

## Unit 01 This and That

### Objectives

- New words: *watch, bib, ring, bag*
- Theme: *Show and Tell*
- Sentence pattern:  
*This/That is my/your (noun).*  
*These/Those are my/your (noun).*
- Tense: *Simple present (BE)*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 6-7. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 6-7. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 3. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *bib* and *toy* contain the target sounds 'ib' in *bib* and 'oy' in *toy*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after

the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *that* and *these* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. pointing at objects that are near or far).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the what the children in the

story are sharing. Ask: What are the things the students share? Where can you see some of these objects in our classroom? Point to the area where pens are located in the room.

- Activity 2: Ask students about panels five and six on page 7. What does the boy have? Where can you see bags in the classroom? What is inside your bag?

## Reading

### Main Reading

- Play Track 4. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 5. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ch* sound in 'watch' or *short a* sound in 'bag'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about SHARING.

- Remind students of the reading. Focus on objects the students in the story share.
- Ask students to think about what they might like to share with the class. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they would like to bring to share with the class. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same objects for sharing with the class?
- Optional: Create a chart which represents the classes different answers. Compare the things students would like to share with the class.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *oy*, *ib*, and *en*. Then have them read each word: *boy*, *toy*, *rib*, *bib*, *pen*, and *ten*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *joy*, *crib*, or *hen*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they write the words.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different objects they have in their room. Give students a minute or two to think about the different things they have.

- Have students draw and label a map of their room. They should include the target “This/That/These/Those is/are my (noun)” on their map.

### Practice It

- Play track 7 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “When did you get it” or “What is inside it?”

### Homework

- Vocabulary Workbook 2: page 6, Unit 01
- Writing Workbook 2: pages 24-25

## Unit 02 Open the Door!

### Objectives

- New words: *open, sofa, bench, quick*
- Theme: *Visiting Friends*
- Sentence pattern:  
*Open the (adjective) (noun).*  
*Site on the (adjective) (noun).*
- Tense: *Simple present & Imperatives*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 10-11. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 10-11. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 9. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *green* and *bench* contain the target sounds ‘ee’ in *green* and ‘ch’ in *bench*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics

sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *on* and *yellow* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. holding open the door on page 11).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about man on page 10. Ask: What is he doing? Who do you think he is?
- Activity 2: Ask students about the children on page 7. Where is the little girl coming from? Where can you see the door in our classroom? Who is your favorite person to visit?

## Reading

### Main Reading

- Play Track 10. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 11. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long o* sound in 'open' and 'sofa'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about VISITING.

- Remind students of the reading. Focus on the children who are visiting the boy in the story.
- Ask students to think about a time they visited a friend or family member. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss who they visited. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did more students talk about visiting a friend or a family member?
- Optional: Create a chart which represents the classes different answers. Compare who students visited the most; a friend or family member.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 12 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ow*, *ch*, and *ee*. Then have them read each word: *window*, *elbow*, *bench*, *peach*, *sweet*, and *green*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *blow*, *beach*, or *need*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they write the words.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different people they can visit. Give students a minute or two to think who they might like to visit.

- Have students list out the people they will visit soon and people they will visit later in the future. Ask students to think about the things they could do with the people on their lists.

### Practice It

- Play track 13 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “Why is the door / sofa that color?”

### Homework

- Vocabulary Workbook 2: page 7, Unit 02
- Writing Workbook 2: pages 26-27

## Unit 03 I Live in. . .

### Objectives

- New words: *nest, hut, barn, igloo*
- Theme: *Where we live*
- Sentence pattern:  
*I / We live in a/an (noun).*  
*It is (adjective).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 14-15. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 14-15. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 15. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *barn* and *igloo* contain the target sounds ‘ar’ in *barn* and ‘oo’ in *igloo*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound

after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *live* and *in* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. shivering in the cold).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the animals on page 14. Ask:

What animals are these? Does someone take care of them? Who takes care of the horse?

- Activity 2: Ask students about the hut on page 15. What kind of home is this (big or small)? Where can you find a home like this? What kind of home do you live in?

## Reading

### Main Reading

- Play Track 16. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 17. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long i* sound in ‘nice’ or *st* sound in ‘nest’). Then, have them imitate what they heard.

## After Reading

### Check It

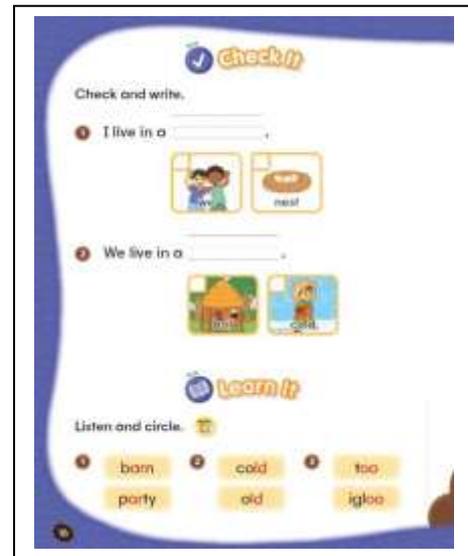
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about PLACES TO LIVE.

