

Let's Play

In this unit the pupils will learn:

- to talk about the weather, things they want and things they can do
- to name clothes, parts of the body, seasons and sports
- to use basic action words
- the sounds final y, long a, long i, long e, long o, sh, ch, long oo
- the stories Alan Meets a New Friend and In the Snow

Task: Make an ad for a fun place.

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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.



New Words: basketball, come, game, good for you, okay, park, play, sunny, warm, we **Language Structures:** What's the weather today?, Today is ...

Phonics: final y (long e), long a

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Chit Chat

- Ask a pupil What's your favorite food? and help the pupil answer.
- Ask other pupils What's your favorite day / lesson / color? Elicit the meaning of color.
- Tell the pupils to work in pairs and ask each other questions with the structure What's your favorite ...?

Review

• Play Spell It. See page 14 for instructions.

LISTEN AND SPEAK

l 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 the weather today?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *what's*, *weather* and *today*.

Jet Tip: Explain that we sometimes combine two words together to make one shorter word which is faster to say. We insert an apostrophe to replace certain letters in the two words. For example, we can shorten *What is* by replacing the *i* in *is* with an apostrophe.

Elicit that we also use apostrophes to show possession. Point out that pupils can identify the possessive 's because it follows a person's name or a noun (a person, place or thing).

- Ask the pupils how they translated *Today is hot and sunny*. Ask them if they know any of the words in the conversational phrase. Elicit the meaning of *hot* and *sunny*.
- Repeat for *Today is nice and warm*. Elicit the meaning of *nice* and *warm*.
- Ask What's the weather today? Invite a pupil to answer.

2 Listen and match.

Listen to the weather report and match the countries to the weather there.

- Read the title and elicit the meaning.
- Tell the pupils to describe the weather in each picture. For the cold and rainy pictures, tell them to say *not sunny*, *not hot* or *not warm*.
- Read the names of the countries. Bring a map of the world and invite the pupils to find the countries on the map.
- Explain to the pupils that they are going to listen to a weather report for the countries listed. Play the recording and tell the pupils to use their fingers to match the countries to the correct weather pictures.

Listening script

- A: What's the weather in Kenya today?
- B: Today is hot and sunny in Kenya.
- A: What's the weather in England today?
- B: Today is not hot and not sunny in England.
- A: What's the weather in Mexico today?
- B: Today is warm, but it's not sunny in Mexico.
- A: What's the weather in Canada today?
- B: Today is sunny, but it's not warm in Canada.
- Play the recording again and tell the pupils to match each country to the correct weather picture.

3 Circle, ask and answer.

Circle the weather you want for your town today. In pairs, ask and answer questions about the weather in your town.

- Tell the pupils to describe the weather in the pictures. Tell them to choose the weather they want in their town today and circle it.
- Explain to the pupils that they are going to ask and answer questions about the weather in their town.
- Read the speech bubble *What's the weather in Ramla today?* Invite a pupil to read the response *Today is warm. Today is not sunny.* Invite the pupils to repeat the question and the answer.
- Tell the pupils to work in pairs and ask and answer the question in the speech bubble according to the weather they chose.



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 that the final y in *sunny* makes a long e sound. Other words with a final y that sounds like long e are happy and family.
- Point out that the *er* in *weather* makes a long *e* sound. Invite the pupils to name other *er* words they know (*teacher*, *brother*, *sister*, *eraser*, *paper*, *number*, *computer*).
- Point out the *th* sound in *weather*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*).
- Point out that the *ay* in *today* makes a long *a* sound. Invite the pupils to name other long *a* words they know (*Sunday*, *Monday*, *name*, *grade*, *day*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *today* and elicit the meaning. Repeat with *sunny*, *weather* and *family*.

5 Highlight and count.

Highlight warm in yellow and write how many times it appears.

- Write the word *warm* 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 *warm* 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 warm in yellow every time it appears.
- Tell them to write how many times it appears.

6 Listen and circle.

Listen and circle the words you hear.

- Say *sunny* 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. today 3. weather 5. what 2. write 4. sports

- 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.

final y (long e)

- Write the word *sunny* on the board with the *y* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *y*.
- Explain that y makes a long e sound at the end of multi-syllable words like sunny, happy and family. Point out that y makes a long i sound at the end of single syllable words like my, sky and fly.
- Tell the pupils to listen to the words you say and hold up their hand if they hear the long *e* sound at the end of the word, like in *sunny*. Suggested words include *my*, *sunny*, *funny*, *happy*, *by*, *family*, *sky*, *fly*.
- Write a few final y words with the long e sound on the board with the y in a different color sunny, happy, family.
- Tell the pupils to copy the words into their notebook, highlighting the *y* in each word.

7 Listen and circle.

Listen and circle the pictures with a final y that sounds like long e.

• Play the recording and tell the pupils to point to the pictures with a final y that sounds like a long e.

Listening script

- food
 sister
 baby
 sunny
 happy
 music
- Play the recording again and tell the pupils to circle the pictures with a final y that sounds like a long e.

8 Circle the picture.

Circle the picture that matches 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 matching pictures.

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LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play Vanishing Cards. See page 15 for instructions.

l 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 in the picture and describe the weather. Then name the characters doing an activity that is good for them and describe the activity.

- Ask Where are the boys and girls? (at the park) and What's the weather today? (sunny)
- Invite the pupils to read the names of the people. Tell them to name the people that are doing something that is good for them (*Asaf*, *Jane*, *Tamar*, *Gil*). Tell them to describe what those people are doing (*running*, *playing basketball*, *playing with a dog*).
- Invite the pupils to name activities that they do that are good for them.

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 o in okay 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 the long o sound include no, yellow, notebook, homework, go, phone.

- Point out that the *ay* in *play* and *okay* and the *a_e* in *game* make the long *a* sound. Invite the pupils to name other long *a* words they know (*day*, *Sunday*, *Monday*, *name*, *grade*).
- Point out that the *e* in *we* has a long *e* sound because it is an open syllable (not closed by a consonant). Invite the pupils to name other long *e* words with this pattern (*he*, *she*, *me*).
- Point out the *all* sound in *basketball*. Other words with this pattern are *ball*, *tall*, *small*.
- Point out the ar sound in park. Another word with the ar sound is art.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word park and elicit the meaning. Repeat with day, game, we, art and basketball.

4 Highlight and count.

Highlight come in yellow and good for you in green. Then write how many times each word appears.

- Write the word *come* 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 *good for you*.
- Point out that *come* and *you* (in *good for you*) don't follow the phonics rules. Tell the pupils to "take a picture" of these words in their mind in order to remember them.
- Point out the short *oo* sound in *good for you*. Invite the pupils to name other words with the short *oo* sound (*book*, *look*, *notebook*).
- Point out the *or* sound in *for* (in *good for you*).
- Tell the pupils to highlight *come* in yellow and *good for you* in green 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. park	4.	come	7.	okay
2. we	5.	basketball	8.	good for you
3. play	6.	game		

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

long a

• Write the words *game* and *play* on the board with the *a_e* and *ay* in a different color to emphasize their sound. Invite a pupil to read the words and review the letter combinations that make the long *a* sound.

6 Listen and number.

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

- Say *okay* 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

- a. 1. pal, 2. pale, 3. play, 4. pay
- b. 1. okay, 2. dad, 3. day, 4. date
- c. 1. may, 2. mane, 3. name, 4. man
- d. 1. gap, 2. glad, 3. grade, 4. game
- Play the recording again and tell the pupils to number the words as they hear them.

7 Sing and clap.

Sing the song and clap your hands.

• Play the recording of the song *It's Good for You*. Tell the pupils to clap when they hear the phrase *good for you*.

Listening script Hey, hey, hey. It's a sunny day. Come out and play. (x2) It's good for you! (x3) Fun, fun, fun. Look up at the sun. Come jump and run. (x2) It's good for you! (x3)

- 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 *I* 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.

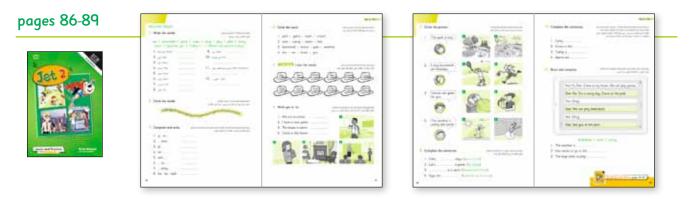
Write yes for the sentences that are true for you. Write no for the sentences that are not.

