



What is a toy?

Literacy

Read: a nonfiction text about children's toys; a fiction text about two friends learning to share

Reading Strategies: classifying words; ordering story events

Ready to Write

Learn to Write: complete sentences: *The ball is blue.*

Getting Ready to Write: write a sentence using drawings

Oracy

Skill: Active Listening

Cue Card 4: 4. *Please repeat that.*

Oracy Performance Task 1:

Collaboration: agree on buying a toy

Language

Key Words 1: *toy, box, house, paper, airplane, tablet*

Key Words 2: *robot, fun, dollhouse, tent, train, jump rope*

Key Words 3: *children, jump*

Key Words 4: *monkey bars, bike, car, action figure, dinosaur, spaceship*

Oracy Performance Task Words: *please, here you go, thank you*

Grammar in Context

Commands: *Listen! March! Stop! Stand! Sit! Jump!*

Negative Commands: *Don't touch my cars! Don't run!*

Phonics

Ending Sounds: *-at, -en*

Listening

Dialogue: Playing a Game

Values

Sharing

The Big Challenge

How can we make a toy?
Make a toy



What is a toy?

- **Talk** about toys.
- **Learn** how to listen to others.
- **Write** a complete sentence.
- **Make** a toy from recycled material.
- **Go** shopping for a toy.



What toys
can you see?



What
colors
are they?

Are all
toys fun?

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3.1

Key Words 1

toy
box
house
paper
airplane
tablet

AB page 42

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1 ▶ 3.1 Watch the video. Circle the toys from the video.



2 ▶ 3.1 Watch again. Complete the graphic organizer in the Activity Book.

Objective: to introduce the topic of what a toy is

Key Words 1: *toy, box, house, paper, airplane, tablet*

Materials: Video 3.1, Audio CD 3.1, Flashcards 3.1–3.6



WHAT IS A TOY?

- Read the Big Question aloud. Ask students what their favorite toys are. Read the first question, and ask students to point to the toys they can see.
- Ask the second question. Have students point to each toy and say what color or colors it is.
- Finally, ask the last question. Discuss with students whether the toys in the pictures are fun. Elicit examples of other toys they have at home, and ask whether these are all fun.
- ▶ 3.1 **Key Words 1** Use the flashcards and audio to present Key Words 1. Hold up the flashcards as you play Track 3.1. Have students repeat the words. Put the flashcards face down on your desk. Lift one at a time, and have students say the words. Lift the flashcards faster in random order, pointing to individual students to say the words.

1 ▶ 3.1 Watch the video. Circle the toys from the video.

Watch the video, pausing after “Let’s find out!” Ask: *What is today’s Big Question? (What is a toy?)* Continue the video, pausing after “... yellow.” Guide students in providing information. Say: *Toys are big and ... They are blue, red, green, and ...* Continue the video, pausing after “And this piece of paper ... is a bird!” Have volunteers go to the board. Ask them to draw as many toys made from boxes as they can remember from the video. Then, have other volunteers draw the toys made from paper. Finally, finish the video, and have students complete Activity 1. Check answers as a class.

2 ▶ 3.1 Watch again. Complete the graphic organizer in the Activity Book.

Form pairs. Play the video again, and have students complete Activity 1 on AB page 42.

AB page 42

Unit 3A Ready to Read: Nonfiction

Reading Strategy: Classifying Words

1 3.2 Listen and follow along.
This is Tim.
He has a car.
The car is blue.



Tim



car



blue

2 Match the words.

1 name	→	a car
2 toy	→	b blue
3 color	→	c Tim

What colors are your toys?

Objective: to classify words and prepare to read a nonfiction text
Key Words I: toy, box, house, paper, airplane, tablet
Materials: Audio CD 3.1, 3.2, Flashcards 3.1–3.6, colors Flashcard from unit I; Fun Corner: paper

3.1 **Key Words 1** Use the flashcards and audio to review Key Words I.

1 3.2 **Listen and follow along.**
 Draw three columns on the board. Write your name at the top of the first column, place the *toys* Flashcard at the top of the second one, and place the *colors* Flashcard from unit I at the top of the third. Play Track 3.2 as students look at the pictures in Activity I. Then, ask: *Is Tim a name, a toy, or a color?* Point to each column as you mention the categories. Write *Tim* under your name. Continue with *car* and *blue*, but represent them with drawings instead of writing the words. Leave the activity as it is on the board.

1 **Match the words.**
 Guide students to complete Activity 2. Read the words. Include the numbers and letters to help students identify each word.

Big Question Link
 Point to the Big Question Link, and read the question aloud. Elicit answers from students. Then, call on individual students to tell you their favorite toy including its color, for example: *My favorite toy is (a blue car).* Model this example for students.

Fun Corner!
Classify
 Form groups of three students. Hand out a sheet of paper to each group. Tell students they will draw things under categories as you did on the board. They have to draw two columns. Ask them to draw a happy face at the top of the first column and a pen at the top of the second. When you say *Go!*, groups must draw emoticons that represent the emotions they have learned in the first column and school objects in the second. When you say *Stop!*, groups exchange papers and count the other group's correct drawings.

Build Creativity!
Which One Doesn't Belong?
Objective: Focus
 Ask students to prepare an activity to do at home. They should draw three circles, each one on a separate sheet of paper. Inside each circle, students have to draw three things, two of which must belong to the same category. For example, in one circle they could draw a splotch of blue, a book, and a pencil. Ask students to bring their work to class. Have each student trade circles with a classmate. Students must cross out the drawing that does not belong. Continue the activity with the other circles.

3.3 Key Words 2 Use Flashcards 3.7–3.12 and the audio to pre-teach Key Words 2. Show each flashcard as students listen to Track 3.3. Have students repeat each word. Then, take out the toys Flashcard (Key Words 1), and place it at the top of the board. Place other Key Words 1 and Key Words 2 flashcards on the board below it to show that toys is a category and that the rest of the flashcards belong in this category. Ask volunteers to come to the board and draw other toys they can think of. Leave the cards and drawings on the board.

