


Welcome

Lesson 1

A Listen and point.  TR: 0.1



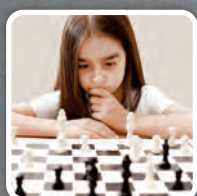
fly a kite



make a cake



paint a picture



play a game



play soccer




read a book



sing a song



write a story

B Listen and repeat.  TR: 0.2

C Point and say.

Fly a kite!

Make a cake!

ABOUT THE PHOTO

This photo shows children painting a mandala on the ground near Jodhpur, Rajasthan, India. Traditionally, mandalas act as a support for meditation. They are circular in form, representing wholeness and the cycle of life. Most mandalas are decorated with ancient symbols that represent different beliefs or elements of nature. Mandalas can be present in paintings and tapestries, stained-glass windows, rugs, and as decorations on plates and bowls.

Welcome

In this unit, students will:

- talk about free-time activities.
- make and respond to suggestions using *Let's*.

Twenty-First Century Skills

Collaboration

Work with a partner to practice words, Lesson 1

Communication

Make suggestions and respond, Lesson 2

Creativity

Draw a picture, Lesson 1

Critical Thinking

Make suggestions, Lesson 2

Lesson 1 Welcome

In this lesson, students will:

- talk about free-time activities.

Resources: Worksheet 3.0.1, Audio Tracks 0.1–0.2, eBook, Classroom Presentation Tool, Flashcards 1–8, Workbook p. 4, Workbook Audio Track 0.1, Online Practice, Formative Assessment Strategies Guide

Materials: colored chalk, crayons or markers, a large piece of paper

Warm Up

- **Use the Photo** Have students open their books to pp. 4–5. Point to the children and ask *Are they boys or girls?* (girls) *How many girls?* (two) *Is this a picture or a game?* (a picture) *Is the picture on the wall or on the floor?* (on the floor)
- Have students listen, look, find, and point. Give instructions to find and point to different things in the photo. Say *Point to something [white], Point to a [head]*, etc. Point to the photo again and ask *Is this fun?* Listen to students' responses.

A

Task Guidance Notes

Starters Speaking Part 3 Students have to answer questions about four small picture cards. The examiner asks what each object is and then asks personalized questions, for example, *Do you have a [x]?*, *Do you like [x]?* This tests understanding and answering spoken questions.

Challenges Students can get nervous because the examiner can ask a variety of personalized questions. Make sure students can quickly identify question types. Have a fast round of questions at the beginning of class.

Performance Descriptors

- Can name some familiar people or things
 - Can respond to very simple questions with single words
- Have students cover the words and look at the photos under the instructions. Ask *Can you see a...?*, *Is it a...?*, and *What is it?* questions about people and objects in the photos.
 - Read aloud the instructions. Then direct students' attention to the photos. Point and say *Look. Activities. These are things we can do in our free time.* Ask *Do we have free time after*

school? (yes) Say *That's right. We have free time after school, and during vacations.*

- Point to your ear and say *Let's listen.* Play **TR: 0.1** and point to the photos, one at a time, as you hear the words.
- Play **TR: 0.1** and model pointing to the photos.

B

- Read aloud the instructions. Play **TR: 0.2**. Pause after the first word. Repeat the word to model the activity. Continue with **TR: 0.2** and have students repeat the words as a class.
- Repeat the activity with individual students.
- **Extra Challenge** Have students close their books when they listen and repeat.

C

- Have students close their books. Use actions to practice the words. Point to the first photo and say *Look! Fly a kite. I can fly kite.* Pretend to fly a kite by looking up and holding the handle and kite string in your hands. Then say *Fly a kite with me.* Have students copy the action. Repeat with the other photos, doing an action each time and having students join in, too.
- Hold up the *fly a kite* flashcard and ask *Fly a kite or play soccer?* (fly a kite) Repeat with the other flashcards, asking a question with *or* each time.
- Have students open their books again. Read aloud the instructions. Direct students' attention to the examples. Model pointing and saying the words.
- Put students in pairs. Have them take turns pointing to a photo for their partner to say the words.

Extension

- Take students to an area outside of school, such as the playground, and have them draw a picture using colored chalk. Have them design a picture in class on paper first and then transfer the design to the ground or to a wall. If you don't have a space to do this, put a large piece of paper on the classroom floor instead.

Wrap Up

- Pretend to do one of the actions in Activity A. Have students raise their hands and guess what you are doing. Then have students act out the activities in small groups. Have them take turns acting out and guessing.

