



What is in my neighborhood?

Literacy

Read: a nonfiction text about a security guard's job; four poems

Reading Strategies: identifying headings; predicting from pictures

Process Writing: write a descriptive paragraph

Improve Your Writing: compound nouns

Oracy

Skill: Ground Rules for Discussion

Cue Cards 1–2: 1. *That's important.*
2. *That's not important.*

Speaking Mission: ask for directions

Language

Key Words 1: firefighter, fire station, hospital, doctor, train station, conductor

Key Words 2: security guard, wax, museum, job, alarm, flashlight, exhibit

Key Words 3: break, greet

Key Words 4: barbershop, street, neighborhood, city, supermarket, building

Speaking Mission Words: bank, zoo, candy store, movie theater, sports center, grocery store

Grammar in Context

Prepositions of Time: *in, on, at:* *I have one break in the morning. The museum is closed on Sundays. I get to the museum at 7 o'clock.*

Prepositions of Place: *behind, between, in front of:*

Where's the hospital? It's behind the supermarket.

Where's the park? It's between the school and the zoo.

Where are the cars? They're in front of the restaurant.

Phonics and Spelling

Long *a*

Listening

Dialogue: Asking for Directions

Values

Politeness

The Big Challenge

How can we draw a map?
Draw a map of your neighborhood

1

What is in my neighborhood?

- Talk** about your neighborhood.
- Learn** ground rules for discussion.
- Write** a descriptive paragraph.
- Present** places in your neighborhood.
- Ask** directions to go to different places.

Where are the children?

What are they doing?

Do you have these places in your neighborhood?

Key Words 1

firefighter	doctor
fire station	train station
hospital	conductor

1 Watch the video. Circle the correct answer. Who works at the hospital?

a the firefighter b the conductor **c the doctor**

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

AB page 2

Objective: to introduce the topic of neighborhoods

Key Words 1: firefighter, fire station, hospital, doctor, train station, conductor

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

WHAT IS IN MY NEIGHBORHOOD?

- 1.1 **Key Words 1** Use the flashcards and audio to present Key Words 1. Ask: *What places can we find in a neighborhood?* Hold up the fire station and firefighter Flashcards. Say: *This is a fire station. Firefighters work here.* Hold up the hospital and doctor Flashcards. Say: *This is a hospital. Doctors work here. When we are sick or hurt, we go to the hospital. Doctors and nurses help us.* Hold up the train station and conductor Flashcards. Say: *This is a train station. We can travel to places on trains. The conductor collects the tickets on a train.* Hold up the flashcards again as you play Track I.1. Have students repeat the words.

1 Watch the video. Circle the correct answer. Who works at the hospital?

- Watch the video and pause after “Let’s find out about them!” Ask: *What is today’s Big Question? (What is in my neighborhood?)* Continue the video and pause after “Firefighters are very important because they save the lives of many people.” Ask: *What is Jo’s job?*

(She’s a firefighter.) Where does she work? (At the fire station.) Finish watching the video. Ask: *What other places are in the video? (The hospital, the train station.)* Have students look at the question on page 7. Read the question aloud: *Who works at the hospital?* Have students circle the correct answer. Check answers.

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

Form pairs. Play the video again and have students complete Activity I on AB page 2. Monitor and provide support.

AB page 2




Ready to Read: Nonfiction


Reading Strategy: Headings

Headings divide the text into sections. They tell us what each section is about.


- 1 Read and underline the headings. Match the sections with the pictures.



a



b



c

My Neighborhood
Many people work in my neighborhood.

Mike the Vet
This is Mike. He is a vet. Mike helps animals stay healthy. He also takes care of sick animals.

Joe the Baker
Joe works at Joe's Bakery. He bakes delicious cupcakes and cakes.

Aria the Nurse
Aria is my neighbor. Aria works at the hospital. She is a nurse. She helps sick people.

- 2 Write the heading for each section.

Eric's Paintings Eric's Workplace Eric's Job

Eric's Job

Eric is a professional painter. He likes to paint portraits of people.

