



NE\_Build & Grow

Teacher's Guide

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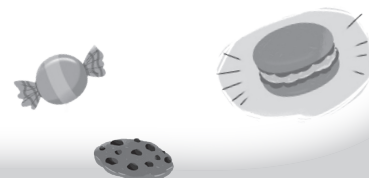
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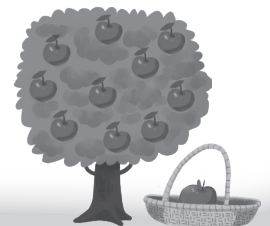
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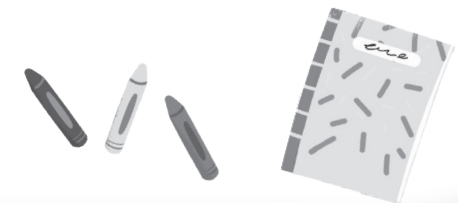
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# 1 About Myself

## About Myself

Task Writing a blog post

**Get Ready** Look and stick. Then ask and answer. What do you like to do?

**Quiz** Who is it? Find and circle.

My name is Josh.  
My favorite book is Cinderella.

### Vocabulary

**STEP 1** Look and trace.

movie
 book
 TV show

game
 song

**STEP 2** Cross out and write.

movie  
→ movie
 song  
→ song

game  
→ game
 book  
→ book

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a blog post.
- 2) Have students find the stickers at the back of the book and stick them onto the picture.
- 3) Tell students to look at the picture and ask them which of the activities they like to do and why.
- 4) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- Who do you see in the picture?
  - What are the children doing?
  - Are they all doing the same thing?
  - What does each child have in his or her hand?
  - How do you think they feel?
- 5) Have students complete the activity on the bottom of page 6.
  - 6) Check the answer as a class. Then ask students to talk about themselves using the structures in the example sentences.

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 7. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and then trace the letters.
- 3) Ask students to explain how the pictures relate to the vocabulary.
- 4) Encourage students to think and talk about their favorite thing in each category.
- 5) Pair students up and tell them to ask and answer questions with their partner.

### Sample Questions

- What is your favorite movie? (My favorite movie is ...)
  - What is it about? (It is about ...)
  - Who is your favorite character in the movie? (My favorite character is ...)
  - Why do you like the movie? (I like the movie because ...)
- 6) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 7.
- 2) Ask students to cross out the extra letter in each word and write the words in the blanks.
- 3) Check the answers as a class.

### Answers

2. song
3. game
4. book

Model 1

STEP 1

Read about Julie.

myblog.com

About Myself

My name is Julie.  
I am nine years old.  
My friends call me Jelly.  
I like my nickname.  
My favorite movie is *Frozen*.  
Please add me to your friend list!

STEP 2

Circle Yes or No.

1 Julie is nine years old.

Yes

No

2 Julie's nickname is Jelly.

Yes

No

3 Julie's favorite TV show is *Frozen*.

Yes

No

8

Unit 1

STEP 3

Complete the organizer.

① My name  
My name is Julie.

② My age  
I am nine years old.

③ My nickname  
My friends call me Jelly.

④ My favorite  
My favorite movie is *Frozen*.

About Myself

Capitalization

My name is Julie.  
My favorite movie is *Frozen*.

About Myself

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|         |        |
|---------|--------|
| Answers | 1. Yes |
|         | 2. Yes |
|         | 3. No  |

4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Julie's blog post.
- 2) Have students fill in the blanks using the information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |                          |
|---------|--------------------------|
| Answers | 1. Julie                 |
|         | 2. nine                  |
|         | 3. Jelly                 |
|         | 4. movie / <i>Frozen</i> |

- 4) Direct students' attention to the tip box at the bottom of page 9.
- 5) Read the sentences together aloud and remind students about the rules of capitalization.

Model 1

STEP 1

- 1) Tell students that they are going to read Julie's blog post about herself on page 8.
- 2) Have students read the blog post while listening to the MP3 file carefully.
- 3) Tell students to read the blog post together aloud.
- 4) Ask questions about Julie's blog post.

Sample Questions

- What did Julie write?
- What is the blog post about?
- How old is Julie?
- What is Julie's nickname?
- How does she feel about it?
- What is Julie's favorite movie?
- What does Julie want people to do?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

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## Model 2

### STEP 1 Choose one for each question.

**About Myself**

① My name  
☐ Linda ☐ William

② My age  
☐ eight ☐ nine

③ My nickname  
☐ Panda ☐ Willy

④ My favorite  
☐ movie / *The Lion King*  
☐ book / *The Witches*

### STEP 2 Fill in the blanks.

**About Myself**

My name is ① \_\_\_\_\_.

I am ② \_\_\_\_\_ years old.

My friends call me ③ \_\_\_\_\_.

I like my nickname.

My favorite ④ \_\_\_\_\_ is ⑤ \_\_\_\_\_.

Please add me to your friend list!

10 Unit 1

## Sentence Practice

### A Look and write.

My name is Julie. My friends call me Jelly.


1 Amanda / Mandy  
 → My name is Amanda. My friends call me Mandy.


2 Eric / Ricky  
 → My name is Eric. My friends call me Ricky.


3 Terry / Terry Bear  
 → My name is Terry. My friends call me Terry Bear.

### B Unscramble and write.

My favorite movie is *Frozen*.

1  favorite is book . My *Friends*  
 → My favorite book is *Friends*.

2  game My favorite *Lost* is .  
 → My favorite game is *Lost*.

3  My . favorite is *Umbrella* song  
 → My favorite song is *Umbrella*.

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## Sentence Practice

### A

- 1) Have students look at the example sentences and read them aloud.
- 2) Tell students that they will use the given words to write sentences following the example.
- 3) Check the answers as a class.

#### Answers

2. My name is Eric. My friends call me Ricky.
3. My name is Terry. My friends call me Terry Bear.

- 4) Pair students up and have them practice using the sentence structures to talk about themselves.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "My favorite ... is ..."
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

2. My favorite game is *Lost*.
3. My favorite song is *Umbrella*.

- 5) Ask students about their favorite thing in each category. Encourage them to practice using the sentence structure to talk about themselves.

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their blog posts aloud with their partner.
- 3) Call on volunteers to read their blog posts to the class.

## Ideas

**STEP 1** Complete the organizer for your blog post.

① My name

② My age

About Myself

③ My nickname

④ My favorite

**More Expressions**

Favorites

sport fruit number color

musician country singer

12 Unit 1

## Draft

**STEP 2** Complete your blog post.

My name \_\_\_\_\_ name is \_\_\_\_\_.

My age \_\_\_\_\_ years old.

My nickname \_\_\_\_\_ My friends call me \_\_\_\_\_.

I like my nickname, \_\_\_\_\_.

My favorite \_\_\_\_\_ is \_\_\_\_\_.

Please add me to your friend list!

**Check and Revise**

☐ Capitalization

☐ Spelling

About Myself 13

## Ideas

**STEP 1**

- 1) Tell students that they will complete the organizer for their own blog posts.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 12.
- 3) Read the categories together aloud and ask students to describe what they see. Ask them to give as many additional examples as they can for each category.
- 4) Have students complete the graphic organizer for their blog posts using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

## Draft

**STEP 2**

- 1) Have students go back to page 8 and read Julie's blog post again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the blog post and how to organize it.
- 3) Tell students that they are going to write a draft on page 13.
- 4) Inform students that they can use the information from the graphic organizer on page 12.
- 5) Remind students to check for capitalization and spelling errors.
- 6) After they have finished writing their blog posts, ask students to draw a picture of themselves doing their favorite activity in the box underneath the title.