Additional Practice: Worksheet 3.0.1, Workbook p. 4, Online Practice

Lesson 2 Welcome

In this lesson, students will:

- make and respond to suggestions using *Let's*.
- say a chant about what to do.

Resources: Audio Tracks 0.3–0.4, eBook, Classroom Presentation Tool, Flashcards 1–8, Workbook p. 5, Workbook Audio Track 0.2, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Review the words from Lesson 1. Organize students into small groups of four or five. Have students take turns acting out an activity from Lesson 1. Have the rest of the group call out the activity.

A

- Read aloud the instructions. Direct students' attention to the grammar box. Play **TR: 0.3**. Have students listen and read. Play **TR: 0.3** again and have students repeat the sentences as a class.
- Hold up the *make a cake* flashcard. Say *Let's make a cake!* Emphasize the word *Let's* and act enthusiastically as if you've just had the idea and are excited to make a cake. Have students respond with *Yes!* Then say *Great idea!* Have students repeat it after you. Show them how to say this enthusiastically. Say *I like to make cakes. It's fun. Yes, let's do this!* On the board write *Let's = Let us* and then put an X through *Let us* and say *Let's means Let us. But we don't say Let us. We say Let's.*
- Hold up the *write a story* flashcard. Say *Let's write a story!* Emphasize the word *Let's* and act enthusiastically as if you've just had the idea and are excited to write a story. Have students respond with *No!* Show them how to say this as if they really don't feel like writing a story. Have them shake their heads and use body language to express that they don't want to do this.

B

- Read aloud the instructions. At the same time, point to Activity B. Say *Listen to the chant*. Play **TR: 0.4**. Have students listen to the chant and clap to the rhythm.
- Put students into two groups, A and B. Have students in Group A say the blue words and students in Group B say the green words. Play **TR: 0.4** again for students to say the chant.
- Have the groups change roles and say the chant again.

Extension

- Divide the class into two groups, A and B. Hold up a Lesson 1 flashcard and have Group A make a suggestion, enthusiastically, using *Let's*. Smile and nod at Group B and have them respond using *Great idea!* Hold up another flashcard for Group A to make a suggestion. This time shake your head and frown at Group B so that they know to respond with *No!* Repeat the procedure with two more flashcards. Then play again. Use the remaining flashcards, and have the two groups change roles and play again.

C

- Read aloud the instructions. Direct students' attention to the speech bubbles. Have two volunteers read the conversation for the class. Then hold up a copy of the Student's Book and point to one of the vocabulary items on p. 4. Say *Let's [make a cake]!* Prompt a student to respond *No!* as in the speech bubble. Point to another vocabulary picture and say *OK. Let's [write a story]!* Have the student respond *Great idea!*
- Put students in pairs to make conversations using the language in the speech bubbles and different vocabulary items from p. 4.
- Monitor students as they work. When students are finished, have several pairs do their conversation aloud for the class.
- **Extra Challenge** Put students in new pairs to do the activity a second time with a new partner. You can also write alternative answers on the board for students to use in their conversations, for example, *Good idea!* or *OK, great!*

Wrap Up

- Have students suggest how to spend the last five minutes of class time. Say *What can we do in the last five minutes today? What's your suggestion?* Remind students to use *Let's* and give an example yourself. For example, say *Let's listen and chant again*. Have students respond *Great idea!* or *No!* Then have students raise their hands to make suggestions and the rest of the class respond each time with *Great idea!* or *No!* If necessary, provide some prompts on the board: *book, game, picture, song, etc.*
- Have students agree on an activity. Then end the class by doing that activity, showing how you've taken their choice into consideration.

Additional Practice: Workbook p. 5, Online Practice



Women painting near
Jodhpur, India

Welcome

Lesson 2

A Listen and read. TR: 0.3

Let's fly a kite!

Great idea!

Let's play soccer!

No!

B Listen and chant. TR: 0.4

Let's make a cake!

Great idea!

Let's fly a kite!

Great idea!

Let's paint a picture of a house!

No! No! A picture of a mouse!

Let's read a book!

Great idea!

Let's play a game!

Great idea!

Let's write a story about a dog!

No! No! A story about a frog!

C Say.

Let's sing a song!

No!

OK. Let's paint a picture!

Great idea!

Welcome


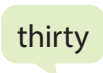
Lesson 3

A Listen and point.  TR: 0.5

 twenty	 thirty	 forty	 fifty	 sixty
 seventy	 eighty	 ninety	 one hundred	

 twenty-one	 twenty-two	 twenty-three
 twenty-four	 twenty-five	 twenty-six
 twenty-seven	 twenty-eight	 twenty-nine

B Listen and repeat.  TR: 0.6

C Point and say.  