Eric's Workplace

Eric works in his art studio. He has lots of paints, paper, and paint brushes.

Eric's Paintings

Eric's paintings are beautiful. He paints movie stars, famous children, and even animals.

Eric, a Famous Painter



- 3 Look at the text on pages 9–10. How many headings are there? **Six.**

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Objective: to identify headings and prepare to read a nonfiction text

Key Words I: firefighter, fire station, hospital, doctor, train station, conductor

Materials: Audio CD I.1, Flashcards I.1–I.6; Build Creativity: paper and colored pencils; Differentiated Instruction: note cards with familiar animals, foods, and jobs words



Key Words 1

Use the flashcards and audio to review Key Words I.

- 1 Read and underline the headings. Match the sections with the pictures.

Have students look at the text in Activity I. Read the title and introduction aloud. Then, point to the pictures and

ask: *What do you think the text is about? (People in the neighborhood, jobs.)* Read the text in the Reading Strategy box aloud. Point to the text again and say: *After the introduction, there are three sections in the text. What is the heading of the first section? (Mike the Vet.)* Have students underline the first heading. Invite a volunteer to read the heading and the section aloud. Ask: *What is the next heading?* Have students underline the heading. Invite a volunteer to read the heading and the section aloud. Do the same with the last heading and section.

- 2 Write the heading for each section.

Have students look at Activity 2. Point to the title: *Eric, a Famous Painter*. Encourage students to describe the picture. Next, point out the text sections and the headings in the box. Tell students to read the text silently. Then, form pairs. Have students choose a heading for each section. Monitor and provide support. Encourage students to notice clues in the sections, for example: *Eric is ... (Eric's Job)*, *art studio (Eric's Workplace)*, *paintings, stars, famous children, animals (Eric's Paintings)*. Check answers.

- 3 Look at the text on pages 9–10. How many headings are there?

Invite students to turn to pages 9 and 10. Read the title aloud. Remind students that headings divide the text into sections. Say: *In this text, the headings are questions.* Form pairs. Have students count the headings in the text. Elicit the number: *six*.



Build Creativity!

People in Our Neighborhood

Objective: A Different Point of View

Brainstorm the different jobs people have where they live. Help with emergent language and write students' ideas on the board. Then, have students choose one of the jobs from the list and have them draw one thing that people with that job use, for example, a doctor may use a stethoscope, a firefighter may use a hose, etc. Form groups and have students guess the jobs by looking only at the drawings.

Differentiated Instruction

Below-level ★

Put the note cards in three circles on the board by category. Write these headings on the side of the board: *Animals, Foods, Jobs*. Have students match the headings with circles. Say: *Headings tell us what each section is about.*

On-level ★★

Write these headings on the board: *Animals, Foods, Jobs*. Spread the note cards across the board. Invite students to place the note cards under the correct headings. Remind students that headings tell us what each section is about.

Above-level ★★★

Spread the note cards across the board in random order. Form groups. Have students sort the words into three categories and decide on a heading for each category. Check answers.



Key Words 2

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



Page 9, section 1

Point to the first heading and read it aloud. Play Track 1.3 through "I check that all the wax figures are OK." Pause, point to the pictures, and ask questions:

Where does Mr. Rogers work?

When does he arrive at the museum?

What does he do first?

What does he do after that?

What does he do with lost items?

Why does he take a tour of the museum?

Digging Deeper

Ask: *What is Mr. Rogers's uniform like? What other jobs require a uniform?*



Page 9, section 2

Point to the next heading and invite a volunteer to read it aloud. Play the rest of Track 1.3. Point to the pictures and ask questions:

Why does Mr. Rogers need comfortable shoes?

Personalization

Ask: *Have you ever visited a wax museum? Did you see the wax figures of famous people? Who did you see?*



Key Words 2



security guard



wax



museum



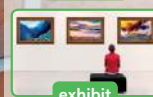
job



alarm



flashlight



exhibit



The Security Guard



Meet Mr. Rogers. He's the **security guard** at the **wax museum**.

