims stands

3 Does the alligator catch the bird?  

Learn It 📖

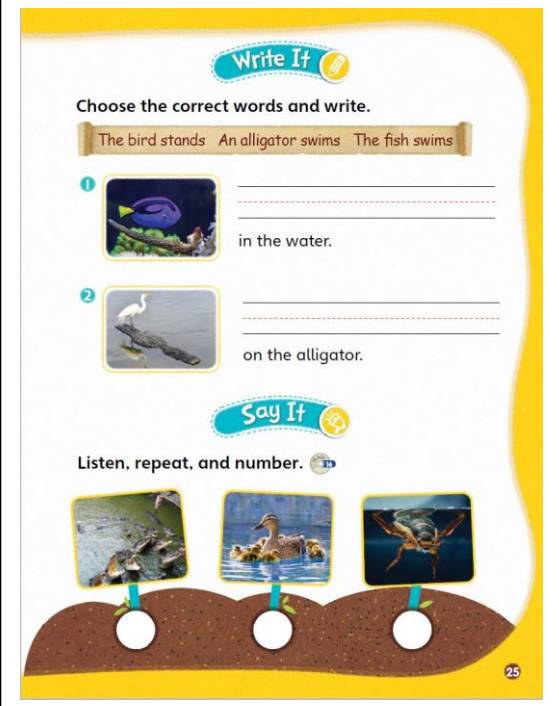
Trace and match.

swim stand water snap

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

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 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 My Neighbors

Objectives

- New words: *neighbor*, *walk*, *skateboard*, *tennis*, *bake*
- Sentence pattern: _____ *is my neighbor.*

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.

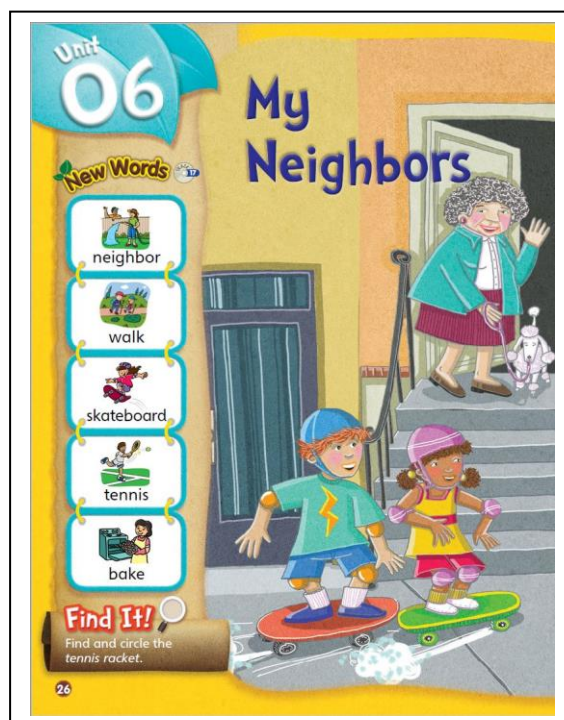
Before Reading

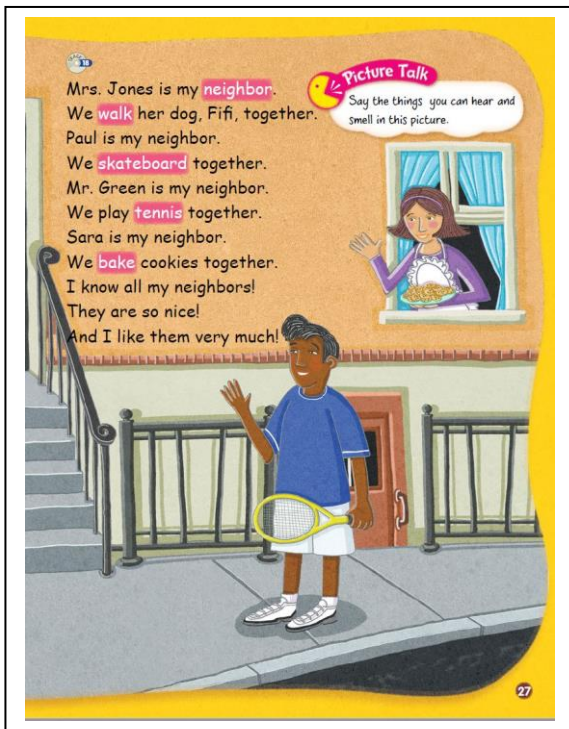
New Words

- 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 tennis racket in the picture. 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 tennis racket together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Say the things you can hear and smell in this picture."
- Model your answer to the question, pointing to the picture: "I see a cute dog." Call on a few volunteers to answer the question. Have students say what the people in the picture are doing. Write any new vocabulary on the board.

Reading

Reading: "My Neighbors"

- 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 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 Mrs. Jones is my

neighbor sister

2 We her dog, Fifi, together.

watch walk

3 Who does she bake cookies with?

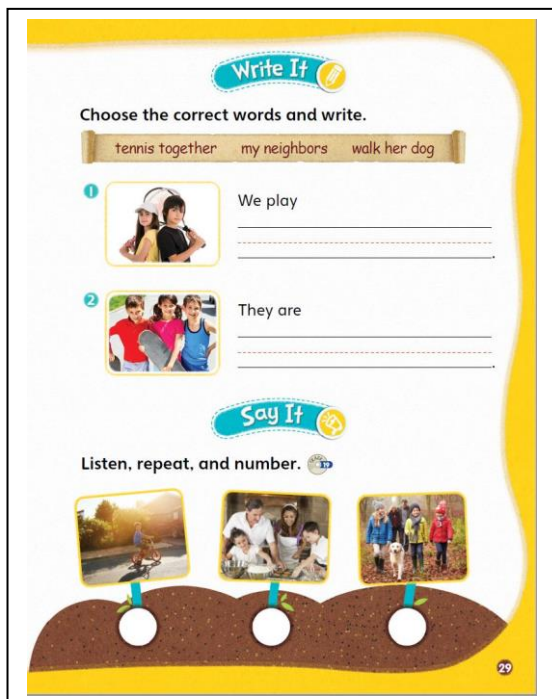
Learn It

Trace and match.

bake
walk
tennis
neighbor

28





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



Unit 7 Tomorrow

Objectives

- New words: *shorts, boots, raincoat, rain, trip*
- Sentence patterns: *Put on _____ . It will be _____ .*

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.

