


English Happy Campers 2

Lorena
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Teacher Book





English

Happy Campers 2

Teacher Book

**Lorena
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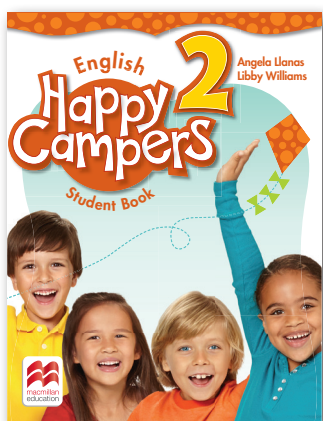
Table of Contents



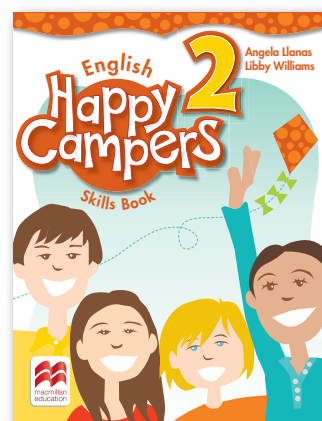
Contents

About Happy Campers	iii
Scope and Sequence	iv
About the Student Book and Skills Book	vi
About the Teacher Book	xii
Student Book Teacher Notes	T14

Student Resources



Student Book



Skills Book

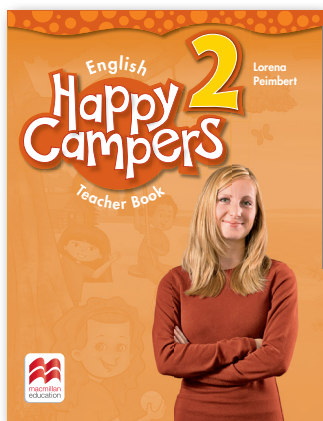
About Happy Campers

Happy Campers is designed to provide a learning environment in which teachers and students feel a continuous sense of **achievement** and **satisfaction**. Lessons and activities are focused on simple, achievable goals that build confidence and encourage a **positive attitude** toward English language learning. By doing the activities in *Happy Campers*, students become part of a **child-centred community**—they work together to meet goals, sing, cheer, and echo while doing tasks and, above all have fun.



Positive Environment
+ Manageable Input
+ Practice
= Learning English

Teacher Resources











Teacher Book



Class Audio CD

Scope and Sequence

Unit	Pages	Vocabulary	Grammar
1	10–17	Greetings: hello, hi Farewells: goodbye, bye Family: mom, dad, sister, grandma, grandpa, brother	What's your name? My name's Amy. This is my brother.
2	18–25	Numbers: 1–10 School Supplies: pencil, pen, ruler, eraser, crayon, coloured pencil, clay	How old are you? I'm seven. I have a pencil. I have an eraser.
3	26–33	Animals: cat, dog, opossum, horse, alligator, rabbit Wild Animals: bear, fox, deer, owl, snake, eagle	What is it? It's an alligator. It's a cat. It isn't an owl.
4	34–41	Toys: doll, truck, kite, ball, yo-yo, teddy bear Colours: red, green, yellow, blue, black, white	Is it a doll? Yes, it is. / No, it isn't. What colour is it? It's red.
5	42–49	Parts of the Room: window, floor, table, chair, door, wall Hiking: map, water bottle, snack, backpack, towel, hat	The cat is under the table. The ball is in the box. Where's my backpack? It's on the chair.
6	50–57	Nature: tree, plant, butterfly, caterpillar, frog, ladybug Colours: grey, purple, orange, brown, pink, beige	What are they? They're trees. They aren't pink. Are they brown? Yes, they are.
7	58–65	Parts of the House: kitchen, living room, dining room, bedroom, bathroom, yard Numbers: 11–20	There is one kitchen. There are three bedrooms. How many bathrooms are there?
8	66–73	Food: hamburger, hot dog, pizza, French fries, milk, cookie Fruits and Vegetables: peas, apple, orange, banana, carrot, tomato	I like hamburgers. I don't like peas.

Letters and Sounds	Extra Practice
N n [en] n ame [n], O o [əʊ] h ello [əʊ], G g [dʒi:] g randpa [g], Y y [waɪ] C ody [i], L l [el] l ook [l], I i [aɪ] i s [ɪ], M m [em] m om [m], A a [ei] d ad [æ]	 Skills Book Pages 4–11
X x [eks] s ix [ks], E e [i:] e raser [i], C c [si:] p encil [s], c lay [k], V v [vi:] h ave [v], H h [etʃ] h appy [h], O o [əʊ] h op [o]	 Skills Book Pages 12–19
D d [di:] d og [d], S s [es] s nake [s], ee+r d eer [ɪə(r)], U u [ju:] s un [ʌ], R r [a:(r)] r un [r]	 Skills Book Pages 20–27
K k [keɪ] k ite [k], Y y [waɪ] y ellow [j], sh [ʃ] s plash [ʃ], Q q [kju:] q uestion [kw], F f [ef] f ox [f], i_e f ive [faɪv]	 Skills Book Pages 28–35
J j [dʒ] j ump [dʒ], T t [ti:] t owel [t], ai+r c hair [eə(r)], P p [pi:] p icture [p], E e [i:] p en [e]	 Skills Book Pages 36–43
E e [i:] P ete [i:], ey g rey [eɪ], G g [dʒi:] o range [dʒ], U u [ju:] p upa [ju:], B b [bi:] b ig [b], ee [i:] b ee [i:]	 Skills Book Pages 44–51
th [ð] t here [ð], oo b alloon [u:], W w ['dʌb(ə)lju:] w indow [w], a_e w ave [weɪv]	 Skills Book Pages 52–59
ch [tʃ] l unch [tʃ], ea p eas [i:], Z z [zed] z oo [z], th [θ] t hink [θ]	 Skills Book Pages 60–67

About the Student Book and the Skills Book

Musical imagery repetition supports **memory**.

Student Book

Lessons are organised around a **content centrepiece** used in different ways, providing plenty of exposure and practice. A **musicalised echo** activity allows students to see, hear, and pronounce new vocabulary in a safe environment.

Lesson 1: Vocabulary and Grammar

UNIT 4 Lesson 1

1 Listen. Then echo.

doll

truck

kite

ball

yo-yo

teddy bear

34

2 Listen and point.

Guess My Toy

I have a toy. Guess, guess, guess!

Is it a doll? Yes, it is. / No, it isn't.

Is it a ball? Yes, it is. / No, it isn't.

3 Sing: **Guess My Toy.**

Is it a yo-yo? Yes, it is. / No, it isn't.

Is it a teddy bear? Yes, it is. / No, it isn't.

4 Point, ask, and answer.

Is it a doll? No, it isn't.

K k [ker] kite [k]

5 Pages 28-29 Skills Book 35

Lesson 1: Vocabulary and Grammar Practice

UNIT 4 Lesson 1

1 Find and circle six toys.

t e d d y b e a r
r m a s o a x l k
u i g r y l w b m
c k q p o l r b k
k i t e g d o l l

2 Complete.

1. It's a kite.

2. It's a _____.

3. It's a _____.

4. It's a _____.

Vocabulary Check! Cover, say, and check (✓).
I remember 1 2 3 4 5 6 words.

28

Grammar Check!

Is it a doll? Yes, it is. No, it isn't.

3 Complete.

1. _____ it a ball? Yes, _____.

2. _____ a yo-yo? No, _____.

4 Circle.

1. Is it a teddy bear? Yes, it is. No, it isn't.

2. Is it a ball? Yes, it is. No, it isn't.

3. Is it a truck? Yes, it is. No, it isn't.

4. Is it a doll? Yes, it is. No, it isn't.

5 Look and draw.

1. Is it a yo-yo? No, it isn't. It's a ball.

2. Is it a teddy bear? Yes, it is.

29

Workbook-style pages in the **Skills Book** provide **extensive practice** and review activities to help students **remember** and **assimilate** new language.

Lesson 2: Vocabulary and Grammar in Context

Lesson 2

1 **33** Listen and repeat.

1 It's the yo-yo contest!

2 What colour is it? Red? Black?

Oh, no! Where's my yo-yo?

No, it isn't!

2 **34** Listen and find the letter. Then listen and say.

1. <u>r</u> ed	2. <u>*r</u> een
3. <u>*e</u> llow	4. <u>*l</u> ue
5. <u>*l</u> ack	6. <u>*h</u> ite

Happy Camp

3 **33** Listen again to **Happy Camp**.

What colour is it? Is it yellow?

Is it white or blue?

Here, Mia!

Thank you, Ali!

No, it isn't! It's green.

4 **Grammar Check!** Unscramble and say.

- it / is / colour / What / ?
- yellow / it / Is / ?
- green / It's / .

5 **35** Listen and cheer!

What colour is it?
It's green! It's green! It's green!

6 **Pages 30-31** Skills Book

"Happy Camp" is an episodic comic strip story that follows the adventures of a group of children at an activity camp. Students will develop reading and listening skills while they learn new vocabulary and grammar structures in context. The **class-building grammar cheer** provides a memorable example of the new language.

Lesson 2: Vocabulary and Grammar Practice

The **Skills Book** activities provide additional practice of the new language.

Lesson 2

1 Look and colour. Then write.

- BLUE It's blue.
- WHITE _____
- RED _____
- BLACK _____
- YELLOW _____
- GREEN _____

Vocabulary Check! Cover, say, and check (✓).

I remember 1 2 3 4 5 6 words.

Grammar Check!

What colour is it? It's red.

2 Complete.

- What colour is it? It's black.
- _____ colour is it? It's re_____ and wh_____.e.
- What colour _____? _____ y_____ow.
- What _____ it? _____ b_____e.

3 Colour. Unscramble and answer.

is / What / ? / colour / it

It's _____.

Front-loading allows more time for **practice**.

About the Student Book and the Skills Book

Lesson 3: Understanding texts

Lesson 3

1 Listen and repeat.

Trixie the Colour Bear

Hi, I'm Trixie.
I love colours!
Look at the toys!

A green truck!
Splash, splash, splash!
What colour is it now?
It's red!

Splash, splash, splash!
The ball isn't yellow now!
It's blue!

Look at the doll!
Is it blue now? No, it isn't!
It's yellow!

Colours are fun! Bye!

38

2 Listen again to **Trixie the Colour Bear**.

3 Look at the things before and after. Say the colour after.

1. It's red now.

2. _____

3. _____

4 Say the answers.

1. What colour is it? _____

2. Is it blue now? _____

3. What colour is it? _____

5 Pages 32-33 Skills Book

39

Learn to understand.

A selection of **fiction** and **nonfiction** texts consolidates and reviews language while developing comprehension, listening, and fluency skills. Post-reading comprehension activities develop comprehension strategies such as identifying details, sequencing events, identifying and describing characters and settings, identifying conflict, comparing and contrasting, and creating a new ending for a story.

Skills Book

Understand to learn.

Happy Reader texts include fictional stories, plays, and poems. Each reader is supported by a numbered reading guide and a dramatised storytelling or poetry reading on the **Class Audio CD**.

Lesson 3

Happy Reader

1 Listen and repeat.

In the Park

1 Brian and Nancy are in the park today. The park is fun. Hooray!

See Brian's kite? It's red, green, yellow, blue, and white.

2 Nancy: Hey! Look! Is it a ball?

Brian: No, it isn't. And it isn't a doll.

32

3 Nancy: What colour is it? Is it blue?

Brian: No, it isn't. It's grey, and white, too.

Nancy: Is it an umbrella?

Brian: On a sunny day? No, it isn't. No way!

4 Nancy: It isn't an umbrella. It isn't a ball.

5 Brian: Look! It's an elephant. And it isn't small!

2 Complete.

It _____ an umbrella.

Happy Writer Page 63

33



Happy Writer

The **Happy Writer** sections at the back of the Skills Book develop specific writing skills such as identifying and understanding characters and settings, recalling details, sequencing events, and personalising a story.

Unit 4 In the Park Page 33

1 Complete.

1.

Is it _____ ?

2.

It's _____ .

Lesson 4: Word work

Lesson 4 Word Work

1 Listen and chant.

f + ive = five

2 Look and say the words.

1. fun 2. ive

3. ox 4. our

Round Up!

3 Say the words. Find the words with ie.

white ie

4 Say it!

The fun fox has five white kites.

5 Pages 34-35 Skills Book

Word Work lessons provide spelling and phonics activities using the unit vocabulary. Students will accompany Pauly Parrot in pronouncing specific sounds through unique **musicalised sound-outs**. Say it! sections include entertaining tongue twisters that develop **pronunciation** skills for specific sounds in context.

Lesson 4: Creative and Collaborative Activity

Communication and **collaboration** are essential **21st century skills**. Make and Play! lessons provide the opportunity for students to **create** and **play** a game together while using the target language of the unit in a **student-centred** context.

Review and consolidation of new language are essential to learning. Seeing their own progress will make students **happy campers**!

Lesson 4 Make and Play!

1 Make a toy spinner.

2 Play Five Questions!

Is it a ball?
Yes, it is.
Is it black?
No, it isn't.

Round Up!

3 Spelling! Match.

1. re	ck
2. ye l	en
3. bl	low
4. bla	d
5. gre	ue

4 Circle.

1. It's red.

2. It's a doll.

3. It's green.

4. It's a yo-yo.

5 Word Play! Find the words from Unit 4 on Student Book Page 74.

Successful learners are
HAPPY CAMPERS!

About the Teacher Book

The *Happy Campers Teacher Book* is designed to help teachers **teach well** and create a **positive environment** in which their **students flourish**.

Lesson 1

UNIT 4 Lesson 1

1 Listen. Then echo.

2 Listen and point.

3 Sing: *Guess My Toy.*

4 Point, ask, and answer.

5 Skills Book

1 Find and circle six toys. Guide students' attention to the word search. Explain that they will find and circle six toys. Point to the pictures and have the class identify the toys. Tell them to look at the pictures for clues to the words they need to find.

2 Complete. Tell students that they are going to complete the sentences with the word for the toy pictured. Point to the kite and ask 'What is it?' Elicit 'It's a kite.'

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box.

3 Complete. Tell students to complete Activity 3 individually. Remind them to look at the song lyrics for extra help.

4 Circle. Tell students to look at the pictures and explain that they will circle the correct answer to the question.

5 Look and draw. Explain that they will look at the questions and answers and then draw the correct toy.

Try This! Explain to the class that you will start drawing something on the board and that they will guess what you are drawing before you finish. Start drawing a doll on the board. If they correctly guess what you are drawing, the class gets a point. If they don't, you get a point. Repeat until you review all of the toys.

Extra Have students sit in pairs. Explain that one of them will cover the image of a toy in the book and say 'I have a toy; guess, guess!' The other partner will guess the toy. Have students switch roles. Have a volunteer think of a toy for the class to guess. Repeat the activity as time allows.

Pages 28-29 Skills Book This activity may be completed for homework (See Page T 46).

Letter: k Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See Page xii).

Unit 4

Lesson 1 Vocabulary and Grammar

Lesson Objectives: Identify and name toys. Ask and answer yes / no questions using the verb to be.

New Vocabulary: doll, truck, kite, ball, yo-yo, teddy bear

New Grammar: Is it a doll? Yes, it is. / No, it isn't.

Materials: Audio Tracks 31 and 32

Standards: 1.1.1; 2.1.2; 2.2.1; 4.1.1

Start the Class Have students look at Pages 34 and 35 and predict what the lesson is about. Ask them to point to the toys they know and name them. They may use L1.

3 min **3** Sing: *Guess My Toy.* Tell students that they will listen to the song. Play Track 32 and have the class sing along.

10 min **4** Point, ask, and answer. Have volunteers read the text in the speech bubbles. Tell students that they will work with a partner taking turns pointing to an image and then asking their partners about it. Their partners will answer. Circulate among the pairs to monitor and provide assistance as needed. Have volunteers share their dialogues with the class.

5 min **5** Skills Book Have students sit in pairs. Explain that one of them will cover the image of a toy in the book and say 'I have a toy; guess, guess!' The other partner will guess the toy. Have students switch roles. Have a volunteer think of a toy for the class to guess. Repeat the activity as time allows.

10 min **2** Listen and point. Tell students they will listen to a song about toys. Explain that they will listen to the song and choose the correct answer to the question. Play Track 32. Then play Track 32 again for students to check their answers. Then ask the questions from the song and have volunteers answer them. Play Track 32 once more and have students follow the words with their fingers as they listen.

The lesson notes provide a step-by-step guide for teachers to deliver effective, time-efficient classes. Ideas to **start** and **finish** each class, and a **pacing guide** are provided to support teachers in keeping students on track.

The interleaved pages provide the **Student Book** and corresponding pages from the **Skills Book**.

Try This!

Try This! sections in each lesson feature alternative activities to incorporate into everyday teaching practice.

Extra

About the Teacher Book

Each unit opens with a comprehensive overview of the language and skills objectives of the unit, allowing teachers to **prepare** for the lessons ahead.

Unit 4

Unit Objectives

By the end of the unit, students can:

- Identify toys.
- Ask and answer simple questions using the verb to be.
- Identify colours.
- Ask and answer questions about the colours of objects.

Vocabulary

Toys: doll, truck, kite, ball, yo-yo, teddy bear
Colours: red, green, yellow, blue, black, white

Skills

Listening: Listen for and identify specific information.

Speaking: Respond with short answers to questions about specific objects.

Understanding and Writing: Understand a fiction text: **Trixie the Colour Bear**. Read short sentences and answer questions. Recognise words in a text. Write missing letters to complete words. Write missing words to complete questions or answers.

Grammar

Is it a doll? Yes, it is. / No, it isn't. What colour is it? It's red.

Creative and Collaborative Competencies

Make a toy spinner. **Play** Five Questions!

Creativity: Develop self-expression and innovation to make a toy spinner.

Collaboration: Use communication skills and problem-solving skills to play the game.



T 44

Teacher Workshop

Teaching with Games

Hot Words Game

Materials: Unit 4 vocabulary images, a bag, music

Ask students to sit in a circle. Put the images in the bag and give the bag to a student. Play some music and ask students to pass the bag around the circle. Stop the music and ask the student who has the bag to pull out an image and identify the picture. If the student correctly identifies it, he or she keeps the image. If not, the student puts it back into the bag. Continue until the bag is empty.

Happy Teacher

Think about how you use your board during the class. Good organisation makes the board an even more effective tool. First, be sure the board is clean and completely erased. Then think about what words or ideas are most important to the lesson. Consider writing these at the top and in the centre of the board. You might also choose to use a different colour marker or piece of chalk. Write clearly and large enough for students in the back to see. Allow enough space between words to help beginning readers read more easily. When students write answers to activities on the board, be sure they write them in order so you and the other students don't have to search the board for the answers.

Happy Class

Students often feel more relaxed when they are working together and helping each other in small groups. Group faster and on-level learners with slower learners. The faster and on-level learners can help the slower ones. By "teaching" the slower learners, the faster learners reinforce what they know, while slower learners may begin to feel more confident and take more risks using the language.



By Lorena Peimbert

T 45

A unique program of ideas from **experienced teacher trainers** enhances the classroom experience. Workshops include ideas on how to use technology in the classroom, teaching with games, and classroom management tips to create a happy, learning-rich classroom environment.

Teaching letters and sounds.

Students at this age are developing their literacy both in their mother tongue (L1) and during the process of foreign language learning. For that reason, presenting single letters to students can foster the process of learning reading and writing as well as teach them pronunciation of particular letters. Presenting single letters to students also helps them understand the difference between the written and spoken form of letters and the whole words.

Each lesson of the *Happy Campers 2 Student Book* includes boxes with single letters, their pronunciation as letters of alphabet, and their pronunciation in contexts (word from the particular lesson). The letters in the boxes are presented in the order they appear in words in the **Student Book** e.g. the letter *g* appears in the pronunciation box, because it is included in the word *grandpa* which is taught in the given lesson. These boxes should help students understand the specificity of pronunciation of single letters of the English alphabet, and also show them that a given letter may be pronounced differently (e.g. the pronunciation of the letter *a*).

Lesson 2

1 Listen and repeat.

Hello. My name's Caitlin.

Hi.

My name's Amy. This is my mom and dad.

2 Listen and find the letter. Then listen and say.

- * o m
- * a d
- * i s t e r
- * r a n d m a
- * r a n d p a
- * r o t h e r

3 Listen again to Happy Camp.

Hello.

And this is my brother Cody.

Hi, I'm Cody. Amy's my sister!

Hi, Cody!

4 Grammar Check!

- This is my brother / dad.
- This is my mom / grandma.
- This is my sister / grandpa.

5 Listen and cheer!

This is my grandma. Hello, Grandma!

This is my grandpa. Hi, Grandpa!

6 Skills Book

CHEER BOX!

You may use the pronunciation boxes at different stages of the lesson e.g. as a *Start the Class* activity or instead of the *Finish the Class* stage. When teaching students you may ask them to draw the shape of the letter in the air, encourage them to find words including this letter in the lesson, ask them to say the word, and compare the pronunciation of the two sounds. You may also encourage the students to notice the fact that sometimes the same letter can be pronounced in various ways.

You may also have students look at the letter(s) in the box and try to find it in the alphabet or ask volunteers to come to the board, write the letter, say it and say the word with it. You may also use various games suggested in the *Teaching with Games* section to teach the students the single letters and their pronunciation.

Content Standards

Grade 2

At the end of the 2nd grade the pupil:

- Demonstrates understanding of the speech samples presented;
- Demonstrates acquisition of accurate pronunciation skills;
- Demonstrates the ability to communicate using the speech samples learned;
- Demonstrates accurate handwriting skills.

Core and sub standards of instructional content.

1. Listening comprehension

Pupil:

1.1. Demonstrates understanding of the speech samples presented

- 1.1.1. Responds to simple commands;
- 1.1.2. Is able to select and point out the pictures of the objects and events mentioned;
- 1.1.3. Identifies objects and events based on the oral descriptions provided.

1. Speaking

Pupil:

2.1. Demonstrates acquisition of accurate pronunciation skills

- 2.1.1. Listens and recites words and phrases;
- 2.1.2. Listens and recites simple sentences;
- 2.1.3. Produces words and phrases learned;
- 2.1.4. Produces simple sentences learned.

2.2. Demonstrates the ability to communicate using speech samples learned

- 2.2.1. Names the objects and events depicted in pictures from a wide-range of content areas;
- 2.2.2. Specifies the characteristics (form and quantity) of the objects s/he has named;
- 2.2.3. Describes the objects and events depicted in the picture using the words s/he has learned;
- 2.2.4. Communicates using the words and simple speech tags s/he has learned.

4. Writing

Pupil:

4.1. Demonstrates accurate hand-writing skills

- 4.1.1. Performs accurate hand-writing.

Unit 1

Unit Objectives

By the end of the unit, students can:

- Use greetings and farewells in brief conversations.
- Ask and answer questions about names.
- Identify family members.
- Make introductions.

Vocabulary

Greetings: hi, hello

Farewells: bye, goodbye

Skills

Listening: Listen and identify specific information.

Speaking: Understand personal questions and use short answers to respond to them.

