

English Happy Campers 4

Diana Jones

Teacher Edition



English as the main foreign language

English

Happy Campers 4

Teacher Book

Diana Jones

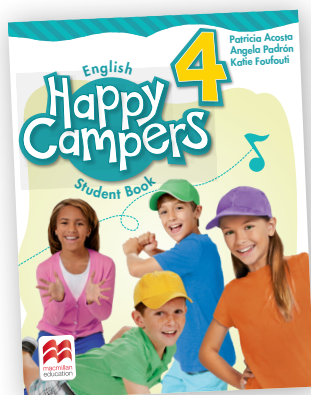
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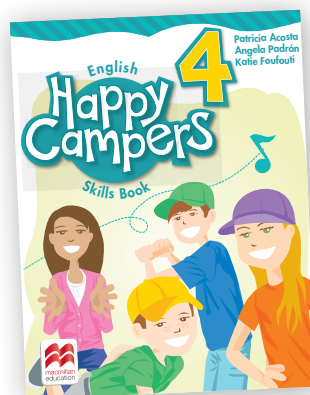
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Student Resources



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-centered 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	Numbers: numbers 10–100 Family: grandparents, parents, aunt, uncle, cousin, niece, nephew	How old is he? He's ninety-nine. Who is she? She's my aunt. Who are they? They're my grandparents.
2	18–25	Months of the Year: January, February, March, April, May, June, July, August, September, October, November, December Ordinal Numbers: ordinal numbers 1st–31st	When's your birthday? It's in August. What's the date today? Today is October fifteenth.
3	26–33	Times of Day / Adverbs of Time: in the morning, in the afternoon, in the evening, at night, noon, midnight, early, late Daily Routine: get up, eat breakfast, go to school, eat lunch, eat dinner, go to bed, get dressed	What time is it? It's 2 o'clock. It's 2:30. It's noon. What time do you eat breakfast? At 7 o'clock in the morning.
4	34–41	Sports: baseball, basketball, football, golf, ping pong, soccer, tennis, volleyball At Home: listen to music, talk on the phone, watch TV, take pictures, do homework, work on the computer	I'm (not) playing football. We're (not) playing volleyball. He's listening to music. They're doing homework.
5	42–49	At the Park: climb trees, have a picnic, play ball, play on the swings, ride a bike, ride a skateboard, run, take a walk Chores: clean, wash the dishes, sweep the floor, feed the pets, take out the trash, set the table, make a snack, wash the car, smell, help	What are you doing? I'm (not) riding a bike. We're (not) running. What's he doing? He's washing the dishes. What are they doing? They're sweeping.
6	50–57	Clothes: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers At the Beach: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle	What are you wearing? I'm wearing sneakers. Are you wearing shorts? Yes, I am. Is she swimming? Yes, she is. She isn't sleeping.
7	58–65	Party Food: cake, chips, sandwiches, candy, juice, lemonade, popcorn, soda Party Time: sing, dance, bake a cake, buy snacks, send invitations, make decorations	Are they eating cake? Yes, they are. Are they drinking soda? No, they aren't. We're making decorations. Are you baking a cake? Yes, we are.
8	66–73	Abilities: draw, hop, paint, play the guitar, play the drums, jump rope, speak English, whistle Vocabulary Review: Grade 4 verbs	I can play the guitar. I cannot/can't whistle. Can you whistle? Yes, I can.

Extra Practice

 Skills Book Pages 4–11

Teamwork Activity

Family Age Line



 Skills Book Pages 12–19

Birthday Calendar



 Skills Book Pages 20–27

Daily Activities Poster



 Skills Book Pages 28–35

Sing and Act



 Skills Book Pages 36–43

Weekly Activities Calendar



 Skills Book Pages 44–51

Favourite Activities Chart



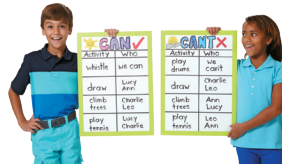
 Skills Book Pages 52–59

Party Jobs Chart



 Skills Book Pages 60–67

Abilities Chart



About the Student Book and the Skills Book









Class-building activities allow students to participate equally.

Lesson 1: Vocabulary and Grammar Practice

Student Book lessons are organised around a **content centerpiece** used in different ways across lessons, providing plenty of exposure and practice. A **musicalised echo** activity allows students to see, hear, and pronounce new vocabulary in a safe environment. The Grammar Snapshot! provides examples of the new grammar, and **scaffolded activities** help students work out the corresponding grammar rules. Students at this age are developing their literacy both in their mother tongue and during the process of foreign language learning. For that reason, presenting the pronunciation of target vocabulary can foster the process of learning reading and writing as well as teach them pronunciation of particular words. Presenting transcription to students also helps them understand the difference between the written and spoken form of letters and the whole words.


UNIT 6 Lesson 1

1 Listen. Then echo.


 T-shirt /t- 'ʃa: t/
  pants /pa:nts/
  cap /kæp/
  shorts /ʃɔ: t/
  jeans /dʒi: ns/
  swimsuit /swim. su:t/
  sandals /'sa:nd(ə)lz/
  sneakers /sni: kə(r)z/

2 Listen and say.

A



B



3 Sing: My Clothes.

My Clothes

1. What are you wearing?
I'm wearing a *.
Are you wearing shorts?
Yes, I am.

2. What are you wearing?
I'm wearing *.
Are you wearing a cap?
No, I'm not.

3. What are you wearing?
I'm wearing a *.
Are you wearing jeans?
No, I'm not.

Grammar Snapshot!

What are you wearing?
I'm wearing sneakers.

Are you wearing shorts?
Yes, I am. / No, I'm not.

4 Read the question with a yes/no answer.

a. What are you wearing?
b. Are you wearing shoes?

5 Read and say the answer.

1. What are you wearing?
a. I'm wearing a cap.
b. Yes, I am.

2. Are you wearing sandals?
a. No, I'm not.
b. I'm wearing a T-shirt.

3. What are you wearing?
a. No, I'm not.
b. I'm wearing sneakers.

6 Pages 44-45 Skills Book

Lesson 1: Vocabulary and Grammar Practice

UNIT 6 Lesson 1

1 Write.

1. _____

2. _____

3. _____





4. _____

5. _____

6. _____

7. _____

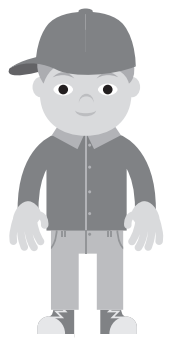
8. _____

Spelling Check! Spell the clothes aloud. Then complete.

I can spell _____ words.

2 Circle the correct answer.



3 Answer for you.

1. Are you wearing a T-shirt? _____

2. Are you wearing a cap? _____

3. What are you wearing? _____

Grammar Snapshot!

What are you wearing?
I'm wearing sneakers.
Are you wearing shorts?
Yes, I am. / No, I'm not.

1. Are you wearing a cap?
Yes, I am. No, I'm not.

2. Are you wearing pants?
Yes, I am. No, I'm not.

3. Are you wearing a swimsuit?
Yes, I am. No, I'm not.

4. Are you wearing sneakers?
Yes, I am. No, I'm not.

Workbook-style pages in the Skills Book provide **extensive practice** and review activities to help students **remember** and **assimilate** new language. The Spelling Check! self-assessment activity helps students keep track of their progress.

Lesson 2: Vocabulary and Grammar in Context

Lesson 2

1 Where are the Shutterbugs?

2 **Read and listen.**

1 Where's Tom?
Is he flying a kite?

No, he isn't.

2 Is Tom swimming?
Is he sailing a boat?

No, and he isn't eating ice cream. Too bad! Yum!

3 **Listen and spell the words.**

1. * * * * *

2. * * * * *

3. * * * * *

4. * * * * *

5. * * * * *

6. * * * * *

Shutterbugs

4 **Listen again to Shutterbugs.**

1 Look! Sam is building a sandcastle!

Hey! My ice cream!

2 Is Tom sleeping?

Yes, he is! And look! There's my ice cream!

5 Grammar Snapshot! Answer the questions.

1. Is he building a sandcastle?
Yes, he is. * * *

2. Is she eating ice cream?
* * *

3. Is she swimming?
* * *

4. Is he sleeping?
* * *

6 **Listen and cheer!**
Is he sailing a boat? Yes, he is! Yes, he is!
Is she eating ice cream? No, she isn't! No, she isn't!

7 **Skills Book** Pages 44-47

"Shutterbugs" is an episodic comic strip story that follows the adventures of a group of children in an after-school camera club. Students will develop reading and listening skills while they learn new vocabulary and grammar structures in context. **Listen and spell the words** activities hone receptive and productive skills. The **class-building grammar cheer** provides a memorable example of the new language.

Lesson 2: Vocabulary and Grammar Practice

The Skills Book activities can be done in class or at home, and can be quickly checked.

Lesson 2

1 Write.

build a sandcastle

eat ice cream

fly a kite

sail a boat

sleep

swim

1.

2.

3.

4.

5.

6.

Spelling Check! Spell the beach activities aloud.
Then complete. I can spell words.

Grammar Snapshot!

2 Complete.

Is she swimming?
Yes, she is.
No, she isn't.
She isn't sleeping.

1. Is she _____ ice cream? _____, she _____.

2. _____ he _____ a boat? No, _____.
He isn't _____.

3. Is she building a sandcastle? _____, she _____.
_____ building a sandcastle.

4. Is he flying a kite? _____, _____.

3 Draw your friend at the beach. Answer.

1. Is your friend swimming?
_____, _____.

2. Is your friend building a sandcastle?
_____, _____.

Self-assessment develops **critical thinking** skills.

About the Student Book and the Skills Book



Lesson 3: Reading Comprehension

A selection of **fiction** and **nonfiction** texts consolidates and reviews language while developing reading, listening, and fluency skills. Post-reading comprehension activities develop reading skills and comprehension strategies such as identifying details, sequencing events, identifying and describing characters and settings, and comparing and contrasting. Pre-writing and writing activities help students develop skills to write explanatory and descriptive writing pieces.

Lesson 3

1 Read and listen.

Sandcastles

1 Every summer there are sandcastle contests at the beach in my town. It's always very hot and sunny. This year people are building very big sandcastles. Sandcastles aren't just for kids. Adults like to build things with sand, too. It's a great day for the whole family!

Artists use sand and water to make the sandcastles. They walk to the ocean to get water. Then they use the water to make the sand hard. Artists use tools to draw in the sand. They are very careful.

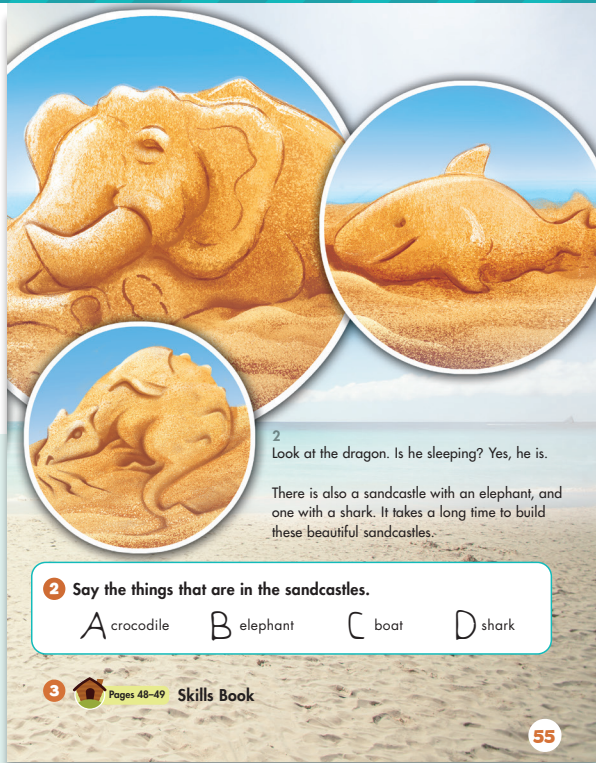


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Skills-based

practice lessons show
language in context.





Think creatively, work collaboratively!

Lesson 4: Creative, Collaborative, and Critical Thinking Competencies

Lesson 4

Team Up!

1 Think about your favourite activities. Say your favourite activities in order.

My Favourite Activities

- eat ice cream
- fly a kite
- clean

2 Share your ideas.

Eating ice cream is my favourite activity. My favourite activity is flying a kite.

3 Team up and make a Favourite Activities Chart.

Eating ice cream is our favourite activity.

Favourite Activities

1. eat ice cream 2. fly a kite 3. clean

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"The Four Cs"—**critical thinking, communication, collaboration, and creativity**—are essential **21st century skills**. Team Up! activities provide the opportunity for children to create and present a project together while using the target language of the unit in a **child-centred** context.

Lesson 4: Review

Round Up!

4 Name the letters and complete the phrase.

- * * * ing a kite
- * * * ing ice cream
- * * * * * ing in the water
- * * * * * ing a sandcastle

5 Say the words that are different. Match them to the sentences.

- sandals cap

trainers

We eat this at the beach.
- jeans trousers

swimsuit

We wear this on our heads.
- sleep ice cream

swim

We wear this when we're swimming.

6 Pages 50-51 Skills Book

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





About the Student Book and the Skills Book

The *Happy Campers Skills Book* is designed to support students in the development of limited, but **specific, speaking and listening, reading, and writing** skills.

UNIT 6 Lesson 1


1 Write.


1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Spelling Check! Spell the clothes aloud. Then complete.
I can spell _____ words.

Grammar Snapshot!



What are you wearing?
I'm wearing sneakers.
Are you wearing shorts?
Yes, I am. / No, I'm not.

2 Circle the correct answer.

1. Are you wearing a cap?
Yes, I am. No, I'm not.

2. Are you wearing pants?
Yes, I am. No, I'm not.

3. Are you wearing a swimsuit?
Yes, I am. No, I'm not.

4. Are you wearing sneakers?
Yes, I am. No, I'm not.

3 Answer for you.

1. Are you wearing a T-shirt? _____

2. Are you wearing a cap? _____

3. What are you wearing? _____

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Student Book Page 50
Student Book Page 51
45

Real skills. Really simple.

Lesson 3

Happy Reader

1 Circle where the family is.

a. at the park b. at the lake

2 Read and listen.

Fun with Grandpa

It's hot and sunny. Eddie, Lily, Mom, and Grandpa are at the lake. What's Grandpa wearing? Is he wearing a jacket and pants? Yes, he is! Oh, Grandpa!

Is Eddie building a sandcastle? Yes, he is! Lily isn't building a sandcastle. She's flying a kite with Mom.

Eddie wants to swim with his sister, Lily. "Let's swim, Lily! Come on, Grandpa!"

Look! Grandpa is swimming in his clothes! He's wearing pants and a jacket. He isn't wearing a swimsuit. Eddie and Lily are having fun with Grandpa!

3 Listen again to Fun with Grandpa.

4 Look at the picture of Grandpa. Answer.

1. Is he building a sandcastle? No, he isn't.

2. Is he swimming? _____

3. Is he wearing a swimsuit? _____

4. Is he wearing a jacket and pants? _____

5 Say Cheese! Draw your family at the lake.

6 Writing Time! Write about your picture.

It's hot and sunny. _____, _____, _____, and I are at the lake. What's _____ wearing? Is _____ wearing _____ and _____?

48
Student Book Pages 54-55
49

Happy Reader texts include fiction and nonfiction texts. Each reader is supported by a numbered reading guide and a dramatised reading on the **Class Audio CD**. The lesson includes a reading comprehension activity.



Happy Writer

Unit 5 Mother's Day

Student Book Pages 46-47

- 1 Write about what you do on Mother's Day.

On Mother's Day I _____



Unit 6 Sandcastles

Student Book Pages 54-55

- 1 Complete the paragraph about sandcastles.

We have sandcastle contests at the

_____. It's very _____

and _____ in the summer.

Artists make sandcastles of

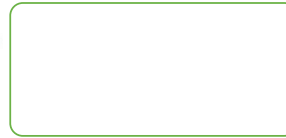


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Unit 7 New Friends

Student Book Pages 62-63

- 1 Draw what happens next in the story. Then write.



Unit 8 Amazing Animals

Student Book Pages 70-71

- 1 Write about your favourite animal and what it can do.

My favourite animal is _____



A _____ can _____

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The Happy Writer sections at the back of the Skills Book develop specific writing skills such as recalling details, sequencing events, writing an opinion about a text, and personalising a text.

Word Work activities provide spelling, reading, and thinking activities using the unit vocabulary. Students categorise words, find connections, and recognise spelling patterns.

Lesson 4

Word Work



- 1 Read the clues. Then choose and write.

1.



It has a capital letter.

2.



You wear these on your feet.

3.



You wear this in the water.

4.



It has the letter e.

- 2 Answer Ricky's Riddle!

My second letter is in **cap** and in **sandals**.

My fourth letter is in **take** but not in **make**.

My last letter is in **same** but not in **name**.

You wear me on your legs.

What am I?

I'm _____

1 2 3 4 5



50

Round Up!

- 3 Spelling! Write the -ing form of the verbs.

1. eat _____

2. fly _____

3. swim _____

4. ride _____

5. build _____

6. watch _____

- 4 Complete the puzzle.

1.



2.



3.



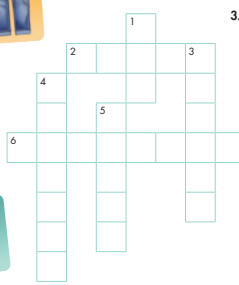
4.



5.



6.



Student Book Pages 56-57

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Ricky's Riddle practices reading comprehension skills and develops **critical thinking** skills such as analysing information to correctly identify the answer to the riddle.

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**.

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 6

Unit Objectives

- By the end of the unit, students can:
- Identify clothes and beach activities.
 - Make statements about a picture and respond.
 - Show understanding of story details.

Vocabulary

Clothes: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers
At the Beach: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Skills

Listening: Listen for and identify clothes and beach activities. Listen for specific information and circle an appropriate response.

Speaking: Talk about the clothes students are wearing and beach activities.

Reading: Understand details in a story.

Read a nonfiction text **Sandcastles** and a fiction text: **Fun with Grandpa**. Identify and describe details. Read short sentences and recognise words. Summarise the text.

Writing: Write about beach activities. Read clues to identify words. Recognise spelling patterns. Categorise words.

Grammar

What are you wearing? I'm wearing sneakers. Are you wearing shorts? Yes, I am. / No, I'm not. Is she swimming? Yes, she is. / No, she isn't. She isn't sleeping.

Creative, Collaborative, and Critical Thinking Competencies

Favourite Activities Chart

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the chart and how it will be presented.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks. Determine the information to be included in the chart and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Odd One Out

Give students sets of words and have them decide which word is different from the others. The words can be provided in written form or orally. This activity helps students become aware that words can be classified in different ways, while developing critical thinking skills. Be prepared to accept different answers if students have a good explanation.

Happy Teacher

Changing from one activity to another can easily become a noisy time in the classroom. Attention and quiet signals are essential in the classroom. Raising your hand is a signal for the class to stop talking and listen to the teacher. Another way to quiet the class is to clap once and have students repeat the single clap.

Happy Class

Take a few minutes and celebrate birthdays with the class. Create a fun ritual in English to acknowledge students' birthdays, such as singing "Happy Birthday." Ask the question: How old are you now? for the birthday student to answer. You may choose to give the birthday student a choice of games to do in class, or assign a birthday seat (such as the teacher's) for the birthday student to sit in during his or her special day. Create a group celebration for students whose birthdays occur during vacations.



By Patricia Acosta

T 65

Try This!

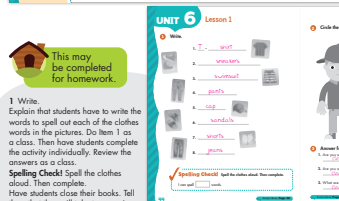
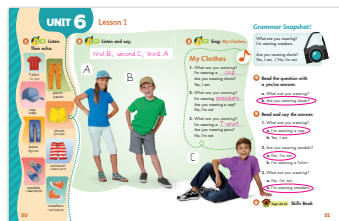
Try This! sections in each lesson feature alternative activities to incorporate into everyday teaching practice.

Extra

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

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

Lesson 1



1 Write
Explain that students love to write the words to spell out each of the clothes words in the pictures. Do item 1 as a class. Then have students complete the activity individually. Review the answers as a class.
Spelling Check! Spell the clothes words. Then complete.
Have students close their books. Tell them that they will take turns saying and spelling the clothes with a partner. Then tell students to write the number of words they can spell correctly.
2 Circle the correct answer.
Explain to the class that they will look at the picture of the boy and circle the correct answer for each question. Then have students share their answers with the class.

T 66

Lesson 1 Vocabulary and Grammar

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

New Vocabulary: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

New Grammar: What are you wearing? I'm wearing sneakers. Are you wearing shorts? Yes, I am.

Materials: Audio Tracks 39 and 40

Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.1

Unit 6

Start the Class

Have students look at Pages 50 and 51 and predict what the lesson is about. Write the word clothes on the board. Elicit what clothes students are wearing today, focusing on words they already know. Have volunteers say their favourite clothes, and then draw them on the board.

1 Listen. Then echo.
Have students look at the pictures and identify the clothes in 1.1. Explain that they are going to listen and point to the pictures of different clothes. Play Track 39 and have students listen and point to the pictures of the clothes as they hear them mentioned. Play Track 39 again and have students echo the phrases. In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!
Tell students that they are going to draw a picture of themselves wearing some of the clothes from this page. Have them draw an arrow pointing to each item of clothing and write the word to label it. Circulate around the class and provide help as needed. Have students compare their drawings with the person next to them. Encourage them to name the colors of the clothes to practice colour words.

2 Listen and say.
Explain to the class that they are going to listen to a song and point to the person singing (the girl or one of the boys). Play Track 40. Then tell students they are going to play the song again for them to complete the sentences on Page 51. Pause appropriately to give students time to say the sentences.
Have students compare their sentences with a partner. Then check answers as a class by writing them on the board.
Explain that students are going to listen to the song again, and this time they are going to say who sings first, second, and third. Play Track 40 and then check answers with the class.

Sing: My Clothes.

Tell students they are going to listen to the song again and follow the words with their fingers as they listen. Explain that when they hear the word not, they should wiggle their fingers to indicate no. Play Track 40. Play Track 40 again and have the class sing along.

3 Read the question with a yes/no answer.
Remind students of the questions they learned in previous units: What are you doing? What's the date today? What time is it? Point out that they all begin with the word What. Tell the class that these questions always ask for information—an activity, the date, or the time—and What are you wearing? asks for information about clothes.
Have the class read the Grammar Snapshot together. Tell students to look at the two questions and then read the question with a yes/no answer. Have them compare their answers with a partner before checking as a class.

4 Read and say the answer.
Explain to students that they are going to read the questions and say the correct answer for each one. Have volunteers write the questions and answers on the board.

Finish the Class

Form the class into rows. Ask students at the head of each row: Are you wearing [sandals]? Students answer Yes, I am or No, I'm not. Then the first student in each row turns around and repeats the question to the student seated next to him or her. Repeat until the last student in each row has answered. Then repeat the activity by starting the question at the other end of the row and having students take turns to ask and answer going back in the opposite direction.

Pages 44-45 Skills Book

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

T 67

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** (5 min) are provided to support teachers in keeping students on track.

Content Standards

Grade 4

At the end of the 4th grade the pupil:

- Demonstrates understanding of short simple texts.
- Demonstrates acquisition of accurate pronunciation skills.
- Demonstrates the ability to communicate using the speech samples and speech tags learned.
- Demonstrates reading skills.
- Demonstrates simple writing skills.

Core and sub standards of instructional content.

1. Listening comprehension Pupil:

- 1.1. **Demonstrates understanding of short simple texts.**
 - 1.1.1. Follows the instructions that cover classroom-based relations.
 - 1.1.2. Produces questions related to the content of the text.
 - 1.1.3. Identifies the new words in the text provided.

2. Speaking Pupil:

- 2.1. **Demonstrates the initial pronunciation skills.**
 - 2.1.1. Pronounces sentences and speech patterns accurately.
 - 2.1.2. Demonstrates the acquisition of the pronunciation rules in his/her speech.
- 2.2. **Demonstrates communication skills using speech patterns already learned.**
 - 2.2.1. Names objects related to time and space.
 - 2.2.2. Describes different characteristics of objects, events and situations and comments on them.
 - 2.2.3. Demonstrates the ability to ask questions about an object, event and situation.
 - 2.2.4. Communicates using the language material s/he learned.

3. Reading Pupil:

- 3.1. **Demonstrates initial reading skills.**
 - 3.1.1. Reads short texts accurately at high speeds.
 - 3.1.2. Demonstrates understanding of the content of the text s/he reads.

4. Writing Pupil:

- 4.1. **Demonstrates initial writing skills**
 - 4.1.1. Performs accurate writing of the words and simple sentences s/he hears.
 - 4.1.2. Writes short texts.

Unit 1

Unit Objectives

By the end of the unit, students can:

- Use numbers to give ages.
- Ask and answer questions about ages.
- Identify characters in a text.

Vocabulary

Numbers: numbers 10–100

Family: grandparents, parents, aunt, uncle, cousin, niece, nephew

Skills

Listening: Listen for and identify numbers. Listen for specific information.

Speaking: Ask and answer questions about age and family relationships. Respond to questions about age with appropriate answers. Respond to questions about a character with appropriate information about family relationships.

Reading: Read a fiction text: **The Family Picnic** and a nonfiction text (social studies): **My Family**.

Identify characters in a text. Summarise the story. Read short sentences and recognise words.

Writing: Write information about family members' ages. Identify and produce word endings. Recognise spelling patterns. Categorise words.

Grammar

How old is he? He's ninety-nine.

Who is she? She's my aunt.

Who are they? They're my grandparents.

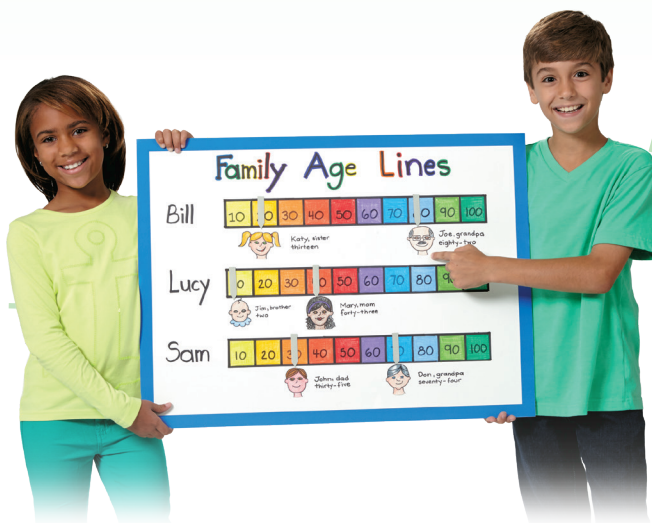
Creative, Collaborative, and Critical Thinking Competencies

Family Age Line

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the Family Age Line and how it will be presented.

Collaboration: Use communication skills and conflict resolution skills to complete tasks. Determine the information to be included in the Family Age Line and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Name Game

Materials: ball

Ask students to sit in a large circle and then join them. Begin by taking the ball and saying your name: *I'm Miss/Mr. (your name)*. Pass the ball to the student on your right. The student says *She's/He's Miss/Mr. (your name). I'm (Mary)*. Then the student passes the ball to the student on his or her right. This student then says *She's (Mary). I'm (Tom)*. This continues until all the names in the circle have been said.



By Diana Jones

Happy Teacher

Begin the school year with a number of getting-to-know-you activities. Students may have been involved in different activities over vacation that they would like to share. There may be new students in the group, or you may be their new teacher. This is a great way for everyone to get to know one another. Establish your classroom management style when the school year begins. Explain the classroom rules to students, and teach them the appropriate ways to communicate.

