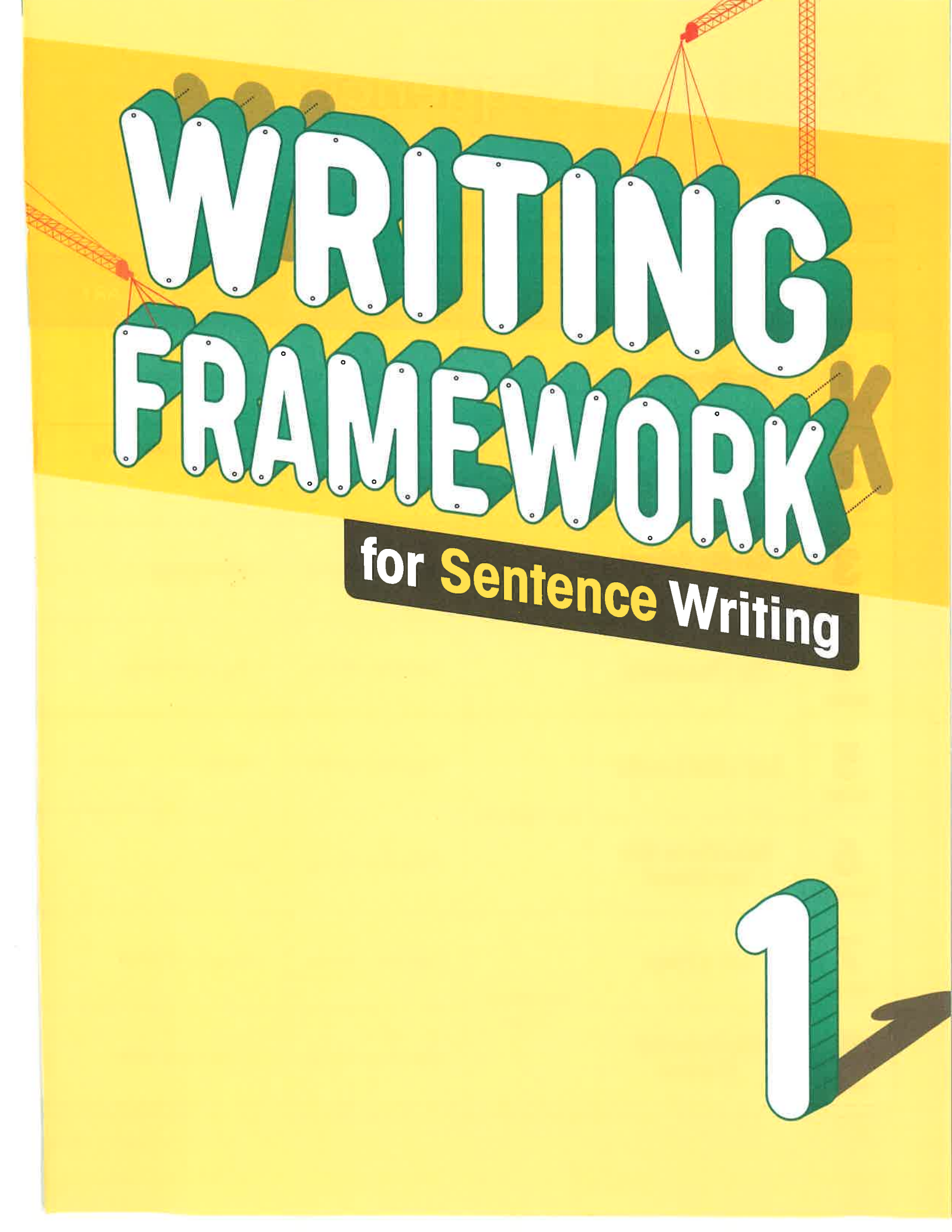




WRITING FRAMEWORK

for **Sentence** Writing

1

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY
1 Page 8 My Sister and I	Families and Friends	Expository Writing	• Family members
2 Page 16 My Friends		Expository Writing	• Adjectives describing a person • Colors
3 Page 24 See My School Things	Your School	Expository Writing	• School things
4 Page 32 My Classroom		Expository Writing	• Classroom things
5 Page 40 Let's Eat Lunch!	Your Favorites	Expository Writing	• Foods
6 Page 48 Take Me to the Toy Store!		Expository Writing	• Toys
7 Page 56 Let's Play!	Describing Things	Expository Writing	• Playground things
8 Page 64 My Colorful Clothes		Expository Writing	• Clothes and colors

GRAMMAR	WRITING BASICS	PROJECT
• The verb <i>be</i>	Capitalization	Make a Family Collage (WB)
• Possessive adjectives: <i>my, your, his, her</i>	Periods	
• Demonstrative pronouns: <i>this, these, that, those</i>	Apostrophes for contractions	Make a Lost-and-found Poster (WB)
• <i>There is / There are</i>	Apostrophes for possession	
• Simple present with <i>like</i> and <i>don't like</i>	Negative forms	Do the Likes and Dislikes Survey (WB)
• Simple present with <i>want</i> and <i>don't want</i>	Apostrophes for negative contractions	
• Basic prepositions of place: <i>in, on, near, at</i>	Question marks and periods	Introduce Your Colorful Clothes (WB)
• <i>This / These</i>	Exclamation points	

HOW TO USE

STUDENT BOOK

STEP 1: WARM-UP

UNIT 01 MY SISTER AND I

WORDS TO KNOW
Look at the pictures. Write the correct words.
sister brother father grandma grandpa mother uncle

WARM-UP
Can you describe yourself and one of your family members?

WRITING GUIDE
When you write about yourself, you should write your name, age, looks, or other details.

Write about yourself:
Name: _____
Age: _____
Looks / Details: _____

WORDS TO KNOW
Complete the chart and sentences about Jacob.

name	age	looks	My name is	I am	years old.
Jacob	10	He is tall.	Jacob	10	years old.

Units are divided into four steps to guide students' learning: **WARM-UP**, **PREWRITING**, **DRAFTING**, and **REVISING AND PROOFREADING**.

WARM-UP, **WRITING GUIDE**, and **WORDS TO KNOW** activities introduce the unit's topic and provide the essential tools needed to accomplish each writing task.

READ
Read the story.
My Sister and I
Hi, I am Jonas Clark. I am 10 years old. I am tall. This is Erica Clark. She is my sister. She is 8 years old. She is short.

UNDERSTAND 1
Complete the chart about Jonas and his sister.

name	age	looks
Jonas	10	Tall
Erica	8	Short

UNDERSTAND 2
Complete the chart about Jonas and his sister.

name	age	looks
Jonas	10	Tall
Erica	8	Short

Scan the **QR CODES** to listen to authentic readings of the material.

READ sections model the linguistic goals students will achieve by the end of the unit.

UNDERSTAND sections reinforce reading comprehension skills and develop organizational skills.

STEP 2: PREWRITING

LANGUAGE SKILLS
Circle the correct words.
1. I (am / a) 10 years old.
2. He (am / a) 44 years old.
3. She (is / am) 38 years old.
4. We (are / a) funny.

WRITING SKILLS
Look and underline. Don't forget to underline correctly!
1. my name is Sam Wilson.
2. I am 9 years old.
3. I am 9 years old.
4. He is tall.

Go back to page 30, look at the story and follow steps 1 and 2 below.
1. Circle all the verbs (am / is / are).
2. Now underline the CAPITAL letters.

LANGUAGE SKILLS and **WRITING SKILLS** test essential grammatical structures and provide writing tips and strategies needed to achieve the writing goal of each unit.

STEP 3: DRAFTING

BRAINSTORM
Complete the mind map about you and a family member.

With a classmate, talk about a family member. Write down what your classmate says.

FIRST DRAFT
Now write about you and one of your family members.

EXAMPLE
My brother and I like to walk to school. There is a park in our neighborhood. The school is close to the park. This is a good place to go to school.

CHECKLIST
I have written about the topic of a story and of characters.
I have written a title.

TITLE: _____

INTRODUCTION 1: _____

DETAILS: _____

INTRODUCTION 2: _____

DETAILS: _____

BRAINSTORM is an essential part of the writing process and is needed to promote well-thought-out and organized information.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

STEP 4: REVISING AND PROOFREADING

LET'S PRACTICE
Circle the correct words and rewrite the sentences.

- I (is / am) 10 years old.
- She (is / am) my sister.
- Jimmy (is / am) strong.
- My brother (am / is) tall.
- My dad (am / is) 41 years old.
- He (is / am) my cousin.

Correct the underlined words and rewrite the sentences on the lines below.

EXAMPLE
My name is Sarah. I (is) 8 years old. My sister is 12 years old. She (is) are tall. I (am) short.

FINAL DRAFT
Look at page 15 in the Student Book and complete the final draft.

Draw a picture of your story.

Write:

CHECKLIST
I have written a title.
I have written about the topic of a story and of characters.
I have written a conclusion.

TEACHER'S COMMENT

LET'S PRACTICE gives students an opportunity to test their understanding of the key learning points and to assess their writing via modeling.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT

PROJECT A

TASK Make a family collage.

STEP 1 Make a family collage and write about it.

EXAMPLE
My family collage
I like to walk to school. There is a park in our neighborhood. The school is close to the park. This is a good place to go to school.

STEP 2 Show your collage to the class. Talk about it.

STEP 3 Look at all the collages. Write about them.

EXAMPLE
This family collage shows a family with a mother, a father, and two children. They are all smiling and looking happy. I like to see them so much.

PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of: critical thinking, collaboration, creativity, and communication.

MY SISTER AND I

WARM-UP

PREWRITING

DRAFTING

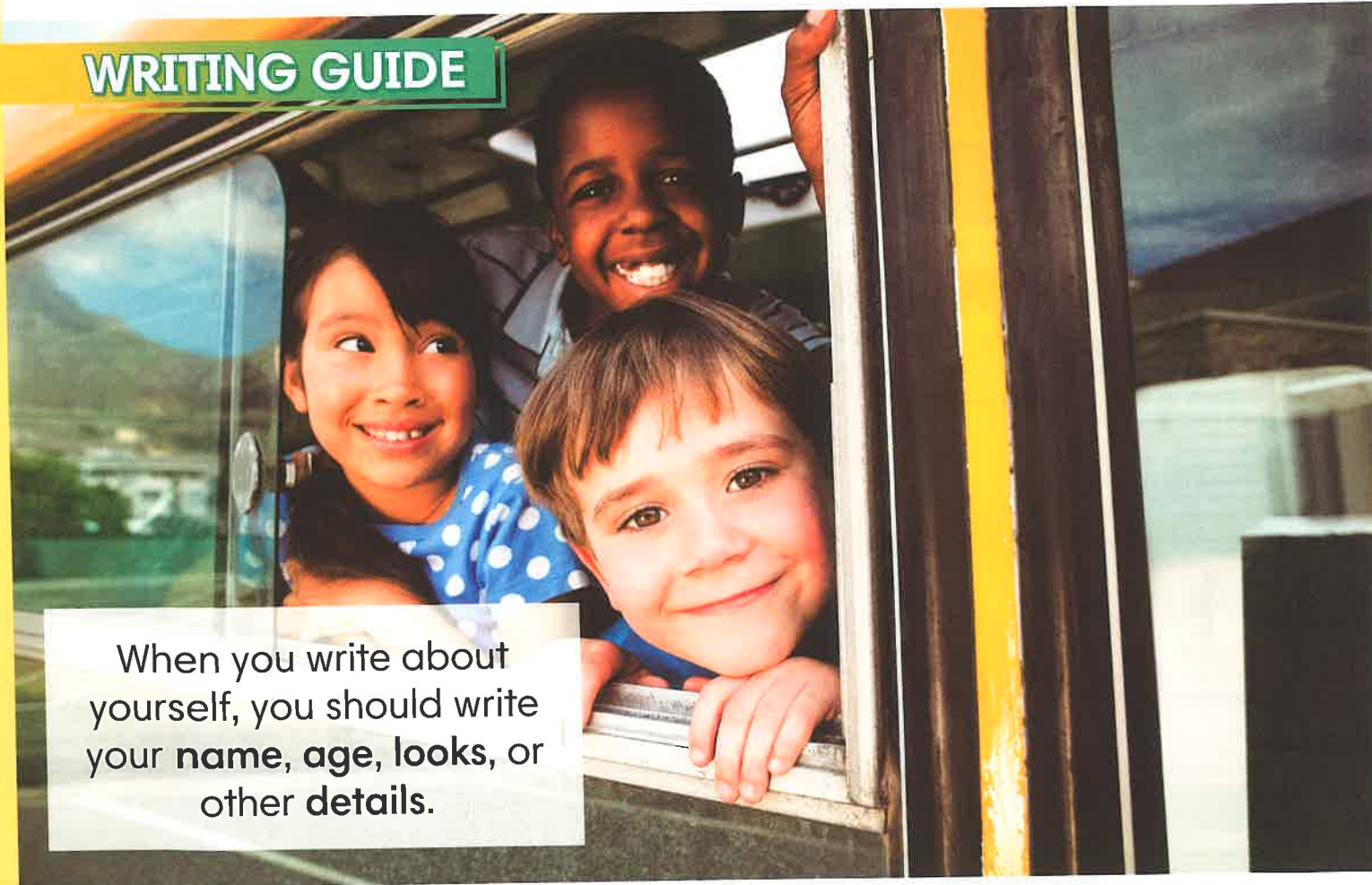
REVISING AND PROOFREADING

WARM-UP



Can you describe yourself and one of your family members?

