



# Share It!

**Teacher  
Edition**

**+ Teacher App**  
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macmillan  
education



Teacher

**Unit Objectives**

By the end of this unit, students can:

- name fruits and vegetables
- ask and answer using *some* and *any*
- name food and drinks
- ask and answer *Is there any ...?*

**Teacher Resources**

- Teacher App Unit 2
- Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 2 Test

**Progress Tracker**

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

**Share the World 1**

**Story:** *The Big Potato*

**Exam Practice 1**

**Listening, Reading and Writing**

**Teacher Reflection**

Try these Unit 2 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	Personalizing group activities to build engagement	Communication	1 2 3 4 5
2	Practicing deep breathing to calm students down	Social-emotional Learning	1 2 3 4 5
3	Pausing after asking questions to give all students time to think of an answer	Communication	1 2 3 4 5
4	Using movement and sound to teach new words	Communication	1 2 3 4 5
5	Encouraging students to show gratitude and give compliments to each other	Social-emotional Learning	1 2 3 4 5
6	Using a points system to make participation a game	Classroom Management	1 2 3 4 5
7	Having students think quietly on their own before working in a group	Social-emotional Learning	1 2 3 4 5
8	Encouraging students to speak slowly to accurately pronounce new sounds	Communication	1 2 3 4 5
<b>Share the World 1</b>	Using the Mix-Freeze-Pair strategy to vary partners	Classroom Management	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 Vocabulary**

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

**Vocabulary Chant**

fruits and vegetables

**Lesson 2 Grammar**

Questions and answers using *some* and *any*

Make statements about count nouns

**Lesson 3 Story****A Healthy Lunch**

**Value:** Choose healthy food.

**Lesson 4 Vocabulary**

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

**Song:** *Oh, I'm Hungry!*

**Lesson 5 Grammar**

Questions and answers using *some* and *any*

Make statements about non-count nouns

**Lesson 6 Health**

*food groups, bodies, fruit and vegetable, grain, protein, dairy*

**Text:** *Food Groups*

**Lesson 7 Health**

**Project:** Make a food group plate

**Lesson 8 Phonics****s-Blends**

Words beginning with *s* and followed by another consonant sound in the initial position

## Lesson 1

### Lesson Aims

- To name fruits and vegetables
- To answer questions about a picture

### New Vocabulary

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

### Warm Up

Review food words. Play **Tic Tac Toe**. See page xiii. Play as a class or in pairs. Use familiar words like *apple, pizza, bread, cake, rice, burger, banana, egg, and ice cream*.

### Communication

One way to keep students interested in a lesson is to get them excited about what they will learn about or do in the lesson. Students enjoy talking about their own experiences, so try personalizing an activity by having them talk about their likes and dislikes. In this unit about food, students can share their favorite foods and talk about what foods they like to make at home.

### Activity 1

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

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!) *How many Share Pals do you see?* (three)

### Activity 2

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

## 2 Healthy Food

### Lesson 1 Vocabulary

#### 1 Talk about the picture.

Where are the children? **at a market**  
What food do you see?  
*Answers will vary.*

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

There are peaches and tomatoes, Mangoes and potatoes, Cucumbers, carrots, And avocados, too!

#### 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!  
How about you?



- mangoes
- potatoes
- peaches
- carrots
- tomatoes
- cucumbers
- avocados

20 I can name fruits and vegetables.

Workbook page 17

### Activity 3

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

### Chant Extension

Have students choose their favorite food mentioned in the chant before they hear the audio again. When each student's favorite food is chanted, have them wave their hands in the air. Play the audio again.

### Wrap Up

Have students close their books. Divide the class in two teams and assign a "scribe" for each team. Teams must come up with a list of as many fruit and vegetable

words as they can. Give the class 5 minutes, then have the teams write their lists on the board. Cross out the words that both teams have. Say *Team A has apples. Does Team B have apples? What else do both teams have?* Give points for words that the other team doesn't have. The team with the most points wins.

### I Can Routine

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

### Resources

**Workbook** page 17  
**Student App** Lesson 1



### Lesson 2 Grammar

#### 1 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.**

aren't = are not

Grammar Practice page 106

#### 2 Listen, look, and check (✓).

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

- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| 1 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

#### 3 Sharebook

A: page 13  
B: page 14

#### At the Market!

There are some potatoes in my market. Are there any potatoes in your market?

