Unit 1 Omelets

Objectives

- New words: *prepare, stove, mix, salt, minute*
- Sentence pattern: Simple Present
  (Mike likes Omelets!)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students if they like to cook, ask for volunteers to talk about what they cook by themselves (What kind of food [fried eggs, sandwiches, hamburgers, etc]? Has anyone ever cooked in real life? Has anyone ever cooked with friends or their family?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 7.
- A “stir” and “pan” are both used in cooking.

- Possible Extension: Ask students to talk about what they can make with a pan and a spoon stirring the food.
- Possible Extension: Ask students to think about any other words related to cooking. Ask students to make their own sentences using the words “stir” and/or “pan.”

Reading

Reading: “Omelets”

- 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

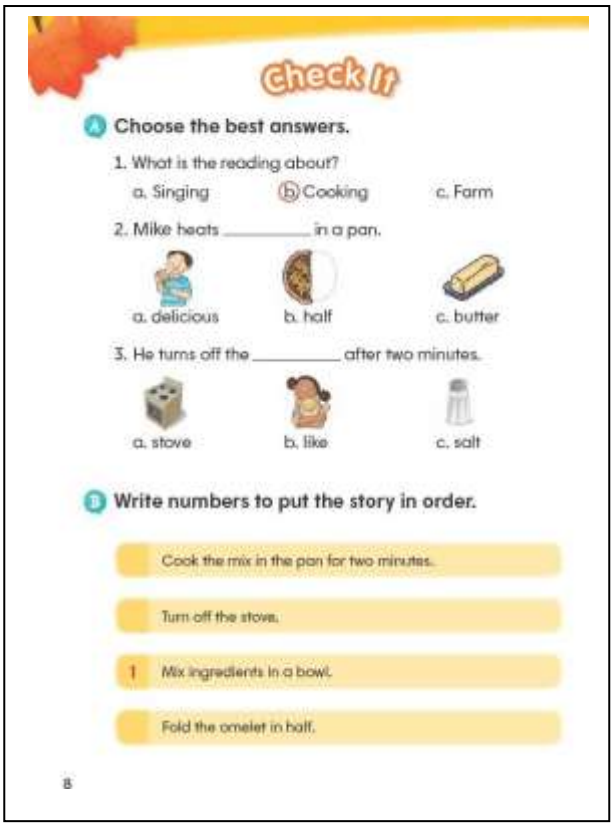
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. Singing (b) Cooking c. Farm
2. Mike heats _____ in a pan.
   a. delicious b. half c. butter
3. He turns off the _____ after two minutes.
   a. stove b. like c. salt

B Write numbers to put the story in order.

- Cook the mix in the pan for two minutes.
- Turn off the stove.
- 1 Mix ingredients in a bowl.
- Fold the omelet in half.

8

Expansion

Talk about making food.

- Remind students of the warm-up discussion about cooking.
- Ask students to think about food that they can make or they really enjoy eating (should only be a few minutes at most) and write down some reasons why they like.
- 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 food that students can make or they like to eat.

Learn It

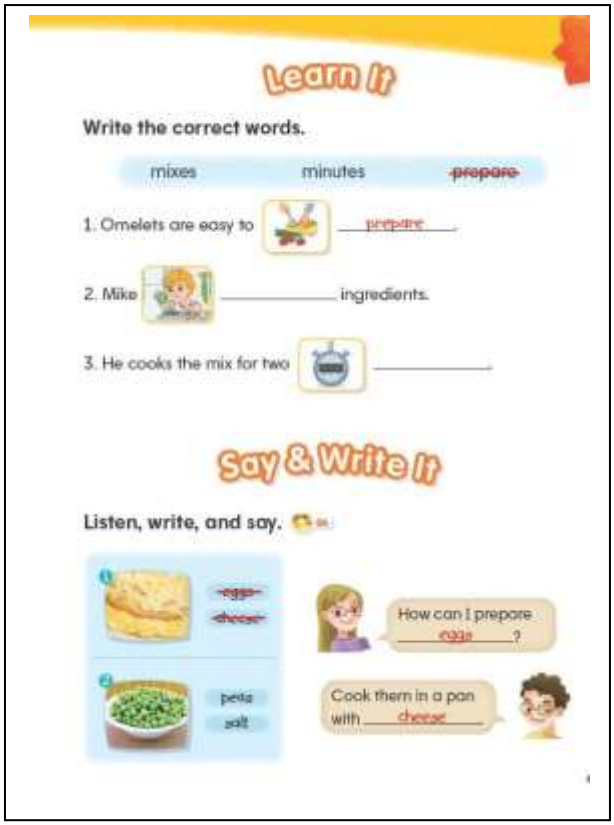
This exercise further reinforces the new vocabulary from the unit.

- 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 "Writing Race."

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


Learn It

Write the correct words.

mixes minutes ~~prepare~~

1. Omelets are easy to ___prepare___.
2. Mike _____ ingredients.
3. He cooks the mix for two _____.

Say & Write It

Listen, write, and say.

~~eggs~~ ~~cheese~~

How can I prepare ___eggs___?

peas salt

Cook them in a pan with ___cheese___.

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 04. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blanket.
- Check the answers as a class.
- Instruct students to close their books. Play Track 04 again, having students repeat each sentence.

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 2 Lines Everywhere

Objectives

- New words: *math, line, artist, straight, wavy*
- Sentence pattern*:* Using infinitives
  (Then you do need to study lines.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students where they can see straight and round lines, ask for volunteers to talk about what they know about art (What is your favorite color? What is the difference between drawings and paintings? Where do you like to see art?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 31.
- You can “sketch” or “color” when you are creating art.

- Possible Extension: Ask students to talk about what things they might “sketch” or “color.”
- Possible Extension: Ask students to think about any other words related to art. Ask students to make their own sentences using “sketch” and “color.”

Reading

Reading: “Lines Everywhere”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 21. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

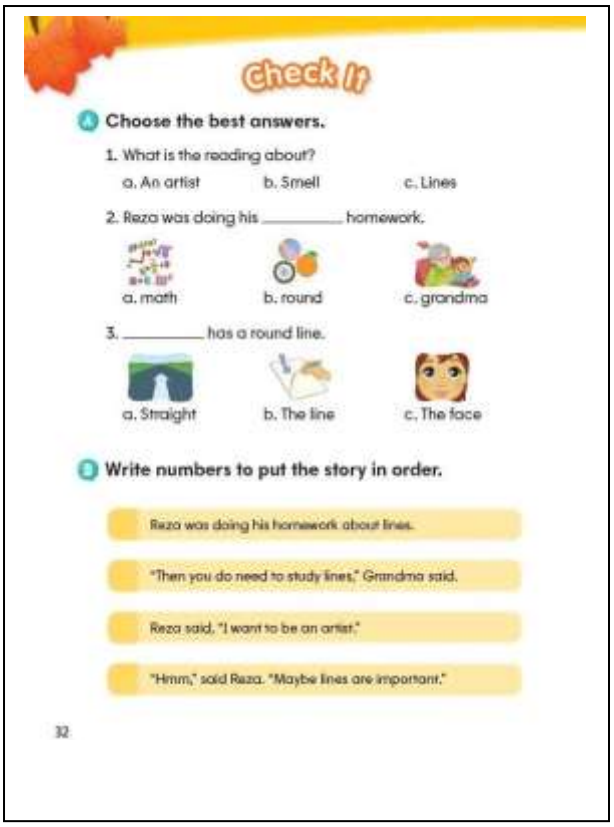
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. An artist b. Smell c. Lines
2. Reza was doing his _____ homework.
   a. math b. round c. grandma
3. _____ has a round line.
   a. Straight b. The line c. The face

B Write numbers to put the story in order.

- Reza was doing his homework about lines.
- "Then you do need to study lines," Grandma said.
- Reza said, "I want to be an artist."
- "Hmm," said Reza. "Maybe lines are important."

32

Expansion

Talk about art.

- Remind students of the warm-up discussion about where they see lines.
- Ask students to think about what kinds of art they like to make (should only be a few minutes at most) and write down some reasons why they like that type of art.
- 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 types of art students like to create.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Writing Race."

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

Learn It

Write the correct words.

wavy artist straight

1. Reza wants to be a(n) _____

2. Buildings have _____ lines.

3. Clouds have _____ lines.

Say & Write It

Listen, write, and say.

wavy
cloud

Why did you make a _____ line?

round
sun

Because I'm drawing the _____.

33

Say & Write It

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

Expansion

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

Homework

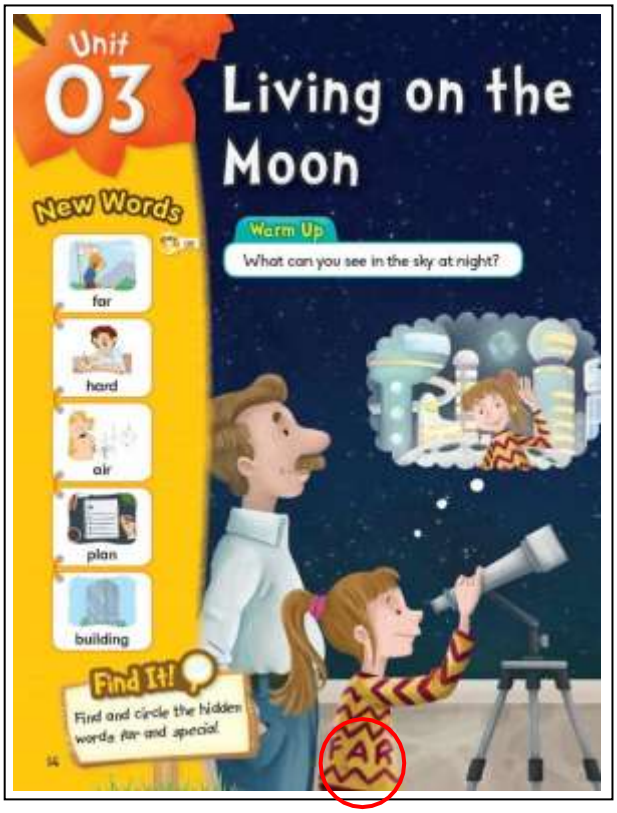
Vocabulary Workbook 1

Writing Workbook 1

Unit 3 Living on the Moon

Objectives

- New words: *far, hard, air, plan, building*
- Sentence pattern: Using contractions
  (The moon isn't very far.)



Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what they can see in the night sky, ask for volunteers to talk about what they know about space (What do you see in the night sky? How is the night sky different from the sky during the day?).

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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 15.
- Some “scientists” will “observe” the stars.

- Possible Extension: Ask students to talk about what other things scientists might observe.
- Possible Extension: Ask students to come up with other science-related words. Ask students to make their own sentences using “scientists” and “observe.”

