

# Unit 5

# Let's Work Together

In this unit the pupils will learn:

- to talk about their feelings and what activities they want to do
- to name animals, places in town, food-related items and directions
- more about the sounds short *oo*, *ou* / *ow*, *sh*, *ar*, long *i* and *ph*
- the stories *Bees in Town* and *The Bakery*

**Task:** Make a treasure map.

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- Tell 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 1

**New Words:** baby, bear, carry, fat, fire, grass, in front of, open, together, wood, work

**Language Structures:** Does he ... ?, Does she ... ?

**Phonics:** short *oo* (review)

pages 232-233



## Chit Chat

- Play *Come Sit by Me* using the phrases *How old are you?* and *What's your favorite color?* See page 10 for instructions.

## Review

- Sing *The Weather Song* from page 215 of *Learn and Practice*.

## 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 *Does she want a cookie?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *she*, *want* and *cookie*. Explain that *does* doesn't have a meaning in this question. Rather it's just part of the structure of the question.
- Repeat for *Does he want juice?* Elicit the meaning of *he* and *juice*.
- Repeat for *The bear is near the grass.* Elicit the meaning of *bear*, *near* and *grass*.
- Repeat for *The dog is in front of the tree.* Elicit the meaning of *in front of* and *tree*.
- Point to a pupil and say to the class *Does he have a green shirt?* Elicit the meaning and invite a pupil to answer. Repeat with additional questions about different pupils. For example: *Does she have a pencil?* *Does she have brown eyes?*

### Phonics Review

- Teach and practice reading the new words and phrases.
  - Point out the initial and final sounds of each word.
  - Point out that sometimes *ea* makes a long *a* sound as in *bear*. Another word that follows this pattern is *great*.
  - Point out the double *s* at the end of *grass*. 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*, *cross* and *address*.
  - Point out that the *o* in *front* and *of* makes a short *u* sound.
  - Point out that *does* 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.

### 2 Sing and count.

Sing the song and hold up the correct number of fingers.

- Play the recording of the song *Five Little Bears*. Tell the pupils to hold up the correct number of fingers to show the number of bears.

#### Listening script

Five little bears in the party store  
On a table next to the door.  
Red bears and blue bears call me to come.  
Watch me eat one, yum, yum, yum.  
Yum, yum, yum,  
Yum, yum, yum,  
Watch me eat one, yum, yum, yum.  
  
Four little bears in the party store  
On a table next to the door.  
Red bears and blue bears call me to come.  
Watch me eat one, yum, yum, yum.  
Yum, yum, yum,  
Yum, yum, yum,  
Watch me eat one, yum, yum, yum.

Three little bears in the party store  
 On a table next to the door.  
 Red bears and blue bears call me to come.  
 Watch me eat one, yum, yum, yum.  
 Yum, yum, yum,  
 Yum, yum, yum,  
 Watch me eat one, yum, yum, yum.

Two little bears in the party store  
 On a table next to the door.  
 Red bears and blue bears call me to come.  
 Watch me eat one, yum, yum, yum.  
 Yum, yum, yum,  
 Yum, yum, yum,  
 Watch me eat one, yum, yum, yum.

One little bear in the party store  
 On a table next to the door.  
 One little bear calls me to come.  
 Watch me eat it, yum, yum, yum.  
 Yum, yum, yum,  
 Yum, yum, yum,  
 Watch me eat it, yum, yum, yum.

- 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 tick.

Listen and tick the items the bear eats or drinks.

- Read the list of items and elicit the meanings.
- Explain to the pupils that they are going to listen to a conversation between two children watching a bear. Play the recording and tell the pupils to point to the items the bear eats or drinks.

#### Listening script

Boy: Look! There's a bear in front of the tree.  
 Girl: Wow! A beautiful, brown bear.  
 Boy: It's hungry. It wants food.  
 Girl: I have a cookie. Does the bear want a cookie?  
 Boy: I don't know. But I don't want to bring a cookie to a bear. I'm scared.  
 Girl: I'm scared too. Hey, the bear is looking at the fruit in the tree. Does the bear want fruit?  
 Boy: Yes, it does. Look! The bear is eating the fruit.  
 Girl: This is so cool! Now the bear is walking to the grass. Does it want grass?  
 Boy: Yes, it does. Look it's eating grass. Where is the bear going now?  
 Girl: It's going to the water. Does it want water?  
 Boy: No, the bear doesn't want water. It's watching the fish.  
 Girl: Does the bear want fish?  
 Boy: Yes, it does. Look! The bear is eating a fish.  
 Girl: Where is the bear going now?  
 Boy: It's going to rest. It isn't hungry now, but it's tired.

- Play the recording again and tell the pupils to tick the items the bear eats or drinks.

#### 4 Choose, ask and guess.

Choose a meal that one of the boys listed below wants. Your friend asks which food items the boy wants. Then your friend guesses which boy you chose.

- Tell the pupils to name the boys and the food items they want.
- Tell the pupils to choose one of the boys. Explain to the pupils that they are going to work in pairs and guess which boy their partners chose.
- Read the speech bubble *Does he want chicken?* Invite a pupil to read the response *Yes, he does*. Invite the pupils to repeat the question and the answer. Repeat with the remaining speech bubbles.
- Tell the pupils to work in pairs, using the speech bubbles as a model. Pupil A tries to guess the boy that pupil B chose by asking questions about the food the boy wants. Pupil B answers *Yes, he does* or *No, he doesn't*. After pupil A guesses the correct boy, the pupils switch roles.

#### 5 Match.

Match each conversation to the correct picture.

- Read the first dialogue aloud. Tell the pupils to write *1* for the correct picture (*picture d*).
- Tell the pupils to read the remaining dialogues and match them to the correct pictures.

pages 234-235



### LEARN WORDS

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

#### 1 Listen, repeat and write.

Listen to the phrases, 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 *th* sound in *together*. 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, clothes*).
  - Point out the *er* sound in *together*. Invite the pupils to name other *er* words they know (*paper, brother, sister, eraser, number, computer, father, mother, summer, winter, water, dinner, driver, under*).
  - Point out the short *oo* sound in *wood*. Invite the pupils to name other words with the short *oo* sound (*book, look, notebook, good, cookie*).
  - Point out that the final *y* in *baby* and *carry* 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, angry, slowly, very*).
  - Point out the double *r* in *carry*.



- Point out that the *a* in *baby* has a long sound because it is an open syllable (not closed by a consonant). The same is true for the *o* in *open*.
- Point out the *ire* sound in *fire*.
- Point out that the *or* in *work* sounds like *er*.
- 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 short *oo*.

### short oo

#### 13 Read, circle and match.

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

- Read the title and elicit the meaning. Review the sound of short *oo*.
- Read the text out loud. Tell the pupils to circle the words with the short *oo* sound as you read.
- Ask comprehension questions. For example:  
*Who wants to play football? (Woody)*  
*Who has a good book? (Dan)*
- 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 what the children are doing. Then name the children who are working together.

