A large, semi-transparent photograph of a red canoe on a rocky shore. In the background, there is a forest and a body of water under a cloudy sky.

1

What is a family?

Literacy

Read: a nonfiction text about families around the world; a fiction text about a boy's family

Reading Strategies: predicting from pictures; identifying setting

Writing: you and your family

Learn to Write: basic capitalization

Oracy

Skill: Ground Rules for Working in Groups

Cue Cards 1–2: 1. *I don't understand.*
2. *Can you repeat that?*

Speaking Mission: give a home tour and introduce your neighbor

Language

Key Words 1: *father, brother, mother, sister, grandfather, grandmother*

Key Words 2: *family, parents, house, backyard, apartment, grandparents, chore*

Key Words 3: *tent, evening*

Key Words 4: *aunt, uncle, cousin, bedtime, pajamas, sleep*

Speaking Mission Words: *bedroom, TV room, kitchen, dining room, living room, garden*

Grammar in Context

Verb to be, Affirmative and Negative:
I'm seven years old. She isn't from Canada.

Verb to be, Yes/No Questions: *Is this Mom? Yes, it is.*

Phonics

Short a

Listening

Interview: Families and Family Activities

Values

Respect for Family Members

The Big Challenge

How can we make a photo album?
Take photos of your family and make a photo album





What is a family?

- Talk** about families.
- Discuss** the ground rules for oracy.
- Write** about you and your family.
- Give** a presentation on your family.
- Show** your new neighbor your home.

What do the pictures have in common?

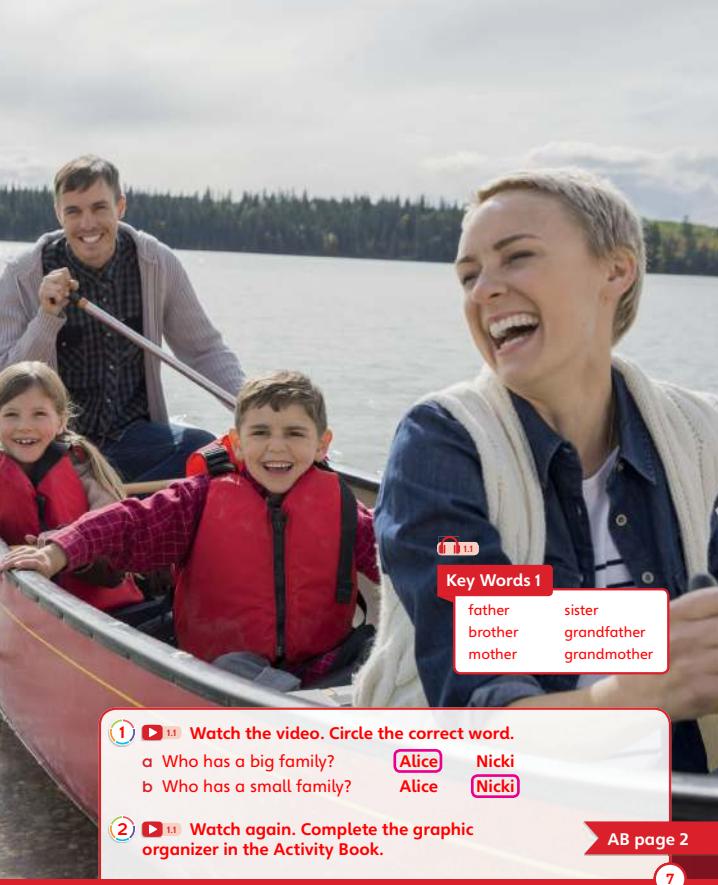




What can you see?



Are all families the same?



Key Words 1

| | |
|----------------|--------------------|
| father | sister |
| brother | grandfather |
| mother | grandmother |

1  **Watch the video.** Circle the correct word.
 a Who has a big family? **Alice**
 b Who has a small family? **Nicki**

2  **Watch again.** Complete the graphic organizer in the Activity Book.

6

7

Objective: to introduce the topic of families and how they are different

Key Words 1: *father, brother, mother, sister, grandfather, grandmother*

Materials: Video I.1, Audio CD I.1, Flashcards I.1–I.6

WHAT IS A FAMILY?

- Read the Big Question aloud. Have students look at the pictures. Read the first question aloud: *What do the pictures have in common?* Ask or elicit: *These are families.* Point to the picture on the left and say: *This is a family.* Ask: *What can you see?* (*A man, a woman, a boy.*) Say: *It's a family! Some families eat together.* Point to the other pictures. Ask about the people in the pictures. Ask: *Are all families the same?* (*No.*)
- Point to the unit objectives below the Big Question. Say: *Here are the activities we will do in this unit.* Read the unit objectives aloud.

1.1 **Key Words 1** Use the flashcards and audio to present Key Words 1. Hold up the *father* Flashcard. *This is a father.* Listen and say it with me. *Father.* Hold up the *mother* Flashcard. *This is a mother.* Listen and say it with me. *Mother.* Hold up the *sister* Flashcard. *This is a sister.* Listen and say it with me. *Sister.* Ask: *Do you have a sister?* Say: *Raise your hand if you have a sister.* Do the same with the *brother* Flashcard. Explain that we use *brother* for a boy and *sister* for a girl. Hold up the *grandfather* and *grandmother* Flashcards. *This is a grandfather and this is*

a grandmother. Hold up the flashcards again as you play Track I.1. Have students repeat the words.

1  **Watch the video.** Circle the correct word.

Watch the video and pause after “Let's find out!” Ask: *What is today's Big Question? (What is a family?)* Continue the video and pause after “That bread smells delicious!” Ask: *Do you like Bob's family?* Say: *Let's watch about two other families!* Continue the video. Pause after “Smile!” Ask: *What is Alice's family like? (It's big.)* Continue the video. Pause after “Look out for the puddles, Nicki!” Ask: *What's Nicki's family like? (It's small.)* Have students look at the questions on page 7. Read the questions aloud: *Who has a big family? Who has a small family?* Have students circle the correct names. Check answers. Finally, finish the video. Invite volunteers to answer Derek's question: *Is your family big or small?* Accept all answers.

2  **Watch again.** Complete the graphic organizer in the Activity Book.

Form pairs. Play the video again and have students complete Activity I on AB page 2. Tell them to circle the correct word for each family member. Monitor and provide support.

AB page 2

28

© in this web service Cambridge University Press

www.cambridge.org

Ready to Read: Nonfiction

Unit 1A
Ready to Read: Nonfiction

Reading Strategy: Predicting from Pictures
 Pictures help you predict what a text is about.

1 Look and mark ✓ the correct predictions.

a This book is about a boy and his hamster.
 This book is about eating carrots.

b This book is about life in the city.
 This book is about life on the farm.

c This book is a story about dinosaurs.
 This book is about animals on our planet today.





2 Look at the photos on pages 9–10. What do you think the text is about? Circle the answer.
 I think it's about ...
 a different toys. b different families. c different schools.

8

Objective: to use pictures to predict the content of a text

Key Words I: father, brother, mother, sister, grandfather, grandmother

Materials: Audio CD I.I, Flashcards I.I–I.6, illustrated storybooks in English

 1.1 **Key Words 1** Use the flashcards and audio to review Key Words I.

1 Look and mark ✓ the correct predictions.

Briefly hold up the illustrated storybooks. Ask: *What are these? (Books.)* Say: *These books have pictures.* Ask: *Do you like to look at pictures in books?* Accept all answers. Have students look at the Reading Strategy box. Read the text in the Reading Strategy box aloud. Point to the three illustrated storybooks on page 8. Say: *These are storybooks. Look at the pictures.*

Point to the first two sentences in Activity I. Ask: *Which sentence is correct?* Read the two sentences aloud. Tell students to put a checkmark next to the correct sentence. Do the same with the other two story books and sets of sentences. Have students compare answers with a classmate to check.

