

Explore Our World Lesson Planner 2

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On the Cover

RING-TAILED LEMUR

FAST FACTS

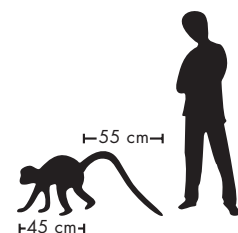
Protection status: endangered

Type: mammal

Group name: troop

Average life span in the wild: up to 18 years

Size: head and body, 45 cm (17.75 in.); tail, 55 cm (21.75 in.)



Explore Our World Online

Go to: myNGconnect.com
 Click on: For Educators
 Username: owteacher@natgeo.com
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EXPLORE OUR WORLD

Table of Contents

Introduction	1
Walk-through	2
Teaching with <i>Explore Our World</i>	10
Generic Pacing Guide	26
Unit 0	32
Unit 1	38
Unit 2	58
Unit 3	78
Unit 4	98
Review: Units 1–4	118
Unit 5	120
Unit 6	140
Unit 7	160
Unit 8	180
Review: Units 5–8	200
Unit 0 and Review: Script and Answer Key	202
Annotated Workbook Pages	204

Introduction

Explore Our World, a six-level primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Explore Our World* is unique in the way that it brings the real world, with all its beauty and diversity, into the English language classroom.



STUDENT BOOK Walk-through



UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

A goal-setting activity focuses student attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.



Image captions provide useful cultural and geographic information for instructors to discuss with learners.

RESOURCES

Lesson Planner with Audio CD and Teacher's Resource CD-ROM

The **Explore Our World Lesson Planner**, with Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons:

- a detailed scope and sequence
- explicit instructions for teaching vocabulary, grammar, and songs
- answer keys and audio scripts for activities in the Student Book and Workbook
- support for teaching English in English
- teaching tips for using the *Explore Our World* Video and the Classroom Presentation Tool
- an Audio CD containing recordings of exercises, activities, and readings in the Student Book

The **Teacher's Resource CD-ROM**, provided with the *Explore Our World* Lesson Planner, supplies additional teaching resources including:

- pacing guides for easy lesson planning
- printable worksheets and templates for in-class games and activities
- Writing worksheets for additional Writing practice
- Project worksheets for optional theme-related closing activities
- customizable Home-School Connection Letters

VOCABULARY 1

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.



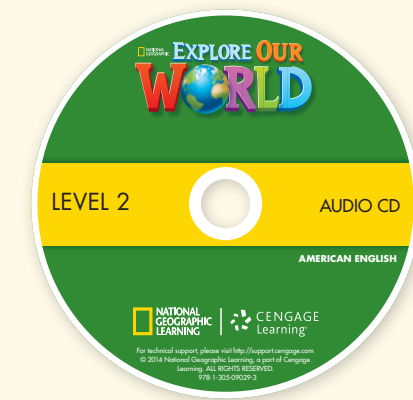
All target language is recorded on audio CDs to help students with pronunciation and practice.

Mascots model dialogues that help students use target language to communicate.

Audio CD

The **Explore Our World Audio CD** provides audio content that aligns with all Student Book content:

- language presentation and review
- contextualized vocabulary
- original songs
- readings
- games and activities



GRAMMAR 1/VOCABULARY 2

Grammar lessons include natural examples of real-world language.

GRAMMAR 1B: 74
Can a penguin swim? Yes, it can. A penguin can swim.
Can penguins fly? No, they can't. Penguins can't fly.

4 Play a game. Play with a partner.

Start

Finish

Can a lion jump? Yes, it can.
Do hippos have long legs? No, they have short legs.

5 Listen and say. Check T for True and F for False. 1B: 75

colorful feathers
sharp claws

a long trunk
big teeth

- Kangaroos have colorful feathers. (T) (F)
- Elephants have long trunks. (T) (F)
- Pandas have sharp claws. (T) (F)
- Monkeys have short tails. (T) (F)
- Lions have sharp teeth. (T) (F)

6 Work with a partner. Talk and stick.

Do hippos have long legs? No, they have short legs.

short legs long tails sharp claws long necks big ears

Sticker activities in each unit provide reward, motivation, and interactive practice.

GRAMMAR 2/SONG/THE SOUNDS OF ENGLISH

Additional grammar is presented through photographs, illustrations, and activities. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates.

GRAMMAR 2B: 76
Does a tiger have sharp claws? Yes, it does.
Does a tiger have a trunk? No, it doesn't.
Do tigers have sharp claws? Yes, they do.
Do tigers have trunks? No, they don't.

7 Read and check. Then listen and compare your answers. 2B: 77

	big ears	long neck	sharp teeth	long trunk	colorful feathers
elephant	✓				
giraffe					
lion					
parrot					

8 Play a game. Cut out the cards on page III. Play with a partner.

Do giraffes have short necks?
No, they don't. They have long necks.

9 Listen. Read and sing. 2B: 78

Awesome Animals

I want to be a monkey in a tree!
And I want to fly high up in the sky!
I want to be a monkey in a tree!
And I want to fly high up in the sky!

THE SOUNDS OF ENGLISH 2B: 79
zebra

10 Listen and say.

- zebra sheep
- teeth tree
- jeans tea

The Sounds of English activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

A unit song supports the unit theme. Lyrics incorporate unit target vocabulary and grammar. Each song is easy to learn and remember, and models natural rhythm and intonation.

RESOURCES

Workbook

The **Explore Our World Workbook** contains exercises that reinforce and consolidate Student Book instruction, including listening, speaking, reading, writing, grammar, and vocabulary activities.

The Workbook includes the following:

- 8 pages of skills practice and activities, as well as additional readings, for each unit
- unit review sections
- practice with English pronunciation and sound-spelling relationships
- audio for all listening comprehension and review sections, provided on an Audio CD bound in with the Workbook, or accessed online through myNGconnect

15 Listen and read. 2B: 85

Camels Are Cool!

Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places. Bactrian camels live in rocky sandy deserts in North Africa. Arabian camels live in sandy deserts in Asia. Arabian camels live in Bactrian camels have two humps, but Arabian camels have just one hump. All camels can go without food and water for a long time. Their humps help them do this. Camels have three eyelids on each eye and two sets of long eyelashes, too.

Arabian camel Bactrian camel

16 Match the sentence parts. Draw lines.

- Camels live to be
- Camels live
- Camels can have
- Camels have three

- eyelids on each eye.
- one or two humps.
- in very hot and dry places.
- 40 to 50 years old.

Explore Our World Picture Cards including The Sounds of English

The **Explore Our World Picture Cards including The Sounds of English** provide additional support for vocabulary and English pronunciation and phonics.

Picture Cards include

- full-color, double-sided picture cards for target vocabulary.

The Sounds of English Cards include

- individual and contrasted English sounds with related images and spellings

All **Explore Our World Picture Cards including The Sounds of English** are also available online through myNGconnect.

CONTENT READING/VALUE

Infographics show factual information in fun and sometimes surprising ways.

Graphic organizers help students collect, organize, and visualize information.

Real-world content readings develop language through topics such as science, nature, history, art, culture, music, and sports.

National Geographic Value and Mission pages explore and explain common values such as practicing sportsmanship, showing respect for others, caring for our planet, looking after animals, and staying healthy.

11 Listen and read. 100-101

Two Big Birds

Cassowary
The cassowary is big and strong. It can live to be 60 years old. It lives in Papua New Guinea and Australia.
The cassowary can run really fast, but it can't fly. Watch out! An angry cassowary can kick really hard!



Ostrich
The ostrich is big and strong. It can live to be 50 years old. It lives in Africa. Like the cassowary, the ostrich can run really fast, but it can't fly. And yes, it can kick hard, too!



Fun Fact: A male ostrich can roar like a lion.

12 Work with a partner. Talk about the animals.

giraffes kangaroos tigers zebras

Zebras live in Africa.

Respect animals.



It's important to respect animals. Be kind and gentle.

How can we respect animals?

NATIONAL GEOGRAPHIC

Jane Goodall with chimpanzees

CLASSROOM PRESENTATION TOOL

A **Classroom Presentation Tool**, provided on DVD, is available for each level of *Explore Our World*. The Classroom Presentation Tool integrates a variety of teaching resources including video, songs, games, language presentations, and student activities, which can easily be used with a computer or Interactive Whiteboard (IWB).

For each unit, the DVD includes the following:

- interactive unit-opening activities that provide the setting for each unit's theme
- presentation of target vocabulary and grammar - through video and animation
- fun classroom activities that practice what has just been presented
- songs presented in two ways: as a video with a singing host and as a karaoke-style sing-along
- reading activities that support reading selections



EXPLORE OUR WORLD STUDENT ACTIVITIES CD-ROM

Explore Our World student activities, provided on a **Student Activities CD-ROM** bound with the Student Book or accessed online through myNGconnect, are fun, engaging, game-like activities that reinforce and expand on Student Book content. Each unit has two Vocabulary and Grammar activities, as well as a Reading activity.

RESOURCES

Our World Readers

The **Our World** series **Readers** consist of six levels of original stories, classic folktales, myths, and nonfiction selections from around the globe. A graded Reader is available to support the theme and language of each unit in the Student Book. Each Reader includes additional fun facts and activities related to the story and unit theme. All Readers are available as "Story Time" in the *Our World* series Video or on the **Story Time DVDs**.



Poster Sets

Eight full-color poster sets bring beautiful photography into the classroom, reinforce the unit theme, and feature National Geographic *Explore Our World* values.



EXPLORE OUR WORLD WEBSITES

Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at **myNGconnect**.

EXPLORE OUR WORLD VIDEO

Each *Explore Our World Video* is 30 minutes of fun-filled, fully integrated content:

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video
- *Our World* series Readers Story Time

Presented in highly manageable 3- to 5-minute clips, *Explore Our World Video* can be used before, during, or after instruction to preview, support, and review content. *Explore Our World Videos* are available on a Video DVD and in the Classroom Presentation Tool DVD.



PROFESSIONAL DEVELOPMENT

To ensure that instructors are able to improve their classroom practice and get the most out of the *Explore Our World* teaching resources, Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries and series editor for *Our World* series and *Explore Our World*, has developed the *Our World* series **Professional Development Program**.

Professional Development Video

Using short videos of real classrooms and interviews with teachers from around the world, the **Professional Development Video** program, available on DVD, provides useful insights and practical advice on the following topics:

- developmentally appropriate activities
- managing classrooms for effective learning
- planning successful lessons
- 21st Century skills



RESOURCES

Assessment Book with Audio CD

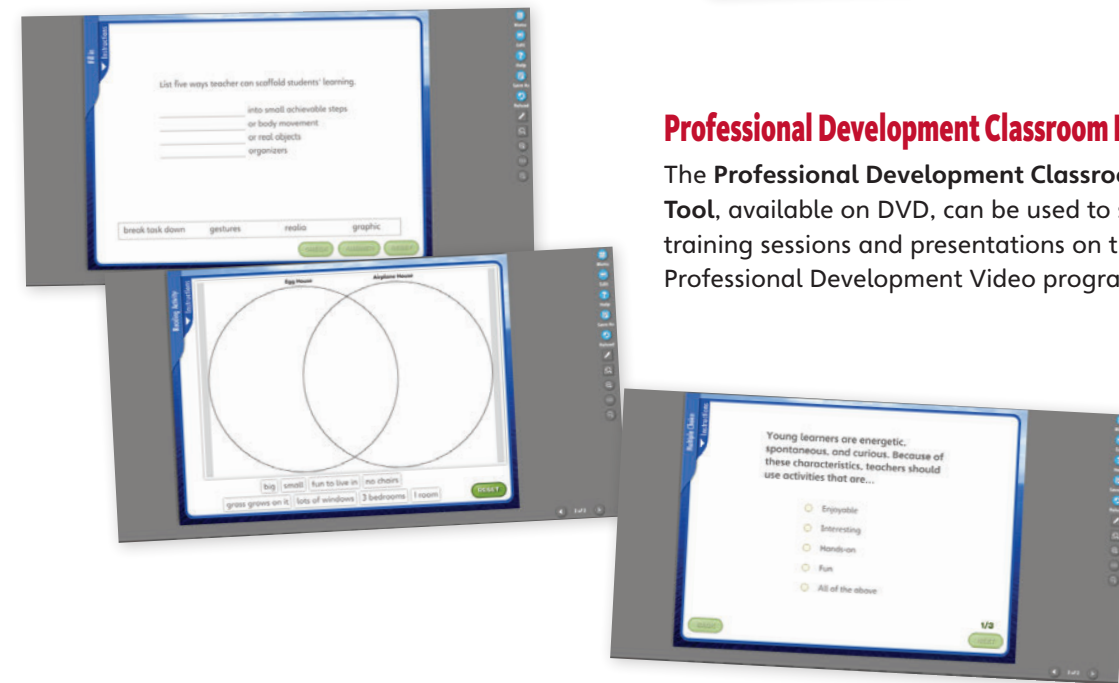
The *Explore Our World Assessment Book* provides teachers with the tools they need to place their learners within the correct level of *Explore Our World*, plan their lessons based on what students already know, and assess students' comprehension of and progress through the content of the Student Book.

Each Assessment Book includes photocopiable Quizzes, Mastery and Final Tests, as well as additional resources, including the following:

- an *Explore Our World* Placement Test and level Pre-Tests (Diagnostic Tests which help determine students' language ability)
- Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
- Answer Keys
- an Audio CD, with recorded scripts for all of the quizzes and tests

Professional Development Classroom Presentation Tool

The **Professional Development Classroom Presentation Tool**, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.



TEACHING WITH EXPLORE OUR WORLD

Our World Philosophy

The *Our World* series, including *Explore Our World*, reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.
- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students' development.
- Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.
- Goal-oriented learning contributes to young learners' success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language-learning goals helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.
- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st Century skills, and universal cultural values.

- In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners also benefit from peer- and self-assessment.

Explore Our World Content

Global Citizenship

To empower young learners for the 21st century, teachers of English as a foreign language must understand the global importance of English as well as what it means to be a global citizen. It is widely recognized that English is the world's *lingua franca*. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy, and global problem solving. Today's children will grow up communicating in English with people from countries all around the world.

Real-world Content

Explore Our World uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through images and content, young learners explore other people, places, and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will prepare them to actively and successfully participate in the world of the future.

Multicultural Materials

When teaching English as a global language, it's important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures. It only makes sense to take advantage of their natural curiosity and openness by exposing them to different customs, traditions, and ways of life.

Explore Our World incorporates content from other cultures in every unit. For example, in the Level 6 unit called "Arts Lost and Found," students learn about different traditions and art forms from other cultures, including storytelling through dance in Laos, cloth weaving in Ghana, and the 2000-year-old Chinese tradition of dragon-boat racing.

Cultural Connections

It's also important to connect young learners to their home cultures in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. *Explore Our World* helps young learners appreciate their own cultures and encourages them to keep their cultures strong.

Global Values

Each unit in *Explore Our World* has a National Geographic Values page that connects to the real-world content presented in the unit. These pages promote universally recognized values for students such as loving your family, being a good sport, and taking care of others. For example, in the Level 2 unit called "Awesome Animals," the National Geographic Values page teaches students to respect animals.

In upper levels, the National Geographic Values page is titled "Mission," and it highlights the work and words of a real-life National Geographic explorer. These explorers, including Aparajita Datta and Elizabeth Kapu'uailani Lindsey, are from different parts of the world and contribute to the betterment of our planet.



Learning English through “Real-World” Content

The *Our World* series, including *Explore Our World*, takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as art, science, and social studies makes language learning more interesting and engaging. It will also help prepare young learners who may eventually study these subjects in English.

Contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned in other classes. A framework for this type of lesson should include four stages:

- **Processing text**

This includes the use of texts that incorporate visual and text-structure markers such as headings and subheadings as well as features such as bold or italic text for emphasis.

- **Identification and organization of knowledge**

This includes the use of graphic organizers such as tree diagrams, time lines, flowcharts, and tables.

- **Language identification**

This includes the use of language features that help students to reproduce core content knowledge in their own words including the language of comparison and contrast, cause and effect, and speculation; it also includes features such as collocations, subject-specific vocabulary, and academic vocabulary.

- **Tasks for students**

This includes the use of a variety of learner-appropriate tasks, both receptive and productive. *Explore Our World* uses subject-area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a Reading page that integrates real-world content from various subject areas and teaches academic skills. For example, the Level 2 unit “Fun in Class” focuses on language for the

classroom. The vocabulary includes various actions for classroom activities, such as reading, writing, counting, coloring, cutting, drawing, and gluing, as well as classroom objects such as scissors, markers, glue, and notebooks. The reading content, called “Paper Art” describes the art of paper cutting in China and Mexico. This is cultural content that also integrates art and social studies.



21st Century Skills

Today’s students are growing up in an interconnected world. As English language teachers, our job is to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with “the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.” These skills can be categorized in four ways:

- **Ways of working**

Students need to be able to communicate clearly and collaborate effectively. *Explore Our World* helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

- **Ways of thinking**

Students also need to think creatively and critically. They need opportunities to learn how to make decisions and solve problems. *Explore Our World* challenges them to practice both these skills. For example, in Level 5 students learn about preparing for extreme weather and discuss the importance of protecting the oceans. In Level 6, students explore plant behaviors and adaptations, discuss how people in their community can reduce their human footprint, and learn about ancient civilizations.

- **Tools for working**

English students today aren’t just learning English. They are preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy. All of these needs are addressed in the *Explore Our World* Student Books, comprehensive video program, and interactive technology.

- **Skills for living in the world**

It’s critically important for students to develop awareness of the skills and qualities that will help them achieve success in their future lives and careers. In *Explore Our World*, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability, and initiative. They learn about 21st-century professions, such as crisis mapper, and National Geographic Explorers are presented as potential role models.

Living in the world also encompasses the idea of personal and social responsibility. On a personal level, younger *Explore Our World* students learn about taking care of themselves and other beings. Older students discuss how they as individuals can make changes or adopt new behaviors for the greater good.

On a social level, students explore ways of connecting to their local community such as exploring where they live and participating in local events. As local citizens, older students interact with their community through activities such as planning and executing events to protect the environment, conducting interviews, and creating a local brochure for tourists.

Personal and social responsibility play a large part in students’ preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions, and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviors that are different from their own.

Throughout *Explore Our World*, young learners are introduced to people, places, and cultures from around the world. At the same time students are learning to recognize cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Explore Our World* prepares students to be curious, engaged, and well-informed citizens of the 21st century.



Visual Literacy

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media-, and technology-driven. In the past, the term *literacy* referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organizers, signs, symbols, information graphics, and video.

Brain-based research shows that between 80 and 90 percent of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall. *Explore Our World* uses a variety of images of different types to help young learners understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, time lines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

National Geographic has the most impressive and highest quality collection of photos and video in the world. These visuals enrich the *Explore Our World* print, video, and media components. These materials help young learners become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.

12 Listen and read. **Rainbows**
Look! A rainbow! A rainbow is red, orange, yellow, green, blue, indigo, and violet.

13 Color the rainbow.

12 Listen and read. **Active Volcanoes**
There are active volcanoes all over the world. Some erupt often, sending hot lava down their slopes. People live near these volcanoes. Because of the ash, the land is good for farming.
The longest erupting volcano is Mount Etna, in Sicily. It has been active for 2,500 years. Mount Etna erupts very often. It has destroyed many towns.
Five volcanoes created the island of Hawaii. Mauna Loa is the largest volcano in the world. Kilauea is one of the most active. In fact, it almost never stops erupting. These volcanoes are also a problem for local people.
Popocatepetl is about 70 kilometers from Mexico City. An eruption in 2009 made 50,000 people leave their homes. In 2012, Popocatepetl covered cars and streets with ash. Every March, people honor the volcano, offering it food and music.

Name of Volcano	Notes
1.	
2.	

13 Look and discuss. Work with a partner. Describe a ride on a roller coaster.

13 Look and discuss. Work with a partner. Describe a ride on a roller coaster.

13 Work with a partner. Read the text again. Talk about two volcanoes. Take notes.

Video and Technology

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In learning language, video can be especially valuable because it can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language, and it makes learning more fun. The videos in *Explore Our World* are divided into short, manageable clips that present the following:

- **vocabulary** through amazing photos
- **grammar** in animated contexts
- **songs** performed by fun hosts
- **video** clips that give examples of real-world communication
- **stories** read by the hosts using images from the *Our World* series Readers

Explore Our World Video is flexible. For example, lessons can be presented from the Student Book first, and then followed by the corresponding segment in the video to review and check comprehension. Or the video can be used to present the language and then the Student Book can be used to review and practice. Either way, using the video helps contextualize language instruction and engage children in the classroom in fun and meaningful ways.

The **Classroom Presentation Tool** allows the introduction of many types of content, including video, audio, and interactive activities into the classroom using either an interactive whiteboard or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool.

For example, young learners love games, and the *Classroom Presentation Tool* includes games that present and practice the Student Book lessons in new and unique ways. These activities allow for teaching and reteaching that will engage the whole class. With these games, students have opportunities to predict, to think critically, to work in teams, to sing along, and to use English in a safe and motivating environment that sets them up for success.

The computer is an excellent resource for English language learning and teaching. *Explore Our World* Student Activities, online and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform, and motivate students. For example, they will play soccer against **meerkats**, puffer fish, polar bears, pigeons, mountain goats, and even alligators. They'll clean up the ocean, feed chameleons, solve puzzles, and explore mysterious mazes, all while practicing and playing with English.

Interactive media provide a richer environment for learning and engage young learners in the ways they are used to learning, getting information, and entertaining themselves. More importantly, building students' media and digital literacy skills helps prepare them to use English in the real world in the 21st century.



Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how students develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate for their students' abilities.

In general, students are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. *Explore Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

- **Visual learners**

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do rather than told what to do. Visual learners respond well to board work and to activities involving photos, drawings, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

- **Auditory learners**

These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and song lyrics after one or two listenings. They understand oral directions for activities and often agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and they enjoy discussions, sound tracks, video and computer games, songs, and chants.

- **Tactile learners**

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, flash cards, puzzles, board games, and realia.

- **Kinesthetic learners**

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.



Skills and Strategies

Learning Strategies

Strategies are generally defined as behaviors that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O'Malley, these strategies fall into three categories: metacognitive, cognitive, and social-affective:

- Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

- Cognitive strategies include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers' questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children's analytical abilities

are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students' part. Ask questions that bring into play the following skills:

- **classifying** What are (two) ways you can group together these words?
- **comparing** How are (dogs) and (wolves) alike?
- **contrasting** How are the (cassowary) and (ostrich) different?
- **getting meaning** What clues in this sentence help with the meaning of the word (*ground*)?
- **inferencing** Looking at these effects, what do you think is the cause?
- **predicting** What will happen when (the volcano erupts)?
- **problem solving** What are some ways we can (conserve water at school)?
- **ranking** How would you list your (favorite sports) from one to five?
- **sequencing** When (planting vegetables), what are the steps in order?
- **using graphic organizers** How could you use a graphic organizer to map out the ideas in this reading?
- **visualizing** How do you picture (the treasure) in your mind?

Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long road trip that requires a map: The final destination or goal cannot be reached without carefully planning each stop along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together.

A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Explore Our World uses five steps recognized as standard practice for effective language instruction: Warm-up, Presentation, Practice, Application, and Wrap-up.

• Warm-up

These activities help English language learners switch from their native language to English, remember material from earlier lessons, and begin class feeling confident about what they know. Warm-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures, or language functions. Warming up students can involve activating students' prior knowledge of the topic or context as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

• Presentation

After students are warmed up, it's time to present the new language. This means teaching new vocabulary words or new grammatical structures through visuals, realia, examples, or the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students gain comprehension of the new language. Use a number of activities that require the four skills (Listening, Speaking, Reading, Writing) to check students' comprehension. For example, use concept checking to see if students know the word *bakery* by asking questions such as *Can I buy a bike in a bakery? What can I buy in a bakery? Give me an example of a bakery near here.* Or have students draw a bakery and write a few lines about what they do and buy in a bakery. The *Explore Our World* Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

• Practice

As an important step in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

• Application

Applying the new language in a communicative context is a natural step after practice because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage, students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application further develops students' abilities to use language communicatively. The *Explore Our World* Student Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

• Wrap-up

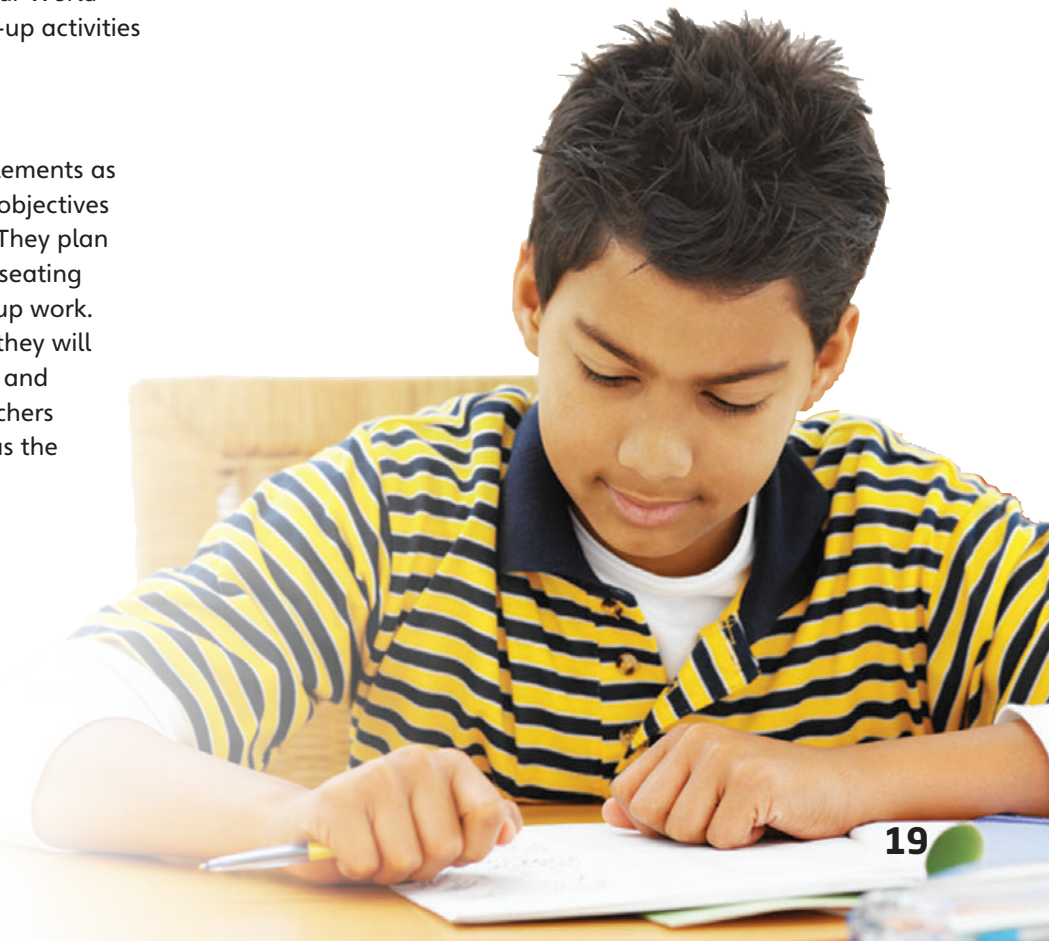
Concluding a lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a review of what was learned in class in a game to check comprehension of vocabulary words, or it might be a song or chant. The wrap-up might be a conclusion to a pair-work activity in which the teacher asks individual students what they learned from their partners. The *Explore Our World* Lesson Planner provides appropriate wrap-up activities for each class.

Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter what they plan, teachers know they should expect the unexpected as the day's lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, an equipment failure, or unexpected student behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books, and class-produced books. In the *Explore Our World* Lesson Planner, teachers have different activities to choose from, including extension activity suggestions that are not in the Student Book. In addition, there are many additional activities and games in the Classroom Presentation Tool, the CD-ROM, and the video.



Successful Activities

- **Activities have meaning and purpose.**

Activities for young learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynn Cameron (2003) wrote, “Children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.” So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- **Activities are supported and scaffolded.**

Scaffolding is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Explore Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Explore Our World* teaches language step-by-step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

- **Activities are active and hands-on.**

Explore Our World materials promote the active and hands-on classroom. Because students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real-world objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- **Activities are enjoyable and interesting.**

To teach young learners effectively, language classes need to be enjoyable and interesting. The photographs and artwork in *Explore Our World* will capture students’ attention and interest. The units are full of activities that young learners find fun and engaging such as singing songs, listening to stories, and playing games. There is a song in each unit, as well as games, pair work, and group work that will keep young learners’ interest. In addition, the Video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of students’ learning process. *Explore Our World* provides plenty of opportunities for meaningful repetition, especially if the video program and/or Classroom Presentation Tool is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners’ ability to understand the new language structures and use them correctly. *Recycling* means “to use again.” When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song, the grammar activities and games, and the Reader and storytelling activities.

Explore Our World also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and rainy. Recycling helps students increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.

Classroom Management

As teachers everywhere know, real learning requires a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task. At the same time, teachers should avoid giving students opportunities to get distracted or out of control. Expectations of proper classroom behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior.

Many aspects of teaching can affect the behavior of students in the classroom.

- **Time**

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework at the end of class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- **Activities and transitions**

It is important to have ready all the materials needed for each activity before class so that young learners don’t have time to get restless. Activity directions are another area that can require advance planning. To keep students’ attention, it is a good idea to read all activity directions before class so that there time to simplify and provide options as necessary.

Moving smoothly from one activity to another requires planning. For the youngest learners, consider clapping a chant (*We are done/That was fun/Now let’s do/Another one*), visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work,

a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone’s activities last weekend, a teacher may say *We just read what (David) did last weekend; now we’re going to listen to find out what he’s doing next weekend.*

- **Classroom rules**

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they consistently enforce them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as *Be quiet when someone is talking, Raise your hand to talk, Be kind to others, Work hard, Share, and Cooperate.* Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

- **Classroom routines**

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them get organized and prepare to learn in English. Common routines include starting the class with a greeting, designating the day’s classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- **Classroom atmosphere**

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.

The 4 Skills: Listening, Speaking, Reading, and Writing

Explore Our World provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

Listening

Young learners learn about other people and the world around them primarily through oral interaction. In the classroom, they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' ability to discriminate sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Songs, chants, and poems are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice with basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (*first, next, then, finally*), for time frames (verb forms signaling present, past, or future time), and for cause and effect (*why, because*), among other details.

Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question-and-answer exchanges, whether between teacher and student or between student and student, play an important role in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers in order to show their comprehension) such as *What color is your hair?* and *How many students are in our class?* to authentic communication (questions to which the answers are not yet known) such as *Do*

you have any pets? and *Did you play soccer today?* Other speaking opportunities include games, group discussions, and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

In addition to working on the pronunciation of whole words and sentences, it can be very useful to spend time practicing individual sounds, especially those sounds students find particularly difficult. The Sounds of English lessons focus on known words with a target sound in the initial position and eventually include words with the sound in the medial and final positions. Fun Sounds of English activities in every unit provide additional opportunities for students to listen to and practice individual sounds.

Explore Our World provides many different speaking models including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Student Books 4–6 on the pages titled *Let's Talk*. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English cards. The Workbook includes different speaking activities as well.

Reading

A unique feature of the *Explore Our World* series is the use of engaging content from the world-renowned National Geographic archives. Children are naturally curious about the world around them and will enjoy reading about copycat animals, chocolate, flesh-eating plants, extreme sports, and other interesting topics. Readings are age-appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

The Lesson Planner includes a variety of before-, during-, and after-reading tasks that draw students deeper into texts. Before-reading activities prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include.

During reading, it is useful to train students to ask themselves silent questions such as *Who, When, Where, What, Why, and How* and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions, but they also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, as well as the use of summaries, and graphic organizers. Additional readings are found in the Workbook.

In addition, eight *Our World* series Readers accompany each of the six levels. These readers are age-appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and nonfiction.

Writing

Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence

stems, and finally to one–three simple sentences. Students draw and then write about their drawings. In Workbook 2, young learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Workbook 4 through 6, older learners are introduced to the concept of paragraph unity and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more. Students are guided step-by-step in the Workbook for each writing assignment.

A complete model is provided for each writing task in the Workbook, so that learners have clear, meaningful examples of what they are expected to do. Additional writing worksheets are available on the Teacher's Resource CD-ROM. In Levels 1–3, worksheets expand on Workbook writing content, while in Levels 4–6 students are introduced to Process Writing.

12 Listen and read. 10 18

Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

The first photo of a person is from Paris in 1838.

1839 First color photograph

1839 First camera and video phone

1839 First digital camera

1839 First photograph

Victoria Falls, Zambia

13 Work with a partner. Talk. Today you are a photographer. What do you want to photograph?

I want to take pictures of the mountains.

I want to take a picture of my family.

16

11 Listen and read. 10 18

Colorful Corals

Corals look like a colorful garden under the water. But corals are not plants! They're animals.

What's for dinner? Each coral is made up of small animals called polyps. Polyps have a mouth, stomach, and tentacles to catch food. Many polyps live in the sunlit zone, where they eat small plants called algae.

What's a coral reef? Most corals live together. As old corals die, new polyps grow on top. That's how you get a coral reef. Some coral reefs are millions of years old, and they're home to more than 4,000 kinds of fish!

Save the reef! Coral reefs are amazing resources. They're important for tourism and jobs. Scientists use reef animals to make new medicines and other products. Coral reefs are a source of food, too. But coral reefs are in danger. Because of pollution, many coral reefs are disappearing. Some people say that only 30 percent of the world's corals will exist in the year 2050. We must protect our corals now.

12 Work with a partner. What did you learn? Ask and answer.

The Great Barrier Reef is over 2,350 km (1,460 mi) long! You can see it from outer space!

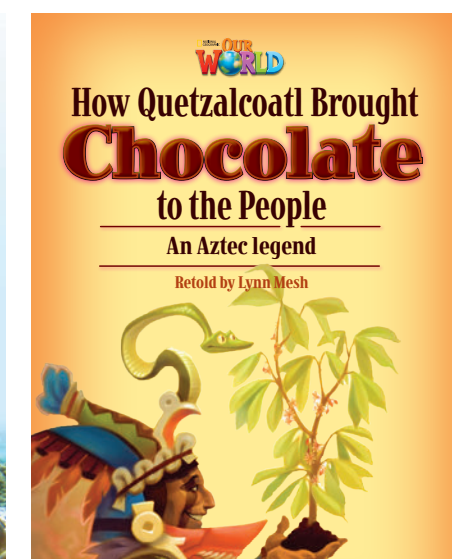
12

How Quetzalcoatl Brought Chocolate to the People

Chocolate

An Aztec legend

Retold by Lynn Mesh



Vocabulary

Explore Our World helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to concepts they are exploring in their first language such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes, and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, and sports).

Encourage students' active involvement in vocabulary learning through the use of pictures, flash cards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. When applicable, raise learner awareness of vocabulary strategies, such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations and teach word collocations such as *have + noun*: *have a good time, have breakfast, have a flat tire, have a headache, have a quiz*. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (*photo, photograph, photographer, photographic, photographically*). When appropriate, raise awareness of word formation through prefixes and suffixes.

Grammar

Explore Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts and by using grammar as unanalyzed "chunks" that help them communicate. The grammar boxes in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep grammar reference notebooks in which they have a page for each grammar point with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student Book is supported by additional activities in the Workbook, the Video program, and the Classroom Presentation Tool.



Assessment

Because of young learners' age; level of maturity; limited range of experience; and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance-based.

- Tests should mirror learning. The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.

- Tests should contribute to learning on the teacher's part as well as on the students' part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

- Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

- Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content and when the language tested is that used by young learners in class and in their real lives.

- Tests should allow all learners to experience success, while providing both lower-than-average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

- Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practiced and confident they may feel.

The *Our World* series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. *Explore Our World* provides many opportunities for both formal and informal assessment of different types.

The typical paper-and-pencil test with formats such as multiple-choice, true/false, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular. The *Explore Our World* assessment program includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, three mastery tests, and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customizable to the needs of each teacher's students.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Explore Our World* therefore provides a wealth of opportunities for informal assessment. These include pair and group work, Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.

Explore Our World Level 2 Scope and Sequence

Units 1-8

Unit 0	My family: aunt, cousin, dad, grandma, grandpa, me, mom, sister, uncle	Classroom language: Be quiet! Close your book. Go to the board. Hold up your card. Open your book.	Raise your hand. Take out your crayons. Work in a group. Work with a partner.	Subject pronouns: <i>I, You, He, She, It, We, You, They</i>	Possessive adjectives: <i>my, your, his, her, its, our, your, their</i>	Numbers: one (1) to twenty (20)
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
1 Animal Friends	<ul style="list-style-type: none"> animals animal actions 	<ul style="list-style-type: none"> name animals talk about what animals can do describe a favorite animal 	a cat a chicken a cow a dog a duck a goat a horse a sheep a turtle	Present progressive, third person plural <i>What are the horses doing?</i> <i>They're running.</i> <i>Are the sheep sleeping?</i> <i>No, they aren't.</i> <i>Are they eating?</i> <i>Yes, they are.</i>	climb crawl fly see swim	<i>Want</i> + infinitive; first, second, and third person singular <i>Do you want to ride the goat?</i> <i>No, I don't.</i> <i>What do you want to do?</i> <i>I want to ride the horse.</i> <i>What does Anna want to do?</i> <i>She wants to see the ducks.</i>	Song: "Animals" The Sounds of English: /d/as in <i>dog</i>	Animal Babies	Value: Be good to animals. Caption: Give your pet food and water. Question: Are you good to animals? What do you do?
2 Fun in Class	<ul style="list-style-type: none"> classroom activities classroom objects 	<ul style="list-style-type: none"> say what people are doing say when I use classroom objects show where things are 	coloring counting cutting drawing erasing gluing talking	Present progressive, first person plural <i>What are you doing?</i> <i>We're counting crayons.</i>	glue a marker a notebook a paintbrush scissors	<i>Are there ...? / There are / There aren't</i> <i>Are there any markers on the desk? No, there aren't.</i> <i>Are there any markers in the closet? Yes, there are.</i>	Song: "Our Classroom" The Sounds of English: /k/ as in <i>counting</i>	Paper Art	Value: Be neat. Caption: Put away your things. Question: Are you neat at school and at home? What do you do?
3 Boots and Bathing Suits	<ul style="list-style-type: none"> clothes weather 	<ul style="list-style-type: none"> talk about the weather talk about my clothes say when it is hot or cold 	a bathing suit boots cloudy cold hot a raincoat rainy sunny	<i>What's + noun + like?</i> <i>It's ...</i> <i>What's the weather like?</i> <i>It's rainy.</i>	a coat jeans shorts sneakers an umbrella	Imperatives <i>It's cold. Put on your coat.</i> <i>It's hot. Take off your jacket.</i> <i>It's rainy. Don't forget your umbrella.</i>	Song: "Hot or Cold?" The Sounds of English: /r/ as in <i>rainy</i>	Snow Animals	Value: Dress for the weather. Caption: What's the weather like? Look. Put on the right clothes. Question: How do you dress for the weather?
4 Fun in the Sun	<ul style="list-style-type: none"> outdoor activities 	<ul style="list-style-type: none"> name games and activities say what I like and don't like to do outside 	fly a kite jump rope play a game play baseball play basketball play soccer ride a bike	<i>Like + infinitive</i> <i>Do you like to play baseball? Yes, I do.</i> <i>It's fun.</i> <i>Do you like to jump rope? No, I don't.</i> <i>It's boring.</i> <i>What do you like to do?</i> <i>I like to play baseball.</i> <i>What do they like to do?</i> <i>They like to swim.</i>	bounce a ball catch a ball play tag throw a ball watch a game	<i>Let's + verb</i> <i>Let's throw a ball.</i> <i>Ok. What fun!</i> <i>Let's bounce a ball.</i> <i>No, thanks.</i>	Song: "Outside" The Sounds of English: /n/ as in <i>sun</i>	A Big Ball of Fun	Value: Be a good sport. Caption: Play by the rules. Be fair and take turns. Have fun! Question: Are you a good sport?

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
5 Inside Our House	<ul style="list-style-type: none"> furniture household objects 	<ul style="list-style-type: none"> name furniture name household objects say where things are 	a bookcase a rug a shower stairs a stove a table a tub	Prepositions above behind in front of between next to under	a door a phone a refrigerator a sink a window	Subject pronoun agreement with <i>it, they</i> <i>Where is the phone?</i> <i>It's in the kitchen.</i> <i>Where are the lamps?</i> <i>They're in the living room.</i>	Song: "My House" The Sounds of English: /eɪ/ as in <i>table</i>	Fun Houses	Value: Help at home. Caption: Help your family. Help with the chores. Question: How can you help at home?
6 Day by Day	<ul style="list-style-type: none"> daily routines 	<ul style="list-style-type: none"> talk about what I do every day talk about when I do things name parts of the day 	brush my teeth eat breakfast eat dinner eat lunch get dressed get up go to bed go to school play with friends	Telling the time: exact hour What time is it? <i>It's 1:00.</i> <i>It's one o'clock.</i> When do you get up? <i>At 7:00.</i> <i>At seven o'clock.</i> When does he go to bed? <i>At 9:00.</i> <i>At nine o'clock.</i>	at night in the afternoon in the evening in the morning	Adverbs of frequency: <i>always, every day, never</i> <i>What do you do every day?</i> <i>I always play with my sister.</i> <i>What does your brother do on Saturday?</i> <i>He never gets up before 10:00.</i>	Song: "Day by Day" The Sounds of English: /g/ as in <i>go</i>	A Day in the Space Station	Value: Be on time. Caption: Don't be late. Plan your day. Question: How can you be on time?
7 How Are You?	<ul style="list-style-type: none"> feelings emotions 	<ul style="list-style-type: none"> say how people look talk about how people feel talk about what people are doing 	angry bored hungry scared surprised thirsty tired	How are you? <i>I'm (+ adjective)</i> Describe how a person looks How are you? <i>I'm OK.</i> <i>I'm fine.</i> <i>I'm great.</i> <i>He looks bored.</i> <i>No, he's tired.</i> <i>She looks happy. Yes. It's her birthday.</i>	crying frowning laughing smiling yawning	Regular and irregular plurals <i>parent/parents</i> <i>person/people</i> <i>child/children</i>	Song: "Emotions" The Sounds of English: /aɪ/ as in <i>tired</i>	Fabulous Faces	Value: Be kind. Caption: Help your friends and family. Be kind to other people. Question: Are you kind? What do you do?
8 Awesome Animals	<ul style="list-style-type: none"> animals animal abilities animal characteristics 	<ul style="list-style-type: none"> identify animals describe animals tell what animals can and can't do 	a giraffe a hippo hop a kangaroo a lion a panda a penguin swing a tiger a zebra	Express ability with <i>can/can't</i> Can a penguin swim? <i>Yes, it can. A penguin can swim.</i> Can penguins fly? <i>No, they can't. Penguins can't fly.</i>	big teeth colorful feathers a long trunk sharp claws a short tail	Simple present, subject-verb agreement Does a tiger have sharp claws? <i>Yes, it does.</i> Does a tiger have a trunk? <i>No, it doesn't.</i> Do tigers have sharp claws? <i>Yes, they do.</i> Do tigers have trunks? <i>No, they don't.</i>	Song: "Awesome Animals" The Sounds of English: /i:/ as in <i>zebra</i>	Two Big Birds	Value: Respect animals. Caption: It's important to respect animals. Be kind and gentle. Question: How can we respect animals?

Generic Pacing Guide

	1 hour per week	1-2 hours per week	2-3 hours per week
Week 1	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up
Week 2	Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Grammar 1: Warm Up; Present; Practice; Wrap Up; Apply; Wrap Up Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Review Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up
Week 3	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Song: Use the Song; Extend The Sounds of English	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Song: Use the Song; Extend The Sounds of English	Review Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Review Song: Use the Song; Extend The Sounds of English Review
Week 4	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value Assessment	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value Assessment	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value Assessment Project (optional) Song (optional)

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Unit 0

My Family

Resources Workbook p. 1; Audio CD TR: 2–3; Picture Cards 163–170



1 Look, listen, and repeat. TR: 2

2 Listen. Point and say. TR: 3

2



3 Work with a partner. Point. Ask and answer.

3

Be the Expert

Our World in Context

A family is a group of people connected by blood, marriage, or adoption. In some places in the world, living with a nuclear family is common. A nuclear family includes just parent(s) and child(ren). In other places, living with an extended family is common. An extended family can include grandparents and other relatives, such as cousins, aunts, and uncles.

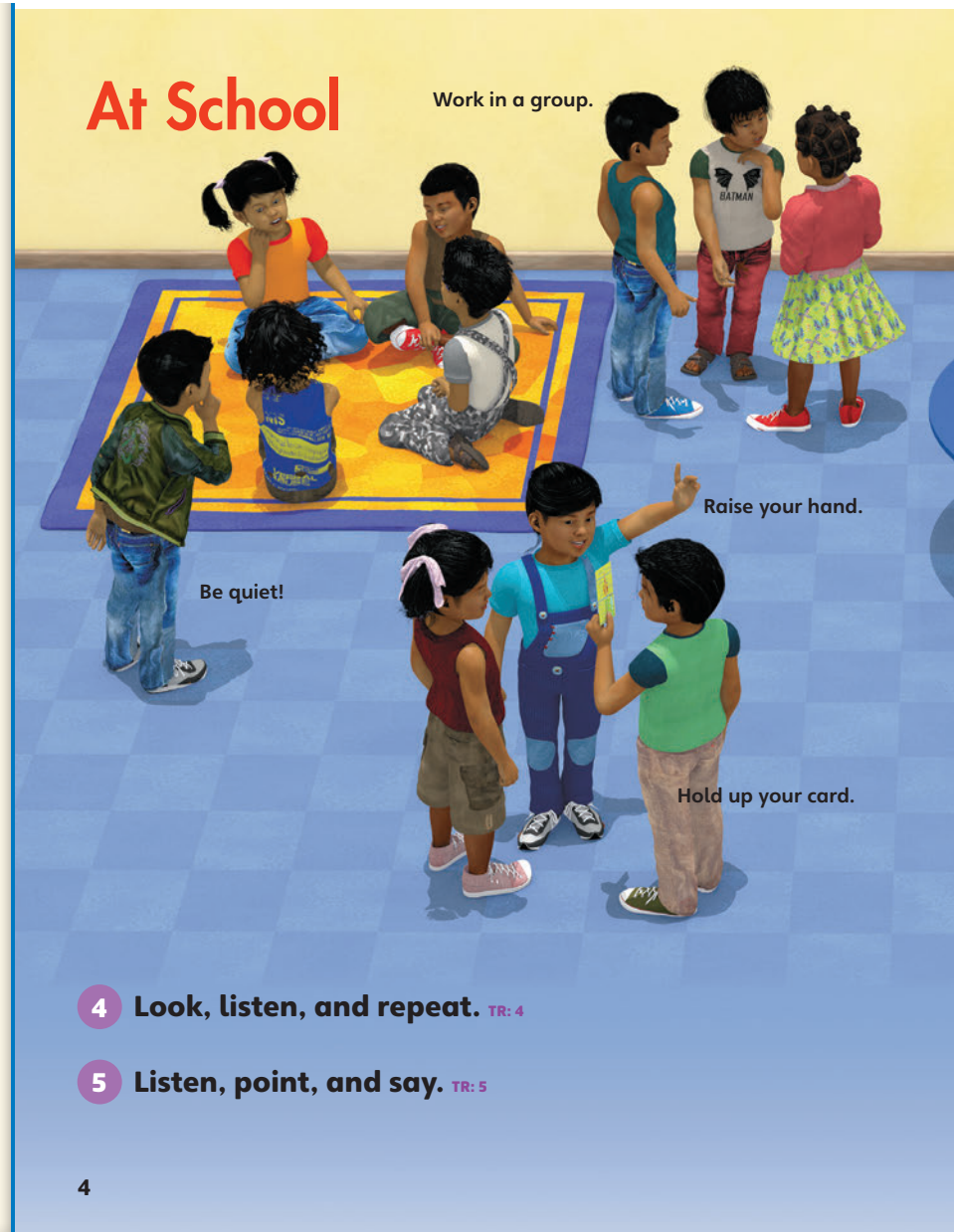
My Family 1 2 3

- **1** Have students open their books to pp. 2–3. Say *A family*. Have students repeat. Draw a person on the board. Say *This is (a boy)*. Draw two more people. Point and say *She's his mom. He's his dad*. Draw two smaller people. Say *He has one brother. He has one sister*. Point to the group of drawings. Say *This is his family*. Then play TR: 2. Say *Listen. Repeat*. Pause the audio for students to repeat each word and sentence.
- **2** Play TR: 3. Pause after each person is named. Ask *Where is he?* or *Where is she?* Have students point in their books. Then have them repeat the name for the person.
- Erase the family members on the board, but leave the first drawing of the boy. Give out Picture Cards to several students. Choose one student with a card. Point to the card she's holding and ask *Who's that?* Once the student has answered, tape the Picture Card to the board, and below it write *It's his _____*.
- Repeat with each Picture Card. Then give the cards to different students in the class and repeat the activity.

- **3** Pair students. Have them turn to pp. 2–3 in their books. Say *Point to a person. Ask "Who's that?" Your partner answers*. Point to Freddy the frog and Polly the parrot at the bottom of p. 3. Role-play the question and answer with a student.
- Model the activity. Point to the uncle. Ask *Who's that?* Call on a student to answer. Allow time for students to ask and answer about each person in the photo.
- **Extend** Say *Draw your family. How many brothers? How many sisters?* Give students time to make a drawing. Then, in pairs, have students use the drawings to point and ask. Model with a student. Point to his drawing. Ask *Who's that?* Write on the board the sentence frame: *It's my _____*.

At School

Resources Workbook p. 2; Audio CD TR: 4–5; Picture Cards 171–179



Teaching Tip

Encourage students to use polite language. Write on the board phrases such as *please* and *thank you*. Model how to use these phrases in the context of the activities that groups or partners are doing.

At School 4 5 6

- 4 Say *We're at school*. Have students repeat. Say *We're in a classroom. We do many different things in our classroom. Let's look at a picture of another classroom*. Direct students' attention to pp. 4–5. Point to the image and say *The teacher says what to do. Let's listen*. Play TR: 4. Have students point to each activity on the page as the audio plays. Pause the audio after each phrase. Repeat it aloud. Then have students repeat and point again.
- 5 Play TR: 5. Pause after each vocabulary phrase. Say *Find the words. Point*. Have students point in their books. Then call on two or three students to repeat the phrase individually. Have the class repeat.

- 6 Act it out Put students in small groups. Give out Picture Cards. Each group should have at least one card. Have the group practice acting out and saying the phrase written on the Picture Card.
- Repeat for each phrase. Then call out a phrase and have the whole class act it out together. Have students take turns calling out phrases for the class to act out.
- Call out a phrase, such as *Work in a group!* The group with that Picture Card stands, does the action, and says the phrase. Have the class copy the action and repeat the phrase.

