OXFORD

Oxford Discover

2nd edition

Lesley Koustaff
Susan Rivers

Student Book

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OXFORD
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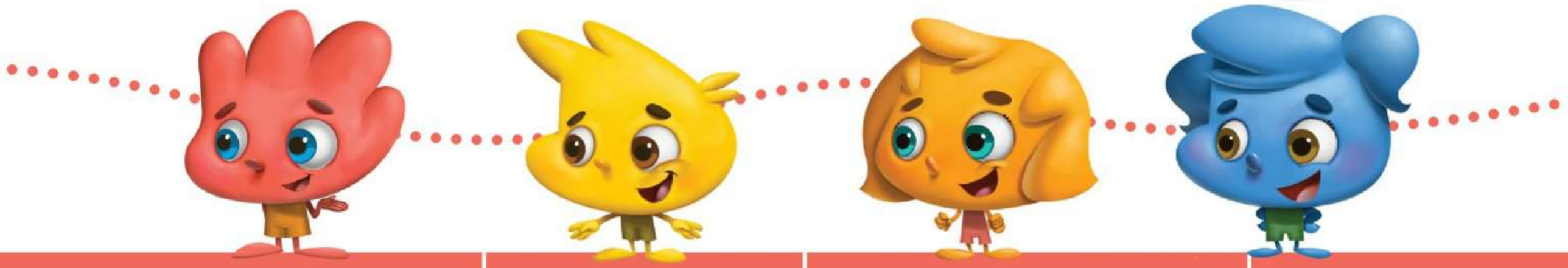
Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 1 ▶ **Who are your family and friends?** Social Studies: Community			
1 Page 6	**Families and Friends** Informational text (Nonfiction) **Reading Strategy** Predicting from Pictures	**Reading Text Words** *mother, father, brother, sister, grandmother, grandfather, family, friend* **Listening Text Words** *uncle, aunt, cousin, parents, daughter, son* **Word Study** Opposites	**Verb *Be*** *I am, You are, He / She is, We are, They are* *He's eight years old.*
2 Page 16	**Elliot's New Friend** Story (Fiction) **Reading Strategy** Predicting from Pictures	**Reading Text Words** *elephant, tortoise, lonely, sad, scared, eat, play, sleep* **Listening Text Words** *hamster, goldfish, bird, rabbit, lizard, kitten*	**Demonstratives: *This, That, These, and Those*** *This is a zebra.* *Those are lions.*
BIG QUESTION 2 ▶ **Where can we see colors?** Art			
3 Page 26	**Who's in The Tree?** **Colors of the Sky** Rhyming poems (Fiction) **Reading Strategy** Predicting from Titles	**Reading Text Words** *yellow, red, blue, green, purple, black, brown, white* **Listening Text Words** *fireworks, dark, light, gray, orange, pink* **Word Study** Nouns	***There is … / There are …*** *There's a black spider.* *There are two white kittens.*
4 Page 36	**Let's Make Colors!** Informational text (Nonfiction) **Reading Strategy** Predicting from Titles	**Reading Text Words** *mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish* **Listening Text Words** *jacket, shorts, sneakers, T-shirt, hat, pants*	**Prepositions of Place: *In, On, Under, Next To*** *The starfish is under the seaweed.* *The seashells are on the sand.*
BIG QUESTION 3 ▶ **Where do animals live?** Life Science			
5 Page 46	**Animal Homes** Informational text (Nonfiction) **Reading Strategy** Predicting from Titles and Pictures	**Reading Text Words** *eagle, chick, nest, opossum, tree hollow, honeybee, hive, crab* **Listening Text Words** *woods, field, pond, squirrel, mouse, frog* **Word Study** Irregular Plurals	***Where* Questions with Verb *Be*** *Where's the eagle?* *Where are the chicks?*
6 Page 56	**My Friend, Anak** Realistic fiction **Reading Strategy** Identifying Characters	**Reading Text Words** *orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out* **Listening Text Words** *day, night, morning, midday, afternoon, evening*	***What* and *Who* Questions with Verb *Be*** *What's that?* *Who's this?*
BIG QUESTION 4 ▶ **How are seasons different?** Earth Science			
7 Page 66	**The Four Seasons** Informational text (Nonfiction) **Reading Strategy** Captions	**Reading Text Words** *warm, hot, cool, cold, rain, snow, long, short* **Listening Text Words** *weather, cloudy, sunny, windy, snowy, rainy* **Word Study** Compound Nouns	**Simple Present with *It*** *It gets hot in the summer.* *It snows in the winter.* *It doesn't snow in the summer.*
8 Page 76	**The Seasons of Arnold's Apple Tree** Realistic Fiction **Reading Strategy** Captions	**Reading Text Words** *watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring* **Listening Text Words** *ride a bicycle, go to the beach, eat ice cream, drink hot chocolate, fly a kite, plant flowers*	**Simple Present with *I* and *You*** *In the summer, I build a tree house.* *Do you watch honeybees?* *No, I don't.*

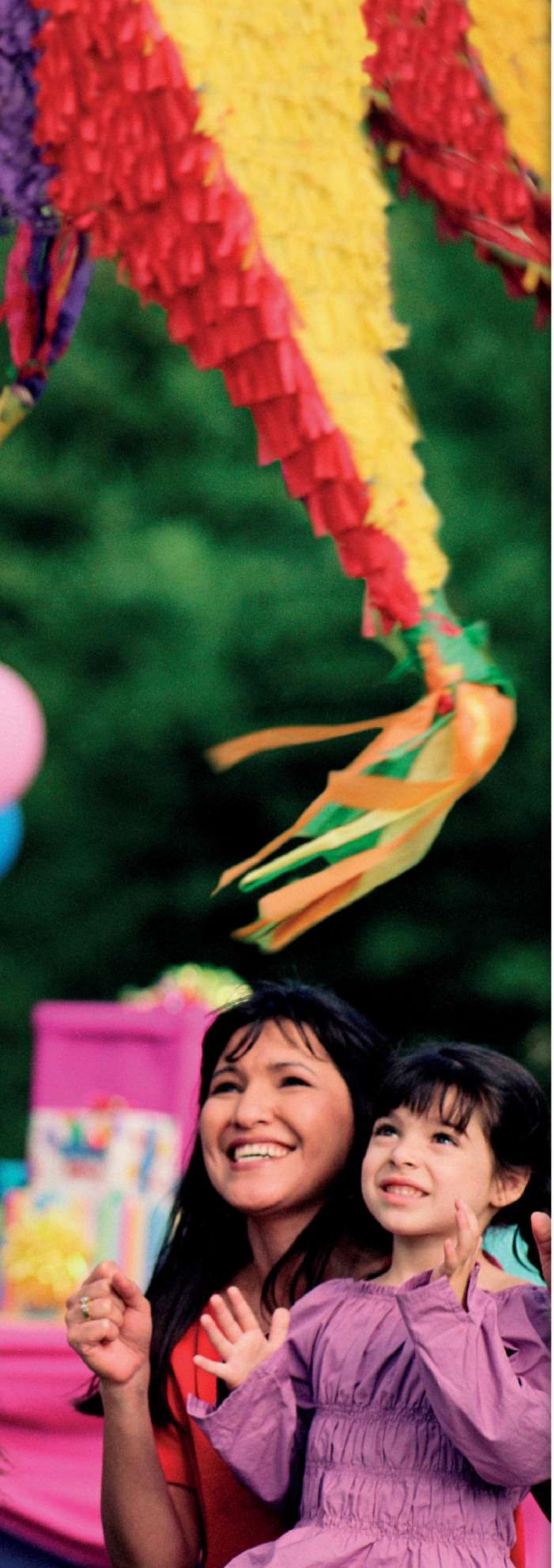


LISTENING	SPEAKING	WRITING	WRAP UP
Different Families People describing their families **Listening Strategy** Listening for details	**Introducing People** *This is my brother.* *It's nice to meet you.*	**Tasks** Talk about your family and write about them. (WB)	• **Big Question 1**
Friends and Pets People describing their friends and their pets **Listening Strategy** Listening for details	**Describing Friends** *This is Tim. He has a hamster.* *We play together.*	**Capitals for Names** *My friend's name is Eun.* **Tasks** Talk about your friend and write about him or her. (WB)	• **Review Story** • **Project** Family and Friends Collage • **Big Question 1**
Fireworks A conversation while watching fireworks **Listening Strategy** Listening for color details	**Inviting and Making Suggestions** *Do you want to play with me?* *Let's color!* *OK. Good idea!*	**Tasks** Talk about rhyming words and write a poem with animals and colors. (WB)	• **Big Question 2**
My Favorite Clothes A conversation about clothes on a clothesline **Listening Strategy** Listening for color and place details	**Describing Using Colors** *I have a yellow hat.* *There's a starfish next to me.* *It's orange.*	**Capitals and Periods in Sentences** *The starfish is under the seaweed.* **Tasks** Talk about your favorite clothes and write about them. (WB)	• **Review Story** • **Project** Color Mix Chart • **Big Question 2**
Animal Homes A documentary about animal homes **Listening Strategy** Listening for details	**Warning People** *Watch out! Be careful!* *OK. Thanks!*	**Tasks** Talk about animal homes and write about one. (WB)	• **Big Question 3**
Animals on a Reserve Descriptions of animals' eating and sleeping habits **Listening Strategy** Listening for time details	**Describing Animals** *It's small. It's brown.* *It lives in the woods.*	**Question Marks** *What is it?* **Tasks** Talk about animals and their habits and write about one. (WB)	• **Review Story** • **Project** An Animal Booklet • **Big Question 3**
Weather and Seasons Conversations about the weather in different seasons **Listening Strategy** Listening for details	**Inviting People** *Do you want to play in the snow with me?* *Sure!* *Great! Let's go!*	**Tasks** Talk about your favorite season and write about it. (WB)	• **Big Question 4**
Seasonal Activities Conversations about what we do in different seasons **Listening Strategy** Listening for details	**Asking and Telling about Activities** *What do you do in the spring?* *I ride a bicycle.*	**Commas** *The four seasons are spring, summer, fall, and winter.* **Tasks** Talk about what you do in different seasons and write about it. (WB)	• **Review Story** • **Project** A Seasons Journal • **Big Question 4**

UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 5	**How do numbers help us?** Math		
9 Page 86	**Working with Numbers** Informational text (Nonfiction) **Reading Strategy** Predicting from Headings	**Reading Text Words** *numbers, plus sign, equals sign, problem, addition, answer, odd numbers, even numbers* **Listening Text Words** *pen, pencil, eraser, ruler, backpack, notebook* **Word Study** Writing numbers	**Simple Present with Verb *Have* (*I, You, We, They*)** *I have six shells. You have four shells. Together, we have ten shells. They don't have a pet.*
10 Page 96	**Stone Soup** Folk tale (Fiction) **Reading Strategy** Beginning, Middle, and End	**Reading Text Words** *pot, stone, food, sausages, carrots, onions, potatoes, soup* **Listening Text Words** *tomato, cucumber, avocado, orange, mango, peach*	**Simple Present Questions with Verb *Have (I, You, We, They)*** *What do you have? I have potatoes. Do you have carrots? Yes, I do.*
BIG QUESTION 6	**What do we need?** Social Studies: Economics		
11 Page 106	**The Farmer and The Hat** Fable (Fiction) **Reading Strategy** Sequence	**Reading Text Words** *farmer, cow, milk, market, sell, buy, plain, fancy* **Listening Text Words** *games, comic book, board game, doll, stickers, pins* **Word Study** Verbs	**Simple Present with Regular Verbs and Verb *Have (He, She)*** *She needs a cow. She doesn't need a dress. He has a cow. He doesn't have a hat.*
12 Page 116	**Wants and Needs** Informational text (Nonfiction) **Reading Strategy** Predicting from Titles, Headings, and Pictures	**Reading Text Words** *job, doctor, police officer, teacher, help, money, clothes, water* **Listening Text Words** *sandwich, grapes, juice, cookie, chips, soda*	**Simple Present Questions with Regular Verbs and Verb *Have (He, She)*** *Does she work in a school? Yes, she does. What does Sana have? She has a doll.*
BIG QUESTION 7	**Where do we live?** Social Studies: Community		
13 Page 126	**Where's Your Home?** Informational text (Nonfiction) **Reading Strategy** Labels	**Reading Text Words** *street, neighborhood, town, city, the country, apartment, building, world* **Listening Text Words** *noisy, quiet, safe, dangerous, boring, interesting* **Word Study** Verbs and Nouns	**Possessive 's** *Jenna's house is in the country. Is Ali's house in the city?*
14 Page 136	**City Mouse and Country Mouse** Fable (Fiction) **Reading Strategy** Contrasting	**Reading Text Words** *department store, restaurant, movie theater, hotel, cornfield, orchard, new, old* **Listening Text Words** *park, library, supermarket, drugstore, bakery, museum*	**Possessive Adjectives** *My, Your, His, Her, Our* *His home is in the city. Is your apartment big?*
BIG QUESTION 8	**How can we make music?** Music		
15 Page 146	**Percussion Instruments** Informational text (Nonfiction) **Reading Strategy** Main Idea and Details	**Reading Text Words** *instruments, cymbals, tambourine, xylophone, drum, triangle, shake, strike* **Listening Text Words** *fast, slow, loud, soft, awful, lovely* **Word Study** *Alphabetical Order*	**Present Continuous** I'm / You're / She's / He's / We're / They're … ing *I'm playing the drum. She isn't shaking the tambourine.*
16 Page 156	**Let's Make Music!** Realistic fiction **Reading Strategy** Problems and Solutions	**Reading Text Words** *dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures* **Listening Text Words** *parade, concert, ballet, play, puppet show, circus*	**Present Continuous Questions** *Are you singing? Yes, I am. Is she dancing? No, she isn't.*
BIG QUESTION 9	**What are living things?** Life Science		
17 Page 166	**Living and Nonliving Things** Informational text (Nonfiction) **Reading Strategy** Contrasting	**Reading Text Words** *living, nonliving, breathe, move, change, air, people, plant* **Listening Text Words** *bench, bush, statue, grass, rose, fountain* **Word Study** Adjectives	***Can* and *Can't*** *An animal can grow. Sneakers can't breathe.*
18 Page 176	**The Gingerbread Man** Fairy tale (Fiction) **Reading Strategy** Sequence	**Reading Text Words** *run away, chase, catch, stop, cross, bake, smell, open* **Listening Text Words** *go to bed, play outside, early, late, healthy food, junk food*	***Should* and *Shouldn't*** *You should run away! You shouldn't stay here.*
Page 186	**PLAYSCRIPTS** Elliot's New Friend Stone Soup		

LISTENING	SPEAKING	WRITING	WRAP UP
Addition Problems Discussions about addition problems **Listening Strategy** Listening for number details	**Asking about Age** *How old are you?* *I'm seven years old.*	**Tasks** Talk about your school things and how many you have, then write about them. (WB)	• **Big Question 5**
Making Salads Conversations while making salads **Listening Strategy** Listening for number details	**Speaking about Addition** *I have two oranges. You have one orange.* *How many oranges do we have?*	**Exclamation Points** *I'm hungry! Oh, no! I'm scared!* **Tasks** Talk about your favorite soup and write about it. (WB)	• **Review Story** • **Project** A Bar Graph • **Big Question 5**
Trading Toys Descriptions of what children have and want **Listening Strategy** Listening for details	**Borrowing and Lending** *Can I borrow your comic book, please?* *Sure. Here you are.* *Thanks.*	**Tasks** Talk about what you have and what you want, then write about them. (WB)	• **Big Question 6**
Making a Picnic Conversation about what children want for a picnic **Listening Strategy** Listening for details	**Expressing Wants and Needs** *We want soda and chips.* *We need water and fruit.*	**Nouns and Verbs** *Farmers (noun) grow (verb) food (noun).* **Tasks** Talk about things you need and write about them. (WB)	• **Review Story** • **Project** Needs and Wants Survey • **Big Question 6**
Reporting from King City TV report from different locations **Listening Strategy** Listening for details	**Complimenting** *Wow! Your home is really nice.* *Thanks.*	**Tasks** Talk about where you live and write about it. (WB)	• **Big Question 7**
Opinions about City and Country Discussions about city / country preferences **Listening Strategy** Listening for details	**Asking and Telling about Neighborhoods** *Is there a park in your neighborhood?* *No, there isn't.*	**Complete Sentences** *The town (noun) is (verb) small.* **Tasks** Talk about places in your neighborhood and write about them. (WB)	• **Review Story** • **Project** A Map of Your Neighborhood • **Big Question 7**
Describing Music Descriptions of different musical sounds **Listening Strategy** Listening for details	**Asking for Help** *Can you help me, please?* *Sure! Let's do it together.* *Thanks!*	**Tasks** Talk about a percussion instrument and write about it. (WB)	• **Big Question 8**
Watching Performances Observations during different events **Listening Strategy** Listening for details	**Asking and Guessing** *What are we doing?* *You're walking and playing instruments.* *It's a parade!*	**Contractions** *I am > I'm It is not > It isn't* **Tasks** Talk about your favorite kind of performance and write about it. (WB)	• **Review Story** • **Project** Percussion Instruments • **Big Question 8**
A Walk in the Park Conversation and observations about things in a park **Listening Strategy** Listening for details	**Apologizing** *Oh, no!* *I'm sorry.* *That's OK.*	**Tasks** Talk about living and nonliving things and write about them. (WB)	• **Big Question 9**
Parents' Advice Conversations giving advice to children to take care of themselves **Listening Strategy** Listening for details	**Giving Advice** *You shouldn't run in the classroom.* *You should walk!* *OK, you're right.*	**Punctuation and Sentence Structure Review** *D*on't jump on the fox's nose*!* *D*o you eat healthy food*?* **Tasks** Talk about taking care of living things and write about what you should do. (WB)	• **Review Story** • **Project** A Venn Diagram • **Big Question 9**

UNITS
1–2



BIG QUESTION 1

Who are your family and friends?

In these units you will:

- **WATCH** a video about family and friends.
- **READ** about families and two animal friends.
- **MAKE** a collage.
- **LEARN** that all families and friends are different.
- **WRITE** about your family and friends.

A Watch the video.

B Look at the picture.
What do you see?

1 How many people can you see?

2 Do you think it's a special day? Why?

C **Think and answer the questions.**

1 Is your family big or small?

2 What is your friend's name?

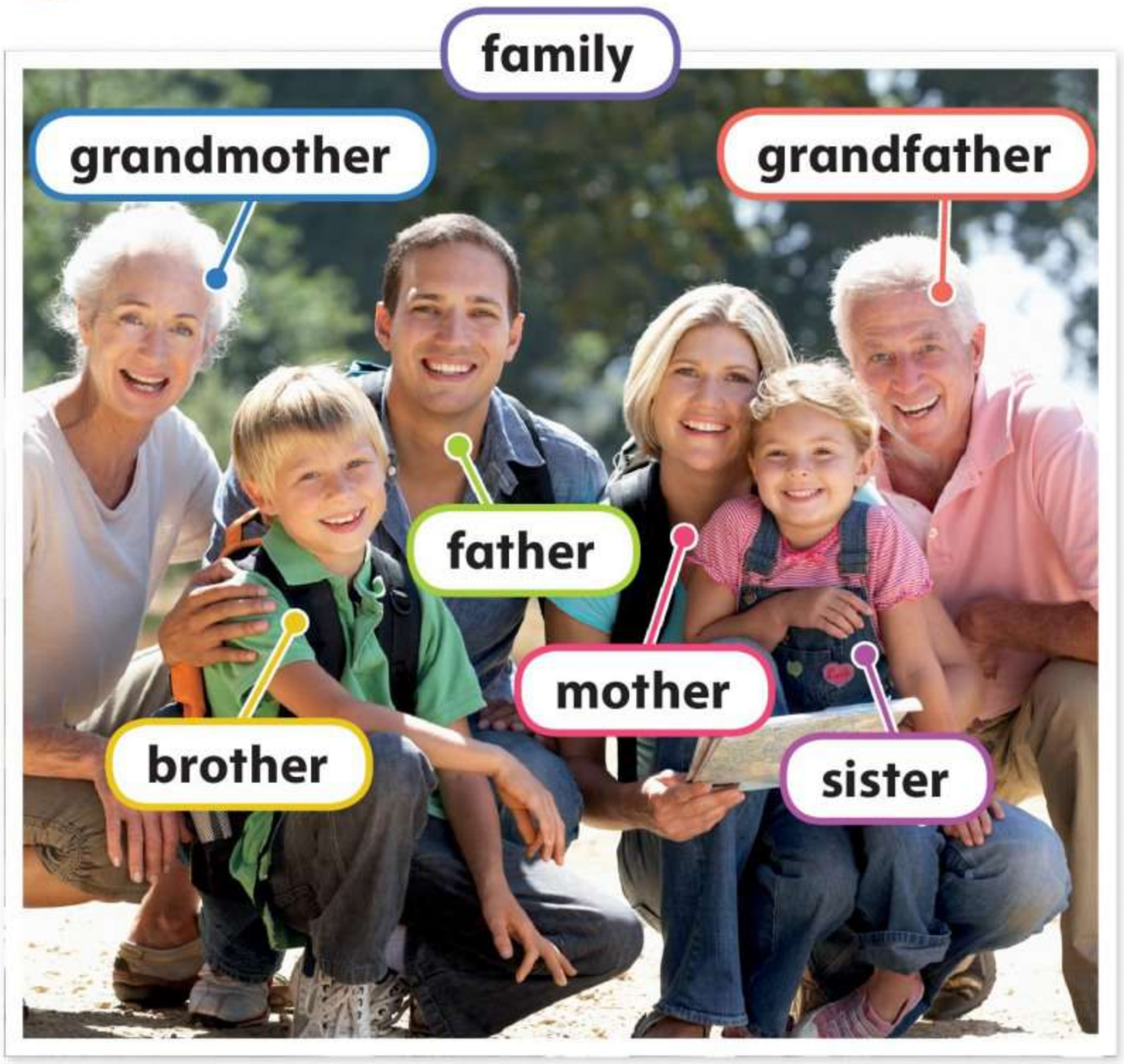
D Fill out the **Big Question Chart**.

UNIT 1

Get Ready

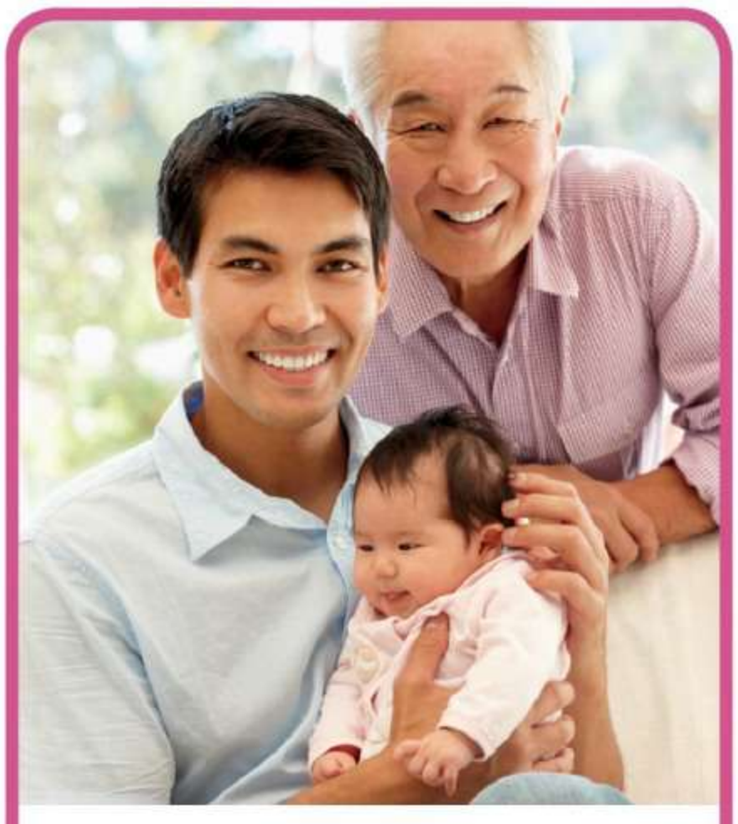
Words

A Listen and point to the words. Listen again and say the words. 1•02



B Look at the pictures. Who can you see? Circle.

mother grandmother
sister brother



father grandfather
mother grandmother

father grandmother
friends mother

Before You Read

Think Are all families the same?

C Learn Predicting from Pictures

Look at the pictures. They can help you guess what the text is about.

Look at the pictures. Guess what the texts are about. Check (✓).

1

- ☐ a park
- ☐ a school
- ☑ a house

2

- ☐ animals
- ☐ toys
- ☐ clothes

D **Look at the pictures on pages 10 and 11. Guess what the text is about.**

PREVIEW

Families and Friends

You learn about different kinds of families and friends.

Social Studies: Community

Read 1•03

Families and Friends

Families

We live in families.
Families help each other.
They go places together.

Jake is seven.
His family is big. He lives with his mother, father, and sisters.

Mandy is eight.
She lives with her brother, grandfather, and grandmother.

Kim is six. Her family is small. She lives with her mother.

Which family is like your family?

Friends

Friends are important, too.
Friends play together.
They share things.

Who are your good friends?

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1	Jake's family	**3**	Kim's family
2	Mandy's family	**4**	The friends

A Ask and answer the question.

What's your favorite part?

Jake's family. I have a big family, too.

B Read the statements. Circle *True* or *False*.

1	Jake is eight.	True	False
2	Jake's family is big.	True	False
3	Mandy has a sister.	True	False
4	Kim is six.	True	False
5	Kim's family is small.	True	False
6	Friends play together.	True	False

Think Talk to a partner.

1 What can friends do together?

2 What does your family do together?

Grammar in Use

C **Listen and sing along.** **We Are a Family** 1•04

We are a family.
A brother and a brother,
And a sister, that's me!
A mother and a father,
And kids, one, two, three!
We are a family.

D **Learn Grammar** **Verb: *Be***

I'm six years old. He's eight years old.

My family is big. Friends are important.

I am → I'm

He is → He's

Write about yourself. Then tell a partner.

Me
I'm _____.
I'm _____ years old.
My family is _____.

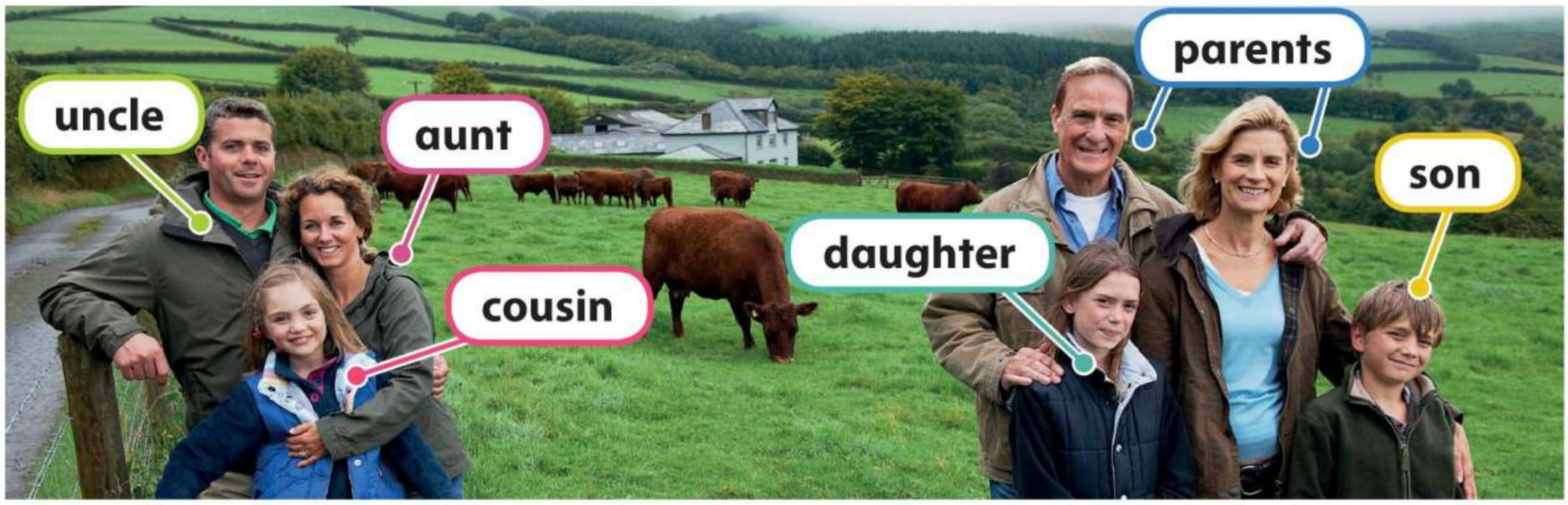
E **Write about your partner. Tell the class.**

My Partner
He's / She's _____.
_____ years old.
His / Her family _____.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•05



B What words don't belong? Cross (×).

1 aunt ~~son~~ ~~parents~~

2 son aunt daughter

3 parents brother cousin

4 uncle parents son

Listening

Think Which family members do you live with?

C Listen. Are they talking about friends or families? How do you know? 1•06

D Listen again and number the pictures. 1•07

Speaking

E Listen and repeat. Then practice with a partner. Change the words in bold. 1•08

Word Study

F **Learn** Opposites

Some words are **opposites**. A **big** family. A **small** family.

Match the opposites.

1

2

3

a

b

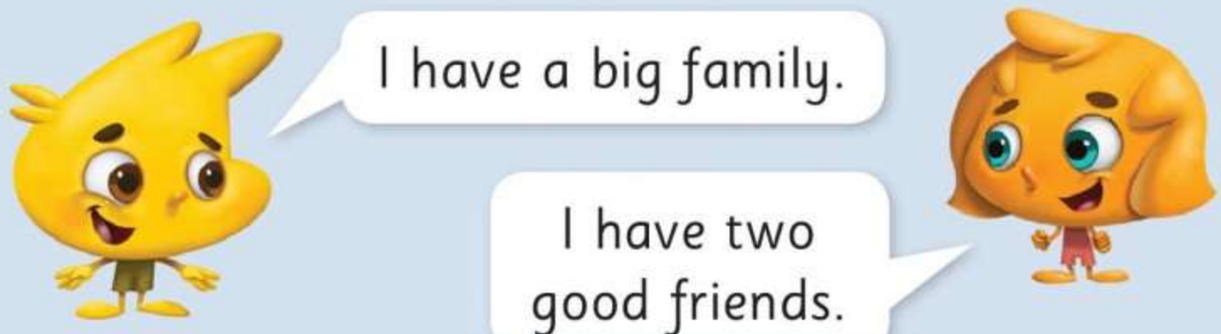
c

Write Tell your partner about your family. Now write about it in your **Workbook**. page 9

BIG QUESTION 1 Who are your family and friends?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



UNIT 2

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•09

elephant

tortoise

lonely

sad

scared

eat

play

sleep

B Think about the words in **A**. Write them in the chart.

Animals	Things we feel	Things we do
	scared	

Before You Read

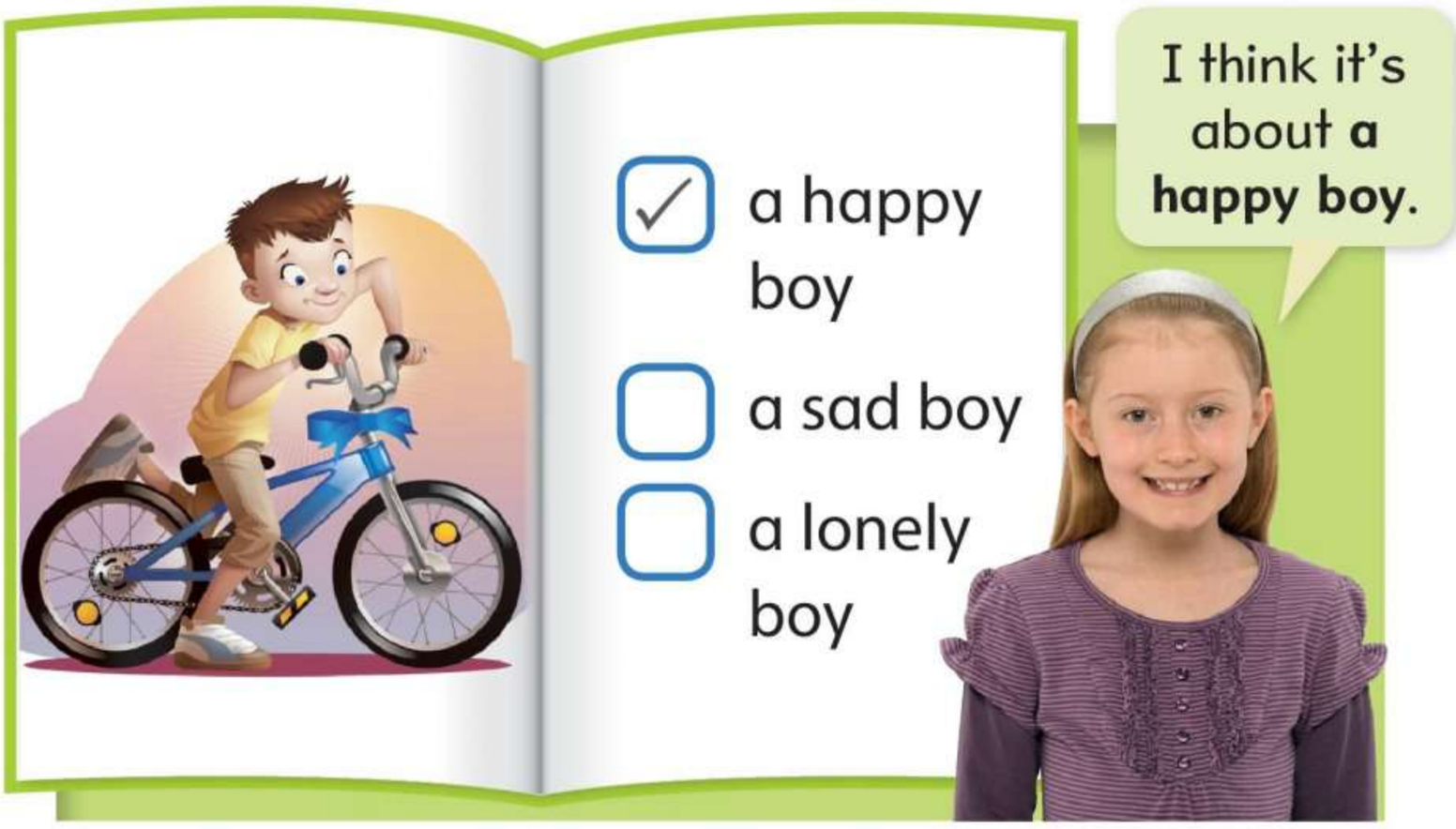
Think Do you like animals? Do you like animals have friends?

C Learn Predicting from Pictures

Remember, before you read, look at the pictures.
They can help you work out what the story is about.

Look at the pictures. Guess what the stories are about.
Check (✓).

