



# Share It!

**Teacher  
Edition**

**4**

**+ Teacher App**  
Tracey Gibbins



**Unit Objectives**

By the end of this unit, students can:

- name weekend activities
- make simple past statements with irregular verbs
- ask and answer simple past questions with irregular verbs

**Teacher Resources**

- Teacher App Unit 4
- Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 4 Test, Mid-Year Test

**Lesson 1 Vocabulary**

*buy candy, see a movie, take a picture, go shopping, have a milkshake, eat pizza*

**Vocabulary Chant**

weekend activities

**Lesson 2 Grammar**

Positive and negative simple past statements with irregular verbs



My Big Weekend

**Lesson 3 Story****Star Captain**

**Value:** Be responsible.

**Lesson 4 Vocabulary**

*read a book, write a poem, do karate, sing a song, make a video, build a tree house, draw a picture*

**Song:** *Did You Have A Good Weekend?*

**Lesson 5 Grammar**

Simple past question with irregular verbs



Guess Who!

**Lesson 6 Art**

*animated, director, colorful, animator, voices, models*

**Text:** *Movie Magic*

**Lesson 7 Art**

**Project:** Make a movie poster

**Lesson 8 Phonics****Long e**

Words with long e sound

**Progress Tracker**

**Review Game:** *Four in a Row!*

**Share the World 2**

**Article:** *A Weekend in Tokyo*

**Exam Practice 2**

**Listening**

**Teacher Reflection**

Try these Unit 4 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson	Tip	Focus	Rating 1–5
1	Helping students who don't want to share personal information	Social-emotional Learning	1 2 3 4 5
2	Repeating dialogues	Communication	1 2 3 4 5
3	Complimenting students on behavior	Social-emotional Learning	1 2 3 4 5
4	Focusing on accuracy	Communication	1 2 3 4 5
5	Helping students recognize when they don't understand something	Social-emotional Learning	1 2 3 4 5
6	Summarizing	Communication	1 2 3 4 5
7	Giving positive feedback after presentations	Social-emotional Learning	1 2 3 4 5
8	Giving students leadership roles	Social-emotional Learning	1 2 3 4 5
<b>Share the World 2</b>	Using sentence frames	Communication	1 2 3 4 5

**Teachers Share It!**

Share your insights with other teachers. Ask questions to learn from them.

This works for me! What works for my colleagues?



## Lesson 1

### Lesson Aims

- To name weekend activities
- To answer questions about a picture

### New Vocabulary

buy candy, see a movie, take a picture, go shopping, have a milkshake, eat pizza

**Materials:** slips of paper, bag

### Warm Up

Start class with a short sharing session. Model with a volunteer. Say *I walked my dog yesterday. What did you do yesterday?* Elicit a response. Put students in small groups to ask and answer the question. Then, have each of them report to the class on what they did yesterday.

### Social-emotional Learning

Students may not always want to participate in activities that require them to share personal experiences. Perhaps they are going through changes at home or are just feeling shy. Be sensitive. Say to the class *If you don't want to share about yourself, you can use your imagination.* The purpose of this activity is to practice the language, and this can be done with imaginary situations.

### Activity 1

Do the **Unit Opener Routine**. See page xiv.

Display the picture. Read the questions aloud. Elicit the answers from students.

Say *It was a busy weekend in Shareville! People did a lot of fun activities. How many Share Pals do you see?* (three) *What animals do you see?* (birds, a cat) *What color is Sid's shirt?* (yellow) *Who is waving?* (Matt's dad) *What color are Kevin's bags?* (orange and green)

## 4 Last Weekend

### Lesson 1 Vocabulary

#### 1 Talk about the picture.

Who's at the movie theater?  
Where's the baby? *Clara and Suzy on the movie poster for the "Big Baby" movie*

#### 2 Listen, point, and say. Then quiz a friend.

#### 3 Listen, point, and chant.

It's Friday! It's Friday!  
What do you want to do?  
Let's go shopping, see a movie.  
Take a picture, me and you!

It's Saturday! It's Saturday!  
What do you want to do?  
Let's eat pizza, buy some candy.  
Have a chocolate milkshake, too!



44 I can name weekend activities.

Workbook page 37

### Activity 2 CD2 Track 01

Do the **Vocabulary Routine**. See page xiv.

### Activity 3 CD2 Track 02

Do the **Chant Routine**. See page xiv.

### Chant Extension

Elicit the days of the week from the class. Write them on the board. Divide students in two groups. Have the first group chant the first verse but replace *Friday* with *Monday*. Have the second group chant the second verse but replace *Saturday* with *Tuesday*. Continue chanting the verses with each group saying a different day of the week, until you finish with Sunday.