## Workbook

**1 About Myself**

When you peer edit, call the **COPS!**

**C Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

**P Punctuation**

- End of sentences: . ? !
- Commas: ,
- Apostrophes: '

**S Spelling**

- Sound it out
- Use a dictionary

**Revise & Edit**

Rewrite your blog post.

My name \_\_\_\_\_

My age \_\_\_\_\_

My nickname \_\_\_\_\_

My favorite \_\_\_\_\_

About Myself 3

4 Unit 1

## Peer Check

- 1) Have students look at the checklist on page 3 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

## Homework

- 1) Ask students to complete page 4 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 5 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

# 2 My Friends

## 2 My Friends

Task Writing a short essay

**Get Ready** Look and stick. Then ask and answer. Who do you want to play with?

**Quiz** Who is it? Find and circle.

She is smart.  
She likes to read books.

## Vocabulary

**STEP 1** Look and trace.

1 brave

2 smart

3 funny

4 curious

5 quiet

6 kind

**STEP 2** Choose and write.

1 kind quiet  
→ quiet

2 funny curious  
→ funny

3 brave smart  
→ smart

4 curious kind  
→ kind

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a short essay.
- 2) Have students find the stickers at the back of the book and stick them onto the picture.
- 3) Tell students to look at the picture and ask them who they want to play with and why.
- 4) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- Who do you see in the picture?
  - What are the children doing?
  - Why is the girl crying?
  - What is the boy next to her doing?
  - Why do you think the boy is helping her?
- 5) Have students complete the activity on the bottom of page 14.
  - 6) Check the answer as a class. Then ask students to describe the other children in the picture using the same structures as in the example sentences.

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 15. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and then trace the letters.
- 3) Ask students to explain how the pictures relate to the vocabulary.
- 4) Encourage students to think and talk about which of the adjectives describe them the best.
- 5) Pair students up and tell them to ask and answer questions with their partner.

### Sample Questions

- Are you brave? (Yes, I am. I am brave. / No, I'm not. I am not brave.)
  - Is she kind? (Yes, she is. She is kind. / No, she isn't. She is not kind.)
- 6) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 15.
- 2) Ask students to circle the correct word for each picture and write it in the blank.
- 3) Check the answers as a class.

### Answers


2. funny
3. smart
4. kind

Model 1


STEP 1

Read about Lucy's friends.

My Two Best Friends



Mia is my best friend.  
She is smart.  
She likes to read books.



Leo is my best friend too.  
He is brave.  
He likes to play soccer.  
I like my two best friends!

STEP 2

Circle Yes or No.

1 Lucy has three best friends.

Yes

No

2 Mia is smart.

Yes

No

3 Leo likes to play soccer.

Yes

No

16

Unit 2

STEP 3

Complete the organizer.

My Two Best Friends

Friend 1  
Mia

Friend 2  
Leo

① What is she like?  
She is smart.


③ What is he like?  
He is brave.

② What does she like to do?  
She likes to read books.

④ What does he like to do?  
He likes to play soccer.

Period

Mia is my best friend.  
She likes to read books.



My Friends

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Model 1

STEP 1

- 1) Tell students that they are going to read Lucy's essay about her two best friends on page 16.
- 2) Have students read the essay while listening to the MP3 file carefully.
- 3) Tell students to read the essay together aloud.
- 4) Ask questions about Lucy's essay.

Sample Questions

- What did Lucy write?
- What is the essay about?
- Who is Lucy's best friend?
- What is Mia like?
- What does Mia like to do?
- Who is Lucy's other best friend?
- What is Leo like?
- What does Leo like to do?
- How does Lucy feel about her best friends?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.

3) Check the answers as a class.

|         |        |
|---------|--------|
| Answers | 1. No  |
|         | 2. Yes |
|         | 3. Yes |
|         |        |

4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Lucy's essay.
- 2) Have students fill in the blanks using the information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |                |
|---------|----------------|
| Answers | Mia            |
|         | 1. smart       |
|         | 2. read books  |
|         | Leo            |
|         | 3. brave       |
|         | 4. play soccer |

- 4) Direct students' attention to the tip box at the bottom of page 17.
- 5) Read the sentences together aloud and remind students about the rule for using periods.

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## Model 2

### STEP 1 Choose one for each question.

**My Two Best Friends**

① What is she like?  
☐ kind ☐ curious

② What does she like to do?  
☐ play soccer ☐ watch TV

③ What is he like?  
☐ funny ☐ quiet

④ What does he like to do?  
☐ read books ☐ ride his bike

### STEP 2 Fill in the blanks.

**My Two Best Friends**


\_\_\_\_\_ is my best friend.  
 She is ① \_\_\_\_\_.  
 She likes to ② \_\_\_\_\_.  
 \_\_\_\_\_ is my best friend too.  
 He is ③ \_\_\_\_\_.  
 He likes to ④ \_\_\_\_\_.  
 I like my two best friends!


18 Unit 2


## Sentence Practice

### A Match and write.

She is smart.


1  ..... kind ⇒ He is kind.


2  ..... funny ⇒ He is funny.


3  ..... quiet ⇒ She is quiet.

### B Unscramble and write.

She likes to read books.

1  likes play soccer to He .  
 ⇒ He likes to play soccer.

2  She to . ride her bike likes  
 ⇒ She likes to ride her bike.

3  watch TV likes He . to  
 ⇒ He likes to watch TV.

My Friends 19

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Tell students that they will match each picture to the correct word and write sentences following the example.
- 3) Check the answers as a class.

#### Answers

2. quiet – She is quiet.
3. funny – He is funny.

- 4) Pair students up and have them practice using the sentence structure to talk about their best friends.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form “She/He likes to ...”
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. He likes to play soccer.
2. She likes to ride her bike.
3. He likes to watch TV.

- 5) Ask students to talk about what their best friends like to do. Encourage them to answer using the sentence structure from the exercise.

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their essays aloud with their partner.
- 3) Call on volunteers to read their essays to the class.

### Ideas

**STEP 1** Complete the organizer for your essay.

My Two Best Friends

① What is she like?

② What does she like to do?

③ What is he like?

④ What does he like to do?

**More Expressions**

Personality

Activities

### Draft

**STEP 2** Complete your essay.

\_\_\_\_\_ is my best friend.

What is she like?

She is \_\_\_\_\_

What does she like to do?

She likes to \_\_\_\_\_

\_\_\_\_\_ is my best friend too.

What is he like?

He is \_\_\_\_\_

What does he like to do?

He likes to \_\_\_\_\_

I like my two best friends!

Check and Revise

☐ Periods
 ☐ Spelling

## Workbook

### 2 My Friends

When you peer edit, call the COPS!

**C** Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O** Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

**P** Punctuation

- End of sentences: . ? !
- Commas: ,
- Apostrophes: '

**S** Spelling

- Sound it out
- Use a dictionary

### Revise & Edit

Rewrite your essay.

\_\_\_\_\_

What is she like?

What does she like to do?

What is he like?

What does he like to do?

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own essays.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 20.
- 3) Read the categories together aloud and ask students to describe what they see. Ask them to give additional examples of personality traits and activities.
- 4) Have students complete the graphic organizer for their essays using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words or phrases.

## Draft

### STEP 2

- 1) Have students go back to page 16 and read Lucy's essay again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the essay and how to organize it.
- 3) Tell students that they are going to write a draft on page 21.
- 4) Inform students that they can use the information from the graphic organizer on page 20.
- 5) Remind students to put the periods in the right places and check for spelling errors.
- 6) After they have finished writing their essays, ask students to draw pictures of each of their best friends in the boxes underneath the title.