1



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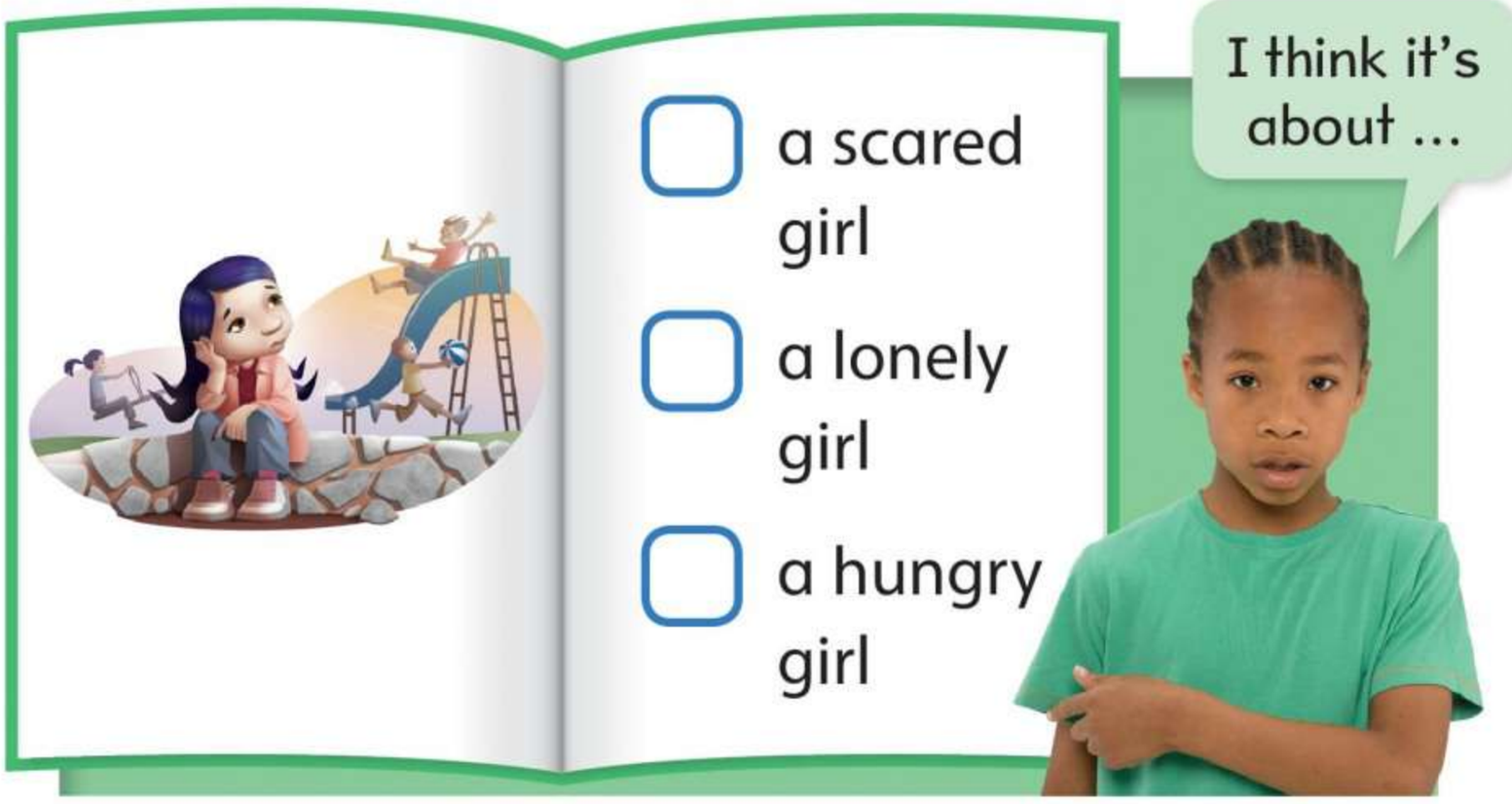
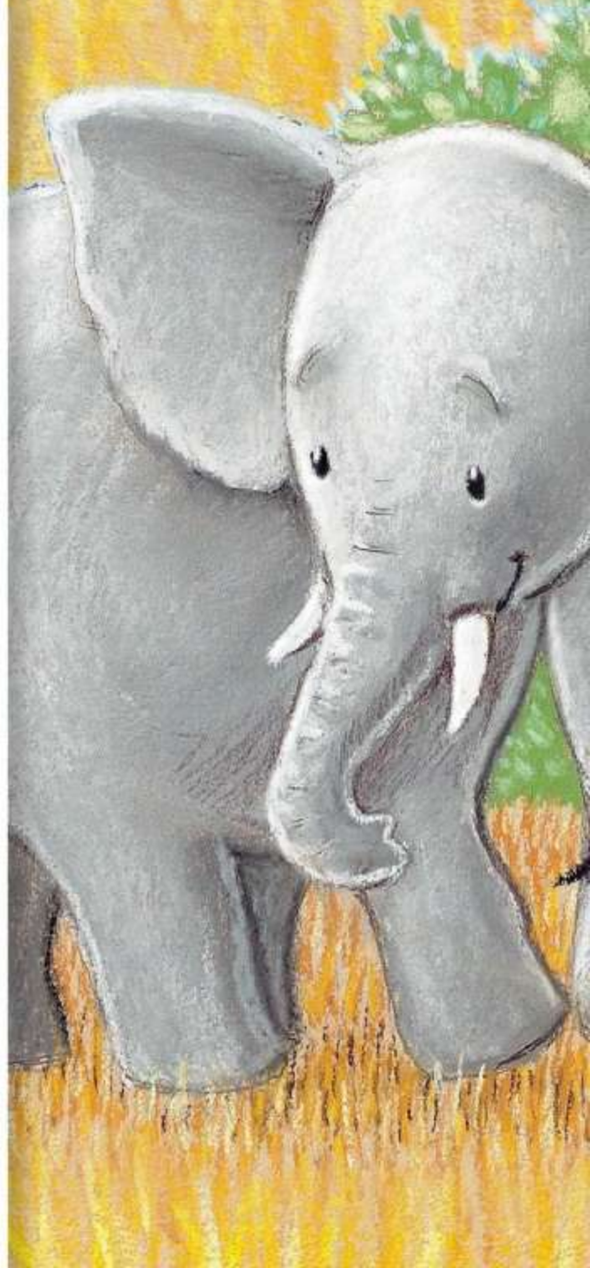


D **Look at the pictures on pages 18 and 19.**
Guess what the story is about.

PREVIEW

Elliot's New Friend

In this story, an elephant called Elliot makes a new friend.



Read 1•10

Elliot's New Friend

Elliot is sad and lonely.
He sees a tortoise.

"Hello, I'm Tuti."

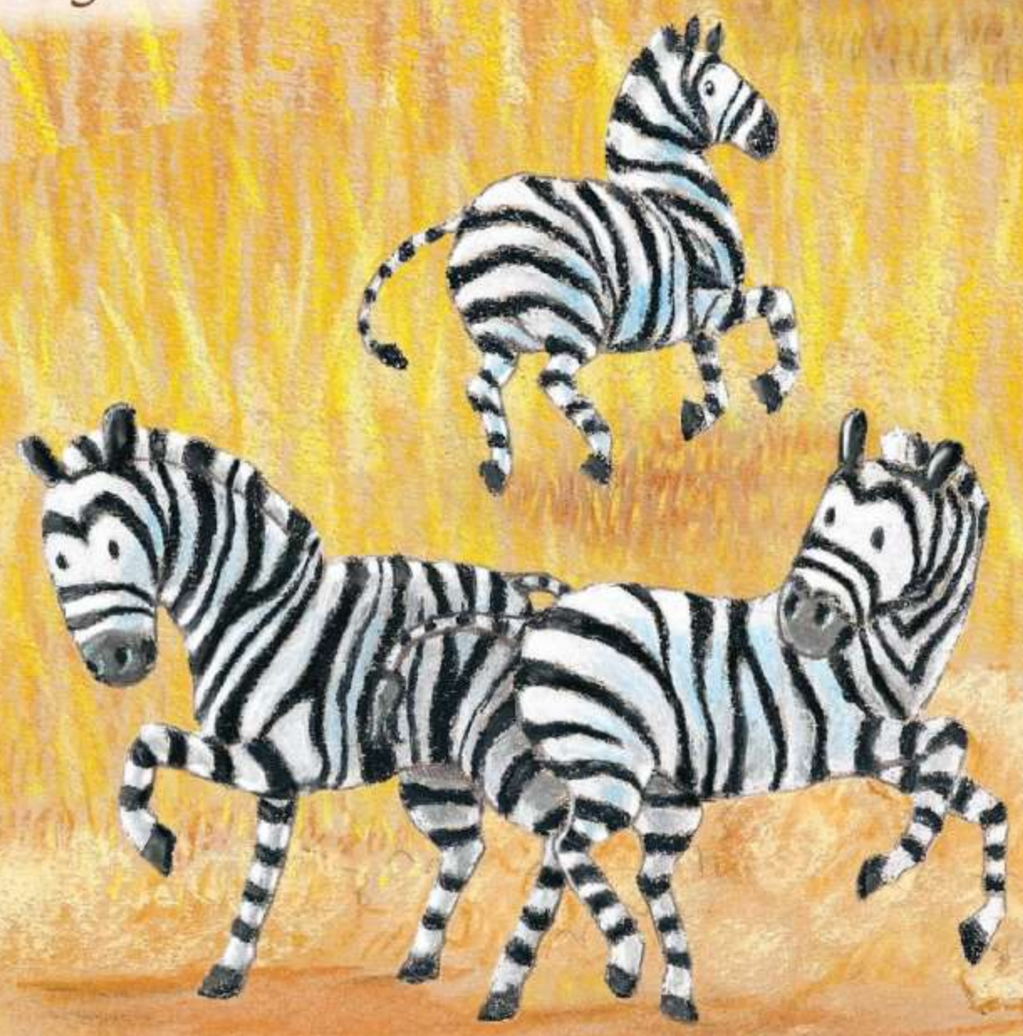
"I'm Elliot. I can't find my family."

"Let's look."

"Look! Is that your family?"

"No! Those are zebras."

The zebras are scared. They run away.



Elliot and Tuti eat, play, and sleep.

"Look! Is that your family?"

"No! Those are lions."

Elliot and Tuti are scared.
They run away.

"Look! Elephants."

"I'm an elephant. That's my family."

"YES!"

"Thanks, Tuti."

Elliot has a new friend.

Understand

Comprehension

Think What do you like about the story? Check (✓). Why? Give a reason.

1	Elliot meets Tuti. ☐	**3**	Elliot and Tuti run away. ☐
2	The zebras run away. ☐	**4**	Elliot finds his family. ☐

A Ask and answer the question.

What's your favorite part?

The zebras run away from Elliot and Tuti. It's funny!

B Who says these sentences? Match.

1	Hello. ●	●	**a**
2	I can't find my family. ●		
3	Let's look. ●		
4	Is that your family? ●	●	**b**
5	Those are zebras. ●		
6	Those are lions. ●		
7	Look! Elephants. ●		
8	That's my family. ●		

Think Talk about the story.

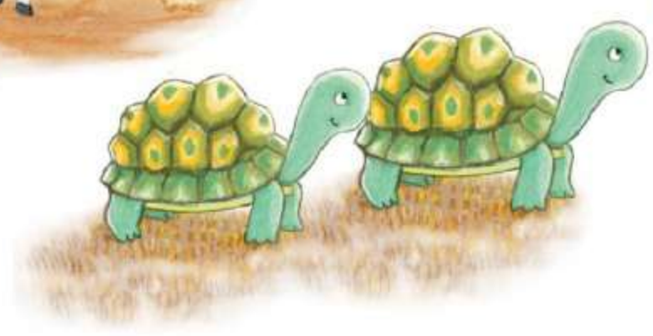
1 Elliot is sad and lonely. Why?

2 Is Elliot happy at the end of the story? Why?

Grammar in Use

C **Listen and sing along.** **Friends!** 1·11

These are small tortoises,
They sleep and play.
Those are zebras,
They run all day.
Big animals, small animals,
Let's play together.
We can all be friends!



D **Learn Grammar** *This, That, These, and Those*

This is a zebra.

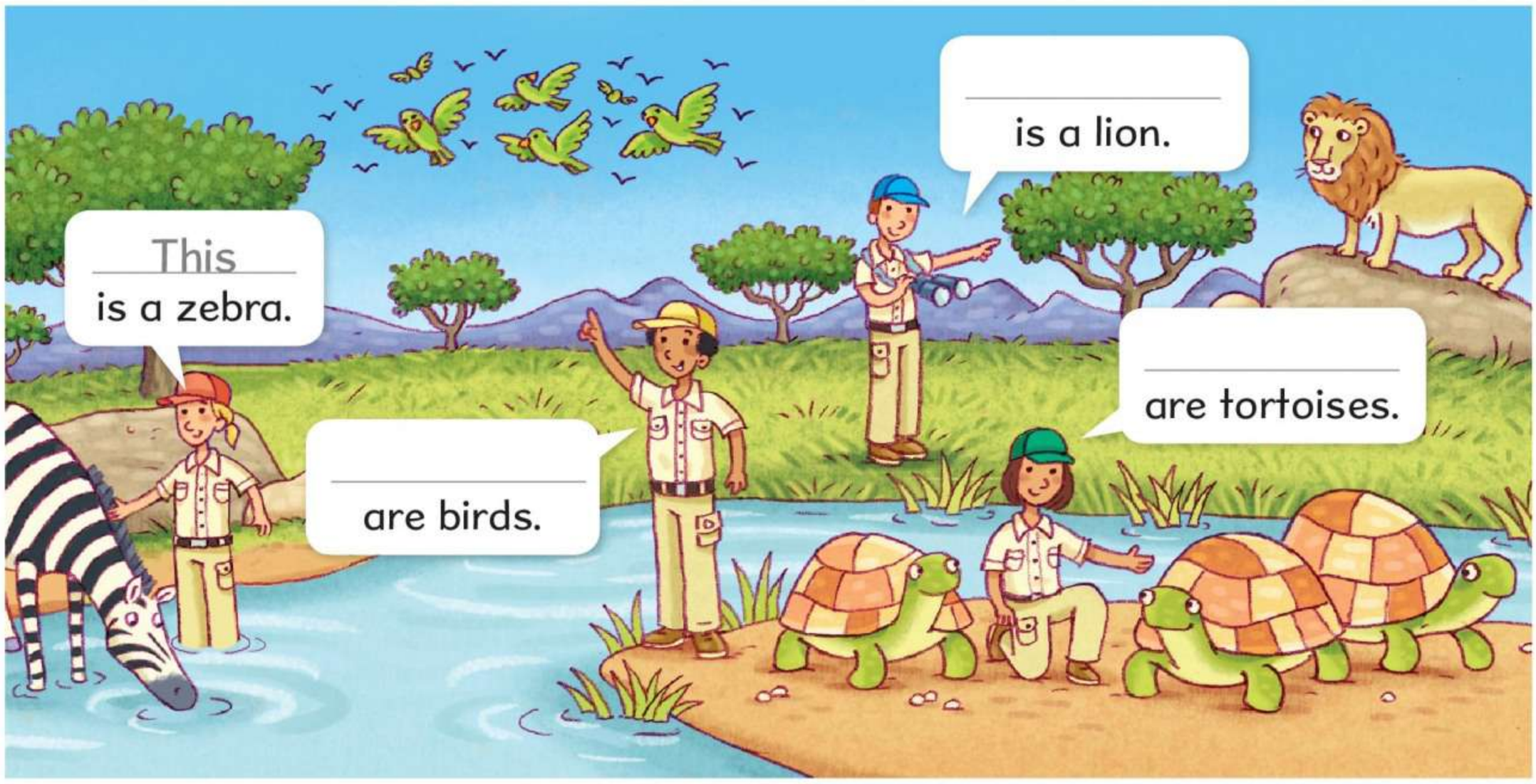
That's a lion.

These are zebra**s**.

Those are lion**s**.

That **is** ➜ That**'s**

Write, then practice with a partner.



Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•12

hamster

goldfish

bird

rabbit

lizard

kitten

B Look at the pictures. Match the owners to their pets.

1

2

3

4

5

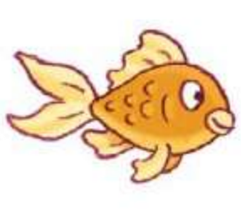
6

a
lizard

b
rabbit

c
hamster

d
kitten

e 
goldfish

f
bird

Listening

Think Do your friends have pets? Which pets do they have?

C Listen. Are they talking about families, friends, or pets? 1•13

D Listen again and number the pictures. 1•14

Speaking

E Draw and talk about your friend. Change the words in bold. 1•15

Writing Study

F **Learn** Capitals for Names

The first letter of a name is a **capital letter**. Elliot

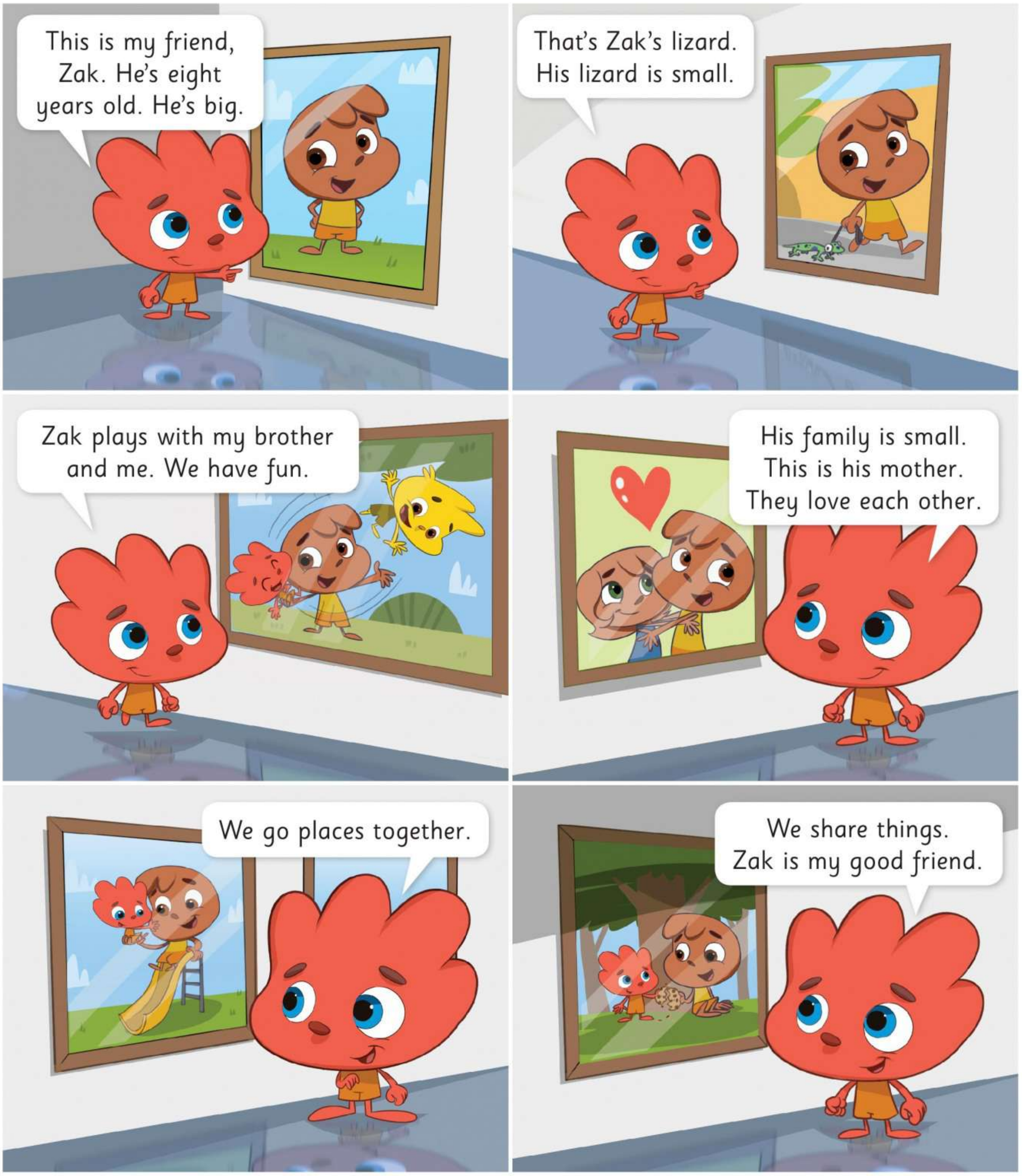
Which letters need to be capital letters? Circle.

1 jake
2 my grandmother
3 mandy
4 family
5 tuti
6 my sister
7 friend
8 kim

Write Tell your partner about your friend. Write about him or her in your **Workbook**. page 17

Wrap Up

A **Listen and read along.** 1•16



Project: A Collage

B **Make a family and friends collage.**

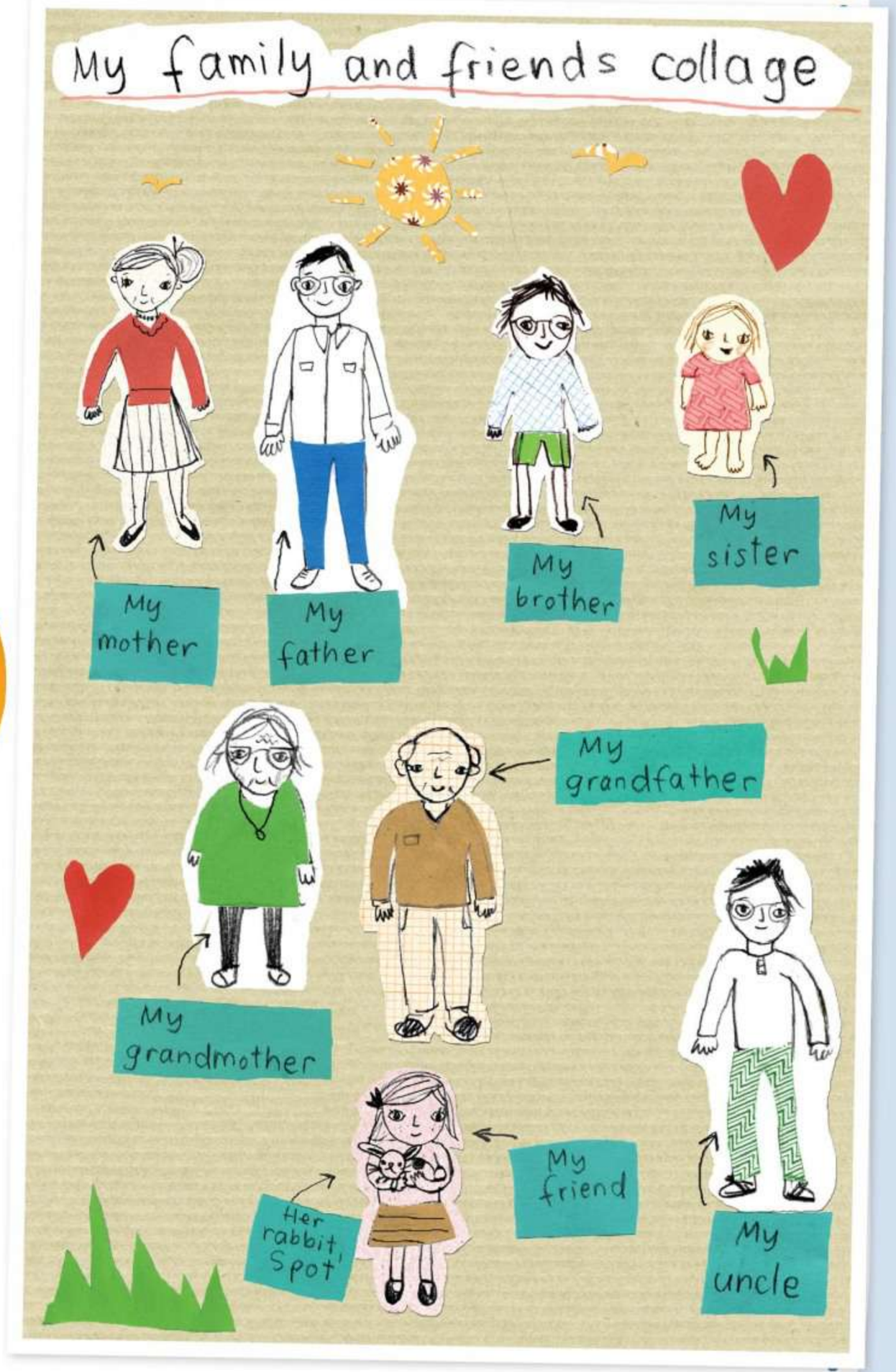
- Make a list of your family and friends.
- Find photos or draw pictures.
- Write about them.

C **Put your collage on the wall. Tell the class about it.**

These are my family and friends. This is my mother.

D **Look at all the collages. Talk about them.**

This is Sam's collage. That's Sam's uncle.



BIG QUESTION 1

Who are your family and friends?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**

UNITS
3–4

BIG QUESTION 2

Where can we see colors?

In these units you will:

- **WATCH** a video about colors.
- **READ** about colors and how to mix them.
- **MAKE** a color mix chart.
- **LEARN** that colors are everywhere.
- **WRITE** about colors and pictures.

A Watch the video.

B Look at the picture. What do you see?

1 What colors can you see?

2 Where can you see the color red?

C Think and answer the questions.

1 How many color words do you know?

2 Can you see two things in your classroom that are the same color?

D Fill out the **Big Question Chart**.

UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•17

yellow

red

blue

green

purple

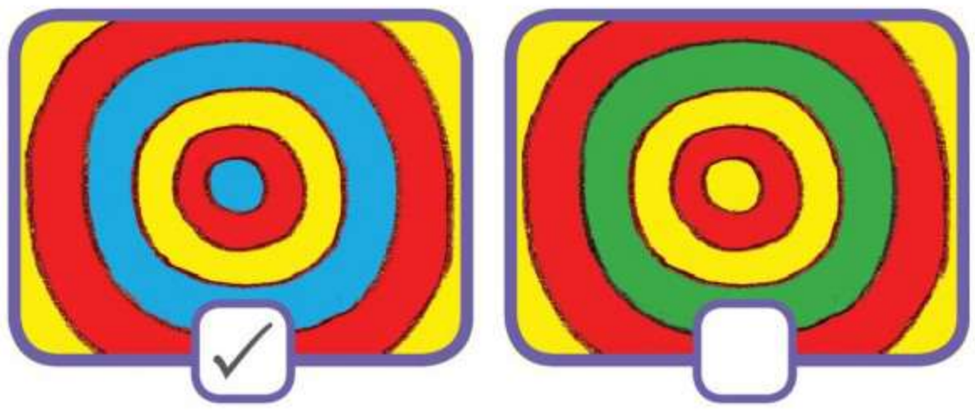
black

brown

white

B Look, read, and check (✓) the correct picture.

1

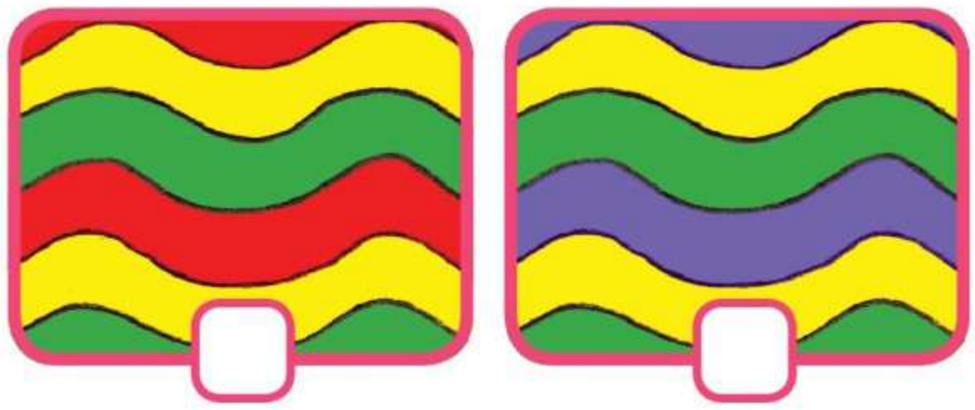


red, yellow, and blue

2

black, white, and green

3



green, yellow, and purple

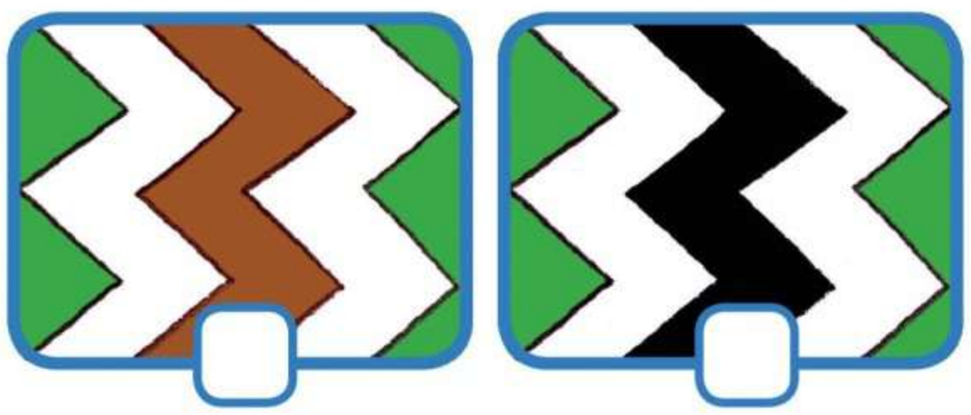
4

brown, yellow, and blue

5

blue, red, and green

6



green, white, and brown

Before You Read

Think What colors can you see around you now?

C **Learn** **Predicting from Titles**

Look at the title of the text. It can help you guess what the text is about.

Look at the titles. Guess what the texts are about. Check (✓).

1

Jake's Blue Room

- [x] bedroom
- [ ] living room
- [ ] dining room

2

In my Backpack

- [ ] animals
- [ ] school things
- [ ] clothes

D **Look at the titles on pages 30 and 31. Guess what the texts are about.**

PREVIEW

Color Poems

These texts are *poems*.

Tamzin Thompson writes poems and songs for children.

Read 1•18

Who's in the Tree?

Out in the garden
Up in the tree
There are six red butterflies
Can you see?

Out in the garden
Up in the tree
There are five green lizards
Can you see?

Out in the garden
Up in the tree
There are four brown birds
Can you see?

Out in the garden
Up in the tree
There are three purple cats
Can you see?

Out in the garden
Up in the tree
There are two yellow dogs
Can you see?

Now there's a problem
Look at the tree!
There are twenty animals!
Can you see?

By Tamzin Thompson

Colors of the Sky

The sky is blue.

The clouds are white.

They all look black

In the dark, dark night.

By Lesley Koustaff

Understand

Comprehension

Think What do you like about the poems? Check (✓).

1 the red butterflies ☐

2 the brown birds ☐

3 the yellow dogs ☐

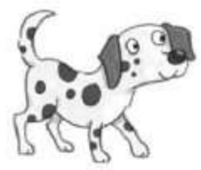
4 the blue sky ☐

A Ask and answer the question.

What's your favorite part?

The red butterflies. Red is my favorite color.

B Match the things to the colors in the poems.

1	red			a		dog
2	green			d		cat
3	brown			b		bird
4	purple			e		cloud
5	yellow			c		butterfly
6	white			f		lizard

Think Talk about the poems.

1 What words in the poems end with the same sound?

2 Do you think Tamzin Thompson likes animals? Why? / Why not?

Grammar in Use

C **Listen and sing along.** **In My Yard** 1•19

There's a white kitten in my yard today.
One little kitten. She wants to play!

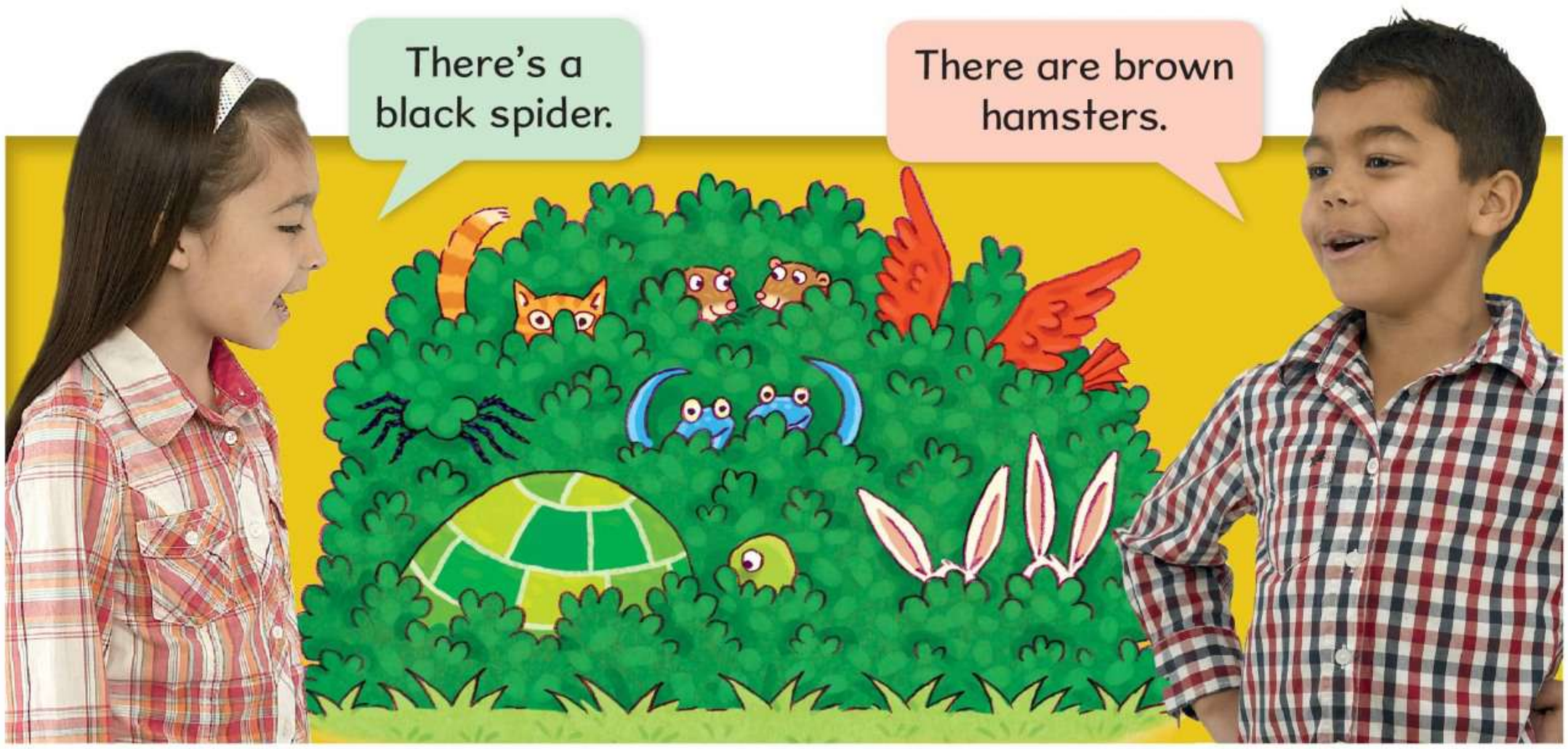
Here's another kitten, say hello.
There are two white kittens in my yard today.

D **Learn Grammar** *There is … / There are*

There is a black kitten.
There are white kittens.

There **is** → There**'s**

Practice with a partner.



E **Look around. What can you see? Point and tell your partner.**

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•20

fireworks

dark

light

gray

orange

pink

B Read and circle the correct words.

