

In this unit the pupils will learn:

- to talk about the time, things they are good at and things they know and don't know
- to name animals, feelings, languages and places
- the sounds -le, soft c, er, ir, ar, long u, long i, final y and kn
- the stories Peter Penguin and Help the Turtles

Task: Make an invitation.

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

Part I

New Words: animal, behind, cool, elephant, face, lion, scared, this, turtle, walk, water

Language Structures: How many ...?

Phonics: -le and soft c

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Chit Chat

- Hold up an eraser and ask a pupil *Do you want an eraser?* Encourage the pupil to answer *Yes*, *I do* and give the eraser to him or her. Repeat with additional objects.
- After you have given out several objects, tell the pupil with the eraser to offer it to another pupil using the same structure *Do you want an eraser?* Repeat for the remaining objects.

Review

• Sing *Shoes and Socks* from page 111.

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 *How many lions do you have?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of *how many, lion, you* and *have*. Remind the pupils that an *s* at the end of a noun makes it plural, for example, *lions*.
- Repeat for We have five turtles. Elicit the meaning of we and turtles.
- Repeat for *There are two elephants*. Elicit the meaning of *There are* and *elephants*. Explain to the pupils that *ph* makes the sound *f* as in *phone*.
- Ask *How many books do you have?* Invite a pupil to answer. Repeat with additional pupils and additional questions (replacing *books* with *pencils*, *brothers*, *sisters*, *dogs*, *pets*).

2 Listen and write.

Listen to a conversation between children and a zookeeper at a safari. Write how many of each animal is at the safari.

- Name the animals in the pictures.
- Explain to the pupils that they are going to listen to a conversation between children and a zookeeper at a safari. Play the recording and tell the pupils to write the correct number of each animal.

Listening script

Boy 1: This is a great safari. It's big.

Zookeeper: Yes, it is. We have lions, zebras, turtles and elephants.

Boy 1: I like lions. How many lions do you have?

Zookeeper: We have three lions.

Girl 1: I like turtles. How many turtles do you have?

Zookeeper: We have six turtles.

Boy 2: I like zebras. How many zebras do you have?

Zookeeper: We have four zebras. There are three big zebras and one small zebra.

Girl 2: I like lions, turtles and zebras. But elephants are my favorite animal. How many

elephants do you have?

Zookeeper: We have two elephants. No, no, no. We have a new elephant. So now we have

three elephants in the safari.

Girl 2: Wow! Three elephants. I want to see the elephants. Let's go.

• Play the recording again and tell the pupils to check their answers.

Write, ask and answer.

Pretend you are building your own safari. Write how many of each animal you want in your safari. Then ask and answer questions about how many of each animal you want.

- Read the list of animals.
- Explain to the pupils that they are building a safari. Tell them to write how many of each animal they want in their safari
- Read the speech bubble *How many lions do you want?* Invite a pupil to read the response *I want five lions*. Invite the pupils to repeat the question and the answer.
- Tell the pupils to work in pairs. Pupil A asks the question in the speech bubble, replacing the word in blue with different animals. Pupil B answers with the number he or she wrote for each animal, using the response given as a model. Then they switch roles.

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 that when p and h are together, they make a f sound as in phone, elephant, dolphin.
- Point out the *le* in *turtle* makes the *ul* sound. The *e* is silent.
- Point out the *ow* sound in *how*. Invite the pupils to name other words they know with the *ow* sound (*town*, *brown*, *house*, *cloud*, *mouth*).
- Point out that the final y in many 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, funny).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word how and elicit the meaning. Repeat with many, elephant, town, family and turtle.

5 Highlight and count.

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

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

6 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. many 3. how 5. turtle 2. elephant 4. lion

- 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.

-le

- Write the word *turtle* on the board with the *le* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *-le* (*ul*).
- Tell the pupils to listen to the words you say and hold up their hands if they hear the -le sound at the end of the word, like in *turtle*. Suggested words include *apple*, *cold*, *people*, *table*, *family*, *little*, *English*.
- Write a few -le words on the board with the le in a different color turtle, apple, table.
- \bullet Tell the pupils to copy the words into their notebook, highlighting the le in each word.

7 Listen and circle.

Listen and circle the pictures with the -le sound.

• Play the recording and tell the pupils to point to the pictures with the -le sound.

Lis	stening script				
1.	apple	3.	picture	5.	turtle
2.	snow	4.	table	6.	people

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

8 Match.

Match the questions to the pictures and answers.

- Tell the pupils to describe what they see in the pictures.
- Invite a pupil to read the first speech bubble. Tell the pupils to find the matching picture and answer and then to write 1 for the correct picture (*picture b*).
- Tell the pupils to read the remaining speech bubbles and match them to the correct 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 The Rainbow and the Pot of Gold. See page 14 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 translation for each of the words. Point out that the translations are color coded to help them
- Read the first word and invite a pupil to say its meaning. Give a sentence using the new word and emphasize it. Repeat for the remaining words.

2 Talk about the picture.

Name the animals in the picture. Then describe what the animals look like and how they feel.

- Invite the pupils to name the animals in the picture. Invite them to describe what the animals look like. For example: *The turtle is green*.
- Ask the pupils:

What are the animals doing? (playing)

What animal is cool? (the lion)

What animal has water on its face? (the turtle)

• Invite the pupils to describe how the lion is feeling. Repeat for the elephant, the turtle and the zebra.

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 *th* sound in *this*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *mother*, *father*, *mouth*, *they*, *there*).
- Point out that the *oo* in *cool* makes a long *oo* sound. Invite the pupils to name other long *oo* words they know (*school*, *food*, *too*, *boot*, *pool*).
- Point out the long *a* and magic *e* in *face*. Invite the pupils to name other long *a* words they know (*day*, *Sunday*, *Monday*, *name*, *grade*, *game*, *play*, *okay*, *today*, *make*).

- Point out that c sometimes makes a s sound as in face. Other words with the soft c are nice, pencil and ice cream.
- Point out that the a in walk and water makes a short o sound.
- Point out the silent *l* in *walk*.
- Point out the *er* sound in *water*. Invite the pupils to name other words with the *er* sound (*paper*, *brother*, *sister*, *eraser*, *number*, *computer*, *father*, *mother*, *summer*, *winter*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *face* and elicit the meaning. Repeat with *this*, *walk*, *cool*, *grade*, *wall* and *water*.

4 Highlight and count.

Highlight behind in yellow, scared in green and animal in blue. Then write how many times each word appears.

- Write the word *behind* 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 *scared* and *animal*.
- Point out that the *e* in *behind* has a long sound because it is an open syllable (not closed by a consonant).
- Point out that the *i* in *behind* has a long sound.
- Point out the *are* sound in *scared*.
- Tell the pupils to highlight behind in yellow, scared in green and animal in blue 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 *cool* 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. this, 2. there, 3. cold, 4. cool
- b. 1. school, 2. food, 3. face, 4. scared
- c. 1. walk, 2. water, 3. behind, 4. animal
- Play the recording again and tell the pupils to number the words as they hear them.

soft c

- Write the word *face* on the board with the *ce* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of soft *c*.
- Explain that c makes a s sound when followed by i, e or y. Explain that c makes a k sound when followed by other letters.
- Tell the pupils to take out a piece of paper, tear it in half, and write c = k on one piece and c = s on the other piece. Tell the pupils to listen to the words you say and hold up the c = k piece of paper if they hear the k sound as in *cold*, or the c = s piece of paper if they hear the s sound like in *face*. Suggested words include *pencil*, *ice cream*, *computer*, *climb*, *nice*.
- Write a few soft c words on the board with the ce / ci in a different color -face, $ice\ cream$, nice, pencil.
- Tell the pupils to copy the words into their notebook, highlighting the ce / ci in each word.

