

## Unit Overview

### Objectives

- To identify and describe small animals, plants and natural phenomena
- To practice colors
- To ask and answer the question *How many animals are there?*
- To ask questions such as *Is there a rainbow?* and *Are there any birds?*

### Language

<b>Target Vocabulary</b>	<b>Nature:</b> animal, sun, rock, pond, birds, flowers, insects, mushrooms, clouds, trees, ants, worms, spiders, butterflies, roses, rainbow, wind, sky
<b>Target Structures</b>	<p>How many animals are there? There's one purple animal.</p> <p>How many birds are there? There are two blue birds.</p> <p>There are some ants. / There aren't any ants.</p> <p>Are there any ants? Yes, there are. / No, there aren't.</p> <p>Is there a rainbow? Yes, there is. / No, there isn't.</p> <p>Is there any wind? Yes, there's some wind. / No, there isn't any wind.</p>
<b>Features</b>	<p><b>Values:</b> Play outside. Play safe.</p> <p><b>Cross-curricular:</b> Math: Plus, minus, equals</p> <p><b>Phonics:</b> air, ear (fair, pair, hair, chair, tear, year, hear, near)</p>

### Materials

- Student Book 3 pages 12–21
- Audio CD tracks A:15–32
- Picture Cards: (43) animal, (44) sun, (45) rock, (46) pond, (47) birds, (48) flowers, (49) insects, (50) mushrooms, (51) clouds, (52) trees, (53) ants, (54) worms, (55) spiders, (56) butterflies, (57) roses, (58) rainbow, (59) wind, (60) sky
- Story Cards
- Activity Sheets 1–2
- Workbook 3 pages 8–17
- Unit 1 Test

## Student Book page 12

### Objectives

- To listen to a story
- To identify small animals, plants and other things in nature

### Target language

animal, sun, rock, pond, birds, flowers, insects, mushrooms, clouds, trees

### Materials

Picture Cards 43–52, photocopies of main characters

### Warm-up

Ask students if they can remember the names of the three main characters (Professor Bloom, Harry and Rose) in the Welcome unit. Put up a photocopy of each character on the board. Point to each one and have students identify them. Repeat with the three aliens on Space Island: Hip, Hop and Hoopla.

## Using the page

### 1 Listen.

- Point to each character and ask, *Who's this?* Ask where they are (on Space Island). Ask students what objects they can see. Point to the flowers and ask, *What are they?* (Flowers.) Ask, *What color are they?* (They're yellow.) Do the same for the other objects.
- Ask students to look at the scene in their books and listen as you play the audio.

**Rose:** Look! There are flowers. Mmm... I like flowers.  
**Prof. Bloom:** There's a blue pond...and...there are mushrooms.  
**Harry:** Look! There's a rock. ... Ooh, and there are insects! I'm excited!  
**Prof. Bloom:** Look! There's an animal. It has big eyes. It's purple.  
**Harry:** Hmm... What is it?

- Play the audio again and have students listen. Ask students, *What does Rose like? What color is the pond? How does Harry feel? What color is the animal? Does it have small eyes?*

### 2 Listen and say.

- Point to the pictures in turn and ask, *What's this?* (It's an animal.) Play the audio and have students repeat the audio after each word they hear.
- Place Picture Cards 43–52 on the board. Play the audio and have a student run to the board to touch the correct card and repeat the word.



### 3 Listen and number.

- Ask students to look at the scene again. Play the audio and have students listen first.

1. I like birds.
2. There's a blue pond.
3. Look at the trees. They're beautiful.
4. There's an animal. It has big eyes.
5. There's a rock.
6. There are insects. I'm excited.
7. The sun is hot.

- Play the audio again. Have students number the objects in the boxes as they listen to the audio.
- Pair students and have them compare their work with their partners.

**WB** Assign Workbook page 8. For the answers, see page 168.

## Extension

### Draw it Relay





Divide the students into two teams. Whisper a target word to the first member of both teams and have them draw the word on the board as fast as possible. Their teams guess the word. Award points to the fastest team.

4 Listen and chant. (See page 112.)

LOOK!

How many animals are there?	There's one purple animal.
How many birds are there?	There are two blue birds.

5 Look at the scene. Count, write, and check (✓). Then ask and answer.

		There is	There are
1		<u>2</u>	<input checked="" type="checkbox"/>
2		<u>7</u>	<input checked="" type="checkbox"/>
3		<u>1</u>	<input checked="" type="checkbox"/>
4		<u>4</u>	<input checked="" type="checkbox"/>



Presentation / Practice

There is / There are

13

## Student Book page 13

### Objectives

- To chant about nature
- To practice numbers and colors

### Target language

How many animals are there?  
There's one purple animal.  
How many birds are there?  
There are two blue birds.

