

# Unit 1 At School

In this unit the pupils will learn:

- to ask and answer personal information questions (name, address, telephone number, age, school)
- to talk about their favorite things and things they have
- to name school items, school subjects, people in the family and people at school
- the sounds long *a*, long *e*, *th*, *sh*, *ch*, *ph*, *ou* / *ow*, short *oo* and *er*
- the stories *The Bag* and *Fun at School*

**Task:** Make an ID card.

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- Tell the pupils to read the title of the unit and look at the pictures. Explain that the pictures are from the unit in either *Learn and Practice* or *Reading and More*. Ask them to say what they can see and what they think they will learn about in the unit.

## Part 1

**New Words:** friend, grade, house, new, school, teacher, town

**Language Structures:** What's your name?, My name is ... , Where do you live?, I live in ...

**Phonics:** long *a*, *ou* / *ow*

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## LISTEN AND SPEAK

### 1 Listen, repeat and match.

Listen to the phrases, repeat them and point to them. Then match the phrases to their meanings.

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *What's your name?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *what's*, *your* and *name*.

- Repeat for *My name is Jet*. Elicit the meaning of *my*.
- Repeat for *Where do you live?* Elicit the meaning of *where*, *you* and *live*. Explain that *do* doesn't have a meaning in this question. Rather, it's just part of the structure of the question.
- Repeat for *I live in Israel*. Elicit the meaning of *I*, *live*, *in* and *Israel*.
- Ask *What's your name?* and invite a pupil to answer. Ask *Where do you live?* and invite a different pupil to answer. Point out that he or she can answer with his or her country, city or town. Repeat the questions with additional pupils. Reverse roles and have the pupils ask your name and where you live.

## 2 Listen and number.

Listen to the conversation and number the children according to what you hear.

- Say *Rita lives in Russia*. Tell the pupils to point to the correct character. Repeat for the remaining characters.
- Explain to the pupils that they are going to listen to Jet meeting some new children. Play the recording and tell the pupils to write the correct number for each child.

### Listening script

Jet: Hello, boys and girls. My name is Jet.  
 Kids: Hi, Jet.  
 Jet: What's your name?  
 Idan: My name is Idan.  
 Jet: Idan, where do you live?  
 Idan: I live in Israel.  
 Jet: Idan is number 1. ... What's your name?  
 Alan: My name is Alan.  
 Jet: Alan, where do you live?  
 Alan: I live in America.  
 Jet: Alan is number 2. ... What's your name?  
 Rita: My name is Rita.  
 Jet: Rita, where do you live?  
 Rita: I live in Russia.  
 Jet: Rita is number 3. ... What's your name?  
 Pedro: My name is Pedro.  
 Jet: Pedro, where do you live?  
 Pedro: I live in Peru.  
 Jet: Pedro is number 4. ... What's your name?  
 Edna: My name is Edna.  
 Jet: Edna, where do you live?  
 Edna: I live in Ethiopia.  
 Jet: Edna is number 5. ... What's your name?  
 Jin: My name is Jin.  
 Jet: Jin, where do you live?  
 Jin: I live in Japan.  
 Jet: Jin is number 6.

## 3 Ask and answer.

Pretend you are a child from the map in Exercise 2. In pairs, ask and answer questions about your name and where you live.

- Explain to the pupils that they are going to ask and answer questions about their name and where they live.
- Read the first speech bubble *Hi! What's your name?* Invite a pupil to read the first response *My name is Rita*. Invite the pupils to repeat the question and the answer. Repeat for the second set of speech bubbles.
- Tell the pupils to choose a child from the map in Exercise 2. Tell them to work in pairs and ask and answer the questions in the speech bubbles as if they are that child. Tell them to repeat for additional children in Exercise 2.



#### 4 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the long *a* and magic *e* in *name*. Explain that long vowels say their names. Other words with the long *a* sound include *Sunday*, *Monday* and the other days of the week.
- Point out the *wh* sound in *what* and *where*.
- Point out the final *y* in *my*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *what* and elicit the meaning. Repeat with *name*, *my* and *where*.

#### 5 Highlight and count.

Highlight *you* in yellow, *your* in green, *live* in blue. Then write how many times each word appears.

- Write the word *you* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *your* and *live*.
- Point out that all three words don't follow the phonics rules. Tell the pupils to "take a picture" of these words in their mind in order to remember them.
- Tell the pupils to highlight *you* in yellow, *your* in green and *live* in blue every time they appear.
- Tell them to write how many times each word appears.

#### 6 Listen and number.

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

- Say *where* 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. where | 3. what | 5. live |
| 2. your  | 4. name | 6. you  |

- Play the recording again and tell the pupils to number the words as they hear them.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

#### long *a*

- Write the word *grade* on the board with the *a\_e* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of long *a*. Explain that the long *a* sound is the name of the letter *a*.
- Review the vowels. Draw a smiley face to help the pupils remember them:



- Elicit that vowels are special because they each have a long sound and a short sound.
- Draw a chart with three columns on the board. Write *hat* in the first column, *hate* in the second column and *Sunday* in the third column. Write the letters *a*, *a\_e* and *ay* in these words in a different color to emphasize the sounds.
- Read the words. Elicit the sound that the letter *a* makes in the word *hat* and then in the words *hate* and *Sunday*. Draw the pupils' attention to the difference in the sounds and point out that the *a* sound in *hat* is the short *a* sound and the *a* sound in *hate* and *Sunday* is the long *a* sound. Explain that the *e* at the end of a word is called magic *e*. It is silent and it tells the first vowel in the word to say its name or long sound. Words like *hate*, *game* and *name* have a long *a* sound because of the magic *e*.

- Point out that *ay* also makes the long *a* sound as in *Sunday, Monday, Tuesday*. Tell the pupils there is another combination that makes the long *a* sound – *ai*. Explain that the long *a* sound is the name of the letter. Tell them they will learn some *ai* words later in the book.
- Tell the pupils to take out a piece of paper, tear it in half, and write *short a* on one piece and *long a* on the other piece. Tell the pupils to listen to the words you say and hold up the *short a* piece of paper if they hear the short *a*, like in *hat*, or the *long a* piece of paper if they hear the long *a*, like in *hate*. Suggested words include *Sunday, cat, bag, hat, Monday, name, and, Friday, game, cake*. Write the words in the correct column on the chart.
- Invite the pupils to say other words they know with the short *a* sound or the long *a* sound and add them to the chart.
- Tell the pupils to copy the chart into their notebook, highlighting the various letter combinations that produce the long *a* or short *a* sound in each word.

## 7 Listen and circle.

Listen and circle the pictures with the long *a* sound.

- Play the recording and tell the pupils to point to the pictures with the long *a* sound.

### Listening script

- |         |         |         |
|---------|---------|---------|
| 1. name | 3. bag  | 5. gray |
| 2. cat  | 4. game | 6. man  |

- Play the recording again and tell the pupils to circle the pictures with the long *a* sound.

## 8 Complete.

Complete each conversation with the correct sentence.

- Invite a pupil to read the boy's speech bubble in the picture in number 1. Tell the pupils to choose the correct answer and write it in the empty speech bubble.
- Tell the pupils to read the remaining speech bubbles and write the correct answers.

## pages 29-31



## LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Find the Star*. See page 11 for instructions.

## 1 Listen, repeat and write.

Listen to the words, repeat them and point to them. Then write their meanings.

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the meaning of each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Point out the initial and final sounds of the word. Repeat for the remaining words.



## 2 Listen and write.

Listen and write the names of the children described. There is one extra child.

- Ask *Where are the boys and girls? (school)* and *What grades do you see? (Grade 4 and Grade 5)*
- Say *I am sad* and tell the pupils to point to the correct child. Repeat with the following sentences:  
*I have a skateboard.*  
*I have a blue bag.*  
*I like tennis.*
- Invite a pupil to say a sentence about one of the children and tell the class to point to the correct character. Repeat with additional pupils.
- Invite the pupils to read the names of the children in the word bank.
- Explain to the pupils that they are going to listen to a boy describing himself and his friends. Play the recording and tell the pupils to point to the children as they are described. Point out that there is one extra child.

### Listening script

Hi. My name is Ben.

I live in a big town.

This is my school. Can you see me? I'm in grade 4. I have a skateboard.

Can you see my friends?

Can you see Jan? She is in grade 4. She has a red hat.

Can you see Liz? She is in grade 4. She has a blue bag.

Can you see Ned? He is in grade 5. He likes tennis.

- Play the recording again and tell the pupils to write the correct name for each child.

## I CAN READ

## 3 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the long *a* and magic *e* in *grade*. Invite the pupils to name other long *a* words they know (*Sunday*, *Monday*, *name*).
- Point out that the *ou* in *mouse* and the *ow* in *town* make the sound of what you would say if you were in pain. Another word with this sound is *brown*.
- Point out that the final *oo* in *school* makes a long *oo* sound.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *house* and elicit the meaning. Repeat with *grade*, *town* and *school*.

## 4 Highlight and count.

Highlight *new* in yellow, *friend* in green, *teacher* in blue. Then write how many times each word appears.

- Write the word *new* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *friend* and *teacher*.
- Point out the *ew* in *new*.
- Point out that when *c* and *h* are together, they make a /ch/ sound as in *teacher*, *chocolate*, *chips*.
- Point out that *ea* makes a long *e* sound as in *green*, *three* and *teacher*. Explain that long vowels say their names.
- Point out the *er* sound in *teacher*.
- Point out that *friend* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Tell the pupils to highlight *new* in yellow, *friend* in green and *teacher* in blue every time they appear.
- Tell them to write how many times each word appears.

