

## Unit Objectives

By the end of the unit, students can:

- Identify clothes and beach activities.
- Make statements about a picture and respond.
- Show understanding of story details.



## Student Book

### Vocabulary

**Clothes:** T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

**At the Beach:** swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

### Skills

**Listening:** Listen for and identify clothes and beach activities.

Listen for specific information and circle an appropriate response.

**Speaking:** Talk about the clothes students are wearing and beach activities.

**Reading:** Understand details in a story.  
Read a fiction text: **Fun with Grandpa**. Identify and describe details.  
Read short sentences and recognize words.

**Writing:** Write about beach activities.

### Grammar

What are you wearing? I'm wearing sneakers.  
Are you wearing shorts? Yes, I am. / No, I'm not.  
Is she swimming? Yes, she is. / No, she isn't. She isn't sleeping.

### Creative, Collaborative, and Critical Thinking Competencies

#### Favorite Activities Chart

**Creativity:** Develop self-expression, innovation, and problem-solving skills. Determine the information to be included in the chart and how it will be presented.

**Collaboration:** Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks. Determine the information to be included in the chart and how each team member will contribute to the final product.

**Critical Thinking:** Use problem-solving skills, analyze information, and organize information to complete the final product.



## Skills Book



### Extra Skills Practice

**Speaking and Listening:** Ask and answer questions about a picture.

**Reading and Writing:** Recall details.

Summarize the text.  
Read clues to identify words.  
Recognize spelling patterns.  
Categorize words.

## Teaching with Technology

Take advantage of the interactive boards and activities to repeat vocabulary activities. Click on the audio options and allow students to listen to the correct pronunciation of new words. Repeat the words several times so students can get a lot of practice.

## Teaching with Games

### Odd One Out

Give students sets of words and have them decide which word is different from the others. The words can be provided in written form or orally. This activity helps students become aware that words can be classified in different ways, while developing critical thinking skills. Be prepared to accept different answers if students have a good explanation.

## Happy Teacher

Changing from one activity to another can easily become a noisy time in the classroom. Attention and quiet signals are essential in the classroom. Raising your hand is a signal for the class to stop talking and listen to the teacher. Another way to quiet the class is to clap once and have students repeat the single clap.

## Happy Class

Take a few minutes and celebrate birthdays with the class. Create a fun ritual in English to acknowledge students' birthdays, such as singing "Happy Birthday." Ask the question *How old are you now?* for the birthday student to answer. You may choose to give the birthday student a choice of games to do in class, or assign a birthday seat (such as the teacher's) for the birthday student to sit in during his or her special day. Create a group celebration for students whose birthdays occur during vacations.



Lesson 1 Vocabulary

Lesson Objective: Identify clothes.

New Vocabulary: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

Materials: Audio Tracks 34 and 35

**UNIT 6 Lesson 1**

**1** **34 Listen.** Then echo.

**2** **35 Listen and complete.** Then number.

**3** **35 Sing: My Clothes.**

**My Clothes**

1. What are you wearing?  
I'm wearing a cap.  
Are you wearing shorts?  
Yes, I am.

2. What are you wearing?  
I'm wearing sneakers.  
Are you wearing a cap?  
No, I'm not.

3. What are you wearing?  
I'm wearing a T-shirt.  
Are you wearing jeans?  
No, I'm not.

**Grammar Snapshot!**

What are you wearing?  
I'm wearing sneakers.

Are you wearing shorts?  
Yes, I am. / No, I'm not.

**2** **Circle the question with a yes/no answer.**

a. What are you wearing?  
b. Are you wearing shoes?

**3** **Circle the answer.**

1. What are you wearing?  
a. I'm wearing a cap.  
b. Yes, I am.

2. Are you wearing sandals?  
a. No, I'm not.  
b. I'm wearing a T-shirt.

3. What are you wearing?  
a. No, I'm not.  
b. I'm wearing sneakers.

**3** **Page 21 The Language Lodge**

**4** **Page 22 The Language Lodge**

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**UNIT 6 Lesson 1**

**1** Write.

1. T-shirt

2. sneakers

3. swimsuit

4. pants

5. cap

6. sandals

7. shorts

8. jeans

**Spelling Check!** Spell the clothes aloud. Then complete.  
I can spell  words.

Student Book Page 48

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Lesson 1

This may also be completed for homework.

