

Unit 01 Going Places

Objectives

- New words: *mail, pool, park, airport*
- Theme: *Traveling*
- Sentence pattern:
(Person) (be) going to the (place).
Where are you going?
- Tense: *Simple present (BE) & WHERE question*

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

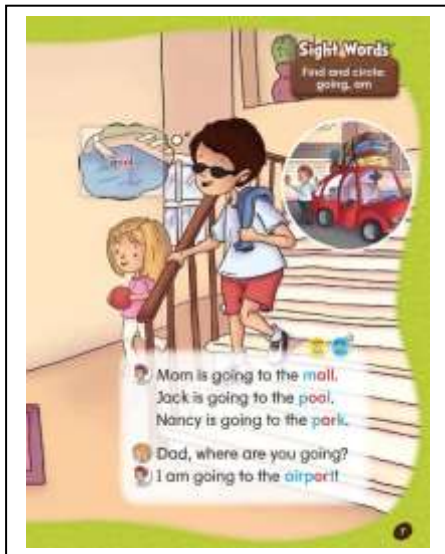
New Words

- 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 *mall* and *pool* contain the target sounds 'all' in *mall* and 'oo' in *pool*. 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 *going* and *am* 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' expressions, actions, or appearance in the illustrations (ex. Jack looks cool in his sunglasses).
- 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 smaller pictures on pages 6 and 7. Ask: What are the pictures of? What can you do in these places?
- Activity 2: Ask students about the dad on page 7. What is the dad next to? Where can you see cars at the school? Where do you like to go in a car?

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. *ar* sound in 'park' and 'are'). 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 TRAVELING.

- Remind students of the reading. Focus on the places the family is going.
- Ask students to think about where they went the last time they took a trip with their family. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss where they went. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. Did any students draw the same places?
- Optional: Create a chart which represents the classes different answers. Compare the places students traveled to on their last family trip.



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, *all*, *oo*, and *ad*. Then have them read each word: *tall*, *mall*, *school*, *pool*, *mad*, and *dad*.
- 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 *call*, *tool*, and *bad*. 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 they can see and do on a family trip. Give students a minute or two to think about what they can see and do while on a family trip.

- Have students list out the places they can visit. Ask students to ask their classmates “Where are you going?” Students should respond with the ideas from their list.

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 “What will you/she do there?”

Homework

- Vocabulary Workbook 3: page 6, Unit 01
- Writing Workbook 3: pages 24-25

Unit 02 Away We Go!

Objectives

- New words: *train, jet, car, ship*
- Theme: *Ways to Travel*
- Sentence pattern:
Let's Go!
We / I take a (noun).
I feel sick.
- Tense: *Simple present*

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 *train* and *sick* contain the target sounds 'ai' in *train* and 'ick' in *sick*. 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 *go* and *take* 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. waving 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 the ways the children are

traveling. Ask: How do the children travel? Where can you see boats or trains?

- Activity 2: Ask students about the girl on page 10. How does the little girl probably feel? Have you ever felt sick while riding in a vehicle? What makes you feel better when you are feeling sick?

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. *oy* sound in 'ahoy' or *sh* sound in 'ship'). 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 WAYS TO TRAVEL.

- Remind students of the reading. Focus on the different ways the children traveled.
- Ask students to think about how they get to places that are far away. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss how they get places that are far away. 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 ways to travel?
- Optional: Create a chart which represents the classes different answers. Compare the different ways students traveled far distances.



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, *ick*, *ai*, and *a_e*. Then have them read each word: *quick*, *sick*, *train*, *tail*, *tape* and *take*.
- 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 *stick*, *rain*, and *late*. 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 ways to travel. Give students a minute or two to think about how people travel around the world.

- Have students list out the different ways that people can choose to travel. Ask students to group their ideas into categories (for example: by land, by sea, by air, etc.).

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 “How fast is the car / jet?” or “What can you see from the window?”