Unit 0

Subject Pronouns

Possessive Adjectives

Numbers

Resources Workbook p. 3; Audio CD TR: 6–8; Picture Cards 180–194

Materials note cards

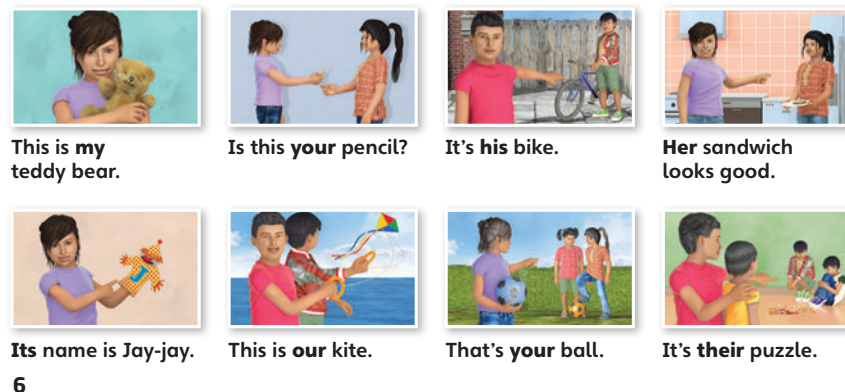
7 Listen, point, and say. TR: 6



8 Read and look. Write the number.

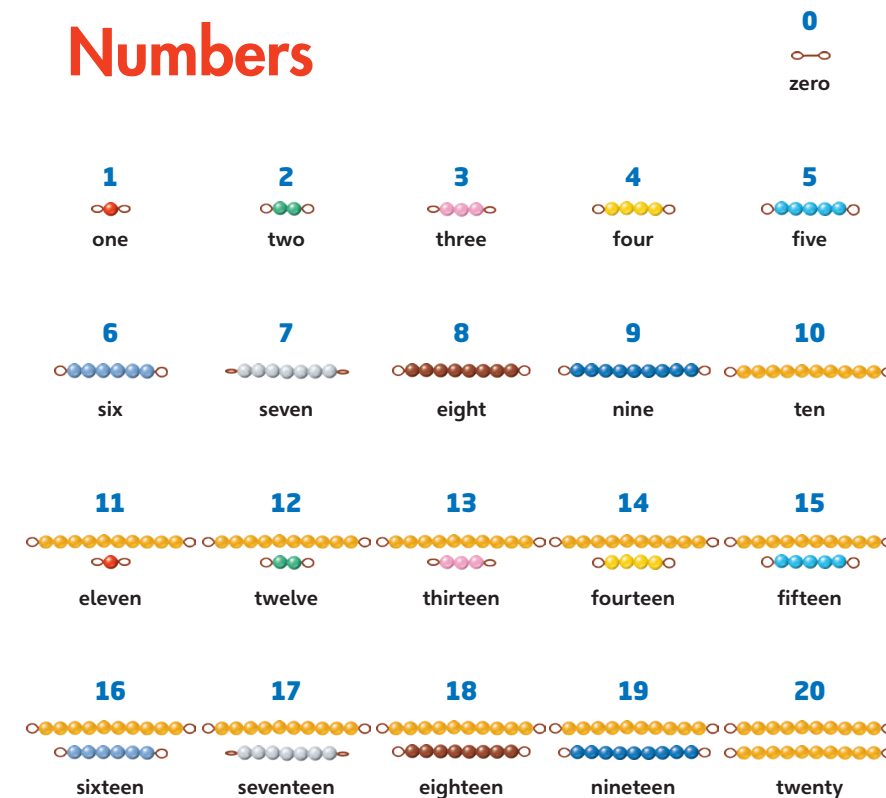
1. He's in the kitchen.
2. It's big.
3. You're strong.
4. She's reading.
5. I'm tall.
6. They're my parents.
7. We're friends.
8. You're young.

9 Listen and say. TR: 7



6

Numbers



10 Listen, point, and repeat. TR: 8

11 Work with a partner. Point and say.

7

Be the Expert

Teaching Tip

Classroom Management Vary the way you arrange seats in the classroom. Place desks or tables in small groups when you plan to do group activities. Place chairs in a half-circle to encourage class discussion. Mix up groups so students have an opportunity to work with different students in the class.

Subject Pronouns 7 8

- **Build background 7** Write *he*, *she*, and *it* on the board. Say *Let's learn some words we can use instead of people's names.* Point to a male student in the class. Say *He's a boy. He.* Have students repeat. Point to a female student. Say *She's a girl. She.* Point to your desk. Say *It's a desk. It.* Point to both students and the desk again, and have the class use the appropriate pronoun. Point to the words on the board if students need help.
- Write *I*, *you*, and *we* on the board. Point to yourself and a student, and then to the two of you, as you say *I, you, we.* Face two students and point to them. Say *You.* Point to a group of students. Say *They.* Repeat, and have the class use the appropriate pronoun.
- Have students turn to p. 6 in their books. Then play **TR: 6.** Pause after the first phrase. Have students repeat. Then say *I'm. I am. I.* Point to yourself. Guide students to point to the picture in their books. Repeat for the other phrases.
- **8** Have students read the sentences silently. Then point to item 1. Ask *Who is it?* (he) Have students write the number 1 below the picture showing *He.* Point to item 2. Read the sentence aloud. Ask *What's big?* (It) Have students write the number 2 below the picture for *It.* Repeat for items 3–8.

Possessive Adjectives 9

- **9** Read aloud the sentences with each picture in Activity 9, emphasizing the possessive pronouns. Gesture or point to yourself or to students to indicate who the sentence is about. Have students copy your gestures. For example, say *This is my teddy bear.* Point to yourself. Then face a student and hold up a pencil. Ask *Is this your pencil?* Point to the student. Repeat for the other phrases on the page. Then play **TR: 7.** Pause after each sentence for students to repeat.
- **11** Pair students. Have partners take turns pointing to the numbers on the page and saying the words aloud.
- **Extend** To extend the activity, have pairs make flash cards. Model the activity by writing 9 on the front of a note card. Write *nine* on the back. Hold up the side with 9 for a student to see. Have him identify the number. Give out note cards. Have students make flash cards and quiz one another.

Numbers 10 11

- **10** Have students open their books to p. 7. Play **TR: 8.** Have students point to each number as they hear it. Then call on individual students to repeat each number on the page as they hear it.

In This Unit

Theme This unit is about animals and things animals do.

Content Objective

- Students will
- identify animals and describe their actions.

Language Objectives

- Students will
- name animals.
 - talk about what animals can do.
 - describe a favorite animal.

Vocabulary

Vocabulary 1 a turtle, a dog, a cat, a duck, a horse, a chicken, a goat, a cow, a sheep

Vocabulary 2 see, climb, swim, fly, crawl

Grammar

Grammar 1 use present progressive (third person plural)

Grammar 2 use *want* + infinitive (first, second, and third person singular)

Pacing Guides

 L2U1

Value Be good to animals.

Related Vocabulary

hug

Unit 1

Animal Friends

Look and check.

The bird is white.

yes no

The monkey likes the bird.

yes no

8



Macaque monkey and dove, Neilingding Island, China

9

Be the Expert

About the Photo

This photo shows a baby macaque monkey on Neilingding Island, near Hong Kong in southern China. Show students China on a map.

The monkey is just three months old in the photograph. Soon after it was born, it lost its mother, and animal rescue workers took care of it. In the animal-care shelter, the monkey bonded with the bird in the photo.

The real event here is not friendship, but imprinting. In the earliest days of its life, an animal learns from its mother or another guide—regardless of whether the guide is its biological mother or even from the same species. This helps explain why it's possible to domesticate animals.

Teaching Tip

Word webs and other types of brainstorming activities are a good way to activate prior knowledge, introduce new content, and help students use vocabulary. Encourage students to contribute during brainstorming sessions, and give as many students as possible a chance to share their ideas.

Unit Opener

Objectives

- Students will
- look at a photo for information.
 - check accuracy of statements.

Academic Language *check*

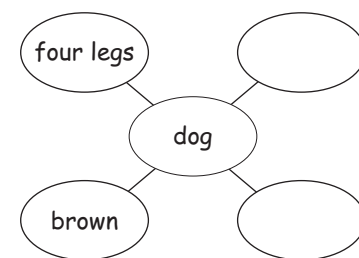
Content Vocabulary *bird, monkey*

Resources Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Home-School Connection Letter; Unit Opener Poster; Picture Cards I46, I49

Materials photo of dog or cat (*optional*)

Introduce

- **Build background** Say *Today, we're going to learn about animal friends.* Hold up Picture Cards I46 (a cat) and I49 (a dog) and say *These animals are friends.* Ask *Do you have an animal friend? Raise your hand.* Model raising your hand. Ask *What animal friends do you have?*
- Hold up a photo of a dog or draw one on the board. Begin a word web with **dog** in the center circle. Point to the image of the dog and say *This is a dog. What color is it?* Point to its legs. *How many legs?*



- Write answers in the word web.

- Direct students' attention to the photo on pp. 8–9. Say *Look at the photo.* Point to each animal and say *This is a bird. This is a monkey.* Point to the monkey and ask *What color is the monkey?* (brown, pink, green)
- Say *Animals can be our friends.* Point to the photo again. Say *Animals can be friends with other animals, too! The monkey and the bird are friends.*
- Have students look at the activity on p. 8. Say *Let's read and then check.* Read the first item aloud and ask *What color is the bird?* (white, pink, orange) Say *Think about the first sentence. The bird is white. Do you check yes or no? I check yes.* Have students work together to complete the next item. Review the answer as a class.

Vocabulary 1

Objective

Students will

- identify and use words that name animals.

Vocabulary *a dog, a goat, a duck, a horse, a turtle, a cat, a chicken, a cow, a sheep*

Resources Workbook p. 4; Audio CD TR: 9–10; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Graphic Organizers (KWL chart); Picture Cards I46–I57; Teacher's Resource CD-ROM: Activity Worksheet I.I

Materials poster board

Related Vocabulary

animals, farm, pets

1 Listen and say. TR: 9

2 Listen. Point and say. TR: 10



a turtle



a dog



a cat

10

Warm Up

- Draw the following KWL chart organizer on a large sheet of paper or poster board.

Animal Friends		
Know	Want to Know	Learned

- Ask *What animals can you name?* If students need prompting, hold up Picture Cards and ask *What is it?* Post the cards in the **Know** or **Want to Know** column.

Present

- **Give examples** Say *A dog is an animal. A cat is an animal. Let's learn more animals.* Point to the chicken on p. 11. Say *A chicken. A chicken is an animal, too.* Ask *What color is the chicken?* (black,

white, red, and orange) Say *Tell me more about the chicken.* (It has small eyes. It has two legs.)

- Have students look at the photos on pp. 10–11. Point to each photo, say the name of the animal, and a context sentence, such as *A dog has four legs. Dogs like to run.*
- Encourage students to tell what they know about each animal or describe the photo in the book. Practice the pronunciation of each animal's name.

Practice 1 2

- 1 Have students open their books to p. 10. Say *It's time to listen and say.* Say *Say each word and sentence you hear.* Model. Say *A turtle. The turtle is walking.* Have students repeat Play TR: 9.

a horse

a goat

a chicken

a sheep

a duck

a cow

3 Work with a partner. Point. Ask and answer.

What is it? It's a turtle.

11

- 2 Say *Now it's time to listen, point, and say.* Play TR: 10 and pause the track after the first word (*a dog*). Point to the photo of the dog and say *a dog*. Then play TR: 10 from the beginning for students to point and say. ✓ Show a Picture Card and ask *What is it?* If students have difficulty naming the animal, play TR: 10 again.
- Say *Now I point and you say.* Point to various photos on pp. 10–11 and have students identify them. Then have pairs of students do the same.

Apply 3

- 3 Point to the dialogue on p. 11. Say *Let's read what Freddy the frog and Eddie the elephant are saying.* Read aloud the text in the speech bubbles. Ask *What does Freddy say?* (What is it?) Point to Freddy and ask *What's he doing?* (pointing)

- Have students form pairs. Say *Point to a photo. Ask "What is it?" Your partner answers. Take turns. Ask about different animals.*

Wrap Up

- Take out the KWL chart from the Warm Up activity. Review the animals that students "knew" and "wanted to know." Write the words for animals students knew in the first column. Post the appropriate picture cards in the second column. Ask *What animal names did we learn?* Write students' responses in the last column.

Be the Expert

Vocabulary Strategy

Using a Dictionary Make sure students understand that a dictionary is a list of words and their meanings. The words are in alphabetical, or ABC, order. Provide multiple opportunities for students to use a dictionary and practice finding words. Create lists of words beginning with different letters, name two words, and have students tell which word would come first in a dictionary.

Formative Assessment

Can students

- identify and use words that name animals?
- Hand out Picture Cards one by one and ask *What is it?*

Review For additional practice, direct students to Activity Worksheet I.I.

Grammar 1

Objective

Students will

- ask and answer questions about actions.

Grammar use present progressive (third person plural)

Resources Workbook p. 5, Audio CD TR: II-12; Video: Grammar I; Classroom Presentation Tool: Grammar I

GRAMMAR TR: 11

What **are** the horses **doing**? They're **running**.
Are the sheep **sleeping**? No, they **aren't**.
Are they **eating**? Yes, they **are**.

4 Listen and find. Write. TR: 12



12

Practice 4

- Have students look at the picture on p. 12. Say *Let's talk about this picture.* Ask *What's in the tree?* (birds) Ask *What are the birds doing? Are they running?* (No, they aren't.) *Are they singing?* (Yes, they are. They're singing.)

- Write the following on the board.

Are they _____?
 No, they aren't. They aren't _____.
 Yes, they are. They're _____.

- 4 Direct students' attention to Activity 4. Say *Let's listen and find.* Hold up your book and point to the four lines at the bottom of the page. Play only the first item on TR: 12. Say *What are the horses doing? They're running.* Point to the line for number 1. *So I'll write They're running. You write it, too.* Play the rest of TR: 12 and have students finish the activity. When students are finished, review the answers as a class.

Apply

- Form small groups of three or four. Have each group look at another group and tell what the students in that group are and aren't doing. Have one group run in place. Say *They're running.* Provide one example of what they are not doing, such as *They're not sleeping.* Give groups enough time to prepare one or two sentences. Have the class repeat each sentence. Write the sentences on the board.

Wrap Up

- Say *Draw a picture of two animals. Show them doing something. They can be running, walking, or jumping.* Give students a few minutes to draw their pictures.
- Put students in small groups. Have students show their pictures one at a time and ask *What are the animals doing?* The other group members look at the picture and answer *They're _____.* Have students take turns.
- Then have students show their pictures again and ask questions such as *Are they eating? Are they running?* Students in the group answer *Yes, they are* or *No, they aren't.*

Be the Expert

Our World in Context

Horses run fast, but they aren't the fastest land animals. The fastest racehorse might run 89 kilometers per hour (55 miles per hour) over a quarter-mile distance. Lions and antelopes are just as fast. Lions can run short distances at 80 kilometers (50 miles) per hour. Some kinds of antelope can also run 80 kilometers (50 miles) per hour. Cheetahs are even faster. They're the fastest land animals. They can run 114 kilometers (71 miles) per hour!

Grammar in Depth

They run and *they're running* have different meanings. *They run* is in the simple present. The simple present is used to tell about actions in the present such as *Simon and Lee run.* It's also used to tell about facts, such as *They run fast*, or repeated actions, such as *They run every morning.*

They're running is in the present progressive tense.

The present progressive is used to tell about actions happening now. It is also used to tell about actions that may happen over a long period of time, but not at the moment, such as *They're running in all the races this year.*

Teaching Tip

It's important to give all students an opportunity to speak in class. When you ask questions, don't always call on the most eager student. Call on as many students as possible, so that every student has an opportunity to speak.

Formative Assessment

Can students

- ask and answer questions about actions?

Draw two sitting cats. Ask *What are the cats doing?* Then say *Ask a question about the cats.*

Warm Up

- Preteach** Draw two stick figures on the board: a boy and girl, each wearing a T-shirt, pants, and shoes. Then write the following:

She's wearing _____. They're wearing _____.
 He's wearing _____.

- Point to the girl and ask *What's she wearing?* (She's wearing a T-shirt, pants, and shoes.) Point to the boy and ask *What's he wearing?* (He's wearing a T-shirt, pants, and shoes.) Circle both figures, point to them, and ask *What are they wearing?* Say *They're wearing T-shirts, pants, and shoes. They're both wearing clothes.*

Present

- Write the following on the board:

What are the students doing? They're walking.

- Have two students walk from one side of the classroom to the other and back again. Point to the question on the board and ask *What are the students doing?* Model the answer. Point to the sentence on the board and say *They're walking.* Underline *They're* and say *There are two students. So we say They're.*
- Have students open their books to p. 12 and find the yellow grammar box at the top. Read the questions and answers aloud or play TR: 11. Then have half of the class read the questions aloud and have the other half read the answers.

Vocabulary 2

Objective

- Students will
- identify and use action words.

Vocabulary see, climb, swim, fly, crawl

Resources Workbook p. 6; Audio CD TR: 13–14; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher’s Resource CD-ROM: Graphic Organizers (6-by-6 matrix); Picture Cards 18, 125, 127, 158–162; Teacher’s Resource CD-ROM: Activity Worksheet 1.2

5 Listen and say. TR: 13



see



climb



fly



swim



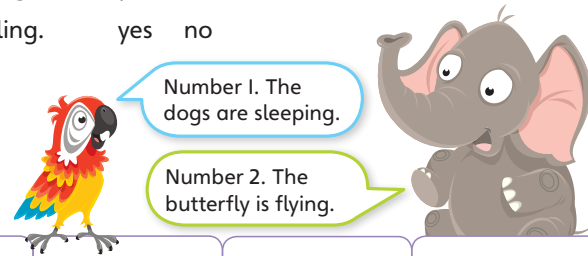
crawl

6 Work with a partner. Point and say.

7 Look. Listen and read. Circle yes or no. TR: 14

- The birds are flying. yes no
- The cat is swimming. yes no
- The turtle is crawling. yes no

8 Work with a partner. Say and stick.



1 2 3 4 5

13

- Sum up each column of the chart for students like this: *A turtle can see, swim, and crawl.* Form pairs. Have each student choose one column of the chart and sum up the information for his or her partner. ✓ Point to the first cell of the column and ask *Can a (turtle) see?* If students cannot answer, say *There is a check here. A turtle can see.*

Practice 5 6 7

- 5 Have students open their books to p. 13. Say *Listen and say.* Say the first word and sentence on the audio: *See. The boy sees two birds in the sky.* Play TR: 13. Make sure students repeat the words and sentences correctly.
- 6 Form pairs. Say *Point to each picture. Tell your partner what it shows. Listen as your partner points and tells you.*
- 7 Have students keep the same partners. Say *Now look, listen, read, and circle.* Say *Let’s do one together.* Play number 1 on TR: 14. Say *I listen. The birds are flying.* Point to the photo of the birds in Activity 5. Say *I look at the picture. I see the birds are flying.* Point to item 1 in Activity 7. Say *I circle yes. The birds are flying.* Have partners finish the activity. Play TR: 14.

Apply 8

- 8 Say *Let’s do a sticker activity.* Have pairs read the model dialogue aloud. Have a student help you demonstrate the steps as you say *I decide what sticker to use. I say a sentence about what the animal on the sticker is doing. I put the sticker on number one.*
- Point to your student partner. Say *Then my partner chooses a sticker, and says a sentence that tells what the animal on the sticker is doing. And then she puts the sticker on number two.* Have pairs complete the activity. ✓ Walk around to monitor correct pronunciation and description of stickers.

Wrap Up

- Play a matching game. Have students match animals to the actions they might perform, and then make sentences using both the name of the animal and the action. Write the following words in two columns on the board, and have students make at least two matches: Column 1: *fly, climb, crawl, swim*; Column 2: *dog, turtle, sheep, duck.*

Warm Up

- **Activate prior knowledge** Say *We know some ways animals move.* Show the Picture Card for *walk*. Ask *What is this?* (walk) *Show me walk.* Have students act out walking. Show the Picture Card for *jump*. Ask *What is this?* (jump) Say *Show me jump* and have students act out jumping. Show the Picture Card for *run*. Ask *What is this?* (run) Have students act out running in place.

Present

- Say *Let’s learn some more ways animals can move.* Have students open their books to p. 13. Point to see. Say *See.* Point to your eyes and say *I see with my eyes.* Point to *climb, fly, swim, and crawl.* As you point to each, say the word aloud and act it out. Have students repeat the word and action after you.

- Display Picture Cards for see, climb, fly, swim, and crawl in random order. Have students identify the action on each card.
- **Give examples** Make a 6-by-6 matrix on the board. For each action word, ask *Can a (turtle) (see)?* For each positive answer, make a check mark in the chart.

	turtle	duck	cat	horse	goat
see	✓	✓	✓	✓	✓
fly		✓			
swim	✓	✓			
climb			✓		✓
crawl	✓				

Be the Expert

Vocabulary Strategy

Use a Dictionary For practice with alphabetical order, have students tell which vocabulary words from this unit are found: after the word *run* and before *sit* (sheep, see); after the word *car* and before *circle* (cat, chicken); and after the word *does* and before *draw* (dog).

Teaching Tip

When possible, have students make visual representations to show new vocabulary or to aid them in acquiring new concepts. By drawing or cutting out pictures, students become more actively involved in learning. Kinesthetic learners are also accommodated. If you have students use this option more than once, ask them to keep a vocabulary portfolio that includes their drawings and cutouts.

Formative Assessment

Can students

- identify and use action words?
Show pictures of animals climbing, crawling, flying, seeing, and swimming. Ask *What is it doing?* or *What are they doing?*

Review For additional practice, direct students to Activity Worksheet 1.2.

Grammar 2

Objective

- Students will
- ask and answer questions with *want*.

Grammar use *want* + infinitive (first, second, and third person singular)

Academic Language *action word* (verb), *naming word* (noun)

Content Vocabulary *ride*

Resources Workbook pp. 7–8; Audio CD TR: 15–16; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet I.3

Materials a photo of a person riding a horse; scissors

Related Vocabulary

carousel, merry-go-round, pond

GRAMMAR TR: 15

Do you **want to ride** the goat? No, I don't.
 What **do you want to do**? I **want to ride** the horse.
 What **does Anna want to do**? She **wants to see** the ducks.



9 Look. Listen and read. Write. TR: 16

- What does Maria want to do?
- Maria _____ the sheep.
- Does Carlos want to see the ducks?
- No, Carlos _____ the frog.

10 Play a game. Cut out the cards on page 97. Ask and answer. Play with a partner.



14

Warm Up

- Activate prior knowledge** Offer a pencil to a student. Ask *Do you want a pencil?* Have the student answer in a complete sentence. For example: Yes, *I want a pencil.* Continue with other objects.

Present

- Write the following on the board:

want + naming word want + to + action word

- Point to the phrase on the left. Say *We can use want with naming words, such as pencil. I want a pencil.* Point to the phrase on the right. Say *We can use want to with action words, such as eat. Write the word want. Then write to. Then write the action word.* As you explain, write and say *I want to eat.*

- Have students open their books to p. 14. Point to the grammar box. Say *Listen.* Play TR: 15. Say *We learned a new action word, ride.* Show a photo of a person riding a horse. Say *You can ride a horse.* Ask *What else can you ride?* (a bike)

- Write the following on the board:

What do you want to do?		
	to climb	a tree?
Do you want	to swim	in the river?
	to ride	a horse?

- Point to each sentence part in order as you say it aloud. Have students repeat. Model answering *Yes, I want (to climb) (a tree)* or *No, I don't.* Ask *Do you want to ride a horse?* If students have difficulty answering correctly, review the word order on the board or replay TR: 15.

Practice 9

- Say *It's time to listen, read, and write.* Point to Activity 9. Play the first item on TR: 16. Model by saying *What does Maria say? She says she doesn't want to ride the goat. She wants to ride the sheep.* Point to item 1 in the book and say *I read the question What does Maria want to do? I write wants to ride on the line. Maria wants to ride the sheep.* Play the next item on the track and have students complete it on their own. Then review the answer as a class.

Apply 10

- Ask *What do you want to do?* Accept any reasonable answers, restating them as *(Luc) wants to (eat lunch).* Ask *Do you want to play a game?*
- Form pairs. Say *Now you will play a game.* Have students turn to p. 97 and cut out one set of cards each. Say and model *Put the cards face down in a pile.* Model with a student as you say *One partner picks up a card and asks about it. The other partner picks up a card and answers.*
- Read the model dialogue. Have students read it aloud. Model playing the game with a student. Say *I pick up a card. The card shows ducks. I ask "Do you want to see the ducks?" What's on my partner's card? She has ducks, too. She says "I want to see the ducks." If she doesn't have ducks, she says "No, I don't."* Have students do the activity together, taking turns.

Wrap Up

- Write the following sentence endings on the board.

_____ to see the sheep?
 _____ to climb the tree?
 _____ to ride the horse?

Create three groups. Assign each group one of the sentence endings. Challenge groups to write as many complete sentences as they can that make sense and use *want* + *to*. Have students write their sentences on the board and read them aloud.

Be the Expert

Grammar in Depth

Infinitives The infinitive is a verb form that in English usually beings with *to* and is followed by the base form of the verb: *to run, to swim, to climb*. An infinitive, however, does not act as a verb. Infinitives can act as nouns, adjectives, adverbs, or direct objects.

Noun: I like to swim. (*to swim* is a noun, and also the direct object)

Adjective: Is there anywhere to climb? (*to climb* modifies *anywhere*)

Adverb: She runs to catch the train. (*to catch* modifies *runs*)

Teaching Tip

Use gestures when teaching grammar. For example, point to yourself if you're the subject of the sentence, or point to students if they are the subject. In this way, you reinforce the correct placement of the subject in various grammar structures. For example, point to yourself if the word *I* appears between *do* and *want* in the question types taught in this lesson. Point to a student if *you* is used between *do* and *want*.

Formative Assessment

Can students

- ask and answer questions with *want*?
 Ask *Do you want to see the cats?*
 Have students answer in a complete sentence.

Review For additional practice, direct students to Activity Worksheet I.3.

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 *dog, cat*
Vocabulary 2 *see, climb*

Grammar

Grammar 1 use present progressive (third person plural)

Resources Workbook p. 9; Audio CD TR: 17; Video: Song; Classroom Presentation Tool: Song; Picture Card 152; Teacher's Resource CD-ROM: Activity Worksheet 1.4

The Sounds of English

Resources Workbook p. 9; Audio CD TR: 18; Classroom Presentation Tool: The Sounds of English; Picture Cards 1, 10, 13, 32, 35, 46, 70, 84, 109, 112, 119, 120, 139, 141, 149, 151; The Sounds of English Card 4

11 Listen. Read and sing. TR: 17

Animals

I see animals.
What are they doing?
I see animals.
Can you see them, too?

THE SOUNDS OF ENGLISH TR: 18

dog

12 Listen and say.

- | | |
|------------|------|
| 1. dog | duck |
| 2. desk | doll |
| 3. bedroom | bird |

- Say *Now we all sing. I sing my part of the song about frogs. You sing your part of the song about your animal. Show your pictures.* Play TR: 17 and sing with students. Have students sing their parts while holding up pictures.

The Sounds of English: /d/ as in dog 12

- 12 Hold up a Picture Card of a dog. Ask *What's this?* (a dog) Say *That's right. It's a dog. Now let's listen to words that have a sound like /d/ in dog.* Play TR: 18 once while students just listen. Then say *Let's listen and say.* Play TR: 18 again and have students repeat the words.
- For more practice, have students look at pictures, listen, and raise their hands when they hear /d/ as in *dog*. Display Picture Cards that contain the target sound (*red, read, desk, bird, cloud, bedroom, doll, teddy bear, hand, head, sandwich, lemonade, dog, duck*) and some that don't.
- Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /d/ as in dog.* Repeat the word with students. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.
- To sum up, practice the following chant with students:
One, two, three!
Chant with me!
/d/ /d/ /d/
Dog and doll.
Desk and duck.
Three, two, one!
Our chant is done!

Be the Expert

Teaching Tip

The first time students hear a song, encourage them to just listen. To help students recognize target vocabulary words, write them on the board and point to each when you hear it.

The second time they hear the song, have students read the lyrics and point to target vocabulary words. After students can match the words they hear with the words they see, have them sing along.

The Sounds of English Cards

You can use The Sounds of English Card 4 to teach the /p/ sound. Audio for this card is available on the *Explore Our World* website.

Use the Song 11

- **Activate prior knowledge** Say *Today we'll sing a song about animals. What animals do you know?* Write *dog* on the board. Have students come to the board and write their responses.
- **Build background** Point to *dog* and ask *What do dogs do?* (run, walk, jump) *What can cats do?* (run, walk, jump) *What can birds do?* (sing, walk, fly) *What can ducks do?* (walk, fly, swim)
- Have students open their books to p. 15. Say *Point to the title of the song.* Say *Tell me the title.* (*Animals*) Signal for students to respond together.
- Hold up your book and point to the pictures of the animals. Say *The song is about animals!*
- Say *Look at the pictures.* Ask *What animal is running?* (dog) *What animal is climbing?* (cat)
- 11 Say *Our song tells what animals do.* Play TR: 17. Say *It's time to sing,* and ask students to listen and sing as they read along. Complete song lyrics are on p. 93.

Extend

- Place students into three groups. Assign each group *dog, cat, or bird.* Have students draw a picture of their animal.
- Display the Picture Card for *frog.* Say *This is a frog. Frogs like to hop.* Model hopping.

Reading

Objectives

- Students will
- scan text for information.
- read and talk about animal babies.

Reading Strategy Scan Text for Information

Academic Language scan, text

Content Vocabulary calf, chicks, elephant, kittens, lambs, puppies

Resources Workbook pp. 10–11; Audio CD TR: 19; Classroom Presentation Tool: Reading

Materials ten note cards; Picture Cards 146–147, 149, 156

13 Listen and read. TR: 19

Animal Babies

Do you like babies? Do you like animal babies? Let's learn about some animals and their babies. Cats have many baby cats, called kittens. Baby dogs are called puppies. Baby chickens are called chicks. Baby sheep are called lambs. A baby elephant is called a calf.



14 Work with a partner. Ask and answer. What are your favorite animals?



16

Practice 13

- **13 Read together** Say *Now we're going to read about baby animals.* Have students open their books to p. 16. Play **TR: 19** and have students listen. Ask students to hold up their drawings when they hear their animals named. Play the track a second time and ask students to read with you.
- **Think Aloud** Say *I want to find the name of a baby sheep.* Model scanning a page of text. Say *I move my eyes over the reading fast. I don't read everything again. I don't have to read every word. I'm looking for the word sheep. Here it is.* Hold up your book and point to the sentence about sheep. Say *I look for the word that names baby sheep. Here it is. They're called lambs.*
- Play **TR: 19** a third time and have students read along silently. Pause at the end of the following sentences. Ask questions such as:
 - Sentence 4:** *Do cats have many baby cats?* (Yes, they do. They have many kittens.)
 - Sentence 6:** *What are baby chickens called?* (chicks)
 - Sentence 8:** *What is a baby elephant called?* (a calf)
- Provide practice with the names of animal babies. ✓ Ask *Is a baby chicken called a chick?* If students say *no*, model scanning the text on p. 16 to find the answer.

Apply 14

- Draw a cat on the board. Say *A cat is my favorite animal.* Draw a duck next to the cat. Say *I like ducks, too. My favorite animals are cats and ducks.* Ask *What's your favorite animal?* As students name their favorite animals, ask *Do you like (horses)?* Say *You like (dogs) and (horses).*
- **14** Have students look at the model dialogue on the bottom of p. 16. Say *Polly the parrot and Eddie the elephant are talking.* Read the model dialogue aloud.
- Form pairs. Say *Ask and answer with a partner. Take turns. You can name an animal or an animal baby.* When students are done, have them share their dialogues with the class.

Wrap Up

- Play a matching game. Form ten pairs or groups. On ten note cards, write the following: *dogs, cats, chickens, sheep, elephants; puppies, kittens, chicks, lambs, calf.* Hand out cards and have "families" find and greet one another. Model for students: *I'm Mother Cat. I'm a kitten. Hello, Mother Cat! Hello, Kitten!*

Be the Expert

About the Photo

This photo shows a baby Asian elephant. There are two main types of elephants—African and Asian. Asian elephants usually have smaller ears than African elephants. African elephants live in hotter climates, so they need bigger ears to help release body heat.

Reading Strategy

Scan Text for Information When you scan a text, you look for specific information. Sometimes scanning is confused with previewing, which helps a reader get an overview of a text by looking at the title, subheads, and other graphic elements. Scanning is also different from skimming, which is quick reading, mainly focused on finding the main ideas and topic sentences. Unlike previewing and skimming, scanning is often done after reading to recall or find a single detail.

Formative Assessment

Can students

- scan text for information?
Have students quickly find information in the text on p. 16 that tells which animal has a baby called a lamb.
- read and talk about animal babies?
Hold up photos of or picture cards for a sheep, chicken, cat, and dog. Have students name each animal and its baby.

Value

Value Be good to animals.

Objectives

Students will

- read about animal-related values and activities.
- talk about different ways to be good to animals.

Resource Values Poster

Be the Expert

Teaching Tip

Classroom Management

Students may be eager to talk about and share more examples from their own lives. Talking should be encouraged, but sometimes too much off-topic talk can move a lesson off course. For example, many students don't have pets, and they may not be interested in hearing accounts of having pets. Make the best of a student's enthusiasm for the topic by suggesting that he or she talk to you about it later or write about it in a journal.



17

Give the Unit Quiz

- Hand out the Unit I Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to the pictures in Section I on p. 59. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB15. It's a chicken.** When students have written a letter, ask *What letter did you write?* When students respond with the letter *E*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB15.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the images at the top of p. 82. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Ask *What is it?* Point to the cat. Say *It's a cat.*
- See p. 88 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 59–60, 82, 88, 91, 93; Assessment Book Audio CD TR: AB15; Picture Cards I46–I49, I51, I53, I54, I56, I57

Be the Expert

Testing Tip

Make testing a part of learning.

Make testing part of the overall instructional program. For example, create review sheets and study guides that students can use to prepare for tests. Have a positive attitude toward testing and test scores to help students approach testing situations with constructive feelings.

Value

- Write *Pets* on the board. Say *Pets are animals that we usually keep in our homes.* Give examples of pets, such as dogs and cats.
- Point to the photo on p. 17. Ask *What do you see?* (a person, a dog) Say *We give pets water. We give them food, too.* Point to the title and say *Be good to animals. We are good to animals by giving them food and water.*
- Read aloud slowly the text next to the image of the dog. Read it again at a more natural pace and then have students read it with you.
- Place students in pairs. Point to the questions. Read them aloud. Say *Work with your partner. Answer the questions.*
- Discuss students' responses as a class. Have student pairs tell the class the ideas they discussed with their partners.

Assess Unit Objective

Ask questions such as the following:

- Display Picture Cards I46–I49, I51, I53, I54, I56, I57. Point to an animal and ask: *What is it?*
- *What animals do you like?*
- *Name your favorite animal. What can it do?*

Project For a theme-related closing activity, direct students to the Unit I Project Worksheet.

Video

Vocabulary 1 a cat, a dog, a turtle, a chicken, a cow, a horse, a duck, a goat

Vocabulary 2 fly, swim, climb, crawl, see

Grammar 1 use present progressive (third person plural)

Grammar 2 use *want* + infinitive (first, second, and third person singular)

Song *Animals*

Viewing animals and their actions

Story Time *Too Many Animals*

Resources Student Book, pp. 8–15

Before You Watch

- Say *We're going to see a video about animals and how they move.*

While You Watch

- Write *climbing, flying, crawling, and swimming* on the board. Pause the video as necessary and have students write sentences using these words, such as *The birds are flying.*

After You Watch

- Have students share their sentences. Play the video again, pausing to show animals climbing, flying, crawling, or swimming. Have students read their sentences to describe the action on screen.



Zoom In

Vocabulary

- Pause the video after each animal. Make some of the animal sounds. For example, say *I say, "Meow!" Who am I?* (a cat) *I say, "Quack." Who am I?* (a duck)

Grammar

- Pause during Grammar 1 and ask *What are the ducks doing?* Have students write three things the ducks are doing. (*They're flying. They're climbing. They're swimming.*)

Song

- Play *Animals*. Form groups. Say *Put some new animals in the song.* Model *The song says that the dog is running. A horse can run, too. I want to change the song. I sing "I see one horse. Is it running? Yes, it's running. It's running in the sun."* Have groups make their changes. Encourage students to sing their new verses aloud, mimicking the actions from the video.

Viewing

- Before students watch the viewing segment, write animal names and actions in two columns. Column 1 includes *dogs, cows, goats, ducks, and cats*. Column 2 includes (in scrambled order) *flying, drinking, sleeping, running, and climbing*. Have students match each animal with its action and then form sentences, such as *The (cows) are _____* or *They are _____*.

Story Time

- View *Story Time* once through. Ask *What animal is very small?* (the butterfly) *What animals are very big?* (the goats, the horse, the cow)
- View *Too Many Animals* a second time. Ask *Who can go in the shed?* (the small animals) *Who cannot go in the shed?* (the cow, the big animals) *How are the animals the same?* (They are all running, climbing, or swimming in from the rain.) *How are they different?* (Some are small. Some are big.)

Too Many Animals

When it starts to rain, a butterfly flies into a shed. One by one, more animals join the butterfly. How many animals go into the shed? And will they all fit?



Before You Read

- Hold up Picture Cards 35, 36, 148, 151, and 153–154 and have students identify them. Write *shed* on the board. Write and say *Shed. A shed is a small house for things or animals.*
- **Predict** Line up the cards and say *In this story, it's raining. Where can the animals go?* (in the shed)
- **Introduce the strategy** Model a cause-and-effect relationship. Draw a person standing next to a house. Then draw a rain cloud and rain drops. Say *It's raining. He doesn't like to be in the rain.* Draw an arrow to show the person going into the house. *He goes in his house when it's raining.* Say *An effect is something that happens. A cause makes something happen. The rain makes him go in the house. The rain is the cause. He goes in the house. That's the effect.*

- Give students a T-chart organizer and label the columns **Cause** and **Effect**. Say *Let's read a story called Too Many Animals. We can talk about causes and effects.*

While You Read

- Read the book aloud. Stop every few pages to ask questions, have students identify cause-and-effect patterns, and write answers in the chart.
 - p. 3: *It's raining. What does the rain make the animals do?* (go into the shed)
 - p. 6: *Two goats climb in. How many animals are in the shed?* (eight animals)
 - p. 11: *A cow walks in the shed. Are there too many animals now?* (yes)

After You Read

- Check comprehension by asking questions. Ask *Why do the animals go into the shed?* (It's raining.) *What animals go into the shed first?* (the butterfly and the frog) Say *The butterfly and the frog fit in the shed. That does not cause a problem. Other animals go in. What happens?* (There are too many animals.) Ask *What happens when the cow goes in?* (The shed breaks.) Hold up a small stick and break it to demonstrate the meaning of *break*.

Unit 1 Reader

Text Type folktale

Reading Strategy Identify Cause and Effect

Vocabulary fly, duck, swim, goat, climb, horse, cow

Grammar use present progressive (third person plural)

Resources Classroom Presentation Tool: Story Time; Sc. II—Story Time; Picture Cards 35, 36, 148, 151, 153–154; Teacher's Resource CD-ROM: Graphic Organizers (T-chart)

Materials a small stick

Be the Expert

Reading Strategy

Identify Cause and Effect To recognize cause and effect in stories, readers need to ask *What happened?* The answer is the effect. Then they need to ask *Why did that happen?* The answer is the cause.

Having students organize causes and effects into different columns as they read helps them see the important events of a story and understand why those events happen.

Text Background

Too Many Animals is a folktale from Ukraine, a country in Eastern Europe. Folktales are stories that one generation passes down to the next generation. Many folktales offer a lesson about how people should act or behave. Like other folktales, *Too Many Animals* happens in a real-world setting but includes unrealistic events.

Student Book

TR: 9 Unit I. 1 Listen and say.

a turtle. The turtle is walking.
a dog. The dog is running.
a cat. The cat is sleeping.
a horse. The horse is running.
a goat. The goat is eating.
a chicken. The chicken is eating.
a sheep. The sheep is eating.
a duck. The duck is walking.
a cow. The cow is walking.

TR: 10 2 Listen. Point and say.

a dog; a goat; a duck; a horse; a turtle; a cat;
a chicken; a cow; a sheep

TR: 11 Grammar

What are the horses doing? They're running.
Are the sheep sleeping? No, they aren't.
Are they eating? Yes, they are.

TR: 12 4 Listen and find. Write.

1. What are the horses doing?
Are they eating? No, they aren't.
Are they running? Yes, they are.
2. What are the cats doing?
Are they jumping? No, they aren't.
Are they sleeping? Yes, they are.
3. What are the birds doing?
Are they walking? No, they aren't.
Are they singing? Yes, they are.
4. What are the girls doing?
Are they eating? No, they aren't.
Are they jumping rope? Yes, they are.

TR: 13 5 Listen and say.

see. The boy sees two birds in the sky.
climb. A cat is climbing a tree.
swim. The turtle is swimming.
fly. Two birds are flying in the sky.
crawl. A turtle is crawling on a rock.

TR: 14 7 Look. Listen and read. Circle yes or no.

1. The birds are flying. 2. The cat is swimming.
3. The turtle is crawling.

TR: 15 Grammar

Do you want to ride the goat? No, I don't.
What do you want to do? I want to ride the horse.
What does Anna want to do? She wants to see the ducks.

TR: 16 9 Look. Listen and read. Write.

1. Maria, do you want to ride the goat?
No, I don't. I want to ride the sheep.
2. Carlos, do you want to see the ducks?
No, I don't. I want to see the frog.

TR: 17 11 Listen. Read and sing.

Note: Lyrics for the song *Animals* are on Student Book p. 93.

TR: 18 12 The Sounds of English /d/ dog

Listen and say.

1. dog; duck 2. desk; doll 3. bedroom; bird

TR: 19 13 Listen and read.

Animal Babies

Who loves babies? Everyone! Let's learn about some animals and their babies. Cats have many baby cats, called kittens. Baby dogs are called puppies. Baby chickens are called chicks. Baby sheep are called lambs. A baby elephant is called a calf.

Workbook

TR: 5 Unit I. 2 Listen. Write.

1. What are the cats doing? They're running.
2. What are the horses doing? They're jumping.
3. What are the goats doing? They're eating.
4. What are the cows doing? They're walking.

TR: 6 3 Listen. Write.

1. What are the frogs doing? They're jumping.
2. What are the ducks doing? They're eating.
3. What are the dogs doing? They're sleeping.

TR: 7 5 Listen. Read. Write.

1. I see two turtles. 2. The turtles are crawling.
3. The red bird is flying. 4. A girl is climbing a tree.

TR: 8 6 Listen. Write.

1. Do you want to ride a horse? No, I don't.
2. What do you want to do? I want to see the goats.
3. Does Lena want to see the goats? No, she doesn't.
4. What does she want to do? She wants to see the chickens.

TR: 9 7 Listen and write. Circle.

1. Does Mark want to see the cows? Yes!
2. Does Gina want to see the birds? No.
3. Do YOU want to ride a horse?

TR: 10 9 Listen to the song. Write a new verse.

Note: Lyrics for the song *Animals* are on Student Book p. 93.

TR: 11 10 Listen. Which words have the sound of /d/ as in dog? Color the stars.

doll. doll.
duck. duck.
bird. bird.
banana. banana.
desk. desk.

TR: 12 11 Listen and read.

More Baby Animals
Let's learn about more baby animals. A baby cow is called a calf. A baby horse is a foal. A baby goat is a kid. A baby turtle is called a hatchling. There are many baby animals!

Answer Key

Student Book

Unit Opener SB p. 8

yes, yes

4 SB p. 12

1. They're running. 2. They're sleeping.
3. They're singing. 4. They're jumping rope.

7 SB p. 13

1. yes, 2. no, 3. yes

9 SB p. 14

1. wants to ride 2. wants to see

Workbook

Go to pp. 205–206 for the Workbook Answer Key for this unit.

In This Unit

Theme This unit is about classroom activities and objects in the classroom.

Content Objective

Students will

- identify and describe classroom activities and objects.

Language Objectives

Students will

- identify people's actions.
- identify and describe classroom objects.
- show where things are.

Vocabulary

Vocabulary 1 counting, coloring, cutting, drawing, gluing, talking, erasing

Vocabulary 2 a marker, a notebook, glue, a paintbrush, scissors

Grammar

Grammar 1 use the present progressive, first person plural (*We're counting crayons.*)

Grammar 2 use *Are there...?* and *There are/There aren't*

Pacing Guides L2U2

Value Be neat.

Related Vocabulary

bag, hold up, dust

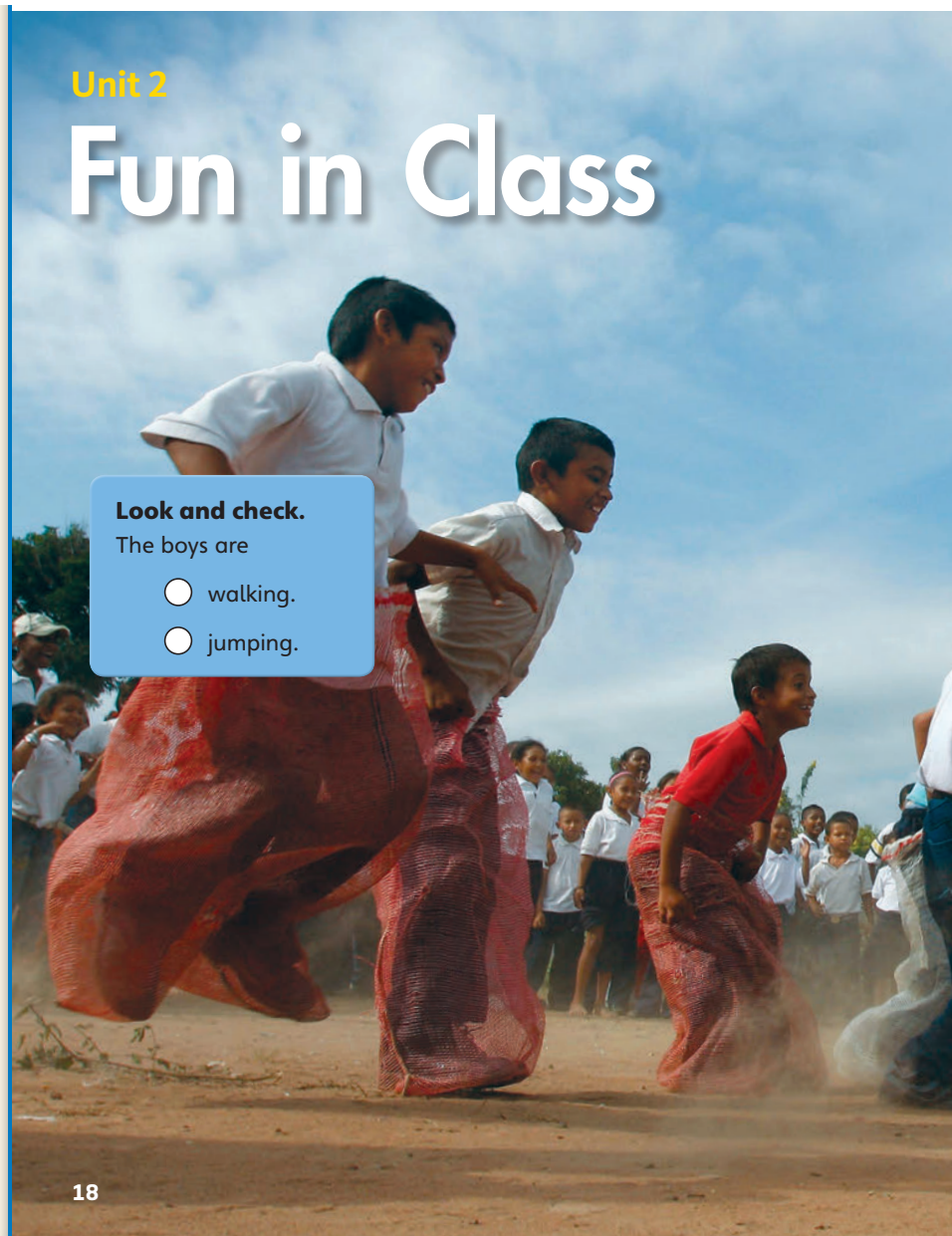
Unit 2

Fun in Class

Look and check.

The boys are

- walking.
- jumping.



18



Sack race, Machiques, Venezuela

19

Be the Expert

About the Photo

This photo shows children competing in a sack race in Machiques, Venezuela. Venezuela is a country in northern South America. Point out Venezuela on a world map.

Our World in Context

Students around the world play different games outdoors. In Turkey, for example, children play a game called "Run, Rabbit! Run!" One player plays the "rabbit" and another plays the "dog." Other players link hands to try to protect the rabbit from being caught by the dog. When the rabbit is caught, the game repeats. This game reflects the struggle in some rural parts of Turkey to keep wolves away from livestock.

In Ghana, some children play a game called "Big Snake." One child is chosen to be the "snake" and runs after the other players. When a player is tagged, he joins the snake and the game continues.

Unit Opener

Objective

Students will

- identify what people in a photo are doing.

Resources Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster; Picture Card 173

Introduce

- **Activate prior knowledge** Read the title of the unit aloud. Say *Let's think about fun things we do in the classroom.* Write on the board: *draw, count, talk, read, sing, write.* Point to a word, say it aloud, and have the class repeat. Ask *Who likes to (draw)? What can you (draw)? Show me.* Call on students to act out each word.
- Say *Open your books to pages 18 and 19. The children in the photo are at school. They play a game at school.* Point to a boy jumping. Then point to the children watching. Ask *What do they do?* Point to your eyes. (watch) Point to a boy's white shirt in the photo. Ask *What color is the boy's shirt?* (white) Point to a red shirt. Ask *What color is this shirt?* (red)

- Ask questions to encourage students to talk about the photo:
 - What do you see?* (boys, girls, a game)
 - Who's playing the game?* (boys)
 - Who's standing and watching?* (girls and boys)
 - What are the children wearing?* (T-shirts, pants, shoes)
- Guide students through the activity on p. 18. Read the sentence aloud twice, once with each answer choice. Say *Make a check next to the word that tells what the boys are doing.* Model by drawing a check mark on the board.
- Give students a minute to complete the activity. Then read the sentence again twice, once with each answer choice. For each answer choice, have students raise their hands if they placed a check next to that answer. Show Picture Card 173 to remind students of what "raise your hand" means. Discuss and have students act out "walking" and "jumping." Then confirm the correct answer.

Vocabulary 1

Objective

Students will

- identify and use words for classroom activities.

Vocabulary *counting, coloring, cutting, drawing, gluing, talking, erasing*

Resources Workbook p. 12; Audio CD TR: 20–21; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Picture Cards 195–205; Teacher's Resource CD-ROM: Activity Worksheet 2.1

Materials white and colored chalk or markers; crayons; scissors

Related Vocabulary

headphones

1 Listen and say. TR: 20

2 Listen, point, and say. TR: 21



3 Work with a partner. Point. Ask and answer.



21

Be the Expert

Vocabulary Strategy

Base words and endings: -ing
When the ending *-ing* is added to the base form of a verb, the verb changes to its progressive, or continuous, form. When used with a present-tense form of *to be* (*am/is/are*), *-ing* verbs tell what is happening right now. For example, *count* becomes *is counting*, and *talk* becomes *is talking*.

Formative Assessment

Can students

- identify and use words for classroom activities?
- Hold up classroom objects and act out activities. For example, move an eraser back and forth through the air, or draw a stick figure on the board and ask *What's he doing?*

Review For additional practice, direct students to Activity Worksheet 2.1.

Warm Up

- **Activate prior knowledge** Say *Let's talk about what we do in class*. Hold up a crayon. Ask *What's this?* (a crayon) *Why do we use a crayon?* (to color) Hold up a pair of scissors. Say *These are scissors. What do we do with scissors?* (We cut.)
- **Preteach** Give a student a piece of chalk or a marker. Say *Draw a tree on the board*. As the student draws, say *(Ameena) is drawing a tree*. Have students repeat.

Present

- Say *Open your books to pages 20 and 21. These words all tell about things we do in the classroom*. Point to the first photo and say *This girl is counting*. Have students say *counting*.

- Hold up your book. Point to the other photos, say each word aloud, and have students repeat it.
- On the board, write the words in random order in two columns: without the *-ing* ending and with the ending. Have students identify both forms of the word. Draw lines to match. Say the words aloud with the class.

