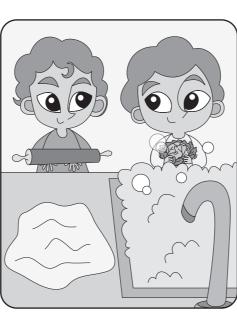


Vocabulary: waiter, menu, drink, main dish, side dish, dessert. Point to each picture and say the word. Children point to the pictures and repeat after you. Say: (Main dish / Side dish). Stick the (main dish / side dish). Children stick each sticker as you say it. Then point to the first word and say: Menu. Children repeat and draw a line to match the word with the correct picture. Repeat with the other words. Finally, children trace the words. Children can color the pictures in colors of their preference.





1 2 3 4







1 2 3 4



1 2 3 4

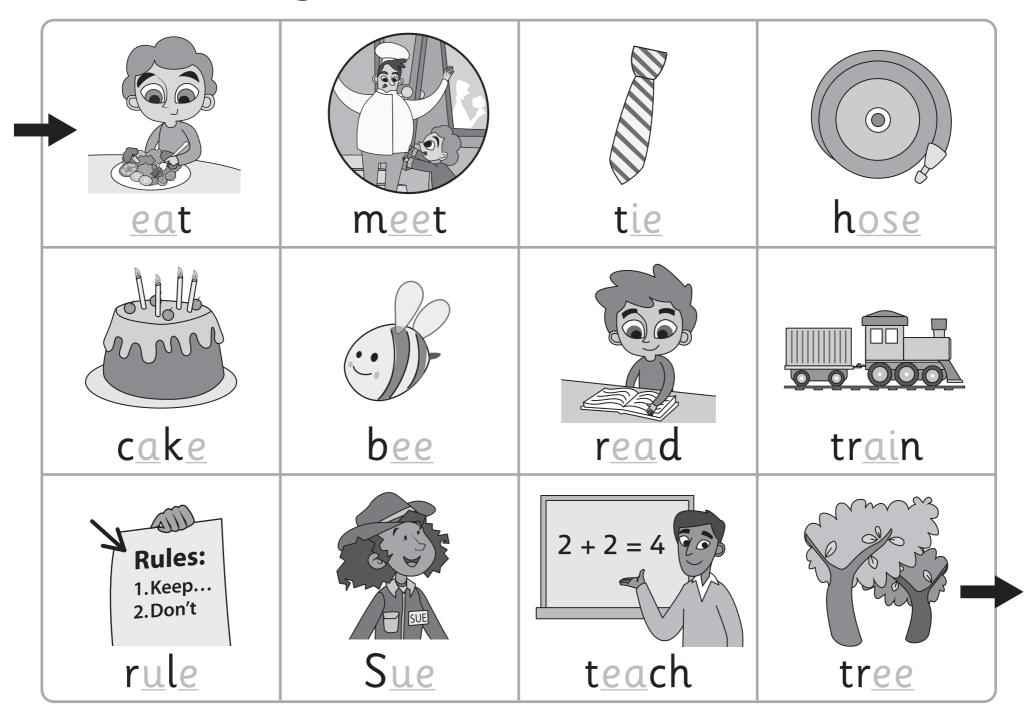


Language: Is this picture (first) in the story? Which picture is (first)? Look at the scenes from the story. Point to the first scene and ask: Is this picture first in the story? (No.) Ask: Which picture is first? Children point to the correct scene. They circle the number 1 under the scene to show that it is the first. Repeat with the second, third, and last scenes. Children then retell the story, using the scenes for reference.

Story

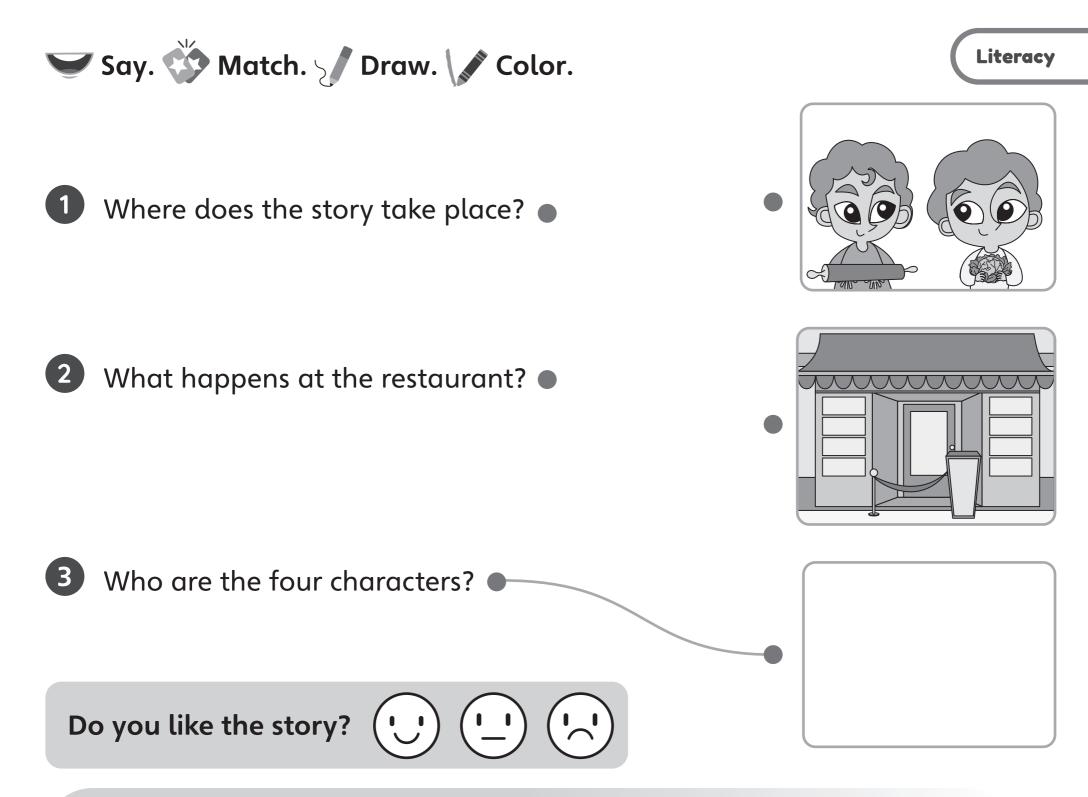


Phonics



Phonics: *meet, eat, teach, see* /i:/. Point to each picture and say the word. Children repeat. Point to *eat,* and say the word, emphasizing the /i:/ sound. Say: /i:/, *eat. Same sound? (Yes.)* Repeat with *meet (Yes)* and *tie (No).* Children draw the path through the maze, moving only to words with the /i:/ sound. Finally, children trace the letters that make the /i:/ sound, saying the words as they do so.

Unit 6 75

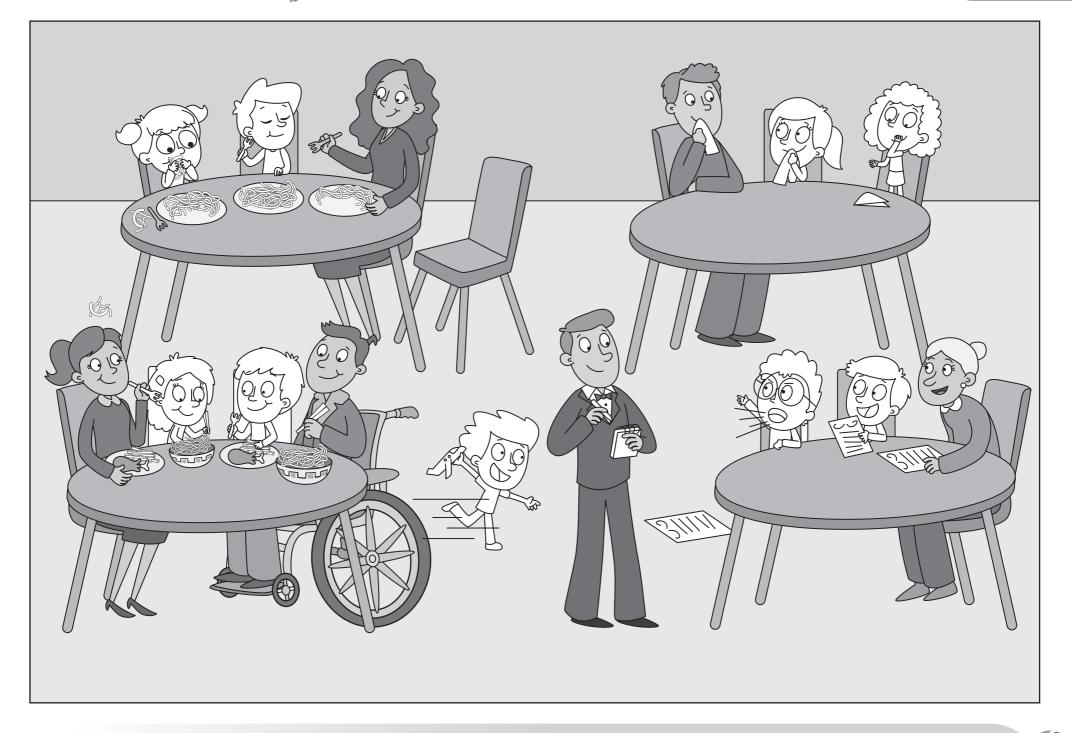




Literacy: Identifying places, characters, and actions in a story. Look at the questions on the left of the page and read them aloud. Children repeat. Focus on the first question. Ask: Where does the story take place? (In a restaurant.) Which picture shows the answer? Children point to the correct picture. They draw a line to match the question to the picture. Repeat with the second question. For the third question, children remember and draw the characters. Finally, ask: Do you like the story? Children color the face that shows their opinion of the story.



Values

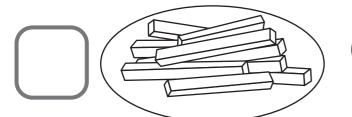


Values: Being polite. Point to one of the children being polite. Ask: *Is he / she being polite*? Then point to a child not being polite and repeat. Discuss why not and what the child could do better. Finally, children identify and color the children who are being polite.

Unit 6

Say. 🕧 Trace. 📈 Write. 📝 Color.





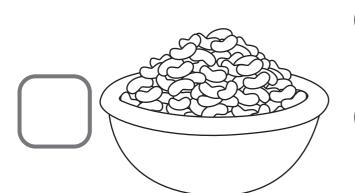




3 <u>steak</u>

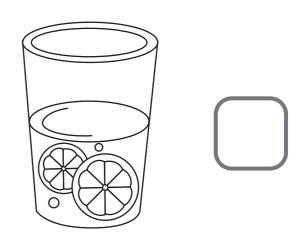
4 rice





5 <u>lemonade</u>

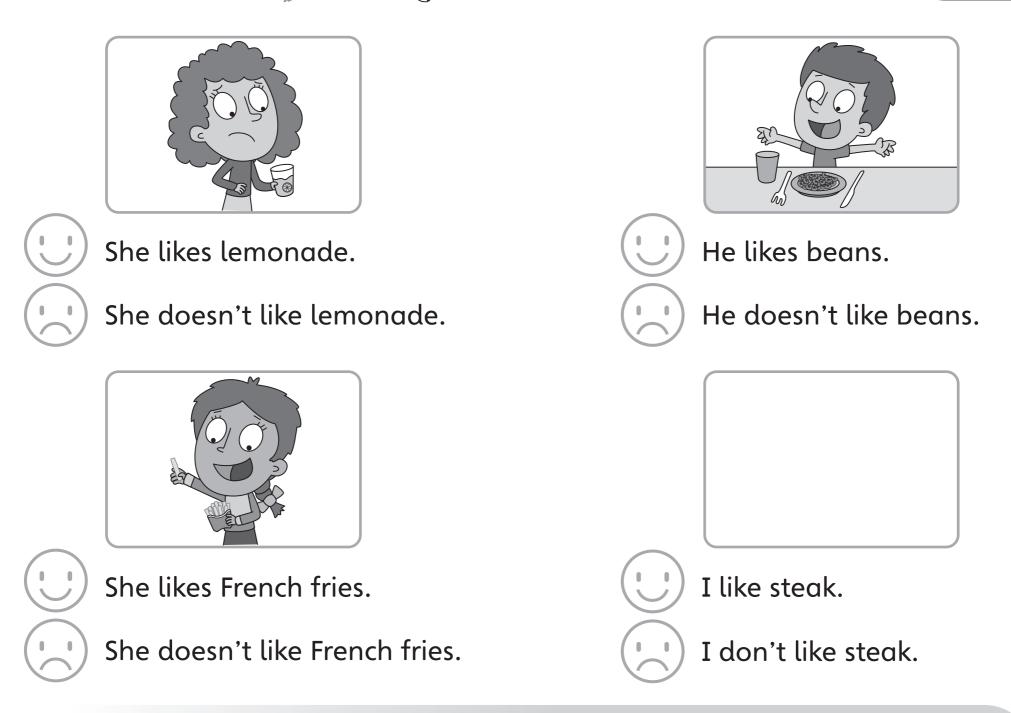
6 French fries





Vocabulary: steak, beans, lemonade, rice, soda, French fries. Point to each picture and have children name the food or drink, and mime eating or drinking it. Repeat several times. Point to the first word and say: One. Soda. Children repeat and trace the word. Say it again and have children find the corresponding picture and write the number 1 in the box. Repeat with the other words. Finally, children can color their favorite food and drink.

● Look. ♥ Say. Color. > Draw.

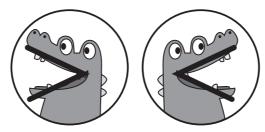


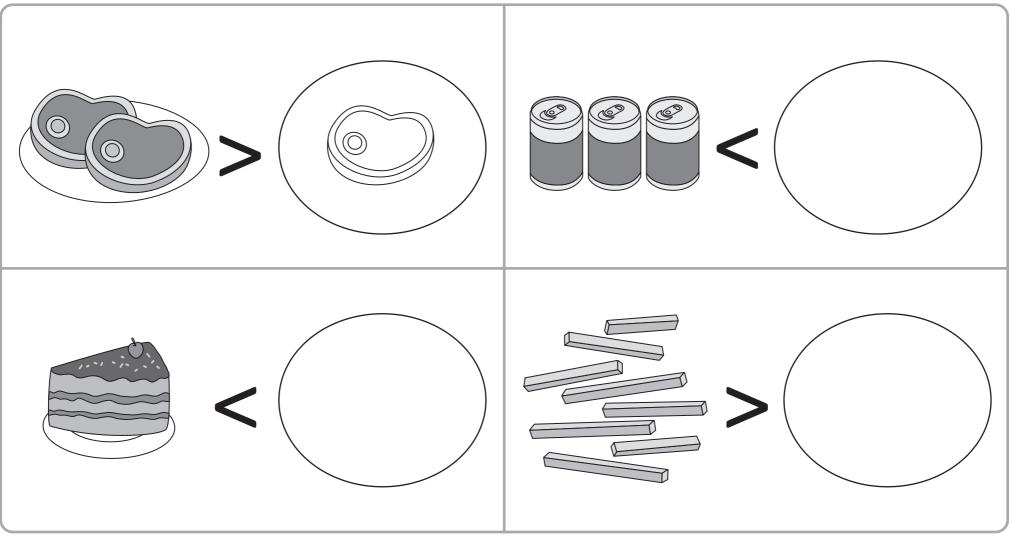
Language: (She) likes (beans). She / He doesn't like (lemonade). Do you like steak? Yes, I do. No, I don't. I like steak. I don't like steak. Point to the first picture and read the two sentences, making a happy and a sad face each time. Children mime and repeat. Then ask: Does she like lemonade? (No.) Point to the sentence and sad face and say: She doesn't like lemonade. Children repeat and color the correct face. Repeat with the other pictures. For the last one, children decide which sentence is true for themselves. They draw themselves with a steak in the box and color the correct face.

Unit 6 7



Concept





Concept: *more, less.* Review the signs <, >. Use the language *Less than* and *More than*. Direct children's attention to the first picture. Point and say: *How many? Let's count.* Count the steaks together as a class. Then point to the sign. Ask: *Do we need more than two, or less than two here? (Less than.) What is less than two? (One.)* Draw children's attention to the example steak on the plate. Children say: *One is less than two*. Repeat with the other plates. Children draw a correct number of the food or drink on each plate. Accept all possible answers.

