8 Cool Clothes

Overview

Unit Objectives

By the end of this unit, students can:

- name, ask, and answer questions about clothes
- understand the value of taking care of our things
- ask and answer questions about people's clothes
- talk about recycling things to make clothes
- read, write, and say words with short vowel sounds
- compare and contrast our own opinions with those of others and say what we like about cooking or baking

Teacher's Resources

- Teacher's App
- Teacher's Resource Center
- Digital Student's Book
- Digital Workbook
- Online Assessment
- Sharebook ebook
- Teacher's Edition ebook



Inclusive Practice

Appreciating all the ways in which students learn is essential for a supportive learning environment. Elicit students' answers and assess what their needs are. Use the tips below and record your thoughts in a notebook.

NEEDS	TIPS
Sparking excitement	• Promote active participation and experimentation. • Minimize threats and distractions.
Focusing	• Display their goals in multiple ways. • Provide prompts to guide learners through their tasks.
Self-regulation	• Help learners set realistic goals. • Encourage self-reflection activities.
Perception	• Display language in flexible formats. Utilize different font sizes and contrasting colors, and vary layout of visual elements. • Provide written transcripts for videos or audio tracks.
Language learning	• Pre-teach vocabulary. • Use other media to illustrate key concepts.
Comprehension	• Highlight key elements in texts, graphics, and diagrams. • Give explicit prompts.
Use of materials	• Provide alternatives for physically interacting with materials.
Expressing and communicating	• Use different media for communicating like drawing, comics, film, dance, sculpture, blocks, etc.





Lesson 1

Lesson Aim

- To name clothes

New Vocabulary

pants, T-shirt, shirt, sweater, sneakers, skirt, shoes, socks

Ask students to look at the picture on pages 114 and 115. Have them find and point to Raya. Say *Look! She's standing on the blue rug. She's wearing purple. What's your favorite color for clothes?* Invite students to share their answers with the class. Encourage them to point to items in the picture that match the color they like.

Activity 1

Display the picture. Say *The Share Pals and Shareville characters are at a store. Who's at the store?* (Nancy, May, Sally, Sam, Dan, Alex, Baby, Aunt Sadie, Sid, Suzy, Raya) Point to the green bag. Say *I see a bag. What color is it?* (It's green.) *What color is May's hair?* (It's black.) *How many eyes are there?* (Thirty-four, or thirty-six with May's reflection)

Activity 2 Track 97

Have students continue looking at the picture. Play the audio and pause after each new word until students find the object in the picture. Say the word, and then have students point and say the words aloud. Put students in pairs to quiz each other with the vocabulary words. Model this activity by asking one student to point to a picture while another student says the word. Students take turns pointing to and saying the words.

To extend, point to items of clothing on yourself and say *T-shirt? Pants?* Have students call out the correct item of clothing.

Activity 3 Track 98

Play the audio and have students point to the words in the picture as they hear them. Then, play the audio again and have them write in the missing letters to complete the words. Check the answers as a class. Finally, have students sing the chant together.

Activity 4 Track 97

Have students think of the vocabulary words and what clothes they are wearing. Play the audio again. Students chant along but this time they stand when they hear an item they are wearing.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 84
- **Navio App** Lesson 1
- **Teacher's Resource Center** Worksheet Lesson 1, digital flashcards
- **Student's Digital Book** Lesson 1
- **Student's Digital Workbook** Lesson 1

Lesson 2

Lesson Aim

- To ask and answer about clothes

New Grammar

Whose T-shirt is that? Whose sneakers are those? It's May's ... / They're Dan's ...

Materials: ball or soft object

Warm Up

Play a game to review Lesson 1 vocabulary. Divide the class into teams. Have one student act out a word for his/her team. Encourage students to act out putting on, taking off, or using the items of clothing. If guessed correctly, the team gets a point. If incorrect, the next team gets a turn. Review all eight words.

Activity 1 Track 99

Point to the dialogue. Play the audio while students follow along in their books. Replay as needed. Then, students read the dialogue in pairs. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Have volunteers read the questions and answers aloud.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed.

Communication

Use sentence frames to help support student responses and to give students controlled practice with the target grammar. For example, write *It's* _____ *'s* _____ and *They're* _____ *'s* _____ on the board. Allow students to reference the frames while they work on Activities 2 and 3.

Activity 2

Point to the pictures on the right and say *Find the blue T-shirt*. Ask *Whose T-shirt is that?* Elicit *It's Dan's T-shirt*. Have three volunteers each read aloud one of the items while the rest of the class listens. Explain to students that they will re-read the sentences and questions for each item and circle the name of the person wearing the clothing described. Have students work individually. Check answers as a class.

Activity 3

Have students work on their own to write in the missing names to complete the sentences. Tell them they will use the same pictures they used for Activity 2. Allow students to compare answers with a partner. Then, check answers as a class.

For extra Grammar Practice, tell students to go to page 133.

Grammar Practice Answers

1 Whose, They're
2 is, It's
3 Whose, those, They're

1 99 **Listen to Nancy and Alex. Then read and say.**

Nancy: Look at Sally! Whose sweater is that?

Alex: Ha ha! It's May's sweater. And whose sneakers are those?

Grammar

Whose sweater is that?
It's **May's** sweater.
Whose sneakers are those?
They're **Dan's** sneakers.



2 Look at the pictures. Then read and circle.



1 Find the purple skirt. Whose skirt is that?
It's (**May's**) / **Nancy's** skirt.

2 Find the gray pants. Whose pants are those?
They're (**Dan's**) / (**Grandpa's**) pants.

3 Find the red and green socks. Whose socks are those?
They're **Dan's** / **May's** socks.



3 Look at the pictures. Then read and complete.



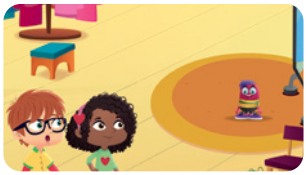
1 It's ___Dan's___ blue T-shirt.
2 It's ___Grandpa's___ yellow T-shirt.
3 They're ___May's___ purple sneakers.
4 They're ___Dan's___ brown pants.

4 **Watch the video again and complete.**





1 ___Whose___ sweater is that? **2** It's ___May's___ sweater.



3 Whose sneakers are ___those___?

5 **Look, read, and say.** Whose T-shirt is that? It's Lila's T-shirt. Whose sweater is that? It's Ben's sweater. Whose sneakers are those? They're Yuri's sneakers.



Lila



Ben



Yuri

Whose	T-shirt sweater sneakers	is are	that? those?

It's ...

They're ...

6 **Speaking** **Sharebook pages 43 and 44**

Activity 4

Play the Grammar video again. Have students look at the pictures and write in the missing words. Replay as needed. Check answers as a class.

Activity 5

Arrange students in pairs. Have them look at the pictures and the names below each item. Tell students to use the chart and the speech bubbles to make up dialogues about each item. To help them get started, model item 1. Ask *What is it?* (a T-shirt) *Whose T-shirt is that?* (It's Lila's.) Encourage pairs to take turns asking and answering the questions about the other clothing items. Refer them to the Grammar Box on page 116 for help. Invite volunteers to share their dialogues with the class.

Activity 6

Speaking **Sharebook**

See page 156 for instructions on setting up and playing *Memory Game*.

