

**Teacher Guide**

**1**

# **All** **Sorts**

**Empowering multilingual learners to find their voice in English**



**Mc  
Graw  
Hill**

**Nico Dantaz • Rachel Finnie**

**Unit  
Sampler**



### **All Sorts, Teacher Guide 1**

Published by McGraw-Hill Education (UK) Limited

Unit 4, Foundation Park,

Roxborough Way,

Maidenhead SL6 3UD

T: +44 (0) 1628 502500

Website: [www.mheducation.co.uk](http://www.mheducation.co.uk)

### **British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

Academic Design and Course Consultants: Nico Dantaz and Rachel Finnie

Content Development and Editorial Production: The Content Station Ltd.

Design and Layout: The Content Station Ltd.

Cover Design: Vicky Xinou – purple

Cover Illustration: Kevin Smart

Audio Production: Bob Schneider and Hallary Dworet for Bobally Records

Video Production: Studio 8

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ISBN 13: 9781266650529

ISBN 10: 1266650520

Redux pages photo credits are tracked with the Student Book

ISBN 13: 9781264996568

ISBN 10: 126499656X

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# Welcome!

## Welcome to the *All Sorts* Teacher Guide!

We are delighted that you have chosen *All Sorts* as your English language course. We sincerely hope you will find this Teacher Guide to be a valuable resource, informing and supporting your teaching practices throughout the year, as you and your learners progress through the material and discover English the *All Sorts* way.

At McGraw Hill we understand the challenges facing students and teachers in the classroom and at home today. And we know that every classroom, every lesson, and every student is different. That's why we've created *All Sorts*.

Our aim is to uncover and develop the potential of every learner. We seek to encourage our young students to be brave and curious: brave enough to try without being afraid of making mistakes, and curious enough to want to know more and to enjoy the process of learning.

*All Sorts* is a course that genuinely celebrates and values the differences we find among children, teachers, and lessons around the world. *All Sorts* delivers a fresh perspective for young learners, encompassing a range of approaches, embracing a variety of learning styles, and, importantly, making learning fun.

How do we make learning fun? Songs and chants, stories, and puzzles—all designed to improve young learners' English in a non-threatening, enjoyable way. And your students will be helped along the way by our seven *All Sorts* mascots, each designed to support a specific language learning area.

This Teacher Guide contains all the resources and support you will need in order to have the very best teaching experience with your young learners. As a result, your lessons will be an enjoyable and stimulating experience, and will achieve the most successful learning outcomes.

The *All Sorts* Teacher Guide contains detailed, step-by-step teaching notes to inform your teaching practice in every lesson. Experienced teachers may use them as a quick guide or a refresher, whereas newer teachers can use them for more extensive support in the classroom.

In addition to comprehensive information and guidance relating to the print and digital content, this Guide also includes detailed information about the methodology used in *All Sorts*, the instructional process, suggestions for starting and ending the lessons, ideas for presenting lexis and language, and clarification around the different opportunities for assessment.

Learning is scaffolded at every stage throughout *All Sorts*. Prior knowledge is explored at the beginning of each lesson, allowing students to build upon what they already know. Learning is supported by the use of visual aids such as artwork, flashcards (Levels 1–3), and graphic organizers, all of which help students think more deeply about a topic and support them in discovering answers themselves. The teaching notes will provide guidance on how to make the best use of scaffolding.

Another feature of *All Sorts* is *active learning*. Active learning embraces a broad range of teaching strategies designed to actively engage learners so they can become empowered participants in their learning process. Activities related to this center around writing, speaking, problem-solving, etc., and include discussions, role plays, and journal writing. These activities can be done individually, with partners, or in a group. Whenever these activities are referred to in this Guide, you will see the acronym **AL** in blue.

Each unit of *All Sorts* covers four to five weeks of instruction. This means teachers can break each unit, or even each lesson, into manageable “chunks,” allowing learners sufficient time to fully understand everything about the new language they're studying.

McGraw Hill and the *All Sorts* team wish you a happy and successful school year!





# Scope and Sequence



UNIT	VOCABULARY		GRAMMAR	SAMPLE LANGUAGE
<b>W</b> Welcome, All Sorts!	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Greetings: Hello, Hi!, Hey!, Hi, there!, Good morning!</li> <li>Numbers 1–10</li> <li>Colors: blue, green, red, yellow</li> <li>Classroom objects: book, classroom, eraser, pencil</li> <li>Classroom commands: stand up, sit down, open / close the book, read, listen, look, write</li> </ul>			
<b>1</b> All Sorts of School Supplies	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Classroom objects: apron, board, classmate, crayon, desk, door, page, pen, ruler, teacher</li> <li>Colors: black, brown, gray, orange, pink, purple, white</li> </ul>	<b>EXPOSURE TO:</b> Can I ... , please?; cat, line up, Mrs.	<b>TEACHING OF: (Grammar 1)</b> <i>What is it? What are they? It's ... They're ...</i> <b>TEACHING OF: (Grammar 2)</b> Possessive adjectives: <i>my, your</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>What is it? It's a desk.</li> <li>What are they? They are pens.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>My book is pink.</li> <li>What color is your book?</li> </ul>
<b>2</b> All Sorts of Families	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Family members: brother, child / children, cousin, dad, family, grandma, grandpa, mom, sister</li> <li>Adjectives: bad, big, small, good, happy, nice, old, sad, young</li> </ul>	<b>EXPOSURE TO:</b> dog, look at	<b>TEACHING OF: (Grammar 1)</b> <i>Who is / are ... ?</i> <b>TEACHING OF: (Grammar 2)</b> Possessive adjectives: <i>his, her, their</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Who is he? He is my dad.</li> <li>Who are they? They are my cousins.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Her name is Sally.</li> <li>He is her brother.</li> <li>Their sister is Nancy.</li> </ul>
<b>3</b> All Sorts of Houses	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Rooms in homes: basement, bathroom, bedroom, dining room, hall, kitchen, living room, stairs, wall, yard</li> <li>Parts of the house: apartment, downstairs, floor, room, upstairs, window</li> </ul>	<b>EXPOSURE TO:</b> flower, home	<b>TEACHING OF: (Grammar 1)</b> Prepositions of place <b>TEACHING OF: (Grammar 2)</b> <i>Which, Where</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Dante isn't on the couch.</li> <li>He isn't in front of the flowers.</li> <li>Is he behind the door?</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Where is your house?</li> <li>Which one is your house?</li> </ul>
<b>4</b> All Sorts of Animals	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Animals: baby, bird, chicken, cow, donkey, fish, frog, horse, sheep, spider</li> <li>Action verbs: find, fly, jump, run, see, swim</li> </ul>	<b>EXPOSURE TO:</b> angry, funny, pet, ugly	<b>TEACHING OF: (Grammar 1)</b> <i>this, that, these, those</i> <b>TEACHING OF: (Grammar 2)</b> <i>Can</i> for ability	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>What is this? It's a horse.</li> <li>What is that? That's a donkey.</li> <li>What are these? These are sheep.</li> <li>What are those? Those are frogs.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Can you jump?</li> <li>I can't run. I can swim.</li> </ul>



