

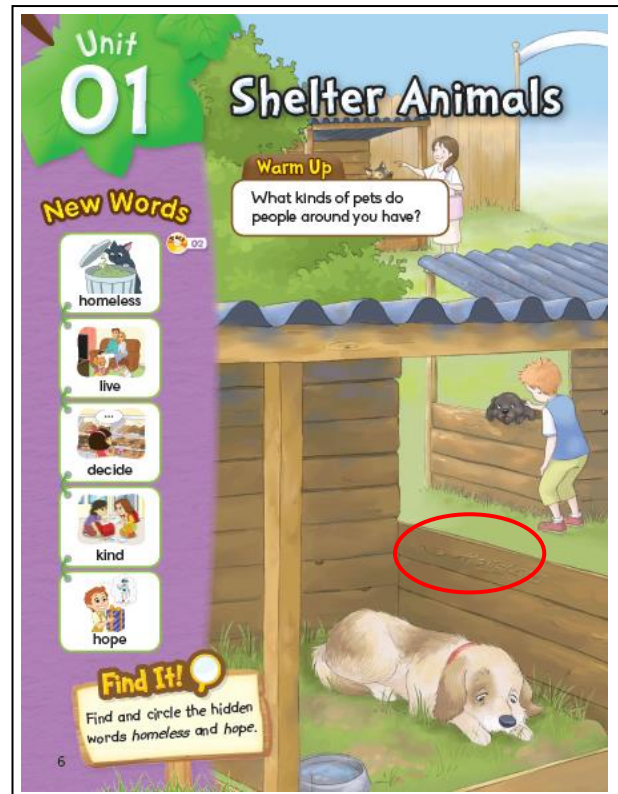
Unit 1 Shelter Animals

Objectives

- New words: *homeless, live, decide, kind, hope*
- Sentence pattern: Demonstrative
(Some sick or hurt animals also live here.
These animals are mostly dogs and cats.)

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 what kind of pets the people around them have, ask for volunteers to talk about what they know about taking care of pets (What kind of food do pets need? What kinds of bed do pets need? How can you show you care for a pet?).



Before Reading

New Words

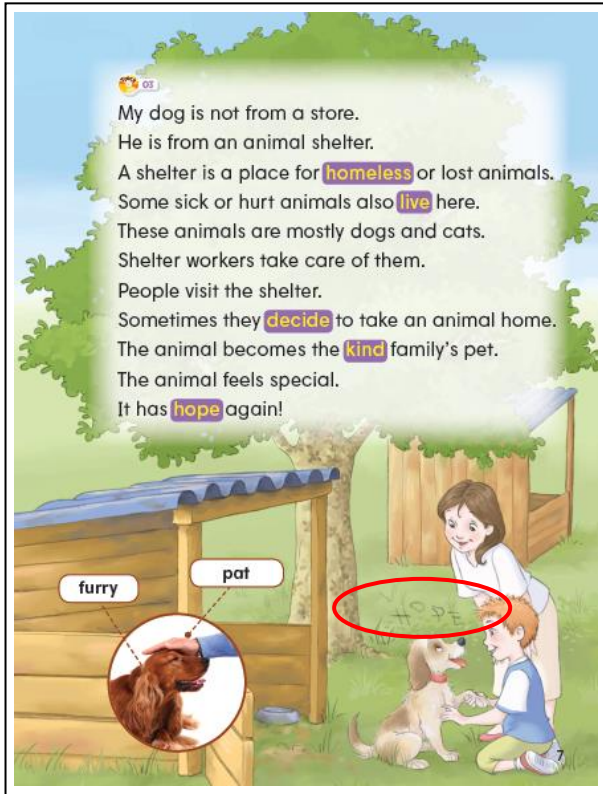
- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 2 and have students repeat. Practice the words a few more times, 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 [*homeless, hope*] 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 7.
- Most pets are “furry” and soft. You can “pat” your pet’s head to show it affection.
 - Possible Extension: Ask students to talk about animals or other objects that are “furry.” Ask students what other words mean “pat.”
 - Possible Extension: Ask students to make their own sentences using “furry” and “pat.”



Reading

Reading: “Shelter Animals”

- 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 pets.




- Remind students of the warm-up discussion about what pets the people around them have.
- Ask students to think about why some pets might be better than others (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 pets that students think are better and their reasons.






check It

A Choose the best answers.

1. What is the reading about?
 a. A sick dog b. Grass **c. An animal shelter**

2. People _____ an animal shelter.
  
 a. kind b. visit c. become

3. Some animals become the kind _____ pet.
  
 a. girl's b. decide c. family's

B Read and circle True or False.

1. My dog is from an animal shelter. **True** False

2. All animals live in an animal shelter. True False

3. Shelter workers take care of the animals. True False

4. Sometimes people decide to take an animal home. True 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 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.

hope ~~homeless~~ live

1. A shelter is a place for  homeless or lost animals.
2. Some sick animals also  _____ here.
3. Some animals have  _____ again!

Say & Write It

Listen, write, and say. 🎧

1  ~~pet store~~
~~animal shelter~~



Did you get your pet from the pet store ?

2  ~~farm~~
~~animal hospital~~



No, I got him from an animal shelter.

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 Shelter Animals Read, write, and say.

1. A shelter is a place for _____ or lost animals.
homeless / homeless

2. Some sick or hurt animals also _____ here.
live

3. People _____ the animal shelter.
visit

4. Sometimes people _____ to take an animal home.
decide

5. The animal becomes the _____ family's pet.
kind

6. It has _____ again!
hope

7. I like _____ animals!
furry

8. My dog likes when I _____ his belly.
pet

Unit 01 Shelter Animals

Find and circle the words.

x	p	b	f	i	r	a
a	x	k	i	n	d	u
a	r	b	c	o	d	k
t	c	j	q	p	o	e
d	v	v	a	t	b	i
a	q	y	x	i	f	i
t	k	b	v	f	u	u
m	h	o	p	e	q	c

Choose the correct sentences.

1. a. Sarah points on the farm.
 b. Sarah lives on the farm.

2. a. I decided to go for a run.
 b. I never decided to go for a run.

Write the words in the correct order.

1. My dog is _____ my dog is _____ a store.
not from / my dog is

2. _____ animals also _____ live here.
Some sick / live here

3. It becomes _____ family's pet _____ the kind.
family's pet / the kind

Listen and write.

My dog is not from a store. He is from an animal _____ shelter. A shelter is a place for _____ or lost animals. Some sick or hurt animals also live here. These animals are mostly _____ shelter workers take care of them. People visit the shelter. Sometimes they decide to take an animal home. The animal becomes the _____ family's pet. The animal feels special. It has _____ again!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 6, Unit 1
- Writing Workbook 3: pages 24-25

Unit 2 A New Phone

Objectives

- New words: *send, message, digital, read, answer*
- Sentence pattern: *Adverbs: so, even*
(She was so excited about it, she even called to tell me.)

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 whether they enjoy texting with their mom or friends, ask for volunteers to talk about when it’s better to text or call someone (Do you prefer texting or calling people? When is a good time to text? When is a good time to call?).

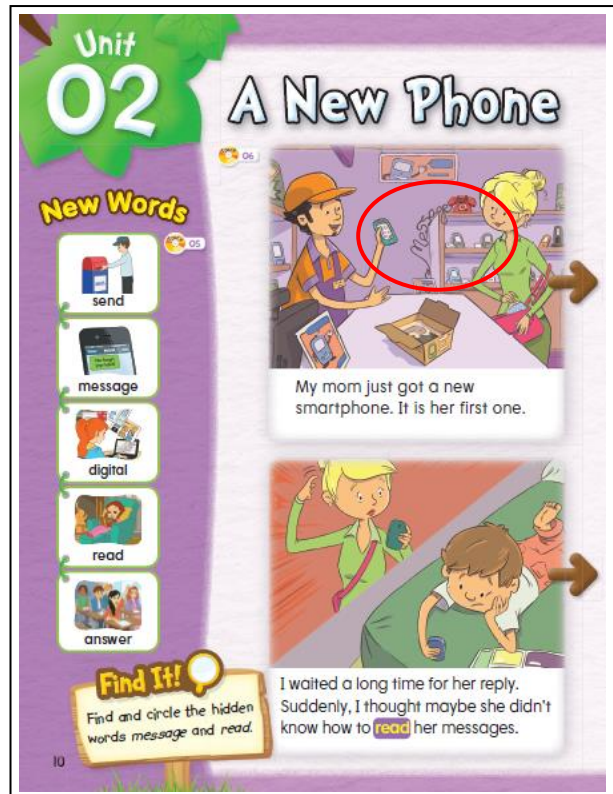
Before Reading

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 [*message, read*] 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 11.
- The best time to buy “goods” is when there is a “sale” going on.



- Possible Extension: Ask students to talk about what “goods” they like to buy. Ask students to talk about a time they found an amazing “sale.”
- Possible Extension: Ask students to make their own sentences using “goods” and “sale.”

Reading

Reading: “A New Phone”

- 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 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 communicating with a phone.


- Remind students of the warm-up discussion about who they enjoy texting.
- Ask students to think about what they like about texting (should only be a few minutes at most) and write down their reasons for feeling the way they do.
- 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 reasons students have about why they like to text.





check It


A Choose the best answers.


- What is the reading about?
a. Dinner b. Text messaging c. Buying phones
- My mom just got a(n) _____ smartphone.



a. message


b. new


c. excited
- I _____ a long time for her reply.





a. waited


b. read


c. suddenly

B Choose the correct words and write.

digital
called
-smartphone-

-  My mom got her first smartphone.
-  She even _____ to tell me.
-  "Welcome to the _____ agel" I wrote.

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 "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. I sent my mom a message.
called sent


2. Maybe she doesn't know how to _____ messages.
wait read

3. "Mom? Why aren't you _____?" I asked.
answering getting


Say & Write It

Listen, write, and say. 🗣️ 07

1




message
mom




Who do you like to _____?

2



call
friends



I like to chat with my _____

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

A New Phone Read, write, and say. Unit 02

My mom just got a _____ smartphone.

After we talked, I _____ my mom a message.

Did anyone leave me a _____?

"Welcome to the _____ age!" I wrote.

Maybe she doesn't know how to _____ messages.

"Mom? Why aren't you _____?" I asked.

The man is displaying the store's _____.

After a garage _____, she collected enough money.