## Peer Check

- 1) Have students look at the checklist on page 7 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 8 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 9 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

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# 3 Desserts

## 3 Desserts

Task Writing a video script

**Get Ready** Look at the picture. Then ask and answer. What is your favorite dessert?

**Quiz** What is it? Find and circle.

It is green.  
It is soft and chewy.

## Vocabulary

**STEP 1** Look and trace.

1 candy

2 brownie

3 pudding

4 cake

5 macaron

6 cookie

**STEP 2** Unscramble and write.

1 c i k o e o → cookie

2 k a c e → cake

3 a m r o c a n → macaron

4 d c y n a → candy

22 Unit 3

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a video script.
- 2) Have students look at the picture and ask them about their favorite dessert.
- 3) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- Who do you see in the picture?
- What kinds of desserts do you see in the picture?
- Which dessert do you think is the most delicious?
- What does it look like?
- How does it taste?

- 4) Have students complete the activity on the bottom of page 22.
- 5) Check the answer as a class. Then pair students up and have them take turns asking and answering which dessert is their favorite. Encourage them to use the structures in the example sentences.

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 23. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and then trace the letters.
- 3) Encourage students to describe different aspects of the desserts, including color, taste, and texture.
- 4) Pair students up and tell them to ask and answer questions with their partner.

### Sample Questions

- Do you like candy? (Yes, I do. I like candy. / No, I don't. I don't like candy.)
- What does it taste like? (It is sweet.)
- What is the texture like? (It is hard.)
- What color is it? (It is yellow.)

- 5) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 23.
- 2) Ask students to unscramble the letters for each word and write the words in the blanks.
- 3) Check the answers as a class.

### Answers

2. cake
3. macaron
4. candy





## Model 2

### STEP 1 Choose one for each question.

**Dessert Review**

① What is today's dessert?  
☐ a cookie ☐ pudding

② What color is it?  
☐ yellow ☐ brown

③ How do you eat it?  
☐ with your hands  
☐ with a spoon

④ What is the texture like?  
☐ crispy and crunchy  
☐ soft and creamy

### STEP 2 Fill in the blanks.

**Dessert Review**


Hello, everyone!  
 Today's dessert is ① \_\_\_\_\_.  
 It is ② \_\_\_\_\_.  
 You eat it ③ \_\_\_\_\_. Let's try it!  
 Mmm... It is ④ \_\_\_\_\_.  
 I want some more!


26 Unit 3


## Sentence Practice

### A Match and write.

Today's dessert is a macaron. It is green.


1  → cake / pink → Today's dessert is cake. It is pink.


2  → a brownie / brown → Today's dessert is a brownie. It is brown.


3  → candy / blue → Today's dessert is candy. It is blue.

### B Unscramble and write.

It is soft and chewy.

1  crunchy is . It crispy and → It is crispy and crunchy.

2  creamy and It soft . is → It is creamy and soft.

3  It dry is chewy and . → It is chewy and dry.

Desserts 27

## Sentence Practice

### A

- 1) Have students look at the example sentences and read them aloud.
- 2) Tell students that they will match each picture to the correct words and write sentences following the example.
- 3) Check the answers as a class.

#### Answers

1. cake / pink – Today's dessert is cake. It is pink.
2. candy / blue – Today's dessert is candy. It is blue.
3. a brownie / brown – Today's dessert is a brownie. It is brown.

- 4) Pair students up and have them practice using the sentence structures to talk about their favorite dessert.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "It is ... and ..."
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. It is crispy and crunchy.
2. It is creamy and soft.
3. It is chewy and dry.

- 5) Ask students to talk about the texture of their favorite dessert. Encourage them to answer using the sentence structure from the exercise.

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their video scripts aloud with their partner.
- 3) Call on volunteers to read their video scripts to the class.

### Ideas

**STEP 1** Complete the organizer for your video script.

**Dessert Review**






① What is today's dessert?






② What color is it?

③ How do you eat it?

④ What is the texture like?

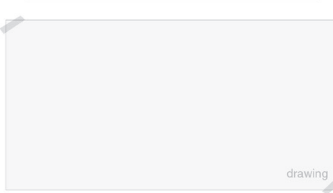
**More Expressions**

| Desserts  |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
| (an) apple pie  | (a) cupcake   | (an) egg tart   | (a) waffle  | chocolate fudge   |

| Textures  |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
| buttery   | juicy   | smooth  | sticky  | hard  |

### Draft

**STEP 2** Complete your video script.



Hello, everyone!

What is today's dessert? \_\_\_\_\_ dessert is \_\_\_\_\_.

What color is it? It is \_\_\_\_\_.

How do you eat it? You eat it \_\_\_\_\_.

\_\_\_\_\_ try it!

What is the texture like? Mmm... It is \_\_\_\_\_ and \_\_\_\_\_.

I want some more!

**Check and Revise**

☐ Apostrophes

☐ Spelling

28 Unit 3
Desserts 29

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own video scripts.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 28.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of desserts and their textures.
- 4) Have students complete the graphic organizer for their video scripts using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

## Draft

### STEP 2

- 1) Have students go back to page 24 and read Tommy's video script again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the video script and how to organize it.
- 3) Tell students that they are going to write a draft on page 29.
- 4) Inform students that they can use the information from the graphic organizer on page 28.
- 5) Remind students to put the apostrophes in the right places and check for spelling errors.
- 6) After they have finished writing their video scripts, ask students to draw a picture of their dessert in the box underneath the title.

## Workbook

### 3 Desserts

When you peer edit, call the **COPS!**

**C Capitalization**

- Beginning of sentences ☐
- I, names, titles ☐
- Months, days of the week ☐

**O Overall Look**

- Letter spacing ☐
- Neat handwriting ☐
- Complete sentences ☐

**P Punctuation**

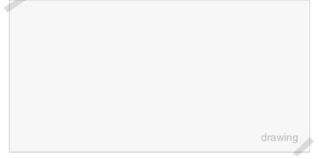
- End of sentences: . ? ! ☐
- Commas: , ☐
- Apostrophes: ' ☐

**S Spelling**

- Sound it out ☐
- Use a dictionary ☐

### Revise & Edit

Rewrite your video script.



What is today's dessert? \_\_\_\_\_

What color is it? \_\_\_\_\_

How do you eat it? \_\_\_\_\_

What is the texture like? \_\_\_\_\_

Desserts 11
12 Unit 3

## Peer Check

- 1) Have students look at the checklist on page 11 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 12 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 13 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

# 4 My Monster

## 4 My Monster

Task Writing a short essay

**Get Ready** Look and stick. Then ask and answer. Which monster is your favorite?

**Quiz** Who is it? Find and circle.

It has one eye, one nose, and two mouths.  
It has short arms and long legs.

## Vocabulary

**STEP 1** Look and trace.

1 tall

2 short

3 chubby

4 thin

5 cute

6 ugly

**STEP 2** Complete and write.

1 tall

2 chubby

3 thin

4 ugly

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a short essay.
- 2) Have students find the stickers at the back of the book and stick them onto the picture.
- 3) Tell students to look at the picture and ask them which monster is their favorite and why.
- 4) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- Who do you see in the picture?
  - Which monster is the scariest? Why?
  - What does it look like?
  - How many eyes does it have? How many arms?
  - Which monster is the funniest?
- 5) Have students complete the activity on the bottom of page 30.
  - 6) Check the answer as a class. Then pair students up and have them take turns asking and answering which monster is their favorite. Encourage them to use the structures in the example sentences.

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 31. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and trace the letters.
- 3) Encourage students to describe each of the monsters by referring to additional characteristics such as the number of body parts. Ask questions to check comprehension.

