

Unit Objectives

By the end of this unit, students can:

- name fruits and vegetables
- ask and answer with *some* and *any*
- understand the value of choosing healthy food
- name food and drinks
- ask and answer *Is there any ...?*
- name and choose the six essential nutrients
- say and spell words with -s blends

Teacher's Resources

- Teacher App
- Teacher's Resource Center
- Digital Student's Book
- Digital Workbook
- Online Assessment
- Sharebook ebook
- Teacher's Edition ebook

**Inclusive Practice**

Appreciating all the ways in which students learn is essential for a supportive learning environment. Review students' progress and assess what their needs are. Use the tips below and record your thoughts in a notebook.

NEEDS	TIPS
Sparking excitement	<ul style="list-style-type: none"> • Vary activities, make them personalized and contextualized. • Promote active participation and experimentation.
Focusing	<ul style="list-style-type: none"> • Display their goals in multiple ways. • Provide alternatives and vary the degrees of freedom.
Self-regulation	<ul style="list-style-type: none"> • Help learners set realistic goals. • Foster positive beliefs that their goals can be met.
Perception	<ul style="list-style-type: none"> • Display language in flexible formats like font size, contrasting colors, and layout of visual elements. • Use visual diagrams and charts, and tactile material like physical objects to explain concepts.
Language learning	<ul style="list-style-type: none"> • Pre-teach vocabulary. • Explain the difficult expressions and terms.
Comprehension	<ul style="list-style-type: none"> • Activate prior knowledge. • Highlight key elements in texts, graphics, and diagrams.
Use of materials	<ul style="list-style-type: none"> • Provide alternatives to interact with different materials.
Expressing and communicating	<ul style="list-style-type: none"> • Use different media for communicating like drawing, comics, film, dance, sculpture, blocks, etc.



2 Healthy Food



Look at the picture. Find five similarities with your town.

- 1 mangoes
- 2 potatoes
- 3 peaches
- 4 carrots
- 5 tomatoes
- 6 cucumbers
- 7 avocados

Vocabulary

Lesson 1

- 1 Ask and answer.
Where are the children? **At the market.**
What food do you see? **Answers will vary.**
- 2 Listen, point, and say.
- 3 Listen, point, and chant.

There are **peaches** _____ and **tomatoes** _____,
Mangoes _____ and **potatoes** _____,
Cucumbers _____, **carrots** _____,
 And **avocados** _____, too!
 I like peaches and tomatoes,
 Mangoes and potatoes,
 Cucumbers, carrots!
 What about you?

- 4 Listen again. Wave your hands when you hear your favorite food.



Lesson 1

Lesson Aim

- To name fruits and vegetables

New Vocabulary

mangoes, potatoes, peaches, carrots, tomatoes, cucumbers, avocados

Ask students to look at the picture on pages 24 and 25. Say *I can't find Raya, where is she?* Have students point to where she is. Then, tell them to look at the picture again and have them spot five things that the Shareville market has in common with a market in their own town. Have a few volunteers tell you the similarities they find.

Activity 1

Display the picture. Read the questions aloud. Elicit the answers from students. Say *This is a market in Shareville. What can people buy here?* (food, fruit, vegetables) Point to Julie and say *Who's this?* (It's Julie!) *What else can you see in this picture?* *How many Share Pals do you see?* (four)

Activity 2 Track 19

Have students look at the picture again. Play the audio and point to each new word or phrase as you hear it. Then, have students do the same and repeat the words out loud. Put students in pairs to quiz each other. Model the activity by asking one student to point to a picture while another student says the word. Students take turns pointing and saying the words.

Activity 3 Track 20

Play the audio and have students point to the words or phrases in the picture as they hear them. Then, play the audio again and have them write in the missing words. Finally, have students say the chant together.

Activity 4 Track 20

Ask students what their favorite food in the chant is and have them wave their hands when they hear it. Play the audio again. Then, ask *Who likes (mangoes)? Why?* Elicit answers from students. Allow any mistakes in grammar and pronunciation.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 17
- **Navio App** Lesson 1
- **Teacher's Resource Center** Worksheet Lesson 1, digital flashcards
- **Student's Digital Book** Lesson 1
- **Student's Digital Workbook** Lesson 1

Lesson 2

Lesson Aim

- To ask and answer questions with *some* and *any*

New Grammar

Make statements and questions about count nouns using *some* and *any*

Warm Up

Play *Don't say it!* Show or whisper a word or phrase to a student. They describe it to the class without saying it. Whoever guesses correctly goes next or chooses another student to go. Continue until all seven food vocabulary words have been used.

Activity 1 Track 21

Point to the dialogue. Play the audio while students follow along in their books. Then, students read the dialogue in pairs or small groups. Review the Grammar Box on the page, making sure students understand the meaning of the highlighted words.