No, there aren't.

Workbook page 18

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

Unit 2 21

## Lesson 2

### Lesson Aims

- To make statements about count nouns
- To ask and answer using *some* and *any*

### New Grammar

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

### Warm Up

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

### 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 out of the classroom.

### Activity 1

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

Do Grammar Practice on page 106 for homework, or in class.

### Grammar Practice Answers

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

### Activity 2

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 in the picture.

### AUDIO SCRIPT

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

### Activity 3

See page 34 for instructions on setting up and playing *At the Market!*

### Wrap Up

Review Lesson 2 grammar. Have pairs ask and answer questions about food items that are and are not in the picture, e.g., *Are there any peaches? Yes, there are. Are there any strawberries? No, there aren't.*

### I Can Routine

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

### Resources

**Workbook** page 18  
**Student App** Lesson 2

## Lesson 3

### Lesson Aims

- To read a story about food
- 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

Review Lesson 1 and 2 vocabulary and grammar. Write Lesson 1 food words on 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 from Lesson 1 vocabulary.

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?*

## Lesson 3 Story A Healthy Lunch

### 1 Look and answer. What do the children make?

The children make salad and fruit juice.

### 2 Read the story. Then act.

**1** The children are at the market.

Look! Mangoes! Cucumbers, too!

Is there any candy here?

**2** Everyone is hungry.

Let's make lunch at my house.

OK, let's go.

**3** The children make a salad.

Are there any cookies?

No, but there are some carrots!

**4** Clara doesn't eat the salad.

This is good!

Ughh! I don't like vegetables.

22

(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, 6)

### Activity 2 CD1 Track 23

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

To help students understand the value in this lesson, teach the idea of *healthy*. Draw some foods on the board that are healthy and not healthy, e.g., carrots, fish, apples; cookies, cake, ice cream.

Elicit more healthy and not healthy foods from students and draw or write them on the board. Play the audio again.

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 six and have them read the story. One student should be the narrator and read the sentences above each panel.

### 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 Kevin gives Clara some 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!

Value Choose healthy food.

### 3 Listen and circle.

- |                        |                          |
|------------------------|--------------------------|
| 1 a Julie's house.     | 2 a Clara does.          |
| b Kevin's house.       | b Kevin does.            |
| 3 a They make cookies. | 4 a Mangoes and peaches. |
| b They make salad.     | b Apples and bananas.    |

### 4 Look and check (✓). Which food is healthy?

- a  b  c

Workbook page 19

I can read the story.  Unit 2 23

### 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.



### Activity 3 CD1 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.* 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

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

### 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.

### Values Extension

To be sure students understand the value in the story, do the Values Extension activity. Have volunteers come to the front, secretly tell them to mime eating something healthy or unhealthy. Offer some ideas, such as cutting up meat or licking an ice cream cone. 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.

### Wrap Up

Have students make two lists of foods they like: *Healthy Food* and *Not Healthy Food*. 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 Routine

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

### Resources

Workbook page 19  
Student App Lesson 3

## Lesson 4

### Lesson Aims

- To name foods and drinks

### New Vocabulary

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

### Warm Up

Have pairs revisit the Lesson 3 story and take turns asking and answering questions about foods in the story. Model one round with a student. 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 CD1 Track 25

Do the **Vocabulary Routine**.

See page xiv.

Point to the new words and say *Which are food?* (pasta, popcorn, beef, chicken) Write them on the board under the category *Food*. Then, say *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.

### Communication

Using movement and sound to teach new words helps students remember the words better. Come up with silly, but easy to remember, motions and/or sounds for each word, or have students suggest some. For example, for *tea*, exaggerate the motion of pouring tea into a cup and sipping it loudly. Say each word while making the motion, and have students copy. Keep using the motions throughout the lesson, and encourage students to do the same when they speak.

## Lesson 4 Vocabulary

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



2 Listen and write. 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?

3 Say clues and guess!

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

Beef!

24 I can name food and drinks.

Workbook page 20

### Activity 2 CD1 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. Have students compare answers in pairs. Check answers as a class. Read the lyrics (or have a student read them) and have the class out out the missing words. Play the audio again and sing along as a class.

### Activity 3

Model an example for the class using the language in the speech bubbles. Put students in pairs. Have them play until all eight food words are guessed.