- 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 correct for them.
- Tell the pupils to read the remaining sentences and write yes or no.

WORD TIME

- I 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 with *day* (*play*, *okay*). Tell them to name a word that rhymes with *name* (*game*).
- 2 Give the pupils one minute to write in their notebook as many places as they can think of where they can play games. Tell them to use words from the grid as well as other words they know in English. Tell the pupils that they can use the *Check Your Words* section at the end of Unit 1 to help them.
- **3** Tell the pupils to write words that can complete the sentence *Salad is*
- 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.



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 86-89 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 86. Then tell them to look through pages 87-89 and find the words and phrases from page 86, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 24-25





READ AND WRITE

Read and find out.

Read and find out what Jade wants Ray to do.

- Read Jet's speech bubble at the top of the page and make sure the pupils understand it. Invite them to say what things they like to do at the park and why it's good for them to play outside.
- Tell the pupils to describe the picture. Invite the pupils to say what they think the text is about.

Jet Tip: Point out that I'm is an abbreviation of I + am.

- Elicit that the text is a conversation. Ask the pupils how they know this and elicit that in a conversation each line starts with a name followed by a colon. Elicit that there are two characters in the conversation. Tell the pupils to find the word *park* in the text and read the sentence(s) with the word out loud. Tell them to do the same for the word *play*.
- 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 what Jade wants Ray to do (*go to the park*). Ask them what they would do if they were Ray continue playing on the computer or go to the park with Jade.

2 Find and write.

Find words and names in Exercise 1 with the long a sound, such as in name. Write them in your notebook.

• Tell the pupils to look through the text in Exercise 1 and find words and names with the long *a* sound, such as in *name*. Tell them to write the words in their notebook. (*Jade*, *Ray*, *play*, *game*, *okay*)

3 Choose the answers.

Choose the correct answer to complete each sentence.

- Read number 1. Tell the pupils to choose the correct answer to complete the sentence.
- Tell the pupils to choose the correct answers for the remaining sentences.

Write sentences.

Write at least three sentences about what you like to do at the park.

- Invite the pupils to describe the activities the children in the picture are doing.
- Tell the pupils they are going to write sentences about things they like to do at the park. Read the example sentence and elicit the meaning. Invite the pupils to suggest other sentences using the example sentence as a model and the labels in the picture.
- Tell the pupils to write sentences in their notebook using the example sentence and the labels in the picture. Remind them to start each sentence with a capital letter and end each one with a period.

Suggestion: Tell the more-advanced pupils to make up their own sentences about what they like to do at the park.



New Words: eat, fly a kite, funny, near, old, play football, read a book, spring, stand, tree, who

Language Structures: Can you ... ?, I can ... , I can't ...

Phonics: long i, long e

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Chit Chat

• Ask *What's the weather today?* and invite the pupils to answer. Show a picture of a sunny day and repeat the question. Repeat with other weather pictures. Encourage the pupils to say that the weather is *not hot*, *not warm* and *not sunny* if they don't know the words to describe the weather in the pictures.

Review

- Tell the pupils to turn to page 10 of *Reading and More* and explain they are going to read the WhatsApp message 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 WhatsApp message as he or she can.
- Tell the pupils to switch roles and set a timer for another minute.

Optional: Repeat the exercise. Tell pupils to see if they read more of the text the second time around.

LISTEN AND SPEAK

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 *Can you read a book?* Point out the similarities and differences between the question in English and in their own language. Ask the pupils if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *can*, *you*, *read* and *book*.
- Repeat for *I can fly a kite*. Elicit the meaning of *fly* and *kite*. Point out that *fly* has a different meaning in the sentence *The bird can fly*.
- Repeat for *I can't play football*. Elicit the meaning of *can't*, *play* and *football*. Point out different ways to use the word *play* you can *play a game*, *play on the computer*, *play sports*, *play football*, *play basketball*. Also point out that you can *play music* and *play the guitar*.

Jet Tip: Point out that *can't* is an abbreviation of *can* + *not*.

• Ask *Can you read a book?* Invite a pupil to answer. Repeat with additional pupils and additional questions using the structure *Can you* ...?

2 Listen and tick.

Listen to the conversation and tick the activities that Fred does on the correct days.

- Read the title *Fred's Week* and elicit the meaning. Explain to the pupils that they are going to listen to a boy describing his activities for the week to a friend. Read the activities listed in the chart and elicit the meanings.
- Say Tuesday and tell the pupils to point to the correct day at the top of the chart. Repeat for the remaining days.
- Play the recording and tell the pupils to point to the correct day for each activity in Fred's week.

Listening script

Linda: Hi, Fred. Fred: Hi, Linda.

Linda: I have a new kite.

Fred: Wow! I want to see your kite.

Linda: Let's meet at the park. It's spring now. The park is beautiful.

Can you meet me at the park on Sunday?

Fred: No, I can't. I have a tennis lesson on Sunday.

Linda: Can you come on Monday?

Fred: No, I can't. I have football on Monday.

Linda: Can you come on Tuesday?

Fred: No, I can't. I have a music lesson on Tuesday.

Linda: Can you come on Wednesday?

Fred: No, I can't. I have basketball on Wednesday.

Linda: Can you come on Thursday?

Fred: No, I can't. I help my grandma on Thursday.

Linda: Can you come on Friday?

Fred: Yes, I can meet you at the park on Friday. We can fly your kite.

Linda: Great! See you on Friday.

• Play the recording again and tell the pupils to tick the correct day for each activity.

3 Play a game.

Ask your friends the questions and write the name of one friend who answers *Yes* to each question. When you have a positive answer to all the questions, say *Bingo*.

- Tell the pupils they are going to play Find a Friend Bingo.
- Read the questions with Can you ...? and elicit the meanings.
- Read the first speech bubble *Can you play basketball?* Invite a pupil to read the responses *Yes, I can* and *No, I can't.* Invite the pupils to repeat the question and the answer.
- Elicit that the words in blue in the speech bubbles should be replaced with different phrases from the list above.
- Invite a pupil to demonstrate the game with you. Read the list of questions and tell the volunteer to answer *Yes*, *I can* or *No*, *I can't*. When the pupil answers *yes* to a question, write his or her name in the space provided. Then reverse roles. Move on to a different pupil and read only the questions that don't have a name next to them.
- Explain that the first pupil to complete all eight questions with a different name for each question must call out *Bingo!* He or she is the winner.

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 long *i* and magic *e* in *kite*. Explain that long vowels say their name. Other words with the long *i* sound and magic *e* include *five*, *nine*, *white*, *nice*, *write*.
- Point out the all sound in football. Other words with this pattern are ball, tall, small, basketball.
- Point out that the *ea* in *read* makes a long *e* sound. Invite the pupils to name other long *e* words they know (*green*, *three*, *teacher*, *years*, *street*, *meet*, *see*, *need*, *week*, *he*, *she*, *me*, *we*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *read* and elicit the meaning. Repeat with *kite*, *football*, *basketball* and *write*.

5 Highlight and count.

Highlight can't in yellow. Then write how many times it appears.

- Write the word *can't* on the board and read it out loud for the pupils. Tell them to repeat the word and point to it in their books. Elicit that *can't* is a short form of *can not*.
- Tell the pupils to highlight *can't* in yellow every time it appears.
- Tell them to write how many times it appears.

6 Listen and circle.

Listen and circle the words you hear.