Lesson 3 Welcome

In this lesson, students will:

- identify and say numbers 20–100.

Resources: Worksheet 3.0.2, Audio Tracks 0.5–0.6, eBook, Classroom Presentation Tool, Flashcards 9–26, Workbook p. 5, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Review the numbers 1-19. Write each number on the board. Point to a number and ask *What number?* Have students raise their hands if they know the number. Call on the first person to raise their hand and have him or her say the number aloud. Do this for all the numbers on the board.
- Point to each number and say it aloud for the class to repeat chorally.

A

- Hold up a copy of the Student's Book open to p. 6, and say *Open your book to page 6.* Say *Look at the numbers.* Point to the numbers and give students time to look at them.
- Read aloud the instructions. Point to your ear as you say *Listen* and then use your finger to model the word *point* as you say *Point*. Again, point to the numbers.
- Play **TR: 0.5** and point to the digits (20, 30, etc.) one at a time as you hear the words (*twenty, thirty, etc.*).
- **Extra Challenge** Say the numbers in random order and have students point to them.
- **Extra Support** Say the numbers aloud slowly for the class to point. Do this as many times as you feel is necessary.

B

- Direct students' attention to the instructions and read them aloud. Say *Twenty, repeat. Twenty. Thirty, repeat. Thirty.*
- Play **TR: 0.6**, pausing after the first word to model repeating for students. Continue with **TR: 0.6**, having students repeat the words as a class. Then play **TR: 0.6** again and call on individual students to repeat the words.
- Review all the words again by holding up the flashcards in random order and asking students to say the numbers.
- **Extra Challenge** Write a number from this lesson on a piece of paper. Show the class that you are writing, but do not let them see the number. Fold the paper in half, point to it, and ask *What number?* Have the students take turns guessing a number. When a student is correct, say *Yes!* and show the paper to the class. Play several times with numbers from this lesson.
- **Extra Support** Put students in pairs for more practice repeating the numbers. Have one student say the number for the other to repeat. Then swap roles.

Extension

- Show students how to write the numbers in order. Write each number slowly, line by line, on the board. Have students copy the number in their notebooks while you write it again.
- If students can already write numbers independently, do a dictation. Make sure you write the numbers you say on a piece of paper. When you finish, say each number again and write it on the board for students to check.

C

- Direct students' attention to the examples. Model pointing and saying the words.
- Point to one of the numbers again. Have a student say the word. Then have that student point to another number and call on a different student to say the word.
- **Extra Challenge** Have students add numbers to lists. For example, say *Twenty, thirty, forty* and have students say *fi ty*. Continue in this way with other patterns.
- **Extra Support** Have students point to and say the numbers in numerical order several times before they begin pointing to and saying them in random order.

Wrap Up

- Divide the class into two teams. Say a number from this lesson. Have a student from each team come to the board and write the number. If a student is correct, he or she earns a point for his or her team. Keep playing until class is over. The team with the most points is the winner.
- If your students are shy or need more practice, allow teams to talk together before sending someone to the board to write the number you called out.

Additional Practice: Worksheet 3.0.2, Workbook p. 5, Online Practice

1

Animals

In this unit, students will:

- identify and use words for animals.
- ask and answer questions using the present progressive with *I, you, we, they*.
- read about a baby elephant.
- compare two things using *-er than*.
- identify and say words ending with *a_e*.
- listen to and sing a song about monkeys and their babies.
- identify the value of being interested in animals.

Language

Vocabulary

crocodile, elephant, giraffe, hippo, lion, monkey, snake, tiger, zebra; mud, sleep, work, young

Grammar

- *Is the giraffe eating? Yes, it is.*
- *Are the zebras drinking? No, they aren't.*
- *Naleku is younger than the other elephants.*

Phonics

/eɪ/ cake, game, snake

Twenty-First Century Skills

Collaboration

Take part in a group quiz, Lesson 5

Communication

Work in pairs to create a list of animals from the fastest to the slowest, Lesson 4

Creativity

Think of actions to act out a song, Lesson 6

Critical Thinking

Identify the value of being interested in animals, Lesson 6

In the Unit Opener, students will:

- talk about a photo of a saltwater crocodile.
- draw something a crocodile eats.