### Materials

Picture Cards 43–52, paper, Activity Sheet 1

### Warm-up

- Hold up Picture Cards 43–52 in turn and ask individual students to come and write the words on the board. Students say all the words.
- Review colors, pointing to objects in the classroom and asking, *What color is it?*
- Prepare some color cards and the matching word cards. Divide the class into groups. Give each group a word card (colors) or color card. Say a color, e.g., *Green*, then call out an action, e.g., *Turn around*. Students in the group with the *green* card turn around. Continue with other colors and actions.

## Using the page

### 4 Listen and chant.

- Tell students that they will listen to a chant. Have students listen and point to the objects mentioned in the chant.

*There's a pond, a blue pond. There's a rock, a brown rock.  
There's an animal, a purple animal.  
Look at the sun! Look at the clouds!  
There are birds, blue birds. There are insects, pink insects.  
There are flowers, yellow flowers.  
Look at the sun! Look at the trees!*

- Play the chant again and have students chant along.

### LOOK!

*How many animals are there? There's one purple animal.  
How many birds are there? There are two blue birds.*

### 5 Look at the scene. Count, write, and check (✓). Then ask and answer.

- Ask students to look at the scene and find each object. Ask, *How many birds are there?* Have students say, e.g., *There are two birds*. Students should then write the number 2, and check the box under *There are*. Continue with the other objects.
- Divide students into pairs, and have one pair model the question and answer. Then have the class practice.
- Play the Quest song. Have students listen. Play the song again and ask students to find the quest item in the scene.

### Quest

#### Listen, and sing. Then find.

*Hey, boys! Hey, girls! Where's the ball?  
Come with us, come on a quest today! We have the pen.  
Look up, down, here, there.  
Look around everywhere.  
Where's the ball?  
We have the pen.  
Come on, come on, come on a quest!  
Let's find the ball!*

**WB** Assign Workbook page 9. For the audio script, see page 164. For the answers, see page 168.

## Extension

### Spot the Difference

Pair students. Give each student in a pair a different picture from Activity Sheet 1. Each student looks at his/her picture and asks questions to find the differences, e.g., *There are two insects in my picture.* *How many insects are there in your picture?* The other student answers, e.g., *There's one insect.*

**VOCABULARY**

6 Listen and say.

a ants      b worms      c spiders      d butterflies

e roses      f rainbow      g wind      h sky

7 Listen and stick. Then sing.

**SONG**

How many, how many are there?  
There are seven .  
There are six spiders.  
There are five .  
Seven, six, five!  
Stamp, stamp, stamp!  
Stamp, stamp, stamp, stamp, stamp!  
How many, how many are there?  
There are four .  
There are three butterflies.  
There are two .

Four, three, two!  
Clap, clap, clap!  
Clap, clap, clap, clap, clap!  
How many rainbows are there?  
There's one rainbow,  
Only one rainbow  
Up in the .  
Jump, jump, run!  
Jump, jump, run, jump, run!

14 Presentation

## Using the page

### 6 Listen and say.

- Pre-teach the new vocabulary using Picture Cards 53–60. Put them up on the board and have students name each item.
- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat the vocabulary.
- Ask students to look at the pictures on the page and count the number of the first five items (a–e), e.g., *Look at the ants. How many are there?* (Four ants.)

### 7 Listen and stick. Then sing.

- Teach the action verbs *stamp*, *clap*, *jump* and *run*. Say a verb and have students mime the action. Alternatively, you can play the game “Simon says” and have students do the action each time you say, e.g., *Simon says, Jump*.
- Draw students’ attention to the plural form of nouns. Draw a butterfly on the board and ask, *How many butterflies?* (1 butterfly.) Now draw three butterflies and ask, *How many butterflies?* (3 butterflies.) Say, *three butterflies*, emphasizing the s sound.
- Ask students to find the stickers at the back of the book. Point to each sticker in turn and ask, *What are these? How many?*
- Play the song audio and have students listen and follow in their books.
- Play the audio again and ask students to stick the stickers in the correct spaces. Have students check their answers with partners.
- Invite students to sing the song. Play the audio again and ask students to act out as they sing the song.

**Online task:** Direct students’ attention to Hoopla. Tell students to go online to Space Island and find the item that he is holding. Once students click on it, they are taken to a supplementary language task.