Grammar

If you are using the Teacher App, play the Grammar Animation as many times as needed.

Activity 2 Track 22

Have students look at the picture. Model the activity. Say *Listen and look at the picture. Are there any apples?* (No, there aren't.) *Are there any carrots?* (Yes, there are.) Model checking a box.

Play the audio. Pause after each item to give students time to look at the picture and check their answer. Play the audio again. Pause after each item and have the class call out the answer. Encourage students to point to the foods.

Audio script

- Are there any watermelons?
No, there aren't.
- Are there any potatoes.
Yes, there are.
- Are there any peaches?
Yes, there are.

Lesson 2

Grammar

Listen, read, and say.

Kevin: Oh, no! There aren't any apples!

Julie: That's OK. Are there any avocados?

Kevin: Yes, there are. There are some avocados right here!

Julie: How many are there?

Kevin: There are hundreds! Oh, poor Sid!

Grammar

There **are some** avocados.

There **aren't any** apples.

Are there any apples?

Yes, there are. / **No, there aren't.**



Listen, look, and check (✓).



Yes, there are. No, there aren't.

1

2

3



Listen to the conversation again and act it out.

Are there any watermelons?



No, there aren't.

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Unit 2 For extra Grammar Practice go to page 130.

Activity 3 Track 22

Put students in pairs. Direct their attention to the speech bubbles. Tell them they are going to act out the conversation from the previous activity. Play the audio as many times as needed. Have two volunteers act out the conversation. Make sure students switch roles.

For Extra Grammar Practice, tell students to go to page 130.

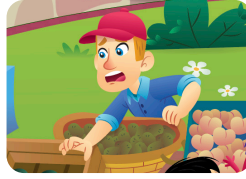
Answers for Extra Grammar Practice

- Are there any potatoes?
Yes, there are.
- There aren't any peaches.
- There are some tomatoes.
- Are there any cucumbers?
No, there aren't.

4  Watch the video again. Complete.



1 There aren't any apples.



2 Are there any avocados?



3 Yes there are.



4 There are some avocados.

5 Look and answer.

1 Are there any tomatoes?

Yes, there are.

2 Are there any peaches?

No, there aren't.

3 Are there any cucumbers?

Yes, there are.

4 Are there any carrots?

Yes, there are.



6  Speaking Sharebook Pages 13 and 14

Workbook page 18

I can ask and answer with *some* and *any*.

Unit 2

27

Wrap Up

Write *Yes, there are.* and *No, there aren't.* on the board. Have students look at the picture and see what food there is or isn't in it. Have volunteers choose one of those foods and come to the board. The students write the question *Are there (avocados)?* using the food they chose under the correct "answer".

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English?* I can... Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 18
- **Sharebook** pages 13 and 14
- **Navio App** Lesson 2
- **Teacher's Resource Center** Worksheet Lesson 2
- **Student's Digital Book** Lesson 2
- **Student's Digital Workbook** Lesson 2

Activity 4 

Play the Grammar video again. Have students write in the missing words. Repeat as many times as needed. Check answers as a class.

Social-emotional Learning

To calm students down and help them transition from one activity to another, try practicing deep breathing together. Model breathing in for two seconds, holding your breath for one second, and breathing out for two seconds. Then count: one. Repeat ten times. This technique will help students regulate their emotions in and outside of the classroom.

Activity 5

Have students look at the picture. Then, encourage them to read the questions aloud. Elicit answers from students and tell them to write the answers.

Activity 6

 Speaking Sharebook

See page 144 for instructions on setting up and playing *At the Market!*

Lesson 3

Lesson Aim

- To understand the value of choosing healthy food

Vocabulary Review

mangoes, cucumbers, candy, cookies, carrots, vegetables, juice, peaches, fruit

Grammar Review

statements and questions about count nouns using *some* and *any*

Materials: index cards, basket, pictures of healthy and unhealthy foods

Warm Up

Write Lesson 1 food words on small cards. Put three of the cards in a basket and give it to a student, who stands at the front of the class and silently reads the cards. Say [Maria] is at the market. Which fruits and vegetables are in her basket? Elicit questions from the rest of the class, e.g., Are there any avocados? Have students guess until they identify all three words. Continue with other volunteers and different combinations of all seven words.

Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize. Ask questions about each story panel and call on students to answer. *What fruits and vegetables do you see in story panel 1?* (carrots, mangoes, potatoes, tomatoes, avocados, kiwi, cucumbers, pears, oranges) *How many Share Pals are in story panel 2?* (two) *What does Matt have in story panel 3?* (a box of oranges) *Which Shareville characters do you see in story panel 4?* (Matt, Julie, Kevin, Clara) *Who is unhappy in story panel 5?* (Clara) *What does Kevin have in story panel 6?* (a drink, juice) *Who likes the juice in story panel 7?* (Clara)

Have students look at the story again. Read the title and say *What do the children make?* Call on volunteers to answer and identify the story panels with the answer (3, 5).