Understanding and Writing:
Understand a fiction text: **The Happy Kite**. Make predictions about a text.
Read short sentences and answer questions.
Recognise words in a text.
Identify missing letters to complete words.
Identify missing words to complete questions or answers.

Grammar

What's your name? My name's Amy.
This is my brother.

Creative and Collaborative Competencies

Make family picture cards. **Play** Family Memory!

Creativity: Develop self-expression by drawing family members.

Collaboration: Encourage participation, confirm responses, and take turns.



Teacher Workshop

Teaching with Games

Hide-and-Seek

Materials: Unit 1 vocabulary pictures

Find pictures of the words from Unit 1 and display on the board. Have students study them for a minute and then have them close their eyes. Remove one of the pictures and place it somewhere else in the classroom. Tell students to open their eyes and identify the missing pictures. Have them look around and locate where the word is hidden. The first one to find the pictures will be the next person to hide the next vocabulary word in the classroom. Continue the game until all the vocabulary words have been reviewed.



By Lorena Peimbert

Happy Teacher

To give every student a chance to participate, write the names of each student on flat sticks, small cards, plastic discs, or something decorative that you can use throughout the year to call on students. Put the names in a jar and pull out a name every time you need a student to read, write something on the board, answer a question, or participate in class. Put the names you already called in a separate jar or box so you know who has already participated and who hasn't. As students become accustomed to participating, they tend to volunteer more frequently.

Happy Class

Display a classroom chores chart in a visible place. Have students take turns doing the different tasks needed to keep the class in order by assigning each student a chore at the beginning of the week. They can help keep shelves organised and neat, pass out and collect materials, clean up the classroom, and water the plants. Vary the types of activities and chores students do throughout the month. Praise good work and responsible, positive attitudes.

Lesson 1

UNIT 1 Lesson 1

1 **Listen. Then echo.**

Hello.

Hi.

Goodbye.

Bye.

2 **Listen and point.**

Hello!
Hello! Hi!
What's your name?

My name's Mike.

Mike

Lisa

3 **Sing: Hello!**

Goodbye! Goodbye!
Bye! Bye! Bye!

Katie

Dan

4 **Point, ask, and answer.**

Hi. What's your name?

Hello. My name's Sara.

5 **Pages 4-5 Skills Book**

1 Look and write.

Explain to the class that they will look at the pictures and complete the words using the word bank for reference.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Read the **Grammar Check!** box. Have the class circle the question and underline the answer.

2 Complete.

Explain to the class that *What's* is used to ask a question. Explain that *What's* is the short form or contraction of *What is*, and that *name's* is the short form of *name is*. Guide students' attention to the ending punctuation. Point out that questions always have a question mark (?) at the end. Have students complete the activity.

3 Answer the question. Draw a picture of you.

Tell students to write the missing words on the lines to answer the question. Have them draw a picture of themselves in the frame below.

UNIT 1 Lesson 1

1 **Look and write.**

Hi Bye
Goodbye Hello

H e l l o !

H i !

B y e !

G o o d b y e !

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 words.

Grammar Check!
What's your name? My name's Bob.

2 **Complete.**

1. What's your name?
My name's Mike.

2. What's your name?
My name's Katie.

3 **Answer the question. Draw a picture of you.**
What's your name?
My name's (Students' own names)



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Unit 1

Lesson Objectives: Identify and say greetings and farewells. Ask and answer questions about names.

New Vocabulary: hello, hi, goodbye, bye

New Grammar: What's your name? My name's Amy.

Materials: Audio Tracks 03–05, music, a ball

Standards: 1.1.2; 1.1.3; 2.1.2; 4.1.1

Start the Class



Have students look at **Pages 10 and 11** and predict what the lesson is about. Ask them to say different ways people greet one another, for example, by waving or shaking hands. Students may use L1.

1 04 Listen. Then echo.



Have students look at the pictures and identify the words in L1. Play **Track 04** and have students point to the pictures as they hear the words. Play **Track 04** again and have students echo the words.

2 05 Listen and point.



Tell students they are going to listen to a song. Explain that they will point to the picture of the person who is introducing himself or herself in the song. Point to each photo and say the children's names. Have the class repeat them after you. Play **Track 05**. Play **Track 05** again and pause the song to check that students are pointing to the correct person. Finally, tell students that they will listen to the song again and will clap once when they hear *Hello!* or *Hi!*, and twice when they hear *Goodbye!* or *Bye!* Check that students understand the directions and then play **Track 05** again.



Extra

Have the class stand up. Explain that you are going to play some music and that they will dance or move around the room. When the music stops, they will greet the student closest to them. Tell them they can say *Hello!* or *Hi!* Play **Track 03** and hit pause several times throughout the song so students can greet several different classmates. Then tell the class you will play the music one more time and when it stops they will say *Goodbye!* or *Bye!* and go back to their seats.

3 05 Sing: Hello!



Tell students that they are going to listen to the song "Hello!" Explain that they are going to point to the children as they name themselves, and stomp their feet as they hear the greeting words in the song. Play **Track 05**. Then play **Track 05** again and have the class sing along.

4 Point, ask, and answer.



Have volunteers read the text in the speech bubbles. Explain to students that they are going to take turns pointing to a picture and then asking their partner about it. Their partner will answer. Then they will switch roles. Circulate among the pairs to check understanding and pronunciation. Have volunteers present their dialogues to the class.

Finish the Class



Have the class form a circle. Explain that they will toss the ball to someone and ask *What's your name?* That person will answer and then toss the ball to someone else and ask the same question. Continue until everyone has asked and answered the question.

5 Pages 4–5 Skills Book



This activity may be completed for homework (See **Page T 16**).

Letters: n, o

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 **06** Listen and repeat.

1 Hello. My name's Caitlin.

2 Hi.

3 Hi, I'm James.

4 My name's Amy. This is my mom and dad.

2 **07** Listen and find the letter. Then listen and say.

1. <u>m</u> om	2. <u>d</u> ad
3. <u>s</u> ister	4. <u>g</u> randma
5. <u>g</u> randpa	6. <u>b</u> rother

G g [dʒi:] grandpa [g]
Y y [waɪ] Cody [i]

3 **06** Listen again to **Happy Camp**.

1 Hello.

2 And this is my brother Cody.

3 This is my grandma and grandpa.

4 Hi, I'm Cody. Amy's my sister!

5 Hi, Cody!

4 Grammar Check!

1. This is my brother / dad.

2. This is my mom / grandma.

3. This is my sister / grandpa.

5 **08** Listen and cheer!

This is my grandma. Hello, Grandma!
This is my grandpa. Hi, Grandpa!

6 **Pages 6-7 Skills Book**

1 Match.

Tell the class to match the pictures to the correct family member words. Circulate around the room and provide assistance as needed.

2 Complete.

Tell students to write the missing letters to complete the words. Have volunteers write the complete words on the board.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Have a volunteer read the **Grammar Check!** box.

3 Draw and complete.

Tell students to choose two family members and draw them in the circles. Then have them write the family members on the lines.

Lesson 2

1 Match.

1. grandma
2. dad
3. brother
4. mom
5. sister
6. grandpa

2 Complete.

- | | |
|------------------------------|------------------------------|
| 1. g _ r _ a _ n _ d _ m _ a | 4. g _ r _ a _ n _ d _ p _ a |
| 2. m _ o _ m | 5. d _ a _ d |
| 3. s _ i _ s _ t _ e _ r | 6. b _ r _ o _ t _ h _ e _ r |

Vocabulary Check! Cover, say, and check (✓).

I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!

This is my grandpa.

3 Draw and complete.

1. This is my
(Students' own answers)

2. This is my
(Students' own answers)



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify and introduce family members.

New Vocabulary: mom, dad, sister, grandma, grandpa, brother

Vocabulary Review: hello, hi, goodbye, bye

New Grammar: This is my dad.

Materials: Audio Tracks 02, 06–08; ruler

Standards: 1.1.1; 2.1.1; 2.1.2; 4.1.1

Start the Class



Have the class open their books to the Happy Camp character introduction on **Pages 10 and 11**. Play **Track 02** and have students point to the pictures of the Happy Camp characters as they introduce themselves. Play **Track 02** again and have the class say the names of the characters aloud along with the audio.

Happy Camp

1 06 Listen and repeat.



Tell the class that they are going to read the comic strip. Explain that they will follow the words with their fingers as they read and listen. Play **Track 06**.

Explain to students that they will listen to the comic strip again and will point to the family members as they hear the family words mentioned in the story.

2 07 Listen and find the letter. Then listen and say.



Read the directions. Have students look for the word *mom* in the comic strip. Explain that they will look for the other words that identify family members as well.

Point to Item 1 and explain to students that they will look for the other missing letters in the words. Remind students to look at the words in the comic strip for extra help.

Then play **Track 07** and have the class say the words along with the audio. Play **Track 07** again for further practice. Have volunteers write the words on the board, and then have the class say them.

Audio script Track 07

1. mom 2. dad 3. sister 4. grandma 5. grandpa 6. brother

Try This!

Extra

Write the vocabulary words on the board. Divide the class into two groups. Have a volunteer from each group stand facing away from the board. Give each volunteer a ruler. Explain that you are going to say a family word and the team members will find the word on the board and hit it with the ruler. Continue until all the family words are mentioned at least once.

3 06 Listen again to Happy Camp.



Play **Track 06**. Have students follow the text with their fingers as they read. Encourage them to read aloud softly as they listen.

4 Grammar Check!



Write *This is* on the board. Explain that *This* is used to point to people or objects that are nearby.

Guide students' attention to Activity 4. Explain to the class that the sentences are about Amy's family. They will read the sentences and then choose the word that makes them true about Amy. Have students work individually, then compare their answers with a partner. Elicit answers from volunteers for the class to check their answers.

5 08 Listen and cheer!



Have the class look at the cheer. Play **Track 08** and have students listen to the cheer as they follow the words with their fingers. Then play **Track 08** again and have the class do the cheer with the audio. Divide the class into two groups. Have the first group say *This is my grandma*. The second group will respond *Hello, Grandma!* Then have the second group say *This is my grandpa*. The first group will respond *Hi, Grandpa!* Play **Track 08** again.

Finish the Class



Tell students to sit in pairs. Explain that they will talk to their partner about their family drawings. Circulate among the pairs and check pronunciation. Provide assistance as needed.

6 Pages 6–7 Skills Book



This activity may be completed for homework (See **Page T 18**).

Letters: g, y

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1 Listen and repeat.

The Happy Kite

I'm Twig.
This is my sister Daisy.
Look, Daisy! A kite!



This is my brother Root.
Hey, Root! Look! A kite!



Hello, Mom and Dad!
Hello, Grandma and Grandpa!
This is my kite.



Goodbye!

14

- 2 Listen again to **The Happy Kite**.

- 3 Guess letters. Say the words. Show the family members.

- | | |
|--------------------|--------------------|
| 1. <u>s</u> ister | 2. <u>b</u> rother |
| 3. <u>m</u> om | 4. <u>d</u> ad |
| 5. <u>g</u> randma | 6. <u>g</u> randpa |



- 4 Pages 8-9 Skills Book

15

Skills Book Happy Reader

- 1 Listen and repeat.

Ask the students to look at the pictures on **Pages 8-9 Skills Book Happy Reader**. Tell them to explain in their language what the story is about. Then the students listen to the Class Audio CD and follow the texts in their books. Ask the students to work in groups and read out the story together. Then the students may act out the story.

- 2 Point and say the names of Jo's family.
Ask the students to point and say the names of Jo's family.

The students may continue with completing the **Happy Writer** activities **Page 68**.

Lesson 3

Happy Reader

- 1 Listen and repeat.

Family Fun



2 My name's Jo.
What's your name?
This is my dad
and my brother, Brad.
This is my mom
and my sister, Kim.

8



Page 68

1. dad; 2. mom
3. brother; 3. sister

3 This is my happy family.
My mom, my dad, my
brother, my sister, and me!



4 We aren't mad!
We are glad!
Hot dogs for lunch.
Munch, munch!

5 Bye!

- 2 Point and say the names of Jo's family.

Happy Writer Page 68

9



This may be completed
for homework.

Lesson 3 Understanding fiction texts

Lesson Objectives: Demonstrate understanding of the unit language through a fiction text. Identify characters in a story.

New Vocabulary: kite

Vocabulary Review: hello, hi, goodbye, bye, mom, dad, sister, grandma, grandpa, brother

Grammar Review: This is my brother.

Materials: Audio Track 09, Lesson 3 vocabulary words written on pieces of paper, a box, sheets of paper

Standards: 1.1.2; 2.1.3; 2.1.4; 4.1.1

Start the Class



Put the vocabulary words inside the box. Have a volunteer take a word from the box and read it. Continue the activity by having other volunteers read the rest of the words.

1



Listen and repeat.



Have students open their books to **Page 14** and look at the title and the pictures. Ask *Is this fiction or nonfiction?* Elicit *fiction*. Discuss in L1 how students know this is a fictional story.

Tell the class they are going to listen to the story as they read it. Explain that they will follow the words with their fingers as they read and listen to the text. Play **Track 09**.

Form the class into three groups. Explain that each group will read part of the text aloud with the audio. The first group will read the first part; the second group will read the second part; the third group will read the third part. All three groups will read the last word together. Tell the class to clap when they hear a family word. Then play **Track 09** again and have the whole class read aloud with the audio.

2



**Listen again to
The Happy Kite.**



Tell students they will listen to the story again. Remind them to follow the words with their fingers as they read and listen. Play **Track 09**.

Have students sit in small groups. Explain that each student will take turns reading a sentence in the story, and the other students in the group will echo the sentence. Circulate among the groups to check pronunciation and provide assistance as needed.

3

**Guess letters. Say the words.
Show the family members.**



Point to the characters in the story and have students name them. Then have students look at Item 1 and say which letter is missing. Have students say the word. Explain that they will do the same for the other characters. Have them work individually to complete the activity. Circulate around the classroom and provide assistance as needed. Then have the class review the completed words. Point to the family members and have the class say their corresponding numbers.

**Try
This!**

Extra

Tell students they are going to work with a partner. Explain that they will take turns reading the story. One partner will read the first sentence, and then the other one will read the next sentence. They will alternate turns until they finish the story. Circulate among the partners, checking pronunciation and providing assistance as needed.

Finish the Class



Give students a sheet of blank paper. Have them draw their favourite character or part of the story. Circulate around the classroom asking students about their drawings. Use L1 if necessary.

4



Pages 8–9

Skills Book



This activity may be completed for homework (See **Page T 20**).

Letters: l, i

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

M m [em] mom [m]
A a [ei] dad [æ]

1 Listen and chant.



2 Look at the words. Say the words with the m and æ sounds.



1. munch



2. mom



3. dad

16

Round Up!

3 Guess the words. Then say.



1. m a d



2. d a d



3. h a p p y

4 Say it!

My mom and dad are happy!



5 Pages 10-11 Skills Book

17

This activity must be done in class

Lesson 4

Make and Play!

1 Make family picture cards.



2 Play Family Memory!



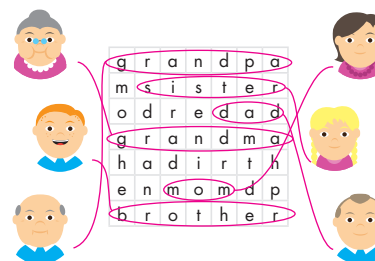
10

Round Up!

3 Spelling! Match.

- | | |
|---------|-----|
| 1. hel | ye |
| 2. good | i |
| 3. h | bye |
| 4. b | lo |

4 Circle six family words. Match.



5 Word Play! Find the words from Unit 1 on Student Book Page 74.

11

3 Spelling! Match.
Tell students to look at the incomplete words and try to figure out what the complete words are.

4 Circle six family words.
Match.

Point to the pictures and have the class name them. Tell students to look at the word search and find and circle the family words. Then have them match the family words they found to the correct pictures.

5 Word Play!
Have students turn to **Page 74** and tell them to find the greeting and family vocabulary words from **Unit 1**.



This may be completed for homework.

Lesson 4 Word Work and Review

Lesson Objectives: Recognise and accurately produce words with *m* and short *a* sounds. Revise words and expression. Revise family members.

Vocabulary review: mad, mom, dad, sister, grandma, grandpa, brother, happy

Grammar review: Mom and dad are happy! This is my brother.

Materials: Audio Tracks 10, 11; scissors, crayons

Standards: 1.1.2; 2.1.3; 2.2.3; 4.1.1

Start the Class



Write the letter *m* on the board, point to it, say *m*, and have students repeat after you. Tell students to find words that begin with the letter *m* on **Pages 14** and **15**. Write the words on the board.

Student Book

1 10 Listen and chant.



Tell students they are going to hear a chant and that they will stand up when they hear the *m* sound. Play **Track 10**. Play **Track 10** again and have the class say the chant.

2 Look at the words. Say the words with the *m* and *æ* sounds.



Point to each picture and have students read the words. Explain to the class that they will point to each word with the *m* and *æ* sounds. Check answers by having volunteers say the words.

3 Guess the words. Then say.



Have students identify the pictures and say the words. Ask what letter is missing (*a*). Say the short *a* sound and have the class repeat it. Have students say the complete words and write the correct words on the board.

4 11 Say it!



Play **Track 11** and have students listen to the tongue twister. Play **Track 11** again and have the class read the tongue twister aloud. Repeat several more times, increasing your speed each time and having the class echo you.

5 Pages 10–11 Skills Book

Skills Book **Page 10** must be completed in class, **Page 11** may be completed for homework (**T 22**).

Skills Book

1 Make family picture cards



Give each student a sheet of blank paper. Tell them to fold the paper into six sections. Ask them to draw a family member on each section. Have them cut the rectangles to make memory cards that they will use in the game.

2 Play Family Memory!



Tell students they are going to play a game with a partner. Explain that they will put their memory cards together, place both sets of memory cards on the table face down, and mix them up. Then they will take turns flipping over two cards. When they flip the cards over, they will say *This is (family member drawn on the card)*. If both pictures match, the player who found the match keeps the cards. If the cards don't match, the partner says *no*, and flips the cards face down again. The game ends when there are no more pictures to match. The student with the most pairs of cards wins the game.

Try This!

Extra

Have volunteers say the tongue twister as fast and as accurately as they can.

Finish the Class



Ask volunteers to say the tongue twister as quickly and as correctly as they can.

Letters: m, a

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 2

Unit Objectives

By the end of the unit, students can:

- Identify and count numbers from 1 to 10.
- Ask and answer personal information about others: age.
- Identify and name school supplies.
- Talk about belongings.

Vocabulary

Numbers: 1–10

School Supplies: pencil, pen, ruler, eraser, clay, crayon, coloured pencil

Skills

Listening: Listen for and identify specific information.

Speaking: Understand questions about yourself and respond with short answers.

Understanding and Writing:

Understand a fiction text: **Carl's Idea**.
Identify missing letters to complete words.
Identify missing words to complete questions or answers.
Read short sentences and circle Yes or No.
Recognise words in a text.
Relate illustrations to text.
Make predictions by looking at titles.

Grammar

How old are you? I'm seven. I have a pencil. I have an eraser.

Creative and Collaborative Competencies

Make a school supplies puzzle. **Play** School Time Puzzle!

Creativity: Develop self-expression, innovation, and problem-solving skills.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks.



Teacher Workshop

Teaching with Games

Hopscotch

Materials: Pieces of chalk, school supplies (such as pencils, pens, rulers, erasers, crayons, coloured pencils)

Form the class into small groups. Go outside and have each group draw a hopscotch court with a piece of chalk. They may draw the court in any design, as long there are ten sections. Have them number each section from 1 to 10 and put different school supplies in each section. They will take turns hopping into each section and naming the school supply that is there. Circulate to monitor the activity.



By Angela Llanas

Happy Teacher

To get the class to refocus before or after an activity, play Simon Says. This helps students concentrate on you and get rid of some restless energy.

Happy Class

Divide the class into small groups. Name a captain in each group. The captains help distribute books and materials to their group members. Change the group's captain every week so all students have the chance to help during class.

Lesson 1

UNIT 2 Lesson 1

- 1 Listen. Then echo.
 1 one
 two 2
 3 three
 four 4
 5 five
 six 6
 7 seven
 eight 8
 9 nine
 ten 10

- 2 Listen and show.
Counting Song
 How old are you?
 How old are you?
 Count with me,
 And you can see!
 I'm one, two, three,
 Four, five, six, seven!
 I am seven!
- 3 Sing:
Counting Song.
- 4 Ask and answer.
 How old are you?
 I'm six.

18
19

1 Complete and match.

Explain to the class that they will complete the words and then match them to the correct number. Have students use different colours to match the columns so that it's easier to check the activity.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remember.

Grammar Check! Have a volunteer read the Grammar Check! box.

2 Complete and answer.

Elicit the question and answer from the song and write it on the board. Tell the class to complete Activity 2 individually. Remind students to look at the song lyrics for extra help.

3 Draw the candles on your cake.

Ask students to draw the number of candles that represents their age. Then have them decorate the cake and candles with different colours.

4 Answer.

Have a volunteer read the speech bubble. Guide students' attention to the incomplete answer. Then tell students to complete the answer.

UNIT 2 Lesson 1

- 1 Complete and match.
 f i v e
 t e n
 s i x
 o n e
 e i g h t
 t w o
 n i n e
 s e v e n
 t h r e e
 f o u r

- 2 Complete and answer.
 1. How old are you ?
 I'm seven .
- 3 Draw the candles on your cake.
 (Students' drawings of candles according to own age.)
- 4 Answer.
 How old are you? I'm (Students' own ages) !

12
13



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Lesson Objectives: Identify and count numbers from 1 to 10. Ask and answer about age.

New Vocabulary: numbers 1–10

New grammar: How old are you? I'm six.

Materials: Audio Tracks 13 and 14, a ball

Standards: 1.1.3; 2.1.2; 2.2.4; 4.1.1

Unit 2

Start the Class



Have students look at **Pages 18 and 19** and predict what the lesson is about. Ask them to point to and say the numbers and objects they know. They may use L1.



1 Listen and show.



Have students look at the pictures and identify the words in L1. Play **Track 13** and have students point to the pictures as they hear the words. Play **Track 13** again and have students show the numbers.



Extra

Toss a ball to a student. Say *one*. Tell the student who caught the ball to say *one*, *two*, then toss the ball to another student to continue with the game until they get to number ten. If they get there without making mistakes, they start all over again to have all the students participate in the activity. If they make a mistake, start from number one again until they get to number ten.



2 Listen and show.



Tell students they will listen to a song about counting. Explain that they will listen to the song and point to the numbers as they are mentioned. Play **Track 14**. Then tell students that they will listen to the song again and will hold up the number of fingers for the number they hear. Model the action to help students understand the activity. Then play **Track 14**. Finally, have students draw the cake on a piece of paper and candles on the cake according to what they hear in the song.



3 Sing: Counting Song.



Divide the class into seven small groups. Assign each group a number from one to seven. Tell students that they will listen again to "Counting Song" and will stand up when they hear their number. Play **Track 14**. Then tell the class you will play the song and they will sing along. Finally, have students sing the song and stand up when they sing their number.

