

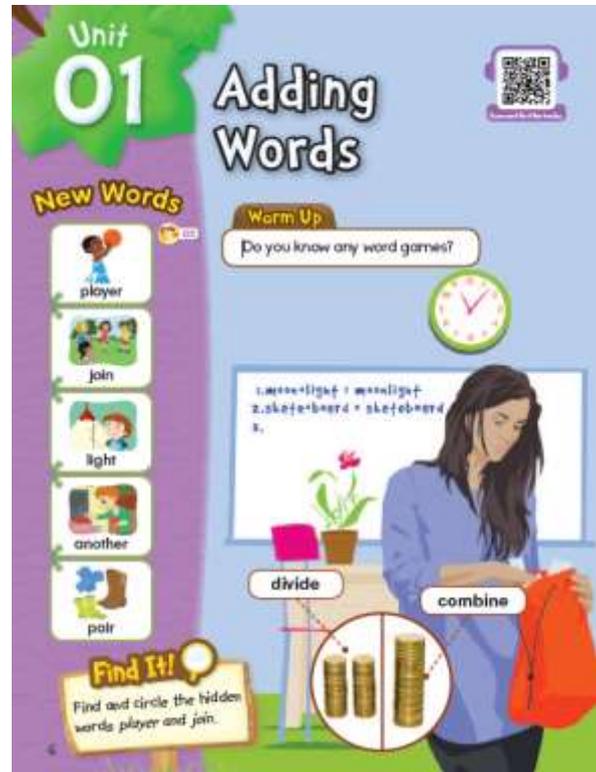
Unit 1 Adding Words

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.	<input type="radio"/> True	<input type="radio"/> False
2. Join the words moon and sun.	<input type="radio"/> True	<input type="radio"/> False
3. Join the words skate and board.	<input type="radio"/> True	<input type="radio"/> False
4. Join the words sun and flower.	<input type="radio"/> True	<input type="radio"/> False

32

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play "Spelling Bingo."

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

Learn It

Write the correct words.

another
light
player

1. First, each  _____ needs to pick one word.
2. The words *moon* and  _____ make *moonlight*.
3. Let's pick  _____ pair of words!

Say & Write It

Listen, write, and say. 🎧



skate
skateboard



key
keyboard

Can we join the words _____ and _____ board?

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

33

Say & Write It

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

Expansion

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

Homework



Vocabulary Workbook 3

Unit 01 Adding Words

A Find and circle the words.

B Choose the correct sentences.

1. The two small islands joined on the bank.
 The players are joining on the bank.

2. They are joining their family together.
 They are joining their friends together.

C Write the words in the correct order.

1. **1** two small / islands / joined / on the bank

2. **2** two small / islands / joined / on the bank

3. **3** two small / islands / joined / on the bank

D Listen and write.

Let's play a word game together! This week we will use the words **join** and **combine**.
 The first word is **join**. The second word is **combine**. Together, the two words make **combine**. The word **combine** means to join two things together.
 Let's play a word game together! This week we will use the words **join** and **combine**.
 The first word is **join**. The second word is **combine**. Together, the two words make **combine**. The word **combine** means to join two things together.

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?).

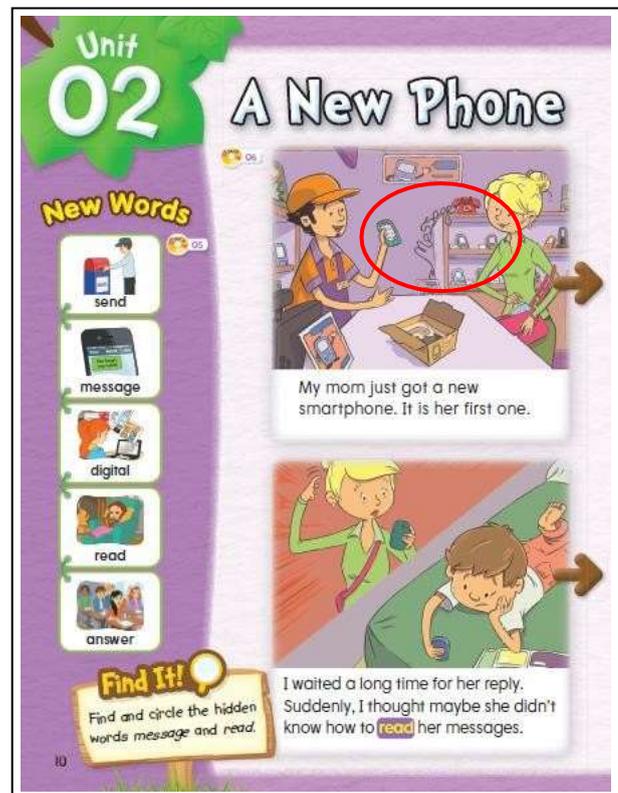
Before Reading

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.

12

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Writing Race.”

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

Learn It

Write the correct words.

1. I sent my mom a message.
called sent

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

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

Say & Write It

Listen, write, and say. 🗣️ et:

message
man

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?).

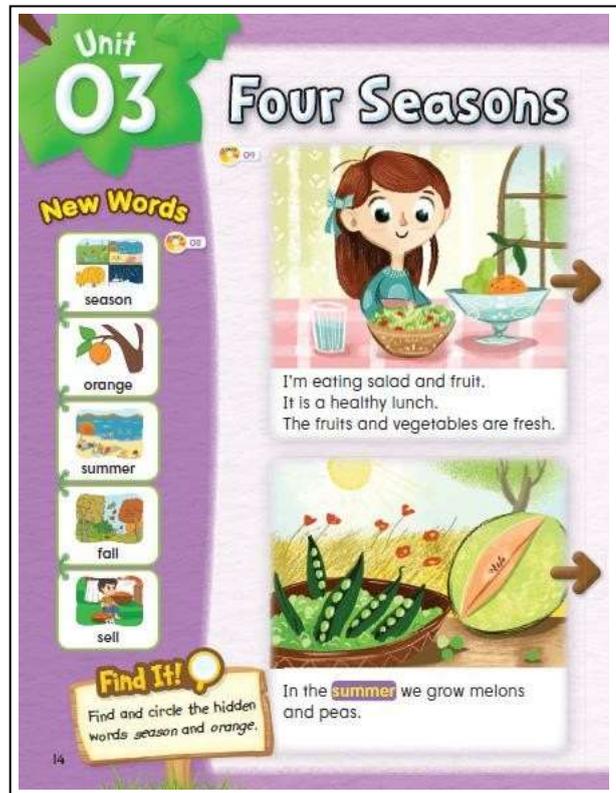
Before Reading

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

16

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Spelling Corners.”