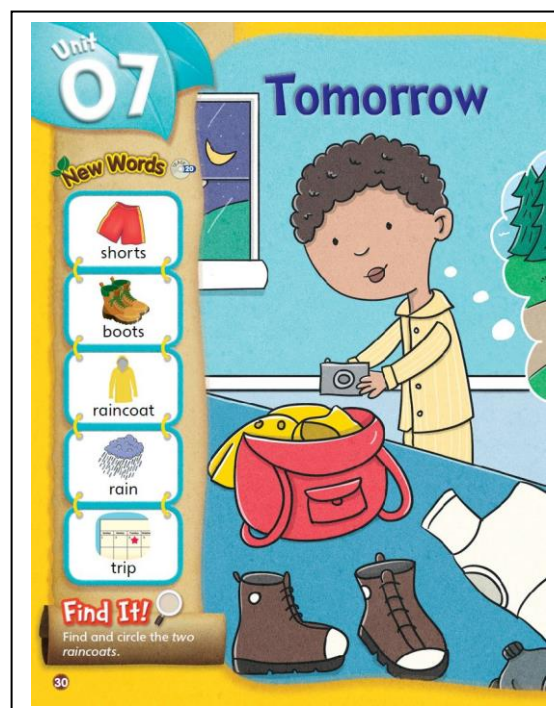
Before Reading

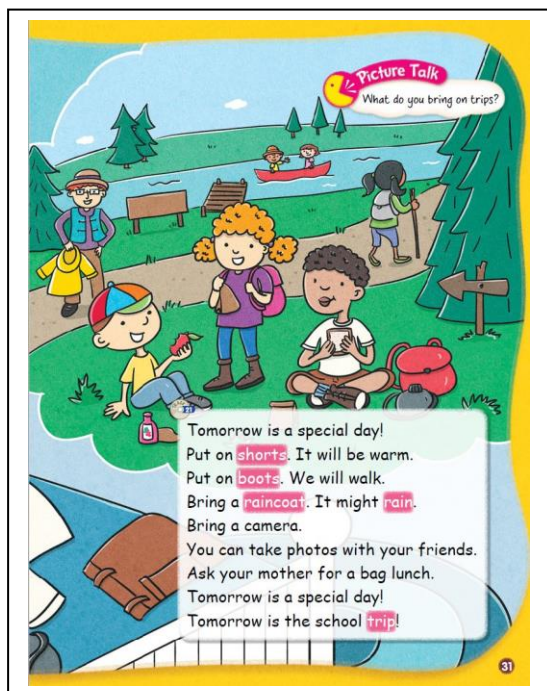
New Words

- Have students open their SBs to pages 30-31. Direct their attention to the pictures.
- 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 two raincoats in the pictures. Have students work individually or in pairs to find and circle the two raincoats.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two raincoats together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "What do you bring on trips?"
- Model your answer to the question: "I bring my sunglasses on trips." Call on several students to answer the question. Write any new vocabulary on the board. Ask students to identify the things the boy is packing in the picture.

Reading

Reading: "Tomorrow"

- 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 shorts?" (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.

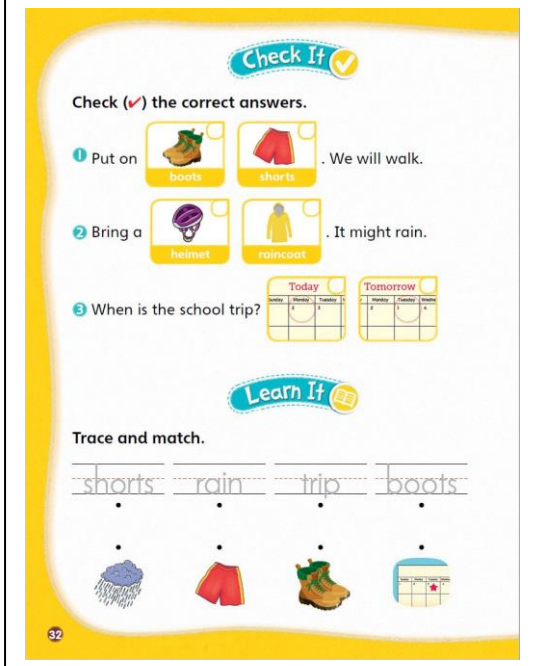
Learn It

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 Put on   . We will walk.

2 Bring a   . It might rain.

3 When is the school trip?





Today	
Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	

Tomorrow	
Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	

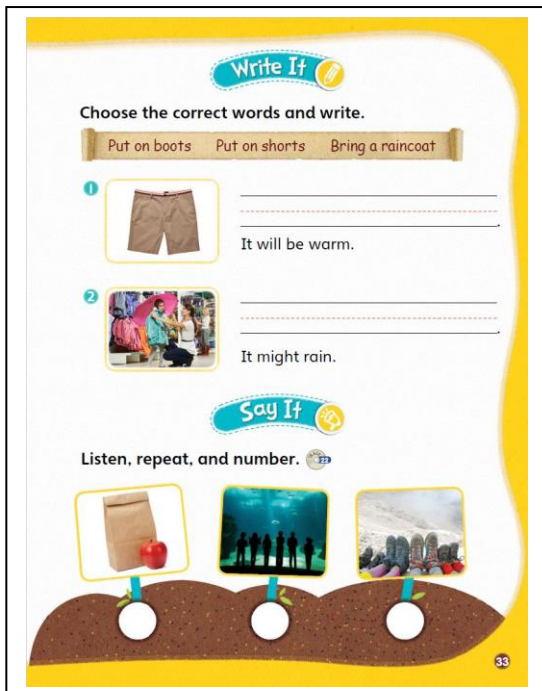
Learn It 📖

Trace and match.

shorts rain trip boots





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



Unit 8 What I Say

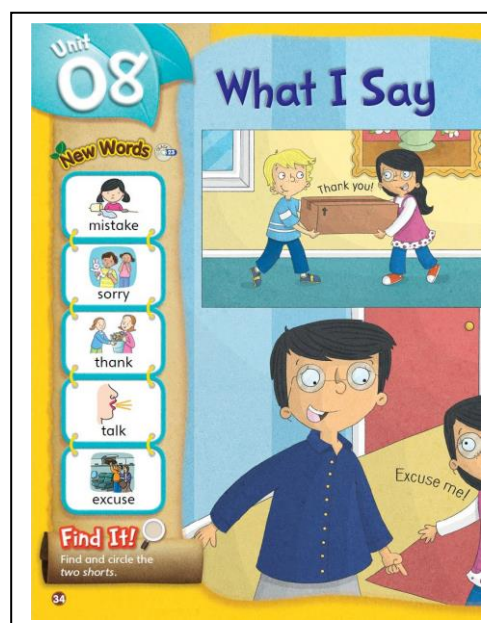
Objectives

- New words: *mistake, sorry, thank, talk, excuse*
- Sentence pattern: *When I _____, I say _____.*

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



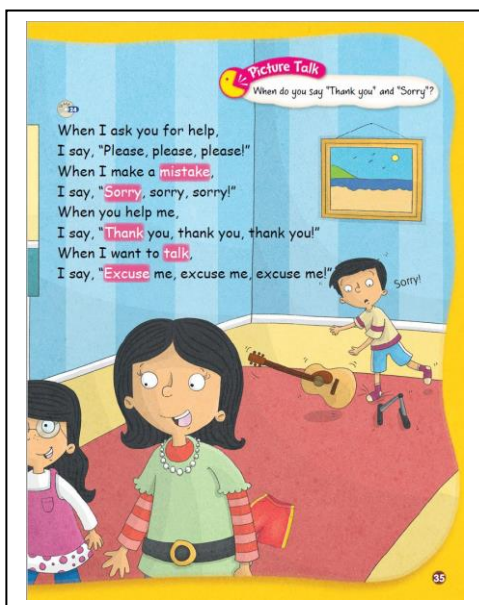
New Words

- 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 are two shorts in the pictures. Have students work individually or in pairs to find the two pairs of shorts.
- When they are done, they should raise one hand. When all students' hands are raised, point to the two shorts together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "When do you say "Thank you" and "Sorry"?"
- Model your answer to the question: "When I get a present, I say 'thank you.'" Call on several students to answer the question. Write any new vocabulary on the board.

Reading

Reading: "What I Say"

- 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 target 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. 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 When you help me, I say, "Thank you!"



