

## Unit 1 Baby Brother

### Objectives

- New words: *inside, belly, feed, noisy, take care*
- Sentence pattern: Clauses  
(When Henry needs to eat, Mom lets me feed him.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students if they think having siblings or being an only child is better, ask for volunteers to talk about who they are close to in their family (Do you have a sibling? If yes, are you close to him or her? If no, who are you close with in your family?).

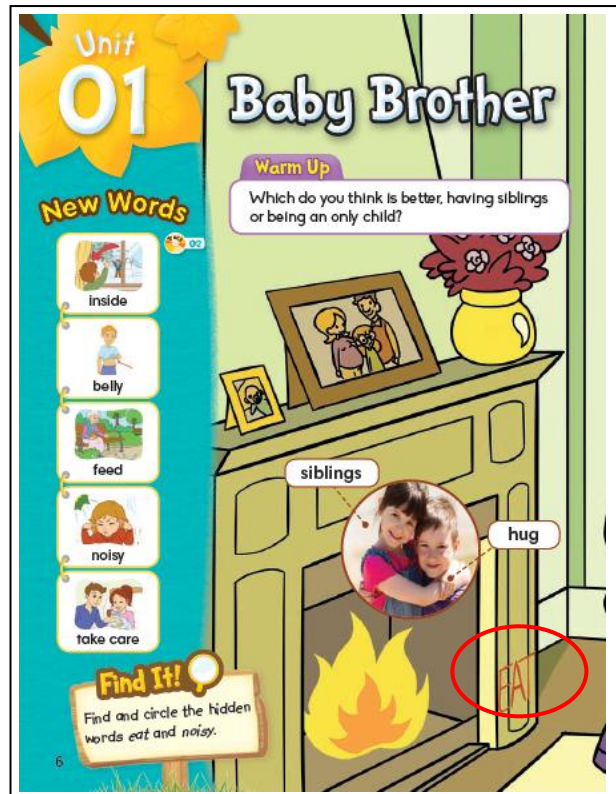
### Before Reading

#### New Words

- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 2 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

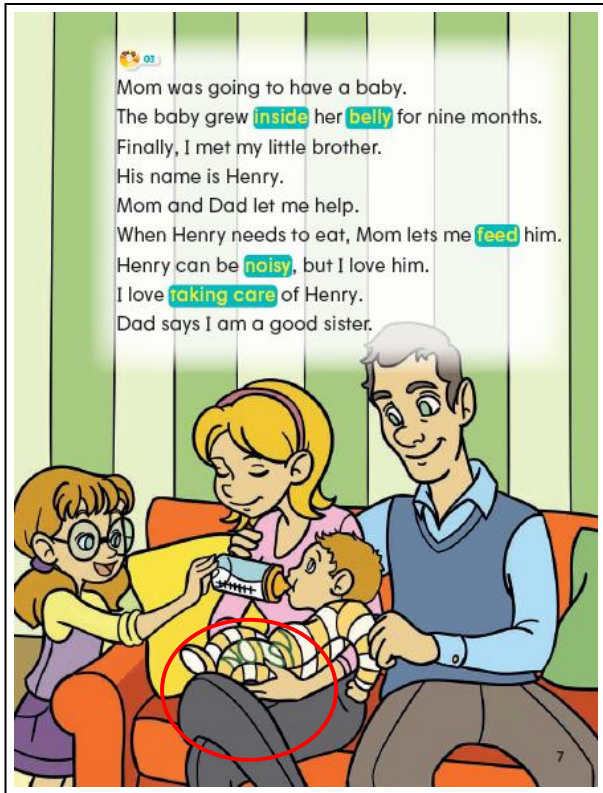
#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*eat, noisy*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 6.
- Brothers and sisters are our “siblings.” People often “hug” their family members.
  - Possible Extension: Ask students to talk about what they like to do with their “siblings.” Ask students to talk about what they would do with a new “sibling.”
  - Possible Extension: Ask students to make their own sentences using “siblings” and “hug.”



### Reading

#### Reading: “Baby Brother”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 3. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new

word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about family.

- Remind students of the warm-up discussion about whether it's better to have a sibling or be an only child.
- Ask students to think about their favorite family member (should only be a few minutes at most) and write down some reasons why the family member is their favorite.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different family members that student consider their favorite.





## Check It


**A Choose the best answers.**

1. What is the reading about?  
a. Hospitals      b. Hunger      **c. Family**


2. The baby grew \_\_\_\_\_ Mom's belly for nine months.


  
a. good


  
b. below

  
c. inside

3. When Henry needs to \_\_\_\_\_, Mom lets me help.

  
a. feed

  
b. eat

  
c. belly

**B Read and circle True or False.**

|                                  |                            |  |
|----------------------------------|----------------------------|--|
| 1. I am Henry's little sister.   | <input type="radio"/> True | <input checked="" type="radio"/> False |
| 2. Mom and Dad let me help.      | <input type="radio"/> True | <input type="radio"/> False            |
| 3. Henry can be noisy.           | <input type="radio"/> True | <input type="radio"/> False            |
| 4. Dad says I am a good brother. | <input type="radio"/> True | <input type="radio"/> False            |

8

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion


Play “Spelling Corners.”


- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.


Learn It

Write the correct words.

noisy    ~~-belly-~~    taking care


1. Henry was in Mom's  belly.


2. He can be  \_\_\_\_\_, but I love him.


3. I love  \_\_\_\_\_ of Henry.


Say & Write It

Listen, write, and say. 🗣️

1  ~~-noisy-~~  
~~-eat~~

2  quiet  
sleep

 Is your baby brother noisy?

Yes, because he wants to eat. 

9

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 4. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 4 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.





## Homework

**Unit 01 Baby Brother** Read, write, and say

- The baby grew \_\_\_\_\_ Mom's belly.  
inside
- \_\_\_\_\_ is another name for stomach.  
belly
- Henry needs to \_\_\_\_\_  
eat
- Mom lets me \_\_\_\_\_ my brother.  
feed
- Henry can be \_\_\_\_\_ but I love him.  
noisy
- I love \_\_\_\_\_ of Henry.  
take care
- I \_\_\_\_\_ my mom every night before bed.  
hug
- We are \_\_\_\_\_  
siblings

**Unit 01 Baby Brother**

Find and circle the words.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| T | F | F | I | X | L | N |
| I | N | Y | H | A | Z | A |
| I | F | E | D | W | R | V |
| T | M | I | H | K | E | T |
| B | N | I | S | D | C | P |
| E | L | I | V | I | S | E |
| I | D | K | J | F | W | A |
| I | G | O | N | J | R | O |
| T | I | E | T | M | X | O |

Choose the correct sentences.

- a. Mom lets me feed the baby.  
 b. Mom lets me hug the baby.
- a. My baby sister is quiet.  
 b. My baby sister is noisy.

Write the words in the correct order.

- Mom was \_\_\_\_\_  
 a baby \_\_\_\_\_ going to have \_\_\_\_\_ Mom was \_\_\_\_\_
- let me \_\_\_\_\_ Mom and Dad \_\_\_\_\_ help.
- I am a \_\_\_\_\_ Dad says \_\_\_\_\_ good sister.

Listen and write.

Mom was going to have a \_\_\_\_\_ baby. The baby grew inside her \_\_\_\_\_ for nine \_\_\_\_\_ Finally, I met my little brother. His name is Henry. Mom and Dad let me help. When Henry needs to \_\_\_\_\_ Mom lets me feed him. Henry can be noisy, but I \_\_\_\_\_ him. I love taking care of Henry. Dad says I am a good sister.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 6, Unit 1
- Writing Workbook 2: pages 24-25

## Unit 2 Play Well

### Objectives

- New words: *piece, wheel, break, round, hurt*
- Sentence pattern: Contractions  
(LEGO didn't invent their building pieces.  
They're there so that you don't hurt yourself.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what they can build with LEGOs, ask for volunteers to talk about what toys they played with when they were younger (Did you have a favorite toy? How did you play with that toy? Who played with your when you played with your toy?).

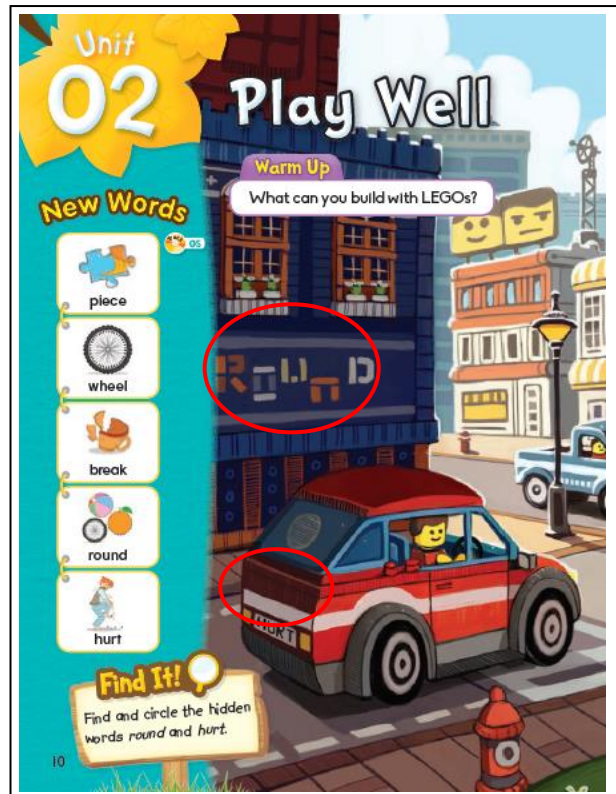
### Before Reading

#### New Words

- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 5 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*round, hurt*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



## Bonus Words

- Focus students to the related content at the bottom of page 11.
- You can “build” things with the different colored and sized LEGO “bricks.”
  - Possible Extension: Ask students to talk about what they like “build” with different items. Ask students to talk about what things are made with “brick.”
  - Possible Extension: Ask students to make their own sentences using “build” and “brick.”



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.

## Reading

### Reading: “Play Well”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 6. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion







Talk about building things.

- Remind students of the warm-up discussion about what they can build with LEGOs.
- Ask students to think about other things they can build with (should only be a few minutes at most) and write down some reasons why the building material works well.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different building materials students think work best when building structures.






## check It

**A Choose the best answers.**

1. What is the reading about?  
a. LEGO facts    b. Dangerous toys    c. Bicycles
2. LEGO is the world's biggest \_\_\_\_\_ maker.  
          
 a. break    b. hole    c. wheel
3. LEGO makes over 300 \_\_\_\_\_ wheels a year.  
          
 a. million    b. big    c. hurt

**B Choose the correct words and write.**

|        |           |       |
|--------|-----------|-------|
| pieces | kilograms | facts |
|--------|-----------|-------|

1.  Kiddicraft invented the pieces first.
2.  Read more interesting \_\_\_\_\_ about LEGO.
3.  A LEGO piece can't hold 450 \_\_\_\_\_.

12

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

**Write the correct words.**


1. A LEGO \_\_\_\_\_ piece \_\_\_\_\_ can hold up to 432 kilograms.  
piece breaks


2. LEGO figures have \_\_\_\_\_ holes in their heads.  
square round

3. Holes are there so that you don't \_\_\_\_\_ yourself.  
hurt help

Say & Write It

**Listen, write, and say.** 🗣️

1.  LEGO wheels

2.  Apple smartphones

What does \_\_\_\_\_ make?

It makes \_\_\_\_\_

13

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 7. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 7 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.





## Homework

**Play Well!** Read, write, and say. Unit 02

LEGO didn't invent their building \_\_\_\_\_.

LEGO is the world's biggest \_\_\_\_\_ maker.

A LEGO piece can hold up to 432 \_\_\_\_\_.

A LEGO piece doesn't \_\_\_\_\_ easily.

LEGO figures have \_\_\_\_\_ holes in their hands.

Holes are there so that you don't \_\_\_\_\_ yourself.

I have many LEGO \_\_\_\_\_.

You can \_\_\_\_\_ more things with LEGO pieces.

1. piece
2. wheel
3. kilogram
4. break
5. round
6. hurt
7. brick
8. build

**Unit 02 Play Well**

Complete the crossword.

Choose the correct sentences.

1.  a. He broke the TV.  
 b. He fixed the TV.

2.  a. There is a square clock on the wall.  
 b. There is a round clock on the wall.

Write and match.

1. LEGO is the world's biggest \_\_\_\_\_ maker.

2. A LEGO \_\_\_\_\_ can hold up to 432 kilograms.

3. LEGO figures have \_\_\_\_\_ holes.

Listen and write.

LEGO didn't invent their building \_\_\_\_\_.

Kidcraft was first. LEGO just made them better!

Here are more \_\_\_\_\_ facts:

LEGO is the world's biggest wheel maker. It makes \_\_\_\_\_ over 300 million tiny \_\_\_\_\_ a year.

A LEGO piece can hold up to 432 kilograms before it breaks.

LEGO figures have round \_\_\_\_\_ in their heads. They're there \_\_\_\_\_ that you don't hurt yourself. Cool, right?

