



Share It!

**Teacher
Edition**

+ Teacher App
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5



6 Outer Space

Overview

Unit Objectives

By the end of this unit, students can:

- identify nouns and adjectives to talk about space
- can compare things and ask how big/far/heavy something is
- read and write an informal email

Teacher Resources

- Teacher App Unit 6
- Teacher Resource Center: Vocabulary, Grammar, CLIL, and Chant Worksheets, Parent Letter, Unit 6 Test

Lesson 1 Vocabulary

satellite, spaceship, the moon, planet, comet, space station, solar system, telescope

Lesson 2 Grammar

Comparatives and superlatives, compare two things using (not) as ... as

 Sharebook
Find and Compare

Lesson 3 Reading

Informal emails

Text: Informal emails

Tip: Skimming a text quickly can give us more details about who the people or characters mentioned in the text are.

Lesson 4 Writing

Write an informal email

Lesson 5 Vocabulary

bright, enormous, heavy, light, wide, far, near

Lesson 6 Grammar

Asking how big/far/heavy something is

 Sharebook
World Fact File

Lesson 7 Science

line, eclipse, hide, shadow, total

Text: Eclipses

Project: Make a presentation about eclipses

Lesson 8 Word Study

-oo-

Words with oo- sound

Progress Tracker



Review Game: Round and Round!

Unit 6 Chant



Share the World 3

Story: An African Folktale



Exam Practice 3

Listening, Reading and Writing

Teacher Reflection

Try these Unit 6 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	Using mnemonics	Communication	1 2 3 4 5
2	Using a physical support to encourage speaking	Social-emotional Learning	1 2 3 4 5
3	Doing examples together	Communication	1 2 3 4 5
4	Using real and imaginary scenarios	Communication	1 2 3 4 5
5	Extending conversations into new topics	Communication	1 2 3 4 5
6	Using drawings in activities	Classroom Management	1 2 3 4 5
7	Reading aloud	Communication	1 2 3 4 5
8	Using rhyming games	Communication	1 2 3 4 5
Share the World 3	Using pair discussion before class discussion	Communication	1 2 3 4 5

Teacher 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 words about space
- To practice asking and answering questions about space

New Vocabulary

satellite, spaceship, the moon, planet, comet, space station, solar system, telescope

Warm Up

Look out the window and point to the sky. Say *What is it?* (sky). Say *What can you see in the sky during the day?* (e.g., sun, clouds). Say *What can you see in the sky at night?* (e.g., moon, stars).

Activity 1

Read the questions aloud. Have students look at the pictures on the page and share their answers.

Activity 2 CD2 Track 28

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

AUDIO SCRIPT

- a satellite: Satellites are important for communication, and they tell us about the weather for the future.
- b spaceship: Spaceships take astronauts to space.
- c the moon: The moon is big and white tonight, look in my telescope.
- d planet: Earth is a planet. It moves around the sun.
- e comet: Look! A comet is traveling across the sky.
- f space station: When some astronauts visit space, they stay in a space station.
- g solar system: There are eight planets in our solar system. Oh, and there's also the sun of course!
- h telescope: We use telescopes to see the stars and planets better. We invented the first telescope more than 400 years ago.

Activity 3 CD2 Track 29

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

6 Outer Space

Lesson 1 Vocabulary

1 **Talk about the pictures.**
Where can you see this?
When can you see this?

2 **Listen, point, and say.**

3 **Listen, number, and check.**

4 **Ask a friend. What do you know about space?**
A: Jupiter is the largest planet.
B: The moon goes around Earth.

satellite **3**

spaceship **8**

the moon **4**

planet **5**

comet **2**

space station **6**

solar system **1**

telescope **7**

68 I can name words about space.
Workbook page 57

AUDIO SCRIPT

- 1 solar system 2 comet 3 satellite
4 the moon 5 planet 6 space station
7 telescope 8 spaceship

Activity 4

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

Write the names of the planets on the board in order from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

Teach the sentence *My Very Excellent Mother Just Served Us Nachos* to remember the planets.

Communication

To aid memory, use mnemonic sentences, where the first letter of each word represents another word that starts with the same letter, e.g., *My = Mercury, Very = Venus*. It is a fun, useful way to remember groups of words in order.

Wrap Up

Review Lesson 1 vocabulary. Play **Hot Seat**. See page iii.

I Can Routine

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

Resources

Workbook page 57
Student App Lesson 1

Lesson 2 Grammar

1 Read and listen. What color is Mars? red

Seb: What was the best thing in space?
Jane: I loved going outside the space station to do a spacewalk. The moon and the planets are so beautiful.

Taylor: What's your favorite planet?

Jane: I think Earth is the most beautiful planet in our solar system.

Taylor: Hmm, Earth is more colorful than some planets, but I think Mars is as beautiful as Earth.

Seb: Yeah, Mars is definitely as colorful as Earth, it's red! I saw it with the telescope at the museum.

Taylor: What was the most difficult thing in the space station?

Jane: It was difficult to eat, and the food in space isn't as good as food at home.

Seb: Really?

Jane: No way! School lunches are better than space food!

2 Write the sentences using (not) as ... as ...

1 The moon is smaller than Earth.

Earth **isn't as small as the moon.**

2 Earth is more colorful than the moon.

The moon **isn't as colorful as Earth.**

3 Earth and Mars are both beautiful.

Mars **is as beautiful as Earth.**

4 A space station is bigger than a spaceship.

A spaceship **isn't as big as a space station.**

3 Sharebook A: page 37 B: page 39 Find and Compare

A: The sun is hotter than the moon.

B: That's true! The moon isn't as hot as the sun.



Grammar

Mars is **as beautiful as** Earth.

The food in space isn't **as exciting as** food on Earth.

Earth is **the most beautiful** planet.

Earth is **more colorful than** some planets.

Grammar Practice page 108

Workbook page 58

I can compare two things using (not) as ... as.

Unit 6 69

Lesson 2

Lesson Aims

- To compare two things using (not) as ... as
- To use comparatives and superlatives

New Grammar

Mars is as beautiful as Earth. The food in space isn't as exciting as food on Earth.