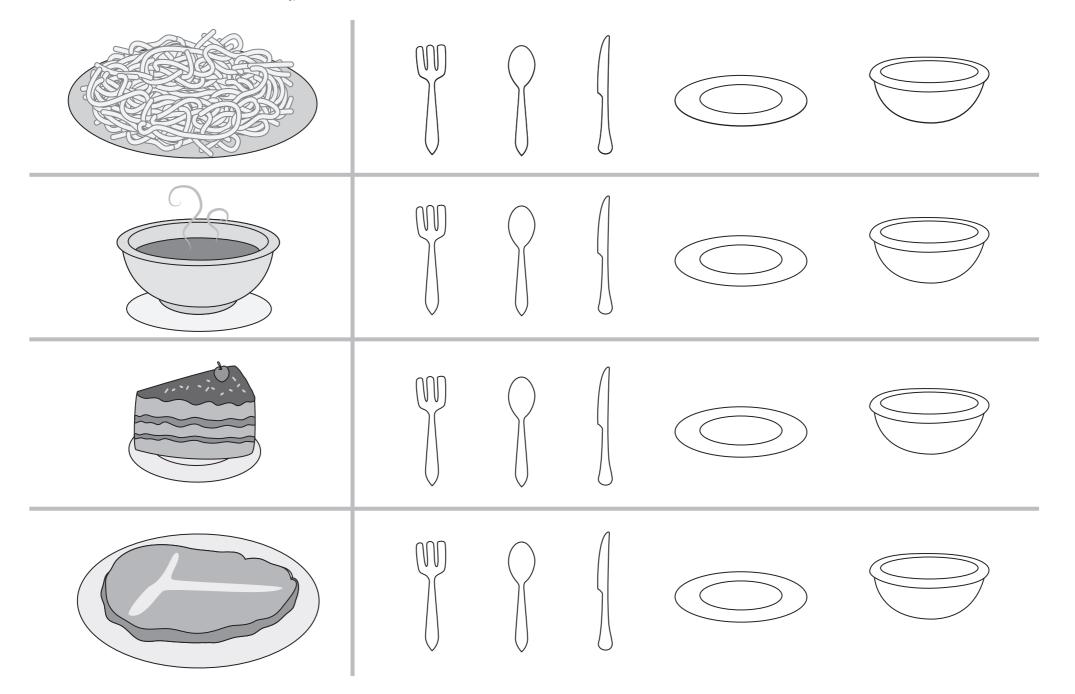
Say. 🕧 Trace. 📈 Write. 📝 Color. Vocabulary cheeseburger pizza vegetables ice cream chocolate cake <u>spaqhetti</u>

Vocabulary: *spaghetti, pizza, ice cream, chocolate cake, vegetables, cheeseburger.* Point to the picture of the chocolate cake and say: *What's this?* Children answer and trace the word. Repeat with the picture of the spaghetti. Then point to and read the words in the box at the top. Children repeat after you, pointing to each word as they say it. Point to the picture of the pizza and say: *What's this?* Children answer and trace the first letter, then write the rest of the word. Repeat with the other pictures. Finally, they color the pictures of the food they like.

Unit 6 8

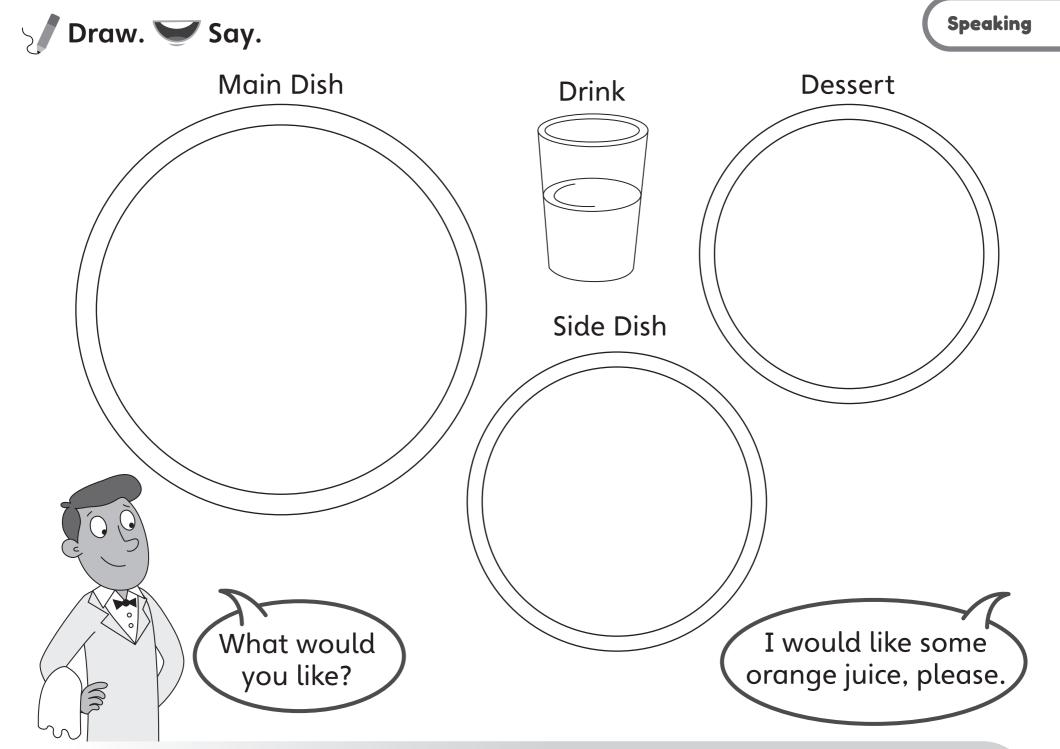


Language



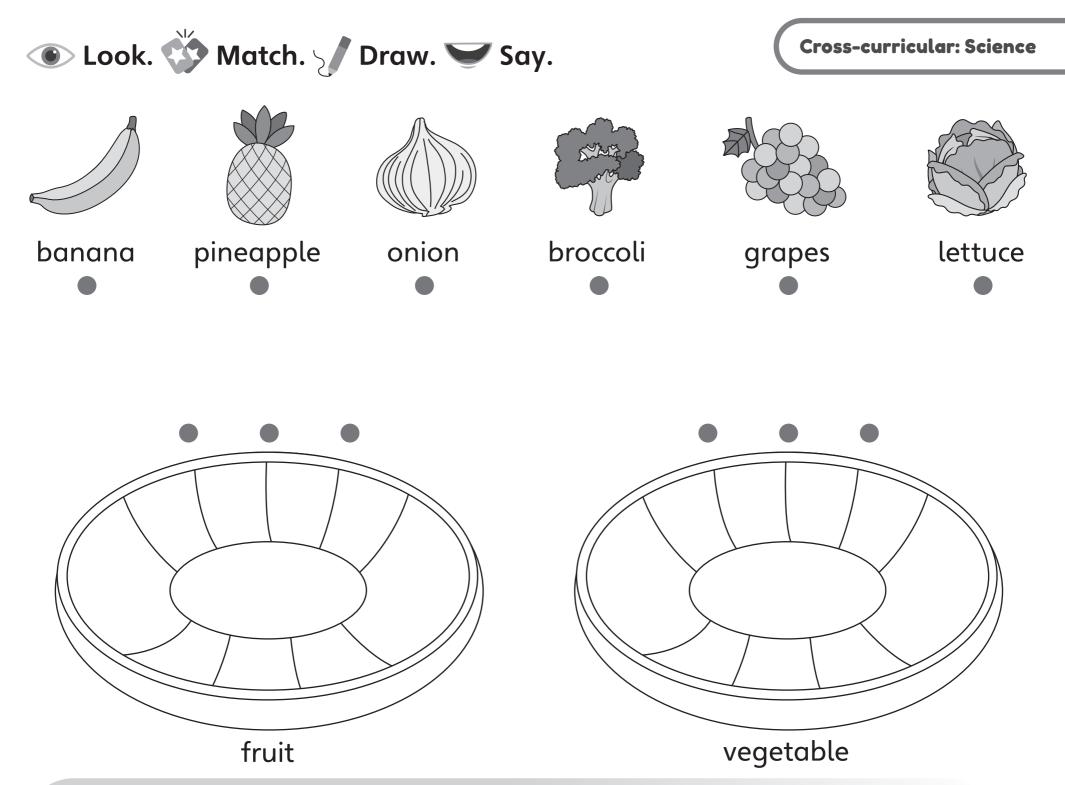
82 Unit 6

Language: What do we need to eat (spaghetti)? We need a (fork / spoon / knife) and a (plate / bowl) to eat (spaghetti). Children look at each food item and name it. Ask: What do we need to eat spaghetti? Elicit answers using the language: We need a fork and a plate to eat spaghetti. Children color the fork and plate in the top row. Note there are different possible answers and allow children to share how they eat different foods. Continue in the same manner with the remaining food items.



Language: What would you like to (drink)? I would like some (orange juice), please. Would you like a (main dish)? Yes, please. Anything for dessert? Some (chocolate cake), please. Read the speech bubbles and have children repeat after you. Then read the labels and elicit ideas for foods and drinks for each section. Children draw and color what they would like to eat and drink for each part of the meal. Ask individual children to share their pictures with the class and say what they would like to eat and drink, using the language: I would like (pizza, orange juice, and ice cream), please. Children can then practice acting out ordering in a restaurant in pairs or groups.

Unit 6 83

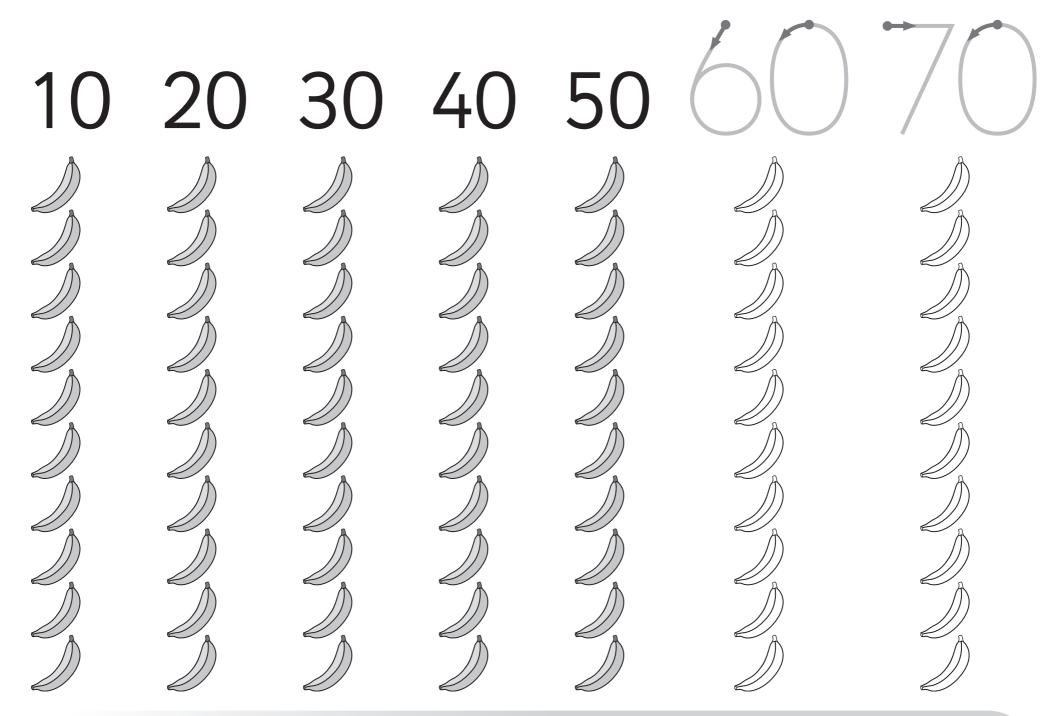


Science: Categorizing food as a fruit or a vegetable. Point to the labels under the baskets. Read the first one (*fruit*) and then the second one (vegetable). Then point to the banana and ask: *What is it?* (*A banana.*) Is it a fruit or a vegetable? (*A fruit.*) Children draw a line to match the banana to the fruit basket. Repeat with the other fruits and vegetables. Then ask children to think and draw two more fruits and vegetables in the correct basket. Finally, children point to and describe what they have drawn.

Unit 6

1²₃ Count. Color. Trace.

Numeracy



Numeracy: seventy. Point to the first column of bananas and ask: *How many bananas can you see*? Count the bananas in the first column (10), then say: *Let's count by tens*. Children count and answer, then color the bananas in the last two columns and trace numbers 60 and 70. Finally, children practice counting by tens to seventy.

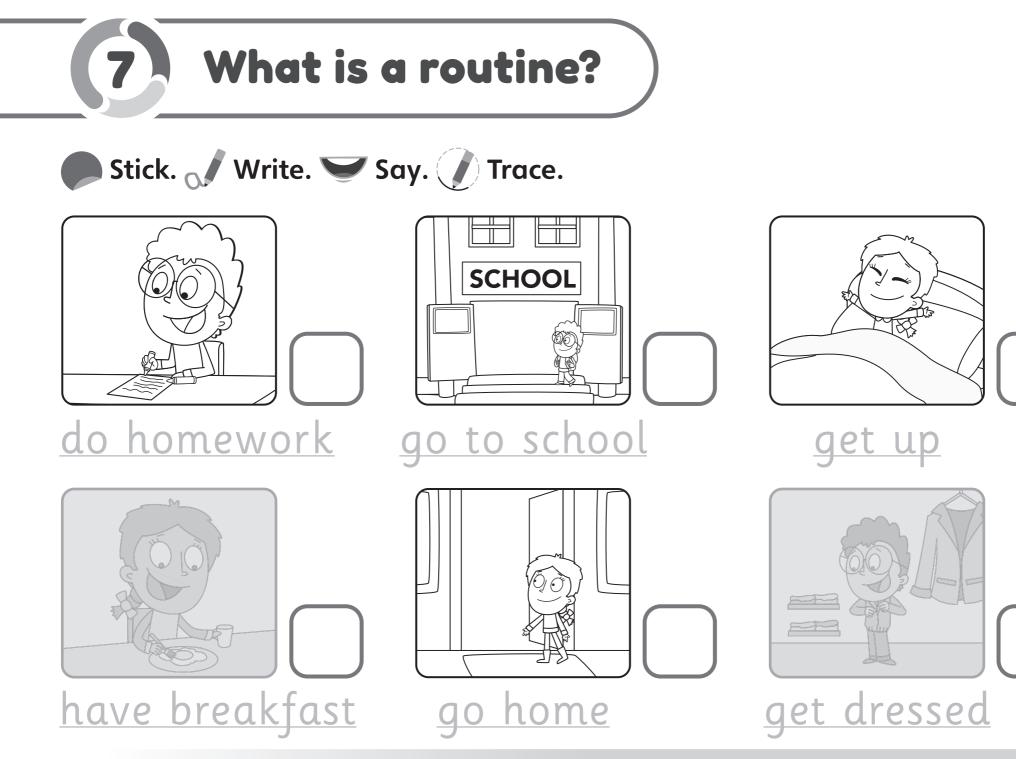
Say. Circle. Draw. Color.

Review

What do we do in restaurants?



Vocabulary and Language Review: Ask the Big Question: *What do we do in restaurants?* Children look back through Unit 6 to recall what they have learned. Ask children to look at the 10 pictures from Unit 6. They say the words then circle the pictures that they are able to name. Accept all possible answers. Then ask: *What is your favorite word in this unit?* Remind children of the words from the vocabulary lessons. Children write and draw a picture of their favorite word. If necessary, write the words on the board for children to copy. Children present their pictures to the class saying: *My favorite word is* ... Answer the Big Question together, using their drawings and the pictures on the left as prompts. Finally, focus on the self-assessment activity. Ask: *How did you do in this unit?* Children color the face that shows how they feel they did.

