

READ and GROW

**A Classroom
Teacher's Guide**

3

Objectives	To read and fully understand "The Twins"
Topic	Family's appearance
Target Words	twins, brick, round, curly, ugly, hug
Target Sentences	- They live in London. → live in - They love their dog. His name is Prince! → their, his (possessive)
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

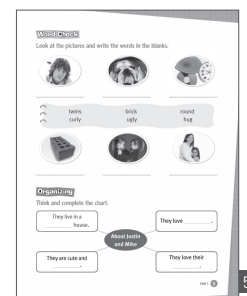
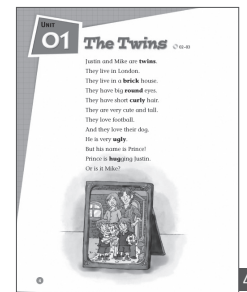
- ① - Can you read the title?
- What is the story about?
- Who are the twins?
- What do you know about twins?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 5.

4. Talk about the picture on page 4 before reading the story.

- ① - What is in the picture? (→ It is a family picture.)
- How many family members are there in the picture? (→ There are four members and a pet dog.)
- Where do they take a picture? (→ They take a picture in front of their brick house.)
- Who do you think they are in the picture? (→ They are Justin, Mike, their mom, their dad, and their dog, Prince.)
- Who are the twins? (→ Justin and Mike are the twins.)



During Reading

1. Listen to the story.

Play CD_02. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_03 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - Whose story is this? (→ It's Justin and Mike's story.)
- Where do Justin and Mike live? (→ They live in London.)
 - What do they look like?
(→ They have big round eyes and short curly hair. They are very cute and tall.)
 - What's the name of their dog? (→ It is Prince.)

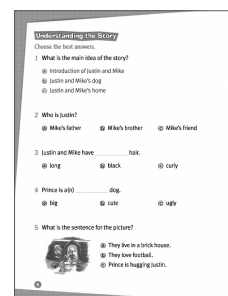
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 5. This is about Justin and Mike.
- Where do they live? They live in a brick house. (Write "brick" in the first blank on the left.) What do they look like? (Look at the picture on page 4 again.) They are cute and tall. (Write "tall" in the second blank on the left.) What do they love? They love football and their dog. (Write "football" in the first blank on the right. And write "dog" in the second blank on the right.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓒ 4. ⓒ 5. ⓐ)

- Ⓣ - 1. What is this story about? This story is about introducing Justin and Mike. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "Who is Justin?" Let's look for the answer in the story. Check out the first sentence: "Justin and Mike are twins." So the answer is ⓑ.
 - 3. Let's read together. "Justin and Mike have _____ hair." What kind of hair do Justin and Mike have? Let's look at the picture on page 4 again. They have curly hair. So the answer is ⓒ.
 - 4. Can you read the sentence for me? "Prince is a(n) _____ dog." What's the answer? Yes, the answer is ⓒ. How do you know? Which sentence in the story gives you that answer? Check out the ninth sentence: "He is very ugly."
 - 5. Where do the children run out from? They run out from a brick house. So the answer is ⓐ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_04 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 04

Justin and Mike are twins.
They have big round eyes.
They have short curly hair.
They are very cute and tall. They love football.
And they love their dog.

b. Have the students make pairs and check the answers together.

c. Play CD_05 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 05

1. ① **Their eyes are big and round.**
② Their noses are big and round.
2. ① **The boys like to play football.**
② The boys like to play basketball.
3. ① Prince and Justin are eating.
② **Prince is hugging Justin.**

d. Check the answers together.

- ① - 1. What are there in the picture? There are two children's faces in the mirror. What is big and round? Their eyes are big and round. So the answer is ①.
- 2. What are the children doing? They are playing football. So the answer is ①.
- 3. What are Prince and Justin doing? They are hugging each other. So the answer is ②.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

_____ is my friend. My friend's name is Sue. (Write "Sue" in the blank.)

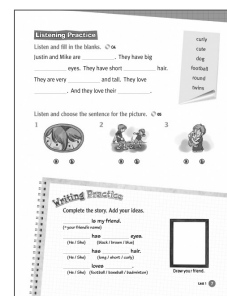
_____ has _____ eyes. She has black eyes. (Circle "She," "black" and write them in the blanks.)

_____ has _____ hair. She has long hair. (Circle "She," "long" and write them in the blanks.)

_____ loves _____. She loves to play badminton. (Circle "She," "badminton" and write them in the blanks.)

Now, make your own story. Think about your friend, and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓣ - What words did we learn? (→ Twins, brick, round, curly, ugly, and hug.)
- What do Justin and Mike have? (→ They have big round eyes and short curly hair.)
- What do they love? (→ They love football and their dog, Prince.)

2. Have the students talk about their experiences.

- Ⓣ - What do your mom and your dad look like?
- What does your pet look like?
- Does anyone have a twin brother or a twin sister?

3. Assign homework. (Workbook, Unit 01)

Objectives	To read and fully understand "In the Yard"
Topic	Planting a tree
Target Words	yard, plant, shovel, dig, hole, bone
Target Sentences	<ul style="list-style-type: none"> - They are planting a tree. → are planting ('be + -ing') - Prince looks in the hole. → look - Come here, Prince. → come here
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

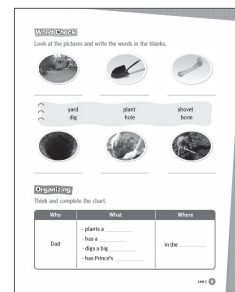
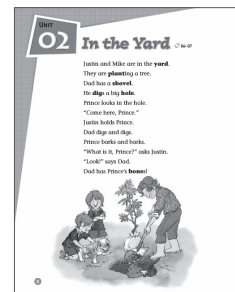
- ① - Can you read the title?
 - Where are Justin and Mike?
 - What do you think they are doing in the yard?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity "Word Check" on page 9.

4. Talk about the picture on page 8 before reading the story.

- ① - Who is in the picture? (→ They are Justin, Mike, their dad, and their dog, Prince.)
 - Where do you think they are? (→ They are in the yard.)
 - What are they doing? (→ They are planting a tree.)
 - What does Dad have? (→ He has a shovel.)
 - What is Dad doing with the shovel? (→ He is digging a hole.)



During Reading

1. Listen to the story.

Play CD_06. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_07 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What are Justin, Mike, and his dad doing in the yard?
(→ They are planting a tree.)
- What does Dad do with a shovel? (→ He digs a big hole.)
 - Why does Prince bark? (→ Because Dad has Prince's bones.)

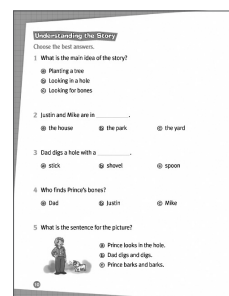
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 9. This is about Dad in the yard.
- Where is Dad? (Look at the picture on page 8 again.) He is in the yard. (Write "yard" in the blank on the right.) What does Dad do in the yard? He plants a tree. (Write "tree" in the first blank on the left.) What does he have? He has a shovel. (Write "shovel" in the second blank on the left.) What does he dig with the shovel? (Write "hole" in the third blank on the left.) What does he have in the hole? He has Prince's bones. (Write "bones" in the last blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓒ 3. ⓑ 4. ⓐ 5. ⓒ)

- Ⓣ - 1. What is this story about? This story is about planting a tree. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "Justin and Mike are in _____." Let's look at the picture on page 8 again. Where are Justin and Mike? They are in the yard. So the answer is ⓒ.
 - 3. Let's read together. "Dad digs a hole with a _____." Let's look for the answer in the story. Check out the third and fourth sentences: "Dad has a shovel. He digs a big hole." So the answer is ⓑ.
 - 4. Can you read the sentence for me? "Who finds Prince's bones?" What's the answer? Yes, it is ⓐ. Look at the picture on page 8 again. Who digs a hole? Yes, Dad digs it. Where are Prince's bones? They are in the hole. So Dad finds his bones.
 - 5. What can you see in the picture? Yes, you can see a man and a dog. What does the dog do? It barks and barks. So the answer is ⓒ.



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After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_08 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 08

We are planting a tree. Dad has a shovel.
He digs a big hole. Prince looks in the hole.
Prince barks and barks.
Dad has Prince's bones!

b. Have the students make pairs and check the answers together.

c. Play CD_09 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 09

1. ③ Dad is planting a tree.
⑥ Dad is digging a hole.
2. ③ Justin is holding Prince.
⑥ Justin is holding a shovel.
3. ③ Prince is in a big hole.
⑥ Prince's bones are in a hole.

d. Check the answers together.

- ① - 1. What is Dad doing? He is digging a hole. So the answer is ⑥.
- 2. What is Justin doing? He is holding Prince. So the answer is ③.
- 3. What is in the hole? There are bones in the hole. So the answer is ⑥.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

We are in the _____. We have a garden. (Circle "garden" and write it in the blank.)

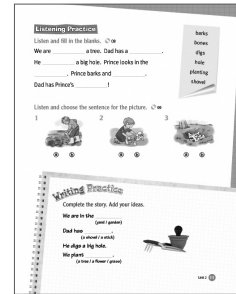
Dad has _____. He has a shovel. (Circle "a shovel" and write it in the blank.)

He digs a big hole.

We plant _____. We plant a rose. (Circle "a flower" and write it in the blank.)

Now, make your own story. Imagine that you are planting something and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ Yard, plant, shovel, dig, hole, and bone.)
- Where are Justin and Mike? (→ They are in the yard.)
- What does Dad do with the shovel? (→ He digs a hole.)
- Where are Prince's bones? (→ They are in the hole.)

2. Have the students talk about their experiences.

- Ⓟ - Have you ever planted a tree or a flower?
- What kind of tree or flower did you plant?
- Where did you plant it? Who did you plant it with? Is it growing well now?
- What flowers or plants do you want to plant?
- What's your favorite plant?

3. Assign homework. (Workbook, Unit 02)

Objectives	To read and fully understand "Birthday Presents"
Topic	Birthday presents
Target Words	on, under, in front of, next to, behind, in
Target Sentences	<ul style="list-style-type: none"> - They look on the bookshelf. → on - They look under the beds. → under - Justin is in front of Dad. → in front of - Mike is next to Justin. → next to - Look behind the curtains. → behind - There is a note in the box. → in
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

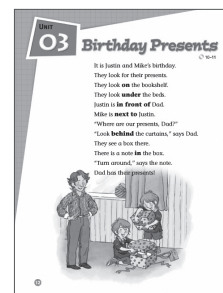
- ① - Can you read the title?
- What special day is it?
- What do Justin and Mike get?