Activity 2 Track 23

Play the audio and have students follow along in their books. Give students time to reread the story silently.

Lesson 3

Story A Healthy Lunch

- Look and answer. What do the children make? The children make salad and fruit juice.
- Read and listen. Then act.

Eating the right food keeps you healthy.

1 The children are at the market.



2 Everyone is hungry.



3 The children make a salad.



4 Clara doesn't eat the salad.



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Unit 2

Then, ask five volunteers to come to the front and assign them speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask the volunteers to close their books and recite their parts from memory. This can be repeated with different volunteers.

Put students in pairs or in groups of five and have them read the story. One student should be the narrator and read the sentences above each panel.

Have students write or say their favorite things to eat. Use pictures of these things to give the student examples of healthy and unhealthy foods. The class calls out *healthy* or *not healthy*, and the volunteer miming the activity says what the food is.

5 Kevin and Matt make fruit juice.

Let's make juice!

OK! There are some mangoes and peaches.

I don't like juice. I like sweets!

6 Clara drinks the juice.

Mmmm, try this!

Well, OK. But I don't like fruit.

7 Surprise! Clara likes the juice!

Hey! It's good. Thanks!

She likes it!

Yay!

3 **Watch and circle.**

<p>1 <input type="radio"/> a Julie's house.</p> <p style="padding-left: 20px;"><input checked="" type="radio"/> b Kevin's house.</p> <p>3 <input type="radio"/> a They make cookies.</p> <p style="padding-left: 20px;"><input checked="" type="radio"/> b They make salad.</p>	<p>2 <input checked="" type="radio"/> a Clara does.</p> <p style="padding-left: 20px;">b Kevin does.</p> <p>4 <input checked="" type="radio"/> a Mangos and peaches.</p> <p style="padding-left: 20px;">b Apples and bananas.</p>
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4 **Look and check (✓). Which food is healthy?**

a <input type="radio"/>	b <input checked="" type="radio"/>	c <input type="radio"/>
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Workbook page 19

I can stay healthy by eating the right foods. Unit 2

29

Wrap Up

Have students make two lists: Healthy Food I Like and Not Healthy Food I Like. Have them compare their lists with a partner and circle the foods they have in common. Write on the board *I like _____.* Do you like, _____? Yes, I do. / No, I don't.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 19
- **Navio App** Lesson 3
- **Teacher's Resource Center** Worksheet Lesson 3
- **Student's Digital Book** Lesson 3
- **Student's Digital Workbook** Lesson 3

Activity 3 Track 24

Say *Listen to the question and choose the correct answer.* Do the first item as an example. Play the audio and pause after item 1. Repeat the question, then say *Do they go to Julie's house? (no) Do they go to Kevin's house? (yes) Let's circle b.* Then, play the rest. Repeat if necessary. To check answers, read the questions from the audio out loud. Call on volunteers to answer. Ask the rest of the class if they agree. Confirm or correct the answer.

Audio script

- 1 Whose house do the children go to?
- 2 Who wants cookies?
- 3 What do the children make with the vegetables?
- 4 What fruit do they use?

Story Video

You can also play the video. Have students listen and watch the animated version of the story.

Activity 4

Point to the pictures. Elicit the name of each food (cookies, mangoes, candy). Have students check which food is healthy. Check answers as a class.

Communication

Everyone takes in information differently and at different speeds, so when you ask the class questions, pause. Give every student a little more time to think about the question, understand it, and think about an answer. Pausing after the question gives everyone a chance to participate and stay actively involved in class.

Lesson 4

Lesson Aim

- To name eight foods and drinks

New Vocabulary

pasta, popcorn, tea, coffee, soda, beef, chicken, lemonade

Warm Up

Have pairs revisit the Lesson 3 story on pages 28–29 and take turns asking and answering questions about foods in the story. Model one round with a volunteer. Say *Are there any avocados?* Elicit *Yes, there are* and have the volunteer point to where in the story they found their answer (story panel 1). Have students play until they have asked about at least five foods.

Activity 1 Track 25

Have students look at the pictures. Play the audio and point to each new word or phrase as you hear it. Then, have students do the same and repeat the words out loud. Put students in pairs to quiz each other. Model the activity by asking one student to point to a picture while another student says the word. Students take turns pointing and saying the words.

Point to the new words and ask *Which are food?* (pasta, popcorn, beef, chicken) Write them on the board under the category *Food*. Then ask *Which are drinks?* (tea, coffee, soda, lemonade) Write them on the board under the category *Drinks*. Leave the words on the board for Activity 3.

