English

Happy Campers 3

Angela Llanas
Libby Williams

Teacher Book

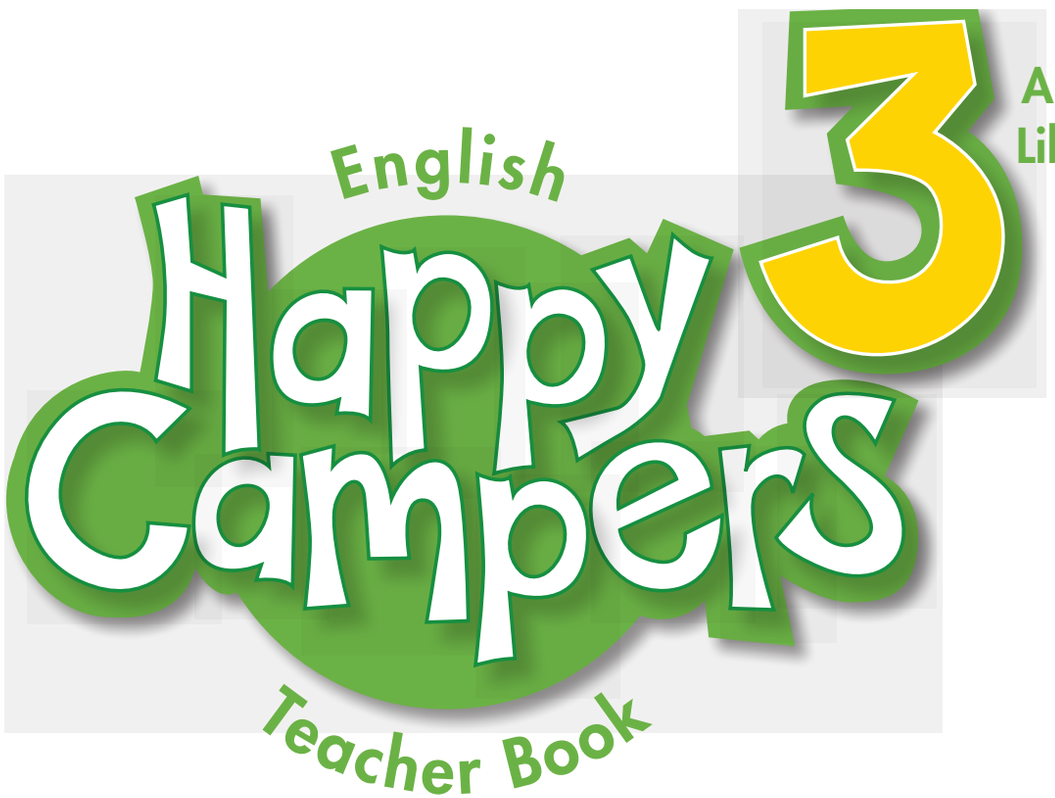


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ЛАУІНР

English 3 Teacher Book

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Angela Llanas
Libby Williams

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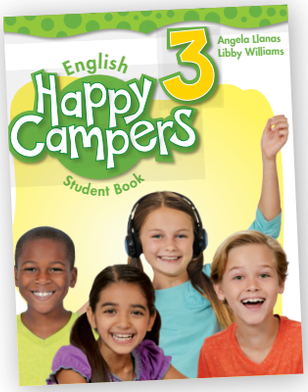
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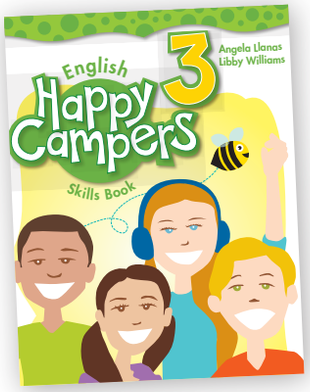
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Student Resources



Student Book



Skills Book

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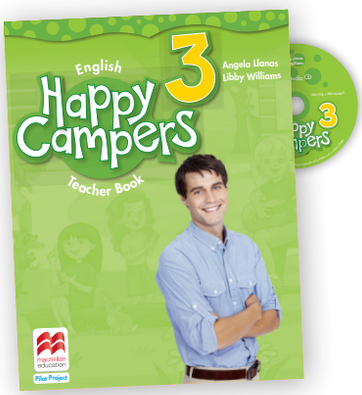
About Happy Campers

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



Positive Environment
\+ Manageable Input
\+ Practice
= **Learning English!**

Teacher Resources



Teacher Book



Class Audio CD

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Scope and Sequence

Unit	Pages	Vocabulary	Grammar
1	10–17	**Days of the Week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday **Vocabulary Review:** the alphabet, Grade 2 vocabulary	What day is it? It's Monday. Hi. How are you? What's your name? My name's Lucy. How do you spell "Lucy"?
2	18–25	**Class Instructions 1:** stand up, sit down, listen, look, say, read, write, count **Class Instructions 2:** touch, open, walk, close, shout, eat	*Do* commands *Don't* commands
3	26–33	**Parts of the Body:** head, tummy, arms, hands, legs, feet **Parts of the Face:** eyes, hair, eyebrows, ears, teeth, chin	These are my arms. This is my head. I (don't) have brown hair. Do you have …? Yes, I do. / No, I don't.
4	34–41	**Professions 1:** doctor, nurse, dentist, teacher, firefighter, police officer, vet, pilot **Professions 2:** chef, singer, scientist, artist, dancer, actor	They aren't nurses. They're teachers. He's a pilot. He isn't a vet. What do you want to be? I (don't) want to be a dancer.
5	42–49	**Animals:** elephant, lion, hippo, giraffe, crocodile, bat, sloth, monkey **Adjectives:** fat, thin, big, small, fast, slow	A lion has four legs. A bat doesn't have arms. They (don't) have big teeth. Is it fast? No, it isn't. Are they big? Yes, they are.
6	50–57	**School Subjects:** maths, English, science, history, geography, music, art, gym **School Activities:** writing, singing, drawing, reading, playing soccer, doing experiments	I (don't) like music. My favourite class is maths. Do you like reading? Yes, I do. Does he like writing? No, he doesn't.
7	58–65	**Places in Town:** hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse **Places at Camp:** cafeteria, lake, health lodge, pool, boathouse, cabin	The park is behind the bookstore. Where is the boathouse? It's next to the lake. Where are the cabins? They're across from the cafeteria.
8	66–73	**Weather Adjectives:** sunny, cloudy, windy, rainy, snowy, hot, cold, warm **Seasons and Times of Day:** summer, spring, winter, fall, morning, evening	What's the weather like? It's sunny. Is it snowy in the winter? Yes, it is. / No, it isn't.

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Extra Practice	Teamwork Activity
Skills Book Pages 4–11	Roll and Spell 
Skills Book Pages 12–19	Guess the Command 
Skills Book Pages 20–27	Funny Face 
Skills Book Pages 28–35	Professions Memory  
Skills Book Pages 36–43	Puzzle Talk 
Skills Book Pages 44–51	Spin and Say 
Skills Book Pages 52–59	Where Is It? 
Skills Book Pages 60–67	Four Seasons 

LAYING

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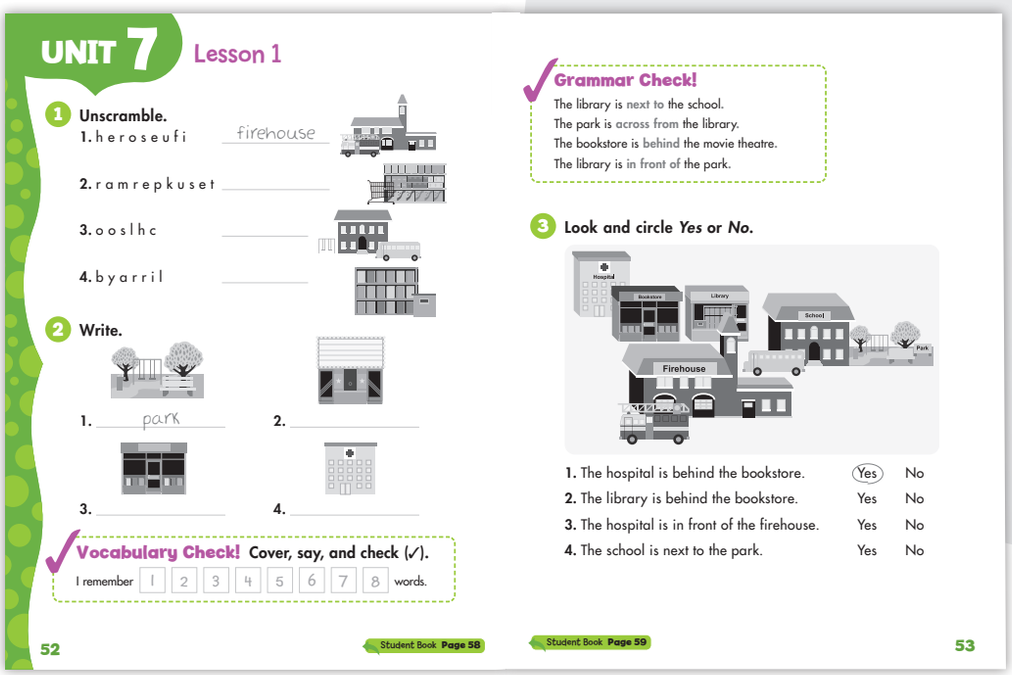
Musical imagery repetition supports **memory.**

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

Lesson 1: Vocabulary and Grammar



Lesson 1: Vocabulary and Grammar Practice

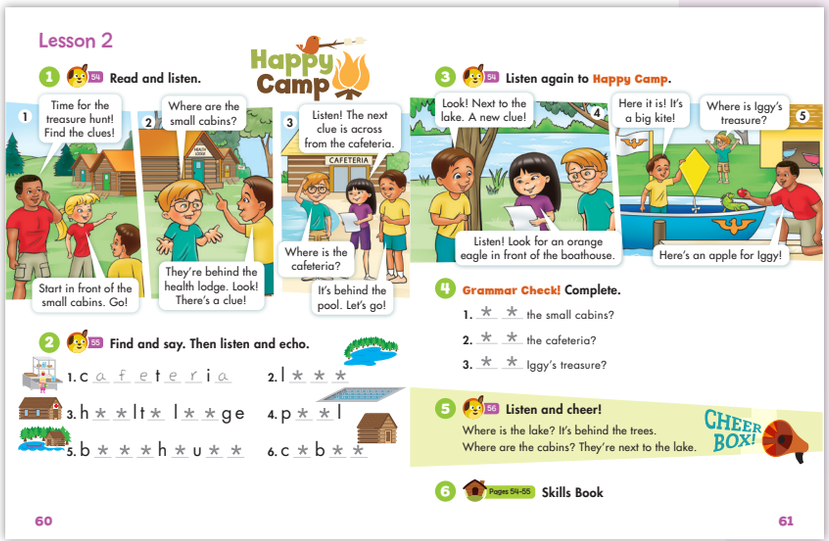


Workbook-style pages in the **Skills Book** provide **extensive practice** and review activities to help students **remember** and **assimilate** new language.

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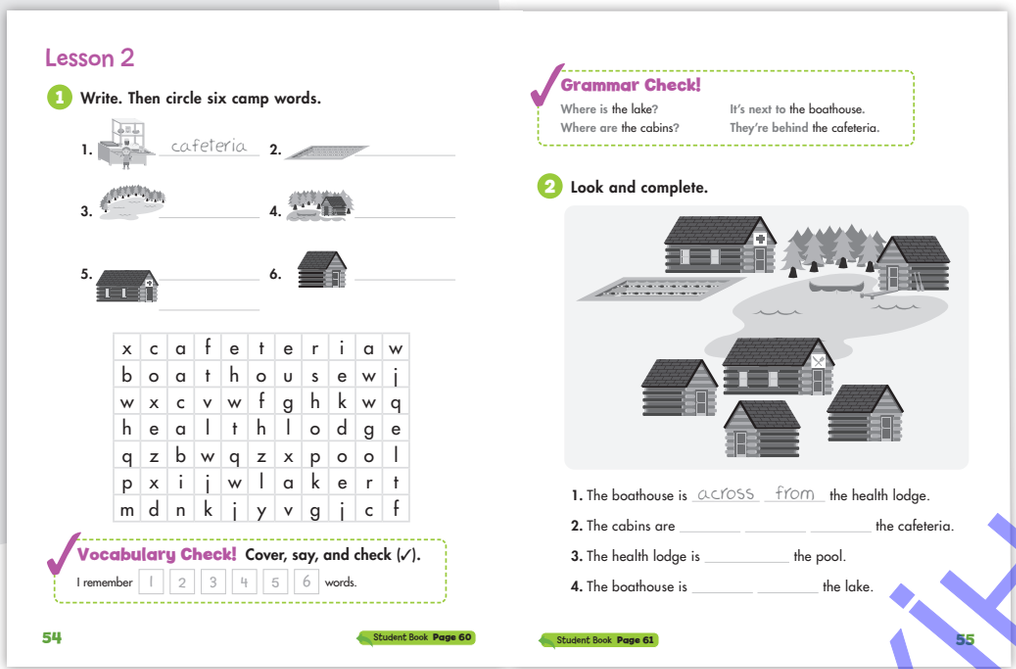
Lesson 2: Vocabulary and Grammar in Context



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

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

Lesson 2: Vocabulary and Grammar Practice



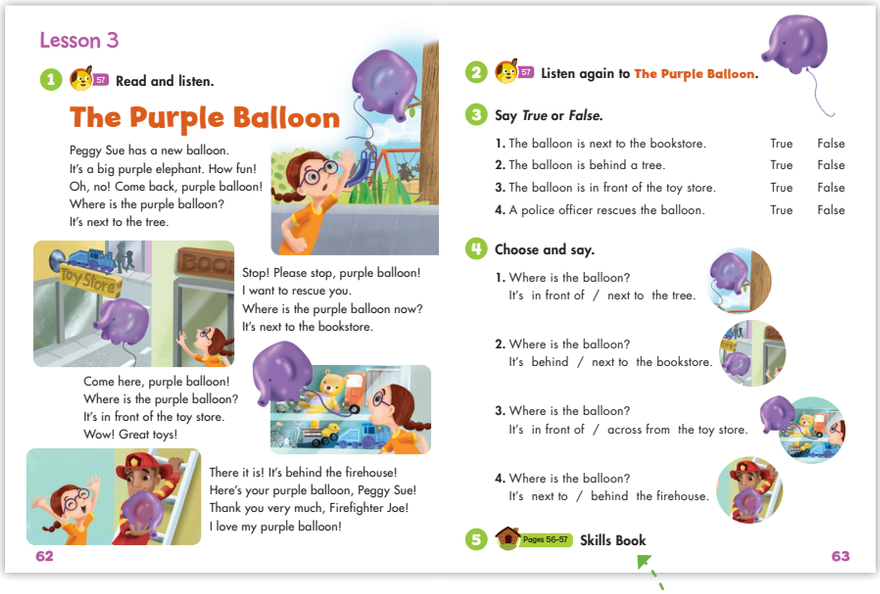
Front-loading allows more time for **practice.**

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About the Student Book and the Skills Book

Lesson 3: Reading Comprehension



Lesson 3

1 57 Read and listen.

The Purple Balloon

Peggy Sue has a new balloon.
It's a big purple elephant. How fun!
Oh, no! Come back, purple balloon!
Where is the purple balloon?
It's next to the tree.

Stop! Please stop, purple balloon!
I want to rescue you.
Where is the purple balloon now?
It's next to the bookstore.

Come here, purple balloon!
Where is the purple balloon?
It's in front of the toy store.
Wow! Great toys!

There it is! It's behind the firehouse!
Here's your purple balloon, Peggy Sue!
Thank you very much, Firefighter Joe!
I love my purple balloon!

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2 57 Listen again to **The Purple Balloon**.

3 Say *True* or *False*.

1. The balloon is next to the bookstore.	True	False
2. The balloon is behind a tree.	True	False
3. The balloon is in front of the toy store.	True	False
4. A police officer rescues the balloon.	True	False

4 Choose and say.

1. Where is the balloon?
It's in front of / next to the tree.

2. Where is the balloon?
It's behind / next to the bookstore.

3. Where is the balloon?
It's in front of / across from the toy store.

4. Where is the balloon?
It's next to / behind the firehouse.

5 Pages 56–57 Skills Book

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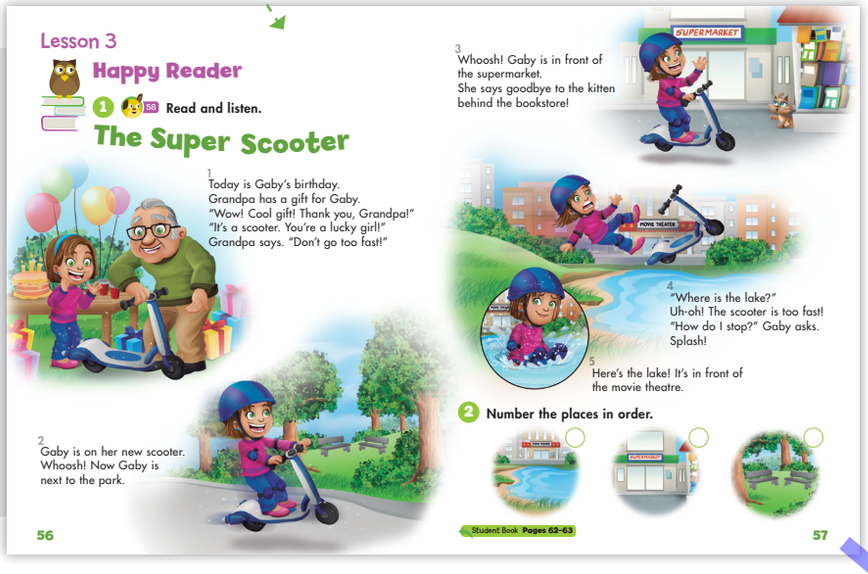
Learn to read.

A selection of **fiction** and **nonfiction** texts consolidates and reviews language while developing reading, listening, and fluency skills. Post-reading comprehension activities develop reading skills and comprehension strategies such as identifying details, sequencing events, and identifying and describing characters and settings.

Skills Book

Read to learn.

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



Lesson 3

Happy Reader

1 58 Read and listen.

The Super Scooter

1 Today is Gaby's birthday.
Grandpa has a gift for Gaby.
"Wow! Cool gift! Thank you, Grandpa!"
"It's a scooter. You're a lucky girl!"
Grandpa says. "Don't go too fast!"

2 Gaby is on her new scooter.
Whoosh! Now Gaby is
next to the park.

56

3 Whoosh! Gaby is in front of
the supermarket.
She says goodbye to the kitten
behind the bookstore!

4 "Where is the lake?"
Uh-oh! The scooter is too fast!
"How do I stop?" Gaby asks.
Splash!

5 Here's the lake! It's in front of
the movie theatre.

2 Number the places in order.

Student Book Pages 62–63

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Lesson 4: Creative and Collaborative Activity. Review.

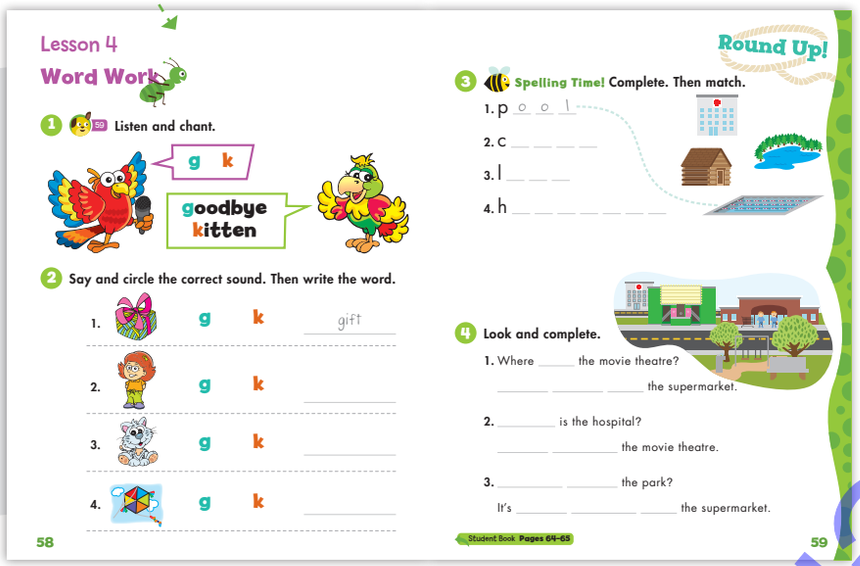


Communication and **collaboration** are essential **21st century skills**. Make and Play! lessons provide the opportunity for students to **create** and **play** a game together while using the target language of the unit in a **student-centred** context.

Lesson 4: Word Work

Word Work lessons provide spelling and phonics activities using the unit vocabulary. Students will accompany Pauly Parrot in pronouncing specific sounds through unique **musicalised sound-outs**.

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



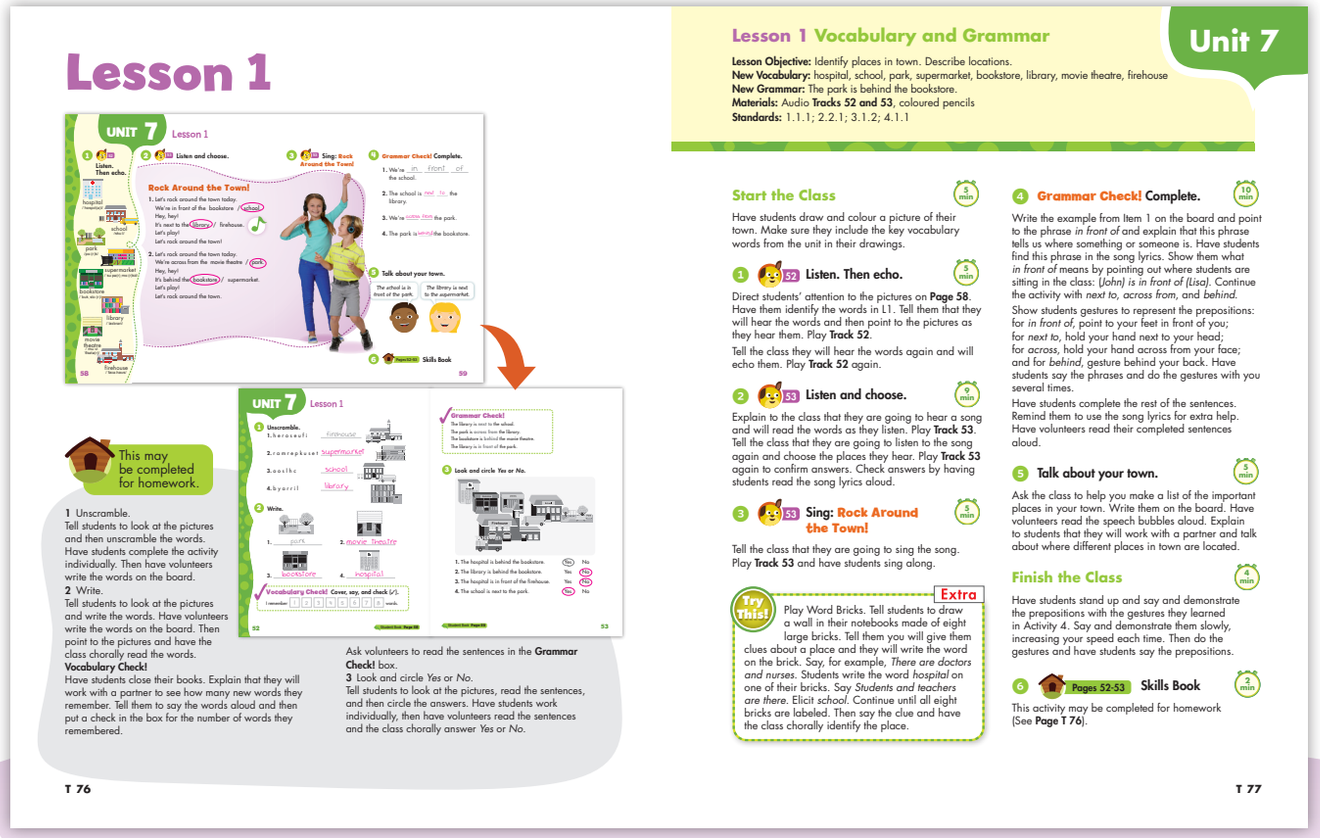
Successful learners are
HAPPY CAMPERS!

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About the Teacher Book

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



Lesson 1

UNIT 7 Lesson 1

1 Listen. Then echo.
2 Listen and choose.
3 Sing: Rock Around the Town!
4 Grammar Check! Complete.
5 Talk about your town.
6 Skills Book

Rock Around the Town!

1. Let's rock around the town today.
We're in front of the bookstore / school.
Hey, hey!
It's next to the library / firehouse.
Let's play!
Let's rock around the town!

2. Let's rock around the town today.
We're across from the movie theatre / park.
Hey, hey!
It's behind the bookstore / supermarket.
Let's play!
Let's rock around the town.

4. Grammar Check! Complete.
1. We're in front of the school.
2. The school is next to the library.
3. We're across from the park.
4. The park is behind the bookstore.

5. Talk about your town.
The school is in front of the park.
The library is next to the supermarket.

5B 5C

This may be completed for homework.

1 Unscramble.
Tell students to look at the pictures and then unscramble the words. Have students complete the activity individually. Then have volunteers write the words on the board.

2 Write.
Tell students to look at the pictures and write the words. Have volunteers write the words on the board. Then point to the pictures and have the class chorally read the words.

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

UNIT 7 Lesson 1

1 Unscramble.
1. hsrseeuofi firehouse
2. rnmrapkuset supermarket
3. ooolhc school
4. byarril library

2 Write.
1. park
2. movie theatre
3. bookstore
4. hospital

Vocabulary Check! Cover, say, and check (✓).
I remember [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] words.

Grammar Check!
The library is next to the school.
The park is across from the library.
The bookstore is behind the movie theatre.
The library is in front of the park.

3 Look and circle Yes or No.
1. The hospital is behind the bookstore. (No) No
2. The library is behind the bookstore. Yes (No)
3. The hospital is in front of the firehouse. Yes (No)
4. The school is next to the park. (No) No

5A 5D

Ask volunteers to read the sentences in the **Grammar Check!** box.

3 Look and circle *Yes* or *No*.
Tell students to look at the pictures, read the sentences, and then circle the answers. Have students work individually, then have volunteers read the sentences and the class chorally answer *Yes* or *No*.

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Lesson 1 Vocabulary and Grammar

Unit 7

Lesson Objective: Identify places in town. Describe locations.
New Vocabulary: hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse
New Grammar: The park is behind the bookstore.
Materials: Audio **Tracks 52 and 53**, coloured pencils
Standards: 1.1.1; 2.2.1; 3.1.2; 4.1.1

Start the Class (5 min)

Have students draw and colour a picture of their town. Make sure they include the key vocabulary words from the unit in their drawings.

1 52 Listen. Then echo. (5 min)

Direct students' attention to the pictures on **Page 58**. Have them identify the words in L1. Tell them that they will hear the words and then point to the pictures as they hear them. Play **Track 52**.

Tell the class they will hear the words again and will echo them. Play **Track 52** again.

2 53 Listen and choose. (9 min)

Explain to the class that they are going to hear a song and will read the words as they listen. Play **Track 53**. Tell the class that they are going to listen to the song again and choose the places they hear. Play **Track 53** again to confirm answers. Check answers by having students read the song lyrics aloud.

3 53 Sing: Rock Around the Town! (5 min)

Tell the class that they are going to sing the song. Play **Track 53** and have students sing along.

Try This! Extra

Play Word Bricks. Tell students to draw a wall in their notebooks made of eight large bricks. Tell them you will give them clues about a place and they will write the word on the brick. Say, for example, *There are doctors and nurses.* Students write the word *hospital* on one of their bricks. Say *Students and teachers are there.* Elicit *school*. Continue until all eight bricks are labeled. Then say the clue and have the class chorally identify the place.

4 Grammar Check! Complete. (10 min)

Write the example from Item 1 on the board and point to the phrase *in front of* and explain that this phrase tells us where something or someone is. Have students find this phrase in the song lyrics. Show them what *in front of* means by pointing out where students are sitting in the class: *(John) is in front of (Lisa).* Continue the activity with *next to, across from,* and *behind.*

Show students gestures to represent the prepositions: for *in front of,* point to your feet in front of you; for *next to,* hold your hand next to your head; for *across,* hold your hand across from your face; and for *behind,* gesture behind your back. Have students say the phrases and do the gestures with you several times.

Have students complete the rest of the sentences. Remind them to use the song lyrics for extra help. Have volunteers read their completed sentences aloud.

5 Talk about your town. (5 min)

Ask the class to help you make a list of the important places in your town. Write them on the board. Have volunteers read the speech bubbles aloud. Explain to students that they will work with a partner and talk about where different places in town are located.

Finish the Class (4 min)

Have students stand up and say and demonstrate the prepositions with the gestures they learned in Activity 4. Say and demonstrate them slowly, increasing your speed each time. Then do the gestures and have students say the prepositions.

6 Pages 52-53 Skills Book (2 min)

This activity may be completed for homework (See **Page T 76**).

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The lesson notes provide a step-by-step guide for teachers to deliver effective, time-efficient classes. Ideas to **start** and **finish** each class, and a **pacing guide** (5 min) are provided to support teachers in keeping students on track.

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

Try This! **Extra**

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

LAYOUT

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

Unit 7

Unit Objectives

By the end of the unit, students can:
- Describe where different places are.
- Ask and answer questions about where places are.

Vocabulary

Places in Town: hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse

Places at Camp: cafeteria, lake, health lodge, pool, boathouse, cabin

Grammar

The park is behind the bookstore.
Where is the boathouse? It's next to the lake.
Where are the cabins?
They're across from the cafeteria.

Skills

Listening: Listen for specific information.

Speaking: Talk about where things are.

Reading: Read a fiction text: **The Purple Balloon**.
Identify details.
Write questions about location.
Describe location.
Read a fiction text: **The Super Scooter**.
Identify the sequence of events and understand setting.

Creative and Collaborative Competencies

Make a town map. **Play** Where Is It?

Creativity: Use self-expression and innovation to make a town map.

Collaboration: Listen and respond to what others say. Provide clues to help others locate places in a town. Take turns.



Teacher Workshop

Teaching with Games

Word Games

Word games are a valuable tool for language learners, as they make vocabulary more fun and memorable. In this unit, play word games to reinforce spelling. In Lesson 1, have students play Word Bricks (**Page T 77**); in Lesson 3, have students play Word Balloons (**Page T 81**). Find detailed explanations on how to play these games in the Try This! boxes. These games are also great for vocabulary recall. Have your students try them. They're fun!



By Libby Williams

Happy Teacher

Use what your students already know as much as possible. Even young students have prior knowledge of a topic or have experiences they can relate to the lessons. Spend a few minutes talking about prior knowledge or experiences when you introduce a topic such as new vocabulary or a reading text. Encourage students to use English as much as they can to talk about this, but sometimes allow them to talk using L1. Connecting lessons to students' lives helps to make the material more meaningful and makes students more engaged with the material.

Happy Class

Get your students moving, walking about the classroom, standing up, sitting down, doing hand movements, and acting out plays. A little movement not only keeps students energised and having fun, but also helps them learn and remember. Short activities with some movement add to positive attitudes and a positive class.

