8 At the Beach

In this unit, students will:

- talk about things found on a beach.
- talk about things using *There isn't* and *There aren't*.
- read about children snorkeling.
- ask and answer questions about things using *Is there…?/Are there…?* and *Yes, there is/are, No there isn't/aren't.*
- listen to, sing, and act out a song about the beach.
- identify and pronounce CVC words with /ʌ/ in the middle.
- identify the value of playing outside in the sun.

Language

Vocabulary
beach, beach ball, boat, ice cream, ocean, sand, sandcastle, shell, sun hat; breathe, mask, snorkel

Grammar

- *There isn't a sun hat on my head. There aren't boats in the ocean.*
- *Is there a boat in the water? No, there isn't.*
- *Are there fish in the water? Yes, there are.*

Phonics
/ʌ/ b**u**g, b**u**s, c**u**p, j**u**g, r**u**n

Twenty-First Century Skills

Collaboration
Work with a partner to practice new words, Lesson 1

Communication
Talk about what's in your bag, Lesson 4

Creativity
Draw and talk about what you can see at the beach, Unit Opener

Critical Thinking
Identify the value of playing outside in the sun, Lesson 6

In the Unit Opener, students will:

- respond to a photo of a chameleon on a beach.
- describe beaches.

Resources: Home-School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Materials: a beach bucket and shovel, a sun hat, sunglasses, a towel, photos of a variety of beaches, drawing paper, pencils, crayons

Introduce the Theme

- Bring a beach bucket and shovel, a sun hat, sunglasses, and a towel to show students. Point to the items and say *Look. I'm going somewhere.* Ask *Am I going to the town center?* Gesture to show *no.* Ask *Am I going to a farm?* Wait for students to say *no*. Repeat with *a park*, *a library*, *a playground*, and *a swimming pool*. If students say *yes* when you ask about going to a swimming pool, that would be an acceptable answer. But then hold up the beach bucket and the shovel and say *I'm going to the beach.* Show photos of a variety of beaches around the world. Ask *Do you like the beach?* Listen to several students' responses.
- Give students drawing paper, a pencil, and crayons. Have them draw themselves on a beach. Then write their names on the back of the paper and collect their drawings. Hold the drawings up one at a time and say *Look. [Raina] is at the beach. She has toys. Look. Water. How fun!*

A

- **Use the Photo** Have students open their books to p. 75. Point to the chameleon and say *Look. This is a chameleon.* Then ask *What color is it?* (green) *Where is it?* (on a beach) Point to the ocean and ask *What's this?* Then say *That's right! It's water.* Repeat with the sky and the sand.
- Say *Look, read, and point.* Point to the sentences and to the photo. Help students with item 1 if necessary. Have students do the activity in pairs. Walk around the room to monitor students are pointing to the correct items.

B

- Make sure each student has a pencil. Ask *What can you see at the beach? Draw.* Make sure students understand they have to draw items they can find at the beach. They can copy what they see on this photo if they have not been to a beach before, or draw what they know.

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Sticky Notes, 3-2-1, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like Individual Whiteboards, Placemats, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Two Stars and a Wish, List 10 Things, etc.

8 At the Beach



ABOUT THE PHOTO
The photo shows an Oustalet chameleon, also known as a Malagasy giant chameleon. It is one of the largest chameleons in the world, with adults measuring 60 centimeters (two feet) long. The Oustalet chameleon moves very little. This helps it to avoid prey and to be a good predator. When it sees a smaller reptile or insect, it uses its long tongue to catch it. Many people think chameleons only change color to blend in with their surroundings. In fact, chameleons use this ability for other reasons as well, such as to control their body temperature and to communicate with others.

A chameleon on a beach, Madagascar

A **Look, read, and point.**

1. I can see the sky.
2. I can see the water.
3. I can see the sand.
4. I can see an animal.

B **What can you see at the beach?**
Draw and say.

Lesson 1 Vocabulary

A Listen and point. TR: 8.1


beach


beach ball


boat


ice cream


ocean


sand


sandcastle


shell


sun hat

ABOUT THE PHOTO

The photo shows a beach in Thailand. Thailand is located between the Andaman Sea and the Gulf of Thailand. It has a total coastline of 3,219 kilometers (2,000 miles). Tourism and recreation are important industries in Thailand thanks to the beautiful beaches. Inland, the geography is mountainous. The mountains are home to a diverse range of wildlife, including tigers, crocodiles, elephants, leopards, and cobras.

B Listen and repeat. TR: 8.2

C Point and say. TR: 8.3

beach

beach ball

A beach in Thailand

Lesson 1 Vocabulary

In this lesson, students will:

- talk about things found on a beach.

Resources: Audio Tracks 8.1–8.3, eBook, Classroom Presentation Tool, Flashcards 138–146, Workbook p. 60, Workbook Audio Track 8.1, Online Practice, Formative Assessment Strategies Guide

Materials: photos or brochures of several beaches, sticky tack

Warm Up

- Ask *Is there a beach near our town?* If there is, show photos. Alternatively, show photos or brochures of several beaches. Say *Raise your hand if you like the beach.* Many students may have never been to a beach, so be sensitive when you ask about it. You may ask *Who goes to the beach with you? What can you see at the beach?* Accept any reasonable answers.

A

- **Use the Photo** Have students open their books to pp. 76–77. Point to the photo and ask *Is this a park or a beach?* (a beach) Say *Look. There's a boat.* Point to the boat as you say this. Point to the other items and say *Today we're going to learn words for things we can find on a beach.*
- Read aloud the instructions. Direct students' attention to the small photos. Give them some time to look at the things that can be found on a beach.
- Point to your ear and say *Listen.* Play **TR: 8.1**. Point to each of the photos as students hear the corresponding words.
- Say *Listen and point.* Play **TR: 8.1** again. Hold up a copy of the Student's Book and model pointing. Have students point to the photos as they hear the corresponding words. Walk around the classroom to check students are pointing to the correct photos.
- Use the flashcards to teach the new words. Hold up the *beach* flashcard and say *Look. A beach.* If there is a beach in the students' town, say *[Name of your town] has a beach.* Hold up the *beach ball* flashcard and ask *What's this?* (a ball) Say *Yes, it's a ball. It's a beach ball.* Hold up the *boat* flashcard and say *Look. A boat.* Ask *Is there a boat on a street?* (no) *Where do you see a boat?* (in the water/on the ocean) Hold up the *ice cream* flashcard and say *Look. Ice cream. This is an ice cream cone.* Ask *Do you like ice cream?* Hold up the *ocean* flashcard and say *Look. The ocean.* Hold up the *sand* flashcard and say *Look. Sand.* Ask *Where can we see sand?* (on the beach) Hold up the *sandcastle* flashcard and say *Look. A sandcastle.* Hold up the *shell* flashcard and say *Look. A shell.* Ask *Where can we see a shell?* (on the beach) Finally hold up the *sun hat* flashcard. Say *Look. A sun hat.* Ask. *Is this for your feet or your head?* (head)

B

- Point again to the photos in Activity A. Say *Listen and repeat.* Play **TR: 8.2**, pausing after the first word. Say *Beach* to model repeating. Gesture for students to repeat after you. Then continue playing the audio, having students repeat each word.
- Play **TR: 8.2** a second time. Call on individual students to repeat the words.
- Write the compound words on the board. (beach ball, ice cream, sandcastle, sun hat) Review or teach the meaning of the individual words to help students understand the meanings of the compound words.

C

- Point to the characters at the bottom of the page. Say *Listen.* Play **TR: 8.3**. Point to each character as he or she talks.
- Say *Point and say.* Model the activity with a student. Hold a copy of the Student's Book and point to a beach item in the photos in Activity A. Have the student name the item. Then switch roles.
- Put students in pairs. Have them take turns pointing to a photo for their partner to say the word.
- **Extra Challenge** Say *Beach* and call on students to say the next word in the sequence. Encourage them to say *beach ball*. Then say *Beach, beach ball* and encourage students to say the third word in the sequence. Repeat until students say all the words. Help if necessary.