Activity 2 Track 26

Have students look at the picture. Ask what they see. Read the title of the song aloud. Have students read the lyrics first and guess what words are missing. Play the audio. Have students listen and write in the missing words. Play the audio as many times as needed. Check answers as a class. Read the lyrics (or have a student read them) and have the class act out the missing words. Play the audio again and sing along as a class.

Lesson 4

Vocabulary

 Listen, point, and say. Then turn and play.



pasta



popcorn



tea



coffee



soda



beef



chicken



lemonade

 Listen and write the words. Then sing.

Oh, I'm Hungry!

There's some pasta.

There's some popcorn.

There's some chicken.

And there's some beef!

Oh! I'm hungry.

How about you?



There's some lemonade.

There's some coffee.

There's some soda.

And there's some tea.

Oh! I'm thirsty.

How about you?

 Say clues and guess.

I eat it for dinner.
I like it with potatoes.



Beef!



30

Unit 2 I can name food and drinks.

Workbook page 20

Activity 3

Model an example for the class using the language in the speech bubbles. Then, divide the class into pairs. Have them play until all eight food words are guessed.

Wrap Up

Divide class into teams and have them line up. Whisper a word or sentence to the first student in each line. Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 20
- **Navio App** Lesson 4
- **Teacher's Resource Center** Worksheet Lesson 4, digital flashcards
- **Student's Digital Book** Lesson 4
- **Student's Digital Workbook** Lesson 4

1
27

Listen, read, and say.

Clara: I want a snack.
What do we have?

Mom: There's some soda.

Clara: Great! Is there any popcorn?

Mom: No, there isn't.

Clara: Oh, no! Not again!



Grammar

There's **some** soda. Is there **any** coffee?
There **isn't any** popcorn. **Yes, there is.** / **No, there isn't.**

2
28

Listen and check (✓).

	1 chicken	2 beef	3 coffee	4 tea	5 pasta
Yes, there is.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
No, there isn't.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 Complete the sentences using **some** or **any**.

- There isn't **any** popcorn.
- There's **some** pasta.
- Is there **any** lemonade? No, there **isn't**.
- Do you have **any** bread? Yes, there **is**.

4

Speaking Sharebook Page 15

Workbook page 21

I can ask and answer with *Is there any?*

Unit 2

31

Lesson 5

Lesson Aim

- To ask and answer questions with *Is there any ...?*

New Grammar

Statements and questions about non-count nouns using *some* and *any*

Warm Up

Say *Are there any chairs in this classroom?* Elicit the answer. Continue with other count nouns, such as *desks, backpacks, tablets, boys, girls*, etc. Encourage students to ask their own questions for the rest of the class to answer.

Activity 1 Track 27

Point to the dialogue. Play the audio while students follow along in their books. Then, students read the dialogue in pairs or small groups. Review the Grammar Box on the page, making sure students understand the meaning of the highlighted words.

Grammar

If you are using the Teacher App, play the Grammar Animation as many times as needed. Do Grammar Practice on page 130 for homework, or in class.

Activity 2 Track 28

Tell students that they are going to listen to a conversation between two children about what food there is. Read the food words in the chart aloud and have students echo-read. Do the first one as

an example. Play the audio and pause after *There's some beef!* Say *What food did you hear?* (beef) Point to *beef* in the chart. Say *Is there any beef?* (Yes, there is.) Check the first box under *beef*. Play the rest. Have students complete the activity individually. Check answers as a class.

Audio script

Child 1: Do you have any food?

Child 2: Yes, look here. There's some beef!

Child 1: Yummy! I like beef!

Child 2: And look, there's some pasta, too! Do you like pasta?

Child 1: I love pasta! Is there any tea?

Child 2: Yes, there's some tea right here!

Child 1: Great, let's eat!

Activity 3

Direct students' attention to the sentences. Have them write in the missing words. Do the first sentence as an example. Remind them to look at Activity 2 for the correct spelling. Check answers as a class.

Activity 4

Speaking Sharebook

See page 144 for instructions on setting up and playing *Concentration*.

Wrap Up

Divide the class in pairs. Have students secretly write three food or drinks that are in their kitchen in their notebooks. Have students take turns asking and answering, using *Is there any ...?*

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English?* *I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 22
- **Navio App** Lesson 5
- **Sharebook** page 15
- **Teacher's Resource Center** Worksheet Lesson 5
- **Student's Digital Book** Lesson 5
- **Student's Digital Workbook** Lesson 5

Lesson 6

Lesson Aim

- To read about essential nutrients

New Vocabulary

bodies, brain, calcium, carbohydrates, essential nutrients, fat, glucose, illness, minerals, protein, vitamins

Vocabulary Review

beans, broccoli, cheese, fruit, pasta, thirsty, vegetables

Materials: index cards, tape

Warm Up

Make vocabulary flashcards and place them on the board. Give students time to remember. While they close their eyes, take one or more flashcards away. Students guess the missing words.