Reading

Reading: “Living on the Moon”

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

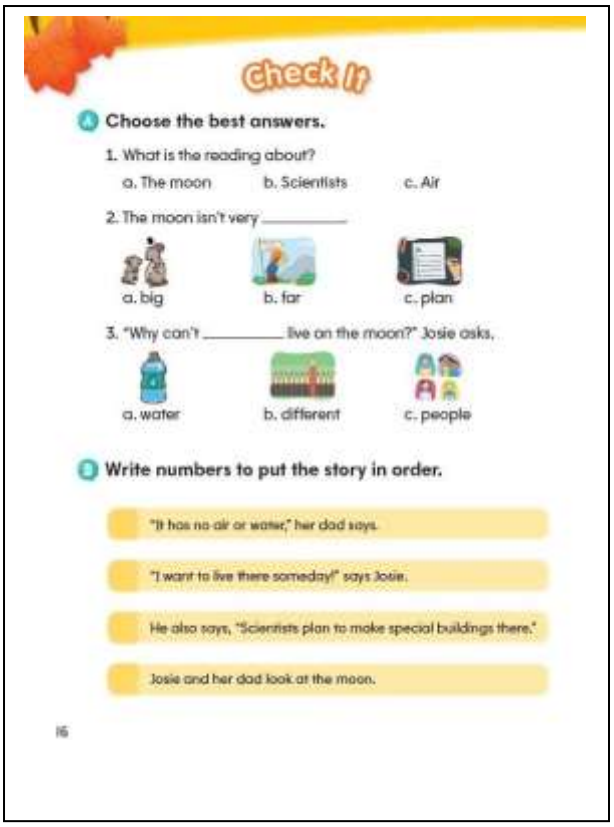
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. The moon b. Scientists c. Air
2. The moon isn't very _____
   a. big b. far c. plan
3. "Why can't _____ live on the moon?" Josie asks.
   a. water b. different c. people

B Write numbers to put the story in order.

"It has no air or water," her dad says.

"I want to live there someday!" says Josie.

He also says, "Scientists plan to make special buildings there."

Josie and her dad look at the moon.

16

Expansion

Talk about space.

- Remind students of the warm-up discussion about space.
- Ask students to think about what they enjoy most about the night sky (should only be a few minutes at most) and write down some reasons why they like that thing.
- 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 objects that students like to see in the night sky.

Learn It

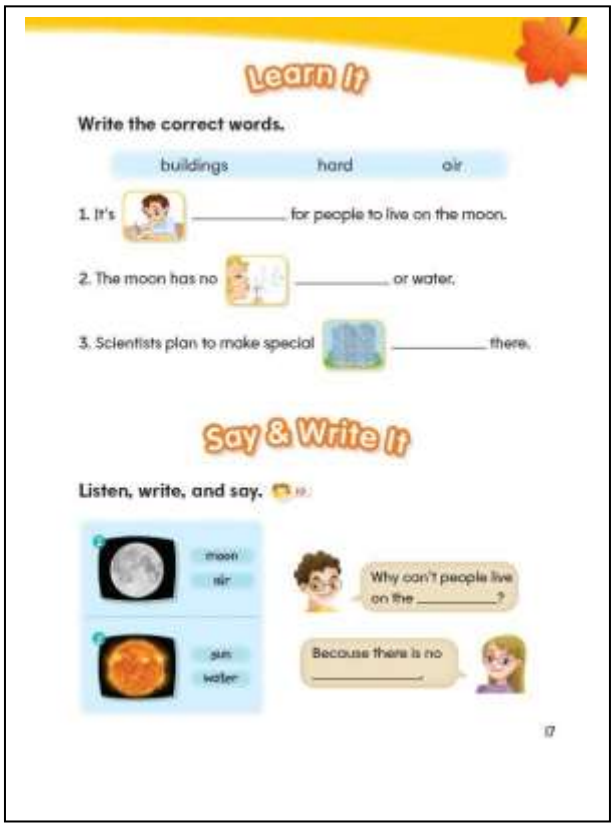
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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


Learn It

Write the correct words.

buildings hard air

1. It's _____ for people to live on the moon.

2. The moon has no _____ or water.

3. Scientists plan to make special _____ there.

Say & Write It

Listen, write, and say.

moon air

sun water

Why can't people live on the _____?

Because there is no _____.

7

Say & Write It

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

Expansion

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

Homework

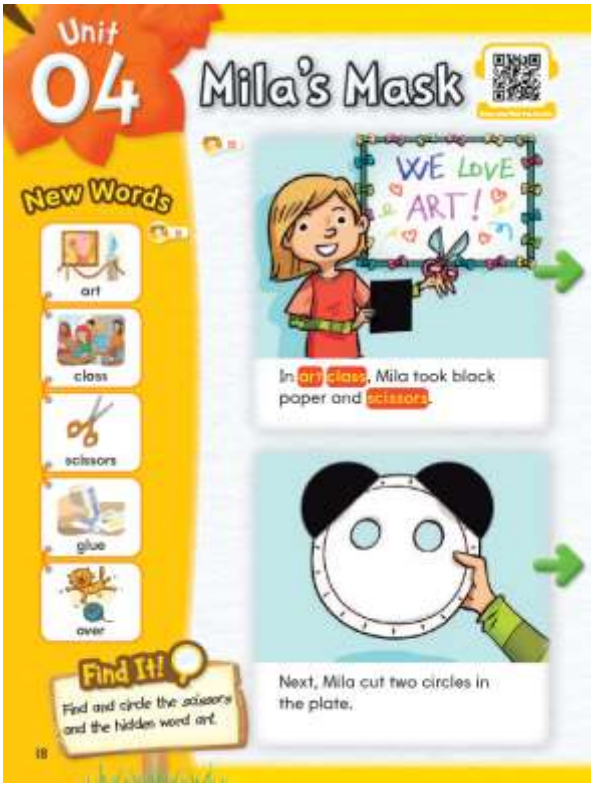
Vocabulary Workbook 1

Writing Workbook 1

Unit 4 Mila's Mask

Objectives

- New words: *art, class, scissors, glue, over*
- Sentence pattern*:* Using signal words
  (Next, Mila cut two circles in the plate.)



Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what mask they can make with paper, ask for volunteers to talk about what they like to dress up as (What do you like to dress up like? What supplies do you need to make a costume?).

Before Reading

New Words

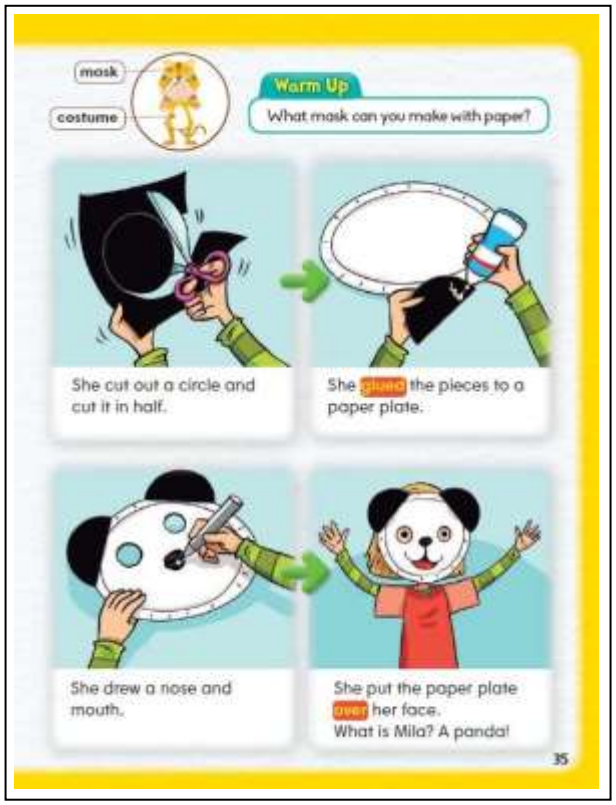
- Have students open their SBs to page 34.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 23 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 35.
- Children can wear a “mask” when they wear a “costume” to dress up.



- Possible Extension: Ask students to talk about what “mask” and / or “costume” they would like to wear.
- Possible Extension: Ask students to make their own sentences using “mask” and “costume.”

Reading

Reading: “Mila’s Mask”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 24. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

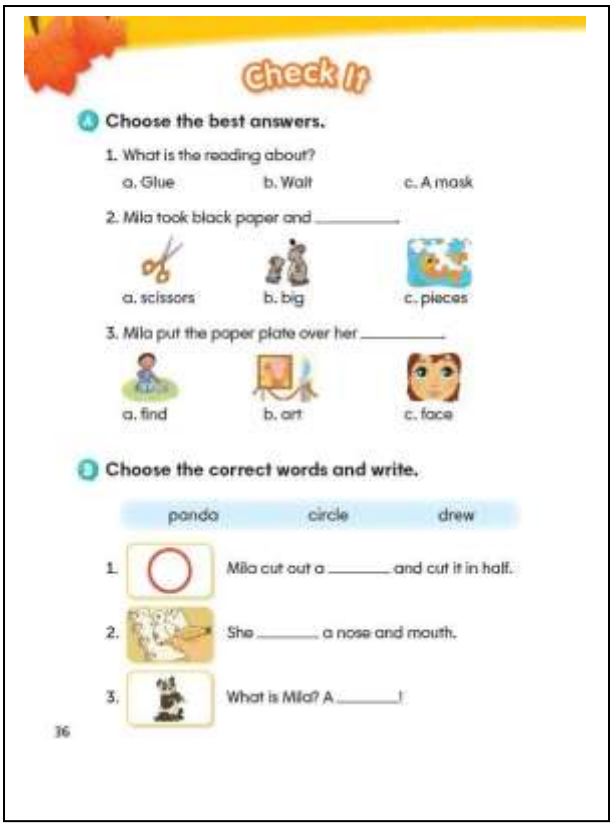
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. Glue b. Wait c. A mask
2. Mila took black paper and _____.
   a. scissors b. big c. pieces
3. Mila put the paper plate over her _____.
   a. find b. art c. face

B Choose the correct words and write.

panda circle drew

1. Mila cut out a _____ and cut it in half.
2. She _____ a nose and mouth.
3. What is Mila? A _____!

36

Expansion

Talk about dressing up.

- Remind students of the warm-up discussion about animals.
- Ask students to think about what they would like to dress up as (should only be a few minutes at most) and write down some reasons why they like that costume.
- 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 costumes students would like to wear.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Corners."

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

Learn It

Write the correct words.

1. In art class, Mila took _____.
classes scissors

2. Mila _____ the pieces to a paper plate.
glued planned

3. She put the paper plate _____ her face.
other over

Say & Write It

Listen, write, and say.

panda
paper
What do I need to make a _____?
car
a Box
You need _____.

