

1

First Day of Class

TRACK A3

1

Read. Listen and sing.

Time for School!

I have a blue pencil.
I have a red pen.
I have a green backpack.
School time again!

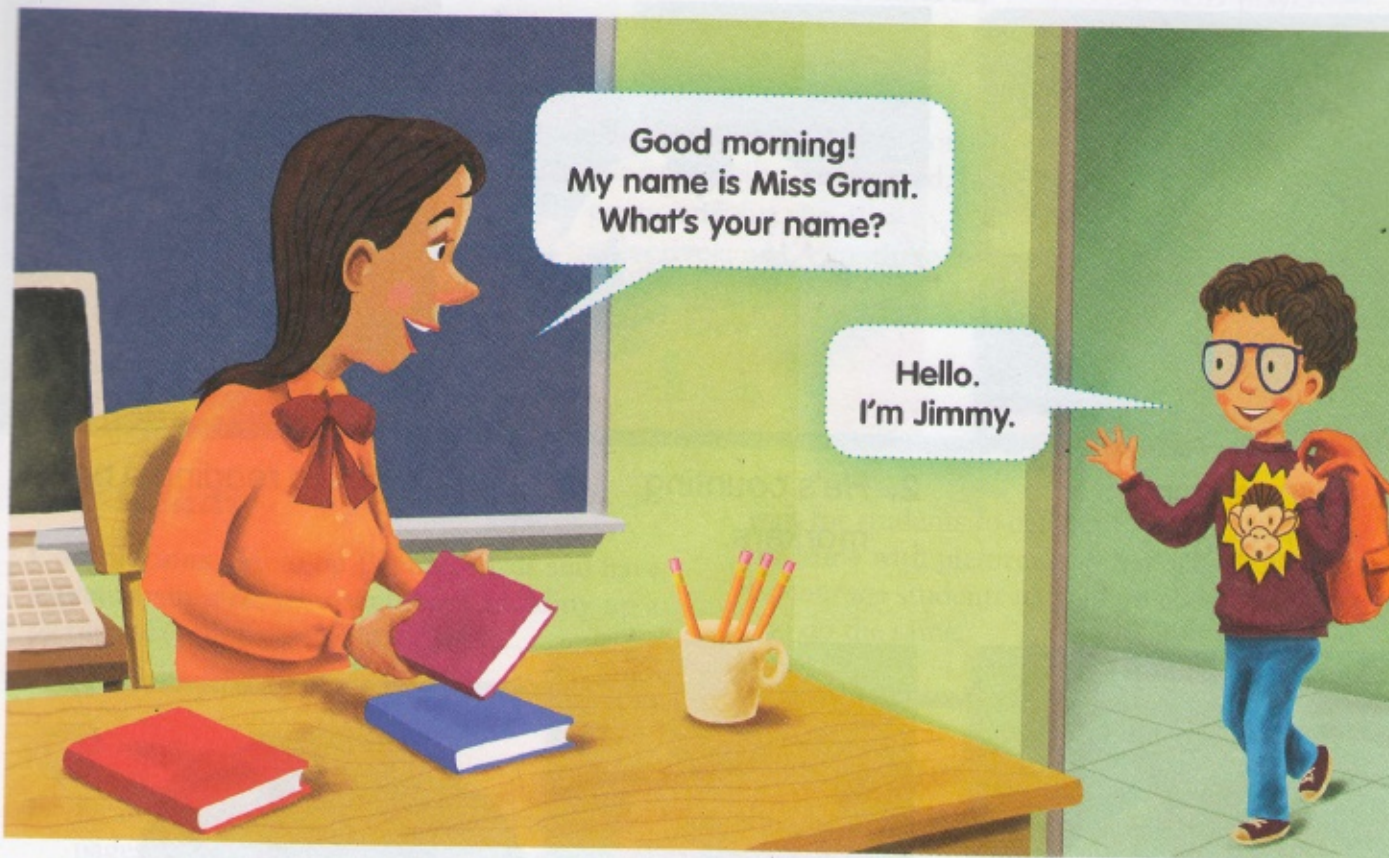
I have pink erasers.
I have glue and tape.
I have a white ruler.
School time is great!

I have purple notebooks.
My markers are cool.
They go in my backpack.
Let's walk to school.

Hi. My name
is David.

TRACK 04
2

Listen. Read and say.



3

Stick and say.



eleven



twelve



thirteen



fourteen



fifteen



sixteen



seventeen



eighteen



nineteen



twenty

Language in the Real World



Listen. Look and read.



1. She's erasing the board.



2. He's counting markers.



3. She's reading a book.

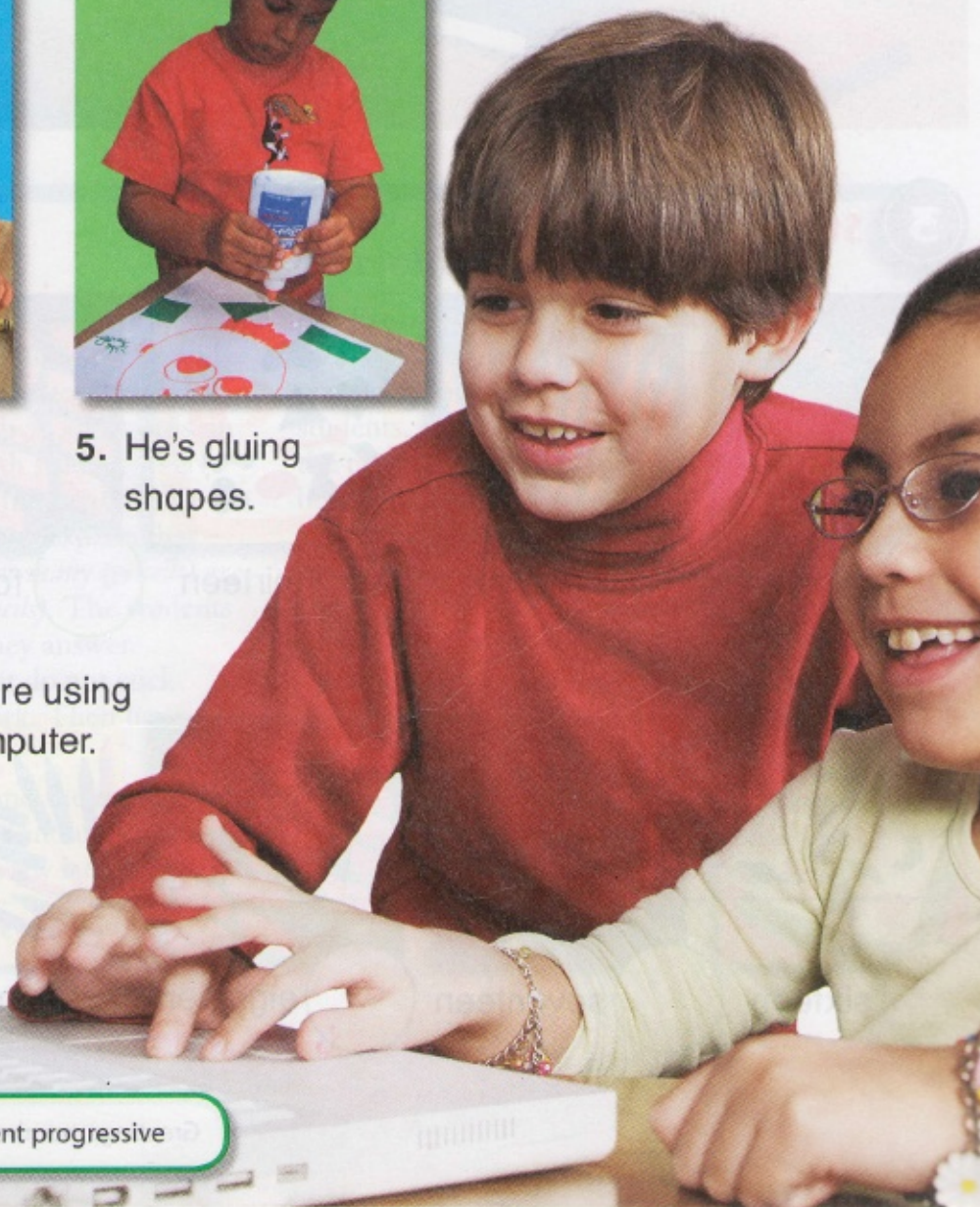


4. He's coloring a picture.



5. He's gluing shapes.

6. They're using a computer.





7. They're listening to a story.



8. She's cutting paper.



Point. Ask and answer.

What's she doing?

She's erasing the board.



Point. Ask and answer.

How many crayons are there?

There are seven crayons.



9. They're talking about the drawing.

Question formation with *what* and *how many*; present progressive; *there is/there are*

Grammar

What is he/she **doing?**

What are they **doing?**

He/She **is reading.**

They **are reading.**

he is = he's
she is = she's

they are = they're

7 Write.

cutting

gluing

listening

reading

writing

1. She's gluing shapes.



2. He's _____ a story.



3. They're _____ paper.



4. She's _____ a book.



5. They're _____ to a story.



Grammar

How many markers are there?

There are five markers.

There is one marker.

8 Look at pages 4 and 5. Count and write.

1. There are _____ markers.

2. There are _____ shapes.

3. There is _____ computer.

4. _____ books.

5. _____ bottles of glue.

6. _____ children.



9 Read. Check (✓) the correct picture.

This is my class. **Mrs. Lee** is erasing the board. **Sally** is cutting paper. **Jae-hak** is listening to a story. **José** is counting pencils. **Tomoko** is writing a story.



10 Make groups. Count. Tell the class.

There are 6 notebooks.

