

2nd Edition
My First **1**
Writing

Teacher's Manual





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Characters

Cody



Dad





Finn

Ella

Mom

Components

Student Book

- Systematic 6-step writing process
- Familiar topics relevant to young learners
- Fun and instructive model passages
- An entertaining family of characters
- Colorful illustrations and real photos
- Idea webs for making topic-related sentences
- Exercises to develop sentence-building skills
- Easy-to-follow writing projects

Unit 1 My Brothers and I

STEP 1 Warm-up

Circle the words to complete the story.

My Brothers and I

I am Ella Kibbits.
I am a girl / a boy.
I am eight years old.
I am tall / pretty.
Finn and Cody am / are my brothers.
Finn is nine years old.
Cody is / are ten years old.
They are funny.

Look and write the name.

1 _____ 2 _____ 3 _____

STEP 2 Word Practice

Choose and write the word.

boy girl brother sister brothers sisters

1 I am a _____ 2 I am a _____ 3 We are _____

4 We are _____ 5 He is my _____ 6 She is my _____

Look and write the word.

pretty tall short funny happy smart

1 He is _____ 2 They are _____ 3 She is _____

4 They are _____ 5 She is _____ 6 He is _____

STEP 3 Grammar Practice

Write am, is, or are.

- He _____ Mike.
- I _____ a boy.
- Jake and Tim _____ my brothers.
- They _____ smart.
- She _____ a student.
- I _____ nine years old.
- You _____ funny.
- He _____ short.

Circle the number and say the sentences.

Subject	Verb	Others
I Tom We	is am are	a student girls tall

- I can make _____ sentence(s) with "I."
- I can make _____ sentence(s) with "Tom."
- I can make _____ sentence(s) with "We."

STEP 4 Writing Practice

Read and complete the idea web.

I am Ella Kibbits.
I am a girl.
I am eight years old.
I am pretty.

Look and write the sentences using the correct Be verb.

1 Sam Lee	2 a boy	3 nine years old	4 my sister
1 _____	2 _____	3 _____	4 _____
2 _____	3 _____	4 _____	5 ten years old
3 _____	4 _____	5 _____	6 smart
4 _____	5 _____	6 _____	

Workbook

- Exercises for sentence pattern practice
- Review of vocabulary and grammar
- Designed to be used for homework or self-study

Unit 1 My Brothers and I

Words and Sentences

Write the word and the sentence.

1 boy girl He She

1 I am a _____.

2 I am a _____.

3 _____ is a boy.

4 _____ is a girl.

Write the word and the sentence.

1 sister sisters brother brothers

1 She is my _____.

2 They are my _____.

3 He is my _____.

4 They are my _____.

Choose and write the word. Rewrite the sentence.

funny happy pretty short smart tall

1 She is _____.

2 She is _____.

3 He is _____.

4 They are _____.

5 He is _____.

6 They are _____.

Look and write the sentences.

Ella Kibbits / girl / pretty

I am _____.

I _____.

I _____.

Warm-up

- A model passage, presented alongside a colorful illustration of the characters, introduces the writing topic to students.
- Students will actively participate in completing the passage before testing their understanding of it through a reading comprehension exercise.

6-Step Writing Process

Step 1

Unit 1 My Brothers and I

STEP 1 Warm-up

A Circle the words to complete the story.

My Brothers and I

I am Ella Kibbits.

I am a girl / a boy.

I am eight years old.

I am tall / pretty.

Finn and Cody am / are my brothers.

Finn is nine years old.

Cody is / are ten years old.

They are funny.

B Look and write the name.





1 _____ 2 _____

Step 2

STEP 2 Word Practice

A Choose and write the word.

boy girl brother sister brothers sisters

1  I am a _____.

2  I am a _____.

3  We are _____.

4  We are _____.

5  He is my _____.

6  She is my _____.

B Look and write the word.

pretty tall short funny happy smart

1  He is _____.

2  They are _____.

3  She is _____.

4  They are _____.

5  She is _____.

6  He is _____.

Step 3

STEP 3 Grammar Practice

A Write **am, is, or are**.

1 He _____ Mike.

2 I _____ a boy.

3 Jake and Tim _____ my brothers.

4 They _____ smart.

5 She _____ a student.

6 I _____ nine years old.

7 You _____ funny.

8 He _____ short.



B Circle the number and say the sentences.

Subject	Verb	Others
I Tom We	is am are	a student girls tall

1 I can make (1 2 3) sentence(s) with "I."

2 I can make (1 2 3) sentence(s) with "Tom."

3 I can make (1 2 3) sentence(s) with "We."

Word Practice

- Through various exercises, students will be exposed to useful vocabulary and expressions that are related to the writing topic.
- Photos and illustrations are used to bring the new words to life for students.

Grammar Practice

- Through various exercises, students will be introduced to and be given opportunities to practice new grammar points.
- In this step, students should learn how to construct meaningful and grammatically correct sentences.

Welcome to

My First Writing



Your Writing

- Students will write their own sentences about the topic using information from the idea web they created in Step 5.
- Students will also draw a picture of their story to supplement their writing from a visual perspective.

Step 6

STEP 6 Your Writing

Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My _____ and I _____

- Checklist**
- sentences begin with a capital letter.
 - sentences end with a period.
 - words are in the correct order.

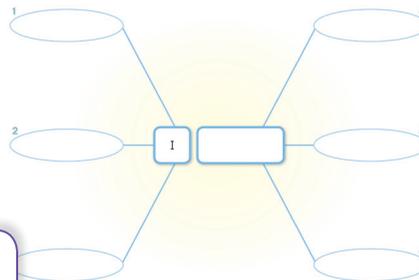


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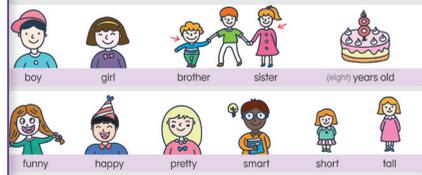
Step 5

STEP 5 Your Idea Web

Make your idea web about yourself and your brother or sister.



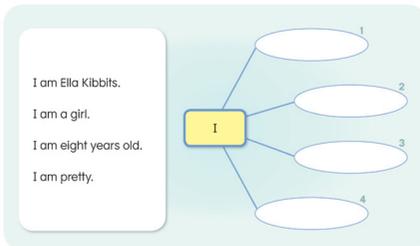
Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



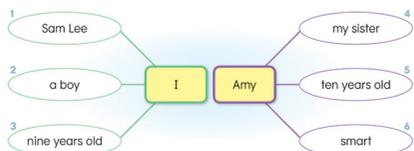
Step 4

STEP 4 Writing Practice

Read and complete the idea web.



Look and write the sentences using the correct Be verb.



- 1 _____ 4 Amy _____
 2 _____ 5 She _____
 3 _____ 6 _____

Your Idea Web

- Based on the writing topic, students will develop and organize their ideas using an idea web like the one in Step 4.
- An illustrated word bank provides words and phrases to support the development of students' ideas when necessary.

Writing Practice

- Using information displayed within an idea web, students will practice writing complete sentences. This will help to consolidate critical sentence-building skills.

Scope and Sequence

	Unit (Writing Topic)	Vocabulary	Grammar
My Family	1 My Brothers and I	<ul style="list-style-type: none"> family members words describing people 	<ul style="list-style-type: none"> Be verbs (present simple) adjectives
	2 My Mom and Dad	<ul style="list-style-type: none"> family members, occupations words describing people 	<ul style="list-style-type: none"> singular and plural nouns Be verbs (present simple)
	3 My Pet	<ul style="list-style-type: none"> different pets words describing animals 	<ul style="list-style-type: none"> possessive adjectives negative Be verbs
	Writing Project 1 All about Mom and Dad		Report Writing
My Places	4 My Room	<ul style="list-style-type: none"> things in a room 	<ul style="list-style-type: none"> prepositions: in, on, under Be verbs (present simple)
	5 My Classroom	<ul style="list-style-type: none"> places in school class objects 	<ul style="list-style-type: none"> Be verbs (present simple)
	6 The Playground	<ul style="list-style-type: none"> things at the playground 	<ul style="list-style-type: none"> prepositions: at, on, in end punctuation
Writing Project 2 Classroom Hanger Mobile		Report Writing	
My Town	7 My Neighborhood	<ul style="list-style-type: none"> buildings and things in a neighborhood words describing buildings and places 	<ul style="list-style-type: none"> adjectives there + be
	8 My Town	<ul style="list-style-type: none"> places and things in a town 	<ul style="list-style-type: none"> there + be
	9 At the Market	<ul style="list-style-type: none"> words describing food and things 	<ul style="list-style-type: none"> there + be count and non-count nouns
Writing Project 3 My Town Postcard		Letter Writing	



	Unit (Writing Topic)	Vocabulary	Grammar
My Favorites	10 My Favorite Character	<ul style="list-style-type: none"> • words related to famous characters • words describing people 	<ul style="list-style-type: none"> • have / has • adjectives
	11 My Favorite Thing	<ul style="list-style-type: none"> • words related to favorite things 	<ul style="list-style-type: none"> • have / has
	12 My Favorite Animal	<ul style="list-style-type: none"> • wild animals • body parts 	<ul style="list-style-type: none"> • have / has • adjective + noun
	Writing Project 4 My Family's Favorite Place		Report Writing
Doing Things	13 My Day	<ul style="list-style-type: none"> • daily routine activities 	<ul style="list-style-type: none"> • common verbs (present simple)
	14 My Dad's Day	<ul style="list-style-type: none"> • daily routine activities 	<ul style="list-style-type: none"> • common verbs (present simple)
	15 After-school Fun	<ul style="list-style-type: none"> • after-school activities 	<ul style="list-style-type: none"> • common verbs (present simple)
	Writing Project 5 My Schedule		Chart Writing



Objectives

- Students can describe themselves and their family members while applying proper writing conventions.
- Students can write Be verbs in the present simple.

Grammar

- Be verbs (present simple)
- Adjectives

Materials

- Grammar Worksheet 1
- Writing Correction Worksheet 1
- Unit 1 Test
- E-book, pages 6-11 (optional)

Lesson 1

Student Book pp. 6-9

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and ask them questions about it.
 - T: *Who is older, Ella or Cody?*
 - Ss: *Cody is older.*
 - T: *What sport does Cody play?*
 - Ss: *He plays soccer.*
3. Encourage students to point at the picture when answering the questions.

My Brothers and I

STEP 1 Warm-up

A Circle the words to complete the story.

My Brothers and I

I am Ella Kibbits.

I am a girl / a boy .

I am eight years old.

I am tall / pretty .

Finn and Cody am / are my brothers.

Finn is nine years old.

Cody is / are ten years old.

They are funny.

B Look and write the name.



1 Ella



2 Finn



3 Cody

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Look and write the name.

- Ask students to look at the pictures and write the names of the characters underneath.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

boy girl brother sister brothers sisters



I am a girl.



I am a boy.



We are sisters.



We are brothers.



He is my brother.



She is my sister.

B Look and write the word.

pretty tall short funny happy smart



He is funny.



They are pretty.



She is happy.



They are smart.



She is tall.



He is short.

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B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *funny*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 7.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write **am, is, or are.**

- Have students turn to page 8.
- Go over the pictures representing each Be verb with students.
- Ask students to read and complete the sentences using the correct Be verbs.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.

T: *Can I write I is a student?*

Ss: *No, you cannot.*

T: *Can girls follow I am? Why not?*

Ss: *No, it cannot. It is plural.*

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *Tom* and *We*.
- Here are the sentences that can be made with each subject:

① I – 2 sentences

I am a student.

I am tall.

② Tom – 2 sentences

Tom is a student.

Tom is tall.

③ We – 2 sentences

We are girls.

We are tall.

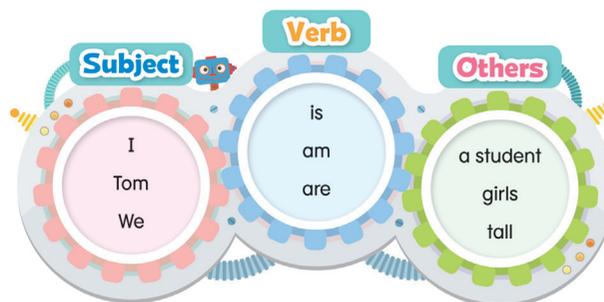
STEP 3 Grammar Practice

A Write **am, is, or are.**

- 1 He is Mike.
- 2 I am a boy.
- 3 Jake and Tim are my brothers.
- 4 They are smart.
- 5 She is a student.
- 6 I am nine years old.
- 7 You are funny.
- 8 He is short.



B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "I."
- 2 I can make 1 2 3 sentence(s) with "Tom."
- 3 I can make 1 2 3 sentence(s) with "We."

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Extension Activity Hot Potato

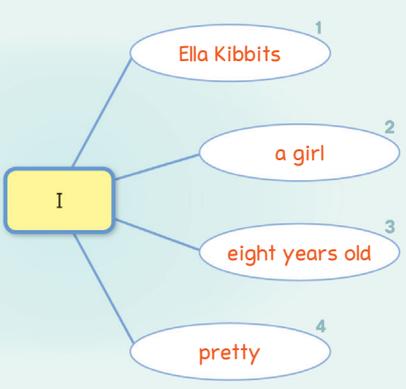
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses a conjugated Be verb. For example, *You are funny.*
4. If students cannot say a sentence within five seconds or do not use the Be verb correctly, they are out and must sit down. The last student left standing wins!

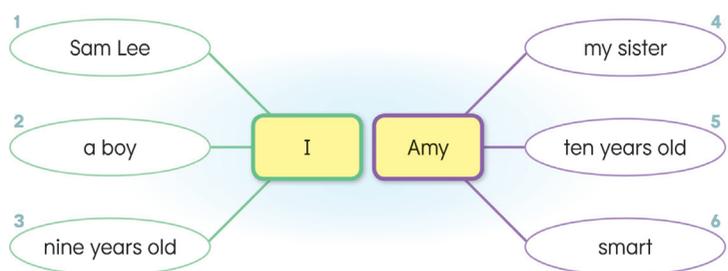
STEP 4 Writing Practice

A Read and complete the idea web.

I am Ella Kibbits.
I am a girl.
I am eight years old.
I am pretty.



B Look and write the sentences using the correct Be verb.



- | | |
|-------------------------------|--------------------------------|
| 1 <u>I am Sam Lee.</u> | 4 Amy <u>is my sister.</u> |
| 2 <u>I am a boy.</u> | 5 She <u>is ten years old.</u> |
| 3 <u>I am nine years old.</u> | 6 <u>She is smart.</u> |

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B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *Ella is a girl.*
S2: *Ella is pretty.*
S3: *Finn is nine years old.*
S4: *Finn and Cody are funny.*

Homework

>> **Workbook 1: pages 4-7**

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 9.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 10-11

Lesson Link

Sentence Factory

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one word covered in Lesson 1 on the board. For example, *funny*.
3. Have the first student in each line, as quickly as possible, write a sentence on the board that uses that word. For example, *She is funny*.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

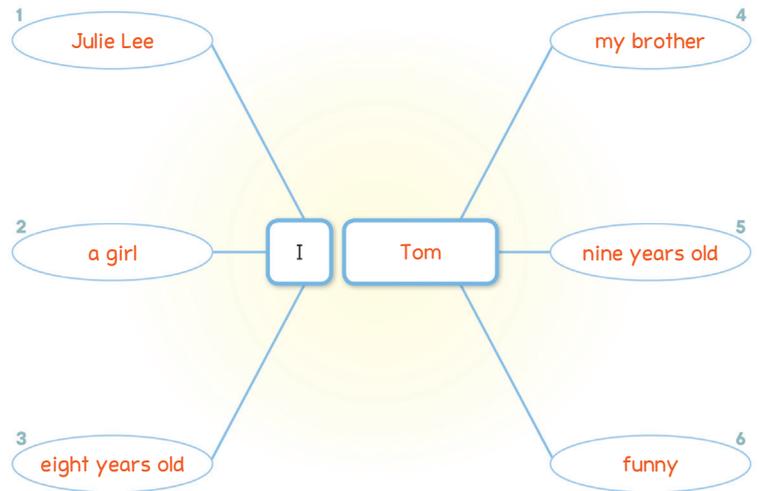
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 10, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *How old is your brother/sister?*
 - Ss: *He/She is nine years old.*
 - T: *What is your brother/sister like?*
 - Ss: *He/She is smart.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

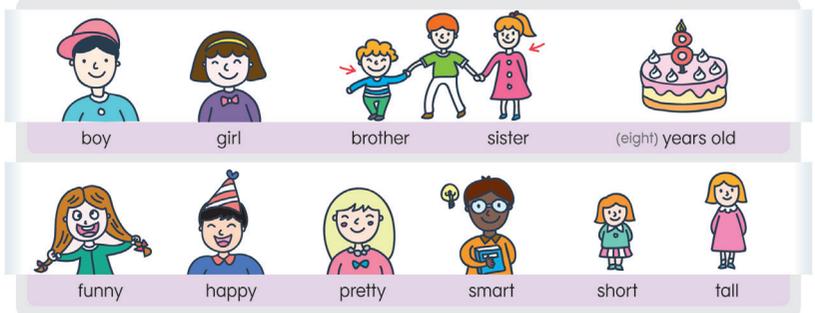
STEP 5 Your Idea Web

- Make your idea web about yourself and your brother or sister.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



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STEP 5 Your Idea Web

- Make your idea web about yourself and your brother or sister.

- Have students open their books to page 10.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *He is smart and funny.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Brother and I

- 1 I am Julie Lee.
- 2 I am a girl.
- 3 I am eight years old.
- 4 Tom is my brother.
- 5 He is nine years old.
- 6 He is funny.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



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Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about themselves and their brother or sister by reading their story.

Wrap-up

>> Unit 1 Test

Photocopiable from page 168
Answer Key on page 188

Homework

>> Writing Correction Worksheet 1

Photocopiable from page 146
Answer Key on page 161

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 11.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe themselves and their family members while applying proper writing conventions.
- Students can write Be verbs in the present simple.
- Students can write both singular and plural nouns.

Grammar

- Be verbs (present simple)
- Singular and plural nouns

Materials

- Grammar Worksheet 2
- Writing Correction Worksheet 2
- Unit 2 Test
- E-book, pages 12-17 (optional)

Lesson 1

Student Book pp. 12-15

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and ask them questions about it.
 - T: *Is Ella's mom a police officer?*
 - Ss: *No, she is a doctor.*
 - T: *Is Ella's dad smart?*
 - Ss: *Yes, he is smart.*
3. Encourage students to point at the picture when answering the questions.

STEP 1 Warm-up

A Write He or She to complete the story.

My Mom and Dad

My mom is a doctor.

Her name is Asta Kibbits.

is kind.

is 38 years old.

My dad is an inventor.

His name is Todd Kibbits.

is smart.

is 39 years old.

B Check True or False.

- 1 Ella's mom is 38 years old.
- 2 Ella's dad is a toy maker.
- 3 Ella's dad is smart.

True False

True False

True False

12

STEP 1 Warm-up

A Write He or She to complete the story.

- Have students read and complete the story by writing *He* or *She* in the blanks.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

businessman doctor artist nurse teacher farmer



1 He is a doctor.



2 She is an artist.



3 She is a teacher.



4 He is a nurse.



5 He is a businessman.



6 She is a farmer.

B Look and write the word.

young
strong
old
kind
busy



1 She is young.



2 He is old.



3 He is strong.



4 She is kind.



5 He is busy.

13

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 13.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

Extension Activity

Word Link

Materials: a board, a marker

1. Write the name of one of the jobs covered in Step 2 on the board. For example, *farmer*.
2. As a reference, ask students to look at the corresponding picture on page 13.
3. Have students call out as many words as they can think of that are related to the job written on the board. For example, for *farmer*, students might call out *fruits*, *vegetables*, *animals*, *food*, *farm*, and so on.
4. As students call out the words, write them on the board. See how many related words students can think of!
5. If necessary, ask students questions to guide them along.

T: *What does a farmer grow?*

Ss: *Fruits and vegetables!*

T: *Where can you see farmers?*

Ss: *On a farm!*

STEP 3 Grammar Practice

A Read and circle the correct word(s).

- Have students turn to page 14.
- Go over the pictures representing singular and plural nouns with students.
- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

B Circle the mistake. Write the correct sentence.

- Have students read the sentences.
- Ask students to find and circle the mistakes among the words that are underlined.
- Then have students write the correct sentences.
- If necessary, ask students questions to guide them along.

T: *What is missing between is and student?*

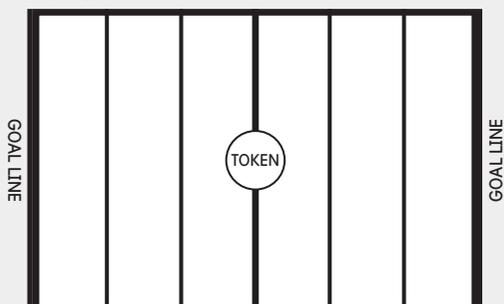
Ss: *An a is missing.*

T: *Should year be singular or plural?*

Ss: *It should be plural.*

- Go over the answers together after students have finished.

Playing Field



STEP 3 Grammar Practice

A Read and circle the correct word(s).

- 1 They are a doctor / doctors .
- 2 She is an artist / artists .
- 3 Mr. Jones is a teacher / teachers .
- 4 My mom and dad are a nurse / nurses .
- 5 He is a businessman / businessmen .
- 6 They are an inventor / inventors .
- 7 Mrs. Wang is a farmer / farmers .
- 8 They are a businessman / businessmen .



B Circle the mistake. Write the correct sentence.

- 1 My sister is student. My sister is a student.
- 2 I am nine year old. I am nine years old.
- 3 They is my teachers. They are my teachers.
- 4 My grandpa is a strong. My grandpa is strong.
- 5 My dad is truck driver. My dad is a truck driver.
- 6 My brothers is funny. My brothers are funny.
- 7 She is a doctors. She is a doctor.
- 8 He is 40 old years. He is 40 years old.

14

Extension Activity Football

Materials: a board, a marker, a token

1. Divide students into two teams.
2. Draw a playing field like the one to the left on the board. Place a token on the halfway line.
3. Write *I, You, She, He, We,* and *They* on the board. Alternately ask teams to make a sentence using one of the pronouns and the teacher's cue word.

T: *Inventors.* S1: *They are inventors.*
T: *A doctor.* S2: *She is a doctor.*
4. When teams answer correctly, move the token one line closer to the opposing team's goal line. When teams answer incorrectly, move the token one line closer to that team's own goal line.
5. A team scores when the token reaches the other team's goal line. When a team scores, move the token back to the halfway line and start again. The team with more goals at the end wins!

STEP 4 Writing Practice

A Read and complete the idea web.

My mom is a doctor.
She is 38 years old.
She is kind.
Her name is Asta Kibbits.

B Look and write the sentences using the correct Be verb.

- | | |
|-------------------------------|-------------------------------|
| 1 My mom <u>is a nurse.</u> | 4 My dad <u>is a teacher.</u> |
| 2 <u>She is kind.</u> | 5 He <u>is busy.</u> |
| 3 <u>She is 37 years old.</u> | 6 <u>He is 38 years old.</u> |

15

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *Ella's mom is a doctor.*
S2: *Ella's mom is kind.*
S3: *Ella's dad is an inventor.*
S4: *Ella's dad is smart.*

Homework

>> **Workbook 1: pages 8-11**

Answer Key on page 113

>> **Grammar Worksheet 2**

Photocopiable from page 128

Answer Key on page 142

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 15.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 16-17

Lesson Link

Sentence Factory

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one key word covered in Lesson 1 on the board. For example, *artist*.
3. Have the first student in each line, as quickly as possible, write a sentence on the board that uses that word. For example, *My dad is an artist*.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

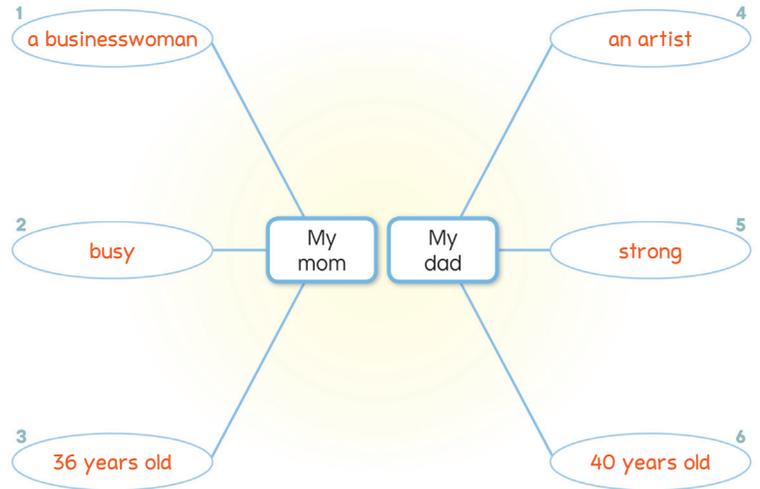
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 16, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
T: *What does your dad/mom do?*
Ss: *He/She is a teacher.*
T: *What is your mom/dad like?*
Ss: *She/He is kind.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

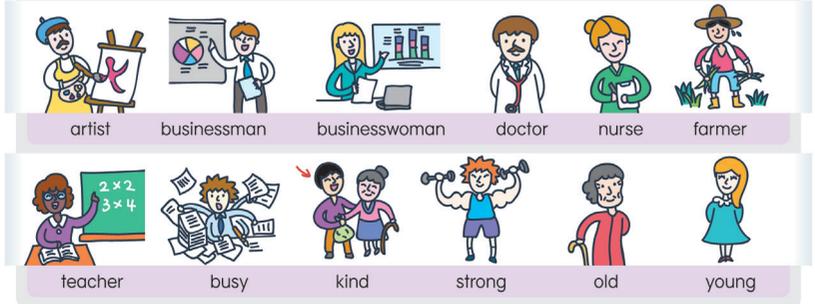
STEP 5 Your Idea Web

- Make your idea web about your mom and dad.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



16

STEP 5 Your Idea Web

- Make your idea web about your mom and dad.

- Have students open their books to page 16.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My mom is busy/young/an artist.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Mom and Dad

- 1 My mom is a businesswoman.
- 2 She is busy.
- 3 She is 36 years old.
- 4 My dad is an artist.
- 5 He is strong.
- 6 He is 40 years old.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spaced out properly.



17

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their mom and dad by reading their story.

Wrap-up

>> Unit 2 Test

Photocopiable from page 169
Answer Key on page 188

Homework

>> Writing Correction Worksheet 2

Photocopiable from page 147
Answer Key on page 161

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 17.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe pet animals while applying proper writing conventions.
- Students can write Be verbs in the negative form.
- Students can write possessive adjectives.

Grammar

- Be verbs (negative)
- Possessive adjectives

Materials

- Grammar Worksheet 3
- Writing Correction Worksheet 3
- Unit 3 Test
- E-book, pages 18-23 (optional)

Lesson 1

Student Book pp. 18-21

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 18.
2. Have students look at the picture and ask them questions about it.
 - T: *What color is Star?*
 - Ss: *Star is blue and purple.*
 - T: *Is his tail long?*
 - Ss: *No, his tail is short.*
3. Encourage students to point at the picture when answering the questions.

STEP 1 Warm-up

A Write the words to complete the story.

short big is are

My Pet Star

This is my pet.

His name Star.

Star is blue and purple.

His eyes are .

His legs strong.

His tail is .

Star is not fast. He is slow.

He is very cute.



B Read and match.

- | | | |
|-----------------------|---|---------------|
| 1 Star's eyes are ... | — | a ... big. |
| 2 Star's tail is ... | — | b ... strong. |
| 3 Star's legs are ... | — | c ... short. |

18

STEP 1 Warm-up

A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

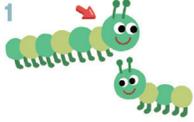
B Read and match.

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

big small long short round cute



It is long.



It is short.



It is cute.



It is big.



It is small.



It is round.

B Look and write the word.

eyes nose legs tail ears body



His eyes are cute.



Its legs are short.



His ears are big.



Her tail is long.



Its body is round.



Its nose is small.

19

B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

Extension Activity

Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a word covered in Step 2 to the student. For example, *eyes*.
3. Have the student draw a picture that represents the given word.
4. Ask students to guess which word the picture represents. The first student to correctly guess the word gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 19.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write Her, His, or Its.

- Have students turn to page 20.
- Go over the pictures representing each possessive adjective with students.
- Ask students to read and complete the sentences using the correct possessive adjectives.
- Go over the answers together after students have finished.

B Circle am not, is not, or are not.

- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- If necessary, ask students questions to guide them along.
 - T: Is nose singular or plural?
 - Ss: It is singular.
 - T: Is eyes singular or plural?
 - Ss: It is plural.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write Her, His, or Its.

1-2 My dog is a boy.
_____ **His** name is Pluto.
_____ **His** ears are big.