### Sample Questions

- Is monster #3 chubby or thin? (It is chubby.)
  - How many eyes does it have? (It has three eyes.)
  - How many arms does it have? (It has four arms.)
  - What do its arms and legs look like? (It has long arms and short legs.)
- 4) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 31.
- 2) Ask students to fill in the missing letters in each word and write the words in the blanks.
- 3) Check the answers as a class.

### Answers

2. chubby
3. thin
4. ugly

Model 1

STEP 1

Read about Emily's imaginary monster.

My Monster

Let me tell you about my monster.  
It is tall and thin.  
It has one eye, one nose, and two mouths.  
It has short arms and long legs.  
My monster is happy!

UFO

Rock

STEP 2

Circle Yes or No.

1 Emily's monster is thin.

Yes

No

2 Emily's monster has two eyes.

Yes

No

3 Emily's monster is angry.

Yes

No

STEP 3

Complete the organizer.

1 Looks

It is tall  
and thin.

2 Face

It has one eye,  
one nose, and  
two mouths.

3 Body parts

It has short arms  
and long legs.

4 Feeling

My monster is  
happy!

My Monster

Comma

It has one eye, one nose, and two mouths.

My Monster

32

Unit 4

My Monster

33

Model 1

STEP 1

- 1) Tell students that they are going to read Emily's essay about her imaginary monster on page 32.
- 2) Have students read the essay while listening to the MP3 file carefully.
- 3) Tell students to read the essay together aloud.
- 4) Ask questions about Emily's essay.

Sample Questions

- What did Emily write?
- What is the essay about?
- What does the monster look like?
- How many eyes, noses, and mouths does it have?
- What are its arms and legs like?
- How does the monster feel?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|         |        |
|---------|--------|
| Answers | 1. Yes |
|         | 2. No  |
|         | 3. No  |

- 4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Emily's essay.
- 2) Have students fill in the blanks using the information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |                           |
|---------|---------------------------|
| Answers | 1. tall / thin            |
|         | 2. one / one / two        |
|         | 3. short arms / long legs |
|         | 4. happy                  |

- 4) Direct students' attention to the tip box at the bottom of page 33.
- 5) Read the sentence together aloud and remind students about the rule for using commas.

30

Write It! Beginner 1 • Teacher's Guide 31



## Model 2

### STEP 1 Choose one for each question.

| ① Looks                                  | ② Face  |
|--|---|
| <input type="checkbox"/> chubby and cute | <input type="checkbox"/> three eyes, no nose, and one mouth |
| <input type="checkbox"/> short and ugly  | <input type="checkbox"/> two eyes, two noses, and no mouth  |

| ③ Body parts                                      | ④ Feeling                      |
|---|--------------------------------|
| <input type="checkbox"/> big hands and small feet | <input type="checkbox"/> angry |
| <input type="checkbox"/> long arms and short legs | <input type="checkbox"/> sad   |

**My Monster**

### STEP 2 Fill in the blanks.

**My Monster**

Let me tell you about my monster.

It is ① \_\_\_\_\_.

It has ② \_\_\_\_\_.

It has ③ \_\_\_\_\_.




My monster is ④ \_\_\_\_\_!

34 Unit 4

## Sentence Practice




### A Look and write.

It has one eye, one nose, and two mouths.

-  two eyes / one nose / four mouths  
→ It has two eyes, one nose, and four mouths.
-  three eyes / no nose / one mouth  
→ It has three eyes, no nose, and one mouth.
-  one eye / no nose / three mouths  
→ It has one eye, no nose, and three mouths.

### B Unscramble and write.

It has short arms and long legs.

-  and big feet has It . skinny arms  
→ It has skinny arms and big feet.
-  . long arms and It short legs has  
→ It has long arms and short legs.
-  has . big hands It and small feet  
→ It has big hands and small feet.

My Monster 35

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their essays aloud with their partner.
- 3) Call on volunteers to read their essays to the class.

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Tell students to look at the pictures and write sentences following the example.
- 3) Check the answers as a class.

#### Answers

1. It has two eyes, one nose, and four mouths.
2. It has three eyes, no nose, and one mouth.
3. It has one eye, no nose, and three mouths.

- 4) Pair students up and have them practice using the sentence structure to talk about their own imaginary monster.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "It has ... and ..."
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. It has skinny arms and big feet.
2. It has long arms and short legs.
3. It has big hands and small feet.

- 5) Ask students to describe the body parts of their imaginary monsters. Encourage them to answer using the sentence structure from the exercise.

### Ideas

**STEP 1** Complete the organizer for your essay.

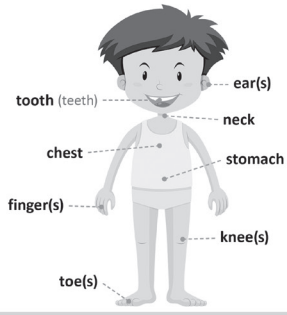
① Looks
② Face

③ Body parts
④ Feeling

My Monster

**More Expressions**

Face and Body Parts



36 Unit 4

### Draft

**STEP 2** Complete your essay.

drawing

Let me tell you about my monster.

Looks

It is \_\_\_\_\_.

Face

It has \_\_\_\_\_.

Body parts

It has \_\_\_\_\_.

Feeling

My monster is \_\_\_\_\_!

**Check and Revise**

☐ Commas

☐ Spelling

My Monster 37

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own essays.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 36.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of facial features and body parts.
- 4) Have students complete the graphic organizer for their essays using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

## Draft

### STEP 2

- 1) Have students go back to page 32 and read Emily's essay again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the essay and how to organize it.
- 3) Tell students that they are going to write a draft on page 37.
- 4) Inform students that they can use the information from the graphic organizer on page 36.
- 5) Remind students to put the commas in the right places and check for spelling errors.
- 6) After they have finished writing their essays, ask students to draw a picture of their imaginary monster in the box underneath the title.

## Workbook

### 4 My Monster

When you peer edit, call the **COPS!**

**C Capitalization**

- Beginning of sentences ☐
- I, names, titles ☐
- Months, days of the week ☐

**O Overall Look**

- Letter spacing ☐
- Neat handwriting ☐
- Complete sentences ☐

**P Punctuation**

- End of sentences: . ? ! ☐
- Commas: , ☐
- Apostrophes: ' ☐

**S Spelling**

- Sound it out ☐
- Use a dictionary ☐

My Monster 15

### Revise & Edit

Rewrite your essay.

drawing

Looks

\_\_\_\_\_

Face

\_\_\_\_\_

Body parts

\_\_\_\_\_

Feeling

\_\_\_\_\_

16 Unit 4

## Peer Check

- 1) Have students look at the checklist on page 15 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 16 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 17 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

# 5 My Special Pet

## My Special Pet

Task Writing a short essay

**Get Ready** Look and stick. Then ask and answer. Which one is your favorite animal?

**Quiz** Where is it? Find and circle.

This is my iguana.  
It can climb trees.

### Vocabulary

**STEP 1** Look and trace.

1 monkey

2 rabbit

3 iguana

4 parrot

5 turtle

6 hedgehog

**STEP 2** Cross out and write.

1 ~~parro~~t → parrot

2 ~~i~~guana → iguana

3 ~~r~~a**b**bit → rabbit

4 ~~tur~~tle → turtle

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a short essay.
- 2) Have students find the stickers at the back of the book and stick them onto the picture.
- 3) Tell students to look at the picture and ask them which animal is their favorite and why.
- 4) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- What do you see in the picture?
- How many animals do you see? What are they?
- Which animal is the cutest?
- Which animal is scary? Why?
- How do the children feel?