2 When I want to talk, I say, "Excuse me!"







3 What do you say when you make a mistake?



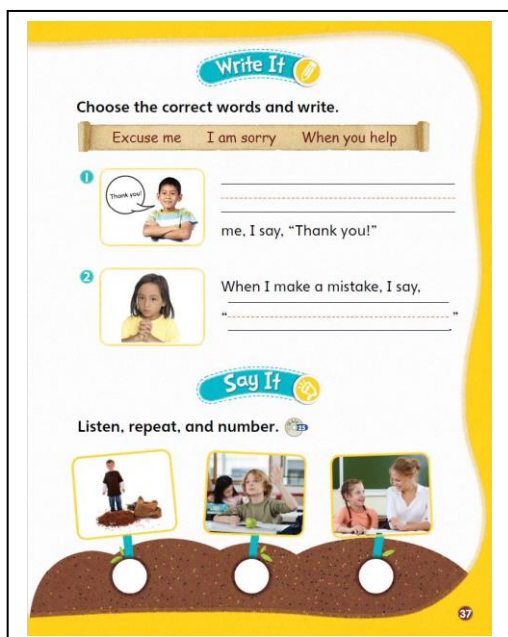
Learn It

Trace and match.

talk
mistake
sorry
thank


36




Write It

Choose the correct words and write.




Excuse me I am sorry When you help

1  _____
me, I say, "Thank you!"

2  _____
When I make a mistake, I say, _____

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



Unit 9 Long Socks, Short Socks

Objectives

- New words: *long, medium, short, pants, skirt*
- Sentence patterns: *long _____, short _____, medium _____.*

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 blue gloves in the pictures. Have students work individually or in pairs to find and circle the blue gloves.
- When they are done, they should raise one hand. When all students' hands are raised, point to all the blue gloves together as a class. Have students say how many there are (five).





Picture Talk

- Direct students’ attention to the Picture Talk question: “What has many legs?”
- Model your answer to the question: “An octopus has many legs.” (Point to the picture.) Call on several students to answer the question. Write any new vocabulary on the board. Have students identify the other animals in the picture.

Reading

Reading: “Long Socks, Short Socks”

- 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. 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

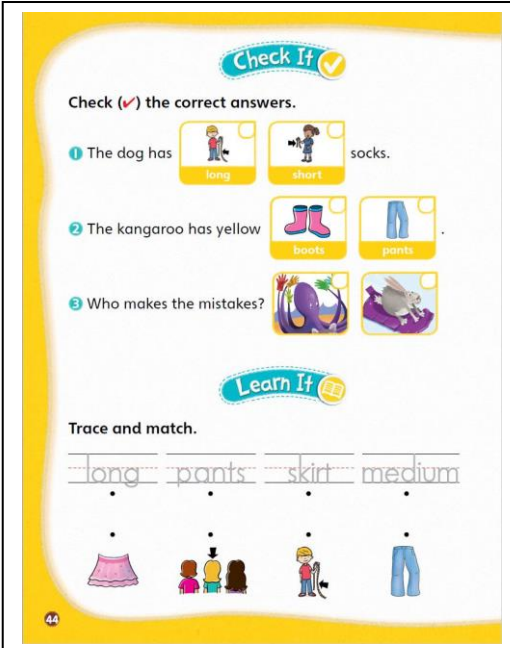
Check It

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.

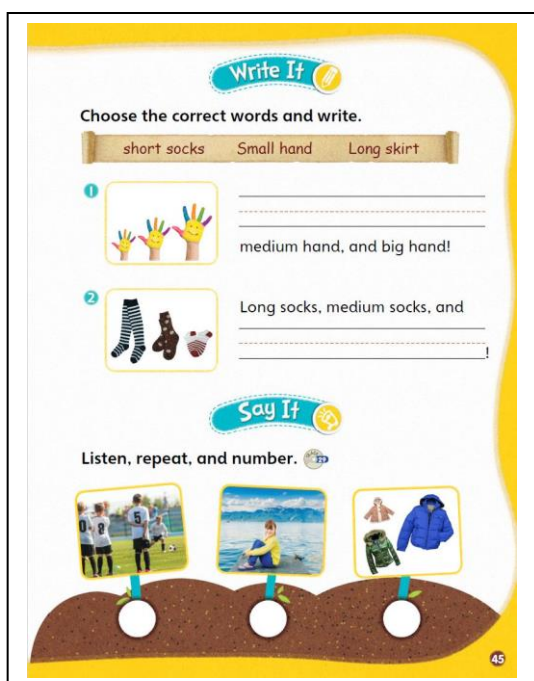
- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

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.







Write It

Choose the correct words and write.

short socks Small hand Long skirt

1  _____




 medium hand, and big hand!

2  _____

 Long socks, medium socks, and _____!

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



Unit 10

Where Are My Glasses?

Objectives

- New words: *glasses, purse, try, listen, kitchen*
- Sentence pattern: *They're not _____.*

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.

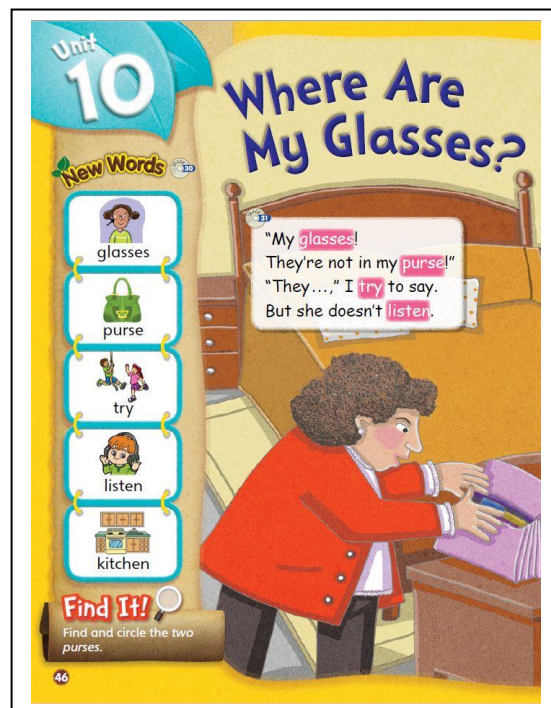
Before Reading

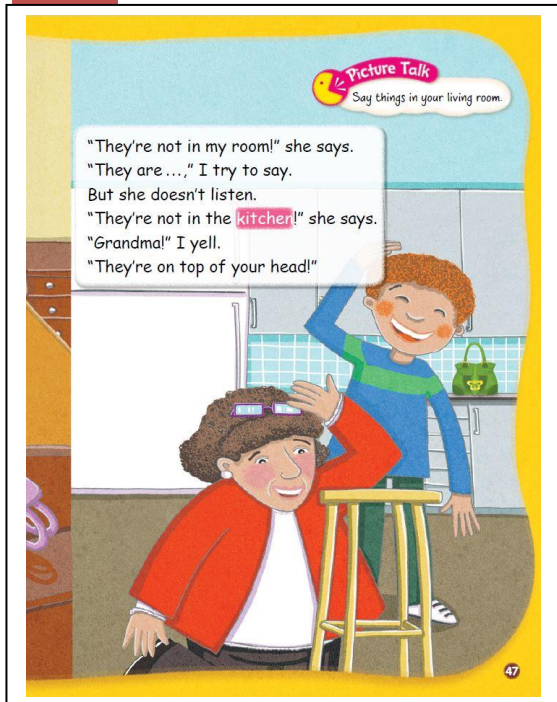
New Words

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





Picture Talk

- Direct students' attention to the Picture Talk question: "Say things in your living room."
- Model your answer to the question: "A sofa is in my living room." Call on several volunteers to name things in their living rooms. Write any new vocabulary on the board.

Reading

Reading: "Where Are My Glasses?"

- 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 glasses?" (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.