1. now
2. sent
3. message
4. digital
5. read
6. answer
7. goods
8. sale

Unit 02 A New Phone

Complete the crossword.

Choose the correct sentences.

1. a. I got a message on my phone.
 b. I took a picture with my phone.
2. a. We are reading a book.
 b. We are throwing a book.

Write and match.

1. My mom just got a _____ smartphone.
2. Welcome to the _____ age!
3. I sent my mom another _____.

Listen and write.

My mom just got a new smartphone. It is her first one. She was so _____ about it, she even called to tell me. After we talked, I sent her a _____ "Congratulations! Welcome to the digital age!" I wrote. I waited a long time for her reply. _____ I thought maybe she didn't know how to read her messages. So I sent her another message. "Mom? Why aren't you _____?" I asked. Finally, she _____ "How do you use it?"

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 7, Unit 2
- Writing Workbook 3: pages 26-27

Unit 3 Four Seasons

Objectives

- New words: *season, orange, summer, fall, sell*
- Sentence pattern: Contractions
(I'm eating salad and fruit.)

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 fruits and vegetables they like to eat, ask for volunteers to talk about what they know about how plants grow (What does a plant need to grow tall? When is a good time to pick fruit or vegetables? How do people help plants grow?).

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 [*season, orange*] 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.
- During a “harvest,” farmers need to “gather” all the ripe fruits and vegetables.

gather harvest

Warm Up
What fruits and vegetables do you like to eat?

They come from my family's farm. We grow the food in our fields.

Every **season** we grow something new. In the spring we grow **oranges** and corn.

In the **fall** we grow lettuce and pears.

In the winter we grow tomatoes and onions. We **sell** our fresh food at the market!

15

- Possible Extension: Ask students to talk about examples of food that needs to be “gathered” during a “harvest.”

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

Reading

Reading: “Four Seasons”

- 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 fruits and vegetables.

- Remind students of the warm-up discussion about what fruits and vegetables they like to eat.
- Ask students to think about the best way to use fruits and vegetables in meals (should only be a few minutes at most) and write down some reasons why that use is best.
- 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 uses for fruit and vegetables that the students come up with and their reasons.



check It

A Choose the best answers.

- What is the reading about?
a. Boats b. Seasonal foods c. Summer fruits
- _____ vegetables come from my family's farm.
  
 a. Unhealthy b. Orange c. Fresh
- We grow melons and peas in the _____.
  
 a. summer b. salad c. spring

B Read and circle True or False.

- We grow fruits in our fields. True False
- I'm eating a healthy lunch. True False
- In the spring we grow onions and peas. True False
- In the winter we grow oranges and pears. 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 “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.

season
sell
fall


1. Every  _____ we grow something new.
2. In the  _____ we grow lettuce.
3. We  _____ our fresh food at the market!

Say & Write It


Listen, write, and say. 🗣️




corn
spring



lettuce
fall



In what season do you grow _____?



We grow it in the _____!

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 Four Seasons Read, write, and see.

- The fruits and vegetables are _____.
- Every _____ we grow something new.
- In the spring we grow _____ and corn.
- In the _____ we grow melons and peas.
- In the _____ we grow lettuce and pears.
- We _____ our fresh food at the market.
- My family _____ vegetables.
- I _____ tomatoes from the garden.

Unit 03 Four Seasons

Find and circle the words.

W	P	V	X	W	I	J	S
L	X	D	K	F	C	N	
V	X	R	H	O	P	N	
V	D	I	Q	R	E	M	I
W	I	R	A	H	O	C	I
M	E	O	C	M	O	S	
M	P	I	L	N	T	H	
W	O	X	I	R	I	Y	
T	O	R	N	A	P	E	

Choose the correct sentences.

- a. They sell oranges at the market!
 b. They sell grapes at the market!
- a. We go to the beach in the summer.
 b. We go to the beach in the fall.

Write the words in the correct order.

- _____ and vegetables. The fruits _____ are fresh.
- _____ we grow. Every season _____ something new.
- We sell our _____ at the market! _____ fresh food.

Listen and write.

I'm eating salad and fruit. It's a healthy _____.

_____ The fruits and vegetables are _____.

fresh. They come from my family's _____.

We grow the food in our _____ every _____.

season we grow something new. In the spring we _____.

grow oranges and corn. In the summer we grow _____.

melons and peas. In the _____ we grow _____.

lettuce and pears. In the winter we grow tomatoes _____.

and onions. We sell our fresh food at the _____.

_____.

Vocabulary Workbook 3

Writing Workbook 3

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

Unit 4 Different Greetings

Objectives

- New words: *greeting, stranger, normal, wave, cheek*
- Sentence pattern: Adverbial Phrases
(To old people, they bow more deeply.)

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 how they greet someone they know, ask for volunteers to talk about different ways to communicate with others (How can you say “hello” without speaking? How do you know if someone is sad or upset?).

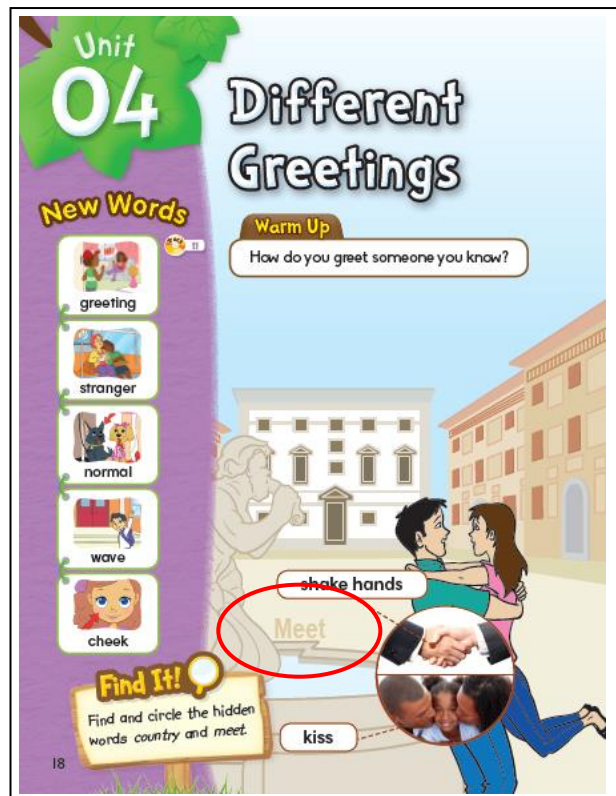
Before Reading

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.

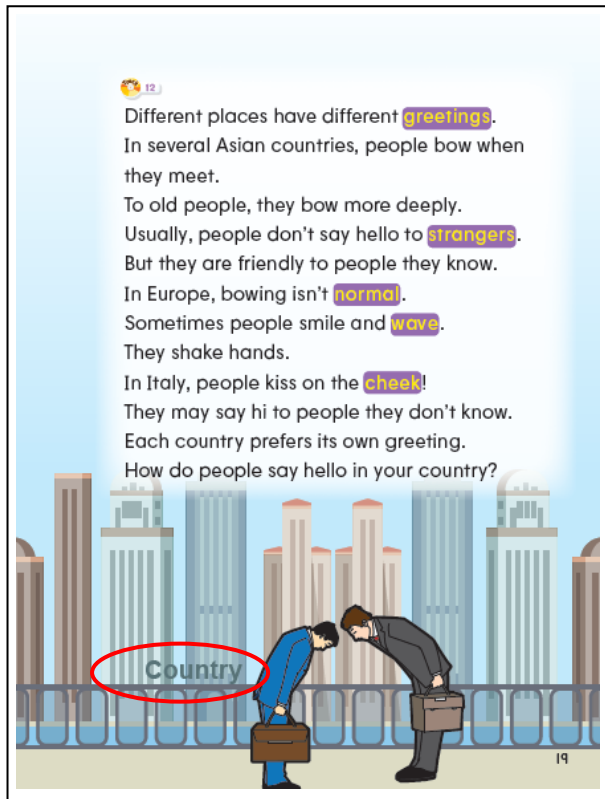
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*country, kiss*] 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.
- It is more formal to “shake hands” with someone. Sometimes, people might “kiss” each other as an informal greeting.



12

Different places have different **greetings**.
 In several Asian countries, people bow when they meet.
 To old people, they bow more deeply.
 Usually, people don't say hello to **strangers**.
 But they are friendly to people they know.
 In Europe, bowing isn't **normal**.
 Sometimes people smile and **wave**.
 They shake hands.
 In Italy, people kiss on the **cheek**!
 They may say hi to people they don't know.
 Each country prefers its own greeting.
 How do people say hello in your country?

Country

19

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 how they “shake hands.” Ask students to talk about when it is OK to “kiss” someone.

- Possible Extension: Ask students to make their own sentences using “shake hands” and “kiss.”

Reading

Reading: “Different Greetings”

- 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 communication.


- Remind students of the warm-up discussion about how they greet someone.
- Ask students to think about how people communicate without speaking (should only be a few minutes at most) and write down some reasons why people might need or want to communicate without speaking.
- 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 people use other forms of communication to express themselves.




check It

A Choose the best answers.


- What is the reading about?
a. Chopsticks b. Friendly people c. Ways to greet
- Some people bow when they _____




a. cheek




b. meet




c. smile
- In Europe, people smile and _____



a. prefer






b. everyone



c. wave

B Choose the correct words and write.

kiss
country
bow

-  To old people, they _____ more deeply.
-  In Italy, some people _____ on the cheek!
-  How do people say hello in your _____?

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 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. Different places have different _____
greetings prefers

2. Some people don't say hello to _____
strangers countries

3. In Europe, bowing isn't _____
friendly normal

Say & Write It

Listen, write, and say. 🗣️ 📝

1.  greet
shake hands

2.  meet
bow

 What should I do when I _____ older people?

 In my country, you should _____

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

Different Greetings Read, write, and say. Unit 04

Different places have different _____.

In several Asian countries, people bow when they _____.

Usually, people don't say hello to _____.

In Europe, bowing isn't _____.

Sometimes people smile and _____.

Sometimes people _____.

In Italy, people _____ on the cheek!

My grandfather kisses me on the _____.

- greeting
- meet
- stranger
- normal
- wave
- shake hands
- kiss
- cheek

Unit 04 Different Greetings

Complete the crossword.

Choose the correct sentences.

- a. They kiss on the cheek.
 b. They kiss on the arm.
- a. Be careful of strangers!
 b. Be careful of dogs!

Write and match.

