

Get  
Ready

# Jet Is Back!

This unit serves as a bridge unit to review introductory English learned in the third grade. In this unit, the pupils will review:

- introducing themselves and greeting others
- letters and sounds
- reading simple words that are easily decodable as well as basic sight words
- basic vocabulary including colors, numbers 0-12 and the days of the week, as well as basic verbs, adjectives, people, animals and objects

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## MEET THE CHARACTERS

- Greet the pupils by saying *Hello. My name is ...* . Throw a soft ball to a pupil and ask *What's your name?* Help him or her answer using the structure *My name is ...* . Tell the pupil to throw the ball back to you. Repeat with other pupils in the class. Repeat with *How are you?* and *I'm fine.*

### 1 Listen and sing.

Listen and sing with the characters.

- Tell the pupils to name the characters in the picture. Invite them to read the speech bubbles.
- Play the recording and tell the pupils to listen to the characters introduce themselves.

#### Listening script

Hello, hello.

What's your name? (x2)

I'm Ann and I'm Bob.

I'm Nat the cat,

And I'm Jet.

Good morning. Good morning.

How are you? (x2)

I'm fine.

Let's sing.

Jet, we love you!

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along.

## pages 8-9



## 2 Ask and answer.

In pairs, say *Good morning*, ask each other *What's your name?* and *How are you?* and answer. Use the sentences from the song in Exercise 1.

- Point out the greetings that appeared in the song in exercise 1 on page 7 (*Good morning*, *How are you?* and *What's your name?*). Invite the pupils to repeat them.
- Tell the pupils to work in pairs and greet each other with *Good morning*, *How are you?* and *I'm fine*. Then, pupil A asks *What's your name?* and pupil B answers *I'm ...*. Then they switch roles. They should repeat with additional partners.

## LETTERS AND SOUNDS

### 1 Sing and color.

Sing and color the letters that appear in your name.

- Play the recording of the song *Jet can sing the ABC* and tell the pupils to point to the letters as they hear them.

#### Listening script

A, B, C, D, E

Jet can sing – 1, 2, 3.

F, G, H, I, J

Look at Jet run and play.

K, L, M, N, O

Look at Jet! Go! Go! Go!

P, Q, R, S, T, U

Look at what Jet can do!

V, W, X, Y, Z

Jet can sing the ABC.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along.
- Tell the pupils to color the letters that appear in their names.

### 2 Say and write.

Name the items in the pictures. Then write the first letter of each word.

- Point out the letter strip down the side of the page. Elicit that each letter in English has an upper case and a lower case form. Invite the pupils to sing the traditional alphabet song and point to the letters as they sing.
- Invite the pupils to name the items in the pictures. Tell them to say the words that are the same in English and their own language.
- Tell the pupils to write the first letter of each word.

### 3 Write the letters.

Write the letters that don't have a picture in Exercise 2.

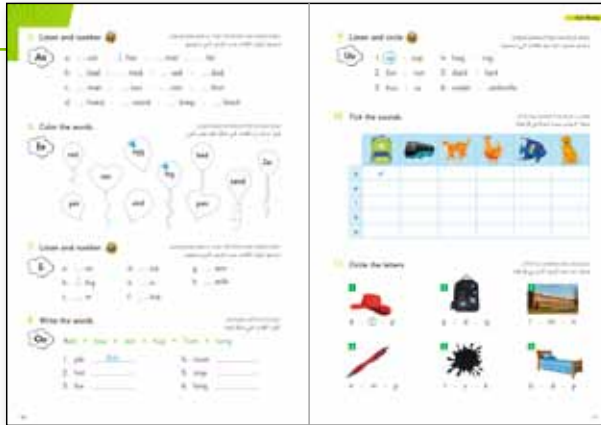
- Elicit from the pupils that there are 26 letters in the English alphabet. Point out that they wrote 20 letters for the pictures in Exercise 2. Tell the pupils to find the six letters that don't have a picture in Exercise 2 (*i, o, q, v, w, x*). Point out that they can use the letter strip down the side of the page to help them.

#### 4 Circle and write.

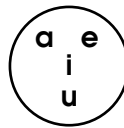
Circle the words that are the same in your language. Then write the first letter of each word.

- Invite the pupils to name the items in the pictures. Tell them to circle the items that are the same in their own language.
- Tell the pupils to write the first letter of each word.

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- Review the vowels. Draw a smiley face to help the pupils remember the vowels and elicit that vowels are instead of “nikud” in Hebrew / Arabic. Explain that the five basic vowel sounds are going to be reviewed individually.



#### 5 Listen and number.

Listen and number the words in the order you hear them.

- Invite the pupils to name the vowel in bold (**Aa**) and say its sound.
- Say *mat* and tell the pupils to point to it. Repeat with other words in the exercise.
- Play the recording and tell the pupils to point to the words as they hear them.