### Wrap Up

Review Lesson 1 vocabulary. Play **Don't Say It!** See page xii.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 37  
**Student App** Lesson 1

## Lesson 2 Grammar

### 1 Listen, read, and say.

**Clara:** I saw a movie last weekend.

**Julie:** I didn't see a movie. I ate pizza and had a milkshake.

**Kevin:** I went shopping with my mom and Sid.

**Julie:** Did you buy anything?

**Kevin:** Yes, I bought a new shirt. And Sid bought a new hat!

### Grammar

I **saw** a movie. I **didn't see** a movie.

go → <b>went</b>	eat → <b>ate</b>
have → <b>had</b>	take → <b>took</b>
buy → <b>bought</b>	see → <b>saw</b>

Grammar Practice page 107

### 2 Listen and check (✓). What did Samantha do?



### 3 Sharebook A: page 25 B: page 25 My Big Weekend

I had a milkshake last weekend.

I didn't have a milkshake. I went shopping.

Workbook page 38

I can talk about last weekend.  Unit 4 45

## Lesson 2

### Lesson Aims

- To talk about last weekend

### New Grammar

positive and negative simple past statements with irregular verbs

### Warm Up

Review Lesson 1 vocabulary. Play **Ten Questions**. See page xiii.

### Activity 1 CD2 Track 03

Do the **Grammar Routine**. See page xvi.

To extend, put students in groups of three. Have them practice

reading the dialogue aloud. Have them switch roles and repeat.

Do the Grammar Practice on page 107 for homework, or in class.

### Grammar Practice Answers

1 go 2 went 3 ate 4 eat 5 took  
6 take 7 had

### Communication

Repeating dialogues helps students get used to hearing the grammar used correctly, and it gives them the opportunity to work on pacing and pronunciation.

The more practice students have with dialogues, the easier it will be for them to remember the grammar and feel less intimidated by it.

### Activity 2 CD2 Track 04

Have students look at the pictures and elicit the name of each object or activity. Say *Let's hear about Samantha's weekend*. Play the audio once for students to listen only. Then, play again for them to listen and complete the activity.

Have students check their answers in pairs. Check answers as a class.

### AUDIO SCRIPT

**B: BOY, S: SAMANTHA**

**B:** Hi, Samantha. How was your weekend?

**S:** It was good. On Saturday, I saw a movie and ate some popcorn with my friends. I liked the movie. After the movie, my friend had pizza and a milkshake. But I didn't have a milkshake or eat pizza. I had a soda and bought some candy. On Sunday, I went shopping with my mom. I bought new shoes and a new shirt. I love my new shoes. They're purple!

### Activity 3 Sharebook

See page 66 for instructions on setting up and playing *My Big Weekend*.

### Wrap Up

Review Lesson 2 grammar. Play the **Sentence Chain Game**. See page xii. Use the sentence starter *Yesterday, I...* Start the chain with *Yesterday, I bought a shirt.*

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 38  
**Student App** Lesson 2

## Lesson 3

### Lesson Aims

- To read a story about what Kevin and Sid did last weekend
- To understand the value of being responsible

### Vocabulary Review

go shopping, buy candy, take a picture, see a movie

### Grammar Review

simple past statements with irregular verbs

**Materials:** paper, crayons or markers

### Warm Up

Review Lesson 1 vocabulary. Have a student come to the front of the room and mime a weekend activity. The first student to correctly name the activity comes to the front and mimes another weekend activity. Continue until all six weekend activities have been mimed.

### Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary.

Ask questions about each story panel and call on students to answer. Say *What did they buy in story panel 1?* (candy) *What's on the floor in story panel 2?* (a wallet) *What's the name of the movie in story panel 3?* (Space Team) *What is Kevin pointing to in story panel 4?* (the movie poster) *How many Share Pals are in story panel 5?* (three) *Where are they in story panel 6?* (inside a movie theater)

Have students look at the story again. Read the title and ask *Who saw a movie?* Elicit the answer. Have students say the story panel where they found the answer. (6)

### Activity 2 CD2 Track 05

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

## Lesson 3 Story Star Captain

### 1 Look and answer. Who saw a movie? Kevin and his friends

### 2 Read the story. Then act.

1 Kevin and Sid went shopping last weekend. Kevin bought some candy.



3 Kevin saw a wallet on the floor. He asked a man about it.



46

To help students understand the value in this lesson, teach the idea of *being responsible*. Model behavior that shows being responsible and not being responsible. Have a student put something important, like a wallet on his/her desk and then get his/her backpack and leave the classroom. Look at the wallet, pick it up, and call to the student. Say *You forgot this!* Ask the class *Am I being responsible?* (yes) Have the student repeat the action again, but this time look at the wallet but don't call to the student. Say *Am I being responsible now?* (no)

When students act out the story, ask them to think about how they would feel if they really were

the characters. Then, ask five volunteers to come to the front and assign them the 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 six and have them read the story. One student should be the narrator and read the sentences above each panel.

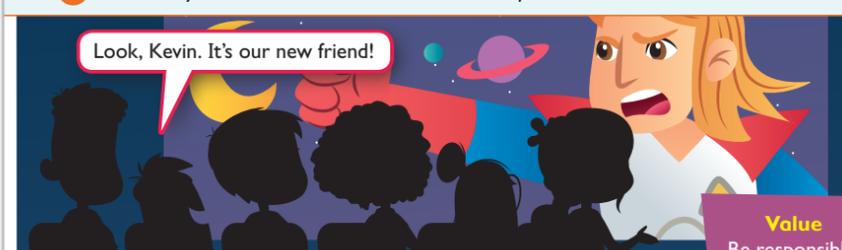
4 The man was Star Captain from the *Space Team* movie!



