8 Our world

OBJECTIVES

Reading

- Reading accuracy – Can recognize simple words and phrases related to familiar topics if supported by pictures.
- Reading comprehension – Can understand basic sentences naming familiar everyday items, if supported by pictures.

Listening

- Response to spoken prompts – Can recognize key information (e.g. place, time) about everyday events, if spoken slowly and clearly.
- Listening accuracy – Can hear the individual vowel and consonant sounds in simple words, if supported by pictures.

Speaking

- Spoken acts – Can draw simple conclusions about people in pictures (eg. "he's happy"), using a limited range of fixed expressions.
- Spoken accuracy and appropriacy – Can read out loud short, familiar phrases with intelligible pronunciation.

Writing

- Written production – Can write answers to questions about where things are, using simple language.
- Written production – Can write simple sentences using familiar words, given prompts.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar	Culture
bridge down flower forest hill left path right rock straight tree up	The sounds *s* /s/ as in *soup*, *sh* /ʃ/ as in *shoe*, *j* /dʒ/ as in *jump*, and *ch* /tʃ/ as in *chicken* cheese cherry chicken jeep juice jump see shell shoe shop soup sun	hills land landforms layers mountains push rocks tectonic plates towels volcanoes	Go straight. Don't go straight. Turn left. Don't turn right. The ball is under the table. The doll is next to the box. The eraser is on the shelf. The car is in front of the ball. The teddy bear is in the box. The hat is behind the box. The book is near the eraser. The ball is opposite the doll. The train is above the eraser.	beautiful Cornwall England fresh giants grass oxygen roof secret garden Singapore walls

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PROJECT: MAKE A NATURE SCRAPBOOK

Students will make a nature scrapbook. They will choose things in nature and then find or draw pictures. They will categorize the things they find. They will be encouraged to describe the things and where they are found: *under a tree*, *in a pond*, etc. They will be encouraged to talk about the things they like in nature.

Materials: paper, markers, pencils, glue

EXPERIMENT LAB: LANDFORMS

Students will learn about how mountains are formed. They will think about the earth and learn about layers under the earth, movement, and tectonic plates. They will experiment using towels to show the earth's layers making mountains.

Materials: towels or paper towels

Pearson English Portal digital resources

Go to the Pearson English Portal and click on "Resources," for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND EVENTS

- Students will learn about algorithms by using logical reasoning to predict an outcome.
- Students will understand and perform simple functions.

MATH

Students will categorize and count. Then they will total amounts.

VALUES AND SOCIAL-EMOTIONAL LEARNING: SHOW CONCERN FOR EACH OTHER

Students will learn how to show concern for each other.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.



Make shell shapes.

Students use paper, paints and pasta to design and color shells that they make into fridge magnets.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learned so far in the unit, as well as collaborate with other students in a fun context.

GLOBAL AND CULTURAL CITIZENSHIP: BEAUTIFUL GARDENS

Students will learn about beautiful gardens in different countries around the world.

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How can I create a nature scrapbook?

OPENER



Lesson flow

Warm up · Critical thinking · Lesson objective · Presentation · Practice · Practice · Song · Objective review

LESSON OBJECTIVE

I will learn about the directions *up* and *down*.

KEY LANGUAGE

down
tree
up
I don't like it.
It's great!
It's okay.

Warm up

- Play a game of *Simon says* with classroom instructions. Say *Simon says sit down, stand up, open your book, close your book, take out your pencil, put away your pencil, point at the board, point at the door*, and so on. Each command you give should be preceded with *Simon says*. When you don't say *Simon says*, students shouldn't do the command. Try to trick them by going faster and faster. As a student makes a mistake, they sit out.

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CRITICAL THINKING

- Draw a tree on the board and ask *What can I find in and around the tree?* Accept answers in both English and L1. Supply language in English that students may say in their own language, e.g., *leaf*, *branches*, *bugs*, *rock*, *animals*, *flowers*.
- Ask *How can I make a nature scrapbook?* Explain that students will make a nature scrapbook as their final project, then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*things in nature*, *plants*, etc.).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for trees, plants, flowers, geographical formations). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

- **Involve** Students will learn to sing a song with the directions *up* and *down*. The rhythm, music, and actions will help both memory and recall of the new language.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about the directions* up *and* down.

COMMUNICATION

Presentation

1 Look at the picture. How do you feel? Circle and say.

- Ask students to look at the picture. Ask *What can you see? Point.* Say *Yes, trees, a ladder, climbers!* Revise previous vocabulary. Ask *Can you see a boy? Look, a girl. What else can you see? How do they feel?*
- Say *Imagine this is you.* Ask *How do you feel?* (*I don't like it!/It's great!/It's OK.*)
- **Differentiation** **Stretch:** Ask students if they like treetop adventures and if they have been to forest adventure parks. Find out if they know any such places nearby.

CRITICAL THINKING

Practice

2 Stick the items on the picture.

(Answers: Students stick the tree bridge sticker between the rope ladder and rope, the up arrow next to the rope ladder, and the down arrow next to the rope.)

- Introduce the stickers (*tree bridge*, *up*, *down*) by pointing at them and saying the words. Encourage students to say the words out loud.
- Ask students to look at the picture and guess where the stickers go.
- **Assist** Have a volunteer come to the board and demonstrate where the stickers go by holding up their Student's Book. As they do this, say *Yes, the tree bridge goes here.* or *That's right. The up arrow goes there.*
- To reinforce critical thinking, ask students questions in L1 to ensure understanding and encourage discussion around the reasons for their guesses. Ask *Why do you think it goes there?*

CRITICAL THINKING

Practice

3 Where do you look? Write a and b. Then say. You can add your own ideas.

(Answers: **1** b, **2** a)

- Demonstrate the phrases *I look up* and *I look down* with actions. Then have students follow along with actions as they repeat.
- Point at the pictures and ask *Where do you look?* Elicit answers from students (*I look down to see a river. I look up to see the sky.*).
- **Challenge** Ask students to say other things they look down to see (*feet*, *the ground*, *bugs*, *dogs*, etc.) and other things they look up to see (*tall buildings*, *birds*, *airplanes*, *butterflies*, etc.)

Song ♫

4 089 Listen and point. Then sing along and dance.

- Play audio 089 and ask students to read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember them.
- Actions: *tree* (arms out to mime being a tree), *down* (look down in surprise), *up* (mime climbing up a ladder).
- Students practice singing several times to become familiar with the tune, actions, and lyrics, then get them up and dancing. You don't need space. They can dance by their desks. Let them have fun and come up with their own ideas for dance movements.

Objective review

- Revisit the lesson objective. Say *Now I know the directions* up *and* down.
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and their actions.

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Are you up in a tree?

VOCABULARY



Are you up in a tree?
VOCABULARY
I will learn nature and direction words.
1 Listen, point, and repeat.
1 hill
2 bridge
3 tree
4 flower
5 path
6 forest
7 rock
8 left
9 right
10 up
11 down
12 straight
2 Look and read. Put a check ☑ or cross ☒ in the box.
1 This is a hill.
2 This is a tree.
3 This is a path.
4 This is a forest.
5 This is a bridge.
122 one hundred and twenty-two
3 Label the picture. Use the words from 1.
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
4 Look at 3. Read. Then write the correct words.
1 The boy is walking down the hill. _____
2 The girl is climbing up the tree. _____
3 The dog isn't running straight. _____
4 The man is going left. _____
5 The woman is going right. _____
6 There are six yellow flowers. _____
5 Now listen, check, and say the sentences.
The boy is walking up the hill.
6 Make your own picture dictionary. Add any nature words you know.
flower
forest
one hundred and twenty-three 123

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Lesson flow

Warm up | Lesson objective | Presentation | Practice | Practice | Practice | Practice | Picture dictionary | Objective review

LESSON OBJECTIVE

I will learn nature and direction words.

KEY LANGUAGE

bridge	path
down	right
flower	rock
forest	straight
hill	tree
left	up

Warm up

- Play *Stop go*. Have students walk around the classroom and freeze when you say *Stop!* Then they start again when you say *Go!*
- Give other directions, like *run*, *skip*, *dance*. If you don't have a lot of space, have students walk, run, and dance on the spot.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn nature and direction words.*

- **Involve** Students will learn 12 new nature and direction words that relate to their lives.

Presentation

1 090 **Listen, point, and repeat.**

- Point at each of the photos and ask *What's this?* to elicit any words students already know.
- Play audio 090. Students listen, point at the photos, and repeat the words.
- **Monitor** In L1, ask students which words they think will be easy to say and remember and which words they'll have to learn.