Mr. Rogers, what does a security guard do?

I start my **job** early in the morning. I get to the museum at 7 o'clock.

The museum opens at 10, but there

are many things to do.

First, I change into my uniform. I wear a blue shirt, black pants, a black tie, and a black hat. Then, I look at the doors and make sure the **alarms** are working. Next, I see if there are any lost items, and I take them to Lost and Found. Finally, I take a tour of the whole museum. I check that all the wax figures are OK.

Do you walk a lot?

Yes, I do! I walk all over the museum. It is very important to wear comfortable shoes.



A wax figure at the museum where I work.



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Objective: to identify headings and learn about the job of a security guard

Key Words 2: security guard, wax, museum, job, alarm, flashlight, exhibit

Materials: Audio CD 1.2, 1.3, 1.4; Flashcards 1.7–1.13

The Security Guard

What do you carry in your bag?
Look inside. I have a **flashlight** in case the electricity goes out. I have a bottle of water and my lunch: a cheese sandwich, a banana, and a chocolate bar. I love chocolate!

Do you have any breaks?
Yes, of course. I have one **break** in the morning at 11, and another one in the afternoon at 3. I like to visit the **exhibits**. My favorite wax figures are the soccer stars.

I have breaks at 11 am and 3 pm.

What do you like the most about your job?
I love meeting people. Children are the best. They always ask good questions—for example, “Do any of the figures come alive at night?” Ha ha ha! Of course not!
Most people **greet** me with a smile and say, “Good morning,” or “Have a nice day.” I love my job!

Do you work all week?
No. I only work from Tuesday through Saturday. The museum is closed on Sundays.

Think
Why is the security guard's job important?

10

Page 10, section 1

Point to the heading at the top of the page and invite a volunteer to read it aloud. Play Track 1.4 through “I love chocolate!” Pause, point to the pictures, and ask questions:

- What is this section about?
- Why does Mr. Rogers carry a flashlight?
- What else is in his bag?
- What's Mr. Rogers' favorite part of his lunch?
- How do you know?

Page 10, section 2

Point to the next heading and invite a volunteer to read it aloud. Play the next part of Track 1.4 through “My favorite wax figures are the soccer stars.” Pause, point to the pictures, and ask questions:

- How many breaks does Mr. Rogers have?
- What does Mr. Rogers do during his breaks?

Personalization

Ask: What time do you have a break? What do you do?

Page 10, section 3

Point to the next heading and invite a volunteer to read it aloud. Play the next part of Track 1.4 through “I love my job!” Pause, point to the pictures, and ask questions:

- What does Mr. Rogers like about his job?
- What did a child ask him?
- What do people say to Mr. Rogers?

Page 10, section 4

Point to the last heading and invite a volunteer to read it aloud. Play the rest of Track 1.4. Ask questions:

- When does Mr. Rogers work?
- When is the museum closed?

Think

Form pairs or small groups. Read the question in the Think box aloud. Encourage students to answer the question. Monitor and help with emergent language.

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Point to the pictures in the text. Ask: <i>What does this show? What does the text tell us about it?</i>	Point to a picture in the text. Ask: <i>What does this show? What does the text tell us about it?</i> Then, form pairs. Have them take turns pointing to pictures in the text and saying what the pictures show.	Form pairs. Have students go through the text and explain what they see in the pictures. Encourage them to think of their own question to ask Mr. Rogers. Elicit students' ideas.

Explore the Text: Nonfiction

Explore the Text

1 Circle Yes or No.

- The text is about a security guard.
- Mr. Rogers works at a library.
- Mr. Rogers carries his lunch in his bag.
- He wears a uniform.
- His favorite wax figures are the movie stars.
- He doesn't like his job.

2 Circle the headings from the text.

Do you walk a lot?

Do you work all week?

Why is your job important?