5 Kevin and Sid were excited. Kevin's mom took a picture.



6 On Sunday, Kevin and his friends saw the new *Space Team* movie.



### 3 Read and write the answers.

- Who bought candy last weekend? Kevin bought some candy last weekend.
- Who had a milkshake? Sid had a milkshake.
- Who was the man in the sunglasses? The man in the sunglasses was Star Captain.
- Who took a picture of Kevin and Sid? Kevin's mom took a picture of Kevin and Sid.

### 4 Look and write. Then act.

Excuse me.  
Is this yours?

Oh, yes it is! Thank you very much.

Workbook page 39

I can read the story.

Unit 4 47

### Activity 3

Do the first item as an example. Read the question aloud and say *Where can you find the answer?* Have students point to the sentence or story panel that shows the answer. (story panel 1) Elicit the answer. Have students complete 2–4 individually. Check answers as a class. Have students say the story panel where they found each answer. (item 2, story panel 1; item 3, story panel 4; item 4, story panel 5)

### Activity 4

Ask students to read the sentences silently, then try to complete them from memory before checking the story. Have them complete the

items individually. Check answers as a class. Then, put students in pairs. Have them act out the dialogue.

### Values Extension

To be sure students understand the value in the story, do the Values Extension activity. Write *Be responsible*. on the board. Say *How can you be responsible?* Elicit ideas and write them on the board. Model some examples. Say *Remember important things. Yes or no?* (yes) Write it on the board. *Help other people. (yes) Wake up late. (no) Forget your things. (no)* If students believe the action is responsible, write it on the board.

To finish, repeat each responsible action chorally.

### Wrap Up

Give students a piece of paper and markers or crayons. Say *When were you responsible?* Draw a large rectangle on the board and draw two lines to divide it into three panels. Write 1, 2, and 3 in each panel. Have students do the same on their papers. Say *Let's draw when we were responsible*. Model an example. Say *First, I saw a lost cat*. Write the sentence at the top of the first square and draw a picture underneath. Draw two more pictures to show yourself helping the cat. Have students do the same, writing sentences and drawing pictures to tell the story of a time they were responsible. Have each of them present their drawings to the class.

### Social-emotional Learning

Be sure to compliment students on their behavior and being responsible, not just their language ability. For example, when they turn in their homework, say *Thank you for being a responsible learner*. This will help all students stay motivated and feel noticed.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 39  
Student App Lesson 3

## Lesson 4

### Lesson Aims

- To name more weekend activities

### Vocabulary Review

read a book, write a poem, do karate, sing a song, make a video, build a tree house, draw a picture

Materials: index cards

### Warm Up

Review Lesson 1 and 2 vocabulary and grammar. Play the **Whisper Sentence Game**. See page xiii. Say sentences such as *Sid had a milkshake, Suzy and Clara saw a movie, Julie went shopping with her mom, Matt didn't take a picture, Clara didn't buy new clothes.*

### Communication

Focus on accuracy by making sure to explain incorrect grammar after the game finishes. For example, if a team uses a simple present verb instead of a simple past verb during the Warm Up game, write both verb forms on the board. Practice repeating them together in context so that all students in the class hear and understand the difference.

### Activity 1 CD2 Track 06

Do the **Vocabulary Routine**. See page xiv.

### Activity 2 CD2 Track 07

Read the title of the song aloud. Have students read the lyrics first and write the missing words. Play the audio. Have students listen and check their answers. Play the audio as many times as needed. Have students compare answers in pairs. Check answers as a class. Read the lyrics (or have a student read them) and have the class call out the missing words. Play the audio again and sing along as a class.

## Lesson 4 Vocabulary

### 1 Listen, point, and say. Then quiz a friend.



### 2 Write the missing words. Then listen and sing.

#### Did You Have A Good Weekend?

- |   |   |
|---|---|
| 1 Did you <u>do</u> karate last weekend?<br>Did you read a book or <u>sing</u> a song?<br>Did you <u>build</u> a tree house with a friend?<br>Did you have a good weekend?<br>Yes, I did. Yes, I did.<br>I had a great weekend! | 2 Did you <u>write</u> a poem last weekend?<br>Did you <u>draw</u> a picture or play a game?<br>Did you <u>make</u> a video with a friend?<br>Did you have a good weekend?<br>Yes, I did. Yes, I did.<br>I had a great weekend! |
|---|---|

### 3 Give clues. Guess!

You do this with a pencil.

Write a poem!

48 I can name more weekend activities.

Workbook page 40

### Activity 3

Model an example for the class using the language in the speech bubbles. Give a clue for the class to guess. Say *You do this with a pencil*. Prompt the class to guess *Write a poem!* Write sentence stems on the board to help with clues, such as *You do this with \_\_\_\_\_*, *You do this at \_\_\_\_\_*, *You need \_\_\_\_\_ to do this*. Put students in pairs. Have them play until all seven weekend activities are guessed.

Fast finishers can continue with Lesson 1 vocabulary.

