6 In the Forest

Overview

Unit Objectives

By the end of this unit, students can:

- name forest animals
- describe and compare animals
- take care of the environment
- talk about sea animals
- make and share a game
- read and say words with long *o*
- recognize ways to protect the environment

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	• Allow learners to propose activities. • Involve learners in setting their goals.
Focusing	• Display their goals in multiple ways. • Provide alternatives and vary the degrees of freedom for acceptable performance.
Self-regulation	• Help learners set realistic goals. • Foster positive beliefs that their goals can be met.
Perception	• Display language in flexible formats. Utilize different font sizes and contrasting colors, and vary layout of visual elements. • Use visual diagrams and charts, and tactile material like physical objects to explain concepts.
Language learning	• Explain the difficult expressions and terms. • Provide information in their first language when necessary.
Comprehension	• Activate prior knowledge. • Highlight key elements in texts, graphics, and diagrams.
Use of materials	• Provide alternatives for physically interacting with materials.
Expressing and communicating	• Use concept maps and story webs.





Lesson 1

Lesson Aim

- To name forest animals

New Vocabulary

owl, wolf, deer, rabbit, fox, snail, beetle, racoon

Materials: construction paper, markers, or crayons

Ask students to look at the picture on pages 84 and 85. Have students find Raya and point to her. Say *Raya is in the forest. Look at the animals in the forest. What is your favorite forest animal?* Invite volunteers to share their favorite forest animal. Encourage students to add any forest animals that are not part of the vocabulary.

Activity 1

Review animal vocabulary students already know. Write categories on the board: *Pets, Farm Animals, Zoo Animals, Other Animals*. Elicit words from the class and write them on the board under the correct category.

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

Say *The Shareville characters are visiting the forest near Shareville. How many Share Pals do you see?* (three) *How many mountains do you see?* (two) *How many clouds do you see?* (one)

Activity 2 Track 70

Have students continue looking at the picture. Play the audio and pause after each new word until students find the animal in the picture. Say the word, then have students point and say the words aloud. Ask one student to point to a picture while another student says the word. Have students take turns pointing and saying all of the words aloud.

Activity 3 Track 71

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 words to complete the chant. Check answers as a class. Finally, have students sing the chant together.

Activity 4 Track 71

Tell students they are going to hear the chant again. This time, have them stomp their feet when they hear an animal they like. Play the audio again.

To extend, have students choose their favorite forest animal in the picture and draw it, labelling their picture with the vocabulary word. When students are finished, play the audio for them to chant. Have students stand up and hold up their picture when they hear their animal word in the chant.

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 62
- **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 compare two animals

New Grammar

comparatives with short adjectives

Warm Up

Play a game to review Lesson 1 vocabulary. Draw a tic-tac-toe grid on the board. Write the name of an animal in each square. Divide the class into teams X and O. Teams take turns claiming a square by describing the animal.

Activity 1 Track 72

Point to the dialogue. Play the audio while students follow along in their books. Then, students read the dialogue in groups of four. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Then read the dialogue aloud as a class.

Grammar

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

Activity 2 Track 73

Do the first item as an example. Point to the first set of pictures and ask *Which is smaller?* Elicit the answer. (beetle) Ask *So what word goes in the blank?* (smaller) Have students fill in the blank and read the completed sentence aloud. Then, have them complete items 2 and 3 on their own.

Have students compare answers in pairs. Play the audio to check answers as a class.

Activity 3

Have students look at the pictures from Activity 2 again. Invite a volunteer to read the speech bubbles aloud. Put students into pairs to share true and false sentences about the animals they chose and answer *True* or *False*. Ask volunteers to read their questions and have the class answer *True* or *False*.

For extra Grammar Practice, tell students to go to page 132.

1 72 **Listen, read, and say.**

Kevin: I want to see a wolf today!
Julie: I want to see a fox. A fox is cuter than a wolf.
Clara: Oh, no! There's a bee behind Sid.
Matt: Don't worry. Sid is faster than a bee. Run, Sid!

Grammar

A fox is **cuter than** a wolf.
Sid is **faster than** a bee.

small → small**er** cute → cute**r** slow → slow**er**
fast → fast**er** big → big**ger** ugly → ugl**ier**



2 73 **Listen and complete.**

1  A beetle is __smaller__ than a raccoon.

2   A wolf is __bigger__ than an owl.

3   A rabbit is __faster__ than a snail.

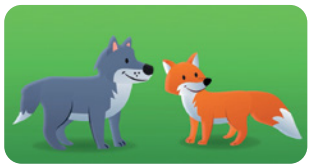
3 **Choose two animals from Activity 2. Say true or false sentences.**

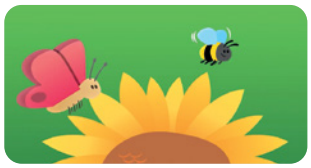


Grammar Practice Answers

1 bigger than
2 smaller than
3 faster than
4 slower than
5 cuter than
6 uglier than
7 smaller than

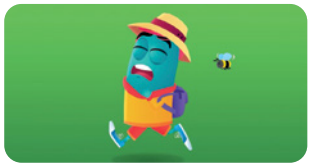
4 **Watch the video again and complete.**

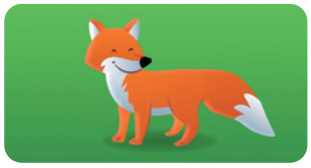




1 A fox is cuter than a wolf.

2 A bee is smaller than a butterfly.





3 Sid is faster than a bee.

4 A fox is cute.

5 **Rewrite the sentences to make them true.**

1 A deer is smaller than a rabbit.
A rabbit is smaller than a deer.

2 A rabbit is uglier than a beetle.
A beetle is uglier than a rabbit.

3 A butterfly is bigger than an owl.
An owl is bigger than a butterfly.

4 A raccoon is slower than a snail.
A snail is slower than a raccoon.





6 Speaking Sharebook pages 37 and 39

Workbook page 63 I can compare two animals. Unit 6 87

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

Have students look at the pictures and say what they see. Then, have them read the sentences. Do the first item as an example. Ask *Is a deer smaller than a rabbit?* (no) *How would we make this sentence true?* (by changing *smaller* to *bigger*) Remind them to look at the Grammar Box on page 86 to help them with comparatives. Have them complete 2–4 individually. Invite volunteers to read their sentences aloud. Check answers as a class.

Communication

Asking questions about pictures will encourage students to predict what they are going to do in an activity. They will know that these are some of the words they are about to encounter, which will help them complete the activity successfully.

Activity 6

Speaking Sharebook

See page 152 for instructions on setting up and playing *Animal Chain*.