Practice Time I Hold up one of the storybooks. Say: *Look at the cover of the book.* Then, show students pictures in the book. Ask: *What is the book about?* Accept reasonable predictions. Form small groups. Give each group a storybook. Have them look at the pictures and predict what the story is about. Monitor and make sure students are making reasonable predictions based on the pictures. If time permits, have students vote for the book they want to read. Plan a time to read the book to the class. (See Differentiated Instruction below.)

2 Look at the photos on pages 9–10. What do you think the text is about? Circle the answer.

Ask students to look at pages 9 and 10. Ask: *What do you see? (Families, a tree house, a grandparent cooking, a girl with an animal, a house.)* Ask students to go back to page 8 and think about the pictures that they saw. Ask: *What is the text about?* Read the three options and have students circle the correct one.

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|--|--|---|
| Write one word for each storybook on the board, summarizing the topic of the book. Have groups choose the correct word for their book. | Write a sentence describing the topic of each book on the board: <i>This book is about ...</i> Have groups choose the correct sentence for their book. | Write the title of each book on the board. Have groups look at the books and describe the pictures. Ask: <i>Is it a happy story? Is it a silly story? Is it a scary story?</i> Next, ask: <i>What is the book about?</i> Have groups tell the class what their book is about: <i>This book is about ...</i> |

Reading: Nonfiction

1.2 **Key Words 2** Use the flashcards and audio to pre-teach Key Words 2. Form pairs. Point to the key words and pictures on page 9. Have students take turns pointing to the pictures and reading the key words aloud. Then, have students point to each word highlighted in the text.

1.3 **Page 9, section 1**

Have students look at the text on page 9. Point to the title. Say: *This is the title. The title of the text is "Families Around the World."* Point to the picture of the world. Ask: *Where do you think the boy is from?* Accept all answers. Play Track I.3 up to "but it has a backyard with a tree house!" Pause, point to the pictures, and ask questions:

*What is the boy's name?
 How old is he?
 Where is he from?
 Who is in his family?
 Where does he live?
 What is in his backyard?*

Personalization

Ask: *Do you live in a house or an apartment? Is your home big or small?* Encourage students to imagine a tree house like the one in the picture. Ask: *Is it fun to play in a tree house?*

1.3 **Page 9, section 2**

Play the next part of Track I.3 up to "Then, they all have dinner" and repeat the procedure:

*What do Keith and his brother do after school?
 Who do they play with?
 When does Keith's mom get home?
 What does Keith's family do together in the evening?*

Practice Time 1 Form pairs. Have students point to the pictures in the text on page 9. Tell them to describe the pictures with information from the text, for example: *This is Keith. Keith has a tree house. This is Keith's family. They have dinner in the evening.*

Personalization

Form pairs. Ask: *What do you do after school? Do you have dinner with your family?*

Objective: to learn about different families around the world

Key Words 2: *family, parents, house, backyard, apartment, grandparents, chore*

Materials: Audio CD I.2, I.3, I.4; Flashcards I.7–I.13

Reading: Nonfiction

1.4 Families Around the World

This is Lucia. She is seven years old. She is from Colombia. She lives in an apartment with her **grandparents** and her mother. After school, Lucia helps her grandparents with the **chores**. Sometimes Lucia plays with her friends in the apartment. Her grandfather plays with them, too!

This is Odval. She is six years old. She is from Mongolia. Mongolia is in Asia. Odval and her family are nomads. They go from place to place with their animals.

The family lives in a type of tent called a **ger**. It's time to go! Odval and her family take the ger with them.

Think
How is your family different from these families?

1.4 Page 10, section 1

Point to the title at the top of the page. Remind students that this is the title. Have students look at the pictures and predict where the girls and their families are from. Accept all answers. Play Track 1.4 up to “Her grandfather plays with them, too!” Pause, point to the pictures, and ask questions:

*What is the girl's name?
 How old is she?
 Where is she from?
 Where does she live?
 Who is in Lucia's family?
 What does Lucia do after school?*

AB page 3

Personalization

Direct students' attention to the picture of Lucia and her grandmother. Ask: *What is Lucia doing? (Helping with chores.) Do you help with chores?* Mime actions for chores to help students with meaning.

1.4 Page 10, section 2

Play the rest of Track 1.4. Ask questions:

*What is the girl's name?
 How old is she?
 Where is she from?
 Where is Mongolia?
 What do nomads do?
 What is the name of Odval's home?
 What is special about Odval's home?*

Think

Form pairs or small groups. Read the question in the Think box aloud. Encourage students to answer about their families. Monitor and ask questions to help them answer: *Do you have brothers or sisters? Do you live with your parents or grandparents? Do you live in a house, an apartment, or a tent? Who do you play with? Does your family have animals like Odval's family?*

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|---|--|---|
| Write <i>Keith</i> , <i>Lucia</i> , and <i>Odval</i> on the board. Say facts about the children in the text, for example: <i>He has a tree house</i> . Elicit the correct name for each fact. | Form pairs. Say the name of a child in the text. Have students say facts about the child and his/her family. Encourage them to try to remember the information without looking in their books. | Review facts about the families in the text. Ask: <i>How are some families different? Who is in the family? Where do they live? What do they do together?</i> |

Explore the Text: Nonfiction

Explore the Text

1 Go back to page 8, Activity 2. Was your prediction correct? Circle.
Yes No Answers will vary.

2 Mark ✓ the correct answer.

| Which child ... | Keith | Lucia | Odval |
|-------------------------------------|-------|-------|-------|
| a has one brother? | ✓ | | |
| b travels a lot? | | | ✓ |
| c lives in an apartment? | | ✓ | |
| d has a tree house in the backyard? | ✓ | | |
| e has animals? | | | ✓ |
| f helps with chores? | | ✓ | |

3 1.5 [Key Words 3] Listen and repeat. Circle the words tent and evening in the text. Label the pictures.

evening **tent**

How big is your family?
My family is small. There is my mother, my sister, and me.

Objective: to recall specific information from the text and identify words in context

Key Words 3: tent, evening

Materials: Audio CD 1.5, index cards (optional); Fun Corner: stencils (adult, child, and pet), crayons or colored chalk, construction paper

- 1 Go back to page 8, Activity 2. Was your prediction correct? Circle.

Have students go to page 8 and look at Activity 2. Remind them that they looked at the pictures and made predictions about the text. Point out the sentence and read it aloud: *I think it's about ...* Ask volunteers to read their answers. Have students go to page II. Read the question aloud: *Was your prediction correct?* Have students circle their answer.

- 2 Mark ✓ the correct answer.

Have students look at the chart. Point out the names and pictures of the children from the text. Point to the question prompt and read the first question aloud: *Which child has one brother?* Elicit the answer: Keith. Have students put a checkmark next to question a under Keith. Form pairs or small groups and tell them to answer the questions in the chart. If necessary, help students to focus on one row and question at a time by having them cover the other rows with an index card. As they answer each question and mark the correct column, they can lower the index card to see the next row and question. Monitor and provide support.

- 3 1.5 Key Words 3 Listen and repeat. Circle the words tent and evening in the text. Label the pictures.

Play Track 1.5. Have students imitate the pronunciation of the words. Have students turn to page 9. Tell them to find the word *evening*, point to it, and raise their hands. Have them circle the word. Ask: *When is evening? What happens in the evening in this text? (Mom gets home.) What happens after this? (They have dinner.)* Clarify the meaning of *evening*. (See Differentiated Instruction below.) Then, tell students to turn to page 10. Have them find the word *tent*, point to it, and raise their hands. Tell them to circle the word in the text. Have students label the pictures on page II.

Big Question Link

Read the question aloud. Point out the sample answer and read it aloud. Form pairs or small groups and have students share their answers

Fun Corner!

Family Posters

Form small groups and hand out the supplies. Have students color over the stencils to create outlines for each of their family members. At the top of the paper, have them write *My Family*. Encourage students to write the names under the outlines of their family members. Display students' family posters around the school or classroom.