### Wrap Up

Review Lesson 4 vocabulary. Play **Pictionary**. See page xiii.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 40  
Student App Lesson 4

## Lesson 5 Grammar

### 1 Listen, read, and say.

- Matt:** What did you do last weekend, Kevin?  
**Kevin:** I did karate. What did you do?  
**Matt:** I made a video with Sid and Suzy.  
**Kevin:** Really? What did they do?  
**Matt:** Well, Suzy built a tree house.  
**Kevin:** And what did Sid do?  
**Matt:** Sid watched!



### Grammar

What **did** you **do** last weekend? I **made** a video.  
What **did** they **do**? They **built** a tree house.

make → **made** read → **read** build → **built** sing → **sang**  
do → **did** write → **wrote** draw → **drew**

Grammar Practice page 107

### 2 Listen and circle. What did Lily do last weekend?



### 3 Sharebook A: page 27 B: page 29 Guess Who!

What did you do last weekend?

I did karate.

Workbook page 41

I can ask and answer about last weekend.

Unit 4 49

## Lesson 5

### Lesson Aims

- To ask and answer questions about last weekend

### New Grammar

simple past questions with irregular verbs

### Grammar Review

simple past statements with irregular verbs

Materials: a small ball or soft toy

### Warm Up

Review Lesson 2 grammar. Write a question on the board: *Did you read*

*a book last week?* Have a volunteer read the question aloud. Have students come up with two more questions. Then, put them in pairs to ask and answer the questions.

### Activity 1 CD2 Track 08

Do the **Grammar Routine**. See page xvi. Do the Grammar Practice on page 107 for homework, or in class.

### Grammar Practice Answers

1 did, built 2 do, made 3 did, drew

### Activity 2 CD2 Track 09

Point to each picture and say *What did Lily do?* (She did karate.)

She wrote a poem. She read a book. She made a video.) Then, have the class vote on which activities they think she did last weekend.

Play the audio for students to listen and circle. Check answers as a class.

### AUDIO SCRIPT

- JAMES:** Hi, Lily.  
**LILY:** Hi, James.  
**JAMES:** What did you do last weekend?  
**LILY:** Well, I usually do karate on Saturdays. But I didn't do karate last Saturday. Last Saturday, I wrote a poem for my grandma. It was her birthday. Then I read a book. I like reading.  
**JAMES:** That's nice. And what did you do last Sunday?  
**LILY:** Last Sunday? I made a video of my cat. Here, look at the video. It's really cute!

### Activity 3 Sharebook

See page 67 for instructions on setting up and playing *Guess Who!*

### Wrap Up

Review Lesson 5 grammar. Play **Hot Potato**. See page xii. Instead of saying vocabulary words, say *What did you do yesterday?* when you throw the ball.

### Social-emotional Learning

Help students to recognize times when they don't understand something during a lesson. At the end of lessons, ask questions like *What was hard about the lesson? What was confusing? Did you ask a classmate for help?* This gets students thinking about how they process information and helps them realize that not understanding something is a normal part of learning.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 41  
Student App Lesson 5

## Lesson 6

### Lesson Aims

- To read about animated movies
- To learn about animated movies

### New Vocabulary

*animated, director, colorful, animator, voices, models*

### Warm Up

Play **Hangman** See page xii. Use famous movies, such as *Finding Nemo*. Write the movie titles on the board, and say *What are all these things?* (movies)

### Activity 1

Have students scan the pictures on the page. Say *What are the people doing?* Point to each picture and elicit the answer.

### Activity 2 CD2 Track 10

Have a volunteer read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud and call on a student to answer. Have the student point to the paragraphs where they found the answer. (3, 4, 5)

Teach the bolded new words in the text. Point to a word and say the word aloud. Have students repeat. Point to a picture that explains that word. For example, point to the models and say *These are models*. If there is no picture, then mime or draw a picture on the board, or use the word in a sentence.

Check understanding of the vocabulary words by asking questions such as *What word means something with lots of colors?* (colorful)

### Activity 3

Read the activity questions aloud. Give students 1–2 minutes to think and make notes on their ideas. Put students in pairs to share their ideas before sharing with the class.

## Lesson 6 Art



- 1 **Look.** What are the people doing?  
*drawing, using a computer, making a video*
- 2 **Read the text.** How do people make movies?  
*They use cameras, computers, and models.*

### Movie Magic

Many movies today are **animated**. Animated movies can have talking animals or robots in space. Animated movies are amazing!



In the past, animated movies were black and white. Artists drew black and white pictures with pencils and paper. Then a **director** made the pictures into a movie.



These days, animated movies are not black and white. They are **colorful**. An **animator** is a person who makes animated movies. Today, animators use computers to make animated movies and television shows.



First, artists draw 3D characters with computers. Then animators move the characters and give them **voices**. Animators can work on one movie for many years!

Animators can use **models** to make movies, too. Models are small characters. Animators move the models and take lots of pictures. Then a director puts the pictures together to make a movie.



- 3 **Think and answer.**  
Do you like animated movies?  
What's your favorite animated movie?

