

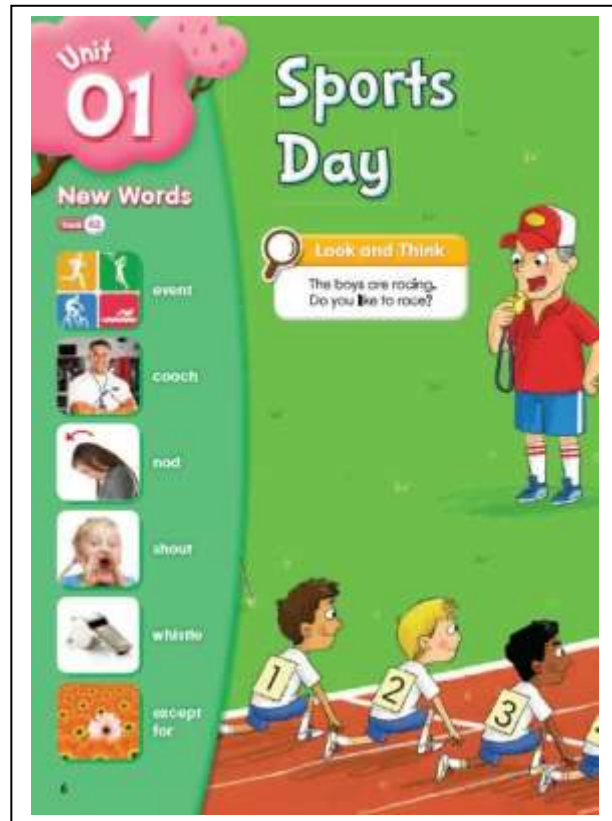
Unit 1 Sports Day

Objectives

- New words: *event, coach, nod, shout, whistle, except for*
- Sentence pattern: Present Continuous (*be + verb(ing)*)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students if they like to race, ask for volunteers to talk about what they know about racing (What things race [cars, horses, dogs, people, etc]? Has anyone ever seen a race on TV or in real life? Has anyone ever been in a race, or wanted to participate in a race?).



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the target grammar element, this section includes a sample sentence for student reference.

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



Did You Know?

- Focus students to the related content at the bottom of page 7.
- A "starting line" and "finish line" are both used in racing.
- Possible Extension: Ask students to talk about what makes the starting line and finish line different in a race.
- Possible Extension: Ask students to think about the target grammar, present continuous. Ask students to make their own sentences in present continuous using the words "starting" and/or "finish."

Reading

Reading: "Sports Day"

- 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 03. 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 sporting events.

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


Check It


A Choose the best answers.


- What is the reading about?
 a. A race. b. A bike c. A hammer
- The boys are about to _____ the race.
 a. nod b. come c. start
- What does the coach use to start the race?
  
 a. A flag b. A hand c. A whistle

B Put the information in the right places.

a. He blows a whistle.
 b. He doesn't hear his number.
 c. He starts to run.


 1. _____


 2. _____


 3. _____

Learn It

This exercise further reinforces the new vocabulary from the unit.

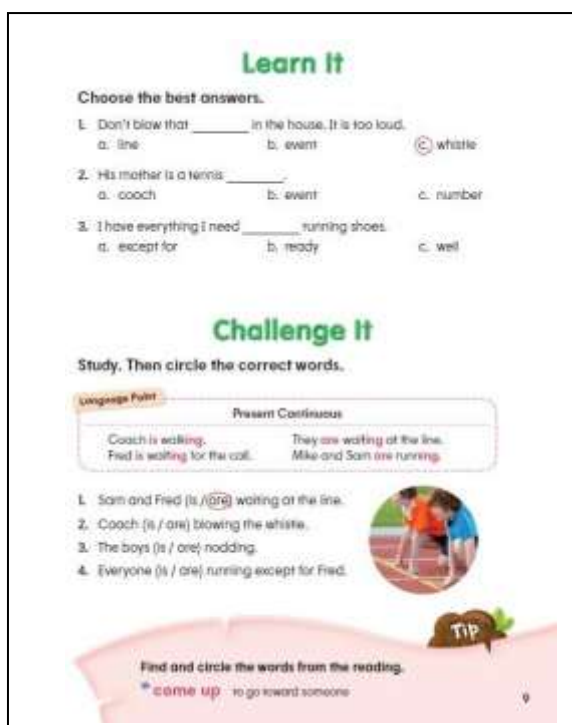
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.



Learn It

Choose the best answers.

1. Don't blow that _____ in the house. It is too loud.
a. line b. event c. whistle
2. His mother is a tennis _____.
a. coach b. event c. number
3. I have everything I need _____ running shoes.
a. except for b. ready c. well

Challenge It

Study. Then circle the correct words.

Language Point

Present Continuous

Coach is waiting. They are waiting at the line.
Fred is waiting for the call. Mike and Sam are running.

1. Sam and Fred (is / are) waiting at the line.
2. Coach (is / are) blowing the whistle.
3. The boys (is / are) nodding.
4. Everyone (is / are) running except for Fred.

Tip

Find and circle the words from the reading.
* **come up** to go toward someone

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use present continuous tense to express an idea that some event is happening (or NOT happening) now.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 9. Have students refer back to the passage and find the phrase “come up” within the text.

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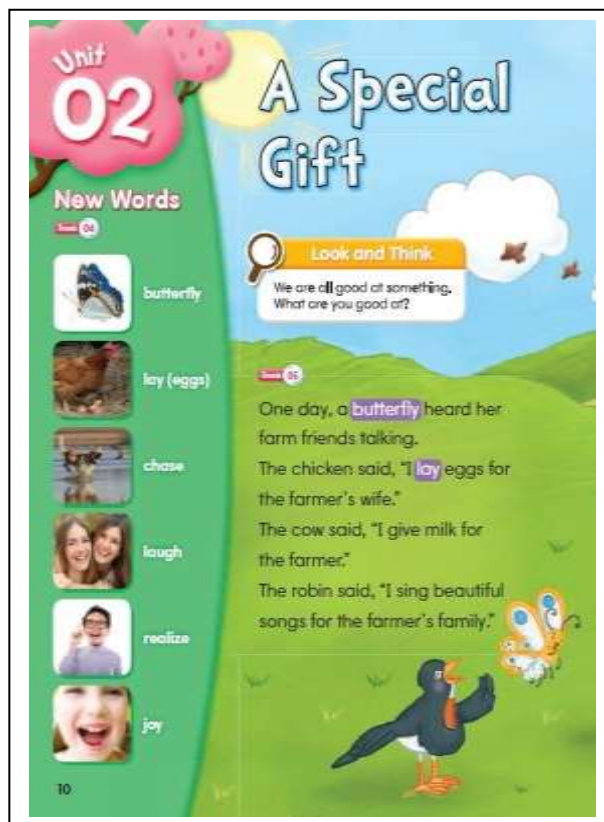
Unit 2 A Special Gift

Objectives

- New words: *butterfly, lay, chase, laugh, realize, joy*
- Sentence pattern: Past Continuous (*be + verb(ing)*)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what they are good at, ask for volunteers to talk about the things they are good at. Ask follow-up questions like: How did you discover you were good at this thing? Who else is good at this thing? Why do you like doing this thing?



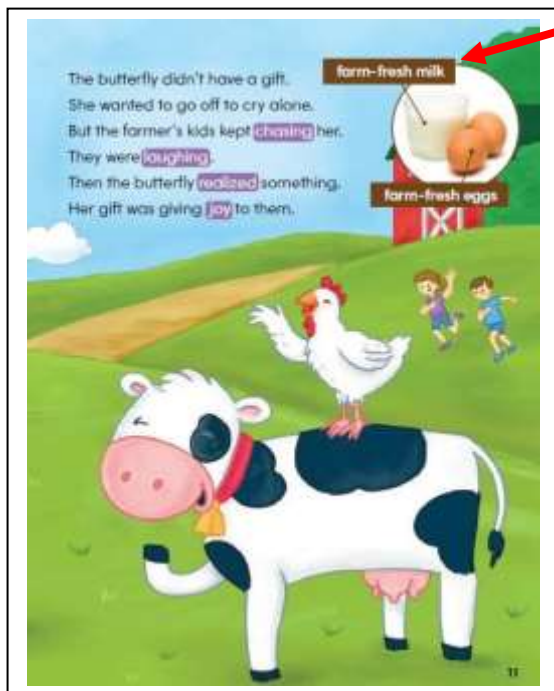
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the top of page 7.
- “Farm-fresh milk” and “farm-fresh eggs” are products that come directly from the animals on a farm.
- Possible Extension: Ask students to talk about what makes something “fresh.”
- Possible Extension: Ask students to think about the target grammar, past continuous. Ask students to make their own sentences in past continuous using the word “fresh.”

Reading

Reading: “A Special Gift”

- 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 05. 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 life on a farm.

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


Check It

A Choose the best answers.


- What is the reading about?
 a. A butterfly b. A son c. A teacher
- The butterfly wanted to be _____.
 a. alone b. big c. strong
- What did the butterfly give?
 a. Beauty
  b. Joy
  c. Love

B Put the information in the right places.


a. It lays eggs for the farmer's wife.
 b. It gives milk for the farmer.
 c. It gives joy to the farmer's kids.



1. _____



2. _____



3. _____

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

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Write the correct words.

lay refuse chasing **beautifully**

1. A beautifully was flying from a pink to a yellow flower.
2. Did you know that frogs and bugs _____ eggs?
3. We weren't _____ the mice. We were running away!
4. Now I _____ how important it is to study hard.

Challenge It

Study. Then circle the correct words.

Language Point

Past	I was working.	We were singing.
Continuous	She was smiling.	They were talking.

1. Farm friends (was / were) talking.
2. Kids (was / were) laughing.
3. The butterfly (was / were) giving joy.
4. The robin (was / were) singing.

TIP

Find and circle the words from the reading.

go off to leave to go away from

13

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use past continuous tense to express an idea that happened over an extended period of time, but is no longer happening now.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 13. Have students refer back to the passage and find the phrase “go off” within the text.