4 Ask and answer.



Have volunteers read the text in the speech bubbles. Tell students that they will work with a partner taking turns asking and answering the question.

Finish the Class



Tell the class they will walk around the room as they listen to music. When the music stops, they will ask a nearby student *How old are you?* The student will answer. Play some classical music or **Track 14**. Pause and play the music several times.



5 Pages 12–13 Skills Book



This activity may be completed for homework (See **Page T 26**).

Letter: x

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 **15** Listen and repeat.

Project time!

1 I have a pencil and an eraser.

2 I have crayons and coloured pencils!

Thanks, Leo!

2 **16** Listen and find the letter. Then listen and say.

1. pencil

2. pen

3. ruler

4. eraser

5. crayon

6. coloured pencil

E e [i:] eraser [i]

3 **15** Listen again to **Happy Camp**.

I have a pen and a ruler!

Great, Ali!

And I have an iguana!

4 **Grammar Check! Say.**

- I have an eraser.
- I have a ruler.
- I have an iguana.
- I have crayons.

5 **17** Listen and cheer!

I have a pencil. Yeah!

I have an eraser. Yeah!

6 **Pages 14-15** Skills Book

- 1 Circle.**
Explain students that they should circle the correct picture which matches the word written next to it. Ask the students to check their answers in pairs.
- Vocabulary Check!** Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered. Have volunteers read the **Grammar Check!** box.
- 2 Match.** Have volunteers read the speech bubbles. Tell students to point to the picture of the person with an eraser. Have students match the speech bubbles to the correct people. Then have them compare and check their answers with a partner.
- 3 Complete.** Tell the class that they will complete the sentences. Then have volunteers write the complete sentences on the board and read their sentences aloud.

Lesson 2

1 Circle.

- pen
- eraser
- crayon
- coloured pencil
- pencil
- ruler

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!
I have a pencil. I have an eraser.

2 Match.

1. I have an eraser. 2. I have a crayon. 3. I have a ruler.

3 Complete.

1. I have a pen.

2. I have a pencil.

3. I have an eraser.



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify words that name school supplies. Talk about possessions. Review school supplies.

New Vocabulary: pencil, pen, ruler, eraser, crayon, coloured pencil

New Grammar: I have a pencil. I have an eraser.

Materials: Audio Tracks 15–17, music, school supplies, a bag, a pencil

Standards: 2.1.2; 2.1.4; 2.2.3; 4.1.1

Start the Class



Ask students to look at the pictures on **Pages 20 and 21** and predict what the comic strip is about. Students may answer in L1.

Happy Camp

1 Listen and repeat.

Tell students that they will read the comic strip as they listen to it. Tell students to follow the words with their fingers as they read. Play **Track 15**. Then tell students to point to the objects as they hear them. Play **Track 15** again and monitor students as they listen and point.

2 Listen and find the letter. Then listen and say.

Show the class a real pencil. Then have them point to the pencil in the comic, look for the word *pencil*, and underline it. Repeat with the other school supply words mentioned in the comic. Explain that students will listen to the words and find out what the missing letters are and then say complete words for each picture. Play **Track 16**. You may choose to play **Track 16** again for extra speaking practice. Have volunteers write the words on the board.

Audio script **Track 16**

1. pencil 2. pen 3. ruler 4. eraser 5. crayon
6. coloured pencil

Try This!

Put the school supplies in a bag and have students sit in a circle. Play some music and have students pass the bag. Stop the music and tell the student who has the bag to pull out a school supply and name it. The student keeps the supply if he or she is correct. If not, it goes back in the bag. Continue until there are no more school supplies in the bag.

Extra

3 Listen again to Happy Camp.

Tell the class that they will listen to the comic strip again and will follow the words with their fingers as they read

along. Play **Track 15**. Then tell students that they will read aloud softly as they read and listen again. Play **Track 15** again.

4 Grammar Check! Say.

Write the words *I have* on the board. Point to your chest as you say *I have a pencil* and show a pencil to the class. Then have a volunteer show one of their school supplies and say *I have a (ruler)*. Repeat with other students and other school supplies.

Explain to the students that they will read each sentence in Activity 4 and match it to the picture of the person who says it in the comic strip. Remind them to look at the comic strip for reference. Have volunteers share their answers with the class.

5 Listen and cheer!

Play **Track 17**. Have the class listen and read the cheer. Tell students to find *I have*, and the school supply words. Then play **Track 17** again and have the class do the cheer.

Divide the class into two groups and assign a line from the cheer to each group. Then have the groups switch roles.

Finish the Class

Tell students to choose a school supply. Explain to the class that you will play some music and they will move around the classroom. When the music stops, they will say *I have a (pencil)!* and then find other students with the same school supply to make a group. Play **Track 03**. When students are in their groups, point to each group and have them say their group's school supply together.

6 Pages 14–15 Skills Book

This activity may be completed for homework (See **Page T 28**).

Letter: e

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

1  Listen and repeat.

Carl's Idea

Hi. My name's Carl. I'm six.
I have a lot of clay. And I have an idea!



Look! Now I have a pencil,
an eraser, and a ruler.



I have a pencil, an eraser,
and a ruler.
And now I have two crayons!



Mom! Look at my clay school supplies!
Oh, no!

22

C c [si:] pencil [s], clay [k]
V v [vi:] have [v]

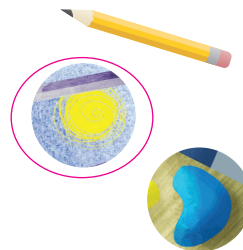
2  Listen again to Carl's Idea.


3 Choose.

- | | | |
|------------------------|--------------------------------------|-------------------------------------|
| 1. Carl is seven. | Yes | No |
| 2. Carl has a pencil. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3. Carl has a pen. | Yes | <input checked="" type="radio"/> No |
| 4. Carl has an eraser. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

4 Choose the problem with Carl's school supplies.

- 1.
- 2.
- 3.



5  Pages 16-17 Skills Book

23

Skills Book Happy Reader

1 Listen and repeat.


Ask the students to look at the pictures on Pages 16-17 Skills Book Happy Reader. Tell them to explain in their language what the story is about. Then tell the students to listen to the Class Audio CD and follow the texts in their books. Ask the students to work in groups and read out the story together. Then students may act out the story.

2 Circle the hopscotch winner.

Ask the students to circle the hopscotch winner. Students may continue with completing the Happy Writer activities Page 68

Lesson 3

Happy Reader

1  Listen and repeat.

Hopscotch Winner

1 Helen: Hi, Harry! I'm Helen!
How old are you?

Harry: I'm seven years old.
Helen: Hey! Me too!

Helen: I have an eraser.
Let's play hopscotch!

Harry: And I have some
crayons. Get ready to hop!



2 Harry: Hop, Helen, hop!

Helen: Box number one!
Now two, three, four, five,
six, seven, eight, nine, ten!
And back again!

Harry: Stop, Helen, stop!

Helen: Ten, nine, eight, seven, six,
five, four, three, two, one! This is fun!



 Page 68

one; two; four;
six; eight; ten

3 Helen: Hop, Harry, hop!
Harry: One! Two, three, four,
five, six, seven, eight! Oh, no!
Helen: Oh, Harry!



4 Harry: Hooray, Helen!
Hopscotch winner!



2 Circle the hopscotch winner.

Happy Writer Page 68

17



This may be completed
for homework.

Lesson 3 Understanding fiction texts

Lesson Objectives: Identify details and the problem in the story. Demonstrate understanding of the unit language through a fiction text.

New Vocabulary: clay, idea

Vocabulary Review: pencil, pen, ruler, eraser, crayon, coloured pencil, numbers 1–10

Grammar Review: I have a pencil. I have an eraser.

Materials: Audio Track 18, school supplies (coloured pencils, pencils, pens, erasers, rulers, and crayons), clay

Standards: 1.1.2; 2.1.2; 2.2.3; 4.1.1

Start the Class



Place at least two of each of the following school supplies on a table or desk: coloured pencils, pencils, pens, erasers, rulers, and crayons. Divide the class into two groups. Tell the class that each group will send a person to the table or desk where the school supplies are. Explain that you will say a school supply, and he or she will search for it on the desk and show it to you and the class. When the student finds the school supply you name, tell him or her to say I have a (crayon). Repeat until each student has had a chance to come to the school supplies table.

1 18 Listen and repeat. Carl's Idea.



Have students open their books to **Page 22** and look at the title and the pictures. Ask *Is this fiction or non fiction?* Elicit fiction. Discuss what elements are in a fictional story and how students know this is a story. Tell students that they will read the story as they listen to it. Tell students to follow the words with their fingers as they listen to the audio. Play **Track 18**. Explain to the class that they are going to read and listen to the story again and will clap when they hear school supply words. Play **Track 18** again. Have students identify the school supplies mentioned in the story. Finally, play **Track 18** once more and have the class read it aloud with the audio. Encourage them to imitate correct pronunciation as much as possible.

2 18 Listen again to Carl's Idea.



Tell students they will listen to the story again. Remind them that they will read along, following the words with their fingers as they read and listen. Play **Track 18**. Then divide the class into groups of three or four. Tell students that they will take turns reading the sentences in the story to their group. Circulate among the groups to check pronunciation and provide assistance as needed.

Try This!

Divide the class into groups of four and tell students that each person in the group will tell a part of the story. Explain that they may read a sentence for their part or just paraphrase that part of the story. Ask volunteer groups to tell their version of the story to the class.

Extra

3 Choose.



Ask a volunteer to read the directions. Explain to students that they will read sentences about the story. They will choose Yes if the sentence is correct, and No if it is incorrect. Remind students what these words mean by nodding your head for yes, and shaking your head for no. Read the first sentence. Direct students back to the reading to find out if Carl is seven years old. Elicit the answer from students. Have students choose the correct answers individually. Remind them that they can go back to the story to find the answers. Circulate around the class and provide assistance as needed. When the class finishes, have volunteers read the sentences, and the class will say their answers.

4 Choose the problem with Carl's school supplies.



Read the directions aloud and explain to the class that they will choose the box next to the picture that shows what caused the problem with Carl's school supplies. Then ask several volunteers to share their answers before confirming the correct response (the sun).

Finish the Class



Have students draw a picture of what they think happens next in the story. Ask volunteers to share their drawings with the class.

5 Pages 16–17 Skills Book



This activity may be completed for homework (See **Page T 30**).

Letters: c, v

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

1 Listen and chant.



h + op = hop

H h [ɛrtʃ] happy [h]
O o [əu] hop [o]

2 Look at the words. Say the words with the h and o sounds.



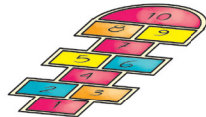
1. happy



2. pencil



3. hi



4. hopscotch

24

3 Say the words. Find the pairs.



dad



mom



stop

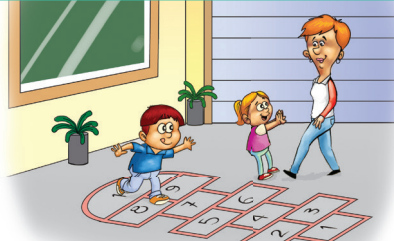
Round Up!



pencil

4 Say it!

Hi, Mom! Stop and play hopscotch!



5 Pages 18-19 Skills Book

25

This activity must be done in class

Lesson 4

Make and Play!

1 Make a school supplies puzzle.



2 Play School Time Puzzle!



18

Round Up!

3 Spelling! Count aloud and complete.

1. f i v e

2. f o u r

3. n i n e

4 Draw school supplies. Then complete.

(Students' own drawings of a school supply.)

(Students' own drawings of a school supply.)

1. I have (Students' own answers).

2. I have (Students' own answers).

5 Word Play! Find the words from Unit 2 on Student Book Page 74.

19

3 Spelling! Count aloud and complete. Tell the class to complete the number words. Remind students to count the objects again if they have trouble figuring out the number word. Have volunteers write the complete words on the board.

4 Draw school supplies. Then complete. Guide students' attention to the pencil cases. Explain that they will draw a school supply in each pencil case and that each pencil case will have a different school supply. When they finish their drawings, they will complete the sentences with the school supplies they have drawn. Have volunteers share their drawings and sentences with the class.

5 Word Play!

Have students turn to **Page 74** and tell them to find and circle the number and school supply vocabulary words from **Unit 2**.



This may be completed for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognize and accurately produce words with *h* and short *o* sounds. Identify school supplies.

Vocabulary Review: pencil, pen, ruler, eraser, clay, crayon, coloured pencil

Grammar Review: I have a pencil.

Materials: Audio Tracks 19 and 20 a ball, scissors, glue sticks

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write the letter *h* on the board. Point to it, say *h*, and have the class repeat after you. Tell students to find all the words that begin with the letter *h* in the "Hopscotch Winner" story. Write them on the board.

Student Book

1 19 Listen and chant.



Tell students they will listen to a chant and to stand up when they hear the *h* sound. Play **Track 19**
Play **Track 19** again and have the class chant, too.

2 Look at the words. Say the words with the *h* and *o* sounds.



Point to each picture and have the class read out the words. Tell students to say only the words with the *h* and *o* sounds. Have volunteers say these words.

3 Say the words. Find the pairs.



Point to the pictures and have students say the words. Tell them to clap when they say a word that has an *o* sound. Have volunteers say the words and have the class say yes if the word has an *o* sound, and *no* if it doesn't. Ask them to find pair(s) with the *o* sound.

4 20 Say it!



Play **Track 20** and have students listen to the tongue twister. Play **Track 20** again and read it aloud with the audio. Repeat several more times, increasing your speed each time and having the class echo your speed.

5 Pages 18–19 Skills Book

Skills Book **Page 18** must be completed in class, **Page 19** may be completed for homework (See **Page T 32**).

Skills Book

1 Make a school supplies puzzle.



Give each student a sheet of paper. Have them draw and colour a school supply of their choice on the paper. Then have them fold the paper in half three times. Tell them to cut the paper along the folds so they have eight puzzle pieces.

2 Play School Time Puzzle!



Have students exchange their puzzles with a partner. Tell them to count to three, and then start solving their partner's puzzle. The first one to finish has to say *Look! I have a (crayon)!* Then have students exchange their puzzles with another person and play the game again.

Try This!

Extra

Divide the class into groups of four.

Tell them to mix up all the puzzle pieces and put them face down on a table.

On the count of three, have the groups start solving the puzzles. The first group to finish solving all four puzzles wins the game.

Finish the Class



Ask volunteers to say the tongue twister as quickly and as correctly as they can.

Letters: h, o

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 3

Unit Objectives

By the end of the unit, students can:

- Identify animal names.
- Ask and answer simple questions about animals.

Vocabulary

Animals: cat, dog, opossum, horse, alligator, rabbit

Wild Animals: bear, fox, eagle, owl, deer, snake

Skills

Listening: Listen for and identify specific information.

Speaking: Understand questions about objects or pictures and respond with short answers.

Understanding and Writing: Understand a nonfiction text (science):

Wild Animals.

Read short sentences and answer questions.

Recognise words in a text.

Relate illustrations to text.

Make predictions by looking at titles and images. Identify missing letters to complete words.

Identify missing words to complete questions or answers.

Grammar

What is it? It's a cat. It's an alligator. It isn't an eagle.

Creative and Collaborative Competencies

Make animal game cards. **Play** the Animal Game!

Creativity: Develop self-expression, innovation, and problem-solving skills.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks.



Teacher Workshop

Teaching with Games

Swatter Game

Materials: a flyswatter for each team (or rulers with squares of paper attached to the ends)

Form the class into two teams. Write the animal vocabulary words on the board or display the animal vocabulary flashcards. Give one student from each team a flyswatter. Call out a vocabulary word and have the students tap the correct word. The first student to do so wins a point for his or her team. The team with the most points wins the game.



By Libby Williams

Happy Teacher

Cater to students' different learning styles. When giving directions, don't forget to show, say, and do. Showing students what to do helps visual learners; saying what to do helps audio learners; doing an example helps kinesthetic learners. Varying teaching styles also exposes all types of learners to different teaching and learning methods.

Happy Class

Play some classical music softly while students are working individually to help them concentrate and feel relaxed. Classical music helps make the classroom environment positive and pleasant.

Lesson 1

UNIT 3 Lesson 1

1 Listen. Then echo.

cat

dog

opossum

horse

alligator

rabbit

26

2 Listen and point.

My Fun Pet!

What is it?
It's my pet.

It's a dog.
Yes, you bet!

It's an alligator.
Yes, you bet!

3 Sing:
My Fun Pet!

It's a cat.
Yes, you bet!

It's an opossum.
Yes, you bet!

4 Point, ask, and answer.

What is it?

It's a dog.

27

D d [di:] dog [d]

5 Pages 20-21 Skills Book

1 Complete.

Explain to the class that they will look at the pictures and complete the words. Do an example on the board with *horse*. Have volunteers write the answers on the board.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Have a volunteer read the **Grammar Check!** box. Explain that we use *a* with nouns beginning with a consonant, and *an* with nouns beginning with a vowel.

2 Circle a or an.

Tell students to look at the animal names and underline the ones that start with a vowel. Then have them circle *a* or *an*.

3 Match. Have students complete the activity. Have volunteers write the answers on the board and read them aloud to the class.

4 Complete.

Tell students to complete the questions and answers with the missing words. Then have them take turns asking and answering the questions with a partner. Have volunteers share their answers with the class.

UNIT 3 Lesson 1

1 Complete.

1. h o r s e

2. r a b b i t

3. a l l i g a t o r

4. d o g

5. o p o s s u m

6. c a t

Vocabulary Check! Cover, say, and check (✓).

I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

20

Grammar Check!

What is it? It's a cat. It's an alligator.

2 Circle *a* or *an*.

1. It's a / an opossum.

2. It's a dog.

3. It's a / an alligator.

4. It's a rabbit.

3 Match.

It's a cat. It's an alligator. It's an opossum.

4 Complete.

1. What is it? It's a horse.

2. What is it? It's an opossum.

3. What is it? It's a cat.

21



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Lesson Objectives: Identify animals. Ask and answer questions about animals.

New Vocabulary: cat, dog, opossum, horse, alligator, rabbit

New Grammar: What is it? It's a cat. It's an alligator.

Materials: Audio Tracks 22 and 23

Standards: 1.1.3; 2.1.4; 2.2.4; 4.1.1

Unit 3

Start the Class



Have students look at **Pages 26 and 27** and predict what the lesson is about. Ask them if they have pets at home and about their favourite kinds of pets. Students may answer in L1.

1 22 Listen. Then echo.



Have students look at the vocabulary words to prepare for the activity. They may first identify the words in L1. Play **Track 22**. Have students listen and point to the pictures as they hear them. Play **Track 22** again and have students echo the words.



Extra

Put the vocabulary words on the board. Ask students to close their eyes. Remove an animal. Have students open their eyes and say which animal is missing. Repeat until all of the animals have been removed. This recall activity will exercise students' memory skills while reinforcing the new vocabulary.

2 23 Listen and point.



To prepare students for this listening activity, say *Point to the dog*. Have students point to the photo of the dog on **Page 26**. Repeat with the other animals on the page (*alligator, cat, and opossum*).

Explain to students that they will point to the animals in the order they hear them in the song. Check that students understand the directions, and then play **Track 23**. Have students compare their answers with the person next to them.

Play **Track 23** again for students to check their answers, then review them as a class. Say the numbers *one* to *four*, giving students time in between each number to say the corresponding animal.

3 23 Sing: My Fun Pet!



Explain to students that they are going to listen to the song "My Fun Pet!" and will follow the words with their fingers as they listen. Play **Track 23**. Play **Track 23** again and have the class sing along. Encourage them to exaggerate correct intonation and pronunciation.

4 Point, ask, and answer.



Point to different pictures in the song and ask *What is it?* Elicit answers from the class. Explain to students that they will work with a partner to ask and answer questions about the pictures in the song. Circulate among the pairs and check pronunciation. Ask volunteer pairs to present their dialogues to the class.

Finish the Class



Write the animal words on slips of paper and put them in a bag. Tell students to sit in a circle. Explain that you will play music and they will pass the bag around the circle until the music stops. When the music stops, the student with the bag will pull out a paper. The class will ask *What is it?* The student will answer saying *It's a* or *It's an (animal word)*, then show the word to the class. Repeat until the bag is empty and all the words have been reviewed.

5 Pages 20–21 Skills Book



This activity may be completed for homework (See **Page T 36**).

Letter: d

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).







Lesson 2

Lesson 2

1 Listen and repeat.



2 Listen and find the letter. Then listen and say.

- | | | | |
|------------------|---|------------------|--|
| 1. <u>b</u> ear |  | 2. <u>f</u> ox |  |
| 3. <u>d</u> eer |  | 4. <u>o</u> wl |  |
| 5. <u>s</u> nake |  | 6. <u>e</u> agle |  |





28

Happy Camp

3 Listen again to Happy Camp.



4 Grammar Check! Say True or False.

- | | |
|--|-------|
| 1.  It's an eagle. | True |
| 2.  It isn't a bear. | True |
| 3.  It's a snake. | False |
| 4.  It's a horse. | False |

5 Listen and cheer!

It's a fox. It's a fox. Yes! Yes! Yes!
It isn't a bear. No! No! No!



6 Pages 22-23 Skills Book

29

1 Unscramble.

Have students look at the scrambled words and pictures. Explain to the class that they will unscramble the words and write them on the lines, one letter on each line.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered. Have a volunteer read the **Grammar Check!** box.

2 Circle.

Explain to the class that they will look at the pictures and circle the correct answers. Have volunteers share their answers with the class.

3 Complete.

Explain to the class that they will look at the pictures and complete the sentences. Remind them to look at the **Grammar Check!** box for help. Circulate around the class and provide assistance as needed.

Lesson 2

1 Unscramble.

- | | | |
|----------|---|------------------|
| 1. xof |  | <u>f o x</u> |
| 2. legae |  | <u>e a g l e</u> |
| 3. rabe |  | <u>b e a r</u> |
| 4. wol |  | <u>o w l</u> |
| 5. eder |  | <u>d e e r</u> |
| 6. kanes |  | <u>s n a k e</u> |





Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

22




Grammar Check!

It's a bear. It isn't an owl.

2 Circle.

- | | |
|--|---|
| 1.  It's/ It isn't a cat. | 2.  It's/ It isn't a horse. |
| 3.  It's/ It isn't a fox. | 4.  It's/ It isn't a rabbit. |

3 Complete.

- | | |
|----------------------------|---|
| 1. <u>It's</u> an eagle. |  |
| 2. <u>It isn't</u> a bear. |  |
| 3. <u>It's</u> a deer. |  |

23



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify wild animals. Make affirmative and negative statements about animals.

New Vocabulary: bear, fox, deer, owl, snake, eagle

New Grammar: It's an eagle. It isn't a bear.

Vocabulary Review: cat, dog, opossum, horse, alligator, rabbit, bear, fox, deer, owl, snake, eagle

Materials: Audio Tracks 24–26

Standards: 1.1.2; 2.1.1; 2.1.3; 4.1.1

Start the Class



Draw a vertical line down the center of the board. Label the left-hand column *Pets*; label the right-hand column *Wild Animals*. Say an animal word from Lesson 1, and ask students whether the animal is a pet or a wild animal. Write students' responses in the appropriate columns. There may be some crossover animals that can be placed in both columns.