Grammar Review

comparatives: *Earth is more colorful than some planets.*

superlatives: *Earth is the most beautiful planet.*

Materials: world map or globe, ball, bean bag, or soft toy

Warm Up

Review Lesson 1 vocabulary. Have the vocabulary page from Lesson 1 on the board, or ask students to look at it in their books. Describe one of the vocabulary items, for example say, *it's not a planet, it's near to the Earth, what is it?* (the moon). Have students call out the answer. Then say, *it's your turn* and have the student who answered correctly describe one of the words for the rest of the class. Continue until all of the words have been described.

Activity 1 CD2 Track 30

Do the **Grammar Routine**.

See page xvi.

Do the Grammar Practice on page 108 for homework, or in class.

Grammar Practice

- equal
- as big as, isn't as quick as, isn't as cold as, as difficult as

Activity 2

Go over the example. Then have students complete items 2–4 individually. Check answers as a class.

Activity 3 Sharebook

See page 98 for instructions on setting up and playing *Find and Compare*.

Wrap Up

Have the class sit in a circle. Write these adjectives on the board: *big, small, hot, cold, dry, wet, expensive, cheap*. Show students a world map or globe. Point to the words on the board. Say *Let's compare our country to another*. Model an example, e.g., *Singapore is wetter than our country*. Pass the ball to another student and continue until all students have had a chance to speak.

Social-emotional Learning

Have students pass around a soft object, such as a ball, a bean bag or soft toy, during discussion or sharing circles. This adds a physical movement to the activity, gives students something to touch while thinking, and also gives them something to squeeze if they are feeling stressed or nervous about speaking in front of others.

I Can Routine

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

Resources

Workbook page 58
Student App Lesson 2

Lesson 3

Lesson Aims

- To read and understand an informal email
- To use skimming to pick up names of characters or people mentioned

Vocabulary Review

space station, satellite, comet, moon

Grammar Review

(not) as ... as

Materials: index cards (one per student)

Warm Up

Review Lesson 1 vocabulary. Play **What Am I?** See page iii.

Activity 1 CD2 Track 31

Do the **Reading Routine**. See page vii.

Reading Tip

Do the **Reading Tip Routine**. See page vii.

Explain that *skimming* means to read quickly to get key points. Read the question in the box aloud. Have students skim the text to find the answer (They're dad and son.). Say *What did you underline?* (e.g., I miss you and Mom; I can't wait to see you and Mom again; Dad).

Activity 2

Do the first item as an example. Read the question aloud and elicit the answer. Then have students do 2–4 individually. Check answers as a class. Have a volunteer say where they found the answers in the text.

Lesson 3 Reading

1 Read and listen. What did Rick do yesterday?

He went on a spacewalk to fix a satellite.

To: Jason@homemail.com
From: Rick@spacestation.com
Subject: Hello, Planet Earth!

Hi, Jason,

It was great to get your email. I miss you and Mom.

I'm staying at the space station with three other astronauts. We're having an amazing time! The space station is as big as a soccer field. You asked me what I do every day. Actually, some things are just like home. We get up, have breakfast, and do some exercise. But the food isn't as good as Mom's, and we have to exercise more in space than on Earth to keep healthy. We also have to clean the station every day.

Yesterday, we went on a spacewalk. We went outside the space station to fix a satellite. It was dangerous, but it was awesome! It was cold and dark, but I was wearing my space suit!

We saw a comet! We saw Earth and the moon, too! The moon isn't as beautiful as Earth. Earth is so colorful!

I'm going to leave here in two weeks. I can't wait to see you and Mom again!

Love from,
Dad

2 Answer the questions.

- How does the email start?
Hi, Jason,
 - Is the email formal or informal?
informal
 - Which activity was the most dangerous?
the spacewalk
 - How does the email end?
Love from, Dad
- 3 Ask a friend. Is life at the space station the same as life at home? How is it different?

Reading Tip

Skimming a text quickly can tell you who the people are. Who are Rick and Jason? How do you know? Underline clues in the text.



70 I can read and understand an informal email.

Workbook page 59

Communication

Make sure students understand what is expected of them in activities by doing the first item together as a class before they start. Read the sentence or question aloud and elicit the answer. Take this time to explain anything further as needed, such as where the correct answer is found in the text, etc.

Activity 3

Put students in pairs. Read aloud the activity questions. Have students take turns asking and answering the questions.

Then have pairs share their ideas with the class.

Wrap Up

Put students in pairs. On the board, write the sentence frames: *I want to live on a space station because ... I don't want to live on a space station because ...* Model an example. Say *I want to live on a space station because I can see beautiful Earth every day.* Have students take turns completing the sentences.

I Can Routine

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

Resources

Workbook page 59

Lesson 4 Writing

Write an informal email.

1 Think.

Read the email from Rick again. Find and circle the correct option.

- How does the email start? Hi / Dear / Hello / Hey
- Where's Rick staying?
on an island / in the rainforest / on Mars / at a space station
- What's the weather like? cold and dark / hot and sunny / rainy
- What's the space station like? very big / very small / as nice as home
- Which things in space does he write about? his activities / his clothes / his hobbies
- How does he finish? Best wishes / Wish you were here / Love from ...

2 Plan.

Look again at the questions in Activity 1. Make notes for your email.

- Start your email. _____
- Say where you're staying. _____
- Say what the weather is like. _____
- Say what the place is like. _____
- Say what you are doing there. _____
- Finish your email. _____

3 Write.

Follow the steps in your Workbook page 60 to write your email.



Share it!

Read your email to a friend. Did your friend have a good time? Why? Why not?

Workbook page 60

I can write an informal email.

Unit 6 71

Lesson 4

Lesson Aims

- To write an informal email
- To read your email to a friend

Materials: paper

Warm Up

Books closed. Put students in pairs. Say *What information can you remember from the email in the last lesson?* Give them 2–3 minutes to remember as much as they can. Invite pairs to share with the class.

Activity 1

Do the first item as an example. Read the question aloud and elicit the answer. Say *This is an informal greeting.* Have students complete 2–6 individually. Encourage them to answer as many items as possible from memory first, and then go back and reread the text. Check answers as a class.

Activity 2

Give students the option of using real information from a trip they took or let them invent a trip. Have them do the activity individually.