3 Match the headings with the texts.

1 Do you walk a lot?

2 Do you work all week?

3 Do you have any breaks?

a No. I only work from Tuesday through Saturday.

b I have one in the morning and one in the afternoon.

c Yes, I do! I walk all over the museum.

4 1.5 Key Words 3 Find and underline the words on pages 9–10. Then, match the words with the meanings.

1 break — a time to rest

2 greet — to say "hello" to someone

Who works in your neighborhood?

A baker.

Objective: to check reading comprehension, identify headings, and understand words in context

Key Words 3: break, greet

Materials: Audio CD 1.5; Fun Corner: Flashcards 1.1–1.13

1 Circle Yes or No.

Have students look at Activity 1. Invite a volunteer to read the first sentence aloud. Ask: *Yes or No?* (Yes.) Have students circle the correct answer in their books. Have students do the rest of the activity. (See Differentiated Instruction below.)

2 Circle the headings from the text.

Remind students that headings divide a text into sections and tell us what each section is about. Point to the headings in Activity 2. Ask: *Which headings are in the text*

about the security guard? Have students look on pages 9 and 10 and circle the correct headings. Check answers.

3 Match the headings with the texts.

Have students look at the headings and texts in Activity 3. Invite a volunteer to read the first heading aloud. Have students find and point to the heading on page 9. Ask: *Which text talks about walking a lot?* Have students match the heading with the text in their books. Do the same with headings 2 and 3. Check answers.

4 1.5 Key Words 3 Find and underline the words on pages 9–10. Then, match the words with the meanings.

Play Track 1.5. Have students imitate the pronunciation of the words. Then, tell them to go back to the text and find the word *break*. Have them underline the word. Have them raise their hands when they find it. Ask: *When does Mr. Rogers have a break?* (At 11 and 3.) Clarify the meaning of *break* if necessary. Then, have students find the word *greet* and raise their hands. Tell them to underline it in the text. Ask: *How do you greet your friends in the morning? How do you greet your teachers?* After that, have students match the words with the meanings. Check answers.

Big Question Link

Read the question and model answer in the Big Question Link aloud. Have students think about the people they see in their neighborhood. List students' suggestions on the board. Help with emergent language.

Fun Corner!

Flashcard Flash!

Form three teams and have each team stand in a line at the board. Invite the first player in each line to the front. Hold up a flashcard. The first student to raise his/her hand and say and spell the word correctly wins a point. Then, those three students go to the back of the line. Continue with other flashcards. The team with the most points at the end wins.

AB pages 4–5

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Read each sentence aloud and have students circle Yes or No. Check each answer as you go. If students have difficulty with an item, have them go back to pages 9 and 10 to find the answer.	Read the first sentence aloud and have students circle Yes or No. Have students find the information in the text to confirm the answer. Do the same with the second and third sentences. Then, form pairs and have them do the rest of the activity. Monitor and provide support. Check answers.	Read the first sentence aloud and have students circle Yes or No. Have students find the information in the text to confirm the answer. Then, form pairs and have them do the rest of the activity. Monitor and provide support. Check answers.

Grammar in Context

Grammar:
Prepositions of Time: *in, on, at*

I have one break *in* the morning.
The museum is closed *on* Sundays.
I get to the museum *at* 7 o'clock.

in
the morning / the afternoon / the evening
January, February ...
on
Monday, Tuesday ...
at
11 o'clock, 12:15, 12:30, night

- 1 1.6 Complete the chant with *in, on, or at*. Listen and check.

Who am I?

I wake up *at* 9 every morning, every morning.
I wake up *at* 9 every morning, every morning. Who am I?
I work *on* Fridays, Saturdays, and Sundays.
I work *on* Fridays, Saturdays, and Sundays. Who am I?
I work *in* the afternoon, afternoon, afternoon.
I work *in* the afternoon, afternoon, afternoon. Who am I?
I make children laugh, children laugh, children laugh.
I make children laugh, children laugh, with my jokes. Who am I?

- 2 1.6 Listen again. Mark ✓ who the chant is about.