WRITING GUIDE



When you write about yourself, you should write your **name**, **age**, **looks**, or **other details**.

Write about yourself.

Name: _____

Age: _____

Looks / Details: _____

HINTS

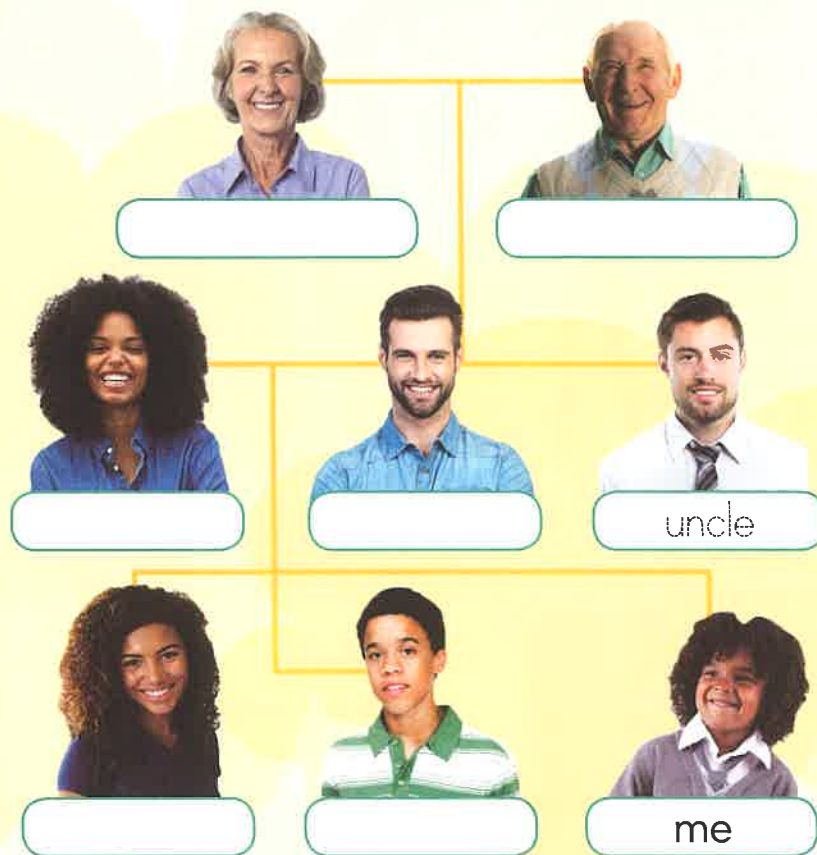
big
short
strong
tall
thin

WORDS TO KNOW

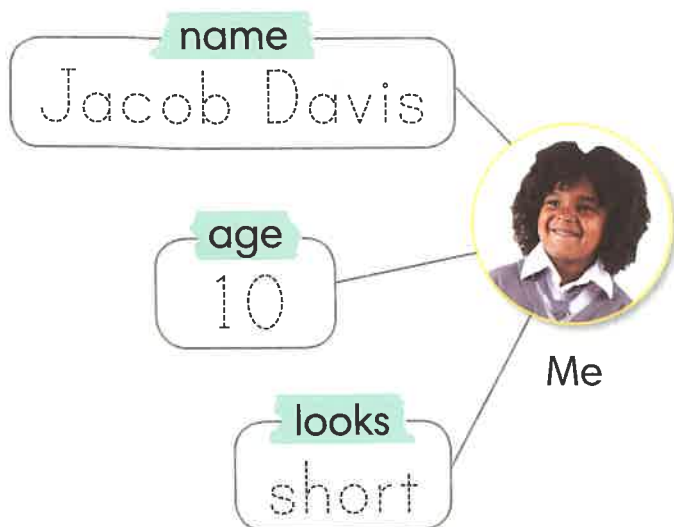
A Look at the pictures. Write the correct words.

WORDS

sister brother father grandma grandpa mother ~~uncle~~



B Complete the chart and sentences about Jacob.



My name is Jacob Davis.

I am _____ years old.

I am _____.

READ

Read the story.



My Sister and I

Hi, I am Jonas Clark.

I am 10 years old.

I am tall.

This is Erica Clark.

She is my sister.

She is 8 years old.

She is short.



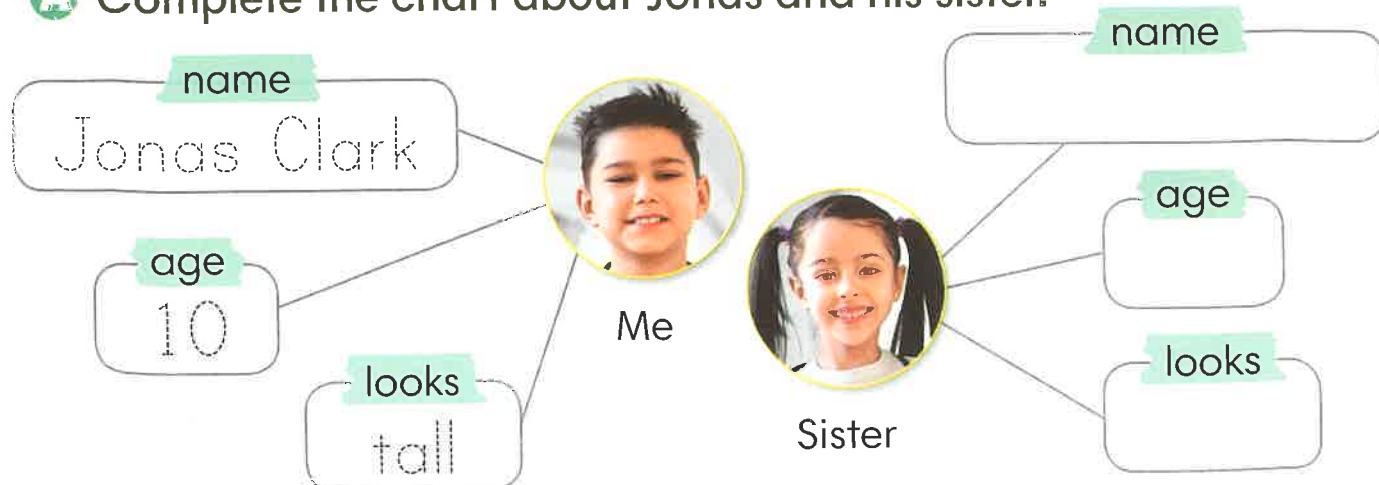
CHECK IT

What is the writing about?

a. Jonas and Erica b. Jonas and Jacob

UNDERSTAND

A Complete the chart about Jonas and his sister.



B Rewrite the sentences from the story on page 10.

Change the words from the story.

1. Jonas to David
2. 10 years old to 11 years old
3. tall to thin
4. Erica Clark to Mary Clark
5. sister to mother
6. 8 years old to 39 years old
7. short to tall

TITLE

My Mother and I

INTRODUCTION 1

^{1.} Hi, I am David Clark.

DETAILS

^{2.} I am 11 years old.

^{3.} I am thin.

INTRODUCTION 2

^{4.} This is _____.

DETAILS

^{5.} She is my _____.

^{6.} She is _____.

^{7.} She is _____.

LANGUAGE SKILLS

A THE VERB BE Circle the correct verbs.

The verb *be* has three forms in the simple present tense: *am*, *is*, and *are*.

1. I (is / am) 10 years old.
2. He (am / is) 44 years old.
3. She (is / am) 38 years old.
4. We (are / is) funny.

TIP

Capitalize the names of specific people and places.

Sam Jones

Canada

B CAPITALIZATION Correct the mistakes.

Capitalize the first word of every sentence and people's names.

1. my name is sam wilson.
My name is Sam Wilson.

3. I AM 9 YEARS OLD.

2. alex is my Brother.

4. he Is Tall.



Go to the appendix for more on language skills.

Go back to page 10, look at the story, and follow steps 1 and 2 below.

1. Circle all *be* verbs (*am* / *is*).
2. Now underline the CAPITAL letters.

WRITING SKILLS

A Look and unscramble. (Don't forget to capitalize correctly.)



i / 9 years old. / am

I am _____



is / Ben / my brother.



tall. / is / he

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize correctly.)

1. (my brother / 7 years old)

My brother is 7 years old _____.

2. (he / my dad)

_____.

3. (mike / short)

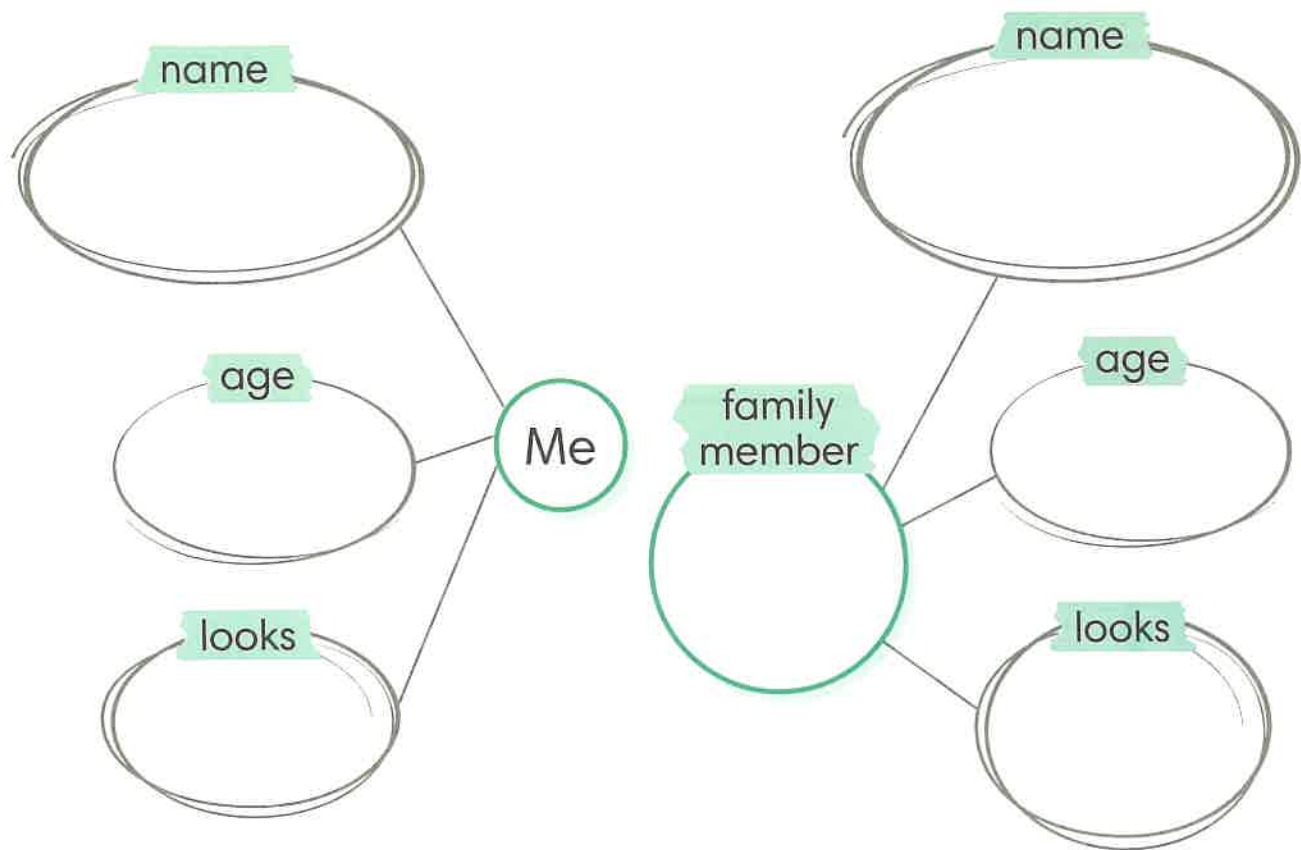
_____.

4. (tom / my brother)

_____.

BRAINSTORM

A Complete the mind map about you and a family member.



B With a classmate, talk about a family member. Write down what your classmate says.

name _____ is _____.
name family member

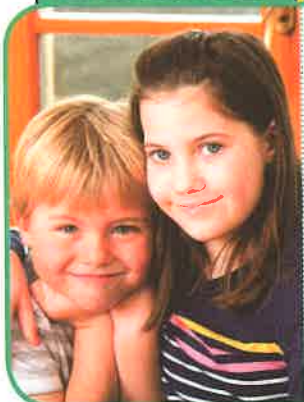
age _____ is _____ years old.

looks _____ is _____.