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

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Content Standards

Grade 3

At the end of the 3rd grade the pupil:

- Demonstrates understanding of the speech samples and speech tags presented.
- Demonstrates acquisition of accurate pronunciation skills.
- Demonstrates the ability to communicate using the speech samples and speech tags learned.
- Demonstrates the ability to communicate.
- Demonstrates initial reading skills.

Core and sub standards of instructional content.

1. Listening comprehension
Pupil:

1.1. Demonstrates understanding of the speech samples and speech tags presented

1.1.1. Follows the task-based instructions.
1.1.2. Does simple tasks related to the texts s/he listens.
1.1.3. Distinguishes speech tags in the text s/he hears.

2. Speaking
Pupil:

2.1. Demonstrates acquisition of accurate pronunciation skills.

2.1.1. Pronounces short speech patterns accurately.
2.1.2. Pronounces the sentences s/he learns with the proper intonation.

2.2. Demonstrates communication skills using speech patterns and speech tags already learned

2.2.1. Names objects, cases and situations depicted in the pictures from a wide-range of content areas (the flat or the place where s/he lives in).
2.2.2. Lists the characteristics (quality and appearance) of the objects s/he named and points out their places.
2.2.3. Describes objects, cases and situations depicted in the pictures with the words already learned.
2.2.4. Communicates using the language material s/he learned.

3. Reading
Pupil:

3.1. Demonstrates initial reading skills

3.1.1. Reads letters, letter combinations and words accurately.
3.1.2. Reads word collocations and sentences accurately.
3.1.3. Reads short texts with the intonation and demonstrates understanding of their content.

4. Writing
Pupil:

4.1. Demonstrates initial writing skills

4.1.1. Writes letters, letter combinations and words accurately.
4.1.2. Performs accurate writing of the word collocations and sentences already learned.

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Unit 1

Unit Objectives

By the end of the unit, students can:

- Ask and answer questions about days of the week.
- Greet people and respond.
- Ask and answer questions about how words are spelled.

Vocabulary

Days of the Week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Vocabulary Review: the alphabet, Grade 2 review

Grammar

What day is it? It's Monday.
Hi. How are you?
What's your name? My name's Lucy.
How do you spell "Lucy"?

Skills

Listening: Listen for specific information. Identify letters of the alphabet.

Speaking: Talk about days of the week. Respond to questions with specific information.

Reading:
Read fiction texts: **Bobby Bean** and **Tammy the Cat**.
Recall sequence of events.
Identify details.
Spell single words.

Creative and Collaborative Competencies

Make a spelling chart. **Play** Roll and Spell!

Creativity: Use self-expression and innovation to create a chart.

Collaboration: Take turns. Help partners spell words.



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Teacher Workshop

Teaching with Games

Vocabulary Toss

Materials: a soft ball for each team

Draw eight squares on the board: four across and two down. Write a vocabulary word in each square. Have the class line up in teams in front of the board. Give the first student in each team a ball. Say a vocabulary word and explain to the class that they will look for the word on the board and throw the ball at the square. If they miss, the next person on their teams will try to hit the correct square. Be sure each student has a chance to throw the ball.



By Angela Llanas

Happy Teacher

Group work increases practice time for every student; be sure to vary group sizes to incorporate different classroom dynamics. Try the following strategies to organise your class:
Pairs: Vary how the pairs are formed—have students work with the person to the right, left, in front, or behind.

Small groups: Number students according to how many people you want in each group. Be sure to indicate where each group needs to stand or sit.

Larger groups: Assign students numbers, colours, days of the week, or animals. Be sure to indicate where each group needs to stand or sit.

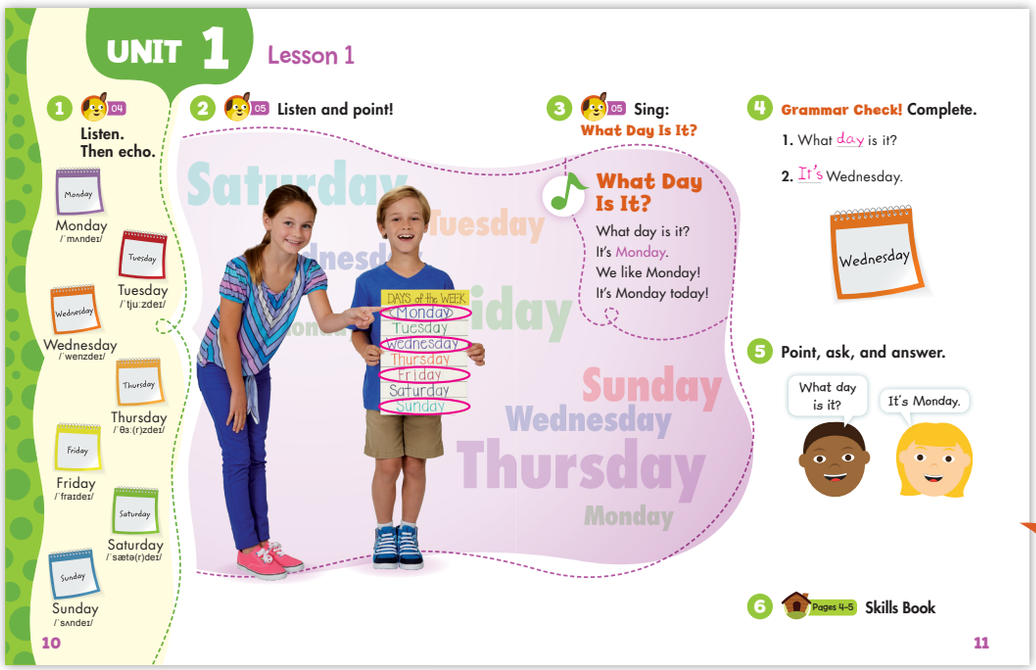
Happy Class

Positive feedback is very effective with children. When students do something well, say *Good* or *Great*, smile, or even clap your hands. However, don't overdo it. Positive encouragement loses meaning if there's still a lot of room for improvement. Instead, try saying *yes*, *OK*, or *Now let's try that again*.

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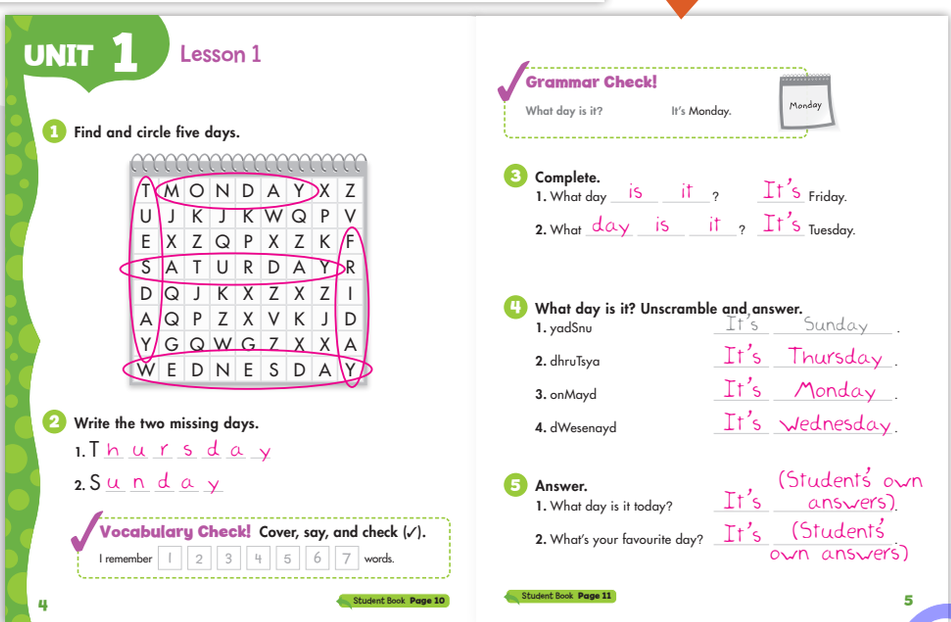
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Lesson 1





This may be completed for homework.



1 Find and circle five days.
Ask the class to find the days of the week words in the puzzle. Have students compare their answers with a partner. Then ask the class to identify the two days of the week that are missing from the puzzle.

2 Write the two missing days.
Tell students to complete the words in their books. Have volunteers write their answers on the board.

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

Have volunteers read the sentences in the **Grammar Check!** box. Have students underline the word *What* in the question and *It's* in the answer.

3 Complete.
Ask the class to complete the questions and answers. Circulate and help as needed. Have volunteers share their answers with the class.

4 What day is it? Unscramble and answer.
Tell the class to work individually to unscramble the words. Have volunteers write their answers on the board. Then have the class chorally read the sentences.

5 Answer.
Read the first question aloud and have the class answer together and write it on the line. Then explain that they will write their favourite day. Have volunteers share their answers with the class and explain why it is their favourite day.

LAIHD

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Lesson 1 Vocabulary and Grammar

Unit 1

Lesson Objective: Identify the days of the week. Ask and answer questions about days of the week.
New Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
New Grammar: What day is it? It's Monday.
Materials: Audio **Tracks 04 and 05**, soft balls
Standards: 1.1.1; 1.1.2; 2.1.1; 4.1.1

Start the Class

5 min

Have students walk around introducing themselves to one another. If you choose to have students select a name in English that they will use in English class for the whole year, tell them to use their English names for this activity.

1 04 Listen. Then echo.

5 min

Show the class a page from a weekly calendar or draw one on the board. Have students identify the words for the days of the week in L1. Tell students to look at the pictures of the days of the week on **Page 10**. Tell the class that they are going to listen to the words and point to the pictures as they hear them mentioned. Then play **Track 04**.

Tell students that they are going to listen again and echo the words after they hear them. Play **Track 04** again.

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

2 05 Listen and point!

8 min

Tell the class that they are going to listen to a song. Explain that they will follow along in their books. Tell them to point to the day of the week mentioned in the song. Play **Track 05**. Play **Track 05** again for students to confirm their responses.

Have volunteers share their answers with the class.

3 05 Sing: What Day Is It?

5 min

Tell the class that they are going to listen to the song and follow the words with their fingers as they read and listen. Play **Track 05**. Play **Track 05** again and have students sing along.

4 Grammar Check! Complete.

10 min

Write the following on the board: ____ *day is it?* ____ *Monday.*

Have the class chorally read the question. Elicit the answer for today's day of the week. Have volunteers complete the question and write the day on the board.

Then have the class complete Activity 4 individually. Have volunteers share their answers with the class. Some students may provide an answer in a slightly different form: "it is" instead of "It's". If needed explain the difference. Note that even though "it is" is grammatically correct, the answer "It's" is preferable - there is only one asterix in the activity and students learnt the abbreviated form in the song "What day is it?". Also, the abbreviated form is used in a model dialogue in the next activity.

Try This!

Extra

Draw seven squares on the board. Write a day of the week in each square in random order. Have the class line up in two teams in front of the board. Give the first student in each line a ball, have them look for *Monday* on the board, and throw the ball at the word. If they miss, the next person on each of their teams will try to hit the correct square.

5 Point, ask, and answer.

5 min

Have volunteers read the speech bubbles. Tell students to take turns with a partner pointing to a day of the week and asking and answering questions about it. Have volunteer pairs say their conversations aloud.

Finish the Class

5 min

Tell the class that you will throw the ball to a student who will say *Monday*. He or she throws it to another student, who will catch it and say *Tuesday*. Continue until students have said all of the days of the week.

6 Pages 4-5 Skills Book

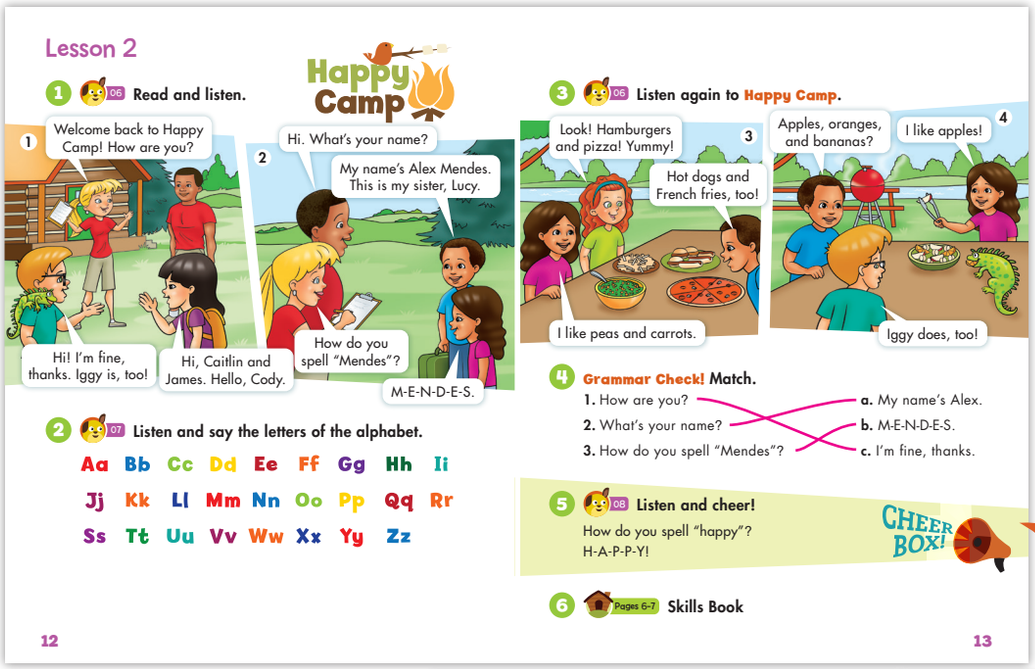
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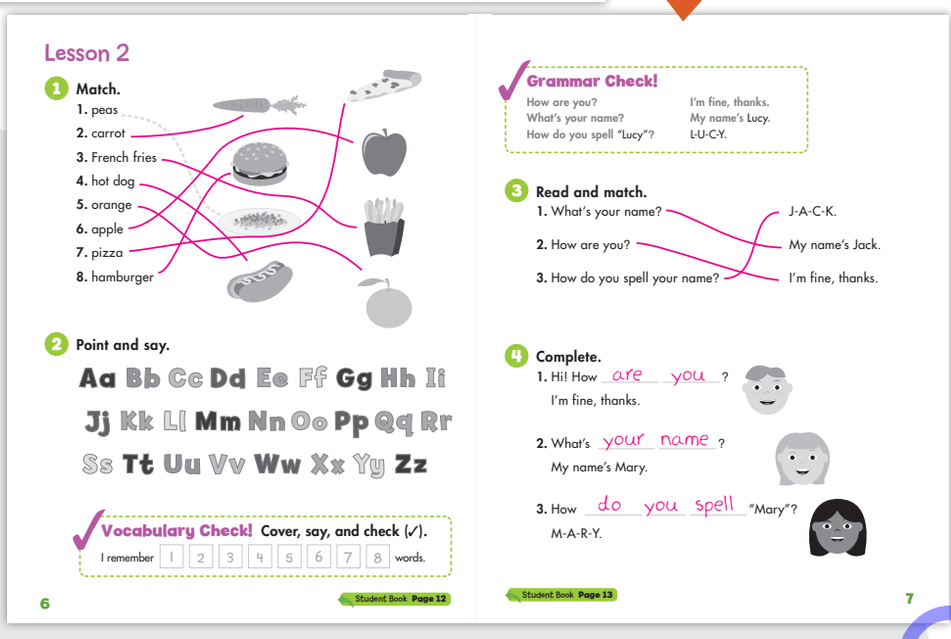
This activity may be completed for homework (See **Page T 16**).

LAYING

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Lesson 2





This may be completed for homework.

1 Match.
Tell students to read the words, look at the pictures, and match the words to the pictures. Allow some time to complete the activity. Then have volunteers read the words and tell the class to point to the pictures.

2 Point and say.
Say the letters and have the class repeat after you. Then tell the class that you are going to point to the letters and they will say them. Finally, tell students that they are going to work with a partner taking turns pointing to the letters and saying them. Circulate among the pairs to monitor pronunciation and help as needed.
Vocabulary Check! Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.
Have volunteers read the questions and answers in the **Grammar Check**! box aloud.

3 Read and match.
Tell students to read the directions and the questions and draw a line from the question to the correct answer. Allow some time to complete the activity and have volunteers read the questions and answers aloud.

4 Complete.
Do Item 1 together. Remind students to look at the Grammar Check! box for help. Have students work individually to complete the questions and then have volunteers share their answers with the class.

LAIHD

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objectives: Review Grade 2 vocabulary. Identify letters of the alphabet. Give and respond to greetings. Ask and answer questions about spelling.
New Vocabulary: the alphabet
Vocabulary Review: Grade 2 review
New Grammar: Hi. How are you? What's your name? My name's Lucy. How do you spell "Lucy"?
Materials: Audio **Tracks 02, 06, 07 and 08**, slips of paper, a hat, a small box, or a bag
Standards: 1.1.2; 2.1.1; 3.1.2

Start the Class

5 min

Have the class open their books to the Happy Camp character page on **Pages 8 and 9**. Play **Track 02** and have students point to the pictures of the Happy Camp characters as they introduce themselves. Play **Track 02** again and have the class say the names of the characters aloud with the audio.

Happy Camp

1 06 Read and listen.

8 min

Have students look at the pictures and predict what will happen in the comic strip. Tell the class that they are going to listen and follow the words with their fingers as they read along. Play **Track 06**. Play **Track 06** again and have students read aloud quietly.

2 07 Listen and say the letters of the alphabet.

8 min

Tell students to follow the letters with their fingers as they listen to the alphabet. Play **Track 07**. Then tell the class that you are going to play the track again and they will say the letters as they hear them. Play **Track 07** at least once more for extra practice.
*Audio script **Track 07***
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Extra

Try This!

Tell the class to echo you. Chant the following rhyme:
A B C D / E E E / F G H I / J J J / K L M N / O O O / P Q R S / T T T / U V W X / Y and Z
Now we know the ABCs!
Have the class echo you two or three times, then have them say the rhyme with you.

3 06 Listen again to Happy Camp.

7 min

Tell the class they are going to listen to the comic strip. Play **Track 06**. Have students point to the questions in the comic strip and have volunteers read them aloud. Play **Track 06** again and have students listen for the answers to the questions they pointed.

4 Grammar Check! Match.

5 min

Write the following questions on the board: *How are you? What's your name? How do you spell "Mendes"?* Have volunteers read the questions in the comic strip and other volunteers read the answers to the questions. Explain to the class that they will match the questions to the correct answers. Remind them to look at the comic strip for help. Have volunteers share their answers with the class.

5 08 Listen and cheer!

5 min

Tell students that they are going to listen to a cheer and follow the words with their fingers. Play **Track 08**. Play **Track 08** again and have students cheer along. Play the cheer two or three more times to help students feel comfortable with the cheer and have more practice time.

Finish the Class

5 min

Tell students to write three food words in their notebooks. To practice spelling, explain that they will ask their partners to spell the food words they wrote in their notebooks. Provide the following example: write *peas* on the board and ask *How do you spell "peas"?* Elicit *P-E-A-S*. Have volunteer pairs say and spell their words aloud for the class.

6 Pages 6-7 Skills Book

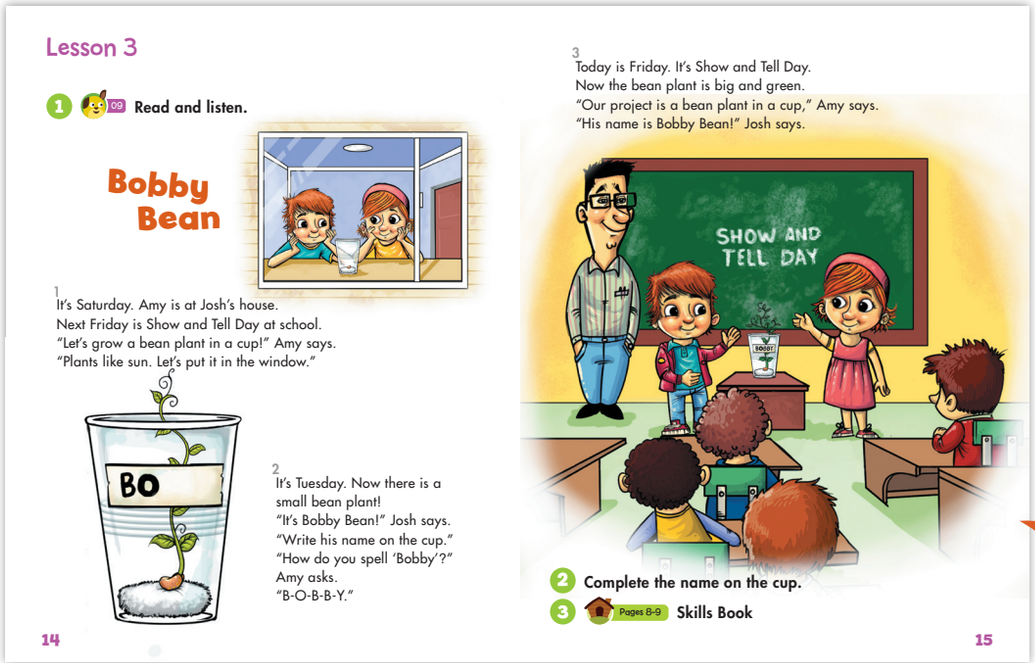
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This activity may be completed for homework (See **Page T 18**).

LAYOUT

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Lesson 3





This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Tell the class to listen to the story as they read and follow the words with their fingers. Play Track 10. Point to the first picture and ask *What day is it? Where are Jim and Kim? What's the cat's name? Is she big or small?* Point to the second picture and ask *What day is it? What's in Kim's bedroom? What's the kitten's name?* Point to the third picture and ask *What's the very big surprise? How many kittens are there? What are the kittens' names?* Tell the class to listen to the story again and read along with the audio. Play Track 10.

2 Listen again to Tammy the Cat.
Tell students they will listen to the story again. Play Track 10. Explain to the class that they are going to take turns reading the story with a partner. Circulate among the pairs, monitor pronunciation, and help as needed.

3 Number the story in order.
Tell students to number the pictures in the order they occurred in the story. Allow students time to complete the activity. Then have them compare their answers with a partner. Play Track 10 again so that they can check their answers. Review the answers as a class by pointing to the pictures for students to say the numbers.

4 Circle.
Tell students to read the first part of some sentences and circle the picture that correctly completes them. Allow students time to complete the activity. Have volunteers read the completed sentences aloud.

LAIHD

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text and spell words. Sequence events.
Vocabulary Review: the alphabet, days of the week
Grammar Review: It's Saturday.
New Grammar: How do you spell ...?
Materials: Audio **Track 09**
Standards: 1.1.1; 2.1.2; 3.1.2; 4.1.1

Start the Class

5 min

Have students stand in a circle and go around saying the alphabet. If someone misses a letter or can't think of the letter, he or she will sit down and the next person begins again. Play as long as time allows.

1 09 Read and listen.

18 min

Have the class look at the pictures and identify what they can see. Play **Track 09** and tell students to follow the words with their fingers as they read and listen to the story. Play **Track 09** again and stop after each section to ask simple questions such as *What day is it? What's the girl's name? What's the boy's name? What is next Friday?* Play **Track 09** again and have students read aloud with the audio. Then divide the class into small groups to take turns reading the text aloud.

2 Complete the name on the cup.

10 min

Allow time for students to complete the activity. Then draw a cup on the board and have a volunteer write "BOBBY" on it.

Try This! **Extra**

Divide the class into three groups and assign each group a part of the story. Explain that they will practice reading their parts, then the groups will take turns reading their parts aloud to the whole class. Tell students to read aloud softly while they practice. Circulate among the pairs, monitor pronunciation, and help as needed. Then conduct the group reading as a whole class.

Finish the Class

10 min

Have students look at the pictures in "Bobby Bean" again. Have them retell the story in their own words.

3 Pages 8-9 Skills Book

2 min

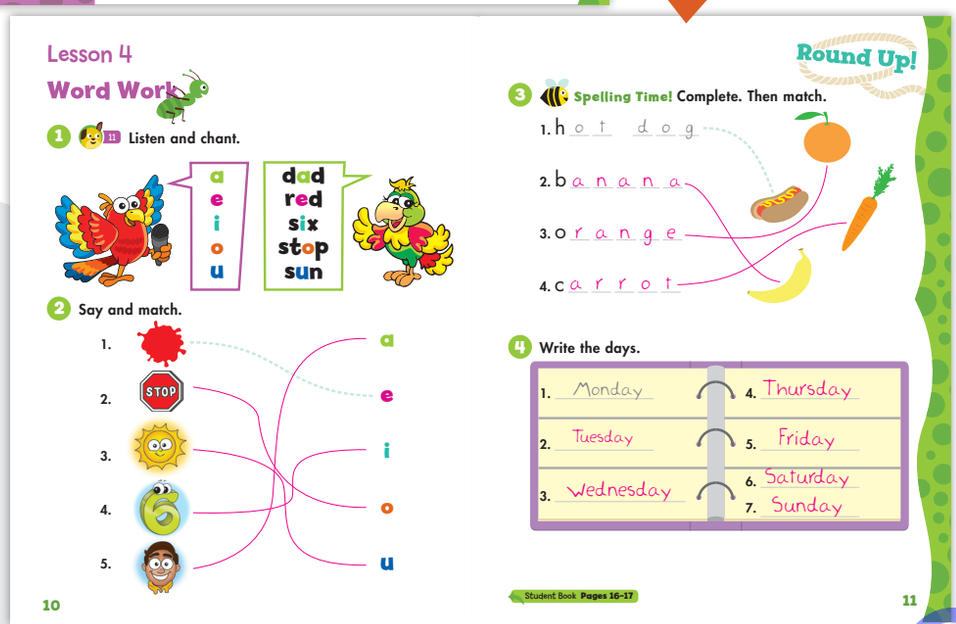
This activity may be completed for homework (See **Page T 20**).

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Tell students they are going to listen to the vowel sounds and words that have the sounds. Play Track 11 and tell students to point to the letters as they hear their sounds. Play Track 11 again and have students echo the sounds.

2 Say and match.
Point to the picture in Item 1, say the word *red*, and trace the line to the letter *e*. Tell students to complete the activity individually. Then have volunteers share their answers with the class.

3 Complete. Then match.
Ask the class to look at the pictures and spell the words. Remind them to write one letter on each line. Then tell students to match the words to the pictures. Have students complete the activity individually and then compare their answers with a partner. Then point to the pictures and have volunteers spell the words.

4 Write the days.
Have students clap their hands as they say the days of the week from *Monday* to *Sunday* and then backwards from *Sunday* to *Monday*. Tell students to work individually. Allow time for students to write the days of the week in their books. Circulate around the classroom, monitor students' work, and help as needed. Encourage them to ask for help in English, such as *How do you spell…?* Have volunteers write the days of the week on the board.

LAMP

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objective: Ask and answer questions about spelling. Ask and answer questions about days of the week.
Vocabulary Review: the alphabet, Grade 2 review, days of the week
Grammar Review: Hi. How are you? How do you spell "Lucy"? What day is it?
Materials: dice (one dice for each pair in the class), coloured pencils, markers, or crayons
Standards: 2.1.2; 2.2.1; 4.1.1

Start the Class

5 min

Review the alphabet chant from Lesson 2 with the class. Have them stomp their feet when they repeat letters and clap as they say the final line. Repeat the chant with the class once more. Then tell the class they are going to say the chant without you. Do the stomping and clapping, but let the class chant alone.

1 Make a spelling chart. Draw three animals, three school supplies, three colours, and three numbers.

10 min

Tell the class that they will make a spelling chart. Explain that they will divide a sheet of paper into four columns with four rows. Tell students to label the columns and draw and colour three animals, three school supplies, three colours, and three numbers.

2 Play Roll and Spell!

13 min

Tell students that they are going to work with a partner. Explain that they are going to roll a die on their spelling chart and their partner will spell the word pictured in the square where the die lands. Remind students to ask their partners the question *How do you spell …* ? Give each pair a die. Circulate among the pairs and help as needed.

3 Ask and answer.

10 min

Tell the class they are going to work with a partner to take turns asking and answering questions about the food specials in the picture. Have volunteers read the speech bubbles. Circulate among the pairs, monitor pronunciation, and provide assistance as needed. Have volunteers act out their dialogues for the class.

Try This! **Extra**

Have students switch partners and play Roll and Spell with a new partner.

Finish the Class

5 min

Say the following chant and have the class echo you:
Wow! We know the days of the week!
Wow! We know the alphabet!
We know English! Yes, we do!
Now it's time for Unit 2!
Practice the chant a few times until students know it, then have the class chorally chant it.

4 Pages 10-11 Skills Book

2 min

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

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Unit 2

Unit Objectives

By the end of the unit, students can:

- Follow simple instructions.
- Say simple instructions.

Vocabulary

Class Instructions 1: stand up, sit down, listen, look, say, read, write, count

Class Instructions 2: touch, open, walk, close, shout, eat

Grammar

Do commands
Don't commands

Skills

Listening: Listen for specific information and sequence.

Speaking: Use commands in the affirmative and negative.

Reading:
Read fiction texts:
Chocolate Chip Cookies
and **Bora the Robot Rabbit**.
Identify details and characters.
Complete an instruction.
Spell single words.

Creative and Collaborative Competencies

Make command cards. **Play** Guess the Command!

Creativity: Use self-expression and innovation to visually represent commands.

Collaboration: Provide clues to help others identify commands. Listen and respond to others.



LAYOUT

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Teacher Workshop

Teaching with Games

Follow the Leader

The Follow the Leader game can be adapted to many different language lessons. Explain to the class that they will copy what you do and repeat what you say. For this unit, which works with affirmative and negative commands, say an affirmative command and act it out, then say a negative command. For example, say *Write* and mime writing. Then say *Don't sit down*. If students don't follow the command, they are out. Play until only one student remains in the game.



By Libby Williams

Happy Teacher

Even in large classes, a more student-centred class can provide more speaking practice. Organise the class into pairs or small groups. Circulate among the class to better monitor students. You will be able to check how well all of your students are doing, rather than just a few volunteers. This will let you individualise your help for students when they need it.