- Say can't 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. kite 3. read 5. football 2. come 4. friend 6. boy

- 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.

long i

- Write the word *nine* on the board with the *i_e* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of long *i*. Explain that the long *i* sound is the name of the letter *i*.
- 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 two columns on the board. Write *kit* in the first column and *kite* in the second column. Write the letters *i* and *i_e* in these words in a different color to emphasize the sounds. Read the words. Elicit the sound the letter *i* makes in the word *kit* and then in the word *kite*. Draw the pupils' attention to the difference in the sounds and point out that the *i* sound in *kit* is the short *i* sound and the *i* sound in *kite* is the long *i* sound. Elicit 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 *kite* and *white* have a long *i* sound because of the magic *e*.
- Tell the pupils to take out a piece of paper, tear it in half, and write *short i* on one piece and *long i* on the other piece. Tell the pupils to listen to the words you say and hold up the *short i* piece of paper if they hear the short *i*, like in *kit*, or the *long i* piece of paper if they hear the long *i*, like in *kite*. Suggested words include: *six*, *nine*, *five*, *sit*, *milk*, *in*, *fly*, *ice cream*, *swim*, *nice*, *white*, *I*, *climb*, *like*, *fish*, *write*. Write some words in the correct column in the chart on the board.
- Invite the pupils to say other words they know with the short i sound or the long i sound and add them to the chart.
- Tell the pupils to copy the chart into their notebook, highlighting the various letters or letter combinations that produce the long *i* or short *i* sound in each word.

7 Listen and number.

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

- Say *like* 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. like	3.	five	5.	nice	7.	write
2. nine	4.	Friday	6.	kite	8.	white

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

8 Complete.

Complete each conversation with the correct sentence.

- Invite a pupil to read the girl's speech bubble in the first picture. 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.

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LEARN WORDS

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

l 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 tick.

Listen to Amir describe the park and tick the characters he describes.

- Elicit that the season is spring and the people are at the park.
- Invite the pupils to describe the characters they think are funny in the scene.
- Play the recording and tell the pupils to point to the characters Amir describes. Explain that some of the descriptions are incorrect.

Listening script

Hi! I'm Amir. I'm at the park. It is a funny park.

I see a girl. She is eating a football sandwich. Heh, heh!

I see a tree. The tree is running.

I see a kite. The kite is reading a book.

I see an old man. He is running.

I see a boy. He is standing on his hands.

This is a funny park.

• Play the recording again and tell the pupils to tick the characters Amir describes.

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 *ee* in *tree* and the *ea* in *eat* and *near* make the long *e* sound. Invite the pupils to name other long *e* words they know (*green*, *three*, *teacher*, *please*, *years*, *street*, *meet*, *see*, *need*, *week*, *read*, *he*, *she*, *me*, *we*).
- Point out that the final y in *funny* makes a long e sound. Invite the pupils to name other words they know with a final y that sounds like long e (happy, family, sunny).
- Point out the short a sound in stand. Invite the pupils to name other words with the short a sound (class, family, happy).
- Point out the short *i* sound in *spring*. Invite the pupils to name other words with the short *i* sound (*sister*, *music*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *stand* and elicit the meaning. Repeat with *eat*, *funny*, *spring*, *tree* and *king*.

4 Highlight and count.

Highlight who in yellow and old in green. Then write how many times each word appears.

- Write the word *who* 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 *old*.
- Point out that *who* 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 long o sound in old. Explain that long vowels say their names. Other words with the long o sound include no, yellow, notebook, homework, go, phone.
- Tell the pupils to highlight who in yellow and old in green every time they appear.
- Tell them to write how many times each word appears.

5 Listen and number.

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

- Say *tree* 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

- a. 1. eat, 2. near, 3. three, 4. tree
- b. 1. family, 2. bunny, 3. funny, 4. sunny
- c. 1. what, 2. who, 3. old, 4. okay
- d. 1. spring, 2. sing, 3. sand, 4. stand
- Play the recording again and tell the pupils to number the words as they hear them.

long e

• Write the words *me*, *read* and *green* on the board with the *e*, *ea* and *ee* in a different color to emphasize their sound. Invite a pupil to read the words and review the letter combinations that make the long *e* sound.

6 Color the words.

Color pairs of rhyming words in the same color.

- Read the word in the first cupcake. Tell the pupils to find the word that rhymes with it. Tell them to color both cupcakes in the same color.
- Tell the pupils to color the remaining pairs of rhyming words.

7 Listen and sing.

Listen and sing the song.

• Play the recording of the song *Here Comes Spring* and tell the pupils to stamp their feet when they hear the word *spring*.

Listening script

Hey kids, let's sing.

Here comes spring.

It's a nice sunny day.

Come to the park and play.

Hey kids, let's sing.

Here comes spring.

The trees are green and tall.

Bring a kite and a ball.

Hey kids, let's sing.

Here comes spring.

- 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 Circle the picture.

Circle the picture that matches each sentence.

- Read the first sentence. Tell the pupils to circle the correct picture.
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

Match A to B.

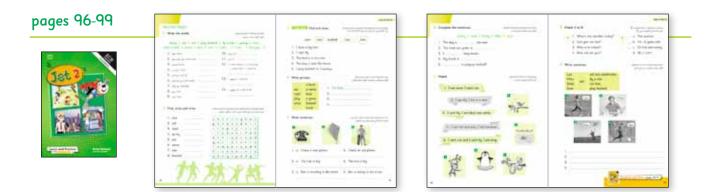
Match each sentence in A to a sentence in B.

- 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 sentences in B.

WORD TIME

- I 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 *hand* (*stand*). Tell them to name a word that rhymes with *me* (*tree*). Tell them to name a word that rhymes with *sing* (*spring*).
- 2 Give the pupils one minute to write in their notebook as many things as they can think of that they see in spring. Tell them to use words from the grid as well as other words they know in English. Remind the pupils that they can use the *Check Your Words* section at the end of Unit 1 to help them.
- **3** Tell the pupils to copy and complete the phrase *a funny* ... using a word from the grid or another word they know in English. Tell them to draw a picture of the phrase they wrote.
- 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.



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 96-99 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 96. Then tell them to look through pages 97-99 and find the words and phrases from page 96, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 26-27





READ AND WRITE

Read and correct.

Read about the children at the park. Correct the mistakes in the sentences according to the picture.

- Tell the pupils to look at the picture and elicit that the season is spring and the children are at the park.
- Tell the pupils to name the children and describe what they are doing.
- Read the title of the text and elicit the meaning.
- Tell the pupils to find the *ing* words in the text. Explain that these are all verbs. Explain that *ing* at the end of a verb means the action is taking place now.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Read the sentence *Steve is playing football* again. Elicit that the sentence is not correct. Tell the pupils to write the sentence in their notebook with the correct name.
- Tell the pupils to read the remaining sentences in the text and correct additional mistakes.

2 Find and write.

Find words and names in Exercise 1 with the long e sound, as in see. Write them in your notebook.

• Tell the pupils to look through the text in Exercise 1 and find words and names with the long *e* sound, as in *see*. Tell them to write the words in their notebook. (*Steve*, *Eve*, *Jean*, *Pete*, *eat*, *near*, *tree*, *read*)

3 Write the names.

Write the correct name for each question according to the picture.

- Read the names in the word bank.
- Read the first question and elicit the meaning. Tell the pupils to write the correct name in their notebook according to the picture in Exercise 1.
- Tell the pupils to read the remaining questions and write the correct answers in their notebook.

4 Write sentences.

Write at least two sentences about things you can do and two sentences about things you can't do.

- Say *I can fly* and show the pupils that you are using a phrase from each column in the chart to make the sentence. Elicit the meaning and tell the pupils to give the thumbs up sign if your sentence is correct for them. Tell them to give the thumbs down sign if it is not. Repeat with *I can't fly*.
- Repeat with additional sentences from the chart.
- Tell the pupils to write at least two sentences in their notebook about things they can do and at least two sentences about things they can't do, using the chart. Explain that the sentences must begin with *I can* or *I can't* followed by a phrase from the second column.
- Remind the pupils that each sentence starts with a capital letter and ends with a period.

Suggestion: Tell the more-advanced pupils to make up their own sentences with can and can't.



New Words: cloud, eyes, father, home, mother, mouth, nose, picture, sky, sleep, too

Language Structures: There's ... **Phonics:** final y (long i), long o

pages 100-102







Chit Chat

• Review the following questions from Unit 1:

What's your name?

How old are you?

Where do you live?

What's your phone number?

What's your address?

What's your favorite ...?

- Write the questions on the board.
- Ask for a volunteer to be interviewed. Tell the volunteer to come to the front of the class. Invite the pupils to interview him or her using the questions on the board.

Review

• Sing It's Good for You from page 85 of Learn and Practice.

LISTEN AND SPEAK

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 *There's a cloud in the sky*. Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *there's*, *cloud* and *sky*.
- Repeat for *There's a picture in the house*. Point out the meaning of *picture* and *house*.
- Invite the pupils to say sentences with *There's* about things in the classroom.