37

Say & Write It

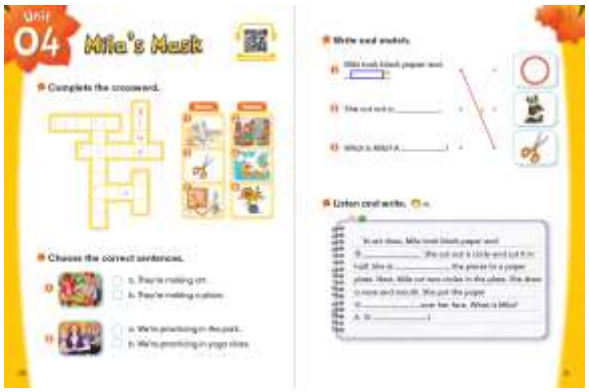
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 25. After each sentence, pause to allow students to repeat the sentence and write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

Expansion

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

Homework

Vocabulary Workbook 1

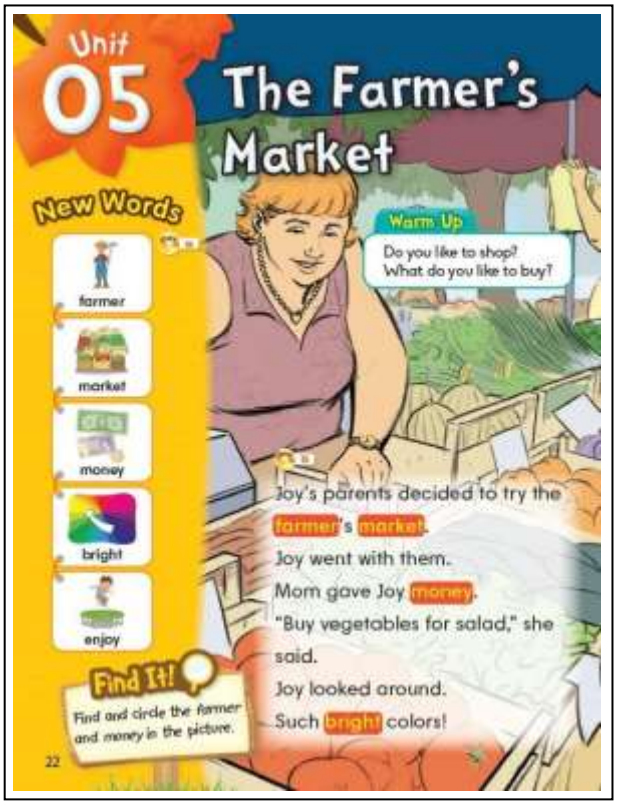


Writing Workbook 1

Unit 5 The Farmer's Market

Objectives

- New words: *farmer, market, money, bright, enjoy*
- Sentence pattern: Simple past
  (Joy went with them. It was fresh and tasty.)



Warm Up

• Greet your students.
• Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
• Have students look at the "Warm Up" prompt question. Read the question aloud.
• Before asking students if they like to shop and what they like to buy, ask for volunteers to talk about what they know about buying things outdoors (Have they been to outdoor markets? What types of things can you buy outdoors? When is the best time to go to an outdoor market?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 23.
- People can "shop" for fresh fruit and vegetables. They can have a "tasty" treat.

- Possible Extension: Ask students to talk about where else they might be able to "shop" for "tasty" treats.
- Possible Extension: Ask students to talk about things they have bought in the past.

Reading

Reading: "The Farmer's Market"

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

Expansion

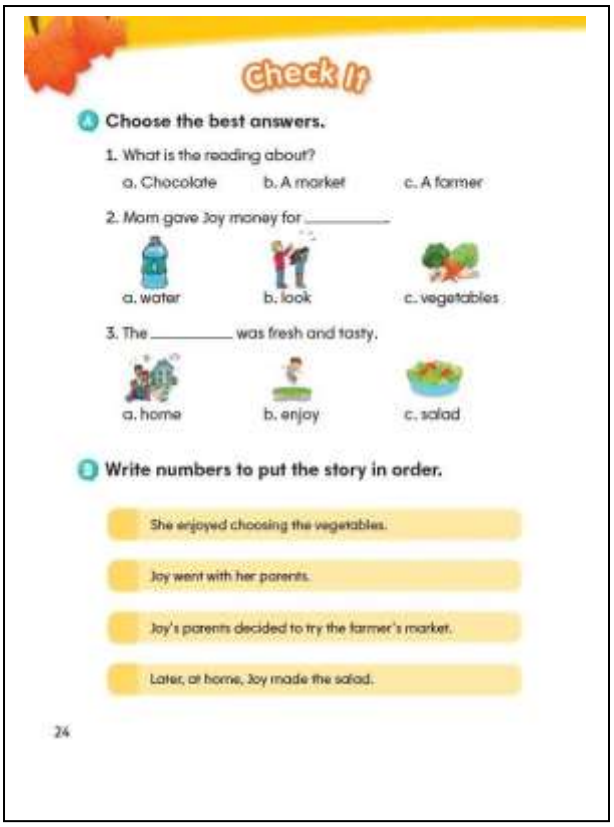
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. Chocolate b. A market c. A farmer
2. Mom gave Joy money for _____.
   a. water b. look c. vegetables
3. The _____ was fresh and tasty.
   a. home b. enjoy c. salad

B Write numbers to put the story in order.

- She enjoyed choosing the vegetables.
- Joy went with her parents.
- Joy's parents decided to try the farmer's market.
- Later, at home, Joy made the salad.

24

Expansion

Talk about shopping.

- Remind students of the warm-up discussion about outdoor markets.
- Ask students to think about types of stores they visit for different items (should only be a few minutes at most) and write down some reasons why they go to those stores for those items.
- 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 stores students go to and what they buy at those stores.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Corners."

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

Learn It

Write the correct words.

bright farmer market

1. Joy went to the _____'s market.
2. She looked around. Such _____ colors!
3. "Let's go to the _____ again!" Joy said.

Say & Write It

Listen, write, and say.

vegetables salad

tomatoes sandwich

Why did you buy _____ at the market?

I bought them for a _____.

25

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 6 Lucky Me!

Objectives

- New words: *baseball, fan, view, field, swing*
- Sentence pattern: Using adjectives
  (We had a good view of the field.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students if they like watching or playing baseball, ask for volunteers to talk about what they know about different sports (What sports are popular in your school? What are your favorite sports to watch?).

Before Reading

New Words

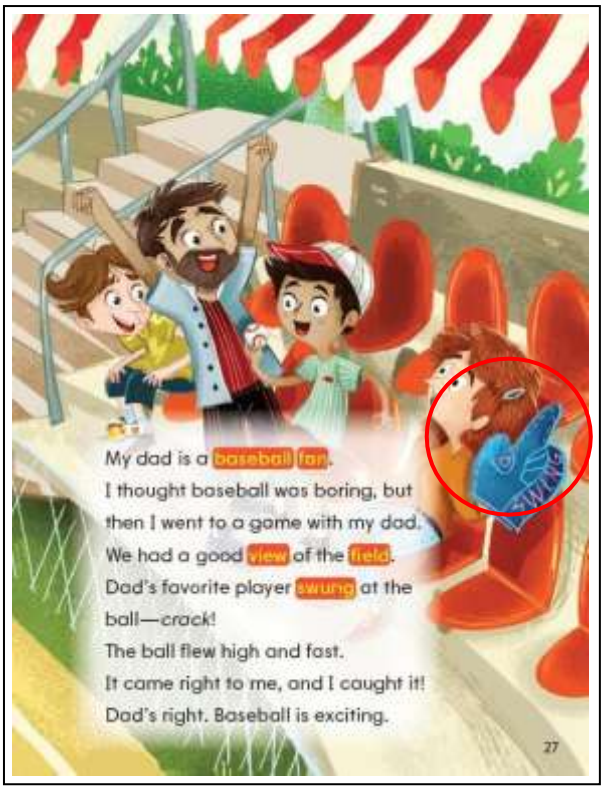
- Have students open their SBs to page 26.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 26.
- People might “cheer” when they are “amazed” by something exciting.



- Possible Extension: Ask students to talk about when they have been “amazed” by. Ask students to talk about why they “cheer” for something.
- Possible Extension: Ask students to make their own sentences using “amazed” and “cheer.”

Reading

Reading: “Lucky Me!”

- Read the story of page 27 once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 18. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

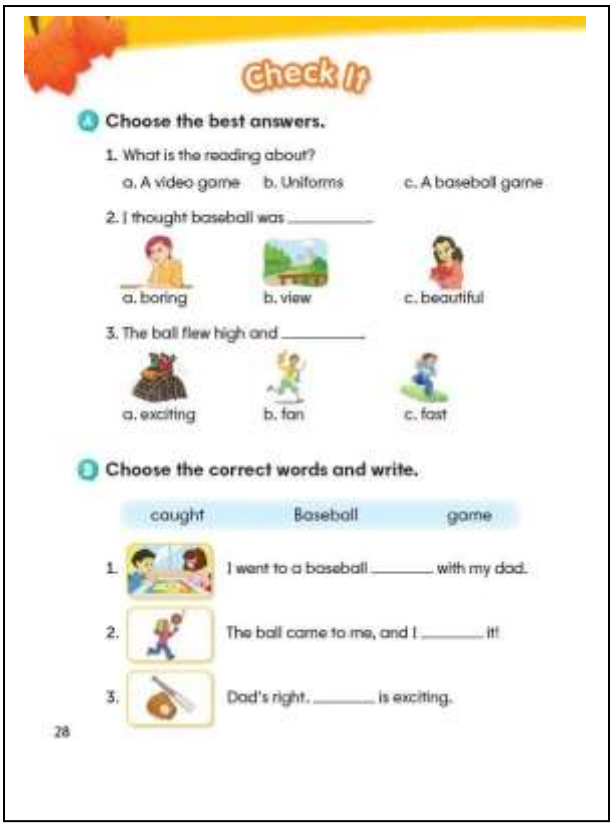
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. A video game b. Uniforms c. A baseball game
2. I thought baseball was _____.
   a. boring b. view c. beautiful
3. The ball flew high and _____.
   a. exciting b. fan c. fast

B Choose the correct words and write.

caught Baseball game

1. I went to a baseball _____ with my dad.
2. The ball came to me, and I _____ it!
3. Dad's right. _____ is exciting.

28

Expansion

Talk about sports.

- Remind students of the warm-up discussion about baseball.
- Ask students to think about what sports or activities they enjoy (should only be a few minutes at most) and write down some reasons why they like that sport or activity.
- 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 sports and/or activities that students enjoy.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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

Learn It

Write the correct words.

1. My dad is a baseball _____
   fan game

2. Dad and I had a good view of the _____
   ball field

3. The player _____ at the ball—crack!
   came swung

Say & Write It

Listen, write, and say.

1 baseball exciting

2 golf boring

What do you think about _____?

I think it's _____.