Homework

Unit 10: A good old?	Read, write, and sign
1. Is there a "reading" button on the page?	1. Is there a "reading" button on the page?
2. Is there a "writing" button on the page?	2. Is there a "writing" button on the page?
3. Is there a "sign" button on the page?	3. Is there a "sign" button on the page?
4. Is there a "drawing" button on the page?	4. Is there a "drawing" button on the page?
5. Is there a "video" button on the page?	5. Is there a "video" button on the page?
6. Is there a "audio" button on the page?	6. Is there a "audio" button on the page?
7. Is there a "text" button on the page?	7. Is there a "text" button on the page?
8. Is there a "image" button on the page?	8. Is there a "image" button on the page?
9. Is there a "video" button on the page?	9. Is there a "video" button on the page?
10. Is there a "audio" button on the page?	10. Is there a "audio" button on the page?
11. Is there a "text" button on the page?	11. Is there a "text" button on the page?
12. Is there a "image" button on the page?	12. Is there a "image" button on the page?
13. Is there a "video" button on the page?	13. Is there a "video" button on the page?
14. Is there a "audio" button on the page?	14. Is there a "audio" button on the page?
15. Is there a "text" button on the page?	15. Is there a "text" button on the page?
16. Is there a "image" button on the page?	16. Is there a "image" button on the page?
17. Is there a "video" button on the page?	17. Is there a "video" button on the page?
18. Is there a "audio" button on the page?	18. Is there a "audio" button on the page?
19. Is there a "text" button on the page?	19. Is there a "text" button on the page?
20. Is there a "image" button on the page?	20. Is there a "image" button on the page?

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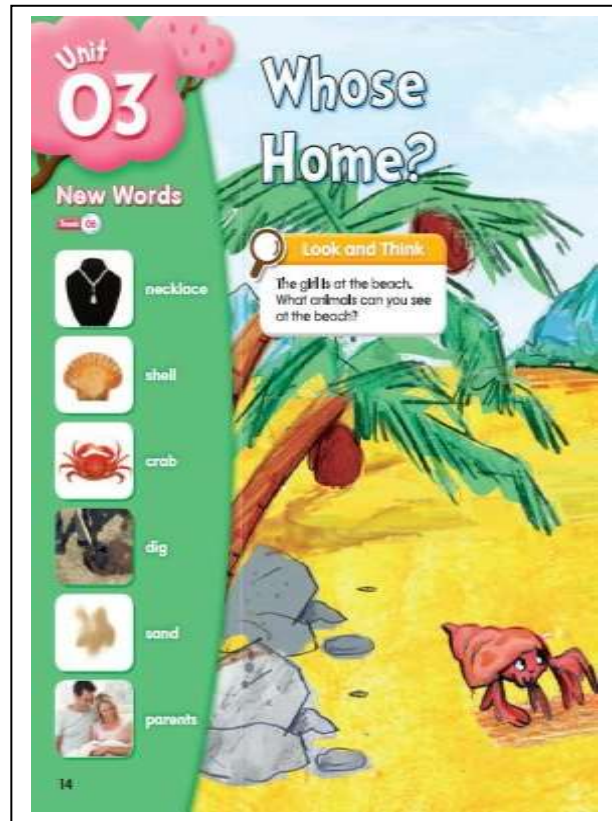
Unit 3 Whose Home?

Objectives

- New words: *necklace, shell, crab, dig, sand, parents*
- Sentence pattern: Preposition *to* and Adverb *too*

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what animal they can see at the beach, ask for volunteers to talk about what they know about the beach. Ask follow-up questions like: Have you been to the beach? What things can you do at the beach? Talk about the difference between animals that stay in the water and those that are able to come out of the water.



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 15.
- Clams and oysters are animals that live in the ocean. They can also be found on the beach. They both have shells.
- Possible Extension: Ask students to talk about what other animals have shells and why they have shells.
- Possible Extension: Ask students to think about the target grammar, using *to* or *too*. Ask students to make their own sentences with *to* or *too*, using the words "clam's shell" and/or "oyster's shell."

Reading

Reading: "Whose Home?"

- 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 07. 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 match the numbers on the left with the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about different places.


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


Check It

A Choose the best answers.

- What is the reading about?
 a. A beautiful shell b. A lost shoe c. A new crab
- The crab said the shell was _____.
 a. Wilma's home
 b. too small
 c. not a real shell
- What will Wilma probably do with the shell?


 a. Cook it


 b. Paint it


 c. Put it on some string

B Match to put the story in order.

- 1
- 2
- 3
- 4
- 5

- a. Wilma asked the crab about the shell.
- b. The crab gave her the shell.
- c. Wilma was pleased.
- d. Wilma wanted to make a necklace.
- e. Wilma found a beautiful shell.

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

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.



Learn It
Write the correct words.

wind points dig necklace

1. I gave a silver _____ to my mother.
2. Oh! The _____ is too hot to walk on barefoot.
3. My _____ don't like it when I don't study hard.
4. Our dog likes to _____ in our garden.

Challenge It
Study. Then circle the correct words.

Language Point	To	Too
I rode a bike to the store. The bike belongs to my sister.	The store is too far. I can't walk.	The bike is too small for my dad.

1. Wilma went (to / too) the beach to look for shells.
2. The shell belonged (to / too) a crab.
3. The crab is (to / too) big now for the shell.
4. The crab gave the shell (to / too) Wilma.

TIP
Find and circle the words from the reading.
* look for to try to find

17

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that the preposition *to* means **toward** or **of** something else. The adverb *too* means **very** or **extremely** when describing something.
- Complete number 1 together as a class
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes

and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 17. Have students refer back to the passage and find the phrase “look for” within the text.

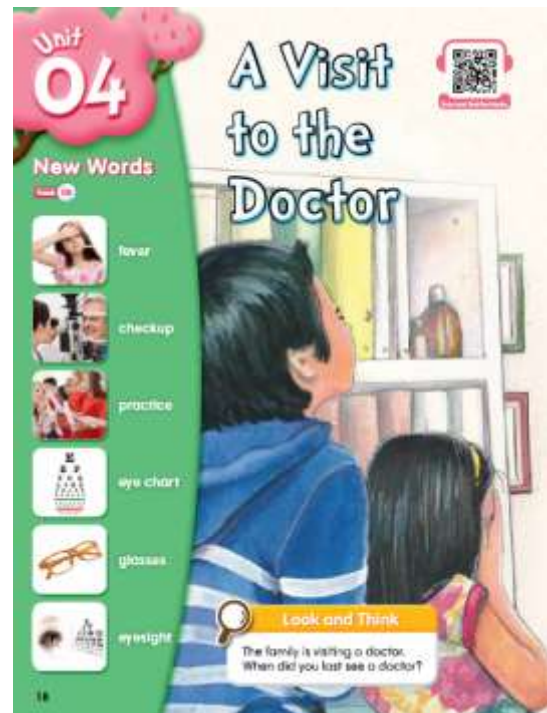
Unit 4 A Visit to the Doctor

Objectives

- New words: *fever, checkup, practice, eye chart, glasses, eyesight*
- Sentence pattern: *help + pronoun + base verb*

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students when they last saw their doctor, ask for volunteers to talk about why people go to the doctor. Ask follow-up questions like: What do doctors do to help us? Who helps the doctors in the office or hospital? What other kinds of doctors do you know about?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 31.
- A "doctor" and "nurse" help make us feel better when we are sick or hurt.
- Possible Extension: Ask students to talk about how doctors and nurses are different.
- Possible Extension: Ask students to think about the target grammar, *help* + pronoun + base verb. Ask students to make their own sentences with *help* + pronoun + base verb using the words "doctor" and/or "nurse."

Reading

Reading: "A Visit to the Doctor"

- 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 match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about going to the doctor.

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


Check It

A Choose the best answers.


- What is the reading about?
 - The boy's eyesight.
 - The doctor's fever.
 - The father's problem.
- When the children were bored, they _____.
 - left the room.
 - played a game.
 - read an eye chart.
- What did the doctor say the boy needed?



c. Glasses



b. Medicine



c. Rest

B Match the causes to the effects.

Causes	Effects
1. His sister had a fever.	a. His bad eyesight was found.
2. The kids got bored.	b. His dad took his sister and him to a doctor.
3. The doctor heard the boy's answers.	c. They read the letters on the eye chart.

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

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.



Learn It

Choose the best answers.

1. My soccer team _____ every day to win the game.
a. practiced b. lever c. high
2. My grandmother has to wear _____ to read a book.
a. glasses b. talk c. practice
3. Reading in the dark is bad for your _____.
a. eyesight b. sister c. eye chart

Challenge It

Study. Then write the correct words.

Language Point

Help + Pronoun + Base Verb

We *help* her *prepare* dinner.
I *helped* her *finish* the project.

1. A boy helped his sister _____ reading. (*practiced*)
2. He helps me _____ new letters. (*learned*)
3. I helped her _____ the letters on the eye chart. (*reading*)
4. The doctor helped him _____ his eyesight. (*checking*)

TIP

Find and circle the words from the reading.
* have to must

33

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that when they use *help* + pronoun + base verb, the verb *help* is the only verb that gets conjugated or changed into past or present tense.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 33. Have students refer back to the passage and find the phrase “have to” within the text.

Homework


Unit 04 A Visit to the Doctor Study, write, read, say.

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

Unit 04 A Visit to the Doctor

Practice

Choose the correct sentences.

-  a. The doctor is for the eye chart.
b. The doctor has lost his sight.
-  a. We might find the answer.
b. We might have a drink.
-  a. She's looking lovely at the table.
b. She's planning for the game.

Word Review

Write the correct words.

precise time precise checkup

- My class had a high _____.
- When the _____ (check) and the doctor talked and talked.
- To help my poor _____ (health).
- Then the doctor said, "You've made _____."

Reading Fluency

Read the passage to answer the questions.

Today when we go to the doctor, I see to make the
specialist's report and the doctor's notes down in a big book.
He takes a big light in his hand. He looks and looks at me with
his eyes. He is a very busy man. I don't want to be late for my
appointment. The doctor says the healthy heart should not supply
the heart is healthy.

Reading Check

Choose the best answers.

