

Unit 4

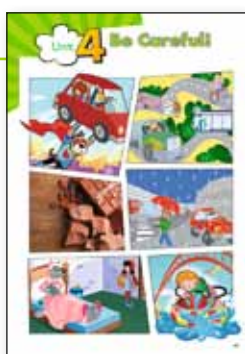
Be Careful!

In this unit the pupils will learn:

- to talk about things they like and don't like, how they get places and how much things cost
- to name food, transportation vehicles, places in town and rooms in the house
- to use basic adjectives and prepositions
- more on the sounds *ch*, *er*, long *e*, long *u*, *th*, long *oo*, soft *c*, long *a*, long *o*, final *y*
- the stories *Little Red Riding Hood* and *Nat's New Cape*

Task: Make a menu.

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

Part 1

New Words: be careful, bus stop, but, car, cross the street, driver, ears, helmet, now, truck, van

Language Structures: How much ... ?

Phonics: *ch* (review), *er* (review)

pages 188-189



Chit Chat

- Draw a blank clock on the board with numbers for the time, but no hands. Say *It's half past ten* and invite a pupil up to draw the correct time. Repeat with other times and different pupils.

Review

- Play *Hangman*. See page 11 for instructions.

LISTEN AND SPEAK

1 Listen, repeat and match.

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

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *How much is a pizza?* Point out the similarities and differences between the English question and their own language. Ask them if they know any of the words in the conversational phrase. Point out that *How many* and *How much* have the same translation in Hebrew and Arabic. Explain that we use *How many* when we are counting items. At this point, we are using *How much* to talk about prices. They will learn additional uses for *How much* in the future.
- Repeat for *It's 12 shekels*.
- Ask the pupils how they translated *Let's cross the street*. Ask them if they know any of the words in the conversational phrase. Elicit the meaning of *let's*, *cross* and *street*. Point out that *let's* is used to make suggestions about what you and someone else should do.
- Repeat for *We have a blue car*. Elicit the meaning of *we*, *have* and *car*.
- Repeat for *The boy is at the bus stop*. Elicit the meaning of *boy* and *bus stop*.
- Draw a pizza on the board and write 8 shekels next to it. Ask *How much is the pizza?* Invite a pupil to answer. Repeat with additional items, for example, ice cream, a hat, a pencil, a ball.

Phonics Review

- Teach and practice reading the new words and phrases.
 - Point out the initial and final sounds of each word.
 - Point out the *ch* sound in *much*. Invite the pupils to name other *ch* words they know (*chair, lunch, teacher, chips, chocolate, children, watch*).
 - Point out the double *s* at the end of *cross*. Review the “floss rule” – when a word has only one vowel and it ends with *f, l, s*, we double the last letter. Other words that end with double *s* are *class, dress* and *address*.
 - Point out the *ar* sound in *car*. Invite the pupils to name other words they know with the *ar* sound (*art, party, farm* and *park*).
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 276 to review and practice *ch*.

ch

1 Read, circle and match.

Read the text and circle the words with the *ch* sound. Then match each picture to a sentence.

- Read the title and elicit the meaning. Review the sound of *ch*.
- Read the text out loud. Tell the pupils to circle the words with the *ch* sound as you read.
- Ask comprehension questions. For example:
Where is Chad? (in the kitchen)
What does Chad need? (a new lunch)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Listen and write.

Listen and write how much each child pays for his or her food.

- Explain to the pupils that they are going to listen to a conversation between children and a man selling food.

Jet Tip: Point out that \$ is the dollar sign.



- Play the recording and tell the pupils to write how much each child pays for his or her food.

Listening script

Girl: Where is the sandwich store?
 Boy: It's behind the bus stop. We need to cross the street.
 Girl: There are cars. We need to stop, look and listen.
 Boy: No cars now. We can cross the street.
 Girl: Here is the sandwich store.
 Man: Hello. Can I help you?
 Girl: Yes. How much is an egg sandwich?
 Man: It's 5 dollars.
 Girl: How much is a cola?
 Man: It's 2 dollars.
 Girl: I want an egg sandwich and cola.
 Man: Okay. That's 7 dollars. What do you want?
 Boy: How much is an avocado sandwich?
 Man: It's 6 dollars.
 Boy: I want an avocado sandwich and cola.
 Man: Okay. That's 8 dollars.
 Boy: Thanks.

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

3 Write, ask and answer.

Write a price from 1 to 12 shekels for each toy. In pairs, ask and answer questions about the cost of each item.

- Name the toys in the picture. Tell the pupils to write a price from 1 to 12 shekels for each toy.
- Explain to the pupils that they are going to ask each other how much each item costs.
- Read the speech bubble *How much is the car?* Invite a pupil to read the response *It's 8 shekels*. 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 toys. Pupil B answers with the price he or she wrote for each toy, using the response in the speech bubble as a model. Then they switch roles.

4 Sing and act.

Sing the song and act out the movements.

- Play the recording of the song *Stop, Look and Listen*.

Listening script

If you want to cross the street,
 Stop, look and listen. (x2)
 No cars. Let's go. Let's cross the street. (x2)

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

5 Circle the picture.

Read each conversation and circle the matching picture.

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



LEARN WORDS

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

1 Listen, repeat and write.

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

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

Phonics Review

- Teach and practice reading the new words.
 - Point out the initial and final sounds of each word.
 - Point out the long *i* sound in *driver*. Invite the pupils to name other long *i* words they know (*five, nine, white, nice, write, ice cream, kite, climb, smile, ride, bike*).
 - Point out the *er* sound in *driver*. Invite the pupils to name other *er* words they know (*paper, brother, sister, eraser, number, computer, father, mother, summer, winter, water, dinner*).
 - Point out that adding *er* to a verb, you can create a noun. This noun refers to the person who does the action (*driver, singer, dancer, player*).
 - Point out the *ea* in *ears* 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, clean*).
 - Point out the *ow* sound in *now*. Other words with this pattern are *how, town, brown* and *down*.
 - Point out the sound of *ck* in *truck*. Other words that follow this pattern are *black, o'clock, tricks* and *socks*.
 - Point out that the *e* in *be* (in *be careful*) has a long sound because it is in an open syllable (not closed by a consonant).
 - Point out the *are* sound in *be careful*.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 281 to review and practice *er*.

er / ir

11 Read, circle and match.

Read the text and circle the words with the *er / ir* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of *er / ir*.
- Read the text out loud. Tell the pupils to circle the words with the *er / ir* sound as you read.
- Ask comprehension questions. For example:
Who has a dirty bus? (Oliver)
Who is bringing water? (Oliver's sister and brother)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Talk and draw.

Say sentences about the characters in the picture. Then draw a happy face next to the characters that are being careful.

- Invite the pupils to name the children and say sentences about them.
- Tell the pupils to draw a happy face in the box next to the children that are being careful.
- Invite the pupils to describe the unsafe activities of the characters who aren't being careful. Discuss some of the safety laws the characters are violating and why we have those laws. This discussion can take place in the pupils' language.
- Point out that the theme of this unit is being careful.

3 Write *yes* or *no*.

Write *yes* or *no* for each sentence according to the picture in Exercise 2.

- 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.