Pre-Reading

Have students look at the nonfiction text on pages 53 and 54. Ask: *How many toys can you see? (Five.)* Read the title. Say the name of each of the toys in random order, and have students point to the toy you mention. Then, play Tracks 3.4 and 3.5 while students look at the pictures.

3.4 Page 53, section 1

Play Track 3.4 through “It’s fun!” Pause and ask questions:

- What’s the boy’s name?*
- What is Lucas’s favorite toy?*
- What does the robot say?*

3.4 Page 53, section 2

Play the rest of Track 3.4. Ask questions:

- What’s the girl’s name?*
- What is Olivia’s favorite toy?*
- What color is the dollhouse?*

Personalization

Say: *Look at the board. What is your favorite toy on the board?*

Fun Corner!

Mirror Image

Have students line up in two rows so that each student faces a partner. Tell pairs that one student is the mirror and the other has to make faces and do actions for the mirror to imitate. Encourage the “non-mirrors” to think of how to make the actions as hard as possible for the mirror. For example, if they hold up their left hand, the mirror needs to figure out that they have to hold up their right hand. And if they walk away from the mirror, can the mirror figure out how to make the reflection get smaller?

Key Words 2

robot

fun

dollhouse

tent

train

jump rope

TOP FIVE TOYS

What are toys? Dolls, cars, or balls? Well, toys are many things. Read about the children's favorite toys!

This is Lucas. He has a **robot**. The robot says, "Stop! March! Sit! Stand!" It's **fun**!

Stop! March! Sit! Stand!

This is Olivia. She has a **dollhouse**. The dollhouse is white and blue.

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Objective: to understand that we like different things
Key Words 2: robot, fun, dollhouse, tent, train, jump rope

Materials: Audio CD 3.3, 3.4, 3.5, Flashcards 3.1–3.6, 3.7–3.12; Differentiated Instruction: tape; slips of paper, each with robot, dollhouse, tent, jump rope, or train written in large letters



3.5 Page 54

Play Track 3.5. Ask questions:

- What is the boy's name?*
- What is his favorite toy?*
- What color is the tent?*
- What is Emma's favorite toy?*
- What color is the jump rope?*
- What is Angie's favorite toy?*
- What color is the train?*
- What is similar about the jump rope and the train?*
- Which toy has zigzags?*

Personalization

Ask: *What toys from the text do you have at home?*

Think

Read the question in the Think box aloud. Form pairs. Have students ask their partners this question and answer it about themselves. Monitor answers.

AB page 43

Differentiated Instruction

Below-level ★

Draw a robot on the board. Ask a volunteer to come to the front and draw the next toy that appears in the text *Top Five Toys* below your drawing. Continue so that all toys from the text are drawn in the order in which they appear in the text. You could repeat the activity, this time going from the last toy to the first one.

On-level ★★

Show students the slips of paper with the words for the five toys written on them. Read the words aloud, and ask students to repeat them after you. Tape one slip on the board, and say the word. Then, ask a student to come to the board. Read another word, and ask the student to tape the word above or below the one you taped so that the words are in the order in which they appear in the text. You can repeat the activity as many times as you consider necessary for other students to participate.

Above-level ★★★

Show students the slips of paper with the words for the five toys written on them. Read the words aloud, and ask students to repeat them after you. Tape one slip on the board, and say the word. Then, ask a student to come to the board. Read another word, and ask the student to tape the word above or below the one you taped so that the words are in the order in which they appear in the text. You can repeat the activity as many times as you consider necessary for other students to participate. Ask students to copy the words in the same order in their notebooks.

Explore the Text

1 Color the correct answer.

a Lucas has a **robot** car .

b Olivia has a **train** dollhouse .

c Adrian has a **tent** tablet .

d Emma has a **jump rope** robot .

e Angie has a **train** tablet .

2 Color the word that doesn't belong in each list.



Name Words

Angie **tent**

Adrian



Toy Words

robot dollhouse

Olivia



Color Words

train red

green

3 **3.6** **Key Words 3** Circle *children* and *jump* in the text. Label the pictures.



children



jump

Imagine you're a toy. Which toy are you? I'm a/an ...

I'm a kite.

Remember to take turns.

Objective: to recall specific information from the text and identify words in context

Key Words 3: *children, jump*

Materials: Audio CD 3.6, gym Flashcard from unit 2, students' favorite toys from home

3 **3.6** **Key Words 3** Circle *children* and *jump* in the text. Label the pictures.

Write the words *children* and *jump* on the board. Say each word as you write it. Ask students to find and circle the two words in the text *Top Five Toys*. Monitor students' work. Then, play Track 3.6 as you point to the words on the board. Have students label the pictures in Activity 3. Form pairs, and ask them to swap books to check answers.

Big Question Link

Direct students' attention to Liam, the oracy character. Read the oracy reminder in the speech bubble aloud. Then, ask students to close their eyes. Read the Big Question prompt aloud. Then, have students open their eyes and draw and color the toy in their notebooks. Ask volunteers to come to the front. Ask: *Which toy are you?* Guide students to answer: *I'm a/an ...*

Fun Corner!

Classify

Ask each student to show you the toy they brought from home. Identify features that the toys could have in common and could therefore be used to categorize toys—size, color, material, use, etc. Tell students you will mention a category (e.g., *soft toys*) and those who have a toy that fits in that category should stand up and come to the front. Continue with as many categories you can think of. As a follow-up for this activity, you could ask specific students to come to the front with their toys and have them say which toy does not belong to the group.

AB pages 44–45

1 Color the correct answer.

Read sentence *a* as an example. Continue with the rest of the sentences, guiding students in coloring the correct words.

2 Color the word that doesn't belong in each list.

Place two flashcards of toys on the board, for example, the *airplane* and *tablet* Flashcards. Then, place the *gym* Flashcard next to them. Say each of the words aloud. Ask: *Which one doesn't belong?* (*Gym.*) Remove the *gym* Flashcard. Guide students in applying this same process to Activity 2, where they color the word that does not belong.