Time to Talk!

In pairs, talk about what you do at different times of the day.
I take a shower in the morning.
I do my homework in the afternoon.

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Objective: to learn to use prepositions of time: *in, on, at*

Materials: Audio CD 1.6

Grammar Box

Review the days of the week and the months of the year. Ask: *What time is it?* Help students answer. Then, say: *When we talk about actions and times, we use prepositions of time.* Invite volunteers to read the example sentences in the Grammar box aloud. Point out the examples on the yellow sticky note. Say: *We use different prepositions for different types of information.*

Practice Time I Write sentences with *in, on, and at* on the board: *I start school in August. I have cake on Fridays. I get up at 6 o'clock.* Repeat the first sentence while clapping a beat. Invite students to clap along and repeat the sentence. Continue this chant with different months and activities. Point to the second sentence. Switch to snapping your fingers and have students snap along. Read the sentence aloud. Have students repeat with different days and activities. Finally, point to the third sentence. Have students march in place to the beat. Read the sentence aloud. Have students repeat with different times and activities.

- 1 1.6 Complete the chant with *in, on, or at*. Listen and check.

Have students look at the chant in Activity 1. Write *in, on, and at* on the board. Read the first line of the chant aloud and ask: *Which preposition do we use for times? (At.)* Have students write *at* on the line. Form pairs and have them complete the activity. Monitor and provide support. Then, play Track 1.6 and check answers.

- 2 1.6 Listen again. Mark ✓ who the chant is about.

Have students look at the pictures in Activity 2. Elicit the names of the jobs: waiter/server, teacher, clown. Play Track 1.6 again. Have students mark the correct picture. Ask: *Who is it? How do you know?* Encourage students to explain their answers.



Time to Talk!

Read the instructions in the Time to Talk! box aloud. Write *morning, afternoon, evening, and night* on the board. Invite volunteers to read the model answers aloud. Brainstorm routines and activities that students usually do at those times of day. Write students' suggestions on the board. Then, form pairs. Have students talk about their activities at different times of day. Remind them to use *in* for *morning, afternoon, and evening*. Remind them to use *at* for *night*. Flip the light switch quickly on and off and have students form new pairs. Repeat several times. Monitor and provide support.

AB pages 6–7

Phonics



1 Listen and chant.

A Rainy Day in May

It's a **rainy day**,
 A **rainy day** in **May**.
 I like to **wake** up **late**.
 I like to **bake** a **cake**.
 I like to run and **play**,
 On a **rainy day**,
 A **rainy day** in **May**.

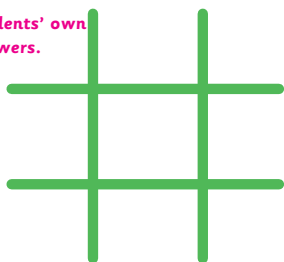
2 Listen and repeat the words with the long *a* sound.

3 Listen, point, and repeat.

- a Jake is never late to school.
- b I say hello to my friends every day.
- c On Sundays, my mom takes me to play with Kate.

4 Play Tic-Tac-Toe in pairs. Write words with the long *a* sound.

Students' own
 answers.



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Objective: to identify and pronounce words with the long *a* sound

Materials: Audio CD 1.7, 1.8, 1.9; Fun Corner: white paper, markers or colored pencils

1 Listen and chant.

Have students look at Activity 1. Point out the picture and read the title of the chant aloud. Play Track 1.7 and have students follow along in their books. Say: *Today, we're learning about the long a sound.* Demonstrate the sound and encourage students to imitate the pronunciation. Read the chant aloud line by line and have students repeat after you. Invite small groups and volunteers to read a line from the chant. Then, play the track again and invite students to chant along.

2 Listen and repeat the words with the long *a* sound.

Say: *Look at the words in bold in Activity 1. These words have the long a sound.* Play Track 1.8. Have students listen and repeat the words. Form pairs. Have students take turns pointing to the words in Activity 1 and reading them aloud.