4 Complete the sentences.

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

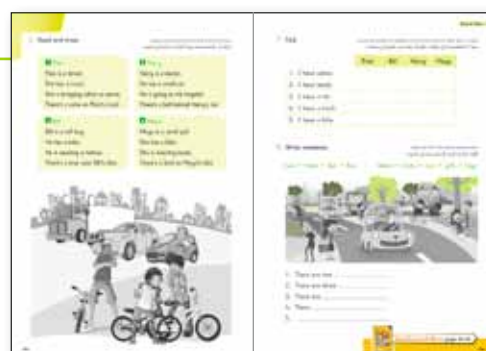
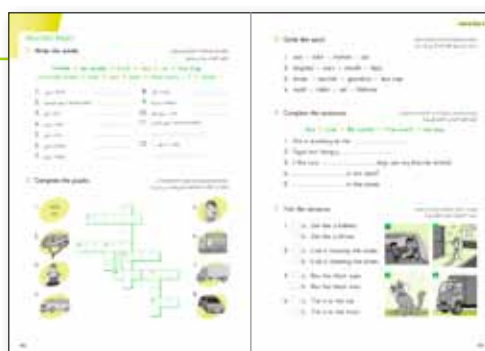
- Read the first sentence. Tell the pupils to write the correct word to complete the sentence according to the picture.
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *man* (*van*). Tell them to name a word that rhymes with *cut* (*but*).
- 2 Give the pupils one minute to write in their notebook as many things as they can think of that they see in the street. 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 1-3 to help them.
- 3 Tell the pupils to write words that can complete the sentence *I have two ...*
- 4 Tell the pupils to read the sentence and draw a picture to illustrate the sentence.

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

pages 192-195



PRACTICE PAGES

- Tell the pupils to do the exercises on pages 192-195 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 192. Then tell them to look through pages 193-195 and find the words and phrases from page 192, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ AND WRITE

1 Read and find out.

Read and find out who is going to the park.

- Read Jet's speech bubble at the top of the page and make sure the pupils understand it. Invite them to say things they do to be careful in the street.
- Tell the pupils to describe the picture.
- Invite the pupils to say what they think the text is about.
- Explain that the text is made up of two conversations. Elicit that the pupils can identify that these are conversations because each line starts with a name followed by a colon. Elicit that there are two characters in each conversation.
- Tell the pupils to find vehicles in the text and read the sentences with those words out loud. Repeat with colors in the text.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow along.
- Tell the pupils to name the character who is going to the park.
- Invite the pupils to say why Neal needs to be careful and why Lee needs to be careful.

2 Write the names.

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

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

3 Write *yes* or *no*.

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

- Tell the pupils to look at the picture and invite them to say sentences about it.
- Read the first sentence. Tell the pupils to write *yes* in their notebook if it is correct and *no* if it is wrong.
- Tell the pupils to read the remaining sentences and write the correct answer for each one in their notebook.

4 Write sentences.

Write sentences to correct the mistakes in Exercise 3.

- Invite a pupil to correct the sentence *There's a blue truck* from Exercise 3. Elicit that *There's a white truck* would correct the mistake.
- Tell the pupils to write new sentences in their notebook to correct the remaining mistakes in Exercise 3.
- 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 picture in Exercise 3. Tell the less-advanced pupils to write the words they know from the sentences in Exercise 3 in their notebook and write their meaning. Tell them to use their glossary to find the meaning of the words they don't know.

Part 2

New Words: apple, chicken, chocolate, cookie, fruit, juice, meat, menu, potato, soup, tomato

Language Structures: Do you like ... ?

Phonics: long *e* (review), long *u* (review)

pages 196-197



Chit Chat

- Tell the pupils to take out a piece of paper. Tell them to write a number between 1 and 12 with a price (shekels or dollars) and put the piece of paper on a school item. Ask a pupil how much his or her item is. For example: *How much is the pencil?* Help the pupil answer. For example: *It's 3 shekels.* Tell the pupils to repeat the question and answer.
- Tell the pupils to work in pairs to ask and answer questions about how much their items are, using your dialogue as a model.

Review

- Sing *Five Little Kittens* from page 174.

LISTEN AND SPEAK

1 Listen, repeat and match.

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

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *Do you like meat and potatoes?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *you*, *like*, *meat* and *potatoes*. Point out that *meat* and *meet* sound the same but they have different meanings and different spellings. Also, explain that *do* doesn't have a meaning in this question. Rather it's just part of the structure of the question.

Jet Tip: Elicit that we usually add *s* to make a noun plural. Point out that sometimes we add *es* instead of *s*.

- Ask the pupils how they translated *I like fruit*. Elicit the meaning of *fruit*.
- Repeat for *I don't like apples*. Elicit the meaning of *don't* and *apples*.
- Ask *Do you like meat?* Invite a pupil to answer. Repeat with other food items and different pupils.

Phonics Review

- Teach and practice reading the new words and phrases.
 - Point out the initial and final sounds of each word.
 - Point out the double *p* in *apple*.
 - Point out that the *le* in *apple* makes the *ul* sound. The *e* is silent. Invite the pupils to name other words they know with the *ul* sound (*turtle*, *smile*, *people*, *beautiful*, *table*).
 - Point out the long *u* sound in *fruit*. Invite the pupils to name other words they know with the long *u* sound (*blue*, *new*, *Hebrew*, *Tuesday*, *swimsuit*).



- Point out that the *ea* in *meat* 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, clean, ears*).
- Point out that *potato* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 278 to review and practice long *e*.

long e

6 Read, circle and match.

Read the text and circle the words with the long *e* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of long *e*.
- Read the text out loud. Tell the pupils to circle the words with the long *e* sound as you read.
- Ask comprehension questions. For example:
Who needs help? (Dean)
Who helps? (Eve)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Listen and tick.

Listen and tick the food items Karen likes.

- Invite the pupils to name the food items.
- Explain to the pupils that they are going to listen to a conversation between Karen and her grandma.
- Play the recording and tell the pupils to point to the food items Karen likes.

Listening script

Grandma: Karen, it's half past one. Let's eat lunch.
 Karen: Okay, Grandma.
 Grandma: Do you like meat?
 Karen: Yes, I do.
 Grandma: Do you like pasta?
 Karen: No, I don't like pasta.
 Grandma: Do you like potatoes?
 Karen: Yes, I do.
 Grandma: Great. We can eat meat and potatoes.
 Karen: I want fruit too.
 Grandma: Okay. Do you like melon?
 Karen: Yes, I like melon.
 Grandma: Do you like bananas?
 Karen: No, I don't like bananas.
 Grandma: Do you like mangoes?
 Karen: No, I don't like mangoes.
 Grandma: Do you like apples?
 Karen: Yes, I like apples.
 Grandma: We'll eat melon and apples. No bananas. No mangoes.
 Grandma: Bring the meat and potatoes to the table. Be careful. It's hot.
 Karen: I'm careful, Grandma. Let's eat.

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

3 Ask, answer and write.

Write three food items in the chart. Ask three friends if they like the food items in your chart. Write ✓ for yes or ✗ for no.

- Explain to the pupils that they are going to ask their friends if they like certain food items.
- Point out the label *Food* at the top of the chart and *Names* on the side. Read the word *potatoes* in the chart. Tell the pupils to write three additional food items in the spaces provided at the top of the chart.
- Read the speech bubble *Do you like potatoes?* Invite a pupil to read the responses *Yes, I do* and *No, I don't*. Invite the pupils to repeat the question and the answers.
- Tell the pupils to ask three friends if they like the food items in their chart. Tell them to write their friends' names in the spaces provided. Tell them to write ✓ for each *yes* answer and ✗ for each *no* answer.

4 Match.

Match each question to the correct picture and answer.

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

pages 198-199



LEARN WORDS

- Teach the new words. See *How to Teach Vocabulary* in the Introduction to this Teacher's Guide.
- Play *Say It with a Beat*. See page 13 for instructions.