- The doctor is about going to the _____.
a. see check b. check check c. check check
- The writer was _____ of seeing the doctor.
a. worried b. shy c. afraid
- The doctor looked and looked the writer's heart for 20 _____.
a. days b. minutes c. months
- For _____ health, the writer should not the doctor says in his report.
a. healthy b. sick c. big

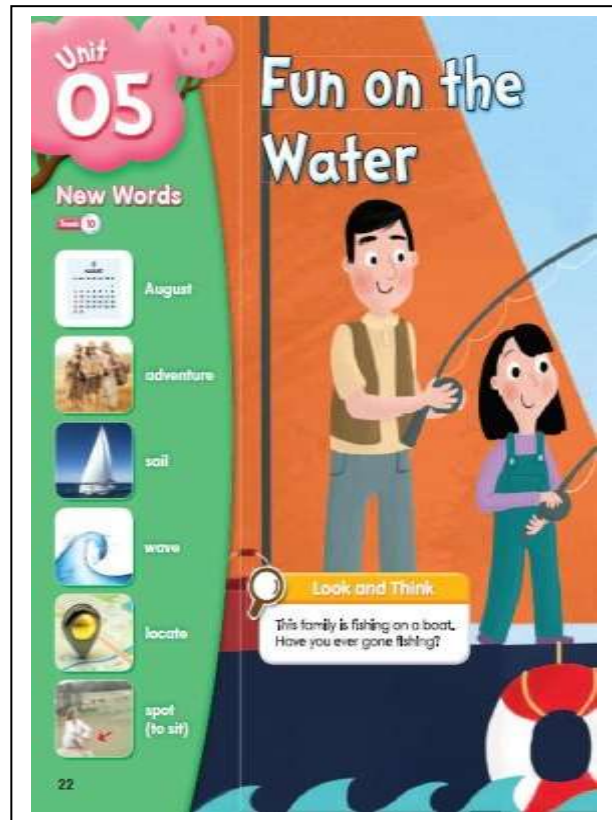
Unit 5 Fun on the Water

Objectives

- New words: *August, adventure, sail, wave, locate, spot*
- Sentence pattern: Using adjectives and adverbs in sentence

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students if they have gone fishing before, ask for volunteers to talk about what they know about fishing. Ask follow-up questions like: Where can you go fishing? When is a good time to go fishing? Who would you like to go fishing with?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 23.
- A “fishing pole” and “hook” are both used when you go fishing.
- Possible Extension: Ask students to talk about other ways people might be able to catch fish.
- Possible Extension: Ask students to think about the target grammar, using adjectives and adverbs. Ask students to make their own sentences using the words “fishing pole” and/or “hook.” They should include an adjective or adverb in their sentences.

Reading

Reading: “Fun on the Water”

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

- Play Track 11. 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 family time.

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

Check It

A Choose the best answers.

- What is the reading about?
a. A winter vacation
b. A family trip
c. A sweet dream
- The fishing spot that they located _____.
a. didn't have fish b. had big waves c. was great
- How did her brother feel about fishing?
 a. Happy  b. Unhappy  c. Sick

B Write the correct words.

boat spring family caught

had a sailing adventure with her _____ family.

couldn't _____ two fish.

felt sick when the waves made the _____ roll.

enjoyed _____ the fish with her family.

The girls...

24

Learn It

This exercise further reinforces the new vocabulary from the unit.

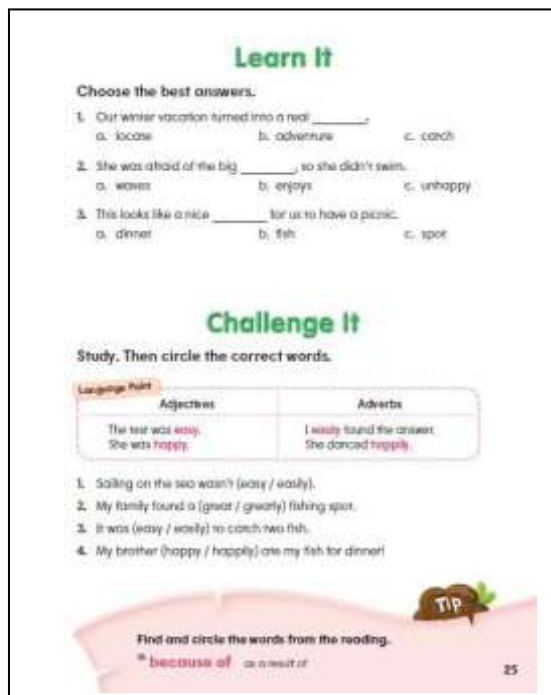
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Choose the best answers.

- Our winter vacation turned into a real _____.
a. locale b. adventure c. catch
- She was afraid of the big _____ so she didn't swim.
a. waves b. enjoys c. unhappy
- This looks like a nice _____ for us to have a picnic.
a. dinner b. fish c. spot

Challenge It

Study. Then circle the correct words.

Adjectives	Adverbs
The test was easy . She was happy .	I easily found the answer. She danced happily .

- Sailing on the sea wasn't (easy / easily).
- My family found a (great / greatly) fishing spot.
- It was (easy / easily) to catch two fish.
- My brother (happy / happily) ate my fish for dinner!

TIP

Find and circle the words from the reading.
* because of as a result of

25

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use adjectives to describe nouns (people, places, things, or ideas). Students should use adverbs to describe verbs, or the way something was done.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 25. Have students refer back to the passage and find the phrase “because of” within the text.

Unit 6 Who Has Milk?

Objectives

- New words: *goat, taste, amount, natural, sugar, uncomfortable*
- Sentence pattern: Comparatives (adjective+er than)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students if they drink milk every day, ask for volunteers to talk about how animals give us food and milk. Ask follow-up questions like: How do animals help us? What can we get from animals (food, milk, material for clothes, etc.)?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 27.
- Milk can be stored in a "carton" or a "bottle."
- Possible Extension: Ask students to talk about how other things are stored (box, bag, jar, etc.).
- Possible Extension: Ask students to think about the target grammar, comparatives. Ask students to make their own sentences with comparatives using the words "carton of milk" and/or "bottle of milk."

Reading

Reading: "Who Has Milk?"

- 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 13. 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 animals.


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


Check It

A Choose the best answers.

- What is the reading about?
 a. Kinds of pens.
 b. Kinds of milk.
 c. Kinds of phones.
- Milk has _____ sugar in it.
 a. no b. bad c. natural
- Which milk is easier for some people to drink?


 a. Cow's milk


 b. Goat's milk


 c. Sheep's milk

B Put the information in the right places.

a. It comes from animals.
 b. It is drunk by people.
 c. It has more natural sugar.
 d. It has less natural sugar.

1. Cow's Milk

2. Both

3. Goat's Milk

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

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.



Learn It

Write the correct words.

look amount uncomfortable goods

1. High heels look good, but they are _____ for me to wear.
2. The vegetables weren't fresh. As a result, the salad didn't _____ good.
3. My uncle owns six horses and ten _____.
4. The _____ of sleep I get each night isn't enough.

Challenge It

Study. Then write the adjectives or comparative forms.

Adjectives	Comparatives
The pen is thin .	The pen is thinner than the marker.
The watermelon is big .	The watermelon is bigger than the apple.

1. Cow's milk is _____ in natural sugar. (**high**)
2. Goat's milk is _____ in natural sugar than cow's milk. (**low**)
3. It is _____ for some people to drink it. (**uncomfortable**)
4. Cow's milk is _____ for some people to drink than goat's milk. (**hard**)

TIP

Find and circle the words from the reading.
 * **in fact** actually; really

29

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use comparatives when describing the differences between two nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 29. Have students refer back to the passage and find the phrase “in fact” within the text.

Homework

Unit 06: Who Has Milk? Read, write, and say.

1. I have a glass of milk. ☐ milk

2. I have a glass of milk. ☐ milk

3. I have a glass of milk. ☐ milk

4. I have a glass of milk. ☐ milk

5. I have a glass of milk. ☐ milk

6. I have a glass of milk. ☐ milk

7. I have a glass of milk. ☐ milk

8. I have a glass of milk. ☐ milk

9. I have a glass of milk. ☐ milk

10. I have a glass of milk. ☐ milk

11. I have a glass of milk. ☐ milk

12. I have a glass of milk. ☐ milk

13. I have a glass of milk. ☐ milk

14. I have a glass of milk. ☐ milk

15. I have a glass of milk. ☐ milk

16. I have a glass of milk. ☐ milk

17. I have a glass of milk. ☐ milk

18. I have a glass of milk. ☐ milk


19. I have a glass of milk. ☐ milk


20. I have a glass of milk. ☐ milk


Unit 06: Who Has Milk?

Practice

Choose the correct sentences.

1.  a. The milk is drinking milk. b. The milk is drinking milk.

2.  a. The milk is drinking milk. b. The milk is drinking milk.

3.  a. The milk is drinking milk. b. The milk is drinking milk.

Word Review

Write the correct words.

1. I have a glass of milk. ☐ milk

2. I have a glass of milk. ☐ milk

3. I have a glass of milk. ☐ milk

4. I have a glass of milk. ☐ milk

5. I have a glass of milk. ☐ milk

6. I have a glass of milk. ☐ milk

7. I have a glass of milk. ☐ milk

8. I have a glass of milk. ☐ milk

9. I have a glass of milk. ☐ milk

10. I have a glass of milk. ☐ milk

11. I have a glass of milk. ☐ milk

12. I have a glass of milk. ☐ milk

13. I have a glass of milk. ☐ milk

14. I have a glass of milk. ☐ milk

15. I have a glass of milk. ☐ milk

16. I have a glass of milk. ☐ milk

17. I have a glass of milk. ☐ milk

18. I have a glass of milk. ☐ milk

19. I have a glass of milk. ☐ milk

20. I have a glass of milk. ☐ milk

Reading Fluency

Read the passage to answer the questions.

There are many ways to drink milk. You can drink it from a glass, a bottle, or a can. You can also drink it from a straw. You can even drink it from a milkshake. Milk is a healthy drink. It has many vitamins and minerals. It is also a good source of protein. So, drink your milk every day!

Reading Check

Choose the best answers.

1. The most common way to drink milk is from a ☐ a. glass b. bottle c. can d. straw

2. You can drink milk from a ☐ a. glass b. bottle c. can d. straw

3. Milk is a healthy drink because it has many ☐ a. vitamins b. minerals c. proteins d. fats

4. You can drink milk from a ☐ a. glass b. bottle c. can d. straw

Unit 7 A Good Pet

Objectives

- New words: *rat, excellent, male, female, probably, produce*
- Sentence pattern: Linking words (*and, but, or*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration. 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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what pet they’d like to have, ask for volunteers to talk about what they know about taking care of a pet. Ask follow-up questions like: What are good pets for living in a big city? What are good pets for living in the country. What do pets need from their owners?