Wrap Up

Play a game to review Lesson 1 and 2 vocabulary and grammar. Put students in pairs. One student writes a comparative sentence about forest animals but leaves a blank for one of the animals, e.g., *A _____ is smaller than a wolf*. Model the activity with a volunteer by writing the example on the board. Read the sentence aloud and have your volunteer guess, e.g., *Is it a beetle?* Give your volunteer three guesses. Allow any true answers. If he/she is right, he/she gets a point. If he/she isn't right after three guesses, you get a point. Then, switch roles. Put students in pairs to say sentences and make guesses.

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 63
- **Sharebook** pages 37 and 39
- **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 the environment

Vocabulary Review

wolf, rabbit, beetle, raccoon

Grammar Review

comparatives with short adjectives

Materials: a small ball or soft toy

Warm Up

Play a game to review Lesson 1 and 2 vocabulary and grammar. Write a model sentence on the board: *A wolf is faster than a snail*. Have students form a circle. Have each student say one word in the sentence, starting with *A*. Toss a ball to students as they say the word. Continue playing with sentences the students create. Whoever pauses too long or fails to speak, sits down. The last student standing is the winner.

Communication

Give extra support during a vocabulary review by eliciting a list of words and writing them on the board before the activity starts. For example, in the Warm Up, you could say *What are some forest animals*? Write the word list on the board. As the review goes on, you can erase the list for more of a challenge.



Activity 1

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

Ask questions about each story panel and call on students to answer. Say *Where are the children in story panel 1?* (the forest) *Who is in story panel 2?* (Clara, Kevin, Clara's dad) *What animal do you see in story panel 3?* (a raccoon) *Who is wearing a hat in story panel 4?* (Julie) *What's in the bottle in story panel 5?* (a beetle) *Who is happy in story panel 6?* (Clara and Kevin) *Where's the beetle in story panel 7?* (on the tree)

Have students look at the story again. Read the title and say *What animals were in the forest?* Direct students to story panels 3 and 5. Ask the activity question again and elicit the answer.

Activity 2 **Track 74**

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

To help students understand the value in this lesson, teach the idea of *taking care of the environment.* Model behavior that shows taking care and not taking care of the environment. Crumple up a piece of paper. Say *This is trash*. Then take the paper and casually drop the paper on the floor. Ask the class *Am I taking care of the environment?* (no) Then pick up the paper and put it in the trash can. Say *Am I taking care of the environment?* (yes) Point to story panel 7 and say *Look at Kevin and Clara. Are they taking care of the environment? Yes or no?* (yes) Play the audio again.

When students act out the story, ask them to think about how they would feel if they really were the characters. Then, ask three volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask the volunteers to close their books and recite their parts from memory. This can be repeated with different volunteers.

Put students in pairs or in groups of four and have them read the story. One of them should be the narrator and read the sentences above each panel.



Ask *How can we take care of the environment?* Elicit ideas and write a list on the board (e.g., pick up trash, help animals, turn off the lights when you leave a room, turn off the water when you brush your teeth, plant trees).

Activity 3

Do the first item as an example. Read the question aloud and say *Where can you find the answer?* Have students point to the sentence or story panel that shows the answer. (story panel 1) Elicit the answer.

Have students complete 2–4 individually. Check answers as a class. Have students say the story panel where they found each answer. (item 2, story panel 3; item 3, story panel 5; item 4, story panel 6)

Story Video

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

Activity 4

Tell students to look at the pictures. Point to the pictures and have students identify the action in each one. (throwing trash on the ground, picking up trash, recycling) Point to the first picture and say *Is this taking care of the environment? Raise your hand for yes*. If most students raise their hand, check the box. If they don't, leave it blank. Do the same for the remaining pictures.

Have students complete parts 2–3 on their own. Invite volunteers to call out the answers. Check answers as a class.

Wrap Up

Write the dialogue from story panel 7 on the board. Read it chorally with the class. Then, erase the words, *bad* and *job*. Have students say the dialogue again with a partner, adding in the words you erased. Continue erasing words, two or three at a time, and having students repeat the dialogue with a partner, until they can say the whole 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.

Resource

- **Workbook** page 64
- **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 describe animals

New Vocabulary

loud, scary, pretty, strong, tall, strange

Materials: construction paper, markers

Warm Up

Play a game to review Lesson 1 vocabulary. Divide the class into teams. Have students race to the board to write vocabulary words you call out. Use these categories: forest animals, insects, animals that live in water. Leave the lists on the board for students to refer to later in the lesson.

Activity 1 Track 75

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 phrases 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. Have students take turns pointing and saying the words.

Activity 2 Track 76

Read the title of the song aloud. Have students read the lyrics first and guess how to complete the sentences. Write the first scrambled word on the board: *udlo*. Say *Let's unscramble this word. Which letter is first?* (l) Elicit the spelling of the word (l-o-u-d). Have students unscramble the rest of the words individually.

Play the audio. Have students listen and check their answers. Replay as needed. Have students compare answers in pairs. Check answers as a class. Read the lyrics (or have a student read them) and have the class call out the missing words. Play the audio again and sing along as a class.

Activity 3

Model an example for the class using the language in the speech bubbles. Give a clue for the class to guess. Say *It's brown. It's loud and scary.* Prompt the class to guess *It's a wolf!* Put students in pairs. Have them take turns giving clues and guessing. They can look at the animals on the board for support.