Happy Class

To energise your class, choose one of these quick break tricks. Have students:

- Listen to music.
- Touch elbows with eight classmates.
- Do neck circles, do arm circles, and stand up and touch their toes.

Lesson 1

UNIT 1

Lesson 1

1 **104** Listen. Then echo.

ten /ten/ **10**

twenty /ˈtwenti/ **20**

thirty /ˈθɜː(r)ti/ **30**

forty /ˈfɔː(r)ti/ **40**

fifty /ˈfɪfti/ **50**

sixty /ˈsɪksiti/ **60**

seventy /ˈsev(ə)nti/ **70**

eighty /ˈeɪti/ **80**

ninety /ˈnaɪnti/ **90**

one hundred /wʌn ˈhʌndrəd/ **100**

2 **105** Listen and say.

Young and Old!

How old is she?
Thirty? Forty? Fifty?

How old is he?
Thirty? Forty? Fifty?

1.

A She's thirty-five. B She's seventy-two.

2.

C She's ten. D She's twenty.

3.

E He's ninety-nine. F He's sixty-seven.

3 **105** Sing:
Young and Old!

Grammar Snapshot!

How old is she?
She's ten.

How old is he?
He's ninety-nine.

4 Read and point the answer.

1. How old is he?
He's thirty.

2. How old is she?
She's seventy.

3. How old is he?
He's eighty-eight.

5 Point, ask, and answer.

How old is he?
He's ninety-nine.

6 Pages 4-5 Skills Book



- Write the numbers. Find and circle the number words.
Have a volunteer read the directions. Then have students find the number words in the word search. Circulate among the class and provide help as needed. Have students compare their answers with a partner.
- Match.
Tell students to match the words and the numbers. Have volunteers write the numbers and words on the board.
Spelling Check! Spell the number words aloud. Then complete.
Have students close their books. Tell them that they will take turns saying and spelling the numbers with a partner. Then tell students to write the number of words they can spell correctly.
- Read and circle.
Explain to the class that they will read the questions and circle the correct answers. Then have pairs of students read the questions and answers aloud.

UNIT 1

Lesson 1

1 Write the numbers. Find and circle the number words.

1. fifty-six 56 2. thirty-five 35

3. forty-nine 49 4. twenty-one 21

5. eighty-two 82 6. ninety-eight 98

FOUR FORTY NINE

E I G O N S H S E V E M

I N F R T H R E T F O S

G O W T W E N T Y O N E

H F N E Y R E E T W I I

T O I N R S V N W O X G

Y U N I T X I A Y F I H

T H I N E Y T E I V T

W H I R T Y F I V E H

C N I N E T Y E I G H T

2 Match.

1. seventy-three 97

2. forty-four 73

3. ninety-seven 80

4. eighty 44

Spelling Check! Spell the number words aloud.

Then complete. I can spell words.

UNIT 1

Lesson 1

3 Read and circle.

1. How old is she?
a. She's twenty-five.
b. He's twenty-five.

2. How old is he?
a. I'm forty-three.
b. He's forty-three.

4 Look and write.

1. **21**
She's twenty-one

2. **30**
He's thirty

3. **78**
She's seventy-eight

4. **83**
He's eighty-three

- Look and write.
Explain that the birthday cakes and candles show how old each person is. Complete Item 1 as a class. Then have students complete the rest of the activity individually. Have volunteers write the answers on the board.

Lesson 1 Vocabulary and Grammar

Unit 1

Lesson Objectives: Identify numbers 10–100. Ask and answer questions about ages.

New Vocabulary: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

New Grammar: How old is she? She's ten. How old is he? He's ninety-nine.

Materials: Audio Tracks 04 and 05, strips of paper

Standards: 1.1.1; 1.1.3; 2.1.1; 4.1.1

Start the Class



Have students guess in L1 about the age of the people in the pictures.

1 04 Listen. Then echo.



Have students look at the numbers and elicit the colours. Explain that they will listen and point to the different numbers. Play **Track 04** and have students listen and point to the numbers as they hear them mentioned. Play **Track 04** again and have students echo the numbers.

Tell students to draw a circle around the words that end in *-ty*. Have students say which two numbers don't have *-ty* at the end (*ten* and *one hundred*). Call out *six*. Have students respond *sixty*. Repeat with different numbers.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.



Extra

Explain to students that you will call out the numbers and they will repeat them. Call out the first three numbers (*ten*, *twenty*, *thirty*), and have students repeat. Then call out the next three (*forty*, *fifty*, *sixty*), and have students repeat. Continue with *seventy*, *eighty*, *ninety*, and *one hundred*. Ask three volunteers to come to the board. Have them call out the numbers while the rest of the students repeat.

2 05 Listen and say.



Write the equation $50 + 1 =$ on the board and elicit the answer *51*. Write *fifty-one* on the board and point out that some numbers are written with a hyphen. Have a volunteer come to the board and dictate *fifty-two* for him or her to write out.

Write the numbers 1–9 in a row on the board. Then write a large 40 above the row. Point to the numbers in order and have students say them aloud as 41, 42, etc. Have a volunteer read the directions and the title of the song. Explain to the class that they will listen to a song. Play **Track 05**. Have volunteers

read the sentences for each picture. Tell students they will listen to the song again and say which pictures are mentioned in the song. Play **Track 05**. Then have volunteers share their answers.

3 05 Sing: Young and Old!



Have students look at the song on **Pages 10 and 11**. Tell students they will listen to the song again and whisper the words as they listen. Play **Track 05**.

Have students practice whispering the lines a few times before singing it. Play **Track 05** again and have the class sing along.

4 Read and point the answer.



Have the class read the Grammar Snapshot! together. Explain that we use *she* to talk about a girl or woman and *he* to talk about a boy or man. Divide the class into two groups. Explain that one group asks the question *How old is she?* and the second group responds with *She's ten*. Repeat with *How old is he?* *He's ninety-nine*. Tell students to complete the activity individually, and then compare their answers with a partner. Have volunteers share their answers with the class.

5 Point, ask, and answer.



Have volunteers read the speech bubbles. Tell students they will take turns asking and answering questions with a partner. Explain that they will point to pictures on **Pages 10 and 11**. Have volunteers perform their dialogues for the class.

Finish the Class



Tell students to write down a random age on a strip of paper. Have each student find out the ages of the people in his or her row. Each student answers according to the age on their strip of paper. Have students in each row line up in the order of their ages.

6 Pages 4–5 Skills Book



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

Lesson 2

Lesson 2

1 Who are the people in the photos?

2 **106** Read and listen.

Nice photos, Lisa! Who are they?

Who is he? Who is she? She's funny!

They're my parents and my grandparents.

He's my uncle. She's my aunt. I'm her favourite niece.

3 **107** Listen and spell the words.

	1. <u>grandparents</u>		2. <u>parents</u>
	3. <u>aunt and uncle</u>		4. <u>cousin</u>
	5. <u>niece</u>		6. <u>nephew</u>

Shutterbugs

4 **108** Listen again to Shutterbugs.

They're my cousins. He's my mom's favourite nephew.

And he's my silly friend Tom!

Your favourite silly friend!

Ha! Look at his ears!

5 **Grammar Snapshot!** Read and say the answer.

1. Who is she?	He's my brother.
2. Who are they?	She's my sister.
3. Who is he?	They're my parents.

6 **108** Listen and cheer!

Who is he? He's my uncle!

Who is she? She's my aunt!

Who are they? They're my cousins!

7 Pages 6-7 Skills Book



This may be completed for homework.

1 Choose and label.

Have a volunteer read the directions and the words in the box aloud. Point out that *me* in the family tree represents the students. Write in *grandparents* as a class. Then have students complete the activity individually. Circulate around the class and provide help as needed. Review the answers as a class.

Spelling Check! Spell the family words aloud. Then complete.

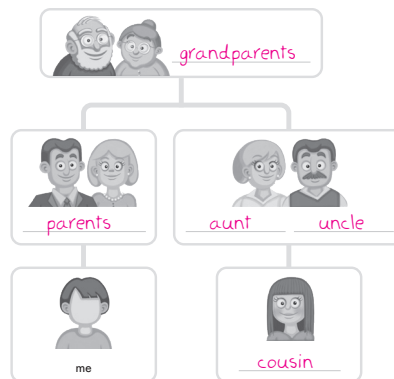
Have students close their books. Tell them that they will take turns saying and spelling the family words with a partner. Then tell students to write the number of words they can spell correctly.

2 Read and circle.

Explain to the class that they will read the questions and choose the correct answers. Remind them to look at the picture for each question. When they have finished,

Lesson 2

1 Choose and label. aunt cousin grandparents parents uncle



Spelling Check! Spell the family words aloud. Then complete. I can spell words.

Grammar Snapshot!

Who is he? He's my cousin.
Who is she? She's my aunt.
Who are they?
They're my grandparents.

2 Read and circle.

- | | |
|---|---|
| 1. Who is she?
a. They're my grandparents.
b. She's my cousin. | 2. Who is he?
a. He's my uncle.
b. She's my niece. |
|---|---|

3. Who are they?
a. He's my nephew.
b. They're my parents.

3 Write questions.

- | |
|--|
| 1. <u>Who is he</u> ? He's my cousin. |
| 2. <u>Who is she</u> ? She's my aunt. |
| 3. <u>Who are they</u> ? They're my parents. |

have students compare their answers with a partner. Have volunteers read their questions and correct answers.

3 Write questions.

Have students look at the answers and explain that they have to write the question for each answer. Have volunteers write the questions on the board.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify family members. Ask and answer questions to identify family members.

New Vocabulary: grandparents, parents, aunt, uncle, cousin, niece, nephew

New Grammar: Who is she? She's my aunt. Who is he? He's my cousin. Who are they? They're my grandparents.

Vocabulary Review: mom, dad, grandma, grandpa

Materials: Audio Tracks 02, 06–08

Standards: 1.1.2; 3.1.1; 3.1.2; 4.1.1

Start the Class



Have students point to the Shutterbugs title with the picture of the camera on **Page 12**. Tell students to look at the opening spread on **Pages 8 and 9**, and explain that the Shutterbugs are a camera club. Play **Track 02**.

1 Who are the people in the photos?

Point to the characters and ask students to name them: *Tom* and *Lisa*. Have students look at the photos and guess who the people are: *Lisa's parents, grandparents, uncle, aunt, cousins, and friend*.

2 06 Read and listen.

Tell students they will read the comic strip as they listen. Remind them to follow the words with their fingers. Play **Track 06**.

Explain that *parents* are a mom and a dad. Ask students who *grandparents* are, and elicit *grandpa* and *grandma*. Have students circle the family words in the comic strip.



Extra

Divide the class into pairs. Explain to students that they will each play a part from the story. Have students read their parts aloud.

3 07 Listen and spell the words.

Say the words for the family members in the order they appear in the comic strip and have students point to the correct pictures. Repeat the activity with the words in a different order. Have a volunteer read the directions on **Page 12**. Play **Track 07** and pause for students to spell the words. Play the track again. Have students check their answers with a partner. Tell students they will listen to the track again and repeat what they hear aloud. Play **Track 07**.

Audio script **Track 07**

1. *grandparents* 2. *parents* 3. *aunt and uncle*
4. *cousin* 5. *niece* 6. *nephew*

4 06 Listen again to Shutterbugs.

Tell the class that they will listen again to the comic strip and read along as they listen. Explain that they should listen and raise their hands when they hear questions with *Who*.

Play **Track 06**. Then have students point the questions with *Who*. Have volunteers read them aloud.

5 Grammar Snapshot! Read and say the answer.

Write *he*, *she*, and *they* on the board. Tell students that you will call out a family word and they have to respond by saying *he*, *she*, or *they*. For example, *mom*: *she*.

Have a volunteer read the directions for Activity 5 on **Page 13**. Explain to the class that they will read the correct answer. Tell students to work individually, and then have them compare their answers with a partner. Have volunteers share their answers with the class.

6 08 Listen and cheer!

Tell the class they are going to listen to a cheer and read the words as they listen. Play **Track 08**. Explain to the class that you are going to play the cheer again and this time they will do the cheer with the track. Play the track again.

Finish the Class



Divide the class into two teams. Draw a line down the center of the board and label the sides *Correct* and *Incorrect*. You will say a sentence such as *She's my aunt* or *He's my grandma*. Students then decide if the sentence is correct or incorrect and stand on a side of the board to show their decisions. The students who make a wrong decision sit down. The team with the last person standing wins.

7 Pages 6–7 Skills Book

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

Lesson 3



Skills Book Page 68

sister; aunt; grandma; dad;
uncle; grandpa; cousins

Lesson 3

1 Read and listen.

The Family Picnic

1 Anna: Hi, Daisy! Today is my family picnic!
Mom: Hello, girls. The food is ready!
Anna: This is my mom. Her name is Ann. And this is my sister, Annabel.
Daisy: Wow! They look just like you!



2 Anna: That's my Aunt Annie and my grandma, Anita. She likes dancing!
Daisy: How old is she?
Anna: She's eighty-eight!



14



3 Dad: Lunch is ready!
Daisy: Who's that?
Anna: He's my dad. His name is James. That's my Uncle Jimmy and my grandpa, Jim.

Daisy: Who are they?
Anna: They're my three cousins. They're Pat, Rick, and Patrick. They're thirteen, fourteen, and fifteen years old. Come on! Let's eat!
Daisy: Wait! Your names! You're Anna, and there is Ann, Annabel, Annie, and Anita! Then there's James, Jimmy, and Jim! And your cousins are Pat, Rick, and Patrick!
Anna: That's right!

2 Point and say the names.

1.



Annabel

2.



Ann

3.



Annie

4.



Anita

3 Pages 8-9 Skills Book

15



This may be completed for homework.

1 Look and complete.

Tell students to open their Skills Books to Page 8 and have a volunteer read the directions for Activity 1. Tell students to look at the pictures. Ask *Is this a nonfiction text?* Elicit yes. Have students explain their reasoning. They may do so in L1.

Tell students to look quickly at the photograph of Lisa's grandparents and parents on the Student Book Page 12 and elicit how many people are in the photograph. Then have students look at the family photos at the top and bottom of the Skills Book Page 8, and point to Nick. Ask *How many people are in Nick's family?* Elicit nine.

2 10 Read and listen.

Have a volunteer read the title of the text aloud. Tell students they will listen to the track and follow the words with their fingers as they listen. Play Track 10. Then have students underline words for family members

Lesson 3



Happy Reader

1 Look and complete.

Nick has nine people in his family.

2 10 Read and listen.

My Family

Hi, my name is Nick.
I'm nine. This is my family.
Grandpa is sixty, and Grandma is fifty-five.
I love my grandpa. He's funny!
These are my parents.
My mom is a teacher and my dad is a firefighter.
I have a sister. Her name is Sally. She's twelve.



This is my Uncle Eric and my Aunt Eva.
I also have one cousin, Daniel.
Daniel wants to be a chef.
He's twenty-one.

And who is he?
He's Oscar, my cat.
He's five. That's thirty-six in human years!



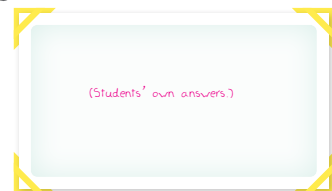
8

3 10 Listen again to My Family.

4 Read and match.

1. She's twelve. — They're Nick's parents.
2. They're Eric and Eva. — He's Nick's cousin.
3. He's twenty-one. — He's Nick's grandpa.
4. She's a teacher and he's a firefighter. — She's Nick's sister.
5. He's sixty. — They're Nick's aunt and uncle.

5 Say Cheese! Draw a picture of your family.



6 Writing Time! Write about your picture.

Hi, my name is (Students' own answers). I'm _____.
This is my family. They're my _____ is _____
and _____ is _____.

Student Book Pages 14-15

9

in the text (*grandpa, grandma, parents, mom, dad, sister, uncle, aunt, and cousin*). Orally review the words they underlined. Ask *How old is his grandpa? How old is his grandma?*

Point out the other member of the family, Oscar, the cat. Have students raise their hands if they have a cat or dog. Ask *How old is Oscar?* Elicit five. Explain why cat years are different from human years: cats don't live as long as people do.

Lesson 3 Reading Comprehension

Lesson Objectives: Read a fiction text to practice unit language. Identify characters.

Vocabulary Review: parents, mom, dad, sister, uncle, aunt, cousin, grandpa, grandma

Grammar Review: She's eighty-eight. They are thirteen.

Materials: Audio Tracks 09 and 10

Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.1

Start the Class



Point to the different family members on **Pages 14 and 15**. Have students guess which members of the family the characters might be.

1



09 Read and listen.



Have students look at the illustrations on **Pages 14 and 15** and have a volunteer read the title of the story. Tell students they will listen to the track and follow the words with their fingers as they listen. Divide the class into groups of three and tell students that they will read the text again in their groups. Explain that each person in the group will read one paragraph of the text. Remind them to read carefully and clearly. Circulate among the groups to check pronunciation and provide help as needed. Play **Track 09**. Elicit from students what is unique about Anna's family: the family members have very similar names. Allow students to answer in L1.

2

Point and say the names.



Have a volunteer read the directions. Tell students that they will point and say the correct name for each picture. Do the first answer as a class. When students have completed the activity, have volunteers say their answers.

Finish the Class



Have students line up in alphabetical order by first name. Remind them that if several students have a name beginning with the same letter, they must use the second, or even third, letters of their names. When students have lined up, have them call out their names in order.

3



Pages 8–9 Skills Book



This activity may be completed for homework (See **Pages T 20 –T 21**).

Try This!

Extra

Divide the class into two teams. Write Yes and No in large letters on the board. Have one student from each team come to the front of the class. Say a sentence with information from the story: *Grandma is seventy-five.* The first student to touch the correct answer on the board wins a point for his or her team. Play several times until all students have participated.



Happy Writer

See **Pages T 94 –T 95**

3



17 Listen again to My Family.

Tell students they will listen to the text again. Remind them to follow the story in their books while they listen. Play **Track 10**.

Tell students they will listen again and whisper along with the text.

4 Read and match.

Explain to students that they will look at the text and find the information. Explain that they will work individually to match the sentences about Nick's family.

5 Say Cheese! Draw a picture of your family.

Explain to students that they will draw pictures of their own families. Have students show their drawings to a partner. Then have volunteers share their drawings with the class and say who the people are, along with their ages.

6 Writing Time! Write about your picture.

Show students the photo of your family again. Tell students about your family, using the writing outline as a model. Explain to the class that they will write about their own families, so they must write their own names in the first blank. Then have them exchange their sentences with a partner, checking that they used *he*, *she*, and *they* correctly. Ask volunteers to share their paragraphs with the class.

Lesson 4

Lesson 4

Team Up!

1 Think about people in your family.

My Family

1. grandpa, Joe, 82

2. sister, Katy, 13

2 Share with your team.

Jim is my brother.
He's two.

Katy is my sister.
She's thirteen.

3 Team up and make a team Family Age Line.

Joe is my grandpa. He's eighty-two.

Family Age Lines

Bill	10	20	30	40	50	60	70	80	90	100
Lucy	10	20	30	40	50	60	70	80	90	100
Sam	10	20	30	40	50	60	70	80	90	100

Round Up!

4 Say the words that are different. Match them to the sentences.

1.

2.

3.

This is a girl.

This is a boy.

This is one person.

5 Answer Ricky's Riddle!

We have a p for letter one.

We have an r for letter three, and a t for letter six.

We're your grandparents' children.

Who are we?

We're your p a r e n t s.

6 Pages 10-11 Skills Book



This may be completed for homework.

1 Complete.

Have students look at the numbers at the top of the activity and say them aloud. Tell students to complete the words below with the correct endings: *-ty* or *-teen*. Have volunteers write their answers on the board.

2 Unscramble. Then check (✓). Elicit the numbers on the birthday cards in Item 1. Tell the class to unscramble the number word and check the correct card. Have students complete the activity and then write the unscrambled words on the board.

3 Spelling! Write the missing letters.

Explain to students that they will complete the missing letters. Tell students that they will work individually to complete the words. Check answers by having volunteers go to the board to write the words.

4 Write the words.

Explain to students that they will write out the words for the numbers. Tell students to compare their answers with a partner. Check answers by having volunteers go to the board to write the words.

Lesson 4

Word Work

1 Complete.

1. 14 90 50 16

four	teen
nine	ty
fif	ty
six	teen

2 Unscramble. Then check (✓).

1. twnty - igeth

1. twenty - eight

2. tiyxs - trehe

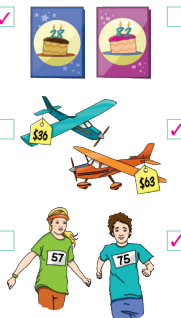
2. sixty - three

3. vytsnee - eivf

3. seventy - five

2. 80 19 13 40

eigh	ty
nine	teen
thir	teen
for	ty



10

Round Up!

3 Spelling! Write the missing letters.

1. ne p h ew 2. u ncl e

3. n i e c e 4. a u n t

5. c o u s i n 6. g r a n d p a r e n t s

4 Write the words.

1. 35 thirty five

2. 82 eighty two

3. 41 forty one

4. 100 one hundred

5 Read and match.

1. How old is she? She's my aunt.

2. How old is he? He's thirty-four.

3. Who are they? He's my cousin.

4. Who is he? They're my parents.

5. Who is she? She's fifty-two.

Student Book Pages 16-17

11

5 Read and match.

Point to the questions and answers on **Page 10** and explain that students have to match them. Ask which words can help them decide on the correct answers (*he*, *she*, and *they*). Students complete the activity individually and then check their answers with a partner. Read the questions aloud and ask students to call out the answers.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about family members. Review vocabulary and grammar from Unit 1.

Vocabulary Review: grandparents, parents, aunt, uncle, cousin, niece, nephew, sister, brother, mom, dad

Grammar Review: Joe is my grandpa. He's eighty-two.

Materials: Audio **Track 05**; paper; coloured pencils, markers, or crayons

Standards: 2.1.2; 2.2.4; 4.1.1

Start the Class



Have students stand and face one another in two rows. Explain that they will do a zigzag quiz. The first student in row A says a family member: *aunt*. The first student in row B responds *she* and says to the second student in row A: *grandpa*. This creates a zigzag between the rows. Repeat until the last student in row B has answered.

Try This!

Extra

Tell students you are going to play the song "Young and Old!" again. Divide students into two groups and explain they are going to sing the song again. One group will sing the questions, and the other group will respond with the answers. Write the ages on the board to help students remember. Practice speaking the lines a few times before singing. Then play **Track 05** and sing along. If time allows, have the groups switch roles.

1 Think about people in your family.



Tell students to look at **Page 16** and have volunteers read the directions and the sample text. Explain that students will work individually to think of family members and their ages. Monitor and assist students as necessary.

2 Share with your team.



Ask two volunteers to read the sample dialogue on the page.

Tell students that they will work in teams of three and take turns asking and answering questions about their families. Circulate around the classroom, correcting pronunciation and providing help as needed.

3 Team up and make a team Family Age Line.



Have teams look at the Family Age Lines on **Page 14**. Point out that Bill, Lucy, and Sam are on that team, and they each made an age line with two people in their families. Explain that an age line is made up of blocks of 10 years. Ask students to draw a timeline for each person in the group. Have them draw three timelines in 10 square blocks on construction paper, and colour them as they appear in the book. Then have each student illustrate two family members on his or her own Family Age Line. Have students label the name, role, and age of each family member next to the appropriate picture. Finally, students write the title on the top of the poster.

4 Say the words that are different. Match them to the sentences.



Explain that one word in each pie chart is different from the other two words. Have students read the sentences on the right. Tell students to identify each word that's different and match it to the correct reason.

5 Answer Ricky's Riddle!



Write seven lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

Finish the Class



Have teams share their Family Age Lines with the class. Remind them to point to the family members and say how old they are. Be sure each member of the team tells the class about his or her family. Display the Family Age Lines in the classroom.

6 Pages 10–11 Skills Book



This activity may be completed for homework (See **Page T 22**).

Unit 2

Unit Objectives

By the end of the unit, students can:

- Ask and answer questions about birthdays.
- Ask and answer questions about the month and date.
- Show understanding of text details.

Vocabulary

Months of the Year: January, February, March, April, May, June, July, August, September, October, November, December

Ordinal Numbers: 1st–31st

Skills

Listening: Listen for and identify the date. Listen for specific information and circle an appropriate response.

Speaking: Ask and answer questions about dates. Respond to questions about dates with appropriate answers.

Reading: Read a fiction text: **Field Day** and a nonfiction text (social studies):

The Mayan Calendars.

Identify detailed information in a text. Read short sentences and recognise words.

Writing: Write information about your birthday month. Identify multi-syllable words. Identify abbreviations for ordinal numbers.

Grammar

When's your birthday? It's in August. What's the date today? Today is October fifteenth.

Creative, Collaborative, and Critical Thinking Competencies

Birthday Calendar

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the Birthday Calendar and how it will be presented.

Collaboration: Use communication skills and conflict resolution skills to complete tasks. Determine the information to be included in the Birthday Calendar and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Conversation Relay

Divide students into several teams with equal numbers of students and have them form lines. The last student in line asks the student in front of him or her a question using the grammar structure *When's your birthday?* The other student answers and turns around to ask the next student the same question. When the question and answer reach the front of the line, the first student in the line runs to the back of the line and asks the question again. This continues until the first student is back in his or her original position. The first team to achieve this wins.



By Angela Padrón

Happy Teacher

Reading aloud is not a technique that promotes reading comprehension. Instead, it helps students see that writing, reading, and speaking are related language processes and a part of everyday life. The objective of reading aloud is for students to work on saying words in connected speech, using the proper intonation and rhythm. When students listen to their classmates read aloud, it helps them identify the spoken form of the words. When students are reading, walk around and take note of the words or phrases that are difficult for students to pronounce. Have the whole class repeat them together so that the words sound natural.

Happy Class

To energise your class, choose one of these quick break tricks. Have students:

- Play the Shark Game with a friend for three minutes.
- Dance to music and then “freeze” in place when the music stops.
- Do a series of stretches by reaching their arms up to touch the sky, or down to touch their toes.

Lesson 1

UNIT 2

Lesson 1

1  Listen.
Then echo.

January
/dʒənjuəri/

February
/ˈfebruəri/

March
/mɑːtʃ/

April
/ˈeɪprəl/

May
/meɪ/

June
/dʒuːn/

July
/dʒʊˈlaɪ/

August
/ˈɔːɡəst/

September
/sepˈtembər(r)/

October
/ˈɒk təʊbər(r)/

November
/nəʊˈvembər(r)/

December
/dɪˈsembər(r)/

2  Listen and complete.

Birthday Song!

When's your birthday?
Is it today?
Is it in January, March, or May?

1. It's in April.

3  Sing:
Birthday Song!

2. It's in June.
3. It's in August.

Grammar Snapshot!

When's your birthday?
It's in August.

4 Read and say the answer.

1. When's your birthday?
a. It's in school.
b. It's in July.
2. Use when to talk about
a. times.
b. places.

5 Ask three friends and remember.

Name	Birthday Month
------	----------------

When's your birthday?

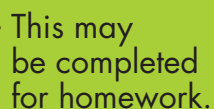
It's in January.

(Students' own answers)

6  Pages 12-13 Skills Book

18

19



1 Complete the calendar.
Tell students to complete the months of the year on the calendar. Remind them to write the first letter of each month with a capital letter. When they have finished, have students compare their answers with a partner. Review the answers as a class.

Spelling Check! Spell the months aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the months with a partner. Then tell students to write the number of words they can spell correctly.

2 Complete.

Explain to the class that they will complete the questions and answers. Have volunteers share their answers with the class.

UNIT 2

Lesson 1

1 Complete the calendar.

January 	February 	March
April 	May 	June
July 	August 	September
October 	November 	December

Spelling Check Spell the months aloud. Then complete.

I can spell words.

Grammar Snapshot!

When's your birthday?
It's in August.

2 Complete.

1. When's your birthday?

It's in November.

2. When's your birthday?

It's in May.