AB pages 4–5

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|---|--|--|
| Write <i>afternoon</i> , <i>evening</i> , and <i>night</i> on the board. Draw a sun above <i>afternoon</i> . Draw a moon and stars above <i>night</i> . Elicit evening activities and write them on the board, for example: <i>dinner</i> , <i>TV</i> , <i>bath</i> , <i>read</i> . | Write <i>afternoon</i> , <i>evening</i> , and <i>night</i> on the board. Draw a sun above <i>afternoon</i> . Draw a moon and stars above <i>night</i> . <i>Evening is at the end of the day. Evening usually starts around 5 p.m. and ends around 9 p.m.</i> | Have pairs discuss activities that they usually do in the evenings. Write <i>afternoon</i> , <i>evening</i> , and <i>night</i> on the board. Draw a sun above <i>afternoon</i> . Draw a moon and stars above <i>night</i> . Explain the meaning of <i>evening</i> . Form pairs or small groups. Ask: <i>What does your family do in the evening?</i> |

Grammar in Context

Grammar in Context

Grammar: Verb to be, Affirmative and Negative

| | |
|------------------------|--------------------------|
| I'm seven years old. | I'm not eight years old. |
| She's from Colombia. | She isn't from Canada. |
| They're from Mongolia. | They aren't from Japan. |

1 **1.6** Listen to the chant and match.

Gala

Tomo and Koji

I'm = I am
She's = She is
They're = They are
isn't = is not
aren't = are not

2 Circle the correct sentences.

- a Gala isn't eight years old. **She is six.**
- b Gala isn't from Japan. **She is from Colombia.**
- c Tomo and Koji aren't six years old. **They are eight.**
- d Tomo and Koji aren't from China. **They are from Brazil.** **They are from Japan.**

Time to Talk!

Talk to a partner about yourself.
 I'm Asli. I'm six years old. I'm from Turkey.

12

Objective: to use the verb to be to talk about yourself (your age and where you are from)

Materials: Audio CD 1.6, instrumental music (optional), index cards with a child's name, age, and country (1 per student)

Grammar Box

Direct students' attention to the Grammar box. Tell students to point to the first sentence. Read it aloud: *I'm seven years old*. Ask: *Am I seven years old? (No.)* Ask several volunteers: *How old are you?* Encourage them to use the sentence in the Grammar box as a model: *I'm (seven) years old*. Read the next example sentence in the Grammar box: *I'm not eight years old*. Invite volunteers to say the sentence with other numbers: *I'm not (five) years old*. Draw a stick figure of a girl on the board. Read the next two sentences aloud: *She's from Colombia*. *She isn't from Canada*. Point to the stick figure when you say *She's* and *She isn't*. Then, draw two stick figures on the board. Read the last two sentences aloud. Point to the stick figures when you say *They're* and *They aren't*. Finally, point out the sticky note on the right side of the page. Explain the contractions.

1 **1.6** Listen to the chant and match.

Direct students' attention to the pictures. Ask: *What do you see?* (*A girl, two boys, two birthday cakes, flags.*) Point to the girl and ask: *What's her name? (Gala.)* Point to the boys and ask: *What are their names? (Tomo and Koji.)* Point out the number candles on the cakes. Elicit the numbers. Play Track 1.6 and have students match the children in the pictures with the cakes. Read the Grammar box as a class. Say additional examples about the chant using affirmative and negative forms of the verb *to be*: *She's six years old. She isn't seven years old. She's from Brazil. They're seven years old. They're from Japan. They aren't from Brazil.*

Practice Time 1 Play Track 1.6 and have students snap their fingers to the beat. Play the track again and encourage students to chant along. Divide the class in two and ask one half to do Gala's chant while the other half does Tomo and Koji's chant. Then, as a whole group activity, create a new chant about volunteers in the class.

2 Circle the correct sentences.

Read the first sentence aloud. Use gestures to emphasize the negative contractions. Point out the two orange sentences. Elicit the correct sentence: *She is six*. Have students circle the correct sentence. Read the other sentences aloud for students to circle the correct information. Check answers.

Time to Talk!

Read the Time to Talk! sentence and example aloud. Form pairs and have them say this information about themselves. When students finish, have them form new pairs and say the information again. Monitor and encourage participation as necessary. If students are hesitant to talk, play upbeat instrumental music in the background. After students have shared their information with several classmates, turn the music off as a cue for them to return to their seats.

Practice Time 2 Form small groups. Give each student an index card. Have students take turns introducing themselves. When they finish, have them exchange index cards with students in a different group. Have students introduce themselves with the new information.

AB pages 6–7

Phonics

Phonics

1 Listen and chant. Mark ✓ what the cat eats.

Pat the Cat
 My dad has a cat.
 His name is Pat.
 His cat is fat.
 He likes to eat rats!

1A

2 Listen and repeat the words with the short a sound.

3 Listen, point, and repeat.

a fan **b** cap **c** bat **d** bag

4 Label the pictures in Activity 3. Use the words in the box.

bag cap fan bat

5 Play The Word Game. In pairs, say the words quickly. How many times can you say them without making a mistake?

13

Objective: to identify and pronounce words with the short a sound
Materials: Audio CD I.7, I.8, I.9; Build Creativity and Fun Corner: paper

1 Listen and chant. Mark ✓ what the cat eats.

Play Track I.7. Have students follow along with the chant in their books. Ask: Who has the cat? (Dad.) What's the name of the cat? (Pam.) Point to the pictures next to the cat. Ask: What does the cat eat? (Rats.) Tell students to mark the box next to the rat. Play the track again and invite students to join in. Point out the words (in bold) with a short a sound.

2 Listen and repeat the words with the short a sound.

Play Track I.8. Have students listen and repeat the words.

Practice Time I Have students circle the words with short a in the chant. Form pairs. Have students take turns pointing to and saying the words. Monitor and provide support.

3 Listen, point, and repeat.

Play Track I.9. Have students listen and point to the correct pictures. Play the track again and have students repeat the words.

4 Label the pictures in Activity 3. Use the words in the box.

Point to the pictures again and direct students' attention to the words in the box. Say the words for students to repeat. Have students write the words under the pictures. Monitor and provide support as necessary. Check answers.

5 Play the Word Game. In pairs, say the words quickly. How many times can you say them without making a mistake?

Say: Let's say the words together. Point to the pictures and say the words without pausing: cat, rat, bat, cap, bag, fan. Say the words again and invite students to say them with you. Repeat several times without pausing, speeding up to make it more challenging. On your fingers, keep track of the times the class can say the words without making a mistake. Then, form pairs and have them say the words quickly. Encourage them to continue as many times as possible without making a mistake. Monitor and provide support as necessary.

Build Creativity!

Circle, Circle

Objective: Try, Try Again

Draw two circles on the board, a smaller circle on top of a larger circle. Hand out paper and have students copy the picture on the paper. Then, tell them to turn the circle picture into a cat. Have students copy the circles again and make the picture into a rat. Encourage them to share their pictures with a classmate.

Fun Corner!

Guess the Picture

Hand out the paper and have students choose a word from page I3 with a short a sound. Have students write the word in the middle of their paper. Monitor and provide support. On the other side of the paper, tell them to draw a picture to illustrate the word. When students finish, have them stand up and read their word to other students. When they find a student with the same word, have them give the student a high five.

AB page 8

Oracy

Oracy

Oracy Skill: Ground Rules for Working in Groups
 Rules help us work in groups.

Oracy Morris

1 With your teacher, make the rules for working in groups. Use the words in the box.
 Possible answers: respect listen take turns help share

2 Write your rules.

Ground Rules for Working in Groups

1 We listen quietly. 4 We help each other.
 2 We respect each other. 5 We can all share our ideas.
 3 We take turns.

Let's Practice Oracy! 1, 2

1 In groups, draw a family tree with the family members from Oracy Time!
 2 Remember to follow the ground rules.
 3 Present your family tree to the class.