##### Listening script

1. hat, 2. fat, 3. mat, 4. cat
1. dad, 2. sad, 3. bad, 4. mad
1. man, 2. van, 3. can, 4. Ann
1. black, 2. lamp, 3. hand, 4. stand

- Play the recording again and tell the pupils to number the words as they hear them.

#### 6 Color the words.

Color pairs of rhyming words in the same color.

- Invite the pupils to name the vowel in bold (**Ee**) and say its sound.
- Say *egg* and tell the pupils to point to it. Tell the pupils to find the word that rhymes with *egg* (*leg*). Tell them to color the words in the same color.
- Repeat with *red*, *pen*, *end* and *pet*.

**7 Listen and number.**

Listen and number the words in the order you hear them.

- Invite the pupils to name the vowel in bold (*Ii*) and say its sound.
- Say *kid* and tell the pupils to point to it. Repeat with other words in the exercise.
- Play the recording and tell the pupils to point to the words as they hear them.

**Listening script**

- |         |        |
|---------|--------|
| 1. big  | 5. sit |
| 2. in   | 6. is  |
| 3. milk | 7. win |
| 4. kid  | 8. six |

- Play the recording again and tell the pupils to number the words as they hear them.

**8 Write the words.**

Write the rhyming words.

- Invite the pupils to name the vowel in bold (*Oo*) and say its sound.
- Say *not* and tell the pupils to point to it in the word bank. Repeat for the remaining words in the word bank.
- Read number 1 *job* and tell the pupils to read the example answer.
- Repeat with *hot, fox, mom, stop* and *long*.

**9 Listen and circle.**

Listen and circle the words you hear.

- Invite the pupils to name the vowel in bold (*Uu*) and say its sound.
- Say *fun* and tell the pupils to point to it. Repeat with other words in the exercise.
- Play the recording and tell the pupils to point to the words as they hear them.

**Listening script**

- |        |             |
|--------|-------------|
| 1. up  | 4. hug      |
| 2. run | 5. luck     |
| 3. bus | 6. umbrella |

- Play the recording again and tell the pupils to circle the words as they hear them.

**10 Tick the sounds.**

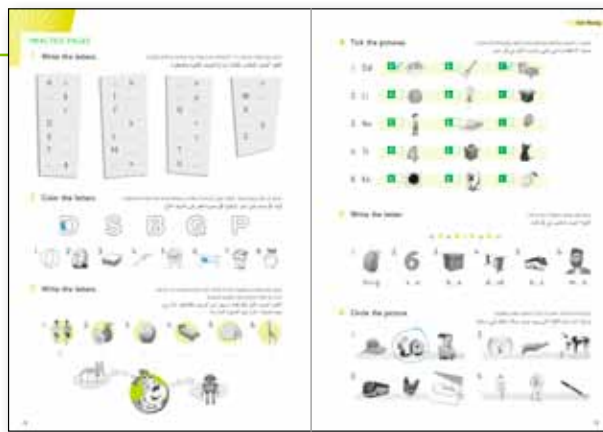
Tick the vowel sound in each word.

- Invite the pupils to look at the chart. Tell them to name the letters on the left side of the chart and review their sounds. Elicit that they are all vowels. Tell the pupils to name the pictures at the top of the chart.
- Tell the pupils to look at the picture of the bag and say the vowel sound they hear (*a*).
- Tell the pupils to tick the vowel sounds they hear in the remaining words.

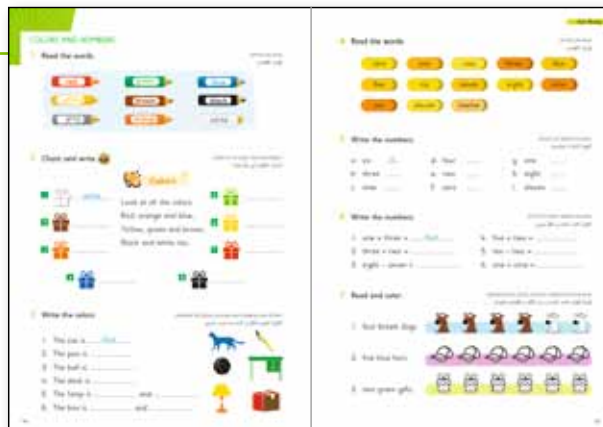
**11 Circle the letters.**

Circle the last letter in each word.

- Invite the pupils to name the first picture (*hat*). Tell them to say the last letter they hear in the word (*t*).
- Tell the pupils to circle the last letter they hear in the remaining words.



- Tell the pupils to do the exercises on pages 12-13 independently.