3. Word Check

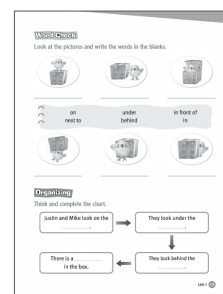
- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 13.

4. Talk about the picture on page 12 before reading the story.

- ① - Who is in the picture? (→ They are Justin, Mike, and their dad.)
- What are Justin and Mike doing? (→ They are opening their presents.)
- Whose birthday is it? (→ It is Justin and Mike's birthday.)
- What is behind the curtains? (→ There is a box.)
- What is Dad doing? (→ He is looking at Justin and Mike.)



12



13

During Reading

1. Listen to the story.

Play CD_10. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_11 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What do Justin and Mike look for? (→ They look for their presents.)
- Where do they look?
(→ They look on the bookshelf, under the beds, and behind the curtains.)
- What's in the box behind the curtains? (→ There is a note in the box.)
- What does the note say? (→ It says, "Turn around.")

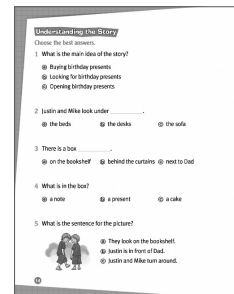
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 13. This is about looking for birthday presents.
Justin and Mike are looking for their presents. What do Justin and Mike look on? They look on the bookshelf. (Write "bookshelf" in the first blank.) What do they look under? They look under the beds. (Write "beds" in the second blank.) What do they look behind? They look behind the curtains. (Write "curtains" in the third blank.) What's in the box? There is a note in the box. (Write "note" in the fourth blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓑ 2. ⓐ 3. ⓑ 4. ⓐ 5. ⓒ)

- Ⓣ - 1. What is this story about? This story is about looking for birthday presents. So the main idea of this story is ⓑ.
- 2. Let's read the sentence together. "Justin and Mike look under _____." Let's look for the answer in the story? Check out the fourth sentence: "They look under the beds." So the answer is ⓐ.
- 3. Let's read together. "There is a box _____." Where is the box? Let's look at the picture on page 12 again. There is a box behind the curtains. So the answer is ⓑ.
- 4. Can you read the sentence for me? "What is in the box?" What's the answer? Yes, the answer is ⓐ. How do you know? Which sentence in the story gives you that answer? Check out the tenth sentence: "There is a note in the box."
- 5. Who are they? They are Justin and Mike. What do they do? They turn around. So the answer is ⓒ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_12 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 12

Justin and Mike look for their birthday presents.
They look on the bookshelf.
They look under the beds.
They look behind the curtains.
But there are no presents. Dad has their presents!

b. Have the students make pairs and check the answers together.

c. Play CD_13 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 13

1. ③ They look on the bookshelf.
⑥ **They look behind the curtains.**
2. ③ **The boys are in front of Dad.**
⑥ The boys are behind Dad.
3. ③ **Dad has presents.**
⑥ Dad has a note.

d. Check the answers together.

- ① - 1. Where do the children look? They look behind the curtain. So the answer is ⑥.
- 2. Where are the boys? They are in front of Dad. So the answer is ③.
- 3. What does Dad have? He has presents. So the answer is ③.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

I'm looking for my birthday present.

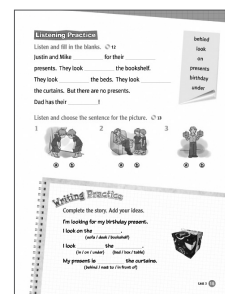
I look on the _____. I go to the study. I look on the desk. (Circle "desk" and write it in the blank.)

I look _____ the _____. I go to the kitchen. I look under the table. (Circle "under" and "table" and write them in the blanks.)

My present is _____ the curtains. I go to the living room. I look behind the curtains. (Circle "behind" and write it in the blank.)

Now, make your own story. Imagine that you are looking for your birthday present and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ On, under, in front of, next to, behind, and in.)
- Whose birthday is it? (→ It is Justin and Mike's birthday.)
- Where are their presents? (→ Dad has their presents.)

2. Have the students talk about their experiences.

- Ⓟ - When is your birthday?
- What was your favorite birthday present? Who gave it to you?
- Why do you like that present?

3. Assign homework. (Workbook, Unit 03)

Objectives	To read and fully understand "Who Is Who?"
Topic	Favorite things
Target Words	donut, visit, ride, play tag, comic book, computer
Target Sentences	- Who is who? → Who ~? - I like to play outside. → like to ~
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

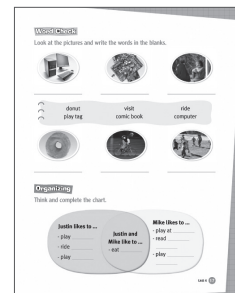
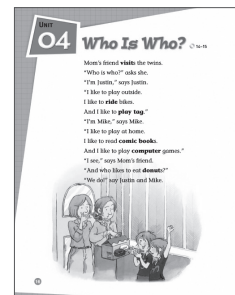
- ① - Can you read the title?
- What does "Who Is who?" mean?
- Who do you think asks this question?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 17.

4. Talk about the picture on page 16 before reading the story.

- ① - Who are they in the picture? (→ They are Justin, Mike, Mom, and a woman.)
- Who do you think the woman is? (→ I think she is Mom's friend.)
- What does she have? (→ She has donuts.)
- Why do you think she is at Justin and Mike's house? (→ I think she is visiting the twins.)
- What is Mike doing? (→ He is raising his left hand.)



During Reading

1. Listen to the story.

Play CD_14. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_15 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - Who likes to ride bikes? (→ Justin likes to ride bikes.)
- What does Mike like to do?
(→ He likes to play at home, read comic books, and play computer games.)
- Who brings donuts? (→ Mom's friend brings them.)

b. Fill in the organizer.

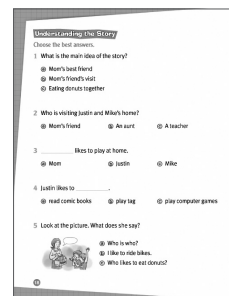
- Ⓣ Look at the organizer on page 17. This is about Mike and Justin.

What does Justin like to? He likes to play outside, ride bikes, and play tag. (Write "outside" in the first blank on the left. Then write "bikes" and "tag" in the second and third blanks on the left.) What does Mike like to? He likes to play at home, read comic books, and play computer games. (Write "home" in the first blank on the right. Then write "comic books" and "computer games" in the second and third blanks on the right.) What do Justin and Mike like to eat? They like to eat donuts. (Write "donuts" in the blank in the middle.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓑ 2. ⓐ 3. ⓒ 4. ⓑ 5. ⓒ)

- Ⓣ - 1. What is this story about? This story is about Mom's friend's visit. So the main idea of this story is ⓑ.
- 2. Let's read the sentence together. "Who is visiting Justin and Mike's home?" Let's look at the picture on page 16 again. Who is the woman next to Mom? She is Mom's friend. So the answer is ⓐ.
- 3. Let's read together. "_____ likes to play at home." Who likes to play at home? Let's look for the answer in the story. Check out the eighth sentence: "I like to play at home." So the answer is ⓒ.
- 4. Can you read the sentence for me? "Justin likes to _____." What's the answer? Yes, the answer is ⓑ. How do you know? Check out the eighth sentence: "And I like to play tag."
- 5. What is the question? "Look at the picture. What does she say?" What does the woman have? She has donuts. What can she say to the children? She can say, "Who likes to eat donuts?" So the answer is ⓒ.



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After Reading

1. Fill in the blanks in "Listening Practice"

a. Have the students listen to CD_16 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

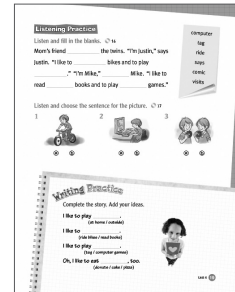
Track 16

Mom's friend visits the twins. "I'm Justin," says Justin.

"I like to ride bikes and to play tag."

"I'm Mike," says Mike.

"I like to read comic books and to play computer games."



b. Have the students make pairs and check the answers together.

c. Play CD_17 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 17

1. ③ Justin likes to ride bikes.
⑥ Justin likes to play at home.
2. ③ Mike is reading comic books.
⑥ Mike is playing computer games.
3. ③ They like donuts.
⑥ They don't like donuts.

d. Check the answers together.

- ① - 1. What does Justin do? He rides the bike. So the answer is ③.
- 2. What is Mike doing? He is playing computer games. So the answer is ⑥.
- 3. What do they eat? They eat donuts. Do they look happy? Yes, they do. So the answer is ③.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

I like to play _____. I like to play at home. (Circle "at home" and write it in the blank.)

I like to _____. I like to read books. (Circle "read books" and write it in the blank.)

I like to play _____. I like to play computer games. (Circle "computer games" and write it in the blank.)

Oh, I like to eat _____, too. I like to eat pizza. (Circle "pizza" and write it in the blank.)

Now, make your own story. Think about what you like and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.

Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn?
(→ Donut, visit, ride, play tag, comic book, and computer.)
- Who likes to play tag? (→ Justin likes to play tag.)
- Who likes to eat donuts? (→ Justin and Mike like to eat donuts.)

2. Have the students talk about their experiences.

- ① - Do you like to play outside or play at home?
- What do you like to do outside or at home?
- What's your hobby?

3. Assign homework. (Workbook, Unit 04)

The Two Dogs

Objectives	To read and fully understand "The Two Dogs"
Topic	Playing with a pet
Target Words	run, watch, stand, roll, catch, throw
Target Sentences	- He can stand up. → can - Prince can't do that. → can't
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

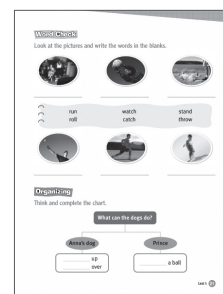
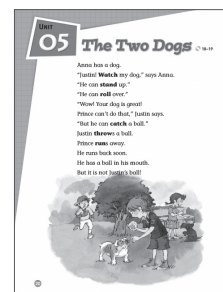
- ① - Who can read the title?
- What do you think this story is about?
- How many dogs are there in this story?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 21.

