

Unit 1 What a Day!

Overview

Topic

- Time
- Learn about Germany

Learning Objectives

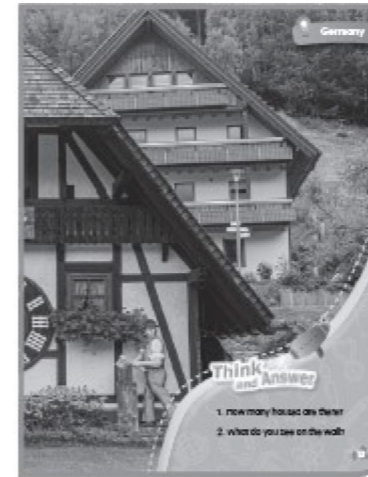
- Recognizing and expressing time
- Making observations of the photograph
- Using critical thinking skills to compare and contrast houses and homes with the German house in the photograph

Language

- *How many houses are there?*
- *What do you see on the wall?*



Student Book pages 12-13



Component

- E-book on CWT (Caves WebSource for Teachers)

Visual Literacy

GCE

• Introducing Germany

See *Introducing Global Citizenship Education (GCE)*, Teacher's Manual page 17.

Germany is in the heart of the old continent, and the famous landmark Alps lies south. The Rhine River runs through its middle-west and down to the southwest, with many castles and fortifications built around the riverbank. As you see on the opening page, the world's first largest cuckoo clock in Triberg village in Baden-Wuerttemberg, is one of the cultural icons of Germany. There is a unique and the world's largest Volksfest, "the Oktoberfest," held annually in Munich, Bavaria, featuring a beer festival and a traveling carnival. Once the beer is mentioned, the sausage must be remembered; it is known in Germany as wurst, and also an essential part of German cuisine. If you like sports, you must have heard about the Germany National Football Team, which has won four World Cups in history; even until today, it still remains one of the strongest football teams in the world.

Ask students:

- Q1** What is the man doing?
A1 He is chopping wood.
Q2 What time is it?
A2 It's about 5:55.

• Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 17.

1. Give students a hint about the name of the country which is going to be introduced. Give them a few minutes to think and encourage them to guess. Ask them to take out the books after they provide the answers. Have students discover the country's name on the page and encourage them to read it. Establish their confidence by giving them praise.
2. Invite students to volunteer to read the two questions on this page and encourage others to provide the answers.

3. Chat with students to identify whether they live in a house or an apartment and guide them to answer correctly. Give students a few minutes to practice with their neighbors to express their real life.
4. Have students do a competition by asking "What do you see in the classroom?" Mark the records on the whiteboard for those who give the answers; the one who provides the most wins the game.

Unit 1 What a Day!

Overview

Topic

- Time
- Daily activities

Learning Objectives

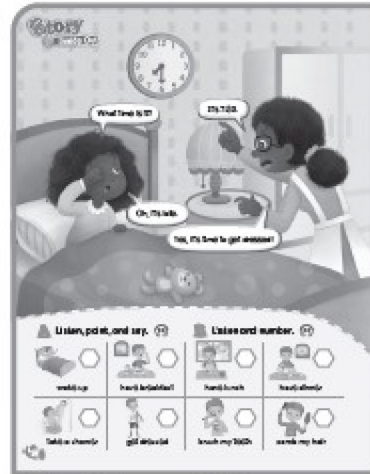
- Asking the time
- Telling the time
- Expressing the situation
- Reminding the things that need to be done

Language

- *What time is it?*
It's 7:30.
- *What time do you wake up?*
I wake up at 6:00 in the morning.

Teaching Materials

- Self-made flashcards of clocks showing different times, either the long-short hand clock or digital clock
- Two flyswatters
- 12 vocabulary flashcards of this unit
- Tracks 08-11



Student Book pages 14-15



Warm-Up

- Play **Flyswatter** using self-made flashcards of clocks showing different times. For example, a digital clock that shows 10:15, a long-short hand clock that shows 6:45, etc. Use only time which ends with 00, 15, 30, or 45.
- Play **Flashcards at Dawn** using the same flashcards above to give students more chances to practice.

B. Listen and number.

See *Teaching Vocabulary*, Teacher's Manual page 16.

1. Play Track 09. Have students listen to the audio and point to the corresponding picture. Play the track again and let students write the numbers. Do the peer work in pairs to check if they have written the correct number.