Practice

2 **Look and read. Put a check ☑ or cross ☒ in the box.**

(Answers: 1 ✗, 2 ✓, 3 ✗, 4 ✓, 5 ✓)

- Ask students to look at the pictures and elicit what they can see.
- Then ask students to read the sentences. Ask them if they notice anything that doesn't match. As a class, identify the sentences that do not describe the pictures.
- Say *Look and read*. Have students check the sentences that are true in relation to the pictures and cross the ones that describe something else.

Practice

3 **Label the picture. Use the words from 1.**

(Answers: 1 tree, 2 forest, 3 hill, 4 bridge, 5 rock, 6 path, 7 flowers)

- Ask *What can you see in the picture?* Elicit nature words.
- Have students work in pairs to identify the labeled objects. Have them write the things on the picture. Tell them to refer to Activity 1 if they need help with the words and spelling, etc.
- **Monitor** Give students extra time to write. Walk around checking and helping. Encourage those who show signs of frustration. Writing in another language can be challenging!

Practice

4 **Look at 3. Read. Then write the correct words.**

(Answers: 1 up, 2 down, 3 is, 4 right, 5 left, 6 pink)

- Practice *up*, *down*, *left*, *right* with actions around the class.
- Demonstrate the activity by reading the first sentence and then looking for the activity in the picture in Activity 3.
- **Monitor** Have students read all of the sentences and point at the relevant parts of the picture before writing anything. As a class, identify the incorrect words in the sentences.
- Have students write the correct words on the lines provided.

COMMUNICATION

Practice

5 091 **Now listen, check, and say the sentences.**

(Answers: 1 The boy is walking up the hill., 2 The girl is climbing down the tree. 3 The dog is running straight., 4 The man is going right., 5 The woman is going left., 6 There are six pink flowers.)

- Play audio 091. Ask students to listen to the sentences describing the activities in the picture and check their answers to Activity 4.
- Play the audio again and pause after each sentence so students can repeat. Pay attention that they use correct rhythm and stress.
- **Monitor** As you check the answers, ask students to spell the words and ask volunteers to come to the board and write the words.
- **Differentiation** **Stretch:** Have more confident students work in pairs and point at the pictures in a random order and ask a partner *What's this*? Say the correct sentences in a random order and have students point at them in the picture.

CREATIVITY

Picture dictionary

6 **Make your own picture dictionary. Add any nature words you know.**

(Suggested extra words: river, sky, sun, moon, stars, outside)

- Ask students to use the same notebook they started in the first unit to record words in a picture dictionary.
- Show students the examples in the Student's Book and encourage them to use their imagination to draw pictures of the target language instead of copying the pictures in the book.
- Encourage students to write the words neatly under the pictures they draw.
- **Extra** Have students show each other the new pictures they drew in the picture dictionary. Then give them the opportunity to look over all of the words in their picture dictionaries and share some of their favorites with their classmates.

Objective review

- Revisit the lesson objective. Say *Now I can use nature and direction words.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and having students point at pictures of them.

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Language lab 1

GRAMMAR 1: WALK / DON'T WALK



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Lesson flow

Warm up · Lesson objective · Video · Presentation · Practice · Practice · Code Cracker Practice · Production · Objective review

LESSON OBJECTIVE

I will understand and give instructions.

KEY LANGUAGE

Go straight.
Don't go straight.
Turn left.
Don't turn right.

Warm up

- Show students the flashcards and have them say the words.
- Put the flashcards for Unit 8 on the board. Ask students to classify the items as *things* or *directions*. Have them classify the things as *made by humans* or *natural*.
- **Differentiation** Have more confident students order *hill*, *rock*, *path*, *flower*, *bridge*, *tree*, *forest* in alphabetical order. Ask less confident students to say things from the vocabulary list that they have in their neighborhood.

Lesson objective

- Introduce the lesson objective. Say *Today I will understand and give instructions*.

- **Involve** Students will demonstrate an understanding of instructions they hear and read. They will learn how to give instructions.

Video

1 092 **Watch. Then choose and write.**

(Answers: **1** Leo, Mrs. Hay's, **2** Milly)

- Have students read the sentences and predict where the words in the box go.
- Tell students to choose and write as they listen. Play the video *Unit 8: Visit to a Farm* or audio 092.
- **Monitor** Play the video or audio again. Ask some comprehension questions: *What animals did Leo see?* (*cows, a horse, goats*) *What did they say at the end?* (*Welcome to the world, little goats.*)

Presentation

- Play the video again and ask students to repeat the instructions Anna gave Leo. Write them on the board: *Close your eyes / Don't open your eyes / Walk / Go straight / Don't open your eyes / Open your eyes / Turn right / Stop.* Introduce the phrases to the class with actions. Then have them listen, repeat, and do the actions.
- Have students work in pairs, saying the instructions and doing the actions for each other.

CRITICAL THINKING

Practice

2 Where is she going? Read and draw the correct path.

(Answer: The girl is going to the forest.)

- Tell students to read the instructions and draw the path the girl takes.
- **Monitor** Check answers with the class. Draw the path on the board as students read it.
- **Challenge** Have students write different instructions for the girl on the path. Then, in pairs, have them read their instructions and follow the path. They could go from the forest to the bridge or vice versa.
- **Extra** Make a path in the classroom through the desks and have students work in pairs to give each other instructions through the path.

Practice

3 Look at 2 again. Now complete the directions to the other place.

(Answers: **1** Go, **2** Turn, **3** Turn, **4** Don't turn, **5** Go, **6** Don't turn left. **7** Turn, Stop. / The girls is going to the bridge.)

- Have students look at Activity 2 again and ask volunteers to say a route to the other place (the bridge).
- Write the instructions on the board as they say them.
- Tell students there are various ways to get there. Tell them to write their own instructions to the other place.
- Have them follow each other's written instructions.

CODE CRACKER

Practice

4 093 **Listen and read. Then listen again and dance.**

- Students look at the children dancing and the instructions on the right. Say *Let's listen and read*. Play audio 093 and have students follow in their Student's Books.
- Then say *Let's listen and dance*. Play the audio again as students listen, sing, and dance.
- Have volunteers come to the front and demonstrate their dance for others to follow.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Production

5 Create a dance for your friends. Use these words.

- Play some upbeat music of your choice to students.
- Give students time to think and write some instructions for a dance. They use the words in the box to help them and the lyrics from the song.
- In pairs, students tell each other how to do their dances, and they practice them. Tell students to keep the instructions simple.
- Play music again for students to dance their new dances.

Objective review

- Revisit the lesson objective. Say *Now I can understand and give instructions.*
- **Involve** Encourage awareness of what students can do by having them share their dances with the class.

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Story lab
READING



Lesson flow

Warm up · Lesson objective · Pre-reading · Reading · Comprehension · Values Comprehension · Act out · Objective review

LESSON OBJECTIVE

I will read a story about helping others.

Warm up

- Have students stand up and remind them of the actions for the song on page 121.
- Play audio 089 and have students sing along and do the actions.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about helping others.*

- **Involve** Students will listen to and read a story about helping others. They will use the information from the pictures and words to understand the story.

Pre-reading

- Ask students to look at the pictures and have them guess what will happen in the story in L1. Write some ideas on the board.

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- Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students.

COMMUNICATION

Reading

1 094 **Read and listen. Circle the new word.**

(Answer: a trampoline)

- Play audio 094 and have students listen and follow the story in their Student's Books. Ask *Which is the new word?* (*trampoline*) *Which words do you already know?* (*forest*, *bridge*, *school*, *castle*, *bread*, *cheese*, *ice cream*)
- **Challenge** Have students close their Student's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

Comprehension

2 **Look at the story. Circle T (True) or F (False).**

(Answers: **1** T, **2** F, **3** T, **4** T, **5** T)

- Read the statements as a class. Then ask students to read the statements and circle *T* (True) or *F* (False).
- **Assist** Write the first statement on the board and demonstrate how and where to find the place in the story.
- **Extra** Have students make up true or false statements for the class to answer.

Values

Comprehension

3 **Who is helping Milly? Read and check ☑ or cross ☒.**

(Answers: 2 Get the trampoline. Anna, Leo, Tom, Mr. Mud, and Miss Kelly are all helping Milly, who is stuck on the bridge)

- Draw students' attention to the frame where Milly is stuck (6). Ask *What's wrong?* (*She can't move. She's afraid. She's stuck on the bridge.*)
- Ask *How do they solve the problem?* (*They use the trampoline.*) *Who helps?* (*everyone*) Point out that the children show concern for Milly and help her.
- Have students think of different ways in which we show concern for each other and ways to be kind and helpful.
- Have them demonstrate scenarios in pairs. They could practice asking *Are you okay?* when someone is sad. They could help someone up when they fall down or they might offer to carry things for someone.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

4 **Act out the story in groups. How do you help your friends?**

- Put students in groups of six and ask them to decide who plays each character. The characters are Anna, Leo, Tom, Miss Kelly, Mrs. Hays, and Milly.
- **Assist** Before students act out the story, have them read it as a group. Then have them read it again with each student reading their character's lines. This will help them to remember their lines.
- Have each group of students act out the story in different corners of the classroom. If you have time, ask each group to act out the story in front of the rest of the class.
- **Extra** Have students work in pairs to brainstorm things they climb up and things they go down. Then have them act out doing different activities while others guess what they are doing (*climbing up a ladder*, *going up an escalator*, *going up an elevator*, *climbing down a tree*, *sliding down a slide*, *sliding down a pole*, *jumping out of a plane and going down in a parachute*, *going up and down on a roller coaster*).