Wrap Up

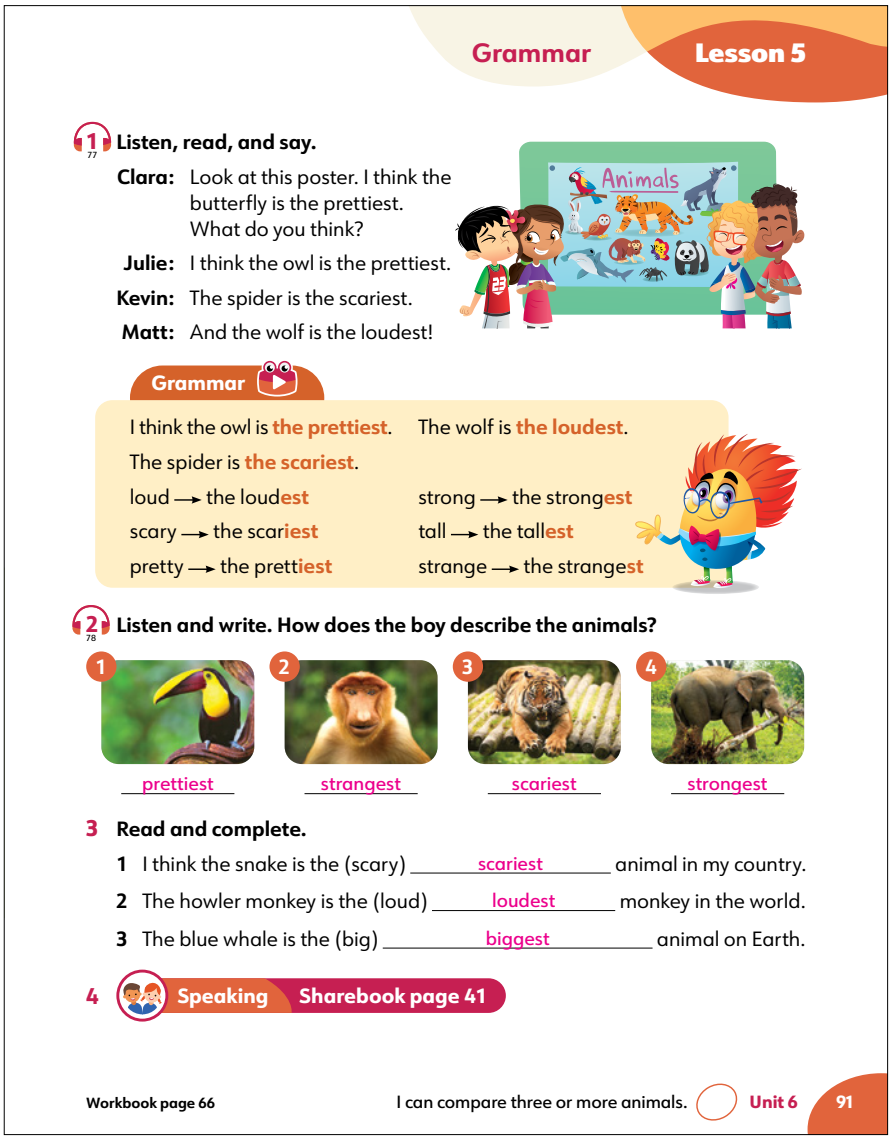
Review Lesson 4 vocabulary. Call out an animal from the Lesson 1 vocabulary, e.g., *Shark!* Have the class call out adjectives to describe the animal, such as *scary, big, strong, fast.* When they have named several adjectives, say *Be a scary shark!* and have students mime shark actions next to their seats. Continue with more animals.

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.

Resource

- **Workbook** page 65
- **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 Aim

- To compare three or more animals

New Grammar

superlatives with short adjectives

Materials: flashcards or pictures, a small ball or soft toy

Warm Up

Review comparative statements. Hold up pictures and make comparisons between them, e.g., *The owl is bigger than the spider*. If correct, students step forward. If not, they sit down. The last student standing is the winner.

Activity 1 Track 77

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. Replay as needed. Do Grammar Practice on page 132 for homework or in class.

Grammar Practice Answers

1 The giraffe is the tallest. **2** The wolf is the scariest. **3** The snail is the slowest. **4** The butterfly is the prettiest.

Activity 2 Track 78

Read the activity question aloud. Do the first item as an example. Play the audio. Pause after "prettiest animal here." Say *Which animal?* and point to the picture of the bird. Say *The bird is the ...* and elicit the answer. Have students complete parts 2–4 on their own. Check answers as a class.

Audio script

Man: Ooh, look at all the animals here. I love the zoo. Oh, there's a bird! **Boy:** It's pretty! I think the bird is the prettiest animal here. **Man:** And there's a big elephant! Wow! **Boy:** I like the elephant. It's so strong! The elephant is the strongest animal. **Man:** Hmm, I like that monkey in the tree. It's funny! Do you like the monkey? **Boy:** No, I don't. The monkey is really strange! I think the monkey is the strangest. **Man:** You're right, it is strange. Oh, look! There's a big tiger! **Boy:** Look at the teeth! It's scary. The tiger is the scariest animal.

Activity 3

Do the first item. Say *I think the snake is the ...* and refer students to the Grammar Box to find the superlative *of scary*. (scariest) Have students complete items 2 and 3 individually. Check answers as a class.

Activity 4

Speaking Sharebook

See page 153 for instructions on setting up and playing *What Do You Think?*

Wrap Up

Review Lesson 5 grammar. Say a word and toss the ball to a student. If the student spells the word correctly, they toss the ball to the next student who says another word. If incorrect, start over.

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 66
- **Sharebook** page 41
- **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 sea animals

New Vocabulary

oceans, ecosystems, deep, light, squid, invertebrate, dark, anglerfish, crab

Warm Up

Review Lesson 5 grammar. Say a short adjective, such as *cute*. Then have one student say the comparative form, *cuter*, and another student say the superlative form, *the cutest*. Use these short adjectives: *big, strange, ugly*.

Activity 1

Have students scan the pictures on the page. Ask *Where do these animals live?* (in the deep sea) Invite a volunteer to read the activity question aloud, then put them in pairs to discuss with a partner. Share answers with the class.

Activity 2 Track 79

Tell students to read the title and look at the pictures again. Ask the activity question.

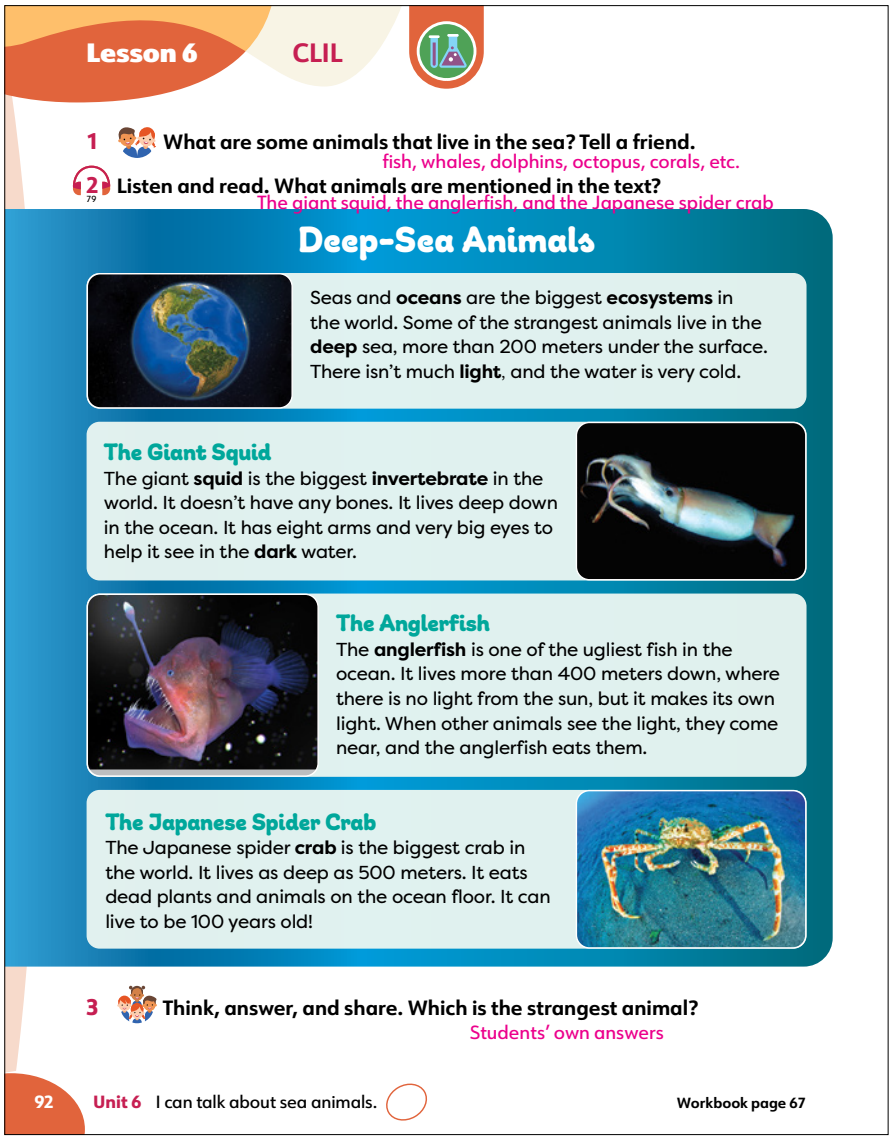
Teach the bold new words in the text. Point to a word and say it aloud. Have students repeat. Ask them to point to the pictures and note whether any of the bold words are familiar to them. For bold words that are not pictured, explain the meanings by giving relevant examples.