Homework

- Vocabulary Workbook 3: page 7, Unit 02
- Writing Workbook 3: pages 26-27

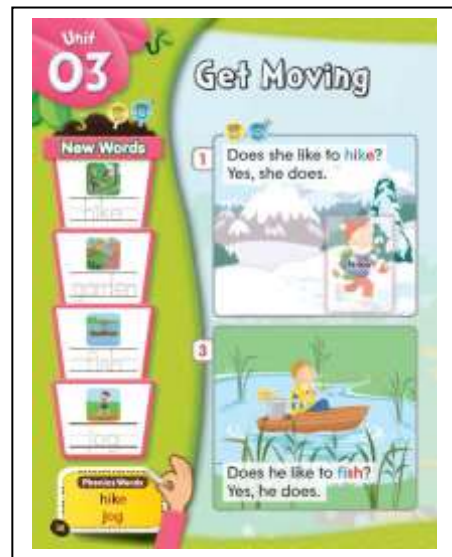
Unit 03 Get Moving

Objectives

- New words: *hike, garden, fish, jog*
- Theme: *Activities*
- Sentence pattern:
Does she/he like to (activity)?
Yes/No, she/he does/doesn't.
- Tense: *Simple present (DO)*

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 *hike* and *jog* contain the target sounds 'i_e' in *hike* and 'og' in *jog*. 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 *does* and *sleep* 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. trying to avoid bees in panel 2).
- 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 activities the people are doing. Ask: What activities are the people doing? When can you do these activities?
- Activity 2: Ask students about the boy in panel 3. What is the boy holding? Where can you go fishing? What kind of fish would you like to see?

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. *short i* sound in 'fish' or *ar* sound in 'garden'). Then, have them imitate what they heard.

After Reading

Check It

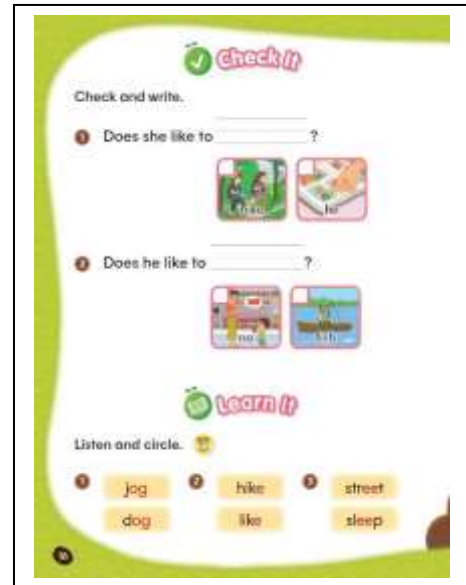
This exercise checks students' comprehension of the story and reinforces the new words.

- 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 ACTIVITIES.

- Remind students of the reading. Focus on the activities the people in the story did.
- Ask students to think about what kinds of outdoor activities they enjoy doing. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what outdoor activities they enjoy. 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 activities?
- Optional: Create a chart which represents the classes different answers. Compare the activities students enjoy doing.



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, *og*, *i_e*, and *ee*. Then have them read each word: *jog*, *dog*, *hike*, *like*, *street*, and *sleep*.
- 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 *fog*, *bike*, and *feet*. 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 times of the year when they can do the activities they enjoy. Give students a minute or two to think about which seasons they do their

favorite activities.

- Have students group their favorite activities by weather. For example: SUMMER – swimming, boating. WINTER – skiing, sledding.

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 “Why does she like to garden?” or “Why doesn’t he like fishing?”

Homework

- Vocabulary Workbook 3: page 8, Unit 03
- Writing Workbook 3: pages 28-29

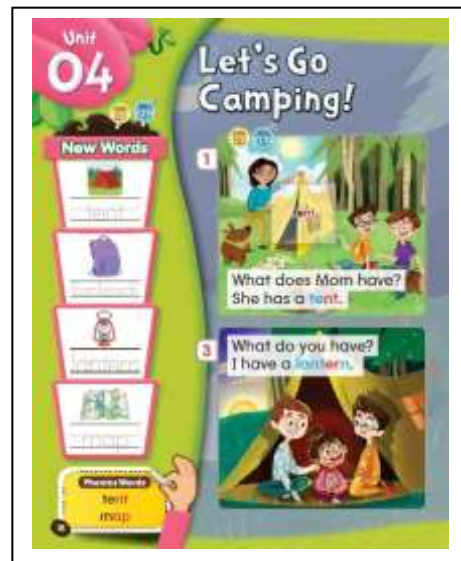
Unit 04 Let's Go Camping!

