

Unit 00 Welcome

Dictionary

Activity A-B, pg. 2-3

Activity C, pg. 3

On the board write “I am = I’m”

Point to each word and say them clearly.

Have students repeat the words after you.

Speaking Practice

Have students stand.

Students should go to one another and introduce themselves saying, “Hello, I’m _____.”

Give students time to introduce themselves to every other student in the room.

Activity D, pg. 3

Discuss that all forms of greeting aren’t appropriate at work

Look at the pictures and talk about when each type of greeting would be appropriate

Activity E, pg. 3—discuss term “family name” as substitute for last name

Word Builder

Activity A, pg. 4

Choose 1-2 activities to practice matching and ordering letters

- a. **Alphabet Spoons**- Give each student, or pair of students, a set of Alphabet Spoons. Students work to place the clear lower case letter spoon on top of the corresponding upper case letter spoon. They then place the spoons in alphabetical order.
- b. **Alphabet Eggs**- Give each student, or pair of students, a set of Alphabet Egg halves and a 30-egg carton (unlabeled). Students work together to create eggs by putting the corresponding capital letter halves together with the lower-case letter halves. They then place the eggs in the carton in alphabetical order.
- c. **Egg Carton Letter Formation**—Give each student an unlabeled 30-egg carton and about 20 fillers (bouncy balls, milk jug lids, etc.). Call out a letter and have students race to form the named letter in their carton. The first student to finish wins a point.
- d. **Upper- and Lower-Case Alphabet Order Spoons**- the directions for two different card games are included with the game file and are too long to place here.
- e. **Alphabet Pizza Pans**—upper and lower case practice

Activity B, pg. 4

Activity C, pg. 4

Active Grammar—Possessive Adjectives (pronouns)

Activity A, pg. 5

Say: “ My name is _____. You spell it _____.”

Write your name on the board as you spell it.

Ask each student: “What is your name? How do you spell it?”

Write each name on the board as the students spell it.

Activity B, pg. 5

Activity C, pg. 5—discuss possessive form of pronouns, [Pronoun Quick Reference Handout](#)

Write the sentences on the board: “What is his/her name?” “His/her name is _____.”

Famous people conversation practice—give each student a **picture of a famous person**

Ahead of time, fold the name of the person up so students will be able to read it while showing the picture to a classmate. Have students circulate and ask one another:

“What’s his/her name?” and answer: “His/her name is _____.” You can also review the

alphabet by having students complete the **famous person names graphic organizer**. If

you are doing this, also write on the board the question, “How do you spell his/her name?”

Activity D, pg. 5—review possessive form of pronouns

Play [Possessive Adjectives Four Corners](#)

Active Grammar—Be Verb

Go over the present tense forms, box pg. 6

[Conjugation of the verb to be handout](#)

Activity A, pg. 6

Activity B, pg. 7

Activity C, pg. 7-- students use the [class origins graphic organizer](#) to gather information about all classmates

Activity D, pg. 7

[To Be! But Which One? Task Cards](#)

Active Grammar—Contractions

Activity A, pg. 8—discuss how contractions are formed

Apostrophe indicates letters are missing

Activity B, pg. 8

Activity C, pg. 8

Choose a couple activities to practice contractions further

[Contraction Eggs Activity](#)

[Egg and Ham Contractions](#)

[Fishing for Contractions](#)

Active Grammar—Wh- Questions with be

Go over what and where

What = thing where = place

Activity A, pg. 9

Write on the board: “What is his/her name?” “Where is he/she from?” “His/her name is _____ and he/she is from _____.”

Famous people conversation practice—give each student a **picture of a famous person** (use the file famous people are from). Ahead of time, fold the name and country up so students will be able to read it while showing the picture to a classmate. Have students circulate and ask one another: “What is his/her name?” and “Where is he/she from?” Students should answer: “His/her name is _____ and he/she is from _____.” You can also review the alphabet by having students complete the **famous person names and origins graphic organizer**. If you are doing this, also write on the board the question, “How do you spell that?”

The Big Picture

Work through activities on pages 10-11

Video & Reading

Activity A, pg. 12

Make a list on the board of students’ ideas

Ask: what other countries have a lot of people who speak English?