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 7, Unit 2
- Writing Workbook 2: pages 26-27

## Unit 3 School Club

### Objectives

- New words: *robot, student, draw, work, cool*
- Sentence pattern: Infinitives  
(My friend Izzy likes to make robots. Izzy wants me to join the Robot Club.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what robots do for them, ask for volunteers to talk about what they already know about robots (Where have you seen a robot before? What types of jobs do different robots do? Would you want to have a robot?).

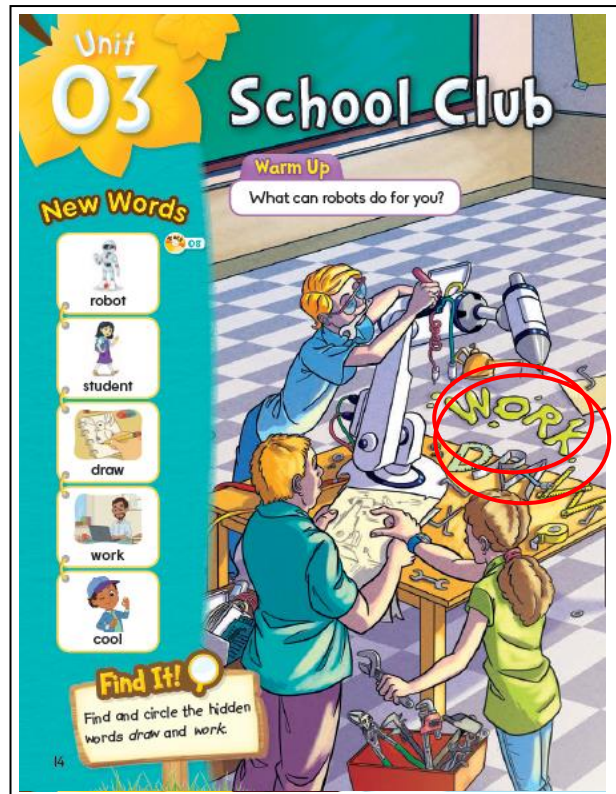
### Before Reading

#### New Words

- Have students open their SBs to page 14. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 8 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

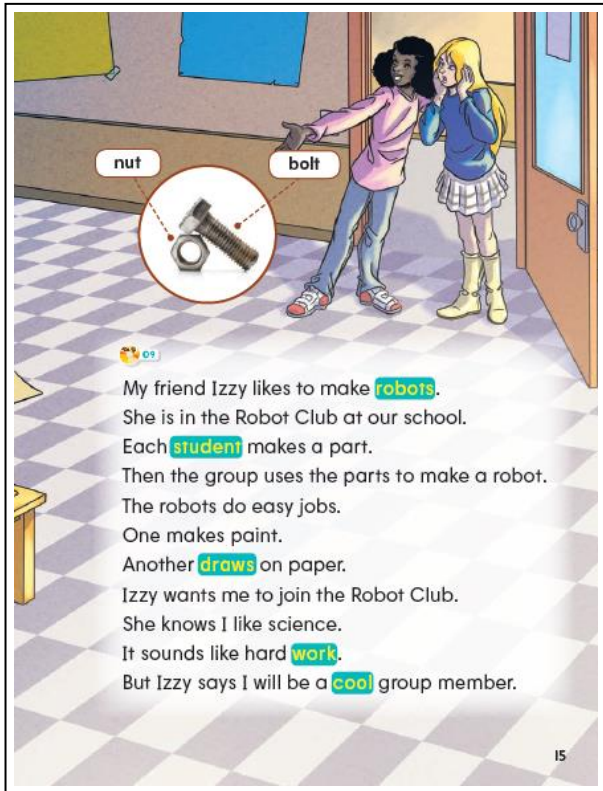
#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*draw, work*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the top of page 15.
- Some things can be put together with a “nut” and “bolt.” These help make sure things like machines stay together.



nut bolt

My friend Izzy likes to make **robots**.  
 She is in the Robot Club at our school.  
 Each **student** makes a part.  
 Then the group uses the parts to make a robot.  
 The robots do easy jobs.  
 One makes paint.  
 Another **draws** on paper.  
 Izzy wants me to join the Robot Club.  
 She knows I like science.  
 It sounds like hard **work**.  
 But Izzy says I will be a **cool** group member.

15

- Possible Extension: Ask students to talk about what things need a “nut” and “bolt.”

- Possible Extension: Ask students to make their own sentences using “nut” and “bolt.”

### Reading

#### Reading: “School Club”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 9. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about robots.


- Remind students of the warm-up discussion about what robots can do.
- Ask students to think about what they would have their robot do (should only be a few minutes at most) and write down some reasons why they would have the robot do certain things.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different things students would have their robots do and why.





## Check It


**A Choose the best answers.**


- What is the reading about?  
a. A robot      b. A school club      c. Teachers
- The robots do \_\_\_\_\_ jobs.  


  
a. easy

  
b. hard

  
c. make
- Making a \_\_\_\_\_ sounds hard.  

  
a. robot

  
b. like

  
c. work

**B Read and circle True or False.**

- Izzy does not like to make robots. True False
- Izzy is in the Robot Club. True False
- One robot makes paint. True False
- I like science. True False

16

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- 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.

Learn It


**Write the correct words.**

draws      cool      student


- Each  \_\_\_\_\_ makes a part of a robot.
- The robot  \_\_\_\_\_ on paper.
- Izzy says I will be a  \_\_\_\_\_ member.

Say & Write It

**Listen, write, and say.** 🎧 10

1  Robot  
cool

Is the \_\_\_\_\_  
Club hard?

2  Drama  
fun

Yes, but it is a  
\_\_\_\_\_ club.

17

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 10. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 10 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.





## Homework

**Unit 03 School Club** Read, write, and say.

1. My friend Izzy likes to make \_\_\_\_\_ robot.
2. Each \_\_\_\_\_ makes a part.
3. The robots do \_\_\_\_\_ jobs.
4. Another robot \_\_\_\_\_ on paper.
5. It sounds like hard \_\_\_\_\_.
6. Izzy says I will be a \_\_\_\_\_ group member.
7. There were many \_\_\_\_\_ in the box.
8. The machine had many \_\_\_\_\_.

**Unit 03 School Club**

Find and circle the words.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| W | O | R | L | D | M | R | Z |
| X | C | O | I | K | N | I |   |
| A | V | H | C | Z | R | Z | H |
| T | M | Q | E | S | Y | J | V |
| V | R | P | I | P | C | M |   |
| G | M | Z | X | B | L | E | E |
| G | B | I | K | I | O | I |   |
| N | O | Y | O | R | Z | D |   |
| T | R | C | I | P | M |   |   |

Choose the correct sentences.

1.  a. James and Sarah are teachers.
2.  a. I like to draw pictures on paper.

Write the words in the correct order.

1. \_\_\_\_\_ of our school. \_\_\_\_\_ the Robot Club. \_\_\_\_\_ She is in \_\_\_\_\_.
2. \_\_\_\_\_ easy jobs. \_\_\_\_\_ do \_\_\_\_\_ The robots \_\_\_\_\_.
3. \_\_\_\_\_ like \_\_\_\_\_ It sounds \_\_\_\_\_ hard work.

Listen and write.

My friend Izzy likes to make \_\_\_\_\_ robot.  
 She is in the Robot Club at our school. Each \_\_\_\_\_ makes a part. Then the group \_\_\_\_\_ uses the parts to make a robot. The robots do \_\_\_\_\_ jobs. One makes paint. Another \_\_\_\_\_ on paper. Izzy wants me to join the Robot Club. She knows I like science. It sounds like hard \_\_\_\_\_ But Izzy says I will be a \_\_\_\_\_ group member.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 8, Unit 3
- Writing Workbook 2: pages 28-29

## Unit 4 You're Invited!

### Objectives

- New words: *singer, actor, miss, May, ticket*
- Sentence pattern: 2<sup>nd</sup> Person  
(You don't want to miss it! See you there!)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what their special talents are, ask for volunteers to talk about what they know about magic (Have you ever seen a magician perform? what magic tricks can you do? What trick or magical power would you want to be able to do?).

### Before Reading

#### New Words

- Have students open their SBs to page 18. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 11 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

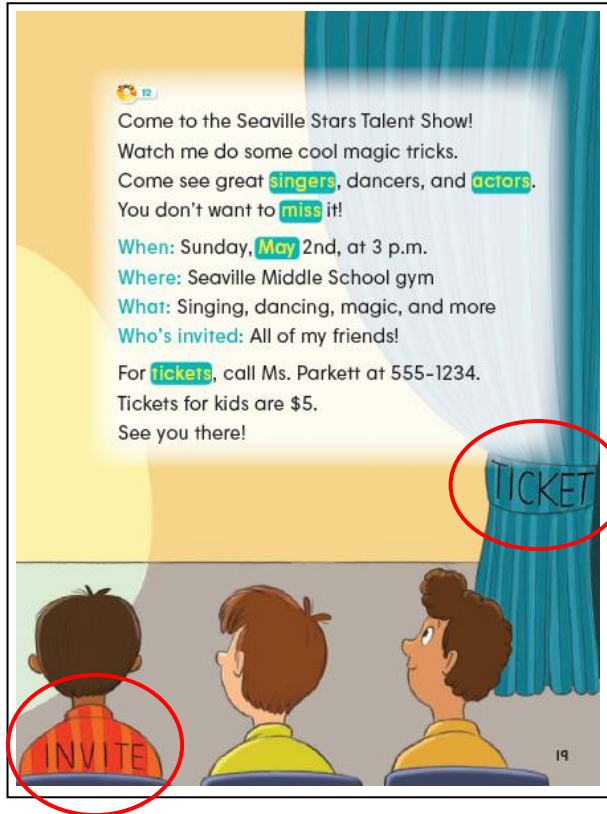
#### Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*invite, ticket*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 18.
- Sometimes people like to “invite” their friends places. You might need a “ticket” to see a movie or ride a ride at an amusement park.



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.

- Possible Extension: Ask students to talk about what they would “invite” a friend to do or see. Ask students to talk about what other events might require a “ticket.”

- Possible Extension: Ask students to make their own sentences using “invite” and “ticket.”

### Reading

#### Reading: “You’re Invited”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- 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 different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion







Talk about entertainment.

- Remind students of the warm-up discussion about what their special talent is.
- Ask students to think about their favorite form of entertainment (should only be a few minutes at most) and write down some reasons they think that form of entertainment is so great.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the forms of entertainment that students enjoy and why they like those things.






## Check It

**A Choose the best answers.**

- What is the reading about?  
 a. School      b. Singing      c. A Talent Show
- Come see a great \_\_\_\_\_ and dancer.  
              
 a. gym      b. singer      c. sing
- I \_\_\_\_\_ all of my friends.  
              
 a. missed      b. invited      c. magic

**B Choose the correct words and write.**

|  |       |       |        |
|--|-------|-------|--------|
|  | actor | Watch | Talent |
|--|-------|-------|--------|

-  Come to the Seaville Stars \_\_\_\_\_ Show!
-  \_\_\_\_\_ me do some cool magic tricks.
-  You can see a great \_\_\_\_\_.

20

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

**Write the correct words.**


1. You don't want to \_\_\_\_\_ the Talent Show!  
miss   call


2. The show is on Sunday, \_\_\_\_\_ 2nd, at 3 p.m.  
June   May


3. For \_\_\_\_\_, call Ms. Parkett at 555-1234.  
dancers   tickets


Say & Write It

**Listen, write, and say.** 🗣️

1  talent  
magician

2  secret  
actor

 What is your \_\_\_\_\_?

 I'm a great \_\_\_\_\_

21

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 13. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 13 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.





## Homework

**You're Invited!** Read, write, and say. **Unit 04**

Come see great \_\_\_\_\_ dancers, and actors.

You can see a great \_\_\_\_\_ on the stage.

You don't want to \_\_\_\_\_ it!

My birthday is on \_\_\_\_\_ 2nd.

I \_\_\_\_\_ all of my friends to the show.

\_\_\_\_\_ for kids are \$5.

The wizard \_\_\_\_\_ on the frog.

I love to read \_\_\_\_\_ stories.

1. singer
2. actor
3. miss
4. May
5. invite
6. ticket
7. cast a spell
8. mythicists

**Unit 04 You're Invited!**

Complete the crossword.

Across

Down

Choose the correct sentences.

1. 
 a. The singer is singing on the stage.
  b. The actor is dancing on the stage.
2. 
 a. He is holding a ticket.
  b. He is holding a wheel.

**Write and match.**

1. Watch me do some cool \_\_\_\_\_ tricks.
2. Come see a singer, a dancer, and a(n) \_\_\_\_\_.
3. For \_\_\_\_\_ call Ms. Parkett at 555-1234.

**Listen and write.**

Come to the Seaville Stars Talent Show! Watch me do some cool \_\_\_\_\_ tricks. Come see great singers, dancers, and \_\_\_\_\_ You don't want to miss it!

When: Sunday, May 2nd, at 3 p.m.

Where: Seaville @ \_\_\_\_\_ School gym

What: Singing, dancing, magic, and more

Who's \_\_\_\_\_ All of my friends!

For \_\_\_\_\_ call Ms. Parkett at 555-1234.

Tickets for kids are \$5. See you there!