09

1. arrive at school x2	7. brush my teeth x2
2. wake up x2	8. take a shower x2
3. have breakfast x2	9. have dinner x2
4. do my homework x2	10. clean my room x2
5. comb my hair x2	11. get dressed x2
6. chat with friends x2	12. have lunch x2

2. When complete, check answers by asking students, "What is number one?" Please encourage them to answer in a complete sentence, e.g., "It's time to arrive at school." as you write the number above the correct flashcard or picture on the board.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

C. Listen, circle, and color.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 10. Have students listen to the audio introducing the situation in the picture. Have students follow the instructions from the audio.

10

(pic 1) W: It is 7:30 in the morning. Emma wants to go back to sleep.
B: But she can't. It's time to get dressed!

(pic 2) W: Emma is talking to Jake. What is he doing?
B: He is brushing his teeth.
W: Where is his cup? Please circle it.
B: OK.

(pic 3) W: Jake is talking to his mom. What time does Jake's mom wake up?
B: She wakes up at 6:00 in the morning.
W: Jake is wearing his favorite blue shirt. Can you color his shirt blue?
B: All right. x2

2. The teacher asks the following questions while checking answers to test the students' memorization. The teacher can extend the questions as well.

"Why can't Emma go back to sleep?"

"What is Jake doing?"

"What time does Jake's mom wake up?"

Activities

See *Teacher's Manual* pp. 19-23 for details on all Warm-ups and Activities in this book.

- Give students an energetic drill by playing **Charades** to help them identify the new phrases in this unit.
- Review the dialogue by playing **Pictionary**. The artist draws on the whiteboard, and the other teammates complete the matching dialogue.
e.g. a) Show the artist the flashcard of "chat with friends."
b) The artist draws a picture on the board and asks, "What are you doing?"
c) The teammates try to guess by answering, "I'm _____."

Extra Practice

Inside Out 3 Workbook, pp. 6-7. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

Components

You can find the following resources on CWT:

- Flashcards
- Conversation Video

D. Listen to the dialogue.

See *Teaching Conversation*, Teacher's Manual page 17.

Play Track 11. Have students listen to the dialogue. Put three students in a group to do the role-play.

Please note: pink and yellow speech bubbles present new language for this unit; blue speech bubbles review previously taught language or introduce additional dialogue.

11

(pink) Emma: What time is it?
(pink) Liz: It's 7:30.
(blue) Emma: Oh, it's late.
(blue) Liz: Yes, it's time to get dressed!
(blue) Emma: What are you doing?
(blue) Jake: I'm brushing my teeth.
(yellow) Jake: What time do you wake up?
(yellow) Liz: I wake up at 6:00 in the morning.
Now, listen again and repeat.

Unit 1 What a Day!

Overview

Topic

- Checking time

Learning Objectives

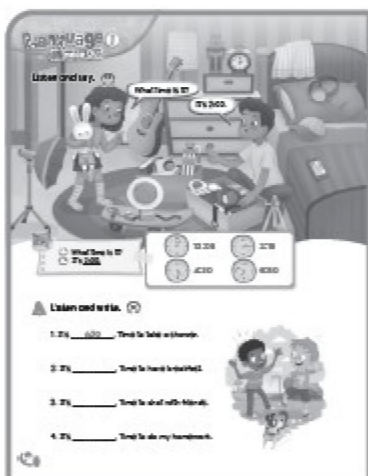
- Asking and telling time
- Identifying the appropriate daily activity to do

Language

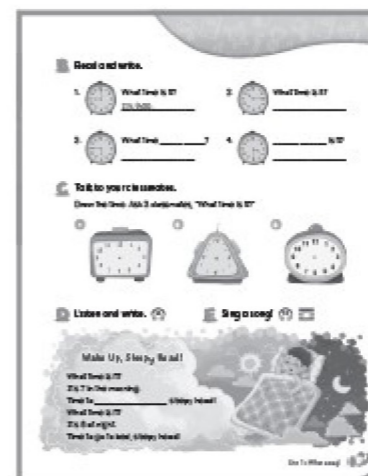
- *What time is it?*
It's 2:00.