Jet Tip: Point out that *There's* is an abbreviation of *There* + *is*.

2 Listen and match.

Listen to the conversation and match each child to the correct picture.

- Invite the pupils to describe the pictures. Then tell them to read the names in the word bank.
- Explain to the pupils that they are going to listen to a conversation between two adults watching an art lesson. Play the recording and tell the pupils to use their finger to match the names to the pictures as they are described.

Listening script

- Adult 1: Where are the pupils?
- Adult 2: In an art lesson. Look at the spring pictures.
- Adult 1: I like Tina's picture. There's a sun and an apple tree.
- Adult 2: Mark has a nice picture. There's a father, a mother and a girl.
- Adult 1: Look at Jim's picture. There's a cloud in the sky. There's a bird in the tree.
- Adult 2: Kate's picture is great. There's a boy near the tree. There's a basketball and a football.
- Adult 1: The art teacher is happy. She likes the pictures too.
- Play the recording again and tell the pupils to write the correct name under each picture.

3 Talk and draw.

Describe items to add to the picture. Your friend draws them.

- Invite the pupils to describe the people, animals and items in the picture using *There's*.
- Explain to the pupils that they are going to describe additional items to a friend and that the friend must draw the items in his or her picture.
- Read the first speech bubble *There's a kite in the sky*. Elicit the meaning and tell the pupils to repeat the sentence. Repeat with the second speech bubble *There's a dog in the park*.
- Tell the pupils to work in pairs and describe additional items for their friends to draw 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 *ou* sound in *cloud*. Another word with this pattern is *house*.
- Point out that the final y in sky makes a long i sound. Another word with a final y that sounds like long i is fly.
- Point out the *th* sound in *there*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *cloud* and elicit the meaning. Repeat with my, sky, there and the.

5 Highlight and count.

Highlight picture in yellow and write how many times it appears.

- Write the word *picture* 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 sound of *ture* in *picture*.



- Tell the pupils to highlight *picture* in yellow every time it appears.
- Tell them to write how many times it appears.

6 Listen and circle.

Listen and circle the words you hear.

- Say where's 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. cloud 3. the 5. there's 2. sky 4. please

- 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.

final y (long i)

- Write the word *sky* on the board with the *y* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *y*.
- Explain that y makes a long i sound at the end of single syllable words like sky, fly and my. Elicit that y makes a long e sound at the end of multi-syllable words like happy, sunny, family and funny.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the long *i* sound at the end of the word, like in *sky*. Suggested words include *my*, *sunny*, *funny*, *happy*, *by*, *family*, *sky*, *fly*.
- Write a few final y words with the long i sound on the board with the y in a different color my, sky, fly.
- Tell the pupils to copy the words into their notebook, highlighting the *y* in each word.

7 Listen and number.

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

- Say fly 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.

Lis	stening script				
1.	by	3.	try	5.	fly
2.	sky	4.	my	6.	cry

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

8 Match the sentences.

Match each sentence to a character in the picture who would say it.

- Invite the pupils to describe what they see in the picture.
- Read the first speech bubble. Tell the pupils to find the character who could say it and write *1* in the box next to that character.
- Tell the pupils to read the remaining speech bubbles and match them to the correct characters in the picture.

pages 103-105







LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play What's Missing? See page 15 for instructions.

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 aliens.

- Invite the pupils to describe the aliens in the pictures.
- Play the recording and tell the pupils to point to the aliens as they describe themselves.

Listening script

- Number 1. I have two eyes, a mouth and two noses.
- Number 2. I have three eyes, a mouth and a nose.
- Number 3. I have one eye, a mouth and two noses.
- Number 4. I have one eye, a mouth and one nose.
- Play the recording again and tell the pupils to number the aliens.

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 o and magic e in nose and home. Explain that long vowels say their name. Other words with the long o sound are go, no, yellow, homework, notebook, old, phone.
- Point out the *th* sound in *mother*, *father* and *mouth*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *there*).
- Point out the *er* sound in *father* and *mother*. Invite the pupils to name other words they know with *er* (*paper*, *brother*, *sister*, *eraser*, *number*, *computer*).
- Point out the ou sound in mouth. Other words with this pattern are house and cloud.
- Point out that the *ee* in *sleep* makes the long *e* sound. Invite the pupils to name other long *e* words they know (green, three, teacher, years, street, meet, see, please, need, week, read, eat, he, she, me, we, near, tree).
- Point out the long oo sound in too. Other words with the long oo sound are school and food.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *sleep* and elicit the meaning. Repeat with *mouth*, *nose*, *mother*, *too*, *home* and *father*.

4 Highlight and count.

Highlight eyes in yellow and write how many times it appears.

- Write the word *eyes* 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 *eyes* doesn't follow the phonics rules. Help the pupils remember the spelling of the word *eye* by drawing a face with an *e* for each eye and a *y* for the nose and mouth. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- Tell the pupils to highlight *eyes* in yellow every time it appears.
- Tell them to write how many times *eyes* appears.

5 Listen and number.

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

- Say too 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

- a. 1. see, 2. sleep, 3. eyes, 4. need
- b. 1. father, 2. mouth, 3. brother, 4. mother
- c. 1. school, 2. too, 3. cool, 4. food
- d. 1. home, 2. note, 3. nose, 4. dome
- 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 o

• Review the vowels. Draw a smiley face to help the pupils remember the vowels.



- Write the word *nose* on the board with the o_e in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of long o. Explain that the long o sound is the name of the letter o.
- Elicit that vowels are special because they each have a long sound and a short sound.
- Draw a chart with six columns on the board. Write *not* in the first column, *no* in the second column, *note* in the third column, *yellow* in the fourth column, *coat* in the fifth column and *old* in the sixth column. Write the letters *o*, *o_e*, *ow* and *oa* in these words in a different color to emphasize the sounds.
- Read the words. Elicit the sound the letter *o* makes in the word *not* and then in the words *no*, *note*, *yellow*, *coat* and *old*. Draw the pupils' attention to the difference in the sounds and point out that the *o* sound in *not* is the short *o* sound and the *o* sound in *no*, *note*, *yellow*, *coat* and *old* is the long *o* sound. Explain that the long *o* sound is the name of the letter.
- Elicit 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 *note*, *nose* and *home* have a long *o* sound because of the magic *e*.
- Elicit that *oa* makes the long *o* sound as in *coat*. Elicit that *ow* makes the long *o* sound as in *yellow*. Elicit that *o* makes the long *o* sound in *old*. Elicit that the *o* in *no* makes the long *o* sound because it is an open syllable that isn't closed by a consonant. Point out that *go* also follows this pattern. Elicit that the *o* in *not* makes the short *o* sound because it is a closed syllable, closed by a consonant. Point out that *dog* and *mom* also follow this pattern.

- Tell the pupils to take out a piece of paper, tear it in half, and write *short o* on one piece and *long o* on the other piece. Tell the pupils to listen to the words you say and hold up the *short o* piece of paper if they hear the short o, like in *not*, or the *long o* piece of paper if they hear the long o, like in *note*. Suggested words include *coat*, *box*, *cold*, *not*, *nose*, *hot*, *dog*, *go*, *old*, *home*, *no*, *long*, *stop*, *phone*, *yellow*. Write the words in the correct column on the chart.
- Invite the pupils to say other words they know with the short o sound or the long o 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 *o* or short *o* sound in each word.

6 Listen and number.

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

- Say *nose* 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.

List	ening script				
1.	go	5.	nose	9.	cold
2.	old	6.	yellow	10.	coat
3.	note	7.	home		
4.	no	8.	snow		

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

7 Read and write.

Read the descriptions and write the correct name for each alien.

- Say *I have two yellow eyes* and tell the pupils to point to the correct alien. Repeat with *I have two green noses* and *I have a red mouth*.
- Read the first sentence. Tell the pupils to find the correct alien and write its name
- Tell them to read the remaining sentences and write the correct name for each alien.

