

Unit 1 Goals

- Read the interview
May's Art
- Read the title

Unit 2 Goals

- Read the story
Peter's Art Project
- Read the headings

Writing Goal

- Write a conversation

Topic 1, Opener, Student Book Pages 6–7

See the Walk-Through on pages 7–16 for a general approach to each exercise.

Excite

1. Tell students they will read, think, talk, and write about art in this Topic. Ask, *What is art?* Elicit answers. Have students get up and point to art in the classroom.
2. Explain that there are many kinds of art. Using books or the Internet, show different types of art, including paintings, sculptures, and more. Have students tell you which examples they like and why.

Engage

Collaboration Put students into small groups. Have them look at the many pieces of art in the big picture. In their groups, students should point to different pieces of art they see and explain whether they like it or not and why.

Extend

Creativity Have students create a piece of art using materials in the classroom. For example, they can use pens and markers to draw a portrait, brushes and watercolors to paint a scene, or magazines and colored paper to make a collage. When they are finished, encourage students to show their art to the class and explain it.

Answer Key

A: Answers will vary. **B:** 1. About 45,000 words. 2. Answers will vary.

Unit 1, Get Ready to Read, Student Book Page 8**Excite**

After presenting the Reading Goal, have students find titles throughout the classroom. Encourage students to look at books, posters, and more to find as many titles as they can in one or two minutes.

Engage

Creativity/Communication After students read in exercise B that art can make people happy, have students draw a picture of what makes them happy and give their picture a title to show what it is about. When they are finished, have students share their pictures and titles with the class.

Extend

Critical Thinking After the lesson, play a matching game. Draw a row of three to four simple pictures (e.g. the sun, a forest, and so on) on the board. Then write an equal number of simple titles above the pictures but out of order. Have students come to the board and match each title to the correct picture. Repeat as time allows.

Answer Key

A: Have Fun Coloring 2. My Art Class 3. Make a Sun **C:** b

Unit 1, Read, Student Book Page 9**Excite**

Tell students they are going to read a story about a girl who is very good at something. Have students make a list of things they are good at and then share it with the class.

Engage

Critical Thinking/Creativity Have students think of a new title for *May's Art* and share it with the class. Then, have the class vote on which new title they like the most.

Extend

1. **Collaboration** Have students get into pairs. Give students paper clips (or small pieces of paper). Have them make a picture with the pieces, like May did in *May's Art*. Then, have students guess what their classmates' pictures are.
2. Play **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) using unit 1's key words: *picture, glue, paper clip, and window*.

Unit 1, Understand, Student Book Pages 10–11**Excite**

Have students find a title in the classroom (in one of their books, on a poster, and so on). Students should write it down but not show anyone. Then, put students into pairs. Each student should tell the other the title, and the other should guess what the topic is.

Engage

Communication Have students choose a number of objects from their backpack or pencil case and put them on their desk. Have students work in pairs and describe the objects to their partners, using *this* or *these*. Model this for them by holding up a book and saying, *This is a book*.

Extend

Collaboration Remind students that May makes a picture to put on her window. Have students work in small groups to create a colorful picture to decorate the classroom. Have each group decide on a title for their picture. When they are finished, put each group's artwork on the windows or walls around the classroom.

Answer Key

A: a **B:** 1. happy 2. good 3. likes **C:** 1. picture 2. paper clips 3. glue 4. window **D:** 1. These 2. This 3. This 4. These **E:** These are crayons. 2. This is a door. 3. This is glue. 4. These are paper clips.

Unit 2, Get Ready to Read, Student Book Page 12

Excite

After presenting the Reading Goal, invite students to look around the room, focusing specifically on charts and posters, and have them find and point to any examples of headings. Discuss how headings stand out from the rest of the text and tell us something about the text that follows.

Engage

Critical Thinking Write on the board three or four steps for doing something, or parts of a process, but write them out of order. For example: *Eat dinner, Make dinner, Clear the table or Dry your dog off, Play with your dog outside, Wash your dog.* Ask, *What happens first? What happens next?* Invite volunteers to come to the board and number the sentences in order.

Extend

Creativity Divide students up into three groups. Assign each group one of the headings from exercise B. Students will each draw an illustration to go with the heading, and write the heading at the top of their page. Take one drawing from each group and put it up on the board. Ask students to check to make sure the steps are posted in order.

Answer Key

A: 1. Buying Paper, 2. Making a Card 3. Giving Dad a Card
C: 1. Ana makes a piñata, 2. Ana fills the piñata with candy.
3. Ana breaks the piñata.

Unit 2, Read, Student Book Page 13

Excite

Communication/Critical Thinking Tell students they are going to read a story about a boy's art project. Point to the headings in the story. Ask, *What do these headings tell you about the different parts of the story? Do you think Peter finishes his project on Monday morning? Why or Why not?* Invite group discussion and predictions.

Engage

After reading the story with the class, place the items from the story on your desk (calendar, pencil sharpener, clock, yarn). Point to them one by one and identify them. Then, ask students to close their eyes while you remove one item. When they open their eyes, ask, *What's missing?* Have students raise their hands to answer. Invite the first student to get the answer right to come up and reset the desk and choose the next item to remove.

Extend

Play the game **Binoculars** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Encourage students to not only say what they see, using the key words and target language from units 1 and 2, but also how many of each of these items they see.

Unit 2, Understand, Student Book Pages 14–15

Excite

Collaboration Divide the class into four groups: *calendar, pencil sharpener, clock, yarn*. Invite the group members to discuss their words and how these things are used in everyday life. Encourage them to list as many uses as they can think of. Have a student from each group share some of the things they came up with.