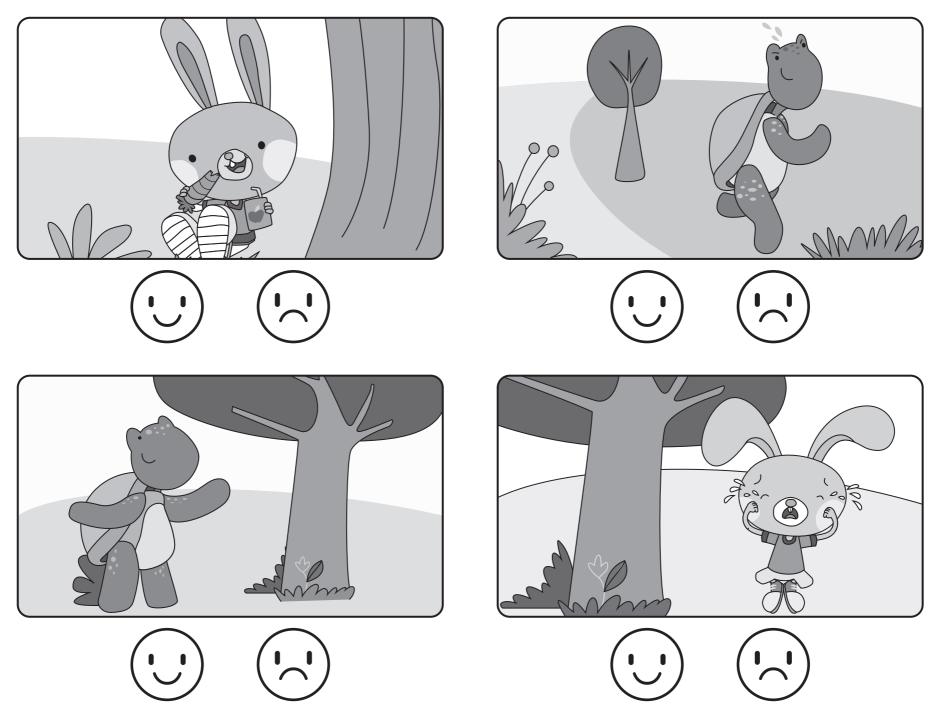


Vocabulary: get up, get dressed, have breakfast, go to school, go home, do homework. Point to the first picture and say the phrase. Children point to the picture and repeat the phrase. Repeat with the other phrases. Say: (Have breakfast / Get dressed). Stick (have breakfast / get dressed). Children stick each sticker as you say it. Then ask: What do you do first? Children number the activities in the order they usually do them. Say: 1. Children take turns to say the activity they do first. Repeat with numbers 2–6 and the rest of the activities. Finally, children trace the words. Children can color the pictures in colors of their preference.







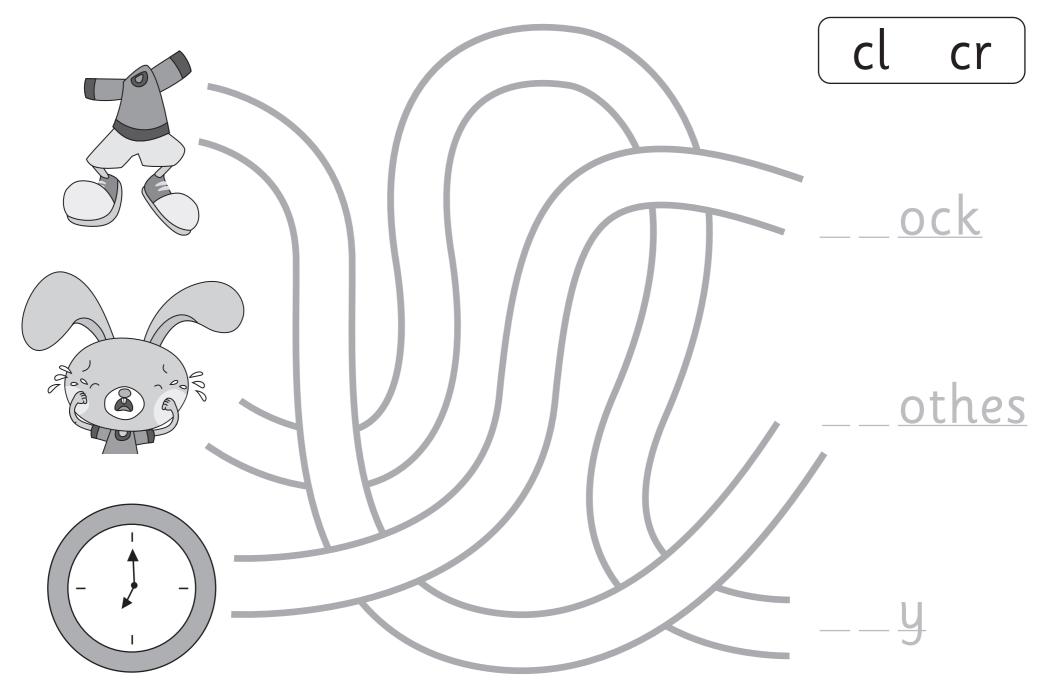


88 Unit 7

Language: Is (Hare) (happy)? happy, sad. Look at the scenes from the story. Point to Hare in the first scene and ask: Who's this? (Hare.) Is (Hare) happy? (Yes.) Children color the correct emoji. Repeat with the other scenes. Children then retell the story, using the scenes for reference.

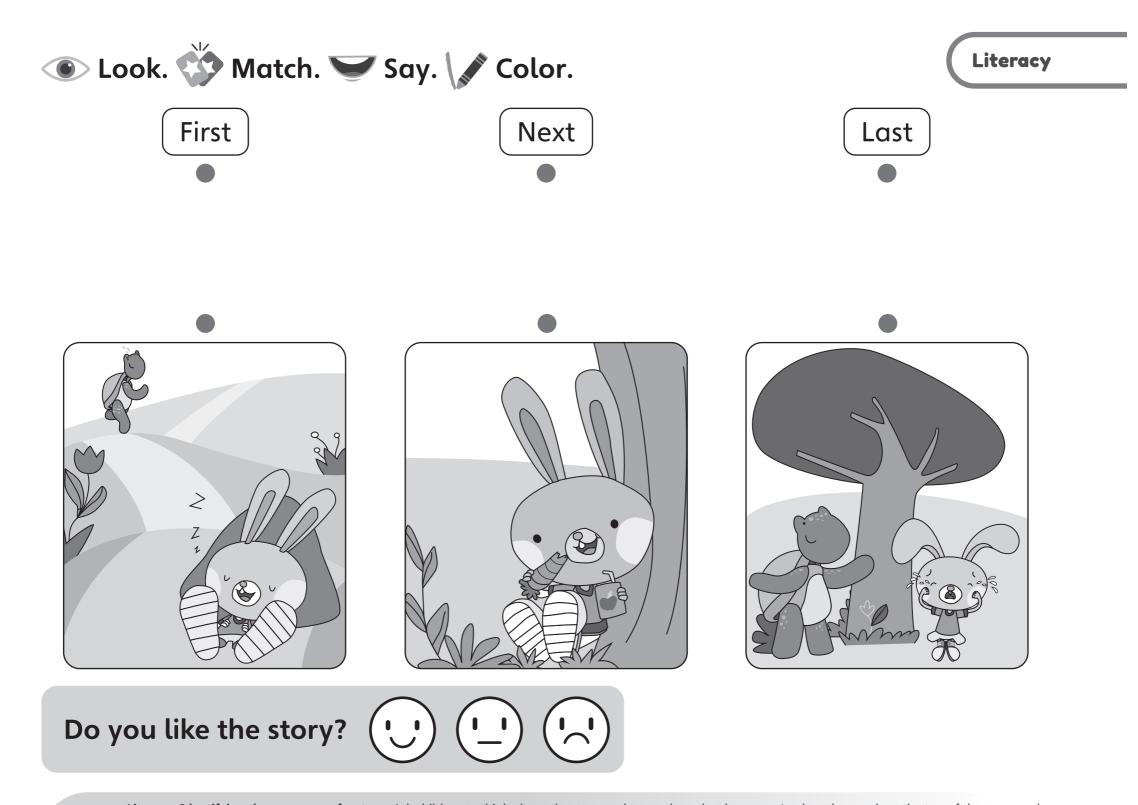


Phonics



Phonics: *clock, clothes /kl/; cry /kr/* (consonant blends). Point to the consonant blends in the box and read them aloud. Children repeat, pointing to each consonant blend as they say it. Point to each picture and say the word. Children repeat. Point to the picture of clothes. Children follow the path with their finger to find the word. They then draw a line to match the picture to the word. Say the word again, emphasizing the */kl/* sound. Say: */kl/, clothes.* Children point to the correct letters in the box at the top. They write the letters to complete the word. Repeat with the other pictures and words.

Unit 7 89

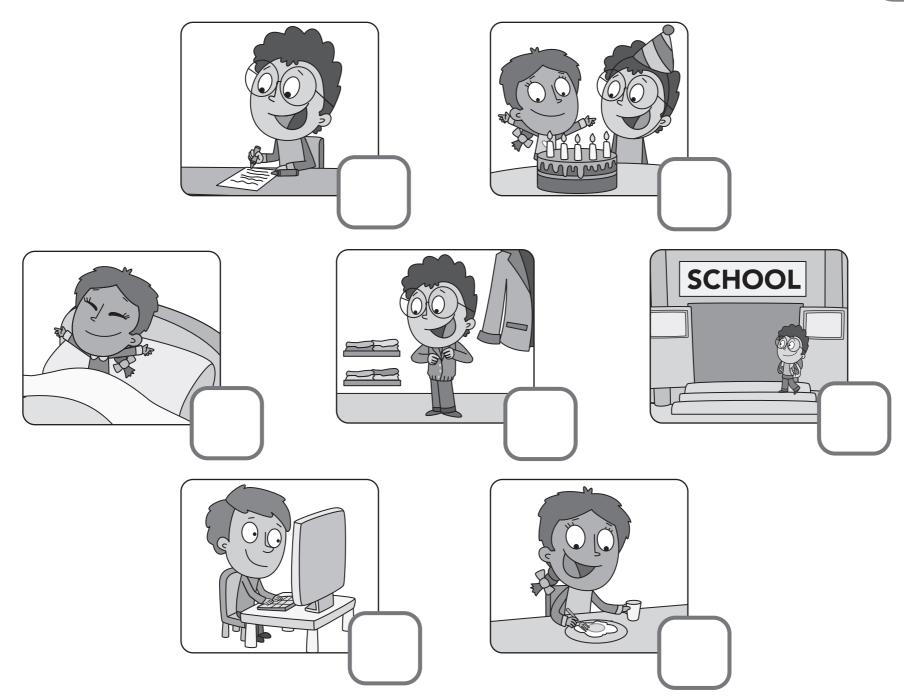


90 Unit 7

Literacy: Identifying the sequence of a story. Ask children to think about the story and remember what happens. Look at the words at the top of the page and read them aloud. Children repeat. Point to the first scene and ask: *Is this picture first in the story?* (No.) Ask: *Which picture is first?* Children point to the correct scene. They draw a line to match the word to the scene. Repeat with *next* and *last*. Children then retell the story, using the scenes for reference. Finally, ask: *Do you like the story?* Children color the face that shows their opinion of the story.



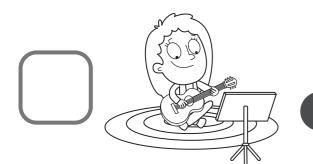
Values



Values: Having a routine. Point to the first picture and elicit the activity (*do homework*). Ask: *Is this in your routine? Do you do it every day*? If they do the activity every day, children put a check mark in the box. Then repeat with the second picture (*have a party*). Ask: *Do you do this every day*? Repeat with all the pictures. Children put a check mark in the boxes next to the activities they do every day. They point and say: *I (get up) every day*. Discuss with children the difference between activities in our routine and those we do sometimes.

Unit 7 91

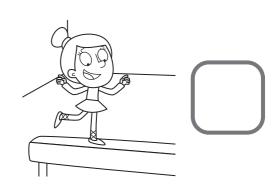
Say. 🚺 Trace. 📈 Write. 🚺 Color.

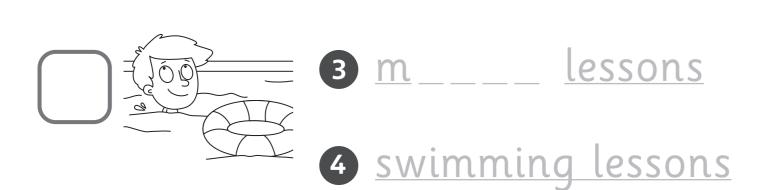


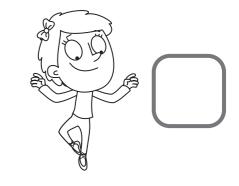
Unit 7

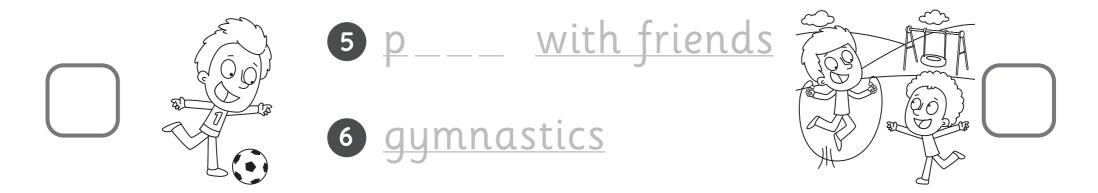


2 <u>soccer practice</u>





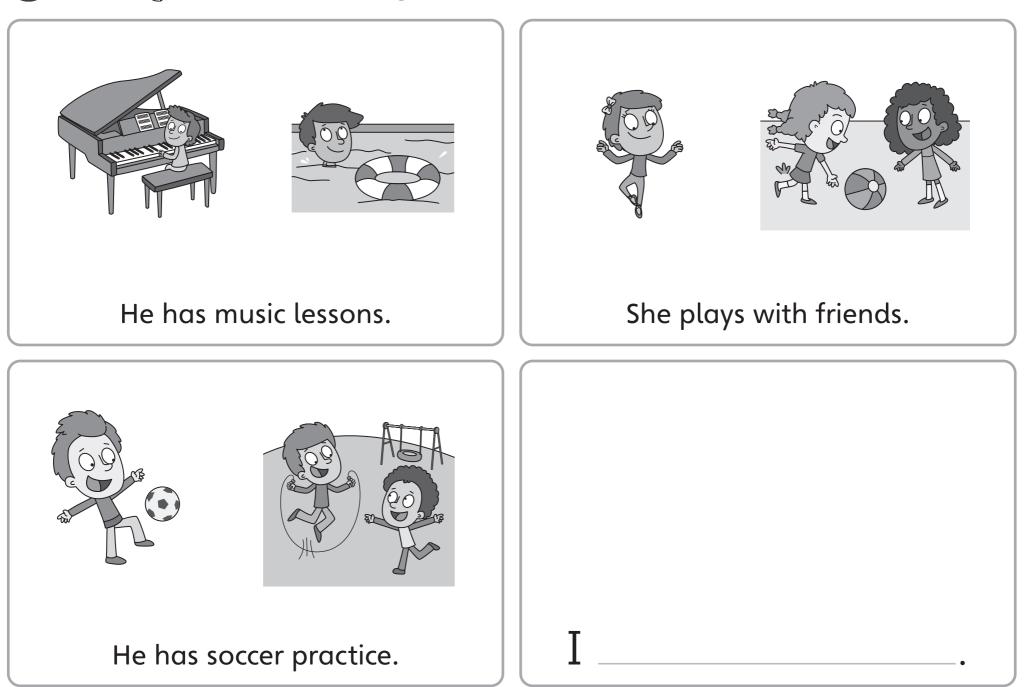




Vocabulary: dance class, soccer practice, music lessons, swimming lessons, play with friends, gymnastics. Point to each picture and have children name and mime the activity. Repeat several times. Point to the first word and say: One. Dance class. Children repeat and trace the words. Say it again and have children find the corresponding picture and write the number 1 in the box. Repeat with the other words and phrases. For 3 and 5, they also write the missing words, using the words in the box to help them. Finally, children can color three activities they do.

◯ Circle. ∠ Draw. ❤ Say. ↓ Write.

Language



Language: What does he / she do after school? He / She (has dance class). He / She (plays with friends). What do you do after school? I (have swimming lessons). Point to the first sentence and read it aloud. Children point and repeat after you. Elicit which picture is correct, and have children point, then circle the correct picture. Repeat with the other sentences. Then focus on the final section. Say: And you? What do you do after school? Elicit ideas. Children draw themselves doing an after-school activity, then complete the sentence. They can look at the Student's Book page to help with spelling.

Unit 7 93

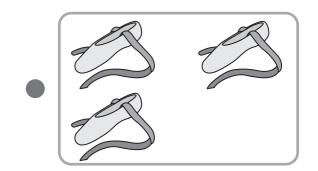
¹²³ Count. X Cross. Match. Write.