[English Speaking Countries](#)—World Population Review

Activity B, pg. 12

Activity C, pg. 12

Activity D, pg. 12

Writing Our Stories

Activity A, pg. 13---[What Needs A Capital Letter](#) handout

Work through the activities on pg. 13-14

English in Action: Numbers 1-20

Activity A, pg. 15

Numbers 0-10 practice: choose 1-2 activities to practice numbers 0-10

- a. [Number Word Sort Cards](#): give each student a set of sort cards. Students match the number card to the corresponding word card.
- b. [Number Word Memory](#): give each group of 2-4 students a set of sort cards (this works best if the numbers are on one color of paper and the words are on a second color). Students lay the cards out, face-down, with numerals in one grid and words in a second grid. Students take turns turning over one numeral card and one word card. If the cards match, the student keeps both cards and takes another turn. If the cards do not match, the student turns both cards over again and play proceeds to the next player. When all matches have been made, the student with the most cards is the winner.
- c. [Base Ten Puzzles](#): Give each student, or pair of students, a set of pre-cut puzzles (use only puzzles for 1-10). Students work to put together all ten puzzles.
- d. [Match Up Number Cards](#): give each student a [match up board](#), set of 10 rubber bands, and a set of cards. Students place cards into boards (numeral on left, title in center, word on right) and use rubber bands to match the numeral to the correct word.

Activities B-C, pg. 15

English in Action: Telephone Numbers

Activity A, pg. 16

Activity B, pg. 16

Have student create a [Class Directory](#) by asking one another and writing down the names and phone numbers of everyone in the class (including the teacher)

Unit 01 The Classroom

Dictionary

Activity A, pg. 18

Activity B, pg. 19

Use the sort cards and other activities from the [School Supplies Vocabulary Bundle](#) to practice the vocabulary for this section. Choose multiple activities.

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file

Activity C, pg. 19

Word Builder

Activity A, pg. 20

Activity B, pg. 20

Activity C, pg. 20

Have a backpack scavenger hunt—call out an item, any student who can produce the item gets a point

Active Grammar—Singular Nouns

Articles—a/an (add in the), blue box pg. 21

Activity A, pg. 21

Activity B, pg. 21

Play 1-2 of the games:

[A or An Card Games](#)

[A or An Sliding Sorts](#) (blog post)

Active Grammar—Plural Nouns

Rules, blue boxes, pg. 22

Use page 1 of the [plurals rule chart](#) as a reference handout for spelling plural nouns

Activity A, pg. 22

Discuss the pronunciation of the final -s/-es—box, Activity B, pg. 22

Practice with a game or two:

[Final -s/-es Pronunciation Spoons Game](#)—requires spoons

[I'm Out!](#)—includes collective nouns, may be too difficult for this level

[Final -s/-es Sliding Sorts Game](#)—[blog post](#) with full directions

Activity D, pg. 23

Play [Fishing for Plural Nouns](#) to practice forming and spelling plurals

Activity E-F, pg. 23

[Escape the Irregular Plurals Grid](#)—must make sentence to color square

Active Grammar—This is / These are

Used for things close to you

This = singular these = plural

Activity A, pg. 24

Activity B, pg. 24

Introduce: That/Those for things far away

That = singular those = plural

[Demonstrative pronouns poster](#)

[This, That, These, Those Task Cards](#)

Active Grammar—There is / There are

Used to talk about location and quantity

**look at the subject/noun to see if singular or plural

Review present tense to be (unit 00)

Activity A, pg. 25

Activity B, pg. 25

Play [Appetizing Adjectives](#)—instead of following the rules, have student form sentences with

There is / There are; example: There is one donut. There are three kiwis.

The Big Picture

Complete the activities on pages 26-27.

Reading

Activity A, pg. 28

Activity B, pg. 28

Activity C, pg. 28

Activity D, pg. 29

Optional Extension: discuss [common road signs](#) (pg. 1-3)

Writing

Activity A, pg. 30

Activity B, pg. 30

Extension: [Describe that picture!](#) ([blog post](#))

Focus on using there is / there are and this is / these are statements

English in Action

Activity A, pg. 31

Activity B, pg. 31

Activity C, pg. 31—play a game of Teacher Says

Teacher calls out a direction, students must act it out, if incorrect he/she is out

English in Action

Activity A, pg. 32

Discuss place value and how it helps us say numbers

[Place value handout](#)