### Wrap Up

Review Lesson 4 vocabulary. Play the **Whisper Word Game**. See page xiii.

### I Can Routine

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

### Resources

**Workbook** page 20  
**Student App** Lesson 4

## Lesson 5 Grammar

1 Listen, read, and say.

**Clara:** Can I have a snack?

**Mom:** Sure. 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.

There **isn't any** popcorn.

Is there **any** coffee? **Yes**, there **is**. / **No**, there **isn't**.

Grammar Practice page 106

2 Listen and check (✓).

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

### 3 Sharebook

A: page 15  
B: page 15

### Concentration

There isn't any popcorn. There isn't any tea. They don't match.



There's some chicken. There's some chicken. They match!

Workbook page 21

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

Unit 2 25

## Lesson 5

### Lesson Aims

- To ask and answer using *Is there any ...?*

### New Grammar

statements and questions about non-count nouns: *Is there any coffee? Yes, there is. / No, there isn't. There's some soda. There isn't any popcorn.*

### Warm Up

Review Lesson 2 grammar. Play the **Whisper Sentence Game**. See page xiii.

### Activity 1 CD1 Track 27

Do the **Grammar Routine**.

See page xvi.

Do Grammar Practice on page 106 for homework, or in class.

### Grammar Practice

#### Answers

1 There's 2 isn't 3 any, isn't 4 is, Yes

### Activity 2 CD1 Track 28

Tell students that they are going to listen to a conversation between two children. 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

**GIRL:** Do you have any food?

**BOY:** Yes, look here. There's some beef!

**GIRL:** Yummy! I like beef!

**BOY:** And look, there's some pasta, too! Do you like pasta?

**GIRL:** I love pasta! Is there any tea?

**BOY:** Yes, there's some tea right here!

**GIRL:** Great, let's eat!

### Activity 3 Sharebook

See page 35 for instructions on setting up and playing *Concentration*.

### Social-emotional Learning

Encourage students to show gratitude and kindness by thanking or complimenting their classmates. Model the language: *Thank you, [Pablo], for helping me put the chairs back,* or *Great job, [Dina], for remembering all the new words.* Encouraging gratitude can help build a sense of community in the classroom and improve attitudes.

### Wrap Up

Review Lesson 5 grammar. Have students write three food or drinks that are in their kitchen. Put students in pairs. Have them take turns asking and answering, using *Is there any ...?*

### I Can Routine

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

### Resources

**Workbook** page 21  
**Student App** Lesson 5

## Lesson 6

### Lesson Aims

- To read about food groups
- To learn what kinds of foods go in each food group

### New Vocabulary

food groups, bodies, fruit and vegetable, grain, protein, dairy

### Vocabulary Review

peaches, carrots, cucumbers, bananas, potatoes, pasta

**Materials:** index cards, tape

**Note:** The number and type of food groups varies from country to country. In the United States, there are five food groups (fruits, vegetables, grains, protein foods, dairy), and in Mexico, there are three (fruits and vegetables, grains/cereals, protein). In this CLIL text, there are four food groups. Be aware of these differences and help students understand: *In Mexico, there are three food groups. Dairy is in the same group as protein.*

### Warm Up

Review Lesson 1 and 4 vocabulary. Play **Tim's Game**. See page xii.

### Activity 1

Have students scan the pictures on the page. Say *What fruits and vegetables can you see?* Point to each of the pictures and ask students to name them.

### 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.

## Lesson 6 Health



1 **Look.** What fruits and vegetables can you see?

Answers will vary.

2 **Read the text.** What food group is milk in? **dairy**

### Food Groups

1 There are four **food groups**. These foods are healthy. They're good for our **bodies**. Peaches and carrots are in the **fruit and vegetable** group. Cucumbers, bananas, and potatoes are, too.

2 Bread and rice are foods in the **grain** group. Pasta and cereal are, too. Fish, meat, beans, and eggs are in the **protein** group.

3 Yogurt and cheese are foods in the **dairy** group. Milk and ice cream are, too. There isn't a food group for candy and soda. They aren't healthy foods!

3 **Think and answer.** Which food group is your favorite? Why?

26 I can read about food groups.

Workbook page 22

### Activity 2 CD1 Track 29

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 paragraph where he/she found the answer. (3)

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

### Activity 3

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.

### Wrap Up

Play **What Am I?** See page xiii.