Objectives

- New words: *tent, backpack, lantern, map*
- Theme: *Camping*
- Sentence pattern:
What does/do (person) have?
(Person) have/has a (noun)
- Tense: *Simple present*

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 *tent* and *map* contain the target sounds 'nt' in *tent* and 'ap' in *map*. 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 *has* and *no* 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. boy dancing in panel 2).
- Have students look at the other illustrations in the story.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about panel 1. Ask: What are the

kids doing? When can you talk during class?

- Activity 2: Ask students about the children in panel 3. What is the little girl holding? Why does someone use a lantern? What do you use to help you see in the dark?

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 a* sound in 'have' and 'backpack'). 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 CAMPING.

- Remind students of the reading. Focus on the things the family takes when they go camping.
- Ask students to think about what they would bring with them on a camping trip. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they would bring on a camping trip. 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?
- Optional: Create a chart which represents the classes different answers. Compare the things students would take with them on their trip.



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 24 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *ap*, *og*, and *nt*. Then have them read each word: *map*, *gap*, *jog*, *dog*, *want*, and *tent*.
- 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 *tap*, *log*, and *hunt*. 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 things they need to take on a camping trip. Give students a minute or two to think about the different things they will need.

- Have students list out the things they will need to bring on a camping trip. Ask students to group their ideas into categories (for example: clothes, food, first aide, etc.).

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 is in her backpack?” or “What can he see with his lantern?”

Homework

- Vocabulary Workbook 3: page 9, Unit 04
- Writing Workbook 3: pages 30-31

Unit 05 At the Garden Store

Objectives

- New words: *tulip, lily, rose, sunflower*
- Theme: *Flowers*
- Sentence pattern:
What do they want?
(Person) wants some/a lot of (noun).
- Tense: *Simple present*

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 *rose* and *seed* contain the target sounds 'o_e' in *rose* and 'ee' in *seed*. 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 *some* and *eats* 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. covering mouth with hand on page 23).
- Have students look at the other numbers in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the women on page 23. Ask: How are they probably feeling? When was a time you felt worried / nervous / shocked? What did you do to feel better?
- Activity 2: Ask students about the flowers on page 23. What color are the roses? Where can you see roses? What is your favorite kind of flower?

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 'lilies' and 'eats'). 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 FLOWERS.

- Remind students of the reading. Focus on the flowers each person wants in the story.
- Ask students to think about what plant or flower they like most. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what plant or flower is their favorite. 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 plants or flowers?
- Optional: Create a chart which represents the classes different answers. Compare the plants / flowers students like best.



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, *ee*, *nt*, and *o_e*. Then have them read each word: *seed*, *sleep*, *tent*, *want*, *nose*, and *rose*.
- 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 *speed*, *went*, and *hose*. 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 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 flowers they are familiar with. Give students a minute or two to think about the flowers they have seen before.

- Have students list out the different flowers they know about. Ask students to label each flower with WHERE they saw it.

Practice It

- Play track 31 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 are the sunflowers?” or “What do roses smell like?”

Homework

- Vocabulary Workbook 3: page 10, Unit 05
- Writing Workbook 3: pages 32-33

Unit 06 How Much?

Objectives

- New words: *twenty, forty, hundred, thirty*
- Theme: *Money*
- Sentence pattern:
How much is the (noun)?
It's (number) dollars.
- Tense: *Simple present (BE) & HOW MUCH question*

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 *can* and *thirty* contain the target sounds 'an' in *can* and 'ir' in *thirty*. 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 *much* and *one* 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. girl walking silly 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 the items on page 26. Ask:

What items are the family getting? Where can you buy items like these in your neighborhood?

