

In This Unit

Theme This unit is about parts of the body and physical activities.

Content Objectives

- Students will ...
- identify and describe parts of the body.
 - identify physical activities.

Language Objectives

- Students will ...
- name parts of the body.
 - talk about parts of the body.
 - talk about things we can do.

Vocabulary

Vocabulary 1 *an arm, an ear, an eye, feet, a foot, hair, a hand, a head, a leg, a mouth, a neck, a nose*

Vocabulary 2 *jump, long hair, run, strong arms, walk*

Grammar

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Reading

Sculptures Are Fun

Writing Write about a costume.

Value Keep clean.

Project Make a robot.

Unit 7

My Body



Havana, Cuba



In this unit, I will ...

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

Look and tick.

They are playing

- basketball.
- baseball.
- football.

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About the Photo

This photo shows three boys in the motion of throwing baseballs in Havana, Cuba. Baseball is the national sport of Cuba. It was introduced in the 1860s by Cuban students who had attended colleges in the United States. Nemesio Guillot is credited with making the sport popular by founding the island's first baseball team, the Habana Baseball Club.

During the time of Spanish occupation, baseball was often banned by authorities who wanted Cubans instead to attend bullfights as a sign of loyalty to Spain. The sport then became a symbol of Cuban pride and independence.

Our World in Context

Cuba is an island nation just off the coast of Florida, located where the Gulf of Mexico, the Atlantic Ocean and the Caribbean Sea meet. It was the second island visited by Christopher Columbus in 1492 on his first journey to the Americas. He claimed it for Spain and the island remained under Spanish control until the late 1800s, when Cubans fought a war for independence.

Cuba is 1,250 kilometres (780 miles) long and is the largest island in the Caribbean. It's got a tropical climate with rainy and dry seasons, affected by shifting ocean currents.

Related Vocabulary

baseball, throw

UNIT OPENER

Objectives

- Students will ...
- look at a photo for information.
 - complete a sentence.

Resources Classroom DVD Sc. I: Introduction; Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool

Materials world map or globe

Pacing Guides LIU7

2–3 Hours 3–4 Hours 4–6 Hours

Introduce

- Tell students to open their books to pages 114–115 and look at the photo. Ask questions such as the following:

What can you see? (three boys, balls, trees, grass)

What are they doing? (standing on one leg, throwing balls)

What game are they playing? (baseball)

- **Set the stage** Tell students to stand up. Play a game of 'Teacher Says'. Give a series of commands for students to move their bodies. Begin most of those commands with 'Teacher says', while occasionally giving a command without saying it. If students move when you don't say 'Teacher says', they are out of the game and must sit down.

- Use commands such as the following: *lift your leg, shake your foot, put up your hand, touch your head, open your mouth, blink your eyes, jump, walk on the spot, etc.*

- Guide students through the activity on page 115. Read the prompt and each answer choice aloud one at a time. For each choice, ask students to put up their hands if they think the answer is true. Then confirm the correct answer.

- **Explain** Read the caption on page 114 aloud and point to Cuba on a world map. Explain *These boys live in Cuba. They're playing baseball. Do you play baseball? Do you play another sport?* Discuss students' answers.

- Gesture to your body, pointing from your head to your feet. Say *This is my body. In this unit, we're going to learn words for parts of the body.*

VOCABULARY I

Objective

- Students will ...
- name parts of the body.

Vocabulary a foot, a leg, hair, an arm, a head, a hand, feet, an eye, an ear, a nose, a mouth, a neck

Content Vocabulary left, right

Resources TR: 7.1–7.3; Flashcards 84, 85, 87, 89, 91, 113–124; Sounds of English Card 9; Classroom DVD Sc. 2: Vocabulary Ia, Sc. 3: Vocabulary Ib; Activity Worksheet 7.1; Workbook pages 80–81, TR: 7.1; Online Practice

Materials picture books; children's dictionary (optional)



VOCABULARY I

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2

Warm Up

- Pre-teach** Clap as you chant *We clap with our hands!* Ask students to repeat several times. Then hold up your right hand and say *This is my hand.*
- On the board, draw a large outline of a hand. Write *hand* in the middle. Say *We do many things with hands.* Put students into groups of four. Ask students to brainstorm things people do with their hands, such as clap, write and colour. Tell students to come to the board and add words to the hand outline. As students add words, ask them to complete the prompt *We _____ with hands.*

Present

- Say *Open your books to pages 116 and 117.* Point to the boy's hand on the ground. Say *Look at his hand! He's using his hand to hold his body up!* When you say *body,*

outline the boy's entire body. Show the pictures on pages 116–117 and say *These pictures show parts of the body.* Point to the boy's head. Say *a head.* Then point to your own head. Say *This is my head. Now point to your head.* Repeat with each body part shown on page 116.

- Point to the inset picture on page 117. Say *This picture shows parts of the face.* Point to and say each word in the inset photo as you point to the same part of your face. Say *This is my nose. Now point to your nose.*
- Point to the picture of the dancing boy on page 117. Say *Look! He's got brown hair.* Point to your hair. Say *I've got (brown) hair. Point to your hair. What colour is it? Say His hand is at the end of his arm.* Say *arm* as you make a sweeping motion down towards your hand. Say *Point to your arm. Now point to your hand.* Say *His feet are at the ends of his legs.* Say *legs* as you make a sweeping motion down towards your feet. *Point to your legs. Now point to your feet.*



3 Point. Ask and answer. Work with a partner.

TR: 7.3

Practise

- 1** Tell students to open their books to page 116. Say *It's time to listen and say. Look at the picture on this page.* Play TR: 7.1. Pause after the first item and ask students to repeat. Say *I've got a right foot* and hold up and shake your right foot. Tell all students to repeat the sentence and hold up and shake their right foot. Repeat with *left foot.* Then continue TR: 7.1 pausing after *I've got a head.*
- Point to the picture of the boy dancing on page 117. Continue TR: 7.1. Point to each body part as it's named. Pause after *I've got two feet.*
- Next, point to the inset picture of the boy. As you play the rest of TR: 7.1, walk around the classroom, to make sure that students are pronouncing the words correctly. Listen for *an* with *ear* and *eye.* Play TR: 7.1 again and ask students to say each item after they hear it.
- 2** Say *Now listen. Then point and say. Point to pictures on both pages.* Put students into pairs and tell them to point to the correct body parts in the pictures as you play TR: 7.2. Walk

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Vocabulary Strategy

Using a Dictionary Learning how to use a dictionary is an important lesson for any language learner. Explain to students that words in a dictionary are listed in alphabetical, or ABC, order.

Guide words at the top left and top right corners show the first and last words on each page. Readers can find definitions for words that come between those words in alphabetical order.