FIRST DRAFT

A Now write about you and one of your family members.

EXAMPLE



My Brother and I

Hi. I am Angela Davis.
I am 10 years old.
I am tall.
This is Alex.
Alex is my brother.
He is 8 years old.
He is short.

CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Correct spelling mistakes.

TITLE: My

INTRODUCTION 1

name

Hi, I am _____.

DETAILS

age

I am _____.

looks

I _____.

INTRODUCTION 2

name

This is _____.

DETAILS

family member

_____ is _____.

age

_____ is _____ years old.

looks

_____ is _____.

MY FRIENDS

WARM-UP

PREWRITING

DRAFTING

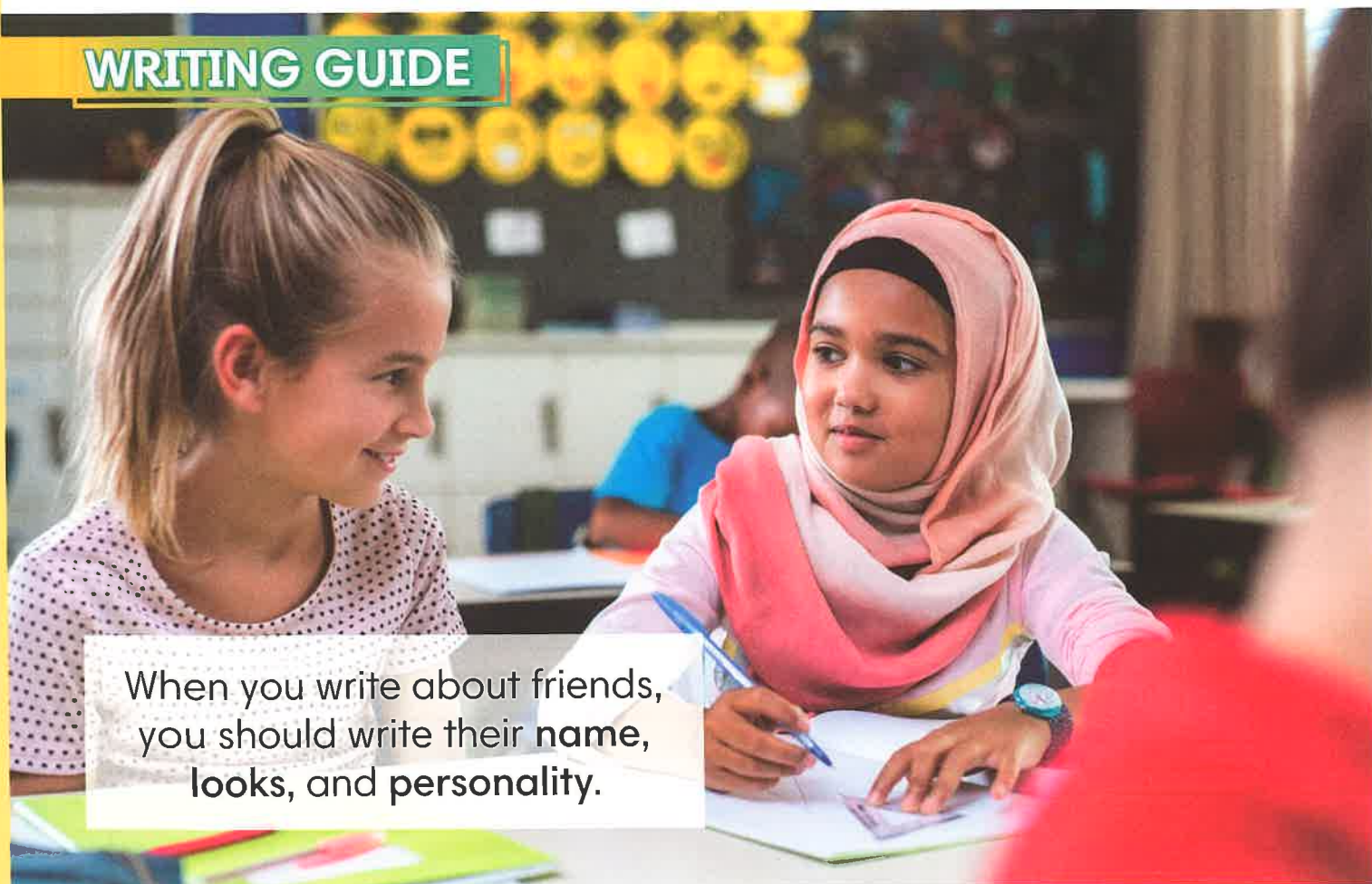
REVISING AND PROOFREADING

WARM-UP



Who is your favorite friend?

WRITING GUIDE



When you write about friends, you should write their **name**, **looks**, and **personality**.

Write about one of your friends.

Name: _____

Looks: _____

Personality: _____

HINTS

black
hair
nice
brown
smart

WORDS TO KNOW

A Look at the pictures. Write the correct words.

WORDS

black

blonde

brown

friendly

~~smart~~

kind



1. smart



2. _____



3. _____



4. _____

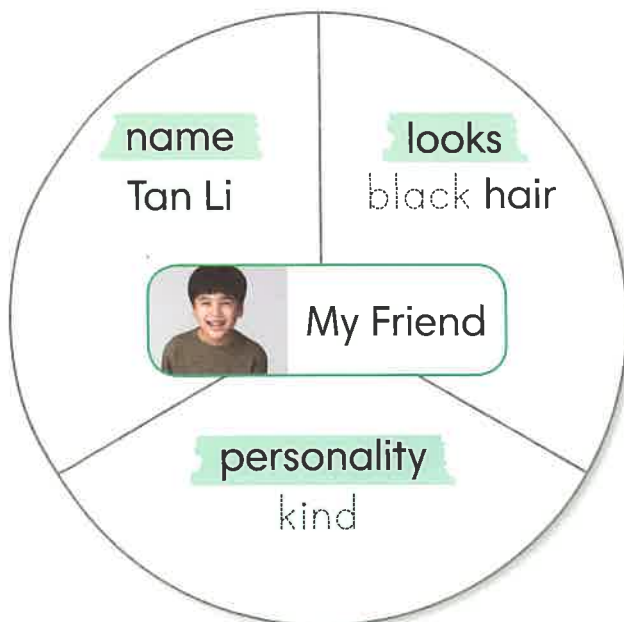


5. _____



6. _____

B Complete the chart and sentences about Tan.



This is my friend Tan Li.

His hair is _____.

He is _____.

READ

Read the story.



My Friends

Come meet my friends.

This is Jack.

He is my best friend.

His hair is brown.

He is kind.

Margot is my classmate.

Her hair is blonde.

She is funny.



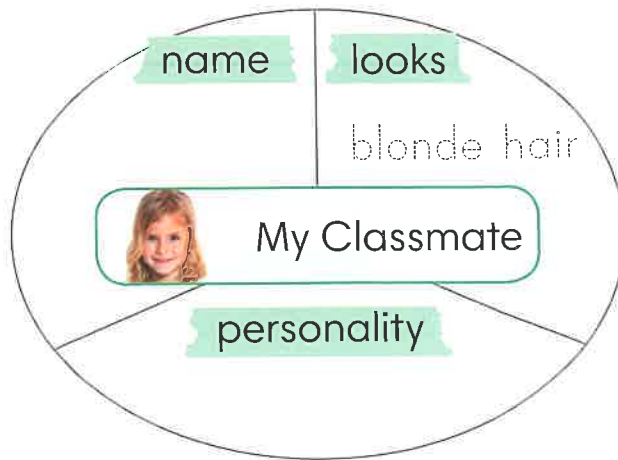
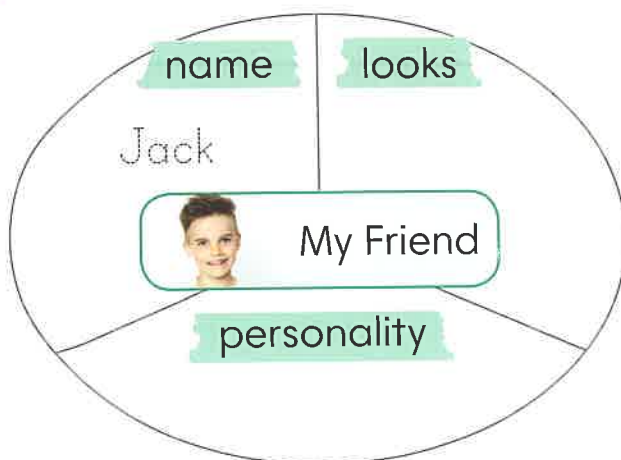
CHECK IT

What is the writing about?

a. Jack and Margot b. My family

UNDERSTAND

A Complete the chart.



B Rewrite the sentences from the story on page 18.

Change the words from the story.

1. meet to greet
2. Jack to Mark
3. best to favorite
4. brown to black
5. kind to smart
6. Margot to Mary
7. blonde to red
8. funny to friendly

TITLE

My Friends

INTRODUCTION

- ^{1.} Come _____ my friends.

DETAILS 1

- ^{2.} This is _____.
- ^{3.} He is my _____ friend.
- ^{4.} His hair is _____.
- ^{5.} He is _____.

DETAILS 2

- ^{6.} _____ is my classmate.
- ^{7.} Her hair is _____.
- ^{8.} She is _____.

LANGUAGE SKILLS

A POSSESSIVE ADJECTIVES Circle the correct words.

The words *my*, *your*, *his*, and *her* show who owns something.

1. Jack is in (his / her) classroom.
2. Margot is my best friend. (Her / Your) hair is brown.
3. (Your / My) hair is red, and your hair is blonde.
4. This is Jane. (Her / His) hair is brown.

TIP

We can also use an apostrophe (') and s (s) to show who owns something.

This is Mark's school.
Mary's hair is red.

B PERIODS Correct the mistakes.

Use a period (.) at the end of a sentence.

1. This is Devon
This is Devon.

2. His hair is red

3. He is. my best friend

4. He is funny,



Go to the appendix for more on language skills.

Go back to page 18, look at the story, and follow steps 1 and 2 below.

1. Underline all possessive adjectives (*my* / *his* / *her*).
2. Now circle the periods ().

WRITING SKILLS

A Look and unscramble. (Remember to add periods(.).)



blonde / hair / is / her

Her hair is blonde.



is / friend / kind / my



smart / is / tanya

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.).)

1. (this / my best friend / tim)

This is my best friend Tim.

2. (david's / hair / brown)

3. (my hair / brown)

4. (His hair / black)

BRAINSTORM

A Complete the chart about one of your friends.

name

looks

personality

My Friend

This is my friend _____.

His / Her hair is _____.

He / She is _____.

B With a classmate, talk about a friend. Write down what your classmate says.

name

This is my friend _____.

looks

_____ hair is _____.

personality

_____ is _____.

FIRST DRAFT

A Now write about you and one of your friends.

EXAMPLE**My Friend and I**

Hi, my name is Tony.

My hair is brown.

I am friendly.

Ashley is my best friend.

Her hair is blonde.

She is smart.

TITLE: My and I

INTRODUCTION

your name

Hi, my name is _____

DETAILS

looks

My hair is _____

personality

I am _____

your friend

_____ is my _____

looks

His / Her hair is _____

personality

He / She is _____

**CHECKLIST**

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.

SEE MY SCHOOL THINGS

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



What do you need for school?

WRITING GUIDE

When you write about school things, you should write their **type**, their **color**, or their **use**.



Write about your school things.

(This / That) is my _____.

It's _____.

color

a school thing

(These / Those) are my _____.

school things

HINTS

pen(s)
backpack(s)
blue
red
yellow

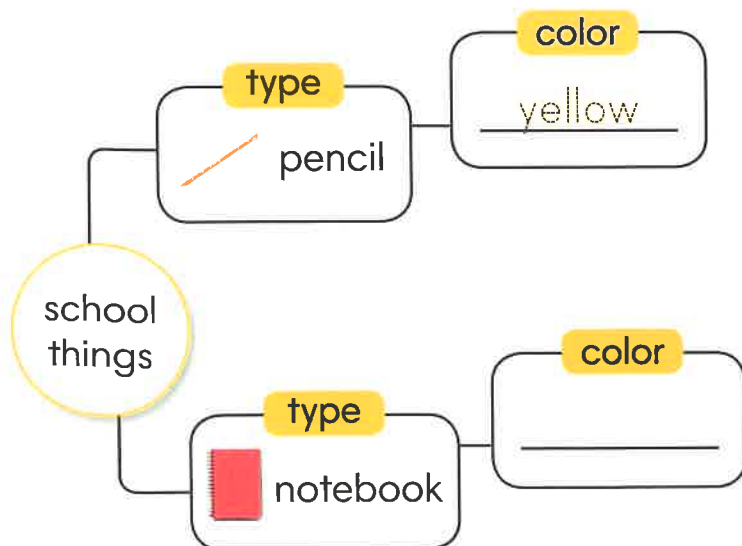
WORDS TO KNOW

A Unscramble the words. Match the correct number next to the word.

packback	backpack	4
perpa		
npecil		
lderfo		
tebookno		
serera		



B Complete the chart and sentences.



