Unit 1 Baby Brother

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students if they think having siblings or being an only child is better, ask for volunteers to talk about who they are close to in their family (Do you have a sibling? If yes, are you close to him or her? If no, who are you close with in your family?).

Before Reading

New Words

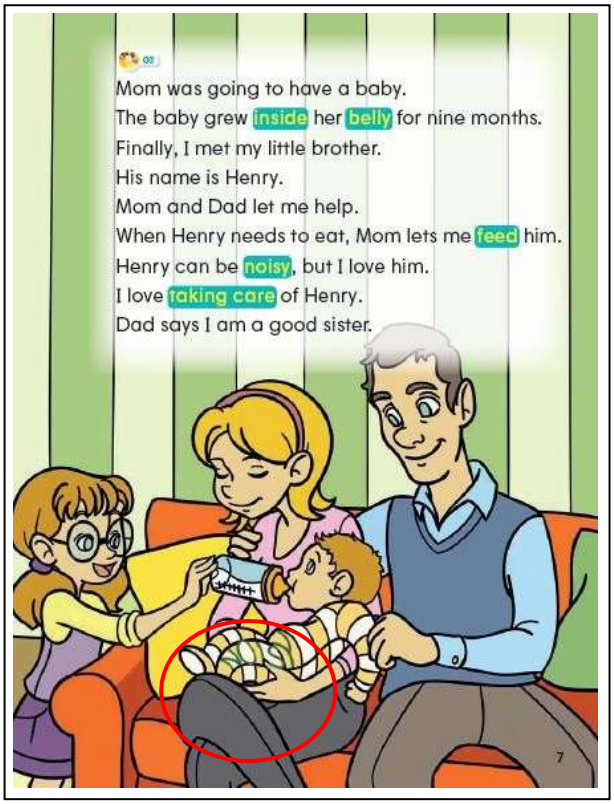
- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 2 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 6.
- Brothers and sisters are our "siblings." People often "hug" their family members.



- Possible Extension: Ask students to talk about what they like to do with their "siblings." Ask students to talk about what they would do with a new "sibling."
- Possible Extension: Ask students to make their own sentences using "siblings" and "hug."

Reading

Reading: "Baby Brother"

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

Expansion

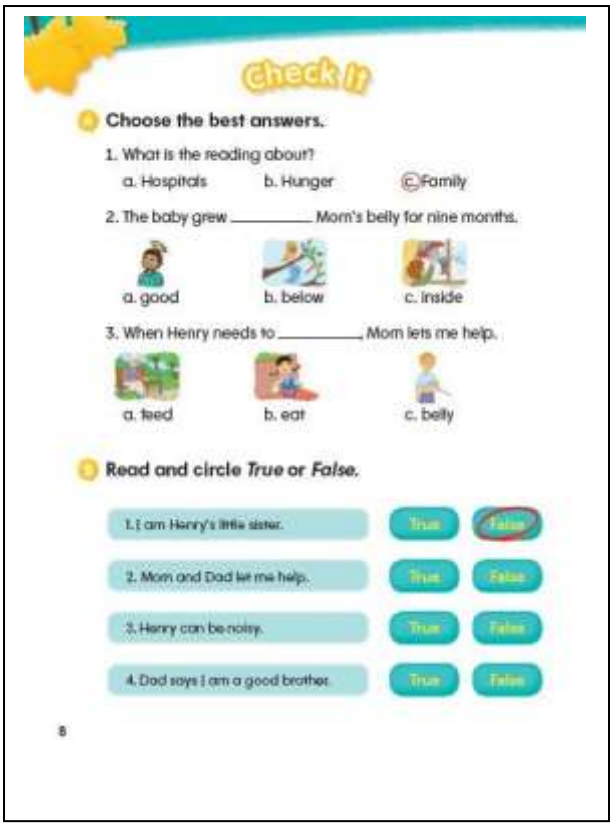
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

Choose the best answers.

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

2. The baby grew _____ Mom's belly for nine months.
a. good b. below c. inside

3. When Henry needs to _____, Mom lets me help.
a. feed b. eat c. belly

Read and circle *True* or *False*.

1. I am Henry's little sister. True False
2. Mom and Dad let me help. True False
3. Henry can be noisy. True False
4. Dad says I am a good brother. True False

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Expansion

Talk about family.

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

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.

Say & Write It

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

Expansion

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

Homework

Vocabulary Workbook 2

Writing Workbook 2

Unit 2 The Hurricane

Objectives

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

Warm Up

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

Before Reading

New Words

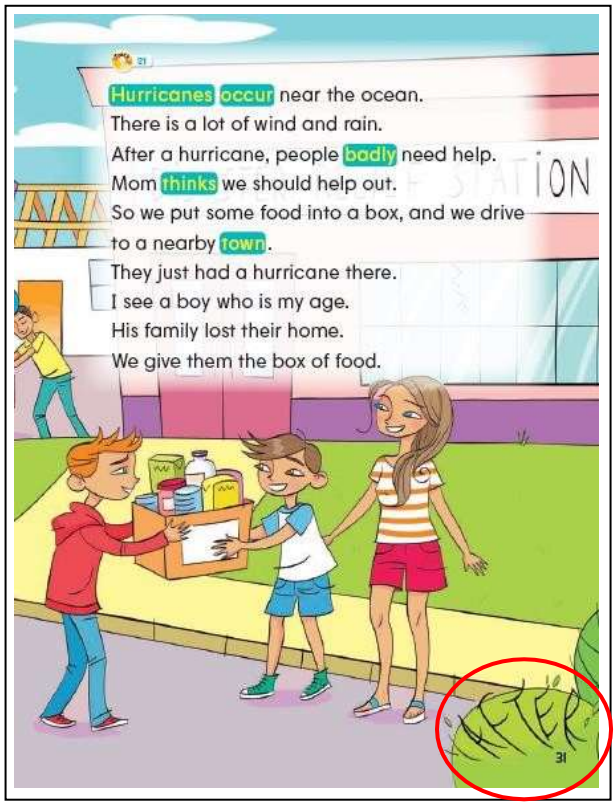
- Have students open their SBs to page 30. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 30.
- People can “volunteer” to help others. People can get “aid” from helpful organizations.



- Possible Extension: Ask students to talk about what they would “volunteer” to do. Ask students to talk about what kind of “aid” they might need in an emergency
- Possible Extension: Ask students to make their own sentences using “volunteer” and “aid.”

Reading

Reading: “The Hurricane”

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

Expansion

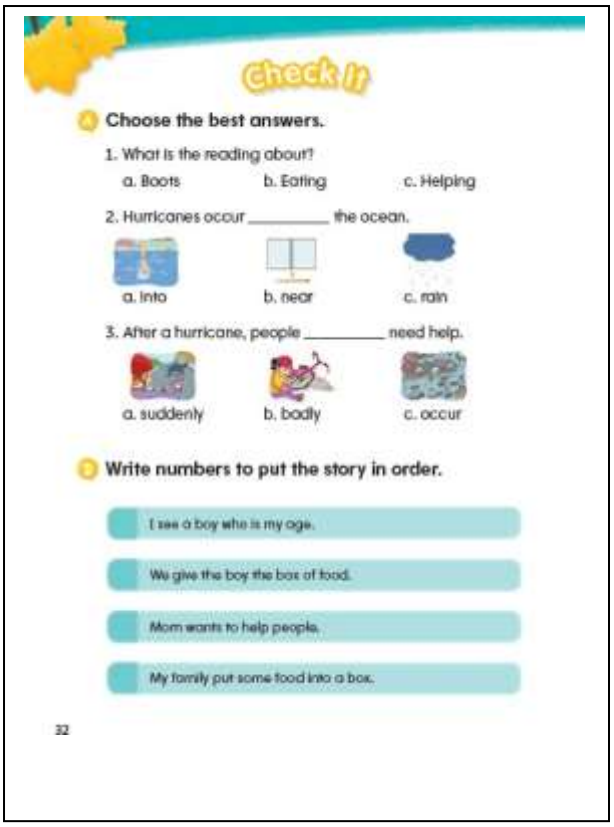
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

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

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

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

B Write numbers to put the story in order.

I see a boy who is my age.

We give the boy the box of food.

Mom wants to help people.

My family put some food into a box.

32

Expansion

Talk about helping in an emergency.

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

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.

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

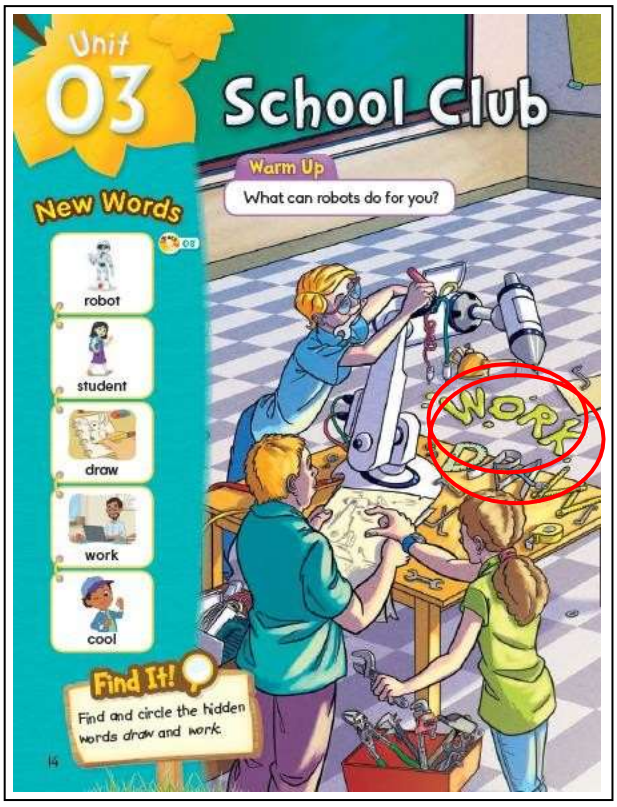
Vocabulary Workbook 2

Writing Workbook 2

Unit 3 School Club

Objectives

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



Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what robots do for them, ask for volunteers to talk about what they already know about robots (Where have you seen a robot before? What types of jobs do different robots do? Would you want to have a robot?).