- Invite the pupils to describe what the children in the picture are doing. Then ask them to name the children that are working together.
- Tell the pupils to name the child who isn't contributing and describe what he is doing.
- Point out that the theme of this unit is working together.

#### 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 in Exercise 2. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

#### 4 Circle the sentence.

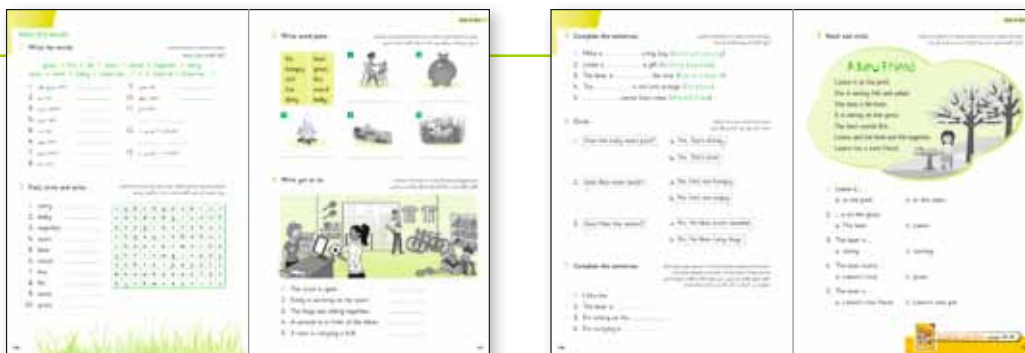
Circle the correct sentence for each picture.

- 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 *good* (*wood*). Tell them to name a word that rhymes with *chair* (*bear*).
- 2 Give the pupils one minute to write in their notebook as many things as they can think of that they might see on a camping trip. 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 1-4 to help them.
- 3 a. Tell the pupils to write words that can complete the phrase *a ... bear*.  
b. Tell the pupils to write words that can complete the sentence *Please ... the box*.

**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 236-239 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 236. Then tell them to look through pages 237-239 and find the words and phrases from page 236, 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 wants to meet the bear.

- Read Jet's speech bubble at the top of the page and make sure the pupils understand it. Invite the pupils to name some of the benefits of teamwork and describe situations in which they worked in teams. This discussion can take place in the pupils' own language.
- Tell the pupils to describe the picture. Elicit that the bear in the picture looks friendly. Point out that bears are often depicted as cute, but they are very dangerous animals and should never be approached.
- 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 it's a conversation because each line starts with a name followed by a colon. Elicit that there are three characters in the conversation – a boy, a girl and a driver. Elicit that the speakers are the people in the jeep. Tell the pupils to find family members in the text and read the sentences in which they appear out loud. Repeat with things you would see in a forest.
- Tell the pupils to read the text silently. Then play the recording or read the text out loud and tell the pupils to follow along.
- Ask the pupils who wants to meet the bear (*the driver*).
- Ask *What is the mother doing?* Elicit the meaning and invite the pupils to answer the question. Repeat with additional questions about the family members. Elicit that the father and the brother are working together.

### 2 Find and write.

Find words in Exercise 1 with the *er / ir* sound, as in *paper*. Write them in your notebook.

- Tell the pupils to look through the text in Exercise 1 and find words with the *er / ir* sound, as in *paper*. Tell them to write the words in their notebook. (*Kirk, Amber, mother, father, brother, together, sister, driver*)

### 3 Answer the questions.

Answer the questions according to the text in Exercise 1.

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

### 4 Write sentences.

Write at least three sentences about the picture.

- Invite the pupils to say sentences about the picture.
- Tell the pupils to write at least three sentences about the picture in their notebook, using the chart. Explain that the sentences must begin with a character from the first column, followed by *is*, a preposition (*behind*, *in front of*) from the third column, *the*, and an item (*fire*, *tree*, *wood*) from the last column.
- Remind the pupils that each sentence starts with a capital letter and ends with a period.

**Suggestion:** Tell the more-advanced pupils to make up their own sentences about the picture. Tell the less-advanced pupils to copy words from the right-hand column of the chart into their notebook. Tell them to draw a picture to illustrate each word. Tell them to use their glossary to find the meanings of the words they don't know.

## Part 2

**New Words:** door, draw, hero, his, key, king, mouse, noon, queen, story, text

**Language Structures:** How do you feel?

**Phonics:** *ou* / *ow* (review)

pages 240-241



### Chit Chat

- Choose a pupil and tell the class to guess who it is by asking questions with the structure *Does he have ... ?* or *Does she like ... ?* After the pupils correctly identify the pupil you chose, repeat with additional pupils. Alternatively, invite a pupil to choose another pupil and answer the questions.

### Review

- Play *Spell It*. See page 14 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 do you feel?* Ask them if they know any of the words in the conversational phrase. Elicit the meaning of the individual words *how*, *you* and *feel*.

- Ask the pupils how they translated *I feel angry*. Elicit the meaning of *angry*.
- Repeat for *The mouse is near the door*. Elicit the meaning of *mouse*, *near* and *door*.

**Jet Tip:** Point out to the pupils that the plural of *mouse* is *mice*. Invite the pupils to say other words where the plural noun doesn't follow the *s* or *es* format. For example: *children*, *men*, *women*.



- Ask the pupils how they translated *His book is on the table*. Elicit the meanings of *his*, *book* and *table*.
- Ask *How do you feel?* Invite a pupil to answer. Repeat with 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 *ou* sound in *mouse*. Other words with this pattern are *house*, *mouth* and *cloud*.
  - Point out the *oor* sound in *door*. Another word with this pattern is *floor*.
  - Point out that the *s* in *his* makes a *z* sound. Another word with this pattern is *is*.
  - Point out that the *ee* in *feel* 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*, *meat*, *cheese*).
- 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 *ou / ow*.

### ou / ow

## 15 Read, circle and match.

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

- Read the title and elicit the meaning. Review the sound of *ou / ow*.
- Read the text out loud. Tell the pupils to circle the words with the sound of what you would say if you were in pain.
- Ask comprehension questions. For example:  
*Where does Howard live? (in a big house)*  
*What does Howard see? (a cat)*
- 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 the names of the children described.

- Tell the pupils to read the names of the children in the word bank.
- Invite the pupils to describe how each of the children in the picture feels.
- Explain to the pupils that they are going to listen to a conversation between a teacher and her pupils.
- Play the recording and tell the pupils to point to each child as they hear about him or her.

### Listening script

Teacher: Good morning, class.  
 Class: Good morning, teacher.  
 Teacher: I don't see happy faces. Rob, how do you feel today? ... Rob?  
 Boy 1: Rob feels sad. We played football. Now his shoes are dirty.  
 Teacher: I can see that. Rob you can clean your shoes at home. Jan, how do you feel?  
 Girl 1: I feel tired. Can I go to sleep?  
 Teacher: No, Jan, you can't go to sleep. You're at school now. Meg, how do you feel?  
 Girl 2: I feel thirsty. Can I drink my water?  
 Teacher: Yes, Meg, you can drink your water. Ned, how do you feel?  
 Boy 2: I feel hot. Can we open a window, please?