- Some _____ bow when they meet.
- In Europe, _____ isn't normal.
- Each _____ prefers its own greeting.

Listen and write.

Different places have different _____.

In several Asian countries, people bow when they meet.

To old people, they bow more _____.

Usually, people don't say hello to strangers. But they are friendly to people they know. In Europe, bowing isn't _____.

_____ Sometimes people smile and wave.

They shake hands. In Italy, people kiss on the cheek!

They may say _____ to people they don't know. Each country _____ its own greeting.

How do people say hello in your country?

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 9, Unit 4
- Writing Workbook 3: pages 30-31

Unit 5 At the Market

Objectives

- New words: *spend, soup, cost, cheap, expensive*
- Sentence pattern: Simple Present Tense
(I am at the market this afternoon.)

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 what they usually buy at the market, ask for volunteers to talk about what things they do to help their parents (What things do your parents ask you to help with? How often do you help your parents?).

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.

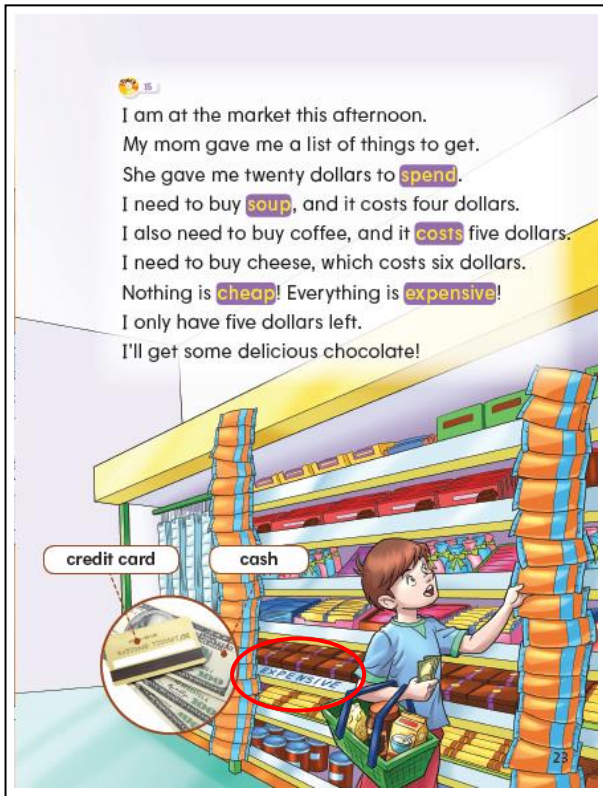
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*cheap, expensive*] 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 23.
- People can pay for things with a “credit card” or with “cash.”



- Possible Extension: Ask students to talk about how they might earn “cash” if they are not able to get a real job. Ask students what they know about “credit cards.”

- Possible Extension: Ask students to make their own sentences using “cash” and “credit card.”

Reading

Reading: “At the Market”

- 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 shopping.

- Remind students of the warm-up discussion about what they usually buy at the market.
- Ask students to think about where they like to shop (should only be a few minutes at most) and write down their reasons for shopping at these stores and what they buy.
- 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 places students like to shop, what they buy, and their reasons for shopping.



check It

A Choose the best answers.

- What is the reading about?
a. Shoe shopping b. The sea c. Food shopping
- My mom gave me twenty _____ to spend.
  
 a. cheap b. chocolate c. dollars
- I need to buy _____, which costs six dollars.
  
 a. coffee b. cheese c. spend

B Write numbers to put the story in order.

I only have five dollars left.

1 My mom gave me a list of things to get.

I also bought cheese.

I bought soup and coffee.

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 "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.


expensive costs soup


- I need to buy  _____, and it costs four dollars.
- Coffee  _____ five dollars.
- Everything is  _____!


Say & Write It

Listen, write, and say. 🎧 16

1  market
coffee

2  store
eggs

 What are you buying at the _____ today?

 I need to buy cheese, _____, and apples.

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 At the Market Read, write, and say.

- I need to buy cheese, which costs six _____.
dollar
- My mom gave me twenty dollars to _____.
spend
- I need to buy _____ and it costs four dollars.
soup
- I also need to buy coffee, and it _____ five dollars.
cost
- Nothing is _____.
cheap
- Everything is _____.
expensive
- You have to pay in _____.
cash
- You can't pay with a _____.
credit card

Unit 05 At the Market

Find and circle the words.

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

Choose the correct sentences.

- a. The ring looks very expensive.
 b. The ring looks broken.
- a. This coat costs ten dollars.
 b. This soup costs ten dollars.

Write the words in the correct order.

- things to get | Mom gave me | a list of
- buy coffee | need to | I also
- I'll get | chocolate! | some delicious

Listen and write.

I am at the _____ this afternoon. My mom gave me a list of things to get. She gave me twenty _____ to spend. I need to buy _____ and it costs four dollars. I also need to buy _____ and it costs five dollars. I need to buy cheese, which costs six dollars. Nothing is _____ I everything is expensive! I only have five dollars left. I'll get some delicious _____!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 10, Unit 5
- Writing Workbook 3: pages 32-33

Unit 6 Thanks to Champ

Objectives

- New words: *badminton, final, game, point, fall*
- Sentence pattern: Past Continuous
(One day, I was winning the final game.)

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 sports or games they play, ask for volunteers to talk about who they play games with (What games do you play with your friends? What games do you play with your family?).

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 [*game, fall*] 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 27.
- To play badminton, you hit a “shuttlecock” with your “racket.”



- Possible Extension: Ask students to talk about what other games use a “racket.”

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

Reading

Reading: “Thanks to Champ”

- 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 friendship.

- Remind students of the warm-up discussion about what sports or games they like to play.
- Ask students to think about their favorite game or sport (should only be a few minutes at most) and write down some reasons why that game or sport is their favorite.
- 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 a particular game or sport is their favorite.






check It

A Choose the best answers.

- What is the reading about?
 a. Swimming b. A park c. A badminton game
- I usually play badminton with my _____.
  
 a. park b. dad c. run
- Champ ran behind my dad, and he _____.
  
 a. final b. fell c. played

B Choose the correct words and write.

won believe court

-  We play on the _____ at the park.
-  I didn't _____ that I could win.
-  I _____ because of Champ!

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 “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. My favorite sport is _____
badminton park

2. One day, I was winning the final _____
sport game


3. I needed one more _____
point believe

Say & Write It


Listen, write, and say. 🗣️ 📝




badminton
court



Where can we play _____?



soccer
park



There is a _____ near the school.

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

Thanks to Champ Read, write, and say. **Unit 06**

My favourite sport is _____.

One day, I was winning the _____ game.

I was winning the last _____.

I needed one more _____.

I didn't _____ that I could win.

I hit the _____ high.

Champ ran behind my dad, and he _____.

The strings on my tennis _____ broke.

1. badminton
2. final
3. game
4. point
5. believe
6. shuttlecock
7. full
8. racket

Unit 06 **Thanks to Champ**

Complete the crossword.

Down

Across

Choose the correct sentences.

1. a. I'm a soccer player.
 b. I'm a badminton player.
2. a. We are playing the final game.
 b. We are playing the video game.

Write and match.

1. We play on the _____ at the park.
2. My _____ plays very well.
3. Champ ran behind my dad, and he _____.

Listen and write.

My favourite sport is _____. I usually _____ with my dad on the court at the park. Our _____ dog, Champ, always watches us. My dad plays very well, but _____ I win. One day, I was winning the _____ game. I needed one more point. I didn't believe that I could win. I hit the shuttlecock _____. My dad ran back. Suddenly, Champ ran behind him, and he _____. I won because of Champ!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 11, Unit 6
- Writing Workbook 3: pages 34-35

Unit 7 Adding Words

Objectives

- New words: *player, join, light, another, pair*
- Sentence pattern: Conjunctions
(The first word is *moon*, and the second word is *light*.)

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 if they know any word games, ask for volunteers to talk about where they can find information about words (Where would you look to find the meaning of a word? What resource can you use to find different words with the same meaning?).

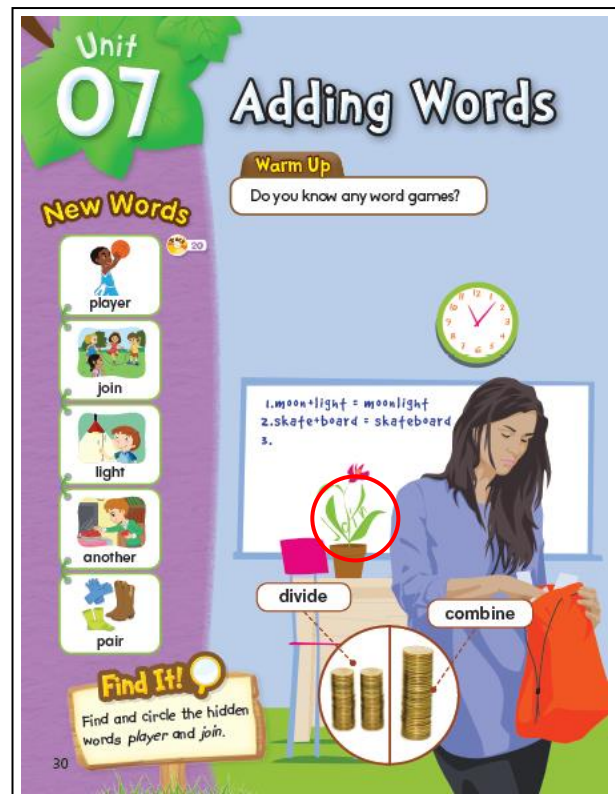
Before Reading

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 [*player, join*] 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.
- If you need to “divide” something, you split it apart. To “combine” something, you add them together.



- Possible Extension: Ask students to talk about what things can be “divided” or “combined.”

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

Reading

Reading: “Adding Words”

- 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 circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion

Talk about forming new words.

- Remind students of the warm-up discussion about word games.
- Ask students to think about why some words might be difficult to spell or understand (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 some words are difficult to spell or understand.




check It


A Choose the best answers.

1. What is the reading about?
a. Writing words b. School c. Adding words


2. _____ one word to play a word game!



a. Pick




b. Pair




c. Skateboard


3. We _____ the words to make a new word!



a. flower



b. join



c. write

B Read and circle True or False.