29

Say & Write It

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

Expansion

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

Homework

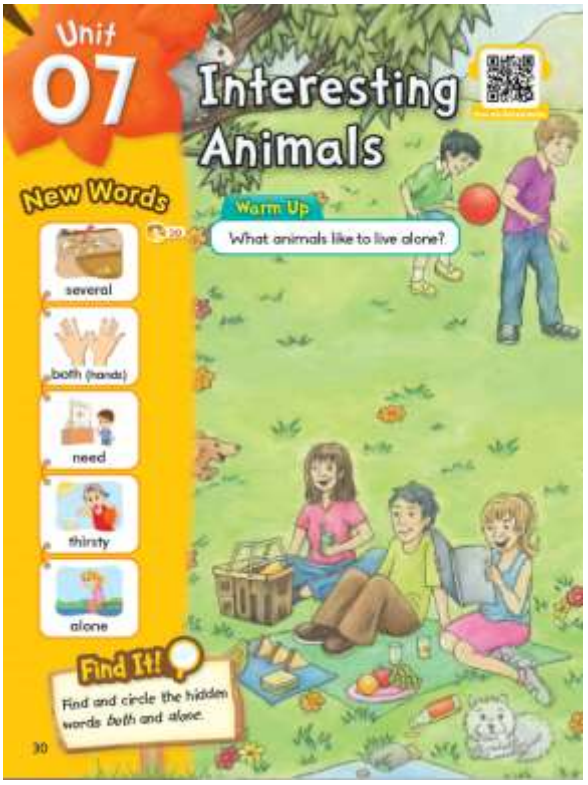
Vocabulary Workbook 1

Writing Workbook 1

Unit 7 Interesting Animals

Objectives

- New words: *several, both, need, thirsty, alone*
- Sentence pattern*:* Using conjunctions
  (We both get hungry and thirsty, so we both need food and water.)



Warm Up

• Greet your students.
• Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
• Have students look at the "Warm Up" prompt question. Read the question aloud.
• Before asking students if they like animals, ask for volunteers to talk about what they know about animals (Where do different animals live? What animals are their favorite? How do animals interact with other animals?).

Before Reading

New Words

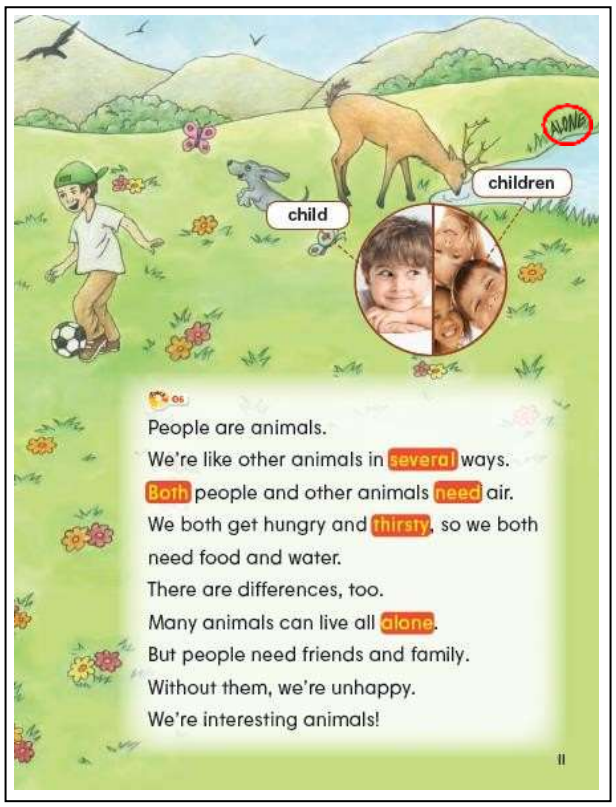
- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 05 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 11.
- The word “children” is the irregular plural form of the word “child.”



- Possible Extension: Ask students to talk about when they would use the word child or children in sentences.
- Possible Extension: Ask students to talk about other words they can think of with irregular plurals (mouse/mice, man/men, etc)

Reading

Reading: “Interesting Animals”

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 06. 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

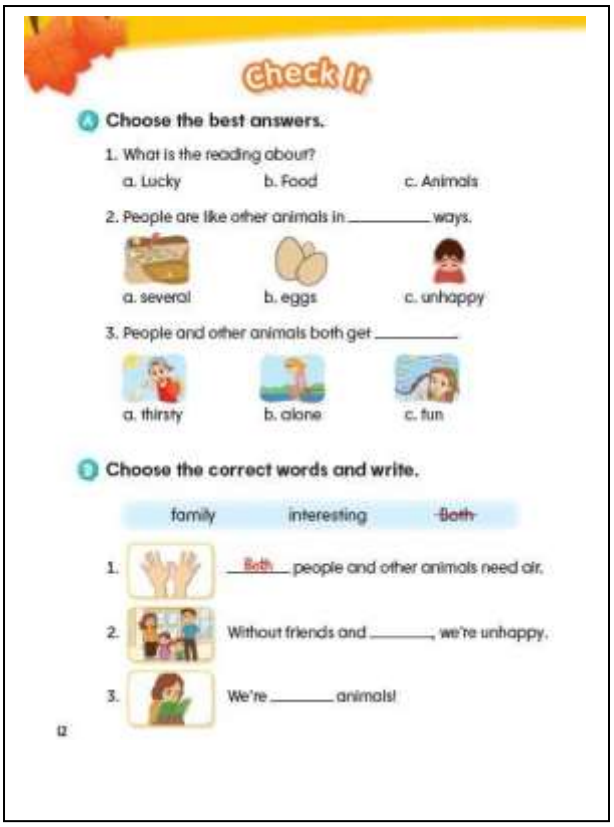
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. Lucky b. Food c. Animals
2. People are like other animals in _____ ways.
   a. several b. eggs c. unhappy
3. People and other animals both get _____
   a. thirsty b. alone c. fun

B Choose the correct words and write.

family interesting Both

1. Both people and other animals need air.
2. Without friends and _____, we're unhappy.
3. We're _____ animals!

12

Expansion

Talk about animals.

- Remind students of the warm-up discussion about animals.
- Ask students to think about animals that they like to see or watch (should only be a few minutes at most) and write down some reasons why they like that 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 like to see or watch.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Corners."

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

Learn It

Write the correct words.

1. People need ___both___ air and water.
   both several
2. Lots of animals can live all _____.
   alone unhappy
3. But people _____ friends and family.
   live need

Say & Write It

Listen, write, and say.

friends unhappy

clothes cold

Why do people need _____?

Without them, people are _____.

Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 07. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 07 again, having students repeat each sentence.

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 8 Groundhog Day

Objectives

- New words: *February, below, winter, famous, spring*
- Sentence pattern: Using adverbial phrases (On this day, an animal tells the future!)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what their favorite day of the year is, ask for volunteers to talk about what they know about the seasons (What happens to the weather in the winter? How are the season different? What important days happen during each season?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 19.
- People often “celebrate” and “clap” when something exciting happens.

- Possible Extension: Ask students to talk about what things they “celebrate” or “clap for.”
- Possible Extension: Ask students to make their own sentences using “celebrate” and “clap.”

Reading

Reading: “Groundhog 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 12. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

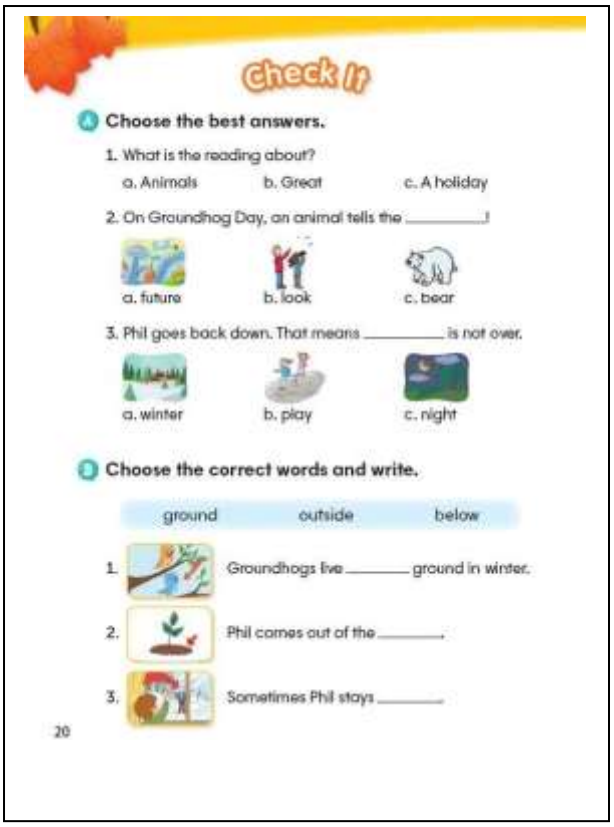
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. Animals b. Great c. A holiday
2. On Groundhog Day, an animal tells the _____!
   a. future b. look c. bear
3. Phil goes back down. That means _____ is not over.
   a. winter b. play c. night

B Choose the correct words and write.

ground outside below

1. Groundhogs live _____ ground in winter.
2. Phil comes out of the _____.
3. Sometimes Phil stays _____.

20

Expansion

Talk about seasons.

- Remind students of the warm-up discussion about seasons.
- Ask students to think about what they like to do for fun in each of the four seasons (should only be a few minutes at most) and write down some reasons why they like those activities.
- 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 activities students like to do in each season.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Writing Race."

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

Learn It

Write the correct words.

1. _____ 2nd is Groundhog Day in the US.
   Ground February

2. There's a _____ groundhog named Phil.
   famous far

3. That means _____ is coming soon!
   below spring

Say & Write It

Listen, write, and say.

21

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 9 Leo's Pet

Objectives

- New words: *lake, bowl, tadpole, slowly, excited*
- Sentence pattern: The Possessive
  (Leo's pet came from a lake. His legs became stronger.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what kinds of animals live in a lake, ask for volunteers to talk about what pets they have or want (What makes a good pet? What pet would you like? Where do pets come from?).

Before Reading

New Words

- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 43.
- Frogs “hop” to move and “croak” to communicate with other frogs.

- Possible Extension: Ask students to talk about other animals that “hop.”
- Possible Extension: Ask students to make their own sentences using “hop” and “croak.”