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 9, Unit 4
- Writing Workbook 2: pages 30-31

## Unit 5 A Drop of Water

### Objectives

- New words: *drop, ocean, sunny, change, cloudy*
- Sentence pattern: First-Person  
(I am a drop of water, and I like to live in the ocean.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students when they need water, ask for volunteers to talk about where water comes from (What places have a lot of water? What places have little water? How do we get water?).

### Before Reading

#### New Words

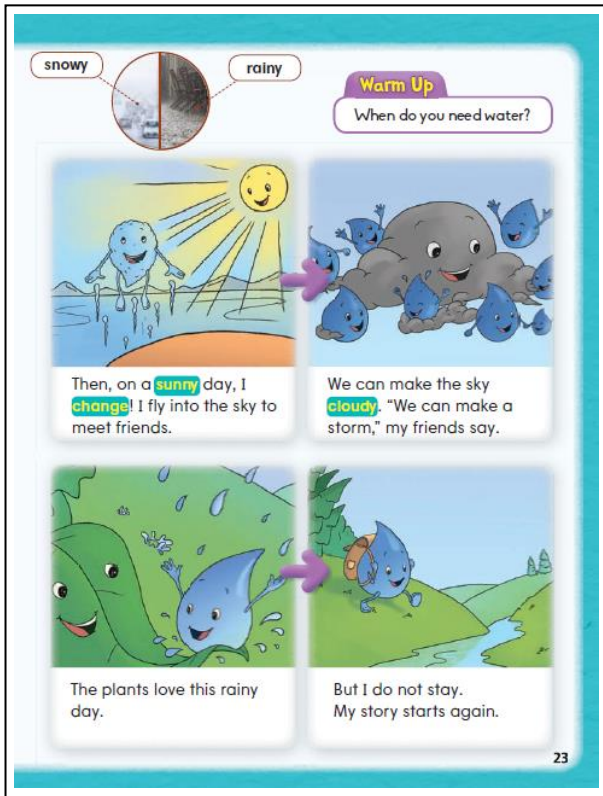
- Have students open their SBs to page 22. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times,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

### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*sunny, storm*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.

### Bonus Words

- Focus students to the related content at the top of page 23.
- Sometimes the weather is “rainy,” but when it gets very cold, it might become “snowy.”
  - Possible Extension: Ask students to talk about what they like about “rainy” and/or “snowy” weather.
  - Possible Extension: Ask students to make their own sentences using “rainy” and “snowy.”



### Reading

#### Reading: "A Drop of Water"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- 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 different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

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

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about water.


- Remind students of the warm-up discussion about when they need water.
- Ask students to think about what people use water for (should only be a few minutes at most) and write down some ideas about how people might get their water easier.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students have about what water is used for and how people can access it easier.


check It


**A Choose the best answers.**

1. What is the reading about?  
a. Plants      b. A van      c. Water


2. I am a \_\_\_\_\_ of water.



a. change




b. drop




c. storm


3. My friends and I \_\_\_\_\_ rain.



a. become



b. rainy



c. stay

**B Write numbers to put the story in order.**

My friends and I fall from the sky.

My friends say, "We can make a storm."

I meet friends in the sky.

1 I change on a sunny day.

24

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

Write the correct words.

ocean
cloudy
sunny

1. I like to live in the \_\_\_\_\_.

2. On a \_\_\_\_\_ day, I fly into the sky.

3. We can make the sky \_\_\_\_\_.

Say & Write It

Listen, write, and say. 🗣️ 📖

1 rain  
Plants

2 snow  
Kids

Do you like the \_\_\_\_\_?

Yes, I do. \_\_\_\_\_  
also love it.

25

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 16. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 16 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Unit 05 A Drop of Water** Read, write, and say.

- I am a \_\_\_\_\_ of water.  
drop
- I like to live in the \_\_\_\_\_.  
ocean
- Then, on a \_\_\_\_\_ day, I change!  
sunny
- Octopuses can \_\_\_\_\_ color.  
change
- We can make the sky \_\_\_\_\_.  
cloudy
- We \_\_\_\_\_ rain, and we fall from the sky.  
become
- The plants love this \_\_\_\_\_ day.  
rainy
- I love to play outside on \_\_\_\_\_ days.  
snowy

**Unit 05 A Drop of Water**

Find and circle the words.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| C | O | C | E | N | C | M | Z |
| M | X | D | Y | I | D | B |   |
| Z | R | N | W | B | R | N |   |
| V | X | C | H | V | O | C |   |
| N | V | I | N | I | N | D |   |
| S | P | O | X | S | I | M |   |
| L | A | G | O | N | I | D |   |
| F | I | R | E | A | I | C |   |

Choose the correct sentences.

- a. I want to go to the ocean.  
 b. I want to go to the forest.
- a. Can you see the snow?  
 b. Can you see the raindrop?

Write the words in the correct order.

- I change! a sunny day. Then, on \_\_\_\_\_.
- We can make \_\_\_\_\_ cloudy. \_\_\_\_\_ the sky.
- rainy day. love this \_\_\_\_\_ The plants \_\_\_\_\_.

Listen and write.

I am a \_\_\_\_\_ of water, and I like \_\_\_\_\_ to live in the \_\_\_\_\_. Then, on a sunny \_\_\_\_\_ day, I \_\_\_\_\_ I fly into the sky to meet \_\_\_\_\_ friends. We can make the sky cloudy. "We can make \_\_\_\_\_," my friends say. Then we \_\_\_\_\_ become rain, and we fall from the sky. The plants \_\_\_\_\_ love this rainy day. But I do not stay. My \_\_\_\_\_ starts again.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 10, Unit 5
- Writing Workbook 2: pages 32-33



## Unit 6 The Longest Game

### Objectives

- New words: *cricket, team, stick, hit, last*
- Sentence pattern: There are + plural noun  
(There are sticks on each end.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what their favorite team sport is, ask for volunteers to talk about what they know about the rules of their favorite sports (How many players can be on the field/court? What equipment is necessary?).

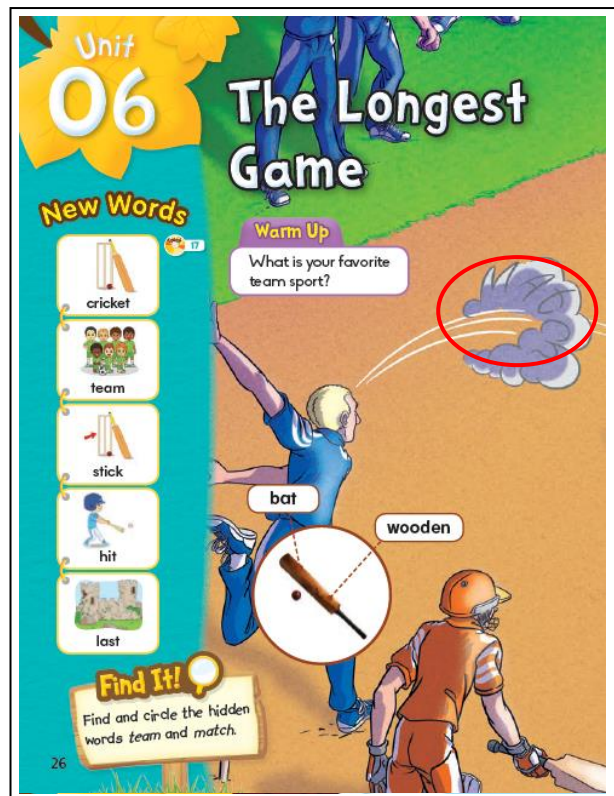
### Before Reading

#### New Words

- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

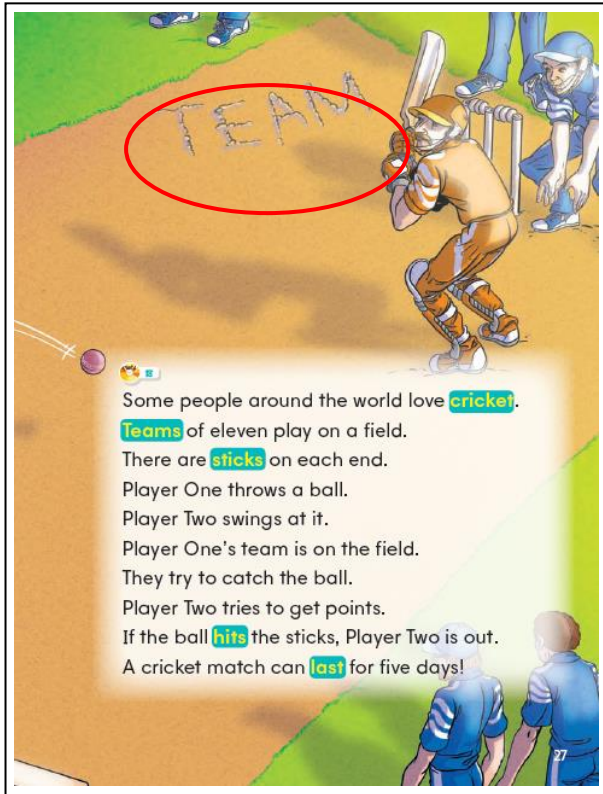
#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*team, match*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 26.
- People use a “wooden” “bat” to play the game of cricket.



- Possible Extension: Ask students to talk about what other things are “wooden.” Ask students to talk about other games that use a “bat.”
- Possible Extension: Ask students to make their own sentences using “wooden” and “bat.”

### Reading

#### Reading: “The Longest Game”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- 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 different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.







### Expansion

Talk about sports.

- Remind students of the warm-up discussion about their favorite team sports.
- Ask students to think about what individual sports they enjoy (should only be a few minutes at most) and write down some reasons why they think the individual sports are fun.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different individual sports students think are fun and why.




check It

**A Choose the best answers.**

- What is the reading about?  
 a. Cricket      b. Chess      c. A panda
- Some people \_\_\_\_\_ the world love cricket.  
              
 a. under      b. around      c. stick
- Teams of eleven play on a \_\_\_\_\_.  
              
 a. last      b. field      c. cricket

**B Choose the correct words and write.**

match      get      try

-  They \_\_\_\_\_ to catch the ball.
-  Player Two tries to \_\_\_\_\_ points.
-  A cricket \_\_\_\_\_ can last for five days!

28

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- 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.

## Learn It

**Write the correct words.**


1. There are \_\_\_\_\_ on each end.  
balls sticks


2. Player One's \_\_\_\_\_ is on the field.  
team runs


3. If the ball \_\_\_\_\_ the sticks, Player Two is out.  
hits points


## Say & Write It

**Listen, write, and say.** 🎧 19

1  sport  
cricket

2  festival  
the lantern festival

 What \_\_\_\_\_ do people in your city love?

 People in my city love \_\_\_\_\_

29

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 19. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 19 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**The Longest Game** Read, write, and say. **Unit 06**

The cat walked \_\_\_\_\_ the box.

Some people around the world love \_\_\_\_\_.

\_\_\_\_\_ of eleven play on a field.

There are \_\_\_\_\_ on each end.

If the ball \_\_\_\_\_ the sticks, Player Two is out.

A cricket match can \_\_\_\_\_ for five days!

A \_\_\_\_\_ is used to play cricket.

We play cricket with a \_\_\_\_\_ ball.

- around
- cricket
- team
- stick
- hit
- last
- bat
- wooden

**Unit 06 The Longest Game**

Complete the crossword.

Choose the correct sentences.

- a. Our chess team won!  
 b. Our cricket team won!
- a. I like to hit the ball.  
 b. I like to cut the ball.

Write and match.

- Some people \_\_\_\_\_ the world love cricket.
- Player One's team is on the \_\_\_\_\_.
- They try to \_\_\_\_\_ the ball.

Listen and write.

Some people around the world love cricket. Teams of eleven play on a field. There are \_\_\_\_\_ on each end. Player One throws a ball. Player Two swings at it. Player One's \_\_\_\_\_ is on the field. They try to catch the ball. Player Two tries to get points. If the ball hits the sticks, Player Two is out. A cricket match can last for five days!

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 11, Unit 6
- Writing Workbook 2: pages 34-35



## Unit 7 The Hurricane

### Objectives

- New words: *hurricane, occur, badly, think, town*
- Sentence pattern: Adverbs  
(After a hurricane, people badly need help.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what happens in a big storm, ask for volunteers to talk about what they know about hurricanes (Have you ever experienced a hurricane? What can you do to stay safe in a hurricane?).