Play the audio and have students listen and follow along in their books. Replay the audio as needed and pause to focus on specific pictures or words. Reread the activity question aloud and call on a student to answer. Confirm that the text is about deep-sea animals.

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

Activity 3

Have a volunteer read the activity question aloud. Discuss as a class. Have students raise their hands to say which they think is the strangest animal.



Lesson 6 CLIL

1 What are some animals that live in the sea? Tell a friend.
fish, whales, dolphins, octopus, corals, etc.

2 79 Listen and read. What animals are mentioned in the text?
The giant squid, the anglerfish, and the Japanese spider crab

Deep-Sea Animals

Seas and **oceans** are the biggest **ecosystems** in the world. Some of the strangest animals live in the **deep** sea, more than 200 meters under the surface. There isn't much **light**, and the water is very cold.

The Giant Squid

The giant **squid** is the biggest **invertebrate** in the world. It doesn't have any bones. It lives deep down in the ocean. It has eight arms and very big eyes to help it see in the **dark** water.

The Anglerfish

The **anglerfish** is one of the ugliest fish in the ocean. It lives more than 400 meters down, where there is no light from the sun, but it makes its own light. When other animals see the light, they come near, and the anglerfish eats them.

The Japanese Spider Crab

The Japanese spider **crab** is the biggest crab in the world. It lives as deep as 500 meters. It eats dead plants and animals on the ocean floor. It can live to be 100 years old!

3 Think, answer, and share. Which is the strangest animal?
Students' own answers

92 Unit 6 I can talk about sea animals. Workbook page 67

Communication

Use context to help teach vocabulary. Tell students to look at sentences that come before or after the sentence with the target word. For example, read the first sentence in the second panel with students. Say *What do you think* invertebrate *means? Let's read the next sentence.* Read it aloud and use students' answers to define the word. Say *A giant squid is an* invertebrate. *What does that mean?* (Giant squid don't have bones.)

Wrap Up

Play a game to review Lesson 6 vocabulary. Divide the class into teams. Write blanks for letters of a word on the board. Have students guess letters and fill in the blanks, or draw pieces of a stick figure for each incorrect answer. Have students guess letters until the word is guessed, or until you complete the drawing of the stick figure.

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 67
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6

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

1 Which animal lives on the ocean floor? The Japanese spider crab

2 Which animal has very big eyes? The giant squid

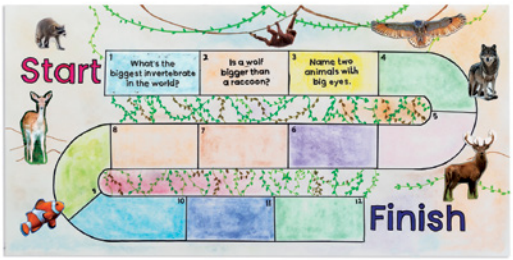
2 **Project** **Make an ecosystems game.**

Work in a group.

1 Write a list of questions about forest animals and deep-sea animals.

2 Draw a board with twelve squares. Number them *1* to *12*.

3 Write one question in each square and decorate your board game with pictures of animals.



3 **Swap your game with another group. Play the game.**



Now **share it!**
Play your game with your family.

Lesson 7

Lesson Aim

- To make and share a game

Materials: paper, markers, crayons, or colored pencils

Warm Up

Invite a student to come to the front of the class. Show or whisper a Lesson 4 vocabulary word. Have them describe it to the class without speaking. Whoever guesses correctly goes next or chooses another student to go.

Activity 1

Direct students to work in groups to read the CLIL text again and answer the questions. Check answers as a class.

Activity 2

Have student groups continue to work together to make an ecosystems game. Display the picture in the book as a model. Point to the board and show how each square contains a question about ecosystems.

Before they start, have students review the steps and decide what questions they want to write on their board game. Point out that they can color the background after they write the questions. Remind them to include Start and Finish, and to decorate their board game.

Social-emotional Learning

Assign roles to each group member to help students stay on task and develop their leadership skills. Roles include *Note Taker* (takes notes on the questions the group wants to include), *Time Leader* (moves the group from task to task to make sure they finish the activity), and *Language Leader* (makes sure everyone has a chance to speak and is speaking English only).

Activity 3

Model playing the board game in the book, using the text in the speech bubbles. Have groups swap games and give them time to play. Have students take turns asking and answering the questions. Walk around and monitor and help as necessary.

Wrap Up

Do a survey about the students' favorite animals. Write on the board: *My favorite animal from this unit is* _____. Call out each animal from this unit and have students raise a hand if it's their favorite. Have each of them say a sentence about their favorite animal. Keep a tally on the board. Say *What is our class's favorite animal?*

Now share it!

To help students prepare for this at-home task, have them write sentences to practice what they want to say. Have them practice with a 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 68
- **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 long *o*

Warm Up

Play a game to review the long *i* sound from Unit 5. Divide the class into teams and have them line up. Whisper a sentence to the first student in each line. Use these sentences: *Can you find the fly in the sky? The child cried at night. Why is the light so bright?* Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point. Rotate students so all students get a chance to say the sentences aloud.

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 long *o* sounds in this lesson. Have students write the missing letters to complete each word. Check answers as a class. Then, repeat the words chorally.

To extend, ask students to call out other words that have long *o* sounds, such as *home, slow, cold, soda, tomato*. Write them on the board. Circle the target sounds.