1 An elephant is **pink** / **gray**.

2 The sky is black. It's **dark** / **light**.

3 A goldfish is **orange** / **gray**.

4 Some flowers are **gray** / **pink**.

5 The sun is in the sky. The sky is **dark** / **light**.

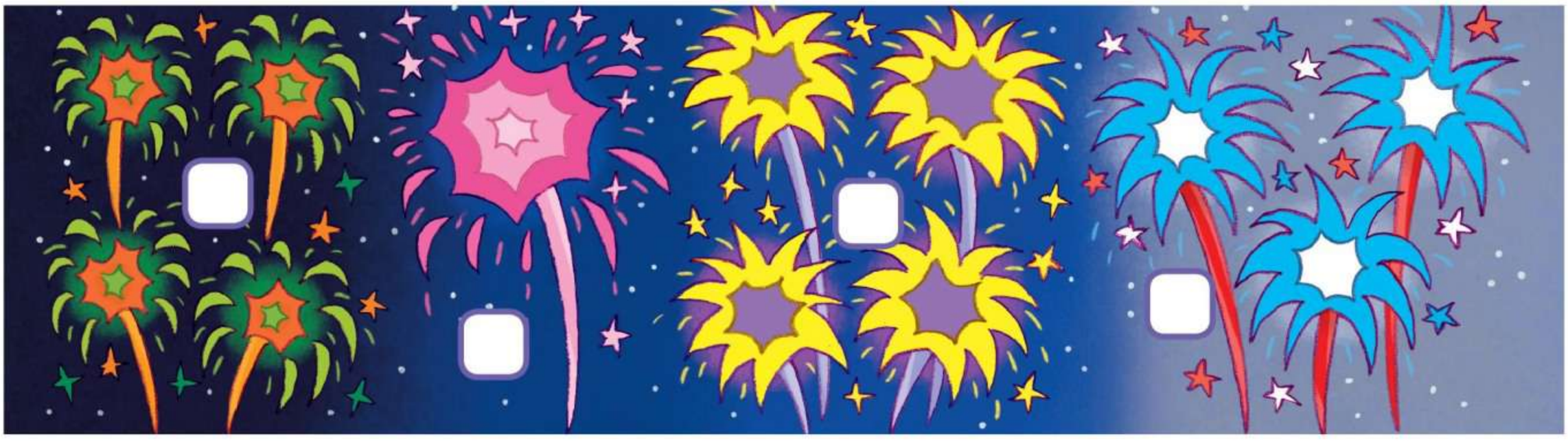
6 These are many colors. They're **orange** / **fireworks**.

Listening

Think Do you like fireworks? Which color fireworks are your favorite?

C Listen. Do they like the fireworks? Why? / Why not? 1•21

D Listen again and number the fireworks. 1•22



Speaking

E Listen and repeat. Then practice with a partner. You can change the words in bold. 1•23

Word Study

F **Learn** Nouns

Nouns are naming words. A noun is a person, place, or thing.

friend	home	book
person	place	thing

Read the words and match.

1 sister **2** fireworks **3** uncle **4** school

person place thing

5 ball **6** playground **7** Africa **8** teacher

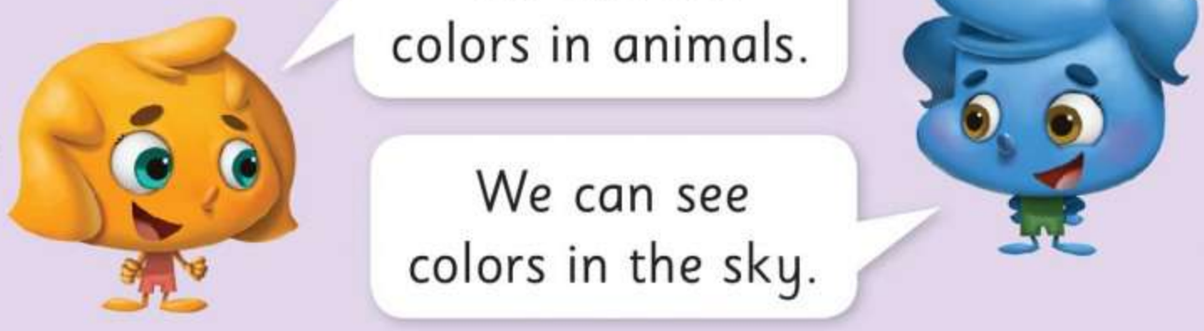
Write Tell your partner two words that rhyme.

Now write a poem in your **Workbook**. page 27

BIG QUESTION 2 Where can we see colors?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



UNIT 4

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•24

mix

mural

ocean

sand

seaweed

seashell

jellyfish

starfish

B Are they the same or different? Check (✓).

1

2

	Same	Different
Jellyfish		✓
Seashell		
Starfish		
Seaweed		
Sand		

C Read and circle the correct words.

1 A **big picture** / **clock** on a wall is a mural.

2 I can **swim** / **sleep** in the ocean.

3 I can mix **paint** / **crayons**.

Before You Read

Think Do you like painting? What do you like to paint?

D **Learn** **Predicting from Titles**

Remember, look at the title to help you guess what the text is about.

Look at the titles. Guess what the texts are about.
Check (✓).

1

In the Ocean

- [ ] animals at home
- [ ] animals on a farm
- [x] animals in the water

2

Fun at School

- [ ] pets
- [ ] friends
- [ ] family

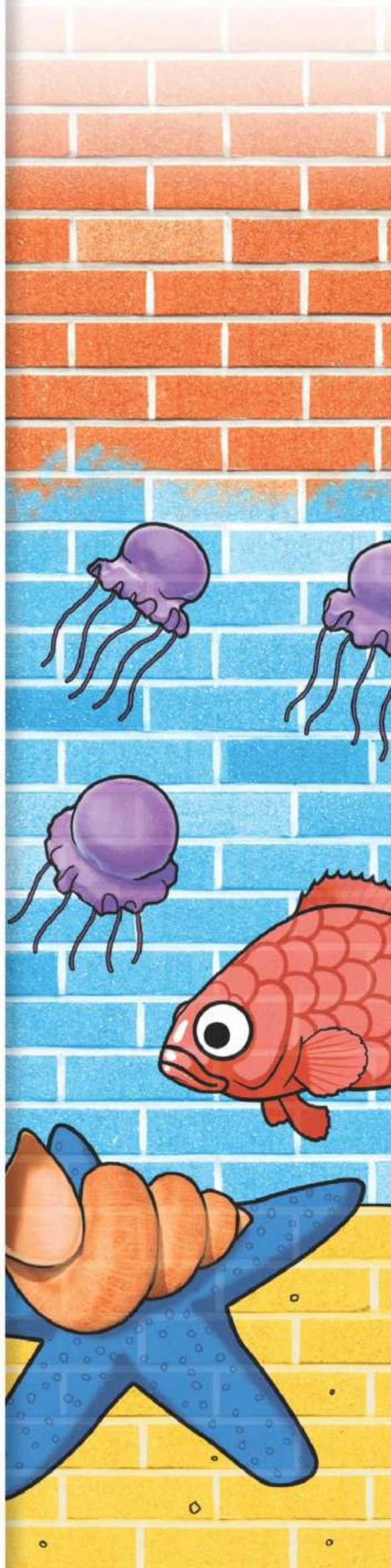
E **Look at the title on page 38.**
What do you think the text is about?

PREVIEW

Let's Make COLORS!

In this text, you learn how to make colors.

Art



Read 1•25

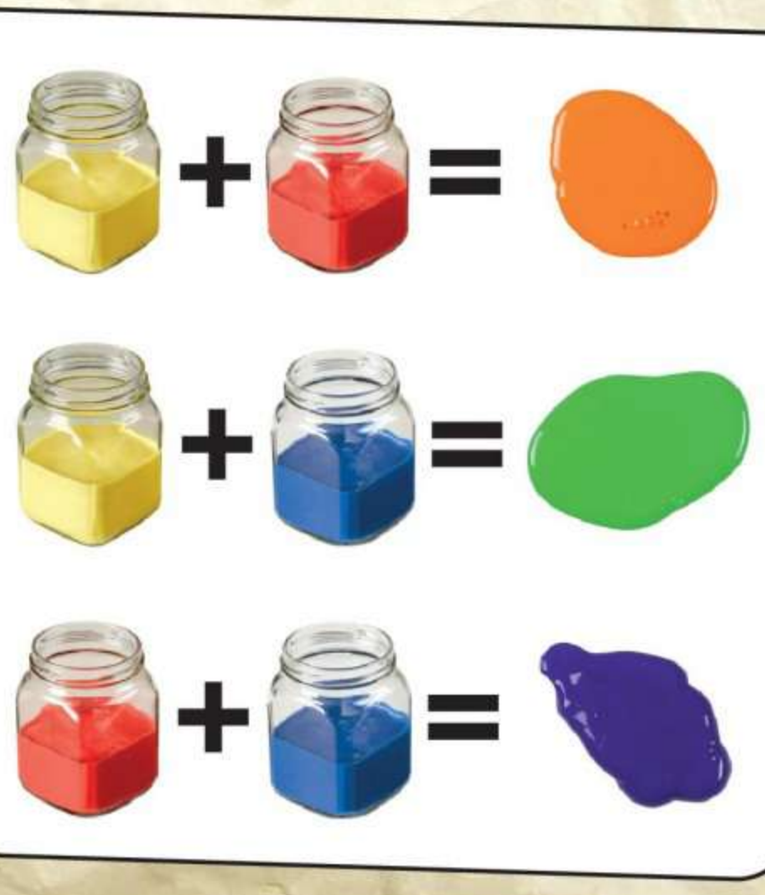
Let's Make COLORS!

Primary and Secondary Colors

There are three primary colors: red, blue, and yellow.

There are three secondary colors: orange, purple, and green.

We can mix primary colors to make secondary colors.



The Color Wheel

The color wheel shows us primary and secondary colors.

Look at orange. Red and yellow are next to orange. We mix red and yellow to make orange.

Red and blue are next to purple. We mix red and blue to make purple.

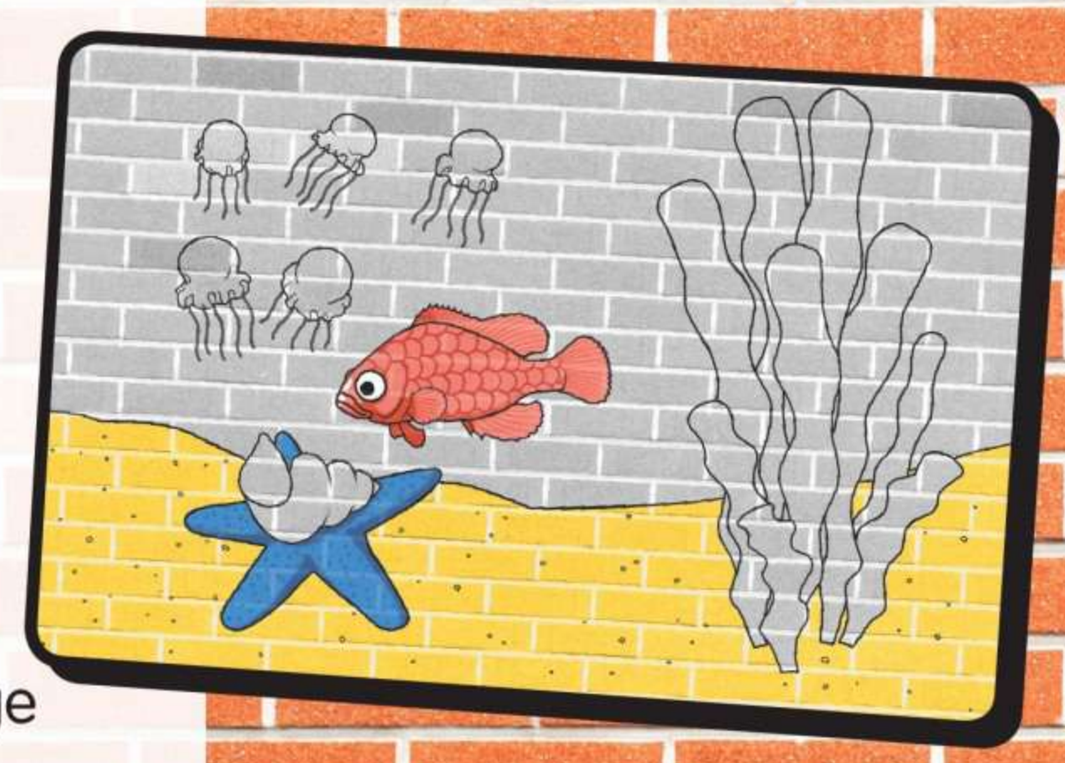
What makes green?

Using Colors

Some children paint a mural of the ocean at their school. There's yellow sand. There's a red fish next to the seaweed. Look! The blue starfish is under the seashell.

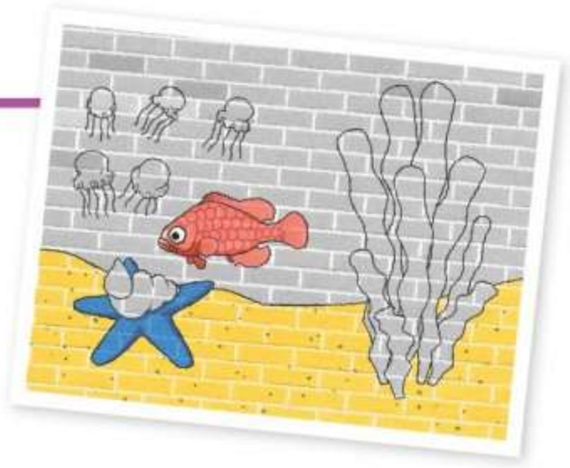
The children want green, orange, and purple to finish the mural. They mix their paints.

Now there's green seaweed, an orange seashell and purple jellyfish.



Understand

Comprehension



Think What do you like about the text? Check (✓).

1 mixing colors ☐

2 the color wheel ☐

3 the mural ☐

A Ask and answer the question.

What's your favorite part?

The mural. It's fantastic!

B Look back at the ocean mural. Write the colors.

orange red purple ~~yellow~~ green blue

1 The sand is yellow.

2 The starfish is _____.

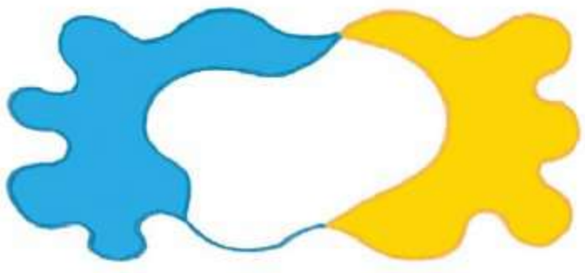
3 The seashell is _____.

4 The fish is _____.

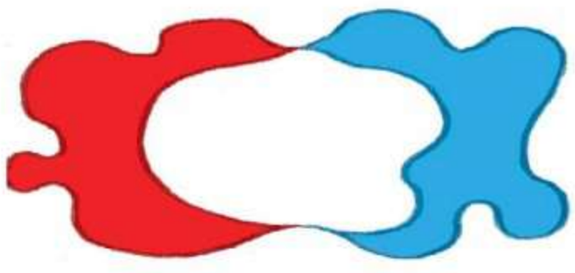
5 The seaweed is _____.

6 The jellyfish are _____.

C Color the secondary colors. Then write.

1 

_____

2 

_____

3

_____

Think Talk to a partner.

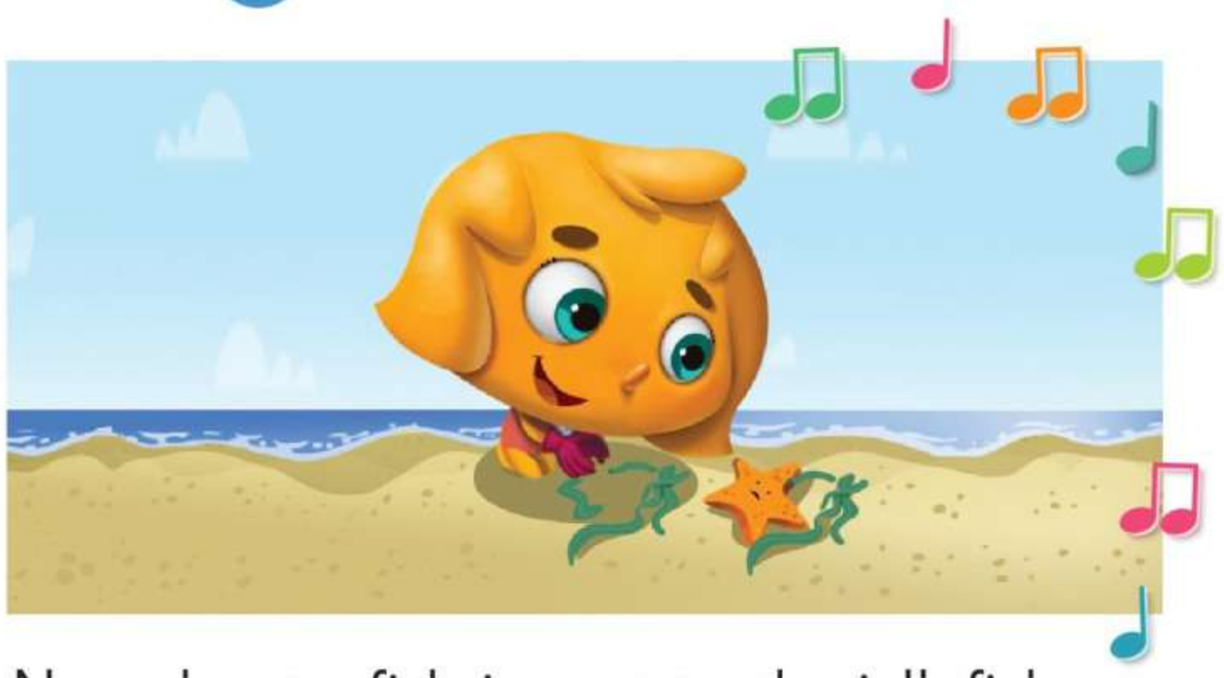
1 What's your favorite primary color? And secondary color?

2 Would you like to paint a mural in your school? Why? / Why not?

Grammar in Use

D **Listen and sing along. The Starfish** 1•26

The starfish is not in the ocean,
The starfish is on the hot sand.
The starfish is under the seaweed,
So, let's put it back in the sea.



Now the starfish is next to the jellyfish,
The starfish is happy and free.

E **Learn Grammar** *In, On, Under, Next To*

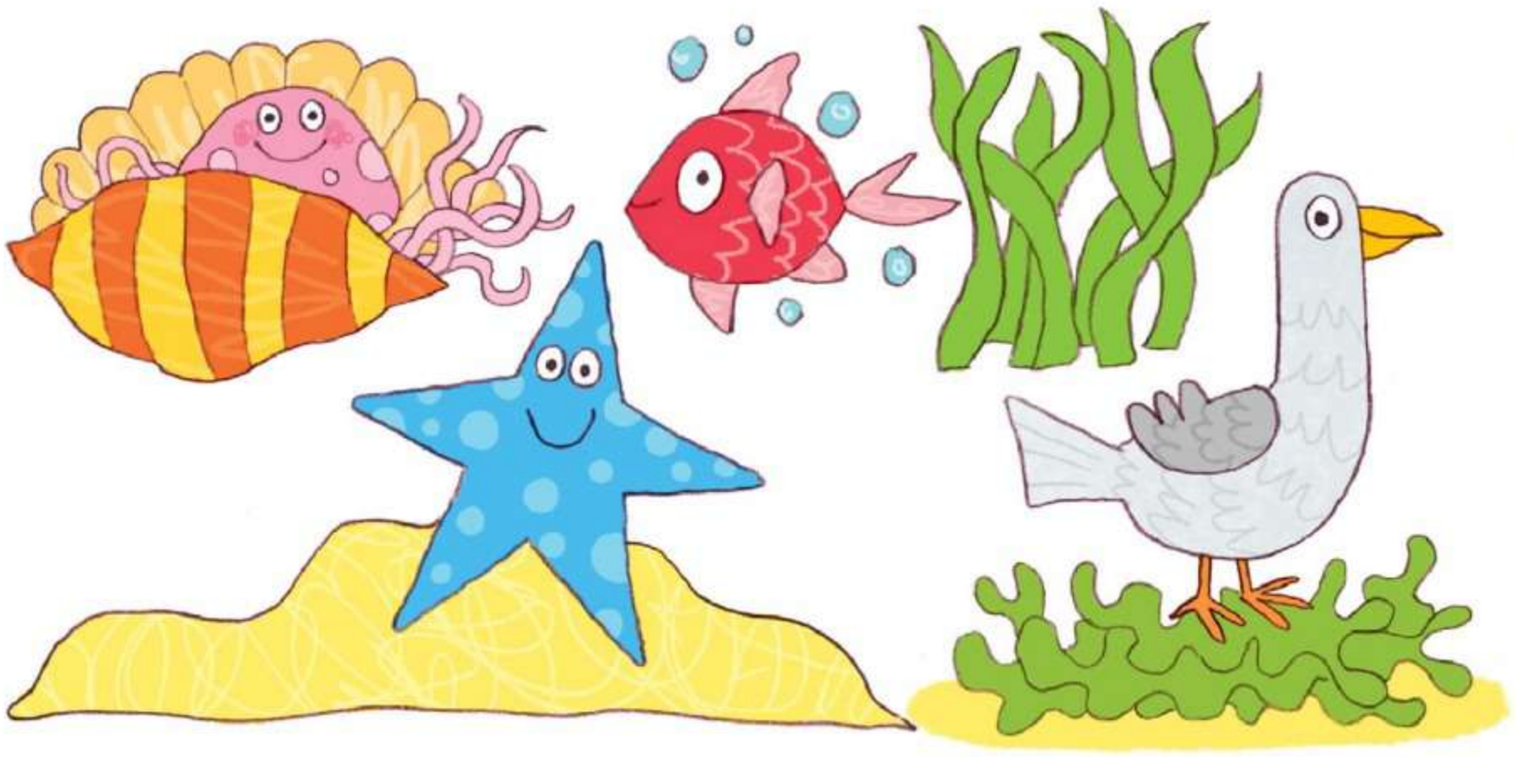
I am **in** the ocean.

The seashells are **on** the sand.

The starfish is **under** the seashell.

The seaweed is **next to** the fish.

Choose a picture. Practice with a partner.



It's in the orange seashell.

It's the pink jellyfish.

The pencil is on the desk.

F **Look around your classroom. What can you see? Your partner points.**

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•27

jacket

shorts

sneakers

T-shirt

hat

pants

B Look at the pictures. What clothes do you see? Circle.

1

pants
T-shirt
sneakers
hat

2

jacket
shorts
sneakers
hat

3

jacket
hat
pants
shorts

Listening

Think What are your favorite clothes? What color are they?

C Listen. Do they like these clothes or not? How do you know? 1•28

D Listen again and number the clothes. 1•29

Speaking

E **Draw yourself at the ocean. Think about the colors you use. Tell the class about your picture. Use the words in the box to help.** 1•30

I have … There's … It's …

Writing Study

F **Learn** Capitals and Periods

The first letter of a sentence is a **capital letter**.

There's a **period** at the end of a sentence.

The starfish is under the seaweed.

Are these sentences correct? Circle *Yes* or *No*. Then underline the mistake.

1 My hat is orange__ Yes **No**

2 blue and red make purple. Yes No

3 Green is a secondary color. Yes No

4 There's a big, red fish next to the seaweed Yes No

Write **Tell your partner about the colors of your favorite clothes. Now write about them in your Workbook.** page 35

Wrap Up

A Listen and read along. 1•31

There's blue and red paint on the table. Gus and Billy look at the colors.

Red and blue make purple.

There are more colors under the table.

What color do yellow and blue make?

Billy and Gus like mixing colors.

Project: Color Mix Chart

B **Make a color mix chart.**

- Choose two primary colors and the correct secondary color.
- Write the colors at the top.
- Draw or find pictures for each color.

C **Put your chart on the wall. Tell the class about it.**

There's a red apple on my chart.

D **Look at all the charts. Talk about them.**

There's a purple fish on Sara's chart.

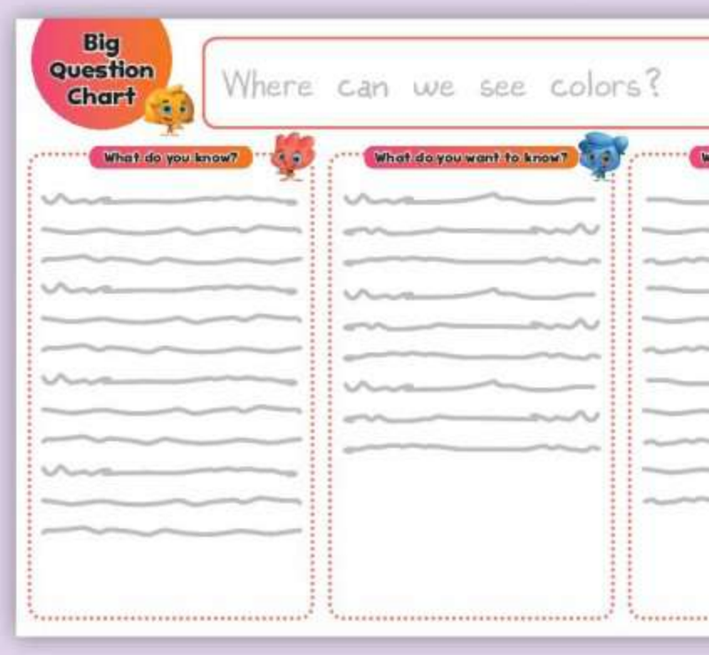
BIG QUESTION 2

Where can we see colors?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**



UNITS
5–6

BIG QUESTION 3

Where do animals live?

In these units you will:

- **WATCH** a video about where animals live.
- **READ** about animal homes in the wild.
- **MAKE** an animal booklet.
- **LEARN** that animals live in different homes.
- **WRITE** about where animals live.

A Watch the video.

B Look at the picture.
What do you see?

1 What animal can you see?

2 Where do you think it is?

C Think and answer the questions.

1 What animal words do you know?

2 Where do pets live?

D Fill out the **Big Question Chart**.

UNIT 5

Get Ready

Words

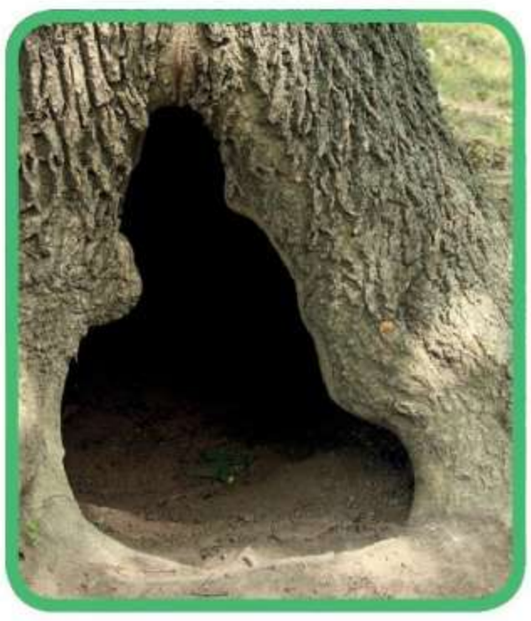
A Listen and point to the words. Listen again and say the words. 1•32

eagle

chick

nest

opossum



tree hollow

honeybee

hive

crab

B Think about the words in **A** and add them to the chart.

Animals	Places
eagle	

Before You Read

Think Where do you see animals?

C **Learn** **Predicting from Titles and Pictures**

Look at the title and pictures. They help you guess what the text is about.

Look at the titles and pictures. Guess what the texts are about. Check (✓).

1

2

D **Look at the title and pictures on pages 50 and 51. Guess what the text is about.**

PREVIEW

Animal Homes

In this text, we look at different animals' homes.

Life Science

Karen Latchana Kenney writes books about lots of different things. She also makes animal costumes!

Read 1•33

Animal Homes

Animals make their homes in many places.
Where are some animal homes?

High in a tree is a big eagle's nest. There, eagles keep their chicks safe.

Facts Some eagles are white and brown. They eat rabbits, lizards, frogs, birds, and even small dogs!

An opossum lives inside a tree hollow. It lines it with leaves and grass. Inside, it stays safe and dry.

Facts Opossums are gray or black. Mother opossums carry their babies on their backs.

Honeybees make a hive for their home. They make honey in the hive. The bees have food all winter long.

Facts Honeybees have five eyes. Honeybees can't see the color red.

Some crabs make their homes in old seashells. They find new seashells as they get big.

Facts Crabs live under water and on land. They have ten legs.

An animal's home is the best place for it to live.
Where is your home?
How is your home right for you?

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 the eagle's home ☐

2 the opossum's home ☐

3 the honeybee's home ☐

4 the crab's home ☐

A Ask and answer the question.

What's your favorite part?

The crab. It has ten legs!

B Answer the questions.

1 Which animal's home is up high? _____

2 Which animal changes its home? _____

3 Which animal makes food in its home? _____

4 Which animal makes its home dry? _____

5 Which animal has five eyes? _____

6 Which animal has ten legs? _____

Think Talk to a partner.

1 Why do animals live in different places?

2 Do you know where any other animals live?

Grammar in Use

C **Listen and sing along.** **Where is The Eagle?** 1•34

Where is the eagle? Is it in the tree?
No, it isn't. No, it isn't.
It's in the sky. See!

Where are the honeybees?
Are they in the hive?
Yes, they are. Yes, they are.
They're asleep inside!

D **Learn Grammar** *Where* Questions

Where's the eagle? **It's** under the tree.
Where are the chicks? **They're** in the nest.

Where **is** → Where**'s**

Look at the picture. Practice with a partner.

Where are the honeybees?

They're under the hive.

E **Now look around the classroom. Ask and answer questions with your partner.**

Where's the pencil?

It's on the desk.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•35

woods

field

pond

squirrel

mouse

frog

B Look, read, and write.

1
This is a frog.

2
The _____ is gray and brown.

3
A lot of animals live in a _____.

4
This is a _____.

5
This is a _____.

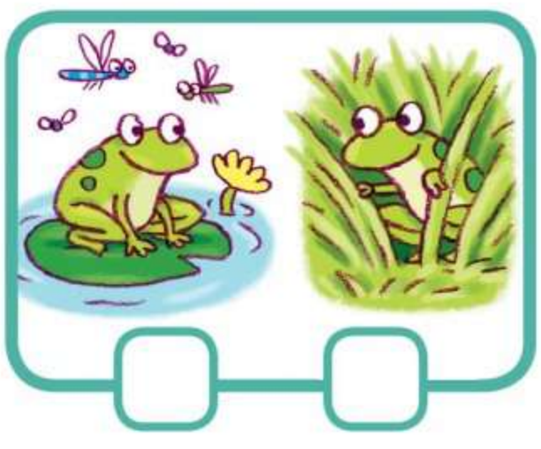
6
There are a lot of trees in the _____.

Listening

Think What animal homes are near your house or school?

C Listen. Why do you think these animals live in these homes? 1•36

D Listen again and check (✓) the animal home. 1•37



Speaking

E Listen and repeat. Then practice with a partner. 1•38

Word Study

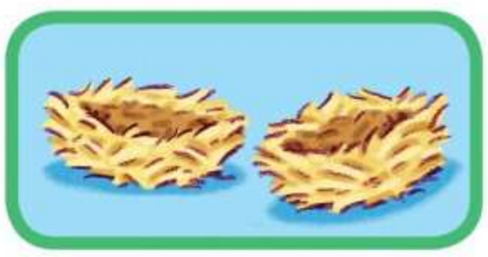
F **Learn** Irregular Plurals

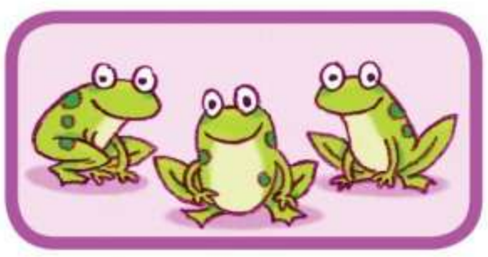
Most nouns change when there's more than one:

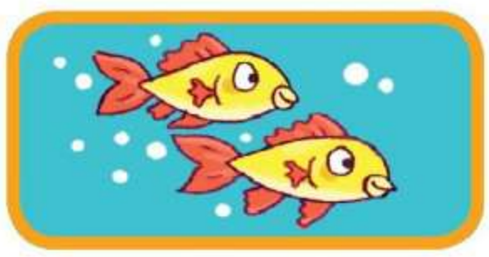
eagle eagles fox foxes mouse mice

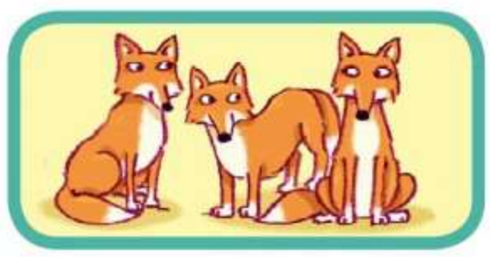
Some nouns stay the same: fish fish

Look and write.


1 nests


2 _____


3 _____


4 _____

Write Tell your partner about an animal home. Now write about it in your **Workbook**. page 45

BIG QUESTION 3 Where do animals live?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

UNIT 6

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•39

orangutan

rainforest

reserve

teach

take care of

miss

take a nap

put out

B Read and write the words.

1 I'm tired. I want to _____.

2 There are a lot of trees in a _____.

3 Parents _____ their daughters and sons.

4 My best friend isn't here. I _____ her.

5 An _____ is an animal.

6 Teachers _____ us at school.

7 The squirrels are hungry. We _____ food for them.

8 Some animals live in a _____.

Before You Read

Think Do you take care of an animal? What animals do you think live on reserves?

C Learn Identifying Characters

The people or animals in a story are **characters**.
When you read, look out for the characters.
This helps you understand the story.

Read the stories. Who are the characters? Write.

1

Ali watches the fireworks with his parents. Ali's parents like the blue and yellow fireworks. He likes the red fireworks.

Characters:
Ali
Ali's mother
Ali's father

2

I'm Jin. I have a purple ball. It's my kitten's favorite toy. My kitten's name is Jo-Jo.

Characters:
_____
_____

D **Look at the pictures on pages 58 and 59. Who are the characters in the story?**

PREVIEW

My Friend, Anak

In this story, we read about an orangutan, called Anak, and a woman, called Dian, at a reserve in Indonesia.