Grammar in Context

Grammar: Commands

Listen! March! Stop! Stand! Sit! Jump!

- 1 3.7 Listen to the robot. Number the commands in order.



- 2 3.8 Listen and follow the commands.

- 3 Form small groups. Take turns giving commands.



Stand!

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Objective: to use commands

Materials: Audio CD 3.7, 3.8

Grammar Box

Give some classroom commands: *Sit down! Listen! Stand up!* Ask students when they think people give commands (*when you see someone is in danger, when parents are angry with you, when you train a pet, when you give game instructions, etc.*). Say the commands from the Grammar box, and do the actions. Guide students to identify the exclamation points. Explain why they are used at the end of commands.

- 1 3.7 Listen to the robot. Number the commands in order.

Ask students to look at the pictures in Activity I. Help them identify each command. Then, play Track 3.7, and ask students to listen and to number the commands in order. To check answers, say the numbers in order and pause after each one for students to provide the answer.

Practice Time I Form pairs. One student points to one of the pictures in Activity I, and the other says the command. Students should repeat the procedure faster and faster. Then, have pairs swap roles.

- 2 3.8 Listen and follow the commands.

Ask two students to come to the front. Play Track 3.8, and have them follow the commands. Then, ask the class to stand up, and play Track 3.8 again for all students to follow the commands.

- 3 Form small groups. Take turns giving commands.

Ask students to work in groups. In each group, assign a student to be the first to give commands. When you say *Go!* students start the activity. When you say *Stop!* students stop and another student in the group gives the commands when you resume the activity.

Time to Talk!

Read the question in the Time to Talk! box aloud. Ask students to draw their favorite toy on a piece of paper. Then, form pairs, and have them talk about their favorite toys. Encourage students to ask each other more questions, such as *What color is your toy? Is it (big)?* Form new pairs as many times as you feel necessary.

Fun Corner!

Simon Says

Children love playing this well-known game, and it works perfectly for teaching commands. In addition to using the commands taught in this lesson, you can teach and use new ones or review and use those you regularly use in class (*open/close your books, write, walk, dance, sing, touch your desk, etc.*). As an alternative to the usual way of playing, you can say two commands (e.g., *jump, listen*) and do the actions, and then ask students to do the actions in the order you did them. When they do, you start again but add another command, and ask students to do the three actions in the order you did them. Continue by adding more commands. This activity provides the kind of practice that can help students improve their memory.

AB pages 46–47

Phonics

3A

1 Listen, point, and repeat.



bat



cat



hat



pen



hen



ten

2 Listen and circle the correct word.

1



cat bat

2



pen hen

3



bat hat

3 Play in pairs. Point to a word. Your partner says the word.

cat	pen	hat
hen	bat	ten



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Objective: to identify the ending sounds *-at* and *-en*

Materials: Audio CD 3.9, 3.10; Differentiated Instruction (On-level): cards with letters written on them (*at* on six cards; *en* on six cards; two cards each with *b, c, p, t*; four cards with *h*)

1 Listen, point, and repeat.

Have students look at the pictures in Activity 1. Ask if they know the word for any of them. Play Track 3.9, and ask students to point and repeat. Say: *bat, cat, hat*. Guide students to identify sounds that are similar. Do the same for the words ending in *-en*. Then, concentrate on the beginning sounds. Remind students of how to pronounce the sounds from unit 2: *c, t, p, b, and h*.

2 Listen and circle the correct word.

Have students look at the pictures in Activity 2. Play Track 3.10, pausing after each word and reading the words below each picture to guide students to do the activity.

Practice Time I Write *-at* and *-en* on the board, and say the sounds out loud. Say *cat*, and point to *-at*. Ask a volunteer to come to the board and point to the correct ending as you say words. For example, you say *hen*, and the volunteer points to *-en*. Continue with other volunteers.

3 Play in pairs. Point to a word. Your partner says the word.

Form pairs. With the help of a volunteer, demonstrate how to play the game. After doing the previous activities, students will be able to read the words. If they have trouble, read them aloud, and ask individual students to repeat after you.

AB page 48

Differentiated Instruction

Below-level ★

Tell students that you will say words and they will have to draw the corresponding objects in their notebooks. Say: *cat*. Give students time to draw a cat. Continue with the words from the phonics page until students have drawn all six. This exercise can help improve students' understanding of sounds.

On-level ★★

Form two groups. Distribute the cards so that the groups have identical letters. (See Materials.) Have groups put the letters in order so that they form the six words from the phonics page. Then, have students write the words in their notebooks and illustrate them.

Above-level ★★★

Tell students that you will dictate six words and they have to write them in their notebooks. If you see that your students find it difficult to write the words, spell them out loud as they write.

Oracy

Oracy Skill: Active Listening



1 Watch the video. Circle the class that is listening.



2 Mark ✓ the pictures that show active listening.



Let's Practice Oracy!

- The teacher will name and do some actions. Repeat after him/her and follow.
- Listen to the song and do the actions.



Check Your Oracy!

- | | |
|-------------------------------------|----------|
| 1 Did you listen to your teacher? | Yes / No |
| 2 Did you say "Please repeat that"? | Yes / No |

Please repeat that.

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Objective: to listen actively

Cue Card: 4. *Please repeat that.*

Materials: Video 3.2, Audio CD 3.II, 3.I2, Cue Card 4

Oracy Skill

Discuss with students how important it is to listen to someone who is speaking. Ask students to show you what a person does when not listening. To help them with ideas, you could pretend to be looking out a window and daydreaming or to be looking for something in your bag.

1 Watch the video. Circle the class that is listening.

Ask students to look at the two scenes in Activity 1. Remind them who each oracy character is. Also, have them guess who the woman is. (*The teacher.*) Introduce Class 1 by pointing to the first scene. Then, play V3.2, pausing after the part about Class 1. Ask simple questions to check basic understanding. Play the rest of the video. Then, ask basic questions. Discuss which class is listening to the teacher, and have students circle the correct scene in Activity 1. Note that the video must be shown to model this oracy skill.