Happy Camp

1 24 Listen and repeat.



Play **Track 24**. Have students read the comic strip along with the audio, following the words with their fingers as they read and listen. Play **Track 24** again and have students point to the pictures of the animals as they hear them. After the second reading, point to the bear in the first scene and ask *What is it?* Elicit *It's a bear*. Repeat the activity for all the animals in the comic.

2 25 Listen and find the letter. Then listen and say.



Have students point to the bear in Item 1, look for the word *bear* in the comic strip above, then circle it. Have students point to the other animal words. Remind students that they will look for the missing letters to find out what the complete words are, referring to the words they found in the text. Tell students that they will hear the words and repeat them. Play **Track 25**. Have volunteers write the words on the board and tell students to check their answers. Point to the words on the board, say them, and have the class repeat them after you.

Audio script **Track 25**

1. bear 2. fox 3. deer 4. owl 5. snake 6. eagle

Try This!

Divide the class into two teams. Whisper an animal word to a volunteer and explain that the volunteer will draw the animal on the board for the team to correctly identify. If the team guesses correctly, they get a point. If they don't, the other group can guess to try to get a point. Repeat until all the animal words have been reviewed. You may choose to include words from Lesson 1 if time allows. The group with the most points wins the game.

Extra

3 24 Listen again to Happy Camp.



Play **Track 24** again. Have students follow the words with their fingers as they listen.

4 Grammar Check! Say True or False.



Write the words *It's* and *It isn't* on the board. Explain that *it's* means yes, and *it isn't* means no. Have them go back to the reading and point to the sentences that mean yes and the sentences that mean no. Have students look at the picture in Item 1 and read the sentence. Ask *Is it true or false?* by deciding if each sentence is true or false. Have students complete the rest of the activity and then have volunteers share their answers with the class. Have the class repeat the sentences.

5 26 Listen and cheer!



Tell students to listen to the audio and read along. Play **Track 26**. Play **Track 26** again and have students say the cheer along with the audio. Then explain to the class that they will whisper the cheer. Play **Track 26** at a lower volume and have students whisper the cheer. Then tell the class they will cheer loudly. Play **Track 26** at a higher volume than the first time and have students say the cheer loudly.

Finish the Class



Divide the class into groups and have each group sit in a single-file line. Whisper an animal word to the first student in each row. Explain that the student in front will whisper the word to the student behind until the word gets to the last student in the row. When he or she hears the animal name, ask *What is it?* Have the last student in each row answer *It's a/an (animal word)!* The first students in each row confirm the answer: *Yes, it's a/an (animal word),* or *No, it isn't a/an (animal word).*

6 Pages 22–23 Skills Book



This activity may be completed for homework (See **Page T 38**).

Letter: s

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1  Listen and repeat.

Wild Animals

What is it?
An owl?
No, it isn't an owl. It's an eagle.



Look! It's a bear.
It's a brown bear.



Look at the fox.
It's beautiful!



What is it?
A deer?
No, it isn't a deer. It's a horse.

30

ee+r deer [ɪə(r)]

- 2  Listen again to **Wild Animals**.

- 3 Point to the pictures which match the sentences.

1. It isn't an owl.

2. It's brown.

3. It isn't a deer.

4. It's a fox.



- 4  Pages 24-25 Skills Book

31

Skills Book Happy Reader

- 1 Listen and repeat.

Ask the students to look at the pictures on **Pages 24-25 Skills Book Happy Reader**. Tell them to explain in their language what the story is about. Then tell the students to listen to the Class Audio CD and follow the texts in their books. Ask the students to work in groups and read out the story together. Then students may act out the story.


- 2 Circle all the animals in the story.

Ask the students to circle all the animals that were in the story.

Students may continue with completing the **Happy Writer** activities **Page 68**.

Lesson 3

Happy Reader

- 1  Listen and repeat.

Kitty Cat

1 What's that?
It isn't an owl.

No! It's my kitty cat!

Run, Mrs. Kent.
Run, run, run.

2 What's that?
It isn't a bear.

No! It's my kitty cat!

Run, Farmer Ray.
Run, run, run.

24



Page 68

It; isn't; opossum



4 What's that?
It isn't a kitty cat!
Your cat's there!
In the sun.

5 Thank you!
Thank you, everyone!



- 2 Circle all the animals in the story.



Happy Writer Page 68

25



This may be completed for homework.

Lesson 3 Understanding fiction texts

Lesson Objectives: Demonstrate understanding of the unit language through nonfiction texts. Use grammar and vocabulary from the unit to identify details in a text.

New Vocabulary: brown, beautiful

Vocabulary Review: bear, fox, deer, owl, snake, eagle, cat, dog, opossum, horse, alligator, rabbit

Grammar Review: What is it? It's an eagle. It isn't an owl. It's brown.

Materials: Audio Track 27

Standards: 2.1.1; 2.1.4; 2.2.3; 4.1.1

Start the Class



Create a matching activity. Display pictures with animals in a vertical column on the left-hand side of the board. Write the animal words in a column on the right-hand side of the board, but not in the same order as the animal pictures. Say an animal name and have a volunteer match the picture to its name. Repeat until all pictures and words have been matched.

1



Listen and repeat.



Point to the story title "Wild Animals" and have the class read it aloud with you. Tell them to look at the photos and predict what the text will be about. Help them identify what type of text it is by asking *Is this fiction, or nonfiction because it is real or true?* Elicit *nonfiction*. Discuss what things are in nonfiction, such as facts and information. Pre-teach the colour *brown* by showing some real brown objects or pictures that you have in the classroom so that students understand the colour word. Tell students that they are going to read and listen to "Wild Animals." Remind students to follow the words with their fingers as they read and listen. Play **Track 27**.

Explain to the class that they are going to read the text aloud as they listen to it. Encourage them to imitate correct pronunciation as much as possible.

Play **Track 27** again. Then split the class in two groups. Have one group read the questions and the other group read the answers. If time allows, have the groups switch roles.

Try This!

Tell students they will work with a partner. Explain that they will take turns pointing to the pictures in the text and asking and answering questions about them. Point to the first picture and say *What is it?* An (alligator)? Elicit *No, it isn't. It's an eagle*. Circulate among the pairs to provide assistance as needed.

Extra

2



Listen again to Wild Animals.



Tell students they will listen to the text again and that they will read along on **Page 30** as they listen. Remind students to follow the words with their fingers as they read and listen. Play **Track 27**. Explain that students will listen to the text once more, this time choosing the animal words. Play **Track 27** again and ask *What animal in the text isn't in the pictures?* Ask the question twice to elicit *owl* and *deer*.

3

Point to the pictures which match the sentences.



Read the directions. Have a volunteer read the sentence in Item 1: *It isn't an owl*. Have students choose the picture which matches the sentence. Point to the picture and say *It isn't an owl. What is it?* Elicit *It's an eagle*. Tell students that they will work individually to choose the best sentences for the pictures. Check the activity by asking volunteers to say a sentence and identify the picture that matches it.

Finish the Class



Toss a ball to a student and say *It's a bear. It isn't a fox*. Have the student say another *It's a ... and It isn't a ...* pair of sentences, then toss the ball to another student to continue the chain.

4



Pages 24–25 Skills Book



This activity may be completed for homework (See **Page T 48**).

Letters: ee+r

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

U u [ju:] sun [ʌ]
R r [a:(r)] run [r]

1 Listen and chant.



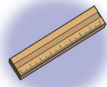
2 Guess the words.



1. run



2. rabbit



3. ruler



4. read

32

Round Up!

3 Say the words with the r and u sounds.



1. sun



2. stop



3. mad



4. run

4 Say it!

The rabbit runs in the sun.
Run, rabbit, run!



5 Pages 26-27 Skills Book

33

This activity must be done in class

Lesson 4

Make and Play!

1 Make an animal game card.



2 Play the Animal Game!



26

Round Up!

3 Spelling! Complete.

1. de _ r
2. f _ o _ x
3. c _ a t
4. ho _ r _ s _ e
5. ra _ b _ b _ i _ t
6. d _ o _ g

4 Complete and match.

1. What is it? It's a snake.
2. What is it? It's a horse.
3. What is it? It's a rabbit.
4. What is it? It's an eagle.

5 Word Play! Find the words from Unit 3 on Student Book Page 74.

27

3 Spelling! Complete.

Tell students that they will write the missing letters to complete the animal words. Have students work individually and then ask volunteers to write the complete words on the board for students to check their answers.

4 Complete and match.

Point to the pictures and have the class identify them. Tell students to look at the incomplete questions. Explain that they will complete the questions with the missing words and match them to the correct answers. Have students work individually, and then ask volunteers to read the questions and correct answers.

5 Word Play!

Have students turn to **Page 74** and tell them to find the number and school supply vocabulary words from **Unit 3**.



This may be completed for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognise and accurately produce words with *j*, *r*, and short *u* sounds. Ask and answer questions about animals. Identify animals. Communicate and collaborate with others to play a game.

Vocabulary Review: cat, dog, opossum, horse, alligator, rabbit, bear, fox, deer, owl, snake, eagle

Grammar Review: What is it? It's an eagle. It isn't an owl.

Materials: Audio Tracks 28 and 29, beans or tokens (four per student), coloured pencils, classical music

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write the letter *r* on the board. Point to it, say *r*, and have the class repeat it. Tell the class to find words that begin with the letter *r* in the "Kitty Cat" story. Write students' responses on the board.

Student Book

1 28 Listen and chant.



Tell students they will listen to a chant and stand up when they hear the *r* sound. Play **Track 28**. Play it again and have the class say the chant along with the audio.

2 Guess the words.



Have students identify the pictures then say completed words. Have volunteers write the answers on the board.

3 Say the words with the *u* and *r* sounds.



Have the class read the words aloud several times. Tell the class to say only the words that have the *u* and *r* sounds. Have volunteers say these words.

4 29 Say it!



Play **Track 29** and have students listen to the tongue twister. Then play it again and have the class read the tongue twister aloud with the audio. Repeat the tongue twister several more times, increasing your speed each time and having the class echo your speed.

5 Pages 26–27 Skills Book

Skills Book **Page 26** must be completed in class, **Page 27** may be completed for homework (**Page T 32**).

Skills Book

1 Make an animal game card.



Give students a sheet of paper and have them fold the paper in half twice to make a card with four squares in total. Then have them trace over the folds with their pencils to create a game board. Explain to the class that they will choose four different animals (either from Lesson 1 or Lesson 3), draw an animal in each square, and then colour them. Circulate around the classroom to check that students are following directions. You may choose to point to one of their pictures and ask *What is it?*

2 Play the Animal Game!



Give each student four tokens or beans to use as game pieces. Explain to students that you are going to say an animal. If the animal is on their animal card, they will put a game piece on that picture. When their card is complete, they will yell *Yes!* Play the game several times. You may also choose to have a student be the game caller.

Try This!

Extra

Tell students they will pretend to be different animals. Call out an animal and explain that they will move like that animal while some music is playing. When the music stops, they must stay very still. Start by saying *eagle*. Tell them to say *Now I'm an eagle*. Play some classical music. Have students pretend to be an eagle flying in the sky. Stop the music and have the students hold still. Repeat with other animals

Finish the Class



Ask volunteers to say the tongue twister as quickly and as correctly as they can.

Letters: *u*, *a*

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 4

Unit Objectives

By the end of the unit, students can:

- Identify toys.
- Ask and answer simple questions using the verb to be.
- Identify colours.
- Ask and answer questions about the colours of objects.

Vocabulary

Toys: doll, truck, kite, ball, yo-yo, teddy bear

Colours: red, green, yellow, blue, black, white

Skills

Listening: Listen for and identify specific information.

Speaking: Respond with short answers to questions about specific objects.

Understanding and Writing: Understand a fiction text: **Trixie the Colour Bear**.
Read short sentences and answer questions.
Recognise words in a text.
Write missing letters to complete words.
Write missing words to complete questions or answers.

Grammar

Is it a doll? Yes, it is. / No, it isn't.
What colour is it? It's red.

Creative and Collaborative Competencies

Make a toy spinner. **Play** Five Questions!

Creativity: Develop self-expression and innovation to make a toy spinner.

Collaboration: Use communication skills and problem-solving skills to play the game.



Teacher Workshop

Teaching with Games

Hot Words Game

Materials: Unit 4 vocabulary images, a bag, music

Ask students to sit in a circle. Put the images in the bag and give the bag to a student. Play some music and ask students to pass the bag around the circle. Stop the music and ask the student who has the bag to pull out an image and identify the picture. If the student correctly identifies it, he or she keeps the image. If not, the student puts it back into the bag. Continue until the bag is empty.



By Lorena Peimbert

Happy Teacher

Think about how you use your board during the class. Good organisation makes the board an even more effective tool. First, be sure the board is clean and completely erased. Then think about what words or ideas are most important to the lesson. Consider writing these at the top and in the centre of the board. You might also choose to use a different colour marker or piece of chalk. Write clearly and large enough for students in the back to see. Allow enough space between words to help beginning readers read more easily. When students write answers to activities on the board, be sure they write them in order so you and the other students don't have to search the board for the answers.

Happy Class

Students often feel more relaxed when they are working together and helping each other in small groups. Group faster and on-level learners with slower learners. The faster and on-level learners can help the slower ones. By "teaching" the slower learners, the faster learners reinforce what they know, while slower learners may begin to feel more confident and take more risks using the language.

Lesson 1

UNIT 4 Lesson 1

1 **Listen. Then echo.**

doll

truck

kite

ball

yo-yo

teddy bear

2 **Listen and point.**

Guess My Toy

I have a toy.
Guess, guess, guess!

Is it a doll?
Yes, it is. / **No, it isn't.**

Is it a ball?
Yes, it is. / No, it isn't.

3 **Sing:**
Guess My Toy.

Is it a yo-yo?
Yes, it is. / **No, it isn't.**

Is it a teddy bear?
Yes, it is. / No, it isn't.

4 **Point, ask, and answer.**

Is it a doll?
No, it isn't.

No, it isn't.

5 **Pages 28-29 Skills Book**

34

35

1 Find and circle six toys.
Guide students' attention to the word search. Explain that they will find and circle six toys. Point to the pictures and have the class identify the toys. Tell them to look at the pictures for clues to the words they need to find.

2 Complete.

Tell students that they are going to complete the sentences with the word for the toy pictured. Point to the kite and ask What is it? Elicit It's a kite.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box.

3 Complete

Tell students to complete Activity 3 individually. Remind them to look at the song lyrics for extra help.

4 Circle.

Tell students to look at the pictures and explain that they will circle the correct answer to the question.

5 Look and draw.

Explain that they will look at the questions and answers and then draw the correct toy.

UNIT 4 Lesson 1

1 Find and circle six toys.

2 Complete.

- It's a kite.
- It's a ball.
- It's a doll.
- It's a truck.

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!

Is it a doll? Yes, it is. No, it isn't.

3 Complete.

- Is it a ball? Yes, it is.
- Is it a yo-yo? No, it isn't.

4 Circle.

- Is it a teddy bear? Yes, it is. **No, it isn't.**
- Is it a ball? **Yes, it is.** No, it isn't.
- Is it a truck? Yes, it is. **No, it isn't.**
- Is it a doll? **Yes, it is.** No, it isn't.

5 Look and draw.

- Is it a yo-yo? No, it isn't. It's a ball.
(Students' own drawings.)
- Is it a teddy bear? Yes, it is.
(Students' own drawings.)

28

29



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Unit 4

Lesson Objectives: Identify and name toys. Ask and answer yes / no questions using the verb *to be*.

New Vocabulary: doll, truck, kite, ball, yo-yo, teddy bear

New Grammar: Is it a doll? Yes, it is. / No, it isn't.

Materials: Audio Tracks 31 and 32

Standards: 1.1.1; 2.1.2; 2.2.1; 4.1.1

Start the Class



Have students look at **Pages 34 and 35** and predict what the lesson is about. Ask them to point to the toys they know and name them. They may use L1.



1 Listen and point.

Have students look at the pictures and identify the words in L1. Remind students that they will hear the words and will point to the image when they hear the corresponding word. Play **Track 31** and have students point to the pictures as they hear the words. Remind students that they will echo the words they hear. Play **Track 31** again and have students echo the words.

Try This!

Explain to the class that you will start drawing something on the board and that they will guess what you are drawing before you finish. Start drawing a doll on the board. If they correctly guess what you are drawing, the class gets a point. If they don't, you get a point. Repeat until you review all of the toys.

Extra



2 Listen and point.

Tell students they will listen to a song about toys. Explain that they will listen to the song and choose the correct answer to the question. Play **Track 32**. Then play **Track 32** again for students to check their answers. Then ask the questions from the song and have volunteers answer them. Play **Track 32** once more and have students follow the words with their fingers as they listen.



3 Sing: **Guess My Toy.**

Tell students that they will listen to the song. Play **Track 32** and have the class sing along.



4 Point, ask, and answer.

Have volunteers read the text in the speech bubbles. Tell students that they will work with a partner taking turns pointing to an image and then asking their partners about it. Their partners will answer. Circulate among the pairs to monitor and provide assistance as needed. Have volunteers share their dialogues with the class.



Finish the Class



Have students sit in pairs. Explain that one of them will cover the image of a toy in the book and say *I have a toy, guess, guess, guess!* The other partner will guess the toy. Have students switch roles. Have a volunteer think of a toy for the class to guess. Repeat the activity as time allows. Have students sit in pairs. Explain that one of them will cover the image of a toy in the book and say *I have a toy, guess, guess, guess!* The other partner will guess the toy. Have students switch roles. Have a volunteer think of a toy for the class to guess. Repeat the activity as time allows.



5 Pages 28–29 Skills Book

This activity may be completed for homework (See **Page T 46**).



Letter: k

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 Listen and repeat.

1 It's the yo-yo contest!

2 What colour is it? Red? Black?

Oh, no! Where's my yo-yo?

No, it isn't!

2 Listen and find the letter. Then listen and say.

1. <u>r</u> ed	2. <u>g</u> reen
3. <u>y</u> ellow	4. <u>b</u> lue
5. <u>b</u> lack	6. <u>w</u> hite

3 Listen again to **Happy Camp**.

What colour is it? Is it yellow?

Is it white or blue?

Here, Mia!

Thank you, Ali!

No, it isn't! It's green.

4 **Grammar Check! Unscramble and say.**

- it / is / colour / What / ? *What colour is it?*
- yellow / it / Is / ? *Is it yellow?*
- green / It's / . *It's green.*

5 Listen and cheer!

What colour is it?
It's green! It's green! It's green!

6 Pages 30-31 **Skills Book**

1 Look and colour. Then write. Explain to the class that they will read the colour word, colour the crayon in that colour, and write a sentence. Do Item 1 together and then have students finish the activity individually. Have students compare their answers with a partner's.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Have volunteers read the **Grammar Check!** box.

2 Complete. Tell the class that they will complete the questions and answers and then compare their answers with a partner. Have volunteers write their answers on the board.

3 Colour. Unscramble and answer. Tell students to colour the kite, unscramble the question, and answer it on the lines. Have volunteers share their ideas with the class.

Lesson 2

1 Look and colour. Then write.

- BLUE It's blue.
- WHITE It's white.
- RED It's red.
- BLACK It's black.
- YELLOW It's yellow.
- GREEN It's green.

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!

What colour is it? It's red.

2 Complete.

- What colour is it? It's ba ck.
- What colour is it? It's red and whi te.
- What colour is it? It's ye ll ow.
- What colour is it? It's bl ue.

3 Colour. Unscramble and answer.

is / What / ? / colour / it
What colour is it?
It's (Students' own answers)



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify and name colours.

New Vocabulary: red, green, yellow, blue, black, white

New Grammar: What colour is it? It's red.

Materials: Audio Tracks 33–35; crayons, coloured pencils, or markers; a bag; music

Standards: 2.1.3; 2.1.4; 2.2.4; 4.1.1

Start the Class



Have students look at **Pages 36 and 37**. Ask them to predict what the comic strip is about by looking at the pictures. Students may answer in L1.

Happy Camp

1



33 Listen and repeat.



Remind students that they will follow the words with their fingers as they read and listen. Play **Track 33**. Tell the class that they will listen again and will point to the yo-yos in their books as each colour is mentioned. Play **Track 33** again and ask students to find and circle the green yo-yo in each picture.

2



34 Find and complete. Then listen and say.



Have students look for the colour words in the comic strip and underline them. Explain to the class that they will find the other missing letters on the lines to complete the words. Remind them to refer back to the words they underlined in the comic.

Tell students to listen to the audio and say the words aloud. Play **Track 34**. Ask volunteers to write the words on the board. Point to the words and have the class read each one aloud.

Audio script Track 34

1. red 2. green 3. yellow 4. blue 5. black 6. white

Try This!

Extra

Put objects of different colours in a bag. Divide the class into two groups and have a volunteer from each group go to the board. Pull an object from a bag, show it to the class, and tell the volunteers to write the correct colour word on the board. The first correct answer wins a point for the team. Repeat until there are no more objects in the bag.

3



33 Listen again to Happy Camp.



Tell the class that they will listen to the comic strip as they read along. Remind students to follow the words with their fingers as they read. Play **Track 33**. Then tell the class that they will read aloud softly as they listen to the audio. Play **Track 33** again.

4

Grammar Check! Unscramble.



Have students circle the questions about colours in the comic strip. Have volunteers share their answers with the class and write them on the board. Point to each question or sentence, read it, and have the class repeat it. Tell the class that they will unscramble the sentences in Activity 4. Have students work individually, and then have volunteers write their answers on the board.

5



35 Listen and cheer!



Tell students to underline the question and circle the answer. Have the class listen to the audio and follow the cheer. Play **Track 35**. Then play it again and have the class do the cheer with the audio. Divide the class into two groups. Have one of the groups ask the question and the other say the answer. Then switch roles.

Finish the Class



Have the class put their heads down on their desks and cover their eyes. Tell a volunteer to take an object and hide it behind his or her back. Have students uncover their eyes. Explain that they have to guess the colour of the object the volunteer is hiding. Have the volunteer answer *Yes, it is* or *No, it isn't*. The student who guesses the correct colour chooses an object for the next round of guesses. Repeat as time permits.

5



Pages 30–31 Skills Book



This activity may be completed for homework (See **Page T 60**).

Letter: y

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1  Listen and repeat.

Trixie the Colour Bear

Hi, I'm Trixie.
I love colours!
Look at the toys!

A green truck!
Splish, splash, splosh!
What colour is it now?
It's red!

Splish, splash, splosh!
The ball isn't yellow now!
It's blue!

Look at the doll!
Is it blue now? No, it isn't!
It's yellow!

Colours are fun! Bye!

38

sh  splash 

- 2  Listen again to **Trixie the Colour Bear**.

- 3 Look at the things before and after. Say the colour after.



It's red now.



It's blue now.



It's yellow now.

- 4 Say the answers.



What colour is it?

It's red.




Is it blue now?

Yes, it is.



What colour is it?

It's yellow.

- 5  Pages 32-33 Skills Book

39

Skills Book Happy Reader

- 1 Listen and repeat.