Activity 1

Put students into pairs and tell them to scan the pictures on the page. Have each pair to say what they see. Ask a volunteer to share their answers with the class. The number of essential nutrients may vary up to seven, since fiber is sometimes considered as such. Be aware of this information and help students understand: *In some places, there are seven essential nutrients. Fiber is one of them.*

Activity 2 Track 29

Tell students to read the title and look at the pictures again. Read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud and elicit the answer. Have students point to the paragraph where the answer can be found (1).

Teach the bolded new words in the text. Point to a word and say the word aloud. Have students repeat.

Activity 3

Put students in small groups. Read the activity question aloud. Give students 1–2 minutes to think and make notes on their ideas. Then, call on students to share their ideas with the class.


Lesson 6

CLIL



Health icon is going to change.

1  Look at the pictures. Tell a partner what you see. *Answers will vary.*

2  Listen and read. Where do we get essential nutrients? Why do we need them? 1. Food 2. To be healthy

Six Essential Nutrients



What makes food healthy? Healthy food has a lot of **essential nutrients**. They give our bodies energy to help us run, walk, and think! They also protect against illness.

Water is an essential nutrient. We need water to stay **hydrated**. When you play sports and use energy, you may be thirsty. Drinking water will help you give you energy again.

Protein builds our bodies and brains! We get protein from meat, cheese, and beans. Our bodies also need some **fat** to give us energy. Avocados and cheese are two types of food that have fat.



Fruit, some vegetables, pasta, and bread are **carbohydrates**. Carbohydrates become **glucose** when we eat them. Glucose is essential for our brains. Our bodies also need **vitamins** and **minerals**. They help make us strong and healthy. Fruit has Vitamin C to stop a cold and broccoli has calcium for strong bones! Want to be healthy? Choose food with essential nutrients!

3  Think, answer, and share. Do you eat food with all the nutrients every day? *Answers will vary.*

32

Unit 2 I can name the six essential nutrients.

Workbook page 22

Classroom Management

If you have a quiet class, use a points system to make participation a game. Give students (as groups or individuals) points for participating in class and volunteering to answer questions, model language, etc. At the end of the day or week, reward the student or group that has the highest points.

Wrap Up

Play **What Am I?** Make a word card using nutrients words for each student in the class. Tape a card to each student's back. Have them mingle, asking questions and giving clues to guess their words.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 22
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6

1  Read the text again. Then discuss.

- 1 What are the six essential nutrients?
protein, fat, carbohydrates, glucose, vitamins, and minerals
- 2 Give an example of a food for each nutrient.
Answers will vary.

2  Project. Make an eating plan.

Work in a group and create a healthy eating plan.

- 1 Draw four circles on your poster.
- 2 Label them breakfast, lunch, dinner, and snacks.
- 3 Draw food in each circle. Or, cut pictures out and paste them on the poster.



3  Make a video to present your plan to the class.

We need to drink water and not soda, because our body needs water.



Now share it!

Help your family make a healthy eating plan. Share it with the world!



Lesson 7

Lesson Aim

- To make and share a healthy eating plan with the class

Materials: paper, markers, crayons, color pencils, food magazines, scissors, tape, glue, any device with a camera

Warm Up

Say a letter and ask students to stand up and shout a word that begins with a letter. Students who stand up at the same time are out. Students who say the wrong word are also out. The student left standing wins!

Activity 1

Put students in pairs. Have students take turns reading sections of the text aloud to each other. Read the item questions aloud. Have students answer the questions. Check answers as a class.

Activity 2

Students work in groups to make an eating plan. Display the model eating plan in the book. Read the activity steps aloud. Before they start, have students talk about what the eating plan should include and decide how to divide up the work. For example, each student could work on a different meal. Provide students with the necessary materials. If pictures from food magazines are not available, students can draw pictures.

Activity 3

Tell students they are going to make a video to present their eating plan. Point to the text in the speech bubble and model the language.

All students must participate in the video, so have them take turns in front of the camera. Students talking to the camera may read notes held by another student standing out of frame. Ask one volunteer to hold the poster and another to point to the pictures whenever the video mentions one of the meals.

Wrap Up

Display the eating plans around the classroom. Ask each student to make a positive comment about another group's eating plan, or point out similarities and differences. Model the language: *They are similar because they both have (chicken). They are different because one has (pasta) and the other one has (rice).*

Now share it!