Reading

Reading: “Leo’s Pet”

- Read the story of page 42 once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 27. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

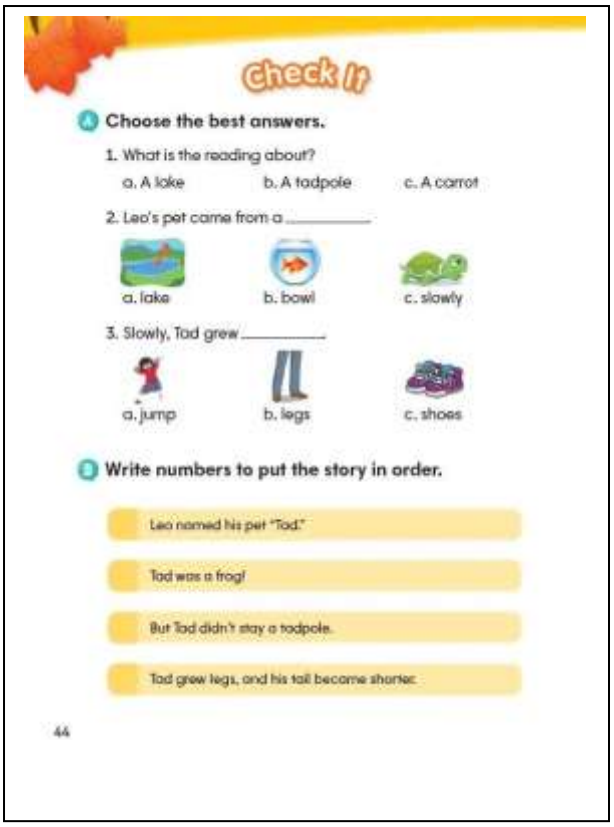
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. A lake b. A tadpole c. A carrot
2. Leo's pet came from a _____
   a. lake b. bowl c. slowly
3. Slowly, Tad grew _____
   a. jump b. legs c. shoes

B Write numbers to put the story in order.

- Leo named his pet "Tad."
- Tad was a frog!
- But Tad didn't stay a tadpole.
- Tad grew legs, and his tail became shorter.

44

Expansion

Talk about pets.

- Remind students of the warm-up discussion about animals found in lakes.
- Ask students to think about what animals make the best pets (should only be a few minutes at most) and write down some reasons why they like that 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 pets students like best.

Learn It

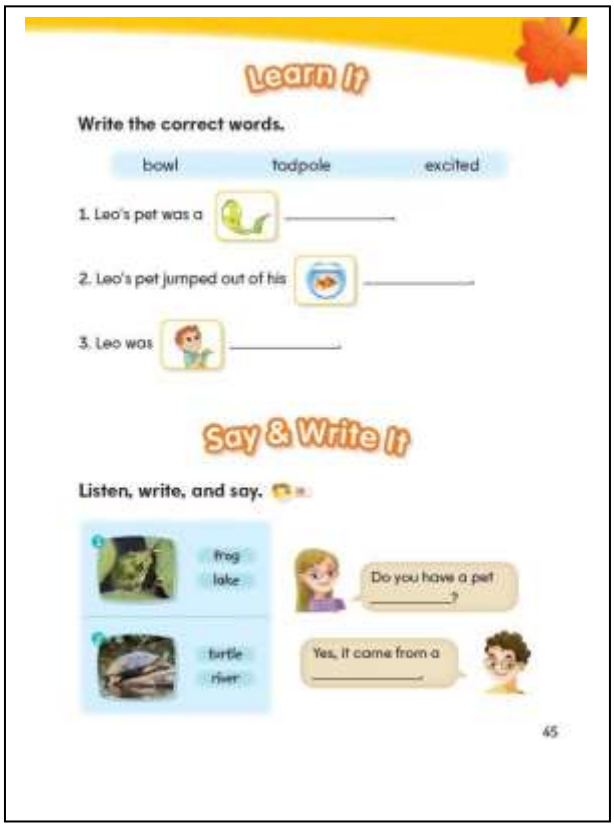
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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


Learn It

Write the correct words.

bowl tadpole excited

1. Leo's pet was a _____.

2. Leo's pet jumped out of his _____.

3. Leo was _____.

Say & Write It

Listen, write, and say.

frog lake

Do you have a pet _____?

turtle river

Yes, it come from a _____.

45

Say & Write It

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

Expansion

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

Homework

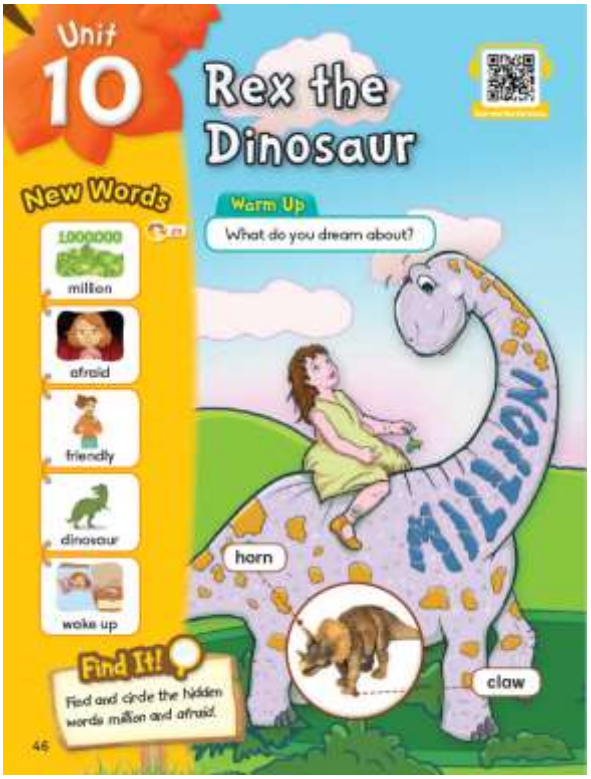
Vocabulary Workbook 1

Writing Workbook 1

Unit 10 Rex the Dinosaur

Objectives

- New words: *million, afraid, friendly, dinosaur, wake up*
- Sentence pattern: Direct Quotes
  (Then someone said, "Hi, I'm Rex.")



Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what they dream about, ask for volunteers to talk about what they know about dinosaurs (When did dinosaurs live? What kind of food did dinosaurs eat? What animals remind them of dinosaurs today?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 66.
- Many dinosaurs and other animals might have a “horn.” They might use a “claw” to protect themselves.

Sandy traveled in time and went back 70 million years.
Sandy felt afraid.
Then someone said, “Hi, I’m Rex.”
It was a friendly dinosaur!
“Hi, I’m Sandy.”
“Would you like a ride?”
“Sure!”
Sandy climbed onto Rex’s back, and they ran and jumped.
It was fun.
Suddenly, Sandy woke up.
She remembered the dinosaur and laughed.
What a wonderful dream!

- Possible Extension: Ask students to talk about animals that have a “horn” or that might use their “claws.”
- Possible Extension: Ask students to think about other words related to parts of an animal’s body. Ask student to make their own sentences using “horn” and “claw.”

Reading

Reading: “Rex the Dinosaur”

- Read the story of page 67 once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 45. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

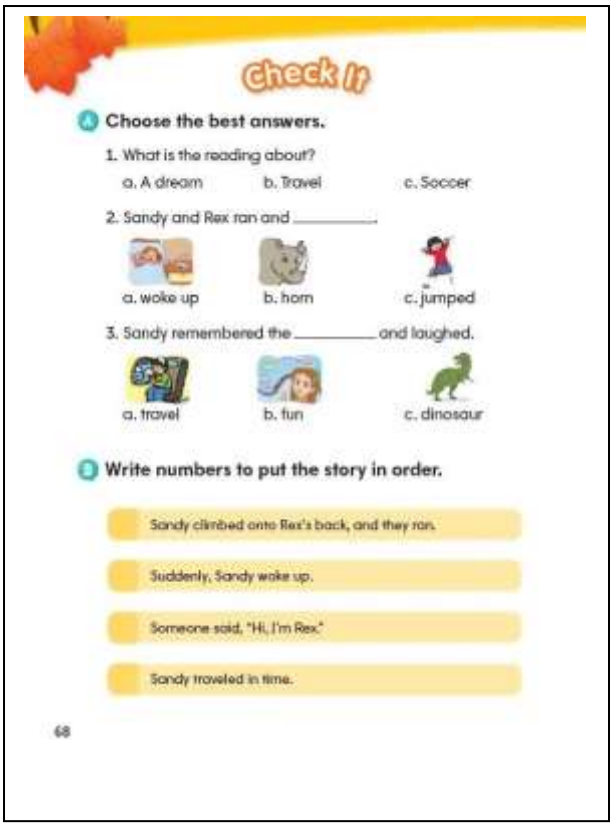
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. A dream b. Travel c. Soccer
2. Sandy and Rex ran and _____.
   a. woke up b. horn c. jumped
3. Sandy remembered the _____ and laughed.
   a. travel b. fun c. dinosaur

B Write numbers to put the story in order.

- Sandy climbed onto Rex's back, and they ran.
- Suddenly, Sandy woke up.
- Someone said, "Hi, I'm Rex."
- Sandy traveled in time.

68

Expansion

Talk about dreams.

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

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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

Learn It

Write the correct words.

afraid friendly million

1. Sandy went back 70 _____ years.
2. Sandy traveled in time and felt _____.
3. It was a _____ dinosaur!

Say & Write It

Listen, write, and say.

dreaming
dinosaur

reading
fan

What were you _____ about?

It was about a friendly _____!

69

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 11 I Forgot!

Objectives

- New words: *weekend, hotel, suitcase, toothbrush, forget*
- Sentence pattern: Present Continuous (My family is going to the beach this weekend.)

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 50-51. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

• Have students look at the "Warm Up" prompt question. Read the question aloud.

• Before asking students where they like to go on trips, ask for volunteers to talk about what they like to take with them when they travel (What are the most important things to pack when you travel? What would happen if you forgot something?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 50.
- You should “pack” a suitcase to take with you on a trip. You can “unpack” it when you arrive.

- Possible Extension: Ask students to talk about what things they would “pack” in their suitcase. Ask students to talk about when they would “unpack” their suitcase.
- Possible Extension: Ask students to make their own sentences using “pack” and “unpack.”

Reading

Reading: “I Forgot”

- 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

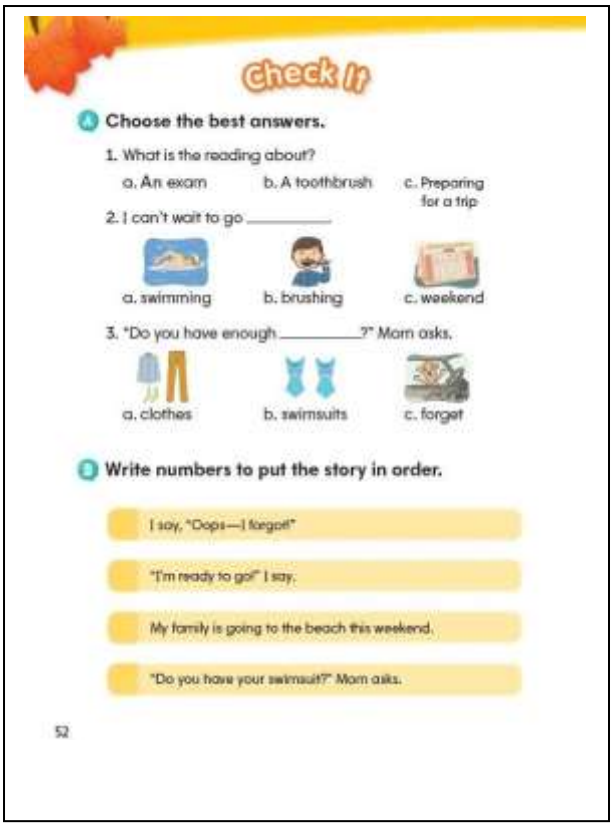
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. An exam b. A toothbrush c. Preparing for a trip
2. I can't wait to go _____
   a. swimming b. brushing c. weekend
3. "Do you have enough _____?" Mom asks.
   a. clothes b. swimsuits c. forget

B Write numbers to put the story in order.