- Activity 2: Ask students about the picture on page 27. What is the little girl wearing? How did the family use the items they bought? What winter sport do you enjoy?

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. *short e* sound in 'twenty' and 'pegs'). 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 MONEY.

- Remind students of the reading. Focus on how much money the items cost.
- Ask students to think about what they like to buy at the store. They should include how much each item costs. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they buy and how much they spend at the store. 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 amount of money?
- Optional: Create a chart which represents the classes different answers. Compare the things students like to buy and how much they spend on those items.



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, *ir*, *fr*, and *an*. Then have them read each word: *six*, *t-shirt*, *thirty*, *France*, *frame*, *fan*, and *can*.
- 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 *thirsty*, *frown*, and *man*. 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 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 something they want to buy in the future. Give students a minute or two to think about what they would like to buy in the future.

- Have students guess about how much the item will cost. Ask students how they can earn and save enough money to buy what they want.

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 "What can you do with the net / frame?"

Homework

- Vocabulary Workbook 3: page 11, Unit 06
- Writing Workbook 3: pages 34-35

Unit 07 What's Wrong?

Objectives

- New words: *runny nose, headache, cold, toothache*
- Theme: *Being Ill*
- Sentence pattern:
What's wrong, (Person)?
I have a(n) (illness).
- Tense: *Simple present (HAVE) & WHAT question*

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 *cold* and *toothache* contain the target sounds 'ld' in *cold* and 'oo' in *toothache*. 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 *have* and *a* 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 finger under nose when about to sneeze in panel 1).
- 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 little girl in white. Ask:

What is the little girl wearing? What is she pretending to be?

- Activity 2: Ask students about the other children in the story. What are Ken and Mason probably feeling? (Pain) Where can you go if you don't feel well at school? Who takes care of you when you are home sick?

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. *long o* sound in 'nose' and 'cold'). 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 BEING ILL.

- Remind students of the reading. Focus on what made the children not feel well in the story.
- Ask students to think about a time they were sick. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they did while they were sick and who took care of them. 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 person taking care of them?
- Optional: Create a chart which represents the classes different answers. Compare the illnesses that the 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 42 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *o_e*, *oo*, and *ld*. Then have them read each word: *home*, *nose*, *toothache*, *pool*, *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 *bone*, *fool*, and *hold*. 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 makes them feel better when they are sick. Give students a minute or two to think about the things that make them feel better.

- Have students list out the different things that have made them feel better in the past. Ask students which one worked the best.

Practice It

- Play track 73 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 will make your toothache / headache feel better?”

Homework

- Vocabulary Workbook 3: page 12, Unit 07
- Writing Workbook 3: pages 36-37

Unit 08 It's Scary!

Objectives

- New words: *seesaw, swing, slide, maze*
- Theme: *Trying New Things*
- Sentence pattern:
Try the (noun), (Person). It's (adjective)!
No. It's scary.
- Tense: *Simple present*

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

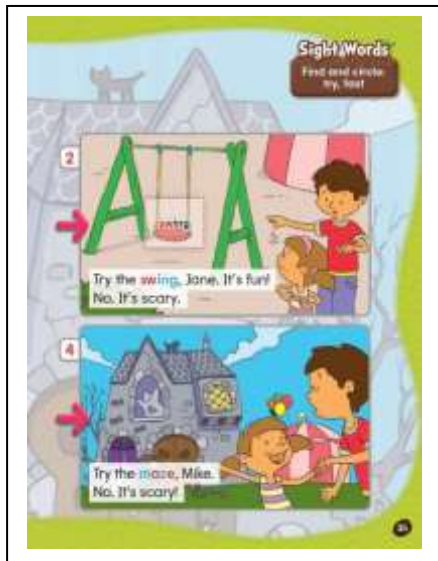
New Words

- 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 *swing* and *slide* contain the target sounds 'sw' in *swing* and 'sl' in *slide*. 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 *try* and *fast* 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. hiding behind another person in panel 3).
- 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 in panel 1. Ask:

Where are the children? When have you been to an amusement park? What rides did you go on?