50 I can read about animated movies.

Workbook page 42

### Wrap Up

Say *Let's write about our favorite animated movies*. Model the activity using *Finding Nemo*. Write on the board *This movie is about a little fish named Nemo. Nemo gets lost in the ocean. Nemo's dad tries to find him. In the end, Nemo goes home*. Have each student write a four-sentence summary of their favorite animated movie, using the sample language. Have volunteers read their summaries to the class.

### Communication

Summarizing is an important skill to help students demonstrate understanding and practice speaking. When students summarize, only correct errors that give incorrect information; don't correct all language errors. Focus on content and understanding when summarizing, not accuracy.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 42



## Lesson 7 Art

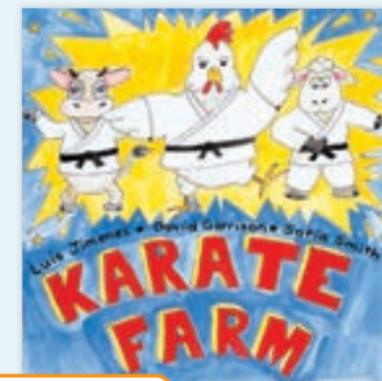
- 1 **Read the text again. Then discuss.**

- 1 How do animators make movies today? *They use computers or models.*
- 2 Do animators work on movies for a long time? *Yes, they do.*
- 3 What are models? *small characters used to make animations*

- 2 **Project Make a movie poster.**

Think of a new animated movie.  
Talk about the movie.  
Make a poster for the movie.  
Write your names on the poster.

- 3 **Share it! Share your poster with the class.**



In this movie, animals do karate.

The chicken is very funny.



**Share at Home**  
Share your favorite animated movie with your family.

Workbook page 43

I can share my movie poster.  Unit 4 51

## Lesson 7

### Lesson Aims

- To make a movie poster
- To share a movie poster with the class

**Materials:** construction paper, markers or crayons

### Activity 1

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

### Activity 2 Project

Students work in the same groups to make a movie poster. Display the poster in the book as a model. Point out the title of the movie and the names of the group members.

Read the activity steps aloud. Say *What is usually on a movie poster?* Elicit details such as a *title, picture, characters*, etc.

Provide students with the necessary materials.

### Activity 3 Share it!

Model presenting the poster in the book. Point to the speech bubbles and model the language. Give groups time to prepare what they want to say. Then, have each

group take turns presenting their posters. All students must present so they should take turns pointing to different parts of their poster and talking about them.

Students can write notes on the back of the poster to read while holding it up. Remind them to look at their classmates and make eye contact when they are presenting.

### Social-emotional Learning

Setting a routine for giving positive feedback on presentations eases nerves and teaches empathy. Talk with your class about what they should do after a presentation, e.g., clap, ask questions to show interest, give compliments like *Good job!* or *That was great!* Make sure the whole class participates in giving positive feedback after each presentation.

### Wrap Up

Display students' posters around the classroom. Ask them to share something interesting or surprising they found while looking at the movie posters.

### Share at Home

To help students prepare for this at-home task, have them work in pairs to make a list of the words to use and practice what they will say at home. Ask a volunteer to demonstrate what they will say at home.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 43

## Lesson 8

### Lesson Aims

- To read and say words with the long *e* sound

### Warm Up

Review the long *a* sound from Unit 3. Write *rain*, *paint*, *gray*, and *pay* on the board. Say *What sound do all these words have?* (long *a*) Have one volunteer come up to circle the words with *-ai-*, and another volunteer do the same for words with *-ay*. Say *What other words do we know with long *a* sounds?* If students have trouble, they can look at Unit 3 for help. Elicit ideas and write them on the board. Repeat all the words chorally.

### Activity 1 CD2 Track 11

Do the **Phonics Chant Routine**. See page xx.

### AUDIO SCRIPT

- 1 /e/ /e/, bee (x2)
- 2 /e/ /e/, feet (x2)
- 3 /e/ /e/, tree (x2)
- 4 /e/ /e/, three (x2)
- 5 /e/ /e/, read (x2)
- 6 /e/ /e/, eat (x2)
- 7 /e/ /e/, beach (x2)
- 8 /e/ /e/, leaf (x2)

### Activity 2 CD2 Track 12

Play the audio. Point to the words. Have students listen and repeat. Tell students that lines 4 and 5 are a review of words and sounds that they learned in previous units. Then, have them read the words chorally without the audio.

### Activity 3 CD2 Track 13

Read the sentences as students follow along in their books. Repeat. Play the audio. Read the sentences together as a class.

To extend, put students in pairs. Have them write two additional sentences using words from Activities 1 and 2. Have each pair read one sentence aloud for the class to repeat.

## Lesson 8 Phonics Long e

### 1 Listen, point, and chant.

1  bee	2  feet	3  tree	4  three
5  read	6  eat	7  beach	8  leaf

### 2 Listen and repeat. Then read and say.

1	be	me	we	he	she	the
2	see	seed	feed	he	sweep	teeth
3	eat	meat	heat	speak	peach	peas

REVIEW	4	rain	paint	play	gray	wait	tail
	5	home	use	nose	cute	rice	page

### 3 Listen, read and say.

I like to eat green peas.