**1** Read the words.

- Before class, make 18 cards with a color word written on each one in that particular color. Make two cards for *blue*, two cards for *red*, two cards for *brown*, etc. Hang the cards around the room.
- Review the colors and introduce their spellings. Say *red*. Tell the pupils to repeat it and point to the correct card/s. Elicit that the word is written in the color red.
- Repeat for the remaining color words. Point out the spellings of the words and introduce the pupils to some of the phonics rules:
  - long *i* and magic *e* as in *white*. Explain that long vowels say their names. Magic *e* will be taught and practiced in Unit 1. Long *i* will be taught and practiced in Unit 2.
  - *wh* makes the sound of *w* as in *white*.
  - *ee* makes a long *e* sound as in *green*. Explain that long vowels say their names. This phonics rule will be taught and practiced in Unit 1.
  - *ay* makes a long *a* sound as in *gray*. Explain that long vowels say their names. This phonics rule will be taught and practiced in Unit 1.
  - *ue* makes a long *u* sound as in *blue*.
  - *ck* makes a *k* sound as in *black*. Explain that a *k* sound after a short vowel in one-syllable words is usually spelled with *ck*.
  - *g* sometimes makes a *j* sound as in *orange*. This phonics rule will be taught and practiced in Unit 4.
  - *ow* sometimes makes a long *o* sound as in *yellow*. But at other times, it makes the sound of what you would say if you were in pain (*ouch*), as in *brown*. These sounds will be taught and practiced in Unit 1.
- Play a game with the color cards you prepared.

- Divide the class into groups of 3-4.
- Say *green* and tell one of the groups to stand up and go to one of the green cards that you hung around the room. Tell them to sit down. Repeat with additional colors and groups.

## 2 Chant and write.

Chant and write the color of each present.

- Play the recording of the chant *Colors* and tell the pupils to follow along.
- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the chant again and invite the pupils to join in.
- Tell the pupils to write the correct color for each present.

## 3 Write the colors.

Complete the sentences with the correct colors according to the pictures.

- Review the words *cat, pen, ball, desk, lamp* and *box*.
- Read the first sentence and tell the pupils to read the example answer that completes the sentence according to the picture.
- Tell the pupils to complete the remaining sentences with the correct colors.

## 4 Read the words.

- Review the numbers 0-12 and introduce their spellings. Say *seven*. Tell the pupils to repeat it and point to it. Repeat for the remaining number words. Point out the spellings of the words and discuss some of the phonics rules:
  - long *i* and magic *e* as in *nine* and *five*. Explain that long vowels say their names. Magic *e* will be taught and practiced in Unit 1. Long *i* will be taught and practiced in Unit 2.
  - when *t* and *h* are together, they make a *th* sound as in *three*. This phonics rule will be taught and practiced in Unit 1.
  - *ee* makes a long *e* sound as in *three*. Explain that long vowels say their names. This phonics rule will be taught and practiced in Unit 1.
  - the *e* and *o* in *zero* have long sounds because they are in open syllables (not closed by a consonant).
  - the first *e* in *twelve* is short because words don't usually end in *v* so silent *e* is added. But silent *e* doesn't change the sound of the vowel to a long one like a magic *e* usually does.
- In addition, point out the unique spelling of *one, two* and *eight*. Explain that they don't follow regular phonics rules. Tell the pupils to take a picture of those words in their heads and remember them.
- Say *one* and tell the pupils to point to it. Say *two* and tell the pupils to point to it. Tell the pupils to read the remaining numbers.
- Tell the pupils to work in pairs to make and play a memory game. Explain that each pair must make 13 number cards for numbers 0-12. Tell each pair to also make 13 word cards with a number word – *zero, one, two, three*, etc. – written on each card.
- Tell the pupils to play a memory game in pairs with their cards. Tell them to place the cards face down. Explain that pupil A turns over two cards and says the numbers on the cards. If the cards match, pupil A keeps the pair of cards and takes another turn. If the cards don't match, pupil B takes a turn. The player with the most sets of cards at the end of the game is the winner.

## 5 Write the numbers.

Write the correct numbers.

- Read the example. Then read the second word and tell the pupils to write the correct number in the space provided.
- Tell the pupils to read the remaining words and write the correct numbers.

## 6 Write the numbers.

Write the correct number for each math problem.

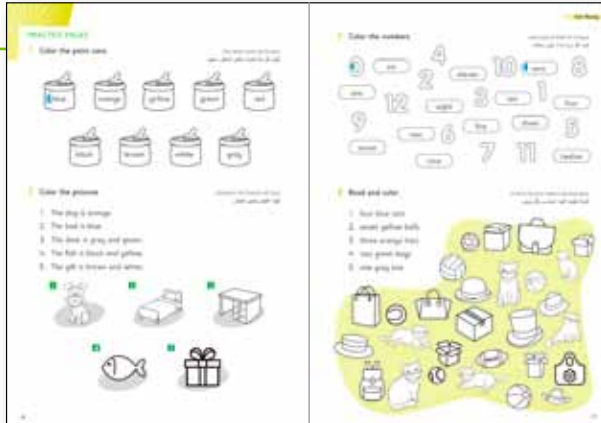
- Read number 1 and elicit that it is an addition problem. Tell the pupils to do the math and read the example answer.
- Tell the pupils to do the remaining math problems and write the correct number words. Elicit that some of the math problems are subtraction.