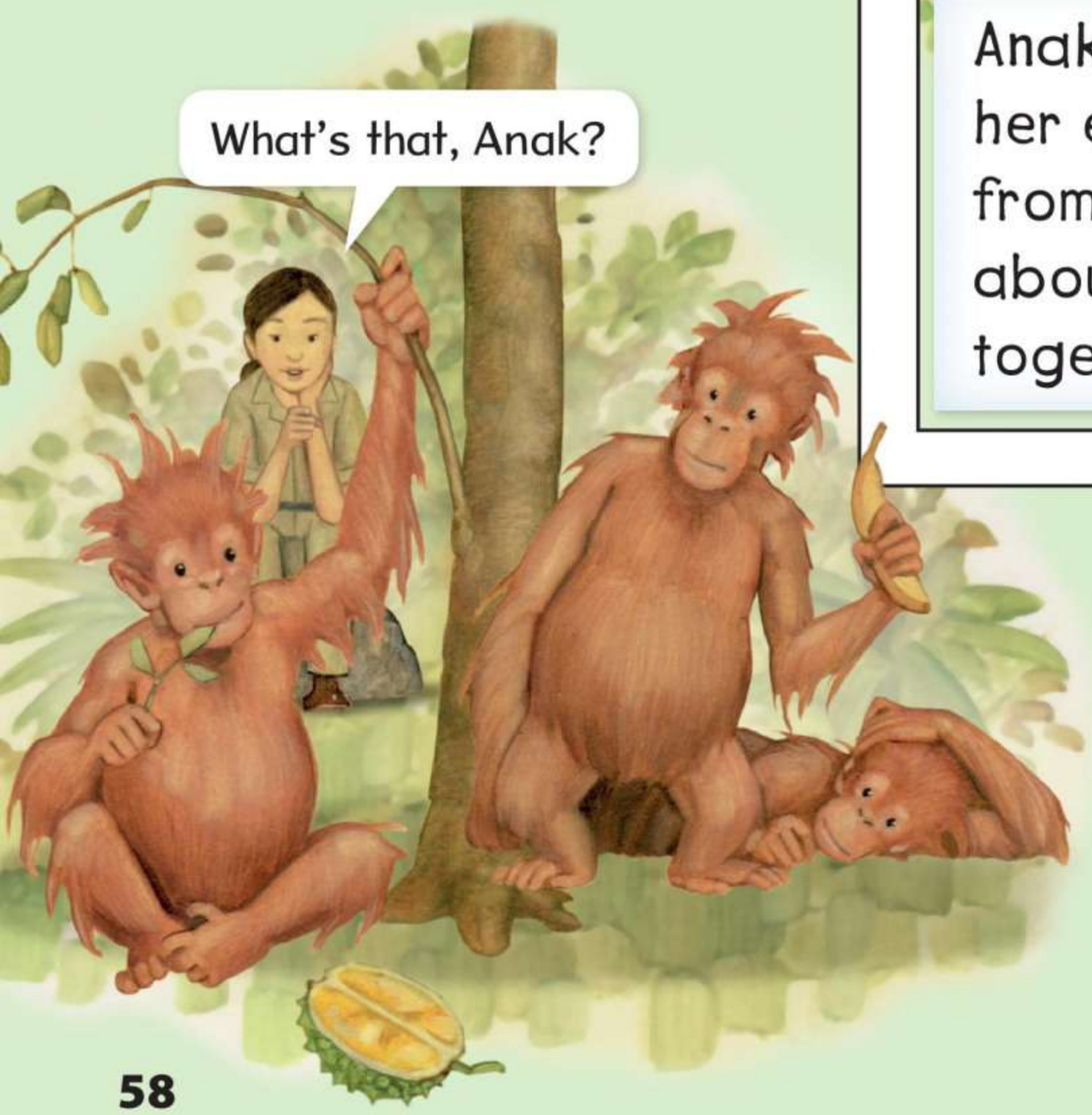
Read 1•40

My Friend Anak

This is a story about an orangutan called Anak.

My name is Dian.
I take care of young orangutans at the Happy House Reserve in the rainforest. These young orangutans don't have families. They can't live alone.

Anak is a baby. I take care of her every day. I give her milk from a bottle. I teach Anak about the rainforest. We have fun together. Anak isn't sad or lonely.



Anak is now four years old. She eats fruit, leaves, and flowers. She can climb trees. She plays with other orangutans. But I am still Anak's special friend.

Anak is eight years old now. She sleeps and eats at the reserve. She plays in the rainforest a lot. Sometimes she takes a nap there.

Anak is twelve years old now. She lives and sleeps in the rainforest. I put out Anak's favorite foods, but she doesn't come. I miss Anak!

Look! Who's this? It's Anak. She's fifteen. She has a baby! Anak and I are happy to see each other.

Who's that?

I miss Anak, but I'm happy. Anak lives in the rainforest and teaches her baby how to live there, too.

Understand

Comprehension

Think **What do you like about the story? Check (✓).**

1 Dian teaches Anak. ☐

2 Dian misses Anak. ☐

3 Anak has a baby. ☐

4 Anak teaches her baby. ☐

A **Ask and answer the question.**

What's your favorite part?

Anak's baby. It's a surprise.

B **Who are the important characters in the story? Write.**

1 _____ 2 _____ 3 _____

C **Read and match.**

1	baby	●	● **a** Anak can climb trees.
2	four years old	●	● **b** Anak lives and sleeps in the rainforest.
3	eight years old	●	● **c** Anak has a baby.
4	twelve years old	●	● **d** Anak drinks milk from a bottle.
5	fifteen years old	●	● **e** Anak plays in the rainforest a lot.

Think **Talk about the story.**

1 At the beginning of the story, why is Anak at the reserve?

2 At the end of the story, is Dian happy or sad? Why?

Grammar in Use

D **Listen and sing along.** **Two Birds** 1•41

Two birds sit in a tree one day.
They watch all the animals run and play.
Baby bird asks, "Who's that? Who's that?"
It's an orangutan, taking a nap.
"And what is that?" he asks his mother.
"It's an egg ... it's your baby brother!"

E **Learn Grammar** *What* and *Who* Questions

What's that?
It's a tree.

Who's this?
It's Anak.

What **is** → What**'s**
Who **is** → Who**'s**

Ask and answer with your partner.

F **Now look around your classroom. Ask and answer with your partner.**

Who's that?
It's Karima.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•42

day

night

morning

midday

afternoon

evening

B Think about what you do at different times of the day. Complete the chart.

sleep play eat work

Morning	Midday	Afternoon	Evening	Night

Listening

Think What time of day do you sleep? When do you think animals sleep?

C Listen. Which animals sleep in the daytime? 1•43

D Listen again and check (✓) the correct pictures. 1•44

morning

afternoon

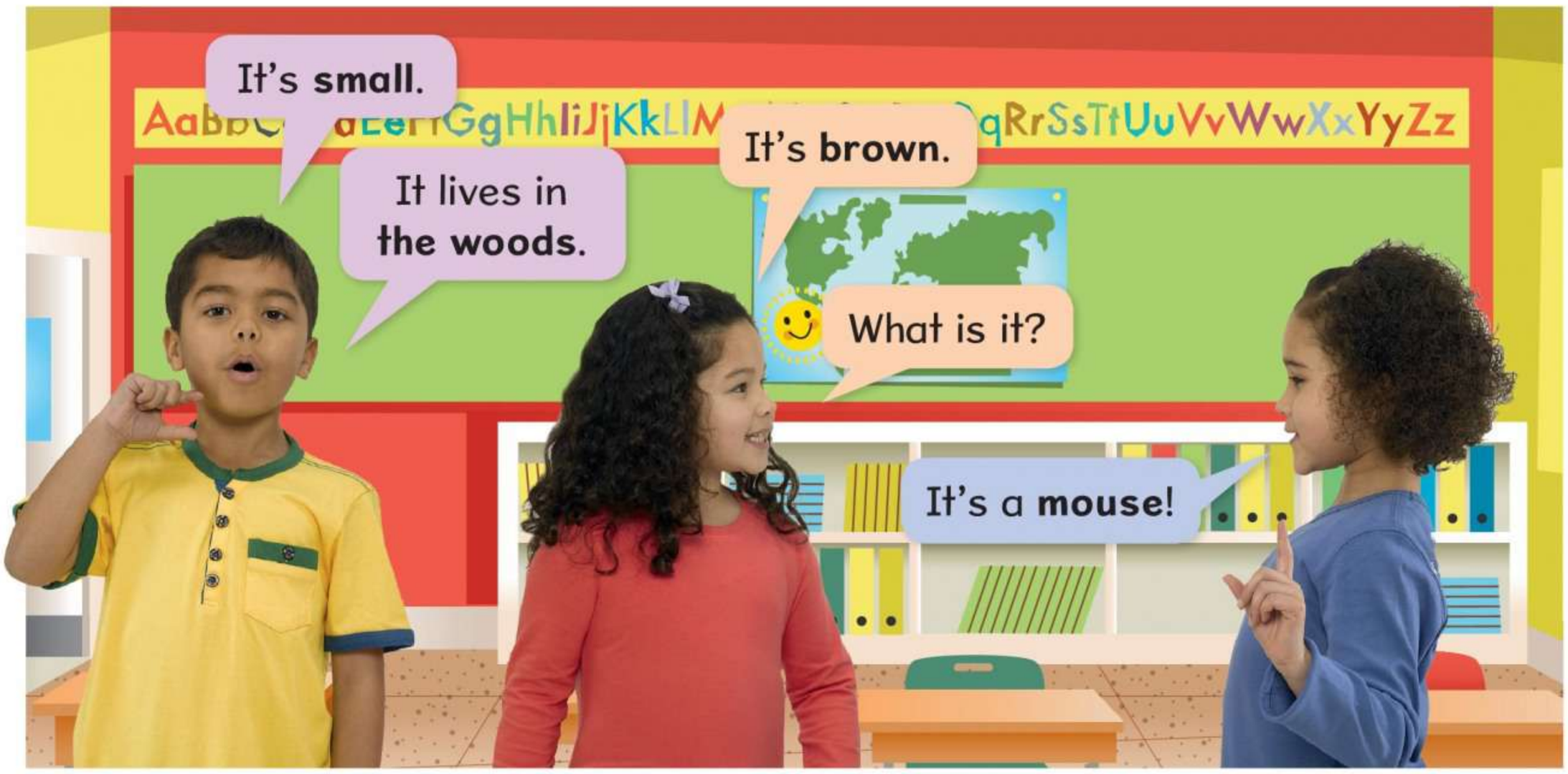
evening

night

Speaking

E Think of an animal with your partner. Tell the class three clues. Use the words in the box to help. You can change the words in bold. 1•45

It's …	It lives …	It's a …



Writing Study

F **Learn** Question Marks

There is a **question mark** at the end of a question.

What is it?

Read and write a question mark or a period.

1 Who are they ?
2 There's a chick in the nest ____
3 What are these ____
4 Where is the crab ____
5 The honeybee is under the hive ____
6 Where's the reserve ____

Write **Tell your partner about animals on reserves.**
Now write about them in your Workbook. page 53

Wrap Up

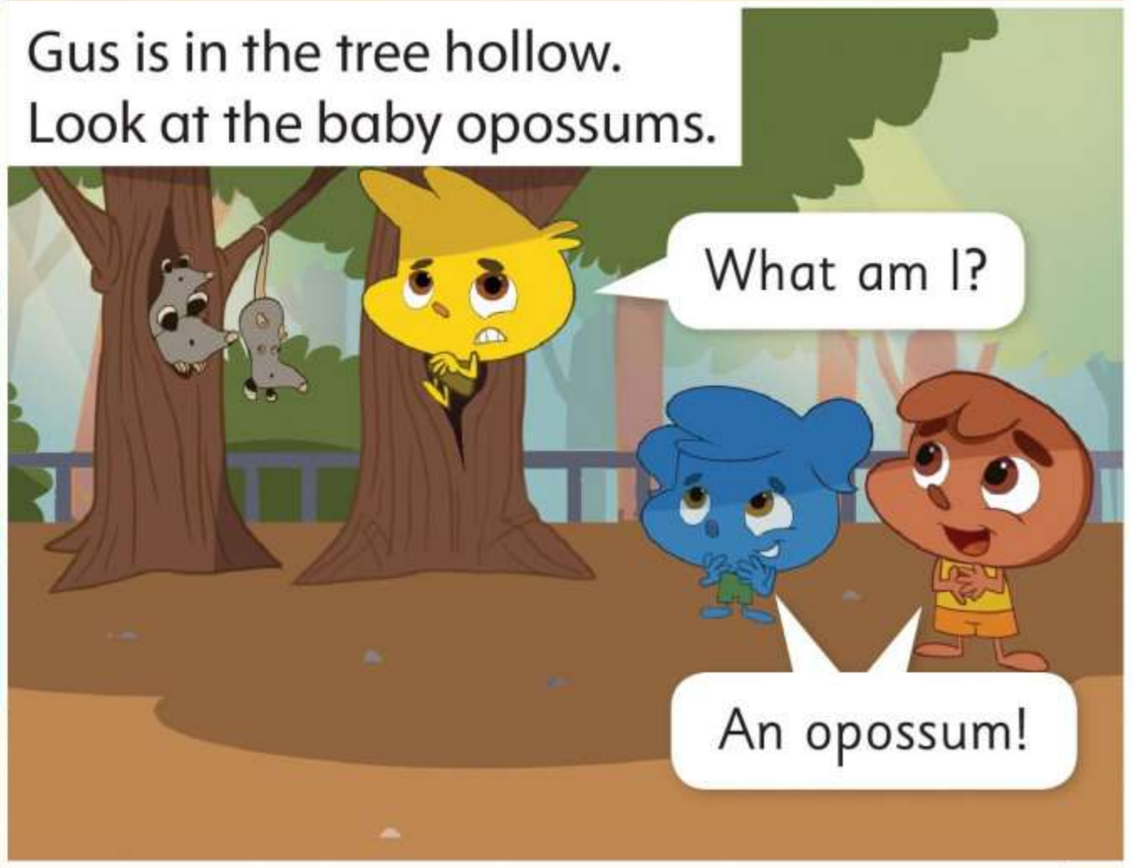
A Listen and read along. 1•46

It's morning. Everyone is at the reserve.

Gus is in the tree.

Gus is in the pond. There's a frog in the pond, too.

Gus is in the tree hollow. Look at the baby opossums.



Oh, no! Gus is next to a beehive!

Look at the honeybees! They aren't happy!

Project: An Animal Booklet

B **Make an animal booklet.**

- Choose an animal.
- Fold and staple paper to make a booklet.
- Find or draw pictures.
- Write.

C **Show your animal booklet.**
Tell the class about it.

D **Look at all the booklets.**
Talk about them.

BIG QUESTION 3

Where do animals live?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**

UNITS
7–8

BIG QUESTION 4

How are seasons different?

In these units you will:

- **WATCH** a video about the seasons.
- **READ** about seasons and a boy and his apple tree.
- **MAKE** a seasons journal.
- **LEARN** what happens in the seasons.
- **WRITE** about your favorite season.

A Watch the video.

B Look at the picture.
What do you see?

1 Do you like to play outside? Where?

2 What color are the leaves? Why?

C Think and answer the questions.

1 How many seasons do you know?

2 What season is it now?

D Fill out the **Big Question Chart**.

UNIT 7

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•47

warm

hot

cool

cold

rain

snow

long

short

B Write the words in the correct order.

cold	warm	~~hot~~	cool

hot

C Think about the words and add them to the chart.

snow	long
short	rain

Time words	Weather words

Before You Read

Think What's your favorite season? Why do you like it?

D **Learn** Captions

Sometimes pictures have **captions**. Captions tell you more about the pictures. When you read, look at the captions. They help you understand the text.

Match the pictures and captions.

1

2

3

4

a A spring mural at a school in Japan

b You can see fireworks in the fall in the UK.

c Leo's favorite season is summer.

d Bees stay in the hive in the winter.

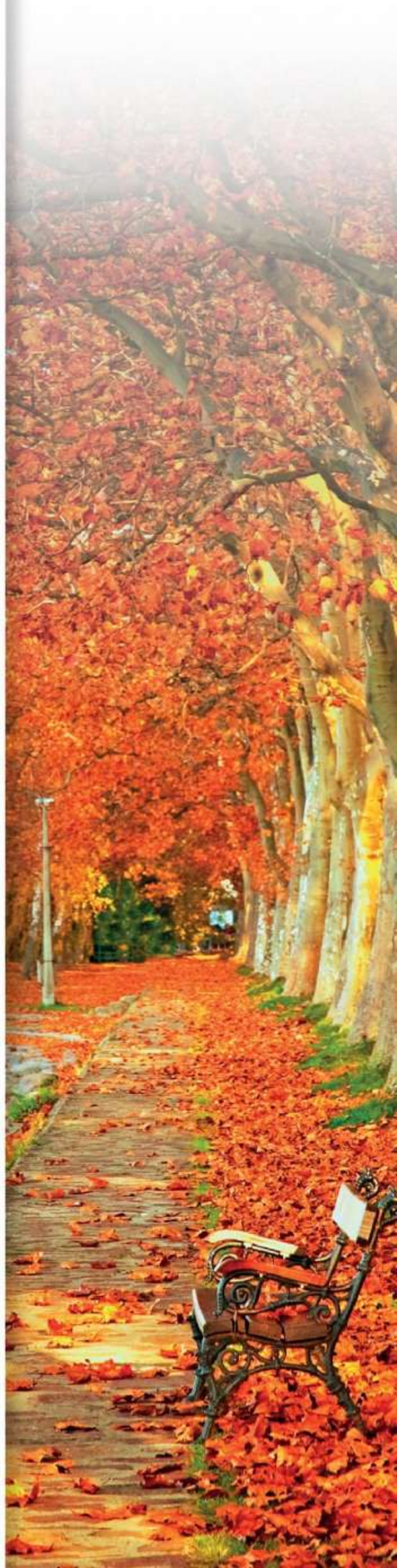
E **Look at the pictures and captions on pages 70 and 71. What do you think the text is about?**

PREVIEW

The Four Seasons

In this text, we read about what happens in the different seasons.

Earth Science



Read 1•48

The Four

There are four seasons in a year: spring, summer, fall, and winter. Each season is special.

Flowers and plants grow in spring.

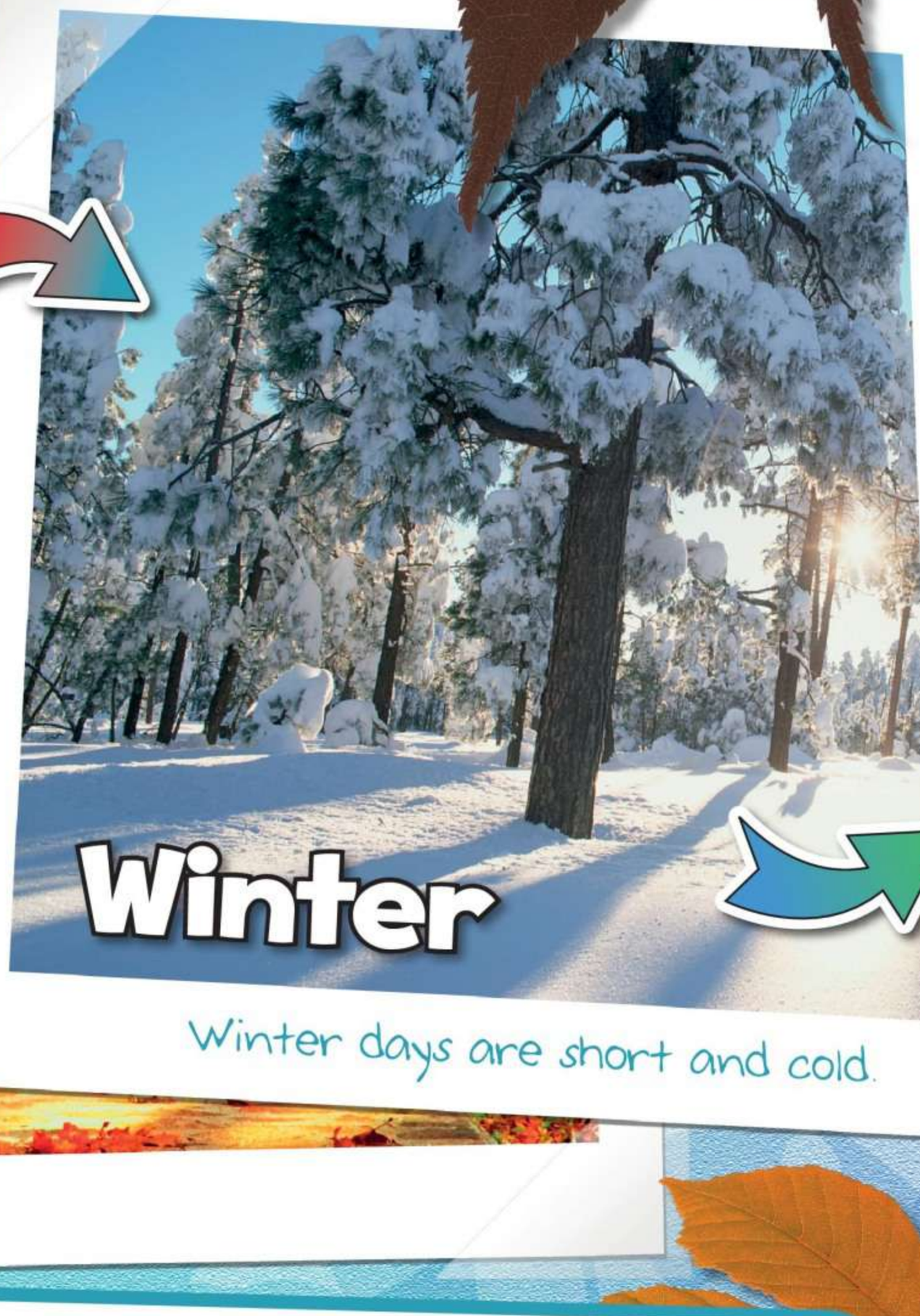
Summer days are long and hot.

Spring is a growing season. It gets warm outside. It rains a lot. The rain helps plants grow. Buds grow on trees and plants. Birds make nests in trees.

Summer comes after spring. It gets hot outside. The days are long and the nights are short. The sun helps the buds grow into fruit and flowers. Animals eat the fruit.

Seasons

Fall leaves are beautiful colors.



Winter days are short and cold.

Fall comes after summer. It gets cool outside. Leaves turn red, yellow, and orange. Then they fall to the ground. Animals collect food for the winter.

Winter comes after fall. The days are short and the nights are long. It gets cold outside and it snows. The snow covers the ground. Lots of trees don't have leaves now. The animals eat the food they collect in the fall.

Then it's spring, and the seasons begin again.

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 Birds make nests in trees. ☐

2 Buds grow into fruit and flowers. ☐

3 Leaves turn red, yellow, and orange. ☐

4 It gets cold and snows. ☐

A Ask and answer the question.

What's your favorite part?

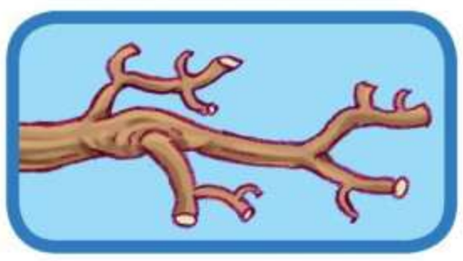
Summer. It gets hot, and there are flowers.

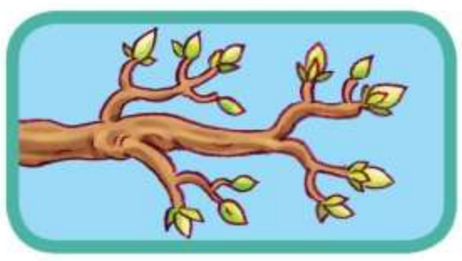
B Look and write the season.

1

fall

2





Think Talk to a partner.

1 Which season is good for animals?

2 Which season is good for people?

3 What's your favorite season? Why?

4 What's special about each season?

Grammar in Use

C **Listen and sing along.** **Different Seasons** 1•49

It gets hot in the summer,
Days are long, and it's sunny.
It gets hot, it gets hot.
It doesn't snow in the summer,
But it snows in the winter.
Then it's cold, then it's cold.

It gets cold in the winter,
Days are short, and it's snowy.
It gets cold, it gets cold.

D **Learn Grammar** **Simple Present**

It **gets** hot.
It **doesn't get** cold.

It **snows** in the winter.
It **doesn't snow** in the summer.

Does **not** → Does**n't**

Think of three things about the seasons where you live. Write.

1	
2	
3	

E **Now tell your partner.**

It gets hot in the summer.
It doesn't snow.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•50

weather

cloudy

sunny

windy

snowy

rainy

B Look at the pictures. What do you think the weather is like outside? Write.

1 It's rainy.

2 It's _____.

3 It's _____.

4 It's _____.

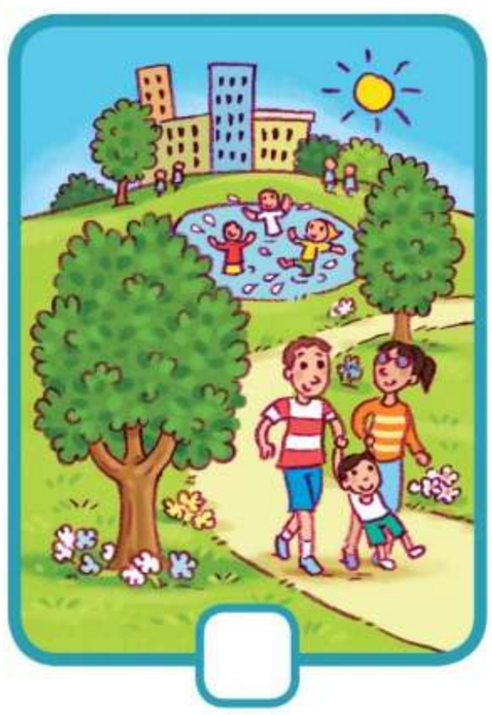
5 It's _____.

Listening

Think What's the best weather for a trip to the park?

C Listen. Do they like the winter? Why? / Why not? 1•51

D Listen again and number the pictures. 1•52



Speaking

E Listen and repeat. Then practice with a partner. 1•53

Word Study

F **Learn** Compound Nouns

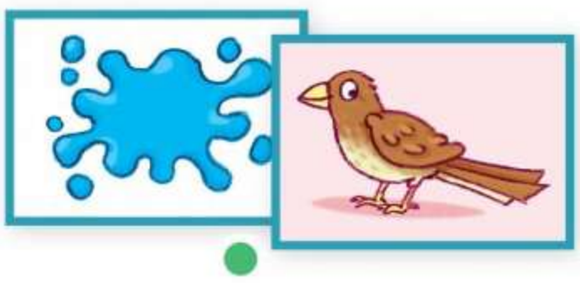
Sometimes we can put two words together to make a new word.
This word is called a **compound noun**.

rain coat raincoat

Match.

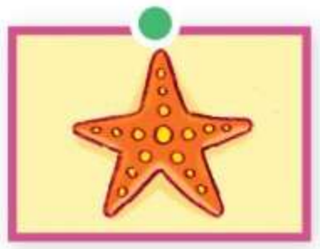
1

2

3 

a doorbell

b bluebird

 **c** starfish

Write Tell your partner about your favorite season.
Now write about it in your **Workbook**. page 63

BIG QUESTION 4 How are seasons different?

A Watch the video.

B Think about the Big Question.
Talk about it with a partner.

UNIT 8

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•54

watch

build a snowman

build a tree house

make a swing

make apple pie

grow

fall

bring

B Circle the correct answers.

1	We make these things:	apple pie	a swing	sand
2	We build these things:	a snowman	a rainforest	a tree house
3	We watch these things:	animals	a desk	fireworks
4	We grow these things:	a book	trees	flowers
5	These things fall:	apples	ocean	leaves
6	We can bring someone these things:	flowers	apple pie	winter

Before You Read

Think What do you do in the summer? What don't you do in the summer?

C Learn Captions

Remember, as you read, look at the **captions**. They tell you more about the pictures and help you understand the story.

Match the texts with a picture and caption.

1 In the summer, Marco goes to the beach with his family. It's hot and sunny. They swim in the ocean and play on the beach.

a

This flower is called a lily.

2 A big, green frog lives in this pond. In the spring, the pond gets warm and there are lots of insects. The frog likes spring.

b

A lot of people go to the beach in the summer.

3 In the summer, many flowers grow in the fields and woods. Flowers are many different colors, and every flower has a name.

c

Frogs eat insects.

D **Look at the captions on pages 78 and 79. Do you think there are a lot of trees in this story?**

PREVIEW

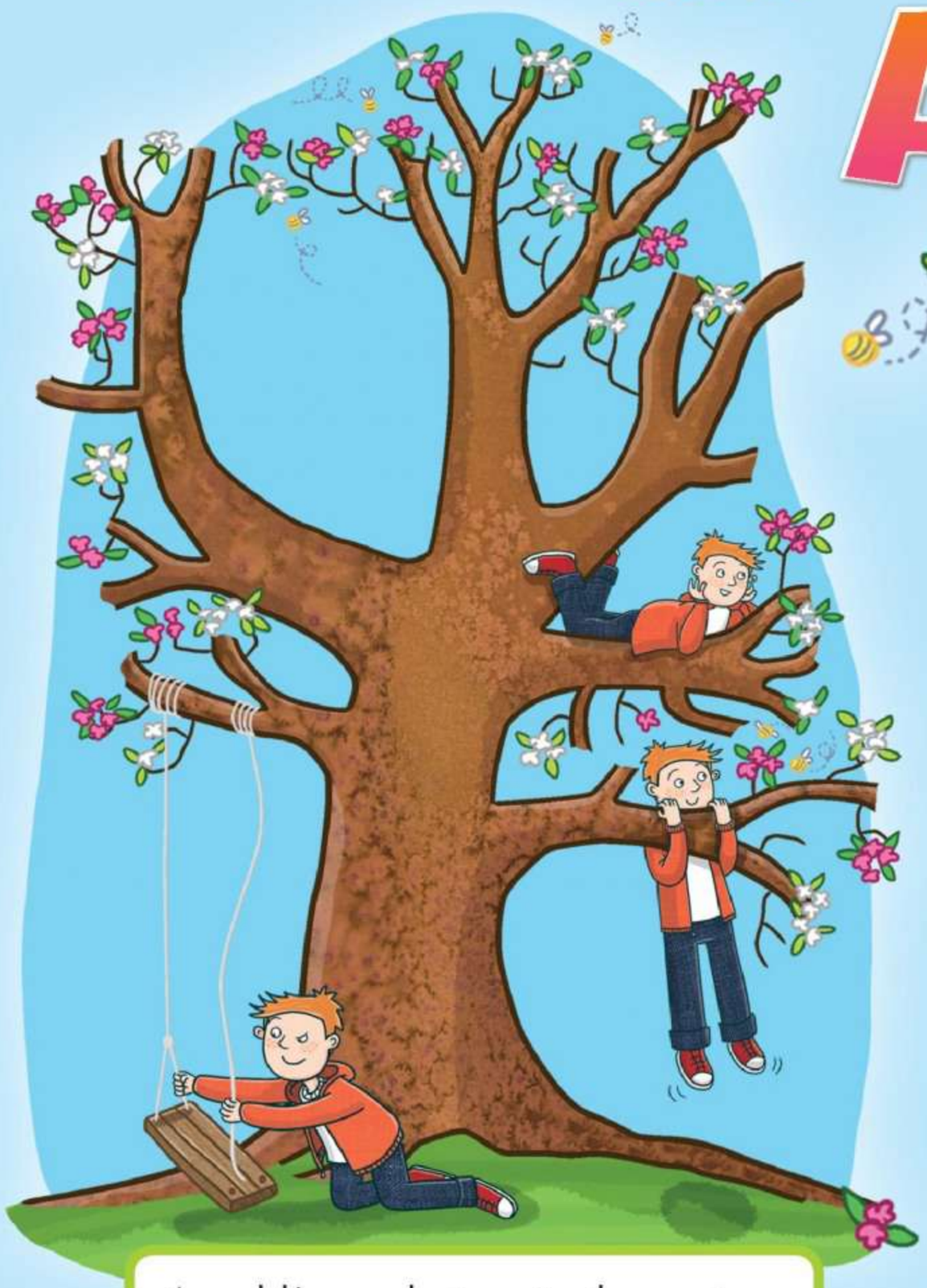
The Seasons of Arnold's Apple Tree

In this story, a boy, Arnold, tells us about his apple tree in different seasons.

Gail Gibbons writes only children's books. She lives with her family and pets in a place with lots of trees.

Read 1•55

The Seasons of Arnold's Apple Tree



Arnold's apple tree in the spring.

It's spring.

My name is Arnold. I have an apple tree. It keeps me busy all year.

I watch small buds grow on my apple tree.

They grow into apple blossoms.

I watch honeybees collect nectar from the blossoms.

I make a swing for my apple tree.

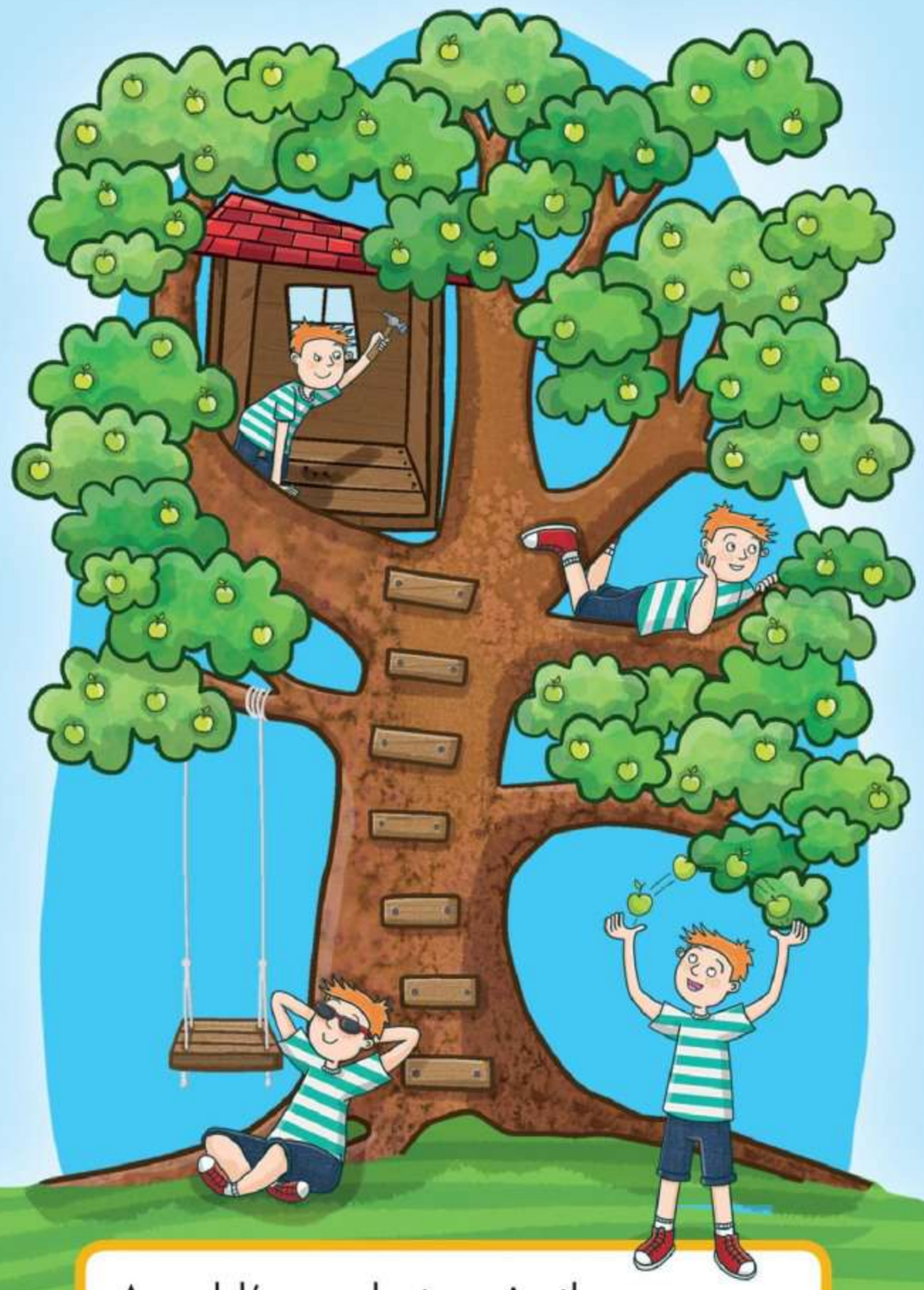
It's summer.

I build a tree house in my apple tree.

My apple tree shades me from the hot sun.