3-4 My cat is a girl.
_____ **Her** name is Kitty.
_____ **Her** tail is long.

5-6 Look at the bear.
_____ **Its** body is big.
_____ **Its** legs are strong.



Her name is Bella.



His name is Jake.



Its neck is long.

B Circle am not, is not, or are not.

- 1 Jack (**is not** / are not) short. He is tall.
- 2 His nose (**is not** / are not) big. It is small.
- 3 Your eyes (**is not** / **are not**) funny. They are cute.
- 4 She (**is not** / are not) Mary. She is Amy.
- 5 I (**are not** / **am not**) a teacher. I am a student.

20

Extension Activity Tic-Tac-Toe

Materials: a board, a marker

1. Divide students into two teams: Team X and Team O.
2. Draw a large 3x3 grid on the board.
3. Ask one student from each team to come to the board.
4. Write *Her*, *His*, and *Its* on the board. Alternately ask each student to make a sentence with one of the possessive adjectives and the teacher's cue word.
 - T: *Jake*. S1: *His name is Jake*.
 - T: *Strong*. S2: *Its body is strong*.
5. If the student answers correctly, they may put their team's shape (X or O) into one space on the grid. If a student answers incorrectly, their team misses a turn.
6. Continue playing with new pairs of students. The first team to make a line of three wins!

STEP 4 Writing Practice

A Read and complete the idea web.

Star is my pet.
He is blue and purple.
His eyes are big.
His legs are strong.

An idea web for 'Star' with a central yellow box labeled 'Star'. Four branches lead to ovals: 'my pet' (1), 'blue and purple' (2), 'His eyes' (3), and 'His legs' (4). Each oval is connected to its respective branch by a line.

B Look and write the sentences using the correct Be verb.

An idea web for 'Coco' with a central yellow box labeled 'Coco'. Six branches lead to ovals: 'my hamster' (1), 'brown and white' (2), 'cute' (3), 'Her eyes' (4), 'Her legs' (5), and 'Her body' (6). Each oval is connected to its respective branch by a line.

- | | |
|----------------------------------|------------------------------|
| 1 Coco <u>is my hamster.</u> | 4 Her eyes <u>are small.</u> |
| 2 She <u>is brown and white.</u> | 5 <u>Her legs are short.</u> |
| 3 <u>She is cute.</u> | 6 <u>Her body is round.</u> |

21

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 18.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *Star is a turtle.*
S2: *Star is blue and purple.*
S3: *Star is slow.*
S4: *Star is very cute.*

Homework

>> **Workbook 1: pages 12-15**

Answer Key on page 114

>> **Grammar Worksheet 3**

Photocopiable from page 129

Answer Key on page 142

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 21.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 22-23

Lesson Link

Sentence Factory

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one key word covered in Lesson 1 on the board. For example, *cute*.
3. Have the first student in each line, as quickly as possible, write a sentence on the board that uses that word. For example, *It is cute*.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

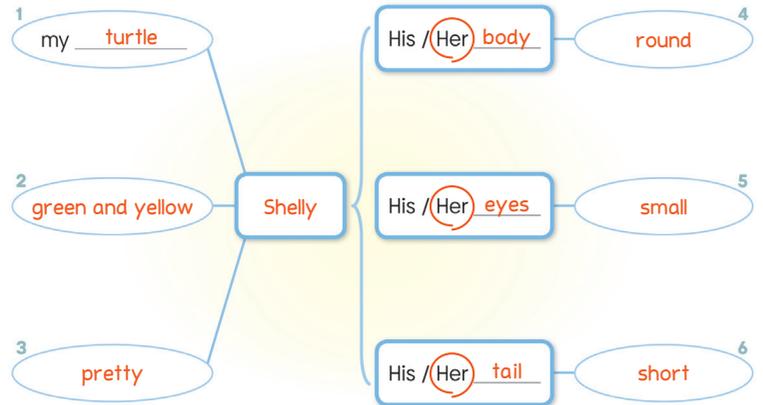
Materials: a board, a marker

1. Before students have opened their books to page 22, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *Are your pet's eyes small?*
Ss: *No, they are not. They are big.*
T: *Is your pet's tail long?*
Ss: *Yes, her tail is long.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

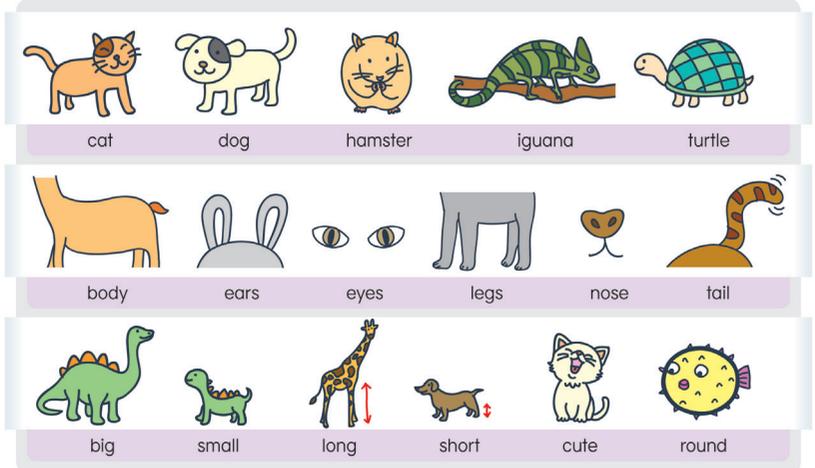
► Make your idea web about your pet.



**Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



22

STEP 5 Your Idea Web

► Make your idea web about your pet.

- Have students open their books to page 22.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My cat is black and pretty.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Pet Shelly

- 1 Shelly is my turtle.
- 2 She is green and yellow.
- 3 She is pretty.
- 4 Her body is round.
- 5 Her eyes are small.
- 6 Her tail is short.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spelled correctly.



23

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their pet by reading their story.

Wrap-up

>> Unit 3 Test

Photocopiable from page 170
Answer Key on page 188

Homework

>> Writing Correction Worksheet 3

Photocopiable from page 148
Answer Key on page 161

>> Writing Project 1

Have students bring a picture of their mom or dad with them next class.

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 23.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 1

Style

- Report Writing

Grammar

- Students can write a report of their mom or dad using descriptive words that they learned in Units 1-3.

Materials

- Students' pictures of their mom or dad
- Glue
- Pencils

Lesson 3

Student Book pp. 24-25

Lead-in

Guess who?

Materials: Students' pictures, paper, pencils

1. Collect all of the pictures that students brought into class of their mom or dad.
2. Have students sit down in a group, each holding a piece of paper and a pencil.
3. One by one, hold up a picture and give students time to look at it closely.
4. Ask students to guess whose parent they think is in the picture by writing the student's name on their piece of paper.
5. Once all students have finished writing, ask them to show their answers.
6. Students that guess correctly get a point. The student with the most points at the end wins!
7. Return all of the pictures to students.

Writing Project 1

Report Writing

All about Mom and Dad

A Directions

- 1 Find or take a picture of your mom or dad.
- 2 Glue the picture in the frame.
- 3 Write about your mom or dad.

Let's Do It!



B Project Model

My Special Mom

By Mía Lee



My mom's name is Jenny Lee.
She is 36 years old.
My mom is special.
She is a nurse.
She is pretty and kind.

24

STEP 1 Preparation

B Project Model

- Have students open their books to page 24.
- Draw students' attention to the project model.
- Ask students questions about the person in the picture.
T: *How old is she?*
Ss: *She is 36 years old.*
T: *What is her job?*
Ss: *She is a nurse.*
- Read the sentences in the passage together with students.

C Your Project

My Special _____ **Dad** _____

By Kelly Kim



My dad's name is Fred Kim.

He is 38 years old.

My dad is special.

He is a doctor.

He is kind and smart.

**Answers may vary.*

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their picture of their mom or dad to the class.
3. After showing their picture, have the students tell the class about their mom or dad by reading what they wrote.

Wrap-up

Guess what?

Materials: N/A

1. Have students sit down in a group.
2. One by one, ask each student to come up to the front.
3. Have the student act out the job of their parent.
4. Ask students to guess what job they think it is by calling out their answer.
5. The first student to correctly guess the job gets a point. The student with the most points at the end wins!

Homework

- Ask students to share their project with the parent whom they wrote about.
- Have students report back next class describing their parent's reaction to the project.

STEP 2 Writing

C Your Project

- Have students turn to page 25.
- Ask students to glue their picture of their mom or dad in the frame.
- Have students write about their mom or dad by filling in the blanks with the appropriate details.

Teaching Tip

- If students were unable to bring a picture with them to class, have them draw a picture of their mom or dad in the frame instead.

Objectives

- Students can describe their room while applying proper writing conventions.
- Students can write Be verbs in the present simple.
- Students can use the prepositions *in*, *on*, and *under* in their writing.

Grammar

- Be verbs (present simple)
- Prepositions: *in*, *on*, *under*

Materials

- Grammar Worksheet 4
- Writing Correction Worksheet 4
- Unit 4 Test
- E-book, pages 26-31 (optional)

Lesson 1

Student Book pp. 26-29

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 26.
2. Have students look at the picture and ask them questions about it.
 - T: *Where are the toys?*
 - Ss: *The toys are in the toy box.*
 - T: *Is the room messy?*
 - Ss: *No, it is not. It is clean.*
3. Encourage students to point at the picture when answering the questions.

STEP 1 Warm-up

A Circle the words to complete the story.

My Room

This is my room.
 It is clean today.
 My book / books are on the shelf.
 My toys are in the toy box.
 My pillow is on / under the bed.
 My clothes are in / on the closet.
 My socks are in the drawer.
 The boxes are on / under the bed.

B Check True or False.

- 1 Ella's room is messy. True False
- 2 Ella's toys are in the basket. True False
- 3 Ella's socks are on the bed. True False

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and write the number.



- | | | | | |
|----------|-----------|---------|------------|---------|
| 8 basket | 9 bed | 7 books | 6 bookcase | 4 chair |
| 1 closet | 2 clothes | 5 desk | 10 pillow | 3 socks |

B Look and circle the word.



The room is clean / messy .

The room is clean / messy .

27

B Look and circle the word.

- Have students look at the pictures and circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *bookcase*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Look and write the number.

- Have students turn to page 27.
- Ask students to read the words and look at the picture.
- Have students fill in the spaces beside each word with the correct numbers.
- Go over the answers together after students have finished.

Teaching Tip

- Ask students to describe each item in the picture with an adjective.

STEP 3 Grammar Practice

A Write in, on, or under.

- Have students turn to page 28.
- Go over the pictures with students.
- Ask students to read and complete the sentences using the correct prepositions.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *My room*.
- If necessary, ask students questions to guide them along.

T: *Can I write My room are...?*
Why not?

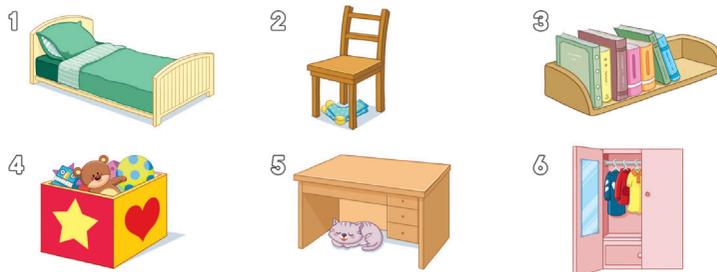
Ss: No, *My room* is singular.

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *My pillow* and *My books*.
- Here are the sentences that can be made with each subject:

- ① My room – 1 sentence
My room is clean.
- ② My pillow – 3 sentences
My pillow is under the bed.
My pillow is on the shelf.
My pillow is clean.
- ③ My books – 3 sentences
My books are under the bed.
My books are on the shelf.
My books are clean.

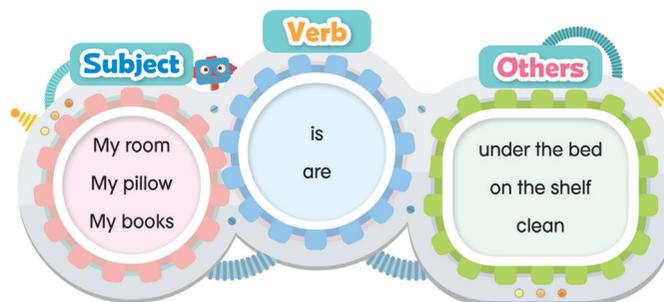
STEP 3 Grammar Practice

A Write in, on, or under.



- 1 The pillow is on the bed.
- 2 The socks are under the chair.
- 3 The books are on the shelf.
- 4 The toys are in the box.
- 5 The cat is under the desk.
- 6 The clothes are in the closet.

B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "My room."
- 2 I can make 1 2 3 sentence(s) with "My pillow."
- 3 I can make 1 2 3 sentence(s) with "My books."

28

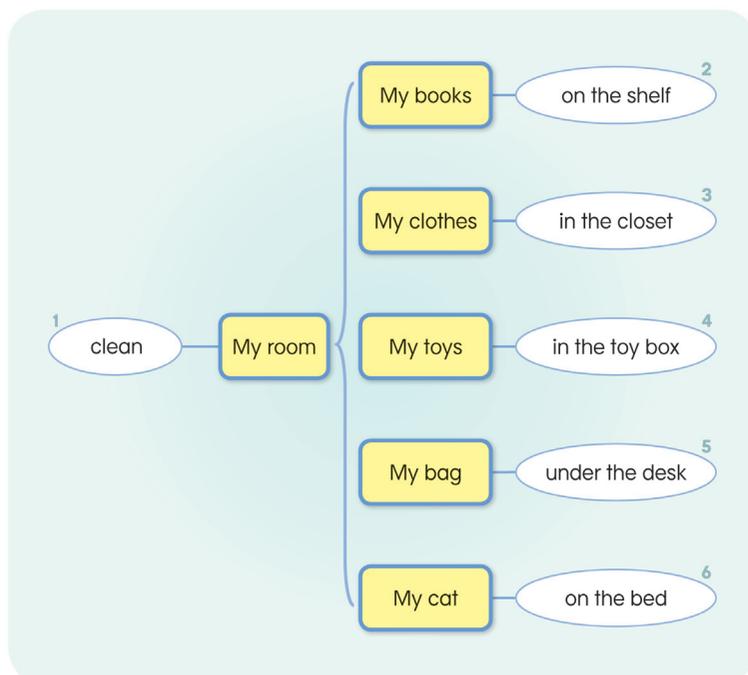
Extension Activity Hot Potato

Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses a preposition. For example, *My socks are on the bed*.
4. If students cannot say a sentence within five seconds or do not use the preposition correctly, they are out and must sit down. The last student left standing wins!

STEP 4 Writing Practice

▶ Look and write the sentences using the correct Be verb.



- 1 My room is clean.
- 2 My books are on the shelf.
- 3 My clothes are in the closet.
- 4 My toys are in the toy box.
- 5 My bag is under the desk.
- 6 My cat is on the bed.

29

Wrap-up

Materials: N/A

1. Ask students to open their books to page 26.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *The room is clean.*
S2: *The toys are in the toy box.*
S3: *The socks are in the drawer.*
S4: *The clothes are in the closet.*

Homework

>> **Workbook 1: pages 16-19**

Answer Key on page 115

>> **Grammar Worksheet 4**

Photocopiable from page 130
Answer Key on page 142

STEP 4 Writing Practice

▶ Look and write the sentences using the correct Be verb.

- Have students turn to page 29.
- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory II

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled word covered in Lesson 1 on the board. For example, *acrh* to represent *chair*.
3. After unscrambling the word, have the first student in each line write a sentence on the board that uses that word.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

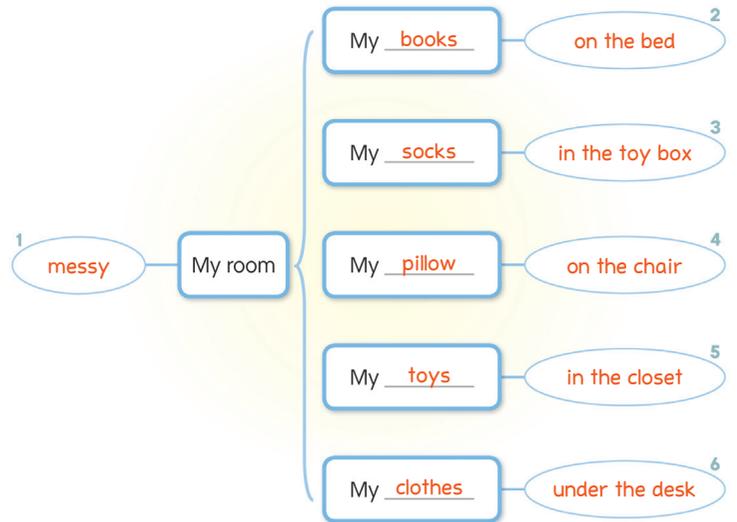
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 30, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *Is your room clean?*
 - Ss: *No, it is not. It is messy.*
 - T: *Where are your books?*
 - Ss: *My books are under the bed.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

► Make your idea web about your room.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your room.

- Have students open their books to page 30.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My room is messy. My books are on the shelf.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Room

- 1 My room is messy.
- 2 My books are on the bed.
- 3 My socks are in the toy box.
- 4 My pillow is on the chair.
- 5 My toys are in the closet.
- 6 My clothes are under the desk.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



31

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their room by reading their story.

Wrap-up

>> Unit 4 Test

Photocopiable from page 171
Answer Key on page 188

Homework

>> Writing Correction Worksheet 4

Photocopiable from page 149
Answer Key on page 161

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 31.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their classroom while applying proper writing conventions.
- Students can write Be verbs in the present simple.
- Students can use the prepositions *in* and *on* in their writing.

Grammar

- Be verbs (present simple)
- Prepositions: *in, on*

Materials

- Grammar Worksheet 5
- Writing Correction Worksheet 5
- Unit 5 Test
- E-book, pages 32-37 (optional)

Lesson 1

Student Book pp. 32-35

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 32.
2. Have students look at the picture and ask them questions about it.
 - T: *Is the classroom big or small?*
 - Ss: *The classroom is big.*
 - T: *Where are the bags?*
 - Ss: *The bags are under the chairs.*
3. Encourage students to point at the picture when answering the questions.

My Classroom

STEP 1 Warm-up

A Write the sentences to complete the story.

She is in the hallway. It is large and bright. Our bags are under the chairs.

My Classroom

My classroom is great.

It is large and bright.

The whiteboard is on the wall.

The map is on the wall.

Our books are on the desks.

Our bags are under the chairs.

Our teacher is not in the classroom.

Ah! She is in the hallway.

B Write Yes or No.

- 1 Is the classroom small? No
- 2 Is the whiteboard on the wall? Yes
- 3 Is the teacher in the classroom? No

32

STEP 1 Warm-up

A Write the sentences to complete the story.

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

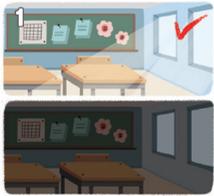
A Choose and write the word(s).

bulletin board whiteboard map mat clock picture

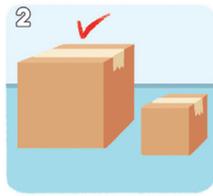


- 1 The clock is on the wall. 4 The picture is on the wall.
2 The whiteboard is on the wall. 5 The bulletin board is on the wall.
3 The map is on the wall. 6 The mat is on the floor.

B Look and circle the word.



It is bright / dark .



It is large / small .



It is cute / great .

33

B Look and circle the word.

- Have students look at the pictures and circle the correct words.
- Go over the answers together after students have finished.

Extension Activity

Word Link

Materials: a board, a marker

1. Write the name of one of the classroom items covered in Step 2 on the board. For example, *clock*.
2. As a reference, ask students to look at the corresponding picture on page 33.
3. Have students call out as many words as they can think of that are related to the classroom item written on the board. For example, for *clock*, students might call out *time*, *circle*, *hour*, *minute*, *watch*, and so on.
4. As students call out the words, write them on the board. See how many related words students can think of!
5. If necessary, ask students questions to guide them along.

T: *What shape is a clock?*

Ss: *It is a circle!*

T: *What does a clock tell?*

Ss: *Time!*

STEP 2 Word Practice

A Choose and write the word(s).

- Have students turn to page 33.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Have students say where the items from the word bank are in their classroom.

STEP 3 Grammar Practice

A Write on or in.

- Have students turn to page 34.
- Go over the pictures and sentences with students.
- Ask students questions to guide them along.

T: *Where are the lights?*

Ss: *The lights are on the ceiling.*

T: *Where are the boys?*

Ss: *The boys are in the hallway.*

- Have students write *on* or *in* to complete the sentences.
- Go over the answers together after students have finished.

B Circle the correct word(s).

- Have students read the sentences with each answer option.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write on or in.



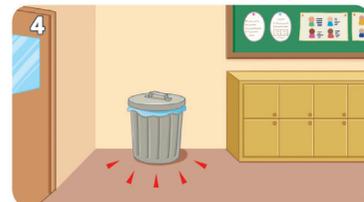
The lights are on the ceiling.



The poster is on the wall.



The boys are in the hallway.



The trash can is on the floor.

B Circle the correct word(s).

- 1 This is / are our classroom.
- 2 A book / Books are on the desks.
- 3 My desk / My desks is in my room.
- 4 That is I / my school.
- 5 A shoe / Shoes is in the box.
- 6 My pens is not / are not in the drawer.
- 7 They / It are my friends.

34

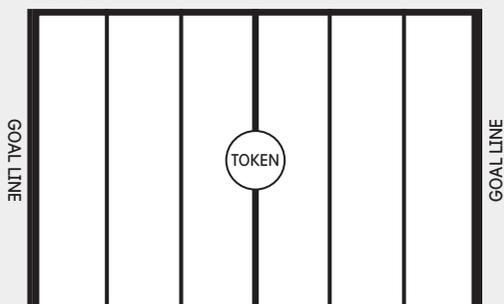
Extension Activity Football

Materials: a board, a marker, a token

1. Divide students into two teams.
2. Draw a playing field like the one to the left on the board. Place a token on the halfway line.
3. Write *on* and *in* on the board. Alternately ask teams to make a sentence using one of the prepositions and the teacher's cue word.

T: *The hallway.* S1: *They are in the hallway.*
 T: *The floor.* S2: *The mat is on the floor.*
4. When teams answer correctly, move the token one line closer to the opposing team's goal line. When teams answer incorrectly, move the token one line closer to that team's own goal line.
5. A team scores when the token reaches the other team's goal line. When a team scores, move the token back to the halfway line and start again. The team with more goals at the end wins!

Playing Field



STEP 4 Writing Practice

A Read and complete the idea web.

My classroom is large and great.
The whiteboard is on the wall.
The map is on the wall.
Our books are on the desks.

B Look and write the sentences using the correct Be verb.

- 1 My classroom is wonderful. 4 The lights are on the ceiling.
2 It is big and clean. 5 The mat is on the floor.
3 The bulletin board is on the wall. 6 The books are in the bookcase.

35

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 32.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *The whiteboard is on the wall.*
S2: *The books are on the desks.*
S3: *The teacher is not in the classroom.*
S4: *The classroom is large and bright.*

Homework

>> **Workbook 1: pages 20-23**

Answer Key on page 116

>> **Grammar Worksheet 5**

Photocopiable from page 131

Answer Key on page 143

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 35.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory II

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled word covered in Lesson 1 on the board. For example, *lcokc* to represent *clock*.
3. After unscrambling the word, have the first student in each line write a sentence on the board that uses that word.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

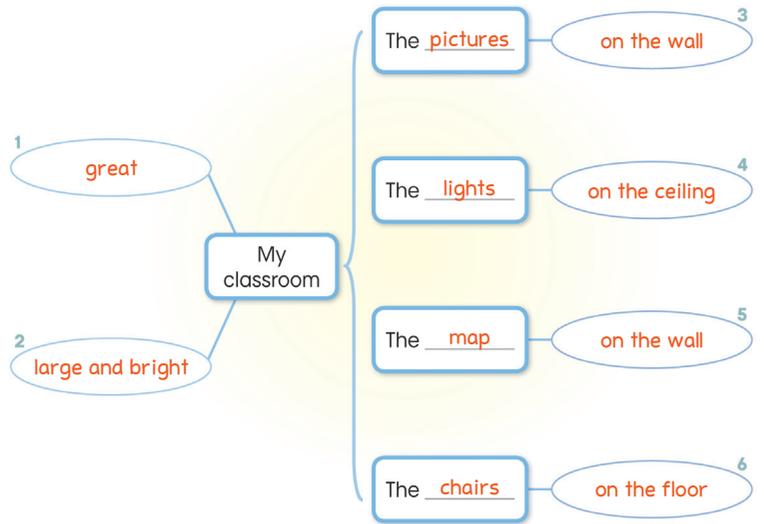
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 36, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *How is your classroom?*
 - Ss: *My classroom is wonderful.*
 - T: *Where is the clock?*
 - Ss: *The clock is on the wall.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

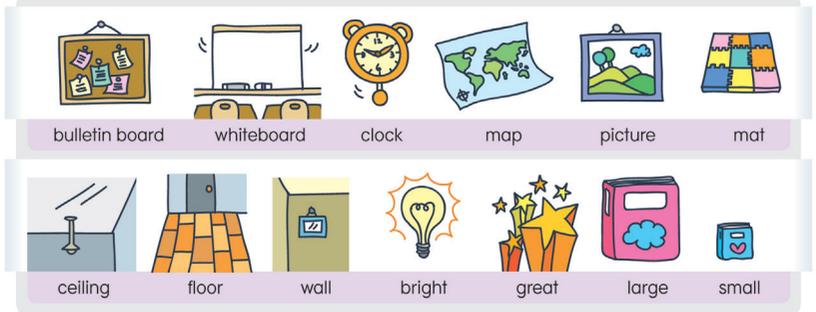
STEP 5 Your Idea Web

► Make your idea web about your classroom.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your classroom.

- Have students open their books to page 36.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My classroom is small. The map is on the floor.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Classroom

- 1 My classroom is great.
- 2 It is large and bright.
- 3 The pictures are on the wall.
- 4 The lights are on the ceiling.
- 5 The map is on the wall.
- 6 The chairs are on the floor.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spaced out properly.



37

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their classroom by reading their story.

Wrap-up

>> Unit 5 Test

Photocopiable from page 172
Answer Key on page 189

Homework

>> Writing Correction Worksheet 5

Photocopiable from page 150
Answer Key on page 162

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 37.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe a playground setting while applying proper writing conventions.
- Students can use the prepositions *at*, *on*, and *in* in their writing.
- Students can use end punctuation in their writing.

Grammar

- Prepositions: *at*, *on*, *in*
- End punctuation

Materials

- Grammar Worksheet 6
- Writing Correction Worksheet 6
- Unit 6 Test
- E-book, pages 38-43 (optional)

Lesson 1

Student Book pp. 38-41

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 38.
2. Have students look at the picture and ask them questions about it.
 - T: *Where is Cody?*
 - Ss: *He is on the monkey bars.*
 - T: *Are they happy?*
 - Ss: *Yes, they are happy.*
3. Encourage students to point at the picture when answering the questions.

The Playground

STEP 1 Warm-up

A Write the words to complete the story.

fun playground are on

The Playground

The **playground** is fun.

Everyone is here today.

Cody is **on** the monkey bars.

Finn is on the swing.

They are happy.

Poly and I **are** on the seesaw.

We are happy too.

It is always **fun** at the playground!

B Read and match.

- | | |
|-------------------------|----------------------|
| 1 The playground is ... | a ... on the seesaw. |
| 2 Cody is ... | b ... happy. |
| 3 Poly and Ella are ... | c ... fun. |

STEP 1 Warm-up

A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Read and match.

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look, read, and write the word(s).

swings bench slide monkey bars sandbox seesaw



- 1 They are on the bench. 4 They are on the swings.
 2 He is on the slide. 5 They are in the sandbox.
 3 She is on the monkey bars. 6 They are on the seesaw.

B Choose and write the word. Discuss your choices. *Answers may vary.

- | | |
|-------|---|
| fun | 1 We are at the playground. We are <u>happy</u> . |
| happy | 2 We are on the seesaw. It is <u>long</u> . |
| big | 3 That is a slide. It is <u>big</u> . |
| long | 4 This is a sandbox. It is <u>fun</u> . |

39

B Choose and write the word. Discuss your choices.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Once students have finished, discuss their answer choices with them.

T: Why did you choose happy for question number one?

Ss: The playground is fun.

T: Why did you choose long for question number two?

Ss: Seesaws are long rectangles.

Extension Activity

Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a word covered in Step 2 to the student. For example, *seesaw*.
3. Have the student draw a picture that represents the given word.
4. Ask students to guess which word the picture represents. The first student to correctly guess the word gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

STEP 2 Word Practice

A Look, read, and write the word(s).

- Have students turn to page 39.
- Ask students to read the words in the word bank and look at the picture.
- Have students read and complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the picture, have them draw a picture of each word in the word bank.