Communication

Allow students the option of using both real and imaginary scenarios for writing activities. Imaginary scenarios will be more interesting for some students and allow more creative students to express themselves. In this lesson, e.g., give students the option to plan and write about a trip to another planet. This will also help them review the vocabulary and grammar they've learned in the unit.

Activity 3

Go to page 60 in the Workbook. For support, remind students that the tone of their email should be informal by including exclamation points and friendly language, e.g., *Hi*.

Share it!

Do the **Share It Routine**. See page viii.

Wrap Up

Give each student a piece of paper. Say *You're on vacation. You are writing an email to a friend. Write the greeting only.* Give them 30 seconds to write. Then say *Stop. Fold the paper over, so we can't see what you've written. Pass it to the student sitting behind you.* Say *Now write where you're staying.* Give them one minute to write. Then have them fold again and pass the paper and continue. Use all the questions in Activity 2 as the writing prompts. When students have finished, invite volunteers to read the completed emails they have.

I Can Routine

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

Resources

Workbook page 60

Lesson 5

Lesson Aims

- To name descriptive words
- To make descriptive statements about space

New Vocabulary

bright, enormous, heavy, light, wide, far, near

Materials: index cards

Warm Up

Write the title of the text on the board. Put students in pairs. Have them predict what the text is about without looking at their books. Have volunteers share their ideas and write them on the board. Do not erase the board.

Activity 1 CD2 Track 32

Do the **Vocabulary in Context Routine**. See page v.

To check comprehension, say *Does the moon look heavy or light in the picture?* (light). *Why do stars look small?* (They are millions of kilometers away from Earth.)

Activity 2

Do the first item as an example. Read the sentence aloud pausing to let students call out *True* or *False* (True). Tell students to try to complete the activity from memory first before rereading the text. Have them complete the quiz individually.

Check answers as a class. Call on individual students to say the answers.

To extend, have students make the false sentences true.

Activity 3

Do the **Vocabulary Share Routine**. See page xx

Model an example. Point to the green box. Say *It's enormous and bright*. Then point to the orange box and have students guess what it is. Elicit the answer

Lesson 5 Vocabulary

1 Read and listen. Why does the moon look small? *because it's far from Earth*



Touching the Moon!

Do you like this picture? The sky was dark, but the moon was **bright** and beautiful. The moon is an **enormous** rock and it's very **heavy**, but in this picture it looks **light**. I'm in front of it! It looks about one meter **wide** because it is **far** from Earth — almost 400,000 kilometers! Things look smaller when they are far away and bigger when they are **near**. There are a lot of stars in space, too. They look small because they're millions of kilometers from Earth.

2 **Vocabulary Quiz** Read and write *True* or *False*.

- | | |
|---|-------|
| 1 The moon isn't light. It's heavy. | True |
| 2 When the sky is dark, the moon is bright. | False |
| 3 The moon is almost 400,000 kilometers away. | True |
| 4 The moon is enormous. | True |
| 5 The stars are near Earth. | False |
| 6 Things look bigger when they are far away. | False |
| 7 The moon is one meter wide. | False |

3 **Ask a friend.** Choose two adjectives and guess.

heavy	light	near	far	enormous	
small	bright	beautiful	hot	wide	
elephant	sun	moon	flower	cloud	Mars
Mercury	comet	campfire	mosquito	house	star

It's enormous and bright.

Yes, that's right!



The sun?

72 I can name descriptive words.

Workbook page 61

(the sun). Say *That's right!* Have students do the activity.

To extend, have students describe objects in the classroom for their partner to guess.

Communication

Extend a conversation activity by having students use the same conversation structure, but with a new topic. To extend this activity, ask them to use two adjectives to describe objects in the classroom for their partners to guess.



Wrap Up

Review Lesson 5 vocabulary. Play a miming game. Model an example. Mime *heavy* by pretending to carry something heavy. Elicit the answer. Then elicit a sentence with *heavy*, such as *My backpack was very heavy this morning*. Put students in groups. Have them take turns miming a word. The student who guesses correctly makes a sentence using the word.

I Can Routine

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

Resources

Workbook page 61
Student App Lesson 5

Lesson 6 Grammar

1 Read and listen. Is Jupiter heavy in space?

Taylor: I'm doing my homework. Do you know anything about Jupiter?

Seb: Yes. It's the biggest planet in our solar system. It's bright, too.

Taylor: Great! How big is it?

Seb: It's enormous!
It's nearly 143,000 kilometers wide.

Taylor: How far is it from the sun?

Seb: 778,500,000 kilometers.

Taylor: How heavy is it?

Seb: I don't know. Millions of kilograms, but it isn't heavy in space. Nothing is heavy in space.

Taylor: How do you know all this?

Seb: Taylor! We went to the space museum. Don't you remember?



Grammar

How big is Jupiter?

How far is it from the sun?

How heavy is it?

Grammar Practice page 108

2 Look at the answers and complete the questions.

heavy far long big wide tall

1 How far is it from London to Mexico City? Nine thousand kilometers.

2 How big is your bed? One meter wide and nearly two meters long.

3 How tall are you? One hundred twenty-five centimeters.

4 How heavy is a bus? As heavy as ten cars.

5 How wide is the Amazon River? Eleven kilometers wide in the dry season.

6 How long is the longest river in the world? Nearly seven thousand kilometers long.

3 **Sharebook** A: page 41 B: page 42 **World Fact File**

A: How long is the longest snake?

B: The longest snake is eight meters long.



Workbook page 62

I can ask how long/far/big something is.

Unit 6 73

Lesson 6

Lesson Aims

- To ask questions with how big/far/heavy something is

New Grammar

How big/far/heavy ...?

Materials: a bean bag

Warm Up

Review Lesson 5 vocabulary. Play **Pictionary**. See page xiii.

Activity 1 CD2 Track 33

Say *Is Jupiter heavy in space?* Have students raise their hands if they agree. Then say *Let's find out*.

Do the **Grammar Routine**.

See page xvi.

Do the Grammar Practice on page 108 for homework, or in class.

Grammar Practice Answers

- distance
- How bright is the sun?,
How heavy is an elephant?,
How far is it to Mars?,
How long is the Rio Grande?
How far is the moon?

