

How do we solve problems?

Listening

- I can understand simple conversations about everyday situations.

Reading

- I can understand the main points in a short, simple text about problem solving.

Speaking

- I can use basic words and phrases to describe objects.

Writing

- I can write a math problem.



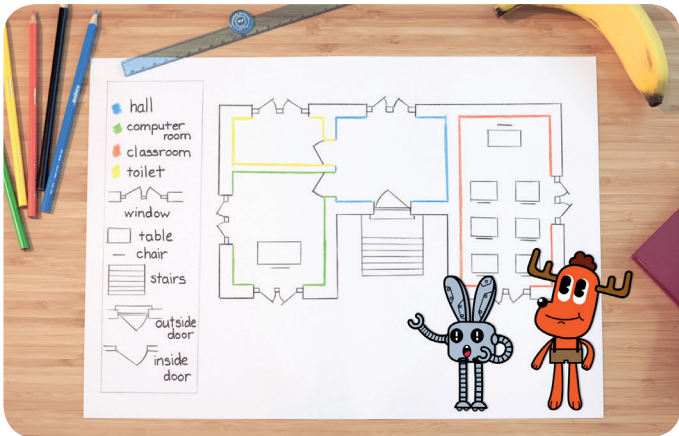
1 What can we say when lessons are too difficult? Check (✓).

- "I don't understand." ☐
- "I understand this lesson." ☐
- "I can't do this." ☐
- "Can you help me, please?" ☐



2 Look at the picture and discuss.

- What are they doing?
- Are they talking?
- Are they thinking?
- Do they help each other?