I watch small apples begin to grow.

I juggle some green apples for my tree friend.



Arnold's apple tree in the summer.

Arnold's apple tree in the fall.

It's fall.

My apple tree now has big, red, tasty apples.

I bring some leaves up to my tree house. I make a soft floor to lie on.

I shake the branches.
Red apples fall to the ground.

I put them in a basket and take them home.

My family and I make apple pies.

It's winter.

In the winter, snow falls.
It's quiet.

The branches of my apple tree are bare.

I hang strings of popcorn and berries on the branches.

The birds eat them.

I build a snowman.

The snow melts.
It's spring again ...

Arnold's apple tree in the winter.

Understand

Comprehension

Think What do you like about the story? Check (✓).

1 the things Arnold does in the spring ☐

2 the things Arnold does in the summer ☐

3 the things Arnold does in the fall ☐

4 the things Arnold does in the winter ☐

A Ask and answer the question.

What's your favorite part?

Arnold and his family make apple pies.

B Read and circle the correct words.

1 In the spring, **buds** / **apples** grow on the apple tree.

2 In the summer, small **leaves** / **apples** begin to grow.

3 In the fall, the tree has **red** / **green** apples.

4 In the winter, **the birds** / **Arnold's family** eat the popcorn and berries.

C When does Arnold do these things? Write the season.

1 Arnold hangs strings of popcorn on the branches. _____

2 Arnold watches honeybees collect nectar. _____

3 Arnold and his family make apple pies. _____

Think Talk about the story.

1 What does Arnold make and build?

2 Does Arnold like his apple tree? Why? / Why not?

Grammar in Use

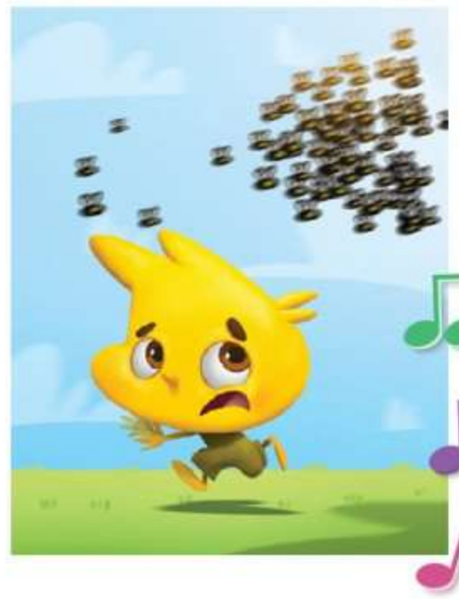
D **Listen and sing along.** **Do You Like The Summer?** 1•56

In the fall, I make an apple pie.
Do you like the fall?
Yes, I do. I really do!

In the winter, I build
a snowman.
Do you like the winter?
Yes, I do. I really do!

In the spring, I build a tree house.
Do you like the spring?
Yes, I do. I really do!

In the summer, I watch
the honeybees.
Do you like the summer?
No, I don't. I really don't!



E **Learn Grammar** **Simple Present**

I **make** a swing.
I **don't make** apple pies.

You **build** a snowman.
You **don't build** a tree house.

Do you **watch** honeybees? Yes, I **do**.
Do you **watch** birds? No, I **don't**.

Imagine you have a tree. Look and check (✓) the things you do at your tree.

watch leaves fall	☐	build a snowman	☐
draw the tree	☐	watch birds	☐
build a tree house	☐	bring your friends	☐

F **Now ask and answer with your partner.**

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1•57

ride a bicycle

go to the beach

eat ice cream

drink hot chocolate

fly a kite

plant flowers

B Think about the words in **A**. When do you do these things? Write.

Spring	Summer	Fall	Winter

Listening

Think What do you do in the summer? What do you do in the winter?

C Listen. Do they like all the seasons? Why? / Why not? 1•58

D Listen again and number the pictures. 1•59

Speaking

E Choose two seasons. Ask your classmates what they do in the seasons. You can change the words in bold. 1•60

Writing Study

F **Learn** Commas

There are **commas** between the words in a list.

The leaves are red, yellow, and orange.

The four seasons are spring, summer, fall, and winter.

Look at the sentences. Write commas.

1 I see a mouse, a squirrel, and a bird in the woods.

2 There are leaves flowers and fruit on the trees.

3 My mother father sister and brother go to the beach.

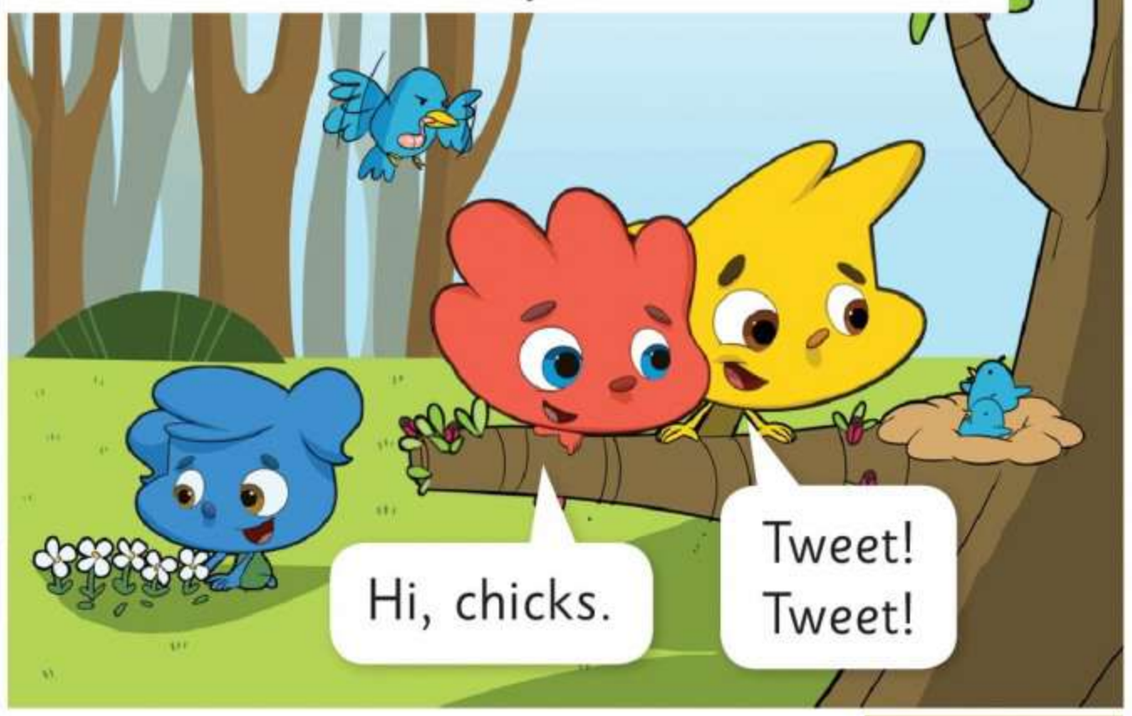
Write **Tell your partner what you do in your favorite season. Now write about it in your Workbook.** page 71

Wrap Up

A Listen and read along. 1•61

There are four seasons in a year. Each season is different.

It's spring. It's warm. Dot plants flowers. Gus and Billy watch the chicks.

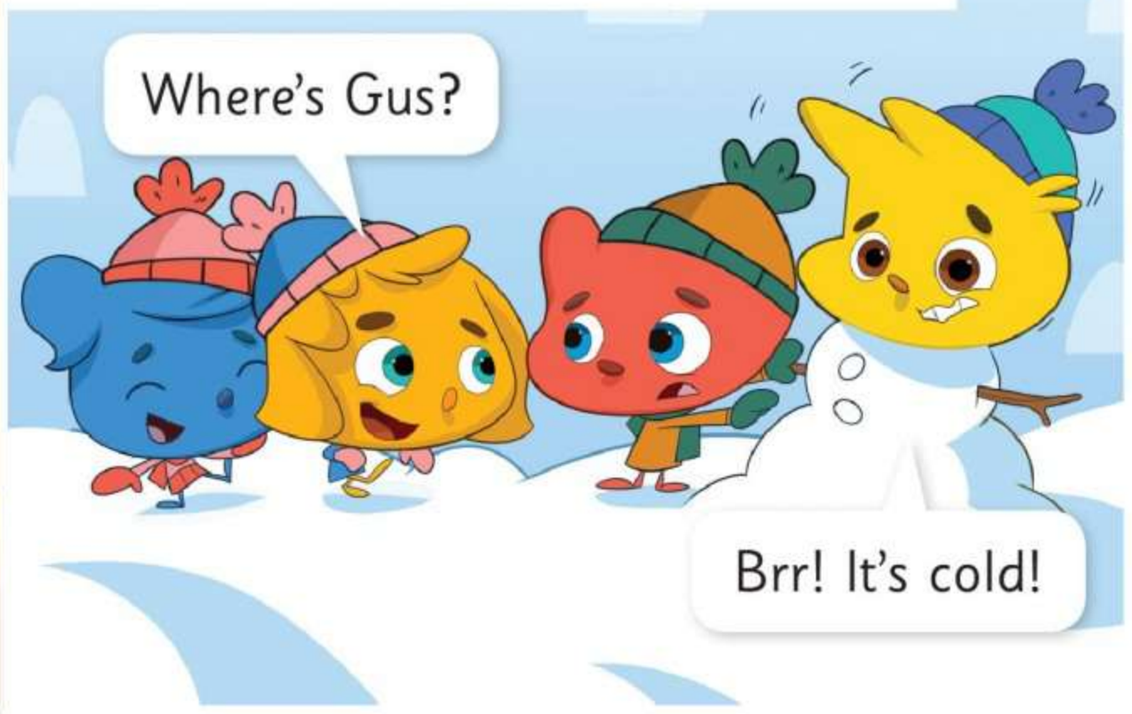


It's summer. It's hot. They go to the beach. Billy and Layla eat ice cream. Gus makes a swing.

It's fall. It's cool. Dot and Layla ride bicycles. Gus collects apples.

They bring the apples home. They make apple pie.

It's winter. It's snowy. They build a snowman. All of the seasons are fun!

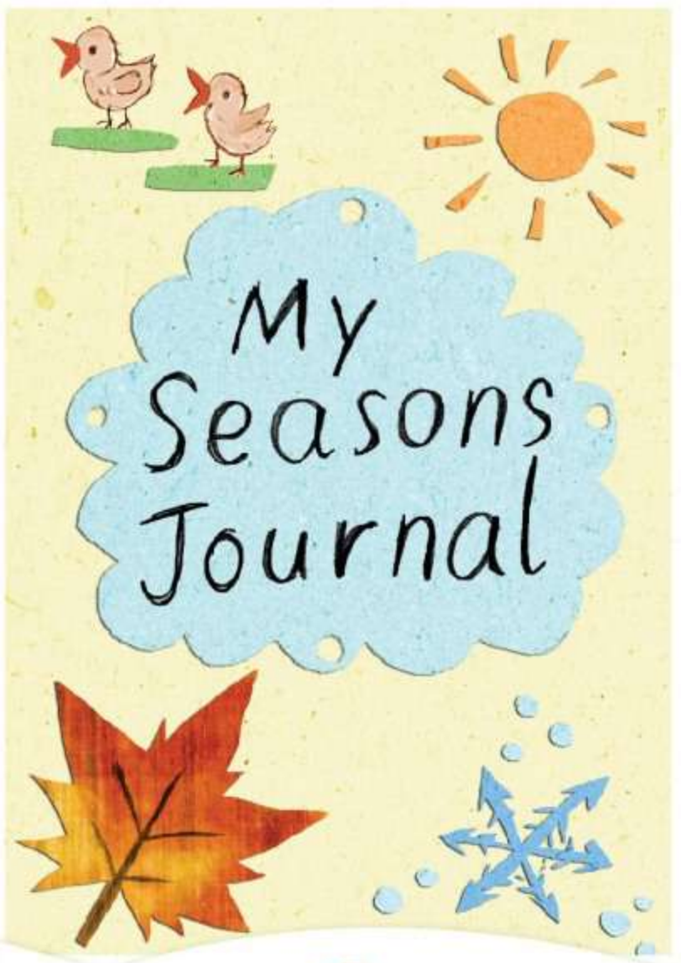


Project: A Seasons Journal

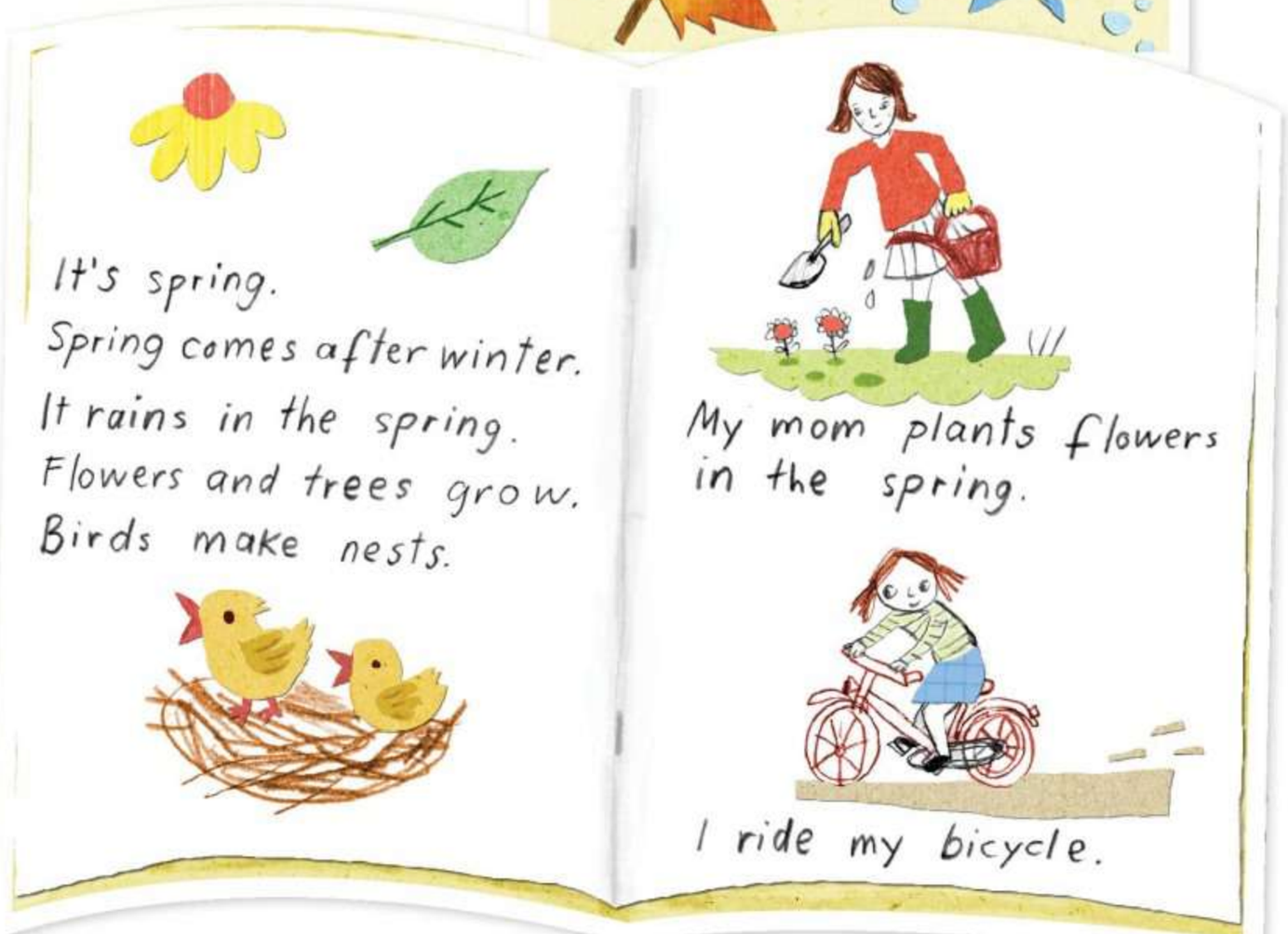
B **Make a seasons journal.**

- Fold and staple paper to make a journal.
- Find or draw pictures and glue things in.
- Write.

C **Show your seasons journal.**
Tell the class about it.



D **Look at all the journals.**
Talk about them.



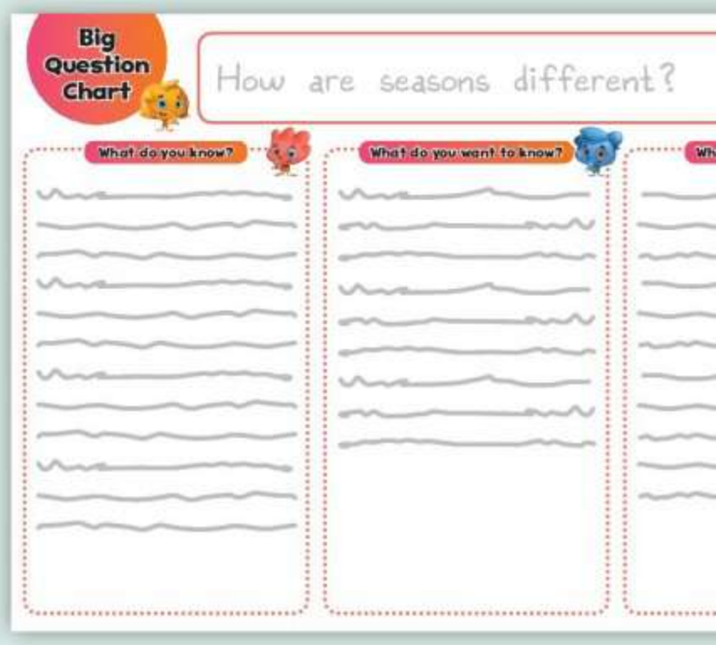
BIG QUESTION 4

How are seasons different?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**



UNITS
9–10

BIG QUESTION 5

How do numbers help us?

In these units you will:

- **WATCH** a video about numbers.
- **READ** about math and adding food together.
- **MAKE** a bar graph.
- **LEARN** about counting and addition.
- **WRITE** about food.

A Watch the video.

B Look at the picture.
What do you see?

1 How many soccer balls can you see?
2 What numbers can you see?

C Think and answer the questions.

1 What number can you count up to?
2 What things do we count?

D Fill out the **Big Question Chart**.

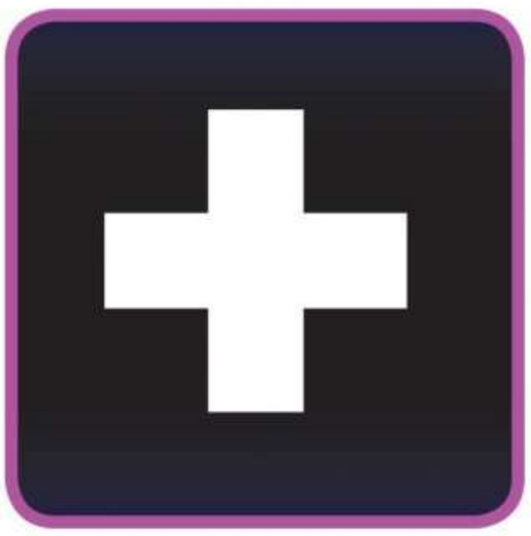
UNIT 9

Get Ready

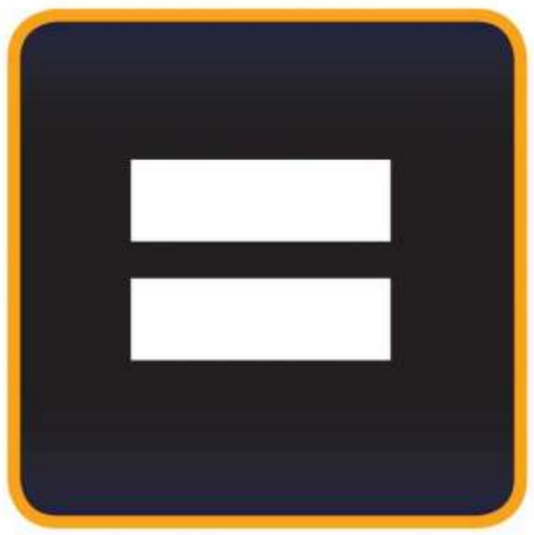
Words

A Listen and point to the words. Listen again and say the words. 2•02

numbers

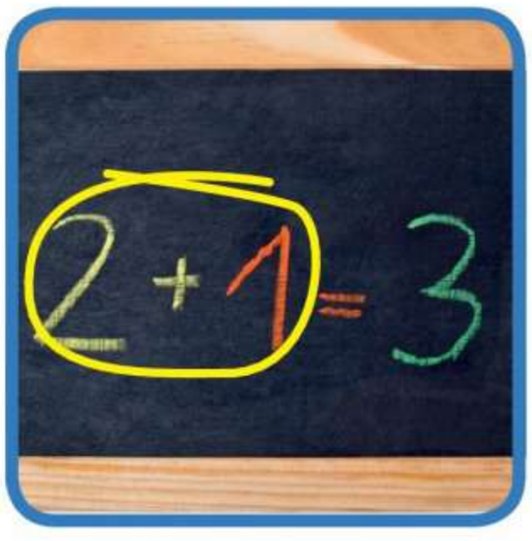


plus sign



equals sign

problem



addition

answer

odd numbers

even numbers

B Circle the correct answer.

1 This is a plus sign.

2 This is an equals sign.

3 This is an addition problem.

19 10 + 10 = 20

4 This is an even number.

4 9

5 This is an odd number.

5 6

6 This is the answer to: 9 + 2 = ?

18 11

Before You Read

Think What things do you count at school?

C Learn Predicting from Headings

Before you read, look at the headings. They help you work out what the text is about.

Look at the headings. What do you think the texts are about? Now read and check your answers.

1

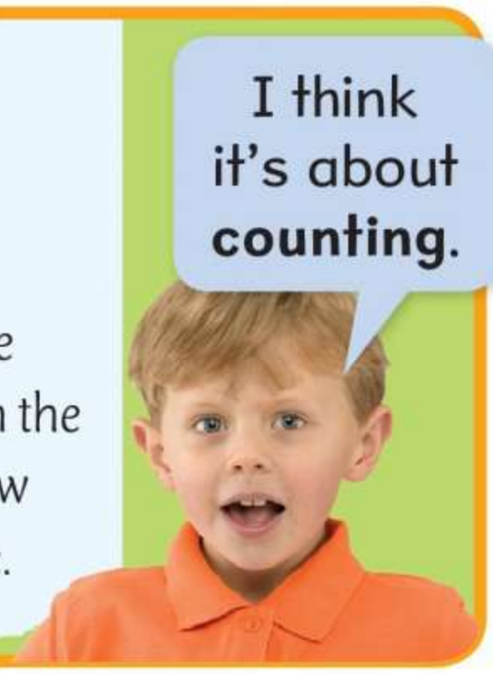
Let's count!

Let's count children!

Do you know how many children are in your class? Guess. Now count them. Were you right?

Let's count trees!

Do you know how many trees are in the park? People work in the park. They know how many trees there are.



2

Look at all the clothes!

Ten hats!

Tanya loves hats. She has ten hats. There are three hats for rainy days and seven hats for sunny days.

Seven T-shirts!

Leon's favorite clothes are his T-shirts. He has seven T-shirts. Four T-shirts are blue, and three T-shirts are white.

D Look at the headings on pages 90 and 91. What do you think the text is about?

PREVIEW

Working with Numbers

In this text, we learn about counting and addition.

Math

Read 2·03

Working with Numbers

Number Line

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Numbers

Look at the number line. It shows the numbers 1 to 20 in order. Some numbers are even, and some numbers are odd. The even numbers are blue, and the odd numbers are red.

Counting

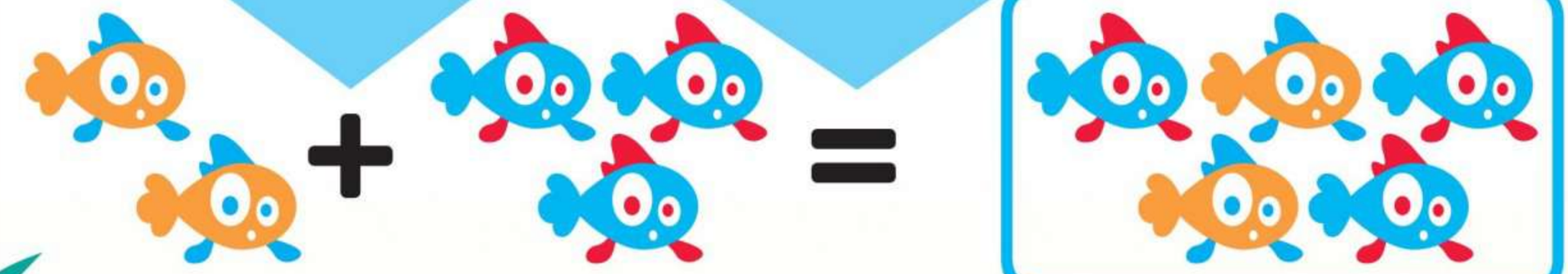
Read the even numbers aloud. When there are a lot of things in a group, we can use the even numbers to count the things by twos. This helps us to count fast. Count the fish by twos.

Addition

We use addition every day. It helps us count things. We join groups of things with addition.

This is a plus sign. It tells us to add the numbers together.

This is an equals sign. It tells us that the numbers on both sides are the same amount.

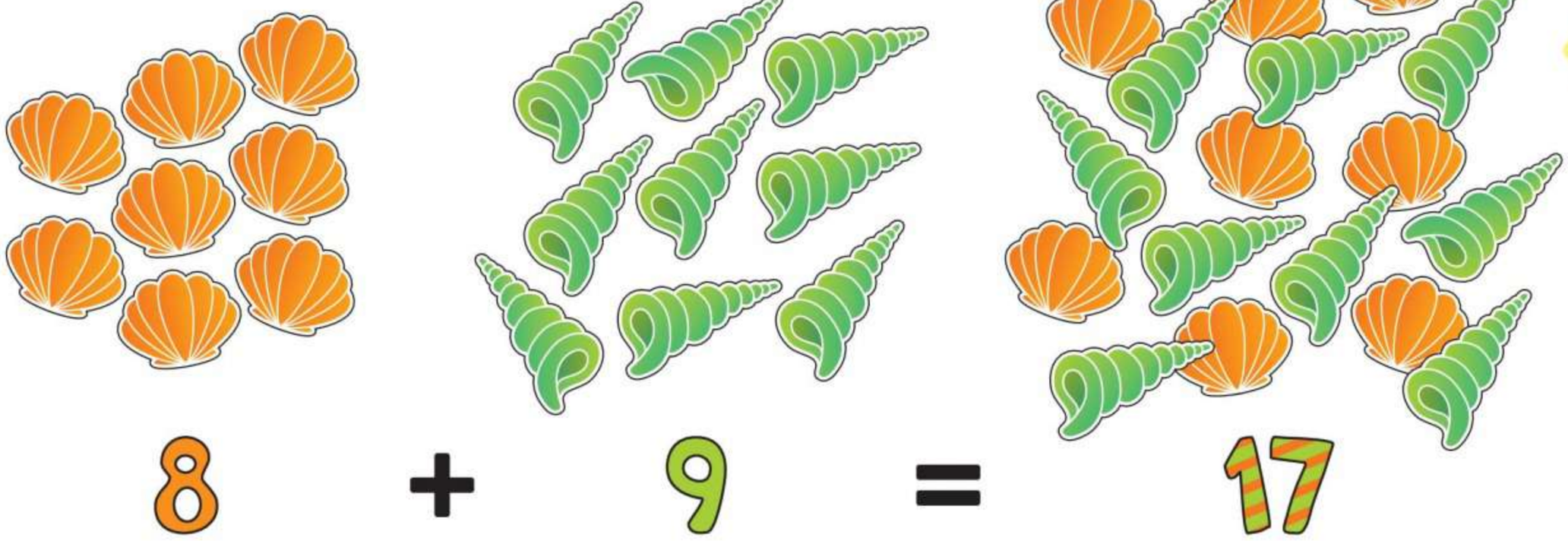


This is the answer.

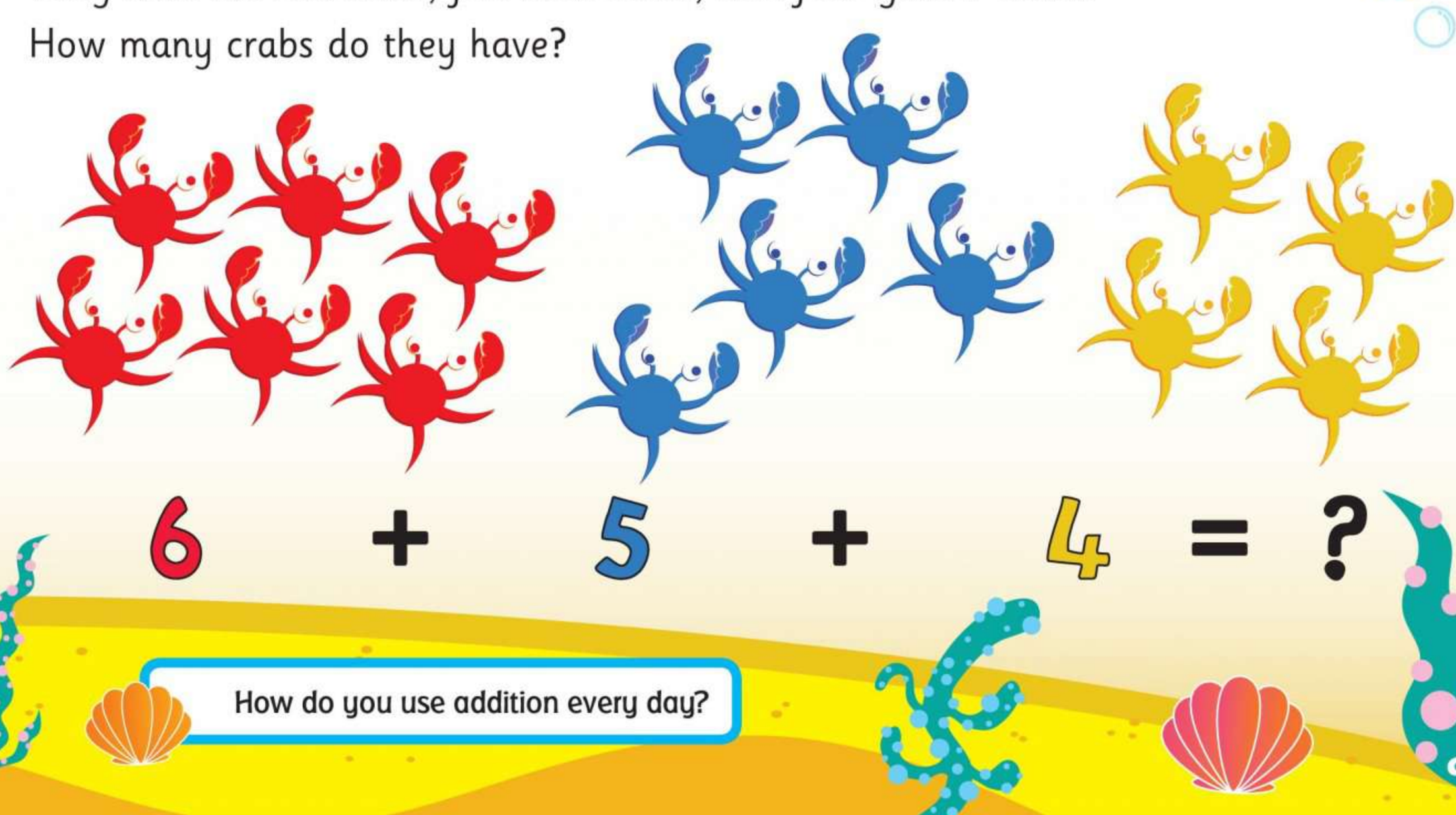
Addition problems

Let's use addition to work out answers to these word problems.

You have eight orange seashells. I have nine green seashells.
How many seashells do we have?



They have six red crabs, five blue crabs, and four yellow crabs.
How many crabs do they have?



How do you use addition every day?

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 the number line ☐
2 odd and even numbers ☐
3 counting things by twos ☐
4 addition problems ☐

A Ask and answer the question.

What's your favorite part?

The addition problems. They're fun.

B Read and circle the correct words.

1 A number line shows us numbers in **red and blue** / **order**.
2 Addition helps us **learn about even numbers** / **count things**.
3 **Addition** / **Counting** joins groups of things together.
4 Eight is an **even** / **odd** number.
5 Five is an **even** / **odd** number.

C Use these numbers to make addition problems.

1	three	eight	five	3 + 5 = 8
2	six	four	two	
3	seven	nine	two	
4	five	one	four	

Think Talk to a partner.

1 Count the shoes in your classroom. Now count by twos. Is it faster?
2 Where do people add things together?

Grammar in Use

D **Listen and sing along.** **How Many?** 2·04

We want ten shells for a castle.
How many shells do we have?

I don't have ten shells,
I have four shells,
But you have six shells,
So together we have ten!

They have ten shells together!
Four plus six is ten!

I don't have ten shells,
I have four shells,
But you have six shells,
So together we have ten!

E **Learn Grammar** Simple Present

You **have** a seashell.
I **don't have** a seashell.

They **have** T-shirts.
We **don't have** T-shirts.

Look and check (✓) the things you have.

pet

hat

kite

friend

bicycle

sneakers

F **Now write about yourself. Tell your partner.**

I have ...	I don't have ...

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•05

pen

pencil

eraser

ruler

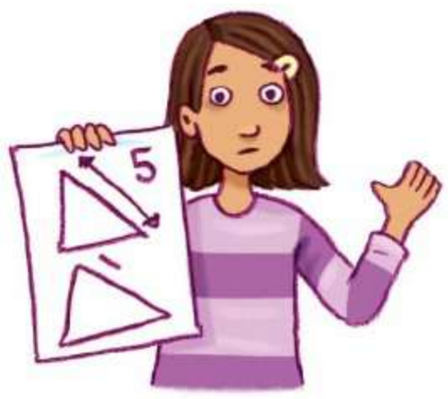
backpack

notebook

B What's missing? Circle and write.

1

2



3

4

Listening

Think How many boys and how many girls are in your class? How many children all together?

C Listen. What things are they counting? 2•06

D Listen again and circle the correct problem. 2•07

1	6 + 9 = 15	2	14 + 5 = 19
	6 + 10 = 16		15 + 5 = 20
3	8 + 8 = 16	4	3 + 4 + 5 = 12
	8 + 9 = 17		3 + 5 + 5 = 13

Speaking

E Listen and repeat. Then practice with a partner. 2•08

Word Study

F **Learn** Writing Numbers

We can write numbers in words.

11	eleven	15	fifteen	18	eighteen
12	twelve	16	sixteen	19	nineteen
13	thirteen	17	seventeen	20	twenty
14	fourteen				

Read and answer the problems.