1 Listen, repeat and write.

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

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

Phonics Review

- Teach and practice reading the new words.
 - Point out the initial and final sounds of each word.
 - Point out the *ch* sound in *chocolate* and *chicken*. Invite the pupils to name other *ch* words they know (*chair, lunch, teacher, chips, chocolate, children, watch*).
 - Point out the sound of *ck* in *chicken*. Other words that follow this pattern are *black, o'clock, tricks, truck* and *socks*.
 - Point out the short *oo* sound in *cookie*. Invite the pupils to name other words with the short *oo* sound (*book, look, notebook, good*).
 - Point out the long *u* sound in *juice*. Invite the pupils to name other words they know with the long *u* sound (*blue, new, Hebrew, Tuesday, swimsuit, fruit*).
 - Point out that the *c* in *juice* makes a *s* sound. Invite the pupils to name other soft *c* words they know (*nice, pencil, ice cream, face, dance*).
 - Point out the *ou* sound in *soup*.
 - Point out that the *u* in *menu* has the long *u* sound because it is an open syllable (not closed by a consonant).
 - Point out that *tomato* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.

- 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.
- Tell the pupils to turn to the *I Can Read* section on page 280 to review and practice long *u*.

long *u*

9 Read, circle and match.

Read the text and circle the words with the long *u* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of long *u*.
- Read the text out loud. Tell the pupils to circle the words with the long *u* sound as you read.
- Ask comprehension questions. For example:
Where are the girls? (at the beach)
Who is drinking juice? (June and Sue)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Talk about the pictures.

Name the food items below. Then say sentences about the items you like and don't like to eat for lunch.

- Say *tomato soup* and tell the pupils to point to the correct picture. Repeat with additional items.
- Say *I like chicken with potatoes* while rubbing your stomach to demonstrate that you like it. Elicit the meaning and invite the pupils to repeat your sentence. Repeat with *I don't like apple cake*, making an unhappy face to demonstrate your dislike.
- Invite the pupils to say sentences about the food items they like and don't like to eat for lunch, using your sentences as models.

3 Write.

Read what the children like and don't like to eat. Write two items from Exercise 2 that each child could eat for lunch.

- Read the first speech bubble and elicit the meaning. Invite the pupils to name items from Exercise 2 that Neta could eat for lunch. Tell them to write two items in the spaces provided. Point out that there are many possible answers.
- Tell the pupils to read the remaining speech bubbles and write two items that each child could eat for lunch. Point out that items can be used more than once.

4 Circle the sentence.

Circle the correct sentence for each picture.

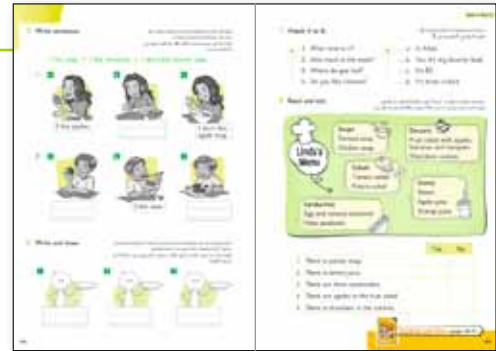
- Read the first pair of sentences. Tell the pupils to circle the sentence that matches the picture.
- Tell the pupils to read the remaining sentences and circle the correct one for each picture.

WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *street* (*meat*). Tell the pupils to find two words in the grid that rhyme (*tomato, potato*).
- 2 Give the pupils one minute to write in their notebook as many sweet things as they can think of. 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 1-3 to help them.
- 3 Tell the pupils to write words that can complete the sentence *The ... is hot*.
- 4 Tell the pupils to read the question and write the answer in their notebook.

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

pages 200-203



PRACTICE PAGES

- Tell the pupils to do the exercises on pages 200-203 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 200. Then tell them to look through pages 201-203 and find the words and phrases from page 200, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

pages 66-67



READ AND WRITE

1 Read and write.

Read the menu and add at least two new items.

- Elicit that the text is a menu. Brainstorm categories that typically appear on a menu (for example, starters, main dishes, side dishes, soups, salads, desserts, drinks). This discussion can take place in the pupils' language.
- Elicit the name of the restaurant.
- Tell the pupils to find the soups on the menu and say in their own language what soups they can order. Tell them to find the chicken dish and say in their own language what comes with the chicken and how much it costs.
- Tell the pupils to read the menu silently. Then play the recording and tell the pupils to follow along.
- Ask some comprehension questions. For example:
What can you eat with fish? (chips)
What is in the fruit salad? (apples, bananas and mangoes)
How many soups are on the menu? (two)
- Tell the pupils to suggest additional items that can fall under the category of main dishes. Tell them to write an item in their notebook.
- Tell the pupils to add an item in their notebook for at least one of the other categories on the menu.

2 Find and write.

Find words in Exercise 1 with the *ch* sound, as in *lunch*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words with the *ch* sound, as in *lunch*. Tell them to write the words in their notebook. (*chips, chicken, chocolate*)

3 Answer the questions.

Answer the questions according to the menu.

- Read the first question. Invite the pupils to suggest possible answers. Tell them to write an item in their notebook. Point out that there are multiple correct answers.
- Tell the pupils to read about the remaining children and answer the questions. Remind the pupils that there are many possible answers.

4 Read and choose.

Read what each family member is ordering at the restaurant. Then choose the correct picture.

- Read the waiter's speech bubble and elicit the meaning. Elicit that the family is eating at Happy Café.
- Read Mom's speech bubble and tell the pupils to choose the correct picture and write the letter in their notebook.
- Tell the pupils to read the remaining speech bubbles and choose the correct pictures.

Part 3

New Words: angry, bedroom, bread, cape, cheese, clothes, come in, little, living room, window, wolf

Language Structures: He doesn't ... , She doesn't ...

Phonics: *th* (review), long *oo* (review)

pages 204-205



Chit Chat

- Say *Raise your hand if you are wearing a black shirt*. Demonstrate the action of raising your hand and elicit the meaning of the sentence. Repeat with additional sentences about the clothes the pupils are wearing.

Review

- Tell the pupils to turn to *Reading and More* page 38, exercise 3, 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 *He doesn't like bread*. Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *he*, *doesn't*, *like* and *bread*.
- Repeat for *He doesn't want cheese*. Point out the meaning of *want* and *cheese*.
- Repeat for *She doesn't have warm clothes*. Point out the meaning of *she*, *have*, *warm* and *clothes*.

- Ask a pupil *Do you want tomato cookies?* and encourage the pupil to answer *No*. Point to the pupil and say to the class *He doesn't want tomato cookies*. Invite the pupils to repeat your sentence. Repeat with additional unappealing food items and additional pupils.

Phonics Review

- Teach and practice reading the new words and phrases.
 - Point out the initial and final sounds of each word.
 - Point out the *ch* sound in *cheese*. Invite the pupils to name other *ch* words they know (*chair, lunch, teacher, chips, chocolate, children, watch, chocolate, chicken*).
 - Point out the *th* sound in *clothes*. 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, birthday*).
 - Point out that sometimes *ea* makes a short *e* sound as in *bread*.
 - Point out that *doesn't* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 276 to review and practice *th*.

th

2 Read, circle and match.

Read the text and circle the words with the *th* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of *th*.
- Read the text out loud. Tell the pupils to circle the words with the *th* sound as you read.
- Ask comprehension questions. For example:
Who is the boy's friend? (Beth)
Who is the boy's brother? (Ethan)
- Read the first sentence. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Listen and tick.

Listen to the conversation and tick the items Mom doesn't like.

- Invite the pupils to name the food items.
- Explain to the pupils that they are going to listen to a conversation between a brother and a sister.
- Play the recording and tell the pupils to point to the food items Mom doesn't like.