Classroom Management

Most students enjoy drawing, and it can be a relaxing way to start the class. It can be especially helpful for those learners who struggle to express themselves in English. When it works well with an activity, let students draw. However, make sure to set a strict time limit so it doesn't become a distraction.

Activity 2

Go over the example. Read the sentence aloud and pause to elicit the missing word from the class. Then have students complete 2–6 individually. Check answers as a class.

Activity 3 Sharebook

See page 99 for instructions on setting up and playing *World Fact File*.

Wrap Up

Have students each write one or two questions using *How*, e.g., *How far is your home from school?* *How long is a soccer field?* Have them stand up at their desks. Toss a soft item, such as a beanbag, to a student (or simply call on them by name), and ask, e.g., *How long did you sleep last night?* When the student has answered, he/she throws to another student and asks a question and then sits down. Continue around the classroom until they have all asked and answered, and everyone is sitting.

I Can Routine

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

Resources

Workbook page 62
Student App Lesson 6

Lesson 7

Lesson Aims

- To read and understand a text about lunar eclipses
- To give a presentation that compares solar and lunar eclipses

New Vocabulary

line, eclipse, hide, shadow, total

Materials: pen, paper, markers

Warm Up

Draw a Venn diagram on the board. Write *sun* at the top of one circle and *moon* at the other. Say *What do we know about the sun?* Elicit information to write in the *sun* circle. Say *What do we know about the moon?* Elicit information to write in the *moon* circle. When a piece of information is the same, point to both circles and say *It's the same.* Then erase the information and add it to the middle section.

Activity 1

Have students scan the pictures. Say *Look at the pictures, what three things do you need for an eclipse?* Have them call out the answers.

To extend, ask students to raise their hands if they've ever seen an eclipse. Encourage them to describe what it was like. Say *What did you see? How big was the moon? How big was the sun?*

Activity 2 CD2 Track 34

Play the audio. Have students listen and repeat. Ask them to find the words in the pictures. For words that are not pictured, explain the meaning by giving relevant examples.

AUDIO SCRIPT

- 1 line Can I borrow your ruler? I need to draw a line.
- 2 eclipse There's going to be an eclipse of the sun in February.
- 3 hide The moon hides the sun, so you can't see the sun.

Lesson 7 Science

1 Look at the pictures. What three things do you need for an eclipse? the moon, Earth, and the sun

2 Listen and say. 1 line 2 eclipse 3 hide

3 Read and listen. 4 shadow 5 total

Eclipses

Earth is bigger than the moon but it isn't as big as the sun. Earth moves around the sun in 365 days. The moon moves around Earth in 29.5 days. Sometimes Earth, the moon, and the sun are in a **line**. This is called an **eclipse**. There are two different types of eclipse.

Solar Eclipse

- The moon is between the sun and Earth. The moon isn't as big as the sun, but it's nearer to Earth so it looks as big as the sun from Earth. The moon can **hide** the sun for a few minutes.
- When the sun is behind the moon, there's a **shadow** on Earth.

When there's a **total** eclipse, you can't see the sun at all and it's dark in some places on Earth in the daytime!

NEVER look at an eclipse of the sun! It's very bright and isn't safe for your eyes.

Lunar Eclipse

- Earth is between the sun and the moon. Earth hides the sun so there's a shadow on the moon.
- The moon looks dark red.

It's safe to look at an eclipse of the moon.

Every year there are four to seven eclipses in the world. You can see them from different places on Earth.

74 I can read and understand a text about eclipses.

Workbook page 63

4 shadow It's sunny today. Look at my shadow on the ground.

5 total In a total eclipse of the sun, you can't see the sun at all.

Activity 3 CD2 Track 35

Play the audio and have students follow along in their books. To check comprehension, say *How long does it take the moon to move around Earth? (29.5 days). Where is the moon in a solar eclipse? (between the sun and Earth) Which eclipse is safe to look at, a solar eclipse or a lunar eclipse? (a lunar eclipse)*

Put students in pairs. Have them take turns reading each paragraph aloud. If time permits,

have students switch parts and read again.

Communication

Reading aloud helps students better understand the content, learn new vocabulary, and read with more fluency. Try different read-aloud strategies, such as having partners take turns reading paragraphs to each other, choral reading (the class read aloud together), and echo reading (play the audio and pause after one sentence or one paragraph, then students read back).



4 Read the text again. Answer the questions.

- 1 How many days does it take for Earth to go around the sun? 365 days
- 2 How many different types of eclipse are there? two
- 3 Which is the biggest – the sun, the moon, or Earth? the sun
- 4 Where is Earth in a lunar eclipse? between the sun and the moon
- 5 Which shouldn't you look at, a solar eclipse or a lunar eclipse? a solar eclipse
- 6 How many eclipses are there every year? four to eleven eclipses

5 **Project** Make a presentation to explain the difference between a solar and a lunar eclipse. Give as many details as you can.



In a lunar eclipse, Earth is between the sun and the moon.

Share at Home

Talk with your family. Explain the difference between a solar and lunar eclipse.

Workbook page 63 I can explain the difference between solar and lunar eclipses.

Unit 6 75

Activity 4

Go over the example. Read the question aloud and elicit the answer. Tell students to try to complete the activity from memory first, before rereading the text. Then have them go back and reread the text to find the answers for any items they were unable to complete. Check answers as a class. Have students point to the sentences in the text where they found their answers.

Activity 5 Project

Students work in groups to prepare a presentation about solar and lunar eclipses. Display the poster in the book as a model. Say *What do you see on this poster?* (moon, sun,

Earth). Point out the labels. Say *Which eclipse does this poster show?* (lunar eclipse). Explain that the poster doesn't have sentences that compare the eclipses. It is used as a visual support for the presentations. Divide the class in groups. Provide students with the necessary materials. Give them 15 minutes to work on their posters and 3 minutes to practice their presentations. Model presenting the poster in the book. Point to the text in the speech bubble and model the language. Then have groups take turns making their presentations. All students must present, so they should take turns pointing to

different parts of their poster and talking about them.