Here are my school things.

This is my _____.

It's _____.

That is my _____.

It's red.

READ

Read the story.



See My School Things

Here are my school things.
 This is my backpack.
 It is red.
 That is my notebook.
 It's blue.
 These are my pencils.
 They are black.
 Those are my crayons.
 They're red and blue.
 I use them all!



CHECK IT

What is the writing about?

a. School things b. A backpack

UNDERSTAND

A Complete the chart.

school thing(s) 1 type: backpack
 color: _____

school thing(s) 3 type: _____
 color: black



school thing(s) 2 type: _____
 color: blue

school thing(s) 4 type: _____
 color: red and _____

B Rewrite the sentences from the story on page 26.

Change the words from the story.

- | | |
|-------------------------|-----------------------|
| 1. Here to These | 6. pencils to crayons |
| 2. backpack to notebook | 7. black to yellow |
| 3. red to white | 8. crayons to pencils |
| 4. notebook to backpack | 9. red to green |
| 5. blue to red | 10. use to like |

TITLE See My School Things

INTRODUCTION

1. _____ are my school things.

DETAILS

2. This is my _____.
3. It's _____.
4. That is my _____.
5. It's _____.
6. These are my _____.
7. They are _____.
8. Those are my _____.
9. They're _____ and blue.

END

10. I _____ them all!

LANGUAGE SKILLS

A DEMONSTRATIVE PRONOUNS Circle the correct words.

Use *this*, *these*, *that*, and *those* to describe distance related to the speaker.

1. (Those / This) are my folders.
2. (This / These) is my backpack.
3. (Those / That) is my eraser.
4. I like (these / that) notebooks.

TIP

When speaking, use *this* and *these* to talk about things that are near you. Use *that* and *those* to talk about things that are not near you.

B APOSTROPHES Rewrite each sentence using apostrophes(').

Use an apostrophe(') to replace the first letter in a contracted word. Most contractions use the words *is*, *am*, and *are*.

1. I am good.
I'm good.

2. They are my notebooks.

3. That is my eraser.

4. We are in school.



Go to the appendix for more on language skills.

Go back to page 26, look at the story, and follow steps 1 and 2 below.

1. Circle all demonstrative pronouns (*that* / *this* / *these* / *those*).
2. Now underline the contractions.

WRITING SKILLS

A Fill in the blank using *this*, *that*, *these*, or *those*.



_____ This _____ is my backpack.



_____ are my pencils.



_____ are my erasers.

B Unscramble. (Don't forget to capitalize and add periods(.).)

1. my / are / folders / those

Those are my folders.

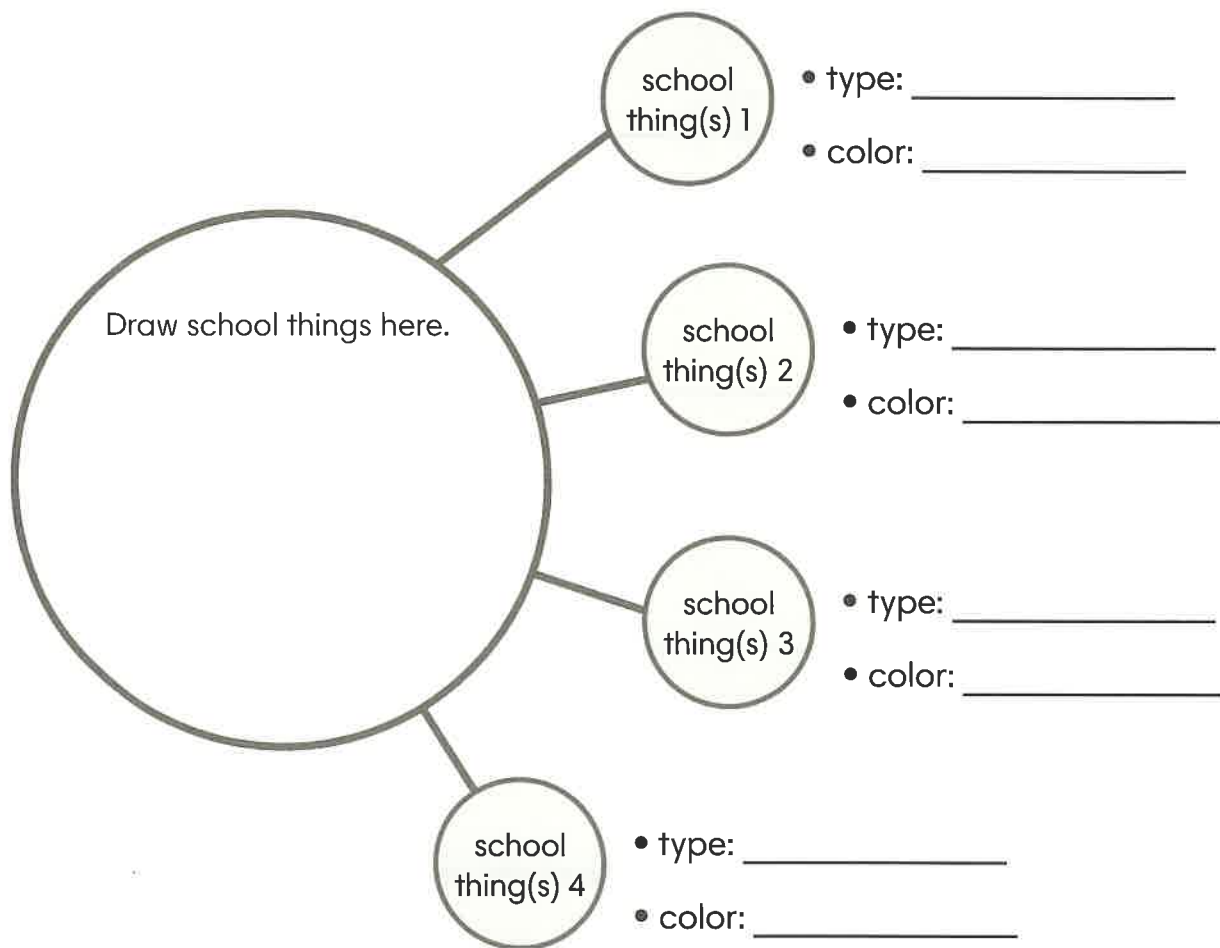
2. backpack / this / my / is

3. that / my / eraser / is

4. are / pencils / my / these

BRAINSTORM

A Complete the chart about your school things.



B With a classmate, talk about what school things you have. Write down what your classmate says.

Type	Color
(This / That) is my _____.	It's _____.
(These / Those) are my _____.	They're _____ and _____.

FIRST DRAFT

A Now write about your school things.

EXAMPLE



See My School Things

Here are my school things.
This is my backpack.
It's blue.
This is my notebook.
It's white.
These are my pencils.
They're yellow.
Those are my crayons.
They're orange and blue.
I use them all!

CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Use apostrophes(') for contractions.

TITLE: See My

INTRODUCTION

Here are my _____

DETAILS

type

This is my _____

color

It's _____

type

This is my _____

color

type

These are my _____

color

They're _____

type

Those are my _____

color

_____ and _____

END

I use _____ all!

MY CLASSROOM

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

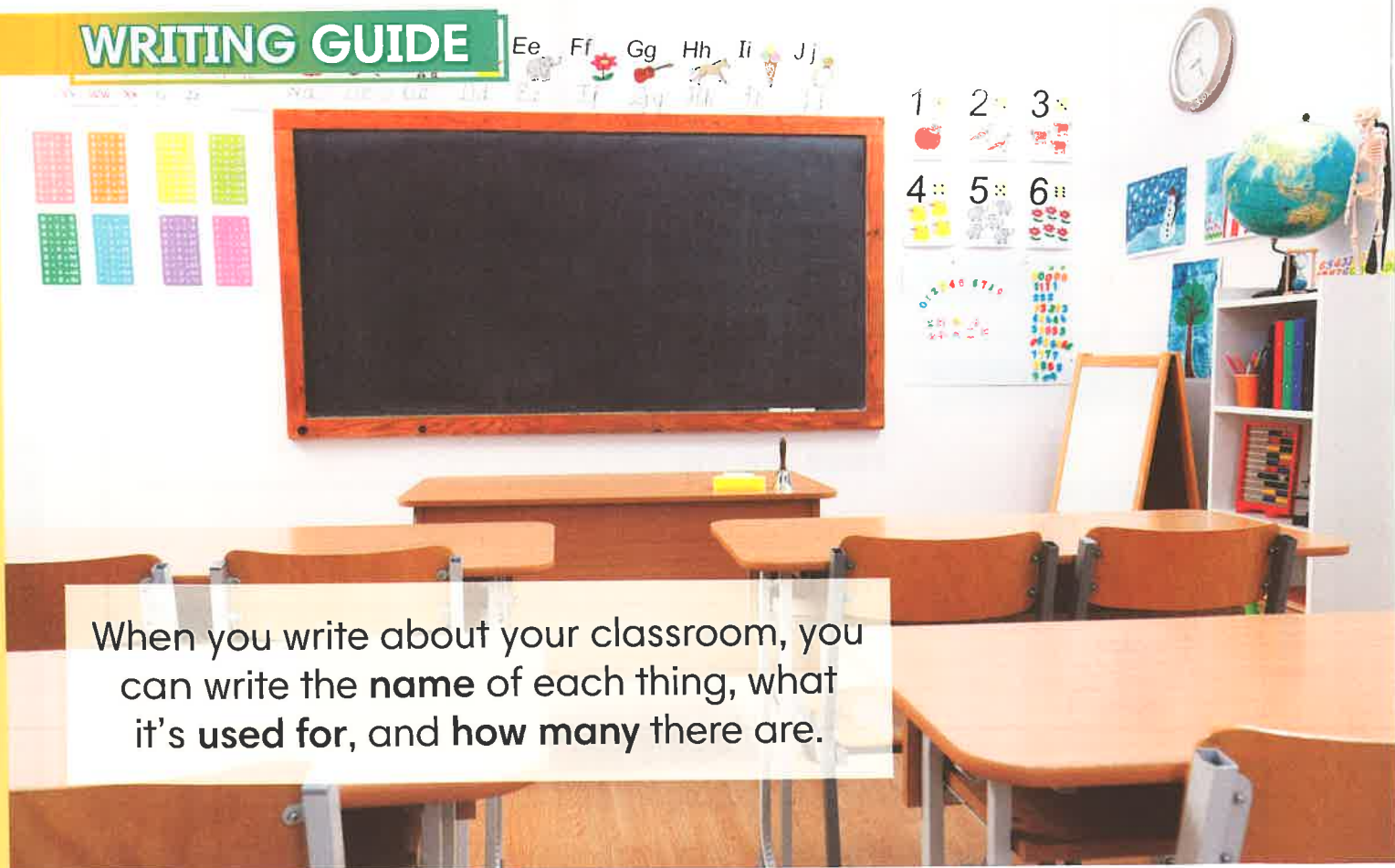
WARM-UP



What's in your classroom?

WRITING GUIDE

Ee Ff Gg Hh Ii Jj



When you write about your classroom, you can write the **name** of each thing, what it's **used for**, and **how many** there are.

Write the things in your classroom.

There is a _____
a thing in a classroom

There are _____
things in a classroom

HINTS

desk(s)
chair(s)
board(s)
bookcase(s)
drawer(s)

WORDS TO KNOW

A Look at the picture. Write the correct words.

WORDS

desk chair board trash can ~~bookcase~~ pencil sharpener

1. bookcase

2. _____

3. _____

4. _____

6. _____

5. _____



B Complete the chart and sentences about this classroom.



board

chairs

desks

This is my classroom.

There is a _____.

There are _____.

There are _____.

READ

Read the story.



My Classroom

This is my classroom.

This is the teacher's desk.

There is a whiteboard.

There's a pencil sharpener.

There's a trash can.

There are desks.

There are chairs.

There are bookcases.