Practice 1 2

- 1 Say *Let's listen to words that tell about what we do in class*. Play TR: 20. Hold up your book and point to each word as it is said. Then point to the directions for Activity 1. Say *Now you're going to listen and say*. Play TR: 20 again. Have students repeat each word and sentence. Walk around the room to monitor students' pronunciations.

- 2 Point to Activity 2. Say *Now we're going to listen, point, and say*. Play TR: 21. Say *Point to the photo that goes with each word. Then say the word*. Have students listen, point, and say the words.
- Say *Coloring and drawing aren't the same thing. When we draw, we make lines*. Draw a simple house on the board. Say *When we color, we put color between the lines*. Use colors to fill in the spaces of the house. ✓ Ask *What word tells about finding out how many things there are?* (counting)

Apply 3

- 3 Say *Let's do Activity 3. Look at Polly the parrot and Eddie the elephant. Polly points to a photo and asks Eddie "What are they doing?" Ask What does Eddie say?* ("They're talking.")

- Pair students. Say *Point to a photo on page 20 or 21. Ask a question. Your partner answers*. Remind students to use *He's*, *She's*, or *They're* in their responses.

Wrap Up

- Say *cutting* and pretend to cut with scissors. Say *I'm cutting. I'm cutting. I'm cutting*. Have a student act out another word. Say *Choose a word. Act it out*. Lead the class in a chant: *(Ana's) (drawing). She's drawing. She's drawing*. Point to a third student and repeat. Continue until students have used all the target words.

Grammar 1

Objectives

Students will

- use the first person plural of the present progressive tense.
- match spoken words with pictures.

Grammar use the present progressive, first person plural (*We're counting crayons.*)

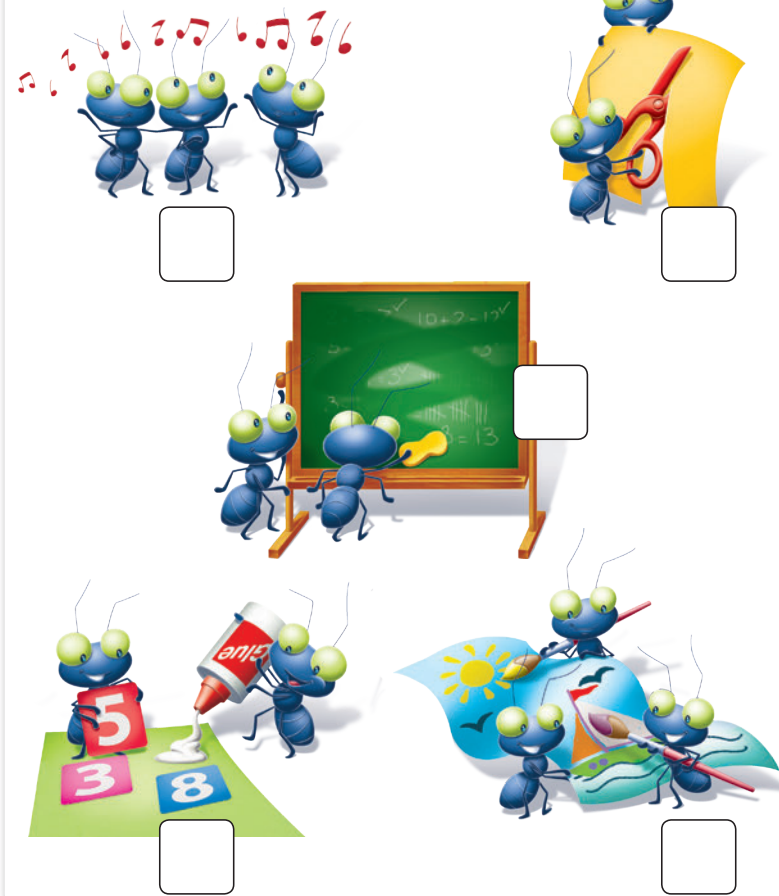
Resources Workbook p. 13; Audio CD TR: 22; Video: Grammar 1; Classroom Presentation Tool: Grammar 1

Materials crayons; three dry paintbrushes; Picture Cards 195–201

GRAMMAR TR: 22

What are you doing? We're counting crayons.

4 **Look.** Listen and number the pictures. TR: 23



22

- Say *We can talk about what we're doing.* Gesture to the class as a whole. Write on the board:

We're drawing. We're gluing.
We're coloring. We're cutting.

- Point to each sentence on the board. Say it aloud and have the class repeat. ✓ Say *Pick up your pencils. Draw a tree on a piece of paper.* Ask *What are you doing?* (*We're drawing.*) If students answer incorrectly, ask the question again and point to *We're drawing* on the board.

Practice and Apply 4

- Say *Look at the pictures on page 22. The animals in the pictures are ants.* Point to some of the ants. Say *These ants can talk! They can tell us what they're doing. Listen.* Play TR: 23. Have students point to pictures as they listen.
- 4 Say *Now let's listen and write numbers. Look at the boxes.* Point to the boxes. Say *You're going to write numbers in the boxes.* Play TR: 23 and pause after number 1: "What are you doing? We're painting a picture." Ask *What picture shows the ants painting a picture? Point to it.* Say *That's right. These ants say, "We're painting a picture." I write a number 1 here.* Point to the box and write 1 in it.
- Say *Now you try it! Start with number 2.* Play all of TR: 23. When students are done, assign partners. Have partners check each other's answers. Have students say aloud what the ants are doing in each picture. If there are any disagreements, play the audio again or discuss the answers as a class.

Wrap Up

- Use Picture Cards. Have students stand in a circle. Hold up a Picture Card and point to two or three students at a time. Point to the card and ask *What are you doing?* Have the students answer together to say what they're doing. (*We're _____.*) Continue with all the picture cards. Repeat until every student has answered.

Be the Expert

Grammar in Depth

Present progressive The present progressive consists of a form of *be* combined with the *-ing* form of a verb. The present progressive describes actions that are happening continuously and right now. It is used to tell about an action happening while the sentence is spoken or written: *Jorge is writing (right now).*

In contrast, the simple present tense is used to talk about general facts: *Students read in class.* It may also be used to tell how often an action is done: *Jorge writes in class every day.*

Teaching Tip

Classroom Management Decide on a signal to use when students finish their work. You might have students stand up or hold up a card. While students are waiting for their classmates to finish, have them complete a new, quick activity. You might have two students read their answers aloud to one another to practice pronunciation. Or, you might have them check their answers.

Warm Up

- **Activate prior knowledge** Hold up Picture Cards one at a time. For each card, ask *What's (she) doing?* or *What are they doing?* Guide students to answer using either *He's/She's (drawing)* or *They're (drawing).* Have the class repeat each answer.
- **Preteach** Call two students to the board. Give them each a dry paintbrush. Keep one paintbrush for yourself. Pretend to paint on the board. Have the students copy you. Ask *What are we doing?* Point to the two students and yourself. Say *We're painting.* Repeat, and have the two students ask and answer the question.

Present

- Say *Open your books to page 22. Look at the box at the top of the page.* Play TR: 22. Read aloud the question and answer in the grammar box. Have students repeat.
- Give a pair of students some crayons. Say *Please count these crayons.* Ask the students *What are you doing?* Point to the grammar box to have them answer. (*We're counting crayons.*) Give the crayons to another pair of students and repeat the activity.

Vocabulary 2

Objective

- Students will
- identify and discuss classroom objects.

Vocabulary a marker, a notebook, glue, a paintbrush, scissors

Resources Workbook p. 14; Audio CD TR: 24–25; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 2.2

Materials glue; marker; notebook; paintbrush; scissors

5 Listen and say. Read and write. TR: 24



- I'm writing. I'm using a notebook .
- I'm painting. I'm using _____.
- I'm drawing. I'm using _____.
- I'm gluing. I'm using _____.
- I'm cutting. I'm using _____.

6 Listen and stick. TR: 25

1 2 3 4 5

23

Practice 5

- Say *Listen and say the words you hear.* Play TR: 24. Have students repeat each word.
- 5 Say *Look at Activity 5. The sentences tell what someone is doing. You write what the person is using.* Say *Look at number 1.* Have a student read the first sentence of item 1. Then ask *What do we use to write things in?* (a notebook)
- Have students complete items 2–5. Remind them that some of the words have the word *a* in front of them. Tell students to include *a* when they write these words.

Apply 6

- 6 Have students find the Unit 2 stickers in their books. Say *There are seven stickers here. You use only five.*
- Say *Start here.* Hold up a book and point to the empty sticker space on the left (number 1) in Activity 6. Say *Let's do the first one together. Listen. Listen to the word for a sticker. Then put that sticker in your book.* Play the first part of TR: 25. Say *I hear paintbrush. I put the paintbrush sticker here.* Act out placing the sticker. Say *Now you try it.*
- Play the rest of TR: 25 and have students complete the activity. When students are done, have partners compare answers.

Wrap Up

- Place a marker, a notebook, glue, a paintbrush, and scissors on a table. Say *I'll say a word. Point to the object on the table.* Call a student to the table. Call out *a marker! a notebook! glue!* Say the next word as soon as the student finds the object. Repeat with other students. Then ask pairs of students to take turns calling out names of objects and pointing to them.

Be the Expert

Teaching Tip

For activities that require several steps, always break down and model the process. Remember that you can also write the activities on the board, using different colors to show the different steps. Read directions aloud with students. After you read each step, have students repeat what they need to do.

As students come into the classroom each day, greet them in a way that includes vocabulary they have learned. Try to include a mix of basic words and words that have recently been taught. This will help students both activate prior knowledge and transition into speaking English.

Formative Assessment

Can students

- identify and discuss classroom objects? Ask questions such as *What do we use for cutting? What do we use for painting?*

Review For additional practice, direct students to Activity Worksheet 2.2.

Grammar 2

Objective

Students will

- use *Are there ...?* and *There are/There aren't*.

Grammar use *Are there ...?* and *There are/There aren't*

Academic Language *word order*

Resources Workbook pp. 15–16;
Audio CD TR: 26; Video:
Grammar 2; Classroom
Presentation Tool: Grammar 2;
Teacher's Resource CD-ROM:
Activity Worksheet 2.3

Materials glue; markers; box of
markers; a paintbrush; 2 scissors

GRAMMAR TR: 26

Are there any markers on the desk? No, **there aren't**.
Are there any markers in the closet? Yes, **there are**.

7 Read. Look and write.

1. Are there any red paintbrushes on page 22?

Yes, there are.

2. Are there any scissors on page 20?

3. Are there any notebooks on page 23?

4. Are there any green markers on page 18?

5. Are there any pencils on page 20?

8 Play a game. Cut out page 99 and color the pictures. Play with a partner.



24

Practice 7

- **7** Hold up the book and point to Activity 7. Say *Look at the five lines for answers. The first one is done. Let's read it together. It says, "Are there any red paintbrushes on page 22?" Let's look at page 22.*
- Hold up the book again and point to the red paintbrushes on p. 22. Say *I see red paintbrushes on page 22. The answer is Yes, there are.* Say *Now you try it.* Have students complete the activity individually. Then put them in groups of three or four to discuss answers. Remind them to use the pictures on the pages in the book to support their answers.

Apply 8

- **8** Point to Activity 8 on page 24. Say *Eddie the elephant and Mia the monkey are playing a game. You're going to play it, too!* Have each student find and cut out the card on p. 99. Have students color the objects. Then have students form pairs. Say *One partner asks a question. The other looks at her card and answers.* Model a question and answer: *Are there any blue stars? No, there aren't.* Say *Take turns until you ask and answer questions about each kind of object on the card.*

Wrap Up

- Say *I ask a question. You answer.* Model this question and response with a student. Ask *Are there any students in our class?* (Yes, there are.) *Are there any cats in our class?* (No, there aren't.) Continue with these pairs of words: *markers/birds; notebooks/rivers; scissors/babies; paintbrushes/trees.*

Warm Up

- **Activate prior knowledge** Place a marker, glue, and a paintbrush on a desk. Ask *Is there a paintbrush on the desk?* Guide students to answer using a complete sentence. (Yes, there is.) Ask *Is there a notebook on the desk?* (No, there isn't.) *Is there a marker on the desk?* (Yes, there is.) *Is there glue on the desk?* (Yes, there is.)

Present

- Say *Open your books to page 24.* Point to the grammar box at the top of the page and say *Look at the sentences in the box. Listen.* Play TR: 26. Play it again and have students repeat the questions and answers. ✓ Point to a desk that has no markers on it. Ask *Are there any markers on this desk?* (No, there aren't.)

- If students have trouble answering, point to the answers in the grammar box. Hold up a box of markers. Make sure students can see that there are markers inside. Ask *Are there any markers in this box?* (Yes, there are.)

- Draw the following on the board:

Question	Answer
Are there any _____?	Yes, there are.
	No, there aren't.

- Put two scissors and nothing else on a desk. Point to the desk and ask *Are there any scissors on the desk?* Point to the answer on the board and say *Yes, there are.* Point to the desk again and ask *Are there any markers on the desk?* Point to and say *No, there aren't.* Ask *Are there any pencils on the desk?* Have students answer. (No, there aren't.)

Be the Expert

Grammar in Depth

Word order When forming questions and statements with *there* and a form of the verb *be*, word order is important. To ask a question, place the form of *be* at the beginning of a sentence: *Are there any markers? Is there a notebook?* To make a statement, the form of *be* follows the word *there*: *There are a few markers. There is a notebook.*

Teaching Tip

Keep a simple tally sheet showing which students you call on during each class. Use it to make sure all students are participating equally over the course of a week. Students who are shy or hesitant may require extra scaffolding or other types of support.

Formative Assessment

Can students

- use *Are there ...?* and *There are/There aren't* correctly?

Ask questions such as *Are there any pencils on your desk? Are there any eggs on your desk?*

Review For additional practice, direct students to Activity Worksheet 2.3.

Song - The Sounds of English

Song

Vocabulary

Vocabulary I *talking, counting, gluing, cutting, drawing, coloring*

Grammar

Grammar I use the present progressive, first person plural (*We're counting crayons.*)

Resources Workbook p. 17; Audio CD TR: 27; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Graphic Organizers (Word web); Teacher's Resource CD-ROM: Activity Worksheet 2.4

The Sounds of English

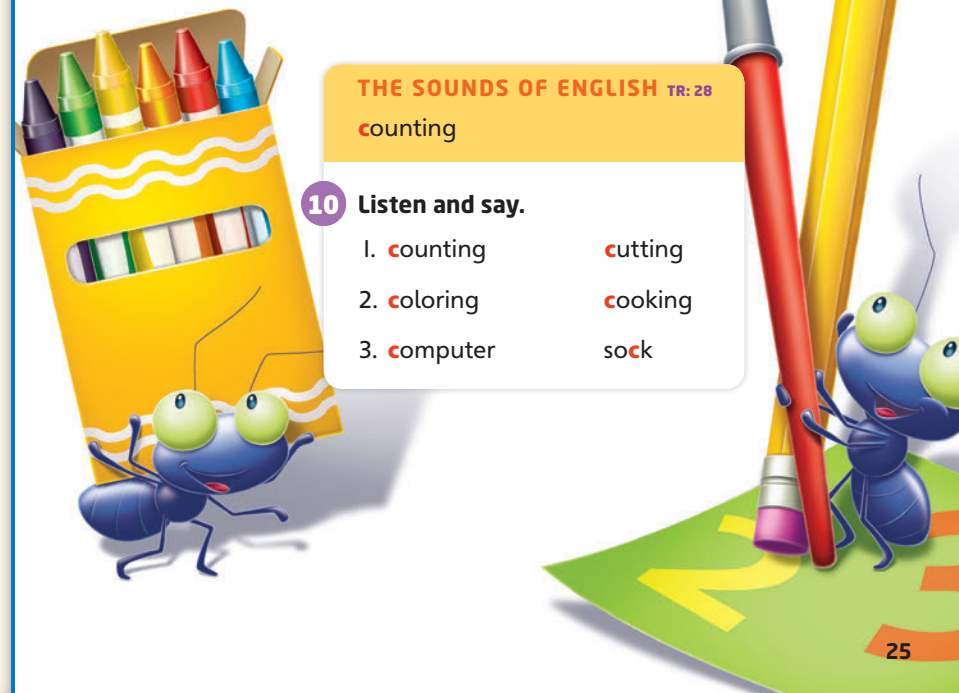
Resources Workbook p. 17; Audio CD: TR 28; Classroom Presentation Tool: The Sounds of English; Picture Cards 196, 4, 25, 41, 79, 100, 133, 146, 148, 164, 195, 197; The Sounds of English Card 5

9 **Listen.** Read and sing. TR: 27

Our Classroom

Reading, writing, talking, listening. Counting, gluing, cutting, drawing.

*What are you doing today?
What are you doing in your classroom?
What are you doing today?
What are you doing in your classroom?*



THE SOUNDS OF ENGLISH TR: 28

counting

10 **Listen and say.**

- | | |
|-------------|---------|
| 1. counting | cutting |
| 2. coloring | cooking |
| 3. computer | sock |

Extend

- Place students into five groups. Assign each group one of the words: *cutting, gluing, coloring, talking, counting*. Sing the chorus aloud as a class. Say *Listen for your word*. Sing the chorus again. Point to each group to stand when their word is sung. Then play the entire song (TR: 27). Have each group stand and sing when they hear their word.

The Sounds of English: /k/ as in counting 10

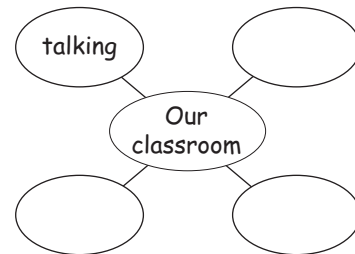
- 10 Hold up a Picture Card for *count*. Ask *What is the girl doing?* (*counting*) Say *That's right. She's counting*. Say *counting* slowly as you write it on the board in large letters. Underline the letter *c* in *counting*. Say *The letter c can stand for the /c/ sound*.
- Say *Now let's listen to words that have a sound like /c/ in counting*. Play TR: 28 once and have students just listen. Then say *Let's listen and say*. Play TR: 28 again and have students repeat the words.
- For more practice, have students look at pictures, listen, and raise their hands when they hear /k/ as in *counting*. Display Picture Cards that contain the target sound (*car, cat, color, computer, cook, cookie, cousin, cow, cut, black, rock*) and some that don't.
- Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /k/ as in counting*. Repeat the word with students. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

- To sum up, practice the following chant with students:

One, two, three.
Chant with me!
/k/ /k/ /k/
Cut and cat.
Cook and cow.
Three, two, one!
Our chant is done!

Use the Song 9

- Recycle** Draw a word web on the board:



- Say *We're learning words about things we do in our classroom*. Point to the web. Say *One word is talking. What are other things we do in our classroom?* (*gluing, writing, painting, listening, counting, cutting, drawing*) Write students' responses in the word web. Add ovals to the web as necessary.

- 9 Play the chorus of the song (TR: 27) once. Have students listen with their books closed. Point to the words on the board as they're sung in the chorus. Then say *Open your books to page 25. Point to words in your book when you hear them in the song*.
- Play the chorus of the song a second and third time. Have students sing along with the chorus when they begin to feel comfortable.
- Play TR: 27 once and have students follow along in their books. Play the entire song again and have students sing along with the chorus.

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Teaching Tip

Different routines can focus attention on new language. For example, have students close their eyes while listening to a song. Ask them to imagine they are doing the activities in the song. Or, have them close their eyes and listen for new vocabulary words. Have students write the words when the song ends.

The Sounds of English Cards

You can use The Sounds of English Card 5 to teach the /k/ sound. Audio for this card is available on the *Explore Our World* website.

Review For additional practice, direct students to Activity Worksheet 2.4.

Reading

Objective

- Students will
- compare and contrast paper art.

Reading Strategy Compare and Contrast

Academic Language *compare, contrast*

Content Vocabulary *fold*

Resources Workbook pp. 18–19;
Audio CD TR: 29; Classroom
Presentation Tool: Reading

Materials colored paper; scissors

11 Listen and read. TR: 29

Paper Art

This girl is making Chinese paper art. She is cutting paper to make a picture of a cat. She is using scissors. Some people make paper animals or flowers.

In Mexico people make paper art, too. People cut pictures of flowers, animals, and people.



12 Work with a partner. Read. Ask and answer.

- Do you like to fold and cut paper?
- What can you make?



China



Mexico



You can fold a regular piece of paper in half only seven times.



26

Practice 11

- 11 Read together** Say *Now it's time to listen and read.* Play **TR: 29** or read the text aloud.
- Play **TR: 29** again. Pause at the end of each paragraph to check for comprehension.
 - Paragraph 1:** *What do people use to make paper art?* (paper and scissors) *What are two kinds of things that people make in Chinese paper art?* (paper animals or flowers)
 - Paragraph 2:** *In Mexico, what do people cut pictures of?* (flowers, animals, people)

- Think Aloud** Model using photos to guess meaning from context by thinking aloud. Say *I don't understand the sentence "She is cutting paper to make a picture of a cat." The photo shows a girl holding paper that is cut out in the shape of a cat. The photo helps me understand what the words in the sentence mean.*
- Say *There are two parts in what we're reading. The first part is about paper art in China. Ask What's the second part about?* (paper art in Mexico) Ask *What do people in both countries make?* (paper art of animals and flowers) Ask *What's another thing that people in Mexico make paper art of?* (people)

Apply 12

- 12** Point to Activity 12 and read aloud the directions. Assign partners. Say *Ask and answer the questions with your partner. The first partner asks question number one. The second partner answers.* Write the following sentence frames on the board:

Yes. I like to _____. No. I don't like to _____.

Tell students they can use the sentence frames to help them answer the first question.

- Point to item 2 in Activity 12. Have a student read aloud the question. Remind students that they just read about the kinds of paper art that people in China and Mexico make. Tell them to think of things they can make with paper art. Have partners talk about their ideas.

Wrap Up

- Say *Pretend your friends or family want to make paper art. What can you tell them? What do they have to do?* Say *Write what you use to make paper art. Then write and draw what you do to make it.* Give students time to write and draw. Then call on students to share their ideas with the class.

Be the Expert

About the Photo

The photo at the top of p. 26 shows students in Shenyang, China, making paper art to honor the Year of the Tiger in 2010. Shenyang is the largest city in northeast China. The photo at the bottom of the page shows paper art hanging outside in the city of San Miguel de Allende in Mexico. The city, a center of the arts, was the first Mexican city to declare its independence from Spain.

Reading Strategy

Compare and Contrast Help students understand that comparing and contrasting means telling what's the same and what's different about two things. First, have students write the names of two things, places, or ideas. Then, have them list words or phrases that describe each object, place, or idea. Have them circle words that are in both lists. Point out that these words show what is the same about the two things.

Warm Up

- Give out paper and scissors. Say *Let's make art!* Hold up a piece of paper. Fold it in half and then in half again. Say *Do what I do.* Have students fold their paper along with you. Hold up scissors and say *I'm cutting the paper.* Ask *What am I using?* (scissors) Show students how to cut triangles along the folds. Ask *What am I doing?* (cutting) Say *Now, you try cutting.*
- As students work, ask *What are you doing? What are you using?* Then say *Let's look at our papers.* Unfold your paper and show your design. Say *This is paper art!*

Present

- Read together** Have students open their books to p. 26. Say *Today we read about paper art.* Call on a student to read the title aloud. Say *We made our own paper art. Now let's read about other people who make paper art.* Ask *Where do you see paper art on page 26? Show me.*
- Graphic literacy** Point to the globes on p. 26, and then point to the two photos of paper art. Explain that the globes show two places where paper art is made: China and Mexico. Say *These globes show us where China and Mexico are. People in these places make paper art.*

Value

Value Be neat.

Objective

Students will

- read about and discuss ways to be neat.

Resource Values Poster

Materials four books

Be the Expert

Teaching Tip

When students work with a partner, encourage them to speak only in English. To help students, you might provide basic sentences on the board or on a classroom wall for them to use. For example, write sentences such as: *I'll go first, What do we do now?* and *Can you please help me?*



27

Give the Unit Quiz

- Hand out the Unit 2 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to the picture in Section I on p. 61. Say *Look at the picture.* Point to the letters. *Look at the letters. They point to a person or thing. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB16.** *She's erasing.* When students have written a letter, ask *What letter did you write?* When students respond with the letter G, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB16.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Answer the questions. Use complete sentences. 4: Read. Circle True or False.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the image at the bottom of p. 82. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *What are they doing?* Point to the children using scissors. Say *They're cutting.*
- See p. 88 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 61–62, 82, 88, 91, 93; Assessment Book Audio CD TR: AB16

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Testing Tip

Review regularly. Review content regularly in class to help reinforce learning. Reviewing will also help students prepare for quizzes and tests.

Value

- Have students turn to p. 27. Read aloud the statement at the top of the page.
- Write the word *neat* on the board. Say it aloud. Say *Look at the classroom in the photo. What do you see?* (books, bags, hats) Say *The books, bags, and hats are on the students' desks. Everything is in the right place. The room is neat.*
- Put four books on your desk in a neat pile. Say *I'm neat.* Put four books on your desk in a messy pile. Ask *Am I neat now?*
- Read aloud the two questions on the page. Put something away in a desk. Say *You put things away to be neat.*
- Put students in pairs. Have partners work together to answer the questions. Say *Tell about things you put away at school and at home. Talk about how to be neat.* When partners have finished talking, have them share their ideas with the class.

Assess Unit Objectives

Ask questions such as the following:

- *What are* (names of two students doing the same activity, such as drawing or coloring) *doing?*
- *Where is your notebook?*
- *Are there any markers in your desk?*

Project For a theme-related closing activity, direct students to the Unit 2 Project Worksheet.

Video

Vocabulary 1 coloring, cutting, drawing, erasing, gluing, counting, talking

Vocabulary 2 a paintbrush, markers, glue, scissors, a notebook

Grammar 1 use the present progressive, first person plural (*We're counting crayons.*)

Grammar 2 use *Are there ...?* and *There are/There aren't*

Song *Our Classroom*

Viewing painting, cutting, gluing, coloring, drawing

Story Time *Art Class*

Resources Student Book pp. 18–25

Before You Watch

- Play the video introduction. Say *This video is about things we do and use in class.* Ask *What do we do in the classroom?* (We do fun things, such as reading, counting, coloring, gluing.) *What things do we use in the classroom?* (markers, notebooks, paintbrushes, glue)

While You Watch

- Say *While you watch, listen for words that tell about something you do in class. Write the words.*
- Pause the video occasionally to allow students to write down words. After students write a word, call on several students to say the word aloud. Check their pronunciation. If students struggle, replay the video, and have students repeat.

After You Watch

- Put students in small groups to compare their lists of words. Have each student read her list aloud to the group. Then have students call out words that more than one of them wrote down. Write those words on the board.



Zoom In

Vocabulary

- Pause the video during the second half of each vocabulary segment. Pause just before each word, and ask students to say the word first. Press *Play* to check their answers.

Game

- During the game, pause the video before objects are highlighted on the screen. Have students come up and point to the object that answers each question.

Grammar

- Play Grammar 1 and Grammar 2. Pause the video before each answer. Have students answer the questions, using *We're* or *There are/There aren't*.

Song

- Play *Our Classroom* once and have students listen. Replay the song and have students write down one of the questions in the song. When the song is done, ask them to write an answer to the question.

Viewing

- Play the viewing segment with the sound off. Have students say what the people are doing in the scenes. Then replay the segment with sound.

Story Time

- View *Story Time* once. Each time the teacher asks "What are you doing?" pause the video when the table is shown. Have students try to answer the question.
- View *Art Class* again. After the second viewing, replay the video, pausing at the image of the completed poster. Ask *What did the students do to make this poster?* Have students list several activities.

Art Class

The students are making a poster in art class. What do they need in order to make it? Will the teacher like it?



Before You Read

- **Activate prior knowledge** Hold up the Reader. Point to the title. Say *The name of this story is Art Class.* Ask *What do you do in art class? What do you do to make an art project?*
- **Introduce the strategy** Say *We'll read about what other students do in art class. Let's think about what we do in class.* Show Picture Cards 195 (color), 197 (cut), 199 (glue), 202 (a marker), and 205 (scissors), one at a time. Have students call out the words. Say *Good! These are all things that we use to make art in class.*
- Hand out word web graphic organizers. In the middle, have students write **What We Do in Art Class**. Ask students to fill in the ovals with things the children in the story do. Have students make a check mark next to words in the web that name things they do in their own class.

While You Read

- Read the book aloud to students. Stop after every few pages and ask questions to help students connect the story to their personal experience.
 - p. 3: *What do you use crayons for?* (coloring and drawing)
 - p. 7: *What do you use to cut out pictures?* (scissors)
 - p. 8: *Are there any markers in our classroom?* (Yes, there are./ No, there aren't.)

After You Read

- Have students imagine that they're going to make a poster called *We Love English Class*. Ask *What will you draw on the poster? What will you use to make the poster?*

Unit 2 Reader

Text Type fiction

Reading Strategy Connect Reading to Personal Experience

Vocabulary drawing, coloring, scissors, cutting, glue, gluing, markers

Grammar use the present progressive, first person plural (*We're counting crayons.*); use *Are there ...?* and *There are/There aren't*

Resources Picture Cards 195, 197, 199, 202, 205; Classroom Presentation Tool: Story Time; Video: Sc: II—Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Word web)

Be the Expert

Reading Strategy

Connect Reading to Personal Experience Many stories include activities and actions that students do now or did in the past. Stories might also introduce an activity that students want to do. As students read, have them connect activities in the story to their own experiences. Point out an action in the story and ask *Do you do this, too? When?*

Teaching Tip

Help students use pictures and photos to understand a text. For example, have students point to a word in the text. Then ask them to point to a part of a picture or photo that shows the meaning of the word.

Student Book

TR: 20 Unit 2. 1 Listen and say.
counting. She's counting.
coloring. They're coloring.
talking. They're talking.
cutting. She's cutting.
drawing. They're drawing.
gluing. He's gluing.
erasing. She's erasing.

TR: 21 2 Listen, point, and say.
gluing; talking; coloring; drawing; erasing; counting;
cutting

TR: 22 Grammar
What are you doing?
We're counting crayons.

TR: 23 4 Look. Listen and number the pictures.
1. What are you doing? We're painting a picture.
2. What are you doing? We're erasing the board.
3. What are you doing? We're listening to a song.
4. What are you doing? We're gluing numbers.
5. What are you doing? We're cutting paper.

TR: 24 5 Listen and say. Read and write.
a marker. It's a marker.
a notebook. It's a notebook.
glue. It's glue.
a paintbrush. It's a paintbrush.
scissors. They're scissors.

TR: 25 6 Listen and stick.
1. They are painting. They are using a paintbrush.
2. They are cutting. They are using scissors. 3. They
are coloring. They are using markers. 4. They are
writing. They are using a notebook. 5. They are
gluing. They are using glue.

TR: 26 Grammar
Are there any markers on the desk?
No, there aren't.
Are there any markers in the closet?
Yes, there are.

TR: 27 9 Listen. Read and sing.
Note: Lyrics for the song *Our Classroom* are on
Student Book p. 93.

TR: 28 10 The Sounds of English /c/ counting
Listen and say.
1. counting; cutting 2. coloring; cooking
3. computer; sock

TR: 29 11 Listen and read.

Paper Art
This girl is making Chinese paper art. She is cutting
paper to make a picture of a cat. She is using
scissors. Some people make paper animals or
flowers.
In Mexico people make paper art, too. People cut
pictures of flowers, animals, and people.

Workbook

TR: 13 Unit 2. 2 Look and listen. Write numbers.
1. We're reading. 2. We're coloring.
3. We're cutting. 4. We're counting.

TR: 14 3 Listen again. Write sentences.
1. We're reading. 2. We're coloring.
3. We're cutting. 4. We're counting.

TR: 15 6 Listen. What do the students have?
Write.
1. He's painting. 2. She's coloring.
3. He's reading. 4. She's gluing. 5. He's cutting.

TR: 16 11 Listen and read. Can you say these fast?
1. Sally's sister uses small silver scissors. 2. Green glue
is on Grandmother's green gloves. 3. People paint
purple paper puppets.

**TR: 17 12 Listen to the song. Read and circle yes
or no.**
Note: Lyrics for the song *Our Classroom* are on
Student Book p. 93.

**TR: 18 13 Listen. The words have the c sound as in
cat. Write the words in the crossword puzzle.**
1. cow 2. cookie 3. cutting 4. car 5. rock 6. sock 7.
computer 8. coloring

TR: 19 14 Listen and read.
Mexican Yarn Paintings
This Mexican artist is making a picture. But he is not
using a paintbrush! He is using beeswax and yarn.
He is pressing yarn into the beeswax.
You can make a yarn painting, too. Cut yarn. Glue it
to paper.

Student Book

Unit Opener SB p. 18

jumping

4 SB p. 22
Top left: 3, Top right: 5, Middle: 2
Bottom left: 4, Bottom right: 1

5 SB p. 23
1. a notebook, 2. a paintbrush, 3. a marker, 4. glue,
5. scissors

6 SB p. 23
1. paintbrush, 2. scissors, 3. markers,
4. notebook, 5. glue

7 SB p. 24
1. Yes, there are. 2. No, there aren't. 3. Yes, there are.
4. No, there aren't. 5. No, there aren't.

Workbook

Go to pp. 207–208 for the Workbook Answer Key for
this unit.

In This Unit

Theme This unit is about weather and clothes.

Content Objectives

- Students will
- describe weather.
 - identify clothes.
 - identify the correct clothing for the weather.

Language Objectives

- Students will
- talk about the weather.
 - talk about their clothes.
 - say when it is hot or cold.

Vocabulary

Vocabulary 1 a raincoat, boots, cloudy, rainy, a bathing suit, hot, sunny, cold

Vocabulary 2 shorts, sneakers, an umbrella, a coat, jeans

Grammar

Grammar 1 ask questions using *What's + noun + like?* (*What's the weather like?*) and answer questions using *It's ...* (*It's rainy.*)

Grammar 2 use the imperatives *Put on*, *Take off*, and *Don't forget*

Pacing Guides L2U3

Value Dress for the weather.

Related Vocabulary

angel, goggles, snow

Unit 3

Boots and Bathing Suits

Look and check.

The girl is wearing a dress.

yes no

She is wearing gloves.

yes no

28



Girl making snow angel

29

Be the Expert

About the Photo

The photo shows a girl at a ski resort called Snowbird, in the Rocky Mountains of North America. She wears a helmet to protect her head and goggles to protect her eyes from the bright sun shining on the snow. She wears ski boots. Each heavy boot fits into a ski.

Our World in Context

Weather patterns vary in different parts of the world. In tropical regions, weather varies very little from day to day and month to month. In temperate regions (between the tropics and the polar circles), weather patterns can be much more variable and unpredictable. The Earth's temperate regions are characterized by four distinct seasons: winter, spring, summer, and fall.

Teaching Tip

When a photo shows a person in action, ask students to imitate the action if they are able. Have them describe the motions a person needs to use to complete the action. Ask students to tell whether the action looks as if it would be fun to do.

Unit Opener

Objectives

- Students will
- look at a photo for information.
 - identify whether a sentence accurately describes a photo.

Resources Video: Introduction; Classroom Presentation
Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; Picture Cards 84–93, 206

Introduce

- Say *Turn to pages 28 and 29. What do you see?* After students reply, point to the girl and say *This girl is outside in the cold.* Ask *Is she moving?* Read the caption aloud. Move your arms like you are making a snow angel. Say *This is how you make a snow angel.*
- **Explain** Point to *Boots* in the unit title and then point to the girl's boots. Say *The girl is wearing boots. We wear boots in the cold.*
- Point to *Bathing Suits* in the unit title and then point to the bathing suit on p. 30. Say *This is a bathing suit.* Return to the photo on p. 28 and ask *Is the girl wearing a bathing suit?* (no) Act out shivering and say *We don't wear bathing suits in the cold!*

- **Set the stage** Draw a sun on the board and a stick figure of a girl below it. Say *This is Jae. Jae is going to play outside.* Fan your face and pretend to shield your eyes from the sun. Say *It's hot and sunny outside. Let's tell Jae what to wear.* Show the Picture Cards one at a time. Model choosing what Jae can wear. For example, show the Picture Card of a dress, say *a dress*, and ask *Yes or no?* Model the answer *Yes. She can wear a dress.* Continue with the rest of the cards.
- Guide students through the activity on p. 28. Read each sentence aloud. Have students stand if they think the sentence describes the photo and stay seated if they think it does not. Discuss each sentence and have students check the yes or no box. Then confirm the correct answer.

Vocabulary 1

Objectives

- Students will
- name types of weather.
- name clothes.
- name clothes that go with each type of weather.

Vocabulary a raincoat, boots, cloudy, rainy, a bathing suit, hot, sunny, cold

Content Vocabulary wearing

Resources Workbook p. 20; Audio CD TR: 30–31; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Picture Cards 206–216; Teacher's Resource CD-ROM: Activity Worksheet 3.1

Materials poster with letters of the alphabet

Related Vocabulary

puddle, snowball

1 Listen and say. TR: 30

2 Listen, point, and say. TR: 31



30



3 Work with a partner. Point and say. Use the words.

pants boots gloves
a jacket a raincoat

31

Be the Expert

Vocabulary Strategy

Alphabetical Order Students can practice the alphabet by putting new words in alphabetical order.

If the first letters of two words are the same (for example, *boots* and *bathing suit*), show students how to use the second letter to put the words in alphabetical order. If the words begin in the same way (*raincoat* and *rainy*), show students which letters to use to put the words in order.

Formative Assessment

Can students

- name types of weather?
Show the weather Picture Cards one at a time and ask *What weather is this?*
- name clothes?
Play TR: 30. Have students raise their hands when they hear the name of an item of clothing. Have them repeat each name they hear.
- name clothes that go with each type of weather?
Ask questions such as *It's hot! Do I wear a bathing suit or a raincoat?*

Review For additional practice, direct students to Activity Worksheet 3.1.

Warm Up

- **Preteach** Show the Picture Cards for *cloudy*, *rainy*, and *sunny*. Say each word and have students repeat. Form three groups. Give a card to each group. Say *Stand up when I say your word*. Call out each word. When all students are standing, say *Sunny, cloudy, and rainy are kinds of weather*. Write *weather* on the board.

- Point to the girl in the rain. Say *We wear a raincoat in the rain*. Point to her boots and say *We wear boots in the rain*.
- Repeat with the other images on pp. 30–31. Say *People dress for the weather*. Point to the clothes on each page and have students name them with you.

Present

- Say *Turn to pages 30 and 31. Look at the clothes and the weather*. Point to the picture of rain and say *rainy*. Point to the picture of the cloud and say *cloudy*. Say *Rain comes from clouds, so rainy and cloudy go together*.

Practice 1 2

- 1 Play TR: 30. Point to the Activity I directions. Say *Now we'll listen and say*. Play the audio again. Have students repeat each word and sentence.
- Place students in two groups. Play TR: 30 again and have one group repeat words and the other group repeat sentences. Then have group switch tasks. Replay TR: 30.

- 2 Point to Activity 2. Say *Now we'll listen, point, and say*. Play TR: 31. Say *Point to the picture that goes with each sentence. Then listen to the sentence and say it*. Replay TR: 31. Call on students to hold up their books and point to the correct pictures for the sounds.

Apply 3

- 3 Put students in pairs. Have partners say each word in the box on p. 31 and find a photo with the item on pp. 30–31.
- Model the dialogue with a student. Say *I'm Eddie the elephant. I say "It's cloudy and rainy."* Have the student read Freddy the frog's words. (She's wearing a raincoat and boots.)

- Say *Now talk with your partner. Use the words on pages 30 and 31. Use the words in the box, too*. Tell students they can describe what they see, and also talk about themselves.
- Tell students to describe the clothes on pp. 30–31. Give an example: *The bathing suit is green and blue*.

Wrap Up

- Put Picture Cards facedown on a desk. Have a student pick a card and say a sentence or two with it. Model with the Picture Card of a bathing suit. Say *It's hot. I'm wearing a bathing suit*. Repeat until all students have had a turn.

Grammar 1

Objective

- Students will
- ask and answer questions using *What's + noun + like?* and *It's ...*

Grammar ask questions using *What's + noun + like?* (*What's the weather like?*) and answer questions using *It's ...* (*It's rainy.*)

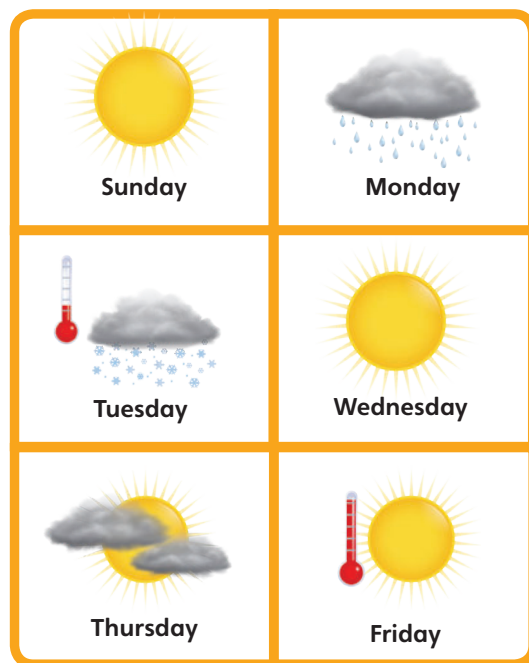
Content Vocabulary *weather, today*

Resources Workbook p. 21; Audio CD TR: 32; Video: Grammar I; Classroom Presentation Tool: Grammar I; Picture Cards 208–210, 212, 214

GRAMMAR TR: 32

What's the weather like? It's rainy.

4 Point and say. What's the weather like?



32

Practice

- Say *Now it's time to ask and answer questions about the weather.* Write the following on the board:

What's the weather like?	cloudy
It's _____.	cold
	hot
	rainy
	sunny

- Assign partners. Have partners use the question, sentence frame, and vocabulary words on the board to ask and answer questions about the weather.

Apply 4

- 4 Read aloud the Activity 4 directions on p. 32. Say *Let's read what Polly the parrot and Freddy the frog are saying.* Ask two students to model the exchange.
- Pair students. Tell the first partner to pick a day and begin a dialogue like the one between Polly and Freddy. The first partner describes the weather for the chosen day and asks the question about what day it is. The other partner answers by finding the matching picture and naming the day.
- Say *Look at the pictures for each day. Pick a day, for example, Thursday. Say, "It's cloudy today. What day is it?" Your partner answers, "It's Thursday." Take turns asking and answering questions about the weather on different days.*
- ✓ When partners have finished playing the game, ask *What three days have the same weather?* (Sunday, Wednesday, and Friday) If students have difficulty, review the names of the days of the week and the chart on p. 32.

Wrap Up

- Write these sentences on the board: *I'm wearing a bathing suit. What's the weather like?* Read the sentences aloud. Have the class answer using the form "It's (hot)." Then write the words *boots* and *a raincoat* on the board. Pair students and have partners take turns repeating the dialogue, replacing *a bathing suit* with the items of clothing listed on the board.

Be the Expert

Our World in Context

In some places, day-to-night temperatures can vary greatly. For example, the Chihuahuan Desert in North America may be very hot during the day—over 37°C (100°F). At night the temperature may be freezing (0°C, or 32°F) or lower.

Grammar in Depth

Contractions with *are* and *is* are common in spoken English. Students may hear *what's*, *it's*, *that's*, and *they're*. Another common contraction is *let's*. *Let's* is a contraction for *Let us*. Teach students not to confuse the use of an apostrophe in a contraction with its use in a possessive. An apostrophe before an *s* in a noun indicates a singular possessive: the girl's apple. An apostrophe after an *s* indicates a plural possessive: the girls' apples.

Warm Up

- Preteach** Write the following on the board:

What's the weather like?
It's _____.

- Show Picture Card 212 (*rainy*). Ask *What's the weather like?* Point to the sentence frame on the board and model the answer. *It's rainy.* Then show Picture Card 208 and ask a student *What's the weather like?* Point to the sentence frame on the board and guide the student to respond *It's cloudy.* Repeat for Picture Card 214 (*sunny*).

Present

- Have students open their books to p. 32. Say *Look at the grammar box. The words What's and It's are each made from two words: What is and It is. Write What is and It is on the board. Write the contractions next to them. Say We take a letter out of each and combine the words. What is becomes What's. It is becomes It's.*
- Have students look at the grammar box again. Read the question aloud: *What's the weather like?* Say *The word like in this sentence means we want to know about the weather. Let's say it together: "What's the weather like?"*
- Say *Let's answer the question. Read with me: "It's rainy." Now let's listen.* Play TR: 32. Play it again and have students say the sentences along with the recording.

Vocabulary 2

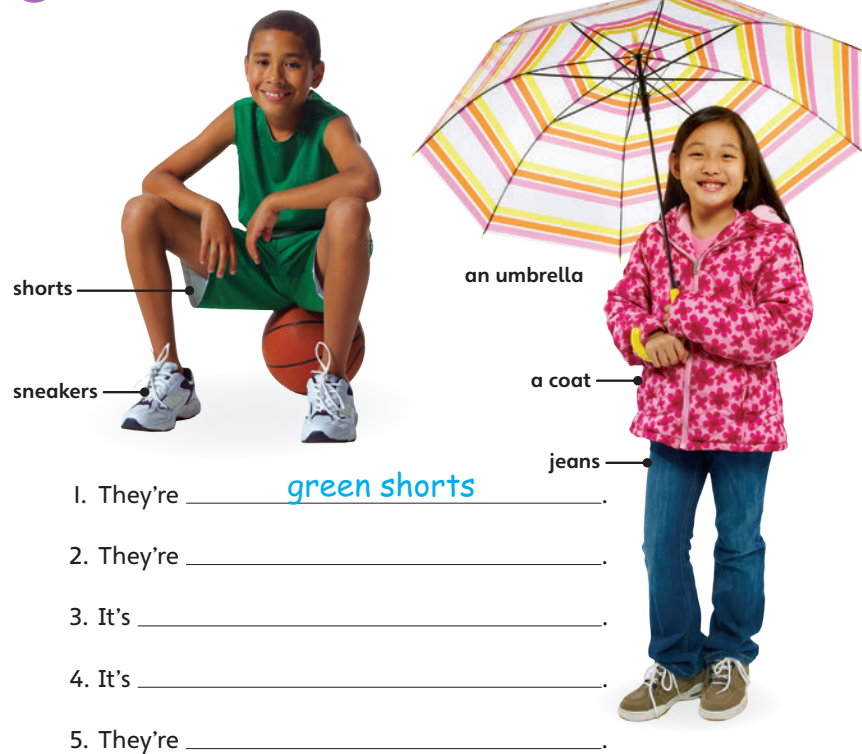
Objectives

- Students will
 - name clothes.
 - describe clothes by color.

Vocabulary *shorts, sneakers, an umbrella, a coat, jeans*

Resources Workbook p. 22; Audio CD TR: 33; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 84–93, 206, 207, 211, 217–221; Alphabet Poster; Teacher's Resource CD-ROM: Activity Worksheet 3.2

5 Listen and say. Look and write. TR: 33



- They're green shorts.
- They're _____.
- It's _____.
- It's _____.
- They're _____.

6 Talk and stick. Take turns.

I wear socks with these.

I know! They're sneakers!

1

2

3

4

5

33

- Show the Picture Card for *shorts* and ask *What is this?* (*shorts*) Repeat the activity with Picture Cards for *coat, jeans, sneakers, and umbrella*.

Practice 5

- 5 Point to Activity 5 on p. 33. Play TR: 33 once while students listen. Replay TR: 33, pausing after each word and sentence to let students repeat.
- Say *Look at items 1–5. Let's finish each sentence with a word from the page. The first one is done. Say They're green shorts. They're means "They are."*
- Point to item 2. Ask *What word begins the sentence?* (They're) *Which new words can you use?* (*sneakers, jeans*) Say *What color are they?* (*white, blue*) Have students complete item 2. Say *Write the color and the clothes.*
- Say *Item 3 begins with It's. It's is short for the words It is. Which new words can you use with It's?* (*an umbrella, a coat*) Have students complete the remaining items. Review the correct answers.

Apply 6

- 6 Point to Activity 6 on p. 33. Say *Find the Unit 3 stickers in the back of your book. What do the stickers show?* (*sneakers, shorts, a raincoat, a coat, jeans*)
- Group students. Have group members take turns choosing a sticker. Have students use two dialogue patterns for the activity. Students either tell what other item of clothing they wear with the clothes pictured on the sticker or in what type of weather they wear them. The other group members guess which sticker to place on the page. Use the dialogue on p. 33 to model the activity.

Wrap Up

- Group students based on the colors they're wearing. Have students in each group list all the clothes that are the same color in the group (for example, the "blue" group might list blue jeans, blue shirt, blue sneakers, blue socks). Collect the lists and read each one aloud. As you read each item of clothing, have students point to someone in class wearing it.

Be the Expert

Vocabulary Strategy

Alphabetical Order Show students the alphabet poster. Write the five vocabulary words on the board in random order. Tell students you want to put the words in alphabetical order. Remind students that to put words in alphabetical order, they use the first different letter in each word. Tell them to ignore the words *a* and *an* when they put words in alphabetical order. The correct alphabetical order is *coat, jeans, shorts, sneakers, umbrella*.

Teaching Tip

When students use adjectives and nouns, as in *green shorts*, check for correct word order. The adjective usually comes before the noun in English. This is not true in all languages.

Formative Assessment

Can students

- name clothes?
Ask questions such as *What shoes do you wear to play outdoors? How do you stay dry in the rain?*
- describe clothes by color?
Point to each vocabulary word on p. 33. Ask questions such as *What color is this? What color are these? What colors do you see in this?*

Review For additional practice, direct students to Activity Worksheet 3.2.

Warm Up

- Recycle** Show the Picture Card of a dress and ask *What color is the dress?* (*blue*) *What's the weather like—hot or cold?* (*hot*) Continue with the rest of the clothing Picture Cards.
- Ask *What clothes go on your feet?* (*shoes, socks, boots*) *What clothes go on your hands?* (*gloves*) *What clothes go on your head?* (*hat*)
- Ask *When do we wear boots?* (*when it's rainy, when it's cold*) *What clothes can we wear with boots?* (*a raincoat, gloves*)

Present

- Have students open their books to p. 33. Say *Now we have five new words. The words are next to the photos. Four of the words are for clothes.*

- Point to the boy on the basketball. Say *The boy is wearing shorts* (point to the shorts) *and sneakers* (point to the sneakers). *Let's say the word shorts together: shorts. Let's say the word sneakers together: sneakers.*
- Point to the umbrella. Say *One new word is a thing to use in the rain.* Act out being rained on, and then opening an umbrella for protection. Say *Let's say the word together: umbrella.*
- Ask *Where else on the page do you see sneakers?* Wait for the students to answer. Say *The girl with the umbrella is wearing sneakers. She's also wearing jeans* (point to the jeans) *and a coat* (point to the coat).

Grammar 2

Objectives

- Students will
- use the imperatives *Put on*, *Take off*, and *Don't forget*.
- match clothes and weather.

Grammar use the imperatives *Put on*, *Take off*, and *Don't forget*

Academic Language underline






Resources Workbook pp. 23–24; Audio CD TR: 34; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Picture Cards 208–210, 212–214, 216; Alphabet Poster; Teacher's Resource CD-ROM: Activity Worksheet 3.3

Materials a hat, jacket, or glove

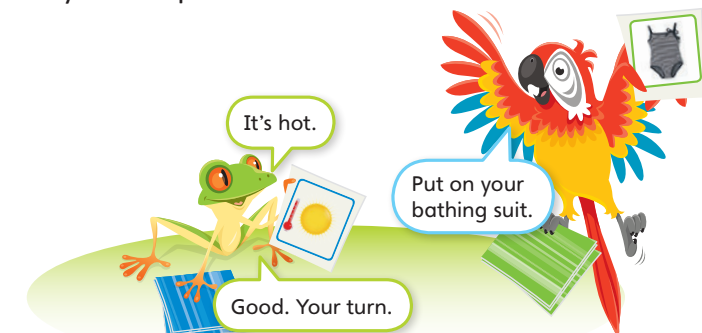
GRAMMAR TR: 34

It's cold. **Put on** your coat.
It's hot. **Take off** your jacket.
It's rainy. **Don't forget** your umbrella.