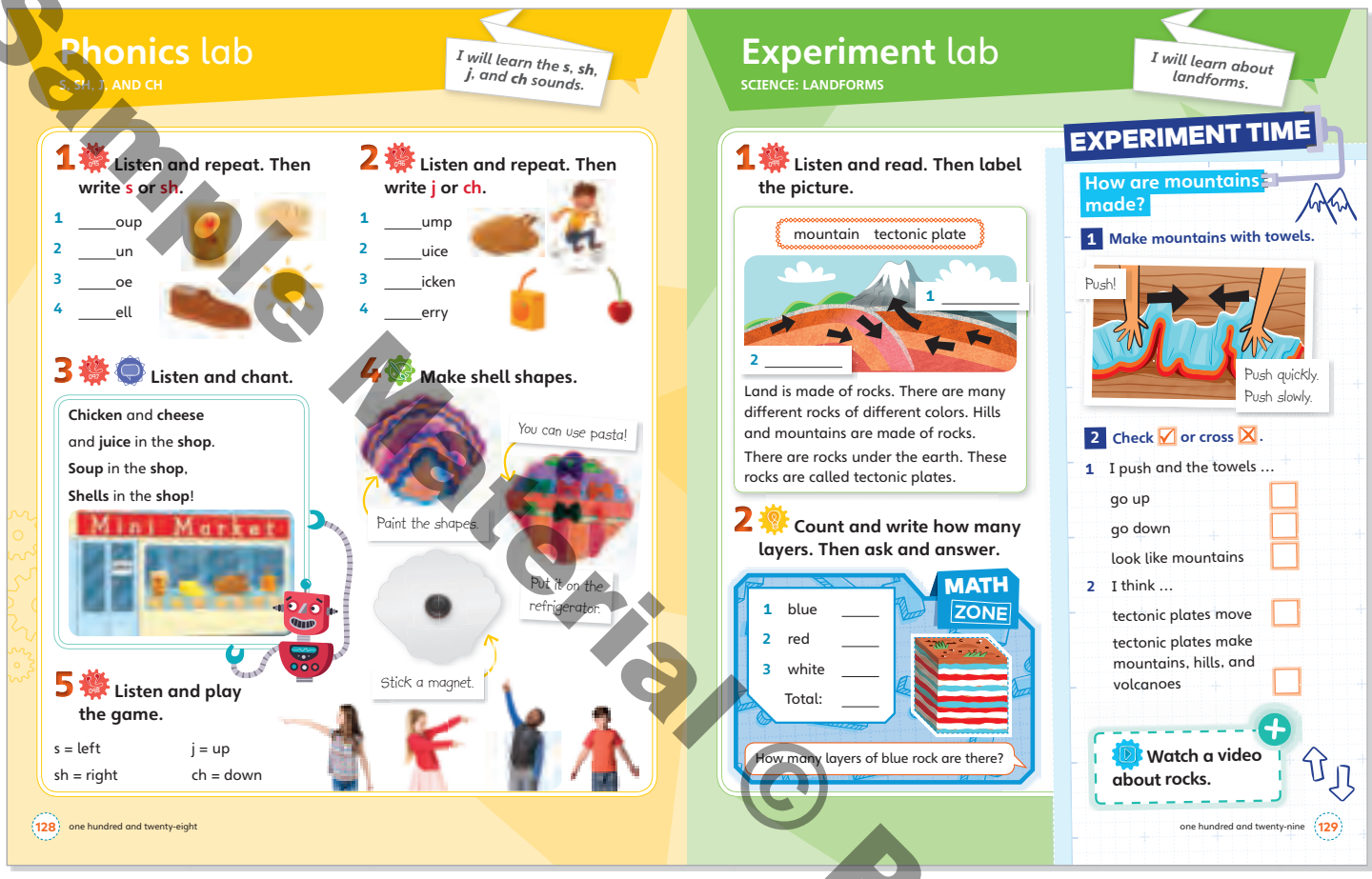
Objective review

- Revisit the lesson objective. Say *Now I can read a story about helping others.*
- **Involve** Encourage awareness of what students can do by asking them to read a few lines from the story.

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Phonics lab

S, SH, J, AND CH



Lesson flow

Warm up · Lesson objective · Presentation · Practice · Chant · Production · Practice · Objective review

LESSON OBJECTIVE

I will learn the sounds *s*, *sh*, *j*, and *ch*.

KEY LANGUAGE

The sounds *s* /s/ as in *soup*, *sh* /ʃ/ as in *shoe*, *j* /dʒ/ as in *jump*, and *ch* /tʃ/ as in *chicken*.

cheese	see
cherry	shell
chicken	shoe
jeep	shop
juice	soup
jump	sun

Warm up

- Play *Follow the leader* with sounds. Say the /s/ *ssssss!* sound while doing a sliding action like a snake and then change to /ch/ sounds and start acting and sounding like a train: *choo choo!* Then change again and say the /j/ *jjjjj!* while jumping, and then the /sh/ *shhh!* while doing a sleeping action.
- Have students copy the sounds and actions. If you think your students are too mature for the actions, just do the sounds and have them follow as you do them. The more proficient your students are with sounds, the more frequently you can change the sounds you make.

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Lesson objective

- Introduce the lesson objective. Say *Today I will learn the* s, sh, j, *and* ch *sounds.*

- **Involve** Students will learn the sounds *s*, *sh*, *j*, and *ch* through words that have these sounds.

Presentation

1 095 **Listen and repeat. Then write *s* or *sh*.**

(Answers: **1** s, **2** s, **3** sh, **4** sh)

- Write *s* and *sh* on the board and demonstrate the sounds. Ask students if they know any words that start with these letters. Write a list on the board.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- Have students look at the pictures in Activity 1. Elicit the names of the things they know. (*soup*, *sun*, *shoe*, *shell*).
- Play audio 095 and have students repeat the words, pointing at the correct pictures as they do so.
- Say *Now write* s *or* sh. Students complete the words with the correct letters. Check as a class. Encourage students to spell the whole word.

Practice

2 096 **Listen and repeat. Then write *j* or *ch*.**

(Answers: **1** j, **2** j, **3** ch, **4** ch)

- Write *j* and *ch* on the board and demonstrate the sounds. Ask students if they know any words that start with these letters. Write a list on the board.
- Have students look at the pictures in Activity 2. Elicit the names of the things they know (*jump*, *juice*, *chicken*, *cherry*).
- Play audio 096 and have students repeat the words, pointing at the correct pictures as they do so.
- Say *Now write* j *or* ch. Students complete the words with the correct letters. Check as a class. Encourage students to spell each word.
- **Extra** Ask students to work in pairs. One says the four sounds as their partner points at the pictures. Then tell them to change roles.

COMMUNICATION

Chant

3 097 **Listen and chant.**

- Check that students understand the meanings of the words in bold. Ask *Which things can you eat? What is meat? What can you put in a sandwich? Which word is a liquid? Which word is a place?*
- Play audio 097 a couple of times and have students join in with the chant.
- **Monitor** Have students say the chant in pairs, alternating lines, then saying the last line together. Go around the room listening to their pronunciation. Pay particular attention to the *s*, *sh*, *j*, and *ch* sounds.

CREATIVITY

Production

4 **Make shell shapes.**

- Have students find the template at the back of the Student's Book and cut out the shell shape.
- Have them write as many *sh* words as they can think of on the shell shape.
- Tell them to paint and decorate the shell.
- Hand out magnets for students to stick on the shell to make it into a refrigerator magnet. Tell them to put it on the refrigerator when they get home.
- **Extra** Have students walk around the room showing each other their shells and saying the words.

Practice

5 098 **Listen and play the game.**

- Teach students the movements first. For words beginning with the *s* sound, they put their arms to the left; for the *sh* sound, they put their arms right; for the *j* sound, they put their arms up; and for the *ch* sound, they put their arms down. Practice without the audio until students feel confident with the movements.
- Play audio 098. Have students listen and respond.
- **Extra** Have students work in groups of four to take turns saying sounds for their group as they move.
- **Differentiation** Encourage confident students to make up a chant of their own using the new sounds.