Teacher: Yes, Ned, we can open a window. Kim, how do you feel today?  
 Girl 3: I feel scared.  
 Teacher: Scared?  
 Girl 3: Yes, scared. There's a mouse near the door.  
 Teacher: Quiet, please. Kim, you are scared of the mouse. The mouse is scared of you too.  
 Children, please sit down and be quiet. Then we can play a game.  
 Class: Hooray!  
 Teacher: Now I see happy faces.

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

### 3 Ask and answer.

Choose a situation from A or your own. Tell it to a friend and ask him / her how he / she feels. Your friend answers with one of the feelings from B or his / her own.

- Read the scenarios in column A and elicit the meanings. Repeat for the feelings in column B.
- Explain to the pupils that they are going to choose a scenario from column A and ask their friends how they feel about it.
- Read the first speech bubble *Your dad makes your favorite lunch. How do you feel?* Invite a pupil to read the response *I feel happy*. Invite the pupils to repeat the question and the answer.
- Tell the pupils to work in pairs to ask and answer questions about how they feel for each scenario. Tell them to use the speech bubbles as a model.

**Suggestion:** Encourage the more-advanced pupils to make up their own scenarios and use other feeling words they know in English.

### 4 Listen and chant.

Listen to the chant and chant.

- Play the recording of the chant *Hickory Dickory Dock*.

#### Listening script

Hickory dickory dock.	Hickory dickory dock.
The mouse climbs up the clock.	The wolf climbs up the clock.
The clock says one.	The clock says three.
The mouse climbs down.	The wolf climbs down.
Hickory dickory dock.	Hickory dickory dock.
Hickory dickory dock.	
The bear climbs up the clock.	
The clock says two.	
The bear climbs down.	
Hickory dickory dock.	

- 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 along.

### 5 Match.

Match each question to the correct picture and answer.

- Tell the pupils to describe what they see in the pictures.
- Invite a pupil to read the first question. Tell the pupils to find the matching picture and answer and then to write *I* for the correct picture (*picture c*).
- Tell the pupils to read the remaining questions and match them to the correct pictures.



## LEARN WORDS

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

### 1 Listen, repeat and write.

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

- Play the recording or read the words out loud. Tell the pupils to repeat the words and point to them.
- Tell the pupils to write the meaning of each of the words in the spaces provided. Point out that the translations are color coded to help them.
- Read the first word and invite a pupil to say its meaning. 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 *aw* sound in *draw* is similar to the sound in *talk* and *want*.
  - Point out that the *ey* in *key* makes a long *e* sound. Another word that follows this pattern is *monkey*.
  - Point out the long *oo* sound in *noon*. Invite the pupils to name other words with the long *oo* sound (*school, food, too, boot, pool*).
  - Point out that the *ee* in *queen* 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, meat, cheese, feel*).
  - Point out that *q* is always followed by *u* as in *queen* and *quiet*.
  - Point out the sound of *or* in *story*. Other words with this pattern are *sports, store, horse*.
  - Point out that the final *y* in *story* 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, angry, slowly, very, baby, carry*).
  - Point out that the *e* and *o* in *hero* have a long sound because they are open syllables (not closed by a consonant).
- 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.

### 2 Talk about the picture.

Describe the characters and what is happening in the play.

- Elicit that the scene is a school play.
- Invite the pupils to describe the characters in the play. For example: *Dalit is the queen*.
- Invite the pupils to describe what is happening in the play. For example: *The king can't open the door*.

### 3 Tick the names.

Tick the names of the characters that 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 the first sentence. Tell the pupils to tick the character or characters that could say the sentence.
- Tell the pupils to read the remaining sentences and tick the character or characters that could say each one.



## 4 Complete the sentences.

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

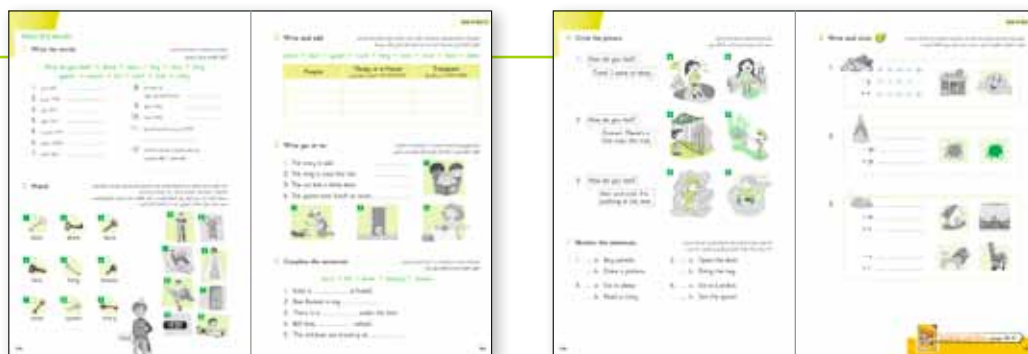
- Read number 1. Tell the pupils to write the correct word to complete the sentence according to the picture.
- Tell the pupils to complete the remaining sentences according to the pictures.

## 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 *tree* (*key*). Tell the pupils to name a word that rhymes with *sing* (*king*). Tell the pupils to name a word that rhymes with *clean* (*queen*).
- 2 Give the pupils one minute to write in their notebook as many characters in a fairy tale 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 1-4 to help them.
- 3 Tell the pupils to write words that can complete the phrase *a happy ...* in their notebook.
- 4 Tell the pupils to read the question and write the answer in their notebook.

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

### pages 244-247



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 244-247 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 244. Then tell them to look through pages 245-247 and find the words and phrases from page 244, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

### pages 86-87



## READ AND WRITE

### 1 Read and write.

Read the text and write the name of each child.

- Read the title of the text and elicit the meaning.

- Invite the pupils to describe what they see in the picture. Elicit that the children are working together. Tell the pupils to say sentences about what each child is doing.
- Tell the pupils to predict what the children are preparing and what is going to happen.
- Tell the pupils to find people in the text and read the sentences in which they appear out loud. Tell them to find an animal in the text and read it out loud.
- Tell the pupils to read the text silently. Then play the recording or read the text aloud and tell the pupils to follow along.
- Ask the children if they correctly predicted what the children are preparing and what happens in the text.
- Tell the pupils to find the name of the boy labelled number 1 and write it in their notebook. Then tell them to find the names of the other children in the picture.

## 2 Find and write.

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

- Tell the pupils to look through the text in Exercise 1 and find words with the long *i* sound, as in *five*. Tell them to write the words in their notebook. (*idea, write, white*)

## 3 Choose the answers.

Choose the correct answer to complete each sentence according to the text in Exercise 1.

- Read the first sentence stem and elicit the meaning. Tell the pupils to write the correct answer in their notebook according to the text in Exercise 1.
- Tell the pupils to complete the remaining sentences in their notebook.

## 4 Write sentences.

Write at least three sentences about the characters in the picture.