7 Read. Underline the correct answer.

-  It's cloudy. Put on your **dress**. / **raincoat**.
-  It's rainy. Don't forget your **boots**. / **jeans**.
-  It's sunny. Take off your **raincoat**. / **sneakers**.
-  It's cold. Don't forget your **umbrella**. / **gloves**.
-  It's hot. Put on your **coat**. / **shorts**.

8 Play a game. Cut out the cards on page 101. Play with a partner.



34

Practice 7

- 7 Play TR: 34 and have students repeat the sentences. Read the Activity 7 directions aloud. Write the direction line on the board. Say *When you underline, you draw a line under something*. Underline the words *correct answer*. Say *A correct answer is right. It makes sense*.
- Say *Look at the picture and the words in item 1. The first sentence says It's cloudy. I'll read the second sentence: Put on your dress. No. That doesn't make sense. Put on your raincoat. Yes. That's the correct answer! I'll underline the word raincoat*. Use this process to guide students through item 2. Have students underline the word *boots*.
- Pair students, and have partners complete items 3–5. Call on pairs to share their answers aloud. Then review the correct answers. ✓ Say *It's hot and sunny. Do I put on or take off my coat?* (Take off your coat.) If students answer incorrectly, review the first two pairs of sentences in the grammar box, as well as the meaning of the word *coat*.

Apply 8

- 8 Read aloud the Activity 8 directions. Pair students. Have partners cut out the cards and sort them into two piles: weather cards and clothing cards.
- Point out the model dialogue on p. 34. Have partners choose an animal and read the dialogue. Make sure they understand how to take turns speaking. Then write these sentence frames on the board: *Put on your _____*. *Take off your _____*. *Don't forget your _____*.
- Demonstrate the game. Choose a weather card. Hold it up and say *It's (cold)*. Have a student choose a clothing card to match the weather, and use a sentence frame from the board to say a sentence, for example, *Put on your coat*. Then have pairs play the game. Make sure partners take turns.

Wrap Up

- Hold up your coat, but don't put it on. Say *I'm going outside. It's cold*. Ask the class *What do you say?* (Put on your coat.) Put it on. Then say *It's hot outside. What do you say?* (Take off your coat.)

Be the Expert

Grammar in Depth

Imperative English sentences begin with a verb. (*Run fast! Shut the door.*) The subject of an imperative sentence is *you*. It is not said or written but is understood to be part of the imperative.

Teaching Tip

Take time to relate the topic of a unit to the country in which you're teaching. Give students opportunities to compare and contrast their experiences with the topic, and to tell what they know about it. Encourage students to talk about dressing for the weather in their own and other countries.

The Sounds of English Cards

You can use The Sounds of English Card I to teach the /p/ sound. Audio for this card is available on the *Explore Our World* website.

Warm Up

- **Recycle** Say *Listen carefully. I'm going to tell you to do something. Ready? Take out a marker*. Make sure students have taken out a marker. Then say *Take out your notebook. Open your notebook. Take out your scissors. Take out your glue*. Students should follow each command you give, in order.
- Say *You can say what to do, too. Tell me what to wear. Pretend it's cold in here. Should I wear shorts or a jacket?* Call on two or three students and say to each one (*Anna*), *tell me what to wear*. (It's cold. Wear a jacket.)

Present

- Have students open their books to p. 34. Say *Look at the grammar box. Listen*. Play TR: 34. Replay

the audio and have students repeat. Say *The dark words in the box tell you what to do*. (Put on; Take off; Don't forget)

- Act out putting on and taking off an article of clothing such as a hat, a jacket, or a glove. As you move, say *I'll put on this (hat). Now I'll take off this (hat)*.
- Say *Let's play Don't Forget! Pretend I'm a child and you're my parents*. Say *It's rainy. I'm going outside*. Walk to the door. Say *You say, "Don't forget your umbrella!"* Have the class repeat the command. Say *It's cold. I'm going outside*. You say, *"Don't forget your boots!"* Have the class repeat the command.
- Repeat the conversation several times with *rainy*, *sunny*, *hot*, and *cold*. Help students name different clothes, including shorts, sneakers, a jacket, and a coat.

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 boots, cold, sunny, hot

Vocabulary 2 a coat, sneakers, shorts

Grammar

Grammar 1 ask questions using *What's + noun + like?* (*What's the weather like?*) and answer questions using *It's ...* (*It's rainy.*)

Grammar 2 use the imperatives *Put on* and *Take off*

Resources Workbook p. 25; Audio CD TR: 35; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 3.4

Related Vocabulary

come, look, outside

The Sounds of English

Resources Workbook p. 25; Audio CD: TR 36; Picture Cards 211, 212, 40, 41, 33, 100, 1, 137; Workbook p. 25; The Sounds of English Card 21

9 Listen. Read and sing. TR: 35

Hot or Cold?

*We dress for the weather.
The weather can be hot or cold.
Sometimes it's hot. Sometimes it's cold.
Is it hot or cold today?*

THE SOUNDS OF ENGLISH TR: 36

rainy

10 Listen and say.

- | | |
|------------|----------|
| 1. rainy | raincoat |
| 2. river | rock |
| 3. erasing | car |

Boy sledding in Seoul, South Korea

35

Extend

- Place students in two groups. Play TR: 35 and have students listen for weather words. Then list these words on the board: *sunny, hot, cold*. Tell students to take turns acting out the weather words and having other students in their groups guess the words.
- Have students form three groups. Write *boots, coat, sneakers, shorts, hat, and coat* on the board. Assign one word to each group. Play TR: 35, and have groups clap when they hear their words in the song.

The Sounds of English: /r/ as in rainy 10

- 10 Show Picture Cards of *rainy, raincoat, river, and rock*. Ask *What's the weather like?* and *What's this?* and have students reply. (*It's rainy.*) (*raincoat, river, rock*) Repeat each word slowly as you write it on the board in large letters. Then say *rainy* and underline the letter *r* in the word. Do the same for the other words. Say *The letter r can stand for the /r/ sound.*
- Hold up the Picture Cards next to the words written on the board. Lead the students in saying *It's (a) (rainy)* for each word. Say *Now we're going to listen and say.*
- Have students turn to p. 35 in their books. Play TR: 36 for item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again.
- To check understanding, have ready Picture Cards such as *red* and *rice*. Say *Look and listen. Stand up when you hear the sound.* Hold up a picture (*red*) and say (*red*) twice. Students should quickly stand and say the word. Hold up a few pictures without the target sound as well. Students stay seated when they don't hear the sound.
- Invite students to look around the classroom and find objects whose names include the /r/ sound. Have students point to the objects and say the words.
- To sum up, practice the following chant with students:

One, two, three.
Chant with me!
/r/ /r/ /r/
Rainy and raincoat.
River and rock.
Three, two, one.
Our chant is done!

Be the Expert

About the Photo

This photo shows a child riding a plastic sled in Seoul, South Korea. Snowfall is not uncommon during the winter in South Korea. The Seoul area has many special sledding fields where people sled in lanes.

Teaching Tip

Classroom Management Decide on a signal for partners and groups to use when they've finished their work or run out of things to talk about. This way, you'll know when students need hints or prompts, or when everyone is ready to move on. You might have one student raise a colored card (such as red for "stop") when partners or groups have completed an activity.

The Sounds of English Cards

You can use The Sounds of English Card 21 to teach the /r/ sound. Audio for this card is available on the *Explore Our World* website.

Use the Song 9

- Have students open their books to p. 35. Say *Look at the photo. Is it hot or cold outside?* (cold) *How can you tell?* (The child is wearing a jacket, a hat, and gloves.)
- 9 Say *Let's listen to the song.* Play TR: 35. Point to the lines in the song on p. 35. Say *This is the chorus. We hear it twice. Listen.* Play TR: 35 again. Ask *What does the word dress mean in the song? What do you do when you dress?* (put on clothes) *Yes! When you dress, you put on clothes.*
- Play the first verse. Read the verse aloud. Then have students read along with you. Repeat with the second verse. Then play both verses and have students sing along.
- Play the chorus. Read the chorus aloud. Then play the chorus again and have students sing along. Play the third and fourth verses. Read the words aloud. Then play the third and fourth verses and have students sing along.
- Explain that the chorus is sung again at the end of this song. Play the final chorus and have students sing along.
- Act it out** Divide the class into four groups. Assign each group a verse. Play the song and have each group act out its verse as the other students sing it. Have everyone sing the chorus together.

Reading

Objectives

- Students will
- describe weather.
- identify main idea and details.

Reading Strategy Identify Main Idea and Details

Academic Language *main idea, details*

Content Vocabulary *Arctic, animal, fur, polar bear, hare, summer, winter*

Resources Audio CD TR: 37; Workbook pp. 26–27; Classroom Presentation Tool: Reading; World Map Poster

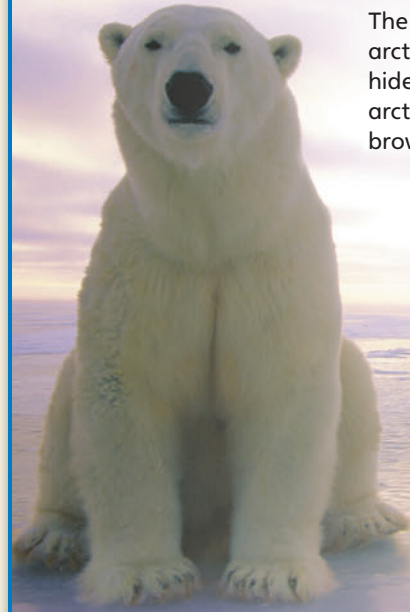
Related Vocabulary

ice, sunlight

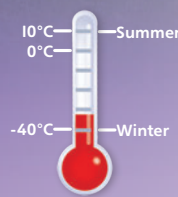
11 Listen and read. TR: 37

Snow Animals

The Arctic is a very cold and snowy place. The polar bear, arctic fox, and arctic hare are arctic animals. Their fur keeps them warm. It hides them in the snow. The arctic fox and the arctic hare have white fur in the winter and brown fur in the summer.



Amazing fact! Polar bears are black under their fur.



12 Work with a partner.

Which animals live in cold places?



36

- **Graphic literacy** Point to the thermometer on p. 36. Ask *What does a thermometer show?* (the temperature) Then have one student read aloud the first sentence of “Snow Animals.” Point to the thermometer again and say *The red line tells the temperature. The red line near the top means it’s hot. The red line near the bottom means it’s cold.* Ask *Is the temperature on the thermometer hot or cold?* (cold)

Think Aloud Model guessing meaning from context and text features by thinking aloud. Say *I’m not sure what hare means. First I’ll reread the sentence that has the word hare in it. The sentence names two other animals—the polar bear and the arctic fox. A hare is probably an animal, too. Now I’ll look at the photos. One photo shows an arctic hare, which looks like a rabbit. A hare must be a kind of rabbit.*

- Point to “Snow Animals” on p. 36. Say *The main idea is the most important thing in the reading. Details give more information about the main idea. Some details are also given in the photos.*
- Write the following on the board: *The polar bear, arctic fox, and arctic hare live in the _____.* Ask *Where do they live?* (the Arctic). Write Arctic on the blank line. Say *The main idea is that the three animals live in the Arctic. A detail tells more about the main idea. “Their fur keeps them warm” is a detail.*

Apply 12

- **12** Read aloud the directions for Activity 12 on p. 36. Say *Look at Mia the monkey and Freddy the frog on page 36. Let’s read what they’re saying.* Have students practice reading the dialogue. Pair students. Then say *Now talk with your partner about other animals. Talk about animals that live in the Arctic.*
- To help students get started, list the mascot animals used in this unit: elephant, frog, parrot, monkey. Ask *Do these animals live in cold places?* Point to each animal and have students answer: *No, (elephants) don’t live in cold places.*

Wrap Up

- Say *Choose one of the three Arctic animals you read about. Draw a picture of your animal. Then write a sentence about your animal.*
- Have students share their drawings and the sentences they wrote about their animal with the class.

Be the Expert

Our World in Context

Polar bears stay warm with two layers of fur. Fur on the bottoms of their paws helps insulate them from the cold. The black skin under their fur absorbs solar energy, which also helps them stay warm. In addition, their small ears and small tails do not lose much heat.

Reading Strategy

Identify Main Idea and Details

To help students identify the main idea of a passage, ask questions about important details, for example, *What’s the weather like in the Arctic? How can animals live there?* Responses such as *It’s cold* may be hints about the main idea of the reading.

In the case of the reading passage at left, the main idea is that arctic animals live in very cold weather. Explain that other clues to the main idea may be found in the title or beginning sentence of a passage.

Warm Up

- **Build background** Show students a world map or globe. Point to the area at the top of the globe and say *This is the Arctic. It’s very cold there in the winter.*
- Have a student find your country on the map or globe and point to it.
- Ask *What’s our winter like?* Write *It’s _____* on the board. Have students take turns saying words that complete the sentence.

Present

- Say *Turn to page 36. Look at the title and photos.* Ask *What do you think this reading is about?* (animals that live in a cold place)

- **Read together** Say *Let’s listen and read. First, look at the words as you listen. Then we’ll read them together.* Play **TR: 37** one sentence at a time. Have students listen. Then replay and have students read along.

Practice 11

- Replay **TR: 37**. Pause at the end to check for comprehension. Ask:
 - How does fur help arctic animals?* (It keeps them warm. It hides them in the snow.)
 - What color fur do the arctic hare and arctic fox have in the summer?* (brown)

Value

Value Dress for the weather.

Objectives

- Students will
- describe weather.
 - name clothes.
 - share ideas.

Resource Values Poster; Teacher's resource CD-ROM: Three-column chart



37

Value

- Have students turn to p. 37. Read aloud the statement at the top of the page. Say *People dress for the weather. When it's cold, they put on more clothes. When it's hot, they take off extra clothes.*
- Read aloud the three sentences in the center of the page. Ask *Is it raining in this photo? Is it hot or cold? How can you tell?* Have the class answer the question *What's the weather like?* together.
- Tell students that *the right clothes* are clothes that match the kind of weather outside. Say *When it's rainy, I wear (a raincoat). What do you wear?*
- Draw the following three-column chart on the board.
- Have a student read aloud the question at the bottom of the page. Use the chart to discuss as a class different kinds of weather and the clothing you wear for each kind of weather.

rainy	sunny	cold
raincoat		

Give the Unit Quiz

- Hand out the Unit 3 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to pictures A–D in Section I on p. 63. Say *Look at these pictures.* Point to letters A–D. *There is a letter next to the pictures.* Then point to letters E–G. *Look at these letters. Each letter is on a thing in the picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB17. It's sunny.** When students have written a letter, ask *What letter did you write?* When students respond with the letter A, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB17.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Look at the pictures. Write about the weather.) Repeat the process for Sections 3 and 4. (3: Circle the correct answer. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the images at the top of p. 83. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Ask *What's the weather like?* Point to the snow falling around the image of the shivering girl. Say *It's cold.*
- See p. 88 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 63–64, 83, 88, 91, 93; Assessment Book Audio CD TR: AB17

Be the Expert

Testing Tip

Be prepared. Before any test, think about what will be needed for the testing situation. Bring extra pencils, scrap paper, and erasers. Plan for what students will do after the test while other students are finishing. Bring English magazines or reading materials that students can use after they finish their tests.

Also, think about how students should ask questions during tests (raising their hands, coming to the teacher's desk, etc.), whether or not they are allowed to write on paper copies of the test, what they should do with their other books and school materials during testing, and how/if they should turn in their test when they are finished.

Write all of the directions and guidelines on the board before the testing session and state them verbally, so that testing procedures are clear to all students.

Assess Unit Objectives

Ask questions such as the following:

- *Is it hot?*
- *What's the weather like?*
- *What are you wearing?*

Project For a theme-related closing activity, direct students to the Unit 3 Project Worksheet.

Video

Vocabulary 1 rainy, sunny, cloudy, boots, a bathing suit, a raincoat

Vocabulary 2 shorts, a coat, an umbrella, sneakers, jeans

Grammar 1 ask questions using *What's + noun + like?* and answer questions using *It's ...*

Grammar 2 use the imperatives *Put on, Take off, and Don't forget*

Song *Hot or Cold?*

Viewing weather and clothes

Story Time *The North Wind and the Sun*

Resources Student Book pp. 28–35; Teacher's Resource CD-ROM: Graphic Organizers (T-chart)

Before You Watch

- Play the introduction to the video. Say *This video is about weather and the clothes we wear. What do you wear when it rains? What do you wear when it is sunny?*

While You Watch

- Have students look and listen for words about weather and clothes. Have them sort the words in a T-chart with the headings **Weather** and **Clothes**.
- Pause the video as necessary to allow students to identify and sort words.

After You Watch

- Write on the board *It's _____ . I wear _____ .* Have students choose a word from each column of their charts and use the sentence frames to say sentences about the weather and the clothes they wear for that weather. Model by saying *It's rainy. I wear a raincoat.*



Zoom In

Vocabulary

- View each set of photos and captions. Have students say the word or the sentence on each photo.
- Look at the images of weather. Turn off the sound. For each image, ask *What's the weather like?*

Grammar

- Play the beginning of Grammar 1 and pause after the first question and answer. Ask *Who are the people? What time of day is it? What does the robot do?*
- Freeze an early frame of Grammar 2. Point to the windows. Ask *What's the weather like? What's the boy wearing?*

Song

- Write *hot, cold, put on, and take off* on the board. Play Scene 9 with no sound. Have students clap each time Anna acts out *hot, cold, put on, and take off*.
- Play the song with sound. Have students sing along and act out *hot, cold, put on, and take off*.

Viewing

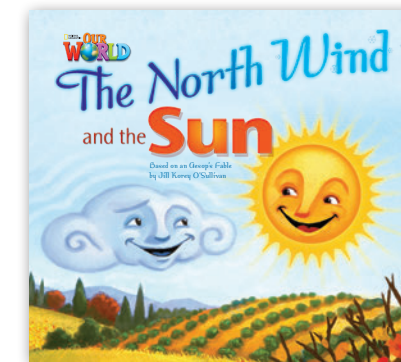
- Pause the video at the end of the desert segment. Ask *What are the people wearing?* (robes) Pause at the end of the mountain peak and hurricane segments and ask the same question.

Story Time

- View *Story Time* once with students.
- View *The North Wind and the Sun* again. Pause after the introduction and say *The man is wearing a coat. Why?* (It's cold.) Pause after the wind fails to blow the man's coat off. *The man doesn't take off his coat. Why?* (It's cold.) Pause after the man takes off his coat. *The man takes off his coat. Why?* (It's hot.)

The North Wind and the Sun

The North Wind and the Sun see a man wearing a coat. Is the North Wind strong enough to blow the man's coat off? Can the Sun make the man take off his coat?



Before You Read

- **Activate prior knowledge** Ask *Who has a coat today?* Choose one student and ask *When do you wear your coat?* If no one has a coat, ask *Why do people wear coats?*
- **Predict** Tell students that, in this fable, the Sun and the North Wind want to play a game. They want to make a man take off his coat. Say *The sun can make it hot outside. What can the wind do?* (make it cold outside) Write *North Wind* and *Sun* on the board. *Who do you think wins the game?* Have students raise their hands if they think the North Wind wins the game. Write down the number of votes. Have students raise their hands if they think the Sun wins. Write down the number of votes. Say *Now let's read this story and learn how the game ends!*

While You Read

- Stop every few pages to help students understand what the words and pictures mean. Ask questions and help students figure out the answers.
 - p. 3: *What do the Sun and the North Wind want to do?*
 - p. 4: *What makes the leaves fly?*
 - p. 9: *What does the Sun do?*
 - p. 11: *Do you think the Sun is very smart?*

After You Read

- Have students find the statement "It is a cold day." on p. 2 of the reader. Then have them find the statement "It is sunny and hot." on p. 8. Divide the class into two groups and assign one statement to each group. Say *Think about what a cold or hot day looks like. Draw a picture of what you see in your mind.* Have students share their completed pictures with the class and discuss similarities and differences.

Unit 3 Reader

Text Type fable

Reading Strategy Visualize

Vocabulary cold, boots, jeans, a coat, sunny, hot

Grammar use the imperatives *Put on, Take off, and Don't forget*

Resources Classroom Presentation Tool: Reader; Video: Sc. II—Story Time

Be the Expert

Reading Strategy

Visualize Explain that to *visualize* means to let words make a picture in your mind. Before students read, tell them to close their eyes as you read a page of the story to them. Then have students read the page on their own. Ask how the pictures match what they visualized with their eyes closed. What things do the words help them see, or see better? (for example, the man taking off his coat)

Text Background

This story is based on a fable by the Greek writer Aesop. Fables usually teach a lesson. In the original fable, the Sun and the North Wind want to see who has more power. The fable teaches that persuasion (the Sun's heat) is more powerful than force (the wind).

Audio Script

Student Book

TR: 30 Unit 3. 1 Listen and say.

a raincoat. She's wearing a raincoat.
boots. She's wearing boots.
cloudy. It's cloudy.
rainy. It's rainy.
a bathing suit. She is wearing a bathing suit.
hot. It's hot.
sunny. It's sunny.
cold. It's cold.

TR: 31 2 Listen, point, and say.

1. It's rainy. 2. It's cold. 3. It's hot and sunny.
4. She's wearing a raincoat. 5. She's wearing boots.
6. She's wearing a bathing suit.

TR: 32 Grammar

What's the weather like?
It's rainy.

TR: 33 5 Listen and say. Look and write.

shorts. He's wearing shorts.
sneakers. He's wearing sneakers.
an umbrella. It's an umbrella.
a coat. She's wearing a coat.
jeans. She's wearing jeans.

TR: 34 Grammar

It's cold. Put on your coat.
It's hot. Take off your jacket.
It's rainy. Don't forget your umbrella.

TR: 35 9 Listen. Read and sing.

Note: Lyrics for the song *Hot or Cold?* are on Student Book p. 94.

TR: 36 10 The Sounds of English /r/ **rainy**
Listen and say.

1. rainy; raincoat 2. river; rock 3. erasing; car

TR: 37 11 Listen and read.

Snow Animals

The Arctic is a very cold and snowy place. The polar bear, arctic fox, and arctic hare are arctic animals. Their fur keeps them warm. It hides them in the snow. The arctic fox and the arctic hare have white fur in the winter and brown fur in the summer.

Workbook

TR: 20 Unit 3. 2 Listen, read, and write.

Good morning! It's Monday. Put on your raincoat today!
Hello. It's a cold Tuesday! You need a hat and gloves.
Hello, sun! It's a hot Wednesday.

TR: 21 5 Listen. Write.

1. You carry this when it's raining.
2. You wear these on your feet.
3. These are long pants.
4. You wear this when it's cold.
5. You wear these when it's hot.

TR: 22 10 Listen and read. Can you say these fast?

1. We have wet, windy, Wednesday weather!
2. What color coat can Cousin Carlos get?
3. Suzu's sister Sada likes socks, shoes, and shorts.

TR: 23 11 Listen to the song. Read and write.

*Come and look outside.
What do you see?
Today it's snowy.
Put on your boots and coat.
It's cold outside today.*

*Come and look outside.
What do you see?
Today it's sunny.
Put on your sneakers and shorts.
It's hot outside today.*

TR: 24 12 Listen. Draw an X over the word that doesn't have the same *r* sound as in *rainy*.

1. rock; raincoat; cloud
2. robot; clock; eraser
3. game; rice; red

TR: 25 13 Listen and read.

Hats

People wear many kinds of hats. A hat keeps you warm on a cold day. You can wear a hat on a hot day. Or you can wear a hat when it's rainy. You can even wear a hat just for fun!

Answer Key

Student Book

Unit Opener SB p. 28

no; yes

5 SB p. 33

1. green shorts, 2. sneakers, 3. an umbrella, 4. a coat, 5. jeans

7 SB p. 34

1. raincoat. 2. boots. 3. raincoat. 4. gloves. 5. shorts.

Workbook

Go to pp. 209–210 for the Workbook Answer Key for this unit.

In This Unit

Theme This unit is about outdoor activities.

Content Objectives

- Students will
- identify outdoor games and activities.
 - ask people what they like to do.
 - tell what they like to do.

Language Objectives

- Students will
- name games and activities.
 - tell what they like and don't like to do outside.

Vocabulary

Vocabulary 1 play a game, fly a kite, jump rope, ride a bike, play soccer, play baseball, play basketball

Vocabulary 2 bounce a ball, throw a ball, catch a ball, watch a game, play tag

Grammar

Grammar 1 use like + infinitive

Grammar 2 use Let's + verb

Pacing Guides L2U4

Value Be a good sport.

Related Vocabulary

buckets, waterfall

Unit 4

Fun in the Sun

Look and check.

The boys are

walking. jumping.

They all have

buckets. shirts.

Boys playing in the water, Klungkung, Bali

38



39

Be the Expert

About the Photo

These boys are in Bali, an island east of Java in Indonesia. They are playing in a waterfall formed by the Unda River near Klungkung, in the eastern part of the island.

Teaching Tip

Taking Turns Make sure each student in a group has the chance to speak and to talk without interruption. Have group members pass an object, such as a card or a sheet of colored paper, to show whose turn it is to speak. Each speaker passes the object to another group member when he or she finishes.

Unit Opener

Objectives

- Students will
- look at a photo for information.
 - complete sentences to describe a photo.

Resources Video: Introduction; Teacher's Resource CD-ROM; Home-School Connection Letter; Classroom Presentation Tool: Unit Opener; Unit Opener Poster

Introduce

- **Recycle** Read the unit title aloud. Point to the photo and say *These boys are having fun. What are they wearing?* (bathing suits) Say *The boys are having fun in the sun. It can be hot in the sun.* Say *Look at the water. Do you think the water is hot or cold?* On the board, write *The water is _____.* *The sun is _____.* Have students tell you the words to write on the lines (cold, hot).
- Remind students of the Unit 2 title, *Fun in Class* (p. 18), and ask them to name some of the fun things you do in class (coloring, drawing, painting). *When you have fun, do you look like this?* Frown. (no) Then smile and ask *Do you look like this? Are you happy when you have fun?*
- Point to the photo. Act out swimming. Ask *Are the boys swimming?* (no) Ask *What are they doing?* (playing in water) Say *These boys live in a hot place. There's a lot of water! The boys are playing in the water.*

- Ask questions to encourage discussion of the photo.
What's the weather like? (hot)
Where are the boys playing? (in the water)
What are the boys wearing? (bathing suits)
- Guide students through the sentence-completion activity on p. 38. Say *Look at the first sentence in the blue box. One word makes the sentence true. Which word is it? Let's read the choices together.*
- Have students read aloud *The boys are* with you. Then say *walking. The boys are walking. Is that true? No, the boys aren't walking.* Say *jumping. The boys are jumping.* Say *Look at the picture. Is that true? Yes. Two boys are jumping.*
- Have students make a check mark next to the correct answer choice and read the complete sentence aloud. Repeat the process for the second sentence in the activity.

Vocabulary 1

Objectives

Students will

- name and use words for outdoor games and activities.
- ask and answer questions about what people are doing.

Vocabulary *play a game, fly a kite, jump rope, ride a bike, play soccer, play baseball, play basketball*

Resources Workbook p. 28; Audio CD TR: 38–39; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Picture Cards 222–231; Teacher’s Resource CD-ROM: Activity Worksheet 4.I

Materials soft ball or crumpled sheet of paper to toss from person to person

Related Vocabulary

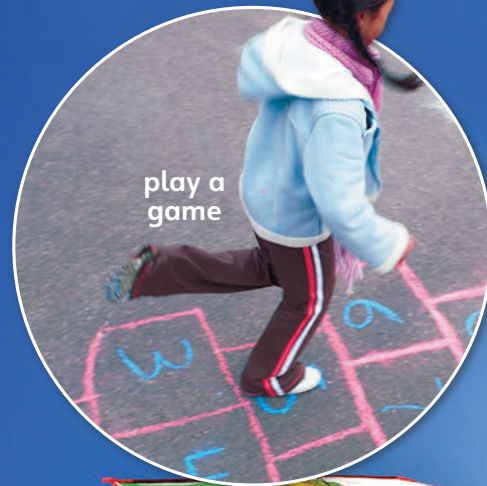
backpack, helmet, uniform

1 Listen and say. TR: 38

2 Listen, point, and say. TR: 39



jump rope



play a game



fly a kite

40

Be the Expert

Our World in Context

The sport that’s called soccer on p. 41 is called football in much of the world. In most places, the technical name of the sport is “association football.” The word soccer came into use in the late 1800s, beginning as a variation on the “soc” in association.

Formative Assessment

Can students

- name and use words for outdoor games and activities?
Have students describe two outdoor games or activities they like to do.
- ask and answer questions about what people are doing?

Point to photos on pp. 40–41 and ask *What’s he doing?* or *What’s she doing?* Have students ask and answer in complete sentences.

Review For additional practice, direct students to Activity Worksheet 4.I.



ride a bike



play soccer



play baseball



play basketball

3 Work with a partner. Point. Ask and answer.

What are they doing?

They’re playing basketball.



41

Warm Up

- **Build background** Hold up a soft ball or crumpled sheet of paper. Ask *What can I do to have fun in the sun?* Say *Think about it. Then, when you get the ball, tell me what I can do to have fun in the sun.*
- Throw the ball gently to a student. Say *Tell me what I can do in the sun. Then give the ball to another student.* As each student receives the ball, say *Tell me another thing I can do in the sun.*

Present

- Write *play* on the board. Say *When I play, I have fun. Say it with me: play.* Say *To play is to have fun. Let’s look at ways to play.*

- Have students open their books to pp. 40–41. One at a time, hold up Picture Cards for *play a game, play baseball, play basketball, and play soccer.* Say each set of words and have students repeat after you. Then point to the photos for these activities on the pages.
- Act out the words as you point. Then act out each term again, and have students call out the names. Say *These are ways to play.*
- Write *ride, jump, and fly* on the board. Say *Find these words in your book.* Hold up Picture Cards for *fly a kite, jump rope, and ride a bike.* Say each set of words and have students repeat after you. Say *These are ways to move.*

Practice 1 2

- 1 Point to Activity I on p. 40. Say *Listen to ways to have fun in the sun. Then listen again and say the words.* Play TR: 38 without pausing. Then play it again, stopping after every term and sentence to have students repeat what they hear. Say *Now let’s find the photos that go with the words.*
- 2 Say *Let’s do Activity 2. Listen to the words. Point to the photo that goes with the words. When we all find the photo, we say the words together.* Begin TR: 39. Play “ride a bike” and then pause the audio. Give students time to find the photo. Say *The photo is on page 41. Let’s say the words together: ride a bike.*

Apply 3

- 3 Point out the dialogue on p. 41. Say *Freddy and Mia are talking. Let’s read what they say.* Have students read the question and answer aloud.
- Pair students. Say *Point to a photo. One partner asks a question. The other partner answers. Take turns.*

Wrap Up

- Ask *How do you have fun in the sun?* Model by answering *I have fun (in the sun). I (play soccer).* Ask a student (*Naomi*), *how do you have fun in the sun?* Continuing asking students, or have students ask one another.

Grammar 1

Objective

- Students will
- ask and answer questions using *like* + infinitive

Grammar use *like* + infinitive

Content Vocabulary *fun, boring*

Resources Workbook p. 29; Audio CD TR: 40; Video: Grammar I; Classroom Presentation Tool: Grammar I; Picture Cards 222–231

GRAMMAR TR: 40

Do you like to play baseball?	Yes, I do. It's fun.
Do you like to jump rope?	No, I don't. It's boring.
What do you like to do ?	I like to play baseball.
What do they like to do ?	They like to swim .

- 4 **Work in a group of three. Take turns.**
Ask and answer. Tell the class about your group.



42

Practice

- Write the following on the board:

Do you like to _____? Yes, I do.

No, I don't.

What do you like to do? I like to _____.

Then write a list of vocabulary terms on the board: *play a game, fly a kite, ride a bike, jump rope, play baseball, play soccer, and play basketball.*

- Assign partners. Have partners ask and answer questions using the question and answer models on the board and the vocabulary terms.

Apply 4

- Put students in groups of three. Point to Activity 4 on p. 42. Read the directions aloud. Say *Freddy the frog and the Eddie the elephant are talking. They can help us ask and answer questions. Let's talk about what we like to do.* Ask one student to read what Freddy asks. Have another student read Eddie's answer. Say *Ask and answer questions in your group. Use the photos for ideas. Use the grammar box to help, too.* Help students identify the objects in the photos, and what they're used for.
- While students talk, write *I like to _____.* on the board. Have the class stand. Call on individual students and ask *What do you like to do?* As each student answers, he sits down. Continue until the class is seated.

Wrap Up

- Assign five students to act out activities related to the pictures on p. 42. Say *Look at the pictures. Think about what you like to do. Choose one of the pictures, but don't say it out loud. Act it out for the class.* As each student acts out an activity, ask the class *What's he doing?* When the class guesses correctly, write a related sentence on the board, such as *(He) likes to (play soccer/ play basketball/fly a kite/swim/jump rope).*

Be the Expert

Grammar in Depth

Questions and answers may have different pronouns. The answer to a question directed at "you" (What do you like to do) contains either *I* or *we*. (I like to play baseball. We like to swim.)

Teaching Tip

When students are answering questions in a small group, visit each group to make sure all students have a chance to speak. If a student is having trouble, ask the question yourself. Repeat the student's answer for the group.

Warm Up

- Preteach** Say *When I have fun, I smile.* Smile. Say *But sometimes, I'm bored.* Act out yawning.
- Say *We're going to play a game about things that we think are fun, and things that we think are boring. I'll hold up a photo. If you think what the photo shows is fun, smile! If the photo shows something that's boring to you, yawn.*
- Act out smiling and yawning. Say *Ready?* Hold up Picture Cards one at a time. For each card, say *If you think this is fun, smile! Say It's fun! If you think it's boring, yawn. Say It's boring!*

Present

- Have students look at the grammar box on p. 42. Write *like to play, like to jump, and like to do* on the board. Ask *What words are the same?* (like to) Circle *like to*.
- Say *Now listen to these questions and answers.* Play **TR: 40**. Say *Let's say these questions and answers together.* Play **TR: 40** again and have students repeat each question and answer.
- Explain** Say *You ask questions like this when you want to have fun. You give answers like this to say what's fun and what isn't fun.* ✓ Point to the grammar box on p. 42. Ask *What are the action words?* (play, jump, do, swim) If students have difficulty answering, act out and help students name action words such as *running, swimming, listening, and writing.*

Vocabulary 2

Objectives

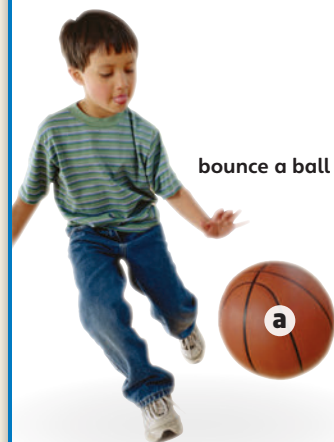
- Students will
- name and use more words for outdoor activities.
 - ask and answer questions about outdoor activities.

Vocabulary *bounce a ball, throw a ball, catch a ball, watch a game, play tag*

Resources Workbook p. 30; Audio CD TR: 41; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 4.2

Materials soft ball

5 Listen and say. TR: 41



bounce a ball



throw a ball



catch a ball



watch a game



play tag

6 Read. Look at the pictures. Match.

1. I like to bounce a ball. a 2. I like to throw a ball. ____
 3. They like to catch a ball. ____ 4. I like to watch a game. ____

7 Say and stick. Work with a partner.

Do you like to play tag?

No, I don't.

1

2

3

4

5

43

Practice 5 6

- 5 Point to Activity 5. Say *Listen to the words. Say what you hear.* Play TR: 41. Pause after each vocabulary term and have students repeat. Have them act out each term as they say it.
 - ✓ Say *You throw the ball to me. What do I do?* (catch the ball) If needed, point to the photo and act out catching the ball.
 - 6 Say *Let's read sentences and find photos that match. Look at item one in Activity 6. The sentence says I like to bounce a ball. Which photo shows bounce a ball? Find the letter in the photo.* Point out the letter *a* on the basketball. Say *This is photo a. The letter a is the answer to item one. Now you read and match the rest.*
- When students have completed the activity, call on students to read aloud each sentence for items 2–4. Have the class respond with the correct letter.

Apply 7

- 7 Say *It's time for a sticker game! Find the stickers for Unit 4 in the back of your book. There are photos and faces.*
- Point to Activity 7. Read the model dialogue with a student.
- Pair students. Say *Hold up a sticker that shows an activity. Ask your partner if he likes the activity. Put the sticker in the first box. Your partner answers. If he doesn't like the activity, he puts a sad face sticker in the box. If he likes the activity, he puts a happy face sticker in the box.* Have students complete the activity in pairs.

Wrap Up

- Put students in small groups. Say *Pretend your group has a ball. Pretend to hold a ball. Say Throw the ball, catch the ball, and bounce the ball. Say what you do. Remember, only one person has the ball at a time.* As students play, walk around and watch. Ask each group *What am I doing?* (watching the game)

Be the Expert

Our World in Context

Children around the world play different versions of tag. In Ghana, children play a game of tag called "Big Snake." When the child playing the role of the snake tags someone, the tagged player joins hands with the snake and the game continues. In Turkey, children play "Double-Circle Tag." The player that does the chasing in the game is known as "Ebe," or "it."

Warm Up

- Preteach** Have the class stand up. Say *I like to play basketball.* Act out bouncing a basketball. Have the class join you. Say *We bounce the ball like this when we play basketball.* Point to a student. Say *You're on my team. Play with me. I give you the ball.* Act out throwing the ball to the student. Say *I throw the ball to you.*
- Write on the board *bounce the ball* and *throw the ball.* Call out each action, and have students act it out. Repeat each action a few times.

Present

- Have students open their books to p. 43. Say *My friend plays soccer on Saturdays. I watch her play.*

Sit down and turn your head from side to side. Clap. Say *I watch the game.* Have students repeat *I like to watch a game.*

- Explain** Say *Tag is a game. To play tag, you run.* Act out tagging, or touching. *You tag and say "You're it!" Then your friend runs. Your friend tags you and says "You're it!" You take turns.*
- Give a student a soft ball. Say *Throw the ball to me.* Have the student throw the ball. As you catch the ball, say *I catch the ball. We throw and catch the ball.* Have students take turns gently throwing and catching the ball to nearby students. As students throw, have them say *I throw the ball.* As students catch, have them say *I catch the ball.*

Formative Assessment

Can students

- name and use more words for outdoor activities?

Ask questions such as *What are three things you can do with a ball?*

- ask and answer questions about outdoor activities?

In pairs, have students use *like to* to ask and answer questions about their favorite outdoor activities.

Review For additional practice, direct students to Activity Worksheet 4.2.

Grammar 2

Objectives

- Students will
 - talk about things to do using *Let's* + verb.
 - respond to invitations that begin with *Let's*.

Grammar use *Let's* + verb

Content Vocabulary *cube, space*

Resources Workbook pp. 31–32; Audio CD TR: 42; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 4.3

Materials scissors; glue or tape; soft ball

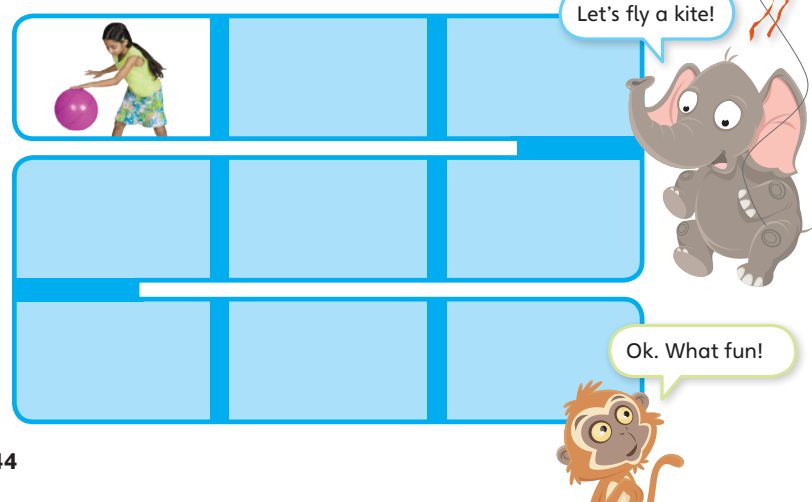
GRAMMAR TR: 42

Let's throw a ball. Ok. What fun! 😊
Let's bounce a ball. No, thanks. 😞

8 Read, write, and draw. What do you think?

- Let's play soccer. → 😞
- _____ a game. → ○
- _____ a ball. → ○
- _____ tag. → ○
- _____ rope. → ○

9 Play a game. Cut out the pictures and the cube on page 103. Glue. Play with a partner.



44

- Say *I want my friend to bounce a ball with me. What do I say? Look at the yellow box.* (Let's bounce a ball.) Say *But my friend doesn't want to bounce a ball. My friend says No, thanks.*
- ✓ Say and ask *You want your friend to catch a ball with you. What do you say to your friend?* (Let's catch a ball.) If needed, review the first sentence in the grammar box.

Practice 8

- 8 Read the directions aloud with students. Say *First, read the sentence. Next, fill in the blank. Then draw a face to show what you think.*
- Point to item 1. Say *The student wrote Let's play on the line. The sentence is Let's play soccer. Does the student like soccer? (no) How do you know?* (The student drew a sad face.) Have students complete Activity 8. Then have pairs compare the faces they drew for each activity.

Apply 9

- 9 Pair students. Point to Activity 9 and say *Now you'll play a game with your partner.* Model each of the following steps as you describe it. *Cut out the photos on page 103. Make eight pieces. Then cut out the faces. Cut around the outside. Don't cut between the faces. Then fold and glue or tape the faces into a cube.*
- Help students prepare the game pieces.
- Explain that Eddie the elephant and Mia the monkey are playing the game. Say *To play, take turns. When it's your turn, put a photo on the blue space. Be like Eddie. Ask your partner to do the activity with you. For example, if you put down the bike photo, say "Let's ride bikes."*

- Say *Your partner rolls the cube and looks at the face on top. If it's a happy face, your partner says "Sure. What fun!" If it's a sad face, your partner says "No, thanks."*
- Have students play until all they have placed all the photos on the blue spaces.

Wrap Up

- Have students choose a partner. Say *Tell your partner what you want to do. Then say a sentence using Let's. If your partner wants to do the activity, act it out together. Take turns.* Model by telling a student *I want to play tag. Let's play tag.* Have the student respond. (Sure. What fun!) Act out playing tag.

Be the Expert

Grammar in Depth

Let's is the contraction of *Let us*. It is common in English conversation. The phrase *let's* can be used to invite others to join the speaker in an action such as in *Let's play soccer*.

Without the apostrophe, the word *lets* has a different meaning. The word *lets* tells that someone allows something to happen: *The teacher lets us play outside on Fridays.* Make sure students correctly place an apostrophe when writing the word *let's*.

Teaching Tip

Use gestures to reinforce pronouns. For example, point to yourself as you say *I*, and make a large circle with one arm as you say *we*. Take opportunities to point to groups of people or things when you say *They*.

The Sounds of English Cards

You can use The Sounds of English Card 1 to teach the /p/ sound. Audio for this card is available on the *Explore Our World* website.

Formative Assessment

Can students

- talk about things to do using *Let's* + verb?
Write vocabulary terms such as *ride a bike, play tag, and play basketball* on the board. Point to a term and ask *How do you tell a friend that you want to do this?*
- respond to invitations that begin with *Let's*?
Give a statement with *let's*, such as *Let's play basketball.* Have students respond positively or negatively by saying *Sure. What fun!* or *No, thanks.*

Review For additional practice, direct students to Activity Worksheet 4.3.

Warm Up

- Say *Let's think of fun things to do outside. What games can we play?* (soccer, basketball, baseball, and so on). Write these on the board. Point to an activity on the board. Say *I want to play (basketball). Who wants to play (basketball)? Raise your hand.*
- Call on a student with her hand raised. Say *(Aliyyah), I want you to play basketball with me. I want us to play together. Let's play basketball.* Act out playing basketball. Have the student join you. Then say *(Nasir), I want you to play (soccer) with me. Let's play (soccer).* Act out playing soccer. Have the student join you.

Present

- Say *Open your books to page 44.* Point to the first *Let's* in the grammar box at the top of the page. Toss a ball to a student. Say *Let's throw a ball.* Explain *When I say Let's, I mean that I want you to throw the ball with me.*
- Say *Now listen to these students talk.* Play TR: 42. Have students repeat each sentence.
- On the board, draw a happy face and a sad face. Say *The happy face means "Yes, I want to do the activity." The sad face means "No, I don't want to do that activity."*

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 ride a bike, fly a kite, play a game, play basketball, jump rope, play soccer

Grammar

Grammar 1 use like + infinitive

Grammar 2 use Let's + verb

Resources Workbook p. 43; Audio CD TR: 43; Video: Song; Classroom Presentation Tool: Song; Picture Cards 125, 127, 158, 162, 222–226, 228, 229, 234; Teacher's Resource CD-ROM: Activity Worksheet 4.4

Related Vocabulary

helmet, to skateboard, play hide and seek, to rollerblade

The Sounds of English

Resources Workbook p. 43; Audio CD TR: 44; Picture Cards 43, 36, 151, 85, 214, 107, 221; The Sounds of English Card 36

10 Listen. Read and sing. TR: 43

Outside

What is fun for you?
What do you like to do?
Do you like to play?
Let's play outside all day.

THE SOUNDS OF ENGLISH TR: 44

sun

11 Listen and say.

- | | |
|---------|------|
| 1. fun | sun |
| 2. jump | run |
| 3. bug | duck |



45

Extend

- Place students into groups of four or five. Say *I'm going to play the song again. Listen for something you like to do outside. Act it out for your group. Have the group guess what you are doing.* Give students time to carry out the activity.
- Display Picture Cards of outdoor activities. Write the following on the board:

I like to _____. Yes, I do. Yes, I do.
I like to _____. Yes, I do. Yes, I do.
I like to _____. I like to play outside with you.
It's fun, fun, fun!

- Review the Picture Cards with the class. Say *What do you like to do? Choose three pictures and write words to complete the sentences.* Place students in pairs and have them take turns singing verses.

The Sounds of English: /ʌ/ as in sun 11

- Hold up a Picture Card of the sun. Ask *What's this?* (the sun) Say *That's right. It's the sun. We have fun in the sun.* Have students repeat *We have fun in the sun.* Then slowly say the word *sun* as you write it on the board in large letters. Underline the letter *u* in *sun*. Say *The letter u can stand for the /ʌ/ sound.*
- 11 Have students turn to p. 45. Say *Now let's listen and say.* Play **TR: 44** once while students just listen. Then say *Let's listen and say.* Play **TR: 44** again and pause after each item so that students can repeat the words.
- To check understanding, have students raise their hands when they hear /ʌ/ as in *sun*. Display Picture Cards that contain the target sound (*butterfly, duck, gloves, jump, run, sunny, truck, umbrella*) and some that don't.
- Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound.
- To sum up, practice the following chant with students:

One, two, three.
Chant with me!
/ʌ/ /ʌ/ /ʌ/
Fun and sun.
Jump and run.
Three, two, one!
Our chant is done!

Be the Expert

Teaching Tip

The first time students hear a song, play the entire song and have students listen quietly. Before you encourage them to sing along, play the song multiple times in manageable sections. Have students sing back only a few lines or verses at a time. This will help them become familiar with the song's tune and lyrics, and provides an opportunity for you to check students' pronunciation.

The Sounds of English Cards

You can use The Sounds of English Card 36 to teach the /ʌ/ sound. Audio for this card is available on the *Explore Our World* website.

Use the Song 10

- Point to the classroom door. Say *We're in the classroom. We can do many things in the classroom. What do we do in the classroom?* Help students recall words such as *count, draw, listen, read, talk, and write.*
- Say *When we're in the classroom, we're inside.* If there is a window, point out of it, or draw an outside scene on the board. Say *When we're not inside, we're outside. Trees are outside. The sky is outside.*
- Say *When it's sunny outside, I like (to play soccer). It's fun for me. I (play soccer on Saturdays with my friends). What is fun for you?* Play the chorus on the page twice while students listen. Then play it again as students read aloud with you. Then have them sing along with you.

Say *The other part of the song tells about fun things to do outside. What are they? Guess!* Write students' predictions on the board (ride a bike, etc.) Check their predictions after they have sung the entire song. Complete song lyrics are on p. 94 in students' books.

- 10 Play **TR: 43** once. Say *Let's listen, read, and sing. I'll play part of the song. Then we'll read the words and sing while I play it again.* Play each verse and the chorus. After each section, replay the audio as students read and sing. If students struggle to sing along, pause the audio and read aloud each line of a verse, having students repeat after you. Remind students that when they see **CHORUS**, the words in bold letters will repeat. Then replay the audio one more time and ask students to sing along.

Reading

Objectives

- Students will
 - identify and describe details about an activity.
 - ask questions about a text.

Reading Strategy Ask Questions

Resources Workbook pp. 34–35; Audio CD TR: 45; Classroom Presentation Tool: Reading; Teachers' Resource CD-ROM: Graphic Organizers (Word web)

Materials ruler; meter stick (optional)

Related Vocabulary
hamster

12 Listen and read. TR: 45

A Big Ball of Fun

These girls are in big balls. The balls are very strong. The girls like to play in the balls. They can walk, jump, or run. They're having fun!

13 Work with a partner.

How many kinds of balls can you name?



- **Read together** Point to the title. Say *Let's read these words together.* Read aloud with students as you point to each word. Say *Let's read the first sentence together. I'll say it once, and then you repeat it with me.* Read the sentence. Then read it again with students. Say *We talked about inside and outside. Are the girls inside the ball, or outside the ball?* (inside)

Practice 12

- **12** Say *Now let's listen to the reading. Let's read in our books as we listen.* Play TR: 45 and have students read along.
- Play TR: 45 a second time. Pause at the end to check for comprehension. Ask questions such as:
 - Are the balls big or small?* (big)
 - What can the girls do in the balls?* (They can walk, jump, or run.)

Think Aloud Model asking questions about the reading. Say *Playing in a ball looks fun. I want to know more about it. Where do people go to use the balls? How big are the balls? Could I go in a ball, too? I'll write these questions down. I'll see if I can find answers to my questions.*

- **Graphic literacy** Have a student read aloud the *Weird but True* feature on p. 46. Then write $1\text{ m} = 100\text{ cm}$ on the board. Have students look at the arrowed lines that show the size of each ball. Ask *How big is a hamster ball?* (15 cm, 5 in.) Hold up a ruler and show 15 cm. Ask *How big is a big ball of fun?* Point to the photo. (2 m, 6.6 ft) Use a ruler or meter stick to show 2 m. Draw a 2-meter line on the board or have students stand 2 m apart.

Apply 13

- Say *We use a ball to play basketball. The ball we use is called a basketball. Think about other balls you use in games.*
- **13** Point to Activity I3. Assign partners. Read the instructions aloud. Say *Name as many kinds of balls as you can in one minute.* Give students one minute to complete the activity.
- Call on pairs to tell the balls they named. Ask *What game do you play with it?* Write each ball and game on the board.