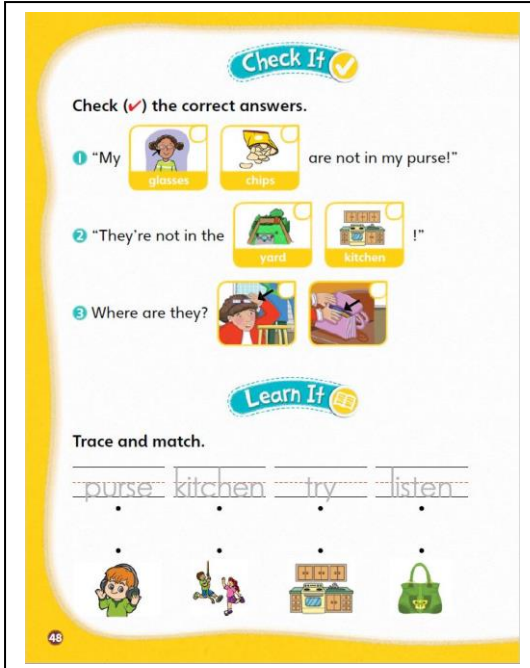
Learn It

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 "My   are not in my purse!"





2 "They're not in the  !"

3 Where are they?  

Learn It 📖

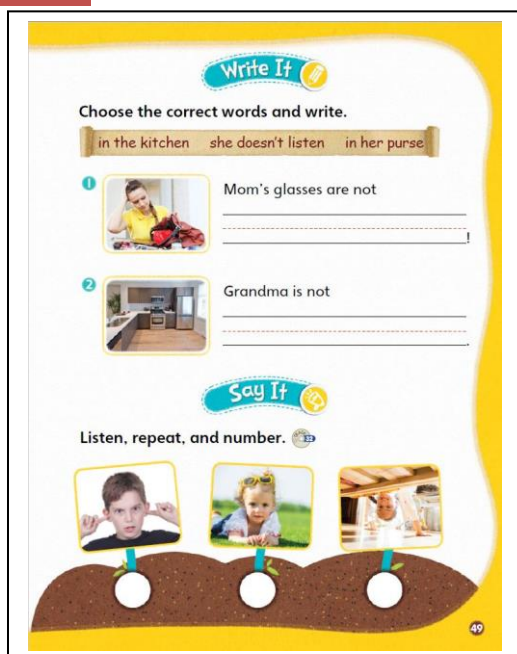
Trace and match.

purse kitchen try listen

48





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 3: page 10, Unit 10; pp. 32-33



Unit 11 Nice Surprises

Objectives

- New words: *camp, meet, nice, surprise, month*
- Sentence pattern: *I meet _____ at camp.*

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

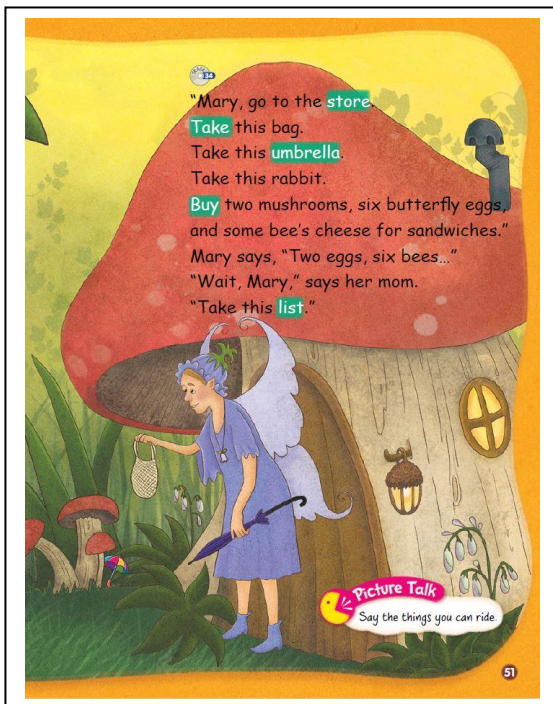
New Words

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





Picture Talk

- Direct students’ attention to the Picture Talk question: “Where do you go in the summer?”
- Model your answer to the question: “I go to the beach in the summer.” (Show photos if possible.) Call on a few volunteers to answer the question. Write any new vocabulary on the board. Have students say where the girls are in the pictures.

Reading

Reading: “Nice Surprises”

- 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 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.

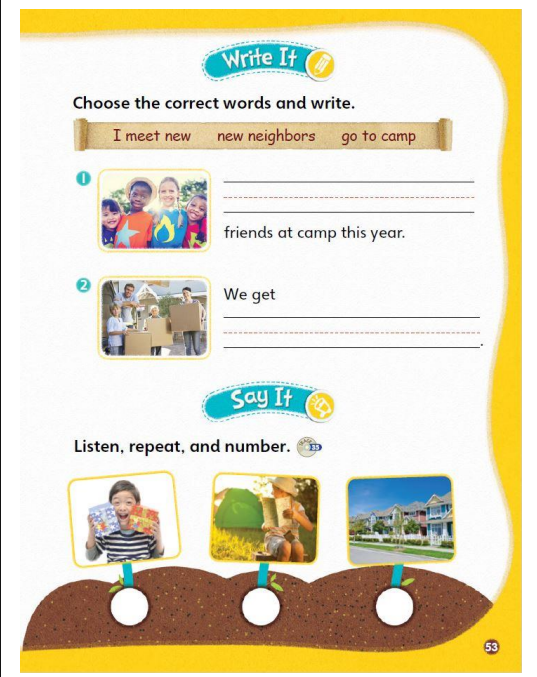
- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

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 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 3: page 11, Unit 11; pp. 34-35



Unit 12 Grapes and Milk

Objectives

- New words: *things, grapes, jam, cheese, butter*
- Sentence pattern: _____ can come from _____.

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

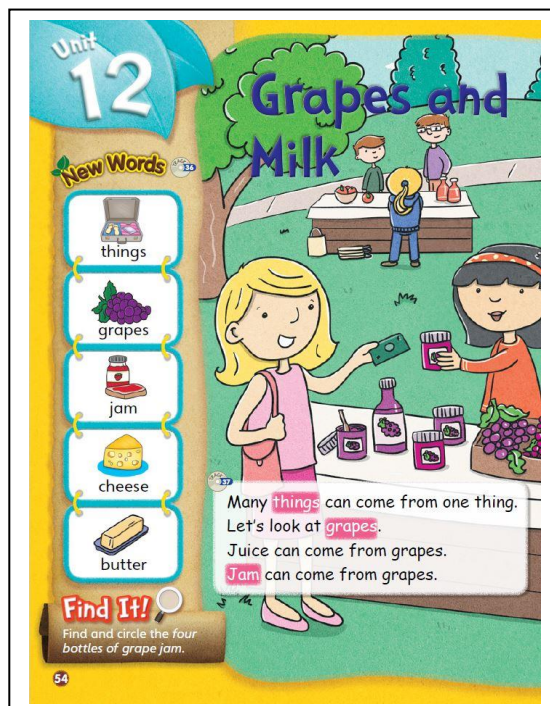
New Words

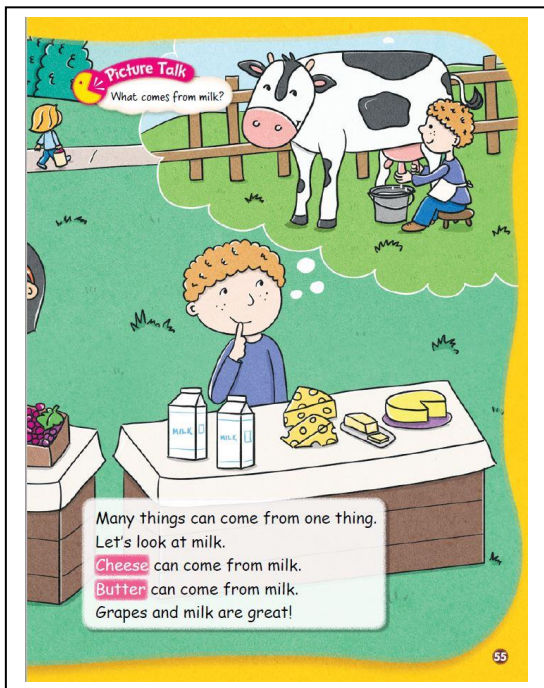
- Have students open their SBs to pages 54-55. Direct their attention to the picture.