Wrap Up

Play a game to review Lessons 1 and 2 vocabulary and grammar. Students form a circle. Have them make sentences using either *It's* or *They're* about different items of a classmate's clothing. Then, they toss a ball or a soft object to another student who says another sentence, and so on. If a student is unable to say a sentence or says it incorrectly, the student sits down. The last student standing is the winner.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 85
- **Sharebook** pages 43 and 44
- **Navio App** Lesson 2
- **Teacher's Resource Center** Worksheet Lesson 2
- **Student's Digital Book** Lesson 2
- **Student's Digital Workbook** Lesson 2

Lesson 3

Lesson Aim

- To take care of our things

New Vocabulary

put away, clothes, new, take care

Vocabulary Review

things, T-shirt, sneakers

Grammar Review

possessive *'s*, questions with *whose*

Materials: pictures of clothes, Shareville characters, and Share Pals

Warm Up

Review Lessons 1 and 2 vocabulary and grammar. Make two columns on the board. Tape pictures of items of clothing in one column and Shareville characters and Share Pals on the other. Call on students to come to the front and pick an item from each column. Have them form questions or answers using the structure learned in Lesson 2.

Activity 1

Display the story. Ask students to scan the story panels and text for words they recognize from Lesson 1 vocabulary. Direct them to story panels 5 and 6. Check answers as a class. (5 T-shirt, 6 sneakers) Say *Who is in story panel 1?* (May and her mom) *Where is May in story panel 2?* (in her bedroom) *Who is in story panel 3?* (May, her mom, her dad, her grandma, Alex, and Nancy) *Who is in story panel 4?* (Alex, Nancy, and May) *Who is in story panel 5?* (May, her mom, her dad, her grandma, Alex, Nancy, and Bobby) *What toy is in story panels 5 and 6?* (a teddy bear) *Where is the teddy bear?* (on the chair)

Have students look at the story again. Read the title and say *Where are May's new clothes?* Direct students to story panel 5 and say *Look May! Your clothes!* Repeat for story panel 6.

Ask *Who helps May find her clothes?* Elicit the answer.



Activity 2 Track 100

Play the audio and have students follow along in their books.

To help students understand the value in this lesson, teach the idea of *taking care of your things*. Model behavior that shows *taking care of your things* and *not taking care of your things*. Pretend to arrive in the classroom at the beginning of the day. Put your bag on your desk and hang your coat over the back of your chair. Say *take care of my things*. Then, pretend to arrive again. Throw your bag on the floor and your coat in a heap on your desk. Say *Not take care of my things.*

Then, point to story panel 3 and say *Look at May. Does May take care of her things? Yes or no?* (no) Play the audio again.

Ask six volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask the volunteers to close their books and say 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.



3 **Watch, read, and write.**

__Please__ put your new clothes __away__!

OK!

Have volunteers come to the front, and secretly tell them to mime taking care of their things or not taking care of their things. Give them different tasks like putting away their school supplies or hanging up their coats. If needed, draw pictures of these things to help the students understand what to do. The class calls out *take care of your things* or *not take care of your things.*

Communication

The topic of clothes lends itself well to using props and real-life objects. Have students bring in items of clothing mentioned in the story (T-shirt, sneakers) so they can use them when they are acting out the story. Using real-life objects will help personalize the story content and make the role-play more memorable.

Activity 3

Look at the story panels again. Say *Who says these words? Let's look in the story for the words "put your new clothes."* Give students a few moments to look over the story, then have them point to the answer. (Mom in story panel 1) Point to story panel 1 and have students read aloud what Mom says to May. Direct students back to Activity 3. Ask students what words are missing. Point out that there are two blanks, one for each word. Have them write the words on the lines. Check answers as a class.

Story Video

You can also play the video. Have students listen and watch the animated version of the story.

Wrap Up

Write the dialogue from story panel 3 on the board. Read it as a class. Then, erase the words *take* and *things*. Have students read the dialogue again, including the erased words. Then, erase two more words and have students say the dialogue. Eventually there will be no words on the board and students will have to say the dialogue from memory.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 86
- **Navio App** Lesson 3
- **Teacher's Resource Center** Worksheet Lesson 3
- **Student's Digital Book** Lesson 3
- **Student's Digital Workbook** Lesson 3

Lesson 4

Lesson Aim

- To name more clothes

New Vocabulary

dress, jacket, jeans, shorts, baseball cap, hat, boots

Materials: ball or soft object

Warm Up

Play a game to review Lesson 1 vocabulary. Divide the class into groups. Have each group write down the Lesson 1 vocabulary words from memory. Check the words as a class and list them on the board.

Activity 1 **Track 101**

Have students look at the pictures. Play the audio and point to each word as you hear it. Then, have students do the same and repeat the words out loud. Put students in pairs to quiz each other. Model the activity by asking one student to point to a picture while another student says the word. Students take turns pointing and saying the words.

Activity 2 **Track 102**

Review the different pictures in the song. For example, point to the picture of the jacket and ask *What's this?* Elicit *jacket*. Do the same for each picture in the song.

Play the audio and have students follow along in their books. Play the audio again and pause after the second line. Do the first item as an example. Elicit the picture that matches the word they hear (jacket). Tell students to circle that picture. Play the rest. Have students do the remaining items individually. Check answers as a class. Then play the audio again and sing along as a class.

Activity 3

Students take turns describing different classmates' clothing items without revealing the name of the item. Model an example for the class using the language in the speech bubbles. Then, divide the class into pairs. Have them play until all seven clothing words are guessed.

Fast finishers can continue playing the game using Lesson 1 vocabulary.



Wrap Up

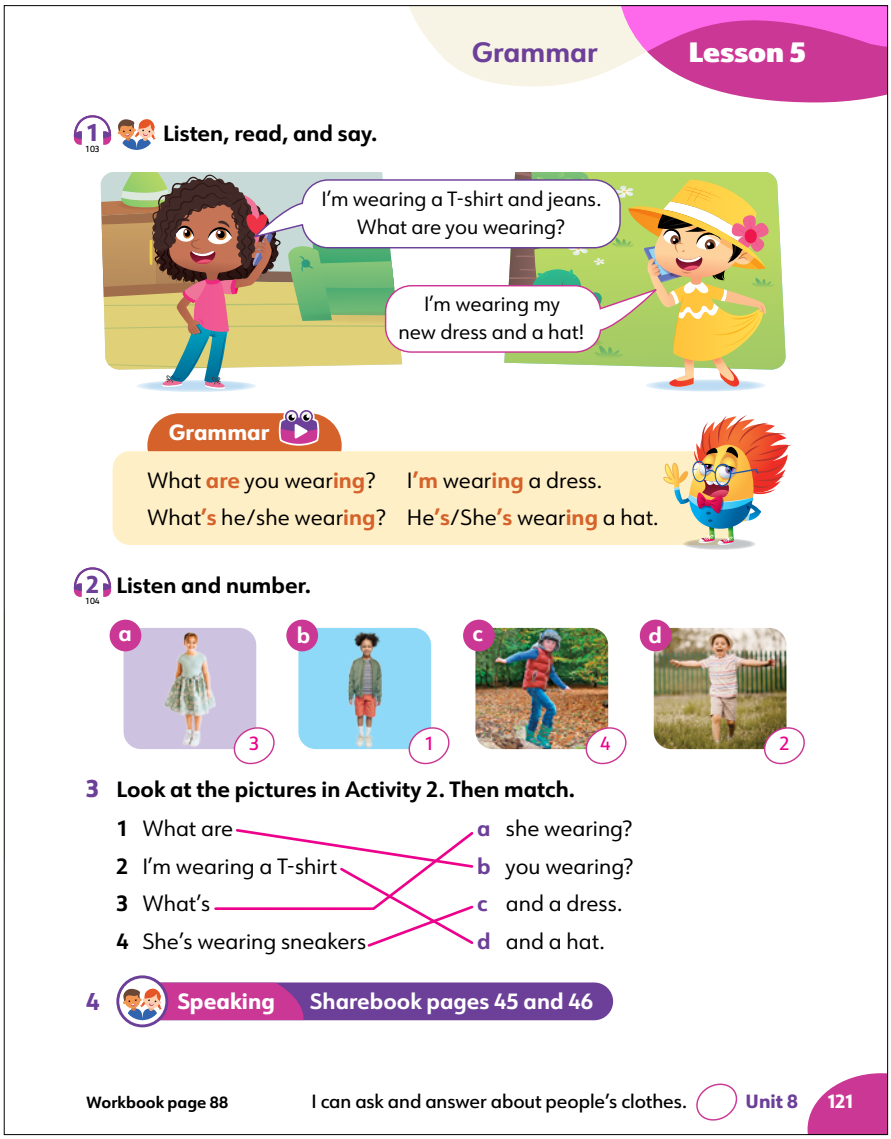
Play a game to review Lesson 4 vocabulary and colors. Have students form a circle. Tell them they are taking a trip and have to pack a bag. Draw a suitcase on the board and mime packing a bag. Say *I'm packing my blue jeans.* Toss a ball or soft object to a student who then repeats the sentence and adds a new phrase. If correct, the student tosses the ball to another student. Repeat until all students have had a turn. To extend, have students use Lesson 1 vocabulary.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 87
- **Navio App** Lesson 4
- **Teacher's Resource Center** Worksheet Lesson 4, digital flashcards
- **Student's Digital Book** Lesson 4
- **Student's Digital Workbook** Lesson 4