3. When's your birthday?

It's in (Students' own answers)

3 Read and answer.

February – Lucy April – Ben June – Jack September – Pat

1. When's Ben's birthday?

It's in April.

2. When's Jack's birthday?

It's in June.

3. When's Lucy's birthday?

It's in February.

4. When's Pat's birthday?

It's in September.

12

Student Book Page 18

Student Book Page 19

13

3 Read and answer.

Have students look at the calendar and read the months aloud in order. Ask a volunteer to read the first question aloud. Then have students find the information about Ben in the box. Review the answers as a class. Have students work in pairs and take turns asking and answering the questions.

Lesson 1 Vocabulary and Grammar

Unit 2

Lesson Objectives: Identify the months of the year. Ask and answer questions about birthday months.

New Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, turkey

New Grammar: When's your birthday? It's in August.

Materials: Audio **Tracks 11 and 12**, magazine pictures representing several well-known local and international holidays

Standards: 1.1.1; 1.1.3; 2.1.1; 3.1.2; 4.1.1

Start the Class



Put up the holiday pictures on the board and elicit the names of the holidays. Write the name of the holiday under each picture and then ask students to tell you the dates of the holidays. Allow them to use L1 if necessary.

1



Listen. Then echo.



Elicit the current year and then write the word *calendar* on the board. Elicit the number of months in a year. Explain that they appear in a calendar. Have students look at the pictures and describe what they can see. Elicit some of the holidays, like *Valentine's Day* and *Christmas*, and the months in which they are celebrated. Explain other illustrations, such as the turkey used to celebrate Thanksgiving.

Play **Track 11** and have students listen and point to the months as they hear them mentioned. Explain that months always begin with a capital letter.

Play **Track 11** again and have students echo the months. In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!

Extra

Have each student point to his or her birthday month. Explain that you will play **Track 11** again, and students will stand up when they hear their birthday months. Then play the track a second time and have students say their birthday months aloud when they hear them.

2



Listen and complete.



Tell students to look at the three children on **Pages 18 and 19**. Explain to the class that they will listen to a song to find out and say the children's birthdays. Play **Track 12** and have students point to the months in

Activity 1 as they hear them mentioned. Play **Track 12** again for students to say the months.

Have students compare their answers with the person next to them. Write students' correct responses on the board.

3



Sing: Birthday Song!



Tell students they will listen to the song again. Have them point to each birthday child as they listen. Play **Track 12**.

Practice saying the lines of the song on **Pages 18 and 19**. Play **Track 12** again and have the class sing along.

4

Read and say the answer.



Have the class read the Grammar Snapshot! together. Ask several students the question *When's your birthday?* Then have a volunteer ask another student. Repeat several times.

Tell students to complete the activity individually, and then compare their answers with a partner. Have volunteers share their answers with the class.

Remind students that *wh-* words (such as *when*, *who*, and *what*) are used to ask questions: *When's your birthday?* *Who is she?* *What's the date today?*

5

Ask three friends and remember.



Have volunteers read the speech bubbles aloud. Explain that students will ask three classmates about their birthdays, and then use the information to remember the chart. Have volunteers share their answers with the class.

Finish the Class



Have students draw a scene with a monthly calendar, a birthday cake, and a present. Then ask students to write *My birthday is in (birthday month)*.

6



Pages 12–13 Skills Book



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

T 27

Lesson 2

Lesson 2

1 What month is it?

2 **13** Read and listen.

Sam, what's the date today? March first?

No, Clare. It's February twenty-ninth.

But February only has twenty-eight days!

There's an extra day this year. Leap Day.

3 **14** Listen and spell the words.

1. 1st	fourth
2. 2nd	first
3. 3rd	fifth
4. 4th	second
5. 5th	third

Shutterbugs

4 **15** Listen again to Shutterbugs.

So today is February thirtieth? March second? Or is it March third?

No, look at the calendar! It's February twenty-ninth! It's Leap Day!

Sam! I have a great idea for a Leap Day photo!

OK. Say "cheese!"

Happy Leap Day!

5 **Grammar Snapshot!** Complete the sentences.

What's the date today?

It's February twenty-ninth.

6 **15** Listen and cheer!

What's the date today? Hey, hey!

Today is May eighth. Hey, hey!

7 **Pages 14-15** Skills Book



This may be completed for homework.

1 Complete the number words in order.
Have a volunteer read the directions. Explain to the class that they will write out the words. Do Item 1 as a class; then have students complete the activity individually. Review the answers as a class.

Spelling Check! Spell the number words aloud. Then complete. Have students close their books. Tell them that they will take turns saying and spelling the ordinal numbers with a partner. Then tell students to write the number of words they can spell correctly.

2 Look and write.
Have students look at the calendars. Explain that they should write complete sentences to give the month and day for each date. Circulate around the class and provide help as needed. Then have volunteers write the dates on the board.

Lesson 2

- 1** Complete the number words in order.
- first, second, third
 - fourth, fifth, sixth
 - seventh, eighth, ninth
 - tenth, eleventh, twelfth
 - thirteenth, fourteenth, fifteenth
 - sixteenth, seventeenth, eighteenth
 - nineteenth, twentieth, twenty - first
 - twenty-second, twenty - third, twenty - fourth
 - twenty - fifth, twenty-sixth, twenty-seventh
 - twenty - eighth, twenty-ninth, thirtieth, thirty-first

Spelling Check! Spell the number words aloud.
Then complete. I can spell words.

14

Student Book Page 20

Grammar Snapshot!

What's the date today?
It's October fifteenth.



2 Look and write.

- MAY
(31) It's May thirty-first.
- JUNE
(14) It's June fourteenth.
- NOVEMBER
(22) It's November twenty-second.
- APRIL
(3) It's April third.

3 Complete.

What's the date today?
(Students' own answers)

Student Book Page 21

15

3 Complete.
Explain to the class that they will read the question and write the current date. Then have a volunteer write the answer on the board.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify ordinal numbers. Ask and answer questions about the date.

New Vocabulary: ordinal numbers

New Grammar: What's the date today? It's February twenty-ninth.

Review Vocabulary: months of the year

Materials: Audio Tracks 13–15, cards with the months of the year

Standards: 1.1.2; 2.1.2; 3.1.3; 4.1.2

Start the Class



Give 12 students cards with the months of the year written on them (one month per card). Have students go to the board and form a line in the correct order. Explain that they will have a parade: one by one, each student marches and holds up his or her card. Then the whole class marches in place and says the months in order as the students hold up the cards.

1 What month is it?



Have students point to the calendar in the story. Ask *What month is on the calendar?* Elicit the month from students orally: *February*.

2 13 Read and listen.



Explain that a leap year occurs every four years, and in a leap year February has 29 days instead of 28. Tell students they will read the comic strip as they listen. Play **Track 3**. Pause when Clare says *February thirtieth* and elicit whether that date really exists. Once students have established that it does not exist, continue playing **Track 13**.

Try This!

Extra

Divide the class into pairs. Explain to students that they will each read a part from the story. Have students read their parts aloud.

3 14 Listen and spell the words.



Write *March 1st* on the board and have students point to the corresponding phrase in the story. Write *March 1st = March first*. Explain that these are called ordinal numbers and they are often abbreviated. Explain that we use ordinal numbers for dates.

Play **Track 14** and pause for students to spell the words.

Have students check their answers with a partner.

Tell students they are going to listen to **Track 14** again and repeat what they hear. Play **Track 14**.

Audio script Track 14

1. first 2. second 3. third 4. fourth 5. fifth

4 12 Listen again to **Shutterbugs**.



Tell the class that they will listen again to the comic strip and read along as they listen. Tell them to clap once when they hear *Leap Day*. Play **Track 13**.

5 **Grammar Snapshot!** Complete the sentences.



Explain to the class that they will find the question and the answer in the comic strip in order to complete them in the activity. Tell students to work individually, and then have them compare their answers with a partner. Have volunteers share their answers with the class.

6 15 Listen and cheer!



Tell the class they will listen to a cheer and read the words as they listen. Play **Track 15**. Have students point the question and the correct answer. Explain to the class that you will play the cheer again and this time they will do the cheer with the track. Play **Track 15** again.

Divide the class into two groups and have them stand and face each other. Explain that one group will say the first part of the cheer and the other group will respond.

Finish the Class



Have students work with a partner. Have them change the words in the grammar cheer for their birthday dates and say a new grammar cheer.

7 Pages 14–15 **Skills Book**



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

Lesson 3



Skills Book Page 68

(Students' own answers)

Lesson 3

1 Read and listen.

Field Day

1 Today is April 18th. It's Field Day! It's Mike's favourite day at school. He doesn't have math, science, English, or geography today!

There are a lot of great games on Field Day. Mike is in the sack race. Mike, Sarah, and Ben stand up in the sacks. "Go!" Miss May shouts. They hop across the field.



2 Oh, no! Mike is on the ground!

22

3 Wait! He's up again! He can't see his friends. "I'm first! Wow!" Mike thinks. He hops to the white line in the sack. He's very fast!



4 Mike's feet touch the white line. "Hooray! I'm the winner!" Mike says. "No, Mike! Ben is first. Look, this is the start line!" Miss May says. "Oh, no!" Mike says.

Ben is first in the race. Sarah is second, and Mike is third. Good job, everybody!

2 Answer the question.

When's Field Day?
It's on April 18th.

3 Pages 16-17 Skills Book

23



This may be completed for homework.

1 Look and circle.

Ask students if they have heard of other types of calendars, such as the Aztec calendar. Tell students to open their Skills Books to **Page 16** and have a volunteer read the title of the text. Elicit the area where the Mayans lived (southern Mexico and Central American countries). Draw a simple map on the board showing the area they inhabited. Tell students to look at the pictures on the page. Ask *Is this nonfiction or fiction?* Elicit *nonfiction*. Have students explain their reasons. They may do so in L1.

Then ask students to look at the artwork and answer the following question: *Do you think the Mayan calendar has pictures or numbers?* Write the two options on different sides of the board and have students line up on the side of the answer they think is correct. Encourage several students to explain their reasons.

Tell students to return to their seats. Tell them that after they read the text they will see who made the correct prediction.

T 30

Lesson 3



Happy Reader

1 Look and circle.

This Mayan calendar has
a. pictures. b. numbers.

2 Read and listen.

The Mayan Calendars

Our calendar has twelve months with twenty-eight, thirty, or thirty-one days. There are many Mayan calendars. One Mayan calendar has nineteen months. Eighteen months have twenty days. But one month has only five days! The first month in the Mayan calendar is Pop. The nineteenth month is Wóyeb.



Some pictures on the Mayan calendar are animals. The picture for the second month is a frog. And the sixth month is a dog.

Each month has a picture. The picture for the fourteenth month is a plant under the sun. The sixteenth month has a picture of a different plant.



16



Kayab is the seventeenth month. What animal is it? It's a turtle. Both calendars have 365 days. One of those days is your birthday. When's your birthday?

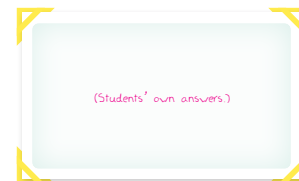
3 Listen again to **The Mayan Calendars**.

4 Read and check (✓).

- There are nineteen months.
- There are 365 days.
- There is a month called May.
- There are pictures for each month.
- There is a frog, a dog, and a turtle.

Mayan calendar	Our calendar	Both calendars
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Say Cheese! Draw a picture for the month of your birthday.



6 Writing Time! Write about your birthday month.

My birthday is in (Students' own answers) is the _____ month of the year. There are _____ days in _____.

Student Book Pages 22-23

17

2 Read and listen.

Have a volunteer read the title of the text again. Tell students they are going to listen to the track and follow the words with their fingers as they listen. Play **Track 17**. Students say whose predictions were correct from Activity 1. Elicit *pictures*. Then have students look for words in the text that show ordinal numbers (*first, nineteenth, fourteenth, sixteenth, second, sixth, seventeenth*) and write them on the board. Ask volunteers to go to the board and number them in sequence.

Lesson 3 Reading Comprehension

Lesson Objectives: Read a fiction text to practice the unit language. Recall details in a text.

New Vocabulary: turtle

Vocabulary Review: months, ordinal numbers, frog, dog

Grammar Review: Eighteen months have twenty days. *Kayab* is the seventeenth month.

Materials: Audio **Track 16**, card stock, music

Standards: 1.1.1; 2.2.1; 3.1.3; 4.1.2

Start the Class



Have each student write his or her birthday date (month and day) on an index card. Divide the class into two groups. Have each group walk around the classroom in opposite directions while you play some music. Tell them to exchange cards with a random student walking in the opposite direction. Students repeat this exchange with several other students. Then have students look for the person with that birthday by asking *When's your birthday?*

1 16 Read and listen.



Have students look at the illustrations on **Pages 22 and 23**. Explain that Field Day is a day when there are no classes, and there are games, competitions, and food. Tell the class they will read the story as they listen. Play **Track 16**.

Divide the class into groups and tell students that they will read the text again in their group. Explain that pairs will take turns reading a part of the text aloud together. Remind them to read clearly so that everyone can understand. Circulate among the groups to check intonation and rhythm, and provide help as needed. Have students explain what happened to Mike. They may answer in L1.

2 Answer the question.



Tell students that they will look for the answer in the story. Have students work individually, and then play **Track 16** again. Pause the track for students to check their answers.

Finish the Class



Divide the class into groups of four. Explain that each group is going to design a cheer for the sack race that includes gestures and words. Walk around the classroom and provide help as needed. Then have each group take turns acting out their cheer.

3 Pages 16–17 Skills Book



This activity may be completed for homework (See **Pages T 30 –T31**).

Try This!

Extra

Have students with the same birthday month form groups and share the illustrations for their birthday month. Ask them to take a vote on the best picture.



Happy Writer

See **Pages T 94 –T 95**

Ask simple comprehension questions when they have finished reading to check students have understood: *What is the main idea of the text? What animals appear in the calendar?*

3 17 Listen again to **The Mayan Calendars**.

Ask students what they remember. Tell students they will listen to the text again. Remind them to follow the text in their Skillsbooks while they listen. Play **Track 17**. Ask them to say how well they remembered the information.

4 Read and check (✓).

Explain that students will look at the story again to find the information and mark the answer for each sentence.

5 Say Cheese! Draw a picture for the month of your birthday.

Explain to students that they will each draw a picture for the month of their birthday.

6 Writing Time! Write about your birthday month. Explain to the class that they will write some sentences about their birthday months. Tell them that they need to know the numbers of their birthday months, for example, *January is the first month of the year*. Remind students that months always begin with a capital letter. Ask volunteers to share their sentences with the class.

Lesson 4

Lesson 4



1 Think about how your birthday month is special.



2 Share your ideas.

September is in the autumn. April is rainy.

3 Team up and make a Birthday Calendar.

My birthday is May twenty-second.



24

4 Name the missed letters.

1. 1st 2nd 3rd

fir	st
seco	nd
thi	rd

2. 4th 5th 6th

four	th
fif	th
six	th

5 Read the clues. Then choose and name the correct word.



6 Pages 18-19 Skills Book

Round Up!

25



This may be completed for homework.

1 Match.

Explain that each word is divided into three syllables and students will match the syllables to complete the words. Do Item 1 as a class.

2 Answer Ricky's Riddle!

Write eight lines on the board. Have a volunteer read the first sentence and write the fourth letter on the board. Then have volunteers read the clues and complete the word on the board.

3 Spelling! Write the words.

Draw two columns on the board.

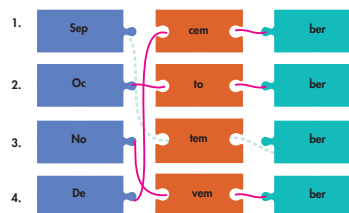
In the left column write the numbers 1, 2, 3, 4, 10, and 14. In the right column write the endings -nd, -th, -st, -th, and -rd. Have students match the two columns. Have volunteers go to the board and point to the numbers as they say them aloud (first, second, third, fourth, tenth, fourteenth).

Ask a volunteer to read the directions. Explain that they will look at the numbers and write the correct words. Then have volunteers write the correct words on the board, and have students check their answers.

Lesson 4

Word Work

1 Match.



2 Answer Ricky's Riddle!

My fourth letter is in ten and in red.
My sixth letter is in bat but not in hat.
My last letter is in art but not in at.
I'm next to December.
What am I?
I'm N o v e m b e r
1 2 3 4 5 6 7 8

18



Round Up!

3 Spelling! Write the words.

- 14th fourteenth
- 3rd third
- 22nd twenty second
- 31st thirty first
- 7th seventh
- 16th sixteenth

4 Unscramble.

- rayFberu February
- IrpiA April
- nuJe June
- gutAus August
- ovNmerbe November
- mebcDer December

Student Book Pages 24-25

19

4 Unscramble.

Point to the scrambled words and explain to students that they will unscramble them to write the months. Encourage them to use the pictures to guide them. Tell students to compare their answers with a partner. Review the answers by having volunteers write the words on the board.

Divide the class into pairs. Tell each student to write three scrambled months and exchange them with his or her partner, who will unscramble them.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about birthdays, seasons, and weather. Review language from Unit 2.

Vocabulary Review: months of the year, seasons, weather adjectives, ordinal numbers

Grammar Review: September is in the autumn. April is rainy. My birthday is May 22nd.

Materials: Audio **Track 12**; coloured pencils, markers, or crayons; construction paper

Standards: 2.1.2; 2.2.1; 3.1.2; 4.1.1

Start the Class



Tell students that you will play “Birthday Song!” again. Play **Track 12** again and have students sing along.



Extra

Draw a grid with four squares on the board; write the four seasons as headings. Ask volunteers to go to the board. Have each volunteer write the month of his or her birthday in the corresponding square.

1 Think about how your birthday month is special.



Tell students to look at **Page 24** and have a volunteer read the directions. Explain that each student will work individually to think about a picture that represents his or her birthday month, showing the weather or typical activities in that month.

2 Share your ideas.



Ask two volunteers to read the sample dialogue on the page.

Tell students that they will work in groups of four and share their ideas for the different pictures for their birthday months. If possible, students working together should have different birthday months. Circulate around the classroom to correct pronunciation and provide help as needed.

3 Team up and make a Birthday Calendar.



Tell students that each group of four students will make a Birthday Calendar. Each student will work individually to draw a picture for his or her birthday month using coloured pencils on white paper. All four students then work to mark the months of the year

on construction paper using markers. Then they cut out and glue their pictures onto the corresponding squares of their Birthday Calendar. Have teams share their Birthday Calendars with the class. Remind them to point to the months when they are talking. Be sure each member of the team speaks at least once. After all the teams have presented, have the class vote on the top three Birthday Calendars. Display the calendars in the classroom.

4 Name the missed letters.



Have students look at the numbers at the top of the activity and say them aloud. Tell students to complete the words below. Circulate around the class to monitor students and provide help as needed. Have volunteers say their answers.

5 Read the clues. Then choose and name the correct word.



Have a volunteer read the clue for Item 1 and elicit *June*. Then have students to complete the activity in pairs.

Finish the Class



Have students form pairs to write riddles about a word on **Page 25**. Have pairs exchange their riddles and solve them.

6 Pages 18–19 Skills Book



This activity may be completed for homework (See **Page T 32**).

Unit 3

Unit Objectives

By the end of the unit, students can:

- Tell the time.
- Ask and answer questions about the times they do daily activities.
- Show understanding of the main idea and sequence of a text.

Vocabulary

Times of Day / Adverbs of Time: in the morning, in the afternoon, in the evening, at night, noon, midnight, early, late

Daily Routines: get up, eat breakfast, eat lunch, eat dinner, go to school, go to bed

Skills

Listening: Listen for and tell the time. Listen for specific information and circle an appropriate response.

Speaking: Ask and answer questions about daily routines. Respond to questions about time with appropriate answers.

Reading: Read a fiction text: **Summer in Alaska** and a nonfiction text (social studies): **A School Day**. Identify sequence of events. Summarise the story. Read short sentences and recognise words.

Writing: Write a sequence of daily routines and the times.

Identify correct prepositions for time phrases. Categorise words.

Grammar

What time is it? It's noon. / It's 2:30. / It's 2 o'clock in the afternoon.

What time do you eat breakfast? At 7 o'clock in the morning.

What time do they go to bed? At 9 o'clock at night.

Creative, Collaborative, and Critical Thinking Competencies

Daily Activities Poster

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the poster and how it will be presented.

Collaboration: Use communication skills and conflict resolution skills to complete tasks. Determine the information to be included in the poster of the team's day and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Circle Game

Ask students to make a large circle with their chairs. Remove one of the chairs. Ask students to find a chair and sit down. The student who is left stands in the center and says a sentence about daily routines, for example: *I get up at 6:00*. All students who do the routine at the same time stand and switch seats. The student in the center tries to sit in one of the empty seats while everyone is moving around. The student who wasn't able to sit down now says another sentence to repeat the process. Circulate and provide encouragement.



By Patricia Acosta

Happy Teacher

Vary the ways you organise students into pairs or groups. Have them work with the person to the right or left of them, in front of them, or behind them. Have them make a list of six "contacts" (possible partners) and call out *Work with contact number (five)!* You can also prepare two sets of cards and have students pair up with the other student who has the matching card. The cards could have vocabulary words for students to match the pictures to words, or the beginning of a phrase/sentence to the end.

Happy Class

To energise your class, choose one of these quick break tricks. Have students:

- Take out a blank sheet of paper and doodle for three minutes.
- Play Tic-Tac-Toe with a friend for three minutes.
- Sing a song that has motions.
- Clap their hands in different slow and quick patterns.

Lesson 1

UNIT 3

Lesson 1

1 Listen.
Then echo.

6:00 am

in the morning
/ɪn ðə 'mɔː(r)niŋ/

12:00 pm

in the afternoon
/ɪn ðə ˌɑːftə(r)'nuːn/

6:00 pm

in the evening
/ɪn ðə 'iːvniŋ/

9:00 pm

at night
/æt 'naɪt/

12:00 pm

noon
/nuːn/

12:00 am

midnight
/mɪd 'naɪt/

early
'ɜːli/

late
leɪt/

2 Listen and say the times.

Let's Go!

What time is it? What time is it?
Let's go! Let's go! Let's go!

3 Sing: Let's Go!

- It's 12 o'clock.
- It's 7 o'clock.
- It's 2 o'clock.
- It's 6 o'clock.
- It's 10 o'clock.

Grammar Snapshot!

What time is it?
It's noon.
It's 2:30.
It's 2 o'clock in the afternoon.

4 Read and say the answer.

- What time is it?
a. It's 4 o'clock in the morning.
b. In the morning.
- What time is it?
a. In the evening.
b. It's 3 o'clock in the afternoon.

5 Ask and answer.

What time is it? It's 10 o'clock at night. It's late!

- 10:00 pm
- 3:00 pm
- 6:00 pm
- 7:00 pm
- 12:00 pm
- 12:00 pm

6 Pages 20-21 Skills Book



1 Circle.
Have a volunteer read the directions. Explain to students that they will look at the word or phrase and circle the correct clock. Have students compare their answers with a partner. Then review as a class.

Spelling Check! Spell the times of day aloud. Then complete. Have students close their books. Tell them that they will take turns saying and spelling the times of day with a partner. Then tell students to write the number of words they can spell correctly.

2 Match.

Explain to the class that they will match the clocks and the times. Have volunteers share their answers with the class.

UNIT 3

Lesson 1

1 Circle.

- in the afternoon: 7:00 am, 2:00 pm
- early: 4:00 am, 6:00 pm
- in the morning: 8:00 am, 10:00 pm
- at night: 9:00 pm, 5:00 pm
- late: 8:00 pm, 11:00 pm

Spelling Check! Spell the times of day aloud.
Then complete. I can spell _____ words.

UNIT 3

Lesson 1

Grammar Snapshot!

What time is it?
It's noon.
It's 2:30.
It's 2 o'clock in the afternoon.

2 Match.

- 8:00 am: It's 5 o'clock in the afternoon.
- 5:00 pm: It's midnight.
- 9:00 am: It's 8 o'clock in the morning.
- 12:00 pm: It's 9 o'clock at night.
- 7:00 pm: It's 7 o'clock in the evening.

3 Draw the time. Answer.

What time is it? (Students' own answers)

3 Draw the time. Answer.

Explain to students that they are going to draw the time on the clock and then write the answer to the question. Then ask the question and have volunteers show their clocks as they answer.

Lesson 1 Vocabulary and Grammar

Unit 3

Lesson Objectives: Identify the times of the day. Ask and give the time.

New Vocabulary: in the morning, in the afternoon, in the evening, at night, noon, midnight, early, late

New Grammar: What time is it? It's noon. / It's 2:30. / It's two o'clock in the afternoon.

Materials: Audio Tracks 18 and 19, a large cardboard clock

Standards: 1.1.2; 2.1.1; 2.2.3; 3.1.2; 4.1.2

Start the Class



Write the word *time* on the board and draw a digital clock showing the time. Ask students to give examples in L1 of times of the day, and have them draw clocks on the board showing the times.

1 18 Listen. Then echo.



Have students look at the clocks/pictures and identify the phrases in L1. Explain that *noon* and *midnight* are different ways to say 12:00 p.m. and 12:00 a.m. Make sure students understand *early* and *late*.

Play **Track 18** and have students listen and point to the clocks/pictures as they hear them mentioned.

Play the track again and have students echo the phrases. Tell students first to point to the phrase with *at*, and second the phrases with *in*.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!

Extra

Play **Track 18** again, pausing after each word for children to repeat the word and clap twice. Then have them chant the words.

2 19 Listen and say the times.



Write the numbers 1–12 on the board and have students say them aloud. Explain that each student is going to say a number in sequence, but that students with even numbers will clap instead of saying their numbers. For example, the first student says *one*, the second student claps, and the third student says *three*. Repeat with claps for odd numbers.

Explain to the class that they are going to listen to a song and say the times they hear. Play **Track 19** and have the students say the times. Play the track again for students to say any times they missed.

Have students compare their answers with a partner. Play **Track 19** once more, and pause it to check the answers with the class. Have different volunteers come to the front and show the times with a large cardboard

clock, or by drawing digital clocks on the board.

3 19 Sing: Let's Go!



Tell students they are going to listen to the song again. Play **Track 19**.

Play the track again and have the class sing along.

4 Read and say the answer.



Write the following example on the board: *What _____ is it? It's 7 o'clock in the morning.* Point out that 7 o'clock occurs in the morning *and* in the evening, and that the phrase *in the morning* indicates the part of the day. Elicit other phrases that indicate the part of the day.

Have the class read the Grammar Snapshot! together. Have a volunteer read the directions for Activity 4 on **Page 27**. Then have volunteers share their answers with the class.

5 Ask and answer.



Show students the large cardboard clock with the hands showing 12:00, or draw a clock on the board. Ask students how we know if it is 12:00 noon or 12:00 midnight. Explain that *a.m.* and *p.m.* are used to indicate time before or after noon or midnight. Say different times such as *3 o'clock in the afternoon*, and have students say *a.m.* or *p.m.* Have volunteers read the speech bubbles. Divide students into pairs and tell students they are going to take turns pointing to a clock and asking and answering questions about the time. Encourage students to say if it is early or late. Circulate among the pairs to check understanding and pronunciation. Have volunteers share their dialogues with the class.

Finish the Class



Write *a.m.* and *p.m.* on the board. Say *It's 6 o'clock in the morning*. Have students point to *a.m.* on the board. Repeat with different times of the day.

6 Pages 20–21 Skills Book



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

T 37

Lesson 2

Lesson 2

1 What is Tom's pet?

2 **20** Read and listen.

1 We're late, Tom! What time do you get up?

At 7 o'clock, but I need to eat breakfast before I go to school!

2 What time do Lisa and Clare eat lunch?

At noon. They eat early!

3 **21** Listen and spell the words.

1. get up

2. eat breakfast

3. go to school

4. eat lunch

5. eat dinner

6. go to bed

Shutterbugs

4 **20** Listen again to Shutterbugs.