**WB** Assign Workbook page 10. For the answers, see page 168.

## Student Book page 14

### Objectives

- To ask and answer the question *How many (ants) are there?*
- To practice numbers
- To practice nature vocabulary with a song

### Target language

ants, worms, spiders, butterflies, roses, rainbow, wind, sky

### Materials

Picture Cards 43–60, classroom and other objects (straws, toothpicks, beans, etc.) to practice numbers, drawing paper

### Warm-up

- Hold up Picture Cards 43–52 in turn and ask for each, *What’s this/What are these? What color is it?* Call on students to take over as teacher.
- Review numbers 21–50. Write the numbers on the board and point to each as you count from 21 to 50 several times.

### Extension

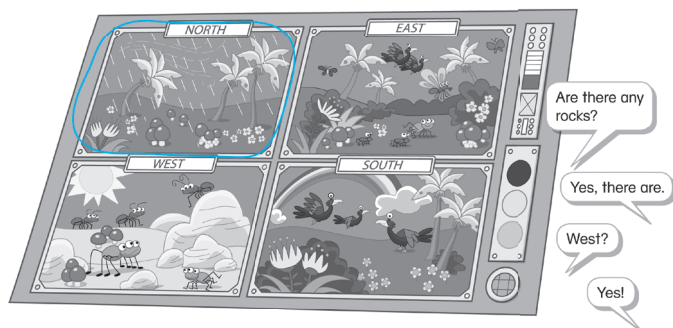
#### Counting Game

Divide students into groups. Give each group fifty straws, toothpicks, beans, etc. Call out numbers in various order and have them count out that number of items. Alternatively, have students count out (twenty-five) beans and ask their partners, *How many?* Teach the word for beans, toothpicks or whatever you may be using so they can use the plural form of the word.



**LOOK!**

There are some ants.	There aren't any ants.
Are there any ants?	Yes, there are. / No, there aren't.
Is there a rainbow?	Yes, there is. / No, there isn't.
Is there any wind?	Yes, there's some wind. / No, there isn't any wind.

8 **Listen and circle the correct screen. Then ask and answer.**9 **Look at the South screen in Activity 8. Write.**

- A: Are there any trees?  
 B: Yes, there are.  
 A: Is there any rain?  
 B: No, there isn't. There is a rainbow.  
 A: Are there any insects?  
 B: No, there aren't. There are some birds.

Practice

Is there / Are there

15

8 **Listen and circle the correct screen. Then ask and answer.**

- Direct students' attention to the four screens. Have them identify the objects using *There is* or *There are ...*
- Explain that students are going to listen to a conversation between two aliens—one on Space Island, the other on the ground. Pre-teach *Ground Control* and the expression *over* (used to indicate end of communication).
- Play the audio and have students listen.

**Space Island:** *Space Island to Ground Control. There is rain and there is wind. Over.*

**Ground Control:** *Are there any trees? Over.*

**Space Island:** *Yes, there are. And there are some flowers. Over.*

**Ground Control:** *Are there any birds? Over.*

**Space Island:** *No, there aren't. And there aren't any insects. There are some mushrooms. Over.*

**Ground Control:** *Thank you, Space Island. Over.*

**Space Island:** *Goodbye, Ground Control. Over and out.*

- Play the audio again. Have students look at the pictures, and identify the correct screen. Ask them to circle the screen in their books.
- Pair students. Have one student choose a screen. The other student tries to guess the screen by asking questions. Partners can switch roles.

9 **Look at the South screen in Activity 8. Write.**

- Have students look at the South screen and complete the sentences.
- Pair students and have them ask and answer the questions to check their answers.

**WB** Assign Workbook page 11. For the audio script, see page 164. For the answers, see page 168.

**Student Book page 15****Objectives**

- To talk about nature
- To use *some* and *any*

**Target language**

There are some ants. There aren't any ants.  
 Are there any ants? Yes, there are. / No, there aren't.  
 Is there a rainbow? Yes, there is. / No, there isn't.  
 Is there any wind?  
 Yes, there's some wind. / No, there isn't any wind.

**Materials**

Picture Cards 53–60, Activity Sheet 1, color pencils

**Warm-up**

Stick five Picture Cards (choose from 53–60) on the board in a row. Call out four of the items. Have students name the card you didn't mention.