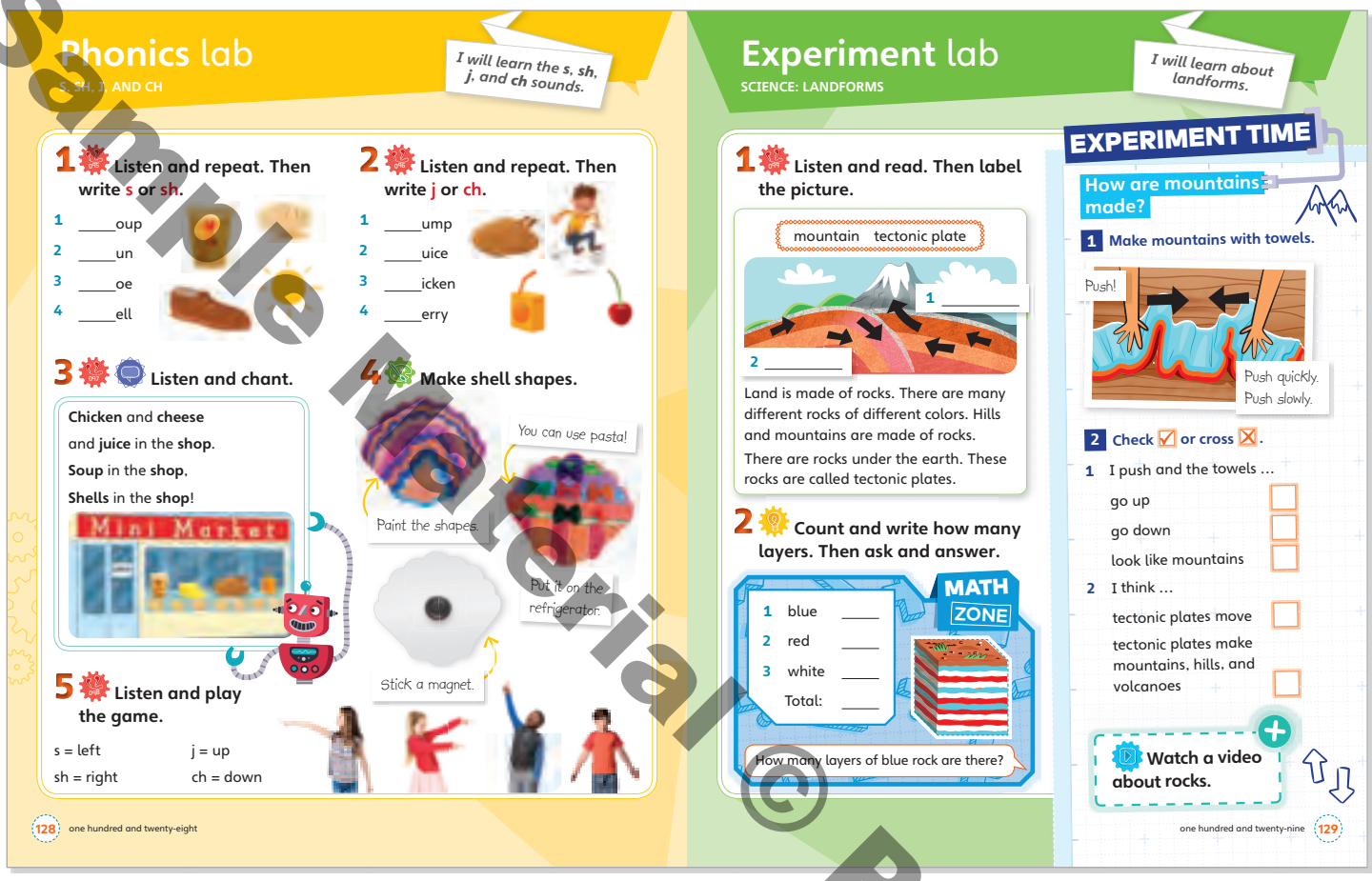
Objective review

- Revisit the lesson objective. Say *Now I know the* s, sh, j, *and* ch *sounds.*
- **Involve** Encourage awareness of what students can do by eliciting words with the *s*, *sh*, *j*, and *ch* sounds.

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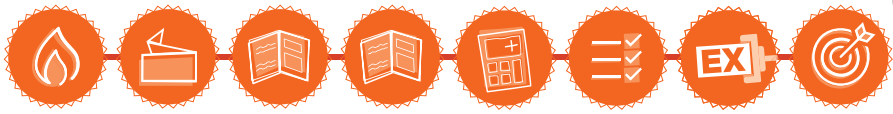
Experiment lab

SCIENCE: LANDFORMS



Phonics lab
S, SH, J, AND CH
I will learn the s, sh, j, and ch sounds.
1 Listen and repeat. Then write s or sh.
1 ____oup
2 ____un
3 ____oe
4 ____ell
2 Listen and repeat. Then write j or ch.
1 ____ump
2 ____uice
3 ____icken
4 ____erry
3 Listen and chant.
Chicken and cheese
and juice in the shop.
Soup in the shop,
Shells in the shop!
Mini Market
4 Make shell shapes.
You can use pasta!
Paint the shapes.
Put it on the refrigerator.
Stick a magnet.
5 Listen and play the game.
s = left
sh = right
j = up
ch = down
128 one hundred and twenty-eight
Experiment lab
SCIENCE: LANDFORMS
I will learn about landforms.
1 Listen and read. Then label the picture.
mountain tectonic plate
1 _____
2 _____
Land is made of rocks. There are many different rocks of different colors. Hills and mountains are made of rocks.
There are rocks under the earth. These rocks are called tectonic plates.
2 Count and write how many layers. Then ask and answer.
MATH ZONE
1 blue ____
2 red ____
3 white ____
Total: ____
How many layers of blue rock are there?
EXPERIMENT TIME
How are mountains made?
1 Make mountains with towels.
Push!
Push quickly.
Push slowly.
2 Check ☑ or cross ☒.
1 I push and the towels ...
go up ☐
go down ☐
look like mountains ☐
2 I think ...
tectonic plates move ☐
tectonic plates make mountains, hills, and volcanoes ☐
Watch a video about rocks.
one hundred and twenty-nine 129

Lesson flow



Warm up | Lesson objective | Pre-reading | Reading | Math Practice | Practice | Experiment time | Objective review

LESSON OBJECTIVE

I will learn about landforms.

KEY LANGUAGE

hills	push
land	rocks
landforms	tectonic plates
layers	towels
mountains	volcanoes

Warm up

- Ask students if they can see a mountain from their house. Ask *Do you know any mountains in your area? Have you climbed up a mountain? Do you know any famous mountains?*

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about landforms.*

- **Involve** Students will learn about landforms and what makes mountains.

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Pre-reading

- Ask students if they know the names of any volcanoes or high mountains in their country.
- In L1, ask if they have ever wondered how the mountains were formed.

Reading

1 099 **Listen and read. Then label the picture.**

(Answers: **1** mountain, **2** tectonic plate)

- Allow students time to look at the pictures and think about the labels.
- Then play audio 099 and have students listen and read. Play the audio again and ask students to label the picture.
- Ask comprehension questions: *What is land made of?* (*rocks*) *What are hills and mountains made of?* (*rocks*) *What are the rocks that can move under the earth called?* (*tectonic plates*)

MATH ZONE

Practice

2 **Count and write how many layers. Then ask and answer.**

(Answers: **1** 4, **2** 4, **3** 5, Total 13)

- Point out the picture to students and explain that the colors and lines represent the layers of rock under the earth. As a class, count the blue layers. Then have students write the number (4) on the line.
- Tell students to count and write the number of layers of each color and then to add all of the layers to find a total.

COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Practice

- Have students work in pairs to ask and answer about the number of layers of each color.
- **Digital literacy** Have students find a diagram online to show tectonic plates below the earth.

Experiment time

How are mountains made?

- Go to the Pearson English Portal and click on "Resources," for more teaching resources about this topic, including a video about rocks.

1 **Make mountains with towels.**

- Tell students they will make a mountain. Demonstrate making the mountain with a towel. Ask a volunteer to read out the instructions to you as you follow them. Then have students try it out for themselves.
- If it is not possible to use towels, this experiment can also be done with strips of different-colored paper or strips of modeling clay.
- Have students experiment by doing the activity several times, sometimes quickly and sometimes slowly. Let students observe the different "mountain" shapes which the strips or towels make. They could then draw what they have created.

2 **Check ☑ or cross ☒.**

(Answers: **1** ✓ ✗, ✓, **2** ✓ ✓)

- Have students read and check or cross based on what they saw during their experiment.
- Explain to students that tectonic plates under the earth's surface move and push rocks together. Over thousands of years, this forms different landforms, including mountains.
- You may want to have students guess the results before they do the experiment.
- **Extra** Read the story *Simeli Mountain* by the Brothers Grimm about a mountain that appears and opens and closes for two brothers.