1 nine + nine = eighteen

2 seven + four = _____

3 six + six = _____

4 eight + twelve = _____

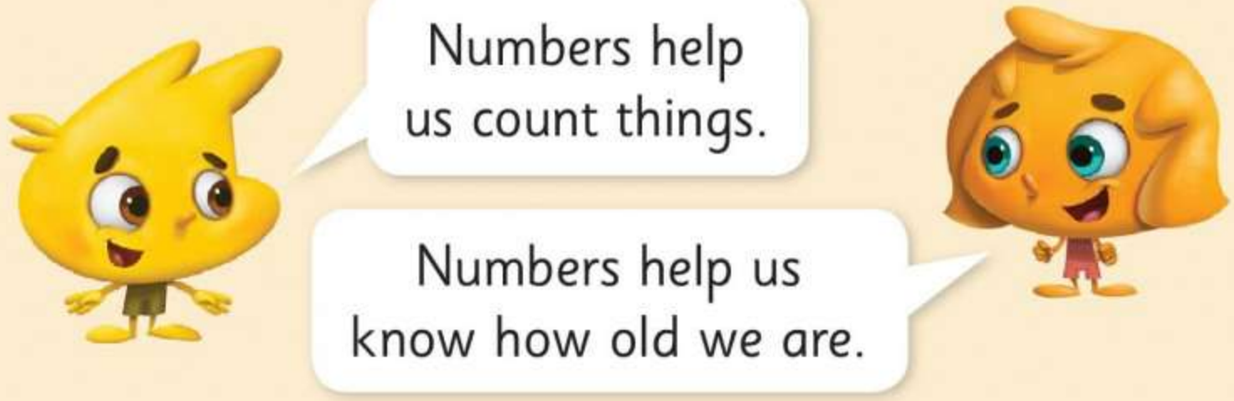
5 eleven + five = _____

Write Tell your partner about your things and how many you have.
Now write about them in your **Workbook**. page 81

BIG QUESTION 5 How do numbers help us?

A Watch the video.

B Think about the Big Question.
Talk about it with a partner.



UNIT 10

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2•09

pot

stone

food

sausages

carrots

onions

potatoes

soup

B Think about the words in **A**. Add them to the chart.

We eat this	We don't eat this
food	

Before You Read

Think What's your favorite food? Do you like soup?

C Learn Beginning, Middle, and End

Stories have three parts: a **beginning**, a **middle**, and an **end**. As you read, look out for these three parts. They help you understand the story.

Read the short stories. Write *B* (Beginning), *M* (Middle), or *E* (End).

1

[ ] We swim and collect seashells. We play in the sand and walk on the beach.

[B] It's a beautiful, sunny day. My mom and I go to the beach. I'm happy.

[ ] It gets cool and cloudy, and then it rains. We go home. I'm sad!

2

[ ] Camila draws potatoes, sausages, carrots, and onions. She colors them.

[ ] Camila's mom looks at her picture. "Camila," she says. "I think you're hungry!"

[ ] Camila wants to draw a picture, but she doesn't know what to draw. Then she has an idea. Food!

D **In the story on pages 98 and 99, people make soup. What do you think they put in their soup?**

PREVIEW

Stone Soup

In this story, we read about people adding their food together.

Read 2•10

Stone

Hans and his wife, Ann, and their daughter, Olga, walk to a town. They see a woman.
"We're very hungry," says Hans.
"Do you have any food?"

"No," says the woman.
"I'm hungry, too!"

They see a man. Olga says,
"We're hungry. Do you have any food?"

"No," says the man.
"I'm hungry, too!"

The family has a big pot. Hans puts water in it. Ann and Olga look for stones. They each find four stones and put them into the pot.

"What's that?" ask the woman and her friend.

"It's stone soup," says Hans. "It's tasty. You can try some, but we don't have any potatoes. It's good with potatoes."

Soup

"I have five!" says the woman.

"I have seven," says her friend.
They put the potatoes into the pot.

"What's that?" ask the man and his son.

"It's stone soup," says Olga. "It's tasty.
You can try some, but we don't have any
sausages. It's good with sausages."

"I have two," says the man.

"I have three," says his son. They put
the sausages into the pot.

Later, the people from the town smell the
soup and come out to look. "We have onions.
We have carrots," they say, and put them
into the pot.

Everyone eats some soup. "We didn't
have enough food," say the people.
"But we added our food together,
and now we all have tasty soup!"

Understand

Comprehension

Think **What do you like about the story? Check (✓).**

1 The people are hungry. ☐

2 Olga and Ann put stones in the pot. ☐

3 The people put food in the pot. ☐

4 Everyone has soup. ☐

A **Ask and answer the question.**

What's your favorite part?

The end of the story. They add their food together.

B **Think about the story and look at the pictures. Now write *B* (Beginning), *M* (Middle), or *E* (End).**

C **Answer the questions. Write the number.**

1 How many pots does the family have? _____ pot

2 How many stones do the wife and her daughter put in the pot? _____ stones

3 How many potatoes are in the soup? _____ potatoes

4 How many sausages do the man and his son have? _____ sausages

Think **Talk about the story.**

1 Are the people hungry at the end of the story? Why not?

2 What's the lesson of the story?

Grammar in Use

D **Listen and sing along.** **Onion Soup!** 2•11

Here comes Dot with a basket.
What do you have inside?
Do you have onions?
Yes, I do. Yes, I do.
I have four big onions.
Let's make an onion soup!
Yum! Yum! Onion soup,
Onion soup for lunch!

Here comes Gus with a basket.
What do you have inside?
Do you have onions?
No, I don't. No, I don't.
I have four red apples.
Let's make an apple pie!
Yum! Yum! Apple pie,
Apple pie for lunch!

E **Learn Grammar** **Simple Present Questions**

Do you have food? Yes, I do.
What do you have? I have carrots.
Do you have potatoes? No, I don't.

What do you have in your backpack? Look and check (✓).

pencil

food

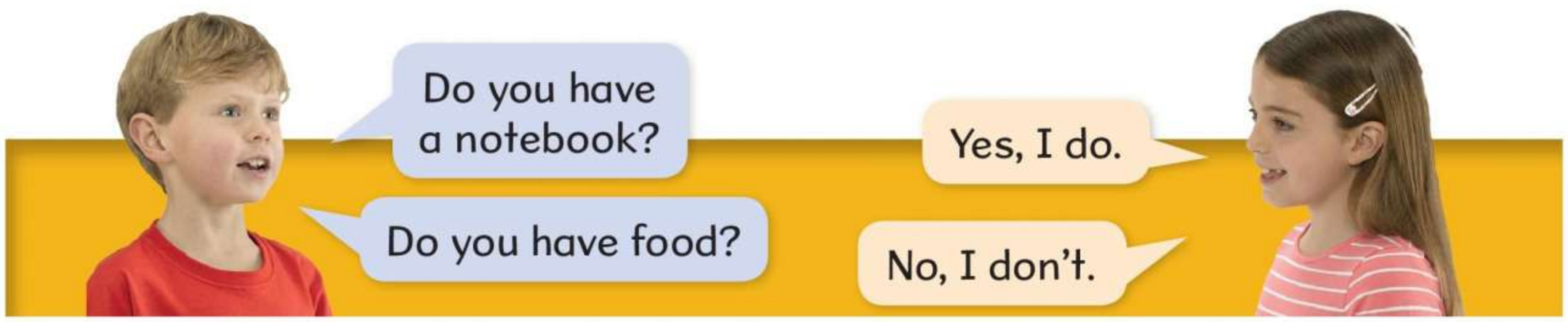
pot

stones

ruler

notebook

F **Ask and answer with your partner.**



Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•12

tomato

cucumber

avocado

orange

mango

peach

B Think about the words from **A**. Add them to the chart.

It has a pit	It has seeds

Listening

Think What food do you put in a salad?

C Listen. What are they adding to the fruit salad? 2•13

D Listen again and write the addition problems. 2•14

1
4 + 2 = 6

2
___ + ___ = ___

3
___ + ___ = ___

4
___ + ___ = ___

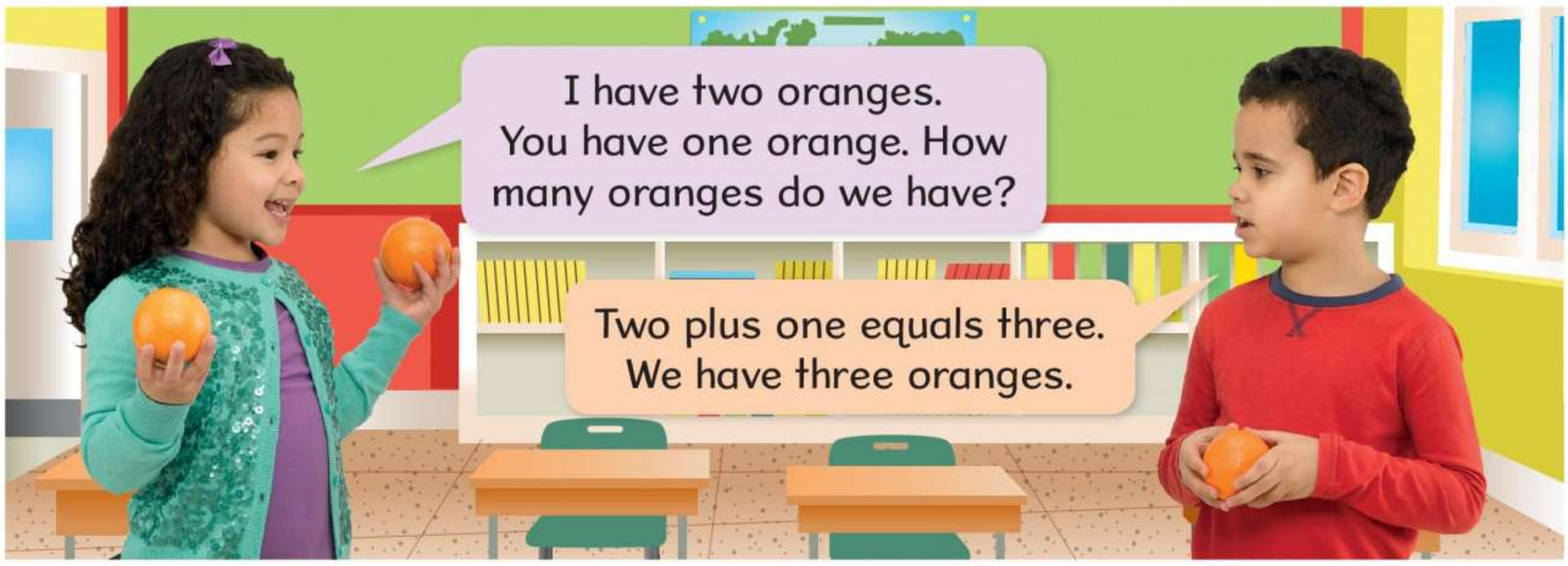
5
___ + ___ = ___

6
___ + ___ = ___

Speaking

E **Count your things. Practice addition with a partner. Use the words in the box to help.** 2•15

I have …	You have …	How many … ?



Writing Study

F **Learn** **Exclamation Points**

Use an **exclamation point** to show strong feelings.

I'm hungry!	This means you are **very** hungry.
Oh, no!	This means you are scared or worried.
Look!	This means you are surprised.

Read the sentences and write a period, a question mark, or an exclamation point.

1 I have a pet .
2 Do you have a notebook ____
3 It's a small, red tomato ____
4 Be careful ____
5 Nice to meet you ____
6 It's a big lion. I'm scared ____

Write **Tell your partner what's in your favorite soup. Now write about it in your Workbook.** page 89

Wrap Up

A Listen and read along. 2•16

Billy has an idea.

I'm hungry!

Me, too! Let's make soup.

How many vegetables do they put in the pot?

I have an onion.

I have four carrots.

How many fruits do they put in the pot?

I have three peaches. Do you have a peach?

No, I don't. I have four oranges!

They put five seashells in the pot!

I have three seashells!

I have two seashells!

Dot smells the soup and comes out to look.

What do you have in that pot?

We have soup. Try some!

Dot doesn't like fruit, vegetable, and seashell soup!

Eeew! It's not good!

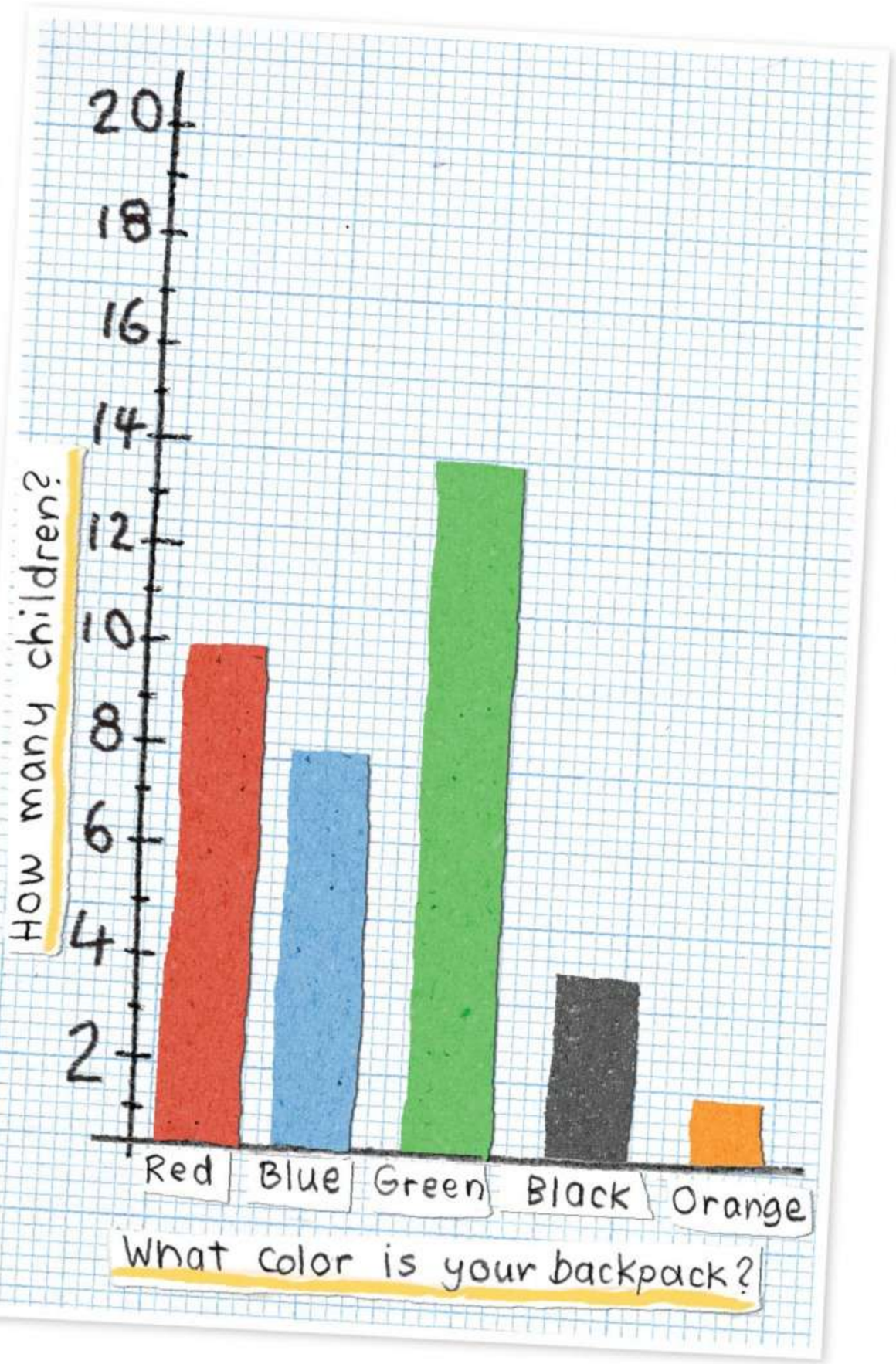
Yum! It's tasty!

Project: A Bar Graph

B **Make a bar graph.**

- Choose and write your question.
- Ask your classmates your question.
- Draw your bar graph.

C **Put your bar graph on the wall. Tell the class about it.**



Ten people have red backpacks.

D **Look at all the bar graphs. Talk about them.**

Four people have peaches in their lunchbox.

BIG QUESTION 5

How do numbers help us?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**

UNITS
11–12

BIG QUESTION 6

What do we need?

In these units you will:

WATCH a video about things people need.

READ about a farmer and about what we need.

MAKE a Needs and Wants survey.

LEARN how wants and needs are different.

WRITE about what you need.

A **Watch the video.**

B **Look at the picture. What do you see?**

1 What does the boy want?

2 Do you think he needs it? Why? / Why not?

C **Think and answer the questions.**

1 What do you take to school every day?

2 What do you eat and drink every day?

D **Fill out the Big Question Chart.**

UNIT 11

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2•17

farmer

cow

milk

market

sell

buy

plain

fancy

B Look at the picture. Read and write the words from **A**.

A ___cow___ is an animal. It makes milk. The farmer can sell the milk at a _____.

The farmer _____s some _____ to a man. The man _____s the milk.

The farmer has a _____ jacket. The man has a _____ jacket.

Before You Read

Think What do you like, but don't have?

C Learn Sequence

Sequence is the order of things.

Numbers are in a sequence: 1 → 2 → 3 → 4 →

Stories have a sequence, too. Things in the story happen in an order. As you read, think about the sequence. This helps you understand the story.

Number the parts of the stories in the correct order.

1

- [ ] I go to the market. I buy milk.
- [1] I'm thirsty!
- [ ] I drink the milk. It's tasty.

2

- [ ] In the afternoon, they fly their kites. It's very windy. Both kites fly high.
- [ ] Hana paints her kite blue. It's plain. Omar paints his kite purple and orange. It's fancy.
- [ ] It's time to go home. What a fun day!
- [ ] It's a windy day. In the morning, Omar and Hana make kites.

D **The story on pages 110 and 111 is about a farmer. What animal do you think he has?**

PREVIEW

The Farmer and the Hat

In this story, we learn about what a farmer needs and what he wants.

Read 2•18

The Farmer and the Hat

Tomas Flores is a farmer. He doesn't have a lot of money. He grows carrots, potatoes, and onions. He and his wife, Rosa, work hard every day.

Farmer Flores has a cow. It gives lots of milk every day. Mrs. Flores sells the milk at the market in town.

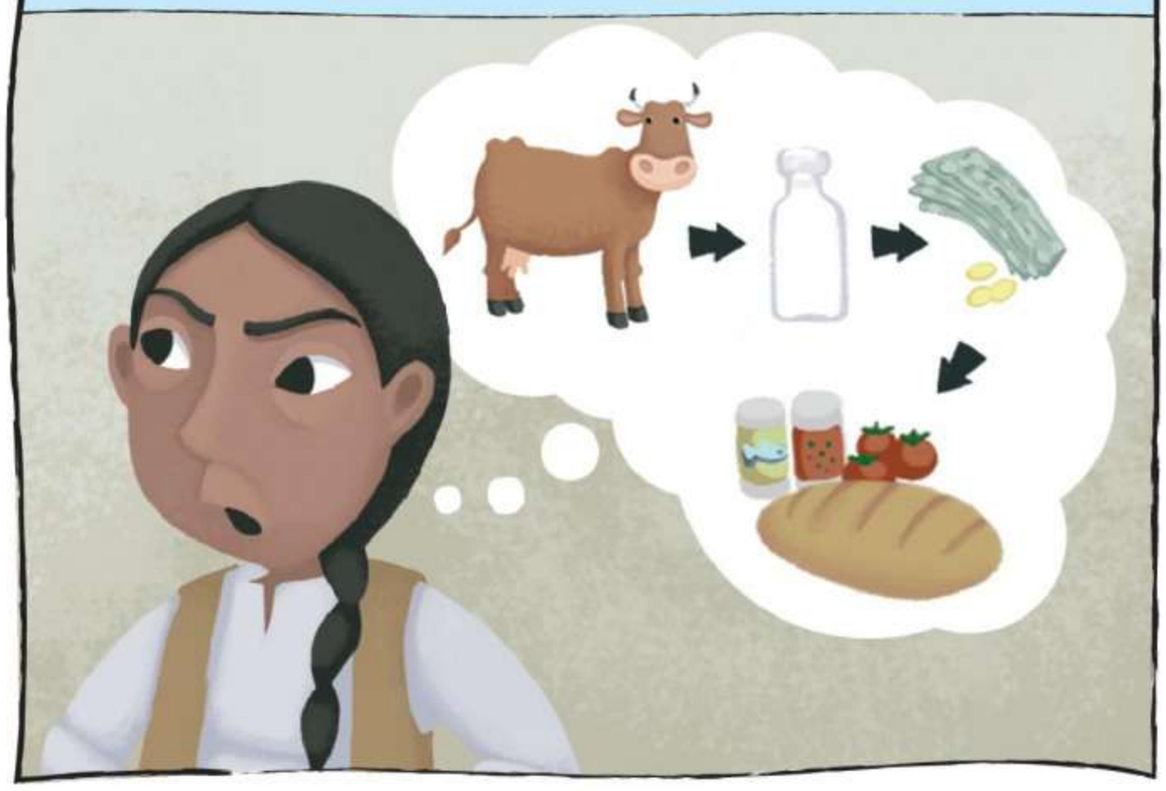
One day, Mrs. Flores comes home from town. She's very excited.
"There's a dance in town on Saturday. Can we go?"

"I'm sorry, but no," says Farmer Flores. "We're plain people. It's too fancy for us!" His wife is very sad.

The next day, Farmer Flores has an idea. He takes the cow to town and sells it at the market. He buys a very fancy hat for himself and a beautiful dress for his wife.

He runs home. He puts on the fancy hat.
He gives his wife the beautiful dress.
"We can go to the dance," he says.

His wife is angry!
"Our cow gives us milk every day!" she says. "We sell the milk. We get money to buy food!"



"But you want beautiful clothes for the dance," says Farmer Flores.
"Can we eat the fancy hat and the beautiful dress?" Mrs. Flores asks.
"No, we can't," says the farmer. "We need our cow!"

Farmer Flores takes the dress and the hat back to the market. He buys his cow back. Now he tells people, "Never sell something you need to buy something you want."

Understand

Comprehension

Think **What do you like about the story? Check (✓).**

1 The farmer sells his cow. ☐

2 The farmer buys his cow back. ☐

3 The farmer buys the fancy hat and beautiful dress. ☐

4 The famer understands about wants and needs. ☐

A **Ask and answer the question.**

What's your favorite part?

The farmer buys his cow back. The cow is very happy!

B **Think about the story. Number the pictures in order.**

1 2 3 4 5

Think **Talk about the story.**

1 Why was Mrs. Flores sad?

2 Why was she angry?

3 What does their cow do for them?

4 What's the lesson of the story?

Grammar in Use

C **Listen and sing along. He Wants ... !** 2·19

She wants a purple scooter,
She wants a pretty kite,
She knows she doesn't need it,
But she wants a new red bike!

He wants a big hot chocolate,
He wants sausages and soup,
He knows he doesn't need it,
But he wants ice cream – three scoops!

D **Learn Grammar** Simple Present

He **has** a cow. He **doesn't have** a hat.
He **wants** a hat. He **doesn't want** a cow.
She **needs** a cow. She **doesn't need** a dress.

Write about yourself. Then tell a partner.

I have a kitten. I don't have a cow!

I have _____.	I want _____.	I need _____.
I don't have _____.	I don't want _____.	I don't need _____.

E **Now tell the class about your partner.**

He wants a bicycle.
He doesn't want a backpack.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•20

games

comic book

board game

doll

stickers

pins

B Read, choose, and write the correct word.

board game	~~stickers~~	games	comic book	pins	doll

1 I put stickers on my notebooks.

2 I need a computer to play my _____.

3 I read my _____.

4 I put my _____ on my backpack.

5 My family and I play a _____ together.

6 I have three beautiful dresses for my _____.

Listening

Think What toys do you have? What toys do you want?

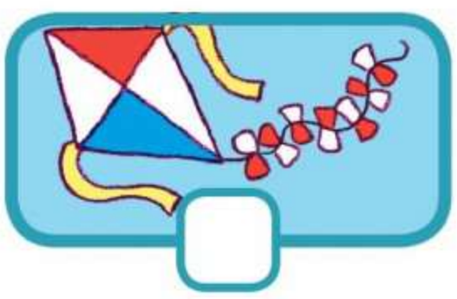
C Listen. Why do the children trade their toys? 2•21

D Listen again and check (✓) the toys they want. 2•22

1

2

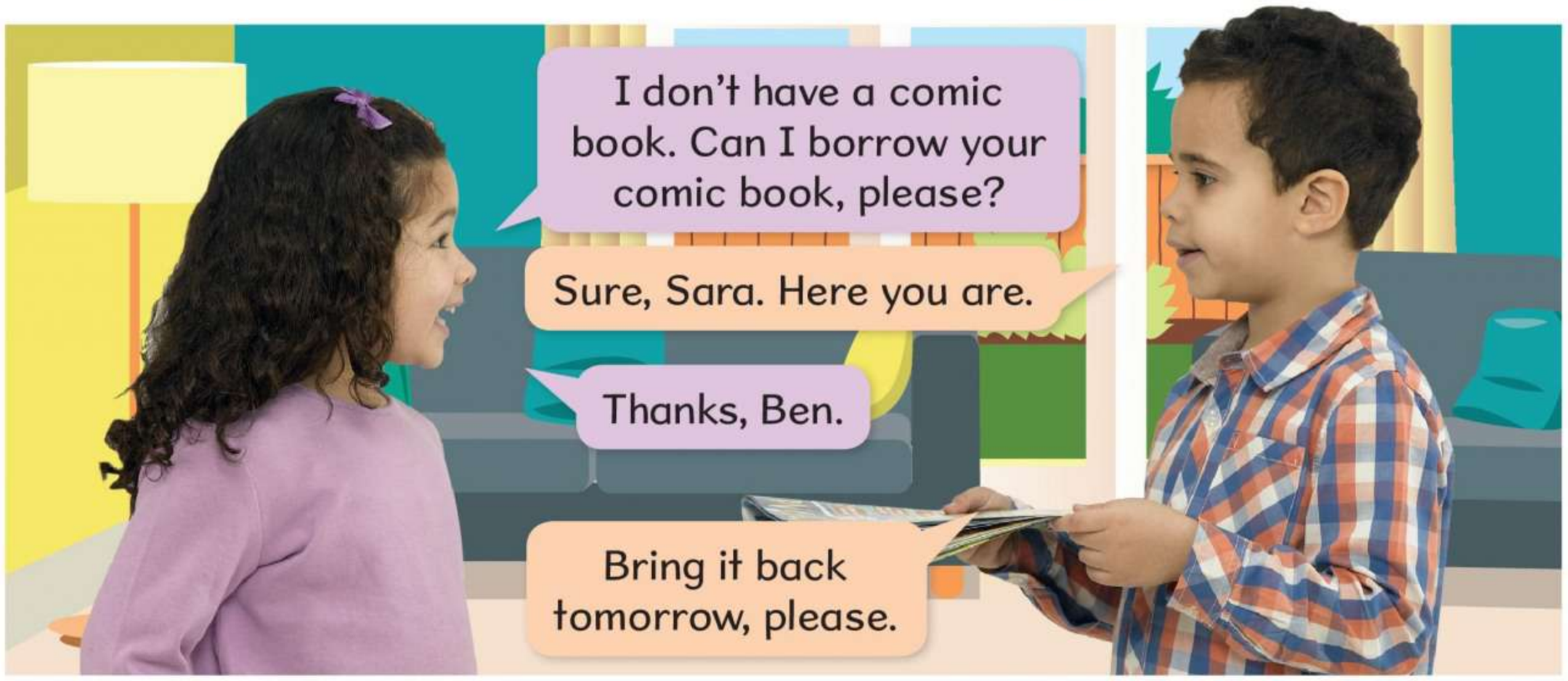
3



4

Speaking

E Listen and repeat. Then practice with a partner. 2•23



Word Study

F **Learn** Verbs

Some words are **verbs**. Verbs are action words. buy swim play

Circle the verbs.

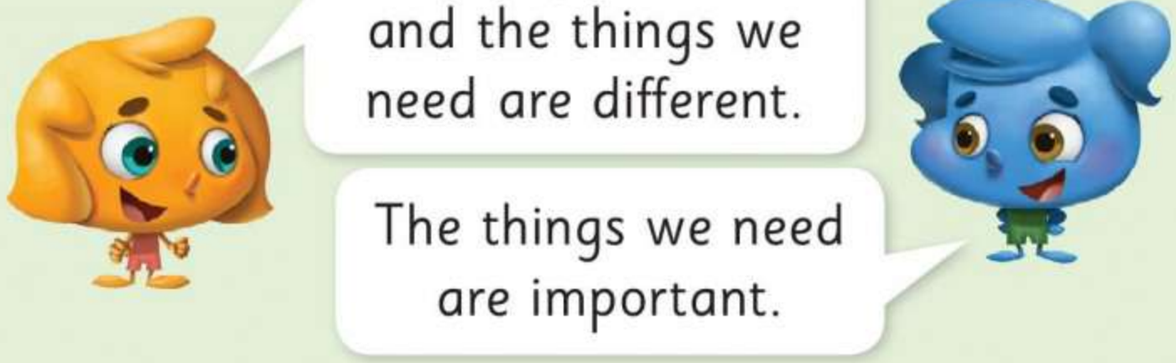
sell shorts rainforest ride grow plain cold go mix stone build evening

Write Tell your partner about the things you have and the things you want. Now write about them in your **Workbook**. page 99

BIG QUESTION 6 What do we need?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



UNIT 12

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2•24

job

doctor

police officer

teacher

help

money

clothes

water

B Look, read, and write the words from **A**.

1

My father is a teacher.

My uncle is a _____.

My mother is a _____.

They each have a good _____.

2

My jacket, pants, and T-shirt are old.

I need new _____.

The woman in the store _____s me.

3

I have _____.

I'm hungry and thirsty.

I buy an orange and _____, too.

Before You Read

Think Who helps you?

C Learn Predicting from Headings and Pictures

Remember, before you read, look at the title, headings, and pictures. They will help you work out what the text is about.

Look at the titles, headings, and pictures. What do you think the texts are about? Now read and check.

1

Games

Games to play with your family

Board games are good with more than three people.

Games to play with a friend

Computer games are good to play with two people.

2

How to make vegetable soup

What do you need?

You need a big pot, water, and vegetables.

What do you do?

Put water in the pot. Cut up your vegetables, and add them to the water. Cook.

D **Look at the title, headings, and pictures on pages 118 and 119. Guess what the text is about.**

PREVIEW

Wants and Needs

In this text, we learn about the people and things we need.

Social Studies: Economics

Read 2•25

Wants and Needs

What do we want?

Wants are things we would like to have. *People want different things.*

Maria wants a kitten.

Akif wants a new bicycle.

What do we need?

Needs are things we must have to live. People need the same things. We need a home to live in. We need food and water to grow and keep healthy. We need clothes to keep us warm.

Needs are also things that are important to us and help us.

Ji-Min needs a pencil to do her homework.

Sam needs new sneakers to walk to school.

We need money to buy the things we want and need. People have jobs to get money. Some people make or grow things to sell. A farmer grows food.

A truck driver takes the food to the store.

We go to the store to buy the food we need.

Who do we need?

Some people have service jobs. These are jobs that help other people get what they need. We need to learn, and to be safe and healthy. Police officers have a service job. They help us and keep us safe. Doctors have service jobs. They help keep us healthy. Teachers have service jobs, too. They help us learn.

What other people have jobs that help us?

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 the things people want ☐
2 the things people need ☐
3 how people get money ☐
4 service jobs ☐

A Ask and answer the question.

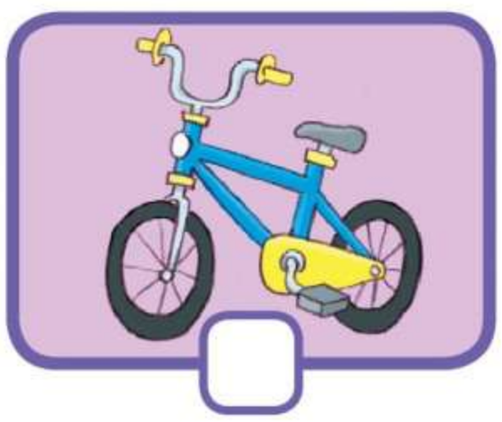
What's your favorite part?

The part about service jobs. My father is a police officer.

B Answer the questions.

1 What does Maria want? _____
2 What things do we need to grow and keep healthy? _____
3 What is a service job? _____
4 What three jobs help people? _____

C Do we need it? Check (✓) or cross (✗).



Think Talk to a partner.

1 What do you need? Do you have these things?
2 What do you want? Do you have these things?

Grammar in Use

D **Listen and sing along.** **What Does She Want Today?** 2·26

What does she want today?
She wants stickers from the
teacher – hooray!
Does she want games to play?
No, she doesn't. Not today.
What does she want today?
Stickers from the teacher!
Hooray! Hooray!

What does he have today?
He has a big, yellow bus.
He drives it all day.
Does he drive our school bus?
Yes, he does. He drives us.
What does he have today?
A yellow school bus!
Hooray! Hooray!

E **Learn Grammar** **Simple Present Questions**

Does Maria **have** a kitten?
No, she **doesn't**.

What does Akif **want**?
He **wants** a bicycle.

Choose a girl or a boy. Your partner asks questions to guess who it is.

Sana

Tarik

Sofia

Tom

Megan

Lucas

What does she want?

She wants stickers.

Does she have a doll?

Yes, she does.

Is it Megan?

Yes, it is.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•27

sandwich

grapes

juice

cookie

chips

soda

B Think about the words in **A**. Add them to the chart.

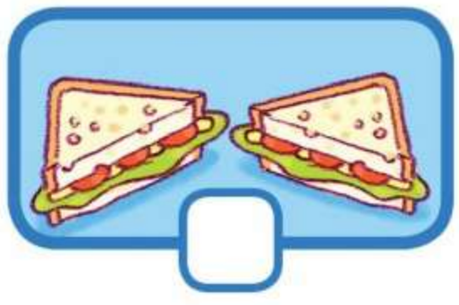
Things we eat	Things we drink
sandwich	

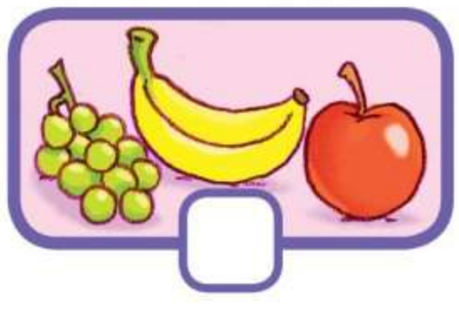
Listening

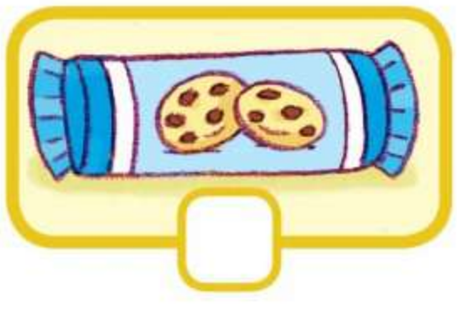
Think What food and drink do you like on a picnic?

C Listen. What drinks do they have for their picnic? 2•28

D Listen again and write *N* if they need it and *W* if they want it. 2•29







Speaking

E Imagine you and your partner have a picnic. What do you want and need to take? You can change the words in bold. 2•30

Writing Study

F **Learn** Nouns and Verbs

Remember, a **noun** is a person, place, or thing. A **verb** is an action.

In a sentence, there is a noun and a verb.

Farmers	**grow**	**food.**
noun	verb	noun

Read the sentences. Circle the nouns. Underline the verbs.

1 The farmer sells the cow.

2 Police officers help people.

3 Mi-Jun drinks juice.

4 The girl plays a game.

5 Nick runs home.

Write **Tell your partner about things you need.**
Now write about them in your Workbook. page 107

Wrap Up

A Listen and read along. 2•31

Layla has stickers. Gus has pins.