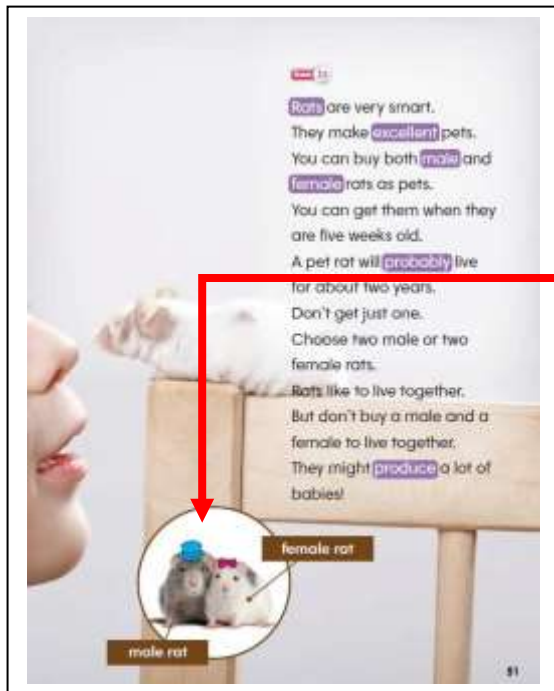
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 51.
- Rats, like all animals, are born either “male” or “female.”
- Possible Extension: Ask students to talk about the ways (like size, color, temperament) that male and female animals are different.
- Possible Extension: Ask students to think about the target grammar, linking words. Ask students to make their own sentences with linking words using the words “male” and/or “female.”

Reading

Reading: “A Good Pet”

- 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 23. 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 pets.

- Remind students of the warm-up discussion about taking care of pets.
- Ask students to think about an animal that they would like to have as a pet or the pet that they already have (should only be a few minutes at most) and write down some reasons why they like the animal.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students want / have as pets.


Check It

A Choose the best answers.


- What is the reading about?
 - a. A dangerous pet
 - b. An excellent pet
 - c. A pet's food
- Buy a pet rat when it is five _____ old.
 - a. days
 - b. weeks
 - c. years
- How many years does a pet rat live?



a. Two



b. Five



c. Eight

B Put the words in the right places.

females	live	together	one
---------	------	----------	-----

✓
Do

Let two males live together.

Buy two _____ or males to live together.

✗
Don't

Keep _____ as a pet.

Have a male and female _____ together.

Learn It

This exercise further reinforces the new vocabulary from the unit.

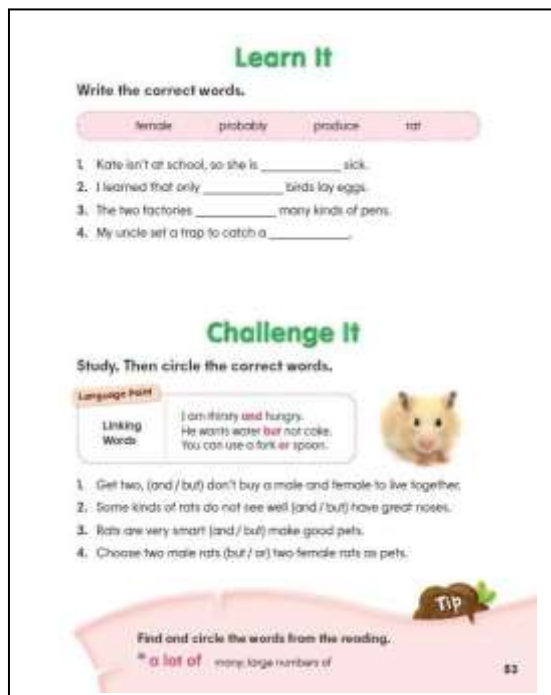
- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It
Write the correct words.

female probably produce rat

1. Kate isn't at school, so she is _____ sick.
2. I learned that only _____ birds lay eggs.
3. The two factories _____ many kinds of pens.
4. My uncle set a trap to catch a _____.

Challenge It
Study. Then circle the correct words.

Language Point

Linking Words	I am <u>thirsty and</u> hungry. He wants <u>water but</u> not coke. You can use a <u>fork or</u> spoon.
----------------------	---



1. Get two, (and / but) don't buy a male and female to live together.
2. Some kinds of rats do not see well (and / but) have great noses.
3. Rats are very smart (and / but) make good pets.
4. Choose two male rats (but / or) two female rats as pets.

TIP
Find and circle the words from the reading.
* a lot of many, large numbers of

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use linking words when they want to combine two ideas into one sentence.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 53. Have students refer back to the passage and find the phrase “a lot of” within the text.

Homework

Unit 11 A Good Day? What will you do on...	
1. eat	① eat breakfast / lunch / dinner / go to school
2. washed	② wash my face / hands
3. get	③ get up / go to school / go to work / go to bed
4. meet	④ meet my friends / go to the park / go to the cinema
5. drink	⑤ drink water / tea / coffee / juice
6. go	⑥ go to school / go to work / go to the park / go to the cinema
7. see	⑦ see my friends / go to the park / go to the cinema
8. play	⑧ play sports / go to the park / go to the cinema
9. together	⑨ eat breakfast / lunch / dinner / go to school
10. produce	⑩ eat breakfast / lunch / dinner / go to school

Unit 07

A Good Pet

Unit 07

Practice

Choose the correct sentences.



1. The girl was a probably male.

2. The blue one is probably male.

3. The female lays eggs.

4. The female produces eggs.



5. Male makes nest/roost for pairs.

6. Mating male and female pair.



Reading Fluency

Read the passage to answer the questions.

One Question

What do you find most interesting about birds of America?

As you read, I ask you to write down any words you find interesting. You can use them to write a story or a poem.

Remember to write: name, time, first, last, etc.



Word Review

Write the correct words.

product	probably	female	male
1. This car/bird/thing _____ and female birds lay pairs.			
2. A pet can tell _____ time for dinner and water.			
3. Don't fly outside and it _____ to be dangerous.			
4. They might _____ even if it's hot.			

Reading Check

Choose the best answers.

1. The reading is about a bird in _____.

a. America

b. Japan

2. The girl thought it _____.

a. beautiful

b. stupid

3. The girl saw him _____.

a. in pairs

b. one pair

4. The paragraph that was about the king pet is _____.

a. America

b. Japan

36

Unit 8 A Birthday Surprise

Objectives

- New words: *serious, medical, cheer up, mail, receive, believe*
- Sentence pattern: Simple Past Tense: *verb+(e)d*

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what they get on their birthdays, ask for volunteers to talk about what they have done for their birthdays in the past. Ask follow-up questions like: Do you have a party for your birthday? Who do you invite to your birthday parties? Have you ever been sick on your birthday?



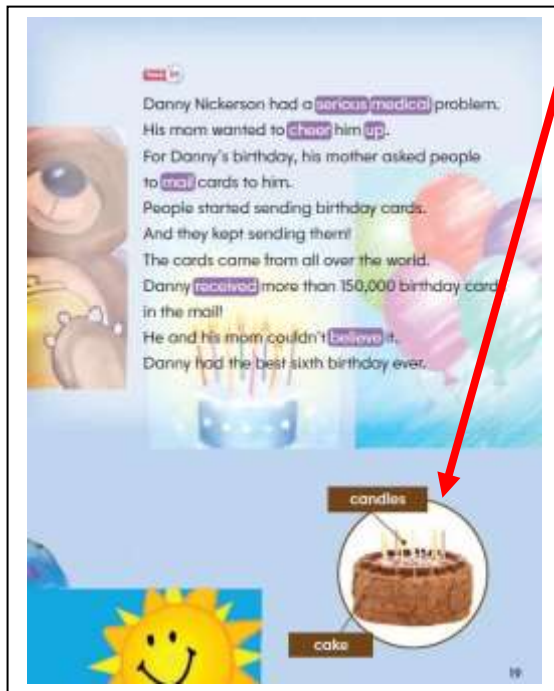
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 19.
- “Candles” are usually place on top of a “cake” at a birthday party.
- Possible Extension: Ask students to talk about other times candles might be used.
- Possible Extension: Ask students to think about the target grammar, simple past. Ask students to make their own sentences in simple past using the words “candles” and/or “cake.”

Reading

Reading: “A Birthday Surprise”

- 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 09. 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 match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion

Talk about special events.

- Remind students of the warm-up discussion about birthdays.
- Ask students to think about a special event (birthday or something else) that they have participated in (should only be a few minutes at most) and write down some reasons why they like these events.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the special events that students participate in.

Check It

A Choose the best answers.

- What is the reading about?
 - A New Year's gift
 - Birthday cards
 - A Christmas tree
- The cards for Danny came _____.
 - by computer
 - from his mother
 - in the mail
- How many cards did Danny get?

>1K

a. More than 1,000 cards

≈10K

b. Around 10,000 cards

>100K

c. More than 100,000 cards

B Match the causes to the effects.

Causes	Effects
1. Danny had a serious medical problem.	a. Danny had the best 8th birthday ever.
2. His mom asked people to send him birthday cards.	b. People all around the world sent cards.
3. Danny got 150,000 cards in the mail.	c. His mom wanted to cheer him up.

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 find and circle the words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Read the clues. Then find and circle the words.

a	r	u	m	a	i
e	s	s	d	a	c
u	c	e	d	p	m
b	e	i	e	v	e
r	i	h	c	e	e
l	v	i	p	v	u
b	e	s	i	d	m

Find the words using the clues:

- To encourage _____ up
- To send a letter _____
- To get or be given _____

Challenge It

Study. Then write the verbs in the past tense.

Language Point	Past	Present
His mom wanted to cheer him up. Danny enjoyed his birthday!	His mom wanted to cheer him up. Danny enjoyed his birthday!	His mom wants to cheer him up. Danny enjoys his birthday!

1. Danny's mother _____ people no mail cards to him. (*wish*)
2. People _____ making cards for Danny. (*start*)
3. People around the world _____ cards to him. (*mail*)
4. Danny _____ more than 150,000 cards! (*receive*)

TIP

Find and circle the words from the reading.
"all over the world" in many different countries.