- Remind students of the reading. Focus on homes the children in the story had.
- Ask students to think about different types of homes they have seen. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they kinds of homes they have seen. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different kinds of homes have student seen before? Which one would you live to live in?
- Optional: Create a chart which represents the classes different answers. Compare the different kinds of homes students would like to live in.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 18 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ar*, *ld*, and *oo*. Then have them read each word: *barn*, *party*, *cold*, *old*, *too*, and *igloo*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *yard*, *bold*, and *boo*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different places they would want to live. Give students a minute or two to think about the different places they could live.

- Have students list the good and bad things about their “perfect place to live.”

### Practice It

- Play track 19 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “How did you build it?” or “Do you like it there?”

### Homework

- Vocabulary Workbook 2: page 8, Unit 03
- Writing Workbook 2: pages 28-29

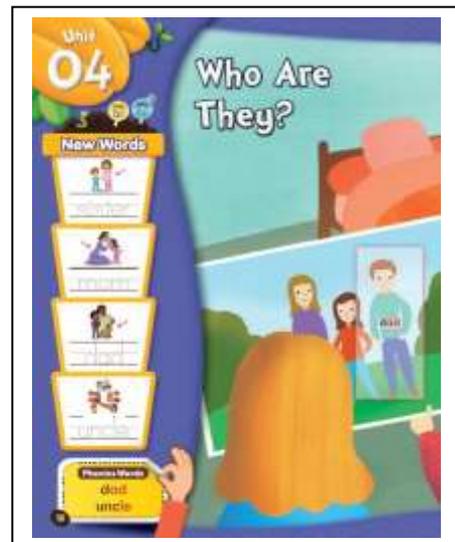
## Unit 04 Who Are They?

### Objectives

- New words: *sister, mom, dad, uncle*
- Theme: *Family*
- Sentence pattern:  
*Who is she/he?*  
*She/He is my (noun).*
- Tense: *Simple present (BE) & WHO question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 18-19. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 18-19. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 21. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *dad* and *uncle* contain the target sounds 'ad' in *dad* and 'le' in *uncle*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound

after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *who* and *she* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. holding a dog leash on page 19).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the picture the children are

looking at. Ask: What is the picture of that the children are looking at? Where can you see pictures in our home?

- Activity 2: Ask students about the man coming through the door on page 19. What is the man doing? Why does he use a leash for the dog? How do animals get exercise?

## Reading

### Main Reading

- Play Track 22. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 23. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short o* sound in 'mom' or *er sound* in 'sister'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about FAMILY.

- Remind students of the reading. Focus on members of the family.
- Ask students to think about their own families. Ask them to draw a picture of their family.
- Then, ask students to turn to a partner and discuss the people in their families. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Which family members did students include the most in their drawings?
- Optional: Create a chart which represents the classes different answers. Compare the different family members that students included in their drawings.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *er*, *ad*, and *le*. Then have them read each word: *paper*, *sister*, *mad*, *dad*, *apple*, and *uncle*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *ladder*, *bad*, and *babble*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different members of their families. Give students a minute or two to think about their families.

- Have students list out the members of their families. Ask them which members they see the most often and which they see rarely.

### Practice It

- Play track 25 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What things do you like to do with your dad/sister?”

### Homework

- Vocabulary Workbook 2: page 9, Unit 04
- Writing Workbook 2: pages 30-31

## Unit 05 I Am From. . .

### Objectives

- New words: *Greece, Korea, France, Mexico*
- Theme: *Other Countries*
- Sentence pattern:  
*Where are you/ is (name) from?*  
*I am /he is from (place).*
- Tense: *Simple present (BE) & WHERE question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 22-23. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 22-23. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 27. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *Kim* and *France* contain the target sounds ‘im’ in *Kim* and ‘fr’ in *France*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound

after the teacher.

- Stickers are provided at the end of the Workbook.



### Sight Words

- This section provides additional practice of select sight words.
- The words *from* and *where* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. introducing another student).
  - Have students look at the other illustrations in the story.
  - Ask students follow-up questions about what they see.
- Activity 1: Ask students about the different flags they see. Ask: What colors are the different flags? Where can you see a flag in our classroom? Point to the area where a flag is hanging.
  - Activity 2: Ask students about the children in panel 4. What is on Ryan's shirt? What other flags are you familiar with? What country would you most like to visit?

## Reading

### Main Reading

- Play Track 28. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 29. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long e* sound in 'Greece' and 'Korea'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about OTHER COUNTRIES.

- Remind students of the reading. Focus on the different countries the children were from in the story.
- Ask students to think about what other countries they know about. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what countries they know about. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students talk about the same countries?
- Optional: Create a chart which represents the classes different answers. Compare the countries students know about.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *gr*, *fr*, and *im*. Then have them read each word: *grandpa*, *Greece*, *France*, *Friday*, *him*, and *Kim*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *great*, *frame*, and *dim*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different countries they know about. Give students a minute or two to think about the different countries they know about.

- Have students list out the different things that country is famous for. Ask students to draw those places (for example, they might draw the Sphinx for Egypt).

### Practice It

- Play track 30 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What kinds of things can you do in Korea / Greece?”