Activity 2 Track 80

Play the audio. Point to the words. Have students listen and repeat. Have them read the words and letters chorally without the audio. Do items 1 and 2 as an example. Put students in pairs. Have students complete 3–12 in pairs. Check answers as a class.

Activity 3 Track 81

Play the audio as students follow along in their books. Have students complete the sentences on their own. Check answers as a class.

Read sentences together as a class.

To extend, have students work in pairs to write silly sentences with long *o* sounds, e.g., *I wore my coat on the boat, but it didn't float in the snow!* Have pairs practice saying their sentences quickly before they share their sentences with the class.

Wrap Up

Play a game to review the long *o* sound. Divide the class into teams and line up. Call out a word. Have students at the front of the line spell the word and then say it, e.g., *o-l-d, old*. To earn the point, they must spell it *and* pronounce it correctly. Continue until all the vocabulary items have been called out.

Lesson 8 Phonics Long *o*

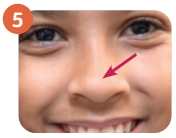
1 **Look at the pictures. Then write the missing letters.**


1 sl _o_ w


2 thr _o_ w


3 sn _o_ w


4 b _o_ nes


5 n_o_se


6 h _o_ me


7 _o_ cean


8 n _o_

2 80 **Listen and repeat. Then circle the words with a long *o* sound.**

1 fox	4 strong	7 loud	10 forest
2 (nose)	5 owl	8 (no)	11 (home)
3 (slow)	6 (snow)	9 (throw)	12 cold

3 81 **Listen and complete. Then say the sentences.**

Did you know ...?

1 A squid is an invertebrate. It doesn't have ___bones___.

2 A snail is very, very ___slow___. It has a shell. The shell is its ___home___.

3 In winter, a wolf has long fur to protect it from the cold and ___snow___.

4 A beetle doesn't have a ___nose___.







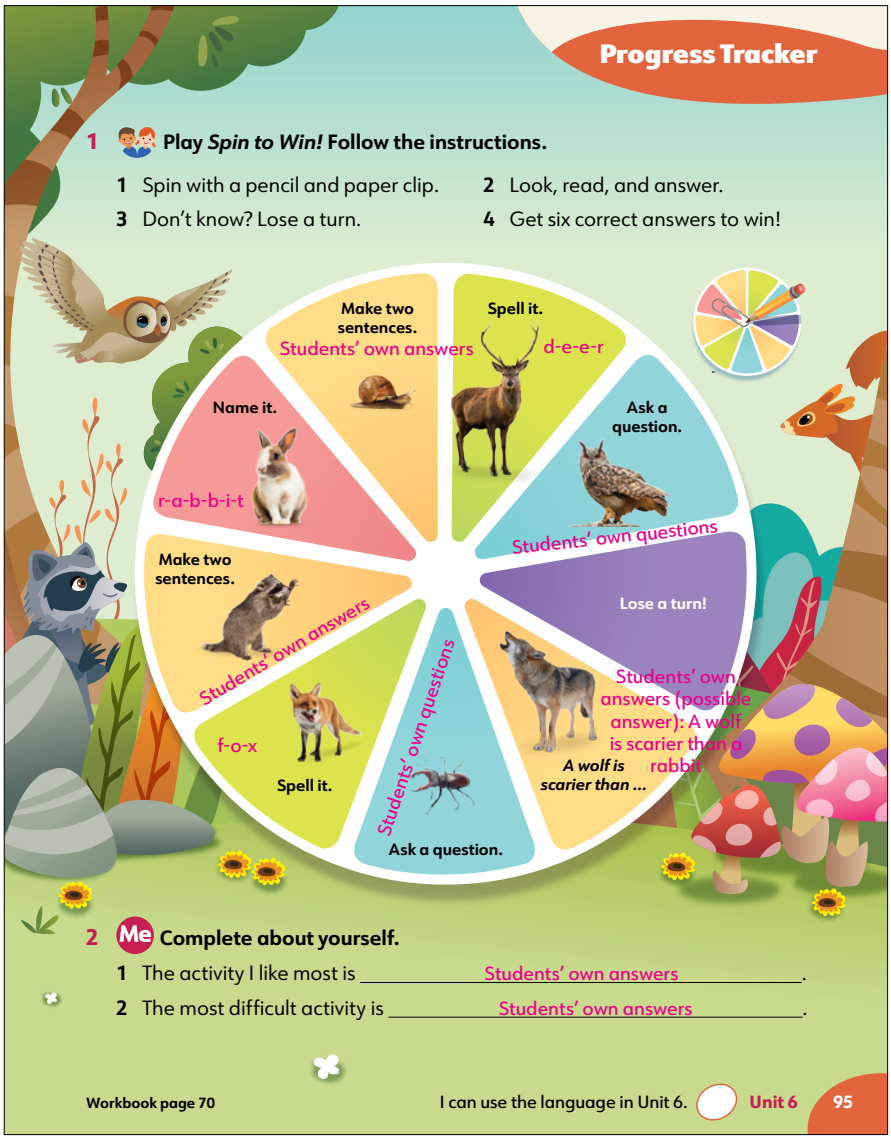
94 **Unit 6** I can read, write, and say words with long *o*. Workbook page 69

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.

Resource

- **Workbook** page 69
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 6 language

Materials: pencils, paper clips (one set per pair)

Activity 1

Demonstrate how to play *Spin to Win!* Remind students how to make a spinner with a paper clip and a pencil. Spin the paper clip and read the prompt aloud, e.g., *Spell it.* Say *d-e-e-r*. *Correct?* (yes)

Show students how to keep score using tally marks or checks.

Have a volunteer spin the paper clip and look, read, and answer the prompt. Tell students that if the answer is not correct or if he/she doesn't know the answer, then 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 answer six questions correctly to win and to keep score in their notebooks.

Put students in pairs, A and B. Ideally the pairs should be students that are *not* sitting next to each other. Give them time to play. Have them take turns spinning and answering the prompts.

Walk around and monitor and help as necessary.

Fast finishers can play the game again with a different partner or create a new game board using content from the unit.

Communication

Walk around to support students during pair work. As you interact with each pair, use the unit language naturally. In this activity, you can remind students of the unit grammar. For example, *A wolf is scarier than a fox, right?*

Activity 2 Me

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

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.

Resource

- **Workbook** page 70
- **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

Write *Forest* and *Deep Sea* on the board. Ask volunteers to name examples of animals who live in those ecosystems and write them on the board. Write *fwlo* on the board and ask *Which animal is this?* (wolf) Have students unscramble the remaining words individually and write them in their book. Check answers as a class.