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
 - Ask students why they think the colored words are colored.
 - Explain to students that they should use simple past to talk about events that took place in the past.
 - Complete number 1 together as a class.
 - Have students complete number 2 by themselves.
- Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the verb. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 21. Have students refer back to the passage and find the phrase “all over the world” within the text.

Unit 08




A Birthday Surprise

Unit 08

Reading Fluency

Practice

Choose the correct sentences.

- 
 - It is ten o'clock.
 - It is ten minutes past.
- 
 - Twenty is bigger than twenty-five.
 - Twenty is bigger than twenty.
- 
 - Twenty is smaller than a day.
 - Twenty is smaller than a billion.

Reading Fluency

Read the passage to answer the questions.

Yesterday you can visit a museum in a town. Although it's hot, there will be the interesting area. You can spend your time, usually, walk for a few. Seeing a little was an amazing moment! That was, until we were in a bus. There was a very good time to see.

Word Review

We do the correct words.

swim	before	middle	and
1. Every day to swim	2. position		
3. For every morning, he neither said people in			
4. Every	5. more from the last birthday card		
6. He said the last card	7. ...		

Reading Check

Choose the best answer.

- The meeting is about ...
 - a. time
 - b. place
 - c. both
- He was asked to ...
 - a. get together in the pool
 - b. for new
 - c. right away
 - d. for new
- Two hundred people were ...
 - a. for
 - b. before
 - c. both
- Three days, each ...
 - a. for
 - b. place
 - c. both

Unit 9 Making Money

Objectives

- New words: *weed, mow, lawn, cupcake, lemonade, garage sale*
 - Sentence pattern: Future Tense with *be going to*

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 “Look and Think” prompt question on page 63. Read the question aloud.
- Before asking students why the man is paying the girl, ask for volunteers to talk about what they have done to earn money. Ask follow-up questions like: How do you get extra money for spending? What are some things you want to save your money for?



Look and Think (Go to page 63)

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 63.
- “Grass” is a plant that is planted to cover large areas of ground. Like all plants, grass is held in place by their “roots.”
- Possible Extension: Ask students to talk about what the roots of plants do (get water to the plant, hold the plant in place).
- Possible Extension: Ask students to think about the target grammar, future tense with *be* going to. Ask students to make their own sentences in future tense with *be* going to using the words “grass” and/or “roots.”

Reading

Reading: “Making Money”

- 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 29. 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 sporting events.

- Remind students of the warm-up discussion about earning money.
- Ask students to think about anything expensive they would like to buy in the future (should only be a few minutes at most) and write down some reasons why they want the item and how they might earn the money to buy it.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the items students want and how they will raise money.

Check It

A Choose the best answers.

- What is the reading about?
 - How Lisa makes money
 - What to buy
 - Where Lisa lives
- With her money, Lisa wants to help some _____.
 - pets
 - children
 - plants
- What did Lisa NOT do to make money during summer?



a. Baked cupcakes



b. Mowed lawns



c. Washed cars

B Put the words in the right places.

baked herself neighbor's spent

✓
Did

✗
Didn't

- Lisa mowed the ¹ _____ lawns.
- Lisa ² _____ cupcakes.
- Lisa ³ _____ all of the money.
- Lisa bought something nice for ⁴ _____.

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 “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Write the correct words.

cupcakes mow lemonade weeds

- How often do you have to _____ the lawn?
- She didn't have a cake on her birthday; she had _____.
- There are a lot of _____ in our lawn!
- I don't drink _____ because I dislike sour drinks.

Challenge It

Study. Then circle the correct words.

Language Point

Future with *be going to*

I am going to help some children. We are going to get up early.
He is going to buy a new phone. They are going to go to the park.

- Lisa (is / are) going to bake cupcakes to sell.
- I (am / is) going to make more money to help people.
- It (is / are) going to rain tomorrow.
- They (is / are) going to watch a movie tonight.

Tip

Find and circle the words from the reading.

* make money to earn money

65

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the future tense with *be going to* when they want to talk about something they plan to do in the future.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 65. Have students refer back to the passage and find the phrase “make money” within the text.

Homework

Unit 14 Making Money Read, write, and say.

1. The money that I have is all gone .	2. I lost my money.
3. I spend my money on things I like.	4. I save my money for a special day.
5. I earn money by working hard.	6. I make money by selling my things.
7. I pay for my things with money.	8. I get money from my parents.
9. I use my money to buy things I need.	10. I keep my money in a bank.
11. I find money on the street.	12. I lose my money when I forget to take it.
13. I have money to buy things I want.	14. I don't have money to buy things I need.
15. I get money from my job.	16. I use my money to help others.

Unit 09 Making Money

Practice

Choose the correct sentence.

- The money that I have is all gone.
 - a. The money that I have is all gone.
 - b. The money that I have is all gone.
- I lost my money.
 - a. I lost my money.
 - b. I lost my money.
- I spend my money on things I like.
 - a. I spend my money on things I like.
 - b. I spend my money on things I like.

Word Review

Write the correct words.

money, get, lose, earn, make

- I use my money to buy things I need.
- I lost my money when I forgot to take it.
- I have money to buy things I want.
- I get money from my job.
- I use my money to help others.

Reading Fluency

Read the passage to answer the questions.

The money that I have is all gone. I lost my money when I forgot to take it. I spend my money on things I like. I save my money for a special day. I earn money by working hard. I make money by selling my things. I pay for my things with money. I get money from my parents. I use my money to buy things I need. I keep my money in a bank. I find money on the street. I lose my money when I forget to take it. I have money to buy things I want. I don't have money to buy things I need. I get money from my job. I use my money to help others.

Reading Check

Choose the best answer.

- The money that I have is all gone.
 - a. The money that I have is all gone.
 - b. The money that I have is all gone.
- I lost my money.
 - a. I lost my money.
 - b. I lost my money.
- I spend my money on things I like.
 - a. I spend my money on things I like.
 - b. I spend my money on things I like.

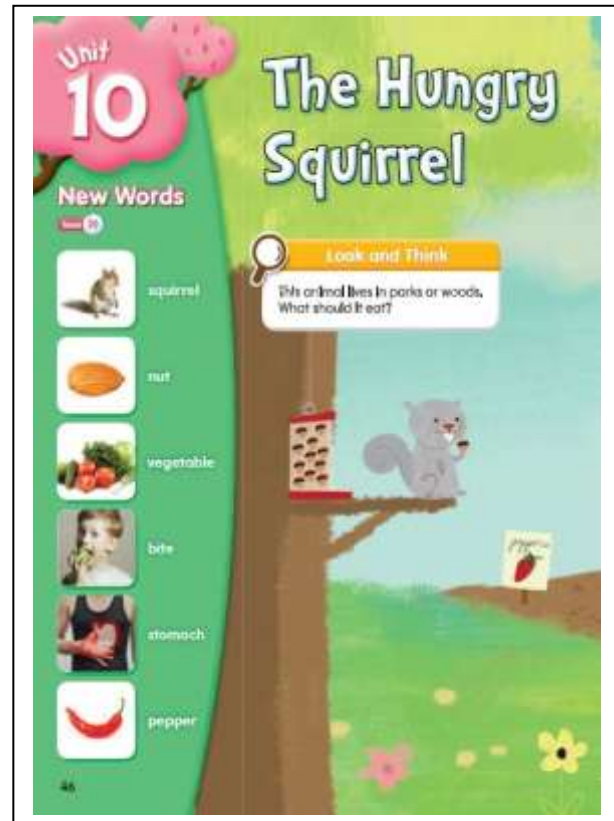
Unit 10 The Hungry Squirrel

Objectives

- New words: *squirrel, nut, vegetable, bite, stomach, pepper*
- Sentence pattern: Past Tense (*irregular verbs*)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what the animal should eat, ask for volunteers to talk about what they know about the kinds of food different kinds of animals eat? Ask follow-up questions like: What kinds of food do animals like wolves eat? What kinds of food do animals like rabbits eat? What foods are bad of animals to eat?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 47.
- A “squirrel” and a “chipmunk” are both small animals that usually live in trees.
- Possible Extension: Ask students to talk about what animals live in trees.
- Possible Extension: Ask students to think about the target grammar, irregular verbs in the past tense. Ask students to make their own sentences in past tense using irregular verbs and the words “squirrel” and/or “chipmunk.”

Reading

Reading: “The Hungry Squirrel”

- 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 match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about animals.

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


Check It

A Choose the best answers.


- What is the reading about?
 - A girl's pet
 - Proud parents
 - Sam's curiosity
- Eating the red vegetable made Sam's _____.
 - ears hot
 - nose better
 - stomach hurt
- What did the squirrel bite?



a. A pepper



b. A tomato



c. An apple

B Match the causes to the effects.

Causes	Effects
1. Ann put out nuts.	a. Sam got sick
2. Sam wanted to try something new.	b. Sam enjoyed eating nuts.
3. The red vegetable was a hot pepper.	c. Sam took a bite of a pepper.

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

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Choose the best answers.


1. Be careful. That dog might _____ you.
a. squirrel b. bite c. garden
2. By looking at his symptoms, I think he has an upset _____.
a. vegetable b. hotter c. stomach
3. I have heard that _____ are very good for our health.
a. mouth b. nuts c. grow


Challenge It

Study. Then write the verbs in the past tense.

Language Point				
Base	do	become	begin	put
Past	did	became	began	put

1. Ann _____ some nuts out for the squirrel to eat. (put)
2. The squirrel's mouth _____ hotter and hotter. (became)
3. Then his stomach _____ to hurt. (begin)
4. Sam _____ not know the red thing was a pepper. (do)





TIP

Find and circle the words from the reading.
~~put out~~ to set something in a place that is easy to get to

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the base forms and past tense verbs together.
- Explain to students that they should use past tense to express an idea that some event happened at some time before now.
- Explain that some verbs are irregular and do not take an *-ed* at the end. Memorizing the past tense forms for irregular verbs is necessary.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar

error in each sentence, focusing on irregular verbs. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 49. Have students refer back to the passage and find the phrase “put out” within the text.

Homework




Match the descriptions to the words. Read, write and copy.