- Activity 2: Ask students about the picture in panel 4. What is the little girl probably feeling? What fun thing makes you excited? What is your favorite ride at the amusement park?

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. *long a* sound in 'Jane' and 'maze'). 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 TRYING NEW THINGS.

- Remind students of the reading. Focus on the new rides the children talk about.
- Ask students to think about a time they tried something new. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they tried and how they felt before and after they tried it. 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 experience the same feelings when trying something new?
- Optional: Create a chart which represents the classes different answers. Compare the emotions students felt when they tried something new.



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 48 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *un*, *sw*, and *sl*. Then have them read each word: *fun*, *sun*, *swing*, *swim*, *slide*, and *slow*.
- 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 *bun*, *swan*, and *slime*. 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 they have tried this year. Give students a minute or two to think about what new things they have tried in the last year.

- Have students list out the things they have tried in the last year. Ask students to group the items on their lists into categories (for example: food, activities, etc.).

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 “Who do you like to ride the seesaw with?” or “How tall is the slide?”

Homework

- Vocabulary Workbook 3: page 13, Unit 08
- Writing Workbook 3: pages 38-39

Unit 09 It's Your Birthday!

Objectives

- New words: *March, June, July, December*
- Theme: *Birthdays*
- Sentence pattern:
When is your birthday?
It's in (month).
- 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 *June* and *party* contain the target sounds 'u_e' in *June* and 'ar' in *party*. 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 *your* and *when* 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. passing out party invitations).
- 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 the children are

holding. Ask: What are the pictures of that the children are holding? When was the last time you saw these items?

- Activity 2: Ask students about the children in the story. How are the children probably feeling? When is your birthday? What kind of party will you have for your next one?

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. *long i* sound in 'July' or *long a* sound in 'birthday'). 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 BIRTHDAYS.

- Remind students of the reading. Focus on when the children in the story have birthdays.
- Ask students to think about what their birthday parties were like when they were younger. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what their favorite birthday party was. 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 types of birthday parties?
- Optional: Create a chart which represents the classes different answers. Compare the different themes of parties the student talked 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, *ar*, *u_e*, and *ay*. Then have them read each word: *large*, *party*, *June*, *dune*, *clay*, and *birthday*.
- 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 *charge*, *cube*, and *say*. 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 their ideas for their next birthday party. Give students a minute or two to think about their next birthday.

- Have students list out different party themes that they would like to have. Ask students to rank their top three ideas.

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 games will you have at your party?” or “What things will eat at your party?”

Homework

- Vocabulary Workbook 3: page 14, Unit 09
- Writing Workbook 3: pages 40-41

Unit 10 Larger and Louder!

Objectives

- New words: *zebra, elephant, lane, road*
- Theme: *Comparison*
- Sentence pattern:
Which is (comparative adjective)?
(noun) is (comparative adjective).
- Tense: *Simple present (BE) & Simple future*

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 39 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.

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 *road* and *ice cream* contain the target sounds 'oa' in *road* and 'ea' in *ice cream*. 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 *will* and *which* 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. covering ears in scene #3).
- Have students look at the other objects in the illustrations and reading.
- Ask students follow-up questions about what they see.
- Activity 1: Ask students about the bus in scene #3. Ask: What color is the bus in the picture? Where can you see the color yellow in our classroom? Point the yellow object.
- Activity 2: Ask students about the animals in scene #1. What pattern in on the zebra? What color patterns can you see in the classroom? What new pattern can you make?

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 40 again. This time, have students listen for the different sounds. Ask students to talk about sounds they hear (ex. bike sounds, elephant sounds). 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 COMPARATIVES.

- Remind students of the reading. Focus on the things that were compared.
- Ask students to think of a few of their favorite animals. Ask them to draw the animals.
- Then, ask students to turn to a partner and discuss their favorite animals. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their findings with the class. Which animals were larger, louder, wider, or bigger?
- Optional: Create a chart which represents the classes different answers. Compare the sizes of real 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 41 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*, *ea*, and *oa*. Then have them read each word: *harp*, *large*, *ice cream*, *dream*, *road*, and *toad*.
- 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 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 *car*, *star*, *scream*, *lean*, *boat*, and *coat*. 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 a 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 things in the classroom that they could measure. Give students a minute or two to find something to measure.