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

Learn It

Write the correct words.

season sell fall

1. Every  _____ we grow something new.

2. In the  _____ we grow lettuce.

3. We  _____ our fresh food at the market.

Say & Write It

Listen, write, and say.  

 corn
spring

 lettuce
fall

 In what season do you grow _____?

 We grow it in the _____.

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.

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?).

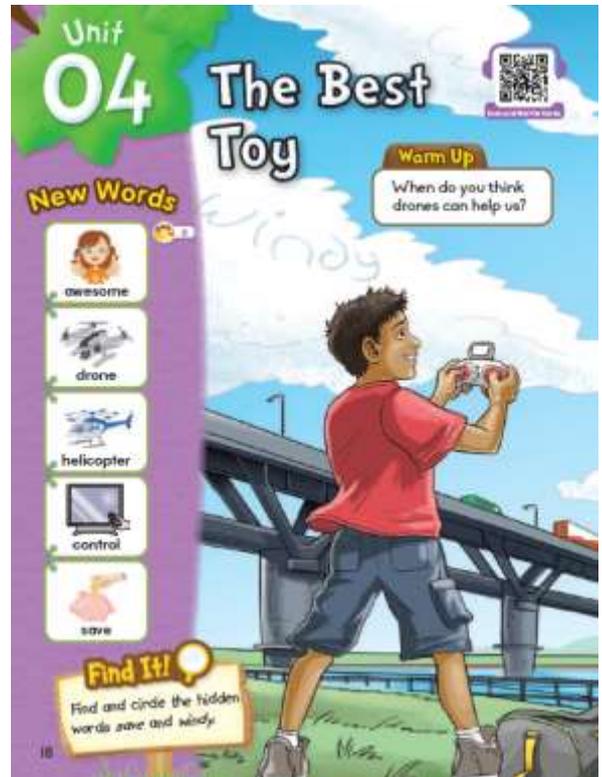
Before Reading

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.

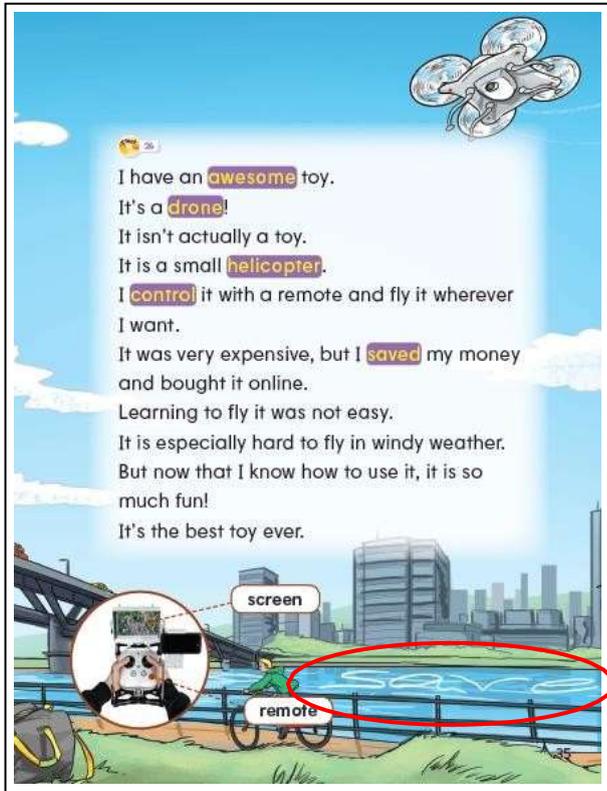
Find It!

- 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
---------	--------	---------

1.  I have a(n) _____ toy.

2.  It is especially hard to fly in windy _____.

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

36

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Writing Race.”

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

Learn It

Write the correct words.

1. My toy is a small _____
 helicopter rocket

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

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

Say & Write It

Listen, write, and say. 🎧

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.