## 5 Listen and circle.

Listen and circle the words you hear.

- Say *town* 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. brown | 3. teacher | 5. school |
| 2. house | 4. friend  | 6. girl   |

- Play the recording again and tell the pupils to circle the words they hear.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

## ou / ow

- Elicit that the *ou* in *house* and the *ow* in *town* make the sound of what you would say if you were in pain. Explain that *ou* and *ow* sometimes make other sounds as well.

## 6 Listen and circle.

Listen and circle the pictures with the *ou / ow* sound.

- Play the recording and tell the pupils to point to the pictures with the sound of what you would say if you were in pain.

### Listening script

- |          |           |            |
|----------|-----------|------------|
| 1. brown | 3. school | 5. brother |
| 2. town  | 4. house  | 6. mouse   |

- Play the recording again and tell the pupils to circle the pictures with the *ou / ow* sound.

## 7 Listen and sing.

Listen and sing the song.

- Play the recording of the song *New Friend Rap* and tell the pupils to raise their hands when they hear the word *friends*.

### Listening script

Make new friends,	Make new friends,
But keep the old.	But keep the old.
One is silver,	One is silver,
The other is gold.	The other is gold.

- 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.

## 8 Match.

Match each sentence to the correct picture.

- Read the first sentence. Tell the pupils to write *1* for the picture that matches the sentence (*picture d*).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

## 9 Write *yes* or *no*.

Write *yes* for the sentences that are true for you. Write *no* for the sentences that are not.

- Read the first sentence and elicit the meaning. Tell the pupils to write *yes* if the sentence is true for them. Tell them to write *no* if the sentence is not true for them.
- Tell the pupils to read the remaining sentences and write *yes* or *no*.

## WORD TIME

- 1 Say the coordinates for a word or phrase in the grid, for example *B3*, and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *blue* (*new*). Tell them to name a word that rhymes with *brown* (*town*).
- 2 a. Tell the pupils to write words that can complete the phrase *a new ...* in their notebook. Tell them to use words from the grid as well as other words they know in English. Tell them to write two of these phrases in their notebook.  
b. Tell the pupils to write words that can complete the sentence *My school is ...*. Tell them to write two of these sentences in their notebook.
- 3 Tell the pupils to read the questions and write the answers in their notebook.

**Suggestion:** Tell the less-advanced pupils to write the meanings next to the words they know in the grid. Invite the more-advanced pupils to write or say sentences with the words in the grid.

## pages 32-35



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 32-35 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 32. Then tell them to look through pages 33-35 and find the words and phrases from page 32, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

## pages 4-5



## READ AND WRITE

### 1 Read and match.

Read the conversation and match each character to the correct house.

- Read Jet's speech bubble at the top of the page and make sure the pupils understand it. Invite them to say how they feel when they meet new friends and how they can be nice to them. Invite the pupils to say what they think the text is about.
- Tell the pupils to describe the picture. Invite them to read the sign in the picture and translate it.

- Elicit that the text is a conversation. Elicit that the pupils can identify that it is a conversation because each line starts with a name followed by a colon. Elicit that there are four characters in the conversation. Tell the pupils to find names in the text and say them out loud. Repeat with colors.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:  
*Who is the new girl? (Karen)*  
*Where is the school? (in town)*  
*Where does Pam live? (in the red house)*
- Tell the pupils to write the correct letter for Pam's house in their notebook. Tell the pupils to match the remaining children and the teacher to the correct houses.

## 2 Find and write.

Find words and names in Exercise 1 with the short *a* sound, such as in *bag*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words and names with the short *a* sound, such as in *bag*. Tell them to write the words in their notebook. (*am, Pam, Max*)

## 3 Write the names.

Write the names in alphabetical order.

- Read the names in number 1.

**Jet Tip:** Point out that names in English begin with a capital letter.

- Tell the pupils to write the names in alphabetical order in their notebook. Tell them to sing the traditional alphabet song silently to help them remember the order of the letters.
- Tell the pupils to write the names in 2 and 3 in alphabetical order in their notebook.



## 4 Write sentences.

Write a sentence for each child according to the picture.

- Invite a pupil to name the children in the houses. Invite another pupil to read the example sentence about Tom.
- Tell the pupils they are going to write sentences in their notebook about the children using the chart. Explain that they are writing in the first person, as though they are the child. Tell the pupils that each sentence must begin with *I live in a* and end with *house*. Explain that they should choose an appropriate adjective from the middle column. Invite a pupil to make another sentence about Tom, this time about the color or the size of the house. Tell the pupils to use these sentences to write a sentence about Tom in their notebook.
- Tell the pupils to write sentences about the remaining children.

**Suggestion:** Tell the more-advanced pupils to make up their own sentences about the children.

## Part 2

**New Words:** bird, brother, English, family, fly, lesson, nice, sister, talk, want  
**Language Structures:** How old are you?, I'm ... years old., I go to ... School.  
**Phonics:** *th* and *sh*

pages 36-38



## Chit Chat

- Tell the pupils to choose a place they would like to live. Tell them to ask their friends *Where do you live?* Tell them to answer as if they live in the place they chose.

## Review

- Play *Kim's Game*. See page 12 for instructions.

## LISTEN AND SPEAK

### 1 Listen, repeat and match.

Listen to the phrases, repeat them and point to them. Then match the phrases to their meanings.

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *How old are you?* Point out that some phrases in English don't translate word for word. Repeat for the remaining phrases.
- Ask *How old are you?* Invite a pupil to answer. Repeat with additional pupils.
- Ask *How many brothers and sisters do you have?* Elicit the meaning of the question and invite a pupil to answer. Repeat with additional pupils.

### 2 Sing and clap.

Sing the song and clap your hands.

- Play the recording of the song *How old are you?* Tell the pupils to clap when they hear the word *clap*.

#### Listening script

Clap, clap.	Clap, clap.
How are you?	How old are you?
I am fine.	I am nine.
Clap, clap.	Clap, clap.
Thank you.	And 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.

### 3 Listen and circle.

Listen and circle the correct answers to complete the boy's ID card.

- Explain to the pupils that they are going to listen to a boy describing himself. Tell them they are going to complete an ID card about him.
- Read the categories and answer options.
- Play the recording and tell the pupils to point to the correct answer for each category.

#### Listening script

Hello, my name is Tom.  
I live in Fun Town.  
I'm nine years old.  
I go to Green School.  
I'm in grade 4.  
I have two brothers and three sisters.

- Play the recording again and tell the pupils to circle the correct answer for each category.

#### 4 Circle and ask.

Circle an age and pretend you are that age. Ask your friends how old they are and tell them the age you chose.

- Say *I'm five years old* and tell the pupils to point to the correct age on the line of numbers. Repeat for additional ages.
- Tell the pupils to circle an age. Explain that they are going to pretend to be that age as they ask each other how old they are.
- Read the first speech bubble *How old are you?* Invite a pupil to read the second speech bubble *I'm five years old*. Invite the pupils to repeat the question and the answer.
- Tell the pupils to ask three friends how old they are and to answer with their pretend ages.

### I CAN READ

#### 5 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the *o* in *go* has a long sound because it is an open syllable (not closed by a consonant). Explain that long vowels say their names. Another word with this pattern is *no*.
- Point out the *er* sound in *brother* and *sister*. Another word with the *er* sound is *teacher*.
- Point out the *ow* sound in *how*. Invite the pupils to name other words they know with the *ow* sound (*town, brown, house*).
- Point out that when *t* and *h* are together, they make a *th* sound as in *brother, three, Thursday, the*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *how* and elicit the meaning. Repeat with *go, sister, town* and *brother*.

#### 6 Highlight and count.

Highlight *are* in yellow, *years* in green, *old* in blue. Then write how many times each word appears.

- Write the word *are* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Explain that *are* doesn't exist in Hebrew or Arabic. Repeat with *years* and *old*. Review the meaning of *I'm ten years old*.
- Point out that *are* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Point out that *ea* makes a long *e* sound as in *years, green, three* and *teacher*. Explain that long vowels say their names.
- Point out the long *o* sound in *old*. Explain that long vowels say their names. Other words with the long *o* sound include *no, go* and *yellow*.
- Tell the pupils to highlight *are* in yellow, *years* in green and *old* in blue every time they appear.
- Tell them to write how many times each word appears.

#### 7 Listen and number.

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

- Say *sister* 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. old     | 4. sister | 6. go  |
| 2. brother | 5. years  | 7. are |
| 3. how     |           |        |

- Play the recording again and tell the pupils to number the words as they hear them.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.



## th

- Write the word *brother* on the board with the *th* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *th*. Explain that when *t* and *h* appear together, they make the sound *th*.
- Explain that the *th* sound doesn't exist in Hebrew but it does exist in Arabic. Show the pupils how to pronounce *th* by sticking their tongues out between their teeth.
- Demonstrate the difference between the *th*, *t* and *d* sounds, which pupils frequently mix up. Point out that the *th* sound in *brother* is slightly different from the *th* sound in *Thursday* and *three*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *th* sound, like in *brother*. Suggested words include *Thursday*, *teacher*, *this*, *that*, *thirsty*, *lesson*, *the*, *town*, *three*, *birthday*, *sister*, *thanks*.
- Write a few *th* words on the board with the *th* in a different color – *Thursday*, *this*, *the*, *three*, *birthday*.
- Tell the pupils to copy the words into their notebook, highlighting the *th* in each word.

### 8 Listen and circle.

Listen and circle the pictures with the *th* sound.

- Play the recording and tell the pupils to point to the words with the *th* sound.