1. An extraordinary big information.	1. great
2. An extraordinary person who is superior to all others.	2. genius
3. An extraordinary person in a good field.	3. hero
4. An extraordinary person who can do anything.	4. god
5. A person who is great in many directions.	5. superhero
6. An extraordinary idea.	6. idea
7. An extraordinary idea that is different from all others.	7. unusually
8. A character.	8. hero
9. A very famous person.	9. celebrity
10. An extraordinary person who is a superhero.	10. superhero

The Hungry Squirrel

Practice


Choose the correct sentences.

-  ☐ A squirrel sits on a tree.
☐ The squirrel sits on a tree.
-  ☐ The two apples are green.
☐ The two apples are red.
-  ☐ A squirrel hold a nut in the apple.
☐ A squirrel hold a nut in the nut shell.

Reading Fluency

Read the passage to answer the questions.

October is almost over. The fall is here. Fall leaves turn red and orange. The trees are bare. The squirrels are busy. They are storing food for the winter. They are eating food for the winter.



Word Review

Write the correct words.

country	capital	lake	weather
1. The _____ is the capital of the United States.	2. The _____ is the capital of the United States.	3. The _____ is the capital of the United States.	4. The _____ is the capital of the United States.

Unit 11 Our City

Objectives

- New words: *street, guess, office, again, bank, story*
- Sentence pattern: Superlatives
(adjective+est/iest **OR** the most + adjective)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what their town is like, ask for volunteers to talk the different places around town. Ask follow-up questions like:
What is your favorite thing to do/see in the city?
Where do you like to go with your friends/family? What are the different ways to get around in the city?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 35.
- The “first story” of a building is the lower level. The “second story” of a building is the level above the first. Buildings can be many stories tall.
- Possible Extension: Ask students to talk about which story they prefer to live on.
- Possible Extension: Ask students to think about the target grammar, superlatives. Ask students to make their own sentences with superlatives using the word “story” as it relates to buildings.

Reading

Reading: “Our City”

- 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 17. 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 cities and towns.


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


Check It

A Choose the best answers.

- What is the reading about?
a. Mountains b. Buildings c. Cars
- The father thought about buildings that are _____.
a. full of books b. near City Hall c. very tall
- What was the father's first guess?


a. City Hall


b. The bank


c. The library

B Complete the chart.

	city	library	Billy	school
Who?	- I, <u>Billy</u> and his father			
Where?	- On the street			
	- They talked about the tallest building in their _____.			
What?	- Billy said that the _____ building is not City Hall, his father's office building, or the new bank building.			
	- Billy joked that the _____ is the tallest building.			

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

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Choose the best answers.

1. My father told me to put my money in the _____.
a. City Hall b. bank c. library
2. Don't tell me the answer. Let me _____.
a. guess b. bank c. street
3. The door to the _____ was locked, and the lights were off.
a. coach b. tower c. office

Challenge It

Study. Then write the adjectives in the superlative form.

Adjectives		Superlatives	
small	terrible	smallest	the most terrible
hungry	serious	hungeriest	the most serious

1. That is the _____ building in our city. (small)
2. City Hall is the _____ building in our town. (high)
3. That house is the _____ building in town. (small)
4. The new bank building is the _____ building. (beautiful)

TIP

Find and circle the words from the reading.
* give up to stop trying something

37

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use superlatives when describing the differences between three or more nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 37. Have students refer back to the passage and find the phrase “give up” within the text.

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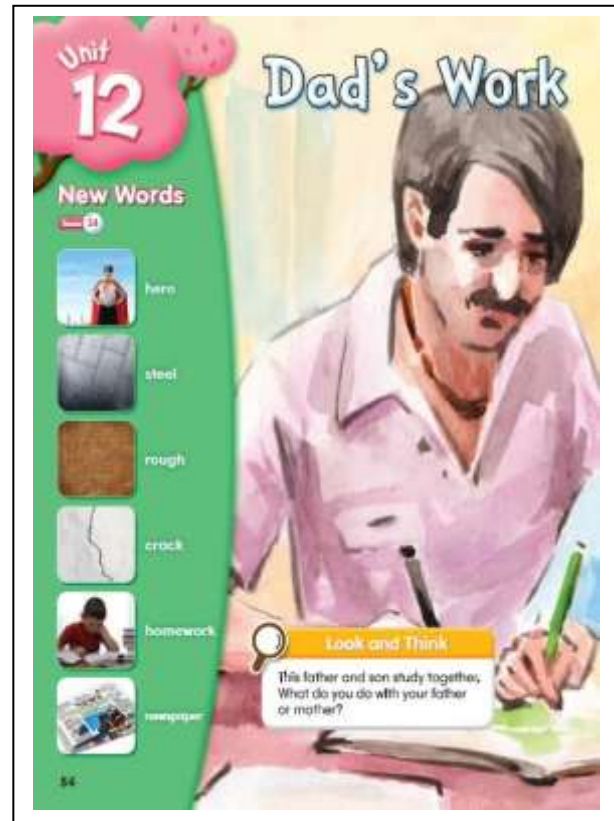
Unit 12 Dad's Work

Objectives

- New words: *hero, steel, rough, crack, homework, newspaper*
- Sentence pattern: Positive and Negative (*do not + verb*) Form of Verbs

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what they do with their parents, ask for volunteers to talk about what they know about their parents’ jobs. Ask follow-up questions like: What do your parents do for their jobs? What training did they need to do their job well? What job would you like to have in the future?



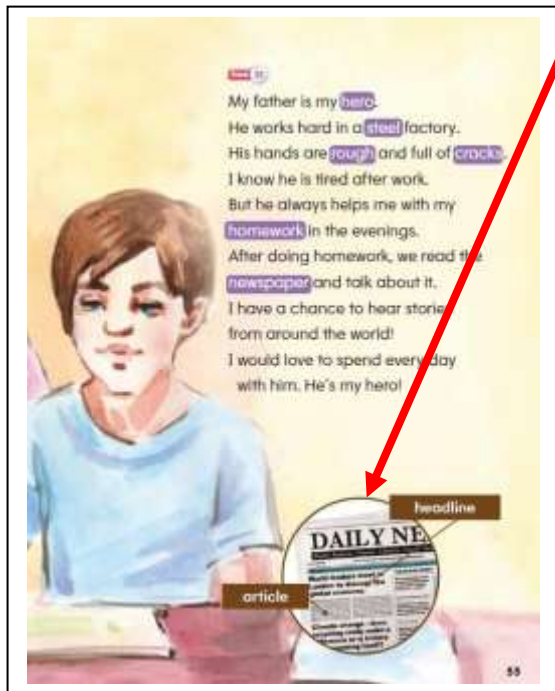
Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 55.
- A “headline” and an “article” are both used in newspapers. The headline is the title of the article. The article is a short piece of writing that gives information.
- Possible Extension: Ask students to talk about headlines they have seen. What types of headlines get more attention?
- Possible Extension: Ask students to think about the target grammar, positive and negative forms of verbs. Ask students to make their own sentences with negative verbs using the words “headline” and/or “article.”

Reading

Reading: “Dad’s Work”

- 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 25. 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 jobs.

- Remind students of the warm-up discussion about their parents' jobs.
- Ask students to think about a job that they would like to have someday (should only be a few minutes at most) and write down some reasons why they want to have the job.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs. They should talk about what they need to do in order to get their "dream" job.
- 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 jobs students want.

Check It

A Choose the best answers.


- What is the reading about?

a. A nice father
c. A steel factory


b. A father's dream
- After work, the father and his son _____

a. go to the factory
c. cook dinner


b. read the newspaper
- What is rough and full of cracks?



a. The father's nose




b. The son's ears




c. The father's hands

B Put the information in the right places.

a. He works in a steel factory.
 b. He has homework.
 c. He has rough hands.
 d. He is the son's hero.
 e. He reads the newspaper with his father.
 f. He loves to spend time with his father.



1. _____



2. _____

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.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Write the correct words.

cracks
homework
rough
steel

1. A _____ car is heavier than a plastic car.
2. After she picked up the shell, she realized it had _____ in it.
3. I finished off of my _____ except for science.
4. The goat's fur feels _____, but the cat's fur feels soft.

Challenge It

Study. Then write the verbs in the positive or negative form.

Language Point	Positive	Negative
	I like it. She knows it.	I don't like it. She doesn't know it.

1. My father _____ hard, so he is tired in the evening. (work)
2. He _____ me so that I will get good grades. (help)
3. My father _____ me to read the newspaper alone. (warn)
4. Spending every day with my father _____ bad to me! (sound)

Find and circle the words from the reading.

* be full of to be filled or covered with

Tip

57

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the negative form to change the meaning of sentences.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 57. Have students refer back to the passage and find the phrase “be full of” within the text.

Homework

Unit 12: Dad's Work Read the text and write.

1. I like to go to the beach every day.

2. I like to go to the beach every day.

3. I like to go to the beach every day.

4. I like to go to the beach every day.

5. I like to go to the beach every day.

6. I like to go to the beach every day.

7. I like to go to the beach every day.

8. I like to go to the beach every day.

9. I like to go to the beach every day.

10. I like to go to the beach every day.

11. I like to go to the beach every day.

12. I like to go to the beach every day.

13. I like to go to the beach every day.

14. I like to go to the beach every day.

15. I like to go to the beach every day.

16. I like to go to the beach every day.

17. I like to go to the beach every day.

18. I like to go to the beach every day.

19. I like to go to the beach every day.

20. I like to go to the beach every day.

Unit 12 Dad's Work

Practice

Choose the correct sentence.

1.  a. He is working at the desk.
b. He is working at the desk.

2.  a. He is working at the desk.
b. He is working at the desk.

3.  a. He is working at the desk.
b. He is working at the desk.

Word Review

Write the correct words.

1. The first word is working.

2. The first word is working.

3. The first word is working.

4. The first word is working.

Reading Fluency

Read the passage to answer the questions.

1. How did the man feel when he was working?
a. Happy
b. Sad
c. Tired
d. Angry

2. How did the man feel when he was working?
a. Happy
b. Sad
c. Tired
d. Angry

Reading Check

Choose the best answer.

