

## Unit 1 Adding Words

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students if they know any word games, ask for volunteers to talk about where they can find information about words (Where would you look to find the meaning of a word? What resource can you use to find different words with the same meaning?).



### Before Reading

#### New Words

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

### Find It!

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

## Bonus Words

- Focus students to the related content at the bottom of page 30.
- If you need to “divide” something, you split it apart. To “combine” something, you add them together.



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

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

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

## Reading

### Reading: “Adding Words”

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

## Expansion

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

## After Reading

### Check It

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

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

### Expansion

Talk about forming new words.

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

**check it**

**4 Choose the best answers.**

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

2. \_\_\_\_\_ one word to play a word game!

a. Pick    b. Pair    c. Skateboard

3. We \_\_\_\_\_ the words to make a new word!

a. flower    b. join    c. write

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

1. You can never join two words.	True	False
2. Join the words moon and sun.	True	False
3. Join the words skate and board.	True	False
4. Join the words sun and flower.	True	False

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### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

another      light      player

1. First, each needs to pick one word.

2. The words moon and make moonlight.

3. Let's pick pair of words!

**Say & Write It**

Listen, write, and say.

skate  
skateboard

key  
keyboard

Can we join the words \_\_\_\_\_ and \_\_\_\_\_ board?

Yes. The two words can make a new word. It's \_\_\_\_\_

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### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 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 3



Writing Workbook 3

## Unit 2 A New Phone

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students whether they enjoy texting with their mom or friends, ask for volunteers to talk about when it’s better to text or call someone (Do you prefer texting or calling people? When is a good time to text? When is a good time to call?).

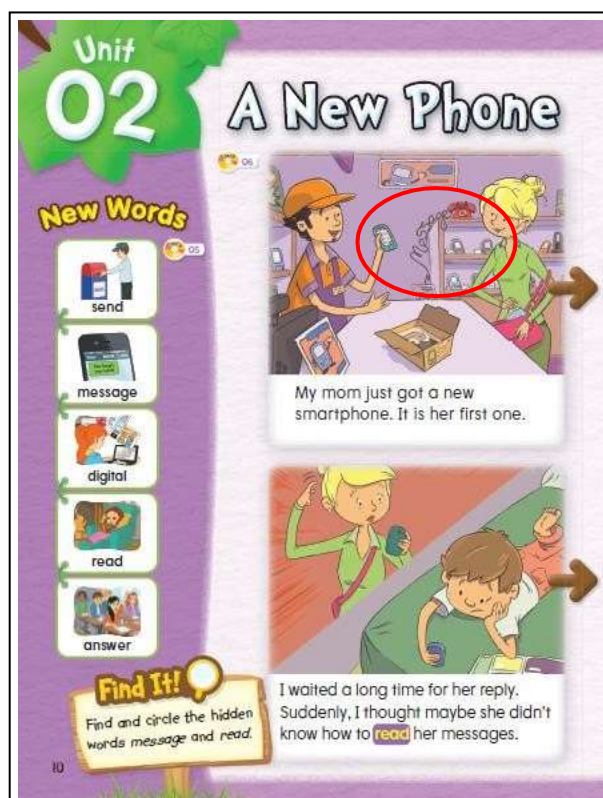
### Before Reading

#### New Words

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

### Find It!

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



### Bonus Words

- Focus students to the related content at the top of page 11.
- The best time to buy “goods” is when there is a “sale” going on.



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

### Reading

#### Reading: “A New Phone”

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

#### Expansion

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

## After Reading

### Check It

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

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

### Expansion




Talk about communicating with a phone.




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

### check it

**4 Choose the best answers.**


1. What is the reading about?  
 a. Dinner      b. Text messaging      c. Buying phones


2. My mom just got a(n) \_\_\_\_\_ smartphone.  
              
 a. message      b. new      c. excited


3. I \_\_\_\_\_ a long time for her reply.  
              
 a. waited      b. read      c. suddenly

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

digital      called      -smartphone-

1.  My mom got her first smartphone.

2.  She even \_\_\_\_\_ to tell me.

3.  "Welcome to the \_\_\_\_\_ age!" I wrote.

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Writing Race.”

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

**Learn It**

Write the correct words.

1. I sent my mom a message.  
called    sent

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

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

**Say & Write It**

Listen, write, and say. et:

message  
mom

call  
friends

Who do you like to \_\_\_\_\_?

I like to chat with my \_\_\_\_\_

### 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 3



Writing Workbook 3

## Unit 3 Four Seasons

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what fruits and vegetables they like to eat, ask for volunteers to talk about what they know about how plants grow (What does a plant need to grow tall? When is a good time to pick fruit or vegetables? How do people help plants grow?).

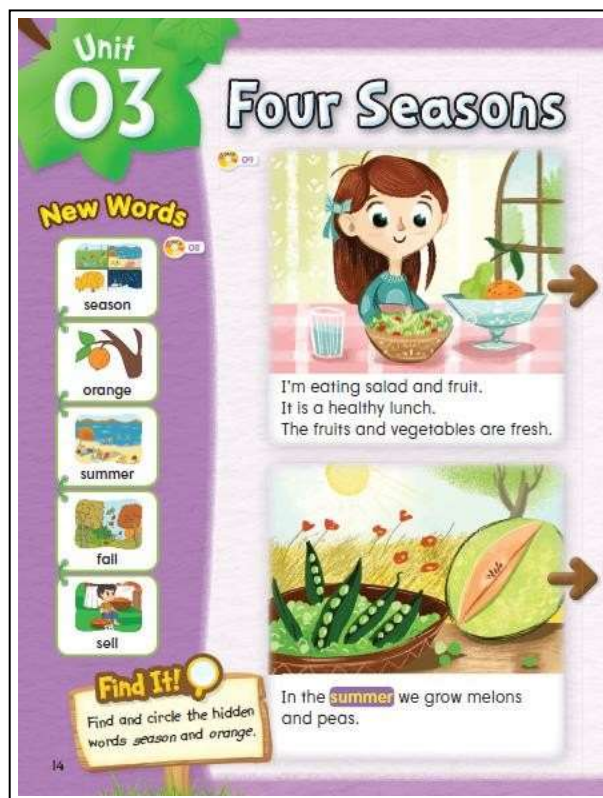
### Before Reading

#### New Words

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

#### Find It!

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

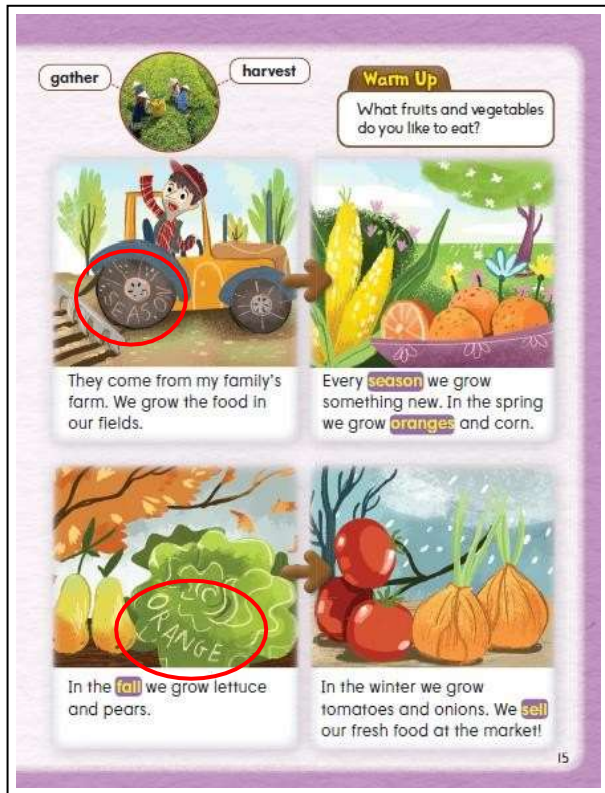


## Bonus Words

- Focus students to the related content at the top of page 15.
- During a “harvest,” farmers need to “gather” all the ripe fruits and vegetables.