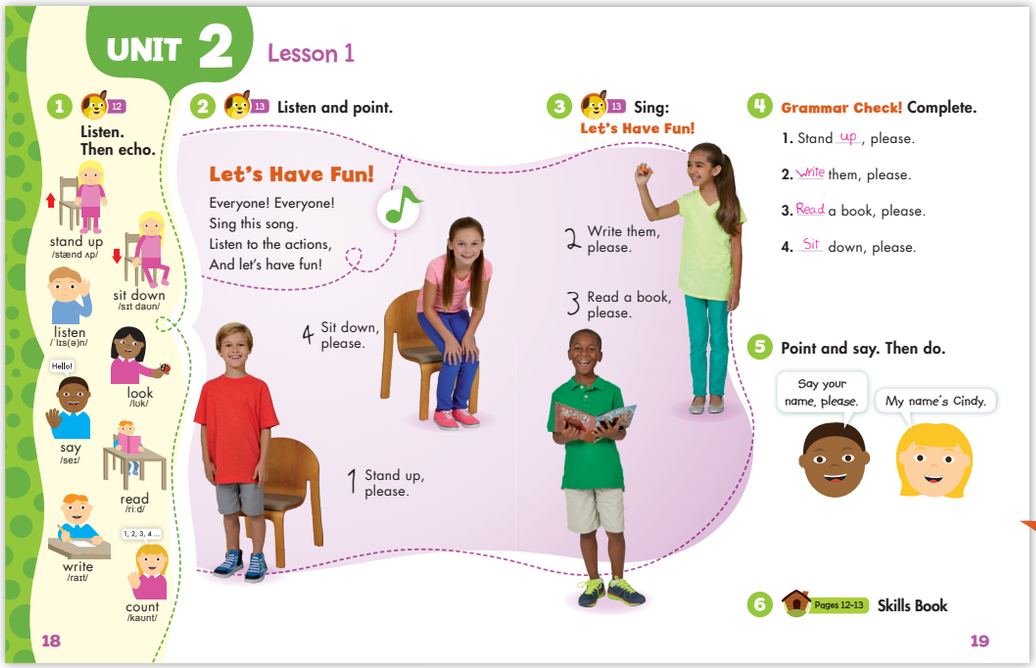
Happy Class

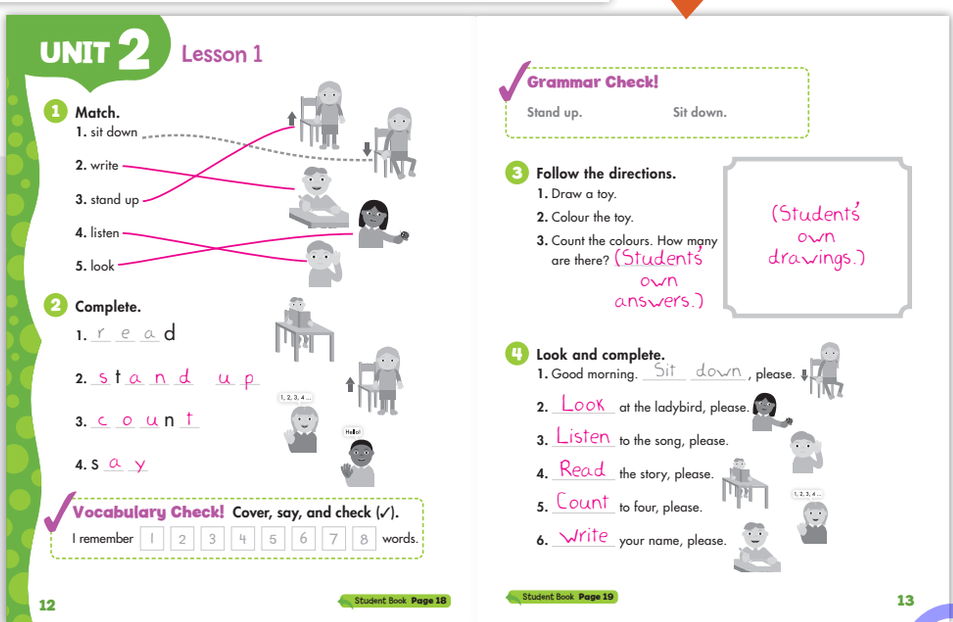
Students need to feel that their work is important. Make each student a class portfolio out of a folder or a piece of construction paper folded in half. Students can keep all their work and drawings from class in their English portfolios. Encourage them to bring their portfolios home to show and talk about their work with their families.

LAYIHƏ

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Lesson 1





This may be completed for homework.

1 Match.
Tell students to look at the pictures and match the pictures to the correct commands on the left. Walk around the class to monitor and help as needed. Have students share their answers by reading the commands in the order the pictures appear.

2 Complete.
Tell students to look at the pictures and complete the commands. Have volunteers write the words on the board.

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

3 Follow the directions.
Tell students they will read the directions and follow them. Remind them to do the activity in the box and write the answer to the question in Item 3 on the line provided. Have volunteers share their drawings with the class and say how many colours are in their drawings.

4 Look and complete.
Have a volunteer read the example. Explain to the class that they will look at the pictures and complete the commands. Have volunteers read their completed sentences to the class. Write the missing words on the board.

LAYHD

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Lesson 1 Vocabulary and Grammar

Unit 2

Lesson Objective: Identify simple commands. Give and respond to *do* commands.
New Vocabulary: stand up, sit down, listen, look, say, read, write, count
New Grammar: *Do* commands
Materials: Audio **Tracks 12 and 13**, a box, slips of paper
Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.2

Start the Class

5 min

Divide the class into groups. Tell them to stand in circles to play a game of Word Chains. The first student says a word, for example, *cat*. The next student says a word beginning with the last letter of *cat*, such as *table*. The next student continues the word chain. If a student can't think of a word, he or she has to sit down until the end of the game.

1 12 Listen. Then echo.

8 min

Have students look at the pictures and identify the class instruction words in L1. Tell the class that they are going to listen to the commands and will point to the pictures as they hear them. Play **Track 12**. Tell students that they are going to listen and repeat the commands as they hear them. Then play **Track 12** again.

2 13 Listen and point.

6 min

Tell the class that they are going to listen to a song. Have them point to the correct instructions as they hear them in the song. Play **Track 13**. Then say the commands and have students point the correct instructions.

Try This! **Extra**

Have each student write one of the commands on a slip of paper and put it in a box on your desk. Choose a volunteer to pick a paper from the box. He or she will tell the class to perform the command, for example, *Read, please!* The class will do the command or mime doing it.

3 13 Sing: Let's Have Fun!

7 min

Tell the class that they are going to sing the song. Play **Track 13** and have the class sing along. Then tell students that they are going to sing the song again and do the actions mentioned in the song. Play **Track 13** again.

4 Grammar Check! Complete.

7 min

Write ____ *up, please* on the board. Ask students what the missing word is. Write the word on the board to complete the sentence (*Stand*). Have students read the sentence aloud. Have students complete the activity individually, then have volunteers write the sentences on the board. Give students time to make any necessary corrections in their own books.

5 Point and say. Then do.

5 min

Have two volunteers read the speech bubbles. Explain to the class that they will work with a partner taking turns pointing at a picture, saying the command, and doing the command the partner says. Circulate among the pairs and help as needed. Have volunteers share their dialogues with the class.

Finish the Class

5 min

Explain to students that you're going to say a command rhyme to the class. Tell them that they have to listen and carry out the actions.

Look! Look! Look! / Listen to me! Stand up! Sit down! And count to 3! (1, 2, 3!) / Read and write / And now say "Hi!" (Hi!) / Yes! That's cool! / Let's say "Goodbye!" (Goodbye!)

6 Pages 12-13 Skills Book

2 min

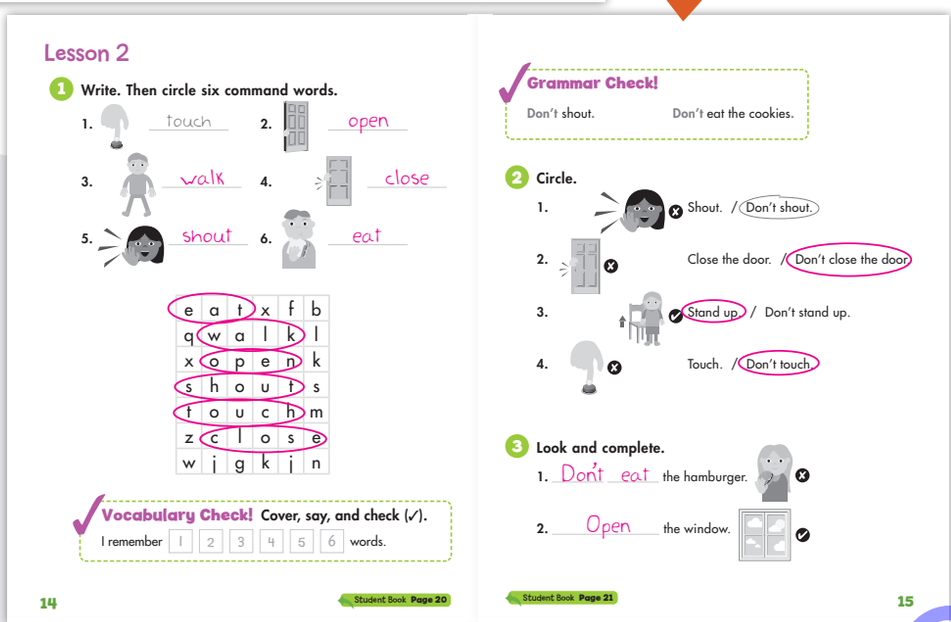
This activity may be completed for homework (See **Page T 26**).

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Lesson 2





This may be completed for homework.

1 Write. Then circle six command words.
Tell students to look at the pictures and write the correct commands. Check by calling out the numbers and having students say the commands. Allow time for students to find the words and circle them in the puzzle.

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

2 Circle.
Write *Shout / Don't shout* on the board. Tell students to look at a picture and circle the correct command for the picture in Item 1. Tell students to complete the activity individually. Have volunteers write the correct commands on the board.

3 Look and complete.
Tell the class that they will look at the picture, look for a check or an X, and write the correct command on the line. Remind students that a check means it is affirmative and an X means it's negative. Have students work individually, then have volunteers write their answers on the board.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify commands. Give and respond to *don't* commands.
New Vocabulary: touch, open, walk, close, shout, eat
New Grammar: *Don't* commands
Materials: Audio **Tracks 14, 15 and 16**, music
Standards: 1.1.2; 2.2.4; 3.1.3; 4.1.1

Start the Class

4 min

Tell students to open their books on **Pages 20 and 21** and look at the pictures in the comic. Play I Spy with students to focus their attention on the vocabulary. Have students look at the pictures. Then say *I spy with my little eye something …* and give students a clue (a letter, colour or adjective). For example, say *I spy with my little eye something beginning with the letter "i"* (*iguana*). Repeat with different letters.

Happy Camp

1 14 Read and listen.

7 min

Tell the class that they are going to read and listen to the comic strip and follow the words with their fingers. Play **Track 14**. Tell students that they will read and listen again, but this time they will raise their hands when they read and hear the word *don't*. Play **Track 14** again.

2 15 Find and say. Then listen and echo.

8 min

Have students look at the comic strip and find the word *don't* and then point to the word that comes after it. Have volunteers share the pointed words with the class.

Tell students they will complete the words. Hold up your book and point to the picture in Item 1. Have a volunteer read the example and spell the word. Remind them to look at the pictures and the words they pointed to help them. Have volunteers write the words on the board.

Then tell the class they are going to hear the words and repeat them. Play **Track 15**. Play **Track 15** again and have students read the words aloud.

Audio script ***Track 15***

1. touch 2. open 3. walk 4. close 5. shout 6. eat

3 14 Listen again to Happy Camp.

6 min

Tell the class they are going to listen to the comic strip and follow the words with their fingers as they listen.

Play **Track 14**. Play **Track 14** again and tell students to point to the *Don't* instructions. Have volunteers read the *Don't* instructions aloud.

Try This! **Extra**

Tell students to do what you say. Say commands such as *Stand up. Count 1, 2, 3. Say "apple." Sit down. Read this word* (point to a word they can read on the board or on a poster). Repeat the commands in a different order and say them faster each time.

4 Grammar Check! Complete.

8 min

Ask the class to complete the sentences. Tell them to look for the missing words in the comic strip and the faces of who says them. Have students complete the activity individually. Then have them compare their answers with a partner. Finally, have volunteers write the answers on the board and say them aloud.

5 16 Listen and cheer!

5 min

Tell students that they are going to listen to a cheer. Play **Track 16**. Have students follow the commands with their fingers and point to the word that makes the command negative. Play **Track 16** again and have students join in. Then divide the class into two groups. The first group will cheer the first line, and the other group will cheer the second line. Then have the groups switch roles.

Finish the Class

5 min

Divide the class into groups of three or four. Tell students they are going to write four *Don't* rules for the class, for example, *Don't shout in the classroom!* Have volunteers share their ideas with the class.

6 Pages 14-15 Skills Book

2 min

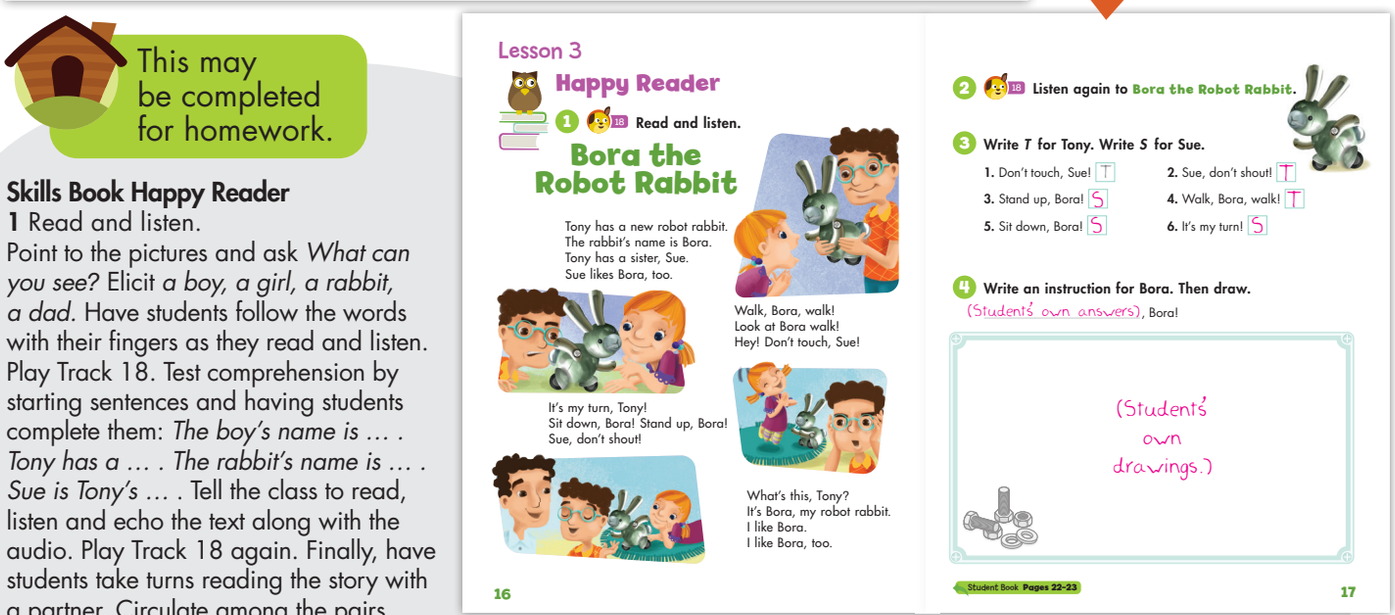
This activity may be completed for homework (See **Page T 28**).

LAYING

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Lesson 3





This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Point to the pictures and ask *What can you see?* Elicit *a boy, a girl, a rabbit, a dad.* Have students follow the words with their fingers as they read and listen. Play Track 18. Test comprehension by starting sentences and having students complete them: *The boy's name is … . Tony has a … . The rabbit's name is … . Sue is Tony's … .* Tell the class to read, listen and echo the text along with the audio. Play Track 18 again. Finally, have students take turns reading the story with a partner. Circulate among the pairs and monitor pronunciation. Then write a list of the words that were the most difficult for students to pronounce on the board. Point to each word, say it, and have the class repeat after you.

2 Listen again to Bora the Robot Rabbit.
Tell students to listen to the story again. Play Track 18. Have students underline the affirmative commands and circle the negative commands. Organise the class into groups of three or four. Explain to the class that they are going to take turns reading the story in their groups. Walk around monitoring pronunciation and helping as needed.

3 Write *T* for Tony. Write *S* for Sue.
Explain that the students will read the sentences and decide if Tony or Sue says them. They will write *T* for Tony and *S* for Sue. Have students complete the activity individually. Then have volunteers read the sentences and have the class chorally respond *Tony* or *Sue*.

4 Write an instruction for Bora. Then draw.
Allow time for students to complete an instruction and to draw a picture. Have students share their instructions and drawings with a partner. Then have volunteers share their drawings with the class.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text and identify characters. Recall details.
Vocabulary Review: Unit language
Grammar Review: *Do* commands and *Don't* commands
Materials: Audio **Tracks 16 and 17**
Standards: 1.1.2; 2.2.1; 3.1.3; 4.1.2

Start the Class

10 min

Have students say the Grammar Cheer from Lesson 2 to practice commands. Play **Track 16.** Encourage students to wag their fingers for the negative commands.

1 17 Read and listen.

18 min

Have the class look at the pictures and identify the things they can see. Ask *What do you think the story is about?* Tell students they are going to read the story as they listen. Remind them to follow the words with their fingers as they read. Play **Track 17.** Play **Track 17** again and have the class read along with the audio.

2 Choose who eats the cookies.

5 min

Have a volunteer read the directions aloud. Remind students to refer to the text to help them answer. Check by asking *Who eats the cookies?*

Try This! **Extra**

Have students take turns reading the story with a partner. Circulate among the pairs and monitor pronunciation. When students have finished reading, write a list of the words that were the most difficult for students to pronounce on the board. Point to each word, say it, and have the class repeat after you. Do this a few times. Then point to a word and have individual students read it aloud.

Finish the Class

10 min

Tell students to choose three words from the story and write them in their notebooks. Divide the class into pairs to do a spelling activity. Tell students to test their partners by asking *How do you spell "chocolate"?*

3 Pages 16-17 Skills Book

2 min

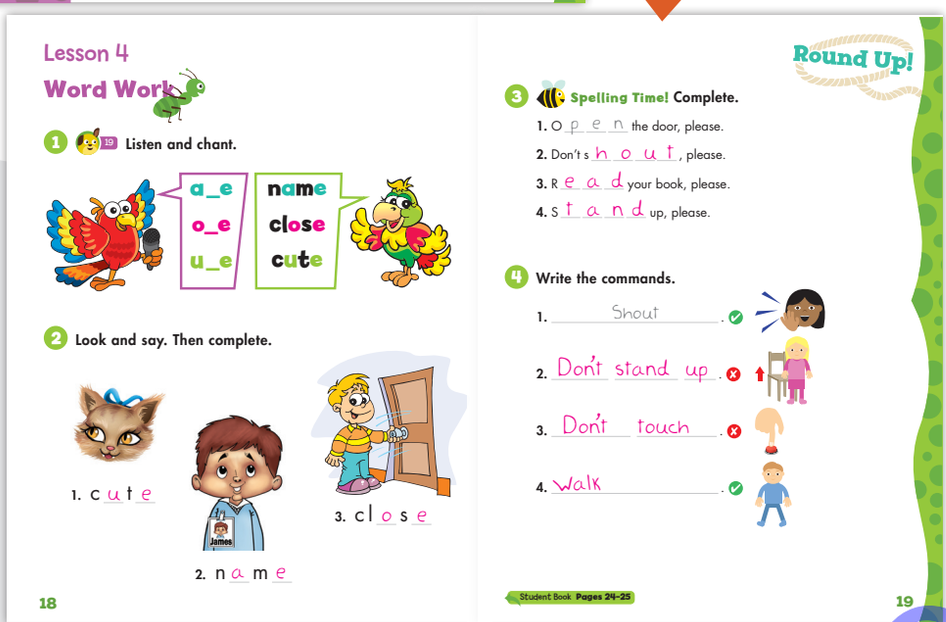
This activity may be completed for homework (See **Page T 30**).

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Write the following groups of three vowels on the board: *a_e*, *o_e*, *u_e*. Play Track 19 and have students point to the letters that represent the sounds. Play Track 19 again and have students echo the sounds and the words.
2 Look and say. Then complete.
Have students look at the pictures and say the words. Allow time for them to complete the words in their books. Check by asking volunteers to write the complete words on the board.
3 Complete.
Tell students to read the sentences and complete the missing letters to make commands. Remind students that one letter goes on each line. Explain that these lines can help them decide what the command is. Have students complete the activity individually and then compare their answers with a partner. Then have volunteers write their answers on the board. Then point to the commands and have the class chorally read them aloud.

4 Write the commands.
Tell students to look at the pictures and write the appropriate commands. Remind them to look for checks and crosses to tell them what kind of command they need to write: check for affirmative commands, and cross for negative commands. Have students complete the activity individually. Then have volunteers write their answers on the board. Then point to the commands and have the class chorally read them.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objective: Identify commands and respond. Review language from Unit 2.
Vocabulary Review: stand up, sit down, listen, look, say, read, write, count, touch, open, walk, close, shout, eat
Grammar Review: *Do* commands and *Don't* commands
Materials: index cards, coloured pencils, markers, or crayons
Standards: 1.1.1; 2.2.3; 3.1.2; 4.1.1

Start the Class

4 min

Tell students to follow the commands as they echo you.

Stand up, everyone!
Walk! Now run.
Clap your hands,
And let's have fun!

Repeat the rhyme two more times.

1 Make command cards.

14 min

Tell the class that they are going to make six command cards. Each student should choose three affirmative commands and three negative commands. Distribute six blank index cards to each student. Explain that they will write their commands on one side of the card and draw and colour a picture of the command on the other side of the card. Tell students that the pictures are also clues to help their partners correctly guess the commands. Circulate around the class and help as needed.

2 Play Guess the Command!

10 min

Tell students that they are going to work with a partner. They are going to put their command cards together in one pile. The first student picks up a card, reads the command silently to him or herself, and mimes the command to his or her partner. The partner has to guess the command.

Brainstorm with the class different ways they can show a negative command. Remind students that only the guesser can talk. Then have volunteers mime a command for the class to guess.

Try This!

Extra

Divide the class into groups. Tell students to shuffle their six command cards and then hold them face down in their hands. Two students will turn over a card at the same time. If the cards show the same command, the first person to shout *Happy Snap!* wins the cards and adds them to the bottom of his or her pile. The student with the most command pairs at the end of the game wins.

3 Say and do.

10 min

Divide the class into two groups. One group reads the first speech bubble and the other reads the second. Divide the class in pairs and have them make other conversations using commands in the robot pictures. Have volunteers act out their conversations for the class.

Finish the Class

5 min

Make a paper airplane. Call on a volunteer. He or she will say a command and throw the airplane. Whoever is closest to the plane when it lands will do the command. Repeat as long as time permits.

4 Pages 18-19 Skills Book

2 min

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

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Unit 3

Unit Objectives

By the end of the unit, students can:

- Ask and answer questions about parts of the body.
- Describe people and animals.

Vocabulary

Parts of the Body: head, tummy, arms, hands, legs, feet

Parts of the Face: eyes, hair, eyebrows, ears, teeth, chin

Grammar

These are my arms. This is my head.
I have blue eyes. I don't have brown hair.
Do you have … ? Yes, I do. / No, I don't.

Skills

Listening: Listen for specific information.

Speaking: Identify and talk about parts of the body and face. Respond to questions with short answers.

Reading:
Read fiction texts:
The Red Fox and **The Monster in the Attic**.
Recall sequence of events.
Identify details.
Spell single words.

Creative and Collaborative Competencies

Make funny face cards. **Play** Funny Face!

Creativity: Develop self-expression and innovation.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills for the task.



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Teacher Workshop

Teaching with Games

Simon Says

The game Simon Says can be used when students work with parts of the body, commands, or even prepositions. Students stand in their places and listen to a series of directions. They can only do the actions if the leader says *Simon Says*. If a student does something but the leader didn't say *Simon Says*, he or she must sit down. The last person standing wins. Consider having the winner be Simon, the leader, for the next round of the game.



By Angela Llanas

Happy Teacher

Aim to make corrections at the end of an activity. Keep corrections general, so no one student is singled out. Then the activity can be performed again with fewer mistakes and without anyone feeling bad or afraid to try again.

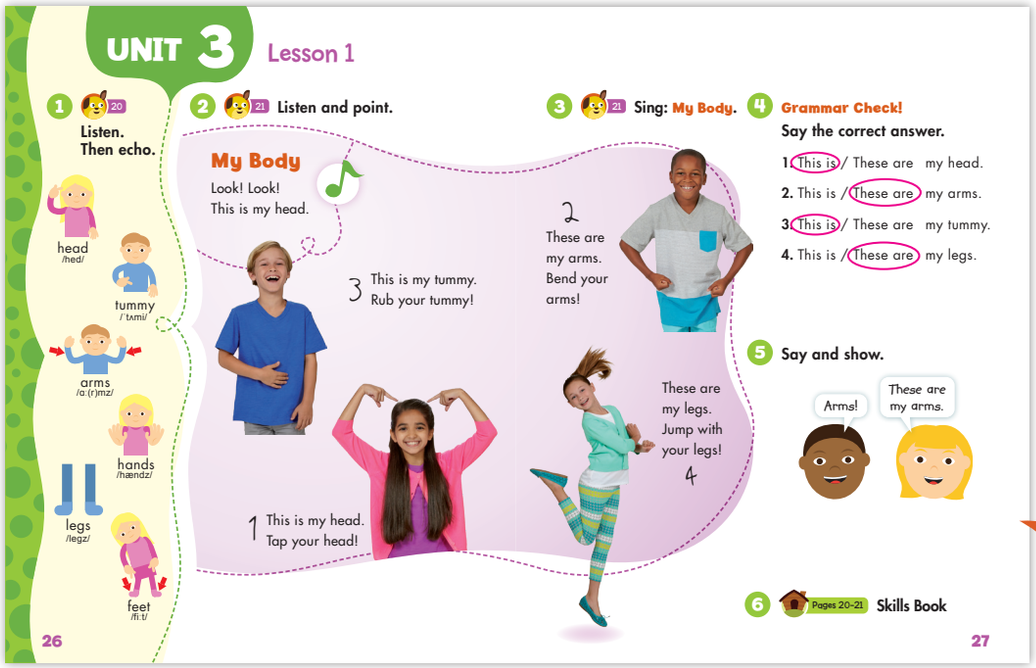
Happy Class

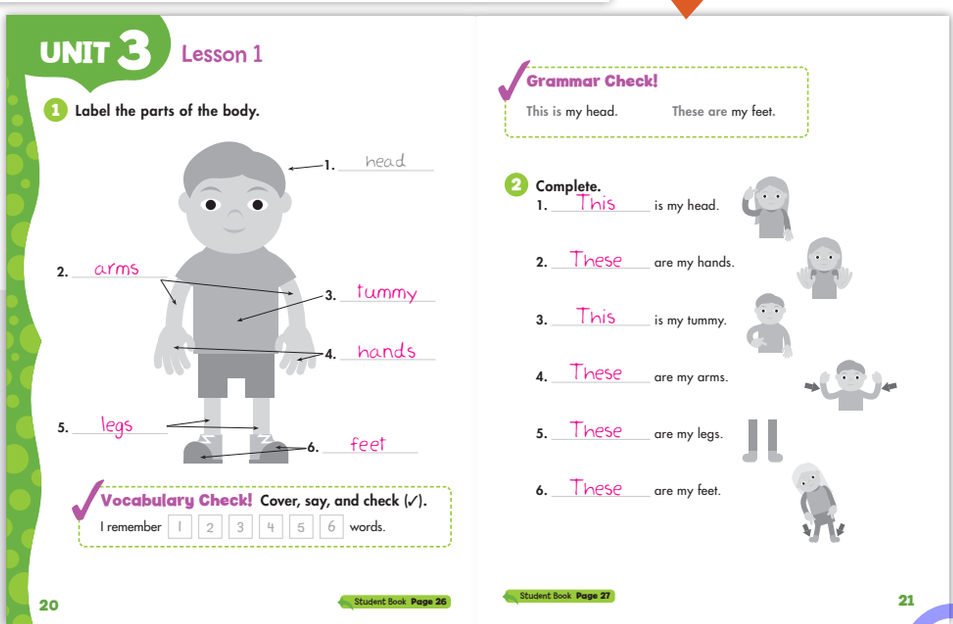
Participation is important. Encourage students to participate at every stage of the class. Remind them that everyone makes mistakes when they are learning a language. Remind them not to worry if they make mistakes and that participating is fun! We learn best when we are having fun.

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Lesson 1





This may be completed for homework.

1 Label the parts of the body.
Tell students to look at the picture and label the parts of the body. Point to the parts of the body and have volunteers share their answers with the class. Check spelling by writing the item numbers on the board and having students write the corresponding body parts.

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

Ask volunteers to read the sentences in the **Grammar Check!** box.

2 Complete.
Explain to the class that they will look at the picture and write the word that correctly completes the sentence. Then have volunteers share their answers with the class.

LAYHD

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Unit 3

Lesson 1 Vocabulary and Grammar

Lesson Objective: Identify singular and plural parts of the body.
New Vocabulary: head, tummy, arms, hands, legs, feet.
New Grammar: These are my arms. This is my head.
Materials: Audio **Tracks 20 and 21**
Standards: 1.1.3; 2.1.2; 2.2.1; 4.1.2

Start the Class

5 min

Have students look at **Pages 26 and 27** and predict what the lesson is about. Ask students to give examples in L1 of the different parts of the body.

1 20 Listen. Then echo.

5 min

Have students look at the pictures and identify the words in L1. Tell the class that they are going to listen to the words and point to the pictures as they hear them. Play **Track 20.** Then play **Track 20** again and have students echo the words after they hear them.

Try This! **Extra**

Divide the class into two groups. One group will say the parts of the body in order and the other group will echo the words and point to the body parts. When the groups have gone through all the words, have them switch roles and repeat the activity.

2 21 Listen and point.

5 min

Tell the class that they are going to listen to a song. Explain that they will point to the parts of the body in the order they hear them in the song. Play **Track 21** and have students point the pictures. Review the answers by saying numbers 1 to 4 for students to say the corresponding words.

3 21 Sing: My Body.

6 min

Play **Track 21** again and have the class sing along. Tell students that they are going to sing the song again and do the actions described. Play **Track 21** once more and do the actions in the song with the class.

4 Grammar Check! Say the correct answer.

10 min

Write the first sentence on the board:
This is / These are my head.

Tell students to look for the word *head* in the song. Elicit *This is* and circle it on the board. Ask a volunteer to read the correct version of the sentence aloud. Then ask *Do you have one head or two heads?* Then point out the line in the song that says *These are my arms* and ask *One arm or two arms?* Point out the line that says *This is my tummy.* Ask *One tummy or two tummies?* Point to your head and ask *This is or these are my head?* Elicit *This is.* Pat your arms and ask *This is or these are my arms?* Elicit *These are.*

Have students complete Activity 4 individually, and then compare their answers with a partner. Have volunteers read the completed sentences aloud.

5 Say and show.

5 min

Ask volunteers to read the speech bubbles. Tell the class they are going to work with a partner taking turns saying parts of the body. Remind students to model their conversations on the example in the book. Have volunteers perform their dialogues for the class.

Finish the Class

7 min

Draw a stick figure on the board. Divide the class into two groups and have the groups stand in lines, ready to run to the board. Explain that you will say a body part. Students at the front of the line will run to the board and touch that part of the body, then say the word. The first person to touch the correct body part and say the correct word wins a point for his or her team. Have them return to their groups and go to the end of the line. Repeat the activity until each student has had a chance to run to the board.