- Ask the pupils to describe what they see in the picture.
- Tell the pupils to use the chart to write at least three sentences about the picture in their notebook. Remind the pupils that each sentence starts with a capital letter and ends with a period.

**Suggestion:** Tell the more-advanced pupils to make up their own sentences about the pictures. 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 3

**New Words:** arm, bake, bakery, bee, close, coffee, hair, hotel, short, why

**Language Structures:** Show me ... , lots of ...

**Phonics:** *sh* (review), *ar* (review)

pages 248-249



## Chit Chat

- Invite a volunteer to stand at the front of the room with his or her back to the board. Write *I feel tired* on the board. Explain to the volunteer that he or she needs to guess the feeling based on clues from the other pupils. Invite the pupils to give the volunteer a clue (for example: *You want to sleep*) and ask him or her *How do you feel?* After the volunteer guesses the feeling, repeat the activity with additional feelings and volunteers.

## Review

- Tell the pupils to go to the text on page 72 of *Reading and More* and tell them that 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 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 *Show me your bedroom*. Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *show*, *me*, *your* and *bedroom*.
- Repeat for *There are lots of bees*. Point out the meaning of *there are*, *lots of* and *bees*.
- Repeat for *The dress is short*. Point out the meaning of *dress* and *short*.
- Say *Show me your pencil* and tell the pupils to follow your instruction. Repeat with additional items.

### 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 *ee* in *bee* 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, meat, cheese, feel, queen*).
  - Point out the *sh* sound in *short* and *show*. Invite the pupils to name other *sh* words they know (*English, fish, she, shoes, shirt*).
  - Point out the sound of *or* in *short*. Other words with this pattern are *sports, store, horse* and *story*.
  - Point out that the *ow* in *show* makes 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, slowly*).
- 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 277 to review and practice *sh*.

sh

### 3 Read, circle and match.

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

- Read the title and elicit the meaning. Review the sound of *sh*.
- Read the text out loud. Tell the pupils to circle the words with the *sh* sound as you read.
- Ask comprehension questions. For example:  
*Where is Sharon? (in a pet shop)*  
*What is the dog's name? (Sheep)*
- 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 circle.

Listen and circle the items Maya bought.

- Invite the pupils to describe the items of clothing in the pictures.

- Explain to the pupils that they are going to listen to a conversation between two girls.
- Play the recording and tell the pupils to point to the items of clothing that Maya bought.

### Listening script

Maya: Sally, I went to the clothes store with my mother. I have lots of new clothes. I have a new dress and a shirt and socks and boots.

Sally: I want to see your new clothes. Show me your new dress.

Maya: Okay. This is my new dress.

Sally: I like the dress. It's green and white. Show me your new boots.

Maya: These are my new boots.

Sally: I like the boots. They are brown. Show me your new socks.

Maya: These are my new socks.

Sally: I like the socks. You have short white socks and long black socks.

Maya: I have a new shirt too.

Sally: Show me your new shirt.

Maya: This is the shirt.

Sally: I like the shirt. There are bees and a bear on the shirt. Hey, Maya, I need to go.

Maya: Where are you going?

Sally: I'm going to the store. I want to buy new clothes.

Maya: Okay. Bye.

- Play the recording again and tell the pupils to circle the items of clothing Maya bought.

### 3 Color, ask and show.

Color the clothing items. Then ask your friend to show you his or her items. Show your friend your items and say what color they are.

- Invite the pupils to name the items of clothing in the pictures. Tell them to color them in different colors.
- Read the first speech bubble *Show me your shirt*. Invite a pupil to read the second speech bubble *This is my shirt. It's red*. Invite the pupils to repeat the sentences.
- Tell the pupils to work in pairs and ask each other to show their items of clothing, using the speech bubbles as a model.

### 4 Tick the picture.

Tick the correct picture for each conversation.

- Read the first dialogue. Tell the pupils to tick the correct picture.
- Tell the pupils to read the remaining dialogues and tick the correct pictures.

pages 250-251



## 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.

**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 *o\_e* in *close* makes 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, slowly, show*).
  - Point out that the *a\_e* in *bake* 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, rain, train, plane*).
  - Point out the *er* sound in *bakery*. Invite the pupils to name other *er* words they know (*paper, brother, sister, eraser, number, computer, father, mother, summer, winter, water, dinner, driver, under*).
  - Point out that the final *y* in *bakery* 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, angry, slowly, very, baby, carry, story*).
  - Point out that the final *y* in *why* 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, buy, try*).
  - Point out that when *w* and *h* are together, they usually make a *w* sound as in *why*. Other words that follow this pattern are *what, when, where*.
  - Point out the *ar* sound in *arm*. Invite the pupils to name other words they know with the *ar* sound (*art, party, farm, car, park*).
  - Point out the double *f* and double *e* in *coffee*.
  - Point out the sound of *air* in *hair*. Another word with this pattern is *chair*.
  - Point out that the *o* in *hotel* has a long sound because it is an open syllable (not closed by a consonant).
- 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 *ar*.

**ar**

**12 Read, circle and match.**

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

- Read the title and elicit the meaning. Review the sound of *ar*.
- Read the text out loud. Tell the pupils to circle the words with the *ar* sound as you read.
- Ask comprehension questions. For example:  
*Where is Martha? (at the park)*  
*What does she see? (cars, kids, balloons, stars – also games, food, guitar, party)*
- 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 place in each picture and say what the people are doing.

- Invite the pupils to name the place in each picture and to say what the people are doing there.

### 3 Match.

Match each sentence to a character in Exercise 2. There is one extra picture.

- Read the first sentence. Tell the pupils to match it to the correct picture in Exercise 2.
- Tell the pupils to read the remaining sentences and match them to the correct pictures. Point out that there is one extra picture.

### 4 Circle the picture.

Circle the correct picture for each sentence.

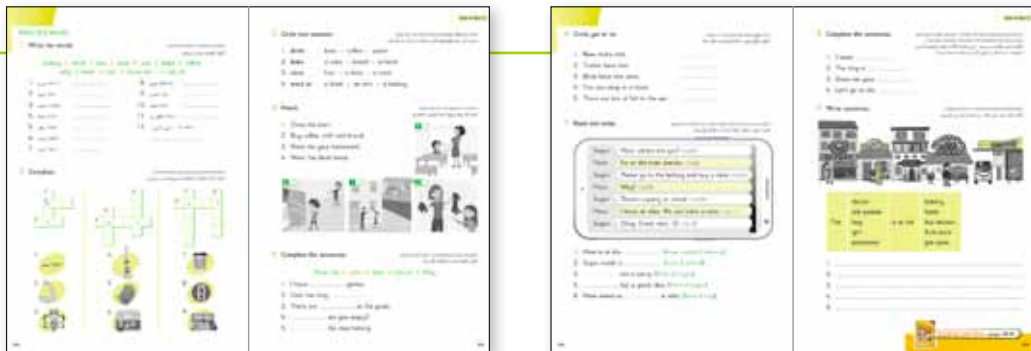
- Read the first sentence. Tell the pupils to circle the matching picture.
- Tell the pupils to read the remaining sentences and circle the correct pictures.