Listening script

Boy: Let's make dinner for Mom. She's tired.
 Girl: Good idea. Let's make soup.
 Boy: Okay. We can make tomato soup.
 Girl: Mom doesn't like tomato soup.
 Boy: We can make potato soup.
 Girl: Okay. Mom likes potato soup.
 Boy: Let's make sandwiches with the soup. We have bread, avocados, cheese, tomatoes and chocolate.
 Girl: Mom doesn't like avocados. She doesn't like chocolate. She likes cheese. She likes tomatoes.
 Boy: That's funny. Mom doesn't like tomato soup, but she likes tomatoes.
 Girl: Mom is funny. Let's make cheese and tomato sandwiches. Let's make a cake too.
 Boy: Okay. Let's make a chocolate cake.
 Girl: No, let's make a cheese cake. Mom likes cheese cake. She doesn't like chocolate cake.
 Boy: So we'll make potato soup, cheese and tomato sandwiches and a cheese cake.
 Girl: That's right. You cut potatoes for the soup. I'll make the cake.

- Play the recording again and tell the pupils to tick the food items Mom *doesn't* like.

3 Tick, talk and highlight.

Tick the items you think Zip doesn't like to eat. Then tell your friend which items you ticked. Highlight the items both you and your friend ticked.

- Invite the pupils to describe Zip, the alien in the picture.
- Read the list of items. Tell the pupils to circle the items they think Zip *doesn't* like to eat.
- Read the speech bubble Zip *doesn't like cheese*. Invite the pupils to repeat the sentence. Invite a pupil to say a sentence about something he or she thinks Zip doesn't like to eat, using the speech bubble as a model. Repeat with additional pupils.
- Tell the pupils to work in pairs and tell each other what they think Zip doesn't like to eat, using the speech bubble as a model. Tell them to highlight the items they both think Zip doesn't like to eat.

4 Circle the picture.

Read each conversation and circle the matching picture.

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

pages 206-207



LEARN WORDS

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

1 Listen, repeat and write.

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

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

Phonics Review

- Teach and practice reading the new words.
 - Point out the initial and final sounds of each word.
 - Point out that the *a_e* in *cape* 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, face, birthday, wake up, cake, take, table*).
 - Point out that the *ow* in *window* makes the long *o* sound. Invite the pupils to name other long *o* words they know (*go, no, yellow, homework, notebook, old, phone, nose, home, coat, snow, cold*).
 - Point out the double *t* in *little*.
 - Point out that the *le* in *little* makes the *ul* sound. The *e* is silent. Invite the pupils to name other words they know with the *ul* sound (*turtle, smile, people, beautiful, table, apple*).
 - Point out that the *oo* in *bedroom* and *living room* makes a long *oo* sound. Point out the meaning of the word *room*. Invite the pupils to name other long *oo* words they know (*school, food, too, boot, pool, cool*).
 - Point out that *angry* and *hungry* sound similar. Elicit the difference.

- Point out that the final *y* in *angry* 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, dirty, thirsty, hungry, party*).
- Point out that *wolf* and *come in* don't follow the phonics rules. Tell the pupils to "take a picture" of these words in their mind in order to remember 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.
- Tell the pupils to turn to the *I Can Read* section on page 282 to review and practice long *u*.

long oo

14 Read, circle and match.

Read the text and circle the words with the long *oo* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of long *oo*.
- Read the text out loud. Tell the pupils to circle the words with the long *oo* sound as you read.
- Ask comprehension questions. For example:
Where is Cooper? (at the zoo)
Who has a boot? (the kangaroo)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Talk about the picture.

Describe the characters in the picture. Then name the items the owners of the stalls are selling.

- Invite the pupils to name the owners of the stalls and the items they are selling.
- Say *Cooper is in a bedroom*. Tell the pupils to give the thumbs up sign if your sentence is correct. Tell them to give the thumbs down sign if the sentence is wrong. Repeat with additional sentences about the characters in the picture. For example: *Steve has a little cape. Molly is near a window.*

3 Answer the questions.

Answer the questions according to the picture in Exercise 2.

- Read the first question. Tell the pupils to write the correct answer according to the picture in Exercise 2.
- Tell the pupils to read the remaining questions and answer them.

4 Circle the picture.

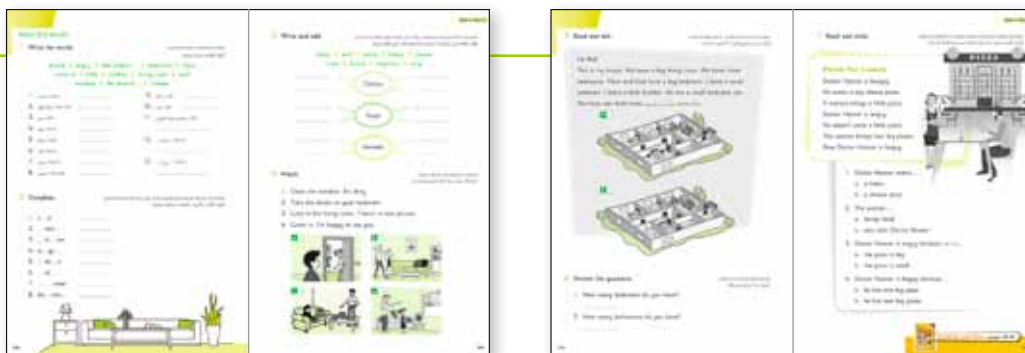
Circle the correct picture for each sentence.

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

WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *red* (*bread*). Tell them to name a word that rhymes with *please* (*cheese*).
- 2 Give the pupils one minute to write as many items as they can think of that would be in a sandwich 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 1-3 to help them.
- 3 Tell the pupils to write words that can complete the sentence *The wolf is ...*
- 4 Tell the pupils to read the question. Brainstorm items that might be found in a bedroom. Then tell the pupils to write an answer that is correct for them 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 208-211 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 208. Then tell them to look through pages 209-211 and find the words and phrases from page 208, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ A STORY: Little Red Riding Hood

1 Read and find out.

Read and find out what happens to Grandma.

- Read the title of the story and elicit the meaning. Discuss with the pupils the similarities and differences between the title in English and their own language.
- Ask the pupils what characters they see in the pictures and where the characters are.
- Point to frame 1 and say *The wolf is in the living room*. Tell the pupils to do the thumbs up sign if the sentence is correct. Tell them to do the thumbs down sign if the sentence is wrong. Repeat with *The wolf wants Grandma's food*.
- Repeat with additional sentences for additional frames.
- Tell the pupils to predict what is going to happen in the story.
- Tell the pupils to find food items in the text and read the sentences with them out loud. Repeat with rooms in the house.
- 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 is this version of the story similar to the traditional Little Red Riding Hood story you know?

How is this version of the story different from the traditional Little Red Riding Hood story you know?

Who is the hero in the story?

Who is the hero in the traditional Little Red Riding Hood story you know?

The pupils may use their own language to answer the questions.

2 Find and write.

Find words in Exercise 1 with the *oo* sound, as in *school*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words with the *oo* sound, as in *school*. Tell them to write the words in their notebook. (*food, bedroom, living room, too*) Point out that the *oo* in *Hood* and *good* makes a different sound. Also, the *oo* in *floor* makes a different sound.

3 Write *yes* or *no*.

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

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

4 Choose the answer.

Read the question and choose the correct answer.

- Read the question out loud. Tell the pupils to choose the correct answer and write it in their notebook.

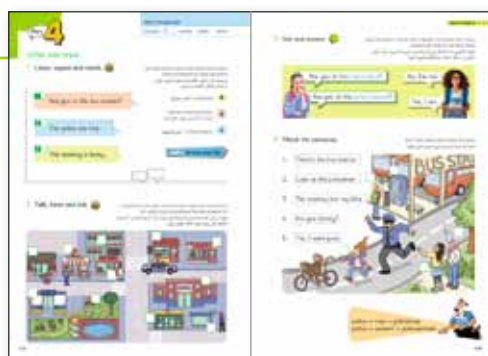
Part 4

New Words: color, from, going to, kitchen, monkey, next to, police, rain, station, under, wind

Language Structures: Are you ... ?