STEP 3 Grammar Practice

A Write **at**, **in**, or **on**.

- Have students turn to page 40.
- Go over the pictures with students.
- Ask students to read and complete the sentences by writing *at*, *in*, or *on*.
- Go over the answers together after students have finished.

B Circle the correct punctuation. Discuss your choices.

- Go over the three types of punctuation marks with students.
- Ask students to read the sentences with each kind of punctuation mark.

Ss: *Are you happy. Are you happy?
Are you happy!*

- Have students circle the correct punctuation mark to complete the sentences.
- Once students have finished, discuss their answer choices with them.

T: *Why did you choose a question mark for question number one?*

Ss: *Are is before you.*

T: *Why did you choose an exclamation mark for question number four?*

Ss: *Wow is an exciting word.*

- When discussing answer choices with students, explain that exclamation marks and periods may both be used in some cases.

STEP 3 Grammar Practice

A Write **at**, **in**, or **on**.

1



They are at the playground.

2



He is in the sandbox.

3



She is on the swing.

4



They are on the monkey bars.

B Circle the correct punctuation. Discuss your choices.

**Answers may vary.*

1 Are you happy . ? !

2 Ah . ? !

3 We are at the playground . ? !

4 Wow . ? !

5 They are on the monkey bars . ? !

6 Is everyone here . ? !

7 The playground is great . ? !

Period

Question Mark

Exclamation Mark

40

Extension Activity Tic-Tac-Toe

Materials: a board, a marker

1. Divide students into two teams: Team X and Team O.
2. Draw a large 3x3 grid on the board.
3. Ask one student from each team to come to the board.
4. Write *at*, *in*, and *on* on the board. Alternately ask each student to make a sentence with one of the prepositions and the teacher's cue word.

T: *The swing.* S1: *She is on the swing.*
T: *The sandbox.* S2: *They are in the sandbox.*
5. If the student answers correctly, they may put their team's shape (X or O) into one space on the grid. If a student answers incorrectly, their team misses a turn.
6. Continue playing with new pairs of students. The first team to make a line of three wins!

STEP 4 Writing Practice

A Read and complete the idea web.

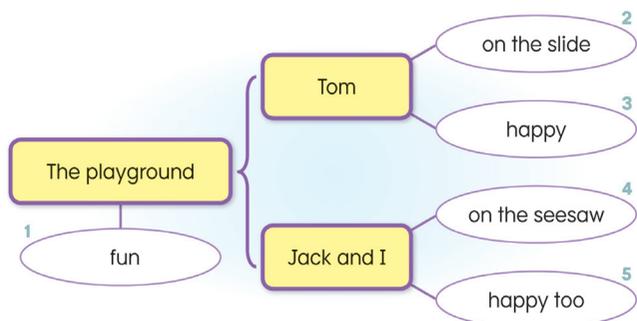
The playground is fun.

Cody is on the monkey bars.

Finn is on the swing.

Poly and I are on the seesaw.

B Look and write the sentences using the correct Be verb.



- | | |
|---------------------------------|--|
| 1 <u>The playground is fun.</u> | 4 <u>Jack and I are on the seesaw.</u> |
| 2 <u>Tom is on the slide.</u> | 5 <u>We are happy too.</u> |
| 3 <u>He is happy.</u> | |

41

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 38.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *Cody is on the monkey bars.*

S2: *Finn is on the swing.*

S3: *The playground is fun.*

S4: *Poly and Ella are on the seesaw.*

Homework

>> **Workbook 1: pages 24-27**

Answer Key on page 117

>> **Grammar Worksheet 6**

Photocopiable from page 132

Answer Key on page 143

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 41.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory II

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled word covered in Lesson 1 on the board. For example, *esldi* to represent *slide*.
3. After unscrambling the word, have the first student in each line write a sentence on the board that uses that word.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

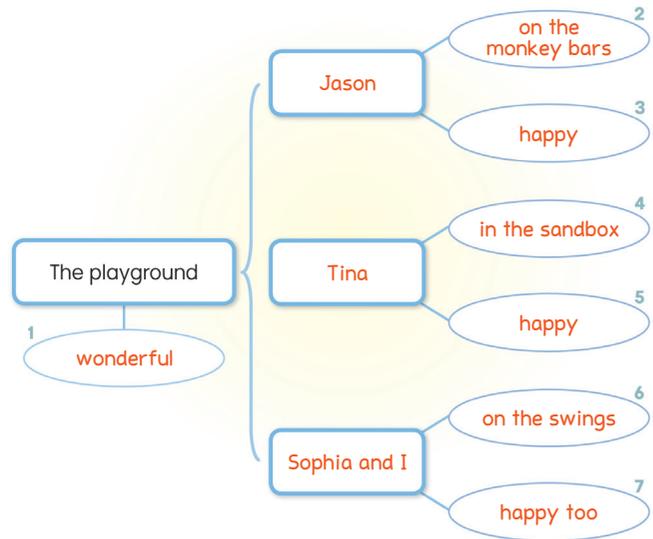
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 42, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *How is the playground?*
 - Ss: *It is great!*
 - T: *What do you do at the playground?*
 - Ss: *We play in the sandbox.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

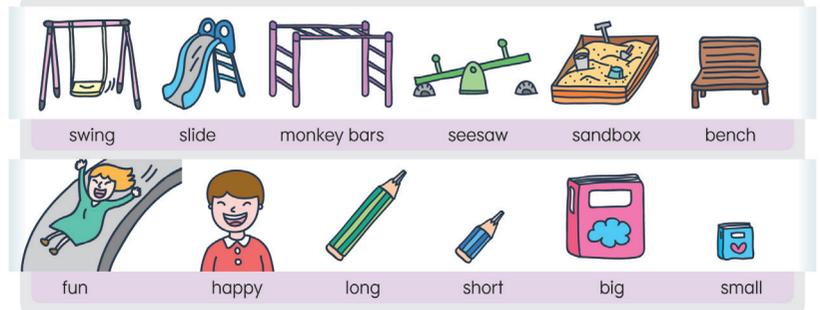
STEP 5 Your Idea Web

► Make your idea web about yourself and your friends at the playground.



*Answers may vary.

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about yourself and your friends at the playground.

- Have students open their books to page 42.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *Sid and I are on the swings. We are happy.*

STEP 6 Your Writing

▶ Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

The Playground

- 1 The playground is wonderful.
- 2 Jason is on the monkey bars.
- 3 He is happy.
- 4 Tina is in the sandbox.
- 5 She is happy.
- 6 Sophia and I are on the swings.
- 7 We are happy too.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spelled correctly.



43

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about themselves and their friends at the playground by reading their story.

Wrap-up

>> Unit 6 Test

Photocopiable from page 173
Answer Key on page 189

Homework

>> Writing Correction Worksheet 6

Photocopiable from page 151
Answer Key on page 162

>> Writing Project 2

Have students bring a clothes hanger with them next class.

STEP 6 Your Writing

▶ Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 43.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 2

Style

- Report Writing

Grammar

- Students can write a report of their classroom using descriptive words that they learned in Units 4-6.

Materials

- Photocopies of project template
- Students' clothes hangers
- Pencils
- Colored pencils
- Scissors
- String

Lesson 3

Student Book pp. 44-45

Lead-in

I Spy

Materials: paper, pencils

1. One by one, have students take turns coming up to the front.
2. Ask the student at the front to secretly choose one item in the classroom and whisper the word to the teacher.
3. Then have the student call out the first letter of their chosen item to the class. For example, *I spy something that starts with b.*
4. Ask students to look around the classroom and guess what the item is by writing the word down on a piece of paper.
5. Once finished, have students reveal their guesses. Students that guess correctly get a point.
6. After all students have had a turn to choose an item, the student with the most points wins!

Writing Project 2

Report Writing

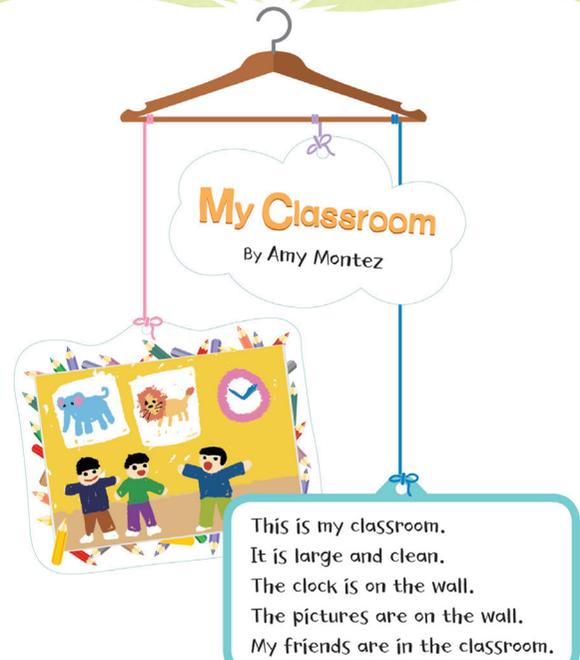
Classroom Hanger Mobile

Let's Do It

A Directions (To Teachers: Photocopy the template on page 45 for your students.)

- 1 Draw and write about your classroom.
- 2 Cut out your title, drawing, and writing.
- 3 Put your title, drawing, and writing on a hanger using string.

B Project Model



44

STEP 1 Preparation

B Project Model

- Have students open their books to page 44.
- Draw students' attention to the project model.
- Ask students questions about the picture of the classroom.
T: *Where is the clock?*
Ss: *It's on the wall.*
T: *Are the pictures in the wall?*
Ss: *No, they are not. They are on the wall.*
- Read the sentences in the passage together with students.

© Your Project

My Classroom

By Mike Chang



**Answers may vary.*

This is my classroom .

It is large and great .

The clock (is/ are) on the wall .

The whiteboard (is/ are) on the wall too .

My teacher (is/ are) in the classroom .

45

STEP 2 Writing

© Your Project

- Have students turn to page 45.
- Hand out the photocopies of the project template to students.
- Ask students to draw and write about their classroom in the given spaces.
- Have students cut out their title, drawing, and writing, and attach them to their clothes hanger using string.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their hanger mobile to the class.
3. After showing their hanger mobile, have the students tell the class about their classroom by reading what they wrote.

Wrap-up

I Fly

Materials: Students' hanger mobiles

1. Help students hang their hanger mobiles up around the classroom. Tell students to pretend they are now 'up in the clouds.'
2. One by one, have students take turns coming up to the front.
3. Ask the student at the front to secretly choose one item in the classroom and whisper the word to the teacher.
4. Then have the student call out the color and location of their chosen item. For example, *I fly somewhere that is orange and on the wall.*
5. Ask other students to look around the classroom and 'fly' (move) to the item that they think it is. Each student may only take one 'flight' (guess).
6. Students that guess correctly get a point. After all students have had a turn to choose an item, the student with the most points wins!

Homework

- Ask students to share their project with their parents.
- Have students report back next class describing their parents' reaction to the project.

Objectives

- Students can describe their neighborhood while applying proper writing conventions.
- Students can write sentences that combine *There* with Be verbs.

Grammar

- Adjectives
- There + Be verbs

Materials

- Grammar Worksheet 7
- Writing Correction Worksheet 7
- Unit 7 Test
- E-book, pages 46-51 (optional)

Lesson 1

Student Book pp. 46-49

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 46.
2. Have students look at the picture and ask them questions about it.
 - T: *What is in the neighborhood?*
 - Ss: *There are many pretty houses.*
 - T: *What color is the school?*
 - Ss: *It is white.*
3. Encourage students to point at the picture when answering the questions.

My Neighborhood

STEP 1 Warm-up

A Write the words to complete the story.

red fun is are

My Neighborhood

My neighborhood **is** wonderful.

There **are** many pretty houses.

My house is the **red** house.

Poly's house is the blue house.

There is a white building.

It is our school.

Our school is great.

There is a playground too.

It is a **fun** place.

B Read and match.

- | | |
|------------------------------|--------------------|
| 1 Ella's house is ... | a ... a fun place. |
| 2 The school building is ... | b ... red. |
| 3 The playground is ... | c ... white. |

46

STEP 1 Warm-up

A Write the words to complete the story.

- Have students complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Read and match.

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and write the number.



B Look and circle the correct word.



- 1 It is a tall / long building.
- 2 It is a messy / new house.
- 3 It is a pretty / strong store.
- 4 The playground is short / small.
- 5 The building is gray / purple.
- 6 The school is smart / large.

47

B Look and circle the correct word.

- Have students look at the pictures and circle the correct words.
- Go over the answers together after students have finished.

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *school*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Look and write the number.

- Have students turn to page 47.
- Ask students to read the words and look at the picture.
- Have students fill in the spaces beside each word with the correct numbers.
- Go over the answers together after students have finished.

Teaching Tip

- Ask students to describe each item in the picture with an adjective.

STEP 3 Grammar Practice

A Write **There is** or **There are**.

- Have students turn to page 48.
- Go over the pictures representing *There is* and *There are* with students.
- Ask students to read and complete the sentences using *There is* or *There are*.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *It*.
- If necessary, ask students questions to guide them along.
T: *Which is correct: It is or It are?*
Ss: *It is is correct.*
T: *It is small houses. is wrong. Why?*
Ss: *Small houses is plural.*
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *Amy* and *There*.
- Here are the sentences that can be made with each subject:

- ① *It* – 1 sentence
It is a fun place.
- ② *Amy* – 1 sentence
Amy is a pretty girl.
- ③ *There* – 3 sentences
There is a pretty girl.
There is a fun place.
There are small houses.

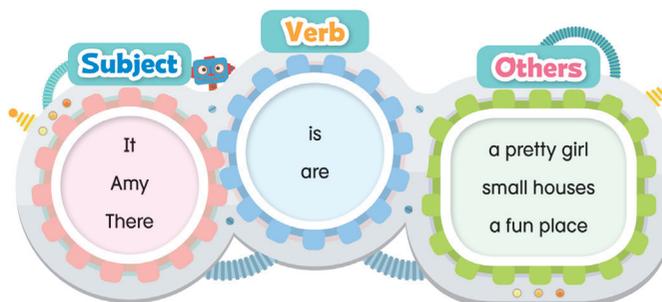
STEP 3 Grammar Practice

A Write **There is** or **There are**.

- 1 There is a house.
- 2 There are stores.
- 3 There are schools.
- 4 There is a playground.
- 5 There are tall buildings.
- 6 There are many apartments.
- 7 There is a large house.
- 8 There is a bookstore.



B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "It."
- 2 I can make 1 2 3 sentence(s) with "Amy."
- 3 I can make 1 2 3 sentence(s) with "There."

48

Extension Activity Hot Potato

Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses *There is* or *There are*. For example, *There are stores*.
4. If students cannot say a sentence within five seconds or do not use *There is* or *There are* correctly, they are out and must sit down. The last student left standing wins!

STEP 4 Writing Practice

A Read and complete the idea web.

My neighborhood is wonderful.
 There are many pretty houses.
 There is a school.
 There is a playground.



B Look and write the sentences using the correct Be verb.



- | | |
|------------------------------------|--|
| 1 <u>My neighborhood is great.</u> | 4 <u>There is a small bookstore.</u> |
| 2 There <u>is a playground.</u> | 5 <u>It is pretty.</u> |
| 3 It <u>is fun.</u> | 6 <u>There are two ice cream stores</u> too. |

49

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 46.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *Poly's house is blue.*
 S2: *Ella's house is red.*
 S3: *The school is white.*
 S4: *There is a playground.*

Homework

>> **Workbook 1: pages 28-31**

Answer Key on page 118

>> **Grammar Worksheet 7**

Photocopiable from page 133

Answer Key on page 143

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 49.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 50-51

Lesson Link

Sentence Factory III

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one noun and one adjective covered in Lesson 1 on the board. For example, *store* and *small*.
3. Have the first student in each line write a sentence on the board that uses those words. For example, *There is a small store.*
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

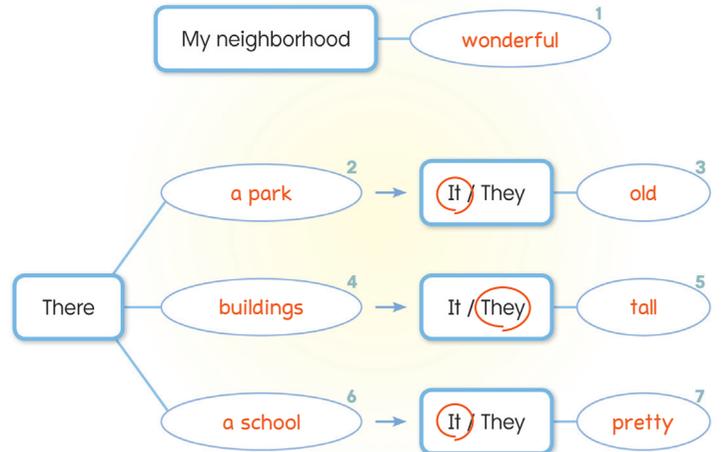
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 50, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *How is your neighborhood?*
 - Ss: *It is pretty.*
 - T: *What is in your neighborhood?*
 - Ss: *There are new stores.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

- Make your idea web about your neighborhood.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



50

STEP 5 Your Idea Web

- Make your idea web about your neighborhood.

- Have students open their books to page 50.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *There is a new park. It is wonderful.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Neighborhood

- 1 My neighborhood is wonderful.
- 2 There is a park.
- 3 It is old.
- 4 There are buildings.
- 5 They are tall.
- 6 There is a school.
- 7 It is pretty.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



51

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their neighborhood by reading their story.

Wrap-up

>> Unit 7 Test

Photocopiable from page 174
Answer Key on page 189

Homework

>> Writing Correction Worksheet 7

Photocopiable from page 152
Answer Key on page 162

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 51.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their town while applying proper writing conventions.
- Students can write sentences that combine *There* with Be verbs.

Grammar

- There + Be verbs

Materials

- Grammar Worksheet 8
- Writing Correction Worksheet 8
- Unit 8 Test
- E-book, pages 52-57 (optional)

Lesson 1

Student Book pp. 52-55

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 52.
2. Have students look at the picture and ask them questions about it.
 - T: *Is the town hall round?*
 - Ss: *Yes, it is.*
 - T: *What colors are the buses and cars?*
 - Ss: *They are blue, red, yellow, and green.*
3. Encourage students to point at the picture when answering the questions.

STEP 1 Warm-up

A Circle the words to complete the story.

My Town Blueberry

Blueberry is my town.

It is a wonderful place.

There is the Blueberry Town Hall.

It is are a round building.

There is are a new bank.

It is an orange building.

There is are many buses and cars.

They is are blue, red, yellow, and green.

B Check True or False.

1 There is a bank.

True

False

2 The cars are black.

True

False

3 The town hall is a round building.

True

False

52

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Look and write the word(s).

train station bank museum post office
shopping mall town hall library movie theater



- 1 There is a train station . 5 There is a library .
2 There is a movie theater . 6 There is a bank .
3 There is a museum . 7 There is a town hall .
4 There is a shopping mall . 8 There is a post office .

53

Extension Activity

Word Link

Materials: a board, a marker

1. Write the name of one of the places covered in Step 2 on the board. For example, *movie theater*.
2. As a reference, ask students to look at the corresponding picture on page 53.
3. Have students call out as many words as they can think of that are related to the place written on the board. For example, for *movie theater*, students might call out *popcorn, soda, candy, 3D, fun*, and so on.
4. As students call out the words, write them on the board. See how many related words students can think of!
5. If necessary, ask students questions to guide them along.

T: *What do you eat at the movie theater?*

Ss: *Popcorn and candy!*

T: *Do you like the movie theater?*

Ss: *Yes, it's fun!*

STEP 2 Word Practice

Look and write the word(s).

- Have students turn to page 53.
- Ask students to read the words in the word bank and look at the picture.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Have students name real examples in their town of each of the words in the word bank.

STEP 3 Grammar Practice

A Circle the correct word(s).

- Have students turn to page 54.
- Go over the pictures representing singular and plural nouns with students.
- Ask students questions to guide them along.

T: *When do we write a before the noun?*

Ss: *When there is only one.*

T: *When do we write houses?*

Ss: *When there is more than one.*

- Have students read the sentences with each answer option.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

B Write There is or There are.

- Have students write *There is* or *There are* to complete the sentences.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Circle the correct word(s).

- 1 There is a school / schools .
- 2 There are a new store / new stores .
- 3 There is a library / libraries .
- 4 They are a tall building / tall buildings .
- 5 It is an old house / old houses .
- 6 It is a large museum / large museums .
- 7 There is a post office / post offices .
- 8 They are a school bus / school buses .



a house



houses

B Write There is or There are.

- 1 There is a city hall in the city.
- 2 There are many museums in the city.
- 3 There is a train station in the town.
- 4 There are small theaters in the town.
- 5 There are two parks in the city.
- 6 There is a big shopping mall in the town.
- 7 There is an old train station in the city.
- 8 There are many apartments in the city.

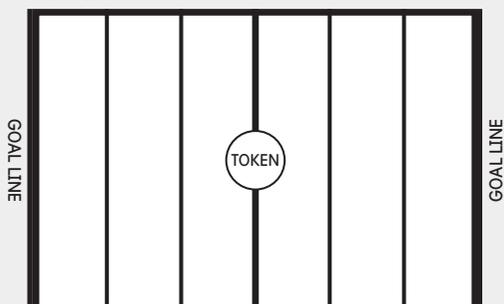
54

Extension Activity Football

Materials: a board, a marker, a token

1. Divide students into two teams.
2. Draw a playing field like the one to the left on the board. Place a token on the halfway line.
3. Write *There*, *They*, and *It* on the board. Alternately ask teams to make a sentence using one of the words on the board and the teacher's cue word.
T: *New stores.* S1: *There are new stores.*
T: *A park.* S2: *There is a park.*
4. When teams answer correctly, move the token one line closer to the opposing team's goal line. When teams answer incorrectly, move the token one line closer to that team's own goal line.
5. A team scores when the token reaches the other team's goal line. When a team scores, move the token back to the halfway line and start again. The team with more goals at the end wins!

Playing Field



STEP 4 Writing Practice

A Read and complete the idea web.

Blueberry is my town.
 There is the Blueberry Town Hall.
 There is a new bank.
 There are many buses and cars.

The idea web has two main nodes: 'Blueberry' and 'There'. 'Blueberry' is connected to 'my town' (1). 'There' is connected to 'the Blueberry Town Hall' (2), 'a new bank' (3), and 'many buses and cars' (4).

B Look and write the sentences using the correct Be verb.

The idea web has three main nodes: 'My city', 'There', and 'It'. 'My city' is connected to 'very big' (1). 'There' is connected to 'a museum' (2), 'a movie theater' (4), and 'many fun places' (6). 'It' is connected to 'a great place' (3) and 'old and beautiful' (5).

- | | |
|-------------------------------|-------------------------------------|
| 1 <u>My city is very big.</u> | 4 <u>There is a movie theater.</u> |
| 2 There <u>is a museum.</u> | 5 <u>It is old and beautiful.</u> |
| 3 It <u>is a great place.</u> | 6 <u>There are many fun places.</u> |

55

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 52.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *Blueberry Town Hall is a round building.*

S2: *The bank is an orange building.*

S3: *There are many buses and cars.*

S4: *The buses and cars are blue, red, yellow, and green.*

Homework

>> **Workbook 1: pages 32-35**

Answer Key on page 119

>> **Grammar Worksheet 8**

Photocopiable from page 134

Answer Key on page 143

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 55.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 56-57

Lesson Link

Sentence Factory III

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one noun and one adjective covered in Lesson 1 on the board. For example, *bank* and *old*.
3. Have the first student in each line write a sentence on the board that uses those words. For example, *It is an old bank*.
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

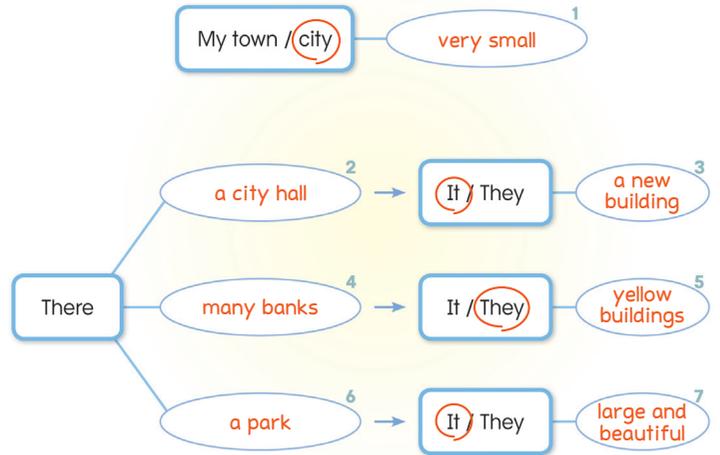
Materials: a board, a marker

1. Before students have opened their books to page 56, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *Is your town big or small?*
Ss: *My town is small.*
T: *What is in your town?*
Ss: *There is an art museum.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

- Make your idea web about your town or city.



**Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



bank



city / town hall



shopping mall



library



movie theater



museum



park



post office



train station

56

STEP 5 Your Idea Web

- Make your idea web about your town or city.

- Have students open their books to page 56.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My town is great. There is a big library.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My City

- 1 My city is very small.
- 2 There is a city hall.
- 3 It is a new building.
- 4 There are many banks.
- 5 They are yellow buildings.
- 6 There is a park.
- 7 It is large and beautiful.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spaced out properly.



57

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their town or city by reading their story.

Wrap-up

>> Unit 8 Test

Photocopiable from page 175
Answer Key on page 189

Homework

>> Writing Correction Worksheet 8

Photocopiable from page 153
Answer Key on page 162

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 57.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe a market setting while applying proper writing conventions.
- Students can write sentences that combine *There* with Be verbs.
- Students can write count and non-count nouns.

Grammar

- There + Be verbs
- Count and non-count nouns

Materials

- Grammar Worksheet 9
- Writing Correction Worksheet 9
- Unit 9 Test
- E-book, pages 58-63 (optional)

Lesson 1

Student Book pp. 58-61

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 58.
2. Have students look at the picture and ask them questions about it.

T: *How do they feel?*

Ss: *They are excited and happy.*

T: *Are the vegetables old?*

Ss: *No, they are not. They are fresh.*

3. Encourage students to point at the picture when answering the questions.

At the Market

STEP 1 Warm-up

A Write the words to complete the story.

is are pretty fresh

At the Market

My mom and I are at the market.

We are excited and happy.

The market a fun place.

There are many small shops.

There are colorful fruits.

There are vegetables.

There are interesting toys.

There are clothes.

There fun things everywhere.

B Write Yes or No.

- 1 Are Ella and her mom at home?
- 2 Are Ella and her mom excited?
- 3 Are there fruits and vegetables?

STEP 1 Warm-up

A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and match the words.

1 bread 2 vegetables 3 eggs 4 fruits

5 clothes 6 flowers 7 meat 8 drinks

B Choose and write the word.

colorful	1 The rainbow is <u>colorful</u> . There are seven colors.
fresh	2 These cookies are <u>delicious</u> . I want more.
interesting	3 This is an <u>interesting</u> book. I like it.
delicious	4 These are <u>fresh</u> vegetables. They were picked today.

B Choose and write the word.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Extension Activity

Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a word covered in Step 2 to the student. For example, *flowers*.
3. Have the student draw a picture that represents the given word.
4. Ask students to guess which word the picture represents. The first student to correctly guess the word gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

STEP 2 Word Practice

A Look and match the words.

- Have students turn to page 59.
- Go over the pictures and words with students.
- Have students look and match the words with the correct pictures.
- Go over the answers together after students have finished.

Teaching Tip

- Ask students to describe each item in the pictures with an adjective.

STEP 3 Grammar Practice

A Write **There is** or **There are**.

- Have students turn to page 60.
- Go over the pictures representing *There is* and *There are* with students.
- Ask students to complete the sentences by writing *There is* or *There are*.
- Go over the answers together after students have finished.

B Circle the mistake. Write the correct sentence.

- Have students read the sentences.
- Ask students to find and circle the mistakes among the words that are underlined.
- Then have students write the correct sentences.
- If necessary, ask students questions to guide them along.

T: Which *Be* verb matches with a plural noun?

Ss: The *Be* verb, are.

T: Is meat a count or non-count noun?

Ss: It is a non-count noun.

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write **There is** or **There are**.

- 1 There is ice cream.
- 2 There are vegetables.
- 3 There is meat.
- 4 There are flowers.
- 5 There are fruits.
- 6 There is milk.
- 7 There are eggs.
- 8 There is bread.



B Circle the mistake. Write the correct sentence.

- 1 Ella's friends is excited. Ella's friends are excited.
- 2 There are many thing. There are many things.
- 3 The market is on my town. The market is in my town.
- 4 There is pretty clothes. There are pretty clothes.
- 5 My mom and I am at the store. My mom and I are at the store.
- 6 There is fresh vegetables. There are fresh vegetables.
- 7 There are meat at home. There is meat at home.
- 8 The market is an great place. The market is a great place.