#### Listening script

- |             |             |            |
|-------------|-------------|------------|
| 1. three    | 3. town     | 5. sister  |
| 2. Thursday | 4. birthday | 6. brother |

- Play the recording again and tell the pupils to circle the pictures with the *th* sound.

### 9 Circle the picture.

Circle the correct picture for each sentence.

- Invite a pupil to read the first girl's speech bubble. Tell the pupils to circle the correct picture, *a* or *b*.
- Tell the pupils to read the remaining speech bubbles and circle the correct pictures.

## pages 39-41



## LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Tic Tac Toe*. See page 14 for instructions.

### 1 Listen, repeat and write.

Listen to the words, repeat them and point to them. Then write their meanings.

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the translation for each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Point out the initial and final sounds of the word. Repeat for the remaining words.

## 2 Listen and number.

Listen and number the characters in the picture.

- Ask *Where are the boys and girls? (school)* and *What lesson are the boys and girls in? (English)*
- Tell the pupils to say sentences about the picture, using the structure *I can see ...*
- Say *I am talking* and tell the pupils to point to the correct character(s). Repeat with *I am flying*, *I want a banana*, *I like English*.
- Play the recording and tell the pupils to point to the characters as they are described.

### Listening script

- |                                   |  |
|-----------------------------------|--|
| 1. I am a bird. I am flying.      | 4. I am a girl. I like English lessons.    |
| 2. I am a boy. I see a blue bird. | 5. I am a girl. I am talking to my friend. |
| 3. I am a boy. I want a banana.   |  |

- Play the recording again and tell the pupils to write the correct number for each character.

## I CAN READ

## 3 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out that when *s* and *h* are together, they make a *sh* sound as in *fish*, *she*, *English*.
- Point out the double *s* in *lesson*.
- Point out the *ir* sound in *bird*. Another word with the *ir* sound is *girl*.
- Point out the final *y* in *fly* and *family*. Explain that final *y* sometimes makes a long *i* sound (for example, *fly* and *my*), and sometimes it makes a long *e* sound (for example, *family*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *family* and elicit the meaning. Repeat with *English*, *fly*, *lesson* and *bird*.

## 4 Highlight and count.

Highlight *talk* in yellow, *nice* in green, *want* in blue. Then write how many times each word appears.

- Write the word *talk* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *nice* and *want*.
- Point out the silent *l* in *talk*.
- Point out that *a* makes a short *o* sound in *talk* and *want*.
- Point out the long *i* and magic *e* in *nice*. Explain that long vowels say their names. Other words with the long *i* sound include *five*, *nine*, *white*.
- Point out that *c* sometimes makes a *s* sound as in *nice*.
- Tell the pupils to highlight *talk* in yellow, *nice* in green and *want* in blue every time they appear.
- Tell them to write how many times each word appears.

## 5 Listen and complete.

Listen and complete the words with the missing letters.

- Play the recording and tell the pupils to fill in the missing letters to complete the words.

### Listening script

- |         |         |            |
|---------|---------|------------|
| 1. bird | 3. want | 5. talk    |
| 2. nice | 4. fly  | 6. English |

- Play the recording again and tell the pupils to check themselves.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

## sh

- Write the word *English* on the board with the *sh* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *sh*. Explain that when *s* and *h* appear together, they make the sound *sh*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *sh* sound, like in *English*. Suggested words include *fish, salad, wish, shop, sister, sheep, short, lesson, she, shell, house*.
- Write a few *sh* words on the board with the *sh* in a different color – *fish, shop, she, sheep*.
- Tell the pupils to copy the words into their notebook, highlighting the *sh* in each word.

### 6 Listen and circle.

Listen and circle the pictures with the *sh* sound.

- Play the recording and tell the pupils to point to the pictures with the *sh* sound.

#### Listening script

- |           |            |          |
|-----------|------------|----------|
| 1. shop   | 3. English | 5. fish  |
| 2. school | 4. salad   | 6. chips |

- Play the recording again and tell the pupils to circle the pictures with the *sh* sound.

### 7 Match.

Match each sentence to the correct picture.

- Read the first sentence. Tell the pupils to write *1* for the picture that matches the sentence (*picture e*).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

### 8 Complete and translate.

Write the correct word to complete each sentence. Then translate the sentence into your language.

- Read the beginning of the first sentence and elicit the meaning. Read the sentence completion choices and elicit the meanings. Tell the pupils to choose a word to complete the sentence and write it in the space provided.
- Tell the pupils to translate their sentence and write the translation in the space provided.
- Tell the pupils to repeat with the remaining sentences.

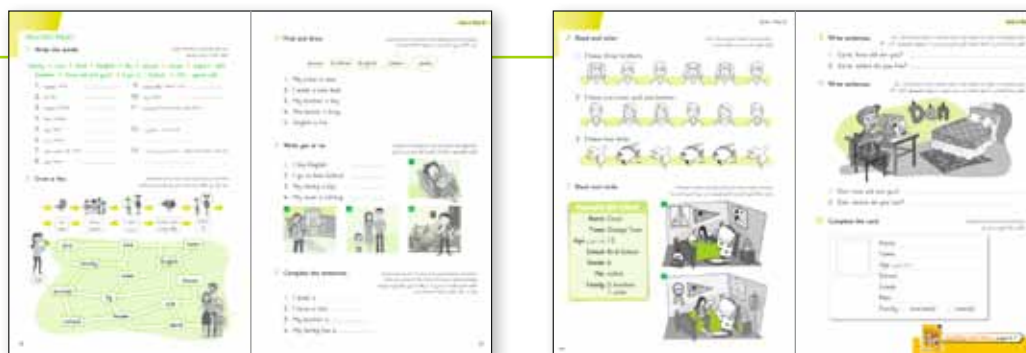
**Suggestion:** Invite the more-advanced pupils to complete the sentences with their own words.

## WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *my* (*fly*).
- 2 Give the pupils one minute to write as many family members as they can think of in their notebook. Tell them to use words from the grid as well as other words they know in English.
- 3 Tell the pupils to write words that can complete the phrase *a nice ...*. Tell them to write two of these phrases in their notebook.
- 4 Tell the pupils to read the question and write the answer in their notebook.

**Suggestion:** Tell the less-advanced pupils to write the meanings next to the words they know in the grid. Invite the more-advanced pupils to write or say sentences with the words in the grid.

## pages 42-45



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 42-45 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 42. Then tell them to look through pages 43-45 and find the words and phrases from page 42, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

## pages 6-7



## READ AND WRITE

## 1 Read and find out.

Read and find out who has a bigger family.

- Tell the pupils to describe the girls in the pictures. Read the title of the first text (*Shira*) and elicit that it is the name of a girl. Repeat for the title of the second text.
- Tell the pupils to find names of towns in the texts and say them out loud. Repeat with names of schools and animals.
- Play the recording of Shira's text (or read Shira's text out loud) and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:  
*Where does Shira live? (Orange Town)*  
*How old is Shira? (ten)*  
*How many brothers does Shira have? (four)*  
*How many sisters does Shira have? (two)*
- Play the rest of the recording (or read Shelly's text out loud) and tell the pupils to follow along.
- Ask the pupils who has a bigger family (*Shira*).

## 2 Find and write.

Find words and names in Exercise 1 with the *sh* sound, such as in *fish*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words and names with the *sh* sound, such as in *fish*. Tell them to write the words in their notebook. (*Shelly, Shira, English, she*)

### 3 Copy and complete.

Copy and complete the chart for the girls.

- Point out that the chart is similar to the ID card the pupils completed for Tom in Exercise 3 on page 36 in *Learn and Practice*. Read the categories and review the meanings.

**Jet Tip:** Point out that names of towns and schools start with a capital letter.

- Tell the pupils to copy the chart into their notebook and complete it for the girls in Exercise 1.



### 4 Write *yes* or *no*.

Write *yes* or *no* for each sentence.

- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the texts in Exercise 1. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

### 5 Match A to B.

Match the questions in A to the answers in B.

- Read the first question in column A. Tell the pupils to find the correct response in column B.
- Tell the pupils to read the remaining questions and match them to the correct responses.

## Part 3

**New Words:** board, book, chair, eraser, homework, lunch, need, notebook, paper, pencil, Thanks

**Language Structures:** Do you have ... ?, I don't have ... , Let's go ...

**Phonics:** short *oo* and *ch*

pages 46-48



### Chit Chat

- Ask a pupil *How old are you?* Help the pupil answer *I'm ... years old.*
- Ask a different pupil *Where do you live?* Help the pupil answer *I live in ...*
- Repeat with additional pupils. Invite a pupil to ask the questions.

### Review

- Play *Hide and Seek*. See page 12 for instructions.

## LISTEN AND SPEAK

### 1 Listen, repeat and match.

Listen to the phrases, repeat them and point to them. Then match the phrases to their meanings.

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.

- Ask the pupils how they translated *Do you have a book?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *you*, *have* and *book*. Explain that *do* doesn't have a meaning in this question. Rather, it's just part of the structure of the question.
- Repeat for *I have a pencil*. Point out the meaning of *pencil*.
- Repeat for *I don't have paper*. Explain the meaning of *don't have* and point out that some phrases in English don't translate word for word. Point out the meaning of *paper*.
- Repeat for *Let's go to school*. Explain that *let's* is used to make suggestions about what you and someone else should do. Point out the meaning of *go* and review the meaning of *school*.
- Ask *Do you have a book?* Invite a pupil to answer *Yes, I do* or *No, I don't*. Explain that this is a short way to say *Yes, I have a book* or *No, I don't have a book*.
- Repeat the question with additional items and pupils. Reverse roles and have the pupils ask you if you have various school items.