Activity 2

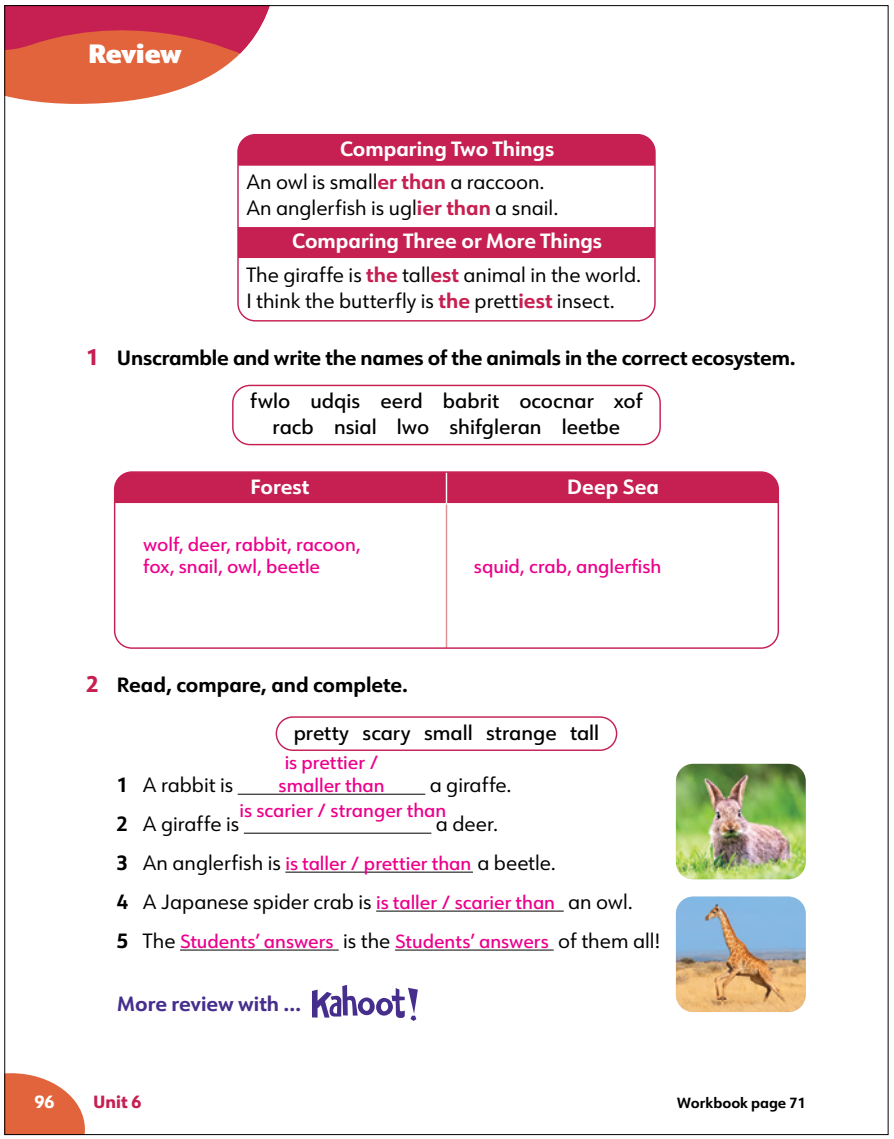
Have students look at the photos and read the words in the word bank. Draw their attention to the chart at the top of the page and have volunteers read the sentences aloud. Do the first item as an example. Say *A rabbit is [blank] a giraffe*. Elicit the answer and write it on the board. Ask students to complete the rest of the activity on their own. 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.

Resources

- **Workbook** page 71
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz



Review

Comparing Two Things
An owl is small**er than** a raccoon. An anglerfish is ugl**ier than** a snail.
Comparing Three or More Things
The giraffe is **the** tall**est** animal in the world. I think the butterfly is **the** pretti**est** insect.

1 **Unscramble and write the names of the animals in the correct ecosystem.**

fwlo udqis eerd babrit ococnar xof racb nsial lwo shifgleran leetbe

Forest	Deep Sea
wolf, deer, rabbit, racoon, fox, snail, owl, beetle	squid, crab, anglerfish

2 **Read, compare, and complete.**

pretty scary small strange tall

1 A rabbit is ___is prettier / smaller than___ a giraffe.
2 A giraffe is ___is scarier / stranger than___ a deer.
3 An anglerfish is is taller / prettier than a beetle.
4 A Japanese spider crab is is taller / scarier than an owl.
5 The Students' answers is the Students' answers of them all!

More review with ... Kahoot!

96 Unit 6 Workbook page 71

Movers A1 Reading and Writing

1 **Read the text. Choose the correct words and write them on the lines.**



Lions ...live... in Africa. They live in large families. A mother lion usually has one or two babies. Baby lions are very [1] ...cute... . Lions can [2] ...run... very fast. They hunt at night, and they sleep in [3] ...the... morning. They sleep for eighteen hours every day.

Tigers are the [4] ...biggest... cats in the world. They are bigger [5] ...than... lions. Tigers don't live in Africa. They live in Asia. They hunt small animals. They hunt at night, but they don't hunt in teams. They are slower than lions.

Example	have	(live)	go
1	old	cute	tall
2	sleep	look	run
3	the	this	that
4	big	bigger	biggest
5	the	than	this

Activity 1

Tell students to look at the picture and the words at the bottom of the page. Tell students they will read the text and write the correct word on the line. Point out that there are three choices for each answer. Read the first sentence aloud. Point to the word *live* in the word bank.

Then, say *Use these words. Write the correct word on the line.* Have students read and write their answers. Give them time to write their answers. Check answers as a class.

Resources

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

Exam Practice

Lesson Aim

- Read and understand some short, simple stories about familiar topics with the help of pictures

Movers A1 Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Movers Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Starters exam while reviewing the vocabulary and grammar from Unit 6.

Exam Overview

In this activity, students read a short text and write the missing words on the lines. The word bank is at the bottom of the page.

Have students look carefully at the picture before reading the text and writing their answers.

Lesson Aim

- To recognize ways to protect the environment

Warm Up

Review animal vocabulary. Write on the board: *elephant, owl, dog, horse, cat*. Say *Which is the odd one out?* Elicit the answer (owl) and ask students to say why. (It's a bird.) Say *Good. Now let's do the same but with no obvious odd one out.* Write on the board: *wolf, fox, deer, raccoon, rabbit.* Put students in pairs and invite them to think up reasons to justify each animal in turn as the odd one out. Have students share their ideas with the class.

Classroom Management

Create a hand signal that means "Me, too" or "I agree," such as holding up one finger or shaking your hand in the air. During class discussions, encourage students to use the hand signal to indicate that they agree when someone else is talking. You can then call on those students to give more information. Say things like *I see you agree. Do you know the same story?* This kind of participation encourages shier students to be involved and makes other students feel listened to.



Activity 1

Have students look at the picture. Ask *What do you see?* Have a volunteer read the activity questions aloud. Invite students to share their ideas and write the things they like taking photos of on the board.