4. Talk about the picture on page 20 before reading the story.

- ① - Where are the people in the picture? (→ They are in the park.)
- How many dogs are there in the picture? (→ There are two dogs.)
- What is David doing? (→ He is playing catch with Prince.)
- What is Prince doing? (→ He is watching David.)



During Reading

1. Listen to the story.

Play CD_18. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_19 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓓ - What can Anna's dog do? (→ Anna's dog can stand up and roll over.)
- What can Prince do? (→ He can catch a ball.)
- What does Prince do just after Justin throws the ball? (→ He runs away.)

b. Fill in the organizer.

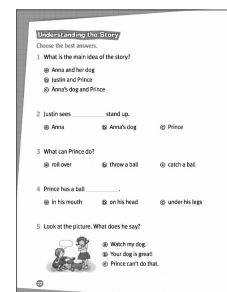
- Ⓓ Look at the organizer on page 21. This is about Prince and Anna's dog.

What can Anna's dog do? He can stand up and roll over. (Write "stand" in the first blank and write "roll" in the second blank on the left.) What can Prince do? He can catch a ball. (Write "catch" in the first blank on the right.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. Ⓒ 2. Ⓑ 3. Ⓒ 4. Ⓐ 5. Ⓑ)

- Ⓓ - 1. What is this story about? This story is about Anna's dog and Prince. So the main idea of this story is Ⓒ.
- 2. Let's read the sentence together. "Justin sees _____ stand up." Let's look for the answer in the story. Check out the second and third sentences: "Justin! Watch my dog," says Anna. "He can stand up." So the answer is Ⓑ.
- 3. Let's read together. "What can Prince do?" What's the answer? Yes, the answer is Ⓒ. Where can you find the answer? Check out the seventh sentence: "But he can catch a ball."
- 4. Can you read the sentence for me? "Prince has a ball _____." Let's look for the answer in the story. Check out the eleventh sentence: "He has a ball in his mouth." So the answer is Ⓐ.
- 5. What is the question? "Look at the picture. What does he say?" Who is speaking? David is speaking. What is he doing? He is patting his dog on his head. So the answer is Ⓑ.



After Reading

1. Fill in the blanks in “Listening Practice.”

a. Have the students listen to CD_20 and fill in the blanks.

- Ⓣ Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 20

“**Watch** my dog,” says Anna.
 “He can **stand** up. He can **roll** over.”
 “Wow! Your dog is **great**!”
 Prince **can’t** do that,” Justin says.
 “But he can **catch** a ball.”

b. Have the students make pairs and check the answers together.

c. Play CD_21 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 21

1. Ⓐ The dog can stand up.
 Ⓑ **The dog can roll over.**
2. Ⓐ **Justin throws a ball to Prince.**
 Ⓑ Prince catches a ball.
3. Ⓐ **Prince runs after a ball.**
 Ⓑ Prince has a ball in his mouth.

d. Check the answers together.

- Ⓣ - 1. What does the dog do in the grass? It rolls over. So the answer is Ⓑ.
 - 2. What does Justin do? Justin throws a ball to Prince. Then Prince runs after the ball. So the answer is Ⓐ.
 - 3. What does Prince do? He runs after a ball. So the answer is Ⓐ.

2. Do the activity in “Writing Practice.”

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- Ⓣ Here is a story about me.

_____ has a dog. My friend Steve has a dog. (Write “Steve” in the blank.)

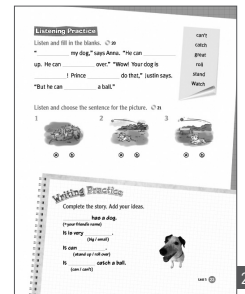
It is very _____. It is a very big dog. (Circle “big” and write it in the blank.)

It can _____. It can stand up. (Circle “stand up” and write it in the blank.)

It _____ catch a ball. It can't catch a ball. (Circle “can't” and write it in the blank.)

Now, make your own story. Think about your friend's dog and fill in the blanks.
 Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn? (→ Run, watch, stand, roll, catch, and throw.)
- What can Anna's dog do? (→ He can stand up and roll over.)
- Who can catch a ball? (→ Prince can catch a ball.)

2. Have the students talk about their experiences.

- ① - Do you have a pet dog? What kind of dog do you have?
- What can your dog do?
- What do you want your dog to do?

3. Assign homework. (Workbook, Unit 05)

Objectives	To read and fully understand "Camping"
Topic	Camping
Target Words	camp, tent, sleeping bag, flashlight, giggle, open
Target Sentences	- Justin and Mike are camping. → are camping ('be + -ing') - Give me the flashlight. → give
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

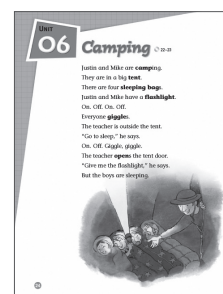
- ① - Can you read the title?
- Where do the main characters, Justin and Mike, go?
- What do you think they do at the camp?

3. Word Check

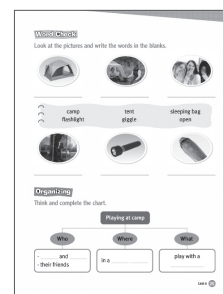
- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 25.

4. Talk about the picture on page 24 before reading the story.

- ① - How many children are there? (→ There are four children.)
- Where are they? (→ They are in a tent.)
- Where are they in the tent? (→ They are in their sleeping bags.)
- What do you think they are doing? (→ They are camping.)
- What do the children have? (→ They have a flashlight.)
- What do the children do in the tent? (→ They giggle.)



24



25

During Reading

1. Listen to the story.

Play CD_22. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_23 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - Where are Justin and Mike? (→ They are in a big tent.)
- How many sleeping bags there are? (→ There are four sleeping bags.)
- Who is outside the tent? (→ The teacher is outside the tent.)
- What does he say after he opens the tent door?
(→ He says, "Give me the flashlight.")

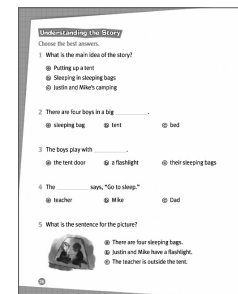
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 25. This is about playing at camp.
Who are at camp? Justin, Mike, and their friends. (Write "Justin" and "Mike" in the first blanks.) Where are they? They are in a big tent. (Write "big" and "tent" in the second blanks.) What do they play with? They play with a flashlight. (Write "flashlight" in the third blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓑ 4. ⓐ 5. ⓑ)

- Ⓣ - 1. What is this story about? This story is about Justin and Mike's camping trip. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "There are four boys in a big _____." Where are the four boys? They are in a big tent. So the answer is ⓑ.
- 3. Let's read together. "The boys play with _____." What's the answer? Yes, the answer is ⓑ. How do you know? Check out the fourth sentence to sixth sentence: "Justin and Mike have a flashlight. On. Off. On. Off. Everybody giggles."
- 4. Can you read the sentence for me? The _____ says, "Go to sleep." Who says it? Let's look at the answer in the story. Check out the eighth sentence: "Go to sleep," he says. So the answer is ⓐ.
- 5. What is the question? "What is the sentence for the picture?" Who is in the tent? There are two children in the tent. What do they have? They have a flashlight. So the answer is ⓑ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_24 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 24

Justin and Mike are camping. They are in a big tent.
Justin and Mike have a flashlight.
On. Off. On. Off. Everyone giggles.
"Give me the flashlight," says the teacher.
But the boys are sleeping.

b. Have the students make pairs and check the answers together.

c. Play CD_25 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 25

1. ③ The boys have a flashlight.
⑥ The boys have sleeping bags.
2. ③ Justin and Mike are giggling.
⑥ Justin and Mike are sleeping.
3. ③ The teacher is in the tent.
⑥ The teacher is outside the tent.

d. Check the answers together.

- ① - 1. What do the boys have? They have sleeping bags. So the answer is ⑥.
- 2. What are Justin and Mike doing? They are giggling. So the answer is ③.
- 3. Where is the teacher? He is outside the tent. So the answer is ⑥.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Here is a story about me.

We are at camp.

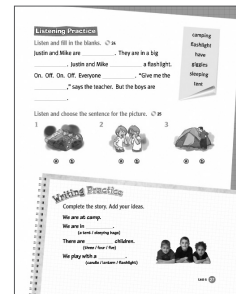
We are in _____. We are in a tent. (Circle "a tent" and write it in the blank.)

There are _____. I am with two friends in the tent. There are three children. (Circle "three" and write it in the blank.)

We play with a _____. We play with a lantern. (Circle "lantern" and write it in the blank.)

Now, make your own story. Imagine that you are at camp and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn?
(→ Camp, tent, sleeping bag, flashlight, giggle, and open.)
- Who has a flashlight? (→ Justin and Mike have a flashlight.)
- What are the boys doing when the teacher opens the tent door?
(→ They are sleeping.)

2. Have the students talk about their experiences.

- ① - Have you ever been on a camping trip?
- Where did you go camping? Did you go there with your friends?
- Where did you sleep?
- What did you do there?

3. Assign homework. (Workbook, Unit 06)

Objectives	To read and fully understand "At the Supermarket"
Topic	Going to the supermarket
Target Words	shopping cart, left, straight, right, point, share
Target Sentences	- They turn left. They turn right. → turn left (right) - They go straight. → go straight
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

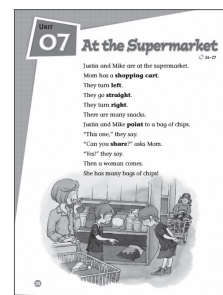
- ① - Can you read the title?
- Where are Justin and Mike?
- What are they doing at the supermarket?

3. Word Check

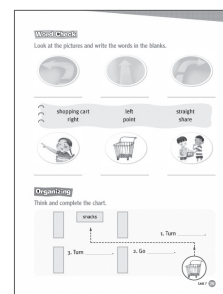
- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 29.

4. Talk about the picture on page 28 before reading the story.

- ① - Who are Justin and Mike with? (→ They are with their mom.)
- Where are they? (→ They are at the supermarket.)
- What does Mom have? (→ She has a shopping cart.)
- What is Justin doing? (→ He is pointing to something.)



28



29

During Reading

1. Listen to the story.

Play CD_26. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_27 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What is there at the supermarket? (→ There are many snacks.)
- What do Justin and Mike point to? (→ They point to a bag of chips.)
- Why does their mom buy the bag of chips Justin and Mike point to? (→ Because they say they can share.)
- What does the woman have in the shopping cart? (→ She has many bags of chips.)