1. The man's job is working.
a. working
b. working
c. working
d. working

2. The man's job is working.
a. working
b. working
c. working
d. working

3. The man's job is working.
a. working
b. working
c. working
d. working

4. The man's job is working.
a. working
b. working
c. working
d. working

Unit 13 All Dressed Up

Objectives

- New words: *nervous, teacher, favorite, polka-dot, pay attention, clown*
- Sentence pattern: Using Adjectives

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the teacher and students are feeling, ask for volunteers to talk about how they choose what they will wear each day. Ask follow-up questions like: What is your personal style? Do you like to get dressed up for special occasions?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 59.
- A "solid" pattern is one with no designs and is only one color. A "striped" pattern is one with lines which can go up and down, or side to side. The stripes can be different colors and sizes.
- Possible Extension: Ask students to talk about what other patterns might look good on clothing or other things.
- Possible Extension: Ask students to think about the target grammar, using adjectives. Ask students to make their own sentences with adjectives using the words "solid" and/or "striped."

Reading

Reading: "All Dressed Up"

- 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 match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about sporting events.


- Remind students of the warm-up discussion about style.
- Ask students to think about a special event that they have needed to dress up for (should only be a few minutes at most) and write down some reasons why they chose to wear the clothes they did.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the events that students went to and their reasons for selecting certain clothes.


Check It

A Choose the best answers.

- What is the reading about?
 a. A child's red shirt
 b. A teacher's first class
 c. A clown's teacher
- Sarah was happy that the students _____ in class.
 a. paid attention b. cleaned their desk c. sang and danced
- What did the student say Sarah looked like?


 a. A clown


 b. An artist


 c. A teacher

B Match to put the story in order.

- 1
- 2
- 3
- 4
- 5

- a. Sarah felt nervous.
- b. Sarah walked into her kindergarten class.
- c. A student said Sarah looked like a clown.
- d. The class paid attention to her.
- e. Sarah put on her polka-dot shirt.

Learn It

This exercise further reinforces the new vocabulary from the unit.

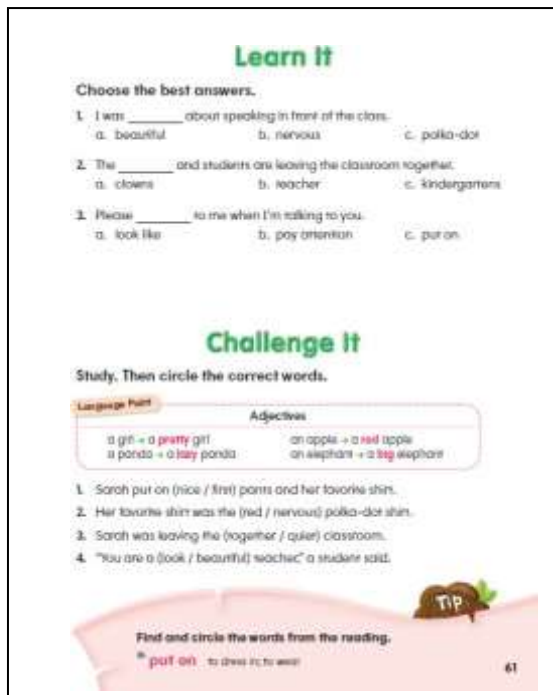
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.



Learn It

Choose the best answers.

- I was _____ about speaking in front of the class.
 - beautiful
 - nervous
 - polka-dot
- The _____ and students are leaving the classroom together.
 - clowns
 - teacher
 - kindergartens
- Please _____ to me when I'm talking to you.
 - look like
 - pay attention
 - put on

Challenge It

Study. Then circle the correct words.

Language Point	Adjectives
a gift → a pretty gift	an apple → a red apple
a panda → a lazy panda	an elephant → a big elephant

- Sarah put on (nice / first) pants and her favorite shirt.
- Her favorite shirt was the (red / nervous) polka-dot shirt.
- Sarah was leaving the (together / quiet) classroom.
- "You are a (look / beautiful) teacher," a student said.

TIP

Find and circle the words from the reading.
 * put on → to dress in or wear

61

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example phrases together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use adjectives to describe nouns (people, place, things, or ideas).
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 61. Have students refer back to the passage and find the phrase “put on” within the text.

Homework




Unit 13 All Dressed Up Read, write, and say.

1. sweater	2. dress	3. shirt	4. pants
5. skirt	6. shoes	7. socks	8. gloves
9. hat	10. tie	11. belt	12. bag
13. coat	14. jacket	15. scarf	16. umbrella
17. sunglasses	18. camera	19. map	20. compass
21. flashlight	22. whistle	23. megaphone	24. first aid kit
25. bandage	26. band-aid	27. bandage	28. bandage

Unit 13 All Dressed Up

Practice

Choose the correct sentences.

1.  a. He is a police officer.
b. He is a police officer.
2.  a. He is a police officer.
b. He is a police officer.
3.  a. He is a police officer.
b. He is a police officer.

Word Review

Write the correct words.

Choose the correct words.

1. It was a very hot day. The temperature was _____.
2. It was a very hot day. The temperature was _____.
3. It was a very hot day. The temperature was _____.
4. It was a very hot day. The temperature was _____.

Reading Fluency

Read the passage to answer the questions.

It was a very hot day. The temperature was _____.

Reading Check

Choose the best answer.

1. The reading check is to check your understanding of the passage.
2. The reading check is to check your understanding of the passage.
3. The reading check is to check your understanding of the passage.
4. The reading check is to check your understanding of the passage.

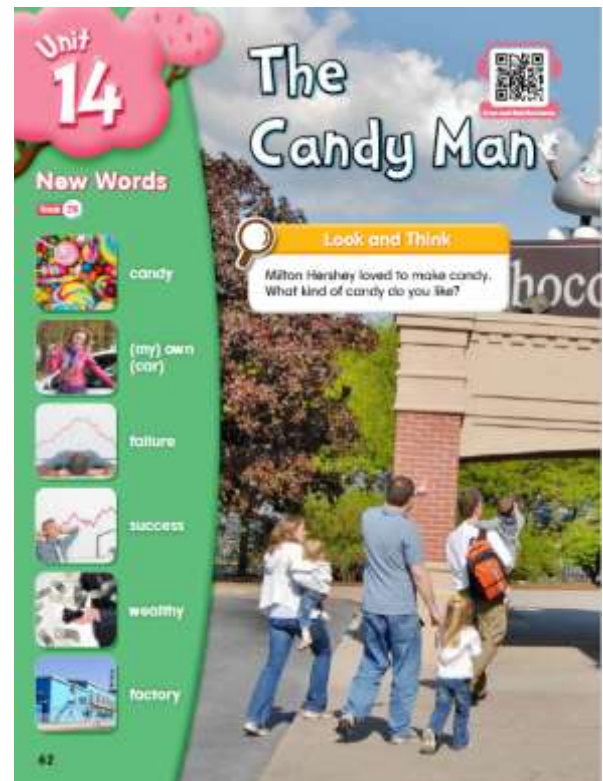
Unit 14 The Candy Man

Objectives

- New words: *candy, own, failure, success, wealthy, factory*
- Sentence pattern: Sequence words (*first, then, after that, finally*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on page 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 “Look and Think” prompt question. Read the question aloud.
- Before asking students what kind of candy they like, ask for volunteers to talk about what they know about candy and other sweets. Ask follow-up questions like: Do you know how different candy is made? Have you ever cooked with sweets like chocolate? How else can you enjoy chocolate?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the top of page 43.
- Hershey's chocolate was founded, or started, by Milton Hershey. Hershey, Pennsylvania in the USA is named after Milton.
- Possible Extension: Ask students to talk about other places named after people.
- Possible Extension: Ask students to think about the target grammar, sequence words. Ask students to make their own sentences using sequence words and including reference to Hershey.

Reading

Reading: "The Candy Man"

- 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 19. 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 candy and sweets.

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


Check It

A Choose the best answers.


- What is the reading about?

a. A famous man
b. A delicious food
c. A new candy
- Hershey's first two businesses _____.


a. made him rich
b. never failed
c. didn't succeed
- What did Hershey build in Pennsylvania?



a. A strange house




b. A chocolate library



c. A factory

B Put the words in the right places.

success
own
town
failure



Milton Hershey

- He started his 1st _____ business when he was 19.
- He had two candy shops that were _____.
- His third try was a 2nd _____.
- He built a factory and a 3rd _____.

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

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.



Learn It

Write the correct words.

candy factory failure success

1. The shop was a great _____, so the owner became very rich.
2. Almost two hundred people work in the _____ near the town.
3. I always have to brush my teeth after I eat _____.
4. Learning from _____ often leads to success.

Challenge It

Study. Then circle the correct words.

Language Point

Sequence Words

First, he boiled some water.
Then he added the noodles and sauce.
After that, he served the noodles in a bowl.
Finally, his noodles were ready to eat.

1. (Then / First), Hershey opened two candy shops at the age of 19.
2. (Finally / Then) he opened another shop and it was a success.
3. (After that / First), he built a factory and a town, Hershey, Pennsylvania!
4. (Finally / After that), everyone in the world enjoys his candy!

TIP

Find and circle the words from the reading.
* keep on to continue without stopping

45

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use sequence words to talk about the order in which events happen.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write a series of sentences on the board, include errors in the sequence words in a few of the sentences. Have students find the mistakes and

write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 45. Have students refer back to the passage and find the phrase “keep on” within the text.

[illegible]

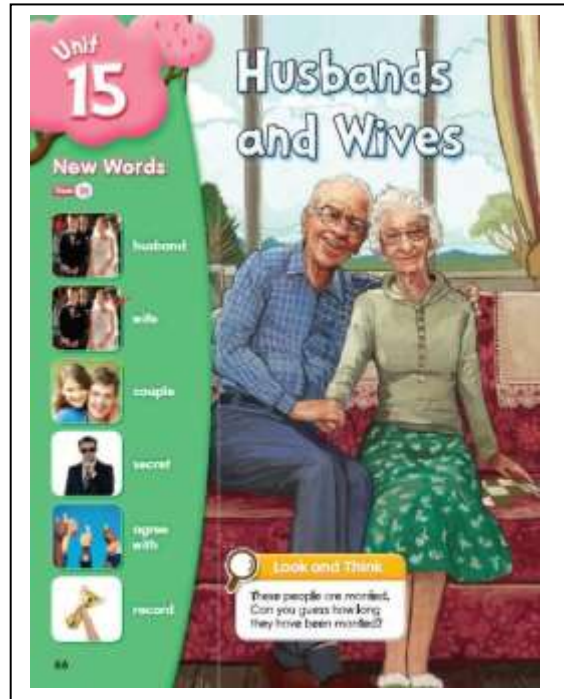
Unit 15 Husbands and Wives

Objectives

- New words: *husband, wife, couple, secret, agree with, record*
- Sentence pattern: Gerunds (Verb(ing))

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students to guess how long the couple have been married, ask for volunteers to talk about what they know about being married. Ask follow-up questions like: What are some things that are important in a friendship? What does it mean to be married? How long have the married people you know been married?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 67.
- A “medal” and a “trophy” are both things people can win in a competition.
- Possible Extension: Ask students to talk about what types of competitions can result in winning a medal or trophy.
- Possible Extension: Ask students to think about the target grammar, gerunds. Ask students to make their own sentences with gerunds using the words “medal” and/or “trophy.”