Layla wants Gus's cookies. Gus wants Layla's chips. They trade.

Gus wants Layla's game. Layla wants Gus's goldfish, Boo. They trade again.

Gus likes the game, but he's sad.

Gus goes to the doctor.

Gus and Layla trade again! Gus has Boo and Layla has the game. Everyone's happy!

Project: A Needs and Wants Survey

B **Do a Needs and Wants survey.**

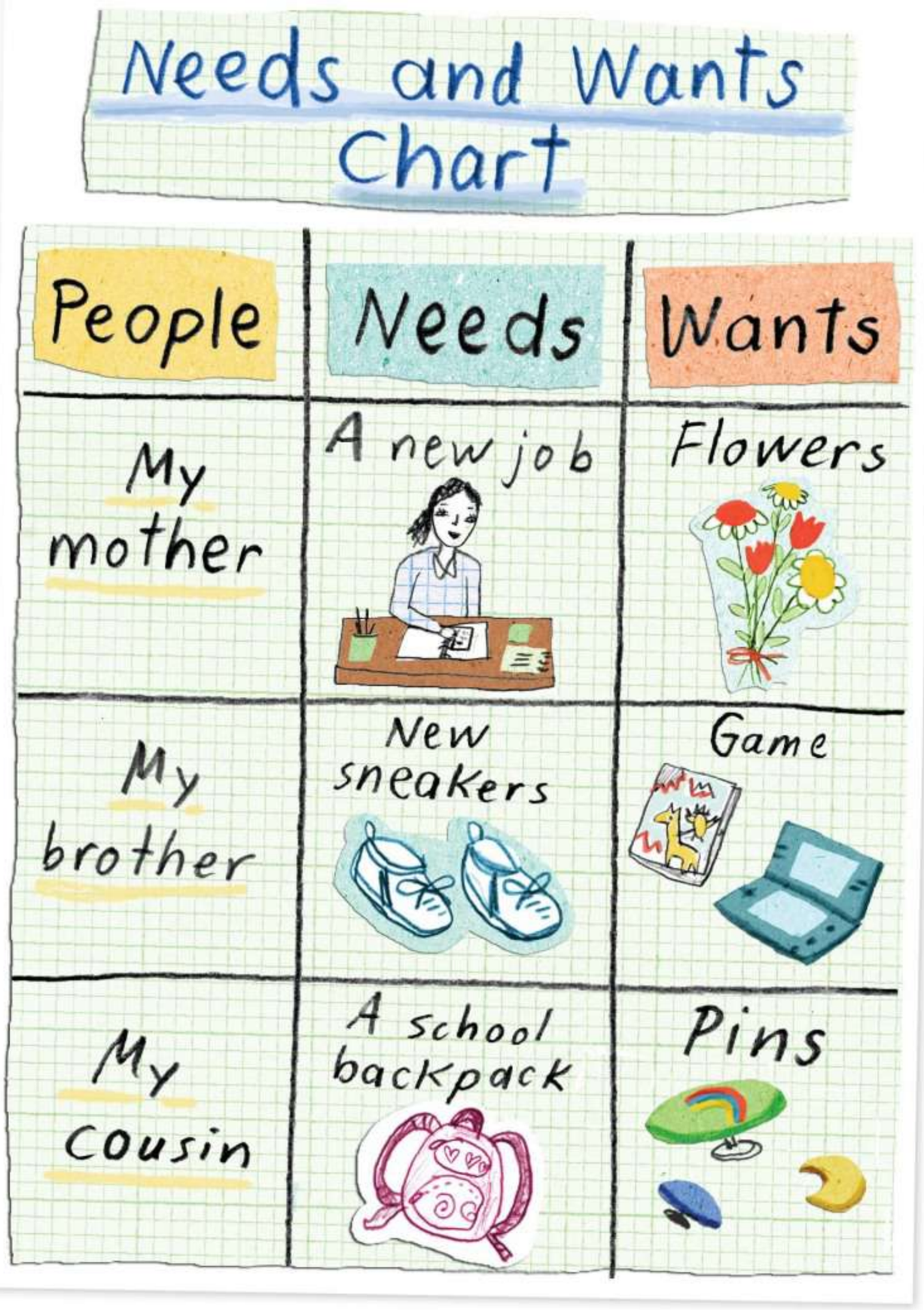
- Ask people what they need and what they want.
- Write their answers in a chart.
- Find or draw pictures.

C **Put your chart on the wall. Tell the class about it.**

My mother needs a new job. She wants flowers.

D **Look at all the charts. Talk about them.**

Adam's brother needs new clothes. He wants a board game.



BIG QUESTION 6

What do we need?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**

UNITS
13–14

BIG QUESTION 7

Where do we live?

In these units you will:

WATCH a video about where people live.

READ about different places to live.

MAKE a map of your neighborhood.

LEARN about how places we live are different.

WRITE about where you live.

A Watch the video.

B Look at the picture. What do you see?

1 Is your house the same as these? What's different?

2 Is this a good place to live? Why?

C **Think and answer the questions.**

1 Where do you live?

2 What do you like about your home?

D Fill out the **Big Question Chart**.

UNIT 13

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2•32

street

neighborhood

town

city

the country

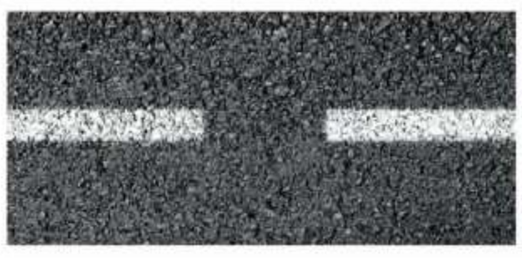
apartment

building

world

B Match the pictures to the words.

1



2

3

the country

street

neighborhood

C Write the places in the correct order from small to big.

~~apartment~~ world town building city

apartment _____ _____ _____ _____

Before You Read

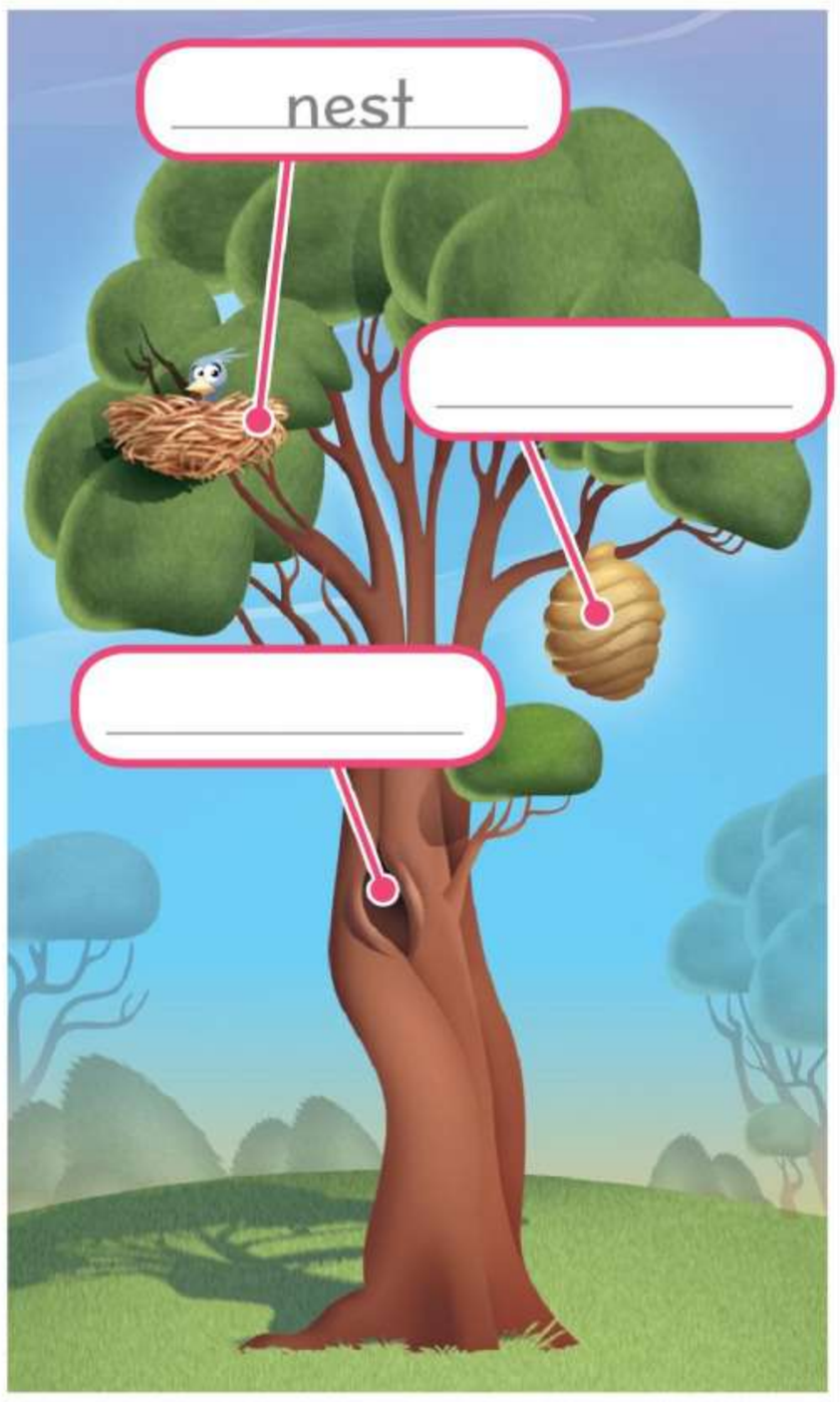
Think Does your home have a name or a number?

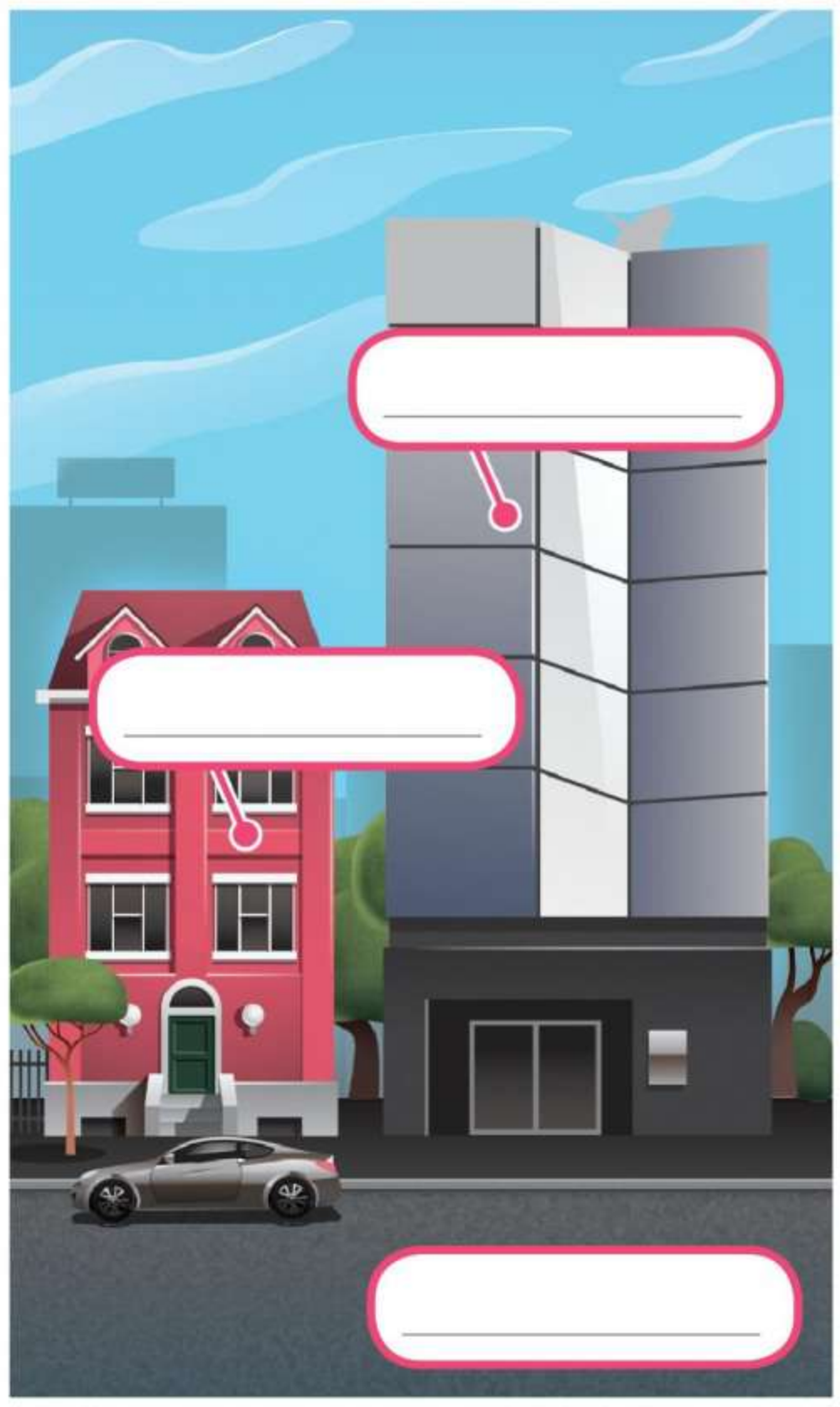
D **Learn** Labels

Sometimes pictures have **labels**. As you read, look at the pictures and read the labels. They help you understand the text.

Read the labels and look at the pictures. Write.

street	~~nest~~	building
hive	tree hollow	house





E **Look at the title, pictures, and labels on pages 130 and 131. What do you think the text is about?**

PREVIEW

Where's Your Home?

In this text, we learn about different people's homes.

Social Studies: Community

Read 2•33

Where's Your Home?

The world is very big, and people live in all kinds of places. We all live in homes. Some homes are apartments. Some homes are houses. Some homes are big, and some homes are small.

Homes are in neighborhoods. A neighborhood is where families live, work, and play. Some neighborhoods are in towns and cities, and some are in the country.

Towns

There are a lot of neighborhoods in towns. In towns there are parks, trees, and a lot of small streets. Many people live in houses. Some people live in apartments.

This is Matias. Matias's house is in a town.

I live in Loreto. Loreto is a small town.

The Country

In the country there are woods, farms, and fields. Many people live on farms. People live in houses, too. There are no apartment buildings. Houses in the country are far apart.

This is Jenna's house.

I live on a farm in the country.

What's your address?

Everyone's home has an address.

It tells us where it is.

My address is
19 Main Street, Rivertown.

house number

street name

19 Main Street
Rivertown

town name

Cities

Cities are like very big towns.
There are a lot of people, streets,
and big buildings in cities.
The buildings are close together.
Many people live in apartments.

This is Nada.
Nada's apartment
is in the city.

I live in Cairo.
Cairo is a big city.

When do we use an address?

We write
an address
on a letter.

We use an address to
find our friend's house.

What's your address?

Understand

Comprehension

Think **What do you like about the text? Check (✓).**

1 towns ☐

2 the city ☐

3 the country ☐

4 how to write an address ☐

A **Ask and answer the question.**

What's your favorite part?

The city. I live in a city. I like it.

B **Read the sentences. Circle the correct answer.**

1 We all live in **apartments** / **homes**.

2 A town is like a **small** / **big** city.

3 There are woods, fields, and farms in the **city** / **country**.

4 **Houses** / **Apartments** in the country are far apart.

5 The buildings in a city are **close together** / **far apart**.

6 Many people live in **apartments** / **houses** in the city.

C **Answer the questions.**

1 What is a neighborhood? _____

2 What does an address tell us? _____

3 When do you need to know someone's address? _____

Think **Talk to a partner.**

1 What is good about a city? What is good about the country?

2 Where would you like to live?

Grammar in Use

D **Listen and sing along.** **Billy's House** 2·34

Where? Where?
Where do people live?
People live in the country.
Where does Jenna live?
Jenna's house is in the country,
At 4 Walnut Street.

Where? Where?
Where do people live?
People live in the city.
Where does Billy live?
Billy's house is in the city,
At 18 Circle Road.

E **Learn Grammar** Possessive 's

Mason's address is 19 Main Street, Rivertown.
Is this Jenna's house? Yes, it is.

Practice with a partner.

1
Ali

2
Carla

3
Jed

4
Hannah

10 West Road,
Bastrop

18 Elm Street,
Fairtown

Apartment 6,
48 Canal Street,
New York City

12 Lake Street,
White City

Is Ali's address Apartment 6, 48 Canal Street, New York City?

Yes, it is. Ali's house is in the city.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•35

noisy

quiet

safe

dangerous

boring

interesting

B Look at the pictures. What do you think these places are like? Write.

safe quiet interesting dangerous boring noisy

quiet

dangerous

Listening

Think What's your neighborhood like?

C Listen. Is he in the same place or different places? 2•36

D Listen again and number the pictures. 2•37

Speaking

E Listen and repeat. Then practice with a partner. 2•38

Word Study

F **Learn** Verbs and Nouns

Some words can be verbs and nouns.

work = verb

work = noun

Match the words to the pictures.

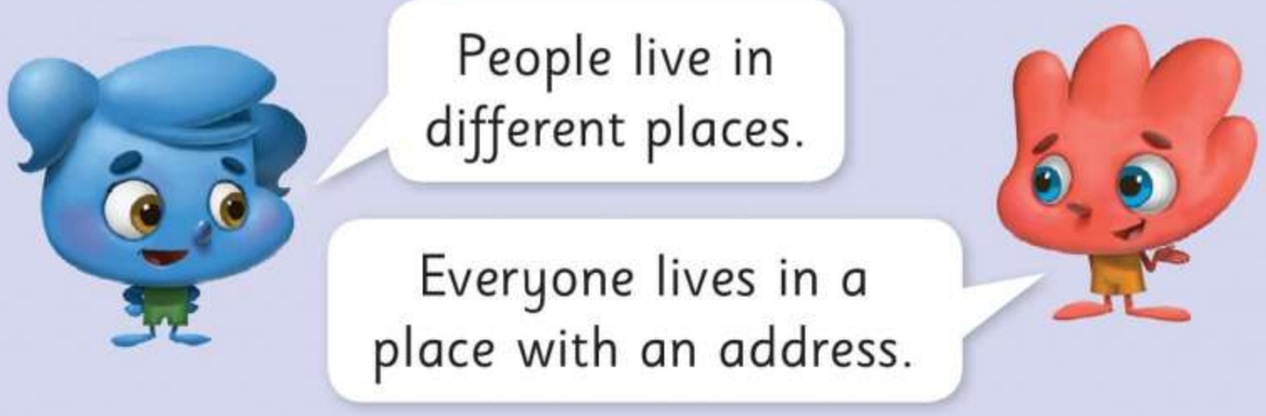
1 water
2 snow
3 plant

Write Tell your partner about where you live. Now write about it in your **Workbook.** page 117

BIG QUESTION 7 Where do we live?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



UNIT 14

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2•39

department store

restaurant

movie theater

hotel

cornfield

orchard

new

old

B Look at the picture and write the places in the chart.

New	Old
department store	

Before You Read

Think How is a city different from the country?

C Learn Contrasting

To **contrast** things, we say how they are different.

As you read, look out for what is different about places and characters. This helps you understand the story.

Read the stories. Contrast the characters. Write.

1

Ben is eight years old. He has a pet cat. Ben's favorite color is blue. His best friend's name is Jae. Jae is nine years old. He has a pet lizard. Jae's lizard is green, and his favorite color is green, too.

	Ben	Jae
Age?	8	9
Pet?	cat	
Favorite color?		

2

I'm Kim. I live in a city with my family. We live in a small apartment on a noisy street. My best friend, Makiko, lives in the country with her family. They live in a big house on a quiet street.

	Kim	Makiko
City / Country		
House / Apartment		
Quiet / Noisy		

D **The story on pages 138 and 139 is about a country mouse and a city mouse who go to each other's homes. What do you think they do?**

PREVIEW

City Mouse and Country Mouse

In this story, we learn about a mouse's home in the country and his cousin's home in the city.

Read 2•40

City Mouse and Country Mouse

City Mouse lives in the city. "There are too many people and cars here. I want some fresh air! I can visit my cousin, Country Mouse," he says.

City Mouse flies to the country. Country Mouse runs to him. "Hello, City Mouse! Welcome to my home!"
"Thanks, Country Mouse!" says City Mouse.
"I'm hungry. What's for dinner?"

They go to the cornfield and eat some corn. Then they go to the orchard and eat some apples.
"This food is okay, but it's too plain for me!" says City Mouse.

It's bedtime, and they're tired. They sleep in an old barn.

The next morning, they walk to the pond.
"The country is okay, but it's too boring for me," says City Mouse. "Come with me to the city! It's interesting there."
"OK," says Country Mouse.

City Mouse and Country Mouse take a train to the city. They go to a movie theater, a department store, and a restaurant. They eat cheese and cookies. "This food is okay, but it's too fancy for me," says Country Mouse.

It's bedtime, and they're tired. They sleep in a new hotel.

The next morning, they hear a loud noise. "Cats! Run!" says City Mouse. City Mouse and Country Mouse run and run until they are safe.

"The city is okay, but it's too dangerous for me!" says Country Mouse. "Come with me to the country. It's safe there." "No, the country is good for you, and the city is good for me," says City Mouse.

The two mice say goodbye and go home happy.

Understand

Comprehension

Think **What do you like about the story? Check (✓).**

1 City Mouse in the country. ☐

2 Country Mouse in the city. ☐

3 The mice eat cheese and cookies. ☐

4 The mice run away from cats. ☐

A **Ask and answer the question.**

What's your favorite part?

City Mouse and Country Mouse in the hotel. It's funny!

B **Who says these sentences? Match.**

1 "Welcome to my home!" ●

2 "Come with me to the city." ●

3 "I'm hungry. What's for dinner?" ●

4 "Come with me to the country!" ●

C **How are Country Mouse and City Mouse different? Complete the chart.**

	Country Mouse	City Mouse
He likes … food.	plain	
He thinks the city is …		
He thinks the country is …		

Think **Talk about the story.**

1 Why do the mice go back to their homes?

2 What is the lesson of the story?

Grammar in Use

D **Listen and sing along.** **Our Grandma** 2·41

This is our grandma.
We like her house.
Her house is in the country.
We play in her cornfield.
Is it safe? Yes, it is!

This is our grandma.
We like her house.
Her house is old and big.
We run in her orchard.
Is it quiet? Yes, it is!

E **Learn Grammar** **Possessive Adjectives**

His home is in the city. **Her** neighborhood isn't quiet.
Is **your** apartment small? No, it isn't.

Ask your partner about his or her home. Check the answers (✓).

home	in the city	☐	in the country	☐
house / apartment	big	☐	small	☐
neighborhood	quiet	☐	noisy	☐

F **Now tell the class about your partner's home.**

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2•42

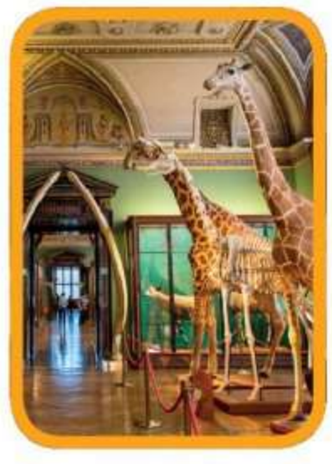
park

library

supermarket

drugstore

bakery


museum

B Think about the places in **A**. Add them to the chart.

We go here to buy things	We don't go here to buy things
supermarket	

Listening

Think What's in your neighborhood? Which is your favorite place?

C Listen. Do they all like the city? Why? / Why not? 2•43

D Listen again and circle the correct words. 2•44

1 Jay **likes** / **doesn't like** the city. He **likes** / **doesn't like** the country.

2 Mrs. Perez **likes** / **doesn't like** the city. She **likes** / **doesn't like** the country.

3 Mr. Brown **likes** / **doesn't like** the city. He **likes** / **doesn't like** the country.

4 Ella **likes** / **doesn't like** the city. She **likes** / **doesn't like** the country.

Speaking

E Ask two classmates about their neighborhoods. You can change the words in **bold**. 2•45

Writing Study

F **Learn** Complete Sentences

A **complete sentence** has a **noun** or nouns and a **verb** in it.

The **town** **is** small.

town = noun **is** = verb

Maria **goes** to the **library**.

Maria = noun **goes** = verb
library = noun

Is it a complete sentence? Read and circle.

1 The blue jacket — Yes **No**
2 The mouse runs home. — **Yes** No
3 At my house — Yes **No**
4 My brother lives in a town. — **Yes** No
5 Homes in the city — Yes **No**
6 Lucas goes to the bakery. — **Yes** No

Write **Tell your partner about the places in your neighborhood.**
Now write about them in your Workbook. page 125

Wrap Up

A Listen and read along. 2•46

Project: A Map of Your Neighborhood

B **Draw a map of your neighborhood.**

- Think about the places in your neighborhood.
- Draw the places on the map.
- Write labels and your address.

C **Put your map on the wall. Tell the class about it.**

I live in an apartment in a city. My neighborhood is big. There is a park and a school in my neighborhood.

D **Look at all the maps. Talk about them.**

There's a movie theater in Hana's neighborhood.

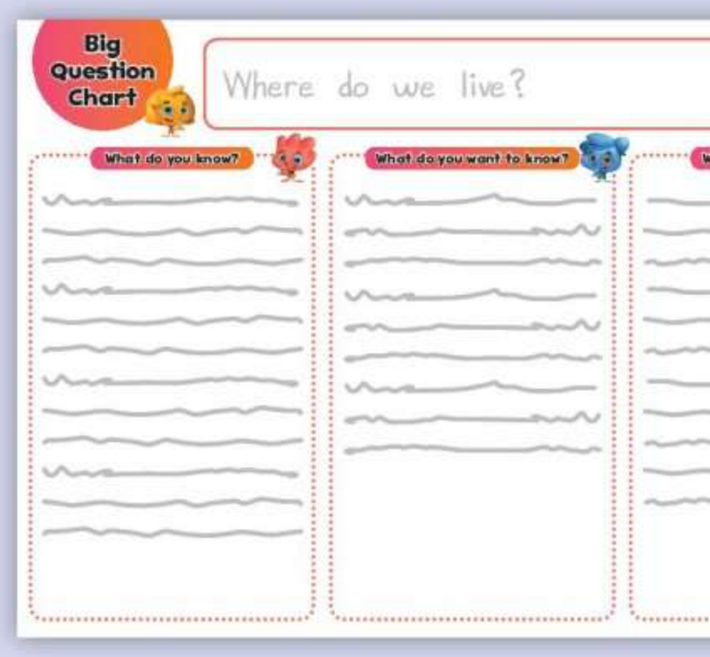
BIG QUESTION 7

Where do we live?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**



UNITS
15–16

BIG QUESTION 8

How can we make music?

In these units you will:

WATCH a video about music.

READ about percussion and a student performance.

MAKE a percussion instrument.

LEARN about different instruments and how to keep a beat

WRITE about performances and instruments.

A Watch the video.

B Look at the picture.
What do you see?

1 What are the children doing?

2 Do you think it is noisy there?

C Think and answer the questions.

1 Where do you hear music?

2 Can you make music?

D Fill out the **Big Question Chart**.

UNIT 15

Get Ready

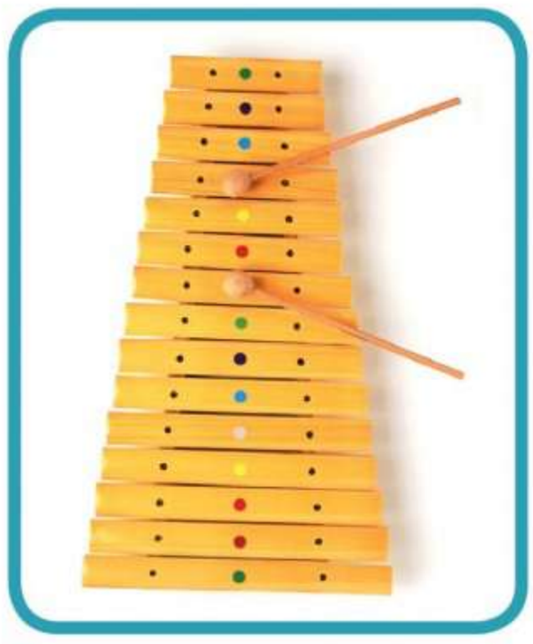
Words

A Listen and point to the words. Listen again and say the words. 3•02

instruments

cymbals

tambourine



xylophone

drum

triangle

shake

strike

B Listen to the music and circle the correct words. 3•03

1	instruments	drum
2	cymbals	tambourine
3	tambourine	xylophone
4	drum	xylophone
5	triangle	cymbals
6	tambourine	triangle
7	shake	strike

Before You Read

Think What things do we shake and strike?

C **Learn** Main Idea and Details

Most texts have a **main idea**. The main idea is what the text is about. **Details** tell us more about the main idea.

As you read, look out for these. They help you understand the text.

Read the text. What is the main idea? What are the details?

Addresses

An address tells us where someone lives. The house or apartment number is in an address. The street name and the town or city name is in the address, too.

Write the details from the text.

Detail
house or apartment number

Main idea
An address tells us where someone lives.

Detail

Detail

D **Look at the title, pictures, and headings on pages 150 and 151. What do you think the text is about?**

PREVIEW

Percussion Instruments

In this text, we learn about musical instruments called percussion instruments.

Music

Read 3•04

Percussion

Percussion instruments are a family of musical instruments. We strike or shake them. Percussion instruments are big and small. These instruments add special sounds to music.

Percussion instruments keep the beat: 1, 2, 3, 4. We can keep the beat, too. Clap your hands to this beat: 1, 2, 3, 4. Can you stamp your feet to the beat? 1, 2, 3, 4.

Think What is the main idea?

Drums

There are a lot of different drums in the world. We strike drums with our fingers, our hands, or with drumsticks or mallets. This keeps the beat. This big drum is called a bass drum. The boy is striking the big white drum with two mallets.

Think What are the details here?

Instruments

The Tambourine

A tambourine is like a small drum. We strike it with our hands. We can shake it, too.

The Xylophone

A xylophone has wooden bars. The girl is striking the xylophone with mallets.

The Triangle

Why do you think this instrument is called a triangle? Its shape is a triangle. We strike it.

Cymbals

When we play the cymbals, we strike two cymbals together. There are many kinds of cymbals. Some are big and some are small. They sound different. This boy is playing big cymbals.

Listen. They're playing all the percussion instruments again. Which instrument is your favorite?

Think What are the details on this page?

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 keeping the beat ☐
2 drums ☐
3 tambourine ☐
4 cymbals ☐

A Ask and answer the question.

What's your favorite part?

Keeping the beat. It's fun!

B Look back at the text. Write the main idea and the details.

drum

C Answer the questions.

1 What family of instruments do we strike or shake? _____
2 How do we strike drums? _____
3 How do we play a tambourine? _____
4 What instruments do we strike with mallets? _____
5 How do we play the cymbals? _____

Think Talk to a partner.

1 Can we shake and strike every percussion instrument?
2 Do we need an instrument to keep the beat?

Grammar in Use

D **Listen and sing along.** **Making Music** 3•05

I'm not playing the triangle,
I'm playing the drum.
You're shaking the tambourine,
We're both having fun!
We are making music,
Join in everyone!

Gus is playing the xylophone,
He isn't playing the drum.
Layla's playing the cymbals,
They're both having fun!
They are making music,
Join in everyone!

E **Learn Grammar** **Present Continuous**

You're playing the drums.
You aren't playing the xylophone.
I'm shaking the tambourine.
I'm not striking it.

Act out playing a percussion instrument. Your partner guesses.

F **Now act it out again. Your partner tells the class.**

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3•06

fast

slow

loud

soft

awful

lovely

B What are they saying? Look, read, and write.

1 It's lovely and _____.

2 It's _____ and _____.

3 It's _____ and _____.

Listening

Think How does a drum sound? Do you like the sound?

C Listen. Which instruments are soft? Which are loud? 3•07

D Listen again and number the pictures. 3•08

Speaking

E Listen and repeat. Then practice with a partner. 3•09

Word Study

F **Learn** Alphabetical Order

Words in a dictionary are in **alphabetical order**.
We start by looking at the first letter of the word.

apple **bird** **cymbal** **drum** **elephant**

Write the words in the list in alphabetical order.

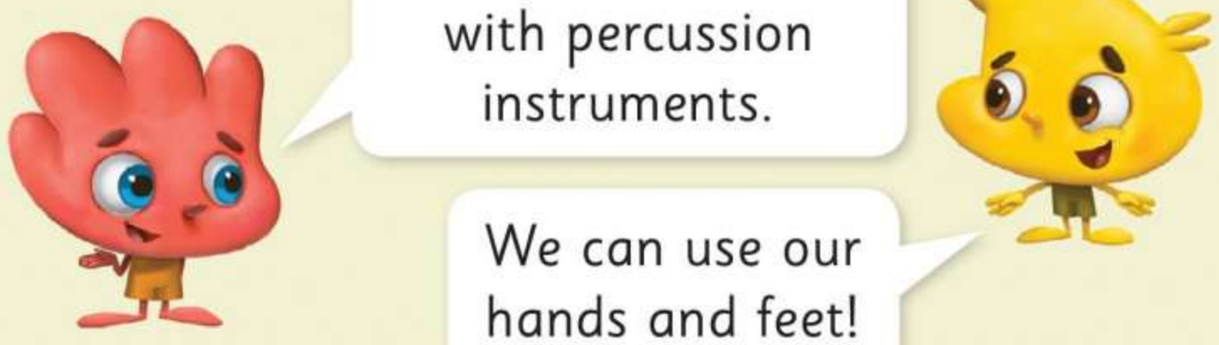
fast	awful
beat	
clap	
awful	
slow	

Write Tell your partner about a percussion instrument.
Now write about it in your **Workbook**. page 135

BIG QUESTION 8 **How can we make music?**

A Watch the video.

B Think about the Big Question.
Talk about it with a partner.



UNIT 16

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3•10

dance

sing

get an idea

practice an instrument

buy tickets

give money

clap

take pictures

B Think about the words in **A** and add them to the chart.

I need my hands	I don't need my hands
practice an instrument	

Before You Read

Think Where do we get musical instruments from?

C **Learn** **Problems and Solutions**

In some stories, there is a **problem**. Sometimes the characters fix the problem with a **solution**.

As you read, look for problems and solutions. This helps you understand the story.

Match the problems to the solutions.

Problem	Solution
I'm cold.	Mix red and yellow paint.
I don't have orange paint.	Go to the country.
I don't have a tambourine.	Put on a jacket.
I don't like the city.	Clap your hands.

D **The story on pages 158 and 159 is about children who want to play music, but don't have any instruments. What do you think they do?**

PREVIEW

Let's Make Music!

In this story, we read about how some students solve a problem.

Read 3•11

Let's Make Music!

January

I'm Maddie, and we're students in Ms. King's class. We want music lessons, but we don't have instruments. We can't buy instruments because we don't have any money. We have a big problem. We need a good idea.

Think What is the problem?

February

We think, and think, and think, and then get an idea. Let's make instruments and give a concert!

We can sell tickets, get money, and buy new instruments. But how do we make instruments? We ask our friends and families. Aha! We can use things from our homes.

Think What is the solution?

April

We're making instruments that we can shake. We're using paper rolls and beads. Fay and Oscar are shaking them.

Evan and Kate are using jars and candy. They're shaking them to a beat.