## 7 Read and color.

Read and color the correct number of dogs, hats and presents.

- Read the first phrase and elicit the meaning. Tell the pupils to color the correct number of dogs in the correct color.
- Tell the pupils to read the remaining phrases and color the correct number of each item in the correct colors.

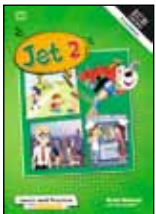
### pages 16-17



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 16-17 independently.

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## DAYS OF THE WEEK

### 1 Talk, chant and point.

Talk about the picture. Then chant and point to the correct days.

- Review the days of the week and introduce their spellings. Say *Sunday*. Tell the pupils to repeat and point to the word. Point out the spellings of the words and discuss some of the phonics rules:
  - when *t* and *h* are together, they make a *th* sound as in *Thursday*. This phonics rule will be taught and practiced in Unit 1.
  - the *ur* sound in *Thursday* and *Saturday*.
  - *ue* makes a long *u* sound as in *Tuesday*.
  - the silent letter *d* in *Wednesday*.
  - the *i* in *Friday* has a long sound because it is in an open syllable (not closed by a consonant).
- Say *The girl has a yellow hat* and tell the pupils to name the day. Repeat with additional sentences about the girl.
- Say *It's Tuesday* and tell the pupils to say a sentence about the girl.

- Play the recording of the chant *What day is it?* and tell the pupils to point to the correct days as they hear them.

### Listening script

What day is it? What day is it?  
 What day is it today?  
 It's Sunday, Monday, Tuesday,  
 Wednesday, Thursday, Friday.  
 It's Saturday. It's Saturday.  
 It's Saturday today.

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the chant again and invite the pupils to join in.

## 2 Read and write.

Read and write the correct day for each picture.

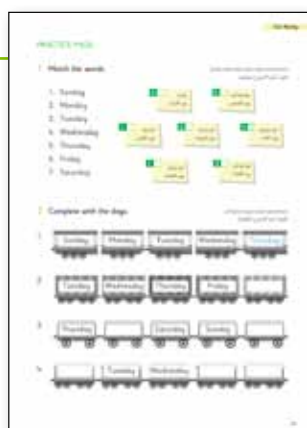
- Review the words *eggs, salad, melon, carrot, banana, milk* and *lemon*.
- Read the first sentence *I have eggs on Sunday* and tell the pupils to find the matching picture. Then have a pupil read the second sentence and tell the pupils to find the matching picture. Tell them to write *Monday* in the space provided.

**Jet Tip:** Point out that days of the week always start with a capital letter.

- Tell the pupils to read the remaining sentences and write the correct day for each picture.



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## PRACTICE PAGE

- Tell the pupils to do the exercises on page 19 independently.



## WORDS

### 1 Circle the word.

Circle the correct word for each picture.

- Review the words *run, jump, sing, swim, cut, sit, rest* and *help*.
- Read the first pair of words. Tell the pupils to read the example answer. Tell them to read the remaining pairs of words and circle the correct word for each picture.

### 2 Write the words.

Write the correct word under each picture.

- Review the words in the word bank.
- Tell the pupils to look at the first picture and read the example answer under it.
- Tell the pupils to write the correct word for each of the remaining pictures.

### 3 Write the words.

Write the words in the correct column.

- Review the words in the word bank.
- Elicit the categories in the chart based on the pictures at the top.
- Tell the pupils to read the example answer. Then tell them to write the second word (*boy*) in the correct column in the chart.
- Tell the pupils to write the remaining words in the correct columns.



## PRACTICE PAGE

- Tell the pupils to do the exercises on page 21 independently.



## READING

**1** Read and circle.

Read and circle the correct picture for each sentence.

- Review the words *the, sun, not, man, hand, she* and *pet*.
- Read the first sentence. Tell the pupils to circle the picture that matches the sentence.
- Tell the pupils to read the remaining sentences and circle the correct picture for each sentence.

**2** Read and tick.

Read and tick *Yes* or *No* for each sentence in the chart according to the text.

- Read the title of the text and elicit the meaning.
- Tell the pupils to find *he* in the text, review its meaning and highlight it in yellow. Tell them to find *has*, review its meaning and highlight it in green.
- Read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Tell the pupils to read the text silently.
- Read the first sentence in the chart (*Max is black*) and point out that *Yes* is ticked because the sentence is correct according to the text.
- Tell the pupils to read the remaining sentences and tick the correct column for each sentence.



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 23-24 independently.