2 Mark ✓ the pictures that show active listening.

Have students look at the four pictures in Activity 2 and mark the ones that show active listening.

Present and Practice Hold up Cue Card 4. Read the sentence aloud: *Please repeat that.* Talk about the importance of asking for repetition when you don't understand something that someone says. Leave the Cue Card on the board. Ask students to watch and listen carefully as you play V3.2 again. Tell them that when they hear the expression from the Cue Card, they should raise their hands. Encourage students to repeat the expression. Ensure they use the correct intonation.

Fun Corner!

Act It Out!

Form three groups. One of the members of each group should act as the teacher, and the others as the class. With the help of volunteers, provide a short example for groups to follow:

Teacher: *Let's read a story.* (The student acting as the teacher shows the pages corresponding to *Grandma Turtle.*) *Are you ready?*

Student 1: Yes.

Teacher: *This is Grandma Turtle. Grandma Turtle is old.*

Student 2: *Please repeat that.*

Provide the same example but with minor changes to show that the class is not listening actively. Groups perform the two versions in front of the class.

Let's Practice Oracy!

- 1 Ask students to move with you. Say: *Jump!* Start jumping, and encourage students to jump with you. Do the same with *run* and *dance*.
- 2 Play Track 3.I2 as you sing and do the actions. Encourage students to follow you. Tell them that, if they don't understand, they should use *Please repeat that*.
- Optional: Record or have students record themselves as they practice oracy.
- Have students complete Check Your Oracy!

Home-school

Portfolio: Oracy

AB page 48

Ready to Write

Learn to Write: Complete Sentences

A sentence gives a complete idea.
 The ball is blue.
 Paul has a slide.

This is a sentence: This is not a sentence:
 She has a jump rope. a jump rope

1 Read and mark ✓ the sentences.

- my yo-yo
- I have a toy.
- red car
- I love my doll.

2 Read and trace. Then, draw a picture for the sentence.

I have a red car.

Time to Talk!

Class Competition
 Make teams.
 You have two minutes.
 1 Say as many colors as you can.
 2 Say as many toys as you can.

AB pages 49–50

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Objective: to identify complete sentences

Materials: Differentiated Instruction: (Below-level) simple sentences including capital letters and periods, simple incomplete sentences; (On-level) simple sentences with no capital letters or periods (one per pair of students); (Above-level) simple sentences with no capital letters or periods, cut up into three pieces (one per student)

Learn to Write Box

Write a sentence on the board, and read it aloud: *I have a big bag.* Ask a volunteer to come to the front, and say: *Point to a letter.* Then, have the volunteer say and circle the letter. Ask students to mention other letters they see in what you have written. Make reference to the alphabet. Ask for a different volunteer and say: *Point to a word.* Then, have the student underline the word. Tell students that a written word is made up of letters. Guide students to identify spaces between words. Ask students to count the number of words in the sentence you wrote. (*Five.*) Finally, circle the sentence, and say: *This is a sentence—a group of (...) that give a complete idea.* Encourage students to provide the missing words. Point to the first letter in the sentence, and ask: *Is this a capital or a lowercase letter? (Capital.)* Tell students that a sentence starts with a capital letter. Guide them to identify the period at the end of the sentence, and explain that many simple sentences end with a period. Draw students' attention to the Learn to Write box. Read the examples as you point to them. Ask students if they are sentences or not.

1 Read and mark ✓ the sentences.

Help students complete Activity 1. Guide them to identify capital letters and periods.

2 Read and trace. Then, draw a picture for the sentence.

Read the sentence in Activity 2, and ask: *Is this a sentence? (Yes.)* Help students identify the capital letter at the beginning of the sentence and the period at the end. Then, have students trace the sentence and draw a picture to illustrate it.

Time to Talk!

Form two teams, and ask each team to stand in a line. (In this way, all students will participate.) Ask a team to say as many colors as they can in two minutes. The first student in line says a color and then moves to the end of the line. Have the other team follow the same procedure but name toys. You could continue the exercise with other categories—school objects, names, letters, words, sentences, etc.

AB pages 49–50

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Form pairs. Distribute one simple sentence and one incomplete sentence to each pair. Tell students to identify which is a complete sentence.	Form pairs. Distribute the sentences you have prepared, one to each pair. Tell students to correct the sentences to make them complete. They will need to capitalize the first word and add a period.	Distribute the sentences you prepared, one to each student. Students have to put the pieces in the correct order, and capitalize the first word and add a period, to make complete sentences.

Getting Ready to Write

Objective: to write sentences using drawings

Materials: sheets of paper with the following: a smiley face, a picture of a boy, a picture of a girl, your age in digits; tape; poster with information about yourself in large writing and pictures:

- My favorite color is (splotch of your color).*
- This is my (drawing of a school supply).*
- I have (splotch of the color) hair.*
- Don't touch my (drawing of any object)!*
- I'm (emoticon that shows an emotion).*

Build Creativity: toys (one per student, brought from home)

Providing Examples

In everyday life, children need examples and learn by following them. This is equally true in the classroom. It is important to provide examples of how an exercise works. At this level especially, scaffolding is crucial as well. When you scaffold, you give support to students so that they have the tools to progressively reach independence in the learning process. In the activities below, scaffolding is used.

1 IDENTIFY

Write *I'm _____* . on the board three times. Point to the first one. Say: *I'm ...* , while showing a picture of a happy face, and say: *happy*. Say the complete sentence again, pointing to the text and then showing the picture: *I'm happy*. Do the same showing your age in digits and then a picture of a girl or a boy. Say: *I'm happy. I'm (your age). I'm a (girl or boy)*. Tape the three drawings to the board to make three sentences.

2 WRITE

Ask students to write *I'm* in their notebooks and then write their age in digits or draw a cake with candles to represent their age. Then, help them complete sentences corresponding to the other two examples you provided on the board. (See Differentiated Instruction.)

3 EDIT

Tell students that they have written sentences. Elicit the use of a period at the end of each sentence. Ask students to swap notebooks with a partner to check they have used capital letters at the beginning of the sentences and periods at the end.