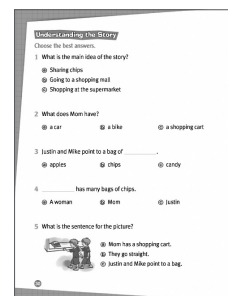
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 29. This is about how to get to the snacks. How can you get the shopping cart to the snacks? First, turn left. Then go straight. (Write "left" in the first blank and write "straight" in the second blank.) Next, turn right. (Write "right" in the third blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓐ 3. ⓑ 4. ⓐ 5. ⓐ)

- Ⓣ - 1. What is this story about? This story is about shopping at the supermarket. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "What does Mom have?" Let's look at the picture on page 28 again. She has a shopping cart. So the answer is ⓐ.
- 3. Let's read together. "Justin and Mike point to a bag of _____." Let's look for the answer in the story. Check out the seventh sentence: "Justin and Mike point to a bag of chips." So the answer is ⓑ.
- 4. Can you read the sentence for me? "_____ has many bags of chips." What's the answer? Yes, the answer is ⓐ. How do you know? Check out the last sentence: "She has many bags of chips!"
- 5. What is the question? "What is the sentence for the picture?" Who is in the picture? There are Justin and Mike. What do they do? They point to a bag. So the answer is ⓐ.



30

After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_28 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 28

They are at the supermarket. They turn right.

They go straight. They turn right.

There are many snacks.

Justin and Mike point to a bag.

b. Have the students make pairs and check the answers together.

c. Play CD_29 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 29

1. ① **Mom goes left.**
② Mom goes right.
2. ① **There are many snacks.**
② There are no snacks.
3. ① **Mike has a bag of chips.**
② Mike has many bags of chips.

d. Check the answers together.

- ① - 1. Which direction does Mom go in? She goes left. So the answer is ①.
- 2. What is in the picture? There are many snacks. So the answer is ①.
- 3. What does Mike have? He has a bag of chips. So the answer is ①.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Here is a story about me.

Dad and I are at the supermarket.

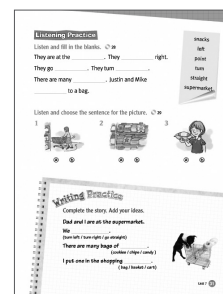
We _____. We turn left. (Circle "turn left" and write it in the blank.)

There are many bags of _____. There are many bags of cookies. (Circle "cookies" and write it in the blank.)

I put one in the shopping _____. I put one in the shopping bag. (Circle "bag" and write it in the blank.)

Now, make your own story. Imagine that you are at the supermarket with your dad and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ Shopping cart, left, straight, right, point, and share.)
- Where are Justin and Mike? (→ They are at the supermarket.)
- Can Justin and Mike share a bag of chips? (→ Yes, they can.)
- What does the woman have in the shopping cart? (→ She has many bags of chips.)

2. Have the students talk about their experiences.

- Ⓟ - What do you usually buy at the supermarket?
- Do you like going to the supermarket with your mom or dad?
- What are your favorite snacks?

3. Assign homework. (Workbook, Unit 07)

Objectives	To read and fully understand "In the Football Field"
Topic	Playing sports (football)
Target Words	field, player, kick, goal, yell, laugh
Target Sentences	Justin is walking home. ⇨ walk home
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

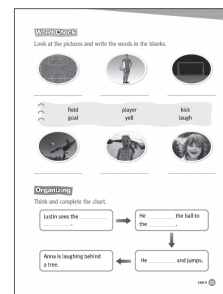
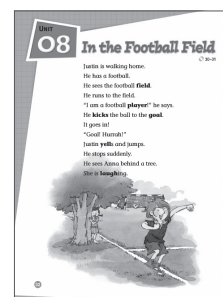
- ① - Can you read the title?
 - What does the main character play?
 - Where does he play it?
 - What do you do after school?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity "Word Check" on page 33.

4. Talk about the picture on page 32 before reading the story.

- ① - Who are the children in the picture? (⇨ They are Justin and his friend, Anna.)
 - Where do you think he is? (⇨ He is in the football field.)
 - Where is the girl in the football field? (⇨ She is behind a tree.)
 - What is she doing? (⇨ She is laughing.)
 - Where is the football? (⇨ It is in the goal.)



During Reading

1. Listen to the story.

Play CD_30. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_31 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What does Justin have? (→ He has a football.)
- What does he see while walking home? (→ He sees the football field.)
 - Where does he kick the ball to? (→ He kicks the ball to the goal.)
 - What does he say when the ball goes in the goal? (→ He says, "Goal! Hurrah!")
 - What does Anna do behind the tree? (→ She laughs.)

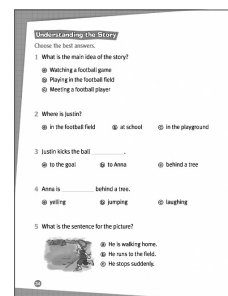
b. Fill in the chart.

- Ⓣ Look at the chart on page 33. This is a chart about Justin in a football field.
- What does Justin see? He sees the football field. (Write "football" and "field" in the first blanks.) What does he do with the ball? He kicks the ball to the goal. (Write "kicks" and "goal" in the second blanks.) What does he do after the ball goes in the goal? He yells and jumps. (Write "yells" in the third blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓑ 2. ⓐ 3. ⓐ 4. ⓒ 5. ⓑ)

- Ⓣ - 1. What is this story about? This story is about playing in the football field. So the main idea of this story is ⓑ.
- 2. Let's read the sentence together. "Where is Justin?" Let's look at the picture on page 32 again. He is in the football field. So the answer is ⓐ.
 - 3. Let's read together. "Justin kicks the ball _____." Let's look at the answer in the story. Check out the sixth sentence: "He kicks the ball to the goal." So the answer is ⓐ.
 - 4. Can you read the sentence for me? "Anna is _____ behind a tree." What's the answer? Yes, the answer is ⓒ. How do you know? Which sentence in the story gives you that answer? Check out the last sentence: "She is laughing."
 - 5. What is the question? "What is the sentence for the picture?" What does the boy do? He runs to the field. So the answer is ⓑ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_32 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 32

Justin is walking home. He sees the football field.

"I am a football player!" he says.

He kicks the ball to the goal.

It goes in! Justin yells and jumps.

b. Have the students make pairs and check the answers together.

c. Play CD_33 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 33

1. ① Justin is walking home.
② Justin is walking to school.
2. ① Justin kicks a ball.
② Justin catches a ball.
3. ① Anna is standing behind a tree.
② Anna is sitting under a tree.

d. Check the answers together.

- ① - 1. What is Justin doing? He is walking home. There is no school. So the answer is ①.
- 2. What does he do? He kicks a ball. So the answer is ①.
- 3. Where is Anna? She is behind a tree. So the answer is ①.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, here's a story about me.

I see _____ on a football field. I like Chris. (Write "Chris" in the blank.)

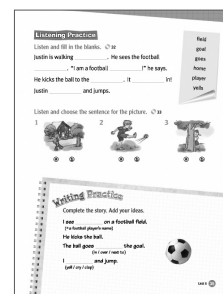
He kicks the ball.

The ball goes _____ the goal. The ball goes in the goal. (Circle "in" and write it in the blank.)

I _____ and jump. I clap and jump. (Circle "clap" and write it in the blank.)

Now, make your own story. Imagine that you see a football player on a football field and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



35

Wrap-Up

1. Review the story and target words again.

- Ⓙ - What words did we learn? (→ Field, player, kick, goal, yell, and laugh.)
- What does Justin do after the ball goes in the goal? (→ He yells and jumps.)
- Who is behind a tree? (→ Anna is behind a tree.)
- What is she doing there? (→ She is laughing.)

2. Have the students talk about their experiences.

- Ⓙ - Can you play football or baseball?
- What's your favorite sport?
- Who's your favorite player? Why do you like him or her?

3. Assign homework. (Workbook, Unit 08)

Objectives	To read and fully understand "But I'm Mike!"
Topic	Wearing clothes
Target Words	put on, shirt, pants, vest, sneakers, jacket
Target Sentences	<ul style="list-style-type: none"> - He puts on his shirt and pants. → put on - Mike goes out in Justin's jacket. → go out, Justin's (possessive) - But he can't find his jacket. → can't
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

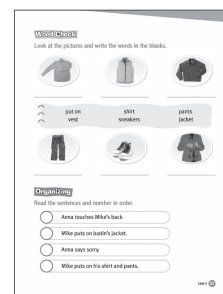
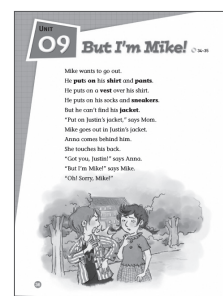
- ① - Can you read the title?
 - What do you think the story is about?
 - What kinds of clothes do you know?
 - What are you wearing now?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity "Word Check" on page 37.

4. Talk about the picture on page 36 before reading the story.

- ① - Who is in the picture? (→ There are Mike and Anna.)
 - What is Mike putting on? (→ He is putting on a shirt and a jacket.)
 - What is Anna putting on? (→ She is putting on a skirt and a blouse.)
 - What is Mike doing? (→ He is turning around.)
 - How do you think Anna feels? (→ I think she feels sorry.)



During Reading

1. Listen to the story.

Play CD_34. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_35 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

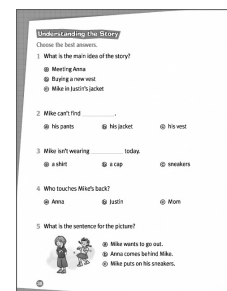
3. Talk about the story.