Lesson 5

Lesson Aims

- To ask and answer about people's clothes

New Grammar

What are you wearing?
What's he/she wearing?
I'm/He's/She's wearing ...

Warm Up

Elicit the Lessons 1 and 4 vocabulary words and write them on the board as students recall them. Have students close their eyes. Erase one word from the board. Have students open their eyes and call out the missing word. Repeat until students can recall all the words from memory.

Activity 1 Track 103

Point to the speech bubbles. Play the audio while students follow along in their books. Replay the audio as needed. Have students read the dialogue in pairs. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words.

Grammar

If you are using the Teacher App, play the Grammar Animation. Do Grammar Practice on Student's Book page 133 for homework or in class.

Grammar Practice Answers

1 wearing, He's **2** What's, wearing, She's **3** are, wearing, I'm wearing

Activity 2 Track 104

Play the audio for item 1. Say *A jacket and shorts. Can you find a jacket? Can you find shorts?* Point to picture *b* and say *She's wearing a jacket and shorts.* Have students write number *1* in the box below *b*. Have students complete the activity individually. Check answers as a class.

Audio script

N: Narrator; J: Julie; Ja: Jack; G: Girl; B: Boy

1 **N:** Hi, Julie. What are you wearing?
J: I'm wearing a jacket and shorts.
2 **N:** What are you wearing, Jack?
Ja: I'm wearing a T-shirt and a hat.
3 **N:** What's she wearing?
G: She's wearing sneakers and a dress.
4 **N:** What's he wearing?
B: He's wearing jeans and boots.

Activity 3

Tell students they are going to match the first half of the sentences (1-4) with the second half (a-d). Do item 1 as an example. Ask *Which words complete the first question, What are ... ?* Elicit the answer. (you wearing, b) Have them complete the activity individually. Check answers as a class.

Activity 4

Speaking Sharebook

Review Lesson 5 grammar. See page 157 for instructions on setting up and playing *What's Joey Wearing?*

Wrap Up

Have students quiz each other on what other students are wearing. Encourage students to use the unit vocabulary and colors, e.g., *He/She's wearing a [blue sweater] and [white sneakers].*

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 88
- **Sharebook** pages 45 and 46
- **Navio App** Lesson 5
- **Teacher's Resource Center** Worksheet Lesson 5
- **Student's Digital Book** Lesson 5
- **Student's Digital Workbook** Lesson 5

Lesson 6

Lesson Aim

- To talk about recycling things to make clothes

New Vocabulary

trash, made of, clothespins, jewelry, food packets, fashion show, model, plastic

Vocabulary Review

clothes, hat, skirt

Warm Up

Draw a line down the center of the board. Divide the class into two teams. Call out a category: *clothes you wear on the top half of your body, clothes you wear on the bottom half of your body*. Students take turns running to the board and writing a word from that category until time's up.

Activity 1

Have students scan the pictures on the page. Ask *Which things do you like?* Invite students to discuss with a partner. Then, point to each picture and have students stand up when you point to one of the things they liked.

Activity 2 Track 105

Tell students to read the title and look at the pictures again. Ask the activity question. Point to a bold word and say it aloud. Have students repeat and point to the pictures. For bold words that are not pictured, explain their meaning.

Play the audio. If they need more practice, play it again and pause to focus on specific pictures or words. Reread the activity question aloud and call on a student to answer.

Read the text as a class. You can read it aloud or ask for volunteers to alternate paragraphs.

Communication

Abstract words can be hard to define. Try miming, brainstorming with a word web, contrasting with other terms, or drawing pictures. For example, in the text, *trash* is not clearly supported by the pictures, especially since it is used in two different ways in the text. We typically think of trash as being garbage. That is how the word is used the first time. However, the second use refers to making clothes from trash. In this case, try drawing objects, such as a stained T-shirt or ripped jeans, and mime being disappointed that you can't wear them anymore so you begin to cut them up to make something different from them.



Activity 3

Have a volunteer read the activity question aloud. Discuss as a class. Invite volunteers to share ideas for other materials that can be used for making clothes.

Wrap Up

Have pairs brainstorm items that can and can't be recycled into something fashionable. Direct them to look at the text for ideas or come up with something different. Then call on pairs to share their ideas and write them in a chart on the board.

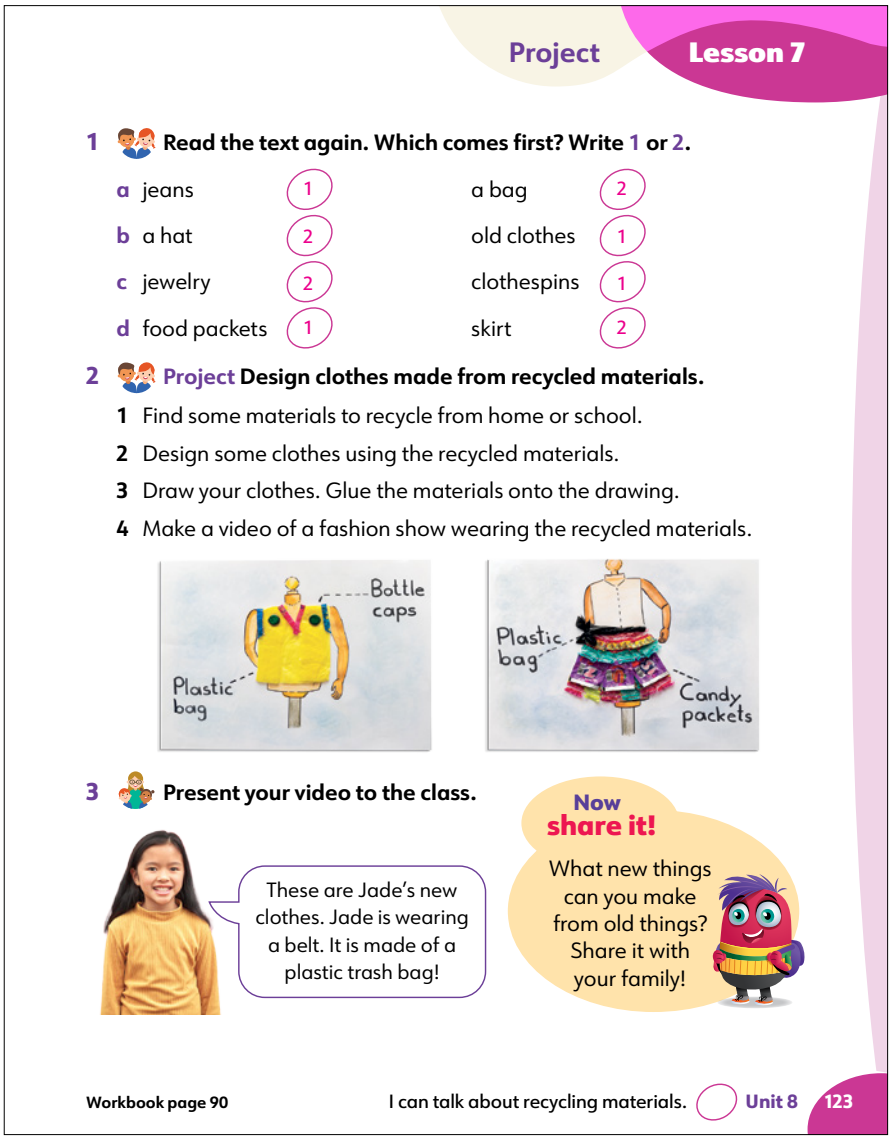
Encourage students to bring in their own recycled materials, if possible, for use in their projects in Lesson 7.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 89
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6