4 FOLLOW UP

Tape the poster you have made about yourself on the board. Read the first sentence, and when you reach the picture, encourage students to say the corresponding word. Do the same with the rest of the sentences. With this activity, you are supporting students in becoming independent writers and readers.

Fun Corner!

No Smiling!

Discuss which game the class would like to play. Some options are Musical Chairs, Statues, and What's the Time, Mr. Wolf? Tell the class to play the game, but without smiling or laughing. If they do, they're out until the next round.

Build Creativity!

Name the Toy

Objective: Focus

Ask students to take a small toy to class. Students take turns showing their toys to the class and saying a short sentence about it. Provide examples, such as: *This car is blue, This is a jump rope, The doll has curly hair, etc.*

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Provide students with sheets of paper with <i>I'm</i> written on them three times. Ask students to follow the examples on the board to complete the sentences.	Do Activity 2 as stated above.	Extend Activity 2 as described above by guiding students to also provide examples that use other sentence frames, such as <i>I have, This is, and My favorite toy is</i> . Complete these sentences on the board first, and then have students complete them in their notebooks.

Unit 3B Ready to Read: Fiction

1 3.13 **Key Words 4** Listen, point, and repeat.



monkey bars



bike



car



action figure

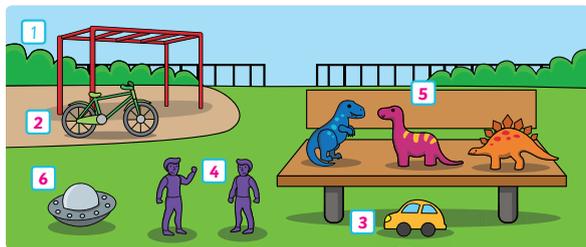


dinosaur



spaceship

2 3.14 Look, listen, and number the pictures.



Time to Talk!

Look at the pictures. Tell a partner what you like and what you don't like.

I like the bike. I don't like the monkey bars.

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Objective: to introduce vocabulary from a fiction text

Key Words 4: *monkey bars, bike, car, action figure, dinosaur, spaceship*

Materials: Audio CD 3.13, 3.14, colored pencils

1 3.13 **Key Words 4** Listen, point, and repeat.

Point to the pictures in Activity 1 and say the words. Then, play Track 3.13, and ask students to point and repeat.

Practice Time 1 Tell students you will say the first part of the words they have just listened to and they have to complete them. For example, say: *bi ... (bike), space ... (spaceship)*. If necessary, play Track 3.13 again. Say the words in random order as many times as you consider necessary. You could also say the last part of words: *... ship*.

2 3.14 Look, listen, and number the pictures.

Ask students to look at the pictures in Activity 2. Form pairs. One student points to a toy, and the other names it. Then, students swap roles. Play Track 3.14, and have students number the toys. Check answers as a class.

Practice Time 2 Show colored pencils to review colors. Teach color names that students may not know, such as *gray*. Form pairs. Have one student say the color(s) of one toy in Activity 2 and the other guess the toy. For example, Student A says: *Green and gray*, and Student B guesses: *Bicycle*. Have students swap roles.

Time to Talk!

Hold up a colored pencil, and say: *I like (green)*. Then, hold up a different pencil, and say: *I don't like (purple)*. Use gestures to communicate the concepts "like" and "dislike." Ask volunteers to use colored pencils to do the same. Then, point to the toys in the book one at a time, and talk about which ones you like and which ones you dislike. Form pairs. Have students talk about which toys in Activity 2 they like and which they dislike. Go around the classroom to monitor that students say *the: I like the bike*.

Fun Corner!

Color Dictation

Ask a student to name a color. Draw a circle in that color on the board. Ask another student to name a different color. Draw a circle in that color next to the first. Continue until there are four colored circles in a row on the board. Tell students that you will dictate four colors and they have to draw a circle in each color in their notebooks. Check answers as a class. Then, form pairs. Student A dictates four colors to Student B, and Student A checks that they are correct. Have pairs swap roles.

Build Creativity!

Toys Play with Toys

Objective: A Different Point of View

Show pictures of common toys, such as a teddy bear, a doll, a soccer ball, and a toy car. Ask: *What toys do toys like to play with?* For example, the teddy bear might like to ride the toy car, and the doll might like to play soccer. Encourage students to be creative and to think of reasons for their answers.

Reading Strategy: Ordering Story Events

1 3.15 Listen and number the story events in order.



2 3.15 Listen again and number the sentences.

- 3 Thank you, mom.
- 1 I'm hungry.
- 2 I'm sad.
- 4 I'm so happy!

What toys do you and your friends play with at school?
We play with ...

61

Objective: to put story events in order and prepare to read a fiction text

Materials: Audio CD 3.15; Build Creativity: three sheets of paper showing a sequence of events in a simple story (e.g., an egg, the egg cracking, and a chick hatching), paper, tape

1 3.15 Listen and number the story events in order.

Have students look at the pictures in Activity 1. Tell them that they are scenes from a story. Guide students to identify the characters and the toys. Discuss with students what they think the order of the story events is. Then, play Track 3.15, and have students number the events in order. Play Track 3.15 again, and stop after each scene to check answers as a class.

2 3.15 Listen again and number the sentences.

Go through each of the sentences in Activity 2, and pantomime them. Then, play Track 3.15 again, and have students number the sentences.

Big Question Link

Discuss with students what they play with in the school playground. Guide them to start their answers with *We play with ...*

Build Creativity!

Tell Your Story

Objective: A Different Point of View

Show students the three sheets you prepared with scenes from a story in random order. Tell them that the scenes are events in a story. Ask students which scene comes first, which second, and which third. Tape the scenes in order to the board. Then, form groups of three students, and give three sheets of paper to each group. Tell students they should think of a story and three scenes from the story and then draw the scenes in order. Provide ideas to help students—for example, a person fishing, a fish, a plate with a fish on it; a child eating breakfast, brushing their teeth, and then going to school; a baby, the boy the baby has become, the adolescent the boy has become. It is important to give students examples for this activity. When students are ready, each group comes to the front and shows the three scenes in random order. Another group puts the scenes in order and tapes them to the board.