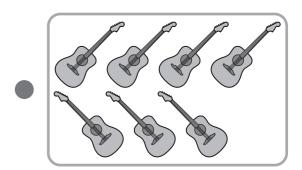
6 – 1 =

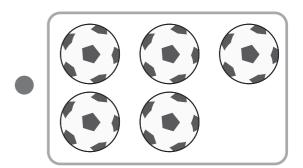
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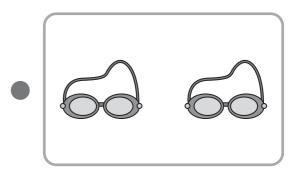
3 – 1 =

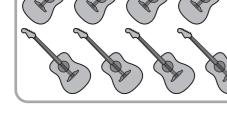
Concept









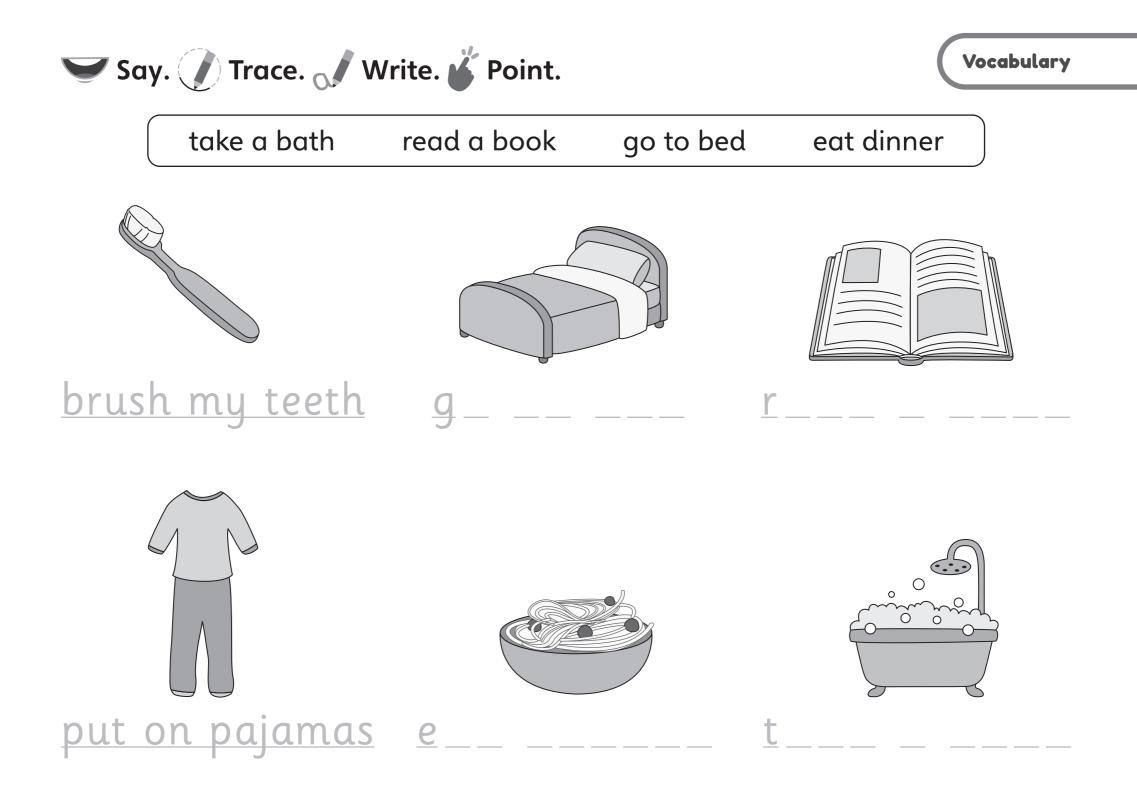


8 – 1 =

Concept: Taking away one. Point to the first picture and have children count the soccer balls. Then point to and read the first math problem aloud: Six minus one equals Guide children to cross out the last soccer ball and count the remaining balls. They then draw a line to the correct picture on the right. Repeat the math problem including the answer: Six minus one equals five. Children repeat and write the answer. Repeat with the other math problems.

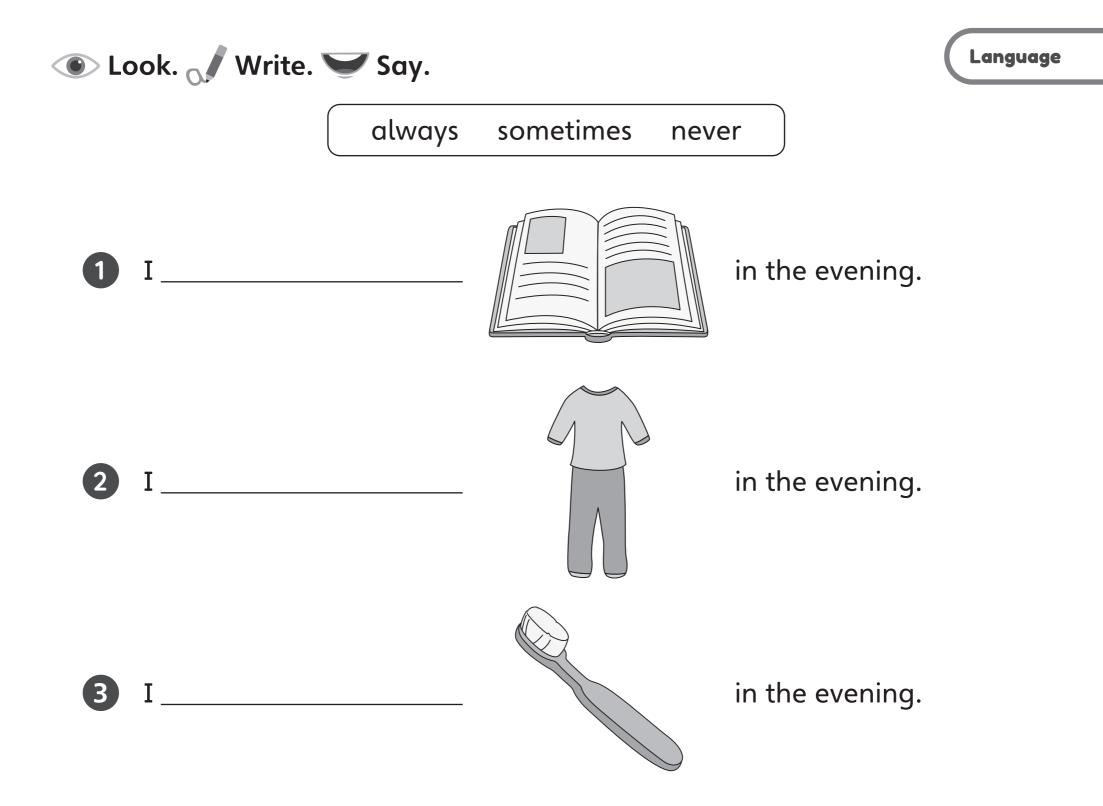
Unit 7

94



Vocabulary: eat dinner, take a bath, brush my teeth, put on pajamas, read a book, go to bed. Point to the picture of the toothbrush and have children name the activity and trace the phrase. Repeat with the picture of the pajamas. Then point to and read the phrases in the box at the top. Children repeat after you, pointing to each phrase as they say it. Point to the picture of the bed and elicit the activity. Children trace the first letter, then write the rest of the phrase. Repeat with the other pictures. Children work in pairs, taking turns to point to an activity for their partner to name.

Unit 7 95

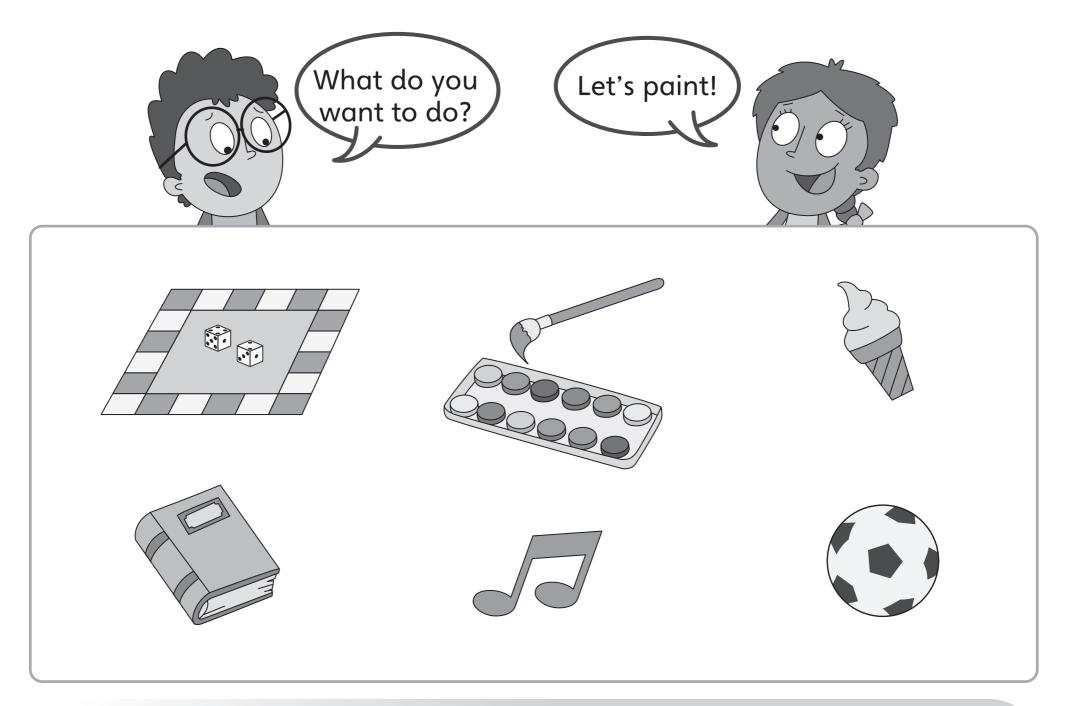


96 Unit 7

Language: What do you do in the evening? I always / sometimes / never (put on pajamas). Look at the word box together and read each word. Then ask children: What do you do in the evening? Have children follow along as you read each sentence to them: I always, sometimes, or never (read a book) in the evening. Children write the correct word according to their own routines. Finally, invite children to read their sentences for the class.

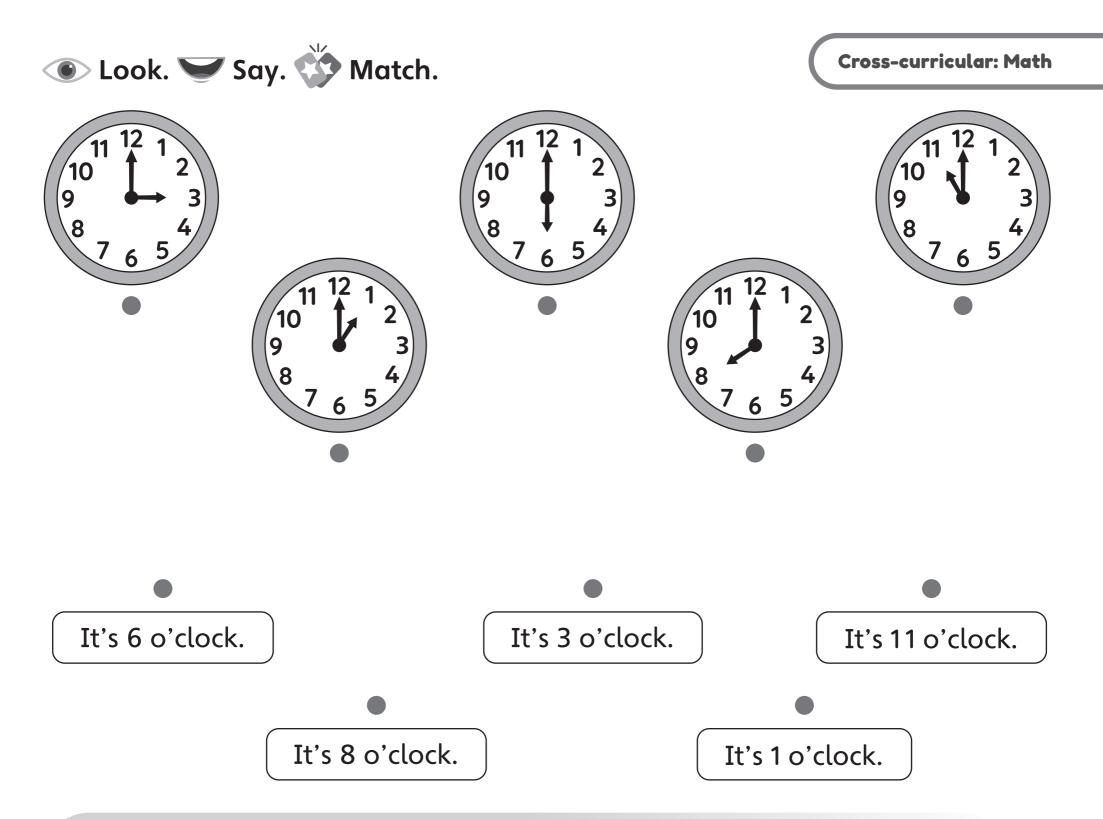


Speaking



Language: I'm bored. What do you want to do? I don't know. Let's (paint). Point to Leo and Mia and read the question and answer aloud. Children repeat. Look at the pictures in the box and elicit the activities. Children choose one activity they want to do and circle it. Children move around the classroom asking and answering the question until they find someone who has chosen the same activity as them. Then, they sit down together. When everyone is sitting down, elicit what each group wants to do. Children answer and mime the activity. Then repeat the activity, asking children to circle another activity in a different color.

Unit 7 97

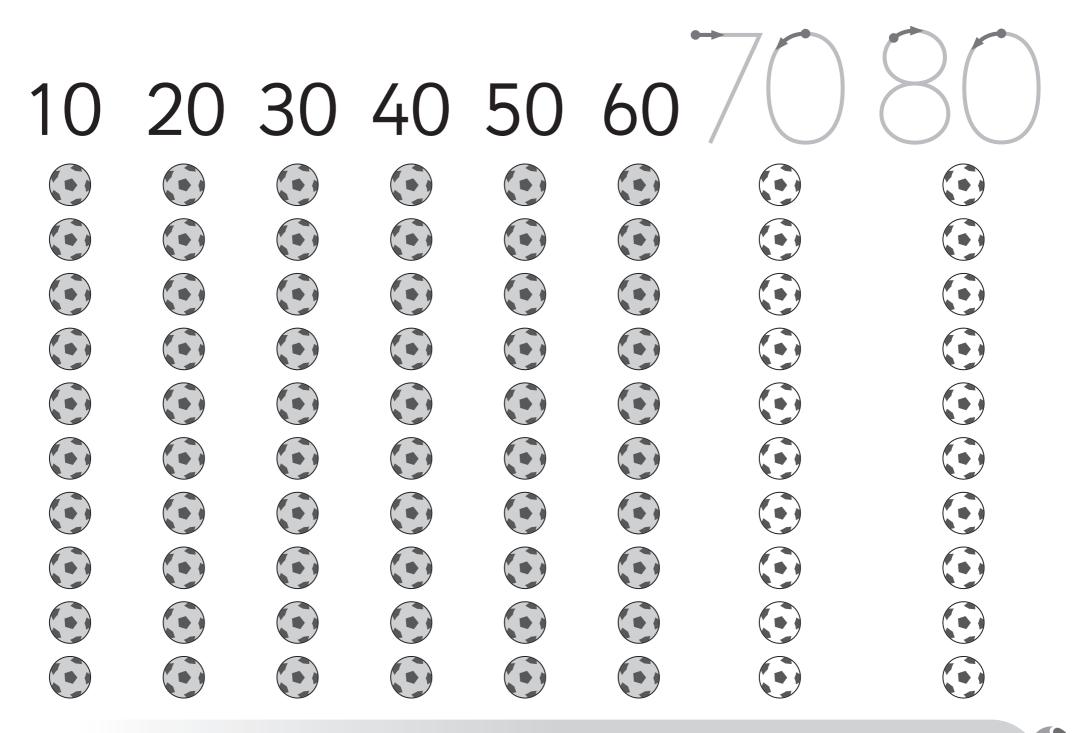


98 Unit 7 W

Math: Telling the time. Point to the first clock. Ask: What time is it? and read the time aloud. Children repeat after you: It's three o'clock. Then point to the written times at the bottom of the page and say: It's three o'clock. Can you find it? Help children find the correct text. Children draw a line to match the clock to the written time. Continue with the other clocks and times, encouraging children to say the time as they match.

1²₃ Count. Color. Trace.