Lesson 7

Lesson Aim

- To talk about recycling materials and design clothes made from them

Materials: index cards, paper, markers, colored pencils, scissors, glue or tape, video recorder (if available); various easy-to-cut recycled materials such as old newspapers and magazines, ribbon, old T-shirts and clothes, bottle caps, students' own materials

Warm Up

Put students in pairs. Write a list of the vocabulary words on the board. Hand out eight blank cards to each student. Pairs choose eight words and draw pictures on eight cards and words on the other eight. Have them mix up the cards and lay them face down. Partners take turns matching words to cards.

Activity 1

Have students work in pairs to read the text again. Then, for each letter (a–d) have them work together to number which item came first and which item was the result of recycling.

Activity 2

Display the picture in the book as a model. Point out the different materials used in each design. Read the labels. Have students say what the final clothing items are. (T-shirt, skirt)

Have students decide what clothing items they want to create. Draw a simple shape of a clothing mannequin on the board for students to copy.

Communication

It's common for students to slip into their native language when they're doing pair or group work, especially something fun and creative. Use a point system to keep students on task and speaking English. Give students, pairs, or groups points for speaking English throughout the whole activity. At the end of the day or week, reward the students who have the highest points.

Activity 3

Model presenting the fashion designs in the book, using the text in the speech bubble. Have pairs take turns presenting their designs. Both partners must present, so they should take turns pointing to the clothing items and describing them. Students can write notes on the back of their work to read while holding it up.

Wrap Up

Ask students to think of old clothes they have at home. Draw a picture of a T-shirt. Say *I can make small clothes for my teddy bear! What can you make?* Have pairs draw their ideas.

Now share it!

To help them prepare for this task, have students make a list of recycling ideas, and practice what they will say with a partner. Ask a volunteer to demonstrate what they will say at home.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 90
- **Navio App** Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To read, write, and say words with short vowel sounds

Communication

To help students remember new vocabulary and practice phonics, create class posters of words and pictures that illustrate short vowel sounds. Include the letter, a word, and a picture. Hang the posters up in the classroom. Add new words to the posters as students learn them. Point to the poster during a lesson when you are practicing short vowel sounds or when students need a reminder.

Warm Up

Write word frames on the board and have students identify the missing sound. Review middle short vowel sounds students have seen in previous units: *fast, mad, fun, cut, swim, leg, lunch, catch, song, tag.* For example, write *r__n* and have students say /a/ or /u/ (for *ran* or *run*). Write the correct letters on the board.

Activity 1

Point to each picture and say what it is. Draw students' attention to the sounds and ask which words they know. Tell them they are going to focus on short vowel sounds in this lesson. Have students write the missing letter to complete each word. Check answers as a class. Then, repeat the words chorally.

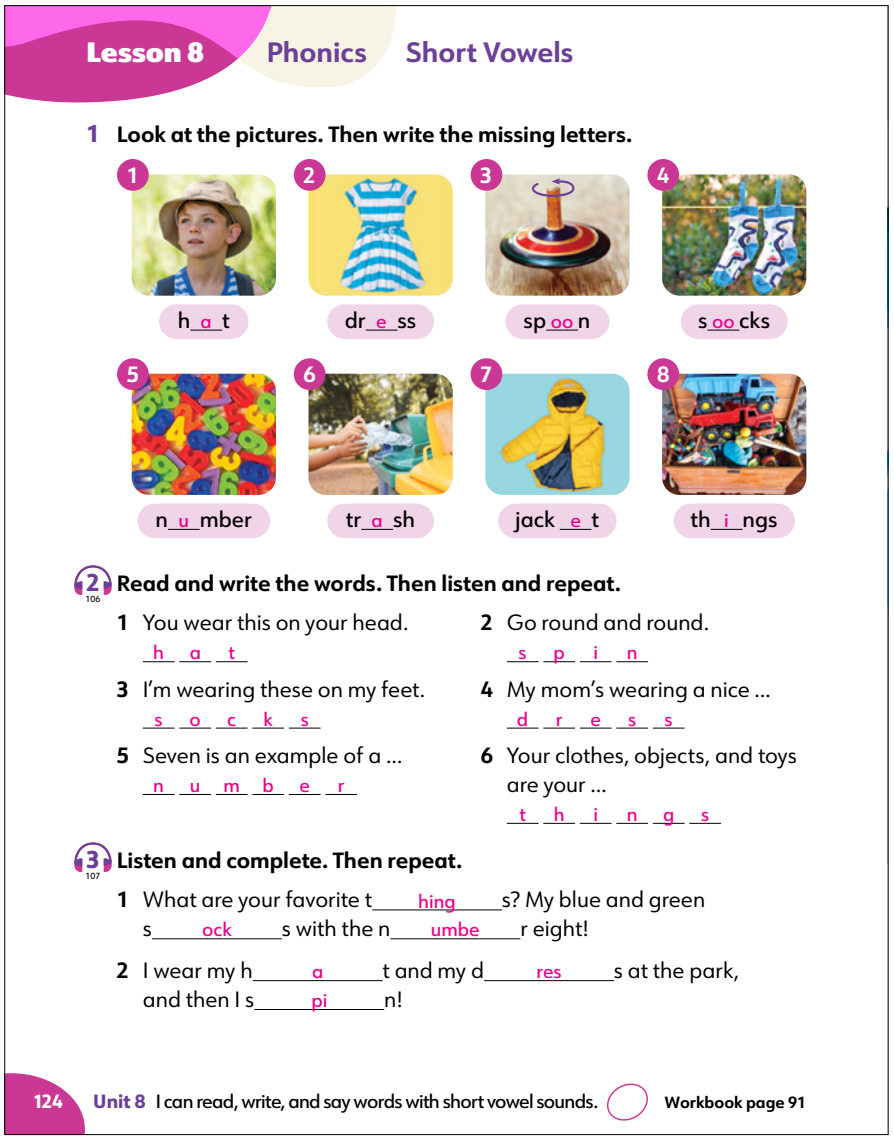
Activity 2 Track 106

Have students read the sentences chorally and fill in the blanks. Then, play the audio and have students repeat the words. Check answers as a class.