### Homework

- Vocabulary Workbook 2: page 10, Unit 05
- Writing Workbook 2: pages 32-33

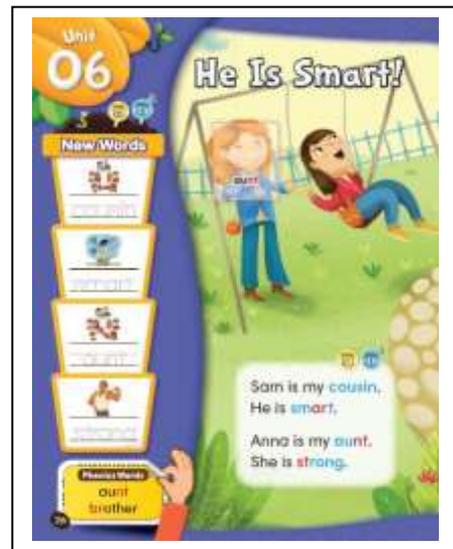
## Unit 06 He Is Smart!

### Objectives

- New words: *cousin, smart, aunt, strong*
- Theme: *Characteristics*
- Sentence pattern:  
(Name) is my (noun).  
He/She is (adjective)
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 26-27. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

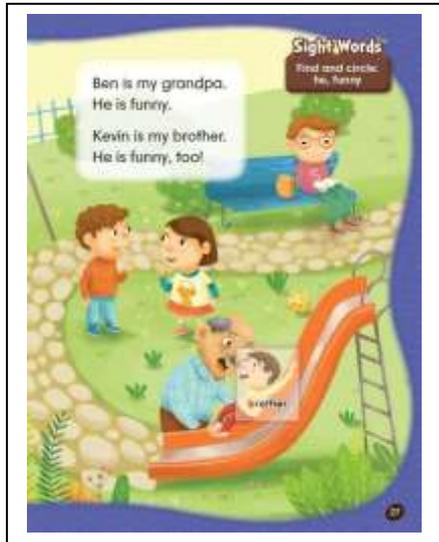
- Have students open their SBs to page 26-27. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 33. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *aunt* and *brother* contain the target sounds 'nt' in *aunt* and 'br' in *brother*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics

sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *he* and *funny* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. reading a book on page 27).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the people are in the

story. Ask: What kind of equipment is at the park? Where can you see this kind of equipment at our school? Point to the area where there is a playground outside.

- Activity 2: Ask students about the little boy and old man on page 27. What is the little boy doing? Why does the boy's grandpa catch him? What is your favorite thing to do at a park or playground?

## Reading

### Main Reading

- Play Track 34. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 35. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *s* sound in 'cousin' and 'smart'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about CHARACTERISTICS.

- Remind students of the reading. Focus on how the different characters are described.
- Ask students to think about how they would describe the teacher. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what words they came up with to describe the teacher. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students use the same words to describe the teacher?
- Optional: Have students work in small groups to talk about the words they used to describe the teacher. Have them list their reasons for choosing their word.

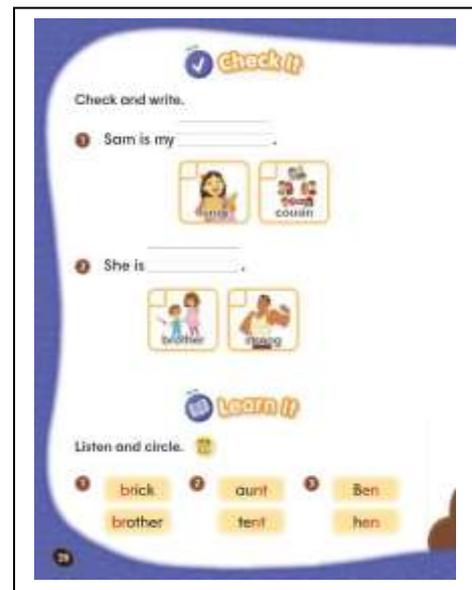
### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 36 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *br*, *nt*, and *en*. Then have them read each word: *brick*, *brother*, *aunt*, *tent*, *Ben*, and *hen*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *brown*, *hunt*, and *ten*. Have students share with the class or draw a picture of their ideas.





### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different people they know. Give students a minute or two to think about the different characteristics of the people they know.

- Have students list out the people they would describe as “smart,” “funny,” or “strong.” Ask students to explain what makes a person smart, funny, or strong.

### Practice It

- Play track 37 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “How did you aunt get strong?” or “What funny things does your grandpa do?”

### Homework

- Vocabulary Workbook 2: page 11, Unit 06
- Writing Workbook 2: pages 34-35

## Unit 07 My Mom

### Objectives

- New words: *doctor, cook, vet, baker*
- Theme: *Jobs*
- Sentence pattern:  
*My mom is a (noun).*  
*She (verb) (noun).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 30-31. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 30-31. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 39. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *food* and *vet* contain the target sounds 'oo' in *food* and 'et' in *vet*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after

the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *mom* and *helps* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to act out the characters' actions based on the job they have (ex. stirring something in a bowl if acting out the cook or baker).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the mother in panel 1. Ask: What is the mom wearing? Where can you see someone who has this job?
- Activity 2: Ask students about the moms on page 31. What do these moms do that is the same? Where can you see a cook? What is your favorite restaurant?

## Reading

### Main Reading

- Play Track 40. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 41. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *or* sound in 'doctor' or *er* sound in 'baker'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about JOBS.