Start the Class

5 min

Have students look at **Pages 48 and 49** and predict what the lesson is about. Write the word *clothes* on the board. Elicit what clothes students are wearing today, focusing on words they already know. Have volunteers say their favorite clothes, and then draw them on the board.

**1** **34 Listen. Then echo.**

10 min

Have students look at the pictures and identify the clothes in L1. Explain that they are going to listen and point to the pictures of different clothes. Play **Track 34** and have students listen and point to the pictures of the clothes as they hear them mentioned. Play **Track 34** again and have students echo the phrases.

Try This!

10 min

Tell students that they are going to draw a picture of themselves wearing some of the clothes from this page. Have them draw an arrow pointing to each item of clothing and write the word to label it. Circulate around the class and provide help as needed. Have students compare their drawings with the person next to them. Encourage them to name the colors of the clothes to practice color words.

**2** **35 Listen and complete.** Then number.

10 min

Explain to the class that they are going to listen to a song and point to the person singing (the girl or one of the boys). Play **Track 35**. Then tell students you are going to play the song again for them to complete the sentences on **Page 49**. Pause appropriately to give students time to write the sentences.

Have students compare their sentences with a partner. Then check answers as a class by writing them on the board.

Explain that students are going to listen to the song again, and this time they are going to number the boxes to indicate who sings first, second, and third. Play **Track 35** and then check answers with the class.

**3** **Page 21 The Language Lodge**

10 min

Have students flip to The Language Lodge **Page 21**.

**1 Write.**

Explain that students have to write the words to spell out each of the clothes words in the pictures. Do Item 1 as a class. Then have students complete the activity individually. Review the answers as a class.

**Spelling Check! Spell the clothes aloud. Then complete.**

Have students close their books. Tell them that they will take turns saying and spelling the clothes with a partner. Then tell students to write the number of words they can spell correctly.

Finish the Class

5 min

Divide the class into two groups: one group of girls and one group of boys. Have them stand on opposite sides of the classroom. Explain that they are going to sing "My Clothes." Both groups are going to sing the questions together, but the girls will sing the girl's part and the boys will sing boys' parts. Play **Track 35** again and have students sing their parts.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.



**The Language Lodge Page 21** may also be completed for homework.

## Lesson 2 Grammar

**Lesson Objective:** Ask and answer questions about clothes.

**New Grammar:** What are you wearing? I'm wearing sneakers. Are you wearing shorts? Yes, I am.

**Vocabulary Review:** T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

**Materials:** Audio Track 35, Unit 6 clothes flashcards

### Start the Class

Show the class the clothes vocabulary flashcards. Have volunteers say the names of the clothes. Repeat until each clothing item has been mentioned. Then show the cards faster, having the class respond chorally.

#### 1 Sing: My Clothes.

Tell students they are going to listen to the song again and follow the words with their fingers as they listen. Explain that when they hear the word *not*, they should wag their fingers to indicate no. Play **Track 35**.

Play **Track 35** again and have the class sing along.

#### Try This!

Tell students they are going to listen to the song again, but this time they are going to stand up and say *Yes, I am* each time they hear the words. Play **Track 35**. Then play it a second time for students to stand up on *No, I'm not*.

#### 2 Circle the question with a yes/no answer.

Remind students of the questions they learned in previous units: *What are you doing?* *What's the date today?* *What time is it?* Point out that they all begin with the word *What*. Tell the class that these questions always ask for information—an activity, the date, or the time—and *What are you wearing?* asks for information about clothes.

Have the class read the Grammar Snapshot! together. Tell students to look at the two questions and then circle the question with a *yes/no* answer. Have them compare their answers with a partner before checking as a class.