Encourage the students listening to give feedback. Say *What did you like about this poster?*

Wrap Up

Books closed. Play **True or False Line** about solar and lunar eclipses. See page iii. Instead of holding up cards, say sentences with true or false information. Use sentences from the reading. Change small details to make false sentences, too, e.g., *During a lunar eclipse, the moon looks dark blue.* (True: During a lunar eclipse, the moon looks dark red.)

Share at Home

To help students prepare for this at-home task, have them make a list of the differences between solar and lunar eclipses. Have them take turns practicing what they will say with a partner. Invite volunteers to share their presentations with the class.

I Can Routine

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

Resources

Workbook page 63

Lesson 8

Lesson Aims

- To read and say words with -oo- sounds
- To recognize the sound -oo- in words

Warm Up

Review Unit 5 sounds. Play the **Whisper Game**. See page iii. Possible words to use include *boil, joy, point, boy, noise*, etc.

Activity 1 CD2 Track 36

Do the **Word Study Routine**.

See page xx.

Point out that all of the examples have -oo- in the middle of the word, but the sounds also come at the end in words like *moo, too*, and *zoo*.

AUDIO SCRIPT

oo, oo

- oo, /oo/, moon
- oo, /oo/, food
- oo, /oo/, spoon
- oo, /oo/, school
- oo, /oo/, book
- oo, /oo/, foot

Activity 2 CD2 Track 37

Play the audio. Point to the words. Have students listen and repeat.

Have them read the words and letters chorally without the audio.

Activity 3 CD2 Track 38

Play the audio as students follow along in their books. Repeat.

Read the sentences together as a class.

Wrap Up

Do a rhyme rap. Write on the board *What's a word that rhymes with ...?* Stomp your feet or tap your hand to create a beat. Say *What's a word that rhymes with book?* Stomp or tap twice and say *Look*. Then say *What's a word that rhymes with look?* Tap your hands on a student's desk to call on them. Encourage them to add other rhyming words not in the lesson (e.g., *cook*). Continue until students can't think of any more -ook-

Lesson 8 Word Study Long and Short -oo-

1 Listen and repeat.

 moon	 food	 spoon
 school	 book	 foot

2 Listen and repeat. Then read and say.

1	too	tooth	soon	noon	boot	roof
2	cook	look	took	wood	good	hood
3	moo	zoo	cool	pool	room	broom
REVIEW						
4	boy	toy	noise	join	point	coil
5	mouse	mouth	now	brown	town	out

3 Listen, read, and say.

 The roof on the house is red.	 I use a broom to clean.
---	---

76 I can read and say words with long and short -oo-.

Workbook page 64

words. Then start again with a new end sound, e.g., -oo, -oot, -oon.

I Can Routine

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

Resources

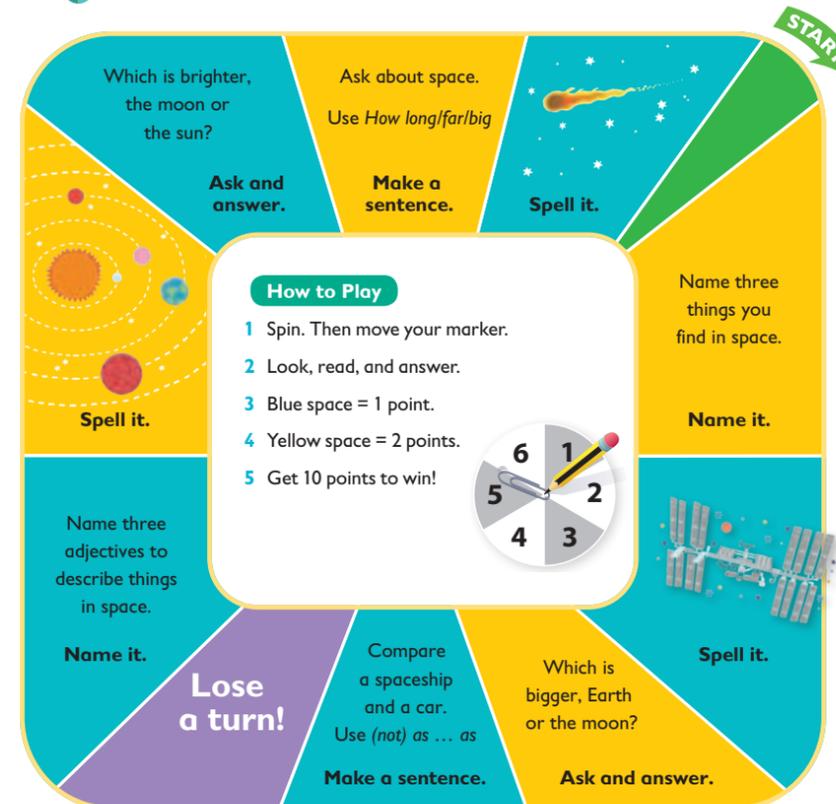
Workbook page 64
Student App Lesson 8

Communication

Allow nonsense words when doing rhyming games. Rhyming is a great way for students to develop awareness of sound patterns, but it's not always easy for language learners because they're not sure if a rhyme is a real word or not, e.g., *poon* rhymes with *soon*, but it's not a real word. The goal of this activity is to practice the sound, not drill a vocabulary word, so allow nonsense words to get in more practice and make it fun.

Progress Tracker

1 Play Round and Round! Use the language from Unit 6.



How to Play

- Spin. Then move your marker.
- Look, read, and answer.
- Blue space = 1 point.
- Yellow space = 2 points.
- Get 10 points to win!

Game Instructions:

- Blue space:** Ask and answer. Which is brighter, the moon or the sun? Use *How long/far/big*.
- Yellow space:** Make a sentence. Ask about space.
- Green space:** Spell it. Name three things you find in space.
- Red space:** Name it. Name three adjectives to describe things in space.
- Purple space:** Lose a turn! Compare a spaceship and a car. Use *(not) as ... as*.
- Orange space:** Ask and answer. Which is bigger, Earth or the moon?
- Light Blue space:** Spell it.