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

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



## Reading

### Reading: “Four Seasons”

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

## Expansion

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

word.”

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

## After Reading

### Check It

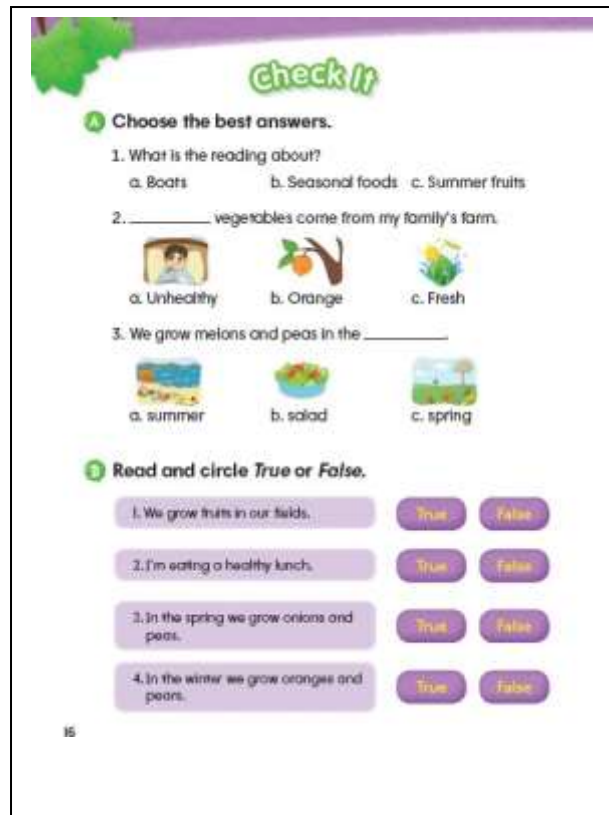
This exercise checks students' comprehension of the story and reinforces the new words.

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

### Expansion

Talk about fruits and vegetables.

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



**check it**

**A Choose the best answers.**

1. What is the reading about?  
a. Boats      b. Seasonal foods      c. Summer fruits

2. \_\_\_\_\_ vegetables come from my family's farm.

a. Unhealthy      b. Orange      c. Fresh

3. We grow melons and peas in the \_\_\_\_\_

a. summer      b. salad      c. spring

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

1. We grow fruits in our fields.      True      False

2. I'm eating a healthy lunch.      True      False

3. In the spring we grow onions and peas.      True      False

4. In the winter we grow oranges and pears.      True      False

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### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion


Play “Spelling Corners.”


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


**Learn It**

Write the correct words.

season      sell      fall


1. Every  \_\_\_\_\_ we grow something new.


2. In the  \_\_\_\_\_ we grow lettuce.


3. We  \_\_\_\_\_ our fresh food at the market!


**Say & Write It**

Listen, write, and say.

 corn  
spring

 lettuce  
fall

 In what season do you grow \_\_\_\_\_?

 We grow it in the \_\_\_\_\_.

### 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 3



Writing Workbook 3

## Unit 4 The Best Toy

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students when they think drones can help us, ask for volunteers to talk about what they know about radio controlled (RC) toys (How do the RC toys work? What different ways to use these kinds of toys?).

### Before Reading

#### New Words

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

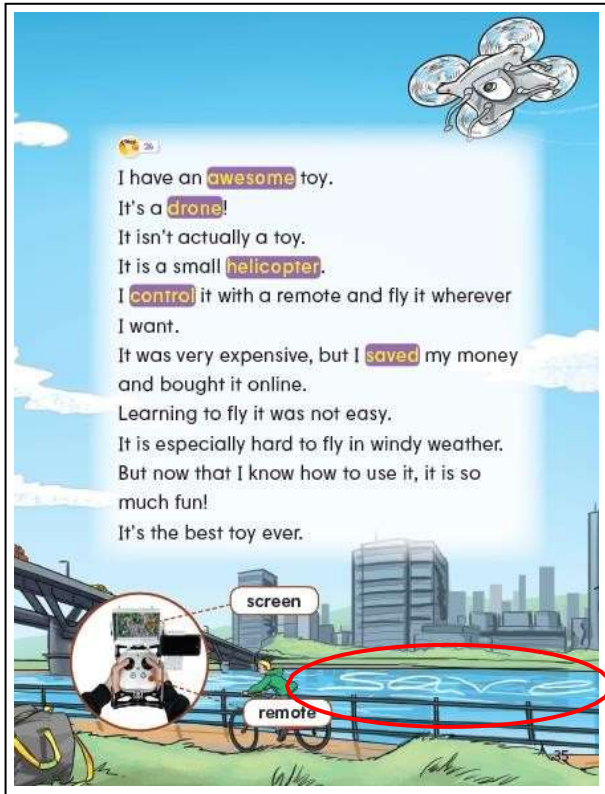
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 35.
- You can change what you see on a “screen” with a “remote.”



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

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

## Reading

### Reading: “The Best Toy”

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

## Expansion

- Read the passage aloud, stopping before the

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

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

## After Reading

### Check It


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

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

### Expansion




Talk about toys.




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



**4 Choose the best answers.**


1. What is the reading about?  
 a. The sky      b. A drone      c. A windy day


2. A drone is a(n) \_\_\_\_\_ helicopter.  
              
 a. want      b. small      c. easy


3. I fly my \_\_\_\_\_ wherever I want.  
              
 a. learn      b. money      c. drone

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

weather	remote	awesome
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1.  I have a(n) \_\_\_\_\_ toy.

2.  It is especially hard to fly in windy \_\_\_\_\_.

3.  Now I know how to use a(n) \_\_\_\_\_.

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### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Writing Race.”

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

**Learn It**

Write the correct words.

1. My toy is a small \_\_\_\_\_.  
 helicopter    rocket

2. I \_\_\_\_\_ my drone with a remote.  
 control    know

3. I \_\_\_\_\_ my money and bought it online.  
 learned    saved

**Say & Write It**

Listen, write, and say.

1. drone  
 small

What kind of \_\_\_\_\_ do you want to buy?

2. train set  
 simple

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

### 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



## Unit 5 At the Market

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what they usually buy at the market, ask for volunteers to talk about what things they do to help their parents (What things do your parents ask you to help with? How often do you help your parents?).