Phonics: soft *c* (review), long *a* (review)

pages 212-213



Chit Chat

- Describe a pupil using *He doesn't ...* and *She doesn't ...*. For example: *He doesn't have brown hair. He doesn't have a red shirt.* Invite the pupils to guess who you are describing. Repeat with additional pupils.
- Invite a pupil to describe another pupil for the class to guess.

Review

- Play *Jet's Bag*. See page 12 for instructions.

LISTEN AND SPEAK

1 Listen, repeat and match.

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

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *Are you at the bus station?* 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. Point out the meaning of the individual words *you, bus* and *station*.

- Repeat for *The police are nice*. Point out the meaning of *police* and *nice*. You may wish to point out that unlike in Hebrew and Arabic, the word *police* is considered plural in English. Therefore, it is followed by a verb in the plural form (in this case, the verb *are*).
- Repeat for *The monkey is funny*. Point out the meaning of *monkey* and *funny*.
- Ask *Are you at home?* and invite a pupil to respond. Repeat with additional *Are you ...* questions such as *Are you at school? Are you hungry? Are you tired?*

Phonics Review

- Teach and practice reading the new words and phrases.
 - Point out the initial and final sounds of each word.
 - Point out that the *c* in *police* makes a *s* sound. Invite the pupils to name other soft *c* words they know (*nice, pencil, ice cream, face, dance, juice*).
 - Point out that the *tion* in *station* makes a *shun* sound.
 - Point out that the *ey* in *monkey* makes a long *e* sound.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 283 to review and practice soft *c*.

soft c

16 Read, circle and match.

Read the text and circle the words with the soft *c* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of soft *c*.
- Read the text out loud. Tell the pupils to circle the words with the soft *c* sound as you read.
- Ask comprehension questions. For example:
What is Cindy drinking? (juice)
Who is Cindy helping? (the policeman)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Talk, listen and tick.

Name the characters on the map and say where they are. Then listen and tick the places that the children look for their dog, Rocky.

- Invite the pupils to name the places on the map. Tell them to name the characters and describe where they are.
- Explain to the pupils that they are going to listen to a conversation between two children who are looking for their dog, Rocky.
- Play the recording and tell the pupils to point to the places that the children look for Rocky.

Listening script

Adam: Sue, look! Rocky is running in the street.

Sue: Rocky, Rocky! Stop!

Adam: Oh no, I can't see Rocky.

Sue: Oh Adam! Where is Rocky?

Adam: Let's look in the ice cream store.

Sue: Okay, here is the ice cream store.

Both: Rocky, Rocky! Are you in the ice cream store?

Sue: Rocky, Rocky! I don't see Rocky.

Adam: Let's look in the fruit store.

Sue: Okay. Here is the fruit store.

Both: Rocky, Rocky! Are you in the fruit store?

Sue: Rocky, Rocky! I don't see Rocky.

Adam: Let's cross the street and look in the police station.
 Sue: Okay. Here is the police station.
 Both: Rocky, Rocky! Are you in the police station?
 Sue: Rocky, Rocky! I don't see Rocky.
 Adam: Look! I see dogs at the park. Let's look at the park.
 Sue: Okay. Here is the park.
 Both: Rocky, Rocky! Are you at the park?
 Sue: Here comes Rocky.
 Adam: Hooray, Rocky!
 Sue: Adam, look! Rocky has new friends.

- Play the recording again and tell the pupils to tick the places that the children look for Rocky.
- Ask the pupils where the children find Rocky.

3 Ask and answer.

Pretend you are at one of the places on the map in Exercise 2 and mark the place. In pairs, ask and answer questions about where you are.

- Tell the pupils to pretend to be at one of the places on the map in Exercise 2. Tell them to mark the place.
- Read the first speech bubble *Are you at the music store?* and elicit the meaning. Invite a pupil to read the first response *No, I'm not.* Invite the pupils to repeat the question and answer. Repeat for the second question and answer in the speech bubbles.
- Tell the pupils to work in pairs. Using the dialogue as a model, pupil A asks questions until he or she guesses the place pupil B marked on the map. Then tell the pupils to reverse roles.

4 Match the sentences.

Match each sentence to a character who could say it.

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

Jet Tip: Point out to the pupils that the word *policeman* is comprised of *police* and *man*.

Repeat for *policewoman*. Explain that a number of other words they have learned are also made up of two words. For example: *snowman*, *bedroom*, *bathroom*, *homework*, *notebook*. Point out the meaning of *work* and *note*.



pages 214-215



LEARN WORDS

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

1 Listen, repeat and write.

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

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

Phonics Review

- Teach and practice reading the new words.
 - Point out the initial and final sounds of each word.
 - Point out the *ch* sound in *kitchen*. Invite the pupils to name other *ch* words they know (*chair, lunch, teacher, chips, chocolate, children, watch, chicken, cheese*).
 - Point out that the *ai* in *rain* 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, face, birthday, wake up, cake, take, table, cape*).
 - Point out the *er* sound in *under*. Invite the pupils to name other *er* words they know (*paper, brother, sister, eraser, number, computer, father, mother, summer, winter, water, dinner, driver*).
 - Point out that the *ow* in *window* makes the long *o* sound. Invite the pupils to name other long *o* words they know (*go, no, yellow, homework, notebook, old, phone, nose, home, coat, snow, cold*).
 - Point out the *er* sound in *color*.
 - Point out that the first *o* in *color* makes a short *u* sound.
 - Point out that *going* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 278 to review and practice long *a*.

long a

5 Read, circle and match.

Read the text and circle the words with the long *a* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of long *a*.
- Read the text out loud. Tell the pupils to circle the words with the long *a* sound as you read.
- Ask comprehension questions. For example:
 - Who is in grade 4? (Kate)*
 - Who is in grade 5? (Ray)*
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Match.

Match each sentence to the correct picture.

- Read the first sentence and elicit the meaning. Invite the pupils to say which picture it describes.
- Repeat for the remaining sentences.

Jet Tip: Write *family, party* and *angry* on the board. Elicit that the final *y* in multi-syllable words makes a long *e* sound. Invite the pupils to name other words they know that follow this pattern. Then point out that we can add *y* to *rain* to get *rainy*. Elicit the difference between *rain* (a noun) and *rainy* (an adjective). Repeat for *wind, cloud, snow* and *sun*.



3 Sing the song.

Listen to the song and sing.

- Play the recording of the song *The Weather Song*.

Listening script

Today the sun is in the sky.

The weather is so sunny.

S-U-N-N-Y, S-U-N-N-Y, S-U-N-N-Y

The weather is so sunny.

Today the clouds are in the sky ... C-L-O-U-D-Y

Today it's raining and it's hot ... R-A-I-N-Y

Today it's snowing and it's cold ... S-N-O-W-Y

Today the wind is in the trees ... W-I-N-D-Y

- 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 Write *yes* or *no*.

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

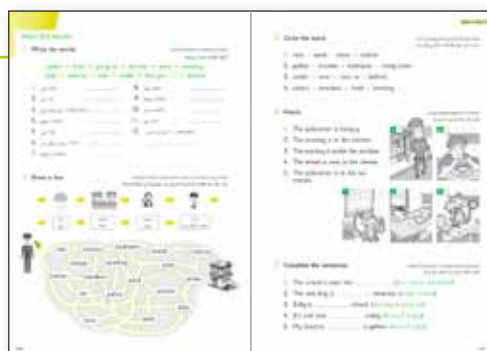
- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the picture. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid.
- 2 Give the pupils one minute to write in their notebook as many rooms in a house as they can think of. 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 1-3 to help them.
- 3 Tell the pupils to write words that can complete the sentence *My pencil is ... my book*.
- 4 Tell the pupils to read the question and write the answer in their notebook.