 Use the **Presentation Kit** for interactive activities in this lesson.

 The **Language Lodge Page 22** may also be completed for homework.

 For additional class time, use **Pages 34 and 35** of the Skills Book. Go to **Page 175** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

## UNIT 6 Lesson 1

#### 1 Listen. Then echo.



#### 2 Listen and complete. Then number.



## Lesson 2

#### 1 Sing: My Clothes.

#### My Clothes

- What are you wearing?  
I'm wearing a \_\_\_\_\_  
Are you wearing shorts?  
Yes, I am.
- What are you wearing?  
I'm wearing \_\_\_\_\_  
Are you wearing a cap?  
No, I'm not.
- What are you wearing?  
I'm wearing a \_\_\_\_\_  
Are you wearing jeans?  
No, I'm not.

#### Grammar Snapshot!

What are you wearing?  
I'm wearing sneakers.

Are you wearing shorts?  
Yes, I am. / No, I'm not.

#### 2 Circle the question with a yes/no answer.

- What are you wearing?
- Are you wearing shoes?

#### 3 Circle the answer.

- What are you wearing?  
a. I'm wearing a cap.  
b. Yes, I am.
- Are you wearing sandals?  
a. No, I'm not.  
b. I'm wearing a T-shirt.
- What are you wearing?  
a. No, I'm not.  
b. I'm wearing sneakers.

## Lesson 2

## Lesson 2

#### 1 Circle the correct answer.

#### Grammar Snapshot!

What are you wearing?  
I'm wearing sneakers.  
Are you wearing shorts?  
Yes, I am. / No, I'm not.



- Are you wearing a cap?  
Yes, I am. No, I'm not.
- Are you wearing pants?  
Yes, I am. No, I'm not.
- Are you wearing a swimsuit?  
Yes, I am. No, I'm not.
- Are you wearing sneakers?  
Yes, I am. No, I'm not.

#### 2 Answer for you.

- Are you wearing a T-shirt? (Students' own answers).
- Are you wearing a cap? (Students' own answers).
- What are you wearing? (Students' own answers).

 This may also be completed for homework.

### Lesson 3

- Where are the Shutterbugs?
- Read and listen.



- Dictation! Listen and write. Then say.

- |                  |                       |
|------------------|-----------------------|
| 1. swim          | 2. sleep              |
| 3. fly a kite    | 4. sail a boat        |
| 5. eat ice cream | 6. build a sandcastle |

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### Shutterbugs



### Lesson 4

- Listen again to Shutterbugs.



- Grammar Snapshot! Write the answers.

- |  |   |
|--|---|
| 1. Is he building a sandcastle?<br>Yes, he is. | 2. Is she eating ice cream?<br>Yes, she is! |
| 3. Is she swimming?<br>No, she isn't!          | 4. Is he sleeping?<br>Yes, he is!           |

- Listen and cheer!

Is he sailing a boat? Yes, he is! Yes, he is!  
Is she eating ice cream? No, she isn't! No, she isn't!

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### Lesson 3

- Write.

build a sandcastle    eat ice cream    fly a kite  
sail a boat    sleep    swim

- |                        |                   |
|------------------------|-------------------|
| 1.  build a sandcastle | 2.  sleep         |
| 3.  swim               | 4.  eat ice cream |
| 5.  sail a boat        | 6.  fly a kite    |

Spelling Check! Spell the beach activities aloud.  
Then complete. I can spell  words.



This may also be completed for homework.

## Lesson 3 Vocabulary in Context

**Lesson Objective:** Identify characters and the activities they are doing at the beach.

**New Vocabulary:** swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

**Materials:** Audio Tracks 36 and 37, strips of paper

### Start the Class

5 min

Have students look at the comic strip on Pages 50 and 51 and memorize as much as they can about what the characters are wearing. Tell students to close their books. Then have them tell a partner as much as they can remember about what the characters are wearing.