Teaching Materials

- Two sets of self-made 12 vocabulary flashcards for this unit
- Self-made flashcards of clocks showing different times, either the long-short hand clock or digital clock
- Tracks 12-15



Student Book pages 16-17



Warm-Up

1. Warm-up by playing **Movement Dominoes**.
2. Review the phrases of daily activity by playing **Memory** using the self-made vocabulary flashcards.

Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. With Student Books closed, play Track 12 twice, and encourage volunteers to draw the clocks with the correct time in order. Focus on natural intonation, rhythm, and speed.

12

Olivia: What time is it?	12:05
Marco: It's 2:00.	2:15
What time is it?	4:30
It's 2:00.	6:50

2. Point to the clocks that the volunteers drew on the whiteboard to do Q&A by asking, "What time is it?" to let the whole class answer and double-check the time.
3. Have students open their books, play Track 12 again and let them do the finger-point.

A. Listen and write.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 13 and have students do the exercise.

13

1. What time is it?
It's 6:30. Time to take a shower. x2
2. What time is it?
It's 7:00. Time to have breakfast. x2
3. What time is it?
It's 3:25. Time to chat with friends. x2
4. What time is it?
It's 4:15. Time to do my homework. x2

2. Have students listen to the audio again. Ask them to check the answers for each other by swapping their books.
3. Place the daily activity flashcards on the whiteboard and invite some volunteers to draw clocks for the correct time that matches the flashcards.
4. Guide students to read the sentences and double-check their pronunciation and tone.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

B. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

Guide the students to practice in pairs and walk around the classroom to monitor.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

C. Talk to your classmates.

See *How to Practice Language in Groups and Pairs*, Teacher's Manual page 18.

Have students complete the clocks by drawing the long and short hands independently and do Q&A with 3 partners. Walk around the classroom to monitor.

D. Listen and write.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Place the vocabulary flashcards on the whiteboard for students' reference to fill in the blanks correctly and play Track 14 simultaneously.

14

What time is it?
It's 7 in the morning.
Time to wake up, sleepy head!
What time is it?
It's 8 at night.
Time to go to bed, sleepy head!

Activities

- Play **Down the Line** with target questions being "What time is it?", "What are you doing?", etc.
- End the class by playing **Get Moving**: Place the clock and daily activity flashcards around the classroom. Students must move to the correct item when the prompt is given. For example, when you say "It's 6:30." or "I'm taking a shower.", students move to the correct flashcard. The last one who approaches the flashcard plays the caller. After this manner, take turns.

Extra Practice

Inside Out 3 Workbook, pp. 8-9. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

Component

You can find the following resource on CWT:

- Song Video

2. Play Track 14 again, have students swap their books, and guide them to check the answers by doing peer work.

E. Sing a song!

See *Teaching Songs and Chants*, Teacher's Manual page 18.

1. Lead students to read the lyrics aloud and encourage them to chant by following the teacher.
2. Play Track 15 and let students sing the song themselves by following the audio.

15

What time is it?
It's 7 in the morning.
Time to wake up, sleepy head!
What time is it?
It's 8 at night.
Time to go to bed, sleepy head! x2

Unit 1 What a Day!

Overview

Topic

- Time and daily activities

Learning Objectives

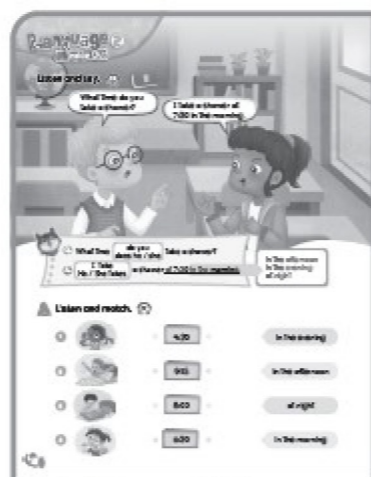
- Distinguishing between four periods of the day
- Identifying the daily activities to be done at the specific time

Language

- *What time do you take a shower?*
I take a shower at 7:30 in the morning.

Teaching Materials

- 12 vocabulary flashcards of this unit
- Self-made flashcards of clocks showing different times, either the long-short hand clock or digital clock
- Self-made flashcards of four periods of the day
- Tracks 16-17



Student Book pages 18-19

Warm-Up

Play **Hot Seats** for reviewing the phrases or target language such as *"It's 7:30. Time to take a shower."* (have breakfast, chat with friends, do my homework, brush my teeth, clean my room, etc.)

Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 16 and have students close their eyes; let them focus on listening with their books closed.



Liam: What time do you take a shower?
Olivia: I take a shower at 7:30 in the morning.
What time do you take a shower?
I take a shower at 7:30 in the morning.
What time does he take a shower?
He takes a shower at 7:30 in the morning.
What time does she take a shower?
She takes a shower at 7:30 in the morning.
in the afternoon
in the evening
at night

2. Emphasize the conversation between the boy and girl by doing Q&A with students.

3. Have students work in groups of three and guide them to practice the language through the following sentence patterns.
Student A: What time do you take a shower?
Student B: I take a shower at 7:30 in the morning.
Student C: What time does he take a shower?
Student A: He takes a shower at 7:30 in the morning.
4. Let students in the group take turns to be A, B, and C.
5. Walk around the classroom to monitor or assist the students with pronunciation and tone.

A. Listen and match.

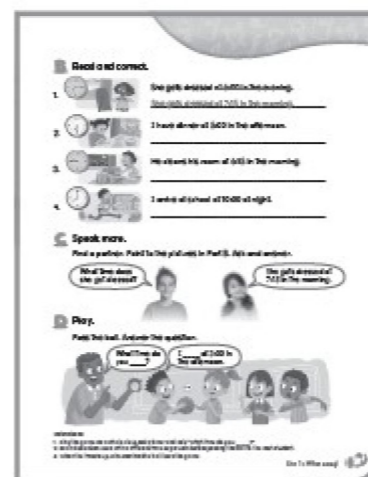
See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 17 and instruct the whole class to accomplish the exercise.



1. What time do you comb your hair?
I comb my hair at 6:30 in the evening. x2
2. What time does he wake up?
He wakes up at 8:00 in the morning. x2
3. What time do you clean your room?
I clean my room at 4:20 in the afternoon. x2
4. What time does she brush her teeth?
She brushes her teeth at 9:15 at night. x2

2. Have students swap their books to do peer work with their neighbors for correction.
3. Encourage the students to volunteer to provide the answers while doing the class double-checking.



4. Have students swap back their own books and play Track 17 again for the final checking.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

B. Read and correct.

See *Teaching Reading*, Teacher's Manual page 16.

1. Have volunteers read each sentence.
2. Instruct students to read the clocks on the pictures and rewrite the sentences correctly.
3. Have students read the correct sentences.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

C. Speak more.

See *How to Practice Language in Groups and Pairs*, Teacher's Manual page 18.

1. Invite two students to demonstrate the Q&A.
2. Have students pair work with their neighbors to practice exercise B by following the target language in exercise C.
3. Walk around the classroom to monitor and assist the students' peer work, pronunciation, and tone.

Activities

- Divide all flashcards from the Teaching Materials into 3 piles. One pile contains clocks showing different times, one pile contains vocabulary flashcards, and one contains four periods of the day. Ask a volunteer to draw one card from each pile and stick them to the whiteboard. Have the student make a sentence according to the cards. (e.g. I comb my hair at 5:45 in the morning.) Make sure every student does the practice at least one time.
- Play **Our Chants** to ignite the students' enthusiasm and creativity, and for them to be willing to take on more challenges.

Extra Practice

Inside Out 3 Workbook, pp. 10-11. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

Component

You can find the following resource on CWT:
- Vocabulary and Grammar Worksheet

D. Play.

See *Teaching Conversation*, Teacher's Manual page 17.

1. Pass a ball to student A and ask a question simultaneously to demonstrate the game.
2. Have student A pass the ball to student B to follow the game pattern but answer with a different time expression.
3. Have students sit in a circle or ask them to pass the ball by following their seat sequence one row after another.
4. Set a timer. Less than three minutes for each game round will be the best choice to keep the game more exciting and attractive.

Unit 1 What a Day!