Activity 3 Track 107

Play the audio. Have students point to the pictures in Activity 1 as they hear the words in the audio.

Read the sentences together as a class. Play the audio again and pause after each answer to allow students to fill in the missing letters to complete the words. Check answers as a class.



Lesson 8 Phonics Short Vowels

1 Look at the pictures. Then write the missing letters.

1 h_a_t
2 dr_e_ss
3 sp_oo_n
4 s_oo_cks
5 n_u_mber
6 tr_a_sh
7 jack_e_t
8 th_i_ngs

2 106 **Read and write the words. Then listen and repeat.**

1 You wear this on your head. h a t
2 Go round and round. s p i n
3 I'm wearing these on my feet. s o c k s
4 My mom's wearing a nice ... d r e s s
5 Seven is an example of a ... n u m b e r
6 Your clothes, objects, and toys are your ... t h i n g s

3 107 **Listen and complete. Then repeat.**

1 What are your favorite t___hing___s? My blue and green s___ock___s with the n___umbe___r eight!
2 I wear my h___a___t and my d___res___s at the park, and then I s___pi___n!

124 **Unit 8** I can read, write, and say words with short vowel sounds. **Workbook page 91**

To extend, have students write 2–3 sentences with words with short vowel sounds.

Audio script

1 What are your favorite things?
My blue and green socks with the number eight.
2 I wear my hat and my dress at the park, and then I spin!

Wrap Up

Create a silly rhyming poem with the class. Write a short, simple line that ends in a word with a short vowel; for example, *I have a nice cat*. Then, write a second line with a blank at the end, e.g., *It wears a funny* _____. Elicit rhyming words from the class, e.g., *hat, bat, mat*. Write in a rhyming word, even if it's silly. Write lines for each short vowel, then read the poem aloud as a class.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 91
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 8 language

Materials: one game piece per student (e.g., small piece of paper, bean), one coin per pair

Activity 1

Demonstrate how to play *Race to Win!* Read the instructions aloud. Model the game by placing a game piece on *START*. Show students a coin and point out the two sides—heads and tails. Tell students *Heads—move one space and Tails—move two spaces*. Read aloud and answer the prompt, e.g., *It's May's ... hat. Correct?* (yes) Have a volunteer flip a coin and move the appropriate number of spaces. Have him/her answer the prompt. Tell students that 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 explain that they also lose a turn if they land here. The first person to reach the finish is the winner.

Put students in pairs, A and B. Ideally the pairs should be students that are *not* sitting next to each other. Give them about 15 minutes to play. Both players place their game pieces on *START*.

Have them take turns flipping the coin, moving the appropriate number of spaces and answering the questions.

While students are playing, walk around and monitor and help as necessary.

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

Activity 2 Me

Have students complete the statements with their own answers. Remind them there are no right or wrong answers.

Classroom Management

Encourage creativity and engagement by regularly mixing up students so they're not always working with the same partner. Have a set of cards that contain sets of pairs, e.g., pictures, numbers, letters. Pass out the cards to all students. Students find the person with the matching card and work with that student as their partner.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 92
- **Navio App** Progress Tracker
- **Student's Digital Book** Progress Tracker
- **Student's Digital Workbook** Progress Tracker

Review

Lesson Aim

- To review grammar and language

Activity 1

Point out that the items in this activity are vocabulary words from this unit. Have students look at the pictures and say what they are. Then have them fill in the blanks below each image. Check answers as a class.

Activity 2

Direct students' attention to the chart at the top of the page to review the grammar structures they have learned in this unit. Go through each line as a class. Tell students to use this chart as a guide to help them complete Activities 2 and 3.

Do the first item as an example. Say *What are you wearing? What is you wearing? Which is correct?* Elicit the answer from students and have them circle it. (are) Have them complete the rest of the items on their own. Check answers as a class.

Activity 3

Explain to students that they are going to look at the pictures and then fill in the blanks to answer the questions for items 1 and 2 and write questions for items 3 and 4. Remind them to look at the chart at the top of the page as needed for sentence structure. Have students work individually to complete the activity. Invite volunteers to read the answers aloud. Check answers as a class.

Kahoot!

Use Kahoot to review content, foster creativity, and engage students. Adapt the content for your class depending on your class objectives.

Review

Whose ...? / What ... wearing?					
Whose	dress	is that?	It's	May's	dress.
	sneakers	are those?	They're		sneakers.
What are	you	wearing?	I'm wearing jeans.		
What's	he/she		He's/She's wearing a shirt.		

1 Look and write.


1 baseball cap


2 sneakers


3 socks


4 hat

2 Circle the correct words.

1 What (are) / is you wearing?
I'm wear / (wearing) a T-shirt.

2 (What's) / What he wearing?
He / (He's) wearing red shorts.

3 Look and read. Then write the answers and questions.


Andy


Billie

1 Whose sweater is that?
It's Andy's sweater.

2 Whose boots are those?
They're Billie's boots.

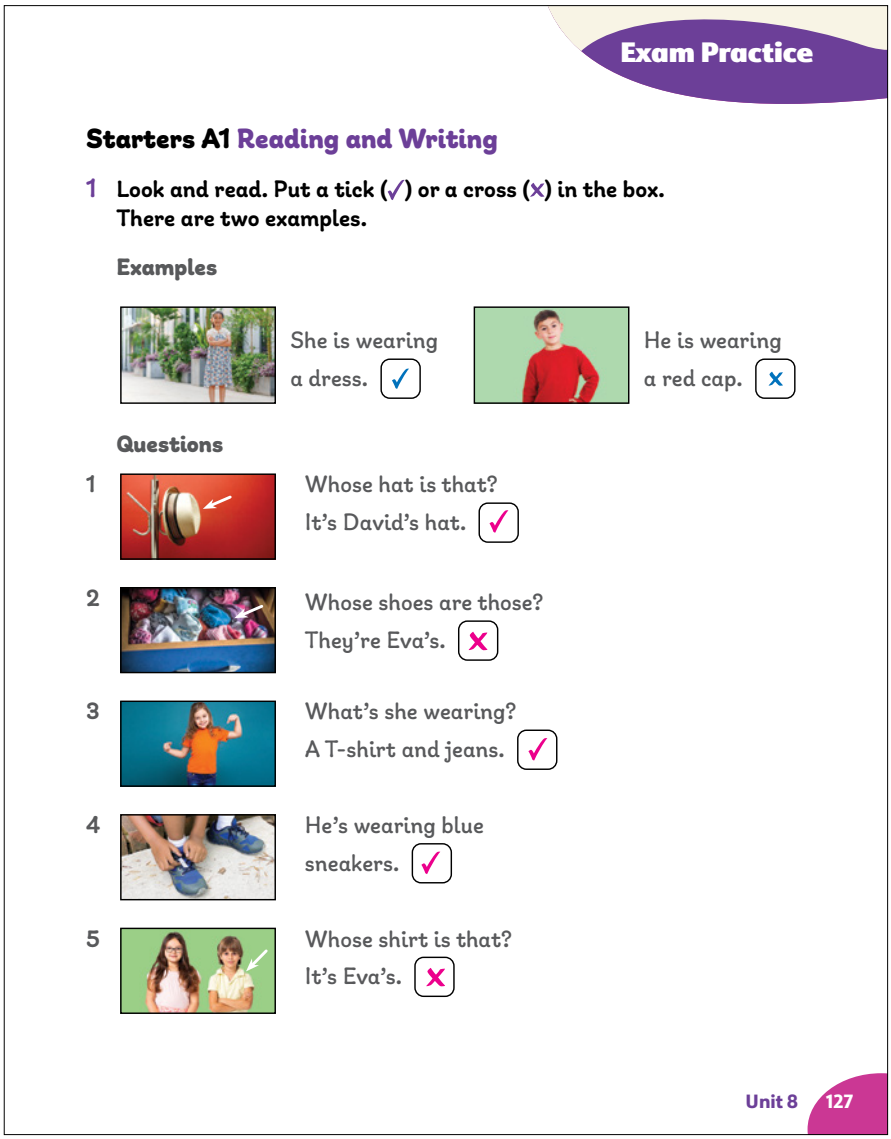
3 Whose bag is that ?
It's Billie's bag.