To help students prepare for this at-home task, write the names of the meals (*breakfast, lunch, dinner, snacks*) on the board and ask students what they usually eat at home for each one. Ask them *Are your meals healthy? Why?* If they answer with a *no*, encourage them to make a healthy eating plan with their family. If students do have healthy meals at home, encourage them to come up with an alternative healthy eating plan with their family. Remind all students to go back to the text on page 32 to check for the essential nutrients for a healthy eating plan.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 23
- **Navio App** Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To read and say words with s-blends

Warm Up

Have students to report back about the Now share it! task. Say *What's your healthy eating plan for (breakfast)?* Model the language for the class: *My healthy eating plan for (breakfast is eggs and tomatoes).* Call on volunteers to share with the class, or put students in small groups to share.

Activity 1

Draw students' attention to the pictures and ask which ones they know. Assist as needed. Then, have students write the missing letters. Check answers as a class.

Activity 2 Track 30

Play the audio. Point to the words and have students listen and repeat. Then, have them write the missing letters. Tell students they can look at the words in Activity 1 if necessary. Check answers as a class.

Activity 3 Track 31

Play the audio and have students follow along in their book. Repeat the sentences together as a class.

Audio script

- The spider rides a skateboard to school.
- The snake goes down the slide on its scooter.

Communication

To help students be clearly understood in English, tell them to focus on accuracy as they pronounce the s-blend words. Remind students to speak more slowly as they repeat the words and to not become frustrated if they can't make the exact same sounds as the speaker. Once their accuracy improves, their speech will naturally speed up again.

Lesson 8

Phonics s- blends

1 Look at the pictures. Then write the missing letters.



s c h ool



s n ake



s l ide



s q u are



s p ider



s c ooter



s k ateboard



s h are

2 Listen and repeat.

- | | | | |
|--------------|----------|-----------|---------|
| 1 skateboard | 2 share | 3 scooter | 4 slide |
| 5 school | 6 square | 7 spider | 8 snake |

3 Listen and repeat the sentences.

1 The  rides a  to .

2 The  goes down the  on its .

34

Unit 2 I can say and spell words with s-blends.

Workbook page 24

Wrap Up

Have pairs of students write a silly sentence with as many s-blends as they can. If needed, help the class brainstorm names (*Spencer, Steve, Stella, Smith, Scarlet*) and verbs (*start, stop, smile, smell, spell, step, spend, spill, swim*) that start with s-blends and write them on the board. Write an example on the board, *Smith smiles at a snake.* Then, have volunteers share their sentences with the class.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- Workbook page 24
- Navio App Lesson 8
- Student's Digital Book Lesson 8
- Student's Digital Workbook Lesson 8

Progress Tracker

1 Play Up, Down, All Around! Follow the instructions.

- | | |
|--------------------------------------|---------------------------------------|
| 1 Get one marker per person. | 3 Look, read, and answer. |
| 2 Roll the dice and move the marker. | 4 Move up if you land on a snake. |
| | 5 Slide down if you land on a ladder. |



16 HOME
Make a sentence.

15 Ask a question
Is there any...?

14 Name 3 vegetables.

13 Spell it!

9 Name 2 words that start with *sl* or *sc*.

10 Spell it!

11 Ask a question
Are there any...?

12 Make a sentence.

8 Ask a question
Do you like...?

7 Spell it!

6 Spell it!

5 Ask a question
Is there any...?

1 Name 3 sources of protein.

2 Spell it!

3 Make a sentence.

4 Name 3 essential nutrients.

2 Complete about yourself.

- The activity I like Answers will vary.
- The most difficult activity is Answers will vary.

Workbook page 25

I can use the language in Unit 2.

Unit 2

35

Classroom Management

Sometimes students have a hard time staying on track when working in pairs. Rather than calling out bad behavior, call out all of the good behavior that you see. Students respond well to praise and are often prompted to motivate each other to stay on task to receive more praise.

Activity 2

Have students complete the statements with their own answers. Remind them there are no right or wrong answers.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 25
- **Navio App** Progress Tracker
- **Student's Digital Book** Progress Tracker
- **Student's Digital Workbook** Progress Tracker

Progress Tracker

Lesson Aim

- To practice Unit 2 language

Materials: one game piece per student (e.g., coins, small pieces of paper), a die per pair of students

Activity 1

Demonstrate how to play *Up, Down, All Around!* Read the instructions aloud. Pick a square and read the prompt aloud, for example, *Are there ...?* Elicit the correct response from the class (*Are there any potatoes?*). Say *That's correct!* Put your marker on that space. Have a volunteer throw the die and move the amount of spaces shown by the die and answer the prompt.

If the answer is not correct or if they don't know the answer, tell students they lose a turn.

Divide the class in pairs and hand out the game pieces per student. Have students take turns throwing the die, reading aloud the prompt, and completing the prompt. Tell students to answer correctly to move to the "home" space and win.