6 Listen and circle.

Listen and circle the pictures with the s sound.

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

Listening script

- 1. cloud 3. face 5. coat
- 2. pencil 4. computer 6. ice cream
- Play the recording again and tell the pupils to circle the pictures with the s sound.

7 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 b).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

8 Match A to B.

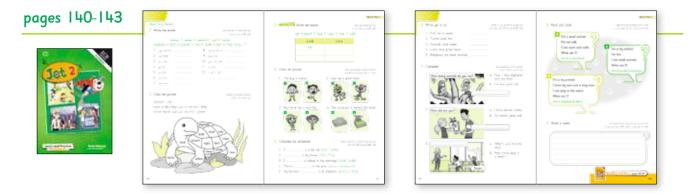
Match each sentence in A to a sentence in B.

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

WORD TIME

- 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 *talk* (*walk*).
- **2** Give the pupils one minute to write as many animals 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 the pupils that they can use the *Check Your Words* section at the end of Units 1 and 2 to help them.
- **3** Tell the pupils to write words that can complete the phrase a *cool*
- 4 Tell the pupils to read the questions and write the answers in their notebook.

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



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 140-143 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 140. Then tell them to look through pages 141-143 and find the words and phrases from page 140, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 44-45





READ AND WRITE

Read and find out.

Read and find out which animal can't swim.

- Read Jet's speech bubble at the top of the page and make sure the pupils understand it. Invite pupils to say what animals they like and why they like them.
- Tell the pupils to read the title and describe the picture.
- Invite the pupils to say what they think the text is about.
- Elicit that the text is a conversation. Elicit that the pupils can identify this by the fact that each line starts with a name followed by a colon. Elicit that there are three characters in the conversation. Tell the pupils to find the animal words in the text and read the sentences they are in out loud.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow.
- Tell the pupils to name the animal that can't swim.
- Ask the pupils some comprehension questions. For example:

Where is the lion? (behind the zebra)

Who's scared of lions? (Liz)

What animal has a funny face? (the turtle)

2 Find and write.

Find words and names in Exercise I with the soft c sound, such as in nice. Write them in your notebook.

• Tell the pupils to look through the text in Exercise 1 and find words and names with the soft *c* sound, such as in *nice*. Tell them to write the words in their notebook. (*Percy, face*)

3 Write the names.

Write the name of the character who could say each sentence.

- Invite the pupils to read the names in the word bank.
- Read number 1. Tell the pupils to write the name of the character that could say the sentence in their notebook.
- Tell the pupils to read the remaining sentences and write the names of the character or characters who could say each one in their notebook.

Write sentences.

Write at least three sentences about the toy animals in the pictures.

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

Jet Tip: Explain that the word *a* tells us that a singular noun is coming up, either as the next word or following an adjective. Point out that there is no similar structure in Hebrew or Arabic.

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



New Words: bath, dinner, dirty, drink, hungry, listen, thirsty, tired, wake up, with **Language Structures:** What time is it?, It's ... o'clock., It's half past ...

Phonics: er, ir

pages 144-146







Chit Chat

- Bring a bag of balloons to class. Ask a pupil *How many balloons do you want?* Help the pupil to answer *I want ... balloons* and give the pupil the requested number of balloons. Repeat with additional pupils.
- Alternatively, have the pupils work in pairs. Hand out a few balloons to each pair and tell them to ask and answer the question *How many balloons do you want?*

Review

• Play Catch! See page 10 for instructions.

LISTEN AND SPEAK

1 Listen, repeat and match.

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

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *What time is it?* Point out that some phrases in English don't translate word for word to their own language. Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *what, time* and *it*.
- Repeat for It's three o'clock. Point out that we say o'clock only when referring to the exact hour.
- Repeat for It's half past two. Elicit the meaning of half and past.
- Draw a clock on the board showing two o'clock. Ask *What time is it?* Invite a pupil to answer. Repeat with other times and different pupils.

2 Listen and match.

Listen and match the times in A to Bashir's activities in B.

- Read the times in column A in a random order. Tell the pupils to point to the correct time as you say it. Read the activities listed in column B and elicit the meanings.
- Explain to the pupils that they are going to listen to a description of a boy's day.
- Play the recording and tell the pupils to point to the correct time as it is mentioned.

Listening script

Today is Tuesday. Bashir has a long day.

He wakes up at half past seven.

He walks to school at eight o'clock.

He walks home at half past one.

He goes to a swimming lesson at half past three.

He does homework at five o'clock.

He eats dinner at half past seven.

He goes to sleep at nine o'clock.

It is a long day.

• Play the recording again and tell the pupils to match the times in A to the activities in B.

3 Listen and chant.

• Play the recording of the chant What time is it?

Listening script

What time is it? What time is it? What time is it?

It's one o'clock. It's two o'clock. It's three o'clock.

What time is it? What time is it? What time is it?

It's four o'clock. It's five o'clock. It's six o'clock.

What time is it? What time is it? What time is it?

It's seven o'clock. It's eight o'clock. It's nine o'clock.

What time is it? What time is it? What time is it?

It's ten o'clock. It's eleven o'clock. It's twelve o'clock.

What time is it? What time is it? What time is it?

It's half past one. It's half past two. It's half past three.

What time is it? What time is it? What time is it?

It's half past four. It's half past five. It's half past six.

What time is it? What time is it? What time is it?

It's half past seven. It's half past eight. It's half past nine.

What time is it? What time is it? What time is it?

It's half past ten. It's half past eleven. It's half past twelve.

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

4 Draw, cut and ask.

Choose one of the watches from page 291. Draw the small hand of the watch to show any time you want. Color the watch. Cut it out and put it on your wrist. Ask your friends what time it is.

- Explain to the pupils that they are going to make watches and ask each other the time.
- Tell the pupils to turn to the cut-outs on page 291. Elicit that one watch shows the exact hour and the other watch shows half past the hour.
- Tell the pupils to choose a watch from the cut-outs and draw the small hand of the clock to show any time they want. Tell them to color the watch, cut it out and put it on their wrists.
- Read the speech bubble *What time is it?* Invite a pupil to read the two responses *It's eight o'clock* and *It's half past eight*. Invite the pupils to repeat the question and the answers.
- Tell the pupils to walk around the room and ask their friends what time it is. Each friend will answer according to the time on his or her watch.

Suggestion: Invite the pupils to make additional clocks and watches with different times for more practice.

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 that the a_e in wake up 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, make).

- Point out that the *i_e* in *time* makes the long *i* sound. Invite the pupils to name other long *i* words they know (*five*, nine, white, nice, write, kite, ice cream, climb).
- Point out the *er* sound in *dinner*. Invite the pupils to name other words with the *er* sound (*paper*, *brother*, *sister*, *eraser*, *number*, *computer*, *father*, *mother*, *summer*, *winter*, *water*).
- Point out the sound of ck in o'clock. Other words that follow this pattern are black and socks.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word dinner and elicit the meaning. Repeat with time, o'clock, water, make and wake up.

6 Highlight and count.

Highlight half in yellow and past in green. Then write how many times each word appears.

- Write the word *half* 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 *past*.
- Point out the silent *l* in *half*.
- Tell the pupils to highlight *half* in yellow and *past* in green every time they appear.
- Tell them to write how many times each word 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. dinner	3.	time	5. past
2. wake up	4.	o'clock	6. half

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

er

• Write the word *dinner* on the board with the *er* in a different color to emphasize its sound. Invite a pupil to read the word and review the sound of *er*.

8 Listen and circle.

Listen and circle the words you hear.

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

Listening script		
1. paper	3. sunny	5. what
2. brother	4. dinner	6. winter

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

9 Circle the picture.

Circle the picture that matches each conversation.