Activity B, pg. 32

Activity C, pg. 32

Practice writing and reading large numbers: [Guess My Number: Mystery Number Game](#)

Unit 02 The Family

Dictionary

Activity A, pg. 34

Review family relationships vocabulary--Use the activities from [Family Vocabulary Bundle](#)

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Guess the Word PowerPoint Game**—whole class practice, directions in file
- **Family Questions Board Game**—this game will be very difficult for this level

Vocabulary handout—print the sort cards pages

Word Builder

Complete activities A-C, pg. 35

Play **Family Relationships Grid Conquest Game** (included in Family Vocabulary Bundle)

Do not use the extended version that includes step-relations

Complete activity D, pg. 35

Dictionary & Active Grammar—Adjectives

Activity A, pg. 36

Discuss what an adjective is and where it comes in the sentence.

Describes a noun

Comes before a noun unless there is a special verb—be verb is a common one

Activity A, pg. 37

Activity B, pg. 37—use the Famous People photos from unit 00. Have each student choose one and describe the person

Activity C-E, pg. 38

Extension: play [Guess Who](#)

Family Descriptions

use the [Family Questions Board Game](#) from the vocabulary bundle, not dice roll key
Students should state a sentence about a person from their family based on the card

My brother is tall. My aunt has blond hair.

Roll, move, first one to finish is the winner

Active Grammar: Questions with How old

Discuss how it is not polite to ask the age of an adult, especially a woman

Some languages (i.e.: Spanish) use the verb have for describing age, discuss how English uses is

Activity A-B, pg. 39

Active Grammar: Yes/No Questions

Go over the question and answer form, blue box pg. 40

The format is also included on the [present simple tense handout](#)

Activity A-B, pg. 40

Activity C, pg. 41

Activity D--[Family Questions Board Game](#)

Do not use the spinner or roll card

if you roll a 1 or a 6, ask "How old..." all other #s ask a yes/no question

examples: How old is your brother? Is your aunt tall?

The Big Picture

Complete activities A-E, pgs. 42-43

Pronunciation: statements and questions--intonation

the fluctuation of one's voice as you speak

Conveys meaning—can vary but there are specific patterns

Watch: [Introduction to Intonation](#) ([Elemental English](#))

General rule: statement ends with falling intonation, question with rising

Complete activities F-G, pg. 43

Activity H--use [Family Questions Board Game](#) again. This time ask questions and make statements, paying attention to final intonation.

Even roll = statement odd roll = question

Reading

Activity A, pg. 44

Activity B, pg. 44

Writing Our Stories

Activity A-B, pg. 45

Activity C, pg. 45

Activity D-E, pg. 45

Extension--[Mr. Potato Head](#) Descriptive Writing Activity ([blog post](#))

Alternative: use the pictures of famous people again; each student describes 1 person

Alternative 2: use Guess Who games, have students choose a person from the board

Trade descriptions & see if they can guess which person is described

English in Action

Activity A-B, pg. 47

Activity B, pg. 47

Discuss ordinals

Give students the [number cardinal ordinal handout](#) as a reference

Review ordinals & the alphabet with [Ordinal Number Mystery Message](#)

Practice ordinals further with 1 activity

- a) [Ordinal Number Sort](#)- Use the [Ordinal Number Index Cards](#) to practice matching the words with the cardinal numerals and the ordinal numbers
- b) [Mouse Ordinal Cards](#)—Practice matching the numerals with the words for ordinals
- c) [Ordinal Match Up](#)- give each student a [match up board](#), set of 10 rubber bands, and a set of cards. Students place cards into boards (numeral on left, title in center, word on right) and use rubber bands to match the numeral to the correct ordinal word.

Discuss how to write date in English

American = month day, year (comma after the day is required)

British = day month year (comma after the month is optional)

Activity C, pg. 47

Activity E, pg. 48

Activity F-G, pg. 48

Unit 03 At Home

Dictionary

Activity A, pg. 50-51

work on rooms in a house vocabulary using activities from [Rooms in a House & Household Items Vocabulary Practice & Review Game Bundle](#) (you'll use the furniture

parts of the bundle in lesson 5 of this unit)

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point

Handout—print sort cards

Work on furniture vocabulary using activities from [Rooms in a House & Household Items Vocabulary Practice & Review Game Bundle](#)

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file
- **Rooms & Furniture** board game—practice both sets of vocabulary with this game

Handout—print sort cards

Word Builder

Activity A-B, pg. 52

Activity C, pg. 52-- Instead of following the directions in the book, have students design their dream living room or bedroom. Give partners large pieces of **art/craft paper** and **ads from furniture stores**. Students should work in pairs to cut out, arrange, and **glue** pictures of the furniture they'd choose for the room. They should then work together to write a paragraph describing the room to share with the class.