Wrap Up

- Have students draw pictures of one ball they named and write a sentence about an action. To model, draw a soccer ball. Say *I play soccer with a soccer ball.* Post students' drawings and have them present their word to the class.

Be the Expert

Reading Strategy

Ask Questions When students ask questions as they read, they read actively and critically. Asking questions helps students think about what they understand, what they don't understand, and what they want to know more about. Questions may be about unfamiliar words or ideas that are unclear. Students may also ask questions about ideas that are not covered in the text. Encourage students to research answers to these questions.

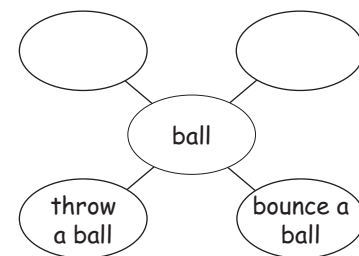
Teaching Tip

Fluency If time allows, practice reading fluency. Reading aloud helps students practice speaking fluently and quickly, without having to worry about grammar structures and producing new vocabulary. Have students read aloud the same sentence more than once. Repeating the same sentences or passages aloud helps students become more familiar and comfortable, and will help increase the speed and accuracy of their reading.

Warm Up

- **Brainstorm** Place students in groups of three or four. Have each group choose one member to take notes.
- Write *ball* on the board. Say *We can do lots of fun things with a ball. For example, I can bounce a ball.* Act out bouncing a ball on the ground. Ask *What games can you play with a ball? What can you do with a ball? Write down all the words you think of.* Set a timer or use a clock with a second hand to time students for one minute.
- When students finish, create a word web on the board with students' answers. Call on each group to say aloud one or two items from their list. Write answers in the web. Answers may include *bounce, throw, catch, play soccer, play baseball,*

play basketball. Then say *Now we will read about playing in a ball.* Leave the words on the board.



Present

- Have students open their books to p. 46. Ask *What do you see in the photo?* Call on several students to describe what they see. Ask *Where are the balls? On water or on the ground? Are they big or small?* (big) Say *Let's find out more.*

Value

Value Be a good sport.

Objectives

- Students will
- read about being a “good sport.”
 - give examples of playing fair.

Academic Language *rules, take turns*

Resource Values Poster



47

Give the Unit Quiz

- Hand out the Unit 4 Quiz. Have students preview the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- **Listening instructions** Point to the pictures in Section I on p. 65. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB18.** *I like to play soccer.* When students have written a letter, ask *What letter did you write?* When students respond with the letter *F*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB18.**
- When students finish Section I, read the directions for Section 2 aloud. Ask *What do you have to do?* (Answer the questions for Mark. Use *No, I don't* or *Yes, I do.*) Repeat the process for Sections 3 and 4. (3: Look at the pictures. Complete the sentences. 4: Read. Circle *True* or *False.*) Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the image at the bottom of p. 83. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Do you like to fly a kite?* Point to the kite. Say *Yes. I do. It's fun.* See p. 89 of the Assessment Book for questions and expected student responses.

Give the Mastery Test

- **Listening instructions** Point to the pictures in Section I on p. 75. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB23.** *It's a sheep.* When students have written a letter, ask *What letter did you write?* When students respond with the letter *G*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB23.**
- When students finish Section I, read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle *True* or *False.*) Have students complete Sections 2–4.
- **Speaking instructions** Point to the image at the top of p. 86. Say *Look at the picture. Answer my questions. Use complete sentences. Listen to an example.* Ask *Are there any pencils in the picture?* Point to the pencils. Say *Yes, there are.* See p. 90 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 65–66, 75–76, 83, 86, 89, 90, 91, 92, 94, 95; Assessment Book Audio CD TR: AB18, AB23

Be the Expert

Testing Tip

Manage time. Teach students to pace themselves based on how long the test should take to complete. Even though time is an important factor, remind students not to rush, and to do their best. Also, remind them to keep focused on the test and not to get distracted with one or two difficult questions.

Value

- Ask *What is a sport?* After several students answer, say *A sport is a kind of game. Look at page 47. It says "Be a good sport." Write the sentence on the board. Circle good and underline sport. Say Sport means more than one thing. A good sport is a person who's fun to play with and doesn't get angry.*
- Stand and bow. Say *The people in the photo are bowing. They're being nice. They're being fair. One way to be fair is to play by the rules. In this sport, when you bow, you play by the rules. When people take turns, they're being fair. They let other people play. Let's read together.* Point to the sentences. Read them aloud and have students repeat.
- Place students in pairs. Point to the question. Say *Read the question. Talk with your partner about what you do to be fair. Then talk about other ways people can be fair. Work together with your partner to answer the question.*

Assess Unit Objectives

Ask questions such as the following:

- *What do you like to do outside?*
- *What do you do on Fridays?*
- *Do you like to play baseball?*

Project For a theme-related closing activity, direct students to the Unit 4 Project Worksheet.

Video

Vocabulary 1 jump rope, play basketball, ride a bike, play soccer, play baseball, fly a kite, play a game

Vocabulary 2 bounce a ball, throw a ball, catch a ball, watch a game, play tag

Grammar 1 use like + infinitive

Grammar 2 use Let's + verb

Song Outside

Viewing outside activities

Story Time *The Ant and the Grasshopper*

Resources Student Book, pp. 38–45

Before You Watch

- Play the introduction to the video. Ask *What does Anna like to do?* (jump rope)

While You Watch

- Say *While you watch, make two lists of things you see. List things you like to do, and things you don't like to do.*
- Have students write two column heads on a sheet of paper: *I like, I don't like.* Pause the video as necessary to allow students to identify and sort target words into two lists.

After You Watch

- Put students into groups. Have students read aloud from each column of their list. Have groups write what activities they like and don't like to do. After groups finish, look for examples of things most students like and things most students don't like.



Zoom In

Vocabulary

As you play the vocabulary segments, pause to point out different ways of naming various activities. For example, write *play soccer* and *playing soccer* on the board. Say *These are all names for the same activity.*

Grammar

Say *Ask me if I want to play.* Have the class ask *Do you want to play?* Say *I can say Yes, I do or No, I don't. Say those answers with me: Yes, I do. No, I don't.* Play Grammar 1. Ask *Why doesn't the girl want to play the games?* (They're boring.)

- Say *Watch the funny monsters in this story. Listen to their answers.* Play Grammar 2. Ask *What do they say many times?* ("That sounds like fun!")

Song

- As Anna sings the chorus of the song, tell students to listen first for *like to do* and *like to play.* Pause the video and have them sing *What do you like to do? / Do you like to play?* Play the chorus again and have students raise their hands when they hear *Let's.*

Viewing

Pause the video after each activity and ask *Do you like to (fly kites)?* Have several students answer before playing the next clip.

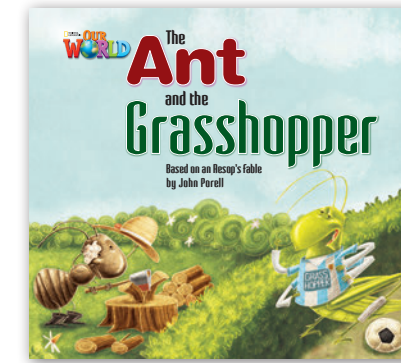
Story Time

Pause the video after each page of *The Ant and the Grasshopper* and ask students what questions they have about the story at this point. Say *Asking questions helps us understand the story.*

- Ask students to name what Grasshopper does when he's playing. (plays soccer, plays basketball, skateboards, plays baseball, and so on)

The Ant and the Grasshopper

Grasshopper is playing. He wants his friend, Ant, to play too. But Ant is working. Ant is getting ready for winter. Grasshopper doesn't like to work. He doesn't get ready for winter. What happens to Grasshopper when winter comes?



Before You Read

- Ask questions to help students start thinking about the main ideas in the story. Ask *Do you like to play? What do you like to do when you play?* After students answer, say *We play, but we work, too. We work hard in school. It's fun to play. It's also good to work hard. Now we'll read a story about animals that work and play.*
- **Introduce the strategy** Say *Asking questions about a story helps us understand what's happening in the story. We can look for answers to our questions.* Model how to ask questions. Have students look at the cover of the reader. Ask *Who likes to work?* (ant) *Who likes to play?* (grasshopper) *How do you know?* (Ant is cutting wood. Grasshopper is playing soccer.)
- Say *As we read, we'll sometimes stop to ask questions about the story. Then we'll look at the text and pictures to try to find answers to our questions.*

While You Read

- Pause after students read p. 2 and model asking questions as you read. Say *I have a question about this page. Why is Ant working in his yard? The book says it's spring. Let's look at the picture. I see! Ant grows food in his yard. He works so he can eat the food later.*
- Pause after students read p. 4 and ask *What's Ant doing now?* (cutting wood) *What questions do you have about this page?* Give students time to ask questions.
- Pause after students read p. 9 and ask *Does Grasshopper like to work?* After students answer, say *This makes me ask another question. Is it good to work? Does Grasshopper need to work?*

After You Read

- Ask students to look again at the pictures in the book. Then say *You asked questions when you read. Did the pictures answer your questions? Tell me.* Call on several students to tell what the pictures told about the story.

Unit 4 Reader

Text Type fable

Reading Strategy Ask Questions

Vocabulary play basketball, play baseball, play soccer, bounce a ball, throw a ball, catch a ball

Grammar use like + infinitive; use Let's + verb

Resources Classroom Presentation
Tool: Reader; Video: Sc. II—Story Time

Be the Expert

Reading Strategy

Ask Questions Students become active readers by asking questions while they read. Students can take notes to remember their questions about what they are reading. When they finish reading, they can see which of their questions were answered later in the story. They can also do research to find answers to their questions.

Text Background

This story is based on a fable by the Greek writer Aesop. Fables usually teach a lesson. Consider asking students if they learned a lesson from the story. Have them briefly describe the lesson they learned.

Audio Script

Student Book

TR: 38 Unit 4. 1 Listen and say.

play a game. She's playing a game.
jump rope. They're jumping rope.
fly a kite. He's flying a kite.
ride a bike. He's riding a bike.
play soccer. They're playing soccer.
play baseball. They're playing baseball.
play basketball. They're playing basketball.

TR: 39 2 Listen, point, and say.

ride a bike; play soccer; play basketball; jump rope;
play a game; fly a kite; play baseball

TR: 40 Grammar

Do you like to play baseball?

Yes, I do. It's fun.

Do you like to jump rope?

No, I don't. It's boring.

What do you like to do?

I like to play baseball.

What do they like to do?

They like to swim.

TR: 41 5 Listen and say.

bounce a ball. I like to bounce a ball.

throw a ball. I like to throw a ball.

catch a ball. I like to catch a ball.

watch a game. I like to watch a game.

play tag. They like to play tag.

TR: 42 Grammar

Let's throw a ball. Ok. What fun!

Let's bounce a ball. No, thanks.

TR: 43 10 Listen. Read and sing.

Note: Lyrics for the song *Outside* are on Student Book p. 94.

TR: 44 11 The Sounds of English /u/ **sun**
Listen and say.

1. fun; sun 2. jump; run 3. bug; duck

Answer Key

TR: 32 16 Listen and read.

The X Games

People all around the world like to watch the X Games. The X Games take place in hot weather and cold weather.

Hot Weather: The players like to skateboard and ride bikes. The players like to go fast.

Cold Weather: The players like the snow. They ski and snowboard. They go fast.

Do you like to watch TV? Watch the X Games!

Student Book

Unit Opener SB p. 38

jumping; buckets

6 SB p. 43

1. a, 2. b, 3. c, 4. d

Workbook

Go to pp. 211–212 for the Workbook Answer Key for this unit.

TR: 45 12 Listen and read.

A Big Ball of Fun

These girls are in big balls. The balls are very strong. The girls like to play in the balls. They can walk, jump, or run. They're having fun!

Workbook

TR: 26 Unit 4. 3 Look and listen. Write numbers.

1. They like to play baseball. 2. He likes to ride a bike.

3. She likes to play a game. 4. They like to fly a kite.

TR: 27 5 Listen and write. Number the pictures.

1. They like to play tag. 2. He likes to throw a ball.

3. They like to play basketball. 4. They like to watch a game. 5. I like to catch a ball.

TR: 28 10 Listen and draw. Draw a line from **START** to **END**.

Let's play basketball! Let's ride a bike!

Let's play baseball! Let's watch a game!

Let's fly a kite! Let's play basketball again!

Let's get out of here!

TR: 29 12 Listen and read. Can you say these fast?

1. Big boys bounce brown basketballs.

2. Six silly soccer stars sing sad songs.

TR: 30 13 Listen to the song. Draw lines.

Note: Lyrics for the song *Outside* are on Student Book p. 94.

TR: 31 14 Listen. Which words have a sound like the *u* in *sun*? Draw a line to connect the pictures.

sun. sun. butterfly. butterfly. gloves. gloves.

truck. truck. duck. duck.

Review: Units 1-4

Vocabulary UI-U4

Grammar UI-U4

Academic Language *finish line, take turns*

Resources Workbook pp. 36-37

Materials paper clips and pencils to make spinner pointers, playing pieces (such as buttons, coins, or tokens)

Review

Start



Sing your favorite song.



48

Hop in a circle.

Work in groups. Look and play. Ask and answer.

Do you like to play basketball?
Yes, I do.

Finish

49

Be the Expert

Teaching Tip

Playing games in class can energize and refresh students, as well as contribute to a fun classroom atmosphere. This will help students feel positive about what they are learning.

Ensure that students are fully prepared to play a particular game. Before the game begins, confirm that all students in class understand the rules of the game. Encourage students to ask questions if they don't understand a rule or are unsure about what they are expected to do.

- **Play the game** Say *Open your books to pages 48 and 49. Let's play a game!* Read aloud the activity directions at the bottom of p. 49. Say *Look at Freddy and Mia.* Have two students read the dialogue.
- Say *Now look at the pictures.* Have students look at the images. Then call on different students to read aloud the sentences in circles.
- Hold up the Student Book and point to the photo of the girl cutting. Ask *What is she doing?* (She's cutting.) Ask *Are there any shorts on these pages?* (No, there aren't.)
- Demonstrate the game. Show students the spinner and a playing piece. Demonstrate how to make a spinner pointer using a paper clip and a pencil. Point out *Start* on p. 48 and put the playing piece there. Say *Spin the spinner. Then move one, two,*

or three spaces. Spin the spinner and call out the number it lands on. Move the playing piece that number of spaces.

- Call on a student and ask a question about the image you landed on. For example, ask (*Jamila*), *what's the weather like?* She answers (It's cold.), spins, calls out the number, and moves the playing piece. She asks another student a question about the image she lands on.
- Group students, and hand out spinners and playing pieces. Say *Play the game! Spin and move. Look. Ask and answer questions. Take turns. Move forward until you get to the finish line.* Point out the word *Finish* on p. 49. Allow time for groups to play the game. Tell students that when they land on a circle with words, they must do what the words say.

- **Sentence frames** If students need help thinking of questions and answers, write examples on the board:

What's he doing?	What's the weather like?
He's _____.	It's _____.
What's she doing?	Put on _____.
She's _____.	Take off _____.
What are they doing?	Don't forget _____.
They're _____.	Do you like to _____?
Are there _____?	Yes, I do.
Yes, there are.	No, I don't.
No, there aren't.	Let's _____.
Do you want to _____?	What does he want to do?
Yes, I want to _____.	He wants to _____.
No, I don't.	

- **Modify** If time is limited, play the game as a class. To provide more guidance, point to a sentence frame that could be used for each space. If possible, make sure each student has the chance to ask and answer a question at least once.
- To simplify the game for students who need more support, have them respond to *yes/no* questions such as *Is she cutting? Is it sunny? Are there sneakers in the photo?* Then encourage students to add on to their *yes* or *no* answers to make a complete sentence. For example: *Yes, she is cutting. Yes, it's sunny.*

In This Unit

Theme This unit is about furniture and household objects.

Content Objective

- Students will
- identify and describe the locations of things in a house.

Language Objectives

- Students will
- name furniture.
 - name household objects.
 - say where things are.

Vocabulary

Vocabulary 1 a stove, a table, a tub, a shower, stairs, a bookcase, a rug

Vocabulary 2 a refrigerator, a window, a sink, a phone, a door

Grammar

Grammar 1 use prepositions above, behind, in front of, between, next to, under

Grammar 2 use subject-pronoun agreement with it, they

Pacing Guides

 L2U5

Value Help at home.

Related Vocabulary

cave, ladder

Unit Opener

Objectives

- Students will
- look at a photo for information.
 - identify whether a sentence accurately describes a photo.

Resources Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

Unit 5

Inside Our House

Look and check.

I see rocks and trees.

- yes no

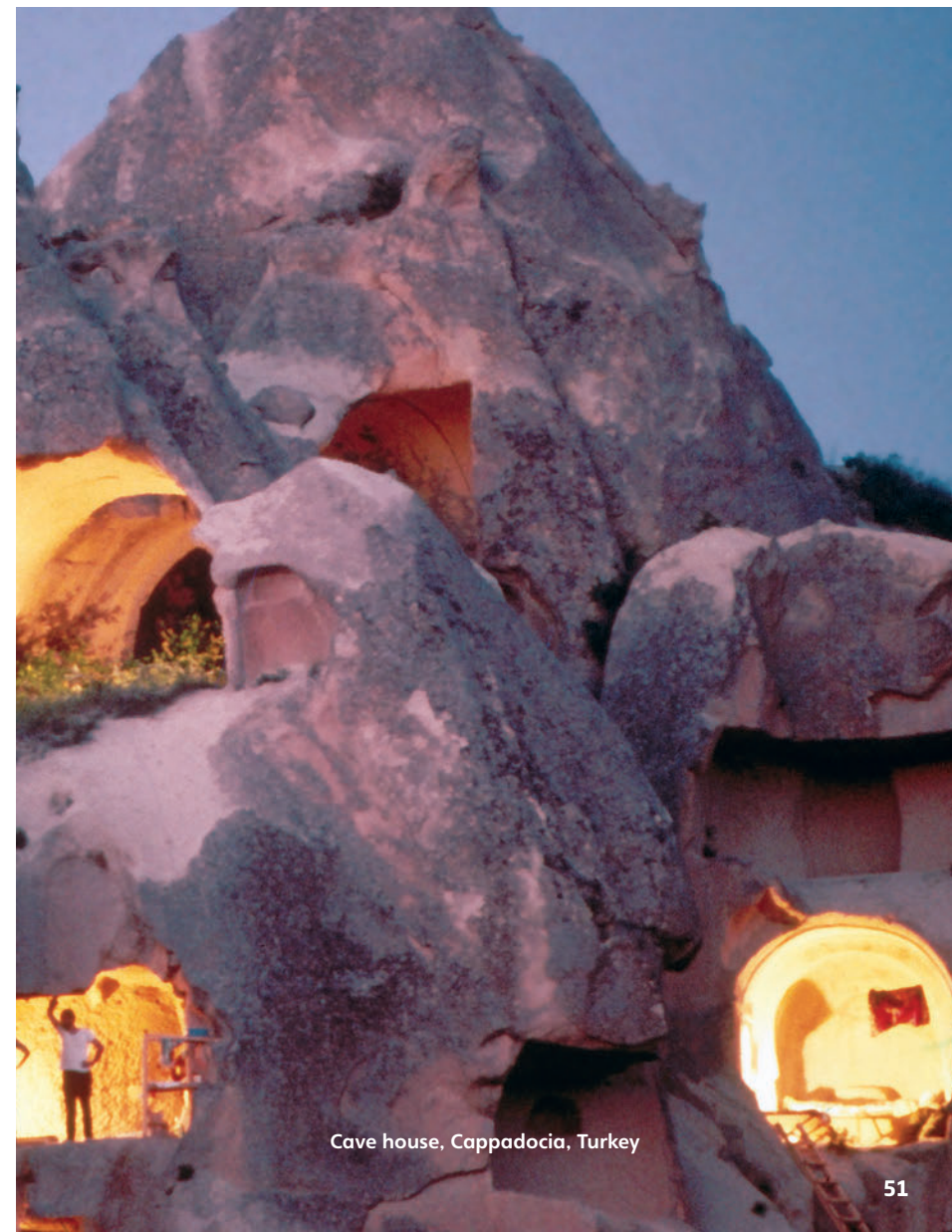
I see birds in the sky.

- yes no

50

Introduce

- Say *The name of this unit is "Inside Our House." A house is a place where people live. I do many things inside my house. I eat, sleep, and read inside my house. Name some things you do inside your house.* (play, cook, wash, talk, sit, read)
- **Build background** Say *People live in houses all over the world.* Point to Turkey on a world map or globe and say *This is Turkey.* Point to the photo on Student Book pp. 50–51. Say *The people in this photo live in Turkey. This is their house. It's a cave house!*
- Point to the the opening in the center of the cave house (bottom) and say *This cave house has a kitchen.* Point to the openings at far left and right and say *It also has two bedrooms!*



51

Be the Expert

About the Photo

People have made their homes in the soft rock of Cappadocia, Turkey, for thousands of years. The region is located on a high, dry plateau in the middle of Turkey. The fantastic landforms are made of soft rock from volcanic ash. Today the caves of Cappadocia serve as museums, hotels, and private homes.



Our World in Context

Humans have long used caves for shelter. In the past, caves provided protection from dangerous animals and bad storms. Inside the massive Niah Cave on the island of Borneo, archaeologists have found evidence of tools and paint flakes dating back to about 40,000 B.C.E.

Teaching Tip

Lead activities so that different students have a chance to speak. Begin by explaining that you are interested in each student's ideas. When you ask a question, give students a few quiet moments to think of what they want to say. When students are ready, have them give you a signal, such as raising a hand.

- Ask questions such as the following to encourage discussion of the photo:
 - Look at the the cave house. What do you think it's made of?* (rocks)
 - Look inside the cave house. What do you see inside?* (plants, table, chairs)
 - How many rooms do you see in the cave house?* (four rooms)
- Guide students through the activity on p. 50. Read each sentence aloud. Have students raise their hands if they think the sentence describes the photo. Discuss each sentence and have students check the yes or no box. Then confirm the correct answer.

Vocabulary 1

Objective

Students will

- identify furniture and objects in a house.

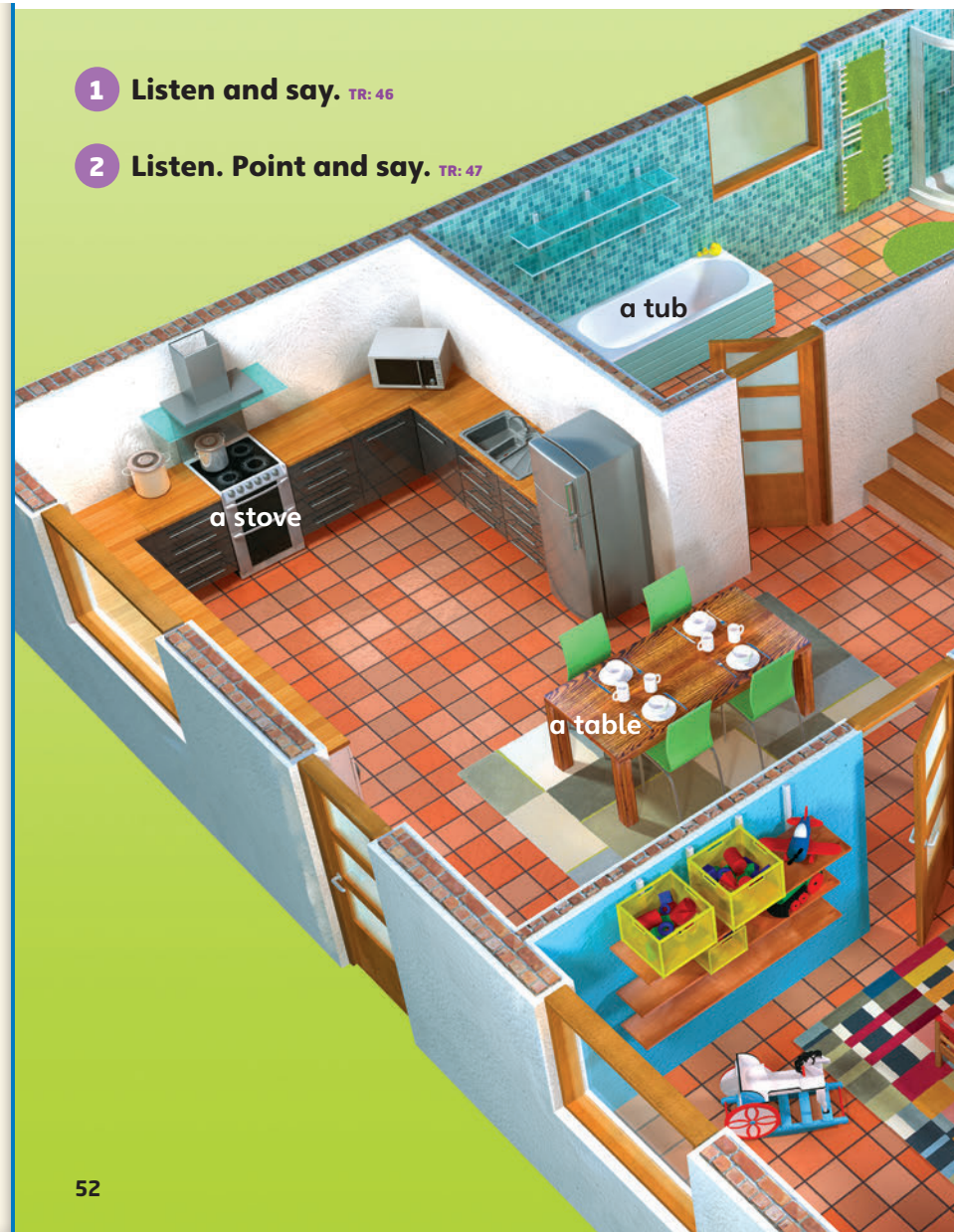
Vocabulary a stove, a table, a tub, a shower, stairs, a bookcase, a rug

Academic Language compound words

Resources Workbook p. 38; Audio CD TR: 46–47; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Picture Cards I97, 201, 237–247; Teacher's Resource CD-ROM: Activity Worksheet 5.1

Related Vocabulary

apartment, house



52



53

Be the Expert

Vocabulary Strategy

Compound Words Compound words are words made up of two smaller words. *Bookcase* is a one-word compound word. *Washing machine* and *swimming pool* are two-word compounds. Students can use the meanings of the individual words as clues to find the meaning of a compound word.

Formative Assessment

Can students

- identify furniture and objects in a house?

Show Picture Cards one at a time and ask *What's this?*

Review For additional practice, direct students to Activity Worksheet 5.1.

Warm Up

- **Recycle** Review the Unit I words *cutting* and *talking*. First, say *Imagine you're doing things at home*. Then say *When I ask a question, use one of the words to answer*. Hold up Picture Card I97 (cut). Say *This card shows cutting*. Ask *What are you doing in the kitchen?* Point to students, act out cutting with scissors, and say *You say "We're cutting."* Then hold up Picture Card 201 (talk) and say *This card shows someone talking*. Silently act out talking. Ask *What are you doing in the living room?*

Present

- Say *Now let's look inside a house. Open your books to pages 52 and 53*. Point to each room in the picture. As you point, name each room and have students repeat the words for the rooms: *the kitchen, the bathroom, the living room, the bedroom*.
- **Contextualize** Say *Let's pretend we're inside the house. Let's walk through it. Let's name the things we see in each room*. As you point to an object, say its name. Have students repeat. Say *In the kitchen, I see a stove and a table. In the bathroom, there's a shower and a tub. In the living room, I see a rug. I see books in a bookcase*.
- Point to household objects and furniture on pp. 52–53. Ask *What is this?* If students have difficulty naming an object, review the words using Picture Cards.

Practice 1 2

- **1** Hold up the book, and show students the picture on pp. 52–53. Say *Listen*. Play TR: 46. Point to each object in the picture as you hear it named. Then say *Now listen and say*. Play TR: 46 again, pausing after each word. After students hear each word, have them repeat it. Listen to make sure students pronounce the words correctly.
- **2** Say *Listen. Then point and say*. Help students follow the order of the words on TR: 47 by pointing to the first three objects and naming them. Then have students point to and name the rest of the objects. ✓ Walk around the room and ask individual students *What's this?* or *What are these?* If students have difficulty, provide the sentence frames *It's a _____* and *They're _____*.

Apply 3

- **3** Point to the dialogue on p. 53. Have a student model the dialogue with you. First, ask the question and have the student answer. Then have the student ask the question.
- Model asking and answering about multiple things. Point and say *Are there stairs? Yes, there are*.
- Place students in pairs. Have them ask and answer questions, using the dialogue as a model.

Wrap Up

- Have partners take turns asking *yes/no* questions. Have them point to an object and ask *Is it a rug?* *Are they stairs?* If the answer is no, the partner replies *No, it isn't a rug. It's a bookcase*.

Grammar 1

Objective

- Students will
- tell the location of objects using prepositions *above*, *behind*, *in front of*, *between*, *next to*, *under*.

Grammar use prepositions *above*, *behind*, *in front of*, *between*, *next to*, *under*

Resources Workbook p. 39; Audio CD TR: 48; Video: Grammar I; Classroom Presentation Tool: Grammar I

Materials a toy animal such as a giraffe; index cards

GRAMMAR TR: 48



above



behind



in front of



between

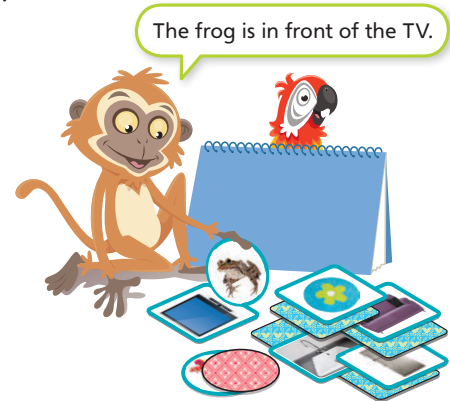


next to



under

- 4 **Play a game.** Cut out the cards on page 105. Play with a partner.









54

Warm Up

- **Preteach** Show students the toy (giraffe) and say *I'm going to hide the (giraffe). Then you're going to find it.*
- Tell students to close their eyes. Walk around the classroom and put the toy in a hiding place. Have students uncover their eyes and look for the toy. Ask *Do you see the (giraffe)? Where is it?*
- Point to the animal's hiding place. Then use a preposition to tell where the animal is, for example, *It's under the desk.* or *It's between the door and the table.* Continue to hide the toy until you use each preposition a few times.

Present

- **Give examples** Write the following words and symbols on the board.

Where is it?		
 above	 under	 next to
 in front of	 behind	 between

- Say *Read each word and look at the picture that shows what it means. Let's say the words together.* Pause after each word to talk about the picture. Say *The circle is above the line.* Repeat with two classroom objects, such as *The pencil is above the book.* Repeat for the other prepositions.

- Write each word and picture on an index card. Hold up a card. Place the giraffe to match the card.
- Say *The giraffe is (in front of the window).* Repeat, using another card and location for the giraffe. ✓ Ask *Is the giraffe next to the door or above the door?* If students have difficulty, review the chart on the board.
- Have students turn to p. 54 and look at the grammar box. Play **TR: 48.** Say *Listen and point.* Repeat the words, matching cards to the pictures in the book.

Practice

- Tell students that the word below each picture describes where the butterfly is. Model by pointing and saying *The red butterfly is above the flower.* Ask *Where is the blue butterfly?* (behind the bush)
- Continue, having students describe each butterfly's color and position relative to the other object(s).

Apply 4

- 4 Point to Activity 4. Say *You're going to play a game.* Help students locate the cards on p. 105. Say *Cut out the cards. There are nine square cards and three round cards.* Place students in pairs. Say *One partner places one or two square cards and one round card. The partner says a sentence. The other partner listens and places her cards to match.*
- Model by placing the round flower card beneath the square table card. Say *The flowers are under the table.* Model again. Place the round frog card between the square lamp and sofa cards. Say *The frog is between the lamp and the sofa.*
- Say *Now play the game. Place cards and say a sentence. Don't show your partner your cards! Your partner listens and places her cards. Then look at both sets of cards. The partner gets one point for each correct match.* Have partners take turns arranging cards and making sentences. The partner with the most points wins.

Wrap Up

- Have students draw a picture of objects arranged to represent a preposition. Model by drawing a table with a picture above it. Say *The photo is _____.* Call on a student to complete the sentence. (above the table) Put students in groups. Have them describe each other's drawings using the prepositions *above*, *behind*, *in front of*, *between*, *next to*, and *under*.

Be the Expert

Our World in Context

There are more than 17,000 known species of butterflies. They survive in all types of habitats, from frozen Arctic plains to tropical rain forests. Their paper-thin wings are covered with thousands of tiny scales. The scales reflect light in brilliant colors and patterns.

Grammar in Depth

The preposition *between* is used to refer to two people or things, such as *The fireplace is between the bookcases.* To refer to three or more things, use the preposition *among*, as in *The butterfly is among the flowers.*

Teaching Tip

Listening comprehension can be difficult for second language learners. To develop students' listening skills, check their understanding by asking them to move their bodies in some way, for example, pointing, standing, holding up a card, or raising a hand. You can also develop students' listening skills by asking them to help you fill in charts or take notes.

Formative Assessment

Can students

- tell the location of objects using prepositions *above*, *behind*, *in front of*, *between*, *next to*, *under*?
- Point to objects around the classroom and ask students questions such as *Where is the computer? Is it next to my desk? Is it under my desk?*

Vocabulary 2

Objective

- Students will
- identify objects in a house.

Vocabulary a door, a phone, a refrigerator, a sink, a window

Academic Language compare

Resources Workbook p. 41; Audio CD TR: 49–50; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 247, 254–257; Teacher’s Resource CD-ROM: Activity Worksheet 5.2

5 Listen and say. Look and write. TR: 49



1. There is a small shelf between the _____ and the _____.
2. There is a _____ under the big shelf.
3. There is a window above the _____.
4. The plant is next to the _____.

6 Listen and stick. Compare your answers. TR: 50

Where is the phone? It's on the shelf.

behind between next to under on

55

Practice 5

- **5** Say *Look at the pictures on page 55. Listen and say.* Play **TR: 49**. Walk around the room to check pronunciation.
- Model completing item 1. Say *Number one says "There is a small shelf between the _____ and the _____."* Look at the picture and find the small shelf. What is it between? Allow students to answer. Then say *The small shelf is between the refrigerator and the window.*
- Have students complete item 1 and follow the same steps to complete items 2–4. Have them read their completed sentences aloud.

Apply 6

- **6** Point to activity 6 on p. 55. Say *Let's do an activity with stickers. Look at the Unit 5 stickers in the back of your book.*
- Say *First listen. Think about where each thing is in the kitchen. Look at each sticker. Ask yourself: Where is it? Match the sticker to the word in your book. Then stick.* Read the words aloud with students: *behind, between, next to, under, on.*
- Play **TR: 50**. Pause to allow time to find and match stickers. When students finish, put them in pairs. Model the dialogue with a student. Have pairs use the model to compare answers.

Wrap Up

- Pair students. Say *Let's play a game. One student thinks of a word we learned today, and gives clues. The other student tries to guess the word.* Model the activity. Say *It's in my kitchen. It's big. I put food in it.* (a refrigerator) Have students take turns giving clues and guessing words.

Be the Expert

Teaching Tip

Review academic language with students. Make a list of words and phrases commonly used in the classroom. Display them and be sure that students can give examples of each. If students have difficulty, connect actions to specific words. For example, *match* may mean drawing a line or putting pictures together. Act out both possibilities.

- Below are some important words for students to know:

check	circle	fill in
answer	compare	match
write about	take turns	partner

Warm Up

- **Set the stage** Clap to a beat as you chant *Welcome to my house!* three times. Have students join in and repeat the chant with you three more times. Then change *house* to *kitchen*. Have students repeat the new chant three times. Then say the chant, pausing before *kitchen*, and ask students to name a different room in a house.

- **Activate prior knowledge** Explain that the kitchen is a very important room in a house or apartment. Ask questions such as the following:

What does your family do in the kitchen? (cook food, talk)

What things are in your kitchen? (table, chairs, stove)

Present

- **Recycle** Say *In what room of a house can you find a stove?* (in a kitchen) *Why do people use a stove?* (to cook food)
- Have students open their books to p. 55. Point to each object and say the word. Have students repeat.
- Say *A refrigerator keeps food cold and fresh. You get water from a sink. You can wash dishes in a sink, too.* Pretend to look out a window. *You can look out a window.* Pretend to go in and out a door. *You go in and out the door.* Ask *Why do you use a phone?* (to talk to people) Walk around the room and ask individual students *Do you clean dishes in a sink or a refrigerator?* If students have difficulty answering, use Picture Cards to review the target words.

Formative Assessment

Can students

- identify objects in a house?
 Display Picture Cards one at a time and ask *What is this?*

Review For additional practice, direct students to Activity Worksheet 5.2.

Grammar 2

Objective

- Students will
- ask and answer questions using subject–pronoun agreement.

Grammar use subject–pronoun agreement with *it, they*

Academic Language *remember*

Resources Workbook pp. 41–42; Audio CD TR: 51; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 5.3

GRAMMAR TR: 51

Where is the **phone**? **It's** in the kitchen.
Where are the **lamps**? **They're** in the living room.

- 7 **Play a game.** Look and remember. Play with a partner.



- 8 **Look at the picture.** Write about the cat, frogs, flowers, and umbrella.

56

- Play the recording again. Tell students to listen and read along. Pause after each question and have students read the answer aloud. ✓ Point to the phone in the picture. Ask *Where is the phone?* If students have difficulty, review the grammar box and provide the sentence frame *It's in the _____*.

Practice 7

- 7 Read aloud the directions with students. Say *Some things in this house are not where they belong. Look at each picture very carefully so that you can remember where things are.*
- Place students in pairs. Allow several minutes for students to look at the pictures. Then model playing the game with a partner. Say *Let's close our books. Think about the picture. Where are the beds?* (They're next to the lamp.) If the student can't remember, give a hint or suggest he look in the book. Prompt students to use *They're* for *They are* and *It's* for *It is*.

Apply 8

- 8 Read aloud the directions with students. Say *You'll write sentences. The first sentence tells where the cat is. What does the second sentence tell?* (where the frogs are)
- Before students begin, ask them to find and point to the things they will write about. For additional support, write the following questions on the board: 1. *Where is the cat?* 2. *Where are the frogs?* 3. *Where are the flowers?* 4. *Where is the umbrella?*

Wrap Up

- Assign different sections of the classroom to groups of students. Have them take an inventory of classroom objects by walking around and asking where classroom objects are. (*Where are the books? They're on the shelf.*) Remind students to use *It's* and *They're* in their responses.

Be the Expert

Grammar in Depth

Pronouns must agree with the antecedent, or the noun or pronoun they refer to, in three ways:

Number: *The lamps are on the desk.*

They are in the living room.

Person: *My brother has a computer.*

He uses it every day.

Gender: *Maria is on the phone. She*

is talking to her mom.

When two antecedents are joined by *and*, the pronoun must be plural.

The phone and the book are next to the bed. They're under the lamp.

Teaching Tip

Transitions between activities can be difficult times for students. You can help by starting the day with a shared calendar of events. Discuss what students will be doing. Give them an opportunity to ask questions or share any concerns.

When students are doing activities, be sure to let them know how much time they have. Give a signal, for example, a ringing chime or bell when they have 5 minutes to complete their work.

Warm Up

- Ask *Is there a shower in your living room? Do you have a refrigerator in your bedroom?* Tell students they're going to look at photos that show things in some surprising places. Ask *What are some funny places for things in a house?*
- Brainstorm** Have students work in groups of three to think about some of the things they might see in the pictures. Have them organize their ideas by writing the name of each room in a house. They can list funny things to put in each room.

Present

- Point to objects in the picture on p. 56 and model asking and answering questions about their locations. For example, ask *Where is the umbrella?*

Model the answer (*It's in the kitchen*). Ask *Where are the beds? They're in the bedroom.*

- Write your answers on the board and circle the subject in each sentence. Point to the first sentence and say *In this sentence, It's is a short way to say "The umbrella is."* We use *it's* to talk about one thing. Point to the second sentence and say *In this sentence, They're is a short way to say "The beds are."* Use *they're* to talk about two or more things.
- Direct students' attention to the grammar box at the top of p. 56. Play TR: 51. Have students listen to the recording once. Have them draw a circle around *It's*. Then have them connect *It's* to *phone* by drawing an arrow. Have them do the same with *They're* and *lamps*.

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 a bookcase, a stove

Vocabulary 2 a refrigerator, a window

Grammar

Grammar 1 use prepositions *above, behind, in front of, between, next to, under*

Grammar 2 use subject-pronoun agreement with *it, they*

Resources Workbook p. 43; Audio CD TR: 52; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 5.4

Related Vocabulary

teapot, teacup

The Sounds of English

Resources Workbook p. 43; Audio CD TR: 53; Picture Cards 23, 33, 26, 29, 106, 141, 211, 238; The Sounds of English Card 42

9 Listen. Read and sing. TR: 52

My House

Welcome to my house.
This is where I live.
Welcome to my living room.
Is there a place to sit?

The armchair is in front of the fireplace.
Sit down and warm your feet.
The fireplace is next to the bookcase.
Let's find a book to read.

THE SOUNDS OF ENGLISH TR: 53

table

10 Listen and say.

- | | |
|-------------|----------|
| 1. table | bookcase |
| 2. baseball | game |
| 3. eraser | crayon |



Use the Song 9

- **9 Act it out** Have a student come to the front of the class and pretend to “knock” on your door at home. Say *I like friends to come to my house. The first thing I say is “Welcome to my house.”* Pretend to open the door and say *Welcome to my house.*
- Have students take turns acting out the scene and welcoming one another. Say *Now you say it.* Encourage them to use other greetings such as *It's nice to see you!* and *Please come inside.*
- **Explain** *After my friends come inside, I like to show them where things are. I tell them “Welcome to my living room. This is my bookcase.”* Move your hands as though you're removing a book

from a bookcase and leafing through the pages. Have students repeat the sentences and copy your movements.

- Play the song (TR: 52) once, with books closed, so students can listen. Then have them open their books to p. 57. Play the song a second time. Model using gestures when you hear the actions mentioned in the song: *sit, read, cooking, sleep, turn off the light.* Complete song lyrics are on p. 95.
- When they come to a question, suggest that students turn to a classmate and sing the question to her in a friendly way.

Extend

- **Writing** Before students begin writing about a room in their house or apartment, they can listen to the song for ideas. Play the song (TR: 52). Say *Close your eyes and listen. Use the words in the song to create a picture in your mind. Imagine you're inside the house.* Play the song again and have students write down details they like from the song. Encourage them to use their notes to describe a room in their house or apartment. For example, they can write about their kitchen and tell what's “cooking on the stove.”

The Sounds of English: /ei/ as in table 10

- Point to a table in the classroom. Ask *What's this?* (a table) Say *That's right. It's a table.* Point to a bookcase. Ask *What's this?* (a bookcase) Say *Yes, it's a bookcase.* Repeat each word slowly as you write it on the board. Next, point to the word *table*, say *table* and underline the letter *a* in the word. Repeat for the word *bookcase*. Say *The letter a can stand for the /ei/ sound.*
- **10** Have students turn to p. 57 in their books. Say *Now let's listen and say.* Play TR: 53 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again. You may want to play the audio a third time.
- To check understanding, have students look at pictures, listen, and stand up when they hear /ei/ as in *table*. Display Picture Cards that contain the target sound (*crayon, eraser, paper, table, train, bookcase, lemonade, raincoat*) and some that don't.
- Hold up a Picture Card, say the word twice, and have students stand up if they hear the target sound. Say *Look and listen. Stand up when you hear the sound /ei/.* As students stand, repeat the word aloud with them. Hold up Picture Cards without the sound as well. Students remain seated when they don't hear the sound.
- To sum up, practice the following chant with students:
 - One, two, three.
 - Chant with me!
 - /ei/ /ei/ /ei/
 - Table and train.
 - Baseball and game.
 - Three, two, one.
 - Our chant is done!

Be the Expert

Teaching Tip

Recognizing rhyme is a useful skill. It helps students remember the words of songs and poems. It also introduces them to the sounds and rhythms that are enjoyable in English. Noticing rhyme can even help students discover spelling patterns. Point out places in the song where lines of the song rhyme. Read the lines to students, and stress the rhyming words.

The Sounds of English Cards

You can use The Sounds of English Card 42 to teach the /ei/ sound. Audio for this card is available on the *Explore Our World* website.

Review For additional practice, direct students to Activity Worksheet 5.4.

Objectives

- Students will
 - use graphic features to preview a nonfiction selection.
 - identify the author's main idea.
 - make comparisons.

Reading Strategy Use Visuals to Support Comprehension

Academic Language *compare, diagram, idea, predict*

Content Vocabulary *meter*

Resources Workbook pp. 44–45; Audio CD TR: 54; Classroom Presentation Tool: Reading

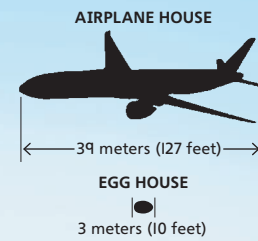
Materials photos of houses from around the world; index cards

11 Listen and read. TR: 54

Fun Houses

Airplane House

Jo-Ann Ussery's house is an airplane. It has lots of windows. There's a living room, a dining room, a kitchen, and three bedrooms.



Egg House

Dai Haifei's house has only one room inside. In the room there's a bed, a small table, and a lamp. There aren't any chairs.

12 Work with a partner. Talk about your house. Take turns.

weird true In this house, everything is upside down!



58

Practice

- Play TR: 54 again. Pause at the end of each paragraph to check for comprehension. Ask questions such as:

Paragraph 1:

Where does Jo-Ann Ussery live? (in an airplane house)

What's the house like? (It has lots of windows.)

Name three rooms in her airplane house. (dining room, bedroom, kitchen)

Paragraph 2:

Where does Dai Haifei live? (in an egg house)

What's the house like? (It has one room.)

Name three things inside the egg house. (a bed, a small table, a lamp)

- **Think Aloud** Say *The writer uses the word fun in the title. That makes me think it's an important idea. I think the important idea that the writer wants to tell is that the two houses are fun.*

- Write the following sentence stem on the board. Have students complete it to identify the main idea: *The two houses _____.* (are fun)

Apply 12

- **Graphic literacy** Have pairs of students discuss the two houses. Say *Use the pictures, words, and diagram on page 58 to talk about the two houses. Talk about how they're the same and how they're different. For example, the diagram tells that the airplane house is 39 meters long. Ask How big is the egg house?* (3 meters) Ask *Which house has more rooms?* (the airplane house) ✓ Ask students *How many rooms does the airplane house have?* If students have difficulty answering, have them reread paragraph 1.

- **12** Read aloud the directions for the activity. Have students work in pairs. Model giving a simple description of your house. Remind students how to be good listeners and speakers. Say *It's important to be polite and respectful when people talk about their homes. Be good listeners and good speakers. Listen carefully. Before you speak, think about your house or apartment. Think about what you want to tell your partner.* Have students take turns speaking and listening.

Wrap Up

- Have students form a circle and take turns saying one sentence that tells about the airplane house or the egg house. Encourage students to tell what they like about the house and what makes the house a "fun" house.

About the Photo

Jo-Ann Ussery's Mississippi dream house started as a Boeing 727. She bought the airplane in 1994 for \$2,000. It took four months to turn it into a home. The plane has 76 side windows and 10 cockpit windows, three bedrooms, a living room, and a dining room.

Dai Haifei is a young architect. His egg house is in Beijing, a few steps from his office. He built the house with bags, bamboo, wood chips, and grass seeds. It cost 6,427 yuan (\$964). The grass outside helps insulate the house from the cold.

Reading Strategy

Use Visuals to Support

Comprehension Point out each visual on p. 58 and explain how good readers use visuals to help them better understand what they read.

Photos and captions help readers predict what a reading is about. Scanning photos and captions before reading helps students identify main ideas. Captions describe what a photo shows. In this text, the captions are written in white letters.

Diagrams can show size relationships or how something works. The black pictures on p. 58 are diagrams that compare the sizes of the two houses.

Formative Assessment

Can students

- use graphic features to preview a nonfiction selection?
Ask students questions such as *What do photos tell you about a reading?*
- identify the author's main idea?
Have students write one sentence that tells the most important idea in the text.
- make comparisons?
Ask questions such as *How is this classroom different from a house? How is it the same?*

Warm Up

- **Spiral** Say *You learned how to answer the question "What's the weather like?" Today let's answer another question.* On the board, write *What's the house like?* Read the question aloud and have students repeat it.
- **Brainstorm** Display photos from magazines, books, and Internet sources of houses from around the world. Have students brainstorm words that describe the houses. Have them record the words on index cards. If students have difficulty, ask questions such as the following:
Is the house big or small?
What color is it?
Is it old or new?
What is the house made of?

Present 11

- **11 Predict** Say *Open your books to page 58. Take a few moments to look at the page. Look at the big words, the photos, and the diagrams.* Allow students about 30 seconds to skim the page. Then say *Now close your books. Tell me what you think the reading is about.*
- Explain that good readers take a quick first look at what they're going to read. Help students predict what the reading is about. Each time a student shares a prediction, ask *What do you think the reading is about? How do you know? What information on the page makes you think that?*
- **Read together** Have students open their books again. Say *Listen and read.* Play TR: 54 and have students read along. When they finish, ask if their predictions were correct.

Value

Value Help at home.

Objective

- Students will
- discuss ways to help at home.

Resources Values Poster

Related Vocabulary

chores

Help at home.

Help your family.
Help with the chores.

How can you help at home?

NATIONAL GEOGRAPHIC

59

Give the Unit Quiz

- Hand out the Unit 5 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to the picture in Section I on p. 67. Say *Look at the picture of the house.* Point to the letters. *The letters point to furniture and things in the house. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB19. It's a stove.** When students have written a letter, ask *What letter did you write?* When students respond with the letter *F*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB19.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use *It's* or *They're*. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the image at the top of p. 84. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Where is the window?* Point to the window in room 2. Say *It's above the sofa.*
- See p. 89 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 67–68, 84, 89, 91, 94; Assessment Book Audio CD TR: AB19; Picture Cards 29, 238, 241, 243–247, 254–257

Be the Expert

Testing Tip

Create a comfortable seating environment. Consider how students are placed in the classroom and determine whether a new seating arrangement is needed. It may be helpful to move students' seats farther apart during testing so there is more space between students, and less opportunity for students to look at one another's answers.

Assess Unit Objectives

- Ask questions such as the following:
- Display Picture Cards 29, 238, 241, 243–247, 254–257. Point to a household object or piece of furniture. Ask: *What is it?*
 - *Where is the door?*
 - Arrange Picture Card 244 (the stairs) so it is above Picture Card 247 (the door). Ask: *Where are the stairs?*

Project For a theme-related closing activity, direct students to the Unit 5 Project Worksheet.

Value

- Point to the photo on p. 59. Say *The girl is in her house. She's in the kitchen with her mom. What's she doing?* (cooking)
- Read aloud the first sentence. Say *The girl helps at home. She helps her mom make food for her family.*
- **Brainstorm** Help students make a list of ways they can help at home. Ask *How can you help in the kitchen? How can you help in the bedroom?*
- Call on a student to read the next two sentences. Say *Chores are jobs that children do at home to help their families. Many children make their beds, wash the dishes, or feed the pets. Do you do chores? How do you help your family?*
- Pair students. Read aloud the question at the bottom of the page. Have partners discuss their answers. Encourage students to talk about things they do to help at home as well as things they want to do to help at home.