Overview

Topic

- Vowel digraphs: *ai, ay* - Magic e: *a_e*

Learning Objective

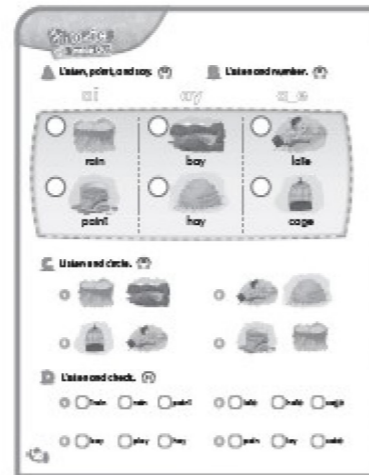
- Distinguishing the same sound vocabulary of vowel digraphs *ai* and *ay*, and the magic e of *a_e*

Language

- *rain, paint, bay, hay, late, cage*

Teaching Materials

- Tracks 18-21



Student Book pages 20-21

Warm-Up

1. Divide students into two groups.
2. Play Track 19 and have students in each group compete to write the words they hear from the audio on the whiteboard, one at a time.

A. Listen, point, and say.

See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 18 and have students open their books to page 20. Have them listen to the audio and do finger-point and reading.

18	ai - /eɪ/ /eɪ/- /eɪ/- rain x2 /eɪ/- /eɪ/- paint x2 ay - /eɪ/ /eɪ/- /eɪ/- bay x2 /eɪ/- /eɪ/- hay x2	a_e - /eɪ/ /eɪ/- /eɪ/- late x2 /eɪ/- /eɪ/- cage x2
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2. Play Track 18 one more time for the students to do finger-point and reading.

B. Listen and number.

See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 19 and instruct the students to accomplish exercise B.

19	1. hay x2 2. late x2	3. rain x2 4. paint x2	5. cage x2 6. bay x2
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2. Play Track 19 again and have students do peer work by swapping their books to check the answers.
3. Play Track 19 again and have students swap back their own books to do the final checking.

C. Listen and circle.

See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 20 to let the students accomplish exercise C.

20	1. rain x2 2. hay x2	3. late x2 4. paint x2
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2. Play Track 20 again and have students do peer work by swapping their books with their neighbors to check the answers.

3. Play Track 20 for the third time to do the final checking and ask students to swap back their own books.

D. Listen and check.

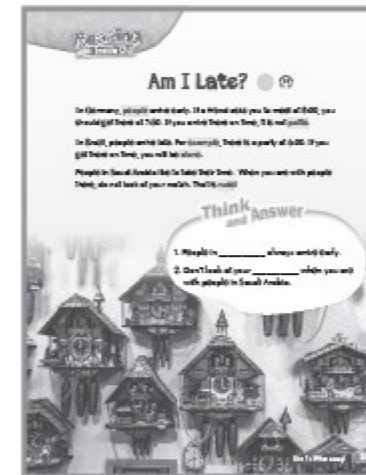
See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 21 to let the students accomplish exercise D.

21	1. train x2 2. cage x2	3. play x2 4. cake x2
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2. Play Track 21 again and have students do peer work by swapping their books to check the answers.
3. Have them swap back their own books. Play Track 21 for the third time to check and identify the phonics.

For part B - part D, see *Student Book Answer Key*, Teacher's Manual pages 128-135.



Am I Late? GCE

See *Teaching Reading*, Teacher's Manual page 15.

1. **Introduction** (without books)
Show students the pictures of Germany, Brazil, and Saudi Arabia before listening to the story. Encourage them to guess the name of the countries.
2. **Story Listening** (without books)
Play Track 22 for students to listen to the story. Do Q&A to encourage them to express the information they receive.

22	In Germany, people arrive early. If a friend asks you to meet at 8:00, you should get there at 7:50. If you arrive there on time, it is not polite. In Brazil, people arrive late. For example, there is a party at 6:00. If you get there on time, you will be alone. People in Saudi Arabia like to take their time. When you are with people there, do not look at your watch. That is rude!
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3. Silent Reading

Have students open their books. Play Track 22 again to let them do silent reading and point out the new vocabulary.

4. Vocabulary

Place the flashcards on the whiteboard to guide the students to read. Explain the definition.

5. Role-play

Have students find their partner to take turns reading and acting.

Overview

Topic

- Story: *Am I Late?*

Learning Objectives

- GCE (Cognitive)
- Knowing the time concept of different countries

Language

- *people, polite, example, alone, rude*

Teaching Materials

- Pictures of Germany, Brazil, and Saudi Arabia
- Self-made flashcards for people, polite, example, alone, and rude
- Track 22

Extra Practice

Inside Out 3 Workbook, pp. 12-13. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

Components

You can find the following resources on CWT:

- GCE/SEL Worksheet
- Me and the World Video
- Wrap-up Video
- Test Bank
- Games

COP (Caves Online Practice)

Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 17.