Activity 2 Track 82

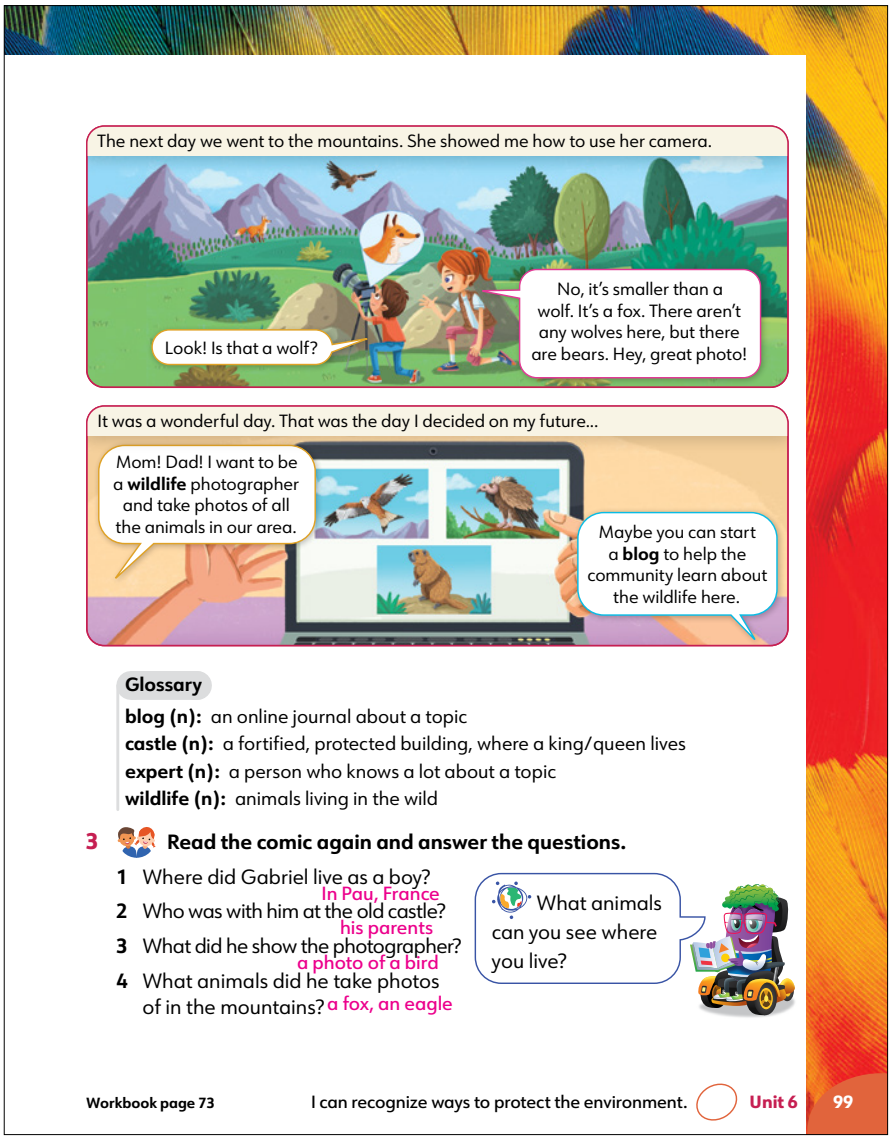
Read the title of the comic aloud. Ask students *What do you think the comic is about?* Elicit answers from them.

Review the Glossary on page 99 with the students. Make sure they understand the terms.

Play the audio and have students follow along in their books. Ask if their guesses about the text were correct. Play the audio again, or read the comic aloud to the class, this time pausing after each panel. To check comprehension, ask questions such as *How did Gabriel identify the bird in his photo?* (He used an app.) *What animal did Gabriel think the fox was?* (a wolf) *What did Gabriel's parents suggest he do to teach the community about wildlife?* (start a blog) Read the activity question aloud. Invite volunteers to answer.

Resources

- **Workbook** page 72



Glossary

blog (n): an online journal about a topic
castle (n): a fortified, protected building, where a king/queen lives
expert (n): a person who knows a lot about a topic
wildlife (n): animals living in the wild

3 Read the comic again and answer the questions.

1 Where did Gabriel live as a boy? In Pau, France
2 Who was with him at the old castle? his parents
3 What did he show the photographer? a photo of a bird
4 What animals did he take photos of in the mountains? a fox, an eagle

What animals can you see where you live?

Activity 3

Read items 1–4 aloud. Do the first item as an example. Say *Where did Gabriel live as a boy?* Elicit the correct answer. (Pau, France) Have students point to the panel where they found the answer. (1) Put students in pairs and have them complete items 2–4 together. Encourage them to try 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 panels where they found the answers.

Wrap Up

Keep students in pairs. Have them talk with their partner about a time they saw an animal in the wild. Write the sentence frames on the board: *I saw a* _____ *when I was in/at* _____. *It was so* _____*! It had* _____. Volunteers can share with the whole class.

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. Arrange students in groups of four. Help them create a simple survey to find out if their group members can also see the same animals where they live. Start by drawing a 4 x 4 grid on the board for students to copy in their notebooks. In the first row, have them write their name and each group member's name. Below their name in the column, have them write the names of four animals they see where they live.

Have students ask each of their group members if any of them see the same animals. *(Are there owls where you live? Do you ever see foxes? Are there any cats? Is there a place to see fish?)* For each yes answer students receive, they add a checkmark in the box below that group member's name. Have students then ask each other where they see these animals. *(Where have you seen an owl? In the woods near my home. Where are the fish? In the pond in the park.)* Have them add this information below the checkmark. Point out to students that they will be answering similar questions from the rest of the group. Each student will end up with a completed survey.

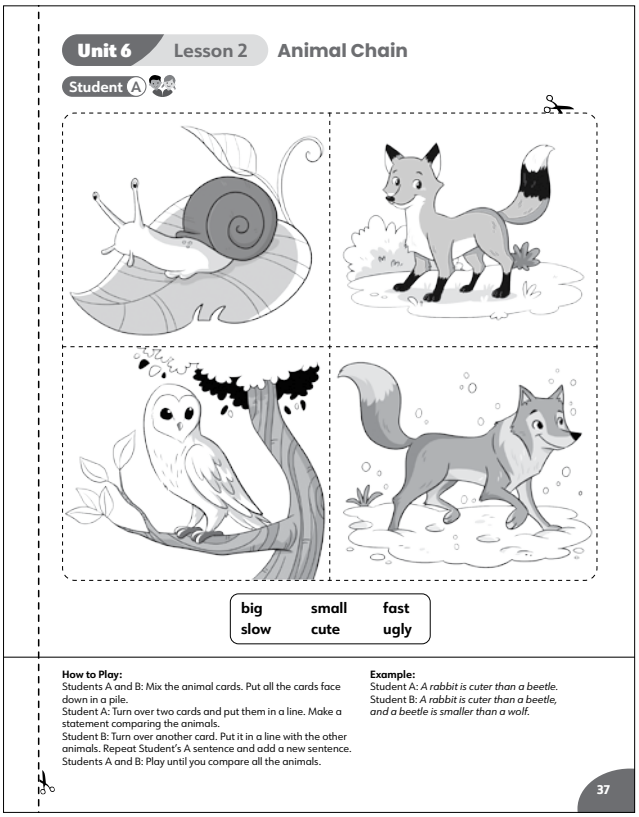
Ask volunteers to come to the front of the room and tell the class about the animals where they live. They should share if any of their group members see the same animals and if so, where. For example, *I see fish in the pond near my house. Ayana sees them when she goes to the lake. Mateo doesn't live near water, so he doesn't see fish. Leo has a pet fish in a bowl.* Allow several students to share what animals they see and who else sees the same ones.