Video

Vocabulary 1 stairs, a stove, a rug, a bookcase, a tub, a shower

Vocabulary 2 a door, a phone, a refrigerator, a sink, a window

Grammar 1 use prepositions *above, behind, in front of, between, next to, under*

Grammar 2 use subject-pronoun agreement with *it, they*

Song *My House*

Viewing household objects and furniture

Story Time *The Three Pigs*

Resources Student Book Unit 5, pp. 50–57; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)

Before You Watch

- Say *This video is about things in a house or apartment.* Ask *Do you live in a house or in an apartment?*

While You Watch

- As they watch the video, have students look and listen for target words. Tell them they will list the target words in a chart.
- Display a two-column chart with the headings **What?** and **Where?** Point to the first column and explain *Write objects and furniture here.* Point to the second column and explain *Write where things are here. The words in the kitchen and on the shelf tell where.*
- Pause the video as necessary to give students time to fill in the chart.

After You Watch

- Call on students to share their favorite scene in the video. Ask them to tell what happens in the scene and say why they like it. Encourage students to use the words they listed in their charts.



Zoom In

Vocabulary

- During the vocabulary reviews, pause the video each time Anna says “It’s your turn.” Have students name each object. Then press *Play* to hear Freddy’s answer.

Grammar

- Freeze the opening frame of Grammar 2. Ask *What do you think the cat will do?* Have students watch and listen to see if their predictions are correct. Play the animation a second time without the audio. Ask students to tell where the cat goes.

Song

- Tell students they’ll write new words for the song *My House*. Pause the video after the line “Where is the fireplace? It’s in the living room.” Have a student sing a new question, and another sing a reply. Repeat with other questions and answers.

Viewing

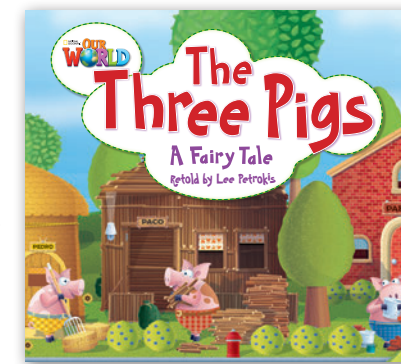
- After students finish viewing, say *Name some places where the people are.* (in the kitchen, in the library) *Where’s the food?* (on the stove, in the refrigerator) *What are the people doing?* (cooking dinner, reading)

Story Time

- View *The Three Pigs*, and then help students retell the story. For events 4 and 5, write these sentences: *The wolf climbs into the house. The wolf climbs into the fireplace.* Challenge students to work in pairs to think of a different ending for the story and to act it out.

The Three Pigs

The three pigs are in their houses. The wolf is hungry. He wants the three pigs for lunch! Will the three pigs be safe in their houses? Read and find out.



Before You Read

- **Build background** Tell students that the story is about three pigs and a wolf. Then have them open their books to the Glossary on p. 16. Hold up the book and point to each object as you name it. Say *One pig lives in a house made of straw. One lives in a house made of sticks. The third lives in a house made of bricks.* Ask students *What’s your house made of?*
- **Introduce the strategy** Explain that all stories have a beginning, a middle, and an end. Say *Think about what happens first, next, and last in the story. This will help you understand and remember what you read.*
- Say *As we read The Three Pigs, we’ll stop and talk about what happens.*

While You Read

- Stop after every few pages to review the sequence of events. Ask these questions:
 - p. 5: *Where does the wolf go first? What does he do there?*
 - p. 7: *Where does the wolf go next? What does he do there?*
 - p. 9: *Where does the wolf go last? What does he do there?*
 - p. 11: *How does the story end?*

After You Read

- With the book closed, have students retell the story to a partner. For additional support, provide these sentence stems: *First, the wolf _____.* *Next he _____.* *Then he _____.* *At the end of the story, _____.* Have partners reread the story to make sure they remember all the important events and can tell them in the correct order.

Unit 5 Reader

Text Type fairy tale

Reading Strategy Identify Sequence of Events

Vocabulary window, door

Grammar use prepositions *above, behind, in front of, between, next to, under*

Resources Classroom Presentation Tool: Story Time

Be the Expert

Reading Strategy

Identify Sequence of Events

Understanding the sequence, or order, of events is an important skill. Give students practice talking about and completing the steps in a process. For example, have them explain how to make a sandwich, or how to build a shoebox house.

Introduce students to words that signal sequence such as *first, second, third, next, then, and finally*. Encourage students to look for these words when they read and to use them when they speak.

Text Background

This story is based on the classic tale *The Three Little Pigs*, which has been told and retold for generations. Printed versions of the story have circulated since the mid-1800s, although scholars believe the story was created long before that. Today people around the world know the tale of the two unwise pigs and the hardworking pig who beats the wolf.

Student Book

TR: 46 Unit 5. 1 Listen and say.

a stove. It's a stove.
 a table. It's a table.
 a tub. It's a tub.
 a shower. It's a shower.
 stairs. They're stairs.
 a bookcase. It's a bookcase.
 a rug. It's a rug.

TR: 47 2 Listen. Point and say.

bookcase; rug; table; shower; stairs; stove; tub

TR: 48 Grammar

above; behind; in front of; between; next to; under

TR: 49 5 Listen and say. Look and write.

a refrigerator. You can say refrigerator or fridge for short.
 a window. There is a window in the kitchen.
 a sink. The sink is big.
 a phone. There's a phone in the kitchen.
 a door. The door to my house is brown.

TR: 50 6 Listen and stick. Compare your answers.

Our kitchen is very big. We cook there and we eat there every day. The refrigerator is next to the stove. The window is behind the stove. My mom has a bookcase in the kitchen. It's full of cookbooks and it's between the stove and the door. The sink is under a shelf. Oh, and there's a phone on the shelf.

TR: 51 Grammar

Where is the phone?
 It's in the kitchen.
 Where are the lamps?
 They're in the living room.

TR: 52 9 Listen. Read and sing.

Note: Lyrics for the song *My House* are on Student Book p. 95.

TR: 53 10 The Sounds of English /a/ table
 Listen and say.

1. table; bookcase 2. baseball; game
 3. eraser; crayon

TR: 54 11 Listen and read.

Fun Houses

Airplane House

Jo-Ann Ussery's house is an airplane. It has lots of windows. There is a living room, a dining room, a kitchen, and three bedrooms, too.

Egg House

Dai Haifei's house has only one room inside. In the room there is a bed, a small table, and a lamp. There aren't any chairs.

Workbook

TR: 34 Unit 5. 3 Listen and do.

1. Put your hands above your head.
 2. Put your hands behind your legs.
 3. Put your hands in front of your eyes.
 4. Put your hand under your nose.

TR: 35 6 Listen and answer.

1. Where is the TV? It's in front of the sofa.
 2. Where are the chairs? They're next to the fireplace.
 3. Where is the fireplace? It's between the chairs.
 4. Where are the pictures? They're above the fireplace.

TR: 36 10 Listen and read. Can you say these fast?

1. There isn't a shelf in the shower.
 2. Take the stove up the stairs.
 3. Next to the window, behind the door, under the table, above the floor.

TR: 37 11 Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song *My House* are on Student Book p. 95.

TR: 38 12 Listen. Which words have a that sounds like the a in table? Check the boxes.

paper. paper.
 train. train.
 hat. hat.
 paintbrush. paintbrush.
 baseball. baseball.

TR: 39 14 Listen and read.

**Welcome to My Home
 An Apartment**

Alice and her family live in an apartment. The apartment is in a big building. There is a living room with a big sofa and a TV. The kitchen is between the living room and Alice's bedroom. Alice and her sister share a bedroom. Her parents' bedroom is next to the bathroom.

A Mobile Home

Ben's family lives in a mobile home in the summer. There's a table and four chairs in the living room. There's a stove, a sink, and a refrigerator in the kitchen. There is a bathroom with a shower. Ben's parents drive the mobile home to new places. They have lots of fun!

Student Book

Unit Opener SB p. 50

yes, no

5 SB p. 55

1. refrigerator; window
 2. phone
 3. sink
 4. door

6 SB p. 55

Sticker 1: window
 Sticker 2: bookcase
 Sticker 3: refrigerator
 Sticker 4: sink
 Sticker 5: phone

Workbook

Go to pp. 213–215 for the Workbook Answer Key for this unit.

In This Unit

Theme This unit is about daily routines.

Content Objective

- Students will
- identify and discuss daily routines.

Language Objectives

- Students will
- talk about what they do every day.
 - talk about when they do things.
 - name parts of the day.

Vocabulary

Vocabulary 1 *get up, brush my teeth, get dressed, eat breakfast, go to school, eat lunch, play with friends, eat dinner, go to bed*

Vocabulary 2 *in the morning, in the afternoon, in the evening, at night*

Grammar

Grammar 1 tell time: exact hour

Grammar 2 use adverbs of frequency (*always, every day, never*)

Pacing Guides L2U6

Value Be on time.

Unit 6

Day by Day

Look and check.

The bird is

- eating.
 taking a bath.

The bird is

- in a bowl.
 in a tub.

60

Introduce

- **Activate prior knowledge** Show students Picture Card 78 (clean). Point to the Picture Card and ask *What are they doing?* (cleaning) *Yes! They're cleaning.* Show students Picture Card 80 (eat). Ask *Is she cleaning?* (no) *What is she doing?* (She's eating.)

- Draw the following on the board.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- Read aloud the unit title and have students repeat after you. Ask *What day is today?* Say *Name the days of the week.* Point to each box on the board as you read aloud the days of the week together. Ask *What days do you go to school?* Point out and have students say the name of each school day. Then ask *On what days do you eat?* Model the answer (all days).



Parrot taking a bath, Costa Rica

61

Be the Expert

About the Photo

This photo shows a an orange-fronted conure, a type of parrot, taking a bath in the province of Guanacaste in Costa Rica. There are more than 800 bird species in Costa Rica, 16 of which are parrots. The orange-fronted conure lives in large flocks in Costa Rican rain forests. It is known for imitating the calls of other members of its species to aid in locating individuals.

Teaching Tip

Students may become frustrated when they don't know the name of an object. If this happens, encourage students to refer to resources such as a word wall or a picture dictionary to help them find images or information about the word they want to say.

- Ask *yes/no* questions such as *Do you sleep all days of the week?* *Raise your hand.* All students should raise their hands. *Do you watch TV all days of the week?* Only some students may raise their hands. Repeat with *run, play basketball, ride a bike, draw, talk, and play a game.*
- Have students open their books to pp. 60–61. Ask questions to encourage discussion of the photo.
What do you see? (a bird, a parrot) Say *Yes! It's (a bird).*
What's the bird doing? (taking a bath)
 Point to the droplets of water and ask *What's this?* (water)
- Help students complete the activity on p. 60. For each sentence, read aloud the sentence stem and the two options. Have students say *yes* or *no* after each option.
- Help students identify the correct answers. Then read the completed sentences aloud and have students repeat them.

Unit Opener

Objectives

- Students will
- describe a photo.
 - complete sentences about the photo.

Resources Video: Introduction, Classroom Presentation Tool: Unit Opener; Picture Cards 78, 80; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster

Vocabulary 1

Objective

- Students will
- identify and use words related to daily routines.

Vocabulary *get up, brush my teeth, get dressed, eat breakfast, go to school, eat lunch, play with friends, eat dinner, go to bed*

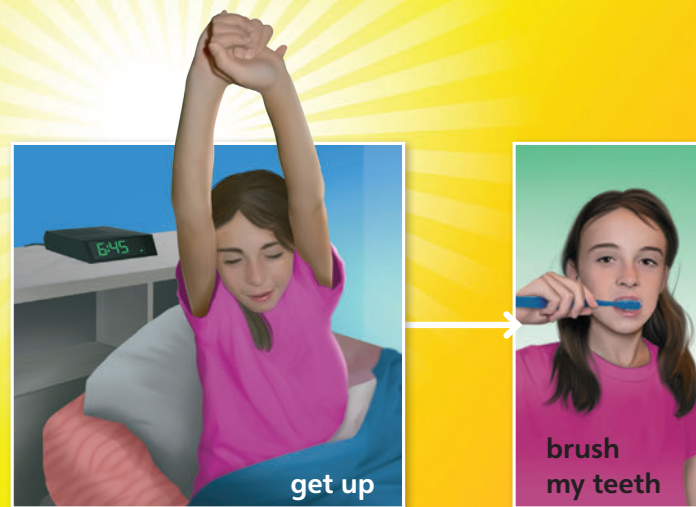
Resources Workbook p. 46; Audio CD TR: 55–56; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Picture Cards 68, 70–72, 74, 258–268; Teacher’s Resource CD-ROM: Activity Worksheet 6.I

Related Vocabulary

alarm clock, toothbrush, backpack, placemat

1 Listen and say. TR: 55

2 Listen, point, and say. TR: 56



62

Warm Up

- **Activate prior knowledge** Show Picture Card 68 (a bathroom). Ask *What room is this? Do you eat in a bathroom?* (no) *Do you take a bath in the bathroom?* (yes) Repeat with Picture Cards 70, 71, 72, and 74 (a dining room, a kitchen, a living room).
- Say *Today we’re going to say words that tell things we do at home, at school, and in other places.*

Present

- Hold open the book to pp. 62–63. Point to the first picture on p. 62. Say *Get up. We get up from bed.* Point to the next picture, read aloud the term, and say *We brush our teeth so they’re clean.* Repeat with *get dressed.* Say *We get dressed. We put on clothes.*

- For the remaining terms, point to the pictures, read aloud the terms, and help students say context sentences such as *We go to school. We eat lunch. I like pizza for lunch. We play with friends. We play games. Games are fun! We eat dinner. I like chicken for dinner. We go to bed. We sleep.*

Practice 1 2

- 1 Have students open their books to pp. 62–63. Say *Listen and point.* Play TR: 55. Have students point to each action as they hear it. Then say *Now listen and say.* Play TR: 55 again. Pause the audio after the first target word, then repeat. Play the audio again and have students listen and say without your help.

3 Work with a partner. Point and say.



63

- 2 Point to Activity 2. Say *Listen, point, and say.* Play TR: 56. After students hear each action, have them repeat it as they point in their books. ✓ Name different actions and have individual students point to the picture that shows the action. If students have difficulty, play TR: 55 again.

Apply 3

- 3 Read the model dialogue on p. 63 with a student. Say *I get up. Then I brush my teeth.* Have the student read *I brush my teeth. Then I get dressed.*

- Put students in pairs. Have pairs use the pictures and target words on pp. 62–63 to practice a dialogue. Tell students to say the order in which they do things.

Wrap Up

- Have students use target words in a sentence. Model by pointing to the girl eating breakfast on p. 63. Say *Eat breakfast. I eat breakfast in the kitchen.* Point to the girl playing with friends and have a student use *play with friends* in a sentence. Continue with other target words.

Be the Expert

Vocabulary Strategy

Irregular plurals The plural form of many nouns is formed by adding *-s* or *-es*. However, irregular nouns in English don’t follow this rule. Some irregular nouns form the plural by changing spelling. Others use the same spelling as the singular.

Post a list of irregular nouns on a classroom wall.

Irregular nouns

tooth → teeth fish → fish
foot → feet sheep → sheep

Formative Assessment

Can students

- identify and use words related to daily routines?
- Point to a picture on pp. 62–63 and have students say sentences with the target words, such as *I brush my teeth.*

Review For additional practice, direct students to Activity Worksheet 6.I.

Grammar 1

Objectives

- Students will
- tell the time using the exact hour.
 - ask and answer questions about time.

Grammar tell time: exact hour

Resources Workbook p. 47; Audio CD TR: 57; Video: Grammar I; Classroom Presentation Tool: Grammar I

Materials an analog clock (*optional*)

GRAMMAR TR: 57

What time is it?	It's 1:00.	It's one o'clock .
When do you get up?	At 7:00.	At seven o'clock .
When does he go to bed?	At 9:00.	At nine o'clock .

- 4 **Play a game.** Cut out the cubes on page I07. Play with a partner. Ask and say.



64

Warm Up

- **Activate prior knowledge** Review numbers one through twelve with students. Write the numerals and the number words on the board. For example, write *1* and *one*. Point to *1*. Say *one*. Have students repeat after you. Then point to numerals out of order and have students call out the number. Point to 5. Ask *What number is it?* (five)
- Show students a clock. Ask *What is it?* (a clock) Say *Yes! It's a clock. A clock tells us what time it is.* Then point to the numbers on the clock. Say *Let's read the numbers on a clock.* Say the numbers *one, two, three, four,* and so on as you point to each number on the clock.

Present

- Write the following on the board.

<u>What time</u> is it?	<u>It's</u> 3:00.	<u>It's</u> three o'clock.
<u>When</u> do you eat breakfast?	<u>At</u> 8:00.	<u>At</u> eight o'clock.

- Display or draw a clock on the board to show three o'clock. Point to the first question and ask *What time is it?* Point to both answers and say *It's three o'clock. You can write the time with numbers or words. Say It's is another way to write it is. They both mean the same thing.*
- Display other times on the clock, such as 6:00, 9:00, and 12:00. For each time, ask students *What time is it?*

Be the Expert

Grammar in Depth

Its versus It's The words *its* and *it's* are frequently confused. *Its* is a possessive pronoun or adjective used to describe something that's connected to an animal or an inanimate object. The word *it's* is a contraction for *it is* or *it has*. When teaching students how to tell time, remind them that we say *It's (3:00)*, and point out the contraction *it's*.

Our World in Context

Most schoolchildren in Argentina get up around 7:00 in the morning. Before going to school, they eat a breakfast of rolls or toast and jam with tea, coffee, or chocolate milk. The school day varies in different parts of Argentina, but most children start school around 8:00 and end in the early afternoon.

After school, many children play a sport or are involved in other activities that focus on academics, art, music, or dance. Around 6:00 p.m., families enjoy an afternoon snack called "la merienda." Dinner, the last of four meals, is usually eaten around 9:00 in the evening.

- Display eight o'clock. Point to the second question on the board and ask *When do you eat breakfast?* Point to both answers and say *At eight o'clock*, emphasizing *At*. Have students repeat.
- Have students open their books to the grammar box on p. 64. Say *Listen and look*. Play TR: 57. Have students follow along in their books. Play the audio again and have students read aloud from their books as they listen.

Practice

- Display or draw a clock showing 4:00. Ask *What time is it?* (It's four o'clock.) Display 10:00 on a clock. Ask *What time is it?* (It's ten o'clock.) ✓ Show 11:00 on the clock and ask students the time. Tell them to be sure to look at the number the small hand of the clock points to.

Apply 4

- 4 Point to Activity 4. Read aloud the direction line. Help students cut out and make the cubes on p. I07. Explain that one cube shows times and one cube shows pictures of Freddy the frog doing activities.
- Write on the board: *get up, wash his face, eat lunch, play with friends, play a game, go to bed*. Hold up the cube with the pictures and point to each picture as you point to and name the activity.
- Model using the cubes to play the game. Hold up both cubes, one showing 7:00 and the other showing Freddy washing his face. Have two students read aloud the dialogue on p. 64.
- Assign partners and have students take turns rolling the cubes and asking and answering questions. Students may roll combinations that are logical (4:00/play with friends) as well as combinations that are silly (3:00/go to bed). Students can score one point for each logical combination and zero points for each silly combination. The partner with the most points wins.

Wrap Up

- Ask students questions such as *When do you play with friends? When do you eat dinner? When do you go to bed?*

Formative Assessment

Can students

- tell the time using the exact hour? Display a clock or draw a clock on the board. Ask *What time is it?* Change the time on the clock for each student you ask.
- ask and answer questions about time? Pair students and have them ask and answer questions such as *When do you go to school? When do you get up? When do you eat breakfast? When do you eat lunch?*

Vocabulary 2

Objective

- Students will
- identify and name parts of the day.

Vocabulary *in the morning, in the afternoon, in the evening, at night*

Resources Workbook p. 48; Audio CD TR: 58; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 83, 225, 229, 269–273; Teacher’s Resource CD-ROM: Activity Worksheet 6.2

5 Listen and say. Listen. Read and underline. TR: 58



in the morning



in the afternoon



in the evening



at night

1. Hana plays baseball in the **morning / afternoon**.
2. She watches TV **in the evening / at night**.
3. Berto rides his bike in the **evening / morning**.
4. He plays games **at night / in the afternoon**.

6 Work with a partner. Say and stick.

When do you play with friends?
In the afternoon.

morning

afternoon

evening

night

65

- Play the first part of **TR: 58** again and have students repeat.
 - ✓ Ask questions such as *When do you get up?* If students have difficulty, play the vocabulary phrases and related sentences of **TR: 58** again.
- Read the directions for Activity 5. Point to items 1–4. Say *Let’s listen to questions and answers*. Play the second part of **TR: 58**. Complete item 1 with students. Ask *Does Hana play baseball in the morning or afternoon?* (afternoon) Have students complete the activity individually. Play the track again so students can check their answers. Review answers as a class.

Apply 6

- **6** Put students in pairs. Read aloud the directions for Activity 6 and model the dialogue with a student. Say *Look at the stickers for Unit 6 in the back of your books*. Point to the first sticker and ask *What does this show?* Model *take a bath*. Have students name the action, and then identify the remaining stickers.
- Point to each box on p. 65 and read aloud the text. Model picking a sticker. Use the example in the model dialogue. Say *First, pick a sticker. It shows playing with friends. Ask your partner “When do you play with friends?” Your partner answers. Then model the answer In the afternoon. Act out sticking the sticker in the box for afternoon*. Have partners work together to complete the activity. Walk around the room, offering help as needed.

Wrap Up

- Put students in small groups. Have students take turns telling one another about what they do at different times of the day. Model for students. Say *I eat breakfast in the morning. I watch TV in the evening*. Give groups five minutes to talk. Then have them share examples with the class.

Warm Up

- **Revisit** Show Picture Card 83. Ask *What is the boy doing?* (watching TV) Show Picture Card 225 and ask *What is this game called?* (baseball) *What are the boys doing?* (playing baseball) Show Picture Card 229. Point to the bike and ask *What is this?* (a bike) *What is the child doing?* (riding a bike)
- Say *Today we’re going to talk about activities, or things we do.*

Present

- Hold up Picture Card 272 and say *in the morning*. Have students repeat after you. Say *I get up in the morning. I eat breakfast in the morning. I brush my teeth in the morning*. Ask *What do you do in the morning?*

- Show Picture Card 270 and say *in the afternoon*. Say *School ends in the afternoon. I (go home) in the afternoon. I (ride my bike) in the afternoon*. Ask *What do you do in the afternoon?*
- Continue with Picture Cards 271 and 269 and context sentences such as *I eat dinner in the evening. I go to sleep at night*.

Practice 5

- **5** Have students open their books to p. 65. Say *We’re going to hear about different activities. We’ll hear about when people do the activities*. Play the first part of **TR: 58**. For each vocabulary phrase and sentence, hold up the related Picture Card.

Be the Expert

Teacher Tip

Have students create their own flashcards for new vocabulary terms. Have them write the term on one side of the notecard, and draw a picture or write a clue to help them remember the word’s meaning on the other side. Students can use the cards for ongoing practice. When they master a word, have them remove the flashcard from their pile so that they focus only on words they need to master.

Formative Assessment

Can students

- identify and name parts of the day?
Show students Picture Cards. Ask *When do you _____?*

Review For additional practice, direct students to Activity Worksheet 6.2.

Grammar 2

Objective

- Students will
- use adverbs of frequency (*always, every day, never*).

Grammar use adverbs of frequency (*always, every day, never*)

Resources Workbook pp. 49–50; Audio CD TR: 59; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 6.3

Related Vocabulary

toothbrush, toast

GRAMMAR TR: 59

What do you do **every day**? I **always** play with my sister.

What does your brother do on Saturday?

He sleeps! He **never** gets up before 10:00.

I ride my bike to school every morning.

7 Play a game. Play with a partner. Say.



8 Write. Work in groups of four. Talk about your partner.

My partner always _____.

_____ never _____.

_____ every day.

66

Practice 7

- 7** Point out the speech bubble on p. 66. Read it aloud and have students repeat after you. Then look at each picture in the wheel on p. 66. Have students identify the pictures.
- Put students in pairs. Say *Point to a picture. Say a sentence about it.* Model a sentence. Point to the picture of breakfast and say *I eat breakfast every morning.* Point to the picture of a kite and say *I never fly a kite.*
- Have pairs play the game. Remind students that each partner should say a sentence about each picture. Have students write what their partner says. Ask students *What do you do every day?* If they have difficulty with the meaning of *every day*, play **TR: 59** to review.

Apply 8

- 8** Have two pairs work together. Say *Write about your partner.* Point to the first sentence and say *Write what your partner always does.* Point to the second sentence and say *Write what he never does.* Point to the last sentence and say *Write what she does every day.* After students have completed the activity, have them read their sentences to the other pair of students.

Wrap Up

- Put students in pairs. Say *Tell one thing you always do. Then tell one thing you never do.* Have partners share their sentences with the class.

Be the Expert

Grammar in Depth

Adverbs of frequency usually come between the subject and verb. For example, *I always wash my face.* *I never play basketball.* The phrase *every day*, however, usually comes at the end of a sentence. *I read a book every day.*

Warm Up

- Preteach** Write on the board and read aloud the days of the week. Then ask *What day is today?* Ask students *Do you get up on Monday?* (yes) Put a check mark next to Monday. Point to one day at a time and ask *Do you get up (on Tuesday)?* Add a check mark for each day.
- Slide your finger across each check mark and say *You get up every day. You always get up.* Have students repeat using *I* in place of *you*. (I get up every day. I always get up.)
- Ask *Do you cook dinner on Monday?* (no) Continue with other days. Then slide your finger across the blanks for each day and say *You never cook dinner.* Have students repeat.

Present

- Have students look at the grammar box at the top of p. 66. Play **TR: 59** and have students repeat. Write the following on the board:

What do you do **every day**?
I **always** _____.
I **never** _____.

- Point and say *Every day means "each day." I brush my teeth every day. I eat breakfast every day.* Have students repeat *every day*.
- Point and say *Always means "at all times." Nod your head yes and say I always walk to school.*
- Point and say *Never means "not at any time." I don't have a bike. Shake your head no from side to side and say I never ride a bike to school.*

Formative Assessment

Can students

- use adverbs of frequency (*always, every day, never*)?
- Ask students questions such as *What do you do every day? Tell me one thing you never do. Tell me one thing you always do.*

Review For additional practice, direct students to Activity Worksheet 6.3.

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 *get up, go to school, play with friends, go to sleep (go to bed)*

Vocabulary 2 *in the morning, in the afternoon, at night*

Grammar

Grammar 1 tell time: exact hour

Grammar 2 use adverbs of frequency (*always, every day, never*)

Resources Workbook p. 51; Audio CD TR: 60; Video: Song; Classroom Presentation Tool: Song; Picture Cards 263–265, 267; Teacher's Resource CD-ROM: Activity Worksheet 6.4

The Sounds of English

Resources Workbook p. 51; Audio CD TR: 61; Picture Cards 263–265, 153, 102, 236, 121, 134, 241; The Sounds of English Card 6

9 Listen. Read and sing. TR: 60

Day by Day

*What time is it? What time is it?
What time is it? Can you tell me?*

*It's seven o'clock. It's seven o'clock.
It's seven o'clock in the morning.
I always get up at seven o'clock.
I get up at seven every day.*

THE SOUNDS OF ENGLISH TR: 61

go

10 Listen and say.

- | | |
|---------|--------|
| 1. go | get up |
| 2. game | leg |
| 3. big | dog |



Use the Song 9

- **Act it out** Show students p. 67. Read the song title aloud. Say *This song is about the things we do every day.* Say *I get up at (7:00).* Model getting up in the morning; stretch your arms up in the air and say *I get up in the morning.* Have students repeat your actions while saying *I get up in the morning.*
- Point to the boy getting up on p. 67. Say *The boy gets up in the morning. Look at the clock. He gets up at 7:00.*
- Ask *What do you do after school? Show me.* Have students act out what they do after school, for example, playing with friends, as they say *I play with friends.*

- Point to the yawning boy again. Ask *Does the picture tell you what time he goes to sleep? (no)* *Let's listen to the song and find out.*
- **9** Play TR: 60 once. Have students open their books to p. 67. Then play the song a second time and say *Now read and sing.* Have students sing along with the audio as they read the words in their books. Complete song lyrics are on p. 95 in students' books.

Extend

- **Vocabulary 1** Put students into four groups and hand out Picture Cards 263 (get up), 265 (go to school), 267 (play with friends), and 264 (go to bed), giving one card to each group. Show Picture Card 264, write the phrase *go to sleep* on the board, and say *Go to bed means the same thing as go to sleep.*
- Say *Point to the part of the song that has your words. Sing that part when you hear it in the song. Hold up the Picture Card.* Play TR: 60 and have each group sing their verse.

The Sounds of English: /g/ as in go 10

- Show the Picture Card for *get up*. Say *get up*, placing emphasis on the /g/ sound in *get*. Do the same for Picture Cards of *go to school* and *go to bed*. Repeat each phrase slowly as you write it on the board. Next, point to the word *get* in the phrase *get up*, and underline the letter *g*. Repeat for the phrases *go to school* and *go to bed*. Say *The letter g can stand for the /g/ sound.* Slowly repeat /g/. . . et, get and /g/. . . o, go.
- **10** Have students turn to p. 67 in their books. Say *Now let's listen and say.* Play TR: 61 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students repeat each word. You may want to play the audio a third time.
- To check understanding, have students look at pictures, listen, and raise their hands when they hear /g/ as in *go*. Display Picture Cards that contain the target sound (*goat, game, watch a game, leg, egg, rug*) and some that don't.
- Hold up a Picture Card, say the word or phrase twice, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand when you hear the sound /g/.* As students raise their hands, repeat the word aloud with them. Hold up Picture Cards without the sound as well. Students keep their hands down when they don't hear the sound.
- Practice initial /g/ sounds by having students use alliteration in silly sentences. Say aloud silly sentences and have students repeat them with you, gradually increasing the pace. For example, write on the board and say sentences such as the following:

Get up, grandpa!
Go get a goat!
Grandma played with the dog in the green grass.

Be the Expert

Teaching Tip

A song's tune and repetition can help students learn and remember vocabulary and grammar. Once students become familiar with a song and are able to recite it from memory, have them add a new verse, or substitute words in the song. Doing so helps students apply new grammar and vocabulary and gain confidence in their language skills. Provide sentence frames for students to write new verses, or have them use other verses in the song as models.

The Sounds of English Cards

You can use The Sounds of English Card 6 to teach the /g/ sound. Audio for this card is available on the *Explore Our World* website.

Review For additional practice, direct students to Activity Worksheet 6.4.

Reading

Objectives

- Students will
- talk about daily routines.
- identify a sequence of events.

Reading Strategy Identify Sequence of Events

Content Vocabulary *astronaut, experiment, space station*

Resources Workbook pp. 52–53; Audio CD TR: 62; Classroom Presentation Tool: Reading; Teacher's Resource CD-ROM: Graphic Organizers (Three-column chart)

Related Vocabulary

Earth, satellite, sleeping bag

11 Listen and read. TR: 62

A Day in the Space Station

Astronauts at the International Space Station are busy all day. They get up at seven o'clock. Then they eat breakfast. At eight o'clock they start experiments.

At one o'clock the astronauts eat lunch. In the afternoon they do more experiments. Sometimes they spacewalk outside.

At seven o'clock they eat dinner. In the evening the astronauts read or send e-mails. At about ten o'clock they go to bed.



Astronauts grow about 5 cm (2 in.) in space.

12 Work with a partner. Talk about your day. How is it different from an astronaut's day? How is it the same?

The astronauts get up at seven o'clock.

I get up at seven o'clock, too. What about you?

68

Practice

- Play TR: 62 and have students read along. Play TR: 62 a second time and have students read aloud. Pause after each paragraph to check for comprehension. Ask questions such as the following:

Paragraph 1: *What time do the astronauts get up? What do they do in the morning? What do they do first? What do they do next?*

Paragraph 2: *What do the astronauts do in the afternoon? When do they eat lunch? What do they do next?*

Paragraph 3: *What do the astronauts do in the evening? What do they do at seven o'clock? When do the astronauts go to bed?*

Apply 12

- **12** Say *Look at Activity 12*. Read the directions aloud. Then read the model dialogue with a student. Say *Think about your day*.
- Hand out three-column chart organizers and draw a three-column chart on the board.

	Astronauts	Me
get up		
eat breakfast		
eat lunch		
eat dinner		
go to bed		

- Ask students questions to help them compare their day with an astronaut's day. Ask *What time does an astronaut get up? What time do you get up? What time does an astronaut eat lunch? What time do you eat lunch?* As students answer, have them fill in the **Astronauts** column and the **Me** column in their charts.
- Say *Talk with your partner. Use your chart. How is your day different from an astronaut's day? How is it the same?*

Wrap Up

- Take a class survey. Say *We read about a day in the space station. We learned that astronauts get up at seven o'clock. How many of you get up at seven o'clock?* Record the number of students on the board. *Astronauts eat lunch at one o'clock. How many of you eat lunch at one o'clock?* Record the number on the board. Repeat with the questions *What time do astronauts eat dinner? Do you eat dinner at the same time? What time do the astronauts go to bed? Do you go to bed at the same time?*

Be the Expert

About the Photo

This photo shows the International Space Station, or ISS. The ISS was built as a partnership of the United States, Russia, Japan, Canada, and Europe. Construction began in 1998. Its purpose is to provide a place where up to seven astronauts from different countries can live safely while they conduct experiments that they hope will provide benefits to people on Earth.

Reading Strategy

Identify Sequence of Events

Explain to students that sequence is the order in which events happen. Tell students to think about what happens first, what happens next, and what happens last. Help them apply the strategy by asking them questions such as *What do you do first? What do you do next? What do you do last?*

Warm Up

- **Activate prior knowledge** Ask students questions about their daily routines. Say *Think about what you do every day. When do you get up? When do you go to bed? When do you play with friends?*
- Ask students *Do you do the same things every day? Do you always eat lunch? Do you always play games? Do you always eat dinner at the same time?*
- Draw a picture of Earth, the moon, and the stars on the board. Point to Earth and say *We live on Earth*. Point to the area beyond Earth. Say *The moon and stars are in space. We see them in the sky at night*.
- Read the title aloud. Say *A space station is a place in space where people work*. Point to the photos and say *These astronauts work in the space station*.

Present 11

- **11** Have students open their books to p. 68. Point to the astronauts in the photos. Say *They work in space*. Point to the sky to indicate space.

- Point to and read the labels in the photos. Say *The astronauts eat lunch in the space station. They go to bed in the space station*.
- Point to the photos again. Say *Astronauts do things at the same time every day in space. Let's read about what they do every day*.

Formative Assessment

Can students

- talk about daily routines?
Ask students questions such as *What do you do when you get up? Do you eat breakfast? Do you watch TV? When do you play games?*
- identify a sequence of events?
Ask students questions such as *What's the first thing you do each day? What do you do next?*

Value

Value Be on time.

Objectives

Students will

- talk about the value of being on time.
- share ideas about how they can plan their day.

Academic Language *plan*

Resources Values Poster

Be the Expert

About the Photo

This photo shows people waiting to ride the subway in Tokyo, Japan. Tokyo is Japan's main railway center. It is also considered Japan's greatest city, and is one of the largest cities in the world. Millions of Tokyo residents ride the subway every day. With a growing population moving to the suburbs, some office workers spend as much as two hours a day on the subway.



69

Give the Unit Quiz

- Hand out the Unit 6 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to the pictures in Section I on p. 69. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB20.** *She gets up.* When students have written a letter, ask *What letter did you write?* When students respond with the letter E, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB20.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. *Ask What do you have to do?* (Look at the clocks. Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Write what Miguel does. Use *always* or *never*. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the frog in one of the images at the bottom of p. 84. Say *This is Freddy the frog.* Point to the pictures. *Look at the pictures of Freddy the frog. Answer my questions. Use complete sentences. Now listen to an example.* Ask *When does Freddy get up?* Point to top left picture. Say *He gets up in the morning.*
- See p. 89 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book
pp. 69–70, 84, 89, 91, 94;
Assessment Book Audio CD TR: AB20

Be the Expert

Testing Tip

Focus on the positive. Remind students to focus on what they know, and to come back to difficult questions at the end. Explain that it's okay if they do not remember something; they will have time to review things they didn't remember after the test.

Value

- Have students turn to p. 69. Read aloud the statement at the top of the page. Say *To be on time means to be ready at a certain time. Be on time for school. Don't be late!*
- Have a student read the next two sentences. Say *We can plan our day. We can think about what we want to do. This helps us be on time.* Say *I get up at 6:00. I eat breakfast at 7:00. I go to school at 8:00. I want to be on time. I don't want to be late! So I plan my day.*

- **Brainstorm** Help students plan a day together. Write the following list of times on the board.

Morning	Afternoon
7:00 Get up	12:00
8:00	

- Have a student read aloud the question at the bottom of the page.
- Put students in pairs and have them answer the question. Tell them to talk with their partners about how they can be on time. Encourage students to talk about how making a plan can help them be on time. Have pairs share their ideas with the class.

Video

Vocabulary 1 *get up, brush my teeth, get dressed, eat breakfast, go to school, eat lunch, play with friends, eat dinner, go to bed*

Vocabulary 2 *in the morning, in the afternoon, in the evening, at night*

Grammar 1 tell time: exact hour

Grammar 2 use adverbs of frequency (*always, every day, never*)

Song *Day by Day*

Viewing frequency of daily routines

Story Time *My Day*

Resources Student Book, pp. 60–67



Zoom In

Vocabulary

- Replay one or more vocabulary segments. Say *Listen to Freddy the frog and Anna say the words.* Pause the video after Anna introduces each word. Have students repeat it.

- Pause the video before an activity or time and have students identify the word or phrase. Continue playing the video to confirm.

Grammar

- Play each segment through once without pausing. Then play the animation a second time without sound. Pause as needed to ask questions such as *What time is it?* (It's twelve o'clock) *When do they eat lunch?* (at twelve o'clock) *When does he go to bed?* (at nine o'clock) *When does he get up?* (at six o'clock)

Song

- Play the song and have students sing along. Then put the audio on silent and replay the scene as students read the words on the screen and sing along.

Viewing

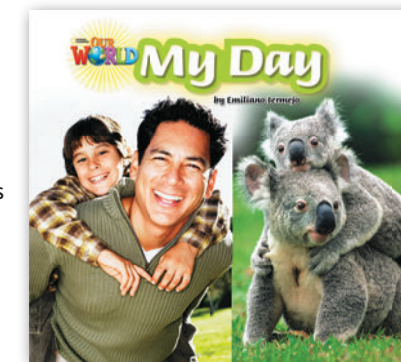
- Play the viewing segment. Pause the video at the end of two of the clips and ask students to write one sentence about each clip using the new vocabulary they learned. Have students share their sentences.

Story Time

- View *My Day* once with students. View it again. Discuss the story with students. Ask students questions such as *How do horses play? How do you play? Do you eat breakfast? Does a lizard eat breakfast? When does a bat sleep?*

My Day

In this book, children and animals compare what they do every day. Does an elephant take a shower the same way that a boy does? Do monkeys do homework the same way the children do? Read and find out!



Before You Read

- **Activate prior knowledge** Hold up the reader. Point to the title and say *The name of the book is My Day.* Help students think about their daily routines by asking questions such as *What time do you get up on (Mondays)? Do you go to school every day?*
- **Introduce the strategy** Help students understand the strategy by asking them to compare two things, such as two games, animals, or foods. Ask questions such as *How are they the same?* Help them contrast by asking questions such as *How are they different?*
- Say *As we read the story, think about how the children and animals are the same. Think about how they're different, too.*
- Hand out Venn diagram organizers and draw one on the board. Label one circle **Children**, the other circle **Animals**, and the overlap **Both**. Have students copy the chart. Point to the overlap and say *Write how the children and animals are the same.* Point to the first circle and say *Write how children are different.* Point to the second circle and say *Write how animals are different.*

While You Read

- Read the book aloud. As you read, stop and ask questions to have students compare and contrast the animals and people in the story. Give students time to fill in their diagrams.
 - pp. 2–3: *What is the boy doing? What's the elephant doing? Do they both take showers? How are the showers different?*
 - pp. 6–7: *Look at the photos. What are the children and horses doing? Read the sentences. What is different about what the children and the horses do?*
 - pp. 8–9: *What do the photos show? Do both families spend time together?*
 - pp. 10–11: *How are people and bats different?*

After You Read

- Put students in pairs. Have students review their diagrams and discuss any differences. As a class, discuss the similarities and differences between the children and animals they read about.

Unit 6 Reader

Text Type informational text

Reading Strategy Compare and Contrast

Vocabulary *at night, brush my teeth, eat breakfast, eat dinner, get dressed, get up, go to bed, go to school, play with friends*

Grammar use adverbs of frequency (*always, every day, never*)

Resources Classroom Presentation
Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Venn diagram)

Be the Expert

Reading Strategy

Compare and Contrast To compare, identify how two things are alike. To contrast, identify how two things are different. Be sure students understand that they can compare and contrast animals, people, places, and other things. Explain that words that give clues about similarities include *same, too, and both*. Words that signal differences include *but, don't, and different*.

Text Background

Informational texts provide factual information. They are designed to inform the reader about real people, things, places, and events in the world. Many informational texts include graphs, charts, maps, or photos to help explain and support the information in the text.

Audio Script

Student Book

TR: 55 Unit 6. 1 Listen and say.

get up. I get up at six forty-five.
brush my teeth. I brush my teeth.
get dressed. I get dressed.
eat breakfast. I eat breakfast.
go to school. I go to school.
eat lunch. I eat lunch.
play with friends. I play with friends.
eat dinner. I eat dinner.
go to bed. I go to bed.

TR: 56 2 Listen, point, and say.

eat dinner; get dressed; get up; play with friends;
eat breakfast; go to school; go to bed; brush my
teeth; eat lunch

TR: 57 Grammar

What time is it?
It's one o'clock.
When do you get up?
At seven o'clock.
When does he go to bed?
At nine o'clock.

TR: 58 5 Listen and say. Listen. Read and underline.

in the morning. I get up at 6 o'clock in the morning.
in the afternoon. I play with friends in the afternoon.
in the evening. I read a book in the evening.
at night. I take a bath at night.

1. What does Hana do in the afternoon?
She plays baseball.
2. What does she do in the evening?
She watches TV.
3. What does Berto do in the morning?
He rides his bike.
4. What does he do at night?
He plays games.

TR: 59 Grammar

What do you do every day?
I always play with my sister.
What does your brother do on Saturday?
He sleeps! He never gets up before 10:00.

TR: 60 9 Listen. Read and sing.

Note: Lyrics for the song *Day by Day* are on Student Book p. 95.

158 Unit 6

TR: 61 10 The Sounds of English /g/ go Listen and say.

1. go; get up 2. game; leg 3. big; dog

TR: 62 11 Listen and read.

A Day in the Space Station

Astronauts at the International Space Station are busy all day. They get up at seven o'clock. Then they eat breakfast. At eight o'clock they start experiments. At one o'clock the astronauts eat lunch. In the afternoon they do more experiments. Sometimes they spacewalk outside.

At seven o'clock they eat dinner. In the evening the astronauts read or send e-mails. At about ten o'clock they go to bed.

Workbook

TR: 40 Unit 6. 8 Listen and draw lines.

1. He plays his favorite game at four o'clock.
2. He gets dressed at eight o'clock in the morning.
3. She brushes her teeth at nine o'clock.
4. She plays with her friends at five o'clock in the afternoon.
5. He goes to bed at ten o'clock at night.

TR: 41 10 Listen and read. Can you say these fast?

1. We always play in the park.
2. Never bounce a ball in the bathroom.
3. Eat an apple every night at eight o'clock.

TR: 42 11 Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song *Day by Day* are on Student Book p. 95.

TR: 43 12 Listen. Which words have g that sounds like the g in go? Color the shapes.

game. game.
gloves. gloves.
goat. goat.
orange. orange.
frog. frog.

TR: 44 14 Listen and read.

Dog Helps Planet

This is Tubby. He's a smart dog! Every day he goes to the park for a walk. Tubby never plays with a ball. He picks up many plastic bottles every day. Tubby helps to keep the park clean. This is how he helps the planet. Do you help to keep the planet clean, too?

Answer Key

Student Book

Unit Opener SB p. 60

taking a bath; in a bowl

5 SB p. 65

1. afternoon, 2. in the evening, 3. morning, 4. at night

Workbook

Go to pp. 215–217 for the Workbook Answer Key for this unit.

In This Unit

Theme This unit is about feelings and emotions.

Content Objectives

- Students will
- describe people's expressions and actions.
 - name different feelings or emotions.

Language Objectives

- Students will
- say how people look.
 - talk about how people feel.
 - talk about what people are doing.

Vocabulary

Vocabulary 1 *tired, scared, angry, hungry, thirsty, bored, surprised*

Vocabulary 2 *laughing, frowning, crying, smiling, yawning*

Grammar

Grammar 1 ask *How are you?* and respond with *I'm + adjective*; describe how a person looks using *He looks* and *She looks*

Grammar 2 use regular and irregular plurals

Pacing Guides L2U7

Value Be kind.

Related Vocabulary

scarf, wall, roof

Unit Opener

Objectives

- Students will
- analyze a photo for information.
 - check accuracy of statements.

Resources

Video:
Introduction; Classroom
Presentation Tool: Unit Opener;
Teacher's Resource CD-ROM:
Home-School Connection Letter;
Unit Opener Poster

Unit 7

How Are You?

Look and check.

The big girl is happy.

- yes no

She's wearing a red dress.

- yes no

70

Introduce

- **Activate prior knowledge** Smile and point to your smile. Say *I'm happy! Look at my face.* Smile again. Say *How do you know I'm happy?* (You're smiling.) *Right! I'm smiling. Now show me that you're happy.* Encourage students to smile and point to their smile. Say *We're all happy.*
- Yawn and rub your eyes. Say *Am I happy now?* (no) *You're right. My face tells you how I feel. I feel tired.* Slump your shoulders and sit down. Say *Look at my body, too. I'm tired. Show me how you look when you're tired.*
- Point to the photo on pp. 70–71. Ask *How many people do you see?* (three) Point to the girl holding the scarf. Ask *Is she smiling?* (Yes.)
- Ask questions to encourage discussion of the photo.
What colors do you see in the picture? (red, black, blue)



Be the Expert

About the Photo

This photo is from Sanaa, the capital city of Yemen. Yemen is a country on the Arabian Peninsula. Sanaa is the country's largest city and one of the oldest cities in the world. Sanaa is surrounded by a tall wall that has many gates. The smiling girl is happy that she's going to school.

Teaching Tip

Some students may be reluctant to participate in class discussions. After you ask a question, pause briefly before you call on any students. This will give students a few moments to think of a response. Also consider letting students know in advance what questions you plan to ask during class. This will give them more time to prepare.

- How many people are in the picture?* (three) *How many girls are smiling?* (one)
- Why do you think one girl is standing on a table?* (so she can see over the wall)
- What question do you want to ask the little girl?* (Who are you? Are you happy? Is she your sister?)

- Guide students through the activity on p. 70. Use the activity to discuss the photo further. For example, read aloud the first sentence and ask *How can you tell if the girl is happy?* (You can look at her face. She is smiling.) Ask *Do you check the yes or no box?* (yes) For the second item, ask students to describe the clothing the big girl is wearing. Then discuss the answer as a class.
- Have a student read aloud the unit title to you. Say *I feel happy. Today we'll talk about different ways we can feel.*

Vocabulary 1

Objectives

- Students will
- identify and name feelings.
 - talk about how people feel, based on their expressions.

Vocabulary *tired, scared, angry, hungry, thirsty, bored, surprised*

Resources Workbook p. 54; Audio CD TR: 63–64; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Picture Cards 222–236, 274–290; Teacher’s Resource CD-ROM: Activity Worksheet 7.1

Related Vocabulary

smile, stretch, wrinkle

1 Listen and say. TR: 63

2 Listen. Point and say. TR: 64



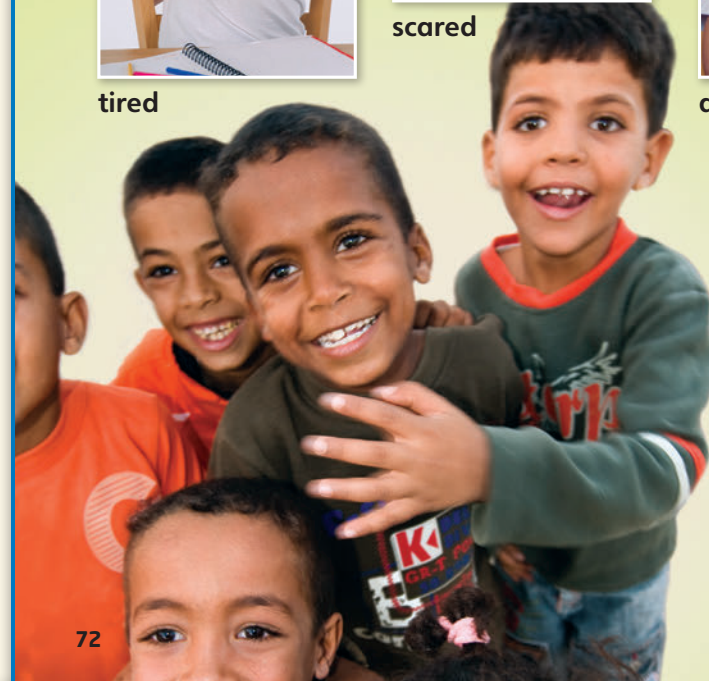
tired



scared



angry



72

3 Work with a partner. Ask and answer.



hungry



thirsty



bored



surprised



Is he hungry?

No. He's thirsty.



73

Be the Expert

Vocabulary Strategy

Antonyms and Synonyms

Antonyms are words with opposite meanings, for example, *angry* and *happy*. Antonyms are often used to contrast two things.

Synonyms are words with similar meanings, such as *angry* and *mad*. Learning words in antonym and synonym pairs can help students remember vocabulary words.

Formative Assessment

Can students

- identify and name feelings?
Show students a Picture Card and ask *What feeling is this?*
- talk about how people feel based on their expressions?
On the board, draw three faces: an angry face, a surprised face, and a tired face. Say *Look at the faces. How do they feel?*

Review For additional practice, direct students to Activity Worksheet 7.1.

Warm Up

- **Set the stage** Draw a happy face on the board. Write *happy* above it. Say *Some things are fun to do. Fun things make me feel happy. What makes you feel happy?*
- Hold up Picture Cards 222–236. Help students name each card. As you show a card, ask *Is this fun for you? Raise your hand.* Ask students who raise their hands (*Juan*), *do you think this is fun? How does it make you feel? Does it make you feel happy?* Say *Let's learn more words for feelings!*

Present

- Say *Turn to page 72.* Point to *tired*. Say *This girl works hard. Now she's tired. Show me how you look when you're tired.* Repeat as you discuss each

word. Point to *scared*. Say *This girl is scared.* Ask *Do you sometimes feel scared?*

- Point to *angry*. Say *She's angry. Sometimes I feel angry, too.* Make an angry face. Ask *How do you look when you're angry?* Point to *bored*, sigh, and say *He's bored. When I have nothing to do, I'm bored.* Ask *How do you look when you're bored?*
- Point to *hungry* on p. 73. Rub your stomach. Say *He's hungry. If I don't eat breakfast, I feel hungry.* Point to *thirsty*. Say *He's thirsty. He drinks water.* Point to *surprised*. Say *She's surprised! I get a present. I'm surprised. How do you show a surprised look?*
- Hand out Picture Cards to individual students. Say *Listen for the word on your card. Stand up. Show your card. Say the word on the card. Show how you*

look when you feel that way. Point to each feeling on pp. 72–73 and have the class read it aloud with you. Continue until all the students with cards are standing.