Resources: Home-School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Introduce the Theme

- Say *Look! This is my favorite animal*. Then draw a simple picture of a cat (or another animal the students know) on the board, pausing after each line for students to guess what it is. Stop and ask *What's my favorite animal?* Accept any ideas and continue drawing until students can see that it is a cat. Point to it and say *My favorite animal is a cat. Do you like cats?* Ask *What is your favorite animal?* Say *Draw a picture of your favorite animal*. Give students a few minutes to draw a picture of an animal.
- When students finish, have two or three volunteers come to the front of the class to present their picture to the rest of the students. Ask them to show their picture to the class and say three things about it, for example, *This is a cow. It's black and white. It has four legs*.
- Write the names of the animals on the board as the students show their pictures. When they finish their presentations, say *What kind of animals are they?* Write three headings on the board: *Farm Animals, Pets, and Other Animals*. Read aloud an animal and say *Where do I write this?* Have students call out the column, or have students come to the board and write the name of the animal in the correct column.
- Then point out any wild animals in the *Other Animals* column and say *In this unit, we're learning about other animals: wild animals. You don't see wild animals at home. You don't see them on a farm.*

A

- **Use the Photo** Have students open their books to p. 7. Focus their attention on the photo and ask some simple questions to engage the whole class. For example, say *Look at the picture. Where is this?* (Australia) *Is it hot or cold?* (hot) *What colors can you see?* (brown and blue)
- Focus students' attention on the questions. Read the first question aloud and call on a student to give the answer. (one)
- Read aloud the second question, and have students point to show the answer. (water)

B

- Point to the crocodile's teeth. Ask *Are its teeth big or small?*
- Read aloud the instructions. Say *You are going to draw and color something this animal eats*. Give students some crayons or markers. Give them time to draw a picture. Put students in pairs to describe their pictures to their partners. (Possible pictures include: fish, frogs, lizards, birds)

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Thumbs Up/Down, Quick Nod, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like Traffic Light, Choral Response, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Four Corners, Graffiti Wall, etc.

1

Animals



ABOUT THE PHOTO

Saltwater crocodiles, or "salties," are the largest species of crocodile. An average salty weighs around 450 kilograms (1,000 pounds) and measures 5 meters (17 feet) long, but males weighing as much as 1,000 kilograms (2,200 pounds) and measuring 7 meters (23 feet) have been spotted. Their diet consists of both land and marine animals, including monkeys, water buffalo, wild boar, and even sharks! Despite their name, saltwater crocodiles are also found in freshwater ecosystems throughout India, Southeast Asia, and northern Australia.

**A saltwater crocodile,
Australia**

A Look and circle.

1. How many animals do you see?

1 2 3


2. What do you see?

sky trees water

B Draw and color something this animal eats.



Lesson 1 Vocabulary

A Listen and point.  TR: 1.1



crocodile



elephant



giraffe



hippo



lion



monkey



snake



tiger



zebra

B Listen and repeat.  TR: 1.2

C Say.

Can a snake swim?

Yes it can.

ABOUT THE PHOTO

Giraffes live in grasslands and open woodlands of Africa. Giraffes are the tallest mammal, measuring around 5.5 meters (18 feet) from head to hoof. Their legs alone are taller than the average human. The giraffe's height is useful for several reasons. Most importantly, it allows them to reach the leaves in the tree canopies, an important part of their diet. Giraffes eat around 34 kilograms (75 pounds) of leaves a day! Their height also allows them to see farther so that they can spot predators. Their long legs give them speed, too. A giraffe can run a short distance at a speed of 55 kilometers per hour (34 miles per hour).

Lesson 1 Vocabulary

In this lesson, students will:

- identify and use words for animals.
- talk about what animals can do.

Resources: Audio Tracks 1.1–1.2, eBook, Classroom Presentation Tool, Flashcards 27–35, Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Materials: books, magazines, Internet articles, and pictures with information about animals; poster board

Warm Up

- Review animals that students know. Say *Listen*. Make a buzzing sound like a bee. Say *bzzzz*. Then ask *What am I?* If necessary, prompt a little: ask *Am I a bird or a bee?* After demonstrating with one or two more animals, invite a student to make an animal noise. Say *You try*. Have the other students guess what animal it is.
- Write the animals on the board as each one is identified. Students already know the following animals: bee, bird, cat, dog, cow, horse, chicken, donkey, duck, and sheep.