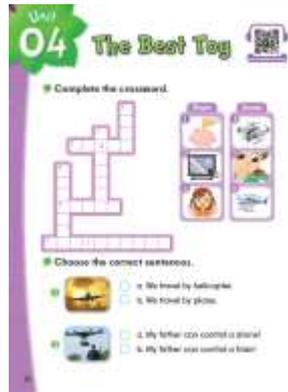
Expansion

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

Homework



Vocabulary Workbook 3



Writing Workbook 3



Unit 5 At the Market

Objectives

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

Warm Up

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

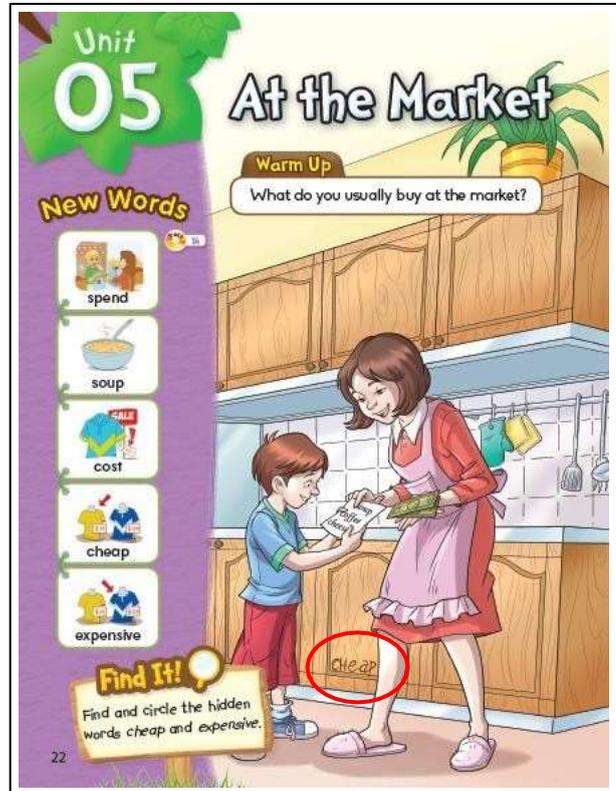
Before Reading

New Words

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

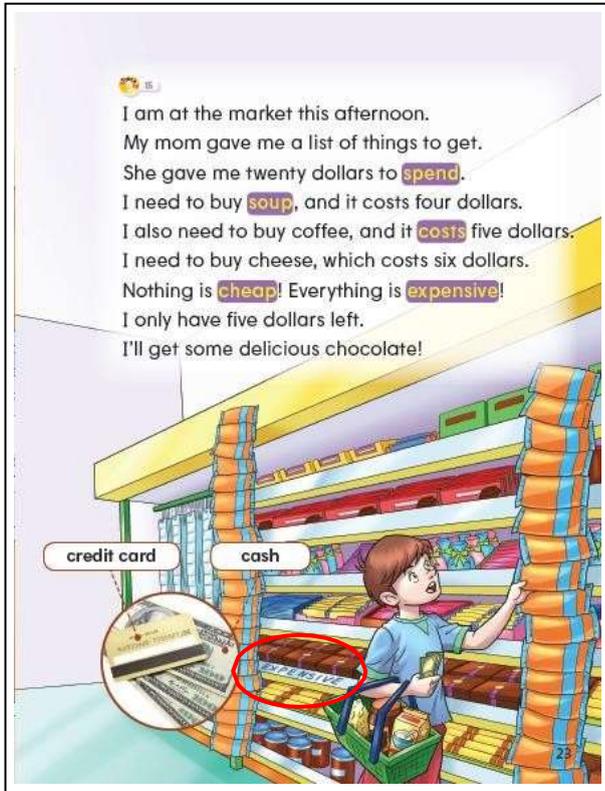
Find It!

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



Bonus Words

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



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

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

Reading

Reading: “At the Market”

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

Expansion

- Read the passage aloud, stopping before the

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

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

After Reading

Check It

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

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

Expansion

Talk about shopping.

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



check it

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.

24

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Writing Race.”

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

Learn It

Write the correct words.

expensive costs soup

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

Say & Write It

Listen, write, and say. 🎧 🗣️

 market  coffee	 What are you buying at the _____ today?
 store  eggs	 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?).

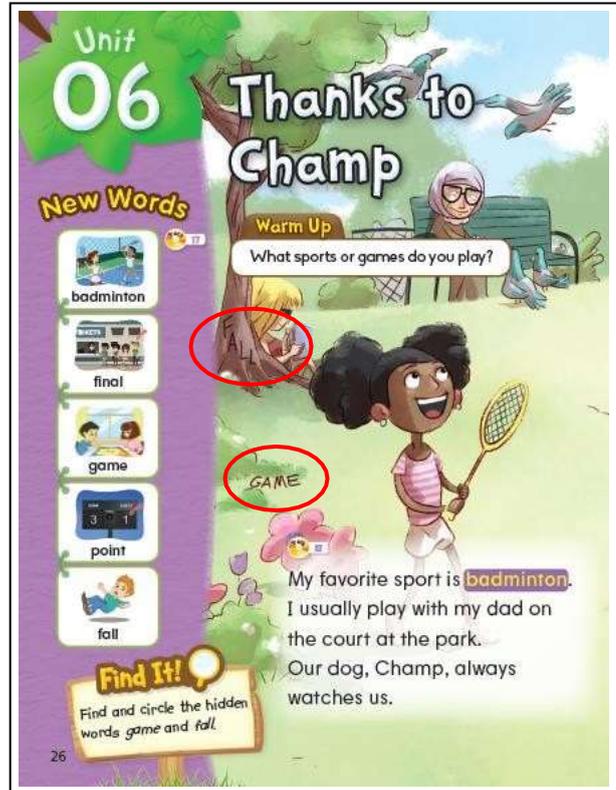
Before Reading

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.

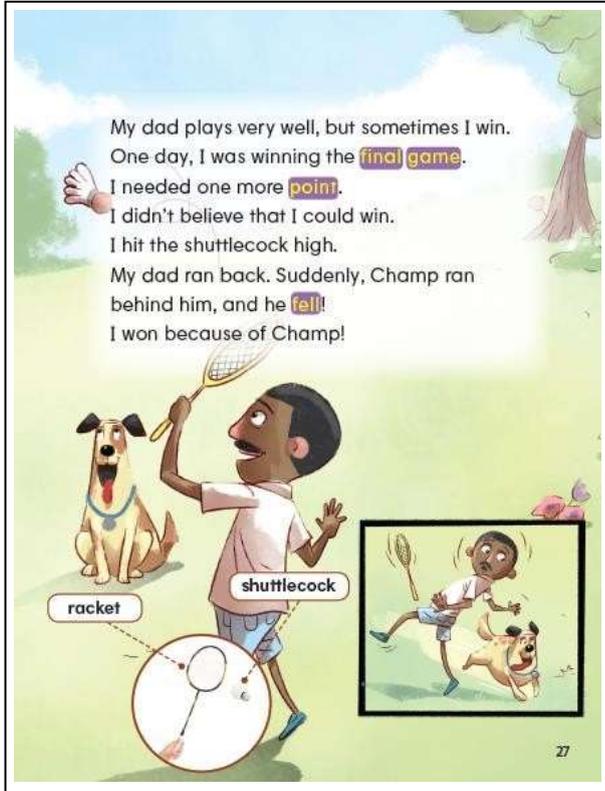
Find It!

- 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.”



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

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

Reading

Reading: “Thanks to Champ”

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

Expansion

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

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

After Reading

Check It

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

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

Expansion

Talk about friendship.

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

check It

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
Where can we play _____?

soccer park
There is a _____ near the school.