- Remind students of the reading. Focus on the jobs each mom has in the story.
- Ask students to think about what their mom (or dad) does for a job. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what jobs their parents have. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different jobs do students' parents have?
- Optional: Create a chart which represents the classes different answers. Compare the different jobs the parents have.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *oo*, *a\_e*, and *et*. Then have them read each word: *spoon*, *food*, *make*, *cake*, *vet*, and *comet*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *moon*, *lake*, and *let*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what job they would like to have as an adult. Give students a minute or two to think about the different jobs they are interested in.

- Have students list out the jobs they like. Ask students to think about what makes a person good at their job.

### Practice It

- Play track 43 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “When did you need to take a pet to the vet?” or “How does the doctor help you feel better?”

### Homework

- Vocabulary Workbook 2: page 12, Unit 07
- Writing Workbook 2: pages 36-37

## Unit 08 What Can You Play?

### Objectives

- New words: *judo, ping pong, chess, golf*
- Theme: *Games*
- Sentence pattern:  
*What can you play?*  
*I can play/do (noun). But I cannot play (noun).*
- Tense: *Simple present (BE) & WHAT question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 34-35. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 34-35. 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 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 45. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *chess* and *ping pong* contain the target sounds 'ch' in *chess* and 'ng' in *ping pong*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its

phonics sound after the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *you* and *play* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. cheering because the boy won on page 35).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the pictures above the

children on page 35. Ask: What are the pictures above the children showing? Where can you see games in our classroom? Point to the area where games are kept.

- Activity 2: Ask students about what the boy and girl can do. What can the girl do well? Where can you see people playing gold? What is your favorite game to play?

## Reading

### Main Reading

- Play Track 46. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 47. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ay* sound in ‘play’ or *lf* sound in ‘golf’). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about GAMES.

- Remind students of the reading. Focus on the games the children talk about.
- Ask students to think about what games they can and cannot play. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what games they are good at and which ones they are not good at. Students should consider how their partners' answers differ from their own.
- Finally, ask student pairs to share their ideas with the class. What different games are students good at?
- Optional: Create a chart which represents the classes different answers. Compare the games that students can do well.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ch*, *ay*, and *ng*. Then have them read each word: *chant*, *chess*, *play*, *day*, *ping pong*, and *sing a song*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *chase*, *say*, and *wrong*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose words.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about games they like to play. Give students a minute or two to think about the different games they enjoy.

- Have students list out the games they like to play. Ask students why they like or dislike to play a certain game.

### Practice It

- Play track 49 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “How long have you been doing judo?” or “Why do you like to play golf?”

### Homework

- Vocabulary Workbook 2: page 13, Unit 08
- Writing Workbook 2: pages 38-39

## Unit 09 She Is Washing. . .

### Objectives

- New words: *spoon, pot, jug, cup*
- Theme: *Cleaning*
- Sentence pattern:  
*She/He is washing a (noun).*  
*Look at the (noun).*  
*She cannot (verb) it now!*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 42-43. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 42-43. 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 51 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 52. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *wash* and *spoon* contain the target sounds ‘sh’ in *wash* and ‘oo’ in *spoon*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *a* and *now* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. washing dishes).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the items being washed. Ask:

What are the children washing? What are these items used for?

- Activity 2: Ask students about the girl in panel 4. What has happened? How can the little girl clean up the glass? (answer: ask a parent to help) Have you ever broken something? What happened?

## Reading

### Main Reading

- Play Track 53. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 54. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short o* sound in 'pot' and 'cannot'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about CLEANING.

- Remind students of the reading. Focus on how the children help clean.
- Ask students to think about what they do to help clean their home. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what how they help clean their home. Students should consider how their partners' answers differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same things they do to help clean?
- Optional: Create a chart which represents the classes different answers. Compare the things students do to help their family clean their home.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *sh*, *oo*, and *up*. Then have them read each word: *English*, *wash*, *spoon*, *moon*, *up* and *cup*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *fish*, *noon*, and *pup*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different things that need to be cleaned in a home. Give students a minute or two to think about the different things that need to be cleaned.

- Have students list out the things that need to be cleaned in a home. Ask students to talk about how they can clean carefully.

### Practice It

- Play track 56 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What do you like to put in the cup/jug?”

### Homework

- Vocabulary Workbook 2: page 14, Unit 09
- Writing Workbook 2: pages 40-41

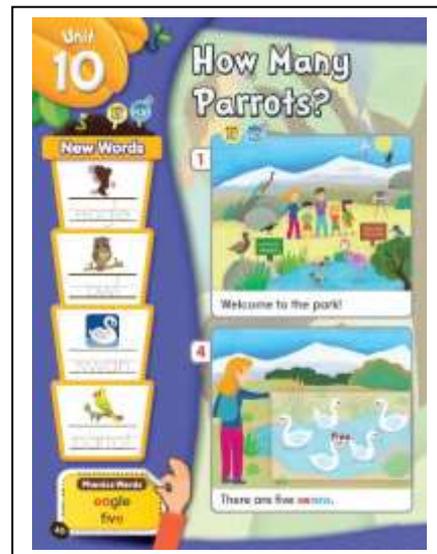
## Unit 10 How Many Parrots?