1. Guide the students to find the answers and fill in the blanks by checking the story themselves. Encourage them to share their answers.

2. Do Q&A in the class by asking additional questions.

e.g. "Does anyone know why people in Germany always arrive early?"
"Why can't people look at the watch in Saudi Arabia?"
"What will happen if you go to a party on time in Brazil?"

Review 1

Overview

Topic

- Vocabulary and sentence patterns from Units 1-2

Learning Objectives

- Recognizing and expressing time
- Describing daily activities
- Distinguishing between four periods of the day
- Identifying personal belongings

Language

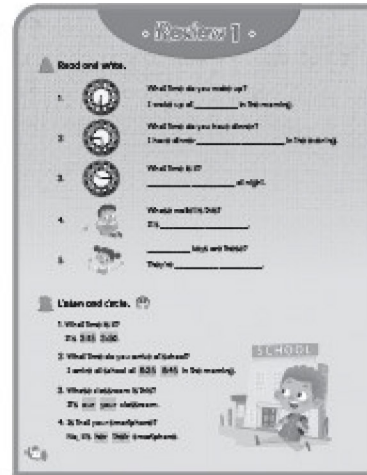
- *What time is it?*
It's 7:30.
- *What time do you wake up?*
I wake up at 6:00 in the morning.
- *Is this Victor's lunch box?*
Yes, it is.
- *Are these your water bottles?*
No, they're their water bottles.
- *Whose wallet is this?*
It's my wallet.

Teaching Materials

- 24 vocabulary flashcards of Unit 1 & 2
- A ball
- A6-size cardboard according to the number of students
- Paper plates according to the number of students
- Paper fasteners according to the number of students
- Track 38

Warm-Up

- Play **What's Missing?** to review the vocabulary from Units 1-2. Have students use the target language from Units 1-2 to confirm their answers.
- Play **The Name Game**. Use the target language instead of saying "Name." The teacher gives the ball to Student A, who says, "I wake up at 6:00 in the morning." Student A then passes the ball to student B, who continues to say, "He/She wakes up at 6:00 in the morning, and I wake up at 6:30 in the morning." Each student add half an hour to connect the sentence until all the teammates have taken turns.



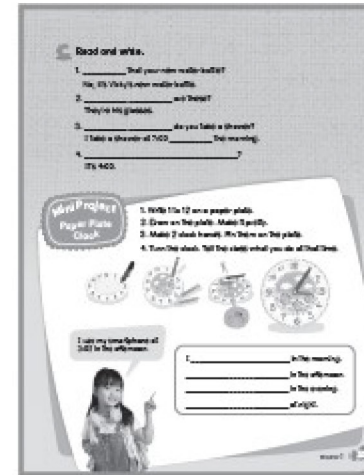
Student Book pages 32-33

A. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

1. Divide the class into three groups, and name them G1, G2, and G3.
2. Have each group of students take turns racing to draw the clock and write the sentence pattern corresponding to their group number in exercise A on the whiteboard.
3. Invite two students from each group to the whiteboard to complete a Q&A corresponding to their group number.
4. Have students fill in the correct answers in the blanks of their books.
5. Encourage two volunteers to complete the Q&A of #4 in exercise A, and others to fill in their own blanks.
6. Repeat step five to accomplish #5.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.



B. Listen and circle.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 38, and have students independently complete exercise B.



1. What time is it? It's 3:15. x2
2. What time do you arrive at school?
I arrive at school at 8:45 in the morning. x2
3. Whose classroom is this? It's our classroom. x2
4. Is that your smartphone? No, it's her smartphone. x2

2. Play Track 38 again, and have students do peer work with their neighbors by swapping their books to check the answers.
3. Have students swap back their books and practice the target language by doing Q&A.
4. Walk around the classroom to monitor.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Extra Practice

Inside Out 3 Workbook, pp. 22-23. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

C. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

1. Have students independently complete exercise C.
 2. Guide the whole class to check the answers.
 3. Encourage students to volunteer to do Q&A.
- See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Mini Project – Paper Plate Clock

See *Teaching Conversation*, Teacher's Manual page 17.