1. You can never join two words.

True False

2. Join the words *moon* and *sun*.

True False

3. Join the words *skate* and *board*.

True False

4. Join the words *sun* and *flower*.

True False

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 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.

another light player


1. First, each  _____ needs to pick one word.


2. The words *moon* and  _____ make *moonlight*.


3. Let's pick  _____ pair of words!


Say & Write It

Listen, write, and say. 🗣️ 22

1  *skate*
skateboard

2  *key*
keyboard

 Can we join the words _____ and _____ board?

 Yes. The two words can make a new word. It's _____!

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 Adding Words Read, write, and say.

1.  Each _____ needs to pick one word.
player
2.  The player _____ the word moon.
picks
3.  Next, we _____ the two words together.
join
4.  The second word is _____.
light
5.  If a door locks but, first _____ one.
closes
6.  Let's pick another _____ of words!
pair
7.  _____ the colors blue and red.
combine
8.  I will _____ the pizza into eight pieces.
divide

Unit 07 Adding Words

Find and circle the words.

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

Choose the correct sentences.

1.  a. The bears are running on the field.
 b. The players are running on the field.
2.  a. They are joining their hands together.
 b. They are hiding their hands together.

Write the words in the correct order.

1.  one word. Each player needs to pick _____.
2.  Together, make moonlight. The two words _____.
3.  of words! another pair. Let's pick _____.

Listen and write.

Let's play a word game together! First, each _____ needs to pick one word. Next, we _____ join the two words together to make a new word!
The first word is moon, and the second word is _____ Together, the two words make moonlight. The next word is _____ and the other is board. The words make skateboard.
Let's pick _____ pair of words! The last two words are sun and flower. Together, the two _____ make sunflower.

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 12, Unit 7
- Writing Workbook 3: pages 36-37

Unit 8 The Best Toy

Objectives

- New words: *awesome, drone, helicopter, control, save*
- Sentence pattern: Adverbs
(It was very expensive. It is especially hard to fly in windy weather.)

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 when they think drones can help us, ask for volunteers to talk about what they know about radio controlled (RC) toys (How do the RC toys work? What different ways to use these kinds of toys?).

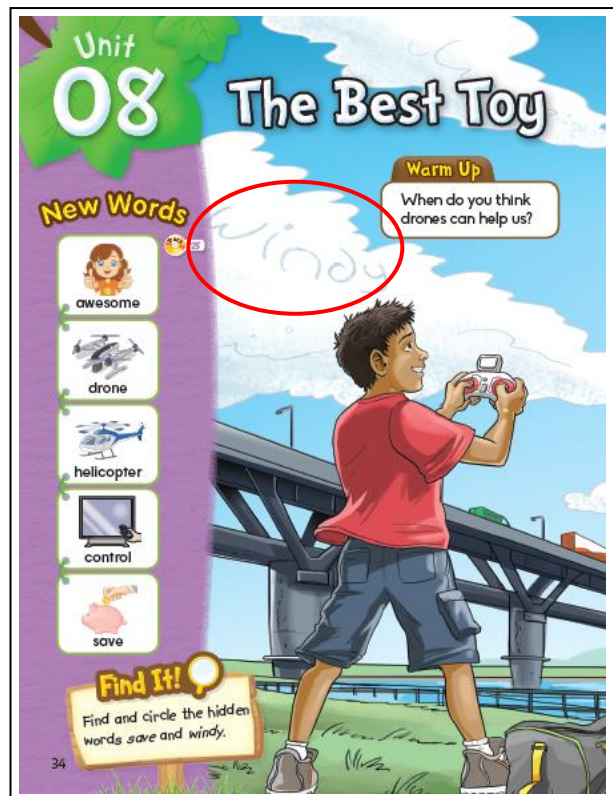
Before Reading

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 23 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

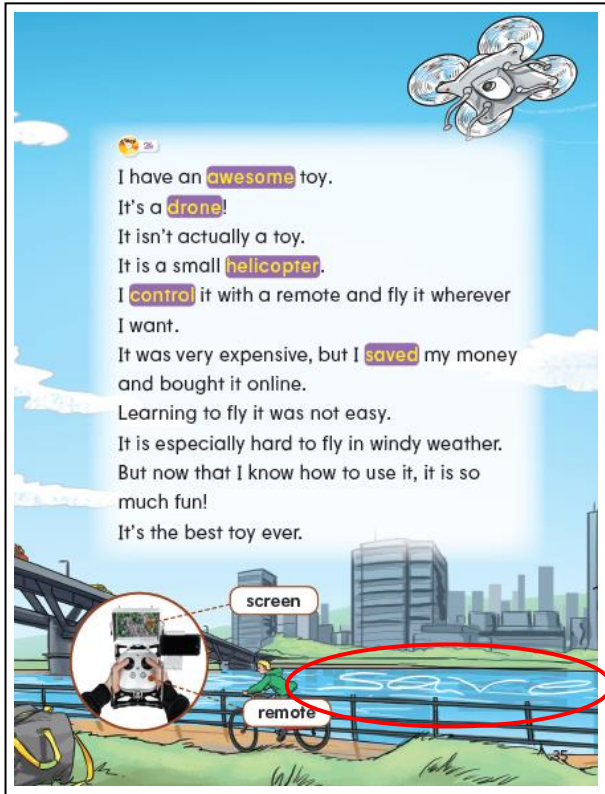
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*save, windy*] 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 35.
- You can change what you see on a “screen” with a “remote.”



“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.

- Possible Extension: Ask students to talk about what toys they have with “screens.” Ask students to talk about what toys they have that use a “remote.”

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

Reading

Reading: “The Best Toy”

- 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

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 toys.

- Remind students of the warm-up discussion about how drones might help us.
- Ask students to think about what their favorite toy is (should only be a few minutes at most) and write down their reasons for why that toy is their favorite.
- 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 toys that students consider to be their favorite and why.






check It

A Choose the best answers.

- What is the reading about?
a. The sky b. A drone c. A windy day
- A drone is a(n) _____ helicopter.
  
 a. want b. small c. easy
- I fly my _____ wherever I want.
  
 a. learn b. money c. drone

B Choose the correct words and write.

weather remote awesome

-  I have a(n) _____ toy.
-  It is especially hard to fly in windy _____.
-  Now I know how to use a(n) _____.

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 "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. My toy is a small _____
helicopter rocket


2. I _____ my drone with a remote.
control know

3. I _____ my money and bought it online.
learned saved


Say & Write It

Listen, write, and say. 🎧 25

1




drone
small




What kind of _____ do you want to buy?

2



train set
simple



I'm still new to them, so I want a _____ one.

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 Best Toy Read, write, and say. **Unit 08**

I have an _____ toy.

My toy is _____.

A _____ blue bag is on a big black nose.

A drone is a small _____.

It is especially hard to _____ in windy weather.

I control the drone with a _____.

I _____ some money to buy a drone.

On my phone _____ just turned black.

1. awesome
2. drone
3. a big small
4. helicopter
5. control
6. remote
7. save
8. screen

Unit 08 The Best Toy

Complete the crossword.

Choose the correct sentences.

1. a. We travel by helicopter. b. We travel by plane.

2. a. My father can control a drone! b. My father can control a train!

Write and match.

1. I control a drone with a _____.

2. I saved my _____ and bought it online.

3. It is _____ to fly in windy weather.

Listen and write.

I have an awesome toy. It's a _____.

It isn't actually a toy. It is a _____.

helicopter. I control it with a remote and fly it whenever I want. It was very expensive, but I _____ my money and bought it online.

Learning to fly it was not _____. It is especially hard to fly in _____ weather.

But now that I know how to use it, it is so much fun! It's the best toy ever.

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 13, Unit 8
- Writing Workbook 3: pages 38-39

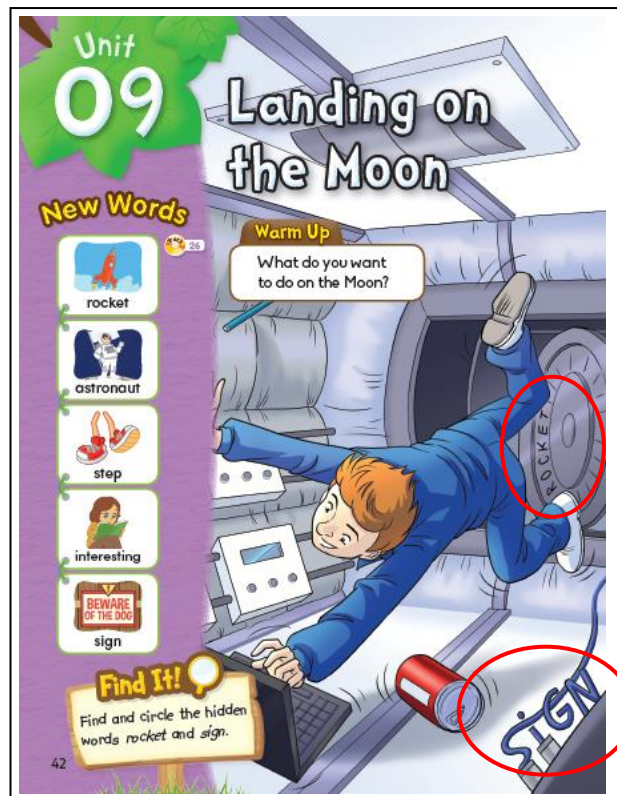
Unit 9 Landing on the Moon

Objectives

- New words: *rocket, astronaut, step, interesting, sign*
- Sentence pattern: Simple Past Tense
(They picked up bits of dirt and rock.)

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 want to do on the moon, ask for volunteers to talk about what they know about space exploration (How do scientists learn about different planets? When do you think people will be able to live on other planets? Why are we so curious about space?).



Before Reading

New Words

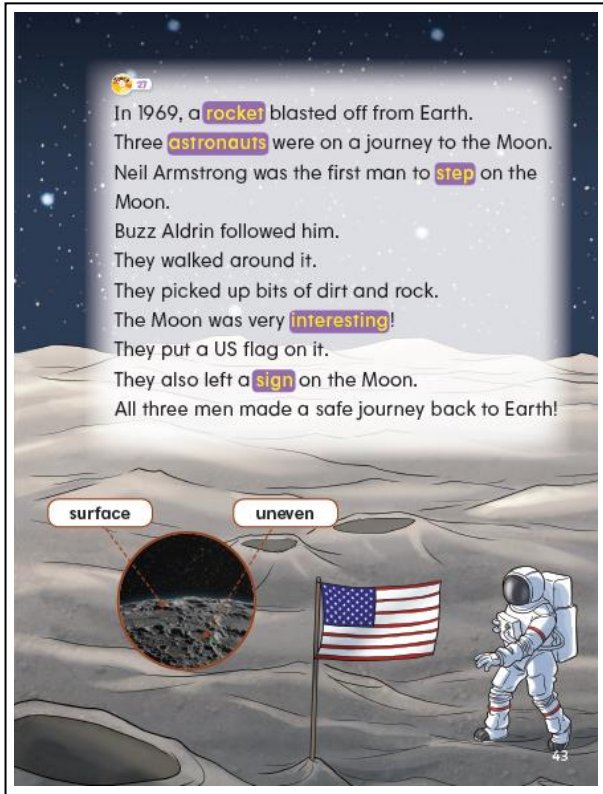
- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times, 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 [*rocket, sign*] 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 43.
- The “surface” of the moon is “uneven” and bumpy.