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 73
- **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 6 Lesson 2 Animal Chain

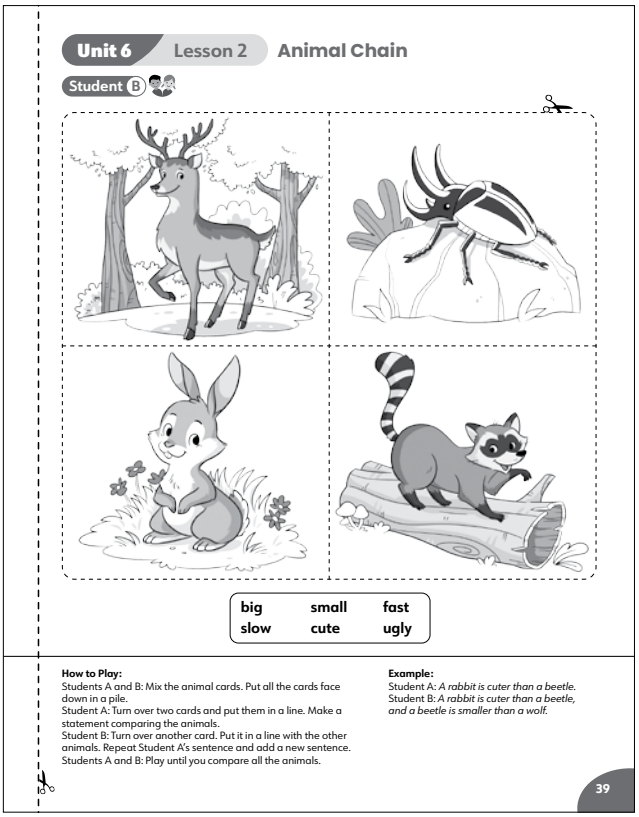
Student A

big small fast
slow cute ugly

How to Play:
Students A and B: Mix the animal cards. Put all the cards face down in a pile.
Student A: Turn over two cards and put them in a line. Make a statement comparing the animals.
Student B: Turn over another card. Put it in a line with the other animals. Repeat Student's A sentence and add a new sentence.
Students A and B: Play until you compare all the animals.

Example:
Student A: *A rabbit is cuter than a beetle.*
Student B: *A rabbit is cuter than a beetle, and a beetle is smaller than a wolf.*

37


Unit 6 Lesson 2 Animal Chain

Student B

big small fast
slow cute ugly

How to Play:
Students A and B: Mix the animal cards. Put all the cards face down in a pile.
Student A: Turn over two cards and put them in a line. Make a statement comparing the animals.
Student B: Turn over another card. Put it in a line with the other animals. Repeat Student A's sentence and add a new sentence.
Students A and B: Play until you compare all the animals.

Example:
Student A: *A rabbit is cuter than a beetle.*
Student B: *A rabbit is cuter than a beetle, and a beetle is smaller than a wolf.*

39

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

Put students in pairs, A and B. Each student has a different share page; Student A, page 37, and Student B, page 39. Students work together to make and say sentences comparing the animals.

Before modeling the activity, have a set of cards from the activity cut out so you can model with them. Review the animal vocabulary for each picture and have students repeat chorally.

Model the activity. You are Student A. Have a volunteer be Student B. Mix all the cards and put them face down in a pile. Turn over two cards and put them in a line. Say a sentence comparing the animals, using one of the words in the box at the bottom of the page, e.g., *A rabbit is cuter than a beetle.* Tell Student B to turn over another card and add it to the line. He/She should repeat your sentence and then add another comparison of his/her own, e.g., *A rabbit is cuter than a beetle, and a beetle is smaller than a fox.*

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

Student A: *A rabbit is cuter than a beetle.*

Student B: *A rabbit is cuter than a beetle, and a beetle is smaller than a fox.*

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

Have students each cut out their cards. Then, have pairs do the activity until they make sentences with all the cards. Remind students to refer to the words in the box during the activity.

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

Fast finishers can shuffle the cards and play again.

Answers
Answers will vary.
bigger than, smaller than, faster than, slower than, cuter than, uglier than

Unit 6 Lesson 5 What Do You Think?

Student A Student B

bear	wolf	owl	fox	raccoon	deer
rabbit	bat	spider	snake	butterfly	frog



	Me	My partner
the scariest		
the prettiest		
the loudest		
the tallest		
the strongest		
the strangest		

How to Play:
Students A and B: Look at all the animals in the picture. Write your answers in the *Me* column.
Student A: Share one of your answers. Then ask Student B a question. Write down Student B's answer in the *My partner* column.
Student B: Share one answer with Student A. Then ask a question.
Students A and B: Take turns to finish the chart.

Example:
Student A: *I think the spider is the scariest. What do you think?*
Student B: *I think the snake is the scariest.*

41

Put students in pairs, A and B. Each student has the same share page, page 41. Students work together to ask and answer questions about the animals.

Display the share page. Say each word from the box aloud as you point to the animal in the picture. Have students chorally repeat the words.

Model the activity. You are Student A. Have a volunteer be Student B. Point to the animals at the top of the page. Then, point to the first row in the chart and say *Which animal is the scariest? I think the spider is the scariest.* Write *spider* in the *Me* column next to *the scariest*. Have Student B fill in the *Me* column on his/her share page. Say to Student B, *I think the spider is the scariest. What do you think?* Prompt Student B to give his/her answer, e.g., *I think the snake is the scariest.* Write *snake* in the *My partner* column next to *the scariest.*

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

Student A: *I think the spider is the scariest. What do you think?*

Student B: *I think the snake is the scariest.*

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

Have all students first complete the *Me* columns in their charts. When they are finished, have each pair work together to do the activity. Walk around and monitor. Provide additional support, as necessary.

Answers
Answers will vary.