Objective review

- Revisit the lesson objective. Say *Now I know about landforms.*
- **Involve** Encourage awareness of what students can do by asking them to explain how mountains are made.

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Language lab 2

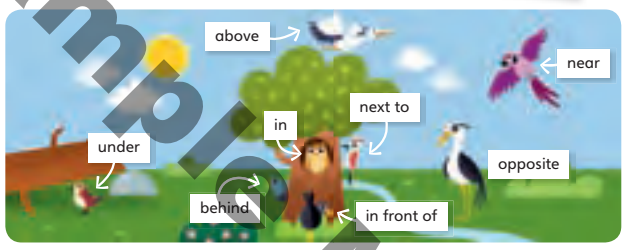
GRAMMAR 2: ON, IN, UNDER, NEXT TO, BEHIND ...

Sample Material © Pearson 2023

Language lab 2

GRAMMAR 2: ON, IN, UNDER, NEXT TO, BEHIND ...

I will use words to describe where things are.



1 Where are they? Read and check ☑ or cross ☒.

1 The gray and red bird is behind the tree. ☐
2 The brown bird is in the tree. ☐
3 The white bird is above the tree. ☐
4 The black bird is opposite the tree. ☐
5 The red and brown bird is near the tree. ☐
6 The purple bird is near the tree. ☐

2 Look. Then write.

in front of under on

1 The rabbit is _____ the tree.
2 The frog is _____ the flower.
3 The lizard is _____ the rock.



3 Look at 1 and 2. Ask and answer with a partner.

Where's the blue bird?
It's behind the tree.



Draw a forest!

COMMUNICATION

I will understand and give instructions to play a game.

1 Listen and check ☑ the correct picture.



2 Play *Guess which picture.*

Is the duck under the bridge?
Picture a!
No, it isn't.

3 Now listen. Then draw.

CODE CRACKER

4 Choose and complete the sentences. Then tell your partner what to draw.

Use these words.

hill path forest tree
bridge flower

1 Draw a _____
2 Draw a _____
3 The _____ is next to / in front of / under / on / behind / above / near the _____.

Lesson flow



Warm up | Lesson objective | Presentation | Practice | Practice | Production | Objective review

LESSON OBJECTIVE

I will use words to describe where things are.

KEY LANGUAGE

The ball is under the table.
The doll is next to the box.
The eraser is on the shelf.
The car is in front of the ball.
The teddy bear is in the box.
The hat is behind the box.
The book is near the eraser.
The ball is opposite the doll.
The train is above the eraser.

Warm up

- Review *up*, *down*, *left*, *right* with the class. Give students several instructions that they have to follow. Say *point up, down, left, right. Stand up, sit down. Step left, right. Look up, down. Look left, right.* Students do the actions as they hear them.

Lesson objective

- Introduce the lesson objective. Say *Today I will use words to describe where things are.*

- **Involve** Students will be able to say the locations of things in relation to other things.

Presentation

- Show the class the positions with a ball or a book and a chair, eliciting the positions students may already know as you go.
- Ask students to listen and point as you read out loud the positions in the picture.
- **Assist** Invite volunteers to the front of the class. Say a position and have volunteers put a book or a ball in that position. Say *Put the ball in the box. Put the book on / under / next to / behind / in front of / near / above the chair.* Show *opposite* with two books opposite each other, moving them around to keep them opposite one another.
- **Extra** If you would like to increase students' vocabulary and help them be more observant, describe the birds in the picture in Activity 1. Have them follow along and point. Say *The bird in the tree is an owl. The bird next to the tree is a woodpecker. The bird behind the tree is a pigeon. The bird under the log is a sparrow. The bird opposite the tree (next to the stream) is a heron. The bird in front of the tree is a blackbird. The bird flying near the tree is a macaw/parrot. The bird above the tree is a stork.* You may want to tell them the names of the birds in L1, too.

CRITICAL THINKING

Practice

1 Where are they? Read and check ☑ or cross ☒.

(Answers: **1** ✗, **2** ✓, **3** ✓, **4** ✗, **5** ✗, **6** ✓)

- Ask a volunteer to read the first sentence as you find the bird and point it out in the picture in the Student's Book. Say *The gray and red bird isn't behind the tree. It's next to the tree. Cross.*
- Have students read and cross or check the sentences according to the picture.
- **Monitor** As you check the answers with the class, ask students to correct the sentences that had crosses (*1 The gray and red bird is next to the tree. 5 The red and brown bird is under the log.*).

Practice

2 Look. Then write.

(Answers: **1** in front of, **2** on, **3** under)

- Review the words in the box by asking students to show you the positions with a pencil and a book.
- Ask students to look at the picture and complete the sentences with the words in the box.
- Write the sentences on the board and invite students to fill in the missing words for the class.

COMMUNICATION

Production

3 Look at 1 and 2. Ask and answer with a partner.

- Review the animals in the picture with students. Ask *What animals can you see?* (*rabbit*, *cat*, *lizard*, *fish*, *frog*)
- Write *Where's the ____?* on the board and practice the example sentence with the class.
- Students work in pairs. Have them ask each other about the locations of the animals. Say *Ask and answer with a partner.*

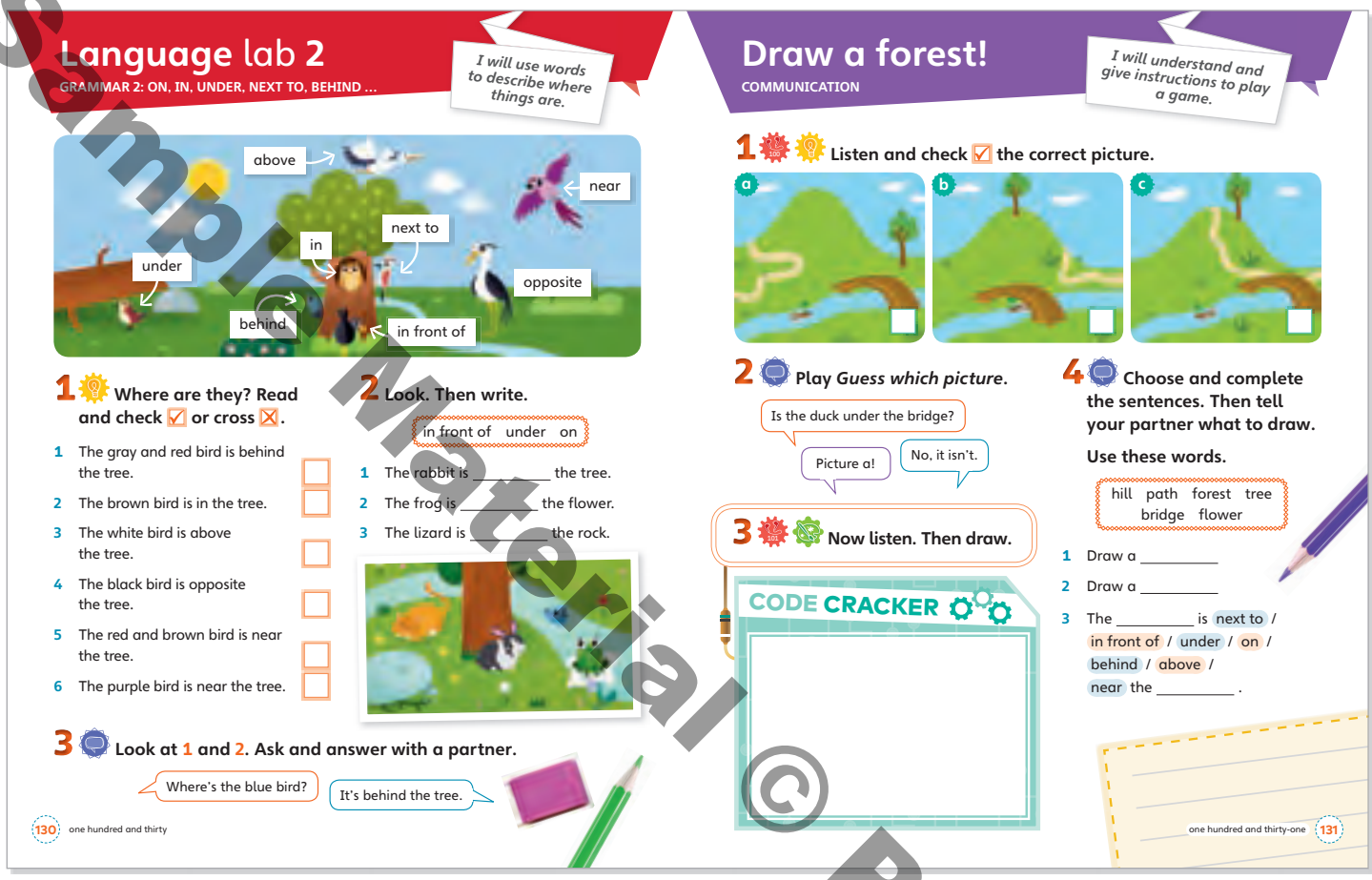
Objective review

- Revisit the lesson objective. Say *Now I can use words to describe where things are.*
- **Involve** Encourage awareness of what students can do by having them demonstrate positions as you say them.