29

Say & Write It

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

Expansion

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

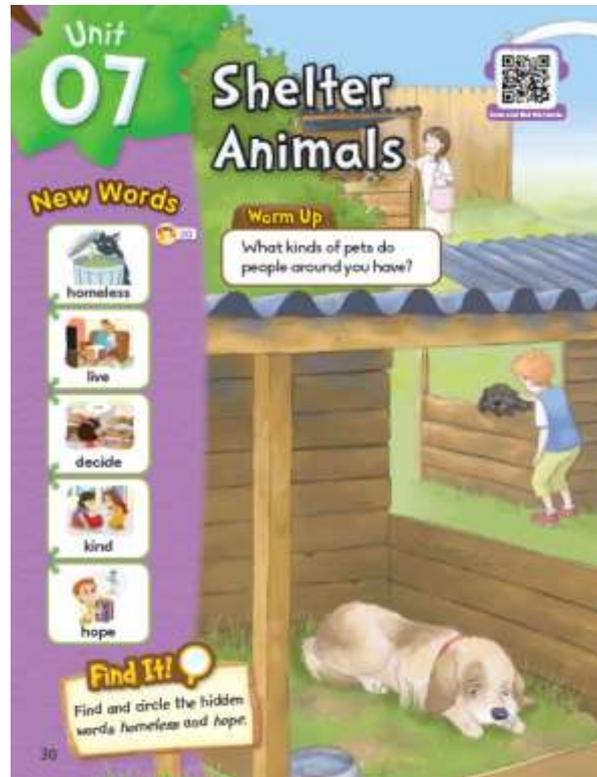
Unit 7 Shelter Animals

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

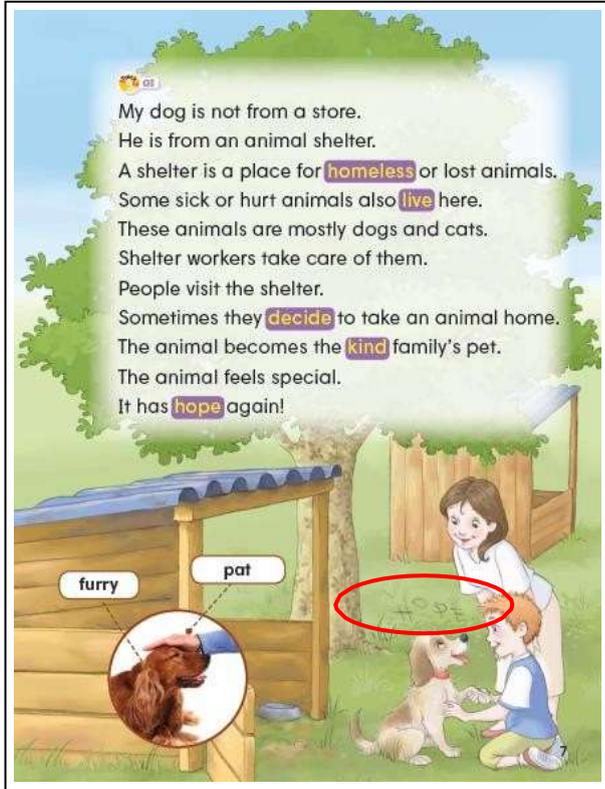
- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 2 and have students repeat. Practice the words a few more times,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

3. Some animals have  _____ again!

Say & Write It

Listen, write, and say. 🗣️



pet store
animal shelter



Did you get your
pet from the
pet store?



farm
animal hospital



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.

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?).

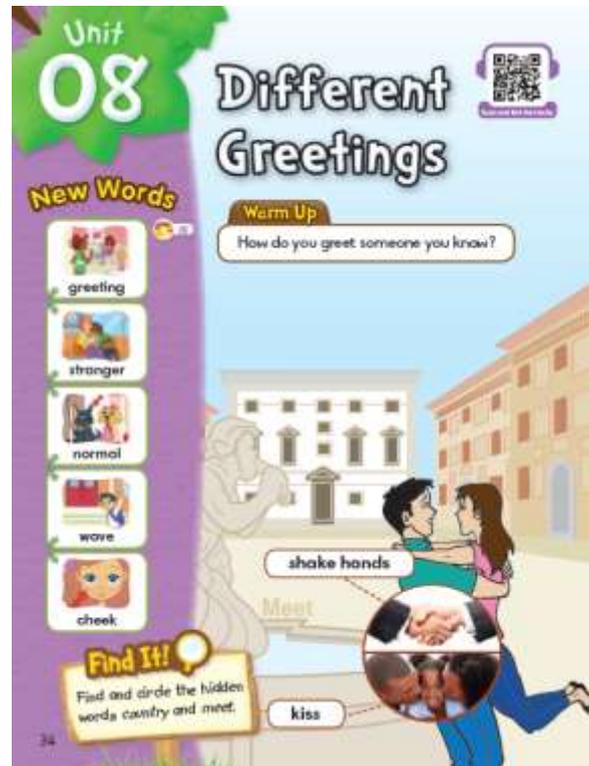
Before Reading

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.



12

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

Country

19

- 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

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 communication.

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

check It

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

meet
bow

What should I do when I _____ older people?

In my country, you should _____

21

Say & Write It

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

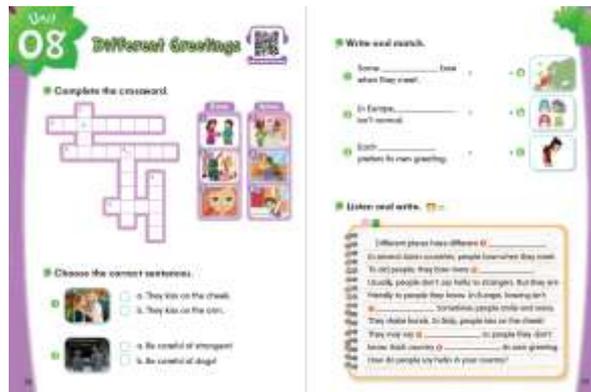
Expansion

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

Homework



Vocabulary Workbook 3



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 they important? Why do we need to protect them?).