- Invite a pupil to read the first dialogue. Tell the pupils to circle the correct picture.
- Tell the pupils to read the remaining speech bubbles and circle the correct pictures.

pages 147-149







LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Join the Words*. 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 translation for each of the words. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Give a sentence using the new word and emphasize it. Repeat for the remaining words.

2 Talk about the pictures.

Look at the pictures and describe each child's problem. Then suggest a solution to the problem.

- Invite a pupil to describe the girl's problem in the first picture. (*She is thirsty.*) Then suggest a solution. For example: *Drink water*.
- 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 the *th* sound in *with*, *bath* and *thirsty*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *mother*, *father*, *mouth*, *they*, *there*, *this*).
- Point out the *ir* sound in *thirsty* and *dirty*. Other words with the *ir* sound include *bird*, *girl*, *shirt*.
- Point out that the final y in *dirty*, *thirsty* and *hungry* 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, funny).
- Point out the *ink* sound in *drink*.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *thirsty* and elicit the meaning. Repeat with *drink*, *with*, *dirty*, *hungry* and *bath*.

4 Highlight and count.

Highlight listen in yellow and tired in green. Then write how many times each word appears.

- Write the word *listen* 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 *tired*.
- Point out the silent *t* in *listen*.
- Point out that *ire* sound in *tired*.
- Tell the pupils to highlight *listen* in yellow and *tired* 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 dirty 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. hungry	4.	tired	7.	thirsty
2. listen	5.	with	8.	drink
3. bath	6.	dirty		

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

ir

- Write the word *thirsty* on the board with the *ir* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *ir*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *ir* sound, like in *thirsty*. Suggested words include *dirty*, *bath*, *shirt*, *drink*, *bird*, *girl*, *listen*.
- Write a few ir words on the board with the ir in a different color thirsty, dirty, shirt, bird, girl.
- Tell the pupils to copy the words into their notebook, highlighting the *ir* in each word.

6 Listen and circle.

Listen and circle the pictures with the ir sound.

• Play the recording and tell the pupils to point to the pictures with the *ir* sound.

Listening script		
1. bath	3. shoes	5. girl
2. thirsty	4. dirty	6. bird

• Play the recording again and tell the pupils to circle the pictures with the *ir* sound.

7 Write yes or no.

Write yes or no according to the pictures.

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

8 Match A to B.

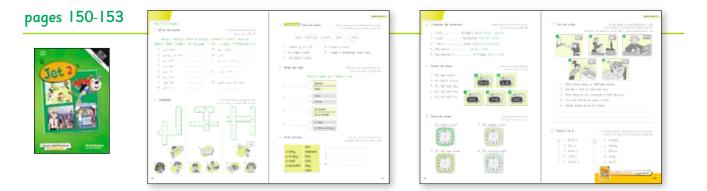
Match each child's problem in A to a solution in B.

- Read the first sentence in column A. Read the solutions in column B and tell the pupils to match the correct solution to Steve's problem.
- Tell the pupils to match the remaining problems in column A to the solutions in column 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 or phrase and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *math* (*bath*).
- 2 a. Tell the pupils to write words in their notebook that can complete the phrase *a* ... *dog*. 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 Units 1 and 2 to help them.
 - b. Tell the pupils to write words that can complete the sentence Let's eat
- **3** 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 some sentences with the words in the grid.



PRACTICE PAGES

• Tell the pupils to do the exercises on pages 150-153 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 150. Then tell them to look through pages 151-153 and find the words and phrases from page 150, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ AND WRITE

Read and write.

Read and write the correct time for each picture.

- Tell the pupils to describe the pictures at the bottom of the page.
- Read the title and elicit that *Bella* is a name.
- Invite the pupils to say whose name they think is in the title and what they think the text is about.
- Tell the pupils to find times of the day in the text and read the sentences in which they appear out loud.
- Repeat with feeling words in the text.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Ask *When does Bella eat dinner?* Elicit the meaning and invite the pupils to answer the question (*at five o'clock*). Repeat with additional questions about the text.
- Tell the pupils to describe the first picture. Tell them to note the time written for the picture as an example. Tell the pupils to write the correct times for the remaining pictures in their notebook.

2 Find and write.

Find words in Exercise 1 with the ir | er sound, such as in bird and teacher. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words with the *ir* sound like in *bird*, or the *er* sound like in *teacher*.
- Tell them to write the words in their notebook. (*water, dinner, thirsty, dirty*)

3 Write the answers.

Write the correct answer to complete each sentence according to the pictures.

- Invite a pupil to describe the first picture. Then have the pupil read the sentence and choose the correct answer to complete it.
- Tell the pupils to read the remaining sentences and write the correct answers in their notebook.

4 Write.

When do you usually do the activities below? Complete the sentences.

- Read the time phrases and numbers in the word bank.
- Explain to the pupils that they are going to write sentences about what time they do various activities during the day.
- Ask *When do you go to school?* Elicit the meaning. Invite a pupil to answer the question using the sentence stem provided (*I go to school* ...) and the appropriate time phrase and number from the bank. Point out the correct placement of the number in the time phrase (*at seven o'clock* or *at half past seven*). Repeat with additional pupils.
- Tell the pupils to complete the first sentence so that it is true for them.
- Read the remaining sentence stems and elicit the meanings. Tell the pupils to complete the remaining sentences about themselves.



New Words: Arabic, great, Hebrew, penguin, people, smile, tricks, try, watch, woman **Language Structures:** What are you good at?, I'm good at ...

Phonics: long *i*, long *u*

pages 154-156







Chit Chat

- Draw a clock on the board with numbers for the time, but no hands. Tell the pupils to draw three empty clocks in their notebook. Say *It's eleven o'clock* and tell the pupils to draw the correct time in the first clock in their notebook.
- Ask two pupils to say the time following your example sentence and tell the class to draw the correct times in their notebook.

Review

- Tell the pupils to turn to page 46 of *Reading and More* and tell them they are going to read the text 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 text as he or she can.
- Tell the pupils to switch roles and set a timer for another minute.

Suggestion: Repeat the exercise. Tell pupils to see if they read more of the 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 *What are you good at?* Point out the similarities and differences between the English question and their own language. Ask the pupils if they know any of the words in the conversational phrase. Point out the meaning of the individual words *what*, *you* and *good*.
- Repeat for *I'm good at Arabic*. Point out the meaning of *Arabic*. Point out that *Arabic* begins with a capital letter because it is the name of a language.
- Repeat for *I have a test in Hebrew*. Point out the meaning of *have*, *test* and *Hebrew*. Point out that *Hebrew* begins with a capital letter because it is the name of a language.
- Repeat for *Look at my new tricks*. Point out the meaning of *look at, my, new* and *tricks*.
- Ask What are you good at? and invite a pupil to answer. Repeat with additional pupils.

Jet Tip: Point out that the names of languages (for example, *Hebrew*, *Arabic* and *English*) start with a capital letter.

2 Listen and write.

Listen and write the correct name for each 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 a teacher and pupils. Play the recording and tell the pupils to point to the names and the matching pictures as they are described.

Listening script

Teacher: Good morning, children. It's a great day today.

Jet is coming to our class at 10:00.

Joan: Hooray!

Mike: I want to see Jet.

Sally: Let's make a fun day for Jet. Jack: Okay. What can we do?

Jack. Okay. What can we do:

Teacher: Hmm ... Joan, what are you good at?

Joan: I'm good at art.

Teacher: Joan, you can make a picture for Jet.
Joan: Okay. I can make a picture of animals.
Teacher: Great. Sally, what are you good at?

Sally: I'm good at tricks.

Teacher: Sally, you can do tricks for Jet.
Sally: Okay. I can walk on my hands.
Teacher: Nice. Mike, what are you good at?

Mike: I'm good at singing.

Teacher: Mike, you can sing for Jet.

Mike: Okay. I can sing in Hebrew, English and Arabic.

Teacher: Great. Zack, what are you good at?