Active Grammar—Prepositions of Location

Introduce prepositions of place—Activity A, pg. 53

Use the [preposition word wall cards](#)—give as a handout and/or display in classroom

Choose 1-2 activities to practice prepositions

- [Mousy Prepositions](#) - you'll need a [toy mouse](#) and a [box](#) with a hole cut through it for each group to use while playing
- [Going Buggy for Prepositions](#)—you'll need a toy bug and a small container for each group to use while playing
- [Picture Perfect Prepositions](#)—you'll need a list of 5-10 prepositions and some [old magazines](#) for students to cut
- [Lego Prepositions](#)—you'll need a good amount of [Legos](#) for each pair and [picture building directions](#)

Activity B, pg. 53

Active Grammar—Where questions with Be

Form, pg. 54—[present simple tense handout](#) (unit 2)

Where = place

Activity A, pg. 54

Activity B, pg. 54-- use the [arrange the furniture](#) activity from the unit folder to give each other instructions on how to design a bedroom

Activity C, pg. 55

Active Grammar—Yes/No Questions and Answers

Review format for question & answer, pg. 56 (unit 2, present simple tense chart handout)

Include the Is/Are there format---Is there a/an _____ in the kitchen? (Yes, there is.)

Include the format with Do---Do you have a/an _____ in your house? (Yes, I do.)

Activity A, pg. 56

Activity B, pg. 57

Activity C, pg. 57

Activity D---Descriptive Pictures—use [Picture Prompts Board Game](#)

1st student takes a picture, rolls, and asks a question about it before moving

Even = where is/are....?

Odd = Is/Are there....?

2nd student answers the 1st student's question, takes new picture, asks new question...

The Big Picture

Activity A-F, pg. 58-59

Reading

Activity A-D, pg. 60-61

Activity E, pg. 61—find your state on the map (pg. 236)

identify the closest state(s) to the north, south, east, and west

locate major cities and talk about how far they are from you

discuss any places your students have lived or visited in the USA

Writing

Activity A-B, pg. 62

Activity C-D, pg. 62

English in Action

Activity A-C, pg. 63

Activity D, pg. 63—use the **student profile graphic organizer**

Play Directions Around My Town—you'll need a **place marker, map of your community, and business cards from local businesses** (alternative: use cards with business names on them) for each group; full directions and alternative play options in this blog post: [Where Do I Need To Go?](#)

Alternative: Obtain **tourist maps** for major cities such as Washington D.C., Chicago, or New York. Have students use the maps and the internet to work with a partner and plan a weekend vacation itinerary for the city. They should include where they will go, how they will travel from place to place (directions), and other pertinent information

Activity A-B, pg. 64

Unit 04 What are You Doing

Dictionary & Word Builder

Activity A, pg. 66

Activity A, pg. 67

Activity B, pg. 67

consider using the **cards** from [Active Pronouns Tenses Board Game](#) to help with ideas

Activities C-D, pg. 67

Active Grammar: Present Continuous

Go over form & usage for both affirmative & negative—pg. 68, 70

[Present continuous tense chart handout](#)

Activity A, pg. 68

Discuss the pronunciation of -ing: Activities B-C, pg. 68

Activity D-E, pg. 69

Activities A-B, pg. 70

choose a game or two to practice:

[Active Pronouns Tenses Board Game](#)— present continuous

[Simple Tense Traveling Pronouns Board Game](#) (use present continuous)

Even=affirmative statement odd=negative statement

Active Grammar: yes/no questions

Form, pg. 71 (included on present continuous tense chart)

Activity A, pg. 71

Activity C, pg. 71—remember to look at the subject/noun for singular/plural

Activities D-E, pg. 72

Activity F, pg. 73

Activity G---[What are you doing at...?](#)—present continuous tense only

The Big Picture

Activities A-F, pg. 74-75

Reading

Activity A-B, pg. 76

Activity C—have students share any rules they have at home for cellphones
i.e., No phones at the dinner table.