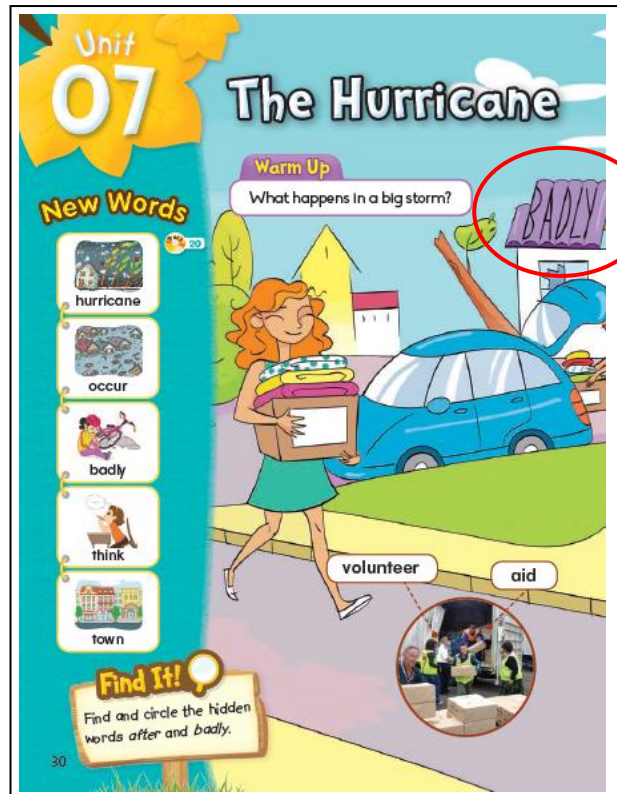
### Before Reading

#### New Words

- Have students open their SBs to page 30. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

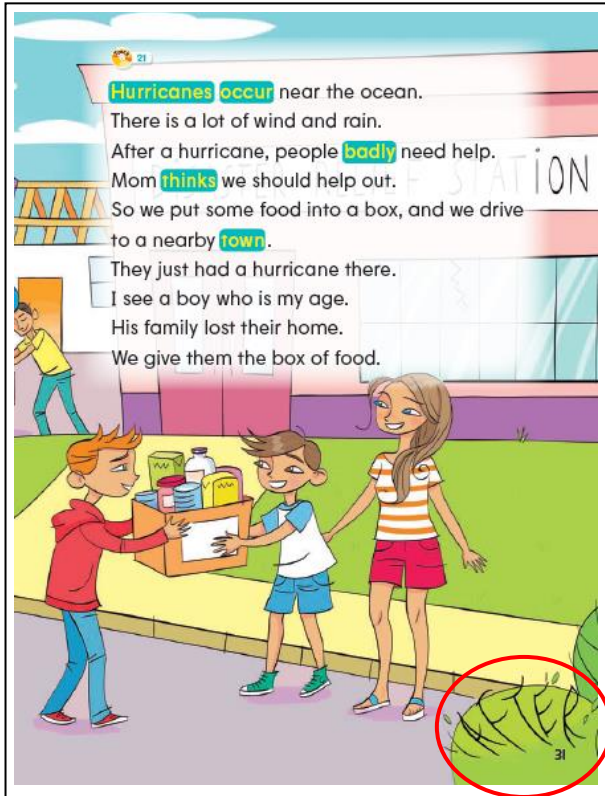
- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*after, badly*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.





### Bonus Words

- Focus students to the related content at the bottom of page 30.
- People can “volunteer” to help others. People can get “aid” from helpful organizations.
  - Possible Extension: Ask students to talk about what they would “volunteer” to do. Ask students to talk about what kind of “aid” they might need in an emergency
  - Possible Extension: Ask students to make their own sentences using “volunteer” and “aid.”



### Reading

#### Reading: “The Hurricane”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- 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: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new

word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about helping in an emergency.




- Remind students of the warm-up discussion about what happens in a hurricane.
- Ask students to think about how they could help in the event of an emergency (should only be a few minutes at most) and write down some ideas about what makes something an emergency.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the ideas about emergencies that students come up with.






## check It

**A Choose the best answers.**

1. What is the reading about?  
a. Boots      b. Eating      c. Helping

2. Hurricanes occur \_\_\_\_\_ the ocean.  
              
a. into      b. near      c. rain

3. After a hurricane, people \_\_\_\_\_ need help.  
              
a. suddenly      b. badly      c. occur

**B Write numbers to put the story in order.**

I see a boy who is my age.

We give the boy the box of food.

Mom wants to help people.

My family put some food into a box.

32

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion




Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It


**Write the correct words.**


hurricane      town      thinks


1. My mom  \_\_\_\_\_ we should help out.
2. We drive to a nearby  \_\_\_\_\_ with some food.
3. They just had a  \_\_\_\_\_ there.


Say & Write It

**Listen, write, and say.** 🗣️ 22

1  town  
hurricane

2  city  
landslide

 What happened in your \_\_\_\_\_?

There was a \_\_\_\_\_ 

33

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 22. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 22 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Unit 07 The Hurricane** Read, write, and say

- hurricane \_\_\_\_\_ occur near the ocean.
- occur The wedding is going to \_\_\_\_\_ of a girl, tomorrow.
- near The tree \_\_\_\_\_ my house is very tall.
- badly After a hurricane, people \_\_\_\_\_ need help.
- Thank Mom \_\_\_\_\_ we should help out.
- town We drive to a nearby \_\_\_\_\_.
- aid Because of the hurricane, people need food \_\_\_\_\_.
- volunteer They cheer \_\_\_\_\_ to help.

**Unit 07 The Hurricane**

Find and circle the words.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| C | C | V | R | Q | N | L | N |
| Q | K | I | M | W | O | U |   |
| B | E | D | I | Y | V | V |   |
| T | W | Q | O | R | F |   |   |
| I | W | H | A | Z | P | I |   |
| I | N | G | I | N | K | Y | C |
| M | T | V | O | C | K | V | N |
| N | Q | T | Y | K | I | N | C |

Choose the correct sentences.

- a. Let me think first.  
 b. Let me eat first.
- a. There was a hurricane in my town.  
 b. There was a hurricane in the ocean.

Write the words in the correct order.

- occur near    Hurricanes    the ocean.
- to a    nearby town.    We drive
- of food.    We give    them the box

Listen and write.

Hurricanes occur near the ocean. There is a lot of wind and rain. \_\_\_\_\_ a hurricane. \_\_\_\_\_ people \_\_\_\_\_ need help. Mom \_\_\_\_\_ we should help out. So we put some food into a box, and we drive to a nearby \_\_\_\_\_ They just had a hurricane there. I see a boy who is my age. His family lost their home. We give them the \_\_\_\_\_ of food.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 12, Unit 7
- Writing Workbook 2: pages 36-37

## Unit 8 The Didgeridoo

### Objectives

- New words: *present, wonder, instrument, ready, proud*
- Sentence pattern: Direct Quotes  
(“I have a present for you,” Grandpa said.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what instrument they want to learn to play, ask for volunteers to talk about the music they enjoy (What style of music do you like to listen to? What popular musicians do you like?).

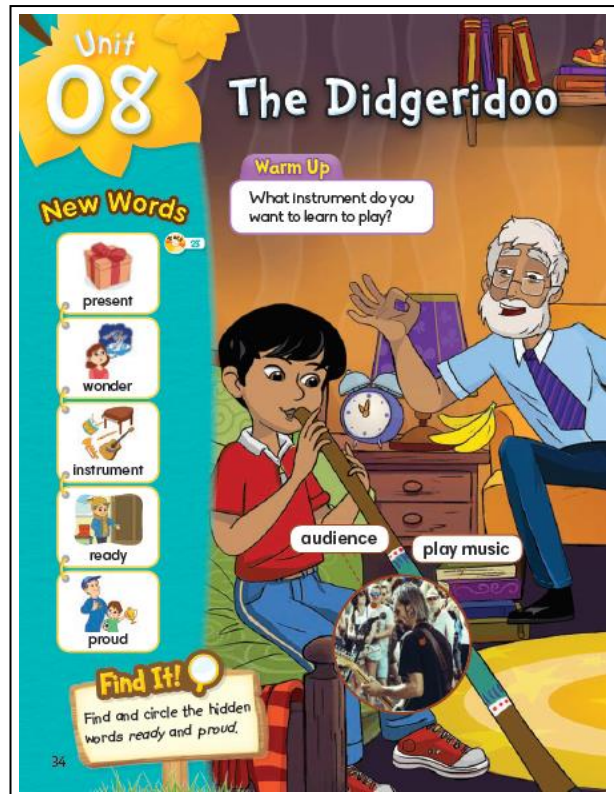
### Before Reading

#### New Words

- Have students open their SBs to page 34. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 25 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*ready, proud*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the top of page 34.
- Musicians “play music” in front of an “audience.”



- Possible Extension: Ask students to talk about what they might do in front of an “audience.” Ask students to talk about their favorite time to “play music.”

- Possible Extension: Ask students to make their own sentences using “play music” and “audience.”

### Reading

#### Reading: “The Didgeridoo”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- 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 different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the

“new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about music.


- Remind students of the warm-up discussion about the instrument they might like to play.
- Ask students to think about what their favorite way of making music is (should only be a few minutes at most) and write down some reasons their particular way is good.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students have about ways of making music (singing, instrument).




## Check It

**A Choose the best answers.**


- What is the reading about?
  - A forest
  - An instrument
  - A grandfather
- Grandpa gave me a \_\_\_\_\_.
 




a. music




b. present




c. wonder
- Grandpa made beautiful music with the \_\_\_\_\_.
 



a. instrument




b. air





c. proud

**B Choose the correct words and write.**

night
blew
didgeridoo

- 

"This was my \_\_\_\_\_," Grandpa said.
- 

I \_\_\_\_\_ it, but only air came out.
- 

I practiced day and \_\_\_\_\_.

36

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

**Write the correct words.**


1. I \_\_\_\_\_ what the present was.  
helped wondered


2. That summer, I was \_\_\_\_\_ for my first concert.  
beautiful ready


3. Grandpa was \_\_\_\_\_ of me.  
proud made


Say & Write It

**Listen, write, and say.** 🎧 25

1.  instrument  
a didgeridoo

2.  game  
chess

 What \_\_\_\_\_ do you play?

 I play \_\_\_\_\_

37

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 25. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 25 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**The Didgeridoo** Read, write, and say. **Unit 08**

"I have a \_\_\_\_\_ for you," Grandpa said.

I \_\_\_\_\_ what the present was.

Their coach shouts, "\_\_\_\_\_ the referee!"

Grandpa blew the long \_\_\_\_\_.

I was \_\_\_\_\_ for my first concert.

Grandpa was \_\_\_\_\_ of me.

We \_\_\_\_\_ together every day.

The \_\_\_\_\_ loved the concert.

1. present
2. wondered
3. blow
4. instrument
5. ready
6. proud
7. play music
8. audience

**Unit 08 The Didgeridoo**

Complete the crossword.

Down: 1. I have a \_\_\_\_\_ for you. 2. I \_\_\_\_\_ what the present was. 3. The \_\_\_\_\_ loved the concert.

Across: 4. Grandpa blew the long \_\_\_\_\_. 5. I was \_\_\_\_\_ for my first concert.

Choose the correct sentences.

1.   a. I gave my dog a present.  b. I gave my dog a bath.

2.   a. He blows out the candle.  b. He blows the long instrument.

Write and match.

1. This was my \_\_\_\_\_ and now it is yours. 

2. I blew it, but only \_\_\_\_\_ came out. 

3. I was \_\_\_\_\_ for my first concert. 

Listen and write.

"I have a \_\_\_\_\_ for you," Grandpa said. I wondered what it was. "This was my \_\_\_\_\_ didgeridoo, and now it is yours." Grandpa blew the long \_\_\_\_\_ and made beautiful music. I put it to my \_\_\_\_\_ but only air came out. Grandpa helped, and finally it made a sound. I practised day and \_\_\_\_\_ That summer, I was ready for my first concert. Grandpa was \_\_\_\_\_ of me.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 13, Unit 8
- Writing Workbook 2: pages 38-39

## Unit 9 Natural Soap

### Objectives

- New words: *soap, unhealthy, choose, a few, world*
- Sentence pattern: Conjunctions  
(But many soaps have unhealthy things in them. So some people choose to make soap at home.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what they can make with oil, ask for volunteers to talk about what they know where oil comes from (What is oil used for? What plants can oil be made from?).