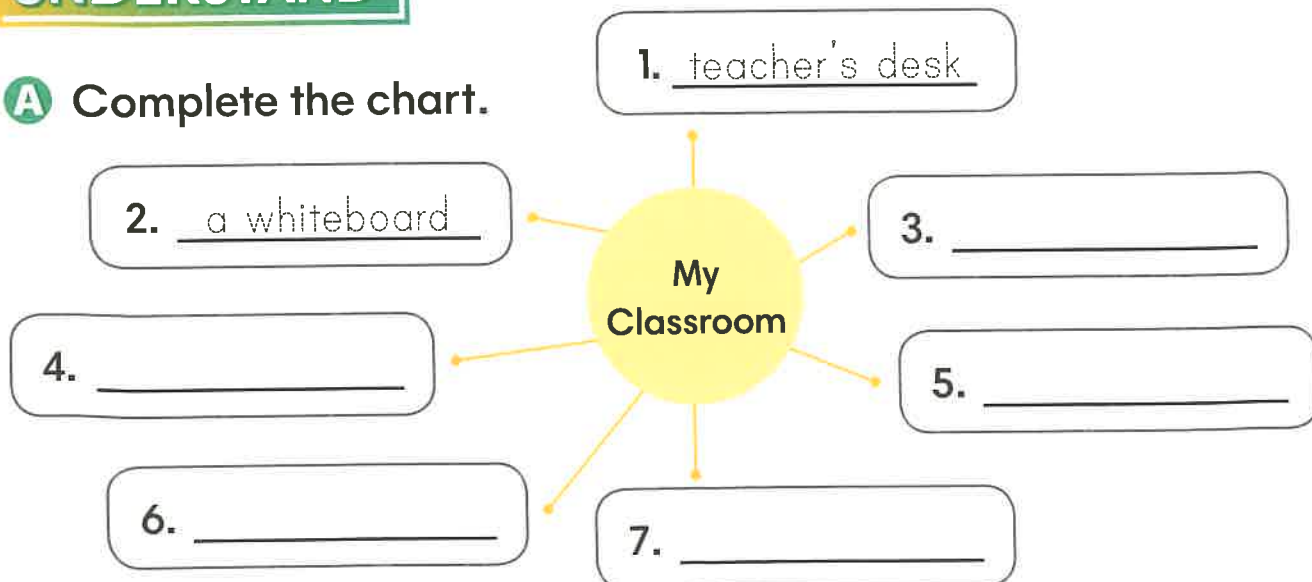
CHECK IT

What can you see in this classroom?

a. A whiteboard b. A bed

UNDERSTAND

A Complete the chart.



B Rewrite the sentences from the story on page 34.

Change the words from the story.

1. my to Jim's
2. desk to chair
3. whiteboard to pencil sharpener
4. pencil sharpener to bookshelf
5. trash can to drawer
6. desks to chairs
7. chairs to desks
8. bookcases to trash cans

TITLE Jim's Classroom

INTRODUCTION

^{1.} This is _____ classroom.

DETAILS

- ^{2.} This is the teacher's _____.
- ^{3.} There is a _____.
- ^{4.} There's a _____.
- ^{5.} There's a _____.
- ^{6.} There are _____.
- ^{7.} There are _____.
- ^{8.} There are _____.

LANGUAGE SKILLS**A THERE IS / ARE** Write the correct word or letter.

Use *there is* to show one thing. Use *there are* to show more than one thing.

1. There are four bookcases.
2. There is a blackboard.
3. There are desk s.
4. There are chair s.

B APOSTROPHES Complete the sentence using apostrophes(').

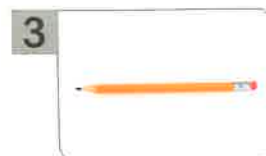
Use an apostrophe(') and *s* to show possession.



This is Sam' s book.



This is Sarah 's desk.



That is the teacher 's pencil.



That is my dad 's chair.



Go to the appendix for more on language skills.

Go back to page 34, look at the story, and follow steps 1 and 2 below.

1. Circle every *there is / there's*
2. Underline every *there are* and then underline the *s* at the end of the word.

WRITING SKILLS

A Underline the mistakes. Write the sentences correctly.



There is books.

There are books.



This is my brothers classroom.



This is a trash cans.

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.).)

1. (there / a / pencil sharpener)

There is a pencil sharpener.

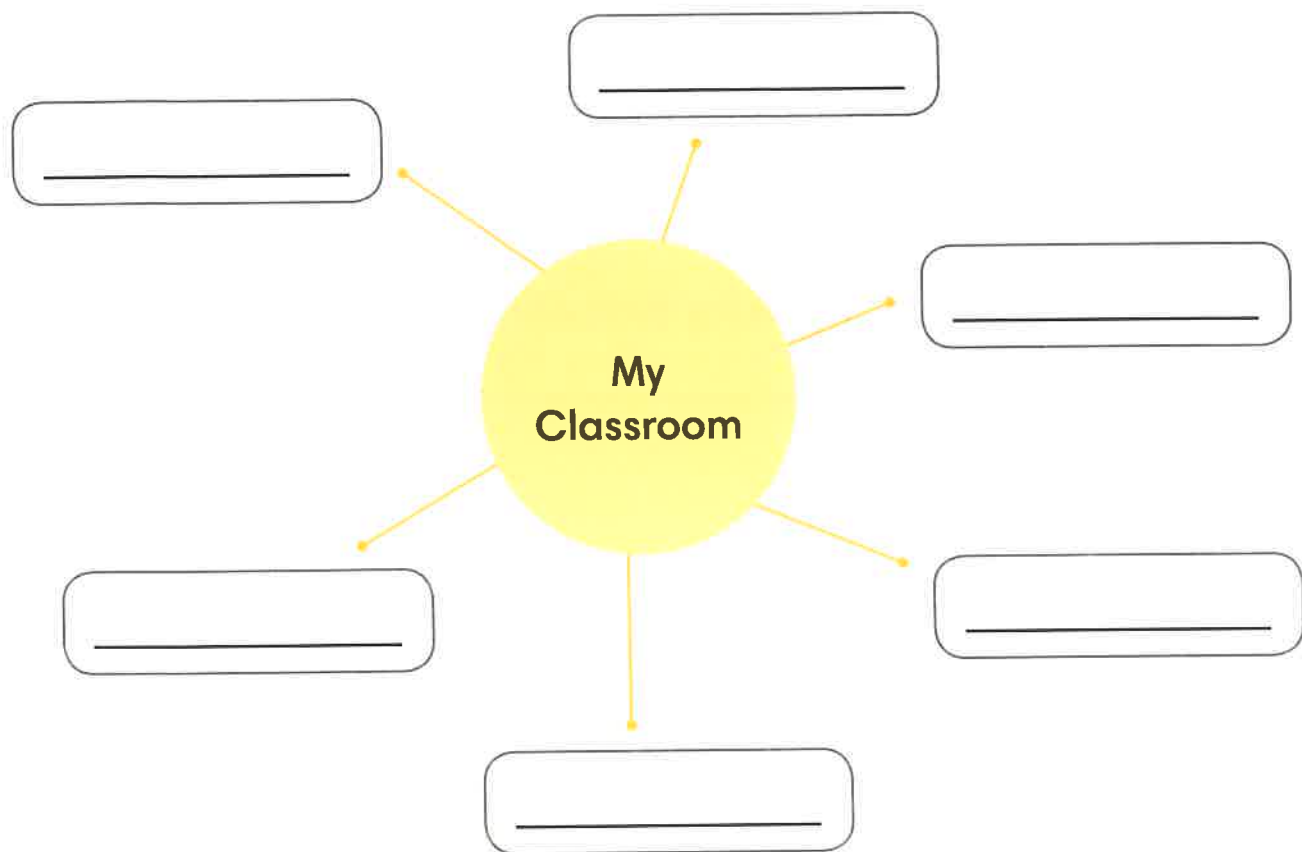
2. (there / two / bookcases)

3. (there / a whiteboard)

4. (there / desks)

BRAINSTORM

A Complete the chart about your classroom.



B With a classmate, talk about your classroom. Write down what your classmate says.

What things are there? Desks, chairs, or bookcases?	
One thing	More than one
There is a(n) _____ _____	There are _____ _____

FIRST DRAFT

A Now write about your classroom.

EXAMPLE



My Classroom

This is my classroom. There are whiteboards.
There's a blackboard. There are bookcases.
There are desks. I like my classroom.
There are chairs.

TITLE: My

TOPIC SENTENCE

This is _____

DETAILS

things in a classroom

There (is / are) _____

There (is / are) _____

There _____

There _____

There _____

END



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.

LET'S EAT LUNCH!

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



What kind of food do you like or not like?

WRITING GUIDE



When you write about food you like or don't like,
you usually write "I like" or "I don't like."

Write about foods you like or don't like.

I like _____.
foodI don't like _____.
food

HINTS

bananas
meat
rice
salad
vegetables

WORDS TO KNOW

A Look at the pictures. Write the correct words.

WORDS

sandwich apple lunch ~~dinner~~ breakfast fruit salad



dinner



B Complete the chart and sentences about Bob.



I like



apples

I don't like



salad



sandwiches

My name is Bob.

I _____ apples.

I like _____.

I don't like _____.

READ

Read the story.



Scan for Audio

Let's Eat Lunch!

It's time for lunch!

Let's eat.

I like fruit.

I like apples and bananas.

I like meat, too.

I like bread most.

I do not like vegetables.

No salad for me, please.



CHECK IT

What do I like?

- a. Fruit and meat
- b. Vegetables and salad

UNDERSTAND

A Complete the chart about what I like and don't like.

I like	I don't like
1. <u>fruit</u>	5. _____
2. _____ and _____	6. _____
3. _____	
4. _____	

B Rewrite the sentences from the story on page 42.

Change the words from the story.

1. lunch to dinner
2. eat to eat together
3. fruit to vegetables
4. apples and bananas to oranges
5. meat to sandwiches
6. bread to bananas
7. vegetables to meat
8. salad to chicken

TITLE Let's Eat Dinner!

BEGINNING

^{1.} It's time for _____. ^{2.} Let's _____.

MIDDLE

- ^{3.} I like _____.
- ^{4.} I like _____.
- ^{5.} I like _____, too.
- ^{6.} I like _____ most.
- ^{7.} I do not like _____.

END

^{8.} No _____ for me, please.

LANGUAGE SKILLS

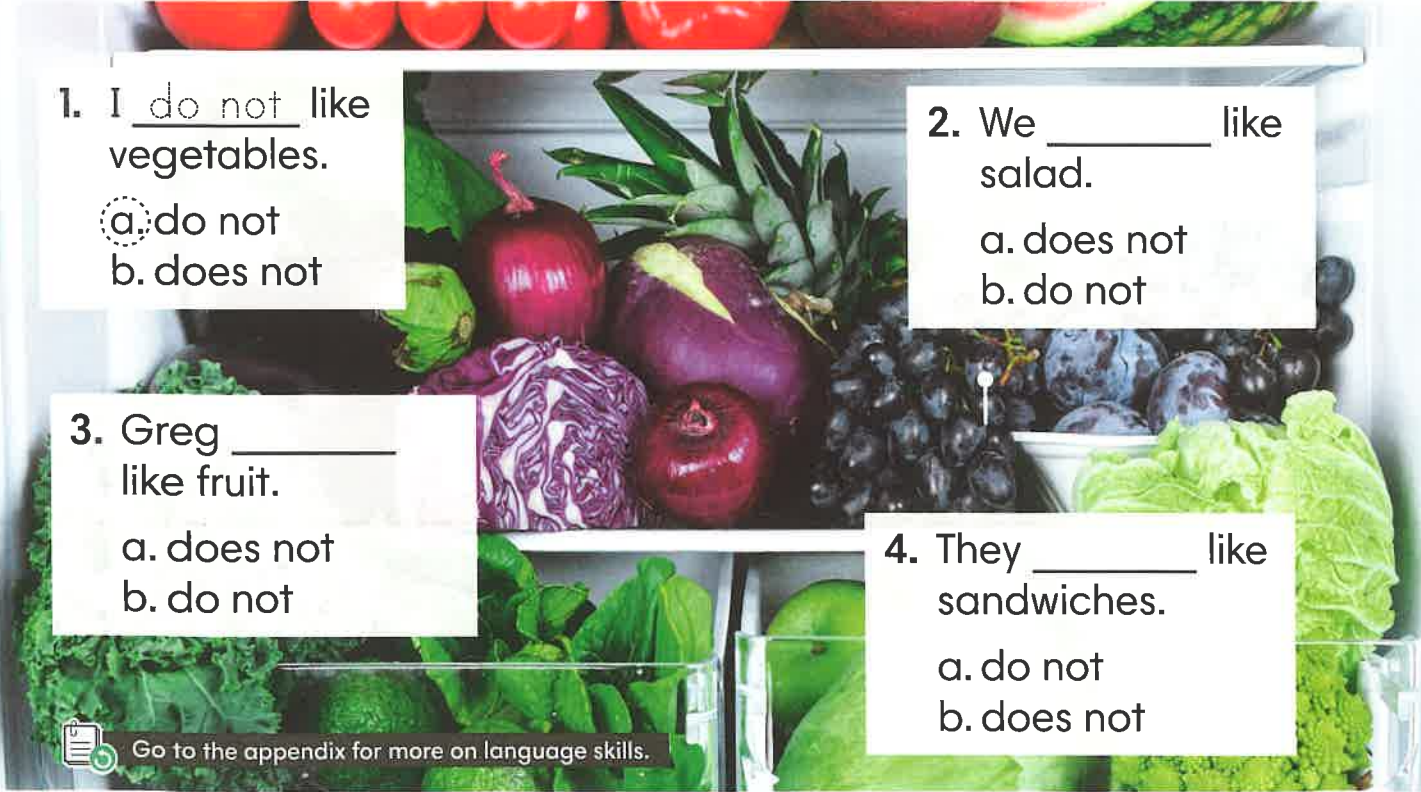
A SIMPLE PRESENT Circle the correct words.