Zack: I'm good at sports.

Teacher: Zack, you can play basketball with Jet.

Zack: Okay. Basketball is fun.

Teacher: It will be a fun day for Jet in our class.

• Play the recording again and tell the pupils to write each name under the matching picture.

3 Ask and answer.

In pairs, ask and answer questions about the things you are good at. Use the activities in Exercise 2 or make up your own.

• Explain to the pupils that they are going to ask and answer questions about things they are good at.

- Read the speech bubble *What are you good at?* Invite a pupil to read the response *I'm good at math*. 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 word in blue with different school subjects and activities.

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 sound of ck in tricks. Other words that follow this pattern are black, o'clock and socks.
- Point out the sound of ew in Hebrew.
- Point out the short *oo* sound in *good*. Invite the pupils to name other words with the short *oo* sound (*book*, *look*, *notebook*, *football*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word tricks and elicit the meaning. Repeat with good, socks, new and Hebrew.

5 Highlight and count.

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

- Write the word *Arabic* 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 *Arabic* 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 *Arabic* 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 *Hebrew* 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. tricks 3. Arabic 5. where 2. Israel 4. good at

- 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 u

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



• Draw a chart with four columns on the board. Write *bus* in the first column, *blue* in the second column, *new* in the third column and *cube* in the fourth column. Write the letters *u*, *ue*, *ew*, *u_e* in these words in a different color to emphasize the sounds.

bus	blue	new	cube

- Read the words. Elicit the sound the letter *u* makes in the word *bus* and the sound the colored letter combinations make in the other words. Point out that the *u* sound in *bus* is the short *u* sound and the sound of the other combinations is the long *u* 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 *cube* and *tune* have a long sound because of the magic *e*.
- Elicit that ue makes the long u sound as in blue. Explain that ew makes the long u sound as in new and Hebrew.
- Tell the pupils to take out a piece of paper, tear it in half, and write *short u* on one piece and *long u* on the other piece. Tell the pupils to listen to the words you say and hold up the *short u* piece of paper if they hear the short *u*, like in *bus*, or the *long u* piece of paper if they hear the long *u*, like in *cube*. Suggested words include *blue*, *glue*, *jump*, *new*, *sun*, *Hebrew*, *Tuesday*, *up*, *plus*, *tune*. Write the words in the correct column on the chart.
- Invite the pupils to say other words they know with the short u sound or the long u 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 *u* or short *u* sound in each word.

7 Listen and number.

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

- Say *tune* 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. Hebrew 3. new 5. Tuesday 2. tune 4. cube 6. blue

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

8 Match.

Match each conversation to the correct picture.

- Read the first conversation to the class. Tell the pupils to write 1 for the correct picture (picture d).
- Tell the pupils to read the remaining conversations and match them to the correct pictures.

pages 157-159







LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play Guess My Picture. See page 11 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 translation for each of the words. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Give a sentence using the new word and emphasize it. Repeat for the remaining words.

2 Listen and number.

Listen and number the characters in the picture.

- Invite the pupils to describe the weather in the picture.
- Invite them to name the animals.
- Invite them to describe the clothes each person is wearing.
- Play the recording and tell the pupils to point to the characters as they are described.

Listening script

Look at the people and the animals. They are on the ice.

- 1. Look at the man. He has a fish. He is smiling. He is number 1.
- 2. Look at the woman. She is thirsty. She is drinking. She is number 2.
- 3. Look at the boy. He is watching a bird. He is number 3.
- 4. Look at the girl. She is trying to climb the wall. She is number 4.
- 5. Look at the penguins. They are playing. They are number 5.
- Play the recording again and tell the pupils to number the characters.

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 *i_e* in *smile* makes the long *i* sound. Invite the pupils to name other long *i* words they know (*five*, *nine*, *white*, *nice*, *write*, *kite*, *ice cream*, *climb*, *time*).
- Point out the *ch* sound in *watch*. Invite the pupils to name other *ch* words they know (*chair*, *lunch*, *teacher*, *chips*, *chocolate*, *children*).
- Point out that the final *y* in *try* makes a long *i* sound. Invite the pupils to name other words they know with a final *y* that sounds like long *i* (*sky*, *fly*, *my*).
- Point out that the *le* in *people* makes the *ul* sound. The *e* is silent. Invite the pupils to name other words they know with the *ul* sound (*turtle*, *apple*, *beautiful*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word try and elicit the meaning. Repeat with time, children, people, smile and watch.

4 Highlight and count.

Highlight woman in yellow, penguin in green and great in blue. Then write how many times each word appears.

- Write the word *woman* 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 *penguin* and *great*.
- Point out that *woman* and *penguin* 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 that sometimes ea makes a long a sound as in great.
- Tell the pupils to highlight woman in yellow, penguin in green and great in blue every time these words 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.

Lis	stening script						
1.	try	3.	smile	5.	woman	7.	great
2.	penguin	4.	watch	6.	people		

- 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 i

• Write the word *smile* on the board with the *i_e* in a different color to emphasize its sound. Invite a pupil to read the word and review the long *i* sound.

6 Listen and circle.

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

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

Lis	stening script				
1.	climb	3.	sister	5.	nine
2.	milk	4.	ice cream	6.	smile

• Play the recording again and tell the pupils to circle the pictures with the long i sound.

7 Tick the picture.

Tick the correct picture for each sentence.

- Tell the pupils to look at the pictures and to name the people (woman, boy) and their pets.
- Invite the pupils to describe what the characters are doing.
- Read the first sentence in the chart. Tell the pupils to tick the picture of the character who could say the sentence.
- Tell the pupils to read the remaining sentences and tick the correct picture, A or B.

8 Write yes or no.

Write yes or no for each sentence.

Jet Tip: Point out that the plural of *man* is *men* and the plural of *woman* is *women*.

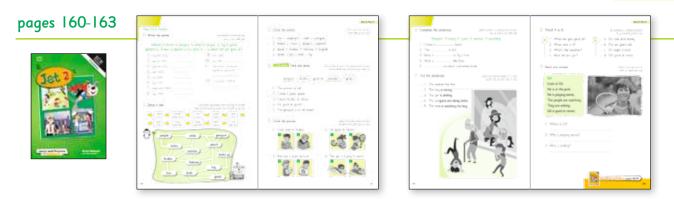
- Read the first sentence and elicit the meaning. Tell the pupils to write *yes* if the sentence is true. Tell them to write *no* if the sentence is not true.
- Tell the pupils to read the remaining sentences and write *yes* or *no* for each.

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 *fly* (*try*). Tell them to name a word that rhymes with *eight* (*great*).
- **2** Give the pupils one minute to write as many languages 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 the pupils that they can use the *Check Your Words* section at the end of Units 1 and 2 to help them.
- **3** Tell the pupils to read the sentence and draw a picture to illustrate it.
- 4 Tell the pupils to read the question and answer it 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 160-163 of Learn and Practice independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 160. Then tell them to look through pages 161-163 and find the words and phrases from page 160, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ A STORY: Peter Penguin

Read and find out.

Read and find out about what Peter the penguin can do.

- Read the title of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures.
- Ask the pupils what the weather is and what season it is.
- Describe a picture and have the pupils say the number of the picture.
- Tell the pupils to predict what is going to happen in the story.
- Tell the pupils to find languages in the story and say them out loud. Tell them to find the word *trying* in the story. Have them read the sentences in which it appears out loud and elicit the meaning.
- Tell the pupils to read the story silently. Then play the recording and tell the pupils to point to each frame as they hear about it.
- Elicit the messages and values from the story by asking the following questions in English and in the pupils' own language:

How does Peter Penguin feel at the beginning of the story? (sad) Why? (He wants to fly.)