Engage

Have students practice talking about the key words with a partner, using language similar to that in exercise C: *This is a* or *That is a*. Model this for them by pointing to a pencil sharpener and saying, *That is a sharpener for pencils.*

Extend

Direct students' attention to the diagram at the top of page 15. Have them create a similar diagram, replacing the copy in the last orange box with *draws a picture*. Encourage students to fill in the blanks throughout the day when they do any of the activities. Point out that they likely won't do these in the same order that Peter did.

Answer Key

A: 1. Yes 2. Yes 3. No **B:** 1. b 2. b 3. a 4. a **C:** 1. pencil sharpener, a 2. calendar, c 3. clock, b 4. yarn, d **D:** 1. Monday morning 2. Monday afternoon 3. Monday evening 4. Monday night **E:** 1. looks at a calendar, Monday morning 2. uses a pencil sharpener, Monday afternoon 3. looks at the clock, Monday evening 4. draws a bird, uses yarn, Monday night

Units 1 and 2, Reading Check, Student Book Pages 16–17

Excite

- Critical Thinking** Invite students to look at the pictures that go with the reading text and guess what the text is about. Ask volunteers to share their thoughts.
- Play the game **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) describing the different steps and their order.

Engage

Read *How to Make Yarn Art* aloud. Play the game **Pop-Up** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Ask students to listen for the key words from units 1 and 2.

Extend

Creativity Provide students with the materials shown and listed in the reading text. Have them follow the steps and create their own yarn art. Hang the final pictures up on the wall or in the window.

Answer Key

B: 1. X 2. ✓ 3. X **C:** 1. X 2. ✓ 3. X **D:** 1. glue 2. crayons
3. Step 2 4. an animal 5. on the wall **E:** 1. picture 2. yarn
3. glue 4. paper clip 5. window 6. pencil sharpener

Units 1 and 2, Get Ready to Write, Student Book Page 18

Excite

Creativity Review the Topic 1 language by playing **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide). On the board, draw a partial picture of one of the key words from units 1 or 2. Ask *What is it?* Students answer *It’s (a clock)*. Continue with the other key words.

Engage

After students have read the conversation in exercise A, have them practice it with a partner. Have the partners each pretend to be one of the characters and say the lines that Sue and Ben would say. Encourage them to use expression and tone and to say the words with feeling instead of just reading them.

Extend

Have students close their books. Write the conversation from exercise A on the board, including the names of the speakers. Leave off one of the periods and a question mark. Start a sentence with a lowercase letter, and begin one of the speaker’s names with a lowercase letter. Invite a volunteer to come to the board and correct one thing in the text. Continue having students come to the board to fix the mistakes until the class agrees that the conversation is correct.

Answer Key

A: *Sue* and *Ben* are underlined **B:** 1. happy 2. pictures with yarn

Units 1 and 2, Write, Student Book Page 19

Excite

Play the game **Blindfold** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) using key word items from units 1 and 2. Student guess by saying, *This is a _____*. *We use it to _____*.

Engage

1. **Collaboration** Invite students to work with a partner to write a short conversation describing artwork that they like to make, using the conversation on page 18 as an example. Remind them to include speaker names with each line. Have each pair swap what they wrote with another set of partners.
2. The student pairs will take the paragraph written by the other pair and check it for capitalized names, periods, and question marks. Share with them how to provide praise and constructive feedback to the original writers.

Extend

Creativity After students have written the second conversation for exercise D, have them draw an illustration for that conversation and share it with another student or the whole class.

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Writing Tutor Worksheet

Excite

Play the game Find the Mistake to prepare students for the error identification exercise (exercise B) on the Writing Tutor worksheet. Have students put their heads down and close their eyes. Write a sample conversation on the board that contains an error related to capitalization. Then, have students open their eyes. The first to raise their hand and identify the error gets a point. Repeat as time permits.

Engage

Critical Thinking As students work on their diagrams in exercise C, circulate throughout the class and review students’ progress. Ask them questions to get them thinking about their art, such as: *Think about art that you like to see. What do you like about it? Now, think about art that you like to make. Why do you make it? How does it make you feel? What would you tell a friend about your art?*

Extend

Creativity Have students draw a picture to go with their conversation. Invite them to read their conversations with a partner. Pick one pair to act out their conversations in front of the class.

Units 1 and 2, Project

Excite

Collaboration Tell students that they are going to make a poster with a list on it. Ask, *What is a list?* After students answer, have them practice making lists before they begin working on their poster. Divide students up into groups. Assign each group a type of art project (a painting, a mosaic, a collage). Instruct them to work together to make a list of the supplies they would need to make that type of art (paint brushes, glue, etc.). Collect the list from each group, and mix them up. Read the lists and invite students to guess which type of art project each one is for.

Engage

Critical Thinking As students work on completing their Project Notes, circulate throughout the classroom and ask students questions or remind them about things they can use that they might not have thought of. Use the lists from the Excite activity if they are helpful. Notice what individual students have written and ask, *What about [art supply that is not written on their Project Notes]? Could you use this for making art? Do you want to add this to your Project Notes?*

Extend

Creativity After students have discussed their Project Notes with a partner, if time permits and supplies are available, invite them to create their favorite kind of art.

Workbook Answer Key

Unit 1 A: Underline All About Piñatas **B:** 1. a 2. c 3. b 4. b
C: 1. picture / b 2. window / b 3. paper clip / a 4. glue / a
D: 1. picture 2. window 3. glue 4. paper clips **E:** 1. glue
2. picture 3. paper clip 4. window **Unit 2 A:** 10:00 10:05 3:20
B: 1. No 2. Yes 3. Yes 4. No 5. Yes **C:** 1. yarn 2. clock 3. pencil sharpener 4. calendar **D:** 1. clock 2. calendar 3. yarn