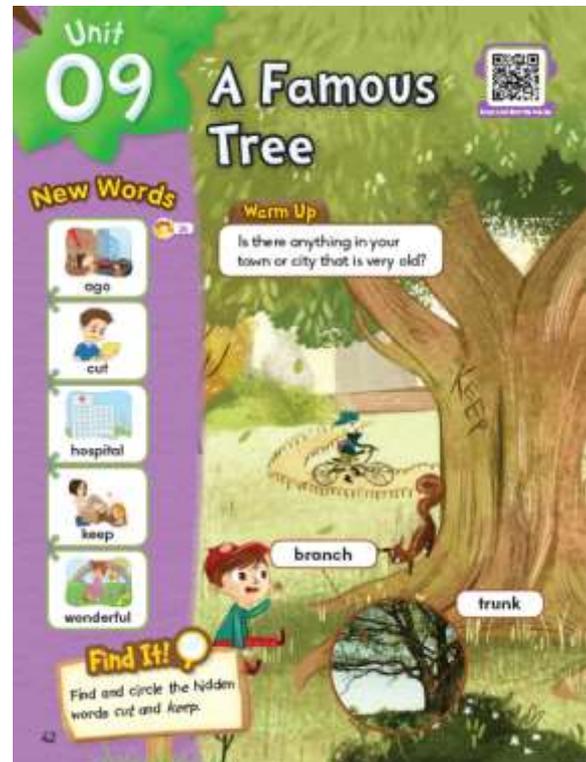
Before Reading

New Words

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

Find It!

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



Bonus Words

- Focus students to the related content at the bottom of page 66.
- The “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. ogo



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

Unit 09 A Famous Tree

1. Read and circle the words.

2. Choose the correct sentences.

3. Write the words in the correct order.

4. Listen and write.

There's a famous tree in my town. It is 400 years old and it's hundreds of years old. It's in a field. But some people wanted to cut down the tree. They wanted to build a road on the land. The people in the town were angry. They wanted to save the tree. So they saved the tree. It's a very old tree. It's very old. It's very old. It's very old.

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?).

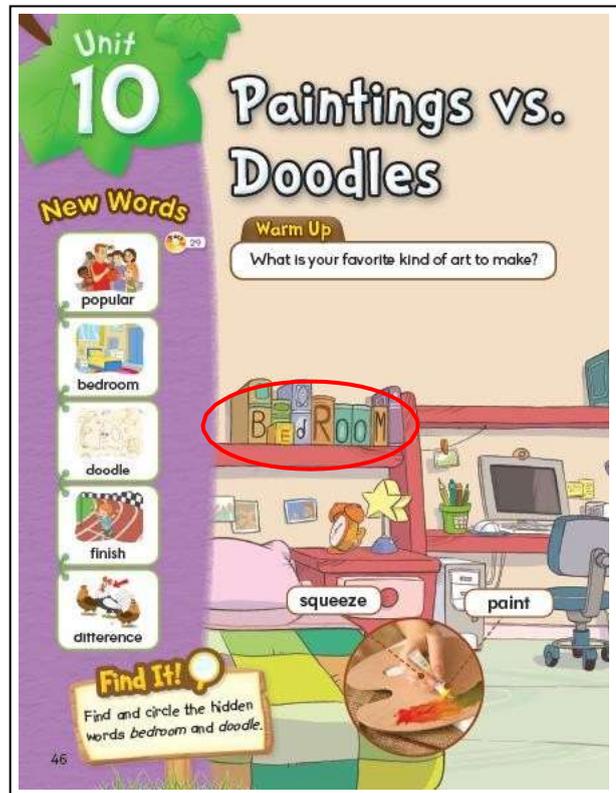
Before Reading

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.

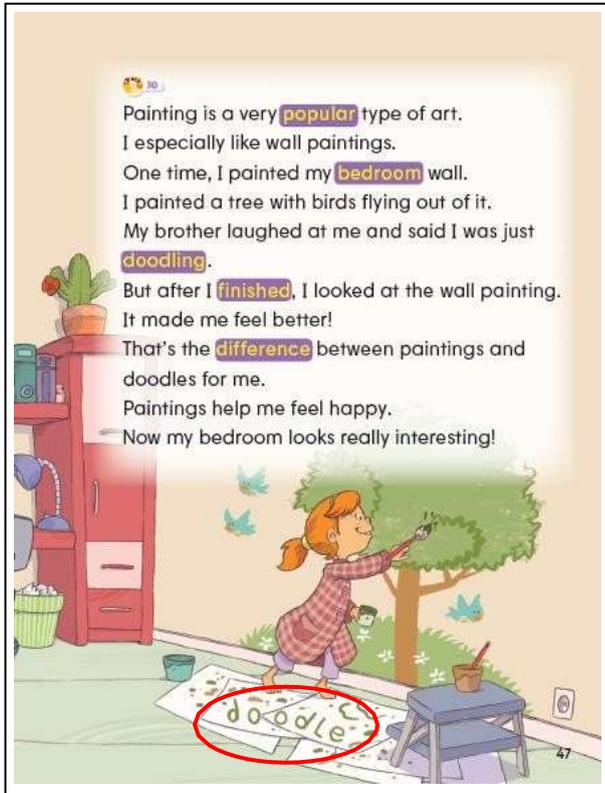
Find It!

- 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.

check it

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!

48

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Spelling Bingo.”

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

Learn It

Write the correct words.

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

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

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

Say & Write It

Listen, write, and say. 🎧

art print Do you like _____?