**Using the page****LOOK!**

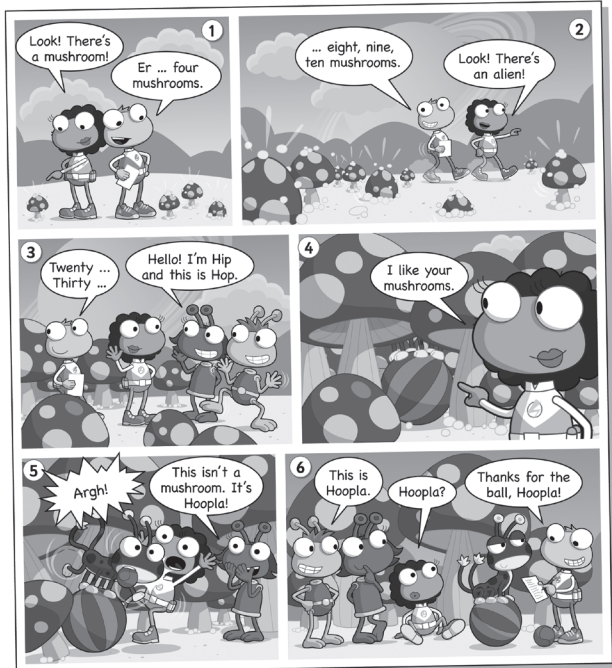
*There are some ants. There aren't any ants.*  
*Are there any ants? Yes, there are. / No, there aren't.*  
*Is there a rainbow? Yes, there is. / No, there isn't.*  
*Is there any wind? Yes, there's some wind. / No, there isn't any wind.*

**Extension****Is there any rain?**

Give out Activity Sheet 1 to each student. Pair students and have them each choose a different picture. Have students add more nature and weather items such as rainbow, wind or rain. Ask them to also color their pictures. Make sure they do not show their pictures to each other.

Once students complete their pictures, ask them to ask each other questions to find out what items their partners have added and what the weather is like in their pictures, e.g., *Are there any spiders in your pictures?* Have students write down the new items on the activity sheet, e.g., *spiders, rain.*

10 Listen and read.



11 Where is Hoopla in the story? Discuss your answers.

## Using the page

10 Listen and read.

- Direct students' attention to the story and ask questions about the characters and each scene: *What can you see in the pictures? (Harry and Rose. They're looking at the mushrooms.)*
- Play the audio and have students listen to the story as they follow along in their books.
- Play the audio again. Check students' understanding of the story by asking questions and pointing to the pictures. Ask, e.g., *Who do Harry and Rose meet? (Hip and Hop.)* Be sure that students understand that Harry and Rose are on Space Island and Hip and Hop are aliens. Pre-teach the word *alien*, if necessary.
- Play the audio again and ask students to read along the parts of the characters.

11 Where is Hoopla in the story? Discuss your answers.

- Direct students' attention to Hoopla in the last two scenes. Pair students and have them find him in any of the previous scenes.
- The first pair to find him in Scene 4 gets to come to the board and say where Hoopla is, e.g., *Hoopla is on the blue ball under a mushroom.*

WB

Assign Workbook page 12. For the answers, see page 168.

## Student Book page 16

## Objectives

- To consolidate target language
- To listen to a story

## Additional language

alien, like, thanks, ball

Look! I like your mushrooms. This isn't a mushroom. Thanks for the ball.

## Materials

paper, colored pencils or crayons

## Warm-up

Remind students that Professor Bloom, Harry and Rose landed on Space Island. Ask students to recall the scene on the opening spread of the Unit 1.

Describe some items but make deliberate mistakes, e.g., *There are ten yellow birds.* Have students say *False!* when they spot the mistake, and correct it, e.g., *There are two blue birds.*

## Extension

## Draw and color an alien.

Ask students to draw and color a new alien character to appear in the story and give it a name. You may also ask them to draw some items around their aliens. Have them present their drawings to the class, e.g., *This is my alien. Her name is Zuloo. She is on Space Island. There are two mushrooms. There is a rainbow. There isn't any rain.*

**12 Match.**

1 The aliens' names are	Hip and Hop's mushrooms.
2 Harry counts	the ball to Harry.
3 Rose likes	to Hoopla.
4 Hip says, "This isn't"	thirty mushrooms.
5 Hoopla gives	a mushroom."
6 Harry says thanks	Hip and Hop.

**13 Role-play the story.**

**14 Write Y = Yes or N = No. Then ask and answer.**

**VALUES**  
Play outside. Play safe.

**1** Play in the playground.  
Me **Y** My friend **Y**

**2** Play in the streets.  
Me **N** My friend **Y**

**3** Play at night.  
Me **N** My friend **N**

**4** Play by yourself.  
Me **N** My friend **Y**

**5** Play with friends.  
Me **Y** My friend **N**

**6** Play in the hot sun.  
Me **N** My friend **Y**

Do you play in the playground? Yes, I do.