I say, "Oops—I forgot!"

"I'm ready to go!" I say.

My family is going to the beach this weekend.

"Do you have your swimsuit?" Mom asks.

52

Expansion

Talk about traveling.

- Remind students of the warm-up discussion about taking trips.
- Ask students to think about a place they enjoy visiting (should only be a few minutes at most) and write down some reasons why they like that place.
- 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 students enjoy visiting.

Learn It

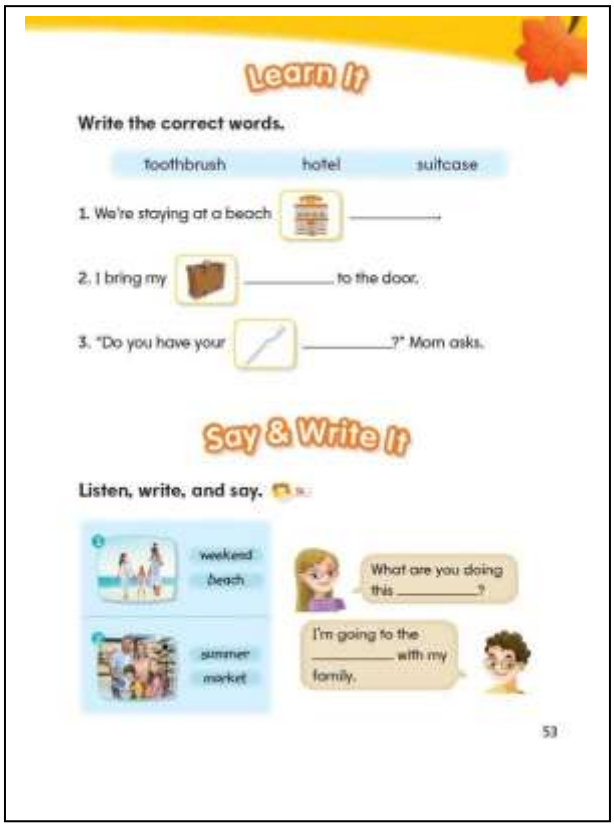
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Corners."

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


Learn It

Write the correct words.

toothbrush hotel suitcase

1. We're staying at a beach _____.
2. I bring my _____ to the door.
3. "Do you have your _____?" Mom asks.

Say & Write It

Listen, write, and say.

weekend beach

summer market

What are you doing this _____?

I'm going to the _____ with my family.

53

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 12 Clothes Drive

Objectives

- New words: *collect, sweater, mittens, yesterday, center*
- Sentence pattern: Using Quantifiers
  (Some families don't have warm clothes. My class collected lots of clothes!)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what warm clothes are, ask for volunteers to talk about what they like to wear in the different seasons (What kinds of clothes do you wear in the spring? What kinds of clothes do you wear in the summer? What kinds of clothes do you wear in the fall or winter?).

Before Reading

New Words

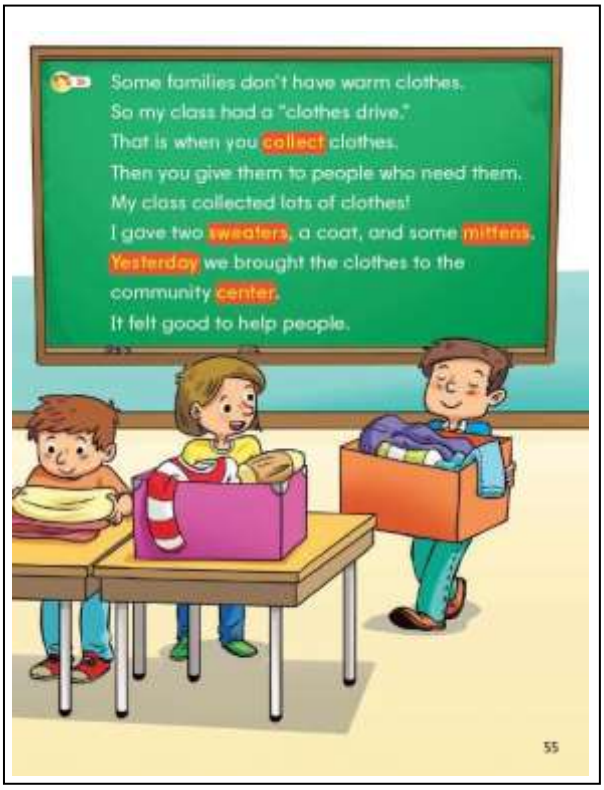
- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 35 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 54.
- People might “tie” a “scarf” around their necks on cold days.



- Possible Extension: Ask students to talk about other ways to keep warm on cold days.
- Possible Extension: Ask students to think about other words related to cold weather. Ask student to make their own sentences using “tie” and “scarf.”

Reading

Reading: “Clothes Drive”

- Read the story of page 55 once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 36. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

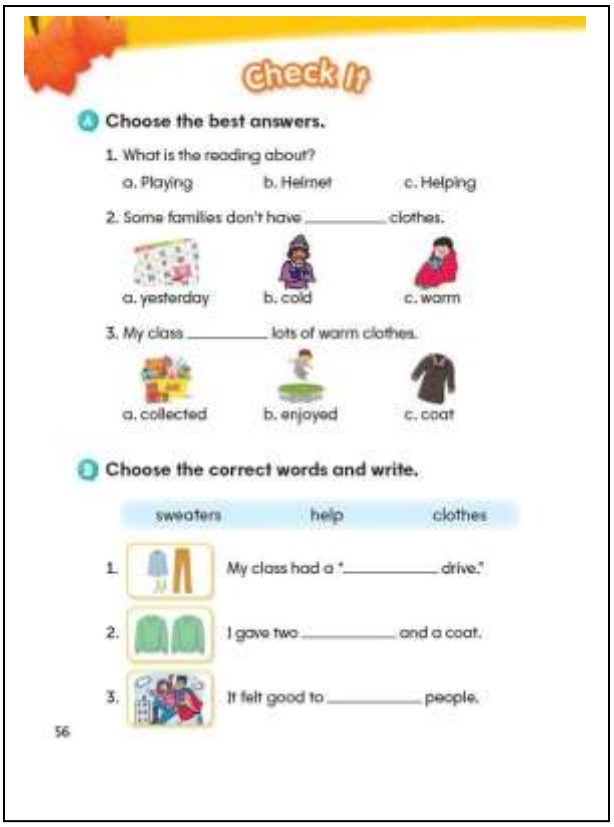
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. Playing b. Helmet c. Helping
2. Some families don't have _____ clothes.
   a. yesterday b. cold c. warm
3. My class _____ lots of warm clothes.
   a. collected b. enjoyed c. coat

B Choose the correct words and write.

sweaters help clothes

1. My class had a "_____ drive."
2. I gave two _____ and a coat.
3. It felt good to _____ people.

56

Expansion

Talk about the best weather.

- Remind students of the warm-up discussion about clothes they wear in the different seasons.
- Ask students to think about what type of weather they like best (should only be a few minutes at most) and write down some reasons why they like that kind of weather.
- 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 type of weather students like best.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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

Learn It

Write the correct words.

1. A clothes drive is when you _____ clothes.
collect test

2. I gave some _____ to people who need them.
mittens tomtes

3. We brought the clothes to the community _____.
center yesterday

Say & Write It

Listen, write, and say.

people
clothes

children
books

What did you bring to help _____?

I brought some _____

57

Say & Write It

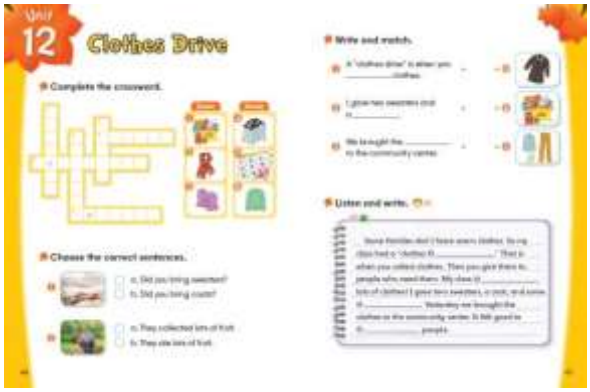
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 37. After each sentence, pause to allow students to repeat the sentence and write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

Expansion

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

Homework

Vocabulary Workbook 1



Writing Workbook 1

Unit 13 Peter Pan

Objectives

- New words: *place, grow up, explain, together, wish*
- Sentence pattern*:* Using Clauses
  (He lived in Neverland, a magic place. One night, he visited Wendy.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what fairy tales they know, ask for volunteers to talk about what makes a story a fairy tale (What types of characters are there in fairy tales? What makes a fairy tale interesting?).

Before Reading

New Words

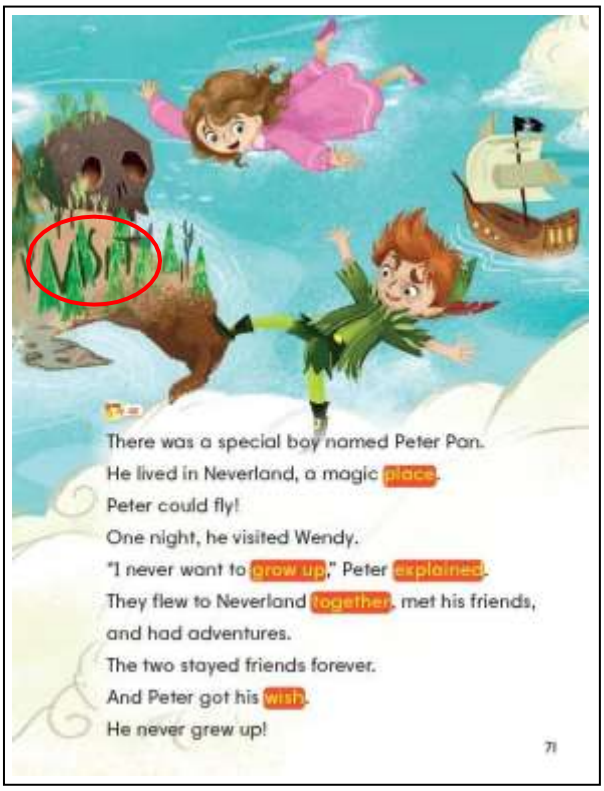
- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 47 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content in the middle of page 70.
- In some stories, a "fairy" is a small, magical person with wings. A fairy can "flap" her wings and fly.