4 Whose jeans are those ?
They're Andy's jeans.

More review with... Kahoot!

Resources

- **Workbook** page 93
- **Teacher's Resource Center**
  Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz



Exam Practice

Starters A1 Reading and Writing

1 **Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.**

Examples

She is wearing a dress. ✓

He is wearing a red cap. ✗

Questions

1 Whose hat is that? It's David's hat. ✓

2 Whose shoes are those? They're Eva's. ✗

3 What's she wearing? A T-shirt and jeans. ✓

4 He's wearing blue sneakers. ✓

5 Whose shirt is that? It's Eva's. ✗

Unit 8 127

Exam Practice

Lesson Aim

- Copy words, phrases, and short sentences

Starters A1 Reading and Writing

This is a practice activity modeled on Part 1 of the Reading and Writing Test of the Starters Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Starters exam while reviewing the vocabulary and grammar from Unit 8.

Exam Overview

In this activity, students read a short text and look at the corresponding picture. They put a check or a cross in the box, indicating whether the text and picture match (check) or don't match (cross). Students should look carefully at the pictures and then at the words.

Activity 1

Have students look at the example pictures. Point to the first one. Say *She is wearing a dress. Yes or no?* Point to the check mark. Say *Yes. She is wearing a dress.* Point to the second picture. *He is wearing a red cap. Yes or no?* Point to the cross in the box. Say *He is not wearing a read cap, so we add a cross.*

Tell students to look at the pictures and read the sentences beside them. Tell them to add a check if the sentence matches with the picture or a cross if it does not. Give them time to read and write their answers.

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

Resources

- **Teacher's Resource Center** Starters A1 Reading and Writing Exam
- **Student's Digital Book** Exam Practice

Our Shared World

Lesson Aim

- To compare and contrast our own opinions with those of others and say what we like about cooking or baking

Materials: paper, colored pencils

Social-emotional Learning

Students can get restless when sitting at their desks for a long time. Since they will be reading at their desks for this lesson, start with a Warm Up that lets them be active. At the end of the activity, use a signal, such as ringing a bell, to let students know it's time to stop and go back to their desks. Have them take two deep breaths before they begin the textbook work.

Warm Up

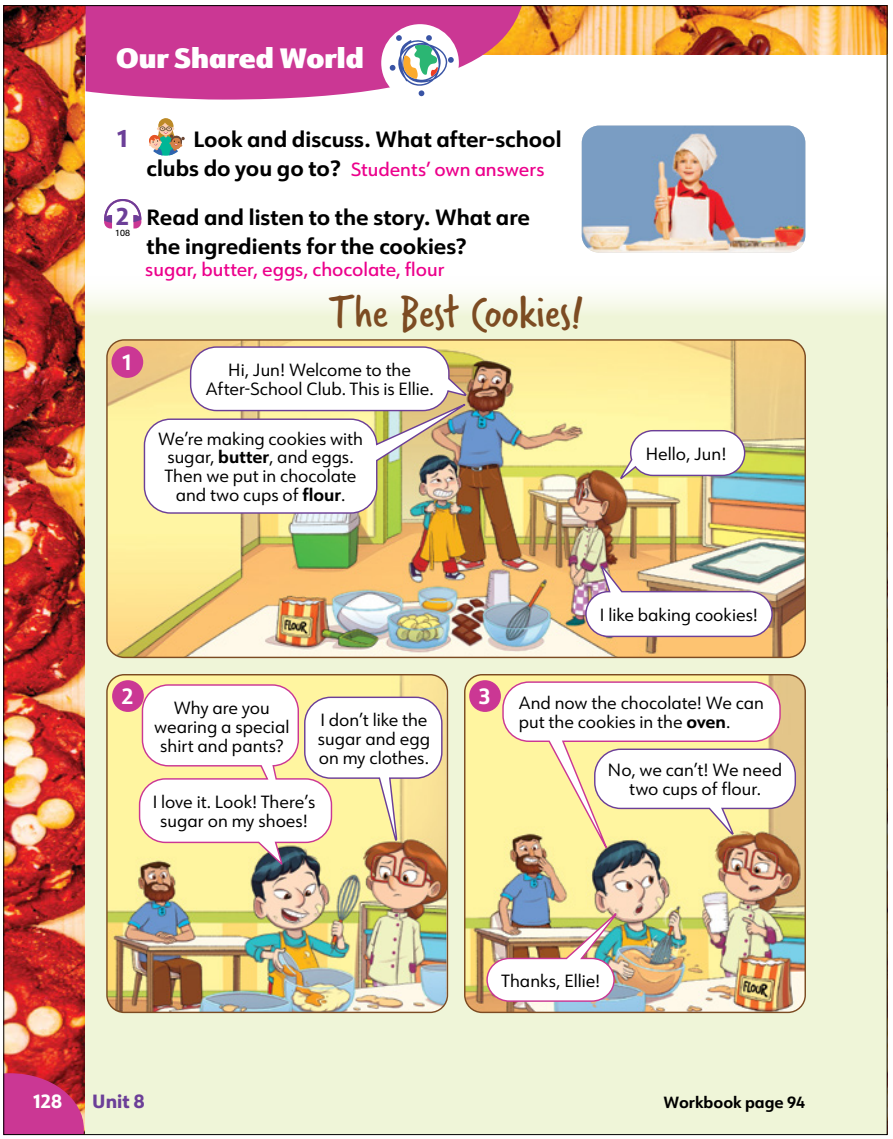
Play a game to review short vowel sounds with the class. Say a letter or sound. Have students pop up from their seats to say a word with that letter/sound. However, if more than one student stands up, they must all sit back down. Only one student can be standing to say the word. This will create quite a bit of popping up and down and movement to involve the students.

Activity 1

Have students look at the picture to the right. Ask *What do you see?* Encourage students to say what they notice about the boy. Ask the activity question and invite students to name after-school clubs they go to. You may need to provide English translations for L1 words if you haven't covered them before. Discuss after-school activities as a class. Point out that we often join after-school clubs to learn something new or to enjoy something we already like doing.