Oracy Time!

Check Your Oracy!

| | |
|--------------------------------|----------|
| 1 I followed the ground rules. | Yes / No |
| 2 I participated. | Yes / No |

This is our family tree.
 This is the father.

14

Objective: to design and put into practice ground rules for working in groups
Cue Cards: 1. I don't understand. 2. Can you repeat that?
Materials: Cue Cards 1–2, paper for students to draw family trees

Oracy Skill Box

Introduce Oracy Morris to the class. Point out the oracy characters: Kate, Jack, Emma, and Liam. Say: *The oracy characters teach us about oracy*. Read the text in the Oracy Skill box aloud.

1 With your teacher, make the rules for working in groups. Use the words in the box.

Go over the meaning of the words in the box using gestures. Write the five words on the board. Say: *Let's make some ground rules for working in groups*. Explain that *ground rules* are the rules we will always use. Invite volunteers to suggest ground rules using the words in the box. Form groups and encourage students to suggest rules. Monitor and provide support with unfamiliar words. Elicit students' ideas and note them on the board. As a class, decide on five ground rules using the words in the box. Avoid writing the complete rules yet, but formulate and repeat them. Point to a different finger on your hand for each rule.

2 Write your rules.

Direct students' attention to the notes on the board and rule 1 in Activity 2. Invite a volunteer to complete the rule on the board: *We listen (quietly)*. Have students complete the rule in their books. Elicit the other rules, pointing to your fingers. Write the rules on the board and have students write them in their books.

Present and Practice Display Cue Cards 1 and 2. Explain that we can be good listeners and respect others when we use these phrases. Hold up Cue Card 1. Read the expression aloud. Use gestures and students' first language to explain the meaning if necessary. Say the expression again and have students repeat it. Then, hold up Cue Card 2. Read the expression aloud: *Can you repeat that?* Help with meaning. Leave the Cue Cards on the board for students to see for the next activity. Say: *Now we're going to practice using our ground rules and our expressions*.

Build Creativity!

Visualization

Objective: Take a Break

Have students close their eyes. In a slow, calm voice, say: *Imagine your favorite school activity*. Describe activities the students do at school in terms of the ground rules: *When we stand in line, we listen quietly. We respect each other. When we play, we take turns. When we make things, we help each other. When we talk, we can all share our ideas*. Have students open their eyes.

Let's Practice Oracy! 1, 2

- 1 Point to the Oracy Time! box and the list of steps. Read the first step aloud. Point out the family members in the Oracy Time! box. Remind students that a family tree shows family relationships, like the graphic organizer on page 2 of the Activity Book. Form small groups and have the students create a family tree together. Encourage them to give the family members names. They can also add other family members if they want. Monitor and provide assistance if necessary.
- 2 Say: *Now we're going to present our family trees*. Read the second instruction aloud. Elicit the ground rules from Activity 2. Remind students to raise their hands and use the expressions on the Cue Cards.
- 3 Have groups present their family trees to the class.
- Optional: Record students as they present their family trees to share their work.
- Have students complete Check Your Oracy!

Home-school

Portfolio: Oracy

AB page 8

Writing

Writing

Learn to Write: Basic Capitalization

Names of people and countries start with a capital letter.
This is **K**eith. He is from the **U**nited **S**tates.

1 Circle the capital letters in the names of people and countries.

a **K**ick is from **A**ustralia.
b **E**sa and **V**era are from **R**ussia.




2 Rewrite the sentences with capital letters.

a This is **a**lex.
This is **A**lex

b **a**lex is from **ar**gentina.
Alex is from **A**rgentina



3 Write about you and your family. Students' own answers.

My name is _____.
I am _____ years old. I'm from _____.
I live with _____.

AB pages 9–10

15

Objective: to learn to write using basic capitalization

Materials: Fun Corner: paper

Learn to Write Box

Read the text in the Learn to Write box aloud. Say: *Look at the blue letters. These are capital letters. We use capital letters at the beginning of names and countries.* Draw the face of a girl and a boy on the board. Introduce them to the class and write the sentences: *This is Frida. She is from Mexico.* Say: *Frida is a name.* Invite a volunteer to circle the capital letter in *Frida*. Say: *Mexico is the name of a country.* Invite a volunteer to circle the capital letter in *Mexico*. Repeat this procedure for the boy.

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|---|--|--|
| Form pairs. Have students take turns reading their paragraphs to each other. Both students should look at the text. | Form pairs. Have students swap books and read their classmates' paragraphs. Have them point to the names of people and countries in the text. Ask: <i>Do the names of people and countries have capital letters?</i> | Form groups. Have students sit in a circle and give their book to the student on their left. Tell them to read the classmate's paragraph and point to the capital letters in the names of people and countries. Have them pass the books to the student on their left again and repeat the activity. Have them continue until students have their own books. |

1 Circle the capital letters in the names of people and countries.

Point to the pictures and sentences in Activity 1. Read each sentence aloud. Point to the corresponding pictures and flags. Have students circle the capital letters in the names of the people and countries. Have students compare answers to check.

2 Rewrite the sentences with capital letters.

Form pairs. Tell them to read the sentences in Activity 2 silently. Ask: *What is the boy's name? (Alex.) Where is he from? (Argentina.)* Point out that the names need capital letters. Invite volunteers to write *Alex* and *Argentina* correctly on the board. Have students write the sentences correctly in their books.

3 Write about you and your family.

Copy the paragraph on the board with lines for the missing information. Point to the first line. Read the first part of the sentence aloud. Ask: *What information goes here? (Your name.)* Say: *I'm ...* and your name. Write your name on the line. Have students complete the first sentence in their books with their name. Remind them to use a capital letter. Point to the second sentence on the board. Read it aloud and point to the line. Ask: *What information goes here? (Your age.)* Have students complete this sentence with their age in their books. Encourage them to write the word form of the number. Point to the last sentence on the board. Read it aloud. Tell students to write the family members in their house here. Monitor and provide support. Finally, have students read their classmates' paragraphs. (See Differentiated Instruction below.)

 **Fun Corner!**

My Country's Flag

Ask: *What is the name of your country? What colors are on the flag? What does it look like?* Hand out paper and form pairs. Have students try to draw the flag. Invite students to share their pictures. Encourage them to investigate what the flag looks like.

AB pages 9–10

Writing

ACTIVITY BOOK PAGE 10

Writing

- 1 Read and complete the chart.

Fred and Paulo are my friends. Fred is seven years old, and Paulo is six years old. Fred is from Australia, and Paulo is from Italy.



| Name | Age | Country |
|-------|-------|-----------|
| Fred | seven | Australia |
| Paulo | six | Italy |

- 2 Think of a family member. Complete. Students' own answers.

| Name | Family Member | Age | Country |
|------|---------------|-----|---------|
| | | | |

- 3 Complete. Use your notes from Activity 2. Students' own answers.

(name) is my _____ (family member).
 _____ years old.
 from _____.

- 4 Check ✓. Students' own answers.

WRITING CHECKLIST

- I used capital letters for names of people and countries.

10

SB page 15

Objective: to write about a family member; to use capital letters for names of people and countries

Materials: Flashcards I.1–I.6; Fun Corner: Write *mother, father, sister, brother, grandmother, grandfather* on index cards. Make a copy for each group. Make extra family member cards for groups with extra students.

- 1 Read and complete the chart.

Point to the picture and read the sentences aloud. Point to *Name* at the top of the first column. Say: *One friend is Fred*. Point to *Fred* in the *Name* column. Ask: *Who is the other friend? (Paulo.)* Write *Paulo* below *Fred*. Have students write *Paulo* in the *Name* column in their books. Remind them to use capital letters. Then, direct students' attention back to the sentences. Read them aloud again and ask: *How old is Fred? (Seven.) How old is Paulo? (Six.)* Have students write Paulo's age in the chart. Finally, ask: *What countries are the friends from? (Fred is from Australia. Paulo is from Italy.)* Have students complete the chart.