- Talk about what the story is about.
 - Ⓣ - What does Mike put on over his shirt? (→ He puts on a vest.)
 - Why doesn't he put on his jacket? (→ Because he can't find his jacket.)
 - Whose jacket does he wear? (→ He wears Justin's jacket.)
 - What does Anna do to Mike? (→ She touches his back.)
- Have the students read the sentences in "Organizing" and number them in order.
- Have the students make pairs and check the answers together. (→ 3, 2, 4, 1)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓑ 4. ⓐ 5. ⓑ)

- Ⓣ - 1. What is this story about? This story is about Mike wearing Justin's jacket. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "Mike can't find _____." What can't Mike find? Let's look for the answer in the story. Check out the fifth sentence: "But he can't find his jacket." So the answer is ⓑ.
- 3. Let's read together. "Mike isn't wearing _____ today." What's the answer? Yes, the answer is ⓑ. How do you know? Which sentence in the story gives you that answer? Check out the second to the fourth sentences: "He puts on his shirt, pants, a vest, his socks, and sneakers."
- 4. Can you read the sentence for me? "Who touches Mike's back?" Let's look at the picture on page 36 again. Who's behind Mike? Yes, Anna is behind him. So the answer is ⓐ.
- 5. What is the question? "What is the sentence for the picture?" Who is in the picture? We see Mike and Anna. What is she doing? She is coming behind Mike. So the answer is ⓑ.



After Reading

1. Fill in the blanks in "Listening Practice."

- a. Have the students listen to CD_36 and fill in the blanks.

① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 36

Mike wants to go out. He puts on his shirt and pants.
He wears a vest over his shirt.
He puts on his socks and sneakers.
But he can't find his jacket.
Mike goes out in Justin's jacket.

- b. Have the students make pairs and check the answers together.

- c. Play CD_37 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 37

1. ① Mike puts on his shirt.
② Mike puts on his socks.
2. ① Mike has on Justin's jacket.
② Mike has on Justin's vest.
3. ① Anna hits Mike on his head.
② Anna hits Mike on his back.

- d. Check the answers together.

- ① - 1. What does Mike wear? He wears his shirt and pants. So the answer is ①.
- 2. What does Mike wear? He wears a jacket and a shirt. So the answer is ①.
- 3. What does Anna hit? Yes, she hits Mike's back. So the answer is ②.

2. Do the activity in "Writing Practice."

- a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

① Okay, this is a story about me.

It is _____ today. It is sunny today. (Circle "sunny" and write it in the blank.)

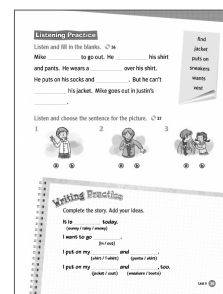
I want to go _____. I want to go out and meet my friend. (Circle "out" and write it in the blank.)

I put on my _____ and _____. I wear my pink T-shirt and red skirt. (Circle "T-shirt" and "skirt" and write them in the blanks.)

I put on my _____ and _____, too. I wear my blue jacket and sneakers. (Circle "jacket" and "sneakers" and write them in the blanks.)

Now, make your own story. Think about your clothes and fill in the blanks. Let's start!

- b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ Put on, shirt, pants, vest, sneakers, and jacket.)
- Whose jacket does Mike wear? (→ He wears Justin's jacket.)
- Who comes up behind Mike? (→ Anna comes up behind him.)
- What does she say after she touches his back? (→ Anna says, "Got you, Justin!")

2. Have the students talk about their experiences.

- Ⓟ - Do you like dress shirts or T-shirts?
- What are your favorite clothes?
- Did you ever put on your sister or brother's clothes? What did you wear?

3. Assign homework. (Workbook, Unit 09)

That's Not Dad, Mike!

Objectives	To read and fully understand "That's Not Dad, Mike!"
Topic	Going to the beach
Target Words	beach, swimsuit, goggles, lifejacket, tube, wave
Target Sentences	<ul style="list-style-type: none"> - They are wearing swimsuits and goggles. → are wearing ('be + -ing') - That's not Dad, Mike! → that is / that is not
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

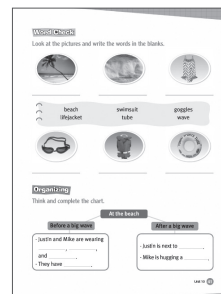
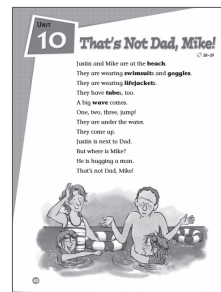
- ① - Can you read the title?
- Who is the speaker talking to?
- Do you like swimming?
- What do you wear at the beach?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 41.

4. Talk about the picture on page 40 before reading the story.

- ① - How many people are there in the picture? (→ There are four people.)
- Who are they? (→ They are Mike, Justin, their dad, and a man.)
- Where are they? (→ They are in the water.)
- What does Dad have? (→ He has a tube.)
- What do Mike and Justin wear? (→ They have goggles and lifejackets.)
- What is Mike doing? (→ He is hugging a man.)



During Reading

1. Listen to the story.

Play CD_38. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_39 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - Where are Justin and Mike? (→ They are at the beach.)
- What are they wearing?
(→ They are wearing swimsuits, goggles, and lifejackets.)
- Where is Justin after a big wave? (→ He is next to Dad.)
- What is Mike doing? (→ He is hugging a man.)

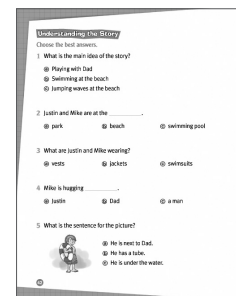
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 41. This is about Justin and Mike at the beach.
What are Justin and Mike wearing? They are wearing swimsuits, goggles, and lifejackets. (Write "swimsuits," "goggles," and "lifejackets" in the blanks on the left.) What do they have? They have tubes. (Write "tubes" in the blank on the left.) Where is Justin after a big wave? He is next to Dad. (Write "Dad" in the first blank on the right.) Who is Mike hugging after a big wave? He is hugging a man. (Write "man" in the second blank on the right.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓐ 4. ⓐ 5. ⓑ)

- Ⓣ - 1. What is this story about? This story is about jumping waves at the beach. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "Justin and Mike are at the _____." What's the answer? Yes, the answer is ⓑ. How can you find the answer? Check out the first sentence: "Justin and Mike are at the beach."
- 3. Let's read together. "What are Justin and Mike wearing?" Let's look for the answer in the story. Check out the second sentence: "They are wearing swimsuits and goggles." So the answer is ⓐ.
- 4. Can you read the sentence for me? "Mike is hugging _____." Who is Mike hugging? Let's look at the picture on page 40 again. He is hugging a man. So the answer is ⓐ.
- 5. What is the question? "What is the sentence for the picture?" What does he have in the picture? He has a tube. So the answer is ⓑ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_40 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 40

Justin and Mike are at the beach. They're wearing swimsuits and goggles.
They have lifejackets and tubes, too.
A big wave comes. One, two, three, jump!

b. Have the students make pairs and check the answers together.

c. Play CD_41 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 41

1. ① **The boys are wearing goggles.**
② The boys are wearing sneakers.
2. ① A big boat comes.
② **A big wave comes.**
3. ① Mike is next to Dad.
② **Mike is hugging a man.**

d. Check the answers together.

- ① - 1. What are the boys in the water wearing? They are wearing goggles. So the answer is ①.
- 2. What is in the picture? There is a big wave. So the answer is ②.
- 3. What is Mike doing? He is hugging a man. So the answer is ②.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

I am at the _____. I am at the swimming pool. (Circle "swimming pool" and write it in the blank.)

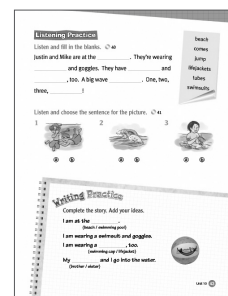
I am wearing a swimsuit and goggles.

I am wearing a _____, too. I am wearing a swimming cap. (Circle "swimming cap" and write it in the blank.)

My _____ and I go into the water. My sister and I go into the water. (Circle "sister" and write it in the blank.)

Now, make your own story. Imagine that you are at the beach or swimming pool and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn? (→ Beach, swimsuit, goggles, lifejacket, tube, and wave.)
- Where are Justin and Mike? (→ They are at the beach.)
- Who do they go to the beach with? (→ They go to the beach with Dad.)
- What do they have? (→ They have tubes.)
- What does Mike do after a big wave comes? (→ He hugs a man.)

2. Have the students talk about their experiences.

- ① - Have you ever been to the beach? Who did you go there with?
- What did you do at the beach?
- Did you have a good time? Did you have any problems?
- What did you wear?

3. Assign homework. (Workbook, Unit 10)

Grandpa Is Snoring!

Objectives	To read and fully understand “Grandpa Is Snoring!”
Topic	Watching a movie
Target Words	movie, ticket, seat, buy, funny, snore
Target Sentences	- Justin and Mike go to a movie with Grandpa. → go to a movie - It is about a monster. → about
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today’s lesson.

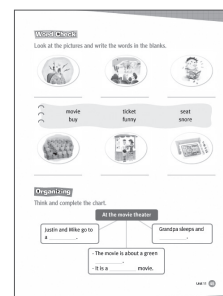
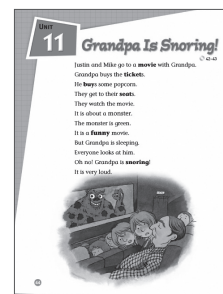
- ① - Can you read the title?
- Do you know someone who snores? When does he or she snore?
- Among your friends, who snores?
- Do you snore?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity “Word Check” on page 45.

4. Talk about the picture on page 44 before reading the story.

- ① - Where are Mike and Justin? (→ They are in a theater.)
- What do they watch in the theater? (→ They watch a movie.)
- What is it about? (→ It is about a monster.)
- What is Grandpa doing? (→ He is sleeping and snoring.)



During Reading

1. Listen to the story.

Play CD_42. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_43 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - Who do Justin and Mike go to a movie with?
(→ They go to a movie with Grandpa.)
- What does he buy? (→ He buys the tickets and some popcorn.)
- What color is the monster? (→ It is green.)
- What is Grandpa doing during the movie? (→ He is sleeping and snoring.)

b. Fill in the organizer.

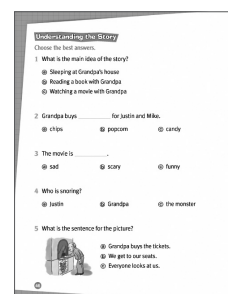
- Ⓣ Look at the organizer on page 45. This is about Justin and Mike at the movie theater.

