

Unit 1 School Days

Let's Talk

Unit 1 School Days Let's Talk

A Listen and say.

Kate: Whose scarf is that?
Jenny: It's Anna's scarf.
Kate: Whose mittens are those?
Jenny: They're hers, too.

Kate: Is that her glove, too?
Jenny: No, it isn't. I think it's Jim's glove.
Kate: Which boy is Jim?
Jenny: He's the boy over there.

Jenny: Jim, I think this is yours.
Jim: Oh! Thanks for finding it.
Jenny: You're welcome.

B Watch the video.

C Practice the words. Ask and answer.

1. scarf 2. mittens 3. gloves 4. glasses 5. belt 6. watch

D Listen and sing.

Whose Boots Are These?

Whose boots are these?
Whose boots are these?
Whose boots are these?
They're mine. They're my boots.

Whose boots are these?
Whose boots are these?
Whose boots are these?
They're mine.

Are you sure they're yours?
All of them?
Yes, I'm sure they're mine.

E I can do this lesson.

Student Book pages 4–5

Topic:

- Possessions

Lesson Objective:

- Using possessive pronouns

Language:

Thanks for finding it. You're welcome.

scarf, mittens, gloves, glasses, belt, watch

Whose scarf is that? It's Anna's scarf. It's hers.

mine, hers, his, yours

Materials:

Teacher Cards 1–6; CD1 Tracks 03–07;
Student Cards 1–6, Unit 1 Let's Talk Video,
and Unit 1 Let's Talk Video Script (Teacher's
Resource Center)

Warm up

1. **Chain Drill.** Use Student Cards 1–6 to review *Whose (hat) is this?* Have S1 hand a card to S2, who asks *Whose (hat) is this?* S1 answers *It's (Amy's) (hat).* S2 and S3 repeat the exchange with a different card. Continue down the row.
2. Play **Scramble** to review clothing vocabulary and *This is my (scarf).* *These are my (glasses).* Have students sit in a circle. Give each one a clothing card (Student Cards 1–6). Use two or three sets so several students have the same card. Say *These are my (glasses).* Students with that card stand and race to take another seat.

3. Have students look at the pictures on page 4. Ask them to name the characters and objects they already know. Play Class CD1 Track 03 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

1.03

Whose scarf is that?	Which boy is Jim?
It's Anna's scarf.	He's the boy over there.
Whose mittens are those?	Jim, I think this is yours.
They're hers, too.	Oh! Thanks for finding it.
Is that her glove, too?	You're welcome.
No, it isn't. I think it's Jim's glove.	

Student Book page 4

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use volunteers to model the conversation, having students repeat after you. Have students take one role while you take the other, and then switch.
2. Hold up a scarf and look at it questioningly. Ask *Whose scarf is this?* Point to different students as you ask *Is it Tami's scarf? Is it hers? Is it Bob's scarf? Is it his?* Place the scarf around your neck, smile, and say *It's my scarf. It's mine.*

4. Have students listen to Class CD1 Track 04 and repeat the sentences.

1.04

Thanks for finding it.	You're welcome.
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5. Have students practice the sentences in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 102). Pause the video after Kate asks *Whose glove is that? Do you know?* Have a few students respond. Explain

Oh, look! if necessary. Say *Oh, look!* sounding excited and pointing to something outside the classroom window. Have students repeat and copy the emotion. Ask students to point to something exciting and say *Oh, look!*

2. Play the video again. Have students raise their hands when they hear clothing words they know. Play the video again and pause it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Distribute the Unit 1 Let's Talk video script. Have students form groups of four. Each group member chooses a role, and the groups practice the extended conversation, focusing on the language and emotions. Then have four student volunteers come to the front of the class and each choose a role: Jenny, Kate, Jim, or Anna. Volunteers act out the extended conversation. Support as necessary.
4. Have students in each group role-play the conversation using different clothing items.

Student Book page 5

C Practice the words. Ask and answer.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Use Teacher Cards 1–6 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 05 and have students listen and point. Play it again and have them repeat.

- 1.05** 1. scarf 2. mittens 3. gloves
4. glasses 5. belt 6. watch

2. Focus on the question and answers in the box. Play Class CD1 Track 06. Have students point to the pictures as they listen to the audio. Then have them practice the questions and answers in pairs.