3 Time to eat dinner!

It's 5:30! What time do you eat dinner?

At 6:00. Bye!

4 Do your homework, Tom!

This is my Shutterbugs homework.

5 **Grammar Snapshot!** Read and say the answer.

1. What time do they eat lunch? → At 7 o'clock.

2. What time do you get up? → At noon.

3. What time do you eat dinner? → At 6 o'clock.

6 **22** Listen and cheer!

What time do you go to school?
At 7:00! At 7:00! I go to school at 7 o'clock!

7 **23** Skills Book



1 Write.

Have a volunteer read the directions and the words in the box aloud. Do Item 1 as a class. Then have students complete the activity individually. Circulate around the class and provide help as needed. Review the answers as a class.

Spelling Check! Spell the daily routines aloud. Then complete. Tell them that they will take turns saying and spelling the daily routines with a partner. Then tell students to write the number of words they can spell correctly.

2 Complete.

Explain to the class that they will read the questions and complete them. Then have volunteers write the missing words on the board.

Lesson 2

1 Write.

eat breakfast go to bed get up
go to school eat lunch eat dinner

1. eat breakfast
2. eat lunch
3. go to bed
4. eat dinner
5. go to school
6. get up

Spelling Check! Spell the daily routines aloud.

Then complete. I can spell words.

22

Student Book Page 28

Grammar Snapshot!

What time do you eat breakfast?
At 7 o'clock in the morning.
What time do they go to bed?
At 9 o'clock at night.



2 Complete.

1. What time do you eat lunch?
2. What time do they get up?
3. What time do you go to school?

3 Make a daily schedule.

Activity	Time
get up	At 6:45 in the morning.
eat breakfast	(Students' own answers.)
go to school	(Students' own answers.)
eat lunch	(Students' own answers.)
eat dinner	(Students' own answers.)
go to bed	(Students' own answers.)

Student Book Page 29

23

3 Make a daily schedule.

Have students look at the chart. Explain that they should complete it with the correct times for them. Circulate around the class and provide help as needed.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify daily routines. Ask and answer questions about daily routines and times.

New Vocabulary: get up, eat breakfast, go to school, eat lunch, eat dinner, go to bed

New Grammar: What time do Lisa and Clare eat lunch? At noon. What time do you get up? At 7 o'clock.

Vocabulary Review: noon

Grammar Review: It's 9 o'clock.

Materials: Audio Tracks 20–22

Standards: 1.1.1; 2.1.2; 2.2.3; 3.1.2; 4.1.2

Start the Class



Demonstrate how to mime the hour and minute hands on a clock face using your arms. For example, put your arms straight up and together to represent 12 o'clock, and your left arm raised and right arm stretched out at shoulder level to represent 3 o'clock. Practice a few times. Then call out different times and have students show the time with their arms.

1 What is Tom's pet?



Have students look at the pictures, find and point to Tom's pet, and answer the question. Elicit *A cat*.

2 20 Read and listen.



Tell students they are going to read the comic strip as they listen. Remind them to follow the words with their fingers. Play **Track 20**.

Say an activity in one of the scenes, for example, *do homework*. Have students point to the correct picture. Repeat the procedure for *eat lunch* and *go to bed*. Have students circle six daily-routine expressions in the comic strip.

Try This!

Extra

Divide the class into groups of four. Have students number off from one to four and form groups with other students with the same number. Explain to students that they will each play a part from the story. Have students read their parts aloud. Remind students to return to their places quickly after the activity.

3 21 Listen and spell the words.



Have a volunteer read the directions. Play **Track 21** and pause for students to spell the phrases. Play the track again. Have students check their answers with a partner. Ask volunteers to spell the answers on the board. Tell students they are going to hear the track again and repeat what they hear. Play **Track 21**.

Audio script Track 21

1. get up 2. eat breakfast 3. go to school
4. eat lunch 5. eat dinner 6. go to bed

4 18 Listen again to Shutterbugs.



Tell the class that they are going to listen again to the comic strip and read along as they listen. Explain that they should listen for questions and answers. Play **Track 20**. Then have students repeat the questions and the answers in the comic strip.

5 Grammar Snapshot! Read and say the answer.



Write *What time do they eat lunch?* on the board. Ask students to read the question aloud. Erase *eat lunch* and ask them to say the whole question again. Erase two more words and have the class repeat the question each time you erase a word.

Have a volunteer read the directions for Activity 5 on **Page 29**. Explain to the class that they will read the story again and answer the question. Tell students to work individually, and then have them compare their answers with a partner. Have students identify the characters in the activity. Then have volunteers share their answers with the class.

6 20 Listen and cheer!



Tell the class they are going to listen to a cheer and read the words as they listen. Play **Track 22**. Explain to the class that you are going to play the cheer again and this time they will do the cheer with the track. Play **Track 22**. Have two or three volunteers ask the question in unison for the rest of the class to answer. Repeat several times with different volunteers.

Finish the Class



Have students work with a partner. Have them change the words in the cheer for other activities and times, and then say a new cheer.

7 Pages 22–23 Skills Book



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

Lesson 3



Skills Book Page 69

Alaska; 7 o'clock;
12:00; go to bed

Lesson 3

1 23 Read and listen.

Summer in Alaska

1 It's summer. Benny is in Alaska with his cousin Sammy. It's cold in the summer here, but Benny likes Alaska very much.

"What time do you get up?" Benny asks.
"I get up at 7 o'clock," Sammy says.
"Me, too!"

Benny and Sammy eat breakfast.
"Do you have school today?" Benny asks.
"No! It's summer. I play at home every day," Sammy says.
"Me, too!"



2 Benny and Sammy go outside to play soccer.
"What time do you eat lunch?" Benny asks.
"At 12:00," Sammy says.
"Me, too!"

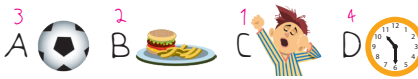
3 Benny and Sammy eat lunch.
"I like hamburgers and French fries," Sammy says.
"Me, too!"

4 In the afternoon they go to the movie theatre. Then they eat dinner in the evening.

It's 10:30 at night. Benny and Sammy go to bed.
"Do you have night in Alaska?" Benny asks.
"Yes. But it's summer in Alaska. It's sunny late at night!"



2 Say the pictures in order.



3 Pages 24-25 Skills Book

31



This may be completed for homework.

1 Circle what the text is about.

Tell students to open their Skills books to **Page 24**. Tell students to look at the pictures. Ask *Is this a nonfiction text or a story?* Elicit *nonfiction text*. Have students explain their reasons. They may do so in L1.

Have a volunteer read the directions for Activity 1. Have students identify the activities in the photos. Then ask *Is the text about school or about daily routines?* Encourage several students to answer and their reasons.

Have a volunteer read the title of the text. Point out that it says "A School Day" (not "School"), and only one of the four pictures is about school. The others are about actions we do every day, or daily routines. Review the answer to Activity 1: *daily routines*.

2 24 Read and listen.

Have a volunteer read the title of the story again. Point to the clocks in each of the pictures and ask *What time is it?*

Lesson 3



Happy Reader

1 Circle what the text is about.
a. school b. daily routines

2 24 Read and listen.

A School Day

It's 6:00 in the morning. Time to get up! Children get dressed and eat breakfast. It's almost time to go to school!



Children do homework in the evening. Sometimes they have a lot of homework.



24

At noon many children eat lunch at school. They eat in the cafeteria with their friends. It's a time to relax, eat, and talk.



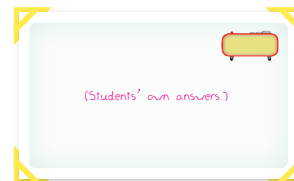
At 9 or 10 o'clock at night, many children go to bed. It's late and it's time to rest. What a long day!

3 24 Listen again to A School Day.

4 Number the activities in order.

- | | |
|------------------------------------|---------------------|
| 1 They eat lunch in the cafeteria. | 1 Children get up. |
| 2 They eat breakfast. | 6 They go to bed. |
| 3 They go to school. | 5 They do homework. |

5 24 Say Cheesel! Draw an activity from your day. Write the time.



6 Writing Time! Write about your day.

I get up at (Students' own answers)

Student Book Pages 30-31

25

Tell students they are going to listen to the track and follow the words with their fingers in their Skills Books as they listen. Play **Track 24**. Then have students look for words in the text that show what the children are doing (*get dressed, have lunch, do homework, go to bed*). Ask *What time do they get up / eat lunch / do homework / go to bed?*

Lesson 3 Reading Comprehension

Lesson Objectives: Read a fiction text to practise unit language. Identify the sequence of events a text.

New Vocabulary: get dressed

Vocabulary Review: eat breakfast, go to school, eat lunch, do homework, go to bed

Grammar Review: It's 6:00 in the morning. Children get dressed and eat breakfast.

Children eat lunch in the cafeteria. I get up at 6 o'clock.

Materials: Audio **Tracks 23 and 24**, six cards with daily-routine phrases, music

Standards: 1.1.1; 2.1.2; 3.1.3; 4.1.2

Start the Class



Write different times on the board and ask *What time is it?* to review times. Point out that times can be written different ways: 7 o'clock, 7:00, and 7:00 p.m. Pre-teach *time to get up* and *time to rest*.

1 23 Read and listen.



Have students read the title and look at the illustrations on **Pages 30 and 31**. Tell students they are going to listen to the track and follow the words with their fingers in their books as they listen. Play **Track 23**. Ask *Can you see the sun or the moon when they go to bed?* Explain that in many parts of Alaska it is light during most of the night during summer.

2 19 Say the pictures in order.



Have students work individually to say the pictures from the story in order. Then play **Track 23** again, pausing for students to check their answers. Have volunteers share their answers with the class.

Finish the Class



Have the class form a circle. Give random students the six cards with daily routines. Play some music and have students pass the cards around the circle to the right. Stop the music, and have students with the cards take turns miming the routines on their cards for the class to guess.

3 Pages 24–25 Skills Book



This activity may be completed for homework (See **Pages T 40 –T 41**).

Try This!

Extra

Divide the class into two teams and have them line up. Tell the class you are going to say a word or phrase from the lesson, and a student from each team will go to the board and write it. If the word is spelled correctly, the team gets a point. Use words and phrases such as *morning*, *late*, *go to bed*, and *eat lunch*.



Happy Writer

See **Pages T 94 –T 95**

3 24 Listen again to A School Day.

Tell students they will listen to the text again. Remind them to follow along with the text in their Skills Books while they listen. Play **Track 24**. Tell students they will listen again and whisper along with the text.

4 Number the activities in order.

Explain that students they will number the sentences in the same order as the text. Have them share their answers with a partner.

Tell students they are going to listen to "A School Day" again to check their answers. Play **Track 24** again and pause when appropriate to give students time to check the numbered activities. Read the sentences and have the class say the number.

5 Say Cheese! Draw an activity from your day. Write the time.

Explain that each student will draw a picture of an activity from his or her daily routine and write the time when it happens. Circulate around the class to monitor students' work and provide help as needed. Have students show their.

6 Writing Time! Write about your day.

Explain to the class that they are going to write some sentences about their days. Remind students that the sentences should be in the order of their days, and that each sentence starts with a capital letter and ends with a period.

Lesson 4

Lesson 4

Team Up!

1 Think about your day. Name activities and times.

My Day


1. get up. 6:00

2. go to school. 7:00

2 Share your list.

What time do you get up? At 6:00.

3 Team up and make a Daily Activities Poster.

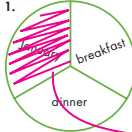


I go to bed at 9 o'clock.


Round Up!

4 Say the words that are different. Match them to the sentences.

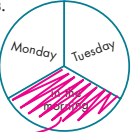
1.



2.



3.



This is a time of day.

This is a month.

This is a number.


5 Answer Ricky's Riddle!

My first letter is in **big** and in **bear**.
 My fifth letter is in **kite** but not in **write**.
 My eighth letter is in **sun** but not in **run**.
 You eat me in the morning.
 What am I?
 I'm b r e a k f a s t .

6 Pages 26-27 Skills Book



This may be completed for homework.

1  23 Write. Then number the pictures in order. Have students look at the pictures and say the times of day using *a.m.* and *p.m.* as guides. Tell students to write the phrases and number the pictures in order.

Have volunteers share their answers with the class.

2 **Spelling!** Write the times of day. Explain that they will look at the clocks and write the correct times in sentences. Then have volunteers write the correct times on the board while students check the answers.

3 Read and match.


Point to the two columns in Activity 3, and explain to students that they are going to match the questions and

Lesson 4

Word Work


1 Write. Then number the pictures in order.

4 PM




at night

1 AM




in the morning

3 PM



in the evening


2 PM





in the afternoon


Round Up!

2 **Spelling!** Write the times of day.

1.  It's 5:00 in the morning.

2.  It's 2:00 in the afternoon.

3.  It's 7:00 in the evening.

4.  It's 9:00 at night.

3 **Read and match.**

1. What time do you get up?

2. What time do you go to school?

3. What time do you go to bed?

4. What time do you do homework?

5. What time do you eat lunch?

Late. At 10:00 at night.

At noon.

Early. At 6:00 in the morning.

At 8:00 in the morning.

At 7:00 in the evening.

the times. Tell students to compare their answers with a partner. Review the answers by reading the questions and having the class say the answers chorally.

T 42

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Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about daily routines. Review vocabulary and grammar from Unit 3.

Vocabulary Review: get up, eat breakfast, go to school, eat lunch, eat dinner, do homework, go to bed, in the morning, in the afternoon, in the evening, noon, midnight, at night, early, late

Grammar Review: What time do you get up? I get up at 6:00. What time is it? It's 5:00 in the morning. What time do you go to school? At 8:00 in the morning.

Materials: Audio **Track 19**; construction paper; pencils, markers, or crayons

Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.2

Start the Class



Ask students at the head of each row *What time do you eat lunch?* Then have that student ask the person seated next to him or her the same question. Repeat until the last student in each row has answered. Ask another daily-routine question such as *What time do you do homework?* Have students ask and answer the question in a chain as they did before.

Try This!

Extra

Tell students that you are going to play the song "Let's Go!" again. Divide students into five groups. Assign each group a time from the song, and explain that they will stand up and sing that part. Play **Track 19** again, and have groups stand up and sing their parts of the song.

1 Think about your day. Name activities and times.



Tell students to look at **Page 32** and have a volunteer read the directions. Explain that they are going to work individually to write a list of activities and the times they do them.

2 Share your list.



Ask two volunteers to read the sample dialogue on **Page 32**.

Tell students that they are going to work with a partner and take turns asking and answering questions about their daily routines. Circulate around the classroom to correct pronunciation and provide help as needed.

3 Team up and make a Daily Activities Poster.



Divide the class into teams of four. Tell them that they will make a poster about their team's day. Explain that they will decide which of their team's activities to include on the poster. Remind students to illustrate the activities, indicate times, and put a title on the poster. Students also must decide which team members will do which tasks to complete the poster for their presentation. Circulate among the teams and provide help as needed.

4 Say the words that are different. Match them to the sentences.



Explain that one word in each pie chart is different from the other two words. Have students read the sentences below. Then tell students to identify each word that's different and choose the correct reason.

5 Answer Ricky's Riddle!



Write nine lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

Finish the Class



Have teams share their posters with the class. Remind them to point to the activities and say what time they happen. Be sure each member of the team speaks at least once. After all the teams have presented, have the class vote on the top three posters. Display the posters in the classroom.

6 Pages 26–27 Skills Book



This activity may be completed for homework (See **Page T 42**).

Unit 4

Unit Objectives

By the end of the unit, students can:

- Identify sports and home activities.
- Make statements about a picture and respond.
- Personalise a story.

Vocabulary

Sports: baseball, basketball, football, golf, ping pong, soccer, tennis, volleyball

At Home: listen to music, talk on the phone, watch TV, take pictures, do homework, work on the computer

Skills

Listening: Listen for and identify sports and home activities. Listen for specific information and circle an appropriate response.

Speaking: Talk about sports and home activities.

Reading: Read a nonfiction text: **Rainy Days** and a fiction text:

Fun in the Park.

Identify details. Personalise the text. Read short sentences and recognise words.

Writing: Write about activities. Personalise a story. Write about sports and home activities. Identify multi-syllable words. Read clues to identify words.

Grammar

I'm playing basketball. I'm not playing football. He's listening to music. They're doing homework.

Creative, Collaborative, and Critical Thinking Competencies

Sing and Act

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the team song and how it will be presented.

Collaboration: Use communication skills and conflict resolution skills to complete tasks. Determine the information to be included in the team song and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Memory Game

Materials: 8–12 pairs of cards with matching pictures and words

Make a set of 8 to 12 cards with matching pictures and words, or matching word/sentence halves. Randomly write a number on the back of each and put them up on the board so the number side faces the students. Divide the class into two teams and have them take turns choosing two numbers. Turn over the cards; if they are a pair, students claim both cards. The team with the most cards wins.



By Diana Jones

Happy Teacher

Cognates are words in two languages that have a common origin, and they can share similar meanings, spelling, and pronunciation. These similarities help students understand and remember new words. Many students need help recognising these words. This is because cognates have a difference in spelling, sound different, or have different word stress. When you read aloud, ask students to raise their hands when they think they hear a cognate. Then point out the differences between the English word and the word in their native language. Ask students to circle the letters that are different. You can also create a list of cognates for each unit.

Happy Class

To energise your class, choose one of these quick break tricks. Have students:

- Take out a blank sheet of paper and doodle for three minutes.
- See how many words they can make with the letters of a word in English.
- Do three jumping jacks, hop on one foot two times, and give one classmate a high five.
- Put on some dance music and have students dance for three minutes.

Lesson 1

UNIT 4

Lesson 1

1 **Listen.**
Then echo.

baseball / beɪsbɔːl /
basketball / ˈbɑːskɪtbɔːl /
football / ˈfʊtbɔːl /
golf / ɡɒl /
ping pong / ˈpɪŋ pɒŋ /
soccer / ˈsɒkə(r) /
tennis / ˈtenɪs /
volleyball / ˈvɒlibɔːl /

2 **Listen and complete.**

Let's Play!

1. I'm not playing football.
I'm playing basketball.
Basketball is fun!
Let's play!

2. We're not playing tennis.
We're playing ping pong.
Ping pong is fun!
Let's play!

3. We're not playing volleyball.
We're playing baseball.
Baseball is fun!
Let's play!

3 **Sing: Let's Play!**

I'm playing basketball.
I'm not playing football.
We're playing baseball.
We're not playing volleyball.

4 **Look. Then read and say which answer is correct: a or b.**

1. a. I'm playing tennis.
b. We're playing tennis.

2. a. I'm not playing golf.
b. We're not playing golf.

5 **Say the sentences.**

1. We / baseball ☒
We're not playing baseball.

2. I / golf ☒
I'm playing golf.

3. I / soccer ☒
I'm not playing soccer.

6 **Pages 28-29 Skills Book**



This may be completed for homework.

1 Unscramble. Then match.
Have a volunteer read the directions. Explain to students that they will unscramble the words, write them out correctly, and match them to the corresponding pictures. When students have finished, have them compare their answers with a partner. Review as a class.
Spelling Check! Spell the sports aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the sports with a partner. Then tell students to write the number of words they can spell correctly.
2 Look. Then read and circle.
Explain to the class that they will look at the pictures, decide which of the two sentences is correct, and circle it. Have students share their answers with the class.

UNIT 4

Lesson 1

1 **Unscramble. Then match.**

1. cceros	<u>soccer</u>
2. kbasbllaet	<u>basketball</u>
3. seababli	<u>baseball</u>
4. sitnne	<u>tennis</u>
5. yvllellab	<u>volleyball</u>
6. gipn pngo	<u>ping pong</u>
7. logf	<u>golf</u>
8. loifolab	<u>football</u>

Spelling Check! Spell the sports aloud. Then complete.
I can spell sports.

UNIT 4

Lesson 1

Grammar Snapshot!

I'm playing basketball.
I'm not playing football.
We're playing baseball.
We're not playing volleyball.

2 **Look. Then read and circle.**

1. a. We're playing basketball.
b. We're not playing basketball.

2. a. I'm playing golf.
b. I'm not playing golf.

3. a. We're playing ping pong.
b. We're not playing ping pong.

3 **Draw you and a friend playing a sport. Complete the sentences.**

(Students' own answers.)

We're (Students' own answers). We're not (Students' own answers).

3 Draw you and a friend playing a sport. Complete the sentences.
Explain to students that they are going to draw themselves and a friend playing a sport. Then they will write one sentence about what they are doing and another sentence about what they are not doing. Have them share their work with a partner.

Lesson 1 Vocabulary and Grammar

Unit 4

Lesson Objectives: Identify sports. Talk about sports people are and aren't doing.

New Vocabulary: baseball, basketball, football, golf, ping pong, soccer, tennis, volleyball

New Grammar: I'm playing basketball. I'm not playing football. We're playing baseball. We're not playing volleyball.

Materials: Audio Tracks 25 and 26

Standards: 1.1.3; 2.1.2; 3.1.2; 4.1.1

Start the Class



Have students look at **Pages 34 and 35** and predict what the lesson is about. Write the word *sports* on the board. Ask students to give examples of sports that use balls, and have them draw a ball related to each sport. Then elicit sports that do not use balls. Have students say the sports they like to play and write them on the board. Allow them to use L1 if necessary, but encourage them to use English as much as possible.

1 25 Listen. Then echo.



Explain to the class they are going to listen and point to the different sports. Explain that *football* and *soccer* are two different sports in English. Play **Track 25** and have students listen and point to the pictures as they hear them mentioned. Play **Track 25** again and have students echo the words. Elicit the sports that end in *-ball*.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!

Write dashes on the board for each word from Activity 1, for example, for *tennis*: _ _ _ _ _ . Then write in the third and fifth letters on each one: _ _ n _ i _ . Tell students that they are going to guess the words and spell them. Have students work in pairs and write the missing letters. Review the answers by having some students write in the missing letters on the board.

Extra

2 26 Listen and complete.



Explain to the class that they are going to listen to a song and point to the sports as they hear them. Play **Track 26**. Tell students you are going to play the song again for them to complete the sentences. Pause after each line to give students time to say the words. Have students compare their answers with a partner.

Play **Track 26** once more and pause it to check the sports with the class. Write students' correct responses on the board.

3 26 Sing: Let's Play!



Have students look at the pictures and elicit what the children are doing. Tell students they are going to listen to the song again and point to the five children playing the sports. Play **Track 26**. Play **Track 25** again and have the class sing along.

4 Look. Then read and say. which answer is correct: a or b.



Say *I'm playing basketball* and mime it. Write the sentence on the board. Then write *I'm not playing football*. Mime playing baseball with a student. Say *We're playing baseball* and write it on the board. Say *We're not playing volleyball*.

Have the class read the Grammar Snapshot! together. Then tell students to look at the pictures in Activity 4, say the correct sentences, and then compare their answers with a partner. Review the answers as a class.

5 Say the sentences.



Explain to students that ✓ indicates yes and ✗ indicates *no*. Tell students they are going to say complete sentences. Circulate among students to check understanding and provide help as needed. Have volunteers say the sentences at the board.

Finish the Class



Name the sports for students to mime. Play **Track 26** again. Students sing along and mime the different sports as they sing about them.

6 Pages 28–29 Skills Book



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

Lesson 2

Lesson 2

1 What is Lisa's grandma doing?

2 **Read and listen.**

3 **Listen and spell the words.**

Shutterbugs

1 Hi, Mom, I need to take a family picture. Where is Dad?

2 Hi, Dad. I need a family picture. Where are Jack and Holly?

3 Jack, I need a family picture. Where is Grandma?

4 Look at Suki! She's watching TV!

5 OK! I'm taking the picture now. Say "cheese!"

He's reading and listening to music.

Jack is doing his homework and Holly is talking on the phone.

She's working on the computer!

5 Grammar Snapshot! Complete.

1. Jack is doing his homework.

2. Grandma is working on the computer.

3. Suki is watching TV.

6 **Listen and cheer!**

He's reading a book. She's watching TV. She's talking on the phone. At home, home, home!

7 **Pages 30-31 Skills Book**



This may be completed for homework.

1 Read and look. Then circle True or False.

Have a volunteer read the directions aloud. Have students complete the activity individually. Review the answers as a class.

2 Read and draw.

Explain to students that they are going to read the sentences and draw what they read. Remind them to see if they should draw a boy, a girl, or both. Have them share their drawings and sentences with a partner.

Spelling Check! Spell the home activities aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the home activities with a partner. Then tell students to write the number of words they can spell correctly.

Lesson 2

1 Read and look. Then circle True or False.

- | | |
|---------------------------------|------------|
| 1. I'm working on the computer. | True False |
| 2. He's taking a picture. | True False |
| 3. I'm doing homework. | True False |
| 4. She's listening to music. | True False |

2 Read and draw.

1. He's talking on the phone. 2. They're watching TV.

(Students' own answers.)

(Students' own answers.)

Spelling Check! Spell the home activities aloud. Then complete. I can spell words.

30

Student Book Page 36

Grammar Snapshot!

He's listening to music. They're doing homework.



3 Look and complete.

1. They're listening to music.
2. He's talking on the phone.
3. She's working on the computer.
4. They're watching TV.
5. He's taking pictures.
6. She's playing basketball.

Student Book Page 37

31

3 Look and complete.

Explain to the class that they will look at the pictures and write sentences. Then have volunteers write the missing sentences on the board.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify home activities. Ask and answer questions about home activities.

New Vocabulary: listen to music, talk on the phone, watch TV, take pictures, do homework, work on the computer

New Grammar: She's working on the computer.

Review Vocabulary: mom, dad, grandma

Materials: Audio Tracks 27 and 28

Standards: 1.1.3; 2.2.1; 3.1.2; 4.1.2

Start the Class

Draw a simple house on the board. Ask students to say the rooms they know. Write the names of the rooms on the drawing.

1 What is Lisa's grandma doing?

Elicit where they are: *at home*. Have students look at the pictures, find and point to Lisa's grandma, and answer the question. Elicit *She's working on the computer*.

2 Read and listen.

Tell students they are going to read the comic strip as they listen. Remind them to follow the words with their fingers. Play **Track 27**.

Say an activity in one of the scenes—*Jack is doing his homework*—and have students point to the correct picture. Repeat for other activities in the frames. Have students underline the six activities in the comic strip.

Try This!

Divide the class into groups of four. Explain to students that they will each read a role from the story: Lisa, Mom, Dad, and Jack. Have students read their parts aloud.

Extra

3 Listen and spell the words.

Have a volunteer read the directions on **Page 36**. Play **Track 28** and pause for students to spell the phrases. Play **Track 28** again. Have students check their answers with a partner, and then have volunteers write the answers on the board.

Tell students they are going to hear the activity again and repeat what they hear. Play **Track 28**.

Audio script **Track 28**

1. listen to music
2. talk on the phone
3. watch TV
4. take pictures
5. do homework
6. work on the computer

4 Listen again to Shutterbugs.

Tell the class that they are going to listen again to the comic strip and read along as they listen. Explain that when they finish, they will write the activity each character is doing in the third column on the chart from the beginning of class.

Play **Track 27**. Then have students compare the second and third columns to see how well they remembered the story.

5 Grammar Snapshot! Complete.

Have a volunteer read the directions for Activity 5 on **Page 31**. Explain to the class that they will complete each sentence. Tell students to work individually, and then have them compare their answers with a partner. Have students identify the characters in the activity. Then have volunteers share their answers with the class.

6 Listen and cheer!

Tell the class they are going to listen to a cheer and read the words as they listen. Play **Track 29**. Explain to the class that you are going to play the cheer again, and this time they will do the cheer with the track. Play **Track 29** again.

Finish the Class

Have students work in groups of three. Have them change the words in the cheer for other activities from this lesson to say a new cheer. Tell them they can include clapping and finger snapping for rhythm. Have several groups go to the board and say their cheer.