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

49

Say & Write It

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

Expansion

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

Unit 11 Cooking Class

Objectives

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

Warm Up

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

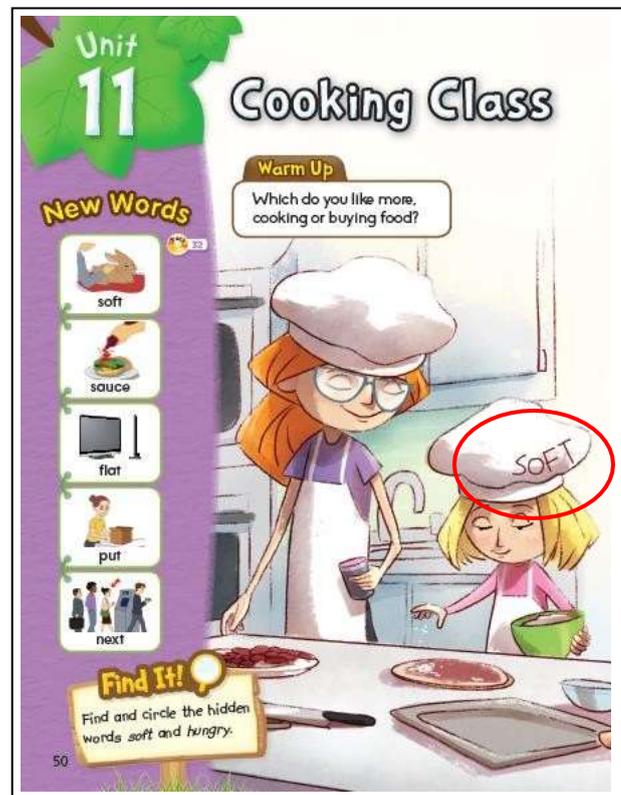
Before Reading

New Words

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

Find It!

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



Bonus Words

- Focus students to the related content at the bottom of page 51.
- “Whipped cream” can be used to “decorate” things like cupcakes or cakes.

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

whipped cream

decorate

HUNGRY

51

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

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

Reading

Reading: “Cooking Class”

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

Expansion

- Read the passage aloud, stopping before the

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

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

After Reading

Check It

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

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

Expansion

Talk about cooking and baking.

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



check it

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.

52

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Writing Race.”

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

Learn It

Write the correct words.

soft sauce Put

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

Listen, write, and say. 🗣️

1  bake
pizza

2  drink
juice

 What do you want to _____?

 How about some _____?

53

Say & Write It

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

Expansion

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

Homework



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?).

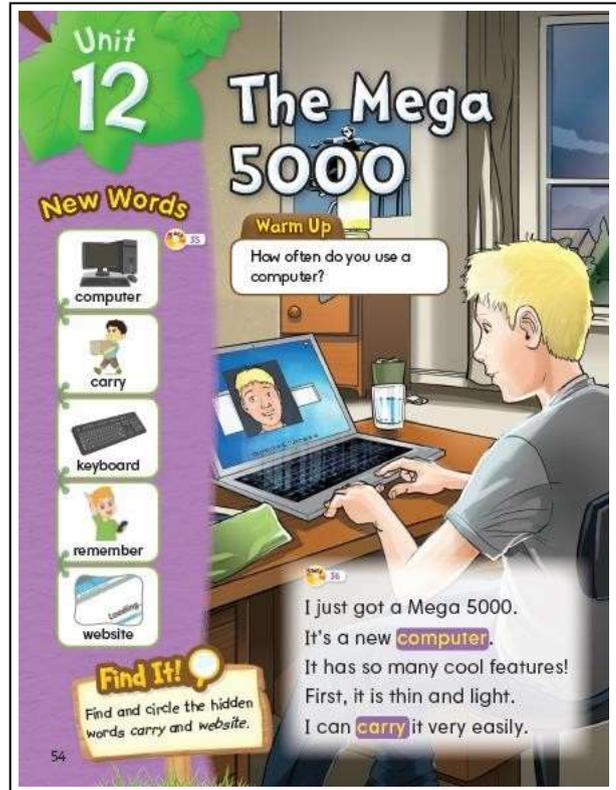
Before Reading

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.

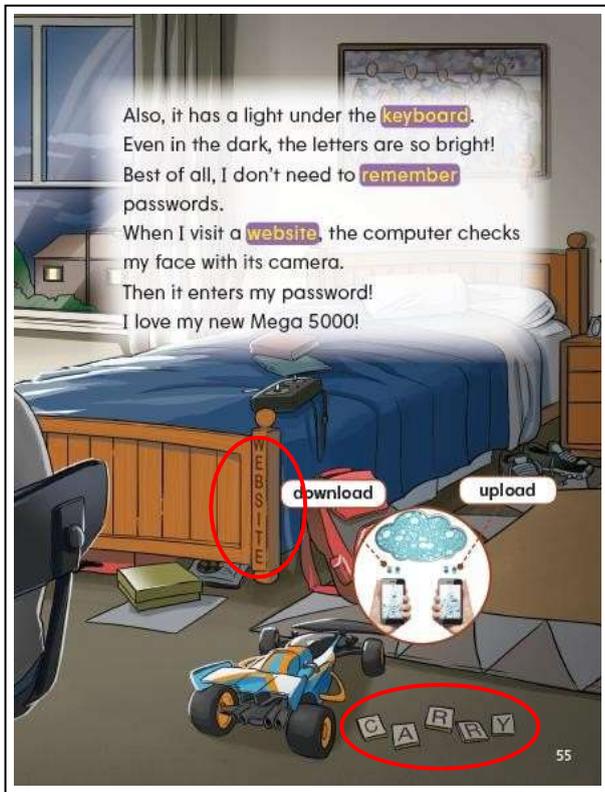
Find It!

- 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.



- 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

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 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.

1. What is the reading about?
a. Passwords b. Playing cricket c. A computer

2. I can _____ the Mega 5000 very easily.
 a. carry  b. keyboard  c. show

3. 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

1.  My computer has so _____ cool features!

2.  Even in the _____, the letters are so bright!

3.  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.