# Scope and Sequence

READING	LLM	LISTENING	SPEAKING	LETTER WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> <li>A story about school supplies solving a problem (<b>Reading for detail and identifying characters</b>)</li> <li>Descriptions of classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Friendship and sharing</li> </ul>	<ul style="list-style-type: none"> <li>A conversation between a teacher and students (<b>Listening for specific information</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Aa, Bb, Cc</li> </ul>	<ul style="list-style-type: none"> <li>Completing sentences about classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>Making a word book</li> </ul>
<ul style="list-style-type: none"> <li>A story about a girl who wants to play a game (<b>Reading for general understanding and identifying characters</b>)</li> <li>A description of a family member</li> </ul>	<ul style="list-style-type: none"> <li>How we feel when we are with our families</li> </ul>	<ul style="list-style-type: none"> <li>People introducing their families (<b>Listening for details</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Describing your family</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Dd, Ee, Ff</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of a family member</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Families from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Making a family tree</li> </ul>
<ul style="list-style-type: none"> <li>A story about a dog who makes a mess (<b>Scanning for specific information</b>)</li> <li>A fact file about a home</li> </ul>	<ul style="list-style-type: none"> <li>Helping at home</li> </ul>	<ul style="list-style-type: none"> <li>A boy describing his family and his home (<b>Listening for gist and details</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Describing rooms in a house</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Gg, Hh, Ii, Jj</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of your home</li> </ul>	<ul style="list-style-type: none"> <li>Art: Mixing colors</li> </ul>	<ul style="list-style-type: none"> <li>Making a house from boxes</li> </ul>
<ul style="list-style-type: none"> <li>A story about a missing chicken (<b>Understanding sequence of events and identifying characters</b>)</li> <li>A description of a pet</li> </ul>	<ul style="list-style-type: none"> <li>How we feel when we can't do something</li> </ul>	<ul style="list-style-type: none"> <li>Children talking about a visit to their uncle's farm (<b>Listening for specific information</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Describing a picture</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Kk, Ll, Mm</li> </ul>	<ul style="list-style-type: none"> <li>Completing a description of a pet</li> </ul>	<ul style="list-style-type: none"> <li>Science: What animals need</li> </ul>	<ul style="list-style-type: none"> <li>Making a pet puppet</li> </ul>

# Scope and Sequence



UNIT	VOCABULARY		GRAMMAR	SAMPLE LANGUAGE
<b>5</b> All Sorts of Meals	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Food: apple, banana, bread, egg, grapes, juice, lemon, meat, milk, pineapple, water</li> <li>Meals: breakfast, burger, dinner, fries, lunch, mango</li> </ul>	<b>EXPOSURE TO:</b> drink (v), eat, fruit, kiwi	<b>TEACHING OF: (Grammar 1)</b> <i>There is ... There are ...</i> <b>TEACHING OF: (Grammar 2)</b> <i>Like + noun</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Is there milk? No, there isn't.</li> <li>Are there eggs? Yes, there are.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>I don't like mangoes. I like grapes.</li> <li>Do you like juice? Yes, I do!</li> </ul>
<b>6</b> All Sorts of Bodies	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Body parts: arm, ear, eye, foot / feet, hand, hair, head, leg, mouth, nose</li> <li>Action verbs: point, stand, talk, walk, watch, wave (v)</li> </ul>	<b>EXPOSURE TO:</b> body, long, short	<b>TEACHING OF: (Grammar 1)</b> <i>To have</i> (Simple Present for possession) <b>TEACHING OF: (Grammar 2)</b> Imperative sentences	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Does it have two legs? No, it doesn't.</li> <li>Do you have two arms? Yes, I do.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Don't walk, kids!</li> <li>Point at your feet.</li> </ul>
<b>7</b> All Sorts of Presents	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Toys: ball, balloon, blocks, board game, doll, kite, monster, robot, teddy bear, toys</li> <li>Birthday party: baseball, basketball, birthday, cake, chocolate, game</li> </ul>	<b>EXPOSURE TO:</b> gift, today, play, sing	<b>TEACHING OF: (Grammar 1)</b> Simple Present: affirmative and negative <b>TEACHING OF: (Grammar 2)</b> Simple Present questions	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>I play with my ball.</li> <li>They don't play with robots.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Do you like games? Yes, I do.</li> <li>Do they like dolls? No, they don't.</li> </ul>
<b>8</b> All Sorts of Clothes	<b>TEACHING OF:</b> <ul style="list-style-type: none"> <li>Clothes and accessories 1: baseball cap, dress, handbag, jacket, jeans, shirt, shoes, shorts, skirt, T-shirt</li> <li>Clothes and accessories 2: bag, boots, glasses, pants, socks, swimsuit</li> </ul>	<b>EXPOSURE TO:</b> clothes, friend, pajamas, wear	<b>TEACHING OF: (Grammar 1)</b> Present Progressive: affirmative and negative <b>TEACHING OF: (Grammar 2)</b> Genitive case and <i>Whose</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>What is he wearing? He is wearing a red T-shirt.</li> <li>Ana isn't walking. She is running.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Whose T-shirt is this? It's Mom's T-shirt.</li> <li>Whose socks are these? They are Andrea's socks.</li> </ul>
<b>G</b> Goodbye, All Sorts!	<b>REVIEW OF:</b> animal, arm, ball, baseball cap, board game, brother, burger, dog, dress, ear, egg, family, fruit, games, grandma, leg, mom, play, shorts, sister, socks, swim, swimsuit, teacher, walk, watch, yard	<b>EXPOSURE TO:</b> Bye, Goodbye, See you!	<b>REVIEW OF:</b> <i>What is it? What are they? It's ... They're ... ;</i> Possessive adjectives: <i>his, her, their</i> Prepositions of place; <i>Where</i> ; Simple Present; Present Progressive	