Where do Justin and Mike go? They go to a movie. (Write "movie" in the first blank on the left.) What is the movie about? It is about a green monster. What kind of movie is it? It is a funny movie. (Write "monster" and "funny" in the middle blanks.) What does Grandpa do at the movie theater? Look at the picture on page 44 again. He sleeps and snores. (Write "snores" in the first blank on the right.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓐ 4. ⓑ 5. ⓐ)

- Ⓣ - 1. What is this story about? This story is about watching a movie with Grandpa. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "Grandpa buys _____ for Justin and Mike." What's the answer? Yes, the answer is ⓑ. How do you know? Which sentence in the story gives you that answer? Check out the third sentence: "He buys some popcorn."
- 3. Let's read together. "The movie is _____." Let's look for the answer in the story. Check out the eighth sentence: "It is a funny movie." So the answer is ⓐ.
- 4. Can you read the sentence for me? "Who is snoring?" Look at the picture on page 44 again. Grandpa is sleeping and snoring. So the answer is ⓑ.
- 5. What is the question? "What is the sentence for the picture?" Who is there in the picture? Grandpa is there. What does he do? He buys the tickets. So the answer is ⓐ.



46

After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_44 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 44

Justin and Mike go to a movie with Grandpa.
They watch the movie.
It is about a green monster.
It is a funny movie. But Grandpa is snoring.

b. Have the students make pairs and check the answers together.

c. Play CD_45 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 45

1. ③ Justin has a movie ticket.
⑥ Justin has some popcorn.
2. ③ It is about a green monster.
⑥ It is about a big gorilla.
3. ③ Grandpa is watching the movie.
⑥ Grandpa is sleeping.

d. Check the answers together.

- ① - 1. What does Justin have? He has some popcorn. So the answer is ⑥.
- 2. What is the movie about in the picture? It is about a green monster. So the answer is ③.
- 3. What is Grandpa doing? He is sleeping. So the answer is ⑥.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

I go to a movie with my _____. I usually go to a movie with my friend. (Circle "friend" and write it in the blank.)

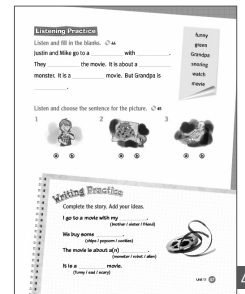
We buy some _____. I buy some popcorn. I love it. (Circle "popcorn" and write it in the blank.)

The movie is about a(n) _____. The movie is about a robot. (Circle "robot" and write it in the blank.)

It is a _____ movie. It is a sad movie. I cry. (Circle "sad" and write it in the blank.)

Now, make your own story. Imagine that you are watching a movie and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓙ - What words did we learn? (→ Movie, ticket, seat, buy, funny, and snore.)
- Who buys the tickets? (→ Grandpa buys them.)
- What is the movie about? (→ It is about a green monster.)
- Why do people look at Grandpa? (→ Because he is snoring loudly.)

2. Have the students talk about their experiences.

- Ⓙ - Do you like movies? What kind of movies do you like?
- How often do you go to the movies?
- Who do you usually go to the movies with?

3. Assign homework. (Workbook, Unit 11)

Objectives	To read and fully understand “Good Job, Mike!”
Topic	Taking a test
Target Words	upset, hungry, worried, angry, thirsty, surprised
Target Sentences	<ul style="list-style-type: none"> - Justin and Mike take a math test. → take a math test - After lunch, the teacher calls him. → after lunch - She shows him his test paper. → show
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today’s lesson.

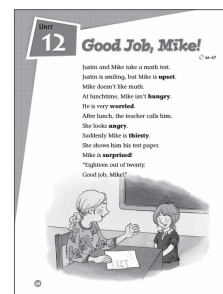
- ① - Can you read the title?
 - What subject are you good at?
 - What do your parents say to you when you do well on a test?

3. Word Check

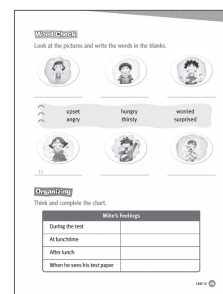
- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity “Word Check” on page 49.

4. Talk about the picture on page 48 before reading the story.

- ① - Who do you see in the picture? (→ I see Mike and his teacher.)
 - Where are they? (→ They are in the classroom.)
 - What is on the desk? (→ It is a piece of paper or a piece of test paper.)
 - How does Mike look? (→ He looks happy.)



48



49

During Reading

1. Listen to the story.

Play CD_46. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_47 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓟ - What test do Justin and Mike take? (→ They take a math test.)
- Why is Mike upset? (→ Because he doesn't like math.)
- What does the teacher show him? (→ She shows him his test paper.)
- How does he feel after he sees his test paper? (→ He is surprised.)

b. Fill in the organizer.

- Ⓟ Look at the organizer on page 49. It is about Mike's feelings.

How does Mike feel during the test? He feels upset. (Write "upset" in the first blank.) How does he feel at lunchtime? He feels worried. (Write "worried" in the second blank.)

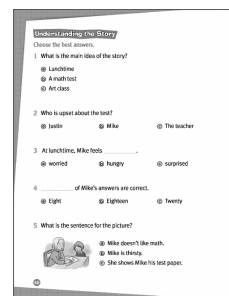
How does he feel after lunch? He feels thirsty. (Write "thirsty" in the third blank.)

How does he feel when he sees his test paper? He feels surprised. (Write "surprised" in the fourth blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. Ⓟ 2. Ⓟ 3. ⓐ 4. Ⓟ 5. Ⓢ)

- Ⓟ - 1. What is this story about? This story is about a math test. So the main idea of this story is Ⓟ.
- 2. Let's read the sentence together. "Who is upset about the test?" What's the answer? Yes, the answer is Ⓟ. How do you know? Which sentence in the story gives you that answer? Check out the second sentence: "Justin is smiling, but Mike is upset."
- 3. Let's read together. "At lunchtime, Mike feels _____." Let's look for the answer in the story. Check out the fifth sentence: "He is very worried." So the answer is ⓐ.
- 4. Can you read the sentence for me? "_____ of Mike's answers are correct." What's the answer? Yes, the answer is Ⓟ. Look at the eleventh sentence: "Eighteen out of twenty."
- 5. What is the question? "What is the sentence for the picture?" Who is in the picture? There is Mike and his teacher. What does she do? She shows Mike his test paper. So the answer is Ⓢ.



50

After Reading

1. Fill in the blanks in “Listening Practice.”

- a. Have the students listen to CD_48 and fill in the blanks.

① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 48

Justin and Mike take a **math** test.
Justin is smiling, but Mike is **upset**.
At lunchtime, Mike isn't **hungry**.
He is **worried**. After lunch, the teacher **calls** him.
She **shows** him his test paper.

- b. Have the students make pairs and check the answers together.

- c. Play CD_49 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 49

1. ① **They are taking a test.**
② They are having lunch.
2. ① **Justin is smiling.**
② Justin is upset.
3. ① **Mike likes math.**
② **Mike doesn't like math.**

- d. Check the answers together.

- ① - 1. What are they doing at the desk? They are taking a test. So the answer is ①.
- 2. How does he look? He looks happy because he is smiling. So the answer is ①.
- 3. How does he look in the picture? He is frowning in the picture. What is he doing? He frowns while looking at the math book. So the answer is ②.

2. Do the activity in “Writing Practice.”

- a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

① Okay, this is a story about me.

I get my test paper. I take a math test.

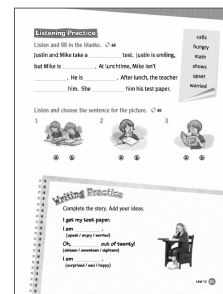
I am _____. I don't like math. I am worried. (Circle “worried” and write it in the blank.)

Oh, _____ out of twenty! I got eighteen out of twenty! (Circle “eighteen” and write it in the blank.)

I am _____. I am very happy. (Circle “happy” write it in the blank.)

Now, make your own story. Imagine that you get a test paper and fill in the blanks. Let's start!

- b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓙ - What words did we learn? (→ Upset, hungry, worried, angry, thirsty, and surprised.)
- What subject doesn't Mike like? (→ He doesn't like math.)
- How does the teacher look when she calls Mike? (→ She looks angry.)
- What does she show him? (→ She shows him his test paper.)

2. Have the students talk about their experiences.

- Ⓙ - What's your favorite subject?
- What subject don't you like?
- Have you taken a test lately?
- Did you do well?
- What did your teacher say?

3. Assign homework. (Workbook, Unit 12)

Objectives	To read and fully understand "At a Festival"
Topic	Going to a festival
Target Words	festival, clothes, robe, scarf, racket, snowshoes
Target Sentences	<ul style="list-style-type: none"> - They see many kinds of clothes. → many kinds of - Justin sees a man in a golden robe. → in a golden robe - Those aren't rackets. → those
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

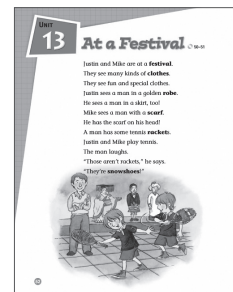
- ① - Can you read the title?
 - Where does the story take place?
 - What do we do at a festival?

3. Word Check

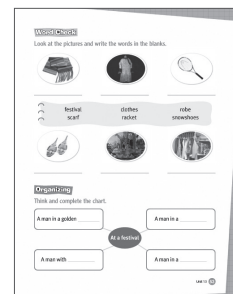
- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity "Word Check" on page 53.

4. Talk about the picture on page 52 before reading the story.

- ① - Where do you think Justin and Mike are? (→ They are at a festival.)
 - How many people are there in the picture besides Justin and Mike?
 (→ There are four people.)
 - What do Justin and Mike have? (→ They have tennis snowshoes.)
 - Where is the man in the skirt? (→ He is standing in the middle of the stage.)
 - What does the king wear? (→ He wears a golden robe and a crown.)



52



53

During Reading

1. Listen to the story.

Play CD_50. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_51 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What does Justin see at the festival? (→ He sees fun and special clothes.)
- What kinds of clothes do Justin and Mike see?
(→ They see a golden robe, a skirt, and a scarf.)
- What do they play? (→ They play tennis.)
- What do they play tennis with? (→ They play tennis with snowshoes.)