Before Reading

New Words

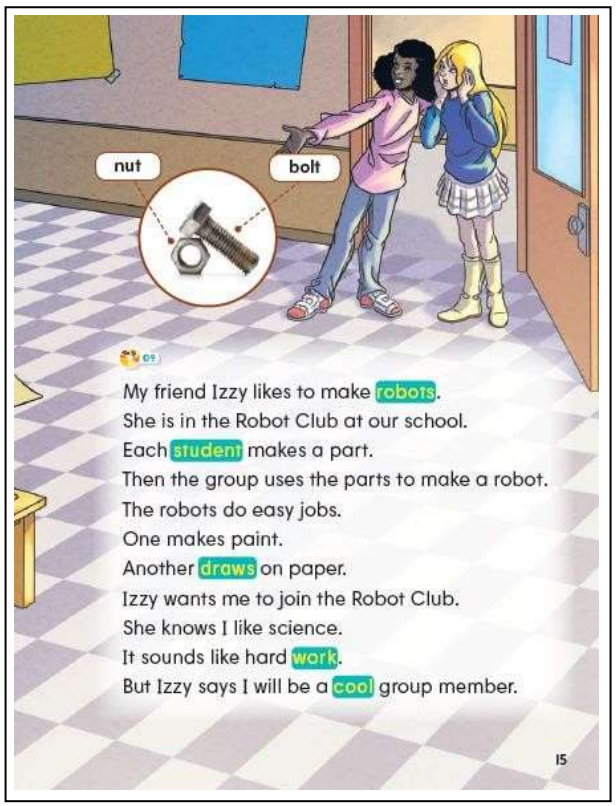
- Have students open their SBs to page 14. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 8 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about what things need a “nut” and “bolt.”
- Possible Extension: Ask students to make their own sentences using “nut” and “bolt.”

Reading

Reading: “School Club”

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

Expansion

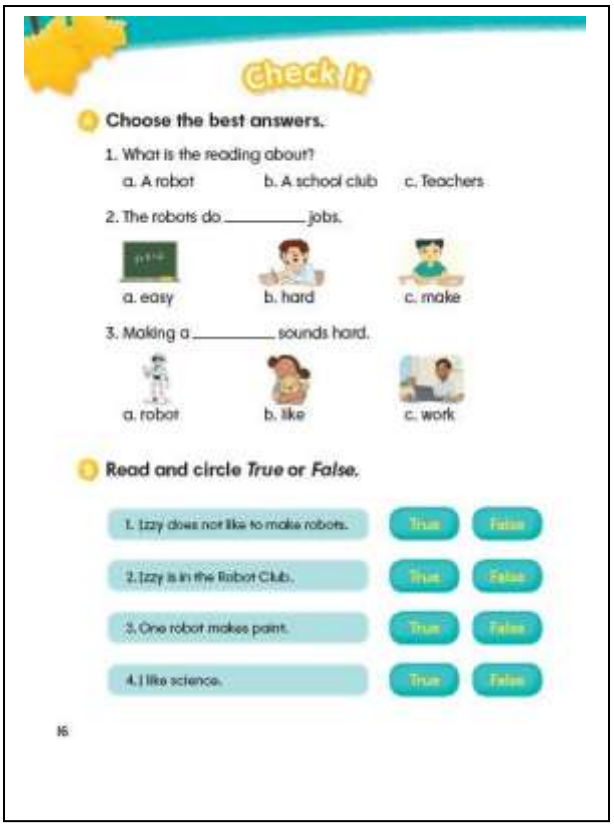
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

Choose the best answers.

1. What is the reading about?
a. A robot b. A school club c. Teachers

2. The robots do _____ jobs.
a. easy b. hard c. make

3. Making a _____ sounds hard.
a. robot b. like c. work

Read and circle *True* or *False*.

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

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Expansion

Talk about robots.

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

Learn It

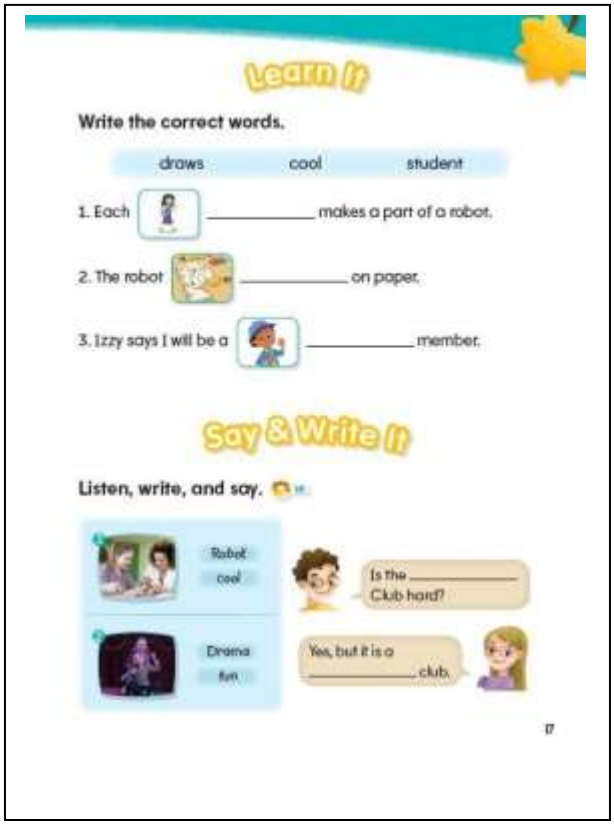
This exercise further reinforces the new vocabulary from the unit.

- 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.



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

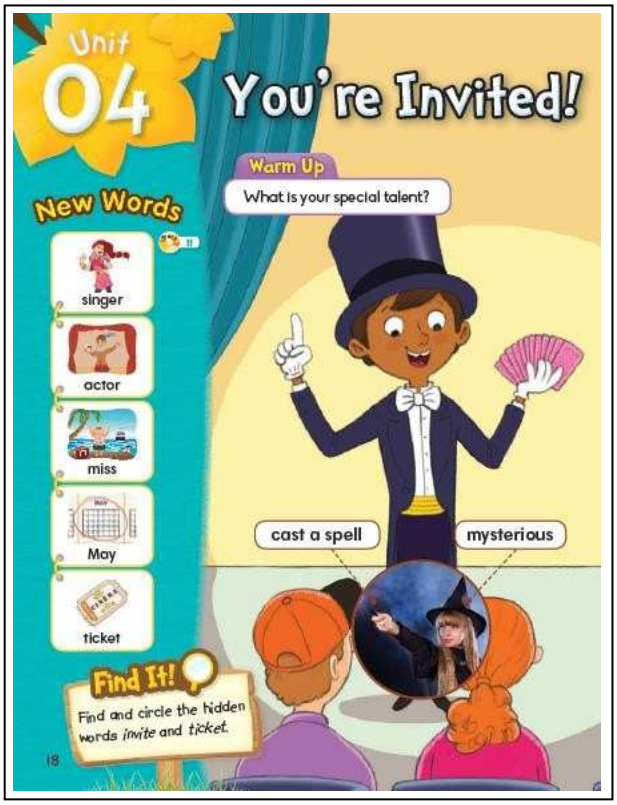
Vocabulary Workbook 2

Writing Workbook 2

Unit 4 You're Invited!

Objectives

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



Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what their special talents are, ask for volunteers to talk about what they know about magic (Have you ever seen a magician perform? what magic tricks can you do? What trick or magical power would you want to be able to do?).

Before Reading

New Words

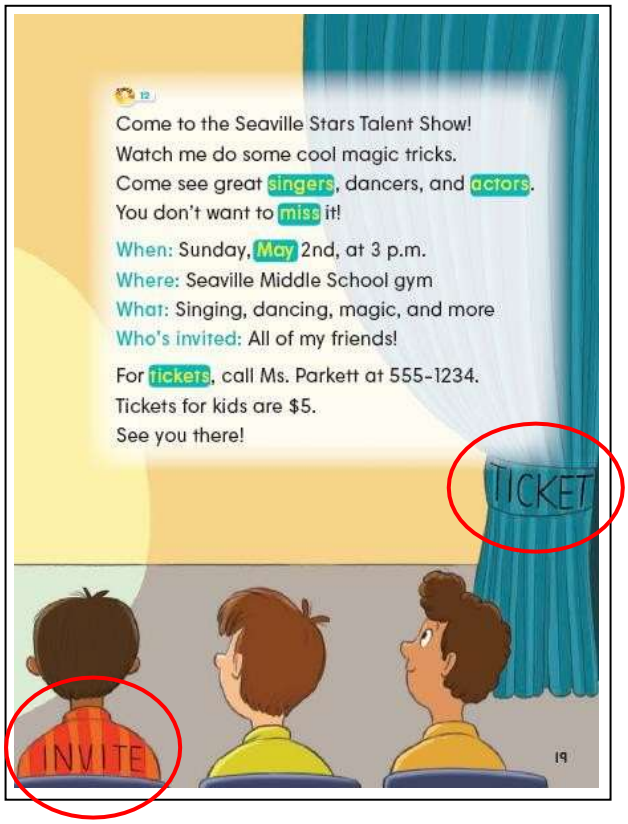
- Have students open their SBs to page 18.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 11 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about what they would "invite" a friend to do or see. Ask students to talk about what other events might require a "ticket."
- Possible Extension: Ask students to make their own sentences using "invite" and "ticket."

Reading

Reading: "You're Invited"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 12. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

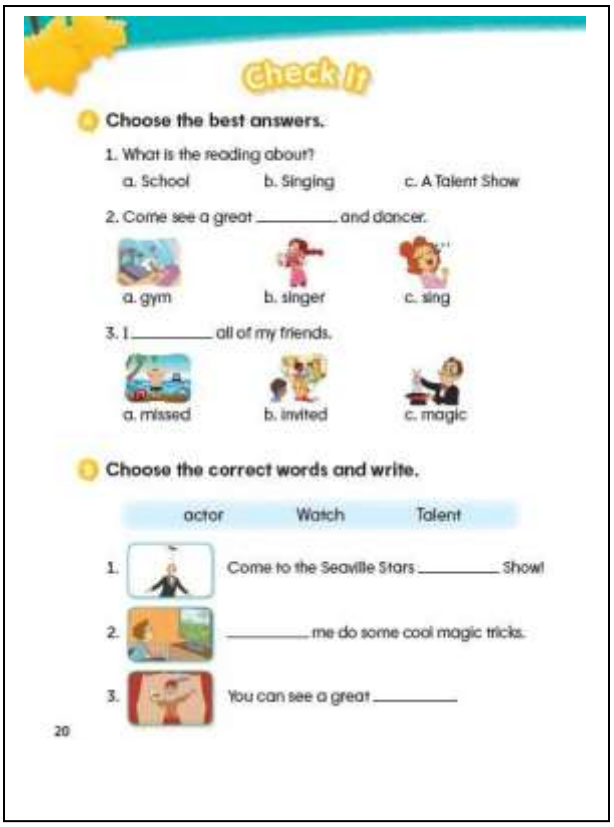
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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

Choose the best answers.

1. What is the reading about?
a. School b. Singing c. A Talent Show

2. Come see a great _____ and dancer.
a. gym b. singer c. sing

3. I _____ all of my friends.
a. missed b. invited c. magic

Choose the correct words and write.

actor Watch Talent

1. Come to the Seaville Stars _____ Show!
2. _____ me do some cool magic tricks.
3. You can see a great _____

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Expansion

Talk about entertainment.