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

pages 216-219



PRACTICE PAGES

- Tell the pupils to do the exercises on pages 216-219 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 216. Then tell them to look through pages 217-219 and find the words and phrases from page 216, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ AND WRITE

1 Read and find out.

Read the forum and find out who is planning a trip to Cool Town.

- Elicit that the text is a travel forum for a town called Cool Town. Elicit that travel forums allow people to share information about places they visit.
- Invite the pupils to name the children who are writing on the forum.
- Tell the pupils to find weather words in the forum and read the sentences with them out loud. Tell them to find names of places and read them out loud.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Ask the pupils who is planning a trip to Cool Town (*grace10*) and who is sharing information about his or her visit to Cool Town (*tomisgreat*, *brucetheking*, *kate12*, *mikelikesfood*).
- Ask *What's the weather in Cool Town?*
- Tell the pupils to name:
 - a good place to eat in Cool Town
 - a place to see animals in Cool Town
 - a place to go shopping in Cool Town
- Ask the pupils if they would like to visit Cool Town and if they would prefer to go there in the summer or the winter. Ask them what they would like to do in Cool Town.

2 Find and write.

Find words and names in Exercise 1 with the soft *c* sound, as in *face*. 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, as in *face*. Tell them to write the words in their notebook. (*Grace*, *Bruce*, *police*, *nice*)

3 Choose the pictures.

Choose the pictures that the children describe.

- Invite a pupil to describe the first picture.
- Tell the pupils to write *1* in their notebook if it fits the description of Cool Town.
- Repeat for the remaining pictures.

4 Answer the questions.

Answer the questions according to the forum.

- Read the first question and elicit the meaning. Tell the pupils to write the answer in their notebook.
- Tell the pupils to answer the remaining questions.

5 Write sentences.

Write at least three sentences about the weather.

- Tell the pupils to use the chart to write at least three sentences about the weather in their notebook. Explain that the sentences must begin with *It's*, followed by a weather word from the second column and a season or place phrase from the last column.
- Remind the pupils that each sentence starts with a capital letter.

Suggestion: Tell the more-advanced pupils to make up their own sentences about the weather. Tell the less-advanced pupils to copy words they know from the chart and write their meanings in their notebook. Tell them to use their glossary to find the meanings of the words they don't know.

Part 5

New Words: boat, buy, go down, go up, magic, pink, plane, train, slowly, very, wet

Language Structures: How are you going to ... ?, by ...

Phonics: long o (review), final y (review)

pages 220-221



Chit Chat

- Bring in props that a waiter has, for example, a tray, a napkin to hang over your arm, a small pad to write orders on.
- Pretend you are a waiter and ask a pupil *Do you want a salad?* Invite the pupil to answer and write down (or pretend to write down) his or her order on the pad.
- Repeat with additional food items. Then repeat the items the pupil wants. For example: *You want soup, chicken and pasta.*
- Repeat with additional pupils or invite a pupil to be the waiter.
- Alternatively, tell the pupils to work in pairs. Pupil A is the waiter and pupil B gives a food order. Then they switch roles.

Review

- Tell the pupils to turn to *Reading and More*, page 44, Exercise 1, 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 and tell the pupils to see if they read more of the text the second time around.

LISTEN AND SPEAK

1 Listen, repeat and match.

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

- Play the recording or read the conversational phrases out loud. Tell the pupils to repeat the phrases and point to them.
- Tell the pupils to match the phrases in English to their translations. Point out that the speech bubbles are color coded so pupils can match them even if they don't know the meanings.
- Ask the pupils how they translated *How are you going to Eilat?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *how*, *you*, *going to* and *Eilat*.
- Repeat for *By train*. Point out the meaning of *by* and *train*.
- Repeat for *The plane is in the sky*. Point out the meaning of *plane* and *sky*.
- Repeat for *The boat is in the sea*. Point out the meaning of *boat* and *sea*.
- Say *I'm going to Haifa*. Invite a pupil to ask you *How are you going to Haifa?* Answer *By train*. Repeat with different pupils, using other places and means of transportation.

Phonics Review

- Teach and practice reading the new words and phrases.
 - Point out the initial and final sounds of each word.
 - Point out that the *ai* in *train* and the *a_e* in *plane* make 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, face, birthday, wake up, cake, take, table, cape, rain*).
 - Point out that the *oa* in *boat* makes the long *o* sound. Invite the pupils to name other long *o* words they know (*go, no, yellow, homework, notebook, old, phone, nose, home, coat, snow, cold, window*).
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 279 to review and practice long *o*.

long o

8 Read, circle and match.

Read the text and circle the words with the long *o* sound. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sound of long *o*.
- Read the text out loud. Tell the pupils to circle the words with the long *o* sound as you read.
- Ask comprehension questions. For example:
Where are the children? (at home)
Who has a long nose? (the snowman)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Listen and match.

Listen and match the children in A to their travel destinations in B and the means of transportation in C. There are two extra means of transportation.

- Read the words in column A and elicit that they are names of children. Read the words in column B and elicit that they are names of places. Read the words in column C and elicit that they are vehicles (means of transportation).
- Explain to the pupils that they are going to listen to a conversation between three children about their travel plans.
- Play the recording and tell the pupils to point to the children's names in A, the places in B and the means of transportation in C as they are described.

Listening script

Gal: I'm so happy it's summer.

Emma: Yes. Summer is great.

Asaf: My family is going to Eilat on Thursday.

Gal: Cool! Eilat is fun. You can swim in the sea and ride a boat.

Emma: Asaf, how are you going to Eilat?

Asaf: By plane.

Gal: My family is going to Jerusalem.

Asaf: Jerusalem is beautiful. You can see the old streets and homes.

Emma: Gal, how are you going to Jerusalem?

Gal: By train.

Emma: My family is going to the Kinneret.

Gal: I like the Kinneret. You can ride a bike and sleep on the beach.

Asaf: Emma, how are you going to the Kinneret?

Emma: By car.

Asaf: Have fun at the Kinneret, Emma. Have fun in Jerusalem, Gal.
I'll have fun in Eilat.

- Play the recording again and tell the pupils to match the children in A to their travel destinations in B and the means of transportation in C. Point out that there are two extra means of transportation.

3 Ask and answer.

Pretend you are going to the places below. In pairs, ask and answer questions about where you are going and how you are getting there.

- Read the names of the places.
- Read the first speech bubble *Where are you going?* Invite a pupil to read the first answer *To London*. 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 to ask and answer questions about where they are going and how they are getting there. Tell them to use the speech bubbles as a model, each time replacing the words in blue with a different place and means of transportation from the list in column C in Exercise 2 on the previous page.

Suggestion: Encourage the more-advanced pupils to make up their own places and means of transportation.

4 Sing the song.

Listen to the song and sing.

- Play the recording of the song *Down at the Station*.

Listening script

Down at the station
It's six in the morning.
See the big black trains
All in a row.
See the happy driver
Sitting near the window.
Puff-puff, choo-choo
Ready to go.

- 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.

5 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 and write it in the empty speech bubble.
- Tell the pupils to read the remaining speech bubbles and complete the conversations.

pages 222-223



LEARN WORDS

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

1 Listen, repeat and write.

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

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

Phonics Review

- Teach and practice reading the new words.
 - Point out the initial and final sounds of each word.
 - Point out the *ow* sound in *down*. Other words with this pattern are *how, town, brown, now*.
 - Point out that the *ow* in *slowly* and the *o* in *go* make the long *o* sound. Invite the pupils to name other long *o* words they know (*no, yellow, homework, notebook, old, phone, nose, home, coat, snow, cold, window, boat*).
 - Point out that the final *y* in *slowly* and *very* makes the 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, dirty, thirsty, hungry, party, angry*).
 - Point out that *g* sometimes makes a *j* sound as in *magic*.
 - Point out that *buy* doesn't follow the phonics rules. Tell the pupils to "take a picture" of it in their mind in order to remember it.
- 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.
- Tell the pupils to turn to the *I Can Read* section on page 280 to review and practice final *y*.

final *y*

10 Read, circle, underline and match.

Read the text and circle the words with final *y* that sounds like long *i*. Underline the words with final *y* that sounds like long *e*. Then match each sentence to a picture.