## 2 Listen and tick.

Listen and tick the things Karen has.

- Read the list of school items. Tell the pupils to hold up each item as you read it.

**Jet Tip:** Point out that the *s* at the end of *pencils*, *pens* and *books* makes the word plural.

- Explain to the pupils that they are going to listen to a conversation between Karen and her father. Play the recording and tell the pupils to point to the items Karen has.



### Listening script

Girl: Dad, let's go to school!

Dad: Do you have your bag?

Girl: Yes, I do.

Dad: Do you have pencils?

Girl: Yes, I do. I have three pencils.

Dad: Do you have pens?

Girl: No, I don't have pens. But I don't want pens.

Dad: Do you have your books?

Girl: Yes, I do. I have my books.

Dad: Do you have paper?

Girl: No, I don't have paper. But I don't want paper.

Dad: So you have your bag, pencils and books.

Girl: That's right. Now let's go to school.

- Play the recording again and tell the pupils to tick the items Karen has.

## 3 Ask and answer.

Ask and answer questions about the items you have at school.

- Explain to the pupils that they are going to ask and answer questions about items they have at school.
- Read the first speech bubble *Do you have a pencil?* Invite a pupil to read both responses: *Yes, I do* and *Yes, I have a pencil*. Invite the pupils to repeat the question and the answers. Explain that they can use the short answer or the long answer. Repeat for the second set of speech bubbles.
- Tell the pupils to work in pairs and ask and answer questions about the items they have at school, using the speech bubbles as a model.

## I CAN READ

## 4 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.



- Point out the short *oo* sound in *book*. Explain that *oo* sometimes makes a short sound as in *book, look, good* and sometimes it makes a long sound as in *school*.
- Point out the *er* sound in *paper*. Other words with the *er* sound are *teacher, brother, sister*.
- Point out the *o* in *go* has a long sound because it is an open syllable (not closed by a consonant). Explain that long vowels say their names. Another word with this pattern is *no*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *go* and elicit the meaning. Repeat with *paper, book, no* and *brother*.

## 5 Highlight and count.

Highlight *have* in yellow, *pencil* in green, *don't* in blue. Then write how many times each word appears.

- Write the word *have* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *pencil* and *don't*.
- Point out that *have* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Point out that *c* sometimes makes a *s* sound as in *pencil*. Another word with a soft *c* is *nice*.
- Point out that *don't* is an abbreviation for *do not*.
- Tell the pupils to highlight *have* in yellow, *pencil* in green and *don't* in blue every time they appear.
- Tell them to write how many times each word appears.

## 6 Listen and number.

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

- Say *book* 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. paper | 3. pencil | 5. don't |
| 2. go    | 4. have   | 6. book  |

- Play the recording again and tell the pupils to number the words as they hear them.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

## short oo

- Elicit the sound of the *oo* in *book*. Explain that this is a short *oo* sound and that sometimes *oo* makes a long sound as in *school*.

## 7 Listen and circle.

Listen and circle the pictures with the short *oo* sound.

- Play the recording and tell the pupils to point to the words with the short *oo* sound.

### Listening script

- |         |         |            |
|---------|---------|------------|
| 1. look | 3. book | 5. foot    |
| 2. dog  | 4. town | 6. brother |

- Play the recording again and tell the pupils to circle the pictures with the short *oo* sound.

## 8 Match.

Match each conversation to the correct picture.

- Invite a pupil to read the first conversation. Tell the pupils to write *1* for the correct picture (*picture c*).
- Tell the pupils to read the remaining speech bubbles and match them to the correct pictures.

## 9 Write *yes* or *no*.

Write *yes* or *no* for each sentence according to the picture.

- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the picture. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

pages 49-51



## LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Speed*. See page 13 for instructions.

### 1 Listen, repeat and write.

Listen to the words, repeat them and point to them. Then write their meanings.

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the meaning of each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Point out the initial and final sounds of the word. Repeat for the remaining words.

### 2 Talk about the picture.

Name the children and say sentences about what they have.

- Ask *Where are the boys and girls? (school)* and *What day is it? (Thursday)*
- Invite a pupil to read the names. Tell them to point to the correct children as they hear the names.
- Tell them to name the items in the pictures.
- Tell the pupils to say sentences about the children and what they have. For example: *Chuck has a pencil.*

## I CAN READ



### 3 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out that when *c* and *h* are together, they make a *ch* sound as in *chair, lunch, teacher*.
- Point out that *ee* makes a long *e* sound as in *green, three, teacher, years* and *need*. Explain that long vowels say their names.
- Point out the *th* sound in *thanks*. Invite the pupils to name other *th* words they know (*three, brother, Thursday*).
- Point out the long *o* and magic *e* in *homework* and *notebook*. Explain that long vowels say their names. Other words with the long *o* sound are *go, no, yellow*.
- Point out the short *oo* sound in *notebook*. Invite the pupils to name other words with the short *oo* sound (*book, look, good*).

- Point out that the first two syllables in *eraser* – “e” and “ra” – are open syllables (they aren’t closed by a consonant). Therefore, the first *e* and the *a* are long vowels.
- Point out the *er* sound in *eraser*. Other words with the *er* sound are *teacher*, *brother*, *sister*, *paper*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *need* and elicit the meaning. Repeat with *thanks*, *lunch*, *notebook*, *chair*, *eraser* and *homework*.

#### 4 Highlight and count.

Highlight *board* in yellow and write how many times it appears.

- Write the word *board* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning.
- Point out that *board* doesn’t follow the phonics rules. Tell the pupils to “take a picture” of it in their mind in order to remember it.
- Tell the pupils to highlight *board* in yellow every time it appears.
- Tell them to write how many times *board* appears.

#### 5 Listen and circle.

Listen and circle the words you hear.

- Say *thanks* 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. board | 3. chair | 5. homework |
| 2. lunch | 4. green | 6. eraser   |

- Play the recording again and tell the pupils to circle the words they hear.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher’s Guide.

#### ch

- Write the word *lunch* on the board with the *ch* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *ch*. Explain that when *c* and *h* appear together, they make the sound *ch*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *ch* sound, like in *lunch*. Suggested words include *chair*, *English*, *chocolate*, *fish*, *kitchen*, *sandwich*, *she*, *teacher*, *chicken*, *shop*, *chips*.
- Write a few *ch* words on the board with the *ch* in a different color – *lunch*, *chair*, *chocolate*, *sandwich*, *teacher*, *chips*.
- Tell the pupils to copy the words into their notebook, highlighting the *ch* in each word.

#### 6 Listen and circle.

Listen and circle the pictures with the *ch* sound.

- Play the recording and tell the pupils to point to the pictures with the *ch* sound.

##### Listening script

- |            |          |          |
|------------|----------|----------|
| 1. kitchen | 3. lunch | 5. chair |
| 2. teacher | 4. fish  | 6. shop  |

- Play the recording again and tell the pupils to circle the pictures with the *ch* sound.

## 7 Sing and show.

Sing the song and hold up the items.

- Play the recording of the song *My School Bag* and tell the pupils to hold up the items they hear.

### Listening script

Here is my school bag.  
Come and take a look.  
I have a pencil and paper,  
An eraser and a notebook.

- 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.

## 8 Complete the sentences.

Write the correct word to complete each sentence according to the picture.

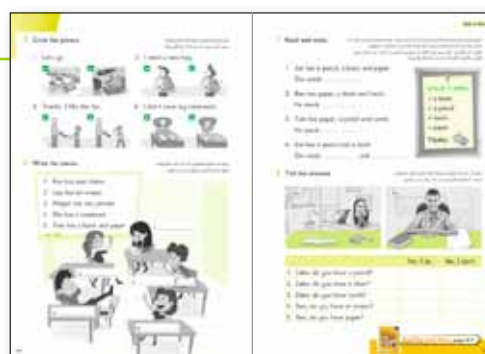
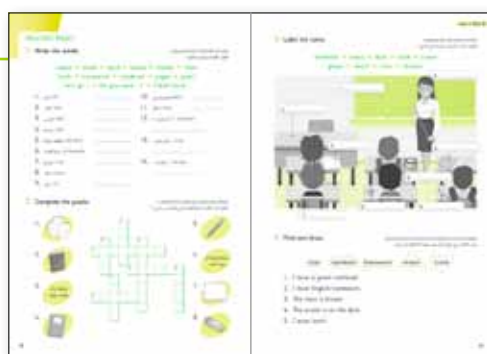
- Read the first sentence. Tell the pupils to complete it by writing the correct word from the choices in green according to the picture.
- Tell the pupils to read the remaining sentences and write the correct word to complete each one.

## WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *look* (*book*).
- 2 Give the pupils one minute to write as many school items as they can think of in their notebook. Tell them to use words from the grid as well as other words they know in English.
- 3 Tell the pupils to write words that can complete the sentence *I need ...*. Tell them to write two of these sentences in their notebook.
- 4 Tell the pupils to read the question and write the answer in their notebook.

**Suggestion:** Tell the less-advanced pupils to write the meanings next to the words they know in the grid. Invite the more-advanced pupils to write or say sentences with the words in the grid.

## pages 52-55



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 52-55 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 52. Then tell them to look through pages 53-55 and find the words and phrases from page 52, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



## READ A STORY: The Bag

### 1 Read and find out.

Read and find out what happens to Tom at school.

- Read the title of the story.
- Ask the pupils what characters they see in the pictures.
- Describe a picture and have the pupils say the number of the picture.
- Tell the pupils to find school items in the text and say them out loud.
- Ask the pupils what they think the story is about.
- Play the recording and tell the pupils to point to each frame as they hear about it.
- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in English.