## 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 *make* (*bake*). Tell them to name a word that rhymes with *my* (*why*). Tell them to name a word that rhymes with *farm* (*arm*).
- 2 Give the pupils one minute to write in their notebook as many places in town 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 1-4 to help them.
- 3 Tell the pupils to write words that can complete the sentence *My hair is ...* in their notebook.
- 4 Tell the pupils to read the sentence and draw a picture to illustrate it.

**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 252-255



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 252-255 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced to do the exercises on page 252. Then tell them to look through pages 253-255 and find the words and phrases from page 252, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.





## READ A STORY

### 1 Read and find out.

Read and find out about what happens to the bees.

- Read the title of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures.
- Ask the pupils what season they think it is.
- Describe a picture and have the pupils say the number of the picture.
- Tell the pupils to find places in town in the text and read the sentences out loud. Tell them to find parts of the body in the text and read them out loud.
- Tell the pupils to predict what is going to happen in the story.
- Tell the pupils to read the text silently. Then play the recording and tell the pupils to point to each frame as they hear about it.
- Invite the pupils to describe the problem in the story. Ask *Why are the bees in town?*
- Invite the pupils to describe how the people are solving the problem. Ask *What are the people baking? Why are the bees behind the bus?* Elicit that teamwork enabled the people to solve the problem.

### 2 Find and write.

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

- Tell the pupils to look through the story in Exercise 1 and find words with the long *e* sound, as in *street*. Tell them to write the words in their notebook. (*tree, bees, coffee, people, idea, bakery, behind, happy*)

### 3 Number the sentences.

Number the sentences in the order they happened.

- Read the sentences 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 in the story.

### 4 Answer the questions.

- Read the first question and tell the pupils to find the answer in the text and write it in their notebook.
- Tell the pupils to repeat the procedure to answer the remaining questions.

pages 256-257



### Chit Chat

- Tell the pupils they are going to draw a picture according to your instructions. Write the word *draw* on the board and elicit the meaning. Give the pupils instructions as follows:
  - Draw a house.
  - Draw a tree near the house.
  - Draw grass near the tree.
  - Draw an animal on the grass.
  - Draw a sun in the sky.
- Say *Show me your house* and elicit the meaning. Invite a pupil to hold up his or her picture and point to the house in the picture. Repeat with *Show me your animal* and a different pupil.
- Tell the pupils to ask three friends to show items in their pictures, using your sentence as a model.

### Review

- Tell the pupils to turn to Exercise 2 on page 206 of *Learn and Practice* and invite them to say sentences about the people 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 *What do you want to do today?* Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *what*, *you* and *want*. Point out that *do* appears twice in the question. Explain that the first time, it doesn't have a meaning – it is just part of the question structure. Elicit the meaning of the second *do*.
- Ask the pupils how they translated *Camp is fun*. Point out the meaning of *camp* and *fun*.
- Repeat for *Let's watch the show*. Explain that *let's* is used to make suggestions about what you and someone else should do. Point out the meaning of *watch* and *show*.
- Repeat for *The kids are playing a game*. Point out the meaning of *kids*, *playing* and *game*.
- Say *There's no school today*. *What do you want to do?* and invite a pupil to respond. Repeat with additional pupils.

### Phonics Review

- Teach and practice reading the new words and phrases.
- 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.

## 2 Listen and match.

Listen to the children and their camp counselor. Match each child to the activity he or she wants to do at the talent show. There is one extra activity.

- Read the names in column A and elicit that they are names of children. Read the items in column B and elicit that they are activities.
- Explain to the pupils that they are going to listen to a conversation between children and their camp counselor about the camp talent show.
- Play the recording and tell the pupils to point to the children and the activities as they are mentioned.

### Listening script

Adult: Hey, kids. Do you like camp?  
 Kids: Yes. We like camp.  
 Adult: There's a great show on Thursday. You can sing or dance ... or do tricks. It's so much fun.  
 Dana: Wow! A show!  
 Adult: Kids, what do you want to do in the show? I need to write it down. Dana, what do you want to do in the show?  
 Dana: I want to dance.  
 Adult: Dana ... dancing. Sagi, what do you want to do?  
 Sagi: I want to sing.  
 Adult: Sagi ... singing. Riki, what do you want to do?  
 Riki: I want to play the guitar.  
 Adult: Riki ... guitar. Tal, what do you want to do?  
 Tal: I want to do tricks. I can walk on my hands.  
 Adult: Tal ... tricks. Yoni, what do you want to do?  
 Yoni: I don't know.  
 Dana: Yoni, you are good at karate. You can do karate in the show.  
 Yoni: Hmmm ... I don't want to do karate. I don't want to sing. I don't want to dance. I want to watch the show.  
 Adult: That's fine, Yoni. You can watch the show.  
 Yoni: Camp is great!

- Play the recording again and tell the pupils to match each child to the activity he or she wants to do in the camp talent show. Point out that there is one extra activity in column B.

## 3 Sing the song.

Listen to the song and sing.

- Play the recording of the song *The Cool Camp Song*.

### Listening script

Adult: I say hey, hey.  
 Kids: Hey, hey.  
 Adult: I say ho, ho.  
 Kids: Ho, ho.  
 Kids: I say come on down and do the cool camp song.  
 Kid 1: This is fun. Let's do part one.  
 Adult: I say hey, hey.  
 Kids: Hey, hey.  
 Adult: I say ho, ho.  
 Kids: Ho, ho.  
 Kids: I say come on down and do the cool camp song.  
 Kid 2: This is cool. Let's do part two.  
 Adult: I say hey, hey.

Kids: Hey, hey.  
 Adult: I say ho, ho.  
 Kids: Ho, ho.  
 Kids: I say come on down and do the cool camp song.  
 Kid 3: Look at me. Let's do part three.  
 Adult: I say hey, hey.  
 Kids: Hey, hey.  
 Adult: I say ho, ho.  
 Kids: Ho, ho.  
 Kids: I say come on down and do the cool camp song.

- 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, ask, answer and tick.

Write another activity in the chart. Ask and answer questions with three friends about what they want to do after school. Then tick their answers.

- Explain to the pupils that they are going to ask three friends what they want to do after school.
- Read the activities on the left side of the chart and elicit the meanings. Tell the pupils to add an additional activity in the space provided at the bottom of the chart.
- Point out the label *Names* at the top of the chart.
- Read the speech bubble *What do you want to do after school?* and elicit the meaning. Invite a pupil to read the response *I want to do sports* and elicit the meaning. Invite the pupils to repeat the question and answer.
- Tell the pupils to ask three friends what they want to do after school. Tell them to write their friends' names in the spaces provided and to tick the appropriate row for each friend.