Numeracy

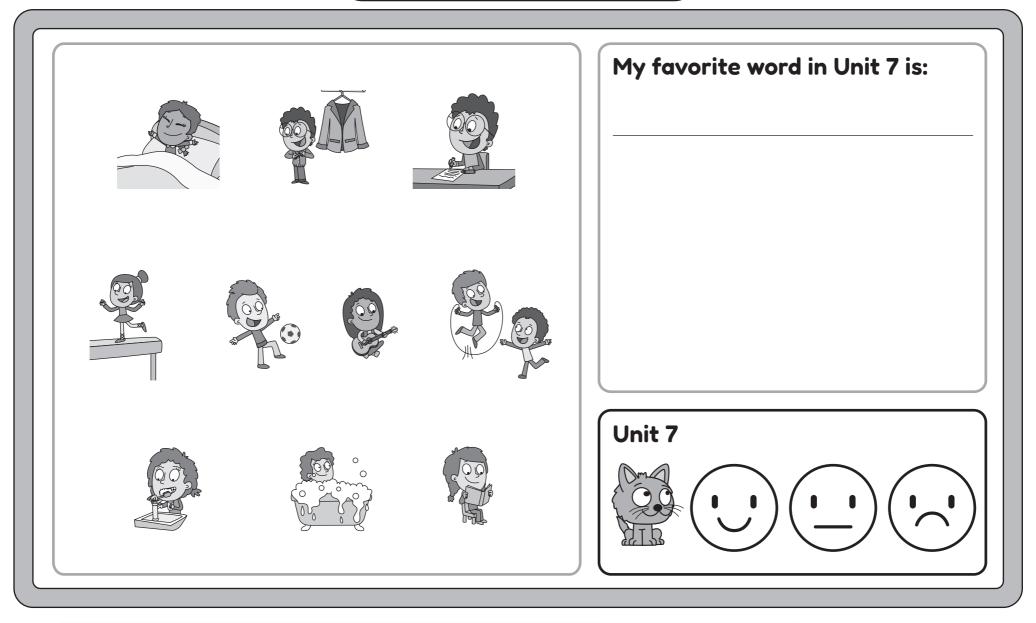


Numeracy: eighty. Point to the first column of soccer balls and ask: How many balls can you see? Count the balls in the first column (10), then say: Let's count by tens. Children count and answer, then color the balls in the last two columns and trace numbers 70 and 80. Finally, children practice counting by tens to eighty.



Review

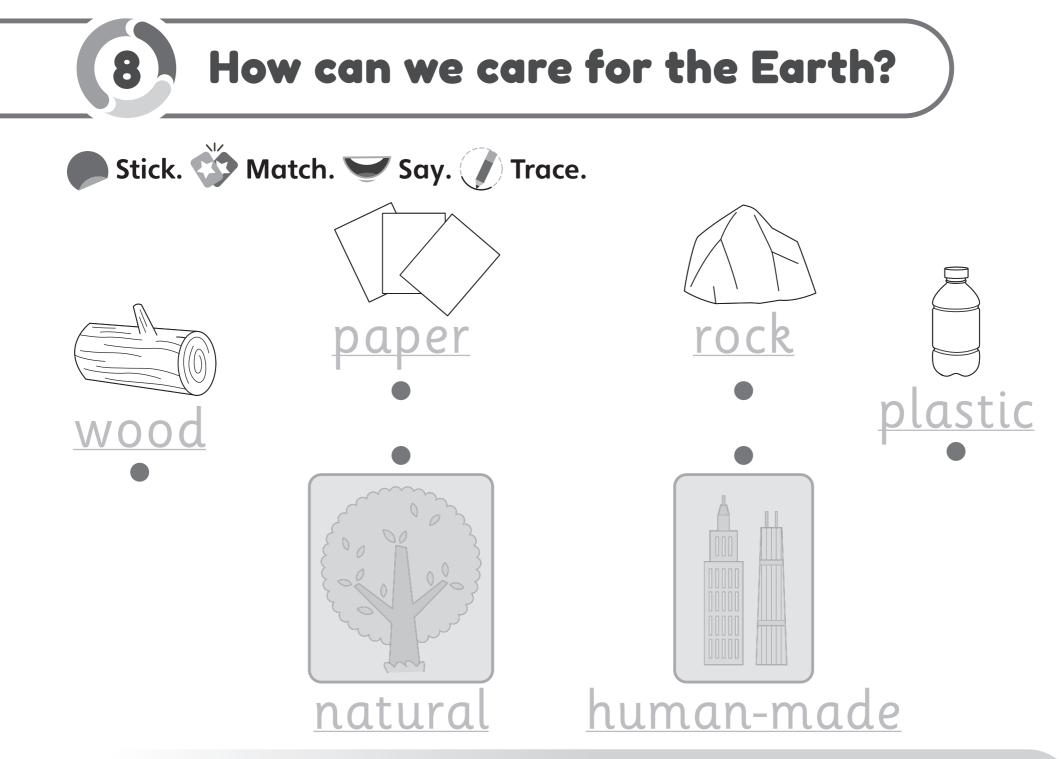
What is a routine?



Unit 7

100

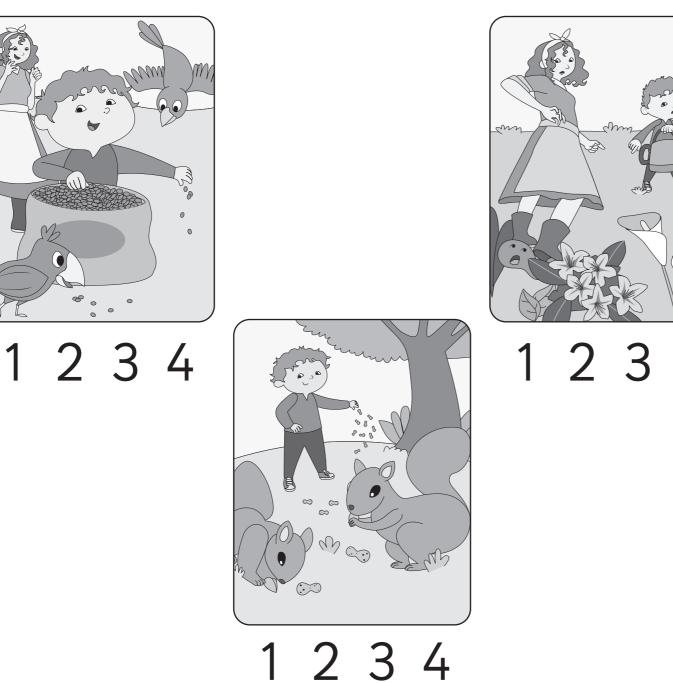
Vocabulary and Language Review: Ask the Big Question: What is a routine? Children look back through Unit 7 to recall what they have learned. Ask children to look at the 10 pictures from Unit 7. They say the words then circle the pictures that they are able to name. Then ask: What is your favorite word in this unit? Remind children of the words from the vocabulary lessons. Children write and draw a picture of their favorite word. If necessary, write the words on the board for children to copy. Children present their pictures to the class saying: My favorite word is Answer the Big Question together, using their drawings and the pictures on the left as prompts. Finally, focus on the self-assessment activity. Ask: How did you do in this unit? Children color the face that shows how they feel they did.



Vocabulary: natural, human-made, wood, rock, paper, plastic. Point to the first picture and say the word. Children point to the correct picture and repeat the word. Repeat with the other words. Say: (Natural / Human-made). Stick (natural / human-made). Children stick each sticker as you say it. Then point to the picture of the wood and ask: Is it natural or human-made? (Natural.) Children match the items to the correct adjective. They then point to each item saying: (Wood) is (natural). Finally, children trace the words. Children can color the objects in colors of their preference.

Unit 8 101







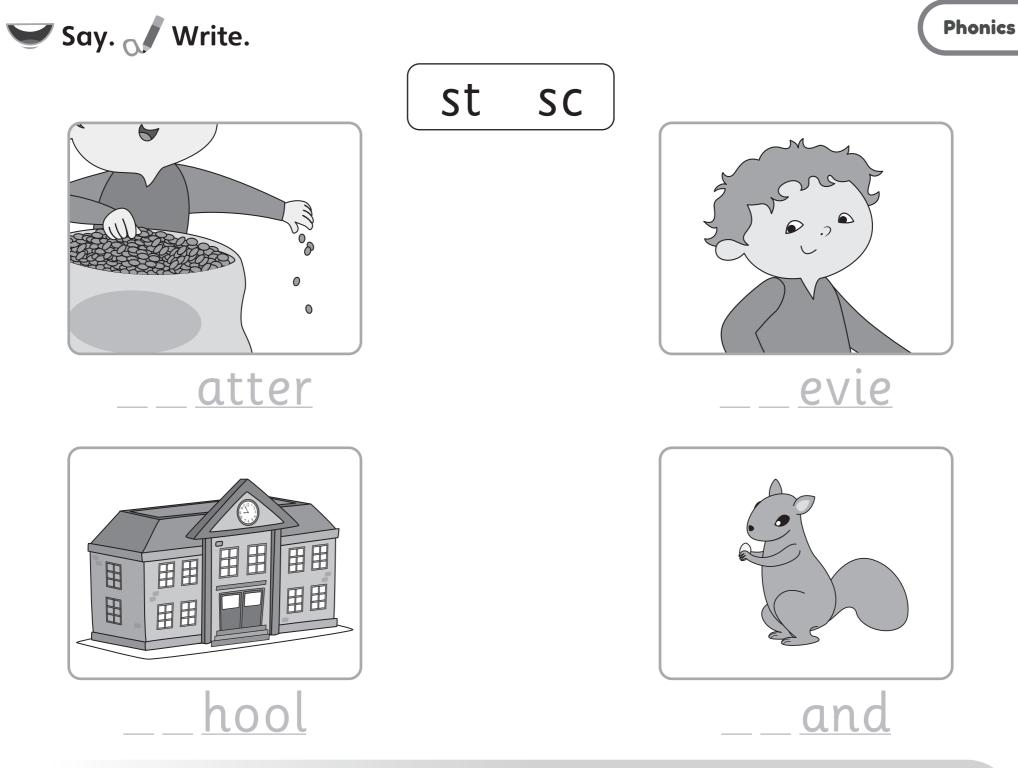
4

1 2 3 4

Unit 8

Language: Is this picture (first) in the story? Which picture is (first)? Look at the scenes from the story. Point to the first scene and ask: Is this picture first in the story? (No.) Ask: Which picture is first? Children point to the correct scene. They circle the number 1 under the scene to show that it is the first. Repeat with the second, third, and last scenes. Children then retell the story, using the scenes for reference.

Story

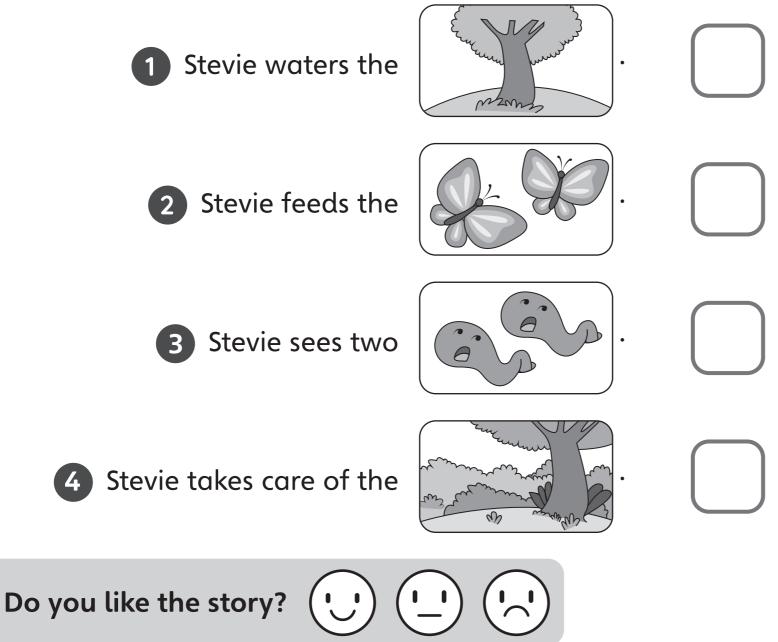


Phonics: Stevie, stand /st/; school, scatter /sk/ (consonant blends). Point to the consonant blends in the box and read them aloud. Children repeat pointing to each consonant blend. Point to the first picture, read the gapped word below it and elicit the complete word (scatter). Say the word again emphasizing the /sk/ sound and encourage children to point to the correct consonant blend in the box. Then, children write the letters to complete the word. Repeat with the other pictures and words. For Stevie, demonstrate how to write a capital 'S' on the board.

Unit 8 103

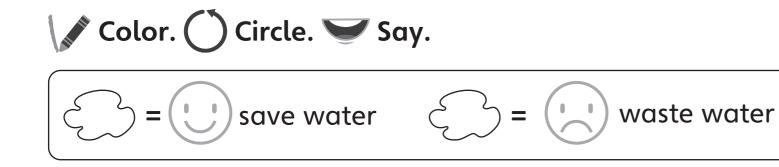
Say. 🗙 Cross. 🗸 Mark. 📝 Color.

Literacy





Literacy: Identifying a character's actions in a story. Point to the first picture and ask children what they see (a tree). Then point to the first sentence and read it aloud with children: Stevie waters the Elicit tree as you point to the picture. Ask: Is this correct? (No.) Children put an X in the box next to the picture. Ask: What does Stevie water in the story? Elicit the correct answer. (Plants at school / Flowers.) Repeat with the other sentences. Children put an X next to the things Stevie doesn't do (he doesn't feed the butterflies and he doesn't see two worms) and a check mark next to the things he does do (he takes care of the yard). Finally, ask: Do you like the story? Children color the face that shows their opinion of the story.





Values: Saving water. Focus on each picture and ask: *What's he / she doing? Is he / she saving water?* For the pictures where the children are wasting water, discuss what they could do differently. Children choose two colors to represent *save water* and *waste water*, and complete the key at the top of the page. They then circle each picture in the correct color according to their key. They point to each picture and describe it: (*She*)'s (wasting) water.

Unit 8 105

Values

Say. Trace. Write.

Vocabulary

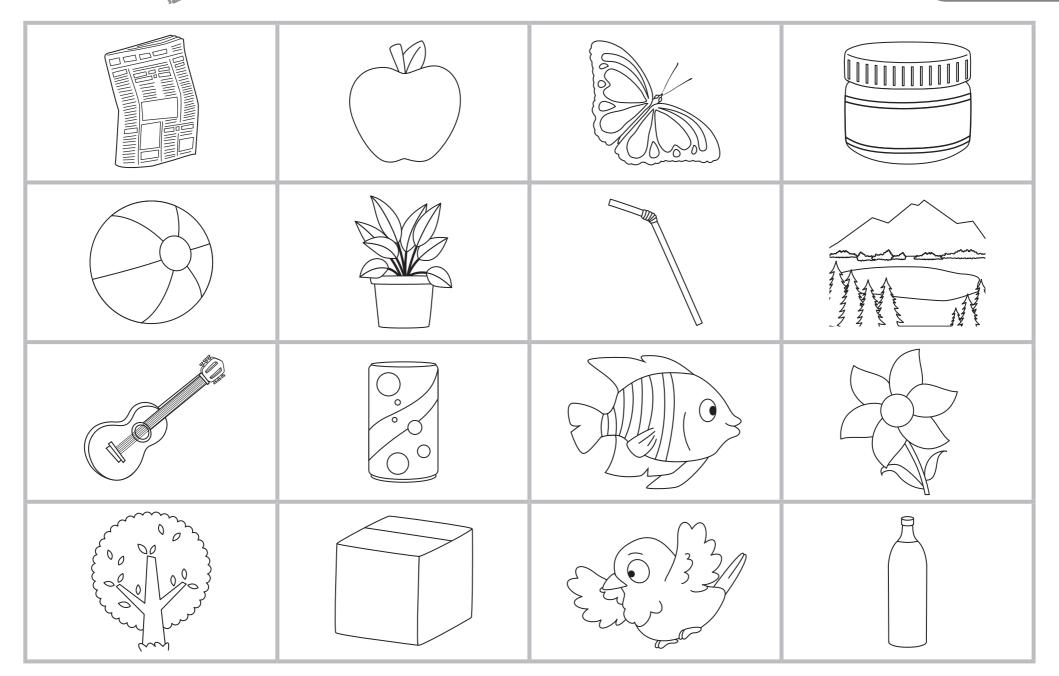




Vocabulary: cardboard box, soda can, newspaper, spoon, jar, glass bottle. Point to each picture and have children name the object. Repeat several times. Point to the first word and say: One. Spoon. Children repeat and trace the word. Say it again and have children find the corresponding picture and write the number 1 in the box. Repeat with the other words. For 4, 5, and 6, they also write the missing words, using the words in the box to help them.