Tell the class they will read and listen to a story. Remind students to follow the words with their fingers as they read.

Play **Track 39**. Tell the class that they will listen again. They will clap once when they hear and read a colour word, and twice when they hear and read a toy word. Play **Track 39** again and have students take turns reading the story with a partner.

- 2 Complete

Have students look at the incomplete sentence. Tell students to complete it. Check the answer by having a volunteer write the sentence on the board.

Students may continue with completing the **Happy Writer** activities **Page 69**.

Explain to students that they will complete the sentences with the missing words.

Lesson 3

Happy Reader

- 1  Listen and repeat.

In the Park



1 Brian and Nancy are in the park today. The park is fun. Hooray!
See Brian's kite? It's red, green, yellow, blue, and white.

2 Nancy: Hey! Look! Is it a ball?

Brian: No, it isn't. And it isn't a doll.

32



Page 69

1. an; umbrella
2. an; elephant



3 Nancy: What colour is it? Is it blue?

Brian: No, it isn't. It's grey, and white, too.

Nancy: Is it an umbrella?

Brian: On a sunny day? No, it isn't. No way!

4 Nancy: It isn't an umbrella. It isn't a ball.



5 Brian: Look! It's an elephant. And it isn't small!

- 2 Complete.

It _____ an umbrella.

Happy Writer: Page 69

33



This may be completed for homework.

Lesson 3 Understanding fiction texts

Lesson Objective: Demonstrate understanding of the unit language through a fiction text.

New Vocabulary: now, fun

Vocabulary Review: doll, truck, kite, ball, yo-yo, teddy bear, red, green, yellow, blue, black, white

Grammar Review: What colour is it? It's red.

Materials: Audio Track 36, music, a box

Standards: 1.1.3; 2.1.2; 2.2.3; 4.1.1

Start the Class



Give each student a sheet of paper and tell them to draw the same toy on both sides of the paper. Tell them to colour the toy a different colour on each side. Collect the drawings. Display one of the drawings on the board. Have the students name the toy and then ask *What colour is it?* Have the class answer together. Then say *Splish, splash, splosh!* and turn the paper over to reveal the same toy in a different colour. Ask *What colour is it now?* And have the class answer together. Repeat by using drawings of different toys and colours.

1 Listen and repeat.



Have students open their books to **Page 38** and look at the title and the pictures. Ask *Is this fiction or nonfiction?* Elicit *fiction*. Remind students that fiction is a story. Have students point out why it is a fiction text. They may answer in L1. Tell the class that they will read the story as they listen to it. Remind them to follow the words with their fingers as they read along. Play **Track 36**. Then divide the class into four groups. Explain that each group will read a paragraph aloud. Then have students circle the toy words and underline the colour words. Play **Track 36** again and have the class read aloud with the audio. Encourage them to imitate correct pronunciation as much as possible.

2 Listen again to **Trixie the Colour Bear.**



Tell students they will listen to the story again. Remind them that they will read along, following the story with their fingers as they read and listen. Play **Track 36**. Ask students to sit in small groups. Tell them that one student will read a sentence and the others in the group will echo it. Explain that they will take turns reading the sentences. Circulate among the groups to check pronunciation and provide assistance as needed.

Try This!

Extra

Have students work in pairs. Explain that they will take turns reading the story aloud to their partner. Tell students that the partner who is not reading will point to the toys as he or she hears them in the story. Circulate among the partners to monitor students' pronunciation and provide assistance as needed.

3 Look at the things before and after. Say the colour after.



Have a volunteer read the directions. Explain to the class that they will look at the toys as they were before Trixie painted them, and then the colour Trixie painted them. Then they will say what colour the toys are after Trixie painted them. Have the class look at Item 1. Ask the class what colour the truck was before Trixie painted it. Remind students to refer to the story for help. Elicit *green*. Tell students to say the first truck green. Point to the second truck and ask *What colour is it?* Elicit *red*. Have students say the second truck red. Have a volunteer read the example sentence. Tell the class to complete the activity individually. Circulate around the class to monitor students' work and provide assistance as needed.

4 Say the answers.



Draw student's attention to the first picture. Have a student read the question aloud and another one answer it. Write the student's answer on the board. Tell the class to complete the activity individually. Then have volunteers write their answers on the board for the class to check their work.

Finish the Class



Put the drawings the students made at the beginning of the class in a box. Have the class sit in a circle. Explain that they will pass around the box as they listen to music. When the music stops, the student with the box will pull out a drawing and ask *What colour is it?* The class will answer. Then the class says *Splish, splash, splosh!* and the student with the picture turns the drawing over and asks *What colour is it now?* for the class to answer. Start the music again and have students pass the box around again. Repeat as long as time allows. Provide assistance as needed.

5 Skills Book



This activity may be completed for homework (See **Page T 52**).

Letters: sh

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

Q q [kju:] question [kw]
F f [ef] fox [f]
i_e five [faiv]

1 Listen and chant.



2 Look and say the words.



1. f un

5

2. f ive



3. f ox

4

4. f our

40

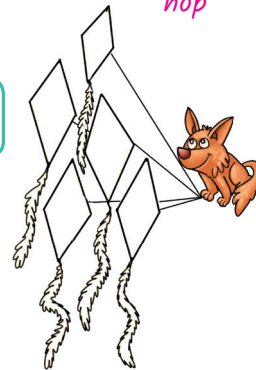
Round Up!

3 Say the words.
Find the words with i_e.



4 Say it!

The fun fox has
five white kites.



5 Pages 34-35 Skills Book

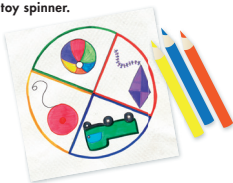
41

This activity must be done in class

Lesson 4

Make and Play!

1 Make a toy spinner.



2 Play Five Questions!



34

Round Up!

3 Spelling! Match.

1. re c k
2. yel en
3. bl low
4. bla d
5. gre ue

4 Circle.

1. It's red.
2. It's a doll.
3. It's green.
4. It's a yo-yo.

5 Word Play! Find the words from Unit 4 on Student Book Page 74.

35

3 Spelling! Match.

Have students look at the incomplete words. Explain that they will match the parts of the words to make a complete word. Guide students' attention to the example. Explain that the two parts of this word make red. Have students work individually. Circulate around the class and provide assistance as needed. Then have volunteers write the complete colour words on the board. Point to the words and have the class read them aloud.

4 Circle.

Ask a volunteer to read the directions. Explain to the class that they will circle the object that matches the sentence. Have students do the activity individually. Circulate around the classroom to monitor students' work and provide assistance as needed. Then have volunteers share their answers with the class

5 Word Play!

Have students turn to Student Book Page 74 and tell them to find the number and school supply vocabulary words from Unit 4.



This may be completed
for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognise and accurately produce words with sounds *f*, *q* and long *i*. Ask and answer questions to identify toys and their colours.

Vocabulary Review: doll, truck, kite, ball, yo-yo, teddy bear, red, green, yellow, blue, black, white

Grammar Review: Is it a doll? Yes, it is. / No, it isn't. What colour is it? It's red.

Materials: Audio Tracks 37 and 38, circular objects, rulers, coloured pencils, music

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write the letter *f* on the board. Point to it, say *f*, and have students repeat after you. Have students find words in the "In the Park" story that begin with the letter *f*. Have students write them on the board.

Student Book

1 37 Listen and chant.



Tell students they will listen to a chant and stand up when they hear the *f* sound. Play **Track 37**. Play it again and have the class say the chant along with the audio.

2 Look and say the words.



Have students identify the pictures then say completed words. Have volunteers write the answers on the board.

3 Say the words. Find the words with the *i_e*.



Have students point to the images and say the words. Have them clap when they say a word that has a long *i* sound. Tell them to find the words that have an *i_e* spelling to the *i_e* in the middle. Have students compare their answers with a partner.

4 38 Say it!



Play **Track 38** and have students listen to the tongue twister. Play it again and have the class read it aloud along with the audio. Repeat, increasing your speed each time. Have the class echo you.

5 Pages 34–35 Skills Book

Skills Book **Page 34** must be completed in class, **Page 35** may be completed for homework (**T 54**).

Skills Book

1 Make a toy spinner.



Give each student a sheet of paper. Explain to the class that they will make a toy spinner. Have them look at the picture on **Page 34** and ask a volunteer to tell you what materials they need. Ask them to look for a big circular object in the classroom to use to trace a circle. Model how. Then tell them to use a ruler to trace an X inside the circle. Model how. Next tell them to choose four toys to draw and colour in each section of the circle. Circulate around the class to monitor students' work and provide assistance as needed.

2 Play Five Questions!



Guide students' attention to the children in the picture. Explain to the class that they will work with a partner and take turns playing with their toy spinners using a coloured pencil as the spinner, as shown in the picture in Activity 2. Ask volunteers to read the text in the speech bubbles aloud. Explain that they are going to ask no more than five questions about the toys. Circulate among the pairs and provide assistance as needed.

Try This!

Extra

Play some music and have students walk around the classroom with their toy spinners. Stop the music and tell students to point to a toy on the toy spinner of the student who is nearest and ask a question about it. The other student has to answer correctly. Play the music again and continue the game. Stop the music at least five times so students can ask five questions to different people.

Finish the Class



Ask volunteers to say the tongue twister as quickly and as correctly as they can.

Letters: *q, f, i_e*

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 5

Unit Objectives

By the end of the unit, students can:

- Identify parts of the room.
- Describe locations using the prepositions in, on, and under.
- Identify hiking items.
- Ask and answer simple questions that indicate location.

Vocabulary

Parts of the Room: window, floor, table, chair, door, wall

Hiking: map, water bottle, snack, backpack, towel, hat

Skills

Listening: Listen for and identify specific information.

Speaking: Ask questions about location and accurately respond with short answers.

Understanding and Writing: Understand a fiction text: **Where Is Getaway?** Read short sentences and answer questions. Make predictions by looking at titles. Recognise words in a text. Identify details in a text. Write missing letters to complete words. Identify missing words to complete questions or answers.

Grammar

The cat is in /on /under the box.

Where's my map? It's in /on /under the backpack.

Creative and Collaborative Competencies

Make a mystery map. **Play** Find It!

Creativity: Develop self-expression, innovation, and problem-solving skills.

Collaboration: Use communication and problem-solving skills to locate an object.



Teacher Workshop

Teaching with Games

Detective

Materials: School supplies or everyday objects

Ask a volunteer to leave the classroom for a minute. Put an object (such as a hat or a school supply) in, on, or under a part of the room from the Unit 5 vocabulary. Have the volunteer come into the classroom and ask him or her *Detective*, *where's the (hat)?* Have the detective look all around. If he or she is close to the hidden object, the class will say *hot*; if he or she is far from the object, the class will say *cold*. When the detective thinks he or she has found the hidden object, he or she will say the location of the object. For example, *The hat is on the table!* Repeat with other students playing detective.



By Lorena Peimbert

Happy Teacher

Use different strategies to form the class into small groups. Have students whose names start with the same letter or whose birthdays are in the same month sit or work together. This allows students to work with and interact with different classmates, rather than always working with the same people. When students work with others, they develop their communication skills and get to know one another better.

Happy Class

Routines can help students feel comfortable in class. Begin each class with the "The Happy Campers Song" and make it the theme song for your class. The motions and rhythms will help students feel happy and motivated to start their English class.

Lesson 1

UNIT 5 Lesson 1

1 Listen. Then echo.

window

floor

table

chair

door

wall

42

2 Listen and point.

Funny Places!

Open the door!
Look at that!
What is it?
It's a cat!

3 Sing:
Funny Places!

4 Point and say.

The cat is on the floor.

The cat is in the box.

43

1 Complete.

Ask a volunteer to read the directions. Point to the first illustration and have a volunteer identify it. Then write the word on the board. Have the class complete the activity and have volunteers write the words on the board for the class to check their answers.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box.

2 Circle.

Have another read the first sentence and choose the correct preposition. Tell students to complete the activity individually and then compare their answers with a partner. Then have the class read their answers chorally.

3 Look and draw.

Explain to the class that the sentences tell students what to draw.

Have students work individually. Circulate around the class and provide assistance as needed.

Have volunteers share their drawings so students can check their answers.

UNIT 5 Lesson 1

1 Complete.

1. w a l l

2. d o r

3. f l o o r

4. t a b l e

5. c h a i r

6. w i n d o w

Vocabulary Check! Cover, say, and check (✓).
I remember 1 2 3 4 5 6 words.

36

Grammar Check!
The cat is in / on / under the box.

2 Circle.

1. The crayon is in / on / under the pencil case.

2. The pencil is in / on / under the floor.

3. The ruler is in / on / under the table.

3 Look and draw.

1. The pen is under the table.

2. The ball is on the chair.

37



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Unit 5

Lesson Objectives: Identify parts of the room. Describe locations using the prepositions *in*, *on*, and *under*.

New Vocabulary: window, floor, table, chair, door, wall

New Grammar: The cat is in / on / under the box.

Materials: Audio Tracks 40 and 41

Standards: 1.1.3; 2.1.1; 2.2.1; 4.1.1

Start the Class



Have students look at **Pages 42 and 43** and predict what the lesson is about. Ask them to point to the parts of a room and name them. Students may use L1.

1



40 Listen. Then echo.



Tell students to point to the pictures as they hear the words. Play **Track 40** and have students point to the pictures as they hear the words. Play **Track 40** again and have students echo the words.

Try This!

Extra

Tell students to stand up. In a sing-song voice, sing *Show me a table, show me a table, show me a table. Show me a table now!* Have the students point to a table. Repeat with different parts of a room. You may also have volunteers lead the class.

2



41 Listen and check (✓).



Tell students they are going to listen to a song. Explain that they will listen to the song and will point to the parts of a room as they are mentioned. Play **Track 41**. Tell the class that they will hear the song again and this time they will check the parts of a room where the cats go. Model the activity and check that students understand the directions, and then play **Track 41** again. If necessary, stop the music so students have time to complete the activity. Play **Track 41** again and have students point to their answers. Have volunteers say their answers.

3



41 Sing: Funny Places!



Tell students to draw a cat. Explain that they are going to listen to "Funny Places!" again and will put their cat in the correct part of the room as it is mentioned in the song. Play **Track 41**. Then play the song again and have the class sing along.

4

Point and say.



Have volunteers read the text in the speech bubbles. Tell students that they will take turns saying where the cats are in the photos. Remind students to look at the speech bubbles for help. Circulate among the pairs to check understanding. Have volunteers describe the photos.

Finish the Class



Have the class take out their cat drawings from the beginning of the lesson. Tell them that they are going to work with a partner. Explain that one partner will put the cat drawing in, on, or under an object in the classroom. The other partner will say where the cat is in a complete sentence. For example, *The cat is on the floor*. Have the partners switch roles.

5



Pages 36-37 Skills Book



This activity may be completed for homework (See **Page T 56**).

Letter: j

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 **42** Listen and repeat.

1 I have the map. Let's go! Oh, no! Where's my backpack?

2 Where's my snack?

It's on your bed. It's in your backpack.

2 **43** Listen and find the letter. Then listen and say.

1. map 2. water bottle

3. snack 4. backpack

5. towel 6. hat

T t [ti:] towel [t]

3 **42** Listen again to **Happy Camp**.

Where's my water bottle?

Where's my hat?

It's on the table. And your towel is under the chair. It's on your head!

4 **Grammar Check!** Find the answers.

1. Where's my water bottle? — It's on your head.

2. Where's my snack? — It's in your backpack.

3. Where's my backpack? — It's on the table.

4. Where's my hat? — It's on your bed.

5 **44** Listen and cheer!

Where, where, where's my hat?
It's in your green backpack!

6 **Pages 38-39** Skills Book

1 Circle.

Explain to the class that they will read the word and circle the correct picture. Do Item 1 together. Have students complete the activity individually, then check their answers with a partner. Circulate among the pairs to check understanding.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Have volunteers read the **Grammar Check!** box. Have one student read the question, and the other student read the answer.

2 Look and answer.

Have other volunteers read the question in Item 1 and the answer. Explain to the class that they are going to look at the picture to help them answer the questions. Circulate around the classroom and provide assistance as needed. Have volunteers write their answers on the board.

Lesson 2

1 Circle.

1. water bottle

2. towel

3. snack

4. hat

5. map

6. backpack

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!

Where's the snack? It's on the floor.

2 Look and answer.

1. Where's the water bottle?
It's on the table.

2. Where's the hat?
It's under the table.

3. Where's the towel?
It's in the bag.

4. Where's the map?
It's on the table.



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify hiking equipment. Ask and answer questions about location.

New Vocabulary: map, water bottle, snack, backpack, towel, hat

New Grammar: Where's the backpack? It's on the bed.

Vocabulary Review: window, floor, table, chair, door, wall

Materials: Audio Tracks 42–44

Standards: 2.1.1; 2.1.3; 2.2.3; 4.1.1

Start the Class



Have students look at **Pages 44 and 45**. Ask them to predict what the comic is about by looking at the pictures. Students may answer in L1.

Happy Camp

1 42 Listen and repeat.



Tell students that they are going to read the comic strip as they listen to it. Remind students to follow the words with their fingers as they read along. Play **Track 42**. Tell the class that you are going to play the comic again. Stop the audio after each sentence and have the class read the text chorally.

2 43 Listen and find the letter. Then listen and say.



Have students point to one of the backpacks in the comic and have them underline the word *backpack* in the text. Repeat with the other hiking items. Remind students that they will write the other missing letters on the lines, referring to the comic strip for help. Have volunteers write the completed words on the board.

Tell students that they are going to hear the words and repeat them. Play **Track 43**. Then point to the words written on the board and have the class read them chorally.

Audio script Track 43

1. map 2. water bottle 3. snack 4. backpack 5. towel 6. hat

Try This!

Tell students that they are going to practice reading the comic strip with a partner. Explain that one person will read Cody's part and the other person will read Leo's part. Circulate among the pairs to monitor pronunciation.

Extra

3 42 Listen again to Happy Camp.



Ask students to say what they remember about the comic strip. Play **Track 42**. Have students follow the text with their fingers as they read. Encourage them to read aloud softly as they read and listen.

4 Grammar Check! Find the answers.



Write *Where's my water bottle?* on the board. Say the question and have the class repeat after you. Explain that *Where* is a word that asks about location. *Where's* is the short form of *Where is*. Tell students to find questions with *Where's* in the comic strip and read them aloud. Have volunteers read a question and an answer. For Item 1, tell students to match the question with the correct answer together, then have them complete Activity 4 individually. Circulate around the class and provide assistance as needed. Have volunteers read the questions and answers.

5 44 Listen and cheer!



Tell the class to listen to the cheer and follow the words with their fingers. Play **Track 44**. Tell students to underline the question and circle the answer. Play **Track 44** again and have the class do the cheer along with the audio. Divide the class into two groups. Have one group ask the question and the other one say the answer. Repeat this a few times, and then switch roles.

Finish the Class



Divide the class into two groups. Draw a line down the middle of the board. Invite a volunteer from each group go to the other side of the classroom. Say *Draw a hat under a table!* Have the volunteers run to the board and draw what you said. The first one to draw it correctly wins a point for his or her team.

6 Pages 38–39 Skills Book



This activity may be completed for homework (See **Page T 58**).

Letter: t

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

1  45 Listen and repeat.

Where Is Getaway?

Mr. Marvel has a rabbit.
Whoosh!
The rabbit is in the hat!
Oh, no! Where is Getaway?
He's under the table!



Zoom!
Now Getaway is on the chair!
Getaway? Oh, no!
He's under the window.



Zip! Getaway is in the box!
Oh, no! He isn't in the box!
Where is Getaway?



He's in the truck!
Mr. Marvel is very sad.
And Getaway is very glad!

46

ai+r chair [eə(r)]

2  45 Listen again to **Where Is Getaway?**

3 Choose Yes or No.

- | | | |
|---------------------------------|--------------------------------------|-------------------------------------|
| 1. Getaway is a cat. | Yes | No |
| 2. Getaway is under the table. | <input checked="" type="radio"/> Yes | No |
| 3. Getaway is under the window. | <input checked="" type="radio"/> Yes | No |
| 4. Getaway is in the truck. | <input checked="" type="radio"/> Yes | No |
| 5. Getaway is sad. | Yes | <input checked="" type="radio"/> No |

4 Imagine a new end to the story. Say where Getaway is.

(Students' own drawings.)

?

Where is Getaway? He is in / on / under (Students' own answers).

6  Pages 38-39 Skills Book

47

Skills Book Happy Reader

1 Tell the class they are going to hear a story and will follow the words with their fingers as they Listen and repeat. Play **Track 48**. Have students identify the words that rhyme. Play **Track 48** again. Then have students take turns reading the story with a partner. Circulate among the pairs and check pronunciation.

2 Circle how mom is feeling. Tell students to circle the correct feeling word in their books. Have volunteers share their answers with the class.

Students may continue with completing the **Happy Writer** activities **Page 70**. Explain to students that they will complete the sentences with the missing words.



Page 70

- backpack; on; floor;
- kite; on; door

Lesson 3

Happy Reader

1  45 Listen and repeat.

Oliver's Room

1 Oliver's room is a mess!
Where is the backpack?
It's on the floor!
And the kite is on the door.

Where is the pen? It's under the table.
And the towel is on the desk.
The map is on the bed.
Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

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Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

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Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

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And the towel is on the desk.

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And the towel is on the desk.

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The map is on the bed.

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And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

And the towel is on the desk.

The map is on the bed.

Oh, what a mess!

Where is the pen? It's under the table.

Lesson 3 Understanding fiction texts

Lesson Objectives: Demonstrate understanding of the unit language through a fiction text. Identify details in a fiction text.

New Vocabulary: sad, glad, box

Vocabulary Review: window, floor, table, chair, door, wall, cat, rabbit, truck

Grammar Review: Where's the backpack? It's on the chair.

Materials: Audio Track 45, a small stuffed animal

Standards: 1.1.3; 2.1.2; 2.2.3; 4.1.1

Start the Class



Show the class a stuffed animal and have them identify what kind of animal it is. Place the stuffed animal on or under a chair and ask *Where is it?* Have volunteers answer. Repeat the activity, placing the toy in different places around the room to review the question and the prepositions *in*, *on*, and *under*. You may also choose to have volunteers place the toy in different locations and ask *Where is it?*

1



45 Listen and repeat.



Have students open their books to **Page 45** and look at the title and the pictures. Ask *Is this fiction or nonfiction?* Elicit *fiction*. Discuss in L1 how students know this a fictional story. Tell the class that they are going to listen to the story as they read it. Remind them to follow the words with their fingers as they read. Play **Track 45**. Play **Track 45** again and have the class read it aloud with the audio. Encourage them to imitate correct pronunciation as much as possible. Form the class into four groups. Assign a paragraph to each group. Explain that each group will read their paragraph aloud together.

2



45 Listen again to **Where Is Getaway?**



Tell students they will listen to the story again. Remind them that they will follow the text with their fingers as they read along. Play **Track 45**. Tell students that they will work with a partner. Explain that they will take turns reading the story aloud to their partner. Circulate among the pairs, checking pronunciation and providing assistance as needed.