School Supplies

How many?	Group 1	Group 2	Group 3	Group 4
notebooks				
markers				
pencils				
pens				
erasers				
books				
bottles of glue				

Present progressive; school; numbers; there is/there are

TRACK A10
11

Listen. Write the letter.

1. e
2.
3.
4.
5.



TRACK A11
12

Listen. Read and chant.

School Is Cool!

I am cutting, I am gluing,
I am counting, too.
I like school. School is cool!

He is reading, he is writing,
he is listening, too.
He likes school. School is cool!

She is talking, she is playing,
she is coloring, too.
She likes school. School is cool!



Backpack Book

What's in your backpack? Draw and count.



How many pencils are there?

There are twelve pencils in your backpack.

Content connection: math; art

Know It? Show It!

Look at the pictures. Write the words.

Review



Across →

Down ↓

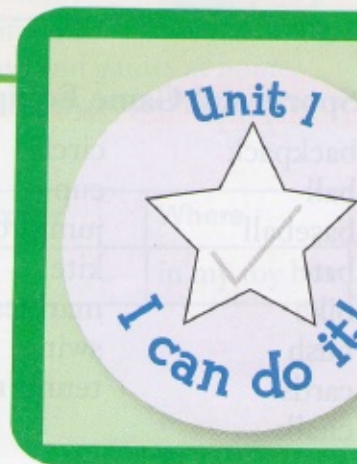


Cut out the picture cards on page 127. Match the pictures.

She's reading a book!



That's a match!



Performance assessment
See Assessment Package pp. 55-57, 60, 69, 78-79.

2

Fun and Games

TRACK 13

1

Read. Listen and sing.

They're playing
hide and seek!

Hide and Seek

*I close my eyes and my friends run!
Ready or not, here I come.*

Where is **Lucy**? Now I see!
She's under the swing, next to **Dee**.

Where is **Peter**? Now I see!
He's high up there in the tree.

*I close my eyes and my friends run!
Ready or not, here I come.*

Where is **Alice**? Now I see!
She's behind the bush, in front of me.

Where are you? Now I see!
You're right here, looking at me.

*I close my eyes and my friends run!
Ready or not, here I come.*

2

Listen. Read and say.



The tennis racket is **under** the jump rope.



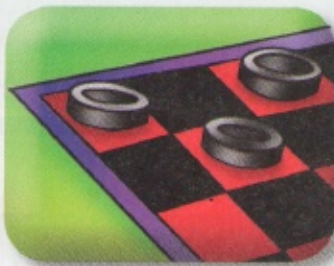
The marbles are **in** the cup.



The cup is **next to** the checkerboard.



The bat is **between** the tennis racket and the cup.



The checkers are **on** the checkerboard.



The ball is **in front of** the kite.



The kite is **behind** the cat.

3

Read. Stick and say.

1. The dog is under the bush.
2. The tennis racket is in front of the kite.
3. The marbles are in the circle.
4. The jump rope is next to the backpack.



Language in the Real World

TRACK A16
4

Listen. Look and read.



1. They like to ride bikes.



2. They like to play checkers.



3. They like to skate.



4. They like to throw and catch a ball.



5. They like to climb trees.

6. They like to hit baseballs.



7. They like to jump rope.

8. They like to fly kites.



TRACK A17
5

Point. Ask and answer.

What do they like to do?

They like to ride bikes.



TRACK A18
6

Ask and answer.

What do you like to do?

I like to skate.



Question formation; like + infinitive; toys and games

Grammar

What **does** he/she **like** to do?

He/She **likes** to skate.

What **do** they **like** to do?

They **like** to fly kites.

7 Write.

climb hit jump play ride throw

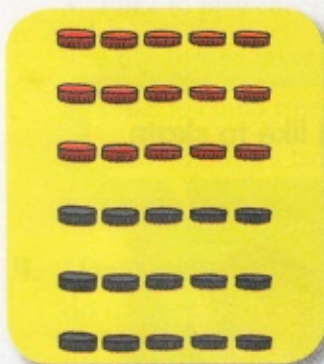
1. She likes to _____ the ball.
2. They like to _____ bikes.
3. He likes to _____ the baseball.
4. They like to _____ checkers.
5. He likes to _____ a tree.
6. They like to _____ rope.



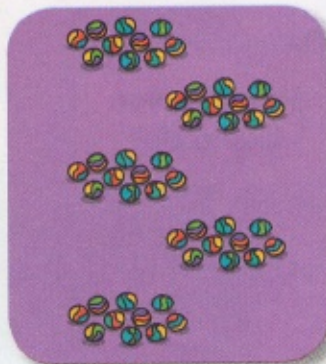
8 Listen and say.

10 ten 20 twenty 30 thirty 40 forty 50 fifty
60 sixty 70 seventy 80 eighty 90 ninety 100 one hundred

Count and write how many.



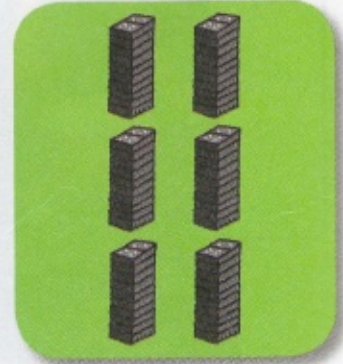
30 checkers



_____ marbles



_____ cards







_____ dominoes

9 Read. Look and circle.

My friends like to go to the park. Peter likes to climb trees. Sonia and Sally like to ride bikes. Lola likes to skate on the path. Billy and Taro like to play checkers under a tree. Luke and Cindy like to fly kites. And I like to do everything!



1. Sonia and Sally like to  . yes no
2. Lola likes to  . yes no
3. Billy and Taro like to  . yes no
4. Luke and Cindy like to  . yes no

10 Ask five friends. Tell the class.

What's your favorite game?

Game	Friend 1	Friend 2	Friend 3	Friend 4	Friend 5
marbles					
checkers					
hide and seek					
(your idea)					

Listen. Write the number.



Listen. Read and chant.

Having Fun

I like to fly my kite in the sky.
I'm not the only one.
My friends like to fly kites in the sky.
We are having fun!

I like to ride my bike in the park.
I'm not the only one.
My friends like to ride bikes in the park.
We are having fun!

I like to throw a ball in the air.
I'm not the only one.
My friends like to throw balls in the air.
We are having fun!



Picture Graph

Cut out the pictures on page 129.
Make a class graph.



What do you like to do?

I like to ride my bike.



Content connection: math; art

Know It? Show It!

Move your game piece.
Talk about the pictures.

Review

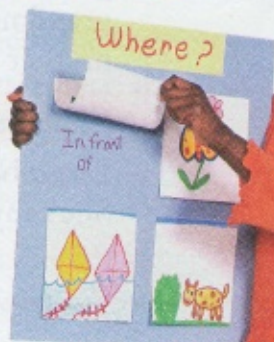
What does he like to do?

He likes to climb trees.



Make a flap poster.

Where's the ball?



Unit 2

I can do it!

3

Our New House

TRACK A24

1

Read. Listen and sing.

My Family

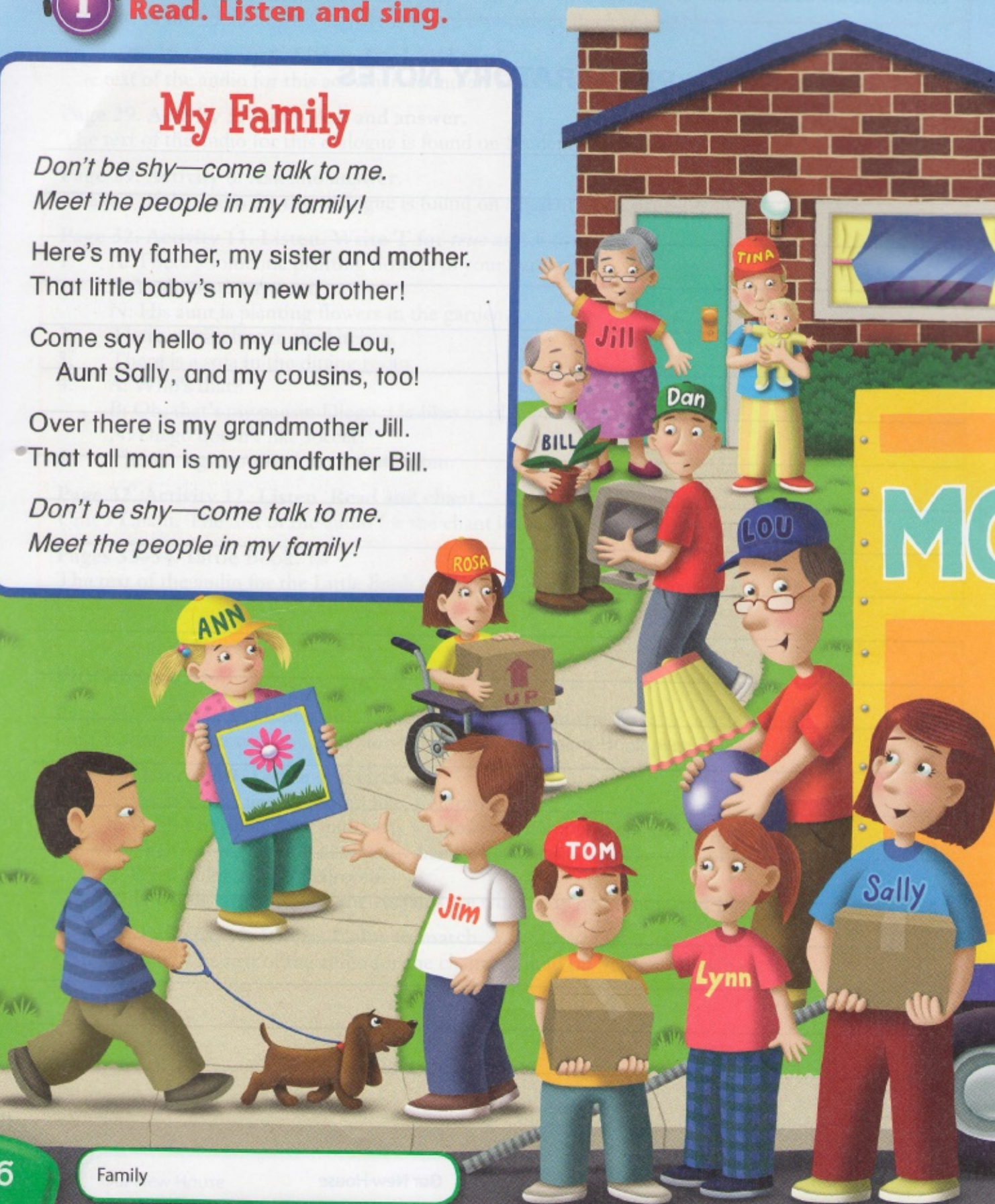
*Don't be shy—come talk to me.
Meet the people in my family!*

Here's my father, my sister and mother.
That little baby's my new brother!