### Objectives

- New words: *eagle, owl, swan, parrot*
- Theme: *Counting*
- Sentence pattern:  
*Welcome to the park!*  
*There are (number) (noun).*  
*How many (noun) are there?*
- Tense: *Simple present (BE) & HOW MANY question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 46-47. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 46-47. 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 57 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 58. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *eagle* and *five* contain the target sounds 'ea' in *eagle* and 'i\_e' in *five*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *how* and *there* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. pointing at birds).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about where the family is. Ask:

Where is the family? What kinds of animals are they looking at? Where can you see birds nearby? Point to the window, indicating outside.

- Activity 2: Ask students about the girl in panel 6. What is on the girl's shoulder? How does she probably feel? Where is an interesting place you have gone with your family?

## Reading

### Main Reading

- Play Track 59. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 60. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *sw* sound in 'swan' or *ow* sound in 'owls'). Then, have them imitate what they heard.

## After Reading

### Check It

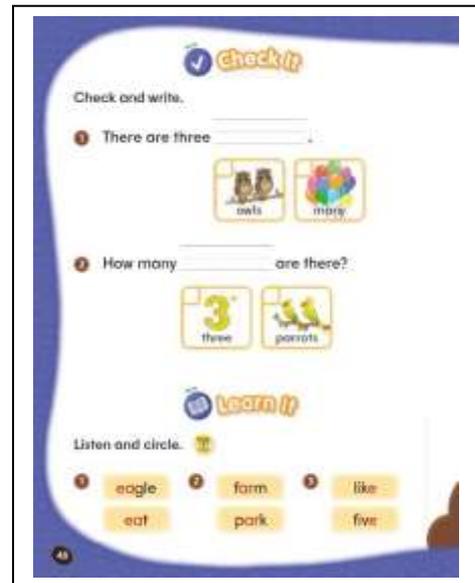
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about COUNTING.

- Remind students of the reading. Focus on the animals that the children count in the story.
- Ask students to think about where they can see a lot of different animals. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss where they can see many different animals. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. What places did students come up with?
- Optional: Create a chart which represents the classes different answers. Compare the places students came up with. Ask students to talk about how many of certain animals live in the places they came up with.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ea*, *ar*, and *i\_e*. Then have them read each word: *eagle*, *eat*, *farm*, *park*, *like*, and *five*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *east*, *barn*, and *hike*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they choose words.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about how many birds they saw in the morning. Give students a minute or two to think about how many birds they saw on their way to school.

- Have students draw the type of bird they saw most often. Ask students to predict how many more birds they will see on their way home.

### Practice It

- Play track 62 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “Where can you see swans?” or “When are owls awake or asleep?”

### Homework

- Vocabulary Workbook 2: page 15, Unit 10
- Writing Workbook 2: pages 42-43

## Unit 11 Where Is It?

### Objectives

- New words: *rug, TV, lamp, desk*
- Theme: *Furniture*
- Sentence pattern:  
*Where is the (noun)?*  
*It is on the (age).*
- Tense: *Simple present (BE) & WHERE question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 50-51. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



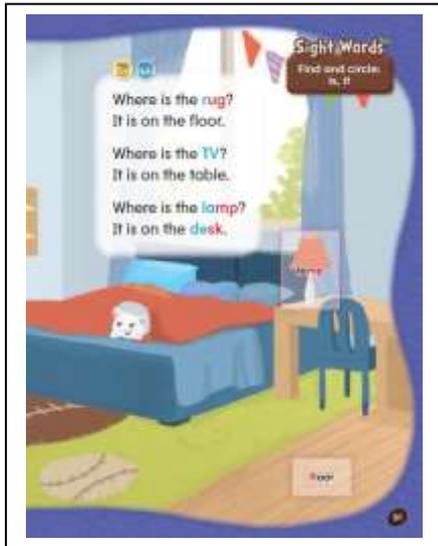
### Before Reading

#### New Words

- Have students open their SBs to page 50-51. 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 63 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 64. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *floor* and *lamp* contain the target sounds 'fl' in *floor* and 'lamp' in *lamp*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *is* and *it* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. arms crossed on page 50).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the items on the shelves on page 50. Ask: What does the boy have on his shelves? Where can you see books in our classroom? Point to the area where books are located.
- Activity 2: Ask students about the other items in the boy's room. What pictures are on the boy's rug? Why does the boy have a lamp on the desk? Where do you like to study at home?

## Reading

### Main Reading

- Play Track 65. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 66. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *short u* sound in 'rug' or *long a* sound in 'table'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about FURNITURE.

- Remind students of the reading. Focus on furniture in the boy's room.
- Ask students to think about what kinds of furniture they have in their rooms or homes. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what kinds of furniture they have in their bedroom or homes. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same furniture?
- Optional: Create a chart which represents the classes different answers. Compare the furniture students drew.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *mp*, *sk*, and *fl*. Then have them read each word: *lamp*, *stamp*, *ask*, *desk*, *flag*, and *floor*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *ramp*, *task*, and *flame*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different rooms in a house and the furniture that generally goes in them. Give students a minute or two to think about the different

furniture for different rooms.

- Have students list out the rooms and furniture that they think should go in those rooms. Ask students to put a star next to furniture that can go in more than one room.

### Practice It

- Play track 68 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “Why is the rug there?” or “What do you do at the desk?”