3

Choose Yes or No.



Have a volunteer read the directions. Explain to the class that they are going to read sentences about the story. If the sentence is correct, they will choose *Yes*. If it is incorrect, they will choose *No*. Ask the class *What is Getaway?* Elicit *a rabbit*. Have a volunteer read the first sentence and answer. Remind students that they can go back to the reading to look for the answer if necessary. Have students finish the activity individually, then

compare their answers with a partner. Have volunteers read the sentences and share their answers with the class.

Try This!

Extra

Have the class chorally read "Where Is Getaway?" Then have volunteers read a sentence or two from the story. Encourage students to add emotion as they read.

4

Imagine a new end to the story. Circle and answer.



Tell students to think of a new end to the story. Explain that they will imagine the new ending and then answer the question under their drawing by circling the preposition and then completing the sentence to reflect their drawings. Circulate around the classroom and provide assistance as needed.

Finish the Class



Have students work with a new partner. Give each student a blank sheet of paper. Explain that one partner will draw *Getaway* and the other partner will draw a room with a window, table, chair, and door. Have the students who have drawn *Getaway* cut him out. Then he or she will place the *Getaway* drawing in different parts of the other student's room drawing and ask *Where is Getaway?* The other partner will answer *He's (on) the (chair)*. Have them switch roles and continue asking and answering questions about *Getaway's* location as time allows.

5



Pages 40–41 Skills Book



This activity may be completed for homework (See **Page T 60**).

Letters: ai+r

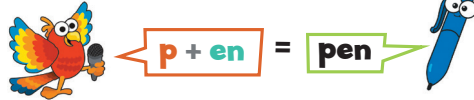
Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

1 Listen and chant.



2 Look at the words. Say the words with the p and e sounds.



1. pencil



2. rabbit



3. picture



4. pen

48

P p [pi:] picture [p]
E e [i:] pen [e]

3 Say the words with e sound.



pen



sun



red



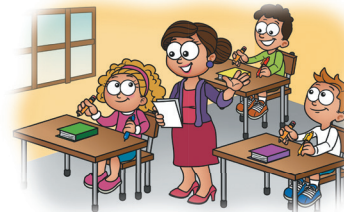
dog



pencil

4 Say it!

Put the pencil and pen on the desk, please!



5 Pages 42-43 Skills Book

49

This activity must be done in class

Lesson 4

Make and Play!

1 Make a mystery map.



2 Play Find it with the mystery map!



42

5 Word Play!

Have students turn to **Page 74** and tell them to find hiking items and parts of a room vocabulary words from **Unit 5**.

Round Up!

3 Spelling! Match.

- | | |
|---------|------|
| 1. un | dow |
| 2. tab | or |
| 3. flo | ir |
| 4. back | der |
| 5. win | pack |
| 6. cha | le |

4 Look, ask, and answer.

- Where's the backpack?
It's on the table.
- Where's the yo-yo?
It's under the chair.
- Where's the cat?
It's in the box.

5 Word Play! Find the words from Unit 5 on Student Book Page 74.

43

3 Spelling! Match.

Tell students to look at the incomplete words and try to figure out the complete words. Explain that they will match the columns to make words. Have students work individually, then have students compare their answers with a partner. Have volunteers write the complete words on the board.

4 Look, ask, and answer.

Draw students' attention to the pictures and to the incomplete questions and answers. Have volunteers read the question and answer in the example. Explain to the class that the pictures will help them to complete the questions and answers. Have students complete the activity individually. Circulate around the classroom to monitor students' work, providing assistance as needed. Then have volunteers write their answers on the board and read them aloud. Have some volunteers write and say the questions, and others write and say the answers.



This may be completed for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognise and accurately produce words with *p* and short *e* sounds. Ask and answer questions to locate items.

Vocabulary Review: window, floor, table, chair, door, wall, map, water bottle, snack, backpack, towel, hat

Grammar Review: Where's the backpack? It's on the chair.

Materials: Audio Tracks 46 and 47, rulers, music, dice

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write the letter *p* on the board. Point to it, say it aloud, and have the class repeat after you. Tell students to find words in the "Oliver's Room" story that begin with letter *p*. Write students' responses on the board.

Student Book

1 46 Listen and chant.



Tell students they are going to listen to a chant. Tell them to stand when they hear a *p* sound. Play **Track 46**. Then play it again and have the class say the chant along with the audio.

2 Look at the words. Say the words with the *p* and *e* sounds.



Have the class identify the pictures, read all the words and then say the words with the *p* and *e* sounds.

3 Say the words with the *e* sound.



Say the short *e* sound several times. Have students echo you. Have them name all the pictures, then ask them to say only the words with the short *e* sound.

4 47 Say it!



Play **Track 47** and have students listen to the tongue twister. Play it again and have the class read it aloud with the audio. Repeat it several more times, increasing your speed each time.

5 Pages 42–43 Skills Book

Skills Book **Page 42** must be completed in class, **Page 43** may be completed for homework (**T 62**).

Skills Book

1 Play. Make a mystery map.



Explain to the class that they are going to make a mystery map. Have them look at the pictures of the maps in Activity 1 on **Page 42**. Give each student a sheet of paper. Tell students to use their rulers to draw a grid with three columns and four rows. Tell them to colour the first row of squares *red*, *blue*, and *yellow*. Then tell them to write numbers *1*, *2*, and *3* down the first column. Finally, tell them to choose, draw, and colour four objects—either parts of a room or hiking items—filling the grid as they choose. Tell them not to show their maps to anyone.

2 Play. Find it with the mystery map!



Draw students' attention to the children in the picture. Ask volunteers to read the dialogue in the speech bubbles aloud. Tell students that they are going to work with a partner. They will sit back to back, taking turns asking where an object is on their partner's map in order to locate the columns and rows of the objects. Ask a volunteer pair to model how to play for the class. Circulate among the pairs and provide assistance as needed.

Try This!

Extra

Tell students that you are going to play some music as they walk around the room with their mystery maps. Explain that when the music stops, they will stand back to back with the closest student. They will play the game by asking questions to locate an object on their partner's map. Then have students switch roles. Have students switch partners to play the game again, as time allows.

Finish the Class



Have volunteers say the tongue twister as quickly and as correctly as they can.

Letters: *p*, *e*

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 6

Unit Objectives

By the end of the unit, students can:

- Ask and answer simple questions about nature and colours.
- Describe things in nature.
- Show understanding of the life cycle of the butterfly.

Vocabulary

Nature: tree, plant, butterfly, caterpillar, frog, ladybug

Colours: purple, beige, orange, brown, pink, grey

Skills

Listening: Listen for specific information and identify the picture.

Respond to a listening prompt by circling an appropriate response.

Speaking: Understand questions about objects or pictures and respond with short answers.

Understanding and Writing: Understand a nonfiction text (science): **Hello, Butterflies!**
Read short sentences about a text and write yes/no answers.
Read short sentences and recognise words.
Spell single words.

Grammar

What are they? They're frogs.

Are they snakes? Yes, they are.

They aren't green.

Creative and Collaborative Competencies

Make nature picture cards. **Play** Ask Me!

Creativity: Develop self-expression, innovation, and problem-solving skills.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks.



Teacher Workshop

Teaching with Games

Word Toss

Materials: a soft ball or a small bean bag

Have students form a circle. You may also divide the class into smaller groups. Explain that you will say a vocabulary word and then throw the ball or bean bag to a student in the circle. He or she must say a different vocabulary word and toss the ball or bean bag to another student in the circle. If someone can't remember a vocabulary word, the game starts again. The objective is to keep the ball or bean bag moving as long as possible without starting over. Encourage students to help one another.



By Angela Llanas

Happy Teacher

Vary the ways students read texts. Try including an echo reading in which the class first listens to a sentence and then repeats it, or a choral reading in which students read the text together and aloud. Reading in groups is another effective method—have small reading groups in which each student takes a turn reading the text aloud; or have students read in pairs. Encourage students to help other members of their group or their partner. Circulate and provide help as needed. When students have finished reading, you can provide corrections that apply to the whole class. Be sure to praise students for good work and positive attitudes.

Happy Class

When students seem tired, have them get up and do a stretching routine. Keep this routine short and simple. Give the routine a name so students know what to do when you announce stretching time. Students should understand that after stretching time, they return to their work. This will help students expend some energy and get focused again.

Lesson 1

UNIT 6 Lesson 1

1 **49** Listen. Then echo.

plant
 tree
 butterfly
 caterpillar
 frog
 ladybug

2 **50** Listen and point.

Nature Walk

What are they?
What? Where?
Look! Look! Look!
Over there!

They're butterflies.

They're ladybugs.

3 **50** Sing:
Nature Walk.

They're frogs.

They're trees.

4 Point, ask, and answer.

What are they?

They're butterflies.

5 Pages 44-45 Skills Book

51

1 Complete.

Have a volunteer read the directions on **Page 44**. Explain to the class that they will look at the images and complete the words. Allow time for students to complete the words. Monitor them while they work. Have volunteers write the answers on the board.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box. Have one student read the question, and another read the answer.

3 Complete.

Have students read the incomplete questions and answers, then complete them with the missing words. Have volunteers share their answers with the class.

4 Look and draw.

Tell students to look at the sentences and draw a picture to represent each sentence. Ask volunteers to share their drawings with the class.

UNIT 6 Lesson 1

1 Complete.

1. t r e e

2. f r o g

3. b u t t e r f l y

4. l a d y b u g

s. p l a n t

6. c a t e r p i l l a r

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!

What are they?
They're trees.

What are they?
They're ladybugs.

What are they?
They're caterpillars.

What are they?
They're plants.

What are they?
They're frogs.

Look and draw.

1. They're ladybugs.

(Students' own drawings.)

2. They're butterflies.

(Students' own drawings.)



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Lesson Objectives: Identify six nature items. Ask and answer questions about plural objects.

New Vocabulary: tree, plant, butterfly, caterpillar, frog, ladybug

New Grammar: What are they? They're frogs.

Materials: Audio Tracks 49 and 50

Standards: 1.1.2; 2.1.2; 2.2.3

Unit 6

Start the Class



Have students look at **Pages 50 and 51** and predict what the lesson is about. Write the word *nature* on the board. Ask students *What are things in nature?* Student may answer in L1.

1 Listen. Then echo.

Have students look at the vocabulary images and identify the words. Play **Track 49** and have students point to the image as they hear the word. Play **Track 49** again and have students echo the words.



Divide the class into two groups. Explain that one group will say the new words and the other will echo them. Then have the groups switch roles. Alternatively, have students do the echoes in pairs. Circulate and provide help as needed.

Extra

2 Listen and number.

Have students identify the photos on **Pages 50 and 51** that accompany the song. Say *Point to the ladybugs*. Repeat with other animals. Tell students they will listen to a song about nature. Explain that they will number the pictures according to the order they hear them in the song. Check that students understand the directions and then play **Track 50**. Play **Track 50** again, then have students compare their answers. Play **Track 50** once more, stopping the song so students can check their responses.

3 Sing: **Nature Walk**.



Tell students that they will listen to the song again and explain that they will follow the words with their fingers as they listen to the song. Play **Track 50**. Play **Track 50** again and have the class sing along.

4 Point, ask, and answer.



Have volunteers read the text in the speech bubbles. Explain to students that they will work with a partner. Tell them that they will take turns pointing to a picture and asking and answering questions about it. Circulate among the pairs to check understanding. Ask volunteers to present their dialogues to the class.

Finish the Class



Have students close their books. Explain that you will show students a picture of something in nature or the vocabulary flashcards and ask *What are they?* Point to nature items in the song on **Pages 50 and 51**. The first student who wants to answer will tap his or her hand on the desk. If correct, he or she will show the next picture to the class and ask the question.

5 Pages 44–45 Skills Book



This activity may be completed for homework (see **page T 66**).

Letter: e

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 Listen and repeat.



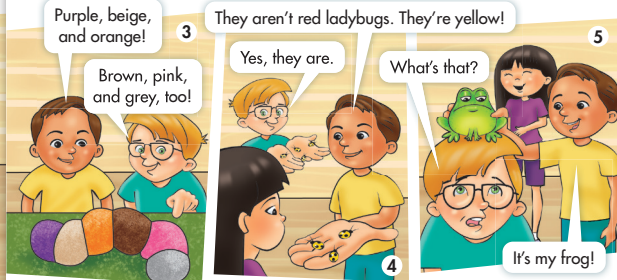
2 Listen and find the letters. Then listen and say.

1. g r e y
2. p u r p l e
3. o r a n g e
4. b r o w n
5. p i n k
6. b e i g e

52



3 Listen again to Happy Camp.



4 Grammar Check!

1. Are they snakes?
2. No, they aren't.
3. They aren't red.



5 Listen and cheer!

Are they brown? No, they aren't.
They're purple! They're purple! Yes, they are!



6 Pages 46-47 Skills Book

53

1 Look and colour.

Have a volunteer read the directions for the class. Explain to the class that they will colour the circles in the colour indicated.

2 Find and circle six color words.

Read the directions aloud. Remind students to refer to Activity 1 for clues for the word search.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have volunteers read the Grammar Check! box.

3 Circle.

Explain to the class that they will read the questions, look at the pictures, and circle the correct answers. Have volunteers share their answers with the class.

4 Complete. Write *They're* or *They aren't*.

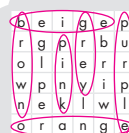
Explain to the class that they will look at the picture and complete the sentences with one of the choices. Have students work individually and then ask volunteers to share their answers with the class.

Lesson 2

1 Look and colour.



2 Find and circle six colour words.



Vocabulary Check! Cover, say, and check (✓).
I remember 1 2 3 4 5 6 words.

46

Grammar Check!

Are they caterpillars?
No, they aren't.
They're frogs.

3 Circle.

1. Are they snakes? Yes, they are. / No, they aren't.

2. Are they frogs? Yes, they are. No, they aren't.

3. Are they trees? Yes, they are. No, they aren't.

4. Are they ladybugs? Yes, they are. No, they aren't.

4 Complete. Write *They're* or *They aren't*.

1. They aren't plants.

2. They're butterflies.

47



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify colours. Ask and answer yes/no questions.

New Vocabulary: grey, purple, orange, brown, pink, beige, bug

Vocabulary Review: snake, red, ladybug, yellow, frog

New Grammar: Are they snakes? Yes, they are. They aren't red. They're yellow.

Materials: Audio Tracks 51–53, coloured pencils

Standards: 2.1.1; 2.1.3; 2.2.3; 4.1.1

Start the Class



Explain to the class that they will review colours. Have students stand up and say the colour words they know. Give them a coloured pencil in the colour they say. When the class has named all the colours, have students holding the pencils show them to the class and say the colour word for the class to repeat.

Happy Camp

1 Listen and repeat.



Discuss the meaning of the word *bug* by saying the synonym *insect*. Have students look for bugs in the comic strip and identify them. Tell students that they will read along, following the words with their fingers as they listen. Play **Track 51**. Play **Track 51** again and have students point to the colour words as they hear them.

2 Listen and find the letters. Then listen and say.



Tell students to circle all the colour words in the comic. Remind the class that they will guess the missing letters to complete the words. Tell them to look at the guessed words in the comic strip and the images next to the words for extra help. Do Item 1 together as a class. Write a g and four blank lines on the board and have a volunteer complete the word. Have the class complete the activity individually. Circulate around the class and provide assistance as needed. Then have volunteers write the words on the board.

Finally, play **Track 52** and have students repeat the words as they read them.

Audio script **Track 52**

1. grey 2. purple 3. orange 4. brown 5. pink 6. beige



Draw a vertical line down the centre of the board and write the word *Yes* on the left side and *No* on the right. Hold up coloured pencils and say colours; sometimes say the correct colour, other times say an incorrect colour. Students will point to the side of the board that indicates whether the colour is correct or incorrect.

Extra

3 Listen again to Happy Camp.



Tell students that they will listen again to the comic strip. Play **Track 51**. Have students follow the words with their fingers as they read. Encourage them to read aloud softly as they listen.

4 Grammar Check!



Remind students that when we talk about two or more things, we say *they are* or *they aren't*. Have volunteers read the speech bubbles aloud for students to follow. Point out that the order of *they are* changes when we ask a question such as *Are they (ladybugs)?* Tell students they will read the comic strip again with a partner. Explain that they will take turns reading the comic strip and then circle the speakers' faces. Write the names *Mia*, *Cody*, and *Leo* on the board. Read the speech bubbles again and ask students to identify the speaker for each item.

5 Listen and cheer!



Play **Track 53**. Have the class listen and follow the cheer. Tell students to underline the question and circle the short answers. Play **Track 53** again and have the class do the cheer with the audio. Play the cheer two more times, varying the volume. Start quietly and tell students to whisper the cheer; then play it louder and have students cheer along in louder voices.

Finish the Class



Explain to students that they will work with a partner asking and answering questions about the bugs, plants, and animals in the unit. Demonstrate a question and answer for the class. Point to the ladybugs in the comic strip on **Page 50**, then ask and answer *Are they yellow ladybugs? Yes, they are.* Circulate among the pairs and provide assistance as needed.

6 Pages 46–47 Skills Book



This activity may be completed for homework (See **Page T 68**).

Letters: ey

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1  Listen and sing.

Hello, Butterflies!



What are they?
They're brown eggs.
They're on the plant.

Look!
They're caterpillars.
They're yellow,
black, and white.



Are they caterpillars?
No, they aren't.
They're grey pupas.

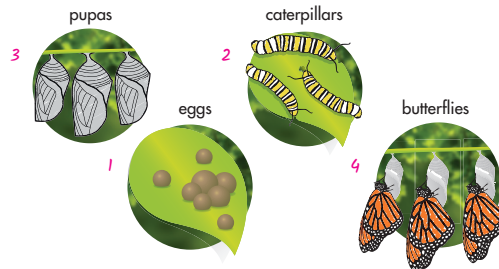
Now, they're orange,
black, and white butterflies.
Hello, butterflies!

54

G g [dʒi:] orange [dʒ]
U u [ju:] pupa [ju:]

- 2  Listen again to **Hello, Butterflies!**

- 3 Point in the correct order.



- 4 Imagine. What are they?

1. They're yellow,
black, and white.

2. They're brown.

(Students' own drawings.)

?

(Students' own drawings.)

?

- 5  Pages 48-49 Skills Book

55

Skills Book Happy Reader

- 1 Listen and repeat.

Tell the class they are going to read and listen to a poem. Remind them to follow the words with their fingers as they read and listen. Play **Track 57**. Instruct students to raise their hands when they hear a colour word. Play **Track 57** again. Ask students to identify the pairs of words that rhyme. Have students take turns reading the poem with a partner.

- 2 Colour.

Explain to students that they will colour the picture according to the information in the poem. Say the colour words from the poem and have students say the nature word each colour corresponds to. For example, say *yellow*, and elicit *bees*. Then reverse the activity, saying the nature word first, and students will say the colour word. For example, say *frogs* and elicit *green*. Students may continue with completing the **Happy Writer** activities **Page 70**.

Explain to students that they will look at the picture, complete the words by writing the missing letters, and then colour the picture. Have volunteers share their answers with the class.

 **Page 70** (Students' own answers)
red; brown



This may be completed
for homework.

Lesson 3 Understanding nonfiction texts

Lesson Objectives: Demonstrate understanding of the unit language through a nonfiction text. Recall the main idea, details, and sequence of events from a text.

New Vocabulary: egg, pupa

Vocabulary Review: bug, butterfly, snake, caterpillar, purple, beige, orange, brown, pink, grey, red, yellow, frog

Grammar Review: What are they? They're brown eggs. Are they caterpillars? Yes, they are. / No, they aren't.

Materials: Audio Track 54, Unit 6 vocabulary pictures

Standards: 1.1.3; 2.1.4; 2.2.3; 4.1.1

Start the Class



Show pictures of key vocabulary from the unit and ask questions to review the items and their colours: *What are they? They're caterpillars. What colour are they? They're green.*

1 54 Listen and sing. Colour.



Point to the story title "Hello, Butterflies!" and have the class read it aloud with you. Ask *Is this fiction or nonfiction?* Elicit *nonfiction*. Discuss what things are in nonfiction, such as facts and information, and how students know this text is nonfiction. Play **Track 54** and have students follow the words with their fingers as they read and listen. Point to the black and white pictures and ask them to look for words in the text that show what they are (*eggs, caterpillars, pupas, butterflies*). Divide the class into groups of three or four and tell students that they will read the text again in their small groups. Explain that each student in the group will read a part of the text to their group. Circulate among the groups, providing assistance as needed. Then have students colour the pictures according to the information in the text. Play **Track 54** again and have the class read it aloud with the audio. Encourage them to imitate correct pronunciation as much as possible.



Have students work in pairs and take turns asking and answering questions about the information in the text using the vocabulary and grammar structures from this unit: *Are they plants? Yes, they are. Are they frogs? No, they aren't.*

Extra

2 54 Listen again to Hello, Butterflies!



Tell students they will listen to the text again. Remind them that they will follow the text with their fingers as they read and listen. Play **Track 54**. Tell students they will take turns reading the text with a partner. Circulate among the pairs to check pronunciation and provide assistance as needed.

3 Point in the correct order.



Point to the pictures and ask students to identify them. Tell students that they will work individually to point the pictures. Circulate around the class to provide assistance as needed. Play **Track 54** again and pause it to allow students time to check their answers. Review the answers as a class.

4 Imagine. What are they?



Have volunteers read the two sentences above the drawing boxes. Explain to the class that they will imagine the pictures according to the sentences above the boxes. Circulate around the class to monitor students' work. When students have finished, point to the first box and ask *What are they?* Elicit *They're caterpillars*. Have volunteers share with the class. Then have a volunteer read the sentence above the second drawing box and then say what he or she drew. Elicit *They're eggs*.

Finish the Class



Have the class form a circle. Show students two erasers of different colours and tell them one is a *question eraser* and the other is an *answer eraser*. Explain that the person who has the question eraser will ask a question about nature items and colours. Provide examples such as *What are they? Are they butterflies? Are they brown?* The student with the answer eraser responds to the question. Toss two erasers to two students in the circle and have these students ask and answer a question. Provide assistance if needed. Then tell the students to toss the erasers to other students. Continue until all students have asked and answered at least once.

5 Pages 48–49 Skills Book



This activity may be completed for homework (See **Page T 70**).

Letters: g, u

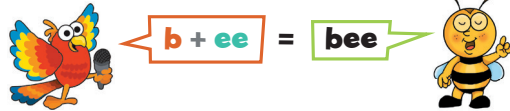
Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

Word Work

1 Listen and chant.



2 Look and say the words.



1. butterflies



2. bees



3. big



4. beige

56

B b [bi:] big [b]
ee [i:] bee [i:]

Round Up!

3 Say the words. Find the words with ee.



tree



hop



bee



pink



ee



green

4 Say it!

I see butterflies and bees in big green trees.



5 Pages 50-51 Skills Book

57

This activity must be done in class

Lesson 4

Make and Play!

1 Make nature picture cards.



2 Play Ask Me!



50

5 Word Play!

Have students turn to **Page 74** and tell them to find the nature and colour words from **Unit 6**.