Writing Our Stories

Activity A-B, pg. 77

Optional: discuss how emails are the modern-day version of letters

Read one, or both, of these children's books centered around letters ([blog post](#))

Discuss the different parts of the letter, compare to parts of an email

[I Wanna Iguana](#) by Karen Kaufman Orloff

[Mr. Lincoln's Whiskers](#) by Karen B. Winnick

Activity C-D, pg. 78

English in Action

Activity A-C, pg. 79

Activity D---Leave a Message Game (played with any [board game](#) & pieces)

Gather as many different types of [business cards](#) as you can

On turn, the student rolls the die, draws a business card, reads the business name,
& pretends to leave a message saying what he/she wants & his/her phone number

The student then moves, and the first person to finish is the winner

Alternative: use [What are you doing at...?](#) and leave a message for the
community location drawn

Activity A-C, pg. 80

Extension: create a directory for your city by using the [business cards](#)

Give each group of students several cards and have them organize the information

Combine each group's information into one large class directory

Unit 05 My City

Dictionary

Activity A, pg. 82

Review adjectives (unit 2)—usually come before the noun

Some verbs (such as be) allow the adjective to come after the noun

Alphabet Adjective Zig-Zag: students name either a noun or an adjective for the letter they roll; examples: roll S—green snake, shiny ring, soft sheets ([blog post](#))

Activity B, pg. 83

Use the **United States Regions map** ([National Geographic](#)) to discuss regions of USA

Also discuss the state abbreviations

Activity C, pg. 83--Weather Vocabulary:

choose some activities from the [Weather Vocabulary Practice Bundle](#)

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the [match up boards](#) and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the [CD Spinners](#) for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file

Handout—print sort cards from vocabulary activities

Word Builder

Activity A, pg. 84—mention to students that we call opposites antonyms

They don't need to understand this right now, just hear the word

Activity B, pg. 84

Activity C-D, pg. 85

Active Grammar—Or Questions

Or is a conjunction that offers a choice, pg. 86

Use the yes/no question format from the [simple present tense chart](#) (unit 2&#)

Add or & second choice to the end

Activity A, pg. 86

Consider doing a scoot activity—state a question with two choices (hot or cold) and have students move to the correct side of the room to indicate which is true for their home cities (use adjectives from pg. 82 for inspiration)

Activity B, pg. 86

Activity C, pg. 86—appendix C is page 235

Active Grammar—Because

Because is a conjunction that introduces a reason, pg. 87

Activity A, pg. 87

Play [Simple Tense Traveling Pronouns Game](#)

Draw a card and state a simple present sentence w/because:

I want to go to India because you can get a Henna tattoo.

Active Grammar—adjectives

Review adjectives (unit 2 & dictionary section of this unit), pg. 88

Activity A-B, pg. 88

Play **Appetizing Adjectives**—students should make a sentence about the food they draw

Example: I like to eat red apples. Hamburgers are delicious.

Activity C, pg. 89

Picture Prompts Game

State a sentence describing something in the picture with at least 1 adjective.

There is a tall man in the wet water.

Activity D, pg. 89—students will do a more in-depth version of this activity in the writing section

The Big Picture

Activity A-F, pg. 90-91

Video & Reading

Activity A, pg. 92 (map on page 236)

Activity B, pg. 92

Activity C, pg. 92

Activity D, pg. 92

Writing Our Stories

Activity A, pg. 93

Activity B, pg. 93

Activity C-D, pg. 93—have students make a **travel brochure** for home town

Use Activity D, pg. 89 to help expand and improve your brochure

Activity E, pg. 93—have students take turns telling the class about their home towns

English in Action

Activity A, pg. 95

Activity B—bring in [state maps](#) and answer all of the questions from Activity A about your state

Extension: review prepositions of place (unit 3)-- Play Directions Around My State—you'll need a [place markers, maps of your state, and sets of cards with major cities written on them](#) (one city per card). Students place the marker on your home city. The first student draws a card, locates the city on the map, and gives directions for how to travel to that city while another student moves the marker. Full directions and alternative play options in this blog post: [Where Do I Need To Go?](#)

English in Action

Large numbers—review from unit 1

Discuss place value and how it helps us say numbers: [Place value handout](#)