Sample Material © Pearson 2023

Draw a forest!

COMMUNICATION



Language lab 2

GRAMMAR 2: ON, IN, UNDER, NEXT TO, BEHIND ...

I will use words to describe where things are.

1 Where are they? Read and check ☑ or cross ☒.

1 The gray and red bird is behind the tree.
2 The brown bird is in the tree.
3 The white bird is above the tree.
4 The black bird is opposite the tree.
5 The red and brown bird is near the tree.
6 The purple bird is near the tree.

2 Look. Then write.

in front of under on

1 The rabbit is _____ the tree.
2 The frog is _____ the flower.
3 The lizard is _____ the rock.

3 Look at 1 and 2. Ask and answer with a partner.

Where's the blue bird?
It's behind the tree.

130 one hundred and thirty

Draw a forest!

COMMUNICATION

I will understand and give instructions to play a game.

1 Listen and check ☑ the correct picture.

2 Play *Guess which picture.*

Is the duck under the bridge?
Picture a!
No, it isn't.

3 Now listen. Then draw.

CODE CRACKER

4 Choose and complete the sentences. Then tell your partner what to draw.

Use these words.

hill path forest tree bridge flower

1 Draw a _____
2 Draw a _____
3 The _____ is next to / in front of / under / on / behind / above / near the _____ .

131 one hundred and thirty-one

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Lesson flow



Warm up | Lesson objective | Practice | Practice | Practice | Production | Objective review

LESSON OBJECTIVE

I will understand and give instructions to play a game.

KEY LANGUAGE

Draw a path.
Draw a hill.
The path is next to the hill.
Draw three flowers in front of the hill.

Warm up

- Play *20 and out!* Students have to stand in a circle and count upwards from 1 to 20. Choose one student to begin. They can say either one, two or three numbers in their initial sequence (*1*, *1–2*, or *1–2–3*). The next student continues to count upwards. picking up the sequence from where the previous student ended, again choosing to count either one, two, or three numbers in their turn. Then the next student takes their turn. And so on. The person who has to say *20* is out and sits down. Then the game restarts from *1* with the remaining students.
- The last person standing is the winner.

Lesson objective

- Introduce the lesson objective. Say *Today I will understand and give instructions to play a game.*

- **Involve** Students will give each other instructions to draw a picture.

CRITICAL THINKING

Practice

1 100 **Listen and check ☑ the correct picture.**

(Answer: b)

- Quickly review the items that students can see in the pictures (*bridge*, *path*, *hill*, *tree*, *duck*, *river*).
- Tell students that they are going to listen to a description. Say *Listen and check the correct picture.* Play audio 100.
- Play the audio again if necessary. Check the answer with students.
- Ask students to describe the pictures that weren't described in the audio.

COMMUNICATION

Practice

2 **Play *Guess which picture*.**

- **Assist** Write *Is the ____ in / on / under / near / in front of / next to the ____.* on the board.
- Have students ask *yes* or *no* questions to guess a picture. Say *Choose a picture. Your partner asks questions to find out which picture it is.* Demonstrate a conversation with one of the students.

CREATIVITY

Practice

3 101 **Now listen. Then draw.**

(Answer: The drawing will look like this:)



- Ask students to close their eyes and listen. They must not draw. Make sure they listen to the end of the recording. Play audio 101.
- Then have students listen again and this time allow them to draw.
- Play the audio again and give students the opportunity to complete their drawings.
- **Involve** Encourage them to compare their drawings with others.

COMMUNICATION

Production

4 **Choose and complete the sentences. Then tell your partner what to draw. Use these words.**

- Do an example as a class. Write complete sentences on the board, eliciting answers from the class. Then read and draw the picture.
- Have students work alone to complete the sentences with words from the box.
- Give students a piece of blank paper.
- Have students work in pairs and draw a picture based on their partner's instructions. Say *Tell your partner what to draw.*
- Encourage them to ask each other questions to clarify, e.g., *On the right? Under or near?*

Objective review

- Revisit the lesson objective. Say *Now I can understand and give instructions to play a game.*
- **Digital literacy** If you have a camera, take pictures of your students in action and show them what they look like when they are busy learning English. Make sure you ask permission from the parents to do this.
- **Involve** Encourage awareness of what students can do by reviewing the prepositions using classroom material.

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PROJECT AND REVIEW

Make a nature scrapbook



Lesson flow



LESSON OBJECTIVE

I will make a nature scrapbook.

Warm up

- Bring in photos of things found in nature from magazines, books, or the internet. Place them on the board and ask students to say what they are. Help where necessary.

Lesson objective

- Introduce the lesson objective. Say *Today I will make a nature scrapbook.*

- **Involve** Students will make a nature scrapbook. Each student will collect and paste or draw things found in nature that interest them. They will use the language learned from the unit.

Step 1

Research

- Have students work individually. Ask them to think about things from nature they can see in their town or country. Ask *Where are they?* Say *List things you see every day. Find out their names.*
- For homework, ask students to find photos and pictures of things from nature they like.

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- As a class, brainstorm the names of things in nature they want to say. You may want to do this in L1. *What's the name of this flower? Which tree is that?*
- **Assist** Help students think about who they can ask for information and who can help them get photos and information about interesting things from nature in their town.

Step 2

Plan

- Tell students to take out their notes from Step 1. Say *Decide what to put in your scrapbook.*
- Have students organize their scrapbook. Say *Decide how many pages you need for trees, birds, and flowers.*
- Tell students to decide what photos they want and what things they will draw.

Step 3

Create

- Hand out paper. Have students stick or draw pictures.
- Have students write about the pictures. Tell them to write about where people can see the natural things. Tell them to write about why they like them.
- **Monitor** Walk around to monitor and check as they are doing this. If they make mistakes, tell them it's OK, they can do another draft. Allow them to make as many drafts as they need.
- Give students the opportunity to check their work.

COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Step 4

Show and tell

- Have students share their work with others. Perhaps put their work up around the room so they can view each other's work as though they are in a gallery.
- Give students sticky notes to write kind comments on and stick them up near the work.

Extra task

- Have students work in small groups to share in their nature scrapbooks what they saw.
- Have them vote as a class on the scrapbook they like the most.
- Make the nature scrapbooks they have produced available to other students in the school. You could display them in the school foyer, library, or hall. Encourage students to take pride in their work.

At home

Look out for flowers, birds, and trees when you travel to school. Count how many you see.

- Have students share the things they see on the way to school. Have them say how many they saw.
- Have students report back to the class with their findings. They could bring in photos of the things they have seen.

Now I can …

- Show students the *Now I can …* box and read the examples. Ask students to repeat and then check understanding in L1.
- **Involve** Ask students to think about how they feel about these statements.
- Have students draw four light bulbs in their notebooks and for each light bulb draw light lines coming from it to show how confident they are about each statement. The more lines they draw radiating from each light bulb, the more confident they feel about the statement.
- **Monitor** Have students choose the statement they are the most confident about. Then have them tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can make a nature scrapbook.*
- **Involve** Encourage awareness of what students can do by asking them questions about their nature scrapbooks. Ask *What is your favorite thing in your scrapbook? Where can you find it?*