### Homework

- Vocabulary Workbook 2: page 16, Unit 11
- Writing Workbook 2: pages 44-45

## Unit 12 Fun at the Farm!

### Objectives

- New words: *duck, cow, pig, hen*
- Theme: *Farming*
- Sentence pattern:  
(Person) like/likes the (noun).
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 54-55. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

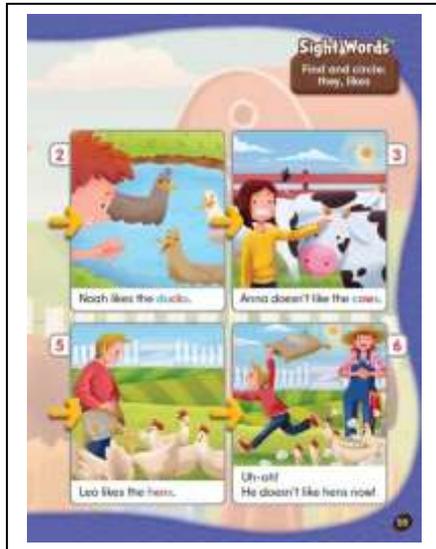
- Have students open their SBs to page 54-55. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 69 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 70. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *farm* and *pig* contain the target sounds 'ar' in *farm* and 'ig' in *pig*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after

the teacher.

- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *they* and *likes* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. washing the pig in panel 4).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the farm. Ask: What do the

farmers get from the animals? Where can you buy the milk and eggs from the cows and chickens?

- Activity 2: Ask students about the boy in panels 5 and 6. What is Leo holding? Why does Leo run away? When was a time you were frightened by an animal. What happened?

## Reading

### Main Reading

- Play Track 71. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 72. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *long i* sound in 'likes' or *ck* sound in 'ducks'). Then, have them imitate what they heard.

## After Reading

### Check It

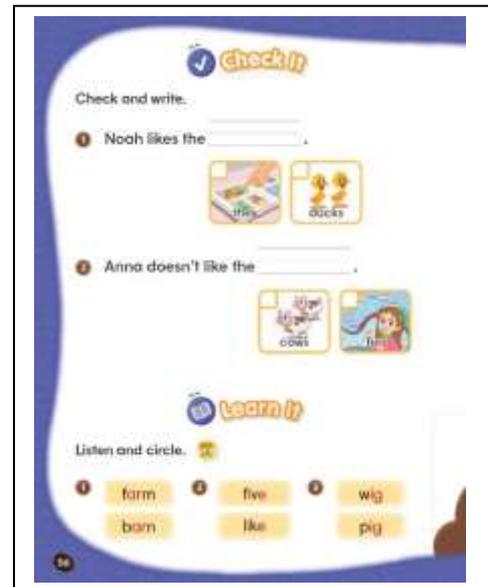
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about FARMING.

- Remind students of the reading. Focus on the animals the children see at the farm.
- Ask students to think about what animals they expect to see at a farm. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what kinds of animals are found on a farm. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same animals? What were the differences?
- Optional: Create a chart which represents the classes different answers. Compare the different animals students think belong on a farm. Ask students to explain their reasons.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ar*, *i\_e*, and *ig*. Then have them read each word: *farm*, *barn*, *five*, *like*, *wig*, and *pig*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *yarn*, *nine*, and *big*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the different kinds of farm animals they know of. Give students a minute or two to think about the different farm animals.

- Have students write which animals they like and which ones they don't like. Ask students to give reasons for their opinions.

### Practice It

- Play track 74 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as "Why do you like the ducks/cows?"

### Homework

- Vocabulary Workbook 2: page 17, Unit 12
- Writing Workbook 2: pages 46-47

## Unit 13 The Wall

### Objectives

- New words: *moon, star, comet, cloud*
- Theme: *Space*
- Sentence pattern:  
*Do you want a (noun)?*  
*Yes, I do.*
- Tense: *Simple present & DO question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 58-59. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 58-59. 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 75 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 76. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *moon* and *comet* contain the target sounds 'oo' in *moon* and 'et' in *comet*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *do* and *want* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. laughing and pointing in panel 4).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the items the girls are cutting out. Ask: What are the girls are making? Where can you see these things?
- Activity 2: Ask students about the picture in panel 3. What is the bigger girl holding? When can you see a comet outside? What do you like to look at in the night sky?

## Reading

### Main Reading

- Play Track 77. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 78. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ow* sound in 'cloud' or *st* sound in 'star'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about SPACE.

- Remind students of the reading. Focus on the items the girls are cutting out and putting on their wall.
- Ask students to think about what is different between day time and night time.
- Then, ask students to turn to a partner and discuss what they think makes day and night different. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same things for the same times of day?
- Optional: Create a chart which represents the classes different answers. Compare the things students see during the day and what they see at night.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *et*, *oo*, and *all*. Then have them read each word: *comet*, *vet*, *food*, *moon*, *wall*, and *tall*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *diet*, *doom*, and *ball*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what they know about space. Give students a minute or two to think about the different things they know about space.

- Have students write questions they have about space. Ask students to think about how they might find answers. Allow students to research their questions if possible.

### Practice It

- Play track 80 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What makes a comet / the moon special?”

