

Workbook page 44

• Explain to students that they will look at the pictures and write the corresponding word for each one. Explain that they will work individually and use the vocabulary they learned in this unit. Walk around the classroom and provide help as needed.

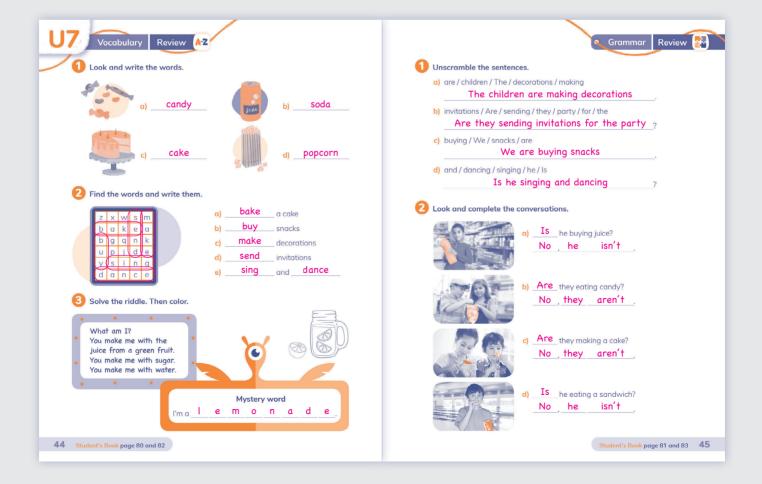
2 Tell students they will look for some vocabulary words in the word search and complete the party activities with them. Have them read the incomplete phrases individually before starting the activity and answer any questions they may have. Set a time limit for them to complete the activity.

3 Explain to students that they will solve a riddle and find the mystery word. Give students a few minutes to read and analyze the clues before completing the activity. Monitor and solve any questions students may have.

Workbook page 45

Explain to students that they will work individually to put the words in order to make sentences. Circulate around the classroom to monitor students' work and provide help as needed.

2 Explain to students that they will complete the questions and then look at the pictures to answer them accordingly. Have them complete the activity individually. Monitor and provide help as needed.



Workbook page 46

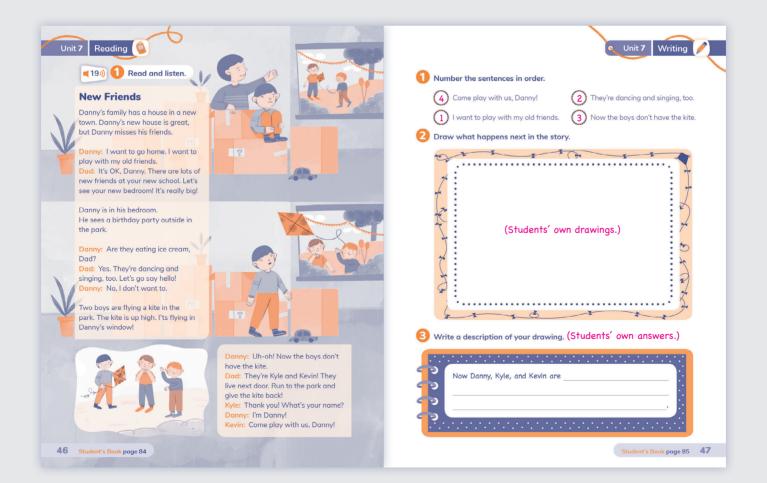
19) **1** Tell the class that they will listen to a story in which a boy moves to a new town. Ask students to look at the pictures before reading and listening to the text. Instruct them to pay close attention to the order in which the activities are mentioned. Play Track 19. If you deem it necessary,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

Workbook page 47

19) **1** Explain to students that they will work individually to number the activities mentioned in the story from Page 46 in the correct order. Monitor and help if necessary. Play Track 19 so they can check their answers.

2 Explain to the class that they will think of an ending to the story from Page 46 and draw it. Set a time limit for students to make their drawings. Circulate around the classroom to monitor students' work.

3 Tell students they will write the description of the drawing they made in Activity 2. Then have them show their drawings and descriptions to a classmate. Ask some volunteers to share their drawings and descriptions with the class.



180

Workbook page 48

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

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

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

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

Workbook page 49

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

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

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