- 2 Key Words 1 Think of a family member. Complete.

Use the flashcards to review Key Words 1. Display the flashcards on the board. Have students look at the chart in Activity 2. Tell students to choose one of their family members. Have them write the information in the chart. Remind students to use capital letters in the names of people and countries. Monitor and provide support.

- 3 Complete. Use your notes from Activity 2.

Invite volunteers to say the names of the family members they wrote in Activity 2. Tell students they are going to write about their family member using the information in the chart. Point to the chart in Activity 2 and the incomplete paragraph. Have students write the name of the person on the first line. Write *(Amy) is my (sister)*, on the board. Point to *sister*. Say: *Now we need a family member word*. Have students complete the sentence in their books with the correct word. Monitor and provide assistance if necessary. After that, encourage them to complete the rest of the text about their family member. Remind students to use the model sentences in Activity 1 as a guide.

- 4 Check ✓.

Read the sentence in the Writing Checklist aloud. Have students revise their paragraphs as needed and put a checkmark in the box. Then, have them share their paragraphs in pairs or small groups.

Fun Corner!

Guessing Game

Form small groups and hand out the sets of index cards. Make sure each student has a family member card. Hand out additional cards if necessary. Then, have students put the cards face down on a desk and mix them up. Have students take turns choosing a card. Tell them to keep their family member word a secret. Have them act out the family member for the other students in their group to guess.

Ready to Read: Fiction



Ready to Read: Fiction

1

1.10 Key Words 4 Listen, look, and repeat.



bedtime



pajamas



sleep

2

Read and circle the correct answers.

This is a photo of my aunt, my uncle, and my cousins.

a Farid is my **aunt** / **uncle**. He is my father's brother.

b Aysha is my **aunt** / **uncle**.

c My **brothers** / **cousins** are Emir and Rashid.

Emir is twelve years old. Rashid is seven years old.



3

Complete the sentences.

pajamas **bedtime** **sleep**

a My cousins Rashid and Emir go to **sleep** at 8:30 p.m.

b They put on their **pajamas** and go to bed.

c Every night at **bedtime**, my uncle tells them a story.



How many aunts, uncles, and cousins do you have?

I have one **aunt**, one **uncle**, and three **cousins**.

16

Objective: to learn words related to extended family and prepare to read a fiction text

Key Words 4: **aunt**, **uncle**, **cousin**, **bedtime**, **pajamas**, **sleep**

Materials: Audio CD 1.10, index cards, materials for students to draw

1

1.10

Key Words 4

Listen, look, and repeat.

Have students look at the family in the picture. Form pairs and have them predict who the family members are. Then, play Track 1.10 and pause after the first three words. Write on the board: *My dad's sister is my aunt. My mom's sister is my aunt.* Ask: *Do you have any aunts?* Then, change the sentences on the board to: *My dad's brother is my uncle. My mom's brother is my uncle.* Ask: *Do you have any uncles?* Draw a simple family tree on the board with an aunt, an uncle, and a child. Write *aunt*, *uncle*, and *cousin*. Explain that a cousin can be a boy or a girl. Ask: *Do you have any cousins?* Play the track again for students to repeat the words. Pause after the first three words.

Practice Time 1 Make a Venn diagram with two overlapping circles on the board. Label one circle *Girls* and the other circle *Boys*. Label the overlapping section *Both*. Say: *Some family member words are only for girls.* Write *mom* in the *Girls* circle. Elicit other examples and write them on the board: *sister, grandmother, aunt.* Say: *Other family member words are only for boys.* Write *dad* in the *Boys*

circle. Elicit other examples and write them on the board: *brother, grandfather, uncle.* Say: *Some family member words are for girls or boys.* Write *parent* on the board. Elicit other examples: *grandparent, cousin.*

2

Read and circle the correct answers.

Have students look at the picture of the family. Read the first sentence aloud. Ask: *Where is the uncle? Where is the aunt? Where are the cousins?* Have students point to the family members in the picture. Form pairs. Have them read the sentences and circle the correct family member words. Monitor and provide support. Check answers with the class by reading the sentences and pausing for students to call out the correct words.

Practice Time 2 Write three riddles on the board:

My father's sister is my ...

My mother's brother is my ...

My cousin's sister is my ...

Form pairs. Have students complete the sentences. Check.

3

1.10

Key Words 4

Complete the sentences.

Have students look at the three pictures on the top right-hand side of the page. Play the rest of Track 1.10 for students to listen and repeat the words. Ask: *When is your bedtime? Do you have a special pair of pajamas?* Point to the picture of the family in Activity 2. Tell students they are going to read about the cousins. Ask: *What are their names? (Emir, Rashid.)* Point out the sentences and the words in the box. Have students write the words to complete the sentences. Check answers.



Time to Talk!

Read the text in the Time to Talk! box aloud. Have students count their aunts, uncles, and cousins. Then, form pairs. Have them tell each other how many aunts, uncles, and cousins they have. Encourage them to write the classmate's name and the numbers in their notebook. Then, have them form new pairs and repeat the activity. Continue as time permits. Finally, ask: *Who has the most aunts, uncles, or cousins?*



My Cousin, My Friend

Objective: Flow

Ask: *Are your cousins your friends? What do you do together?* Brainstorm activities and write them on the board. Have students choose a cousin (or other family member) they enjoy playing with. Hand out paper and colored pencils. Have students draw a picture of their cousin (or other family member).

AB page 11

Ready to Read: Fiction

Reading Strategy: Identifying Setting
 The setting is the place where the story happens.

1 Read the texts. Look at the pictures. Number the settings.

1 Will and His Sheep
 Will lives on a farm. He has a cow, a rooster, and a sheep. He loves his sheep!

2 Snow White and the Seven Dwarfs
 Snow White is a princess. She lives in a small cottage with seven dwarfs.

3 Grandpa's Houseboat
 Grandpa lives in a houseboat. The houseboat is big!



2 Look at the pictures. Tell a partner which story they belong to.



3 Look at the pictures on pages 18–21. Mark ✓ where you think the story happens.
 a at school b at home

Where do families live?
 Some families live in houses.

17

Objective: to use pictures to identify the setting of a story

Materials: Fun Corner: three sheets of butcher paper

1 Read the texts. Look at the pictures. Number the settings.

Have students look at the texts and the pictures. Say: *These are stories. Point to text 1. Say: The title of this story is “Will and His Sheep.” Read the story aloud. Have students follow along in their books. Point out the pictures below the texts. Ask: Which place is in the story? (A farm.) Tell students to write 1 next to the farm. Continue in the same way with stories 2 and 3. Read the Reading Strategy box aloud.*

2 Look at the pictures. Tell a partner which story they belong to.

Have students look at the first picture. Ask: *What do you see? (A kitchen.) What is the setting? (A houseboat.)* Have students look at the second picture. Ask: *What do you see? (A sheep, a rooster.) What is the setting? (A farm.)* Have students look at the third picture. Ask: *What do you see? (A big table, eight cups.) What is the setting? (A cottage.)* Remind students of the stories in Activity 1. Form pairs and have them identify the story for each picture. Monitor and provide support. Check answers.

3 Look at the pictures on pages 18–21. Mark ✓ where you think the story happens.

Form pairs. Have students look at the pictures in the story. Encourage them to describe what they see. Then, have students look at the options in Activity 3. Ask: *What is the setting of the story? Is it at school or is it at home?* Have students mark the answer they think is correct.

Big Question Link

Read the text in the Big Question Link aloud. Elicit the types of houses in Activity 1. Write them on the board. Brainstorm and add other kinds of houses, for example: *an apartment, in a city, in a town, in a forest.* Accept any reasonable suggestions. Explain that there are many ways to be a family and many places where families can live. Help students embrace and celebrate these differences.