- Possible Extension: Ask students to talk about what they might find on the “surface” of the moon or planet. Ask students to talk about where else they might notice an “uneven” surface.

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

Reading

Reading: “Landing on the Moon”

- 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 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 what they would do on the moon.
- Ask students to think about their favorite movie about space (should only be a few minutes at most) and write down some reasons why that movie is their favorite.
- 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 a certain movie about space is their favorite.

check It

A Choose the best answers.

- What is the reading about?
 a. Earth b. A fork c. Three astronauts
- Armstrong was the first _____ to step on the Moon.
  
 a. astronaut b. journey c. follow
- The astronauts put a _____ on it.
  
 a. step b. moon c. flag

B Write numbers to put the story in order.

Two astronauts walked around the Moon.

All three men made a safe journey back to Earth!

They picked up bits of dirt and rock.

Three astronauts were on a journey to the Moon.

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 “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.

sign rocket interesting


- In 1969, a(n)  _____ blasted off from Earth.
- The Moon was very  _____!
- The astronauts left a(n)  _____ on the Moon.

Say & Write It


Listen, write, and say. 🗣️ 28




rocket




astronauts




Who was on the _____?



plane



pilots



Three _____ were on it.

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 Landing on the Moon Read, write, and see.

- In 1969, a _____ blasted off from Earth.

- Three _____ were on a journey to the Moon.

- Neil Armstrong was the first man to _____ on the Moon.

- The Moon was very _____.

- They put a US _____ on it.

- They also left a _____ on the Moon.

- They landed on the Moon's _____.

- The floor was rough and _____.

Unit 09 Landing on the Moon

Find and circle the words.

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

Choose the correct sentences.

- a. This book is very interesting.
 b. This book is very tiny.
- a. I can see many signs.
 b. I can see many rockets.

Write the words in the correct order.

- a journey. These astronauts. were on.

- They picked up. dirt and rock. bits of.

- on the Moon. left a sign. They also.

Listen and write.

In 1969, a _____ blasted off from Earth. Three astronauts were on a _____ to the Moon. Neil Armstrong was the first man to step on the _____. Buzz Aldrin followed him. They walked around it. They picked up bits of dirt and _____. The Moon was very interesting! They put a US _____ on it. They also left a sign on the Moon. All three men made a safe journey back to Earth!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 14, Unit 9
- Writing Workbook 3: pages 54-55

Unit 10 Paintings vs. Doodles

Objectives

- New words: *popular, bedroom, doodle, finish, difference*
- Sentence pattern: Conjunctions
(But after I finished, I looked at the wall painting.)

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 their favorite kind of art to make is, ask for volunteers to talk about where they can go to see art (What type of art can be found in museums? What kind of art do you have in your home?).

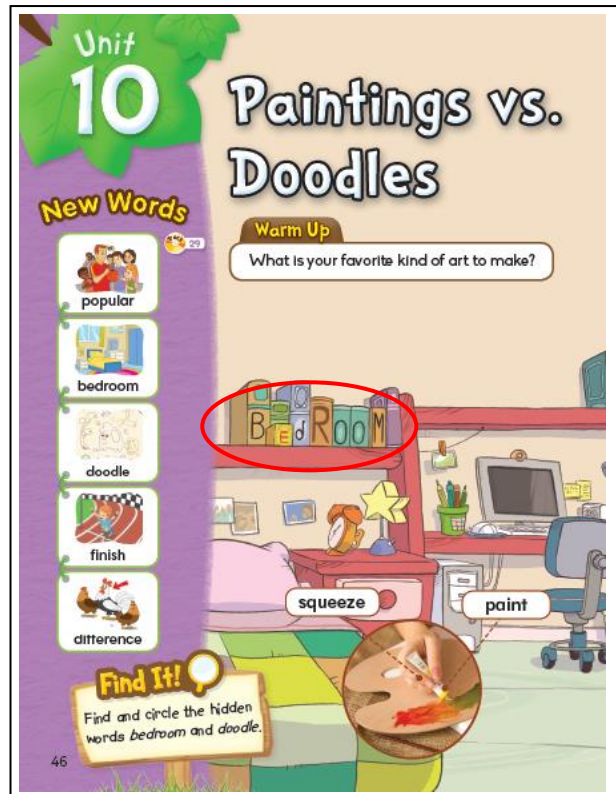
Before Reading

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.

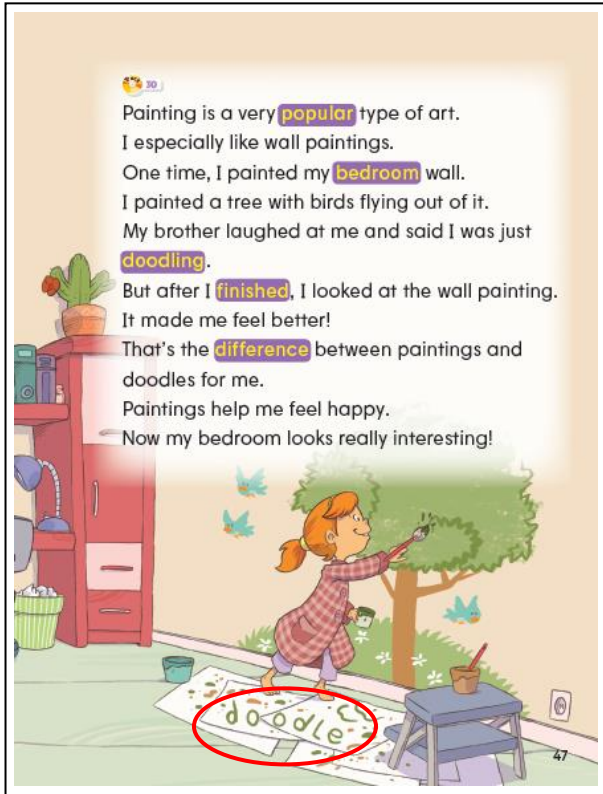
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*bedroom, doodle*] 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 46.
- You can “squeeze” different colors of “paint” onto a pallet to use them easier.



- Possible Extension: Ask students to talk about what they know about different kinds of “paint.”
- Possible Extension: Ask students to make their own sentences using “squeeze” and “paint.”

Reading

Reading: “Paintings vs. Doodles”

- 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

- 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 art.

- Remind students of the warm-up discussion about what their favorite kind of art to make.
- Ask students to think about why some styles of art are more popular than others (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 different styles of art are more or less popular.






check It

A Choose the best answers.

- What is the reading about?
 a. A baby sister b. Painting c. An art teacher
- I especially like _____ paintings.
  
 a. bedroom b. doodle c. wall
- After I _____, it made me feel better!
  
 a. finished b. looked c. painting

B Choose the correct words and write.

laughed popular Now

-  Painting is a very _____ type of art.
-  My brother _____ at me.
-  _____ my bedroom looks really interesting!

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 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. One time, I painted my _____ wall.
tree bedroom


2. My brother said I was just _____.
feeling doodling

3. That's the _____ between the two.
difference people

Say & Write It

Listen, write, and say. 🎧 🗣️

1  art
paint

2  sports
swim

Do you like _____?

Yes, I _____ every day. It makes me feel better!

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 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

Paintings vs. Doodles Read, write, and say. **Unit 10**

Painting is a very _____ type of art.

One time, I painted my _____ wall.

I _____ a tree with birds flying out of it.

After I _____, I looked at the wall painting.

That's the _____ between paintings and doodles for me.

_____ my bedroom looks really interesting!

I recently bought red, blue, and yellow _____.

I _____ a slice of lemon.

- popular
- bedroom
- doodle
- finish
- difference
- now
- paint
- squeeze

Unit 10 **Paintings vs. Doodles**

Complete the crossword.

Choose the correct sentences.

- a. Stop kicking the wall!
 b. Stop doodling on the wall!
- a. He finished the wall painting.
 b. He read about the wall painting.

Write and match.

- One time, I painted my bedroom _____.
- That's the _____ between the two.
- Now my bedroom looks _____.

Listen and write.

Painting is a very popular _____ of art. I especially like wall paintings. One time, I painted my _____ wall. I painted a tree with birds flying out of it. My brother laughed at me and said I was just doodling. But after I _____ I looked at the wall painting. It made me feel better! That's the difference _____ paintings and doodles for me. Paintings help me feel happy. Now my bedroom looks _____ interesting!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 15, Unit 10
- Writing Workbook 3: pages 42-43

Unit 11 Cooking Class

Objectives

- New words: *soft, sauce, flat, put, next*
- Sentence pattern: Contractions (*We + will*)
(We'll need a few ingredients.)

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 if they prefer to cook or buy their food, ask for volunteers to talk about what they know about cooking (How often do you cook or bake food? Who do you cook or bake with?).

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.

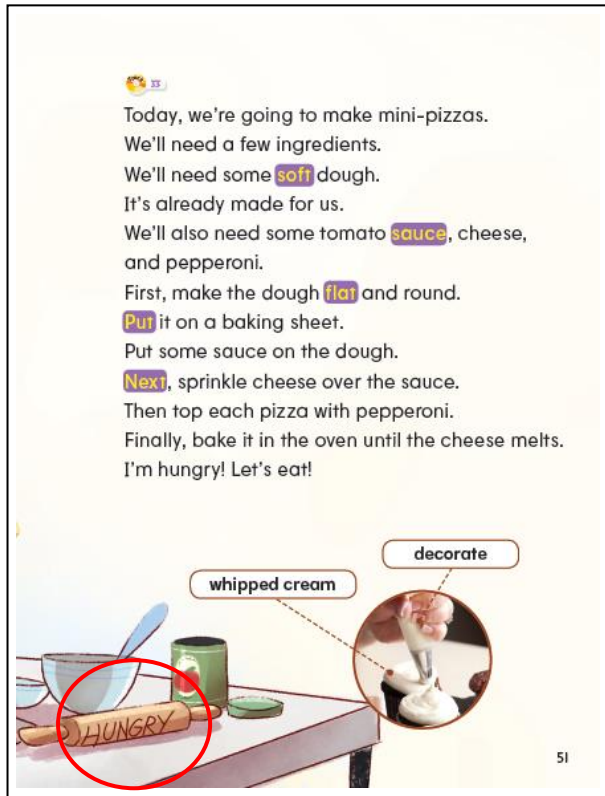
Find It!