I brush my teeth each day.



52 I can read and say words with the long *e* sound.

Workbook page 44

### Wrap Up

Review the long *e* sound. Play **Board Race**. See page xii. Ask students to write words with *-ee-*. Repeat all the words chorally. Let a student lead the class in choral repetition. Then, play again, asking them to write words with *-ea-*.

### Social-emotional Learning

Giving students leadership roles in the classroom can boost self-esteem and improve their communication and interpersonal skills. When activities present an opportunity, let students have a turn leading the class.



### I Can Routine

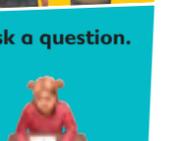
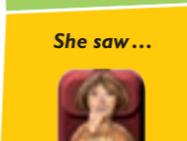
Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 44  
**Student App** Lesson 8

## Progress Tracker

### 1 Play Four in a Row! Use the language from Unit 4.

### How to Play

- 1 Collect eight markers.
- 2 Choose a space. Look, read, and answer.
- 3 Put a marker on the space.
- 4 Get four markers in a row to win.

### 2 Now complete your Progress Tracker in the Workbook.



Workbook page 45

I can use the language in Unit 4.  Unit 4 53

## Progress Tracker

### Lesson Aims

- To review Unit 4 language

**Materials:** eight game pieces per student (e.g., coins, small pieces of paper)

### Activity 1

Demonstrate how to play **Four in a Row!** Read the instructions aloud. Pick a square, then read the prompt aloud, e.g., *Spell it.* Say *k-a-r-a-t-e.* *Correct?* (yes) Show how to put a game piece on that square. Point to three other squares to show which squares you would need to answer

correctly to get four in a row. Have a volunteer do the next turn.

Divide the class in pairs and hand out eight game pieces per student. Have students take turns choosing a square, reading the prompt aloud, and completing the prompt. Students play until one student gets four squares in a row. Give them 15 minutes to play.

Walk around and monitor while pairs play the game. Check to make sure that students are placing their game pieces correctly. Students may raise their hand if they're not sure whether an answer is correct.

Fast finishers can play the game with a different partner. Alternatively, you could use this time to have students do a quiet activity like drawing or independent reading.

### Activity 2

Students go to Workbook page 45, Activity 2. Do the **Progress Tracker Routine**. See page xxi.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 45

Unit 4 Lesson 2 My Big Weekend

Student A Student B

**How to Play:**  
Students A and B: Put one set of cards face down in front of Student A. Put one set of cards face down in front of Student B.  
Student A: Turn over one card and say what you did last weekend.  
Student B: Turn over one card. If the card matches, say what you did last weekend and take the cards. If the card doesn't match, say I didn't.  
Students A and B: Play until you match all the cards.

**Example:**  
Student A: I had a milkshake last weekend.  
Student B: I didn't have a milkshake. I went shopping.

25

Write the model on the board and have students repeat it chorally.

**Student A:** *I had a milkshake last weekend.*

**Student B:** *I didn't have a milkshake. I went shopping.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have students each cut out their cards. Then, have pairs do the activity until they match all the cards.

Have pairs work together to do the activity. Walk around and monitor. Provide additional support, as necessary.

Fast finishers can shuffle the cards and play again.

**Answers**

bought candy, ate pizza, went shopping, had a milkshake, saw a movie, took a photo of a dog, took a photo of a cat, ate candy + Answers will vary.

**Materials:** scissors, two sets of pre-cut cards (to use as a model)

Put students in pairs, A and B. Each student has the same share page, page 25. Students take turns saying sentences about the cards.

Before modeling the activity, have both sets of cards from the activity cut out so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Shuffle each set of cards, then put one set of cards face down in front of you, and put another set of cards face down in front of Student B.

Turn over one picture card. Based on the picture, say a sentence about what you did last weekend, e.g., *I had a milkshake last weekend.* Have Student B turn over a card. If it matches your card, Student B repeats your sentence, saying *I had a milkshake last weekend* and takes both cards. If Student B's card doesn't match your card, Student B says *I didn't have a milkshake*, then says another sentence about what is on their card, e.g., *I went shopping.* You both return the cards face down in front of you.

Unit 4 Lesson 5 Guess Who!

Student A Student B

	✓	✓	✓		✓	
		✓			✓	✓
	✓	✓	✓	✓		
	✓		✓	✓		
	✓				✓	✓
		✓	✓			✓

**How to Play:**  
Students A and B: Put the picture cards face down in a pile.  
Student A: Take one picture card. Don't tell Student B who you are.  
Student B: Ask Student A: What did you do last weekend?  
Student A: Look at the chart on page 27. Answer Student B.  
Student B: Ask one more question. Then guess the person.  
If you are correct, take the card.  
Students A and B: Take turns until you use all the cards.

**Example:**  
Student B: What did you do last weekend?  
Student A: I did karate.  
Student B: Did you build a tree house?  
Student A: No, I didn't.  
Student B: Are you Chris?  
Student A: Yes, I am!