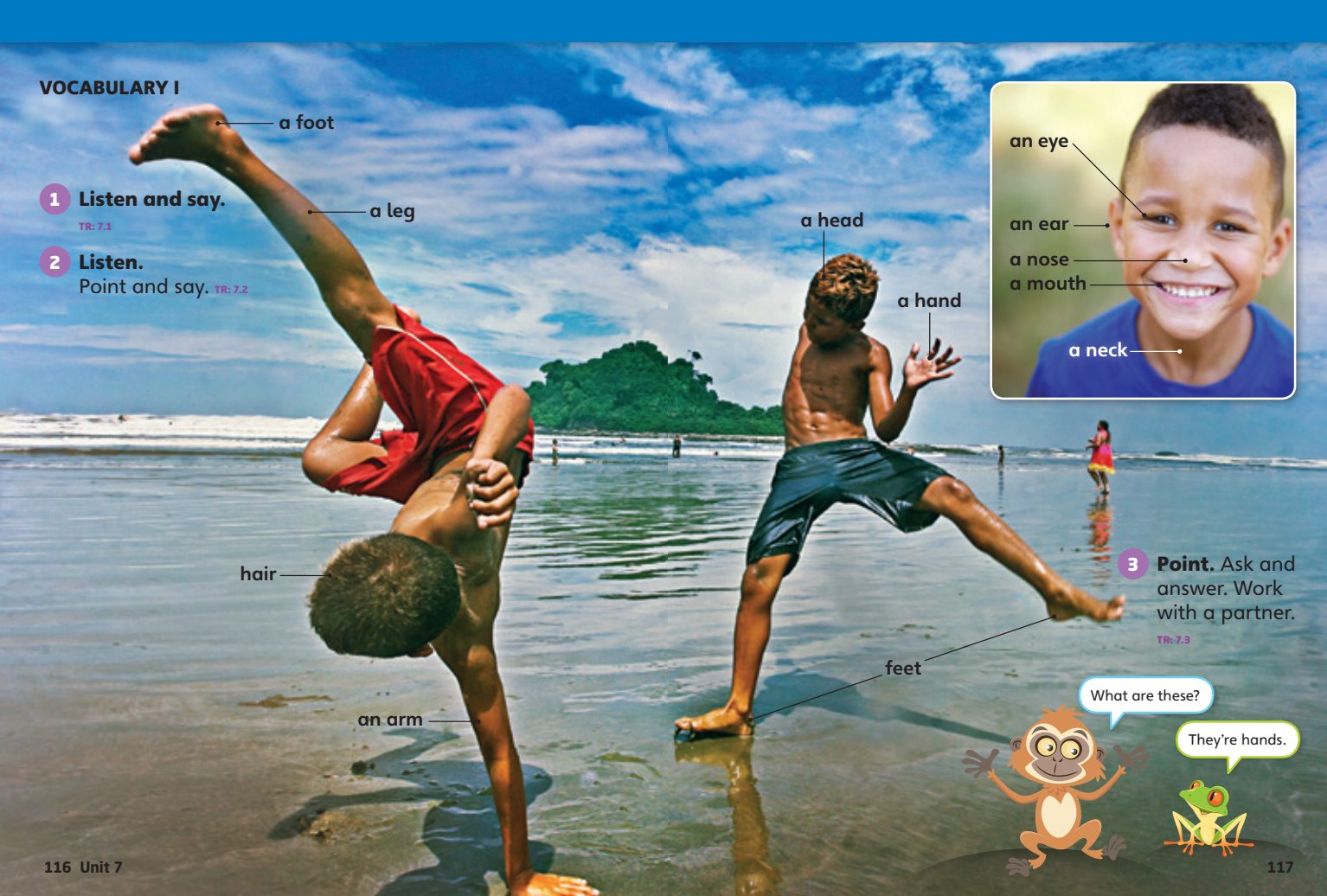
Give students practice finding words in a dictionary. Open a dictionary and read the guide words at the top. Then ask students if a certain word could be found on that page.

Related Vocabulary

body, face

VOCABULARY I

- 1 Listen and say. TR: 7.1
- 2 Listen. Point and say. TR: 7.2



- 3 Point. Ask and answer. Work with a partner. TR: 7.3

116 Unit 7

117

We've got 1	We've got 2
head	feet
neck	arms

Recap 1 2

- On the board, draw a word web. Include the words **My body** in the middle circle. Draw a smaller circle extending from the centre one and ask *What word can I write here?* Continue adding circles and words until students have said all or most of the vocabulary words.

Apply 1 2 3

- 3 Tell students to open their books to page 117. Point to the conversation at the bottom of the page and say *Look at Mia the Monkey and Freddy the Frog! Let's listen to what they're saying.* Read the question and answer aloud or play **TR: 7.3**. Hold up your hands. Ask students the question and tell them to answer.

- Write the following prompts on the board:

What are these? They're _____.
What is this? It's _____.

- Model asking and answering the question about other body parts, such as your eyes and neck.

Wrap Up 1 2

- Put Flashcards 113–124 face down on a desk. Ask a student to come to the front of the class. Say *Let's play a game. Pick a flashcard. Don't show it! Then point to the part on your body. Class, you guess the word.* Model with Flashcard 120 (a head). Then ask students to take turns choosing a flashcard until all students have had a turn.

- Put students into pairs. Tell students to use the questions and prompts on the board to ask and answer questions. Say *Point to a part of your body and ask 'What are these?' or 'What is this?'* Point to the prompts and say *Your partner answers with 'They're' or 'It's'.* Point to your ear and ask *What's this?* If students have difficulty, use Flashcards 113–124 to review the target words.
- Expand** Review the names of each clothing item as you hand out Flashcards 84, 85, 87, 89 and 91. Say *Let's play a game. I'll say and show a part of the body. You hold up the correct clothes.* Hold up Flashcards 116 and 119–121 for *feet, hand, head and leg.* As students hold up the matching card, say *Yes, we wear (gloves) on our (hands).*

Extend 1 2

- Use the classic children's dance 'The Hokey Cokey' to give students practice following instructions and understanding the parts of the body. First, ask students to form a circle. Then show them how to tell their left from their right. Hold your arms straight out in front of you, with your palms facing away from you and the thumbs of each hand at right angles to the rest of your fingers. Tell students to copy you. Say *Look at your hands. Look for the letter L. That letter shows the left side of your body. Your right side is the other side of your body.*
- Say the instructions as you act out the lyrics *Put your left foot in. Put your left foot out. Put your left foot in. And shake it all about!* Vary the instructions to include *left arm, right foot* and so on.

Wrap Up 1 2 3

- On the board, draw an outline of a face, including eyes, nose, ears and mouth. Put students into pairs. Tell students to copy the outline and label the face parts. Repeat with an outline of a body. Pairs can show their drawings and talk about them with another pair.

Review 1

- For additional practice, direct students to Activity Worksheet 7.1.

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The Sounds of English

Single sounds: /h/ The /h/ sound is uncommon in many languages, but is used in many common English words (*have, how, here*). Because the sound is very different from the other sounds of English, it may be difficult for your students. To pronounce /h/, place your tongue at the bottom of your mouth, with the tip behind your bottom teeth and breathe out quickly.

Use Sounds of English Card 9 (*hippo*).

Example words: *hat, hair, hand, head*

Teaching Tip

There may be cultural or sensitivity issues that make students uncomfortable pointing to their bodies or other people's bodies. Carefully assess students' comfort levels before initiating an activity. Appropriate alternatives include pointing to photos or pictures in a book, including favourite picture books with large pictures of the characters. A character's face and body parts may be used instead.

Workbook and Online Practice
Vocabulary I

Formative Assessment

Can students ...

- name parts of the body?
Hold up Flashcards 113–124 and ask students to name them. Then say the words and ask students to point to the correct picture.

SONG

Vocabulary in the song

Vocabulary 1 *a leg, feet, a mouth, a hand*
Vocabulary 2 *walk, jump*

Grammar in the song

Grammar 1 Possessive adjectives
Grammar 2 Ability with *can*

Resources TR: 7.4; Flashcards I16, I19, I21, I22; Classroom DVD Sc. 9: Song; Workbook page 82, TR: 7.2–7.3; Online Practice

Materials index cards

SONG

1 Listen. Read and sing. TR: 7.4

My Body

CHORUS

My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS



Yavi Chico, Argentina

118 Unit 7



2 Sing again.
Hold up pictures.

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Teaching Tip

Grouping Some students may be able to sing or read the song after listening to it the first time. Make sure they understand what they are saying. If they do, you may want to pair them with students who are struggling. Students with different strengths and abilities can help one another to learn.