- Have students use words from the reading passage to help them write their own descriptions. Write the objects students find on the board for their reference.

Practice It

- Play track 42 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 does an elephant sound like?” or “Where can a bus take you?”

Homework

- Vocabulary Workbook 3: page 15, Unit 10
- Writing Workbook 3: pages 42-43

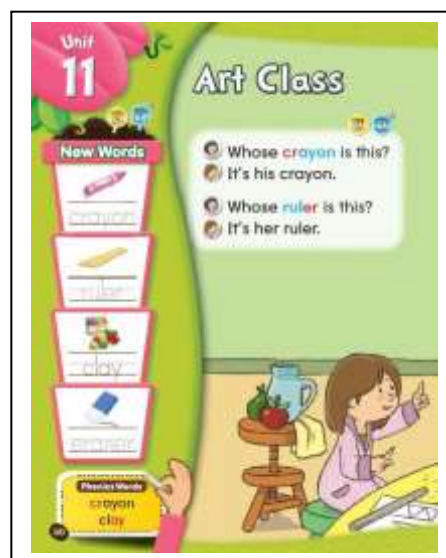
Unit 11 Art Class

Objectives

- New words: *crayon, ruler, clay, eraser*
- Theme: *Art*
- Sentence pattern:
Whose (noun) is this?
It's/That's his/her/my (noun).
- Tense: *Simple present*

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 *crayon* and *clay* contain the target sounds 'cr' in *crayon* and 'ay' in *clay*. 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 *this* and *thank* 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. forming a pot out of clay).
- 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 on page 51. Ask:

What are they making? Where can you make art projects in our classroom? Point to the area where students are able to create art.

- Activity 2: Ask students about the little girl on page 50. What is the little girl holding? Where can you find crayons in the classroom? What is your favorite way to make art?

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. *er* sound in 'her' and 'ruler'). 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 ART.

- Remind students of the reading. Focus on the things the children used to make art.
- Ask students to think about what they use to make art. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what things they use when they make art. 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 say they used the same things to make art?
- Optional: Create a chart which represents the classes different answers. Compare the things students use when they make their own art.



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 67 twice. Have students circle the words they hear.
- Go through the answers as a class.
- Ask students to read only the red letter sounds, *cr*, *er*, and *ay*. Then have them read each word: *crab*, *crayon*, *dinner*, *teacher*, *clay*, and *birthday*.
- 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 *crane*, *dancer*, and *pay*. 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 creating an art project. Give students a minute or two to think about the things they will need to create their art project.

- Have students list out the items they will need to create their projects.

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 “What will he erase with his eraser?” or “What will you color with your crayon?”

Homework

- Vocabulary Workbook 3: page 16, Unit 11
- Writing Workbook 3: pages 44-45

Unit 12 How Often?

Objectives

- New words: *flute, piano, cello, drums*
- Theme: *Musical Instruments*
- Sentence pattern:
(Person) always plays the (instrument)
It sounds good.
- 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 *flute* and *Jane* contain the target sounds 'fl' in *flute* and 'a_e' in *Jane*. 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 *always* and *our* 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. covering ears 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 Instruments the children in the story play. Ask: What instrument are you familiar with? Where can you find instruments at our school?
- Activity 2: Ask students about the boy playing the drums. How does the boy probably feel about playing the drums? What else can be used as a drum? What do you (or want to) play?

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 o* sound in 'cello' and 'piano'). 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 MUSICAL INSTRUMENTS.

- Remind students of the reading. Focus on the instruments the children play in the story.
- Ask students to think about what musical instrument they like most. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what instrument they like most. Students should talk about how the instruments sound. They 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 instrument?
- Optional: Create a chart which represents the classes different answers. Compare the instruments the 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, *a_e*, *fl*, and *ou*. Then have them read each word: *lane*, *Jane*, *flag*, *flute*, *sound*, and *mouse*.
- 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 *cape*, *flame*, and *house*. 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 instruments they are familiar with. Give students a minute or two to think about the different instruments they know.