- Read the title and elicit the meaning. Review the sounds of final *y*.
- Read the text out loud. Tell the pupils to circle the words that end with the long *i* sound as you read.
- Read the text again. Tell the pupils to underline the words that end with the long *e* sound as you read.
- Ask comprehension questions. For example:
Who is happy? (Danny's father)
Who is hungry? (Danny's brother)
- Read the first sentence again. Tell the pupils to match it to the correct picture.
- Tell the pupils to read the remaining sentences and match them to the pictures.

2 Talk about the picture.

Name the children in the picture and say if they are wet or not.

- Invite the pupils to name the children in the picture and say if they are wet or not, using the structure ... *is wet* or ... *is not wet*.
- Ask *Who is wearing a swimsuit?* and invite a pupil to answer. Repeat with additional questions. For example:
Who is going down?
Who is going up?

3 Tick the names.

Tick the names of the characters who could say each sentence according to the picture in Exercise 2.

- Invite the pupils to read the names at the top of the chart.
- Read number 1. Tell the pupils to tick the child or children who could say the sentence.
- Tell the pupils to read the remaining sentences and tick the child or children who could say each one.

4 Complete the sentences.

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

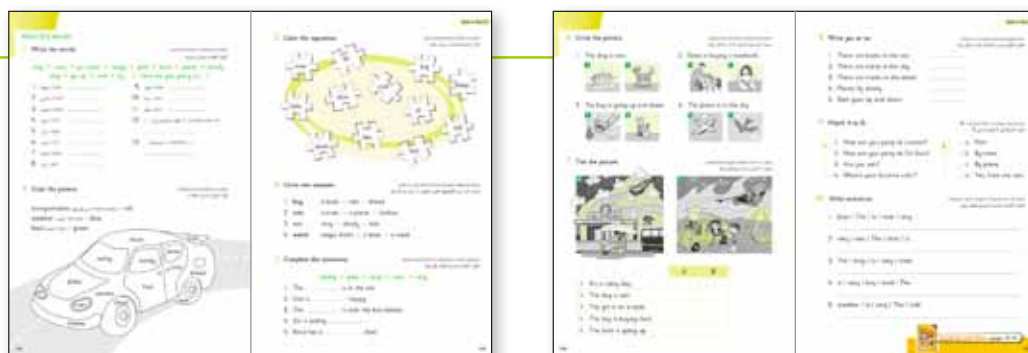
- Read the first sentence. Tell the pupils to write the correct word to complete the sentence according to the picture.
- Tell the pupils to read the remaining sentences and complete them with the correct word.

WORD TIME

- 1 Say the coordinates for a word or phrase in the grid and have the pupils read it and say its meaning in their own language. Say a word and have the pupils say its meaning and its coordinates on the grid. Tell the pupils to name a word that rhymes with *pet* (*wet*). Tell them to name a word that rhymes with *coat* (*boat*). Tell the pupils to name two words on the list that rhyme (*plane*, *train*). Tell them to find two words that sound the same but are spelled differently (*buy*, *by*). Point out that *bye* as in *goodbye* also sounds the same, but has a different spelling.
- 2 Give the pupils one minute to write in their notebook as many things as they can think of that they can ride in or on. 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 1-3 to help them.
- 3 Tell the pupils to write words that can complete the phrase *a wet ...*
- 4 Tell the pupils to read the sentence and draw a picture to illustrate the sentence.

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

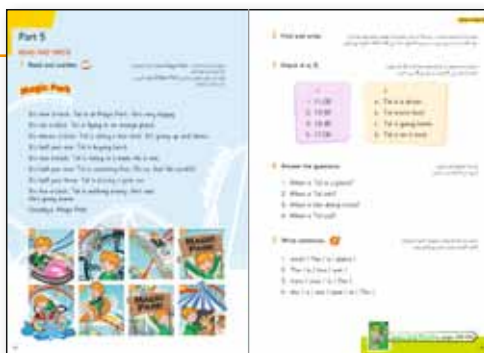
pages 224-227



PRACTICE PAGES

- Tell the pupils to do the exercises on pages 224-227 of *Learn and Practice* independently.

Suggestion: Tell the less-advanced pupils to do the exercises on page 224. Then tell them to look through pages 225-227 and find the words and phrases from page 224, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.



READ AND WRITE

1 Read and number.

Read about Tal's day at Magic Park and number the pictures in the order they happened.

- Ask *Where is the boy?* and elicit that he is at an amusement park.
- Say *The boy is on a plane* and tell the pupils to point to the correct picture. Repeat with sentences about additional pictures.
- Read the title of the text and ask the pupils what they think the text is about.
- Invite the pupils to say what they would like to do at Magic Park.
- Tell the pupils to find vehicles in the text and read the sentences in which they appear out loud.
- Tell the pupils to find a color in the text and read it out loud.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Ask *What does Tal do at 11:00?* Elicit the meaning and invite the pupils to answer the question. Repeat with additional questions about the text.
- Explain to the pupils that they are going to number the pictures in the order they happened. Read the first line of the text *It's nine o'clock. Tal is at Magic Park. He's very happy.* Tell the pupils to find the matching picture. Repeat with the second line of the text.
- Tell the pupils to read the remaining lines of the text again and number the pictures in the correct order in their notebook.

2 Find and write.

Find words and names in Exercise 1 with the long *o* sound, as in *coat*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words and names with the long *o* sound, as in *coat*. Tell them to write the words in their notebook. (*going, boat, no, slowly, home*)

3 Match A to B.

Match the times in A to the sentences about Tal in B according to the text.

- 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 first sentence in column B and tell the pupils to match it to the correct time according to the text in Exercise 1.
- Tell the pupils to read the remaining sentences in B and match them to the correct times in A.

4 Answer the questions.

Answer the questions according to the text.

- Read the first question out loud and ask the pupils to find the answer in the text.
- Tell the pupils to read the remaining questions and write the answers in their notebook.

5 Write sentences.

Write the words in the correct order to make sentences.

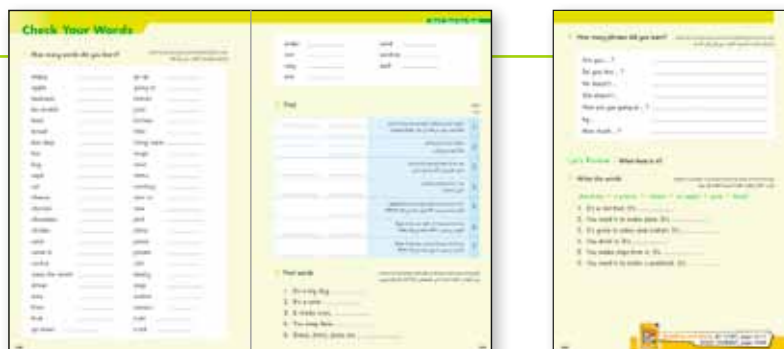
- Read the words in number 1 and tell the pupils to write them in their notebook in the correct order to make a sentence. Elicit that a sentence in English always starts with a capital letter so *The* must be the first word. Remind the pupils that each sentence ends with a period.

- Tell the pupils to write the words in the correct order to form the remaining sentences.

Suggestion: Tell the less-advanced pupils to copy one word from each sentence into their notebook and write its meaning.