Workbook and Online Practice
Song

Use the Song

- **Build background** Perform a few dance steps or just a simple rhythmic stepping from side to side with a light swinging arm motion. Ask *Can you dance with me?* Indicate for students to stand up and see if they can follow along for a few steps.
- Move your arms while you dance. Say *I move my arms. Do you?* Tell students to move their arms. Then move your legs while you dance. *I move my legs. Do you?* Tell students to move their legs. Move your feet while you dance. *I move my feet. Do you?* Tell students to move their feet. Then give the signal to sit down. Say *I move my body. You move your body, too. We dance.*
- **1 Act it out** Play TR: 7.4 and act out each verse, such as moving your legs and pretending to walk for the first verse. Play the song again and ask students to act out the song with you. Finally, play the song a third time and ask students to act out the moves and sing along.
- **2** Put students into four groups and give each group one of the following Flashcards I16 (feet), I19 (a hand), I21 (a leg) and I22 (a mouth). Play TR: 7.4 and ask the group with the appropriate flashcard to hold it up when they hear the verse with their word.
- Play TR: 7.4 again and ask group members to sing and act out their verses. The whole class should sing and act out the chorus and final verse.

Use it Again

- **Vocabulary 1** Play TR: 7.4 and, as each body part is mentioned in the song, ask students to point to it on their bodies. Then point to your legs and say *I move my legs!* Ask students to do the same. Continue in the same manner, asking students to act out an action and complete the prompt. *I move my _____.* for the vocabulary words *feet, mouth* and *hand*.
- **Vocabulary 2** Give each student two index cards. Ask students to write *walk* on one and *jump* on the other and draw a picture for each. Say *Listen to the song. When you hear one of your words, hold up your card.* Play TR: 7.4. Make sure students hold up their cards so that you can see them.
- **Grammar 1** Put students into pairs. Play the song and ask students to point to themselves each time they hear the word *my* and point to their partners each time they hear the word *your*.
- Sing the song with students. Pause for each instance of *my* or *your* and ask students to sing the word.
- **Grammar 2** Draw students' attention to the question at the end of each verse: *Can you (walk, jump, sing, clap, dance) with me?* Say *Everybody stand up.* Tell students to sing or say each question, performing each action as they do so.

GRAMMAR I

Objective

- Students will ...
- use *my, your, his* and *her* to describe themselves and others.

Grammar 1 Possessive adjectives

Resources TR: 7.5–7.6; Classroom DVD Sc. 6: Grammar I; Workbook pages 83–84, TR: 7.4–7.5; Grammar Workbook pages 30–31; Online Practice

Materials several colours of chalk or felt tips; drawing paper; coloured pencils or crayons

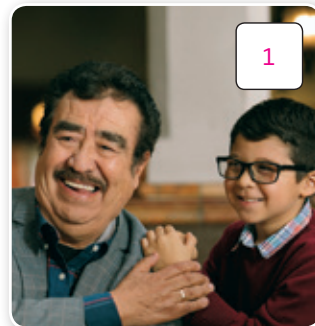
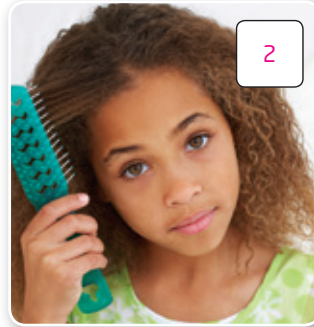
GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown.
Your hair is brown.
His hair is brown.
Her hair is brown.

My eyes are brown.
Your eyes are brown.
His eyes are brown.
Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6



120 Unit 7

Warm Up

- **Set the stage** Point to your eyes and say *I've got (blue) eyes*. Ask the class *What colour eyes have I got?* (blue) Point to your hair and say *I've got (black) hair*. Then ask *What colour hair have I got?* (black)
- Point to a female student and ask *(Maya), what colour hair have you got?* Say to the student *You've got (brown) hair*. Then say to the class *(Maya) has got (brown) hair. She's got (brown) hair*. Ask the class *What colour hair has (Maya) got?* (brown) Repeat the process with a male student.
- Say *Now we're going to learn more ways to talk about how you and other people look*.

Present

- Tell students to open their books to page 120. Point to the yellow grammar box at the top of the page. Read the text. Play **TR: 7.5** twice. During the second playing, ask students to read along.
- **Model** Point to your own hair and say *My hair is (black)*. Point to a student and say *Your hair is (brown)*. Point to your own eyes and say *My eyes are (blue)*. Point to a student and say *Your eyes are (brown)*.
- Draw the following table on the board:

I	you	a girl	a boy
my	your	her	his

2 Write sentences.

1. *His eyes are blue.* _____ (eyes / blue)
2. *Her hair is long.* _____ (hair / long)
3. *Her eyes are brown.* _____ (eyes / brown)
4. *His hair is short.* _____ (hair / short)



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- **Explain** Say *When I talk about me, I use my. When I talk about you, I use your. When I talk about a girl, I use her. When I talk about a boy, I use his.*
- Put students into pairs. Tell partners to choose to be Student 1 or Student 2. Say *Student 1, talk to your partner. Talk about your hair. Talk about your partner's hair.* (My hair is black. Your hair is brown.) *Student 2, talk about your eyes. Think of someone else. Talk about his or her eyes.* Point to a boy's desk. Ask *Is this his desk or her desk?* Point to a girl's pencil. Ask *Is that her pencil or his pencil?*

Practise

- **1** Tell students to open their books to page 120. Read the instructions aloud. Hold up your book and point to the four boxes. Play the first item only on **TR: 7.6**. Say *I listen to number one. I look for the picture of someone who is old. Here it is.*

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Our World in Context

The range of natural hair colours includes shades of blonde, red, brown and black. Hair colour is determined by the amounts of two natural pigments (colours) in the body: dark brown and reddish. The more dark brown pigment that exists, the darker a person's hair will be.

The range of natural eye colours includes blue, grey, green, hazel and brown. The amount of natural pigments in the body determines eye colour.

Grammar in Depth

Possessive adjectives (words like *my, your, his* and *her*) are used to describe ownership:

my hair, your eyes, his shoes, her bike

Possessive adjectives come before nouns. (*My hair is brown. Your eyes are blue.*) The same form is used with both singular and plural nouns:

My sister is short. My brothers are tall.

Point to the fourth picture. *It's the boy with his grandfather. I write number one in that box.* Write 1 in the box and show your answer to students. Say *You do the rest.* Play the other three items on **TR: 7.6**. When students have finished, review what each picture shows.

- **2** Say *Now write sentences.* Point to the words in item 1. Say *eyes, blue*. Then point to the boy in picture 1. Ask *What colour are his eyes?* (His eyes are blue.) Point to the answer in item 1 and say *His eyes are blue*. Tell students to complete items 2–4.

GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown. My eyes are brown.
 Your hair is brown. Your eyes are brown.
 His hair is brown. His eyes are brown.
 Her hair is brown. Her eyes are brown.

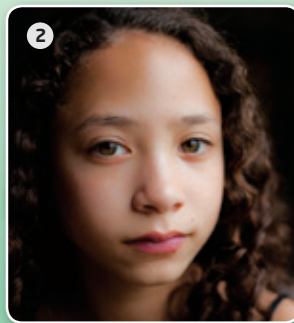
1 Look and listen. Write the number in the box. TR: 7.6



120 Unit 7

2 Write sentences.

1. His eyes are blue. (eyes / blue)
2. Her hair is long. (hair / long)
3. Her eyes are brown. (eyes / brown)
4. His hair is short. (hair / short)



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- Review the items by asking a student to read each sentence aloud and asking others to point to the pictures.

Wrap Up

- Draw outline figures of a boy and girl on the board. Give them both hair but different-sized feet and hands. Use chalk or felt tips to draw different-coloured trousers and T-shirts. Say and write the following prompts and tell students to work in pairs to complete them:

Her _____ are _____.
 Her _____ is _____.
 His _____ are _____.
 His _____ is _____.

- When pairs have finished, invite students to read their sentences aloud. Write all of the possible sentences on the board. Label the girl *her* and the boy *his*. Then draw lines to connect each sentence with one of the drawings. Write labels around the pictures, such as *her T-shirt*, *her feet*, *his trousers* and *his hair*.