Practice writing and reading large numbers: [Guess My Number: Mystery Number Game](#)

Activity A, pg. 32

Activity B, pg. 96 (appendix C is on page 235)

Activity C-D, pg. 32

Unit 06 Downtown

Dictionary & Word Builder

Activity A, pg. 98-- choose some activities from the [Community Place Vocabulary Activity Bundle](#)

to practice vocabulary:

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file

Handout—print sort cards pages

Activity A-B, pg. 99

Community Places: [Where do I need to go? Task cards](#) (community place activity bundle)

Active Grammar: Prepositions of Location

Review vocabulary: [Prepositions of Place](#) [Poster with Pictures Handout](#) (unit 3)

Choose 1-2 activities to practice prepositions

- [Mousy Prepositions](#)- you'll need a [toy mouse](#) and a [box](#) with a hole cut through it for each group to use while playing
- [Going Buggy for Prepositions](#)—you'll need a toy bug and a small container for each group to use while playing
- [Lego Prepositions](#)—you'll need a good amount of [Legos](#) for each pair and [picture building directions](#)

Activity A-D, pg. 100-101

Review intonation in sentences and questions (unit 2)—Activity E, pg. 101

[Learn English Intonation](#) ([Eat Sleep Dream English](#))

practice sentences—pause for each & ask: certain or not?

punctuation is a clue but not definitive (Answers after examples.)

Activity F, pg. 101-- Play Directions Around My Town—you'll need a [map of your community, and business cards from local businesses](#) (alternative: use cards with business names on them) for each group; have students draw a card and ask another student: Where is A+ Plumbing? The other student answers: It's next to the library.

Full directions and alternative play options in this blog post: [Where Do I Need To Go?](#) (do not require students to play the extended conversation version)

Active Grammar: Imperatives

Review imperatives: sentences that give a command and often do not have a subject

Verb is in the base form. (blue boxes, pg. 92)

Play [Imperatives Cover Up](#)

Activity A-C, pg. 102-103

Activity D, pg. 103

Extension: Play Directions Around My Town—you'll need a [place marker, map of your community, and business cards from local businesses](#) (alternative: use cards with business names on them) for each group; full directions and alternative play options in this blog post: [Where Do I Need To Go?](#) (do not require students to play extended conversation version)

Active Grammar: Prepositions in Questions

Review vocabulary by Choosing 1-2 activities to practice prepositions

- [Mousy Prepositions](#)- you'll need a [toy mouse](#) and a [box](#) with a hole cut through it for each group to use while playing
- [Going Buggy for Prepositions](#)—you'll need a toy bug and a small container for each group to use while playing
- [Lego Prepositions](#)—you'll need a good amount of [Legos](#) for each pair and [picture building directions](#)

Activity A-C, pg. 104-105

Activity E, pg. 105

Extension—bring in [forms to apply for a library card](#) (examples available in unit folder)

Complete the forms, discuss the process

Also bring [information about library services](#) including ESL classes

The Big Picture

Activities A-E, pg. 106-107

Reading & Video

Activity A, pg. 108

Extension: look at and discuss websites for local parks & any state/national parks nearby

Detroit: talk about [Belle Isle](#) ([maps and information](#) in unit folder)

Activity B, pg. 108

Activity C-D, pg. 108

Extension: discuss the difference between local, state, and national parks

Michigan: discuss the [State Recreation Pass](#) that is required for entry to most state parks

Writing Our Stories

Activity A, pg. 109

Activity B, pg. 109

Activity C, pg. 109—students can use the [graphic organizer](#) to be able to interview everyone

Activity D, pg. 109—students should write directions from their home to class

Activity E, pg. 109—have students share their writing with the class

Activity F, pg. 109

English in Action

Activity A, pg. 111

Activity B, pg. 111

Use the first part of ch 5 from [What Every Driver Must Know](#) to discuss road signs

Activity C-D, pg. 111

Activity A, pg. 112 (map pg. 236)

Activity B, pg. 112—instead of drawing a map, bring in [maps of the state](#) & answer questions

Activity D, pg. 112-- Play Directions Around My State—you'll need a [place markers, maps of your state, and sets of cards with major cities written on them](#) (one city per card). Students place the marker on your home city. The first student draws a card, locates the city on the map, and gives directions for how to travel to that city while another student moves the marker. Full directions and alternative play options in this blog post: [Where Do I Need To Go?](#)