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

Learn It

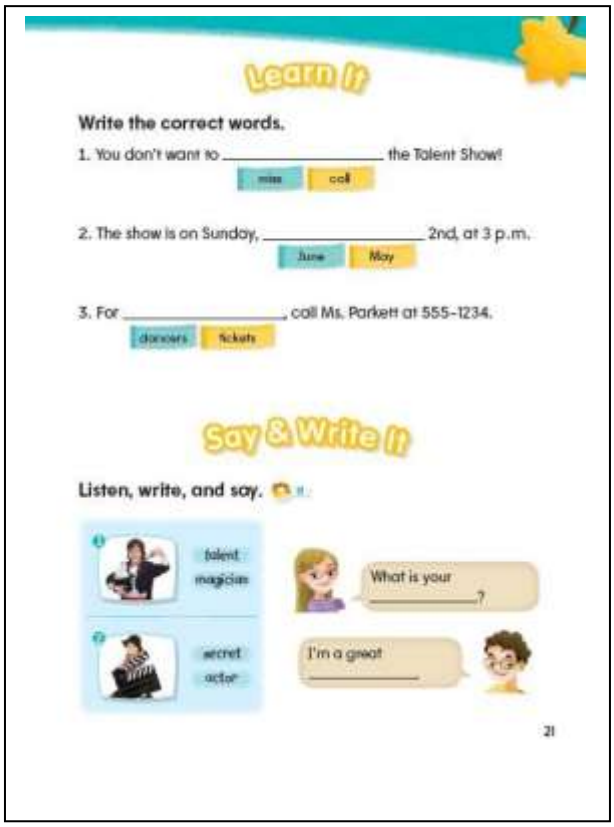
This exercise further reinforces the new vocabulary from the unit.

- 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.



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

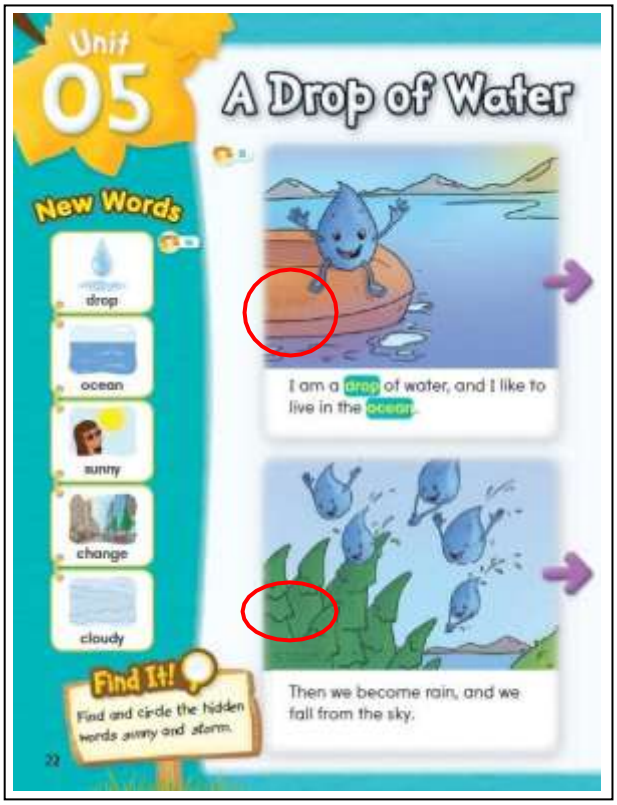
Vocabulary Workbook 2

Writing Workbook 2

Unit 5 A Drop of Water

Objectives

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



Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students when they need water, ask for volunteers to talk about where water comes from (What places have a lot of water? What places have little water? How do we get water?).

Before Reading

New Words

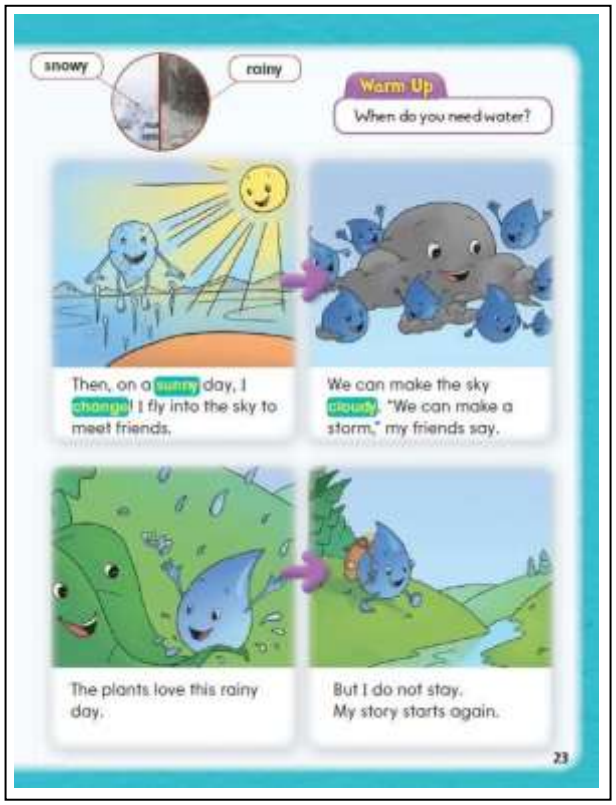
- Have students open their SBs to page 22.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 23.
- Sometimes the weather is “rainy,” but when it gets very cold, it might become “snowy.”



- Possible Extension: Ask students to talk about what they like about “rainy” and/or “snowy” weather.
- Possible Extension: Ask students to make their own sentences using “rainy” and “snowy.”

Reading

Reading: “A Drop of Water”

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

Expansion

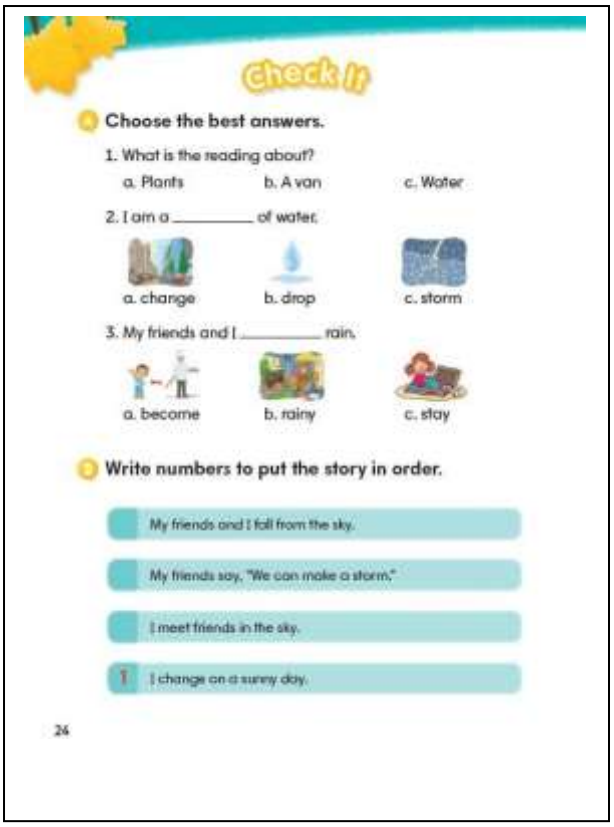
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

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

2. I am a _____ of water.
a. change b. drop c. storm

3. My friends and I _____ rain.
a. become b. rainy c. stay

B Write numbers to put the story in order.

My friends and I fall from the sky.

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

I meet friends in the sky.

1 I change on a sunny day.

24

Expansion

Talk about water.

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

Learn It

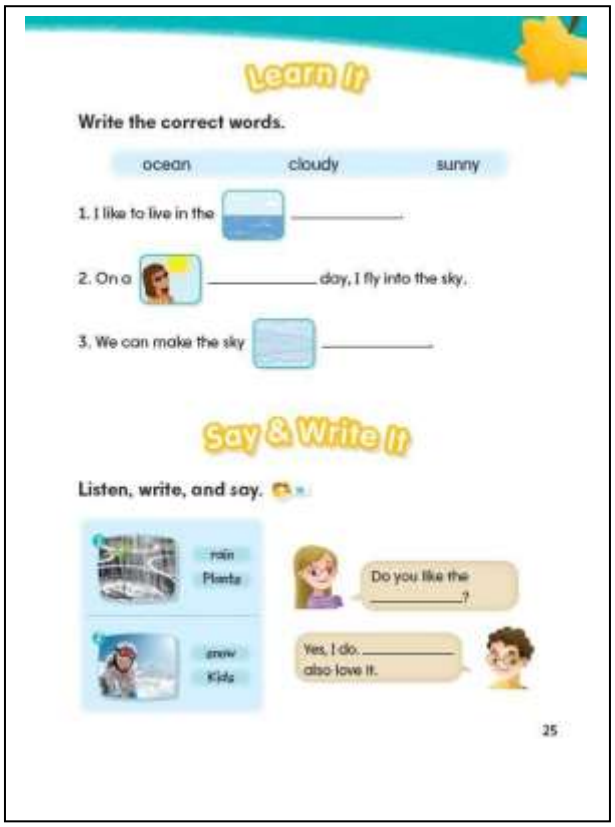
This exercise further reinforces the new vocabulary from the unit.

- 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.



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 2

Writing Workbook 2

Unit 6 The Didgeridoo

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what instrument they want to learn to play, ask for volunteers to talk about the music they enjoy (What style of music do you like to listen to? What popular musicians do you like?).

Before Reading

New Words

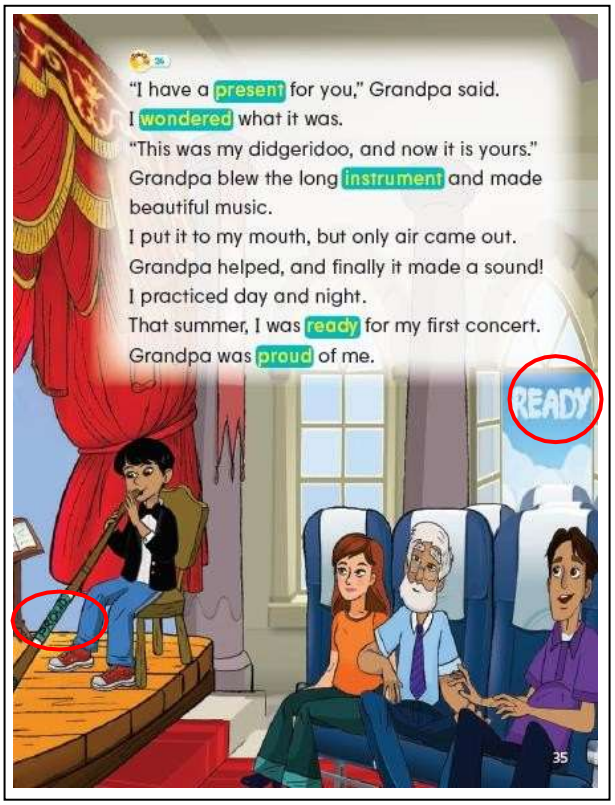
- Have students open their SBs to page 34. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 25 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about what they might do in front on an “audience.” Ask students to talk about their favorite time to “play music.”
- Possible Extension: Ask students to make their own sentences using “play music” and “audience.”