What is Peter Penguin NOT good at? (flying, singing)

What is Peter Penguin good at? (swimming, doing tricks)

How does Peter feel at the end of the story? (happy) Why? (People are watching him and smiling.)

2 Find and write.

Find words in Exercise 1 with the long i sound, as in nine. Write them in your notebook.

• Tell the pupils to look through the story in Exercise 1 and find words with the long *i* sound, as in *nine*. Tell them to write the words in their notebook. (*smiling*, *fly*, *sky*, *trying*)

3 Answer the questions.

- Read the first question. Tell the pupils to write the correct answer in their notebook according to the story.
- Tell the pupils to read the remaining questions and answer them.

4 Choose the answers.

Choose the TWO correct answers to complete the sentence.

• Read the beginning of the sentence. Tell the pupils to choose the two correct answers to complete the sentence and write them in their notebook.



New Words: beach, birthday, bring, cake, farm, horse, party, ride, sea, swimsuit, when **Language Structures:** Please tell me ...

Phonics: final y, ar









Chit Chat

• Hold up the flashcards of *Arabic*, *Hebrew*, *English*, *tricks*, *math*, *art*, *sports*, *music*. Review the words. Hand out the flashcards to different pupils. Ask a pupil with a flashcard *What are you good at?* Help the pupil to answer *I'm good at ...*, completing the sentence according to the flashcard he or she is holding. Repeat with additional pupils.

Review

• Play Mr. Wolf, What Time Is It? See page 13 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 *Please tell me your name*. Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *please*, *tell*, *me*, *your* and *name*.
- Repeat for *Come to my birthday party*. Point out the meaning of *birthday* and *party*. Remind the pupils that they encountered the word *birthday* when they learned the *th* phonics rule.
- Repeat for What can I bring? Point out the meaning of what, can and bring.
- Say *Please tell me your address* and invite a pupil to respond. Repeat with additional pupils. Repeat with *Please tell me your phone number*.

2 Listen and tick.

Listen to the conversation and tick the kind of party Amal wants.

• Read the list of parties.

- Explain to the pupils that they are going to listen to a conversation between a girl, Amal, and her mother about the girl's birthday party.
- Play the recording and tell the pupils to point to the parties as they are described.

Listening script

Mom: Your birthday is on Thursday, Amal. Please tell me what you want to do. Do you want

a party?

Amal: Yes! I want a fun party.

Mom: Okay. Do you want a pool party? You and your friends can swim in the water.

Amal: No, thanks. I don't want a pool party. It's winter. It's cold in the pool in the winter.

Mom: Do you want a party at the safari? You and your friends can see lions and giraffes.

Amal: No, thanks. I don't want a party at the safari. I'm scared of big animals.

Mom: Do you want a party at the park? You and your friends can play football.

Amal: No, thanks. I don't want a party at the park. I don't want to play sports at my party.

Mom: Do you want a pajama party? You and your friends can listen to music and play games.

Amal: Yes, I want a pajama party.

Mom: Great. Please tell your friends to come on Thursday at 19:00.

Amal: Thank you, Mom. It will be a fun party.

• Play the recording again and tell the pupils to tick the kind of party Amal wants.

3 Sing the song.

Listen to the song and sing.

• Play the recording of the song Happy Birthday.

Listening script

Happy birthday to you

Happy birthday to you

Happy birthday to my friend

Happy birthday to you

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

4 Choose, invite and tick.

Choose a party from the list below. Invite your friend to the party and tell him / her what to bring. Your friend ticks the party and what he / she has to bring.

- Explain to the pupils that they are going to invite a friend to a party and tell him or her what to bring.
- Read the list of parties and the list of things to bring, and elicit the meanings.
- Read the first speech bubble *Come to my wall-climbing party*. Invite a pupil to read the response *Okay. Please tell me what to bring*. Read the last speech bubble *Bring sports shoes*. Invite the pupils to repeat each sentence.
- Tell the pupils to choose a party from the list and an item they want their friend to bring for the party.
- Tell the pupils to work in pairs and invite each other to their party. Tell them to tick the type of party their friend wants and the item that he or she has to bring. Tell them to use the dialogue as a model, replacing the words in blue with the type of party and the item they chose.

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 ar sound in party. Other words with the ar sound are art and park.

- Point out the *ing* sound in *bring*. Other words with this pattern are *sing* and *spring*.
- Point out the *ell* sound in *tell*.
- Point out that the *ay* in *birthday* 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*, *make*, *wake up*).
- Point out the *th* sound in *birthday*. Invite the pupils to name other *th* words they know (*three*, *brother*, *Thursday*, *thanks*, *math*, *weather*, *mother*, *father*, *mouth*, *they*, *there*, *this*, *with*, *bath*, *thirsty*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *tell* and elicit the meaning. Repeat with *birthday*, *party*, *bring* and *today*.

6 Highlight and count.

Highlight birthday in yellow, bring in green and party in blue. Then write how many times each word appears.

- Write the word *birthday* 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 *bring* and *party*.
- Tell the pupils to highlight birthday in yellow, bring in green and party in blue every time they appear.
- Tell them to write how many times each word appears.

7 Listen and number.

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

- Say bring 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. tell, 3. tea, 4. tale
- b. 1. sing, 2. spring, 3. king, 4. bring
- c. 1. park, 2. pants, 3. party, 4. art
- d. 1. beautiful, 2. birthday, 3. behind, 4. brother
- 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.

final y

• Write the words *party* and *sky* on the board with the *y* in a different color to emphasize its sounds. Invite a pupil to read the words and review the sounds of final *y*.

8 Write the words.

Write the words in the correct column.

- Read the first word. Tell the pupils to write the word in the long *i* column if they hear a long *i* at the end of the word. Tell them to write the word in the long *e* column if they hear a long *e*.
- Tell the pupils to write the remaining words in the correct column.

9 Complete.

Complete each conversation with the correct sentence.

- Invite a pupil to read the speech bubble in the first picture. Tell the pupils to choose the correct answer for the response and write it in the empty speech bubble.
- Tell the pupils to read the remaining speech bubbles and write the correct responses.

pages 167-169







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 translation for each of the words. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Give a sentence using the new word and emphasize it. Repeat for the remaining words.

2 Write and talk.

Write the correct word to complete each invitation. Then name items you think the children will bring and what you think they will do at each party.

- Elicit that the pupils are looking at four invitations.
- Read the words in the word bank and elicit the meanings.
- Read the first invitation and elicit the meaning of the sentence. Tell the pupils to write the correct word to complete the invitation according to the picture.
- Tell the pupils to read the remaining invitations and complete them with the correct words.
- Invite the pupils to name things they think children would bring to the farm party. For example: a hat, long pants, a present. Invite them to name activities they think children would do at the farm party. For example: see animals, ride a horse, eat cake, sing *Happy Birthday*, play games.
- Repeat for the remaining parties.

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 *ea* in *sea* and *beach* 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*, *ice cream*).
- Point out that the *a_e* in *cake* 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*, *make*, *birthday*, *wake up*).
- Point out the long *i* and magic *e* in *ride*. Invite the pupils to name other long *i* words they know (*five*, *nine*, *white*, *nice*, *write*, *kite*, *ice cream*, *smile*, *time*, *climb*).
- Point out the ar sound in farm. Other words with the ar sound are art, party and park.
- Point out the wh sound in when. Other words with the wh sound are what and where.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word beach and elicit the meaning. Repeat with ride, farm, when, cake, sea and where.

4 Highlight and count.

Highlight swimsuit in yellow and horse in green. Then write how many times each word appears.

- Write the word *swimsuit* 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 *horse*.
- Point out the long *u* sound in *swimsuit*.
- Point out the *or* sound in *horse*.
- Tell the pupils to highlight *swimsuit* in yellow and *horse* 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 *ride* 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.	farm	4.	cake	7.	ride
2.	horse	5.	swimsuit	8.	beach
3.	when	6.	sea		
	1. 2.	Listening script 1. farm 2. horse 3. when	1. farm 4. 2. horse 5.	1. farm 4. cake 2. horse 5. swimsuit	1. farm 4. cake 7. 2. horse 5. swimsuit 8.