### 1 Where are the Shutterbugs?

5 min

Point out the different characters and elicit their names: Lisa, Clare, Tom, and Sam. Have a volunteer read the question and have students say the answer: *At the beach.*

### 2 Read and listen.

10 min

Tell students they are going to read the comic strip as they listen. Play Track 36.

Draw a vertical line down the board to create two columns. In the right column, write *a kite, a sandcastle, a boat, and ice cream*. Explain to students that they will look at the comic strip and complete the left column with the appropriate verb. For example, *flying* will line up with *a kite*. Have students copy the columns and words in their notebooks.

Try This!

Tell students that they will take turns reading the comic strip with a partner.

5 min

### 3 Dictation! Listen and write. Then say.

10 min

Have a volunteer read the directions in Activity 3. Mime *swim* and make sure students understand. Play Track 37 and pause to allow students appropriate time to write the words. Play Track 37 again. Have students check their answers with a partner.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.



The **Language Lodge Page 23** may also be completed for homework.

Then have volunteers write the answers on the board. Tell students they will listen again and then repeat what they hear. Play Track 37.

Audio script Track 37

- swim
- sleep
- fly a kite
- sail a boat
- eat ice cream
- build a sandcastle

### 4 Page 23 The Language Lodge

10 min

Have students flip to The Language Lodge Page 23.

### 1 Write.

Have volunteers read the directions and the words in the box aloud. Explain to students that they will label the pictures. Do Item 1 as a class. Then have students complete the activity individually. Have volunteers share their answers with the class.

### Spelling Check! Spell the beach activities aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the beach activities with a partner. Then tell students to write the number of words they can spell correctly in the box.

### Finish the Class

5 min

Divide the class into two teams. To review, write the chores from Unit 5 and beach activities from Unit 6 on strips of paper. Have the first person from each team come to the board, choose a strip of paper, and act it out for their team to guess. They must repeat miming the action until a teammate guesses. Continue until students have guessed all the words.

# Lesson 4 Grammar in Context

**Lesson Objective:** Ask and answer questions about beach activities.

**New Grammar:** Is she swimming? No, she isn't.

**Vocabulary Review:** swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

**Materials:** Audio Tracks 36 and 38

## Start the Class

Write the following words on the board with the first and last letters missing: \_ i t \_, \_ u i l \_, \_ o a \_, \_ l e e \_, and \_ w i \_. Have students complete the words and compare their answers with a partner. Have volunteers write the missing letters on the board to complete the words: *kite, build, boat, sleep, and swim.*

### 1 Listen again to Shutterbugs.

Tell the class that they will listen to the comic strip again and read along in their books. Play **Track 36**.

### 2 Grammar Snapshot! Write the answers.

Ask *Is Clare taking pictures?* Elicit *yes* as an answer and write *Yes, she is* on the board. Then ask *Is she sleeping?* Write the negative short answer *No, she isn't* on the board. Tell students to look at the comic strip and ask *Is Tom flying a kite?* Elicit *No, he isn't*. Ask *What is Tom doing?* to elicit *He's sleeping*. Write the questions and answers on the board.

Have a volunteer read the directions for Activity 2 on **Page 51**. Explain to the class that they will look at the pictures of the characters in the activity and write answers to the questions. Have volunteers share their answers with the class. Finally, have students circle *Is he* or *Is she* in the questions, and *he/she is* or *he/she isn't* in the answers. Point out that to ask about what people are doing, we start *yes/no* questions with *Is he/she*; we use *he/she is* or *he/she isn't* in the answer.

### 3 Listen and cheer!

Tell the class they will listen to a cheer and read the words as they listen. Play **Track 38**. Have students

underline *Is he* and *Is she* in the questions, and *Yes, he is* and *No, she isn't* in the responses. Explain to the class that you will play the cheer again and this time they will do the cheer along with the audio.

### Try This!

Divide the class into two groups. Explain that one group will say the question parts of the cheer and the other group will say the answers. Do the cheer, then have the groups switch roles and do the cheer again.

### 4 Page 24 The Language Lodge

Have students flip to **The Language Lodge Page 24**. Have a volunteer read the Grammar Snapshot!