A

- **Use the Photo** Have students open their books to p. 8. Draw their attention to the photo. Say *Look! Where is this?* (Africa) *What is the animal doing?* (running) Ask *What color is the animal? Is it big or small?*
- Draw students' attention to the small photos. Say *Look. Which of these animals can you see in the big photo?* Have students point to the small photo of a giraffe.
- Read aloud the instructions. Then play **TR: 1.1**, pausing after the first word to hold up the *crocodile* flashcard. Make sure students are pointing to the correct photo. Play the rest of **TR: 1.1**. Hold up each flashcard as you hear the word. Have students point to the photos as they hear the words.
- Hold up the *elephant* flashcard. Ask *What's this?* Make sure students say the correct word. Continue in this way with all the flashcards.

B

- Read aloud the instructions. Then play **TR: 1.2**. Repeat the first word to model the activity for students. Continue playing **TR: 1.2** as students repeat the words in chorus.
- Ask *Which animal here is your favorite? Are there any animals you don't like? Do we have any of these animals in our country?* Listen to students' responses.

- **Extra Challenge** Put students in pairs. Have Student A choose an animal word and write lines to indicate how many letters there are in the word. For example, for *hippo*, have the student write *_____*. Have Student B guess letters until he or she gets the word. Allow Student B a maximum of five guesses. Then have Students A and B change roles.
- **Extra Support** Model the more difficult words again for students to repeat. Point out that we pronounce the *o* in *monkey* as *u /ʌ/* (as in *uncle*) and model that, having the class repeat in chorus and then individually.

C

- Write on the board *swim, fl , run, climb, walk, jump, and kick*.
- Read aloud the instructions. Ask *Can a snake swim?* (yes) and invite students to answer. Ask *Can a snake jump?* (no) Ask similar questions about two or three more animals.
- Point to the speech bubbles and have two students practice the model conversation for everyone to hear. Ask them to make another question using one of the words on the board.
- Put students into pairs to ask and answer. Invite volunteers to say their conversations aloud to the rest of the class.

Extension

- Give students books, magazines, or Internet articles to find out basic facts about the different animals. Divide the class into nine groups or pairs and give each one an animal from the page to research. (Smaller classes can have fewer groups, but have them take two or three animals each.)
- Give the groups some time to find out as much as they can about their animal. Then have them make a poster with a picture of the animal and some text, for example, *This is a tiger. It lives in India. It eats small animals. It can run fast.* You may want to give students sentence frames as support. Display the posters around the class for other students to look at and read.

Wrap Up

- Draw a striped tail on the board and say *Look. This is a tail.* Write the word *tail* on the board. Ask *Which animal does this tail come from? Yes, it's a tiger's tail.* Draw more tails for students to identify the animal by.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- ask and answer questions using the present progressive with *I, you, we, they*.
- say a chant about wild animals.

Resources: Audio Tracks 1.3–1.4, eBook, Classroom Presentation Tool, Flashcards 27–35, Workbook p. 7, Workbook Audio Track 1.2, Online Practice, Formative Assessment Strategies Guide

Materials: index cards

Warm Up

- Review the present progressive by playing an acting game. Begin by pretending to do an action, such as eating an ice cream cone. As you are doing the action, pause and ask *What am I doing?* Invite students to guess what you are doing. Repeat with another simple activity such as singing a song, acting out the singing with a microphone.
- Write some of these phrases on index cards: *draw a picture, play basketball, play tennis, play the guitar, run, swim, fly a kite, read a book, get dressed, take a bath, get up, and go to bed.*
- Invite students to come to the front of the class, take a card, and act out the phrase for the rest of the class to guess by making statements about the action, for example, *You're playing the guitar.* Have the student doing the action respond with *Yes, I am* or *No, I'm not.*

A

- Say *Open your books to page 9.*
- Read aloud the instructions. Then play **TR: 1.3** and have students read along in the grammar box.
- Write *The giraffe is sleeping* on the board. Then write *Is the giraffe sleeping* under it and show the subject-verb inversion by drawing arrows from *is* and *giraffe* in the statement to the question.
- Show different animal flashcards from Lesson 1 and ask a volunteer to make a new sentence, for example, *Is the snake eating? Are the lions drinking?* Write some verbs on the board to help students if necessary.
- Remind students of the spelling rule for verbs that end in *e*. Write *take* on the board, then erase the *e* and write *ing* in its place. Then write *dance, write, and use* on the board and ask for volunteers to convert the base verb to an *-ing* form.