Extension

- Have students act out being at the beach. Give instructions. Have students listen and do the actions. For example, say *You're at the beach. Put on a sun hat. Nice! Oh, look. An ice cream cone. Eat some ice cream now. Can you see the beach ball? Pick up the beach ball! Throw it to your friend. Look, a shell. Pick it up. Look at it. Now put it in your bag. Look at the ocean. Put your feet in the water. The water's great!* Pause after each item.

Wrap Up

- Draw a simple beach scene on the board with sand, the ocean, a boat on the ocean, and a big sandcastle. Draw a beach ball and some shells. As you draw each item, say *Look. This is a boat,* etc. Draw a stick person in the ocean. Point and say *Look. This is me. I'm in the ocean.*
- Have students come up to the board to draw themselves in the scene, write their names, and say where they are. For larger classes, have students do this in groups. Have them copy the scene on drawing paper and follow the same steps.

Additional Practice: Workbook p. 60, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- talk about things using *There isn't* and *There aren't*.
- say a chant about what is and what isn't on the beach.

Resources: Audio Tracks 8.4–8.6; eBook; Classroom Presentation Tool; Flashcards 19–26, 77–84, 138–146; Workbook p. 61; Workbook Audio Track 8.2; Online Practice; Formative Assessment Strategies Guide

Materials: pencils

Warm Up

- Review the words from Lesson 1. Make sure each student has a pencil. Dictate the words in order and have students write them down in their notebooks. Start with *One word* or *Two words* each time. To check spelling, have one student spell a word and another write it on the board. Encourage them to start with *one word* or *two words*. Repeat with all the words. Alternatively, students can turn back to p. 76 and check their spelling there.

A

- Have students open their books to p. 77. Direct their attention to the grammar box. Say *Listen and read.* Play **TR: 8.4** and have students listen and read in silence. Then play **TR: 8.4** again and have students repeat the sentences as a class. Hold up the corresponding flashcard (for *sun hat*, *boats*, and *ocean*) or point to your head as needed.
- Put some classroom objects on your table, some single objects (for example, one eraser) and more than one of other objects (for example, two crayons). Point to the eraser and say *Look. There's an eraser on my table.* Remove the eraser. Point and say *There* isn't *an eraser on my table.* Emphasize *isn't*. Point to the crayons and say *Look. There are crayons on my table.* Remove the crayons. Point and say *There* aren't *crayons on my table.* Emphasize *aren't*. Repeat with more objects, using *isn't* and *aren't*.
- Say *Now you say it.* Put other classroom objects on the table and have students say the sentences. Repeat a few times.

B

- Direct students' attention to the chant. Have students scan the chant to find two words for beach items. (beach ball, sun hat)
- Say *Listen to the chant.* Play **TR: 8.5** and have students listen as they clap to the rhythm.
- Play **TR: 8.5** again. This time have students chant, too. Play the audio a few times, until students are chanting confidently.
- **Extra Support** Draw a large square on the board and divide it into four equal squares. In the top square on the left, draw one beach ball. In the bottom square on the left, draw three beach balls. In the top square on the right, draw one sun hat. In the bottom square on the right, draw a blue sun hat and a red sun hat. Draw a big X over each picture on the right. Point to the pictures on the board, one at a time, as students say the chant.

C

- Point to the characters at the bottom of the page. Say *Listen.* Play **TR: 8.6**. Point to each character as he or she talks.
- Say *Say.* Model the activity with a student. Say *Let's play with dolls.* Gesture for the student to say *There aren't dolls in the classroom.* Propose a new activity, saying *Let's play with a bat.* Gesture for the student to say *There isn't a bat [in the classroom].* Then switch roles.
- Say *Listen and say.* Play **TR: 8.6** again, pausing after each line so that students repeat.
- Have students work in pairs to to the activity. You may want to display the Units 1 and 4 flashcards for the toys and places in town to help students with ideas. Walk around the room as students work.

Extension

- On the board, write …*on the beach* and draw a simple picture of a beach (sand by the ocean). Then point to the beach and make a negative sentence ending with *on the beach*. For example, say *There aren't shells on the beach.* Call on each student in the class to make a negative sentence about the beach on the board. Have students use the new words from Lesson 1 as well as other words, such as *boys*, *girls*, *store*, *trees*, to make logical sentences.

Wrap Up

- On the board write … *in our school*. Say true sentences using *isn't* or *aren't*. For example, say *There isn't a sandcastle in our school. There aren't beds in our school.*
- Write a list of nouns, including logical and illogical objects to be found in a school. Nouns could include *car*, *pencil case*, *elephant*, *bananas*, *students*, *chickens*, *scarecrows*. Use a mix of singular and plural words and say some things that are in the school and some things that aren't.
- Have a student come to the board and give him or her a word, for example, *elephant*. Have the student write a sentence using *is*, *isn't*, *are*, or *aren't* and *in our school*, such as *There isn't an elephant in our school.* Continue, calling on a different student each time, until all the words on your list are used.

Additional Practice: Workbook p. 61, Online Practice



A Listen and read. TR: 8.4

There isn't a sun hat on my head.
There aren't boats in the ocean.

B Listen and chant. TR: 8.5

There's a beach ball next to me.
There are beach balls, one, two, three!

There isn't a sun hat on my head.
There aren't sun hats, blue or red.

C Say. TR: 8.6

Let's play a game of marbles.

There aren't marbles in the classroom.

Then let's go outside! Let's play ball.

Oh, no! There isn't a ball in the playground.





Lesson 3 Reading

A Listen and repeat. TR: 8.7

mask breathe snorkel

B Listen and read. TR: 8.8

It's vacation time. The sun is in the sky. It's a nice day.

These two children aren't at school. Look! They're in the ocean. But they aren't in a boat. They're in the water.

The children can see. They have **masks** on their faces. They can **breathe** under the water, too. They have **snorkels**.

Are there fish in the water? Yes, there are! Look! How many fish can you see?

C Read again. Work in pairs. Ask and answer the questions.

1. How many children are there?
   two
2. Where are the children?
   in the water
3. What do the children have on their faces?
   masks
4. Can the children breathe under the water?
   yes
5. What animals can the children see?
   fish

ABOUT THE PHOTO

The children in the photo are snorkeling, or swimming underwater with the help of goggles and a breathing tube. Some form of snorkeling has existed since around 3,000 B.C.E., when hollow reeds were used as snorkels while harvesting sea sponges. Centuries later, around 320 C.E., the Chinese were using animal horns as snorkels. In the early fourteenth century, the Persians needed to see underwater to harvest pearls, so they created a type of goggles using tortoise shells. The modern snorkeling equipment in this photo started to appear in the 1930s.



Children snorkeling, Turkey

Lesson 3 Reading

In this lesson, students will:
- read about children snorkeling.
- use new words to talk about snorkeling.
- answer questions about a text.

Resources: Audio Tracks 8.7–8.8, eBook, Classroom Presentation Tool, Flashcards 147–149, Workbook p. 62, Workbook Audio Track 8.3, Online Practice, Formative Assessment Strategies Guide

Materials: a mask, a snorkel, a video of someone diving (all items optional), pencils

Warm Up

- **Use the Photo** Have students open their books to pp. 78–79 and direct their attention to the photo. Ask *Where are these children?* (in the water/ocean) *What animals can you see?* (fish) Give instructions to practice other vocabulary, such as *Look at the children. Point to an arm,* etc.

A

- Say *Listen.* Play **TR: 8.7** and point to the words in the box as students hear them.
- Say *Listen and repeat.* Play **TR: 8.7** again and have students repeat the words as a class, then individually.
- Use the flashcards to introduce the words or try to bring the real items into class. Let students see and touch them. Alternatively, find a video of a diver wearing the items. (**NOTE:** Make sure you watch the video ahead of time to confirm it is appropriate.) As you play it, pause, point, and say *Look. This is a [mask].* Point to *breathe* and say it aloud. Then say *Watch me breathe.* Breathe deeply, in and out a few times. Then say *Breathe with me.* Have students copy you as you breathe deeply in and out.
- Point to the text and say *Find the words here.*
- **Extra Support** Have students work in pairs, taking turns pointing and saying the three words. Have them act out the meaning of the three words as they say them.