Reading

Reading: “The Didgeridoo”

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

Expansion

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

After Reading

Check It

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

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

Check It

A Choose the best answers.

1. What is the reading about?
a. A forest b. An instrument c. A grandfather

2. Grandpa gave me a _____
a. music b. present c. wonder

3. Grandpa made beautiful music with the _____
a. instrument b. air c. proud

B Choose the correct words and write.

night blew didgeridoo

1. "This was my _____," Grandpa said.
2. I _____ it, but only air came out.
3. I practiced day and _____

36

Expansion

Talk about music.

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

Learn It

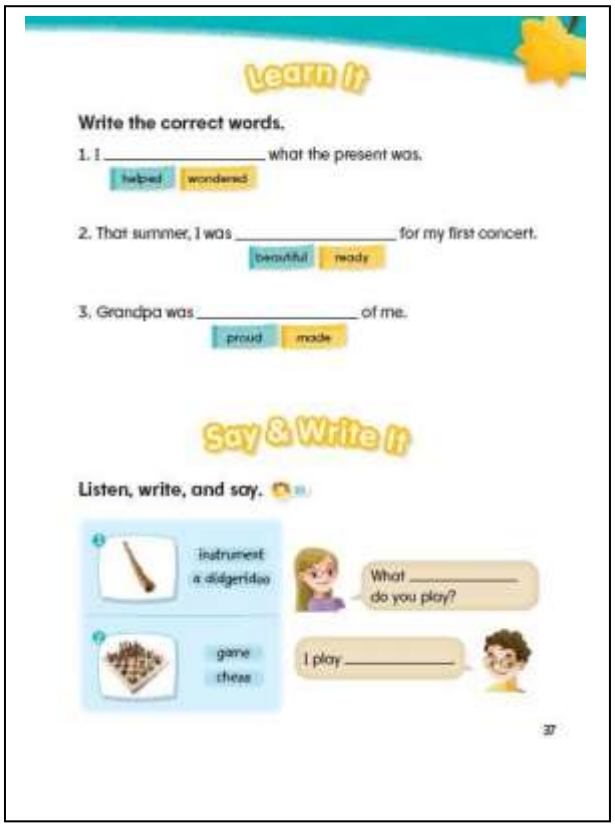
This exercise further reinforces the new vocabulary from the unit.

- 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.



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 2

Writing Workbook 2

Unit 7 The Longest Game

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what their favorite team sport is, ask for volunteers to talk about what they know about the rules of their favorite sports (How many players can be on the field/court? What equipment is necessary?).

Before Reading

New Words

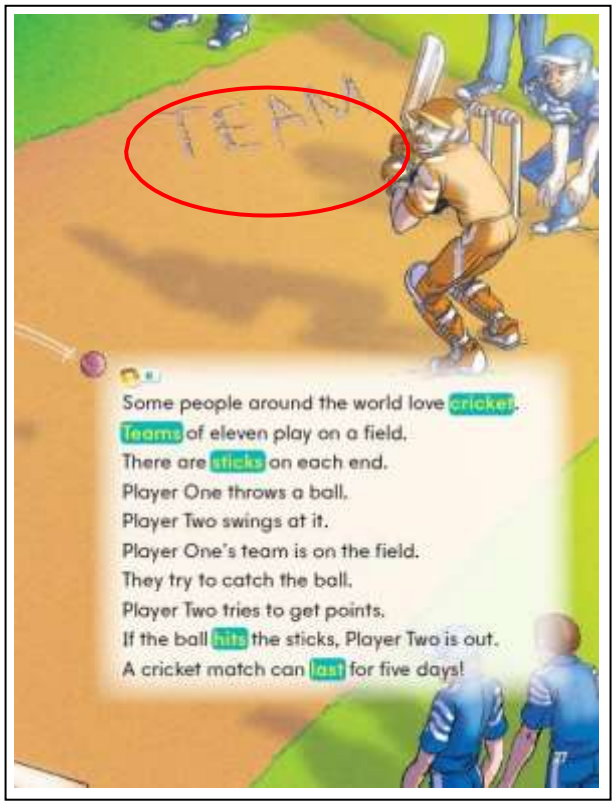
- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



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

Reading

Reading: “The Longest Game”

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

Expansion

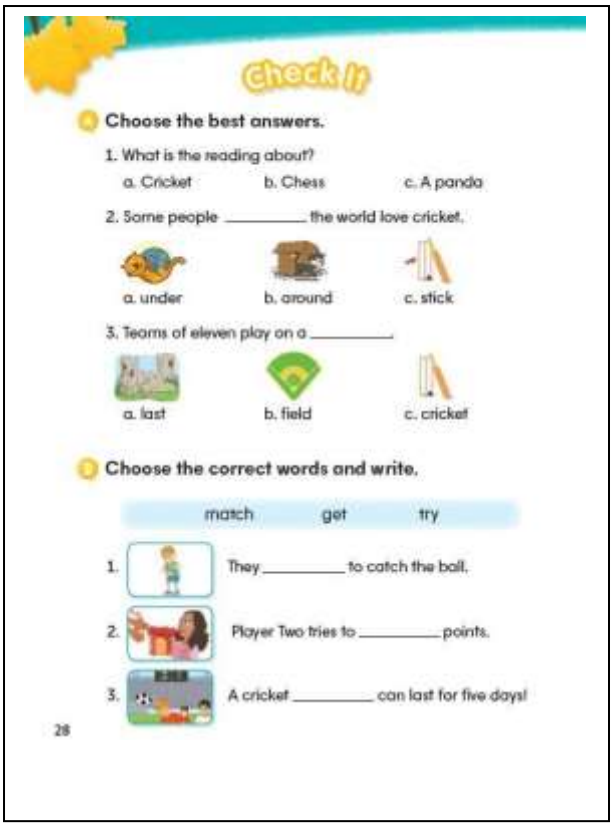
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

1. What is the reading about?
a. Cricket b. Chess c. A panda

2. Some people _____ the world love cricket.
a. under b. around c. stick

3. Teams of eleven play on a _____.
a. last b. field c. cricket

B Choose the correct words and write.

match get try

1. They _____ to catch the ball.
2. Player Two tries to _____ points.
3. A cricket _____ can last for five days!

28

Expansion

Talk about sports.

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

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.

Say & Write It

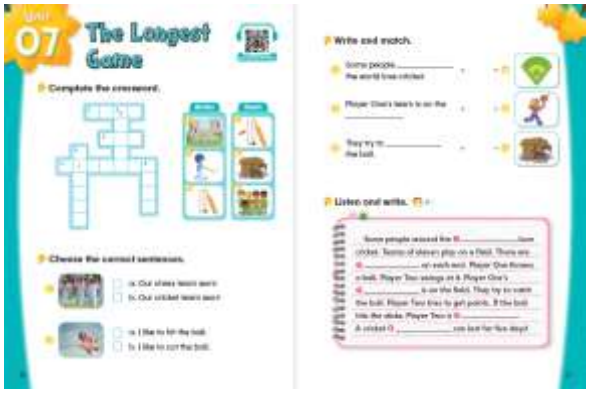
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 19. After each sentence, pause to allow students to repeat the sentence and write 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 2



Writing Workbook 2

Unit 8 Play Well

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what they can build with LEGOs, ask for volunteers to talk about what toys they played with when they were younger (Did you have a favorite toy? How did you play with that toy? Who played with your when you played with your toy?).

Before Reading

New Words

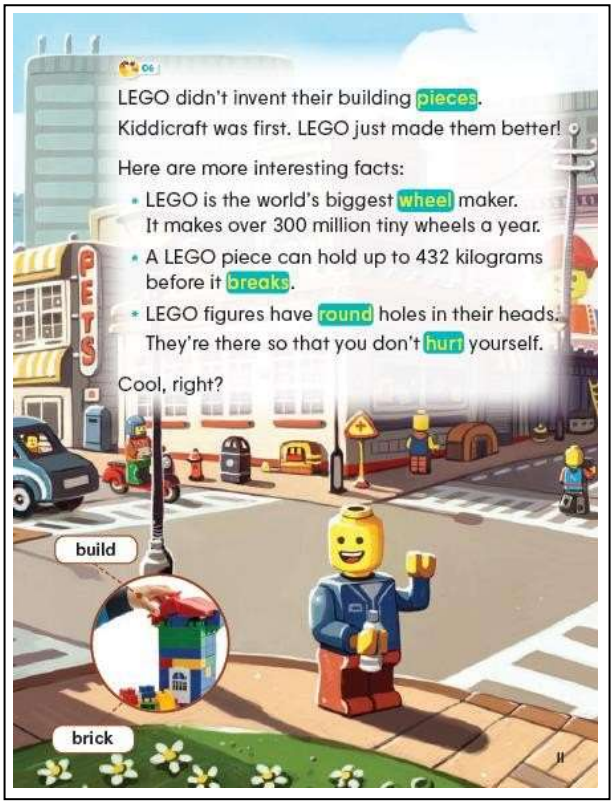
- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words,then have students repeat.
- Play Track 5 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the bottom of page 11.
- You can "build" things with the different colored and sized LEGO "bricks."



- Possible Extension: Ask students to talk about what they like "build" with different items. Ask students to talk about what things are made with "brick."
- Possible Extension: Ask students to make their own sentences using "build" and "brick."

Reading

Reading: "Play Well"

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

Expansion

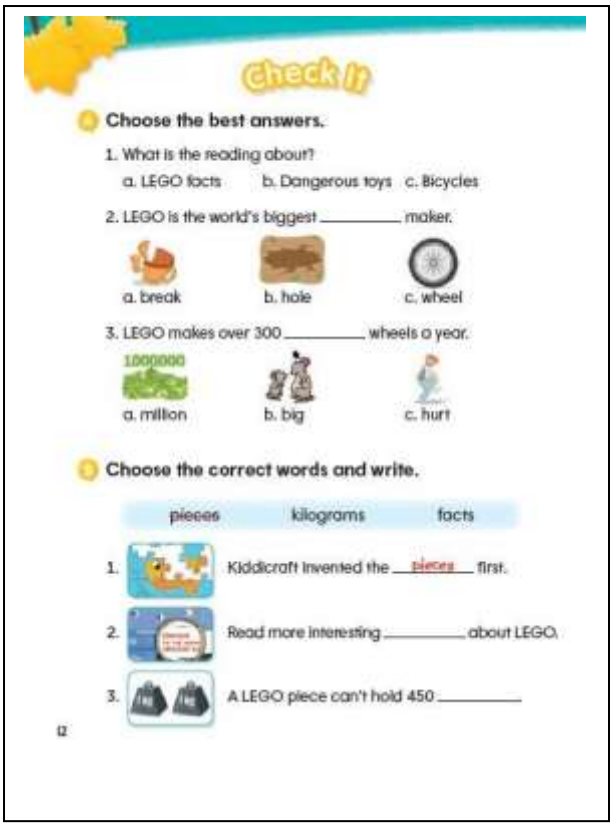
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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

Choose the best answers.