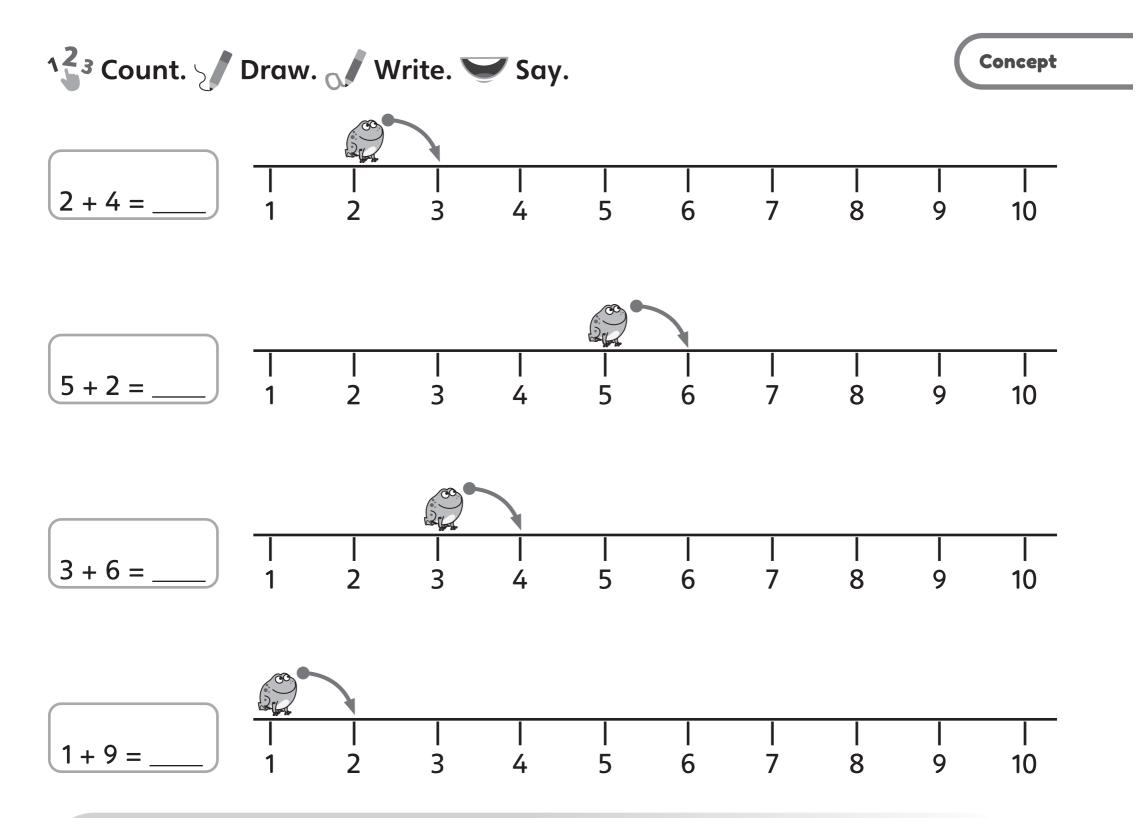
💿 Look. 📝 Color. 🤝 Say.

Language



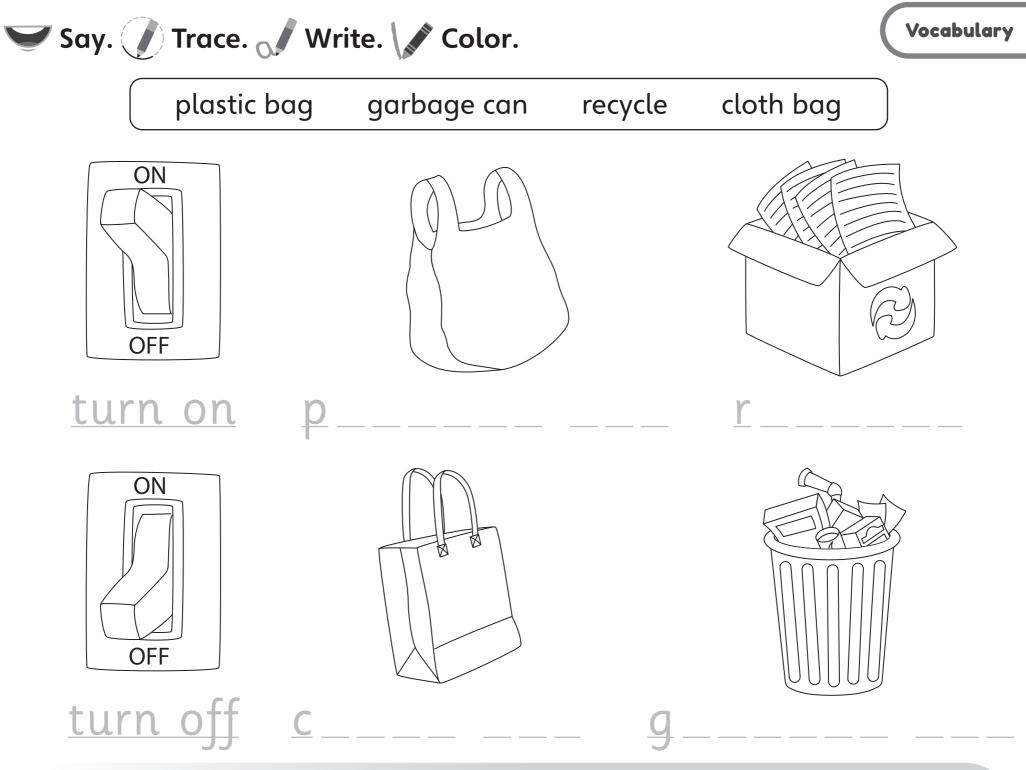
Language: What is it? It's a (soda can). Is it natural or human-made? I think it's (human-made). Children look at the objects on the game board. Explain that some are natural and some are human-made. Tell them you are going to play a game where they need to listen and color, and that the objective is to get four colored objects in a row (across or down). Say: Color something natural! and children choose one item to color from anywhere in the game. Next say: Color something human-made and they do the same. Continue in this way, randomly choosing natural or human-made. When a child has colored four items in a row, they point to each and say natural or human-made.

Unit 8 107



108 Unit 8 Conc numb

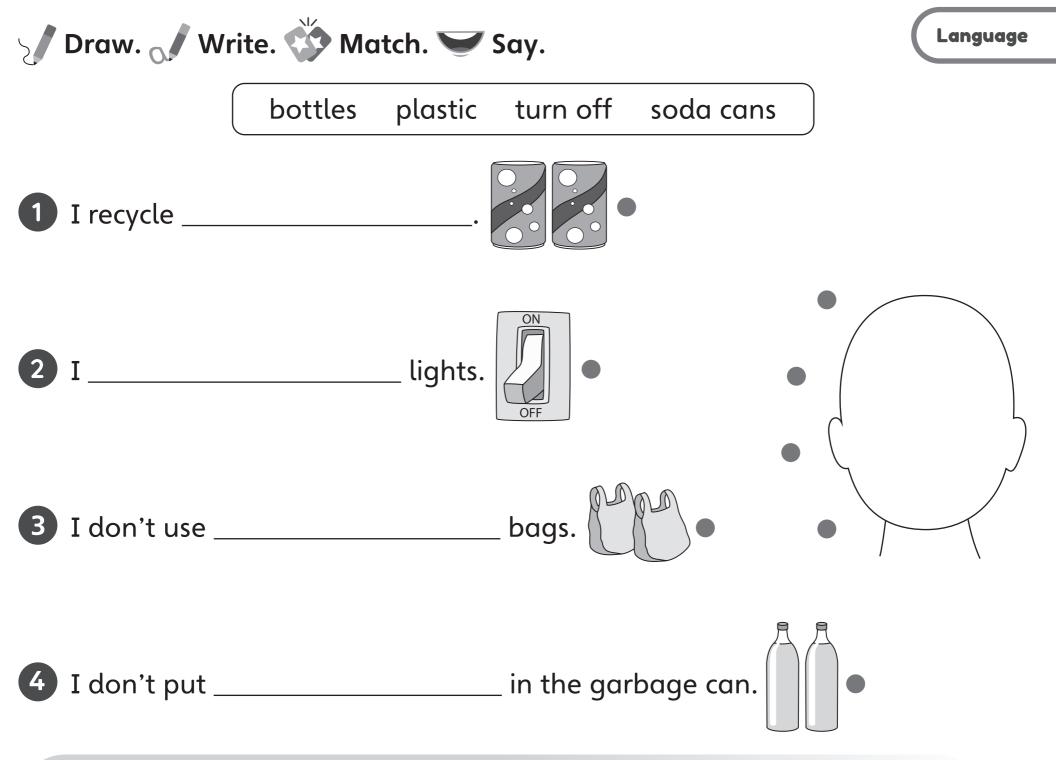
Concept: Adding with a number line. Point to the first math problem and read it aloud: *Two plus four equals* Children count and draw the lines on the number line to arrive at the answer. They write the answer to complete the math problem. Finally, children say: *Two plus four equals six*. Repeat with the other math problems.



Vocabulary: *plastic bag, cloth bag, recycle, garbage can, turn on, turn off.* Point to each picture and have children name the object or action. Repeat several times. Then point to *turn on* and have children trace the word. Repeat with *turn off.* Then point to the first word in the box and say: *Plastic bag.* Children repeat and point to the correct picture. They trace the first letter, then write the rest of the word. Repeat with the other words in the box. Then point to each picture and ask: *Does this help the Earth?* Children color the pictures showing things that help the Earth.

Unit 8

109

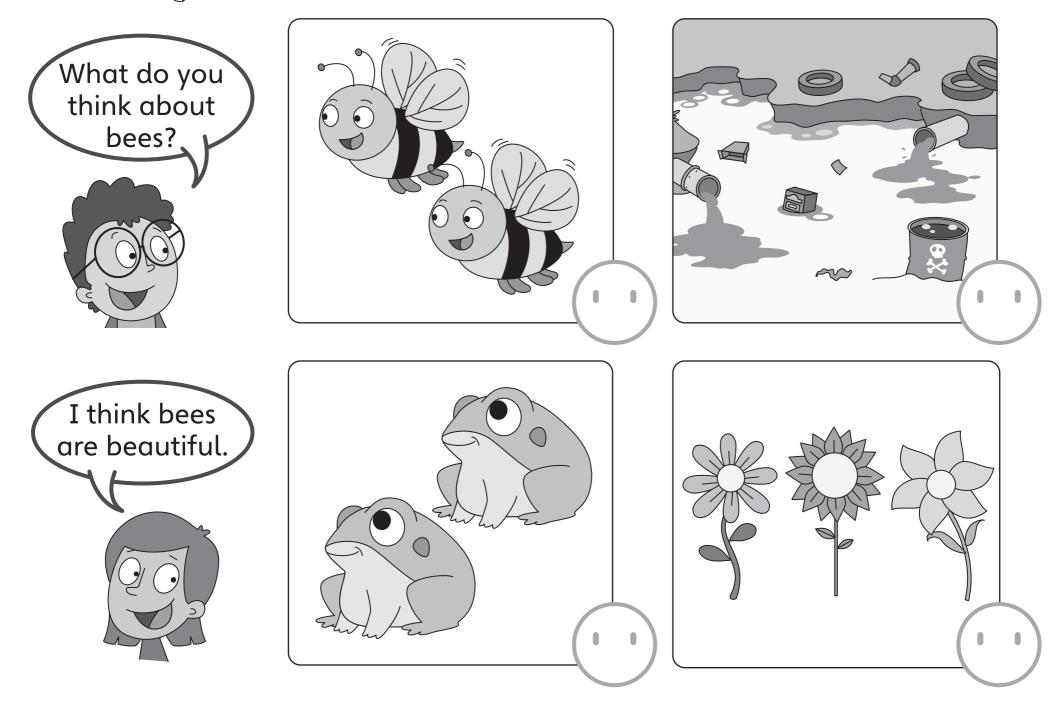


Language: What do you do to help the Earth? I (recycle soda cans). I don't (put bottles in the garbage can). Children decorate the head on the right to look like themselves. Point to and read each word in the box. Children repeat, pointing to the word and the corresponding picture. Read the first sentence and point to the picture next to it. Children complete the sentence with the correct word from the box. Repeat with the other sentences. Children draw lines to match the things they do to the picture of themselves. Finally, children work in pairs and take turns asking and answering questions about the things they do to help the Earth? I (turn off lights).

110 Unit 8

● Look. 🦯 Draw. 🤝 Say.

Speaking

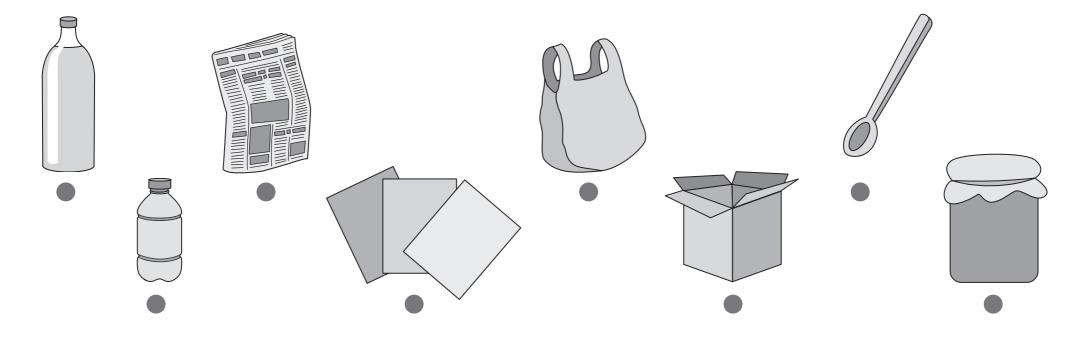


Language: What do you think about (bees)? I think (bees) are (beautiful). I think (pollution) is (terrible). Point to Leo and read the question. Then point to the girl and read her answer. Children repeat. Then point to each picture and ask: What do you think about (bees)? Children think and draw a happy or a sad expression on the faces. Finally, repeat the question and invite children to give their opinions using the language: I think (bees) are (beautiful). Children can work in pairs, taking turns to ask and answer the questions.

Unit 8 111

Say. Color. Match.

Cross-curricular: Social Studies



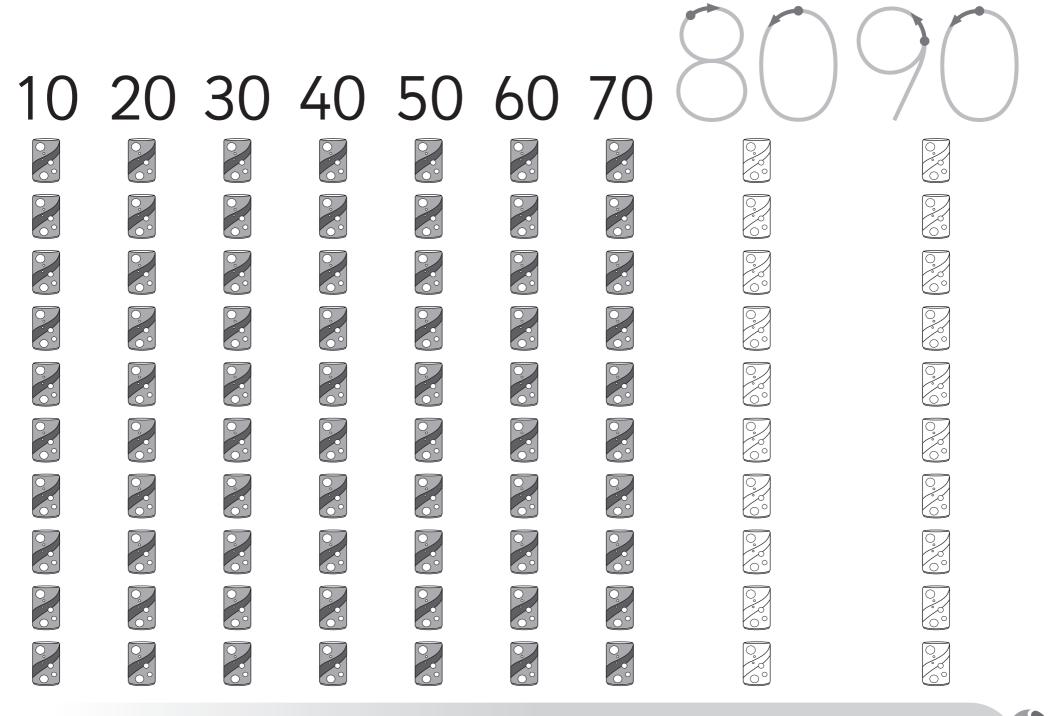




Social Studies: Identifying recyclable materials. Point to the recycling bins at the bottom of the page. Read aloud the label on the first bin, and children repeat. Ask: *What color are plastic recycling bins?* Children color the bin in the correct color. Repeat with the other bins. Alternatively, you can select together a different color for each bin. Then point to the glass bottle and ask: *What's this? Where does it go?* Children draw lines to match the items to the correct bin.