B

- Read aloud the instructions. Then play **TR: 1.4** and have students read and chant.
- Divide the class into two groups. Turn to the students on your left and say *This side of the class should say the first line of each verse.* Turn to the right and say *This side of the class should say the second line of each verse,* indicating what

a verse is. Play **TR: 1.4** one time and have students listen, gesturing to each group when their part is spoken. Then, play **TR: 1.4** again, this time having each group say their part aloud.

- Have students act out actions as they perform the chant: Place hands together, head resting on them. (*sleeping*) Place upright finger touching lips. (*Shh*) Open and close arms in a scissor-snap action. (*snap*)
- **Extra Support** Ask *What is a croc?* and write the word on the board. Allow students to give ideas. Then write the word *crocodile* on the board and underline the first four letters. You might also like to point out that *hippo* is a short form of the longer word *hippopotamus*.

C

- Read aloud the instructions. Point to the elephant and ask *Is the elephant drinking?* Ask a volunteer to answer. (No, it isn't.)
- Put students into pairs to continue the activity, asking and answering the questions in the speech bubbles.
- Show the *tiger* flashcard and ask *Is the tiger standing?* (No, it isn't.) Ask *Is the tiger sitting?* (Yes, it is.) Do the same with the *hippo, elephant, and monkey* flashcards.
- **Extra Challenge** Have students write more questions and answers using the photo on p. 9 and the animals on the flashcards.

Extension

- Have students rewrite the chant in pairs, changing the animal words. Have them make other threatening sounds that animals make, such as roaring (lion/tiger) or hissing (snake). Tell students they can use one of those for the third animal in the chant (instead of *croc/snap*) but any animals for the first two. Remind them of the Warm Up in Lesson 1, where they made other animal sounds.
- Write the first line together. Choose an animal such as *hippo* and have students dictate the first line to you, for example, *Oh! There's a hippo. Is the hippo sleeping?* and write it on the board. Elicit the second line (*Shh, shh. Yes, it is.*) and write it on the board. Put students in pairs to write their chants.
- Then have them perform the new chants for the class.

Wrap Up

- Have students write four questions using the present progressive about the other students in the class. Write some verbs on the board that they can use: *wear, play, sit, stand, read, write, jump, dance, eat, drink, talk*, for example.
- Then write some questions on the board to demonstrate what you mean, for example, *Is [Maria] eating a cake? Are [Julia and Antonio] talking?*
- When they finish writing, put students in pairs to ask and answer each other's questions.

Additional Practice: Workbook p. 7, Online Practice

Lesson 2 Grammar

A Listen and read. TR: 1.3

Is the giraffe eating?	Yes, it is .
Are the zebras drinking?	No, they aren't .
Are you looking at that giraffe?	Yes, I am .
Are you taking photos?	No, we aren't .

B Listen and chant. TR: 1.4

Oh! There's a tiger. Is the tiger sleeping?
Shh, shh. Yes, it is.

Oh! There's a snake. Is the snake sleeping?
Shh, shh. Yes, it is.

Oh! There's a crocodile. Is the croc sleeping?
Snap, snap! No, it isn't!

Help! There's a crocodile. Is the croc running?
Snap, snap! Yes, it is! SNAP!

C Look at the photo. Say.



Is the elephant drinking?

No, it isn't.

Are the zebras sleeping?


No, they aren't.

A giraffe running, Kenya

Lesson 3 Reading

A Listen and repeat.  TR: 1.5

young work sleep mud

B Listen and read.  TR: 1.6

Naleku is a baby African elephant. She lives at a home for **young** elephants in Kenya, Africa. She doesn't have a mother. The people **work** at the animal home to take care of her. Every day, they give Naleku milk and a lot of love. They **sleep** with her at night, too!

In the day, Naleku goes for a walk with other elephants. They are her friends. Some of the elephants are older than Naleku. They are bigger than Naleku, too.

All of the elephants love water. They like to play in the **mud**. The elephants are very happy. It's fun to watch them!

C Read and circle.

1. Naleku is a **young** / **old** African elephant.
2. The people give Naleku **milk** / **water** every day.
3. **At night** / **In the day**, Naleku goes for a walk with her friends.
4. **Some** / **All** of the elephants love water.
5. They like to **sleep** / **play** in the mud.

ABOUT THE PHOTO

Naleku is one of many elephants being monitored by workers at the Mara Elephant Project, an organization designed to protect not only elephants, but also the greater Maasai Mara reserve. This 1,500-square-kilometer (580-square-mile) reserve is in southwestern Kenya. It's known for its diversity of wildlife, including elephants, giraffes, lions, wildebeest, crocodiles, and more. While animals on the reserve are protected, those in the greater Maasai Mara ecosystem are coming under threat due to hunting and habitat loss. The goal of the Mara Elephant Project is to help resolve human-animal conflicts for the protection of both.