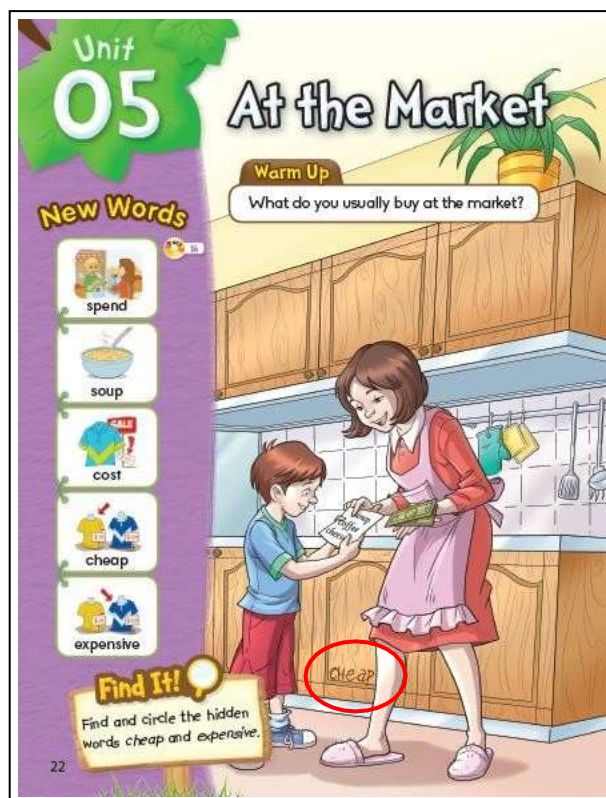
### Before Reading

#### New Words

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

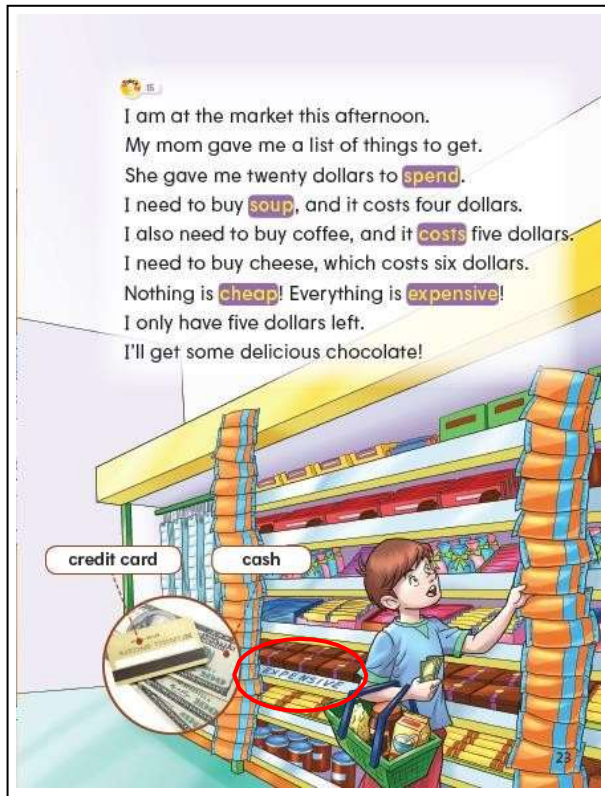
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 23.
- People can pay for things with a “credit card” or with “cash.”



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

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

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

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

## Reading

### Reading: “At the Market”

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

## Expansion

- Read the passage aloud, stopping before the

## After Reading

### Check It

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

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

### Expansion

Talk about shopping.

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

**check it**

**4 Choose the best answers.**

1. What is the reading about?  
a. Shoe shopping   b. The sea   c. Food shopping

2. My mom gave me twenty \_\_\_\_\_ to spend.  
a. cheap   b. chocolate   c. dollars

3. I need to buy \_\_\_\_\_ which costs six dollars.  
a. coffee   b. cheese   c. spend

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

I only have five dollars left.

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

I also bought cheese.

I bought soup and coffee.

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### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion




Play “Writing Race.”

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

Learn It



Write the correct words.


expensive
costs
soup

1. I need to buy  \_\_\_\_\_, and it costs four dollars.
2. Coffee  \_\_\_\_\_ five dollars.
3. Everything is  \_\_\_\_\_.


Say & Write It

Listen, write, and say. 🗣️

- 1  market  
coffee
- 2  stone  
eggs



What are you buying  
at the \_\_\_\_\_  
today?



I need to buy cheese,  
\_\_\_\_\_, and  
apples.

25

### Say & Write It

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

### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

## Unit 6 Thanks to Champ

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what sports or games they play, ask for volunteers to talk about who they play games with (What games do you play with your friends? What games do you play with your family?).

### Before Reading

#### New Words

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

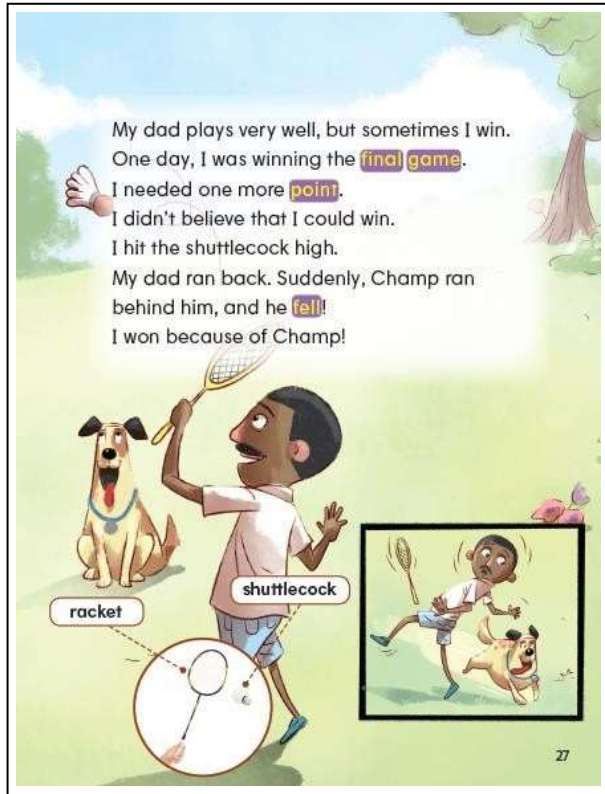
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 27.
- To play badminton, you hit a “shuttlecock” with your “racket.”



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

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

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

## Reading

### Reading: “Thanks to Champ”

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

## Expansion

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

## After Reading

### Check It


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

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

### Expansion




Talk about friendship.




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



**4 Choose the best answers.**


1. What is the reading about?  
 a. Swimming      b. A park      c. A badminton game


2. I usually play badminton with my \_\_\_\_\_.  
 a. park       b. dad       c. run


3. Champ ran behind my dad, and he \_\_\_\_\_.  
 a. final       b. fell       c. played

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

won      believe      court

1.  We play on the \_\_\_\_\_ at the park.

2.  I didn't \_\_\_\_\_ that I could win.

3.  I \_\_\_\_\_ because of Champ!

28

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

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

**Learn It**

Write the correct words.

1. My favorite sport is \_\_\_\_\_  
badminton park

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

3. I needed one more \_\_\_\_\_  
point believe

**Say & Write It**

Listen, write, and say.

badminton court  
soccer park

Where can we play \_\_\_\_\_?

There is a \_\_\_\_\_ near the school.

### 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.

Describe the picture	Write the name of the object	Write the number
My favourite colour is _____		1
One of my favourite fruits is _____		2
I also like to eat _____		3
I usually drink _____		4
I don't like to eat _____		5
I like to wear _____		6
I usually go to school by _____		7
The village is very _____		8

## Vocabulary Workbook 3

## Unit 06 Thanks to Chainp

**Complete the crossword.**




**Choose the correct sentences.**

1.  This is a soccer player.  
 It's a basketball player.

2.  He was playing the board game.  
 He was playing the video game.

**Write and match.**

1. We play on the \_\_\_\_\_ the park. 

2. My \_\_\_\_\_ is \_\_\_\_\_ 

3. I want to be a \_\_\_\_\_ 

**Listen and write.**

My favorite sport is                     . I usually play every day on the south of the park. Our dog, Chainp, always watches as I do. He always sits beside                     . I'm Chainp. I love when the                      games. I would never give up. I don't know that I could win. I'd like to be a                     . I'll read my words suddenly. Chainp can't believe it, and he                     . I love Chainp at Chainp.