27

**Materials:** scissors, one set of pre-cut cards (to use as a model)

Put students in pairs, A and B. Each student has the same share pages, pages 27 and 29. Students play a game asking questions to find out which picture card their partner has.

Before modeling the activity, have a set of cards from the activity cut out so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Put the picture cards in a pile face down. Take a card from the pile and keep it secret from Student B.

Have Student B ask you a question to find out which card you have, e.g., *What did you do last weekend?* Look at the name of the person on your card, then find that person on the chart on page 27. Answer, using one of the checked activities, e.g., *I did karate.* Have Student B ask you another question, this time about a specific activity, e.g., *Did you build a tree house?* Using the chart, answer the questions until Student B can guess, e.g., *Are you Chris?* If Student B is correct, he/she takes the card from you.

Write the model on the board and have students repeat it chorally.

**Student A:** *What did you do last weekend?*

**Student B:** *I did karate.*

**Student A:** *Did you build a tree house?*

**Student B:** *No, I didn't.*

Unit 4 Lesson 5 Guess Who!

Student A Student B

**How to Play:**  
Students A and B: Put the picture cards face down in a pile.  
Student A: Take one picture card. Don't tell Student B who you are.  
Student B: Ask Student A: What did you do last weekend?  
Student A: Look at the chart on page 27. Answer Student B.  
Student B: Ask one more question. Then guess the person.  
If you are correct, take the card.  
Students A and B: Take turns until you use all the cards.

**Example:**  
Student B: What did you do last weekend?  
Student A: I did karate.  
Student B: Did you build a tree house?  
Student A: No, I didn't.  
Student B: Are you Chris?  
Student A: Yes, I am!

29

**Student A:** *Are you Chris?*

**Student B:** *Yes, I am!*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have students each cut out their picture cards. Then, have pairs do the activity until they have used all the cards.

While students are playing the game, walk around and check that they understand how to play the game. Provide additional support, as necessary.

Fast finishers can shuffle the cards and play again.

**Answers**

Chris read a book, did karate, made a video, sang a song, and wrote a poem.

Sarah read a book, built a tree house, did karate, and drew a picture.

Bobby read a book, did karate, sang a song, and drew a picture.

Emily did karate, made a video, and sang a song. James read a book, built a tree house, made a video, and wrote a poem.

Karen built a tree house, wrote a poem, and drew a picture.

**Lesson Aims**

- To read an article about Tokyo
- To talk about things you can do on the weekend

With a population of over 13 million, Tokyo is one of the largest cities in the world. Many people think of sushi when they think of Japanese food but other foods, such as ramen, are growing in popularity around the world. Tokyo has many skyscrapers, but it also has lots of parks and nature. The city also has many different theme parks, including ones with fast roller coasters and large Ferris wheels.

**Warm Up**

Say *What big cities do you know?* Elicit world cities, such as Shanghai, Mexico City, Paris, New York, London, Tokyo, Seoul, Bangkok, and Buenos Aires. Say *I like big cities because there are lots of restaurants. Do you like big cities?* Elicit answers. To extend, elicit reasons why or why not. Write sentence frames on the board to help students answer: *I like big cities because \_\_\_\_\_.* *I don't like \_\_\_\_\_.* *I think \_\_\_\_\_.*

**Activity 1**

Have students scan the pictures on the pages. Say *What fun things can you see?* Point to each picture and elicit the answer.

**Activity 2 CD2 Track 14**

Read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud and call on a student to answer. Have the student point to the paragraph where they found the answer. (4)

Point to a picture on the page that explains any words students need to understand, such as *bridge*. For example, point to the Rainbow

**Share the World 2**

**A Weekend in Tokyo**

**1 Look at the pictures. What fun things can you see?**  
Answers will vary.

**2 Read the article. What is the name of the mountain near Tokyo?**  
Mount Fuji

Tokyo is the capital of Japan. You can do a lot of things on the weekend in Tokyo. You can go shopping, go to the fish market, or eat some ramen. Ramen is a hot soup with noodles.

The Rainbow Bridge goes from Tokyo to Odaiba. Odaiba is a popular area on the weekend. In Odaiba there is a big Ferris wheel, a roller coaster, and a very tall robot.

Bridge. If there is no picture, then mime or draw a picture on the board, or use the word in a sentence.

Play the audio again and have students follow along in their books. Pause after each paragraph to ask a comprehension question and check that students are following along. For example, say *Where is Tokyo?* (Japan) *What are things you can do in Tokyo on the weekend?* (go shopping, go to the fish market, eat ramen, ride a roller coaster, etc.)

Tokyo has a lot of parks. You can take a walk, ride a bike, or have a picnic under the cherry trees. In spring the cherry trees have pink flowers.

Finally, you can take a train from Tokyo to Lake Ashinoko. On a sunny day you can go on a boat and take pictures of Mount Fuji from Lake Ashinoko. Mount Fuji is a very special mountain in Japan.

**3 Read and write the answers.**

- 1 What is the capital of Japan? Tokyo is the capital of Japan.
- 2 What can you eat in Tokyo? You can eat fish and ramen.
- 3 Where does the Rainbow Bridge go to? It goes to Odaiba.
- 4 What color are the cherry trees in spring? They are pink.
- 5 What can you see from Lake Ashinoko? You can see Mount Fuji.