# Scope and Sequence

READING	LLM	LISTENING	SPEAKING	LETTER WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> <li>A story about a lemon who gets lost (<b>Making inferences</b>)</li> <li>A note about what to eat for lunch</li> </ul>	<ul style="list-style-type: none"> <li>Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Children talking about their classmates' favorite food (<b>Listening for facts</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about favorite food and drink</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Nn, Oo, Pp</li> </ul>	<ul style="list-style-type: none"> <li>Completing a note about what to eat</li> </ul>	<ul style="list-style-type: none"> <li>Natural Science: Food groups and healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Making a favorite food collage</li> </ul>
<ul style="list-style-type: none"> <li>A story about a boy giving commands to a pet (<b>Predicting from pictures and identifying perspective</b>)</li> <li>A note giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Children describing their pets (<b>Listening for details</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about animals</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Qq, Rr, Ss, Tt</li> </ul>	<ul style="list-style-type: none"> <li>Writing a note giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>Science: Animal body parts</li> </ul>	<ul style="list-style-type: none"> <li>Inventing a new game</li> </ul>
<ul style="list-style-type: none"> <li>A story about what children do on a special day at school (<b>Guessing from pictures</b>)</li> <li>A birthday card message</li> </ul>	<ul style="list-style-type: none"> <li>Making and spending time with friends</li> </ul>	<ul style="list-style-type: none"> <li>Children talking about toys (<b>Listening for specific information</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about favorite toys and activities</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Uu, Vv, Ww</li> </ul>	<ul style="list-style-type: none"> <li>Completing a birthday card message</li> </ul>	<ul style="list-style-type: none"> <li>Math: Categorizing objects</li> </ul>	<ul style="list-style-type: none"> <li>Creating an eco-friendly toy</li> </ul>
<ul style="list-style-type: none"> <li>A story about a girl who is buying new shoes (<b>Identifying characters and setting</b>)</li> <li>An email describing a family photo</li> </ul>	<ul style="list-style-type: none"> <li>How we feel when we wear certain clothes</li> </ul>	<ul style="list-style-type: none"> <li>Conversations about activities and clothes (<b>Listening for key words</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about a picture</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet: Xx, Yy, Zz</li> </ul>	<ul style="list-style-type: none"> <li>Completing an email describing a family photo</li> </ul>	<ul style="list-style-type: none"> <li>Art: Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Designing odd socks</li> </ul>



### Prior Learning

- **Vocabulary:** Students are expected to know, recognize, and write all colors, parts of the house, and some common house objects (*door, chair, table, window*). They should be able to understand and use common adjectives such as *beautiful, big, small, round, square*.
- **Verb forms:** Students should be familiar with using the verb *to be* in the present (*is, are*), and many other common usage verbs in the present tense (*have, listen, read*).
- **Functions and habits:** Students should be able to talk about the position of objects and people by using prepositions of place.

### Unit Theme

The unit covers farm animals. Students will be able to describe them using basic adjectives as well as use different verbs to talk about what the animals can and can't do. The grammar points will allow students to describe their favorite animals' abilities and characteristics. In addition, this theme will raise awareness of what living things need to survive and how humans can protect and look after different animals.

### Objectives

- Recognize, name, and spell all sorts of animals. This includes farm animals, as well as some common wild animals.
- Describe what animals are like.
- Talk about animals' abilities.

### Grammar

- Ask and answer questions about animals and objects using demonstrative pronouns (*this / that / these / those*) in both singular and plural forms, in conjunction with *what*.
- Use *can* and *can't* to express ability.

### Vocabulary

- Use new adjectives to describe animals (*angry, fantastic, funny, ugly*).
- Talk about actions and activities (*swim, run, fly, jump, see, find*) with *can*.
- Review parts of a home by saying where animals are.
- Recognize and trace the letters K, L, and M, and learn words with those letters.

### Reading

- Read and understand a story about a missing chicken.
- **Sub-skills:** Understand sequence of events and identify characters.
- Read a description of a pet.
- Read and learn about what living things need to survive.

### Listening

- Listen to children talking about a visit to their uncle's farm.
- Listen to animals describing what they can and can't do.
- **Sub-skill:** Listen for specific information.

### Speaking

- Talk about animals.
- Talk about animals' and people's abilities.
- Talk about emotions and feelings based on what we can and can't do.

### Writing

- Write a description of a pet.

## Language Learning Mindset

### Self-management

This unit applies English language skills to reinforce self-management when discussing how it feels to try new things. Encourage students to use new vocabulary from the unit to practice self-management by discussing how they feel when they have trouble with a new activity.

## Letter Work

In this unit, students continue working with the alphabet. They will develop their ability to trace and say letters K, L, and M, in both upper and lowercase. They will also associate the letters with common words starting with their sounds so as to expand and consolidate their language and vocabulary.

## Assessment

### Students will be assessed through the following:

- The Initial Assessment activity at the start of each lesson
- A Continuous Assessment activity at the end of each lesson
- The Review Game and Project presentation at the end of the unit
- The Unit 4 Test
- The Term 2 Test (which covers Units 3–5)

## Storytelling Video

The *All Sorts* storytelling video that can be used at this point features the story **Hide and Seek** by Emily Alexander. It is a fantasy story about different animals, Donkey, Cow, Sheep, Chicken, Frog, Bird, and Spider. The animals are having fun playing the game of hide and seek, with Donkey as the “seeker,” looking for the other animals. At the end of the story, all the animals help Donkey find spider.

House-related vocabulary and basic grammar from Unit 3 and Unit 4 are recycled through the video.

The story includes a **value message** about how we are stronger when we all work together.

You can download a Worksheet for students and a set of Teaching Notes to use with this video.

## Digital Content

**The digital resources for this unit include:** flashcards for vocabulary, audio files for listening activities in the Student Book and Workbook, and a karaoke version of the unit song to consolidate learning.



## Objective

By the end of this lesson, students should be able to recognize, name, and spell all sorts of farm animals.

## Initial Assessment

**AL** Books closed. As a review, display the flashcards for *cat* and *dog* and elicit what they are. (You could also show Dante and Scruff from the stories in Unit 3). Say, *Cats and dogs are animals. What other animals do you know?* Students share what other animals they know. Display an image or flashcard for each animal students mention and keep the images visible for the Warm-Up and Focus Question activities.

## Warm-Up


**AL** Sing *Old MacDonald*, using some of the animals that students are familiar with from the Warm-Up. Elicit what sound the animal makes (e.g., a duck says *quack*, a cow says *moo*, and a sheep says *baa*).