7 Pages 30–31 Skills Book

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

Lesson 3



Skills Book Page 69

(Students' own answers)

Lesson 3

1 30 Read and listen.

Rainy Days

1 My name is Lily. It's a rainy day, and I'm at home with my family. There are many things to do inside on rainy days.

I'm listening to music. I'm not watching TV. I don't have a TV in my bedroom. My brother and sister are watching TV in the living room.

I really like soccer. When it's raining, I play soccer on the computer. I do my homework on the computer, too, but not today. It's Saturday!

Sometimes I take pictures of my family. Look at Dad! He's reading a book. My mom is working on the computer.



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2 Hey! It isn't raining now. They're playing outside. I want to play, too! Rainy days are fun!

2 Name.

Family Member	Activity
Lily	listening to music
Dad	reading a book
brother and sister	watching TV
Mom	working on the computer

3 Pages 32-33 Skills Book

39



This may be completed for homework.

1 Circle what they're playing in the park. Tell students to open their Skills Books to **Page 32** and have a volunteer read the directions for Activity 1. In pairs, have them name as many things as they can in the pictures. Ask *What are they playing?* and have students circle the correct answer. Check the answer with the class. Elicit soccer.

2 31 Read and listen.

Have a volunteer read the title of the story. Elicit what fun things students like to do when they go to the park.

Tell students they are going to listen to the track and follow the words in their Skills Books with their fingers as they listen. Play **Track 31**. Then have students look for words in the text that show what Sara and her friends are doing: *playing soccer* and *listening to music*. Next, have students look for words that show what Bella is doing: *talking on the phone* and *watching TV*. Ask students *Why is she watching TV?* Students may give their answers in L1.

Lesson 3



Happy Reader

1 Circle what they're playing in the park.

a. baseball b. soccer

2 31 Read and listen.

Fun in the Park

Sara is at the park. Her friend Bella is at home. "Come to the park, Bella!"



"Thanks, Sara, but I can't play soccer today. I'm watching TV."



"But, Sara, my leg!" "Oh! That's right. Get well soon!"

32



"Paul, Will, and Annie are here. We're playing soccer and listening to music. We need you! Please, come!"



"Come on! It's warm and sunny! We're having fun. You love soccer and ..."

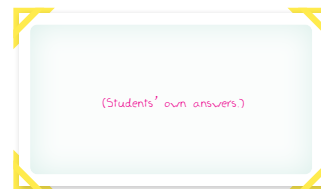


3 31 Listen again to **Fun in the Park**.

4 Circle True or False.

- Sara is listening to music. ☒ True ☐ False
- Paul, Will, and Annie are playing basketball. ☐ True ☒ False
- Bella is playing soccer. ☐ True ☒ False

5 Say Cheese! Draw you and your friends at the park.



6 Writing Time! Write about your picture.

Come to the park! I'm *(Students' own answers)* and *(Students' own answers)* is playing *(Students' own answers)*. We're not *(Students' own answers)* today.

Student Book Pages 38-39

33

3 31 Listen again to **Fun in the Park**.

Tell students they will listen to and read the story again. Remind them to follow the story in their books at the same time as they listen. Play **Track 31**. Have students whisper and read along with the text.

Lesson 3 Reading Comprehension

Lesson Objectives: Read a nonfiction text to practice unit language. Recall details from a text.

Vocabulary Review: baseball, soccer, home, park, watch TV, sunny, leg

Grammar Review: We're playing soccer. We're having fun.

Materials: Audio **Track 30**

Standards: 2.1.2; 2.2.4; 3.1.3; 4.1.1

Start the Class



Explain that the first student in each row has to decide on an activity and the last student in the row will act it out. Have the student at the head of each row whisper an activity to the student next to him or her. This student whispers it to the next student, and so on. The last student in the row has to act out the activity.

1 Read and listen.

Have students look at the photos on **Pages 38 and 39**. Ask *What's the weather like?* Elicit *It's rainy*. Have a volunteer read the title of the text. Remind students to read along as they listen. Play **Track 30**.

Divide the class into groups and tell students that they are going to read the text again in their group. Explain that they will each take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books with their fingers as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed.

2 Make up a sentence.

Tell students that they will say what each person does on the rainy day. Have students look at the example. Tell students to complete the chart individually. Then play **Track 30** for students to confirm their answers. Check answers as a class.

4 Circle *True* or *False*.

Explain that they will work individually to decide if the sentences are true or false. Then have them share their answers with a partner.

Tell students they are going to listen to "Fun in the Park" again to check their answers. Play **Track 31** again and pause as appropriate to give students time to check the activities. Read the sentences and have the class say *true* or *false*.

5 Say Cheese! Draw you and your friends at the park. Explain that students are going to draw a picture of

Finish the Class



Have students draw what they do on rainy days and then share their drawings with a partner.

3 Pages 38–39 Skills Book

This activity may be completed for homework (See **Pages T 50 –T 51**).

Try This!

Extra

Draw a grid on the board with six rows and four columns. In the first column, write the pronouns *I, you, he, she, we, and they*. In the second column, write *are, am, is, are, is, and are*. In the third column, write *talking, playing, watching, reading, playing, and listening*. In the fourth column, write *a book, TV, volleyball, to music, tennis, and on the phone*. Have students make three sentences in their notebooks from the words in the chart.



Happy Writer

See **Pages T 94 –T 95**

themselves and their friends at the park. Have students show their drawings to a partner. Then have volunteers share their drawings with the class and say what they and their friends are doing.

6 Writing Time! Write about your picture.

Explain to the class that they are going to write some sentences about the pictures they drew. Remind students that each sentence starts with a capital letter and people's names are capitalised. Ask volunteers to share their sentences with the class.

Lesson 4

Lesson 4

Team Up!

1 Think about activities you like. Make up sentences.

Let's Play!

We're not playing soccer.

We're playing baseball.

2 Share your verse.

We're not playing soccer.

3 Team up and sing your team song. Act it out.

We're playing baseball.

Round Up!

4 Make up the words.

1. vol	cer	
2. soc	ket	ball
3. ten	ley	ball
4. bas	nis	

5 Answer Ricky's Riddle!

My first letter is in **ten** and in **two**.
 My third letter is in **sun** and in **ant**.
 My fifth letter is in **ping** but not in **pong**.
 You can play with a yellow ball.
 What am I?

I'm t e n n i s.

1 2 3 4 5 6

6 Pages 34-35 Skills Book



This may be completed for homework.

1 Read the clues. Then choose and write.
 Have a volunteer read the clue for Item 1. Elicit *golf* from the class. Have students complete the activity in pairs. Check answers as a class.

2 **Spelling!** Write the missing double letters.
 Have students identify the four sports on their Skills Books **Page 35** by looking at the pictures. Explain to students that you are going to say the sports, but in a mixed-up order, and they have to point to the corresponding picture. Start out slowly at first and then increase speed while students point to the different sports.

Ask a volunteer to read the directions. Explain that they will look at the sports and write the missing letters. Then have volunteers write the correct words on the board for students to check their spelling.

Lesson 4

Word Work

1 Read the clues. Then choose and write.

1.	2.
It has a small ball.	It has two words.
<u>golf</u>	<u>ping pong</u>
3.	4.
You use your feet.	There are five players.
<u>soccer</u>	<u>basketball</u>
5.	6.
You don't play on a table.	It has the word ball.
<u>tennis</u>	<u>volleyball</u>

Round Up!

2 **Spelling!** Write the missing double letters.

1.	2.
so c c er	te n n is
3.	4.
basketba l l	vo l l eyba l l

3 Read and match.

1. I'm playing football.	
2. We're playing soccer.	
3. He's listening to music.	
4. She's doing homework.	

3 Read and match.
 Point to the two columns and explain to students that they are going to match the sentences to the pictures. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Review the answers by reading the sentences and having the class point to the matching pictures.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about activities team members do for fun. Use communication skills and problem-solving skills to sort information and decide how to present it. Review vocabulary and grammar from Unit 4.

Vocabulary Review: baseball, basketball, football, golf, ping pong, soccer, tennis, volleyball

Grammar Review: We're not playing soccer. We're playing baseball.

Materials: cards with sports and home activities, card stock

Standards: 2.1.2; 2.1.4; 3.1.2; 4.1.1

Start the Class



On the board, spread out cards with sports and home activities. Divide the class into several teams. Have one student from each team stand up. Explain that you are going to say a sentence about an activity, and the first person in each team should run to the board and touch the corresponding card. If the student touches the correct picture, he or she wins a point for the team. Repeat with different sports and activities. Play several times until all students have participated.

1 Think about activities you like. Make up sentences.



Tell students to look at **Page 40** and have volunteers read the directions and the sentences in the example text. Explain that they are going to work individually to make up sentences for the song about an activity they are *not* doing and an activity that they *are* doing. Make sure there are a variety of activities. Provide help as necessary.

2 Share your verse.



Put students into pairs. Tell students that they are going to work with a partner and take turns telling each other their new song verses. Circulate around the classroom to correct pronunciation and provide help as needed.



Extra

Write out five different sentences on cards, then cut the cards in half so that each card has half a sentence. Repeat until you have one card per student. Give them out to students at random. Have each student stand up and look for the student that has the other half of his or her sentence. Ask students to read their sentences aloud.

3 Team up and sing your team song. Act it out.



Put two pairs together. Tell them that they will sing their song with all the verses they wrote between them. Explain that they have to decide on appropriate actions to mime each of the activities. Tell them to practice their song in their team. Circulate among the teams and provide help as needed. Encourage students to negotiate to create a plan the whole team is comfortable with.

4 Make up the words.



Tell students to match the syllables to make up the words. Do Item 1 as a class. Then have volunteers write the words on the board for the class to confirm their answers.

5 Answer Ricky's Riddle!



Write six lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

Finish the Class



Have students write down their three favourite sports. Have them stand up and form two teams. Have each team form a circle, one inside the other. Play some music while they walk around in opposite directions. Stop the music. Have students turn and face a student in the opposite circle and tell them to share their favourite sports. Repeat several times so they tell different classmates.

6 Pages 34–35 Skills Book



This activity may be completed for homework (See **Page T 53**).

Unit 5

Unit Objectives

By the end of the unit, students can:

- Identify park activities and chores.
- Make statements about a picture and respond.
- Personalise a story.

Vocabulary

At the Park: climb trees, have a picnic, play ball, play on the swings, ride a bike, ride a skateboard, run, take a walk

Chores: clean, wash the dishes, sweep the floor, feed the pets, take out the trash, set the table, make a snack, wash the car

Skills

Listening: Listen for and identify park activities and chores. Listen for specific information and circle an appropriate response.

Speaking: Talk about park activities and chores.

Reading: Read a nonfiction text: **Mother's Day** and a fiction text: **Chores Are Fun!**
Recall details in a nonfiction text.
Personalise the text.
Identify a sequence of events.
Read short sentences and recognise words.

Writing: Write about chores.
Recognise spelling patterns.
Identify letter-sound relationships.

Grammar

What are you doing? I'm playing on the swings.
I'm not taking a walk. We're riding bikes. We're not running.

What's he doing? He's washing the dishes.
What are they doing? They're sweeping the floor.

Creative, Collaborative, and Critical Thinking Competencies

Weekly Activities Calendar

Creativity: Develop self-expression and innovation.

Collaboration: Use communication, problem-solving, and conflict resolution skills to complete a weekly calendar for the team. Determine how each team member will contribute to the final product.

Critical Thinking: Analyse and organise information. Determine how information will be presented.



Teacher Workshop

Teaching with Games

Spelling Relay Game

Materials: different-coloured board markers

Organise students into teams and have them form a line. Call out a word. The first student has the marker and writes the first letter of the word. He or she then passes the marker to the next student, who writes the next letter of the word, and so on. Students can only write one letter at a time. The first team to correctly spell the word gets a point. If a student writes an incorrect letter, the next student can erase the letter and correct it, but cannot write an additional letter. Variations can be made with vocabulary words or grammar structures.



By Angela Padrón

Happy Teacher

Sometimes spelling rules in English appear to be inconsistent, but spelling does in fact have numerous rules and patterns. Students need to learn to visually identify words with similar patterns. For example, students can group words with a silent e at the end, words with double letters, or words with an -ing ending. Have them take notes about similar spelling patterns in words in their notebooks throughout the school year to help them with their spelling.

Happy Class

To energise your class, choose one of these quick break tricks. Have students:

- Take out a blank sheet of paper and doodle for three minutes.
- Line up as quickly as possible in a variety of orders according to birthdays, first names, and last names.
- Play some music, stop it suddenly, and have students freeze in place.

Lesson 1

UNIT 5 Lesson 1

1 **Listen.**
Then echo.

climb trees /klaɪm triːz/
 have a picnic /hæv ə ˈpɪknɪk/
 play ball /pleɪ bɔːl/
 play on the swings /pleɪ ɒn ðə swɪŋz/
 ride a bike /raɪd ə baɪk/
 ride a skateboard /raɪd ə ˈskeɪtbɔːd/
 run /rʌn/
 take a walk /teɪk ə wɔːk/

2 **Listen and say.**

A taking a walk

B playing on the swings

C running

D riding bikes

3 **Sing: In the Park.**

In the Park

1. What are you doing
In the park today?
I'm /I'm not/ taking a walk.
In the park today.
I'm /I'm not/ playing on the swings
In the park today.

2. What are you doing
In the park today?
We're /We're not/ running
In the park today.
We're /We're not/ riding bikes
In the park today.

Grammar Snapshot!

What are you doing?
I'm playing on the swings.
I'm not taking a walk.
We're riding bikes.
We're not running.

4 Read and say the answer.

- What are you doing?
a. I'm running.
b. He's playing on the swings.
- What are you doing?
a. They're playing ball.
b. We're climbing trees.
- We can answer the question
What are you doing? with
a. I and We.
b. He and They.

5 Say the questions and answers.

- What are you doing ?
I 'm having a picnic.
- What are you doing ?
We 're riding skateboards.

6 Pages 36-37 Skills Book

This may be completed for homework.

1 Write.

Have volunteers read the directions and the words in the box aloud. Tell students to choose and write the correct phrase next to each picture. Do Item 1 as a class; then have students complete the activity individually. Circulate around the class and provide help as needed. Review the answers as a class.

Spelling Check! Spell the park activities aloud. Then complete. Have students close their books. Tell them that they will take turns saying and spelling the park activities with a partner. Then tell students to write the number of words they can spell correctly.

UNIT 5 Lesson 1

1 Write.

climb trees	have a picnic	take a walk
play on the swings	ride a bike	play ball

- ride a bike
- climb trees
- take a walk
- play on the swings
- have a picnic
- play ball

✓ **Spelling Check!** Spell the park activities aloud.
Then complete. I can spell words.

Grammar Snapshot!

What are you doing?
I'm playing on the swings.
I'm not taking a walk.
We're riding bikes.
We're not running.

2 Look and write questions and answers.

- What are you doing?
I'm climbing trees.
- What are you doing?
I'm riding a bike.
- What are you doing?
I'm having a picnic.
- What are you doing?
I'm riding a skateboard.

2 Look and write questions and answers.

Explain to the class that they will look at the pictures in the activity and write a question and answer for each one. Have volunteers share their answers with the class.

T 56

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Lesson 1 Vocabulary and Grammar

Unit 5

Lesson Objectives: Identify park activities. Ask and answer questions about actions.

New Vocabulary: climb trees, have a picnic, play ball, play on the swings, ride a bike, ride a skateboard, run, take a walk

New Grammar: What are you doing? We're riding bikes. We're not running.

Materials: Audio Tracks 32 and 33, strips of paper

Standards: 1.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class



Have students look at **Pages 42 and 43** and predict what the lesson is about. Have them give examples in L1 of activities that they can do at the park.

1 32 Listen. Then echo.



Have students look at the pictures and identify the words of any items they already know the words for. Explain that they are going to listen and point to the different activities. Play **Track 32** and have students listen and point to the pictures as they hear them mentioned. Play **Track 32** again and have students echo the phrases.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!

Extra

Tell students that they are going to scramble and unscramble words. Give them strips of paper and have each student write a scrambled word; then have them write their names on the other side. Collect the strips of paper and then give a scrambled word to each student. Have students unscramble the word and return it to the student who scrambled the word to check.

2 33 Listen and say.



Mime one of the activities from Activity 1, such as *take a walk*; elicit the word or phrase from students and say *I'm taking a walk*. Repeat with each of the activities. Point to the pictures and ask students to mime the activities and say what they are chorally.

Explain to the class that they are going to listen to a song and point to the sports. Play **Track 33**. Tell students you are going to play the song again for them to mark the words or phrases. Pause after each line of the song to give them time to say the phrases. Have students compare their answers with a partner.

Have students look at the words for the song on **Page 43**. Explain that they are going to listen again, and this time they are going to circle the correct words. Play **Track 33**. Then play it once more, pausing it to check answers with the class. Write students' correct responses on the board.

3 33 Sing: In the Park.



Tell students they are going to listen to the song again and point to the four activities as they listen. Explain that when they hear the word *not*, they should wag their fingers to indicate no. Play **Track 33**. Play **Track 33** again and have the class sing along.

4 Read and say the answer.



Have the class read the Grammar Snapshot! together. Explain that *you* can address one person (singular) or a group of people (plural). *I* answers for one person, and *We* answers for more than one. Have students complete the activity.

5 Say the questions and answers.



Point to the first question and discuss what could go in the blanks. Have students complete the remaining question and answer. Have volunteers say the complete questions and answers.

Finish the Class



Divide the class into two teams and have one student from each team come to the board. Write Yes and No on the board. Say *I'm playing ball*, but mime riding a skateboard. The first student to touch the correct answer on the board wins a point for his or her team. Play several times until all students have participated. The team with the most points wins.

6 Pages 36–37 Skills Book



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

Lesson 2

Lesson 2

1 Is Tom helping?

2 Read and listen.

1 What are they doing?
They're washing the car. But Tom is washing his hair, too!

2 What's Tom doing now?
He's taking out the trash.
And I'm cleaning up!

3 Listen and spell the words.

1. <u>clean</u>	2. <u>wash the dishes</u>
3. <u>sweep the floor</u>	4. <u>feed the pets</u>
5. <u>take out the trash</u>	6. <u>set the table</u>
7. <u>make a snack</u>	8. <u>wash the car</u>

4 Listen again to **Shutterbugs**.

Tom is washing the dishes. What's Clare doing?

Oh, no!

Now what's Tom doing?

He's sweeping the floor.

No! I'm feeding the pets!

5 **Grammar Snapshot!** Choose the correct answer.

1. What are they doing?	She's setting the table.
2. What's he doing?	They're washing the car.
3. What's she doing?	He's washing the dishes.

6 Listen and cheer!

What's he doing? He's washing the dishes!
What are they doing? They're making a snack!

7 Pages 38-39 Skills Book

44



This may be completed for homework.

1 Match.

Explain to students that they will match the phrases to the pictures. Tell students to compare their answers with a partner. Read the phrases and have students point to the pictures.

Spelling Check! Spell the chores aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the chores with a partner. Then tell students to write the number of words they can spell correctly.

2 Look. Then read and circle.

Explain to the class that they will look at the pictures and circle the correct answer to the questions. Tell students to work individually, and then have them compare their answers with a partner. Have volunteers write the answers on the board.

Lesson 2

1 Match.

- | | |
|-----------------------|--|
| 1. take out the trash | |
| 2. feed the pets | |
| 3. sweep the floor | |
| 4. wash the dishes | |
| 5. set the table | |
| 6. wash the car | |

Spelling Check! Spell the chores aloud. Then complete.

I can spell words.

38

Student Book Page 44

Grammar Snapshot!

What's he doing?
He's washing the dishes.
What are they doing?
They're sweeping the floor.



2 Look. Then read and circle.

- | | |
|-----------------------------|--------------------------|
| 1. What's he doing? | 2. What's she doing? |
| a. He's sweeping the floor. | a. She's cleaning. |
| b. He's feeding the pets. | b. She's making a snack. |

3. What are they doing?
- a. They're setting the table.
- b. They're washing the car.

3 Draw your family doing chores. What are they doing?

(Students' own answers.)

They're (Students' own answers)

Student Book Page 45

39

3 Draw your family doing chores. What are they doing? Tell each student to draw a picture of his or her family doing chores. Have students show and explain their drawings to a partner.

Lesson 2 Vocabulary and Grammar in Context

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

New Vocabulary: clean, wash the dishes, sweep the floor, feed the pets, take out the trash, set the table, make a snack, wash the car

New Grammar: What's he doing? He's washing the dishes. What are they doing? They're sweeping the floor.

Materials: Audio Tracks 33–36; strips of paper with lines from the song (one set for every four students)

Standards: 1.1.2; 2.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class



Divide students into groups of four and give each group a set of paper strips with lines from the song. Explain that they are going to put the lines in order, and then they are going to listen and check that they are ordered correctly. Play **Track 33** for them to check their answers.

1 Is Tom helping?



Have students look at the pictures and identify if Tom is helping his friends. Elicit *No, he isn't*. Ask students how they help out at home, and write their ideas on the board.

2 34 Read and listen.



Tell students they are going to read the comic strip as they listen. Remind them to follow the words with their fingers. Play **Track 34**.

Describe one of the scenes and have students point to the correct frame. For example, say *Tom is taking out the trash*, *Clare is setting the table*, *Sam and Clare are making a snack*, and *Tom is feeding the pets*.

Try This!

Divide the class into groups of four. Explain to students that they will each read a part for a character from the story: Lisa, Clare, Tom, or Sam. Have them choose their roles and then read their parts aloud. If time allows, ask them to change roles and reread the story.

Extra

3 35 Listen and spell the words.



Have a volunteer read the directions. Play **Track 35**, pausing for students to write the phrases. Play **Track 35** again. Ask volunteers to write the answers on the board. Tell students they are going to listen again and repeat what they hear. Play **Track 33**.

Audio script **Track 35**

1. clean 2. wash the dishes 3. sweep the floor
4. feed the pets 5. take out the trash 6. set the table
7. make a snack 8. wash the car

4 34 Listen again to **Shutterbugs**.



Tell the class that they are going to listen again to the comic strip and read along as they listen. Explain that while they listen, they should point to each of the chores when they hear them mentioned. Play **Track 34**.

5 **Grammar Snapshot!** Choose the correct answer.



Draw three columns on the board. At the top of each one write *He*, *She*, and *They*. Elicit where students would put *Sam and Clare*, *Lisa*, and *Sam*.

Explain to the class that they will choose the correct answers. Tell students to work individually and then compare their answers with a partner. Then have volunteers share their answers with the class.

6 36 Listen and cheer!



Tell the class they are going to listen to a cheer and read the words as they listen. Play **Track 36**. Explain to the class that you are going to play the cheer again, and they will say the cheer with the track. Play **Track 36** again. Then have them do the cheer in pairs.

Finish the Class



Have students work in groups of three. Have them change the words in the grammar cheer for other activities they have learned this unit to say a new grammar cheer. Tell them they can include clapping, stomping, and finger snapping for rhythm. Have volunteers teach their cheer to the class.

7 Pages 38–39 **Skills Book**



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

Lesson 3



Skills Book Page 70

(Students' own answers)

Lesson 3

1 37 Read and listen.

Mother's Day

1 Mother's Day is a day to celebrate our moms. They do many things to help us. In the morning, they help us get up and get ready to go to school. They help us do our homework, and they make yummy dinners for us. On Mother's Day I like to do things for my mom.

Today is Mother's Day. This is our mom. We love her very much. Every Mother's Day we get up early and make a big breakfast for her. She likes to eat breakfast in bed as a special treat.

2 When we get home from school, we make a snack for her. Mom likes cookies and milk. Then we all take a walk before dinner.

Today we're eating a delicious dinner. It's Mom's favourite. After dinner Mom watches TV. I'm washing the dishes, and my brother is taking out the trash. My mom has a great day on Mother's Day. And we do, too!

2 Name the things they do for Mother's Day.

- | | |
|------------------|----------------------|
| A make breakfast | D take out the trash |
| B make a snack | E eat dinner |
| C ride a bike | F wash the dishes |

3 Pages 40-41 Skills Book



This may be completed for homework.

1 Look and circle True or False. Tell students to open their Skills Books to **Page 40**. In pairs, have students name as many chores as they can in the pictures. Then have students say whether the children are happy or not doing the chores. Circulate around the class to monitor students and provide help as needed. Have a volunteer read the directions. In pairs, students read the sentence and decide if it is true or false. Students give reasons for their answers.

2 38 Read and listen.

Elicit what chores students do at home. Have a volunteer read the title of the story. Explain that *fun* means something that you enjoy doing. Tell students they are going to listen to the track and follow the words in their Skills Books with their fingers as they listen. Play **Track 38**.

Then have students look for words in the text that show what chores the children are doing: *taking out the trash*, *washing the car*, *sweeping the floor*, and *setting the*

Lesson 3



Happy Reader

1 Look and circle True or False. The children like to do chores. True False

2 38 Read and listen.

Chores Are Fun!

Kendra and Seth are riding bikes. Zack is taking out the trash. "Dad is making a snack. Let's do chores and then eat!" Zack says.

"I'm not doing chores. Chores aren't fun!" Seth says.



Kendra is cleaning and Zack is sweeping the floor. Seth smells the cookies. Now he wants to help. He's setting the table.



Kendra and Seth are playing ball. Zack is washing the car. Kendra wants to help Zack. She wants a snack, too. But Seth doesn't like chores.

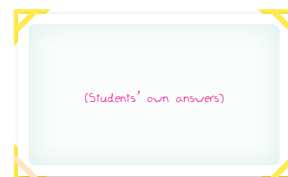
Zack, Kendra, and Seth are eating the snacks and taking a walk. "See, Seth, chores are fun!" Zack says.

3 38 Listen again to **Chores Are Fun!**

4 Number the events in order.



5 Say Cheese! Draw you and your friends doing chores.



6 Writing Time! Write about your picture.

Today we're ... (Students' own answers)

Skills Book Pages 46-47

41

table. Next, have students look for activities that are not chores: *riding bikes*, *playing ball*, *eating the snacks*, and *taking a walk*.

3 38 Listen again to **Chores Are Fun!**

Tell students they will listen to the text again. Remind them to follow the story in their books at the same time as they listen. Play **Track 33**.

Have students check their answers from the beginning of the class.

Lesson 3 Reading Comprehension

Lesson Objective: Read a text to understand main ideas and details.

New Vocabulary: smell, help

Vocabulary Review: clean, sweep the floor, take out the trash, set the table, make a snack, wash the car

Grammar Review: He's setting the table. Kendra and Seth are playing ball.

Materials: Audio **Track 37**, card stock

Standards: 1.1.1; 2.1.1; 3.1.1; 4.1.2

Start the Class



Prepare cards with chores or park activities and cut them in half vertically. Mix up the halves and give them to students. Explain that they have to stand up and walk around to find the other parts of their words. When they find the matching parts, the two students stand together. When everybody has found their match, they read the words aloud. Play the game again if you have time.

1



37 Read and listen.



Have students look at the photos on **Pages 46 and 47** and identify them. Tell students they are going to listen to the track and follow the words in their books with their fingers as they listen. Play **Track 37**.

Divide the class into groups and tell students that they are going to read the text again in their group. Explain that they will each take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books with their fingers as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed.

2

Name the things they do for Mother's Day.



Tell students to name all the activities in the chart that the family does for Mother's Day. Have students compare their answers with a partner.

Finish the Class



Write a scrambled sentence from the text on the board. Below it, write a blank for each word. Have volunteers write the words in the correct order.

3



Pages 40–41 Skills Book



This activity may be completed for homework (see **Pages T 60 –T 61**).

Try This!

Extra

Divide the class into several teams. Explain that they are going to write as many words as they can remember from the story. Circulate around the class and provide help if needed. Two teams exchange lists, open their books, and mark the answers. The team with the most correct words wins.



Happy Writer

See **Pages T 94 –T 95**

4 Number the events in order.

Explain that they will work together to number the events in the order they happen in the story.