6 Pages 20-21 Skills Book

2 min

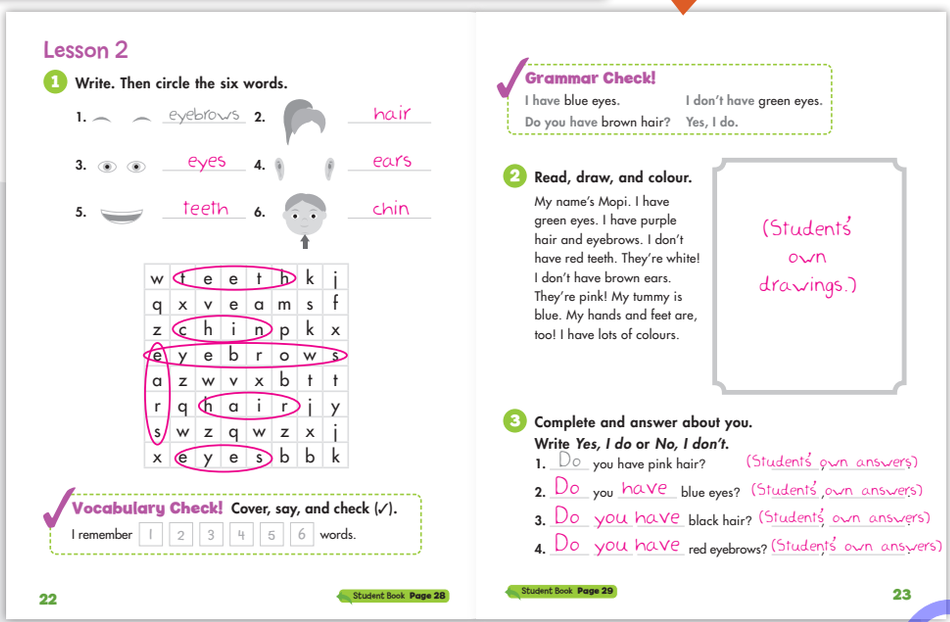
This activity may be completed for homework (See **Page T 36**).

LAYOUT

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Lesson 2





This may be completed for homework.

1 Write. Then circle the six words.
Explain to the class that they will look at the pictures and write the names of the parts of the face on the lines. Then they will find and circle these words in the word search.
Have volunteers share their answers with the class.

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

2 Read, draw, and colour.
Explain that they will read the sentences and draw and colour a picture of Mopi according to the directions. Allow students time to complete the activity, then have volunteers show their drawings to the class and describe Mopi.

3 Complete and answer about you.
Write *Yes, I do or No, I don't.*
Explain to the class that they are going to complete the questions and then answer them about themselves. Do Item 1 as an example. Ask volunteers to ask and answer the questions. Have one student ask the question and another student answer it. Allow students time to write their answers.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify parts of the face. Ask and answer *yes/no* questions about appearances. Make statements about appearances.
New Vocabulary: eyes, hair, eyebrows, ears, teeth, chin
New Grammar: I have blue eyes. I don't have brown hair. Do you have … ? Yes, I do. / No, I don't.
Materials: Audio **Tracks 22, 23 and 24**, coloured pencils
Standards: 1.1.3; 2.1.2; 3.1.2; 4.1.2

Start the Class

4 min

Ask students to get out their coloured pencils. Tell them that you are going to say a colour and they will hold up their pencils of the same colour. Say *blue* and check that students are holding up their blue pencils. Say the colours faster and faster.

Happy Camp

1 22 Read and listen.

10 min

Have students look at the pictures before they read the comic. Play **Track 22** and remind students to follow the words with their fingers as they read and listen to the comic.

Draw a large oval face on the board. Say *This is a face.* Point to the different parts and ask *What is this?* and/or *What are these?* Say the parts of the face and have the class repeat them. Play **Track 22** again and have students quietly read aloud with the audio.

2 23 Find and say. Then listen and echo.

10 min

Read the directions, then tell students to find the parts of the face words in the comic strip. Tell students to look at the pictures and say the words that identify the pictures. Remind them to look at the words they found in the comic strip for help. Allow students some time and then tell them that they will listen to the words and then say them. Play **Track 23** for students to check their answers and say the words. Then ask volunteers to write the words on the board for the class to check their spelling. Point to the words and have the class read them aloud.

*Audio script **Track 23***
1. eyes 2. hair 3. eyebrows 4. ears 5. teeth 6. chin

3 22 Listen again to Happy Camp.

3 min

Tell the class they are going to listen to the comic strip again. Play **Track 22** and tell students to point to the questions in the comic strip.

Try This!

Extra

Have students fold a piece of paper into six sections. Explain to the class that they will draw a facial feature and write the word in each section. Tell them to keep their mini dictionaries in their pencil cases so they can check the words when they need to.

4 Grammar Check! Complete.

10 min

Ask volunteers to read the questions in the comic strip. Have other volunteers read the answers to the questions. Explain to the class that they will complete the questions, answers, and sentences in the activity. Remind them to look at the comic strip to help them. Have volunteers write their answers on the board.

5 24 Listen and cheer!

5 min

Tell students that they are going to listen to a cheer. Play **Track 24.** Tell students you are going to play the cheer again and this time they will say the cheer along with the audio. Play **Track 24** quietly and have students join in by whispering the cheer. Play **Track 24** again loudly and have students join in cheering loudly. Finally, have them clap rhythmically as they do the cheer without the audio at a normal volume.

Finish the Class

5 min

Ask students the following questions: *Do you have red hair? Do you have blue eyes? Do you have black eyebrows? Do you have big ears?*

Have students give more information for negative answers, for example, *No, I don't. I have black hair.*

6 Pages 22-23 Skills Book

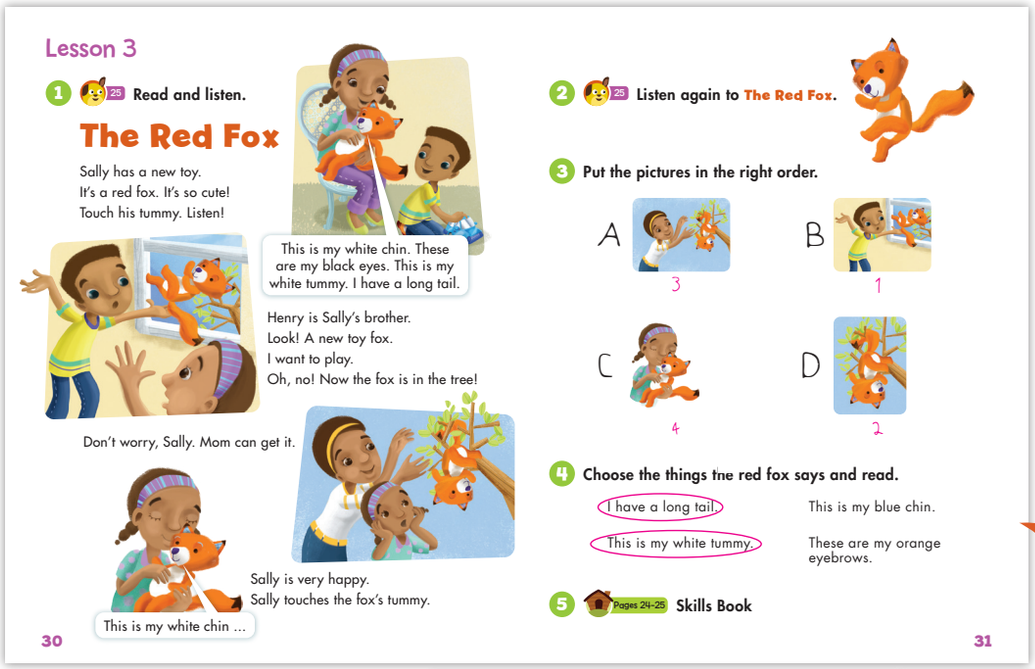
2 min

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

LAYING

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Lesson 3



Lesson 3

1 25 Read and listen.

The Red Fox

Sally has a new toy.
It's a red fox. It's so cute!
Touch his tummy. Listen!

This is my white chin. These are my black eyes. This is my white tummy. I have a long tail.

Henry is Sally's brother.
Look! A new toy fox.
I want to play.
Oh, no! Now the fox is in the tree!

Don't worry, Sally. Mom can get it.

This is my white chin ...

Sally is very happy.
Sally touches the fox's tummy.

30

2 25 Listen again to The Red Fox.

3 Put the pictures in the right order.

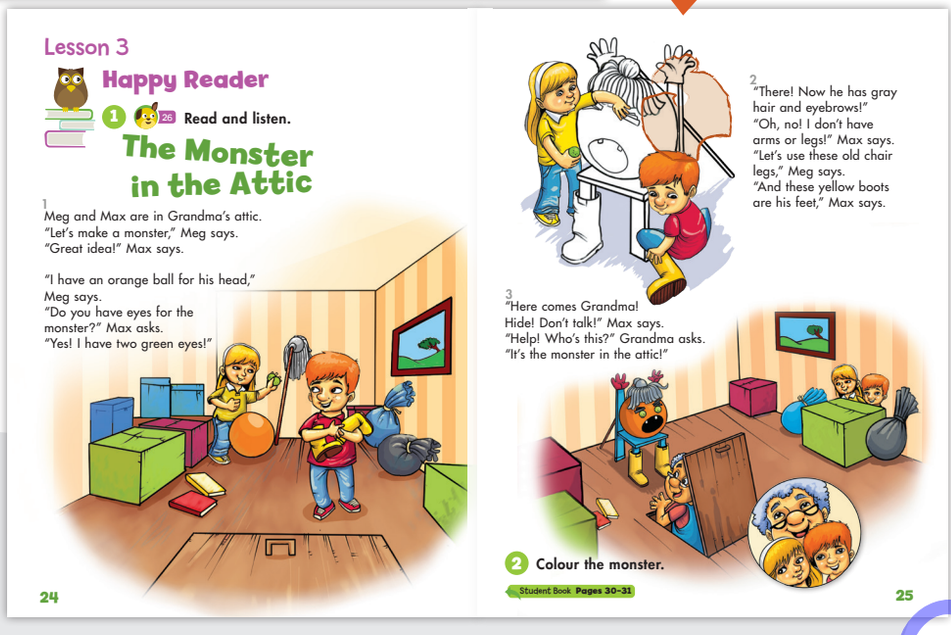
A 3 B 1 C 4 D 2

4 Choose the things the red fox says and read.

I have a long tail. ✓
This is my white tummy. ✓
This is my blue chin.
These are my orange eyebrows.

5 Pages 24–25 Skills Book

31



Lesson 3

Happy Reader

1 26 Read and listen.

The Monster in the Attic

1
Meg and Max are in Grandma's attic.
"Let's make a monster," Meg says.
"Great idea!" Max says.

"I have an orange ball for his head," Meg says.
"Do you have eyes for the monster?" Max asks.
"Yes! I have two green eyes!"

24

2
"There! Now he has gray hair and eyebrows!"
"Oh, no! I don't have arms or legs!" Max says.
"Let's use these old chair legs," Meg says.
"And these yellow boots are his feet," Max says.

3
"Here comes Grandma! Hide! Don't talk!" Max says.
"Help! Who's this?" Grandma asks.
"It's the monster in the attic!"

2 Colour the monster.

Student Book Pages 30–31

25

This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Play Track 26 and have students follow the words with their fingers. Play Track 26 again, stopping to ask simple questions such as *What are the children's names? Where are they? What is the monster's head? What colour are the monster's eyes? Who says "Help!"?*

2 Colour the monster.
Tell students to read the text again. Explain that they will colour the monster according to what they read in the story. Have volunteers point to something on the monster and say, for example, *This is an orange head.*

LAYHD

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text to practice unit language.
New Vocabulary: tail, long, cute, new
Vocabulary Review: fox, toy, tummy, eyes, chin, body, legs, feet, ears, long
New Grammar: This is my white chin. These are my orange eyes. I have a long tail.
Materials: Audio **Track 25,** a ball
Standards: 1.1.2; 2.2.2; 3.1.3; 4.1.1

Start the Class

4 min

Point to the fox on **Page 30** and ask *What is it?* Point to the fox's ears and ask *What are they?* Review other key vocabulary words. Point to the tail and pre-teach the word *tail*. Ask students what they think the story is going to be about.

1 25 Read and listen.

13 min

Point to the text and ask *Is this a real fox or a toy fox?* Elicit *a toy fox*. Help students identify what type of text it is: *Is this fiction or nonfiction?* Elicit *fiction*. Ask students about toy animals they have at home.

Play **Track 25**. Have students follow the words with their fingers as they read and listen. Point to a picture of Sally and ask *What's her name?* Point to a picture of Henry and ask *What's his name? Is he Sally's friend?* Elicit *No, he isn't.* Ask *Is he Sally's brother?* Elicit *Yes, he is.* Play **Track 25** again and have the class echo the text. Encourage them to imitate correct pronunciation as much as possible.

2 25 Listen again to The Red Fox.

10 min

Tell students they will listen to the story again. Play **Track 25**. Then have students say the parts of the body and face mentioned in the story.

Explain to the class that they are going to take turns reading the story to a partner. Remind students to pronounce the words carefully. Circulate among the pairs, monitor pronunciation, and help as needed.

3 Put the pictures in the right order.

7 min

Point to the different people in the pictures. Ask *Is this Sally? Is this Henry? Is this Mom?* Encourage students to talk about what they see in each picture.

Tell students that they are going to point to the pictures in the order they occurred in the story. Play **Track 21**. Allow students time to compare their answers with a partner. Review the answers as a class.

4 Choose the things the red fox says and read.

4 min

Have a volunteer read the first sentence in Activity 4. Ask the class *Yes or no?* Elicit *yes*. Ask another volunteer to read the second sentence aloud. Ask *Yes or no?* Elicit *no*. Have them finish the activity, then check the answers orally as a class.

Try This!

Extra

Have each student choose a favourite part of the story. Tell them that they will talk to a partner about it. Explain that they will point to a picture and read the part of the story that goes with it. Circulate among the pairs, helping as needed. Then tell the class that you are going to point to a picture and they will raise their hands if that is their favourite part of the story.

Finish the Class

5 min

Ask students to stand up. Point to the different parts of your body as you say:

This is my head and this is my hair! These are my eyes and these are my ears!

These are my arms and these are my legs. I have two hands and I have two feet!

Wow! Look and see! This is me!

Encourage students to join in with you. You may choose to have volunteers lead the chant for the class to echo and act out.

5 Pages 24-25 Skills Book

2 min

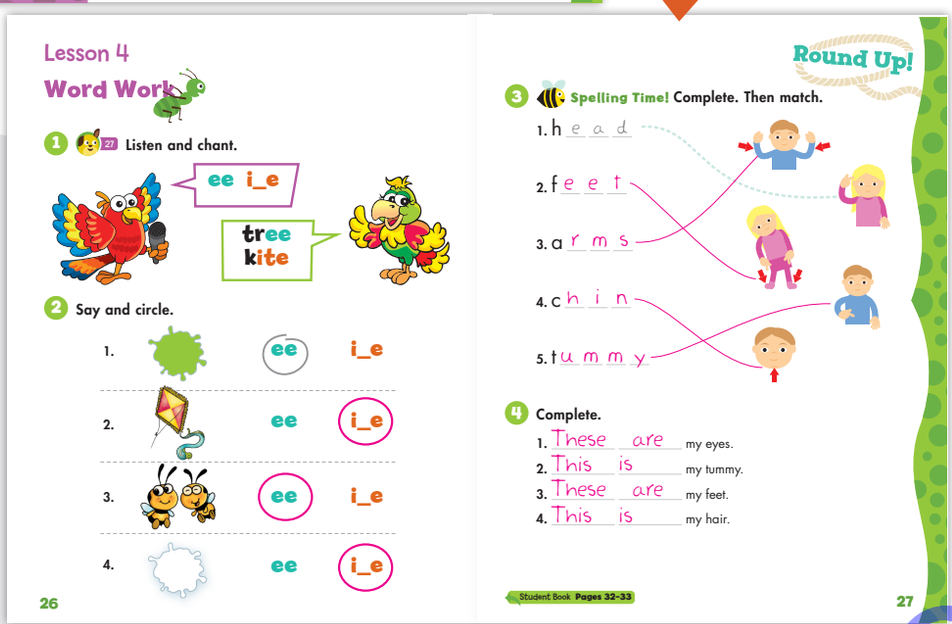
This activity may be completed for homework (See **Page T 40**).

LAYING

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Point to the *ee*, say it, and have students repeat. Say the letter *i* and have students echo you. Point out that there is another letter between the letters *i* and *e* in *kite*. Read the words *tree* and *kite* and have the class echo you. Play Track 27 and have the class chant with the audio.
2 Say and circle.
Write *ee* and *i_e* on the board. Assign each sound a number: 1 for *ee* and 2 for *i_e*. Have students hold up the corresponding number of fingers to identify the sound in *green*. Tell the class to circle the correct sounds for the rest of the words. Check answers by having volunteers say the words and having the class hold up one or two fingers.
3 Complete. Then match.
Explain to the class that they will look at the pictures and spell the parts of the body or face words. Remind them to write one letter on each line. When they have spelled the words, they will match the words to the pictures. Then point to the pictures and have volunteers spell the words.
4 Complete.
Write *This is / These are my teeth* on the board. Have the class say the correct choice. Tell students that they are going to complete the activity individually. Circulate around the class to monitor students' work and help as needed. Then ask volunteers to read the completed sentences aloud.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objective: Describe parts of the face. Identify parts of the body. Ask and answer questions about parts of the body. Review language from Unit 3.
Vocabulary Review: face, hair, eyes, ears, nose, teeth, chin, eyebrows, colour words
Grammar Review: Do you have blue eyebrows? No, I don't. I have red eyebrows.
Materials: 12 blank cards per student; coloured pencils, markers, or crayons
Standards: 2.1.2; 2.2.2; 3.1.2; 4.1.2

Start the Class

4 min

Review the chant from Lesson 3 with the class: *This is my head and this is my hair! These are my eyes and these are my ears! These are my arms and these are my legs. I have two hands and I have two feet! Wow! Look and see! This is me!*

Have the class say the chant with you as they point to the parts on their bodies.

Review the rest of the facial features by saying the word and having students point to it on their own faces. Then point to your own facial features and have the class identify them in unison.

1 Make funny face cards.

11 min

Tell the class that they are going to make two sets of six cards. Explain that they will write the parts of the face words on one set of cards—one word on each card; they will draw a shape and colour it in on second set of cards.

2 Play Funny Face!

13 min

Tell students that they are going to play with a partner. Have students draw the outline of a face on a sheet of paper. Tell students that they are going to put their word cards together in one pile and their colour cards together in another pile. Explain that they will take a card from the word pile and a card from the colour pile and draw the facial feature in whatever colour the card says.

Draw an oval face on the board. Say *eyebrows* and *blue*. Draw blue eyebrows on the face. Then say *I have blue eyebrows*. Tell students to get in pairs and take turns drawing the parts of the face according to the cards—there will be one drawing per pair. Have volunteer pairs show their face drawings and describe them to the class.

3 Point and say.

10 min

Have students look at the circus picture on **Page 33**. Explain that they will work with a partner to identify the parts of the body they can see. Ask two volunteers to read the speech bubbles. Circulate around the class to monitor pronunciation and comprehension, helping as needed. Have volunteers present their dialogues to the class.

Try This! **Extra**

Put students in groups of five or six. Ask them to put all of their word and colour cards face down together in one pile. Each student takes five cards from the top of the pile without showing them to the other players. Explain that they need to make matches of four cards. They will take turns asking another player for a card they need. If the player has the card, he or she gives it to the student who asked. Model example conversations: *Do you have "eyebrows"? Yes, I do. Do you have "blue"? No, I don't.* When students get four of the same card, they will put them down on the desk or table. The first student to put down all his or her cards wins.

Finish the Class

5 min

Have the class stand up and play Simon Says. Remind students that they will do the action only if you say *Simon says*. Tell students that they must sit down when they are out. The last student standing wins the game.

4 Pages 26-27 Skills Book

2 min

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

LAYIHD

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Unit 4

Unit Objectives

By the end of the unit, students can:

- Talk about professions.
- Ask and answer questions about what people want to be.

Vocabulary

Professions 1: doctor, nurse, dentist, teacher, firefighter, police officer, vet, pilot

Professions 2: chef, singer, scientist, artist, dancer, actor

Grammar

I'm a doctor. They're teachers. I'm not a pilot. He isn't a vet. They aren't nurses. What do you want to be? I want to be an engineer. I don't want to be a dancer.

Skills

Listening: Listen for specific information.

Speaking: Talk about professions.

Reading: Read a nonfiction text (social studies): **Firefighters**.
Identify details.
Spell single words.
Read a poem: **The Parade**
Respond to the poem.
Personalise the poem.

Creative and Collaborative Competencies

Make professions picture cards.
Play Professions Memory!

Creativity: Use self-expression and innovation to visually represent professions.

Collaboration: Take turns and listen to the responses of others.



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Teacher Workshop

Teaching with Games

Chain Memory

Memory games help students remember language and develop listening skills. They can be adapted to many kinds of lessons and are easily explained and executed. They can have students recalling words belonging to a topic or practicing sentences, questions, or answers.

Play Chain Memory. Have students sit or stand in a circle. Each student will say what the people before said and then add something new to the chain. When a person skips something said before or can't think of something new to add, the chain breaks and the game starts over.



By Libby Williams

Happy Teacher

Pair and group-work activities are vital to helping students develop speaking and listening skills. The class may be a little louder, but with some established rules, students will be using new language and becoming more comfortable with it. Be sure students know and understand exactly what they have to do. Keep groups small and vary the ways pairs and groups are formed. Walk around the class and monitor students' work to see what they understand, where they need support, and keep them focused on the task.

Happy Class

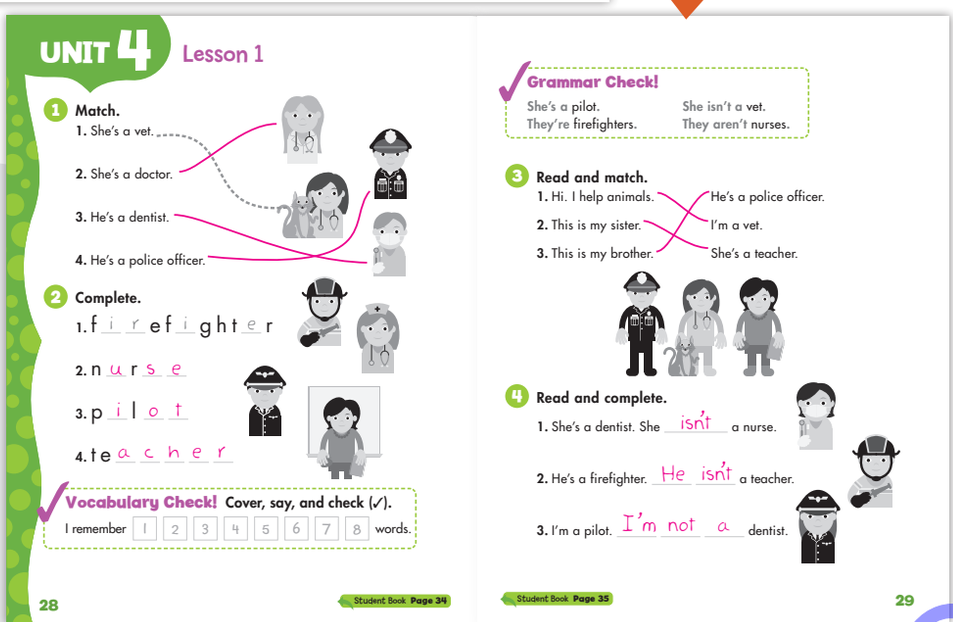
Explain to students that their notebooks are their own personal records of their progress and should be clean and organised. Encourage them to be proud of their notebooks. Look at students' notebooks often so that they see that their work interests you. You can do this quickly while they are doing activities in their books.

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Lesson 1





This may be completed for homework.

1 Match.
Ask students to match the sentence on the left to the correct picture on the right. Walk around the class to monitor students and help as needed. Have volunteers hold up their books, read the word, and point to the correct picture.

2 Complete.
Have students complete the words in their books. Have volunteers write the words on the board. Then point to the words and have the class read them aloud.

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

3 Read and match.
Explain to the class that they will read the sentences and match them. Have students work individually, then have volunteers read the sentence pairs aloud to check answers.

4 Read and complete.
Tell students to work individually to complete the sentences. Remind them to write one word on each blank. Have volunteers read and write their completed sentences on the board.

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Unit 4

Lesson 1 Vocabulary and Grammar

Lesson Objective: Identify different professions. Describe people by their professions.
New Vocabulary: doctor, nurse, dentist, teacher, firefighter, police officer, vet, pilot
New Grammar: I'm a doctor. They're teachers. He isn't a vet. They aren't nurses.
Materials: Audio **Tracks 28 and 29,** professions cards or images
Standards: 1.1.1; 2.2.2; 3.1.2; 4.1.1

Start the Class

5 min

Have students look at the pictures and predict what the lesson will be about. Students may answer in L1.

1 28 Listen. Then echo.

9 min

Hold your *Happy Campers* book in your arms and point to yourself. Say *Hello. My name's (your name). I'm a teacher*. Then open your book to **Page 34** and point to the picture of the teacher. Say *Look! Teacher!* Have students identify the other words in Activity 1 in L1. Tell the class that they are going to listen to the words and point to the pictures as they hear them mentioned. Then play **Track 28**.

Then play **Track 28** again and tell students that they are going to echo the words after they hear them.

2 29 Listen and choose.

9 min

Tell the class that they are going to listen to a song. Explain that they will follow the song in their books. Play **Track 29.** Tell the class you are going to play the song again and they will point to the professions they hear in the song. Play **Track 29** again.

To check answers, play the song again and have students show which word they chose by holding up one finger for the first answer and two fingers for the second. Play the song, pausing the track before each profession is sung. Have students indicate their answers and then continue playing the song. Finally, have volunteers read the full correct sentences.

3 29 Sing: Happy Helpers!

5 min

Tell the class they are going to sing the song. Play **Track 29** for students to sing along. Tell students that they are going to sing the song again and mime the professions they hear. Play **Track 29** once more and have students mime the professions.

4 Grammar Check! Say the correct answer.

5 min

Show a picture of a police officer and write on the board *He's a police officer. He isn't a police officer.*

Have students read the sentences aloud. Point to the picture and ask which sentence is correct. Have a volunteer circle the correct sentence. Give students time to do the activity with the other professions. Check by asking volunteers to read the full sentences they circled aloud.

Ask students *Which words are affirmative?* Elicit *is* and *are*. Ask *Which words are negative?* Elicit *isn't* and *aren't*.

5 Point and say.

5 min

Have volunteers read the speech bubbles. Tell students they are going to work with a partner taking turns pointing to a picture of a profession and identifying it. Remind them to use the speech bubbles as an example. Have volunteers perform their dialogues for the class.

Try This!

Extra

Divide the class into pairs or groups of three. Tell each group to decide what their profession is. Have the first group come to the board and mime their profession. The first group to guess the job correctly is the next group to mime for the class. Continue until all the groups have had a turn.

Finish the Class

5 min

Have students stand in a circle. Throw a ball to a student and say a sentence about a profession. He or she will say your sentence, add another sentence, and throw the ball to someone else. If the chain breaks, the game starts over.

6 Pages 28-29 Skills Book

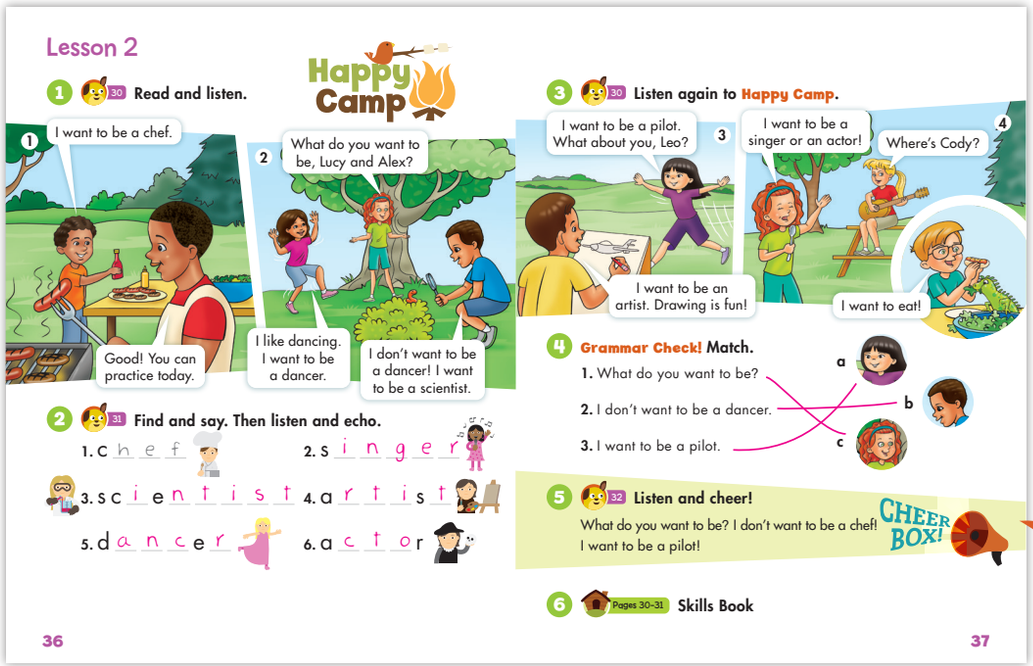
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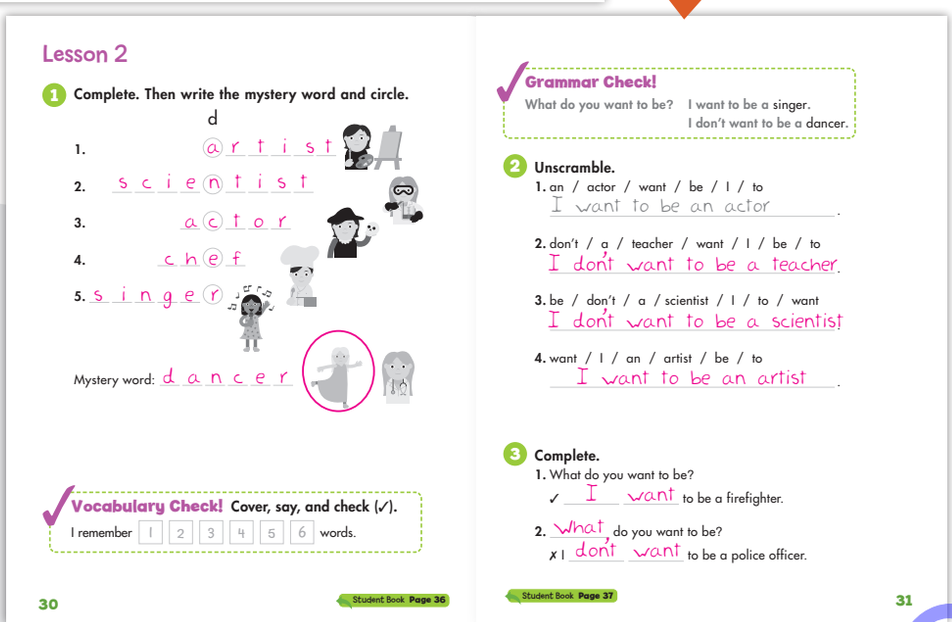
This activity may be completed for homework (See **Page T 46**).

LAYOUT

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Lesson 2





This may be completed for homework.

1 Complete. Then write the mystery word and circle.
Tell the class to look at the pictures and write the words on the blank lines—one letter on each line. Then they will look at the circled letters and write the mystery word on the lines, then circle the correct picture. Have volunteers say the words, then have the class chorally say the mystery word.

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

2 Unscramble.
Ask students to read the words and write them in the correct order to make sentences. Have them look at the example and clarify. Allow students time to complete the activity. Ask volunteers to read the unscrambled sentences aloud to the class.