Come say hello to my uncle Lou,
Aunt Sally, and my cousins, too!

Over there is my grandmother Jill.
That tall man is my grandfather Bill.

*Don't be shy—come talk to me.
Meet the people in my family!*



2

Listen. Read and say.



My mother has a father.
He is my **grandfather**.

My mother has a mother.
She is my **grandmother**.

My mother has a brother.
He is my **uncle**.

My mother has a sister.
She is my **aunt**.

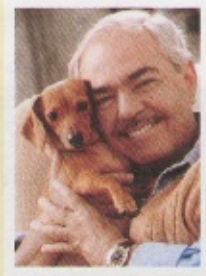
My uncle and my aunt have
three children.
Maria, Patricia, and Eddie are
my **cousins**.

3

Stick and say.











Language in the Real World

TRACK A27
4

Listen. Look and read.



1. In the bedroom, there's a bed, a night table, a clock radio, a phone, a computer and a dresser. There are curtains at the window, too.



2. In the living room, there's a sofa, a coffee table, a chair, a rug, and a TV. There are two lamps and some shelves, too.





3. In the kitchen, there's a stove, a refrigerator, and a sink. There are some cabinets, too.



4. In the dining room, there's a dining table, four chairs, and a picture. There are some plants, too.



5. In the bathroom there's a tub, a shower curtain, sink, and a mirror. There are some towels, too.

TRACK A28
5

Point. Ask and answer.

Where is the bed?

It's in the bedroom.



TRACK A29
6

Ask and answer.

What's in your bedroom?

There's a bed and a dresser.



Grammar

Where's the TV?
Where **are** the chairs?

It's in the living room.
They're in the dining room.

7 Look at pages 28 and 29. Write.

1. Where's the bed? It's in the bedroom.
2. Where's the lamp? _____
3. Where's the refrigerator? _____
4. Where's the tub? _____
5. Where are the shelves? _____
6. Where are the cabinets? _____
7. Where are the plants? _____



8 Write about your family.




My name is Lisa. In my family, there are my two brothers, my grandmother, my mother, and my father.



9 Read and write.

There's a living room in my new house. In the living room,

there's a (1) . There are blue (2)  and

a red (3) . There are two (4) . There's a (5) 

and a (6)  on the wall.

1. sofa

4. _____

2. _____

5. _____

3. _____

6. _____

10 Work with a partner. Ask questions. Write the answers.

Your House

Is there a _____ in your house?	Yes, there is.	No, there isn't.	Where is it?
radio	✓		in the kitchen
computer			
mirror			
tree			
TV			
car			
lamp			
(your idea) _____			

TRACK A31
11

Listen. Write T for true and F for false.

1. T

2.

3.

4.

5.

1



2



3



4



5



TRACK A32
12

Listen. Read and chant.

What Color Is Your Bedroom?

Joe's bedroom is all in red—
his rug and his mirror,
and his clock and bed!

Sue's bedroom is all in green—
her dresser and her phone,
and her answering machine!

My bedroom is all in blue—
my lamp and my curtains,
and my computer, too!



Build a House

Work with a partner.
Build your house and talk about it.



Where's your TV?

It's in the bedroom.
Look! There's a radio, too.



Content connection: social studies; art

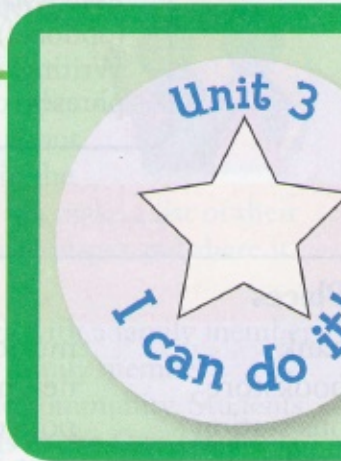
Know It? Show It!



**Draw a room in your house.
Draw a family member in the room.**



She's my aunt Sylvia.

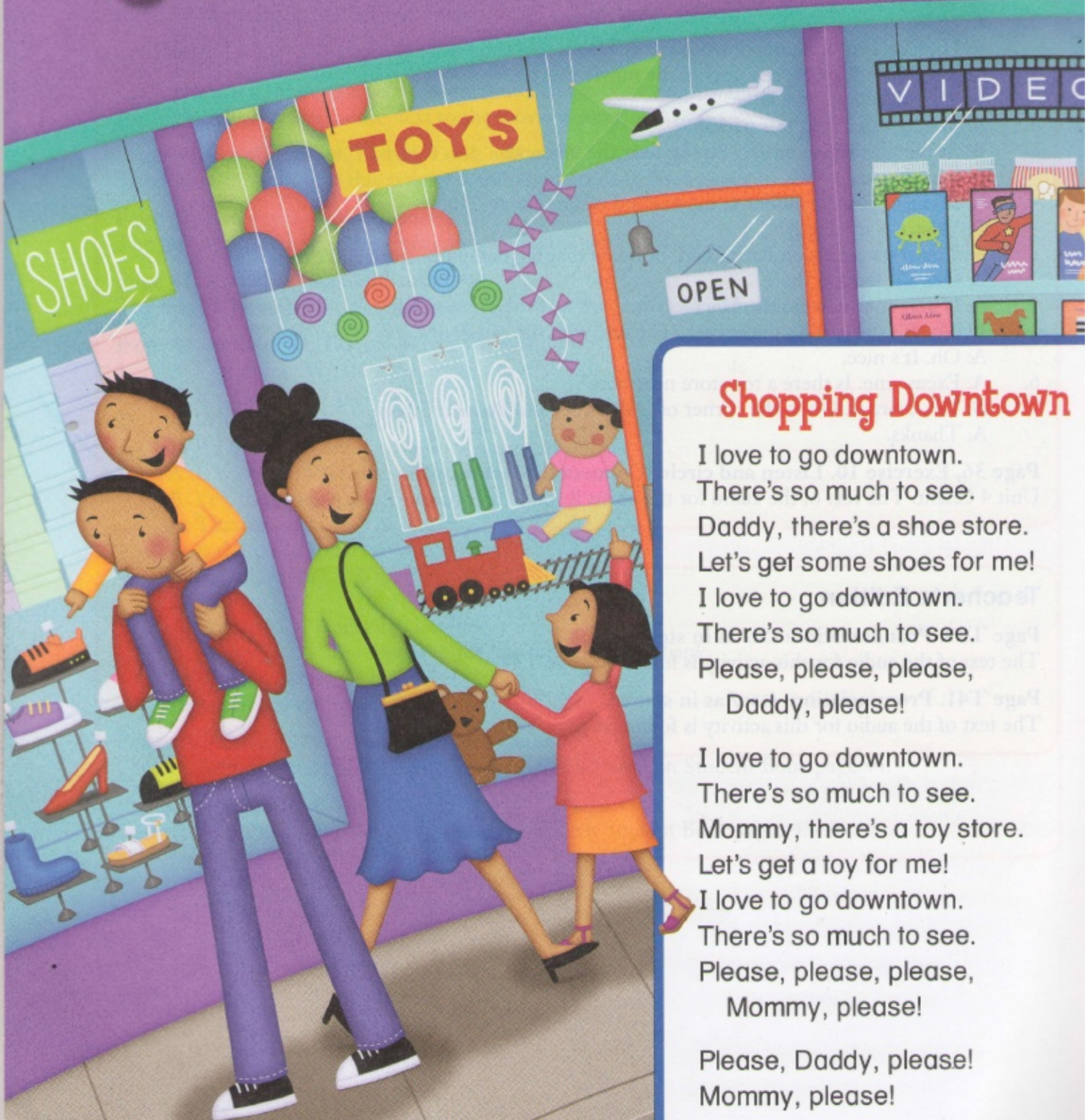


Make a family tree.

Performance assessment
See Assessment Package pp.55-57,62,71,78-81.



1 Read. Listen and sing.



Shopping Downtown

I love to go downtown.
 There's so much to see.
 Daddy, there's a shoe store.
 Let's get some shoes for me!
 I love to go downtown.
 There's so much to see.
 Please, please, please,
 Daddy, please!

I love to go downtown.
 There's so much to see.
 Mommy, there's a toy store.
 Let's get a toy for me!
 I love to go downtown.
 There's so much to see.
 Please, please, please,
 Mommy, please!

