

## Workbook page 44

- 1 Explain to students that they will look at the pictures and write the corresponding word for each one. Explain that they will work individually and use the vocabulary they learned in this unit. Walk around the classroom and provide help as needed.
- 2 Tell students they will look for some vocabulary words in the word search and complete the party activities with them. Have them read the incomplete phrases individually before starting the activity and answer any questions they may have. Set a time limit for them to complete the activity.
- 3 Explain to students that they will solve a riddle and find the mystery word. Give students a few minutes to read and analyze the clues before completing the activity. Monitor and solve any questions students may have.


## Workbook page 45

- 1 Explain to students that they will work individually to put the words in order to make sentences. Circulate around the classroom to monitor students' work and provide help as needed.
- 2 Explain to students that they will complete the questions and then look at the pictures to answer them accordingly. Have them complete the activity individually. Monitor and provide help as needed.


### U7

Vocabulary
Review
A-Z


- 1 Look and write the words.
 




a) candy



b) soda



c) cake



d) popcorn
- 2 Find the words and write them.
 

|   |   |   |   |   |
|---|---|---|---|---|
| z | x | w | s | m |
| b | a | k | e | a |
| b | g | q | n | k |
| u | p | i | d | e |
| y | s | i | n | g |
| d | a | n | c | e |

a) bake a cake


b) buy snacks

c) make decorations

d) send invitations

e) sing and dance
- 3 Solve the riddle. Then color.
 

What am I?  
You make me with the juice from a green fruit.  
You make me with sugar.  
You make me with water.



Mystery word

I'm a l e m o n a d e.

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Student's Book page 80 and 82

### U7

Grammar
Review
A-Z


- 1 Unscramble the sentences.
 

a) are / children / The / decorations / making  
The children are making decorations


b) invitations / Are / sending / they / party / for / the  
Are they sending invitations for the party?

c) buying / We / snacks / are  
We are buying snacks


d) and / dancing / singing / he / is  
Is he singing and dancing?
- 2 Look and complete the conversations.
 




a) Is he buying juice?  
No, he isn't.



b) Are they eating candy?  
No, they aren't.




c) Are they making a cake?  
No, they aren't.




d) Is he eating a sandwich?  
No, he isn't.

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Student's Book page 81 and 83

## Workbook page 46

-  **19** **1** Tell the class that they will listen to a story in which a boy moves to a new town. Ask students to look at the pictures before reading and listening to the text. Instruct them to pay close attention to the order in which the activities are mentioned. Play Track 19. If you deem it necessary, play it a second time.

## Workbook page 47

-  **19** **1** Explain to students that they will work individually to number the activities mentioned in the story from Page 46 in the correct order. Monitor and help if necessary. Play Track 19 so they can check their answers.
- 2** Explain to the class that they will think of an ending to the story from Page 46 and draw it. Set a time limit for students to make their drawings. Circulate around the classroom to monitor students' work.
- 3** Tell students they will write the description of the drawing they made in Activity 2. Then have them show their drawings and descriptions to a classmate. Ask some volunteers to share their drawings and descriptions with the class.

Unit 7 Reading 

 **19** **1** Read and listen.

### New Friends

Danny's family has a house in a new town. Danny's new house is great, but Danny misses his friends.

**Danny:** I want to go home. I want to play with my old friends.  
**Dad:** It's OK, Danny. There are lots of new friends at your new school. Let's see your new bedroom! It's really big!


Danny is in his bedroom. He sees a birthday party outside in the park.

**Danny:** Are they eating ice cream, Dad?  
**Dad:** Yes. They're dancing and singing, too. Let's go say hello!  
**Danny:** No, I don't want to.

Two boys are flying a kite in the park. The kite is up high. It's flying in Danny's window!

**Danny:** Uh-oh! Now the boys don't have the kite.  
**Dad:** They're Kyle and Kevin! They live next door. Run to the park and give the kite back!  
**Kyle:** Thank you! What's your name?  
**Danny:** I'm Danny!  
**Kevin:** Come play with us, Danny!

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Unit 7 Writing 

**1** Number the sentences in order.

**4** Come play with us, Danny! **2** They're dancing and singing, too.  
**1** I want to play with my old friends. **3** Now the boys don't have the kite.

**2** Draw what happens next in the story.

(Students' own drawings.)

**3** Write a description of your drawing. (Students' own answers.)

Now Danny, Kyle, and Kevin are \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student's Book page 85 47



## Workbook page 48

**20** **1** Tell students they will listen to a tongue twister to practice the short *a* sound. Play Track 20 and have students listen to the tongue twister. Then read it out loud to the class and ask them to repeat it after you. Invite students to underline the words with the short *a* sound that are the same as in the word *cat*. Monitor and provide help as needed.

**2** Tell students that they will practice the short *a* sound. Read the three items out loud and have the class repeat them after you. Help them with their pronunciation if necessary.

**3** Explain to students that they will read the sentence and circle the letters that sound like *a* in *cat*. Tell them that whispering the sentences may help them identify the sound more easily.

**4** Tell students they will write three more words with the short *a* sound. Provide help if needed.

Unit 7 Phonics

**20** **1** Listen and repeat. Underline the words with the short *a* sound.



**2** Say the sounds and the words.

a) a-a-a-a-cat      b) a-a-a-a-black      c) a-a-a-a-hat

**3** Read and say. Circle the letters with the short *a* sound.



**4** Write three more words you can think of with the short *a* sound.

a) candy      b) \_\_\_\_\_ (Students' own answers.)  
c) \_\_\_\_\_      d) \_\_\_\_\_

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## Workbook page 49

**21** **1** Explain to the class that they will listen to a song and number the pictures in the order they hear them mentioned. Play track 21.

**21** **2** Tell students they will listen to the song again to check their answers from Activity 1. Play Track 21. Once they have checked the answers, play the song once more and invite the class to sing along. Play Track 21.

**3** Draw students' attention to the incomplete verse and explain that they will complete it with information about their friends. Walk around the classroom and provide help if necessary. Pair up students and invite them to sing their new verses to each other.

Unit 7 Song

**21** **1** Listen and number the pictures in order.



**21** **2** Listen again and sing *There's a Party*.



**There's a Party**

|  |  |  |
|--|--|--|
| There's a party going on!<br>Hey! Hey!<br>There's a party going on!<br>Hey! Hey! | Are they drinking soda?<br>No, they aren't.<br>They aren't drinking soda!<br>No! No! | There's a party going on!<br>Hey! Hey!<br>There's a party going on!<br>Hey! Hey! |
| Are they eating cake?<br>Yes, they are.<br>They're eating cake!<br>Yum! Yum!     | There's a party going on!<br>Hey! Hey!<br>There's a party going on!<br>Hey! Hey!     |  |
| There's a party going on!<br>Hey! Hey!<br>There's a party going on!<br>Hey! Hey! | Are they eating popcorn?<br>Yes, they are.<br>They're eating popcorn!<br>Yum! Yum!   |  |

**3** Write a stanza about your friends. Then sing it in groups.

Are they eating \_\_\_\_\_? (Students' own answers.)  
\_\_\_\_\_  
They're eating \_\_\_\_\_!  
Yum! Yum!

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