## Writing Workbook 3

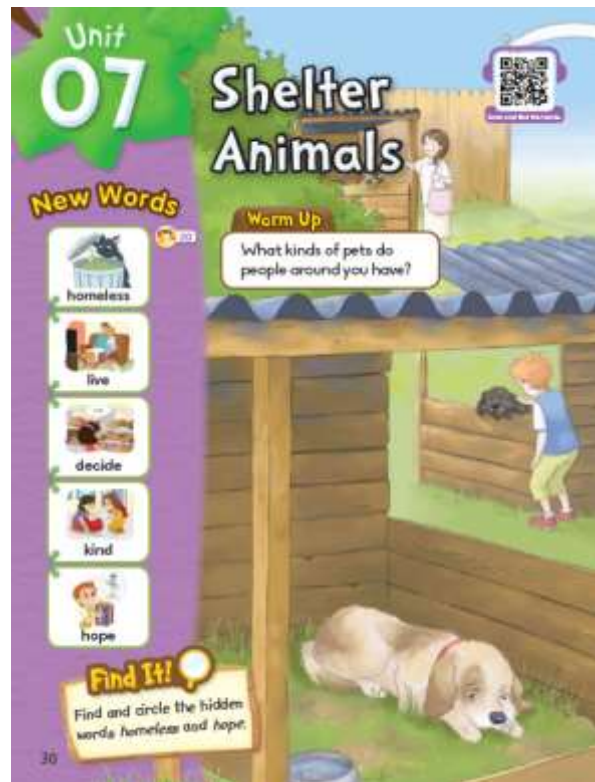
## Unit 7 Shelter Animals

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what kind of pets the people around them have, ask for volunteers to talk about what they know about taking care of pets (What kind of food do pets need? What kinds of bed do pets need? How can you show you care for a pet?).



### Before Reading

#### New Words

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

#### Find It!

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

## Bonus Words

- Focus students to the related content at the top of page 7.
- Most pets are “furry” and soft. You can “pat” your pet’s head to show it affection.



• Possible Extension: Ask students to talk about animals or other objects that are “furry.” Ask students what other words mean “pat.”

• Possible Extension: Ask students to make their own sentences using “furry” and “pat.”

## Reading

### Reading: “Shelter Animals”

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

## Expansion

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

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

## After Reading

### Check It

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

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

### Expansion

Talk about pets.

- Remind students of the warm-up discussion about what pets the people around them have.
- Ask students to think about why some pets might be better than others (should only be a few minutes at most) and write down some reasons they think this is true.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the pets that students think are better and their reasons.

**check it**

**4 Choose the best answers.**

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

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

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

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

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

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

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

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

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

hope      homeless      live

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

2. Some sick animals also live here.

3. Some animals have again!

**Say & Write It**

Listen, write, and say. 🗣️

pet store      animal shelter

farm      animal hospital

Did you get your pet from the pet store?

No, I got him from an animal shelter.

### 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 3



Writing Workbook 3

## Unit 8 Different Greetings

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students how they greet someone they know, ask for volunteers to talk about different ways to communicate with others (How can you say “hello” without speaking? How do you know if someone is sad or upset?).

### Before Reading

#### New Words

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

### Find It!

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



### Bonus Words

- Focus students to the related content at the bottom of page 18.
- It is more formal to “shake hands” with someone. Sometimes, people might “kiss” each other as an informal greeting.



word.”

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

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

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

### Reading

#### Reading: “Different Greetings”

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

### Expansion

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

## After Reading

### Check It


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

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

### Expansion




Talk about communication.




- Remind students of the warm-up discussion about how they greet someone.
- Ask students to think about how people communicate without speaking (should only be a few minutes at most) and write down some reasons why people might need or want to communicate without speaking.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students come up with about why people use other forms of communication to express themselves.



**4 Choose the best answers.**


1. What is the reading about?  
a. Chopsticks    b. Friendly people    c. Ways to greet


2. Some people bow when they \_\_\_\_\_.  
 a. cheek    
  b. meet    
  c. smile


3. In Europe, people smile and \_\_\_\_\_.  
 a. prefer    
  b. everyone    
  c. wave

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

kiss	country	bow
------	---------	-----

1.  To old people, they \_\_\_\_\_ more deeply.

2.  In Italy, some people \_\_\_\_\_ on the cheek.

3.  How do people say hello in your \_\_\_\_\_?

20

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

1. Different places have different \_\_\_\_\_  
greetings    prefers
2. Some people don't say hello to \_\_\_\_\_  
strangers    countries
3. In Europe, bowing isn't \_\_\_\_\_  
friendly    normal

**Say & Write It**

Listen, write, and say. 🎧

greet  
shake hands

What should I do when I \_\_\_\_\_ older people?

meet  
bow

In my country, you should \_\_\_\_\_

### 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.

Definition in English	Image	Word in English
Colored glass bowl filled with _____		fruit
to send a text message, people communicate		communicate
usually caught and served in _____		fish
to make, having fun _____		play
something caught in a net _____		net
something caught _____		net
to be, to be _____		be
My good friend lives in the _____		house

## Vocabulary Workbook 3

## 08 Different greetings

**Complete the crossword.**

**Choose the correct sentences.**

☐ a. They like on the cloud.

☐ b. They like on the ship.

☐ c. He is careful of strongest.

☐ d. He is careful of dog!

☐ e. They like on the cloud.

☐ f. They like on the ship.

☐ g. He is careful of strongest.

☐ h. He is careful of dog!

**Write word matches.**

Some \_\_\_\_\_ like \_\_\_\_\_ when they travel.

In Europe, \_\_\_\_\_ don't \_\_\_\_\_.

In \_\_\_\_\_, people like to \_\_\_\_\_.

**Listen and write.**

1. Different places have different \_\_\_\_\_.

2. In some \_\_\_\_\_ countries, people \_\_\_\_\_ they \_\_\_\_\_.

3. In \_\_\_\_\_ people like to \_\_\_\_\_.

4. Usually, people don't \_\_\_\_\_ to strangers, but they are friendly to people they know (in Europe, for example).

5. \_\_\_\_\_, sometimes, people like to \_\_\_\_\_.

6. They \_\_\_\_\_ to \_\_\_\_\_, people like to \_\_\_\_\_.

7. They may use \_\_\_\_\_ to \_\_\_\_\_ people they don't know. \_\_\_\_\_.

8. Use the example as a model for your answer!

## Writing Workbook 3

## Unit 9 A Famous Tree

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students if there is anything in their town or city that is very old, ask for volunteers to talk about why very old things are important (Why would we want to protect very old things? What can we learn from them? Why are might we need to protect them?).



### Before Reading

#### New Words

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

### Find It!

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

## Bonus Words

- Focus students to the related content at the bottom of page 66.
- The “truck” of a tree is the part that grows up from the ground. A “branch” of a tree is like an arm and grows leaves to help the tree get sunlight.



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

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

## Reading

### Reading: “A Famous Tree”

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

## Expansion

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

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

## After Reading

### Check It

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

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

### Expansion

Talk about protecting very old things.


- Remind students of the warm-up discussion about what very old things are in their city or town.
- Ask students to think about different ways very old things are protected (should only be a few minutes at most) and write down some reasons why those strategies work.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the reasons students give for why the different strategies for protecting very old things work.

check it


**4 Choose the best answers.**

1. What is the reading about?  
a. A famous tree    b. A famous town    c. Apples


2. Some people wanted to build a(n) \_\_\_\_\_ on the land.



a. park




b. ago




c. hospital


3. Some people \_\_\_\_\_ the oak tree to a park.



a. moved



b. angry



c. lived

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

So they moved the oak tree to a park.

But some people wanted to cut it down.

The people in the town wanted to keep the tree.

Long ago, the oak tree lived in a field.

68

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

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

**Learn It**

Write the correct words.

cut      wonderful      keep

1. Some people wanted to \_\_\_\_\_ down the tree.

2. Some people wanted to \_\_\_\_\_ the tree.

3. The oak tree is a symbol of our \_\_\_\_\_ town.

**Say & Write It**

Listen, write, and say.

town  
tree

school  
dove

What is the symbol of your \_\_\_\_\_?

It is a \_\_\_\_\_.

### 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 3



Writing Workbook 3

## Unit 10 Paintings vs. Doodles

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what their favorite kind of art to make is, ask for volunteers to talk about where they can go to see art (What type of art can be found in museums? What kind of art do you have in your home?).