3 How many can you see? Watch the video and write.

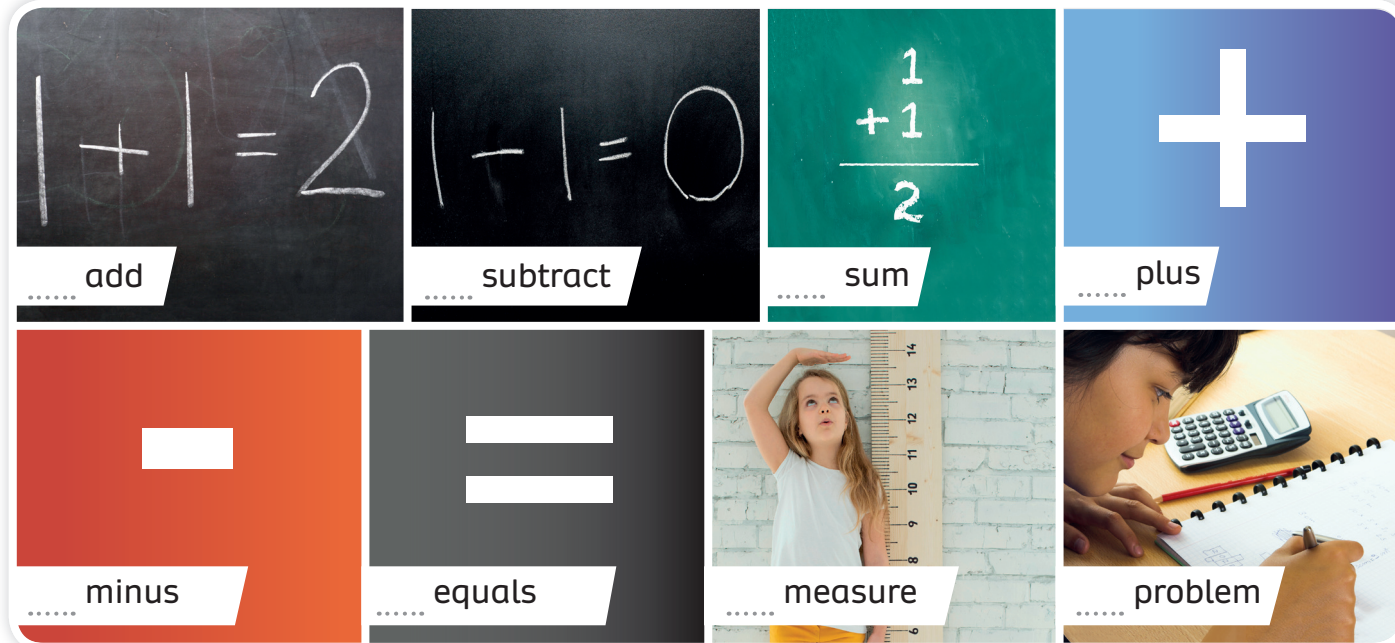


tables
windows
chairs

 British	 American
hall	hallway

Vocabulary 1

1  Listen and repeat.



2  Listen and number.

3  Listen and say.

4 Read and write. 

Eight plus four equals 12.

Five minus four equals

Add three to four. The answer is

Subtract five from ten. The answer is

Measure your English book. How long is it? How wide is it?

Solve this problem. Five children have two red and two blue crayons each. How many crayons do they have in total?

5 What's the teacher saying? Do the sums.

$$3 + 8 = \dots\dots\dots$$

Three plus eight equals eleven.


$$10 - 4 = \dots\dots\dots$$

$$7 + 2 = \dots\dots\dots$$

$$4 + 3 + 6 = \dots\dots\dots$$



Pre-reading 1

1  Read this problem. Do you know the answer? Check with a friend, then write.

 **Reading strategy**

Check things with friends.

Grace has 15 books. Her brother likes books, too. She gives him three. How many books does Grace have now?

I think the answer is

My friend thinks the answer is



Reading 1

2  Read *Math Problems!* How many math problems are there?



Reading strategy

Check things with friends.

MATH Problems!

When do you do math problems? In your math class at school? Yes, but we also use our math skills in other places. We use math at the grocery store, at home, and with our friends. Our math skills can help us find the answers to everyday problems!



A

Sarah and Joel are going to school. Their mom gives them **two** lunchboxes.

She gives Joel **three** sandwiches and **one** apple. She gives Sarah **four** sandwiches and two apples. How many sandwiches do Sarah and Joel have in total? How many apples?

You **add** three and four.
That **equals** sandwiches.
You add two and one.
That equals apples.

B

Jonny has fifteen candies. His sister likes candy, too. He gives her seven candies. How many candies does Jonny have now?

You **subtract** seven from fifteen.
That equals candies.

C

Oliver and Brooke have twenty-seven toy cars. Their great-grandmother gives them eight more. How many cars do they have now?

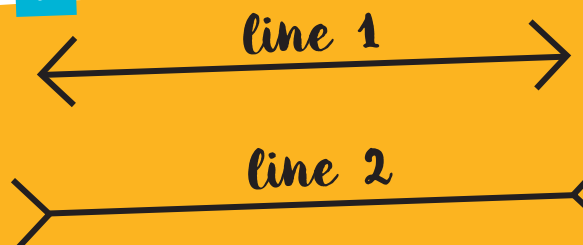
Twenty-seven **plus** eight equals toy cars.

D

Grace has fifteen books. Her brother likes books, too. She gives him three. How many books does Grace have now?

Fifteen **minus** three equals books.

E



Which line is longer?
Measure them.

Line 1 is cm.
Line 2 is cm.

3 Solve the problems. Then check with a friend.

A $3 + 4 =$ sandwiches, apples


B candies

C toy cars

D books

E Which line is longer?

4 Look at problem B. How old is Jonny's sister? Add all the numbers in **blue**. Check with a friend.

5  When do you use your math skills? What do you count every day? When do you add or subtract?



Grammar 1

1  1-40



Watch Part 1 of the story video.
How does Suzie help Cranky?



Some children in another school are taking a test.
Cranky, Suzie, and Tommy are watching them.