Fun Corner!

Where does it belong?

Write the following places on the board: *at school, at home, at the park.* Write a place name on each sheet of butcher paper. Place the butcher paper in three stations in the classroom. Divide the class into three groups and assign each group to a station. Have students go to the corresponding sheet of butcher paper. Tell them to list or draw things that belong in those places, for example: *at the park – trees, birds, squirrels.* Encourage all students to make suggestions, write, or draw. After a few minutes, have students rotate to a different station and add items to the butcher paper for that place. After several minutes, have students rotate and add items to the final sheet of paper. Have students return to their seats. Display the sheets of butcher paper. Ask: *What is (at school)?* Point to words and pictures on the paper and say students' suggestions. Do the same for the other two places. Finally, say: *When we read a story, it's nice to imagine details about the place.*

Reading: Fiction

Objective: to use pictures to identify the setting of a story

Materials: Audio CD I.I0, I.II, I.I2

1.10 **Key Words 4** Have students look at Key Words 4 on page I6. Use the pictures and audio to review the key words. Then, have students point to each word highlighted in the story.

1.11 **Page I8, section 1**

Play Track I.II up to "Grandma is also there." Pause and ask questions:

*Who is the boy?
Where is he?*

1.11 **Page I8, section 2**

Continue Track I.II up to "his favorite pajamas." Pause and ask questions:

*What time is it?
What does Timmy have?*

1.11 **Page I8, section 3**

Continue Track I.II up to "He can't sleep." Pause and ask:

What is the problem?

Think

Read the question in the Think box aloud. Form small groups and have them answer the question.

1.11 **Page I9, section 1**

Play Track I.II up to "I can't sleep." Pause and ask questions:

*Who talks to Timmy?
What is the problem?*

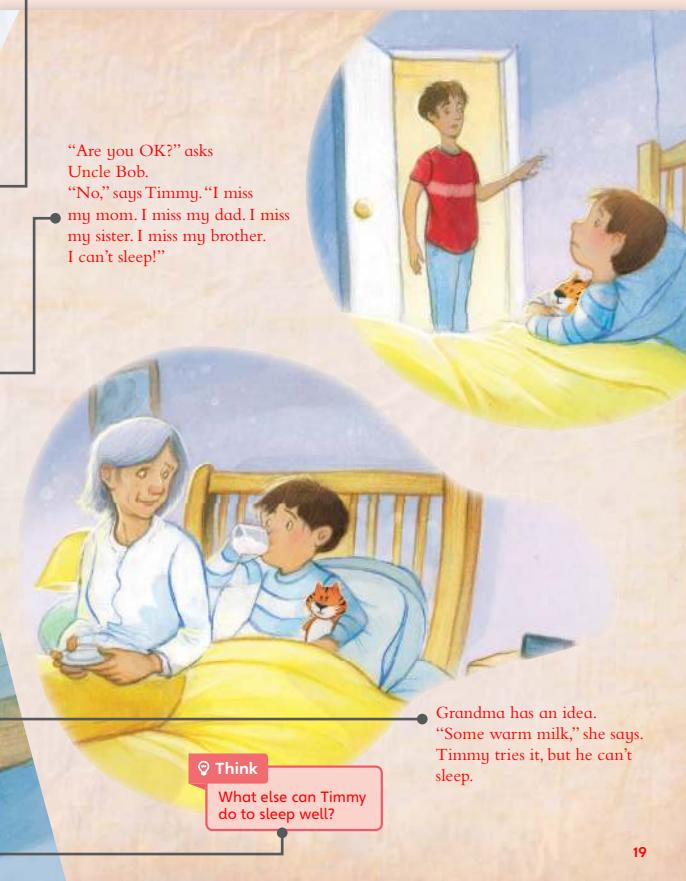
1.11 **Page I9, section 2**

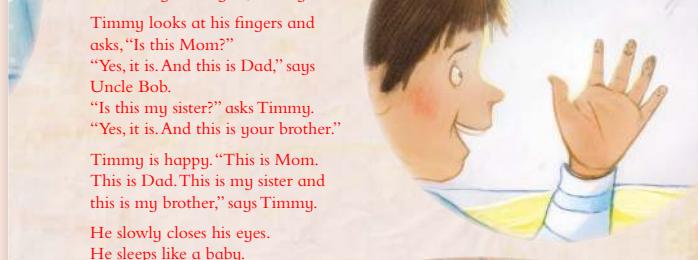
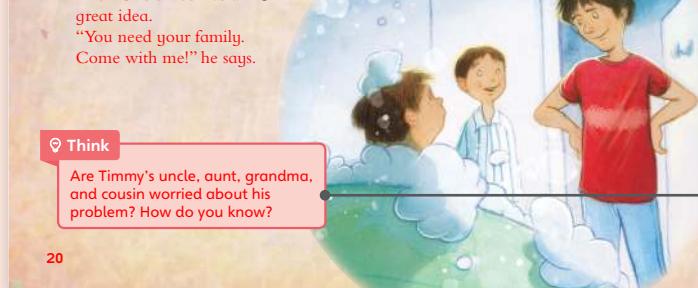
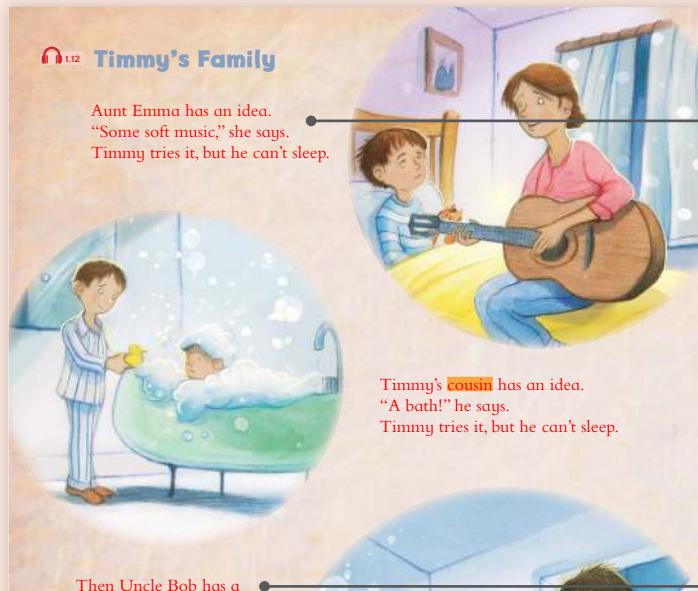
Continue Track I.II up to "but he can't sleep." Pause and ask questions:

*Who talks to Timmy?
What is Grandma's idea?
Does the warm milk help Timmy sleep?*

Think

Read the question in the Think box aloud. Form small groups and have them think of further ideas.





1.12 Page 20, section 1

Have students look at the pictures. Encourage them to predict other actions Timmy does to fall asleep. Then, play Track 1.12 up to the second "but he can't sleep." Pause and ask questions:

*How does Aunt Emma help Timmy?
 Does the music help Timmy sleep?
 Who tells Timmy to take a bath?
 Does the bath help Timmy sleep?*

Personalization

Ask: *Do you like music at bedtime? What type of music? Do you like hot baths at night? Do they help you sleep?*

1.12 Page 20, section 2

Continue Track 1.12 up to "Come with me!" he says." Pause and ask: *Who has a great idea?* Encourage students to predict Uncle Bob's idea. Accept all answers.

Think

Say: *Look at the pictures on pages 18 to 20. Point to Timmy's uncle.* (Students point to Timmy's uncle on page 19 or 20.) *Point to Timmy's aunt.* (Students point to Timmy's aunt on page 20.) *Point to Timmy's grandma.* (Students point to Timmy's grandma on page 19.) *Point to Timmy's cousin.* (Student's point to Timmy's cousin on page 20.) Read the questions in the Think box aloud. Encourage students to notice that the family members are worried about Timmy's problem. If necessary, explain that we know because they try to help.