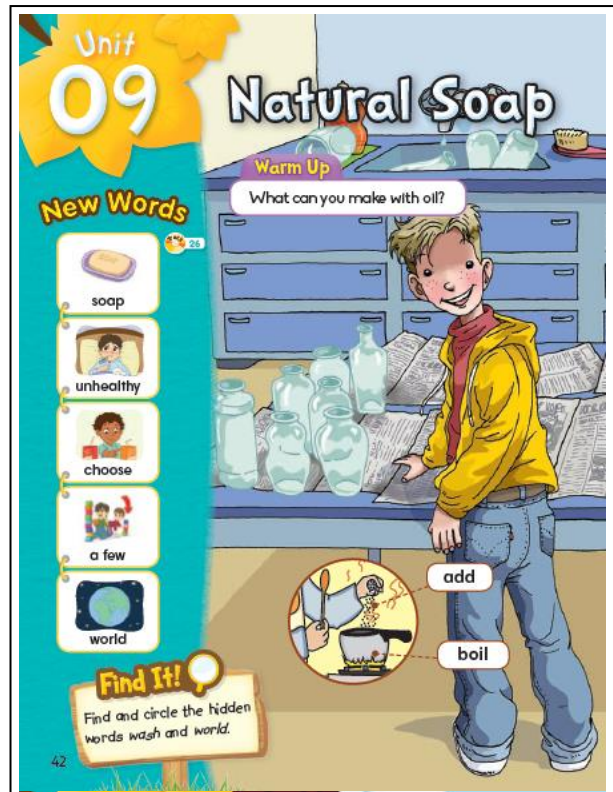
### Before Reading

#### New Words

- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

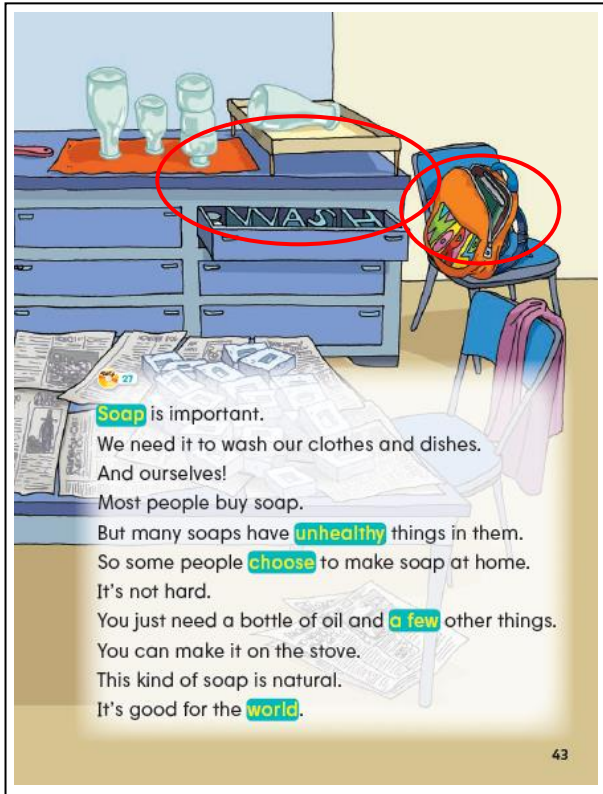
#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*team, match*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 42.
- When you “add” something, you increase it. Water will “boil” when heated to 100°C.
  - Possible Extension: Ask students to talk about what other liquids that “boil.”
  - Possible Extension: Ask students to make their own sentences using “add” and “boil.”



**Soap** is important.  
 We need it to wash our clothes and dishes.  
 And ourselves!  
 Most people buy soap.  
 But many soaps have **unhealthy** things in them.  
 So some people **choose** to make soap at home.  
 It's not hard.  
 You just need a bottle of oil and **a few** other things.  
 You can make it on the stove.  
 This kind of soap is natural.  
 It's good for the **world**.

### Reading

#### Reading: “Natural Soap”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 27. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

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

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about cooking.


- Remind students of the warm-up discussion about oil.
- Ask students to think about what food they like to cook on the stove (should only be a few minutes at most) and write down some reasons why they like that food.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the foods that students like to cook on the stove and why.




## Check It

**A Choose the best answers.**


- What is the reading about?
  - Cooking
  - Watching TV
  - Healthy soap
- To make \_\_\_\_\_, you need a bottle of oil.
 




a. soap




b. a few




c. stove
- This kind of soap is \_\_\_\_\_.
 



a. straight



b. oil



c. natural

**B Read and circle True or False.**

- We need soap to wash ourselves. True False
- Most people buy soap. True False
- It is hard to make soap at home. True False
- You can make soap on the stove. True False

44



### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- 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.

Learn It



**Write the correct words.**


world      choose      unhealthy


- Many soaps have  \_\_\_\_\_ things in them.
- So people  \_\_\_\_\_ to make soap at home.
- Natural soap is good for the  \_\_\_\_\_.

Say & Write It

**Listen, write, and say.** 🎧 28

-  the world  
oil
-  nature  
tires

 How do you help \_\_\_\_\_?

 I make things with used \_\_\_\_\_.

45

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 28. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 28 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Unit 09 Natural Soap** Read, write, and say.

1. soap \_\_\_\_\_ is important.
2. Many soaps have \_\_\_\_\_ things in them.  
unhealthy
3. Some people \_\_\_\_\_ to make soap of home.  
choose
4. You just need a bottle of oil and \_\_\_\_\_ other things.  
a few
5. This kind of soap is \_\_\_\_\_.  
natural
6. This special soap is good for the \_\_\_\_\_.  
world
7. Tim \_\_\_\_\_ other things.  
add
8. My mom \_\_\_\_\_ the soap.  
boil

**Unit 09 Natural Soap**

Find and circle the words.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| T | d | l | w | b | l | w | d | z |
| m | f | a | j | b | s | x | w | r |
| a | f | g | o | x | o | o | r |   |
| a | q | b | o | f | e | r | e |   |
| n | a | h | v | p | h | p | e |   |
| w | e | r | i | j | p | e | s |   |
| t | v | n | e | f | u | r | e |   |
| w | n | e | e | i | f | h | y |   |

Choose the correct sentences.

1.   a. We can use oil to make bottles.  
 b. We can use oil to make soap.
2.   a. I have a few pens.  
 b. I have many pens.

Write the words in the correct order.

1. Choose to. Some people. make soap.  
\_\_\_\_\_ on the stove. You can. make it.
2. This soap. for the world. is good.

Listen and write.

\_\_\_\_\_ is important. We need it to  
\_\_\_\_\_ our clothes and dishes. And  
ourselves! Most people buy soap. But many soaps  
have \_\_\_\_\_ things in them. So some  
people choose to make soap at home. It's not hard.  
You just need a \_\_\_\_\_ of oil and a few  
other things. You can make it on the stove. This kind  
of soap is \_\_\_\_\_ It's good for the world.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 14, Unit 9
- Writing Workbook 2: pages 40-41

## Unit 10 My Heroes

### Objectives

- New words: *firefighter, cry, rush, photographer, job*
- Sentence pattern: *Relative Clauses*  
(Walter, the police officer, saw the smoke first.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what firefighters do in their town, ask for volunteers to talk about what they know about how firefighters train (What might firefighters need to prepare to fight fires? What other things do firefighters help do?).

### Before Reading

#### New Words

- Have students open their SBs to page 46. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 29 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two pictures [*fire truck, photographer*] that students need to circle. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.

**Unit 10 My Heroes**

**New Words**

- firefighter
- cry
- rush
- photographer
- job

**Find It!**  
Find and circle the fire truck and photographer in the picture.

Walter, the police officer, saw the smoke first. He called the fire station.

Cara rushed inside and carried Patches to the window.

### Bonus Words

- Focus students to the related content at the top of page 47.
- People might need to be “rescued” in a “dangerous” situation.

rescue

dangerous

Warm Up  
What do firefighters do in your town?

Then he ran to the door. "There's a fire!" he shouted. "Where's Patches?" Steve asked.

When the **firefighters** arrived, Cara went to Steve. "Patches is inside somewhere," Steve **cried**.

As they jumped out, a **photographer** took their picture. "You're heroes!"

"That's our **job**," said Walter and Cara.

47

- Possible Extension: Ask students to talk about why they would need to be “rescued.” Ask students to talk about what some “dangerous” situations are.

- Possible Extension: Ask students to make their own sentences using “rescue” and “dangerous.”

### Reading

#### Reading: “My Heroes”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 30. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

#### Expansion

“new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion







Talk about dangerous jobs.

- Remind students of the warm-up discussion about what firefighters do.
- Ask students to think about a dangerous job (should only be a few minutes at most) and write down some reasons why a job might be dangerous.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different dangerous jobs students came up with.






## check It

**A Choose the best answers.**

- What is the reading about?  
a. Saving a dog    b. A sick dog    c. A photographer
- "There's a fire!" Walter \_\_\_\_\_  
        
- "Where's Patches?" Steve \_\_\_\_\_  
        

**B Choose the correct words and write.**

photographer    fire station    somewhere

-  Walter called the \_\_\_\_\_.
-  Patches is inside \_\_\_\_\_.
-  A \_\_\_\_\_ took their picture.

48

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

**Write the correct words.**

1. When the \_\_\_\_\_ arrived, Cara went to Steve.  
firefighters police officers

2. Cara \_\_\_\_\_ inside.  
rushed asked

3. “That’s our \_\_\_\_\_,” said Walter and Cara.  
job fire

Say & Write It

**Listen, write, and say.** 🎧 31

1 fire  
dog

2 flood  
pig

What did you save in the \_\_\_\_\_?

I saved my \_\_\_\_\_

49

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 31. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 31 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.





## Homework

**My Heroes** Read, write, and say. **Unit 10**

"There's a fire!" he \_\_\_\_\_.

When the \_\_\_\_\_ arrived, Caro went to Steve.

"Patches is inside somewhere," Steve \_\_\_\_\_.

Caro \_\_\_\_\_ inside and carried Patches to the window.

A \_\_\_\_\_ took their pictures.

"That's our \_\_\_\_\_," said Walter and Caro.

It's \_\_\_\_\_ to walk on an old bridge.

The firefighters \_\_\_\_\_ the child from the burning building.

- shout
- firefighter
- cry
- rush
- photographer
- job
- dangerous
- rescue

**Unit 10 My Heroes**

Complete the crossword.

Choose the correct sentences.

- a. The baby jumps because he is hungry.  
 b. The baby cries because he is hungry.
- a. The firefighter takes a picture.  
 b. The photographer takes a picture.

Write and match.

- Walter, the \_\_\_\_\_, saw the smoke first.
- He called the \_\_\_\_\_.
- A \_\_\_\_\_ took their picture.

Listen and write.

Walter, the police officer, saw the \_\_\_\_\_ first. He called the fire station. Then he ran to the door. "There's a fire!" he shouted. "Where's Patches?" Steve \_\_\_\_\_ . When the \_\_\_\_\_ arrived, Caro went to Steve. "Patches is inside somewhere," Steve cried. Caro rushed inside and carried Patches to the window. As they jumped out, a photographer took their \_\_\_\_\_ . "You're heroes!" "That's our \_\_\_\_\_," said Walter and Caro.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 15, Unit 10
- Writing Workbook 2: pages 42-43

## Unit 11 The Lost Map

### Objectives

- New words: *hobby, problem, lose, mad, smartphone*
- Sentence pattern: Subordinate Conjunctions  
(My brother was not mad at me because he had his smartphone.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 50-51. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students where they can find maps, ask for volunteers to talk about how maps are helpful (What information do maps have on them? When is a map helpful?).

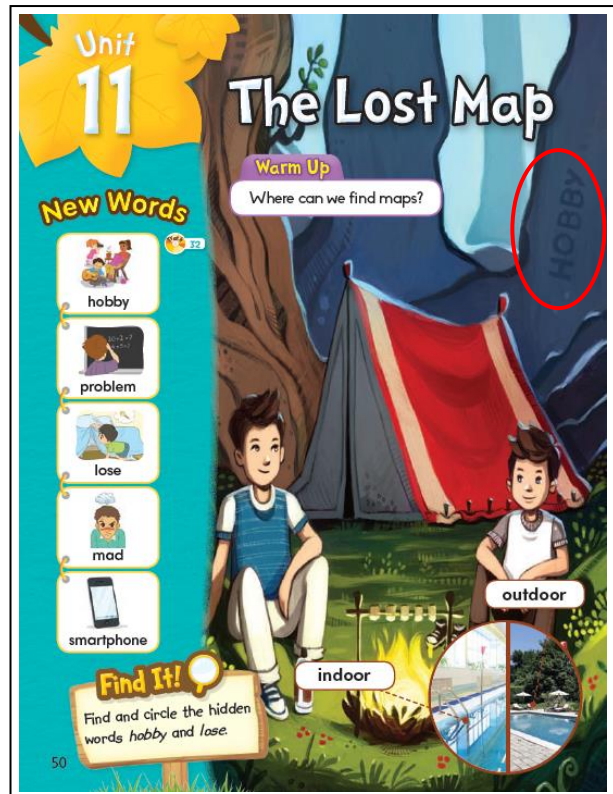
### Before Reading

#### New Words

- Have students open their SBs to page 50. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

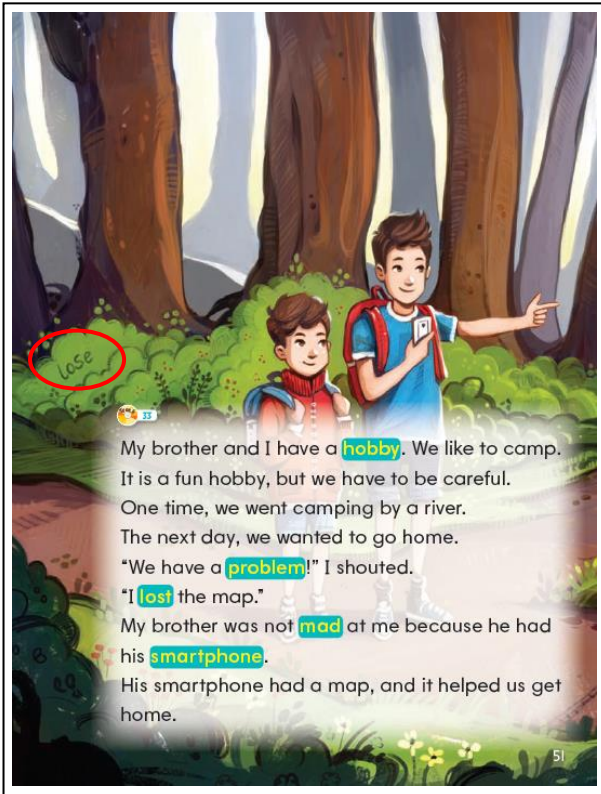
### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*hobby, lose*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the top of page 50.
- Children might have “indoor” playtime on rainy days. Having an “outdoor” meal can be fun.
  - Possible Extension: Ask students to talk about what they like to do “indoors” and “outdoors.”
  - Possible Extension: Ask students to make their own sentences using “indoor” and “outdoor.”