Lesson 3 Reading

In this lesson, students will:

- read about a baby elephant.
- choose the correct options in sentences about the text.

Resources: Audio Tracks 1.5–1.6, eBook, Classroom Presentation Tool, Flashcards 36–39, Workbook p. 8, Workbook Audio Track 1.3, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Draw a mother and a baby animal on the board, for example, a tiger or a monkey. Ask *Which is the mother? Which is the baby? How do you know?* (The mother is big. The baby is small.) Ask *What do you know about baby animals?* Accept students' ideas.

A

- Say *Open your books to page 10.* Draw students' attention to the photo. Ask *Is this a mother or a baby?* (baby) Ask *Where is it?* (outside/in the grass) Point to the text and say *This animal has a name. Find the name of this animal in the text.* Remind students that names begin with a capital letter. Have students quickly scan the text to find the name. (Naleku)
- Read aloud the instructions. Then play **TR: 1.5** and point to the words in the box. Play **TR: 1.5** again as you hold up the flashcards. Have students repeat the words as a class, then individually.
- Explain the words. First, point to the elephant in the picture and say *This is Naleku. She's a baby elephant.* Then, ask *Old or young?* If necessary, draw more young things on the board to check students have understood. Close your eyes and rest your head on your hands. Say *I'm sleeping.* Have students perform the same action when you say *Sleep!* Practice this several times.
- Point to the text and say *Find the words here.* Have students scan the text to find the four words.
- **Extra Support** Explain that *mud* forms when rain or water mixes with dirt.

B

- Read aloud the instructions. Play **TR: 1.6** and have students listen to and read the whole text.
- Ask *Why does Naleku live at the animal home?* (She doesn't have a mother.)
- Have students read the text again. Stop after the first paragraph and ask *What's this part about?* Listen to students' responses and help them to make a short summary, writing it on the board, for example, *It's about a baby elephant and her home.* Do the same for the second and third paragraphs, and leave the summaries on the board.

- **Reading Strategy: Summarizing** Explain to students that texts are usually divided into paragraphs, and that each paragraph gives a certain piece of information. They can use the organization of the text to make a short summary. In this text, for example, the first paragraph is about Naleku and where she lives. The second paragraph is about the other elephants. The third paragraph is about how the elephants love water. When answering comprehension questions, it is easier to find information if they know which paragraph to look at.
- **Extra Support** Let students read the text more slowly without the audio, one paragraph at a time. Ask a comprehension question at the end of each to check understanding.

C

- Read aloud the instructions. Ask for a volunteer to read item 1 aloud and then ask *Is Naleku young or old?* Circle the word *young* with your finger to model what students have to do.
- Put students in pairs to continue the activity. Discuss answers as a class and then write the answers on the board for students to check.
- **Extra Challenge** Write two more sentences with options on the board to focus on the other new vocabulary:
The people play/work at the animal home.
At night, the people sleep/walk with Naleku.

Extension

- If possible, play an Internet video of elephants playing in the mud. You can also play videos of baby elephants drinking milk and being cared for at animal homes.

Wrap Up

- Write these questions about the text on the board:
Where does Naleku live? (an animal home in Kenya, Africa)
Who takes care of her? (people who work at the animal home)
Does Naleku have a mother? (no)
What do all the elephants love? (water)
How do the elephants feel? (happy)
- Put students in pairs to answer the questions from memory. Then have them check by looking at the text again.

Additional Practice: Workbook p. 8, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- compare two animals using *-er than*.

Resources: Audio Tracks 1.7–1.8, eBook, Classroom Presentation Tool, Workbook p. 9, Workbook Audio Track 1.4, Online Practice, Formative Assessment Strategies Guide

Materials: index cards

Warm Up

- Review the animal vocabulary. Say *I'm thinking of an animal. It begins with s; it has five letters. Raise your hands if you know the answer.* Encourage students to try to guess the word you are describing. (snake) Describe more animal words in the same way for students to guess.