2 Now complete your Progress Tracker in the Workbook.

3 Listen and chant.

Workbook page 65

I can use the language in Unit 6. Unit 6 77

Progress Tracker

Lesson Aims

- To review Unit 6 language

Materials: one game piece per student (e.g., coins, small pieces of paper, beans), pencils, paper clips (one set per pair)

Activity 1

Demonstrate how to play **Round and Round!** Read the instructions aloud. Spin the paper clip and have students call out what number it lands on. Move your marker the number of spaces the paper clip lands on, e.g., three spaces: *Ask and*

answer. Which is bigger, Earth or the moon? (Earth). How many points? (2 – it's a yellow space) How many points for a blue space? (1) Show how to write down your points.

Have a volunteer spin the paper clip and move his/her marker and answer the question. If the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Lose a turn!* and say students also lose a turn if they land here. If a student lands on the same space twice, they can spin again. Tell students to keep score in their notebooks. The object of the game is to get 10 points.

Hand out one game piece per student. In pairs, students take

turns and play. Walk around and monitor.

Fast finishers can play the game again with a different partner.

Activity 2

Students go to Workbook page 65, Activity 2. Do the **Progress Tracker Routine**. See page xxi.

Activity 3 CD2 Track 39

Do the **Progress Tracker Chant Routine**. See page xxi.

AUDIO SCRIPT

Let's take a trip through Unit 6, We had our fun, we had our kicks! We learned new things, we did! It's true! So let's review what we can do.

Chorus:

We can talk about comets and satellites, And enormous planets, far and bright. (x2)

Get your telescope on a very dark night. Can you see the moon, big and bright? Yes, I can! It's a light in the sky at night, It shines in the dark, beautiful and bright.

But it isn't as colorful as Earth, you see! The most beautiful planet for you and me.

Chorus

Get your telescope on a very dark night.

Can you see a spaceship or a satellite?

Yes, I can! I see an astronaut, too. She's on a spaceship, landing on the moon!

But it isn't as exciting as Earth, you see!

The most amazing planet for you and me.

Chorus

We learned a lot about the moon. But Unit 7 is coming soon! (x2)

I Can Routine

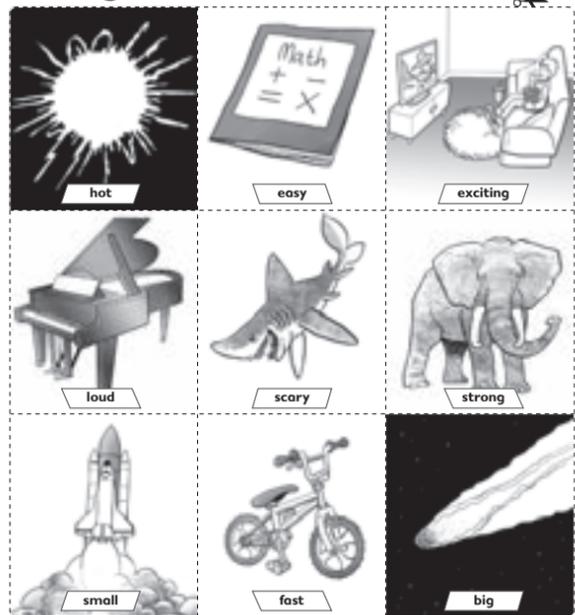
Do the **I Can Routine**. See page xiv.

Resources

Workbook page 65
Student App Progress Tracker

Unit 6 Lesson 2 Find and Compare

Student A



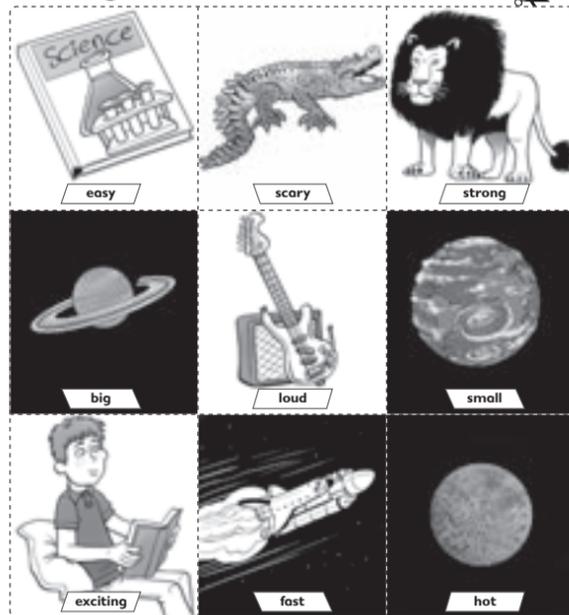
How to Play:
Students A and B: Put all the cards face down on the table.
Student A: Turn over two cards. If they have the same adjective, compare the pictures and take the cards. If they don't have the same adjective, turn the cards face down again.
Student B: Agree or disagree with Student A.
Students A and B: Take turns until you match all of the cards.

Example:
Student A: The sun is hotter than the moon.
Student B: That's true! The moon isn't as hot as the sun.

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Unit 6 Lesson 2 Find and Compare

Student B



How to Play:
Students A and B: Put all the cards face down on the table.
Student A: Turn over two cards. If they have the same adjective, compare the pictures and take the cards. If they don't have the same adjective, turn the cards face down again.
Student B: Agree or disagree with Student A.
Students A and B: Take turns until you match all of the cards.

Example:
Student A: The sun is hotter than the moon.
Student B: That's true! The moon isn't as hot as the sun.

39

Materials: scissors, crayons or colored pencils, two sets of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has a different share page; Student A page 37, Student B page 39. Students play a game to match pictures and make sentences.

Cut out both sets of cards from the activity to model with.

Model the activity. You are Student A. Have a volunteer be Student B. Mix all the cards and scatter them face down on the desk. Turn over two cards. If they have the same adjective, e.g., *hot*, make a sentence comparing the items in the picture using the adjective, e.g., *The sun is hotter than the moon*. Then Student B agrees by rewording the sentence, e.g., *That's right! The moon isn't as hot as the sun*. If the cards don't have the same adjective, turn them back over. Then switch roles and have Student B turn over two cards and repeat the process.

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

Student A: *The sun is hotter than the moon.*

Student B: *That's right! The moon isn't as hot as the sun.*

Then have two students come to the front of the room and model another round for the class. Correct any errors. Walk around and monitor. Provide additional support, as necessary.