1. Give each student a piece of A6-size cardboard, a paper plate, and a paper fastener.
2. Guide students to write 1 to 12 on the paper plate.
3. Encourage students to create their clock pattern by drawing or coloring.
4. Guide students to draw a long hand and a short hand of the clock on the A6-size cardboard and color them.
5. Ask them to pin the long and short hands to the clock with a paper fastener.
6. Encourage students to share their daily routine by turning their clocks.

CLIL Reading 1

Overview

Topic

A Little Penguin

Learning Objectives

- Learning the characteristics and behavior of the Little Penguins
- Reviewing the target language from previous units
- Acquiring knowledge of natural science through English reading comprehension
- Understanding the concept of Main idea / Details in an article

Key Words

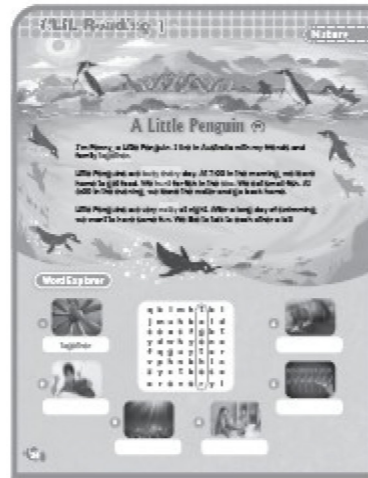
- together, busy, every, hunt, sea, noisy

Teaching Materials

- Flashcards or pictures of kangaroos, emus, and koala bears
- Flashcards or pictures of different kinds of penguins such as Little Penguins, King Penguins, Adelie Penguins, African Penguins, Emperor Penguins, Chinstrap Penguins, Royal Penguins, Rockhopper Penguins, etc.
- Track 39

Warm-Up

- Play **Dice Game** to review the target language from U1 & U2 by asking questions such as, "What time is it?" "Whose pencil is this?" and so on.
- Brainstorming:
 - Place the flashcards of kangaroos, emus, and koala bears on the whiteboard. Encourage students to guess which country these animals represent by asking them, "Where do these animals live?" and guide them to find the answer, "Australia."
 - Ask students, "What other animals live in Australia?" and encourage them to guess.
 - Write the different habitats for penguins such as Antarctica, South Africa, Argentina, Australia, etc., on the whiteboard. Have volunteers guess the habitats of the different kinds of penguins and place the flashcards next to the words.
 - Introduce students to the penguins they will learn in this lesson.



Student Book pages 34-35

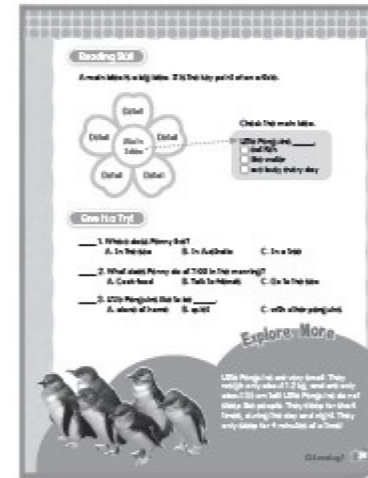
A Little Penguin

See *Teaching Reading*, Teacher's Manual page 16.

1. Play Track 39 to allow students to concentrate on the story.

39 I'm Penny, a Little Penguin. I live in Australia with my friends and family together. Little Penguins are busy every day. At 7:00 in the morning, we leave home to get food. We hunt for fish in the sea. We eat small fish. At 6:00 in the evening, we leave the water and go back home. Little Penguins are very noisy at night. After a long day of swimming, we want to have some fun. We like to talk to each other a lot!

2. Play Track 39 again and encourage volunteers to act out the storyline.
3. Make sure students are all on page 34, read the story to them, be silent on each highlighted new vocabulary, and ask the class to read that word together.
4. Divide the class into three groups, and have each group take turns to do a reading relay. Teachers may consider asking groups to read in sentences or paragraphs.



Word Explorer

See *Teaching Vocabulary*, Teacher's Manual page 16.

1. Have students figure out the word each picture represents by asking them, "What does picture [1] mean?"
2. Guide students to circle the words that match the pictures and write them down.
3. Have students check the answers by swapping textbooks with their neighbors.
4. Walk around the classroom to monitor and assist.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Reading Skill

See *Teaching Reading*, Teacher's Manual page 16.