### Reading

#### Reading: “The Lost Map”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 33. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about camping.




- Remind students of the warm-up discussion about where maps can be found.
- Ask students to think about what people do when they go camping (should only be a few minutes at most) and write down some reasons people might enjoy those activities.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students come up with about camping.






## Check It

**A Choose the best answers.**

1. What is the reading about?  
a. A hobby      b. A wand      c. A map

2. My brother and I like to \_\_\_\_\_  
              
a. lose      b. river      c. camp

3. The \_\_\_\_\_ helped us get home.  
              
a. map      b. problem      c. shout

**B Write numbers to put the story in order.**

We used the map in my brother's smartphone.

I lost the map.

My brother and I went camping by a river.

The next day, we wanted to go home.

52

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion




Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It


Write the correct words.


mad
smartphone
hobby

1. My brother and I have a  \_\_\_\_\_.
2. My brother was not  \_\_\_\_\_ at me.
3. My brother had his  \_\_\_\_\_.

Say & Write It


Listen, write, and say. 🎧 34

1  brother's map

2  father's camera

What did your \_\_\_\_\_ smartphone have?

It had a \_\_\_\_\_

We were lucky. 

53

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 34. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 34 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

## Homework

**Unit 11 The Lost Map** Read, write, and say.

1. My brother and I have a                      hobby.
2. We like to                      camping.
3. "We have a                     !" I shouted.
4. I                      the map.
5. My brother was not                      of me.
6. My brother had his                      smartphone.
7. I go swimming in                      pools in the winter.
8. We wanted an                      party, but it's raining today.

**Unit 11 The Lost Map**

Find and circle the words.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| p | r | a | b | t | e | m | i | c |
| a | r | n | i | q | i | x | a |   |
| a | c | v | q | a | m | s | h | p |
| n | w | y | f | b | o | g | c | b |
| w | p | c | h | i | x | n | y | r |
| z | m | a | r | i | p | h | a | e |
| u | i | m | p | y | a | x | h | p |
| l | i | b | o | h | o | b | b | b |
| t | e | w | i | d | r | i | q | i |

Choose the correct sentences.

1.  a. My mother is mad at me.  
 b. My mother is smiling at me.
2.  a. She's using a map.  
 b. She's using a smartphone.

Write the words in the correct order.

1.                      a hobby.                      My brother.                      and I have                     .
2.                      by a river.                      went camping.                      One time, we                     .
3.                      get home.                      helped us.                      The map                     .

Listen and write.

My brother and I have a                     . We like to camp. It is a fun hobby, but we have to be careful. One time, we went camping by a river. The next day, we wanted to go home. "We have a problem!" I shouted. "I                      the                     !" My brother was not                      at me because he had his                     . His smartphone had a map, and it helped us get home.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 16, Unit 11
- Writing Workbook 2: pages 44-45



## Unit 12 The Longest Game

### Objectives

- New words: *plate, begin, sadly, fork, rice*
- Sentence pattern: *Possessive*  
(Yuki's mom put plates on the table. "No, we use our hands.")

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what tools they use to eat, ask for volunteers to talk about what types of food they enjoy eating (From which nations do you like the food most? Do you enjoy spicy food? What seafood do you like?).

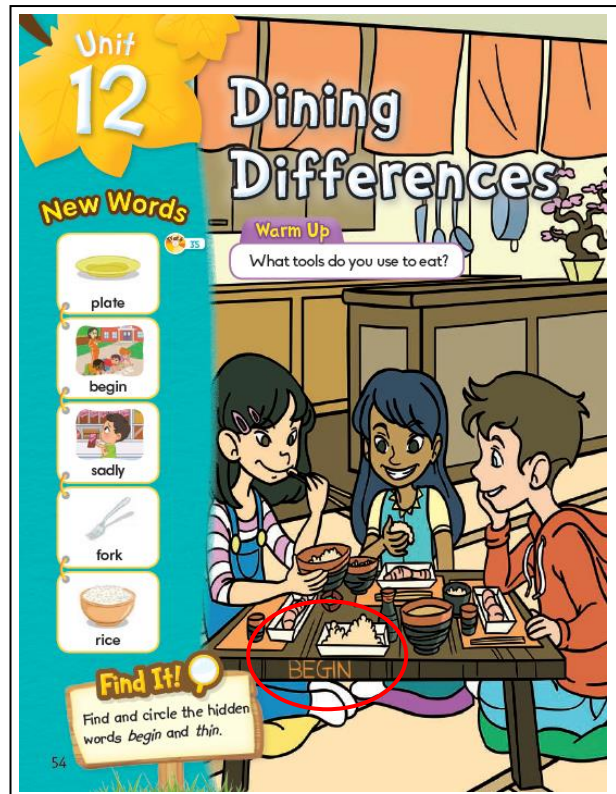
### Before Reading

#### New Words

- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 35 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

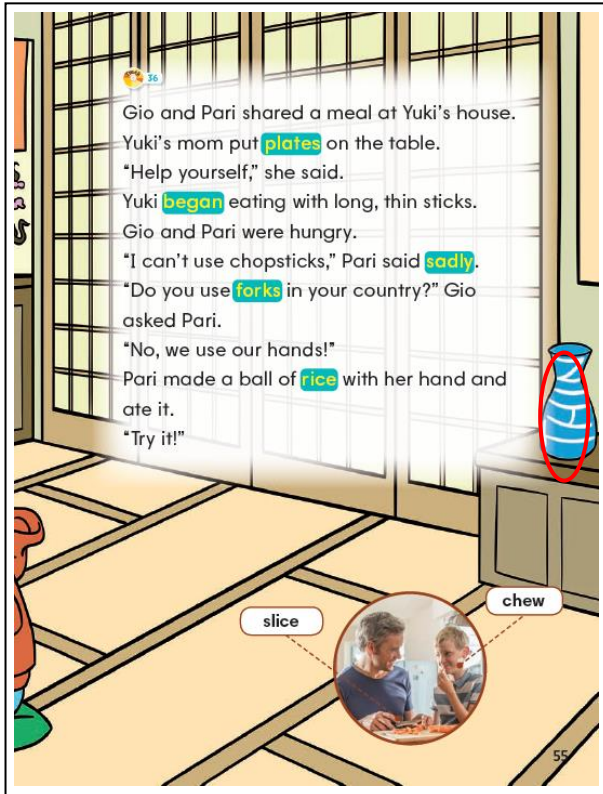
#### Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*begin, thin*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students' hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 55.
- People “slice” food before they eat it. Then, they can “chew” their food easier.



- Possible Extension: Ask students to talk about what kinds of food they can “slice” before eating.
- Possible Extension: Ask students to make their own sentences using “slice” and “chew.”

### Reading

#### Reading: “Dining Differences”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 36. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

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

four to read the passage aloud, with each student reading one word or sentence at a time.

## After Reading

### Check It

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

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.







### Expansion

Talk about eating.

- Remind students of the warm-up discussion about the tools they use to eat.
- Ask students to think about what they like to eat (should only be a few minutes at most) and write down the ways those foods should be eaten (with what tools).
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different things students like to eat and what tools they use to eat them with.




Check It

**A Choose the best answers.**

- What is the reading about?  
a. New food      b. Ways to eat      c. A family meal
- "I can't use \_\_\_\_\_," Pari said sadly.  
 a. thin      
  b. chopsticks      
  c. forks
- Pari made a ball of \_\_\_\_\_ with her hand and ate it.  
 a. sadly      
  b. plates      
  c. rice

**B Choose the correct words and write.**

hands      hungry      meal

-  Gio and Pari had a \_\_\_\_\_ at Yuki's home.
-  Gio and Pari were \_\_\_\_\_.
-  "No, we use our \_\_\_\_\_!" Pari said.

56

### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- 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.

Learn It

**Write the correct words.**


1. Yuki's mom put \_\_\_\_\_ on the table.  
plates   balls


2. Yuki \_\_\_\_\_ eating with long, thin sticks.  
helped   began


3. Do you use \_\_\_\_\_ in your country?  
forks   sticks


Say & Write It

**Listen, write, and say.** 🎧 37

1  eat a fork

2  color crayons

 What do you use to \_\_\_\_\_?

 I use \_\_\_\_\_.

57

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 37. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 37 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Dining Differences** Read, write, and say. Unit 12

Yuki's mom put \_\_\_\_\_ on the table. 1. plate

Yuki \_\_\_\_\_ eating with long, thin sticks. 2. begin

\_\_\_\_\_ are thin sticks. 3. chopsticks

"I can't use chopsticks," Pari said \_\_\_\_\_. 4. saddy

"Do you use \_\_\_\_\_ in your country?" Gio asked Pari. 5. fork

Pari made a ball of \_\_\_\_\_ with her hand. 6. rice

The boy happily \_\_\_\_\_ the pasta. 7. chew

Use the knife to \_\_\_\_\_ the bread. 8. slice

**Unit 12 Dining Differences**

Complete the crossword.

Down: Across:

Choose the correct sentences.

1.  a. The girl eats with her chopsticks.  b. The girl eats with her fork.

2.  a. Do you eat fried eggs?  b. Do you eat fried rice?

Write and match.

1. Yuki's mom put \_\_\_\_\_ on the table. +

2. "I can't use \_\_\_\_\_," Pari said saddy. +

3. Pari made a ball of \_\_\_\_\_ with her hand. +

Listen and write.

Gio and Pari shared a \_\_\_\_\_ at Yuki's house. Yuki's mom put plates on the table. \_\_\_\_\_ yourself," she said. Yuki \_\_\_\_\_ eating with long, thin sticks. Gio and Pari were hungry. "I can't use chopsticks," Pari said sadly. "Do you use \_\_\_\_\_ in your country?" Gio asked Pari. "No, we use our hands!" Pari made a ball of rice with her hand and ate it. \_\_\_\_\_ it!"

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 17, Unit 12
- Writing Workbook 2: pages 46-47



## Unit 13 The Paper Plane

### Objectives

- New words: *paper, plane, some, window, throw*
- Sentence pattern: *Imperative*  
(Bring the left to the right. Draw windows and faces in them.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what they can make with paper, ask for volunteers to talk about what they know about how airplanes fly (Have you ever been on an airplane? What helps an airplane fly in the air?).

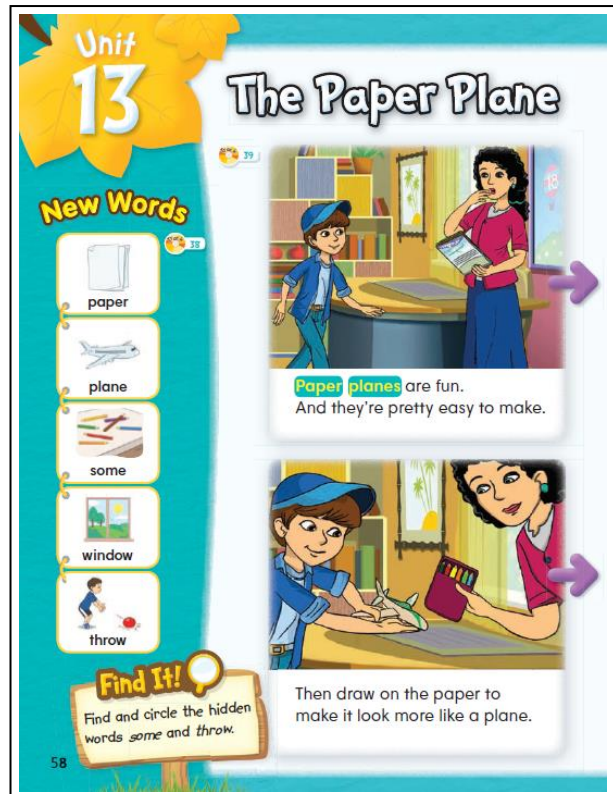
### Before Reading

#### New Words

- Have students open their SBs to page 58. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 38 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*some, throw*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.





### Bonus Words

- Focus students to the related content at the bottom of page 59.
- Airplanes “land” on the long “runway” at the airport.

land runway

**Warm Up**  
What can you make with paper?

Take **some** paper and put the parts together.

But you do not need tape. Bring the left to the right.

Draw **windows** and people's faces in them.

Now you're ready for the most fun part. **Throw** your paper plane!

59

- Possible Extension: Ask students to talk about how planes “land.”

- Possible Extension: Ask students to make their own sentences using “land” and “runway.”

### Reading

#### Reading: “The Paper Plane”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 39. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or

four to read the passage aloud, with each student reading one word or sentence at a time.

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about flight.


- Remind students of the warm-up discussion about what they can make with paper.
- Ask students to think about the different ways people can fly places (should only be a few minutes at most) and write down some ideas about which is the best or easiest mode of transportation.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the forms of flight and which students think are the best/easiest.