Recap

- List these vocabulary words on the board: *arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose*. Point to the word *head*. Ask *How do we talk about a girl's head?* (her head) Then point to the word *hand*. Ask *How do we talk about a boy's hand?* (his hand) Continue alternating between a boy and a girl until you have asked about all of the vocabulary words.

Apply

- Write *his* and *her* on the board. Give out drawing paper and coloured pencils or crayons to each student. Say *Draw a picture of a boy or a girl. Colour your picture. Then write about your picture.* Model the activity. Draw a picture of a boy with black hair, brown eyes, a white T-shirt and blue trousers. Say *This is my brother. Write sentences on the board, such as His hair is black. His T-shirt is white.* Read the sentences aloud.
- Allow time for students to draw their pictures. Walk around the classroom as students work to make sure they are writing sentences that include *his* or *her*. Then invite individual students to present their drawings to the class and read their sentences aloud.

Extend

- Play the Name Game. Model first with yourself, changing voices and positions as you ask the question *Is your name (Mrs Cho)?* and answer *No, my name is (Mrs Shah)*. Go around the classroom asking each student a question. Vary the questions to include the names of other students, as in *Is her name (Graciela)? Is his name (James)?* Repeat the correct answer. Say, for example, *Yes, his name is (James)*.
- In large classes, act out the game for students. Put students into groups and ask them to play the game.

Wrap Up

- Put students into groups of four. Say *Student 1, talk about yourself using my. Student 2, talk about a person you're addressing using your. Student 3, talk about a boy. Student 4, talk about a girl.* Draw a body on the board with small feet, big eyes and a silly nose. As you point to each body part, ask group members to take turns identifying it using *my, your, his* and *her*. As needed, provide these examples: *My feet are small. Your feet are small. His feet are small. Her feet are small.*

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Teaching Tip

Grouping When students work in groups, make sure each one plays an active role. One way to ensure this is by assigning each group member a specific task by number.

You might also consider assigning tasks based on students' strengths. For example, a student who is skilled at writing might be assigned the task of making notes. A student who displays drawing skills might be given the task of creating illustrations.

When group members take an active role in the learning process, they are more likely to master important concepts and remember what they learn.

Workbook and Online Practice
Grammar I

Formative Assessment

Can students ...

- use *my, your, his* and *her* to describe themselves and others?
 Ask questions such as *Are my eyes brown? Are your arms short? Is his hand big? and Is her hair black?* Tell students to answer in complete sentences.

VOCABULARY 2

Objectives

- Students will ...
- use action words.
- describe parts of the body.

Vocabulary *jump, run, long hair, strong arms, walk*

Content Vocabulary *short*

Resources TR: 7.7–7.8; Flashcards I25–I29, Classroom DVD Sc. 4: Vocabulary 2; Activity Worksheet 7.2; Workbook page 85; Online Practice

VOCABULARY 2

1 Listen and say. TR: 7.7



2 Point and say. Work with a partner.

3 Say and stick. Work with a partner. TR: 7.8 Answers will vary.



1 2 3 4 5

122 Unit 7

Warm Up

- **Recycle** On the board, write *sit down, stand up, point* and *clap*. Act out each term as you say it aloud. Tell students to repeat and act out each action.
- Say *One person pretends to do something. You guess what it is. Look at me. I do this* (clap your hands). *You say 'You are clapping.'* Tell students to choose a word from the board to act out. Then say *Today, we will learn words for other ways to move.*

Present

- **Give examples** Point to your legs and feet and say *I use my legs and feet to walk*. Walk around the front of the classroom. Say *You use your legs and feet to walk, too*. Say *I use my legs and feet to jump*. Jump up and down. Say *You use your legs and feet to jump, too*. Say *I use my legs and feet to run*. Run on the spot. Say *You use your legs and feet to run, too*.

- Draw a stick figure on the board with short legs. Say *His legs are short*. Then draw a stick figure with long legs. Say *Her legs are long*. Write *short* and *long* under the corresponding figures. Then draw two faces, one with long hair and one with short hair. Say *long* and *short* as you write them under the pictures. Ask *Is her hair short? Is his hair long?*
- Demonstrate *strong* by piling up many books. Pretend to strain as you lift the pile or make multiple attempts at lifting, with some huffing, puffing and wiping of your brow before you succeed. When you lift the pile, say *I'm strong! I've got strong arms*. Lift one arm, bend it at the elbow and flex your muscle. Say *This arm is strong*.

Practise

- 1 Say *Turn to page 122. It's time to listen and say*. Play TR: 7.7 and ask students to repeat the words. Jump on the spot and ask *Did I run or jump?* If students have difficulty, play TR: 7.7 again.

- Point to the pictures. Encourage students to answer your questions using details in the pictures. Say *Point to the picture. Answer in a complete sentence*. Ask *Who is running?* (He's running. She's running. They're running.) *Who has got long hair?* (She's got long hair.) *Who is walking?* (She's walking. He's walking. They're walking.) *Who's jumping?* (She's jumping.) *Who has got strong arms?* (She's got strong arms.)
- 2 Read the instructions aloud. Point to the pictures on page 122. Explain *I point to the girl running. I read the words long hair. The girl has got long hair*. Put students into pairs. Say *Now you point and say. Take turns*.

Apply

- 3 Read the instructions aloud and say *It's time for stickers*. Help students to find the stickers. Play TR: 7.8. Point to the monkey and say *It's Mia the Monkey and Eddie the Elephant!* Read the model conversation aloud. Then say *I find the sticker of a boy with long legs. I peel off that sticker and put it on number one*.
- Put students into pairs. Tell partners to work together to complete the activity.

Extend

- Put students into small groups. Write *run, walk* and *jump* on the board. Say *Where do you run, walk or jump? Write sentences*. Provide models on the board: *I run in the park. I walk to school. I jump in the grass*. Tell groups to write at least three sentences, one for each verb. Then ask group members to read their sentences aloud.

Wrap Up

- Write *strong* and *long* on the board. Then write the following:

walk	jump	run
walks	jumps	runs
walking	jumping	running

- Say *Use one word from the board in a sentence*. (He's walking.) Then say *Use two words in one sentence*. (He's walking and jumping.) *Use three words in one sentence*. (She's walking, jumping and running.) Continue the challenge to include four and five words. Write students' sentences on the board. Read the sentences aloud and ask students to clap when they hear the target words.

Review

- For additional practice, direct students to Activity Worksheet 7.2.

BE THE EXPERT

Our World in Context

Many animals are skilled jumpers. The common house mouse can jump more than 30 centimetres (12 inches) high. The jumping viper snake, native to Central America, is only about 0.6 metres (2 feet) long but can jump 1 metre (3 feet) to attack its prey. Australian red kangaroos can jump a length of 8 metres (25 feet).

Workbook and Online Practice Vocabulary 2

✓ Formative Assessment

- Can students ...
- use action words?
Act out walking, running and jumping. Ask *What am I doing?*
 - describe parts of the body?
Draw a figure with long legs and long hair. Say *Tell me about his or her legs. Tell me about his or her hair*. Act out picking up something heavy. Say *Tell me about my arms*.

GRAMMAR 2

Objective

- Students will ...
- make sentences with *can*.

Grammar

Resources TR: 7.9–7.10; Classroom DVD Sc. 7: Grammar 2; Graphic Organisers: Four-column table, Word web; Activity Worksheet 7.3; Workbook page 86, TR: 7.6; Grammar Workbook pages 32–33; Online Practice

Materials scissors; glue

GRAMMAR 2

Ability with *can* TR: 7.9

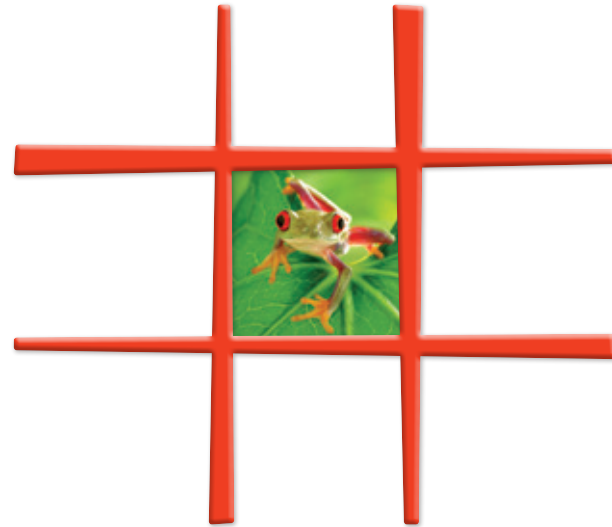
I **can** walk.