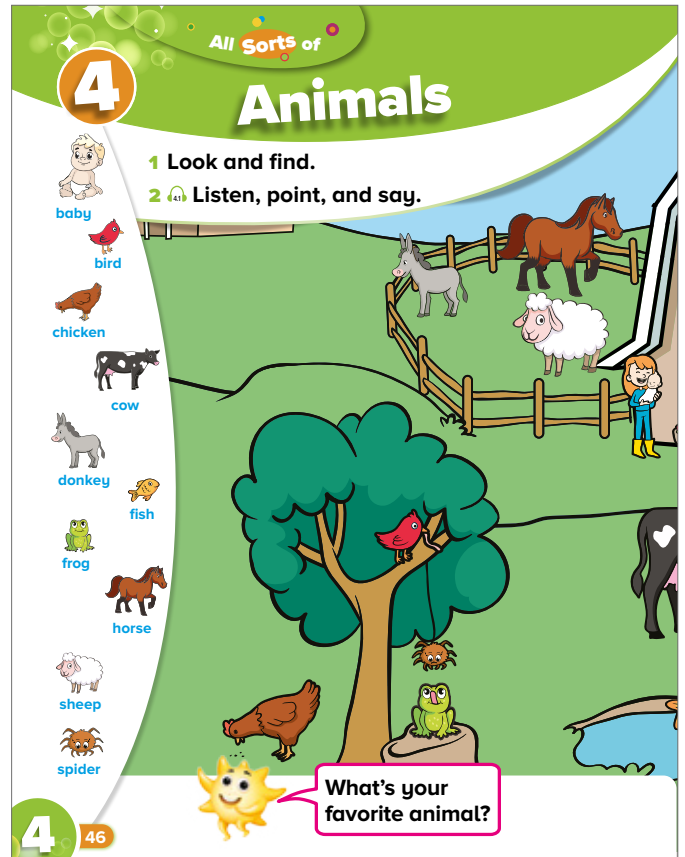
## Focus Question

**AL** Open books to page 46. Read the focus question aloud. Return to the animals from the Initial Assessment and review what they are. Say, *My favorite animal is ...* Then go around the class and have students share their favorite animals. Keep a tally on the board and see what the most popular animal is.

## Exercises

**1 PRESENTATION.** Check instructions with students. Work as a class first. Say, *This is a farm.* Then, point at the baby in the vocabulary strip and say, *This is a baby.* Point at the baby in the illustration. Use your finger to match the baby in the vocabulary strip and the illustration. Students then work in pairs to find and match the other vocabulary words in the illustration. Check answers as a class and have students point out other details if possible, such as the colors of the animals and where they are.

**2  PRACTICE.** Check instructions. Play the first word and have students point to it on the page. Model pronunciation after playing the word and encourage students to repeat it. Continue with the rest of the audio. Repeat the audio if necessary.



## Continuous Assessment

Books closed. Play *Bingo*. Give students grids of four. They write the names of the animals they want to choose. Call out the animal names. The first student to cross out all their chosen animals wins.

## Workbook

Workbook, page 42, Ex. 1, 2.







## Vocabulary

**3 Listen and number.**

a chicken		<input type="checkbox"/>	b frog		<input type="checkbox"/>
c horse		<input type="checkbox"/>	d baby		<input checked="" type="checkbox"/> 1
e bird		<input type="checkbox"/>	f sheep		<input type="checkbox"/>
g spider		<input type="checkbox"/>	h fish		<input type="checkbox"/>
i cow		<input type="checkbox"/>	j donkey		<input type="checkbox"/>

**4 Read and trace. Then match.**

- It's a baby bird. a
- It's a baby sheep. b
- It's a baby horse. c
- It's a baby cow. d

**5 Look, think, and write.**

What is it?

- It's a donkey.
- It's a \_\_\_\_\_.
- It's a \_\_\_\_\_.
- It's a \_\_\_\_\_.

Animals 47

4

## Objective

By the end of this lesson, students should be able to recognize, trace, and write new vocabulary related to farm animals.

## Initial Assessment

**AL** Open books to page 46. Say, *This is a farm. Point at the horse.* Students point. *Point at the frog.* Students point. Continue with all vocabulary items. Alternatively, point at each item and say the wrong name, having students correct you.

## Warm-Up

**AL** Books closed. Play a team guessing game. Divide the class in half and invite a student from each team to the front. Show the rest of the class a flashcard of a farm animal, but don't tell the students at the front what it is. The rest of the class mime the animal. The first student to say the correct name wins a point for their team.

## Exercises

**3** Open books to pages 46–47. Say and point, *This is Mom. This is Dad.* Ask, *Where is the baby?* Encourage students to point at the baby in the illustration. Check instructions with students. Play the audio up to “They are with the animals. Look, Grandma!” Do the example together so students see that number 1 is *baby*. Play the rest of the audio and have students number the animals individually. Play the audio again for them to check. Correct the answers as a class. Review numbers 1–10 if necessary.

Answers: a 6 b 4 c 9 e 2 f 7 g 3 h 5 i 8 j 10

**4** Check instructions with students. Do the example together. Students read and trace individually. Then read through the sentences as a class.

Answers: 2 b 3 a 4 d

**5 PRODUCTION.** Check instructions. Do the example together. Students write the words individually, then check their answers in pairs. Encourage them to check their book for the spellings if they are unsure. Go through the answers as a class by inviting volunteers to come to the board and write the words.

Answers: 2 horse 3 bird 4 cow

## Continuous Assessment

**AL** Books closed. Play a spelling game. Use the farm flashcards. Display the flashcard for *dog* and spell it aloud as follows, *Dog, D O G, dog*. Divide students in two teams. Display the rest of the flashcards one by one and invite one student in each group to spell it.

## Fast Finishers

Invite fast finishers to make an *Illustrated Glossary* with the words from the lesson (see page T13).

## Workbook

Workbook, page 43, Ex. 3, 4, 5



## Objective

By the end of this lesson, students should be able to ask and answer questions about animals and objects by using demonstrative pronouns (*this / that / these / those*) in both singular and plural forms, i.e. *What's this / that? What are these / those?*

## Initial Assessment

**AL** Books closed. Divide students into groups and have them race to draw and label as many animals as they can remember from the previous lesson. They compare drawings. To lower the challenge level, they can leave out the labels and just say the names.

## Warm-Up

**AL** Books closed. Hide the animal flashcards around the classroom. For example, place one on a bookshelf, on a chair, and so on. Students find the flashcards, but don't move or touch them. They sit down. Ask them questions about each card, e.g., *Where is the horse? The horse is on the chair. What color is the horse? It is brown.*

## Exercises

**1** **PRESENTATION.** Open books to page 48. Check instructions with students. Elicit some basic information such as who is in the story, where they are, and what items there are. Play the audio. Students listen and follow the words. Play the audio again and pause after each speech bubble. Have students repeat the words. If time allows, divide the class in half. One half reads the girl's speech bubbles and the other half reads the boy's speech bubbles. Then point at different objects in the classroom and ask questions—include a question for each demonstrative pronoun (*this, that, these, and those*). For example, show a book and ask, *What is this?* Show pencils and ask, *What are these?* Point at the board and ask, *What is that?* Point at something far away, such as books on a bookshelf, and ask, *What are those?*

**2 PRACTICE.** Check instructions. Do the example together. Students work individually to complete the sentences. They check their answers in pairs and then as a class. Read each question and answer together ensuring that students can pronounce the words clearly.

Answers: 1 This 2 these, These 3 that, That 4 those, Those

## Grammar

### 1 Listen and read.



### 2 Complete with *this, that, these, or those*.

- What is this? It's a horse.
- What are these? These are sheep.
- What is that? That is a donkey.
- What are those? Those are frogs.

### 3 Match. Then write.

- What are those? a This is a fish.
- What is that? b These are birds.
- What is this? c Those are spiders.
- What are these? d That is a frog.