Activity 2 Track 108

Have a volunteer read the title of the story. Review the Glossary on page 129 with the students. Make sure they understand the terms. Read the activity question aloud. Say *Let's read and find out.*

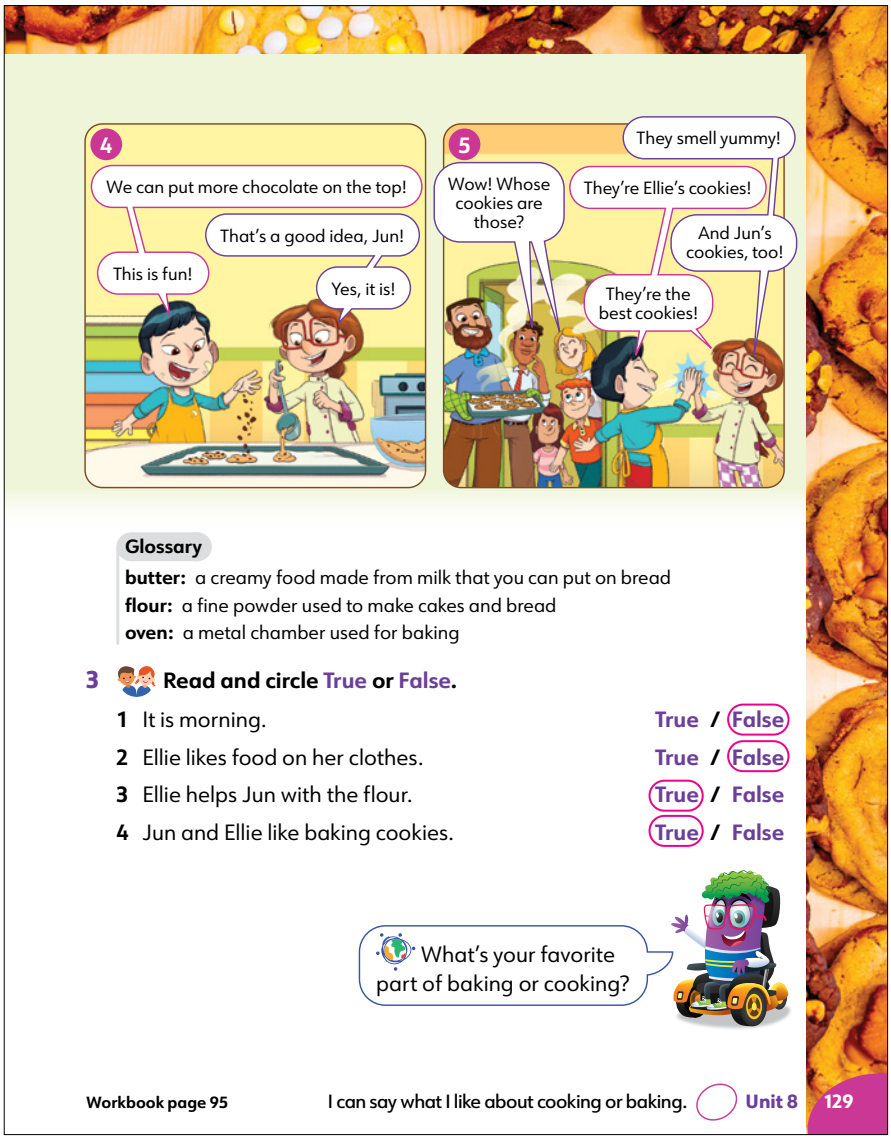


Play the audio and have the students follow along in their books. Have them follow the text with their finger under the words. To check comprehension, ask questions such as *Why is Ellie wearing a special shirt and pants?* (She doesn't like to get sugar and egg on her clothes.) *Does Jun care about getting food on his clothes?* (no) *How many cups of flour do they need for the cookies?* (two cups) *Is Jun having fun?* (yes) Invite volunteers to answer the activity question. Have them point to where they found the answer.

Play the audio again or have five volunteers read the lines for the various story characters. Readers can stand up at their desks or come to the front of the class. Read again with another set of volunteers.

Resources

- **Workbook** page 94



Glossary

butter: a creamy food made from milk that you can put on bread
flour: a fine powder used to make cakes and bread
oven: a metal chamber used for baking

3 **Read and circle True or False.**

1 It is morning. True / False
2 Ellie likes food on her clothes. True / False
3 Ellie helps Jun with the flour. True / False
4 Jun and Ellie like baking cookies. True / False

What's your favorite part of baking or cooking?

Activity 3

Read items 1–4 aloud. Do the first item as an example. Say *It is morning. True or false?* Elicit the correct answer. (False) Ask *Why is it false?* (because the club is after school) Put students in pairs and have them complete items 2–4 together. Encourage them to complete as much as possible from memory first before going back to reread the text. Check answers as a class. Have students point to the places in the text where they found the answers.

Wrap Up

Point to the last panel of *The Best Cookies!* story. Ask *What do you think happens next?* Invite students to draw a picture showing what happens next. They can include all the characters or only some of them. Have students share their drawings with a partner.

Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Invite volunteers to share their answers with the class. Point out that there is a difference between baking and cooking. Explain that baking is typically used for breads, cakes, and cookies, while cooking is a method used for preparing meals. Some people like to do both; some people prefer one over the other; and some people prefer eating food over preparing food.

List the following steps on the board. Have students work in pairs to number the steps in order.

- *Let the food cool.*
- *Gather your ingredients.*
- *Bake or cook.*
- *Measure and mix the ingredients.*
- *Prepare your pans.*
- *Read the recipe/instructions.*
- *Serve.*

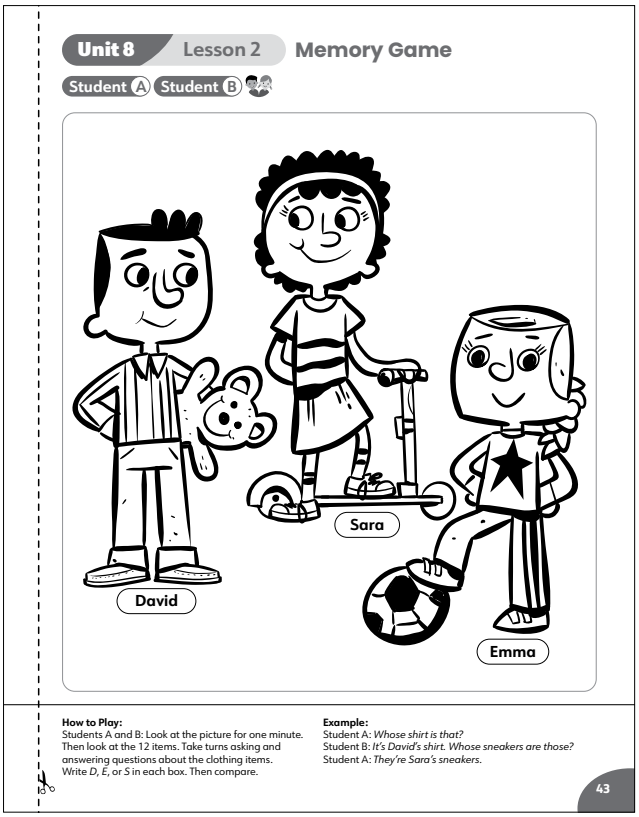
Review answers as a class. Ask *What do you think is the most important step?* Talk about the importance of reading all of the instructions and ingredients needed for a recipe ahead of time so you don't end up in the middle of preparation and find out you are missing something or a step is going to take a lot more time than you allowed. Point out that reading the instructions is important no matter what you are doing.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 95
- **Teacher's Resource Center** Education for Sustainable Development and Citizenship Lessons
- **Student's Digital Book** Our Shared World
- **Student's Digital Workbook** Our Shared World


Unit 8 Lesson 2 Memory Game

Student A Student B

David

Sara

Emma

How to Play:
Students A and B: Look at the picture for one minute. Then look at the 12 items. Take turns asking and answering questions about the clothing items. Write *D*, *E*, or *S* in each box. Then compare.

Example:
Student A: *Whose shirt is that?*
Student B: *It's David's shirt. Whose sneakers are those?*
Student A: *They're Sara's sneakers.*

43


Unit 8 Lesson 2 Memory Game

Student A Student B

How to Play:
Students A and B: Look at the picture for one minute. Then look at the 12 items. Take turns asking and answering questions about the clothing items. Write *D*, *E*, or *S* in each box. Then compare.