8 Write yes or no.

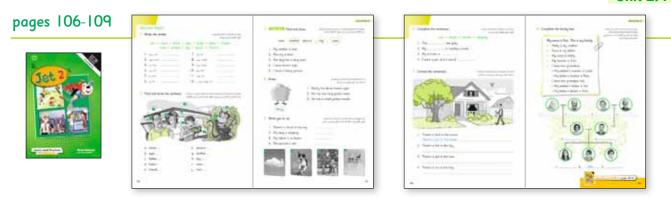
Write yes for the sentences that are true for you. Write no for the sentences that are not.

- 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 next to each one.

WORD TIME

- Say the coordinates for a word or phrase in the grid and have the pupils read the word 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 *new* (*too*). Tell them to name a word that rhymes with *brother* (*mother*).
- **2** Give the pupils one minute to write as many parts of the body 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. Remind them to use the *Check Your Words* section at the end of Unit 1 to help them.
- **3** Tell the pupils to write words that can complete the phrase a gray ... and to draw it.
- 4 Tell the pupils to write words that can complete the sentence My ... is at home.

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.



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 106-109 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 106. Then tell them to look through pages 107-109 and find the words and phrases from page 106, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 28-29





READ A STORY: Alan Meets a New Friend

Read and find out.

Read and find out about Alan's new friend.

- Read the title of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures and where the characters are.
- Point to frame 1 and say *Alan has a computer.* Tell the pupils to do the thumbs up sign if the sentence is true. Tell them to do the thumbs down sign if the sentence is false.
- Repeat for frame 2 with the sentences *Alan is flying a kite* and *Mom is playing on the computer*.
- Repeat with additional sentences for additional frames.
- Tell the pupils to predict what is going to happen in the story.
- Tell the pupils to find and say the names of parts of the body in the text.
- Tell the pupils to read the text silently. Then 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's the weather at Alan's house? (sunny)

Who is Alan's new friend? (CPX)

Does Alan like CPX's home? (no)

• Tell the pupils to compare Alan's home and CPX's home. Ask them what is different.

Jet Tip: Point out that He's is an abbreviation of He + is. Tell the pupils to find He's in the story.



2 Find and write.

Find words in Exercise I with the long o sound, as in go. Write them in in your notebook.

• Tell the pupils to look through the story in Exercise 1 and find words and names with the long o sound, as in go. Tell them to write the words in their notebook. (no, nose, home)

3 Number the sentences.

Number the sentences in the order they happened.

- Read the sentences and ask the pupils which happened first in the story. Tell the pupils to write *1* for that sentence in their notebook.
- Tell the pupils to write the numbers for the remaining sentences in their notebook in the order they happened.

4 Choose the answer.

Choose the correct answer to complete the sentence.

• Read the beginning of the sentence. Tell the pupils to choose the correct answer to complete it.



New Words: boots, children, dress, ice cream, pants, shirt, shoes, socks, store, they, wear

Language Structures: Do you want ... ?, I want ... , I don't want ...

Phonics: sh, ch

pages 110-112







Chit Chat

• Say *I have a mother, a father, two sisters and a brother*. Invite a pupil to name the people in his or her family, using your sentence as a model. Repeat with additional pupils.

Review

• Tell the pupils to open their notebook and take out four colored pens – red, green, yellow and blue. Explain that they are going to draw an alien's face according to your instructions. Give them instructions as follows:

It has three green eyes.

It has one long red nose.

It has two blue mouths.

It has a green hat.

There's a yellow sun on the hat.

• Invite pupils to share their drawings.

Suggestion: Tell the pupils to work in pairs. Pupil A describes an alien's face and pupil B draws the face according to pupil A's description.

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 want a new shirt?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *you*, *want*, *new* and *shirt*. 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 want socks and shoes*. Point out the meaning of *socks* and *shoes*.
- Repeat for *I don't want black pants*. Point out the meaning of *don't*, *black* and *pants*.

Jet Tip: Point out that don't is an abbreviation of do + not.

• Ask *Do you have a blue shirt?* Tell the pupils to raise their hands if the answer is *yes* for them. Repeat the question with additional colors. Repeat the question with *socks*, *shoes* and *pants*.

2 Listen and tick.

Listen to the conversation and tick the items Ronen wants to buy.

- Invite the pupils to describe the clothing items in the pictures.
- Explain to the pupils that they are going to listen to a conversation between a shopkeeper and a boy buying new clothes.
- Play the recording and tell the pupils to point to the clothing items Ronen wants to buy.

Listening script

Woman: Hello, can I help you?

Ronen: I want a sports shirt, please.

Woman: Okay. I have white and gray.

Ronen: I like gray. I want the gray shirt, please.

Woman: Do you want pants too?

Ronen: Yes, I want new pants.

Woman: I have black pants and blue pants.

Ronen: I like black. I want the black pants, please.

Woman: Do you want shoes and socks too?

Ronen: I don't want socks, but I want new shoes.

Woman: I have gray shoes and brown shoes.

Ronen: I want gray shoes.

Woman: Okay. You want a gray shirt, black pants and gray shoes.

Ronen: Yes.

Woman: Here you are.

Ronen: This is a great store. Thank you.

• Play the recording again and tell the pupils to tick the clothing items Ronen wants to buy.

3 Talk to a friend.

In pairs, ask and answer questions about the articles of clothing in Exercise 2 that you would want.

- Explain to the pupils that they are going to ask and answer questions about clothing items they want.
- Read the speech bubble *Do you want gray shoes?* Invite a pupil to read the response *No. I don't want gray shoes.* Invite the pupils to repeat the question and the answer.
- Tell the pupils to work in pairs and ask and answer the question in the speech bubble, replacing the words in blue with different colors and clothing items.

4 Sing, clap and snap.

Sing the song, clap your hands and snap your fingers.

• Play the recording of the song *Shoes and Socks*. Tell the pupils to clap their hands when they hear the word *socks* and to snap their fingers when they hear the word *shoes*.

Listening script

Shoes and socks, socks and shoes. Blue shoes and gray shoes.

Shoes and socks, socks and shoes. What do you say?

Black shoes and white shoes, With long socks and short socks,

Old shoes and new. Let's run and play.

With long socks and short socks,

Shoes and socks, socks and shoes.

Funny socks too. Shoes and socks, socks and shoes.

Shoes and socks, socks and shoes. Shoes and socks, socks and shoes.

- 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.

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 sh sound in shoes and shirt. Invite the pupils to name other sh words they know (English, fish, she).
- Point out the sound of ir in shirt. Other words that follow this pattern are bird and girl.
- Point out the sound of ck in socks. Another word that follows this pattern is black.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *shirt* and elicit the meaning. Repeat with *socks*, *shoes*, *black* and *girl*.

6 Highlight and count.

Highlight pants in yellow and write how many times it appears.

- Write the word *pants* 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 short a sound in pants. Invite the pupils to name other words with the short a sound (stand, class, family, happy).
- Tell the pupils to highlight *pants* in yellow every time it appears.
- Tell them to write how many times it appears.

7 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. shoes 3. shirt 5. want
- 2. pants 4. socks
- 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 *shoes* on the board with the *sh* in a different color to emphasize its sound. Invite a pupil to read the word and review the sound of *sh*.

8 Listen and number.

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

- Say *fish* 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. English 4. shirt
- 7. short 8. she

- 2. sheep
- 5. fish
- 3. shop 6. shoes
- Play the recording again and tell the pupils to number the words as they hear them.

9 Circle the picture.

Circle the correct picture for each conversation.

- Read the first conversation. Tell the pupils to circle the correct picture.
- Tell the pupils to read the remaining conversations and circle the correct pictures.

pages 113-115







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LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play Say It with a Beat. 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.

Jet Tip: Point out that *children* is the plural of *child*.

2 Talk about the picture.

Describe the places the children are and what they are wearing.

- Ask Where are the children? (Tomer is at the ice cream store. Adi and Dana are at the sports store.)
- Tell the pupils to find Tomer. Ask *What is Tomer wearing?* (a green shirt, brown pants, brown shoes, a green hat) Elicit the meaning and invite the pupils to answer the question.
- Repeat for the additional children in the picture.