- Have students list out the instruments they thought of. Ask students to group the instruments by category (for example: string, drums, brass, etc.).

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 “What kind of music does she/he like to play on the flute/piano?”

Homework

- Vocabulary Workbook 3: page 17, Unit 12
- Writing Workbook 3: pages 46-47

Unit 13 Different Tastes

Objectives

- New words: *spicy, sour, sweet, bitter*
- Theme: *Taste*
- Sentence pattern:
How does/do the (noun) taste?
It/They taste (adjective).
- Tense: *Simple present*

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

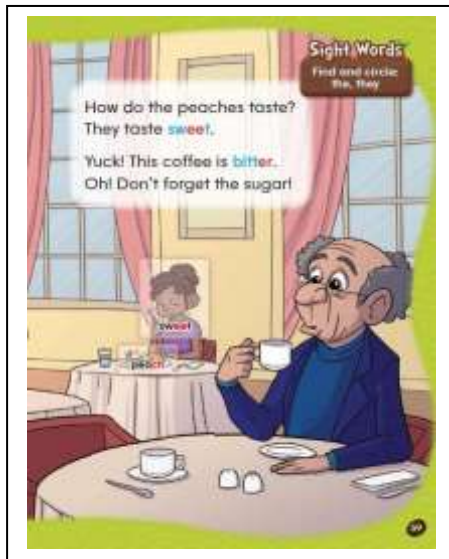
New Words

- 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 *peach* and *sweet* contain the target sounds 'ch' in *peach* and 'ee' in *sweet*. 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 *the* and *they* 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. making a "sour" expression on page 58).
- 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. Ask:

Where are the people in the story? What restaurants are nearby?

- Activity 2: Ask students about the man on page 58. What is the man probably thinking? Where can you eat spicy food near your home? What is your favorite food to have at a restaurant?

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. *long e* sound in 'peaches' and 'coffee'). 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 TASTES.

- Remind students of the reading. Focus on the way the food tasted to the people in the story.
- Ask students to think about what they have eaten or taste that tastes spicy, sour, sweet, or bitter. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they spicy, sour, sweet, and bitter foods they have eaten. 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 foods for the same tastes?
- Optional: Create a chart which represents the classes different answers. Compare the foods that students think are spicy, sour, sweet, and bitter.



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, *ee*, *ow*, and *ch*. Then have them read each word: *sweet*, *seed*, *cow*, *how*, *peach*, and *bench*.
- 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 *feet*, *now*, and *French*. 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 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 food they enjoy at home. Give students a minute or two to think about the food they eat at home.

- Have students list out the foods. Ask students to share their lists with a partner. Then, have students ask “How do/does the (food) taste?”

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 can you put in it to make it sweet?” or “What flavor yogurt do you like best?”

Homework

- Vocabulary Workbook 3: page 18, Unit 13
- Writing Workbook 3: pages 48-49

Unit 14 How Do I Get There?

Objectives

- New words: *turn, left, right, cross*
- Theme: *Directions*
- Sentence pattern:
How do I get (location)?
Turn left/right here/there.
Then go straight / cross the street. Walk to the right
Take the bus.
- Tense: *Simple present*

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 *turn* and *street* contain the target sounds ‘ur’ in *turn* and ‘ee’ in *street*. 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 *get* and *then* 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 to places on a map).
- 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 map the boy is holding

on page 62. Ask: What is the map of that the boy is holding? Where can you find maps? How do they help you?

- Activity 2: Ask students about the girl on page 63. What is the little girl holding? Where can you see notebooks in the classroom? How do you get to school?

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. *long a* sound in 'straight' or *long i* sound in 'right'). 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 DIRECTIONS.