2 Read the grammar box and match.

Grammar



My friends

us

them



Me and my friends

3 Read *Math Problems!* again and circle examples of *us* and *them*.

4 Read and circle.

- Come and watch me and my dog.
Come and watch **us** / **them** / **me** / **her** play.
- Can you help my brother and sister?
Can you help **us** / **them** / **me** / **her** with their homework?
- Mom! I can't do this jigsaw puzzle.
Can you help **us** / **them** / **me** / **her**?
- Sara's doctor measures **us** / **them** / **me** / **her** and her little sister.

5 Ask for help. Write *us* or *them*.

- We don't understand this problem. Can you help us, please?
- My friends can't do this sum. Can you help _____?
- Jade and Tom don't know the answer. Can you tell _____?
- We don't know the answer. Can you tell _____?
- How can we make a paper flower? Can you show _____?
- How can my cousins make a paper flower? Can you show _____?

Listening and Speaking

6  2-41

Listen and write **T** (True) or **F** (False).

- Danny's brother and sister are twins.
- Their birthday is on Sunday.
- They like cars.
- They like robots.
- They like balls.
- They like jigsaw puzzles.
- Danny's friend helps him by asking questions.



I like **my car**. I like **it**.

I like **cars**. I like **them**.

7  Play a game with your friend.

- Write things you like and don't like.
- Say the things to your friend.
- Does your friend like the same things?

Pizza!

I like it!

I like it,
too!

Big dogs!

I don't like
them!

I like them!

Vocabulary 2



1  Listen and repeat.





2  Listen and number.


3  Listen and say.


4 Write. Then solve the problem.
Where's the treasure?


We're having a  today. The treasure is in a .

We go in the  and find a .


It says, "Where do you go out? That's where the treasure is."

We want to  the puzzle, but we can't find our friend, Annie.

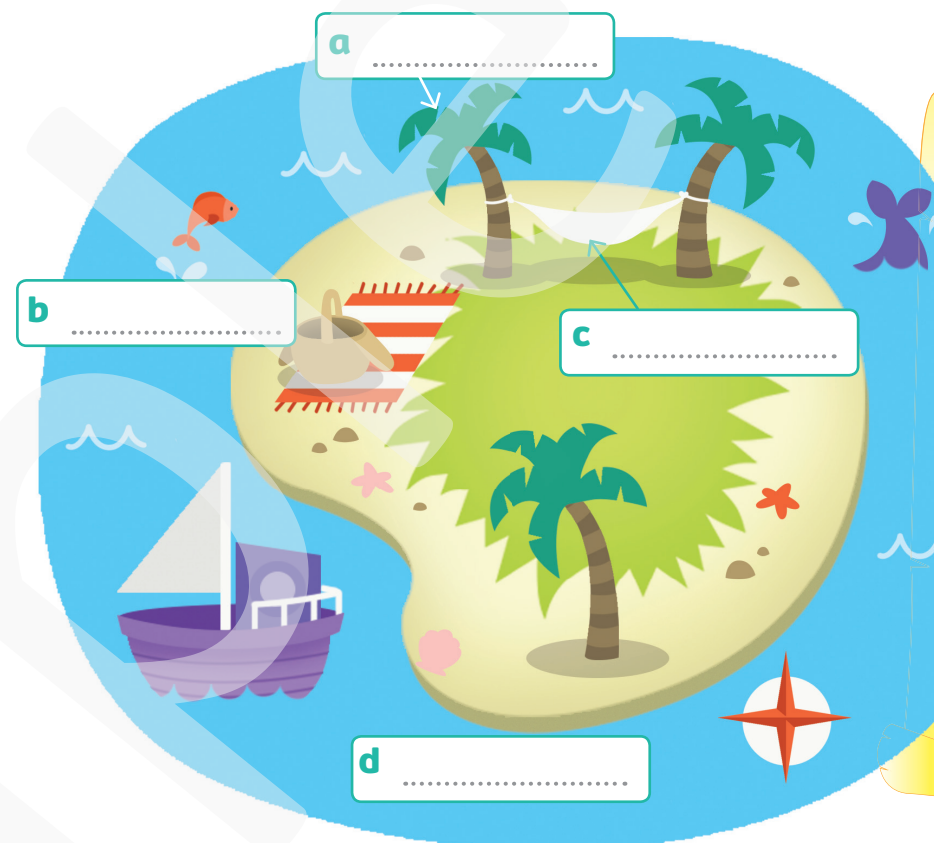
We say, "Don't , Annie!"