- 5) Have students complete the activity on the bottom of page 38.
- 6) Check the answer as a class. Then pair students up and have them take turns asking and answering which animal is their favorite. Tell them to imagine that one of those animals is their pet and encourage them to use the structures in the example sentences to talk about it.

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 39. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and trace the letters.
- 3) Encourage students to describe each of the animals by referring to additional characteristics such as color, features, and abilities.

### Sample Questions

- What does the monkey look like? (It is brown and has a long tail.)
- What can the rabbit do? (It can jump.)
- What does the iguana eat? (It eats lettuce and bugs.)
- How does the parrot look? (It is cute.)

- 4) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 39.
- 2) Ask students to cross out the extra letter in each word and write the words in the blanks.
- 3) Check the answers as a class.

### Answers


1. parrot
2. iguana
3. rabbit
4. turtle

**Model 1**

**STEP 1** Read about Emma's pet.

**My Special Pet**

This is my iguana.  
It is my special pet.  
It is green and has orange eyes.  
It can climb trees.  
It is very cute.  
I love my pet!



**STEP 2** Circle Yes or No.

1 Emma has an iguana.

2 Emma's pet is orange.

3 Emma's pet can climb trees.

Yes

No

Yes

No

Yes

No

**STEP 3** Complete the organizer.

**1** What is it?

This is my iguana.

**2** What does it look like?

It is green and has orange eyes.

**3** What can it do?

It can climb trees.


**4** What is it like?

It is very cute.

**My Special Pet**

**Period**

It is my special pet.  
It can climb trees.



40 Unit 5

My Special Pet 41

Model 1

STEP 1

- 1) Tell students that they are going to read Emma’s essay about her special pet on page 40.
- 2) Have students read the essay while listening to the MP3 file carefully.
- 3) Tell students to read the essay together aloud.
- 4) Ask questions about Emma’s essay.

Sample Questions

- What did Emma write?
- What is the essay about?
- What kind of animal is Emma’s pet?
- What does her pet look like?
- What can her pet do?
- What is her pet like?
- How does Emma feel about her pet?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

**Answers**

1. Yes

2. No

3. Yes

4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

**STEP 3**

1) Tell students that they are going to complete the organizer for Emma’s essay.

2) Have students fill in the blanks using the information from the model text.

3) Pair students up and ask them to read their answers aloud with their partner.

**Answers**

1. iguana

2. green / orange eyes

3. climb trees

4. cute

4) Direct students’ attention to the tip box at the bottom of page 41.

5) Read the sentences together aloud and remind students about the rule for using periods.

38

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## Model 2

### STEP 1 Choose one for each question.

|   |   |
|---|---|
| ① What is it?<br><input type="checkbox"/> monkey<br><input type="checkbox"/> hedgehog | ② What does it look like?<br><input type="checkbox"/> brown / orange eyes<br><input type="checkbox"/> gray / black eyes |
| <b>My Special Pet</b>   |   |
| ③ What can it do?<br><input type="checkbox"/> jump<br><input type="checkbox"/> run    | ④ What is it like?<br><input type="checkbox"/> smart<br><input type="checkbox"/> lazy                                   |

### STEP 2 Fill in the blanks.

**My Special Pet**

This is my ① \_\_\_\_\_.

It is my special pet.

It is ② \_\_\_\_\_ and has ② \_\_\_\_\_.

It can ③ \_\_\_\_\_.

It is very ④ \_\_\_\_\_.




I love my pet!

42 Unit 5

## Sentence Practice




### A Match and write.

This is my iguana.

|   |                                 |                      |
|---|---------------------------------|----------------------|
| 1  | <input type="checkbox"/> rabbit | ⇒ This is my rabbit. |
| 2  | <input type="checkbox"/> parrot | ⇒ This is my parrot. |
| 3  | <input type="checkbox"/> turtle | ⇒ This is my turtle. |

### B Look and write.

It can climb trees.

|   |      |                |
|---|------|----------------|
| 1  | swim | ⇒ It can swim. |
| 2  | jump | ⇒ It can jump. |
| 3  | fly  | ⇒ It can fly.  |

My Special Pet 43

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their essays aloud with their partner.
- 3) Call on volunteers to read their essays to the class.

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Tell students to match the pictures with the correct animal names. Then have them write sentences following the example.
- 3) Check the answers as a class.

|                |                                |
|----------------|--------------------------------|
| <b>Answers</b> | 1. turtle – This is my turtle. |
|                | 2. rabbit – This is my rabbit. |
|                | 3. parrot – This is my parrot. |

- 4) Pair students up and have them practice using sentence structure to talk about other animals.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "It can ..."
- 3) Have students write sentences following the structure from the example.
- 4) Check the answers as a class.

|                |                 |
|----------------|-----------------|
| <b>Answers</b> | 1. It can swim. |
|                | 2. It can jump. |
|                | 3. It can fly.  |

- 5) Ask students to talk about their pet's abilities. Encourage them to answer using the sentence structure from the exercise.

### Ideas

**STEP 1** Complete the organizer for your essay.

① What is it?


② What does it look like?

My Special Pet


③ What can it do?

④ What is it like?


**More Expressions**




squirrel



hamster




spider




goldfish


**Actions**




hop



crawl



make webs



lay eggs

### Draft

**STEP 2** Complete your essay.

What is it?

This is my \_\_\_\_\_

It is my special pet.

What does it look like?

It is \_\_\_\_\_ and has \_\_\_\_\_

What can it do?

It can \_\_\_\_\_

What is it like?

It is very \_\_\_\_\_

I love my pet!

**Check and Revise**

☐ Periods

☐ Spelling

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own essays.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 44.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of animals and their actions.
- 4) Have students complete the graphic organizer for their essays using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words or phrases.

## Draft

### STEP 2

- 1) Have students go back to page 40 and read Emma's essay again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the essay and how to organize it.
- 3) Tell students that they are going to write a draft on page 45.
- 4) Inform students that they can use the information from the graphic organizer on page 44.
- 5) Remind students to put the periods in the right places and check for spelling errors.
- 6) After they have finished writing their essays, ask students to draw a picture of their special pet in the box underneath the title.

## Workbook

### 5 My Special Pet

When you peer edit, call the **COPS!**

**C** Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O** Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

**P** Punctuation

- End of sentences: . ? !
- Commas: ,
- Apostrophes: '

**S** Spelling

- Sound it out
- Use a dictionary

### Revise & Edit

Rewrite your essay.

What is it?

What does it look like?

What can it do?

What is it like?

## Peer Check

- 1) Have students look at the checklist on page 19 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 20 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 21 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

42

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# 6 My Dream Farm

## 6 My Dream Farm

Task Writing a short essay

**Get Ready** Look and stick. Then ask and answer. How many carrots are there?

**Quiz** Where is it? Find and circle.

There is an apple in my basket.

## Vocabulary

**STEP 1** Look and trace.

1 apple

2 orange

3 peach

4 onion

5 carrot

6 potato

**STEP 2** Choose and write.

1 apple orange → orange

2 peach potato → peach

3 carrot onion → onion

4 orange carrot → carrot

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 47. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and trace the letters.
- 3) Encourage students to describe each of the fruits by referring to its features.

### Sample Questions

- What color is the apple? (The apple is red.)
  - What shape is it? (It is round.)
  - How does it taste? (It tastes sweet.)
  - What foods are made with apples? (Apple pie, apple juice, etc.)
- 4) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 47.
- 2) Ask students to circle the correct word for each picture and write it in the blank.
- 3) Check the answers as a class.