**4 Share Your World** What can you do on the weekend in your city? Discuss and write in your Workbook.

Workbook page 46–47

**Activity 3**

Do the first item as an example. Read the question aloud. Elicit the answer. Write it on the board. Have students do 2–5 individually. Encourage them to try to answer from memory first, before going back to reread the text.

Check answers as a class. Ask volunteers to read the questions and give the answers. As you check answers, ask students to say the paragraph where they found each answer. (1, 2, 3, 4)

**Activity 4**

To introduce the activity, say *Is your city bigger or smaller than Tokyo? Does your city have any food that is famous?* Then, read the activity question aloud. Write a sentence frame on the board: *In my city, I can \_\_\_\_\_ on the weekend.* Say *In my city, I can go to the park on the weekend.* Have students volunteer more answers, and make a list of their ideas on the board. Then, tell students to turn to Workbook page 47 and write about their answers.

**Communication**

Use sentence frames to help students at all language levels. For lower-level students, point to each word in the frame as they speak to help them form a sentence. For higher-level students, ask follow-up questions, such as *Do you like the park?* to give them a chance to speak more fluently.

**Wrap Up**

Tell students they are going to work together to make an amazing new city. Say *What is our city like?* Write two ideas on the board, e.g., *It's near the beach. It has lots of stores.* Elicit more ideas from the class and write them on the board. Say *Now we need to give our city a name.* Put students in small groups to think of a name for the city. Write each group's idea on the board. Then, vote for which name the class likes best. To extend, ask the class questions about the city: *What can you do on the weekend in \_\_\_\_\_?* *What fun things do you see in \_\_\_\_\_?* *What can you eat in \_\_\_\_\_?*

**Resources**

Workbook pages 46–47

Listening

This is a practice activity modeled on Part 4 of the Listening Test of the Movers Young Learners English Exam.

In this activity, students look at the pictures of people doing different things. They have to listen and check the box underneath the picture that best matches what they hear.

**In preparation for the task:**

Students should look carefully at the pictures first so that they are better prepared to listen.

**Activity 1 CD2 Track 15**

Tell students to look at the pictures to check they know who the people are and what they're doing. Tell them to look at the example. Point to the clowns and say *Who are they?* (clowns) *What do clowns do?* (They bounce balls, they juggle hats, they dance.)

Play the audio up to the end of the example (first pause). Show students you are not writing. Point to the three pictures and say *Which picture is correct?* (B) *Why?* (Because they juggled hats.) Mime putting a check in the box next to B.

Play the audio. Have students complete 1–5 individually. Have them check the boxes during the pauses. Repeat.

Have students compare answers in pairs. Check answers as a class.



Listening

1 Listen and check (✓). There is one example.

What did the clowns do?



A



B



C

1 What did Ben do last weekend?



A



B



C

2 What did Rose do after school?



A



B



C

3 Where did Josh go on Saturday?



A



B



C

4 How did Toby and his friends go to the shopping mall yesterday?



A



B



C

5 What did the children do on Sunday?



A



B



C

**GIRL:** Did you have a good weekend?  
**JOSH:** Yes, I did. I was with my family.  
**GIRL:** Did you go to the beach?  
**JOSH:** Yes, we did. It was fun!

**NARRATOR:** Four. How did Toby and his friends go to the shopping mall yesterday?

**GIRL:** Did you have a good day yesterday, Toby?

**TOBY:** Yes, I did. I went to the mall with my friends.

**GIRL:** Did you take the bus?

**TOBY:** No, we didn't. We walked.

**NARRATOR:** Five. What did the children do on Sunday?

**GRANDMA:** Hello, children. How was your weekend?

**BOY 1:** It was great. We built a tree house on Saturday.

**BOY 2:** Yeah, Dad helped us.

**GRANDMA:** And what did you do on Sunday?

**GIRL 1:** We saw a movie.

**GRANDMA:** Was it good?

**GIRL 2:** Yes, it was really good.

**NARRATOR:** Now listen again.

AUDIO SCRIPT

**GIRL:** Yesterday, we went to the circus.  
**BOY:** Was it fun?  
**GIRL:** Yes, it was. There were some clowns.  
**BOY:** What did they do?  
**GIRL:** They juggled hats.  
**NARRATOR:** Can you see the check? Now you listen and check the box.  
**NARRATOR:** One. What did Ben do last weekend?  
**GIRL:** What did you do last weekend, Ben?  
**BEN:** I went shopping with my mom.

**GIRL:** Really? Did you buy a shirt?  
**BEN:** No, I didn't.  
**GIRL:** What did you buy?  
**BEN:** I bought candy.  
**NARRATOR:** Two. What did Rose do after school?  
**BOY:** Hi Rose. How are you?  
**ROSE:** I'm fine, thanks.  
**BOY:** What did you do after school yesterday?  
**ROSE:** I did karate with Anna.  
**BOY:** Really?  
**ROSE:** Yes, we love karate.  
**NARRATOR:** Three. Where did Josh go on Saturday?