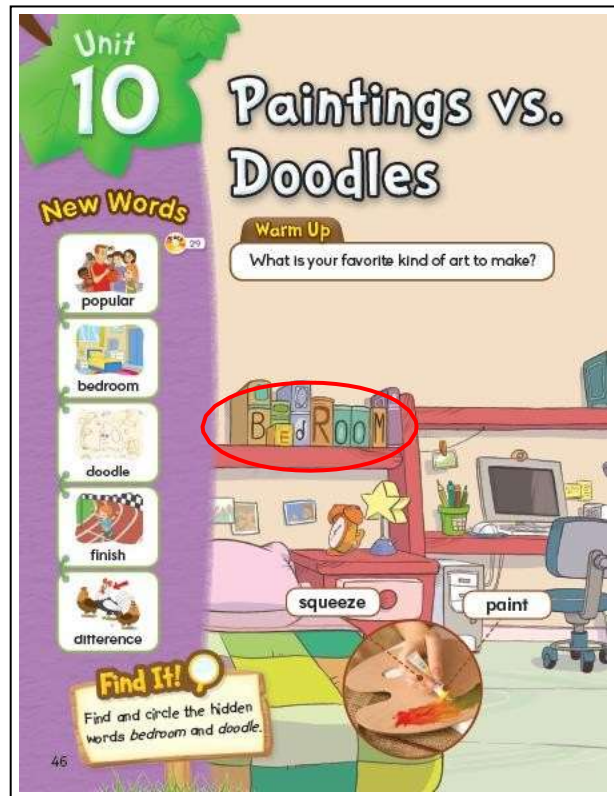
### Before Reading

#### New Words

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

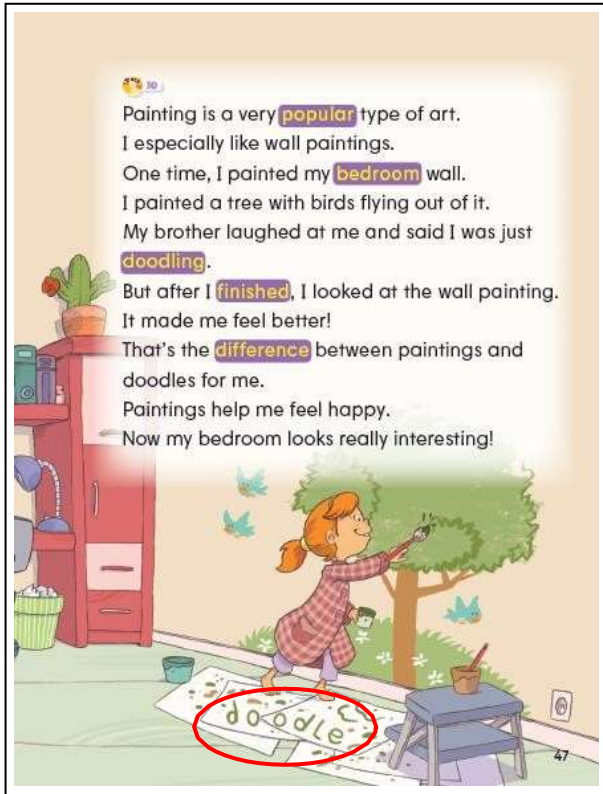
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 46.
- You can “squeeze” different colors of “paint” onto a pallet to use them easier.
  - Possible Extension: Ask students to talk about what they know about different kinds of “paint.”
  - Possible Extension: Ask students to make their own sentences using “squeeze” and “paint.”



## Reading

### Reading: “Paintings vs. Doodles”

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

## Expansion

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

## After Reading

### Check It


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

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

### Expansion




Talk about art.




- Remind students of the warm-up discussion about what their favorite kind of art to make.
- Ask students to think about why some styles of art are more popular than others (should only be a few minutes at most) and write down some reasons they think this is true.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students come up with about why different styles of art are more or less popular.



**4 Choose the best answers.**


1. What is the reading about?  
 a. A baby sister    b. Painting    c. An art teacher


2. I especially like \_\_\_\_\_ paintings.  
          
 a. bedroom    b. doodle    c. wall


3. After I \_\_\_\_\_, it made me feel better!  
          
 a. finished    b. looked    c. painting

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

laughed    popular    Now

1.  Painting is a very \_\_\_\_\_ type of art.

2.  My brother \_\_\_\_\_ at me.

3.  \_\_\_\_\_ my bedroom looks really interesting!

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

1. One time, I painted my \_\_\_\_\_ wall.  
tree bedroom

2. My brother said I was just \_\_\_\_\_.  
hating doodling

3. That's the \_\_\_\_\_ between the two.  
difference people

**Say & Write It**

Listen, write, and say.

art paint  
sports swim

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

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

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 31. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 43 again, having students repeat each sentence.

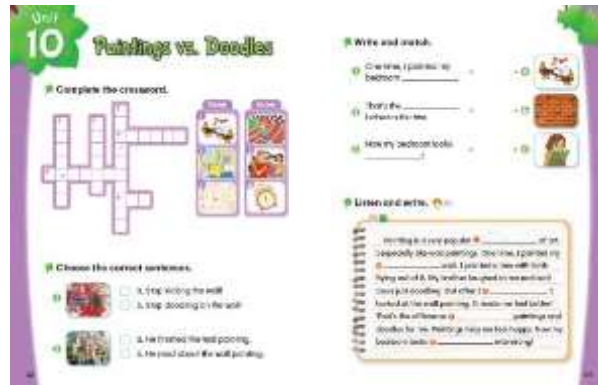
### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

## Unit 11 Cooking Class

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 50-51. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the "Warm Up" prompt question. Read the question aloud.
- Before asking students if they prefer to cook or buy their food, ask for volunteers to talk about what they know about cooking (How often do you cook or bake food? Who do you cook or bake with?).

### Before Reading

#### New Words

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

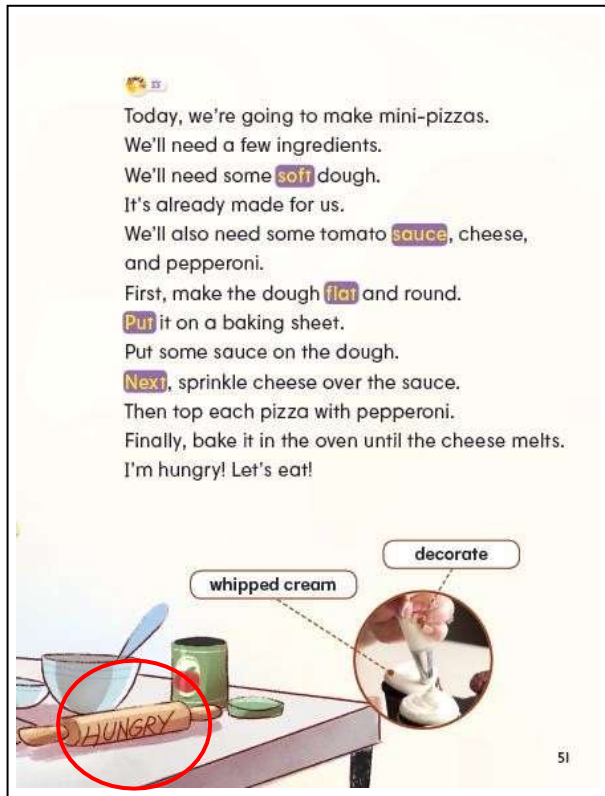
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 51.
- “Whipped cream” can be used to “decorate” things like cupcakes or cakes.
  - Possible Extension: Ask students to talk about what they like to put “whipped cream” on. Ask students to talk about how they like to “decorate” cookies.
  - Possible Extension: Ask students to make their own sentences using “whipped cream” and “decorate.”