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





Picture Talk

- Direct students' attention to the Picture Talk question: "What comes from milk?"
- Model your answer to the question: "Cheese comes from milk." Call on several students to name other things that come from milk. Write any new vocabulary on the board.

Reading

Reading: "Grapes and Milk"

- 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 butter?" (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.

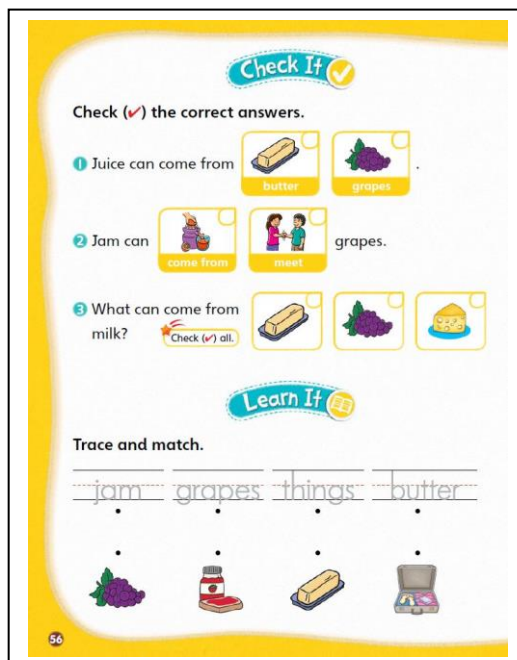
Learn It

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 Juice can come from   .
butter grapes





2 Jam can   grapes.
came from meet

3 What can come from milk?    .
Check (✓) all. butter grapes cheese

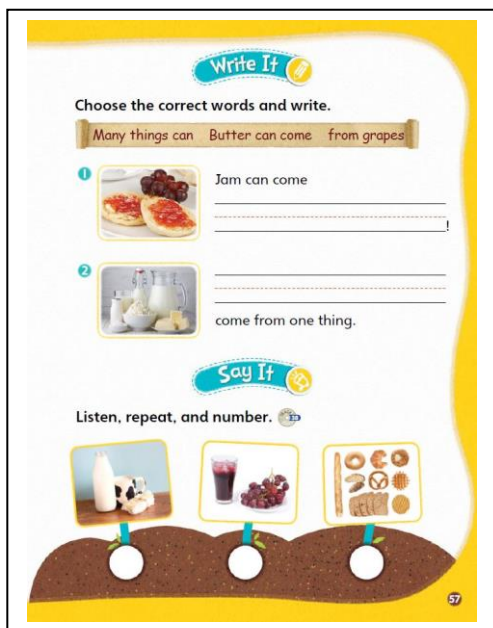
Learn It 📖

Trace and match.

jam grapes things butter

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

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



Unit 13 Bugs, Bugs, Bugs!

Objectives

- New words: *fast, loud, sting, true, dig*
- Sentence patterns: *Some bugs _____.*

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





Picture Talk

- Direct students' attention to the Picture Talk question: "Where do bugs live?"
- Model your answer to the question by pointing to the pictures: "Some bugs live in the ground." Call on several volunteers to say where else bugs live. Write any new vocabulary on the board.

Reading

Reading: "Bugs, Bugs, Bugs!"

- 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. 62-63, 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

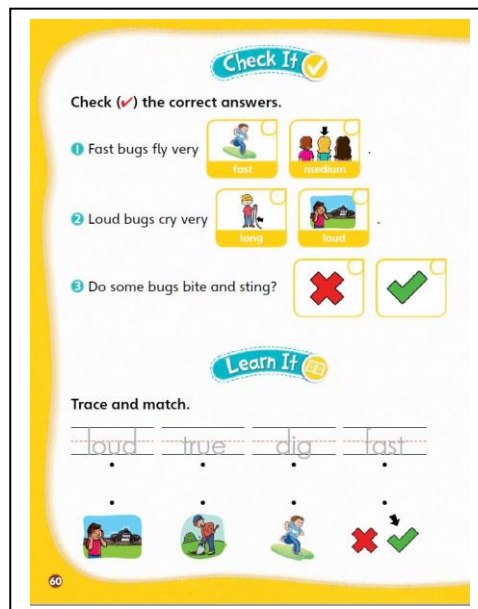
Check It

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 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.





Check It ✓

Check (✓) the correct answers.

1 Fast bugs fly very  






2 Loud bugs cry very  

3 Do some bugs bite and sting?  

Learn It ✓

Trace and match.

loud true dig fast

60

Learn It

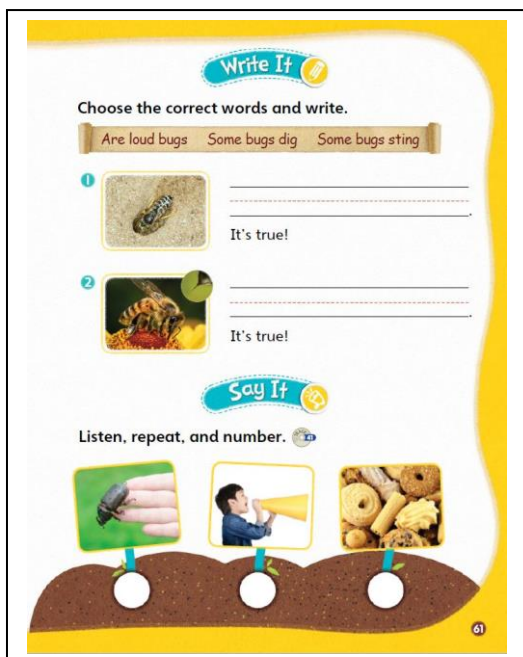
This exercise further reinforces the new vocabulary and provides writing practice.

- 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

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



Unit 14 In Our Van

Objectives

- New words: *van, travel, people, learn, night*
- Sentence patterns: *In our van, we _____.*

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.