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 at the end of *dress*. Point out the "floss rule" when a word has only one vowel and it ends with f, l, s, we double the last letter. Other words that end with double s are *class* and *address*.
- Point out the long oo sound in boots. Other words with the long oo sound are school, too and food.
- Point out the *ch* sound in *children*. Invite the pupils to name other *ch* words they know (*chair*, *lunch*, *teacher*, *chips*, *chocolate*).
- Point out the *ore* sound in *store*.
- Point out that the *ea* in *ice cream* makes the long *e* sound. Invite the pupils to name other long *e* words they know (green, three, teacher, years, street, meet, see, please, need, week, read, near, eat, he, she, me, we, tree, sleep).
- Point out the long *i* and magic *e* in *ice cream*. Invite the pupils to name other long *i* words they know (*five*, *nine*, *white*, *nice*, *write*, *kite*).
- Point out that c sometimes makes a s sound as in ice cream. Another word with the soft c is nice.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *boots* and elicit the meaning. Repeat with *store*, *ice cream*, *dress*, *chair*, *read* and *children*.

4 Highlight and count.

Highlight they in yellow and wear in green. Then write how many times each word appears.

- Write the word *they* 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 *wear*.
- Point out the *th* sound in *they*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *father*, *mother*, *mouth*).
- Tell the pupils to highlight *they* in yellow and *wear* in green 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 *children* 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.

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

6 Listen and number.

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

• Say *chop* 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

- a. 1. cop, 2. hop, 3. shop, 4. chop
- b. 1. chip, 2. chin, 3. ship, 4. shin
- c. 1. lunch, 2. teacher, 3. children, 4. chair
- d. 1. sandwich, 2. chocolate, 3. kitchen, 4. chicken
- Play the recording again and tell the pupils to number the words as they hear them.

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 Color and write.

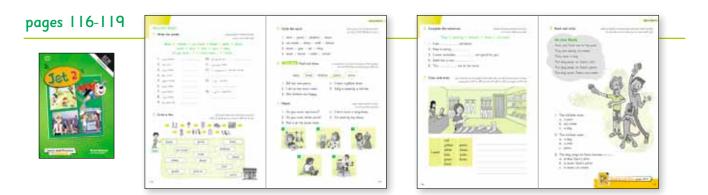
Color one item blue, one item orange and one item green. Then write the correct word to complete each sentence according to the items you colored.

- Tell the pupils to name the items they see.
- Tell them to color one item blue, one item orange and one item green.
- Read number 1. Tell the pupils to write the correct word to complete the sentence with the item they colored blue.
- Tell the pupils to complete the remaining sentences according to the items they colored.

WORD TIME

- I 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 *day* (*they*).
- **2** Give the pupils one minute to write in their notebook as many things as they can think of that they wear on their feet. Tell them to use words from the grid as well as other words they know in English. Remind the pupils that they can use the *Check Your Words* section at the end of Unit 1 to help them.
- **3** Tell the pupils to write words that can complete the sentence *I am wearing*
- 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.



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 116-119 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 116. Then tell them to look through pages 117-119 and find the words and phrases from page 116, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 30-31





READ AND WRITE

Read and draw.

Read the texts and draw the children, their clothes and other things described in each text.

- Explain to the pupils that they are going to read the four texts and draw the children, their clothes and other things from each text.
- Tell the pupils to find and say the names of clothing items in the texts. Then tell them to find colors and to read the sentences in which they appear out loud.
- Tell the pupils to read the texts silently. Then play the recording and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:

Who is wearing green pants? (Dave)

Who is wearing black pants? (Lee)

Who is wearing a blue dress? (Jane)

Who is flying a kite? (Josh and Trish)

• Tell the pupils to draw the children and their clothes in their notebook according to the texts and the example given.

Suggestion: Invite the less-advanced pupils to draw children wearing shirts, pants, dresses, socks, shoes and / or boots. Tell them to label the clothing items in their pictures.

2 Find and write.

Find words and names in Exercise I with the sh sound, 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, as in *fish*. Tell them to write the words in their notebook. (*shirt*, *shoes*, *she*, *Josh*, *Trish*)

3 Write sentences.

Write a sentence about each child according to the pictures.

- Invite a pupil to describe the clothes Yuval is wearing. Point out the example sentence.
- Tell the pupils to write sentences for the remaining pictures using the example sentence as a model.
- Remind the pupils that sentences in English start with a capital letter and end with a punctuation mark, usually a period.

Suggestion: Invite the more-advanced pupils to write additional sentences about the children in the pictures. Alternatively, invite them to write sentences about what they are wearing.

4 Read, copy and change.

Read the text. Copy it into your notebook and change the sentences so that they match the picture.

- Invite a pupil to describe the picture. Then read the first sentence and ask the pupils if the sentence matches the picture.
- Tell the pupils to copy the text into their notebook and to correct the sentences so that they match the picture.

Suggestion: Invite the less-advanced pupils to copy words they know from the text and write their meanings in their notebook. Tell them to use their glossary to find the meanings of the words they don't know.



New Words: autumn, beautiful, climb, coat, cold, make, pool, snow, summer, wall, winter **Language Structures:** There are ...

Phonics: long *oo*, long *o*

pages 120-122







Chit Chat

• Describe a pupil in the class by what he or she is wearing. Tell the pupils to guess the child. Repeat with additional pupils. Invite a pupil to describe another pupil for the class to guess.

Review

• Play Associations. See page 10 for instructions.

LISTEN AND SPEAK

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 *There are ten coats in the store*. Ask them if they know any of the words in the conversational phrase. Explain that *There are* must be followed by a plural noun. Point out the meaning of the individual words *coat* and *store*.
- Repeat for *There are three pictures on the wall*. Point out the meaning of *picture* and *wall*.
- Repeat for *There are fish in the pool*. Point out the meaning of *fish* and *pool*.
- Invite the pupils to say sentences about things in the classroom using the structure *There are*

2 Listen and circle.

Listen and circle yes or no according to the picture.

- Ask Where are the children? (at the pool)
- Invite the pupils to say sentences about people, animals and items in the picture using *There are*
- Explain to the pupils that they are going to listen to sentences about the picture. Tell them to circle *yes* if the sentence is correct and *no* if the sentence is not correct.
- Play the recording and tell the pupils to point to the correct answer for each sentence.

Listening script

- 1. There are clouds in the sky.
- 2. There are six birds in the tree.
- 3. There are four dogs near the tree.
- 4. There are three balls in the pool.
- 5. There are five bags near the pool.
- 6. There are seven children in the pool.
- Play the recording again and tell the pupils to circle the correct answer for each sentence.

3 Say *yes* or *no*.

Say sentences – some correct and others incorrect – about the picture in Exercise 2. Your partner says *yes* or *no* according to the picture.

- Explain to the pupils that they are going to make up true and false sentences about the picture in Exercise 2.
- Read the first speech bubble *There are three bags near the pool*. Invite the pupils to repeat the sentence and read the answer. Repeat for the second speech bubble.
- Tell the pupils to work in pairs. Pupil A says a sentence with *There are* about the picture. Pupil B says *yes* or *no* according to the picture. Then the pupils reverse roles. Point out that some sentences should be correct and some sentences should be incorrect.

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 long oo sound in pool. Other words with the long oo sound are school, too, boots and food.
- Point out the *all* sound in *wall*. Other words with this pattern are *ball*, *tall*, *small*, *basketball*, *football*.
- Point out that *oa* makes a long *o* sound in *coat*. Invite the pupils to name other long *o* words they know (*go*, *no*, *yellow*, *homework*, *notebook*, *old*, *phone*, *nose*, *home*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word wall and elicit the meaning. Repeat with pool, coat, toast, boots and basketball.

5 Highlight and count.

Highlight There are in yellow and write how many times it appears.

- Write the phrase *There are* on the board and read it out loud for the pupils. Tell them to repeat the phrase and point to it in their books. Review its meaning.
- Point out the *th* sound in *there*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *mother*, *father*, *mouth*).
- 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.
- Tell the pupils to highlight *There are* in yellow every time it appears.
- Tell them to write how many times it appears.