B

- Say *Listen and read.* Play **TR: 8.8** and have students listen to and read the text in silence.
- Play **TR: 8.8** again, pausing after the first paragraph. Ask *Is it a nice day?* (yes) Continue playing the audio, pausing after the second paragraph. Ask *How many children are there?* (two) *Where are they?* (at the beach/in the water/in the ocean) Continue playing the audio, pausing after the third paragraph. Ask *What do the children need to see?* (masks) *What do they need to breathe?* (snorkels)
- Continue playing **TR: 8.8** to the end. Have students listen and read. Ask *How many fish can you see?* Have student count and say a number or *a lot.*
- **Reading Strategy: Setting a Purpose for Reading** Have students look closely at any task connected with the text before reading so that they know what information to look for as they read.

C

Task Guidance Notes

Starters Speaking Parts 1 & 2 Students have to point to objects in a big picture and then place two small picture cards in the big picture according to the examiner's instructions. Then students have to answer questions about the big picture, such as number, color, size, location. This includes a *Tell me about* (an object/a person in the picture) question. The focus is on familiar words as well as prepositions. This tests understanding and following spoken instructions.

Challenges Students can be very nervous at the beginning of the exam, so remind them the picture will show familiar objects. Explain that the examiner will give them thinking time and repeat the question if necessary. They can say *Sorry, I don't understand*, so practice this in class.

Performance Descriptors
- Can understand some simple spoken instructions given in short, simple phrases
- Can name some familiar people or things
- Can give very basic descriptions of objects and animals

- Make sure each student has a pencil. Say *Read and answer.* Put students in pairs. Give them time to read the questions first. Then have them read the text aloud but softly. Have them take turns after every two or three sentences.
- As students read, walk around the room to monitor and help if necessary. Ask *Where is…?/How many…?/Is it…?* questions to review as needed.
- **Collaborate** Have students look at the photo and, in pairs, think about what they can say about the children, the water, and the fish, such as their size, age, color, and so on. Elicit ideas from the class and write the words on the board. Then say *Tell me about the [fish].*
- **Second Chance** Put students in pairs. Have them help each other answer pending questions. Remind them not to give the answers but to show their partners where to find them in the text. Monitor and help.
- **Extra Challenge** Have students write three more questions about the text and the photo. Have them exchange questions with a partner and answer them.

Extension

- Have students write one sentence each about the photo. Encourage them to use *There is/isn't* or *There are/aren't* in their sentence. Have students share their sentences with the class.

Wrap Up

- Have students look at the text and the photo again. Say *You're one of the children in the photo.* Have students make one sentence each using *I,* for example, *I have a mask on my face* or *I can breathe.*

Additional Practice: Workbook p. 62, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- ask and answer questions about things using *Is there…?/ Are there…?* and *Yes, there is/are; No, there isn't/aren't.*

Resources: Audio Tracks 8.9–8.11, eBook, Classroom Presentation Tool, Workbook p. 63, Workbook Audio Track 8.4, Online Practice, Formative Assessment Strategies Guide

Materials: pencils

Warm Up

- Say *There's a board in this classroom* and have students gesture to show yes. Say *There are four walls in this classroom* and have students gesture. Then say *There isn't a [sandcastle] in this classroom* and have students gesture to show *no*. Finally, say *There aren't [toys] in this classroom* and have students gesture. Then call on individual students to make one sentence each about the classroom and other students to gesture to show either *yes* or *no*.

A

- Have students open their books to p. 79. Point to the grammar box and say *Listen and read.* Play **TR: 8.9** and have students listen and read in silence. Then play **TR: 8.9** again and have students repeat the questions and answers, first as a class and then individually.
- Ask *Is there a board in the classroom?* Point to the board and say *Yes, there* is. Emphasize *is*. Then ask *Is there a sandcastle in the classroom?* Gesture and say *No, there* isn't. Emphasize *isn't*. Repeat with plural items. Emphasize *are* and *aren't*.
- Call on students to ask questions to the rest of the class. If necessary, give them singular and plural nouns. (clock, beach balls, etc.)
- **Extra Support** Copy the two questions and two answers on the board. Circle *Is* and *isn't* and draw a line to connect the two words. Then do the same with *Are* and *are*. This shows the link between the verb used in the question and the verb used in the answer. Remind students that *Yes, there is* and *No, there aren't* are also possible answers to the questions.

B

- Make sure each student has a pencil. Say *Listen, look, and check.* Model drawing a check mark in the air if necessary. Then play **TR: 8.10**, pausing after the first item. Point to item 1 and ask *Is there an umbrella on the beach?* When students say *yes*, draw a check mark next to *Yes, there…* Then ask *Is or are? Isn't or aren't?* Have students answer and then write *is*. Then say *Now you do it.* Continue playing **TR: 8.10**, pausing after each item to give students time to complete.
- To review, have one student say where the check mark goes and another student say the missing word.
- **Extra Challenge** Have students write one more sentence about each item. The sentence can be true or false. Then put students in groups of three. Have students take turns saying their sentences while the others say *Yes, there is/are* or *No there isn't/aren't.*
- **Extra Support** Before students begin the activity, write on the board *Yes, there is. Yes, there are. No there isn't. No, there aren't.*

Script for TR: 8.10

1. Is there an umbrella on the beach?
2. Are there sandals on the beach?
3. Are there shells on the sandcastle?

C

- Point to the characters at the bottom of the page. Say *Listen.* Play **TR: 8.11**. Point to each character as he or she talks.
- Say *Ask and answer.* Model the activity with a student. Put your bag on the table and put various classroom objects in it, including a pencil case. Have the student model the question, asking *Is there a pencil case in your bag?* As you take the pencil case out of your bag, model the answer, saying *Yes, there is!*
- Have other students ask you questions with *Is there*, for example, *Is there a clock in your bag?* If there is a clock in your bag, take it out and show the class as you answer, saying *Yes, there is!* If there isn't a clock, gesture as you say *No, there isn't.*
- Repeat with plural objects and *Are there* questions. Put two pencils, two crayons, two rulers, etc., in your bag. Have individual students ask you questions.
- Put students in pairs. Have them take turns asking and answering questions about each other's schoolbags. Remind them to use *Is there* and *Are there*.
- Monitor students while they do the activity, checking on their use of the new grammar and helping if necessary.

Extension

- Have students work in pairs. Have them take turns asking and answering questions like those in Activity C but about their homes. Have them ask using *a beach ball*, *a board*, *a lamp*, *a swimming pool*, *a TV*, *animals*, *beds*, *cabinets*, *chairs*, and *walls*.

Wrap Up

- Play a memory game using the picture of the house on pp. 28–29. Give students one minute to look at the picture and then say *Close your books!*
- Ask *Is there* and *Are there* questions about the picture. For example, ask *Is there a lamp in the bedroom?* Ask using *a bed*, *a cat*, *a game*, *a kitchen*, *a shower*, *children*, *pictures*, and *toys*. Have different students answer each time.

Additional Practice: Workbook p. 63, Online Practice



A Listen and read. TR: 8.9

Is there a boat in the water?
No, there isn't.
Are there fish in the water?
Yes, there are.

B Listen, look, and check (✓). Then write *is*, *isn't*, *are*, or *aren't*. TR: 8.10

1. 
   ✓ Yes, there **is**.
   ☐ No, there _____.

2. 
   ✓ Yes, there **are**.
   ☐ No, there _____.

3. 
   ☐ Yes, there _____.
   ✓ No, there **aren't**.

C Ask and answer. TR: 8.11



Lesson 5 Phonics

A Listen, point, and repeat. TR: 8.12

u



bug



bus



cup



jug



run

B Listen, chant, and circle. TR: 8.13

There's a bus on the street!
Run! Run!
There's a bug on the table.
Bug! Bug!

There's a jug on the table
and two cups, too.
There's milk in the jug
for me and you.



Lesson 5 Phonics

In this lesson, students will:

- identify and pronounce CVC words with /ʌ/ in the middle.
- form three-letter words with *u*.