Assessment pack

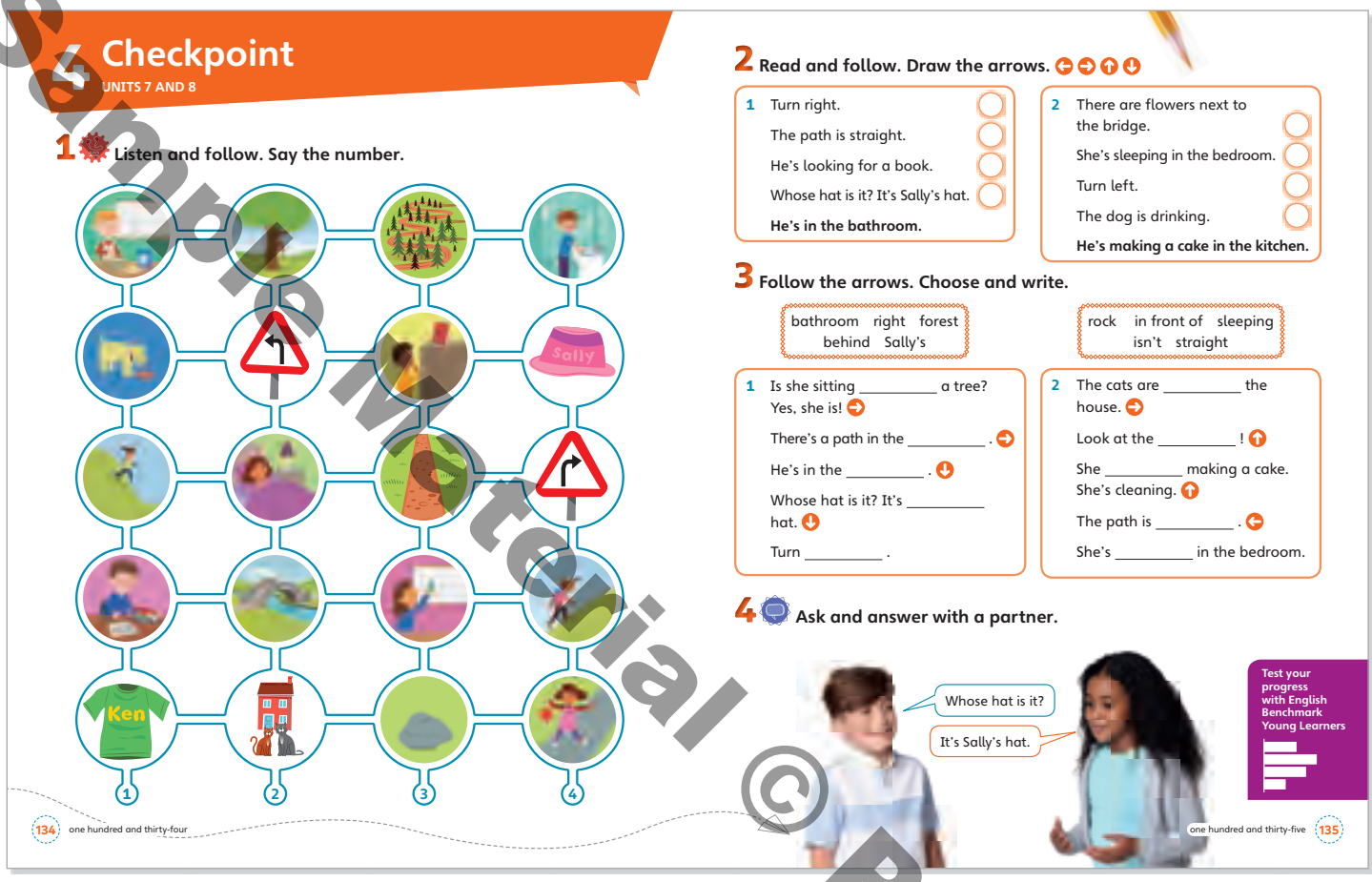
- To assess students' progress at the end of the unit, have them complete the Unit 8 Unit Test.
- To assess whether students have reached the listening and speaking targets for this unit, give them the Unit 8 Speaking Test.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.
- For grammar and vocabulary assessment, have students complete the Practice and Unit Tests in the Assessment Pack.

Pearson English Portal games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

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4 Checkpoint
UNITS 7 AND 8



4 Checkpoint
UNITS 7 AND 8

1 Listen and follow. Say the number.

2 Read and follow. Draw the arrows.

1 Turn right.
The path is straight.
He's looking for a book.
Whose hat is it? It's Sally's hat.
He's in the bathroom.

2 There are flowers next to the bridge.
She's sleeping in the bedroom.
Turn left.
The dog is drinking.
He's making a cake in the kitchen.

3 Follow the arrows. Choose and write.

bathroom right forest behind Sally's

rock in front of sleeping isn't straight

1 Is she sitting _____ a tree? Yes, she is!
There's a path in the _____ .
He's in the _____ .
Whose hat is it? It's _____ hat.
Turn _____ .

2 The cats are _____ the house.
Look at the _____ !
She _____ making a cake. She's cleaning.
The path is _____ .
She's _____ in the bedroom.

4 Ask and answer with a partner.

Whose hat is it?
It's Sally's hat.

Test your progress with English Benchmark Young Learners

134 one hundred and thirty-four

one hundred and thirty-five 135

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Lesson flow

Warm up | Lesson objective | Listening | Reading | Writing | Speaking | Objective review

LESSON OBJECTIVE

I will review language and vocabulary from Units 7 and 8.

Warm up

- Ask students to look over Units 7 and 8 to refresh their memories about the content. Tell them to look at the grammar pages and read examples of the grammar. Have them share examples of the grammar they have learned in Units 7 and 8.
- Have them review their picture dictionaries and reread the stories in the units.

Lesson objective

- Introduce the lesson objective. Say *Today I will review Units 7 and 8.*

- **Involve** Students will review all of the language learned in Units 7 and 8. They will consolidate their knowledge in a series of activities to test all four skills.

Listening

1 102 **Listen and follow. Say the number.**

(Answers: **1** 4, **2** 1)

- Ask students to look at the pictures and listen carefully. Explain that they will hear questions and answers or sentences about some of the pictures. Tell them to follow the path for the pictures they hear about and then they should say the number of the column below the final picture.
- Play audio 102. Students listen carefully and follow the path of pictures.
- **Monitor** Check answers with the class. Play the audio again if needed. You could pause the audio after each sentence to check whether students are following the correct path.
- **Challenge** In groups of three, one student makes sentences about the pictures in a path from the top to the bottom of the page. The second student follows the path and says the number at the bottom. The third student listens and corrects any mistakes in the language used. The three students repeat this two more times and swap roles.

Reading

2 **Read and follow. Draw the arrows.** ← → ↑ ↓

(Answers: **1** ←, ↑, →, ↑, column 4, **2** ↑, ↑, ←, ↑, column 1)

- Students read the sentences and follow the paths of pictures in Activity 1. They add an arrow in the box to show which direction they move from one picture to the next.
- After students read the final sentences, they say the number below the final picture in the path.
- **Monitor** Check answers with the class. Show students the paths on the board by circling the correct answers and drawing arrows between them.
- **Differentiation** **Stretch:** Have students write their own path in their notebook and give it to their partner to find the answer. **Support:** Have students who need more support draw the arrows on the grid in Activity 1 as they read before drawing them next to the sentences.

Writing

3 **Follow the arrows. Choose and write.**

(Answers: **1** behind, forest, bathroom, Sally's, right, column 4, **2** in front of, rock, isn't, straight, sleeping, column 2)

- Students read and complete the sentences by following the paths the arrows make to the pictures described in Activity 1.
- **Assist** Tell students to read carefully because most of the missing words are part of the sentence structure.
- After students complete the sentences, they can say the number below the final picture in the path.
- **Monitor** Check answers with the class. Show students the path on the board by circling the correct answers and drawing arrows between them.

COMMUNICATION

Speaking

4 **Ask and answer with a partner.**

- Ask two students to read the examples in the speech bubbles. Then explain to students that they can ask and answer about any of the pictures in Activity 1. Encourage them to use language they have learned in Units 7 and 8, and in other units, too.
- **Monitor** Watch students and provide support if needed. Ask individual students questions and listen to their answers, then have them ask you questions. Take notes on any general issues with pronunciation and intonation.
- **Extra** Encourage more confident students to ask about words they don't know in English and to look them up in the dictionary.

Objective review

- Revisit the lesson objective. Say *Now I know Units 7 and 8.*
- **Involve** Encourage awareness of what students know by asking questions about the pictures in Activity 1.
- Encourage awareness of what students have learned by eliciting new language from Units 7 and 8. Ask *What words did you learn in Units 7 and 8? What questions and answers can you remember from Units 7 and 8?* Accept all answers.
- Have students go to the Progress Chart in their Workbooks and stick on their *Now I can* stickers.

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Beautiful gardens

CULTURE



Lesson flow



LESSON OBJECTIVE

I will learn about gardens in other countries.

KEY LANGUAGE

beautiful	giants	secret garden
Cornwall	grass	Singapore
England	oxygen	walls
fresh	roof	

Many people don't have gardens.
They grow plants on roofs.
Plants make oxygen.

Warm up

- Show a picture of a garden. As a class, brainstorm things in a garden and write a list on the board. Start them off by saying *In a garden, I can see flowers.* Ask *What else can you see in a garden?*

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about gardens in other countries.*

- **Involve** Students will read about gardens in England and Singapore.

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Pre-reading

COMMUNICATION

1 Look at the pictures. What places can you see? Say.

- Have students look at the photos in this lesson and say the places they can see. (They may know *park* and *city*.) The places are the Lost Gardens of Heligan in Cornwall, England, and the city/state garden of Singapore.
- **Extra** Have students look at the photos and name other things they recognize, e.g., *Look! A rock / grass / a face / a boy / buildings / plants.*

Reading

2 103 Listen and read.