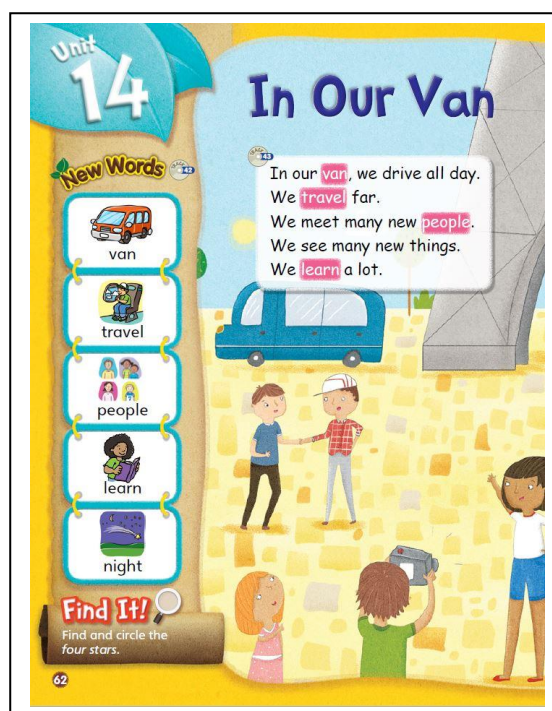
Before Reading

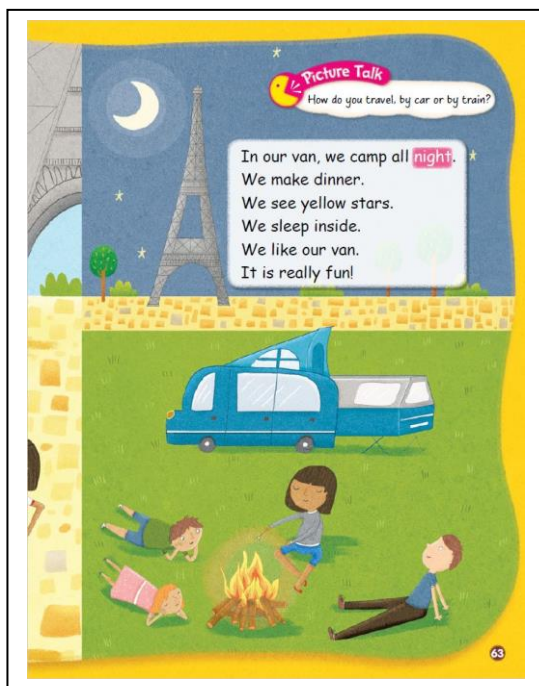
New Words

- Have students open their SBs to pages 62-63. Direct their attention to the pictures.
- 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 four stars in the pictures. Have students work individually or in pairs to find and circle all four stars.
- When they are done, they should raise one hand. When all students' hands are raised, point to all four stars together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "How do you travel, by car or by train?"
- Model your answer to the question: "I travel by car." Call on several students to answer the question. Have them name other ways of traveling, such as by van. Write any new vocabulary on the board.

Reading

Reading: "In Our Van"

- 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.



Check It ✓

Check (✓) the correct answers.

1 In our van, we drive all day.  

2 We travel far.  

3 What do they do in the van?    Check (✓) all.

Learn It 41

Trace and match.

night van travel team

Learn It

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

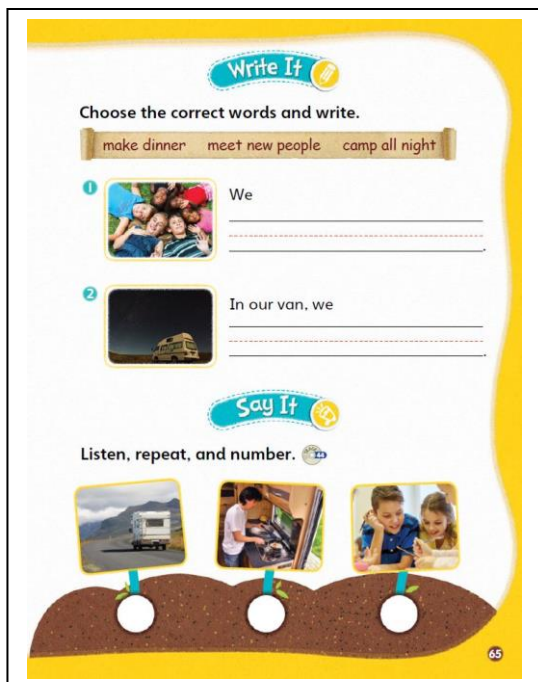
- Have students trace the words and then match them to the correct pictures by themselves.
- Go through the answers as a class.

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

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



Unit 15 My Special Sister

Objectives

- New words: *sound, lips, understand, deaf, feel*
- Sentence pattern: (S)He doesn't _____.

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.

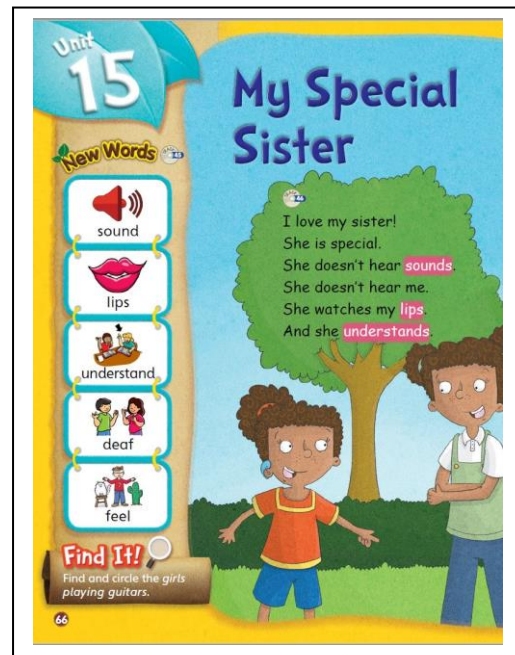
Before Reading

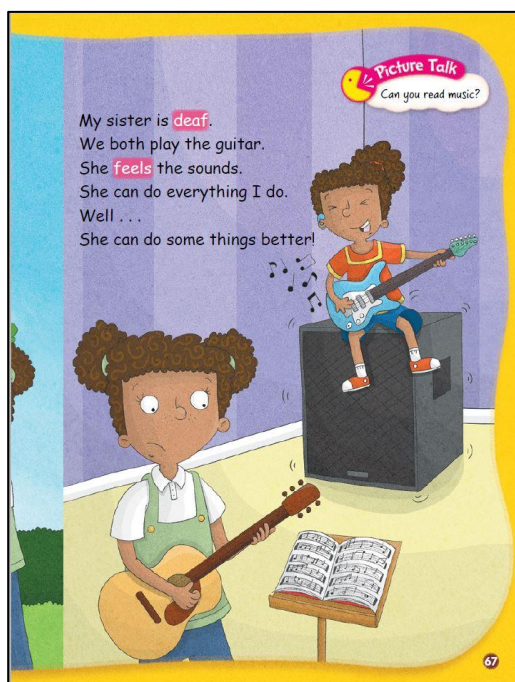
New Words

- Have students open their SBs to pages 66-67. Direct their attention to the pictures.
- 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 the pictures show girls playing guitars. Have students work individually or in pairs to find and circle them.
- When they are done, they should raise one hand. When all students' hands are raised, point to the girls playing guitars together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "Can you read music?"
- Model your answer to the question: "I can read music. I play the piano." Call on several volunteers to answer the question and talk about instruments they play. Write any new vocabulary on the board. Have students point to the music and the instruments in the pictures.

Reading

Reading: "My Special Sister"

- 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 sound?" (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.