1. Copy the "Main Idea and Details" flower pattern on the whiteboard.
2. Encourage the volunteers to fill in the phrases "eat fish," "like water," and "are busy every day" in their most agreed positions.
3. Ask students to raise their hands if they agree with the volunteers.
4. Have students who disagree share their opinions.
5. Conclude the Main Idea and Details.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Give It a Try!

See *Teaching Reading*, Teacher's Manual page 16.

1. Have volunteers take turns asking the questions on page 35 to the class.
2. Encourage some other volunteers to give the answers.
3. Have students do peer work to check the answers by swapping their books with their neighbors.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Explore More

See *Teaching Reading*, Teacher's Manual page 16.

1. Ask students to put their books away.
2. Draw two vertical lines on the whiteboard to form three blocks. Write the following three questions in each block:
 - a) How much does a Little Penguin weigh?
 - b) How tall is a Little Penguin?
 - c) How long do the Little Penguins sleep at a time?
3. Have every three students make a group and assign each person the question to answer. Each group takes turns writing their answers on the whiteboard's designated block.
4. Read the text to the class to check their answers. The group which gets all the answers correct wins.

Upside Down Lab 1

Overview

- Learning wax is waterproof.
- Observing the water beads form when the water touches the wax.

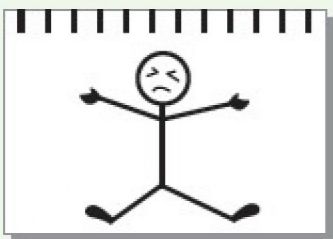
Materials for each student:

1 piece of A4-sized white poster paper, 1 box of wax crayons, 1 spray bottle

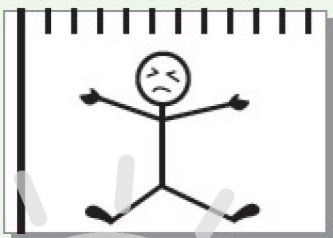
Warm-Up

Play Jail Game:

1. Draw a big square jail on the whiteboard with some short bars on the top.
2. Draw yourself in prison, e.g.,



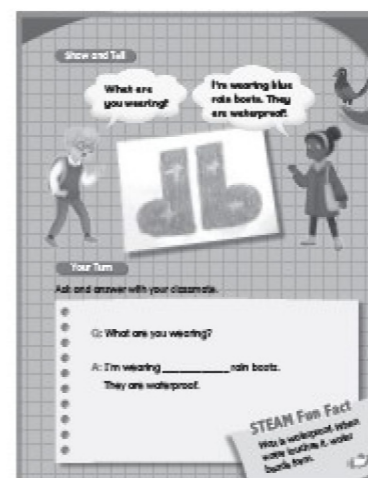
3. Do Q&A with students by reviewing the target language they've learned in this book. For every correct response they make, they can draw a bar straight down to the bottom, e.g.,



4. When all the bars have been completed, students put you in prison and win the game, e.g.,



Student Book pages 108-109



Steps

1. **Use wax crayons to draw a pair of boots.**
 - (1) Give each student a piece of A4-sized white poster paper and some wax crayons.
 - (2) Place a piece of poster paper in landscape orientation and show students how to draw the shape of a pair of boots on it.
 - (3) Display the drawing on the whiteboard as an example for students.
 - (4) Have students draw their boots using wax crayons and walk around the classroom to see if any assistance is needed.
2. **Draw and color. Don't leave any white space on the boots.**
 - (1) As you add patterns to your drawing, encourage students to design patterns on their own boots.
 - (2) Ensure students color their boots entirely and remind them not to leave any white space on them.
3. **Spray water on the boots with a spray bottle.**
 - (1) Fill water into a spray bottle.
 - (2) Show students how to spray water on the boots carefully and evenly.
 - (3) Have students spray water on their boots after the manner you've shown them.
4. **Observe the boots. They become rain boots!**
 - (1) Guide students to observe the water beads formed on their boots.
 - (2) Let students touch and feel to see if their boots get wet or stay dry.
 - (3) Explain to students that wax is waterproof, and that's the reason the water beads form when the water touches it.

Show and Tell

1. Have students do Q&A with their neighbors by following the sentence patterns on page 109.
2. Remind students to swap roles to complete the Q&A.

Your Turn

1. Let students bring their textbooks to randomly walk around the classroom to find a partner to do Q&A.
2. Sign their names on each other's textbooks after they completed the Q&A.
3. Collecting three signatures is the minimum requirement.