*What does Tom have? (a book, a pencil and a notebook)*

*What does Mom give Tom? (lunch)*

*How does Tom feel at school? (sad)*

*What does Champ bring to school? (Tom's bag)*

- Ask the pupils if they ever forgot to bring something to school. Ask them how they felt and what they did.

### 2 Find and write.

Find words and names in Exercise 1 with the *ch* sound, such as in *teacher*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words and names with the *ch* sound, such as in *teacher*. Tell them to write the words in their notebook. (*Champ, lunch, chair*)

### 3 Write the names.

Write the name of the character that says each sentence.

- Read the names of the characters and tell the pupils to point to each character in the story.
- Read the first sentence. Tell the pupils to write the character who says that sentence in the story in their notebook. Then tell them to write the names of the characters who say the remaining sentences.

**Suggestion:** Invite the more-advanced pupils to add another frame to the story with an illustration and text.

### 4 Choose the answers.

Choose the correct answer to complete each sentence.

- Read the first sentence and the choices a, b and c underneath. Tell the pupils to circle the correct answer to complete the sentence.
- Then tell the pupils to choose the correct answers for the remaining sentences and write them in their notebook.

## Part 4

**New Words:** address, food, me, meet, phone number, please, pupil, see, write

**Language Structures:** What's your ... ?, It's ... Street.

**Phonics:** *ph* and long *e*

pages 56-58



### Chit Chat

- Invite a pupil to name an item he or she needs for school. Help the pupils say *I need ...*. For example: *I need a pencil*. Invite another pupil to repeat the sentence and add another item. For example: *I need a pencil and a book*.

### Review

- Tell the pupils to turn to page 6 of *Reading and More* and tell them they are going to read the texts in pairs. Explain that you are setting a timer for one minute. During that time, pupil A from each pair reads as much of the texts as he or she can. Tell the pupils to switch roles and set a timer for another minute.

**Suggestion:** Repeat the exercise. Tell pupils to see if they read more of the texts during the second round.

## LISTEN AND SPEAK

### 1 Listen, repeat and match.

Listen to the phrases, repeat them and point to them. Then match the phrases to their meanings.

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *What's your phone number?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *what's*, *your*, *phone* and *number*. Explain that *ph* in *phone* makes a *f* sound.
- Repeat for *What's your address?* Point out the meaning of *address*.
- Repeat for *It's 10 Yellow Street*. Point out the meaning of *it's* and *street*. Point out that *Yellow Street* is written with capital letters because it's a place.
- Repeat for *It's 099-3276001*.
- Ask *What's your phone number?* Invite a pupil to answer. Repeat the question with additional pupils. Repeat with *What's your address?* Reverse roles and have the pupils ask you the questions.

### 2 Listen and write.

Listen to the man helping the children find their bags. Write the correct name for each tag.

- Invite the pupils to read the names in the word bank.
- Explain to the pupils that they are going to listen to a man helping children find their bags.
- Tell the pupils to point to the tag of the bag that will go to 12 Lemon Street. Repeat for the remaining addresses.
- Play the recording and tell the pupils to write the correct name for each tag.



### Listening script

Man: What's your name?

Girl 1: My name is Miri.

Man: Hi, Miri. What's your address?

Girl 1: It's 8 Duck Street.

Man: What's your phone number?

Girl 1: It's 671-5246.

Man: I see your bag, Miri.

Girl 1: Thanks.

Man: What's your name?

Boy 1: My name is Nadav.

Man: Hi, Nadav. What's your address?

Boy 1: It's 2 Sun Street.

Man: What's your phone number?

Boy 1: It's 235-1762.

Man: I see your bag, Nadav.

Boy 1: Thanks.

Man: What's your name?

Boy 2: My name is Ofek.

Man: Hi, Ofek. What's your address?

Boy 2: It's 6 Avocado Street.

Man: What's your phone number?

Boy 2: It's 627-8136.

Man: I see your bag, Ofek.

Boy 2: Thanks.

Man: What's your name?

Girl 2: My name is Alma.

Man: Hi, Alma. What's your address?

Girl 2: It's 12 Lemon Street.

Man: What's your phone number?

Girl 2: It's 325-0051.

Man: I see your bag, Alma.

Girl 2: Thanks.

### 3 Ask and answer.

Pretend you are one of the children from Exercise 2. In pairs, ask and answer questions about your phone number and address. Name the child your partner chose.

- Explain to the pupils that they are going to ask and answer questions about phone numbers and addresses.
- Read the first speech bubble *What's your phone number?* Invite a pupil to read the first response bubble *It's 099-6715246*. Invite the pupils to repeat the question and the answer. Repeat for the remaining speech bubbles.
- Tell the pupils to choose a child from Exercise 2. Tell them to work in pairs and ask and answer the questions in the speech bubbles as if they are that child. Then tell them to name the child their partner chose.

### I CAN READ

### 4 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the double *ss* in *address*.
- Point out that *ee* makes a long *e* sound as in *green*, *three*, *teacher*, *street* and *need*. Explain that long vowels say their names.
- Point out that when *p* and *h* are together, they make a *f* sound as in *phone*, *elephant*, *dolphin*.
- Point out the *er* sound in *number*. Other words with the *er* sound are *teacher*, *brother*, *sister*, *eraser*, *paper*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *number* and elicit the meaning. Repeat with *address*, *street*, *phone* and *lesson*.

### 5 Highlight and count.

Highlight *your* in yellow and *what* in green. Then write how many times each word appears.

- Write the word *your* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *what*.
- Point out that *your* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Point out the *wh* sound in *what*. Another word with *wh* is *where*.
- Tell the pupils to highlight *your* in yellow and *what* in green every time they appear.
- Tell them to write how many times each word appears.

## 6 Listen and number.

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

- Say *address* 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. your   | 3. number | 5. phone   |
| 2. street | 4. what   | 6. address |

- Play the recording again and tell the pupils to number the words as they hear them.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

## ph

- Write the word *phone* on the board with the *ph* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *ph*. Explain that when *p* and *h* appear together, they make the sound *f*.

## 7 Listen and circle.

Listen and circle the pictures with the *ph* sound.

- Play the recording and tell the pupils to point to the words with the *ph* sound.

### Listening script

- |            |             |          |
|------------|-------------|----------|
| 1. dolphin | 3. elephant | 5. phone |
| 2. number  | 4. street   | 6. photo |

- Play the recording again and tell the pupils to circle the pictures with the *ph* sound.

## 8 Match the sentences.

Match each sentence to a child in the picture.

- Invite the pupils to describe what they see in the picture. Elicit that there are two streets – Fun Street and Big Street.
- Read the first sentence. Tell the pupils to find the child who could say it and write number *1* for that child.
- Tell the pupils to read the remaining sentences and match them to the correct children in the picture.

**Suggestion:** Invite the more-advanced pupils to write another sentence about the picture.

## pages 59-61



## LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Thumbs Up*. See page 14 for instructions.

## 1 Listen, repeat and write.

Listen to the words, repeat them and point to them. Then write their meanings.

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the meaning of each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Point out the initial and final sounds of the word. Repeat for the remaining words.

## 2 Talk about the picture.

Name the place. Say who are the pupils, who has a hat, who is meeting a friend, and who is writing on the board.

- Ask *Where are the pupils? (school)*
- Tell the pupils to name items in the picture, using the structure *I can see ...*
- Elicit that a fireman is giving the pupils a special lesson.
- Ask:  
*Who are the pupils? (Ben, Tom, Dean, Kim, Lee)*  
*Who has a hat? (teacher, dog, Ed, Kim, Dean)*  
*Who is meeting a new friend? (dog, Tom)*  
*Who is writing on the board? (Ed)*

## I CAN READ

## 3 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out that the *e* in *me* has a long sound because it is an open syllable (not closed by a consonant). Explain that long vowels say their names. Other words with this pattern include *he*, *she*.
- Point out that the *ee* in *meet* and *see* and the *ea* in *please* make a long *e* sound as in *green*, *three*, *teacher*, *years*, *street* and *need*. Explain that long vowels say their names.
- Point out the long *i* and magic *e* in *write*. Explain that long vowels say their names. Other words with the long *i* sound and magic *e* include *five*, *nine*, *white*, *nice*.
- Point out the long *oo* sound in *food*. Another word with the long *oo* sound is *school*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *see* and elicit the meaning. Repeat with *me*, *write*, *food*, *white*, *please* and *meet*.

## 4 Highlight and count.

Highlight *pupil* in yellow and write how many times it appears.

- Write the word *pupil* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning.
- Point out the *u* in *pupil* has a long sound because it is an open syllable (not closed by a consonant).
- Tell the pupils to highlight *pupil* in yellow every time it appears.
- Tell them to write how many times *pupil* appears.

## 5 Listen and complete.

Listen and complete the words with the missing letters.

- Play the recording and tell the pupils to fill in the missing letters to complete the words.

### Listening script

- |          |           |          |        |
|----------|-----------|----------|--------|
| 1. food  | 3. meet   | 5. write | 7. see |
| 2. pupil | 4. please | 6. me    |        |

- Play the recording again and tell the pupils to check themselves.

- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

### long e

- Write the word *meet* on the board with the *ee* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of long *e*. Explain that the long *e* sound is the name of the letter *e*.
- Review the vowels. Draw a smiley face to help the pupils remember the vowels and elicit that vowels are special because they each have a long sound and a short sound.