## Reading

### Reading: “Cooking Class”

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

## Expansion

- Read the passage aloud, stopping before the

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

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

## After Reading

### Check It


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

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

### Expansion

Talk about cooking and baking.


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





**4 Choose the best answers.**

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


2. We are going to \_\_\_\_\_ mini-pizzas.


  
 a. next


  
 b. bake

  
 c. melt

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

  
 a. flat

  
 b. also

  
 c. some

**5 Write numbers to put the recipe in order.**

Then top each pizza with pepperoni.

Next, sprinkle cheese over the sauce.

Finally, bake in the oven until the cheese melts.

First, make the dough flat and round.

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion




Play “Writing Race.”

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


Learn It


Write the correct words.

soft
sauce
Put


1. We'll need some  \_\_\_\_\_ dough.
2.  \_\_\_\_\_ the dough on a baking sheet.
3. Put some  \_\_\_\_\_ on the dough.


Listen, write, and say. 




bake
pizza



drink
juice



What do you want to \_\_\_\_\_?



How about some \_\_\_\_\_?

53

### Say & Write It

- This exercise provides listening and speaking practice with the new words and sentence pattern.
- Have students look at the words and pictures. Explain that they will listen and write the words in each blank.
- Play Track 53. After each sentence, pause to allow students to repeat the sentence and write the correct words in the blank.
- Check the answers as a class.
- Instruct students to close their books. Play Track 53 again, having students repeat each sentence.

### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

## Unit 12 The Mega 5000

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students how often they use a computer, ask for volunteers to talk about how helpful the Internet is (What information can you find online? What websites are good for news?).

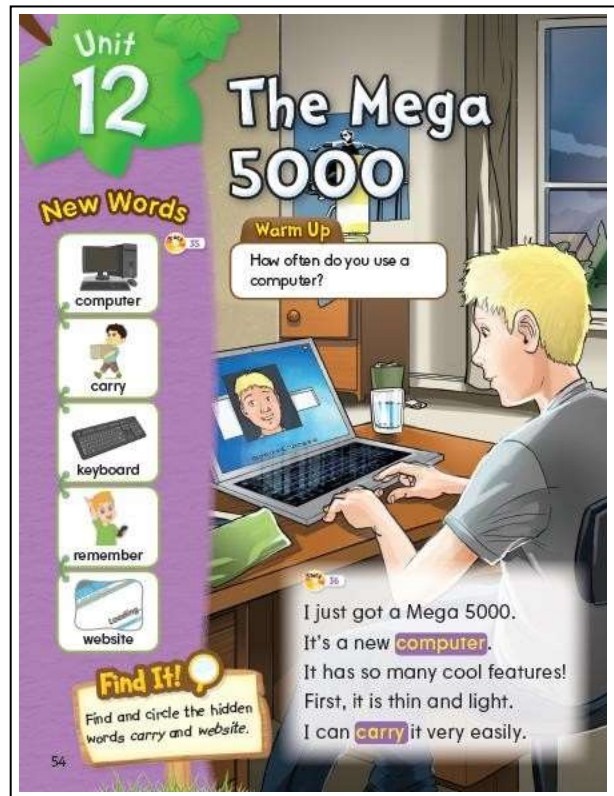
### Before Reading

#### New Words

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

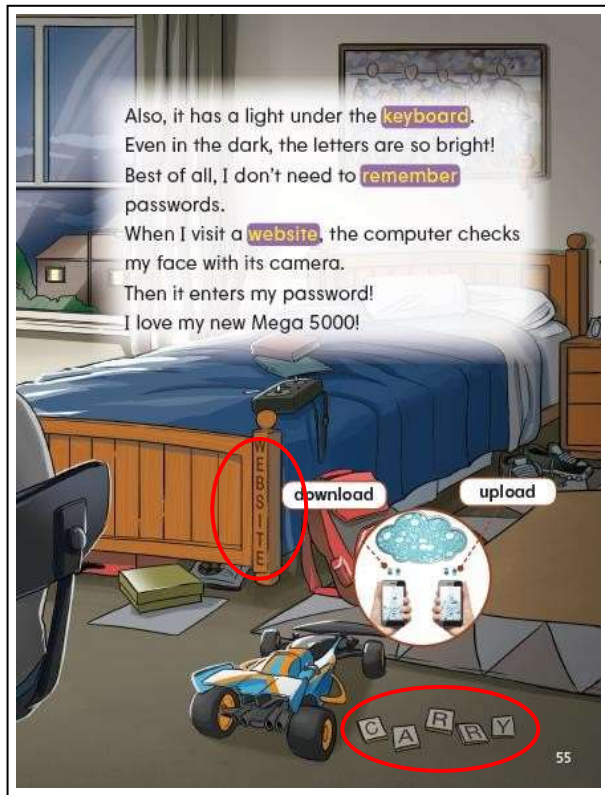
### Find It!

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



## Bonus Words

- Focus students to the related content at the bottom of page 55.
- You can “download” information from the Internet onto a personal device. You can “upload” things like photos to a social media site.



word.”

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

- Possible Extension: Ask students to talk about what sorts of files or documents they might “download” or “upload” online.

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

## Reading

### Reading: “The Mega 5000”

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

## Expansion

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

## After Reading

### Check It


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

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

### Expansion







Talk about the Internet.

- Remind students of the warm-up discussion about how often they use a computer.
- Ask students to think about the best or most popular websites that they know of (should only be a few minutes at most) and write down some reasons why these sites are so good.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the websites students mention and why they are so well received.






## check it!

**4 Choose the best answers.**

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

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

dark      love      many

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

56

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Corners.”

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

**Learn It**

Write the correct words.

1. My new \_\_\_\_\_ is thin and light.  
computer    password

2. It has a light under the \_\_\_\_\_.  
website    keyboard

3. I don't need to \_\_\_\_\_ passwords.  
remember    visit

**Say & Write It**

Listen, write, and say.

computer: electronics store  
camera: department store

Where did you buy that?

I got it at the \_\_\_\_\_

57

### Say & Write It

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

### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

## Unit 13 My Future Job

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what kind of machine they would invent, ask for volunteers to talk about what makes machines helpful (What things can machines do better than people? What are some machines that you have in your home?).