**HOME-SCHOOL** Suggested answers  
Students' answers can vary.  
Think of a way to play safe when you are outside. Draw a picture. Show your family.

Comprehension / Values 17

## Student Book page 17

### Objectives

- To provide story comprehension
- To role-play a story
- To talk about playing outside and safe play

### Additional language

play, playground, streets, at night, by yourself, with friends, hot

### Materials

Story Cards, photocopies of the story scene

### Warm-up

Play the story audio again (CD track A:27) and review the story with students. Review the characters' names and the objects.

## Using the page

### 12 Match.

- Read the sentence parts with the class and explain any unknown words, e.g., *names, counts, gives, says*. Pair students. Have them match the sentence parts.

- Ask students to check their answers against the story. Then call out a number, e.g., *One*. and have a pair read the complete the sentence, e.g., *The alien's names are Hip and Hop.*

### 13 Role-play the story.

- Divide students into groups, making sure the number of students in each group is the same as the number of characters in the story. Give each group a set of Story Cards and have students place them in order.
- Invite five students to come to the front to act out the roles of Harry, Rose, Hip, Hop and Hoopla. Play the audio (CD track A:27) while students mime the story first. Then play the audio again and have students speak along to the audio. Encourage students to say the lines from memory using prompts. You may wish to use props for the role-play.
- Ask other groups of students to come to the front to role-play the story. Give every student the opportunity to participate.

### 14 Write Y = Yes or N = No. Then ask and answer.

- Read the value, *Play outside. Play safe*. Direct students' attention to the pictures of children playing. Point to each one, and ask, e.g., *Where are the children playing?* (In the playground.) Then ask individual students questions such as, *How about you? Do you play in the playground? Do you play in the streets? Is it safe to play in the streets?* Ask students to think about the dangers, e.g., *cars, dark*.
- Have students look at each picture and write Y or N depending on whether they do those things. Check their answers by asking questions, e.g., *Do you play at night?*
- Pair students and have them find out about their partners. Ask them to use the question in the model and write Yes or No for their partners.



Assign Workbook page 13. For the audio script, see page 164. For the answers, see page 168.

## Extension

### Puzzles

Make copies of story scenes. Cut them into different puzzle pieces. Divide students into 3–4 groups and have a student from each group race to put the puzzle back together. Continue until all students on each team have had a chance to do the puzzle. The winner is the fastest and most accurate team.

**Home-School link:** Read the directive with the class: *Think of a way to play safe when you are outside. Draw a picture. Show your family.* Ask students to do this at home.

**15** **Count and write. Then listen and check your answers.**

**MATH**

**+ (plus)   - (minus)   = (equals)**

a + = **5**

b - = **4**

c + = **8**

d - = **3**

**16** **Read the number riddles. Then write the answer.**

**1** + = **10**  
I'm the number of legs on three birds, plus the number of legs on a horse. What number am I?

**2** - = **8**  
I'm the number of legs on two insects, minus the number of legs on a cat. What number am I?

**THINK!**  
A **biped** animal has two legs.  
A **quadruped** animal has four legs.  
1 Are humans quadrupeds or bipeds?  
2 Name two bipeds and two quadrupeds.

**MINI-PROJECT** Write a number riddle.

**18** Cross-curricular *Maths: Plus, minus, equals*

## Using the page

### 15 Count and write. Then listen and check your answers.

- Explain to the class that they are going to do some math exercises in English. Write the symbols  $+$ ,  $-$  and  $=$  on the board and ask, *What's this?* to elicit the words. Write the words (*plus*, *minus* and *equals*) on the board as a reference for students. Ask the class to say the words after you.
- Pair students and have them do the activity in the book. Students must count the items and write the correct sum. Encourage them to use English when counting.
- Play the audio and pause after each sum for students to check their answers.

- a. *Three trees plus two trees equals five trees.*  
b. *Seven flowers minus three flowers equals four flowers.*  
c. *Five birds plus three birds equals eight birds.*  
d. *Six rocks minus three rocks equals three rocks.*

- Write the answers on the board.

### 16 Read the number riddles. Then write the answer.

- Pair students. Have them work in pairs to work out the numbers.
- Have students change partners and compare their answers.
- Check the answers in class. Read each riddle, pausing after each animal(s) mentioned and writing the number of legs, e.g., *I'm the number of legs on three birds. (Six.)* Have students do the sums and compare with their answers.