Tell students they are going to listen to "Chores Are Fun!" again to check their answers. Play **Track 38** again and pause as appropriate to allow them time to number the events. Check answers as a class.

5 Say Cheese! Draw you and your friends doing chores. Explain that students are going to draw a picture of themselves and their friends doing chores. Have

volunteers share their drawings with the class, and say what they are doing with their friends.

6 Writing Time! Write about your picture.

Explain to the class that they are going to write some sentences about the picture they drew in Activity 5. Remind students that each sentence starts with a capital letter and people's names are also capitalised. Then have them exchange their sentences with a partner to check that each sentence has a chore in it. Correct students' sentences.

Lesson 4

Lesson 4



1 Think about your week. Speak about four activities.

Day	Activity
Monday	set the table

2 Share your chart.

It's Monday. What are you doing?

I'm setting the table.

3 Team up and make a Weekly Activities Calendar.



It's Wednesday. Nick's feeding the pets.

48

4 Name the letters to complete the words. Round Up!

- f _ e _ d the pets
- m _ a _ k _ e a snack
- t _ a _ k _ e a walk
- take out the tra _ s _ h
- wa _ s _ h the dishes
- ride a b _ i _ k _ e
- r _ i _ d _ e a skateboard
- sw _ e _ e p the floor



5 Answer Ricky's Riddle!

My first letter is in ride and in cold.
My second letter is in sit but not in set.
My fourth letter is in she but not in see.
You wash me in the kitchen.
What am I?
I'm d i s h e s

6 Pages 42-43 Skills Book

49



This may be completed for homework.

1 Unscramble. Then check.

Have a volunteer read the example. Tell students to unscramble the word and check the picture that matches the sentence. Have students complete the rest of the activity and then check the answers as a class.

2 Spelling! Write the -ing form of the verbs.

Ask a volunteer to read the directions. Explain that they will write the complete form of the verb with the -ing ending. Then, have volunteers write the correct words on the board.

Point out that for both *take* and *make*, you must eliminate the -e and add -ing. Point out that for *set* and *run*, you must double the last letter before adding -ing. Have students check their answers.

3 Check (✓) the correct place for the activity.

Point to the two columns and read the titles aloud. Explain to students that they are going to check the places where the activities take place. Circulate around the class to monitor students and provide help as

Lesson 4

Word Work

1 Unscramble. Then check (✓).

- She's riding a skateboard.



rsdtebkao

- They're playing ball.



ilba

- He's washing the dishes.



shsdei

- He's taking out the trash.



rstha

42

Round Up!

2 Spelling! Write the -ing form of the verbs.

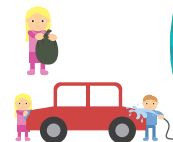
- take taking
- make making
- set setting
- run running
- sweep sweeping
- feed feeding

3 Check (✓) the correct place for the activity.

	At Home	At the Park
They're taking a walk.		✓
He's setting the table.	✓	
She's sweeping the floor.	✓	
They're playing on the swings.		✓
They're having a picnic.		✓
She's washing the car.	✓	

4 Look and answer.

- What's she doing?
She's taking out the trash.
- What are they doing?
They're washing the car.



Student Book Pages 48-49

43

needed. Tell students to compare their answers with a partner. Walk around and check students' answers while they are working.

4 Look and answer.

Explain to students that they have to look at the pictures and write an answer for the question according to what they can see. Tell students to work individually and then compare their answers with a partner. Then have volunteers write the sentences on the board.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about activities. Review vocabulary and grammar from Unit 5.

Vocabulary Review: clean, wash the dishes, sweep the floor, take out the trash, set the table, make a snack, wash the car

Grammar Review: What are they doing? They're taking a walk.

Materials: construction paper; coloured pencils, markers, or crayons

Standards: 2.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class



Have a Days of the Week March. Line students up, stand at the front of the line, and lead the march around the classroom. Say *Monday* and students repeat; continue with the rest of the days of the week. At some point, say *Stop!* and everyone must stop at the same time. If someone continues marching, or is out of line, he or she goes to the back of the line. Continue, repeating the activity several times.

1 Think about your week. Speak about four activities.



Tell students to look at **Page 48** and have volunteers read the directions and the sample text. Explain that they are going to speak about different chores they do on different weekdays. Make sure there are a variety of chores.

2 Share your chart.



Ask two volunteers to read the sample dialogue on the page.

Tell students that they are going to work in pairs and share their ideas for the activities on the different days of the week. If possible, students working together should have different chores. Circulate around the classroom, correct pronunciation, and provide help as needed.

3 Team up and make a Weekly Activities Calendar.



Put two pairs together. Have each group of four students put all their information together to make an illustrated weekly calendar. Distribute materials.

4 Name the letters to complete the words.



Explain to the class that they will name the letters on the cat's bowl to fill in the blanks for each phrase. Have students chorally pronounce the sounds on the bowl. Have a volunteer read the example. Tell students to work in pairs to complete the activity. Have

volunteers write their answers on the board. Then have the class chorally say the words.

5 Answer Ricky's Riddle!



Write six lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

Have students draw the chart on construction paper, putting the days in a vertical column on the left, and the names horizontally across the top. Students draw pictures of the activities and label them in the corresponding boxes. Have teams share their weekly calendars with the class. Remind them to point to the days when they are talking. Be sure each member of the team speaks at least once. After all the teams have presented, have the class vote on the top three weekly calendars. Display the calendars in the classroom.

Try This!

Extra

Explain to students that they are going to give three different awards to each team's weekly calendar, and they have to decide what the different awards are. Some suggestions are *most helpful* (who does the most chores at home) and *the best illustration*. Write their suggestions on the board and have students vote for the three awards.

Finish the Class



Have the class form a circle. Explain that you will say a word (*picnic*), and the first student will say a word beginning with the last letter of that word (*clean*). The next student says a word beginning with the last letter of that word (*night*). Continue with the rest of the class. If a student misses a word, he or she has to sit down, and the next student starts again with a new word.

6



Pages 42–43

Skills Book



This activity may be completed for homework (see **Page T 62**).

Unit 6

Unit Objectives

By the end of the unit, students can:

- Identify clothes and beach activities.
- Make statements about a picture and respond.
- Show understanding of story details.

Vocabulary

Clothes: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

At the Beach: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Skills

Listening: Listen for and identify clothes and beach activities.
Listen for specific information and circle an appropriate response.

Speaking: Talk about the clothes students are wearing and beach activities.

Reading: Understand details in a story.
Read a nonfiction text **Sandcastles** and a fiction text: **Fun with Grandpa**.
Identify and describe details.
Read short sentences and recognise words. Summarise the text.

Writing: Write about beach activities.
Read clues to identify words.
Recognise spelling patterns.
Categorise words.

Grammar

What are you wearing? I'm wearing sneakers.
Are you wearing shorts? Yes, I am. / No, I'm not.
Is she swimming? Yes, she is. / No, she isn't. She isn't sleeping.

Creative, Collaborative, and Critical Thinking Competencies

Favourite Activities Chart

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the chart and how it will be presented.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks. Determine the information to be included in the chart and how each team member will contribute to the final product.

Critical Thinking: Use problem-solving skills, analyse information, and organise information to complete the final product.



Teacher Workshop

Teaching with Games

Odd One Out

Give students sets of words and have them decide which word is different from the others. The words can be provided in written form or orally. This activity helps students become aware that words can be classified in different ways, while developing critical thinking skills. Be prepared to accept different answers if students have a good explanation.



By Patricia Acosta

Happy Teacher

Changing from one activity to another can easily become a noisy time in the classroom. Attention and quiet signals are essential in the classroom. Raising your hand is a signal for the class to stop talking and listen to the teacher. Another way to quiet the class is to clap once and have students repeat the single clap.

Happy Class

Take a few minutes and celebrate birthdays with the class. Create a fun ritual in English to acknowledge students' birthdays, such as singing "Happy Birthday." Ask the question *How old are you now?* for the birthday student to answer. You may choose to give the birthday student a choice of games to do in class, or assign a birthday seat (such as the teacher's) for the birthday student to sit in during his or her special day. Create a group celebration for students whose birthdays occur during vacations.

Lesson 1

UNIT 6

Lesson 1

1 **Listen.**
Then echo.

T-shirt
/tɪˈʃɜːt/

pants
/paɪnts/

cap
/kæp/

shorts
/ʃɔːrts/

jeans
/dʒiːnz/

swimsuit
/swɪmˈsuːt/

sandals
/ˈsænd(ə)lz/

sneakers
/ˈsniːkə(r)z/

2 **Listen and say.**
first: B, second: C, third: A

A

B

3 **Sing: My Clothes.**

My Clothes

1. What are you wearing?
I'm wearing a cap.
Are you wearing shorts?
Yes, I am.

2. What are you wearing?
I'm wearing sneakers.
Are you wearing a cap?
No, I'm not.

3. What are you wearing?
I'm wearing a T-shirt.
Are you wearing jeans?
No, I'm not.

Grammar Snapshot!

What are you wearing?
I'm wearing sneakers.

Are you wearing shorts?
Yes, I am. / No, I'm not.

4 Read the question with a **yes/no** answer.

a. What are you wearing?
b. Are you wearing shoes?

5 Read and say the answer.

1. What are you wearing?
a. I'm wearing a cap.
b. Yes, I am.

2. Are you wearing sandals?
a. No, I'm not.
b. I'm wearing a T-shirt.

3. What are you wearing?
a. No, I'm not.
b. I'm wearing sneakers.

6 Pages 44-45 Skills Book

51



This may be completed for homework.

1 Write.

Explain that students have to write the words to spell out each of the clothes words in the pictures. Do Item 1 as a class. Then have students complete the activity individually. Review the answers as a class.

Spelling Check! Spell the clothes aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the clothes with a partner. Then tell students to write the number of words they can spell correctly.

2 Circle the correct answer.

Explain to the class that they will look at the picture of the boy and circle the correct answer for each question. Then have students share their answers with the class.

UNIT 6

Lesson 1

1 Write.

1. T - shirt

2. sneakers

3. swimsuit

4. pants

5. cap

6. sandals

7. shorts

8. jeans

Spelling Check! Spell the clothes aloud. Then complete.

I can spell words.

44

UNIT 6

Lesson 1

2 Circle the correct answer.

What are you wearing?
I'm wearing sneakers.
Are you wearing shorts?
Yes, I am. / No, I'm not.

1. Are you wearing a cap?
Yes, I am. No, I'm not.

2. Are you wearing pants?
Yes, I am. No, I'm not.

3. Are you wearing a swimsuit?
Yes, I am. No, I'm not.

4. Are you wearing sneakers?
Yes, I am. No, I'm not.

3 Answer for you.

1. Are you wearing a T-shirt?
(Students' own answers)

2. Are you wearing a cap?
(Students' own answers)

3. What are you wearing?
(Students' own answers)

45

3 Answer for you.

Read the questions in the activity aloud. Ask students to write answers about themselves. Walk around and check students' answers while they are working.

Lesson 1 Vocabulary and Grammar

Unit 6

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

New Vocabulary: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

New Grammar: What are you wearing? I'm wearing sneakers. Are you wearing shorts? Yes, I am.

Materials: Audio Tracks 39 and 40

Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.1

Start the Class



Have students look at **Pages 50 and 51** and predict what the lesson is about. Write the word *clothes* on the board. Elicit what clothes students are wearing today, focusing on words they already know. Have volunteers say their favourite clothes, and then draw them on the board.

1 39 Listen. Then echo.



Have students look at the pictures and identify the clothes in L1. Explain that they are going to listen and point to the pictures of different clothes. Play **Track 39** and have students listen and point to the pictures of the clothes as they hear them mentioned. Play **Track 39** again and have students echo the phrases.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

Try This!

Extra

Tell students that they are going to draw a picture of themselves wearing some of the clothes from this page. Have them draw an arrow pointing to each item of clothing and write the word to label it. Circulate around the class and provide help as needed. Have students compare their drawings with the person next to them. Encourage them to name the colors of the clothes to practice colour words.

2 40 Listen and say.



Explain to the class that they are going to listen to a song and point to the person singing (the girl or one of the boys). Play **Track 40**. Then tell students you are going to play the song again for them to complete the sentences on **Page 51**. Pause appropriately to give students time to say the sentences.

Have students compare their sentences with a partner. Then check answers as a class by writing them on the board.

Explain that students are going to listen to the song again, and this time they are going say who sings first, second, and third. Play **Track 40** and then check answers with the class.

3 40 Sing: My Clothes.



Tell students they are going to listen to the song again and follow the words with their fingers as they listen. Explain that when they hear the word *not*, they should wag their fingers to indicate no. Play **Track 40**.

Play **Track 40** again and have the class sing along.

4 Read the question with a yes/no answer.



Remind students of the questions they learned in previous units: *What are you doing?* *What's the date today?* *What time is it?* Point out that they all begin with the word *What*. Tell the class that these questions always ask for information—an activity, the date, or the time—and *What are you wearing?* asks for information about clothes.

Have the class read the Grammar Snapshot! together. Tell students to look at the two questions and then read the question with a yes/no answer. Have them compare their answers with a partner before checking as a class.

5 Read and say the answer.



Explain to students that they are going to read the questions and say the correct answer for each one. Have volunteers write the questions and answers on the board.

Finish the Class



Form the class into rows. Ask students at the head of each row *Are you wearing (sandals)?* Students answer *Yes, I am* or *No, I'm not*. Then the first student in each row turns around and repeats the question to the student seated next to him or her. Repeat until the last student in each row has answered. Then repeat the activity by starting the question at the other end of the row and having students take turns to ask and answer going back in the opposite direction.

6 Pages 44–45 Skills Book



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

Lesson 2

Lesson 2

1 Where are the Shutterbugs?

2 Read and listen.



Shutterbugs



3 Listen and spell the words.

- | | |
|-------------------------|------------------------------|
| 1. <u>swim</u> | 2. <u>sleep</u> |
| 3. <u>fly a kite</u> | 4. <u>sail a boat</u> |
| 5. <u>eat ice cream</u> | 6. <u>build a sandcastle</u> |

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4 Listen again to Shutterbugs.



5 Grammar Snapshot! Answer the questions.

- | | |
|--|---|
| 1. Is he building a sandcastle?
Yes, he is. | 2. Is she eating ice cream?
No, she isn't. |
| 3. Is she swimming?
No, she isn't. | 4. Is he sleeping?
Yes, he is. |

6 Listen and cheer!

Is he sailing a boat? Yes, he is! Yes, he is!
Is she eating ice cream? No, she isn't! No, she isn't!



7 Pages 46-47 Skills Book

53



This may be completed for homework.

1 Write.

Have volunteers read the directions and the words in the box aloud. Explain to students that they will label the pictures. Do Item 1 as a class. Then have students complete the activity individually. Have volunteers share their answers with the class.

Spelling Check! Spell the beach activities aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the beach activities with a partner. Then tell students to write the number of words they can spell correctly in the box.

2 Complete.

Tell the class that they will look at the pictures and complete the questions and answers according to what

Lesson 2

1 Write.

build a sandcastle	eat ice cream	fly a kite
sail a boat	sleep	swim

- | | |
|---------------------------------|----------------------------|
| 1.
<u>build a sandcastle</u> | 2.
<u>sleep</u> |
| 3.
<u>swim</u> | 4.
<u>eat ice cream</u> |
| 5.
<u>sail a boat</u> | 6.
<u>fly a kite</u> |

Spelling Check! Spell the beach activities aloud.

Then complete. I can spell words.

46

Student Book Page 52

2 Complete.



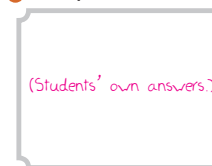
Grammar Snapshot!

Is she swimming?
Yes, she is.
No, she isn't.
She isn't sleeping.



- | |
|--|
| 1. Is she <u>eating</u> ice cream? <u>Yes</u> , she <u>is</u> . |
| 2. <u>Is</u> he <u>sailing</u> a boat? No, <u>he</u> <u>isn't</u> .
He isn't <u>sailing</u> a <u>boat</u> . |
| 3. Is she building a sandcastle? <u>No</u> , she <u>isn't</u> .
<u>She isn't</u> building a sandcastle. |
| 4. Is he flying a kite? <u>Yes</u> , <u>he</u> <u>is</u> . |

3 Draw your friend at the beach. Answer.



- | |
|---|
| 1. Is your friend swimming?
(Students' own answers) |
| 2. Is your friend building a sandcastle?
(Students' own answers) |

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they can see in the pictures. Then have volunteers write the sentences on the board.

3 Draw your friend at the beach. Answer.

Tell students they will draw a picture of a friend at the beach, and then answer the questions according to what they drew. Have students show their drawings to a partner and explain what their friend is doing.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify characters and the activities they are doing at the beach. Ask and answer questions about beach activities.

New Vocabulary: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

New Grammar: Is she swimming? No, she isn't.

Materials: Audio Tracks 41–43

Standards: 1.1.2; 2.2.1; 3.1.2; 4.1.1

Start the Class



Have students look at the comic strip on **Pages 52 and 53** and memorise as much as they can about what the characters are wearing. Tell students to close their books. Then have them tell a partner as much as they can remember about what the characters are wearing.

1 Where are the Shutterbugs?



Point out the different characters and elicit their names: *Lisa, Clare, Tom, and Sam*. Have a volunteer read the question and have students say the answer: *At the beach*.

2 41 Read and listen.



Tell students they are going to read the comic strip as they listen. Play **Track 41**.

Draw a vertical line down the board to create two columns. In the right column, write *a kite, a sandcastle, a boat, and ice cream*. Explain to students that they will look at the comic strip and complete the left column with the appropriate verb. For example, *flying* will line up with *a kite*. Have students copy the columns and words in their notebooks.

Try This!

Extra

Tell students that they will take turns reading the comic strip with a partner.

3 42 Listen and spell the words.



Have a volunteer read the directions in Activity 3. Mime *swim* and make sure students understand. Play **Track 42** and pause to allow students appropriate time to spell the words. Play **Track 42** again. Have students check their answers with a partner.

Then have volunteers spell the answers at the board. Tell students they will listen again and then repeat what they hear. Play **Track 42**.

Audio script Track 42

1. swim 2. sleep 3. fly a kite 4. sail a boat
5. eat ice cream 6. build a sandcastle

4 41 Listen again to Shutterbugs.



Tell the class that they will listen to the comic strip again and read along in their books. Play **Track 41**.

5 Grammar Snapshot! Answer the questions.



Ask *Is Clare taking pictures?* Elicit *yes* as an answer and write *Yes, she is* on the board. Then ask *Is she sleeping?* Write the negative short answer *No, she isn't* on the board. Tell students to look at the comic strip and ask *Is Tom flying a kite?* Elicit *No, he isn't*. Ask *What is Tom doing?* to elicit *He's sleeping*. Write the questions and answers on the board.

Have a volunteer read the directions for Activity 5 on **Page 47**. Explain to the class that they will look at the pictures of the characters in the activity and answer the questions. Have volunteers share their answers with the class. Finally, have students circle *Is he* or *Is she* in the questions, and *he/she is* or *he/she isn't* in the answers. Point out that to ask about what people are doing, we start *yes/no* questions with *Is he/she*; we use *he/she is* or *he/she isn't* in the answer.

6 43 Listen and cheer!



Tell the class they will listen to a cheer and read the words as they listen. Play **Track 43**. Have students underline *Is he* and *Is she* in the questions, and *Yes, he is* and *No, she isn't* in the responses. Explain to the class that you will play the cheer again and this time they will do the cheer along with the audio.

Finish the Class



Have students work in groups of three to create a new grammar cheer by adding different activities. Have volunteer groups share their cheers with the class.

7 Pages 46–47 Skills Book



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

Lesson 3



Skills Book Page 70

beach; hot; sunny;
(Students' own answers)

Lesson 3

1 Read and listen.

Sandcastles

1 Every summer there are sandcastle contests at the beach in my town. It's always very hot and sunny. This year people are building very big sandcastles. Sandcastles aren't just for kids. Adults like to build things with sand, too. It's a great day for the whole family!

Artists use sand and water to make the sandcastles. They walk to the ocean to get water. Then they use the water to make the sand hard. Artists use tools to draw in the sand. They are very careful.



2 Look at the dragon. Is he sleeping? Yes, he is.

There is also a sandcastle with an elephant, and one with a shark. It takes a long time to build these beautiful sandcastles.

2 Say the things that are in the sandcastles.

A crocodile B elephant C boat D shark

3 Pages 48-49 Skills Book



This may be completed for homework.

1 Circle where the family is. Tell students to open their Skills Books to **Page 56**. Have a volunteer read the directions for Activity 1. Have other volunteers read the answer options. Remind them that they will look at the pictures in the story and circle where the family is. Give a one-minute time limit. Review the answer with the class: *at the lake*.

2 45 Read and listen.

In pairs, have students look at the pictures and name as many beach activities as they can. Ask what is unusual or funny in the pictures: *Grandpa is swimming in his clothes*. Have a volunteer read the title of the story. Tell students they will read the story as they listen. Remind them to follow the words in their books with their fingers as they read and listen. Play **Track 45**. Then have students look for words in the text that say what activities the children are doing: *building a sandcastle*, *flying a kite*, and *swimming*.

Ask students to talk about the activities in the story that they like to do. Have students share their ideas with

Lesson 3



Happy Reader

1 Circle where the family is.

a. at the park b. at the lake

2 45 Read and listen.
Fun with Grandpa

It's hot and sunny. Eddie, Lily, Mom, and Grandpa are at the lake. What's Grandpa wearing? Is he wearing a jacket and pants? Yes, he is! Oh, Grandpa!



Eddie wants to swim with his sister, Lily. "Let's swim, Lily! Come on, Grandpa!"



Is Eddie building a sandcastle? Yes, he is! Lily isn't building a sandcastle. She's flying a kite with Mom.



Look! Grandpa is swimming in his clothes! He's wearing pants and a jacket. He isn't wearing a swimsuit. Eddie and Lily are having fun with Grandpa!

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3 Listen again to **Fun with Grandpa**.

4 Look at the picture of Grandpa. Answer.

1. Is he building a sandcastle? *No, he isn't.*
2. Is he swimming? *No, he isn't.*
3. Is he wearing a swimsuit? *No, he isn't.*
4. Is he wearing a jacket and pants? *Yes, he is.*



5 Say Cheese! Draw your family at the lake.

(Students' own answers.)

6 Writing Time! Write about your picture.

It's hot and sunny. (Students' own answers) _____, _____, and I are at the lake. What's _____ wearing? Is _____ wearing _____ and _____ ?

Student Book Pages 54-55

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the class. Ask students to talk about the people in their families who do these activities with them.

3 45 Listen again to **Fun with Grandpa**.

Tell students they will read and listen to the text again. Play **Track 45**. Ask questions about the text such as *How many people are at the lake? What is Eddie doing? What is Lily doing? What is Mom doing?* Ask students to say what they like about the story.

Lesson 3 Reading Comprehension

Lesson Objective: Read a text to understand main ideas and details.

Vocabulary Review: swimsuit, build a sandcastle, swim, fly a kite

Grammar Review: Is he building a sandcastle? Yes, he is. She's flying a kite. She isn't building a sandcastle.

Materials: Audio Tracks 44 and 45

Standards: 1.1.3; 2.1.2; 3.1.2; 4.1.2

Start the Class



Have students look at the photos on **Pages 54 and 55**. Ask *Is this nonfiction or fiction?* Elicit *nonfiction*. Ask students questions about the scene to review vocabulary and grammar: *Where is the girl? What's she doing? Is it winter or summer? What's the weather like? What animals do you see?*



1 **44** Read and listen.



Have a volunteer read the title of the text. Remind the class to read along as they listen. Play **Track 44**.

Divide the class into groups and tell students that they will read the text again in their group. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books with their fingers as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed.

Listen for words that students have difficulty pronouncing correctly. Write these words on the board and have students practice saying them. Then have students read the sentences containing these words aloud. Have them read chorally as a class, and then have volunteers read the sentences aloud.

2 Say the things that are in the sandcastles.



Tell students to say the things that are in the sandcastles. Have them compare their answers with a partner and identify the items they did not say.

Finish the Class



Write a base-form verb in each Tic-Tac-Toe square in a grid on the board. In teams, have students take turns spelling the *-ing* forms of the verbs. The team wins the square if they correctly spell the verb.



3 **Pages 48–49** Skills Book



This activity may be completed for homework (see **Pages T 70 –T 71**).

Try This!

Extra

Have students write down their favourite beach activities. Have students form two circles, one inside the other. Play some music while they walk in opposite directions. Stop the music and have them share their favourite beach activities with the person across from them.



Happy Writer

See **Pages T 94 –T 95**

4 Look at the picture of Grandpa. Answer.

Have students look at the picture and describe what they see. Explain that they will work individually to answer the questions according to what is in the picture. Allow time for students to complete the activity, and then have them share their answers with a partner.

Tell students they will listen to the story again to check their answers. Play **Track 45** again and pause to allow them time to review their answers. Have volunteers read the questions and the class read their answers.

5 Say Cheese! Draw your family at the lake.

Explain to students that they will draw pictures of their own families at the lake. Have students show their drawings to a partner and say what they are doing and wearing.

6 Writing Time! Write about your picture.

Explain to the class that they are going to write sentences about the picture they drew in Activity 5. Remind students to use the present progressive in their writing. Have volunteers show their pictures and read their descriptions to the class.

Lesson 4

Lesson 4

Team Up!

1 Think about your favourite activities. Say your favourite activities in order.

My Favourite Activities

- eat ice cream
- fly a kite
- clean

2 Share your ideas.

Eating ice cream is my favourite activity.

My favourite activity is flying a kite.

3 Team up and make a Favourite Activities Chart.

Eating ice cream is our favourite activity.

Round Up!

4 Name the letters and complete the phrase.

- f l y ing a kite
- e a t ing ice cream
- s w i m m ing in the water
- b u i l d ing a sandcastle

5 Say the words that are different. Match them to the sentences.

- sandals

cap

trainers
- jeans

trousers

swimsuit
- sleep

ice cream

swim

We eat this at the beach.

We wear this on our heads.

We wear this when we're swimming.



This may be completed for homework.

1 Read the clues. Then choose and write. Have a volunteer read the clue for Item 1. Have the class identify each item. Then elicit the answer: T-shirt. Tell students to complete the activity in pairs.

2 Answer Ricky's Riddle!

Write five lines on the board. Have a volunteer read the first sentence and write the second letter on the board: a. Then have volunteers read the clues and complete the word on the board.

3 Spelling! Write the -ing form of the verbs.

Have a volunteer read the directions. Explain to the class that they will write each verb with the -ing ending. Have volunteers write the correct words on the board so students can check their answers. Review which base word doubles the final consonant (swimming), and which word drops the final -e (riding) to form the -ing word. Have students think of other examples of words that double the consonant and words that drop the final -e to form the -ing words.

Lesson 4

Word Work

1 Read the clues. Then choose and write.



2 Answer Ricky's Riddle!

My second letter is in cap and in sandals.
My fourth letter is in take but not in make.
My last letter is in same but not in name.
You wear me on your legs.
What am I?
I'm p a n t s

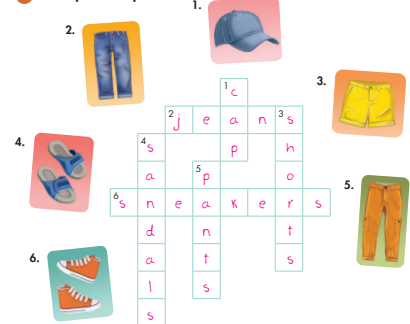


Round Up!

3 Spelling! Write the -ing form of the verbs.

- eat eating
- fly flying
- swim swimming
- ride riding
- build building
- watch watching

4 Complete the puzzle.



4 Complete the puzzle.

Point to the numbers next to the pictures and explain to students that they have to use them to find where to write the words to complete the crossword puzzle. Elicit Item 1 (cap) and have students write the letters in the corresponding squares. Have students complete the puzzle individually. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Have volunteers write their answers for the rest of the class to confirm their answers.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about favourite activities. Use communication skills and problem-solving skills to sort information and decide how to present it.