1. What is the reading about?
a. LEGO facts b. Dangerous toys c. Bicycles

2. LEGO is the world's biggest _____ maker.
a. break b. hole c. wheel

3. LEGO makes over 300 _____ wheels a year.
a. million b. big c. hurt

Choose the correct words and write.

pieces kilograms facts

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

Expansion

Talk about building things.

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

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.

Say & Write It

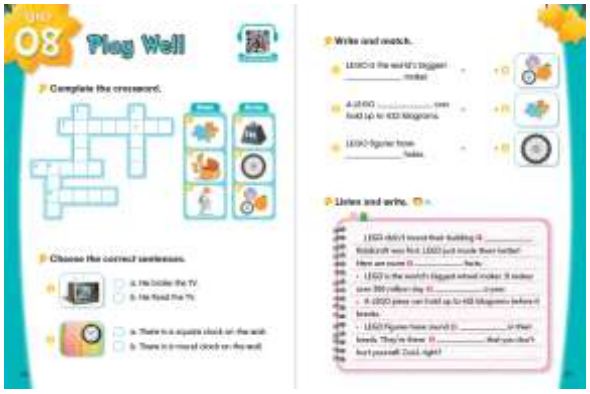
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 7. After each sentence, pause to allow students to repeat the sentence and write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

Expansion

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

Homework

Vocabulary Workbook 2



Writing Workbook 2

Unit 9 The Light of the Stars

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what they can see in the night sky, ask for volunteers to talk about what they know about the stars (How far away are the stars? What are the stars made of?).

Before Reading

New Words

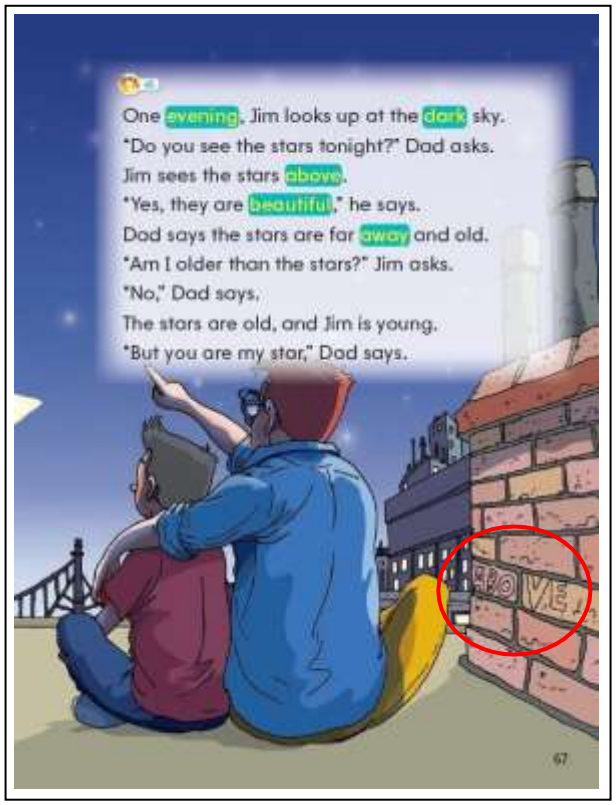
- Have students open their SBs to page 66. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 44 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about what they liked to do when they were “young.” Ask students to talk about what they want to do when they are “old.”
- Possible Extension: Ask students to make their own sentences using “young” and “old.”

Reading

Reading: “The Light of the Stars”

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

Expansion

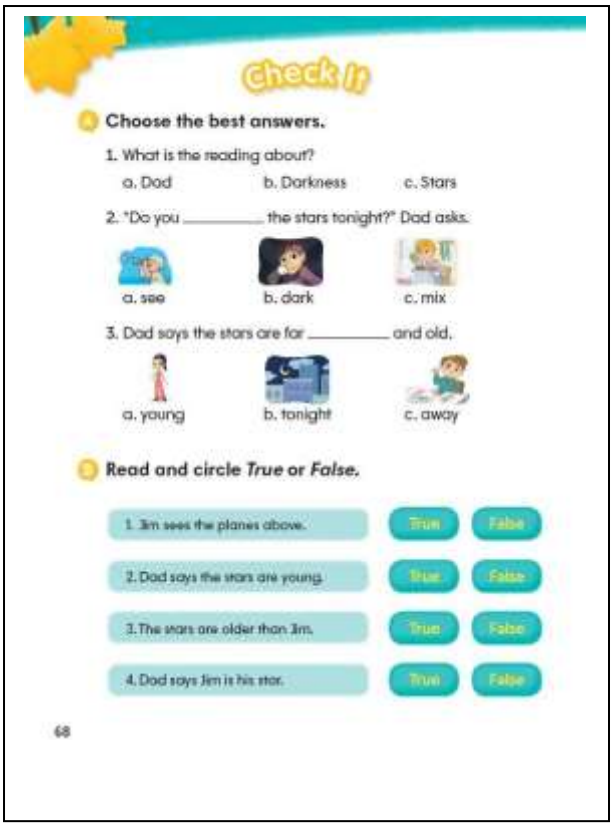
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

1. What is the reading about?
a. Dad b. Darkness c. Stars

2. "Do you _____ the stars tonight?" Dad asks.
a. see b. dark c. mix

3. Dad says the stars are for _____ and old.
a. young b. tonight c. away

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

1. Jim sees the planes above. True False
2. Dad says the stars are young. True False
3. The stars are older than Jim. True False
4. Dad says Jim is his star. True False

68

Expansion

Talk about space.

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

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.

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

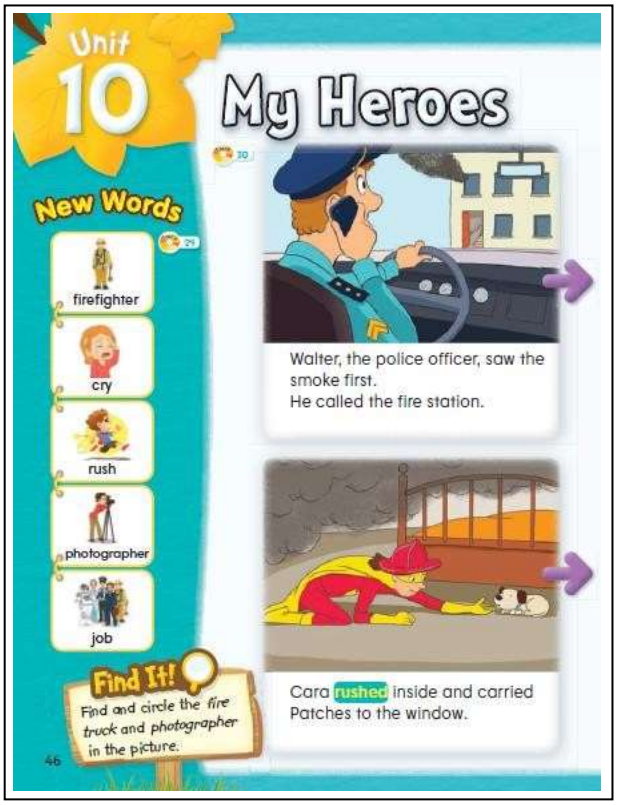
Vocabulary Workbook 2

Writing Workbook 2

Unit 10 My Heroes

Objectives

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



Warm Up

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

Before Reading

New Words

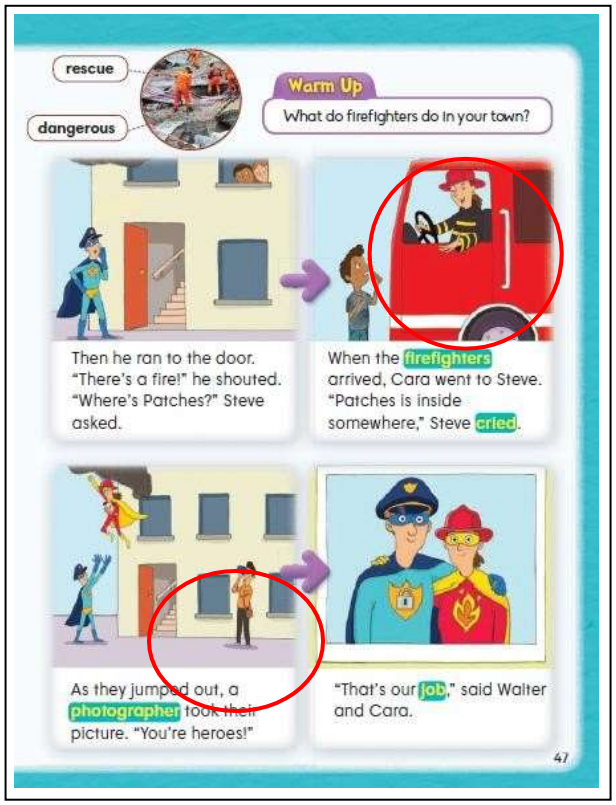
- Have students open their SBs to page 46.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 29 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about why they would need to be "rescued." Ask students to talk about what some "dangerous" situations are.
- Possible Extension: Ask students to make their own sentences using "rescue" and "dangerous."

Reading

Reading: "My Heroes"

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

Expansion

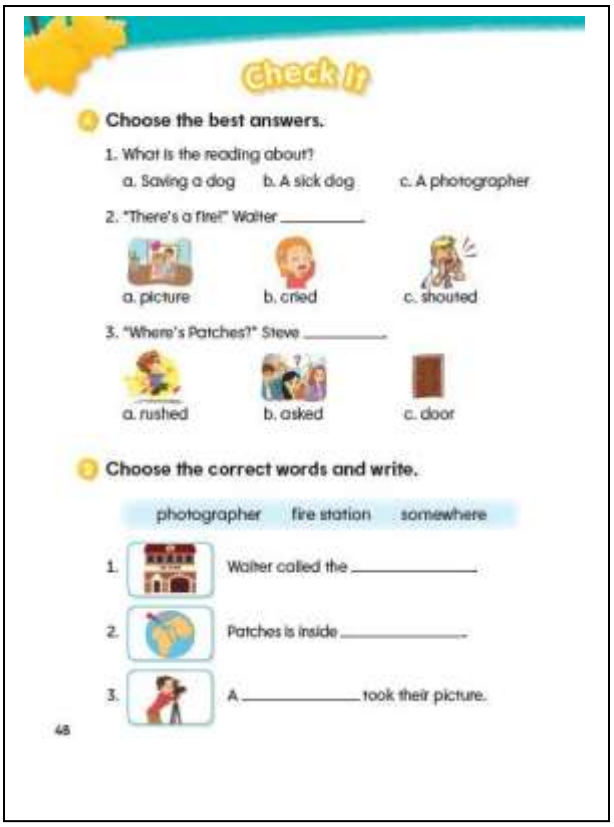
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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. Saving a dog b. A sick dog c. A photographer

2. "There's a fire!" Walter _____.
a. picture b. cried c. shouted

3. "Where's Patches?" Steve _____.
a. rushed b. asked c. door

B Choose the correct words and write.

photographer fire station somewhere

1. Walter called the _____.
2. Patches is inside _____.
3. A _____ took their picture.

48

Expansion

Talk about dangerous jobs.