3 Listen, point, and repeat.

Play Track 1.9 once for students to listen. Play it again and have students follow along in their books. Play one last time pausing after every sentence for students to repeat. Then, have small groups say the sentences. As a class, identify and circle the words that have the long *a* sound. Then, read only those words. Challenge students to read all the long *a* words as fast as they can.

Practice Time I Elicit words with the long *a* sound from Activities 1–3 and write them on the board. Brainstorm other words with the long *a* sound and write them on the board, for example: *play, make, paint, train.*

4 Play Tic-Tac-Toe in pairs. Write words with the long *a* sound.

Draw a Tic-Tac-Toe grid on the board. Invite a volunteer to the board. Play a game of Tic-Tac-Toe until one player has three Xs or three Os in a row. Make sure students understand the game. Then, say: *Now, we're going to play Tic-Tac-Toe with long a words. To win a space, say a word with the long a sound.* If necessary, play a round at the board as an example. Then, form pairs and have students play the game. Monitor and provide support.

**Fun Corner!****Guess the Picture**

Brainstorm words with the long *a* sound and write them on the board. Distribute the paper and markers or colored pencils. Tell students to choose one word with the long *a* sound and draw a picture to represent the word. Monitor and provide support. After five minutes, form groups. Have students take turns holding up their pictures for the other students to guess the long *a* word.

Oracy

Oracy Skill: Ground Rules for Discussion
Ground rules help us discuss things more effectively.

Oracy Morris

- 1 Work together and make ground rules for discussions. Use the words in the box to help you.

respect take turns listen ask questions
speak up do not interrupt give opinions

- 2 Write your ground rules.



Ground Rules for Discussion Possible answers:

- 1 We respect our classmates. 4 We ask questions.
2 We take turns. 5 We do not interrupt.
3 We listen. We speak up. / We give opinions.

Let's Practice Oracy! 1, 2

- In groups, discuss the Oracy Time! questions and make a list.
- Remember to follow the ground rules.
- Present your list to the class and explain your reasons.

Oracy Time!

Which three places in your neighborhood or town are most important? Why are they most important?

Check Your Oracy!

Students' own answers.

1 I followed the ground rules for discussion.	Yes / No
2 I participated in the discussion.	Yes / No
3 I listened to my classmates.	Yes / No

The park is the most important. We play there.

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Objective: to create and put into practice ground rules for discussions

Cue Cards: 1. *That's important.* 2. *That's not important.*

Materials: Cue Cards 1–2

Oracy Skill Box

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

- 1 Work together and make ground rules for discussions. Use the words in the box to help you.

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

- 2 Write your ground rules.

Direct students' attention to the notes on the board and rule 1 in Activity 2. Elicit a rule and write it on the board, for example: *We respect our classmates.* Have students write the rule in their books. Elicit the other rules, pointing to your fingers. Write the rules on the board and have students write them in their books. Check by having pairs compare lists.

Present and Practice Display Cue Cards 1 and 2. Explain that in a discussion, we can use these sentences to share opinions. Hold up the Cue Cards and have students read the expressions aloud.

Let's Practice Oracy! 1, 2

- 1–2 Point to the Oracy Time! box and the list of steps. Read the first step aloud. Read the questions in the Oracy Time! box aloud. Form groups and have students list three places and give reasons. Display the Cue Cards and encourage students to express their opinions. Remind students to follow their ground rules for discussion.
- 3 Have groups present their lists to the class and explain their reasons.
- Optional: Record or have students record themselves as they share their lists and explain their reasons.
- Have students complete Check Your Oracy!

Home-school

Portfolio: Oracy

Build Creativity!

Good and Bad Oracy

Objective: Focus

Have students sit quietly and close their eyes. Say: *Imagine the activities we do in class. We talk. We listen. We sit quietly. We make things.* Remind students of each of the ground rules. Have them imagine everyone following the ground rules, and how they feel when they can share their ideas and learn from each other. Remind them that it takes practice to follow the ground rules, that sometimes we can forget, and that we can help each other. Then, have them open their eyes. Elicit the ground rules and give examples of when students can use them in class.