6 Listen and number.

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

- Say *pool* 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

- a. 1. tall, 2. ball, 3. small, 4. wall
- b. 1. cool, 2. school, 3. pool, 4. tool
- c. 1. boat, 2. goat, 3. coat, 4. moat
- d. 1. the, 2. there are, 3. there, 4. there's
- 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 oo

- Write the word *pool* on the board with the *oo* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of long *oo*. Point out that sometimes *oo* makes a short sound, like in *book* and *good*.
- Tell the pupils to listen to the words you say and hold up their hand if they hear the long *oo* sound, like in *pool*. Suggested words include *zoo*, *school*, *come*, *too*, *kangaroo*, *home*, *balloon*, *nose*, *hot*, *boots*, *food*, *cool*.
- Write a few long *oo* words on the board with the *oo* in a different color *pool*, *zoo*, *school*, *too*, *boots*, *food*, *cool*, *balloon*.
- Tell the pupils to copy the words into their notebook, highlighting the oo in each word.

7 Listen and circle.

Listen and circle the pictures with the long oo sound.

• Play the recording and tell the pupils to point to the pictures with the long oo sound.

Listening script

- 1. pool
- 3. balloon
- 5. zoo

- 2. house
- 4. coat
- 6. kangaroo
- Play the recording again and tell the pupils to circle the pictures with the long oo sound.

8 Complete.

Complete each conversation with the correct sentence.

- Invite a pupil to read the mother's speech bubble in the first picture. Tell the pupils to choose the correct question and write it in the empty speech bubble.
- Tell the pupils to read the remaining speech bubbles and write the correct answers.









LEARN WORDS

- Teach the new words. See How to Teach Vocabulary in the Introduction to this Teacher's Guide.
- Play *Match*. See page 12 for instructions.

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.

Write and talk.

Write the season for each picture. Then describe the weather and what the people are doing in each picture.

- Tell the pupils to read the seasons in the word bank and review their meaning.
- Tell the pupils to look at the first picture and write the correct season under it. Tell them to write the correct season for each of the remaining pictures.
- Invite a pupil to name the season he or she wrote for the first picture. Ask *What's the weather in winter?* Point out that the pupils can add the letter *y* to *snow* to make *snowy* to describe the weather in the first picture. Invite the pupils to describe what the people are doing in the picture.
- Repeat for the remaining pictures.

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 a_e in make makes the long a sound. Invite the pupils to name other long a words they know (day, Sunday, Monday, name, grade, game, play, okay, today).
- Point out the *er* sound in *summer* and *winter*. Invite the pupils to name other words they know with *er* (*paper*, *brother*, *sister*, *eraser*, *number*, *computer*, *father*, *mother*).
- Point out that the *ow* in *snow* and the *o* in *cold* make the long *o* sound. Invite the pupils to name other long *o* words they know (*go*, *no*, *yellow*, *homework*, *notebook*, *old*, *phone*, *nose*, *home*, *coat*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *summer* and elicit the meaning. Repeat with *make*, *cold*, *grade*, *snow* and *winter*.

4 Highlight and count.

Highlight *climb* in yellow, *beautiful* in green and *autumn* in blue. Then write how many times each word appears.

- Write the word *climb* 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 *beautiful* and *autumn*.
- Point out the silent b at the end of *climb*.
- Point out the long *i* sound in *climb*. Invite the pupils to name other long *i* words they know (*five*, *nine*, *white*, *nice*, *write*, *ice cream*, *kite*).
- Point out that *beautiful* 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 au sound in autumn.
- Point out the silent *n* at the end of *autumn*.
- Tell the pupils to highlight *climb* in yellow, *beautiful* in green and *autumn* 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. summer 4. make 7. beautiful
- 2. snow 5. winter 8. autumn
- 3. climb 6. cold
- 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 o

• Write the words *go*, *coat*, *snow* and *home* on the board with the *o*, *oa*, *ow* and *o_e* in a different color to emphasize their sound. Invite a pupil to read the words and review the letter combinations that make the long *o* sound.

6 Listen and circle.

Listen and circle the pictures with the long o sound.

• Play the recording and tell the pupils to point to the pictures with the long o sound.

Listening script		
1. snowman	3. box	5. nose
2. coat	4. dog	6. socks

• Play the recording again and tell the pupils to circle the pictures with the long o 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 it (picture d).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

8 Complete the sentences.

Complete the sentences so they are true for you. Use the phrases below or make your own phrases.

- Read the phrases and elicit the meanings. Read number 1 and tell the pupils to complete the sentence so that it is true for them. Tell them to use one of the phrases provided or to make up their own phrase.
- Tell the pupils to complete the remaining sentences so they are true for them.
- Invite the pupils to read their sentences out loud to the class.

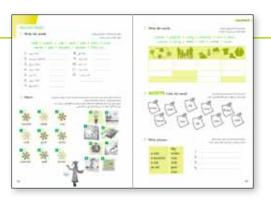
WORD TIME

- I 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 *go* (*snow*). Tell them to name a word that rhymes with *school* (*pool*).
- **2** Tell the pupils to write the seasons in their notebook.
- 3 a. Tell the pupils to write words that can complete the sentence *Winter is* ... in their notebook. Tell them to use words from the grid as well as other words they know in English. Remind the pupils that they can use the *Check Your Words* section at the end of Unit 1 to help them.
 - b. Tell the pupils to write words that can complete the sentence *The* ... is white.

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 126-129







PRACTICE PAGES

• Tell the pupils to do the exercises on pages 126-129 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 126. Then tell them to look through pages 127-129 and find the words and phrases from page 126, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 32-33





READ AND WRITE

Read and write.

Read the ad. Write yes or no for each sentence.

• Elicit that the text is an ad. Ask the pupils questions about ads such as:

What makes a good ad? (bright colors, eye-catching pictures, large print)

What information do you usually find in an ad? (name of place, address, phone number, website, opening hours, prices)

Where are ads found? (newspapers, magazines, websites)

This discussion may be held in the pupils' own language.

- Elicit that the ad is for a sports park.
- Tell the pupils to find and say the seasons in the ad. Tell them to find colors in the ad and to read the sentences in which they appear out loud.
- Name a season and invite the pupils to translate the activities they can do at Sports Park during that season.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Ask the pupils some comprehension questions. For example:

When can you make a snowman? (in winter)

When can you climb the big wall? (in spring)

What can you do in summer? (swim in the pool and rest in the sun)

What can you do in autumn? (fly a kite and see the red, brown and yellow trees)

• Invite the pupils to say additional activities they can do in each season.

Jet Tip: Point out that *snowman* is made up of *snow* and *man*.

• Ask a pupil *What's your favorite season?* Invite the pupil to explain what he or she likes about the season. Repeat for additional pupils.



- Read the first sentence. Tell the pupils to say *yes* if the sentence is correct according to the ad. Tell them to say *no* if the sentence is incorrect.
- Tell the pupils to read the remaining sentences and write the correct answers in their notebook.

2 Find and write.

Find words in Exercise I with the long o sound, as in nose. Write them in your notebook.

• Tell the pupils to look through the text in Exercise 1 and find words with the long *o* sound, as in *nose*. Tell them to write the words in their notebook. (*snow*, *yellow*)

3 Read and match.

Read and match a season to each text.

- Read the words in the word bank and review their meaning.
- Tell the pupils to scan number 1 for long *e* words and say them out loud (*trees*, *green*, *eat*, *ice cream*). Read the text out loud. Tell the pupils to listen for the rhyming words and say them out loud (*blue*, *too*). Point out the different spelling of the long *oo* sound in the rhyming words (*ue* in *blue*, *oo* in *too*). Read the text again and tell the pupils to write the correct season in their notebook.
- Repeat with number 2. Have the pupils scan for short *e* words (*red*, *yellow*, *let's*). Point out that the *ow* in the rhyming words (*brown*, *town*) makes the sound of what you would say if you were in pain.
- Repeat with number 3. Have the pupils scan for long o words (cold, snow, coat, go). Point out the different spelling of the long o sound in the rhyming words. Point out that ow sometimes makes a long o sound (as in snow) and sometimes it makes the sound of what you would say if you were in pain (as in town, brown).
- Repeat with number 4. Have the pupils scan for a long *a* word (*play*). Point out that the rhyming words make a long *i* sound, meaning that they say the name of the letter *i*. Point out the different spelling of the long *i* sound in the rhyming words (final *y* in *sky*, *igh* in *high*). Explain that *y* at the end of a word sometimes makes a long *i* sound. Elicit the meaning of the word *high* and explain that the combination *igh* also makes a long *i* sound.

Suggestion: Have the pupils learn some or all of these texts by heart and recite them.

Write sentences.