60

Extension Activity Tic-Tac-Toe

Materials: a board, a marker

1. Divide students into two teams: Team X and Team O.
2. Draw a large 3x3 grid on the board.
3. Ask one student from each team to come to the board.
4. Write *There is* and *There are* on the board. Alternately ask each student to make a sentence with one of the *There + Be verb* pairings and the teacher's cue word.

T: *Meat.* S1: *There is meat.*
T: *Fruits.* S2: *There are fruits.*
5. If the student answers correctly, they may put their team's shape (X or O) into one space on the grid. If a student answers incorrectly, their team misses a turn.
6. Continue playing with new pairs of students. The first team to make a line of three wins!

STEP 4 Writing Practice

A Read and complete the idea web.

The market is a fun place.

There are many small shops.

There are colorful fruits.

There are fresh vegetables.

The market

1

a fun place

There

2

many small shops

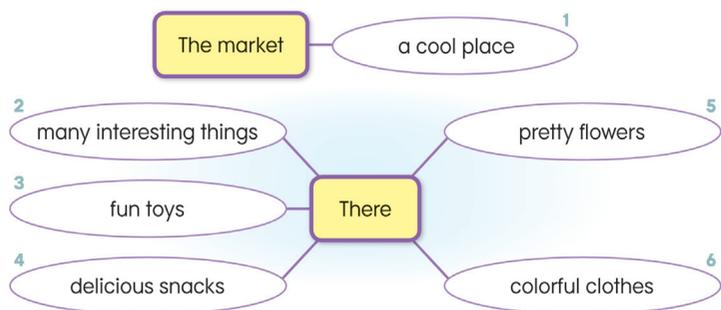
3

colorful fruits

4

fresh vegetables

B Look and write the sentences using the correct Be verb.



- | | |
|---|--------------------------------------|
| 1 The market <u>is a cool place.</u> | 4 <u>There are delicious snacks.</u> |
| 2 There <u>are many interesting things.</u> | 5 <u>There are pretty flowers.</u> |
| 3 <u>There are fun toys.</u> | 6 <u>There are colorful clothes.</u> |

61

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 58.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *Ella and her mom are excited.*
 S2: *There are many small shops.*
 S3: *There are colorful fruits.*
 S4: *There are pretty clothes.*

Homework

>> **Workbook 1: pages 36-39**

Answer Key on page 120

>> **Grammar Worksheet 9**

Photocopiable from page 135

Answer Key on page 144

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 61.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory III

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one noun and one adjective covered in Lesson 1 on the board. For example, *eggs* and *fresh*.
3. Have the first student in each line write a sentence on the board that uses those words. For example, *There are many fresh eggs.*
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

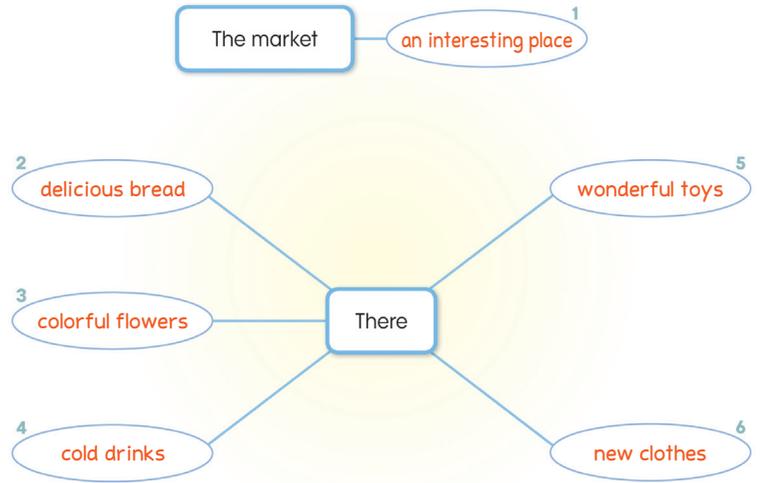
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 62, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *Is the market a fun place?*
 - Ss: *Yes, it is fun!*
 - T: *What is at the market?*
 - Ss: *There are many shops and people.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

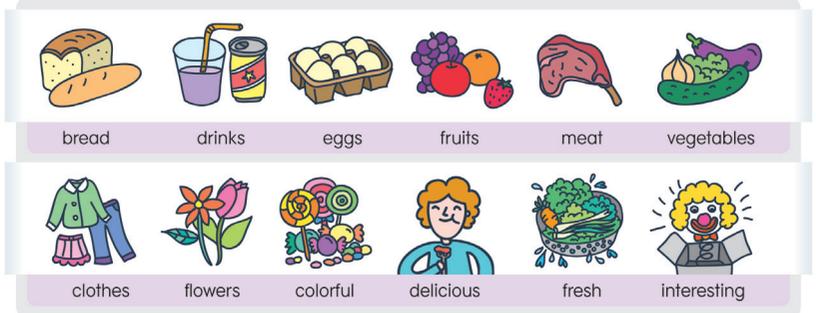
STEP 5 Your Idea Web

► Make your idea web about the market in your town or city.



*Answers may vary.

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about the market in your town or city.

- Have students open their books to page 62.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *The market is fun. There are many toys.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

The Market

- 1 The market is an interesting place.
- 2 There is delicious bread.
- 3 There are colorful flowers.
- 4 There are cold drinks.
- 5 There are wonderful toys.
- 6 There are new clothes.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spelled correctly.



63

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about the market by reading their story.

Wrap-up

>> Unit 9 Test

Photocopiable from page 176
Answer Key on page 189

Homework

>> Writing Correction Worksheet 9

Photocopiable from page 154
Answer Key on page 163

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 63.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 3

Style

- Letter Writing

Grammar

- Students can write a letter to their pen pal using descriptive words that they learned in Units 7-9.

Materials

- Photocopies of project template
- Pencils
- Colored pencils
- Scissors
- Glue

Lesson 3

Student Book pp. 64-65

Lead-in

High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Units 7-9 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

Writing Project 3

Letter Writing

My Town Postcard

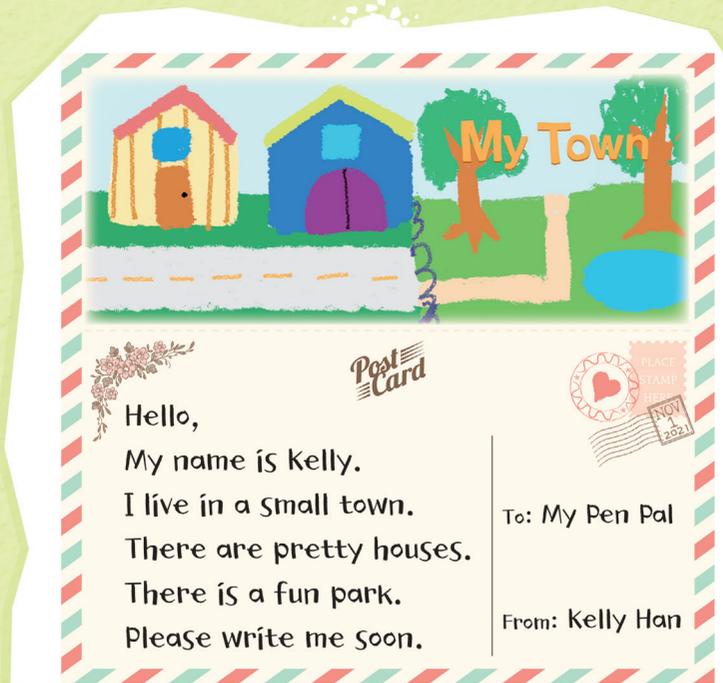
- A Directions** (To Teachers: Photocopy the template on page 65 for your students.)

Let's Do It!

- 1 Draw your town on the postcard.
- 2 Write a letter to your pen pal.
- 3 Cut out, fold, and glue the backsides together.



B Project Model



64

STEP 1 Preparation

B Project Model

- Have students open their books to page 64.
- Draw students' attention to the project model.
- Ask students questions about the picture of the town.
 - T: *Where does Kelly live?*
 - Ss: *She lives in a small town.*
 - T: *What is in the town?*
 - Ss: *There is a park.*
- Read the sentences in the postcard together with students.

© Your Project

My Town



Hello,

My name is Ted.

I live in a big city.

There are tall buildings.

There is a fun market.

Please write me soon.

Post
Card



To: My Pen Pal

From: Ted Murray

**Answers may vary.*

65

STEP 2 Writing

© Your Project

- Have students turn to page 65.
- Hand out the photocopies of the project template to students.
- Ask students to draw a picture of their town in the frame.
- Have students write a letter to their pen pal by filling in the blanks with the appropriate details.
- Ask students to cut out, fold, and glue the backsides together to complete their postcards.

Teaching Tip

- Have students point out where the things that they wrote about are in their picture. For example, *There is a department store.*

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their picture of their town to the class.
3. After showing their picture, have the students tell the class about their town by reading what they wrote.

Wrap-up

Midnight Duel

Materials: students' postcards

1. Divide students into two teams.
2. Holding their postcard, ask one student from each team come up to the front and stand back-to-back.
3. After turning off the lights, have both students slowly take three steps forward.
4. After suddenly turning the lights back on, have both students quickly turn around and show their postcard to the opposing student.
5. The first student to say a sentence written on the opposing student's postcard gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

Activity Adaptation

Have students show the picture side of their postcard to the opposing student.

Homework

- With the help of a parent, ask students to post their letter to a friend that lives in a different town, city, or country.

Objectives

- Students can describe famous characters while applying proper writing conventions.
- Students can write *have* and *has* within the context of proper sentences.

Grammar

- Have / Has
- Adjectives

Materials

- Grammar Worksheet 10
- Writing Correction Worksheet 10
- Unit 10 Test
- E-book, pages 66-71 (optional)

Lesson 1

Student Book pp. 66-69

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and ask them questions about it.
 - T: *What color are Harry's glasses?*
 - Ss: *They are black.*
 - T: *Does Harry have friends?*
 - Ss: *Yes, he has friends.*
3. Encourage students to point at the picture when answering the questions.

My Favorite Character

STEP 1 Warm-up

A Circle the words to complete the story.

A Boy Wizard

Harry Potter is my favorite character.

He / She is a very interesting boy.

Harry is / are a wizard.

He is smart and brave.

He have / has black round glasses.

He doesn't have parents.

He doesn't have brothers or sisters.

But, he has wonderful friends on / at school.

B Check True or False.

- 1 Harry is a wizard. True False
- 2 Harry has a sister. True False
- 3 Harry has wonderful friends. True False

66

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Look and write the words.

brave	pretty	smart	round	strong	tiny
costume	stepmother	hair	friends	skin	wand



1
Hermione is smart.
She has long, red hair.



2
Spiderman is brave.
He has a blue and red costume.



3
Tinker Bell is tiny.
She has a magic wand.



4
Shrek and Fiona are strong.
They have green skin.



5
Winnie the Pooh is round.
He has three friends.



6
Cinderella is pretty.
She has a bad stepmother.

67

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *costume*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

Look and write the words.

- Have students turn to page 67.
- Ask students to read the words in the word bank and look at the pictures.
- Have students complete the sentences with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write **have** or **has**.

- Have students turn to page 68.
- Go over the pictures with students.
- Ask students to read and complete the sentences using *have* or *has*.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.
T: *I has a new bike. What is wrong?*
Ss: *Has is wrong.*
T: *What is the correct verb?*
Ss: *The correct verb is have.*
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *John* and *They*.
- Here are the sentences that can be made with each subject:

① I – 2 sentences

I have two brothers.

I have a new bike.

② John – 3 sentences

John has two brothers.

John has a new bike.

John is smart.

③ They – 2 sentences

They have two brothers.

They have a new bike.

STEP 3 Grammar Practice

A Write **have** or **has**.

1



2



3



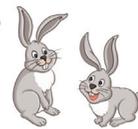
4



5



6



1 She has long hair.

4 The puppy has big eyes.

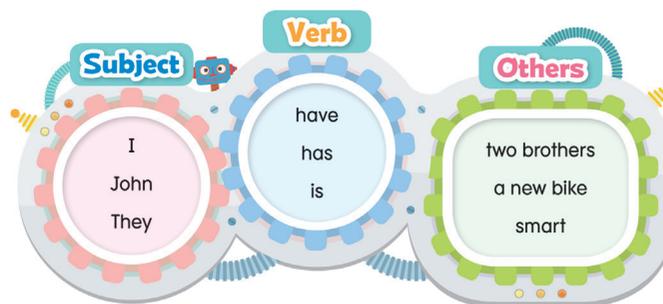
2 They have a new car.

5 The eagle has large wings.

3 He has a soccer ball.

6 The rabbits have long ears.

B Circle the number and say the sentences.



1 I can make 1 2 3 sentence(s) with "I."

2 I can make 1 2 3 sentence(s) with "John."

3 I can make 1 2 3 sentence(s) with "They."

68

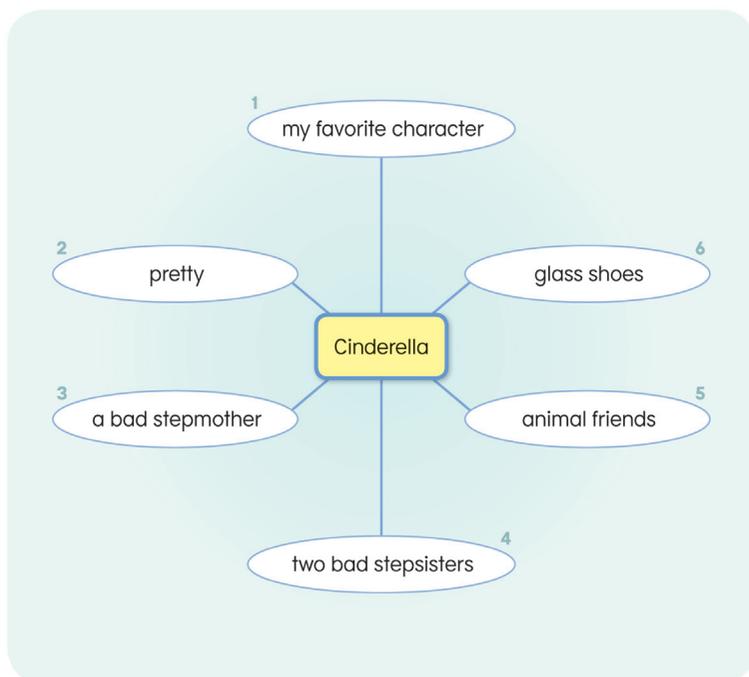
Extension Activity Hot Potato

Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses *have* or *has*. For example, *He has a soccer ball*.
4. If students cannot say a sentence within five seconds or do not use *have* or *has* correctly, they are out and must sit down. The last student left standing wins!

STEP 4 Writing Practice

▶ Look and write the sentences using **is** or **has**.



- 1 Cinderella **is my favorite character.**
- 2 She **is pretty.**
- 3 **She has a bad stepmother.**
- 4 **She has two bad stepsisters.**
- 5 **She has animal friends.**
- 6 **She has glass shoes.**

69

Wrap-up

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *Harry is a wizard.*
S2: *Harry is smart and brave.*
S3: *Harry has black round glasses.*
S4: *Harry has wonderful friends.*

Homework

>> **Workbook 1: pages 40-43**

Answer Key on page 121

>> **Grammar Worksheet 10**

Photocopiable from page 136

Answer Key on page 144

STEP 4 Writing Practice

▶ Look and write the sentences using **is** or **has**.

- Have students turn to page 69.
- Ask students to look over the information in the completed idea web.
- Have students write the sentences using *is* or *has* along with the given information.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory IV

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled noun and one jumbled adjective covered in Lesson 1 on the board. For example, *wdna* and *ytin* to represent *wand* and *tiny*.
3. After the first student in each line has unscrambled the words, have the student write a sentence on the board that uses those words.
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 70, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *Who is your favorite character?*
 Ss: *My favorite character is Batman.*

T: *Why is he your favorite character?*
 Ss: *He is strong and brave.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

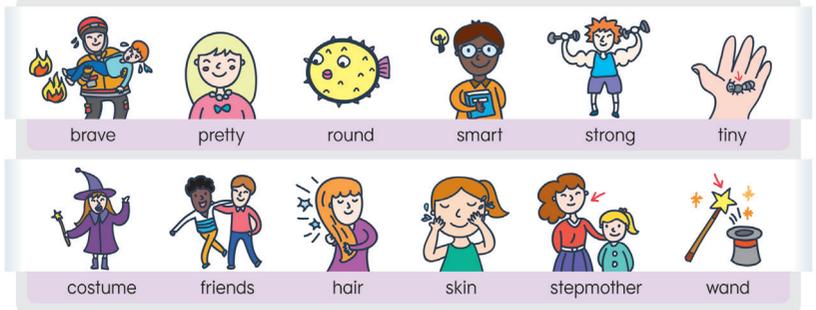
STEP 5 Your Idea Web

► Make your idea web about your favorite character.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your favorite character.

- Have students open their books to page 70.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My favorite character has a magic wand.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

Winnie the Pooh

- 1 Winnie the Pooh is my favorite character.
- 2 He is a bear.
- 3 He is round.
- 4 He is kind.
- 5 He has yellow skin.
- 6 He has three friends.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



71

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their favorite character by reading their story.

Wrap-up

>> Unit 10 Test

Photocopiable from page 179
Answer Key on page 190

Homework

>> Writing Correction Worksheet 10

Photocopiable from page 155
Answer Key on page 163

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 71.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their favorite thing while applying proper writing conventions.
- Students can write *have* and *has* within the context of proper sentences.

Grammar

- Have / Has

Materials

- Grammar Worksheet 11
- Writing Correction Worksheet 11
- Unit 11 Test
- E-book, pages 72-77 (optional)

Lesson 1

Student Book pp. 72-75

Lead-in**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 72.
2. Have students look at the picture and ask them questions about it.

T: *What does Ella have?*
Ss: *Ella has a teddy bear.*
T: *Is the teddy bear happy?*
Ss: *Yes, it is happy.*
3. Encourage students to point at the picture when answering the questions.

My Favorite Thing**STEP 1 Warm-up****A Write is or has to complete the story.****My Teddy Bear**

I have a teddy bear.

It is my favorite thing.

My teddy bear brown.

It very soft.

It lovely eyes.

It has a cute nose.

It small hands and feet.

It is always happy.

B Write Yes or No.

- 1 Is Ella's teddy bear soft?
- 2 Is Ella's teddy bear black?
- 3 Does Ella's teddy bear have big hands?

72

STEP 1 Warm-up**A Write is or has to complete the story.**

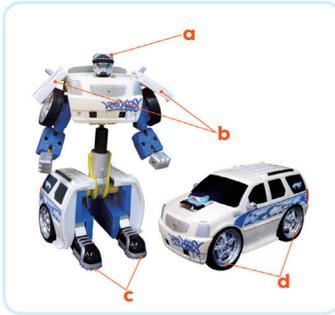
- Have students read and complete the story by writing *is* or *has* in the blanks.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Look and write the word.



robot doors feet head wheels

- 1 This is a robot.
- a It has a small head.
- b It has car doors.
- c It has two feet.
- d It has four wheels.



bike basket handles pedals seat

- 2 This is a bike.
- a It has a basket.
- b It has two handles.
- c It has a seat.
- d It has two pedals.



player screens buttons camera pen

- 3 This is a game player.
- a It has a camera lens.
- b It has two screens.
- c It has many buttons.
- d It has a pen.

73

Extension Activity

Word Link

Materials: a board, a marker

- Write the name of one of the items covered in Step 2 on the board. For example, *camera*.
- As a reference, ask students to look at the corresponding picture on page 73.
- Have students call out as many words as they can think of that are related to the item written on the board. For example, for *camera*, students might call out *photo*, *picture*, *art*, *screen*, *button*, and so on.
- As students call out the words, write them on the board. See how many related words students can think of!
- If necessary, ask students questions to guide them along.

T: *What does a camera take?*

Ss: *Photos!*

T: *What do you press to take a photo?*

Ss: *A button!*

STEP 2 Word Practice

Look and write the word.

- Have students turn to page 73.
- Ask students to read the words in the word banks and look at the pictures.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

STEP 3 Grammar Practice

A Write **is, are, have, or has.**

- Have students turn to page 74.
- Go over the pictures with students.
- Ask students to read and complete the sentences by writing *is, are, have, or has*.
- Go over the answers together after students have finished.

B Circle the mistake. Write the correct sentence.

- Have students read the sentences.
- Ask students to find and circle the mistakes among the words that are underlined.
- Then have students write the correct sentences.
- If necessary, ask students questions to guide them along.

T: Which form of the verb matches with Finn, have or has?

Ss: Has matches with Finn.

T: Which form of the verb matches with They, have or has?

Ss: Have matches with They.

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write **is, are, have, or has.**

1



The boys have a soccer ball.

It is black and white.

2



The girl has long hair.

The girl's hair is brown.

3



The puppy is very cute.

It has short legs.

4



These are new bikes.

They are Mary's and Sara's bikes.

5



We have a big house.

The house has many windows.

B Circle the mistake. Write the correct sentence.

1 Finn have a sister.

Finn has a sister.

2 They has a big cat.

They have a big cat.

3 He is short hair.

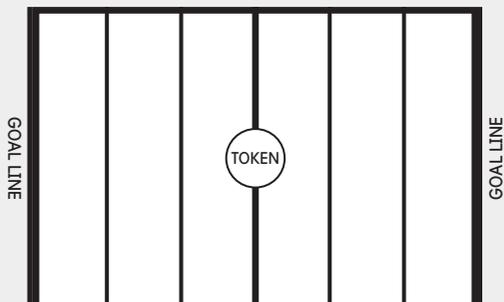
He has short hair.

4 We have always happy.

We are always happy.

74

Playing Field



Extension Activity Football

Materials: a board, a marker, a token

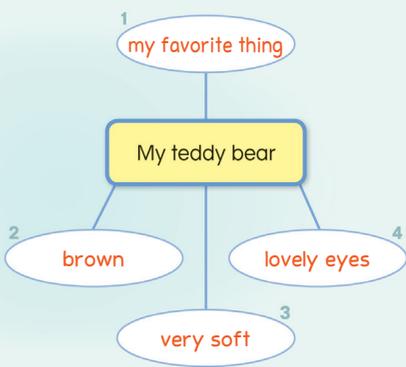
1. Divide students into two teams.
2. Draw a playing field like the one to the left on the board. Place a token on the halfway line.
3. Write *is, are, have, and has* on the board. Alternately ask teams to make a sentence using one of the words on the board and the teacher's cue word.

T: *Long hair.* S1: *He has long hair.*
T: *New cars.* S2: *These are new cars.*
4. When teams answer correctly, move the token one line closer to the opposing team's goal line. When teams answer incorrectly, move the token one line closer to that team's own goal line.
5. A team scores when the token reaches the other team's goal line. When a team scores, move the token back to the halfway line and start again. The team with more goals at the end wins!

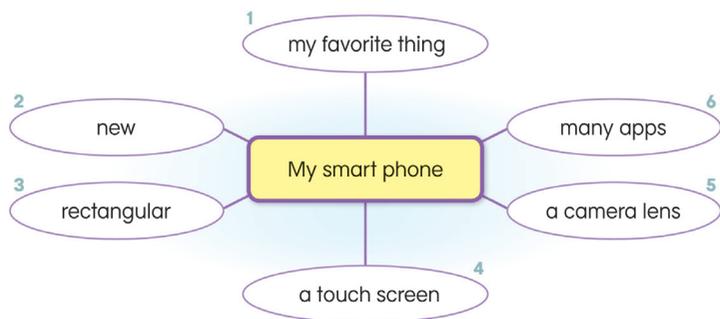
STEP 4 Writing Practice

A Read and complete the idea web.

My teddy bear is my favorite thing.
It is brown.
It is very soft.
It has lovely eyes.



B Look and write the sentences using *is* or *has*.



- | | |
|--|----------------------------------|
| 1 My smart phone <i>is my favorite thing</i> . | 4 <i>It has a touch screen</i> . |
| 2 It <i>is new</i> . | 5 <i>It has a camera lens</i> . |
| 3 It <i>is rectangular</i> . | 6 <i>It has many apps</i> . |

75

B Look and write the sentences using *is* or *has*.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences by writing *is* or *has* along with the given information.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 72.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *The teddy bear is brown.*
 S2: *The teddy bear is very soft.*
 S3: *The teddy bear has small hands.*
 S4: *The teddy bear has small feet.*

Homework

>> **Workbook 1: pages 44-47**

Answer Key on page 122

>> **Grammar Worksheet 11**

Photocopiable from page 137

Answer Key on page 144

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 75.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the verbs.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory IV

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled noun and one jumbled adjective covered in Lesson 1 on the board. For example, *tusbtou* and *otsf* to represent *buttons* and *soft*.
3. After the first student in each line has unscrambled the words, have the student write a sentence on the board that uses those words.
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

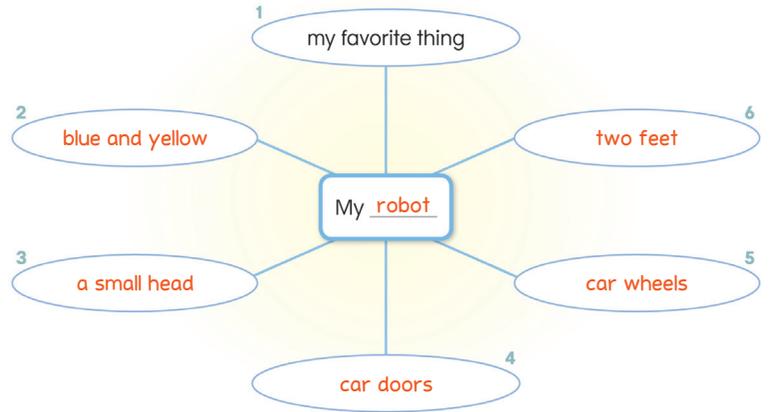
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 76, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *What is your favorite thing?*
 - Ss: *My favorite thing is my yo-yo.*
 - T: *What is on your yo-yo?*
 - Ss: *There are stars and stripes on it.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

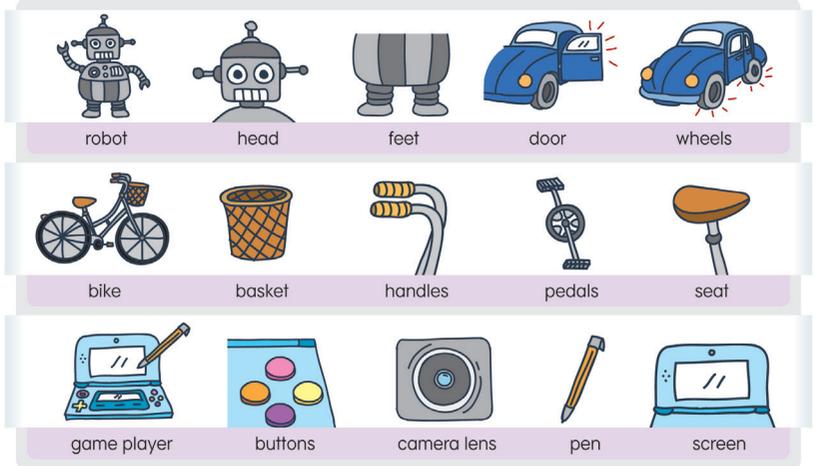
► Make your idea web about your favorite thing.



**Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your favorite thing.

- Have students open their books to page 76.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My bike has a banana seat.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Robot

- 1 My robot is my favorite thing.
- 2 It is blue and yellow.
- 3 It has a small head.
- 4 It has car doors.
- 5 It has car wheels.
- 6 It has two feet.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spaced out properly.



77

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their favorite thing by reading their story.

Wrap-up

>> Unit 11 Test

Photocopiable from page 180
Answer Key on page 190

Homework

>> Writing Correction Worksheet 11

Photocopiable from page 156
Answer Key on page 163

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 77.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their favorite animal while applying proper writing conventions.
- Students can write *have* and *has* within the context of proper sentences.

Grammar

- Have / Has
- Adjective + noun

Materials

- Grammar Worksheet 12
- Writing Correction Worksheet 12
- Unit 12 Test
- E-book, pages 78-83 (optional)

Lesson 1

Student Book pp. 78-81

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 78.
2. Have students look at the picture and ask them questions about it.

T: *Does the lemur have a wide body?*

Ss: *No, it has a slim body.*

T: *Are its eyes big?*

Ss: *Yes, they are big.*

3. Encourage students to point at the picture when answering the questions.

My Favorite Animal

STEP 1 Warm-up

A Write the sentences to complete the story.

A lemur is my favorite animal. It has long legs.

Ring-tailed Lemur

A lemur is my favorite animal.

It is white and gray.

It has a slender body.

It has big eyes.

It has a long striped tail.

It has long fingers.

It has long legs.

It likes fruits, flowers, and leaves.

B Write Yes or No.