### Answers

1. orange
2. peach
3. onion
4. carrot

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a short essay.
- 2) Have students find the stickers at the back of the book and stick them onto the picture.
- 3) Tell students to look at the picture and ask them how many carrots there are.
- 4) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- What do you see in the picture?
  - How many trees do you see?
  - What kinds of fruits are on the trees?
  - How many apples are on the apple tree?
  - What kinds of vegetables do you see?
  - How many onions are in the garden?
- 5) Have students complete the activity on the bottom of page 46.
  - 6) Check the answer as a class. Then pair students up and have them take turns asking and answering which fruit or vegetable is in their basket. Tell them to practice the sentence with different fruits and vegetables.

Model 1

STEP 1

Read about Kyle's dream farm.

My Dream Farm

Welcome to my dream farm!  
There is an apple in my basket.  
There are ten apples on the tree.  
There is a potato in my basket.  
There are eight potatoes in the garden.  
Oh, look! There is a monkey too!

STEP 2

Circle Yes or No.

1

There are two apples in the basket.

YesNo

2

There are ten potatoes in the garden.

YesNo

3

There is a monkey on Kyle's farm.

YesNo

48

Unit 6

STEP 3

Complete the organizer.

My Dream Farm

① What fruit is there?  
There is an apple  
in my basket.

② How many are on the tree?  
There are ten apples  
on the tree.

③ What vegetable is there?  
There is a potato  
in my basket.

④ How many are in the garden?  
There are eight potatoes  
in the garden.

⑤ What animal is there? There is a monkey too!

Exclamation Mark

Welcome to my dream farm!  
Oh, look! There is a monkey too!

My Dream Farm

49

Model 1

STEP 1

- 1) Tell students that they are going to read Kyle's essay about his dream farm on page 48.
- 2) Have students read the essay while listening to the MP3 file carefully.
- 3) Tell students to read the essay together aloud.
- 4) Ask questions about Kyle's essay.

- Sample Questions
- What did Kyle write?
  - What is the essay about?
  - What kind of fruit does Kyle have in his basket?
  - How many apples are on Kyle's tree?
  - What kind of vegetable does Kyle have in his basket?
  - How many potatoes are in Kyle's garden?
  - What animal is there on Kyle's farm?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|         |        |
|---------|--------|
| Answers | 1. No  |
|         | 2. No  |
|         | 3. Yes |

- 4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Kyle's essay.
- 2) Have students fill in the blanks using information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |                   |
|---------|-------------------|
| Answers | 1. an apple       |
|         | 2. ten apples     |
|         | 3. a potato       |
|         | 4. eight potatoes |
|         | 5. a monkey       |

- 4) Direct students' attention to the tip box at the bottom of page 49.
- 5) Read the sentences together aloud and remind students about the rule for using exclamation marks.



## Model 2

### STEP 1 Choose one for each question.

#### My Dream Farm

|  |   |
|--|---|
| ① What fruit is there?<br><input type="checkbox"/> an orange<br><input type="checkbox"/> a peach     | ② How many are on the tree?<br><input type="checkbox"/> five oranges<br><input type="checkbox"/> six peaches    |
| ③ What vegetable is there?<br><input type="checkbox"/> a carrot<br><input type="checkbox"/> an onion | ④ How many are in the garden?<br><input type="checkbox"/> seven carrots<br><input type="checkbox"/> nine onions |
| ⑤ What animal is there? <input type="checkbox"/> a bear <input type="checkbox"/> a donkey            |   |

### STEP 2 Fill in the blanks.

#### My Dream Farm

Welcome to my dream farm!

There is ① \_\_\_\_\_ in my basket.

There are ② \_\_\_\_\_ on the tree.

There is ③ \_\_\_\_\_ in my basket.

There are ④ \_\_\_\_\_ in the garden.

Oh, look! There is ⑤ \_\_\_\_\_ too!

## Sentence Practice




### A Match and write.

There is an apple in my basket.

|   |                                    |                                    |
|---|------------------------------------|------------------------------------|
| 1  | <input type="checkbox"/> a pumpkin | → There is a pumpkin in my basket. |
| 2  | <input type="checkbox"/> a banana  | → There is a banana in my basket.  |
| 3  | <input type="checkbox"/> a lemon   | → There is a lemon in my basket.   |

### B Look and write.

There are eight potatoes in the garden.

|   |                   |  |
|---|-------------------|--|
| 1  | four cucumbers    | → There are four cucumbers in the garden.    |
| 2  | five tomatoes     | → There are five tomatoes in the garden.     |
| 3  | three watermelons | → There are three watermelons in the garden. |

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Tell students to match the pictures with the correct word. Then have them write sentences following the example.
- 3) Check the answers as a class.

#### Answers

1. a banana – There is a banana in my basket.
2. a lemon – There is a lemon in my basket.
3. a pumpkin – There is a pumpkin in my basket.

- 4) Pair students up and have them practice using the sentence structure to talk about the fruit or vegetable in their own basket.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "There are ..." Remind students of the various spelling rules for plural nouns.
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. There are four cucumbers in the garden.
2. There are five tomatoes in the garden.
3. There are three watermelons in the garden.

- 5) Ask students to talk about the vegetables they would have on their dream farm. Encourage them to answer using the sentence structure from the exercise. You may have students draw and cut out pictures of fruits and vegetables to use as part of the exercise.

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their essays aloud with their partner.
- 3) Call on volunteers to read their essays to the class.

1

What fruit is there?

2

How many are on the tree?

3

What vegetable is there?

4





How many are in the garden?

5

What animal is there?





More Expressions

Fruit



mango(es)lemon(s)grapefruit(s)coconut(s)

Vegetables



cabbage(s)zucchini(s)eggplant(s)chili pepper(s)

Draft

STEP 2

Complete your essay.

Welcome to \_\_\_\_\_

There \_\_\_\_\_ in my basket,

There \_\_\_\_\_

on the tree,

There \_\_\_\_\_ in my basket,

There \_\_\_\_\_

in the garden,

Oh, look! There \_\_\_\_\_

Check and Revise

☐ Exclamation Marks

☐ Spelling

Ideas

STEP 1

- 1) Tell students that they will complete the organizer for their own essays.
- 2) Direct students’ attention to the **More Expressions** box at the bottom of page 52.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of fruits and vegetables.
- 4) Have students complete the graphic organizer for their essays using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

Draft

STEP 2

- 1) Have students go back to page 48 and read Kyle’s essay again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the essay and how to organize it.
- 3) Tell students that they are going to write a draft on page 53.
- 4) Inform students that they can use the information from the graphic organizer on page 52.
- 5) Remind students to put the exclamation marks in the right places and check for spelling errors.
- 6) After they have finished writing their essays, pair students up and ask them to read their essays with their partner.

Workbook

6

My Dream Farm

When you peer edit, call the COPS!

C

Capitalization

Beginning of sentences

I, names, titles

Months, days of the week

O

Overall Look

Letter spacing

Neat handwriting

Complete sentences

P

Punctuation

End of sentences: . ? !

Commas: ,

Apostrophes: ’

S

Spelling

Sound it out

Use a dictionary

Revise & Edit

Rewrite your essay.

What fruit is there?

How many are on the tree?

What vegetable is there?

How many are in the garden?

What animal is there?

Peer Check

- 1) Have students look at the checklist on page 23 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

Homework

- 1) Ask students to complete page 24 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 25 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.



Model 1

STEP 1

Read about the items in Tara's backpack.

What Is in My Backpack?

Hey, guys! Watch me pack my backpack.  
I need a pencil, a notebook, and some crayons.  
My favorite item is my notebook.  
I like it because it is colorful.  
My backpack is full now.  
I am ready for school!

56

Unit 7

STEP 2

Circle Yes or No.