Answers

Answers will vary. Possible answers: The sun is hotter than the moon. The moon isn't as hot as the sun. Math is easier than science. Science isn't as difficult as math. Watching a movie is more exciting than reading a book. Reading a book isn't as exciting as watching a movie. An electric guitar is louder than a piano. A piano isn't as loud as an electric guitar. A shark is scarier than a crocodile. A crocodile isn't as scary as a shark. An elephant is stronger than a lion. A lion isn't as strong as an elephant. A planet is bigger than a spaceship. A spaceship isn't as big as a planet. A spaceship is faster than a bike. A bike isn't as fast as a spaceship. A planet is bigger than a comet. A comet is smaller than a planet.

Unit 6 Lesson 6 World Fact File

Student A

Questions	Answers
the Amazon River (wide)	11 kilometers wide
the longest snake (long)	
the tallest building (tall)	830 meters tall
from Earth to the sun (far)	
Mount Everest (tall)	8,850 meters tall
an elephant (heavy)	
from Mars to Earth (far)	54,600,000 kilometers
Mercury (big)	

How to Play:
Student A: Ask Student B a question about one thing in the Questions column.
Student B: Answer Student A.
Student A: Write the answer in the Answers column.
Students A and B: Take turns to ask and answer using the information in the chart.

Example:
Student A: How long is the longest snake?
Student B: The longest snake is eight meters long.

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Unit 6 Lesson 6 World Fact File

Student B

Questions	Answers
the Amazon River (wide)	
the longest snake (long)	8 meters long
the tallest building (tall)	
from Earth to the sun (far)	150,000,000 kilometers
Mount Everest (tall)	
an elephant (heavy)	heavier than 100 children
from Mars to Earth (far)	
Mercury (big)	4,900 meters wide

How to Play:
Student A: Ask Student B a question about one thing in the Questions column.
Student B: Answer Student A.
Student A: Write the answer in the Answers column.
Students A and B: Take turns to ask and answer using the information in the chart.

Example:
Student A: How long is the longest snake?
Student B: The longest snake is eight meters long.

42

Put students in pairs, A and B. Each student has a different share page; Student A page 41, Student B page 42. Students ask each other questions to fill in the missing information on their fact sheets.

Model the activity. You are Student A. Have a volunteer be Student B. Look at your fact sheet and ask Student B, e.g., *How long is the longest snake?* Student B looks at his/her list of answers and responds, e.g., *The longest snake is eight meters long*. Switch roles.

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

Student A: *How long is the longest snake?*

Student B: *The longest snake is eight meters long.*

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

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

Answers

How wide is the Amazon River? The Amazon River is 11 kilometers wide.
How long is the longest snake? The longest snake is 8 meters long.
How tall is the tallest building? The tallest building is 830 meters tall.
How far is it from Earth to the sun? It's 150,000,000 kilometers.
How tall is Mount Everest? Mount Everest is 8,850 meters tall.
How heavy is an elephant? An elephant is heavier than 100 children. How big is Mercury? Mercury is 4,900 meters wide.

Lesson Aims

- To read an African folktale
- To talk about the characters in the story

Materials: a globe or world map

Folktales are stories that teach lessons about morals or explain something about nature (before humans knew the science to explain it). Such lessons are traditionally passed down in a culture through storytelling because they can be shared easily from generation to generation. This African folktale has both a moral lesson (giving too much to others may have a negative impact on you) and an explanation about nature (why the ocean is on Earth and the moon and sun are in the sky).

Warm Up

Review vocabulary from Lessons 1, 5, and 8. Play Spelling Relay Race. See page xiii. When all the vocabulary is on the board, give the teams one minute to write a sentence using as many of the words as they can. Have volunteers write their sentences on the board.

Share the World 3

AN AFRICAN FOLKTALE

1 Look at the pictures. Who are the characters in the folktale?
Sun, Moon, and Water

2 Read the folktale and listen. Why did Sun and Moon build a bigger house?
So Water could come and visit them.

Many years ago, Sun, Moon, and Water lived on Earth. They were good friends. Sun visited Water often but Water never went to Sun's house.

"Your house isn't as big as mine," Water said to Sun. "It's too small for me and my friends to visit."

"How many friends do you have?" asked Sun.

"I have a lot of friends," said Water.

Sun went home and talked to his wife, Moon. "Let's build a bigger house so Water can visit us," said Moon.

So they built an enormous house with a tall, wide door.

"Welcome!" said Sun when Water arrived.

"Is there enough room for me?" asked Water.

"Yes," said Moon. "Welcome. Please come in."

So Water went in through the tall, wide door.




Activity 1

Have students look at the pictures. Say *Who are the characters in the folktale?* Have students point to the pictures of the sun, the moon, and the water.

Activity 2 CD2 Track 40

Say *Why did Sun and Moon build a bigger house?* Have students predict the answer. Write ideas on the board.

Play the audio and have students follow along in their books. Play the audio again if necessary. Check the answer as a class. Say *Did anyone correctly predict the answer?* To check comprehension, say *How many friends does Water have?* (a lot of friends). *Why does Moon build a bigger house?* (so Water can visit with friends) *Who are Water's friends?* (fish and other kinds of animals)

Soon the water was filling the house.

"I have a lot of friends with me," said Water. "Is there enough room for them, too?"

"Yes," said Sun. "Come in. Our house is enormous!"

So more water came in, with a lot of fish and other animals.

Suddenly there was too much water in the house. There wasn't enough room for Sun and Moon, so they climbed up to the roof. When the water was as high as the roof, Sun and Moon went far up into space. They made a new home in the solar system. And that is why the sun and the moon are in the sky today.



3 Read and listen again. Number the events in the folktale in order.

- 6 Water and her friends filled the house to the roof.
- 7 Sun and Moon went to live in the sky.
- 1 Sun, Moon, and Water were great friends.
- 3 Sun and Moon built a big, new house.
- 5 Water asked Sun, "Is there enough room?"
- 2 Water never visited Sun and Moon at their house.
- 4 They invited Water and her friends to a party.

4 Think and talk to a friend.

- 1 What do you think Sun and Moon's house was like? Describe it.
- 2 Do you think Sun and Moon were too kind? Why or why not?

5 Share Your World Do you know any other stories about the sun and the moon? Do you know any folktales like this from your country?