Vocabulary Review: clean, wash the dishes, sweep the floor, take out the trash, set the table, make a snack, wash the car, play ball, take a walk, ride a skateboard, ride a bike, have a picnic, climb trees, run, play on the swings, swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Grammar Review: Eating ice cream is my favourite activity. I don't like drawing.

Materials: construction paper; coloured pencils, markers, or crayons; paper

Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.1

Start the Class



Write the six beach activities on the board and number them. Give each student a number from one to six. Distribute sheets of paper and coloured pencils. Tell each student to make a drawing of the beach activity that corresponds to his or her number. Have students exchange drawings and check one another's activities. Have students write their names on the pictures. Collect the drawings to use later in the lesson.

1 Think about your favourite activities. Say your favourite activities in order.



Tell students to look at **Page 56** and have volunteers read the directions and the example list. Have some students say their favourite activities. Explain that they will work individually to write a list of their ten favourite activities. Then they will number them. Explain that number 1 will be their favourite activity, number 2 their next favourite, and so on up to ten. Circulate around the classroom and provide help as needed. Encourage students to use vocabulary from this unit when they can, but tell them they may use other words they know.

2 Share your ideas.



Have two volunteers read the sample dialogue in the speech bubbles in Activity 2. Tell students that they will work in pairs and share their favourite activities. Circulate around the classroom, correct pronunciation, and provide help as needed.

3 Team up and make a favourite Activities Chart.



Put two pairs of students from Activity 2 together to form groups of four. Have each group put all their information together to make a Favourite Activities Chart. Students will write the numbers 1–10 in a vertical row, with 1 at the bottom and 10 at the top. At the bottom of the chart, students will draw pictures of the activities and label them in

a horizontal row. The bars for each activity reflect how popular they are for each group. Have teams present the information in their charts to the class. Remind them to point to the activities when they are talking. Be sure each member of the team speaks at least once. Display the charts in the classroom.

4 Name the letters and complete the phrase.



Tell students that they will name the letters to complete phrases about beach activities.

5 Say the words that are different. Match them to the sentences.



Explain that one word in each pie chart is different from the other two words. Have students read the sentences on the right. Then have students identify each word that's different and match it to the correct reason.

Try This!

Extra

Have students interview another team to get their votes for their favourite activities. Then take a class poll to see what the number one activity is for the class.

Finish the Class



Hand out the drawings students made at the beginning of the class. Tell students to stand in a circle. Say Change places if your picture is sailing a boat. Students who have that picture have to change places. Continue with other actions. Play several times.

6 Pages 50–51 Skills Book



This activity may be completed for homework (see **Page T 72**).

Unit 7

Unit Objectives

By the end of the unit, students can:

- Identify party food and party-time activities.
- Ask and answer questions about a picture.
- Identify the main ideas and details in text.

Vocabulary

Party Food: cake, chips, sandwiches, candy, juice, lemonade, popcorn, soda

Party Time: sing, dance, bake a cake, buy snacks, send invitations, make decorations

Skills

Listening: Listen for and identify party food and celebrations. Listen for specific information and choose an appropriate response.

Speaking: Talk about party food and party-time activities.

Reading: Read a fiction text: **New Friends** and a nonfiction text (social studies):

Party Time!

Identify the main idea, details and the sequence of events in a text.

Recognise spelling patterns.
Identify multi-syllable words.

Writing: Write about party-time activities.

Grammar

Are they eating cake? Yes, they are.

Are they drinking soda? No, they aren't.

We're making decorations.

Are you baking a cake? Yes, we are. / No, we aren't.






Creative, Collaborative, and Critical Thinking Competencies

Party Jobs Chart

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the poster and how it will be presented.

Collaboration: Use communication and conflict resolution skills. Determine how each team member will contribute to the final product.

Critical Thinking: Analyse and organise the information to be included in the poster. Use problem-solving skills to complete the final product.

PARTY JOBS	
Job	Who
 bake a cake	Charlie
 make decorations	Sarah
 send invitations	Tom
 buy snacks	Katy
 wash the dishes	Jack



Teacher Workshop

Teaching with Games

Chain Game

Divide students into several teams and have each team form a line. Explain that the first student is going to say a vocabulary word from this unit. The next student will repeat the word and then say another one. The third student will repeat the first two words and add another one, and so on. The objective is to see which team can say the most words in a row in the correct order. Start a new chain when a student makes a mistake or can't remember. The team that says the longest chain of words wins.



By Diana Jones

Happy Teacher

Your class board should look clear and well-organised. Divide the board into sections so you always know where to write the date and other important information. Think about what you will need to write in other sections so you don't run out of space. Make sure your writing is large enough to be seen for students farthest from the board. Check if students can see the bottom part of the board without standing up. Write clearly; if possible, use different colours to highlight words. If you have trouble organising your board, take photographs of it and use the picture to plan your next lesson.

Happy Class

To increase concentration in class, give students opportunities to move around the classroom. Change seating plans at the beginning of each new unit, making sure students sit in different places in the classroom throughout the year. Use pair work and group activities, creating simple ways for students to move around. Students can work in rows or with people in front of them, behind them, or next to them. This provides students with the opportunity to move in class, as well as work with different people.

Lesson 1

UNIT 7

Lesson 1

1 **Listen.**
Then echo.

cake /keɪk/

chips /tʃɪps/

sandwiches /ˈsæn(d)wɪtʃɪz/

candy /ˈkændi/

juice /dʒuːs/

lemonade /ˈlemaːneɪd/

popcorn /ˈpɒpkɔː(r)n/

soda /ˈsəʊdə/

2 **Listen and complete.**

There's a Party!

There's a party going on!
Hey! Hey!

There's a party going on!
Hey! Hey!

1. Are they eating cake ?
Yes, they are.
They're eating cake !

3 **Sing:**
There's a Party!

2. Are they drinking soda ?
No, they aren't.
They aren't drinking soda !

3. Are they eating popcorn ?
Yes, they are.
They're eating popcorn !

Grammar Snapshot!

Are they eating cake?
Yes, they are.
No, they aren't.

4 **Read and say the answer.**

1. Are they drinking soda?
a. No, they aren't.
b. They aren't drinking juice.

2. What are they eating?
a. Yes, they are.
b. They're eating cake.

5 **Read the sentences. Say the questions.**

1. They're eating popcorn.
Are they eating popcorn?

2. Are they washing the dishes?

3. Are they drinking lemonade?

4. Are they taking a walk?

6 **Pages 52-53 Skills Book**



This may be completed for homework.

1 Unscramble. Then match.
Have a volunteer read the directions. Explain to students that they will unscramble the words to write them out correctly, and then match each word to the correct picture. Have students check their answers in pairs.
Spelling Check! Spell the party foods aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the party foods with a partner. Then tell students to write the number of words they can spell correctly.

2 Complete.

Explain to the class that they will look at the pictures and write questions and answers for each one. Remind

UNIT 7

Lesson 1

1 **Unscramble. Then match.**

1. acke cake

2. daschnwies sandwiches

3. scihp chips

4. eomdalen lemonade

5. cuije juice

6. ropcopn popcorn

7. daso soda

8. cdyan candy

Spelling Check! Spell the party foods aloud.

Then complete. I can spell words.

UNIT 7

Lesson 1

Grammar Snapshot!

Are they eating cake?
Yes, they are.
No, they aren't.

2 **Complete.**

1. Are they eating cake?
☒ Yes, they are

2. Are they drinking juice?
☒ No, they aren't

3. Are they eating candy?
☒ No, they aren't

4. Are they drinking lemonade?
☒ Yes, they are

5. Are they eating popcorn?
☒ Yes, they are

6. Are they eating chips?
☒ No, they aren't

them that the check mark or cross indicates whether the answer is affirmative or negative. Have volunteers read the questions and answers aloud.

Lesson 1 Vocabulary and Grammar

Unit 7

Lesson Objectives: Identify food at a party. Ask and answer questions about party food.

New Vocabulary: cake, chips, sandwiches, candy, juice, lemonade, popcorn, soda

New Grammar: Are they eating cake? Yes, they are. Are they drinking soda? No, they aren't.

Materials: Audio Tracks 46 and 47, music

Standards: 1.1.1; 2.1.1; 2.2.3; 3.1.2; 4.1.1

Start the Class



Have students look at **Pages 58 and 59** and describe what they can see in the pictures. Ask them to predict what the lesson is about. Elicit local customs and traditions for birthday parties. Allow students to share their ideas freely.

1



46 Listen. Then echo.



Have students look at the pictures and identify the party foods. Explain that they are going to listen and point to the different party foods. Play **Track 46**. Elicit the things we eat (*cake, chips, sandwiches, candy, and popcorn*) and the things we drink (*juice, lemonade, and soda*).

Play **Track 46** again and have students echo the words. In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

2



47 Listen and complete.



Have students look at the photos on **Pages 58 and 59** and elicit what they think is happening. Point to the children, and elicit the clothes they are wearing and what colours the clothes are. Explain to the class that they are going to listen to a song. Play **Track 47**. Tell students you are going to play the song again for them to say the sentences.

Have students compare their answers with a partner. Check answers as a class.

Try This!

Extra

Tell students to write their favourite party food on a small piece of paper. Play some music. Have students stand up and walk around the classroom. Explain that you will stop the music and they must get together in groups based on their words for their favourite party food. Ask groups to say the word they chose.

3



47 Sing: **There's a Party!**



Tell students they are going to listen to the song again and follow the words in their books as they listen. Explain that when they hear *No, they aren't*, they should wag their fingers to indicate no; when they hear *Yes, they are*, they should nod their heads. Play **Track 47**. Play **Track 47** again and have the class sing along and do the actions at the same time.

4

Read and say the answer.



Have the class read the Grammar Snapshot! together. Tell students to look at the question and the two answers. Remind students that we begin *yes/no* questions with *Are they*, and we answer these questions with *Yes, they are* or *No, they aren't*.

Tell students to look at the two questions, think about the correct answer to each one individually, and then say it. Have them compare their answers with a partner before checking as a class.

5

Read the sentences. Say the questions.



Write *They're eating popcorn* on the board. Elicit from students what the *yes/no* question is: *Are they eating popcorn?* Explain to students that they will say questions for the remaining statements. Circulate among students and provide help as needed. Have volunteers say the questions for the class to check their answers.

Finish the Class



Divide the board into four sections and the students into four teams. Have a volunteer from each team stand in front of a section. Write a long word at the top of the board, such as *sandwiches*. Explain that each team must write a word beginning with each letter in *sandwiches*. Explain they are not allowed to repeat any words in any single round. Repeat with different words.

6



Pages 52–53

Skills Book



This activity may be completed for homework (See **Page T 76**).

Lesson 2

Lesson 2

1 Are they preparing for a celebration?

2 Read and listen.

3 Listen and spell the words.

1. sing 2. dance
 3. bake a cake 4. buy snacks
 5. send invitations 6. make decorations

Shutterbugs

4 Listen again to Shutterbugs.

We need lots of food. Let's buy snacks and a cake!

No! Let's bake a cake!

5 **Grammar Snapshot!** Say the correct answer.

1. We're sending invitations. Yes, we are.
 No, we aren't.

2. Are you running? Yes, we are.
 No, we aren't.

6 Listen and cheer!

Are you buying snacks? Yes, we are!
 Are you baking a cake? No, we aren't.
 We're dancing and singing. It's party time!

7 Skills Book Pages 54-55



This may be completed for homework.

1 Complete the party to-do list. Explain to students that they will complete the checklist. Have students complete the activity individually. Then have volunteers read their answers.

2 Read and circle. Then complete. Explain to the class that they will read the question, circle the answer, and then complete the sentence. Do Item 1 as a class. Have volunteers share their answers with the class.

Spelling Check! Spell the party words aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the party words with a partner. Then tell students to write the number of words they can spell correctly.

3 Look. Then read and circle.

Tell students to circle the statements that correctly describe the pictures. Do the first item together. Check answers as a class.

Lesson 2

1 Complete the party to-do list.

2 Read and circle. Then complete.

1. You and your friend are in the supermarket. Are you dancing?
 Yes, we are. No, we aren't. We're buying snacks.

2. There are candles on a birthday cake. Are you singing?
 Yes, we are. No, we aren't. We're singing.

3. You and your friend are drawing. Are you making decorations?
 Yes, we are. No, we aren't. We're making decorations.

4. You and your friend are in the kitchen. Are you buying snacks?
 Yes, we are. No, we aren't. We're baking a cake.

Spelling Check! Spell the party words aloud.
 Then complete. I can spell words.

Grammar Snapshot!

We're making decorations. Are you baking a cake? Yes, we are. No, we aren't.

3 Look. Then read and circle.

1.
 a. We're making decorations.
 b. We're baking a cake.

2.
 a. We're buying snacks.
 b. We're sending invitations.

3.
 a. We're drinking soda.
 b. We're sending invitations.

4 You and your friends are having a party. Answer.

1. Are you baking a cake? (Students' own answers).

2. Are you making decorations? (Students' own answers).

3. Are you sending invitations? (Students' own answers).

4. Are you buying snacks? (Students' own answers).

4 You and your friends are having a party. Answer. Tell students they will answer some questions. Have students work individually to answer the questions. Then have volunteers read the questions and other volunteers answer them.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify party preparation activities. Ask and answer questions about party-time activities.

New Vocabulary: sing, dance, bake a cake, buy snacks, send invitations, make decorations

New Grammar: We're making decorations. Are you baking a cake? Yes, we are.

Vocabulary Review: cake, snacks

Materials: Audio Tracks 47–50; coloured paper

Standards: 1.1.2; 2.2.3; 3.1.1; 4.1.1

Start the Class



Divide the class into three groups. Explain that they are going to sing "There's a Party!" from Lesson 1. Each group will sing one verse. Have each group stand together in three different parts of the classroom. Play **Track 47** again and have students sing their assigned parts.

1 Are they preparing for a celebration?



Have a volunteer read the question aloud and elicit the answer: *Yes, they are.*

2 48 Read and listen.



Tell students they will read the comic strip as they listen. Play **Track 48**. Point to the picture in the circle in the last scene of the comic strip and ask *Are Tom and Sam dancing?* Elicit *Yes, they are.*

Play **Track 48** again and have students quietly read aloud with the audio.

3 49 Listen and spell the words.



Have a volunteer read the directions. Play **Track 49**, and pause for students to write the phrases. Play **Track 49** again. Then have students check their answers with a partner.

Tell students they will listen again and repeat what they hear. Play **Track 49** again.

Audio script Track 49

1. sing 2. dance 3. bake a cake 4. buy snacks
5. send invitations 6. make decorations

Try This!

Extra

Write *prepare for a party* on one side of the board and *do at a party* on the other side. Elicit which things you do to prepare for a party (*send invitations, make decorations, bake a cake, buy snacks*) and which things you do at a party (*sing, dance*).

4 48 Listen again to Shutterbugs.



Tell the class that they will read and listen again to the comic strip. Play **Track 48**. Divide the class into groups of four. Explain to students that they will each read a character's role from the comic strip. The first group will be Lisa's part, the second group will be Clare's part, the third group will be Sam's part, and the fourth group will be Tom's part. Have groups read their parts aloud.

5 Grammar Snapshot! Say the correct answer.



Have a volunteer read the directions for Activity 4 on **Page 55**. Explain to the class that they will circle the correct answers to the questions. Then have volunteers share the answers with the class. Finally, have students underline *Are you* in the questions and *we are* or *we aren't* in the answers.

6 50 Listen and cheer!



Tell the class they are going to listen to a cheer and read the words as they listen. Play **Track 50**. Tell students to say the cheer along with the audio, exaggerating the pronunciation. Play **Track 50** again.

Finish the Class



Have students look at the invitation in the first scene of the comic strip. Distribute coloured paper and have each student make an invitation for his or her own party. Tell students to decorate the invitations with activities they want to do at their parties. Then have them ask and answer information about their parties with a partner by asking *Are you dancing?* *Yes, we are.* *Are you eating cake?* *No, we aren't.* Walk around and monitor the activity. Display students' invitations in the classroom.

7 Pages 54–55 Skills Book



This activity may be completed for homework (See **Page T 78**).

Lesson 3



Skills Book Page 71

(Students' own answers)

Lesson 3

1 51 Read and listen.

New Friends

1 Danny's family has a house in a new town. Danny's new house is great, but Danny misses his friends.

Danny: I want to go home. I want to play with my old friends.

Dad: It's OK, Danny. There are lots of new friends at your new school. Let's see your new bedroom! It's really big!

Danny is in his bedroom. He sees a birthday party outside in the park.

Danny: Are they eating ice cream, Dad?

Dad: Yes. They're dancing and singing, too. Let's go say hello!

Danny: No, I don't want to.



2 Two boys are flying a kite in the park. The kite is up high. It's flying in Danny's window!

Danny: Uh-oh! Now the boys don't have the kite.

Dad: They're Kyle and Kevin! They live next door. Run to the park and give the kite back!



3 Kyle: Thank you! What's your name?

Danny: I'm Danny!

Kevin: Come play with us, Danny!

2 Say the sentences in order.

4 A Come play with us, Danny!

2 B They're dancing and singing, too.

1 C I want to play with my old friends.

3 D Now the boys don't have the kite.

3 Pages 56-57 Skills Book

62

63



This may be completed for homework.

1 Look and circle *True* or *False*.

Tell students to open their Skills Books to **Page 56**. Have a volunteer read the title of the text in Activity 2. Then have another volunteer read the sentence. Tell the class to circle the answer. Then review with the class and elicit *False*. Have students explain the reasons for their answers.

2 52 Read and listen.

Tell students that they will read the text as they listen. Encourage students to follow the words with their fingers as they read and listen. Play **Track 52**. Then have students underline words in the text that show what activities the children are doing, such as *making decorations*, *playing party games*, *eating a lot of party food*, *eating salad*, *dancing*, and *singing*.

3 52 Listen again to **Party Time!**

Tell students they will listen to the text again. Remind them to follow the story in their books as they listen. Play

Lesson 3



Happy Reader

1 Look and circle *True* or *False*.
The children are sad. True ☐ False ☒

2 52 Read and listen.

Party Time!

All children love parties!
What's she doing?
She's making decorations.
Look at all the fun colours.



They're playing party games.
They're happy.
What are your favourite party games?

The children are eating a lot of party food.
They're eating salad, and fruit, too.
It looks delicious!



Now they're dancing and singing.
They're listening to music and having fun!
It's party time!

56

3 52 Listen again to **Party Time!**

4 Circle *True* or *False*.

1. She's making decorations. True ☒ False ☐
2. They're sending invitations. True ☐ False ☒
3. They're eating breakfast. True ☐ False ☒
4. They're dancing and singing. True ☐ False ☒

5 Say Cheese! Draw your friends at a party.

(Students' own answers.)

6 Writing Time! Write about your picture.

What are they doing? They're (Students' own answers).

They're eating a lot of _____ and _____.

They're _____ . It's party time!

Student Book Pages 52-53

57

Track 52. Have students identify the kind of party they see in the photos, and have them explain their answers.

4 Circle *True* or *False*.

Have volunteers read the four sentences aloud. Answer Item 1 with the whole class and ask them to say where the answer is in the text. Explain that they will work individually to decide if the sentences are true or false.

Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text.

Vocabulary Review: make decorations, eat party food, dance, sing

Grammar Review: She's making decorations. They're playing party games.

Materials: Audio **Track 51 and 52**; cards with vocabulary words from Unit 7, Lesson 1, strips of paper

Standards: 2.1.2; 2.2.4; 3.1.2; 4.1.2

Start the Class



Have the class form a circle. Show them the cards with the Lesson 1 party foods and have them say the words aloud. Explain that you are going to pass the cards around the circle. Students have to read the word on the card aloud and pass it on to the next student. Ask them to begin passing the cards slowly. Then ask students to pass them around faster, or in alternating directions, to make the game more challenging and fun.



1 Read and listen.



Remind students that fiction means the text isn't true and nonfiction means the text is true or factual. Have students provide examples of fiction and nonfiction texts they know. Then ask Is this nonfiction or fiction? Elicit nonfiction. Have students explain their reasons. Tell students that they will read the text as they listen. Encourage students to follow the words with their fingers as they read and listen. Play **Track 58**. Ask students comprehension questions: *Is Danny happy or sad at the beginning of the story? What do Kyle and Kevin have?*

Divide the class into groups and tell students that they will read the text again in their groups. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books with their fingers as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed. Ensure that all students are participating.

Remind them that they can look at the story on **Page 56**. Allow time for students to complete the activity, and then have them share their answers with a partner. Have volunteers read the sentences, and have the class say *True or False*.

5 Say Cheese! Draw your friends at a party. Explain to students that they will each draw a picture of their friends at a party. Tell students that they can draw any kind of party. Have students show their drawings to a partner and describe the scene.

2 Say the sentences in order.



Explain to students that they will number the sentences in the order of the story. Play **Track 51** for students to check their answers.

Finish the Class



Write sentences from the text on strips of paper. Cut them up so that each student gets one word or phrase, such as *I / want to / play / with / my old friends*. Tell students to find the rest of their sentences. Have the groups read their sentences aloud.



3 Pages 56–57 Skills Book



This activity may be completed for homework (See **Pages T 80 –T 81**).



Extra

Have students write down their three favourite party activities. Tell students to walk around the classroom and find someone with exactly the same activities as them. Once students have found someone with the same activities, allow them to sit down. Students who don't find a partner must read their lists to the class. Then have all students share their lists with the class. Write the activities on the board and determine the class's favourite party activities.



Happy Writer

See **Pages T 94 –T 95**

6 Writing Time! Write about your picture.

Explain to the class that they are going to write some sentences about the picture they drew in Activity 5. Have a volunteer read the question. Then brainstorm ideas for the answer with the class. Tell students they will work individually to complete the activity. Remind them that they're writing about their pictures. Then tell students to share their writings with a partner. Have volunteers read their writing to the class.

Lesson 4

Lesson 4



- 1 Think about party preparations. Name a list of things to do.

Party Preparations
bake a cake
make decorations

- 2 Share your list. Act out the party preparations.

Are you
baking a cake?

Yes, I am.

- 3 Team up and make a Party Jobs Chart.

I'm washing
the dishes.

Job	Who
bake a cake	Charlie
make decorations	Sarah
send invitations	Tom
buy snacks	Katy
wash the dishes	Jack

64

- 4 Complete the words.

- so dy
- sand da es
- lem wich ade
- can on

Round Up!

- 5 Answer Ricky's Riddle!

My first letter is in T-shirt but not in shorts.

My third letter is in vet but not in pet.

My eighth letter is in bike but not in bake.

You send me to friends for a party.

What am I?

I'm an i n v i t a t i o n

- 6 Pages 58-59 Skills Book

65



This may
be completed
for homework.

1 Unscramble the two party foods. Then number. Have students look at the example. Then ask students to unscramble two party food words for each item number and number the corresponding pair of pictures below. Have volunteers write the unscrambled pairs of words on the board.

2 **Spelling!** Complete the words. Tell students that the words are written in code, and the code is in the yellow box at the top of the page. Have them look at the code and explain that each number represents a letter. Elicit the number of letters in the English alphabet (26) and whether it is the same in their own language. Explain that they will write out the words according to the code. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Then have volunteers write the correct words on the board for the rest of the class to confirm their answers.

Lesson 4

Word Work

- 1 Unscramble the two party foods. Then number.

- elcmdeoaakna a. cake
- dcauyincje b. lemonade
- poichoprncs a. candy
- esasnddwoiach b. juice



58

Round Up!

- 2 **Spelling!** Complete the words.

1=a	2=b	3=c	4=d	5=e	6=f	7=g
8=h	9=i	10=j	11=k	12=l	13=m	14=n
15=o	16=p	17=q	18=r	19=s	20=t	21=u
22=v	23=w	24=x	25=y	26=z		

- l e m o n a d e
- c h i p s
- j u i c e
- s n a c k s
- d e c o r a t i o n s

- 3 Complete.

- Are you baking a cake? Yes, we are.
- Are they making decorations? No, they aren't.
- Are you sending invitations? No, we aren't.
- Are they buying snacks? Yes, they are.

Student Book Pages 64-65

59

- 3 Complete.

Read and complete the first question and answer with the class. Tell students to complete the questions and answers individually. Circulate around the class to monitor students and provide help as needed. Review the answers by asking volunteers to read the complete questions and answers aloud. You may write the sentence frames on the board and have volunteers complete them for the class to confirm their answers. Then have volunteers read the completed questions and answers.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about favourite party jobs. Review language from Unit 7.

Vocabulary Review: clean, wash the dishes, sweep the floor, take out the trash, set the table, make a snack, wash the car, sing, dance, bake a cake, buy snacks, send invitations, make decorations

Grammar Review: Are you washing the dishes? Yes, I am. I'm washing the dishes.

Materials: construction paper, coloured pencils, markers, or crayons; music

Standards: 2.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class



Play Bingo. Have students divide a sheet of paper so it has nine squares. Have them write a chore word in the center square, words for party activities in three of the squares, and five party foods in the rest of the squares. Remind students that you are going to say a chore, a party food, or a party-time activity, and they will mark it if they have it. Say the words in random order. The first student to mark all of his or her squares and say *Bingo!* wins. Have the student say the words to confirm that he or she is the winner.

1 Think about party preparations. Name a list of things to do.



Tell students to look at **Page 64** and have volunteers read the directions and the example list. Explain that they will work individually to write a list of things to do to prepare for a party. Remind students that sometimes it is necessary to clean before the party, so chores can also be part of planning for a party. Circulate around the classroom and provide help as needed.

2 Share your list. Act out the party preparations.



Ask a volunteer to read the directions. Have two volunteers read the sample dialogue in Activity 2. Remind them that if the guess is incorrect, they will answer *No, I'm not*.

Have students work with a partner. Explain that they will take turns acting out the preparations on their to-do list and guessing what they are. Circulate around the classroom, correct pronunciation, and provide. Rewi help as needed.

3 Team up and make a Party Jobs Chart.



Put two pairs together. Have students choose four different party preparation activities and decide who

will do each one. Distribute materials. Tell them to make an illustrated Party Jobs Chart similar to the one in the book.

Have teams share their charts with the class. Remind them to act out the activities as they present the information to their classmates. Be sure each member of the team speaks at least once. Display the charts in the classroom.

4 Complete the words.



Explain to students that each word is divided into two or three syllables. They will match the syllables to complete the words. Do Item 1 as a class. Then have students complete the activity individually. Have students write their answers on the board.

5 Answer Ricky's Riddle!



Write ten lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

Try This!

Extra

Explain that students are going to stand up and do a *This is the way we ...* demonstration. Call out an activity for a party preparation, such as *send invitations*. All students respond *This is the way we send invitations* while miming the activity at the same time. Repeat with different party preparation activities they have studied in this unit.

Finish the Class



Tell the class that they will write a riddle with a partner about another word on **Page 65**. Then have pairs exchange their riddles to solve.

6



Pages 58–59

Skills Book



This activity may be completed for homework (See **Page T 82**).

Unit 8

Unit Objectives

By the end of the unit, students can:

- Identify abilities.
- Make statements about a picture and respond.
- Show understanding of story details.

Vocabulary

Abilities: draw, hop, paint, play the guitar, play the drums, jump rope, speak English, whistle

Vocabulary Review: Grade 4 verbs

Skills

Listening: Listen for and identify abilities. Listen for specific information.

Speaking: Talk about abilities.

Reading: Read a nonfiction text: **Amazing Animals** and a fiction text: **I Can Help, Too!**

I Can Help, Too!

Compare and contrast information. Identify the main idea and details. Read short sentences and recognise words.

Writing: Write about abilities. Write a descriptive text. Categorise words. Identify letter-sound relationships. Read clues to identify words.