The verb *like* has two forms in the simple present tense: *like* and *likes*.

1. I (like / likes) vegetables.
2. They (like / likes) breakfast.
3. Mary (like / likes) apples and bananas.
4. Peter (like / likes) fish, meat, and salad.

B USING THE NEGATIVE Circle and write the correct answer.

Use *do* / *does* + *not* to make the present tense negative.

- 
1. I do not like vegetables.

a. do not
b. does not

2. We _____ like salad.

a. does not
b. do not

3. Greg _____ like fruit.

a. does not
b. do not

4. They _____ like sandwiches.

a. do not
b. does not



Go to the appendix for more on language skills.

Go back to page 42, look at the story, and follow steps 1 and 2 below.

1. Circle every *like*.
2. Now underline every *not*.

WRITING SKILLS

A Look and match. Write the sentence. (Don't forget to add periods(.).)

1



Bob

Bob likes the sandwich.

• do not like dinner

2



They

• does not like vegetables

3



Jen

• likes the sandwich

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.).)

1. (tim and bob / salad)

Tim and Bob like salad.

2. (you / not / sandwiches)

3. (william / not / vegetables)

4. (sam / pizza)

BRAINSTORM

A Complete the chart with food you like and don't like.

Me	
I like	I don't like
•	•
•	•
•	•
•	•

B With a classmate, talk about what food you like. Write down what your classmate says.

Me		My classmate	
I like	•	He / She likes	•
	•		•
I do not like	•	He / She does not like	•
	•		•

FIRST DRAFT

A Now write about food you and your classmate like and don't like.

EXAMPLE



Let's Eat Lunch!

It's time for lunch!

I like vegetables and fruit.

I do not like meat and bread.

This is Mina.

She likes apples and bananas.

She does not like salad.

No salad for her, please.

TITLE: Let's Eat

BEGINNING

It's time for _____!

MIDDLE

**What do you like
and don't like?**

I like _____

I don't like _____

**What does your
friend like and
doesn't like?**

This is _____

_____ likes _____

_____ doesn't like _____

END

No _____, please.



CHECKLIST

- ☐ Use *and* to join list items.
- ☐ Correct spelling mistakes.
- ☐ Add a period(.) at the end of each sentence.

TAKE ME TO THE TOY STORE!

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



What kind of toys do you want?

WRITING GUIDE



When you write about things you want or don't want, you usually write "I want" or "I don't want."

Write about toys you want or don't want.

I want the _____
thing(s)

I don't want the _____
thing(s)

HINTS

ball(s)
board game(s)
doll(s)
toy brick(s)
toy animal(s)

WORDS TO KNOW

A Look at the pictures. Write the words.

WORDS

board game doll toy bricks ball model ~~video game~~



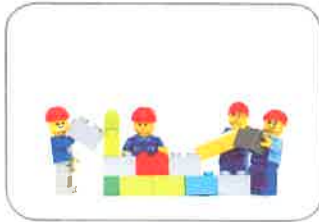
1. video game



2. _____



3. _____



4. _____



5. _____



6. _____

B Complete the chart and sentences about Eli.

Eli



I don't want

- video games
- _____

I want

- a toy animal
- toy bricks

I want

I want a toy animal.

I want _____.

I don't want

I don't want video games.

I don't want a ball.

READ

Read the story.



Scan for Audio

Take Me to the Toy Store!

We are at the toy store!

Erica likes games.

She wants a new game.

She doesn't want a doll.

I like sports.

I want a ball.

I don't want a model.



CHECK IT

What is the writing about?

- a. They are at the toy store.
- b. They play sports.

UNDERSTAND

A Complete the chart about Erica and me.

Erica	wants	a game .
	doesn't want	_____ .
I	want	_____ .
	don't want	_____ .

B Rewrite the sentences from the story on page 50.

Change the words from the story.

1. toy store to store
2. Erica to Sue
3. a new game to a board game
4. a doll to a video game
5. sports to models
6. a ball to toy bricks
7. model to toy animal

TITLE Take Me to the Store!

BEGINNING

^{1.} We are at the _____.

MIDDLE

^{2.} _____ likes games.

^{3.} She wants _____.

^{4.} She doesn't want _____.

^{5.} I like _____.

^{6.} I want _____.

END

^{7.} I don't want a _____.

LANGUAGE SKILLS

A SIMPLE PRESENT Underline the mistakes. Then rewrite the sentences.

The verb *want* has two forms in the simple present tense: *want* and *wants*. Use *want* for *I*, *you*, *we*, *Mary* and *Sam*, and *they*. Use *wants* for *he*, *she*, and *Mary*.

1. We wants a new game. We want a new game.
2. She want a doll. _____
3. I wants a model. _____
4. Peter and Greg wants a ball. _____

B APOSTROPHES Complete the sentences with *don't* or *doesn't*.

Use an apostrophe (') to put two words together to make a contraction. *Do not* has two forms of contractions in the simple present tense: *don't* and *doesn't*.

TIP

Use *the* for a certain thing. Use *a* or *an* for general things.

I want *the* blue ball.
She wants *a* game.
He doesn't want *an* electronic toy.

1. She doesn't want a ball, video game, or model.

2. Jon _____ want an electronic toy.

3. Pat and Sid _____ want the dolls, board games, and toy animals.

4. They _____ want the doll, board game, and ball.



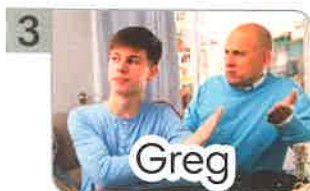
Go to the appendix for more on language skills.

Go back to page 50, look at the story, and follow steps 1 and 2 below.

1. Circle all the verbs for *want* and *don't want* (*want* / *wants* / *don't want* / *doesn't want*).
2. Now underline *a* and *the*.

WRITING SKILLS

A Look and match. Write the sentences. (Don't forget to add periods(.).)



- wants a new doll

- doesn't want an electronic game

- want a ball

Sid and Pat want a ball.

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods(.).)

1. (My brother / not / want / a doll)

My brother doesn't want a doll.

2. (Sara / not / want / a ball)

3. (Mary and Lily / want / dolls / and toy bricks)

4. (We / not / want / toy cars / and models)

BRAINSTORM

- A** Complete the chart about what kinds of toys you want and don't want to have.

Toys	
Want • _____ • _____	Don't want • _____ • _____

- B** With a classmate, talk about what kinds of toys you want and don't want. Write down what your classmate says.

Classmate's name	_____
Wants	He / She wants _____
Doesn't want	He / She doesn't want _____

FIRST DRAFT

- A** Now write about what kind of toys you and your classmate want and don't want.

EXAMPLE



Take Me to the Toy Store!

We are at the toy store.

I want a ball and a model.

I don't want a doll and a board game.

This is Tim.

He wants the toy bricks.

He doesn't want an action figure.

TITLE: _____ to the _____

BEGINNING

We are at the _____

MIDDLE

what I want

I want _____

what I don't want

I don't want _____ and _____

about my friend

This is _____

what my friend wants

_____ wants _____

what my friend doesn't want

_____ doesn't want _____

CHECKLIST

- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.
- ☐ Use *a*, *an*, and *the* before list items.

LET'S PLAY!

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



Where do you play with your friends?

WRITING GUIDE



When you write about where things are, use words like *at*, *in*, *on*, and *near*.

Look at the picture. Circle the correct prepositions.

A girl is (on / by) the sand.

The slide is (on / at) the park.

HINTS

at
by
in
on
near

WORDS TO KNOW

A Look at the pictures. Unscramble the words.



1. saonbdx
sandbox



2. eclsat



3. kpar



4. ginws

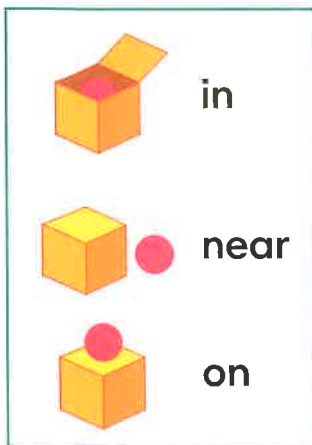


5. grndayplou



6. sedil

B Complete the sentences about the park. Use the words from the box.



Main Idea Let's play at the playground.

Details The slide is _____ the _____.

The swings are _____ the _____.

The kids are _____ the merry-go-round.

READ

Read the story.



Scan for Audio

Let's Play!

Let's play at the playground.

Erica is on the swing.

Jonas is in the castle.

Jack is near the slide.

Margot is in the sandbox.

Where is Sam?

He's at home.

Come out, Sam!



CHECK IT

What is the writing about?

- a. A castle at home
- b. Kids at the playground

UNDERSTAND

A Complete the chart.

Main Idea	Let's play <u>at the playground</u> .
Details	Erica is <u>on the swing</u> .
	Jonas is _____.
	Jack is _____.
	Margot is _____.
	Sam is _____.

B Rewrite the sentences from the story on page 58.

Change the words from the story.

1. playground to park
2. swing to slide
3. castle to sandbox
4. slide to merry-go-round
5. sandbox to castle
6. Sam to Peter
7. home to the playground
8. out, Sam to here, Peter

TITLE Let's Play

BEGINNING

1. Let's play at the _____.

MIDDLE

2. Erica is on the _____.

3. Jonas is in the _____.

4. Jack is near the _____.

5. Margot is in the _____.

6. Where is _____?

7. He's at _____.

END

8. Come _____!

LANGUAGE SKILLS

A PREPOSITIONS Complete the sentences using *in*, *on*, *near*, and *at*.

Prepositions tell you where things are. *In*, *on*, *near*, and *at* are a few examples of prepositions.



The kids are on the merry-go-round.



Peter is _____ the sandbox.



The sandbox is _____ the slide.



The family is _____ the playground.

B PUNCTUATION Rewrite the sentences using question marks(?) and periods(.).

Use a question mark(?) to ask a question. Use a period(.) to end a statement.

1. Where is Sam

Where is Sam?

2. Bob is near the swings

3. Is Erica in the sandbox

4. Jonas is on the slide



Go to the appendix for more on language skills.

Go back to page 58, look at the story, and follow steps 1 and 2 below.

1. Underline all the prepositions *at*, *in*, *on*, and *near*.

2. Now circle the question marks(?) and periods(.).

WRITING SKILLS

A Look and unscramble. Circle the correct pictures.

1



Mary / the slide / ! / on / is

Mary is on the slide!

2



? / Sam / home / at / is

3



Mike / the merry-go-round / . / is / on

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods(.).)

1. (My father / park / at)

My father is at the park.

2. (James / slide / on)

3. (Jen / sandbox / in)

4. (Min and Marco / swings / on)

BRAINSTORM

- A** Now describe the playground in the picture. Circle the playground things and describe them.

What playground things are there?

There are _____, _____, and _____.



Where are they located?

The slide is / are (on / in / at / near) the park .

_____ is / are (on / in / at / near) _____.

_____ is / are (on / in / at / near) _____.

- B** With a classmate, talk about the playground in the picture. Write down what your classmate says.

What is in the playground?

Where are they located?

FIRST DRAFT

A Now write about a playground near you.

EXAMPLE



Let's Play!

Let's play at the playground!
Peter, Bob, and Jill are on the slide.
The toys are in the sandbox.
The slide is near the swings.
The swings are in the park.
I like the playground!

TITLE: Let's

MAIN IDEA

Let's play _____

DETAILS

playground things

_____ are

_____ are _____

_____ is / are _____

_____ is / are _____

_____ is / are _____

END

I like the playground!



CHECKLIST

- ☐ Add a period(.) at the end of each sentence.
- ☐ Use prepositions.
- ☐ Correct spelling mistakes.

MY COLORFUL CLOTHES

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



What are you wearing today?

WRITING GUIDE



When you write about your clothes, you usually write about their types and colors.

Answer the question about your clothes.

What color is your _____?

clothes

My _____ (is / are) _____.

clothes

color

HINTS

dress
jeans
shirt
red
green

WORDS TO KNOW

A Look at the pictures. Write the correct words.

hat
blue

jeans
red

sweater
yellow

T-shirt
~~purple~~

1



purple

color

clothes

2



color

clothes

3



color

clothes

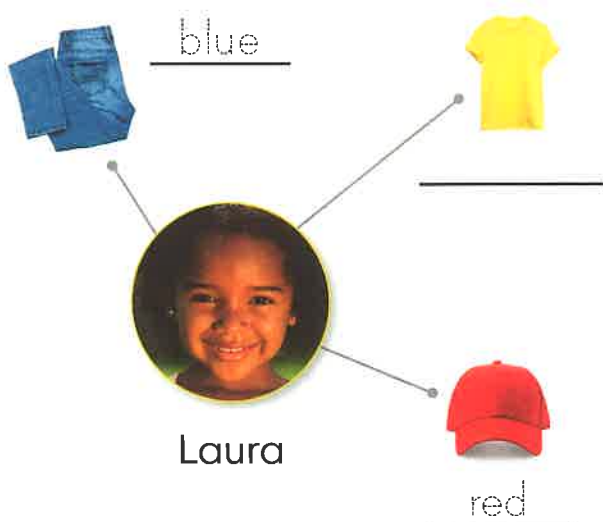
4



color

clothes

B Complete the chart and sentences about Laura's clothes.