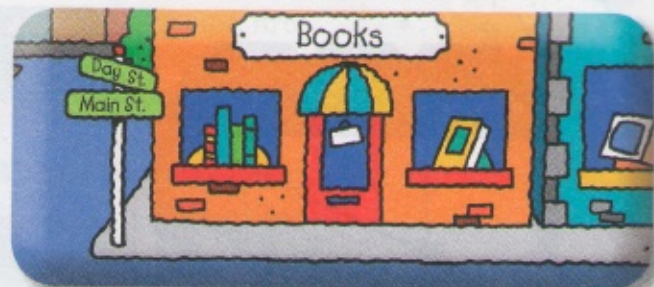
Please, Daddy, please!
 Mommy, please!

TRACK A35
2

Listen. Read and say.



There are stores **in** my neighborhood.



The bookstore is **on the corner** of Main Street and Day Street.



The computer store is **next to** the grocery store.



The movie theater is **between** the music store and the restaurant.

TRACK A36
3

Listen and stick.



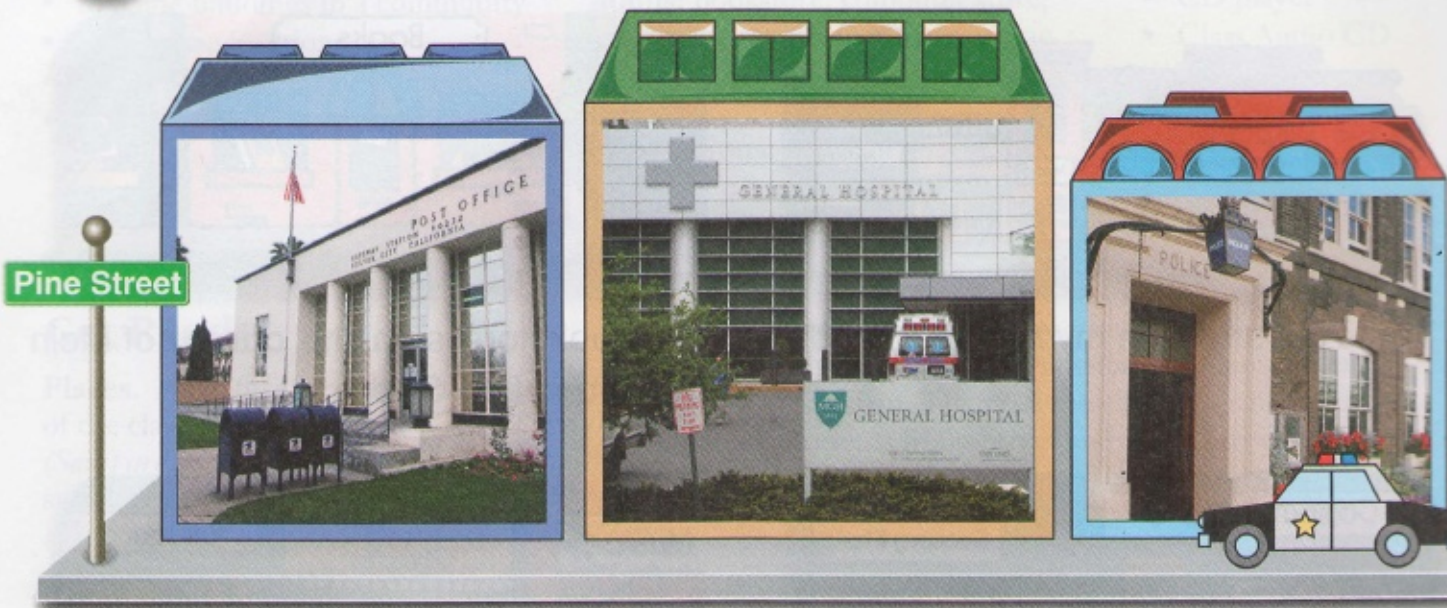
Neighborhood; prepositions of location

Language in the Real World

TRACK A38

4

Listen. Look and read.



1. The post office is on the corner. You can mail letters at the post office.
2. The hospital is between the post office and the police station. You can find a doctor at the hospital.
3. The police station is next to the hospital. You can get help at the police station.



4. The fire station is on the corner. You can see fire engines at the fire station.
5. The bank is between the fire station and the supermarket. You can get money at the bank.
6. The supermarket is next to the bank. You can shop for food at the supermarket.

7. The bus station is on the corner. You can buy a bus ticket at the bus station.



8. The computer store is next to the bus station. You can try out computers at the computer store.



TRACK A39
5

Ask and answer.

Excuse me. Is there a hospital on Pine Street?

Yes, there is. It's between the post office and the police station.

Thanks.



TRACK A40
6

Ask and answer.

Where can you find a doctor?

At the hospital.



Question formation; simple present; neighborhood; prepositions of location

Grammar

Is there a hospital on Pine Street?
Is there a fire station on Elm Street?

Yes, there is.
No, there isn't.

7 Look at pages 40 and 41.
Write *Yes, there is* or *No, there isn't*.

1. Is there a supermarket on Oak Street?

2. Is there a police station on Elm Street?

3. Is there a bus station on Oak Street?

4. Is there a computer store on Elm Street?

5. Is there a bank on Pine Street?

Grammar

Where can you find a doctor?

At the hospital.

bank
bus station
computer store
post office
shoe store
supermarket

8 Write.

1. Where can you get money? At the bank.

2. Where can you buy shoes? _____

3. Where can you shop for food? _____

4. Where can you try out computers? _____

5. Where can you buy a ticket? _____

6. Where can you mail letters? _____

9

Read. Complete the map.

This is my neighborhood. There's a computer store on River Street. It's between the toy store and the video store. There's a shoe store on River Street, too. There's a bus station next to the video store. It's on Valley Street.

10

Talk about the map with a partner.

Excuse me.
I need help.

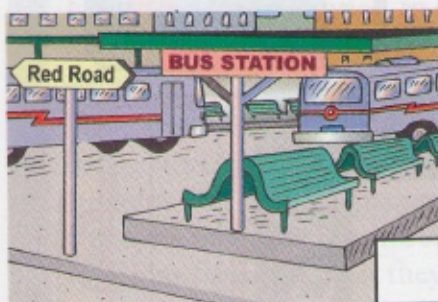
No problem.

Where's the
toy store?

It's next to the
shoe store on
River Street.

Prepositions of location; questions with *where*

Listen. Write the number.



Listen. Read and chant.

My City Kitty

My curious kitty likes the city.
 She plays downtown all day.
 Is she here in the music store?
 (Meow, meow) Here kitty, kitty!

My curious kitty likes the city.
 She plays downtown all day.
 Is she here in the grocery store?
 (Meow, meow) Here kitty, kitty!

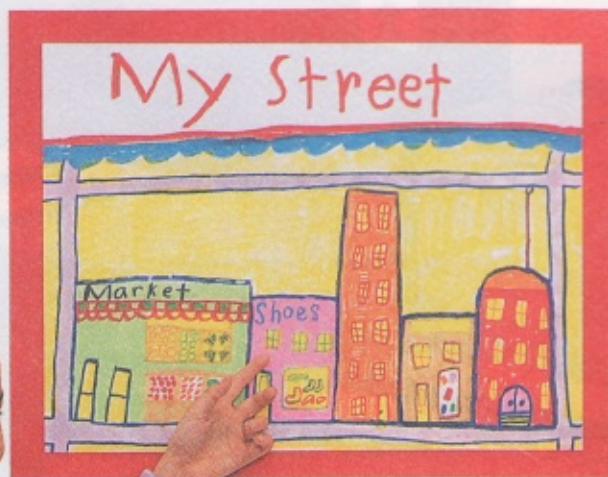
My curious kitty likes the city.
 She plays downtown all day.
 Is she here in the restaurant?
 (Meow, meow) Here kitty, kitty!



Neighborhood Map



**What is on your street?
Draw the stores and houses.**



There's a shoe store next to the market.

Content connection: social studies; art

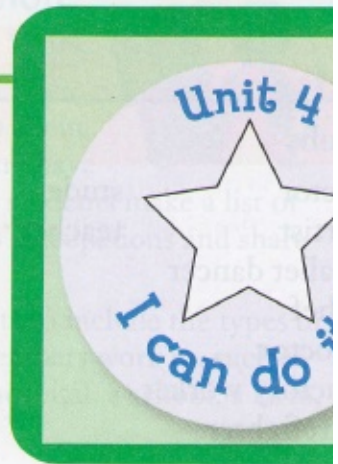
Know It? Show It!

Cut out the cards on page 131.
Work with a partner back to back.

Review



Someone is lost! Act it out.



Performance assessment
See Assessment Package pp. 55–57, 63, 72, 78–79.

5

My Busy Family

TRACK A45
1

Read. Listen and sing.

**Working Hard!**

Monday, Tuesday, Wednesday,
Thursday, Friday, too.

We work hard all week long.
We're busy, busy, busy!

My dad's a chef—he cooks food.
He's busy!

My mom's a nurse—she gives shots.
She's busy!

My brother makes toy robots.
He's busy!

My sister studies hard in school.
She's busy!

(Chorus)



TRACK A46
2

Listen. Read and say.



A **chef** works in a **restaurant**.



A **nurse** works in a **hospital**.



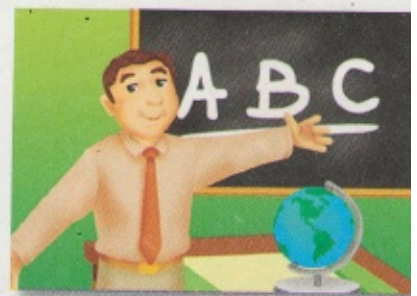
A **factory worker** works in a **factory**.