- 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.

ar

- Write the word *farm* on the board with the *ar* in a different color to emphasize its sound. Invite a pupil to read the word and elicit the sound of *ar*. Point out that the sound made by *ar* is the name of the letter *r*.
- Tell the pupils to listen to the words you say and hold up their hands if they hear the *ar* sound, like in *farm*. Suggested words include *party*, *woman*, *art*, *face*, *garden*, *park*, *birthday*, *guitar*.
- Write a few ar words on the board with the ar in a different color farm, party, art, park, guitar.
- Tell the pupils to copy the words into their notebook, highlighting the ar in each word.

6 Listen and circle.

Listen and circle the pictures with the ar sound.

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

Lis	stening script				
1.	guitar	3.	farm	5.	cake
2.	horse	4.	party	6.	art

• Play the recording again and tell the pupils to circle the pictures with the ar sound.

7 Circle the sentence.

Circle the correct sentence for each picture.

- Read the first pair of sentences. Tell the pupils to circle the sentence that matches the picture.
- Tell the pupils to read the remaining sentences and circle the correct one for each picture.

8 Write yes or no.

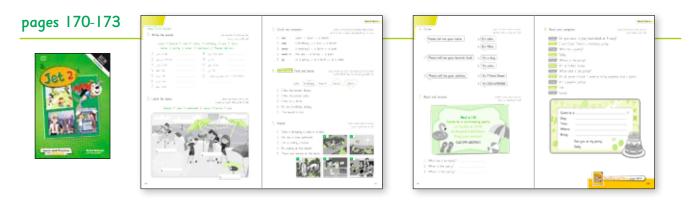
Write yes for the sentences that are true for you. Write no for the sentences that are not.

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

WORD TIME

- 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 *tree* (*sea*).
- **2** Give the pupils one minute to write as many things as they can think of that they see at the beach 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 Units 1 and 2 to help them.
- **3** Tell the pupils to read the sentence and draw a picture to illustrate it.
- 4 Tell the pupils to read the question and write an 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 170-173 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 170. Then tell them to look through pages 171-173 and find the words and phrases from page 170, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ AND WRITE

Read and write.

Read the invitation and write the things the children need to bring to the party.

- Elicit that the texts on pages 50-51 are invitations. Brainstorm the type of information that should appear on an invitation (description of the event, when it is, where it is, what to bring, who to contact for additional information). Bring in examples of invitations for the pupils to see.
- Invite the pupils to name the items next to the invitation.
- Explain to the pupils that they are going to read the invitation and write the things the guests need to bring to the party.
- Tell the pupils to find clothing items in the first invitation and say them out loud. Repeat with food words.

- Invite the pupils to find activities they can do at the party and translate them into their own language.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- To check comprehension, say *Carla is ten years old* and tell the pupils to give the thumbs up sign if the sentence is correct. Tell them to give the thumbs down sign if it is wrong. Repeat with additional sentences. For example: *Carla's party is in the morning*.

Carla's party is at a farm.

You can ride a horse at Carla's party.

• Tell the pupils to write in their notebook the items that the guests should bring to Carla's party.

2 Find and write.

Find words and names in Exercise I with the ar sound, such as in art. Write them in your notebook.

• Tell the pupils to look through the invitation in Exercise 1 and find words and names with the *ar* sound, such as in *art*. Tell them to write the words in their notebook. (*Carla, party, farm*)

3 Answer the questions.

Answer the questions according to Exercise 1.

- Read the first question and elicit the meaning. Tell the pupils to find the answer in Exercise 1 and write it in their notebook.
- Tell the pupils to read the remaining questions and write the correct answers.

4 Read and write.

Read the invitation and write the things the children need to bring to the party.

- Invite the pupils to name the items next to the invitation.
- Explain to the pupils that they are going to read the invitation and write the things the guests need to bring to the party.
- Tell the pupils to find clothing items in the invitation and say them out loud. Repeat with food words.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- To check comprehension, say *Henry is ten years old* and tell the pupils to give the thumbs up sign if the sentence is correct. Tell them to give the thumbs down sign if it is wrong. Repeat with additional sentences. For example: *Henry's party is in the morning*.

Henry's party is at his house.

You can swim in the sea at Henry's party.

• Tell the pupils to write in their notebook the items that the guests should bring to Henry's party.

5 Find and write.

Find words and names in Exercise 4 with a final y that makes a long e sound, such as in *hungry*. Write them in your notebook.

• Tell the pupils to look through the invitation in Exercise 4 and find words and names with a final y that makes a long e sound, such as in hungry. Tell them to write the words in their notebook. (Henry, party)

6 Answer the questions.

Answer the questions according to Exercise 4.

- Read the first question and elicit the meaning. Tell the pupils to find the answer in Exercise 4 and write it in their notebook.
- Tell the pupils to read the remaining questions and write the correct answers.



New Words: bike, clean, dance, doctor, floor, hospital, kitten, table, take **Language Structures:** I know., I don't know., Good idea.

Phonics: soft c, kn

pages 174-176







Chit Chat

- Say I'm going to school. Please tell me what to bring. Elicit the meaning and invite a pupil to answer. Repeat with additional places and pupils.
- Invite a pupil to say a place and ask what to bring.

Review

• Tell the pupils to turn to *Learn and Practice* page 83, exercise 2, and invite them to say sentences about the children in the picture.

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 *I know*. Point out the meaning of *know*. Point out that *k* is silent when followed by *n*.
- Repeat for *I don't know*. Point out the meaning of *don't*.
- Repeat for Let's play with the kitten. Point out the meaning of let's, play, with and kitten.
- Repeat for Good idea. Point out the meaning of good and idea.
- Ask the pupils questions that they know the answer to. For example: What day is it? or What time is it? Tell them to answer I know followed by their answer.
- Ask the pupils questions that they don't know the answer to. For example: What's the weather in New York? or What is (famous person's name) favorite food? Help them to answer I don't know.

Jet Tip: Tell the pupils that some words in English sound the same but have a different meaning and different spelling. Point out the examples provided and invite the pupils to think of others.

2 Sing the song.

Listen to the song and sing.

• Play the recording of the song Five Little Kittens.

Listening script

Five little kittens Mother tells the kittens

Sitting near a tree Listen to me
One climbed up No more kittens
Oh where is he? Climbing up the tree.

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

3 Listen and circle.

Listen and circle the item the kitten wants.

- Invite the pupils to name the items in the pictures.
- Explain to the pupils that they are going to listen to a conversation about what the kitten wants.
- Play the recording and tell the pupils to point to the items as they are described.

Listening script

Boy: What's that?

Girl: I don't know.

Boy: Look! It's a kitten.

Girl: I love kittens.

Cat: Meow, meow.

Girl: Hmm ... Is the kitten hungry?

Boy: I don't know.

Girl: I have an idea. Let's bring milk. The kitten can drink milk.

Boy: Good idea.

Girl: Here's the milk.

Cat: Meow, meow.

Boy: Look! The kitten isn't hungry. It does not want the milk.

Girl: Hmm ... Does the kitten want to play?

Boy: I don't know.

Girl: I have an idea. Let's bring a ball. The kitten can play with the ball.

Boy: Good idea.

Girl: Here's the ball.

Cat: Meow, meow.

Boy: Look! The kitten does not want to play. It does not want the ball.

Girl: Hmm ... Is the kitten tired?

Boy: I don't know.

Girl: I have an idea. Let's bring a box. The kitten can sleep in the box.

Boy: Good idea.

Girl: Here's the box.