Resources: Audio Tracks 8.12–8.15; eBook; Classroom Presentation Tool; Flashcards 6, 11, 15, 20, 46, 60, 88–90, 95, 102–104, 118–121, 134–137, 150–153; Workbook p. 64; Workbook Audio Track 8.5; Online Practice; Formative Assessment Strategies Guide

Materials: sticky tack, pencils, a coin per pair, a game piece per student, five index cards per student, scissors, a large poster board per group, markers, drawing paper

Warm Up

- Use the flashcards to review the phonics from Units 6–7 (/ɪ/ and /ɑ/). Draw a line down the board to divide it into two. Write *i* on one side and *o* on the other side as headings. Shuffle the *big*, *bin*, *lip*, *sit*, *six*, *dog*, *dot*, *fox*, *mop*, and *nod* flashcards. Then hold up the flashcards one at a time.
- Have students say the word for each flashcard, and call on a volunteer to display the flashcard under the correct heading on the board. Continue until all the flashcards are on the board, five on each side.
- Then run in place for a few moments. Say *Run.* Have students stand up and run in place, too. Ask *Does* run *have an /ɪ/ sound?* (no) *Does* run *have an /ɑ/ sound?* (no) *Does* run *have an /ʌ/ sound?* (yes) Say Run! *Today we're learning words with the /ʌ/ sound in the middle.*

TEACHER TIP

The /ʌ/ sound might not exist in some languages, so help students produce the sound. Open your mouth slightly. Place the tongue in the center of the cavity, relaxed, without touching the teeth. Say */ʌ/* a few times. Have students repeat. Then say *Rug*, emphasizing the /ʌ/ sound. Have students repeat. Ask *What word has /ʌ/?* Big *or* bug? (bug) Repeat with *cut* and *cat*, then *run* and *pen*. Have students practice saying the words that they learned and have the /ʌ/ sound, such as *bus, fun, lunch,* and *sun*.

A

- Have students open their books to p. 80. Direct students' attention to the photos and words. Say *Listen and point.* Play **TR: 8.12**, pointing to each photo as students hear the corresponding word.
- Say *Listen and repeat.* Play **TR:8.12** again, pausing after the first word. Say *Bug* and gesture for students to repeat the word. Then continue playing **TR: 8.12** and have students repeat each word. Monitor students carefully, making sure they pronounce the target sound /ʌ/ correctly. Ask *What sound are we learning today?* (/ʌ/) Remind students that they have learned this sound in initial position but they are now practicing this sound in the middle of words. Remind them that *u* is a vowel, and each of these words follows a consonant, vowel, consonant pattern with *u* in the middle.
- **Extra Challenge** Before students listen, have them try to say the words aloud. Then have them listen and check.

Extension 1

- Say a series of words, one at a time. Have students raise their hands if they hear the /ʌ/ sound. Say *Bed, boy, bug, bus, cup, map, jam, jug, leg, man, pen, run, six.* You may want to have students write the words in their notebooks. If you do, later write the answers on the board for students to check.

B

- Point to the chant and say *Listen.* Play **TR: 8.13** and have students just listen and read silently.
- Say *Listen and chant.* Play **TR: 8.13** and have students say the chant as they read.
- Make sure each student has a pencil. Ask *Can you hear the /ʌ/ sound?* Say the sound, not the letter. Say *Listen and circle.* Play **TR: 8.13** again, pausing after the first line. Say *Bus. Can you hear /ʌ/ in the middle of the word?* (yes) Say *Point to the /ʌ/ in* bus. Say the sound for the letter. Model using a pencil to point to the *u*. Then say *Circle* bus. Model circling the word with a pencil. Repeat for *run*. Continue playing **TR: 8.13**, pausing after each line. Have students use a pencil to point to the *u* in *bug, jug,* and *cups*. Then have students circle the target words with a pencil.
- Play **TR: 8.13** again. This time, pause the audio half way through each sentence and have students complete it. Continue playing the audio for students to check. You may want to call on individual students or have students answer as a class.
- **Extra Challenge** Have students work in small groups to come up with one more word with the /ʌ/ sound, such as *fun, sun, up, us*.

Extension 2

- Give students drawing paper and a pencil.
- Write on the board *There's a bus in the street.* Have students read the sentence aloud with you. Then give them one minute to quickly draw this in one corner of their papers. It can be a very simple drawing. Repeat the sequence with the following sentences:
  The boy can run.
  There's a bug on the table.
  The jug's on the table, too.
  It's next to a cup.
- When students finish the last picture, erase the sentences on the board. Have individual students say each of the sentences from memory, referring to their own drawings. Have classmates help as needed.

C

- Say *Listen and check.* Play **TR: 8.14**, pausing after the first word. (mug) Ask *Can you hear the /ʌ/ sound?* (yes) Indicate that students should check the box. Continue playing **TR: 8.14**, pausing after the second word. (map) Ask *Can you hear the /ʌ/ sound?* (no) Indicate that students should *not* check the box.
- Have students do the activity individually. Walk around to monitor them while they work.
- Check answers by playing **TR: 8.14** again.

Script for TR: 8.14 *1. mug 2. map 3. uncle 4. jump 5. hat 6. duck*

D

- Say *Listen and write.* Play **TR: 8.15**. Pause after item 1. Hold up a copy of the Student's Book and point to the first picture. Ask *What do you hear?* (/ʌp/) Write *up* under picture 1.
- Give students a minute to look at the photos and think about the missing letters.
- Continue playing **TR: 8.15**, pausing as needed to give students time to complete the activity individually.
- Play **TR: 8.15** again to check answers.
- **Extra Challenge** Have students close their books and remember the words from the page that have /ʌ/. Have them write a list in pairs. Have them add any other /ʌ/ words they know, for example, *fun, uncle, duck,* and *lunch*.

Script for TR: 8.15 *1. cup 2. sun 3. hug 4. cut 5. rug 6. bus*

Extension 3

- Put students in pairs. Give each student five index cards. Have students write five of the phonics words with /ʌ/ sound each on a separate card. Students will have to cut the card to separate the initial letter from the rest, so make sure they write the initial letter a bit further apart from the second. Model as needed.
- Have students combine their cards with initial letters in one pile and cards with the rest of the words in a separate pile. Then have them shuffle each pile. Have one student pick up a card from each pile. If the cards make up a word that makes sense, the student says the word aloud and keeps the cards. If they don't, the student says the word aloud but puts the cards back, giving the turn to the partner.

E

- Put students in pairs. Give each pair a coin and each student a game piece. (This can be a paper clip, a building brick, or anything small.) Help students understand they must flick the coin carefully and make it land on the table. Model flicking a coin. If the coin lands on its head, students move one space on the board. If it lands on its tail (the number), they move two spaces. Every time they land on a word, they must say it aloud. Model the game if necessary.

Extension 4

- Put students in five groups. Give each group a large poster board and markers. Assign each group one of the sounds from Units 4–8 (/æ/, /ɛ/, /ɪ/, /ɑ/, and /ʌ/). Have them look for CVC words with their assigned sounds in the game in Activity E first. Have them write the words on their poster boards. (Students must take turns writing.) Then have them add words to their posters by looking at the phonics lessons in their corresponding units. If you think this will help your class, have students add pictures next to all or the most difficult words.
- When all groups finish, put the posters on the wall. Give students time to look at their classmates' posters.
- **NOTE:** If the groups have more than three students, make a new group and have students repeat one of the sounds.

Wrap Up

- Play a game to review the five sounds. Place all the phonics flashcards from Units 4–8 in a bag and arrange students in a circle. Have students take turns picking out a flashcard from the bag without showing anyone. Have them look at the flashcard and say the sound (not the word). Then have the rest of the students try to guess the word. When a student guesses the word correctly, it is his or her turn to take a flashcard from the bag. Continue until all the flashcards are out of the bag.