My hat is red.

My T-shirt is _____.

My jeans are _____.

READ

Read the story.



My Colorful Clothes

Hi, I'm Angela.
My bag is yellow.
My jacket is green.
My dress is orange and white.
This is my red hat.
These are my purple shoes.
They are my colorful clothes!

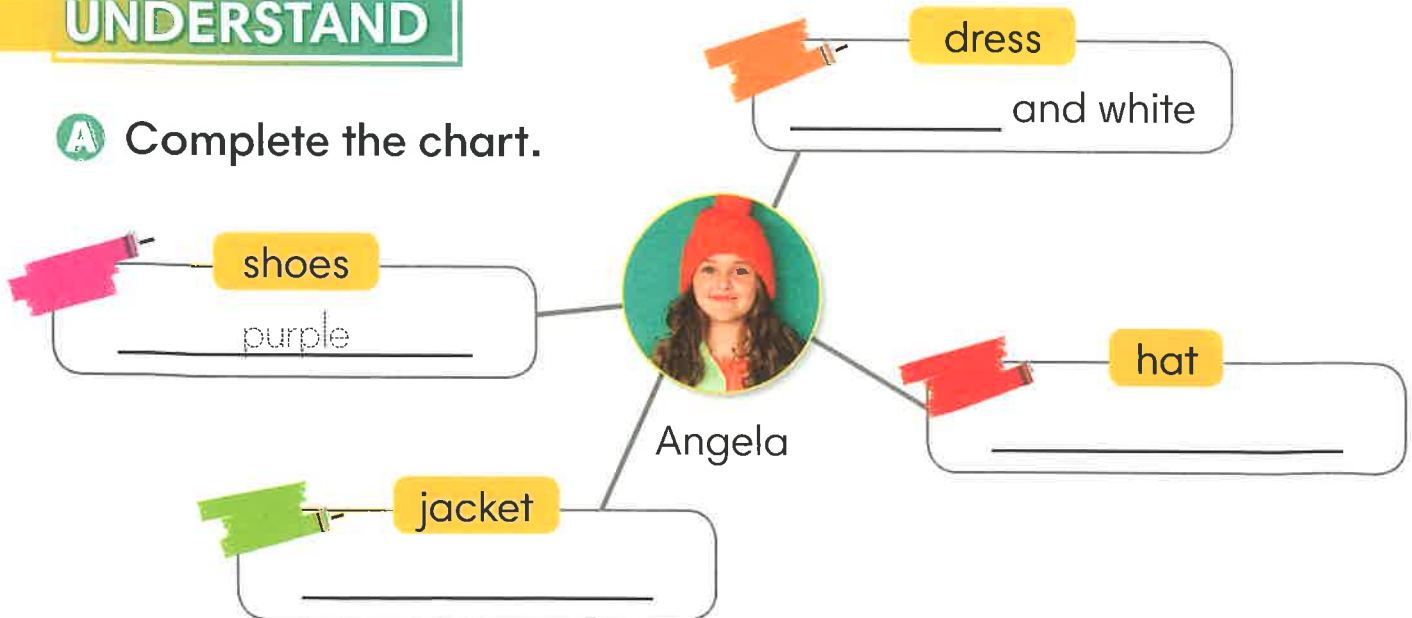


CHECK IT

- What is the writing about?
- a. Colorful clothes
 - b. Dirty clothes

UNDERSTAND

A Complete the chart.



B Rewrite the sentences from the story on page 66.

Change the words from the story.

1. Angela to Jenny
2. bag to sweater
3. green to purple
4. dress to shirt
5. red to blue
6. shoes to pants
7. colorful to favorite

TITLE My Favorite Clothes

INTRODUCTION

^{1.} Hi, I'm _____.

BODY

^{2.} My _____ is yellow.

^{3.} My jacket is _____.

^{4.} My _____ is orange and white.

^{5.} This is my _____ hat.

^{6.} These are my purple _____.

END

^{7.} They are my _____ clothes!

LANGUAGE SKILLS

A THIS / THESE Circle the correct words.

This is used for single nouns. *These* is used for plural nouns.

1. (This / These) pants are blue.
2. (This / These) is my green jacket.
3. (This / These) is a purple T-shirt.
4. (This / These) are my blue jeans.

B EXCLAMATION POINTS Rewrite the sentences using exclamation points(!) or question marks(?).

Use an exclamation point(!) to show strong feelings. Use this at the end of a sentence.

TIP

Don't use too many exclamation points(!) in your writing. They lose their value when they are used again and again.

1. I love these jeans

I love these jeans!

2. My sweater is white

3. Are these your green shoes

4. I love your yellow dress



Go to the appendix for more on language skills.

Go back to page 66, look at the story, and follow steps 1 and 2 below.

1. Circle *this* and *these*.
2. Now underline the exclamation point(!).

WRITING SKILLS

A Look and unscramble. (Don't forget to capitalize and add periods(.).)



my / is / purple hat / this

This is my purple hat.



my / those / blue jeans! / are



yellow / my / is / jacket

B Use the given words to make complete sentences. You will need to add more words. Use exclamation points(!). (Don't forget to capitalize.)

1. (this / favorite / T-shirt)

This is my favorite T-shirt!

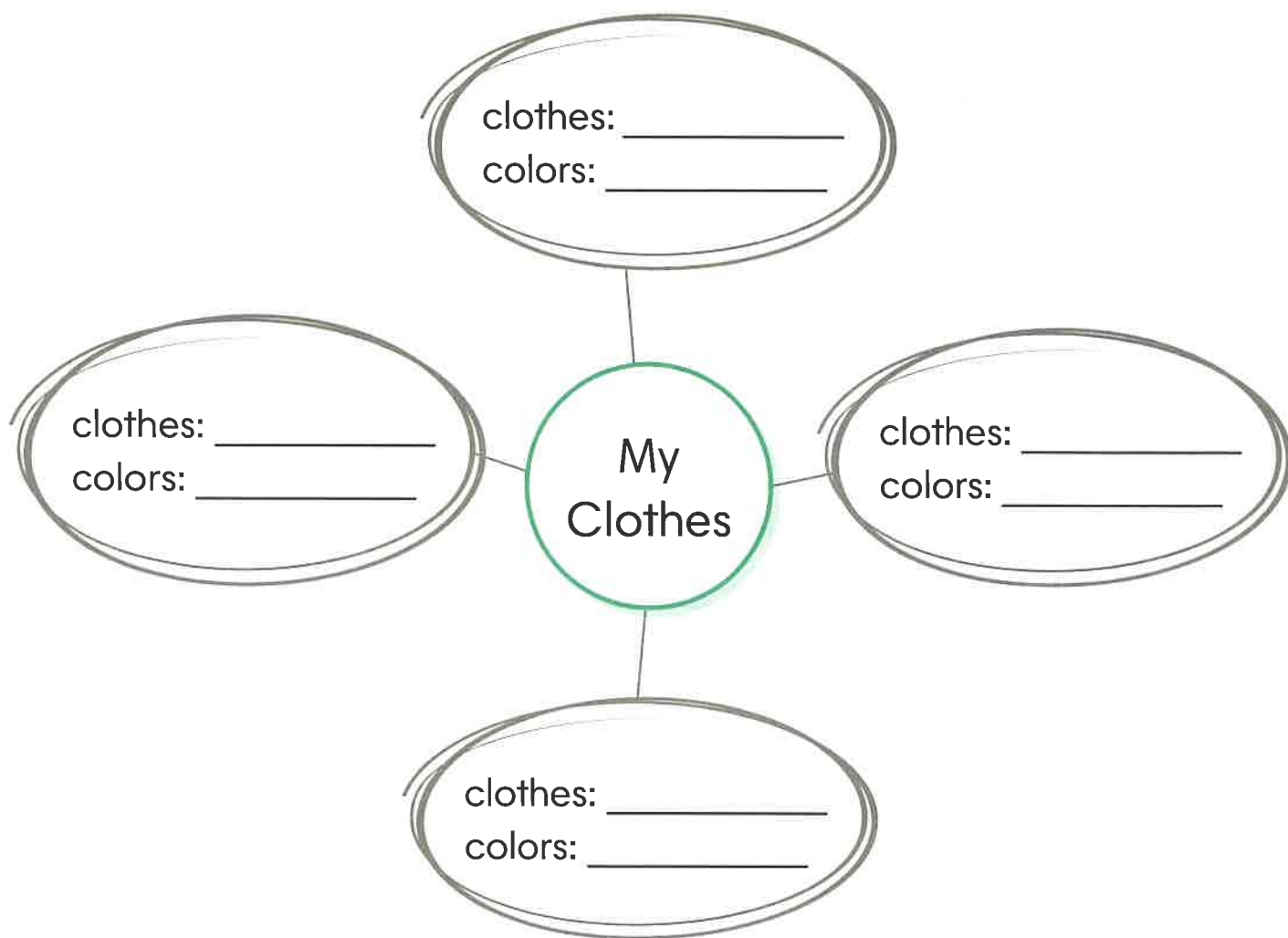
2. (these / my blue / pants)

3. (i / love / blue shoes)

4. (this / my favorite)

BRAINSTORM

A Complete the mind map about your clothes.



B With a classmate, talk about your clothes. Write down what your classmate says.

Clothes / color(s)	_____ is _____
Clothes / color(s)	_____ is _____
Plural	_____ are _____

FIRST DRAFT

A Now write about the clothes you are wearing today.

EXAMPLE

**My Clothes**

Hi, I'm Jacob.

My T-shirt is yellow.

My jacket is blue and green.

This is my green hat.

These are my blue shoes.

They are my colorful clothes!

TITLE: My

INTRODUCTION

greeting

Hi, _____

BODY

clothes / color(s)

My _____ is / are _____

My _____ is / are _____

This is my _____

These are my _____

END

They are my _____

**CHECKLIST**

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Add a period(.) or an exclamation point(!) at the end of a sentence.
- ☐ Correct spelling mistakes.

APPENDIX

Grammar References

Example Passages

Grammar References

Unit 1

be verb (affirmative)

We use the verb *be* to show what something or someone is doing. You can use the verb *be* to make an affirmative statement.

Personal pronoun	Verb	Example
I	am	I am Jonas Clark.
He / She / It	is	He is my brother.
You / We / They	are	They are kind.

Unit 2

possessives

Possessives show who or what something or someone belongs to—who owns or has something. We use the possessive case to express possession.

To form a possessive noun, add -'s (if the noun is singular) or just -' (if the noun is plural).

Subject pronoun	Object pronoun	Possessive adjective
I	me	my
you	you	your
he	him	his
she	her	her
we	us	our
they	them	their

One (singular)	More than one (plural)
my	our
your	your
his / Jameson's	their / my friends'
her / Miss Khalifa's	
its / tomorrow's	

Unit 3

demonstrative pronouns

The demonstrative pronouns are *this*, *that*, *these*, and *those*. We use them to point out people, places, animals, or things without naming them.

Type	Example	
One (singular)	This is my backpack.	
	That is my backpack.	
More than one (plural)	These are my pencils.	
	Those are my pencils.	

Unit 4

there is / are

Use the phrases *there is* and *there are* to show the location of objects in a room. Make sure the subject and verb agree.

Example
There is a whiteboard.
There is a pencil sharpener.
There is a trash can.
There are desks.
There are chairs.
There are bookcases.

Unit 5

simple present *like* and *don't like*

We use the verb *like* in the simple present to talk about things we enjoy.

<i>like</i>	<i>likes</i>
I like vegetables. They like breakfast.	He likes fish, meat, and salad. She likes apples and bananas.

To make negative statements, we use *not*.

<i>don't like</i>	<i>doesn't like</i>
I don't like vegetables. They don't like dinner.	He doesn't like fish and meat. She doesn't like apples.

Unit 6

simple present *want* and *don't want*

We use the verb *want* in the simple present to express desires.

<i>want</i>	<i>wants</i>
I want a ball. They want toy animals.	Erica wants a new game. He wants a ball.

To make negative statements, we use *not*.

<i>don't want</i>	<i>doesn't want</i>
I don't want an electronic toy. We don't want a ball and model.	Sue doesn't want board games. Jon doesn't want the doll.

Unit 7

basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
on	Erica is on the swing.
in	Jonas is in the castle.
at	They are at the playground.
near	The sandbox is near the slide.

Unit 8

demonstrative adjectives

We use demonstrative adjectives to point out a specific person, place, or thing that is mentioned. They come before nouns.