A **shopkeeper** works in a **shop**.



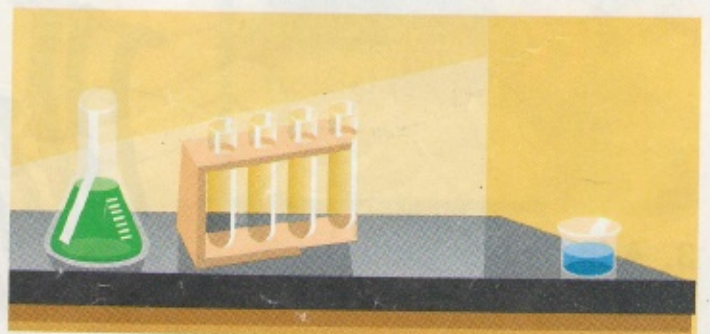
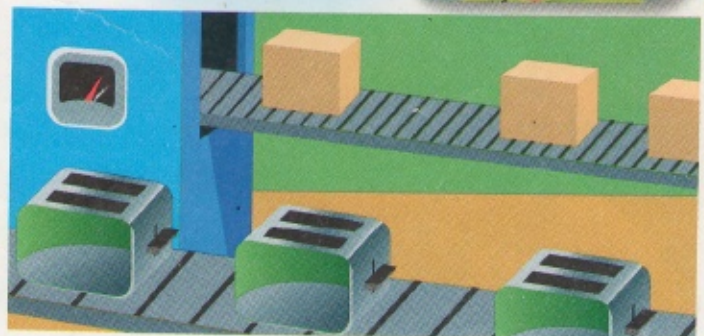
A **scientist** works in a **lab**.



A **teacher** works in a **school**.

3 **Stick and say.**

Who works in a shop?





Listen. Look and read.

1. A ballet dancer dances.



2. A soccer player plays soccer.

4. A musician makes music.



3. A firefighter puts out fires.





5. A scientist does experiments.



8. An actor acts in movies and plays.



6. A doctor helps people get well.



5 Point. Ask and answer.

What does a ballet dancer do?



A ballet dancer dances.



6 Ask and answer.

What do you want to be?

I want to be an actor!



7. A pilot flies a plane.

Grammar

What does a chef do? A chef **cooks** food.

7 Write.

1. A _____ *dancer* _____ dances in a theater.
2. A _____ works in a school.
3. An _____ acts in movies and plays.
4. A _____ cooks food.
5. A _____ works in a factory.
6. A _____ plays soccer.



8 Write.

1. A doctor _____ people get well.
2. A musician _____ music.
3. A pilot _____ a plane.
4. A scientist _____ experiments.
5. A firefighter _____ fires.
6. A shopkeeper _____ in a shop.

does
flies
helps
makes
puts out
works



9 Read and write.

My name is Lucy. I have a big family. My father works in his fruit and vegetable shop every day. My mother works in a restaurant. My big sister works at the hospital. My big brother works in a school. I want to fly a plane when I grow up!

- chef
- nurse
- pilot
- shopkeeper
- teacher

1. Lucy's father is a _____.
2. Lucy's mother is a _____.
3. Lucy's big sister is a _____.
4. Lucy's big brother is a _____.
5. Lucy wants to be a _____.

She's a housewife.
She works at home.

What does your
mother do?



**10 Ask five friends.
Tell the class.**

	Father	Mother
Angela	factory worker	housewife
1.		
2.		
3.		
4.		
5.		

TRACK A52
11

Listen and write the number. Then write about the people.

1. Olivia is a pilot
2. Sonia _____
3. Mark _____
4. David _____
5. Laura _____



TRACK A53
12

Listen. Read and chant.

When I Grow Up

When I grow up, when I grow up,
I want to fly a plane.

I want to be a pilot, just like my mom.

When I grow up, when I grow up,
I want to work in a school.

I want to be a teacher, just like my dad.

When I grow up, when I grow up,
I want to cook good food.

I want to be a chef, just like my aunt.



Busy Puppets

Cut out the finger puppets on page 133.
Have a puppet show.

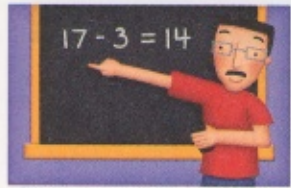


Content connection: social studies; art

Know It? Show It!

Write the words. Then play bingo with your classmates.

I want to get three in a row!



	factory worker	



Make a poster.

She's a doctor. She helps people get well.



Unit 5

I can do it!

Performance assessment
See Assessment Package pp. 55–57, 64, 73, 78–79.

Review

Unit

6

Every Day

TRACK ASS

1

Read. Listen and sing.

From Morning to Night

Tick tock, it's 8 o'clock,
 8 o'clock in the morning.
 8 o'clock is time for school.
 Hear the bell? That's my warning!

Now it's one o'clock, time for lunch,
 one in the afternoon.
 I know that it's lunchtime
 when I hear this tune.

It's six o'clock, homework time,
 six o'clock in the evening.
 Now I get my homework done.
 I really like my reading.

Tick tock, it's nine o'clock.
 It's nine o'clock at night—
 time to go to bed,
 time to turn out the light.

From the morning to the afternoon,
 in the evening and at night,
 I do all the things I do
 when the time is right.



TRACK A56
2

Listen. Point and say.



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



It's three o'clock.
It's four o'clock.



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



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



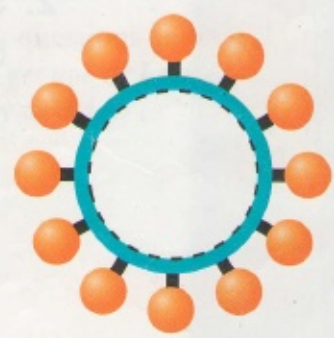
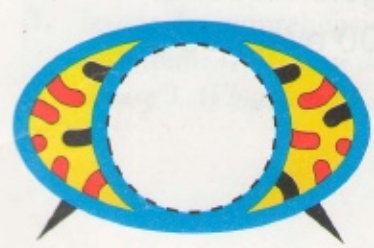
It's nine o'clock.
It's ten o'clock.



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

3

Stick and say.





Listen. Look and read.



1. She gets up at 6:00 every day.



2. She gets dressed at 7:00 every day.



3. He goes to school every weekday.



4. He feeds the bird at 8:00 every morning.



7. He goes to bed at 9:00 every night.



5. She plays with friends every afternoon.



5 Point. Ask and answer.

When does she get up?



She gets up at 6:00 every day.



6 Ask and answer.

What do you do every day?

I play with my friends every afternoon.



6. She eats dinner at 6:00 every evening.

Question formation; simple present; daily routines; quantifier every

Grammar

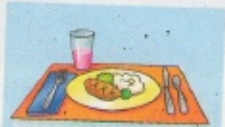
When does he/she get up?

He/She gets up at 6:00 every day.

7 Write.



1



2



3



4



5



6

1. She _____ at 7:00.
2. He _____ dinner at 8:00.
3. She _____ the cat at night.
4. He _____ in his school clothes in the morning.
5. She _____ games with her friends at 4:00.
6. She _____ to bed at 9:00.

eats
feeds
gets dressed
gets up
goes
plays

8 Write about you. What do you do every day?

9 Read and check.

Cindy and Sam are busy every day. Sam gets up at 6:00 in the morning. Cindy gets up at 7:00. Sam and Cindy eat breakfast at the same time. Sam goes to school at 8:00 and Cindy goes to school at 9:00. They do homework in the afternoon. Then Sam rides his bike, and Cindy reads a book. They eat dinner at 8:00 and go to bed at 9:00.



	Sam	Cindy
1. get up at 7:00 in the morning		✓
2. go to school at 9:00		
3. do homework in the afternoon		
4. ride a bike in the afternoon		
5. eat dinner at 8:00		


10 Ask three friends. Tell the class.

When do you get up?

I get up at 6:00



Daily Routines

Emily	 6:00	 7:00	 in the afternoon	 9:00
1.				
2.				
3.				

Daily routines; questions with *when*; time; simple present

Listen. Write the number.



Listen. Read and chant.

Hurry, Hurry!

Oh, no! It's really late!
Wash your face and get your clothes!
Hurry, hurry! Time for school!

Oh, no! It's really late!
Eat your breakfast and brush your teeth!
Hurry, hurry! Time for school!

Oh, no! It's really late!
Get your books and get your backpack!
Hurry, hurry! Time for school!

No, Mom. It isn't late!
Look at the calendar on the wall!
It's Sunday—no school at all!