Additional Practice: Workbook p. 64, Online Practice

C Listen. Check (✓)the box when you hear u. TR: 8.14

1. ✓ 2. ☐ 3. ✓ 4. ✓ 5. ☐ 6. ✓

D Listen and write the missing letters. TR: 8.15


1. c u p


2. s u n

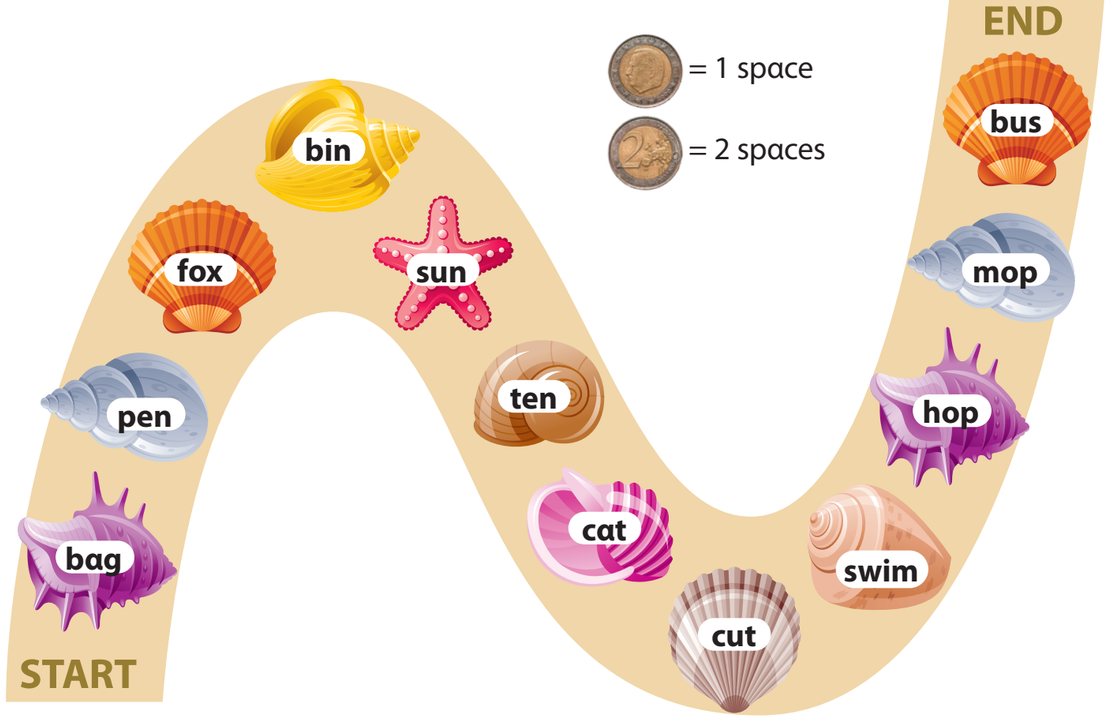

3. h u g


4. c u t

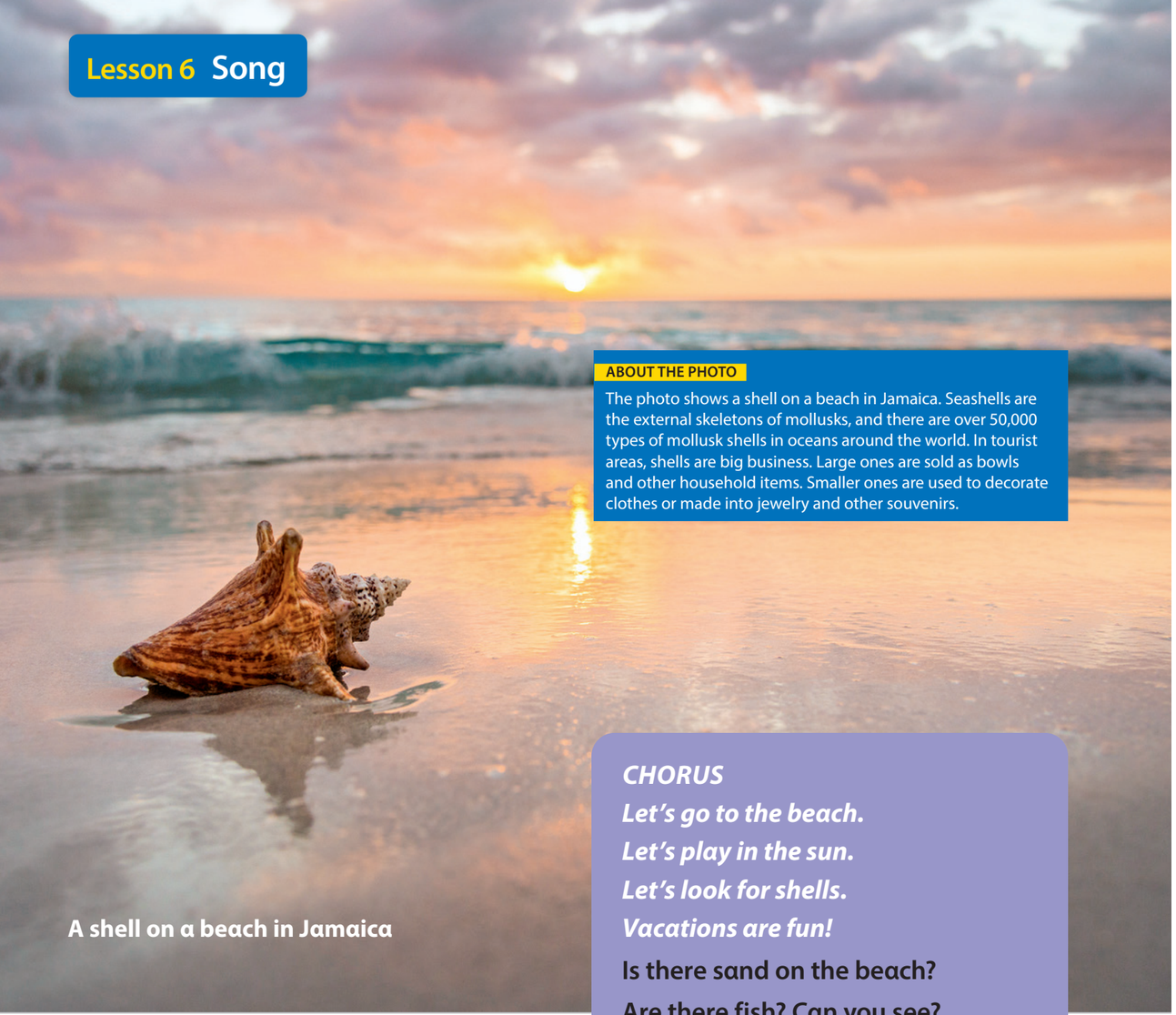

5. r u g


6. b u s

E Work in pairs. Play and say.



Lesson 6 Song



A shell on a beach in Jamaica

ABOUT THE PHOTO

The photo shows a shell on a beach in Jamaica. Seashells are the external skeletons of mollusks, and there are over 50,000 types of mollusk shells in oceans around the world. In tourist areas, shells are big business. Large ones are sold as bowls and other household items. Smaller ones are used to decorate clothes or made into jewelry and other souvenirs.

A Listen and read. TR: 8.16

B Listen and sing. TR: 8.17 and 8.18

C Sing and act. TR: 8.19

VALUE

Play outside in the sun.

CHORUS

Let's go to the beach.
Let's play in the sun.
Let's look for shells.
Vacations are fun!

Is there sand on the beach?
Are there fish? Can you see?
Are there shells on the beach?
Yes, there are! Come with me!

CHORUS

Are there trees on the beach?
Are there boats? Can you see?
Is there sun every day?
Yes, there is! Come with me!

CHORUS

Lesson 6 Song

In this lesson, students will:

- listen to, sing, and act out a song about the beach.
- identify the value of playing outside in the sun.

Resources: Audio Tracks 8.16–8.19, eBook, Classroom Presentation Tool, Flashcards 139–147, Workbook p. 65, Online Practice, Formative Assessment Strategies Guide

End-of-Unit Resources: Anthology Story p. 23, Anthology Teaching Notes p. 91, Worksheet 1.8, Unit 8 Test, ExamView Assessment Suite

Materials: nine large index cards, sticky tack, photos of children playing inside and outside in the sun

Warm Up

- Play a game to review beach words. Draw four lines across the board. Write the nine new words from Lesson 1 each on a separate index card. Display them facedown on the second line, in a row on the board. Give each one a letter (*A* to *I*) and write the letters above the index cards, in a row on the top line. Then display the nine flashcards facedown on the third line, in a row below the index cards. Give each flashcard a number (1 to 9) and write the numbers below the flashcards in a row on the fourth line. Put students in two groups, A and B. Have Group A call out a number and a letter. Turn the corresponding index card and flashcard over. If they match, have Group A keep them. If they don't match, turn them over again. Have Group B do the same. Continue playing until there are no index cards or flashcards left on the board.