- This section works to engage students' interest in the unit topic.
- Explain that there are two hidden words [*soft, hungry*] 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 51.
- “Whipped cream” can be used to “decorate” things like cupcakes or cakes.



Today, we're going to make mini-pizzas.
We'll need a few ingredients.
We'll need some **soft** dough.
It's already made for us.
We'll also need some tomato **sauce**, cheese,
and pepperoni.
First, make the dough **flat** and round.
Put it on a baking sheet.
Put some sauce on the dough.
Next, sprinkle cheese over the sauce.
Then top each pizza with pepperoni.
Finally, bake it in the oven until the cheese melts.
I'm hungry! Let's eat!

whipped cream

decorate

HUNGRY

51

- Possible Extension: Ask students to talk about what they like to put “whipped cream” on. Ask students to talk about how they like to “decorate” cookies.

- Possible Extension: Ask students to make their own sentences using “whipped cream” and “decorate.”

Reading

Reading: “Cooking Class”

- 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 cooking and baking.


- Remind students of the warm-up discussion about whether they like cooking or buying their food more.
- Ask students to think about what they enjoy cooking or baking most (should only be a few minutes at most) and write down their reasons.
- 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 cook or bake and their reasons.

check It


A Choose the best answers.

1. What is the reading about?
a. Making lunch b. Plano c. Making pizzas


2. We are going to _____ mini-pizzas.



a. next




b. bake




c. melt


3. We'll need _____ tomato sauce, cheese, and pepperoni.



a. flat



b. also



c. some

B Write numbers to put the recipe in order.

Then top each pizza with pepperoni.

Next, sprinkle cheese over the sauce.

Finally, bake in the oven until the cheese melts.

First, make the dough flat and round.

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 "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.


soft sauce Put


- We'll need some  _____ dough.
-  _____ the dough on a baking sheet.
- Put some  _____ on the dough.

Listen, write, and say. 🗣️

1  bake pizzas

2  drink juice

 What do you want to _____?

 How about some _____!

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 53. 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 53 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 **Cooking Class** *Read, write, and say.*


1. We'll need some _____ dough.
soft
2. We'll also need some tomato _____.
sauce
3. First, make the dough _____ and round.
flat
4. _____ the dough on a baking sheet.
put
5. _____ sprinkle cheese over the sauce.
next
6. Finally, _____ it in the oven.
bake
7. We like to _____ a Christmas tree.
decorate
8. The dessert recipe uses _____ instead of milk.
whipped cream

Unit 11 **Cooking Class**




Find and circle the words.

z	x	p	t	w	e	a
i	h	i	d	p	b	
k	w	f	a	t	p	o
t	v	r	n	q	i	k
j	p	i	x	i	g	i
s	o	w	e	f	r	e
h	q	i	k	x	x	k
e	r	d	f	i	n	i

Choose the correct sentences.

1.  a. The kitchen has soft fur.
 b. The kitchen plays in the field.
2.  a. Put the cheese on top of the sauce.
 b. Put the dough on top of the cheese.

Write the words in the correct order.

1.  mini-pizzas. We're going _____ to make _____.
2.  some cheese. We will _____ also need _____.
3.  Bake it in _____ the cheese melts. _____ the oven until _____.

Listen and write.

Today, we're _____ to make mini-pizzas.
We'll need a few ingredients. We'll need some _____
_____ dough. It's already made for us.
We'll also need some tomato sauce, _____
and pepperoni. First, make the dough flat and round.
Put it on a baking sheet. Put some sauce on the dough.
Next, sprinkle cheese over the sauce. Then top each
_____ with pepperoni. Finally, bake it in _____
the oven until the cheese melts. I'm _____
Let's eat!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 16, Unit 11
- Writing Workbook 3: pages 44-45

Unit 12 The Mega 5000

Objectives

- New words: *computer, carry, keyboard, remember, website*
- Sentence pattern: Adverbial Phrases
(Even in the dark, the letters are so bright!)

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 how often they use a computer, ask for volunteers to talk about how helpful the Internet is (What information can you find online? What websites are good for news?).

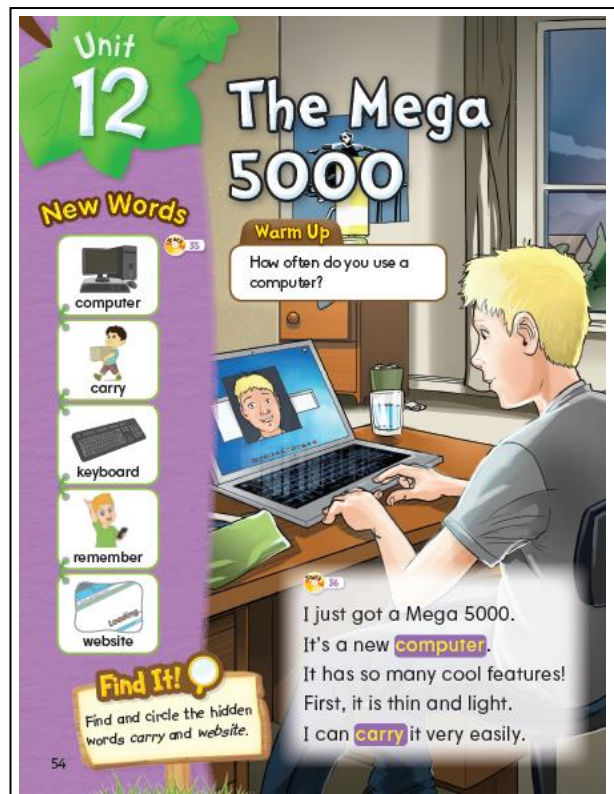
Before Reading

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.

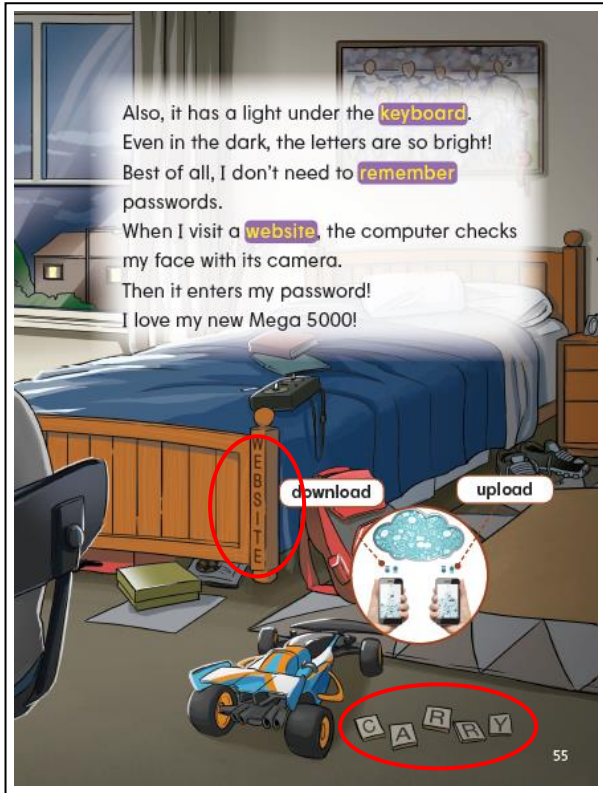
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*carry, website*] 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.
- You can “download” information from the Internet onto a personal device. You can “upload” things like photos to a social media site.



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 sorts of files or documents they might “download” or “upload” online.

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

Reading

Reading: “The Mega 5000”

- 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



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 the Internet.

- Remind students of the warm-up discussion about how often they use a computer.
- Ask students to think about the best or most popular websites that they know of (should only be a few minutes at most) and write down some reasons why these sites are so good.
- 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 websites students mention and why they are so well received.






check It

A Choose the best answers.

- What is the reading about?
a. Passwords b. Playing cricket c. A computer
- I can _____ the Mega 5000 very easily.
  
 a. carry b. keyboard c. show
- When I visit a _____, the computer checks my face.
  
 a. remember b. password c. website

B Choose the correct words and write.

dark love many

-  My computer has so _____ cool features!
-  Even in the _____, the letters are so bright!
-  I _____ my new Mega 5000!

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 “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. My new _____ is thin and light.
computer password

2. It has a light under the _____.
website keyboard

3. I don't need to _____ passwords.
remember visit

Say & Write It

Listen, write, and say. 🗣️ 37

1 computer
electronics store

2 camera
department store

Where did you buy that _____?

I got it at the _____

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

The Mega 5000 Read, write, and say. **Unit 12**

1. I just got a new _____.

2. It has so _____ cool features!

3. I can _____ it very easily.

4. My new computer has a light under the _____.

5. I don't need to _____ passwords.

6. When I visit a _____, the computer checks my face.

7. I _____ programs from the Internet.

8. You can _____ your photos to your computer.

1. computer
2. many
3. carry
4. keyboard
5. remember
6. website
7. download
8. upload

Unit 12 The Mega 5000

Complete the crossword.

Choose the correct sentences.

1. a. Jason remembers the answer.
 b. Jason doesn't remember the answer.

2. a. The keyboard is broken.
 b. The website is broken.

Write and match.

1. My new computer has so _____ cool features!

2. Even in the dark, the letters are so _____.

3. It checks my face with its _____.

Listen and write.

I just got a Mega 5000. It's a new computer. It has so many _____ features! First, it is thin and light. I can carry it very easily. Also, it has _____ under the keyboard. Even in the dark, the letters are so bright! Best of all, I don't need to _____ passwords. When I visit _____, the computer checks my face with its camera. Then it enters my password! I _____ my new Mega 5000!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 17, Unit 12
- Writing Workbook 3: pages 46-47

Unit 13 My Future Job

Objectives

- New words: *dentist, important, improve, invent, clean*
- Sentence pattern: Using 2nd Person
(Can you guess what I want to be?)