### I Can Routine

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

### Resources

Workbook page 22



## Lesson 7 Health

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

- 1 How many food groups are there? **four**
- 2 Do you eat food from all the food groups every day? Answers will vary.

2 **Project** Make a food group plate.

Draw four areas on a paper plate. Write the four food groups. Draw foods. Label them.

3 **Share it!** Share your project with the class.



The dairy group is my favorite group. Yogurt is in the dairy group.



### Share at Home

Find one food from each food group on your dinner plate.

Workbook page 23

I can share my food group plate.

Unit 2 27

## Lesson 7

### Lesson Aims

- To make a food group plate
- To share a food group plate with the class

**Materials:** white paper plates, colored pencils or crayons, food magazines, scissors, tape, glue

### 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.

### 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.

### Activity 2

Students work in groups to make a food group plate. Display the model food group plate in the book. Identify the four food groups and elicit the different foods.

Read the activity steps aloud. Divide the class in small groups. Before they start, have students talk about what the plate should look like and decide how to divide up the work. For example, each student could work on a different food group.

Provide students with the necessary materials. If pictures from food magazines are not available, students can draw pictures.

### Activity 3

Model presenting the food group plate in the book. Point to the speech bubble and model the language.

All students must present, so have them take turns pointing to pictures and talking about them. Students can write notes on the back of the plate to read while holding up it up.

Remind students to look out at their classmates and make eye contact when they are presenting.

### Wrap Up

Display the food group plates around the classroom. Ask each student to make a positive comment about another group's plate. Model the language: *This one is my favorite. It has ice cream in the dairy group. I love ice cream!*

### Share at Home

To help them prepare for this at-home task, write the food groups on the board and ask students what foods they usually eat at home. As a class, decide under which food groups to write the foods.

### I Can Routine

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

### Resources

Workbook page 23

## Lesson 8

### Lesson Aims

- To read and say words with *s*-blends

### Warm Up

Have students report back about the Share at Home task from Lesson 7. Say *It's dinner time! Name a food from each food group on your dinner plate.* Model the language for the class: *I have rice, cheese, beans, and tomatoes on my dinner plate.* Call on volunteers to share with the class, or put students in small groups to share.

### Activity 1 CD1 Track 30

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

To extend, have students call out other words that start with *s*-blends, such as *stop, small, story, sneakers, and sweater*. Write the words on the board and circle the *s*-blends.

### AUDIO SCRIPT

- 1 /st/ /st/, star (x2)
- 2 /str/ /str/, string (x2)
- 3 /sm/ /sm/, smile (x2)
- 4 /sl/ /sl/, sleep (x2)
- 5 /sk/ /sk/, skirt (x2)
- 6 /sn/ /sn/, snake (x2)
- 7 /sp/ /sp/, spoon (x2)
- 8 /sw/ /sw/, swim (x2)

### Activity 2 CD1 Track 31

Play the audio. Point to the words. Have students listen and repeat. Tell them that lines 4 and 5 are a review of words and sounds that they learned in Unit 1.

Then, have them read the words and letters chorally without the audio.

Ask students what other blends they see in line 4. (*l*-blends: *cl, fl, bl, pl*)

## Lesson 8 Phonics s-Blends

### 1 Listen, point, and chant.



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

1	lip	slip	pin	spin
2	top	stop	sell	smell
3	spell	snap	swim	skip

#### REVIEW

4	clap	flag	black	play
5	run	cat	red	big

### 3 Listen, read, and say.



Are there any stars? Yes. Yes. Yes.



Are there any spoons? No. No. No.

28 I can read and say words with *s*-blends.

Workbook page 24

### 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.

### Activity 3 CD1 Track 32

Read the sentences as students follow along in their books. Repeat.

Play the audio. Read the sentences together as a class.

### 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*) and verbs (*start, stop, smile, smell, 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 Routine

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

### Resources

Workbook page 24  
Student App Lesson 8

## Progress Tracker

### 1 Play Four in a Row! Use the language from Unit 2.

<b>Are there ...?</b> 	<b>Make two sentences.</b> 	<b>Name it.</b> 	<b>Spell it.</b> 
<b>Name it.</b> 	<b>Spell it.</b> _ e _ f	<b>Is there ...?</b> 	<b>Make a sentence.</b> 
<b>Spell it.</b> _ e _	<b>Name it.</b> 	<b>There are ...</b> 	<b>Is there ...?</b> 
<b>There ...</b> 	<b>Ask a question.</b> 	<b>Spell it.</b> _ od _	<b>Name it.</b> 

#### 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 25

I can use the language in Unit 2.  Unit 2 29

## Progress Tracker

### Lesson Aims

- To review Unit 2 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 and read the prompt aloud, e.g., *Spell it.* Say *c-h-i-c-k-e-n.* *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 them 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 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.