- Draw a chart with four columns on the board. Write *met* in the first column, *meat* in the second column, *meet* in the third column and *me* in the fourth column. Write the letters *e*, *ea* and *ee* in these words in a different color to emphasize the sounds.
- Read the words. Elicit the sound the letter *e* makes in the word *met* and then in the words *meat*, *meet* and *me*. Draw the pupils' attention to the difference in the sounds and point out that the *e* sound in *met* is the short *e* sound and the *e* sound in *meat*, *meet* and *me* is the long *e* sound.
- Explain that the long *e* may sound similar to the short *i* sound but they are different. Explain that the long *e* sound is the name of the letter. Write the words *sheep* and *ship* on the board and demonstrate the different pronunciations. Tell the pupils to repeat the words. Repeat with additional word combinations such as *bit* / *beat*, *dip* / *deep*, *lip* / *leap*.
- Elicit that *ea* makes the long *e* sound as in *teacher*, *please*. Elicit that *ee* makes the long *e* sound as in *meet*, *street*, *see*. Elicit that the *e* in *me* makes the long *e* sound because it is an open syllable that isn't closed by a consonant. Point out that *he* and *she* also follow this pattern. Elicit that the *e* in *met* makes the short *e* sound because it is a closed syllable, closed by a consonant. Point out that *ten* and *pet* also follow this pattern.
- Explain that the magic *e* rule applies to all vowels, including *e*. Remind the pupils that the *e* at the end of a word is called magic *e*. It is silent and it tells the first vowel in the word to say its name or long sound. Point out that there are not a lot of *e* words that follow this pattern. Tell the pupils they will encounter some names that follow this pattern, for example *Pete*.
- Tell the pupils to take out a piece of paper, tear it in half, and write *short e* on one piece and *long e* on the other piece. Tell the pupils to listen to the words you say and hold up the *short e* piece of paper if they hear the short *e*, like in *red*, or the *long e* piece of paper if they hear the long *e*, like in *please*. Suggested words include *desk*, *me*, *bed*, *please*, *rest*, *help*, *need*, *teacher*, *hen*, *meet*, *three*. Write the words in the correct column on the chart.
- Invite the pupils to say other words they know with the short *e* sound or the long *e* sound and add them to the chart.
- Tell the pupils to copy the chart into their notebook, highlighting the various letter combinations that produce the long *e* or short *e* sound in each word.

## 6 Listen and circle.

Listen and circle the words that you hear.

- Say *see* 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. meet | 3. red  | 5. Pete |
| 2. she  | 4. need | 6. hen  |

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

## 7 Circle the picture.

Circle the correct picture for each sentence.

- Invite a pupil to read the first sentence. Tell the pupils to circle the correct picture.
- Tell the pupils to read the remaining sentences and circle the correct pictures.

## 8 Write *yes* or *no*.

Write *yes* for the sentences that are true for you. Write *no* for the sentences that are not.

- Read the first sentence and elicit the meaning. Tell the pupils to write *yes* if the sentence is true for them. Tell them to write *no* if the sentence is not true for them.
- Tell the pupils to read the remaining sentences and write *yes* or *no*.

## WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name two words that rhyme (*see, me*).
- 2 Give the pupils one minute to write as many people they would see at school as they can think of. Tell them to use words from the grid as well as other words they know in English.
- 3 Tell the pupils to read and follow the instruction.
- 4 Tell the pupils to read the questions and write the answers in their notebook.

**Suggestion:** Tell the less-advanced pupils to write the meanings next to the words they know in the grid. Invite the more-advanced pupils to write or say sentences with the words in the grid.

## pages 62-65



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 62-65 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 62. Then tell them to look through pages 63-65 and find the words and phrases from page 62, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



## READ AND WRITE

### 1 Read and say.

Read and say the items the pupils need for the English lesson.

- Elicit that this text is a WhatsApp message. Ask the pupils who the message is from (*Tali*) and who the message is to (*the pupils*).
- Tell the pupils to find days of the week in the text and say them out loud. Repeat with school items.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:  
*Who is Tali? (the English teacher)*  
*What does Tali want? (pupils' names, phone numbers and addresses)*  
*When are English lessons? (Mondays and Thursdays)*
- Elicit that Tali is a new teacher. Point out that *It's nice to meet you* is a greeting people use when they meet someone for the first time.
- Tell the pupils to say which items the pupils need for the English lesson.

### 2 Find and write.

Find words in Exercise 1 with the long *e* sound, such as in *meet*. Write them in in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words with the long *e* sound, such as in *meet*. Tell them to write the words in their notebook (*teacher, meet, please, me, need, see*).

### 3 Write yes or no.

Write *yes* or *no* for each sentence.

- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the text in Exercise 1. Tell them to write *no* if the sentence is wrong.
- Then tell the pupils to read the remaining sentences and write the correct answers.

### 4 Read and match.

Read and match the messages to the pictures. There is one extra picture.

- Elicit that these messages are the pupils' responses to Tali's WhatsApp message in Exercise 1.
- Read the first message. Ask the pupils who the message is from (*Amit*). Ask what Amit's phone number is (*532-0240*) and what her address is (*3 Mango Street*). Tell the pupils to match Amit's message to the correct picture.
- Tell the pupils to read the second message and match it to the correct picture. Point out that there is one extra picture.

### 5 Write.

Write a WhatsApp response to Tali with your name, phone number, address and something you like about English. Use the responses in Exercise 4 as a model.

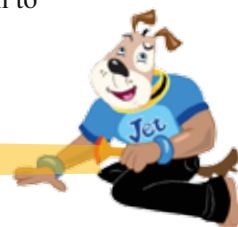
- Explain to the pupils that they are going to write a response to Tali in their notebook. Elicit that the response should include their name, phone number, address and something they like about English. Tell them to use the responses in Exercise 4 as a model.



**Suggestion:** Tell the less-advanced pupils to write a shorter version of the response. Tell them to write the sentences with their name and phone number. If necessary, show them the relevant model sentences in Exercise 4. Tell the more-advanced pupils to add additional information about themselves in their responses.

**Jet Tip:** Point out that sentences in English start with a capital letter and end with punctuation marks, usually a period. Tell the pupils to make sure they start their sentences with capital letters and end them with a period.

- Invite pupils to read their messages out loud.



## Part 5

**New Words:** art, class, computer, day, happy, learn, math, music, sports, week

**Language Structures:** What's your favorite ... ?, My favorite ... is ...

**Phonics:** *th* and *er*

pages 66-68



### Chit Chat

- Play *Come Sit by Me* using the phrases *What's your telephone number?* and *What's your address?* See page 10 for instructions.

### Review

- Sing *My School Bag* from page 51.

## LISTEN AND SPEAK

### 1 Listen, repeat and match.

Listen to the phrases, repeat them and point to them. Then match the phrases to their meanings.

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *What's your favorite lesson?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *your*, *favorite* and *lesson*.
- Repeat for *My favorite lesson is math*. Point out the meaning of *my* and *math*.
- Repeat for *I like art and sports*. Point out the meaning of *art* and *sports*.
- Repeat for *Music is fun*. Point out the meaning of *music* and *fun*.
- Ask *What's your favorite lesson?* Invite a pupil to answer. Repeat the question with additional pupils.

### 2 Listen, circle and chant.

Listen to the chant and circle Asaf's favorite color, food and lesson. Then chant.

- Explain to the pupils that they are going to listen to a chant about a boy's favorite things.
- Invite the pupils to name the colors, food and school subjects in the pictures. Point out the words for *apple* and *bread*, since they haven't been taught yet in *Jet 2*. Pupils may remember them from the third grade.

- Play the recording and tell the pupils to point to the boy's favorite color, food and lesson.

### Listening script

What's your favorite? What's your favorite? What's your favorite color?

I like green. I like blue.

I like red and orange too.

But my favorite color is ... black.

What's your favorite? What's your favorite? What's your favorite food?

I like cake. I like bread.

I like apples, green and red.

But my favorite food is ... carrots.

What's your favorite? What's your favorite? What's your favorite lesson?

I like English – A, B, C.

I like math – 1, 2, 3.

But my favorite lesson is ... art.

- Play the recording again and tell the pupils to circle the boy's favorite color, food and lesson.

### 3 Ask and tick.

Ask your friends what their favorite lesson is and tick the correct column.

- Explain to the pupils that they are going to ask two friends what their favorite lesson is.
- Invite a pupil to read the school subjects at the top of the chart.
- Read the speech bubble *What's your favorite lesson?* Invite a pupil to read the response *My favorite lesson is math.* Invite the pupils to repeat the question and the answer.
- Tell the pupils to ask two friends what their favorite lesson is. Show them how to complete the chart by writing their friends' names in the *Name* column and ticking the correct subject column for each friend.

## I CAN READ

### 4 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the *th* sound in *math*. Invite the pupils to name other *th* words they know (*three, brother, Thursday, thanks*).
- Point out the *ar* sound in *art*.
- Point out the *or* sound in *sports*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *sports* and elicit the meaning. Repeat with *morning, math, art* and *thanks*.

### 5 Highlight and count.

Highlight *music* in yellow and *favorite* in green. Then write how many times each word appears.

- Write the word *music* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning. Repeat with *favorite*.
- Point out that the *u* in *music* has a long sound because it is an open syllable (not closed by a consonant). Another word that follows this pattern is *pupil*.
- Point out that *favorite* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Tell the pupils to highlight *music* in yellow and *favorite* in green every time they appear.
- Tell them to write how many times each word appears.

## 6 Listen and number.

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

- Say *art* 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. park, 2. part, 3. art, 4. party
1. meet, 2. music, 3. math, 4. me
1. you, 2. what, 3. where, 4. your
1. favorite, 2. sports, 3. family, 4. short

- Play the recording again and tell the pupils to number the words as they hear them.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

## th

- Write the word *math* on the board with the *th* in a different color to emphasize its sound. Invite a pupil to read the word and review the sound of *th*.