Check It


**A Choose the best answers.**

1. What is the reading about?  
a. A paper plane    b. History    c. A teacher


2. A paper \_\_\_\_\_ is pretty easy to make.


  
a. right


  
b. plane

  
c. fold

3. Draw on the paper to make it \_\_\_\_\_ a plane.

  
a. look like

  
b. throw

  
c. most

**B Write numbers to put the story in order.**

Bring the left to the right.

Take some paper, but you do not need tape.

Draw windows and people's faces on the paper.

Now throw your paper plane!

60

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion




Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It


Write the correct words.


windows      Paper      some


-  \_\_\_\_\_ planes are fun.
- We use  \_\_\_\_\_ paper and put the parts together.
- Draw  \_\_\_\_\_ on your plane.


Say & Write It

Listen, write, and say. 🗣️ 40

1  plane  
windows

2  van  
wheels

 What did you draw on the \_\_\_\_\_?

 I drew \_\_\_\_\_ on it!

61

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 40. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 40 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Unit 12 The Paper Plane** Read, write, and say.

1. \_\_\_\_\_ planes are fun.
2. Paper \_\_\_\_\_ are pretty easy to make.
3. Take \_\_\_\_\_ paper and put the parts together.
4. Draw on the paper to make it \_\_\_\_\_ a plane.
5. Draw \_\_\_\_\_ and people's faces in them.
6. \_\_\_\_\_ your paper plane!
7. The helicopter is about to \_\_\_\_\_.
8. The plane safely landed on the \_\_\_\_\_.

**Unit 13 The Paper Plane**

Find and circle the words.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| S | H | T | A | W | C | K | P | N |
| I | N | U | N | F | O | F |   |   |
| O | W | I | N | X | Z | P | I |   |
| O | N | M | F | I | G | E | W |   |
| X | P | Y | T | A | D | C | T |   |
| T | K | I | X | I | F | R | D |   |
| S | I | Q | O | V | I | D |   |   |
| K | X | I | Q | N | T | P | O |   |
| S | P | T | E | P | A | W | B |   |

Choose the correct sentences.

1.  a. I take a plane to travel.  
 b. I take a bus to travel.
2.  a. You can see the sky from the window.  
 b. You can see the sky from the door.

Write the words in the correct order.

1. Paper planes \_\_\_\_\_ to make. \_\_\_\_\_ are pretty easy.
2. Bring the \_\_\_\_\_ the right. \_\_\_\_\_ left to \_\_\_\_\_.
3. \_\_\_\_\_ most fun part. \_\_\_\_\_ ready for the \_\_\_\_\_ Now you're \_\_\_\_\_.

Listen and write.

Paper \_\_\_\_\_ are fun. And they're \_\_\_\_\_ pretty easy to make. Take some paper and put the \_\_\_\_\_ parts \_\_\_\_\_ But you do not need tape. Bring the \_\_\_\_\_ to the right. Then draw \_\_\_\_\_ on the paper to make it look more like a plane. Draw \_\_\_\_\_ and people's faces in them. Now you're ready for the most fun part. \_\_\_\_\_ your paper plane!

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 18, Unit 13
- Writing Workbook 2: pages 48-49

## Unit 14 Shapes Everywhere

### Objectives

- New words: *corner, hill, terrible, beehive, everywhere*
- Sentence pattern: Exclamatory  
(Bees! My pencil is a hexagon, too!)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what has six sides in their classroom, ask for volunteers to talk about where they see different shapes (Where do you see triangles in nature? What kinds of signs are made with squares or circles?).

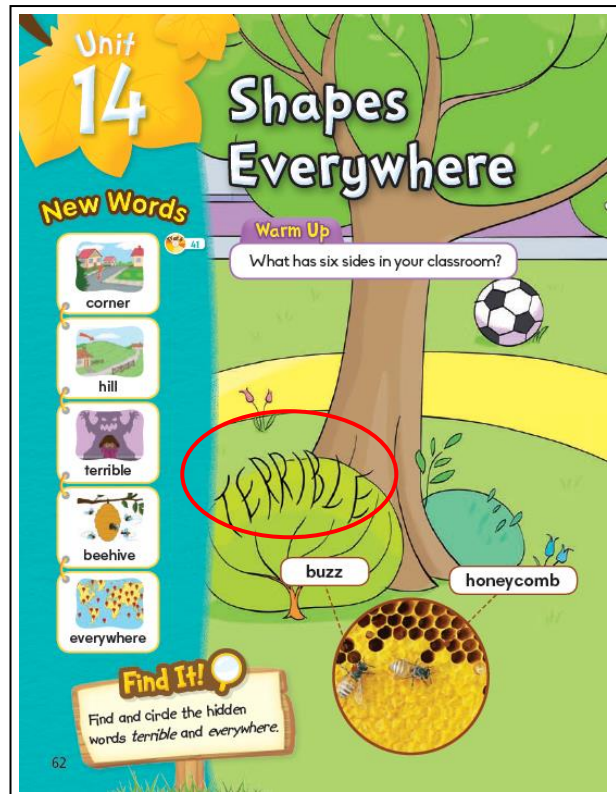
### Before Reading

#### New Words

- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 41 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

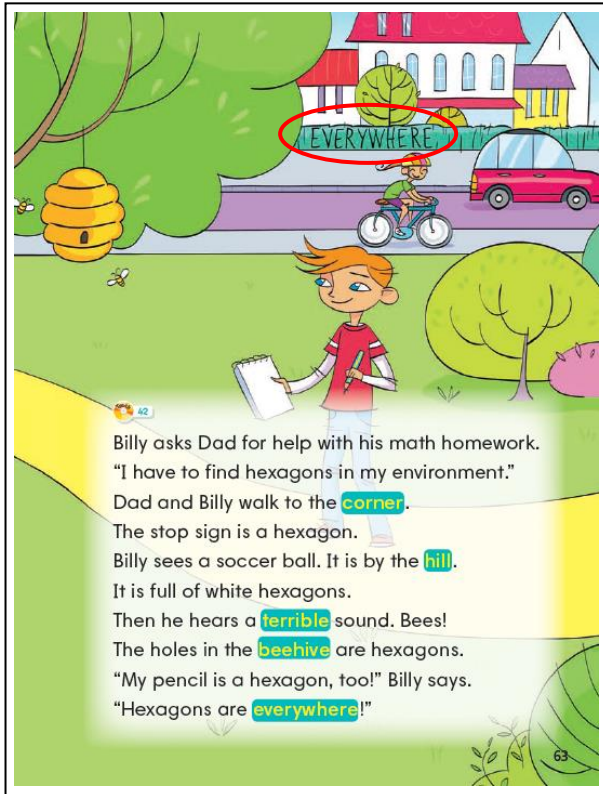
### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*terrible, everywhere*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the top of page 62.
- Bees “buzz” as they fly around. Bees take care of their “honeycomb” by keeping it clean.



- Possible Extension: Ask students to talk about what they know about a “honeycomb.”

- Possible Extension: Ask students to make their own sentences using “buzz” and “honeycomb.”

### Reading

#### Reading: “Shapes Everywhere”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 42. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.







### Expansion

Talk about shapes.

- Remind students of the warm-up discussion about what six-sided objects are in their classroom.
- Ask students to think about why some objects are better in a certain shape (should only be a few minutes at most) and write down some reasons they think this is true.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students come up with about why the shapes of certain objects are important.




Check It

**A Choose the best answers.**

- What is the reading about?  
 a. Flowers      b. A shape      c. A beehive
- I have to find hexagons in my \_\_\_\_\_.  
    
 a. environment      b. math      c. stop
- "My \_\_\_\_\_ is a hexagon, tool!" Billy says.  
    
 a. white      b. beehive      c. pencil

**B Choose the correct words and write.**

holes      homework      hill

-  Billy asks Dad for help with his math \_\_\_\_\_.
-  The soccer ball is by the \_\_\_\_\_.
-  The \_\_\_\_\_ in the beehive are hexagons.

64

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

- Create a game card consisting of a 3X3 grid with a total of 9 spaces. In each space should be a random number from 1 to 15.
- Call out a number at random and say a target word. Students need to write the word in the correct number box. Once someone has three in a row, they shout out “Spelling Bingo!”
- The student should stand, say the number, and spell the word correctly. If all three words are correct, the student wins.

Learn It

**Write the correct words.**


1. Dad and Billy walk to the \_\_\_\_\_  
corner    environment


2. Then he hears a \_\_\_\_\_ sound. Bees!  
white    terrible


3. "Hexagons are \_\_\_\_\_!" Billy says.  
homework    everywhere


Say & Write It

**Listen, write, and say.** 🗣️ 43

1  hexagon  
six

2  square  
four

 How many sides does a \_\_\_\_\_ have?

 It has \_\_\_\_\_ sides.

65

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 43. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 43 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**Shapes Everywhere** Read, write, and say. Unit 14

Dad and Billy walk to the \_\_\_\_\_.

The ball is by the \_\_\_\_\_.

He hears a \_\_\_\_\_ sound.

The holes in the \_\_\_\_\_ are hexagons.

My \_\_\_\_\_ is a hexagon, too!

Hexagons are \_\_\_\_\_!

The bees \_\_\_\_\_ next to the flowers.

This golden \_\_\_\_\_ is a sweet treat for kids.

1 corner  
2 hill  
3 terrible  
4 beehive  
5 pencil  
6 everywhere  
7 buzz  
8 honeycomb

**Unit 14 Shapes Everywhere**

Complete the crossword.

Choose the correct sentences.

1  a. That is a corner of the room.  
 b. That is the middle of the room.

2  a. This food is terrible.  
 b. This food is wonderful.

Write and match.

1 Billy asks Dad for help with his \_\_\_\_\_ homework.

2 I have to find \_\_\_\_\_ in my environment.

3 Billy sees a soccer ball. It is \_\_\_\_\_ by the \_\_\_\_\_.

Listen and write.

Billy asks Dad for help with his math homework. "I have to find hexagons in my environment." Dad and Billy walk to the \_\_\_\_\_ The stop sign is a hexagon. Billy sees a soccer ball. It is by the \_\_\_\_\_ It is full of white hexagons. Then he hears a terrible \_\_\_\_\_ Bees! The holes in the beehive are hexagons. "My pencil is a hexagon, too!" Billy says. "Hexagons are \_\_\_\_\_!"

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 19, Unit 14
- Writing Workbook 2: pages 50-51

## Unit 15 The Longest Game

### Objectives

- New words: *evening, dark, above, beautiful, away*
- Sentence pattern: Yes/No Questions  
(Do you see the stars tonight? Am I older than the stars?)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what they can see in the night sky, ask for volunteers to talk about what they know about the stars (How far away are the stars? What are the stars made of?).

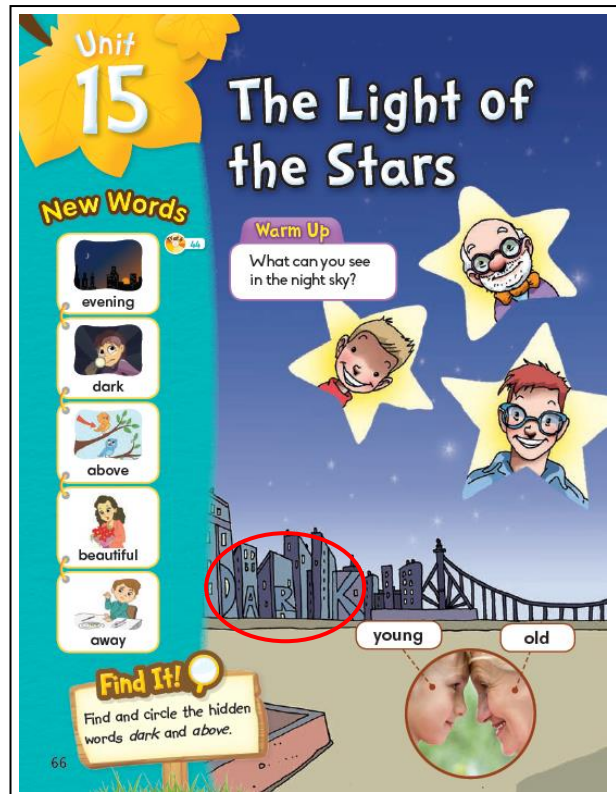
### Before Reading

#### New Words

- Have students open their SBs to page 66. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 44 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

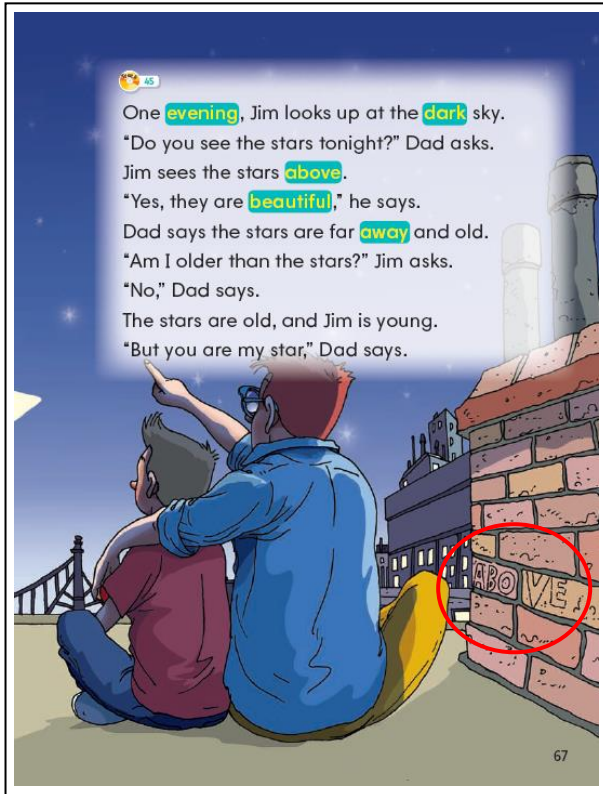
#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*dark, above*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.