**4** 48

**3** Check instructions. Do the example together. Students work individually to complete the sentences. They check their answers in pairs and then as a class. Read each question and invite a student to read the answer. To lower the challenge level, provide two options for each blank.

Answers: 1 c are 2 d is that, is 3 b are these, are 4 a is this, is

## Continuous Assessment

**AL** Display the farm flashcards and have students write more questions. They then ask and answer the questions in pairs.

## Note to teacher

- For the next lesson, you need to bring pictures of farm animals in different groups and/or a farm with different numbers of animals.

## Workbook

Workbook, page 44, Ex. 1, 2

**4** Listen, read, and circle the animals.

This and that,  
this and that.  
What is this?  
And what is that?

This is a dog.  
This is a cat.  
Now you tell me,  
what is that?

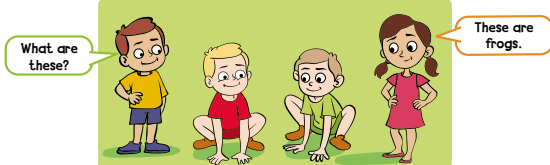
That's a cow!



These and those,  
these and those.  
What are these?  
And what are those?

These are sheep.  
These are frogs.  
Now you tell me,  
what are those?

Those are birds!

**5** Listen again and sing.**6** Act out. Ask and answer.

this, that, these, those

49

4

**Objective**

By the end of this lesson, students should have practiced demonstrative pronouns with a song and be able to identify and use them confidently.

**Initial Assessment**

**AL** Books closed. Play a game. Students stand in a circle with a soft ball. The student with the ball asks a question with *this*, *that*, *these*, or *those* (e.g., *What is that?*) and throws or passes the ball to another student, who has to answer the question. They can use any animal vocabulary, and their grammar needs to be correct (e.g., *That is a frog*.) If they ask and answer correctly, they both sit down and give the ball to another student. If they don't ask and answer correctly, they both remain in the game. The aim is to have everyone sitting in 2–3 minutes. The class wins if everyone answers a question correctly and is sitting down within the time limit.

**Warm-Up**

Books closed. Display images of farm animals with varying numbers, or an image of a farm with different numbers for each animal. Review the grammar by asking about the animals. Ask and point, *What's this? What are these? What's that? What are those?* Students answer according to what they see.

**Exercises**

**4** Books closed. Play the song and then elicit which of the animals students can remember from it. Open books to page 49. Check instructions with students. Focus on the illustrations. Ask, *What animals can you see?* Elicit the animals in the images (frogs, a dog, a cow, a horse, sheep, fish, chickens, birds, a cat, and a spider). Play the audio again and have students follow. Play the audio a third time and have them circle the animals in the lyrics.

Answers: Students circle: dog, cat, cow, sheep, frogs, birds

**5** Check instructions with students. Play the audio and have students sing together, following the lyrics in their books. Encourage them to make up actions for each animal and to do them as they sing.

**Karaoke**

**AL** Ask, *What animals from the pictures are not in the song?* (chickens, fish, and spider). Invite students to write a new verse for the song using one of these three animals (or any other animals not in the original song). Have students sing the song using the karaoke track. You may carry out a singing competition between groups.

**6 AL PRODUCTION.** Check instructions with students. Model the example question and answer with a confident student. Then have students work in groups of four to ask and answer the questions. They take turns posing and talking.

Answers: Students' own answers

**Continuous Assessment**

**AL** Invite volunteers to mime an animal for the class—some individually and some in pairs. The volunteers should ask *What is this/that* or *What are these/those?*, and the class then guesses the animal. Encourage the class to give their answers in full, grammatically correct sentences using *this*, *that*, *these*, or *those*.

**Workbook**

Workbook, page 45, Ex. 3, 4



## Objective

By the end of this lesson, students should be able to read and understand a story about a missing chicken.

## Sub-skill

**Understanding sequence of events and identifying characters.** When reading, students should be able to understand the storyline and identify what the different characters say.

## Initial Assessment

**AL** Books closed. Tell students they are farmers, and they have a farm. Have them choose some animals. They write how many animals they have and the name for their farm. Students then introduce their farms. Quiz the students on each farm, e.g., *Which farm has seven black horses? Which farm has two orange chickens and two white chickens?*

## Warm-Up

Sing *Baa Baa Black Sheep*, changing the color of the sheep for each verse.

## Exercises

**1 PRE-READING.** Open books to page 50. Point at the chickens. Ask, *What are these?* Elicit that they are chickens. Ask, *What color are they?* Elicit the colors (black, yellow, orange, gray, red, and brown). Check the instructions with students. Students then work in pairs to look, find, and check off the chickens they see in the story (they don't read the story at this point).

Answers: Check: yellow, orange, red, and brown chickens

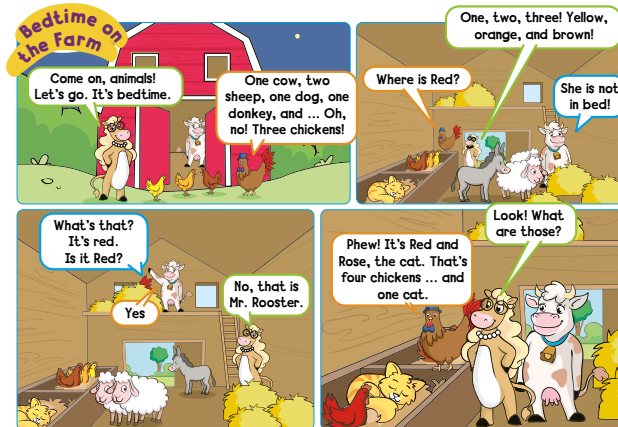
**2 AL 47 IN-READING. Sub-skill: Understanding sequence of events and identifying characters.** Books closed. Play the audio for students to listen to. Reopen books to page 50. Check instructions. Play the audio again and have students follow the words. They then read individually. Afterwards, elicit what animals are in the story and any other details that students can share, such as the color of the barn. Divide the class into groups of three, and assign a character to each group member (or have them choose their own character)—the horse (Mrs. Horse), the cow (Mrs. Cow), and the chicken (Mr. Rooster). Play the audio one more time and then have students rehearse the story. If time allows, invite some students to perform.

## Story

**1 Look, find, and check (✓).**

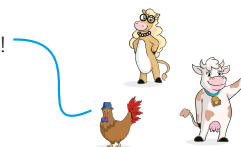


**2 Listen and read. Then act.**



**3 Read and match.**

- 1 Oh, no! Three chickens!
- 2 What's that?
- 3 No, that is Mr. Rooster.
- 4 What are those?



**4** 50

**3 POST-READING.** Check instructions. Point at the animals and ask, *Who are they?* Elicit the names of the characters in the story (Mrs. Cow, Mrs. Horse, and Mr. Rooster). Do the example together. Read all the sentences and make it clear to students that they have to match one of the characters twice. Students complete the activity individually and then check answers as a class.