Round Up!

3 Spelling! Complete.

Nature

1. plants
2. frogs
3. butterflies
4. trees
5. caterpilars

Colours

1. beige
2. purple
3. grey
4. orange

4 Complete.

1. Are they orange? Yes, they are.
2. Are they purple? No, they aren't.
3. Are they beige? No, they aren't.

5 Word Play! Find the words from Unit 6 on Student Book Page 74.

51

3 Spelling! Complete.

Have a volunteer read the categories for this activity and have the class repeat them. Explain to the class that they will complete the words in each category with the missing letters. Remind students to think about the category of each word before spelling the words. Circulate around the classroom to provide assistance as needed. Then say the item numbers of the words in the first column and ask volunteers to say the corresponding words. Have the volunteers write the complete words on the board. Have students check their spelling with the words on the board.

4 Complete. Point to the first picture and ask the class *What are they?* Elicit *They're butterflies*. Explain to students that they will read the questions about the pictures and write the correct answers. Have students compare their answers with a partner's. Have volunteers read the questions and other volunteers answer them. You may choose to have a few pairs ask and answer the questions before confirming the correct answers.



This may be completed for homework.

Lesson 4 Word Work and Review

Lesson Objectives: Recognise and accurately produce words with *b* and long *e* sounds. Ask and answer yes/no questions about nature.

Vocabulary Review: trees, plants, butterflies, caterpillars, frogs, ladybugs, purple, beige, orange, brown, pink, grey, red, yellow, green, black, white, blue

Grammar Review: Are they snakes? Yes, they are. Are they green? No, they aren't.

Materials: Audio Tracks 55 and 56, crayons or coloured pencils

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Point to the *ee* and exaggerate the long *e* sound for students to repeat. Remind students to smile when they say the long *e* sound. Have students think of other words that have the long *e* sound and write them on the board for the class to say aloud and practice pronunciation.

Student Book

1 Listen and chant.



Tell students they are going to listen to a chant and stand up when they hear the *ee* sound. Play **Track 55**. Play it again and have the class say the chant along with the audio.

2 Look and say the words.



Have students identify the pictures. Tell students to read out the incomplete words. Then have the class say the words aloud to check answers.

3 Say the words. Find the words with *ee*.



Explain to the class that they will find the words which have the long *e* sound. Have students complete the activity individually, and then compare their answers with a partner. Review the answers together as a class.

4 Say it!



Play **Track 56** and have students listen to the tongue twister. Play **Track 56** again and have the class read it aloud with the audio. Repeat several more times, increasing your speed each time.

5 Skills Book

Skills Book **Page 50** must be completed in class, **Page 51** may be completed for homework (**T 72**).

Skills Book

1 Make nature picture cards.



Have the class look at the pictures in Activity 1 on **Page 50**. Point to the first picture and have the class identify what they see. Ask *What are they?* Elicit *They're trees*. Repeat with other pictures. Explain to students that they will choose a nature item pictured in Activity 1 and draw at least two of the same item. Then tell them to colour the nature item with one of the colours they learned from this unit or from Unit 4.

2 Play Ask Me!



Playing in pairs, students will take turns asking and answering yes/no questions to guess what their partner has drawn and what colour their nature item is. Remind students to keep their nature cards hidden until their partner has guessed correctly.

Try This!

Extra

Have students change partners and play the game again. Do this two or three more times. Remind students to keep their nature cards hidden until their partner has guessed correctly.

Finish the Class



Have volunteers say the tongue twister as quickly and as correctly as they can.

Letters: **b, ee**

Draw students' attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 7

Unit Objectives

By the end of the unit, students can:

- Identify parts of the house.
- Identify numbers 11–20.
- Describe quantities of objects.
- Ask and answer simple questions about the number of objects.

Vocabulary

Parts of the House: kitchen, living room, dining room, bedroom, bathroom, yard

Numbers: 11–20

Skills

Listening: Listen for and identify specific information.

Speaking: Describe places.
Ask and answer questions about objects.

Understanding and Writing:
Understand a nonfiction text (social studies):

Different Homes.

Make predictions by looking at titles and photos.

Relate images to text.

Write missing letters to complete words.

Write missing words to complete questions or answers.

Grammar

There is one kitchen. There are three bedrooms.
How many bathrooms are there?

Creative and Collaborative Competencies

Make a mansion. **Play** My Mansion!

Creativity: Develop self-expression and innovation.

Collaboration: Use communication skills and take turns to complete tasks.



Teacher Workshop

Teaching with Games

Guessing Game

Materials: A bag, 1–20 small school supplies, a chair, a bandana

Put a chair in front of the students. Divide the class into two teams. Invite a volunteer from one of the teams to go to the front and sit on the chair. Cover his or her eyes with a bandana. Put some small school supplies in the bag. Give the bag to the volunteer and have him or her touch and count the objects, then guess and say what they are. For example, *There are five crayons!* If the student guesses correctly, he or she wins a point for his or her team. The team with the most points wins the game.



By Libby Williams

Happy Teacher

When writing your lesson plans, try including a variety of activities to develop language skills. Plan activities and games that require students to carefully listen to your instructions, which will develop their listening skills; have them work in pairs or small groups to develop speaking and listening skills; have them work alone to develop reading and writing skills. Students' attention spans are related to their age. At this age level, students can concentrate for about seven minutes, so it's important to plan several different activities for the class period to maintain students' attention. Students will reset their concentration with each activity and teachers can maintain control.

Happy Class

A good way to help students focus before class is to have them do brain gymnastics. Play some music and have students touch their left foot with their right hand and their right foot with their left hand; their left knee with their right elbow and their right knee with their left elbow; and their left ear with their right hand and their right ear with their left hand. Do this for about five minutes and then have students return to their seats. They will have the energy and concentration they need to learn and participate.

Lesson 1

UNIT 7 Lesson 1

1 Listen. Then echo.

kitchen

living room

dining room

bedroom

bathroom

yard

2 Listen and point.

My House

This is my house,
Come with me!
There are lots of rooms,
As you can see!

Downstairs, downstairs,
There is 1 kitchen!
There is 1 living room,
And 1 dining room, too!

Upstairs, upstairs,
There are 2 bedrooms.
Upstairs, upstairs,
There are 2 bathrooms, too!

3 Sing: **My House.**

4 Point and say.

Dining room!

There is one dining room.

5 Pages 52-53 Skills Book

1 Label the rooms.

Explain to the class that they will work individually writing the words next to the parts of the house using the words in the box at the top.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box. Tell students to look at both sentences and find the one that has no number word. Then, have them circle a yard.

2 Match

Explain that *There is* and *There are* tell us about the number of objects. We use *there is* with one thing and *there are* with two or more things. Tell students to look at the song and match the columns.

3 Circle.

Tell students to work individually to complete the activity, then have volunteers share their answers with the class.

4 Look and draw.

Explain to the class that they will look at the sentences and draw pictures of what the sentences describe.

UNIT 7 Lesson 1

1 Label the rooms.

bedroom bathroom dining room
kitchen living room yard

Vocabulary Check! Cover, say, and check (✓).
I remember 1 2 3 4 5 6 words.

Grammar Check!
There is a yard.
There are four bedrooms.

2 Match.

There is one kitchen.
There are three living rooms.
There are four bedrooms.
There are two bathrooms.

3 Circle.

1. There is / There are a kitchen in the house.
2. There is / There are five crayons on the chair.
3. There is / There are two dogs in the living room.
4. There is / There are a hat on the table.

4 Look and draw.

1. There are four chairs in the kitchen. 2. There is a dog in the yard.

(Students' own drawings.)

(Students' own drawings.)



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Unit 7

Lesson Objectives: Identify parts of the house. Identify the number of objects.

New Vocabulary: kitchen, living room, dining room, bedroom, bathroom, yard

New Grammar: There is one kitchen. There are three bedrooms.

Materials: Audio Tracks 58 and 59

Standards: 1.1.2; 2.1.1; 2.2.3; 4.1.1

Start the Class



Have students look at **Pages 58 and 59** and predict what the lesson is about. Tell them to point to the parts of the house they know and name them. Students may use L1.

1



58 Listen. Then echo.



Tell the class that they are going to listen to the words and point to the pictures as they hear the words.

Play **Track 58**. Tell students that you they are going to hear the words again and this time they will echo them.

Play **Track 58** again. You may choose to play the audio once more and have students echo the words again.

Try This!

Extra

Tell students that they are going to work with a partner. Explain that they will take turns pointing to a part of the house and saying the word.

2



59 Listen and point.



Tell students they are going to listen to a song called "My House." Explain that they will listen to the song and point to the parts of the house as they are mentioned.

Play **Track 59** and check that students are pointing to the correct part of the house. Tell students that they will listen to the song again and they will use their fingers to show the numbers they hear in the song. Play **Track 59** again. Then tell the class that they will listen to the song once more and this time they will point the numbers they hear on the lines. Check students' responses by reading the line and having the class respond chorally.

3



59 Sing: My House.



Tell the class they are going to sing the song. Have students follow the words with their fingers as they sing along. Play **Track 59**. Then tell the class that they are going to sing the song again. Have the class stand up. Instruct them to bend their knees and go down to the floor when they sing *downstairs*, and to jump up when they sing *upstairs*.

4

Point and say.



Have volunteers read the text in the speech bubbles. Tell students to work with a partner and take turns talking about the parts of the house using *there is* and *there are*. Circulate among the pairs and provide assistance as needed. Have volunteers present their dialogues to the class.

Finish the Class



Give each student a sheet of paper. Tell them that they are going to draw their houses and label the rooms. Tell them that they are going to work with a partner and talk about their houses. Circulate among the pairs, providing assistance as needed.

5



Pages 52-53 Skills Book



This activity may be completed for homework (See **Page T 76**).

Letters: th

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 **Listen and repeat.**

Wow! How many presents are there?

... eleven, twelve, thirteen. There are thirteen presents!

2 **Listen and find the letters. Then listen and say.**

11 e <u>l e v e n</u>	12 t <u>w e l v e</u>
13 t <u>h i r t e e n</u>	14 f <u>o u r t e e n</u>
15 f <u>i f t e e n</u>	16 s <u>r r r e e n</u>
17 s <u>e v e n t e e n</u>	18 e <u>i g h t e e n</u>
19 n <u>i n e t e e n</u>	20 t <u>w e n t y</u>

Happy Camp

3 **Listen again to Happy Camp.**

How many balloons are there?

... eighteen, nineteen, twenty. There are twenty balloons!

How many candles are there?

There are fourteen candles. Seven for Mia, and seven for Ali.

4 **Grammar Check! Say the questions.**

- How many presents are there? There are 13.
- How many chairs are there? There are 17.
- How many candles are there? There are 14.
- How many balloons are there? There are 20.

5 **Listen and cheer!**

How many balloons are there?

There are twenty balloons!

6 **Pages 54-55 Skills Book**

1 Write the numbers.

Explain to the class that they will read the number words and then write the correct numerals on the lines. Have them complete the activity individually, and then compare their answers with a partner. Circulate around the classroom and provide assistance as needed.

2 Count and write the number words.

Have the class count the dots in Item 1 and read the word on the line below the domino. Tell students to count the dots on each domino and then write the correct number words on the lines. Then have volunteers count the dots aloud and write the number words on the board.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have volunteers read the Grammar Check! box. Tell the class to circle the question words.

3 Complete.

Tell the class to complete the questions and answers. Have volunteers complete the example question and answer. Circulate around the classroom and provide assistance as needed. Then have volunteers complete the questions and answers on the board and read them.

Lesson 2

1 Write the numbers.

- | | | | |
|-------------|----|------------|----|
| 1. eleven | 11 | 2. fifteen | 15 |
| 3. thirteen | 13 | 4. twenty | 20 |

2 Count and write the number words.

- | | | |
|-------------|--------------|-------------|
| 1. fourteen | 2. seventeen | 3. nineteen |
| 4. sixteen | 5. eighteen | 6. twelve |

Vocabulary Check! Cover, say, and check (✓).

I remember

1	2	3	4	5
6	7	8	9	10

 words.

Grammar Check!

How many chairs are there? There are three chairs.

3 Complete.

1. How many butterflies are there?
There are two butterflies.

2. How many many are there?
There are four dogs.

3. How many trucks are there?
There are three trucks.

4. How many frogs are there?
There are eight frogs.



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify numbers 11–20. Ask and answer simple questions using *How many ... ?*

New Vocabulary: numbers 11–20, presents

New Grammar: How many presents are there?

Materials: Audio Tracks 60–62

Standards: 1.1.3; 2.1.1; 2.2.2; 4.1.1

Start the Class



Have students look at **Pages 60 and 61** and elicit from students what they think the people are doing. Students may answer in L1.

Happy Camp



1 60 Listen and repeat.



Tell students that they are going to listen to the comic as they read along. Remind students to follow the words with their fingers as they read and listen. Play **Track 60**. Tell the class that you are going to play the audio again, and this time they will point to the number words as they are mentioned.

2 61 Listen and find the letters. Then listen and say.



Tell students to point the number words in the text. Tell the class that they are going to guess the missing letters to complete the words. Remind them to look at the numerals and the words in the text for help. Have volunteers write the words on the board. Play **Track 61** and have students echo the words. Play **Track 61** once more to provide students with extra pronunciation practice.

Audio script Track 61

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Try This!

Extra

Tell the class that they are going to work with a partner. Explain that they will take turns reading the comic strip aloud. Then have volunteer pairs read the comic for the class.

3 60 Listen again to Happy Camp.



Have students say what they remember about the comic strip. Remind students that they are going to read the comic strip again as they listen to it, following the words with their fingers as they read along. Play **Track 60**.

4 Grammar Check! Say the questions.



On the board, write *How many presents are there?* Explain that *how many* asks for a number in the answer. Tell students to find and point the questions and the answers in the reading. Tell the class to say the questions for the answers given in Activity 4. Remind students to look at the comic strip text for extra help. Check answers by having volunteers read the questions to the class.

5 62 Listen and cheer!



Tell the class to listen to the cheer and follow the words with their fingers. Play **Track 62**. Have students underline the question and circle the answer. Then tell the class you are going to play the cheer again and they will do the cheer along with the audio. Play **Track 62** again with the class cheering along. Divide the class into two groups. Have one group cheer the question and the other group cheer the response. Repeat the cheer a few times, and then switch roles.

Finish the Class



Divide the class into two teams. Have a volunteer from each team go to the board. Explain that you are going to say a number and they will write the number word on the board. Repeat until you have finished reviewing numbers 11–20, or until each student has had a turn.

6 Pages 54–55 Skills Book



This activity may be completed for homework (See **Page T 78**).

Letters: oo

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1 Listen and repeat.

Different Homes

Look at this house.
It's very small. It has three rooms.
It has a kitchen and a bathroom.
The bedroom is also a living room in the day.



This house is a mansion.
There are many rooms.
There are fifteen bedrooms
and fifteen bathrooms!



There are many apartments here.
The apartments have two bedrooms.
There is one bathroom, a kitchen,
and a living room, too.



This is a tree house.
There is one room with two chairs.
It's a fun place to play!

62

- 2 Listen again to **Different Homes**.

- 3 Listen to the teacher and point.

1. This is a fun place to play.
2. There are many rooms.
3. There is one room.
4. There are three rooms.
5. This home is very big.
6. There are two bedrooms.
7. This home is very small.
8. There are five rooms.



- 4 Pages 56-57 Skills Book

63

Skills Book Happy Reader

- 1 Listen and repeat.

Tell the class they are going to read and listen to a story and follow the words with their fingers as they read along. Play **Track 66**. Tell students to take turns reading the story with a partner. Circulate among the pairs and provide assistance as needed.

- 2 Number the friends in order.

Explain to the class that they will number the friends in the order they appear in the story. Ask *Who is friend number one?* Elicit Jenny. Tell students to number the other friends, looking at the story for help. Have volunteers share their answers with the class.

Students may continue with completing the **Happy Writer** activities **Page 71**.

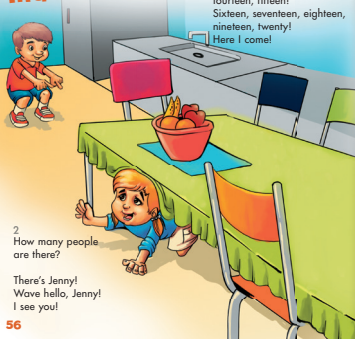
Explain to students that they will complete the sentences with the missing words.

Lesson 3

Happy Reader

- 1 Listen and repeat.

Hide-and-Seek



56

1 Let's play hide-and-see!
One, two, three, four, five!
Six, seven, eight, nine, ten!
Eleven, twelve, thirteen,
fourteen, fifteen!
Sixteen, seventeen, eighteen,
nineteen, twenty!
Here I come!

2 How many people are there?
There's Jenny!
Wave hello, Jenny!
I see you!

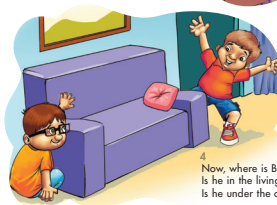


Page 71

1. kitchen
2. bedroom
3. living room

3 There are twelve crayons in the bedroom.
There is one window, too.
How many people are there?

There's Kristy.
Wave hello, Kristy! I see you!



4 Now, where is Buster?
Is he in the living room?
Is he under the chair?
Look! There he is!
Buster's right there!

- 2 Number the friends in order.

3 Buster 1 Jenny 2 Kristy

Happy Writer Page 71

57



This may be completed for homework.

Lesson 3 Understanding nonfiction texts

Lesson Objectives: Demonstrate understanding of the Unit 7 language through a nonfiction text.

Relate text details to images.

New Vocabulary: house, mansion, apartments, tree house

Vocabulary Review: kitchen, living room, dining room, bedroom, bathroom, yard, numbers 11–20

Grammar Review: There is one kitchen. There are fifteen bedrooms. There is a kitchen. There are many bathrooms.

Materials: Audio Track 63

Standards: 2.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Have students look at the photos on **Page 62**. Have them predict what the reading is going to be about. Let them answer in L1. Point to the house and say *house*. Have students repeat. Repeat with the words *mansion*, *apartment*, and *tree house*.

1 Listen and repeat.



Have students look at the title. Ask *Is this fiction or nonfiction?* Elicit *nonfiction*. Review the differences between fiction and nonfiction and ask students how they know this is a nonfiction text.

Tell students that they are going to read the text as they listen to it. Remind the class that they will follow the text with their fingers as they listen and read along. Play **Track 63**. Then have the class form into four groups. Assign a paragraph to each group and have each group read their paragraph aloud. Then have students circle the parts of the house words in the text.

Tell the class that they are going to listen to the text again, and this time they will read aloud along with the audio. Play **Track 63** once more.



Tell students they are going to work with a partner. Explain that they will take turns asking questions using *How many ... ?* about the text they just read. They will also take turns answering the questions. Model an example such as *How many rooms are in the house? There are three rooms in the house*. Circulate among the pairs, monitor students' work, and provide assistance as needed.

Extra

2 Listen again to Different Homes.



Tell students they will listen to the text again. Remind them that they will read along as they listen, following the text with their fingers. Play **Track 63**.

Organize students into groups of four or five. Explain that they will take turns reading a sentence from the text aloud to their group. Circulate among the groups to check pronunciation and provide assistance as needed.

3 Listen to the teacher and point.



Have a volunteer read the directions. Explain to the class that they will match the sentences to the correct pictures. Remind them to go back to the reading for extra help. Have a volunteer read the first sentence aloud. Direct students' attention to the last paragraph about the tree house. Have the class finish the activity individually, then compare their answers with a partner. Then have volunteers share their answers with the class. Their responses will be *house*, *mansion*, *apartment*, or *tree house*.

Finish the Class



Give each student a sheet of paper and have them fold it into four to make a mini picture dictionary. Tell them to draw a *house*, a *mansion*, an *apartment*, and a *tree house*. Have them label the pictures. Circulate around the class and provide assistance as needed.

6 Skills Book



This activity may be completed for homework (See **Page T 80**).

Lesson 4

Lesson 4

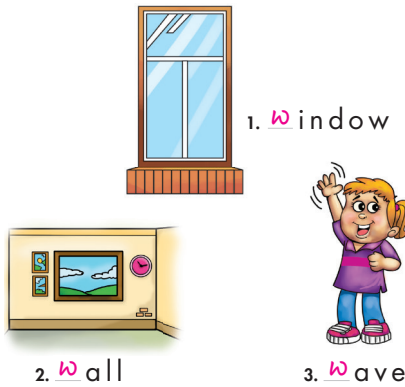
Word Work

W w ['dʌb(ə)ljʊ:] window [w]
a_e wave [weɪv]

1 Listen and chant.

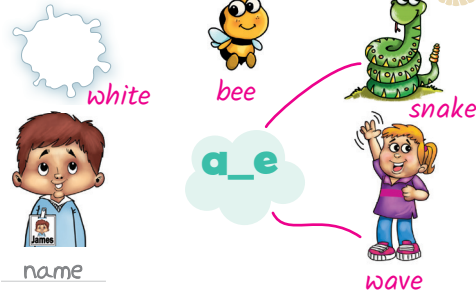


2 Find the letters. Then say.



64

3 Say the words with a_e.



4 Say it!

Wave hello to the snake in the window!



5 Pages 58-59 Skills Book

65

This activity must be done in class

Lesson 4

Make and Play!

1 Make a mansion.



2 Play My Mansion!



58

Round Up!

3 Spelling! Complete.

1. y a r d
2. k i t c h e n
3. b a t h r o o m
4. t w e n t y
5. e l e v e n
6. s i x t e e n

4 Look and answer.

1. How many bedrooms are there?
There are three.
2. How many kitchens are there?
There is one.
3. How many living rooms are there?
There is one.
4. How many bathrooms are there?
There are two.

5 Word Play! Find the words from Unit 7 on Student Book Page 74.

59

3 Spelling! Complete

Tell students to look at the incomplete words and guess what the complete words might be. Explain that they will complete them with the missing letters. Have students work individually and then compare their answers with a partner. Have volunteers write the words on the board for the class to check their answers.

4 Look and answer.

Draw students' attention to the questions and to the pictures on the right. Explain that they will look at the pictures, read the questions, and answer them according to what they see in the pictures. Have a volunteer read the first question and answer. Tell students they will complete the activity individually. Circulate around the classroom and provide assistance as needed. Then have volunteers read their answers aloud. Have volunteers write the answers on the board for the class to check their answers and spelling.

5 Word Play!

Have students turn to **Page 74** and tell them to find the parts of the house and number words from **Unit 7**.



This may be completed for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognise and accurately produce words with w and long a sounds. Create a picture of a house. Ask and answer questions about houses.

Vocabulary Review: kitchen, living room, dining room, bedroom, bathroom, yard, numbers 11–20

Grammar Review: How many bedrooms are there? There is a yard. There are many bathrooms.

Materials: Audio Tracks 64 and 65, coloured pencils, a ball, music

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write the letter w on the board, point to it, say the sound, and have the class repeat after you. Tell students to find words in the “Hide-and-Seek” story that begin with the letter w. Write them on the board.