1.12 Page 21

Play the rest of Track 1.12. Pause and ask: *What is Uncle Bob's idea? Does it help Timmy?*

Think

Read the text in the Think box aloud. Encourage students to share their answers. Help with emergent language and accept all possible answers.

Digging Deeper

Ask: *How do Grandma, Aunt Emma, Uncle Bob, and Timmy's cousin feel now?*

Explore the Text: Fiction

Explore the Text

- 1** Circle the setting of the story.
 a Timmy's house b Aunt Emma and Uncle Bob's house

- 2** Read and mark ✓ the correct answer.
 a Timmy can't sleep because ...

- the window is open.
 he misses his family.

b Grandma says ...



- warm milk.
 orange juice.

c Aunt Emma says ...



- a story.
 soft music.

d Timmy's cousin says ...



- cookies.
 a bath.

e Uncle Bob has an idea! He draws ... on Timmy's hand.



- Timmy's family
 animals

f That night, Timmy...



- can't sleep.
 sleeps well and is happy.

- 3** Retell the story with a partner. Use the pictures from Activity 2.

- How does your family care for you?
 My mother tells me stories. My father plays with me.

22

Objective: to deepen understanding of a fiction text and understand words in context

Materials: Fun Corner: five 2 cm construction paper circles with drawings of family members' faces (as a model), construction paper, markers, tape

- 1** Circle the setting of the story.

Remind students that setting is the place where the story happens. Tell students to think about the story they read. Read the instructions and the two options aloud for the class. Have students circle the correct setting.

- 2** Read and mark ✓ the correct answer.

Read the first part of the first sentence aloud: *Timmy can't sleep because ...* Point out the pictures and the answers. Have students mark the correct answer. Elicit the answer and read the complete sentence aloud. Read the other sentences for students to follow along and mark the correct answers. Check answers.

- 3** Retell the story with a partner. Use the pictures from Activity 2.

Ask: *What happens in the story?* Point to the picture on page 18 and the picture of Timmy's family in Activity 2 on page 22. Say: *Timmy can't sleep. He misses his family.* Ask: *What happens next?* Form pairs and have students tell the rest of the story in their own words. Encourage them to use the pictures from Activity 2 or point to pictures in the story. Monitor and provide support.

Big Question Link

Point to the Big Question Link and read the question aloud. Have groups discuss their ideas. Then have volunteers share some of the ways in which their families care for them. Write their ideas on the board. Help with emergent language. Encourage students to try to find similarities between their families.

Fun Corner!

Family Finger Puppets

Tape the model family faces to your fingers and introduce the family members to the class. Then, hand out the materials. Have students draw and cut out the faces of five family members. Help students tape the faces to their fingertips. Invite them to walk around the classroom and introduce their family members to several classmates.

AB pages 12–13

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|--|--|---|
| Write <i>bath</i> , <i>warm milk</i> , <i>family fingers</i> , and <i>music</i> on the board. Ask: <i>What do we see first?</i> Elicit the first item in the story: <i>warm milk</i> . Do the same with the other items: <i>music</i> , <i>a bath</i> , <i>family fingers</i> . Ask: <i>What works?</i> (<i>Family fingers</i> .) | Have small groups look at the pictures again and retell the story. | Assign students the roles of Timmy, Grandma, Aunt Emma, Uncle Bob, and Timmy's cousin. Form groups of five and have them act out the story. |

Grammar in Context

Grammar in Context

Grammar: Verb to be, Yes/No Questions

18

Is this Mom? Yes, it is. Are these Timmy's brother and sister? Yes, they are.
Is this Dad? No, it isn't. Are these Grandma and Grandpa? No, they aren't.

1 Listen. The girl is talking about her family. Circle the correct answer.

a Is this Betty's mother? **Yes, it is.** **No, it isn't.**
 b Is this her father? **Yes, it is.** **No, it isn't.**
 c Are these her cousins? **Yes, they are.** **No, they aren't.**

2 Look. Mark ✓ the correct answer.

I'm Jake. This is my family.

a Is this Jake's grandmother? **Yes, it is.** **No, it isn't.**
 b Are these Jake's grandparents? **Yes, they are.** **No, they aren't.**

Time to Talk!
 Draw your family. Form groups. Take turns asking and answering questions.
 Is this your father? Yes, it is.

Remember your ground rules for working in groups.

23

Objective: to use the verb to be in Yes/No questions
Materials: Audio CD I.I3, markers, paper, and colored pencils, Flashcards I.I–I.6

Grammar Box

Stand next to a student. Ask: *Is this (student's name)?* (*Yes, it is.*) Stand next to another student and ask the same question, but using the incorrect name. Say: *No, it isn't.* Hold up some markers. Ask: *Are these markers?* (*Yes, they are.*) Use different objects to elicit the negative form: *No, they aren't.* Read the text in the Grammar box aloud. Have students listen and follow along. Say the forms of the verb to be for students to repeat: *is, isn't, are, aren't.* Ask about other objects in the classroom to elicit affirmative and negative answers.

Practice Time 1 Form pairs. Tell them to take turns reading the questions and answers in the Grammar box. Monitor and provide support.

1 Listen. The girl is talking about her family. Circle the correct answer.

Read the instructions aloud. Point to the letters next to the questions and the corresponding pictures. Play Track I.I3. Pause after "Yes, it is!" Point to the picture of Betty's mother. Read the question aloud and elicit the answer. Tell students to circle the correct answer. Elicit the answer.

Then, continue the track and pause after "His name is Miles." Read question *b* aloud. Point to the picture of Miles. Have students circle the correct answer. Elicit the answer. Ask: *Who is it? (Betty's uncle.)* Play the rest of Track I.I3. Read the final question aloud and point to the picture. Have students circle the correct answer. Elicit the answer.

2 Look. Mark ✓ the correct answer.

Have students look at Jake's picture. Invite a volunteer to read what Jake is saying aloud. Point to the picture of Jake's family. Form pairs. Tell them to take turns reading the words and pointing to the people in the picture. Then, point out the pictures and the questions below. Tell students to read the questions and mark the correct answers. Monitor and provide support. Check answers.

Practice Time 2 Have students go back to page 20 and ask questions. Point to Aunt Emma in the first picture and ask: *Is this Aunt Emma? (Yes, it is.)* Point to the cousin in the second picture and ask: *Is this Timmy's uncle? (No, it isn't.)* Point to the cousin and the uncle in the third picture and ask: *Are they Timmy's brothers? (No, they aren't.)*

Time to Talk!

Have students look at the Time to Talk! box. Read the first instruction aloud: *Draw your family.* Distribute paper and colored pencils. Tell students to make a simple drawing of their family. When they finish, read the next part of the instructions aloud: *Form groups.* Have students form small groups. Then, direct their attention to Kate, the oracy character. Read what she is saying aloud. Elicit the ground rules for working in groups. Remind students if necessary. Write the ground rules on the board. Read the rest of the instructions aloud: *Take turns asking and answering questions.* Read the model question and answer aloud. Have students take turns showing their pictures to the other members of their group and answering questions about them. Monitor and provide support. Remind students to follow the ground rules on the board.

Build Creativity!

Question Factory

Objective: Why, Why, Oh Why?

Write *Yes, it is.* on the board. Brainstorm questions that have the answer *Yes, it is.* Then, write *Yes, they are.* on the board. Form pairs and have them think of questions that have the answer *Yes, they are.* If time permits, play again with negative forms.

AB pages 14–15

Listening and Values

Listening

1 Look. How many people are there in each family?

2 Listen and number the pictures.



4 people

6 people

6 people

3 Listen. Write Terri, Dora, or Brad under each picture.

eating pizza



Brad

going to the movies



Terri

playing games



Dora

Ground Rules for Working in Groups

- 1 Form groups. Discuss the Oracy Time! question.
- 2 Remember the ground rules.
- 3 Complete Check Your Oracy! in the Activity Book on page 17.