Can you run?

She **can** jump.

Yes, I **can**. I've got strong legs!

- 1 **Play a game.** Cut out the pictures at the back of the book. Glue. Listen and play. TR: 7.10



- 2 **Write.** Look at the pictures. Write yes or no.

1. Can the boy run? yes
2. Can the baby jump? no
3. Can the mother cook? yes

123

Warm Up

- **Pre-teach** Walk across the classroom. Say *I can walk*. Jump once or twice. Say *I can jump*. Run across the classroom. Say *I can run*. *I can read, write, listen and sing, too*. *I can do lots of things*. Ask *Can you do lots of things?* Model the answer *Yes, we can*. Ask students to join with you in saying and acting out *We can jump*. *We can read*.

Present

- Point out the grammar box on page 123 and play TR: 7.9. Say *We're learning a new word today*. *The word is can*. Write *can* on the board.
- Draw a four-column table on the board. Brainstorm activities with students and list them on the board. (ride a bike, watch TV) Tell students to copy the table and use the activities to fill in the first column.

Then put students into groups of three. Tell them to use *can* to ask and answer questions about the activities. Tell them to write down what they hear in their tables.

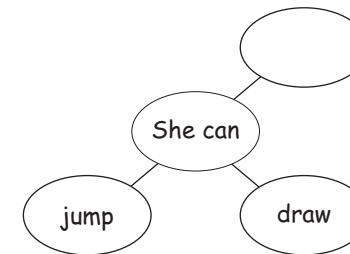
	I can	(Luis) can	(Sara) can
ride a bike	✓	✓	✓
watch TV	✓		✓
cook	✓	✓	

- Tell groups to take turns sharing their tables with the class.

Practise

- 1 Say *Turn to page 179*. *Let's cut out the pictures*. As students find the pictures, walk around the classroom and give out scissors and glue.

- Tell students to turn to page 123 and find Activity 1. Say *First, let's write numbers*. Model numbering the grid from 1 to 4 and 6 to 9. Begin at the top left and follow along from left to right as if reading. Point out that the frog is where 5 would be.
- Say *Now listen, then glue*. *Let's try one together*. Play number 1 only on TR: 7.10. Model *I can hear number one*. *I can find number one*. Point to the top left square that you labelled 1. *She says 'I can jump'*. *I find the picture of a girl jumping*. *I glue it here*. Say *Now you do it*. Play the rest of TR: 7.10. To help them to remember what they hear, suggest that students quietly repeat what the boy and girl say.
- **Expand** Point to the pictures for *jump*, *read* and *draw*. Say *These pictures show what the girl can do*. On the board, make a word web with **She can** in the middle. Ask students to use their pictures to name action words for the word web. Add each action to the word web and ask students to say what the girl can do. Repeat the activity with a **He can** word web and the words *run*, *sing* and *write*.



Apply

- 2 Point out Activity 2 on page 123. Put students into pairs and ask each pair to use the pictures from Activity 1 to answer the questions. Tell them to write yes or no.

Extend

- Tell students to look back at the pictures in Exercise 1 on page 122. Ask *What can the children do?* Say *Tell me in writing*. *Write three sentences*. *Tell me what each one can do*. (She can jump. She can run. They can walk.)

Wrap Up

- Put students into pairs. Say *What can you do? Let's show, not tell, two things you can do*. Say *Other pairs guess what you can do*. Model by acting out the action of writing. Ask *What can I do?* (You can write.) Give pairs a few minutes to decide what to act out and then ask them to join with other pairs to act out and identify actions using the sentence prompt *You can* _____.

Review

- For additional practice, direct students to Activity Worksheet 7.3.

BE THE EXPERT

Grammar in Depth

We use the modal verb *can* to talk about ability. In a statement, it comes before the base form of the verb and is the same for all persons: *I / you / he / she can jump*.

In a yes / no question, *can* comes first: *Can you jump?* We often reply with a short answer: *Yes, I can*. Students who want to answer *no* can say *No, I can't*. *Can't* is the contracted form of *cannot*.

Teaching Tip

Correcting students is necessary, but it's important to provide feedback in a positive way. Consider using non-verbal cues. For example, you can use gestures to indicate errors or even make a tiny red 'flag' and hold it up when students make a grammar error.

The gentlest way to correct students is to restate their response correctly and ask them to repeat it. The goal is to keep students motivated. Always acknowledge what students do well to reinforce learning and build confidence.

Workbook and Online Practice
Grammar 2

✓ Formative Assessment

Can students ...

- make sentences with *can*?
Ask *Can you draw? Can he run? Can she jump?*
Tell students to answer in complete sentences.

READING

Objectives

- Students will ...
- describe sculptures.
- identify main idea and details.

Reading Strategy Identify Main Idea and Details

Academic Language *main idea, details*

Content Vocabulary *artist, balloon, dog, horse, sculptures*

Resources TR: 7.11–7.12; Workbook pages 88–89, TR: 7.7; Online Practice

Materials a figurine or object to convey the idea of sculpture; pictures of different robots

READING

1 Listen and read. TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make lots of fun things!



Fernando Botero's *Man on a Horse*

2 Listen and read. Circle. TR: 7.12

- There is **one** / **two** dog sculpture.
- The balloon dog's legs are **big** / **old**.
- The horse's head is **big** / **small**.

Jeff Koons' *Balloon Dog*



124 Unit 7

3 Read and tick.

MAN	legs	arms	DOG	legs	ears
big	✓	✓	big	✓	
small			long		✓

4 Look. Circle and write.

1. My robot **hasn't got** / **has got** hair.

It **hasn't got** / **has got** one head.

It **hasn't got** / **has got** two eyes.

2. My robot **hasn't got** / **has got** ears.

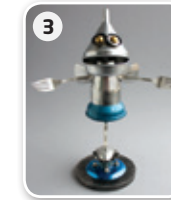
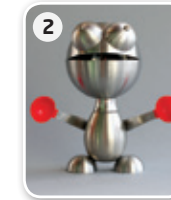
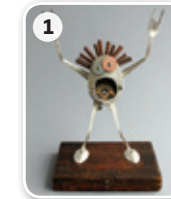
It **hasn't got** / **has got** two big hands.

It **hasn't got** / **has got** two short legs.

3. My robot **hasn't got** / **has got** two eyes.

It **hasn't got** / **has got** two long arms.

It **hasn't got** / **has got** one leg.



5 Ask and answer. Work with a partner.

Choose robots. Talk about them. How are your robots the same or different?

125

BE THE EXPERT

About the Photos

Jeff Koons's *Balloon Dog* isn't made from a balloon. Like many of his sculptures, it's made of stainless steel. Koons wants viewers to walk around the dog and see their reflections in it.

Fernando Botero's sculpture *Man on a Horse* is typical of the oversized people and animals in his sculptures and paintings.

Both Botero and Koons use humour in their art, helping to make modern sculpture accessible to all.

Teaching Tip

If students are engaged and interested by the art in these photos, take advantage of the 'teachable moment'. For example, you can review and recycle vocabulary (Has the dog got eyes? Has it got a neck? Has it got feet?).

Consider asking interested students to use clay or another suitable material to sculpt their own figures of people or animals. Hands-on activities help students to make personal connections to lesson content and enhance their learning experience.