1 Is a lemur black and gray?

No

2 Does a lemur have a short tail?

No

3 Does a lemur have long fingers?

Yes

78

STEP 1 Warm-up

A Write the sentences to complete the story.

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

B Write Yes or No.

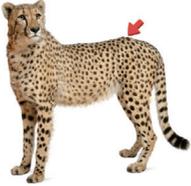
- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Look and write the words.

dolphin	tiger	cheetah	monkey	zebra	eagle
fins	teeth	spots	arms	stripes	wings

1



A cheetah is my favorite animal.
It has black spots.

2



An eagle is my favorite animal.
It has big wings.

3



A tiger is my favorite animal.
It has sharp teeth.

4



A dolphin is my favorite animal.
It has strong fins.

5



A monkey is my favorite animal.
It has long arms.

6



A zebra is my favorite animal.
It has black and white stripes.

79

Extension Activity

Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a word covered in Step 2 to the student. For example, *dolphin*.
3. Have the student draw a picture that represents the given word.
4. Ask students to guess which word the picture represents. The first student to correctly guess the word gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

STEP 2 Word Practice

Look and write the words.

- Have students turn to page 79.
- Ask students to read the words in the word bank and look at the pictures.
- Have students complete the sentences with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Have students circle the visual representations of each word from the word bank in the pictures.

STEP 3 Grammar Practice

A Rewrite the sentence using the given word.

- Have students turn to page 80.
- Ask students to rewrite the sentences using the given word for each.
- If necessary, ask students questions to guide them along.

T: *What is the noun in question number one?*

Ss: *The noun is neck.*

T: *Does an adjective go before or after the noun?*

Ss: *It goes before the noun.*

- Go over the answers together after students have finished.

B Circle the correct word.

- Have students read the sentences with each answer option.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Rewrite the sentence using the given word.

- | | | | |
|---|--------|-----------------|------------------------------|
| 1 | long | It has a neck. | <u>It has a long neck.</u> |
| 2 | short | It has a tail. | <u>It has a short tail.</u> |
| 3 | large | It has wings. | <u>It has large wings.</u> |
| 4 | small | It has a body. | <u>It has a small body.</u> |
| 5 | black | It has spots. | <u>It has black spots.</u> |
| 6 | white | It has stripes. | <u>It has white stripes.</u> |
| 7 | sharp | It has teeth. | <u>It has sharp teeth.</u> |
| 8 | smooth | It has skin. | <u>It has smooth skin.</u> |

B Circle the correct word.

- 1 The monkeys are / (have) small feet.
- 2 There are / have monkeys in the zoo.
- 3 My mom is / (has) a new car.
- 4 My sister is / (has) a red bike.
- 5 There is / has a lemur under the tree.
- 6 My brothers are / (have) short hair.
- 7 It has / have red and blue stripes.
- 8 She is / has a smart girl.

80

Extension Activity Tic-Tac-Toe

Materials: a board, a marker

1. Divide students into two teams: Team X and Team O.
2. Draw a large 3x3 grid on the board.
3. Ask one student from each team to come to the board.
4. Write *have*, *has*, *is*, and *are* on the board. Alternately ask each student to make a sentence with one of the verbs and the teacher's cue word.
T: *They.* S1: *They have small feet.*
T: *There.* S2: *There are elephants in the zoo.*
5. If the student answers correctly, they may put their team's shape (X or O) into one space on the grid. If a student answers incorrectly, their team misses a turn.
6. Continue playing with new pairs of students. The first team to make a line of three wins!

STEP 4 Writing Practice

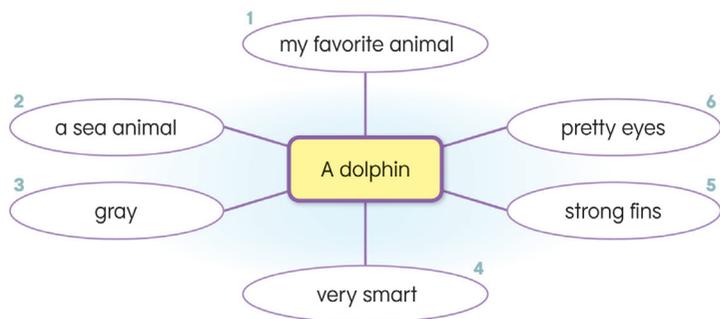
A Read and complete the idea web.

A lemur is my favorite animal.
It is brown and gray.
It has a slender body.
It has big eyes.

```

    graph TD
      A[A lemur] --- B(my favorite animal)
      A --- C(brown and gray)
      A --- D(big eyes)
      A --- E(a slender body)
    
```

B Look and write the sentences using **is** or **has**.



- | | |
|---|------------------------------|
| 1 <u>A dolphin is my favorite animal.</u> | 4 <u>It is very smart.</u> |
| 2 <u>It is a sea animal.</u> | 5 <u>It has strong fins.</u> |
| 3 <u>It is gray.</u> | 6 <u>It has pretty eyes.</u> |

B Look and write the sentences using **is** or **has**.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using *is* or *has* along with the given information.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 78.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

- S1: *The lemur is white and gray.*
 S2: *The lemur has big eyes.*
 S3: *It has long fingers.*
 S4: *It has long legs.*

Homework

>> **Workbook 1: pages 48-51**

Answer Key on page 123

>> **Grammar Worksheet 12**

Photocopiable from page 138

Answer Key on page 144

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 81.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the verbs.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory IV

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one jumbled noun and one jumbled adjective covered in Lesson 1 on the board. For example, *eehtt* and *prahs* to represent *teeth* and *sharp*.
3. After the first student in each line has unscrambled the words, have the student write a sentence on the board that uses those words.
4. The first student to write a proper sentence using those words gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

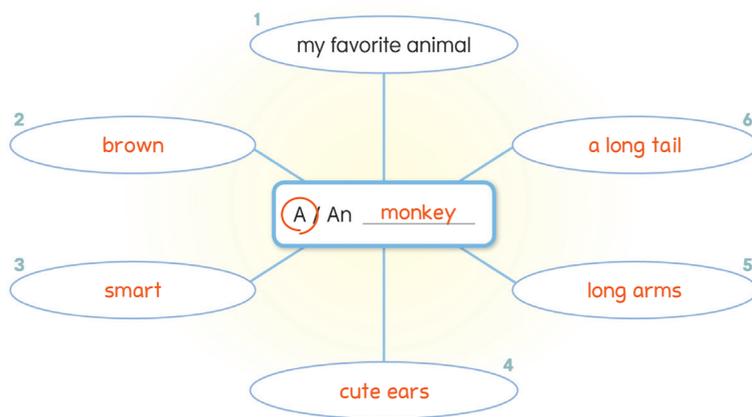
Materials: a board, a marker

1. Before students have opened their books to page 82, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *Name some interesting animals.*
 Ss: *Tiger! Elephant! Zebra!*
 T: *Do you have a favorite animal?*
 Ss: *Yes, my favorite animal is a zebra.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

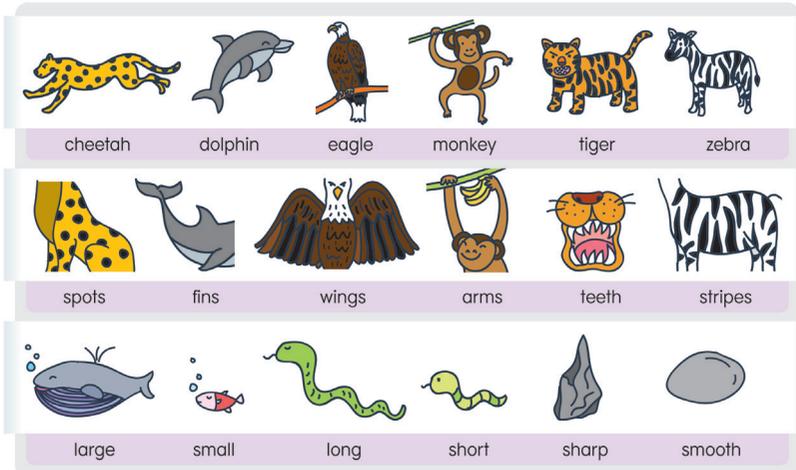
► Make your idea web about your favorite animal.



**Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your favorite animal.

- Have students open their books to page 82.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *Lions have big, sharp teeth.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Favorite Animal

- 1 A monkey is my favorite animal.
- 2 It is brown.
- 3 It is smart.
- 4 It has cute ears.
- 5 It has long arms.
- 6 It has a long tail.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spelled correctly.



83

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their favorite animal by reading their story.

Wrap-up

>> Unit 12 Test

Photocopiable from page 181
Answer Key on page 190

Homework

>> Writing Correction Worksheet 12

Photocopiable from page 157
Answer Key on page 163

>> Writing Project 4

Have students bring in pictures or drawings of their family's favorite place with them next class.

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 83.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 4

Style

- Report Writing

Grammar

- Students can write a report of their family's favorite place using descriptive words that they learned in Units 10-12.

Materials

- Students' pictures or drawings of their family's favorite place
- Pencils
- Glue

Lesson 3

Student Book pp. 84-85

Lead-in

Five Questions

Materials: students' pictures/drawings, a board, a marker

1. Ask students to take turns one by one coming up to the front of the class.
2. Have seated students ask a series of five yes or no questions to the student at the front to find out what their family's favorite place is. For example, *Can you eat popcorn there?...*, *Is it the movie theater?*
3. As students ask questions, tally them on the board.
4. If students are unable to guess the correct place after asking five questions, ask the student at the front to reveal what it is.
5. After saying what their family's favorite place is, have the student share their pictures or drawings with the class.

Writing Project 4

Report Writing

My Family's Favorite Place

A Directions

- 1 Draw or take a picture of your family's favorite place.
- 2 Glue the drawing or picture in the frame.
- 3 Write about the place.

Let's Do It



B Project Model

My Family's Favorite Place

By Julie Chang



This is City Park.
It is my family's favorite place.
There are many things at the park.
There is a small pond.
There are old trees and squirrels.
We like City Park very much.

84

STEP 1 Preparation

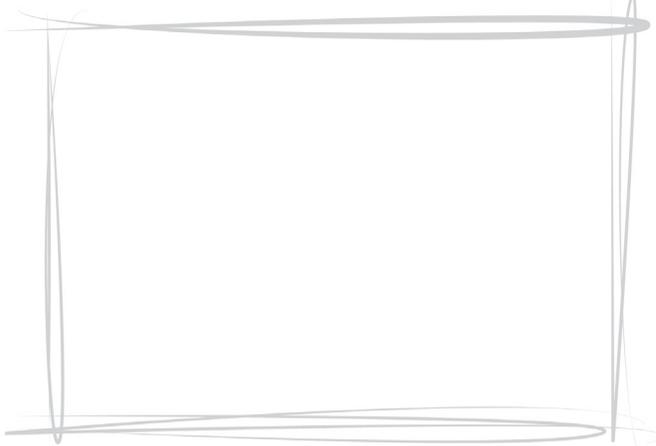
B Project Model

- Have students open their books to page 84.
- Draw students' attention to the project model.
- Ask students questions about the picture of the park.
 - T: *What is at the park?*
 - Ss: *There is a small pond.*
 - T: *Are the trees young?*
 - Ss: *No, they are old.*
- Read the sentences in the passage together with students.

© Your Project

My Family's Favorite Place

By Yuki Miku



This is Victory Movie Theater.

It is my family's favorite place.

There (is / are) many people at the theater.

There (is / are) a cafeteria.

There (is / are) popcorn and soda.

We like Victory Movie Theater very much.

**Answers may vary.*

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their picture of their family's favorite place to the class.
3. After showing their picture, have the students tell the class about their family's favorite place by reading what they wrote.

Wrap-up

Ten Questions

Materials: a board, markers

1. Think of any one thing that students are likely familiar with. For example, *a monkey*.
2. Have students ask a series of ten yes or no questions to find out what it is. For example, *Is it an animal? Is it brown? Does it live in a tree?*
3. As students ask questions, tally them on the board.
4. If students are unable to correctly guess what it is after asking ten questions, reveal what it is to students.
5. Repeat steps 1-4 with other things.

Homework

- Ask students to share their project with their family.
- Have students report back next class describing their family's reaction to the project.

STEP 2 Writing

© Your Project

- Have students turn to page 85.
- Ask students to glue their pictures or drawings of their family's favorite place in the frame.
- Have students write about their family's favorite place by filling in the blanks with the appropriate details.

Teaching Tip

- Have students label the various items in their pictures or drawings.

Objectives

- Students can describe their daily routine while applying proper writing conventions.
- Students can write common verbs in the present simple.

Grammar

- Common verbs (present simple)

Materials

- Grammar Worksheet 13
- Writing Correction Worksheet 13
- Unit 13 Test
- E-book, pages 86-91 (optional)

Lesson 1

Student Book pp. 86-89

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 86.
2. Have students look at the picture and ask them questions about it.
 - T: *Is she busy?*
 - Ss: *Yes, she is busy.*
 - T: *When does she get up?*
 - Ss: *She gets up at seven o'clock.*
3. Encourage students to point at the picture when answering the questions.

My Day

STEP 1 Warm-up

A Write the words to complete the story.

do play go am

My Busy Day

I **am** busy every day.
 I get up at seven o'clock.
 I eat breakfast.
 I **go** to school.
 I study math and English.
 I **play** with my friends.
 I come home.
 I **do** my homework.

B Read and match.

- | | |
|----------------|-------------------------|
| 1 I eat ... | a ... math and English. |
| 2 I study ... | b ... at seven o'clock. |
| 3 I get up ... | c ... breakfast. |

STEP 1 Warm-up

A Write the words to complete the story.

- Have students complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Read and match.

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and write the word(s).

get up study wash do eat go



- 1 I get up at seven o'clock. 4 We go to school.
2 I wash my face. 5 We study English.
3 I eat breakfast. 6 We do our homework.

B Choose and write the word.

o'clock
hands
park
apple
math

- 1 I wash my hands before lunch.
2 My friends and I go to the park.
3 I eat an apple every day.
4 We study math and science at school.
5 We come home at three o'clock.

87

B Choose and write the word.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *wash*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Look and write the word(s).

- Have students turn to page 87.
- Ask students to read the words in the word bank and look at the pictures.
- Have students complete the sentences with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write the words in the correct order.

- Have students turn to page 88.
- Ask students to write the words in the correct order.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.

T: Which *Be* verb matches with the subject, *I*?

Ss: The *Be* verb am matches with *I*.

T: You eat breakfast, dinner, and what?

Ss: I eat breakfast, dinner, and lunch.

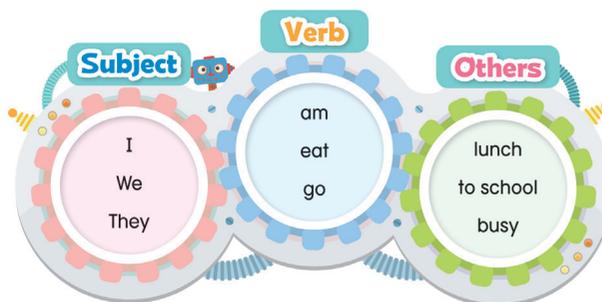
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *We* and *They*.
- Here are the sentences that can be made with each subject:
 - ① *I* – 3 sentences
I am busy.
I eat lunch.
I go to school.
 - ② *We* – 2 sentences
We eat lunch.
We go to school.
 - ③ *They* – 2 sentences
They eat lunch.
They go to school.

STEP 3 Grammar Practice

A Write the words in the correct order.

- 1 busy am I . I am busy.
- 2 get up We at 8 o'clock . We get up at 8 o'clock.
- 3 They to school go . They go to school.
- 4 study You English . You study English.
- 5 at home We are . We are at home.
- 6 do I my homework . I do my homework.
- 7 is She happy . She is happy.
- 8 You lunch eat . You eat lunch.

B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "I."
- 2 I can make 1 2 3 sentence(s) with "We."
- 3 I can make 1 2 3 sentence(s) with "They."

88

Extension Activity Hot Potato

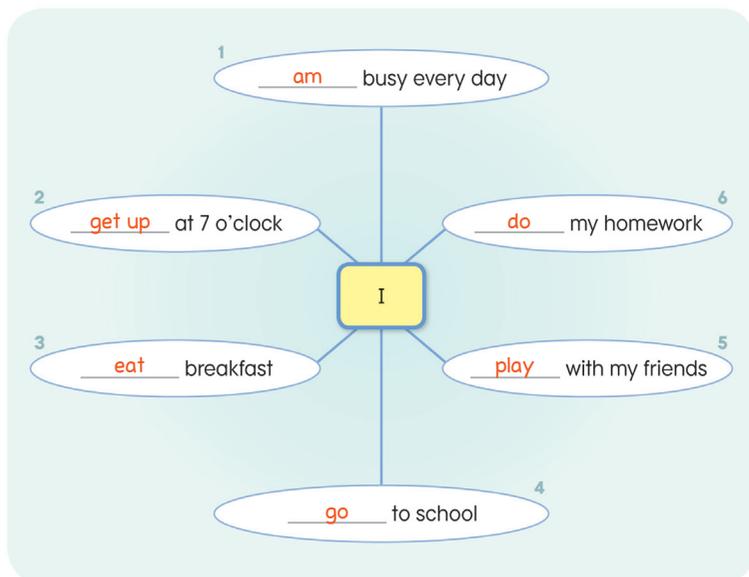
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses a verb introduced in Unit 13. For example, *I study math*.
4. If students cannot say a sentence within five seconds or do not use the verb correctly, they are out and must sit down. The last student left standing wins!

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

play go am eat get up do



- 1 I am busy every day.
- 2 I get up at 7 o'clock.
- 3 I eat breakfast.
- 4 I go to school.
- 5 I play with my friends.
- 6 I do my homework.

89

Wrap-up

Materials: N/A

1. Ask students to open their books to page 86.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *She is busy every day.*
S2: *She eats breakfast.*
S3: *She studies math.*
S4: *She does her homework.*

Homework

>> **Workbook 1: pages 52-55**

Answer Key on page 124

>> **Grammar Worksheet 13**

Photocopiable from page 139

Answer Key on page 145

STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 89.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory V

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one verb covered in Lesson 1 on the board. For example, *go*.
3. Have the first student in each line write a sentence on the board that uses that verb. For example, *I go to the park*.
4. The first student to write a proper sentence using that verb gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

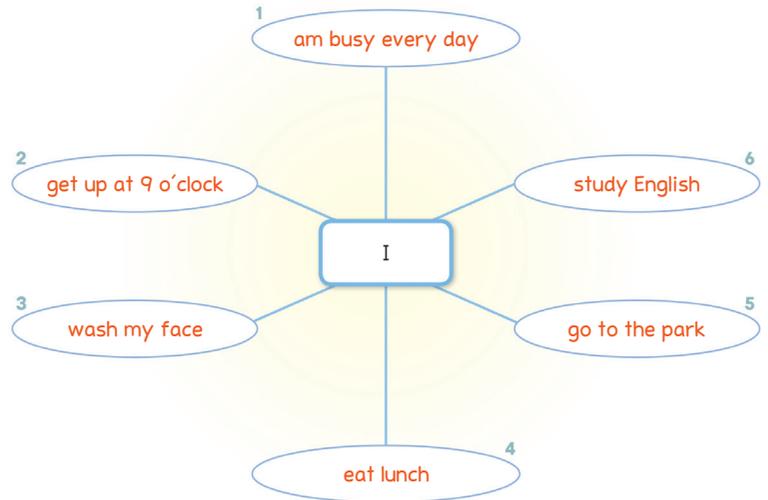
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 90, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *What do you do in the morning?*
 - Ss: *I eat breakfast and go to school.*
 - T: *What do you do after school?*
 - Ss: *I play with my friends at the park.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

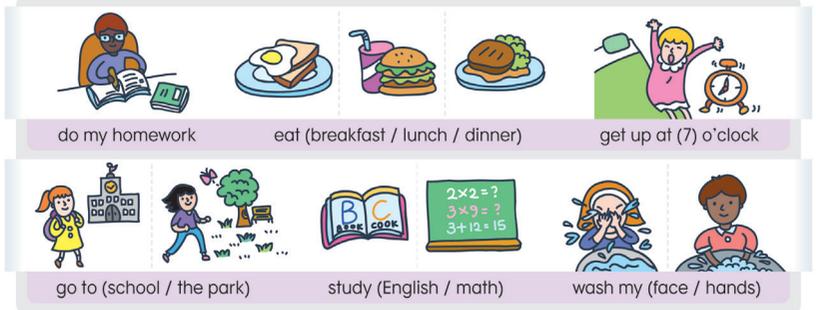
STEP 5 Your Idea Web

► Make your idea web about your day.



*Answers may vary.

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your day.

- Have students open their books to page 90.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *I go to sleep at 10 o'clock.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Day

- 1 I am busy every day.
- 2 I get up at 9 o'clock.
- 3 I wash my face.
- 4 I eat lunch.
- 5 I go to the park.
- 6 I study English.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



91

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their day by reading their story.

Wrap-up

>> Unit 13 Test

Photocopiable from page 182
Answer Key on page 190

Homework

>> Writing Correction Worksheet 13

Photocopiable from page 158
Answer Key on page 164

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 91.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their mom or dad's daily routine while applying proper writing conventions.
- Students can write common verbs in the present simple.

Grammar

- Common verbs (present simple)

Materials

- Grammar Worksheet 14
- Writing Correction Worksheet 14
- Unit 14 Test
- E-book, pages 92-97 (optional)

Lesson 1

Student Book pp. 92-95

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 92.
2. Have students look at the picture and ask them questions about it.
 - T: *What is his job?*
 - Ss: *He is an inventor.*
 - T: *Does he cook?*
 - Ss: *Yes, he cooks.*
3. Encourage students to point at the picture when answering the questions.

My Dad's Day

STEP 1 Warm-up

A Circle the words to complete the story.

My Dad's Day

My dad is an inventor.

He make / makes interesting things.

He works at home every day.

He are / is busy.

He cleans the house.

He cook / cooks.

He plays with me and my brothers.

We love / loves our dad very much.

B Check True or False.

- 1 Ella's dad works at school every day.
- 2 Ella's dad is a doctor.
- 3 Ella's dad makes things.

True	<input type="checkbox"/>	False	<input checked="" type="checkbox"/>
True	<input type="checkbox"/>	False	<input checked="" type="checkbox"/>
True	<input checked="" type="checkbox"/>	False	<input type="checkbox"/>

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and write the word.

does cleans washes reads watches makes cooks goes



- 1 He cleans the house. 5 She cooks dinner.
 2 He makes snacks. 6 She goes to work.
 3 He washes his car. 7 She reads the newspaper.
 4 He watches TV. 8 She does the laundry.

B Choose and write the word.

busy
work
home
writer

- 1 My mom is a writer.
 2 My dad comes home at six o'clock.
 3 My mom is busy every day.
 4 My dad goes to work in the morning.

93

B Choose and write the word.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Extension Activity

Word Link

Materials: a board, a marker

1. Write the name of one of the verbs covered in Step 2 on the board. For example, *clean*.
2. As a reference, ask students to look at the corresponding picture on page 93.
3. Have students call out as many words as they can think of that are related to the verb written on the board. For example, for *clean*, students might call out *bedroom*, *house*, *bathroom*, *kitchen*, *vacuum*, and so on.
4. As students call out the words, write them on the board. See how many related words students can think of!
5. If necessary, ask students questions to guide them along.

T: *What do you clean in your house?*

Ss: *My bedroom!*

T: *What do you clean with?*

Ss: *A vacuum!*

STEP 2 Word Practice

A Look and write the word.

- Have students turn to page 93.
- Ask students to read the words in the word bank and look at the pictures.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

STEP 3 Grammar Practice

A Circle the correct form of the verb.

- Have students turn to page 94.
- Ask students to read and complete the sentences by circling the correct words.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.
T: *Can I does the laundry?*
Ss: *No, I can do the laundry.*
T: *Can I go to the park?*
Ss: *Yes, I can go to the park.*
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *My mom* and *They*.
- Here are the sentences that can be made with each subject:

① I – 1 sentence

I go to the park.

② My mom – 2 sentences

My mom does the laundry.

My mom is wonderful.

③ They – 1 sentence

They go to the park.

STEP 3 Grammar Practice

A Circle the correct form of the verb.

- 1 I make / makes my bed.
- 2 Andy clean / cleans his room.
- 3 My mom get up / gets up early.
- 4 They go / goes to school together.
- 5 Tom's dad work / works at the bank.
- 6 We watch / watches cartoons.
- 7 The teacher help / helps students.
- 8 My dad do / does the dishes.



I cook.
You cook.
She cooks.
He cooks.
We cook.
They cook.

B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "I."
- 2 I can make 1 2 3 sentence(s) with "My mom."
- 3 I can make 1 2 3 sentence(s) with "They."

94

Extension Activity Football

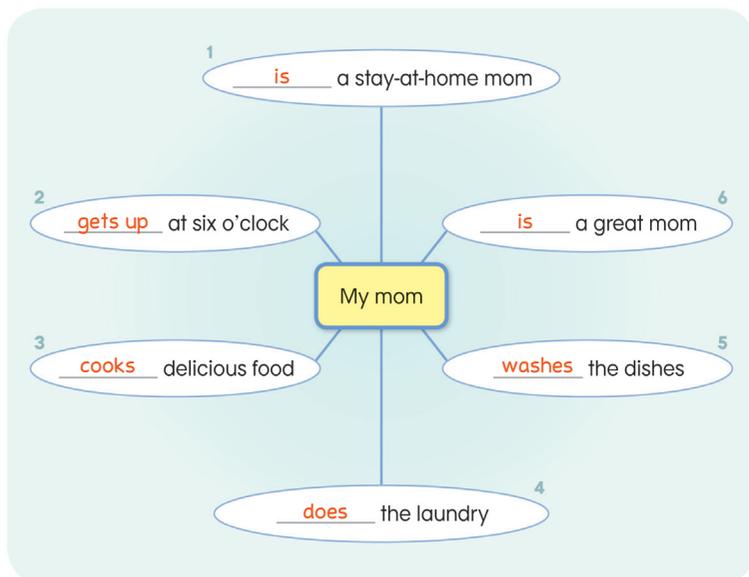
Materials: a board, a marker, a token

1. Divide students into two teams.
2. Draw a playing field like the one drawn in previous units. Place a token on the halfway line.
3. Write *make*, *clean*, *get up*, *go*, *work*, *watch*, *help*, and *do* on the board. Alternately ask teams to make a sentence using one of the verbs and the teacher's cue word.
T: *My bed.* S1: *I make my bed.*
T: *Cartoons.* S2: *They watch cartoons.*
4. When teams answer correctly, move the token one line closer to the opposing team's goal line. When teams answer incorrectly, move the token one line closer to that team's own goal line.
5. A team scores when the token reaches the other team's goal line. When a team scores, move the token back to the halfway line and start again. The team with more goals at the end wins!

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

does is (2x) cooks gets up washes



- 1 My mom is a stay-at-home mom.
- 2 She gets up at six o'clock.
- 3 She cooks delicious food.
- 4 She does the laundry.
- 5 She washes the dishes.
- 6 She is a great mom.

95

Wrap-up

Materials: N/A

1. Ask students to open their books to page 92.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *He works at home.*
S2: *He cleans the house.*
S3: *He cooks.*
S4: *He makes interesting things.*

Homework

>> **Workbook 1: pages 56-59**

Answer Key on page 125

>> **Grammar Worksheet 14**

Photocopiable from page 140

Answer Key on page 145

STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 95.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory V

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one verb covered in Lesson 1 on the board. For example, *cooks*.
3. Have the first student in each line write a sentence on the board that uses that verb. For example, *She cooks breakfast*.
4. The first student to write a proper sentence using that verb gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

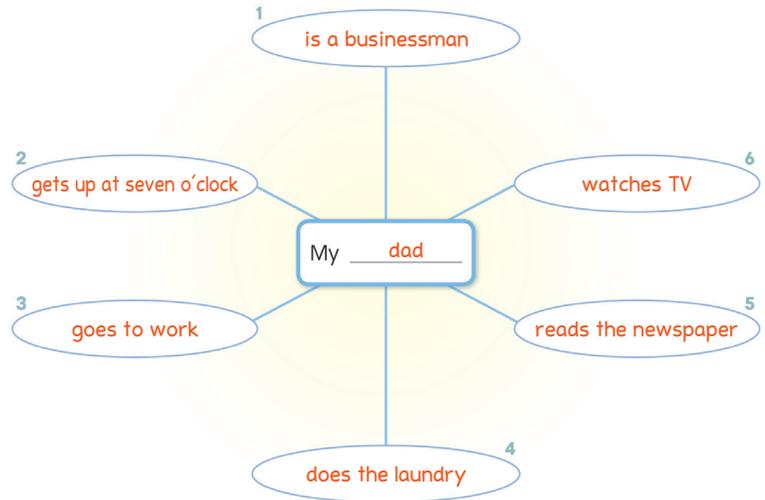
Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 96, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.
 - T: *What does your dad do in the morning?*
 - Ss: *He washes his face.*
 - T: *What does your mom do in the evening?*
 - Ss: *She watches TV.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

► Make your idea web about your mom or dad.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



STEP 5 Your Idea Web

► Make your idea web about your mom or dad.