Build Creativity!

A Box Toy

Objective: Try, Try, and Try Again

Show students a box. Challenge them to think of as many different ways it could be used as a toy. Have students work individually, then in pairs, and then in small groups. Groups share their ideas with the class, and the class votes on the best ideas.

Objective: to understand the importance of sharing

Materials: Audio CD 3.16, 3.17; Fun Corner: two toys (if possible, toys mentioned in the fiction story)

Pre-Reading

Ask students to touch their hair. Then, say: *Don't touch your hair!* Use gestures. Repeat with other actions such as *Touch your desk, Don't touch your desk,* etc. Then, point to the story title, and read it. Have students go through the story pages, and elicit information about the characters and where the story takes place.

3.16 Page 62, section 1

Play Track 3.16 up to the end of the first paragraph. Pause and ask questions:

- What's the girl's name?
- What's the boy's name?
- Where are they?

3.16 Page 62, section 2

Continue Track 3.16 up to the end of the second paragraph. Pause and ask questions:

- What can you see in the park?
- Are Hiro and Olivia happy?

Personalization

Ask: *Do you like parks? Why?*

3.16 Page 63, section 1

Play Track 3.16 up to the end of the first paragraph. Pause and ask questions:

- Are Hiro and Olivia on the swings?
- What can you see on the grass?
- What toys can you see?

3.16 Page 63, section 2

Play the rest of Track 3.16. Ask questions:

Are Hiro and Olivia happy now?

Olivia says: *Don't touch my ... And don't touch my ...* Encourage students to provide the answers. Do the same for what Hiro says.

Think

Discuss with students how they feel when their friends or siblings do not share their toys with them. Remind students of the story from unit 2, *I Can't Find My Things!* Discuss whether Gemma shared her things with Max.

Personalization

Ask: *How do you feel when you share your things?*

3.16 Don't Touch!

By Irma Calvo

Hiro and Olivia are friends. They are at the park.



They play on the monkey bars. They play on the swings. They ride their bikes. They have lots of fun.



62

Then, they sit on the grass. They open their backpacks. The backpacks are full of toys.



There's a problem. Hiro and Olivia don't want to share their toys.

"Don't touch my cars!" says Hiro. "They're mine!"

"Don't touch my action figures!" says Olivia. "They're mine!"

"And don't touch my dinosaur," says Hiro.

"And don't touch my spaceship," says Olivia.



Think

Your friend says, "Don't touch my toys!" Does it make you feel happy or sad?

63

3.17 Don't Touch!

The children are mad. They sit quietly. They play alone. They get bored.



Hiro looks at Olivia. "Do you want to play with me?"
"Can I play with your cars?" asks Olivia.
"OK," says Hiro. "Can I play with your spaceship?"
"OK," says Olivia.



Think
Why do Olivia and Hiro get bored?

64

3.17 Page 64, section 1

Teach what *bored* means. Then, play Track 3.17 up to the end of the first paragraph. Pause and ask questions:

Is Hiro mad?
Is Olivia mad?
Who is bored?

3.17 Page 64, section 2

Continue Track 3.17 up to the end of the page. Pause and ask questions:

Are the children bored now?
Do they share their toys?
Do they agree?

Think

Discuss with students why they think Hiro and Olivia get bored.

3.17 Page 65

Play the rest of Track 3.17. Ask questions:

Do Hiro and Olivia have fun?
Where are the toys now?

Teach the meaning of *tomorrow*; tell students Hiro and Olivia will play the following day.

Think

Read the question in the Think box aloud. Encourage students to share their answers.

Personalization

Ask: *Where do you have fun with your friends?*

Fun Corner!

Performance

Call on a girl and a boy to play Olivia and Hiro. Ask them to bring their backpacks to the front. Give a toy to each of them. While you tell the story, guide students to play their parts. Simplify the story.

You: *Hiro and Olivia are at the park. They ride their bikes. Hiro and Olivia open their backpacks. They don't want to share.*

Hiro: *Don't touch my (car).*

Olivia: *Don't touch my (dinosaur).*

You: *The children are mad. The children are bored.*

Hiro: *Can I play with your (dinosaur)?*

Olivia: *OK.*

You: *Hiro and Olivia are happy.*

Hiro: *Bye, Olivia.*

Olivia: *See you tomorrow.*

The friends play together. They have lots of fun.



"Let's play again tomorrow," says Olivia.
"Yes!" says Hiro.

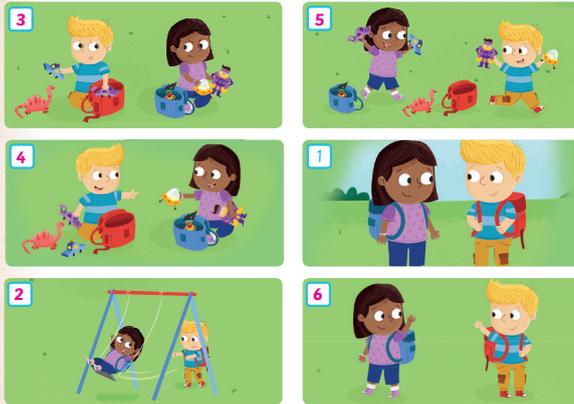


Think
What do you share with your friends?

65

Explore the Text

1 Look at the story. Number the pictures in order.



2 Look at Activity 1 and number the sentences in order.

- 2 They play on the swings.
- 5 They play together. They have lots of fun.
- 3 "Don't touch my action figures!"
- 1 Olivia and Hiro are at the park.
- 4 "Can I play with your spaceship?"
- 6 "Let's play again tomorrow."

Do you like to share your toys? Why or why not?



66

Objective: to deepen understanding of a fiction text

Materials: Fun Corner: sheets of paper, each with a large drawing or picture of the following: two backpacks, swings, a park, children laughing, a dinosaur, a child who is angry, two cars

1 Look at the story. Number the pictures in order.

Form pairs, and ask students to look carefully at the scenes in Activity 1. Have them number the scenes in order. Check answers as a class.