Boy: The kitten is quiet.

Girl: Look! The kitten likes the box. It's sleeping.

• Play the recording again and tell the pupils to circle the item the kitten wants.

4 Write, ask and answer.

Fill in the time for two of the lessons. Leave the other two clocks empty. In pairs, ask and answer questions about when each lesson takes place.

- Tell the pupils to name the lessons in the pictures. Tell them to make up a time for two of the lessons and fill in the clocks for those lessons. Point out that the other two clocks will remain empty.
- Explain to the pupils that they are going to ask and answer questions about when each lesson takes place.
- Read the first speech bubble *When is the sports lesson?* Invite a pupil to read the answer *At 11:00*. Invite the pupils to repeat the question and the answer. Repeat for the second set of speech bubbles.
- Tell the pupils to work in pairs. Pupil A asks when a lesson takes place. Pupil B answers according to the times he or she wrote. For the lessons that he / she left empty, the answer is *I don't know*. Then the pupils reverse roles.



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 silent *k* in *know*.
- Point out that the *ow* makes a long *o* sound in *know*. Invite the pupils to name other long *o* words they know (*go*, *no*, *yellow*, *homework*, *notebook*, *old*, *phone*, *nose*, *home*, *coat*, *snow*, *cold*).
- Point out the short oo sound in good. Other words with the short oo sound are look, book and football.
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word know and elicit the meaning. Repeat with good, book, snow, knot and yellow.

6 Highlight and count.

Highlight idea in yellow and kitten in green. Then write how many times each word appears.

- Write the word *idea* 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 *kitten*.
- Point out that *idea* 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 double *t* in *kitten*.
- Tell the pupils to highlight *idea* in yellow and *kitten* in green every time these words appear.
- Tell them to write how many times each word appears.

7 Listen and circle.

Listen and circle the words you hear.

- Say kite 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. know 3. kitten 5. don't 2. dress 4. great

- 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.

kn

- Write the word *know* on the board with the *kn* in a different color to emphasize its sound. Invite a pupil to read the word and elicit that the *k* is silent.
- Write a few more kn words on the board with the kn in a different color knot, knock, knee.
- Tell the pupils to copy the words into their notebook, highlighting the kn in each word.

8 Listen and number.

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

- Say *know* 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.	knot	3.	know	5.	knife
2.	knee	4.	knock		

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

9 Match.

Match each sentence to a character in the picture.

- 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 for that character.
- Tell the pupils to read the remaining speech bubbles and match them to the correct characters in the picture.

pages 177-179







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.

listen, repeat and write.

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

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the translation for each of the words. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. Give a sentence using the new word and emphasize it. Repeat for the remaining words.

2 Listen and circle.

Listen and circle yes or no according to the picture.

- Ask Where are the people? (at the animal hospital)
- Invite the pupils to describe the people and their pets. For example: The boy has a dog.
- Invite them to say what the people and animals are doing.
- Play the recording and tell the pupils to point to the correct person or animal for each sentence.

Listening script

- 1. A girl is dancing.
- 2. A man is cleaning the floor.
- 3. The doctor is helping a kitten.
- 4. There's a kitten on the table.
- 5. There's a bird on the floor.
- 6. There are four dogs at the animal hospital.
- Play the recording again and tell the pupils to circle yes or no for each sentence according to the picture.



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 take 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, make, birthday, wake up, cake).
- Point out the long *i* and magic *e* in *bike*. Invite the pupils to name other long *i* words they know (*five*, *nine*, *white*, *nice*, *write*, *kite*, *ice cream*, *smile*, *time*, *climb*, *ride*).
- Point out that the *ea* in *clean* 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, ice cream, sea, beach).
- Point out that the *c* in *dance* makes a *s* sound. Invite the pupils to name other soft *c* words they know (*nice*, *pencil*, *ice cream*, *face*).
- Point out that the *le* in *table* makes the *ul* sound. The *e* is silent. Invite the pupils to name other words they know with the *ul* sound (*turtle*, *apple*, *people*, *beautiful*).
- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *clean* and elicit the meaning. Repeat with *dance*, *take*, *bike*, *ride* and *table*.

4 Highlight and count.

Highlight *floor* in yellow, *doctor* in green and *hospital* in blue. Then write how many times each word appears.

- Write the word *floor* 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 *doctor* and *hospital*.
- Point out the oor sound in floor.
- Point out the er sound in doctor.
- Tell the pupils to highlight *floor* in yellow, *doctor* in green and *hospital* 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.	floor	4.	bike	7.	doctor			
2.	table	5.	clean	8.	dance			
3.	hospital	6.	take					

- 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.

soft c

• Write the words *dance* and *pencil* on the board with the *ce* and *ci* in a different color to emphasize their sound. Invite a pupil to read the words and review the soft c rule – c makes a s sound when followed by i, e or y. It makes a k sound when followed by other letters.

6 Listen and circle.

Listen and circle the words you hear.

• Say face 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. pencil 3. nose 5. ice cream
2. doctor 4. farm

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

7 Match the sentences.

Match each sentence to the correct picture.

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

8 Complete and translate.

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

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

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

WORD TIME

- 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 *cake* (*take*). Tell them to name a word that rhymes with *four* (*floor*).
- **2** Give the pupils one minute to write as many things as they can think of that they can see in a house 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 Units 1 and 2 to help them.
- **3** a. Tell the pupils to write words in their notebook that can complete the phrase *a hungry*
 - b. Tell the pupils to write words that can complete the sentence *Please clean the*

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 180-183 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 180. Then tell them to look through pages 181-183 and find the words and phrases from page 180, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 52-53





READ AND WRITE

Read and answer.

Read the text and answer the questions.

- Tell the pupils to describe the picture at the bottom of the text.
- Read the title of the text and elicit the meaning.
- Invite the pupils to say what they think the text is about.
- Tell the pupils to find animals in the text and read the sentences in which they appear out loud. Repeat with places in the text.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Ask *What does Adam see at the park? (three kittens)* Elicit the meaning and invite the pupils to answer the question. Repeat with additional questions about the text. For example:

What is Adam's idea? (He takes the kittens to the animal hospital.)

Who does Adam talk to? (Doctor Levy)

What is on the table? (a black cat)

• Read the first question below the text. Tell the pupils to write the answer in their notebook. Then tell the pupils to answer the remaining questions.

Choose the pictures.

Choose the pictures that show the things the black cat does in the story.

- Invite the pupils to describe the pictures.
- Tell them to choose the pictures that show the things the black cat does in the story and write the correct numbers in their notebook.

3 Choose or write.

Choose an ending for the story or write your own. Then compare your ending with your friend's.

- Explain to the pupils that they are going to write an ending for the story. Read the first ending and elicit the meaning.
- Tell the pupils to read the other endings. Tell them to choose one of the endings or to write their own ending in their notebook.
- Tell the pupils to compare their ending with that of a friend. Tell them to see if they chose the same or a different ending.

Write sentences.

Write sentences about the animals in the pictures. Use the words below to help you.

- Elicit that the word bank contains places on the left and animals on the right. Read the words and elicit the meanings.
- Invite the pupils to say sentences about the animals in the pictures using the structure *The* ... is at the
- Explain to the pupils that they are going to write sentences about the animals in the pictures using the words from the word bank.
- Read the first sentence stem and elicit that the sentence needs to be completed with a place. Tell the pupils to copy the sentence stem into their notebook and complete it with the correct place from the word bank according to the picture of the zebra.

- Tell the pupils to copy and complete the remaining sentence stems. Point out to the pupils that as they progress through the exercise, they are required to write more of each sentence. In number 6, they must write the whole sentence on their own.
- 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 additional sentences about the animals. Tell the less-advanced pupils to copy the words they know from the word bank in their notebook and write their meanings. Tell them to use their glossary to find the meanings of the words they don't know.