- Pre-teach the word *giant* with a drawing on the board. Check understanding in L1.
- Play audio 103. Students will hear about gardens in Cornwall and Singapore. Point out these places on a map.
- Ask comprehension questions orally: *Are the Lost Gardens of Heligan young or old? What can you find in the gardens? What are they made of? What are the giants doing? Is Singapore a big or small city? Why do many people not have gardens or yards? Where do some people grow flowers?*

Comprehension

3 Choose and complete.

(Answers: **1** rocks, **2** walls, **3** trees)

- Indicate the sentences and say *Read the information about the Lost Gardens of Heligan and Singapore again and complete the sentences.*
- Walk around to check that students are reading and completing the sentences. Help and encourage students as you do this.

COMMUNICATION

Comprehension

4 Talk to a partner about the gardens.

- Write *I like/I don't like …, ____ has/doesn't have …*, and *There is/There are …* on the board.
- Ask for volunteers to talk about the gardens on page 136 to the class.
- Have students work in pairs. Say *Talk to a partner about the gardens.*

MY CULTURE

- Read the Culture sentence: *Find out about interesting gardens in your country.* Students talk about interesting gardens in their country.

CREATIVITY

Production

5 Design and make a garden in a pot.

- Ask students what they can see in the garden in the photo (*a path*, *a house*, *a chair*, *rocks*, *plants*).
- Read the instructions together around the class.
- Have students design a small garden on a piece of paper. They might like to use the vocabulary in the unit for inspiration.
- Have them talk about their design with a partner, e.g., *There's a path* and *a castle. There are trees on the left and flowers on the right.*

COMMUNICATION

Production

6 Describe your garden in a pot.

- Have students describe their gardens with *This/That is*, *These/Those are*, *Next to*, *Near*, *It has …*
- Have them work in pairs to describe their gardens to each other.
- Remind students to show appreciation for each other's gardens: *Oh! That's nice. It's very pretty.*
- Then invite some students to give short presentations to the class.
- **Extra** This could be extended to finding out about gardens in other countries that are not taught on page 136.

Objective review

- Revisit the lesson objective. Say *Now I can talk about gardens in other countries.*
- **Involve** Encourage awareness of what students can do by showing them some famous gardens and eliciting what they can see.

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Workbook answer key and notes

UNIT 8: OUR WORLD

1 Look, choose, and write.

(Answers: **1** bridge, **2** up, **3** down)

2 Choose and write.

(Answers: I look up. I can see an owl, the sun, a bird, a bat. I look down. I can see a porcupine, a river, a rock, a snake.)

- Coding: Events: complete skeleton/incomplete event plans

3 042 Choose and complete. Then listen and check.

(Answers: green, blue, you, up, down, trees, sky, fun, you)

Are you up in a tree?

1 Do the crossword.

(Answers: **Across: 2** forest, **4** hill, **6** bridge, **Down: 1** path, **2** flower, **3** rock, **5** tree)

3 043 Look, listen, and say. Then match.

(Answers: **1** c, **2** a, **3** b)

Language lab 1

1 Choose and write.

(Answers: **1** Turn left, **2** Turn right, **3** Don't turn left, **4** Don't turn right, **5** Go straight)

2 Follow, find, and write.

(Answers: **1** farm, **2** store, **3** library, **4** school)

- Students can check how to write the town words by looking at Unit 1 in their Student's Books.
- Coding: Algorithms/sequencing: Use logic to predict the outcome of a series of steps.

3 How do you get there? Look at 2. Circle and write.

(Answers: **1** straight / 3 / left / Go / 3, **2** straight / 3 / Turn right / Go / 3)

4 Now add more letters to 2 and tell a partner where to go.

- Students add four more letters) to the grid. Then following the examples in Activities 1, 2, and 3, they tell their partner how to reach those places.

5 Make a stop sign. Then play the *Dance! Stop!* game.

- Students make stop signs then tell each other what to do in the *Dance! Stop!* game. When they hold up their stop signs, everyone must freeze.

Story lab

1 Look, choose, and complete.

(Answers: **1** This, forest, that bridge, **2** on, bridge, going, Me too, **3** fantastic, our school, castle, farm)

2 Which words are in the story? Check ☑ or cross ☒.

(Answers: goat ✗, down ✓, forest ✓, trampoline ✓, cake ✗, house ✗, fantastic ✓, up ✓, amazing ✓, farm ✓)

3 Order and write.

(Answers: **1** Well done, Milly!, **2** Come down now!, **3** Get the trampoline!, **4** Let's jump with Milly!)

4 Read and check ☑.

(Answers:

Who …	The children	Milly	Miss Kelly	Mrs. Hay	Mr. Mud
likes the forest?	✓	✓	✓	✓	✓
climbs up?	✓	✓			
climbs down?	✓				
has lots of food?				✓	
jumps down?		✓			
jumps on the trampoline?	✓	✓			
helps Milly?	✓	✓	✓	✓	✓

5 Look, read, and circle.

(Answers: Mrs. Hay, bread, cheese, ice cream, happy)

6 What happens next? page 128

(Answers: Students' own answers)

Phonics lab

1 Say the words. Then circle.

(Answers: **1** juice j, **2** soup s, **3** cherry ch, **4** shell sh)

- Critical thinking: observation. The sounds are placed in a different order for each word and are different colors in each row. This helps students to focus on the letters and not get distracted by the colors.

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2 **Write *ch*, *sh*, *s*, or *j* and match.**

(Answers: **1** chicken e, **2** shop a, **3** shell c, **4** cheese d, **5** juice f, **6** soup b)

3 **044 Choose and write. Then listen and chant.**

(Answers: I have new shoes! I can jump! Jump, jump, jump in the sun!)

- Let students try and figure out where the words go before you play the chant.
- This involves the critical thinking skills of prediction and decision making.

Experiment lab

1 **Circle T (True) or F (False).**

(Answers: **1** T, **2** T, **3** F, **4** F, **5** T, **6** F)

Experiment time

1 **Answer for you. Write and circle**

(Answers: Students' own answers)

2 **Draw your towel mountains. Then choose for you and write.**

- Students draw their "towel mountains." Their drawings will probably look something like the picture of the towel mountain on page 129 of the Student's Book.
- Then they write their opinion about their own towel mountains.

Language lab 2

1 **Choose and write.**

(Answers: **1** next to, **2** in, **3** behind, **4** under, **5** on)

2 **Where are they? Do the math. Then choose and write.**

(Answers: **Rabbit:** 35 + 35 = 70, **Cat:** 25 x 4 = 100, **Lizard:** 8 x 5 = 40, **Bird:** 15 x 2 = 30, **1** under, bridge, **2** behind, tree, **3** on, rock, **4** in, tree)

Draw a forest!

1 **045 Listen, draw, and match.**

- Students draw a big tree on the left, a small tree on the right, red flowers under the big tree, yellow flowers under the small tree, a blue bird in the big tree, and a red bird in the small tree.
- Coding: Functions. Be able to understand and perform simple functions such as receiving orders and drawing a picture.

2 **Work with a partner. Choose and tell them where to draw four more things.**

- Students give instructions to each other about what to draw and where to draw it in the picture in Activity 1.

3 **Now play the *True or False* game with your partner.**

- Students follow the example given to make statements about their own pictures. Their partner decides if the statements are true or false.

PROJECT AND REVIEW

1 **Write and check ☑ or cross ☒ for your scrapbook.**

- Students check or cross according to what they have found for their scrapbooks and what form they take. They might have photos, drawings, or actual items such as leaves or pressed flowers.
- For the column "What's it called?," students will probably find it easy to name any animals which they have included, but also encourage them to find out the names of the specific flowers, birds, or trees which they like.

2 **Read and circle for you.**

(Answers: Students' own answers)

3 **Draw your favorite thing. Then write and circle.**

4 **Circle 8 words. Then find and underline them in 5.**

(Answers: bridge, jumping, down, up, tree, hill, river, mountain)

- Pre-reading activity: students find and circle these words in the word snake.
- Then they find and underline them in the reading texts in Activity 5.

5 **Look, read, and match.**

(Answers: **1** c, **2** a, **3** b, **4** d)

6 **Read and complete to describe pictures in 5. Use words from 4.**

(Answers: **a** bridge, river, **b** jumping, hill, **c** up, tree, **d** down, mountain)

4 CHECKPOINT

1 **Find the words and complete.**

(Answers: **1** juice, drinking, **2** making, **3** turn, left, **4** next, tree)

2 **Draw a path.**

- Students draw a path through the flowchart.

3 **Look at 2. Circle and write. Then ask and answer.**

(Answers: Students' own answers)

- Students look at the path they drew in Activity 2 and answer the questions.

BEAUTIFUL GARDENS

1 **Choose, complete, and match.**

(Answers: **1** walls b, **2** garden a, **3** giants a, **4** city b, **5** beautiful b, **6** rock a)

2 **Read and check ☑ T (True) or F (False).**

(Answers: **1** T, **2** F, **3** F, **4** T)

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