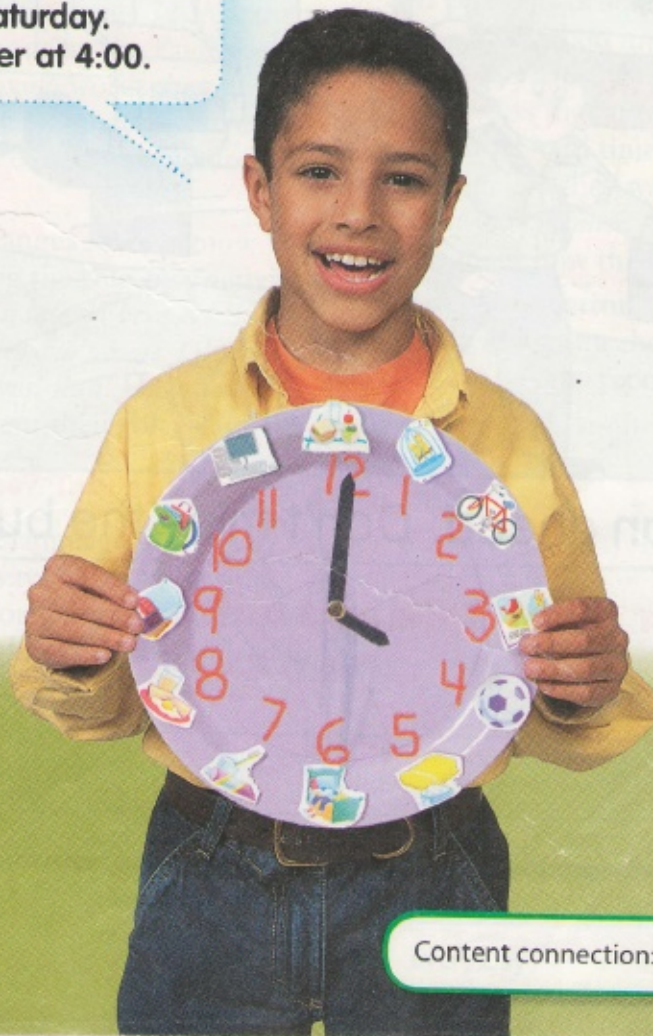


Make a Clock

Cut out the pictures on page 135.
Tell what you do every Saturday.



Here are some things I do every Saturday.
I play soccer at 4:00.

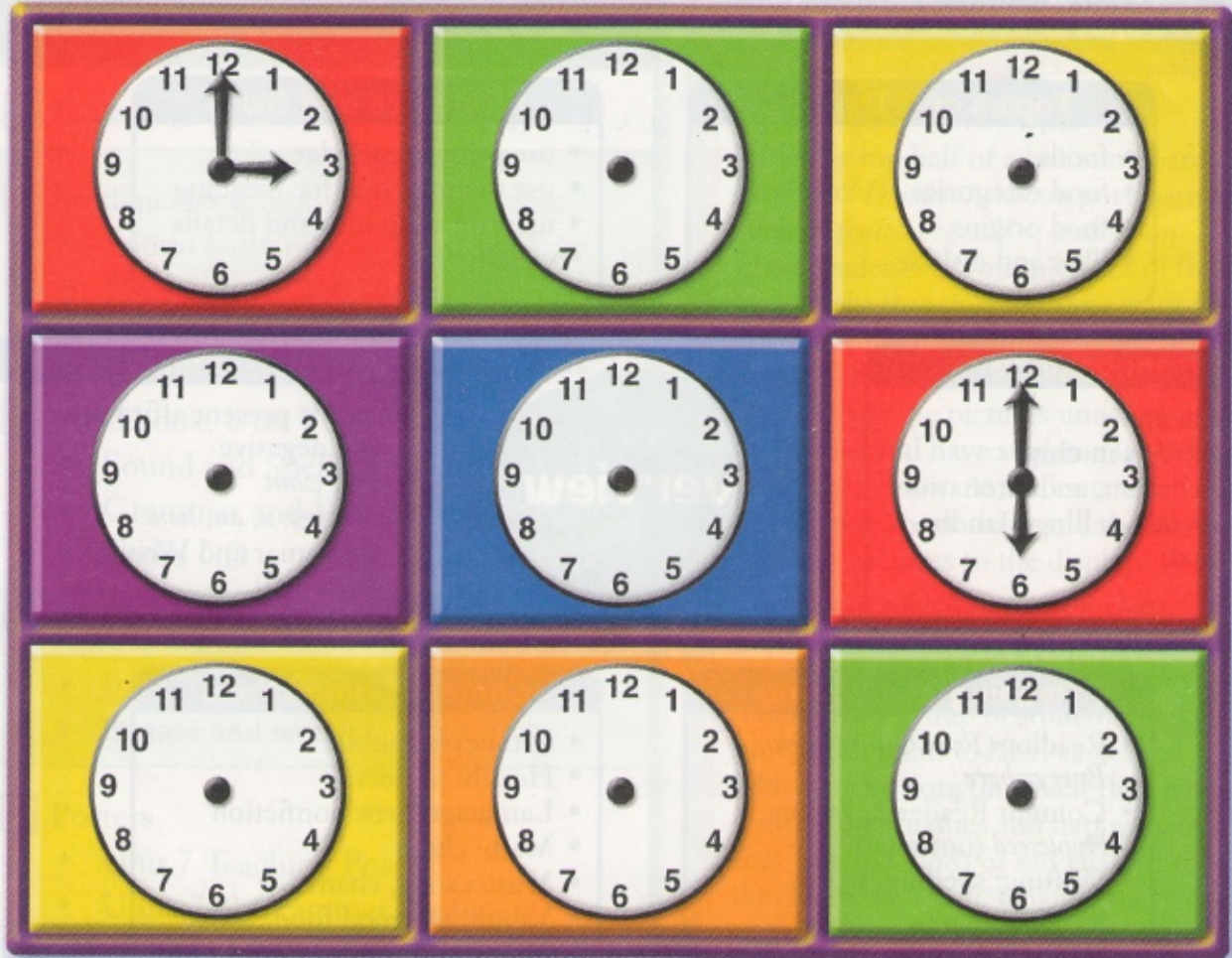


Content connection: math; art

Know It? Show It!

Review

Draw times on the clocks. Listen to the time.
Make an X.



Take something
from the grab bag.
Tell what you do.



I take a bath
every day.



Performance assessment
See Assessment Package pp. 55-57, 65, 74, 78-79,
82-83.

7

Favorite Foods



1 Read. Listen and sing.

Yum, Yum!

Yum, yum!

I like orange juice and apple juice.

I like fruit juices. How about you?

I like carrots and tomatoes.

I like vegetables.

I like chicken and hamburgers.

I like all kinds of meat.

Yum, yum! Yum, yum!

I like ice cream and chocolate cake.

I like dessert.

I like all kinds of different food.

I like to eat.

Yum, yum! Yum, yum!

Yum, yum! Yum, yum!



TRACK B2
2

Listen. Read and say.



Keisha has **a** carrot.



Ted has **a** hamburger.



Dan has **an** apple.



Hanako has **an** orange.



Yong-jin has **some** ice cream.

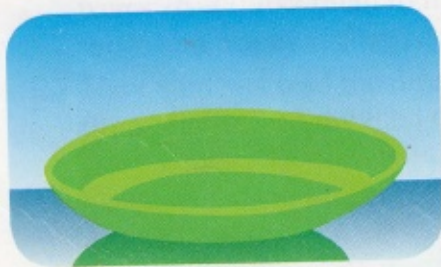


Carmen has **some** chocolate cake.

3

Read and stick. Write.

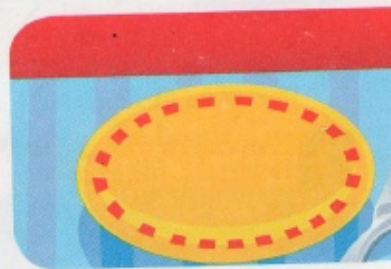
a an some



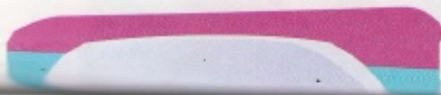
_____ orange



_____ hamburger



_____ cake





4 Listen. Look and read.

1 Fruit

mangoes, pineapple,
bananas, pears, cherries,
strawberries, grapes



2 Vegetables



potatoes, cabbage, corn, red peppers,
peas, mushrooms, onion, green beans

3 Snacks



tortilla chips and salsa, sandwich, popcorn, bread and chocolate, nuts, cheese and crackers

6 Desserts



ice cream, pie, rice pudding, cookies, flan

4 Meat, poultry, fish



steak, chicken, lamb chops, sausage, fish, shrimp, ham

5 Drinks



water, milk, soda, lemonade, coffee with milk, tea

TRACK B5

5

Point. Ask and answer.

Do you like fruit?

Yes, I do. I like bananas, pears, and cherries.



TRACK B6

6

Ask and answer.

What do you want to eat?

I want some cheese and crackers, please.



Question formation; yes/no questions; questions with *do*; verbs *like/want*; food

Grammar

Do you like fruit?

Yes, I do. I like apples and bananas.
No, I don't. I like nuts.

7 Read and circle.

- | | | | | |
|----------------------------------|----------|---------|------------|-------------|
| 1. I like drinks . | flan | salsa | <u>tea</u> | <u>milk</u> |
| 2. Patsy likes fruit . | cheese | grapes | oranges | carrots |
| 3. Tim likes meat . | onions | sausage | nuts | hamburgers |
| 4. Vera likes desserts . | fish | water | cake | cookies |
| 5. Sally likes snacks . | chips | onions | chicken | nuts |
| 6. Ted likes vegetables . | crackers | peppers | pineapple | corn |

8 Write.

1. Do you like _____ vegetables _____ ?

Yes, I do. I like  and .

2. Do you like _____ ?

Yes, I do. I like  and .

3. Do you like _____ ?

Yes, I do. I like  and .

4. Do you like _____ ?

No, I don't. I don't like  or .

5. Do you like _____ ?

Yes, I do. I like  and .