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 kind of machine they would invent, ask for volunteers to talk about what makes machines helpful (What things can machines do better than people? What are some machines that you have in your home?).

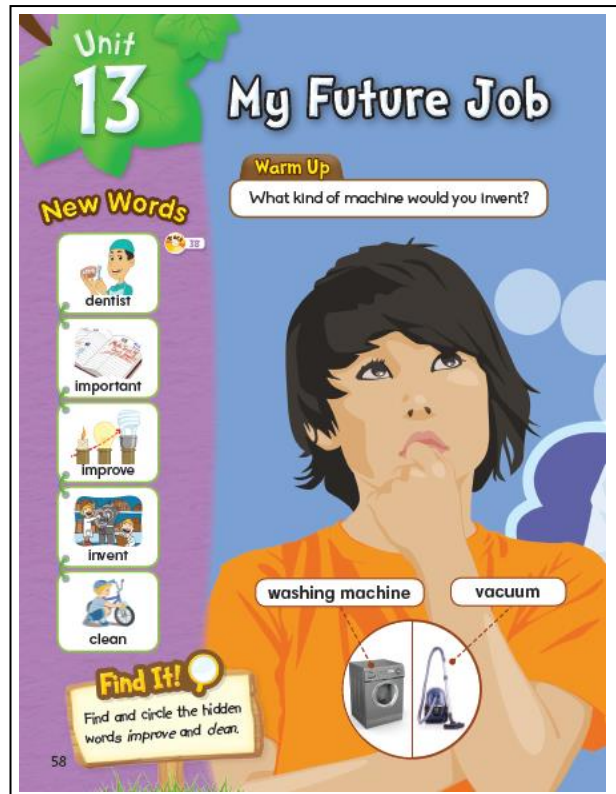
Before Reading

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 [*improve, clean*] 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 58.
- People use “washing machines” and “vacuums” to keep their clothes and floors clean.

39

Some people want to become doctors or **dentists**.
Others hope to become famous actors or singers.
There are a lot of different jobs out there.
I want one that is **important**.
I want a job that also **improves** lives.
Can you guess what I want to be?
I want to be an inventor and **invent** machines.
My machines will help people do things.
They'll help people cook and **clean**.
They'll even help people walk!

59

- Possible Extension: Ask students to talk about how a “washing machine” works. Ask students to talk about how a “vacuum” works.

- Possible Extension: Ask students to make their own sentences using “washing machine” and “vacuum.”

Reading

Reading: “My Future Job”

- 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 circle the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion







Talk about the future.

- Remind students of the warm-up discussion about what machine they would invent.
- Ask students to think about what they want to be when they grow up (should only be a few minutes at most) and write down some reasons they what that job.
- 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 jobs students want to have and why they want those jobs.



check It

A Choose the best answers.

- What is the reading about?
 a. A doctor b. My dream c. Camping
- There are a lot of _____ jobs out there.
  
 a. near b. different c. doctor
- My _____ will help people do things.
  
 a. important b. dentists c. machines

B Read and circle True or False.

1. No one wants to be a doctor.	True	False
2. Some people hope to become famous actors.	True	False
3. I want to be a singer.	True	False
4. I want to be an inventor.	True	False

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 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.

improves clean invent


1. I want a job that also  _____ lives.


2. I want to  _____ machines.


3. They'll help people cook and  _____


Say & Write It

Listen, write, and say. 🎧 40

1  inventor
work

2  artist
practice

 How can I become
an _____
one day?

 You need to
_____ really hard every day.

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 11 My Future Job Read, write, and say.



- Some people want to become doctors or _____
dentist
- There are a lot of _____ jobs out there.
different
- I want a job that is _____
important
- I want a job that also _____ lives.
improve
- I want to be an inventor and _____ machines.
invent
- They'll help people cook and _____
clean
- Man, have you seen the _____?
vacuum
- Put your shirts in the _____
washing machine

Unit 13 My Future Job

Find and circle the words.

a	j	w	x	z	c	f
i	m	p	r	v	a	l
g	m	i	p	r	n	a
a	h	r	e	i	o	a
d	w	n	f	i	n	n
d	i	f	f	a	n	t
e	m	p	o	r	n	t
y	i	v	p	n	o	v
w	i	n	w	i	n	e

Choose the correct sentences.

-  a. The man pushes his car.
 b. The man cleans his car.
-  a. It's important to see a dentist regularly.
 b. It's important to see a mirror regularly.

Write the words in the correct order.

-  _____ want to. Some people become doctors.
-  people cook _____ and clean. They'll help _____
-  _____ walk! They'll even help people _____

Listen and write.

Some people want to become _____ or dentists. Others hope to become famous actors or singers. There are a lot of different jobs out there. I want one that is important. I want a job that also _____ lives. Can you guess what I want to be? I want to be an _____ and invent machines. My machines will help people do things. They'll help people cook and _____. They'll even help _____ walk!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 18, Unit 13
- Writing Workbook 3: pages 50-51

Unit 14 The Floating Magnet

Objectives

- New words: *magnet, push, hold, remove, bottom*
- Sentence pattern: Transition Words
(Next, put pencils between them. After that, tape the magnets together.)

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 if they have ever done an experiment using magnets, ask for volunteers to talk about what they know about magnets (What are magnets mostly used for? What is needed for a magnet to work?).

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.

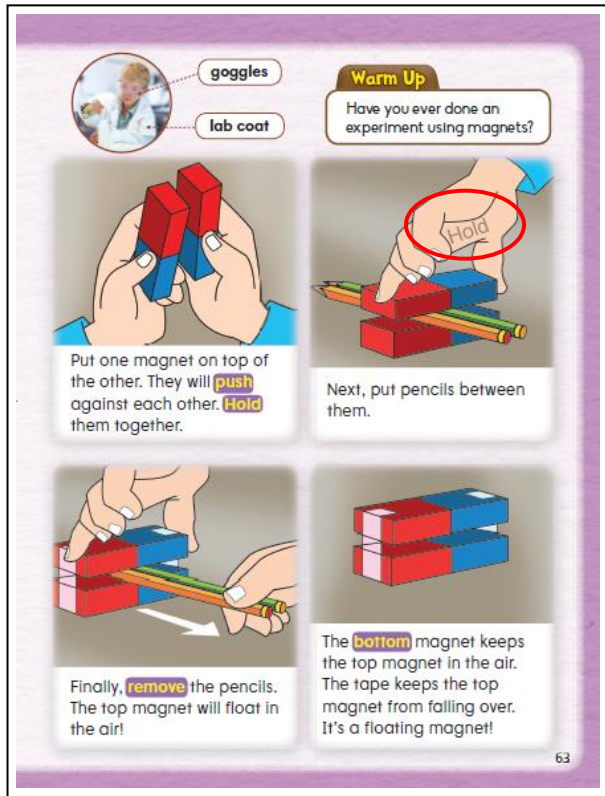
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*hold, tape*] 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 63.
- It is good practice to wear both a “lab coat” and “goggles” while working in a science lab.
 - Possible Extension: Ask students to talk about why “goggles” are necessary. Ask student to talk about why a “lab coat” is important.
 - Possible Extension: Ask students to make their own sentences using “goggles” and “lab coat.”



Reading

Reading: “The Floating Magnet”

- 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 magnets.


- Remind students of the warm-up discussion about experiments using magnets.
- Ask students to think about why conducting experiments is important (should only be a few minutes at most) and write down their reasons why experiments are important.
- 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 reasons students feel conducting science experiments is important.





check It


A Choose the best answers.


- What is the reading about?
a. Reading stories b. A magnet c. An experiment
- Put one _____ on top of the other.



a. experiment


b. magnet


c. push
- The _____ magnet keeps the top magnet in the air.





a. bottom


b. between


c. normal

B Choose the correct words and write.

tape
remove
strong

- 
 First you need two _____ magnets.
- 
 After that, _____ the magnets together.
- 
 Finally, _____ the pencils.

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 "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. Two magnets will _____ against each other.
push put


2. _____ the magnets together.
Hold Remove


3. It's a floating _____!
magnet top


Say & Write It

Listen, write, and say. 🎧 43

1  experiment
volcano

2  presentation
butterfly

 What did you do for your science _____?

 I made a model of a _____.

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

The Floating Magnet Read, write, and say. Unit 14

You need two _____ magnets.

Put one _____ on top of the other.

They will _____ against each other.

_____ them together.

Finally, _____ the pencils.

The _____ magnet keeps the top magnet in the air.

Bring your _____ and gloves.



Make sure to wear the _____ of all times.

1. strong
2. magnet
3. push
4. hold
5. remove
6. bottom
7. goggles
8. lab coat

Unit 14 The Floating Magnet

Complete the crossword.

Choose the correct sentences.

1.  a. Look at this amazing pencil!
 b. Look at this amazing magnet!
2.  a. The bottom book is red.
 b. The top book is red.

Write and match.

1. They will _____ against each other.
2. After that, tape the magnets _____.
3. The _____ magnet will float in the air!

Listen and write.

To do this experiment, first you need two _____ magnets. Put one magnet on top of the other. They will push against each other, _____ them together. Next, put pencils _____ between them. After that, _____ the magnets together. Finally, remove the pencils. The top magnet will _____ in the air! The bottom magnet keeps the top magnet in the air. The tape keeps the top magnet from _____ over. It's a floating magnet!

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 19, Unit 14
- Writing Workbook 3: pages 20-51

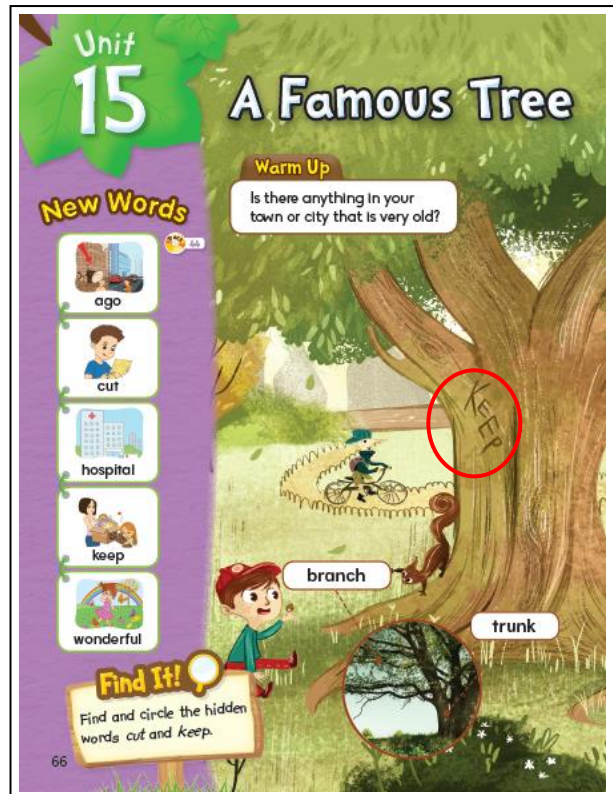
Unit 15 A Famous Tree

Objectives

- New words: *ago, cut, hospital, keep, wonderful*
- Sentence pattern: Contractions (*Pronoun + is*)
(There's a famous tree in my town. It's a huge tree, and it's hundreds of years old.)