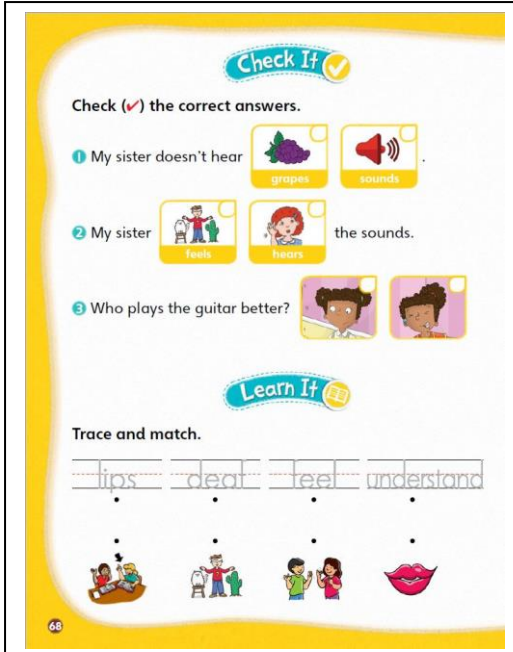
Learn It

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 My sister doesn't hear  





2 My sister   the sounds.

3 Who plays the guitar better?  

Learn It 📖

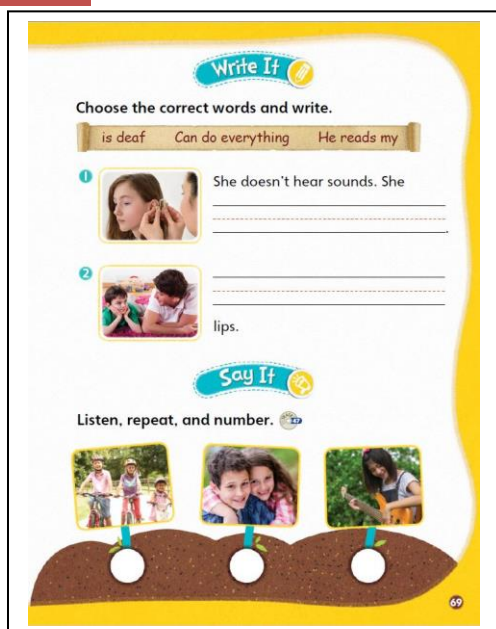
Trace and match.

lips deal feel understand

66





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 Stories and the Truth

Objectives

- New words: *story, funny, scary, exciting, truth*
- Sentence pattern: (S)He tells _____ stories.

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.

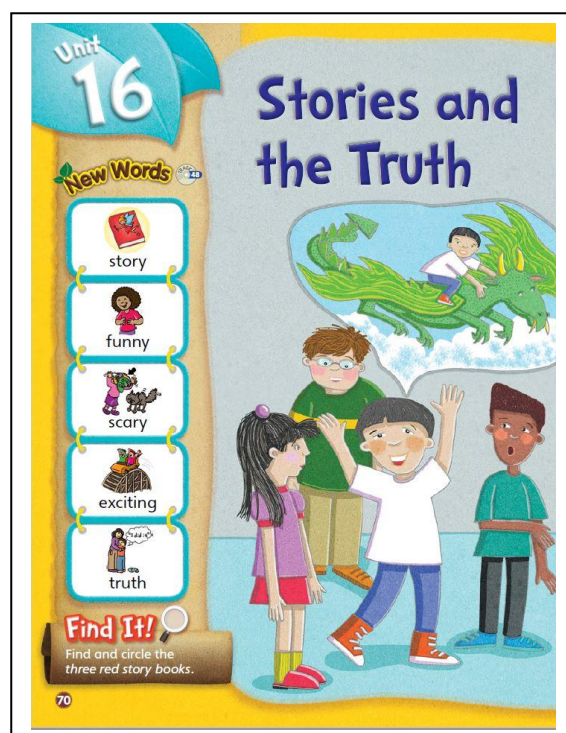
Before Reading

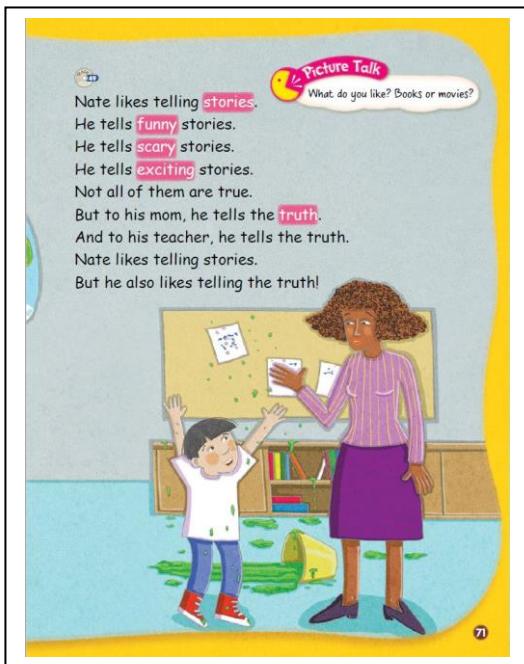
New Words

- 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 there three red story books in the pictures. Have students work individually or in pairs to find and circle them.
- When they are done, they should raise one hand. When all students' hands are raised, point to the three red story books together as a class.





Picture Talk

- Direct students' attention to the Picture Talk question: "What do you like? Books or movies?"
- Model your answer to the question: "I like books. I like to read mysteries." Call on a few volunteers to answer the question and talk about the books/movies they like. Write any new vocabulary on the board.

Reading

Reading: "Stories and the Truth"

- 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

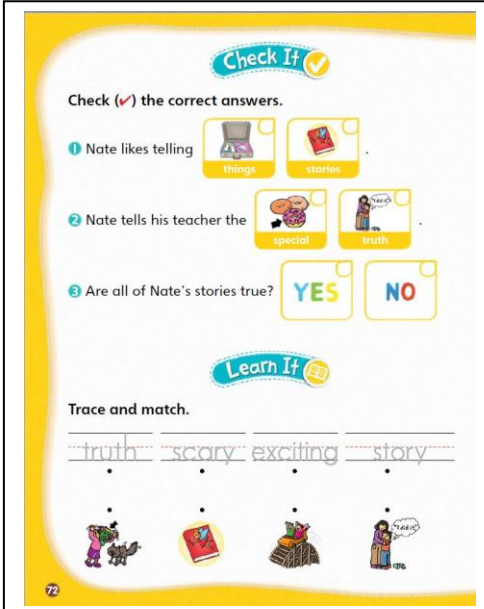
This exercise further reinforces the new vocabulary and provides writing practice.

- 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.





Check It ✓

Check (✓) the correct answers.

1 Nate likes telling  





2 Nate tells his teacher the  

3 Are all of Nate's stories true?  

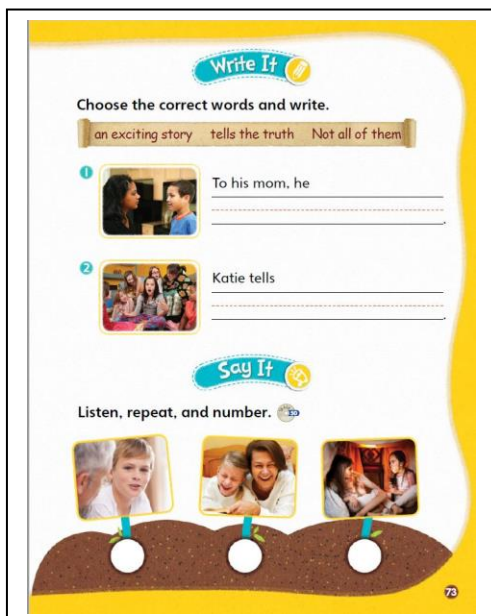
Learn It 📖

Trace and match.