1²/₃ Count. Color. Trace.

Numeracy



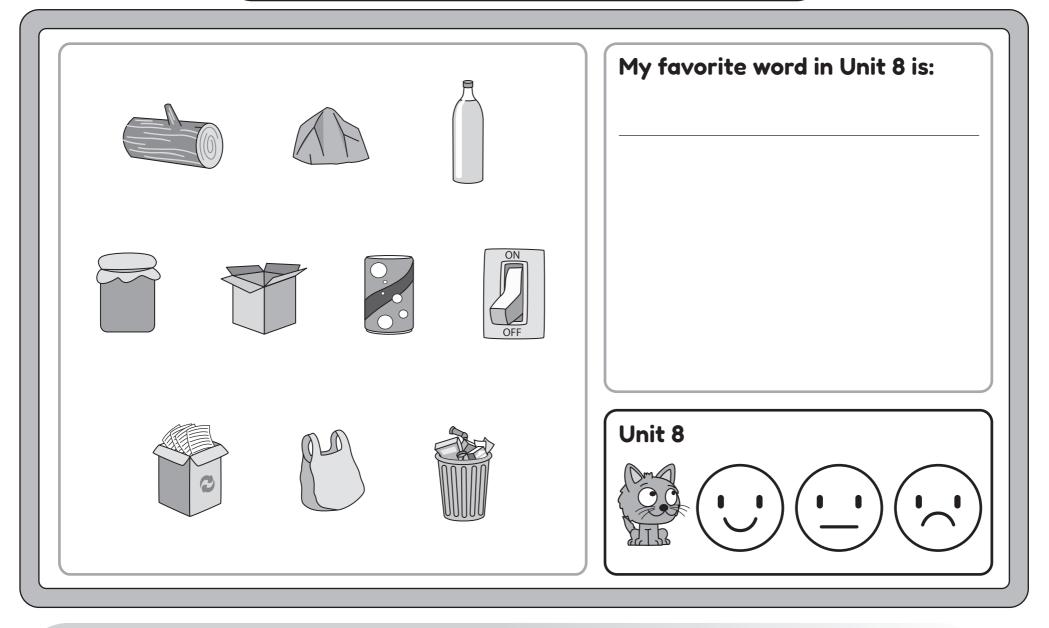
Numeracy: *ninety*. Point to the first column of soda cans and ask: *How many soda cans can you see*? Count the cans in the first column (10), then say: *Let's count by tens*. Children count and answer, then color the cans in the last two columns and trace numbers 80 and 90. Finally, children practice counting by tens to ninety.

Say. Circle. Draw. Color.

Unit 8

Review

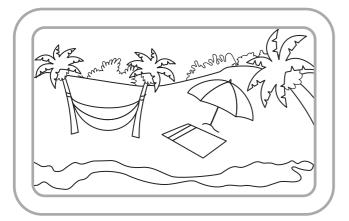
How can we care for the Earth?



Language: Vocabulary and Language Review: Ask the Big Question: *How can we care for the Earth?* Children look back through Unit 8 to recall what they have learned. Ask children to look at the 10 pictures from Unit 8. They say the words then circle the pictures that they are able to name. Accept all possible answers. Then ask: *What is your favorite word in this unit?* Remind children of the words from the vocabulary lessons. Children write and draw a picture of their favorite word. If necessary, write the words on the board for children to copy. Children present their pictures to the class saying: *My favorite word is ...* Answer the Big Question together, using their drawings and the pictures on the left as prompts. Finally, focus on the self-assessment activity. Ask: *How did you do in this unit?* Children color the face that shows how they feel they did.

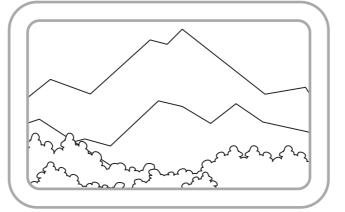
What do we do on vacation?



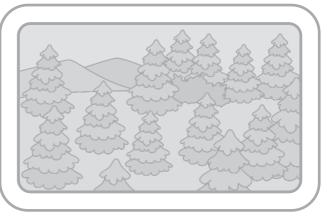


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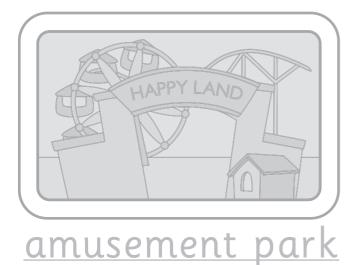
<u>beach</u>

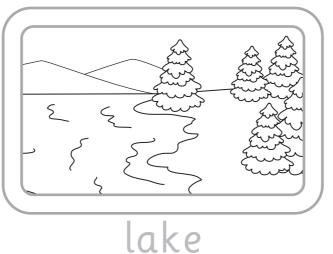


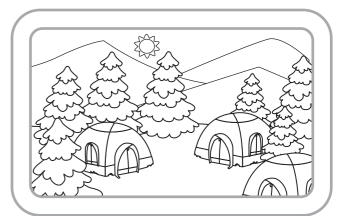
<u>mountains</u>



<u>forest</u>







<u>summer camp</u>

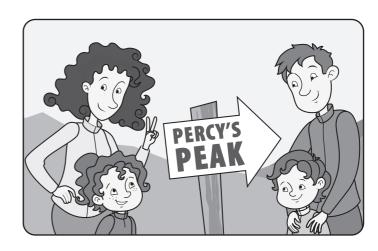
Language: beach, mountains, forest, lake, amusement park, summer camp. Point to the beach and say the word. Children point to the picture and repeat the word. Repeat with the other words. Say: (Forest / Amusement park). Stick the (forest / amusement park). Children stick each sticker as you say it. Then name the other places. Children point to each place as you say it. Children color the frame of their favorite place and they take turns to say its name. Finally, children trace the words. Children can color the places in colors of their preference.



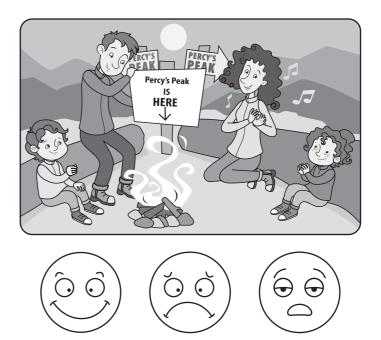












Unit 9 (116)

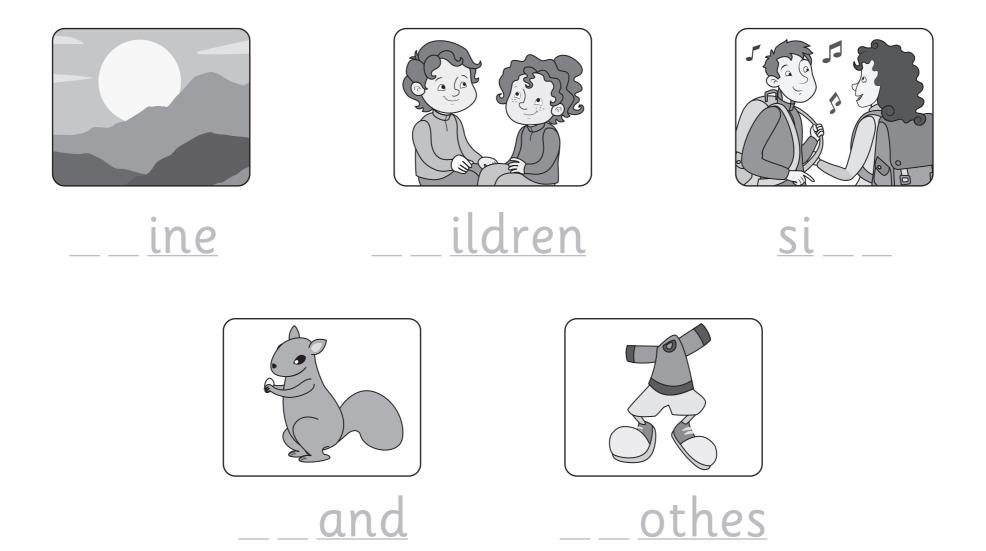
Language: Are they (happy)? happy, sad, tired, excited. Look at the scenes from the story. Point to the four different types of emojis and elicit the feelings (happy, sad, tired, and excited). Then point to the first scene and ask: How do they feel? Are they happy, sad or tired? Children color the correct emoji. Repeat with the other scenes. Children then retell the story, using the scenes for reference.

Story



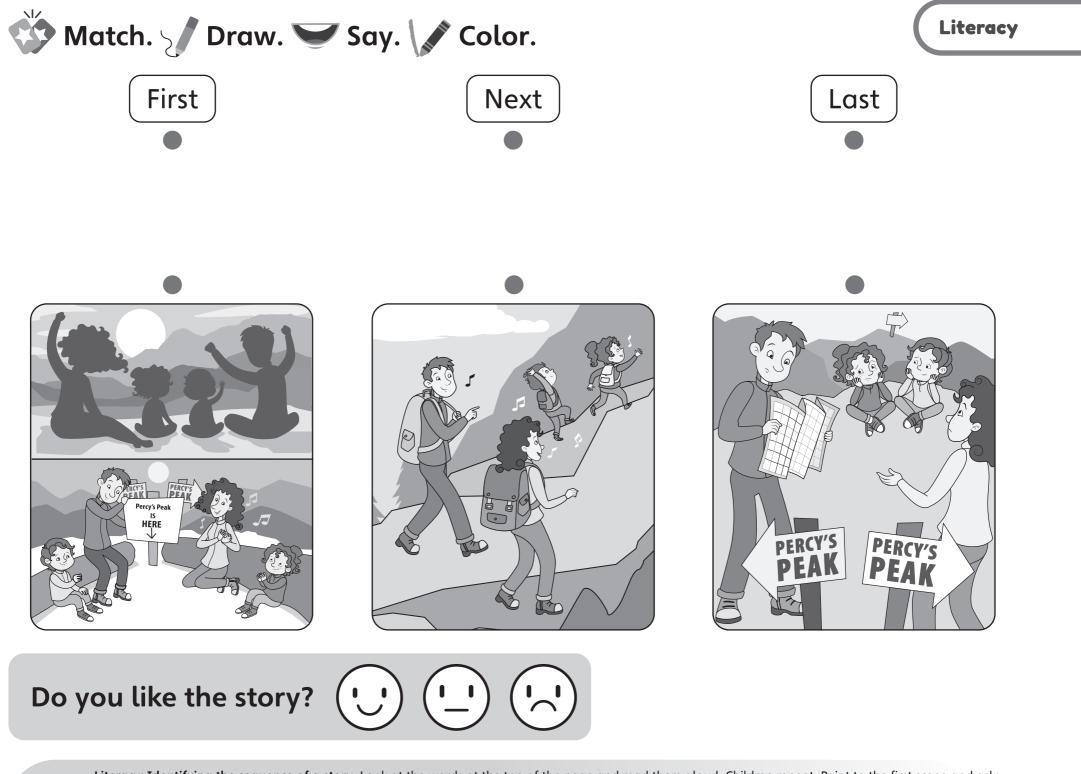
Phonics

sh cl ch st ng



Phonics: *shine* /ʃ/; *children* /tʃ/; *sing* /ng/ (digraphs). Point to the digraphs in the box and read them aloud. Children repeat, pointing to each digraph. Point to the first picture, read the gapped word below it, and elicit the complete word (*shine*). Say the word again emphasizing the /ʃ/ sound and encourage children to point to the correct digraph in the box. Then, children write the letters to complete the word. Repeat with the other pictures and words.

Unit 9 (117

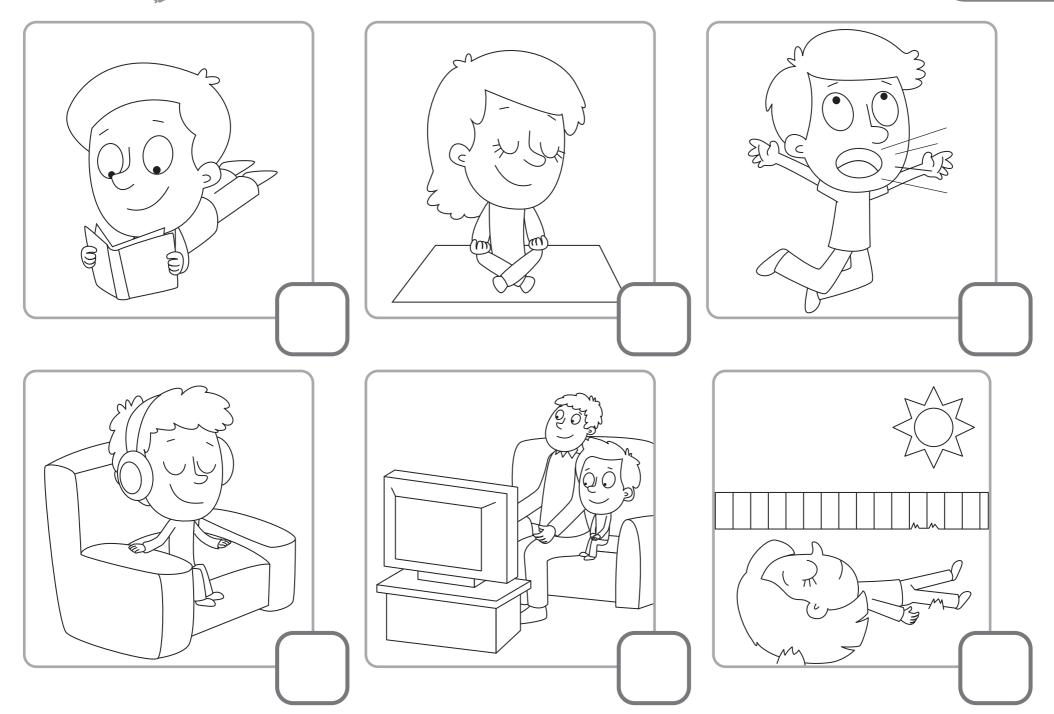


18 Unit 9

Literacy: Identifying the sequence of a story. Look at the words at the top of the page and read them aloud. Children repeat. Point to the first scene and ask: *Is this picture first in the story? (No.)* Ask: *Which picture is first?* Children point to the correct scene. They draw a line to match the word to the scene. Repeat with *next* and *last*. They draw the missing fire in the scene on the left. Children then retell the story, using the scenes for reference. Finally, ask: *Do you like the story?* Children color the face that shows their opinion of the story.

✓ Mark. 🚺 Color. 🤝 Say.

Values



Values: Relaxing and being calm. Focus on each picture and ask: *What's he / she doing? Is he / she relaxing?* Children put a check mark in the boxes next to the pictures that show someone relaxing and being calm. Then point to each picture again and ask: *Do you do this? How do you feel when you do this?* Children color the pictures that show things they do to relax. They then point to each picture and describe it.

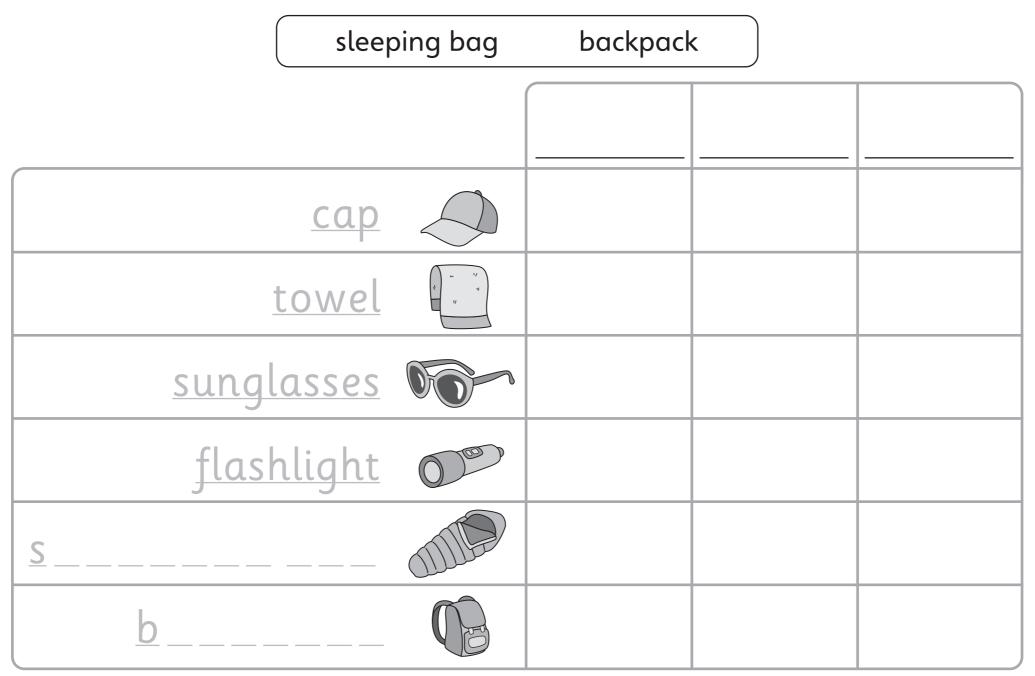
Unit 9 (119

Trace. Vrite. 💬 Talk. 🗸 Mark.