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

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.

Say & Write It

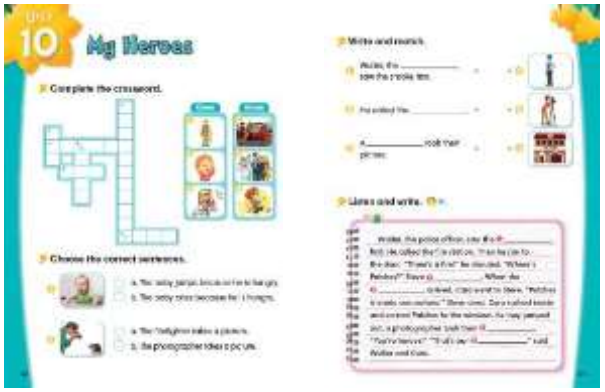
- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 31. After each sentence, pause to allow students to repeat the sentence and write 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 2

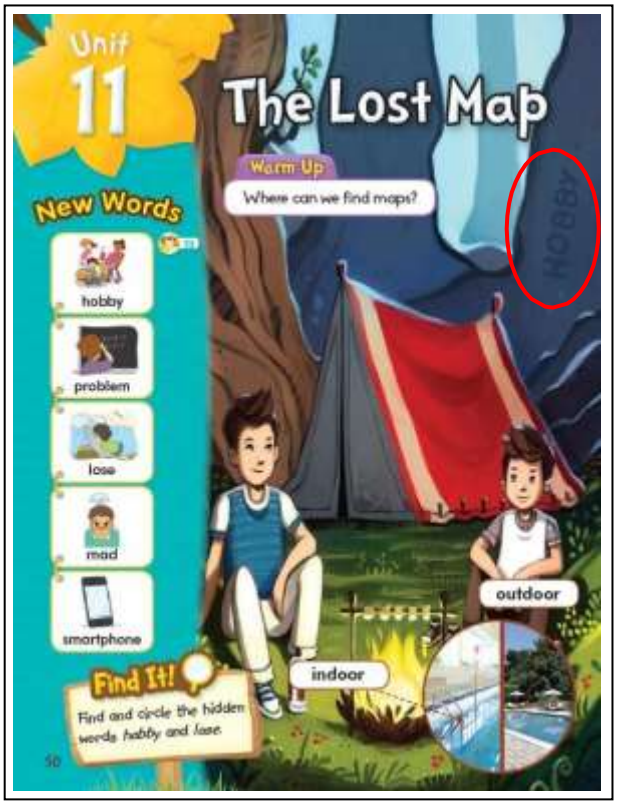


Writing Workbook 2

Unit 11 The Lost Map

Objectives

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



Warm Up

• Greet your students.

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

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

• Before asking students where they can find maps, ask for volunteers to talk about how maps are helpful (What information do maps have on them? When is a map helpful?).

Before Reading

New Words

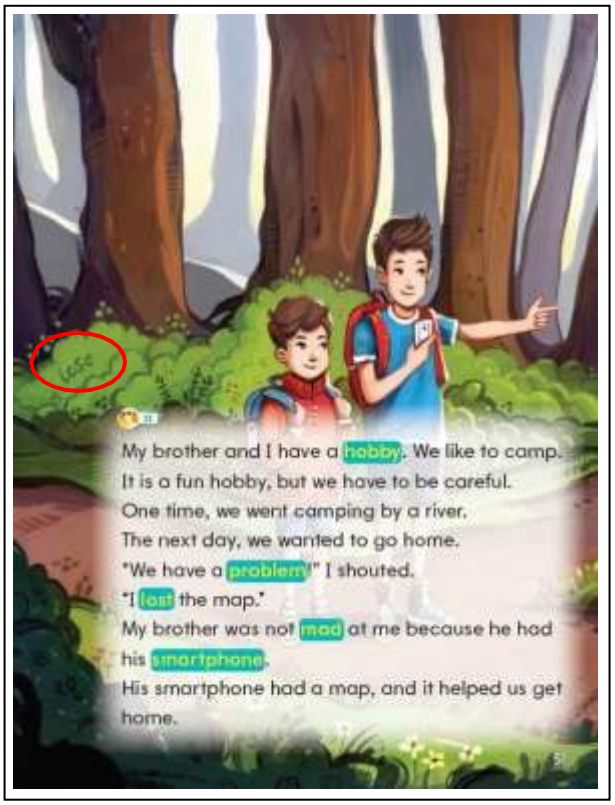
- Have students open their SBs to page 50. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

- Focus students to the related content at the top of page 50.
- Children might have “indoor” playtime on rainy days. Having an “outdoor” meal can be fun.



- Possible Extension: Ask students to talk about what they like to do “indoors” and “outdoors.”
- Possible Extension: Ask students to make their own sentences using “indoor” and “outdoor.”

Reading

Reading: “The Lost Map”

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

Expansion

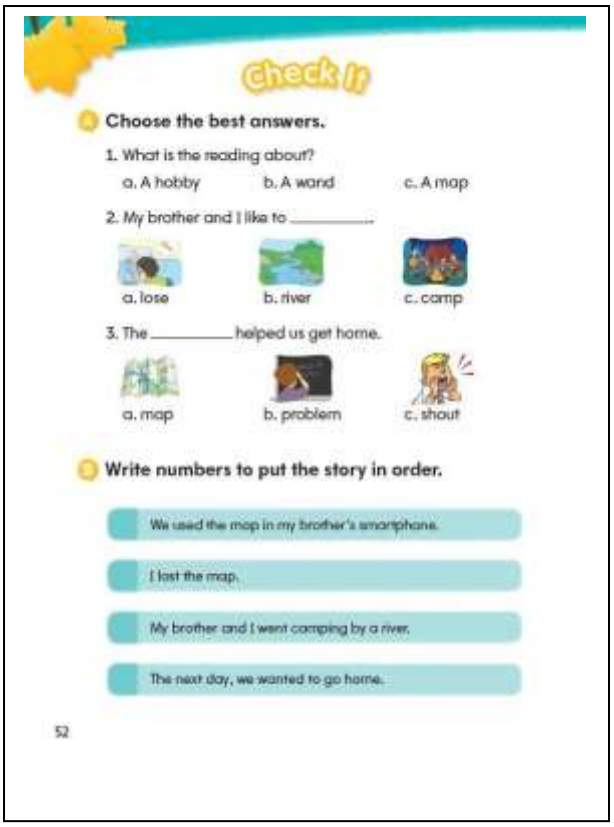
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

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

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

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

B Write numbers to put the story in order.

We used the map in my brother's smartphone.

I lost the map.

My brother and I went camping by a river.

The next day, we wanted to go home.

52

Expansion

Talk about camping.

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

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.

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

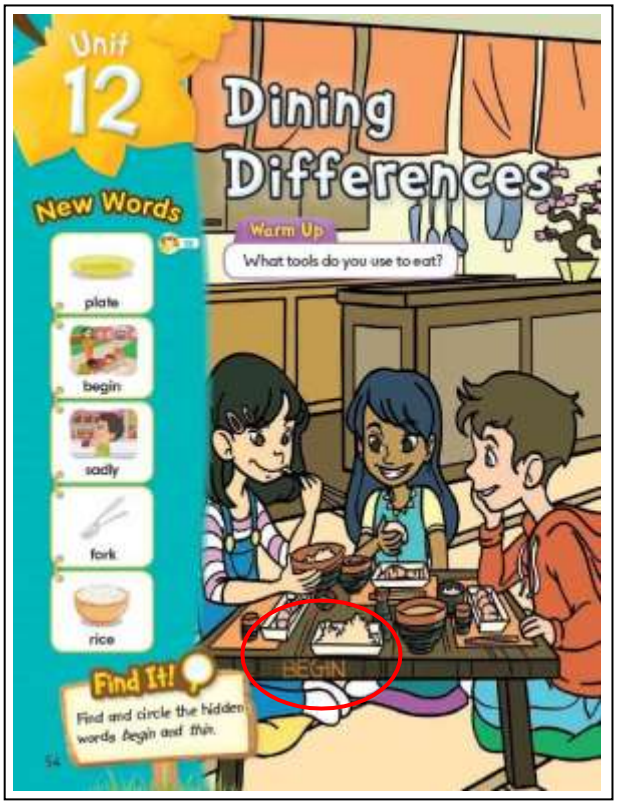
Vocabulary Workbook 2

Writing Workbook 2

Unit 12 The Longest Game

Objectives

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



Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what tools they use to eat, ask for volunteers to talk about what types of food they enjoy eating (From which nations do you like the food most? Do you enjoy spicy food? What seafood do you like?).

Before Reading

New Words

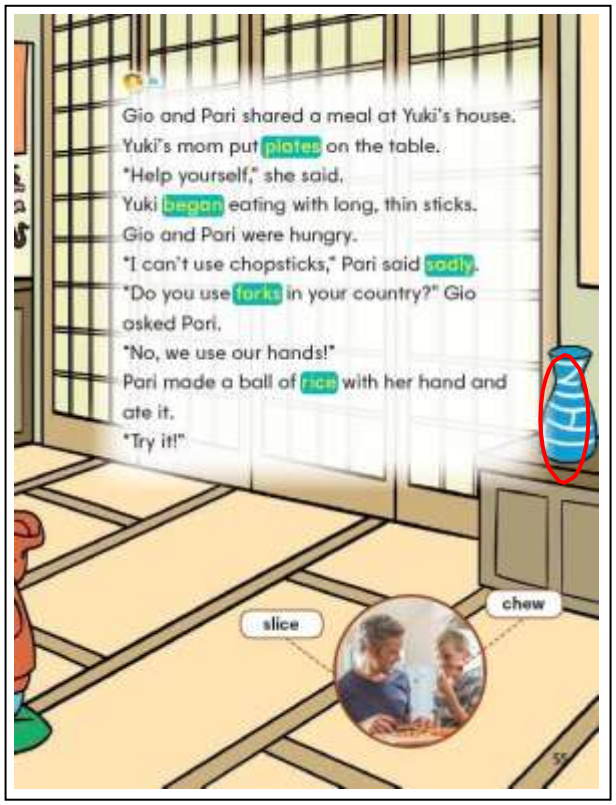
- Have students open their SBs to page 54.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 35 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



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

Reading

Reading: "Dining Differences"