A

- **Use the Photo** Have students open their books to p. 82. Point to the photo. Ask *What's this?* (a beach) Point to the shell and say *Look. What's this on the sand?* (a shell) Ask *How many shells are there?* (one) Ask *Do you like shells?* Listen to students' responses, then say *We're going to learn a song about the beach and about shells.*
- Have students read through the song quickly. Ask *Which words can you find for things on a beach?* (beach, sun, shells, vacations, sand, fish, boats) Help students understand *vacation* if necessary.
- Say *Listen and read.* Play **TR: 8.16** and have students listen to the song and read in silence.
- **Extra Support** Play **TR: 8.16** again and hold up flashcards of the beach words as students hear the words.

B

- Say *Listen.* Play **TR: 8.17**. Make a tapping or a clapping rhythm to accompany the song and encourage students to sing along with the chorus the second and third times it comes up.
- Say *Listen and sing.* Play **TR: 8.17** again and have students read and sing the whole song. Repeat a few times until students are singing confidently.
- Play **TR: 8.18** (the instrumental version) and have students sing the song without the support of the words.

C

- Say *Sing and act.* Read aloud each line of the song and model an action. Have students make the action, too.
  Let's go to the beach. (Spread out your arms and hands to indicate a beach.)
  Let's play in the sun. (Point up to the sun in the sky.)
  Let's look for shells. (Place your downturned hand above your eyes, look from left to right.)
  Vacations are fun! (Wave your hands in the air in joy.)
  Is there sand on the beach? (Gesture to show you're questioning and spread out your arms and hands to indicate a beach.)
  Are there fish? Can you see? (Do a fish swimming action with your hands, then point to yourself and then to your eyes.)
  Are there shells on the beach? (Gesture to show you're questioning and spread out your arms and hands to indicate a beach.)
  Yes, there are! Come with me! (Smile and beckon with one hand.)
  Are there trees on the beach? (As above)
  Are there boats? Can you see? (Do a boat rowing action with your hands, then point to yourself and then to your eyes.)
  Is there sun every day? (Point up to the sun in the sky.)
  Yes, there is! Come with me! (As above)
- Play **TR: 8.19**, pausing after each line to practice doing the actions. You can change or simplify the actions as necessary for your students.
- Play **TR: 8.19** again. Have students sing and do the actions.
- **Extra Challenge** Have students read aloud the song, replacing one word in each line of the verses.

Teach the Value

- **Play outside in the sun** Say *The value of this lesson is* Play outside in the sun. Write the value on the board. Review the words *inside* and *outside*. Show students photos of children playing inside and outside in the sun. Hold up one of the photos, point to the children, and have students call out *They're [inside]*. Repeat with the other photos. If possible, take students outside to play in the sun. When they come back inside, ask them how they feel. For additional practice, have students complete p. 65 of their Workbooks in class or at home.

Extension

- Put students in pairs, A and B. Have Student A dictate the first verse of the song to Student B. Then have Student B dictate the second verse to Student A. When students finish, have them read the verses of the song in their books again and check their work.

Wrap Up

- In pairs or small groups, have students think of a title for the song. Write their ideas on the board. Then have them vote for their favorite.

Additional Practice: Anthology Story p. 23, Worksheet 1.8, Workbook p. 65, Online Practice

In this lesson, students will:

- review words and grammar from Units 7–8.
- ask and answer questions about food and the beach.
- play a game.

Resources: eBook; Classroom Presentation Tool; Flashcards 65, 122–133, 138–149; Workbook p. 66; Formative Assessment Strategies Guide

Materials: one coin per pair of students, one game piece per student, nine sticky notes per pair of students

Warm Up

- Use flashcards to review words from Units 7–8. Shuffle all the flashcards and put them facedown on the table. Put students in two or four groups, depending on the size of the class.
- Turn over and hold up one flashcard at a time. Have groups take turns saying three true sentences about the item. For example, hold up the *milk* flashcard. Say *There is milk in the glass. Milk is white. I like milk.*
- Make sure each group is given the same number of turns to make sentences about the flashcards. Award one point for each correct response. Add up the points at the end. The group with the most points is the winner.

A

- Hold up a real coin for students to see and say *Look. A coin.* Show students the side with the head and say *Look. Heads.* Draw a picture of a head on one coin on the board. Write *Heads* next to it. Write *Heads = 1* on the board. Repeat the sequence with the other side of the coin and say *Look. Tails.* Write *Tails = 2* on the board.
- Hold up a few game pieces for students to see. Say *Look. Game pieces.* Draw a few squares on the board. Write *Game pieces* next to them. Leave the drawings on the board.
- Give each pair of students a coin and two different-colored game pieces to play the game. Have students practice flipping, or tossing, the coin.
- Put students in pairs, A and B. Have each pair share a book open to p. 83. Direct their attention to the game.
- Say *Look. This is a game. It's called* Snakes and Ladders. Point to a snake and say *Look. This is a snake.* Point to a ladder and say *Look. This is a ladder.* Then point to START and say *You start here. Put your game pieces here.* Then point to END and say *Look. You end here.* Finger-trace the direction students have to move in, from START to END.
- Give students simple instructions to play the game, pointing and modeling as you explain. Say *Take turns. Student A, you toss the coin.* Model tossing the coin. If the coin lands heads-up, say *Heads! That's one! Student A, move the game piece one square.* Point to the question in square 1. Say *This is a question. For a question, we read and answer.* Then read aloud the question and answer it. Say *Yes, I like milk. It's good.* If the coin lands tails-up, say *Tails! That's two! Student A, move the game piece two squares.* Point to the photo in square 2 and say *This is a photo. For a photo, we point and say.* Say *Look. This is an ice cream cone. I like ice cream.*
- Point to a ladder. Say *Look. A ladder. When you see a ladder, you answer the question or say something about the photo. If your sentence is correct, you go* up *the ladder.* Emphasize *up*. Say *If your sentence isn't correct, you don't go up the ladder. You wait your turn, throw the coin, and move your game piece one or two squares.* Finger-trace the way up the ladder to the square at the top. Then point to a snake. Say *Look. A snake. When you see a snake's head, you answer the question or say something about the photo. If your sentence isn't correct, you go* down *the snake.* Emphasize *down*. Finger-trace the way down the snake to the square at the bottom. Then say *If your sentence is correct, you don't go down the snake.*
- Have students play the game in pairs. Walk around the classroom, monitoring students while they play the game and helping if necessary. The first student to reach END is the winner. (**NOTE:** Students may know another way of playing the game: As soon as they land on a square with a snake or a ladder, they go down the snake and up the ladder. Have students play with these rules if time is limited.)
- **Extra Challenge** Have students say an extra sentence in the negative for each photo. For square 2, for example, *This isn't a beach ball.*
- **Extra Support** Before students play the game, have them work in pairs and take turns saying words for the things they see in the photos.

Extension

- Put students in pairs. Give each pair nine sticky notes. Have students replace part of each question with a word or words they write on the sticky note. For example, for square 1 they could write *water* and for square 13 they could write *the beach.* Then have students play the game again using the new words on the sticky notes.

Wrap Up

- Use the photos in the game to review the words in a personalized way. Point to the first photo and then point to yourself. Say a sentence that is true for you. For example, say *I don't like ice cream.*
- Have students work in groups of three or four, working their way through the photos, one at a time, and saying something true about themselves. If necessary, write words such as *can*, *have*, *my*, and *like* to guide students.

Additional Practice: Workbook p. 66

Units 7–8 Game

A **Work in pairs.** Read, say, and answer.



International kite festivals



In this lesson, students will:

- watch a video about the International Kite Festival in Leba, Poland.
- use new words to talk about a kite festival.
- make a kite.
- present a project to the class.