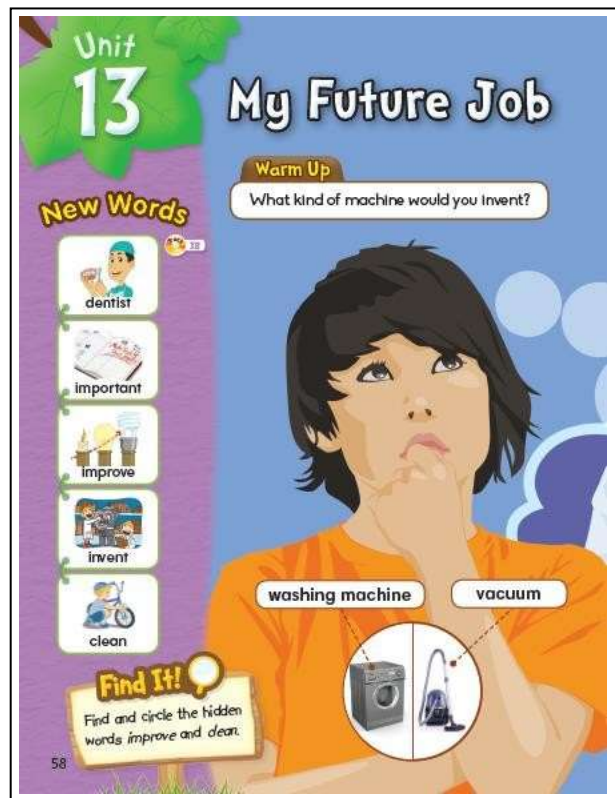
### Before Reading

#### New Words

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

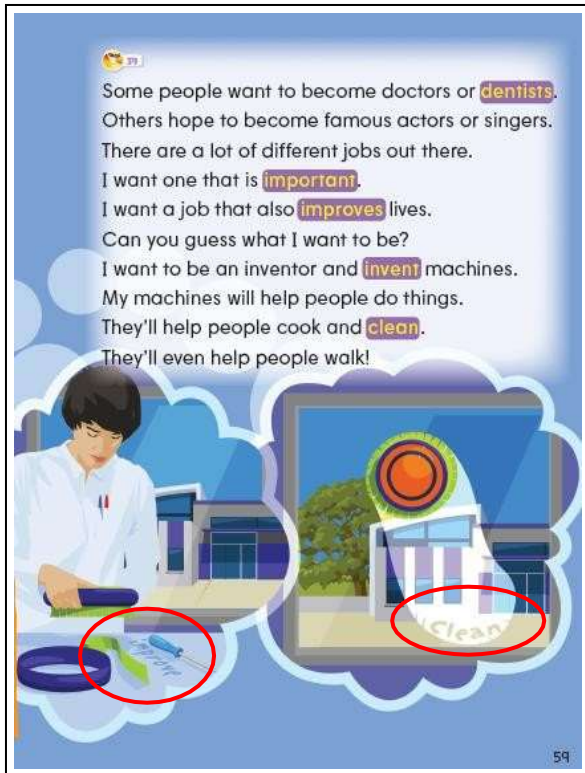
### Find It!

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



### Bonus Words

- Focus students to the related content at the bottom of page 58.
- People use “washing machines” and “vacuums” to keep their clothes and floors clean.
  - Possible Extension: Ask students to talk about how a “washing machine” works. Ask students to talk about how a “vacuum” works.
  - Possible Extension: Ask students to make their own sentences using “washing machine” and “vacuum.”



“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.

### Reading

#### Reading: “My Future Job”

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

### Expansion

- Read the passage aloud, stopping before the

## After Reading

### Check It

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

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

### Expansion




Talk about the future.




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

**check it**

**4 Choose the best answers.**

1. What is the reading about?  
 a. A doctor      b. My dream      c. Camping

2. There are a lot of \_\_\_\_\_ jobs out there.  
              
 a. near      b. different      c. doctor

3. My \_\_\_\_\_ will help people do things.  
              
 a. important      b. dentists      c. machines

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

1. No one wants to be a doctor.      **True**      **False**

2. Some people hope to become famous actors.      **True**      **False**

3. I want to be a singer.      **True**      **False**

4. I want to be an inventor.      **True**      **False**

60

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

improves      clean      invent

1. I want a job that also lives.

2. I want to machines.

3. They'll help people cook and .

**Say & Write It**

Listen, write, and say. 🎧

inventor: work

artist: practice

How can I become an \_\_\_\_\_ one day?

You need to \_\_\_\_\_ really hard every day.

### 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 3



Writing Workbook 3

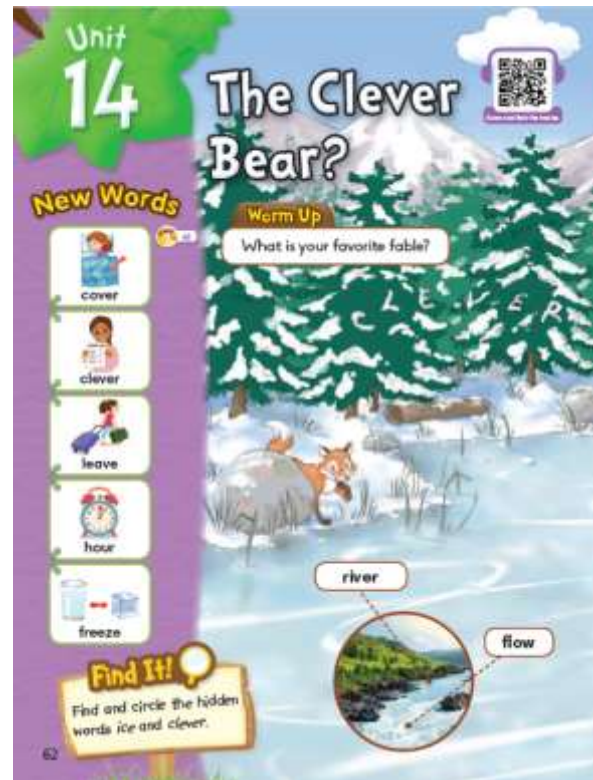
## Unit 14 The Clever Bear?

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what their favorite fable is, ask for volunteers to talk about what they know about fables (What kind of characters are in fables? What sorts of messages do fables have?).



### Before Reading

#### New Words

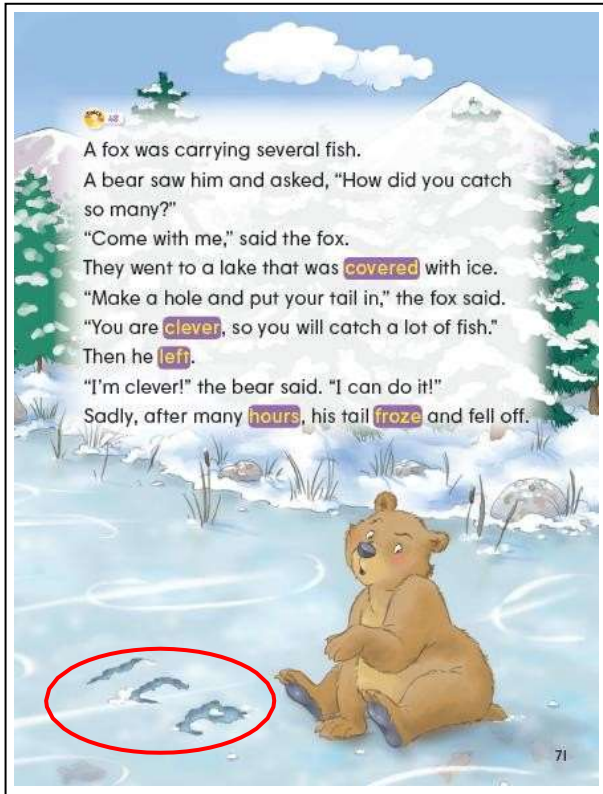
- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 47 and have students repeat. Practice the words a few more times,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

### Find It!

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

### Bonus Words

- Focus students to the related content at the bottom of page 70.
- When water freezes, it turns to “ice.” Someone who is “clever” is believed to be very smart.



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

### Reading

#### Reading: “The Clever Bear?”

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

### Expansion

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

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

## After Reading

### Check It


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

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

### Expansion




Talk about stories.




- Remind students of the warm-up discussion about fables.
- Ask students to think about other types of stories like folk tales and fairy tales (should only be a few minutes at most) and write down some basic differences between them and fables.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different ideas students come up with regarding the differences between fables, folk tales, and fairytales.



**4 Choose the best answers.**


1. What is the reading about?  
 a. Forest      b. A smart lion      c. A foolish bear


2. A fox was carrying several \_\_\_\_\_.  
              
 a. clever      b. fish      c. bears


3. The fox told the bear what to do and \_\_\_\_\_.  
              
 a. hour      b. left      c. froze

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

catch
tail
Come

1.  "How did you \_\_\_\_\_ so many?" a bear asked.

2.  "\_\_\_\_\_ with me," said the fox.

3.  "Put your \_\_\_\_\_ in," the fox said.

72

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Spelling Bingo.”

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

**Learn It**

Write the correct words.