- Have students open their books to page 96.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My mom reads the newspaper.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Dad's Day

- 1 My dad is a businessman.
- 2 He gets up at seven o'clock.
- 3 He goes to work.
- 4 He does the laundry.
- 5 He reads the newspaper.
- 6 He watches TV.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spaced out properly.



97

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their mom or dad's day by reading their story.

Wrap-up

>> Unit 14 Test

Photocopiable from page 183
Answer Key on page 190

Homework

>> Writing Correction Worksheet 14

Photocopiable from page 159
Answer Key on page 164

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 97.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe their after-school activities while applying proper writing conventions.
- Students can write common verbs in the present simple.

Grammar

- Common verbs (present simple)

Materials

- Grammar Worksheet 15
- Writing Correction Worksheet 15
- Unit 15 Test
- E-book, pages 98-103 (optional)

Lesson 1

Student Book pp. 98-101

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and ask them questions about it.
 - T: *What lesson does Ella have?*
 - Ss: *She has a ballet lesson.*
 - T: *What do Finn and Cody play?*
 - Ss: *They play soccer.*
3. Encourage students to point at the picture when answering the questions.

After-school Fun

STEP 1 Warm-up

A Write the words to complete the story.

are do play like

After-school Fun

We **do** fun things after school.

I have a ballet lesson.

I **like** dancing very much.

I am a good dancer.

Finn and Cody **play** soccer.

They like soccer very much.

They **are** good soccer players.

We have fun after school.



B Write Yes or No.

- 1 Do Ella, Finn, and Cody have fun after school?
- 2 Does Ella have soccer practice?
- 3 Do Finn and Cody like soccer?

STEP 1 Warm-up

A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

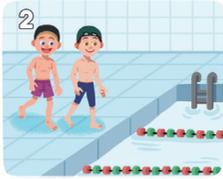
B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Look and write the word(s).

basketball piano video games English swimming ballet



- 1 I have a ballet class. 4 They study English.
- 2 They go swimming. 5 They have basketball practice.
- 3 She has a piano lesson. 6 He plays video games.

B Choose and write the word.

go
play
do
have
watch

- 1 We watch cartoons in the living room.
- 2 They have snacks at home.
- 3 They do their homework.
- 4 We play at the playground.
- 5 We go to the library.

99

B Choose and write the word.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Extension Activity

Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a word covered in Step 2 to the student. For example, *ballet*.
3. Have the student draw a picture that represents the given word.
4. Ask students to guess which word the picture represents. The first student to correctly guess the word gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

STEP 2 Word Practice

A Look and write the word(s).

- Have students turn to page 99.
- Ask students to read the words in the word bank and look at the pictures.
- Have students complete the sentences with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Have students act out each activity while going over the answers with them.

STEP 3 Grammar Practice

A Circle the correct form of the verb.

- Have students turn to page 100.
- Ask students to read the sentences with each answer option.
- Have students circle the correct form of the verbs to complete the sentences.
- Go over the answers together after students have finished.

B Look and write the correct form of the verbs.

- Have students look at the pictures and complete the sentences by writing the correct form of the verbs.
- If necessary, ask students questions to guide them along.

T: *How many music rooms are there?*

Ss: *There is one music room.*

T: *So should we use the singular is or the plural are?*

Ss: *We should use the singular is.*

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Circle the correct form of the verb.

- 1 She play / plays soccer after school.
- 2 They have / has a ballet lesson today.
- 3 He do / does his homework before dinner.
- 4 You watch / watches TV after dinner.

B Look and write the correct form of the verbs.



The school has a soccer field.
have

Boys play soccer after school.
play



There is a music room at school.
be

We have choir practice.
have



They have a school library.
have

They read books after school.
read



There is a swimming pool at school.
be

Amy has a swimming lesson today.
have

100

Extension Activity Tic-Tac-Toe

Materials: a board, a marker

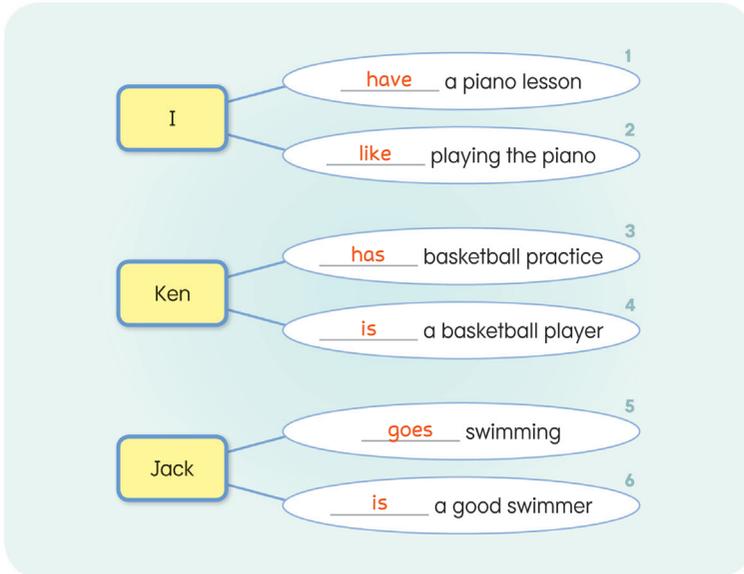
1. Divide students into two teams: Team X and Team O.
2. Draw a large 3x3 grid on the board.
3. Ask one student from each team to come to the board.
4. Write *play*, *have*, *do*, and *watch* on the board. Alternately ask each student to make a sentence with one of the verbs and the teacher's cue word.

T: *She.* S1: *She plays basketball.*
T: *You.* S2: *You do your homework.*
5. If the student answers correctly, they may put their team's shape (X or O) into one space on the grid. If a student answers incorrectly, their team misses a turn.
6. Continue playing with new pairs of students. The first team to make a line of three wins!

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

like goes is (2x) have has



- 1 I have a piano lesson.
- 2 I like playing the piano.
- 3 Ken has basketball practice.
- 4 He is a basketball player.
- 5 Jack goes swimming.
- 6 He is a good swimmer.

101

Wrap-up

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *Ella has a ballet lesson.*
S2: *Finn and Cody play soccer.*
S3: *Ella is a good dancer.*
S4: *They have fun after school.*

Homework

>> **Workbook 1: pages 60-63**

Answer Key on page 126

>> **Grammar Worksheet 15**

Photocopiable from page 141

Answer Key on page 145

STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 101.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Factory V

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one verb covered in Lesson 1 on the board. For example, *likes*.
3. Have the first student in each line write a sentence on the board that uses that verb. For example, *He likes ballet*.
4. The first student to write a proper sentence using that verb gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

Materials: a board, a marker

1. Before students have opened their books to page 102, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *What do you and your friends do after school?*

Ss: *We play baseball.*

T: *Is it fun?*

Ss: *Yes, it is very fun!*

4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

► Make your idea web about your and your friends' after-school activities.



**Answers may vary.*

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



have a ballet class



have a piano lesson



have a snack



have soccer practice



go swimming



play basketball



play video games



watch cartoons

STEP 5 Your Idea Web

► Make your idea web about your and your friends' after-school activities.

- Have students open their books to page 102.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *We have a tennis lesson together.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

After-school Fun

- 1 We do fun things after school.
- 2 I have a piano lesson.
- 3 I go swimming.
- 4 Aaron reads comics.
- 5 He has soccer practice.
- 6 Sara has a snack.
- 7 She plays with friends.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are spelled correctly.



103

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their after-school activities by reading their story.

Wrap-up

>> Unit 15 Test

Photocopiable from page 184
Answer Key on page 191

Homework

>> Writing Correction Worksheet 15

Photocopiable from page 160
Answer Key on page 164

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 103.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 5

Style

- Chart Writing

Grammar

- Students can complete a chart about their daily schedule using descriptive words that they learned in Units 13-15.

Materials

- Pencils
- Colored pencils
- Rulers

Lesson 3

Student Book pp. 104-105

Lead-in

What time is it, Mr. Wolf?

Materials: N/A

1. Clear an open space in the classroom.
2. Ask students to stand side-by-side against the wall at the back of the room.
3. As *Mr. Wolf*, stand in front of and face the board.
4. Have students repeatedly call out, "What time is it, Mr. Wolf?" Respond each time by calling out a time of day. For example, "It's 3 o'clock." Students take as many steps forward as the number in the time called out (3 o'clock = 3 steps).
5. As students gradually move closer to the front of the board, eventually respond by saying, "It's lunch time!" Then turn around and try to tag as many students as possible while students try to touch the front board without being tagged.
6. The first student to touch the front board without being tagged wins and becomes the next *Mr. Wolf*.

Writing Project 5..... Chart Writing

My Schedule

A Directions

- 1 Think about what you do every day.
- 2 Complete your schedule.
- 3 Decorate your schedule with drawings.

Let's Do It!



B Project Model



STEP 1 Preparation

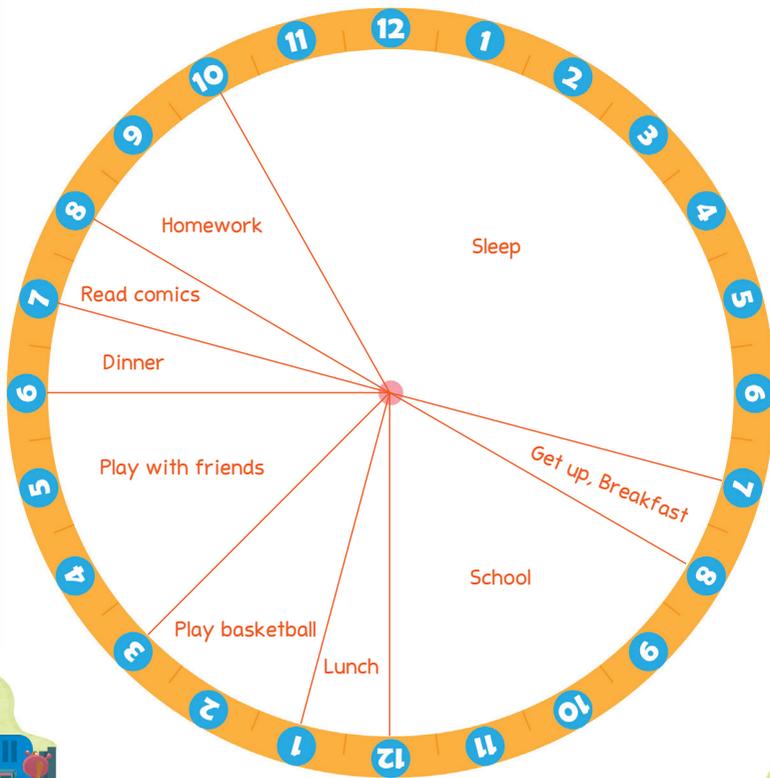
B Project Model

- Have students open their books to page 104.
- Draw students' attention to the project model.
- Ask students questions about the completed schedule chart.
 - T: *When does Olivia get up?*
 - Ss: *She gets up at seven o'clock.*
 - T: *At what time does Olivia eat dinner?*
 - Ss: *She eats dinner at six o'clock.*
- Read the various activities in the schedule chart together with students.

© Your Project

My Schedule

By Jack McDonald



*Answers may vary.

105

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their schedule chart to the class.
3. After showing their chart, have the students tell the class about their daily schedule by reading what they wrote.

Wrap-up

What do you do, Mrs. Fox?

Materials: students' schedule charts

1. Clear an open space in the classroom.
2. Ask students to stand side-by-side against the wall at the back of the room.
3. As *Mrs. Fox*, stand in front of and face the board while holding the schedule from the project model.
4. Have students repeatedly call out, "What do you do, Mrs. Fox?" Respond each time by calling out an activity done at a certain time of day in the schedule. For example, "I do my homework at 5 o'clock." Students take as many steps forward as the number in the time called out.
5. As students gradually move closer to the front of the board, eventually respond by saying, "I eat dinner!" Then turn around and try to tag as many students as possible while students try to touch the front board without being tagged.
6. The first student to touch the front board without being tagged wins and becomes the next *Mrs. Fox* using their own schedule chart.

Homework

- Have students report back next class describing one change that they would like to make to their daily schedule.

STEP 2 Writing

© Your Project

- Have students turn to page 105.
- Ask students to think about what they do every day.
- Have students complete the empty schedule chart by filling it in with the appropriate details.
- Ask students to decorate their schedule chart by drawing relevant pictures around it.

Unit 1

My Brothers and I

Words and Sentences

A Write the word and the sentence.



- 1 I am a boy. I am a boy.
 2 I am a girl. I am a girl.
 3 He is a boy. He is a boy.
 4 She is a girl. She is a girl.

B Write the word and the sentence.



- 1 She is my sister. She is my sister.
 2 They are my sisters. They are my sisters.
 3 He is my brother. He is my brother.
 4 They are my brothers. They are my brothers.

4

C Choose and write the word. Rewrite the sentence.

funny happy pretty short smart tall



- 1 She is happy. She is happy.
 2 She is tall. She is tall.
 3 He is short. He is short.
 4 They are pretty. They are pretty.
 5 He is funny. He is funny.
 6 They are smart. They are smart.

D Look and write the sentences.



Ella Kibbits / girl / pretty

- I am Ella Kibbits.
 I am a girl.
 I am pretty.

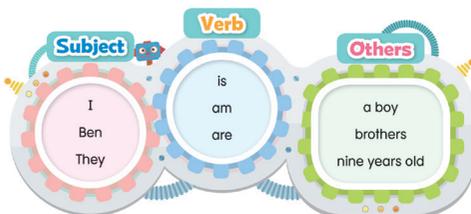
5

Grammar Practice

A Write am, is, or are.

- 1 I am a girl. 2 Ken is my brother.
 3 She is happy. 4 He is a boy.
 5 I am eight years old. 6 You are tall.
 7 They are smart. 8 We are ten years old.
 9 Bella and Olivia are my sisters.

B Make and write the sentences.



- 1 I am a boy.
 2 I am nine years old.
 3 Ben is a boy.
 4 Ben is nine years old.
 5 They are brothers.
 6 They are nine years old.

6

Wrap-up Writing

Look and write the sentences.



Sue Jones / eight / happy

- I am Sue Jones.
 I am eight years old.
 I am happy.



brother / nine / funny

- Sam is my brother.
 He is nine years old.
 He is funny.



sisters / pretty / smart

- Ann and Mary are my sisters.
 They are pretty.
 They are smart.



(Draw yourself.)

- I am Kelly Lim.
 I am ten years old.
 I am pretty.

*Answers may vary.

7

Unit 2

My Mom and Dad

Words and Sentences

A Write the word and the sentence.



- 1 My dad is a nurse. My dad is a nurse.
- 2 My dad is a farmer. My dad is a farmer.
- 3 My dad is an artist. My dad is an artist.
- 4 My dad is a businessman. My dad is a businessman.



- 5 My mom is a teacher. My mom is a teacher.
- 6 My mom is a doctor. My mom is a doctor.
- 7 My mom is a businesswoman. My mom is a businesswoman.

8

B Choose and write the word. Rewrite the sentence.

busy kind old strong young



- 1 She is kind. She is kind.
- 2 He is busy. He is busy.
- 3 He is old. He is old.
- 4 She is young. She is young.
- 5 They are strong. They are strong.

C Look and write the sentences.



doctor / kind / 38

My mom is a doctor.
She is kind.
She is 38 years old.

9

Grammar Practice

A Circle and write the correct word(s).

- 1 a doctor / doctors My dad is a doctor.
- 2 a farmer / farmers She is a farmer.
- 3 a nurse / nurses They are nurses.
- 4 a teacher / teachers He is a teacher.
- 5 a businessman / businessmen They are businessmen.
- 6 an artist / artists My mom and dad are artists.
- 7 a businesswoman / businesswomen She is a businesswoman.



B Circle the mistake. Write the correct sentence.

- 1 My brothers is students. My brothers are students.
- 2 He is 40 years olds. He is 40 years old.
- 3 My mom is a teachers. My mom is a teacher.
- 4 My dad is a busy. My dad is busy.
- 5 She is a businesswomen. She is a businesswoman.
- 6 My mom and dad is kind. My mom and dad are kind.

10

Wrap-up Writing

Look and write the sentences.



artist / kind / 42 / Mike Lopez

My dad is an artist.
He is kind.
He is 42 years old.
His name is Mike Lopez.



businesswoman / busy / 41 / Kate Lee

My mom is a businesswoman.
She is busy.
She is 41 years old.
Her name is Kate Lee.



(Draw your mom or dad.)

My dad is a farmer.
He is strong.
He is 39 years old.
His name is Edward Kim.

*Answers may vary.

11

Unit 3

My Pet

Words and Sentences

A Write the word and the sentence.



1 It is long. It is long.
 2 It is short. It is short.
 3 It is cute. It is cute.



4 It is big. It is big.
 5 It is small. It is small.
 6 It is round. It is round.

B Look and complete the word.



1 c a t 2 d o g 3 hamst e r 4 i guana 5 t u r t l e

C Choose and write the word. Rewrite the sentence.

body ears eyes legs nose tail



1 Her ears are big. Her ears are big.
 2 Her body is round. Her body is round.
 3 His legs are short. His legs are short.
 4 His eyes are cute. His eyes are cute.
 5 Its tail is long. Its tail is long.
 6 Its nose is small. Its nose is small.

D Look and write the sentences.



pet / eyes-big / tail-short

Star is my pet.
 His eyes are big.
 His tail is short.

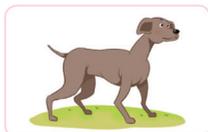


Grammar Practice

A Write Her, His, or Its.



1-2 My hamster is a girl.
Her name is Mini.
Her body is small and cute.



3-4 My dog is a boy.
His name is Max.
His legs are long and strong.



5-6 Look at the panda.
Its body is big and round.
Its eyes are black and round.

B Rewrite the sentence using not.

1 They are small. They are not small.
 2 Coco is my dog. Coco is not my dog.
 3 I am short. I am not short.
 4 My cats are big. My cats are not big.
 5 Its tail is long. Its tail is not long.

Wrap-up Writing

Look and write the sentences.



cat / eyes-cute / tail-short

Kitty is my cat.
 Her eyes are cute.
 Her tail is short.



iguana / body-green / tail-long

Cosmo is my iguana.
 His body is green.
 His tail is long.



dog / ears-big / nose-round

Rusty is my dog.
 His ears are big.
 His nose is round.



(Draw your pet.)

Polly is my hamster.
 Her legs are short.
 Her body is small.

*Answers may vary.

Unit 4

My Room

Words and Sentences

A Write the word and the sentence.



- 1 It is a bed. It is a bed.
- 2 It is a pillow. It is a pillow.
- 3 It is a desk. It is a desk.
- 4 It is a bookcase. It is a bookcase.
- 5 They are books. They are books.



- 6 It is a closet. It is a closet.
- 7 They are clothes. They are clothes.
- 8 They are socks. They are socks.
- 9 It is a chair. It is a chair.
- 10 It is a basket. It is a basket.

16

B Look and write the word. Rewrite the sentence.



- 1 The basket is on the bookcase. The basket is on the bookcase.
- 2 The clothes are on the desk. The clothes are on the desk.
- 3 The soccer ball is in the bookcase. The soccer ball is in the bookcase.
- 4 The socks are under the chair. The socks are under the chair.
- 5 The pillow is under the bed. The pillow is under the bed.
- 6 The books are in the closet. The books are in the closet.

C Read and circle the word.

- 1 Mike's room is clean / messy today.
- 2 My room is clean / messy today. *Answer may vary.

17

Grammar Practice

A Circle and write the correct word.



- 1 in / on / under The books are on the desk.
- 2 in / on / under The socks are under the book.
- 3 in / on / under The books are in the bookcase.
- 4 in / on / under The cats are in the basket.
- 5 in / on / under The toys are on the bed.

B Write the words in the correct order.

- 1 on My pillow is the bed .
My pillow is on the bed.
- 2 My clothes in the closet are .
My clothes are in the closet.
- 3 under My socks are the desk .
My socks are under the desk.

18

Wrap-up Writing

Look and write the sentences.



- My room is clean.
- My pillow is on the bed.
- My toys are in the basket.
- My books are on the desk.



- My room is messy.
- My socks are under the bed.
- My book is in the closet.
- My pillow is in the basket.



- My room is clean / messy.
- My books are on the shelf.
- My clothes are in the closet.
- My pillow is on the bed.

(Draw your room.)

*Answers may vary.

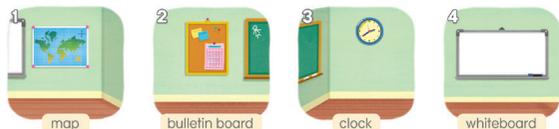
19

Unit 5

My Classroom

Words and Sentences

A Write the word(s) and the sentence.



- 1 The map is on the wall. The map is on the wall.
- 2 The bulletin board is on the wall. The bulletin board is on the wall.
- 3 The clock is on the wall. The clock is on the wall.
- 4 The whiteboard is on the wall. The whiteboard is on the wall.

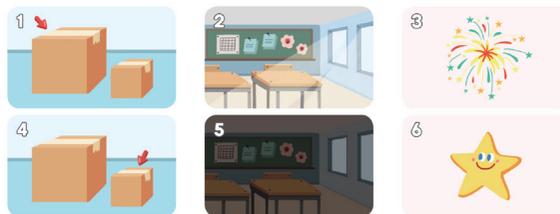


- 5 The picture is on the wall. The picture is on the wall.
- 6 The mat is on the floor. The mat is on the floor.
- 7 The trash can is on the floor. The trash can is on the floor.
- 8 The lights are on the ceiling. The lights are on the ceiling.

20

B Choose and write the word. Rewrite the sentence.

bright dark cute great large small



- 1 It is large. It is large.
- 2 It is bright. It is bright.
- 3 It is great. It is great.
- 4 It is small. It is small.
- 5 It is dark. It is dark.
- 6 It is cute. It is cute.

C Look and write the sentences.



great / big and bright / wall

My classroom is great.
It is big and bright.
The whiteboard is on the wall.

21

Grammar Practice

A Circle and write the correct word.



- 1 in / on The pictures are on the wall.
- 2 in / on We are in the classroom.
- 3 in / on The lights are on the ceiling.
- 4 in / on The books are on the floor.
- 5 in / on They are in the hallway.

B Circle the mistake. Write the correct sentence.

- 1 The clock is in the wall. The clock is on the wall.
- 2 The mat are on the floor. The mat is on the floor.
- 3 My teacher is on the hallway. My teacher is in the hallway.
- 4 Our book are on the desks. Our books are on the desks.
- 5 My classroom are large. My classroom is large.
- 6 The books is on the floor. The books are on the floor.
- 7 The clock are round. The clock is round.
- 8 The lights is bright in the room. The lights are bright in the room.

22

Wrap-up Writing

Look and write the sentences.



large / wall / bookcase / floor

My classroom is large.
The bulletin board is on the wall.
The books are in the bookcase.
The trash can is on the floor.



small / floor / books-floor / whiteboard-floor

My classroom is small.
The mat is on the floor.
The books are on the floor.
The whiteboard is on the floor.



(Draw your classroom.)

My classroom is great.
The map is on the wall.
The clock is on the wall.
The mat is on the floor.

*Answers may vary.

23

Unit 6

The Playground

Words and Sentences

A Write the word(s) and the sentence.



- 1 They are at the playground. They are at the playground.
 2 He is on the swing. He is on the swing.
 3 She is on the slide. She is on the slide.



- 4 They are on the seesaw. They are on the seesaw.
 5 He is on the monkey bars. He is on the monkey bars.
 6 She is on the bench. She is on the bench.
 7 They are in the sandbox. They are in the sandbox.

B Circle the correct word. Rewrite the sentence.



- 1 The playground is happy / fun.
The playground is fun.
 2 The slide is big / small.
The slide is big.
 3 The seesaw is round / long.
The seesaw is long.
 4 The boys are happy / long.
The boys are happy.

C Circle the word(s) about yourself.

- 1 I am at home / in my classroom.
 2 I am happy / sad today.

*Answers may vary.

D Look and write the sentences.



- Cody is on the monkey bars.
 Finn is on the swing.
 Poly and I are on the seesaw.
 We are happy.

Grammar Practice

A Circle and write the correct word.



- 1 at / in / on The girls are on the seesaw.
 2 at / in / on She is at the playground.
 3 at / in / on He is in the sandbox.
 4 at / in / on They are in the classroom.
 5 at / in / on They are on the swings.

B Circle and put the best punctuation. Discuss your choices.

- 1 . ? ! Are they at the playground ?
 2 . ? ! Look ! It is a panda.
 3 . ? ! They are in the sandbox .
 4 . ? ! Let's play !
 5 . ? ! Is Ella on the swing ?
 6 . ? ! Everyone is happy .
 7 . ? ! Ken and Amy are on the seesaw .
 8 . ? ! Are they your friends ?

*Answers may vary.

Wrap-up Writing

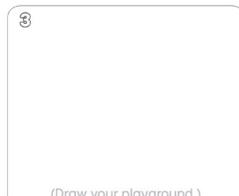
Look and write the sentences.



- We are at the playground.
 The playground is fun.
 My brother is on the slide.
 I am in the sandbox.



- We are at the playground.
 We are happy.
 My friend and I are on the seesaw.
 My mom is on the bench.



- We are at the playground.
The playground is wonderful.
My sister and I are on the swings.
My brother is on the monkey bars.

*Answers may vary.

Unit 7

My Neighborhood

Words and Sentences

A Choose and write the word. Rewrite the sentence.

apartments buildings houses playground stores school



- 1 There are stores. There are stores.
- 2 There is a school. There is a school.
- 3 There are apartments. There are apartments.
- 4 There are buildings. There are buildings.
- 5 There are houses. There are houses.
- 6 There is a playground. There is a playground.

28

B Circle the correct word. Rewrite the sentence.



- 1 It is a small / large house. It is a small house.
- 2 It is a red / blue building. It is a blue building.
- 3 It is a fun / sad place. It is a fun place.
- 4 The store is new / old. The store is new.
- 5 The buildings are tall / long. The buildings are tall.
- 6 The school is wonderful / strong. The school is wonderful.

C Look and write the sentences.



pretty houses / white building / our school / great

- There are pretty houses.
- There is a white building.
- It is our school.
- Our school is great.

29

Grammar Practice

A Circle and write the correct words.

- 1 There is / There are There are new stores.
- 2 There is / There are There are large houses.
- 3 There is / There are There is a small playground.
- 4 There is / There are There is a school.
- 5 There is / There are There are apartments.
- 6 There is / There are There is a large building.

B Make and write the sentences.

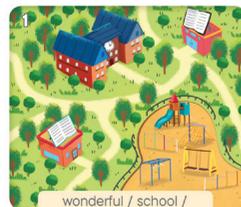


- 1 It is a big school.
- 2 John is a strong boy.
- 3 There is a strong boy.
- 4 There is a big school.
- 5 There are tall buildings.

30

Wrap-up Writing

Look and write the sentences.



wonderful / school / bookstores / playground

- My neighborhood is wonderful.
- There is a school.
- There are bookstores.
- There is a playground.



great / pretty houses / apartments / park

- My neighborhood is great.
- There are pretty houses.
- There are apartments.
- There is a park.



(Draw your neighborhood.)

- My neighborhood is wonderful.
- There are buildings.
- There are stores.
- There is a playground.

*Answers may vary.

31

Unit 8

My Town

Words and Sentences

A Write the word(s) and the sentence.



bank

1 There is a bank .

2 There is a shopping mall .

3 There is a library .

4 There is a movie theater .



shopping mall



library

There is a bank .

There is a shopping mall .

There is a library .

There is a movie theater .



movie theater



museum

5 There is a museum .

6 There is a post office .

7 There is a town hall .

8 There is a train station .



post office

There is a museum .

There is a post office .

There is a town hall .

There is a train station .



town hall



train station

B Look and circle the correct word. Rewrite the sentence.



1

1 The library is a red / brown building. The library is a brown building.



2

2 The city hall is a gray / white building. The city hall is a gray building.



3

3 The park is a dark / bright place. The park is a bright place.



4

4 The shopping mall is big / small . The shopping mall is big.



5

5 The train station is new / old . The train station is old.



6

6 The post office is pretty / ugly . The post office is pretty.

C Look and write the sentences.



Blueberry / wonderful place / town hall / round building

Blueberry is my town.

It is a wonderful place.

There is a town hall.

It is a round building.



Grammar Practice

A Circle and write the correct words.

1 a post office / post offices There is a post office .

2 an old museum / old museums They are old museums .

3 a movie theater / movie theaters There are movie theaters .

4 a city park / city parks There is a city park .

5 a bus station / bus stations There are bus stations .