May

We're all practicing our instruments.
These buckets and pots are our drums.
Bruno, Sara, and Dan are striking them.

These are our cymbals. Aziz and
I are striking them together.

Ms. King is helping us. What do
you think? Are we having fun?

June

It's concert night. Look at all the people! They're buying tickets.
Everyone is excited.

We're all playing our instruments, singing, and dancing.
Our parents are taking pictures. The people are clapping
and giving money! It's a wonderful concert.

September

Look! These are our new instruments!
We're very happy. We're playing them,
and we sound great. We still like our
old instruments, too!

Understand

Comprehension

Think **What do you like about the story? Check (✓).**

1 making drums from buckets ☐
2 shaking the candy in jars ☐
3 people clapping at the concert ☐
4 playing the new instruments ☐

A **Ask and answer the question.**

What's your favorite part?

Making instruments.
I want to make a drum!

B **Look back at the story. Match the problems to the solutions.**

Problems		Solutions
1 The students need a good idea.	●	● **a** They can make instruments.
2 The students don't have instruments.	●	● **b** They sell tickets to their concert.
3 They don't know how to make instruments.	●	● **c** They think and think.
4 The students need money.	●	● **d** They talk to their families and use things from home.

Think **Talk about the story.**

1 Why are the students happy at the end of the story?
2 Is it a good idea to ask our families and friends for help when we have a problem?

Grammar in Use

C **Listen and sing along.** **The Carnival** 3•12

Layla and Gus are in the carnival,
The carnival in the town.
What are they doing in the carnival?
They are carnival clowns!

Come and join the carnival.
Be a carnival clown!

Is he singing? No, he isn't.
Is she dancing? Yes, she is.
They are dancing in the carnival,
They are carnival clowns!

D **Learn Grammar** **Present Continuous Questions**

Are you **singing?** Yes, I **am**.
Is she **dancing?** No, she **isn't**.
Are they **playing** instruments? Yes, they **are**.
Are we **having** fun? Yes, we **are**!

Choose a person in the picture and practice with a partner.

Jay Dina May Matt

Abby Mina Omar Josh

Is she singing?
No, she isn't.
Is it Dina?
No, it isn't.
Is she clapping?
Yes, she is!
Is it May?
Yes, it is!

E **Now look around the classroom. What are your classmates doing?**

Sofia's reading.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3•13

parade

concert

ballet

play

puppet show

circus

B What are they watching? Look, read, and write.

1 They're watching a _____.

2 They're watching the _____.

3 They're watching the _____.

4 They're watching a _____.

5 They're watching a _____.

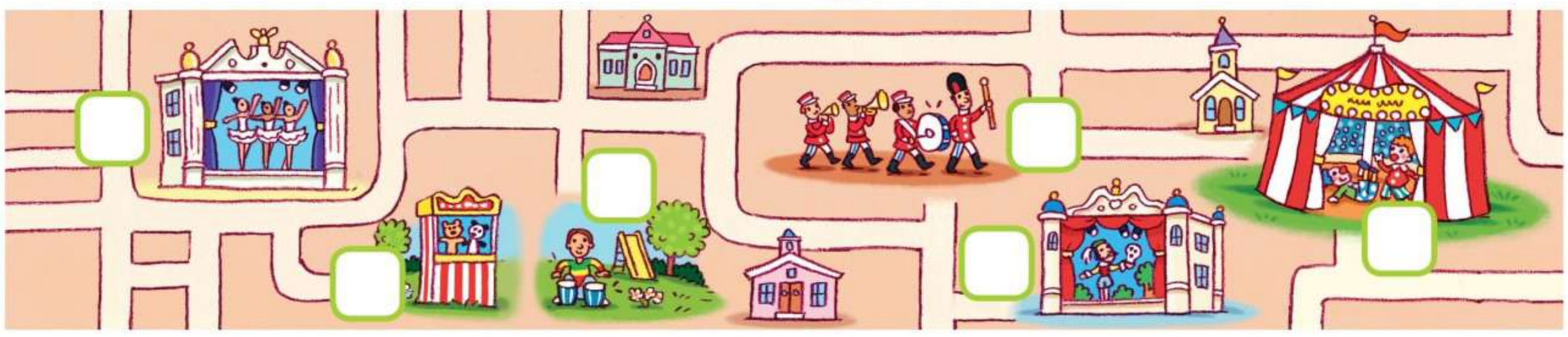
6 They're watching a _____.

Listening

Think Which kind of performances do you like? Why?

C Listen. Which performances are they watching? 3•14

D Listen again and number the places. 3•15



Speaking

E **Act out a performance with your partner. Ask the class to guess. Use the words in the box to help.** 3•16

Writing Study

F **Learn** Contractions

Add two words together and take away a letter to make a **contraction**.

I am → I'm You are → You're are not → aren't is not → isn't

It is → It's She is → She's What is → What's That is → That's

Write the contractions.

1 They ___aren't___ (are not) singing.
2 _____ (She is) playing the drum.
3 _____ (What is) he doing?
4 _____ (I am) taking pictures.
5 It _____ (is not) loud.
6 _____ (You are) watching the parade.

Write **Tell your partner about your favorite kind of performance.**

Now write about it in your Workbook. page 143

Wrap Up

A Listen and read along. 3•17

It's time for music class.
Everyone loves music.

They're singing. Look at Gus.
He's singing, too.

Now they're practicing.
Gus is playing the cymbals.

They're dancing now.
Gus is dancing, too.

Ms. Tune thinks and thinks. She gets an idea. What's she doing?

Look! It's a xylophone.

Project: Percussion Instruments

B **Make percussion instruments with your group.**

- Find things to make your instrument from.
- Make and decorate your instrument.
- Practice playing your instrument.

C **Play your instruments for the class.**

D **Listen to all the instruments. Talk about them.**

What's Olly doing?

He's striking the drums.

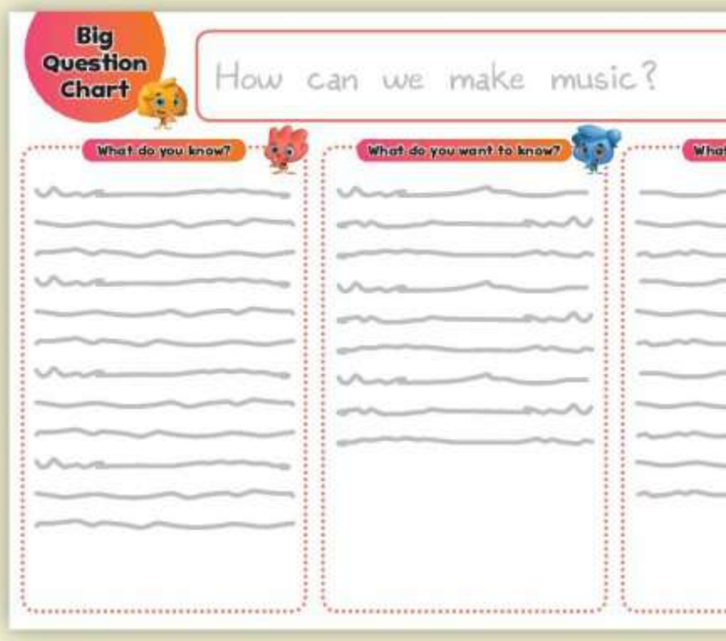
BIG QUESTION 8

How can we make music?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**



UNITS
17–18

BIG QUESTION 9

What are living things?

In these units you will:

WATCH a video about living things.

READ about living things and a runaway cookie.

MAKE a Venn diagram.

LEARN how living and nonliving things are different.

WRITE about living things.

A **Watch the video.**

B **Look at the picture. What do you see?**

1 What are the children watching?

2 Is it an animal or a toy?
How do you know?

C **Think and answer the questions.**

1 What things grow?

2 Do you grow?

D **Fill out the Big Question Chart.**

UNIT 17

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3•18

living

nonliving

breathe

move

change

air

people

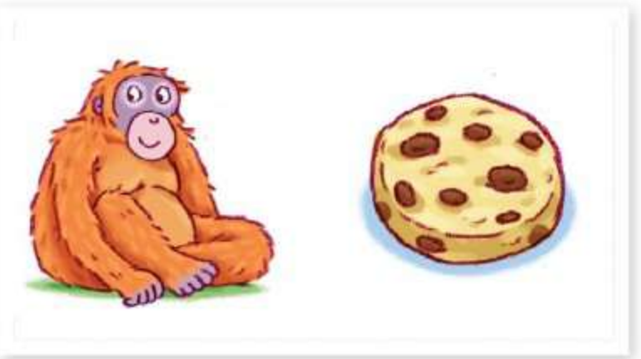
plant

B Read, look, and circle the correct picture.

1 It moves.

2 It grows.

3 It breathes.



C **Do you think these things are living?**
Read and write *L* (Living) or *N* (Nonliving).

police officer	bicycle	T-shirt	tree	drum
L	☐	☐	☐	☐

Before You Read

Think Look around you. What moves? What changes?

D Learn Contrasting

Remember, to **contrast** things, we say how they are different. As you read, look out for what is different. This helps you understand the text.

Read the texts. What is different? Complete the charts.

1

DANCE CLASS

Dance class is in the afternoon. Come to the gym. Bring your ballet shoes!

MUSIC CLASS

Bring your instrument to the music room. Music class is in the morning.

	Dance Class	Music Class
When is it?	in the afternoon	
What do I take?	ballet shoes	
Where is it?	in the gym	

2

My toy bear is small and yellow. It doesn't grow.

This big bear lives in the woods. It's brown, and it grows fast.

	Toy Bear	Bear
Is it big or small?		
What color is it?		
Does it grow?		

E Can you think of any differences between living and nonliving things?

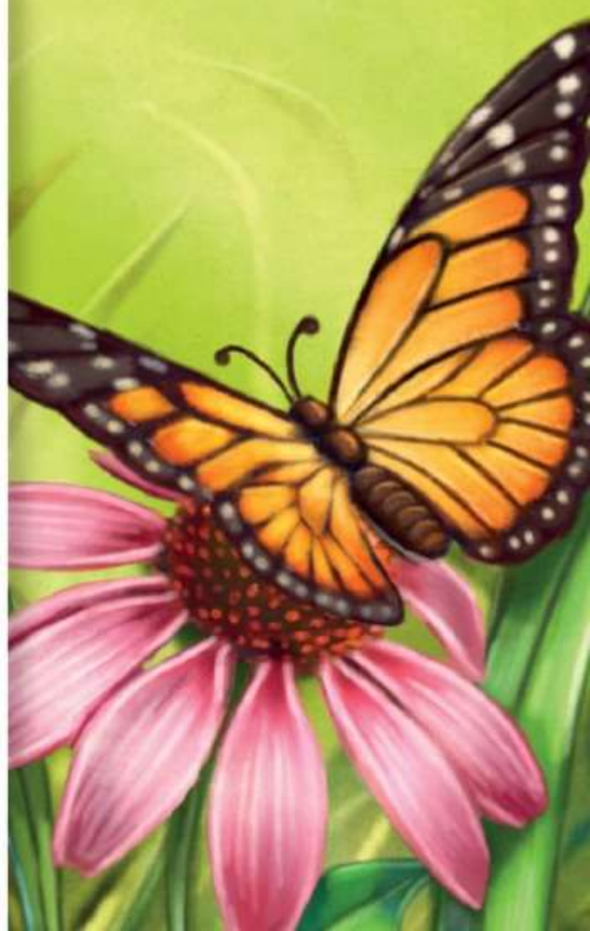
PREVIEW

Living and Nonliving Things

In this text, we learn about living and nonliving things.

Life Science

Beth Cody Kimmel is a children's book writer. She lives in New York's Hudson Valley. She likes to read and hike, and her favorite living thing is her daughter, Emma!



Read 3•19

Living and

We see many things in our world every day. All of these things are living or nonliving. Let's read about how they are different.

Living things

A living thing can grow and change. Look at the caterpillar and butterfly. What is different?

A plant is a living thing. An animal is a living thing. You are a living thing! Living things breathe air, and they need food and water.

People and animals can move by themselves. They can get food and water from different places. Where can animals get water?

Plants can't move by themselves. They make their food from sunlight, water, and air. They can grow tall to get sunlight.

Water comes to them.

What living things do you see every day?

Nonliving Things

Nonliving things

A nonliving thing doesn't need food, air, or water. It can't breathe. A toy is a nonliving thing.

A nonliving thing doesn't grow, but it can change. Look at the sneakers. What's different?

Think How are living and nonliving things different?

A ball can move. Is a ball a living thing? No, it isn't. A ball can only move if we move it. It can't move by itself. It can't breathe, and it doesn't grow. It's a nonliving thing.

What nonliving things do you move every day?

Look around you. What nonliving things do you see?

All living and nonliving things in our world are important. It is good to take care of all of them.

Understand

Comprehension

Think What do you like about the text? Check (✓).

1 the butterfly ☐

2 the plant growing ☐

3 the sneakers changing ☐

4 the ball moving ☐

A Ask and answer the question.

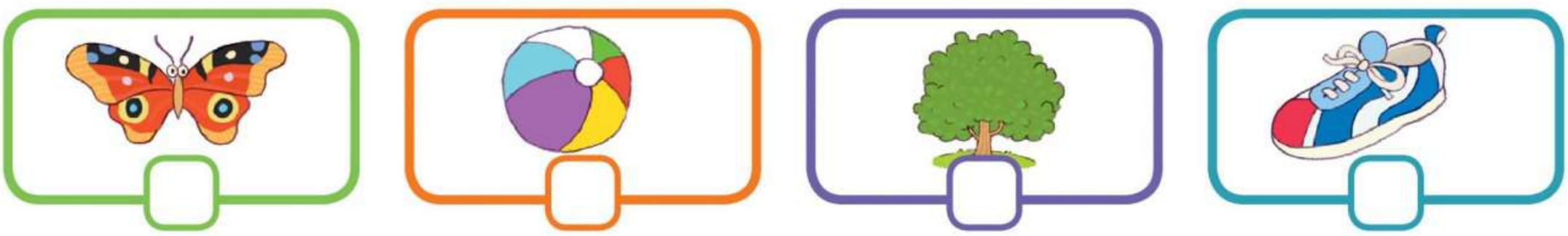
What's your favorite part?

The plant growing. I'm growing, too!

B Contrast living and nonliving things. Write a (✓) or a (✗) in the chart.

	Living Things		Nonliving Things
	People and Animals	Plants	
changes	✓	✓	✓
moves by itself			
grows			
breathes air			

C Look and write *L* (Living) or *N* (Nonliving).



Think Talk to a partner.

1 Do all living things need a home? Can you think of a living thing that doesn't?

2 Do nonliving things get old? Can you think of some old nonliving things?

Grammar in Use

D **Listen and sing along.** **Living Things** 3•20

Move! Breathe!
Jump up and down!
Clap your hands, and dance around!
We can ride a bike,
And breathe in the air.
Run in the park, play an
instrument. Yeah!

Plants can't dance,
But they're living, too.
They can breathe the air,
just like we do!
Move! Breathe!
Jump up and down!
Clap your hands, and dance around!

E **Learn Grammar** *Can* and *Can't*

An animal **can** grow. A toy **can't** grow.
People **can** breathe. Sneakers **can't** breathe.

Can it move, grow, or change? Look at the picture. Practice with a partner.

A tree can grow.

A doll can't grow.

A house can't move.

F **Now look around your classroom. Tell your partner about a living or nonliving thing. Your partner guesses.**

It's a living thing.
It's green. It can grow.
It can change.

It's the plant!

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3•21

bench

bush

statue

grass

rose

fountain

B Think about the words in **A**. Add them to the chart.

Living	Nonliving

Listening

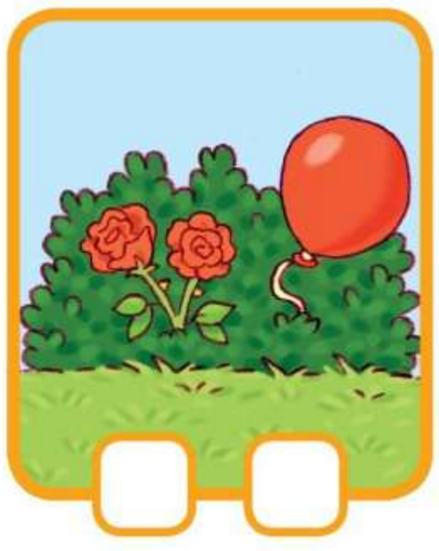
Think Which nonliving things are in your favorite park?

C Listen. Who is in the park: Mom, Dad, son, daughter? 3•22

D Listen again and check (✓) the things in the park. 3•23

1

2

3 

4

Speaking

E Listen and repeat. Then practice with a partner. 3•24

Word Study

F **Learn** Adjectives

Adjectives describe nouns. They tell you more about the nouns.

The fountain is noisy.

fountain = noun noisy = adjective

Read the sentences and circle the adjectives.

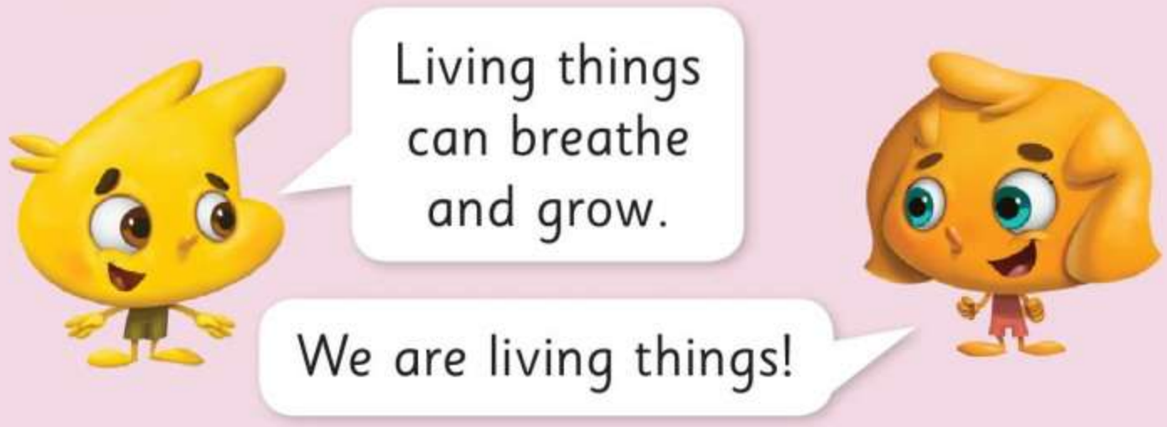
1 The roses are lovely.
2 The drums are loud.
3 The bench is old and plain.
4 It's a safe, quiet neighborhood.
5 It's a cold and windy day.
6 I need new sneakers.

Write Tell your partner about living and nonliving things.
Now write about them in your **Workbook**. page 153

BIG QUESTION 9 What are living things?

A Watch the video.

B Think about the Big Question.
Talk about it with a partner.



UNIT 18

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3•25

run away

chase

catch

stop

cross

bake

smell

open

B Think about the words in **A**. Add them to the chart.

I use my hands	I use my nose	I use my feet
catch		

Before You Read

Think When do you run away from something?

C Learn Sequence

Remember, stories have a **sequence**. As you read, look out for the sequence. This helps you understand the story.

Read and number the parts of the story in the correct order.

1

- ☐ They play their favorite game.
- ☐ Manu runs away. They can't catch him. He runs very fast!
- 1 Manu goes to the park with his friends.
- ☐ Ali chases Harry. He catches him. Now, Ali and Harry chase Manu.

2

- ☐ *They're scared. They run away.*
- ☐ *They look at the statue. It moves!*
- ☐ *Grace and Emma see a statue in the street. It has a drum.*
- ☐ *They stop and look back. It isn't a statue. It's a person! Grace and Emma laugh.*

D **The play on pages 178 and 179 is about a gingerbread cookie. Do you know what a gingerbread cookie looks like?**

PREVIEW

The Gingerbread Man

In this play, we read about a gingerbread cookie that runs away.

Read 3•26

The Gingerbread Man

Gingerbread Man

Narrator

Old Woman

Old Man

Chicken

Cow

Horse

Fox

One day, an old woman makes
a gingerbread man cookie.
She bakes it in the oven.

It smells good! I'm hungry!

The old woman opens the oven
door. The gingerbread man
jumps up and runs out the door!

Stop! Don't run away!
We want to eat you!

The old woman and old man
chase the gingerbread man.
He should run fast!

Run, run as fast as you can!
You can't catch me, I'm the gingerbread man!

The gingerbread man sees
a chicken in the yard.

Stop! Don't run away!
I want to eat you!

The old woman, old man, and chicken
all chase the gingerbread man.
But he's too fast.

Run, run as fast as you can! You can't
catch me, I'm the gingerbread man!

He sees a cow in a grassy field.

Stop! Don't run away!
I want to eat you!

The old woman, old man, chicken,
and the cow all chase the
gingerbread man. But he's too fast.

Run, run as fast as you can! You can't
catch me, I'm the gingerbread man!

He sees a horse next to a tree.

Stop! Don't run away!
I want to eat you!

The old woman, old man, chicken,
cow, and the horse all chase the
gingerbread man. But he's too fast.

Run, run as fast as you can! You can't
catch me, I'm the gingerbread man!

The gingerbread man comes to
a river. He should swim across it!

Oh, no! I can't swim!

The gingerbread man sees a fox.
He shouldn't talk to the fox!

You really shouldn't stay here. I can help you.
Climb on my nose, and we can cross the river.

OK!

The gingerbread man jumps on the
fox's nose. The fox throws the
gingerbread man up in the air and ...

Yum! Delicious!

And that's the end
of the gingerbread man!

Understand

Comprehension

Think **What do you like about the play? Check (✓).**

1 The old woman bakes the gingerbread man. ☐

2 The gingerbread man runs away. ☐

3 The animals chase the gingerbread man. ☐

4 The fox eats the gingerbread man. ☐

A **Ask and answer the question.**

What's your favorite part?

The animals. They're funny!

B **Look at the pictures. Number them in the correct order.**

1

C **In what order do they chase the gingerbread man?**

Old Woman	Cow	Horse	Old Man	Chicken
1	☐	☐	☐	☐

Think **Talk about the play.**

1 Why does everyone chase the gingerbread man?

2 Why does the fox tell the gingerbread man to climb on his nose?

Grammar in Use

D **Listen and sing along.** **Run Away!** 3·27

You can't catch me!
You can't catch me!
I can run away! (x2)

Chase, chase, chase him!
You shouldn't stay!
Stop, stop, stop him!
You should run away!

You can't catch me!
You can't catch me!
I can run away! (x2)

Chase, chase, chase him!
You shouldn't stay!
Stop, stop, stop him!
You should run away!

E **Learn Grammar** *Should* and *Shouldn't*

You **should** run away!
You **shouldn't** stay here.

What should or shouldn't they do?
Look and practice with your partner.

should shouldn't

1

close the door

2

run away

3

stop

4

run fast

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3•28

go to bed

play outside

early

late

healthy food

junk food

B Think about the words in **A**. Complete the chart.

Taking Care of Myself	
I should ...	**I shouldn't ...**
eat _____	eat _____
go to bed _____	go to bed _____
play _____	

Listening

Think Who tells you what you should and shouldn't do?

C Listen. Who is telling the children what they should and shouldn't do? 3•29

D Listen again and check (✓) what they should do. 3•30

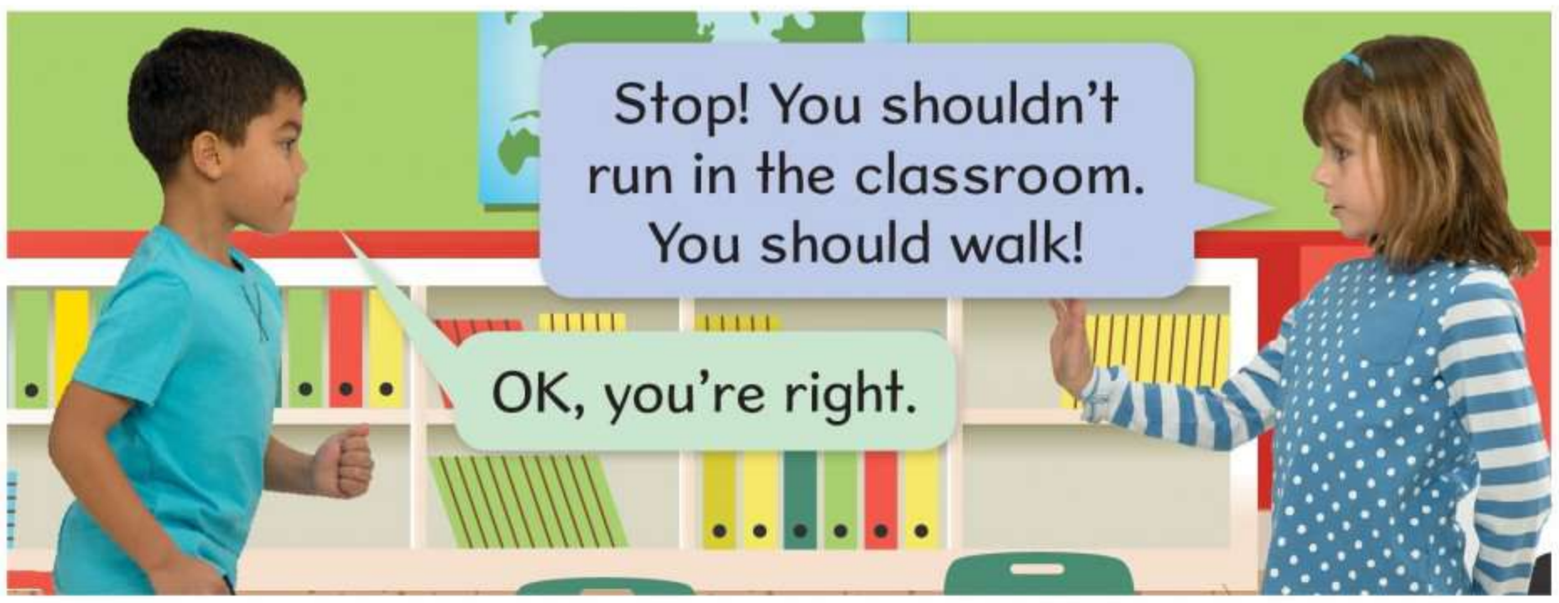
1

2

3

Speaking

E **Tell your partner what he or she should or shouldn't do in school. Act with a partner for the class. Use the words in the box to help.** 3•31



You should …
You shouldn't …

Writing Study

F **Learn** **Punctuation and Sentence Structure Review**

Remember, the first letter of a sentence is a **capital letter**. There is a **period**, a **question mark**, or an **exclamation point** at the end of a sentence.

A tree grows. Does that tree grow tall? That tree grows very tall!

Some words are **nouns**, some words are **verbs**, and some words are **adjectives**.

tree = noun grow(s) = verb tall = adjective

Write the sentences correctly.

1 an old woman opens the oven door _____

2 do you eat healthy food _____

3 don't jump on the fox's nose _____

G **Circle the nouns, underline the verbs, and draw a square around the adjectives.**

1 Mary plants roses.

2 The kitten chases the small mouse.

Write **Tell your partner what you should do to take care of living things. Now write about it in your Workbook.** page 161

Wrap Up

A Listen and read along. 3•32

Everyone is at the park.

Dot can hear a sound.

Dot listens.

Billy and Dot look in the bushes.

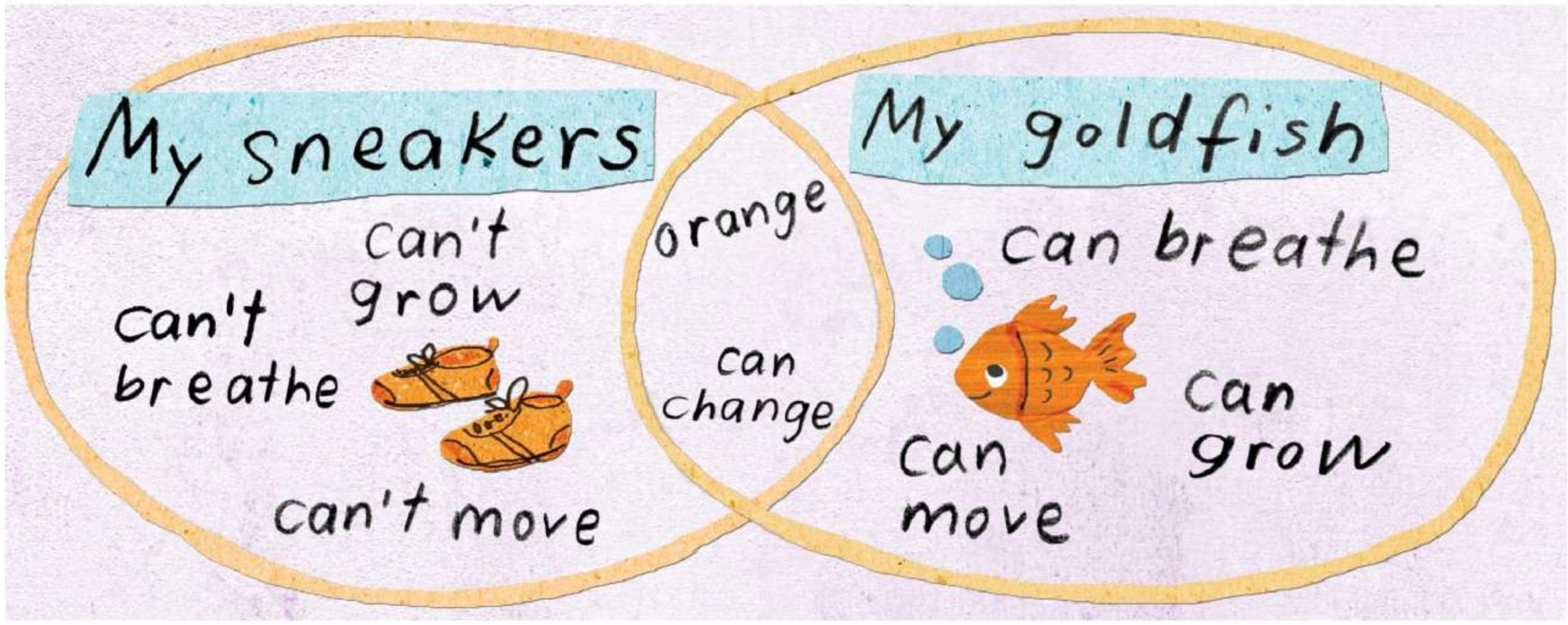
The thing moves! Billy and Dot are scared.

Look, it's Gus!

Project: A Venn Diagram

B **Make a Venn diagram.**

- Choose a living thing and a nonliving thing.
- Compare them. How are they the same?
- Contrast them. How are they different?
- Draw your diagram and write.
- Draw or find pictures.



C **Put your diagram on the wall. Tell the class about it.**

My sneakers can't breathe.
My goldfish can breathe.

D **Look at all the diagrams. Talk about them.**

The elephant is gray.
The train is red.

BIG QUESTION 9

What are living things?

A **Watch the video.**

B **Think more about the Big Question.**

C **Complete the Big Question Chart.**

playscript 1

Elliot's New Friend

Characters

Elliot *an elephant*
Tuti *a tortoise*
Narrator
Chorus
Tortoises
Zebras
Lions
Elephants

Tuti and other Tortoises enter slowly, then stop. Elliot enters. Tuti looks at him.

Narrator Elliot is sad and lonely.
He sees a tortoise.

Elliot walks to Tortoises.

Tuti Hello, I'm Tuti.

Elliot I'm Elliot. I can't find my family.

Chorus Poor Elliot! He feels sad.
Being lonely feels very bad!

Tuti Let's look.

Elliot and Tuti walk around. Zebras enter. Elliot and Tuti stop near Zebras.

Tuti Look! Is that your family?

Elliot No! Those are zebras.

Chorus Elliot's an elephant as you can see.
Those zebras aren't his family!

Narrator The zebras are scared. They run away.

Zebras leave, running. Tuti and Elliot eat something. Then they play together.

Narrator Elliot and Tuti eat, play, and sleep.

Chorus Elliot has a friend, and they can play.
He's not so lonely. He feels okay.

Elliot and Tuti walk around. Lions enter. Elliot and Tuti stop near Lions.

Tuti Look! Is that your family?

Elliot No! Those are lions.

Chorus Elliot's an elephant as you can see.
Those lions aren't his family!

Narrator Elliot and Tuti are scared. They run away.

The lions roar. Elliot and Tuti run away. Elephants enter. Elliot and Tuti stop near Elephants.

Tuti Look! Elephants.

Elliot I'm an elephant. That's my family.

Tuti Yes!

Elliot Thanks, Tuti.

Narrator Elliot has a new friend.

All characters enter. Elliot and Tuti dance in the middle of the circle of Elephants.

Everyone except Elliot and Elephants

Elliot's happy in the end.
He's found his family and a friend!

Stone Soup

Characters

Hans *a father*
Ann *a mother*
Olga *their daughter*
Old Woman 1
Old Woman 2
Man *a father*
Son *his son*
Narrator
Chorus
Townspeople

Narrator This is a play called *Stone Soup*. In this story people learn an important lesson.

Old Woman 1 enters. Hans, Ann, and Olga enter. Hans has a large empty pot. They see Old Woman 1.

Hans Excuse me. We're very hungry. Do you have any food?"

Old Woman 1 No! I'm hungry, too! I'm sorry.

Chorus They are hungry, very hungry. What can they do?
They don't have enough to eat. This is very true.

Old Woman 1 leaves. Man enters. The family sees Man.

Olga Excuse me. We're very hungry. Do you have any food?

Man No! I'm hungry, too! I'm sorry.

Chorus They are hungry, very hungry. What can they do?
They don't have enough to eat. This is very true.

Man leaves.

Narrator The family has a good idea.

Hans puts his pot down and puts water in it. Then he looks for a stick. He finds a stick and walks back to the pot. Ann and Olga look for stones.

Narrator Ann and Olga look for some stones.

Ann and Olga go to the pot. They each have four stones.

Olga Look! I have four stones.

Ann Look! I have four stones, too.

Hans Good! Put them in the pot.

Ann and Olga put the stones in the pot. Hans stirs the pot. Old Woman 1 and Old Woman 2 enter. They have baskets. They point to the pot.

Old Woman 1 and Old Woman 2
What's in that pot?

Hans It's stone soup. It's tasty. You can try some, but we don't have any potatoes. It's good with potatoes.

Old Woman 1 and Old Woman 2 take potatoes out of their baskets.

Old Woman 1 Look! I have five potatoes!

Old Woman 2 Look! I have seven potatoes!

They put the potatoes into the pot. Man and Son enter. They have bags. They point to the pot.

Man and Son What's in that pot?

Olga It's stone soup. It's tasty. You can try some, but we don't have any sausages. It's good with sausages.

Man and Son take sausages out of their bags.

Man Look! I have two sausages!

Son Look! I have three sausages!

They put the sausages into the pot.

Narrator Yum! The soup smells good. The townspeople smell the soup.

Townspeople enter and take out carrots and onions from their baskets.

Townspeople Look! We have some onions.

Look! We have some carrots.

They put the onions and carrots into the pot. Olga, Ann, and Hans give everyone a little soup.

Narrator Everyone eats some soup. Yum! They like it. It's very tasty.

Chorus They were very hungry, very hungry. What did they do?

Everyone walks to the front of the stage.

Everyone We didn't have enough food. But we added our food together in the pot, and now we all have some tasty soup.

Narrator The lesson of this story is …

Everyone It's good to share things.

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