Answers: 2: Mrs. Cow 3: Mrs. Horse 4: Mrs. Horse

## Continuous Assessment

**AL** Give students a minute to study the story again. Then have them close their books. Give them a short true or false quiz to see how much they can remember about the story and pictures. E.g., *There is one cow* (true). *The donkey is next to the barn* (false—it's inside the barn). *Red is not in bed* (true). *The cat's name is Red* (false—it's Rose).

## Fast Finishers

Invite students to draw their favorite character in the story and write two short sentences about them about them. If they dislike drawing, they can skip the drawing.





## Workbook

Workbook, page 46, Ex. 1, 2, 3, 4



## Listening and Speaking

### 1 Follow the lines and match. Then say.

1 silly sheep	_____	a	
2 funny cow	_____	b	
3 angry farmer	_____	c	
4 ugly spider	_____	d	

### 2 Listen, look, and circle.



- Uncle Pete is a teacher / farmer / student.
- The animals are in the yard / bathroom / kitchen.
- The sheep is under the table / window / door.
- The cow is behind the table / door / chair.
- The spider is next to the door / window / floor.

### 3 Look at Exercise 2. Point, ask, and answer.

What's this?	This is a dog.	What are those?	Those are birds.
--------------	----------------	-----------------	------------------

51

4

## Objective

By the end of this lesson, students should be able to understand a conversation about a farm visit, and be able to use new adjectives to describe animals.

## Sub-skill

**Listening for specific information.** Being able to identify specific information within a longer conversation or segment is an important skill for both daily life and developing listening comprehension when learning a language. Students must develop the ability to know what they are listening for and be able to identify that information effectively.

## Initial Assessment

**AL** Books closed. Write down some adjectives that students know, such as *red*, *big*, and *sad*. Say, *We use these words to describe people or things. They are adjectives. What other adjectives do you know?* Students share other adjectives. Make a list.

## Warm-Up

**AL** Books closed. Students walk around the classroom in pairs and find things to describe. They can write their sentences down or remember them, and then share them with the class. Provide examples to review parts of a room, e.g., *The table is big. The door is white.*

## Exercises

**1 PRE-LISTENING.** Open books to page 51. Check instructions with students. Focus on the illustrations; point and ask questions. *What's this?* Elicit *spider*, *sheep*, *farmer*, and *cow*. Do the activity as a class. Students read the text in each orange box aloud—demonstrate the adjective with an image or an action. Avoid using L1, but do so if necessary. Students then use their fingers to trace and find the correct image. If time allows and you have been through each one, have students make sentences, e.g., *This is an ugly spider.*  
**Answers:** 1 b 2 d 3 c 4 a

**2 IN-LISTENING. Sub-skill: Listening for specific information.** Students focus on the farmer in Exercise 1. Say and mime, *He is Uncle Pete. He is angry.* Then focus on Exercise 2 and check the instructions with students. Play the audio and have students listen and look at the image first. Then repeat the audio and have them follow the words in the questions. Play the audio again and have them listen and circle the correct options. They check answers in pairs and then as a class. Play the audio a final time and pause after each answer.  
**Answers:** 2 kitchen 3 table 4 door 5 window

**3 AL POST-LISTENING.** Check instructions. Model the speech bubbles with a confident student. Put students in pairs and have them read the speech bubbles themselves first. Then choose a picture for students to focus on, such as the story on page 50, or an image that you source. Students then ask and answer questions of their own. Challenge them to create at least one question with *this*, *that*, *these*, or *those*.

**Answers:** Students' own answers

## Continuous Assessment

Books closed. Divide the class into pairs. Read the sentences from Exercise 2 again, but with the wrong answers (e.g., *Uncle Pete is a teacher*). Pairs write down the correct answer. They then check answers with another pair.

## Workbook

Workbook, page 47, Ex. 1, 2





## Objective

By the end of this lesson, students should be able to talk about actions and activities (*swim, run, fly, jump, see, find*) with *can*.

## Initial Assessment

**AL** Books closed. Play a miming game with action words (verbs) that students already know, e.g., *listen, look, write, read, knock on the door, stamp on the floor, clean a room*. Start by miming some of the actions for students to guess, then allow more confident students to lead the game.

## Warm-Up

**AL** Open books to page 52. Have students look at the pictures in Exercise 1. They choose one of the actions and mime it for their partner to guess. At this point, students don't need to use the words—they can just point at the correct picture.

## Exercises

**1 PRESENTATION.** Check instructions with students. Read each action and have students repeat after you. They then trace the words. Ask students which of the actions they do.

**2 PRACTICE.** Check instructions. Review the actions in Exercise 1 and have students mime each one. Then play the audio and have students number the actions. Play the audio again for them to check their answers. Then check answers as a class. Read through the actions again as a class. If time allows, display an image or flashcard for each one and have students say the word from memory.

Answers: 2 fly 3 jump 4 run 5 see 6 swim

**3 PRODUCTION.** Check instructions. Students look at the images of the children and the photos of the animals. Elicit the action each child is doing and the name of each animal. Do the example together. Students then work individually to complete the activity. They check answers in pairs and then as a class.

Answers: 2 a fly 3 d jump 4 c swim

## Vocabulary



### 1 Read and trace.



swim ☐



fly ☐



run ☐



jump ☐



see ☐



find ☒

### 2 Listen and number. Then, listen again and say.

### 3 Look, match, and write.

1



a



2



b



see

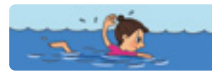
3



c



4



d



4

52

Action verbs

## Continuous Assessment

**AL** Play *Simon Says* with the action words from this lesson. If students can't do an action in class (e.g., fly or swim), they mime it instead.

## Workbook

Workbook, page 48, Ex. 1, 2, 3

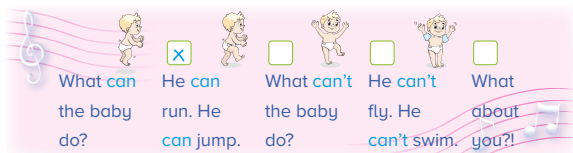


## 1 Listen and read.

2 Complete the sentences with *can* or *can't*.

- 1 Can a frog jump? Yes, it \_\_\_\_\_.  
 2 \_\_\_\_\_ a donkey fly? No, it \_\_\_\_\_.  
 3 \_\_\_\_\_ you run? Yes, I \_\_\_\_\_.  
 4 \_\_\_\_\_ you swim? No, I \_\_\_\_\_.

## 3 Listen and chant. Look and check (✓) or cross (✗).



## Language Learning Mindset

## Read, draw, and complete.

I feel sad when I can't run. I feel \_\_\_\_\_ when I can't \_\_\_\_\_.

Can for ability

53

4

## Objective

By the end of this lesson, students should be able to use *can* and *can't* to express ability.