Reading

Reading: “Husbands and Wives”

- 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 31. 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 sporting events.

- Remind students of the warm-up discussion about married people.
- Ask students to think about their best friend (should only be a few minutes at most) and write down some reasons why they consider the person to be their best friend. They can also talk about what happens when they disagree with their best friend; how do they make up?
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the traits of a best friend.

Check It

A Choose the best answers.

- What is the reading about?

a. Adventure
b. Marriage
c. Failure
- John's secret is to _____.

a. agree with his wife
b. get married young
c. have lots of kids
- How many years is the world record in the reading?


<80
a. Less than eighty years

=80
b. Eighty years

>80
c. More than eighty years

B Put the words in the right places.

understand
America
best
longer



Aron and John Sator

- They have been married for _____ eighty years.
- They are the longest married couple in _____ America.
- They try to _____ and agree with each other.
- They will have a world record if they stay married a little _____ longer.

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 find and circle the words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.



Learn It

Read the clues. Then find and circle the words.

h	u	s	b	a	n	d	
g	f	a	i	l	e	s	
w	p	e	s	d	i	s	
n	a	b	c	g	f	c	
e	r	s	b	u	e	r	
g	e	c	o	u	p	l	e
f	e	c	o	r	d		

- The best achievement
- A married man
- A married woman
- Two married people

Challenge It

Study. Then circle the correct words.

Language Point Gerunds

Awaking seems to be bad. *Protecting* his wife is good.
Longing makes me feel peaceful. *Exercising* helps you stay healthy.

1. Agreeing with each other (helps / helping), too.
2. Setting the world record (is / are) not easy.
3. Becoming the largest-married couple in the world (has / have) some benefits.
4. Understanding one another (is / are) important.

TIP

Find and circle the words from the reading.
 * *get married* to become husband and wife

69

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that gerunds are created by adding *-ing* to a verb. Gerunds act as nouns.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 69. Have students refer back to the passage and find the phrase “get married” within the text.

[illegible]

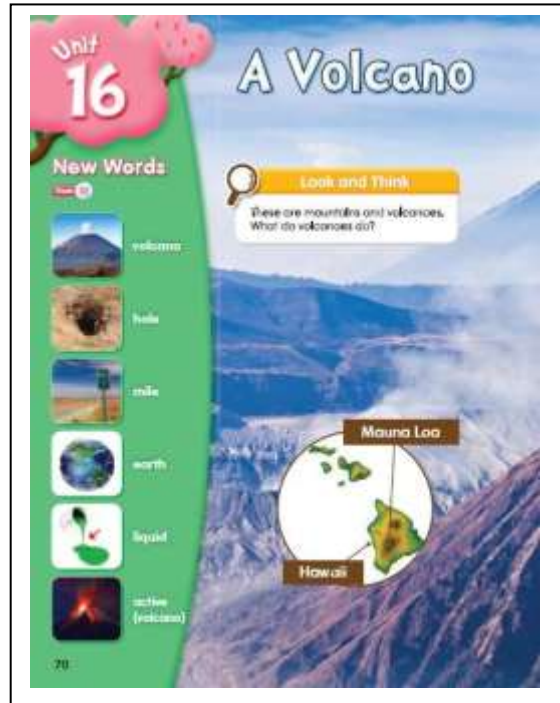
Unit 16 A Volcano

Objectives

- New words: *volcano, hole, mile, earth, liquid, active (volcano)*
- Sentence pattern: Prepositions (*in, into, on*)

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 “Look and Think” prompt question. Read the question aloud.
- Before asking students if they know what volcanoes do, ask for volunteers to talk about what they know about mountains. Ask follow-up questions like: How do mountains and/or volcanoes form? Where are mountains near you? Do you like to hike or walk in the mountains? What else can you do in the mountains?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

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



Did You Know?

- Focus students to the related content at the bottom of page 70.
- “Hawaii” is a part of the USA. It is made up of a series of volcanoes. The largest volcano on the planet is “Mauna Loa.” It is also a part of Hawaii.
- Possible Extension: Ask students to talk about other volcanoes they know of.
- Possible Extension: Ask students to think about the target grammar, prepositions. Ask students to make their own sentences with prepositions using the words “Hawaii” and/or “Mauna Loa.”

Reading

Reading: “A Volcano”

- 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

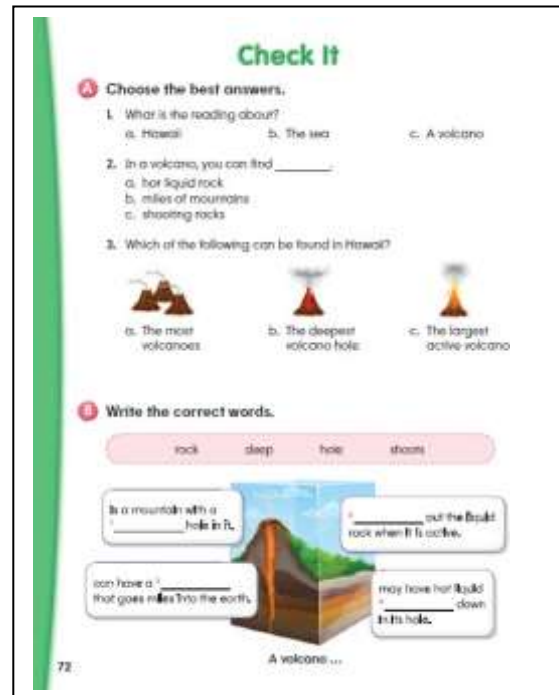
This exercise checks students' comprehension of the story and reinforces the new words.

- 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 sporting events.

- Remind students of the warm-up discussion about mountains.
- Ask students to think about the natural features (mountains, rivers, etc) that they really enjoy visiting (should only be a few minutes at most) and write down some reasons why they like these places. They can talk about what they like to do there as well.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places that students enjoy and the things they like to do there.



Check It

A Choose the best answers.

1. What is the reading about?
a. Hawaii b. The sea c. A volcano
2. In a volcano, you can find _____.
a. hot liquid rock
b. miles of mountains
c. shooting rocks
3. Which of the following can be found in Hawaii?
 a. The most volcanoes
  b. The deepest volcano hole
 c. The largest active volcano

B Write the correct words.

rock sleep hole shoots

Is a mountain with a _____ hole in it.

_____ out the hot liquid rock when it is active.

can have a _____ that goes miles into the earth.

may have hot liquid _____ down into its hole.

A volcano ...

Learn It

This exercise further reinforces the new vocabulary from the unit.

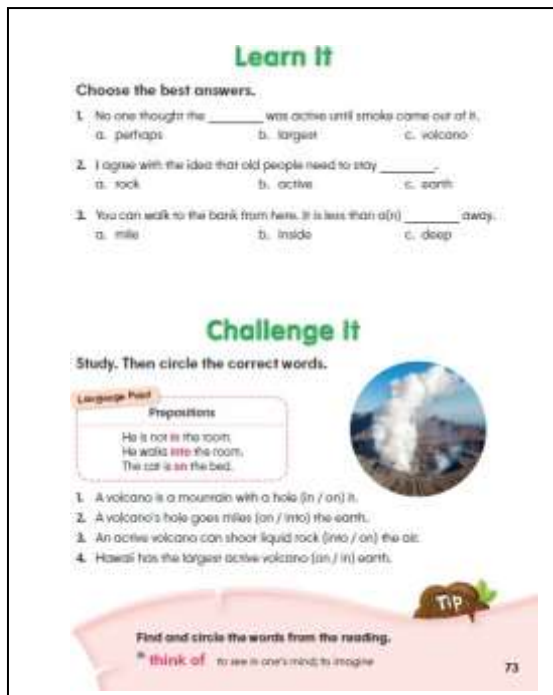
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.



Learn It

Choose the best answers.

1. No one thought the _____ was active until smoke came out of it.
a. perhaps b. largest c. volcano
2. I agree with the idea that old people need to stay _____.
a. rock b. active c. earth
3. You can walk to the bank from here. It is less than a(n) _____ away.
a. mile b. inside c. deep


Challenge It

Study. Then circle the correct words.

Language Point

Prepositions

He is not in the room.
He walks into the room.
The cat is on the bed.



1. A volcano is a mountain with a hole (in / on) it.
2. A volcano's hole goes miles (on / into) the earth.
3. An active volcano can shoot liquid rock (into / on) the air.
4. Hawaii has the largest active volcano (on / in) earth.

TIP

Find and circle the words from the reading.
* think of to see in one's mind to imagine

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Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should prepositions to talk about **where** someone or something is or was located.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip


- Direct students' attention to the Tip at the bottom of page 73. Have students refer back to the passage and find the phrase “think of” within the text.

get 16

A Volcano


Practice

Choose the correct answers.




☐ A. Another volcano like this one.

☐ B. Another volcano like this one.



☐ C. Another volcano like this one.

☐ D. Another volcano like this one.



☐ E. Another volcano like this one.

☐ F. Another volcano like this one.

Word Review

Write the correct words.

1. A volcano is a mountain that is made of _____ and _____.

2. A volcano is a mountain that is made of _____ and _____.


3. A volcano is a mountain that is made of _____ and _____.

4. A volcano is a mountain that is made of _____ and _____.

Reading Fluency

Read the passage to answer the questions.

Volcanoes are a part of the Earth's crust. They are made of molten rock and ash. They can erupt and send lava and ash into the air. They can also erupt and send lava and ash into the water.



Reading Check

Choose the best answers.

1. The main idea of the passage is _____.

2. The main idea of the passage is _____.

3. The main idea of the passage is _____.

4. The main idea of the passage is _____.

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