3 Complete.
Ask students to complete the sentences. Point out the check mark or X next to each sentence, which is the clue to how they will answer each question. Allow students time to complete the activity, then ask volunteers to ask the questions, while other volunteers answer them.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify more professions. Ask and answer questions about career plans.
New Vocabulary: chef, singer, scientist, artist, dancer, actor
New Grammar: What do you want to be? I want to be an engineer. I don't want to be a dancer.
Materials: Audio **Tracks 30, 31 and 32**, a soft ball, red and blue coloured pencils
Standards: 1.1.2; 2.2.4; 3.1.3; 4.1.2

Start the Class

5 min

Tell students they are going to learn a chant. Have students echo you. Clap each time you say *Hey*:
I'm a doctor. / Hey! Hey! / I'm a doctor. / Hey! Hey!
Point to a student and say another profession. He or she will adapt the rhyme. Continue with other students and different professions.

Happy Camp

1 30 Read and listen.

8 min

Tell the class that they are going to listen to the comic strip as they read along. Remind students to follow the words with their fingers as they read and listen. Play **Track 30.** Play **Track 30** again and have students read aloud with the audio.

2 31 Find and say. Then listen and echo.

7 min

Remind students to look at the comic strip for extra help. Play **Track 31** and allow time for students to complete the activity individually. Have volunteers write the words on the board. Play **Track 31** again and have students echo the words along with the audio.

*Audio script **Track 31***
1. chef 2. singer 3. scientist 4. artist 5. dancer 6. actor

3 30 Listen again to Happy Camp.

5 min

Tell the class they are going to listen to the comic strip again. Play **Track 30** and remind students to follow the words with their fingers as they read and listen.

4 Grammar Check! Match.

5 min

Ask a volunteer to read the directions. Tell students to read the sentences and match them to the correct pictures on the right. Check by asking volunteers to read the sentences aloud, hold up their books, and point to the correct pictures.

5 32 Listen and cheer!

8 min

Tell students that they are going to listen to a cheer as they follow along in their books. Play **Track 32.** Tell the class you are going to play the cheer again and this time they will say the cheer with the audio. Play **Track 32.** Divide the class in half. Explain that one group will cheer the question and the other group will cheer the negative and affirmative answers. Have the class do the cheer, then have the groups switch roles.

Try This! **Extra**

Tell students to personalise the cheer by adding what they want or don't want to be. Allow them time to write the chant in their notebooks. Divide the class into pairs. Have them share the cheers with their classmates. One student asks the question, and the other gives the personalised answer. Then they change roles.

Finish the Class

5 min

Say *I'm a chef* and throw a ball to a student. The student catches the ball and says, for example, *I'm not a chef. I'm a nurse.* This student throws the ball to another student to continue the game.

6 Pages 30-31 Skills Book

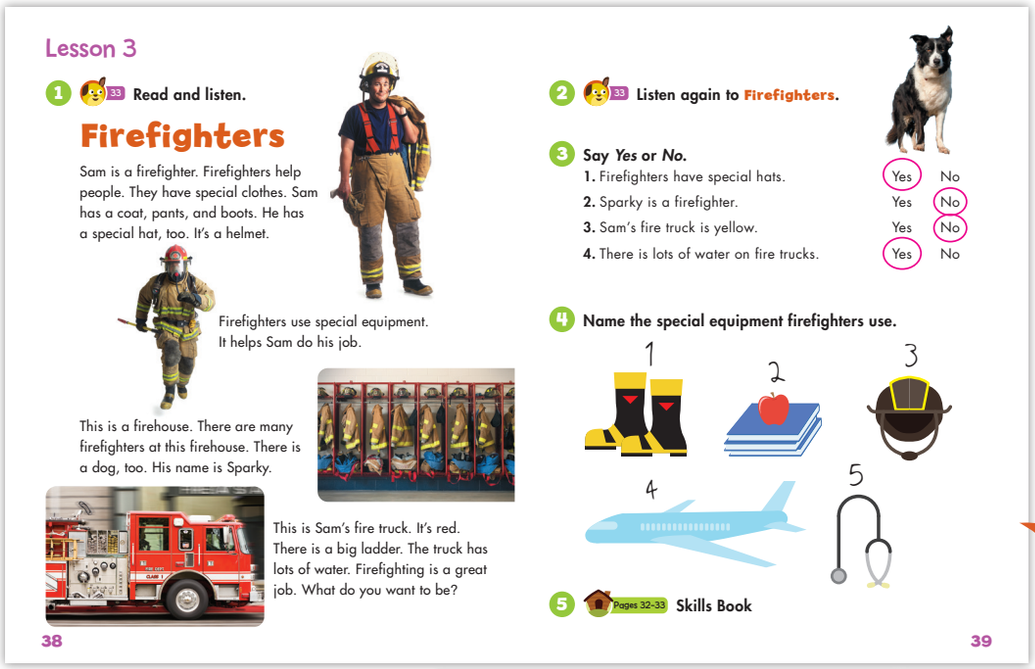
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This activity may be completed for homework (See **Page T 48**).

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Lesson 3



Lesson 3

1 33 Read and listen.

Firefighters

Sam is a firefighter. Firefighters help people. They have special clothes. Sam has a coat, pants, and boots. He has a special hat, too. It's a helmet.

Firefighters use special equipment. It helps Sam do his job.

This is a firehouse. There are many firefighters at this firehouse. There is a dog, too. His name is Sparky.

This is Sam's fire truck. It's red. There is a big ladder. The truck has lots of water. Firefighting is a great job. What do you want to be?

38

2 33 Listen again to **Firefighters**.

3 Say *Yes* or *No*.

1. Firefighters have special hats. (Yes) No
2. Sparky is a firefighter. Yes (No)
3. Sam's fire truck is yellow. Yes (No)
4. There is lots of water on fire trucks. (Yes) No

4 Name the special equipment firefighters use.

1 2 3 4 5

5 Pages 32-33 Skills Book

39



Lesson 3

Happy Reader

1 34 Read and listen.

The Parade

1
There's a great parade in town,
come today and look around!

Look at singer Lindy Lu!
Do you want to be a singer, too?

Children like her music and
enjoy the dancers and the band!

Here come the firefighters, one, two, three!
Is that what you want to be?

32

2
Now come chefs in tall white hats.
And look! A vet with birds and cats!

Pilots, nurses, and teachers, too.
I know what I want to be!
Do you?

2 Complete.

I want to be a/an (Students' own answers)

Student Book Pages 38-39

33

This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Tell students they will listen and read the poem. Remind them to follow the words with their fingers. Play Track 34. Play Track 34 again and stop after each section to ask simple questions such as *What's the name of the singer? What do the children like? How many firefighters are there?* Have students take turns reading the poem to a partner.

2 Complete.
Tell students to complete the sentences saying what they want to be. Have them share their answers with the class.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a nonfiction text to practice unit language. Identify details in the text.
New Vocabulary: coat, pants, boots, helmet, equipment, firehouse, fire truck, ladder
Vocabulary Review: firefighter
Grammar Review: Firefighters have special clothes. Sam has a coat.
Materials: Audio **Track 33**
Standards: 1.1.2; 2.2.3; 3.1.3; 4.1.2

Start the Class

5 min

Have students look at the pictures on **Page 38**. Tell them to think of words for things they know in English in the pictures. Tell them to write the words in their notebooks, for example, *firefighter*, *many*, *truck*, *red*, and *hat*. Have them share their words with the class. Ask students what they think the text is going to be about.

1 33 Read and listen.

16 min

Tell students to read the text as they listen and to follow the words with their fingers. Play **Track 33**. Ask a volunteer to read the first paragraph. Stop and check comprehension by asking questions such as *Is Sam a police officer? What is Sam?* Ask a volunteer to read the second paragraph. Continue in the same way until the end of the text.

Tell students that this is a nonfiction text – this means the information in the text is real or true. Many times nonfiction texts have photos, not illustrations. Have students talk about where they might read nonfiction texts or have them talk about nonfiction texts they know about.

Finally, tell the class that they are going to hear the text and echo it. Play **Track 33** while students read along.

2 33 Listen again to Firefighters.

8 min

Tell students to listen to the text again and follow the words with their fingers. Play **Track 33**.

Ask students to take turns reading the text with a partner. Walk around monitoring pronunciation and helping as needed. List the words that were difficult for students to pronounce on the board. Point to them, say them, and have students repeat after you.

3 Say *Yes* or *No*.

5 min

Have a volunteer read the directions. Check answers by asking volunteers to read the sentences, and the rest of the class to give the answers. Play **Track 33** to confirm the answers.

Try This! **Extra**

Draw a ladder with six rungs on the board. Tell students to copy the ladder in their notebooks. Have them number the steps from 1 to 6 from the bottom step (1) to the top step (6). Tell students they will hear sentences describing things from the "Firefighters" text. They should write the words on the steps of their ladders. The first student to write all the answers correctly on his or her ladder wins. Read the following clues. Allow students time to write the answers. Then check answers as a class.

What is Sam's profession? (*firefighter*)
What are on Sam's feet? (*boots*)
What is on Sam's head? (*helmet*)
What is a special house for firefighters? (*firehouse*)
What is a big truck for firefighters? (*fire truck*)
What is Sparky? (*dog*)

4 Name the special equipment firefighters use.

4 min

Have a volunteer read the directions. Allow time for students to look at the pictures and think. Then ask volunteers to say the correct answers aloud. Point to the unchecked items and have students say the professional who uses them. Elicit *teacher*, *pilot*, and *doctor / nurse*.

Finish the Class

5 min

Dictate keywords from the text. Have students write the words in their notebooks: *firefighter*, *firehouse*, *fire truck*, *helmet*, *boots*, *ladder*. Have students exchange their books and check one another's work by looking back at the "Firefighters" text in their books.

5 Pages 32-33 Skills Book

2 min

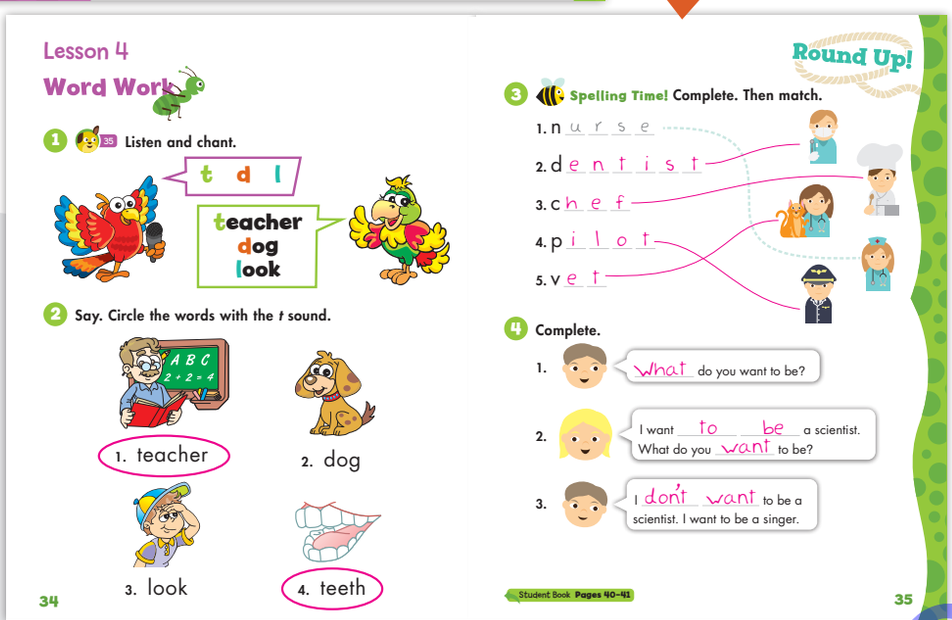
This activity may be completed for homework. (See **Page T 50**).

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Play Track 35 and have students point to the different sounds in their books. Play Track 35 again and have students echo the sounds and the words with the audio.

2 Say. Circle the words with the *t* sound.
Have volunteers say the words. Tell them to circle the *t* words. Check answers by having the class say the words with the *t* sounds.

3 Complete. Then match.
Tell students to look at the pictures and complete the words with the missing letters. Have students work individually and then compare their answers with a partner. Have volunteers write the words on the board. Then tell students to read the words and match them to the correct pictures. Check by having students read the words and point to the correct pictures in their books.

4 Complete.
Write the first example on the board. Ask students what word is missing. Write the word to complete the question on the board. Tell students to complete the activity individually. Have volunteers write the full sentences on the board and read them aloud.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objective: Talk about professions and professional equipment. Ask and answer questions about professions.
Vocabulary Review: doctor, nurse, dentist, teacher, firefighter, police officer, vet, pilot, chef, singer, scientist, artist, dancer, actor
Grammar Review: I'm a doctor. They're teachers. I'm not a pilot. He isn't a vet. They aren't nurses.
Materials: Audio **Track 29**, cards for each student, pens, pencils, markers, colored pencils or crayons
Standards: 1.1.1; 2.1.2; 3.1.2; 4.1.1

Start the Class

5 min

Play **Track 29** from Lesson 1 and have students sing the "Happy Helpers!" song. Tell the class to think of an action to represent each of the professions in the song. Explain that they will sing the song again and this time they will do the motions for the professions. Play **Track 29** again.

1 Make professions picture cards.

12 min

Tell the class that they are going to make cards. Distribute six blank cards to each student. Explain that they will work individually and choose three professions from the unit. Tell them to write the professions they chose on three of the cards, one profession on each card. Then they will draw and colour a picture that represents each profession (such as a stethoscope for a doctor). Check that students understand the activity. Circulate around the class to monitor students' work and help as needed.

2 Play Professions Memory!

13 min

Tell students that they are going to play the Professions Memory game with a partner. Tell them to put all their cards together and then shuffle the pack of 12 cards. Students arrange the cards face down on a desk. The first student turns two cards over. If the two cards match a profession with its correct picture, the student makes a sentence about the cards, such as *I want to be a doctor*, and keeps the pair of cards. If the two cards don't match, the cards are put back face down on the table. The student with the most pairs of cards at the end of the game wins. For an extra challenge, you may also choose to have students play the game in groups of three or four.

3 Ask and answer.

8 min

Have students work in pairs and practice reading the conversation in the speech bubbles on **Page 41**. Explain that one partner will give clues about a person in the picture for the other partner to guess. Remind students to use the speech bubbles as a model. Have volunteers share a dialogue with the class.

Try This!

Extra

Have students choose two of their special equipment cards and put them face up on their desks. Call out professions. If a student has the special equipment for the profession called, he or she turns the card face down on the desk. The first person to turn over both cards shouts *Job Bingo!* and wins. Repeat as time allows.

Finish the Class

5 min

Tell the class you are going to call out professions and they have to mime what the professional does. Increase your speed each time you name a profession. You may also choose to have volunteers come to the board and call out the professions while the rest of the class mimes them.

4 Pages 34-35 Skills Book

2 min

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

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Unit 5

Unit Objectives

By the end of the unit, students can:

- Describe animals.
- Ask and answer questions about animal characteristics.

Vocabulary

Animals: elephant, lion, hippo, giraffe, crocodile, bat, sloth, monkey

Adjectives: fat, thin, big, small, fast, slow

Grammar

A lion has four legs. A bat doesn't have arms. They (don't) have big teeth.
Is it fast? No, it isn't.
Are they big? Yes, they are.

Skills

Listening: Listen for specific information.

Speaking: Talk about the physical appearance of animals.

Reading: Read a poem: **Kyle the Crocodile**
Identify characters.
Draw conclusions about characters.
Read a nonfiction text (science): **Bat Facts**.
Identify details.
Write sentences about a nonfiction text.

Creative and Collaborative Competencies

Make an animal puzzle. **Play** Puzzle Talk!

Creativity: Use self-expression and innovation to make a puzzle.

Collaboration: Provide clues to help solve a puzzle. Listen and respond appropriately to what others say.



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Teacher Workshop

Teaching with Games

I Spy

For a quick warm-up or finishing activity, play a game of I Spy. This game can be used when students work with new vocabulary or as a review activity. Have students look at a picture or around the room. Then say *I spy with my little eye something …* and give students a clue. Giving students a clue with a letter, colour, or adjective is a great way to reinforce language. Try having game winners lead the I Spy game.



By Angela Llanas

Happy Teacher

Guessing activities keep students focused and engaged. Start drawing pictures on the board with just a line or two and have them guess what you are drawing. Add more to the picture as students continue to guess. Be sure that it is a helpful clue; the idea is to elicit the answer from the class. Use this technique to introduce the unit topic, review vocabulary, or get students thinking about a reading text.

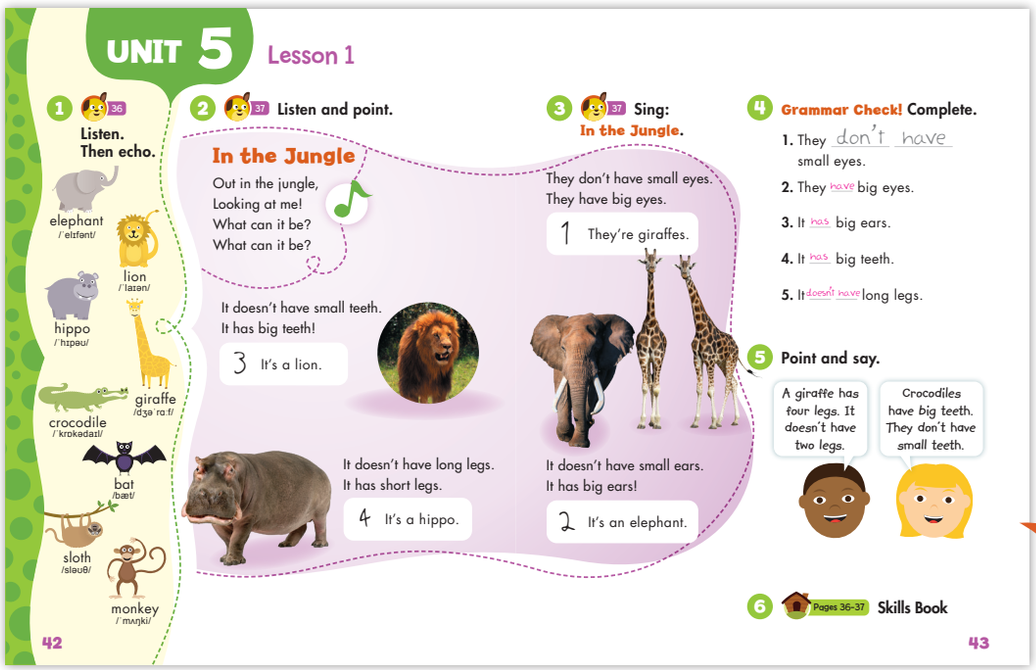
Happy Class

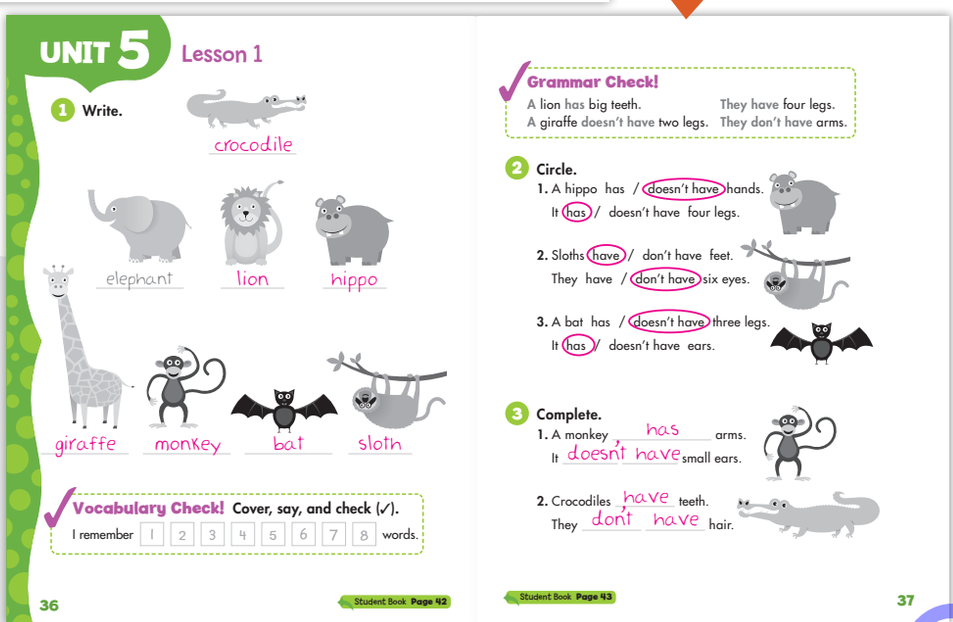
Your voice is very important. Direct your voice to students at the back of the class; if they can hear, everyone can hear. Vary your voice and change it for different characters in stories to bring "other personalities" into your classroom; it makes your class more fun for the students. Your lessons will be more memorable and impactful, which is beneficial to the learning process. Students will feel happy and look forward to the next class.

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Lesson 1





This may be completed for homework.

1 Write.
Tell students to write the animal words under the pictures. Walk around the class to monitor students and help as needed. Check answers and spelling by having volunteers write the words on the board. Then point to the words and have students read them aloud.

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

2 Circle.
Tell students they will circle the choice that correctly completes the sentence. Have volunteers read the sentences and choose one of the options.

3 Complete.
Tell students to read the sentences in the Grammar Check! box again. Then have them complete the sentences in Activity 3 with the missing words. Have volunteers share their sentences with the class.

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Unit 5

Lesson 1 Vocabulary and Grammar

Lesson Objective: Identify wild animals. Describe animals.
New Vocabulary: elephant, lion, hippo, giraffe, crocodile, bat, sloth, monkey
New Grammar: A lion has four legs. A bat doesn't have arms. They have / don't have big teeth.
Materials: Audio **Tracks 36 and 37**
Standards: 1.1.3; 2.2.1; 3.1.2; 4.1.2

Start the Class

8 min

Tell students to draw their favourite animals. When they finish, have them present their drawings to the class. Be sure students say what kind of animal it is, its name, its colour, and any other adjectives they know to describe the animal.

1 36 Listen. Then echo.

5 min

Have students look at the animals in Activity 1. Tell the class they will listen to the words and point to the pictures as they hear them mentioned. Play **Track 36**. Play **Track 36** again and have students echo the words after they hear them.

2 37 Listen and point.

10 min

Tell the class that they are going to listen to a song and follow the words with their fingers as they read and listen. Play **Track 37**. Play **Track 37** again and have the class point to the verses in the order they hear them. Tell the class that you will play the song once more, and when they hear an animal name, they will hold up their fingers to show the number for that animal. Play **Track 37** and have the class sing along.

3 37 Sing: In the Jungle.

5 min

Play **Track 37** again and have the class sing along. Tell the class they are going to sing the song once more and this time they will act out the animals as they hear them in the song. Play **Track 37**.

4 Grammar Check! Complete.

5 min

Write *It ____ short legs* on the board. Ask students what word is missing. Have a volunteer write the missing word (*has*) on the board. Ask *Is "it" one thing or more than one thing?* Elicit *one*.

Then write *They ____ small eyes*. Ask the class what word is missing. Have a volunteer complete the sentence on the board with *have*. Ask *Is "they" one thing or more than one thing?* Elicit *more than one*.

Explain to the class that they will complete the sentences with *has* or *have*. Remind them to think about how many things they are talking about. Have the volunteers read the completed sentences aloud.

Try This!

Extra

Explain to students that they are going to create an imaginary animal. Tell them to draw a picture of the animal, name it, and write its name. Have volunteers describe and show their animals to the class. Encourage students to use *It has* and *It doesn't have* in their descriptions.

5 Point and say.

5 min

Have volunteers read the speech bubbles aloud. Explain to the class that they will work with a partner taking turns pointing to an animal and describing it. Remind them to use the speech bubbles as a model. Circulate among the pairs and help as needed. Then point to a picture of an animal and have volunteers describe it.

Finish the Class

5 min

Teach students the following chant:

There are elephants in the zoo!
Let's go see
The elephants in the zoo.

Have students create verses with different animals and share them with the class.

6 Pages 36-37 Skills Book

2 min

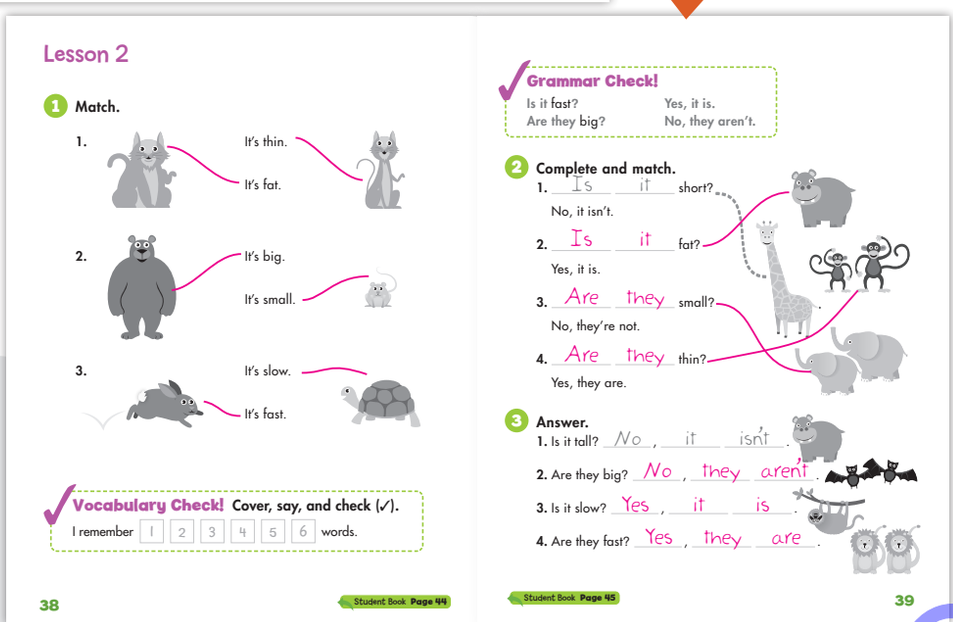
This activity may be completed for homework (See **Page T 56**).

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Lesson 2





This may be completed for homework.

1 Match.
Tell students to look at the animals and match them to the correct descriptions. Check answers by having volunteers point to the animals and say their correct descriptions.

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

2 Complete and match.
Tell students to complete the questions, and then match them to the animal pictures on the right. Allow students time to complete the activity individually. Then have different volunteers ask and answer the questions and point to the correct pictures.

3 Answer.
Explain to the class that they are going to answer the questions. Tell them to look at the pictures for clues. Have different volunteers ask and answer the questions.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Describe animals. Ask and answer questions about animals.
New Vocabulary: fat, thin, big, small, fast, slow
New Grammar: Is it fast? Yes, it is. Are they big? No, they aren't.
Materials: Audio **Tracks 38, 39 and 40**
Standards: 1.1.2; 2.2.3; 3.1.3; 4.1.2

Start the Class

4 min

Have students look at the pictures in the comic strip. Tell them to identify the animals. Ask students *What is the comic strip about?*

Happy Camp

1 38 Read and listen.

6 min

Have students look at the pictures again before they read the comic strip. Point to the characters and have the class identify them. Then tell the class that they are going to listen to the comic strip as they read along. Play **Track 38** and remind students to follow the comic strip with their fingers as they read and listen.

Play **Track 38** again. Pause the track after each frame and ask simple comprehension questions: *Are they African elephants? Is a hippo slow? Are giraffes tall?*

2 39 Find and say. Then listen and echo.

8 min

Ask *Is a hippo fat?* Elicit *yes* and have students find the word in the comic strip. Explain that *fat* is a describing word. Tell students to look back at the story and find other describing words. Then tell students to complete the words with the missing letters. Remind them to refer to the words they found in the comic strip for extra help. Have volunteers write the words on the board to check spelling. Play **Track 39** and have the class repeat the words. Play **Track 39** again for extra pronunciation practice.

Audio script ***Track 39***
1. fat and thin 2. big and small 3. fast and slow

3 38 Listen again to Happy Camp.

5 min

Tell the class they are going to listen to the comic strip again. Remind them to read and follow the words in their books as they listen. Play **Track 38**.

Have students take turns reading the comic strip to a partner.

4 Grammar Check! Make up questions.

10 min

Have a volunteer read the directions. Remind students to look at the comic strip for extra help with the activity. Have volunteers write their questions on the board and read them to the class.

5 40 Listen and cheer!

5 min

Tell students to listen to a cheer and follow the words with their fingers. Have them point to all the describing words in the cheer before they listen. Play **Track 40**. Play **Track 40** and have the class say the cheer with the audio. Divide the class into two groups – one group will ask the questions and the other group will answer them. Then have the groups switch roles. Then have the class do the cheer without the audio.

Try This! **Extra**

Tell students that they will hear sentences and have to draw exactly what they hear in their notebooks. Dictate the following instructions:

There's a monkey and an elephant. The elephant is very big. The monkey is very small. There's a crocodile! The crocodile is very thin!

Have volunteers show their pictures to the class so students can check their work. Say the sentences again and point to the elements they describe.

Finish the Class

5 min

Play I Spy with the new adjectives. Have students look at the pictures in the "Happy Camp" comic strip on **Pages 44 and 45**. Say *I spy with my little eye something big!* Tell students to guess what it is. The student who guesses correctly is the next one to choose something in the picture to continue the game.

6 Pages 38-39 Skills Book

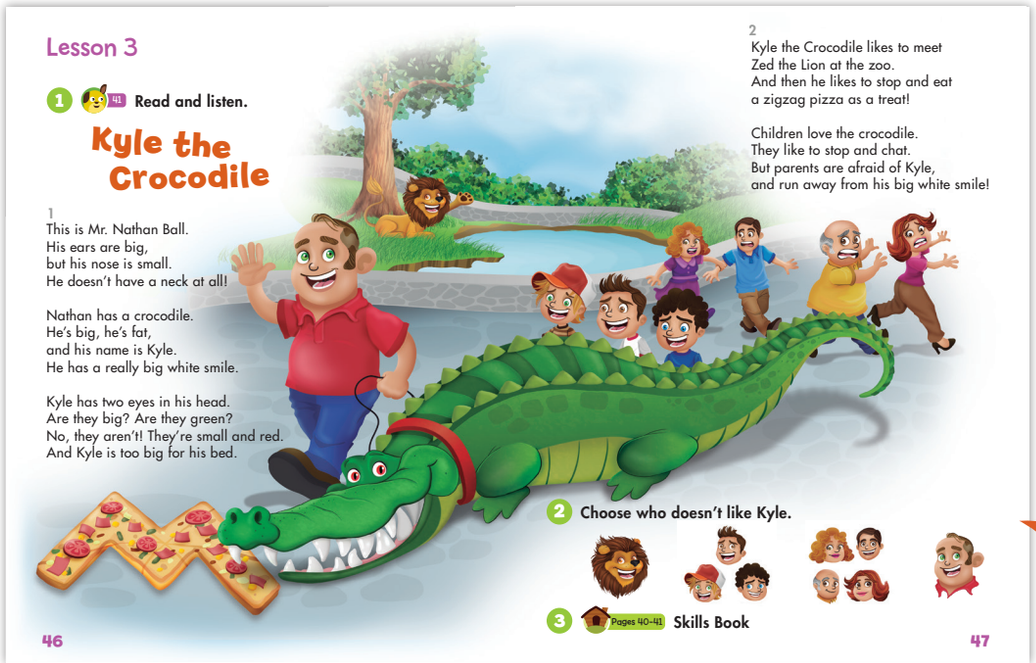
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This activity may be completed for homework (See **Page T 58**).

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Lesson 3


Lesson 3

1 41 Read and listen.

Kyle the Crocodile

1
This is Mr. Nathan Ball.
His ears are big,
but his nose is small.
He doesn't have a neck at all!

Nathan has a crocodile.
He's big, he's fat,
and his name is Kyle.
He has a really big white smile.