Activity 3 CD2 Track 41

Have students read the sentences. Complete the first item as an example. Play the audio again and pause after ... *Water never went to visit Sun's house.* Say *What's the first event?* Elicit *Sun, Moon, and Water were great friends.* Say *Let's write 1 in the box next to that sentence.* Tell students to try to complete the activity from memory first before rereading and listening to the text. Have them complete the activity individually. Check answers as a class.

To extend, arrange students into groups of three. Assign each student a role, Sun, Moon, or Water, and have them act out the story.

Activity 4

Give students 1–2 minutes to read the questions quietly and think about the answers. Put students in pairs. Have them ask and answer the questions. Monitor and provide support, as necessary. Check answers as a class. Call on volunteers to read the questions and give the answers.

Activity 5 Share Your World

Put students in pairs and have them share a folktale they know with their partner.

If students are stuck and cannot think of a folktale, encourage them to retell the story of Sun, Moon, and Water in their own words.

Wrap Up

Have students think and talk about the purpose of the African folktale. Say *People told folktales to help explain our world and to teach us a lesson. What does this folktale help explain about our world? What lesson does it teach?* Have students discuss in pairs. Then ask pairs to share their ideas with the class.

Communication

Sometimes students don't feel comfortable talking in a group discussion, so have them turn and talk to a partner to work out what they want to say first. It will give them time to organize their thoughts and look up words before speaking to the whole class.

Resources

Workbook pages 66–67

Listening

This is a practice activity modeled on Part 3 of the Listening Test of the Flyers Young Learners English Exam.

In this activity, there are two sets of pictures. Pictures of named objects and pictures of places with letters, but no words. Students listen to a conversation and match the named objects to each of the places. The objects are mentioned in the audio in the same order as they appear on the page. Note that one of the place options is extra and not used. In the exam, there is one example.

In preparation for the task:

- Students should look carefully at the pictures first and check that they know what the places are.
- Students should listen the first time without writing so they don't get distracted.

Activity 1 CD2 Track 42

Tell students to look at the pictures of places and name them. Write place names on the board. Play the audio to the end of the example (first pause). Write the answer when the dialogue is finished to show that students should listen before writing. Play the rest. Repeat. Have students compare answers in pairs. Check answers as a class.

AUDIO SCRIPT

N: Narrator; **G:** Girl; **GR:** Grandma
G: Do you want to watch something on TV, Grandma?
GR: Oh, yes, I'd like to watch the news, but let's get a drink first. The coffee is in a jar in the cabinet. I got it at the café in town. They sell tea and coffee there.
G: OK, I'll make it now.
GR: Thank you.
N: Can you see the letter C? Now you listen and write a letter in each box.
GR: There's a cake in the kitchen, too. I made it this morning with strawberries from the market.
G: Mmm! I'm hungry. Is it in the cabinet, too?

GR: No, it's in a box on the table in the kitchen.
G: Oh, yes, I can see it. Should I bring some plates, too?
GR: Yes, please. Can you find the sugar?
G: No, I can't. Where is it?
GR: Oh! I think it's in the shopping bag. I was buying groceries at the store this morning. My bag was too heavy. I think it's next to the door.
G: Yes, it is. How much sugar do you want?
GR: Just a little sugar, please, but can you put some sugar in that bowl?
G: Yes, OK. It's a nice bowl. Where did you get it?
GR: Oh, I was taking some old clothes to a thrift store in town and I saw it there.

G: Oh, I know that store. They sell old clothes and jewelry, too.
GR: That's right. That bowl is as old as me, haha! Now, let's watch the news. Where are my glasses?
G: Are they in your bag on the chair?
GR: Oh, yes, thank you.
G: Did Mom give you this bag?
GR: Yes, she did. She got it at the airport when she and your dad were flying back from Italy.
G: It's heavy! Here's your tea, but now the milk carton is empty, Grandma.
GR: That's OK. I can buy some more later.
G: OK, Grandma.
N: Now listen again.
N: That is the end of the listening exam.



Listening

1 Where did Grandma get these things?
 Listen and write a letter in each box. There is one example.

- Coffee C
- Strawberries F
- Sugar A
- Bowl B
- Bag D



Reading and Writing

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



- | | | | | | |
|-----------|---------|--------|--------|----------|-------|
| telescope | heavy | Earth | butter | exciting | space |
| plate | planets | bright | salt | kitchen | |

Last weekend, Harry and five friends went to the space museum for Harry's birthday. The museum was really *exciting*. First, Harry and his friends went into a big dark room and looked at the stars and the (1) *planets* through an enormous (2) *telescope*. Then they went inside a spaceship and learned about how astronauts live, sleep, and eat in space. There was a movie theater at the museum, too, and they watched a movie about a journey into (3) *space*. After the museum, Harry and his friends were hungry. "Can we go and get pizzas?" asked Harry. "No, there isn't enough time. We have a lot of food at home," his father said. When they were home, they opened the door. "Surprise!" It was Harry's sister Megan and her friend Flora. They were carrying an enormous, (4) *heavy* cake. It was a spaceship cake. "Wow! Thank you!" said Harry. "How did you make that?" "Well, we got some flour, (5) *butter*, sugar, and eggs," said Megan. "Then we ..." "That's great," said Harry, "but can we eat it now, please? I'm as hungry as a bear."

- (6) Now choose the best name for the story.
- A great birthday A trip to the moon The enormous cake

Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Flyers Young Learners English Exam. In this activity, students read a story that has five spaces. They need to choose the correct word from 11 words in a word box above the text. The words may be nouns, adjectives, or verbs. Students then have to choose the best title for the story from three options.

In preparation for the task:

- Make sure each student has a pen or pencil.

Activity 2

Have students cover the story and look at the picture. Say *What do you think the story is about?* Elicit ideas and write them on the board. Have students read the words in the box. Go over the example with students. Have them read the beginning of the story aloud. Then have them look for the answer in the word box. Have students read the story all the way through first before going back to choose answers. Tell students to read all possible answers before choosing the best one and remind them that they

will not use all the words. Tell them that the sentences before and after each blank will help give clues to find the correct missing word. Give students time to write their answers. Have them compare answers in pairs. Then check answers as a class.