## Initial Assessment

**AL** Books closed. Play *Stick Man* (see page T25) or a miming game with the action words from the previous lesson.

## Warm-Up

Books closed. Write the actions from the previous lesson on the board. Point to one. Students name an animal that does the action. Repeat with the other actions (e.g., swim—fish, fly—birds, jump—horses).

## Exercises

**1** **PRESENTATION.** Books closed. Display a flashcard of a dog. Elicit the name of the animal. Then mime swimming and elicit what action it is. Ask, *Does the dog swim?* Repeat with other actions. Students say *yes* or *no*.

Repeat with *fish*. Then play the audio. Ask students who they think is speaking. Open books to page 52. Confirm that it is a dog and a fish speaking. Check instructions with students. Play the audio again and have students follow the speech bubbles. Then focus on the words *can* and *can't*. Review what the fish and dog can and can't do.

**2 PRACTICE.** Write *can* and *can't* on the board illustrated with a check and a cross. While pointing at yourself say, *I ... fly. I ... jump*. Encourage students to complete the sentences about you. Then ask random students about what they can and can't do, e.g., *Can you jump? Can you swim?* Students answer *I can* or *I can't*. Focus on Exercise 2 and check instructions. Do the example together. Students complete the sentences individually. They check their answers in pairs and then as a class.

Answers: 1 can 2 Can, can't 3 Can, can 4 Can, can't

**3** **PRODUCTION.** Books closed. Play the chant. Students listen and act out the actions that they hear. Reopen books to page 53 and check the instructions with students. Focus on the illustrations and say the actions. Read each sentence aloud as a class. Then play the chant again for students to check or cross. If time allows, play the track a final time for students to chant along to.

Answers: Check: 2, 3; Cross: 4

## Karaoke

**412** Have students write a new verse for the chant using more action words. More confident students can choose a different animal for their new chant.

## Language Learning Mindset

Put students into pairs and have them discuss the questions. Monitor and offer support where necessary. Then encourage students to share ideas with the class.

## Continuous Assessment

**AL** Books closed. Say some sentences about what animals can or can't do. If the sentence is true (e.g., *A frog can jump. A fish can swim.*), students put their hands on their heads. If it is not true (e.g., *A horse can fly. A fish can run.*), they cross their arms in front of their chests. To add to the challenge, start slowly and speed up so students have to listen and act quickly.

## Workbook

Workbook, page 49, Ex. 1, 2





## Objective

By the end of this lesson, students should be able to trace the upper and lowercase letters of K, L, and M as well as associate these letters with common everyday words.

## Initial Assessment

**AL** Books closed. Write the letters A–J on the board. Students stand in a circle with a soft ball. The student with the balls says a word that starts with A, throws or passes the ball to another student, then sits down. The student who now has the ball has to say a word with the next letter (B) before passing on the ball and sitting down. Continue until all students have had a chance. When you reach J, start again at A.

## Warm-Up

**AL** Books closed. Write the letters K, L, and M on the board. Divide the class into small groups and assign one letter (K, L, or M) to each group. Have them go through the first units of the Student Book to find words that start with their assigned letter. Give them two minutes to find and write down as many words as possible. Invite groups to share their words and write them on the board.

## Exercises

**1** Books closed. Check instructions with students. Students listen and repeat. Open books to page 54 and look at the letters. Clarify which are capital letters (for names and the first word in a sentence). Demonstrate how to write each one using the correct strokes (shown in the Student Book). Students then trace the letters individually.

**2** Check instructions. Focus on the example together. Have students say *living room*, emphasizing the // sound. Go through the rest of the words and have students listen and repeat after you and complete the table.

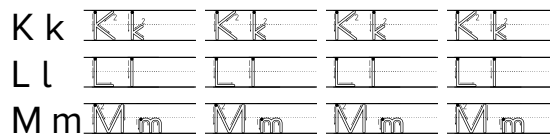
Answers: Kk: kangaroo, koala, kitchen Ll: lion, lizard Mm: mouse, monkey

**3** Check instructions. Do the example together. Play the audio and have students complete the sentences individually. Play the audio again for them to repeat any information they missed. Check answers as a class and play the audio again if necessary.

Answers: 1 monkey 2 lizard, lion 3 koala, kangaroo

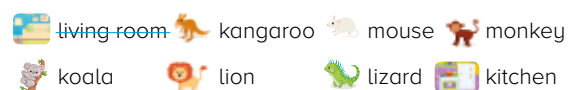
## Letter Work

**1** Listen, say, and trace.



**2** Look and read. Then find and write.

Kk	Ll	Mm
_____	<u>living room</u>	_____
_____	_____	_____
_____	_____	_____



**3** Listen and write.

- The mouse and the \_\_\_\_\_ are in the living room.
- The \_\_\_\_\_ and the \_\_\_\_\_ are in the kitchen.
- The \_\_\_\_\_ and the \_\_\_\_\_ are on the mat.

**4** 54

## Continuous Assessment

Divide the class into three groups. Assign each group a letter from the lesson (K, L, or M). Give groups one minute to write down as many words that start with their letter as possible. Allow them to write down the names of classmates, friends, or family as well.

## Fast Finishers

Invite fast finishers to create an Illustrated Glossary for the words starting with K, L, or M that they wrote down in the Warm-Up activity.

## Workbook

Workbook, page 50, Ex. 1, 2, 3



## Reading and Writing

### 1 Read.



This is my pet. It's a small mouse. Its name is Jet. The mouse is brown and white. It has big ears. It can run, and it can jump, but it can't swim. It is on my desk in my bedroom. Jet is funny!

### 2 Read again and match.

- |                     |                                     |
|---------------------|-------------------------------------|
| 1 What is your pet? | a It's white and brown.             |
| 2 What color is it? | b It's on the desk.                 |
| 3 Is it big?        | c Yes, it can jump, and it can run. |
| 4 Can it jump?      | d It's a mouse.                     |
| 5 Where is it?      | e No, it's small.                   |

### 3 Read, write, and draw.

This is my pet. It's a <sup>1</sup> \_\_\_\_\_.  
Its name is <sup>2</sup> \_\_\_\_\_.  
It is <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_.  
It has <sup>5</sup> \_\_\_\_\_.  
It can <sup>6</sup> \_\_\_\_\_ and  
<sup>7</sup> \_\_\_\_\_. It can't <sup>8</sup> \_\_\_\_\_.  
It is in <sup>9</sup> \_\_\_\_\_.



55

4

## Objective

By the end of this lesson, students should be able to read, understand, and write a short description of a pet.

## Initial Assessment

**AL** Books closed. Play *Stick Man* (see page T25) with different animals that students already know. Allow confident students to lead the game.

## Warm-Up

**AL** Books closed. Display the animal flashcards on the board. For each one say, *This lives in my home. or This doesn't live in my home.* Students have to guess if your statement is true or not. Allow students to make silly guesses, e.g., they can say it's true that there's a frog in your house.