Kyle has two eyes in his head.
Are they big? Are they green?
No, they aren't! They're small and red.
And Kyle is too big for his bed.

2
Kyle the Crocodile likes to meet
Zed the Lion at the zoo.
And then he likes to stop and eat
a zigzag pizza as a treat!

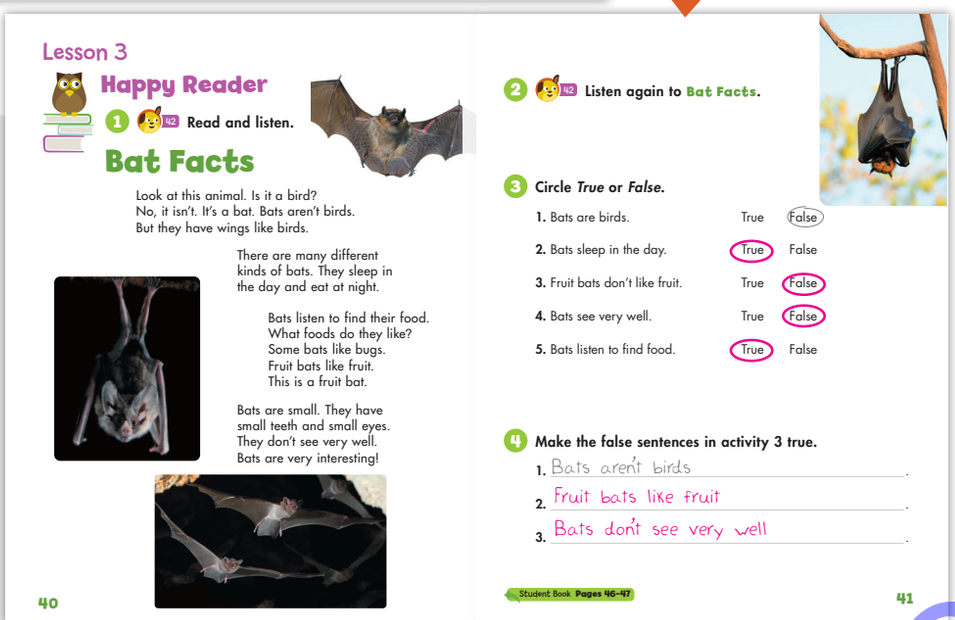
Children love the crocodile.
They like to stop and chat.
But parents are afraid of Kyle,
and run away from his big white smile!

2 Choose who doesn't like Kyle.

3 Pages 40–41 Skills Book

46

47


Lesson 3

Happy Reader

1 42 Read and listen.

Bat Facts

Look at this animal. Is it a bird?
No, it isn't. It's a bat. Bats aren't birds.
But they have wings like birds.

There are many different
kinds of bats. They sleep in
the day and eat at night.

Bats listen to find their food.
What foods do they like?
Some bats like bugs.
Fruit bats like fruit.
This is a fruit bat.

Bats are small. They have
small teeth and small eyes.
They don't see very well.
Bats are very interesting!

2 42 Listen again to Bat Facts.

3 Circle *True* or *False*.

1. Bats are birds. True False
2. Bats sleep in the day. True False
3. Fruit bats don't like fruit. True False
4. Bats see very well. True False
5. Bats listen to find food. True False

4 Make the false sentences in activity 3 true.

1. Bats aren't birds.
2. Fruit bats like fruit.
3. Bats don't see very well.

Student Book Pages 46–47

40

41

This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Tell students to read along as they listen, following the words with their fingers. Play Track 42. Point to the first photo and ask *Is it a bird? What is it? What do bats have?* Have students take turns reading the text with a partner. Circulate among the pairs and help as needed. Write a list of the words on the board that students had difficulty pronouncing. Point to the word, say it, and have students repeat it after you.

2 Listen again to Bat Facts.
Play Track 42 again. Organise the class into groups of three or four. Explain that they will take turns reading the text aloud to the other members of their groups. Monitor and correct pronunciation.

3 Circle *True* or *False*.
Write the first sentence in Activity 3 on the board and have students read it aloud. Ask *True or false?* Elicit *false*, then have them do the rest of the activity individually, then have them compare their answers with a partner. Finally, review the answers as a class.

4 Make the false sentences in activity 3 true.
Ask students to rewrite all the false statements in Activity 3 and make them true statements about bats. Remind students to refer to the text for help. Have students complete the activity individually. Circulate around the classroom and help as needed. Then have students compare their answers with a partner. Finally, have volunteers write their true sentences on the board.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a poem to draw conclusions about characters.
New Vocabulary: smile, neck, treat
Vocabulary Review: small, big, fat, lion, crocodile, ears, nose, eyes, head, white, green, red
Grammar Review: They are small and red. They like to stop and chat. Kyle has two eyes. He doesn't have a neck.
Materials: Audio **Track 41**
Standards: 1.1.1; 2.2.4; 3.1.2; 4.1.1

Start the Class

8 min

Start drawing a crocodile on the board. Ask *What is it?* When students guess the picture, say *This is Kyle the Crocodile.* Tell students that they are going to read a poem about Kyle. Ask students to look at the picture of Kyle on **Pages 46 and 47**. Elicit the adjectives to describe the crocodile.

1 41 Read and listen.

20 min

Play **Track 41** and remind students to follow the words with their fingers as they read and listen to the poem. Play **Track 41** again and stop it to ask simple questions: *What's his name? Are his eyes big or small?* Play **Track 41** again and have students read the poem aloud with the audio. Then ask students to work in pairs and read the poem – the first student reads the first paragraph, the second student reads the second paragraph, then the first student reads the third paragraph etc. Circulate among the pairs and help as needed.

Write a list of the words on the board that students had difficulty pronouncing. Point to the word, say it, and have students repeat it after you.

2 Choose who doesn't like Kyle.

5 min

Have a volunteer read the directions. Have students identify the characters in the pictures. Then have them look through the story, find out who doesn't like Kyle, and point to the correct picture. Have the class say the answer. Tell students to find the line with the answer: *But parents are afraid of Kyle.*

Try This! **Extra**

Have students work in groups of three or four to write two false sentences about Kyle. Remind them to use the information in the poem. Then have volunteers read their sentences to the class. Have volunteers say what is false and what will make the sentences true.

Finish the Class

10 min

Tell students to close their books and draw a picture of Kyle in their notebooks. Explain that they are going to write three sentences about Kyle under their pictures. Have them share their pictures and sentences with their classmates.

3 Pages 40-41 Skills Book

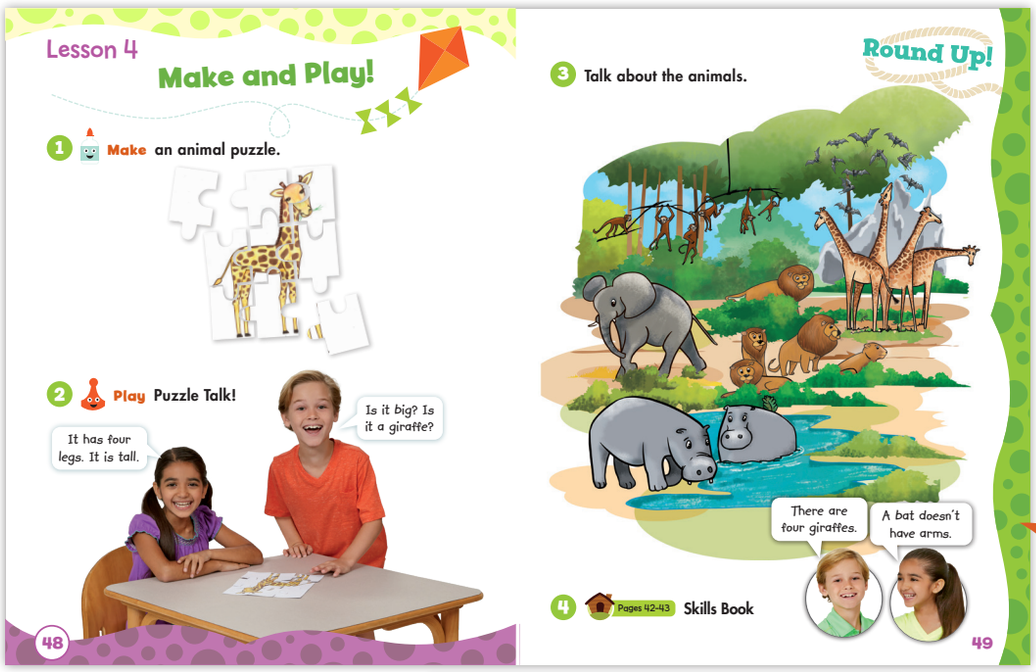
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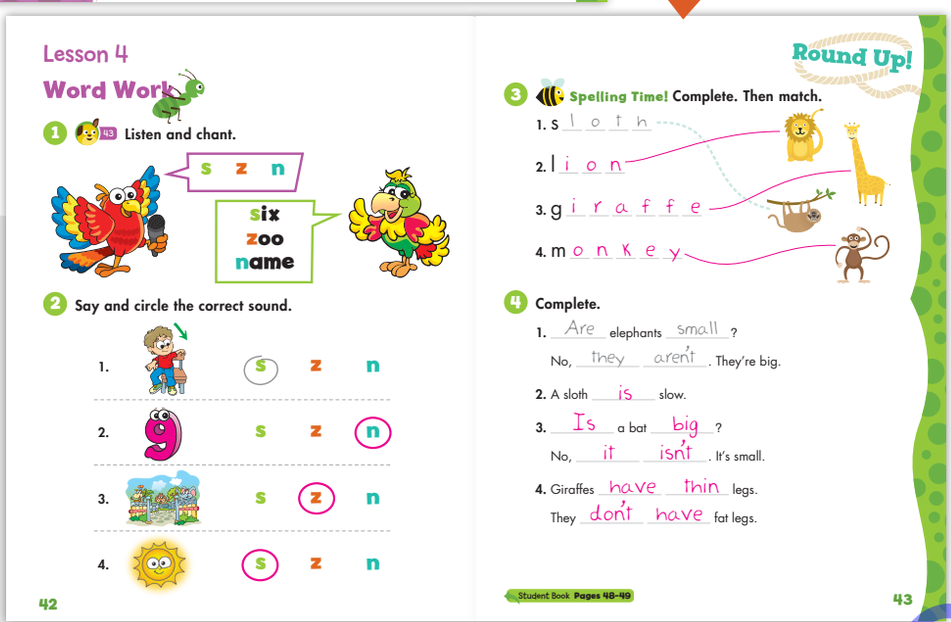
This activity may be completed for homework (See **Page T 60**).

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Tell students to listen and point to the words as they hear them. Play Track 43 and have students echo the audio. Then have students practice saying the sounds and words chorally.
2 Say and circle the correct sound.
Have students look at Item 1. Explain that the s is circled because that is the first sound of the word sit. Have the class work individually. Check by having students say the words and their correct initial sounds.
3 Complete. Then match.
Tell students to look at the pictures and spell the words. Remind them to write one letter on each line. Then ask them to match the words to their pictures. Have students complete the activity individually and then compare their answers with a partner. Have volunteers write the words on the board. Point to a picture and have students hold up their fingers to show the item number that matches it. Then have the class chorally read the words.
4 Complete.
Have two volunteers read the question and answer in Item 1. Ask students to complete the rest of the sentences by writing the missing words. Have volunteers write the questions and answers on the board and then read them aloud.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objectives: Describe animals. Ask and answer questions about animals.
Vocabulary Review: elephant, lion, hippo, giraffe, crocodile, bat, sloth, monkey, fat, thin, big, small, fast, slow
Grammar Review: It has four legs. Is it fast? Is it big?
Materials: Audio **Track 37**, cards or images of the animals from this unit, coloured pencils, markers, or crayons, scissors, a soft ball
Standards: 1.1.1 ; 2.2.3; 3.1.2; 4.1.2

Start the Class

5 min

Tell students they are going to sing "In the Jungle" again. Play **Track 37** and have students sing along. Then show cards or images of the animals from the unit and have students identify them. Ask *What is your favourite animal?* Have students describe it. Have several volunteers share their ideas with the class.

1 Make an animal puzzle.

14 min

Tell the class that they are going to make an animal puzzle. Distribute a blank sheet of paper to each student. Explain that they will draw and colour in an animal from the unit. Remind students to make the drawing big since it will be a puzzle. Encourage students to make their drawings as colourful as possible. Then tell students to cut their puzzles into nine pieces.

2 Play Puzzle Talk!

10 min

Tell students that they are going to work with a partner. Explain that they will take turns putting together a partner's puzzle. Tell each student to give his or her partner a clue about the animal in the puzzle before putting it together. The partner can ask questions about the animal before or while putting the puzzle together. When the puzzle is complete, the partner will identify the animal. Circulate among the pairs and help as needed. Instruct students to collect all their puzzle pieces so they can use them again in the next activity.

Try This! **Extra**

Organise the class into groups of three or four. Make sure the pairs from Activity 2 are not grouped together again. Tell students to put all of their puzzle pieces in the centre and mix them up. When you say *Go*, they will put together all the puzzles of the people in their groups. The first group to correctly put together all of their group's puzzles and raise their hands wins. Have the group members identify the animals and say a sentence about each animal.

3 Talk about the animals.

7 min

Have students look at the picture on **Page 49**. Tell them to practice the dialogue in the speech bubbles in pairs. Explain that they will talk about the animals in the picture with their partners. Help as needed. Have volunteers share their ideas with the class.

Finish the Class

7 min

Ask students to stand up. Say an animal such as *giraffe* and throw a soft ball to one of the students. The student catches the ball and says something about giraffes: *Giraffes have long legs*. That student says another animal and throws the ball to another student, who says something about that animal. Continue until each student has participated. Students may repeat animals but must say something different about them.

4 Pages 42-43 Skills Book

2 min

This activity may be completed for homework (See **Page T 62**).

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Unit 6

Unit Objectives

By the end of the unit, students can:

- Talk about school subjects.
- Ask and answer questions about what they like and don't like doing.

Vocabulary

School Subjects: maths, English, science, history, geography, music, art, gym

School Activities: writing, singing, drawing, reading, playing soccer, doing experiments

Grammar

I like English. I don't like music.
My favourite class is maths.
Do you like reading? Yes, I do.
Does he like writing? No, he doesn't.

Skills

Listening: Listen for specific information.

Speaking: Talk about school. Talk about likes and dislikes.

Reading: Read a fiction text: **Jimmy's Jar**.
Recall details.
Read a nonfiction text (science): **The Big Bang Experiment.**
Identify sequence of events.
Write about a favourite class.
Write complete words and sentences.

Creative and Collaborative Competencies

Make a class spinner. **Play** Spin and Say!

Creativity: Use self-expression and innovation to visually represent school classes.

Collaboration: Share information about the likes and dislikes of others.



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Teacher Workshop

Teaching with Games

Ball Game

Many students enjoy ball games. Use the ball to indicate who will play next. Toss the ball to a student; he or she catches it and must make up a sentence, provide a word in English, or spell a word correctly, and then throw the ball to another student. Playing games with a ball makes practice more fluid and fun, as the students don't have to concentrate only on the English but also on throwing the ball carefully and catching it. Always use a soft ball for classroom practice!



By Libby Williams

Happy Teacher

Students enjoy surprises. Bring interesting and unexpected items into the class every now and then. In this unit, there is a science experiment to do in class. It is very easy and requires no special equipment, but it will surprise the students and make the lesson stand out. Breaking the routine helps keep students on their toes and makes them really look forward to their English class!

Happy Class

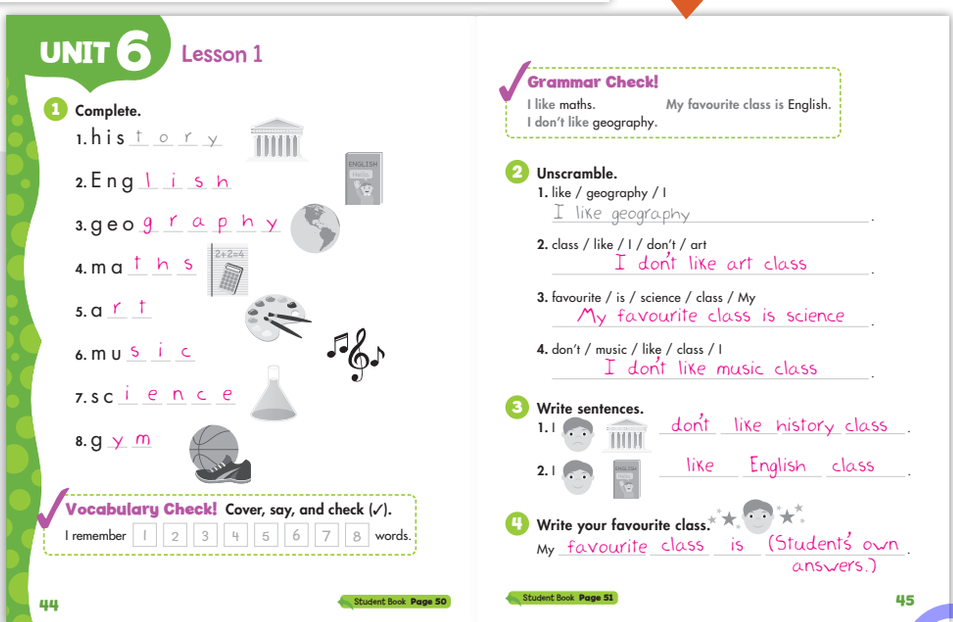
Set up a classroom blog where students can post stories, their mini plays, games, or drawings. The whole school can read and enjoy the blog, too. It is a good way for you to display students' work, especially if you don't have space in the classroom. Students who are very knowledgeable about technology can feel special by being part of the "tech team" and can help other students get their English work on the blog.

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Lesson 1





This may be completed for homework.

1 Complete.
Tell students to complete the words with the missing letters. Remind them to look at the pictures for extra help. Have volunteers write their answers on the board.

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

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

2 Unscramble.
Have the class unscramble the sentences about classes. Have students work individually and then compare their answers with a partner. Have volunteers read their sentences aloud.

3 Write sentences.
Tell students to look carefully at the pictures to determine the people's likes or dislikes and then write a sentence based on their facial expressions. Have volunteers write their sentences on the board.

4 Write your favourite class.
Have students write a sentence about their favourite class. Have them share their sentences with the rest of the class.

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Unit 6

Lesson 1 Vocabulary and Grammar

Lesson Objective: Identify school subjects. Ask and answer questions about school subjects students like. Talk about school subjects.
New Vocabulary: maths, English, science, history, geography, music, art, gym
New Grammar: I like English. I don't like music. My favourite class is maths.
Materials: Audio **Tracks 44 and 45,** two flyswatters
Standards: 1.1.1; 2.1.1; 3.1.2; 4.1.1

Start the Class

5 min

Tell students to go through the alphabet trying to find something or someone in the classroom starting with each letter of the alphabet: *"A" is for art. "B" is for book.*

1 44 Listen. Then echo.

10 min

Point to the different school subjects. Have students identify what the pictures represent in L1. Tell the class that they are going to listen to the words and point to the pictures as they hear them. Play **Track 44**. Play **Track 44** again and have students echo the words.

2 45 Listen and choose the favourite class.

8 min

Tell the class they are going to listen to a song and follow the words with their fingers as they read and listen. Play **Track 45**. Play **Track 45** again and tell students that this time they will point to each singer's favourite class. To check answers, say the number and have students say the favourite class.

3 45 Sing: My Favourite Class.

6 min

Play **Track 45** again and have the class sing along. Divide the class into two groups and have the groups alternate singing the lines. Play **Track 45** again and have the groups sing their parts. Then switch roles.

4 Grammar Check! Complete.

4 min

Tell students to complete the sentences according to the song lyrics. Check by asking volunteers to read the sentences aloud.

Try This!

Extra

Have students write a short paragraph on a sheet of paper about themselves without mentioning their names. They should include their age, classes they like and don't like, and other likes and dislikes. Collect the papers and read them aloud for the class to guess the people.

5 Point and say.

5 min

Have volunteers read the speech bubbles aloud. Then have the class work in pairs to talk about the classes they like and don't like. Have volunteer pairs present their conversations to the class.

Finish the Class

5 min

Write the school subject words in a random order on the board. Then have students line up in two teams. Explain that you are going to say a word, and a member from each team will look for it on the board and swat with the flyswatter when they find it. Then they will say a sentence using *I like* or *I don't like* and the school subject word.

6 Pages 44-45 Skills Book

2 min

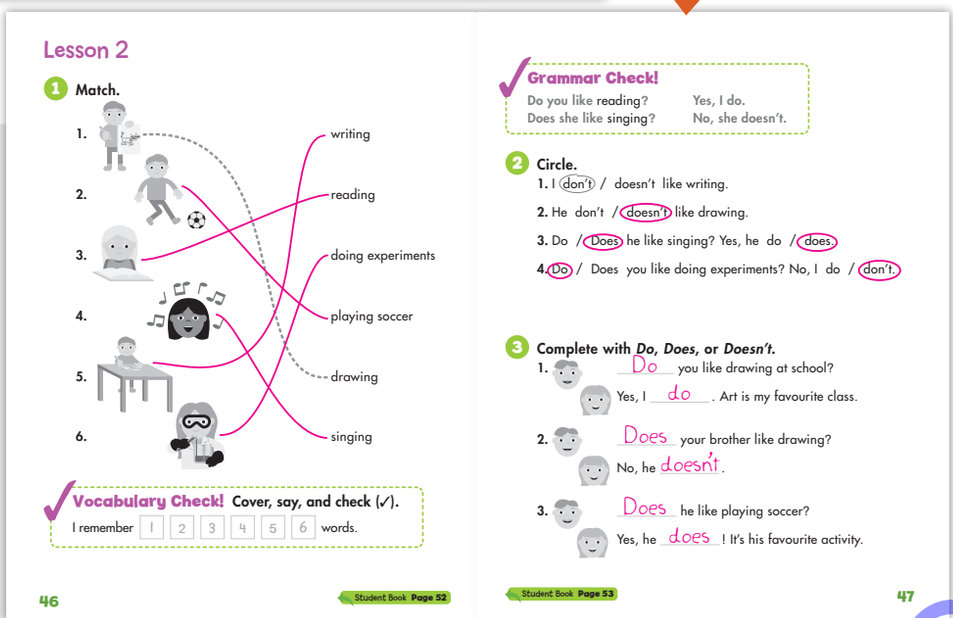
This activity may be completed for homework (See **Page T 66**).

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Lesson 2





This may be completed for homework.

1 Match.
Tell students to match the pictures to the activity words. When students finish, point to a picture or say the number and have volunteers say the activity word.
Vocabulary Check!
Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.
Have volunteers read the **Grammar Check!** box aloud.
2 Circle.
Tell the class to read the sentences and circle the correct word to complete each sentence. Circulate around the class and help as needed. Remind students to refer to the Grammar Check! box for extra help. Then have volunteers read the sentences aloud to the class.

3 Complete with *Do, Does,* or *Doesn't.*
Have students complete the conversations. Check by asking volunteers to read the questions aloud and different volunteers to answer them. Then have students work in pairs to practice reading the whole conversation.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify activities. Ask and answer questions about activities people like and don't like to do.
New Vocabulary: writing, singing, drawing, reading, playing soccer, doing experiments
New Grammar: Do you like reading? Yes, I do. Does he like writing? No, he doesn't.
Materials: Audio **Tracks 46, 47 and 48**, a soft ball
Standards: 1.1.1; 2.2.4; 3.1.2; 4.1.1

Start the Class

4 min

Teach the following chant to the class. Clap rhythmically as you chant.

Read and write, / draw and play, / these are the things / I do each day!

Have students echo you first and then have them say the chant with you.

Happy Camp

1 46 Read and listen.

8 min

Have students look at the pictures in the comic strip and identify the characters. Play **Track 46** and have students follow the words with their fingers as they read and listen. Point to the different characters in the comic strip and have students say what each character likes doing. Tell the class to listen again and quietly read along with the audio. Play **Track 46**.

2 47 Find and say. Then listen and echo.

8 min

Tell students to look for the activity words in the comic strip. Have them look at the pictures and complete the words. Remind them to refer to the words in the comic strip. Have volunteers write the words on the board. Then tell the class that they are going to hear the words and repeat them. Play **Track 47**. Point to the words on the board and have students echo the audio. Finally, have students practice reading the words from the board by themselves.

*Audio script **Track 47***
1. writing 2. singing 3. drawing 4. reading
5. playing soccer 6. doing experiments

3 46 Listen again to Happy Camp.

7 min

Tell students to read and listen to the comic strip again. Remind them to follow the words with their fingers as they read and listen. Play **Track 46**. Then ask students to close their books and talk about the comic strip in their own words.

Try This! **Extra**

Have students choose a character from the comic strip. Tell them to draw a picture of the character doing what he or she likes to do and write it in their notebooks. Then have them share their drawings and sentences with a partner.

4 Grammar Check! Complete.

7 min

Tell students to look for the missing words in the comic to complete the questions and sentences. After students have worked individually, have volunteers read the full sentences aloud so that students can check their work.

Write *read*, *write*, *play*, *sing*, *draw*, and *do* on the board. Have volunteers come up to the board to change the words into activity words by adding *-ing* to them. Point out that *write* loses the *e* before you add *-ing*.

5 48 Listen and cheer!

5 min

Have the class listen to the cheer as they follow along in their books. Play **Track 48**. Divide the class into two groups. Tell one group to say the questions and the other to say the answers. Play **Track 48**. Have the groups switch roles and play **Track 48** again.

Finish the Class

4 min

Throw a ball to a student and say an action verb such as *play*. The student catches the ball and says a sentence that is true for him or her: *I like playing volleyball*. The student then throws the ball to a classmate and says another action verb. Continue the activity until everyone has had a turn.

6 Pages 46-47 Skills Book

2 min

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

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Lesson 3



Lesson 3

1 49 Read and listen.

Jimmy's Jar

1
Jimmy's favourite class at school is history.
Today he has a history project.
He has a jar full of his favourite things.

2
There is a photo of Jimmy.
And there is a picture of his family.
Jimmy's yellow yo-yo is in the jar.
And there are dog treats, too!

He is in the yard.
There is a big green tree to hide the jar under.

3
Now Jimmy's dog Yappy is in the yard.

"Oh, no! Stop, Yappy! That's my history project," Jimmy says.
Does Yappy like history, too?
No, he doesn't. But he likes dog treats very much!

2 Answer.
Does Yappy like history? No, he doesn't.

3 Pages 48–49 Skills Book

54 55



This may be completed for homework.



Lesson 3

Happy Reader

1 50 Read and listen.

The Big Bang Experiment

Is your favourite class science? Do you like doing experiments? Here's a fun experiment. The name of the experiment is the Big Bang Experiment.

Get some vinegar, baking soda, tissues, and a plastic bag. Many people have these things at home.
Don't do the experiment in the house!

Go outside and do it in the yard. Put the things in the bag and close the bag. Shake the bag up and down. Put the bag on the ground. BANG!

That's a big bang! Do you like the Big Bang Experiment?

2 50 Listen again to The Big Bang Experiment.

3 Number the steps in order.

2 Go outside to the yard.
5 Shake the bag up and down.
3 Put the things in the bag.
7 BANG!
6 Put the bag on the ground.
1 Get the vinegar, baking soda, and plastic bag.
4 Close the bag.

4 Draw one of the steps.

(Student's own drawings.)

Student Book Pages 54–55

48 49

Skills Book Happy Reader

1 Read and listen.
Tell students to look at the pictures. Ask *What do you think the text is about?* Explain that it is a nonfiction text – there are facts or true information in it. Tell the class to read the text as they listen and to follow the words with their fingers. Play Track 50. Point to the first picture and ask *What's the name of the experiment?* Elicit *Big Bang*. Point to the second picture and ask *What happens at the end?* Elicit *a big BANG!* Tell the class to read and listen again and echo the text. Play Track 50 again.

2 Listen again to The Big Bang Experiment.
Tell students to listen to the text again. Play Track 50. Organise the class into groups of four or five. Ask students to take turns reading the text to the group. Walk around monitoring pronunciation and help as needed. Write the words on the board that were the most difficult for students to correctly pronounce. Point to them, say them, and have the class repeat them after you.

3 Number the steps in order.
Check that students understand the task. Remind them to refer to the text. Have students work individually and then have them compare their answers with a partner. Play Track 50 so that they can check their answers. Review the answers as a class.

4 Draw one of the steps.
Talk about the steps of the experiment again with students. Tell them to choose one of the steps and draw a picture of it. When everyone has finished their pictures, they should show it to their classmates and talk about the part of the experiment they have drawn.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text and recall details.
New Vocabulary: jar, yard, hide
Vocabulary Review: history, treats, school, favourite, photo
Grammar Review: Jimmy's favourite class is history. Does Yappy like history? No, he doesn't. He likes dog treats.
Materials: Audio **Track 49**
Standards: 1.1.2; 2.1.1; 3.1.3; 4.1.2

Start the Class

5 min

Have students talk about the pictures and the title of "Jimmy's Jar" on **Pages 54 and 55**. What do they think the story is about? Present the word *jar*.

1 49 Read and listen.

15 min

Play **Track 49**. Have students listen to the story and follow it in their books. Play **Track 49** again and stop it to ask comprehension questions: *What is Jimmy's favourite class? What's in his jar?* Have students listen to the story again with their books closed. Play **Track 49**. Then have them tell the story in their own words.

2 Answer.

15 min

Have students find the answer to the question individually. Have a volunteer say his or her answer aloud. Ask students to discuss the answer. Play **Track 49** again and have students take turns reading the text with a partner. Circulate among the pairs and help as needed. Write a list of the words on the board that students had difficulty pronouncing. Point to the word, say it, and have students repeat it after you.

Try This! **Extra**

Have students talk about Jimmy's list for his history project and discuss whether they would include the same items in their own history projects. Encourage them to add other items that they would include in their own history projects.

Finish the Class

8 min

Have each student draw a picture of his or her favourite class. Have them write a sentence about what they like doing in their favourite classes. Ask volunteers to share their drawings and read their sentences aloud for the class.

3 Pages 48-49 Skills Book

2 min

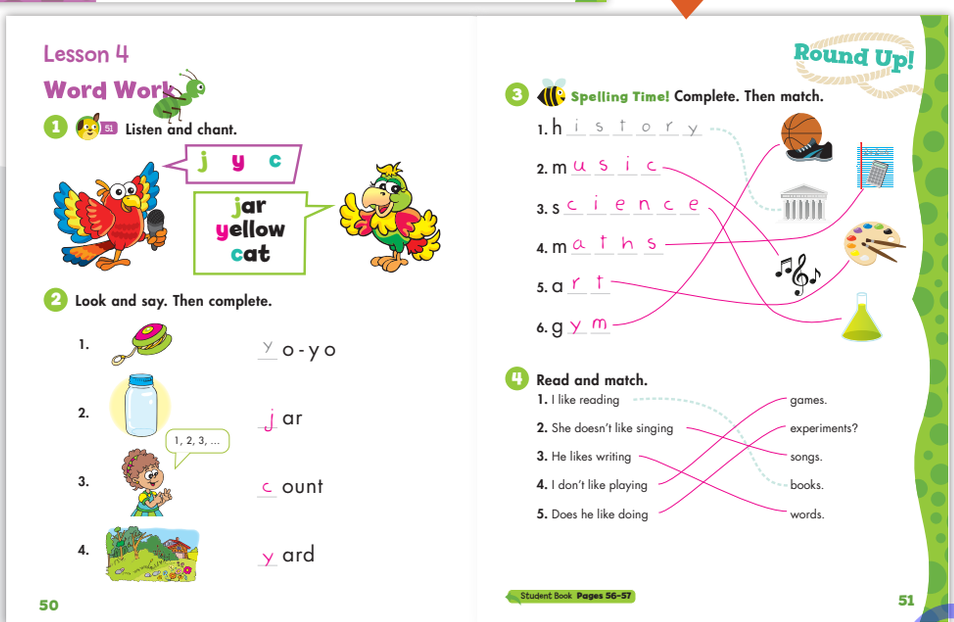
This activity may be completed for homework (See **Page T 70**).