Unit 13 My Future Job

Objectives

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

Warm Up

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

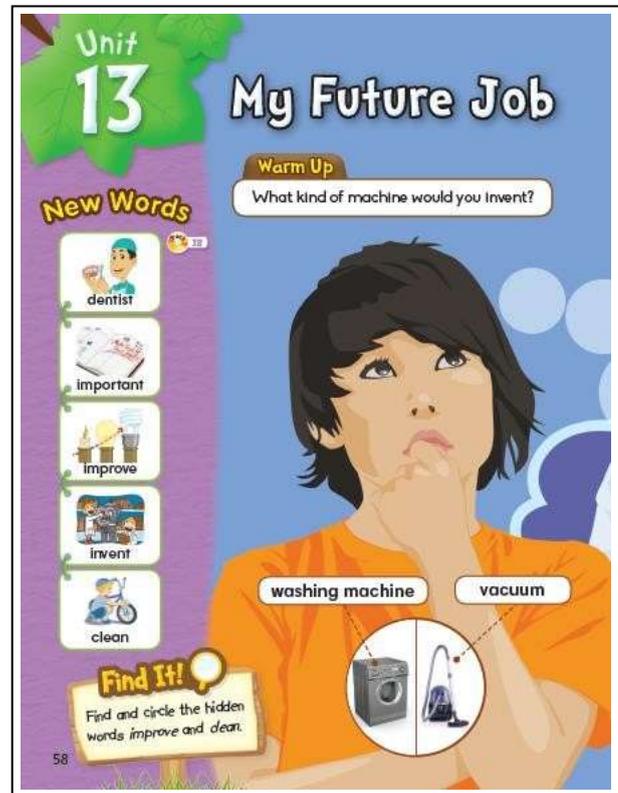
Before Reading

New Words

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

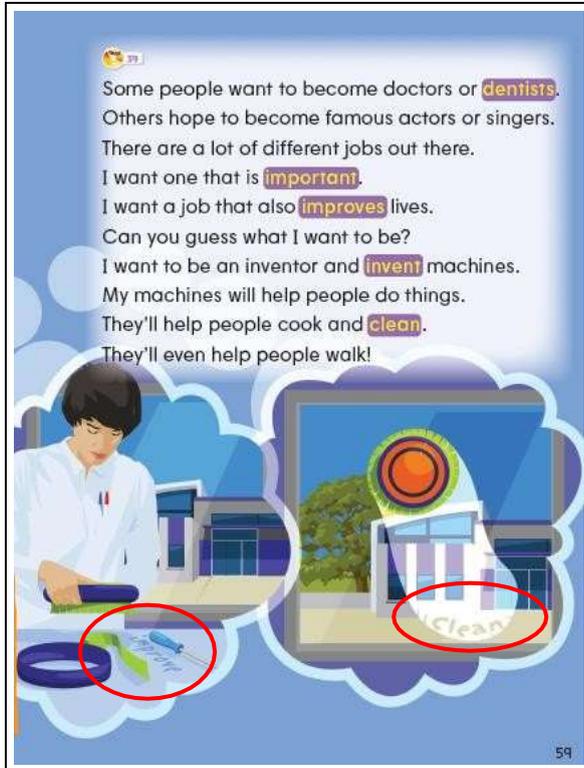
Find It!

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



Bonus Words

- Focus students to the related content at the bottom of page 58.
- People use “washing machines” and “vacuums” to keep their clothes and floors clean.



“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 a “washing machine” works. Ask students to talk about how a “vacuum” works.

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

Reading

Reading: “My Future Job”

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

Expansion

- Read the passage aloud, stopping before the

After Reading

Check It

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

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

Expansion

Talk about the future.

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

check it

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

 How can I become
an _____
one day?

 artist
practice

 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.

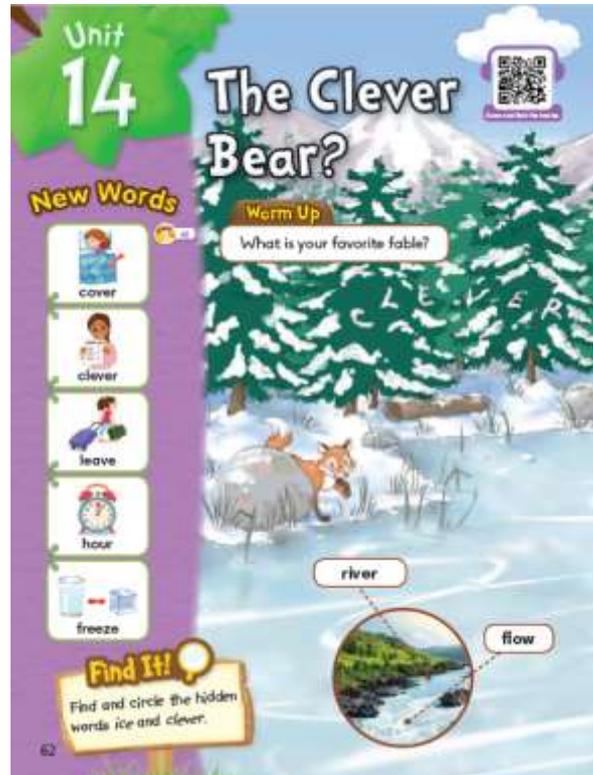
Unit 14 The Clever Bear?

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

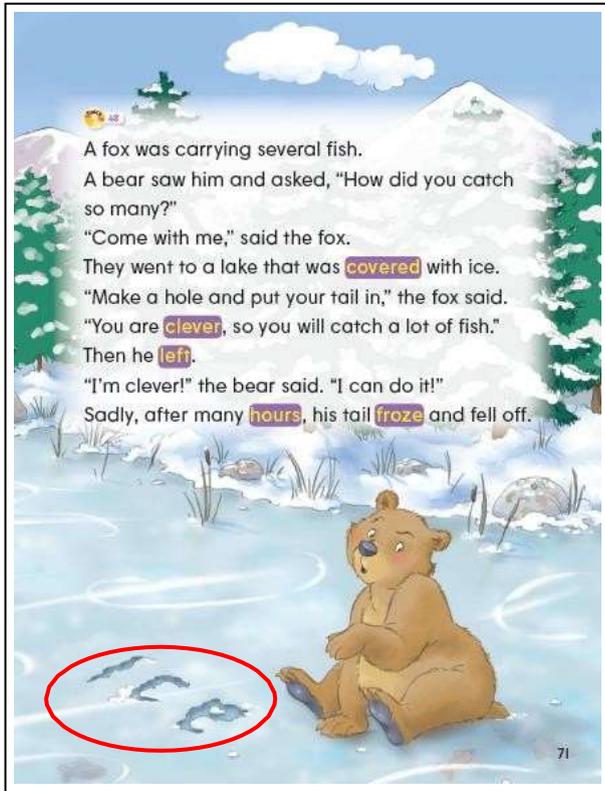
- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 47 and have students repeat. Practice the words a few more times,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