Write at least three sentences about the snowman.

- Invite the pupils to say sentences about the snowman using the structure *The snowman has a ...*. Encourage the pupils to include adjectives in their sentences. For example: *The snowman has a big nose*.
- Tell the pupils to write at least three sentences about the snowman in their notebook, using the chart. Explain that the sentences must begin with *The snowman has a*, followed by an adjective from the second column and a noun from the third column.
- Remind the pupils that each sentence starts with a capital letter and ends with punctuation, usually a period.

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

Check Your Words

pages 130-132







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 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 three things one can wear in winter.
 - 2. Tell the pupils to find two sports.
 - 3. Tell the pupils to find two things one can climb.
 - 4. Tell the pupils to find two words with the long a sound like in the word name.
 - 5. Tell the pupils to find two words with the long *e* sound like in the word *see*.
 - 6. Tell the pupils to find two words with the long *o* sound like in the word *no*.

3 Find words.

Find a word from the list on pages 130-131 to match each definition.

- Read the first definition. Tell the pupils to find a word on the list 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 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 for 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 can you see outside?

5 Read and write.

Read the sentences and write the correct words that describe what you can see outside.

- Review the words in the word bank.
- Invite a pupil to read the first description and to say the word that matches it.
- Tell the pupils to read the remaining descriptions and to write the correct word for each one.

JET STORY In the Snow



- Read the title of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures.
- Tell the pupils to describe what is happening in the pictures.
- Tell the pupils to find names of clothing items in the text and read the sentences with those words out loud. Repeat with words related to the weather.
- Tell the pupils to find words with the long *a* sound. Repeat with the long *e* sound, the long *o* sound, the *ch* sound, the *th* sound and the *sh* sound.
- Play the recording of the full story and tell the pupils to point to each frame as they hear about it.

Read and number.

Read and number the sentences in the order they happened.

- Read page 34 with the pupils. Explain to the pupils that:
 - you will read all the top bars on the page.
 - you will alternate between yourself and the pupils for all of the speech bubbles on the page. For example, read the first word in Ann's speech bubble (*I*). Point to the next word (*like*) and tell the pupils to read it all together. Read the next word (*snow*). Point to the first word in Bob's speech bubble (*Winter*) and tell the pupils to read it together. Continue in this manner for the rest of the speech bubbles on the page.
- Ask the following comprehension questions:
 - After frame 1: What's the season? (winter) and What are the children doing? (playing in the snow)
 - After frame 2: What are the cats wearing? (summer shirts)
 - After frame 3: What does Nat see? (coats, socks, boots, hats) Invite the pupils to explain why the shopkeeper is angry. (He doesn't want snow in the store.)
- Read the sentences at the bottom of page 34 and ask the pupils which sentence happened first in the story. Tell the pupils to write *I* in their notebook for that sentence. Tell them to number the remaining sentences in the order they happened.

2 Read and choose.

Read and choose the correct answer to complete the sentence.

- Read page 35 with the pupils.
- Read Jet's speech bubble in frame 1. Tell the boys to read Bob's speech bubbles all together. Tell the girls to read Ann's speech bubbles all together.
- Ask the following comprehension questions:
 - After frame 1: What does Jet want to make? (a snowman)
 - After frame 2: What does Ann have? (an old hat) and What does Bob have? (a carrot)
 - After frame 4: Who is the funny snowman? (Jet)
- Read the beginning of the sentence at the bottom of page 35 and tell the pupils to choose the correct answer to complete the sentence and write it in their notebook.

3 Read and write.

Read and write the correct answer to complete each sentence.

- Read page 36 with the pupils. Explain to the pupils that:
 - the boys will read Ann's speech bubble all together
 - the girls will read Bob's speech bubble all together
 - you will read the top bars
 - you will alternate between yourself and the pupils for all of Nat's speech bubbles on the page
- Ask the following comprehension questions:
 - After frame 1: Who is sitting in the snow? (Nat)
 - After frame 2: Who is fast? (Nat)
- Read number 1 at the bottom of page 36 and tell the pupils to write the correct name in their notebook to complete the sentence. 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 37 with the pupils.
- Explain to the pupils that:
 - they will read Ann's speech bubbles all together in a high voice
 - they will read Jet's speech bubbles all together in a loud voice
 - they will read the girl's speech bubble all together in a quiet voice
 - you will read the top bars
- Demonstrate the voices.
- Ask the following comprehension questions:
 - After frame 4: Who helps Ann? (Jet) and Who can fly? (Jet)
- Tell the pupils to find the English sentence for יש עננים בשמיים / זפבר אנפה בשמיים / זפבר אנפה . Tell them to find the English sentence for אן מאושרת / זי ששבה.
- Read the first sentence at the bottom of page 37 and tell the pupils to write *yes* in their notebook if the sentence is correct. Tell them to write *no* if the sentence is incorrect. Tell the pupils to read the remaining sentences and write the correct answers.

Check Yourself

pages 38-39





Check Your Reading

Read again.

Read the story on pages 28-29 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 28-29 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.

Write sentences.

Write sentences about the picture in Exercise I on page 24.

- Tell the pupils to go back to page 24 and look at the picture in Exercise 1. Tell them to write a sentence about the scene. Invite a pupil to share his or her sentence. Invite more pupils to share 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 the name of each child.

- Invite the pupils to describe the picture.
- Tell the pupils to write the numbers of the children in their notebook and to write the name of each child according to the text.

4 Read and write.

Read and write yes or no for each sentence.

- Ask the pupils to read the title of the text and elicit the meaning. 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 the pupls to write *yes* or *no* for the remaining sentences.

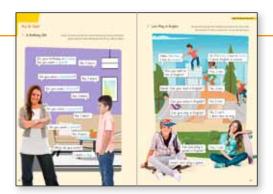
5 Number the pictures.

Number the pictures according to the order they happened in Exercise 4.

• Tell the pupils to number the pictures in their notebook according to the order they happened in the text in Exercise 4.

pages 40-41





Act It Out!

- This feature offers the pupils the opportunity to practice and recycle the conversational phrases learned in this unit and in previous units 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.

A Birthday Gift

Listen to a conversation between a mother and her son about a gift for his birthday. Then act it out with a partner.

2 Let's Play in English

Listen to a conversation between a boy from London and a girl from Israel. Then act it out with a partner.

- Tell the pupils to look at the title for the first scenario *A Birthday Gift* and read the scenario instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the boy and his mother might say about a birthday gift.
- Play the recording and tell the pupils to follow along.
- Make sure the pupils understand the dialogue.
- Repeat for the second scenario *Let's Play in English*.

• 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 42





Play a Game

Play a board game.

- Tell the pupils they are going to play a board game.
- Tell them to look at the board and point out where the game starts and finishes.
- Ask the pupils to name items they see in the pictures.
- Tell the pupils to play in groups of 2-4 players. Explain that each player rolls the dice and says the number that appears on the dice in English. The player then counts the correct number of moves aloud in English.
- If the player lands on a picture, he or she must say the word and use it in a sentence.
- If the player lands on a question, he or she must read it aloud and answer it.
- If the player lands on a sad face (in red), he or she misses a turn. If the player lands on a happy face (in green), he or she takes another turn.
- The winner is the player who reaches Finish first. Point out that the winner has to throw the exact number on the dice to land on Finish and win.

page 43





Show What You Know

Make an ad for a fun place.

- Tell the pupils they are going to make an ad for a fun place.
- Brainstorm what makes a good ad (bright colors, eye-catching pictures, large print). Also brainstorm what information should be included in an ad (name of place, address, phone number, website, opening hours). This discussion may be held in the pupils' own language.
- Read the sample ad and ask the pupils if the ad meets the criteria they set for a good ad. Then ask if the ad provides all the information they said should be included in an ad. Tell the pupils to use the Sun Town Pool ad as a model for their own ad.
- Tell the pupils to make their ad as follows:
 - Choose a fun place and give it a name.
 - Write the name, address and phone number of the place.
 - Write two things people can do there.
 - Write the season, days and times that the place is open.
- Tell the pupils to write clearly, using capital letters correctly. Remind them that they need capital letters for names and at the beginning of each sentence.
- Tell the pupils to decorate the ad.

Suggestion: The pupils can use an online tool such as Padlet 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.