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Lesson 4





This may be completed for homework.

1 Listen and chant.
Tell the class they are going to hear some sounds and words. Tell them to point to the sounds and words as they hear them. Play Track 51. Then tell students they are going to echo the sounds and words. Play Track 51 again.

2 Look and say. Then complete.
Have students look at the pictures, say the words, and complete them. Have volunteers write the words on the board. Then have the class chorally say the words.

3 Complete. Then match.
Tell the class to look at the pictures and spell the words. Remind them to write one letter on each line and then match the words to the pictures. Have students complete the activity individually, and then compare their work with a partner. Have volunteers write the words on the board, spell the words aloud, and point to their corresponding pictures.

4 Read and match.
Explain to the class that the phrases on the left are missing the last word. Tell them to find and match the words and phrases. Check that everyone knows what they have to do. Allow time for students to read the phrases and complete the sentences. Ask volunteers to read the full sentences aloud.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objective: Ask and answer questions about school subjects and activities. Make statements about likes and dislikes and respond.
Vocabulary Review: maths, English, science, history, geography, music, art, gym, doing experiments, singing, drawing, reading, playing soccer, writing
Grammar Review: Do you like … ? Yes, I do. I like doing experiments.
Materials: a soft ball, construction paper, scissors, rulers, coloured pencils, markers, or crayons
Standards: 1.1.1; 2.2.2; 3.1.1; 4.1.1

Start the Class

5 min

Tell the class to stand up. Explain that you are going to say a class you like or something you like doing, toss a ball, and ask the person who catches it if he or she likes that activity, too. Use the following example: *I like maths.* Toss the ball and ask *Do you like maths, too?* The student will answer *Yes, I do* or *No, I don't.* Then he or she will say an activity or class he or she likes, toss the ball to another student, and ask that student if he or she likes the same thing. Continue as time allows.

1 Make a class spinner.

14 min

Tell the class that they are going to make a class spinner. Distribute a sheet of construction paper to each student and tell the class to draw a large circle and cut it out. Tell them to divide the circle into six sections using a ruler and to draw a picture in each section to represent a school subject. Remind them to think about things they do or use in class to include in their drawings. Have them colour the pictures to complete the spinner. Encourage students to make their spinners neat and colourful.

2 Play Spin and Say!

12 min

Tell the class they are going to play Spin and Say with a partner. Explain that they will use a pencil as a spinner. One student will spin the spinner and ask his or her partner about the class the pencil is pointing to. Have volunteers read the speech bubbles to model student conversations. Tell the class to answer the questions with as much information as they can. Remind them that they will take turns using the spinners and asking and answering questions. Circulate among the pairs and help as needed.

Try This! **Extra**

Write instructions and rules for making a classroom spinner and for playing Spin and Say. Have the class help you write the instructions and rules. Encourage the class to tell you how to illustrate the instructions and rules to make them visually interesting. Put them up on a wall at school or post them on the school blog so that parents and the rest of the school can see what the English class is doing.

3 Say and answer.

7 min

Tell students they will work with a partner. Explain that they will take turns talking for the people in the picture saying what they like or don't like doing. The other partner will guess who the person is. Then have volunteers describe a person for the class to guess.

Finish the Class

5 min

Have students stand up at their desks. The first student says a word from the unit, such as *writing*. The second student has to spell the word correctly and say another word, for example, *music*. The next student spells *music* and says another word to continue the word chain. If a student spells a word incorrectly, can't think of a new word, or repeats a word that has already been said, that student must sit down. Continue as time allows.

4 Pages 50-51 Skills Book

2 min

This activity may be completed for homework (See **Page T 72**).

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Unit 7

Unit Objectives

By the end of the unit, students can:

- Describe where different places are.
- Ask and answer questions about where places are.

Vocabulary

Places in Town: hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse

Places at Camp: cafeteria, lake, health lodge, pool, boathouse, cabin

Grammar

The park is behind the bookstore.
Where is the boathouse? It's next to the lake.
Where are the cabins?
They're across from the cafeteria.

Skills

Listening: Listen for specific information.

Speaking: Talk about where things are.

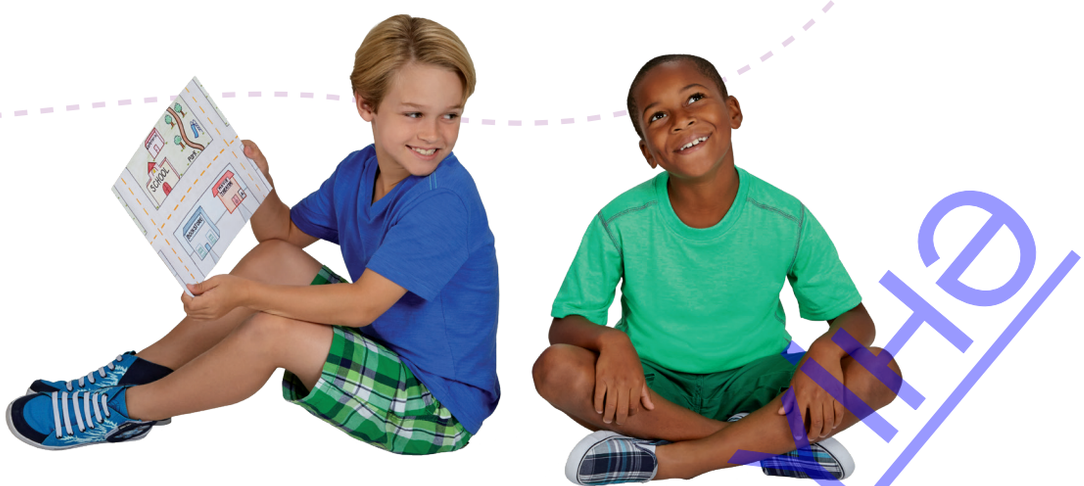
Reading: Read a fiction text: **The Purple Balloon**.
Identify details.
Write questions about location.
Describe location.
Read a fiction text: **The Super Scooter**.
Identify the sequence of events and understand setting.

Creative and Collaborative Competencies

Make a town map. **Play** Where Is It?

Creativity: Use self-expression and innovation to make a town map.

Collaboration: Listen and respond to what others say. Provide clues to help others locate places in a town. Take turns.



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Teacher Workshop

Teaching with Games

Word Games

Word games are a valuable tool for language learners, as they make vocabulary more fun and memorable. In this unit, play word games to reinforce spelling. In Lesson 1, have students play Word Bricks (**Page T 77**); in Lesson 3, have students play Word Balloons (**Page T 81**). Find detailed explanations on how to play these games in the Try This! boxes. These games are also great for vocabulary recall. Have your students try them. They're fun!



By Libby Williams

Happy Teacher

Use what your students already know as much as possible. Even young students have prior knowledge of a topic or have experiences they can relate to the lessons. Spend a few minutes talking about prior knowledge or experiences when you introduce a topic such as new vocabulary or a reading text. Encourage students to use English as much as they can to talk about this, but sometimes allow them to talk using L1. Connecting lessons to students' lives helps to make the material more meaningful and makes students more engaged with the material.

Happy Class

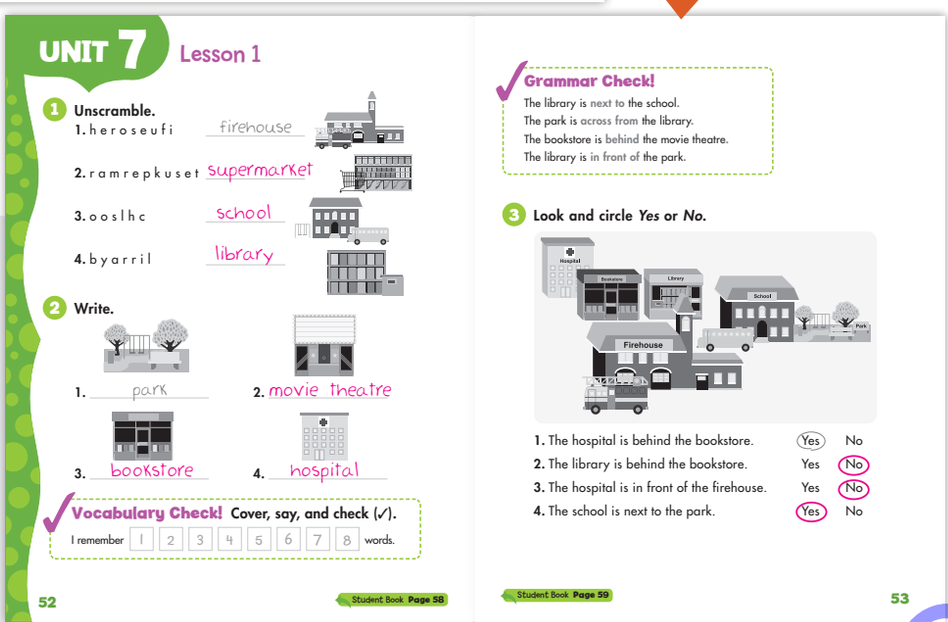
Get your students moving, walking about the classroom, standing up, sitting down, doing hand movements, and acting out plays. A little movement not only keeps students energised and having fun, but also helps them learn and remember. Short activities with some movement add to positive attitudes and a positive class.

LAYIHƏ

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Lesson 1





This may be completed for homework.

1 Unscramble.
Tell students to look at the pictures and then unscramble the words. Have students complete the activity individually. Then have volunteers write the words on the board.

2 Write.
Tell students to look at the pictures and write the words. Have volunteers write the words on the board. Then point to the pictures and have the class chorally read the words.

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

Ask volunteers to read the sentences in the **Grammar Check!** box.

3 Look and circle *Yes* or *No*.
Tell students to look at the pictures, read the sentences, and then circle the answers. Have students work individually, then have volunteers read the sentences and the class chorally answer *Yes* or *No*.

LAYHD

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Lesson 1 Vocabulary and Grammar

Unit 7

Lesson Objective: Identify places in town. Describe locations.
New Vocabulary: hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse
New Grammar: The park is behind the bookstore.
Materials: Audio **Tracks 52 and 53**, coloured pencils
Standards: 1.1.1; 2.2.1; 3.1.2; 4.1.1

Start the Class

5 min

Have students draw and colour a picture of their town. Make sure they include the key vocabulary words from the unit in their drawings.

1 52 Listen. Then echo.

5 min

Direct students' attention to the pictures on **Page 58**. Have them identify the words in L1. Tell them that they will hear the words and then point to the pictures as they hear them. Play **Track 52**.

Tell the class they will hear the words again and will echo them. Play **Track 52** again.

2 53 Listen and choose.

9 min

Explain to the class that they are going to hear a song and will read the words as they listen. Play **Track 53**. Tell the class that they are going to listen to the song again and choose the places they hear. Play **Track 53** again to confirm answers. Check answers by having students read the song lyrics aloud.

3 53 Sing: Rock Around the Town!

5 min

Tell the class that they are going to sing the song. Play **Track 53** and have students sing along.

Try This!

Extra

Play Word Bricks. Tell students to draw a wall in their notebooks made of eight large bricks. Tell them you will give them clues about a place and they will write the word on the brick. Say, for example, *There are doctors and nurses.* Students write the word *hospital* on one of their bricks. Say *Students and teachers are there.* Elicit *school.* Continue until all eight bricks are labeled. Then say the clue and have the class chorally identify the place.

4 Grammar Check! Complete.

10 min

Write the example from Item 1 on the board and point to the phrase *in front of* and explain that this phrase tells us where something or someone is. Have students find this phrase in the song lyrics. Show them what *in front of* means by pointing out where students are sitting in the class: *(John) is in front of (Lisa).* Continue the activity with *next to*, *across from*, and *behind*.

Show students gestures to represent the prepositions: for *in front of*, point to your feet in front of you; for *next to*, hold your hand next to your head; for *across*, hold your hand across from your face; and for *behind*, gesture behind your back. Have students say the phrases and do the gestures with you several times.

Have students complete the rest of the sentences. Remind them to use the song lyrics for extra help. Have volunteers read their completed sentences aloud.

5 Talk about your town.

5 min

Ask the class to help you make a list of the important places in your town. Write them on the board. Have volunteers read the speech bubbles aloud. Explain to students that they will work with a partner and talk about where different places in town are located.

Finish the Class

4 min

Have students stand up and say and demonstrate the prepositions with the gestures they learned in Activity 4. Say and demonstrate them slowly, increasing your speed each time. Then do the gestures and have students say the prepositions.

6 Pages 52-53 Skills Book

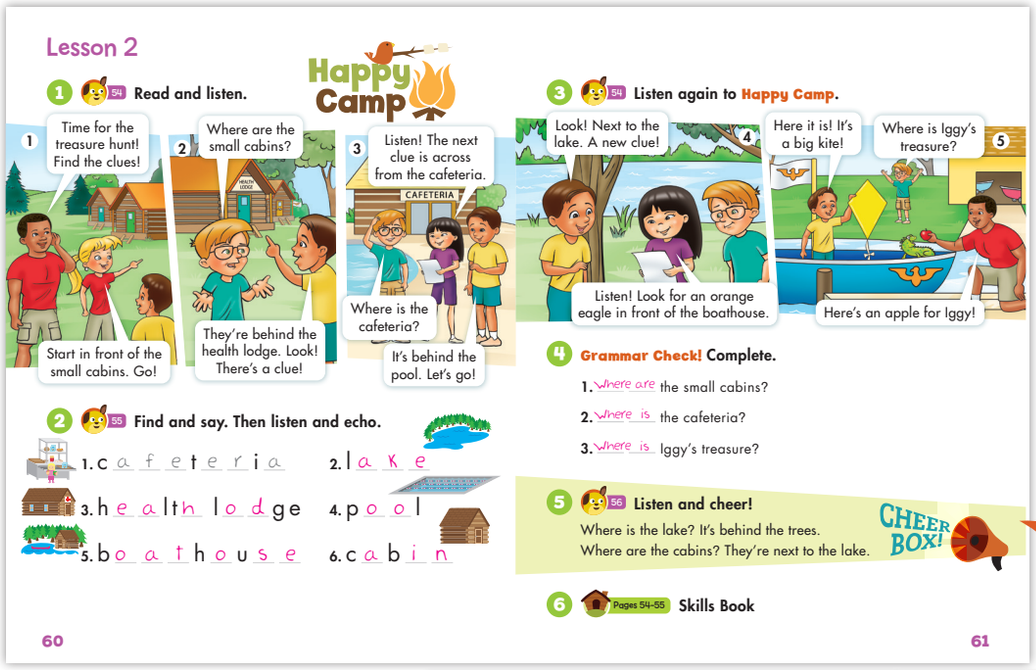
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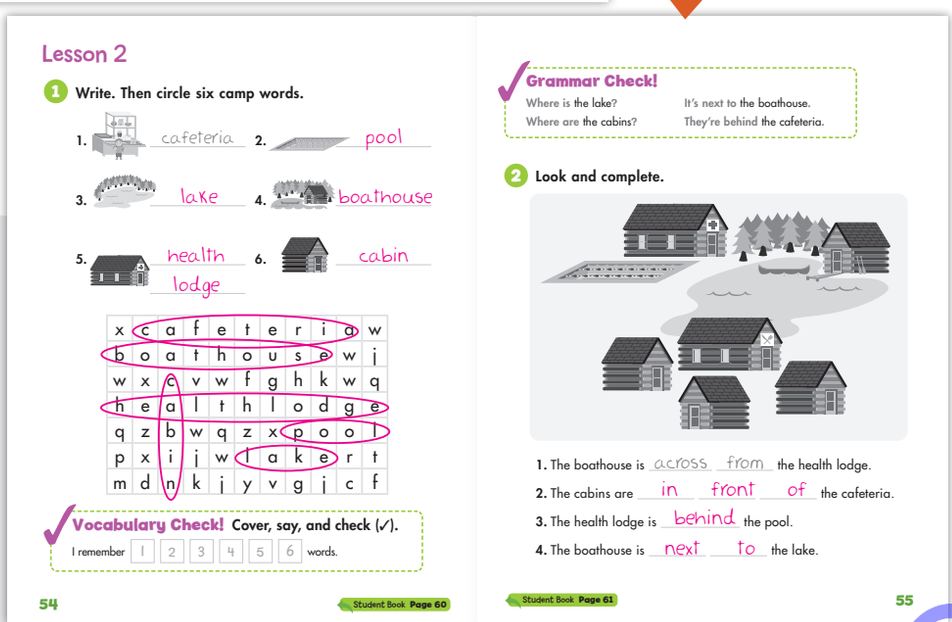
This activity may be completed for homework (See **Page T 76**).

LAYING

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Lesson 2





This may be completed for homework.

1 Write. Then circle six camp words.

Tell students to look at the pictures, write the words, and then find them in the word search. Have students work individually to complete the activity. Then have them compare their answers with a partner. Finally, have volunteers write the words on the board.

Vocabulary Check!

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

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

2 Look and complete.

Have students study the picture and complete the sentences with the correct word or phrase. Check answers by pointing to a place at camp and eliciting the full sentences from the class.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify places at a camp. Ask and answer questions about locations.
New Vocabulary: cafeteria, lake, health lodge, pool, boathouse, cabin
New Grammar: Where is the boathouse? It's next to the lake. Where are the cabins? They're across from the cafeteria.
Materials: Audio **Tracks 54, 55 and 56**
Standards: 1.1.2; 2.2.4; 3.1.2; 4.1.2

Start the Class

4 min

Review the prepositions by saying and gesturing the prepositions, increasing your speed each time.

Happy Camp

1 54 Read and listen.

8 min

Have students look at the pictures before they read the comic strip. Ask them what they can see in each picture. What do they think the kids are doing? What do they think the comic strip is going to be about? Play **Track 54**. Have them listen to the comic and follow the words with their fingers as they read and listen. Confirm students' pre-reading predictions.

Write comprehension questions on the board: *Where are the cabins? Where is the cafeteria?* Have students read the questions aloud. Play **Track 54** again for students to answer the comprehension questions.

2 55 Find and say. Then listen and echo.

8 min

Have the class look at the comic strip and find the words that are places at camp. Play **Track 55** and have students complete the words. Remind them to refer to the words they found in the comic strip for help. Have volunteers write the words on the board. Play **Track 55** and have the class echo the audio. Point to the words on the board and have the class chorally read them.

*Audio script **Track 55***
1. cafeteria 2. lake 3. health lodge 4. pool
5. boathouse 6. cabin

3 54 Listen again to Happy Camp.

7 min

Tell the class they are going to listen to the comic strip again. Play **Track 54**. Have students close their books and try to remember the locations of all the clues in the comic strip.

4 Grammar Check! Complete.

7 min

Ask *How do you ask a question about location in English?* Elicit *where*. Tell them to go back to the comic strip and point to the *where* questions. Allow time for students to complete the questions in the Grammar Check! Have different students read the questions.

Try This! **Extra**

Divide the class into pairs. Tell the pairs to write two questions about the comic strip. Elicit an example: *Where are the cabins?*

5 56 Listen and cheer!

5 min

Tell students that they are going to listen to a cheer. Play **Track 56**. Play **Track 56** again and encourage students to join in with the audio.

Form the class into lines. The student in the front of each line cheers the first question; the student sitting behind cheers the answer. The one behind cheers the next question; the one behind cheers the answer. For added difficulty, have students vary the places at camp and prepositions in the cheer.

Finish the Class

4 min

Have the same pairs take turns asking and answering their questions with another pair. If time allows, have students work with a different pair.

6 Pages 54-55 Skills Book

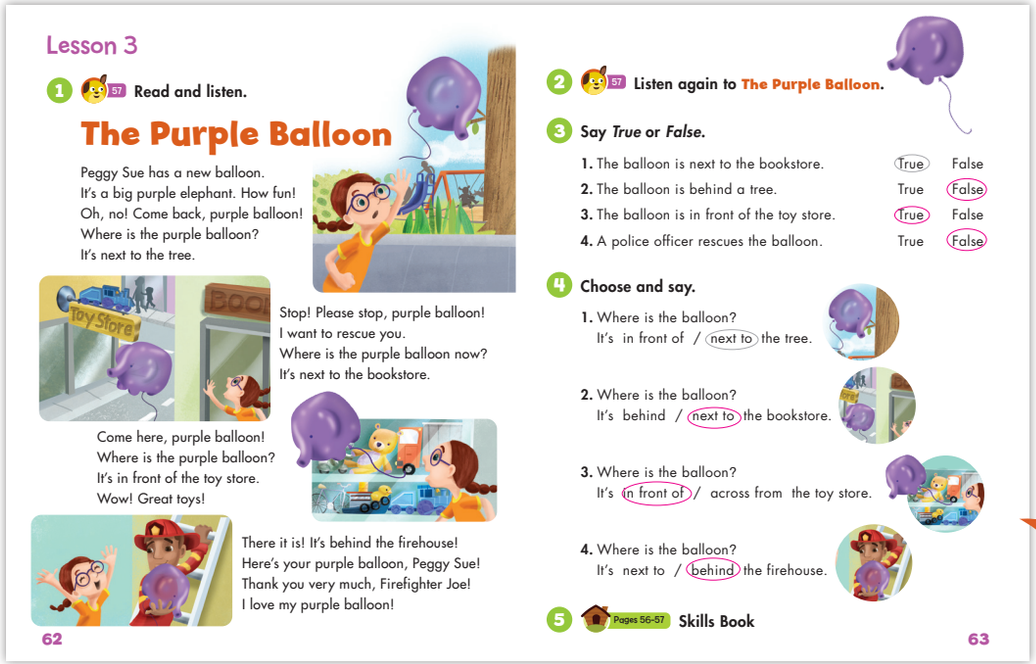
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This activity may be completed for homework (See **Page T 78**).

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Lesson 3



Lesson 3

1 57 Read and listen.

The Purple Balloon

Peggy Sue has a new balloon.
It's a big purple elephant. How fun!
Oh, no! Come back, purple balloon!
Where is the purple balloon?
It's next to the tree.

Stop! Please stop, purple balloon!
I want to rescue you.
Where is the purple balloon now?
It's next to the bookstore.

Come here, purple balloon!
Where is the purple balloon?
It's in front of the toy store.
Wow! Great toys!

There it is! It's behind the firehouse!
Here's your purple balloon, Peggy Sue!
Thank you very much, Firefighter Joe!
I love my purple balloon!

62

2 57 Listen again to The Purple Balloon.

3 Say *True* or *False*.

1. The balloon is next to the bookstore.	True	False
2. The balloon is behind a tree.	True	False
3. The balloon is in front of the toy store.	True	False
4. A police officer rescues the balloon.	True	False

4 Choose and say.

1. Where is the balloon?
It's in front of / next to the tree.

2. Where is the balloon?
It's behind / next to the bookstore.

3. Where is the balloon?
It's in front of / across from the toy store.

4. Where is the balloon?
It's next to / behind the firehouse.

5 Pages 56-57 Skills Book

63



Lesson 3

Happy Reader

1 58 Read and listen.

The Super Scooter

1 Today is Gaby's birthday.
Grandpa has a gift for Gaby.
"Wow! Cool gift! Thank you, Grandpa!"
"It's a scooter. You're a lucky girl!"
Grandpa says. "Don't go too fast!"

2 Gaby is on her new scooter.
Whoosh! Now Gaby is
next to the park.

56

3 Whoosh! Gaby is in front of
the supermarket.
She says goodbye to the kitten
behind the bookstore!

4 "Where is the lake?"
Uh-oh! The scooter is too fast!
"How do I stop?" Gaby asks.
Splash!

5 Here's the lake! It's in front of
the movie theatre.

2 Number the places in order.

Student Book Pages 62-63

57

This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Tell students to read the story as they listen. Play Track 58 and remind them to follow the words with their fingers. Play Track 58, pausing to ask comprehension questions: *What day is it today? Who gives Gaby a gift? What is it?* Play Track 58 again and have students read the story along with the audio.

2 Number the places in order.
Have students number the places where Gaby goes on her scooter. Check comprehension by saying the number and having the class say the corresponding place.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text to practice unit language. Identify the sequence of events in the text. Identify details in the text.
New Vocabulary: balloon, rescue, toy store
Vocabulary Review: prepositions of place, buildings
Grammar Review: Where is the balloon? It's next to the tree.
Materials: Audio **Track 57**, a balloon, a flyswatter, a soft ball, construction paper, yarn, scissors
Standards: 1.1.3; 2.2.3; 3.1.2; 4.1.2

Start the Class

5 min

Have a volunteer balance an inflated balloon on a flyswatter. Give the volunteer instructions such as *Walk behind (Susana). Go in front of (Luis). Stop next to the door.*

When the balloon falls off the flyswatter, someone else takes a turn.

1 57 Read and listen.

14 min

Play **Track 57**. Have students follow the words in their books as they listen to the story.

Write the following questions on the board. Tell students to answer them in their notebooks.

What does Peggy Sue have?
Is the balloon in her hand?
What does Peggy Sue want to do?
Who rescues the balloon?

Check the answers orally in class. Have students get into small groups and take turns reading the story to their groups. Circulate among the groups and monitor pronunciation.

Write the words that the class had difficulty reading on the board. Point to the words, say them, and have the class repeat after you. Have the class chorally say the words a few times and then have individual students read them aloud.

2 57 Listen again to The Purple Balloon.

10 min

Play **Track 57**. Have students talk about what they like about the story. Explain to the class that they are going to take turns reading the story with a partner. Remind students to pronounce the words carefully. Walk around to monitor pronunciation and help as needed.

3 Say *True* or *False*.

4 min

Have students read the sentences aloud and check in the story to see if the sentence is right or wrong. Explain that they will choose *True* or *False*. Check the activity orally in class.

4 Choose and say.

5 min

Tell students to look at the pictures of the purple balloon and to choose the correct location word or phrase. Remind them that they can look back at the story for help. Allow time for them to do the activity. Check answers by having volunteers read the questions and other volunteers read the answers.

Try This! **Extra**

Play Word Balloons. Have students draw an inflated balloon on a piece of construction paper. Tell them to cut out the balloon and tie a short piece of yarn around the neck of the balloon. Have them write all the new words from this unit on their word balloons. Explain that they can hang up their balloons at home as a record of all the new words from the unit.

Finish the Class

5 min

Throw a soft ball to a student in the classroom. The student begins to tell the story of "The Purple Balloon." After one sentence, the student throws the ball to another student, who reads another sentence and throws the ball to another student. Continue until the class finishes the story.

5 Pages 56-57 Skills Book

2 min

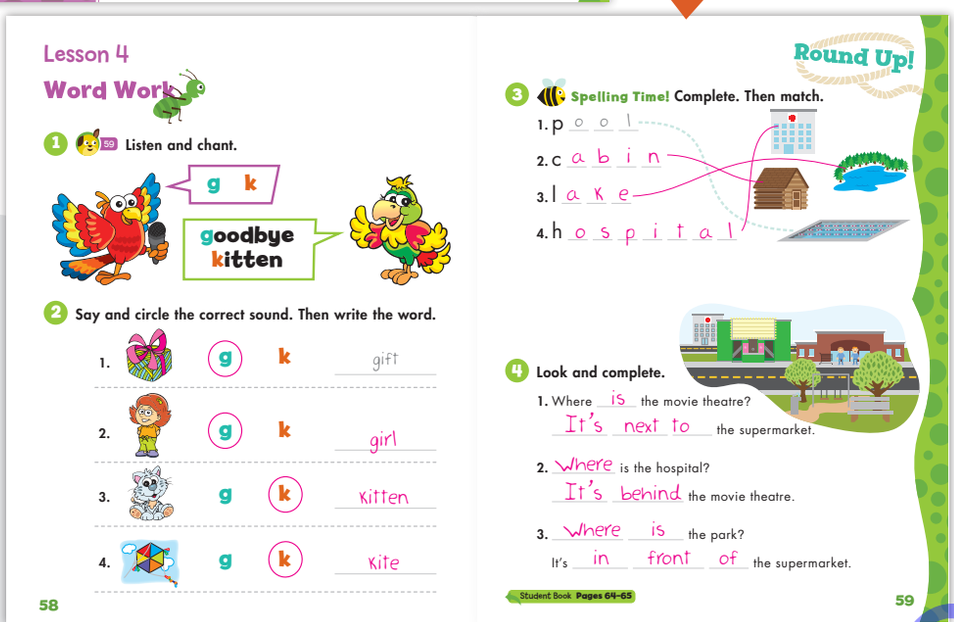
This activity may be completed for homework (See **Page T 80**).

LAYOUT

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Lesson 4





This may be completed for homework.

1 Listen and chant
Write a large *g* and a large *k* on the board. Tell students to listen to the chant and point to the correct letters as they hear the letters and words in the audio. Play Track 59. Play Track 59 again and have students say the chant along with the audio.
2 Say and circle the correct sound. Then write the word.
Have students identify the pictures, say the words, circle the letters of the initial sounds, and then write the words. Have volunteers write the words on the board, then chorally read them as a class.
3 Complete. Then match.
Explain to the class that they will look at the pictures and spell the words. Remind them to write one letter on each line. Then ask them to match the words to the pictures.

Have students complete the activity individually and then compare their answers with a partner. Check answers by pointing to the pictures and having volunteers spell the words.
4 Look and complete.
Have students look at the picture and complete the questions and the answers. Have different volunteers write the questions and the answers on the board.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objectives: Ask and answer questions about locations. Describe locations. Identify places.
Vocabulary Review: hospital, school, park, supermarket, bookstore, library, movie theatre, firehouse, cafeteria, lake, health lodge, pool, boathouse, cabin
Grammar Review: Where is …? It's behind the …
Materials: coloured pencils, markers, or crayons
Standards: 1.1.1; 2.2.4; 3.1.2; 4.1.1

Start the Class

7 min

Practice this chant with students:

There's a (park) in my town,
As you can see!
Come walk around my town,
Walk around with me!

Have students add more verses to the chant by changing the location in the first line.

1 Make a town map.

10 min

Tell the class that they are going to work in pairs to make a map of a town. Have them draw streets and arrange buildings on the map in different locations. Tell them to put the buildings *next to, behind, in front of,* and *across from* other buildings. Finally, have students colour their maps.

2 Play Where Is It?

10 min

Tell students that they are going to play with a partner. They will exchange their maps with a partner, study each other's maps, and then return the maps to their owners. Then they will ask each other questions about their maps to see how well they remember where different places are located. Model the language by having volunteers read the speech bubbles in the photo.

Try This! **Extra**

Pair students with different partners to play a treasure hunt game with their maps. They will think of a location to "hide" their treasures by making a small mark on the backs of their maps. Their partners will ask questions to locate the treasure such as *Is the treasure next to the supermarket?*

3 Say and find.

9 min

Have volunteers read the speech bubbles. Explain to the class that they will work with a partner taking turns describing the location of a place on the map and identifying the place based on the location clues. Remind students to use the speech bubbles as a model. Have volunteers present their conversations to the class.