9 What is it? Read and write.

1. It's a fruit. It's red. It isn't an apple, and it isn't a cherry.

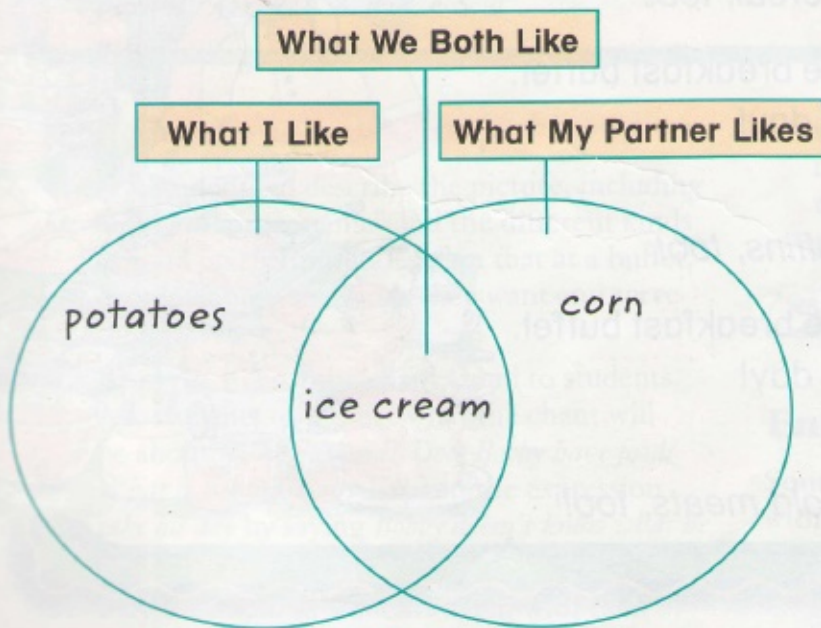
2. It's a drink. It's brown. It isn't chocolate milk, and it isn't coffee.

3. It's a vegetable. It's green. It isn't cabbage, and it isn't green beans.

4. It's a dessert. It's white. It isn't ice cream, and it isn't a cookie.



10 Talk about food you like. Work with a partner.



Do you like potatoes?

No, I don't. I like corn.

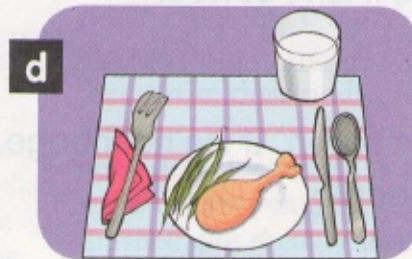
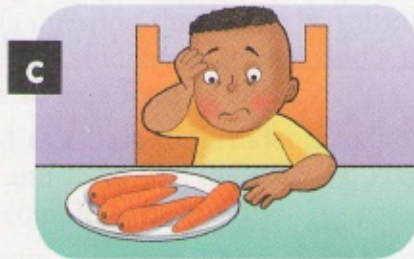


Descriptive adjectives; question formation; verb *like*; food



11 Listen. Write the letter.

1. _____
2. _____
3. _____
4. _____
5. _____



12 Listen. Read and chant.

Bobby's Big Breakfast

Here we are at the breakfast buffet.
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.
I want bacon and eggs and cereal, too!*

We're waiting and waiting at the breakfast buffet.
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.
I want bread and jam and muffins, too!*

We're waiting and waiting at the breakfast buffet.
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.
I want fruit and cheese and cold meats, too!*



My Favorite Foods

Cut out pictures from magazines and page 137.
Make a book about your favorite foods.

Project



My favorite dinner is
rice, tofu, dumplings,
and cookies.

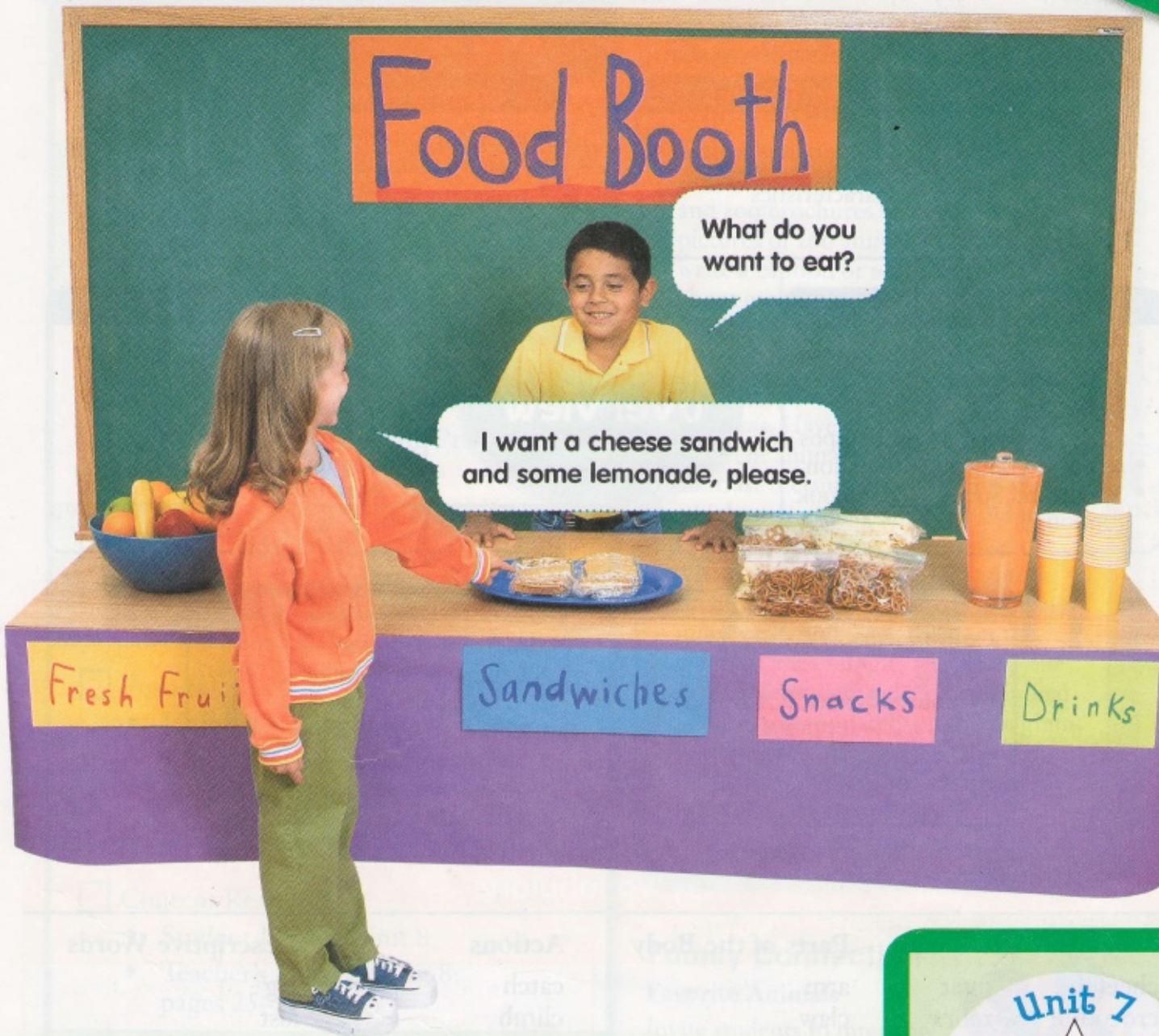


Content connection: health; art

Know It? Show It!

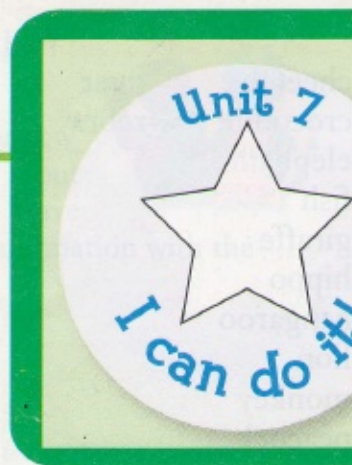
You are at a food fair. Act it out.

Review



Make a mobile.

This is an apple.



Performance assessment
See Assessment Package pp. 55–57, 66, 75, 78–79.

1

Read. Listen and sing.

At the Zoo

*What do you want to see today
when we go to the zoo?*

I want to see the elephants,
giraffes, and kangaroos!

*What do you want to see today
when we go to the zoo?*

I want to see the tigers,
lions, and monkeys, too!

*What do you want to see today
when we go to the zoo?*

Animals from around the world
that say more than moo!
Let's go to the zoo!

I want to see crocodiles and zebras
and peacocks and monkeys
and cheetahs and hippos,
snakes and polar bears, too.

When we go to the zoo....
Let's go to the zoo!

Animals are
so cool!

TRACK B12
2

Listen. Read and say.



Giraffes are tall.
Their necks are long.



A lion is strong.
Its teeth are sharp.



A hippo is short.
Its mouth is big.



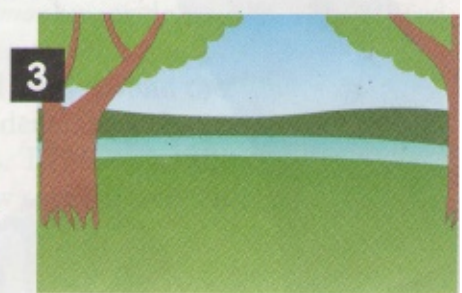
A peacock is small.
Its feathers are soft.



Polar bears are big.
Their tails are short.

TRACK B13
3

Listen and stick.



Animals; descriptive adjectives; possessive adjectives *its* and *their*



4 Listen. Look and read.



1. Giraffes have long necks. They can eat leaves from tall trees.



2. Monkeys have long arms. They can climb and swing.



3. Snakes don't have legs, but they can catch and squeeze animals.

4. Cheetahs have strong legs. They can run very fast.





5. Kangaroos have big feet. They can jump high.



6. Polar bears have sharp claws. They can catch seals and fish.



7. Crocodiles don't have long legs, but they can swim fast.

TRACK B16
5

Point. Ask and answer.

Do giraffes have long necks?

Yes, they do.