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

Expansion

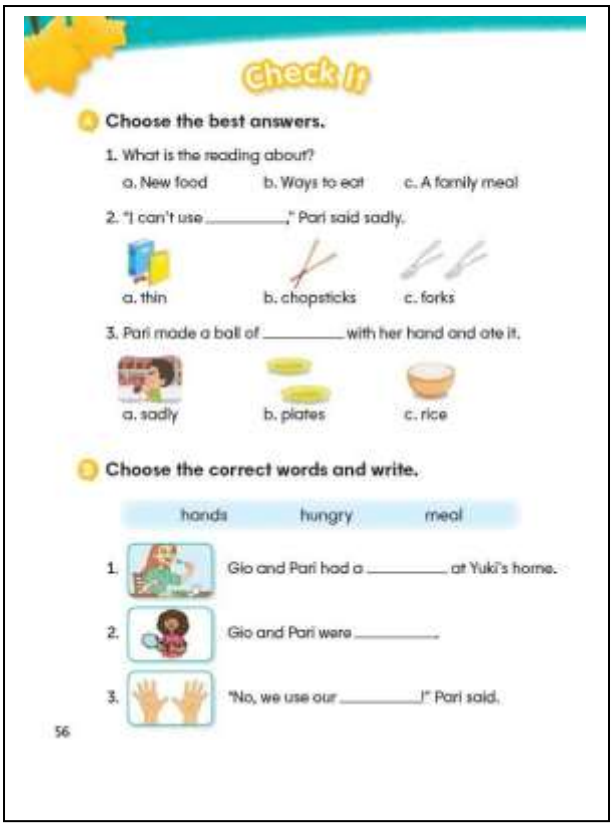
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

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. New food b. Ways to eat c. A family meal

2. "I can't use _____," Pari said sadly.
a. thin b. chopsticks c. forks

3. Pari made a ball of _____ with her hand and ate it.
a. sadly b. plates c. rice

B Choose the correct words and write.

hands hungry meal

1. Gio and Pari had a _____ at Yuki's home.
2. Gio and Pari were _____.
3. "No, we use our _____!" Pari said.

56

Expansion

Talk about eating.

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

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.

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 2

Writing Workbook 2

Unit 13 A Bad Fox

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students when they were a good friend, ask for volunteers to talk about what makes someone a good friend (How does a good friend act? When should you be a good friend? Why are good friends important?).

Before Reading

New Words

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

Find It!

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

Bonus Words

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

- Possible Extension: Ask students to talk about what they might find in a “pit.” Ask students to talk about where they might see a “crater.”
- Possible Extension: Ask students to make their own sentences using “pit” and “crater.”

Reading

Reading: “A Bad Fox”

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

Expansion

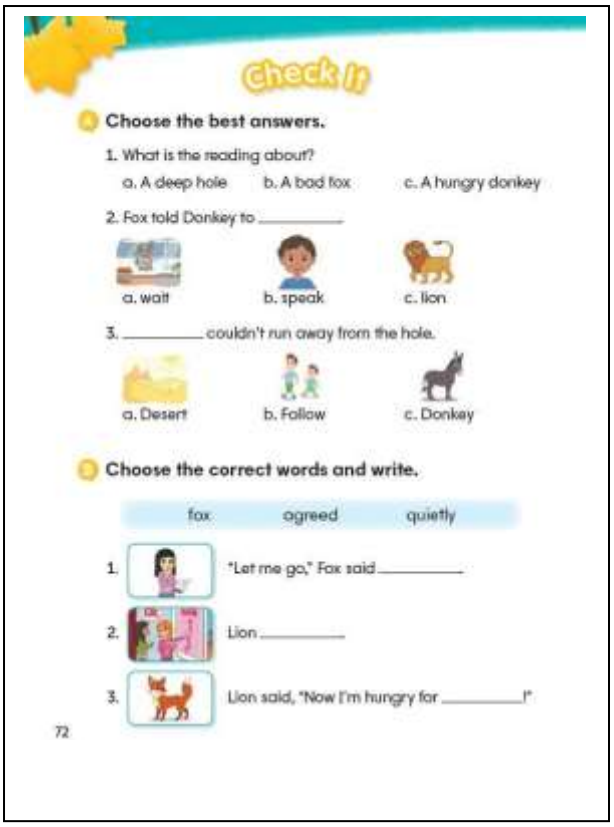
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

1. What is the reading about?
a. A deep hole b. A bad fox c. A hungry donkey

2. Fox told Donkey to _____
a. wait b. speak c. lion

3. _____ couldn't run away from the hole.
a. Desert b. Follow c. Donkey

B Choose the correct words and write.

fox agreed quietly

1. "Let me go," Fox said _____
2. Lion _____
3. Lion said, "Now I'm hungry for _____!"

72

Expansion

Talk about friendship.

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

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.

Say & Write It

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

Expansion

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

Homework

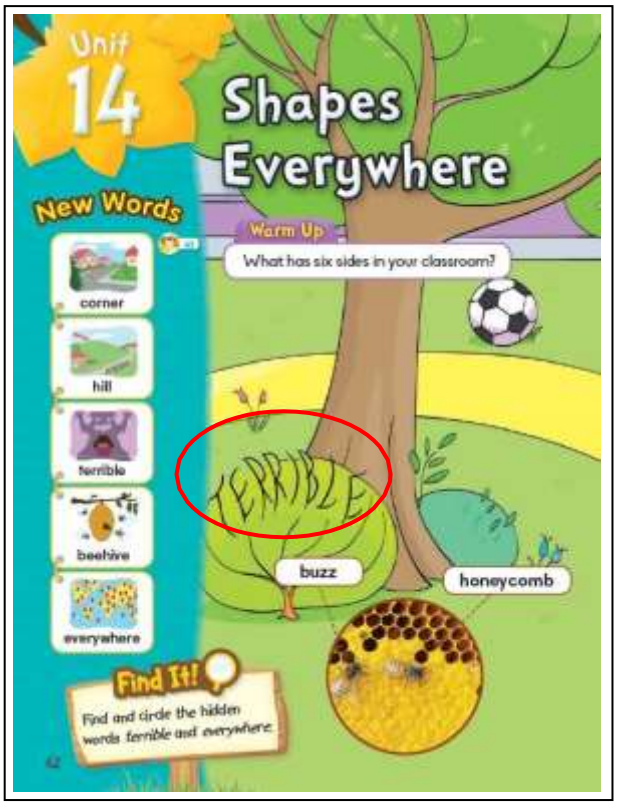
Vocabulary Workbook 2

Writing Workbook 2

Unit 14 Shapes Everywhere

Objectives

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



Warm Up

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

Before Reading

New Words

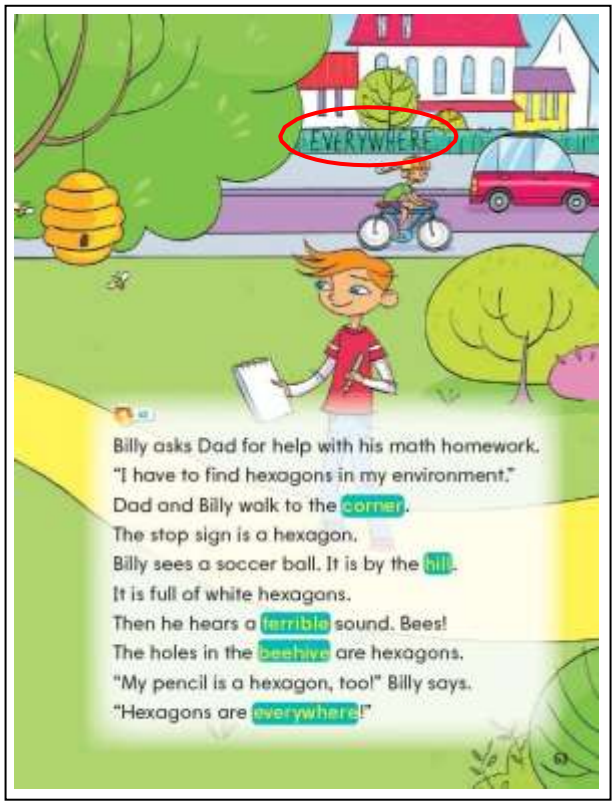
- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 41 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



- Possible Extension: Ask students to talk about what they know about a "honeycomb."
- Possible Extension: Ask students to make their own sentences using "buzz" and "honeycomb."

Reading

Reading: "Shapes Everywhere"

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

Expansion

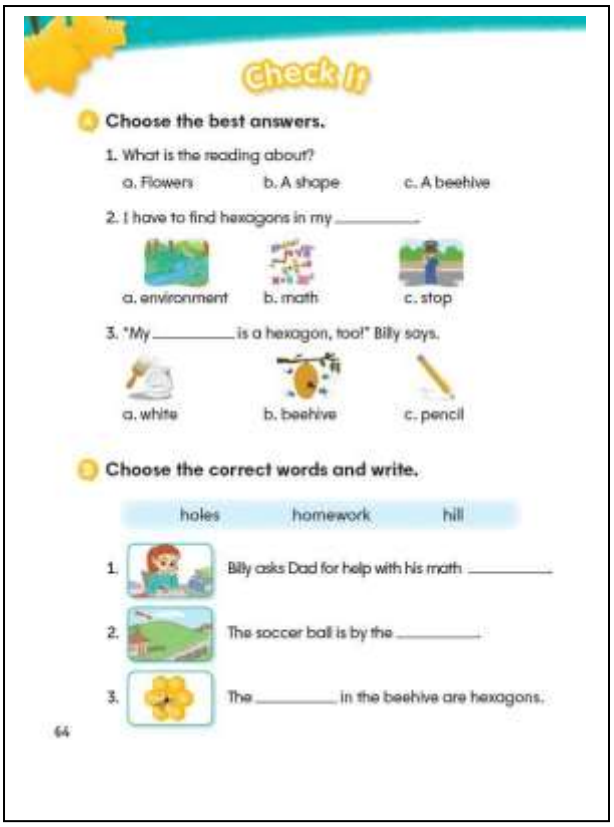
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

1. What is the reading about?
a. Flowers b. A shape c. A beehive

2. I have to find hexagons in my _____.
a. environment b. math c. stop

3. "My _____ is a hexagon, too!" Billy says.
a. white b. beehive c. pencil

B Choose the correct words and write.

holes homework hill

1. Billy asks Dad for help with his math _____.
2. The soccer ball is by the _____.
3. The _____ in the beehive are hexagons.

64

Expansion

Talk about shapes.