#### 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 write the correct answers.

### pages 258-259



### LEARN WORDS

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

#### 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 *ay* in *say* 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, rain, train, plane, bake*).
  - Point out that the *ea* in *meal* 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, meat, cheese, feel, queen, bee*).
  - Point out the sound of *or* in *fork*. Other words with this pattern are *short, sports, store, horse* and *story*.
  - Point out the *ar* sound in *star*. Invite the pupils to name other words they know with the *ar* sound (*art, party, farm, car, park, arm*).
  - Point out the long *i* and magic *e* in *knife*. Invite the pupils to name other long *i* words they know (*five, nine, white, nice, write, kite, ice cream, smile, time, climb, ride, bike, driver*).
  - Point out the silent *k* in *knife*. Elicit that *know* follows the same pattern.
- 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 *i*.

### long *i*

#### 7 Read, circle and match.

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

- Read the title and elicit the meaning. Review the sound of long *i*.
- Read the text out loud. Tell the pupils to circle the words with the long *i* sound as you read.
- Ask comprehension questions. For example:  
*Who is smiling? (Mike)*  
*Who is flying a kite? (Ike)*
- 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 items in the picture and say what the people are doing.

- Say *I see chicken on the table* and elicit the meaning. Invite the pupils to name other items they see on the table, using your sentence as a model. Invite the pupils to say sentences about what the people in the picture are doing.
- Ask questions about the people in the picture. For example: *Who has lots of hamburgers? Who is sitting near the fire? Who is standing near the table?*

#### 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 in Exercise 2. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

#### 4 Match.

Match each sentence to the correct picture.

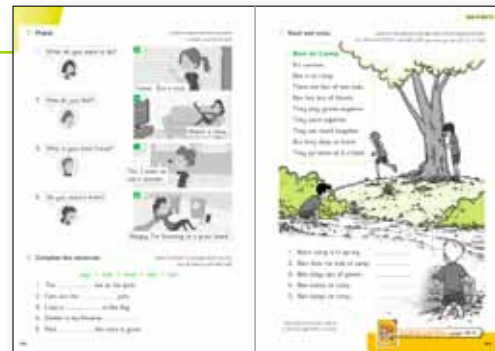
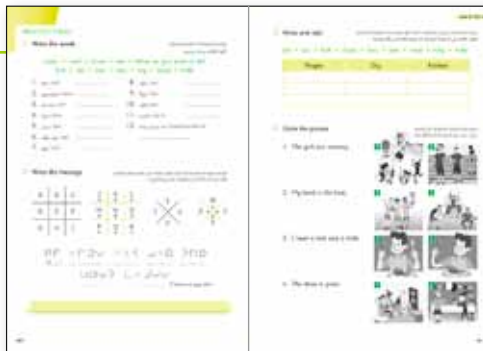
- Read the first sentence. Tell the pupils to write *1* for the picture that matches it (*picture d*).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

## 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 *play* (*say*). Tell them to name a word that rhymes with *car* (*star*). Tell them to name a word that rhymes with *feel* (*meal*).
- 2 Give the pupils one minute to write in their notebook as many things as they can think of that they would find in a kitchen. 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 1-4 to help them.
- 3 Tell the pupils to write a synonym for each of the words in their notebook.
- 4 Tell the pupils to read the question and write the answer in their notebook.

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

## pages 260-263

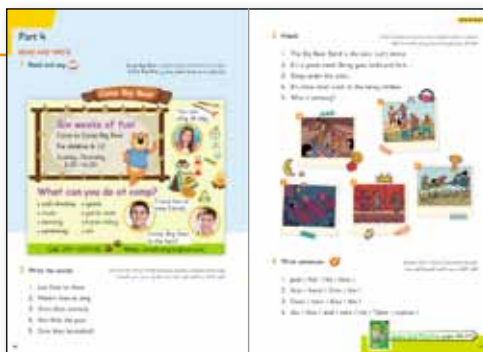


## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 260-263 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 260. Then tell them to look through pages 261-263 and find the words and phrases from page 260, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

## pages 90-91



## READ AND WRITE

### 1 Read and say.

Read and name the activity you like the most at Camp Big Bear.

- Elicit that the text is an ad for a summer camp.
- Invite the pupils to say what information they would expect to find in an ad for a summer camp (*name of camp, address, phone number, website, hours, prices, activities*).
- Invite the pupils to describe what they see in the pictures.
- Tell the pupils to find the days and the times the camp takes place and say them in their own language.
- Tell the pupils to find the word *camp* in the text and read the sentences in which they appear out loud.



- Tell the pupils to read the text silently. Then play the recording and tell the pupils to follow along.
- Say *Camp Big Bear is eight weeks*. 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:  
*Bill is ten years old. He can go to camp.*  
*Linda is five years old. She can go to camp.*  
*Kids go to camp on Fridays.*  
*Kids go home at 16:00.*
- Invite the pupils to name the activity they like the most at Camp Big Bear. Invite them to name additional activities they would like to do at camp.

## 2 Write the words.

Write an activity from the ad above that suits each boy or girl according to their descriptions.

- Read the first sentence. Tell the pupils to find an activity for Lee from the ad and write it in their notebook.
- Tell the pupils to read the remaining sentences and write an activity for each child in their notebook.

## 3 Match.

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

- Elicit that the pictures are from a girl's scrapbook and depict activities from camp. Invite the pupils to describe what the kids are doing in each picture.
- Read the first sentence. Tell the pupils to write *I* in their notebook for the picture that matches the sentence (picture b).
- Tell the pupils to read the remaining sentences and match them to the correct pictures.

## 4 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 the correct order in their notebook to form a sentence. Elicit that a sentence in English always starts with a capital letter so *Adi* must be the first word in number 1. Remind the pupils to end each sentence with a period.
- Tell the pupils to write the words in the correct order in their notebook to form the other sentences.

### Part 5

**New Words:** east, garden, ground, lake, left, north, right, south, start, turn, west  
**Language Structures:** Excuse me, please.  
**Phonics:** *ph* (review)

pages 264-265



### Chit Chat

- Say *It's a snowy day. What do you want to do?* and invite a pupil to respond. Repeat with additional pupils and additional weather scenarios.

### Review

- Play *Charades*. 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 *Go south to Eilat*. Ask them if they know any of the words in the conversational phrase. Point out the meaning of the individual words *go*, *south* and *Eilat*.
- Repeat for *Go north to Metulla*. Point out the meaning of *north* and *Metulla*.
- Repeat for *Go west to the sea*. Point out the meaning of *west* and *sea*.
- Repeat for *Turn at B Street. Go east*. Point out the meaning of *turn*, *B Street* and *east*.
- Take out four pieces of paper and label them *north*, *south*, *east*, *west*. Hang them on the appropriate walls in the classroom. Invite a volunteer to follow your instructions. Give instructions using the directions. For example: *Stand up. Go north to the board. Go east to the window. Go south to the door*. Repeat with additional pupils. Invite a pupil to give the instructions.