#### 1 Complete.

Tell the class that they will look at the pictures and complete the questions and answers according to what they can see in the pictures. Then have volunteers write the sentences on the board.

#### 2 Draw your friend at the beach. Answer.

Tell students they will draw a picture of a friend at the beach, and then answer the questions according to what they drew. Have students show their drawings to a partner and explain what their friend is doing.

## Finish the Class

Have students work in groups of three to create a new grammar cheer by adding different activities. Have volunteer groups share their cheers with the class.

Use the **Presentation Kit** for interactive activities in this lesson.

**The Language Lodge Page 24** may also be completed for homework.

## Lesson 3

### 1 Where are the Shutterbugs?

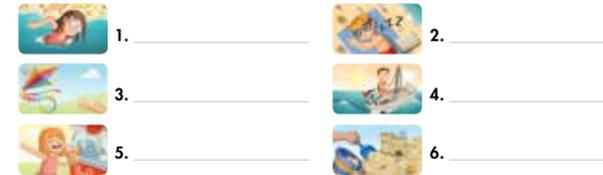
### 2 Read and listen.



## Shutterbugs



### 3 Dictation! Listen and write. Then say.



### 4 Page 23 The Language Lodge

## Lesson 4

### 1 Listen again to Shutterbugs.



### 2 Grammar Snapshot! Write the answers.



### 3 Listen and cheer!

Is he sailing a boat? Yes, he is! Yes, he is!  
Is she eating ice cream? No, she isn't! No, she isn't!



### 4 Page 24 The Language Lodge

# Lesson 4

## Lesson 4

### Grammar Snapshot!

#### 1 Complete.



Is she swimming?  
Yes, she is.  
No, she isn't.  
She isn't sleeping.



- Is she eating ice cream? Yes, she is.
- Is he sailing a boat? No, he isn't.  
He isn't sailing a boat.
- Is she building a sandcastle? No, she isn't.  
She isn't building a sandcastle.
- Is he flying a kite? Yes, he is.

#### 2 Draw your friend at the beach. Answer.

- Is your friend swimming?  
(Students' own answers.)
- Is your friend building a sandcastle?  
(Students' own answers.)

This may also be completed for homework.

# Lesson 5

## Lesson 5

1 Circle where the family is.

a. at the park

b. at the lake

2  39 Read and listen.

## Fun with Grandpa

It's hot and sunny. Eddie, Lily, Mom, and Grandpa are at the lake. What's Grandpa wearing? Is he wearing a jacket and pants? Yes, he is! Oh, Grandpa!



Is Eddie building a sandcastle?  
Yes, he is!  
Lily isn't building a sandcastle.  
She's flying a kite with Mom.



Eddie wants to swim with his sister, Lily.  
"Let's swim, Lily! Come on, Grandpa!"



Look! Grandpa is swimming in his clothes!  
He's wearing pants and a jacket.  
He isn't wearing a swimsuit.  
Eddie and Lily are having fun with Grandpa!

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## Lesson 5 Fiction Reading

**Lesson Objective:** Read a text to understand main ideas and details.

**Vocabulary Review:** swimsuit, build a sandcastle, swim, fly a kite

**Grammar Review:** Is he building a sandcastle? Yes, he is. She's flying a kite. She isn't building a sandcastle.

**Materials:** Audio Track 39

### Start the Class

5 min

Divide the class into two teams. Write Yes and No on the board. Have a volunteer from each team stand away from the board. Say *I'm swimming*, but mime flying a kite. The first student to touch the correct answer on the board wins a point for his or her team. Vary miming correct and incorrect actions. Play until all students have participated. The team with the most points wins.

1 Circle where the family is.

5 min

Tell students to open their books to **Page 52**. Have a volunteer read the directions for Activity 1. Have other volunteers read the answer options. Remind them that they will look at the pictures in the story and circle where the family is. Give a one-minute time limit. Review the answer with the class: *at the lake*. Have students talk about things their families like to do together.