Unit 9

120

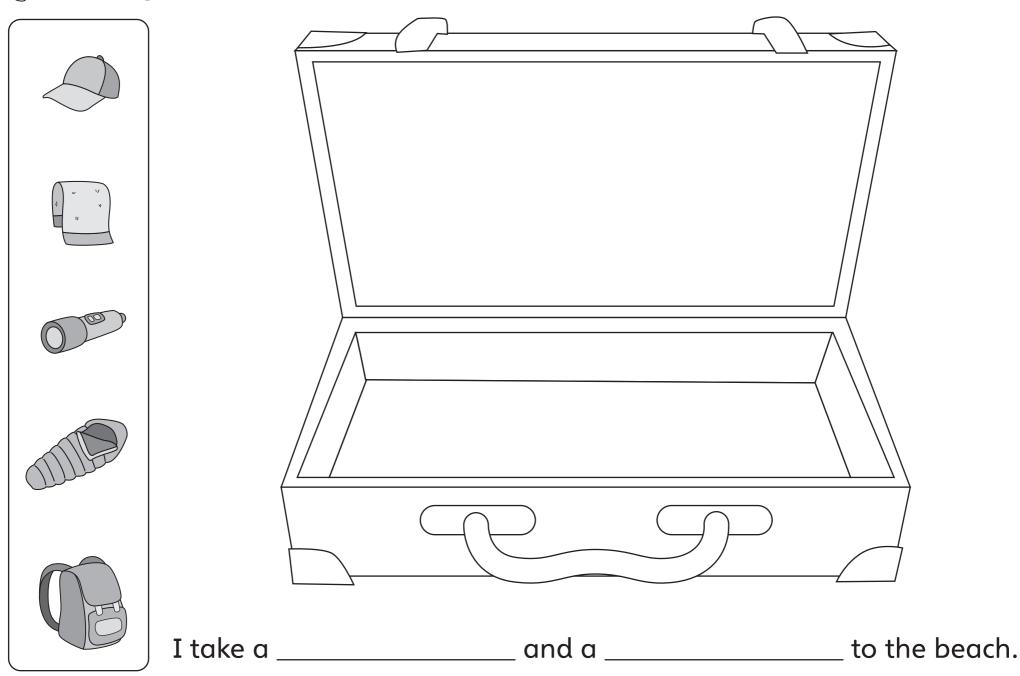
Vocabulary



Vocabulary: towel, flashlight, sleeping bag, sunglasses, cap, backpack. Point to each picture and name the item. Children repeat. They trace the words for the first four items. Then point to and read the words in the box. Children repeat. They trace the first letter, then write the rest of each word next to the correct picture. Choose a confident child, and write their name at the top of the table. Ask: Do you have a (cap)? Record their answers with check marks or Xs. Children write their name at the top of the first column and complete it for themselves. They then work in pairs, taking turns to ask and answer and complete the next column for their partner. Repeat with different partners.

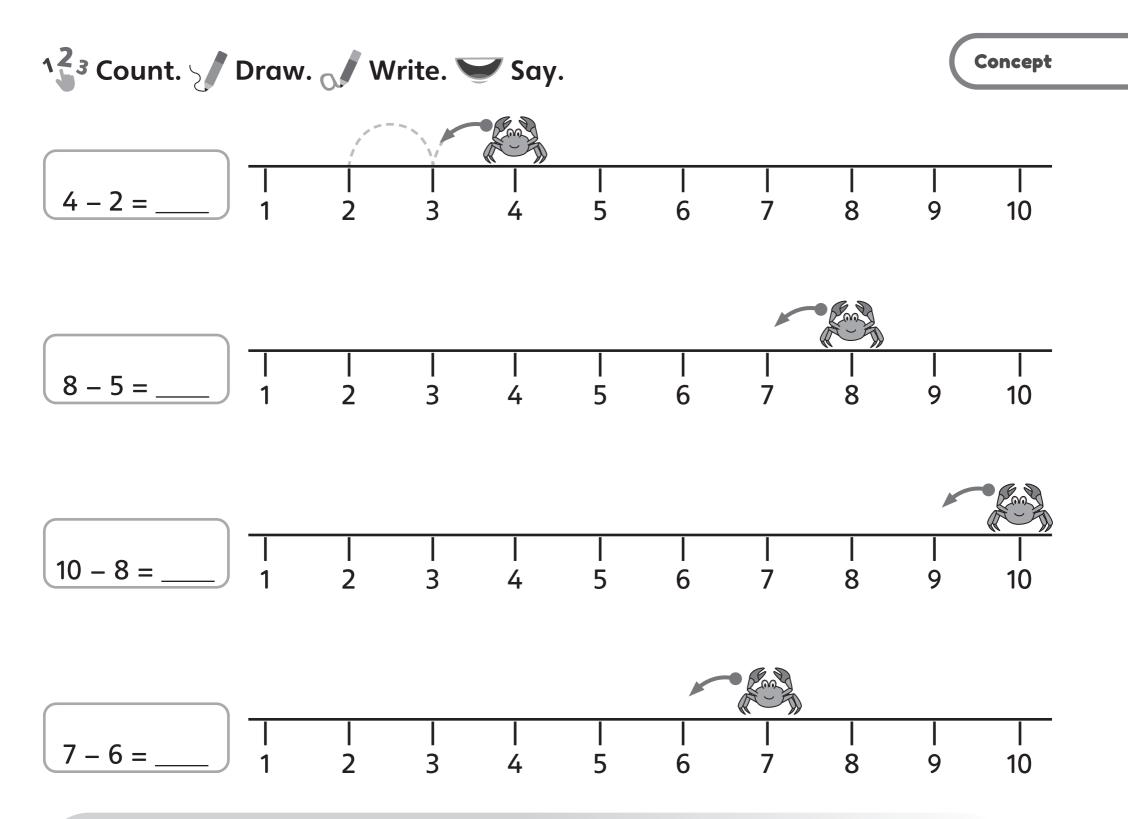
Draw. Write. Say.

Language



Language: What do you take to the beach? I take (a towel) to the beach. What else do you take to the beach? Point to the items on the left and ask children to name them. Then focus on the empty suitcase and ask: What do you take to the beach? Then read the sentence at the bottom. Children repeat. Children draw what they want to take in their suitcase, and complete the sentences. They can look at the Student's Book page to help with spelling. Finally, they present their suitcases.

Unit 9 121



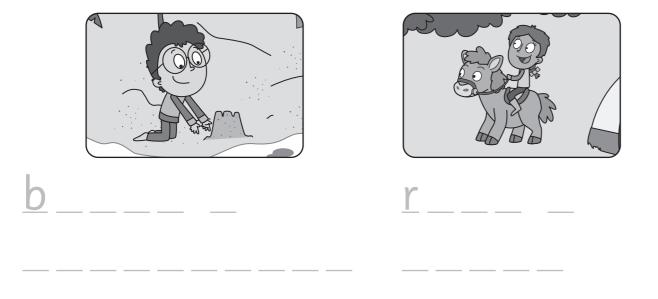
122 Unit 9 Conce numb

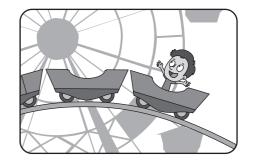
Concept: *Taking away with a number line.* Point to the first math problem and read it aloud: *Four minus two equals ...* . Children count and draw the lines on the number line to arrive at the answer. They write the answer to complete the math problem. Finally, children say: *Four minus two equals two*. Repeat with the other math problems.

Point. 🛩 Say. 🕧 Trace. 📈 Write.

Vocabulary

hike make a campfire go on rides ride a horse row a boat build a sandcastle





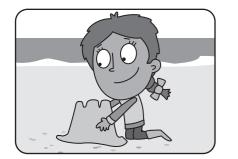


Vocabulary: build a sandcastle, hike, make a campfire, go on rides, row a boat, ride a horse. Children point to the pictures and name each activity. Point to and read the words / phrases in the box at the top. Children repeat after you, pointing to each word / phrase as they say it. Point to the first picture on the left and elicit the activity. Children trace the first letter, then write the rest of the phrase. Repeat with the other pictures. Children work in pairs, taking turns to point to an activity for their partner to name.

Unit 9 123



mountains beach forest

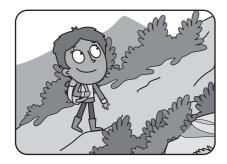


1 She builds sandcastles at the _____





She rides a horse in the _____



3 She hikes in the _____



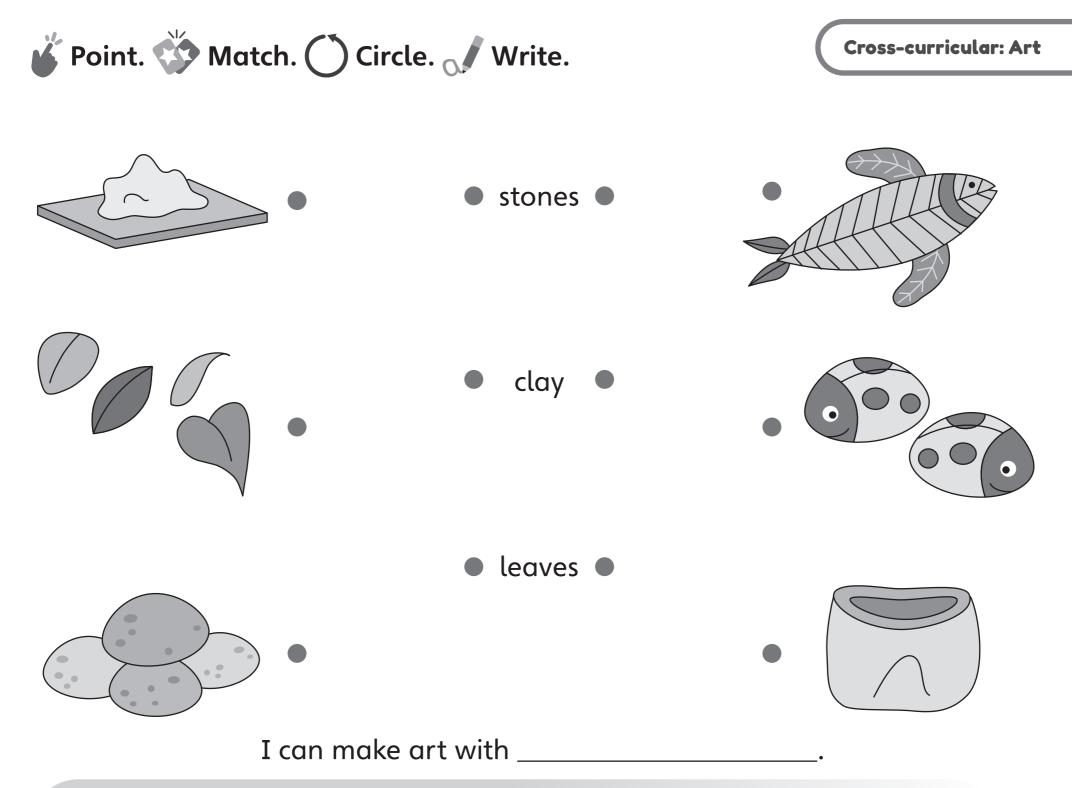
Language: What does Mia do (in the mountains / at the beach)? She (hikes) (in the mountains). Focus on each picture in turn, and ask: What's Mia doing? Where is she? Point to and read the words in the box and have children repeat after you. Point to the first sentence and read it aloud with children. Elicit the missing word, and children point to it in the box. They write the correct word to complete the sentence then say the complete sentence. Repeat with the other sentences.

Language



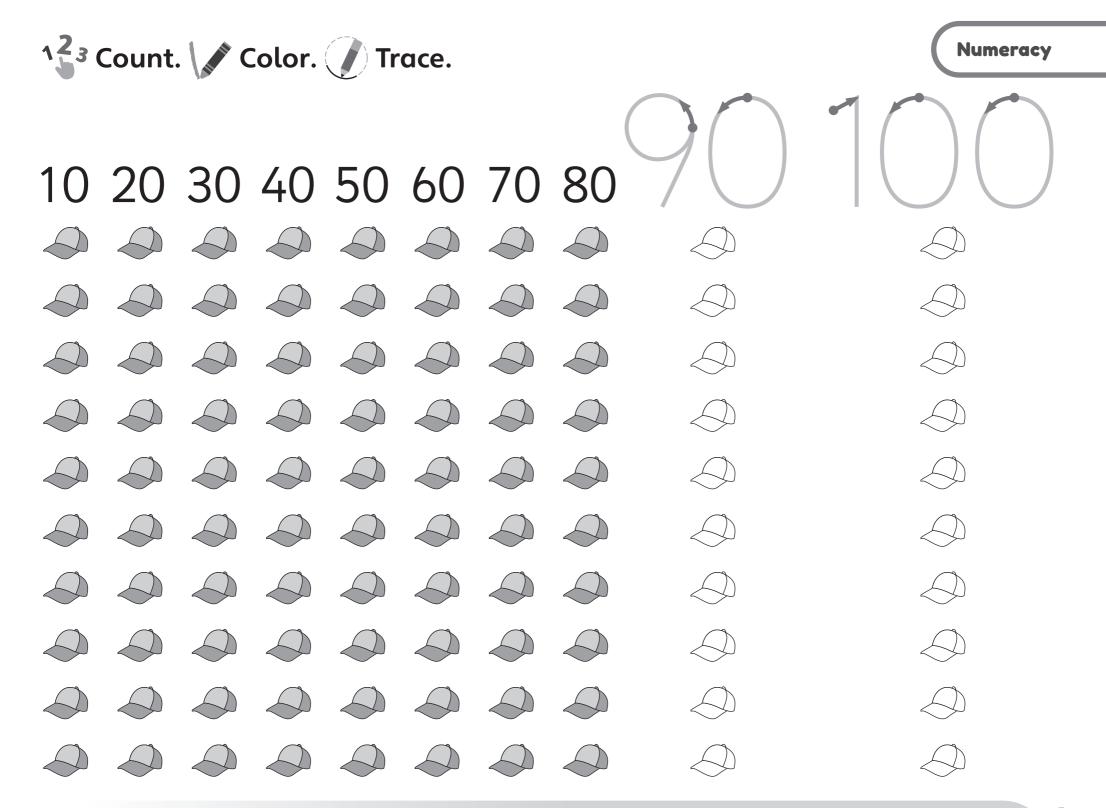
Language: Where are you going on vacation? I'm going to (the beach). What are you going to do (at the beach)? I'm going to (build a sandcastle). Point to the question and answer in the speech bubbles and read them aloud. Children repeat. Children choose one of the places on the left to go to, and color the picture. Then focus on the activities on the right of the page and elicit the words. Ask: What are you going to do (at the beach)? Children choose two or three activities and color them. Ask the questions again and elicit answers from several children. Children ask and answer the questions in pairs.

Unit 9 125



Art: Using things from nature to make art. Focus on the picture of the first material and ask: *What's this? (Clay.)* Read aloud the words, and children repeat and point to the correct one. They draw a line to match the picture to the word. Then look at the pictures on the right of the page. Ask: *What can we make with clay?* Children draw another line to match the word to the picture of the pot. Repeat with the other materials. Read the sentence at the bottom of the page and have children repeat after you. Children then circle the pictures of the materials they have used or would like to use to make art, and complete the sentence.

Unit 9



Numeracy: one hundred. Point to the first column of caps and ask: How many caps can you see? Count the caps in the first column (10), then say: Let's count by tens. Children count and answer, then color the caps in the last two columns and trace numbers 90 and 100. Finally, children practice counting by tens to one hundred.