Student Book

1 Listen and chant.



Tell students they are going to listen to a chant. Explain that they will stand up when they hear the w sound. Play **Track 64**. Play it again and have the class say the chant along with the audio a few times.

2 Find the letters. Then say.



Have students look at the pictures, identify them, say complete word for each picture. Then tell students to repeat the words several times.

3 Say the words with a_e.



Have students identify the pictures and say the words. Tell them to clap if the word has a long a sound, such as wave. Have students find the words that have the long a sound. Have volunteers say the words with the long a sound.

4 Say it!



Play **Track 65** and have students listen to the tongue twister. Play **Track 65** again and have the class read it aloud with the audio. Repeat the tongue twister several times, increasing your speed each time.

5 Skills Book

Skills Book **Page 58** must be completed in class, **Page 59** may be completed for homework (**T 82**).

Skills Book

1 Make a mansion.



Explain to the class that they are going to make a mansion. Have students look at the picture on **Page 58**. Ask a volunteer to say what materials they need. Give each student a sheet of paper. Tell students to draw and colour their mansion. Tell them to write a number from 11–20 in each room to show how many of each kind of room they have in their mansions. Circulate around the classroom and provide assistance as needed.

2 Play My Mansion!



Draw students’ attention to the photo. Have volunteers read the dialogue in the speech bubbles. Explain to students that they will work with a partner and take turns asking and answering questions about their mansions. Have volunteers model how to play. Circulate among the pairs, monitor pronunciation, and provide assistance as needed. If time permits, have students switch partners to ask and answer questions about other students’ mansions.

Try This!

Extra

Tell students that you are going to play some music as they walk around the room with their mansion pictures. Explain that when the music stops, they will ask the student closest to them about their mansions. Model the activity by asking *How many kitchens are there?* Explain that one student will ask, the other will answer, then they will switch roles. Start and stop the music a few times to provide students with multiple opportunities to practice with different partners.

Finish the Class



Have volunteers say the tongue twister as quickly and as correctly as they can.

Letters: w, a_e

Draw students’ attention to the letters in the letter box. Say the letters and the words, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Unit 8

Unit Objectives

By the end of the unit, students can:

- Identify foods.
- Express likes and dislikes.
- Compare and contrast what animals and people eat.

Vocabulary

Foods: hamburger, hot dog, pizza, French fries, milk, cookie

Fruits and Vegetables: tomato, peas, apple, carrot, banana, orange

Skills

Listening: Listen for and identify specific information.

Speaking: Talk about likes and dislikes.

Understanding and Writing: Understand a nonfiction text (science):

Lunchtime at the Zoo.

Make predictions by looking at titles and photos.

Identify details of a text.

Write missing letters to complete words.

Identify missing words to complete questions or answers.

Grammar

I like hamburgers.

I don't like peas.

Creative and Collaborative Competencies

Make food picture cards. **Play** Lunchtime Memory!

Creativity: Develop self-expression and innovation.

Collaboration: Use communication skills, problem-solving skills, and take turns.



Teacher Workshop

Teaching with Games

Picture It

Divide the class into two groups. Have a volunteer from one of the groups go to the board. Explain to the class that you are going to whisper a word to the volunteer. He or she will draw that item on the board for his or her team to identify. The team has 10 seconds to guess. If they guess correctly, they win a point; if they don't guess correctly, the other team has a chance to guess and win a point. The team with the most points wins the game.



By Lorena Peimbert

Happy Teacher

Reviewing material isn't only helpful before tests or quizzes. Do a quick review during the last few minutes of any class. Have students tell you what they learned in class. It may be a new vocabulary word or two, an example sentence, information about a text they read, or something they learned about a partner. Ask volunteers first, but be sure that other students share their thoughts, too.

Happy Class

Don't forget to give students positive encouragement; they won't forget it when they receive it. Write a short, positive message or quotation to motivate students. Display it where every student can see it clearly. Draw students' attention to it and read it aloud. Change it every week so students always have a visual aid that makes them feel supported and important. Make this a routine and students will anticipate each new week's message.

Lesson 1

UNIT 8 Lesson 1

1 **Listen. Then echo.**

hamburger
 hot dog
 pizza
 French fries
 milk
 cookie

2 **Listen and point.**

Lunchtime!

Lunchtime, lunchtime!
Munch, munch, munch.
What's on my tray
For my lunch?

I like pizza / milk.
For my lunch.
I like pizza / hamburgers,
Munch, munch, munch!

3 **Sing:**
Lunchtime!

I like French fries / hot dogs.
For my lunch.
I like cookies / hot dogs,
Munch, munch, munch!

4 **Point and say.**

I like cookies.

I like hot dogs.

5 **Pages 60-61 Skills Book**

67

1 Unscramble.

Explain to the class that they are going to unscramble the words. Remind students to look at the pictures for help. Circulate around the class and provide assistance as needed.

Vocabulary Check!

Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have a volunteer read the Grammar Check! box. Have the class underline *I like* and circle the *s* in hamburgers.

2 Complete.

Have students complete the sentences with the missing words. Monitor and check understanding, providing assistance when needed.

3 Choose and draw three things for your lunch.

Draw students' attention to the food items in the box. Have students point and name them. Ask students to choose three items to draw on the plate.

4 Write about your lunch.

Ask students to write sentences using *I like* about the food items they drew. Give an example. Have volunteers share their sentences.

UNIT 8 Lesson 1

1 **Unscramble.**

1. cnehtfrise French fries

2. likm milk

3. zapiz pizza

4. toh gdo hot dog

5. oocike cookie

6. mahrgurbe hamburger

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 words.

Grammar Check!
I like hamburgers.

2 **Complete.**

1. I like pizza.

2. I like milk.

3. I like cookies.

(Students' own drawings.)

4 **Write about your lunch.**

1. I like (Students' own answers)

2. I like (Students' own answers)

3. I like (Students' own answers)



This may be completed for homework.

Lesson 1 Vocabulary and Grammar

Unit 8

Lesson Objectives: Identify foods. Express likes.

New Vocabulary: hamburger, hot dog, pizza, French fries, milk, cookie

New Grammar: I like hamburgers.

Materials: Audio Tracks 67 and 68, music

Standards: 1.1.3; 2.1.1; 2.2.1; 4.1.1

Start the Class



Have students look at **Pages 66 and 67** and predict what the lesson is about. Ask them to point to the food items they know and name them. Students may use L1.

1 67 Listen. Then echo.



Remind students that they are going to hear the words and point to them as they hear them. Play **Track 67**. Play **Track 67** again and remind students to echo the words. You may choose to play the audio at least once more to provide the class with extra practice.

Try This!

Extra

Tell students that they are going to work with a partner. Explain that they will take turns saying a word and pointing to its picture in their books. Circulate among the pairs, monitor pronunciation, and provide assistance as needed.

2 68 Listen and circle.



Tell students they are going to listen to a song about lunchtime. Explain that they will listen to the song and will point to the food items as they are mentioned. Play **Track 68**. Then tell them that they are going to listen to the song again and this time they will circle the words of the food items in the song. Play **Track 68** again. Have volunteers share their answers with the class. Play **Track 68** once more for students to confirm their answers.

3 68 Sing: **Lunchtime!**



Play **Track 68**. Ask students to sing along and pretend to eat the food items when the song says *munch, munch, munch!*

4 Point and say.



Have volunteers read the text in the speech bubbles. Have students work in pairs, taking turns pointing to a picture, and then asking and answering questions about it. Circulate among the pairs, providing assistance as needed. Ask volunteers to present their dialogues to the class.

Finish the Class



Ask students to stand up with their books. Play some music and have them walk around. Stop the music and have students take turns pointing to a food item that they drew on their plate in Activity 3 of the Skills Book. Model the activity by saying *I like (milk)*. Repeat as long as time allows.

5 Pages 60–61 Skills Book



This activity may be completed for homework (See **Page T 86**).

Letters: **ch**

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 2

Lesson 2

1 **Listen and repeat.**

1 I don't like peas.

Leo, peas are good for you!

2 I don't like apples, bananas, or oranges.

Fruit is good for you.

2 **Listen and find the letters. Then listen and say.**

1. t o m a t o

3. a p p l e

5. b a n a n a

2. p e a s

4. c a r r o t

6. o r a n g e

ea peas [i:]

3 **Listen again to Happy Camp.**

I like ice cream and cookies! Yummy!

Ice cream and cookies aren't good for you!

3 Good, Cody! Tomatoes and carrots are good for you!

Oh, no! I don't like tomatoes or carrots. They're for lggy!

4 **Grammar Check!** Choose Yes or No.

1. I like peas.
Yes ☐ No ☐

3. I don't like cookies.
Yes ☐ No ☒

2. I don't like apples.
Yes ☒ No ☐

4. I like carrots.
Yes ☐ No ☒

5 **Listen and cheer!**

I like carrots. I don't like peas.
Give me lots of carrots, please!

CHEER BOX!

6 **Pages 62-63 Skills Book**

1 Write.

Have students look at the first picture. Ask *What are they?* Elicit *They're tomatoes.* Remind students that if there are two or more of something, we write *s* at the end of the word. Tell students that they will complete the activity individually.

2 Find and circle six food words.

Explain to students that they are going to find and circle six food words in the caterpillars. Do the first word together. Circulate around the classroom and provide assistance as needed. Tell students to colour each word a different colour.

Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Grammar Check! Have volunteers read the Grammar Check! box.

3 Circle.

Have students look at the happy and sad faces. Ask them to circle *I like* or *I don't like*, accordingly.

4 Write about you.

Explain to the class that they are going to write about themselves. They will complete Items 2 and 4 with a food product they don't like, Item 3 with a food product they like. Have volunteers share their answers with the class.

Lesson 2

1 Write.

1.

2.

3.

4.

5.

6.

tomatoes

peas

carrots

oranges

bananas

apples

2 Find and circle six food words.

Vocabulary Check! Cover, say, and check (✓).
I remember ☐ ☐ ☐ ☐ ☐ ☐ words.

Grammar Check!

I don't like carrots.

3 Circle.

1. I like / I don't like tomatoes.

2. I like ☒ I don't like peas.

3. I like ☒ I don't like bananas.

4. I like / I don't like carrots.

4 Write about you.

1. I like pizza.

2. I don't like (Students' own answers)

3. I like (Students' own answers)

4. I don't like (Students' own answers)



This may be completed for homework.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify fruits and vegetables. Express likes and dislikes.

New Vocabulary: tomato, peas, apple, carrot, banana, orange

Vocabulary Review: hamburger, hot dog, pizza, French fries, milk, cookie

New Grammar: I don't like peas.

Materials: Audio Tracks 69–71

Standards: 1.1.3; 2.1.2; 2.2.1; 4.1.1

Start the Class



Tell students to look at **Pages 68 and 69** and elicit what they think the story is about. Have them identify and name the food items they know. Allow students to answer in L1.

Happy Camp

1



Listen and repeat.



Tell students that they are going to read the comic strip as they listen to it. Remind them to follow the words with their fingers as they read along. Play **Track 69**. Tell the class to stomp their feet when they hear the name of a fruit or vegetable. Play **Track 69** again.

2



Listen and find the letters. Then listen and say.



Tell students to underline the fruit and vegetable words in the text. Have them write the missing letters to complete the words in Activity 2. Remind them to look at the underlined words in the comic strip for help. Then have volunteers write the words on the board.

Explain to students that they are going to hear the words and then say them as they read along. Play **Track 70**. Play **Track 70** again to provide extra speaking practice.

Audio script Track 70

1. tomato 2. peas 3. apple 4. carrot 5. banana
6. orange

Try This!

Have students sit in small groups. Give them a sheet of paper and have them make a chart to classify the new food items into *fruits* and *vegetables*. Display their charts in the classroom.

Extra

3



Listen again to Happy Camp.



Tell students that they are going to read and listen to the comic strip again. Remind students to follow the text with their fingers as they read. Play **Track 69**. Tell the class to read aloud along with the audio as they listen. Play **Track 69**.

4

Grammar Check! Circle.



Draw a happy face on one side of the board and a sad face on the other. Tell the class that you are going to say a sentence and they will point to the face on the board that best matches the sentence. Say *I don't like cookies!* Have the class point to the correct face. Continue with other sentences. Have a volunteer read the sentence for Item 1. Tell students to look for the answer in the comic strip. Have students complete the activity individually. Tell the class to stand up if the answer is *Yes*, and sit if the answer is *No*. Have volunteers read the sentences aloud.

5



Listen and cheer!



Tell the class they are going to listen to a cheer. Have them read the cheer and follow with their fingers as they listen. Play **Track 71**. Then play **Track 71** again and have the class do the cheer with the audio. Repeat several times.

Finish the Class



Tell students that they are going to make a new cheer about different foods with a partner. Have the pairs practice and then do the cheer for the class.

6



Pages 62–63 Skills Book



This activity may be completed for homework (See **Page T 88**).

Letters: ea

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 3

Lesson 3

- 1 Listen and repeat.

Lunchtime at the Zoo

It's lunchtime at the zoo.
Look at the monkey.
Monkeys like bananas a lot!



Look at the rabbits.
Rabbits eat fresh fruit and vegetables.
They like carrots and apples.
They don't like milk.



Horses like carrots and apples, too.
They don't like hamburgers or pizza!



Children like the zoo.
They also like hot dogs!

70

Z z [zed] zoo [z]

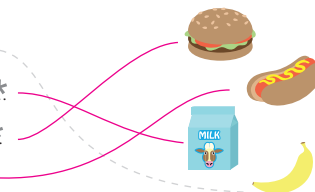
- 2 Listen again to **Lunchtime at the Zoo**.

- 3 Say which products they like and don't like.

like	bananas	carrots and apples	carrots and apples	hot dogs
don't like		milk	hamburgers or pizza	

- 4 Say the sentences.

- Monkeys like *
- Rabbits don't like *
- Horses don't like *
- Children like *



- 5 Pages 64-65 Skills Book

71

Skills Book Happy Reader

- 1 Listen and repeat.

Tell the class they are going to read and listen to a story and follow the words with their fingers as they read and listen. Play **Track 75**. Tell them that they will clap when they hear a food word. Play **Track 75** again and have students take turns reading the story with a partner.

- 2 Check (✓) Freddy's favourite foods.

Have students look at the first check box and have a volunteer read the word. Then tell the class to check the box if Freddy likes the food. Have students complete the activity individually. Then have volunteers share their answers with the class to check their answers.

Lesson 3

Happy Reader

- 1 Listen and repeat.

Freddy the Food Monster

1 This is Freddy the Food Monster.
And that is little Sally Sue.

Freddy: I think about food every day.

Sally Sue: Freddy, what's your favourite food?

Freddy: I like chocolate cake and pink ice cream, too. I don't like tomatoes. But French fries, yes, I do!

64

2 Sally Sue: Oh, Freddy! Tomatoes are good for you!

Freddy: I like cookies and milk. I don't like carrots and peas.

Sally Sue: Freddy! Cake, ice cream, and cookies are bad for you. Eat apples, oranges, and bananas, please! Fruit is good for you!



- 2 Check (✓) Freddy's favourite foods.

- ☒ cake
- ☐ apples
- ☒ cookies
- ☒ French fries

Happy Writer Page 71

65



This may be completed for homework.

Lesson 3 Understanding nonfiction texts

Lesson Objectives: Demonstrate understanding of the unit language through a nonfiction text.

Identify details in a nonfiction text.

Vocabulary Review: hamburger, hot dog, pizza, French fries, milk, cookie, tomato, peas, apple, carrot, banana, orange

Grammar Review: I like hamburgers. I don't like peas.

Materials: Audio Tracks 72 and 73

Standards: 2.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Have students look at the photos on **Page 70** and predict what the text is going to be about. Students may answer in L1.

1 72 Listen and repeat.



Have students look at the title. Ask *Is this fiction or nonfiction?* Elicit *nonfiction*. Have students talk about why they think it is a nonfiction text.

Tell the class they are going to listen to "Lunchtime at the Zoo" as they read along. Remind students to follow the words with their finger as they read and listen. Play **Track 72**. Play **Track 72** again and have the class read the text aloud along with the audio. Encourage them to imitate correct pronunciation as much as possible. Organize the class into four groups and assign each group a paragraph. Have the groups take turns reading their assigned paragraphs.

Try This!

Extra

Tell students to circle all the food words in the text. Have volunteers read the words aloud. Write the words on the board.

2 72 Listen again to Lunchtime at the Zoo.



Tell students they will listen to the text again. Remind them that they will read along, following the text with their fingers as they listen. Play **Track 72**. Then have students take turns reading the text with a partner. Circulate among the pairs, monitor pronunciation, and provide assistance as needed.

3 Say which products they like and don't like.



Have a volunteer read the directions. Explain to the class that they will complete the chart about "Lunchtime at the Zoo" by writing the foods the animals and the children like and don't like. Direct students' attention to the example with the monkey; have them find the information in the text, and point to it. Remind them that they can go back to the reading to look for the food words they circled. Tell students to do the activity individually, and then have them compare their answers with a partner. Finally, have volunteers share their answers with the class.

3 Say the sentences.



Have a volunteer read the directions. Tell students to say the sentences with the correct pictures. Remind students to look back at the text for help. Have students finish the activity individually and then have volunteers share their answers with the class.

Finish the Class



Tell students to think about what different animals like and don't like to eat. Tell the class that you are going to say a sentence and they will guess what the animal is. Provide an example such as *I like carrots*. Ask *What is it?* Elicit *rabbit*. Allow students time to think of an animal and a sentence to say about its likes or dislikes. Then have volunteers share their sentences with the class and have the class guess the animals.

4 Pages 64–65 Skills Book



This activity may be completed for homework (See **Page T 90**).

Letter: z

Draw students' attention to the letter in the letter box. Say the letter and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Lesson 4

Lesson 4

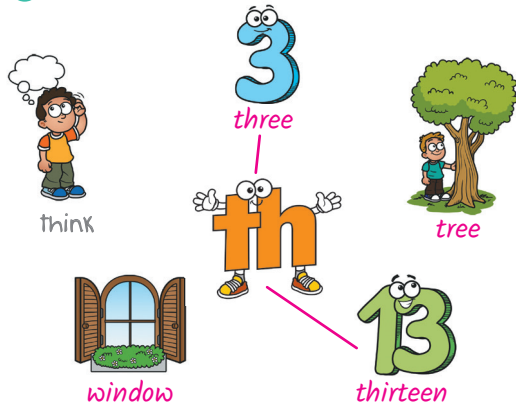
Word Work

th [θ] think [θ]

- 1 Listen and chant.



- 2 Say the words with th sound.



72

Round Up!

- 3 Look and find the letters. Then say.



1. k i t c h e n



3. m i l k



2. p i n k



4. s i x

- 4 Say it!

The three sisters like pink milk in the kitchen.



- 5 Skills Book

73

This activity must be done in class

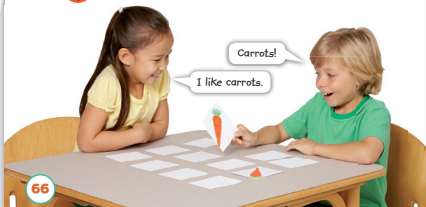
Lesson 4

Make and Play!

- 1 Make food picture cards.



- 2 Play Lunchtime Memory!



5 Word Play!

Have students turn to **Page 74** and tell them to find the food vocabulary words from **Unit 8**.

- 3 Spelling! Complete.

1. p i z z a
2. a p p l e
3. c o o k i e
4. c a r r o t
5. o r a n g e
6. p e a s
7. b a n a n a
8. h a m b u r g e r

- 4 Complete.

1. I like hot dogs.
2. I don't like carrots.
3. I like cookies.
4. I like tomatoes.
5. I don't like pizza.
6. I don't like peas.

- 5 Word Play! Find the words from Unit 8 on Student Book Page 74.

3 Spelling! Complete

Tell students to look at the incomplete words. Explain that they will write the missing letters to complete the words. Have students work individually to complete the activity. Then have students compare their answers with a partner.

4 Complete.

Draw students' attention to the first happy face. Elicit the complete sentence. Then have a volunteer write it on the board for the class to copy in their books. Tell students to complete the activity individually. Circulate around the classroom and provide assistance as needed. Have volunteers write their answers on the board and read them aloud.



This may be completed for homework.

Lesson 4 Word Work and Rewiev

Lesson Objectives: Recognise and accurately produce words with *th* and short *i* sounds. Identify foods and indicate likes and dislikes.

Vocabulary Review: hamburger, hot dog, pizza, French fries, milk, cookie, tomato, peas, apple, carrot, banana, orange

Grammar Review: I like hamburgers. I don't like peas.

Materials: Audio Tracks 73 and 74, a ball

Standards: 1.1.2; 2.1.3; 2.2.4; 4.1.1

Start the Class



Write *th* on the board, point to it, say the *th* sound, and have students repeat after you. Tell them to put their tongue between their teeth to make the correct sound. Model the correct pronunciation.

Student Book

1 73 Listen and chant.



Tell students they are going to listen to a chant. Explain that they will stand up when they hear the *th* sound. Play **Track 73**. Play it again and have the class say the chant along with the audio a few times.

2 Say the words with the *th* sound.



Tell students to identify the names of the pictures. Tell them to say only the words that have the *th* sound. Repeat several times with individual students.

3 Look and find the letters. Then say.



Have the class identify the pictures, then try to figure out the complete forms of the words. Have volunteers write the words on the board. Point to the words, say them, and have the class repeat them.

4 74 Say it!



Play **Track 74** and have students listen to the tongue twister. Play it again and have the class read the tongue twister with the audio. Repeat the tongue twister several more times, increasing your speed each time and having the class echo your speed.

5 Pages 66–67 Skills Book

Skills Book **Page 66** must be completed in class, **Page 67** may be completed for homework (T 92).

Skills Book

1 Make food picture cards.



As a follow up, ask students to open their *Skills Book*. Explain to the class that they are going to make food picture cards. Have students look at the pictures of the food cards on **Page 66**. Give each student a sheet of paper. Tell students to fold it into six squares and draw three different food items, two times each. Circulate around the class to monitor students' work and provide assistance as needed. Have students cut the paper along the folds to make six memory cards.

2 Play Lunchtime Memory!



Tell the class that they are going to play memory with a partner using the food picture cards they made. Explain that they will mix their cards and put them on the table facing down. They will turn two cards face up and when they see the pictures they will say *I like* or *I don't like* (carrots). If the pictures are a match, they keep the pair. If they aren't a match, they return the cards to the table, face down. The student with the most pairs of cards wins. Circulate among the pairs and provide assistance as needed. Have students play the game at least twice. If time permits, have students change partners and play again.



Extra

Have students choose a food picture card and sit in a circle. Say *I like bananas!* Tell the class that students who have drawn banana picture cards will stand up and change places with each other. Explain that if you say *I don't like something*, nobody can move. If someone stands up, that person calls out new food items. Repeat the activity as long as time allows.

Finish the Class



Have volunteers say the tongue twister as quickly and as correctly as they can.

Letters: th

Draw students' attention to the letters in the letter box. Say the letters and the word, ask the students to repeat after you. You may do these activities at any stage of the lesson (See **Page xii**).

Teaching Notes

Teaching Notes

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Happy Campers Metodik vəsait 2

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