Walk around and monitor while pairs play the game. Check to make sure students are placing their game pieces correctly. Students may raise their hands if they're not sure whether an answer is correct. Fast finishers can play the game again with a different partner.

Review

Lesson Aim

- To review grammar and language

Activity 1

Have students look at the pictures to the right and say what they are aloud. Do the first item as an example. Say *There are some carrots. True or False?* Elicit the answer from students and have them circle it (False). Students then answer the rest of the items. Check answers as a class.

Activity 2

Have students look at the pictures to the right and say what they are aloud. Do the first item as an example. Say *There isn't _____ rice.* Elicit the answer from students and have them circle it (any). Students then answer the rest of the items. Check answers as a class. Direct students' attention to the chart at the top of the page. Go through each line as a class as many times as needed. Tell students to keep this chart in mind to answer the activities on this page.

Activity 3

Explain to students that they are going to circle the vocabulary word that does not correspond to the group. Have a volunteer read the words in item 1. Ask *What are (mangoes)?* (fruits) Repeat the same question for each word in item 1. Ask students which word does not correspond and why (mangoes, they are not vegetables.) Students circle the answer. Have them answer the rest of the items. Check answers as a class.

Activity 4

Explain to students that they are going to write questions and answers about the food pictures they choose using *some* and *any*. Remind students to look at the chart at the top of the page for spelling and sentence structure. Check answers as a class.

Kahoot!

Use Kahoot to review content, foster creativity, and engage students. Adapt the content for your class depending on your class objectives. To learn how to create kahoots, go to page 12.

Review

SOME/ANY		
SOME ✓	There's some milk.	There are some apples.
ANY ✗	There isn't any milk.	There aren't any apples.
ANY ?	Is there any milk?	Are there any apples?

1 Look at the picture. Circle True or False.

- There are some carrots. True / **False**
- There aren't any potatoes. True / **False**
- There is some soda. **True** / False
- There isn't any cheese. **True** / False



2 Look at the picture. Circle the correct word.

- There isn't **some** / **any** rice.
- There are **some** / **any** peaches.
- Are there **some** / **any** tomatoes?
- There aren't **some** / **any** cucumbers.



3 Circle the odd one out.

- mangoes** potatoes tomatoes carrots
- peaches **beef** mangoes bananas
- pasta** tea coffee lemonade
- soda** avocados popcorn chicken



4 Write the questions and short answers about food.

- Answers will vary. _____
- _____
- _____
- _____

More review with... **Kahoot!**

Resources

- **Workbook** page 26
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz

Exam Practice

Movers A1 Reading and Writing

- 1 Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Jim is helping with the food for his dad's birthday party. "Dad likes meat. Is there any ¹.....*chicken*.....?" asks Jim. "No, there isn't," says Grandma. "Oh, no!" says Jim. "Is there any pasta?" "Yes, there is," she says. "And there's some popcorn and cake, too." "Great!" says Jim.

"Dad likes fruit. Are there any ².....*peaches*.....?" asks his sister Zoe. "No, there aren't," says Grandpa. "There are some ³.....*carrots*..... and cucumbers." "Good! He likes vegetables, too," says Zoe.

"The food is ready. Now let's clean up," says Grandma. "Whose keys are these? Are they yours, Jim?" asks Grandma. "No, they're ⁴.....*mine*....." says Zoe. "OK. Here you are. And this e-reader? Is it ⁵.....*yours*.....?" Jim?" Grandma asks. "Yes, it is," says Jim. "I can put it away."

Their dad is at the door. "He's here!" says Grandpa. "Let's sing Happy Birthday."



pasta



chicken



carrots



peaches



mangoes



mine



ours



yours

- 2 Now choose the best name for the story. Tick one box.

A Birthday Party for Dad Saturday at Home

first paragraph, including the example, aloud. Say *Why does it say chicken? Why not carrots?* (The text says, "Dad likes meat.") *Why not pasta? The pasta has meat.* (Jim later asks, "Is there any pasta?")

Tell students to complete 1-5 individually. Give them time to write their answers. Have students compare their answers in pairs. Check answers as a class.

Activity 2

Say *This story doesn't have a name. Which name is best?* Have a volunteer read the two possible names for the story. Have students choose the name individually. Ask them to think about what the story is about. Say *Is it about Dad's birthday party?* (yes) *Is it a Saturday?* Can you find Saturday in the story? (no) Have students check the correct box. Check the answer as a class.

Resources

- Teacher's Resource Center A1 Starters Exam
- Student's Digital Book Exam Practice

Unit 2 37

Exam Practice

Lesson Aim

- Read and understand some short, simple stories about familiar topics with the help of pictures.

Movers A1 Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Movers Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Movers exam while reviewing the vocabulary and grammar from Unit 2.