### Activity 2

Students go to Workbook page 25, Activity 2. Do the **Progress Tracker Routine**. See page xxi.

### I Can Routine

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

### Resources

Workbook page 25  
Student App Progress Tracker

Unit 2 Lesson 2 At the Market!

Student A

potatoes cucumbers carrots  
mangoes avocados tomatoes  
bananas peaches oranges  
apples

In \_\_\_\_\_'s market, there aren't any ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**How to Play:**  
Students A and B: Look at the picture of your market. Students A and B: Take turns to ask and answer about the food in both markets. Students A and B: Find and write three foods that your partner doesn't have.

**Example:**  
Student A: There are some potatoes in my market. Are there any potatoes in your market?  
Student B: No, there aren't.

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Unit 2 Lesson 2 At the Market!

Student B

potatoes cucumbers carrots  
mangoes avocados tomatoes  
bananas peaches oranges  
apples

In \_\_\_\_\_'s market, there aren't any ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**How to Play:**  
Students A and B: Look at the picture of your market. Students A and B: Take turns to ask and answer about the food in both markets. Students A and B: Find and write three foods that your partner doesn't have.

**Example:**  
Student A: There are some potatoes in my market. Are there any potatoes in your market?  
Student B: No, there aren't.

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Put students in pairs, A and B. Each student has a different share page; Student A page 13, Student B page 14. Be sure partners don't see each other's page. Students work together to determine which food is at each of their markets.

Model the activity. You are Student A. Have a volunteer be Student B. Point to the picture of the full basket of potatoes and say *There are some potatoes in my market. Are there any potatoes in your market?* Tell Student B to look at his/her picture and elicit *No, there aren't*. Switch roles and have Student B ask you a question about something in his/her market. Then, point to the lines at the bottom of the page. Show how to write your partner's name on the line.

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

**Student A:** *There are some potatoes in my market. Are there any potatoes in your market?*

**Student B:** *No, there aren't.*

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

Have students do the activity. Walk around and check students are on task and help as necessary.

**Answers**

**Student A**  
1 potatoes 2 avocados 3 bananas (also oranges, apples)

**Student B**  
1 cucumbers 2 mangoes 3 tomatoes (also peaches, apples)

Unit 2 Lesson 5 Concentration

Student A Student B

popcorn beef coffee  
pasta chicken tea  
lemonade soda bread

**How to Play:**  
Students A and B: Mix the cards and spread them out face down. Students A: Turn over two cards. Say the food with *There's some or There isn't any*. If the food items are the same, take the cards. If not, turn them over. Students A and B: Take turns until all cards are gone.

**Example:**  
Student A: There isn't any popcorn. There isn't any tea. They don't match.  
Student B: There's some chicken. There's some chicken. They match!  
Student A: Good! Go again.

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

Have students each cut out their cards. Then, have pairs do the activity. Walk around and check students are on task and help as necessary.

**Answers**  
Answers will vary.

**Materials:** two sets of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has the same share page. Students play a memory game to find matches of foods and drinks.

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. Mix up both sets of the cards and spread them out face down. Turn over two cards. First, make a sentence about each food or drink card using *There's some ... or There isn't any ...* about each card. Then, determine if the cards match. If the cards are the same, say *They match* and take the cards. If not, say *They don't match* and turn them back over. If you match a pair of cards, go again. Switch roles and have Student B try to find a match.

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

**Student A:** *There isn't any popcorn. There isn't any tea. They don't match.*

**Student B:** *There's some chicken. There's some chicken. They match!*

**Student A:** *Good! Go again.*

**Lesson Aims**

- To read a story about a potato
- To talk about how families help each other

**Materials:** paper

This story is based on the Russian fable, *The Giant Turnip*. It has been retold many times in different countries with different characters. One of the things that stays the same in every version is that the biggest or strongest character comes to help first, and the smallest character comes to help last. Only after the smallest character helps can the vegetable be removed from the ground. The message is that, when we all work together (no matter our size or strength), we can do anything. Ask if students have a similar story in their own culture.