Check Your Words

pages 184-186







1 How many words did you learn?

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

- Tell the pupils to write the meaning for each word on the list. They should first try to fill in the meanings on their own or they can check back to the *Learn Words* sections of the unit to find the correct meanings.
- Explain to the pupils that they should use the words when doing the 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 animals that are bigger than them.
 - 2. Tell the pupils to find two things they can do with their feet.
 - 3. Tell the pupils to find three things they feel after they play sports.
 - 4. Tell the pupils to find two things that are full of water.
 - 5. Tell the pupils to find three words with the long i sound like in the word nine, including words that end in y.
 - 6. Tell the pupils to find three words with the long e sound like in the word tree, including words that end in y.

3 Find words.

Find a word from the list on pages 184-185 that matches 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 for 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 people do you know?

5 Write the words.

Write the correct person for each definition.

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

JET STORY Help the Turtles



- 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 places in the text and say them out loud. Tell them to find action words and read the sentences in which they appear out loud.
- Tell the pupils to find words with the long *e* sound, including words ending with final *y*. Repeat with the long *i* sound, the long *o* sound, the *ch* 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 answer.

Read and answer the questions.

- Read page 54 with the pupils. Explain to the pupils that:
 - the boys will read the girl's speech bubble all together
 - the girls will read Nat's speech bubble all together
 - you will read the top bars
- Check comprehension by doing the following:
 - After frame 1, say *Jet is riding a bike*. Tell the pupils to give the thumbs up sign if your sentence is correct and the thumbs down sign if the sentence is wrong. Repeat with *The children are riding a bike*.
 - After frame 2, repeat with Bob is swimming and Nat is playing on the beach.
- Read the first question at the bottom of page 54 and elicit the meaning. Tell the pupils to write the correct answer in their notebook.
- Tell the pupils to read the remaining questions and answer them.

2 Read and choose.

Read and choose the correct answer to complete the sentence.

- Read page 55 with the pupils. Explain that:
 - you will read the top bars
 - the boys will read Bob's speech bubble all together
 - the girls will read Ann's speech bubble all together
 - the class will read Jet's speech bubble all together

• Ask the following comprehension questions:

What time is it? (It's two o'clock.)

What are the children doing? (drinking water and eating sandwiches)

What is Jet's idea? (to clean the beach)

• Read the sentence stem at the bottom of page 55 and tell the pupils to choose the correct answer to complete it and write it in their notebook.

Read and write.

Read and write the correct answer to complete each sentence.

- Read page 56 with the pupils. Explain to the pupils that you will alternate between yourself and them for all of the text on the page. For example, read the first word in the first top bar (*Jet*). Point to the next word (*and*) and tell the pupils to read it together out loud. Read the next word (*the*). Point to the next word (*children*) and tell the pupils to read it together. Continue in this manner for the rest of the page.
- Ask the following comprehension questions:
 - After frame 1: What time is it? (It's six o'clock.) What is the man doing? (singing) and What is the woman doing? (dancing)
 - After frame 2: Where is Nat? (on the beach)
- Read number 1 at the bottom of page 56 and tell the pupils to write the correct name to complete the sentence in their notebook. 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 57 with the pupils. Read the top bars. Tell the pupils to read Ann's speech bubbles together in a high voice. Tell them to read Bob's speech bubbles together in a low voice. Tell them to read Jet's speech bubble in a loud voice. Demonstrate the voices.
- Ask the following comprehension questions:
 - After frame 1: What time is it? (It's eight o'clock.) and Who is tired? (Ann and Bob)
- Tell the pupils to find the English sentence for אני לא יודע/ת / צ أعرف. Tell them to find the English sentence for אני לא רוצה לעוף / צ أريد أن أطير. אני לא רוצה לעוף / צ أريد أن أطير.
- Read the first sentence at the bottom of page 57 and tell the pupils to write *yes* if the sentence is correct. Tell them to write *no* if the sentence is wrong. Tell the pupils to read the remaining sentences and write the correct answers in their notebook.

Check Yourself

pages 58-59





Check Your Reading

Read again.

Read the story on pages 48-49 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 48-49 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 on page 44.

- Tell the pupils to go back to page 44 and look at the picture. Tell them to write a sentence about the scene. Invite a pupil to share his or her sentence. Invite more pupils to share sentences if necessary.
- Give the pupils three minutes to write as many sentences as they can about the picture.

Suggestion: Tell the less-advanced pupils to find the animal words in the text on page 44 and write them in their notebook.

3 Read and correct.

Read about the children who volunteer at a hospital and correct the mistakes in the sentences according to the picture.

- Invite the pupils to describe what they see in the picture.
- Ask the pupils to read the title of the text and elicit the meaning. Tell the pupils to read the text to themselves.
- Read the sentence about Neta and elicit that it is correct according to the picture. Read the sentence about Sagi and elicit that it is not correct according to the picture. Tell the pupils to write the sentence in their notebook with the correct name.
- Tell the pupils to correct additional mistakes in the sentences according to the picture.

4 Read and write.

Read the text and write the numbers of the pictures that are described.

- Invite the pupils to describe what they see in the pictures.
- 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 look at picture 1. Tell them to write 1 in their notebook if the picture is described in the text.
- Tell the pupils to look at the remaining pictures and write the numbers of the pictures that are described.

5 Choose the answers.

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

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

pages 60-61





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.

Family Is Fun

Listen to a conversation between two girls about their families and pets. Then act it out with a partner.

2 Time for Sports

Listen to a conversation between two boys at school. Then act it out with a partner.

- Tell the pupils to look at the title for the first scenario *Family Is Fun* and read the scenario instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the girls might say about their families and pets.
- Play the recording and tell the pupils to follow along.
- Make sure the pupils understand the dialogue.
- Repeat for the second scenario *Time for Sports*.
- 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 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 62





Play a Game

Cut out and play Monopoly.

- Tell the pupils they are going to play *MonoEnglish* a version of *Monopoly*. Divide the class into groups of 2-4 players.
- Tell the pupils to cut out the money and the placeholders from *Learn and Practice*, page 293. Each player receives six \$1, three \$5 and two \$10 "bills". The rest of the money goes to the "bank". Each player chooses a color (red, yellow, green or blue) and takes all the placeholders of that color.
- Tell the pupils to look at the board and point out where the game starts.
- Ask the pupils to read the places on the board.
- Tell each player to put an eraser or other item on the GO space. 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 a player lands on a place (for example, a store, house, beach), he or she may buy it for the amount shown by saying *I want the (place) for \$(number)*. The player must pay the correct amount to the bank and put a placeholder on that space. After that, any player who lands on the space must pay rent of \$2 to the owner.
- If a player owns three places from the same street (with the same color), he or she has a monopoly. Any player who lands on any of the spaces in the monopoly must pay rent of \$8 to the owner.
- If a player lands on a space with a gray background, he or she must follow the corresponding instructions listed in the middle of the game board. For example, if a player lands on gray space number 2, he or she needs to follow instruction number 2 (*Ride your bike to the park*.) and move his or her eraser to the space on B Street with the picture of the park.
- Each player collects \$5 every time he or she passes GO.
- The winner is the player with the most money at the end of the game.

page 63





Show What You Know

Make an invitation.

- Tell the pupils they are going to make an invitation.
- Brainstorm the type of information that should appear on an invitation (who is celebrating, a description of the event, when it is, where it is, what to bring, who and where to call for additional information).
- Read the sample invitation and ask the pupils if it provides all the necessary information. Tell the pupils to use the sample invitation as a model for their own invitation.
- Tell the pupils to choose a party or event to invite their friends to. Tell them to make their invitation for the event and include:
 - a description of the event and who it's for
 - when and where the event will take place
 - what their friends can do at the event
 - who and where to call for additional information
- 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 invitation.

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