- 1.06** Whose scarf is that? It's Anna's scarf. It's hers.
my scarf = mine her scarf = hers
his scarf = his your scarf = yours
1. Whose scarf is that? It's Anna's scarf. It's hers.
 2. Whose mittens are those?
They're Jenny's mittens. They're hers.
 3. Whose gloves are those?
They're Scott's gloves. They're his.
 4. Whose glasses are those?
They're Jim's glasses. They're his.
 5. Whose belt is that? It's Andy's belt. It's his.
 6. Whose watch is that? It's Kate's watch. It's hers.

D Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07 and have students repeat words they recognize from the conversation.

1.07 Whose Boots Are These?

Whose boots are these? (repeat 2x)	Whose boots are these? Whose boots are these?
They're mine.	Whose boots are these?
They're my boots.	They're mine.
Whose boots are those? (repeat 2x)	Are you sure they're yours?
They're mine.	All of them?
They're my boots.	Yes, I'm sure they're mine.
(repeat)	

2. Have students clap the beat as you model the song line by line. Have students echo read the lines after you and then practice the song as a chant.
3. Divide the class into two groups to sing the song.
4. Have students look at the song pictures and lyrics. Read the lyrics and have students follow along in their books. Then have student pairs sing the song.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Use **Conversation Lines** to have students practice the conversation.
- **Whose Coat Is This?** Practice *Whose (hat) is this?* with students' personal clothing items.
- Play **Can You Remember?** Students try to remember what five students are wearing.

Additional Resources

Workbook pages 2–3
Online practice

Unit 1 School Days

Let's Learn

Let's Learn

A Learn the words.

1. watering the plants 2. feeding the fish 3. writing on the board
4. talking to the teacher 5. reading a textbook 6. writing an essay

B Ask and answer.

There is a new teacher in the class. She is learning the names of her students.

Which boy is Scott?
He's the boy who is watering the plants.

C Ask and answer.

Which girl is Lisa?
She's the girl who is writing on the board.

D Listen and chant.

Kim's Father Was Born in Seoul
Kim's father was born in Seoul.
They speak Korean at home.
Which man is Kim's father?
He's the man who's waiting for the phone.

Ana's sister was born in Rome.
They speak Italian at home.
Which girl is Ana's sister?
She's the girl who's standing by the phone.

Ken's brother was born in Japan.
They speak Japanese at home.
Which boy is Ken's brother?
He's the boy who's talking on the phone.

I can do this lesson.

Student Book pages 6–7

Topic:

- School activities

Lesson Objective:

- Identifying people by what they are doing

Language:

watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay

Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa? She's the girl who is writing an essay.

Materials:

Teacher Cards 7–12; CD1 Tracks 07–11; Student Cards 7–12 (Teacher's Resource Center)

Warm up

1. Sing "Whose Boots Are These?" (Class CD1 Track 07). Have students practice singing the lyrics along with the audio. Have them point to their shoes as they sing *They're mine*.
2. Use a **Six-Second Drill** to model one of the verses from "Whose Boots Are These?" (Class CD1 Track 07). Have students repeat the verse three times quickly. When they finish, students raise their hands and say *Finished!*

Pre-teach Language

- Use Teacher Cards 7–12 to introduce the school activities vocabulary. Show one card at a time and say the action. Have students repeat each phrase several times.

Student Book page 6

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 08. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.



- 1.08
- | | |
|-------------------------|---------------------------|
| 1. watering the plants | 2. feeding the fish |
| 3. writing on the board | 4. talking to the teacher |
| 5. reading a textbook | 6. writing an essay |

2. Have students stand in a circle. Slowly say one of the new activities and have students act it out. Then have the class say the verb phrase chorally.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at page 6 and identify the activities. Then play Class CD1 Track 09 and have students listen and point to the pictures.



- 1.09
- There is a new teacher in the class.
She is learning the names of her students.
Which boy is Scott?
He's the boy who is watering the plants.
1. Which boy is Scott?
He's the boy who is watering the plants.
 2. Which boy is Andy?
He's the boy who is reading a textbook.
 3. Which girl is Jenny?
She's the girl who is writing on the board.
 4. Which girl is Kate?
She's the girl who is feeding the fish.

2. Divide the class into two groups. Play the audio again. Ask one group to repeat the questions and the other to repeat the answers. Play the audio again and have groups switch roles.
3. Have pairs of students take turns asking and answering the questions about the students in the picture.

Student Book page 7

C Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students look at page 7 and identify what each of the children is doing. Then play Class CD1 Track 10 and have the students listen and point to the pictures.



I-10 Which girl is Lisa?

She's the girl who is writing an essay.