Warm Up

- Build background** Point to the sculptures on page 124. Say *These photos show sculptures. Sculptures are art.* Show the sculpture or object you brought into the lesson. Say *A sculpture is a thing. I can touch it. I can walk around it. I can look all around it.* Walk around it. Write the word *sculpture* on the board and say it slowly, syllable by syllable. Say *Say it with me. Sculpture.*

Present

- 1** Tell students to open their books to page 124. Say *Let's read the title together.* Hold up your book, point to the title and say *Sculptures Are Fun. Sculptures are art. How are they fun? Let's find out.*
- Read together** Play TR: 7.11 once and ask students to listen. Then play TR: 7.11 again, telling students to read in their books as they listen. Pause after sentence 5 (His arms and legs are big.). Say *Look at the man with the hat. Tell me about his arms and legs.* (They're big.) Play sentence 6 and pause. Say *Tell me about his horse's head.* (It's small.) *Let's write those words on the board.*

man	horse
big arms and legs	small head

- Continue TR: 7.11, pausing after sentence 8. Say *Tell me about the dog's legs.* (They're big.) Play sentence 9 and pause. Say *Tell me about its ears.* (They're long.) Ask *Are the dog's legs big or small?* (They're big.) If students have difficulty answering the question, replay sentences 7–9.
- 2** Point to Activity 2 on page 124. Say *Now let's listen and read. Then circle the answer.* Model the activity for students by completing item 1. Play TR: 7.12, pausing after item 1. Read the sentence aloud. Say *I'll look at the pictures. Then I'll count the dog sculptures.* Hold up the book so that students can see page 124. Point to the dog sculpture and count it by saying *One. There is only one dog sculpture. There are two other sculptures, but they aren't dogs. I'll circle the word one. You circle it, too.*

- Tell students to complete items 2 and 3 on their own. Review the correct answers with the class.

Practise

- 3** Tell students to open their books to page 125 and look at Activity 3. Say *Now we'll read and tick. The first one is done. Let's look at it.* Say *The green box says Man. Next to Man is the word legs. Look at the sculpture of the man and horse on page 124. Look at his legs. Are they big or small?* Point to the headings **big** and **small**. Say *They're big. I tick that box.*

READING

1 Listen and read. TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make lots of fun things!



Fernando Botero's *Man on a Horse*

2 Listen and read. Circle. TR: 7.12

1. There is **one** / **two** dog sculpture.
2. The balloon dog's legs are **big** / **old**.
3. The horse's head is **big** / **small**.

Jeff Koons' *Balloon Dog*

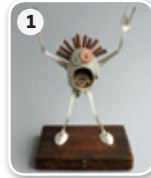


3 Read and tick.

MAN	legs	arms	DOG	legs	ears
big	✓	✓	big	✓	
small			long		✓

4 Look. Circle and write.

1. My robot **hasn't got** / **has got** hair.
It **hasn't got** / **has got** one head.
It **hasn't got** / **has got** two eyes.
2. My robot **hasn't got** / **has got** ears.
It **hasn't got** / **has got** two big hands.
It **hasn't got** / **has got** two short legs.
3. My robot **hasn't got** / **has got** two eyes.
It **hasn't got** / **has got** two long arms.
It **hasn't got** / **has got** one leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

Wrap Up

- Ask students to complete the box by looking at the man's arms. Then say *Now let's look at the next green box. It says Dog. Look at the dog's legs on page 124. Are they big or small?* Tell students to complete the activity on their own. When they have finished, review each answer.
- 4 Say *Now look at Activity 4. Let's look, circle and write the answer. Look at number one.* Read the first sentence aloud with both answer choices. Say *Look at picture one.* Point to the picture and say *This robot has got hair. I circle has got.* Read the complete sentence aloud.
- Say *Now you try it.* Tell students to complete the activity on their own. When students have finished, review each answer with the class.

- Put students into pairs and ask them to pick one of the sculptures they read about, draw it and write two or three sentences describing it. Then ask pairs to share their pictures and sentences with the class.

Recap

- Write the following on the board:

Man	Horse	Dog
big arms and legs	small head	big legs and long ears

- Ask students to look for more details that describe the man, horse and dog. Say *I'm going to say some words about the man, the horse or the dog. When you hear the words, say 'man', 'horse' or 'dog'.*
- Model the activity by saying *Big legs. Look at the board or in your books, at page 124. Who has got big legs?* (the man, the dog, the horse) *The man, the dog and the horse have got big legs, so you say 'man', 'dog' and 'horse'.* Ready? Ask students to say the words aloud.

Apply

- 5 Put students into pairs. Hold up your book and point to the robots on page 125. Say *Pick a robot: Robot 1, Robot 2 or Robot 3.* Say *Talk about your robot.* Say and write on the board the following questions to help students to get started: *Has your robot got eyes? How many eyes has it got? Has it got hands? What colour are they? Has it got hair? Has it got legs? How many legs has it got?*
- Allow time for pairs to discuss their chosen robots. Ask *Is your robot the same as or different from your partner's robot?* Tell students to refer to the questions on the board to help them to answer.
- **Expand** Bring in pictures of different robots with and without arms, legs, heads and feet. Ask students to tell you if the robots have got arms, legs, heads and feet. On the board, make a list of details for these robots. Write **Robots** at the top of the list.

Extend

- Write the following details on the board:

red hands	one leg	hair
big mouth	two eyes	a long mouth
two legs	two arms	long arms

- Divide the class into three groups. Assign each group one of the robots on page 125. Ask students to cover Activity 4 so that they can't see it, choose the words on the board that describe their assigned robot and use those words to write two or three sentences about the robot. Model sentences for students by saying *My robot has got hair. It's got a big mouth. It's got two legs.*

Wrap Up

- Write the following prompts on the board:

The horse has got _____.
The man has got _____.
The dog has got _____.

- Ask students to read the prompts and complete each sentence with a phrase about the horse, the man or the dog on page 124.

BE THE EXPERT

Reading Strategy

Identify Main Idea and Details The main idea is the most important point in a passage or text. The main idea is often stated in a sentence that appears at or near the beginning of the first paragraph. Sometimes the main idea appears elsewhere. The title of a passage may give clues about the main idea, as with *Sculptures Are Fun*. Supporting details are usually found within the body of the text. Details tell us more about the main idea of the passage.

Related Vocabulary

art, museum

Workbook and Online Practice

Reading

✓ Formative Assessment

- Can students ...
- describe sculptures?
Point to a sculpture on page 124. Ask *What has it got?*
 - identify main idea and details?
Ask *What's fun about the dog sculpture?*

WRITING

Writing Write about a costume.

Objectives

- Students will ...
- view a writing model.
- draw and write about a costume.

Content Language *spider, costume*

Resources Workbook page 90; Online Practice

Workbook and Online Practice

Writing

✓ Formative Assessment

Can students ...

- draw and write about a costume?
Tell students to share their pictures and write two new sentences about them.

Present

- **Contextualise** Pretend to put on a costume. Say *I put on my costume. I'm a spider! I've got eight legs.* Act out putting on one leg at a time. Say *I put on one leg at a time!*
- Write *costume* on the board. Say it aloud with students. Say *A costume is clothes you wear. You wear the clothes to pretend to be something. You can pretend to be a robot. What other things can you pretend to be?* Say *Today, you'll draw and write about a costume. Let's read first.*
- **1** Tell students to open their books to page 126. Say *Look at the picture. What is it? (a boy) Yes, it's a boy. He's wearing a costume. How many legs has he got? (eight) That's right. Eight! He's got eight legs. A spider has got eight legs.* Then read the words aloud. Read again and ask students to read aloud with you.