6 a town hall / town halls It is a town hall .

7 a new bank / new banks There is a new bank .

8 a pretty house / pretty houses They are pretty houses .



B Circle the mistake. Write the correct sentence.

1 There is an old buildings . There is an old building.

2 It is a new bookstores . It is a new bookstore.

3 There are museums on the city. There are museums in the city.

4 It are a new post office. It is a new post office.

5 The shopping mall are new. The shopping mall is new.

6 There is two libraries. There are two libraries.

Wrap-up Writing

Look and write the sentences.



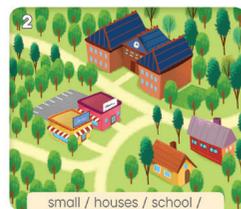
big / museums / shopping malls / many cars

My city is big.

There are museums.

There are shopping malls.

There are many cars.



small / houses / school / two stores

My town is small.

There are houses.

There is a school.

There are two stores.



(Draw your city or town.)

My city / town is big.

There is a movie theater.

There is a department store.

There are two banks.

*Answers may vary.

Unit 9

At the Market

Words and Sentences

A Write the word and the sentence.



- 1 There is bread. There is bread.
 2 There are clothes. There are clothes.
 3 There are drinks. There are drinks.
 4 There are eggs. There are eggs.



- 5 There are flowers. There are flowers.
 6 There are fruits. There are fruits.
 7 There is meat. There is meat.
 8 There are vegetables. There are vegetables.

36

B Choose and write the word. Rewrite the sentence.

colorful delicious excited fresh fun interesting



- 1 A market is a fun place. A market is a fun place.
 2 They are excited and happy. They are excited and happy.
 3 This is delicious ice cream. This is delicious ice cream.
 4 There are colorful shoes. There are colorful shoes.
 5 There are fresh oranges. There are fresh oranges.
 6 There are interesting things. There are interesting things.

C Look and write the sentences.



market / excited and happy / fun place / many shops

- My mom and I are at the market.
 We are excited and happy.
 The market is a fun place.
 There are many shops.

37

Grammar Practice

A Write There is or There are.



- 1 There are fruits.
 2 There is ice cream.
 3 There is meat.
 4 There is bread.
 5 There are vegetables.
 6 There is orange juice.
 7 There are drinks.
 8 There are flowers.

B Circle the mistake. Write the correct sentence.

- 1 There are milk in the cup. There is milk in the cup.
 2 There is many stores. There are many stores.
 3 The market is a fun places. The market is a fun place.
 4 There are interesting thing. There are interesting things.
 5 There is fresh vegetables. There are fresh vegetables.
 6 There is many people. There are many people.
 7 My mom and I am excited. My mom and I are excited.
 8 There are delicious ice cream. There is delicious ice cream.

38

Wrap-up Writing

Look and write the sentences.



great place / many shops / fun things / many people

- The market is a great place.
 There are many shops.
 There are fun things.
 There are many people.



exciting place / fun toys / delicious snacks / colorful fruits

- The market is an exciting place.
 There are fun toys.
 There are delicious snacks.
 There are colorful fruits.



(Draw a market.)

- The market is an interesting place.
 There are many clothes.
There are fresh vegetables.
There is delicious bread.

*Answers may vary.

39

Unit 10 My Favorite Character

Words and Sentences

A Write the word and the sentence.



pretty / stepmother

- Cinderella is pretty.
- She has a bad stepmother.
- Spiderman is brave.
- He has a blue and red costume.



brave / costume

- Cinderella is pretty. Cinderella is pretty.
- She has a bad stepmother. She has a bad stepmother.
- Spiderman is brave. Spiderman is brave.
- He has a blue and red costume. He has a blue and red costume.



strong / skin

- Shrek and Fiona are strong.
- They have green skin.
- Tinker Bell is tiny.
- She has a magic wand.



tiny / wand

- Shrek and Fiona are strong. Shrek and Fiona are strong.
- They have green skin. They have green skin.
- Tinker Bell is tiny. Tinker Bell is tiny.
- She has a magic wand. She has a magic wand.

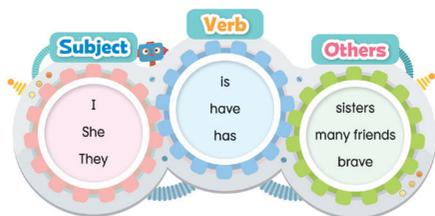
40

Grammar Practice

A Circle and write the correct word.

- have / has He has interesting books.
- have / has They have magic wands.
- have / has The kangaroo has a strong tail.
- have / has Puppies have cute eyes.

B Make and write the sentences.



- I have sisters.
- I have many friends.
- She is brave.
- She has sisters.
- She has many friends.
- They have sisters.
- They have many friends.

42

B Choose and write the word. Rewrite the sentence.

round smart friends hair



1-2

- Hermione is smart.
- She has long, red hair.
- Winnie the Pooh is round.
- He has three friends.



3-4

- Hermione is smart. Hermione is smart.
- She has long, red hair. She has long, red hair.
- Winnie the Pooh is round. Winnie the Pooh is round.
- He has three friends. He has three friends.

C Unscramble and write the name.

- n i r C e d l a l e Cinderella
- e i r m n o H e Hermione

D Look and write the sentences.



Harry Potter / wizard / smart and brave / round glasses

- Harry Potter is my favorite character.
- He is a wizard.
- He is smart and brave.
- He has round glasses.

41

Wrap-up Writing

Look and write the sentences.



Winnie the Pooh / big bear / cute / three good friends

- Winnie the Pooh is my favorite character.
- He is a big bear.
- He is cute.
- He has three good friends.



Tinker Bell / very small / wings / magic wand

- Tinker Bell is my favorite character.
- She is very small.
- She has wings.
- She has a magic wand.



(Draw your favorite character.)

- Snow White is my favorite character.
- She / He has black hair.
- She / He is pretty.
- She / He has seven good friends.

*Answers may vary.

43

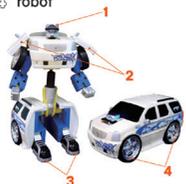
Unit 11

My Favorite Thing

Words and Sentences

A Write the word and the sentence.

1=4 robot



- 1 head
- 2 doors
- 3 feet
- 4 wheels

- 1 It has a small head.
It has a small head.
- 2 It has car doors.
It has car doors.
- 3 It has two feet.
It has two feet.
- 4 It has four wheels.
It has four wheels.

5=8 bike



- 5 handles
- 6 seat
- 7 basket
- 8 pedals

- 5 It has two handles.
It has two handles.
- 6 It has a seat.
It has a seat.
- 7 It has a basket.
It has a basket.
- 8 It has two pedals.
It has two pedals.

44

B Choose and write the word. Rewrite the sentence.

buttons camera pen screens

1=4 game player



- 1 It has a camera lens.
It has a camera lens.
- 2 It has two screens.
It has two screens.
- 3 It has many buttons.
It has many buttons.
- 4 It has a pen.
It has a pen.

C Unscramble and write the word(s).

1 t r o b o

robot

2 a m g e a r p l y e

game player

D Look and write the sentences.



teddy bear / brown / lovely eyes / cute nose

- I have a teddy bear.
- It is brown.
- It has lovely eyes.
- It has a cute nose.

45

Grammar Practice

A Circle and write the correct word.

- 1 is / are / has The bike has big wheels.
- 2 is / are / have / has These are my favorite things.
- 3 is / are / have / has They have short, black hair.
- 4 is / are / have / has It is a cool game player.
- 5 is / are / have / has Hamsters are small animals.
- 6 is / are / have / has We have many toy robots.
- 7 is / are / have / has My dad has interesting tools.
- 8 is / are / have / has My teddy bear is brown.



B Circle the mistake. Write the correct sentence.

- 1 The room have windows. The room has windows.
- 2 My puppy is a short tail. My puppy has a short tail.
- 3 We have two big cat. We have two big cats.
- 4 There is many comic books. There are many comic books.
- 5 She has a colorful bikes. She has a colorful bike.
- 6 They has a new robot. They have a new robot.

46

Wrap-up Writing

Look and write the sentences.

1



kickboard / pink and black / handles / three small wheels

- My kickboard is my favorite thing.
- It is pink and black.
- It has handles.
- It has three small wheels.

2



smart phone / black / wide screen / many apps

- My smart phone is my favorite thing.
- It is black.
- It has a wide screen.
- It has many apps.

3

(Draw your favorite thing.)

- My bike is my favorite thing.
- It is blue and white.
- It has a seat and two pedals.
- It has two big wheels.

*Answers may vary.

47

Unit 12 My Favorite Animal

Words and Sentences

A Write the word and the sentence.



- 1 This is a monkey . This is a monkey.
- 2 It has long arms . It has long arms.
- 3 This is an eagle . This is an eagle.
- 4 It has big wings . It has big wings.



- 1 This is a monkey . This is a monkey.
- 2 It has long arms . It has long arms.
- 3 This is an eagle . This is an eagle.
- 4 It has big wings . It has big wings.



- 5 This is a dolphin . This is a dolphin.
- 6 It has strong fins . It has strong fins.
- 7 This is a cheetah . This is a cheetah.
- 8 It has black spots . It has black spots.



- 5 This is a dolphin . This is a dolphin.
- 6 It has strong fins . It has strong fins.
- 7 This is a cheetah . This is a cheetah.
- 8 It has black spots . It has black spots.

B Choose and write the word. Rewrite the sentence.

tiger zebra stripes teeth



- 1 This is a tiger . This is a tiger.
- 2 It has sharp teeth . It has sharp teeth.
- 3 This is a zebra . This is a zebra.
- 4 It has black and white stripes . It has black and white stripes.

C Unscramble and write the word.

1 e t c e h h a

cheetah

2 p i n d n o l

dolphin

D Look and write the sentences.



- A lemur is my favorite animal.
- It is white and gray.
- It has big eyes.
- It has a long tail.

Grammar Practice

A Rewrite the sentence using the given word.

- 1 short It has legs. It has short legs.
- 2 long It has a tail. It has a long tail.
- 3 round It has a body. It has a round body.
- 4 wide It has wings. It has wide wings.
- 5 sharp It has teeth. It has sharp teeth.
- 6 black It has stripes. It has black stripes.
- 7 strong It has fins. It has strong fins.
- 8 large It has eyes. It has large eyes.



B Circle the correct word.

- 1 The monkeys are / have long arms.
- 2 An owl is / has big eyes.
- 3 The body is / has brown and gray.
- 4 There are / have ducks in the pond.
- 5 Tigers are / have sharp teeth.
- 6 There is / has an eagle's nest on the cliff.

Wrap-up Writing

Look and write the sentences.



- A cheetah is my favorite animal.
- It is very fast.
- It has a slender body.
- It has black spots.



- An eagle is my favorite animal.
- It is very strong.
- It has large wings.
- It has a hooked beak.



- A tiger is my favorite animal.
- It is strong.
- It has black stripes.
- It has sharp teeth.

*Answers may vary.

Unit 13 My Day

Words and Sentences

A Write the word(s) and the sentence.



- 1 I get up at 7 o'clock. I get up at 7 o'clock.
- 2 I wash my face. I wash my face.
- 3 I eat breakfast. I eat breakfast.
- 4 I go to school. I go to school.



- 5 We study English. We study English.
- 6 We do our homework. We do our homework.
- 7 We go to bed at night. We go to bed at night.

52

B Choose and write the word. Rewrite the sentence.

friends home lunch o'clock science



- 1 I eat lunch at school. I eat lunch at school.
- 2 I study science. I study science.
- 3 I come home after school. I come home after school.
- 4 I go to bed at 10 o'clock. I go to bed at 10 o'clock.
- 5 I play with my friends. I play with my friends.

C Look and write the sentences.



busy / get up / breakfast / school

- I am busy every morning.
- I get up at 7 o'clock.
- I eat breakfast.
- I go to school.

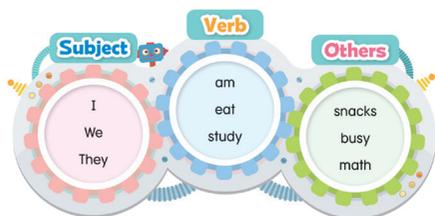
53

Grammar Practice

A Write the words in the correct order.

- 1 busy are We . We are busy.
- 2 eat I lunch . I eat lunch.
- 3 They English study . They study English.
- 4 go You to school . You go to school.

B Make and write the sentences.



- 1 I am busy.
- 2 I eat snacks.
- 3 I study math.
- 4 We eat snacks.
- 5 We study math.
- 6 They eat snacks.
- 7 They study math.

54

Wrap-up Writing

Look and write the sentences.



busy / English / dinner / homework

- I am busy every day.
- I study English.
- I eat dinner.
- I do my homework.



busy / get up / my face / school

- I am busy every morning.
- I get up at 7 o'clock.
- I wash my face.
- I go to school.



(Draw your day.)

- I am busy every evening.
- I eat dinner.
- I draw pictures.
- I study math and English.

*Answers may vary.

55

Unit 14 My Dad's Day

Words and Sentences

A Write the word and the sentence.



- 1 She goes to work. She goes to work.
 2 She reads the newspaper. She reads the newspaper.
 3 She makes snacks. She makes snacks.
 4 She cleans the house. She cleans the house.



- 5 He washes his car. He washes his car.
 6 He cooks dinner. He cooks dinner.
 7 He watches TV. He watches TV.
 8 He does the laundry. He does the laundry.

56

B Choose and write the word(s). Rewrite the sentence.

eats go goes gets up comes



- 1 She gets up at 6 o'clock. She gets up at 6 o'clock.
 2 He goes to work. He goes to work.
 3 She eats lunch at work. She eats lunch at work.
 4 He comes home at 5 o'clock. He comes home at 5 o'clock.
 5 They go to bed at 11 o'clock. They go to bed at 11 o'clock.

C Look and write the sentences.



inventor / works-home / cooks dinner / cleans the house

- My dad is an inventor.
 He works at home every day.
 He cooks dinner.
 He cleans the house.

57

Grammar Practice

A Circle and write the correct word(s).

- 1 do / does My dad does the laundry.
 2 go / goes We go to school at 8 o'clock.
 3 get up / gets up My mom gets up early every day.
 4 wash / washes They wash the dishes together.
 5 clean / cleans I clean my room every day.
 6 study / studies She studies math and English.
 7 eat / eats He eats dinner at home.



B Circle the mistake. Write the correct sentence.

- 1 My mom do the laundry. My mom does the laundry.
 2 We goes to school every day. We go to school every day.
 3 My sister help my mom. My sister helps my mom.
 4 My mom and dad is busy. My mom and dad are busy.
 5 They cleans their house. They clean their house.
 6 My dad go to work every day. My dad goes to work every day.
 7 They reads the newspaper. They read the newspaper.

58

Wrap-up Writing

Look and write the sentences.



teacher / busy / dinner / dishes

- 1 My dad is a teacher.
 He is busy every day.
 We eat dinner together.
 He does the dishes.



artist / works-home / snacks / newspaper

- 2 My mom is an artist.
 She works at home every day.
 She makes snacks for us.
 She reads the newspaper.



(Draw your mom's or dad's day.)

- 3 My dad / mom is a businessman.
 He / She goes to work every day.
 He / She washes his car.
 He / She does the laundry.

*Answers may vary.

59

Unit 15 After-school Fun

Words and Sentences

A Write the word(s) and the sentence.



- 1 He plays basketball. He plays basketball.
 2 She has a ballet class. She has a ballet class.
 3 They go swimming. They go swimming.
 4 We study English. We study English.



- 5 She plays video games. She plays video games.
 6 They have soccer practice. They have soccer practice.
 7 He has a piano lesson. He has a piano lesson.

60

B Choose and write the word. Rewrite the sentence.

does have helps ride watches



- 1 She watches cartoons. She watches cartoons.
 2 He does his homework. He does his homework.
 3 They ride their bikes. They ride their bikes.
 4 She helps her mom. She helps her mom.
 5 They have basketball practice. They have basketball practice.

C Look and write the sentences.



fun things / ballet lesson / dancing / soccer

- We do fun things after school.
 I have a ballet lesson.
 I like dancing very much.
 Finn and Cody play soccer.

61

Grammar Practice

A Circle and write the correct word.

- 1 eat / eats They eat snacks after school.
 2 go / goes She goes to the library with her friends.
 3 play / plays We play at the playground.
 4 ride / rides He rides his bike to the park.
 5 do / does I do my homework before dinner.
 6 have / has Jenny has soccer practice today.

B Write the words in the correct order. Cross out the extra word(s).

- 1 ~~swimming~~ ~~goes~~ We go after school .
We go swimming after school.
 2 has She a piano lesson ~~have~~ today .
She has a piano lesson today.
 3 reads comics ~~read~~ He after school .
He reads comics after school.
 4 have They ~~has~~ today soccer practice .
They have soccer practice today.

62

Wrap-up Writing

Look and write the sentences.



fun things / swimming / video games / comics

- We do fun things after school.
 We go swimming.
 We play video games.
 We read comics.



fun things / cartoons / basketball / ballet lesson

- We do fun things after school.
 My sister watches cartoons.
 My brother plays basketball.
 I have a ballet lesson.



(Draw your and your friends' after-school activities.)

- We do fun things after school.
We have soccer practice.
We play basketball.
We ride our bikes.

*Answers may vary.

63

Name: _____

► Write the correct form of Be verb.

- 1 She _____ Jessica.
- 2 Betty and Nancy _____ my sisters.
- 3 He _____ tall.
- 4 We _____ pretty.
- 5 I _____ a girl.
- 6 They _____ seven years old.
- 7 You _____ smart.

► Write the words in the correct order. Cross out the extra word(s).

8 am ~~are~~ a I student .

9 tall are is Ted .

10 six are You am years old .

Name: _____

► Circle the correct word(s).

- 1 He is a farmer / farmers .
- 2 They are a nurse / nurses .
- 3 Mrs. Smith is an artist / artists .
- 4 My sister and brother are a student / students .
- 5 She is a businesswoman / businesswomen .
- 6 I am an inventor / inventors .
- 7 We are a doctor / doctors .

► Read and number the parts of the sentence.

8	is	My	mom	a teacher	.
	3	1	2	4	5

9	grandpa	is	My	busy	.

10	39	She	years old	is	.

Name: _____

► Write **Her, His, or Its**.

- 1 She is my sister. _____ name is Amanda.
- 2 This is my brother. _____ hands are big.
- 3 My cat is a girl. _____ tail is white.
- 4 Look at the rabbit. _____ ears look cute.
- 5 This is my hamster. _____ name is Churro.
- 6 My turtle is a boy. _____ legs are short.

► Circle the mistake. Write the correct sentence(s).

- 7 She am not tall. She is short.

- 8 Its legs not are long. They are short.

- 9 You is not short.

- 10 He not is Roy. He is Sean.

Name: _____

► Look and circle the correct word.

1



2



3



4



5



6

1 The socks are / on / under the book.2 The books are / on / under the bookcase.3 The toys are / on / under the bed.4 The pillow is / on / under the bed.5 The cat is / on / under the desk.6 The clothes are / on / under the closet.

► Write the words in the correct order.

7 My toys are .8 the shelf My bag .9 under is .10 are My boxes .

Name: _____

► Match and write **in** or **on**.

1



.

.

The map is _____
the wall.

The clock is _____
the wall.

.

.

2



.

.

The mat is _____
the floor.

The books are _____ the
floor.

.

.

3



.

.

We are _____
the classroom.

They are _____
the hallway.

.

.

4



.

5



.

6



.

► Circle the mistake. Write the correct sentence.

7 The teacher is on the classroom.

8 The whiteboards is on the wall.

9 The trash can is in the floor.

10 My classroom are wonderful.

Name: _____

► Write **in**, **at**, or **on**.

1 We are _____ the playground.

2 Tommy is _____ the slide.

3 I am _____ the sandbox.



4 We are _____ the playground.

5 My friend and I are _____ the seesaw.

6 My mom is _____ the bench.

► Read and put the best punctuation.

● Period



Question Mark



Exclamation Mark

7 Are you in the sandbox _____

8 Sue and I are on the swings _____

9 Let's go _____

10 Is Peter at the playground _____

Name: _____

► Write **There is** or **There are**.



- 1 _____ a school.
- 2 _____ bookstores.
- 3 _____ a playground.



- 4 _____ pretty houses.
- 5 _____ apartments.
- 6 _____ a park.

► Circle the mistake. Write the correct sentence.

7 There are a small house.

8 There is a tall buildings.

9 It are an interesting place.

10 The playground am great.

Name: _____

► Circle the correct words.

- 1 There is .
- 2 There are .
- 3 It is .
- 4 There are .
- 5 There is .
- 6 It is .
- 7 There are .

► Write the words in the correct order. Cross out the extra word(s).

8

9

10

Name: _____

► Write **There is** or **There are**.

1 _____ shoes.

2 _____ apples.

3 _____ ice cream.

4 _____ delicious snacks.

5 _____ watermelon juice.

6 _____ bread.

7 _____ yogurt.

► Write the words in the correct order. Cross out the extra word(s).

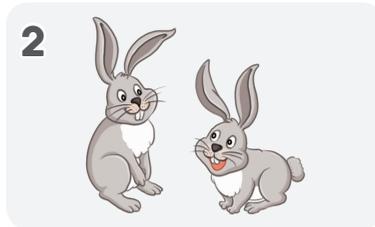
8 is are meat There .

9 There fun are thing things .

10 milk There is are .

Name: _____

► Match and write **have** or **has**.



The rabbits _____
long ears.

He _____
a soccer ball.

She _____
long hair.

The eagle _____
large wings.

They _____
a new car.

The puppy _____
big eyes.



► Circle the mistake. Write the correct sentence.

7 I has two sisters.

8 Ted have many friends.

9 Cats has cute ears.

10 We has new computers.

Name: _____

► Write **is, are, have, or has**.

- 1 The building _____ many windows.
- 2 This _____ my favorite animal.
- 3 My brothers _____ short hair.
- 4 They _____ black and white.
- 5 Turtles _____ four legs.
- 6 You _____ nice glasses.
- 7 She _____ colorful clothes.

► Write the words in the correct order. Cross out the extra word(s).

- 8 has have We two cats .
-

- 9 Betty a have has camera .
-

- 10 have has My keyboard handles .
-

Name: _____

► Choose and write the word.

have

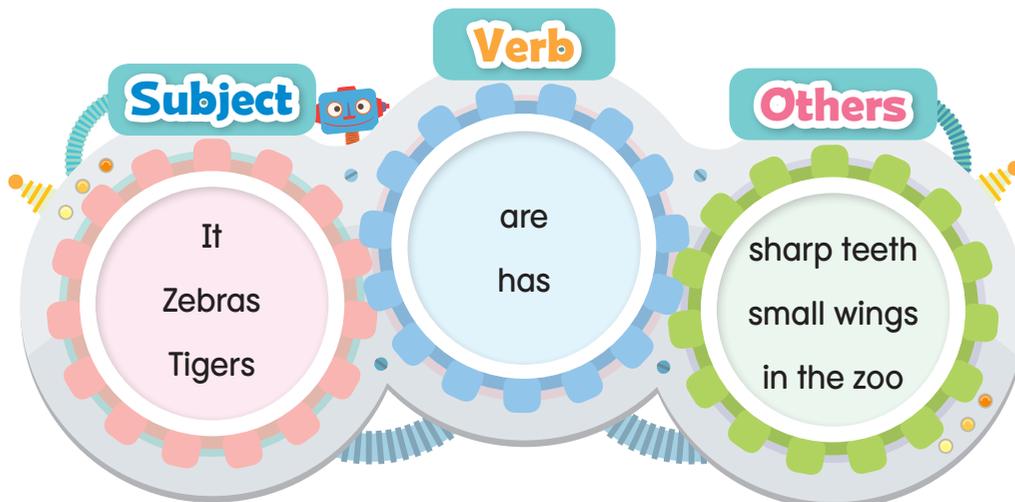
is (2x)

are

has (2x)

- 1 Dolphins _____ pretty eyes.
- 2 The body _____ black and brown.
- 3 There _____ zebras at the zoo.
- 4 An eagle _____ big wings.
- 5 A monkey _____ my favorite animal.
- 6 It _____ many black spots.

► Make and write the sentences.



- 7 It _____
- 8 It _____
- 9 Zebras _____
- 10 Tigers _____

Name: _____

► Choose and write the word(s).

get up

wash

eat

do

study

go

1 We _____ to the park at three o'clock.

2 I _____ English and science.

3 I _____ at seven o'clock.

4 They _____ lunch.

5 I _____ my hands.

6 We _____ our homework.

► Circle the correct word(s).

7 She busy.8 We dinner at six o'clock.9 I my face every day.10 They their homework after dinner.

Name: _____

► Write the correct form of the verb.

- 1 clean She _____ her house.
- 2 cook My dad _____ breakfast.
- 3 read He _____ the newspaper.
- 4 watch Sally _____ cartoons.
- 5 go They _____ to work at nine o'clock.
- 6 make Ben _____ snacks.
- 7 do You _____ the laundry.

► Write the words in the correct order. Cross out the extra word(s).

- 8 to goes He the bank go .
-

- 9 help people We helps many .
-

- 10 My us love dad loves .
-

Name: _____

► Choose and write the correct form of the verb.

have (2x)

go

read

play

watch

- 1 Ann has a piano lesson.
- 2 I _____ swimming every day.
- 3 He _____ TV at home.
- 4 My brothers _____ basketball after school.
- 5 Jason _____ soccer practice today.
- 6 She _____ comics before dinner.

► Circle the mistake. Write the correct sentence.

- 7 Betty have a ballet lesson. _____
- 8 They plays video games today. _____
- 9 He go swimming after school. _____
- 10 She watch a movie in her room. _____

Unit 1

- 1 is
- 2 are
- 3 is
- 4 are
- 5 am
- 6 are
- 7 are
- 8 ~~are~~, I am a student.
- 9 ~~are~~, Ted is tall.
- 10 ~~am~~, You are six years old.

Unit 2

- 1 a farmer
- 2 nurses
- 3 an artist
- 4 students
- 5 a businesswoman
- 6 an inventor
- 7 doctors
- 8 3, 1, 2, 4, 5
My mom is a teacher.
- 9 2, 3, 1, 4, 5
My grandpa is busy.
- 10 3, 1, 4, 2, 5
She is 39 years old.

Unit 3

- 1 Her
- 2 His
- 3 Her
- 4 Its
- 5 Its
- 6 His
- 7 am
She is not tall. She is short.
- 8 not are
Its legs are not long. They are short.
- 9 is
You are not short.
- 10 not is
He is not Roy. He is Sean.

Unit 4

- 1 under
- 2 in
- 3 on
- 4 on
- 5 under
- 6 in
- 7 My toys are in the toy box.
- 8 My bag is on the shelf.
- 9 My cat is under the desk.
- 10 My boxes are on the bed.

Unit 5

- 1 The mat is on the floor.
- 2 The map is on the wall.
- 3 We are in the classroom.
- 4 The clock is on the wall.
- 5 They are in the hallway.
- 6 The books are on the floor.
- 7 on
The teacher is in the classroom.
- 8 whiteboards
The whiteboard is on the wall.
- 9 in
The trash can is on the floor.
- 10 are
My classroom is wonderful.

Unit 6

- 1 at
- 2 on
- 3 in
- 4 at
- 5 on
- 6 on
- 7 ?
- 8 .
- 9 !
- 10 ?

Unit 7

- 1 There is
- 2 There are
- 3 There is
- 4 There are
- 5 There are
- 6 There is
- 7 are
There is a small house.
- 8 buildings
There is a tall building.
- 9 are
It is an interesting place.
- 10 am
The playground is great.

Unit 8

- 1 a city hall
- 2 shopping malls
- 3 an old city park
- 4 new banks
- 5 a department store
- 6 a train station
- 7 movie theaters
- 8 ~~are~~, There is a bus.
- 9 ~~is~~, There are new libraries.
- 10 ~~are~~, It is an old bank.

Unit 9

- 1 There are
- 2 There are
- 3 There is
- 4 There are
- 5 There is
- 6 There is
- 7 There is
- 8 ~~are~~, There is meat.
- 9 ~~thing~~, There are fun things.
- 10 ~~are~~, There is milk.

Unit 11

- 1 has
- 2 is
- 3 have
- 4 are
- 5 have
- 6 have
- 7 has
- 8 ~~has~~, We have two cats.
- 9 ~~have~~, Betty has a camera.
- 10 ~~have~~, My kickboard has handles.

Unit 10

- 1 She has long hair.
- 2 The rabbits have long ears.
- 3 He has a soccer ball.
- 4 They have a new car.
- 5 The eagle has large wings.
- 6 The puppy has big eyes.
- 7 has
I have two sisters.
- 8 have
Ted has many friends.
- 9 has
Cats have cute ears.
- 10 has
We have new computers.