TRACK B17
6

Point. Ask and answer.

Can snakes jump?

No, they can't.



8. Elephants have long trunks. They can lift heavy things with them.

Question formation; yes/no with *do/can*; animals; adjectives; action words

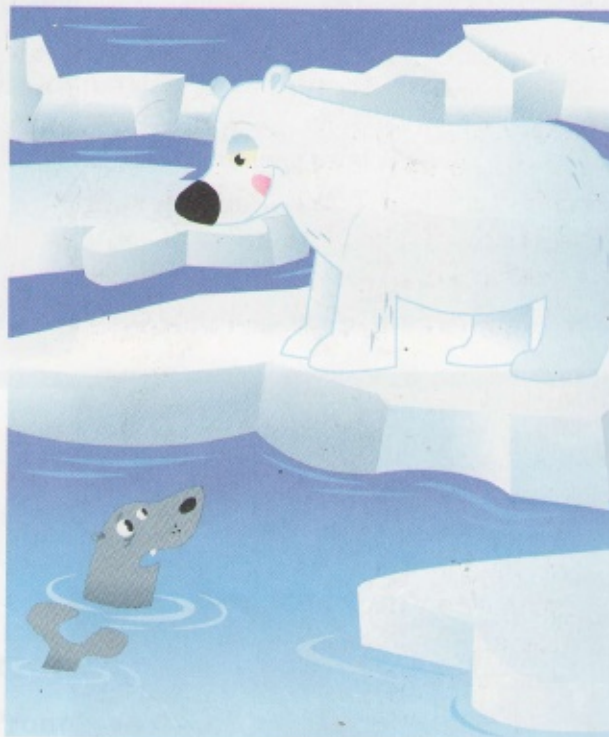
Grammar

Can a kangaroo jump? Yes, it **can**.
Can kangaroos jump? Yes, they **can**.

Can a snake jump? No, it **can't**.
Can snakes jump? No, they **can't**.

7 Read and circle.

1. Can a polar bear catch a seal?
Yes, it can. No, it can't.
2. Can elephants jump high?
Yes, they can. No, they can't.
3. Can a cheetah run fast?
Yes, it can. No, it can't.
4. Can some snakes squeeze animals?
Yes, they can. No, they can't.
5. Can a giraffe lift heavy things?
Yes, it can. No, it can't.



8 Read and write.

eat jump lift run swim

Animals can do different things. A kangaroo can _____, but it can't climb a tree. A crocodile can _____ fast, but it can't run fast. An elephant can _____ things with its trunk, but it can't jump high. A giraffe can _____ leaves from a tall tree, but it can't swing from a tree. A cheetah can _____ very fast, but it can't lift things.

Grammar

Does a polar bear **have** sharp claws?
Does an elephant **have** a short trunk?

Yes, it **does**.
No, it **doesn't**. It has a long trunk.

9 Read and write.

1. Does a monkey have short arms?

No, it doesn't. It has long arms.

2. Does a cheetah have strong legs?

3. Does a crocodile have long legs?

4. Does a hippo have a small mouth?

5. Does a lion have sharp teeth?



A peacock. It has soft feathers and a long tail.

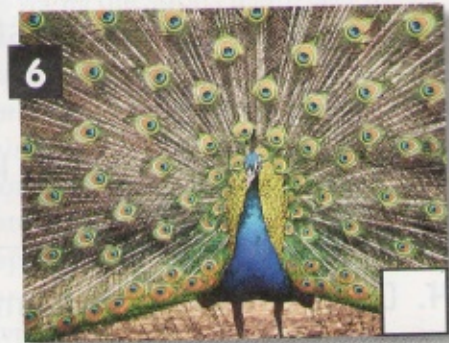
What's your favorite animal?

10 Ask five friends. Tell the class.



Name	Favorite Animal	Description
Derek	a peacock	soft feathers, long tail
1.		
2.		
3.		
4.		
5.		

Listen. Write T for true and F for false.



Listen. Read and chant.

Act Like the Animals

I can climb a tree like a monkey,
and act like a monkey, too.
I can climb a tree like a monkey.
It's your turn—what about you?

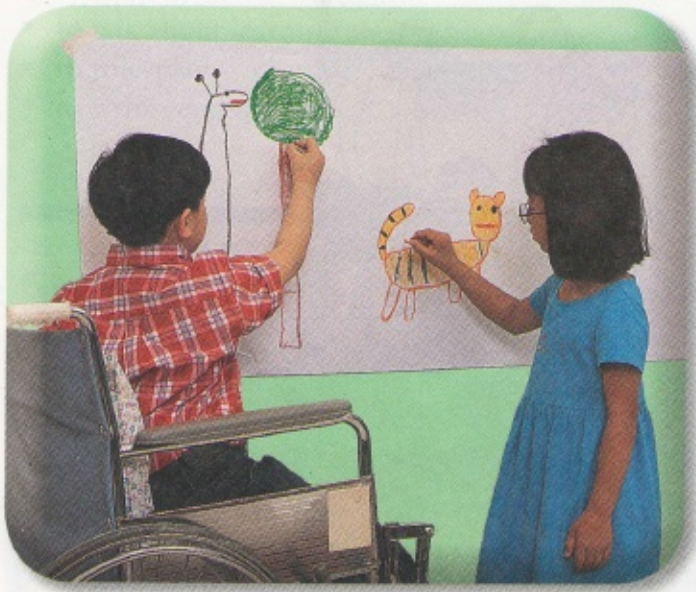
I can run real fast like a cheetah,
and act like a cheetah, too.
I can run real fast like a cheetah.
It's your turn—what about you?

I can swim in the water like a crocodile,
and act like a crocodile, too.
I can swim in the water like a crocodile.
It's your turn—what about you?

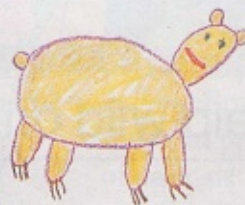


Make a Mural

Make a zoo for your classroom wall.



A giraffe has a long neck. It can eat leaves from tall trees.



Content connection: science; art

Know It? Show It!

Cut out the pictures on page 139.
Glue the pictures in the squares.

Review

B2. Is it a polar bear?

A	1	2	3
B			
C			

No, it isn't.
C3. Is it a snake?

Make a peek-a-boo poster. Guess the animal.

Does it have strong legs?

Yes, it does.
What is it?



Performance assessment
See Assessment Package pp. 55-57, 67, 76, 78-79.

Unit 9

9

12 Months Make a Year



1 Read. Listen and sing.



Twelve Months

Thirty days in September,
April, June, and November—
Shorter than the rest I hear,
but twelve months make a year.

Most other months have 31 days.
January, March, and May,
July, August, October, December.
Twelve months make a year.

February has 28—
that's great!
Sometimes 29—
that's fine.

There's one thing that is always clear.
Twelve months make a year.

Can I help you to remember
from January to December?
One thing never changes here.
Twelve months make a year.



TRACK B23
2

Listen. Read and say.



Kenji lives in Japan. In February, he **always** plays in the snow. He **never** goes swimming.

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Sun-mi lives in Korea. In August, she **always** wears shorts. She **never** wears a jacket.

August						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Claudia lives in Brazil. In January, she **always** goes to the beach. She **never** goes skiing.

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

TRACK B24
3

Listen and stick.



Months; clothes; adverbs *always, never*

Language in the Real World



Listen.
Look and read.

1. In Colombia, we start school in February.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

2. In Mexico, we celebrate Independence Day in September.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday





3. It's my birthday in June!
We always sing, dance,
play games, and eat cake.



4. In Korea, we plant
flowers and trees
on Arbor Day in April.



5. We always give each
other presents in December.



5 Point. Ask and answer.

What do they
do in February?

They start
school.



6 Point. Ask and answer.

When do you
start school?

In May.



Question formation; *what*; *when*; simple present; months; celebrations, yearly events

Grammar

What do you do in January?

We **always** have a big party for the New Year.
We **never** have a picnic.

7 Write about the pictures. Use *always* or *never*.

1. What do you do in January?

We always have a big party.

2. What do you do in April?

We _____.

3. What do you do in August?

We _____.

4. What do you do in September?

We _____.

5. What do you do in July?

We _____.

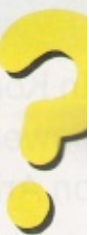


8 Which month is it? Read and write.

1. It's between January and March. Some people play in the snow and make snowmen.

2. It's between November and January. Some people give each other gifts.

3. It's between March and May. It rains a lot in some places. People plant flowers.



9 Write about you and your family.

1. When is your birthday?

2. When do you finish school?

3. When do you have a big party?

4. When do you have picnics?



10 Take a birthday survey. Ask all your classmates.

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	Maria
November	
December	



When are the most birthdays? _____

Simple present; months; celebrations, yearly events

Listen. Write the letter.

1. _____
2. _____
3. _____
4. _____
5. _____



a



b



c



d



e

Listen. Read and chant.

Favorite Months

My favorite month is April.
Do you want to know why?
I always plant flowers and walk in the rain.
My umbrella keeps me dry.

My favorite month is October.
Do you want to know why?
I always pick apples and jump in the leaves,
and eat plenty of pumpkin pie!

My favorite month is August.
Do you want to know why?
I always play soccer and swim in the lake,
and fly my kite in the sky.



Pocket Poster

Make a pocket poster about your favorite months and activities.



In March, I always fly kites.



Content connection: social studies; art

Know It? Show It!

Cut out the cards on page 141. You spin and your partner picks a card. Then switch.

Review



In August, we always go to the beach.

Go to the beach.



Talk about a holiday.

In China, they have a big parade for the New Year.