Exam Overview

Students read the text and choose the correct words from beneath the pictures to complete the text. They should write each word in the blank space in the text. Not all the words are used. Students then check the best name for the story by checking a multiple choice box.

Activity 1

Tell students to look at the items in the box. Have volunteers read them aloud. Say *How many food words are there?* (five) *How many are not food words?* (three) *What are they?* (mine, ours, yours) *How many blanks are there in the story?* (five, including example) *So how many words from the box do we need?* (five, including example) Read the



Lesson Aim

- To gain perspective from different cultures around the world

Materials: paper

Warm Up

Have students write a list of five food words, in which four of the words are from a similar category and one of the words is different. For example, four fruits and one vegetable, or four healthy foods and one unhealthy food. Have students swap papers with a partner and say which word doesn't fit.

Activity 1

Say *I ate chicken and a salad for lunch yesterday. What did you eat for lunch at school yesterday?* Elicit answers from students. To extend, you can ask students if they liked their lunch or not, and why.

Activity 2 Track 32

Explain to students what a magazine article is. Then, draw students' attention to the text and pictures. Ask them *What do you think the text is about?* Elicit answers from them.



Play the audio and have the students follow along in their books. Ask if their guesses about the article were correct. Play the audio again, or read the article aloud to the class, this time pausing after each panel. To check comprehension, ask questions such as *What time do students in the USA have lunch?* (12:00 to 12:30) *What is paella?* (A typical lunch. Rice with meat, vegetables, and fish.)

Read the activity question aloud. Have students share with the class which lunches they would like to eat and why.

Social-emotional Learning

Use quiet thinking time before a group project. Have students sit for a few minutes to think about what they want to say and do for a project before speaking with their group. This helps students come up with ideas and contribute to the group, leading to stronger group work.



-  Discuss. What did you eat for lunch yesterday at school? Answers will vary.
-  Read and listen to the magazine article. Which lunches would you like to eat?



What's for Lunch?

USA

Students eat lunch at school from 12:00 to 12:30. Schools usually have a cafeteria that students can choose food from, but a lot of students bring a small lunch from home. Peanut butter and jelly sandwiches, a bag of chips, and fruit are popular. They also have a juice box or water.



Japan

In Japan, students also eat at schools, but they eat their big lunch in their classroom! They take their trays of rice, soup, salad, meat or fish, and a bottle of milk to their desks. Students eat from 12:30 to 1:10.

Colombia

A lot of Colombian students finish school at 12:30 and eat at home. Others bring lunch from home and eat at school. They eat meat, rice, beans, potatoes, and vegetables. Lunch is the big meal of the day.



Resources

- Workbook page 26



Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Draw a Venn diagram that says *My lunch* on one circle, *Other country's lunch* on the other, and *Both* in the middle where the circles overlap. Then, explain to students that in the first circle they are going to write the food in their lunch; in the second one, they are going to write the food in the lunch of one of the countries from Activity 2; and in the middle, they are going to write the food both lunches have in common. Have them draw their Venn diagrams in their notebooks. Finally, encourage students to share their Venn diagrams with the class.

Be sure to remind students that people and countries are different and that is OK. We should respect differences and celebrate diversity.

To extend the activity, ask students what they think Simon eats for lunch.

Spain

Many students go to school from 9 to 2. Eating together as a family is important. Adults and children eat lunch at home every day. Lunch is a big meal at 2 or 3 pm. A typical lunch is paella. Paella is rice with meat, vegetables, and fish.



India

Many students in India eat a big lunch at school. They do not bring it from home. The cafeteria food is delicious, so there are long lines. There is rice, flatbread, and vegetable or meat stews. They usually eat lunch from 12:30 to 1:20.

Glossary

flatbread: a type of thin, flat bread.

tray: an object used for carrying food.

3 Complete the chart. Put each country name in two categories.

At school	At home	Big lunch	Small lunch
USA	Spain	Spain	USA
India	Colombia	India	
Japan		Japan	
Colombia		Colombia	

What is the same and what is different about your school lunch?



Activity 3

Read the columns in the chart aloud. Do the first one as an example. Ask *Which country eats lunch at school? (USA) Do students in the USA eat big or small lunches? (small)* Have students write the country in the correct column.

Put students in pairs and have them answer the rest of the chart. Remind students to go back and check the magazine article as many times as needed. Then, check answers as a class.

Wrap Up

Play *Whisper Sentence Game*. Divide class into teams and have them line up. Whisper a word or sentence to the first student in each line. Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can...* Then, elicit the rest of the sentence from the students. Have them check the *I can* statement in their books.

Resources

- **Workbook** page 27
- **Teacher's Resource Center:** Education for Sustainable Development and Citizenship Lessons
- **Student's Digital Book:** Our Shared World
- **Student's Digital Workbook:** Our Shared World