2  39 Read and listen.

20 min

In pairs, have students look at the pictures and name as many beach activities as they can. Ask what is unusual or funny in the pictures: *Grandpa is swimming in his clothes*.

Have a volunteer read the title of the story. Tell students they will read the story as they listen. Remind them to follow the words in their books with their fingers as they read and listen. Play **Track 39**. Then have students look for words in the text that say what activities the children are doing: *building a sandcastle, flying a kite, and swimming*.

Ask students to talk about the activities in the story that they like to do. Have students share their ideas with the class. Ask students to talk about the people in their families who do these activities with them.

Divide the class into groups and tell students that they will read the text again in their group. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can

understand; the rest of the group will follow the words in their books with their fingers as they listen. Circulate among the groups to check intonation and rhythm, and provide help as needed.

Listen for words that students have difficulty pronouncing correctly. Write these words on the board and have students practice saying them. Then have students read the sentences containing these words aloud. Have them read chorally as a class, and then have volunteers read the sentences aloud.

Try This!

10 min

Write the following words and phrases on the board, each one on a line below the previous one, to form a right triangle: *Eddie / Eddie and Lily / Eddie and Lily are / Eddie and Lily are having / Eddie and Lily are having fun / Eddie and Lily are having fun with Grandpa*. Read each line aloud, beginning with the top line, and have students repeat after you until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers read the sentence aloud. Encourage students to speak clearly and naturally. If time allows, choose another sentence from the text and repeat the activity.

### Finish the Class

10 min

Tell students they will each choose one of the scenes from the story and draw their own pictures to illustrate it. Have them write captions that describe their drawings. Have them share their pictures with a partner and describe what the characters are doing. Have volunteers show and describe their drawing to the class. You may choose to display students' drawings in the class.



Use the **Presentation Kit** for interactive activities in this lesson.



# Lesson 7

## Lesson 7

### Team Up!

#### 1 Think about your favorite activities.

Number them from 1 to 10. 1 = your favorite activity.

My Favorite Activities	
1.	eat ice cream
2.	fly a kite
3.	clean

#### 2 Share your ideas.

Eating ice cream is my favorite activity.

My favorite activity is flying a kite.

#### 3 Team up and make a Favorite Activities Chart.

Eating ice cream is our favorite activity.



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## Lesson 7 Creative, Collaborative, and Critical Thinking Activity

**Lesson Objectives:** Talk about favorite activities.

Use communication skills and problem-solving skills to sort information and decide how to present it.

**Vocabulary Review:** clean, wash the dishes, sweep the floor, take out the trash, set the table, make a snack, wash the car, play ball, take a walk, ride a skateboard, ride a bike, have a picnic, climb trees, run, play on the swings, swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

**Grammar Review:** Eating ice cream is my favorite activity. I don't like drawing.

**Materials:** construction paper; colored pencils, markers, or crayons

### Start the Class

10 min

Play Bingo. Have students divide a sheet of paper into nine squares. Have them write a chore in the center square, beach activity words in four of the squares, and park activity words in the remaining four squares. Explain that you are going to say a beach activity, park activity, or chore, and they will mark it on their boards if they have it. Say the vocabulary words in a random order. The first student to mark all of his or her squares shouts *Bingo!* Have the student say the words on his or her game card to confirm he or she is the winner.

#### 1 Think about your favorite activities. Number them from 1 to 10. 1 = your favorite activity.

5 min

Tell students to look at **Page 54** and have volunteers read the directions and the example list. Have some students say their favorite activities. Explain that they will work individually to write a list of their ten favorite activities. Then they will number them. Explain that number 1 will be their favorite activity, number 2 their next favorite, and so on up to ten. Circulate around the classroom and provide help as needed. Encourage students to use vocabulary from this unit when they can, but tell them they may use other words they know.

#### 2 Share your ideas.

5 min

Have two volunteers read the sample dialogue in the speech bubbles in Activity 2. Tell students that they will work in pairs and share their favorite activities. Circulate around the classroom, correct pronunciation, and provide help as needed.