**WB** Assign Workbook page 14. For the answers, see page 168.

## Student Book page 18

### Objectives

- To integrate cross-curricular content (math) into English class
- To develop cross-curricular content through a short project

### Additional language

plus, minus, equals

### Materials

paper; small items like beans, bottle caps, buttons

### Warm-up

- Review numbers. Point your finger upward, and have students start to count, *one, two, three, four*, etc. Then point downward, and have them say the numbers in reverse order, *four, three, two*. Next, point horizontally, and have them say the same number, *two, two, two*. Students shouldn't pause.
- Divide the class into two teams. Call out random numbers and have students from each team run to the board and write them down. Continue until students have written all numbers up to 50 on the board. The team with the most correct numbers wins.

### Extension

#### Math Dictation

Do a math dictation. Dictate a few sums and subtractions to the class, e.g. *Ten mushrooms plus five mushrooms equals ...* Students write these in their notebooks and solve them. Ask individual pupils to come to the board and write the sums and the answers. Then they read them out to the class.

**Mini-project:** Divide the class into pairs or groups of three. Ask students to write a similar riddle for the class, illustrating it in the same way as the examples on the page. When they have finished, pairs or groups read their riddle to the class, who tries to solve it.



**SOUNDS FUN!** 1

**17** **Listen.**

**1** **air** **2** **ear**

**18** **Listen, point, and say.**

**19** **Listen and blend the sounds.**

1 f - air fair	2 p - air pair
3 h - air hair	4 ch - air chair
5 t - ear tear	6 y - ear year
7 h - ear hear	8 n - ear near

**20** **Underline *air* and *ear*. Read the sentences aloud.**

1 This girl has long hair.

2 Sit down on the chair.

3 I can hear with my ear.

4 A pair is near the chair.

Phonics 19

## Using the page

### 17 Listen.

Have students open their books. Play the audio a couple of times.

a	i	r	/air/	/air/	/air/
e	a	r	/ear/	/ear/	/ear/

### 18 Listen, point, and say.

Play the audio, pausing after each letter-sound to allow students to do the activity. Repeat several times.

/air/	/air/	/air/	/air/	/ear/	/ear/
/ear/	/ear/	/ear/	/ear/	/air/	/air/

### 19 Listen and blend the sounds.

- Introduce the concept of blending sounds. Start with the word *fair*. Put the *f* card on the board and sound out *f*. Have students repeat after you. Then add the *air* card, sound it out and have students repeat. Now sound out *f-air* while tapping your finger under each card and have the students repeat. Finally blend and say, *f-air fair*, a few times, eventually having the students join in with you. Now repeat with the rest of the words.

- Turn to the book and do the activity on the page.

### 20 Underline *air* and *ear*. Read the sentences aloud.

Ask students to scan the sentence to find the target grapheme *air*. Pick a student to come to the board and underline it. Now go to the start of the sentence and run your finger under it as you sound-out and read the words from left to right. Next have students open their books to find the same sentence on the page, then underline the target grapheme and read it aloud. Do the same with the other sentences.

**WB** Assign Workbook page 15. For the audio script, see page 164. For the answers, see page 168.

## Student Book page 19

### Objectives

- To learn sounds and letters *air* and *ear*
- To practice reading words and phrases and spelling sample words (*fair, pair, hair, chair, tear, year, hear, near*)

### Materials

Letter Cards (Level 1), Letter Cards (*air* and *ear*)  
Word cards: *fair, hair, tear, hear, pair, chair, year, near*

### Warm-up

Draw simple pictures on the board of things with the grapheme *air* in them: chair, airplane. Say, *ch-air chair, air air airplane*. Look around the room for anything else with *air*. All the time say *air air air*. Encourage the group to join in saying *air air air*. Write the grapheme *air* on the board and say *air*. Have the students repeat *air*. Point to the chair picture and say, *Chair*. Point to the air and say *air*. Now elicit *chair* or *air* from the students depending on what you point at. Follow the same approach to introduce the letter-sound *ear*.

### Extension

#### How Many Words?

Play a game to practice spelling the sample words. Put the following letter cards on the board: *ch, f, h, y, n, t, air, ear, e*. Put students into pairs and give them five minutes to write down as many words as possible from the letters on the board. Walk around and monitor the students. Follow up by having the pairs take turns to suggest a word and write it on the board. The pair with the most correct words wins the game. Possible words are: *chair, fair, pair, hair, hear, year, tear, hey, hen, yen, yet, net, ten*.