**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**

Read the activity question aloud. Have students scan the pictures and name food groups they see.

To extend, ask them to read the title and look at the people in the pictures and guess what the story is about.

**Activity 2 CD1 Track 33**

Read the activity question aloud. Ask students to guess the answer from the pictures.

Play the audio and have the students follow along in their books. Ask if their guesses about the story from Activity 1 were correct. Check answers as a class.



- 1 **Look and answer. Which food groups are in the pictures?** *the fruit and vegetable group*
- 2 **Read the story. Where do Ivan and his family live?** *in the countryside*



1 This is an old story from Ukraine. It's about Ivan and his family. They live in the countryside.



2 The family has a vegetable garden. Ivan likes potatoes. Look! There is a very big potato in the garden.



3 Ivan wants a potato. He pulls and pulls. But the potato is too big.



4 Ivan pulls. His grandparents come to help. But the potato is too big.



5 Ivan and his grandparents pull. His big brother comes to help. But the potato is too big.

Play the audio again, or read the story aloud to the class, this time pausing after each story panel. To check comprehension, ask questions such as *Who lives in the countryside?* (Ivan and his family) *Where is this countryside?* (in Ukraine)

To extend, put students in pairs to review the story and retell it in their own words.

**Classroom Management**

Make sure students work with different partners. One way to do this is to use a Mix-Freeze-Pair strategy. Say *Mix*. Students stand up and walk around the class, passing different classmates as they move around. Then say *Freeze*, to get students to stop walking. Finally, say *Pair*. Students pair up with the classmate standing closest to them.



6 Ivan, his grandparents, and his big brother pull. His parents come to help. But the potato is too big.



7 Ivan, his grandparents, his big brother, and his parents pull. His little sister comes to help. At last! The potato is out!



8 Ivan and his family are tired and hungry! But they have a lot of food! They have potato pancakes, potato soup, and potato salad. Yum! They're happy!

**3 Look and number in order.**

- |                               |                             |
|-------------------------------|-----------------------------|
| 5 Ivan's little sister helps. | 2 Ivan's grandparents help. |
| 4 Ivan's parents help.        | 3 Ivan's big brother helps. |
| 1 Ivan pulls.                 | 6 Ivan's family eats.       |

**4 Share Your World** How do you and your family help each other? Draw and write about it in your Workbook.

**Activity 3**

Read the items aloud. Do the first one as an example. Say *Which sentence is first?* Point to *Ivan pulls.* and model writing *1* next to it.

Have students complete the activity individually. Encourage them to try to do as much as possible from memory first, before going back to reread the text. Check answers as a class. Call on volunteers to read each sentence that follows.

**Activity 4**

Turn to Workbook page 27. Have students draw a picture or pictures of their family helping each other. Draw a model picture of your own family and write a sentence: *This is my family. We help each other in the yard.* Have students share their pictures and talk about their family members in front of the class.

**Wrap Up**

Put students in pairs. Have them make more sentences about their pictures from Activity 4. Provide model language: *My sister likes making salad. I help her clean up.* Invite volunteers to share with the class.

**Resources**

Workbook pages 26–27

## Listening

This is a practice activity modeled on Part 1 of the Listening Test of the Movers Young Learners English Exam.

In this activity, students look at the picture of people doing different things. They listen to dialogues and match the names around the picture to people by drawing lines. There are pauses between each one to give students time to draw the line. In the exam, they hear each item twice.

## In preparation for the task:

Students should look at the picture first to check that they understand the male and female names.

## Activity 1 CD1 Track 34

Tell students to look at the picture and the names. Say *What can you see?* Elicit the following words from students: *camera, book, cell phone, grandparents, mother, father.* Make a list on the board.

Tell students to listen to five short dialogues and to draw a line to each person. Point out that they won't hear all of the names.

Play the audio up to the end of the example (first pause). Point to the line when the dialogue is finished to demonstrate that students should listen to each dialogue before drawing the line.

Play the rest. Have students draw the lines during the pauses. Repeat. Have students compare answers in pairs. Check answers as a class.