- Possible Extension: Ask students to talk about other stories with a "fairy." Ask students to talk about other things that can "flap" their wings.
- Possible Extension: Ask students to make their own sentences using "fairy" and "flap."

Reading

Reading: "Peter Pan"

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

Expansion

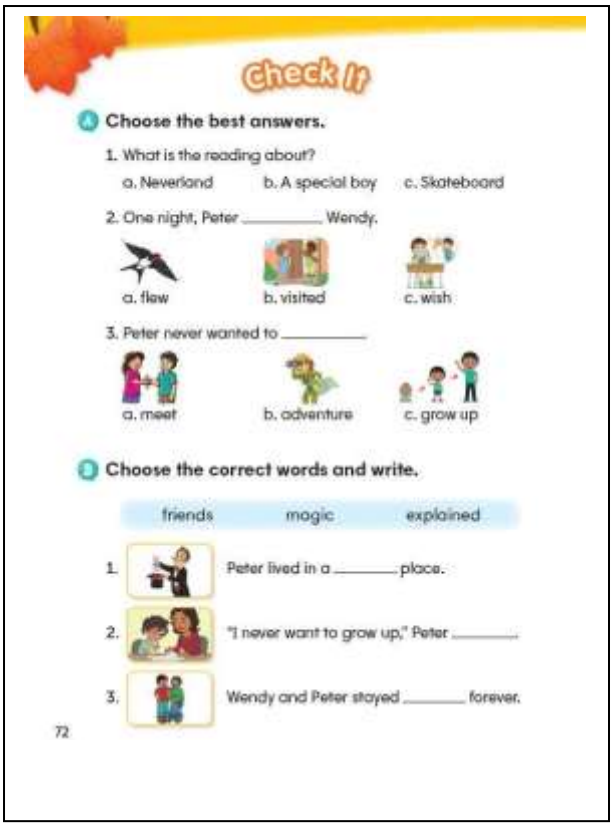
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. Neverland b. A special boy c. Skateboard
2. One night, Peter _____ Wendy.
   a. flew b. visited c. wish
3. Peter never wanted to _____
   a. meet b. adventure c. grow up

B Choose the correct words and write.

friends magic explained

1. Peter lived in a _____ place.
2. "I never want to grow up," Peter _____.
3. Wendy and Peter stayed _____ forever.

72

Expansion

Talk about stories.

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

Learn It

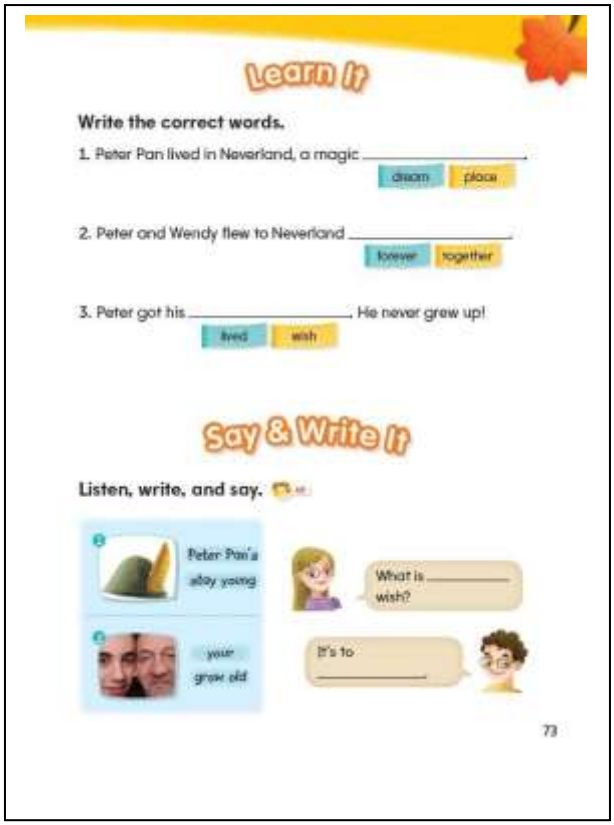
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Writing Race."

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


Learn It

Write the correct words.

1. Peter Pan lived in Neverland, a magic _____.
dream place

2. Peter and Wendy flew to Neverland _____.
forever together

3. Peter got his _____. He never grew up!
lived wish

Say & Write It

Listen, write, and say.

Peter Pan's alway young

your grow old

What is _____ wish?

It's to _____

73

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 14 An Inca Boy

Objectives

- New words: *most, speak, study, science, history*
- Sentence pattern: Comparatives
  (They learned by listening to older people speak.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what subjects their parents teach them, ask for volunteers to talk about what they enjoy learning about in school (What is your favorite subject? What is interesting about that subject?).

Before Reading

New Words

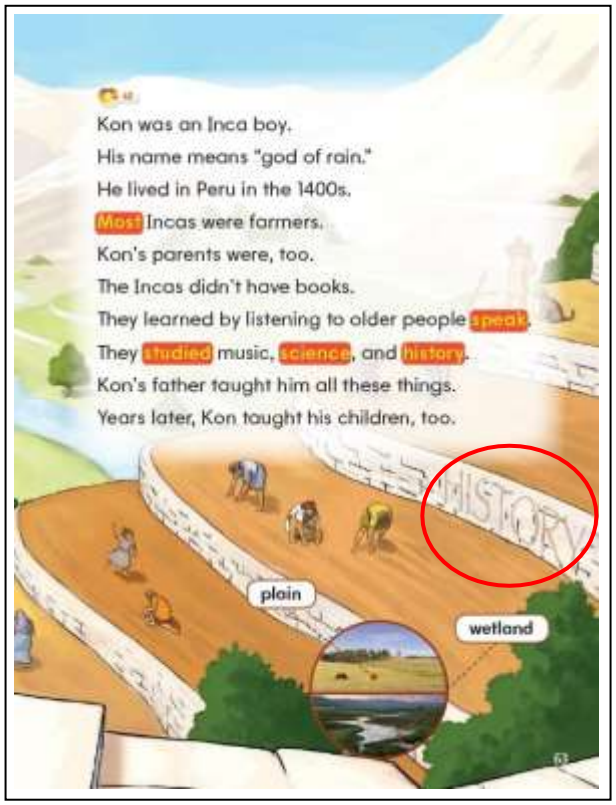
- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 41 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 63.
- A “plain” has a lot of grass for animals to eat. A “wetland” is very wet and has different food for animals.



- Possible Extension: Ask students to talk about what animals they think would live on a “plain” or in a “wetland.”
- Possible Extension: Ask students to make their own sentences using “plain” and “wetland.”

Reading

Reading: “An Inca Boy”

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

Expansion

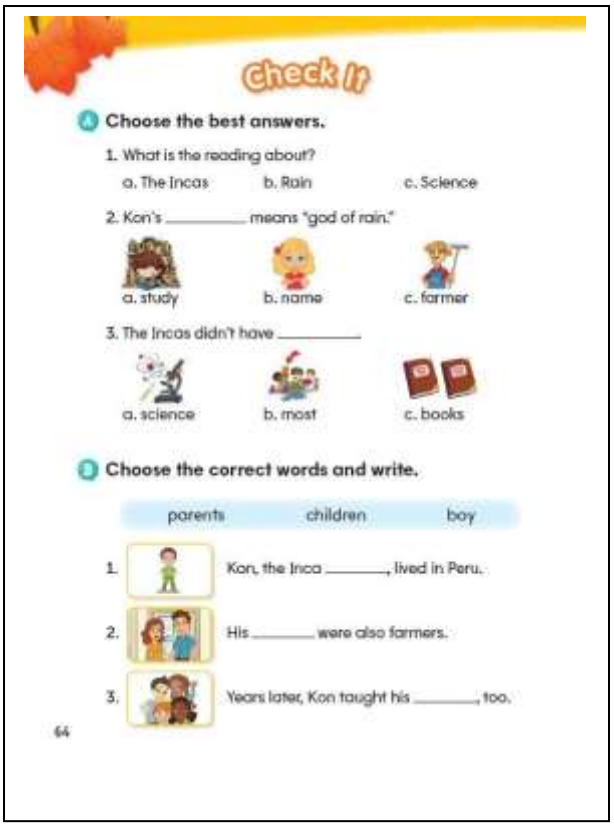
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. The Incas b. Rain c. Science
2. Kon's _____ means "god of rain."
   a. study b. name c. farmer
3. The Incas didn't have _____
   a. science b. most c. books

B Choose the correct words and write.

parents children boy

1. Kon, the Inca _____, lived in Peru.
2. His _____ were also farmers.
3. Years later, Kon taught his _____, too.

64

Expansion

Talk about learning new things.

- Remind students of the warm-up discussion about favorite school subjects.
- Ask students to think about their favorite thing to learn about (should only be a few minutes at most) and write down some reasons why they like that thing.
- 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 students enjoy learning about.

Learn It

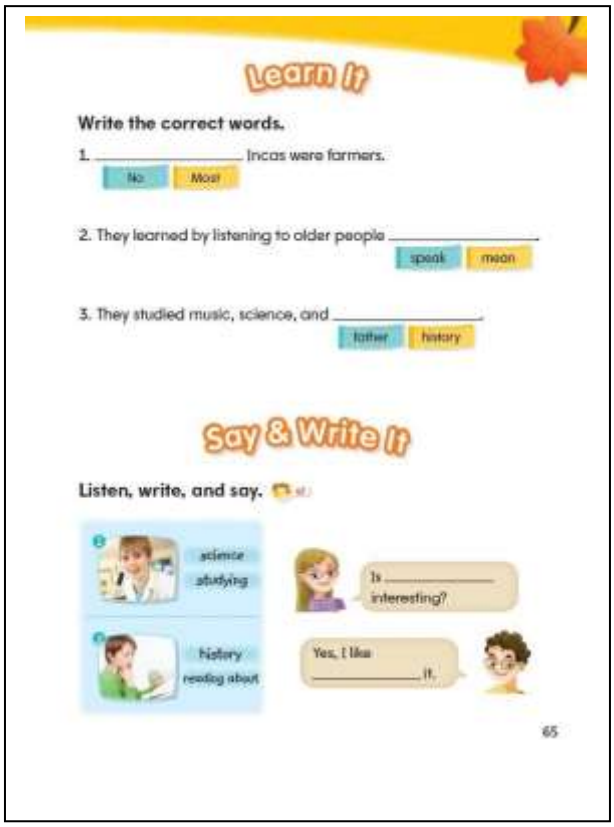
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Corners."

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


Learn It

Write the correct words.

1. _____ Incas were farmers.
No Most

2. They learned by listening to older people _____.
speak mean

3. They studied music, science, and _____.
father history

Say & Write It

Listen, write, and say.

science studying

Is _____ interesting?

history reading about

Yes, I like _____ it.

65

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1

Unit 15 Hic!