## 7 Listen and circle.

Listen and circle the words you hear.

- Say *three* and tell the pupils to point to it. Repeat with the other words in the exercise.
- Play the recording and tell the pupils to point to the words as they hear them.

### Listening script

- |         |          |            |
|---------|----------|------------|
| 1. mash | 3. three | 5. thin    |
| 2. the  | 4. chat  | 6. brother |

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

## 8 Match.

Match each caption to the correct picture in Emma's scrapbook.

- Elicit that the pictures are from a girl's scrapbook and depict activities she does at school. Invite the pupils to describe what the girl is doing in each picture.
- Read the first sentence. Tell the pupils to write *1* for the picture that matches the sentence (*picture a*).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

## pages 69-71



## LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *The Rainbow and the Pot of Gold*. See page 14 for instructions.

## 1 Listen, repeat and write.

Listen to the words, repeat them and point to them. Then write their meanings.

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the meaning of each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Point out the initial and final sounds of the word. Repeat for the remaining words.

## 2 Listen and number.

Listen and number the children.

- Ask *Where are the pupils? (school)* and *What day is it? (Tuesday)*
- Read the names and tell the pupils to point to the correct children.
- Say *Peter is learning math*. Tell the pupils to give the thumbs up sign if your sentence is correct and the thumbs down sign if your sentence is not correct. Repeat with additional sentences:  
*Jennifer is learning math.*  
*Ben has a computer.*  
*Amber has a computer.*  
*Ella is in the class.*  
*Amber is happy.*
- Invite a pupil to say a true / false sentence about one of the characters and tell the class to give the thumbs up / thumbs down sign. Repeat with additional pupils.
- Explain to the pupils that they are going to listen to the children describing themselves. Play the recording and tell the pupils to point to the children as they are described.

### Listening script

Number 1. I'm happy. I'm in my class. I'm not learning math. I have a computer.

Number 2. I'm happy. I'm in my class. I'm learning math. I have a computer.

Number 3. I'm not happy. I'm in my class. I'm learning math. I don't have a computer.

Number 4. I'm happy. It's Tuesday. It's my favorite day of the week. I'm not in my class.

Number 5. I'm not happy. I'm in my class. I'm learning math. I have a computer.

- Play the recording again and tell the pupils to number the children as they are described.

## I CAN READ

## 3 Listen and read.

Listen and read the sounds and the words.

- Play the recording or read the sounds and words out loud. Tell the pupils to follow along and repeat the words.
- Point out the double *s* in *class*. Point out the “floss” rule – when a word has only one vowel and it ends with *f, l, s*, we double the last letter.
- Point out that the *ee* in *week* makes a long *e* sound. Invite the pupils to name other long *e* words they know (*green, three, teacher, years, street, meet, see, need*).
- Point out that the *ay* in *day* makes a long *a* sound. Invite the pupils to name other long *a* words they know (*Sunday, Monday, name, grade*).
- Point out the *er* sound in *computer*. Other words with the *er* sound are *teacher, brother, sister, eraser, paper, number*.
- Point out that the final *y* in *happy* makes a long *e* sound. Another word with a final *y* that sounds like long *e* is *family*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *computer* and elicit the meaning. Repeat with *class, week, family* and *day*.

#### 4 Highlight and count.

Highlight *learn* in yellow and write how many times it appears.

- Write the word *learn* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Review its meaning.
- Point out that *learn* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Tell the pupils to highlight *learn* in yellow every time it appears.
- Tell them to write how many times *learn* appears.

#### 5 Listen and complete.

Listen and complete the words with the missing letters.

- Play the recording and tell the pupils to fill in the missing letters to complete the words.

##### Listening script

- |          |             |          |
|----------|-------------|----------|
| 1. day   | 3. computer | 5. happy |
| 2. class | 4. week     | 6. learn |

- Play the recording again and tell the pupils to check themselves.
- Have the pupils do a spelling game or activity to practice the words. See the suggestions for spelling games and activities in *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.

#### er

- Write the word *computer* on the board with the *er* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *er*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *er* sound, like in *computer*. Suggested words include *teacher, class, eraser, paper, happy, brother, sister, day*.
- Write a few *er* words on the board with the *er* in a different color – *computer, teacher, eraser, paper, brother, sister*.
- Tell the pupils to copy the words into their notebook, highlighting the *er* in each word.

#### 6 Listen and circle.

Listen and circle the pictures with the *er* sound.

- Play the recording and tell the pupils to point to the words with the *er* sound.

##### Listening script

- |             |              |            |
|-------------|--------------|------------|
| 1. computer | 3. eraser    | 5. teacher |
| 2. math     | 4. hamburger | 6. music   |

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

#### 7 Write yes or no.

Write *yes* or *no* for each sentence according to the pictures.

- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the picture. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

#### 8 Match A to B.

Match each sentence in A to a sentence in B.

- Read the first sentence in column A and elicit the meaning. Read the sentences in column B and elicit their meanings. Tell the pupils to match the sentence in A to its continuation in B.
- Tell the pupils to read the remaining sentences in A and match them to the sentences in B.

## WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *gray* (*day*).
- 2 Give the pupils one minute to write as many school subjects as they can think of in their notebook. Tell them to use words from the grid as well as other words they know in English.
- 3 Tell the pupils to write words that can complete the sentence *My class is ...*. Tell them to write two of these sentences in their notebook.
- 4 Tell the pupils to read the question and write the answer in their notebook.

**Suggestion:** Tell the less-advanced pupils to write the meanings next to the words they know in the grid. Invite the more-advanced pupils to write or say sentences with the words in the grid.

## pages 72-75



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 72-75 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 72. Then tell them to look through pages 73-75 and find the words and phrases from page 72, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

## pages 12-13



## READ AND WRITE

## 1 Read, copy and complete.

Read, copy and complete Chad's school schedule.

- Read the title and ask the pupils what they think the text will be about.

**Jet Tip:** Write *Chad's book* on the board. Explain that 's' shows possession. Ask the pupils how they would say *Chad's book* in their language and point out the differences. Read the examples of possessive phrases in Jet's tip. Tell the pupils to find examples of *Chad's ...* in the text and say them out loud.





- Tell the pupils to find school subjects in the text and say them out loud.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:  
*What class is Chad in? (class 4C)*  
*When does Chad learn art? (Sunday and Friday)*  
*When does Chad learn computers? (Monday and Tuesday)*  
*What does Chad learn on Mondays? (sports and computers)*
- Read the title above the school schedule *A Week in Class 4C* and elicit the meaning. Read the days of the week in the top row of the schedule and tell the pupils to point to the correct days. Then tell the pupils to copy the schedule into their notebook.
- Tell the pupils to look in the text and find the subjects Chad learns on Sunday. Tell them to write the subjects in the Sunday column in their notebook.
- Tell them to complete the schedule for the remaining days of the week.

## 2 Find and write.

Find words and names in the text in Exercise 1 with the *th* sound, as in *brother*. Write them in in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words and names with the *th* sound, as in *brother*. Tell them to write the words in their notebook. (*math, Thursday*)

## 3 Choose the answers.

Choose the TWO correct answers to complete each sentence.

- Read number 1. Tell the pupils to write the TWO correct answers to complete the sentence in their notebook.
- Tell the pupils to write the correct answers for the remaining sentences in their notebook.

## 4 Match A to B.

Match the questions in A to the answers in B.

- Read the first question in column A. Tell the pupils to find the correct response in column B.
- Tell the pupils to match the remaining questions in A to the responses in B.

## 5 Write sentences.

Write sentences about your school schedule. Use the words below to help you.

- Elicit that the word bank contains days of the week on the left side and school subjects on the right. Explain to the pupils that they are going to write sentences in their notebook about their school schedules using the words from the word bank.
- Read number 1 and elicit that the sentence needs to be completed with days of the week. Tell the pupils to complete the sentence with the days that are correct for their schedules.
- Remind the pupils that sentences in English always begin with a capital letter and end with punctuation, usually a period. Point out that all the sentences in this exercise begin with *I*, which is always written with a capital letter.
- Tell the pupils to complete the remaining sentences. Point out that as they progress through the exercise, they are required to write more of each sentence. In number 5, they are required to write the whole sentence on their own.

**Suggestion:** Tell the less-advanced pupils to copy only the first two sentences and fill in the correct days of the week. Invite the more-advanced pupils to write additional sentences about other subjects they learn at school.

# Check Your Words

pages 76-78



## 1 How many words did you learn?

How many words did you learn? Write the meaning of each word.

- Tell the pupils to write the meaning for each word on the list. They should first try to fill in the meanings on their own or they can check back to the *Learn Words* sections of the unit to find the correct meanings.
- Explain to the pupils that they should use the words when doing the following activities.

## 2 Find.

- Tell the pupils to look through the list in Exercise 1 and find words that fit the descriptions given. Tell them to write the words in the spaces provided.
  1. Tell the pupils to find two things one can do at school. Elicit that they are looking for action words.
  2. Tell the pupils to find two things one can eat.
  3. Tell the pupils to find two polite words that one would use when asking or receiving something.
  4. Tell the pupils to find one word with the *sh* sound like in the word *fish*.
  5. Tell the pupils to find two words with the *th* sound like in the word *math*.
  6. Tell the pupils to find two words with the *ch* sound like in the word *teacher*.

## 3 Find words.

Find a word from the list on page 76 that matches each definition.