1. Which girl is Lisa?
She's the girl who is writing an essay.
2. Which boy is Kevin?
He's the boy who is reading a textbook.
3. Which boy is Luke?
He's the boy who is writing on the board.
4. Which girl is Abby?
She's the girl who is talking to the teacher.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Choose six student volunteers and give each one a Teacher Card 7–12. Have them stand in front of the class and display their card in front of them. Ask the class *Which girl is (Mia)?* Have students look at the card (Mia) is holding and answer *(Mia) is the girl who is (reading a textbook).*

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures. Point to the boy talking on the phone and say *Ken's brother is the boy who is talking on the phone.*
2. Play Class CD1 Track 11. Have students point to the people in the pictures as they listen.



I-11 Kim's Father Was Born in Seoul

Kim's father was born in Seoul.

They speak Korean at home.

Which man is Kim's father?

He's the man who's waiting for the phone.

Ann's sister was born in Rome.

They speak Italian at home.

Which girl is Ann's sister?

She's the girl who's standing by the phone.

Ken's brother was born in Japan.

They speak Japanese at home.

Which boy is Ken's brother?

He's the boy who's talking on the phone.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Have students point to the people in the pictures as they chant about them. Check pronunciation.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Have student pairs shuffle and place Student Cards 7–12 face down in a pile. They take turns flipping over one card and saying the activity.
- Play **Memory Game** with six student volunteers and Teacher Cards 7–12.
- Distribute Student Cards 7–12. Have students use the cards as cues to make sentences about other students (e.g., *She is the girl who is feeding the fish.*)

Additional Resources

Workbook pages 4–5
Online practice

Unit 1 School Days

Let's Learn More

Let's Learn More

A Learn the words.

1. talking on his cell phone 2. reading a magazine 3. walking in the park
4. drinking some water 5. playing a game 6. sitting on a bench

B Make sentences.

Jenny was sitting on a bench when it started to rain.
What were Andy, Kate, and Scott doing?

C Play a game. Ask and answer.

What was she doing when it started to rain?
She was skateboarding when it started to rain.

D Ask your partner.

1. What was she doing when she heard the noise?
2. What was he doing when he saw the skunk?

hear → heard
see → saw

I can do this lesson.

Unit 1 School Days 9

Student Book pages 8–9

Topic:

- Activities

Lesson Objective:

- Talking about what students were doing when something else happened

Language:

talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench

Jenny was sitting on a bench when it started to rain. What was she doing when it started to rain?

Materials:

Teacher Cards 13–18; CD1 Tracks 12–15; Student Cards 13–18 (Teacher's Resource Center)

Warm up

- Play a **Card Game** to practice talking about what students were doing yesterday. Choose review vocabulary, such as *playing the piano*, *watching TV*, *doing a cartwheel*, *jumping rope*, *dancing*, and so on. Write one phrase on each card. Give each group of three or four students two sets of cards. Students use the pattern *Was (she) (skateboarding) yesterday?* to ask for cards.

Pre-teach Language

- Use Teacher Cards 13–18 to introduce the vocabulary. Hold up each Teacher Card as you say the phrase. Have students repeat each phrase several times.

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD1 Track 12. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.

- 1.12**
- talking on his cell phone
 - reading a magazine
 - walking in the park
 - drinking some water
 - playing a game
 - sitting on a bench

- Do a quick practice with the new words. Hold up Teacher Cards 13–18 and have students pantomime the actions as they say them chorally.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at page 8 and describe what they see. Then play Class CD1 Track 13 and have students listen and point to the people performing each action.

- 1.13**
- Jenny was sitting on a bench when it started to rain. What were Andy, Kate, and Scott doing?
Jenny was sitting on a bench when it started to rain.
- Jenny was sitting on a bench when it started to rain.
 - Andy was drinking some water when it started to rain.
 - Kate was walking in the park when it started to rain.
 - Scott was talking on his cell phone when it started to rain.

2. Play the audio again and have students repeat the statements as they point to the pictures.
3. Have pairs of students take turns making sentences as they point to the pictures.
4. Hold up Teacher Cards 13–18 one by one and have students use them to form new sentences.

Student Book page 9

C Play a game. Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and answers. Read them again and have students repeat them with you.
2. Point to the picture of the girl skateboarding and say *Skateboarding. She was skateboarding.* Point to the other pictures one by one and ask volunteers to name the action pictured in each.
3. Play Class CD1 Track 14 and have students point to the question and answer they hear.