### Homework

- Vocabulary Workbook 2: page 18, Unit 13
- Writing Workbook 2: pages 48-49

## Unit 14 I Like the Yak!

### Objectives

- New words: *deer, ram, ox, yak*
- Theme: *Petting Zoo*
- Sentence pattern:  
*What (noun) do you like?*  
*I like the (noun).*
- Tense: *Simple present & WHAT question*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 62-63. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 62-63. 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 81 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 82. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *six* and *ten* contain the target sounds 'eer' in *deer* and 'am' in *ram*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *the* and *what* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. pulling rope or petting animal).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the animals they see. Ask:

What kind of animals in in the zoo park? Where can you see these kinds of animals in our city?

- Activity 2: Ask students about the petting zoo. What is the boy pulling the rope trying to do? Where do yaks come from? What is your favorite zoo animal?

## Reading

### Main Reading

- Play Track 83. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 84. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *ox* sound in 'ox' or *ak* sound in 'yak'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about PETTING ZOO.

- Remind students of the reading. Focus on the kind of zoo the children are visiting.
- Ask students to think about where they are able to see wild / large animals. Ask them to draw their ideas.
- Then, ask students to turn to a partner and the places at which they can see wild or large animals. Students should consider how their partners' ideas differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same place to see wild animals?
- Optional: Create a chart which represents the classes different answers. Compare the places students have seen wild animals.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ox*, *am*, and *eer*. Then have them read each word: *six*, *mix*, *ten*, *hen*, *cold*, and *old*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *box*, *ham*, and *sheer*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about people that help animals. Give students a minute or two to think about the different people who help animals as a job.

- Have students list out the jobs people can do if they want to work with animals. Ask students to think about how those people learn to help animals.

### Practice It

- Play track 86 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “Why do you like the deer / ox?”

### Homework

- Vocabulary Workbook 2: page 19, Unit 14
- Writing Workbook 2: pages 50-51

## Unit 15 Today Is Saturday!

### Objectives

- New words: *Monday, Thursday, Friday, Saturday*
- Theme: *Days of the Week*
- Sentence pattern:  
*Today is (day).*  
*Let's go to (place).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 66-67. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



### Before Reading

#### New Words

- Have students open their SBs to page 66-67. 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 87 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 88. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students' interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the 'Phonics Words Stickers' over the illustration.
- Phonics study points are colored red. The words *English* and *Friday* contain the target sounds 'sh' in *English* and 'fr' in *Friday*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *today* and *to* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. rushing off to school or class).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the children in panel 3. Ask:

Where are the children in this picture? Where do you like to have parties? Why is that place special?

- Activity 2: Ask students about the children in panel 4. What are the children doing in this picture? Where can you read books at school? Where do you like to read at home?

## Reading

### Main Reading

- Play Track 89. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 90. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *oo* sound in 'school' *ax* sound in 'relax'). Then, have them imitate what they heard.

## After Reading

### Check It

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

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about DAYS OF THE WEEK.

- Remind students of the reading. Focus on the things the children in the story do each day.
- Ask students to think about what they do on the days mentioned in the story. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they do on Monday, Thursday, Friday, and Saturday. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same things for the same days?
- Optional: Create a chart which represents the classes different answers. Compare the things students like to do on each of the days mentioned in the story.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ar*, *fr*, and *sh*. Then have them read each word: *park*, *party*, *Friday*, *France*, *wash*, and *English*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *barn*, *fresh*, and *wish*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about what they do on the other days of the week. Give students a minute or two to think about the different things they do on Tuesday, Wednesday,

and Sunday.

- Have students create a calendar on which to write the things they do each day of the week.

### Practice It

- Play track 92 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “How do you like to relax?” or “What do you learn in school?”

### Homework

- Vocabulary Workbook 2: page 20, Unit 15
- Writing Workbook 2: pages 52-53

## Unit 16 Superboy! Supergirl!

### Objectives

- New words: *t-shirt, vest, coat, cape*
- Theme: *Dressing for Weather*
- Sentence pattern:  
*How is the weather?*  
*It is (adjective).*  
*Put on your (noun).*
- Tense: *Simple present*

### Warm Up

- Greet your students.
- Ask students to look at the pictures on pages 70-71. Ask students questions about the pictures. Ask class to think about what they will learn about in the unit.
- Have students look at the “New Words” section.
- Before reading the words to the students, ask them to look at the words and letters. Help the students sound out the words slowly. Talk about any surprising letters or sounds in the words.



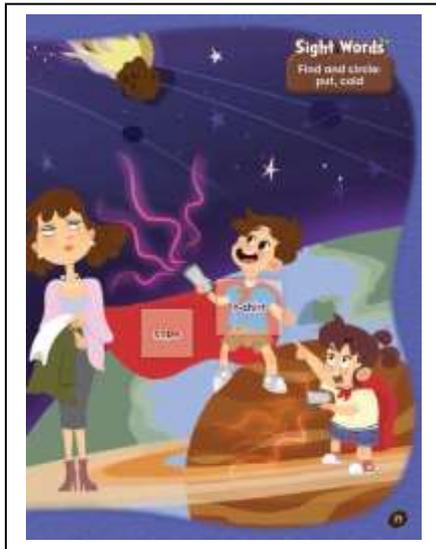
### Before Reading

#### New Words

- Have students open their SBs to page 70-71. 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 93 two times and have students repeat the third time. Practice the words a few more times, calling on students individually or as a class.
- Have students look at the pictures. Ask them to match the pictures with the new words. Say the words and have students repeat them again.
- Have students look for the new words within the story. Have students trace the word once as you say it. Have them trace it again as they repeat the word.
- For additional practice, play Track 94. Have student listen and chant along with the recording.