Unit 07 Clothing

Dictionary & Word Builder

Activity A, pg. 114-115

Clothing Vocabulary: choose some activities from the [Clothing Vocabulary Activity Bundle](#)

- [Sort Cards](#)—match the picture to the term
- [Clip Cards](#)—place a [clothes pin](#) on the term for the center picture
- [Match Up Cards](#)— use the [match up boards](#) and [rubber bands](#) to match the picture to the term
- [Magnet Spelling](#)—use [alphabet magnets](#) to spell the words for the pictures
- [CD Spinner](#)— use the [CD Spinners](#) for this game. The student spins, names the word, and spells the word to gain a point
- Guess the Word PowerPoint Game—whole class practice, directions in file

Review color words with [Color Match It Cards](#)—have students either match the word cards to the color cards, or play a Memory style game, or choose another [alternative use](#)

Activity A, pg. 116--May consider using extra chart ([season clothing](#)) that is for specific seasons

Activity B, pg. 116

After you cross something out, discuss: Why does the item not belong?

Activity C-D, pg. 116

Active Grammar: Article Review

Review rules for using articles (unit 1)-- Play 1-2 of the games:

[A or An Card Games](#)

[A or An Sliding Sorts](#) (blog post)

Activity A-C, pg. 117

Word Builder: Money

Activity A, pg. 118

Use multiple activities from [USA Coin Activities Bundle](#) for more practice:

- **Coin clip cards**- place **clothes pins** on coins to make the correct amount
- **Coin puzzles**- put together the six piece puzzles for the various forms of USA money
- **Coin Spin**—use the **cd spinner stands** to practice naming and giving the value of various coins, two extra games using the spinners (make a dollar and spin your wheels) are included
- **Hungry Piggy Banks**—match the coin purses with the piggy banks
- **Match Up Cards**—use the **match up boards** to match the terms/values with the coins
- **Money** Jeopardy—two round Jeopardy game to practice USA coins

Activity B, pg. 118

Activity C--- **Coin eggs**- make ahead of time and have students count & **record** the value in each egg ([blog post](#) with full description)

Activity D-G, pg. 118-119

Activity H, pg. 119

[How to Pronounce Numbers](#) – **EnglishWin**

Activity I, pg. 119

Activity J, pg. 119—have students complete **Me by the Numbers** and then ask a partner questions about the information, answering in complete sentences

Active Grammar—How much?

Review question & answer form in simple present, blue box pg. 120 (handout, unit 2)

Activity A-C, pg. 120-121

Activity D-- Rather than completing the activity described in the book, complete **Outfit on a Budget Challenge**—have students use their phones to shop for an outfit based on the card and budget they drew. Students should show and describe their final outfit to the group, including the total cost.

The Big Picture

Activity A-F, pg. 122-123

Reading

Activity A-F, pg. 124-125

Writing Our Stories

Activity A-D, pg. 126

Extension activity: **Describe that Outfit!** Give each student a photo of a person. Students should write a description of what the person is wearing and then show the picture while reading their paragraph.

English in Action

Activity A, pg. 127

Discuss adding on of sales tax—many immigrants are surprised by this practice

Some store loyalty programs save digital copies of your store purchases in the app

Walmart, Meijer, Kroger...

Talk about benefits/drawbacks of store loyalty programs and apps

English in Action

Activity A, pg. 128

Talk about common return policies—many countries do not have this practice

Need receipt, unused condition, broken/damaged, etc.

Activity B, pg. 128

Activity C, pg. 128

Unit 08 Transportation

Dictionary & Word Builder

Activity A, pg. 130

Activity A-C, pg. 131

Active Grammar: Present Continuous

Review form and uses (unit 4)-- [Present continuous chart handout](#)

Activity A-B, pg. 132

- [What are you doing at? Board Game](#)—(included in [Community Place Vocabulary Activity Bundle](#))—all sentences in the present continuous
- [Active Pronouns Tenses Board Game](#)— all sentences in the present continuous
- [Simple Tense Traveling Pronouns Board Game](#) all sentences in the present continuous

Active Grammar: yes/no questions & answers

Review form and function, pg. 133 (unit 2, simple present tense chart)