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 if there is anything in their town or city that is very old, ask for volunteers to talk about why very old things are important (Why would we want to protect very old things? What can we learn from them? Why are they important? Why do we need to protect them?).



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 [*cut, keep*] 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.
- The “trunk” of a tree is the part that grows up from the ground. A “branch” of a tree is like an arm and grows leaves to help the tree get sunlight.



- Possible Extension: Ask students to talk about what they know about tree “trunks” and “branches.”

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

Reading

Reading: “A Famous Tree”

- 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 protecting very old things.

- Remind students of the warm-up discussion about what very old things are in their city or town.
- Ask students to think about different ways very old things are protected (should only be a few minutes at most) and write down some reasons why those strategies work.
- 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 the different strategies for protecting very old things work.



check It

A Choose the best answers.

- What is the reading about?
a. A famous tree b. A famous town c. Apples
- Some people wanted to build a(n) _____ on the land.
 a. park
  b. ago
  c. hospital
- Some people _____ the oak tree to a park.
 a. moved
  b. angry
  c. lived

B Write numbers to put the story in order.

So they moved the oak tree to a park.

But some people wanted to cut it down.

The people in the town wanted to keep the tree.

Long ago, the oak tree lived in a field.

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 “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.

cut
wonderful
keep


1. Some people wanted to  _____ down the tree.
2. Some people wanted to  _____ the tree.
3. The oak tree is a symbol of our  _____ town.

Say & Write It


Listen, write, and say. 🗣️ 46




town
tree



school
dove



What is the symbol of your _____?



It is a _____

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 A Famous Tree Read, write, and see.

- Long _____ the tree back in a field.
ago
- Some people wanted to _____ down the tree.
Cut
- They wanted to build a _____ on the land.
hospital
- Some people wanted to _____ the tree.
bring
- They _____ the oak tree to a park.
move
- Now, the oak tree is a symbol of our _____ town.
wonderful
- The tree had some thin _____.
branch
- Look at this _____! It is so huge.
Trunk

20

Unit 15 A Famous Tree

Find and circle the words.

j	w	x	o	m	f	y	z
i	a	x	v	p	c	q	h
w	o	n	d	r	f	v	l
k	p	w	k	x	r	f	t
y	o	h	r	o	h		
s	m	r	a	n	g	e	
p	i	e	p	o	i	f	a
a	n	g	h	c	i	f	x
a	n	h	e	a	p	i	e

Words

1. a. Maria is cutting hair.
b. Maria is boiling hair.
2. a. They are working in a fire station.
b. They are working in a hospital.

32

Write the words in the correct order.

1. famous tree There's a _____ in my town.
2. _____ in the town _____ were angry! The people _____
3. _____ to a park. So they moved. the oak tree _____

Listen and write.

There's a famous _____ in my town.
It is a huge oak tree, and it's hundreds of years
old. Long _____ it lived in a field. But
some people wanted to cut down the tree. They
wanted to build a _____ on the land.
The people in the town were angry! They wanted to
_____ the tree. So they moved the oak
tree to a park. Now, the oak tree is a symbol of our
wonderful _____.

53

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 20, Unit 15
- Writing Workbook 3: pages 52-53

Unit 16 The Clever Bear?

Objectives

- New words: *cover, clever, leave, hour, freeze*
- Sentence pattern: Adjectives of Quantity
(A fox was carrying several fish. Sadly, after many hours, his tail froze and fell off.)

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 what their favorite fable is, ask for volunteers to talk about what they know about fables (What kind of characters are in fables? What sorts of messages do fables have?).

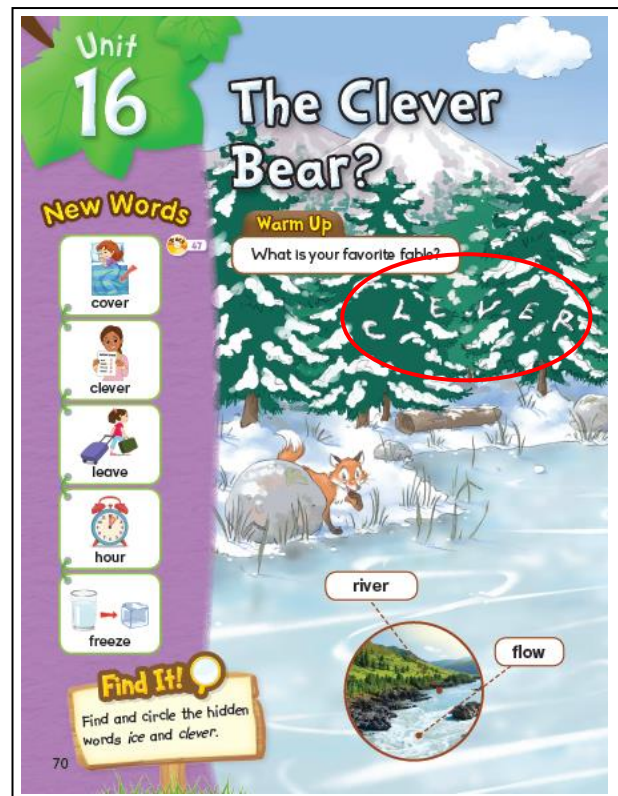
Before Reading

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.

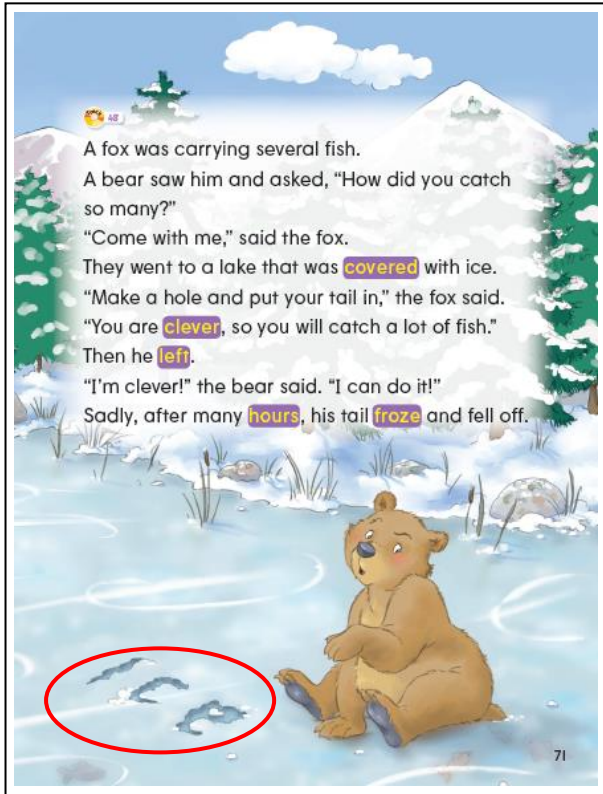
Find It!

- This section works to engage students’ interest in the unit topic.
- Explain that there are two hidden words [*ice, clever*] 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 70.
- When water freezes, it turns to “ice.” Someone who is “clever” is believed to be very smart.



- Possible Extension: Ask students to talk about what they know about “ice.” Ask student to talk about people or animals that are “clever.”
- Possible Extension: Ask students to make their own sentences using “ice” and “clever.”

Reading

Reading: “The Clever Bear?”

- 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 stories.


- Remind students of the warm-up discussion about fables.
- Ask students to think about other types of stories like folk tales and fairy tales (should only be a few minutes at most) and write down some basic differences between them and fables.
- 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 regarding the differences between fables, folk tales, and fairytales.




check It

A Choose the best answers.


- What is the reading about?
 - Forest
 - A smart lion
 - A foolish bear
- A fox was carrying several _____.




a. clever




b. fish




c. bears
- The fox told the bear what to do and _____.



a. hour






b. left



c. froze

B Choose the correct words and write.

catch
tail
Come

- 
"How did you _____ so many?" a bear asked.
- 
"_____ with me," said the fox.
- 
"Put your _____ in," the fox said.

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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. The lake was _____ with ice.
saw covered


2. “I’m _____!” the bear said.
foolish clever

3. The bear’s tail _____ and fell off.
froze left

Say & Write It

Listen, write, and say. 🗣️

1.  tables
animals

2.  fairy tales
nature

Do you like _____ ?

Yes, especially ones about _____

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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 49 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 Clever Bear? Read, write, and say. **Unit 16**

How did you _____ so many fish?

The lake was _____ with ice.

You are _____ so you will catch a lot of fish.

The fox told the bear what to do and _____.

I try to sleep for eight _____ every night.

Sadly, the bear's tail _____ and fell off.

The water _____ quickly after a rainstorm.



A big _____ flows through our town.

1. catch
2. cover
3. clever
4. leaves
5. hour
6. freeze
7. flow
8. river

Unit 16 The Clever Bear?

Complete the crossword.

Choose the correct sentences.

1. 
 a. The cars are made of snow.
 b. The cars are covered with snow.
2. 
 a. The students are leaving the school.
 b. The students are moving the school.

Write and match.

1. A fox was carrying several _____.
2. Make a hole and _____ your tail in.
3. The bear's _____ froze and fell off.

Listen and write.

A fox was _____ several fish. A bear saw him and asked, "How did you catch so many?" "I _____ with me," said the fox. They went to a lake that was _____ with ice. "Make a hole and put your tail in," the fox said. "You are _____ so you will catch a lot of fish." Then he left. "I'm clever!" the bear said. "I can do it!" Sadly, after many _____ his tail froze and fell off.

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 21, Unit 16
- Writing Workbook 3: pages 54-55