### Phonics Review

- Teach and practice reading the new words and phrases.
  - Point out the initial and final sounds of each word.
  - Point out the long *u* sound in *excuse*. Invite the pupils to name other words they know with the long *u* sound (*blue*, *new*, *Hebrew*, *Tuesday*, *swimsuit*, *fruit*, *juice*).
  - Point out that the *ea* in *east* 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*, *meat*, *cheese*, *feel*, *queen*, *bee*, *meal*).
  - Point out the *th* sound in *north* and *south*. 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*, *clothes*, *together*).
  - Point out the sound of *or* in *north*. Other words with this pattern are *short*, *sports*, *store*, *horse*, *fork* and *story*.
  - Point out the *ou* sound in *south*. Other words with this pattern are *house*, *mouth*, *mouse* and *cloud*.
  - Point out the *ur* sound in *turn*.
- 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 277 to review and practice *ph*.

ph

### 4 Read, circle and match.

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

- Read the title and elicit the meaning. Review the sound of *ph*.
- Read the text out loud. Tell the pupils to circle the words with the *ph* sound as you read.
- Ask comprehension questions. For example:  
*What animal is Sophie? (an elephant)*  
*What does Sophie like? (phone and pool)*
- 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 complete.

Listen to the children asking Jet for directions to the places below. Follow his directions and write the missing places on the map.

- Invite the pupils to name the places on the map.
- Say *north* and tell the pupils to point to the word on the map. Repeat with *south, east, west*.
- Tell the pupils to read the places in the word bank.
- Explain to the pupils that they are going to listen to children asking Jet for directions. Tell them to find Jet on the map.
- Play the recording and stop after the first boy says *Thanks*. Elicit that the boy is looking for the pool. Repeat Jet's instruction *Go south to the hotel. Turn at the hotel and go west. You'll see the pool*. Use your finger to show the pupils how to follow the path Jet described on the map.
- Play the rest of the recording and tell the pupils to use their fingers to follow the paths Jet describes on the map.

### Listening script

Boy 1: Excuse me, please. Where's the pool?

Jet: Go south to the hotel. Turn at the hotel and go west. You'll see the pool.

Boy 1: Thanks.

Girl 1: Excuse me, please. Where's the farm?

Jet: Go north to the music store. Turn at the music store and go west. You'll see the farm.

Girl 1: Thanks.

Boy 2: Excuse me, please. Where's the hospital?

Jet: Go west to the school. Turn at the school and go north. You'll see the hospital.

Boy 2: Thanks.

Girl 2: Excuse me, please. Where's the police station?

Jet: Go east to the park. Turn at the park and go south. You'll see the police station.

Girl 2: Thanks.

- Play the recording again and tell the pupils to follow Jet's directions and fill in the missing places on the map.

## 3 Write, ask and show.

Write the places below on the map. Then politely ask your friend where a specific place is on his or her map. Give your friend directions to the place.

- Read the places in town and elicit the meanings.
- Tell the pupils to fill in the empty spaces on the map with words from the word bank or their own words.
- Read the first speech bubble *Excuse me, please. Where's the train station?* Invite a pupil to read the answer *Go north*. Elicit the meaning and invite the pupils to repeat the question and the answer.
- Tell the pupils to work in pairs and ask and answer questions about how to get to places on their maps. Tell them to use the speech bubbles as a model, each time replacing the words in blue with different places and directions.

## 4 Match the sentences.

Match each sentence to a child 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 child who could say it and write *I* for that child.
- Tell the pupils to read the remaining speech bubbles and match them to the correct children in the picture.



## 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.

### 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 *ar* sound in *garden* and *start*. Invite the pupils to name other words they know with the *ar* sound (*art, party, farm, car, park, arm, star*).
  - Point out the *ou* sound in *ground*. Invite the pupils to name other words they know with the *ou* sound (*house, mouth, mouse, south* and *cloud*).
  - Point out that the *a\_e* in *lake* 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, rain, train, plane, bake, say*).
  - Point out that the *igh* in *right* makes a long *i* 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.

### 2 Talk about the picture.

Name the animals and items in the picture. Then say if they are on the right or the left side of the picture.

- Invite the pupils to name the animals and items in the picture.
- Tell the pupils to say if the animal or item is on the right or the left side of the picture.
- Point out that the children are working together in the garden.

### 3 Complete the sentences.

Write the correct word to complete each sentence according to the picture in Exercise 2.

- Read number 1. Tell the pupils to write the correct word to complete the sentence according to the picture in Exercise 2.
- Tell the pupils to complete the remaining sentences with the correct words.

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

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

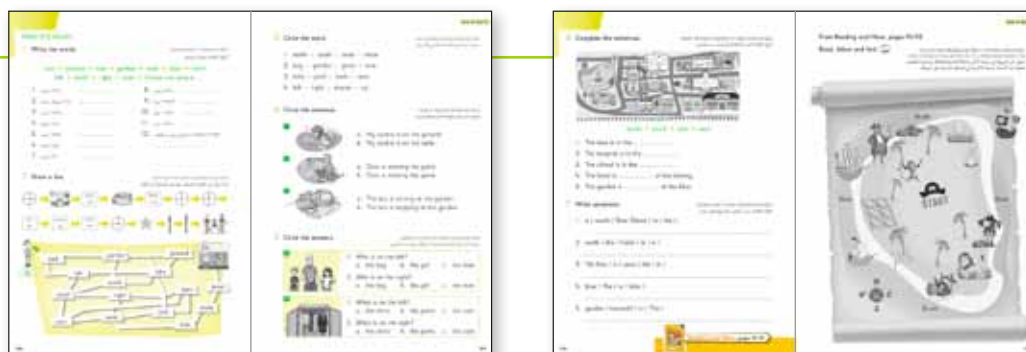
- Read the first sentence. Tell the pupils to write *yes* if the sentence is correct according to the picture. Tell them to write *no* if the sentence is wrong.
- Tell the pupils to read the remaining sentences and write the correct answers.

## 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. Tell the pupils to name a word that rhymes with *art* (*start*). Tell them to name a word that rhymes with *test* (*west*). Tell them to name a word that rhymes with *mouth* (*south*).
- 2 Give the pupils one minute to write directions in their notebook. Tell them to use words from the grid.
- 3 Tell the pupils to write words that can complete the phrase ... *a game* 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 1-4 to help them.
- 4 Tell the pupils to read the sentence and draw a picture to illustrate it.

**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 268-271



## PRACTICE PAGES

- Tell the pupils to do the exercises on pages 268-270 of *Learn and Practice* independently.

**Suggestion:** Tell the less-advanced pupils to do the exercises on page 268. Then tell them to look through pages 269-270 and find the words and phrases from page 268, Exercise 1. Tell them to highlight the words and phrases and write the translation next to each one.

## pages 92-93



## READ AND WRITE

**Read, follow and find.**

Look at the map on page 93. Then read the instructions and answer the questions. Draw the items in the correct areas on the map on page 271 of *Learn and Practice*.

- Elicit that the picture is a pirate's treasure map. Ask *What do you see in the north?* and invite the pupils to name items in the northern portion of the map. Repeat for *south*, *east* and *west*.
- Tell the pupils to point to *Start* and elicit the meaning.
- Read the first question on page 92 *Where's the treasure?* and explain to the pupils that they are going to help the pirates find treasure.