AB page 8

Writing

Write a Descriptive Paragraph

1 Read the text and underline the adjectives.

My favorite place is the park near my house. It is a beautiful park. In the park, there are tall, green trees. There are many birds and butterflies. There is a big playground with swings, a slide, and monkey bars. There is a small pond next to the playground. I play with toy sailboats there. It's the best park in the world!



2 Mark ✓ the correct options.

- a The descriptive paragraph has ...
- | | | |
|--|---|------------------------------------|
| <input checked="" type="checkbox"/> plants | <input checked="" type="checkbox"/> animals | <input type="checkbox"/> questions |
| <input type="checkbox"/> people | <input checked="" type="checkbox"/> colors | <input type="checkbox"/> places |
- b The text uses a lot of ...
- | |
|--|
| <input checked="" type="checkbox"/> adjectives |
| <input type="checkbox"/> different verbs |

Improve Your Writing: Compound Nouns

A compound noun has two or more words. There are three types of compound nouns:

- Compound nouns with one word: butterfly, birdhouse
- Compound nouns with two words: fire station, bus stop
- Compound nouns with a hyphen: great-grandfather, forty-five

3 Circle the compound nouns in the text.

4 Prepare to write a descriptive paragraph about your favorite place in your neighborhood in the Activity Book.

AB pages 9–10

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Objective: to identify characteristics of a descriptive paragraph, write a descriptive paragraph, and practice adjectives and compound nouns

Materials: Build Creativity: dictionaries

Say: The writer uses many details and adjectives. This helps us imagine the park. A descriptive paragraph usually helps readers imagine how something looks. It can also show how something sounds, smells, tastes, or feels. Clarify meaning if needed.

Presentation and Practice: Compound Nouns Read the text in the Improve Your Writing box aloud. Write *bird + house* on the board. Draw a bird and a house above the words. Then, write = *birdhouse*. Draw a birdhouse above the word. Say: *This is a compound noun with one word.* Point out the other examples in the box. Brainstorm other compound nouns students know and write them on the board, for example: *playground, swimming pool, tree house, supermarket, movie theater, great-grandmother.*

3 Circle the compound nouns in the text.

Have students look at the descriptive paragraph in Activity 1. Tell them to circle the compound nouns. Monitor and provide support. Check answers.

4 Prepare to write a descriptive paragraph about your favorite place in your neighborhood in the Activity Book.

Have students turn to pages 9 and 10 of their Activity Books. Follow the instructions on Teacher's Edition page 37.



Build Creativity!

Guess the Compound Noun

Objective: Flow

Form small groups and hand out the dictionaries. Have groups look for and choose a compound noun that they think is interesting, for example: peanut butter. Then, have groups present their compound nouns to the class.

AB pages 9–10

1 Read the text and underline the adjectives.

Have students look at the descriptive paragraph in Activity 1. Say: *This paragraph describes the park.* Point to the picture. Ask: *What do you see?* (Trees, a butterfly, a bird, a slide, swings, boats.) Invite volunteers to read the text aloud. Read the instructions aloud. Write *Adjectives* on the board. Explain that adjectives are describing words. They give information about people, places, things, or animals. Say: *Color words are adjectives.* Elicit some color words and write them on the board. Say: *Sizes are adjectives.* Elicit some examples and write them on the board. Say: *Opinion words can be adjectives, too.* Tell students to find and underline the adjective *beautiful* in the text. Say: *"Beautiful" is an adjective.* Ask: *Can you find other adjectives?* Form pairs and have them underline other adjectives in the text. Monitor and provide support. Check answers.

2 Mark ✓ the correct options.

Form pairs. Read the first task aloud. Have students identify the things in the descriptive paragraph in Activity 1. Monitor and provide support. Check answers. Read the second task and have students mark the correct answer. Check answers.