2 Look at Activity 1 and number the sentences in order.

Read each of the sentences in Activity 2, and have students write the number of the scene in Activity 1 it belongs to.

Big Question Link

Draw students' attention to Emma, the oracy character, and read the oracy reminder aloud. Then, point to the Big Question Link, and read the questions aloud. Discuss them with the class.

Fun Corner!

Oral Pictogram

Remind students about the sentences they wrote by using words and drawings. Tell them you will say some sentences from the story and they have to complete them by pointing to pictures that you will tape on the board. Take out the sheets of paper with the drawings or pictures, and tape them in random order on the board. Elicit the words they represent (*backpacks, swings, park, fun, dinosaur, mad, cars*). Then, ask a volunteer to come to the board. Say: *Hiro and Olivia are at the ...* The student must complete the sentence by pointing to the picture of the park and saying the word. Continue with other sentences following the order in the story. Ask different students to come to the board and point to the drawings:

They play on the ... (swings).

They have lots of ... (fun).

They open their ... (backpacks).

Don't touch my ... (dinosaur).

The children are ... (mad).

Can I play with your ... (cars)?

Build Creativity!

Artistic Diversity

Objective: A Different Point of View

Discuss with students how artists can draw the same object but use different colors, shapes, sizes, styles, etc. Ask students to draw three of the toys from the story on different sheets of paper at home. Encourage students to draw their own versions of the toys and decorate them. The following class, have students present their drawings. Tape the same toys next to each other to show students how different other people's interpretations of a toy can be.

AB pages 52–53

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Review the fiction stories from units 1 and 2 using the same procedure as in the Fun Corner! activity on this page.	Review the fiction stories from units 1 and 2 using the same procedure as in the Fun Corner! activity on this page. Then, ask students to retell the stories by looking at the pictures on the board.	Review the fiction stories from units 1 and 2 using the same procedure as the Fun Corner! activity on this page. Ask students to retell the stories by looking at the pictures on the board. Then, have them invent their own versions of the stories. Provide a model if needed.

Grammar in Context

38

Grammar: Negative Command



Don't touch my cars!



Don't run!

1 Listen and number. Then, listen again, point, and repeat.



4



3

Don't talk!



2



1

2 Look at the pictures and give commands.



spider



plant



scissors

Don't touch the ...

3 Play a game with a partner.

You and your partner are robots. Give your partner commands.

Don't run!

Sit down!

67

Objective: to use negative commands

Materials: Audio CD 3.18

Grammar Box

Ask students to look at the pictures in the Grammar box. Point to the first picture, and read the sentence. Remind students of the reasons people use commands. Point to the second picture, and elicit the sentence.

1 Listen and number. Then, listen again, point, and repeat.

Ask students to look closely at each of the scenes in Activity 1. Elicit commands they would use in each situation. Play Track 3.18, and ask students to number the scenes. Check answers as a class. Play Track 3.18 again, and ask students to point and repeat.

2 Look at the pictures and give commands.

Discuss with students what is dangerous to touch (a wild animal, electrical outlets, hot water, etc.). Ask students to look at the pictures in Activity 2. Elicit sentences using *Don't touch*.

Practice Time I Tell students that you will give commands and they have to say them in the negative. Say: *Sit!* Elicit the negative using gestures: *Don't sit!* Do the same with these commands: *Jump! Touch my hair! Run! Stop! Stand! March! Listen! Open your books! Write your name! Read!*

3 Play a game with a partner.

Form pairs. One student is a robot that gives commands, and the other is a robot that follows them. Encourage students to use a robot-like voice. Have pairs switch roles.

Build Creativity!

Signs

Objective: Why, Why, Oh Why?

Direct students' attention to the sign in the Grammar box that represents *Don't run*. Guide them to explain to you what the diagonal line means. (*Don't*.) Ask students how they would draw the action *touch*. They will probably mention a hand. If students do not come up with an answer, help them to do so. Continue with other actions. Some options could be: *listen (ear)*, *write (pencil)*, *read (book)*, *sit (chair)*, *speak (mouth)*. Have students work at home to draw and decorate signs (one per student) similar to the one in their books. Demonstrate how to go about the activity by drawing a big circle on the board, a hand inside, and a diagonal line. Say: *Don't touch!* The following class, students show their signs, and the rest of the class has to come up with the corresponding negative commands.

AB pages 54–55

Listening

- 1 3.19 Listen and circle.
- a The children are playing a game.
 - b The children are reading a book.

- 2 3.19 Listen again and circle the two toys.



- 3 Play the game with a partner.

Active Listening

- 1 Choose a toy.
- 2 Walk around. Ask the Oracy Time! question about the toy.
- 3 Listen actively and answer the questions.
- 4 Complete Check Your Oracy! in the Activity Book on page 57.

Oracy Time!

Do you like (action figures)?
Yes. / No.
Please repeat that.

Values AB page 56

68

Objectives: to play a game; to understand the value of sharing

Materials: Audio CD 3.19, Cue Cards 2–4

- 1 3.19 Listen and circle.

Play Track 3.19. Read the two sentences in Activity 1, and ask students what the correct situation is. Have them circle it.

- 2 3.19 Listen again and circle the two toys.

Have students look at the toys in Activity 2. Elicit the name of each one. Play Track 3.19 again, and guide students to identify the two toys and circle them.

- 3 Play the game with a partner.

Practice with the class how to play the game in Activity 2. Form pairs to play the game. Go around the classroom to monitor performance.

Oracy Extension Activity

Read the steps in the Oracy Extension activity aloud. Ask students to choose a toy from Activity 2. Have them walk around and ask other students: *Do you like (robots)?* Remind students how active listening works. Tape Cue Cards 2 (Yes.), 3 (No.), and 4 (Please repeat that.) on the board, and have students use them to answer the questions. Ask students to complete Check Your Oracy! on page 57 of their Activity Books.