## Exercises

**1** Books closed. Introduce the concept of a pet. Show a flashcard or an image of a family and ask, *What is this?* Do the same with a dog or another pet. Say, *It lives in the family's home. It's their pet.* Emphasize the word *pet*. Ask students what pets they know of. Write the words on the board. Open books to page 55. Say, *Let's read.* Read the text once to the students. Then call out one or two students to read the description while the others follow. Students then read to themselves. Check any vocabulary that they don't understand.

**2** Check instructions with students, and do the example together. Students then read the description again individually and match questions and answers. Go through the answers as a class and have students share where they found each answer in the text. If time allows, ask students if they like Jet and if they want to have a mouse like Jet. You may also ask more confident students to imagine more information about Jet.

Answers: 2 a 3 e 4 c 5 b

**3 AL** Ask, *Do you have a pet?* Students can name a pet. Rarer pets might include a spider, chinchilla, gerbil, rat, or snake. Check instructions. Tell them they are going to write about their pets. If they don't have one, they may make one up. Students work individually to read, write, and draw. They may make notes first if time allows.

Answers: 1 type of animal 2 (the animal's name) 3–4 (the color(s) of the animal) 5 (one of animal's physical features) 6–7 (two things it can do) 8 (one thing it can't do) 9 (the place where it is)

## Continuous Assessment

Divide the class in pairs. Have students ask and answer questions about their pets. Invite volunteers to share what they learned about their partners' pets.

## Fast Finishers

**AL** Invite fast finishers to add more information about their pets, or to draw and write about a second pet.

## Workbook

Workbook, page 51, Ex. 1, 2, 3



## Objective

By the end of this lesson, students should be able to understand and communicate what living things need to survive.

## Initial Assessment

**AL** Books closed. Get students thinking about the lives of animals with some questions. First, review why homes are useful (covered in Unit 3)—they provide a place to sleep and eat, and keep us safe from bad weather. Ask where animals live and show or draw some images, such as a tree, a nest, the sea, a web, a river. Ask students if they think it's easier to be an animal or a human.

## Warm-Up

**AL** Students work in groups to create a mind map of what children need. Start them off with food and water. They then draw their ideas and write what they can. Monitor and have them explain what they are drawing. Expect them to come up with things such as a bath or shower, a bed, food, clothes, toys. If time allows, they can compare ideas.

## Exercises

**1** Open books to page 56. Check instructions with students. Draw their attention to the illustrations and read the labels together. Check understanding and ask students to trace. Review an animal home, such as a nest or a web, and ask if they think the animals that live there have these things.

**2 AL** Check instructions. Read the speech bubble together and do the example as a class. Students then work in pairs to label the images. Check answers as a class. Read each one together. Ask, *What does Penny need?* Invite students to share what Penny needs based on the images.

Answers: 2 food 3 sun 4 air 5 water

## Integrated Learning: Science

### 1 Look, read, and trace.



energy from food



clean water



shelter



light from the Sun



clean air

### 2 Look, think, and write. Then say.

air

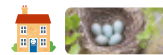
food

shelter

Sun

water

1



shelter

This is Penny the Parrot. What does Penny need?

2



3



4



5



4

56

## Continuous Assessment

Have students stand up. Say some things that animals need or don't need. If it's something that animals need, students should stay standing. If it's something they don't need, students sit down. E.g., students stand for energy, food, clean water, shelter, light from the Sun, clean air. They sit down for things like books or pencils. Allow them to stand or sit down for things like toys or friends, according to their own opinion. If there are different opinions, ask students to say why they stand or sit down.

## Fast Finishers

Invite students to draw an animal they like and include all the things the animal needs to survive in the picture.

## Note to teacher

- You need to supply dot cubes for pairs or small groups in the next lesson.
- You need to supply students with craft materials, including socks, for the Project.

## Workbook

Workbook, page 52, Ex. 1, 2









# Unit Review



## Unit Review

### 1 Play and answer.

<b>Start</b>	<b>1 Answer.</b> What are these? 	<b>2 Write the missing letter.</b> don__ey chic__en	<b>3 Complete.</b> The frog ____ jump. It ____ fly. 
<b>7 Answer.</b> What's that? 	<b>6 Circle.</b> It <u>can</u> / <u>can't</u> swim. 	<b>5 Answer.</b> Who is this? 	<b>4 Complete.</b> The sheep is under the ____ 
<b>8 Complete.</b> M is for ____	<b>9 Complete.</b> Animals need ____ and ____	<b>10 Answer.</b> Can you run? Can you swim? ____	<b>Return</b>

### Project

#### My Pet Puppet

Think and draw. Then make an animal puppet.



57

4

### Objective

By the end of this lesson, students should be able to remember what they have learned in Unit 4, and create a fun project.

### Warm-Up

**AL** Books closed. Put students into pairs. Give them two minutes to brainstorm as many topics, vocabulary, and grammar points from the unit as possible. Play a memory game. Each student says a word they have learned, then move to a different student who must repeat what their classmate said and add a new word.

### Review

**1 AL** Open books to page 57. Invite students to play a memory review game. To play the game, they need a dot cube (if you don't have any, students can make their own) and different color pieces. Students work in pairs or small groups. Point out that each color on the board represents a lesson from the unit: vocabulary, grammar, story, etc. Students take turns to roll the dot cube, move their piece over that number of squares, and complete the task on the square they land on. Students must complete the task successfully before they can roll the dot cube again. They are allowed to flip back through the unit to find the answers. When students reach the end of the game, or land on the "Return" square for the first time, they go back to the Start square and continue to play. Students should go around the board twice so they land on as many squares as possible. The first student to go around the board twice and return to the Start square is the winner. Remind students that this isn't a memory competition, but a fun opportunity for review.

Answers: 1 These are frogs. 2 k 3 can, can't 4 table 5 Red. / It's Red. 6 can 7 That's a donkey. 8 Possible answers: monkey, mouse 9 Possible answers: food, water, shelter, sun, air 10 Students' own answers.

### Project

**AL** Explore the project feature as a class. Explain that students will make an animal puppet. Show students a sock. Put it on your hand and elicit what it may be. Confirm that it's a sock and that we can use a sock to make a puppet. Go through the images of items and elicit / explain what they are. Provide students with the necessary craft materials. Demonstrate how to make a simple puppet according to the general class ability. Students then work individually or in pairs to make their own puppet and decorate it. Encourage them to think about how to describe their animal and what it might say, too. Students hold up their finished puppets and share something about their work, e.g., *This is my horse. She is called Apples. She is brown. She can run and jump.*

### Fast Finishers

Invite fast finishers to write two to three speech bubbles for their puppet to say (e.g., *Hello, my name is Max. I'm a rabbit.*).

### Workbook

Workbook, page 53, Ex. 3, 4, 5