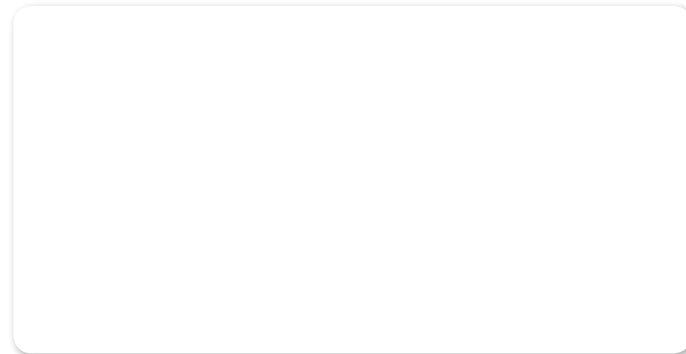
WRITING

1 Read.

My name is Antoni. I've got two eyes, one nose and one mouth. I've got two arms and two legs. My spider costume has got eight eyes and eight legs. I like spiders. I'm a cool spider!



2 Write.

 Draw a costume. Then write about it.

I'm _____ . I've got _____ .

I've got _____ .

My _____ costume has got _____ .

3 Share.

 Work in a group. Talk about your picture.

126 Unit 7

Write

- **2** Point to the empty box on page 126. Say *Draw your costume here.* Give students enough time to draw.
- Write the following on the board:

head	nose	leg	ear
hair	mouth	feet	neck
eye	arm	hand	
- Point to the words on the board. Say *Let's read the words.* Read aloud with students. Point to the writing prompts on page 126 and say *Write about your costume here.* Point to the first prompt and say *Start with your name.* Point to the second prompt and say *Tell me about the parts of your body.* Tell students to use some of the words on the board in their sentences. Remind them to use the writing model at the top of the page as a guide for their own sentences.

VALUE

Keep clean.

Wash your hands and body. Brush your teeth.



Think. Pair. Share.
How do you keep clean?

VALUE

Value Keep clean.

Objectives

- Students will ...
- read about body-related values and activities.
- talk about how they keep clean.

Resource Value Poster

BE THE EXPERT

Teaching Tip

Leveling Check how students are doing on a regular basis to determine their level of proficiency with each set of vocabulary words and grammar structures. Students may learn certain topics very quickly but need additional help with others. Don't assume that a student who has been successful in the past will not need intervention in the future.

Related Vocabulary

tap, sink, water

Share

- **3** Divide the class into four or five groups. Point to Activity 3 at the bottom of page 126. Say *Talk about your pictures. Use your sentences.* Walk around and ask questions, prompting students to describe their pictures.

Value

- Tell students to open their books to page 127. Ask *What's in the photo? (a sink, a tap, hands, water)* Say *It's a boy. He's washing his hands with water.* Point to the title and say *Look at the title. What does it say?*

Think

- Tell students to read the value statement on page 127 aloud. (*Keep clean.*) Ask *How does a person keep clean?* Allow students to share their ideas aloud.
- Ask a student to read the sentences under the value statement. Ask *How often do you do these things?*

Pair

- Tell students to look at the picture. Ask *How is the boy keeping clean? (washing his hands)* Ask *When do you wash your hands?*
- Put students into pairs. Tell them to ask and answer the question at the bottom of the page. Students should write notes or draw pictures of their partner's answers.

Share

- Tell students to take turns sharing their partner's answers to the question aloud. Encourage the rest of the class to listen carefully. After everyone shares, ask *What things do we use to keep clean?* Make a list on the board.

PROJECT

Objectives

- Students will ...
- make a robot.
- name parts of the body.
- complete the Unit 7 Quiz.

Resources Flashcards I13–I24; Assessment: Unit 7 Quiz; Activity Worksheet 7.4

Materials scissors; glue; felt tips or crayons; coloured paper; pieces of coloured card

PROJECT

Make a robot. Work with a partner.



1 Cut out the body.



2 Cut out a card.



3 Write the numbers.



4 Cut out or draw parts. Glue them.

128 Unit 7

Prepare

- Review vocabulary by holding up Flashcards I13–I24 and asking *What's this?* or *What are these?* After students name each body part, use the word in a complete sentence, such as *Yes, my head is on my neck.*
- Say *Open your books to pages 128 and 129.* Hold up the book and point to the robot on page 129. Say *This is a robot. Today, you will make a robot.* Ask *How many heads has the robot got?* (two) *How many eyes has it got?* (five) *How many legs and feet has it got?* (three) *What colour are its arms?* (yellow)
- Tell students to work in pairs to plan their robots. Say *Now we will make robots.*
- Write the following steps on the board:

1. Cut out the body.
2. Cut out a card.
3. Write the numbers.
4. Cut out or draw parts. Glue them.

- Tell students to look at the first picture on page 128. Give out coloured paper and say *Cut out your robot's body.* Model cutting out a large shape for the robot's body. Give pairs time to do the same.
- Point to the second picture. Give out pieces of coloured card to each pair and say *Cut out the same shape you cut out before.* Model cutting out the same shape (but smaller) that you cut out in step 1.
- Point to Eddie the elephant in the third picture. Say *Eddie is writing numbers.* Explain that students should write numbers to plan how many body parts to include. They should write numbers between 1 and 6 to show how many heads, arms and legs their robots will have. Model this step, if necessary.



Now I can ...

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

129

- Point to the fourth picture. Say *Cut out or draw the body parts.*
- Say *Now make your robot! Glue the parts together and colour.*
- **Modify** Help students to be realistic. You might suggest that students make no more than four of any one body part.

Share

- Write on the board: *Its name is _____ . It's got _____ heads. It's got _____ eyes.* Students can use these prompts as they present their robots.
- After each pair introduces its robot, tell the class to ask two questions about the robot. Tell each partner to answer one question.

Review

- For additional practice, direct students to Activity Worksheet 7.4.

BE THE EXPERT

Our World in Context

Robots are now a reality. One example is that scientists have invented a 'robfish' named Grace. Grace has been developed to swim in the world's waterways, flapping its tail when it needs extra energy. An internal pump pushes water in and out of Grace's body, allowing the robfish to glide through water. A battery pack system helps Grace to move upwards and downwards. Grace is designed to monitor water conditions, including temperature and levels of pollution.

Teaching Tip

Think carefully about the mix of students you group for a project. Put students with different language abilities together. Putting a more fluent student with a student who is still struggling will help to give both students a chance to learn from each other's abilities.

Project Checklist

- ✓ Did students create a robot plan?
- ✓ Did students cut out and glue their robot parts?
- ✓ Did students accurately talk about their robot's body parts?

Now I Can ...

Ask questions such as the following:

- *What is this? or What are these?*
- *What colour is your hair? What colour are your eyes?*
- *What can you do with your feet?*

Workbook and Online Practice

Unit Review

✓ Assessment: Unit 7

Give out the Unit 7 Quiz. Hand out the quiz and go over the instructions with the students. The quiz should take 15–20 minutes.

CLASSROOM DVD

Vocabulary 1a an arm, a hand, a leg, feet

Vocabulary 1b a head, an eye, a nose, a mouth, an ear

Vocabulary 2 jump, walk, run, long, strong

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Song *My Body*

Viewing parts of the body; actions and words that describe the body

Story Time *My Body, Your Body*

Resources Classroom DVD Sc. 1–12



Before You Watch

- Play Scene I: Introduction. Say *This DVD is about the body*. Draw a teddy bear on the board and ask students to tell you what to add. Label the parts of its body, including its eyes, nose, mouth, ears, arms, hands, legs and feet.

While You Watch

- Tell students to look and listen for target words that name parts of the body and actions. Say *Write each word you can see and hear on a piece of paper*.

After You Watch

- Put students into pairs and ask them to compare their lists. Then play the 'Who Heard?' Chant *Who heard (clap, clap) this word (clap, clap): Jump*. Model the answer: *I heard (clap, clap) this word (clap, clap): Jump*. Repeat the activity for each target word that students listed.

Zoom In

Vocabulary

- Point to each word and ask the class to say it as it appears. Pause the DVD as Freddy the frog practises each vocabulary word for a body part. Play the DVD again to hear what Freddy says.