check It

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

Homework



Vocabulary Workbook 3



Writing Workbook 3

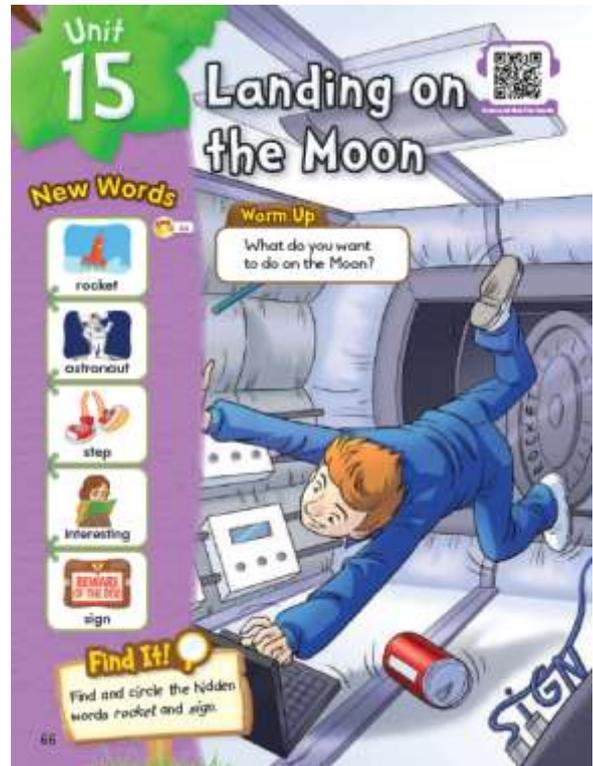
Unit 15 Landing on the Moon

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

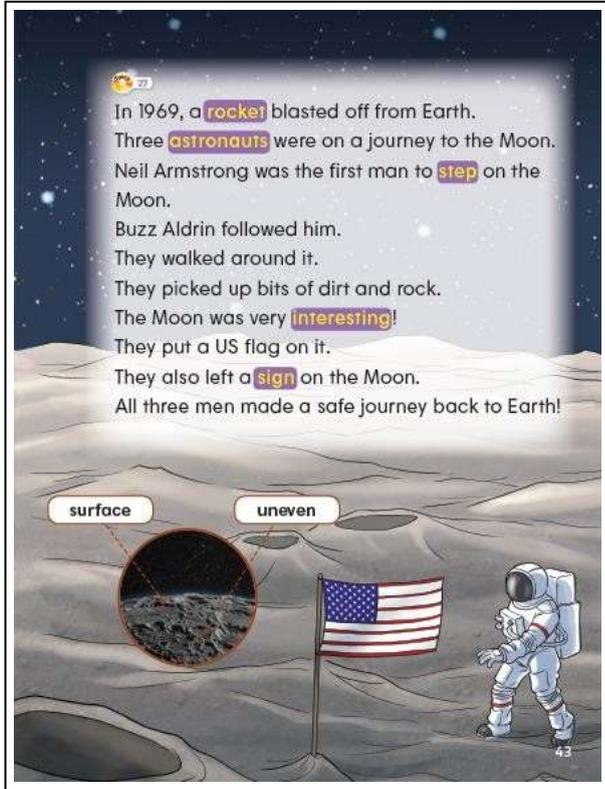
- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times,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

1 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

2 Write numbers to put the story in order.

Two astronauts walked around the Moon.

All three men made a safe journey back to Earth!

They picked up bits of dirt and rock.

Three astronauts were on a journey to the Moon.

44

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Spelling Corners.”

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

Learn It

Write the correct words.

sign
rocket
interesting

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
pilots



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

Unit 15 Learning to write: adjectives

1 Find and circle the words.

excited, amused, bored, surprised, interested, impressed, delighted, fascinated, amazed, astonished, astounded, astounded, astounded

2 Choose the correct sentences.

1. The book is very interesting.
 a. The book is very interesting.
 b. The book is very fine.

2. I can see many signs.
 a. I can see many signs.
 b. I can see many signs.

3 Write the words in the correct order.

excited, amused, bored, surprised, interested, impressed, delighted, fascinated, amazed, astonished, astounded

4 Lines and write.

In 1951, a... visited all four...
 earth. They remember when he...
 to the moon. But... was the first man to...
 step on the... their...
 son. They walked around it. They picked up bits of...
 and... The moon was very...
 interesting. They put a... on it.
 They also took a... on the moon. All these...
 were a... journey back to Earth.

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.

goggles
lab coat

Warm Up
Have you ever done an experiment using magnets?

Put one magnet on top of the other. They will **push** against each other. **Hold** them together.

Next, put pencils between them.

Finally, **remove** the pencils. The top magnet will float in the air!

The **bottom** magnet keeps the top magnet in the air. The tape keeps the top magnet from falling over. It's a floating magnet!

63

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

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

Reading

Reading: “The Floating Magnet”

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

Expansion

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

word.”

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

After Reading

Check It

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

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

Expansion

Talk about magnets.

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

Check It

4 Choose the best answers.

1. What is the reading about?
a. Reading stories b. A magnet c. An experiment

2. Put one _____ on top of the other.


a. experiment


b. magnet


c. push

3. 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

1.  First you need two _____ magnets.

2.  After that, _____ the magnets together.

3.  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.

2. _____ the magnets together.

3. It's a floating _____.

Say & Write It

Listen, write, and say. 🗣️:

1.  experiment

2.  presentation

3.  What did you do for your science?

4.  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.

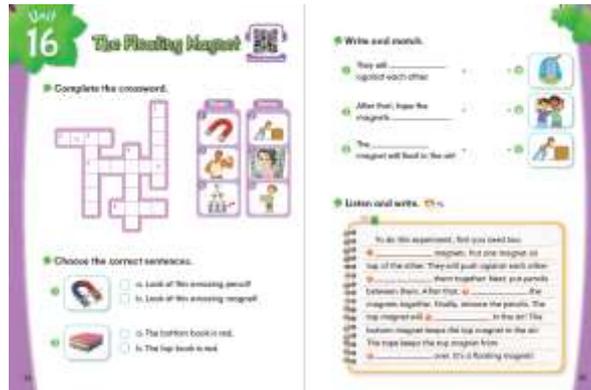
Expansion

- 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