#### Phonics Words

- This section works to engage students’ interest in the unit topic.
- As an introduction to new phonics concepts, this section provides an element of interaction with the reading passage. Students should correctly put the ‘Phonics Words Stickers’ over the illustration.
- Phonics study points are colored red. The words *t-shirt* and *cape* contain the target sounds ‘ir’ in *t-shirt* and ‘a\_e’ in *cape*. Those words are hidden in the illustration. Students will place the sticker for each word over the illustration on the page. Have students repeat the words and its phonics sound after the teacher.
- Stickers are provided at the end of the Work Book.



### Sight Words

- This section provides additional practice of select sight words.
- The words *put* and *cold* are used throughout the reading.
- Ask students to find and point to the sight words in the reading. Have students repeat each word after the teacher.

### Illustration

- Ask students to view the illustrations. Encourage students to imitate the characters' actions in the illustrations (ex. firing a laser).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the children in the picture.

Ask: What are the children wearing? Where do they imagine they are?

- Activity 2: Ask students about the mother. What is the mother holding? What is she probably thinking? What do you like to pretend?

## Reading

### Main Reading

- Play Track 95. Have students just listen the first and second time, looking at the pictures.
- Go through the story again, having students repeat each line.
- 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.
- Play Track 96. Have students listen for the different sounds. Ask students to talk about sounds they hear (ex. *oh* sound in 'cold' and 'coat'). Then, have them imitate what they heard.

## After Reading

### Check It

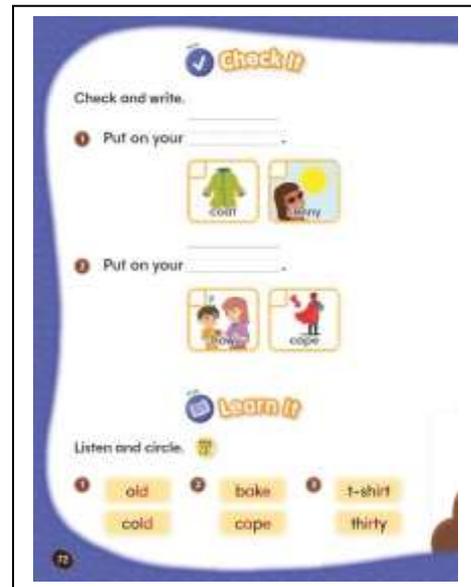
This exercise checks students' comprehension of the story and reinforces the new words.

- Read the direction line for exercise 1. Instruct students to check the correct answer and write it on the line. They should use the pictures to help them.
- Have students complete exercise 1 alone or in pairs.
- Instruct students to continue to exercise 2.
- Have students complete exercise 2 alone or in pairs.
- Go through the answers as a class.

### Expansion

Talk about DRESSING FOR WEATHER.

- Remind students of the reading. Focus on the type of weather the children dress for.
- Ask students to think about what they would wear on a sunny or cold day. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they wear when the weather is warm or cool. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did many students draw the same things for the same type of weather?
- Optional: Create a chart which represents the classes different answers. Compare the things students wear on sunny days and cold days.



### Learn It

This listening exercise further reinforces the phonics for each unit.

- Read, or ask a student to read, the direction line, instructing students to circle the words they hear.
- Play track 6 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ld*, *a\_e*, and *ir*. Then have them read each word: *old*, *cold*, *bake*, *cape*, *t-shirt*, and *thirty*.
- Say the red letter sounds so students can hear each one. Say each word, emphasizing the red letter sounds. Have students repeat each word and phonics sound.
- Ask students to cover the words and spell the red letter sounds. Spell the whole word first, having students repeat. Then spell the phonics sounds. Have students repeat.

### Expansion

Ask students to think about other words that have the phonics sounds they just learned. Some possible answers include *bold*, *take*, and *thirsty*. Have students share with the class or draw a picture of their ideas.



### Write It

This exercise reinforces key concepts from the reading passage while also providing additional writing practice for students.

- Read, or ask a student to read, the direction line, instructing students to look at the pictures before they match the word.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

### Expansion

- Ask students to think about the weather at different times of the year. Give students a minute or two to think about what they wear during the year.

- Have students write out the clothes they wear during each of the four seasons. Ask students to label each season with an adjective to describe the weather (cold, warm, sunny, etc.)

### Practice It

- Play track 98 twice. Have the students repeat each sentence played in the track. Play the track multiple times to allow students the chance to understand what is being said.
- In this activity, students should listen to the speaker say a sentence. Then, have students put the corresponding sticker next to the correct speaker.
- Stickers are provided at the end of the Workbook.

### Expansion

- Have student come up with one or two follow-up questions for the boy and girl in the activity. This could be as simple as “What color is your vest / t-shirt?”

### Homework

- Vocabulary Workbook 2: page 21, Unit 16
- Writing Workbook 2: pages 54-55