- Read the first sentence *Start at the hat* and tell the pupils to put their fingers on the correct place on the map.
- Read the next three sentences *Go north. Turn right at the tree. Go east.* Tell the pupils to use their fingers to follow along on the map.
- Read the remaining sentences, emphasizing the word *isn't* in each sentence. Tell the pupils to answer the question *Where's the treasure?*
- Tell the pupils to draw a treasure chest in the correct area on the map on page 271 of *Learn and Practice* (on the beach in the northeast area of the map).
- Repeat for *Where's the key?* and *Where's the food?*

## Check Your Words

pages 272-274



### 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.
  1. Tell the pupils to find three things they can see outside.
  2. Tell the pupils to find two young people.
  3. Tell the pupils to find two parts of the body.
  4. Tell the pupils to find two words with the *ou* sound like in the word *house*.
  5. Tell the pupils to find three words with the *ar* sound like in the word *car*.

### 3 Find words.

Find a word from the list on pages 272-273 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 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 places do you know?

### 5 Write the words.

Read the questions and write the correct place to answer each question.

- Review the words in the word bank.
- Invite a pupil to read the first question and to say what place is being described.
- Tell the pupils to read the remaining questions and to write the correct answer for each one.

## JET STORY The Bakery

pages 94-97



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

### 1 Read and write.

Read and write the correct answer to complete each sentence.

- Read page 94 with the pupils. Explain to the pupils that:
  - you will read the top bars
  - the girls will read Jet's speech bubbles on the page all together
  - the boys will read the other speech bubbles all together
- Ask the following questions:
  - After frame 1: *Who do Jet and the children see in town? (Mr. Bun, Zack) Who is going to the school party? (Bob, Ann, Jet and Zack) and Who will bring the cookies? (Zack)*
  - After frame 2: *What does Zack see? (a fire)*
  - After frame 3: *How does Zack feel? (scared)*
- Read number 1 at the bottom of page 94 and tell the pupils to write the correct name to complete the sentence in their notebook. Tell them to complete the remaining sentences with the correct names.

### 2 Read and number.

Read and number the sentences in the order they happened.

- Read page 95 with the pupils. Explain to the pupils that:
  - you will read the top bars
  - the boys will read Ann's speech bubbles on the page all together
  - the girls will read Bob's speech bubble all together

- Ask the following questions:
  - After frame 1: *What are the children doing? (dancing)*
  - After frame 3: *What do the children want? (cookies)* Elicit that Zack was supposed to bring the cookies. Ask *What does Ann see? (a fire)* Elicit that Jet is going to the fire.
- Read the sentences at the bottom of page 95 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.

### 3 Read and write.

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

- Read page 96 with the pupils. Explain to the pupils that:
  - you will read the top bars
  - you and they will alternate reading the words in the speech bubbles. Read the first word in the woman's speech bubble (*You're*). Point to the next word (*my*) and tell the pupils to read it together out loud. Read the next word (*hero*). Point to the next word (*Jet*) and tell the pupils to read it together out loud. Continue to alternate between yourself and the pupils for all of the speech bubbles on the page.
- Ask the following questions:
  - After frame 1: *What is Nat's idea? (to help Zack / to fly and help Zack)*
  - After frame 3: *Can Nat help Zack? (no)*
- Read the first sentence at the bottom of page 96 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.

### 4 Read and choose.

Read and choose the correct answer to complete each sentence.

- Read page 97 with the pupils. Explain to the pupils that:
  - the girls will read Nat's speech bubbles all together in a high squeaky voice
  - the boys will read Jet's speech bubbles all together in a loud voice
  - you will read the top bar in frame 3 and the reporter's speech bubble
- After frame 2, ask *Who helps Zack? (Jet and Nat)* Point out the teamwork between Jet and Nat.
- After frame 4, ask *What does Jet give Nat? (a cape)*
- Tell the pupils to find the English sentence for *את/ה גיבור/ה / أنت بطل/ة*. Tell them to find the English sentence for *יש לי מתנה בשבילך / لني هدية من أجلك*.
- Read the first sentence stem at the bottom of page 97 and tell the pupils to choose the correct answer to complete the sentence and write it in their notebook. Tell them to choose the correct answer to complete the second sentence.

# Check Yourself

pages 98-99



## Check Your Reading

### 1 Read again.

Read the story on pages 88-89 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 88-89 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 84.

- Tell the pupils to go back to page 84 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.

**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 family members in the text on page 84 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 that it is 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 in their notebook.

### 4 Read and match.

Read the text and match each food item to the place where Mom or Ravid buy it.

- 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 match each food item to the place where Mom or Ravid buy it by writing the number of the item and the letter for the place in their notebook.

### 5 Answer the questions.

Answer the questions according to Exercise 4.

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



## 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 Summer

Listen to a conversation between two girls talking about what they want to do during the summer vacation. Then act it out with a partner.

### 2 The Park

Listen to a conversation between two boys about a new friend. Then act it out with a partner.

- Tell the pupils to look at the title for the first scenario *Summer* and read the scenario instructions provided in the pupils' own language. Invite the pupils to give suggestions about what they think the girls want to do during their summer vacation.
- Play the recording and tell the pupils to follow along.
- Make sure the pupils understand the dialogue.
- Repeat for the second scenario *The Park*.
- 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.



## Play a Game

### Play *Guess Who*.

- Invite a pupil to describe Oscar. Repeat with one or two additional characters.

- Tell the pupils they are going to play *Guess Who* in pairs. Explain that each player chooses a character for their partner to guess.
- Demonstrate how to ask questions about the character and use a process of elimination to work out the chosen character. Read the model dialogue at the bottom of the page. Read the first speech bubble *Does he have long hair?* Invite a pupil to read the first response *No, he doesn't*. Tell the pupils to repeat the question and answer. Point out that all the characters with long hair are eliminated.
- Read the second speech bubble *Does he have yellow hair?* Invite a pupil to read the second response *Yes, he does*. Tell the pupils to repeat the question and answer. Point out that the character they are looking for has short, yellow hair and elicit that Apollo, Coco and Simba are the only options.
- Explain that at this point, the pupils can ask more questions (for example: *Does he have blue eyes?* *Does he have a green shirt?*) or guess the character. Read the last set of speech bubbles to demonstrate the dialogue for guessing the character.
- Tell the pupils to choose a character. Tell them to work in pairs, using the speech bubbles as a model. Pupil A tries to guess the character Pupil B chose by asking questions about the character's face, hair and clothes. After pupil A guesses the correct character, they switch roles.

page 103



## Show What You Know

### Make a treasure map.

- Tell the pupils they are going to make a treasure map with instructions to find the treasure.
- Invite the pupils to name the items on the sample treasure map.
- Read the instructions below the map and tell the pupils to follow along on the map with their fingers.
- Tell the pupils to draw a treasure map and label the items.
- Tell them to write instructions to get to the treasure, using the sample instructions as a model.
- Tell the pupils to write clearly, using capital letters correctly.
- Tell them to decorate the map.

**Suggestion:** The pupils can use one of the online tools mentioned in previous units 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.