### Bonus Words

- Focus students to the related content at the bottom of page 66.
- Both “young” and “old” people can enjoy nature.



- Possible Extension: Ask students to talk about what they liked to do when they were “young.” Ask students to talk about what they want to do when they are “old.”

- Possible Extension: Ask students to make their own sentences using “young” and “old.”

### Reading

#### Reading: “The Light of the Stars”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 45. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new

word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.







### Expansion

Talk about space.

- Remind students of the warm-up discussion about seeing stars at night.
- Ask students to think about what other things are in space (should only be a few minutes at most) and write down their ideas about what it might be like to see those things up close.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas about object in space that students have and their ideas about what it might be like to see those things.

Check It

**A Choose the best answers.**

- What is the reading about?  
a. Dad      b. Darkness      c. Stars
- "Do you \_\_\_\_\_ the stars tonight?" Dad asks.  
              
 a. see      b. dark      c. mix
- Dad says the stars are far \_\_\_\_\_ and old.  
              
 a. young      b. tonight      c. away

**B Read and circle True or False.**

- Jim sees the planes above.       True       False
- Dad says the stars are young.       True       False
- The stars are older than Jim.       True       False
- Dad says Jim is his star.       True       False

68



### Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- 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.


Learn It

Write the correct words.

beautiful      above      evening


1. One  \_\_\_\_\_, Jim looks up at the sky.


2. Jim sees the stars  \_\_\_\_\_.


3. "The stars are  \_\_\_\_\_," Jim says.


Say & Write It

Listen, write, and say. 🎧 46

1  stars  
beautiful

2  birds  
fast

 Can you see the \_\_\_\_\_ above?

 Yes, I can. They are \_\_\_\_\_.

69

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 46. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 46 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.

## Homework

**Unit 15 The Light of the Stars** Read, write, and say.

- In the \_\_\_\_\_ you can see stars.  
evening
- One evening, Jim looks up at the \_\_\_\_\_ sky.  
dark
- Jim \_\_\_\_\_ the sky full of stars.  
see
- Jim sees the stars \_\_\_\_\_.  
above
- "Yes, the stars are \_\_\_\_\_," Jim says.  
beautiful
- Put the pieces \_\_\_\_\_.  
away
- Dad says the stars are far away and \_\_\_\_\_.  
old
- Jim is \_\_\_\_\_.  
young

**Unit 15 The Light of the Stars**

Find and circle the words.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| S | Z | T | M | B | O | V | B | A |
| H | K | I | D | X | T | R | V |   |
| V | B | E | I | O | C | R | O | N |
| U | O | B | O | V | E | U | N |   |
| X | O | G | Y | G | W | J | I | I |
| I | B | O | I | W | J | I | I |   |
| H | H | B | O | O | I | G |   |   |
| O | V | X | I | O | R | V | W |   |
| T | E | K | W | H | K | I | T |   |

Choose the correct sentences.

- a. Look at the dark sky!  
 b. Look at the bright sky!
- a. The girl draws on the wall.  
 b. The girl looks at the beautiful city.

Write the words in the correct order.

- Jim \_\_\_\_\_ the dark sky \_\_\_\_\_ looks up at \_\_\_\_\_.
- \_\_\_\_\_ above. \_\_\_\_\_ Jim sees \_\_\_\_\_ the stars.
- \_\_\_\_\_ old, and Jim \_\_\_\_\_ The stars are \_\_\_\_\_ is young.

Listen and write.

One \_\_\_\_\_ Jim looks up at the \_\_\_\_\_ sky. "Do you see the stars \_\_\_\_\_?" Dad asks. Jim sees the stars \_\_\_\_\_ "Yes, they are \_\_\_\_\_," he says. Dad says the stars are far away and old. "Are they older than the stars?" Jim asks. "No," Dad says. The stars are old, and Jim is young. "But you are my star," Dad says.

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 20, Unit 15
- Writing Workbook 2: pages 52-53

## Unit 16 You're Invited!

### Objectives

- New words: *donkey, dinner, agree, follow, deep*
- Sentence pattern: Compound Sentence  
(Let me go, and you will have donkey for dinner.)

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students when they were a good friend, ask for volunteers to talk about what makes someone a good friend (How does a good friend act? When should you be a good friend? Why are good friends important?).

### Before Reading

#### New Words

- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 47 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

#### Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*agree, deep*] in the pictures. Have students work individually or in pairs to find and circle these words.
- When they are done, they should raise one hand. When all students’ hands are raised, point to the words together as a class.

Unit 16

## A Bad Fox

New Words

- donkey
- dinner
- agree
- follow
- deep

Find It!  
Find and circle the hidden words *agree* and *deep*.

Fox and Donkey were walking in the desert.

Lion agreed.  
Donkey followed Fox.

### Bonus Words

- Focus students to the related content at the top of page 71.
- A “pit” is a deep hole in the ground. A “crater” is made by an explosion or an impact of a fast-moving object.

pit crater

**Warm Up**  
When were you a good friend?

Suddenly, they saw a hungry lion.  
Fox told Donkey to wait.

“Let me go, and you will have donkey for dinner.”  
she said to Lion quietly.

He fell into a deep hole.  
Donkey couldn't run away.

Lion said, “I'll have donkey later.  
Now I'm hungry for fox!”

71

- Possible Extension: Ask students to talk about what they might find in a “pit.” Ask students to talk about where they might see a “crater.”

- Possible Extension: Ask students to make their own sentences using “pit” and “crater.”

### Reading

#### Reading: “A Bad Fox”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 48. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

### Expansion

- Read the passage aloud, stopping before the “new words” and having students say the “new word.”

- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

## 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 for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.







### Expansion

Talk about friendship.

- Remind students of the warm-up discussion about what makes someone a good friend.
- Ask students to think about their best friend (should only be a few minutes at most) and write down some reasons why that person is their best friend.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the reasons students give for why someone is their best friend.




Check It

**A Choose the best answers.**

- What is the reading about?  
a. A deep hole    b. A bad fox    c. A hungry donkey
- Fox told Donkey to \_\_\_\_\_  
          
 a. wait    b. speak    c. lion
- \_\_\_\_\_ couldn't run away from the hole.  
          
 a. Desert    b. Follow    c. Donkey

**B Choose the correct words and write.**

fox      agreed      quietly

-  "Let me go," Fox said \_\_\_\_\_.
-  Lion \_\_\_\_\_.
-  Lion said, "Now I'm hungry for \_\_\_\_\_!"

72

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

- Have students at their desks with a blank sheet of paper and pencil.
- Say a target word. Students need to spell the word in each of the four corners of their paper. When they finish, they raise their paper up for the teacher to see. The first student to write the word correctly in all four corners gets a point.
- Repeat until all the words have been done. The student with the most points wins.

Learn It

**Write the correct words.**


1. Fox and \_\_\_\_\_ were walking in the desert.  
Donkey Lion


2. “You will have donkey for \_\_\_\_\_,” said Fox.  
desert dinner


3. Donkey fell into a \_\_\_\_\_ hole.  
deep hungry


Say & Write It

**Listen, write, and say.** 🗣️ 49

1.  desert  
lion

2.  forest  
bear

 What animal do you need to be careful of in the \_\_\_\_\_?

 Be careful of the hungry \_\_\_\_\_

73

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 49. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 13 again, having students repeat each sentence.

### Expansion

- Write the target sentences on the board. Have students make their own sentences with the words they can think of.



## Homework

**A Bad Fox** Read, write, and say. **Unit 16**

Fox and \_\_\_\_\_ were walking in the desert.

You will have donkey for \_\_\_\_\_.

"Let me go," Fox said to Lion \_\_\_\_\_.

Lion \_\_\_\_\_ to let the fox go.

Donkey \_\_\_\_\_ Fox.

He fell into a \_\_\_\_\_ hole.

The old \_\_\_\_\_ had water in it.

The rabbit fell into a \_\_\_\_\_.


1. donkey
2. dinner
3. quietly
4. agrees
5. follows
6. deep
7. crater
8. pit


**Unit 16 A Bad Fox**

Complete the crossword.

Down: 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_, 4. \_\_\_\_\_, 5. \_\_\_\_\_, 6. \_\_\_\_\_, 7. \_\_\_\_\_, 8. \_\_\_\_\_, 9. \_\_\_\_\_, 10. \_\_\_\_\_, 11. \_\_\_\_\_, 12. \_\_\_\_\_, 13. \_\_\_\_\_, 14. \_\_\_\_\_, 15. \_\_\_\_\_, 16. \_\_\_\_\_, 17. \_\_\_\_\_, 18. \_\_\_\_\_, 19. \_\_\_\_\_, 20. \_\_\_\_\_, 21. \_\_\_\_\_, 22. \_\_\_\_\_, 23. \_\_\_\_\_, 24. \_\_\_\_\_, 25. \_\_\_\_\_, 26. \_\_\_\_\_, 27. \_\_\_\_\_, 28. \_\_\_\_\_, 29. \_\_\_\_\_, 30. \_\_\_\_\_, 31. \_\_\_\_\_, 32. \_\_\_\_\_, 33. \_\_\_\_\_, 34. \_\_\_\_\_, 35. \_\_\_\_\_, 36. \_\_\_\_\_, 37. \_\_\_\_\_, 38. \_\_\_\_\_, 39. \_\_\_\_\_, 40. \_\_\_\_\_, 41. \_\_\_\_\_, 42. \_\_\_\_\_, 43. \_\_\_\_\_, 44. \_\_\_\_\_, 45. \_\_\_\_\_, 46. \_\_\_\_\_, 47. \_\_\_\_\_, 48. \_\_\_\_\_, 49. \_\_\_\_\_, 50. \_\_\_\_\_, 51. \_\_\_\_\_, 52. \_\_\_\_\_, 53. \_\_\_\_\_, 54. \_\_\_\_\_, 55. \_\_\_\_\_, 56. \_\_\_\_\_, 57. \_\_\_\_\_, 58. \_\_\_\_\_, 59. \_\_\_\_\_, 60. \_\_\_\_\_, 61. \_\_\_\_\_, 62. \_\_\_\_\_, 63. \_\_\_\_\_, 64. \_\_\_\_\_, 65. \_\_\_\_\_, 66. \_\_\_\_\_, 67. \_\_\_\_\_, 68. \_\_\_\_\_, 69. \_\_\_\_\_, 70. \_\_\_\_\_, 71. \_\_\_\_\_, 72. \_\_\_\_\_, 73. \_\_\_\_\_, 74. \_\_\_\_\_, 75. \_\_\_\_\_, 76. \_\_\_\_\_, 77. \_\_\_\_\_, 78. \_\_\_\_\_, 79. \_\_\_\_\_, 80. \_\_\_\_\_, 81. \_\_\_\_\_, 82. \_\_\_\_\_, 83. \_\_\_\_\_, 84. \_\_\_\_\_, 85. \_\_\_\_\_, 86. \_\_\_\_\_, 87. \_\_\_\_\_, 88. \_\_\_\_\_, 89. \_\_\_\_\_, 90. \_\_\_\_\_, 91. \_\_\_\_\_, 92. \_\_\_\_\_, 93. \_\_\_\_\_, 94. \_\_\_\_\_, 95. \_\_\_\_\_, 96. \_\_\_\_\_, 97. \_\_\_\_\_, 98. \_\_\_\_\_, 99. \_\_\_\_\_, 100. \_\_\_\_\_.

Choose the correct sentences.

1.   a. The little ducks flew to their mother.  
 b. The little ducks followed their mother.

2.   a. The swimming pool was very deep.  
 b. The swimming pool was very shallow.

Write and match.

1. Fox and \_\_\_\_\_ were walking in the desert. 

2. Suddenly, they saw a hungry \_\_\_\_\_ 

3. Donkey followed \_\_\_\_\_ 

Listen and write.

Fox and Donkey were walking in the \_\_\_\_\_.

Suddenly, they saw a hungry lion.

Fox told Donkey to \_\_\_\_\_, "Let me go, and you will have donkey for dinner," she said to \_\_\_\_\_.

Lion quietly, Lion \_\_\_\_\_ Donkey followed \_\_\_\_\_.

Fox, he fell into a \_\_\_\_\_ hole. Donkey \_\_\_\_\_ couldn't run away. Lion said, "I'll have donkey later. Now I'm \_\_\_\_\_ for fox!"

## Vocabulary Workbook 2

## Writing Workbook 2

- Vocabulary Workbook 2: page 21, Unit 16
- Writing Workbook 2: pages 54-55