Resources: Video 4, Audio Track 8.20, eBook, Classroom Presentation Tool, Workbook p. 67, Online Practice, Formative Assessment Strategies Guide

Materials: a globe or map of the world, pencils, sticky tack, black construction paper (one sheet per student), clear contact paper (one sheet per student), colored tissue paper, scissors, glue, a ruler, poster paper, construction paper in several colors, crayons or markers

ABOUT THE PHOTO

The International Kite Festival featured in the video is in Leba, Poland. Leba is a beautiful town in northern Poland where the river Leba meets the Baltic Sea. It is a popular location for tourists. Every summer, an international kite festival is held on Leba's beach. Kite enthusiasts come from many different countries to take part—either to fly kites or to watch. Other highlights of the festival include a parade through the town and evenings of light and music. Workshops are organized to teach visitors how to make and fly kites.

Warm Up

- Write *kite* on the board. Say *Today, we're going to the International Kite Festival in Leba, Poland.* Then, say International *means* from all around the world. Hold up a globe or a map and say the sentence again as you move your finger around the world.
- Say *Let's think about international kite festivals. What things can we have at a kite festival?* Have students make suggestions and write each word on the board. Accept any reasonable ideas, including colorful kites, music, food, drinks, ice cream, parades, etc.
- Leave the list on the board. Say *Today we're watching a video of the International Kite Festival in Leba, Poland. Let's see what different kites we can see.*

Introduce the Theme

- Have students open their books to pp. 84–85. Read aloud the title. Hold up a copy of the Student's Book and point to the kites. Say *Look. This is a kite festival.*

A

- Say *Look and answer.* Point to the photo and ask *What can you see?* (kites) *That's right! A lot of kites.* Say *Look at the kites in the photo. Can you see the animal kites?* Say *Point to the shark kite.* Ask *How many white kites can you see?* (six) Ask *Which kite do you like?* Have students point or say *I like the [yellow] kite.*

B

- Make sure each student has a pencil. Hold up a copy of the Student's Book and point to the six animal photos with words. Point to the photos, one at a time, and read aloud the words. Then ask *What animal kites are in the video? Watch.* Play **Video 4** all the way through.
- Play **Video 4** again and pause after the narrator says *Up and down*. Ask *What colors can you see on this kite?* (blue, green, orange, red, and yellow)
- Continue playing **Video 4** and pause after the narrator says *The kite festival is at the beach.* Ask *Can you see a red and white kite? Can you see a black, white, and orange kite?*
- Continue playing **Video 4** and pause after the narrator says *Some kites are animals*. Direct students' attention to the crocodile kite and say *Look. What animal is this?* (a crocodile) Have students look back to the photos on the page and check the box for the crocodile.
- Continue playing **Video 4**, pausing to allow students to check the box for each animal that appears as an animal kite on the video.
- Play **Video 4** a third time and have students check their answers. To review answers, read aloud each animal word one at a time and have students say *yes* or *no*.

Script for Video 4

Let's go to a festival. It's fun!
Look. It's a kite! It's in the sky. It goes up and down. Up and down.
The kite is red, orange, yellow, blue, and green.
The kite festival is at the beach. Look at the ocean. Wow! Look at all the kites. There are big kites. There are small kites. There are tiny kites, too.
Can you see the big red kite?
Some kites are animals. Can you see the fish? Look at the green and yellow kite. It's big. It's a crocodile!
Wow! Let's look at this kite. What color is it? It's purple and yellow. I like purple! It has two big eyes and a lot of legs.
How many legs? Let's count. One, two, three, four, five, six, seven, eight.
Eight legs! What is it? It's an octopus.
Oh, look! This is my favorite kite. It's a boy. What is on his head? Is it a hat? No, it isn't. It's a helmet. Look at his feet. He has boots. He's happy! It's a happy boy kite!
What a great kite festival!

C

- Ask *Is the kite festival cool? What do you think?* Listen to several students' responses before beginning the activity.
- Say *Read and circle.* Read aloud the first sentence, saying all the words in bold. Say *Remember the video. What words are they? Are they at the beach or in the park?* (at the beach) *That's right! We circle* at the beach. Then give students time to complete the activity on their own.
- Have students compare their answers with a classmate. To review their work, read each sentence aloud with the correct words.

- **Extra Challenge** Describe a kite from the video in detail. Have students listen carefully. Then play the video again and have students call out *I can see the kite!* and point when they see the kite you described.
- **Extra Support** Before students do the activity, play the video again. Make a sign that the answer is about to be given before the narrator says *The kite festival is at the beach, Some kites are animals, I like purple,* and *And he has boots.*

Extension

- Have students work in pairs to list all the animals they know. Allow them to look back through the Student's Book to remind themselves of animals. Give students a limited time (two or three minutes). Then say *Stop!* Have students count the animals. Invite the pair with the most animals to read aloud their list while you write the words on the board. Then have the rest of the pairs add any other animals they might have missed.