- The lake was \_\_\_\_\_ with ice.  
 was  covered
- "I'm \_\_\_\_\_" the bear said.  
 foolish  clever
- The bear's tail \_\_\_\_\_ and fell off.  
 froze  left

**Say & Write It**

Listen, write, and say.

tables  
animals

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

airy tales  
nature

Yes, especially ones about \_\_\_\_\_

73

### Say & Write It

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

### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

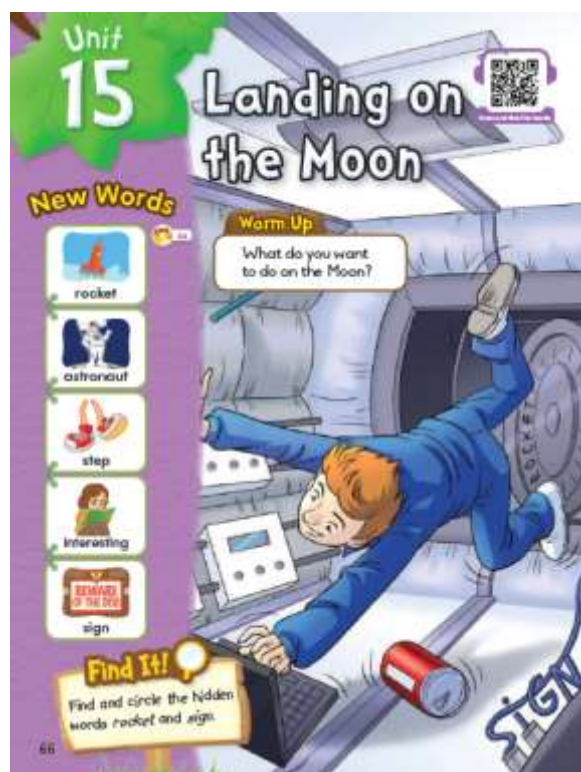
## Unit 15 Landing on the Moon

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students what they want to do on the moon, ask for volunteers to talk about what they know about space exploration (How do scientists learn about different planets? When do you think people will be able to live on other planets? Why are we so curious about space?).



### Before Reading

#### New Words

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

#### Find It!

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

### Bonus Words

- Focus students to the related content at the bottom of page 43.
- The “surface” of the moon is “uneven” and bumpy.



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

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

### Reading

#### Reading: “Landing on the Moon”

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

### Expansion

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

## After Reading

### Check It

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

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

### Expansion




Talk about space.




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

check it

**4 Choose the best answers.**

1. What is the reading about?  
a. Earth      b. A fork      c. Three astronauts

2. Armstrong was the first \_\_\_\_\_ to step on the Moon.  
          
a. astronaut      b. journey      c. follow

3. The astronauts put a \_\_\_\_\_ on it.  
          
a. step      b. moon      c. flag

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

Two astronauts walked around the Moon.

All three men made a safe journey back to Earth.

They picked up bits of dirt and rock.

Three astronauts were on a journey to the Moon.

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion


Play “Spelling Corners.”


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


**Learn It**

Write the correct words.

sign      rocket      interesting



1. In 1969, a(n)  \_\_\_\_\_ blasted off from Earth.



2. The Moon was very  \_\_\_\_\_.

3. The astronauts left a(n)  \_\_\_\_\_ on the Moon.

**Say & Write It**

Listen, write, and say.

 rocket  
 astronaut

 plane  
 pilot

Who was on the \_\_\_\_\_?

Three \_\_\_\_\_ were on it.

45

### Say & Write It

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

### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3

## Unit 16 The Floating Magnet

### Objectives

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

### Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Warm Up” prompt question. Read the question aloud.
- Before asking students if they have ever done an experiment using magnets, ask for volunteers to talk about what they know about magnets (What are magnets mostly used for? What is needed for a magnet to work?).

### Before Reading

#### New Words

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

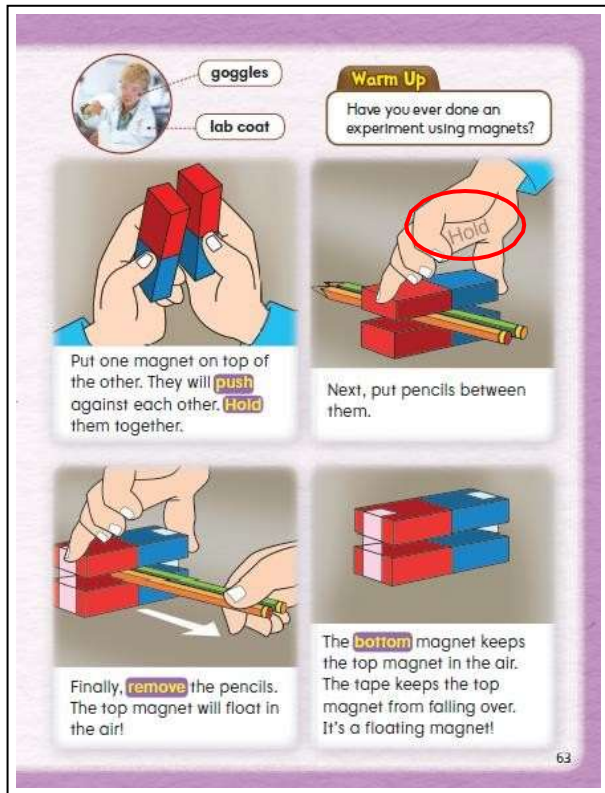
#### Find It!

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



## Bonus Words

- Focus students to the related content at the top of page 63.
- It is good practice to wear both a “lab coat” and “goggles” while working in a science lab.



• Possible Extension: Ask students to talk about why “goggles” are necessary. Ask student to talk about why a “lab coat” is important.

• Possible Extension: Ask students to make their own sentences using “goggles” and “lab coat.”

## Reading

### Reading: “The Floating Magnet”

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

## Expansion

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

word.”

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

## After Reading

### Check It


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

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







### Expansion

Talk about magnets.

- Remind students of the warm-up discussion about experiments using magnets.
- Ask students to think about why conducting experiments is important (should only be a few minutes at most) and write down their reasons why experiments are important.
- Then, ask students to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the different reasons students feel conducting science experiments is important.






**4 Choose the best answers.**

- What is the reading about?  
a. Reading stories   b. A magnet   c. An experiment
- Put one \_\_\_\_\_ on top of the other.  
   
    
   
 a. experiment   b. magnet   c. push
- The \_\_\_\_\_ magnet keeps the top magnet in the air.  
   
    
   
 a. bottom   b. between   c. normal

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

tape	remove	strong
------	--------	--------

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

64

### Learn It

This exercise further reinforces the new vocabulary from the unit.

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

### Expansion

Play “Writing Race.”

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

**Learn It**

Write the correct words.

1. Two magnets will \_\_\_\_\_ against each other.  
 push      put

2. \_\_\_\_\_ the magnets together.  
 Hold      Remove

3. It's a floating \_\_\_\_\_.  
 magnet      top

**Say & Write It**

Listen, write, and say.

experiment  
 valcise

presentation  
 butterfly

What did you do for your science?

I made a model of a \_\_\_\_\_

65

### Say & Write It

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

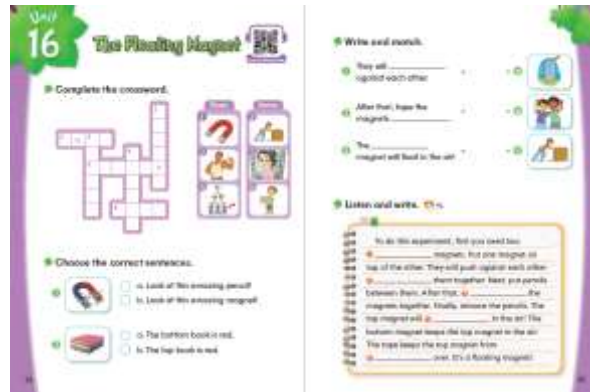
### Expansion

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

## Homework



Vocabulary Workbook 3



Writing Workbook 3