A

- Say *Open your books to pages 10–11.* Ask *What is the animal in the photo?* (an elephant)
- Read aloud the instructions. Then play **TR: 1.7** and have students read along in the grammar box.
- Draw a large simple object on the board, for example, a chair. Say *This chair is big.* Then draw a second, bigger chair on the board, point to it, and say *This chair is bigger than that chair.* Then write it. Repeat with *young*: draw two stick figures on the board and write *Drew is 8* under one of them. Say *Drew is young.* Then write *Amy is 7* under the other one. Write and say *Amy is younger than Drew.* Show how the comparative is formed by writing *young + er = younger*, then show that *bigger* is formed slightly differently by writing *big + g + er*.
- **Extra Challenge** Have students make two sentences comparing Naleku and the other elephants, using *old* and *small*: *The other elephants are older than Naleku. Naleku is smaller than the other elephants.*

B

- Read aloud the instructions. Hold up a copy of the Student's Book and point to the photos in item 1. Ask *What are these animals?* (an elephant and a lion)
- Play the first clue on **TR: 1.8**. Make sure students realize that the answer itself is not in the sentence that they listen to, but that the information will lead them to the correct answer. Ask *Which animal is faster than a hippo—the elephant or the lion? Which animal is smaller than a giraffe—the elephant or the lion?* Ask a volunteer to say the answer. (lion)
- Hold up a copy of the Student's Book and check the box by the lion with your finger. Then play the rest of **TR: 1.8**.
- Write the names of the animals in items 2–4 on the board. Invite volunteers to come and check the correct one.
- **Listening Strategy: Deducing Information** Explain to students that sometimes the answer to a question on a listening passage is not given explicitly. As with the

descriptions in this activity, students have to listen to the information given and then decide what the answer is by analyzing that information.

- **Extra Support** Write on the board phrases from **TR: 1.8** to help students with the answers, for example, *1. faster than a hippo/smaller than a rhino.*

Script for TR: 1.8

1. *I'm faster than a hippo. I'm smaller than a rhino. What am I?*
2. *I'm bigger than a rhino. I'm slower than a lion. What am I?*
3. *I'm longer than a fish. I don't have legs. What am I?*
4. *I'm smaller than a tiger. I'm faster than an elephant. I climb trees and I jump. What am I?*

C

- Put students into small groups, and give each group ten index cards. Say *Write the names of ten animals from this unit and others on the cards. Then turn the cards over.* Model turning them over.
- Now, with one group, pick up two cards. As an example, say *A lion and a mouse. Hmm. Is a lion smaller than a mouse?* Invite a student in the group to answer with *No, it isn't* and give him or her the pieces of paper. Then say *You play now.*
- Monitor as the groups are playing and correct any mistakes with the comparative form.

Extension

- Have students draw a picture of two objects. They could be things in the classroom or things they have at home, for example, a bike and a teddy bear, a book and a pencil.
- Put students in pairs, and say *Now make sentences about your drawings. Use -er than.* Give pairs about three minutes to make at least two sentences.

Wrap Up

- Write this list of animals on the board: *cat, lion, tiger, chicken, snail, snake, elephant, dog, rabbit, donkey, bee, and horse.*
- Write the numbers 1–12 in a list. Write *slow* above 1 and *fast* under 12. Write *snail* next to 1 and *lion* next to 12. Point to the animals and say *Look. A snail is very slow, and a lion is very fast.* Then, to a student ask *Is a chicken faster than a dog? Is a chicken faster than a rabbit?* Decide together where to put *chicken* in the list. Then say *You play now.*
- Put students into pairs to decide on the order. Monitor them as they decide, making sure they use the comparative correctly, for example, *I think a bee is faster than a snake.*
- Then join two pairs together to compare lists and come up with a common list. Write the class order on the board.
- Write the actual speeds on the board to check. (lion: 80 kilometers per hour, horse: 76 kph, tiger: 64 kph, dog: 60 kph, rabbit: 56 kph, donkey: 51.5 kph, cat: 48 kph, elephant: 40 kph, bee: 24 kph, snake: 19 kph, chicken: 14.5 kph, snail: 0.05 kph)






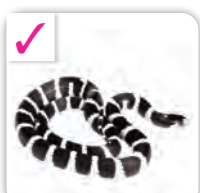
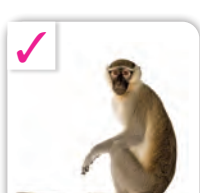

Additional Practice: Workbook p. 9, Online Practice

Lesson 4 Grammar

A Listen and read. TR: 1.7

Naleku is **younger than** the other elephants.
The other elephants are **bigger than** Naleku.

B Listen and check. TR: 1.8

-  
-  
-  
-  

C Ask and answer.

Is a hippo bigger than a zebra?

Yes, it is.

Is a tiger slower than a monkey?

No, it isn't.

Naleku in Kenya