Oracy Time!

What is your favorite family activity?
Playing games.

Values AB page 16

24

Objective: to listen for gist and detail in an interview about families; to understand the value of showing respect for family members

Materials: Audio CD I.14, I.15; Cue Cards I–2, colored pencils

1 Look. How many people are there in each family?

Have students look at the first picture. Ask: *How many people are there? (Four.)* Ask: *What family members do you see? (Mother, father, brother, and sister.)* Form pairs. Have them count the people in the other pictures and predict who the family members are.

2 Listen and number the pictures.

Play Track I.14 and elicit the names: *Brad, Dora, Terri*. Write *Brad, Dora, and Terri* on the board. Point to the pictures and say: *These are Brad's, Dora's, and Terri's families.* Play Track I.14 and pause as needed. Ask: *How many people are in Brad's family? (Six.) Who is in Brad's family? (Brad, his three brothers, his mom, and dad.)* Write the family members on the board. Have students write *1* in the box for the correct picture. Repeat the procedure for Dora and Terri.

3 Listen. Write *Terri, Dora, or Brad* under each picture.

Play Track I.15 and pause after the first interview. Ask: *What is Terri's favorite family activity? (Going to the movies.)* Do the same with the other interviews.

Oracy Extension Activity

Read the steps in the Oracy Extension Activity box aloud. Display the Cue Cards, form groups, and have students do the activity. Have students complete Check Your Oracy! on page 17 of their Activity Books.

Portfolio: Oracy

ACTIVITY BOOK PAGE 16

Values: Respect for Family Members

1 Mark the pictures that show respect for family members.



a



b



c



d



e



f

2 Color the bubbles with words that show respect.

a Please.

c Thank you.

e I can help you.

b No, I can't help you!

d Don't talk to me!

3 Color in the people who show respect to each other.



16

SB page 24

1 Mark the pictures that show respect for family members.

Have students turn to page 16 of their Activity Books. Form pairs. Have students mark the pictures that show respect. Check answers.

2 Color the bubbles with words that show respect.

Invite volunteers to read the phrases in the speech bubbles aloud. Form pairs and have students color the words that show respect. Check answers.

3 Color in the people who show respect to each other.

Form pairs and have them color in the people showing respect. Monitor and provide support. Check answers.

AB page 16

The Big Challenge

The Big Challenge

How can we make a photo album?

Your challenge is to take photos of your family and make a photo album.

- 1 Take photos of your family members.
- 2 Ask your parents to help you print the photos.
- 3 Bring the photos to school.
- 4 Ask your teacher to help you fold a sheet of paper to make an album.
- 5 Glue the photos in the album.
- 6 Write captions under the photos: This is my mom.
- 7 Present your photo album to your group.

What is a family?
Look back through the unit. Share your ideas.

AB pages 17–19

Objective: to consolidate, extend, and personalize learning on the unit topic and oracy skills

Materials: photos of students' family members, paper, colored pencils, scissors, glue

- Read the Big Challenge question and statement aloud. Point to the boy's photo album at the bottom of the page. Tell students that they are going to make a photo album.
- **I–3** Read and explain the instructions. Have students follow the steps at home and bring the photos to school. If students don't have photos, they can draw individual pictures of their family members and cut them out.
- **4–6** Distribute paper for the photo album. Demonstrate how to fold the paper. Have students glue their photos to the paper. Point to what the boy says and read it aloud. Say: *Write a sentence below each photo. These sentences are captions.* Monitor and provide support as needed.

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|--|---|--|
| Have students swap photo albums and read the captions. | Have students swap photo albums and read the captions. Encourage them to ask questions about the family members, for example: <i>What is her name? How old is he?</i> | Have students swap photo albums and interview each other about the names, ages, and favorite activities of their family members. |

- **7** Form pairs and have students present their photo album to their partners. Remind students to listen carefully to their classmates' presentations. (See Differentiated Instruction below.)

Home-school

Portfolio: Big Challenge

Big Question Circle

Read the Big Question aloud. Have the class revisit the other questions on pages II, I7, and 22, and discuss what they have learned about families. Help with emergent language. You may wish to encourage students to include ideas from the Big Challenge presentations.

- Use the following questions to help review the Big Question:
*How old are you?
 Where are you from?
 Where is your grandmother from?
 Are all families the same? How are families different?
 How big is your family?
 What are your family's favorite activities?*
- Play a memory game using the unit flashcards and corresponding word cards.
- Finally, have students turn to page I7 of their Activity Books to complete the Big Challenge self-assessment, and complete The Big Question and Me box.

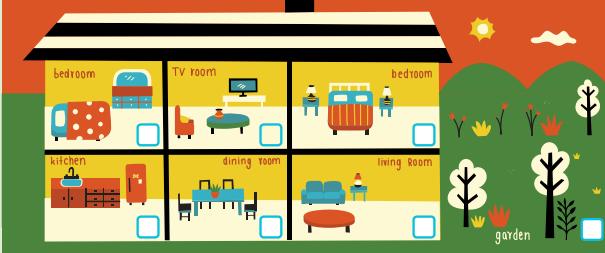
AB pages 17–19

Speaking Mission

SPEAKING MISSION

Before Your Mission

(1) Listen, look, and repeat.



Give a home tour and introduce your neighbor.

(2) Listen again. Mark ✓ your favorite place in the house.

(3) Listen and circle. Who is the new neighbor?



(4) Listen again. Match the family members with the rooms.



TV room kitchen living room

Students' own answers.

26

During Your Mission

(5) In pairs, role-play meeting your new neighbor. Give your new neighbor a tour of your house.

(6) In groups, role-play introducing your neighbor to your family.



Key Language

Hello! Come in!
 I want you to meet my family.
 Mom? Dad?
 We're in the kitchen.
 This is ... , our new neighbor.
 Nice to meet you.
 Nice to meet you, too.
 Where's Grandpa?
 In the living room.

(7) Draw one activity you can do with your neighbor.

Students' own drawings.

27

Objective: to give a home tour and introduce a new neighbor

Speaking Mission Words: bedroom, TV room, kitchen, dining room, living room, garden

Materials: Audio CD I.I6, I.I7; colored pencils to make a drawing

(1) Listen, look, and repeat.

Have students look at the picture of the house. Play Track I.I6 and tell students to point to the rooms as they listen. Play the track again for students to repeat the words.

(2) Listen again. Mark ✓ your favorite place in the house.

Play Track I.I6 again. Have students mark their favorite room. Invite volunteers to share their answers.

(3) Listen and circle. Who is the new neighbor?

Ask students to read the names of the three girls. Play Track I.I7 and have students circle the correct picture.

(4) Listen again. Match the family members with the rooms.

Play Track I.I7 and elicit the family members: *Mom and Dad, Grandpa, brother and sister*. Point out the names of the rooms. Then, play the track again and have students match the family members with the rooms. Check answers.

Time to Talk!

Read the Time to Talk! box aloud. Form pairs and have them answer the questions.

(5) In pairs, role-play meeting your new neighbor. Give your new neighbor a tour of your house.

Form pairs and have them imagine they are neighbors. Have them role-play the situations.

(6) In groups, role-play introducing your neighbor to your family.

Form groups. Tell students to role-play the situation. Encourage them to use expressions from the Key Language box. Monitor and provide support. Optional: Record students' role plays.

Home-school

Portfolio: Speaking Mission

(7) Draw one activity you can do with your neighbor.

Ask: *What activities can you do with your neighbor?* Brainstorm ideas. Have students choose one activity and draw it. Then, ask them to share their pictures in pairs.

Big Question Link

Read the text in the Big Question Link aloud. Form pairs and have them think of three people they can invite to their home. Elicit students' ideas.

46

AB pages 20–21

© in this web service Cambridge University Press

www.cambridge.org