We can hear her! She says, "I'm not hiding. I'm !"

We walk around the maze. Where's the treasure? Can you help us?

Answer: The treasure is by the .

5 Read the clues and find the toys.
Write the toy words on the map.



Clue One:

The doll likes sleeping.
She can sleep in this.

Clue Two:

The robot is having
a picnic. Quick, find
it before it eats all
the food!

Clue Three:

The car isn't on the road.
It's in the ocean!

Clue Four:

The scooter is going up
high. It's lost in the leaves!

Pre-reading 2

1  Look at the problem.
Check with a friend.

 **Reading strategy**


Check things with friends.



What color do you get when you mix blue and yellow together?

The answer is

Reading 2

2  Read *Escape the Classroom!*
What's the treasure you need to find?



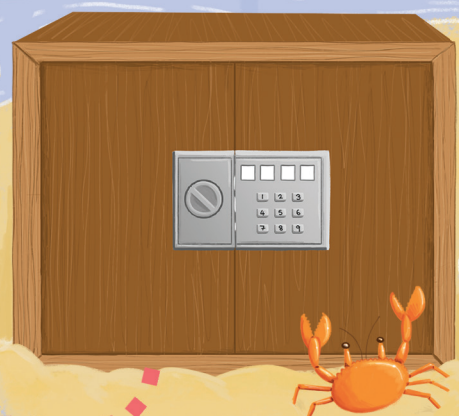
Reading strategy

Check things with friends.

Escape the Classroom!



Wow! This is a treasure hunt.
It isn't in a maze. It's in a classroom! The treasure is the key for the classroom door.
The key is lost! But we can find it!
Where is it? Read the clues and open the classroom door.



Find the correct number to open the cupboard. Can you see it?

Clue: How many fingers do you have? How many ears do you have? How many noses do you have? Add the numbers.

The answer is

Find the correct animal.

Clue: This animal lives in the Southern Hemisphere, in Australia. It jumps! The babies hide in their mother's pouches.

The answer is



Find the correct letter.

Clue: It's the first letter of this word. There are a lot of these in houses and schools and stores. Sometimes it's an entrance and sometimes it's an exit.

The answer is

Find the correct color box.

Clue: The box is the color of the ocean and the color of the sun mixed together.

The answer is



Find the correct key.


Clue: The key is bigger than the green key and smaller than the yellow key.

The answer is the key!

Congratulations!

You have the key! Now you can escape the classroom!

3 Read the clues and write the answers.

4  Do you sometimes hide? Where's your favorite hiding place?



Grammar 2

- 1**  Watch Part 2 of the story video.
Where are the schools they're looking at?



We can see them. They can't hear us!

- 2** Read the grammar box. Write sentences with *them*, *us*, *it*, and *her*.

Grammar

I **can hear** some birds.

I can hear them.

I **can't see** my friend.

They **can see** my friends and me.

They **can't hear** the train.

- 3** Read *Escape the Classroom!* again and circle an example of *can* + *find it*.

- 4** What can you do? Look and complete the sentences with *can* or *can't*.



lemons



music

I **can** see them.

I **can't** see it.

I hear them.

I hear it.

I taste them.

I taste it.

I touch them.

I touch it.

I smell them.

I smell it.

- 5** Read the clues and write.