Example:
Student A: *Whose shirt is that?*
Student B: *It's David's shirt. Whose sneakers are those?*
Student A: *They're Sara's sneakers.*

44

Put students in pairs, A and B. Each pair has the same share pages, pages 43 and 44. Students remember what clothes belong to which person.

Model the activity. You are Student A. Have a volunteer be Student B. Look at page 43 and say *Let's look at the page for one minute and remember the clothes.* Take a few moments to look at the page, then turn to page 44. Point to the first item and ask *Whose shirt is this?* Elicit the answer from Student B: *It's David's shirt.*

Show how to write *D* for *David* in the box for the first item. Then, have Student B ask you a question. Write a key on the board to help students remember: David **D** Emma **E** Sara **S**.

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

Student A: *Whose shirt is this?*

Student B: *It's David's shirt. Whose sneakers are these?*

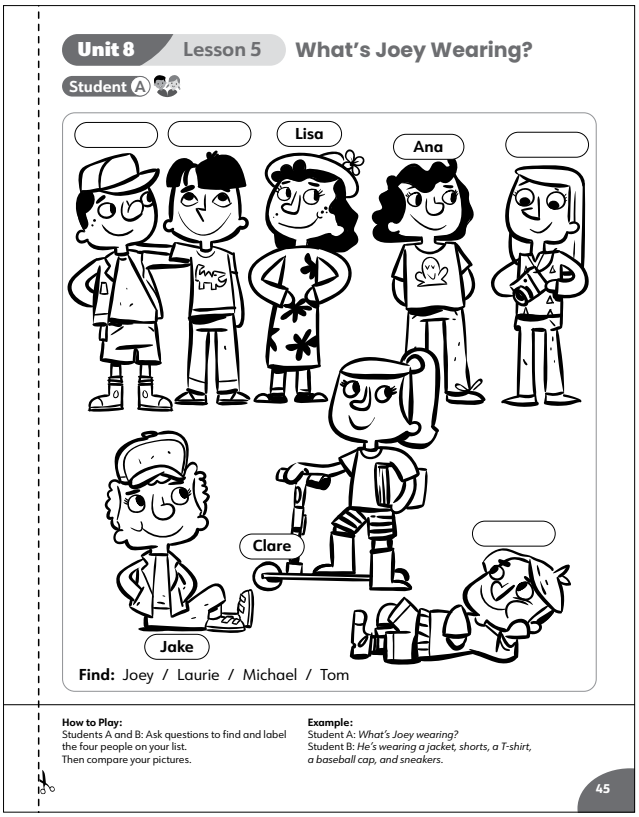
Student A: *They're Sara's sneakers.*

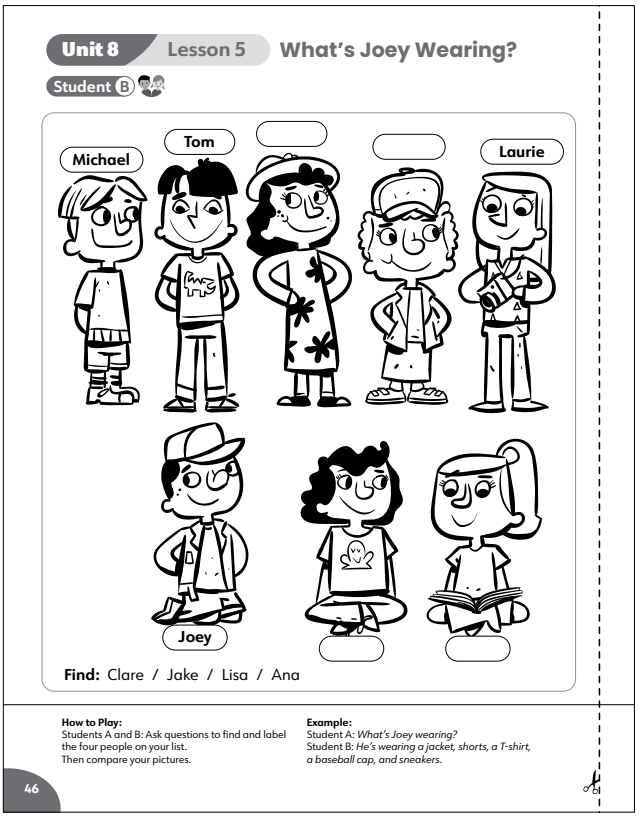
Then, have two students come to the front of the room and model another round for the class. Correct any errors and make sure students switch roles.

Have pairs do the activity. Make sure they look at page 43 for one minute, then look at the pictures on page 44. Walk around and check that students are on task and help as necessary. Have pairs compare their answers back to original picture to see if they were right.

Answers

Whose shirt is that? It's David's shirt.
Whose T-shirt is that? It's Sara's T-shirt.
Whose skirt is that? It's Sara's skirt.
Whose teddy bear is that? It's David's teddy bear.
Whose sneakers are those? They're Emma's sneakers.
Whose shoes are those? They're David's shoes.
Whose sneakers are those? They're Sara's sneakers.
Whose pants are those? They're Emma's pants.
Whose sweater is that? It's Emma's sweater.
Whose scooter is that? It's Sara's scooter.
Whose pants are those? They're David's pants.
Whose ball is that? It's Emma's ball.
shirt D; T-shirt S; skirt S; teddy bear D; sneakers E; shoes D; sneakers S; pants E; sweater E; scooter S; jeans D; ball E.


Unit 8 Lesson 5 What's Joey Wearing?
Student A
Lisa
Ana
Clare
Jake
Find: Joey / Laurie / Michael / Tom
How to Play:
Students A and B: Ask questions to find and label the four people on your list. Then compare your pictures.
Example:
Student A: What's Joey wearing?
Student B: He's wearing a jacket, shorts, a T-shirt, a baseball cap, and sneakers.
45


Unit 8 Lesson 5 What's Joey Wearing?
Student B
Michael
Tom
Laurie
Joey
Find: Clare / Jake / Lisa / Ana
How to Play:
Students A and B: Ask questions to find and label the four people on your list. Then compare your pictures.
Example:
Student A: What's Joey wearing?
Student B: He's wearing a jacket, shorts, a T-shirt, a baseball cap, and sneakers.
46

Put students in pairs, A and B. Each student has a different share page; Student A, page 45, and Student B, page 46. Be sure partners don't see each other's page. Students ask questions to find and label the people on their list.

Model the activity. You are Student A. Have a volunteer be Student B. Explain that pages 45 and 46 show the same people. Show how both pages lists names at the bottom. Point to the list on page 45. Say *These are the people I need to find. First, I want to find Joey so I need to find out what he's wearing.* Ask Student B *What's Joey wearing?* Have Student B find Joey on page 46. Elicit the items from Student B: *He's wearing a jacket, shorts, a T-shirt, a baseball cap, and sneakers.* Point to the character wearing those items, then write *Joey* in the box.

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

Student A: *What's Joey wearing?*

Student B: *He's wearing a jacket, a T-shirt, a hat, and sneakers.*

Then, 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 pairs do the activity. Walk around and check that students are on task and help as necessary. After they each label the four people, have them compare their pictures and check answers.

Answers

Student A:
Joey: a jacket, shorts, a T-shirt, a baseball cap, and sneakers
Laurie: a sweater and pants
Michael: a T-shirt, shorts, and sneakers
Tom: a T-shirt, jeans, and sneakers

Student B:
Clare: a T-shirt, shorts, and boots
Jake: a jacket, pants, a T-shirt, a baseball cap, and sneakers
Lisa: a dress, a hat, and shoes
Ana: a T-shirt, pants, and shoes