ACTIVITY BOOK PAGE 56

Values: Sharing

- 1 Who is sharing? Mark ✓.



- 2 Circle what we share.



- 3 Draw yourself.
What do you share with a friend?

Students' own answers

56

SB page 68

- 1 Who is sharing? Mark ✓.

Talk about how important it is to share. Ask students what they usually share with friends. Point to the pictures in Activity 1, and guide students to mark the pictures that involve sharing.

- 2 Circle what we share.

Help students identify the items. Then, guide them to circle the things they would share with a friend.

- 3 Draw yourself.

Ask students to draw a picture of themselves with something they usually share with a friend.

Fun Corner!

Now You See It, Now You Don't

Gather a collection of items on a table, ideally toys. Work as a class to name each of the objects, and then cover them. Ask students to make a list, in drawings, of all the objects. Then, have students compare lists in pairs. Two variations of this game are: Lay out the items in a certain order, then ask students to recall the order; Show the items, cover them, and take one away. Then, ask students to say which one is missing.

The Big Challenge

The Big Challenge

How can we make a toy?

Your challenge is to make a toy with recycled materials.

- 1 **Work** in small groups. Talk about your favorite toys.
- 2 **Bring** clean recycled materials to class.
- 3 **Work** together to make a toy.
- 4 **Present** your toy to the class.
- 5 **Play** with all the toys you made.

This is a car.

What is a toy?
Look back through the unit. Share your ideas.

AB pages 57–59

Objective: to consolidate, extend, and personalize learning on the unit topic

Materials: clean recycled materials from home, tape, scissors; Differentiated Instruction: paper, materials to decorate students' toys

- Read the Big Challenge question and statement aloud. Point to the photo of the boy at the bottom of the page. Tell students that they are going to make a toy.
- I Read and explain the instruction. Form small groups, and encourage students to talk about their favorite toys. First, elicit expressions to use: *My favorite toy is ...* ; *I like/don't like ...* ; *My (car) is (blue)*; *I have (ten) (cars)*.

- 2 Ask each student to think of a toy they would like to make and to bring to class clean recycled materials to make that toy.
- 3 Form small groups, and ask students to make toys. Remind students that sharing materials and helping each other is very important.
- 4 Ask groups to present their toys to the class. Encourage students to use *This is ...* (See Differentiated Instruction.) Optional: Record or have students record one another's presentations to share their work.
- 5 Tell students they can now play with the toys they made with other groups.

Home-school

Portfolio: Big Challenge

Big Question Circle

Read the Big Question aloud. Have the class revisit the Big Question Links on pages 52, 55, 61, and 66. Discuss what they have learned about what a toy is.

- Use the following questions to help review the Big Question:
 - Can a box be a toy?*
 - What colors can toys be?*
 - What's your favorite toy?*
 - Do you like all your toys?*
 - Do you share your toys?*
- Finally, have students turn to page 57 of their Activity Books to complete the Big Challenge self-assessment.

AB pages 57–59

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Ask students to decorate their toys. Then, have them categorize the toys by putting them together in groups; for example, cars should be together. With the help of students, create a paper label for each toy. Display the toys in the classroom, or organize an art exhibition.	Ask students to decorate their toys. Then, have them categorize the toys by putting them together in groups; for example, cars should be together. Have students each create a label with the name of their toy. Display the toys in the classroom, or organize an art exhibition.	Ask students to decorate their toys. Have them categorize the toys by putting them together in groups; for example, cars should be together. Have students each create a label for their toy using <i>This is</i> with the name of the toy and its color. (<i>This is a blue car.</i>) Display the toys in the classroom, or organize an art exhibition.

Oracy Performance Task I

Oracy Performance Task 1: Collaboration

1 Look and match.

Listening to others

Agreeing and disagreeing

Ground rules



YOUR TASK

a In pairs, choose three toys on page 71. Agree or disagree with your partner. **Students circle the photo of the soccer ball on page 71.**



Let's buy a jump rope. Do you agree?



Yes.

b 3.20 Listen and circle the correct toy on page 71.



A ball, please.



Here you go.



Thank you.

c Play Store with your partner. Remember your ground rules.



yo-yo



play dough



boat



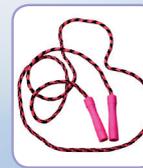
board game



bike



action figure



jump rope



soccer ball



doll



dinosaur



jigsaw puzzle



dollhouse

Check Your Oracy!

	😊	😐	😞	😡
1 I listened.				
2 I agreed and disagreed.				
3 I took turns.				

70

71

Objective: to apply oracy skills by doing a collaborative task

Oracy Performance Task Words: *please, here you go, thank you*

Materials: Audio CD 3.20, three toys with labels with their prices on them

1 Look and match.

Remind students of the oracy skills that they have learned in units 1–3. Read each of the categories in Activity 1, and guide students to match the categories to the pictures. Read the text in the pictures as well to help students with the matching.

YOUR TASK

Place the three toys with price labels on your desk, and tell students that your desk is now a toy store. Ask a volunteer to join you. Point to one of the toys, and say: *Let's buy (a car). Do you agree?* Perform the same scene with other volunteers to elicit examples both of agreement and of disagreement. Leave the toys on your desk. Direct students' attention to the toys on page 71. Go over each of the toys, and have students repeat after you. Mention the toys in random order, and ask students to point to them. Tell students they should imagine the toys belong to the same toy store.

- a Form pairs. Ask students to choose three toys, using *Let's ...* and *Do you agree?* Monitor students' work.
- b 3.20 Ask a volunteer to come to your desk. Act as the seller, and guide the student to act as the buyer. Provide set expressions for the student to follow: *... , please.* and *Thank you.* Teach *Here you go.* by using gestures. Then, play Track 3.20, and have students circle the correct toy on page 71.
- c Tell students they will be playing Store with a partner. This time, they will buy toys from page 71. Remind students of the importance of taking turns. Optional: Record or have students record one another's role plays to share their work.

Home-school

Portfolio: Oracy Performance

AB pages 60–61