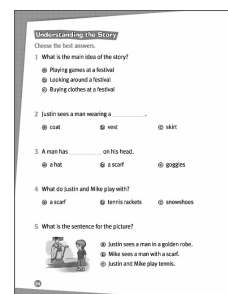
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 53. This is about Justin and Mike at a festival.
What does the king wear? (Look at the picture on page 52 again.) He wears a golden robe. (Write "robe" in the first blank on the left.) Justin and Mike also see a man with snowshoes. (Write "snowshoes" in the second blank on the left.)
Who do Justin and Mike see at the festival? They see a man in a skirt and a man with a scarf. (Write "skirt" in the first blank "scarf" in the second blank on the right.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓑ 2. Ⓒ 3. ⓑ 4. Ⓒ 5. ⓐ)

- Ⓣ - 1. What is this story about? This story is about looking around a festival. So the main idea of this story is ⓑ.
- 2. Let's read the sentence together. "Justin sees a man wearing a _____." What's the answer? Yes, the answer is Ⓒ. How do you know? Which sentence in the story gives you that answer? Check out the fifth sentence: "He sees a man in a skirt, too!"
- 3. Let's read together. "A man has _____ on his head." Let's look for the answer in the story. Check out the seventh sentence: "He has the scarf on his head!" So the answer is ⓑ.
- 4. Can you read the sentence for me? "What do Justin and Mike play with?" Look at the picture on page 52 again. They play with snowshoes. So the answer is Ⓒ.
- 5. What does a boy see? He sees a man in a golden robe. So the answer is ⓐ.



After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_52 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 52

Justin and Mike are at a **festival**.
They see **many** new clothes.
Justin sees a man in a **robe**.
He sees a man in a **skirt**, too.
Mike sees a man with a **scarf**.
A man has some **snowshoes**, too.

b. Have the students make pairs and check the answers together.

c. Play CD_53 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 53

1. ① Justin sees a man in a robe.
② **Justin sees a man in a skirt.**
2. ① **He has a scarf on his head.**
② He has a hat on his head.
3. ① The man has some tennis rackets.
② **The man has some snowshoes.**

d. Check the answers together.

- ① - 1. What does Justin see? He sees a man in a skirt. So the answer is ②.
- 2. What does the man have on his head? He has a scarf. So the answer is ①.
- 3. What are the things in the picture? They are snowshoes. So the answer is ②.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

I am at a clothes festival.

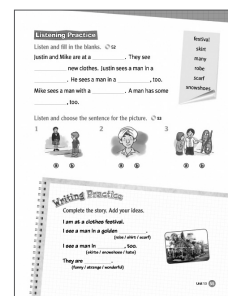
I see a man in a golden _____. I see a man. He wears a golden shirt.
(Circle "shirt" and write it in the blank.)

I see a man in _____, too. I see a man in snowshoes. (Circle "snowshoes" and write it in the blank.)

They are _____. They are wonderful. (Circle "wonderful" and write it in the blank.)

Now, make your own story. Imagine that you are at a clothes festival and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn? (→ Festival, clothes, robe, scarf, racket, and snowshoes.)
- Where are Justin and Mike? (→ They are at a festival.)
- What do they see? (→ They see fun and special clothes.)
- Where does the man have the scarf? (→ He has the scarf on his head.)
- Why does the man laugh?
(→ Because Justin and Mike play tennis with snowshoes.)

2. Have the students talk about their experiences.

- ① - Have you ever been to a festival?
- What did you see there? What kind of festival was it?
- Did you enjoy it?
- What did you do there?
- What kind of festival do you want to visit?

3. Assign homework. (Workbook, Unit 13)

Objectives	To read and fully understand "A Snowy Day"
Topic	Making a snowman
Target Words	snowy, snowman, button, carrot, stick, mitten
Target Sentences	- They make big snowballs. → make - Come back, Prince! → come back
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

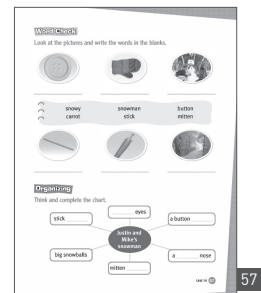
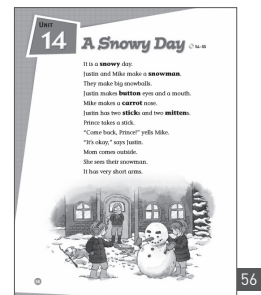
- ① - Can you read the title?
- How's the weather? Is it snowy?
- What do you think Justin and Mike do on snowy days?

3. Word Check

- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 57.

4. Talk about the picture on page 56 before reading the story.

- ① - What are Justin and Mike doing? (→ They are making a snowman.)
- What do they make the snowman's nose with? (→ They make it with a carrot.)
- What do they make the snowman's hands with?
(→ They make them with mittens.)
- Who is in front of the door? (→ Mom.)
- What is she doing? (→ She is watching Justin and Mike.)



During Reading

1. Listen to the story.

Play CD_54. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_55 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - How is the weather? (→ It is a snowy day.)
- What does Justin make the snowman's eyes and a mouth with? (→ He makes them with buttons.)
- Who makes a carrot nose? (→ Mike makes it.)
- What does Prince take? (→ He takes a stick.)

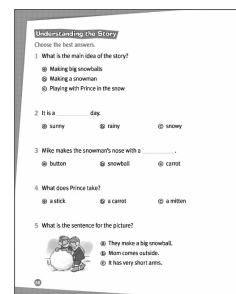
b. Fill in the organizer.

- Ⓣ Look at the organizer on page 57. This is about Justin and Mike's snowman. What do Justin and Mike make with sticks? They make the snowman's arms. (Write "arms" in the blank on the left.) What do they make the snowman's eyes with? They make them with buttons. And they make its mouth with buttons, too. (Write "button" in the top blank and "mouth" in the first blank on the right.) What do they make the snowman's nose with? They make it with a carrot. (Write "carrot" in the second blank on the right.) What do they make with mittens? They make hands. (Write "hands" in the bottom blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓑ 2. Ⓒ 3. Ⓒ 4. Ⓐ 5. Ⓐ)

- Ⓣ - 1. What is this story about? This story is about making a snowman. So the main idea of this story is ⓑ.
- 2. Let's read the sentence together. "It is a _____ day." How's the weather? Check out the first sentence: "It is a snowy day." So the answer is Ⓒ.
- 3. Let's read together. "Mike makes the snowman's nose with a _____." What does Mike make the snowman's nose with? Look at the picture on page 56 again. He makes it with a carrot. So the answer is Ⓒ.
- 4. Can you read the sentence for me? "What does Prince take?" What's the answer? Yes, the answer is Ⓐ. How do you know? Check out the seventh sentence: "Prince takes a stick."
- 5. What do the boys do in the picture? They make a big snowball. So the answer is Ⓐ.



After Reading

1. Fill in the blanks in “Listening Practice.”

a. Have the students listen to CD_56 and fill in the blanks.

- ① Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 56

Justin and Mike make a snowman.
They make big snowballs.
Justin makes button eyes and a mouth.
Mike makes a carrot nose. Mom sees their snowman.
It has very short arms.

b. Have the students make pairs and check the answers together.

c. Play CD_57 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 57

1. ① Justin makes button eyes.
② Justin makes a button mouth.
2. ① Mike has two mittens.
② Mike has a carrot.
3. ① The snowman has short arms.
② The snowman has long legs.

d. Check the answers together.

- ① - 1. What does Justin make with buttons? He makes eyes with them. So the answer is ①.
- 2. What does Mike have? He has a carrot. So the answer is ②.
- 3. Does the snowman have legs? No, it doesn't. Does it have arms? Yes, it does. So the answer is ①.

2. Do the activity in “Writing Practice.”

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- ① Okay, this is a story about me.

My sister and I are making a snowman.

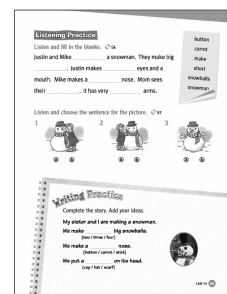
We make _____ big snowballs. We make four big snowballs. (Circle “four” and write it in the blank.)

“We make a _____ nose.” We make a nose with a stick. (Circle “stick” and write it in the blank.)

We put a _____ on its head. We put a hat on its head. (Write “hat” in the blank.)

Now, make your own story. Think about your snowman and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- ① - What words did we learn? (→ Snowy, snowman, button, carrot, stick, and mitten.)
- Who makes a snowman? (→ Justin and Mike make it.)
- What does Justin have? (→ He has two sticks and two mittens.)
- Who takes a stick? (→ Prince takes a stick.)
- Who comes outside and sees their snowman? (→ Their mom does.)

2. Have the students talk about their experiences.

- ① - Do you like winter? What do you do in winter?
- What do you do on a snowy day?
- Have you ever made a snowman?
- How many snowmen have you made? Who did you make them with?

3. Assign homework. (Workbook, Unit 14)

Objectives	To read and fully understand "Christmas"
Topic	Christmas
Target Words	light, carol, stocking, star, fireplace, reindeer
Target Sentences	<ul style="list-style-type: none"> - The tree has a big star on the top. → on the top - These are for Santa. → these - Mom brings cookies and milk → bring
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

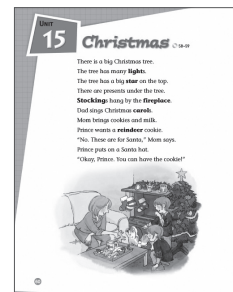
- ① - Can you read the title?
- What special day is it today?
- What do you think the main character does on Christmas?

3. Word Check

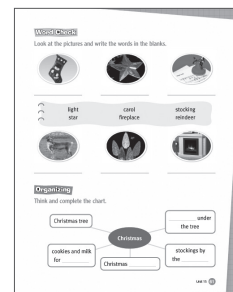
- a. Write the target words on the board and show the meaning or the pictures of the words.
- b. Repeat the words several times until they can read the words by themselves.
- c. Play a memory game or matching game to check their understanding.
- d. Do the activity "Word Check" on page 61.

4. Talk about the picture on page 60 before reading the story.

- ① - What does the Christmas tree have? (→ It has a yellow star, lights, ribbons, etc.)
- What hangs by the fireplace? (→ Stockings hang by it.)
- What are there on the table? (→ There are reindeer cookies and milk.)
- What is Mom doing? (→ She is giving a cookie to Prince.)
- What is Prince wearing? (→ He is wearing a Santa hat.)



60



61

During Reading

1. Listen to the story.

Play CD_58. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_59 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What kind of tree is there? (→ There is a Christmas tree.)
- What does the tree have on the top? (→ It has a big star.)
- What does Dad do? (→ He sings Christmas carols.)
- What does Prince want? (→ He wants a reindeer cookie.)

b. Fill in the organizer.