1 Tara needs some crayons.

Yes

No

2 Tara's favorite item is her pencil.

Yes

No

3 Tara's notebook is colorful.

Yes

No

STEP 3

Complete the organizer.

In My Backpack

① What do you need?

I need a pencil, a notebook, and some crayons.

② What is your favorite item?

My favorite item is my notebook.

③ Why do you like it?

I like it because it is colorful.

Comma

I need a pencil, a notebook, and some crayons.

In My Backpack

57

Model 1

STEP 1

- 1) Tell students that they are going to read Tara's video script about the items in her backpack on page 56.
- 2) Have students read the video script while listening to the MP3 file carefully.
- 3) Tell students to read the video script together aloud.
- 4) Ask questions about Tara's video script.

Sample Questions

- What did Tara write?
- What is the script about?
- What will Tara do in the video?
- What three items does Tara need?
- What is Tara's favorite item?
- Why does she like it?
- What is Tara ready for?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|         |        |
|---------|--------|
| Answers | 1. Yes |
|         | 2. No  |
|         | 3. Yes |

- 4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Tara's video script.
- 2) Have students fill in the blanks using the information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |   |
|---------|---|
| Answers | 1. a pencil / a notebook / some crayons |
|         | 2. notebook                             |
|         | 3. colorful                             |

- 4) Direct students' attention to the tip box at the bottom of page 57.
- 5) Read the sentence together aloud and remind students about the rule for using commas.

54

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## Model 2

### STEP 1 Choose one for each question.

**In My Backpack**

① What do you need?  
☐ a glue stick, an eraser, and scissors  
☐ a ruler, a pencil case, and some books

② What is your favorite item?  
☐ my glue stick  
☐ my ruler

③ Why do you like it?  
☐ new  
☐ long

### STEP 2 Fill in the blanks.

**What Is in My Backpack?**


Hey, guys! Watch me pack my backpack.  
 I need ① \_\_\_\_\_.  
 My favorite item is ② \_\_\_\_\_.  
 I like it because it is ③ \_\_\_\_\_.  
 My backpack is full now.  
 I am ready for school!


58 Unit 7


## Sentence Practice

### A Look and write.

I need a pencil, a notebook, and some crayons.


1  an eraser / a pencil case / a pencil  
 ⇒ I need an eraser, a pencil case, and a pencil.


2  scissors / a glue stick / some books  
 ⇒ I need scissors, a glue stick, and some books.

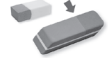
3  a ruler / a crayon / some notebooks  
 ⇒ I need a ruler, a crayon, and some notebooks.

### B Unscramble and write.

I like it/them because it is/they are colorful.

1  because like long it is it  
 ⇒ I like it because it is long.

2  them they are new like because  
 ⇒ I like them because they are new.

3  it because like it is big  
 ⇒ I like it because it is big.

In My Backpack 59

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their video scripts aloud with their partner.
- 3) Call on volunteers to read their video scripts to the class.

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Ask students to look at the pictures and write sentences following the example.
- 3) Check the answers as a class.

#### Answers

1. I need an eraser, a pencil case, and a pencil.
2. I need scissors, a glue stick, and some books.
3. I need a ruler, a crayon, and some notebooks.

- 4) Pair students up and have them practice using the sentence structure to talk about the items they need.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "I like it/them because it is/they are ..."
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. like it because it is long
2. like them because they are new
3. like it because it is big

- 5) Ask students to describe what they like about their school supplies. Encourage them to answer using the sentence structure from the exercise.

### Ideas

**STEP 1** Complete the organizer for your video script.


In My Backpack


① What do you need?


② What is/are your favorite item(s)?


③ Why do you like it/them?


**More Expressions**


  
tape


  
paintbrush


  
compass

  
stapler

  
clip

  
binder

  
colored pencil

  
pencil sharpener

### Draft

**STEP 2** Complete your video script.

Hey, guys! Watch me pack my backpack.

What do you need? I need \_\_\_\_\_.

What is/are your favorite item(s)? My favorite \_\_\_\_\_.

Why do you like it/them? I like \_\_\_\_\_ because \_\_\_\_\_.

My backpack is full now.

I am ready for school!

**Check and Revise**

☐ Commas
 ☐ Spelling

60 Unit 7
In My Backpack 61

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own video scripts.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 60.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of school items.
- 4) Have students complete the graphic organizer for their video scripts using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

## Draft

### STEP 2

- 1) Have students go back to page 56 and read Tara's video script again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the script and how to organize it.
- 3) Tell students that they are going to write a draft on page 61.
- 4) Inform students that they can use the information from the graphic organizer on page 60.
- 5) Remind students to put the commas in the right places and check for spelling errors.
- 6) After they have finished writing their video scripts, pair students up and ask them to perform their scripts with their partner.

## Workbook

### 7 In My Backpack

When you peer edit, call the **COPS!**

**C Capitalization**

- Beginning of sentences ☐
- I, names, titles ☐
- Months, days of the week ☐

**O Overall Look**

- Letter spacing ☐
- Neat handwriting ☐
- Complete sentences ☐

**P Punctuation**

- End of sentences: . ? ! ☐
- Commas: , ☐
- Apostrophes: ' ☐

**S Spelling**

- Sound it out ☐
- Use a dictionary ☐

### Revise & Edit

Rewrite your video script.

What do you need? \_\_\_\_\_

What is/are your favorite item(s)? \_\_\_\_\_

Why do you like it/them? \_\_\_\_\_

In My Backpack 27
28 Unit 7

## Peer Check

- 1) Have students look at the checklist on page 27 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 28 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 29 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

# 8 Summer Vacation

## 8 Summer Vacation

Task Writing a diary entry

**Get Ready** Look at the picture. Then ask and answer.  
Where do you want to go on summer vacation?

GUIDE

**Quiz** Which picture is it? Find and circle.

I will go to the swimming pool with my family.  
We will go there by car.

### Vocabulary

**STEP 1** Look and trace.

1 beach

2 lake

3 mountain

4 amusement park

5 baseball stadium

6 swimming pool

**STEP 2** Complete and write.

1 m o u n t a i n  
→ mountain

2 b e a c h  
→ beach

3 b a s e b a l l  
→ baseball stadium

4 s w i m m i n g  
→ swimming pool

## Vocabulary

### STEP 1

- 1) Tell students to look at the pictures on page 63. Introduce the vocabulary.
- 2) Have students listen to the MP3 file. Ask them to repeat each vocabulary word and trace the letters.
- 3) Encourage students to talk about each of the places, describing characteristics such as the scenery and the activities people can do there.

### Sample Questions

- What can you see at the lake? (I can see trees and fish at the lake.)
  - What activities can you do at the lake? (I can go swimming and camping.)
- 4) If students are having trouble answering in complete sentences, provide them with example structures to model their answers.

### STEP 2

- 1) Direct students to the activity at the bottom of page 63.
- 2) Ask students to fill in the missing letters in each word and write the words in the blanks.
- 3) Check the answers as a class.

### Answers

1. mountain
2. beach
3. baseball
4. swimming

## Get Ready

- 1) Introduce the writing task. Tell students that they will write a diary entry.
- 2) Tell students to look at the picture and ask them where they want to go on summer vacation and how they will get there.
- 3) Ask students questions about the picture to help them become familiar with the writing topic.

### Sample Questions

- What do you see in the picture?
  - What is the place in the first picture?
  - How is the weather there?
  - How can you go there?
  - What can you do there?
- 4) Have students complete the activity on the bottom of page 62.
  - 5) Check the answer as a class. Then pair students up and have them take turns asking and answering where they want to go on vacation and how they will go there. Encourage them to use the structures in the example sentences to talk about their choice.