1 They're sometimes white, sometimes gray, and sometimes black. They're in the sky. You can see them, but you can't hear them or touch them. They're

2 It has a lot of doors and windows and rooms. It has desks, chairs, and books. You don't sleep here. You can see it and touch it, but you can't taste it. It's a

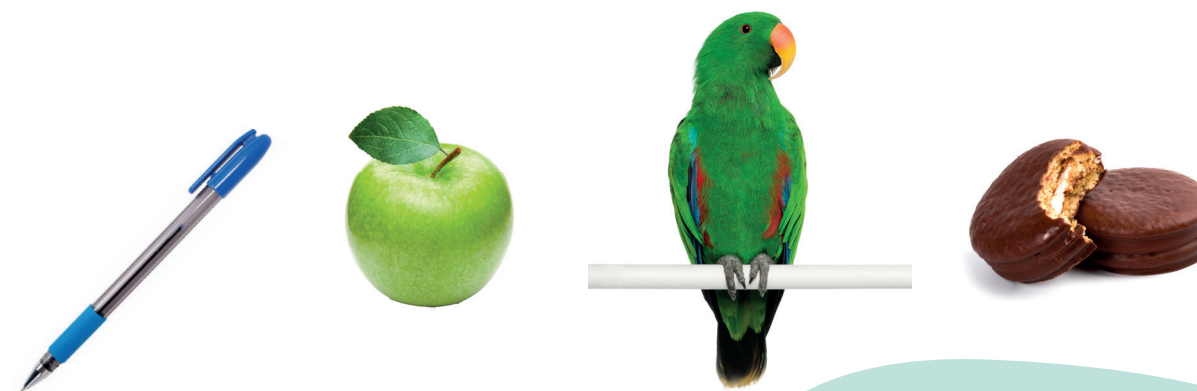
3 You often eat this in the summer. It's cold and sweet. It isn't fruit. You can see it, touch it, and taste it. You can't hear it. It's an

Speaking

- 6**  Play the game with a friend.

Speaking strategy

Take turns describing something.



- Choose a picture. Don't say what it is.
- Tell your friend about the picture.
- Your friend guesses the picture.

You can taste it. You can smell it. You can touch it. You can't hear it. It's green.

Is it an apple?

Yes, it is.

- 7**  Watch Part 3 of the story video.
What does Cranky draw?

Writing

1 Look at Georgia's picture and predict.

- 1 What does she like doing?
- 2 What does she do first?



I LOVE Math Problems!

Hi, I'm Georgia. I love math and my hobby is writing math problems. It's easy! First, I think of a sum. For example, ten minus three equals seven. Then I think of people and things. For example, Davy has ten apples. He gives one apple to his sister, one to his mom, and one to his dad. How many apples does Davy have now? The answer is seven! I write the problems and give them to my friends at school.

Here's another problem. Can you solve it?

Cristina has two dolls. Her mom gives her another one. Her dad gives her two. Her grandma gives her three. How many dolls does Cristina have now?

The answer is _____!

3 Read the text again. Circle *For example*.

4 **WB** Think of a math problem. Draw pictures for the problem. Then go to the Workbook to do the writing activity.

Writing strategy

We say **for example** when we want to give extra information. Remember to use a comma. *For example, Davy has ten apples.*

Now I Know

1 How do we solve problems? What do you do when you have a problem? Check (✓). Then tell a friend.

	always	sometimes	never
I solve it alone.			
I ask my friends for help.			
I ask my parents for help.			
I ask my teacher for help.			

2 Choose a project.

Ask a friend to help you.

- 1 Think of a problem you have. Make notes.
- 2 Tell two or three friends about your problem.
- 3 Listen to their help.
- 4 Decide who can help you.

Draw a treasure map.

- 1 Hide something in your classroom.
- 2 Draw a map of your classroom with some clues.
- 3 Show your map to a friend.
- 4 Ask your friend to find the treasure!

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about everyday situations.



I can use basic words and phrases to describe objects.



I can understand the main points in a short, simple text about problem solving.



I can write a math problem.