Grammar

I can play the guitar. I can't whistle.
Can you whistle? Yes, I can.

Creative, Collaborative, and Critical Thinking Competencies

Abilities Chart

Creativity: Develop self-expression and innovation. Determine how to present information.

Collaboration: Use communication skills and conflict resolution skills to complete tasks. Determine how each team member will contribute to the final product.

Critical Thinking: Analyse and organise information. Use problem-solving skills to complete the final product.



Teacher Workshop

Teaching with Games

Word Tennis

Divide the class into two teams. Pretend that there is a ball that bounces back and forth between the two teams. Say a category, for example, *activities*. The first student in Team A will say an activity, and then pass the “ball” to Team B. The first student on Team B must also say a word for another activity, and then pass the “ball” to the second student on Team A. Teams get a point each time they say a word. If a student repeats a word or cannot answer, the opposing team gets a point. Repeat the whole process for different word sets.



By Diana Jones

Happy Teacher

Create your own flashcards using cutouts from magazines, your own drawings, or ready-made flashcards. Make them visually attractive and, if possible, laminate them so you can use them over and over. You can choose to have the word on the reverse side, or prepare separate sets of flashcards for words and pictures. Make sure the images can be clearly seen by all students.

Flashcards are a great way to introduce new vocabulary, and they can be posted around the classroom for reference. Use them so students practice saying the words, and then have students say them in a funny voice.

Happy Class

Encourage your class to remember the skills they have learned throughout the school year. Ask them to share how they keep their work organised and tidy. Ask them to say or write about how punctual they have been, and how persistent and disciplined they have been about learning throughout the year. Praise students for all their efforts throughout the school year.

Lesson 1

UNIT 8

Lesson 1

1 **Listen.**
Then echo.

draw /dra:/

hop /hɒp/

paint /peɪnt/

play the guitar /pleɪ ðə ɡɪˈtɑː(r)/

play the drums /pleɪ ðə ˈdrʌmz/

jump rope /dʒʌmp ˈroʊp/

speak English /spiːk ˈɪŋɡlɪʃ/

whistle /ˈwɪs(ə)l/

2 **Listen and say.**

A play the guitar

B play the drums

first: C, second: A, third: B

3 **Sing:**
All Day Long!

All Day Long!

I can **jump**
All day long!
I can **jump rope**
And sing this song.
But I can't whistle
All day long.
I can't whistle and sing
this song.

C jump rope

Grammar Snapshot!

I can play the guitar.
I cannot/can't whistle.

4 Read and say - A or B.

1. I can draw.

A

2. I can't draw.

B

5 Talk to a friend. Use *can/can't*.

I can't play the drums.

I can speak English.

6 Pages 60-61 Skills Book



This may be completed for homework.

1 Complete the words. Then write them in the puzzle.
Have a volunteer read the directions. Explain to students that they will complete the words in the clues, and then complete the puzzle. Have students compare their answers with a partner.

Spelling Check! Spell the abilities aloud. Then complete.
Have students close their books. Tell them that they will take turns saying and spelling the abilities with a partner. Then tell students to write the number of words they can spell correctly.

2 Check (✓) or cross (X) the things you can or can't do. Then write sentences.
Explain to the class that they will look at the abilities and write a check mark for the things they can do and a cross for the things they cannot do. Students then write sentences about their abilities. Have volunteers share sentences with the class.

UNIT 8

Lesson 1

1 Complete the words. Then write them in the puzzle.

- draw a picture
- whistle a tune
- paint a picture
- play the guitar
- speak English

✓ Spelling Check! Spell the abilities aloud. Then complete.
I can spell words.

Student Book Page 60

UNIT 8

Lesson 1

Grammar Snapshot!

I can play the guitar.
I cannot/can't play the drums.

2 Check (✓) or cross (X) the things you can or can't do. Then write sentences.

- ☐ whistle (Students' own answers).
- ☐ draw (Students' own answers).
- ☐ speak English (Students' own answers).
- ☐ play the drums (Students' own answers).
- ☐ play the guitar (Students' own answers).

3 Complete the sentences. Write what you can and can't do.

- I can speak English, but I can't sing.
- I can't (Students' own answers), but I can't (Students' own answers).
- I (Students' own answers), but I (Students' own answers).
- (Students' own answers), but (Students' own answers).

Student Book Page 61

3 Complete the sentences. Write what you can and can't do.
Explain to students that they need to write true sentences about themselves. Have volunteers share their sentences with the class.

Lesson 1 Vocabulary and Grammar

Unit 8

Lesson Objectives: Identify activities and abilities. Ask and answer questions about abilities.

New Vocabulary: draw, hop, paint, play the guitar, play the drums, jump rope, speak English, whistle

New Grammar: I can play the guitar. I cannot/can't whistle.

Materials: Audio Tracks 53 and 54

Standards: 1.1.1; 2.1.1; 2.2.3; 3.1.2; 4.1.1

Start the Class



Have students look at **Pages 66 and 67** and predict what the lesson is about. Write *abilities* on the board. Tell them an example of an unusual ability you or someone well-known has. Elicit some unusual abilities students have and write them on the board.

1 53 Listen. Then echo.



Explain that they are going to listen and point to the different abilities. Play **Track 53** and have students listen and point to the pictures as they hear them mentioned. Point out that *hop* is usually on one leg, while *jump* is on both legs. Hop and jump to demonstrate the meanings.

Play **Track 53** again and have students echo the phrases.

In this exercise students will also understand the specificity of pronunciation of the target vocabulary and learn how each word is pronounced.

2 54 Listen and say.



Have students look at the pictures of the children on **Pages 66 and 67**. Ask *What's he/she doing?* Explain to the class that they are going to listen to a song and point to the corresponding pictures as they listen. Play **Track 54**.

Tell students you are going to play the song again for them to complete the sentences for the first verse of the song on **Page 67**. Pause when an answer is given to give students time to say. Then check answers as a class. Explain that they are going to listen again, and this time they are going to indicate the order of the song. Play **Track 54** and check answers with the class.

3 54 Sing: All Day Long!



Tell students they are going to listen to the song again and read as they listen. Play **Track 54**. Tell the class to sing along and have them wag their fingers when they hear the word *can't*. Play **Track 54** again.

Try This!

Extra

Divide the class into several groups and have each group form a circle. The first student says something he or she can do, such as: *I can jump rope*. The second student repeats the first sentence and adds a sentence. Continue until a student makes a mistake, then begin a new chain of words with the next student.

4 Read and say – A or B.



Have the class read the Grammar Snapshot! together. Explain to students that we use *can* for affirmative statements and *can't* for negative statements. Mime an activity you cannot do and elicit *I can't*. Then mime an activity you can do and elicit *I can*.

Tell students that they will listen carefully and indicate when they hear *I can* by raising their right hands, and raising their left hands when they hear *I can't*. Say *I can / I can't / I can't / I can* and have students raise their hands.

Tell students to look at the sentences and pictures in the activity and match them. Have them compare their answers with a partner before checking as a class.

5 Talk to a friend. Use *can/can't*.



Have volunteers read the sentences aloud. Tell students that they will talk with a partner about things they can or can't do. Have volunteers share their sentences with the class.

Finish the Class



Write the following on the board: *spell my name backward, draw a cat, whistle "Happy Birthday," hop five times, and say the names of five classmates*. Tell the class that they are going to take turns naming the activities and doing them with a partner. If they make a mistake or can't do it, they say *I can't* (*spell my name backward*).

6 Pages 60–61 Skills Book



This activity may be completed for homework (See **Page T 86**).

Lesson 2

Lesson 2

1 Can Lisa ride a skateboard?

2 **Read and listen.**

1 Let's take some pictures. Lisa, can you climb trees?

2 Can you play the guitar?

3 **Listen and spell the words.**

1. climb trees	2. whistle
3. play the guitar	4. draw
5. paint	6. speak English

Shutterbugs

4 **Listen again to Shutterbugs.**

Can you jump rope, Lisa?

I know! Can you ride a skateboard? I bet you can't.

Yes, I can! Watch!

No, I can't!

5 **Grammar Snapshot!** Answer for Lisa.

- Can you play the guitar? Yes, I can
- Can you jump rope? Yes, I can
- Can you ride a skateboard? No, I can't

6 **Listen and cheer!**

Yeah, yeah! Can you draw? Yes, I can. I can draw.

Hey, hey! Can you paint? No, I can't. I can't paint.

7 **Pages 62-63 Skills Book**



1 Unscramble. Then match.
Have a volunteer read the directions aloud. Explain to students that they are going to unscramble the words for the abilities and then match each word to the corresponding picture. Review the answers as a class. Have volunteers write the words on the board.

Spelling Check! Spell the activities aloud. Then complete.
Have students close their books. Tell them that they will take turns saying and spelling the activities with a partner. Then tell students to write the number of words they can spell correctly.

2 Complete.
Tell the class that they will complete the questions and the answers. Have students compare their answers with a partner. Check answers as a class.

Lesson 2

1 **Unscramble. Then match.**

1. oph	<u>hop</u>	
2. rwda	<u>draw</u>	
3. pmuj rpeo	<u>jump rope</u>	
4. gisn	<u>sing</u>	
5. inatp	<u>paint</u>	
6. htiwsl	<u>whistle</u>	
7. encda	<u>dance</u>	
8. paesk ghislE	<u>speak English</u>	

Spelling Check! Spell the activities aloud. Then complete.
I can spell words.

Grammar Snapshot!

Can you whistle?
Yes, I can.
No, I cannot/can't.

2 **Complete.**

- Can you swim? Yes, I can.
- Can you play golf? No, I can't.
- Can you jump rope? Yes, I can.
- Can you play the guitar? No, I can't.

3 **Answer for you.**

- Can you play soccer? (Students' own answers)
- Can you run? (Students' own answers)
- Can you whistle? (Students' own answers)
- Can you bake a cake? (Students' own answers)
- Can you ride a bike? (Students' own answers)
- Can you swim? (Students' own answers)
- Can you play baseball? (Students' own answers)

3 Answer for you.
Tell students they will answer questions about themselves. Have volunteers read the questions for other volunteers to answer.

Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Identify characters and their abilities. Ask and answer questions about abilities.

Vocabulary Review: climb trees, whistle, play the guitar, draw, paint, speak English

New Grammar: Can you whistle? Yes, I can.

Materials: Audio Tracks 54–57

Standards: 1.1.2; 2.2.3; 3.1.2; 4.1.1

Start the Class



Divide the class into three groups and assign each group a verse from “All Day Long!” Tell them they will sing their verse and mime an action for it. Play **Track 54** again and have students sing along while miming the actions.

1 Can Lisa ride a skateboard?



Have a volunteer read the question aloud. Have students point to the appropriate picture and say the answer: *No, she can't*. Remind students that *can* or *can't* are used to talk about abilities.

2 55 Read and listen.



Remind students that they will read the comic strip as they listen. Play **Track 55**. Point to the scenes in the story and ask questions about the activities Lisa can do: *Can Lisa climb trees?* Yes. *Can Lisa ride a skateboard?* No. Point out that Sam uses the expression *I bet you can't* to say that he thinks Lisa can't ride a skateboard.

Try This!

Extra

Divide the class into groups of four. Explain to students that they will each read a part from the comic strip: Lisa, Clare, Tom, or Sam. Have students read their parts aloud. If there is enough time, have them switch roles and reread the story.

3 56 Listen and spell the words.



Have a volunteer read the directions on **Page 68**. Play **Track 56** and pause for students to spell the phrases. Play **Track 56** again and then have students check their answers with a partner. Have volunteers write the answers on the board.

Tell students they are going to listen again and will repeat what they hear. Play **Track 56**.

Audio script **Track 56**

1. climb trees 2. whistle 3. play the guitar 4. draw
5. paint 6. speak English

4 55 Listen again to Shutterbugs.



Tell the class that they will read and listen again to the comic strip. Play **Track 55**.

5 Grammar Snapshot! Answer for Lisa.



Tell students to look at the comic strip and find questions beginning with *Can you*. Have students underline the four questions in the comic strip and draw a circle around Lisa's answers.

Explain to the class that they will write Lisa's answers next to the questions. Tell students to work individually, and then have them compare their answers with a partner. Then have volunteers share their answers with the class.

6 57 Listen and cheer!



Tell the class they will listen to a cheer and read the words as they listen. Play **Track 57**. Explain to the class that you will play the cheer again and this time they will do the cheer with the track. Play **Track 57** again. Divide the class into two groups. Have one group say the questions and the other group say the answers. Switch roles.

Finish the Class



Have students work in groups of three to make a new grammar cheer. Tell them to change the activity words in the grammar cheer for other activities. Remind them to include clapping and finger snapping for rhythm. Have volunteers say their cheers for the class.

7 Pages 62–63 Skills Book



This activity may be completed for homework (See **Page T 88**).

Lesson 3



Skills Book Page 71

(Students' own answers)

Lesson 3

1 **58** Read and listen.

Amazing Animals

1 Bats aren't birds, but they have wings and they can fly. They sleep upside down. They don't sleep at night. They wake up at night and eat. They use their ears to find food.

2 Elephants are very big animals, and they live in big families. Elephants can run very fast, and they can swim, too! They can live to be seventy years old.

3 Sloths like trees. They can climb trees, but they are very slow. Sloths can swim, too. They have big arms. Sloths can sleep for 20 hours in one day!

4 Crocodiles have big mouths with many teeth. They open their mouths when they're hot. Then they can be cool. Can crocodiles run? Yes, they can. They can swim, too. Some crocodiles can swim under the water for two hours!

Animals are amazing!

2 Name.

Ability	Animals
swim	elephants, sloths, and crocodiles
fly	bats
run	elephants, and crocodiles
climb trees	sloths

3 **Pages 64-65** Skills Book



This may be completed for homework.

1 Circle what the family is making. Tell students to open their Skills Books to **Page 64**. Have a volunteer read the title of the story. In pairs, have them name as many things as they can in the first picture. Circulate around the class to monitor students and provide help as needed. Then have them read the directions and circle the correct answer: *a tree house*. Ask students if any of them or their friends have a tree house and what it's like.

2 **59** Read and listen.

Have students look at the remaining pictures and predict what happens in the story. Play **Track 59**. Students listen to the track and follow the words in their books with their fingers as they listen. Students say if their predictions are correct. Ask them to point to and name the characters in the story: *Mom, Dad, Daniel, Tina, and Bruno*. Then have students look for words in the text

Lesson 3



Happy Reader

1 Circle what the family is making.
a. a tree house b. a table

2 **59** Read and listen.

I Can Help, Too!

It's Saturday. Daniel, Tina, and their dog Bruno are very happy. Mom and Dad are building a tree house.
"I can help, Mom!" Tina says.
"I can help, too, Dad!" Daniel says.



Tina wants to help, too. She can't climb trees. She can't ride a bike to the store. But she can draw. She can make decorations. She can make sandwiches for the family.



Daniel can help. There are so many things that he can do! Daniel can climb trees. He can help paint the tree house. Daniel can also ride a bike. He can go to the store.



What can Bruno do? Look! He can help, too! He can eat the sandwiches!

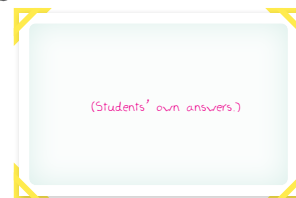
64

3 **59** Listen again to **I Can Help, Too!**

4 Read and circle Tina's answers.

- Can you climb trees? Yes, I can. No, I can't.
- Can you draw pictures? Yes, I can. No, I can't.
- Can you make sandwiches? Yes, I can. No, I can't.
- Can you ride a bike? Yes, I can. No, I can't.

5 **Say Cheese!** Draw your family building a tree house.



6 **Writing Time!** Write about your picture.

It's Saturday. (Students' own answers) _____, _____, and I are very happy. _____ and _____ are building a tree house. I can _____. I can't _____.

Student Book Pages 70-71

65

that show what Daniel can do: *climb trees, paint the tree house, ride a bike, and go to the store.*

3 **59** Listen again to **I Can Help, Too!**

Listen to the story again and remind students to follow the text in their books as they listen. Play **Track 51**. Ask comprehension questions such as *What can Daniel do? What's the dog's name? What can the dog do?*

Lesson 3 Reading Comprehension

Lesson Objective: Compare and contrast information in a nonfiction text.

Vocabulary Review: make decorations, eat sandwiches

Grammar Review: She's making decorations. Mom and Dad are building a tree house.

Materials: Audio Tracks 58 and 59

Standards: 1.1.3; 2.2.4; 3.1.2; 4.1.2

Start the Class



Say animal names and have students say what the animals can and can't do.

1 58 Read and listen.



Have students look at the photos on **Pages 70 and 71**. Have a volunteer read the title. Ask *Can you name the animals in the pictures?*

Remind the class to read along as they listen to the text. Play **Track 58**. Tell students to read the text again and point each animal's abilities. Have volunteers share their ideas with the class.

Divide the class into groups and tell students that they are going to read the text again in their group. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed.

2 Name.



Explain to students that they will complete the chart showing the abilities animals have. Remind students to look at the text they pointed to help them complete the activity. Then check answers as a class.

4 Read and circle Tina's answers.

Ask students to point to Tina on **Page 65**. Have volunteers read the four questions aloud. Explain that they will work individually to decide if Tina can do those things or not. Remind them that they can look at the story on **Page 64** to help them. Allow students time to complete the activity, and then have them share their answers with a partner.

Tell students they will listen to the story again to check their answers. Play **Track 58** again and pause when appropriate to give students time to check the activities.

Finish the Class



Choose an animal from the text and have the class ask questions to guess what it is: *Can it swim? Can it fly? Is it fast? Is it slow? Is it big? Is it small?* If time allows, have different students lead the activity with other animals.

3 Pages 64–65 Skills Book



This activity may be completed for homework (See **Pages T 90 –T 91**).

Try This!

Extra

Have students sit in groups of four and say as much as they can from memory about the text "Amazing Animals".

Walk around and monitor groups as they work. Allow them to refer back to the book if necessary.



Happy Writer

See **Pages T 94 –T 95**

Have volunteers read the sentences while the class says Tina's answers: *Yes, I can* or *No, I can't*.

5 Say Cheese! Draw your family building a tree house. Explain to students that they will draw pictures of themselves and their families building a tree house. Have students show their drawings to a partner and say what they can do.

6 Writing Time! Write about your picture. Explain to the class that they will complete the sentences about the picture they drew in Activity 4.

Lesson 4

Lesson 4

Team Up!

1 Think about four activities you can and cannot/can't do. Name them.

I can _____ I cannot/can't _____

2 Share your ideas.

Can you play the drums? No, I can't.

3 Team up and make an Abilities Chart.

We can all whistle.

Leo and Ann can't play tennis.

Activity	Who
whistle	we can
draw	Lucy Ann
climb trees	Charlie Leo
play tennis	Lucy Charlie

Activity	Who
play drums	we can't
draw	Charlie Leo
climb trees	Ann Lucy
play tennis	Leo Ann

72

Round Up!

4 Spell the word and name the action.

1. s a i l 2. c l e a n
3. b u i l d 4. s l e e p
5. d r a w

5 Read the clues. Then choose the correct answer.

1. Hello! It has two words. spea k Engli sh

2. It has three letters. hop

3. It ends with the letter e. whistle

4. It has three words. play the guitar

6 Pages 66-67 Skills Book

73



This may be completed for homework.

- 1 Colour the word that's different. Then match.

Explain that one word in each pie chart is different from the other two words. Have students read the sentences on the right. Then have students identify each word that's different and match it to the correct reason.

- 2 Answer Ricky's Riddle!

Write six lines on the board. Have a volunteer read the first sentence and write the first letter on the board. Then have volunteers read the clues and complete the word on the board.

- 3 Spelling! Unscramble.

Point to the scrambled words and explain to students that they are going to unscramble them. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Review the answers by having volunteers write the words on the board.

Lesson 4

Word Work

- 1 Colour the word that's different. Then match.

1. speak English sing
2. hop jump rope
3. ping pong tennis

You use your mouth.
You use your feet.
You use your hands.

- 2 Answer Ricky's Riddle!

My first letter is in golf and in engineer.
My second letter is in cup but not in cap.
My fourth letter is in talk but not in walk.
I play music.
What am I?
I'm a g u i t a r

66

Round Up!

- 3 Spelling! Unscramble.

1. hiltwse whistle
2. iptna paint
3. skape Eihgnls speak English
4. ypal het rmdsu play the drums

- 4 Find and circle the activities.

W P B V Y U F B A T H W
I Y A R L C S I N G I H
W D T A T A E Y Q M S S
R I D E A B I K E D T Z
A V U F H Z X G N B L D
Z L L P A I N T G C E A
W B V A I J P I M H U N
Q Y X I H B R G W I R C
P L A Y G U I T A R X E

67

- 4 Find and circle the activities.

Have a volunteer read the directions aloud. Explain to students that they will first identify the abilities in the pictures and then find the words in the word search. Circulate among the class and provide help as needed. Have students say the words they circled.

Lesson 4 Creative, Collaborative, and Critical Thinking Activity. Review

Lesson Objectives: Talk about activities students can and can't do. Review vocabulary and grammar from Unit 8.

Vocabulary Review: draw, hop, paint, play the guitar, play the drums, jump rope, speak English, whistle

Grammar Review: I can play the guitar. I can't whistle. Daniel can climb trees. She can't climb trees. Can you whistle? Yes, I can.

Materials: construction paper; coloured pencils, markers, or crayons , 8–12 pairs of cards with matching pictures and ability vocabulary words from this unit

Standards: 2.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class



Distribute sheets of paper. Write different abilities on the board, such as *ride a bike*, *climb a tree*, *jump rope*, *hop*, *play the drums*, *play soccer*, *play the guitar*, *play tennis*, *fly a kite*, *build a sandcastle*, *swim*, *whistle*, and *sing*. Have students fold a sheet of paper so it has four squares, cut it, and write an ability on each square. Explain that they are going to walk around and ask one another questions, such as *Can you ride a bike?* If his or her partner has *ride a bike*, the student asking the question collects the square. Make sure they take turns asking and answering.

1 Think about four activities you can and can't do. Name them.



Tell students to look at **Page 72** and have a volunteer read the directions aloud. Explain that they are going to work individually to write a list of things they can and can't do. Circulate around the classroom and provide help as needed.

Try This!

Extra

Students stand in a circle. Explain that they are going to spell words, letter by letter, and then say the word. Give them a word from Unit 8 to spell; the first student says the first letter, the next student says the second letter, and so on. After the last letter, the next student says the word again. Then give them another word and repeat the procedure again.

2 Share your ideas.



Ask two volunteers to read the sample dialogue on the page.

Tell students that they are going to work in pairs and share the activities they can and can't do that they wrote down in Activity 1. Circulate around the classroom, correct pronunciation, and provide help as needed.

3 Team up and make an Abilities Chart.



Put two pairs together. Explain that they will make an illustrated Abilities Chart showing who can and who can't do different activities. Ask groups to make one *can* chart with four activities, and one *can't* chart with four activities.

Have teams share their charts with the class. Be sure each member of the team speaks at least once. Display the charts in the classroom.

4 Spell the word and name the action.



Tell students that each word matches an activity a child on the sailboat is doing. Have students spell each word and name the corresponding action. Have volunteers spell the words. Then point to the children on the sailboat and have class chorally name the actions.

5 Read the clues. Then choose the correct answer.



Have a volunteer read the clue for Item 1. Ask the class which activity has two words—*speak English* or *play the drums*. Elicit *speak English*. Then have students complete the activity in pairs.

Finish the Class



Make a set of 8 to 12 cards with matching pictures and words from this unit. Randomly write a number on the back of each and put them up on the board so the number side faces students. Divide the class into two teams and have them take turns choosing two numbers. Turn over the cards; if they are a pair, students have to say the activity aloud so they can claim both cards. If they guess incorrectly, the next team plays. Continue in this manner until all the pairs of cards have been found. The team with the most cards wins.

6



Pages 66–67

Skills Book



This activity may be completed for homework (See **Page T 92**).



Happy Writer

Unit 1 The Family Picnic Student Book Pages 14-15

- 1 Complete the paragraph about Anna's family.

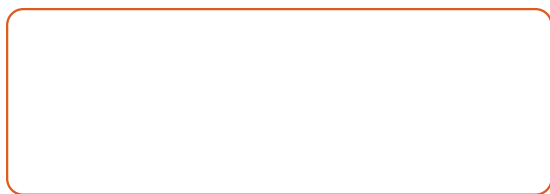
In the story, Daisy meets Ann and Annabel. They're Anna's
 mom and _____. Then Daisy meets Annie and
 Anita. They're Anna's _____ and _____.
 James, Jimmy, and Jim are
 Daisy's _____, _____,
 and _____. At the end of the story, Daisy meets Pat,
 Rick, and Patrick. They're Daisy's _____.



Unit 2 Field Day Student Book Pages 22-23

- 1 Complete and draw your favourite part of the story.

My favourite part of the story is when _____



68

Unit 3 Summer in Alaska Student Book Pages 30-31

- 1 Complete the paragraph about Benny and Sammy.



Benny and Sammy are _____ cousins _____.
 Sammy lives in _____, but Benny
 doesn't. Benny and Sammy like the same things.
 They like to get up at _____.
 They like to eat lunch at _____.
 Benny and Sammy _____ at
 10:30 at night, too.

Unit 4 Rainy Days Student Book Pages 38-39

- 1 Write what you and your family do on rainy days.



69



Happy Writer

Unit 5 Mother's Day Student Book Pages 46-47

- 1 Write about what you do on Mother's Day.

On Mother's Day I _____



Unit 6 Sandcastles Student Book Pages 54-55

- 1 Complete the paragraph about sandcastles.

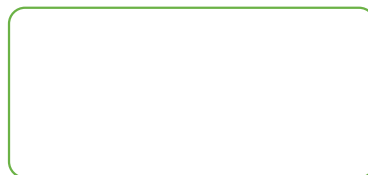
We have sandcastle contests at the
 _____. It's very _____
 and _____ in the summer.
 Artists make sandcastles of



70

Unit 7 New Friends Student Book Pages 62-63

- 1 Draw what happens next in the story. Then write.



Unit 8 Amazing Animals Student Book Pages 70-71

- 1 Write about your favourite animal and what it can do.

My favourite animal is _____.



A _____ can _____

71

Unit 1 The Family Picnic



Page 68

Tell students to complete the blanks with the family member words from the story. Do the first two answers as a class. When students have completed the activity, read the paragraph aloud and have the class chorally say their answers.

Unit 2 Field Day



Page 68

Ask students what they liked about the story. Then have them complete the sentence about their favourite parts of the story. Have students draw the corresponding scenes and then share their work with a partner.

Unit 3 Summer in Alaska



Page 69

Have students identify Benny and Sammy's relationship. Elicit cousins and have students complete the first blank. Then have students complete the paragraph. Have volunteers read the completed sentences aloud.

Unit 4 Rainy Days



Page 69

Have students write what they do on rainy days at the top of the idea web. Then have students write their family members' names and what they do on rainy days. Tell students to share their ideas with a partner. Then have volunteers share their ideas with the class.

Unit 5 Mother's Day



Page 70

Ask students when they celebrate Mother's Day and what they do for their own mothers on Mother's Day. Tell students to write sentences about what they do on Mother's Day. Have volunteers share their sentences with the class.

Unit 6 Sandcastles



Page 70

Tell students to look at the photos and complete the sentences about sandcastle contests. Have volunteers share their sentences with the class.

Unit 7 New Friends



Page 71

Tell students to think about what happens next in the story after Danny returns the kite. Explain that each student will draw a picture of his or her idea and write a sentence about it. Walk around the class and provide help as needed. Have volunteers share their ideas with the class.

Unit 8 Amazing Animals



Page 71

Explain to the class that they will choose one of the animals pictured and complete the sentence about it. Then they will write sentences about what it can and can't do. Have volunteers share their writing with the class.

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