Model 1

STEP 1

Read about Kevin's vacation plans.

Summer Vacation Plans

It is summer vacation!

Here are my plans for this summer.

I will go to the beach with my family.

We will go there by car.

We will eat some ice cream there.

I can't wait!

STEP 2

Circle Yes or No.

1 Kevin has plans for this winter.

Yes

No

2 Kevin will go to the beach this summer.

Yes

No

3 Kevin will eat some ice cream there.

Yes

No

STEP 3

Complete the organizer.

Summer Vacation Plans

① Where will you go?  
I will go to the beach.

② With whom?  
with my family.

③ How will you go there?  
We will go there by car.

④ What will you eat there?  
We will eat some ice cream there.

Exclamation Mark

It is summer vacation!

I can't wait!

64 Unit 8

Summer Vacation 65

Model 1

STEP 1

- 1) Tell students that they are going to read Kevin's diary entry about his vacation plans on page 64.
- 2) Have students read the diary entry while listening to the MP3 file carefully.
- 3) Tell students to read the diary entry together aloud.
- 4) Ask questions about Kevin's diary entry.

Sample Questions

- What did Kevin write?
- What is the diary entry about?
- Where will Kevin go this summer?
- Who will he go there with?
- How will he go there?
- What will Kevin and his family do there?
- How does Kevin feel about going on vacation?

STEP 2

- 1) Have students read the sentences and circle the correct answers.
- 2) Tell students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|         |        |
|---------|--------|
| Answers | 1. No  |
|         | 2. Yes |
|         | 3. Yes |

- 4) Have students change the false statements into true statements. Then ask them to read all of the correct sentences aloud.

STEP 3

- 1) Tell students that they are going to complete the organizer for Kevin's diary entry.
- 2) Have students fill in the blanks using the information from the model text.
- 3) Pair students up and ask them to read their answers aloud with their partner.

|         |                   |
|---------|-------------------|
| Answers | 1. to the beach   |
|         | 2. family         |
|         | 3. by car         |
|         | 4. some ice cream |

- 4) Direct students' attention to the tip box at the bottom of page 65.
- 5) Read the sentences together aloud and remind students about the rule for using exclamation marks.

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## Model 2

### STEP 1 Choose one for each question.

#### Summer Vacation Plans

|   |  |
|---|--|
| ① Where will you go?<br><input type="checkbox"/> to the mountains<br><input type="checkbox"/> to the lake | ② With whom?<br><input type="checkbox"/> my cousins<br><input type="checkbox"/> my friends |
| ③ How will you go there? <input type="checkbox"/> on foot <input type="checkbox"/> by bus                 |  |
| ④ What will you eat there? <input type="checkbox"/> some cookies <input type="checkbox"/> some pizza      |  |

### STEP 2 Fill in the blanks.




#### Summer Vacation Plans

It is summer vacation!  
Here are my plans for this summer.  
I will go ① \_\_\_\_\_ with ② \_\_\_\_\_.  
We will go there ③ \_\_\_\_\_.  
We will eat ④ \_\_\_\_\_ there.  
I can't wait!

## Sentence Practice




### A Look and write.

I will go to the beach with my family.

-  amusement park / brother  
⇒ I will go to the amusement park with my brother.
-  swimming pool / cousins  
⇒ I will go to the swimming pool with my cousins.
-  baseball stadium / mom  
⇒ I will go to the baseball stadium with my mom.

### B Unscramble and write.

We will go there by car.

-  will We go by train . there  
⇒ We will go there by train.
-  by bus We go . there will  
⇒ We will go there by bus.
-  go will . on foot there We  
⇒ We will go there on foot.

## Model 2

### STEP 1

- 1) Have students choose one example for each question in the organizer.
- 2) Call on students to explain why they made their choice for each question.

### STEP 2

- 1) Ask students to fill in the blanks with the examples they chose in **STEP 1**.
- 2) Pair students up and ask them to read their diary entries aloud with their partner.
- 3) Call on volunteers to read their diary entries to the class.

## Sentence Practice

### A

- 1) Have students look at the example sentence and read it aloud.
- 2) Ask students to look at the pictures and write sentences following the example.
- 3) Check the answers as a class.

#### Answers

1. I will go to the amusement park with my brother.
2. I will go to the swimming pool with my cousins.
3. I will go to the baseball stadium with my mom.

- 4) Pair students up and have them practice using the sentence structure to talk about where they want to go and who they want to go with.

### B

- 1) Ask students to look at the example sentence and read it aloud as a class.
- 2) Teach students the form "We will go there by ..."
- 3) Have students write the sentences following the structure from the example.
- 4) Check the answers as a class.

#### Answers

1. We will go there by train.
2. We will go there by bus.
3. We will go there on foot.

- 5) Ask students how they will get to their destination and why they chose that mode of transportation. Encourage them to answer using the sentence structure from the exercise.

### Ideas

**STEP 1** Complete the organizer for your diary entry.

Summer Vacation Plans

① Where will you go?


② With whom?

③ How will you go there?


④ What will you eat there?

**More Expressions**


Transportation




boat



bike




taxi




airplane


Food




hot dog



taco



burger



sandwich

### Draft

**STEP 2** Complete your diary entry.

\_\_\_\_\_

It is summer \_\_\_\_\_

Here are my plans for this summer.

Where will you go? I will \_\_\_\_\_

With whom? with \_\_\_\_\_.

How will you go there? We will \_\_\_\_\_.

What will you eat there? We will eat \_\_\_\_\_ there.

I can't \_\_\_\_\_

**Check and Revise**

☐ Exclamation Marks

☐ Spelling

68 Unit 8

Summer Vacation 69

## Ideas

### STEP 1

- 1) Tell students that they will complete the organizer for their own diary entries.
- 2) Direct students' attention to the **More Expressions** box at the bottom of page 68.
- 3) Read the examples together aloud and ask students to describe what they see. Ask them to give additional examples of modes of transportation and food.
- 4) Have students complete the graphic organizer for their diary entries using their own ideas.
- 5) Inform students that they can use examples from the **More Expressions** section for more words.

## Draft

### STEP 2

- 1) Have students go back to page 64 and read Kevin's diary entry again. Review the key vocabulary and sentence structures.
- 2) Remind students of the different parts of the diary entry and how to organize it.
- 3) Tell students that they are going to write a draft on page 69.
- 4) Inform students that they can use the information from the graphic organizer on page 68.
- 5) Remind students to put the exclamation marks in the right places and check for spelling errors.
- 6) After they have finished writing their diary entries, pair students up and ask them to read their diary entries with their partner.

## Workbook

### 8 Summer Vacation

When you peer edit, call the COPS!

**C Capitalization**

- Beginning of sentences ☐
- I, names, titles ☐
- Months, days of the week ☐

**O Overall Look**

- Letter spacing ☐
- Neat handwriting ☐
- Complete sentences ☐

**P Punctuation**

- End of sentences: . ? ! ☐
- Commas: , ☐
- Apostrophes: ' ☐

**S Spelling**

- Sound it out ☐
- Use a dictionary ☐

### Revise & Edit

Rewrite your diary entry.

Where will you go? \_\_\_\_\_

With whom? \_\_\_\_\_

How will you go there? \_\_\_\_\_

What will you eat there? \_\_\_\_\_

Summer Vacation 31

32 Unit 8

## Peer Check

- 1) Have students look at the checklist on page 31 in the workbook together.
- 2) Pair students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask students to complete page 32 in the workbook for homework.
- 2) When students submit their revised drafts, provide feedback and have them go to page 33 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**MEMO**