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

Learn It

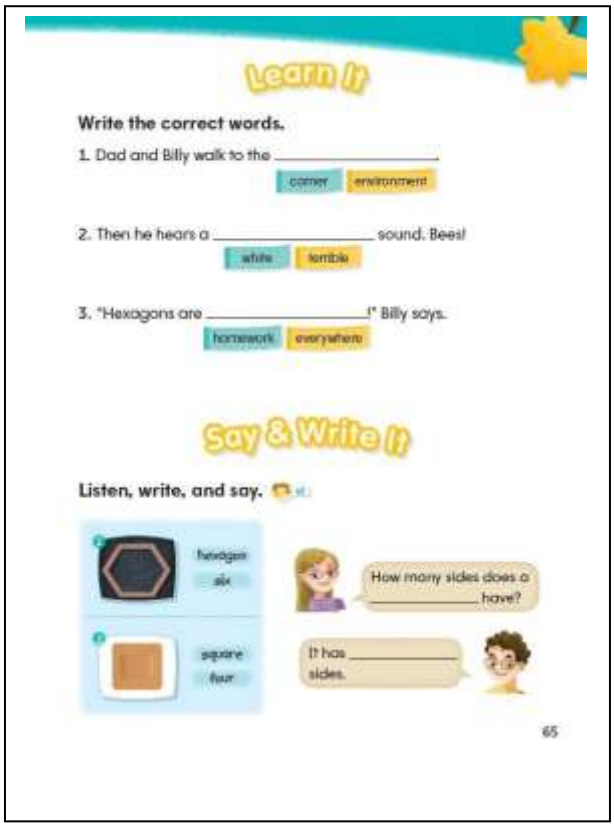
This exercise further reinforces the new vocabulary from the unit.

- 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.



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 2

Writing Workbook 2

Unit 15 Natural Soap

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what they can make with oil, ask for volunteers to talk about what they know where oil comes from (What is oil used for? What plants can oil be made from?).

Before Reading

New Words

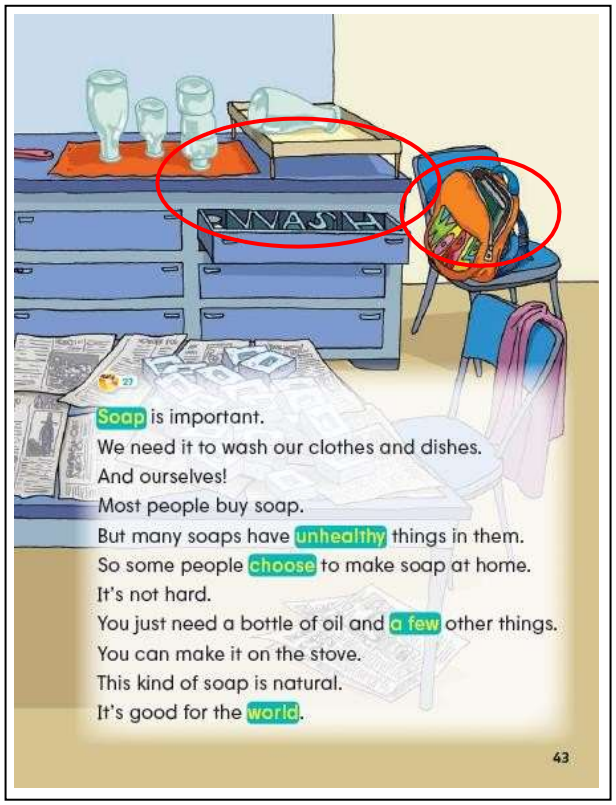
- Have students open their SBs to page 26.
  Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 17 and have students repeat. Practice the words a few more times,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

Find It!

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

Bonus Words

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



Reading

Reading: "Natural Soap"

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

Expansion

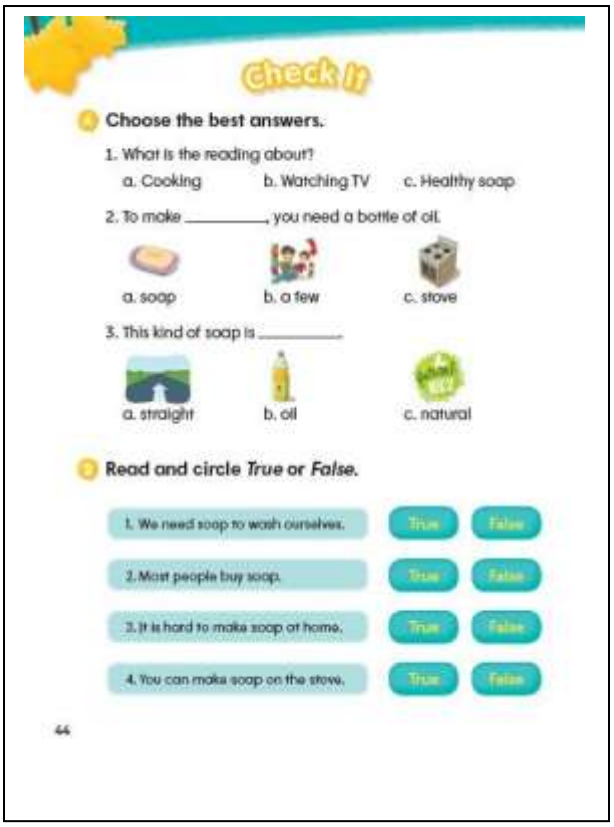
- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

1. What is the reading about?
a. Cooking b. Watching TV c. Healthy soap

2. To make _____, you need a bottle of oil.
a. soap b. a few c. stove

3. This kind of soap is _____.
a. straight b. oil c. natural

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

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

44

Expansion

Talk about cooking.

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

Learn It

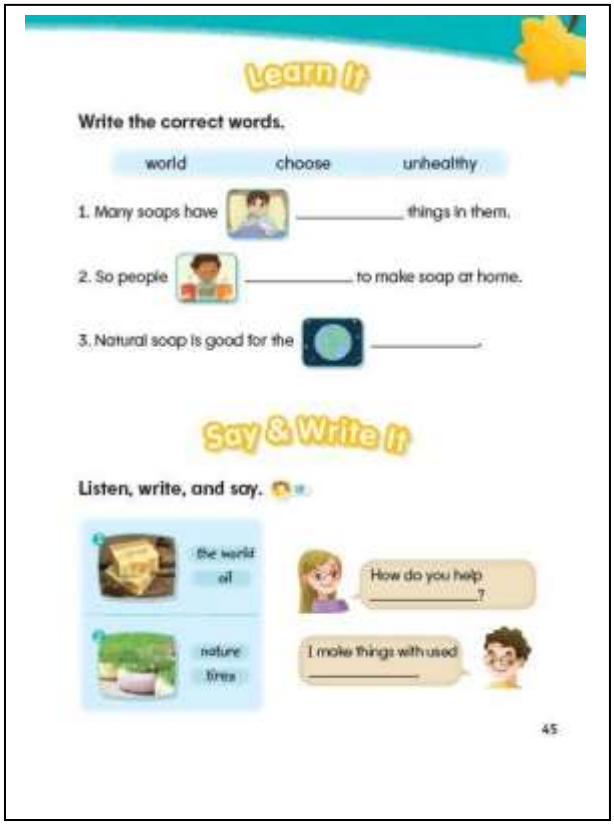
This exercise further reinforces the new vocabulary from the unit.

- 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.



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 2

Writing Workbook 2

Unit 16 The Paper Plane

Objectives

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

Warm Up

• Greet your students.

• Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.

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

• Before asking students what they can make with paper, ask for volunteers to talk about what they know about how airplanes fly (Have you ever been on an airplane? What helps an airplane fly in the air?).

Before Reading

New Words

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

Find It!

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

Bonus Words

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

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

Reading

Reading: “The Paper Plane”

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

Expansion

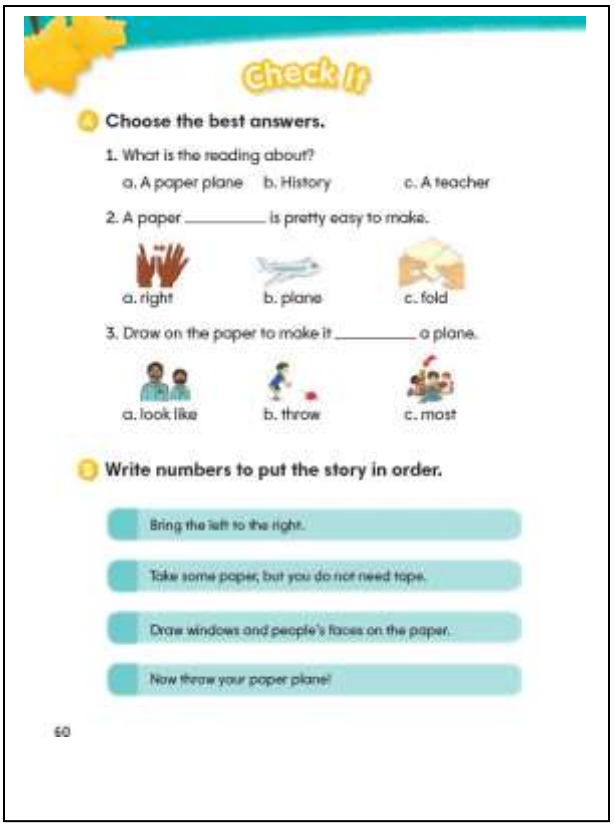
- Read the passage aloud, stopping before the “new words” and having students say the “new word.”
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

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

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


Check It

A Choose the best answers.

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

2. A paper _____ is pretty easy to make.
a. right b. plane c. fold

3. Draw on the paper to make it _____ a plane.
a. look like b. throw c. most

B Write numbers to put the story in order.

Bring the left to the right.

Take some paper, but you do not need tape.

Draw windows and people's faces on the paper.

Now throw your paper plane!

60

Expansion

Talk about flight.

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

Learn It

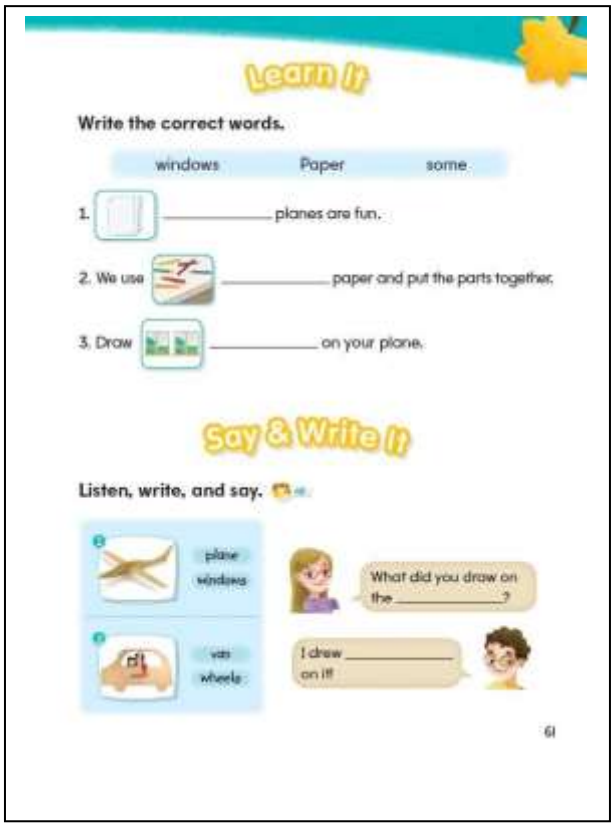
This exercise further reinforces the new vocabulary from the unit.

- 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.



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 2

Writing Workbook 2