Objectives

- New words: *breathe, happen, tongue, suddenly, noise*
- Sentence pattern: The 2nd Person
  (You have the hiccups! Put sugar under your tongue.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what they do when they have the hiccups, ask for volunteers to talk about how they help themselves feel better (What do you do when you don't feel good? What things make you feel better?).

Before Reading

New Words

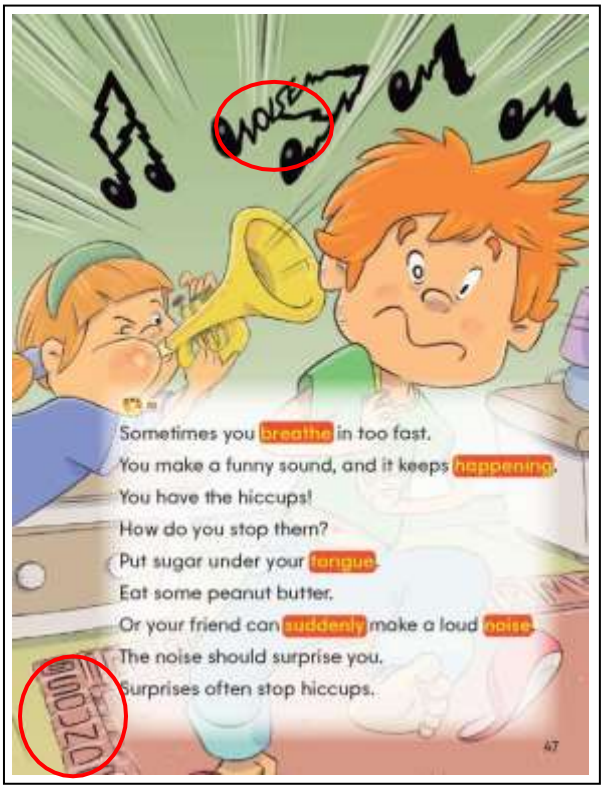
- Have students open their SBs to page 46. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 29 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 46.
- People “sneeze” when they have a cold. They “yawn” when they are tired.



- Possible Extension: Ask students to talk about what things make them have to “sneeze” or “yawn.”
- Possible Extension: Ask students to make their own sentences using “sneeze” and “yawn.”

Reading

Reading: “Hic!”

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

Expansion

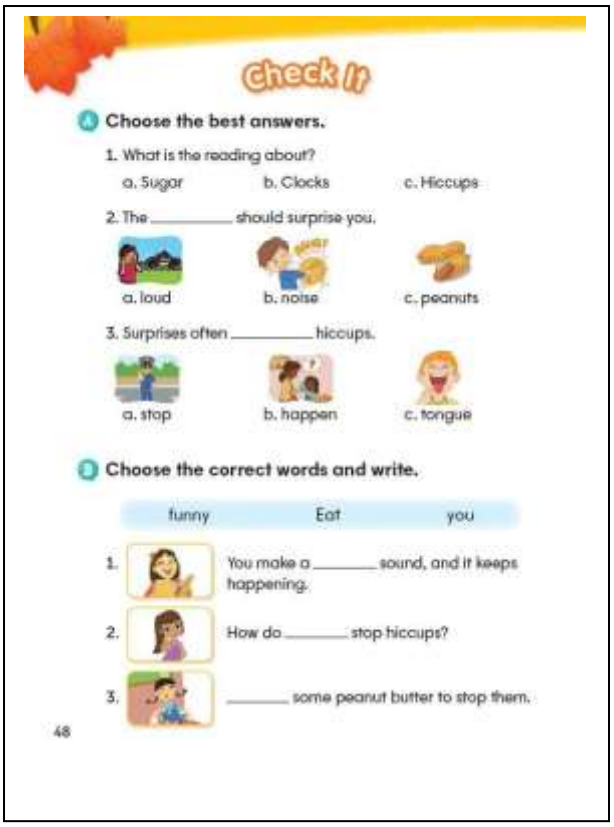
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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.



Check It

A Choose the best answers.

1. What is the reading about?
   a. Sugar b. Clocks c. Hiccups
2. The _____ should surprise you.
   a. loud b. noise c. peanuts
3. Surprises often _____ hiccups.
   a. stop b. happen c. tongue

B Choose the correct words and write.

funny Eat you

1. You make a _____ sound, and it keeps happening.
2. How do _____ stop hiccups?
3. _____ some peanut butter to stop them.

48

Expansion

Talk about helping yourself feel better.

- Remind students of the warm-up discussion about getting rid of hiccups.
- Ask students to think about different remedies for getting over a cold that work for them (should only be a few minutes at most) and write down some reasons why they think the remedy works.
- 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 remedies that students use to feel better when they're sick.

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Writing Race."

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

Learn It

Write the correct words.

1. Sometimes you _____ in too fast.
surprise breathe

2. Put sugar under your _____.
tongue ear

3. Your friend can _____ make a loud noise.
hard suddenly

Say & Write It

Listen, write, and say.

my hiccups
peanut butter

I can't stop _____. What should I do?

bleeding
bandages

You need some _____.

49

Say & Write It

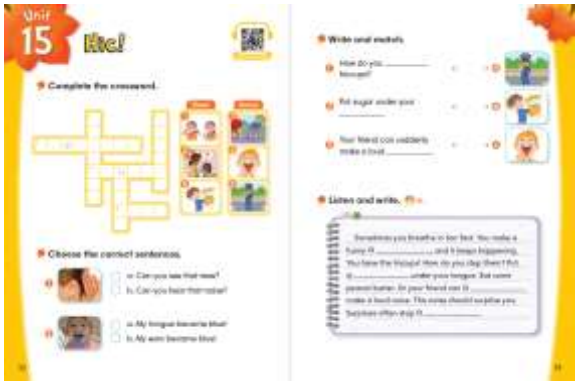
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 31. After each sentence, pause to allow students to repeat the sentence and write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

Expansion

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

Homework

Vocabulary Workbook 1



Writing Workbook 1

Unit 16 Staying Safe

Objectives

- New words: *rule, hide, low, quickly, careful*
- Sentence pattern: Using Imperatives
  (Be careful opening doors. Don't hide.)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students what can help us in a fire, ask for volunteers to talk about what they know about fire (How can fires start? What makes a fire dangerous?).

Before Reading

New Words

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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 59.
- When a “fire truck” arrives at a fire, the firefighters use a “hose” to put the fire out.

- Possible Extension: Ask students to talk about when they have seen a “fire truck.” Ask students to talk about what else a “hose” could be used for.
- Possible Extension: Ask students to make their own sentences using “fire truck” and “hose.”

Reading

Reading: “Staying Safe”

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

Expansion

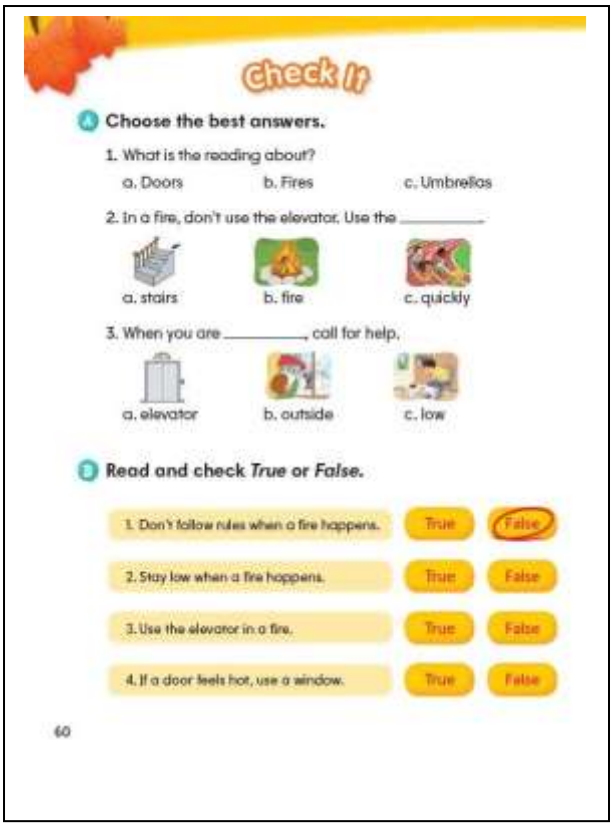
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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



Check It

A Choose the best answers.

1. What is the reading about?
   a. Doors b. Fires c. Umbrellas
2. In a fire, don't use the elevator. Use the _____.
   a. stairs b. fire c. quickly
3. When you are _____, call for help.
   a. elevator b. outside c. low

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

1. Don't follow rules when a fire happens.	True	False
2. Stay low when a fire happens.	True	False
3. Use the elevator in a fire.	True	False
4. If a door feels hot, use a window.	True	False

60

Expansion

Talk about helping others in emergencies.

- Remind students of the warm-up discussion about fires.
- Ask students to think about how they might help others in an emergency (should only be a few minutes at most) and write down some reasons why people need help.
- 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 reasons people need help that the students come up with.

Learn It

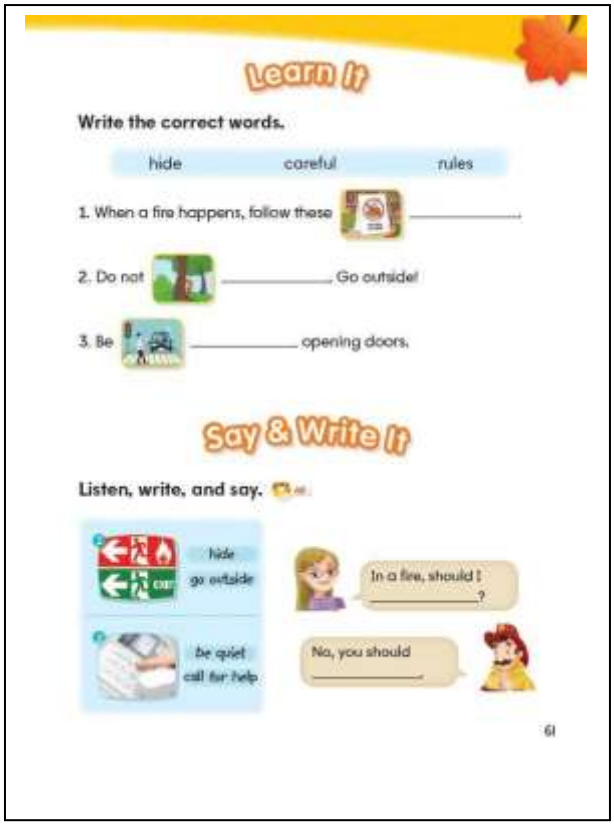
This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Writing Race."

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


Learn It

Write the correct words.

hide careful rules

1. When a fire happens, follow these _____.
2. Do not _____. Go outside!
3. Be _____ opening doors.

Say & Write It

Listen, write, and say.

hide go outside

be quiet call for help

In a fire, should I _____?

No, you should _____.

61

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 1

Writing Workbook 1