Grammar

- As students watch the boy and girl doing different tasks, ask relevant questions, such as *Can he walk? Can she run?* Ask as many questions as possible. Cover up the sentences on the screen, if possible.

Song

- Use the song to review words that name parts of the body. As you play the song, ask students to point to each body part on themselves or in a picture. Then replay the song. Ask students to copy each action that Anna and Freddy perform.

Viewing

- Stop after each animal to ask questions such as *Are its ears small?* (elephant) *Are its legs long?* (giraffe) *Is its mouth big?* (lion) *What can it do?* (kangaroo, cheetah) Tell students to answer in complete sentences.

Story Time

- View Scene II: Story Time. Pause each time Anna says something about a body part, such as 'My eyes are brown. Are your eyes brown, too?' Tell students to answer the question.
- View *My Body, Your Body* again, without pausing. After students have viewed the DVD twice, play it again and pause at still images. Ask questions such as *Are her eyes brown? Is his mouth big?*



My Body, Your Body

Read as children and animals compare parts of their bodies. Are the girl's eyes like the frog's? Is the boy's mouth like the hippo's? Is the girl's hair like the llama's?

Before You Read

- **Predict** Hold up the Reader. Say *Look at the title. Let's read it together. My Body, Your Body. What do you think this is about? Let's read to find out!*
- **Introduce the strategy** Say *We can talk about how things are the same*. Point to your hair and say *I've got hair*. Point to a student's hair and say *(Abdul) has got hair. We've both got hair*.
- Say *We can also talk about how things are different. I've got (brown) hair. (Abdul) has got (black) hair. Our hair is different*.
- Draw a Venn diagram on the board with the labels **What the child says** and **What the animal says**. Say *Look and listen to what the children and animals say*. Point to the first circle and say *Write what the child says*. Point to the second circle and say *Write what the animal says*.

While You Read

- Read the book aloud to students. Stop every few pages to ask questions and help students to fill in the Venn diagram.
page 4: *What colour are the girl's eyes?* (brown)
page 5: *What does the frog say?* (My eyes are red.)
- Add this information to the diagram. Continue with other pages in the book.

After You Read

- Put students into pairs and ask them to compare their Venn diagrams and discuss any differences. Then complete the overlap part of the Venn diagram as a class. Ask *What have the children and animals both got?* Ask students to help you to add things that are the same, such as two eyes, one head and one body.

UNIT 7 READER

Text Type non-fiction text

Reading Strategy Compare and Contrast

Vocabulary an ear, an eye, hair, listen, a mouth, a nose, see, sing, smell

Academic Language both, different, same

Grammar Possessive adjectives; Ability with *can*

Resources Classroom DVD Sc: II: Story Time;
Graphic Organiser: Venn diagram

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Reading Strategy

Compare and Contrast Students compare things to see how they are alike; they contrast things to see how they are different. Words such as *both*, *alike* and *same* signal similarities. Words such as *but*, *however* and *unlike* signal differences.

Help students to understand the concepts of *alike* and *different* by holding up two familiar classroom objects, such as a magazine and a book, and discussing ways in which they are similar and different.

Text Background

My Body, Your Body is a non-fiction text. The purpose of a non-fiction text is to inform readers about a topic. Information in a non-fiction text may be organised into different sections with different headings. Non-fiction texts often include text features such as photos, drawings, tables, charts, diagrams and other visual aids that help readers to better understand the subject matter.

EXTENDED READING

Dog is Lucky!

Objectives

- Students will ...
- understand characters' motivations in a story.
 - contribute to a fable about animals.

Academic Language *motivation, order*

Content Vocabulary *climb, fly, play, swim*

Resources TR: 9.16–9.17; Graphic Organiser: 4 x 4 matrix

Materials drawing paper; crayons; felt tips; paper bags

EXTENDED READING

1 Listen and read. TR: 9.16

Dog is Lucky!

Bird is flying.

'I want to fly! I want to fly in the sky,' says Dog.

Bird says, 'You play all day. Birds can't play all day!'

Cat is climbing.

'I want to climb. I want to climb a tree,' says Dog.

Cat says, 'You play all day. Cats can't play all day!'

Fish is swimming.

'I want to swim. I want to swim in the water,' says Dog.

Fish says, 'You play all day. Fish can't play all day!'

'We can't play all day! We fly, climb and swim,' say Bird, Cat and Fish.

'Oh,' says Dog. 'I am a lucky dog!'

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Present

- Tell students that they are going to listen to and read a fable about a dog. Ask *What is the dog like? How is the dog different from the other characters?*
- Explain that a fable is a story with a moral or a lesson. Say *Fables often use talking animals to teach us about something.* Ask students if they know any stories with talking animals.
- **1 Read together** Play TR: 9.16 and ask students to listen to the fable once with their books closed. Give out copies of the 4 x 4 matrix. Then tell students to open their books to page 162. Tell them to write the names of the four characters in the first column of the matrix. Play the audio again and ask students to follow and make notes about the characters in their matrixes as they listen.

Practise

- **2** Read the instructions aloud. Tell students to underline the first mention of each character in the story. They can use the visual cue to help them to number the characters 1–3 in the order they appear in the story. Play TR: 9.17 for students to check their answers.
- **3** Write on the board *'I want to travel,' says Teacher.* Circle the quotation marks and ask *What are these?* (quotation marks) *What do they tell us?* (that someone is speaking) Then underline *says Teacher.* Ask *What do these words tell us?* (who is doing the talking)
- Put students into pairs to answer the questions. To help students to find the answers to questions 1 and 2, tell them to look for text that is in quotation marks in the reading text. Encourage students to write complete sentences in their answers.

2 Listen. Write numbers to put the animals in order. TR: 9.17

1. Bird 1

2. Fish 3

3. Cat 2

3 Read. Answer the questions. Work with a partner.

1. What does Dog want to do? Write two things.

Dog wants to swim.

Dog wants to fly.

2. What does Fish say to Dog?

'You play all day. Fish can't play all day.'

3. Which animal do you think is lucky? Why?

4 Choose an activity.

1. Add a new animal to the story.
2. Draw and label your favourite animal.
3. Work in a group of four. Make a paper bag puppet for each of the animals. Act out the story.

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Understanding characters' motivation

To get a better understanding of characters in a story, it's helpful to ask students to analyse why they do what they do. Often this is not explicitly stated but may be inferred from characters' actions and words. For example, Dog likes to play, but he also wants to fly, climb and swim.

Understanding Genre

Dog is Lucky! is a fable, which is a kind of story that is short, often has got animals as characters doing human things and usually contains a moral that is useful and true to life. Many well-known fables are attributed to Aesop, a storyteller who lived in Ancient Greece from 620 to 564 BCE. Aesop's fables were oral stories passed down for centuries and only written down later.

✓ Formative Assessment

Can students ...

- understand characters' motivations in a story? Tell students to explain why Dog says, 'I am a lucky dog!' at the end of the fable.
- contribute to a fable about animals? Tell students to add a sentence by Dog that responds to each of the other characters. Remind them that the sentences should match what they know about Dog as a character.

Prepare

- **4** Say *Now you add to the story. You choose an activity to make the story of Dog is Lucky! more interesting.* Give students time to decide which activity they want to do.
- Option 4.1 may be done individually or with a partner. Option 4.2 can be done individually. Tell students to choose their favourite animal from the story and draw it doing something that is described in the fable. Option 4.3 should be done with three other students.
- Give out drawing paper, crayons, felt tips and paper bags.

Share

- Students share their projects with the class. Invite students who worked on Option 4.1 to read their part of the fable about a new animal aloud. Tell students who drew their favourite animal to describe what is happening in their drawing. Allow groups who created bag puppets in 4.3 to perform the fable for the class.
- Encourage active listening by telling the class to ask questions about students' projects after they present them.
- **Critical thinking** Ask *Why are so many words and sentences repeated in a fable? Does this make the story easy to remember? Boring?* Hold a short class discussion.