- Read the first definition. Tell the pupils to find a word on the list on page 76 that matches the definition. Tell them to write it in the space provided.
- Tell the pupils to find words from the list to match the remaining definitions and write them in the spaces provided.

## 4 Complete the sentences

Complete the sentences with words from the list on page 76.

- Read the first sentence. Tell the pupils to find a word on the list on page 76 to complete the sentence. Tell them to write it in the space provided.
- Tell the pupils to complete the remaining sentences with words from the list.

## 5 How many phrases did you learn?

How many phrases did you learn? Write the meaning of each phrase.

- Tell the pupils to write the meaning of each phrase on the list. Explain that they should first try to fill in the meanings on their own or they can check back to the *Listen and Speak* sections of the unit to find the correct meanings.

## Let's Review – What lesson is Jim in?

## 6 Write the words.

Read the sentences about what Jim does at school and write the correct lesson next to each sentence.

- Review the school subjects in the word bank.
- Invite a pupil to read the first sentence and to say what lesson Jim is in.
- Tell the pupils to read the remaining sentences and to write the correct school subject for each one.

pages 14-17



- Read the title of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures.
- Ask them where the story takes place.
- Tell the pupils to describe what is happening in the pictures.
- Tell the pupils to find names of characters and say them out loud. Repeat with names of places.
- Tell the pupils to find the character with the *ch* sound in his or her name / title. Tell them to find words with the short *e* sound. Repeat with the short *o* sound and the short *a* sound.
- Play the recording of the full story and tell the pupils to point to each frame as they hear about it.

## 1 Read and choose.

Read and choose the correct answer to complete the sentence.

- Read page 14 with the pupils. Explain to the pupils that:
  - the boys will read all of Jet's speech bubbles on the page all together.
  - the girls will read all of Ted's speech bubbles on the page all together.
  - you will read the top bars and the remaining speech bubbles.
- Ask the following comprehension questions:
  - After frame 1: *Where is Jet? (at Super Dog School)*
  - After frame 2: *Where does Ted live? (in Dog Town)*
  - After frame 3: *What is Jet's favorite lesson? (flying)* and *Who wants to fly? (Nat)*
- Read the beginning of the sentence at the bottom of page 14 and tell the pupils to choose the correct answer to complete the sentence and to write it in their notebook.

## 2 Read and number.

Read and number the sentences in the order they happened.

- Read page 15 with the pupils. Explain to the pupils that:
  - the girls will read all of Jet's speech bubbles on the page all together.
  - the boys will read all of Ann's and Bob's speech bubbles on the page all together.
  - you will read the top bars and the remaining speech bubbles.
- Ask the following comprehension questions:
  - After frame 2: *Who comes to Ann and Bob's school? (Jet and Ted)*
  - After frame 3: *Who meets Jet? (the pupils in grade 4)*
  - After frame 4: *Who has the ball? (Jet)*
- Read the sentences at the bottom of page 15 and ask which sentence happened first in the story. Tell the pupils to write *1* in their notebook for that sentence. Then tell them to number the remaining sentences in the order they happened.

### 3 Read and write.

Read and write the correct answer to complete each sentence.

- Read page 16 with the pupils. Explain to the pupils that:
  - they will read Jet's speech bubble all together in a loud voice. Demonstrate the voice.
  - they will read all of Ann's speech bubbles on the page all together in a high voice. Demonstrate the voice.
  - they will read Bob's speech bubble in a low voice and Nat's speech bubble in a squeaky voice. Demonstrate the voices.
  - you will read all the top bars on the page.
- Ask the following comprehension questions:  
After frame 2: *Where are Ann and Bob? (in the art lesson)* and *What does Bob need? (a yellow pen)*
- Read number 1 at the bottom of page 16 and tell the pupils to write the correct name to complete the sentence in their notebook. Then tell them to write the correct names to complete the remaining sentences.

### 4 Read and write.

Read and write *yes* or *no* for each sentence.

- Read page 17 with the pupils. Explain to the pupils that:
  - they will sing the cats' song and Jet's song all together. Say each line of the cats' song and tell the pupils to repeat. Sing the song all together. Repeat for Jet's song.
  - the boys will read the teacher's speech bubble all together.
  - the girls will read Ann's speech bubble all together.
  - the boys will read Bob's speech bubble all together.
  - the girls will read Nat's speech bubble all together.
  - you will read all the top bars on the page.
- Ask the following comprehension questions:
  - After frame 3: *Who helps? (Jet)* and *Who can fly? (Jet)*
- Tell the pupils to find the English sentence for עזרו לי / סאדוני. Tell them to find the English sentence for אתה חבר נחמד / אנט' סדיק لطيف.
- Read the first sentence at the bottom of page 17 and tell the pupils to write *yes* in their notebook if it's correct. Tell them to write *no* if the sentence is wrong. Tell the pupils to read the remaining sentences and write the correct answers.

## Check Yourself

pages 18-19



## Check Your Reading

### 1 Read again.

Read the story on pages 8-9 again. Make sure you can read and understand it.

- Point out to the pupils that they have learned to read a lot of words in this unit.
- Tell the pupils to go back to pages 8-9 and invite them to read the story again.
- Tell the pupils to write in their notebook the number of all the text and speech boxes they can read and understand.
- Encourage the pupils to help each other.

## 2 Write sentences.

Write sentences about the picture in Exercise 1 on page 4.

- Tell the pupils to go back to page 4 and look at the picture. Tell them to write a sentence about the scene. Invite a pupil to share his or her sentence. Invite more pupils to share their sentences if necessary.
- Give the pupils three minutes to write as many sentences as they can about the picture.

## 3 Read and write.

Read the text and write *yes* or *no* for each sentence.

- Invite the pupils to describe what they see in the picture.
- Ask the pupils to read the title of the text and elicit that it is a name. Tell the pupils to read the text to themselves.
- Tell the pupils to read the first sentence below the text. Tell them to write *yes* in their notebook if it is correct. Tell them to write *no* if it is wrong. Tell them to read the remaining sentences and write *yes* or *no* according to the text.

## 4 Read and write.

Read the text and write the correct name for each monster.

- Invite the pupils to describe what they see in the picture.
- Ask the pupils to read the title of the text and elicit that it is a name.
- Tell the pupils to write the numbers of the monsters in the picture in their notebook. Tell them to read the text to themselves. Then tell them to find Helen in the picture and write her name in their notebook next to the correct number.
- Tell the pupils to write the correct names for the remaining monsters in their notebook.

## 5 Choose the answers.

Choose the correct answer to complete each sentence according to the text in Exercise 4.

- Invite a pupil to read the first sentence and to choose the correct answer to complete the sentence.
- Tell the pupils to read the remaining sentences and to write the correct words to complete them in their notebook.

## pages 20-21



## Act It Out!

- This feature offers the pupils the opportunity to practice and recycle the conversational phrases learned in this unit in a fun and meaningful manner.
- Tell the pupils they will work in pairs to act out various scenarios in English, using language they have learned.

### 1 Meet a New Friend

Listen to a conversation between two children meeting for the first time. Then act it out with a partner.

### 2 The School Store

Listen to a conversation between a shopkeeper and a customer in a school supplies shop. Then act it out with a partner.

- Tell the pupils to look at the title for the first scenario *Meet a New Friend* and read the scenario instructions provided in the pupils' own language. Invite the pupils to give suggestions about what children meeting each other for the first time might say to each other.

- Play the recording and tell the pupils to follow along.
- Make sure the pupils understand the dialogue.
- Repeat for the second scenario *The School Store*.
- Tell the pupils to work in pairs. Allow each pair to choose which scenario they want to perform or assign a scenario to each pair. Invite the pupils to bring in props and costumes to perform the scenarios for the class.

**Suggestion:** Encourage the more-advanced pupils to substitute words or sentences in the dialogues with other words or sentences they know.

- A teacher's assessment rubric in English and pupil's assessment charts in Hebrew / Arabic are provided on pages 237 and 238-239, respectively. The pupil's assessment chart gives the pupils the opportunity to observe their peers and become active listeners in this fun speaking activity.

## page 22



## Play a Game

### 1 Cut out the cards.

Cut out the cards from pages 287 and 289 of *Learn and Practice*.

- Tell the pupils they are going to play a card game called *Happy Families*. Explain that the object of the game is to collect all the cards of as many “families” or categories as possible.
- Divide the class into groups of 2-4 players.
- Tell each group to cut out the cards from cut-out pages 287 and 289 from one of their *Learn and Practice* books.

### 2 Play *Happy Families*.

- Tell the pupils to deal five cards to each player and place the remaining cards face down in a pile.
- Pupils ask one of the other players for a card he or she needs to complete a set of four by saying *Do you have the (item)?* If the pupil has the card, he or she gives it to the player and the player has another turn. If the pupil doesn't have the card, the player takes a card from the pile and his or her turn is over.
- The pupil to collect the most sets of four wins.





## Show What You Know

### Make an ID card.

- Tell the pupils they are going to make an ID card for a fictional character.
- Read the description of Super Sam in the ID card. Tell the pupils to use Super Sam's ID card as a model for their character's ID card.
- Tell the pupils to make up a fictional character.
- Tell them to draw the character.
- Tell them to make an ID card for the character with the following information: name, town, age, school, grade, favorite lesson, family.
- Tell the pupils to pretend they are the character and present themselves to the class. Read Super Sam's speech bubble as an example.

**Suggestion:** The pupils can use an online tool such as *Web Whiteboard* to do their task.

- A teacher's assessment chart in English and pupil's assessment charts in Hebrew / Arabic are provided on pages 240 and 241-242, respectively.