- Remind students of the reading. Focus on the directions the boy gives to the girl.
- Ask students to think about a time they needed to find a new place. How did they get there? Ask them to draw a map to show how they got to their destination.
- Then, ask students to turn to a partner and discuss how they got to where they needed to be. Students should consider how their partners' drawings differ from their own.
- Finally, ask student pairs to share their ideas with the class. How detailed are the maps the students drew?
- Optional: Have students exchange maps and see if other students are able to use the map to reach the destination. Have students report back about how easy or difficult the map was to use.



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, *ee*, *o_e*, and *ur*. Then have them read each word: *sleep*, *street*, *rose*, *home*, *turn*, and *turtle*.
- 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 *need*, *nose*, and *burn*. 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 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 places they go in their school. Give students a minute or two to think about where they go and how they get there.
- Have students work in small groups to create a map of the school. They should be able to write the directions for getting from the classroom to another room in the school.

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 “Who rides the bus with you?” or “What is on the other side of the street?”

Homework

- Vocabulary Workbook 3: page 19, Unit 14
- Writing Workbook 3: pages 50-51

Unit 15 What Time Is It?

Objectives

- New words: *school, gym, toy store, zoo*
- Theme: *Places*
- Sentence pattern:
What time is it?
It's (time). It's time for (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 *school* and *toy store* contain the target sounds 'oo' in *school* and 'oy' in *toy store*. 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 *seven* and *three* 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. look at wrist watch in panel 1).
- 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 in the circle in panel 2. Ask: How does this help the boy? How many of you have watches?
- Activity 2: Ask students about the picture in panel 5. How does the girl probably feel about going to the zoo at night? Where are safe places to visit at night? What is your favorite place to go or visit?

Reading

Main Reading

- Play Track 87. 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. *short i* sound in 'it's' and 'gym'). 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.

- Remind students of the reading. Focus on the places the children went and when they went there.
- Ask students to think about when they need to go to different places (school, music class, dance class, movie theater, etc.). Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss when they go to different places. 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 places and times?
- Optional: Create a chart which represents the classes' different answers. Compare the places and times the students talked 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, *oo*, *oy*, and *ee*. Then have them read each word: *school*, *toothache*, *boy*, *toy store*, *three*, and *see*.
- 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 *pool*, *joy*, and *tree*. 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 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 their weekly schedule. Give students a minute or two to think about the different places they go during the week and when they are

supposed to be there.

- Have students create a schedule for themselves that includes where they need to be and what time they need to be there.

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 “What do you need to do at seven o’clock?” or “What time will you go to the zoo?”

Homework

- Vocabulary Workbook 3: page 20, Unit 15
- Writing Workbook 3: pages 52-53

Unit 16 In the Kitchen

Objectives

- New words: *cook, fry, chop, peel*
- Theme: *Cooking*
- Sentence pattern:
Let's cook dinner.
Sure! I like cooking.
- 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 *fish* and *chop* contain the target sounds 'sh' in *fish* and 'ch' in *chop*. 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 *like* 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. chopping a carrot).
- 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 hanging on the wall on page 70. Ask: What are the items hanging on the

wall? Where can you see these items in your home?

- Activity 2: Ask students about the man on page 71. What is the man cooking? Where can you get fish to eat? What is your food to eat?

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. *long i* sound in 'fry' and 'I'). 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 COOKING.

- Remind students of the reading. Focus on the things the men cook in the story.
- Ask students to think about what they are able to help cook at home. Ask them to draw their ideas.
- Then, ask students to turn to a partner and discuss what they are able to cook. 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?
- Optional: Create a chart which represents the classes different answers. Compare the things students like to or can cook.



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*, *sh*, and *ch*. Then have them read each word: *teacher*, *dinner*, *wash*, *fish*, *chant*, and *chop*.
- 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 *farmer*, *wish*, and *change*. 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 they can cook. Give students a minute or two to think about the different steps to make the food.

- Have students list out the steps for making a food they like to make (for example: spread peanut butter on a slice of bread. Then, spread jam on a second slice of bread. Put the two slices together.).

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 are you frying?” or “Do you like potatoes?”

Homework

- Vocabulary Workbook 3: page 21, Unit 16
- Writing Workbook 3: pages 54-55