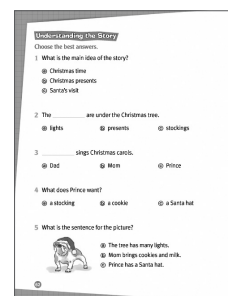
- Ⓣ Look at the organizer on page 61. This is about Christmas.

There is a Christmas tree. What is under the tree? There are presents under the tree. (Write "presents" in the first blank on the right.) Where are the stockings? The stockings are by the fireplace. (Write "fireplace" in the second blank on the right.) Who are the cookies and milk for? They are for Santa. (Write "Santa" in the first blank on the left.) What else is there on Christmas? There are Christmas carols. (Write "carols" in the last blank.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓐ 4. ⓑ 5. ⓒ)

- Ⓣ - 1. What is this story about? This story is about Christmas time. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "The _____ are under the Christmas tree." What are there under the tree? Let's look for the answer in the story. Check out the fourth sentence: "There are presents under the tree." So the answer is ⓑ.
- 3. Let's read together. "_____ sings Christmas carols." Who sings Christmas carols? What's the answer? Yes, the answer is ⓐ. How do you know? Check out the sixth sentence: "Dad sings Christmas carols."
- 4. Can you read the sentence for me? "What does Prince want?" Let's look for the answer in the story. Check out the eighth sentence: "Prince wants a reindeer cookie." So the answer is ⓑ.
- 5. What is the question? "What is the sentence for the picture?" What does Prince have? He has a Santa hat on his head. So the answer is ⓒ.



62

During Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_60 and fill in the blanks.

- Ⓣ Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 60

It is **Christmas** time. There is a big Christmas **tree**.
Stockings **hang** by the fireplace.
Dad sings Christmas **carols**.
Mom **brings** cookies and milk.
Prince wants a **reindeer** cookie.

b. Have the students make pairs and check the answers together.

c. Play CD_61 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 61

1. ⓐ **There is a big Christmas tree.**
ⓑ There are presents under the tree.
2. ⓐ **Mom brings cookies and milk.**
ⓑ Mom eats cookies and milk.
3. ⓐ Santa hat hang by the fireplace.
ⓑ **Stockings hang by the fireplace.**

d. Check the answers together.

- Ⓣ - 1. What is there in the picture? There is a Christmas tree. So the answer is ⓐ.
- 2. What does she have in the second picture? She has cookies and milk. So the answer is ⓐ.
- 3. What hangs by the fireplace? Stockings hang by it. So the answer is ⓑ.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- Ⓣ Okay, here is a story about me.

It is Christmas time.

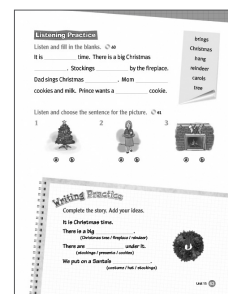
There is a big _____. There is a big Christmas tree. (Circle "Christmas tree" and write it in the blank.)

There are _____ under it. There are many presents under it. (Circle "presents" and write it in the blank.)

We put on a Santa's _____. We put on a Santa's hat. (Circle "hat" and write it in the blank.)

Now, make your own story. Think about your Christmas time and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ Light, carol, stocking, star, fireplace, and reindeer.)
- What does Mom bring? (→ She brings cookies and milk.)
- Who wants a reindeer cookie? (→ Prince wants one.)
- What does Prince put on? (→ He puts on a Santa hat.)

2. Have the students talk about their experiences.

- Ⓟ - Do you celebrate Christmas?
- Do you decorate Christmas trees?
- Do you get Christmas presents?
- What do you want this Christmas?

3. Assign homework. (Workbook, Unit 15)

Objectives	To read and fully understand "Boxing Day"
Topic	Boxing Day
Target Words	poor, help, turkey, old, salad, can
Target Sentences	<ul style="list-style-type: none"> - It is a day to help poor people. → to help - They eat turkey and salad for lunch. → for lunch
Teaching Materials	CD

Before Reading

1. Greet the students and ask them some everyday questions.

2. Introduce the topic of today's lesson.

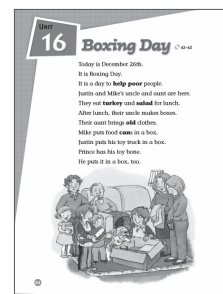
- ① - Can you read the title?
 - What is the story about?
 - Do you know about Boxing Day?
 - What do you think Justin and Mike do on Boxing Day?

3. Word Check

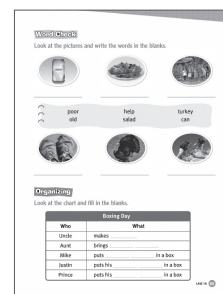
- a. Write the target words on the board and show the meaning or the pictures of the words.
 b. Repeat the words several times until they can read the words by themselves.
 c. Play a memory game or matching game to check their understanding.
 d. Do the activity "Word Check" on page 65.

4. Talk about the picture on page 64 before reading the story.

- ① - How many people are there in the picture? (→ There are eight people.)
 - Who do you think they are? (→ They are Justin and Mike's family members.)
 - What are they doing? (→ They are putting their things in a box.)
 - What does Justin have? (→ He has a toy truck.)
 - What does Prince have? (→ He has a bone.)
 - What does the girl have? (→ She has a can.)



64



65

During Reading

1. Listen to the story.

Play CD_62. Have the students read the story silently.

2. Read the story.

- Read the story aloud slowly and have the students listen carefully.
- Have the students put their index fingers on the lines while you are reading.
- Play CD_63 and have the students repeat the sentences.
- Have the students read the sentences aloud all together in chorus.

3. Talk about the story.

a. Talk about what the story is about.

- Ⓣ - What date is it? (→ It is December 26th.)
- What do people do on Boxing Day? (→ They help poor people.)
 - What do Justin and Mike's uncle and aunt eat for lunch? (→ They eat turkey and salad for lunch.)
 - What does the aunt bring? (→ She brings old clothes.)

b. Fill in the organizer.

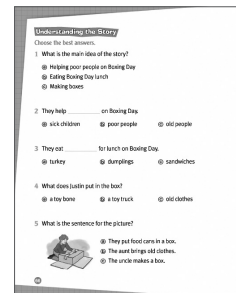
- Ⓣ Look at the organizer on page 65. This is about Boxing Day.

What do Justin and Mike's uncle make? He makes boxes. (Write "boxes" in the first blank.) What does their aunt bring? She brings old clothes. (Write "old" and "clothes" in the second and the third blanks.) What does Mike put in a box? He puts cans of foods in a box. (Write "food" and "cans" in the fourth and the fifth blanks.) What does Justin put in a box? He puts his toy truck in a box. (Write "toy" and "truck" in the sixth and the seventh blanks.) What does Prince put in a box? He puts his toy bone in a box. (Write "toy" and "bone" in the last blanks.)

4. Answer the questions in "Understanding the Story."

- Have the students read the story one more time. This time, have them read the story by themselves.
- Before answering each question, explain what the question means.
- Have the students write the answers.
- Check the answers together. (→ 1. ⓐ 2. ⓑ 3. ⓐ 4. ⓑ 5. ⓒ)

- Ⓣ - 1. What is this story about? This story is about helping poor people on Boxing Day. So the main idea of this story is ⓐ.
- 2. Let's read the sentence together. "They help _____ on Boxing Day." Let's look for the answer in the story. Check out the third sentence: "It is a day to help poor people." So the answer is ⓑ.
 - 3. Let's read together. "They eat _____ for lunch on Boxing Day." What's the answer? Yes, the answer is ⓐ. How do you know? Look at the fifth sentence: "They eat turkey and salad for lunch."
 - 4. Can you read the sentence for me? "What does Justin put in the box?" Let's look at the picture on page 64 again. What does Justin have? He has a toy truck. So the answer is ⓑ.
 - 5. What does the man do in the picture? He makes a box. So the answer is ⓒ.



66

After Reading

1. Fill in the blanks in "Listening Practice."

a. Have the students listen to CD_64 and fill in the blanks.

- Ⓣ Listen to the script twice. When you don't know the exact word, you can get a hint from the word box on the right.

Track 64

Boxing Day is a day to help **poor** people.
Justin and Mike's uncle and **aunt** are here.
They eat **turkey** and salad for lunch.
Their uncle makes **boxes**.
Their aunt brings **old** clothes.

b. Have the students make pairs and check the answers together.

c. Play CD_65 and talk about the pictures. Have the students take the complete sentences in dictation if they can.

Track 65

1. Ⓐ **They are eating turkey.**
Ⓑ They are eating salad.
2. Ⓐ **There are old clothes in the box.**
Ⓑ There are food cans in the box.
3. Ⓐ Justin puts his truck in the box.
Ⓑ **Prince puts his toy bone in the box.**

d. Check the answers together.

- Ⓣ - 1. What are they eating in the first picture? They are eating turkey. So the answer is Ⓐ.
- 2. What is in the box? There are old clothes in the box. So the answer is Ⓐ.
- 3. Who is in the third picture? Prince is. What does he do? He puts his toy bone in the box. So the answer is Ⓑ.

2. Do the activity in "Writing Practice."

a. Give a writing demonstration to the students. Have them make their own stories and fill in the blanks.

- Ⓣ Okay, this is a story about me.

There is a big box.

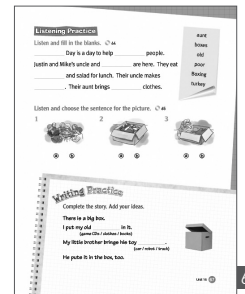
I put my old _____ in it. I have many books. I put my old books in it.
(Circle "books" and write it in the blank.)

My little brother brings his toy _____. He brings his toy car. (Circle "car" and write it in the blank.)

He puts it in the box, too.

Now, make your own story. Think about what you would put in a box on Boxing Day and fill in the blanks. Let's start!

b. After they finish writing, have the students read their stories to the class.



Wrap-Up

1. Review the story and target words again.

- Ⓟ - What words did we learn? (→ Poor, help, turkey, old, salad, and can.)
- What do Justin and Mike's uncle make after lunch? (→ He makes boxes.)
- What does their aunt bring? (→ She brings old clothes.)
- What does Mike put in the box? (→ He puts food cans in the box.)

2. Have the students talk about their experiences.

- Ⓟ - Have you ever helped poor people? How did you help them?
- What did you give them?
- Who do you want to help?
- What do you do on December 26?

3. Assign homework. (Workbook, Unit 16)