I.14 What was she doing when it started to rain?
She was skateboarding when it started to rain.

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they ask and answer questions about what the person in the space was doing when it started to rain.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Put your hand to your ear and say *Hear. Today I hear a lot of noise.* Then say *Yesterday I heard a lot of noise.* Have students repeat *hear...heard.* Repeat this with *see* and *saw.*
2. Play Class CD1 Track 15. Have students listen to the questions and point to the pictures that show what each person is doing. Play the audio again and have students point and repeat the questions.



I.15 hear → heard see → saw
1. What was she doing when she heard the noise?
2. What was he doing when he saw the skunk?

3. Then have partners work together to ask and answer the questions. Encourage them to make up new questions using *when you heard the...* and *when you saw the...*



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Find Someone Who** using several sets of Student Cards 13–18. Students walk around the room and ask each other questions based on their cards. S1 asks *Was he (talking on his cell phone) when it started to rain?* S2 answers *Yes, he was* if he or she has that card, or *No, he wasn't* if the card is different.
- **Create a Conversation.** Partners use two sets of Student Cards 13–18 to create short verbal exchanges. For example, S1 turns over a card and says *She was reading a magazine when it started to rain.* S2 turns over the next card, and if the card is different says *No, she wasn't. She was playing a game when it started to rain.* If the card is the same, S2 says *Yes, she was.*
- Play **Charades.** Write *when she heard the noise* and *when he saw the skunk* on the board. Use Student Cards 13–18. Have students take turns acting out the verb phrases on the cards while the class guesses what they are doing using the *when* clauses in their answers.

Additional Resources

Workbook pages 6–7

Unit 1 Worksheet A (Teacher's Resource Center)

Unit 1 Worksheet B (Teacher's Resource Center)

Online practice

Unit 1 School Days

Let's Read

Let's Read

A Listen and read along. Then read again.

THE FIRST ICE POP

Do you like ice pops? A young boy made the first ice pop in 1905.

One cold night, Frank was making soda water outside. He mixed soda powder and water in a cup. He was mixing the soda with a straw when he heard his mother. "Come inside, Frank," she said.

Frank forgot to take his cup with him. In the morning, he saw the cup. The soda water was frozen. He pulled the frozen soda out of the cup.

It was an ice pop!

New Words

ice pop
soda
mix
soda powder
straw
freeze → frozen

B Choose the correct answer.

1. Who made the first ice pop? ☐ Frank ☐ Frank's mother
2. When did Frank make the ice pop? ☐ in 1905 ☐ outside

C Understand the vocabulary.

The soda water was frozen.

What does frozen mean?