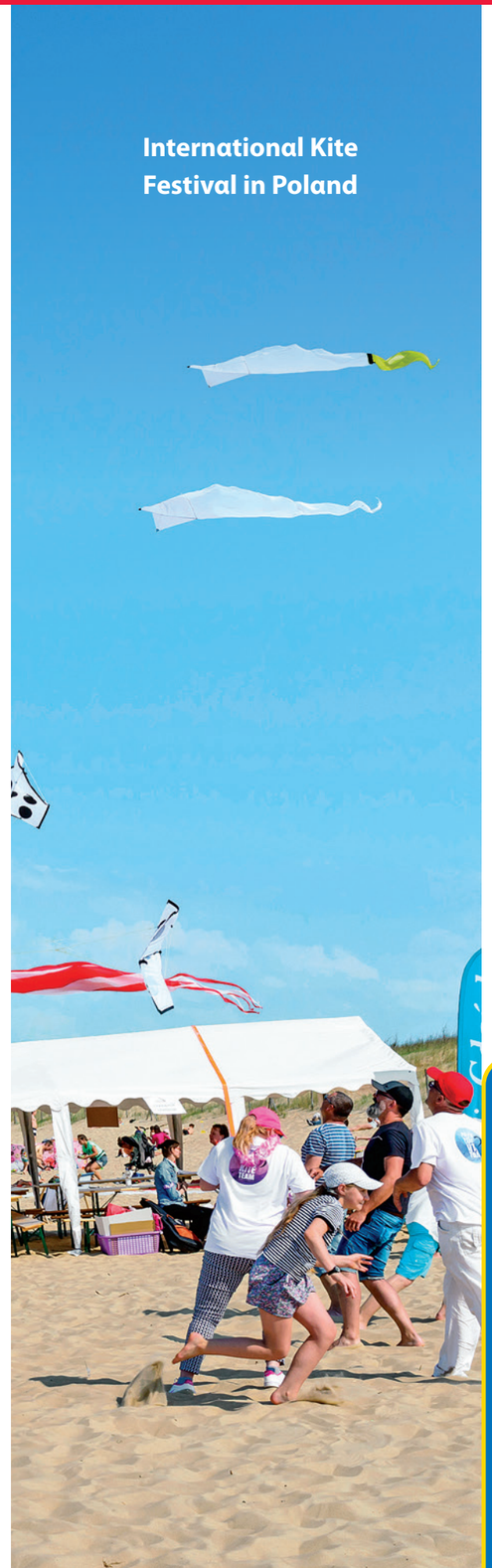
D

- Before starting the project, make sure students understand *measure*. Model by measuring something with a ruler as you say *Measure.* Then have students pretend to do the action.
- Direct students' attention to the blue project box at the bottom of p. 85. Read aloud the instructions and make sure that students have the necessary materials to complete the kite: black construction paper (one sheet), clear contact paper (one sheet), colored tissue paper, scissors, glue, a ruler, and a pencil. For the poster, students will need poster paper, construction paper in several colors, glue, scissors, pencils, and crayons or markers.
- Say *Let's make kites. First, you need the black paper, a ruler, and a pencil. I will come and measure your strips. You cut.* To save time, you might prefer to cut the necessary strips out for students before class, using a paper cutter. If you do this, simply give the six strips of paper to each student at the start of the project: one 20-cm strip, one 14-cm strip, two 16-cm strips, and two 10-cm strips.
- Model how to assemble the kite. Take the 20-cm strip and the 14-cm strip. Arrange them to look like a lowercase *t*. Then place the two 16-cm strips in a diagonal, from the bottom of the *t* to either end of the 14-cm strip. Place the two 10-cm strips in a diagonal from the top of the *t* to either end of the 14-cm strip. Pause after you arrange each piece to make sure that students are arranging their paper strips on their desks in the same way.
- Hold up a piece of clear contact paper and say *This is very sticky. Be careful.* Help students to remove the backing of the contact paper and stick their kite pieces into place. Remind students to wait for you if they think they need help, so that they don't get sides of the contact paper stuck together, ruining the sheet. To ensure students get this right, you may want to call students to your desk, so that you can help them one at a time.
- Say *Look. Now it's time to decorate the kite.* Model how to stick small pieces of tissue paper into place. Give time for students to cover the clear areas of the kite with colored tissue paper. **NOTE:** It is a good idea for students to prepare the tissue paper before they begin this stage. Have them tear up the paper into small pieces and put them into separate piles, organized by color.
- Hold up a pair of scissors and say *Use the scissors. Be careful!* Model how to cut off the extra contact paper. Have students throw the extra paper into the garbage can immediately, so that it does not get stuck to the classroom furniture or the floor.
- Have individual students present their projects to the class. Direct students' attention to the character in the blue project box at the bottom of p. 85. Say *Listen*. Play **TR: 8.20**. Then play the audio again and have students repeat. Then say *Describe your kite.* Have all students, one at a time, hold up their kites and say *Look! My kite is [green] and [orange].*
- Collect all of the kites and display them on the window so that the sun shines through the colored paper, giving a stained-glass effect. If you don't have enough window space, hang them on a bulletin board or from the ceiling.
- To assess the project, check that students followed directions and worked neatly and efficiently. You may also want to offer points for creativity. Be certain to explain feedback orally so that students understand why they are receiving the grade they're getting.
- When all the kites are finished, make a kite festival poster as a class. (With larger classes, have students make posters in smaller groups.) First give each student construction paper in several colors, glue, and scissors. Have them draw small pictures or make smaller versions of their kites. Then collect all the individual kites and help students make a montage on the poster paper. The montage is the basis for the kite festival poster. Have students think of a title and location for the festival. Have them add this information to the poster.
- **Extra Support** Prepare several kites on contact paper before class and give them to students who may not be able to make the kite themselves.

Wrap Up

- Play **Video 4** again, pausing when there are animal kites (crocodile, penguin, octopus, fish, etc.). Give clues about the animal kites in the video. Say *I see a kite of an animal that lives near water. It has a big mouth. It goes* chomp! Gesture by opening and closing your extended arms fast. If students don't guess the word, say *It's a crocodile.* Then have them point to the crocodile kite in the video. Repeat this with the other animals, using similar clues.

Additional Practice: Workbook p. 67, Online Practice



A BEFORE YOU WATCH **Look at the photo.** What can you see?

B WHILE YOU WATCH **What animal kites are in the video?** Check (✓). Video 4


☐ cat


✓ crocodile


✓ fish


☐ monkey


✓ octopus


✓ penguin

C AFTER YOU WATCH **Read and circle.**

1. The kite festival is **at the beach** / **in the park**.
2. Some kites are **animals** / **planes and trains**.
3. The octopus kite is **blue** / **purple**.
4. The boy kite has **black** / **brown** boots.

D PROJECT **Make a kite.** Then make a kite festival poster. TR: 8.20



A Listen. Write a (✓) or an (✗). TR: 8.21

1. ✓
2. ✓
3. ✗
4. ✗



B Read and match.

1. I have a sun hat
2. I can see a boat
3. Look at that big, yellow
4. This ice cream is

- on my head.
- in the ocean.
- very good!
- beach ball!

C Write *like* or *don't like*.

1. I ___like___ oranges.
2. I ___don't like___ milk.
3. I ___like___ water.
4. I ___don't like___ kiwis.



D Write *is*, *isn't*, *are*, or *aren't*.

1. ___Is___ there a beach ball in the store? Yes, there ___is___.
2. ___Are___ there sandcastles in the ocean? No, there ___aren't___.
3. ___Is___ there an apple in the bag? No, there ___isn't___.
4. ___Are___ there boys in the park? Yes, there ___are___.

In this lesson, students will:
- review vocabulary and grammar from Units 7–8.

Resources: Audio Track 8.21, eBook, Classroom Presentation Tool, Workbook pp. 68–69, Workbook Audio Track 8.6, Online Practice, Formative Assessment Strategies Guide

Materials: pencils

Warm Up
- Have students work in pairs to review the language they learned in Units 7–8. Have each pair take turns pointing and saying one thing about each page. Walk around the room as students work to check their progress and help as needed.

A
- Make sure each student has a pencil. Say *Listen. Then write a check mark or a cross.* Play **TR: 8.21**, pausing after item 1.
- Point to item 1 and ask *Is there milk on the table?* Have students look at the picture and answer *yes*. Say *That's right! There is milk on the table. We write a check mark.* Have students look at the example. Then continue playing the audio for students to complete the activity on their own.
- To review, play **TR: 8.21** again and have students draw a check mark or a cross in the air.
- **Extra Support** Before students do the activity, have them name the items in the picture and make sentences with *There is* and *There are*.

Script for TR: 8.21
1. There's milk on the table.
2. There are two bananas,too.
3. There's an orange.
4. There are three candies.

B
- Use the Lesson 1 flashcards from Unit 8 to review the words. Hold up the *sandcastle* flashcard. Say *Look. Is this a sun hat?* Have students say *No, it isn't. It's a sandcastle.* Repeat with the other eight flashcards, saying an incorrect word each time.
- Say *Read and match.* Direct students' attention to the example. Read aloud the first part, and finger-trace the blue line as you read the second part.
- Have students work individually to complete the activity.
- When everyone finishes, check answers.
- **Extra Challenge** Before doing the activity, have students work in pairs to invent endings for each sentence beginning. Have them cover the endings before they start.

C
- Direct students' attention to the pictures. Point to the first picture and ask *Is he happy or sad?* (happy) *Does he like what's on his tray?* (yes) Then point to the second picture and ask *Is he happy or sad?* (sad) *Does he like what's on his tray?* (no)
- Point to the sentences and say *Write* like *or* don't like. Read aloud the first sentence, but don't read the word in blue. Cover it with your finger. Have students point to the oranges in the first picture. Ask *Is he happy or sad?* (happy) *Does he like oranges?* (yes) Uncover the answer and say *We write* like.
- Have students work in pairs to complete the sentences. Then check answers as a class.
- **Extra Challenge** Hold up a copy of the Student's Book and point to each item on the trays, one at a time. Say your likes and dislikes. Then have students describe their likes and dislikes.

D
- Say *Write* is, isn't, are, *or* aren't. Then direct students' attention to item 1. Read the sentence without the blue answers. Then say *Let's look for a key word. Is* there *a key word?* (no) *Is* the *a key word?* (no) *Is* beach ball *a key word?* (yes) Say *That's right! It is. Is* yes *a key word?* (yes) Say *That's right! It is.* Then ask *How many beach balls are there?* (one) Say *That's right! It says* a beach ball. *So* is *or* are? (is)
- Have students work individually to complete the activity. Then check answers as a class.
- **Extra Support** Write two options for each space, the correct option and one distractor, on the board.

Extension
- Play a game to practice *there is*, *there isn't*, *there are*, and *there aren't*. Put students in two pairs within a group of four, Pair A and Pair B. Have Pair A choose a word from Lesson 1 in Units 7 or 8 and have Pair B make a question with this word. For example, if Pair A chooses *sandcastle*, the question could be *Is there a sandcastle on the beach?* Have students in Pair A answer the question. Then have pairs switch roles.

Wrap Up
- Give the following instructions one at a time. Elicit the answers from the class.
  1. *Name five things you see on the beach.*
  2. *Name six food and/or drink items.*
  3. *Make sentences using* There is/There are *and* There isn't/There aren't.
  4. *Ask and answer a question using* Is there/Are there . . .?
  5. *Say two foods or drinks you like and two you don't like.*

Additional Practice: Workbook pp. 68–69, Online Practice