Demonstrative adjective	Type	Example
This	one (singular)	This hat is green.
That	one (singular)	That jacket is big.
These	more than one (plural)	These pants are blue.
Those	more than one (plural)	Those shoes are good.

Example Passages

Look at the example passages.

Unit 1

My Brother and I

Hi. I am Mary Wilson.

I am 11 years old.

I am tall.

This is Scott.

Scott is my brother.

He is 8 years old.

He is short.

Unit 2

My Friend and I

Hi, my name is Jenny.

My hair is blonde.

I am smart.

Flora is my friend.

Her hair is long.

She is kind.

Unit 3

See My School Things

Here are my school things.

This is my backpack.

It's yellow.

This is my notebook.

It's blue.

These are my pencils.

They're orange.

Those are my crayons.

They're red and yellow.

I use them all!

Unit 4

My Classroom

This is my classroom.

There's a blackboard.

There is a teacher's desk.

There are desks.

There are chairs.

There is a pencil sharpener.

I like my classroom.

Unit 5

Let's Eat Lunch!

It's time for lunch!

I like pizza and pasta.

I don't like salad.

This is Mark.

He likes pasta and pizza.

He doesn't like fish.

No fish for him, please.

Unit 6

Take Me to the Toy Store!

We are at the toy store.

I want a doll.

I don't want a board game,
toy bricks, and a model.

This is Jessica.

She wants a model plane.

She doesn't want a doll.

Unit 7

Let's Play!

Let's play at the playground!

Jessica, Sam, and I are on the
swings.

The slide is near the swings.

The swings are near the
merry-go-round.

The merry-go-round is in
the park.

I like the playground!

Unit 8

My Clothes

Hi, I'm Matthew.

My T-shirt is blue.

My sweater is brown and green.

This is my red hat.

These are my gray socks.

They are my colorful clothes!

Memo

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance. The edges of the paper are visible against a dark background.

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LET'S PRACTICE

A Circle the correct verbs and rewrite the sentences.

1. I (is / am) 10 years old.

2. She (is / am) my sister.

3. Jeremy (is / am) strong.

4. My teacher (am / is) tall.

5. My dad (am / is) 41 years old.

6. He (is / am) my cousin.

B Correct the underlined words and rewrite the sentences on the lines below.



① my name is Sarah. I ② is 8 years old. My sister is 13 years old. She ③ are tall. I am ④ Short.

FINAL DRAFT

Look at page 15 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Correct spelling mistakes.

TEACHER'S COMMENT

LET'S PRACTICE

A Circle the correct words.

1. My hair is (kind / brown).
2. My sister likes (her / his) school.
3. Jacob is (smart / his).
4. He is (my / I) best friend.
5. (Tom / Tom's) hair is black.
6. She is (friend / friendly).

B Correct the underlined words and rewrite the sentences on the lines below.



This ① am Jenny. She is ② her
best friend. ③ His hair is brown.
She is ④ kindly.

FINAL DRAFT

Look at page 23 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.

TEACHER'S COMMENT

LET'S PRACTICE

A Is each sentence correct? Circle **YES** or **NO**.

1. Those is my brother.

YES

NO

2. These are my friends.

YES

NO

3. I like that notebook.

YES

NO

4. This is my best pencils.

YES

NO

5. I use those crayons.

YES

NO

6. This are your erasers.

YES

NO

B Correct the underlined words and rewrite the sentences on the lines below.



Here are my school things.

① These is my backpack. ② That are my notebooks. ③ Those is my folder. Those are my ④ pens

FINAL DRAFT

Look at page 31 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Use apostrophes(') for contractions.

TEACHER'S COMMENT

LET'S PRACTICE

A Circle the correct words.

1. (There is / There are) a school.
2. (There is / There are) some books.
3. (There is / There are) a whiteboard.
4. (There is / There are) four chairs.
5. (There is / There are) my teacher's desk.
6. (There is / There are) a desk.

B Correct the underlined words and rewrite the sentences on the lines below.



Hi, I'm Jonah. This is my ① Classroom.
This is the ② teachers desk. There are
desks. There is no ③ bookcase There
is a pencil sharpener. There ④ are a
whiteboard.

FINAL DRAFT

Look at page 39 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a sentence.
- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.

TEACHER'S COMMENT

LET'S PRACTICE

A Circle the correct words.

1. I (do not like / does not like) salad.
2. They (likes / like) bananas.
3. Peter (likes / like) fruit and vegetables.
4. Mrs. Parker (do not like / does not like) salad and meat.
5. My mom (like / likes) pizza.
6. We (not like / do not like) pasta.

B Correct the underlined words and rewrite the sentences on the lines below.



I ① does not like cake. I like ② apples
meat. My classmate likes grapes. She
 ③ do not like salad and bread. We
 ④ not like vegetables.

FINAL DRAFT

Look at page 47 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use *and* to join list items.
- ☐ Correct spelling mistakes.
- ☐ Add a period(.) at the end of each sentence.

TEACHER'S COMMENT

LET'S PRACTICE

A Complete the sentences with the given word(s).

1. Greg and Bob (not want) _____ a board game.
2. Mina (want) _____ models.
3. Mr. Parker and Mrs. Parker (not want) _____ a ball.
4. I (want) _____ a toy animal.
5. We (want) _____ a video game.
6. Eli (not want) _____ a doll.

B Correct the underlined words and rewrite the sentences on the lines below.



My friends and I like toys. We ① wants a ball. Mike ② not want a doll. Peter wants ③ an board game and a video game. ④ I not want a board game and a video game. I want a toy car.

FINAL DRAFT

Look at page 55 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Add a period(.) at the end of each sentence.
- ☐ Correct spelling mistakes.
- ☐ Use *a*, *an*, and *the* before list items.

TEACHER'S COMMENT

LET'S PRACTICE

A Write the correct words from the box.

in

on

at

near

1.



The toys are _____ the sandbox.

2.



Sara is _____ the seesaw.

3.



A kid is _____ the slide.

4.



The kids are _____ the park.

5.



Mary is _____ the merry-go-round.

6.



Mike is _____ the slide.

B Correct the underlined words and rewrite the sentences on the lines below.



Let's play at the playground. Lisa is ① on the playground. Emily is ② at the slide. Jacob is ③ near the sandbox. Henry is ④ on the park!

FINAL DRAFT

Look at page 63 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Add a period(.) at the end of each sentence.
- ☐ Use prepositions.
- ☐ Correct spelling mistakes.

TEACHER'S COMMENT

LET'S PRACTICE

A Circle the correct words.

1. (This is / These are) a purple jacket.
2. (This is / These are) my blue jeans.
3. (This is / These are) yellow shoes.
4. (This is / These are) a red sweater.
5. (This is / These are) my green hat.
6. (This is / These are) yellow pants.

B Correct the underlined words and rewrite the sentences on the lines below.



These ① is my blue pants. This ② are
my green sweater. I have a red jacket.
This ③ are my purple hat. ④ This is my
yellow shoes. I like them!

FINAL DRAFT

Look at page 71 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Add a period(.) or an exclamation point(!) at the end of a sentence.
- ☐ Correct spelling mistakes.

TEACHER'S COMMENT

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PROJECT A

TASK Make a family collage.

STEP 1 Make a family collage and write about it.

- Find photos or draw pictures.
- Write about them.

Who are they?

What do you do with them?

STEP 2 Show your collage to the class. Talk about it.



STEP 3 Look at all the collages. Talk about them.

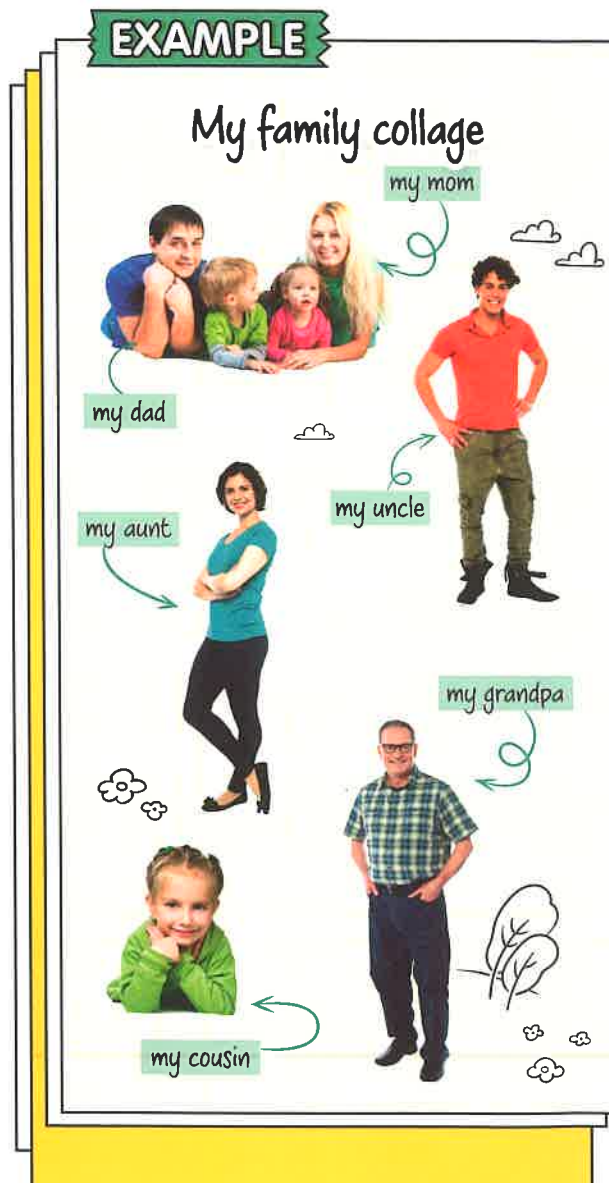
EXAMPLE

This is my family. They are my mom and dad. This is my uncle.

He is funny. That is my aunt. Sometimes, I play with my cousin

and grandpa. I love them so much!

EXAMPLE





TASK

Create your own collage. Then write about it.

Draw here.

This is my family.

They are _____
family members

This _____
a family member

He/She _____
personality

That is _____
a family member

Sometimes, I play with _____
family members

I love them so much!

EXTENSION

Show your collage to the class. Talk about it.

PROJECT B

TASK

Make a lost-and-found poster.

STEP 1 Look at your school backpack. Think about how it looks.

- What color is it?
- What is in it?

STEP 2 Imagine you lost your school backpack.

STEP 3 Look at the example.

EXAMPLE

MISSING

My school backpack



Description

It's yellow.
There are pencils in it.
My pencils are black.
I use them a lot.
Please help me find it.

TASK

Now make your own lost-and-found poster.

MISSING

Draw here.

It's _____
color

There are _____ in it.
school things

My _____ are _____
school things color

Please help me find it.

MORE WORDS

colors: black, blue, red, yellow

school things: pencils, pencil sharpeners, erasers, notebooks

EXTENSION

Now show your poster to the class. Talk about it.

PROJECT C

TASK

Do the likes and dislikes survey.

STEP 1 Think about foods you like and don't like.

STEP 2 Ask friends what foods they like and what foods they don't like.

- Do you like vegetables?
- Do you like apples?
- Do you like sandwiches?

STEP 3 Write the names of the foods they like and don't like in the chart.

EXAMPLE

Likes and Dislikes Survey			
Likes and Dislikes	Me	Friend 1: Randy	Friend 2: Mia
Likes	apples 	pizza 	bread 
	sandwiches 	burgers 	pasta 
Dislikes	vegetables 	bananas 	bananas 
	salad 	salad 	eggs 

STEP 4 Put your chart on the wall. Tell the class about it.

EXAMPLE

I like apples and sandwiches. I don't like vegetables and salad.

My friend Randy likes pizza and burgers. He doesn't like

bananas and salad.

TASK

Now complete the chart.

Likes and Dislikes	Me	Friend 1: _____	Friend 2: _____
Likes			
Dislikes			

• I like _____ and _____

foods

• I don't like _____ and _____

foods

• My friend _____ likes _____ and _____

name

foods

• He / She doesn't like _____ and _____

foods

MORE WORDS

foods: bananas, meat, rice, salad, vegetables, sandwich, apples, fruit, bread

EXTENSION

Put your chart on the wall. Tell the class about it.

PROJECT D

TASK Introduce your colorful clothes.

STEP 1 Think about your colorful clothes.

STEP 2 Draw them.

STEP 3 Write about your clothes and show them to the class. Talk about them.

EXAMPLE



*These are my colorful clothes.
This is my brown jacket.
This is my light brown sweater.
These are my gray shoes.
These are my gray jeans!
I love them all!*

TASK

Now draw your colorful clothes and write about them.



Draw here.

These are my colorful clothes.

This is my _____
color clothes

This is my _____
color clothes

These are my _____
color clothes

I love them all!

MORE WORDS

color: red, yellow, green, blue, black

clothes: dress, shirt, T-shirt, hat, pants

EXTENSION

Show your drawing and description to the class.
Talk about your clothes.

Memo

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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