a. b. c. d. e. f. g. h. i. j. k. l. m. n. o. p. q. r. s. t. u. v. w. x. y. z. aa. ab. ac. ad. ae. af. ag. ah. ai. aj. ak. al. am. an. ao. ap. aq. ar. as. at. au. av. aw. ax. ay. az. ba. bb. bc. bd. be. bf. bg. bh. bi. bj. bk. bl. bm. bn. bo. bp. bq. br. bs. bt. bu. bv. bw. bx. by. bz. ca. cb. cc. cd. ce. cf. cg. ch. ci. cj. ck. cl. cm. cn. co. cp. cq. cr. cs. ct. cu. cv. cw. cx. cy. cz. da. db. dc. dd. de. df. dg. dh. di. dj. dk. dl. dm. dn. do. dp. dq. dr. ds. dt. du. dv. dw. dx. dy. dz. ea. eb. ec. ed. ee. ef. eg. eh. ei. ej. ek. el. em. en. eo. ep. eq. er. es. et. eu. ev. ew. ex. ey. ez. fa. fb. fc. fd. fe. ff. fg. fh. fi. fj. fk. fl. fm. fn. fo. fp. fq. fr. fs. ft. fu. fv. fw. fx. fy. fz. ga. gb. gc. gd. ge. gf. gg. gh. gi. gj. gk. gl. gm. gn. go. gp. gq. gr. gs. gt. gu. gv. gw. gx. gy. gz. ha. hb. hc. hd. he. hf. hg. hh. hi. hj. hk. hl. hm. hn. ho. hp. hq. hr. hs. ht. hu. hv. hw. hx. hy. hz. ia. ib. ic. id. ie. if. ig. ih. ii. ij. ik. il. im. in. io. ip. iq. ir. is. it. iu. iv. iw. ix. iy. iz. ja. jb. jc. jd. je. jf. jg. jh. ji. jj. jk. jl. jm. jn. jo. jp. jq. jr. js. jt. ju. jv. jw. jx. jy. jz. ka. kb. kc. kd. ke. kf. kg. kh. ki. kj. kk. kl. km. kn. ko. kp. kq. kr. ks. kt. ku. kv. kw. kx. ky. kz. la. lb. lc. ld. le. lf. lg. lh. li. lj. lk. ll. lm. ln. lo. lp. lq. lr. ls. lt. lu. lv. lw. lx. ly. lz. ma. mb. mc. md. me. mf. mg. mh. mi. mj. mk. ml. mm. mn. mo. mp. mq. mr. ms. mt. mu. mv. mw. mx. my. mz. na. nb. nc. nd. ne. nf. ng. nh. ni. nj. nk. nl. nm. nn. no. np. nq. nr. ns. nt. nu. nv. nw. nx. ny. nz. oa. ob. oc. od. oe. of. og. oh. oi. oj. ok. ol. om. on. oo. op. oq. or. os. ot. ou. ov. ow. ox. oy. oz. pa. pb. pc. pd. pe. pf. pg. ph. pi. pj. pk. pl. pm. pn. po. pp. pq. pr. ps. pt. pu. pv. pw. px. py. pz. qa. qb. qc. qd. qe. qf. qg. qh. qi. qj. qk. ql. qm. qn. qo. qp. qq. qr. qs. qt. qu. qv. qw. qx. qy. qz. ra. rb. rc. rd. re. rf. rg. rh. ri. rj. rk. rl. rm. rn. ro. rp. rq. rr. rs. rt. ru. rv. rw. rx. ry. rz. sa. sb. sc. sd. se. sf. sg. sh. si. sj. sk. sl. sm. sn. so. sp. sq. sr. ss. st. su. sv. sw. sx. sy. sz. ta. tb. tc. td. te. tf. tg. th. ti. tj. tk. tl. tm. tn. to. tp. tq. tr. ts. tt. tu. tv. tw. tx. ty. tz. ua. ub. uc. ud. ue. uf. ug. uh. ui. uj. uk. ul. um. un. uo. up. uq. ur. us. ut. uu. uv. uw. ux. uy. uz. va. vb. vc. vd. ve. vf. vg. vh. vi. vj. vk. vl. vm. vn. vo. vp. vq. vr. vs. vt. vu. vv. vw. vx. vy. <



1. Who made the first ice pop?
2. When did Frank make the ice pop?

2. Divide students into pairs. Have them take turns asking questions and checking correct answers. Make sure students understand why *Frank* and *in 1905* are the right answers.

Student Book page 11

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the word *frozen* with you. Ask them to work individually to choose the correct answer.
2. Encourage students to find the word *frozen* in the story. Remind students that they can use the context of the story to understand the meaning of new words. Help students understand why *a* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Divide students into pairs. Read the questions aloud. Then ask partners to answer the questions using true statements.
2. Come back together as a class. Ask the questions and have volunteers share answers with the class.

E Listen and write. Do you hear *aw* or *ow*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Say *ow* and ask students to repeat. Point to the picture of the cow and say *cow*. Have students repeat. Do the same with *powder*. Then repeat the procedure for the *aw* words *saw* and *straw*.
2. Play Class CD1 Track 18 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.



1. cow 2. saw 3. powder 4. straw

3. Divide the class into two groups and assign one sound to each. Say the following *aw* and *ow* words at random: *powder*, *now*, *saw*, *draw*, *cow*, *paw*, *how*, *straw*. Have students stand up and then sit down quickly when they hear their sound.

4. Ask students to look back at the story and point to the words with *ow* and *aw*. Add the new phonics words and sounds to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Read the sentences aloud. Have students echo read the sentences with you.
2. Remind students that we add *-ed* to the end of a present tense verb to make it past tense. Say *mix* + *ed* = *mixed*. Have students read the words and complete the equations. When they have finished writing, ask partners to check each other's work. Have students use the new words in sentences.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Scrambled Sentences** to practice the story.
- Play **Original Story**. Have students use "The First Ice Pop" as a model to write about a discovery they made. Provide help as needed.
- Play **Beanbag Toss** to practice the regular past tense with students.
- **Workbook Activity**. Have students identify new or familiar words from "The First Ice Pop" in "Making Chocolate Ice Pops" on Workbook page 8. Encourage students to find and say the words with *aw* or *ow*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 8–9

Unit 1 Test (Teacher's Resource Center)

Online practice