Finish the Class

7 min

Think of a word from the unit such as *cafeteria* and then say:

I'm thinking of a word!
The word I'm thinking of
Begins with a "C"!
What can it be?

Students guess until they think of the word. Then have a volunteer think of a word and say the chant with the appropriate first letter of the word.

4 Pages 58-59 Skills Book

2 min

This activity may be completed for homework (See **Page T 82**).

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Unit 8

Unit Objectives

By the end of the unit, students can:

- Talk about the weather.
- Ask and answer questions about the weather.
- Talk about the seasons.
- Ask and answer questions about the seasons.

Vocabulary

Weather Adjectives: sunny, cloudy, windy, rainy, snowy, hot, cold, warm

Seasons and Times of Day: summer, spring, winter, fall, morning, evening

Grammar

What's the weather like? It's sunny.
Is it snowy in the winter?
Yes, it is. / No, it isn't.

Skills

Listening: Listen for specific information.

Speaking: Talk about the seasons and what the weather is like.

Reading: Read a fiction text: **A Snowy Day**.
Recall details.
Personalise the story and describe a picture.
Read a nonfiction text (science): **Snow Monkeys**.
Identify details.
Write about an animal that lives in the snow.

Creative and Collaborative Competencies

Make a weather and seasons game board.
Play Four Seasons!

Creativity: Use self-expression and innovation to determine how to visually represent weather and seasons.

Collaboration: Take turns. Share ideas. Encourage partners.



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Teacher Workshop

Teaching with Games

Board Games

Young students enjoy board games such as Bingo, Snakes and Ladders, and Tic-Tac-Toe. Adapt these games, which the students already know, to practice new language structures and vocabulary in a fun way.



By Angela Llanas

Happy Teacher

It's important to keep going back over things so students don't forget them. Students should get plenty of practice retelling stories in their own words, playing games that incorporate vocabulary from previous units, performing songs and chants from the lessons, and even talking about things that happened in previous units. It's easy to think that students will be bored by repetition—they won't be. It gives them a chance to show how smart they are!

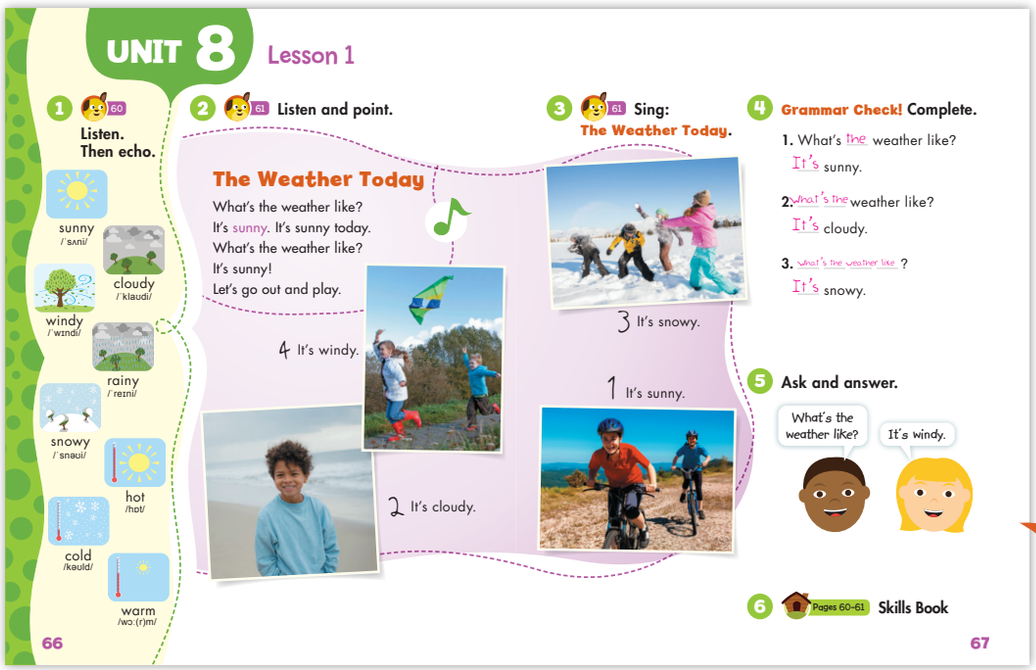
Happy Class

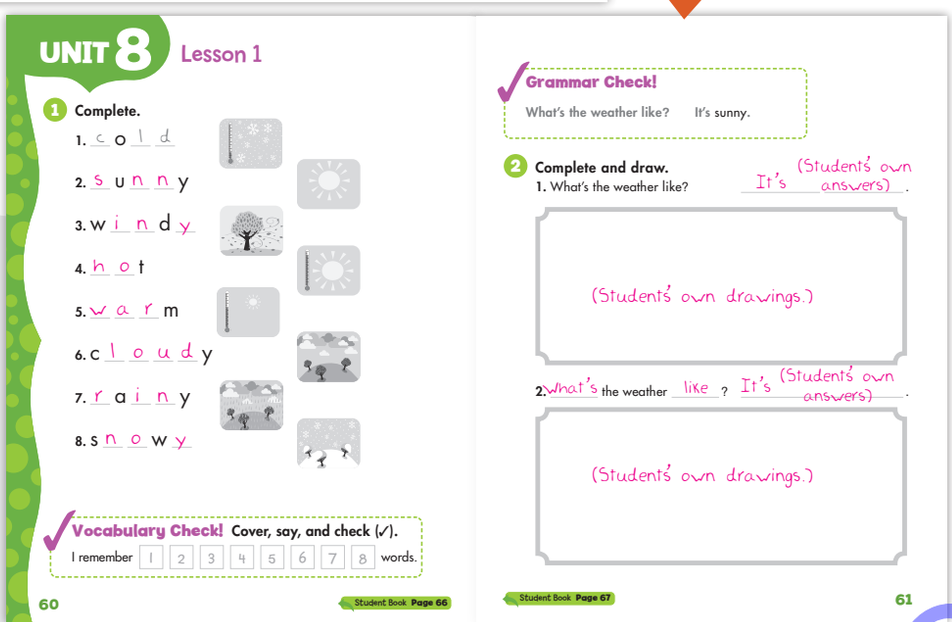
Send examples of students' work home so that they can share their work with their families. Students will have to explain what the work is, which will reinforce what they have learned. Don't forget that interested and involved parents give you vital home support and ensure that the students are proud of their English!

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Lesson 1





This may be completed for homework.

1 Complete.
Tell students to look at the pictures and complete the words. Ask volunteers to come to the board as writers and have different volunteers spell the words for them.
Vocabulary Check!
Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered. Ask volunteers to read the sentences in the **Grammar Check!** box.

2 Complete and draw.
Have students draw two different weather pictures. Then tell them to complete the sentences with information about their pictures. Have them show their pictures to a partner and read their sentences.

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Unit 8

Lesson 1 Vocabulary and Grammar

Lesson Objective: Identify weather words. Ask and answer questions about the weather.
New Vocabulary: sunny, cloudy, windy, rainy, snowy, hot, cold, warm
New Grammar: What's the weather like? It's sunny.
Materials: Audio **Tracks 60 and 61**, cards or images of weather conditions, a soft ball
Standards: 1.1.1; 2.2.3; 3.1.2; 4.1.2

Start the Class

5 min

Get students to say the alphabet chant from Unit 1 (see **Page T 19**) very quickly. For an extra challenge, have students try to say the alphabet backwards.

1 60 Listen. Then echo.

5 min

Show students the cards or images of the weather vocabulary words and have them identify the words in L1. Play **Track 60**. Play **Track 60** again and have students echo the words. Then have them practice saying them both chorally and individually.

2 61 Listen and point.

8 min

Tell the class that they are going to listen to a song. Play **Track 61** and have students point to the verses in the order they hear them. Check by having students read the song aloud. Test comprehension by showing cards or images of weather conditions.

3 61 Sing: The Weather Today.

5 min

Tell the class that they are going to listen to the song again. Play **Track 61**. Have students sing along with the audio.

Try This!

Extra

Tell students to draw a three-square Bingo board in their notebooks. Have them choose three words from the new vocabulary list and draw pictures of the words on their Bingo cards. Call out the words. The first student to cross out all the words wins.

4 Grammar Check! Complete.

10 min

Write *What's ____ weather like? ____ sunny.* Ask students which words are missing. Remind students to look at the song lyrics for extra help. Ask a volunteer to come to the board and complete the question by writing *What's the weather like?* Have another volunteer complete the answer: *It's sunny.*
Allow time for students to complete the rest of the sentences. Check answers orally as a class. Some students may provide an answer in a slightly different form: "it is" instead of "It's" and "What is" instead of "What's". If needed explain the difference. Note that even though "it is" or "what is" are grammatically correct, the answers "It's" and "What's" are preferable - there is only one asterix in the activity and students learnt the abbreviated forms in the song "The weather today". Also, the abbreviated forms are used in a model dialogue in the next activity.

5 Ask and answer.

5 min

Have two volunteers read the speech bubbles to model the conversation. Then have students work in pairs to ask and answer each other's questions about the weather.

Finish the Class

5 min

Draw a picture on the board as a weather clue, such as an umbrella. Ask *What's the weather like?* Elicit *It's rainy.* Have different volunteers draw picture clues on the board and ask the class about the weather.

6 Pages 60-61 Skills Book

2 min

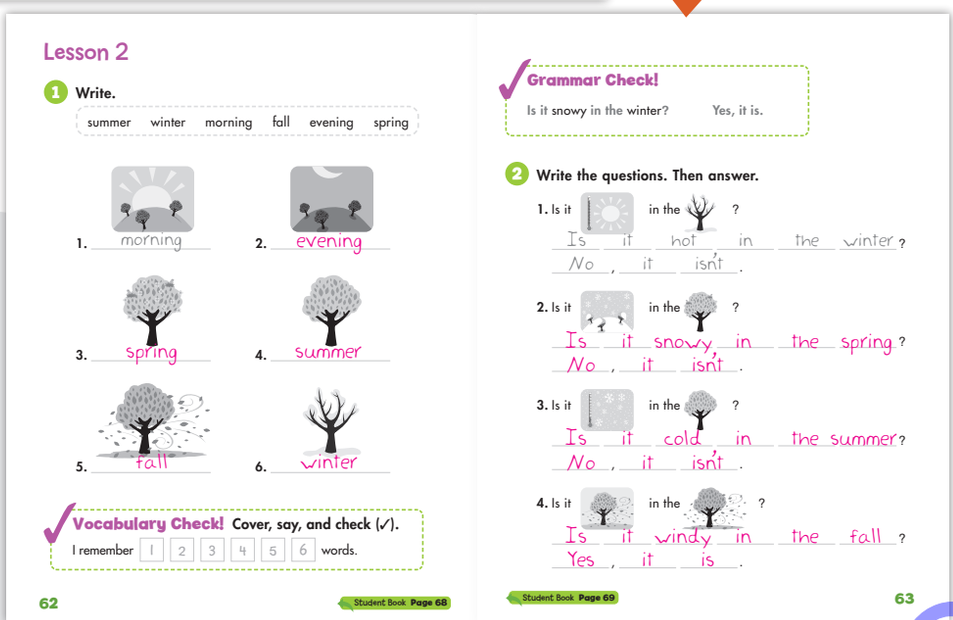
This activity may be completed for homework (See **Page T 86**).

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Lesson 2





This may be completed for homework.

1 Write.
Tell students to look at the pictures and write the word that identifies each one. Remind them to use the words in the word bank. Check orally in class.
Vocabulary Check!.
Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.
Ask volunteers to read the sentences in the **Grammar Check!** box.

2 Write the questions. Then answer.
Tell students to read the sentences and look at the pictures that represent weather, season, and time of day words. Have a volunteer read the first example in Item 1 aloud. Ask another volunteer to answer the question. Have students work individually, then check the answers orally as a class.

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Lesson 2 Vocabulary and Grammar in Context

Lesson Objective: Identify the seasons and times of day. Ask and answer questions about seasons and weather.
New Vocabulary: summer, spring, winter, fall, morning, evening
New Grammar: Is it snowy in the winter? Yes, it is. / No, it isn't.
Materials: Audio **Tracks 62, 63 and 64**, a hat, coloured pencils, markers, or crayons
Standards: 1.1.3; 2.2.4; 3.1.2; 4.1.1

Start the Class

5 min

Write the weather words on small pieces of paper, fold them, and put them in a hat. Ask a student to pick out a paper and mime the weather word. The first student to guess the correct weather word picks another word out of the hat.

Happy Camp

1 62 Read and listen.

8 min

Have students look at the pictures before they read the comic strip. Ask them what they can see in each picture. What do they think the kids are doing? What do they think the comic strip is going to be about? Play **Track 62** and remind students to follow the words in their books. Confirm students' predictions after the first listening.

Write simple comprehension questions on the board: *What is special about tomorrow? Is it spring or summer? Is it hot or cold? Is it cold at Happy Camp in the winter? When is it windy?* Have students read the questions aloud. Play **Track 62** again. Then ask students to answer the comprehension questions orally.

2 63 Find and say. Then listen and echo.

8 min

Have students look for the season and time of day words in the comic strip. Play **Track 63** and tell them to complete the words. Remind them to look at the pictures and refer back to the words in the comic strip. Have volunteers write the words on the board. Then play **Track 63** again and have the class repeat the words along with the audio.

*Audio script **Track 63***
1. summer 2. spring. 3. winter 4. fall 5. morning 6. evening

3 62 Listen again to Happy Camp.

5 min

Tell the class to listen to the comic strip again. Play **Track 62**. Have students close their books and retell the comic in their own words.

Try This! **Extra**

Have students draw, colour, and label the four seasons on four separate sheets of paper. Have them take their drawings home and put up the appropriate season as a reminder. Encourage them to change the drawing each time the season changes.

4 Grammar Check! Choose and say.

8 min

Allow time for students to answer the questions. Tell them to look back at the comic strip to remind themselves of the weather in the different seasons at Happy Camp. Check the activity orally in class. Write the following on the board: *It is warm in the spring.* Point out that we use *in the* when we talk about the weather and seasons. Tell students to turn the sentence into a question in their notebooks and then answer the question.

5 64 Listen and cheer!

5 min

Tell students to listen to a cheer. Play **Track 64**. Play **Track 64** again and encourage students to join in with the cheer. Have a volunteer ask the questions and have the class answer. Change volunteers and continue the cheer.

Finish the Class

4 min

Write the following imaginary word on the board: *wirbymdaethnog*. Tell students to look at the comic strip and write all the words they can that have letters found in the word. Explain that they can use each letter more than once. The first person to write all four words wins. The words are: *hot, warm, windy, goodbye.*

6 Pages 62-63 Skills Book

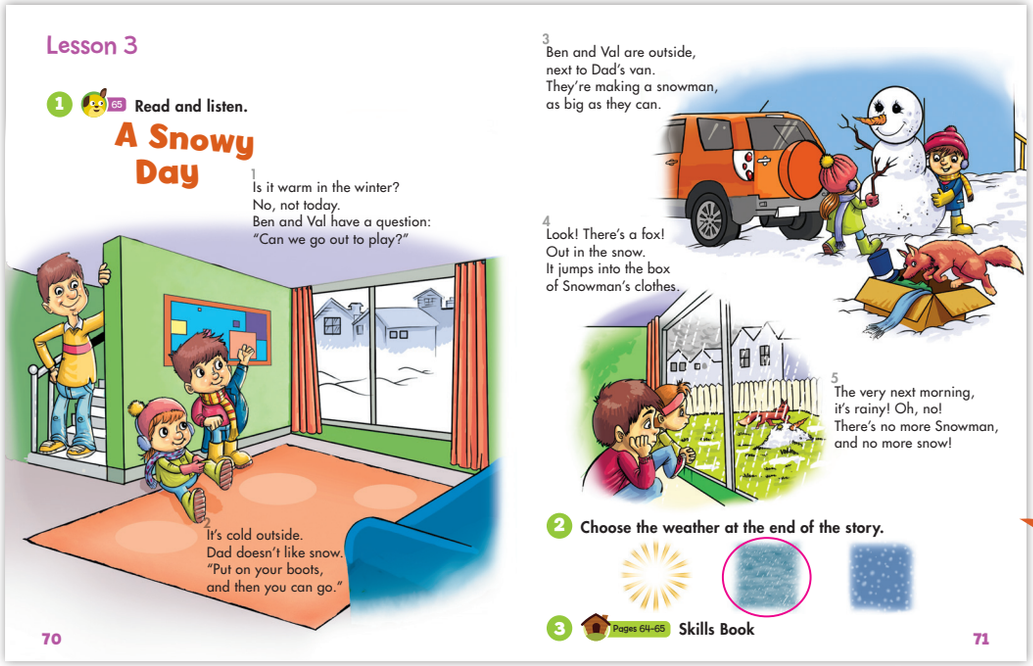
2 min

This activity may be completed for homework (See **Page T 88**).

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Lesson 3


Lesson 3

1 Read and listen.

A Snowy Day

1 Is it warm in the winter?
No, not today.
Ben and Val have a question:
"Can we go out to play?"

It's cold outside.
Dad doesn't like snow.
"Put on your boots,
and then you can go."

70

3 Ben and Val are outside,
next to Dad's van.
They're making a snowman,
as big as they can.

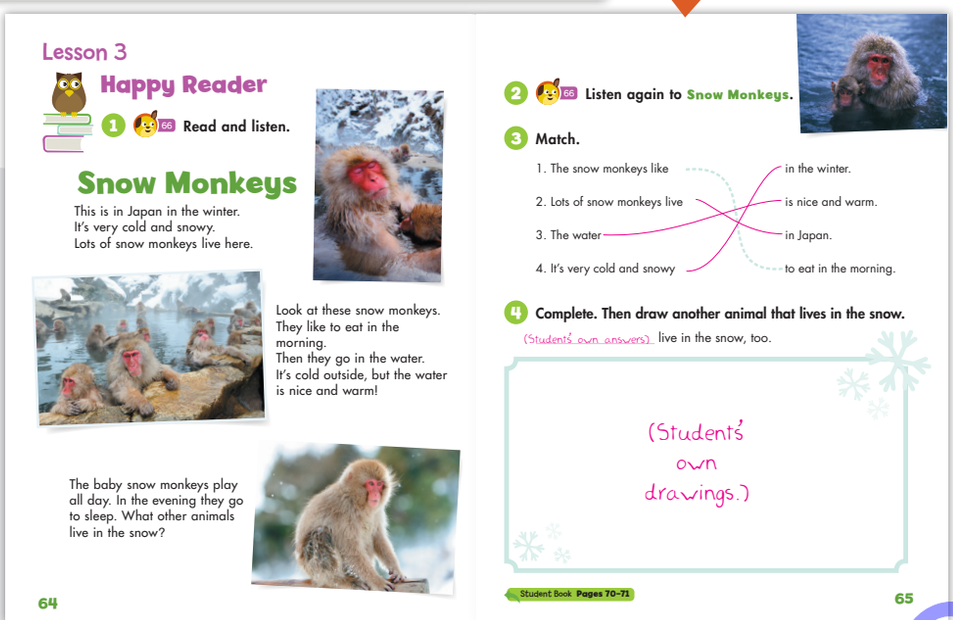
4 Look! There's a fox!
Out in the snow.
It jumps into the box
of Snowman's clothes.

5 The very next morning,
it's rainy! Oh, no!
There's no more Snowman,
and no more snow!

2 Choose the weather at the end of the story.

3 Pages 64–65 Skills Book

71


Lesson 3

Happy Reader

1 Read and listen.

Snow Monkeys

This is in Japan in the winter.
It's very cold and snowy.
Lots of snow monkeys live here.

Look at these snow monkeys.
They like to eat in the
morning.
Then they go in the water.
It's cold outside, but the water
is nice and warm!

The baby snow monkeys play
all day. In the evening they go
to sleep. What other animals
live in the snow?

64

2 Listen again to Snow Monkeys.

3 Match.

1. The snow monkeys like — in the winter.
2. Lots of snow monkeys live — is nice and warm.
3. The water — in Japan.
4. It's very cold and snowy — to eat in the morning.

4 Complete. Then draw another animal that lives in the snow.

(Students' own answers) live in the snow, too.

(Students' own drawings.)

Student Book Pages 70–71

65

This may be completed for homework.

Skills Book Happy Reader

1 Read and listen.
Play Track 66. Have students follow the words in their books as they listen to the text. Play Track 66 again. Stop after each section and ask comprehension questions: *What season is it? What's the weather like? When do they eat?* Organise the class into groups of three or four and have them take turns reading the text aloud to the group. Circulate among the groups and monitor pronunciation. Then write the words students had difficulty pronouncing on the board. Point to each word, say it, and have the class repeat it.

2 Listen again to Snow Monkey.
Tell students they will listen to the text again, this time with their books closed. Play Track 66. Have students talk about snow monkeys. Then have them open their books and take turns reading the text with a partner.

3 Match.
Have students match the sentence halves on the left with the correct sentence halves on the right to make full sentences. Then tell them to check their sentences with a partner. Ask volunteers to read full sentences.

4 Complete. Then draw another animal that lives in the snow.
Ask students *What other animals live in the snow? (polar bears, penguins, reindeer).* Have students complete the sentence and draw a picture of the animal. Then tell them to show their work to the class.

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Lesson 3 Reading Comprehension

Lesson Objective: Read a fiction text. Recall details, personalise the story and describe a picture.
New Vocabulary: snowman, box, snow, outside
Vocabulary Review: weather words and seasons
Grammar Review: Is it warm? It's cold.
Materials: Audio **Track 65**
Standards: 1.1.1; 2.2.3; 3.1.3; 4.1.2

Start the Class

5 min

Write the story title "A Snowy Day" on the board. Before they open their books, ask students what the title makes them think of: *snow, cold, hats, scarves, sweaters, boots, a snowman,* and so on. Students may use L1 if necessary. Have students open their books to **Pages 70 and 71** and look at the pictures. Ask them to say which things they mentioned are also in the pictures.

1 65 Read and listen.

20 min

Tell students to read the story as they listen. Play **Track 65**. Play **Track 65** again and stop it to ask comprehension questions such as *What season is it? Is it warm or cold? Where do they want to go?* Play **Track 65** once more and have students read aloud with the audio. Then organise the class into groups of three or four and have them take turns reading the text aloud to the group.

Circulate among the groups and monitor pronunciation. Then write the words students had difficulty pronouncing on the board. Point to each word, say it, and have the class repeat it. Do this several times and then point to a word and have individual students read it aloud.

2 Choose the weather at the end of the story.

10 min

Tell students to look at the pictures and choose what the weather is like at the end of the story. Check by having them make a sentence about the picture they chose.

Try This! **Extra**

Write the following words on the board: *fox, snowman, elephant, bear.* Ask *Which is different?* (*snowman* because it's not an animal).

Have students work in groups of two or three to create other "odd one out" problems. Remind them that the thing can be an "odd one out" for many different reasons. Have them try their problems out on the class.

3 Pages 64-65 Skills Book

2 min

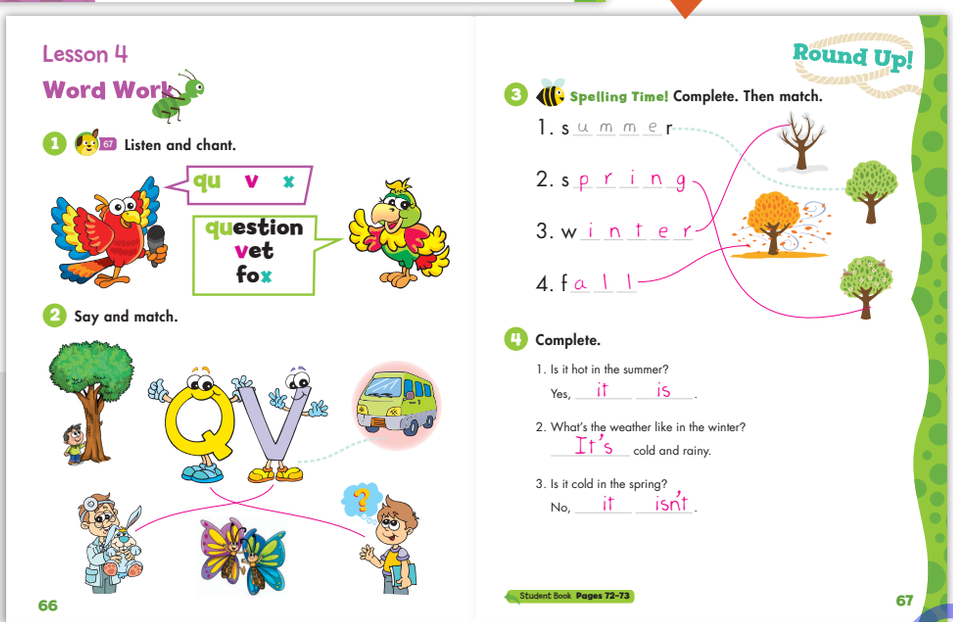
This activity may be completed for homework (See **Page T 90**).

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Lesson 4





This may be completed for homework.

1 Listen and chant
Tell students to point to the sounds and words when they hear them. Play Track 67. Play Track 67 again and have students say the sounds and words with the audio.

2 Say and match.
Have students look at the pictures and say the words. Tell them to match the pictures to the letter that represents each word's initial sound. Say the word *van* and have students repeat. Point out that *v* and *b* sound very different. Have students say *vet* and *butterfly* so they can hear the difference.

3 Complete. Then match.
Students complete the words and then match the words to the pictures. Check by asking volunteers to write the words on the board.

4 Complete.
Have students read the questions and answer them. Let students complete the activity individually, then check the answers orally as a class.

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Lesson 4 Creative and Collaborative Activity. Review.

Lesson Objectives: Identify seasons. Describe the weather. Ask and answer questions abouth weather.
Vocabulary Review: sunny, cloudy, windy, rainy, snowy, hot, cold, warm, summer, spring, winter, fall, morning, evening
Grammar Review: It's sunny in the spring.
Materials: construction paper, coloured pencils, markers, or crayons, dice, game pieces
Standards: 1.1.2; 2.1.2; 3.1.2; 4.1.1

Start the Class

4 min

Have the class say the alphabet. Then have them repeat the alphabet several times, increasing their speed each time. Then have students try to say the alphabet backwards.

1 Make a weather and seasons game board.

15 min

Tell the class that they are going to work in pairs to make a weather and seasons game board. Have them negotiate what weather and seasons words and pictures to include on their boards. They may use the board pictured in Activity 1 as a model. The first square on the board is *Start* and the last square on the board is *Finish*.

2 Play Four Seasons!

14 min

Have students play in pairs. They need a dice and two game pieces (or other small objects). The first student rolls the dice and moves his or her game piece. He or she either makes a sentence or follows an instruction. Then it's the second student's turn. To win, a student must roll the exact number to land on the *Finish* square.

3 Say and answer.

6 min

Have students look at the pictures on **Page 73**. Have them identify which picture the speech bubbles refer to. Have students practice the conversation in pairs, varying the answers by adding different weather conditions. Have volunteer pairs present their conversations to the class.

Try This! **Extra**

Have students work in pairs to write two questions about the unit. Have them ask another pair their questions.

Finish the Class

4 min

Tell students to think of a new vocabulary word from the unit. Point to two students. They will say their words at the same time. If the words are the same, everyone shouts *Snap!* Point to another two students to continue the game.

4 Pages 66-67 Skills Book

2 min

This activity may be completed for homework (See **Page T 92**).

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1988-ci il Müəlliflik hüquqları, Tərtibat və Patent Aktına uyğun olaraq müəlliflər öz hüquqlarını bu işin müəllifləri kimi təsdiqləmişlər

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Üz qabığının tərtibatı Roberto Martínez tərəfindən hazırlanmışdır

Üz qabığının illüstrasiyaları Paul Sharp tərəfindən hazırlanmışdır

Üz qabığının tərtibatı və rənglənməsi Have a Book tərəfindən edilmişdir

Üz qabığının şəkli © Getty Images/laflor tərəfindən təqdim olunmuşdur

Şəkil axtarışı Penelope Bowden, Proudfoot Pictures və Tessa Hammond

(üz qabığı şəkli) tərəfindən edilmişdir

Müəlliflər və naşirlər foto şəkilləri təkrar istifadə etməyə icazə verdiklərinə görə aşağıda qeyd olunanlara təşəkkürlərini bildirirlər: Getty Images/laflor (səh.iii), Malcolm Llanas (səh. T15, T25, T35, T45, T55, T65, T75, T85)

Şəkillər George Contorakes tərəfindən yığılmışdır, səh. ii, iii, T14, T24, T34, T44, T54, T64, T74, T84

Dərsliyi üzrə işlər:

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Orijinal tərtibat Pronk Media Inc. tərəfindən edilmişdir

Səhifələrin tərtibatı Have a Book tərəfindən edilmişdir

Təsvirlər: Luciana Navarro Powell (illüstrasiyalar: səh. 30–31, 62–63);

Pronk Media Inc. (səh. 10–11, 18–19, 20, 26–27, 28, 34–35, 36, 39, 42–43, 44, 50–51, 52, 58–59, 60, 66–67, 68);

Paul Sharp (komikslər: səh . 8–9, 12–13, 20–21, 28–29, 36–37, 44–45, 52–53, 60–61, 68–69);

Victory Productions, Inc. (səh 14–15, 17, 22–23, 25, 33, 41, 46–47, 49, 54–55, 57, 65, 70–71, 73)

Üz qabığının tərtibatı və illüstrasiyalar Roberto Martínez tərəfindən hazırlanmışdır

Üz qabığının şəkli George Contorakes tərəfindən çəkilmişdir

Üz qabığının tərtibatı Have a Book tərəfindən edilmişdir

Şəkil axtarışı Penelope Bowden və Proudfoot Pictures tərəfindən icra edilmişdir

Foto şəkilləri təkrar istifadə etməyə icazə verdiklərinə görə müəlliflər və naşirlər aşağıdakı saytlara təşəkkürlərini bildirirlər:

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Şəkillər George Contorakes tərəfindən yığılmışdır, səh. 7, 10, 16–19, 24–27, 32–33, 40–41, 48–51, 56–57, 59, 64–65, 72–73

Müəlliflər və naşirlər fotoşəkil çəkilişi ilə əlaqədar kömək etdikləri üçün aşağıdakılara təşəkkür edirlər: Karen Greer Models, LLC; World of Kids, Inc .; Chancellor; Erin; Jaylin; və Michael

Müəlliflər və naşirlər Azərbaycan Respublikası Təhsil Nazirliyinə Azərbaycan xalqının ümummilli lideri Heydər Əliyevin fotoşəklinin istifadəsinə icazə verdiyinə görə təşəkkürünü bildirirlər (səh. 1)

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Təsvirlər: Lisa Manuzak (illüstrasiyalar: səh. 48); Luciana Navarro Powell (səh. 8-9, 16-17);

Pronk Media Inc. (səh. 4–7, 11–15, 19–23, 27–31, 35–39, 43–47, 49, 51–55, 59–63, 65, 67);

Victory Productions, Inc. (səh. 10, 18, 24–26, 32–34, 42, 50, 56–58, 66)

Üz qabığının tərtibatı və illüstrasiyalar Roberto Martínez tərəfindən hazırlanmışdır

Üz qabığının şəkli George Contorakes tərəfindən çəkilmişdir

Üz qabığının tərtibatı Have a Book tərəfindən edilmişdir

Şəkil axtarışı Penelope Bowden və Proudfoot Pictures tərəfindən icra edilmişdir

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