## Using the page

### 21 Play.

- Indicate the board game in the book and say, *Let's play a game!* Point to various items on each stone and ask, *What is it / are they? (It's a bird. They're mushrooms.) What color is it? (It's blue.)*
- Give each pair of students a coin as a counter to move. Go through the instructions at the bottom of the page and explain how to play the game.
- There are two types of stones: 1) a picture without any words; Students in the pair ask and answer the question, e.g., *How many mushrooms are there? (There are five mushrooms.);* 2) a picture with a word; students ask and answer the question, e.g., *Is there a pond? (Yes, there is).* Model the language with a student.
- Have students play the game. The student who reaches the "Finish" space first wins.
- Pair students again and have them play the game with new partners. Encourage them to ask different questions (*What color are the roses? How many legs are there?*) to make the game more challenging.

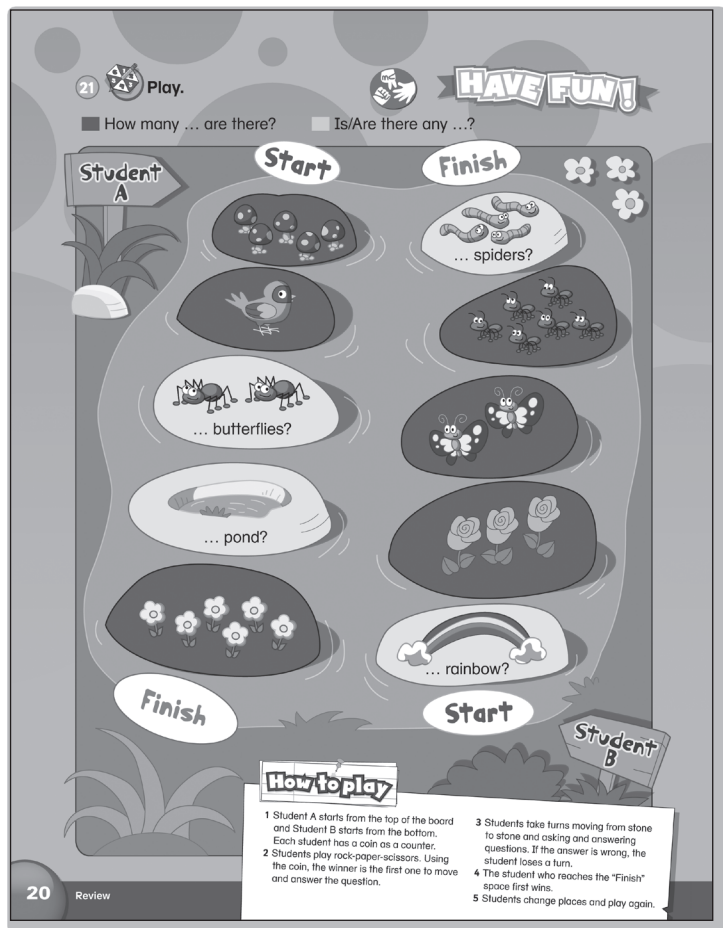


Assign Workbook page 16. For the answers, see page 168.

## Extension

### Hide and Find

Divide students into groups of four (in two pairs) and distribute one copy of Activity Sheet 2 to the group. Ask students to cut out the number cards. Explain how to play the game. The first pair has a minute to try and memorize the pictures on the sheet. This pair then turns their backs, while the second pair puts the four number cards over four pictures on the sheet. The first pair turns around and tries to remember which four pictures are hidden under the cards. They call out the items in order, e.g. 1. *September*, 2. *Two clouds*, 3. *Thirty-nine minus twelve equals twenty-seven*, 4. *Professor Bloom*. When they finish, ask students to change roles and play again.