Check Your Words

pages 228-230



1 How many words did you learn?

How many words did you learn? Write the meaning for 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.
 - Tell the pupils to find three things one can buy at a fruit and vegetable store.
 - Tell the pupils to find three things with wheels.
 - Tell the pupils to find two things that make them cold.
 - Tell the pupils to find two things that keep them safe.
 - Tell the pupils to find one word with the long *oo* sound like in the word *school*.
 - Tell the pupils to find two words with the soft *c* sound like in the word *face*.
 - Tell the pupils to find two words with the long *u* sound like in the word *blue*.

3 Find words.

Find a word from the list on pages 228-229 to match each definition.

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

4 How many phrases did you learn?

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

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

Let's Review – What food is it?

5 Write the words.

Read the riddles and write the correct word to complete each sentence.

- Review the words in the word bank.
- Invite a pupil to read the first sentence and to say what the answer to the riddle is.
- Tell the pupils to read the remaining sentences and to write the correct answer for each one.

JET STORY Nat's New Cape

pages 74-77



- 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 feeling words in the text and read the sentences with those words out loud. Repeat with rooms in the house.
- Tell the pupils to find words with the long *oo* sound. Repeat with the long *e* sound, the long *i* sound, the long *o* sound, the long *a* sound and the *ch* sound.
- Play the recording of the full story and tell the pupils to point to each frame as they hear about it.

1 Read and number.

Read and number the sentences in the order they happened.

- Read the top bar in frame 1.
- Read the first word in Jet's first line of text (*Look*). Point to the next word (*at*) and tell the pupils to read it all together aloud. Read the next word (*the*). Point to the next word (*cars*) and tell the pupils to read it together. Continue to alternate between yourself and the pupils for all of the speech bubbles on the page.
- Ask the following comprehension questions:
 - After frame 1: *Where are the children? (in the car)* Invite the pupils to explain the problem.
 - After frame 2: *What is Jet's idea? (They can fly.)*
 - After frame 3: *What does Nat want? (a cape, to fly)*
- Read the sentences at the bottom of page 74 and ask which sentence happened first in the story. Tell the pupils to write *1* for that sentence in their notebook. Tell them to number the remaining sentences in the order they happened.

2 Read and write.

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

- Read page 75 with the pupils. Explain that:
 - you will read the first sentence in frame 1
 - the girls will read Nat's speech bubbles all together
 - the boys will read the other speech bubbles on the page all together
- Check comprehension as follows:
 - After frame 1, say *Nat is in the bedroom*. Tell the pupils to give the thumbs up sign if the sentence is correct and the thumbs down sign if the sentence is wrong. Repeat with *Nat is in the living room*.
 - After frame 2, repeat with *Nat's friend likes the cape* and *Nat can fly*.

- Read the first sentence at the bottom of page 75 and tell the pupils to write *yes* in their notebook 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.

3 Read and write.

Read and write the correct answer to complete each sentence.

- Read page 76 with the pupils. Explain that:
 - you will read the top bars
 - the boys will read Nat's speech bubbles on the page all together
 - the girls will read the other speech bubbles on the page all together
- Ask the following comprehension questions:
 - After frame 1: *Where are the children? (in town) What does Nat see? (a beautiful cape)*
 - After frame 3: *Who is in the street? (the driver) What is in the street? (bread, fish, meat and eggs)*
- Read number 1 at the bottom of page 76 and tell the pupils to write the correct name in their notebook to complete the sentence. Tell them to complete the remaining sentences.

4 Read and choose.

Read and choose the correct answer to complete each sentence.

- Read page 77 with the pupils. Explain that:
 - the girls will read the driver's speech bubbles together in a deep, gruff voice
 - the boys will read Jet's speech bubble together in a loud voice
 - you will read the top bar in frame 3
 - the boys will read Bob's speech bubble in a high squeaky voice
- After frame 1, ask *Who can help the driver? (Jet)*
- Tell the pupils to find the English sentence for *הסתכלו על הפנים שלי / انظروا إلى وجهي*. Tell them to find the English sentence for *יש לה גלימה ורודה חדשה / لها رداء وردي جديد*.
- Read the first sentence stem at the bottom of page 77 and tell the pupils to write the correct answer in their notebook to complete it. Tell them to write the correct answer to complete the second sentence.

Check Yourself

pages 78-79



Check Your Reading

1 Read again.

Read the story on pages 68-69 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 68-69 and invite them to read the story again.
- Tell the pupils to write the number of all the text and speech boxes they can read and understand.
- Encourage the pupils to help each other.

2 Write sentences.

Write sentences about the picture in Exercise 1 on page 64.

- Tell the pupils to go back to page 64 and look at the picture in Exercise 1. Tell them to write a sentence about the scene. Invite a pupil to share his or her sentence. Invite more pupils to share sentences if necessary.

Optional: 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 vehicles in the text on page 64 and write them in their notebook.

3 Read and write.

Read the conversation. Write *yes* or *no* for each sentence.

- Invite the pupils to describe what they see in the picture.
- Elicit that the text is a conversation. Explain that the pupils can identify it's a conversation because each line starts with a name followed by a colon. Elicit that there are two characters in the conversation.
- Tell the pupils to read the text to themselves.
- Read the first sentence below the text and ask if it is correct according to the conversation. Tell the pupils to write *yes* in their notebook if it is correct. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to write *yes* or *no* for the remaining sentences.

4 Read and choose.

Read the text and choose the picture that answers the question.

- Invite the pupils to say what they see in the pictures.
- Tell the pupils to read the title of the text and ask them what they think the text is about.
- Tell the pupils to read the text silently and to choose the correct picture to answer the question.

5 Answer the questions.

Answer the question according to the text in Exercise 4.

- Tell the pupils to answer the questions about the text in Exercise 4 in their notebook.

pages 80-81



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.

1 A Great Pet

Listen to a conversation between a girl who is looking for a new pet and the owner of a pet shop. Then act it out with a partner.

2 A Good Friend

Listen to a conversation between a sad boy and his friend at school. Then act it out with a partner.

- Tell the pupils to look at the title for the first scenario *A Great Pet* and read the scenario instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the pet store owner and the girl might say to each other.
- Play the recording and tell the pupils to follow along.
- Make sure the pupils understand the dialogue.
- Repeat for the second scenario *A Good Friend*.
- Tell the pupils to work in pairs. Allow each pair to choose which scenario they want to perform or assign a scenario to each pair. Invite the pupils to bring in props and costumes to perform the scenarios for the class.

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

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

page 82



Play a Game

Play *Connect Four*.

Play *Connect Four* with a friend.

- Tell the pupils they are going to play *Connect Four*. Tell them to look at the game in the book and name the items.
- Invite a volunteer to help you demonstrate. Use a black marker and a red marker using the whiteboard software or the photocopiable page 236 at the back of this Teacher's Guide. Give one of the markers to the pupil. Invite the pupil to say one of the words in English and its meaning. If the word is correct, tell the pupil to circle it with his / her marker. If the word is incorrect, then he / she does nothing. Switch roles. Repeat with more words as necessary.
- Tell the pupils to play in pairs. Explain that the winner is the first player to say four words in a row correctly.



Make a menu.

- Tell the pupils they are going to make a menu.
- Brainstorm the type of information that should appear on a menu (name of restaurant, food categories, prices, etc.).
- Read the sample menu and tell the pupils to use it as a model for their own.
- Tell the pupils to choose a name for their restaurant.
- Tell them to make a menu for their restaurant, including:
 - the name of the restaurant
 - food items and drinks
 - the price of each item
- Tell the pupils to write clearly, using capital letters correctly.
- Tell them to decorate the menu.

Suggestion: The pupils can use Powerpoint 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.