Practice 1 2

- 1 Hold up pp. 72–73 and point to the photos. Say *Listen to words for feelings.* Play TR: 63. Say *Now let's say what we hear.* Play TR: 63 again. Pause after each word. Point to the photo as students repeat the word with you. ✓ Yawn and stretch. Ask *What am I?* (tired) Open wide your eyes and mouth, pretending to be surprised. Ask *What am I now?* (surprised)
- 2 Say *Listen. Point to the photo that shows the feeling.* Play TR: 64. Pause after each word. Have students point to the photo as they say the word.

Apply 3

- Point to Polly the parrot and Eddie the elephant on p. 73. Say *Polly the parrot and Eddie the elephant are talking about feelings.*
- 3 Pair students. Say *Talk with your partner about feelings.* Model with a student. Point to the photo for *scared* and ask (*Lia*), *is she bored?* Guide the student to say *No, she's scared.* Give partners several minutes to ask and answer questions.

Wrap Up

- Hand Picture Cards to students. Say *Say a sentence. Use the word on your card.* When students have finished, have them pass their card to another student.

Grammar 1

Objectives

- Students will
- ask *How are you?* and respond with *I'm* + adjective.
 - describe how a person looks using *He looks* and *She looks*.

Grammar ask *How are you?* and respond with *I'm* + adjective; describe how a person looks using *He looks* and *She looks*

Resources Workbook p. 55, Audio CD TR: 65–66; Video: Grammar I; Classroom Presentation Tool: Grammar I; Picture Cards 274–285

Related Vocabulary

frown, laugh, smile, yawn

GRAMMAR TR: 65

How are you? I'm OK. 😐 I'm fine. 😊 I'm great! 😄
 He looks bored. No. He's tired.
 She looks happy. Yes. It's her birthday.

4 Listen. Write the number. Draw. TR: 66

74

Warm Up

- Preteach** Write *How are you? I'm _____* on the board. Ask *How are you?* Point to the board and say *This is how you answer.* Place Picture Cards facedown on a desk. Point to the board and say *I'll call your name. Stand up and get a card. Hold up your card. Say the answer.* Call on students to choose cards and answer, for example, *I'm tired.*

Present

- Say *Look at the grammar box on p. 74. What question do you see? (How are you?) Say Let's ask the question together: "How are you?"*
- Say *There are three answers. Let's listen to them.* Play the first part of TR: 65, pausing after the three answers. Say *Now let's say the answers together.*

Replay the first part of TR: 65, pausing after each answer to have students repeat.

- Say *We can also talk about a person's feelings. We look at a person's face and say "He looks sad" or "She looks surprised." We say looks to tell what we see with our eyes. Listen to these sentences.* Play the rest of TR: 65. Say *Let's say the sentences together.* Replay TR: 65, pausing after each sentence. Have students repeat each sentence together.
- Explain** Draw on the board a face to match *I'm OK.* Say *"I'm OK" means I'm not sad. I'm not tired. I'm not scared or angry. Thank you for asking.*

Be the Expert

Our World in Context

The term OK was first used informally in the United States in the 1800s. People around the world now use it to indicate that things are all right, or to show agreement. The three short answers in this grammar lesson—*OK, fine, great*—are common in English conversation. People often give these answers when they do not want to talk in detail about how they feel. The adjectives all have positive meanings in English. *OK* means "well enough." *Fine* means "well." *Great* is strongly positive; it means "very well."

Grammar in Depth

Contractions such as *I'm* are common in casual or informal English conversation. Reinforce students' understanding of contractions by writing the two words separately—*I am*—next to *I'm* on the board. Write sample sentences for students, such as *I am worried* and *I'm worried.*

Teaching Tip

In spoken English, questions and statements use different intonation. Questions go slightly up at the end. (This is an apple. Is this an *apple*?) Use questions and question marks to help students practice intonation. Have students practice partner activities in which they take turns asking questions and using correct intonation.

- Draw a face on the board to match *I'm fine.* Say *I'm fine, thank you. "I'm fine" means I feel good. I don't feel bad.*
- Draw a face to match *I'm great!* Say *I'm great! "I'm great!" means I feel happy!*

Practice

- Leave the faces on the board. Ask *Which picture shows I'm fine? Which picture shows I'm great? Which picture shows I'm OK?* For each question, have students point out the correct face and repeat the correct sentence aloud.
- Show students the Picture Cards for this unit. Say *We use our eyes to see how our friends feel.* Write *He looks _____* and *She looks _____* on the board. Say *I'll show a photo. Look at the face. I'll point to a sentence on the board. Finish the sentence to match the photo.*

Apply 4

- 4 Point to Activity 4 on p. 74. Say *Listen.* Play TR: 66 through Number 5. Say *Write a number in the star for each photo.* Then play TR: 66 again. Pause after Number 1 and say *Look at the photos. Find the boy who looks sad. Look at the box in that part of the star. Write number "1" in the box. The first one is done for you.*
- Repeat the process for numbers 2 through 5. After students have completed writing numbers, play the last part of TR: 66. Say *Now draw in the center circle to show how the man feels.* Discuss students' answers as a class.

Wrap Up

- Write the following on the board.

Student 1: How are you?
 Student 2: I'm _____.
 Student 3: She/He looks _____.

- Place students in groups of three. Point to the board and say *Student one asks "How are you?" Student 2 acts out a feeling and answers the question. Student 3 says "She looks (angry)."*
- Help students continue the game until the conversation has gone around the circle twice.

Formative Assessment

Can students

- ask *How are you?* and respond with *I'm* + adjective?
Put students in pairs and have them take turns asking and answering the question *How are you?*
- describe how a person looks using *He looks* and *She looks*?
Have students use Picture Cards to describe how people look.

Vocabulary 2

Objective


- Students will
- describe what people are doing.

Vocabulary *laughing, frowning, crying, smiling, yawning*

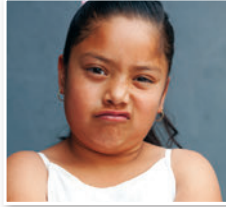
Academic Language *guess*

Resources Workbook p. 56; Audio CD TR: 67; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 286–290; Teacher’s Resource CD-ROM: Activity Worksheet 7.2


5 Listen and say. Circle the letter. TR: 67




laughing




frowning



crying



smiling



yawning

- My cat is
 - yawning.
 - frowning.
- The boy is
 - laughing.
 - smiling.
- The girl is
 - crying.
 - yawning.
- My sister is
 - smiling.
 - laughing.
- The girl is
 - frowning.
 - crying.

6 Work with a partner. Talk. Guess and stick.

This is a girl.

Is she smiling?

Yes. It's your turn.

1

2

3

4

5

75

Practice 5

- 5** Say *Listen*. Play TR: 67. Say *Now listen and say*. Replay TR: 67. Pause after each word and sentence, and have students repeat.
- Complete item I together. Say *The first sentence starts with My cat is*. Point to the photo of the cat and say *There's the cat*. Point to the first answer choice and say *yawning*. *Is the cat yawning?* (yes) Point to the second answer choice and say *frowning*. *Is the cat frowning?* (no) Say *The cat is yawning*. *I circle the letter a*. Have students repeat. Then have them complete Activity 5 independently. Replay TR: 67 so students can check their answers.

Apply 6

- 6** Pair students. Help students find the Unit 7 stickers in the back of the book. Point to each sticker and ask *What is this (boy) doing?*
- Point out the model dialogue. Have students read all three parts. Then model the activity with a student, using the sticker of the frowning boy. Ask *Who's on the sticker?* (a boy) Ask *Is he smiling?* (no) *Is he frowning?* (yes)

Wrap Up

- Place students in five groups. Take out the Picture Cards and give a Picture Card to each group. Say *Look at the picture*. *When I point to your group, do what your picture shows*. *The class will guess what you're doing*. After each group acts out its picture, ask *What are they doing?* When students answer, say *Yes! They're (frowning)!*

Be the Expert

Our World in Context

Many animals yawn, even fish. Yawning usually happens automatically, and is often the result of feeling tired or bored. When one person yawns, people nearby often yawn as well. This also takes place among some other animals, such as chimpanzees and baboons. Some studies suggest that, in humans, yawning cools the brain and increases the amount of oxygen in the body.

Teaching Tip

When students begin partner work, have them introduce themselves, even if they know each other well. Have each student say his or her name in a sentence (*My name is ____*). Then have each student give information about himself or herself using a target vocabulary word from the unit.

Formative Assessment

Can students

- describe what people are doing? Draw three faces with different expressions on the board. Ask *What is the (boy) doing?*

Review For additional practice, direct students to Activity Worksheet 7.2.

Warm Up

- Recycle** Say *Help me count to ten*. Have students count with you from one to ten. Say *What are we doing?* (counting) *Yes. We're counting*.
- Say *I'm talking*. *When I'm talking, what are you doing?* (listening) *Yes, you're listening*.
- Write *-ing* on the board. Under it, write *counting, talking, and listening*. Circle *ing* in each word. Say *These words are action words. They tell what we're doing. Feeling is an action word, too*. Write *feeling* on the board and circle *ing*. Say *I'm feeling happy! How are you feeling?* After students answer, say *Today we're going to learn more -ing words. We can use the words to tell how we're feeling*.

Present

- Have students look at p. 75. Point to the *laughing* photo and say *Laughing. The boy's laughing*. Act out *laughing*. Point to the *frowning* photo and say *She's frowning. We frown when we don't like something, or when we're sad or angry*. Act out *frowning*. Point to the *crying* photo. Say *She's crying. Look at her arm. Ouch! That's why she's crying*. Act out *crying*. Point to the *smiling* photo and say *She's smiling. She got a good grade, so she's smiling*. Act out *smiling*. Point to the *yawning* photo. Say *The cat's yawning. It's tired*. Act out *yawning*.
- Take out the Picture Cards. Hold up the Picture Card for *laugh*. Act out laughing out loud. Ask *What I am doing?* (laughing) Say *Yes, I'm laughing. Say it with me: laughing*. Repeat with *frowning, crying, smiling, and yawning*.

Grammar 2

Objective

Students will

- use regular and irregular plurals, including *people* and *children*.

Grammar use regular and irregular plurals

Content Vocabulary *circus, messy*

Resources Workbook pp. 57–58; Audio CD TR: 68; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 7.3

Materials scissors

GRAMMAR TR: 68

parent	parents	Our parents are taking us to the circus.
person	people	Some people don't like the circus.
child	children	Most children like the circus.

7 Read and write.

1. The _____ are smiling at the teacher. (student)
2. The _____ are laughing at the puppet. (child)
3. Some _____ are worried about the time. (person)
4. My _____ are angry about my messy room. (parent)
5. Most _____ and _____ like sports. (boy/girl)

8 Play a game. Cut out the cards on page 109. Play with a partner.



76

- Point to *person* and say *One person*. Point to *people*, say the word. Say *People is more than one person. We don't add s to person. We use a different word. We use people*. Repeat with the other words on the board. Then replay TR: 68. Pause after each word and sentence and have students repeat.

Practice 7

- 7 Read aloud the directions. Point to the words in parentheses. Say *Change these words to tell about more than one. Add an s or use a new word*.
- Complete item 1 together. Say *I see the word student*. Write *student* on the board. Say *I can add an s to student to tell about more than one student*. Write and say *students*. Say *I write students on the line*. Read the completed sentence aloud. Pair students and have them complete the activity.

Apply 8

- 8 Help students locate the cards on p. 109. Say *Cut out the cards. There are eight photos and eight words*.
- Pair students. Model as you say *Put four photo cards face up in a row. Make two rows. Put the word cards facedown*.
- Read aloud the dialogue on p. 76. Then say *Hold up a word card. Find the photo card that goes with it and say a sentence using the word on the card. If you're right, keep the cards. Take turns. The winner is the student with the most pairs*. Have partners play until they have used all the word cards.

Wrap Up

- Have one student stand up. Say *This is one student*. Have all students stand up. Ask *What's the word for more than one student?* (students)
- Point to yourself. Say *I'm one person*. Gesture to the class. Ask *What's the word for more than one person?* (people)
- Point to one student. Say *(Andy) is one child. What's the word for more than one child?* (children)

Be the Expert

Grammar in Depth

To make a regular plural in English, add the letter *s* or the letters *es* at the end of the word. English contains many irregular plurals, and they are formed in many ways. Some are formed according to spelling rules, and some are not. An example of a rule is "If a word ends in *y*, remove the *y* and add *ies*." For example, *pony* → *ponies*. There are no rules for words like *people* and *children*. An English learner must memorize those plural forms.

Teaching Tip

Avoid requiring students to disclose personal information to the class. When an activity requires personal responses, have the class answer from the point of view of an imagined character, or a person in a photo. This still requires students to use "I" and target grammar, but does not require students to share sensitive or personal information.

Warm Up

- **Activate prior knowledge** Write *hand* → *hands* on the board. Then raise your hand. Say *I'm raising my hand*. Say *Raise your hands*. When all students have raised their hands, say *We're raising our hands*. Point to the words on the board. Say *We use hand to talk about one hand, and hands to talk about more than one hand*.

Present

- Have students look at the grammar box on p. 76. Point to *parent*, *person*, and *child* in the box. Say *These words tell about one person*. Point to *parents*, *people*, and *children*. Read them aloud and say *These words tell about more than one person*. Listen to the words. Play TR: 68.

- Write the following on the board.

parent → parents	person → people
student → students	child → children
boy → boys	
girl → girls	

- **Explain** Read aloud the words on the board and have students repeat. Say *For some words, we add an s to tell that there are more than one. For other words, we make a new word to tell that there are more than one*. Point to *parent* and say *Parent. One parent*. Point to *parents* and say *Parents. More than one parent*. Circle the *s* in *parents* and say *For more than one parent, we say parents. We add an s to the word*.

Song - The Sounds of English

Song

Vocabulary

Vocabulary 1 surprised, angry, bored, tired, scared

Vocabulary 2 laughing, smiling, crying

Grammar

Grammar 1 ask *How are you?* and respond with *I'm + adjective*

Academic Vocabulary

chorus

Content Vocabulary

emotions, joke

Resources Workbook p. 61; Audio CD TR: 69; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 7.4

Related Vocabulary

shout, whisper

The Sounds of English

Resources Workbook p. 61; Audio CD TR: 70; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 38; Picture Cards 284, 282, 137, 99, 103, 269, 6; The Sounds of English Card 38

9 Listen. Read and sing. TR: 69

Emotions

How are you?
How do you feel?
How are you?
Tell me, please. How do you feel?

It's OK to be happy,
or sometimes to feel sad.
It's OK to be silly,
or sometimes to feel mad.

THE SOUNDS OF ENGLISH TR: 70

tired

10 Listen and say.

- | | |
|----------|-----------|
| 1. tired | surprised |
| 2. night | kite |
| 3. bike | rice |

Extend

- Say *Listen to the song. Clap your hands for each word you hear that you just learned.* Play **TR: 69**. If students don't clap at all the new words they've just learned (surprised, angry, bored, tired, scared, silly), repeat the audio until they recognize them.
- Say *I want to know how you feel. I can ask "How are you?" Ask with me: How are you?* Write the question on the board. Say *Find this question in the song.* Say *Listen for the question. Then sing along.* Play **TR: 69** and have students sing along with the chorus.

The Sounds of English: /aɪ/ as in tired 10

- Show the Picture Card of *tired*. Say *tired*, placing emphasis on the /aɪ/ sound. Do the same for the Picture Card of *surprised*. Repeat each word slowly as you write it on the board. Point to each word and underline the letter *i*. Say *The letter i can stand for the /aɪ/ sound.* Slowly repeat the words *t ... /aɪ/ ... red* and *sur ... pr ... /aɪ/ ... sed*.
- 10** Have students turn to p. 77 in their books. Say *Now let's listen and say.* Play **TR: 70** and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.
- To check understanding, have students look at pictures, listen, and stand up when they hear /aɪ/ as in *tired*. Display Picture Cards that contain the target sound (*rice, bike, kite, at night, white*), and some that don't.
- Say *Look and listen. Stand up when you hear the sound /aɪ/.* Hold up a Picture Card, say the word or phrase twice, and have students stand up if they hear the target sound. As students stand up, repeat the word aloud with them. Have students stay seated if they don't hear the sound.
- Tell students you will say a word and then change just one sound in the word to make a new word. Have students listen and identify the sound change. For example, say *kite* and then change the /aɪ/ sound in the medial position to /ʌ/ as in *cut*. Other examples to use are *bike/buck, night/nut, write/rut*, and *height/hut*.
- Practice the following chant with students:

One, two, three!
Chant with me!
/aɪ/ /aɪ/ /aɪ/
Night and kite.
Bike and rice.
Three, two, one!
Our chant is done!

Be the Expert

Teaching Tip

Students may confuse shouting or talking loudly with singing. Help students experience different ways of using their voices. Have them whisper, speak, shout, and then sing a verse or chorus from the song. Remind students when they sing to use their singing voices. If students shout, say *Try to use your singing voice!*

The Sounds of English Cards

You can use The Sounds of English Card 38 to teach the /aɪ/ sound. Audio for this card is available on the *Explore Our World* website.

Use the Song 9

- Say *This song is about feelings. The song is called Emotions.* Write *Emotions* on the board. Have students say the word aloud. Say *Emotions and feelings are the same thing. Your face and body can show your emotions.* Smile and pretend to jump up and down. Say *I feel happy! Happy is an emotion.*
- 9** Say *Let's listen to the song now.* Play **TR: 69**. Stop the audio and read the lyrics aloud. Pause at the end of each verse and have students repeat. Complete song lyrics are on p. 96.
- Say *Let's sing the whole song.* Play **TR: 69** and lead students in singing along.
- Say *This song is called Emotions. Remember that emotions and feelings are the same. What emotions are in this song?* Model the first answer (happy) and point to it in the first line of the song. Then call on students to take turns reading the emotion words in the song. Write each emotion word on the board as it's named.
- Act it out** Group students. Say *Take turns. Act out an emotion for your group to guess.* Remind them to look at the words on the board for ideas. Give students one or two minutes to act out and guess emotions.

Reading

Objectives

- Students will
- describe why people paint their faces.
- ask questions.

Reading Strategy

Ask Questions

Content Vocabulary

expression, fabulous, proud

Resources

Workbook pp. 60–61; Audio CD TR: 71; Classroom Presentation Tool: Reading

Related Vocabulary

feathers, globe, necklace

11 Listen and read. TR: 71

Fabulous Faces

People from all over the world paint their faces. This Native American girl paints her face to show she's proud of her community and traditions.

Others paint their faces to make people feel scared. The man from India has a scary, green face.

People paint their faces for fun, too. When some fans go to watch sports, they paint their faces.

In some places, people paint children's faces at parties. The children like to have pictures of flowers or animals on their faces.



What do you want on your face?



12 Work with a partner. Talk about face painting.



People can make more than 10,000 different expressions with their faces.



78

Warm Up

- **Recycle** Write *tired, scared, angry, hungry, thirsty, bored, and surprised* on index cards. Repeat on enough cards so that each student gets one. Have students draw a picture that shows the word on their card. Then put students in pairs. Write *He looks _____* and *She looks _____* on the board.
- Say *Show your picture*. Point to the sentence frames and say *Your partner says how your picture looks*. Allow time for pairs to talk about their pictures. Then have pairs share their pictures with the class. Have the class say how the picture looks.

Present 11

- Write *paintbrush* on the board. Say *We use a paintbrush to paint. We can paint pictures. What*

else can we paint? (walls, houses, doors) *Do you know that some people paint their faces?*

- Say *Faces show how we feel. Some people paint their faces to show how they feel. Some people paint their faces for fun. Let's read about some people who paint their faces.*
- **Read together** Point to "Fabulous Faces" on p. 78. Say *Fabulous is another word for "great." Let's read the first sentence together.*
- **11** Play TR: 71 and have students listen. Say *Listen for words you know.*
- Play TR: 71 again and tell students to read the words aloud. Pause after each paragraph and praise

students for their reading. If students have trouble with a section, replay it.

Practice

- Say *Now we know why people paint their faces*. To check for comprehension, ask questions such as:

Paragraph 1: *Why does the girl paint her face?* (to show she's proud)

Paragraph 2: *How does the man want you to feel?* (scared)

Paragraph 3: *Why do fans paint their faces?* (for fun)

Paragraph 4: *Where do people paint children's faces?* (at parties)

- Say *An expression on your face shows how you feel*. Smile and look around the room. Say *I'm smiling. A smile is an expression. This expression shows that I'm happy*. Point to the *Weird but True* feature on p. 78. Read it aloud. Say *Ten thousand! That's a lot of expressions!*

Apply 12

- **12** Say *Look at Freddy the frog and Polly the parrot. They're talking about face painting. You can talk, too*. Place students in pairs. Say *Ask your partner What do you want on your face? Ask and answer questions. Take turns.*

Wrap Up

- Draw the following on the board:

Who has fun? Who looks angry? Who feels proud?

- Say *We read about people who paint their faces. Some feel proud. Who is proud?* (the Native American girl) *That's right. Write girl under Who feels proud?* Say *One person looks angry. Who looks angry?* (the man from India) Say *Yes!* Write *man* under *Who looks angry?* Ask *Who has fun? Look at the reading for help.* (sports fans, children) Say *OK!* Write *fans* and *children* under *Who has fun?*

Be the Expert

About the Photo

The top photo shows a North American girl on a Hopi reservation in the state of Arizona. There are around 15,000 Hopi people in the United States.

The man with the green face in the bottom photo is a Kathakali dancer from the southern Indian state of Kerala. Kathakali dance is one of several forms of Indian classical dance. In Kathakali, voices chant a story all night. Dancers act out the story using traditional movements and facial expressions. The dancers are usually men and boys who wear colorful skirts, jackets, necklaces, and headdresses.

Reading Strategy

Ask Questions Asking questions helps students become more involved readers. Teachers should encourage students to ask themselves questions as they read. They should also ask questions to find the meaning of new vocabulary and to ask why a writer includes particular details. Students might write questions in a notebook or a reading journal. Students should understand that all questions are acceptable.

Formative Assessment

Can students

- describe why people paint their faces? Point to the photo of the man with the green face and ask *Why did he paint his face?*
- ask questions? Point to the photo of the girl on p. 78 and have students ask you a question about it.

Value

Value Be kind.

Objectives

- Students will
- interpret a photo.
 - read sentences.
 - talk about their actions.

Resources Values Poster



Give the Unit Quiz

- Hand out the Unit 7 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions** Point to the pictures in Section I on p. 71. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB21. She yawning.** When students have written a letter, ask *What letter did you write?* When students respond with the letter G, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB21.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Answer the questions. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use the word at the end of the sentence. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to image at the top of p. 85. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Is she tired?* Point to girl in the picture. Say *No, she's angry.*
- See p. 89 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 71–72, 85, 89, 91, 94; Assessment Book Audio CD TR: AB21; Picture Cards 276, 277, 279, 280, 282–284, 286–290

Be the Expert

Testing Tip

Review your answers. Teach students to take time at the end of testing to review answers and responses. They should look to make sure they did not make any careless mistakes (such as putting the right answer in the wrong place or skipping a question), and then spend the last few minutes going over the most difficult items and tasks.

Value

- Point to the photo on p. 79. Say *What are they doing?* (walking down stairs, smiling) *Who's old?* (the woman with white hair) *Who's young?* (the girl with dark hair) *How do they feel?* (happy) *The girl is helping. She helps the woman walk.*
- Read aloud the words *Be kind.* Point to the two sentences on the photo. Have a student read the sentences aloud. When the student finishes, say *Yes. We can help people. That's one way to be kind.*
- Pair students. Read aloud the question at the bottom of the page. Say *The question is How are you kind? Talk to your partner. Tell how you're kind. Then share your ideas with the class.*

Assess Unit Objectives

Ask questions such as the following:

- *How are you?*
- Display Picture Cards 276, 277, 279, 280, 282–284, 286–290. Point to a card. Say: *He looks tired. Is he tired?*
- Display Picture Cards 286–290. Point to a card. Say: *What is she/he doing?*

Project For a theme-related closing activity, direct students to the Unit 7 Project Worksheet.

Video

Vocabulary 1 *angry, scared, bored, surprised, tired, hungry, thirsty*

Vocabulary 2 *crying, laughing, smiling, yawning, frowning*

Grammar 1 ask *How are you?* and respond with *I'm* + adjective; describe how a person looks using *He looks* and *She looks*

Grammar 2 use regular and irregular plurals

Song *Emotions*

Viewing animal feelings

Story Time *Hare Is Scared*

Resources Student Book pp. 70–77; Teacher's Resource CD-ROM: Graphic Organizers (Word web)

Before You Watch

- Play the introduction. Pause before the words are spoken. Say *Listen for the words that tell about how a person feels.* After playing the segment, ask *What words tell how a person feels?* (happy, silly, excited, scared)

While You Watch

- Say *Anna's face tells us how she feels. Watch Anna's face. Write how she feels.* Write the following sentence frame on the board and have students copy it five times: *Anna feels _____.*
- Pause throughout the video and ask *How does Anna feel?* Call on a student to answer. Write the answer on a line.

After You Watch

- Pair students and have them take turns reading their sentences to one another. For example: *Anna feels (tired).* After each student reads, his partner acts out the feeling.



Zoom In

Vocabulary

- When new words are practiced, pause the video on each frame and let students guess the word before it is spoken. Prompt students by saying *He's*, *She's*, or *They're* to match the photo.

Grammar

- Play Grammar 1 and pause after the children watch TV. Ask *How do they feel?* (excited) Pause again after the children eat and drink. Ask *How do they feel?* (happy)
- Say *Count the people you see.* Play Scene 7: Grammar 2. Pause after *students, parents, children,* and *people* to have students count.

Song

- Play the chorus of *Emotions*. Say *I'll play the song again, and we'll all sing. Then I'll stop the music. When I call your name, say the word that tells how you feel.* Pause the song after *How do you feel?* Call on different students to respond.

Viewing

- Say *Animals have feelings too. Let's see how animals feel.* Play Viewing. Ask *How are the sheep feeling?* (They look excited.) Ask *How is the cat feeling?* (It looks scared.)

Story Time

- Play the introduction to *Hare Is Scared* in Story Time. Ask *What does scared look like? Show me what it looks like when you're scared.* Then play the rest of Story Time. Ask *What scared Hare?* (the mouse) *Is that silly? Yes! That's silly!*

Hare Is Scared

Hare is scared! There's a monster in his house! Can Monkey and Elephant help him?



Before You Read

- **Activate prior knowledge** Hold up the reader. Point to the hare on the cover. Say *A hare is an animal like a rabbit.* Have students describe a hare or rabbit. (big ears, strong legs, can jump) Say *Hare is crying. Hare is scared! Let's read to find out why Hare is scared.*
- **Introduce the strategy** Draw a word web on the board. Write *angry, happy, sad, scared,* and *hungry* in the outer circles of the word web. Read them aloud. Say *These words are all feelings.* Write *feelings* in the center circle. Say *I can use one word to tell about these words.*
- Say *When we tell about a story, we don't tell about every sentence. We tell about the most important things. After we read, we'll tell about this story in one sentence!*

While You Read

- Read *Hare Is Scared* aloud to students as they follow along. Pause after every few pages to ask questions about the main ideas:
 - pp. 2–3: *Look at the picture of Hare. How does Hare feel?* (Hare is happy.)
 - pp. 4–5: *How does Hare feel now? What does he do?* (Hare is scared. He's crying.)
 - pp. 6–7: *What happens after Monkey tries to help?* (Hare and Monkey are scared and go to Elephant.)
 - pp. 10–11: *What makes Hare happy?* (Mouse comes out. Elephant is scared and runs away.)
- Ask *Who in the story is scared of a monster?* (Hare and Monkey) *Who's scared of a mouse?* (Elephant)

After You Read

- Say *Now we'll tell about the story in one sentence. I start the sentence and you finish it. Monster scared Hare and Monkey, and Mouse scared _____.* Pause. If no students answer, break the sentence into chunks: repeat the beginning, pause, and say *and Mouse scared _____.* Pause for students to answer. (Elephant) Say *Let's say the whole sentence together: Monster scared Hare and Monkey, and Mouse scared Elephant.*

Unit 6 Reader

Text Type folktale

Reading Strategy Summarize

Vocabulary *angry, crying, feelings, happy, hungry, scared*

Grammar ask *How are you?* and respond with *I'm* (+ adjective); use regular and irregular plurals

Resources Video: Story Time; Classroom Presentation Tool: Reader

Be the Expert

Reading Strategy

Summarize A summary is a shortened retelling of an original text. Summarizing helps readers identify the main idea of a passage or story. When they summarize, readers choose and tell the most important parts of a reading. Summarizing is an important way to help students remember a text.

Text Background

Folktales are stories that people in a culture tell over and over again. Many folktales include talking animals and fantastic situations. Folktales are "living" stories. Over time, the storytellers may add to a folktale, or change the details in a folktale, to appeal to a particular audience.

Audio Script

Student Book

TR: 63 Unit 7. 1 Listen and say.

tired. I'm feeling tired.
scared. She's scared.
angry. The girl is angry.
hungry. I'm hungry. Can I have a sandwich, please?
thirsty. I'm thirsty. Can I have some water, please?
bored. I'm bored. There's nothing to do.
surprised. She's very surprised.

TR: 64 2 Listen. Point and say.

angry; thirsty; tired; bored; hungry; scared; surprised

TR: 65 Grammar

How are you?
I'm okay.
I'm fine.
I'm great!
He looks bored.
No. He's tired.
She looks happy.
Yes. It's her birthday.

TR: 66 4 Listen. Write the number. Draw.

1. He looks scared.
No, he's sad.
2. She looks surprised.
No, she's tired.
3. She looks scared.
Yes, she does.
4. He looks surprised.
Yes, he does.
5. She looks bored.
No, she's angry.

Draw in the circle.

How are you?

I'm great!

TR: 67 5 Listen and say. Circle the letter.

laughing. My brother is laughing.
frowning. The girl is frowning.
crying. The girl is crying.
smiling. The girl is smiling.
yawning. My cat is yawning.

TR: 68 Grammar

parent. parents. Our parents are taking us to the circus.
person. people. Some people don't like the circus.
child. children. Most children like the circus.

TR: 69 9 Listen. Read and sing.

Note: Lyrics for the song *Emotions* are on Student Book p. 96.

TR: 70 10 The Sounds of English /aɪ/ tired Listen and say.

1. tired; surprised 2. night; kite 3. bike; rice

TR: 71 11 Listen and read.

Fabulous Faces

People from all over the world paint their faces. This Native American girl paints her face to show she's proud of her community and traditions. Others paint their faces to make people feel scared. The man from India has a scary, green face. People paint their faces for fun, too. When some fans go to watch sports, they paint their faces. In some places, people paint children's faces at parties. The children like to have pictures of flowers or animals on their faces.

Workbook

TR: 45 Unit 7. 2 Listen and write.

1. How are you? I'm OK.
2. How are you? I'm great!
3. How are you? I'm OK, but I'm tired.
4. How are you? We're fine.

TR: 46 5 Listen and write.

1. The girl is happy. She's smiling.
2. My sister is crying. She feels sad.
3. The boy is frowning. He's not happy.
4. It's fun to play with my friends! We are laughing.
5. My brother is tired. He's yawning.

TR: 47 10 Listen and read. Can you say these fast?

1. Four yawning boys bounce yellow balls.
2. Five frowning frogs fly kites.
3. Six smiling sisters see six sheep.
4. Seven crying children count crayons.

TR: 48 11 Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song *Emotions* are on Student Book p. 96.

TR: 49 12 Listen. Which words have *i* that sounds like the *i* in *tired*? Circle the number.

kite. kite.
chair. chair.
rice. rice.
bike. bike.
night. night.

TR: 50 14 Listen and read.

Clowns

Many people like to watch clowns at the circus. Clowns surprise people. Many people laugh when they watch clowns. Clowns paint their faces. Some clowns have happy faces. They are always smiling. Some clowns have sad faces. This clown looks sad. Some people feel scared when they see clowns. What about you?

Answer Key

Student Book

Unit Opener SB p. 70

yes, no

4 SB p. 76

clockwise, from top: 1, 5, 4, 2, 3

5 SB p. 75

1. a, 2. a, 3. a, 4. a, 5. a

7 SB p. 76

1. students, 2. children, 3. people, 4. parents, 5. boys/girls

Workbook

Go to pp. 217–219 for the Workbook Answer Key for this unit.

In This Unit

Theme This unit is about animals, animal abilities, and animal characteristics.

Content Objective

- Students will
- identify and describe animals.

Language Objectives

- Students will
- identify animals.
 - describe animals.
 - tell what animals can and can't do.

Vocabulary

Vocabulary 1 a tiger, a lion, a zebra, a giraffe, a panda, a penguin, a hippo, a kangaroo, swing, hop

Vocabulary 2 colorful feathers, sharp claws, a short tail, a long trunk, big teeth

Grammar

Grammar 1 use *can* and *can't* to express and ask about ability

Grammar 2 use subject-verb agreement in simple present tense

Pacing Guides L2U8

Value Respect animals.

Related Vocabulary

awesome

Unit Opener

Objectives

- Students will
- name an animal.
 - complete sentences.

Academic Language label

Resources Video: Introduction; Classroom Presentation Tool: Unit Opener; Unit Opener Poster; Teacher's Resource CD-ROM: Home-School Connection Letter; Picture Cards I46–I57

Unit 8

Awesome Animals

Look and check.

This animal is a

- bird. frog.

This animal can

- jump. fly.

Red-eyed tree frog, Central America

80

Introduce

- **Activate prior knowledge** Show students the Picture Cards in any order. Hold up the Picture Card of a dog and ask *What is it?* (a dog) *What color is it?* (black and white) *How many legs does it have?* (four) Continue asking similar questions with the other cards to help students identify and describe the animals.
- Hand out drawing paper and crayons or colored pencils. Say *Draw and label one of the animals for the classroom. Make a picture for the wall.* Give students three minutes to draw and label. Then ask students to show their pictures, say what animal they drew, and describe it. If students have trouble describing the animal, ask questions about it to help them give information. Collect the drawings and put them on a classroom wall.
- Have students open their books to pp. 80–81. Read the title aloud. Say *I like awesome animals. Say it with me: awesome animals. Awesome means "great" or "very cool."*



81

Be the Expert

About the Photo

Red-eyed tree frogs are native to Central America. They eat insects. The frogs sleep during the day, stuck to the bottoms of leaves. Their green bodies blend into their surroundings. When disturbed, they open their eyes and show their orange feet to flash all their colors. This often makes predators stop long enough to allow the frog to escape.

Teaching Tip

Explain why a task is being assigned so that students understand why they're doing it. For example, say *This activity helps you learn new ways to say ____ or This activity helps you practice new vocabulary, like ____ and ____.* Giving a purpose to a task helps students feel more invested in their learning.

- Ask questions to encourage discussion of the photo.
 - What do you see?* (a frog)
 - What colors do you see?* (green, blue, red, orange, yellow, white)
 - What color are the frog's eyes?* (red, black, white)
 - What color are the frog's feet?* (orange)
- Guide students through the activity on p. 80. Read the direction line aloud. Then read the first sentence stem and each option below it. Ask *Is this animal a bird?* (no) *Is it a frog?* (yes) *It's a frog.* Draw a check mark on the board and say *Check the circle next to frog.* On the board write *This animal is a frog.* Read the sentence aloud and have students repeat after you.
- Read the second sentence stem and each option below it. Ask *Can frogs jump?* (yes) *Can frogs fly?* (no) *Check the circle next to jump.* On the board write *This animal can jump.* Say it aloud and have students repeat after you.

Vocabulary 1

Objectives

- Students will
- identify and use words for animals.
 - use words to describe animals.

Vocabulary a tiger, a lion, a zebra, a giraffe, a panda, a penguin, a hippo, a kangaroo, swing, hop

Academic Language clue, context

Resources Workbook p. 62; Audio CD TR: 72–73; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Picture Cards 146–157 and 291–305; Teacher's Resource CD-ROM: Activity Worksheet 8.1

Related Vocabulary

forest, stripes, swamp, wild

1 Listen and say. TR: 72

2 Listen. Point and say. TR: 73



82

Warm Up

- **Activate prior knowledge** Place students in five groups. Choose five animals from the first set of Picture Cards and give each group a card. Keep each card turned over so other groups cannot see it. Give groups two minutes to talk about their animals and how their animals act. Then call on groups one at a time. Say *Group, act out your animal.* Have other students guess the animal.

Present

- Say *Let's talk about animals. Look at the animals in your book.* Give students a few moments to look at pp. 82–83. Point to each animal, say its name, and use its name in a sentence. For tiger, say *A tiger is a very big cat. It's strong.* For lion, say *A lion is big and strong, too. A lion runs*

fast. For zebra, say *A zebra. A zebra is black and white. It looks like a donkey or a horse.* For giraffe, say *A giraffe. A giraffe has a long neck.*

- Continue with p. 83. For panda, say *A panda. A panda has black ears.* For penguin, say *A penguin. A penguin swims.* For hippo, say *A hippo. A hippo lives where it's hot.* For kangaroo, say *A kangaroo. A kangaroo has two short legs and two long legs.*
- Point to the photo of *swing*. Move your arms back and forth over your head and say *swing. A monkey can swing.* Pretend to hop two or three times, and then point to the photo of *hop*. Say *hop. A frog can hop. A kangaroo can hop, too.*
- Hold up the second set of Picture Cards one at a time, in any order. Say *Tell me the word for this picture.* Have students say what each picture shows.

182 Unit 8

Be the Expert

Vocabulary Strategy

Context Clues Understanding how to use context clues can help students improve their reading skills as well as their vocabulary. Nearby words, pictures, and photos can offer clues to the meaning of an unknown word. For example, a photo of a swinging monkey near the sentence *A monkey swings from trees* gives a clue to the meaning of *swings*.

Formative Assessment

Can students

- identify and use words for animals?
Hold up a Picture Card. Ask students to point to the animal on pp. 82–83 and say its name.
- use words to describe animals?
Point to one of the animal photos on pp. 82–83 and say *Tell me what you know about this animal.*

Review For additional practice, direct students to Activity Worksheet 8.1.

a panda

a penguin

a hippo

a kangaroo

3 Work with a partner. Ask and answer. Use these words.

climb fly hop jump
run swim swing walk

swing

hop

This animal can hop. What is it?

It's a kangaroo!

83

Practice 1 2

- 1 Point to Activity 1. Say *Listen.* Play TR: 72. Point to each term as the audio plays.
- Say *Now listen and say.* Play TR: 72 again. Pause the audio after the first term. Have students say the term. Then play the sentence. Have students say the sentence.
- 2 Point to Activity 2. Say *Listen. Point to the photo. Say the word.* Play TR: 73. Pause after *zebra*, hold up the book, point to the photo of a zebra, and say *zebra.* Have students say the word as they point to the photo in their books. ✓ Point to a photo on pp. 82–83. Ask *What's this animal?* If students have difficulty answering, replay TR: 72 and use Picture Cards 294–305 to review animal names.

Apply 3

- 3 Point to the mascots on p. 83. Read the dialogue aloud and then model the dialogue with the class.
- Pair students. Point out the words to use. Have partners ask and answer questions using the words.

Wrap Up

- Hold up each Picture Card from this lesson. Ask *What is it?* Then ask questions about the animal or action. For example, for a lion, ask *What is it? What color is it? Do lions hop?*
- Hand out the Picture Cards from the lesson. Call on students to stand and say one thing about the photos on their cards.

Vocabulary 1 183

Grammar 1

Objective

- Students will
- use *can* and *can't* to express and ask about ability.

Grammar use *can* and *can't* to express and ask about ability

Academic Language *answer, question*

Resources Workbook p. 63; Audio CD TR: 74; Video: Grammar I; Classroom Presentation Tool: Grammar I; Picture Cards 291–305

GRAMMAR TR: 74

Can a penguin swim? Yes, it **can**. A penguin **can** swim.
Can penguins fly? No, they **can't**. Penguins **can't** fly.

4 Play a game. Play with a partner.

Start

Finish



84

Practice

- On the board, write *climb, fly, hop, jump, run, swim, swing, and walk*. Then write the following sentence frames.

Yes, it _____. No, it _____.
 Yes, they _____. No, they _____.

- Practice with students. Use the words on the board to ask questions about animals. Have students use the sentence frames on the board to help them answer the questions.
- Ask *Can a giraffe fly?* (No, it can't. A giraffe can't fly.) *Can pandas climb trees?* (Yes, they can. Pandas can climb trees.) *Can kangaroos climb trees?* (No, they can't. Kangaroos can't climb trees.) *Can a hippo walk?* (Yes, it can. A hippo can walk.)

Apply 4

- 4 Read aloud the directions for Activity 4. Point to each picture and have students name the animal. Place students in pairs. Say *Play a game with your partner. Ask and answer about the animals.*
- Direct students' attention to the mascot dialogue at the bottom of p. 84. Say *Polly's question is Can a lion jump? What is Eddie the elephant's answer?* (Yes, it can.) Say *A lion can jump.* Point to the game board and say *Point to a square on the board. Ask a question. Your partner answers.* Tell students they can use the words and sentence frames on the board to help them.

Wrap Up

- Write *kangaroo, hippo, lion, panda, and zebra* on the board. Say *I'll point to the name of an animal and say two actions that animals do. You tell me what the animal can do, and what it can't do. For example, I point to zebra and say "run, swing in trees." You say "A zebra can run. A zebra can't swing in trees."*
- Point to each word at a time. Record students' responses.

Be the Expert

Our World in Context

Hippos live in eastern, central, and sub-Saharan Africa. On land, they can run as fast as a human being, but only for short distances. Hippos are good swimmers, and their huge bodies are graceful in the water.

Grammar in Depth

Can and *can't* are helping verbs. They are used with other action words (verbs) to express ability. *Can* means "is able to," as in *A penguin is able to swim*. *Can't* means "is not able to," as in *A parrot is not able to swim*.

Since *can't* is negative, avoid using it with another negative, such as *never*. *Can't never* should be replaced by *can never, can't ever, or can't* so that only one negative is expressed.

Teaching Tip

When you want students to focus on speaking correctly in English, support their attempts by writing or saying a sample sentence in the correct grammatical form. After you ask a question or state an instruction, give students time to form answers in their minds before speaking aloud. That may mean waiting before calling on a student to give an oral response.

Warm Up

- Activate prior knowledge** Write the following words on the board.

climbs	flies	hops	jumps
runs	swims	swings	walks

- Put Picture Cards of animals in a pile. Say *Let's say what animals do.* Pick up a Picture Card and name the animal. Point to an accurate action word on the board. Say a sentence: *A (tiger) runs.* Repeat with *walks* and *jumps*.
- Have students pick a Picture Card. Then have each student say a sentence, using an accurate action word from the board.

Present

- Ask *Can a lion run?* Nod your head and say *Yes! It can. A lion can run.* Write *can* on the board. Say *Lions can run* and have students repeat.
- Repeat for *can't*. Ask *Can a lion fly?* Shake your head from side to side and say *No, it can't. A lion can't fly.* Write *can't* on the board. Say *Lions can't fly.* Have students repeat.
- Have students open their books to p. 84 and look at the grammar box. Play **TR: 74**. Have students listen once. Play **TR: 74** again and have students repeat each question and answer.

Vocabulary 2

Objective

- Students will
- describe animals.

Vocabulary colorful feathers, sharp claws, a short tail, a long trunk, big teeth

Academic Language clue, context

Resources Workbook p. 64; Audio CD TR: 75; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Picture Cards 291–310; Teacher's Resource CD-ROM: Activity Worksheet 8.2

5 Listen and say. Check T for True and F for False. TR: 75



colorful feathers



sharp claws



a short tail



a long trunk



big teeth

- Kangaroos have colorful feathers. T F
- Elephants have long trunks. T F
- Pandas have sharp claws. T F
- Monkeys have short tails. T F
- Lions have sharp teeth. T F

6 Work with a partner. Talk and stick.

Do hippos have long legs?

short legs

long tails

sharp claws

long necks

big ears

85

Practice 5

- Say *Listen*. Play TR: 75 as students listen. Then say *Now say the words and the sentences*. Play TR: 75 again, and pause after each term and each sentence for students to repeat.
- 5 Read aloud the second direction line for Activity 5 (“Check T for True and F for False.”) and complete item 1 with students. Say *Kangaroos don't have feathers. This sentence isn't true. I check F for False*. Have students complete the activity. ✓ Ask *What animal has colorful feathers?* If students have difficulty, replay TR: 75.

Apply 6

- 6 Read aloud the directions for Activity 6. Say *Let's do a sticker activity*. Model the dialogue with a student.
- Help students find the stickers for Unit 8. Point to the captions beneath the photos on p. 85. Read each caption aloud. Point to the sticker of the giraffe and say *This is a giraffe. A giraffe has long legs!* Point to each sticker and ask *What is it?*
- Show the sticker of the hippo and say *Say the name of the animal on the sticker. Then ask a question about the animal*. Then point to the words in the boxes on p. 85 and say *Use the words in the boxes in your questions or answers*. Read aloud the model question on p. 85. Say *One partner asks, and one partner answers*. Read the model answer aloud. Say *Take turns. Put the stickers in the right boxes*.
- Explain that students won't use all the stickers for this activity.

Wrap Up

- Show the Picture Cards for the five vocabulary terms on p. 85 one at a time. Have students identify the target word for each picture card.

Be the Expert

Vocabulary Strategy

Context Clues Remind students to use photos and captions as context clues to interpret unfamiliar words. Many times a caption or label tells what the photo illustrates. The caption usually identifies the thing (noun) in the photo and includes descriptive words (adjectives) about how the thing appears in the photo. Meanings drawn from photos and labels can be checked in a simple glossary or dictionary.

Teaching Tip

Classroom Management To help students remember new vocabulary words, have them act out the words. Involve other students by asking them to produce language that describes what they see. For example, ask *What's (Sara) doing?* or *What word is (Sara) showing us?*

Warm Up

- On the board write A _____ has _____. Say *Some animals have long necks. Some have long heads. Some have long legs. I'll hold up photos. Say if the animal has a long neck, or a long head, or long legs*. Hold up Picture Cards for a giraffe (long neck, long head, long legs), a camel (long neck, long legs), and hop (the frog has long legs). Call on a student and ask *What's long?* After the student answers, say *Yes, a (giraffe) has (a long neck)*.

Present

- Say *Open your books to page 85*. Then point to each photo and say the term once. Say *Now say the words with me*. Point and have students say each term with you.

- Take out the Picture Cards. Hold up the Picture Card of a parrot and say *This bird has colorful feathers. It has blue, red, and orange feathers*. Hold up the Picture Card of sharp claws. Say *This animal has sharp claws. Sharp claws help it climb trees*.
- Hold up the Picture Card of a short tail. Say *This is an animal's tail. This animal has a short tail*. Hold up the Picture Card of a long trunk. Point and say *This is an elephant's trunk. An elephant has a long trunk*. Wave your arm from side to side in front of your face, like an elephant's trunk. Hold up the Picture Card of big teeth and say *This animal has big, sharp teeth*.

Formative Assessment

Can students

- describe animals?

Hold up the Picture Card of a kangaroo and ask *What does a kangaroo have?*

Review For additional practice, direct students to Activity Worksheet 8.2.

Grammar 2

Objective

- Students will
- use *do* and *does* for plural and singular subjects.

Grammar use subject-verb agreement in simple present tense

Academic Language *compare*

Resources Workbook pp. 65–66; Audio CD TR: 76–77; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Picture Cards 291–295, 297–302, 304, and 305; Teacher’s Resource CD-ROM: Activity Worksheet 8.3

Materials scissors

GRAMMAR TR: 76

- Does** a tiger **have** sharp claws? Yes, it **does**.
Does a tiger **have** a trunk? No, it **doesn't**.
Do tigers **have** sharp claws? Yes, they **do**.
Do tigers **have** trunks? No, they **don't**.

7 Read and check. Then listen and compare your answers. TR: 77

	big ears	long neck	sharp teeth	long trunk	colorful feathers
elephant	✓				
giraffe					
lion					
parrot					

8 Play a game. Cut out the cards on page III. Play with a partner.



- Have students open their books to p. 86. Say *Look at the yellow box. Listen.* Play TR: 76 as students listen. Play TR: 76 again. Pause after each question and answer and have students repeat it.
- Point to the bird on p. 85. Ask *Does the bird have colorful feathers?* (Yes, it does.) *Does it have big teeth?* (No, it doesn't.)

Practice 7

- 7** Say *Look at the chart on page 86. Let's read the animal names together: elephant, giraffe, lion, parrot. Now look at the words at the top of the chart.* Have a student read the words at the top of the chart aloud. Play TR: 77 and pause after the instructions. Say *Read the animals and the words at the top. Make a check if the words match the animal.* Point to the chart and say *An elephant has big ears. Make a check next to elephant and under big ears.* Say *Now you listen and make checks in the chart.* Play the rest of TR: 77 and have students complete their charts.
- Play TR: 77 again and review answers. Say *Listen. Do your answers match?* Then have students use the information in their charts to compare animals. Say *Now compare the animals. Ask and answer questions.*

Apply 8

- 8** Pair students and have them cut out the cards on p. III. Say *Pick a card. Ask a question. Your partner answers.* Call on two students to read aloud the model dialogue on p. 86. Say *Take turns asking and answering. Use the information in the chart on page 86 to help you.* As students play, walk around the room and offer help as needed.

Wrap Up

- Say *Let's play a game.* Put Picture Cards of all the animals from Unit 8 in a folder. Place students in two groups. Say *Take a Picture Card. Don't show it to the class. We ask questions to guess.* Model the game with the Picture Card of a kangaroo.

Be the Expert

Grammar in Depth

In English sentences, subjects (people or things) and verbs (actions) must agree in number. If a subject is singular, or one person or thing, the verb is also singular. If the subject is plural, or more than one person or thing, the verb is also plural.

Many verbs have singular and plural forms. For example, *has* and *does* are singular; *have* and *do* are plural: a student *has* a book and *does* homework; Students *have* books and *do* homework. Some verbs, such as *can*, have just one form: A student *can* write; Students *can* write.

Warm Up

- Recycle** Write *a dog* on the board. Then write *Yes, it can* and *No, it can't*. Say *I ask a question about a dog. You answer "Yes, it can." or "No, it can't."* Ask questions such as *Can a dog get dressed?* Then say *Today we'll learn how to answer new questions about animals.*

Present

- Write the following on the board.

Does the chicken have a tail? Yes, it does. No, it doesn't.
 Do chickens have tails? Yes, they do. No, they don't.

- Read aloud the first question and ask *Is there one chicken or more than one?* (one) Say *One. So we use does.* Point to *does* and say *Use does to ask about one thing.* Point to the answers and read them aloud. Point to *it* and say *Use it to talk about one thing.*
- Read the second question and ask *Is there one chicken or more than one?* (more than one) Point to *do* in the question and say *Use do to ask about more than one thing.* Point to the answers and read them aloud. Point to *they* and say *Use they to talk about more than one thing.*

Formative Assessment

Can students

- use *do* and *does* for plural and singular subjects?

Write *it, they, do,* and *does* on the board. Ask *What words go together?*

Review For additional practice, direct students to Activity Worksheet 8.3.