Unit 12

- 1 have
- 2 is
- 3 are
- 4 has
- 5 is
- 6 has
- 7 It has sharp teeth.
- 8 It has small wings.
- 9 Zebras are in the zoo.
- 10 Tigers are in the zoo.

Unit 13

- 1 go
- 2 study
- 3 get up
- 4 eat
- 5 wash
- 6 do
- 7 is
- 8 eat
- 9 wash
- 10 do

Unit 14

- 1 cleans
- 2 cooks
- 3 reads
- 4 watches
- 5 go
- 6 makes
- 7 do
- 8 ~~go~~, He goes to the bank.
- 9 ~~helps~~, We help many people.
- 10 ~~love~~, My dad loves us.

Unit 15

- 1 has
- 2 go
- 3 watches
- 4 play
- 5 has
- 6 reads
- 7 have
Betty has a ballet lesson.
- 8 plays
They play video games today.
- 9 go
He goes swimming after school.
- 10 watch
She watches a movie in her room.

Writing Correction Worksheet 1

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Brother and I

i am Jessica Kim.

I am a girl.

I am seven old years.

I am short.

Ben is my brothre.

He is eight years old.

Heis tall.

My Brother and I

Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Words are spaced out properly.

4 Words are spelled correctly.

5 Words are in the correct order.

Writing Correction Worksheet 2

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Mom and Dad

My mom is a businesswoman.
she is 32 years old.
She is busy
My dad is a nurs.
He is 39 years old.
He kind is.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 3

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Pet Alice

Alice is my cat.

Sheis white.

She is pretty.

Her eyes are round

her nose is small.

Her tail short is.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 4

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Room

My room is messy

My books are in the tyo box.

my socks are on the bed.

My pillow is in the closet.

My clothes areon the shelf.

My dog is on the chair.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 5

Name: _____

► Find and circle the four mistakes. Then rewrite the story.**My Classroom**

My classroom is great.
it is large and clean.
The clockis on the wall.
The whiteboar is on the wall.
The books are on the desks
Our pens are on our desk.

Writing Checklist

- 1** Sentences begin with a capital letter.
- 2** Sentences end with a period.
- 3** Words are spaced out properly.

- 4** Words are spelled correctly.
- 5** Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

The Playground

The playground is wonderful.

Roy is ni the sandbox.

he is happy.

Jane is on the slide

She happyis.

Tom and I are on the monkey bars.

We are happy too.

Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Words are spaced out properly.

4 Words are spelled correctly.

5 Words are in the correct order.

Writing Correction Worksheet 7

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Neighborhood

My neighborhood is great.
there is a park.
It is new.
There are small stores.
They are pretty.
There are buildings many.
They are tall

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

My Big Town

My town is big
There is amuseum.
It is a wonderful place.
There is a librayr.
It is old and great.
There are department stores.
they are new and beautiful.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 9

Name: _____

► Find and circle the four mistakes. Then rewrite the story.**At the Market**

the market is an interesting place.

There arefresh fruits.

There are many snacks.

There are flowers colorful.

There are pretty clothes

There are cool toys.

Writing Checklist**1** Sentences begin with a capital letter. **2** Sentences end with a period. **3** Words are spaced out properly. **4** Words are spelled correctly. **5** Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

My Favorite Character

hermione is my favorite character.

She is a wizard.

She is pretyt and smart.

She has long, red hair.

She good has parents.

She has many friends.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 11

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Favorite Thing

My bike is my favorite thing
It hastwo wheels.
It has two handles.
It has a baskte.
it has a seat.
It has two pedals.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

My Favorite Animal

a zebra is my favorite animal.
It has black and white stripse.
It has stronglegs.
It has a tail long.
It has pretty eyes.
It has cute ears.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

Writing Correction Worksheet 13

Name: _____

► Find and circle the four mistakes. Then rewrite the story.

My Busy Day

I am busy every day.

I get up at eight o'clock in the morning.

I eat breakfast.

I go to school.

I come home.

I do my homework.

I study English

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

My Mom's Day

my mom is an artist.

Shemakes many wonderful things.

She wroks at home.

She is busy.

She makes snacks.

She does the laundry.

She washes car her.

Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Words are spaced out properly.

- 4 Words are spelled correctly.
- 5 Words are in the correct order.

► Find and circle the four mistakes. Then rewrite the story.

After-school Fun

We do interesting things after school.

I have soccre practice.

I like playingsoccer.

Judy has a swimming lesson.

She swimming likes.

Sean plays with his friends.

he watches cartoons.

Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Words are spaced out properly.

4 Words are spelled correctly.

5 Words are in the correct order.

Writing Correction Worksheet Answer Key (Units 1-4)**Unit 1****My Brother and I**

I am Jessica Kim.

I am a girl.

I am seven **years old**.

I am short.

Ben is my **brother**.

He is eight years old.

He is tall.

Unit 2**My Mom and Dad**

My mom is a businesswoman.

She is 32 years old.

She is busy.

My dad is a **nurse**.

He is 39 years old.

He **is kind**.

Unit 3**My Pet Alice**

Alice is my cat.

She is white.

She is pretty.

Her eyes are round.

Her nose is small.

Her tail **is short**.

Unit 4**My Room**

My room is messy.

My books are in the **toy** box.

My socks are on the bed.

My pillow is in the closet.

My clothes **are on** the shelf.

My dog is on the chair.

Writing Correction Worksheet Answer Key (Units 5-8)**Unit 5****My Classroom**

My classroom is great.

It is large and clean.

The **clock is** on the wall.

The **whiteboard** is on the wall.

The books are on the desks.

Our pens are on our desk.

Unit 6**The Playground**

The playground is wonderful.

Roy is **in** the sandbox.

He is happy.

Jane is on the slide.

She **is happy**.

Tom and I are on the monkey bars.

We are happy too.

Unit 7**My Neighborhood**

My neighborhood is great.

There is a park.

It is new.

There are small stores.

They are pretty.

There are **many buildings**.

They are tall.

Unit 8**My Big Town**

My town is big.

There is **a museum**.

It is a wonderful place.

There is a **library**.

It is old and great.

There are department stores.

They are new and beautiful.

Writing Correction Worksheet Answer Key (Units 9-12)**Unit 9****At the Market**

The market is an interesting place.

There **are fresh** fruits.

There are many snacks.

There are **colorful flowers**.

There are pretty clothes.

There are cool toys.

Unit 10**My Favorite Character**

Hermione is my favorite character.

She is a wizard.

She is **pretty** and smart.

She has long, red hair.

She **has good** parents.

She has many friends.

Unit 11**My Favorite Thing**

My bike is my favorite thing.

It **has two** wheels.

It has two handles.

It has a **basket**.

It has a seat.

It has two pedals.

Unit 12**My Favorite Animal**

A zebra is my favorite animal.

It has black and white **stripes**.

It has **strong legs**.

It has a **long tail**.

It has pretty eyes.

It has cute ears.

Writing Correction Worksheet Answer Key (Units 13-15)**Unit 13****My Busy Day**

I **am busy** every day.

I get up at eight o'clock in the morning.

I **eat** breakfast.

I go to school.

I **come** home.

I do my homework.

I study English.

Unit 15**After-school Fun**

We do interesting things after school.

I have **soccer** practice.

I like **playing soccer**.

Judy has a swimming lesson.

She **likes swimming**.

Sean plays with his friends.

He watches cartoons.

Unit 14**My Mom's Day**

My mom is an artist.

She makes many wonderful things.

She **works** at home.

She is busy.

She makes snacks.

She does the laundry.

She washes **her car**.



Placement Test Information

The *My First Writing 1* Placement Test has been designed to help teachers accurately place students in the appropriate level of the series by evaluating students' existing knowledge. The test questions come directly from *My First Writing 1*.

This paper-based test has been designed to be photocopiable.



How to Administer the Placement Test

- 1 Print or photocopy the test pages.
- 2 Make sure students are comfortable and know how to complete the questions.
- 3 Once students have finished the test, use the scoring rubric to help place them in the appropriate class. There are 20 questions, and each question is worth 5 points.



Scoring Rubric

Score	Placement Recommendation
0-20	The student is not ready to begin <i>My First Writing 1</i> . The student will benefit from studying <i>My First Reading</i> first.
21-70	The student is ready to begin studying <i>My First Writing 1</i> .
71-80	Starting <i>My First Writing 2</i> following a review of <i>My First Writing 1</i> is the recommended course of action.
81-100	The student is ready to begin <i>My First Writing 2</i> . To confirm student level, administer the placement test for <i>My First Writing 2</i> .

Placement Test

(Page 1/2)

► Choose and write the word. (5 points each)

bank

picture

boy

teacher

museum

doctor

1



2



3



4



5



6



► Write the words in the correct order. (5 points each)

7

name

His

Pluto

is

.

8

is

She

the sandbox

in

.

9

has

The classroom

windows

many

.

10

My

does

mom

the dishes

.

► Circle the correct word(s). (5 points each)

11 We is / are ten years old.

12 She do / does the laundry.

13 It / Its body is big and round.

14 There is / There are apartments.

► Look, circle, and write the word. (5 points each)



15 My room is _____ today.

- a messy b smart c clean

16 My socks are _____ the bed.

- a in b on c under

17 My _____ is in the basket.

- a book b cat c pillow

► Correct the underlined mistake. Write the correct sentence. (5 points each)

E.g. My teacher help students.

→ My teacher helps students.

18 our books are on the desks.

→ _____

19 Poly and I are on the seesaw

→ _____

20 Thereare many buses and cars.

→ _____

Test

► Look and write the letters in the correct order.

1



a h p y p

2



n f u y n

3



s s i e r t

4



m s a r t

► Circle the correct word. Rewrite the sentence.

E.g. They is / are three years old.



They are three years old.

5 I is / am a boy.



6 We are / am pretty.



7 You / She is short.



8 He / We is tall.



9 We is / are students.



10 Jay and Ken am / are brothers.



Test

► Choose and write the word.

artist

farmer

young

nurse

busy

kind

1



2



3



4



5



6



► Write the words in the correct order.

7 Judy not tall is .

8 eyes Its are big .

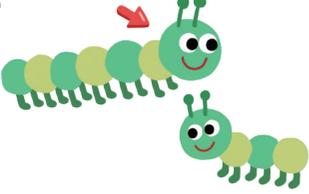
9 is Her nose not small .

10 am not a doctor I .

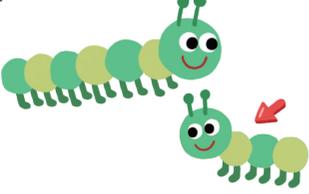
Test

► Look and circle the correct word.

1  a big
 b small

2  a short
 b long

3  a round
 b long

4  a long
 b short

► Circle the mistake. Write the correct sentence(s).

5 Fido is a boy. He eyes are small.

6 My dog is a girl. His legs are short.

7 My nose are not big. It is small.

8 I not am a nurse. I am a doctor.

9 My cat are not big.

10 His ears am not funny.

Test

► Choose and write the word.

closet

socks

basket

pillow

bookcase

clothes

1



2



3



4



5



6



► Write the words in the correct order.

7

is His clean room .

8

The books on are the desk .

9

The cat under the table is .

10

the box in The toys are .

Test

► Choose and write the word(s).

lights

whiteboard

map

mat

bulletin board

trash can

1



2



3



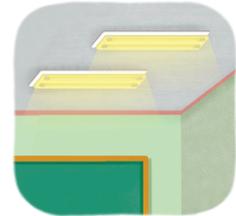
4



5



6



► Write the words in the correct order.

7 is the wall on The clock .

8 The lights on are the ceiling .

9 in Tony the classroom is .

10 the drawer are not in My pencils .

Test

► Choose and write the word(s).

seesaw

slide

monkey bars

playground

swings

sandbox

1



2



3



4



5



6



► Write the words in the correct order.

7

are

the playground

They

at

.

8

the monkey bars

He

on

is

.

9

the slide

is

on

She

.

10

My brothers

in

are

the sandbox

.

Test

► Look and write the letters in the correct order.

1



s h u e o

2



s o r e t

3



c s o l h o

4



i u i b d l g n

► Circle the correct word. Rewrite the sentence.

E.g. It is / are a fun place.



It is a fun place.

5 Joe are / is a strong boy.



6 There are / is big apartments.



7 There are / is new stores.



8 There are / is a small school.



9 Amy is / are a good student.



10 There am / are many birds.



Test

► Choose and write the word(s).

library post office movie theater town hall museum train station

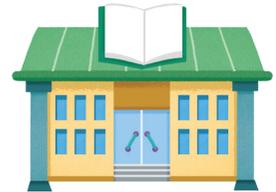
1



2



3



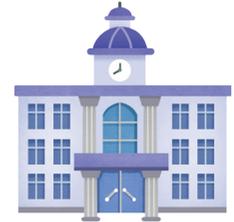
4



5



6



► Write the words in the correct order.

7 bookstore It a new is .

8 new The are shopping malls .

9 three There libraries are .

10 an old is building There .

Test

► **Look and circle the correct word.**



- a eggs
- b bread



- a meat
- b fruits



- a flowers
- b vegetables



- a eggs
- b drinks

► **Circle the mistake. Write the correct sentence.**

5 There is beautiful clothes.

6 There are milk in the glass.

7 My dad and mom is at the store.

8 The museum is a fun places.

9 There is some orange juices.

10 There are fresh meat.

Midterm Test (Units 1-9)

(Page 1/2)

► Choose and write the word. (5 points each)

am

are

is (2x)

1 I _____ Julie Kim.

2 Fred _____ a student.

3 She _____ four years old.

4 Tom and Kevin _____ tall.

► Circle the correct word(s). (5 points each)

5 Linda is a businesswoman / businesswomen .6 He am not / is not short. He is tall.7 There is / There are pretty houses.

► Write the words in the correct order. (5 points each)

8 My books are the bed under .

9 are The girls the hallway in .

10 are on We the monkey bars .

► **Circle the mistake. Write the correct sentence(s).** (5 points each)

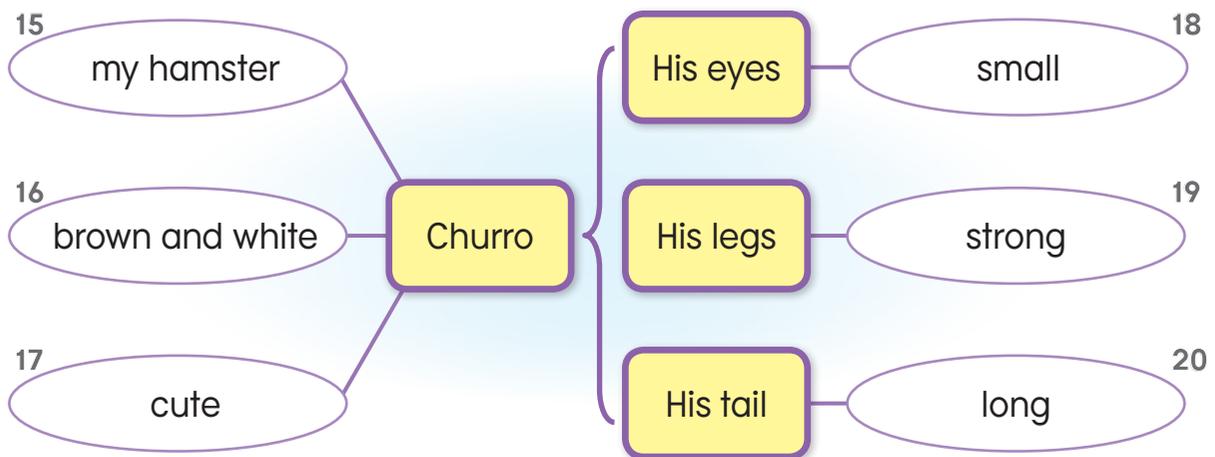
11 There am a house.

12 My dog is a girl. His ears are long.

13 There are juice in the glass.

14 It is an old museums.

► **Look and write the sentences using the correct Be verb.** (5 points each)



15 Churro _____

18 _____

16 He _____

19 _____

17 _____

20 _____

Test

► Look and write the letters in the correct order.



1

i t y n



2

r a b e v



3

n g s r t o



4

r p e t y t

► Circle the correct word. Rewrite the sentence.

E.g. You have / has some books.

→ You have some books.

5 I have / has one brother.

→ _____

6 John have / has an old bike.

→ _____

7 My sister has / is pretty.

→ _____

8 The kangaroo have / has a big tail.

→ _____

9 Tigers have / are strong animals.

→ _____

10 We have / has magic wands.

→ _____

Test

► Look and circle the correct word.

1



a handles
b wheels

2



a pedals
b feet

3



a buttons
b players

4



a camera
b screen

► Circle the mistake. Write the correct sentence.

5 Max have a sister.

6 The kids have always happy.

7 She has a new bikes.

8 Hamsters is small animals.

9 You has red toy cars.

10 My dog is a short tail.

Test

► Choose and write the word.

spots

stripes

fins

wings

arms

teeth

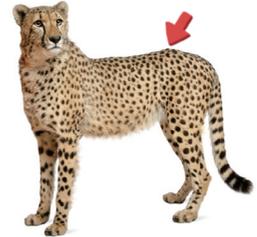
1



2



3



4



5



6



► Write the words in the correct order.

7

big

have

eyes

Owls

.

8

and white

The body

black

is

.

9

are

ducks

There

in the pool

.

10

My brother

hair

has

short

.

Test

► Look and write the letters in the correct order.

1  h l c n u _____

2  e o m h o w k r _____

3  a s h w _____

4  n l i E g h s _____

► Circle the correct word. Rewrite the sentence.

E.g. You go / are busy. → You are busy.

5 I eat / study math. → _____

6 We have / are at home. → _____

7 You go / do to school. → _____

8 They play / eat a big dinner. → _____

9 We do / are our homework. → _____

10 I get up / have at 7 o'clock. → _____

Test

► Look and circle the correct words.

1 
 a read the newspaper
 b go to work

2 
 a watch TV
 b make snacks

3 
 a cook dinner
 b clean the house

4 
 a wash the car
 b do the laundry

► Circle the mistake. Write the correct sentence.

5 Fred go to work.

6 I helps my mom.

7 Kevin and I watches cartoons.

8 My sister do the dishes.

9 They goes to school together.

10 My mom and dad is busy.

Test

► Look and write the letters in the correct order.



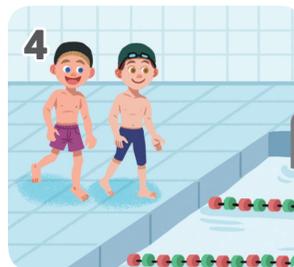
l t b l e a



a s b e t k a b l l



o p n a i



m g i n w s m i

► Circle the correct word. Rewrite the sentence.

E.g. Ben play / plays soccer.

→ Ben plays soccer.

5 He ride / rides his bike to the lake.

→ _____

6 Mom go / goes to the library.

→ _____

7 Jane have / has a snack after lunch.

→ _____

8 You watch / watches TV after dinner.

→ _____

9 Tony do / does his homework at night.

→ _____

10 They have / has a ballet lesson today.

→ _____

Final Test (Units 10-15)

(Page 1/2)

► Write **is, are, have, or has**. (5 points each)

- 1 He _____ a soccer ball. It _____ black and white.
- 2 The turtle _____ very cute. It _____ a small head.
- 3 These _____ new cars. They _____ Mike's and Sandy's cars.
- 4 We _____ many toys. They _____ fun.

► Circle the mistake. Write the correct sentence. (5 points each)

- 5 They gets up at nine o'clock. _____
- 6 He eat an apple every day. _____
- 7 A cheetah have black spots. _____

► Write the words in the correct order. (5 points each)

- 8 has She new car a .
-

- 9 the My mom dishes does .
-

- 10 sharp They have teeth .
-

► **Choose and write the word.** (5 points each)

large

watches

play

smart

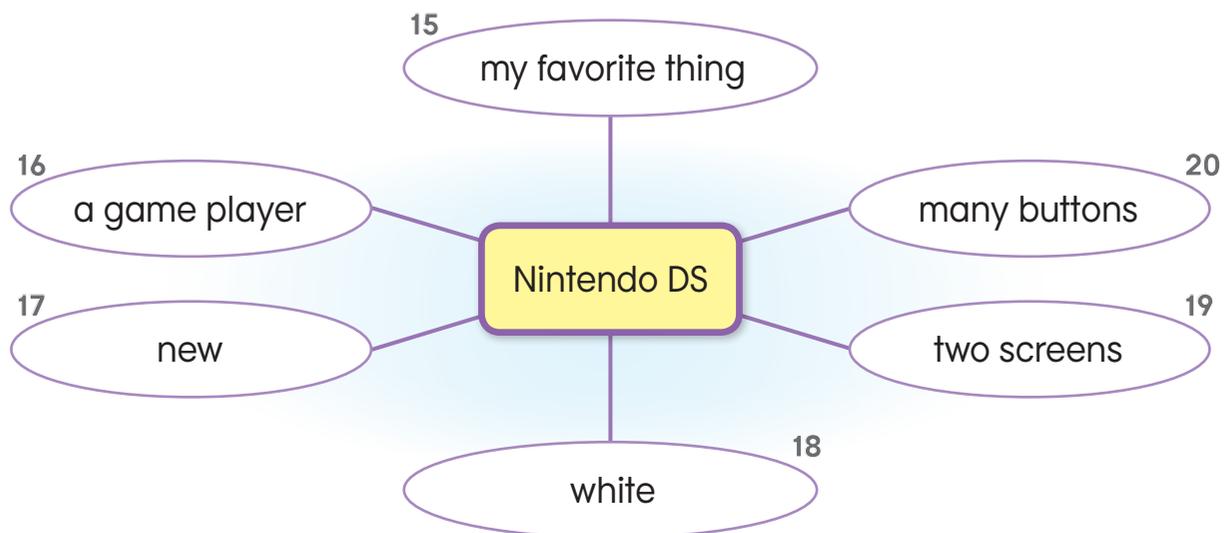
11 The bird has _____ wings.

12 You _____ soccer after school.

13 Kate is _____.

14 She _____ TV after lunch.

► **Look and write the sentences using *is* or *has*.** (5 points each)



15 Nintendo DS _____

18 _____

16 It _____

19 _____

17 It _____

20 _____



Test Answer Key

Placement Test	188
Unit Tests (Units 1-9)	188
Midterm Test	189
Unit Tests (Units 10-15)	190
Final Test	191

Answer Key

Placement Test

- 1 teacher
- 2 bank
- 3 museum
- 4 picture
- 5 boy
- 6 doctor
- 7 His name is Pluto.
- 8 She is in the sandbox.
- 9 The classroom has many windows.
- 10 My mom does the dishes.
- 11 are
- 12 does
- 13 Its
- 14 There are
- 15 a
- 16 c
- 17 c
- 18 Our books are on the desks.
- 19 Poly and I are on the seesaw.
- 20 There are many buses and cars.

Unit 1 Test

- 1 happy
- 2 funny
- 3 sister
- 4 smart
- 5 am I am a boy.
- 6 are We are pretty.
- 7 She She is short.
- 8 He He is tall.
- 9 are We are students.
- 10 are Jay and Ken are brothers.

Unit 2 Test

- 1 artist
- 2 busy
- 3 nurse
- 4 young
- 5 farmer
- 6 kind
- 7 Judy is not tall.
- 8 Its eyes are big.
- 9 Her nose is not small.
- 10 I am not a doctor.

Unit 3 Test

- 1 a
- 2 b
- 3 a
- 4 b
- 5 He Fido is a boy. His eyes are small.
- 6 His My dog is a girl. Her legs are short.
- 7 are My nose is not big. It is small.
- 8 not am I am not a nurse. I am a doctor.
- 9 are My cat is not big.
- 10 am His ears are not funny.

Unit 4 Test

- 1 pillow
- 2 bookcase
- 3 basket
- 4 socks
- 5 clothes
- 6 closet
- 7 His room is clean.
- 8 The books are on the desk.
- 9 The cat is under the table.
- 10 The toys are in the box.

Unit 5 Test

- 1 whiteboard
- 2 mat
- 3 bulletin board
- 4 map
- 5 trash can
- 6 lights
- 7 The clock is on the wall.
- 8 The lights are on the ceiling.
- 9 Tony is in the classroom.
- 10 My pencils are not in the drawer.

Unit 6 Test

- 1 swings
- 2 monkey bars
- 3 playground
- 4 sandbox
- 5 seesaw
- 6 slide
- 7 They are at the playground.
- 8 He is on the monkey bars.
- 9 She is on the slide.
- 10 My brothers are in the sandbox.

Unit 7 Test

- 1 house
- 2 store
- 3 school
- 4 building
- 5 is Joe is a strong boy.
- 6 are There are big apartments.
- 7 are There are new stores.
- 8 is There is a small school.
- 9 is Amy is a good student.
- 10 are There are many birds.

Unit 8 Test

- 1 museum
- 2 post office
- 3 library
- 4 train station
- 5 movie theater
- 6 town hall
- 7 It is a new bookstore.
- 8 The shopping malls are new.
- 9 There are three libraries.
- 10 There is an old building.

Unit 9 Test

- 1 b
- 2 b
- 3 a
- 4 b
- 5 is There are beautiful clothes.
- 6 are There is milk in the glass.
- 7 is My dad and mom are at the store.
- 8 places The museum is a fun place.
- 9 juices There is some orange juice.
- 10 are There is fresh meat.

Midterm Test

- 1 am
- 2 is
- 3 is
- 4 are
- 5 a businesswoman
- 6 is not
- 7 There are
- 8 My books are under the bed.
- 9 The girls are in the hallway.
- 10 We are on the monkey bars.

- 11 **am** There is a house.
- 12 **His** My dog is a girl. Her ears are long.
- 13 **are** There is juice in the glass.
- 14 **museums** It is an old museum.
- 15 is my hamster.
- 16 is brown and white.
- 17 He is cute.
- 18 His eyes are small.
- 19 His legs are strong.
- 20 His tail is long.

Question Index (Midterm Test)

Question	Unit	Question	Unit
1	U1	11	U8
2	U1	12	U3
3	U1	13	U9
4	U1	14	U8
5	U2	15	U3
6	U3	16	U3
7	U7	17	U3
8	U4	18	U3
9	U5	19	U3
10	U6	20	U3

Unit 10 Test

- 1 tiny
- 2 brave
- 3 strong
- 4 pretty
- 5 **have** I have one brother.
- 6 **has** John has an old bike.
- 7 **is** My sister is pretty.
- 8 **has** The kangaroo has a big tail.
- 9 **are** Tigers are strong animals.
- 10 **have** We have magic wands.

Unit 11 Test

- 1 b
- 2 a

- 3 a
- 4 b
- 5 **have** Max has a sister.
- 6 **have** The kids are always happy.
- 7 **bikes** She has a new bike.
- 8 **is** Hamsters are small animals.
- 9 **has** You have red toy cars.
- 10 **is** My dog has a short tail.

Unit 12 Test

- 1 teeth
- 2 stripes
- 3 spots
- 4 fins
- 5 arms
- 6 wings
- 7 Owls have big eyes.
- 8 The body is black and white.
- 9 There are ducks in the pool.
- 10 My brother has short hair.

Unit 13 Test

- 1 lunch
- 2 homework
- 3 wash
- 4 English
- 5 **study** I study math.
- 6 **are** We are at home.
- 7 **go** You go to school.
- 8 **eat** They eat a big dinner.
- 9 **do** We do our homework.
- 10 **get up** I get up at 7 o'clock.

Unit 14 Test

- 1 a
- 2 b

- 3 a
- 4 b
- 5 go. Fred goes to work.
- 6 helps. I help my mom.
- 7 watches. Kevin and I watch cartoons.
- 8 do. My sister does the dishes.
- 9 goes. They go to school together.
- 10 is. My mom and dad are busy.

Unit 15 Test

- 1 ballet
- 2 basketball
- 3 piano
- 4 swimming
- 5 rides. He rides his bike to the lake.
- 6 goes. Mom goes to the library.
- 7 has. Jane has a snack after lunch.
- 8 watch. You watch TV after dinner.
- 9 does. Tony does his homework at night.
- 10 have. They have a ballet lesson today.

Final Test

- 1 has, is
- 2 is, has
- 3 are, are
- 4 have, are
- 5 gets. They get up at nine o'clock.
- 6 eat. He eats an apple every day.
- 7 have. A cheetah has black spots.
- 8 She has a new car.
- 9 My mom does the dishes.
- 10 They have sharp teeth.
- 11 large
- 12 play
- 13 smart
- 14 watches

- 15 is my favorite thing.
- 16 is a game player.
- 17 is new.
- 18 It is white.
- 19 It has two screens.
- 20 It has many buttons.

Question Index (Final Test)

Question	Unit	Question	Unit
1	U11	11	U10
2	U11	12	U15
3	U11	13	U10
4	U11	14	U15
5	U13	15	U11
6	U13	16	U11
7	U12	17	U11
8	U10	18	U11
9	U14	19	U11
10	U12	20	U11



AWARD CERTIFICATE

This award is presented to

for successfully completing My First Writing 1.

Signature _____

Date _____