## Student Book page 20

### Objective

To review unit language with a game

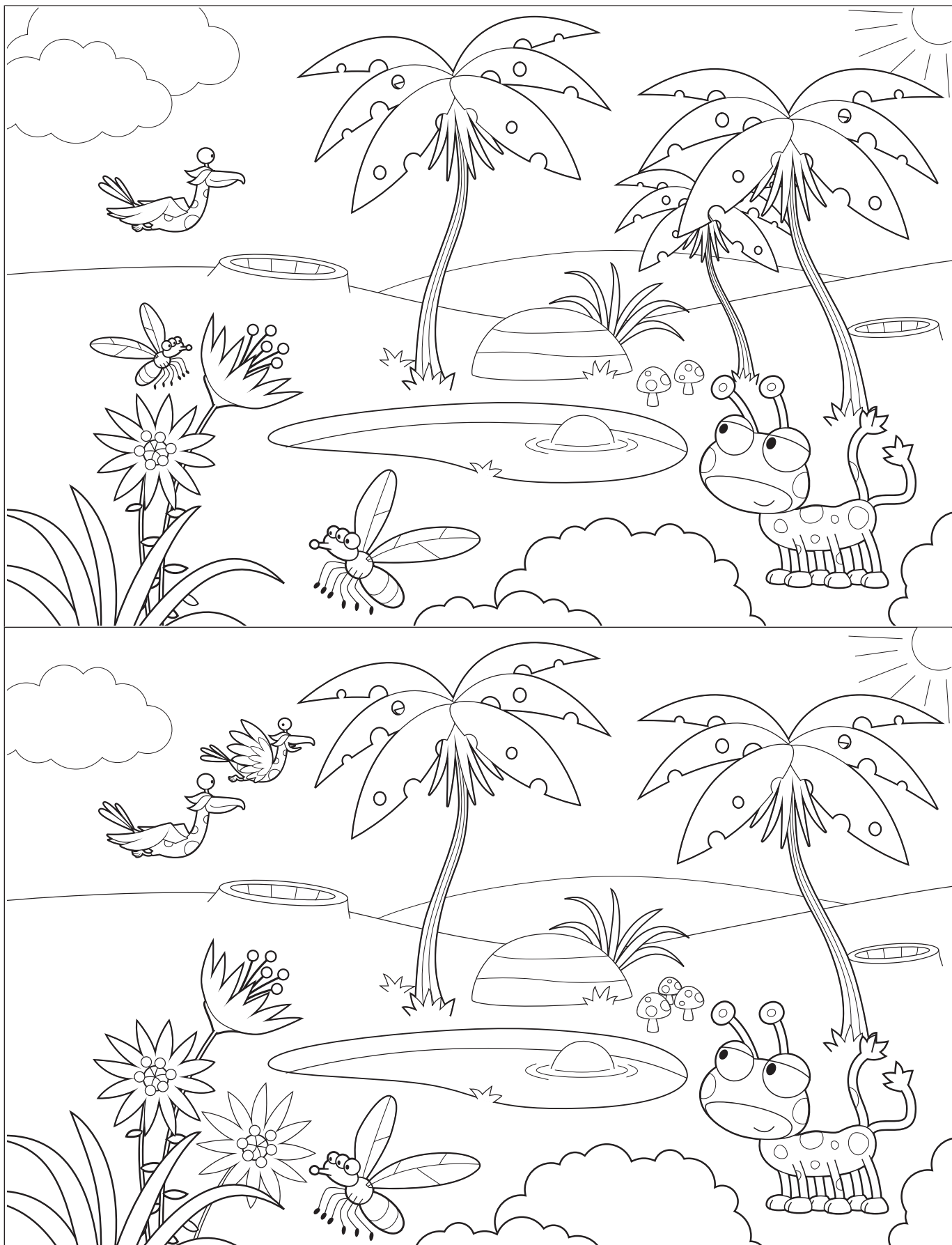
### Materials

Blank cards, Activity Sheet 2


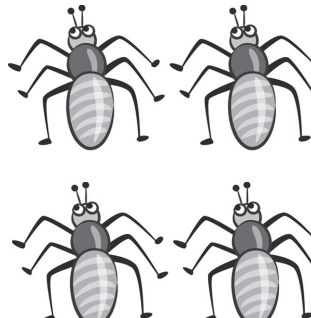


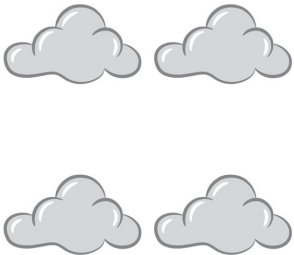
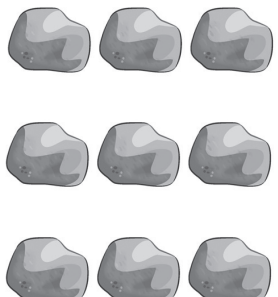


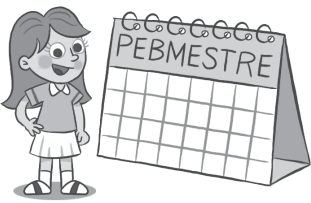
### Warm-up

- Write the unit target words on small cards. Choose four cards (e.g., *rainbow*, *trees*, *insects*, *mushrooms*) and show them to the class. Now put the four cards in a bag or a small box. Invite a student to the board to choose one of the cards but ask him/her to keep it secret. Have the rest of the class guess the word. Allow only four guesses after which the student reveals the word and chooses another card. If a student makes the correct guess, he or she has the next turn.
- Write the following headings on the board: *Colors*, *Months*, *Numbers*, *Nature*. Say a color, month, number, or nature word and have students say which category it belongs to.







			
			
<b>37</b>	<b><math>11+22=33</math></b>		<b><math>39-12=37</math></b>

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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