Song - The Sounds of English

Song

Vocabulary

Vocabulary I *swing, a penguin, a kangaroo, hop*

Grammar

Grammar I use *can* and *can't* to express and talk about ability

Academic Language

verse

Resources Workbook p. 67; Audio CD TR: 78; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 8.4

The Sounds of English

Resources Workbook p. 67; Audio CD TR: 79; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 27; Picture Cards 305, 156, 44, 218, 144, 78, 80, 81, 116, 161, 220, 251, 306; The Sounds of English Card 27

9 Listen. Read and sing. TR: 78

Awesome Animals

*I want to be a monkey in a tree!
And I want to fly high up in the sky!
I want to be a monkey in a tree!
And I want to fly high up in the sky!*

THE SOUNDS OF ENGLISH TR: 79

zebra

10 Listen and say.

- | | |
|----------|-------|
| 1. zebra | sheep |
| 2. teeth | tree |
| 3. jeans | tea |

The Sounds of English: /i:/ as in zebra 10

- Show the Picture Card of zebra. Say *zebra*, placing emphasis on the /i:/ sound. Do the same for the Picture Card of sheep. Repeat each word slowly as you write it on the board. Point to each word and underline the letter(s) e. Say *The letter e can stand for the /i:/ sound*. Slowly repeat the words *z ... /i:/... bra* and *sh ... /i:/... p*.
- 10 Have students turn to p. 87 in their books. Say *Now let's listen and say*. Play TR: 79 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.
- To check understanding, have students look at pictures, listen, and raise their hands when they hear /i:/ as in zebra. Display Picture Cards that contain the target sound (*sheep, tree, jeans, tea, clean, eat, sleep, feet, see, sneakers, between, [big] teeth*) and some that don't.
- Hold up a Picture Card, say the word twice, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand when you hear the sound /i:/*. As students raise their hands, repeat the word aloud with them. Hold up Picture Cards without the sound as well. Students keep their hands down when they don't hear the sound.
- Tell students you will say a word and they will think of a new word that begins with a certain sound and that rhymes with your word. For example, say *What rhymes with sheep and starts with sl?* (sleep) Other examples to use are *What rhymes with see and starts with tr?* (tree) *What rhymes with cleans and starts with /dʒ/?* (jeans)

- To sum up, practice the following chant with students:

One, two, three!
Chant with me!
/i:/ /i:/ /i:/
Sheep and *sleep*.
Tree and *tea*.
Three, two, one!
Our chant is done!

Be the Expert

Teaching Tip

Songs give auditory learners a chance to absorb new vocabulary and grammar. Let these students take the lead in reading aloud or singing parts of the song to the whole group.

The Sounds of English Cards

You can use The Sounds of English Card 27 to teach the /i:/ sound. Audio for this card is available on the *Explore Our World* website.

Use the Song 9

- **Brainstorm** Ask *What animals hop?* (a frog, a kangaroo) *What animal flies?* (a bird) *What animal swings?* (a monkey)
- 9 Have students open their books to p. 87. Point to the title and say *This song is called Awesome Animals. We'll listen to the song, then we'll read the song, and then we'll sing about the awesome animals. First, listen.*
- Play TR: 78 once and have students listen. Say *Now read in your book*. Play TR: 78 again and have students read along in their books. Complete song lyrics are on p. 96. Pause after each verse and have students read the words aloud. Say *It's time for us to sing*.

- Play TR: 78 a third time and have students sing along. Pause as necessary to repeat verses that are difficult for students to sing.

Extend

- Put students in groups. Have students in each group act out animals for their group to guess. Say *One student acts out an animal. Other students guess the animal. Take turns*. If students have difficulty thinking of an animal to act out, point to the animal names on the board.
- Sing a verse of the song, but leave the animal's name out and have students guess. Then have the class sing the full verse, using the name of the correct animal.

Reading

Objectives

- Students will
- compare and contrast animals.
- talk about animals.

Reading Strategy Compare and Contrast

Academic Language *both, compare, contrast*

Content Vocabulary *kick*

Resources Workbook pp. 68–69;
Audio CD TR: 80; Classroom
Presentation Tool: Reading

Related Vocabulary

beak, comb, eyelashes

11 Listen and read. TR: 80

Two Big Birds

Cassowary

The cassowary is big and strong. It can live to be 60 years old. It lives in Papua New Guinea and Australia.

The cassowary can run really fast, but it can't fly. Watch out! An angry cassowary can kick really hard!

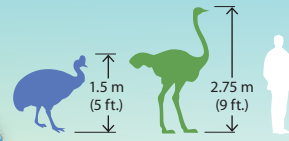


88

Ostrich

The ostrich is big and strong. It can live to be 50 years old. It lives in Africa.

Like the cassowary, the ostrich can run really fast, but it can't fly. And yes, it can kick hard, too!



Jeopardy in true A male ostrich can roar like a lion.

12 Work with a partner. Talk about the animals.

giraffes kangaroos tigers zebras



Warm Up

- **Activate prior knowledge** Say *We know about some awesome birds. We know their names, what they can do, and how they look. What bird has colorful feathers?* (a parrot) *What bird can swim?* (a penguin) Flap your arms as if they're wings and ask *Does a penguin have wings?* (yes) *Can a penguin fly?* (No, it can't.) *Some birds can't fly. What can they do? Let's find out.*

Present 11

- Have students look at p. 88. Point to the cassowary and say *I see colorful feathers. What's this animal?* (a bird) *It's a bird. It's a big bird. It's called a cassowary. Say it with me: cassowary.* Point to the ostrich. Say *This is a big bird, too. An ostrich. Let's say the name together: ostrich.*

- **Graphic literacy** Point to the diagram under the cassowary text. Say *This diagram shows how big the birds are. It shows a person, too. The green bird in the diagram is the ostrich.* Read the ostrich measurements aloud. Say *The blue bird in the diagram is the cassowary.* Read the cassowary measurements aloud. Say *A student is 1.2 meters (4 ft) tall. These birds are tall!*

- **11 Read together** Have a student read the title aloud. Say *Listen.* Play **TR: 80** and have students listen. Say *Listen and read.* Play **TR: 80** again and have students read along silently.
- Play **TR: 80** a third time. Pause after each sentence and have students repeat it aloud.

- Place students in groups and have group members take turns reading paragraphs aloud. To check comprehension, ask questions such as the following:

Cassowary

Paragraph 1: *How old can the cassowary live to be? Where does it live?*

Paragraph 2: *Can the cassowary run fast? What else can it do? Can the cassowary fly?*

Ostrich

Paragraph 1: *How old can the ostrich live to be? Where does it live?*

Paragraph 2: *Can the ostrich fly? What can it do with its legs? What else can the ostrich do?*

Practice

- Pair students. Say *Look at your books. Talk about the cassowary and the ostrich. How are they the same? What can they both do?* As partners talk, walk around the room to monitor their progress. ✓ Ask *Can the cassowary and the ostrich both run fast?* If students have difficulty, write these sentence frames on the board: *A cassowary can _____.* *An ostrich can _____.* *Both birds can _____.*

Apply 12

- Say *Freddy the frog is talking about animals. What's Freddy the frog saying? He says "Zebras live in Africa." Say it with me.* Repeat the sentence. Then point to the box at the bottom of p. 88 and ask *What animal names are in the box? Read them with me: giraffes, kangaroos, tigers, zebras.* Point to *zebras* and repeat *Zebras live in Africa.*
- **12** Pair students. Point to Activity 12 and read the direction line.
- Say *Talk with your partner. Tell what the animals are like. Tell what they can do. Tell what they can't do. Take turns.* Have pairs share their dialogues with the class.

Wrap Up

- On the board write *We are _____.* *We can _____.* *We can't _____.* Put students in pairs. Tell half of the pairs they are cassowaries and the other half they are ostriches. Have each pair write a sentence for each sentence frame on the board.
- Have each pair read their sentences aloud. Then ask questions such as *How are cassowaries and ostriches alike? How are they different?*

Be the Expert

About the Photo

Many biologists believe that cassowaries share traits with dinosaurs and could help people understand how dinosaurs communicated. Cassowaries make very low sounds, some of which people cannot even hear. One biologist says the lower-range sounds give people an "unsettling sensation" that is more felt than heard. Scientists believe that these lower-level sounds are a way of communicating over long distances.

Reading Strategy

Compare and Contrast To compare means to say how things are the same, and to contrast means to say how they're different. To compare, or look for similarities, readers can look as they read for nouns (things) that repeat. Then they can look for descriptive words that are alike.

Value

Value Respect animals.

Objectives

Students will

- read about respecting animals.
- talk about how they can respect animals.

Resources Values Poster

Be the Expert

About the Photo

Jane Goodall is a scientist who studies chimpanzees in the wild. She began her career in 1960 in Tanzania, a country in East Africa. She observed that chimpanzees, like humans, have families, communicate in ways that include hugging, use tools, and hunt in groups. Goodall's research into chimpanzee behavior has helped scientists better understand human beings.

In 1977 Goodall established the Jane Goodall Institute. It is dedicated to the well-being of living things.

Respect animals.



It's important to respect animals. Be kind and gentle.

How can we respect animals?

NATIONAL GEOGRAPHIC

Jane Goodall with chimpanzees

89

- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the questions. Use *Do* or *Does*. 4: Read. Circle *True* or *False*.)

- **Speaking instructions** Point to the images at the bottom of p. 85. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Can a penguin fly?* Point to the penguin. Say *No, it can't. A penguin can't fly.* See p. 89 of the Assessment Book for questions and expected student responses.

Give the Mastery Test

- Follow a similar process for administering the Unit 8 Quiz, but use the following examples.
- **Listening instructions** Point to the pictures in Section I on p. 77. Play the example on **TR: AB24**. *She gets up at seven o'clock.* When students respond with the letter *B*, begin the quiz. Play the rest of **TR: AB24**.
- Read aloud and confirm students' understanding of the directions. (2: Complete the questions. Use words from the box. 3: Complete the sentences. Use words from the box. 4: Read. Circle *True* or *False*.) Have students complete Sections 2–4 independently.
- **Speaking instructions** Point to the image at the bottom of p. 86. Ask *Where is the door?* Point to the door. Say *It's under the shelf.* See p. 90 of the Assessment Book for questions and expected student responses.

Give the Final Test

- Follow a similar process for administering the Unit 8 Quiz, but use the following examples.
- **Listening instructions** Point to the pictures in Section I on p. 79. Play the example on **TR: AB25**. *A kangaroo can hop.* When students respond with the letter *G*, begin the quiz. Play the rest of **TR: AB25**.
- Read aloud and confirm students' understanding of the directions. (2: Circle the correct answer. 3: Read. Circle *True* or *False*.) Have students complete Sections 2–3 independently.
- **Speaking instructions** Point to the image on p. 87. Ask *What are the boys doing?* Point to the boys. Say *They're reading.* See p. 90 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 73–74, 77–78, 79–81, 85–87, 89, 90, 92, 95; Assessment Book Audio CD TR: AB22, AB24, AB25

Be the Expert

Testing Tip

Write and speak in complete sentences. Remind students that they should always write in complete sentences when answering questions or completing a writing task, and that during speaking tasks, they should answer with complete sentences.

Value

- Read the sentence on p. 89 aloud. Say *Respect means "to be kind." Do you respect animals?*
- Point to the woman in the photo. Say *She respects animals.* Point to the chimpanzee. Ask *What animal is this?* Point to the caption and read it aloud. Say *The woman's name is Jane Goodall. The animals are chimpanzees.*
- Read the two sentences on the photo aloud. Then have the class read them aloud with you. Say *It's important to be kind and gentle to animals.*
- Place students in small groups. Read aloud the question at the bottom of the page. Have students repeat after you. Say *Talk with the members of your group to answer the question.*

- Allow time for groups to discuss the question. Then have them share their ideas with the class.

Give the Unit Quiz

- **Listening instructions** Point to the pictures in section I on p. 73. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.* Say *Now listen to an example.* Play **TR: AB 22**. *It's a zebra.* When students respond with the letter *A*, begin the quiz. Play the rest of **TR: AB 22**.

Video

Vocabulary 1 a giraffe, a hippo, a panda, a kangaroo, a lion, a penguin, a zebra, a tiger, hop, swing

Vocabulary 2 colorful feathers, sharp claws, a short tail, a long trunk, big teeth

Grammar 1 use *can* and *can't* to express and ask about ability

Grammar 2 use subject-verb agreement in simple present tense

Song *Awesome Animals*

Viewing animals

Story Time *A Big Lesson for Little Frog*

Resources Student Book pp. 80–87; Teacher's Resource CD-ROM: Graphic Organizers (T-Chart)



Zoom In

Vocabulary

- Pause the video before the animal names or descriptions are given. Have students name and describe each animal.

Grammar

- Pause after each printed sentence is spoken. Have students say the sentence. Pause when a question is asked. Have students answer the question.

Song

- Divide students into four groups. On four separate strips of paper, write one of the following: A _____ is a bird that flies. A _____ swings from tree to tree. A _____ is a bird that swims. A _____ can hop and jump. Give a strip of paper to each group. Say *Listen. What word goes in your sentence?* Play the video and have each group sing its verse as the song plays, filling in the blank with the correct word.

Viewing

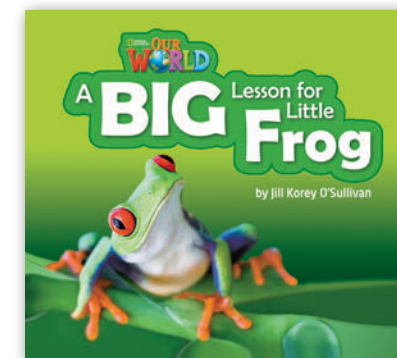
- Play Viewing with the sound off. Pause after each segment. Ask *What's (a giraffe) like?* Have students describe each animal.

Story Time

- View Story Time. Ask questions such as *What can the monkey do?* (swing from tree to tree) *Can the frog swing from tree to tree?* (No, it can't.)

A Big Lesson for Little Frog

Little Frog is sad. He can't swing through the trees like Monkey or fly like Parrot. He wants to do what they can do. Can Giraffe help Little Frog see that he's special, too?



Before You Read

- **Activate prior knowledge** Say *Animals are awesome. Tell me about some awesome animals you know.* Then ask *Can a frog hop?* (Yes, it can.) *Let's find out what Little Frog learns in this story.*
- **Introduce the strategy** Say *Asking questions about a story can help us understand it better. Before we read, we can ask questions about what the story is about. As we read, we can ask questions about things we don't understand.*

Write *who, what, when, where, why,* and *how* on the board. Say *We can use these words to ask questions.* Model. Point to the back cover of the reader and read the summary aloud. Say *I have a question. What are all the things Little Frog can do? Let's read to find out!* Say *As we read, we'll stop and ask questions. Then we'll read again to find answers.*

While You Read

- Read the book aloud to students. As you read, stop and model asking questions. Then have students ask and write questions about the page.
 - p. 3: Say *I have a question. What is this animal? Let me read the page again. The animal's name is Parrot. It's a parrot!*
 - p. 5: Say *I have another question. What can giraffes do? I read the page again. A giraffe can eat leaves high in a tree!*
 - p. 9: Say *What can Little Frog do with his tongue? I read the part of the page that has the word tongue. Little Frog can catch bugs with his tongue.*

After You Read

- After reading the story, list students' questions on the board. Put students in small groups and have them work together to answer three questions they have. Have groups share their questions and answers with the class.

Unit 8 Reader

Text Type fable

Reading Strategy Ask Questions

Vocabulary *swing, a giraffe, hop*

Grammar use *can* and *can't* to express and ask about ability

Resources Video: Story Time; Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (KWL chart)

Be the Expert

Reading Strategy

Ask Questions Asking questions before reading helps students prepare for the text. Students can use the title, visuals, and book covers to ask questions about what will happen in the story, such as "What is the lesson Little Frog learns?"

Asking questions can help students understand characters' motivation, make predictions, and develop a deeper understanding of a text.

Text Background

A Big Lesson for Little Frog is a modern-day fable. Fables are fictional stories in which animals and other creatures talk and have other human characteristics. Fables often present a problem and lead to a solution and a moral lesson.

Before You Watch

- Play the introduction. Say *This video is all about awesome animals. What are some awesome animals you know? What can they do? What do they have?*

While You Watch

- Have students list the animal names from this unit that are mentioned in the video. Give students a copy of the T-chart graphic organizer. Point to the first column and say *Write the animal names.* Point to the second column and say *What can it do? Write what the animal can do here.*
- Pause the video as needed to give students time to fill in their T-charts.

After You Watch

- Call on students to share their lists. Have each student name an animal and then ask a question based on his T-chart. Have the class answer. For example, a student with a *lion* in his chart might ask *Do lions have big teeth?* (Yes, they do.)

Audio Script

Student Book

TR: 72 Unit 8. 1 Listen and say.

a tiger. This is a tiger.
 a lion. This is a lion.
 a zebra. This is a zebra.
 a giraffe. This is a giraffe.
 a panda. This is a panda.
 a penguin. This is a penguin.
 a hippo. This is a hippo.
 a kangaroo. This is a kangaroo.
 swing. Monkeys swing from tree to tree.
 hop. Frogs can hop.

TR: 73 2 Listen. Point and say.

zebra; kangaroo; hippo; swing; giraffe; penguin;
 hop; panda; tiger; lion

TR: 74 Grammar

Can a penguin swim?
 Yes, it can. A penguin can swim.
 Can penguins fly?
 No, they can't. Penguins can't fly.

TR: 75 5 Listen and say. Check T for True and F for False.

colorful feathers. This bird has colorful feathers.
 sharp claws. This animal has sharp claws.
 a short tail. This animal has a short tail.
 a long trunk. Elephants have long trunks.
 big teeth. Some animals have big teeth.

TR: 76 Grammar

Does a tiger have sharp claws?
 Yes, it does.
 Does a tiger have a trunk?
 No, it doesn't.
 Do tigers have sharp claws?
 Yes, they do.
 Do tigers have trunks?
 No, they don't.

TR: 77 7 Read and check. Then listen and compare your answers.

Does an elephant have big ears?
 Yes, it does. An elephant has big ears and a long trunk.

Do giraffes have short necks?
 No, they don't. Giraffes have long necks.
 Do lions have feathers?
 No, they don't, but lions have sharp teeth.
 Do frogs have feathers?
 No, they don't. Parrots have colorful feathers.

TR: 78 9 Listen. Read and sing.

Note: Lyrics for the song *Awesome Animals* are on Student Book p. 96.

TR: 79 10 The Sounds of English /i:/ zebra Listen and say.

1. zebra; sheep 2. teeth; tree 3. jeans; tea

TR: 80 11 Listen and read.

Two Big Birds

Cassowary
 The cassowary is big and strong. It can live to be 60 years old. It lives in Papua New Guinea and Australia.
 The cassowary can run really fast, but it can't fly.
 Watch out. An angry cassowary can kick really hard!
 Ostrich

The ostrich is big and strong. It can live to be 50 years old. It lives in Africa.
 Like the cassowary, the ostrich can run really fast, but it can't fly. And yes, it can kick hard, too!

Workbook

TR: 51 Unit 8. 7 Listen and answer. Then listen again and write.

1. Does a penguin have long legs?
 Does a penguin have long legs? No, it doesn't.
 2. Do kangaroos have long tails?
 Do kangaroos have long tails? Yes, they do.
 3. Do lions have sharp teeth?
 Do lions have sharp teeth? Yes, they do.
 4. Does a giraffe have short legs?
 Does a giraffe have short legs? No, it doesn't.

TR: 52 9 Listen and read. Can you say these fast?

1. eleven elegant elephants
 2. zany zebras zig and zag
 3. five fat friendly frogs
 4. happy heavy hippos

TR: 53 10 Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song *Awesome Animals* are on Student Book p. 96.

TR: 54 11 Listen. Which words have e that sounds like the e in zebra? Draw a line.

zebra. zebra.
 tree. tree.
 jeans. jeans.
 cookie. cookie.
 sheep. sheep.

TR: 55 13 Listen and read.

Camels Are Cool!

Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places.
 Bactrian camels have two humps, but Arabian camels have just one hump. All camels can go without food and water for a long time. Their humps help them do this.
 Camels have three eyelids on each eye and two sets of long eyelashes, too!

Answer Key

Student Book

Unit Opener SB p. 80

frog, jump

5 SB p. 85

1. F, 2. T, 3. T, 4. F, 5. T

7 SB p. 86

	big ears	long neck	sharp teeth	long trunk	colorful feathers
elephant	✓			✓	
giraffe		✓			
lion			✓		
parrot					✓

Workbook

Go to pp. 219–221 for the Workbook Answer Key for this unit.

Audio Script

Student Book (Unit Zero)

TR: 2 1 Look, listen and repeat.

mom	That's my mom.
sister	That's my sister Andrea.
dad	That's my dad.
grandma	That's my grandma.
me	And that's me!
grandpa	That's my grandpa.
uncle	That's my uncle Pedro.
aunt	That's my aunt Marta.
cousin	That's my cousin Leo.

TR: 3 2 Listen. Point and say.

uncle, grandma, dad, sister, grandpa, me, cousin, mom, aunt

TR: 4 4 Look, listen, and repeat.

Be quiet!
Work in a group.
Raise your hand.
Hold up your card.
Close your book.
Open your book.
Work with a partner.
Go to the board.
Take out your crayons.

TR: 5 5 Listen, point, and say.

Take out your crayons.
Work in a group.
Work with a partner.
Be quiet!
Close your book.
Open your book.
Hold up your card.
Go to the board.
Raise your hand.

TR: 6 7 Listen, point, and say.

I'm tall.	I'm tall.
It's big.	It's big.
You're young.	You're young.
We're friends.	We're friends.

He's in the kitchen.	He's in the kitchen.
You're strong.	You're strong.
She's sleeping.	She's sleeping.
They're my parents.	They're my parents.

TR: 7 9 Listen and say.

This is my teddy bear.
Its name is Jay-Jay.
Is this your pencil?
This is our kite.
It's his bike.
That's your ball.
Her sandwich looks good.
It's their puzzle.

TR: 8 10 Listen, point, and repeat.

zero	zero
one	one
two	two
three	three
four	four
five	five
six	six
seven	seven
eight	eight
nine	nine
ten	ten
eleven	eleven
twelve	twelve
thirteen	thirteen
fourteen	fourteen
fifteen	fifteen
sixteen	sixteen
seventeen	seventeen
eighteen	eighteen
nineteen	nineteen
twenty	twenty

Audio Script

Workbook (Unit Zero)

TR: 2 Unit Zero. 1 Listen and look. Write.

Use words from the box.

My grandma and grandpa are sitting on chairs.
My mom and my dad are sitting on the sofa.
My sister is sitting on the sofa, too.
My aunt and uncle are standing. They are tall.
My cousin is standing, too. She is short.
Can you see me? I am wearing a T-shirt and pants.

TR: 3 3 Listen and write. Use words from the box.

1. He is eating his sandwich.
She is eating her apple.
2. We have our crayons.
They have their books.
3. I am wearing my hat.
You are wearing your hat.
4. What is the dog wearing?
It is wearing its jacket.

TR: 4 4 Listen and find. Circle.

twenty; twelve; sixteen; thirteen; seventeen; eleven;
ten; eight

Workbook (Review: Units 1-4)

TR: 33 4 Listen. Read. Match. Draw a line.

1. S1: Do you like to play baseball?
S2: Yes, I do. It's fun!
2. S1: What do they like to do?
S2: They like to ride horses.
3. S1: Do you like to bounce a ball?
S2: No, I don't. It's boring.
4. S1: What do you like to do?
S2: I like to play tag.
5. S1: Let's glue stars on our notebooks.
S2: Ok. What fun!
6. S1: It's cloudy.
S2: Let's take umbrellas.

Workbook (Review: Units 5-8)

TR: 56 3 Listen and circle.

1. S1: How are you?
S2: I'm great!
2. S1: What time is it?
S2: It's eight o'clock.
3. S1: When do you eat dinner?
S2: At six o'clock.
4. S1: What can a kangaroo do?
S2: It can hop and jump.
5. S1: This is a bird. It can't fly.
S2: A penguin!

Answer Key

Student Book (Unit Zero)

8 SB p. 6

Students should label pictures as follows:

Top row, left to right: 5, 8, 1, 4

Bottom row, left to right: 2, 7, 3, 6

Workbook

Go to pp. 204, 213, and 221 for the Workbook Answer Key for the Unit Zero and Review pages.

Unit 0

1 Listen and look. Write. Use words from the box. TR: 2

aunt cousin dad grandma grandpa
me mom sister uncle

My Family

1

2 Read and look. Write the number.

- Close your book.
- Go to the board.
- Take out your crayons.
- Hold up your card.
- Be quiet!
- Open your book.
- Work in a group.
- Raise your hand.
- Work with a partner.

2

3 Listen and write. Use words from the box. TR: 3

I our
he she
her their
his they
it we
its you
my your

1. He is eating his sandwich.
She is eating her apple.
 2. We have our crayons.
They have their books.
3. I am wearing my hat.
You are wearing your hat.
4. What is the dog wearing?
It is wearing its jacket.

4 Listen and find. Circle. TR: 4

3

Unit 1

Animal Friends

1 Look and match. Write the number.

3	a goat	2	a cow	4	a chicken
6	a horse	1	a cat	7	a dog
9	a duck	8	a turtle	5	a sheep

5

GRAMMAR

What **are** the goats **doing**? They're **eating**.
 Are they **running**? No, they **aren't**.
 Are they **walking**? Yes, they **are**.

They're = They are
 aren't = are not

2 Listen. Write. TR: 5

- What are the cats doing?
- What are the horses doing?
- What are the goats doing?
- What are the cows doing?

3 Listen. Write. TR: 6

- They're jumping.
- They're eating.
- They're sleeping.

5

4 Look. Read. Match. Write the numbers.

- The sheep see a dog.
- The cat is crawling.
- The goat is climbing.
- The ducks are swimming.
- The ducks are flying.

5 Listen. Read. Write. TR: 7

- I see two turtles.
- The turtles are crawling.
- A red bird is flying.
- A girl is climbing a tree.

6

GRAMMAR

Do you **want to see** the cow? No, I don't.
 Does he **want to see** the cow? No, he doesn't.
 What **do you want to do**? I **want to see** the sheep.
 What **does Ivan want to do**? He **wants to ride** the horse.

don't = do not
 doesn't = does not

6 Listen. Write. TR: 8


- Do you want to ride a horse?
- What do you want to do?
- Does Lena want to see the goats?
- What does she want to do?


7 Listen and write. Circle. TR: 9

- Does Mark want to see the cows? yes no
- Does Gina want to see the birds? yes no
- Do you want to ride a horse? yes no

7

8 Look and write. What is different?

1. 

2. 

1. In 1, the birds are swimming. In 2, they're flying.

2. In 1, the cat is sleeping. In 2, the dog is sleeping.

3. In 1, the dog is jumping. In 2, the cat is jumping.

4. In 1, the girl is reading. In 2, she's eating.

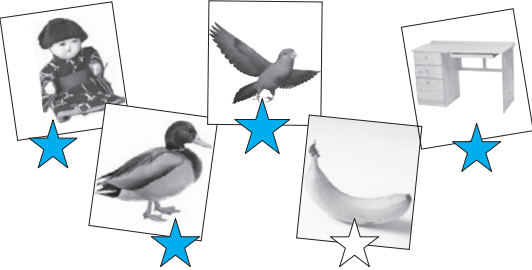
5. In 1, the horses are running. In 2, they're walking.

9 Listen to the song. Write a new verse. Use words from the box. TR:10

goats	eating	on the grass
sheep	sleeping	in the sun
ducks	swimming	in the water

I see five _____
 Are they _____?
 Yes, they're _____
 They're _____

10 Listen. Which words have the sound of **d** as in dog? Color the stars. TR:11



Unit 2

Fun in Class

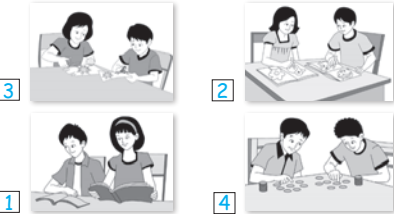


1 Look and match. Write the number.

5	coloring	3	counting	2	cutting	6	drawing
1	erasing	4	gluing	7	talking		

GRAMMAR
 What are you doing? We're erasing the board. | we're = we + are

2 Look and listen. Write numbers. TR:13




3 Listen again. Write sentences. TR:14

1. We're reading. 3. We're cutting.
 2. We're coloring. 4. We're counting.

4 Look and read. Write a sentence.


coloring cooking reading watching TV



What are you doing?
 1. We're cooking. 2. We're watching TV.

11 Listen and read. TR:12

More Baby Animals



A baby turtle comes from an egg. Do you see the egg?


Let's learn about more baby animals. A baby cow is called a calf. A baby horse is a foal. A baby goat is a kid. A baby turtle is called a hatchling. There are many baby animals!

12 Read and write.

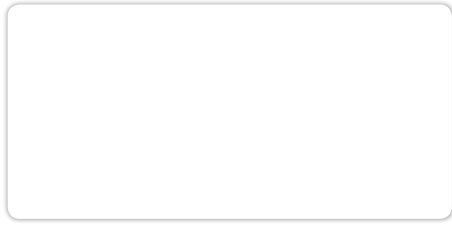
What are your favorite baby animals? _____

13 Read.

My favorite animal is my cat. Her name is Missy. She is white, brown, and gray. Missy has two kittens. They are so cute! Boots is black with two white feet. Snowy is all white. I love them all.



14 Draw and write about your favorite animal.

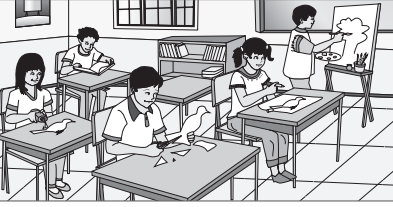


My favorite animal is _____

5 Match. Draw lines.

glue	
a marker	
a notebook	
a paintbrush	
scissors	

6 Listen. What do the students have? Write. TR:15



1. a paintbrush 4. a marker / a crayon
 2. a book 5. glue
 3. scissors

GRAMMAR
 Are there any pencils? Yes, there are.
 Are there any pens? No, there aren't. | aren't = are + not

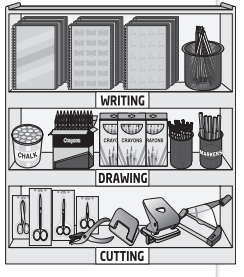
7 Look, read, and write.

1. Are there any notebooks? Yes, there are.

2. Are there any markers? Yes, there are.

3. Are there any erasers? No, there aren't.

4. Are there any scissors? Yes, there are.



8 Look and write. Look at the picture in Activity 7. Write questions. Use the words in the box.

crayons paintbrushes

1. Are there any crayons? Yes, there are.
 2. Are there any paintbrushes? No, there aren't.

9 Look. Read and write.

- I am d r a w i n g.
- I am ★ e a d i n g.
- I am l i s t e n i n g.
- I am c u t t i n g.
- I am c o u n t i n g.
- I am △ g l u i n g.

10 Read and answer. Use the code.

What are you doing?

I am W ★ i + i △ g!

11 Listen and read. Can you say these fast? TR: 16

- Sally's sister uses small silver scissors.
- Green glue is on Grandmother's green gloves.
- People paint purple paper puppets.

12 Listen to the song. Read and circle yes or no. TR: 17

- We're cutting. We're gluing. yes no
- We're cutting. We're drawing. yes no
- We're coloring pictures. yes no
- We're talking. We're walking. yes no
- We're talking. We're writing. yes no
- We're listening to our teacher. yes no

13 Listen and write. Listen to words that have the **c** sound in **cat**. Write the words in the crossword puzzle. TR: 18

ACROSS →

-
-
-
-
-
-

DOWN ↓

-
-
-
-

CROSSWORD:

```

C A R
O
C O O K I E
S O C K M P U
W
C U T T I N G
E
C O L O R I N G
    
```

Unit 3

Boots and Bathing Suits

1 Look. Write numbers and words.

3 bathing suit 6 boots 5 gloves
2 hat 4 jacket 1 raincoat

cloudy cold hot rainy sunny

- Wear a raincoat in cloudy and rainy weather.
- Wear a bathing suit in hot and sunny weather.
- Wear gloves in cold weather.

GRAMMAR

What day is it? It's Friday. It's = it + is
What's the weather like? It's rainy. what's = what + is

2 Listen, read, and write. TR: 20

- It's Monday. What's the weather like? It's rainy.
- It's Tuesday. What's the weather like? It's cold.
- It's Wednesday. What's the weather like? It's sunny.

3 Can it be true? Check T for True and F for False.

- It's sunny and rainy. T F
- It's cold and hot. T F
- It's sunny and cold. T F
- It's cloudy and rainy. T F

4 Write about the weather. Sample answers shown.

It's hot and sunny.

It's cold.

14 Listen and read. TR: 19

Mexican Yarn Paintings

This Mexican artist is making a picture. But he is not using a paintbrush! He is using beeswax and yarn. He is pressing yarn into the beeswax.

You can make a yarn painting, too. Cut yarn. Glue it to paper.

15 Choose the right answer. Circle.

- The Mexican artist uses beeswax and yarn, crayons and glue.
- You can use point, glue.

bee

Bees make their homes from beeswax. Each room is the same. Each room has six sides!

16 Read.

This is a picture of Sami and me. We are making a big robot. Sami is cutting shapes. I am gluing paper.

17 Draw and write. Draw a picture of you and your friend.

- Who is in the picture?
- What are you making?
- What are you doing?

18 Write. Put your sentences from Activity 17 together.

This is a picture of _____

5 Listen. Write. TR: 21

a coat jeans shorts sneakers an umbrella

- It's an umbrella.
- They're sneakers.
- They're jeans.
- It's a coat.
- They're shorts.

6 What's missing? Write. Use the words in the boxes.

1. shirt, shorts, sneakers, boots, gloves, sneakers

2. socks, shoes, umbrella, raincoat, jeans

3. hat, coat, gloves, coat, skirt, shorts, boots

GRAMMAR

It's cold. Put on your gloves. It's = it + is
It's hot. Take off your jacket. what's = what + is
It's cloudy. Don't forget your umbrella. don't = do + not

7 Read and write.

- It's hot. Take off your boots.
- It's cold. Put on/Don't forget your jacket.
- It's sunny. Take off your raincoat.
- It's rainy. Don't forget your umbrella.

8 Look and write.

forget / your boots take off / my hat put on / your jacket take off / my shoes

- Take off my hat.
- Don't forget your boots.
- Put on your jacket.
- Take off my shoes.

9 Read. Do the puzzles.

1. What's the weather like?
It's not raining. It's sunny.
Take off your _____ (across) and boots.
Put on your _____ (down).

2. What's the weather like?
It's _____ (down).
and _____ (across).
Don't forget your coat and hat.

3. What's the weather like?
It's sunny.
Put on your _____ (down)
and _____ (across).

10 Listen and read. Can you say these fast? TR: 22

- We have wet, windy, Wednesday weather!
- What color coat can Cousin Carlos get?
- Suzu's sister Sada likes socks, shoes, and shorts.

11 Listen to the song. Read and write. TR: 23

raincoat and pants boots and coat
sneakers and shorts shirt and gloves

Today it's snowy. Today it's sunny.
Put on your _____ Put on your _____
It's cold outside today. It's hot outside today.

12 Listen. Draw an X over the word that doesn't have the same r sound as in rainy. TR: 24

-
-
-

Unit 4

Fun in the Sun

1 Look and write.

fly a kite
jump rope
play a game
play baseball
play soccer
ride a bike

ride a bike

play soccer

play baseball

fly a kite

2 Write. What do you want to do?

I want to jump rope.

I want to play basketball.

I want to play a game / play soccer.

GRAMMAR

Do you **like to play** soccer? Yes, I do. It's fun. it's = it + is
Do you **like to fly** a kite? No, I don't. It's boring. don't = do not
What do you **like to do**? I **like to play** soccer.
What do they **like to do**? They **like to ride** a bike.

3 Look and listen. Write numbers. TR: 26

1, 2, 3, 4

4 Write. Make two lists.

I like to...
 I don't like to...

I don't like to play baseball.

13 Listen and read. TR: 25

Hats

People wear many kinds of hats. A hat keeps you warm on a cold day. You can wear a hat on a hot day. Or you can wear a hat when it's rainy. You can even wear a hat just for fun!

14 Write. Write about your favorite hat.

- What color is your hat? _____
- When do you wear your hat? _____

15 Read.

In this photo, I'm with my friends. We're having fun. It's a hot and sunny day. I'm wearing a shirt, shorts, and a sun hat. Do you see me?

16 Write. What about you? Use a picture of yourself.

- Where are you? Who are you with?

- What is the weather like?

- What are you wearing?

17 Write. Put your sentences from Activity 16 together.

In this photo, I _____

5 Listen and write. Number the pictures. TR: 27

6 What do you like to do? Write **it's fun** if you like it. Write **it's boring** if you don't like it.

bounce a ball	_____
catch a ball	_____
play tag	_____
throw a ball	_____
watch a game	_____

7 Write about your chart.

- I _____ . It's _____ .
- I don't _____ . It's _____ .

GRAMMAR

Let's watch a game. OK. What fun! Let's = let us
Let's play tag. No, thanks.

8 Read and write.

Let's throw a ball. Let's bounce a ball. Let's fly a kite.

Let's play soccer. Let's jump rope. Let's catch a ball.

9 Draw and write. What do you want to do?

- Let's play soccer. OK. No, thanks.
- Let's play basketball. _____
- Let's watch a game. _____
- Let's play tag. _____

4 Read and match. Draw lines.

- The refrigerator is next to the stove.
- The window is next to the stove.
- The stove is next to the sink.
- The phone is next to the stove.
- The stove is next to the door.

5 Look and write.

- There is a window above the shelf.
- The sink is between the shelf and the refrigerator.
- The phone is on the table.
- There is a refrigerator between the sink and the door.

GRAMMAR
Where is the **picture**? **It's** above the desk. **It's** = It is
Where are the **boats**? **They're** under the bed. **They're** = They are

6 Listen and answer. TR: 35

- It's** in front of the sofa.
- They're** next to the fireplace.
- It's** between the chairs.
- They're** above the fireplace.

7 Look at the picture. Read and write.

- Where is the lamp?
It's behind a chair.
- Where is the window?
It's above the sofa.
- Where is the rug?
It's in front of the fireplace.
- Where are the pictures?
They're on the shelf.

14 Listen and read. TR: 39

Welcome to My Home

An Apartment
Alice and her family live in an apartment. The apartment is in a big building. There is a living room with a big sofa and a TV. The kitchen is between the living room and Alice's bedroom. Alice and her sister share a bedroom. Her parents' bedroom is next to the bathroom.

an apartment

A Mobile Home
Ben's family lives in a mobile home in the summer. There's a table and four chairs in the living room. There's a stove, a sink, and a refrigerator in the kitchen. There is a bathroom with a shower. Ben's parents drive the mobile home to new places. They have lots of fun!

mobile homes

15 Read and write.

- How many bedrooms are in Alice's apartment?
There are two bedrooms.
- Can Ben's parents drive the mobile home? Yes, they can.
- Is the apartment in a building? Yes, it is.
- Is the mobile home in a building? No, it isn't.

16 Read.

This is my living room. It's my favorite room. There is a big rug in front of the fireplace. I like to do my puzzles there. There is an armchair next to the sofa. I like to sit on the sofa and watch TV.

17 Write. Write about a room in your house.

- What room are you writing about?

- Describe the room and furniture.

- What do you like to do in the room?

18 Write. Put your sentences from Activity 17 together.

This is my _____

8 Do the puzzle.

9 Look at the puzzle. Read and write.

Look at the gray squares. Read the word from top to bottom. What is the word? refrigerator Where is it? In the kitchen.

10 Listen and read. Can you say these fast? TR: 36

- There isn't a shelf in the shower.
- Take the stove up the stairs.
- Next to the window, behind the door, under the table, above the floor.

11 Listen to the song. Write a new verse. Use some words from the box. TR: 37

chair bathroom bed bedroom bookcase lamp living room rug shower sink sofa tub TV

Where is the _____? It's in the _____.
Where is the _____? It's in the _____.
Where is the _____? It's in the _____.

12 Listen. Which words have a that sounds like the a in table? Check the boxes. TR: 38

13 Say the words. How many times do you hear a as in table? Write. 6

basketball bookcase crayon eraser game lemonade raincoat stairs

Unit 6

Day by Day

1 Look and match. Write the number.

2 I get up. 1 I play with friends. 9 I eat breakfast.
7 I eat lunch. 6 I get dressed. 3 I go to school.
4 I go to bed. 5 I eat dinner. 8 I brush my teeth.

GRAMMAR
What time is it? **It's** 4:00. It's four **o'clock**.
When do you go to school? **At** 8:00. **At** eight **o'clock**.
When does she eat dinner? **At** 6:00. **At** six **o'clock**.

2 Read, look, and match. Draw lines.

- It's one o'clock.
- It's seven o'clock.
- It's five o'clock.
- It's twelve o'clock.
- It's nine o'clock.

3 Read and write. Choose a word from the box.

at it's

- I get up at seven o'clock.
- It's one o'clock. I'm eating lunch.
- I go to school at eight o'clock.
- It's nine o'clock. I'm going to bed.

4 Read and look. Match. Draw lines.

- We go to bed at night.
- We go to school in the morning.
- We watch TV in the evening.
- We play in the park in the afternoon.

5 Read and guess. Write. Use words from the box.

at night in the afternoon in the evening in the morning

- I am with my friends. We are walking home from school. in the afternoon
- I look out my window. It's sunny. I'm putting on my red shirt and blue jeans. in the morning
- I'm on the sofa with my family. We are watching our favorite TV show. in the evening

GRAMMAR
What do you do **every day**? I **always** take a bath.
What does your sister do in the morning?
She reads. She **never** watches TV in the morning.

6 Read and match. Write. What do you always do? What do you never do?

I	always	go	lunch	in the morning.
	never	play	to school	in the afternoon.
		eat	to bed	in the evening.
			breakfast	at night.
			with friends	
			games	

- I never go to bed in the morning.
- _____
- _____
- _____

7 Draw and write. What do you do every day?

I _____

every day.

14 Listen and read. TR: 44

Tubby the Labrador

Dog Helps Planet
This is Tubby. He's a smart dog! Every day he goes to the park for a walk. Tubby never plays with a ball. He picks up many plastic bottles every day. Tubby helps to keep the park clean. This is how he helps the planet. Do you help to keep the planet clean, too?

15 Read. Check T for True and F for False.

- Tubby goes to the park every day. T F
- Tubby likes to play with a ball. T F
- Tubby likes to pick up plastic bottles. T F

16 Read.

My favorite day is Saturday. I never eat breakfast before 10 o'clock in the morning. I ride my bike or rollerblade with my friends in the afternoon. I play video games with my sister in the evening. Saturday is always a great day!

17 Write. Write about your favorite day.

- What is your favorite day?

- What do you do in the morning?

- What do you do in the afternoon?

- What do you do in the evening?

18 Write. Put your sentences from Activity 17 together.
My favorite day is _____

8 Listen and draw lines. TR: 40

9 What do you always do? Unscramble and write.

I wasyal rewit ni ym borkokow.
I always write in my workbook.

10 Listen and read. Can you say these fast? TR: 41

- We always play in the park.
- Never bounce a ball in the bathroom.
- Eat an apple every night at eight o'clock.

11 Listen to the song. Write a new verse. Use some words from the box. TR: 42

one	get dressed	afternoon
four	play a game	evening
five	read my book	morning
six	ride my bike	
eleven	take a bath	

It's _____ o'clock. It's _____ o'clock.
It's _____ o'clock in the _____.
I always _____ at _____ every day.
I _____ at _____ every day.

12 Listen. Which words have **g** that sounds like the **g** in **go**? Color. TR: 43

-
-
-
-
-

13 Say the words. How many times do you hear **g** as in **go**? Write. 7

big	get	glue	grandfather
green	play tag	refrigerator	triangle

Unit 7

How Are You?

1 Look and write.

-
-
-
-
-
-
-
-
-

4 surprised 6 tired 7 happy 1 angry 9 thirsty
 3 scared 5 sad 2 bored 8 hungry

GRAMMAR

How are you?	I'm OK. 😊	I'm great! 😄
You look tired.	I'm fine . 😊	We're great! 😄
She looks scared.	Yes, I'm tired.	No, We're bored.
He looks tired.	No, She's surprised.	Yes, He's tired.
They look angry.	Yes, He's tired.	No, They're bored.

2 Listen and write. TR: 45

- I'm OK.
- I'm great!
- How are you?
- We're fine.

3 Look and write. How do they look? Use some words from the box.

angry	bored	happy	hungry	sad
scared	surprised	thirsty	tired	

- He looks tired.
- She looks surprised.
- He looks angry.
- She looks happy.

4 Read. Look at the pictures. Match.

a c
b d
e

- He's crying. c
- She's laughing. d
- He's smiling. e
- She's yawning. b
- He's frowning. a

5 Listen and write. TR: 46

- The girl is happy. She's smiling.
- My sister is crying. She feels sad.
- The boy is frowning. He's not happy.
- It's fun to play with my friends! We are laughing.
- My brother is tired. He's yawning.

56

GRAMMAR

shelf	shelves	There are three shelves above the desk.
tooth	teeth	I brush my teeth every day.
foot	feet	You put socks and shoes on your feet .
person	people	The people are laughing.
child	children	Some children are reading books.
sheep	sheep	Two sheep are eating.

6 Read and write.

- My rabbit has two big teeth. (tooth)
- There are toys and books on the shelves in my room. (shelf)
- There are ten people on the train. (person)
- I like to play tag with my friends. (friend)

7 Read and write. Find and color.

- Find two gloves. (glove)
- Find a dog wearing boots on its feet. (foot)
- Find three sheep. (sheep)

57

14 Listen and read. TR: 50

Clowns

Many people like to watch clowns at the circus. Clowns surprise people. Many people laugh when they watch clowns. Clowns paint their faces. Some clowns have happy faces. Some clowns have sad faces. This clown looks sad. Some people feel scared when they see clowns. What about you?

15 Read. Check T for True or F for False.

- Clowns paint their faces. T F
- People watch clowns at baseball games. T F
- Some clowns have happy faces. T F

16 What about you? Read. Circle. Write.

I like / don't like clowns. Why?

I am _____ when I see clowns.

58

17 Read.

This is a photo of my birthday. I am eight years old. You can see my parents and my friends in this photo. My friends are smiling. They are having fun. I am happy and I am very excited. I have lots of presents! Look at my little sister. She's very happy, too!

18 Write. Choose a photo of you and other people.

- What special day is it? _____
- Who are you with? _____
- How are the people feeling? _____

19 Write. Put your sentences from Activity 18 together.

My special day is _____

61

8 Find the words. Circle the words.

t	i	r	e	d	p	z	x	b
h	u	n	g	r	y	m	o	
i	l	l	r	a	d	r	s	r
r	s	t	y	o	r	e	p	e
s	u	r	p	r	i	s	e	d
t	u	w	v	e	f	b	x	r
b	s	a	n	l	l	t	y	
z	t	c	n	i	o	m	i	o
b	o	a	g	t	i	y	v	l
p	e	r	r	s	a	d	r	p
s	c	e	v	f	l	a	d	p
a	n	d	o	h	a	p	p	y

angry
bored
happy
hungry
scared
sad
surprised
thirsty
tired

9 Read. Draw the faces.

- crying
- laughing
- frowning

10 Listen and read. Can you say these fast? TR: 47

- Four yawning boys bounce yellow balls.
- Five frowning frogs fly kites.
- Six smiling sisters see six sheep.
- Seven crying children count crayons.

58

11 Listen to the song. Write a new verse. Use some words from the box. TR: 48

angry bored happy hungry scared
sad surprised thirsty tired

It's OK to be _____
or sometimes to feel _____.

It's OK to be _____
or sometimes to feel _____.

12 Listen. Which words have i that sounds like the i in tired? Circle the numbers. TR: 49

-
-
-
-
-

13 Say the words. How many times do you hear i as in tired? Write. 7

climb crying five ride sink smiling surprised writing

59

Unit 8

Awesome Animals

1 Look and write.

4 lion 3 kangaroo 5 panda 1 giraffe
7 tiger 6 penguin 2 hippo 8 zebra

62

GRAMMAR

Can a tiger climb a tree?	Yes, it can . It can climb a tree.	can't = cannot
Can a tiger fly?	No, it can't . It can't fly.	
Can tigers climb trees?	Yes, they can . They can climb trees.	
Can tigers fly?	No, they can't . They can't fly.	

2 Read and match. Write true sentences. Compare your sentences to a partner's. Are they all true?

A hippo	can can't	jump.
A penguin		run.
A panda		hop.
Lions		fly.
Zebra		walk.
Kangaroos		climb.

- A hippo can't climb. _____
- _____
- _____
- _____
- _____

3 What about you? Write two things you can and can't do.

- I _____, but I _____.
- I _____, but I _____.

63

4 Which words go together? Circle all the correct letters.

- long _____
a. trunk b. hair c. coat d. apple
- sharp _____
a. jacket b. claws c. teeth d. pencil
- short _____
a. tail b. ball c. clock d. legs
- colorful _____
a. dress b. crayons c. feathers d. kite
- big _____
a. teeth b. sofa c. glue d. ears

5 Look at the animals. Write.

- A penguin has small eyes. _____
- A lion has sharp teeth. _____
- A kangaroo has a long tail. _____
- A hippo has big teeth. _____
- A turtle has short legs. _____

64

GRAMMAR

Does a panda have a short tail? Yes, it **does**.
Does a panda have big ears? No, it **doesn't**.
Do pandas have short tails? Yes, they **do**.
Do pandas have big ears? No, they **don't**.

6 Read and write.

- Does _____ a kangaroo have big feet? _____
Yes, it does. _____
- _____ a tiger _____? _____
- _____ a hippo _____? _____
- _____ penguins _____? _____
- _____ giraffes _____? _____

7 Listen and answer. Then listen again and write. TR: 51

- No, it doesn't. 3. Yes, they do.
- Yes, they do. 4. No, it doesn't.

65

8 Draw a new animal. What's its name? What does it have?
My animal is a zippol!

9 Listen and read. Can you say these fast? TR: 52

- eleven elegant elephants
- zany zebras zig and zag
- five fat friendly frogs
- happy heavy hippos

66

10 Listen to the song. Write a new verse. Use some words from the box. TR: 53

A _____ is an animal that _____.

It can't _____, but it can _____.

A _____ is an animal that _____.

frog	climb
hippo	crawl
lion	hop
tiger	jump
turtle	run
zebra	swim

11 Listen. Which words have e that sounds like the e in zebra? Draw a line. TR: 54

12 Say the words. How many times do you hear e as in zebra? Write. 7

eat	evening	green	she
sneakers	tea	teddy bear	teeth

67

13 Listen and read. TR: 55

Camels Are Cool!

Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places. Bactrian camels live in rocky deserts in Asia. Arabian camels live in sandy deserts in North Africa.

Bactrian camels have two humps, but Arabian camels have just one hump. All camels can go without food and water for a long time. Their humps help them do this.

Camels have three eyelids on each eye and two sets of long eyelashes, too.

14 Match the sentence parts. Draw lines.

1. Camels live to be	a. eyelids on each eye.
2. Camels live	b. one or two humps.
3. Camels can have	c. in very hot and dry places.
4. Camels have three	d. 40 to 50 years old.

68

15 Read.

My favorite animal is the kangaroo. It is a big animal with a long tail and strong legs. It can hop and jump. It can't walk or run. It has a pocket for a baby kangaroo.

Lisa

16 Write. Write about your favorite animal.

- What is your favorite animal?

- Describe your favorite animal.

- What can your favorite animal do?

17 Write. Put your sentences from Activity 16 together.

My favorite animal is _____

69

Review

1 Look. Read and write. Use words from the boxes.

It's They're above between next to under

- Where is the refrigerator?
It's next to the sink.
- Where is the bookcase?
It's between the chairs.
- Where is the shelf?
It's above the stove.
- Where are the chairs?
They're under the window.

2 Write. What is your favorite animal? What does it look like?

70

3 Read. Look at the pictures. Match.

- She looks tired. She's yawning. c
- She looks angry. She's frowning. a
- She looks surprised. No, she's scared. b

4 Listen and circle. TR: 56

- I'm OK. I'm great!
- At 8:00. It's 8:00.
- When do you eat dinner? When do you eat lunch?
- It can hop and jump. It can fly and swim.
- A parrot. A penguin.

5 Read and write.

- It's 12:00. The children are hungry. (child)
- Some people go to school at night. (person)
- Do you like to play games? (game)
- I always brush my teeth at night. (tooth)

71

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