## AUDIO SCRIPT



**N:** NARRATOR; **B:** BOY; **G:** GIRL

- B:** Look, Mary. This is a picture of my family. They're in the park.  
**G:** Cool! Who's she? This girl.  
**B:** The girl with the comic book?  
**G:** Yes.  
**B:** That's Lily. She's my little sister.  
**G:** Ah. She's very cute!  
**N:** Can you see the line? This is an example. Now you listen and draw lines.

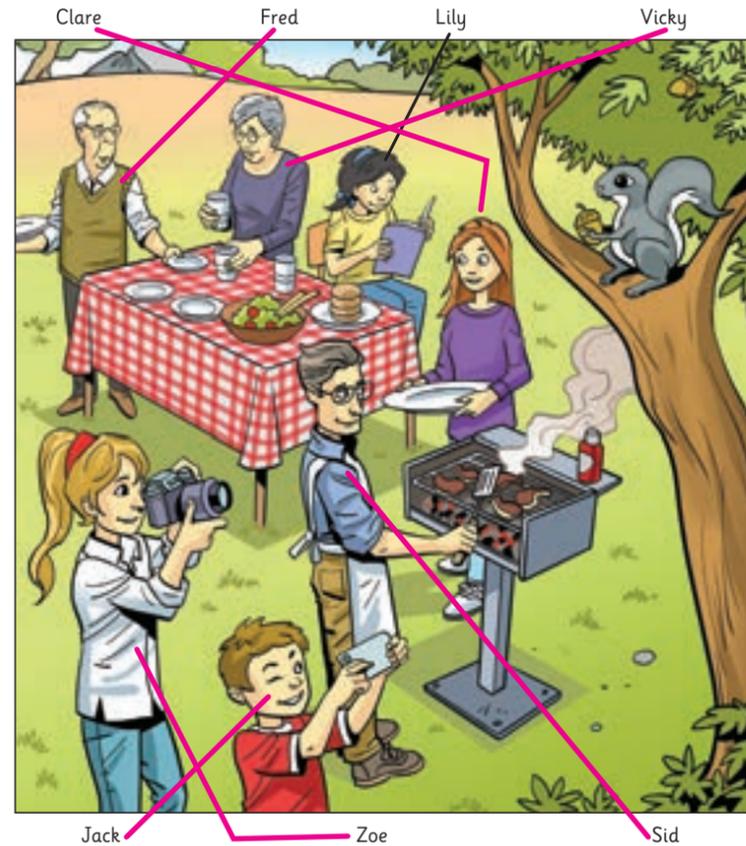
- 1 **G:** And who are they? They're with Lily.  
**B:** They're my grandparents.  
**G:** What are their names?  
**B:** My grandpa's name is Fred.  
**G:** Oh, OK. And what about your grandma ... what's her name?  
**B:** Her name's Vicky.  
**G:** Vicky?  
**B:** That's right.
- 2 **G:** And who's this? Is she your mother?  
**B:** No, she isn't. She's my aunt.  
**G:** She likes taking pictures!  
**B:** Yes!  
**G:** What's her name?  
**B:** Her name's Zoe.  
**G:** What a nice name!

- 3 **G:** And this boy? He has a cell phone. Who's he?  
**B:** He's my cousin.  
**G:** And what's his name?  
**B:** His name is Jack. Zoe is his mother.  
**G:** He likes taking pictures, too!  
**B:** Yes!
- 4 **G:** And who are they?  
**B:** They're my parents.  
**G:** What are their names?  
**B:** My mother's name is Clare.  
**G:** Clare?  
**B:** Yes. And my father's name is Sid.  
**G:** Oh ... What a nice family!  
**B:** Thanks!  
**N:** Now listen again. That is the end of the Listening Exam.



## Listening

1 Listen and draw lines. There is one example.



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## Reading and Writing

2 Read the story. Choose a word from the box. Write the correct word next to numbers 1-4. There is one example.

Jim is helping with the food for his dad's birthday party. "Dad likes meat. Is there any 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 (1) peaches?" asks his sister Zoe. "No, there aren't," says Grandma. "There are some (2) 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 (3) mine," says Zoe. "OK. Here you are. And this e-reader? Is it (4) yours," Jim?" Grandma asks. "Yes, it is," says Jim. "I can put it away."

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

## Example



pasta



chicken



carrots



peaches



yogurt



mine



ours



yours

(5) Now choose the best name for the story. Tick one box.

A Birthday Party for Dad

Saturday at Home

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## 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.

## In preparation for the task:

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 2

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 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.

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.