#### 3 Team up and make a Favorite Activities Chart.

20 min

Put two pairs of students from Activity 2 together to form groups of four. Have each group put all their information together to make a Favorite Activities Chart. Students will write the numbers 1–10 in a vertical row, with 1 at the bottom and 10 at the top. At the bottom of the chart, students will draw pictures of the activities and label them in a horizontal row. The bars for each activity reflect how popular they are for each group. Have teams present the information in their charts to the class. Remind them to point to the days when they are talking. Be sure each member of the team speaks at least once. Display the charts in the classroom.

#### Try This!

5 min

Have students interview another team to get their votes for their favorite activities. Then take a class poll to see what the number one activity is for the class.

### Finish the Class

5 min

Have students stand up with their lists from Activity 1. Play some music and ask them to walk around the classroom. Stop the music and call out a number such as *six*. Students get together in groups of the number you call and share what favorite activity they had in the same position on their lists: *My number six activity is sleeping.* Repeat several times with different numbers, allowing students several opportunities to talk about the different activities on their lists.



Use the **Presentation Kit** for interactive activities in this lesson.

## Lesson 8 Review

**Lesson Objective:** Review vocabulary and grammar from Unit 6.

**Vocabulary Review:** T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers, swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

**Grammar Review:** What are they doing? They're taking a walk.

**Materials:** paper, colored pencils

### Start the Class

Write the six beach activities on the board and number them. Give each student a number from one to six. Distribute sheets of paper and colored pencils. Tell each student to make a drawing of the beach activity that corresponds to his or her number. Have students exchange drawings and check one another's activities. Have students write their names on the pictures. Collect the drawings to use later in the lesson.

#### 1 Spelling! Write the -ing form of the verbs.

Have a volunteer read the directions. Explain to the class that they will write each verb with the -ing ending. Have volunteers write the correct words on the board so students can check their answers. Review which base word doubles the final consonant (*swimming*), and which word drops the final -e (*riding*) to form the -ing word. Have students think of other examples of words that double the consonant and words that drop the final -e to form the -ing words.

#### 2 Complete the puzzle.

Point to the numbers next to the pictures and explain to students that they have to use them to find where to write the words to complete the crossword puzzle. Elicit Item 1 (*cap*) and have students write the letters in the corresponding squares. Have students complete the puzzle individually. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Project the interactive activity from the Presentation Kit for students or draw the puzzle on the board. Have volunteers write their answers for the rest of the class to confirm their answers.

#### Try This!

Have students stand in several small circles. Explain that they are going to spell words from Activity 2. Give them a word to spell; the first student says the first letter, the next says the second letter, and so on. After the last letter, the next student says the whole word. Allow students to play several times in their circles with different words. Circulate around the class while students are playing to monitor spelling and provide help as needed.

#### 3 Word Play! Find and circle the words from Unit 6 on Page 72.

Have students turn to **Page 72** and tell them to find and circle the clothes and beach vocabulary words from Unit 6. Then have students check the words they found with a partner.

### Finish the Class

Hand out the drawings students made at the beginning of the class. Tell students to stand in a circle. Say *Change places if your picture is sailing a boat*. Students who have that picture have to change places. Continue with other actions. Play several times.

Use the **Presentation Kit** for interactive activities in this lesson.

For additional class time, use **Pages 38 and 39** of the Skills Book. Go to **Page 177** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

# Lesson 8

## Round Up!

### 1 Spelling! Write the -ing form of the verbs.

1. eat eating      2. fly flying  
 3. swim swimming      4. ride riding  
 5. build building      6. watch watching

### 2 Complete the puzzle.

1.  2.  3.  4.  5.  6. 

			1	c			
	2	j	e	a	n	3	s
4	s			p			h
	a		5	p			o
6	s	n	e	a	k	e	r
	d		n				t
	a		t				s
	l		s				
	s						

### 3 Word Play! Find and circle the words from Unit 6 on Page 72.