truth scary exciting story





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

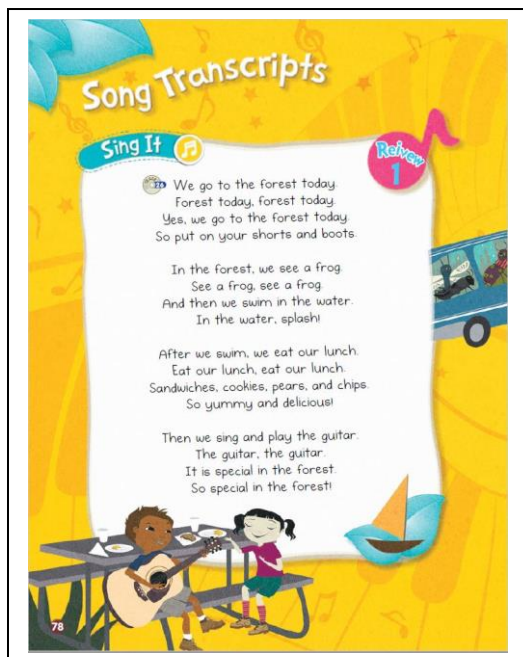
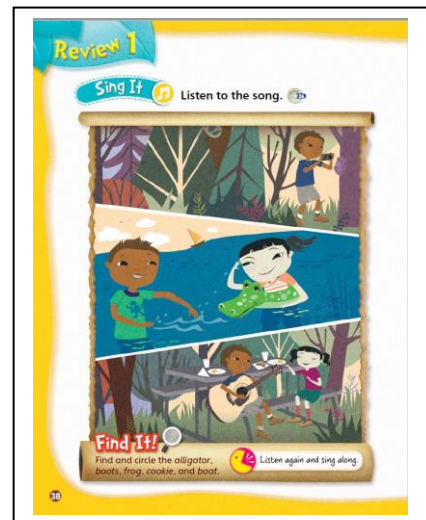
This review unit covers the vocabulary and sentence patterns that students have learned in units 1-8.

Sing It

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

Find It

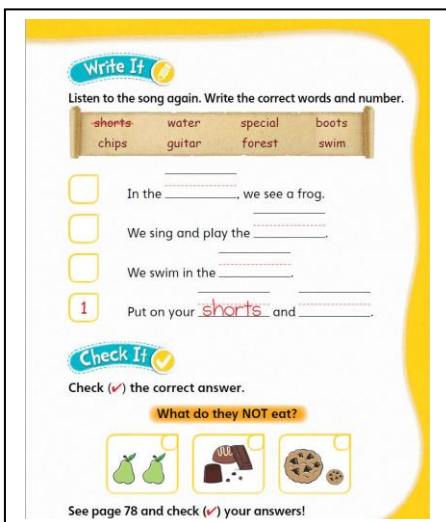
- Have a student read the instructions listing the words that can be found in the pictures. Give students time to find and circle the things on the list (alone or in pairs).
- When they are done, they should raise one hand. When all students' hands are raised, point to all the above objects together as a class.
- Ask students to look for other vocabulary words in the pictures. Elicit *guitar, shorts, water, forest*.



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 four 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 number.

shorts water special boots
chips guitar forest swim

In the _____, we see a frog.

We sing and play the _____.

We swim in the _____.

1 Put on your shorts and _____.

Check It

Check (✓) the correct answer.

What do they NOT eat?

See page 78 and check (✓) your answers!

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 and number. Explain that “number” refers to the number of the verse.
- Do number 1 together. Read the sentence and have students call out the missing word. 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.
- Go over the answers as a class.

Check It

- Read, or ask a student to read, the direction line, instructing students to check the correct answer and the question, “What do they NOT eat?”
- Have students complete the exercise alone or in pairs and then check their answers using the song lyrics on p. 78.
- Ask a volunteer to say the correct answer.

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 toy guitar, gloves, a tennis racket, boots, 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

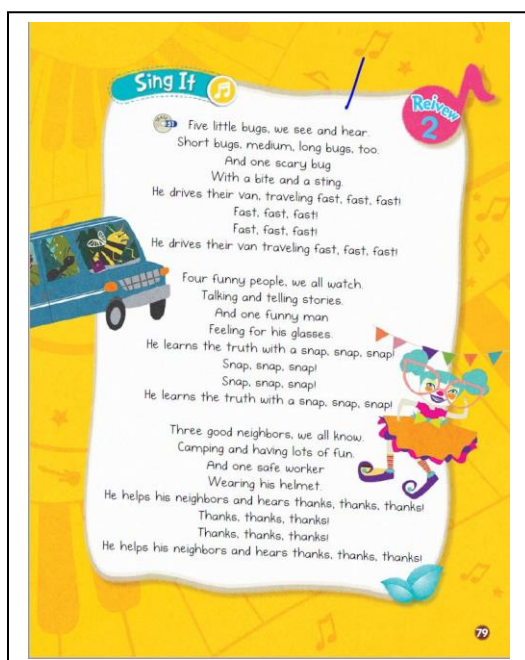
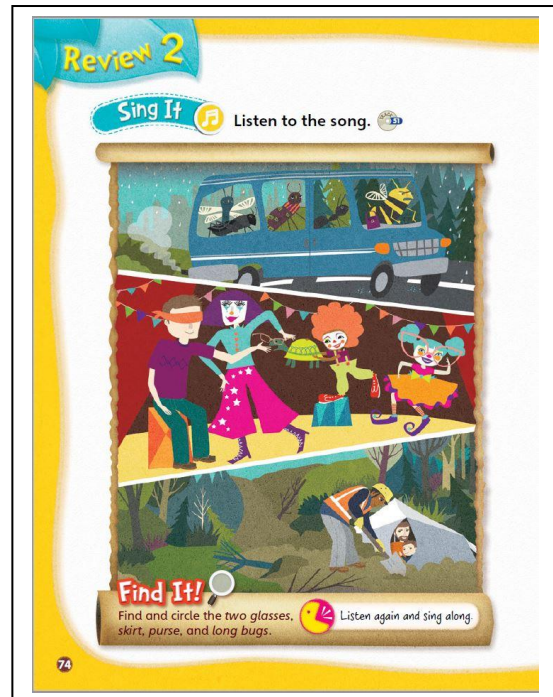
This review unit covers the vocabulary and sentence patterns that students have learned throughout the book.

Sing It

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

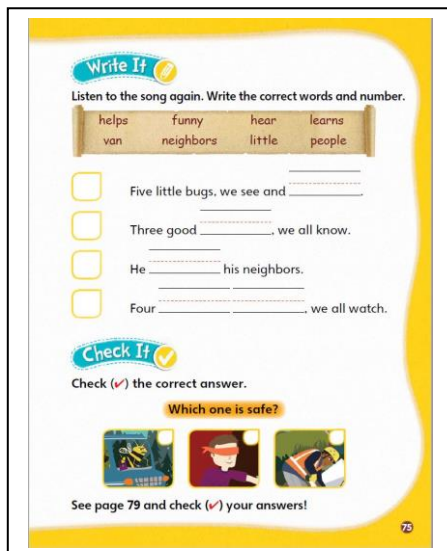
Find It

- Have a student read the instructions listing the words that can be found in the pictures. Give students time to find and circle the things on the list (alone or in pairs).
- When they are done, they should raise one hand. When all students' hands are raised, point to all the objects together as a class.
- Ask students to look for other vocabulary words in the pictures. Elicit *camp, van, pants, skirt, helmet, 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 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

- Read, or ask a student to read, the direction line, instructing students to listen to the song again and write the correct words and number. Explain that “number” refers to the number of the verse.
- Do number 1 together. Read the sentence and have students call out the missing word and number. 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.
- Go over the answers as a class.

Check It

- Read, or ask a student to read, the direction line, instructing students to check the correct answer and the question, “Which one is safe?”
- Have students complete the exercise alone or in pairs and then check their answers using the song lyrics on p. 79.
- Ask a volunteer to say the correct answer.

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



- 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.