Activity A-B, pg. 133

Activity C—Play [Picture Prompts](#)—students should ask and answer yes/no questions

Activity D-E, pg. 134

Active Grammar: Wh- questions

Review question words: where = place, why = reason, what = thing

[Question word foldable notes handout](#)

Choose some activities from the [Question Word Bundle](#)

- Use the [match up boards](#) & [Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- Interrogative Images—this can be done [digitally](#) or on [paper](#), whole class or in pairs/small groups; have students write at least one question about the picture for each question word listed.
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle (unit 4 video challenge)
- [Paint Can Question Words](#)- this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Activity A-B, pg. 135

[What are you doing at...?](#)

student draws card and asks question of next person before rolling & moving

i.e.: Are you checking a book out of the library?

Next person answers question, draws card, asks question, rolls, & moves

Activity C-F, pg. 136-137

Activity G—[interrogative images activity](#)—write present continuous questions

The Big Picture

Activity A-E, pg. 138-139

Reading

Activity A-D, pg. 140

Writing Our Stories

Activity A-B, pg. 141

Activity C-G, pg. 142

English in Action

Activity A, pg. 143

Activity C, pg. 144

Unit 09 Daily Life

Dictionary & Word Builder

Activity A, pg. 146

Activity A-C, pg. 147

Give each pair of students a set of **daily routine sentence strips**. (unit 2) Students should work together to put them in sequential order.

Practice telling time choose a few practice activities to complete. Have students write the time in words, not numbers.

- **Telling Time Spinner**—use the **CD Spinners** for this game. The student spins the CD and reads the time aloud. If correct, he/she gets a point. The person with the most points wins.
- **Eggcellent Time Skills**—creation directions in Activity Creation Directions folder. Give students a set of separated egg halves. Students match the clock halves with the time halves to form complete eggs.
- **Match Up Time**—use the **match up boards** and **rubber bands** to match the digital times with the words.
- **Angle Time**—the directions for this activity (and included recording sheet) tell students to use a protractor to measure the angle of the clock hands as well as write the time. Do not do the angle measurement part. The best thing to do is simply have students number a blank sheet of paper 1-12 and write the time for each clock on the correct line.
- **Time Zone Differences Practice: What Time Is It In?**—students will already be familiar with time zones. Use this game to help them practice figuring out the correct time and saying times for various places around the USA and the world.

Activity D-F, pg. 148

Active Grammar: Simple Present

Form and usage, blue boxes, pg. 149 (review from unit 2)

Activity A, pg. 149

Play a game to practice the simple present

- [Active Pronouns Tenses Board Game](#)—all sentences should be present simple
- [Simple Tense Traveling Pronouns Board Game](#) (more difficult) again, all sentences should be present simple

Activity B, pg. 149 --[Discuss the pronunciation of -s/-es ending](#)

Practice with a game or two:

[Final -s/-es Pronunciation Spoons Game](#)—requires spoons

[I'm Out!](#)—includes collective nouns, may be too difficult for this level

[Final -s/-es Sliding Sorts Game](#)—[blog post](#) with full directions

Activity C, pg. 149

Active Grammar: Prepositions of Time

Go over vocabulary, blue box, pg. 150

[The At, On, In Time Pyramid Handout](#)—[TEFL.net](#)

Activity A-B, pg. 150

Play [Daily Schedule Game](#)

Activity C-D, pg. 151

Active Grammar: Simple Present: Negative Statements

Form: blue box, pg. 152 (simple present tense handout, unit 2)

Activity A-F, pg. 152-153

[Simple Present Tense Grid Conquest Game](#)

The Big Picture

Activity A-E, pg. 154-155

Reading

Activity A-C, pg. 156

Writing Our Stories

Activity A-G, pg. 157-158

English in Action

Activity A-B, pg. 159

Activity A-B, pg. 160

There are 2 PDFs in the unit folder: helpful free resources & free game sites ([blog post](#))

Give these to students in digital format because they contain links

These are resources students can use to help them practice their English skills

Unit 10 Food

Dictionary & Word Builder

Activity A, pg. 162-163

Extension: bring in a bunch of **toy foods** in a big bag; Students reach in, draw out a food and name it (i.e.: an apple)

Extension 2: Optional activity: Food Alphabet Book or Quilt—give each student either 13 pieces of **blank copy paper** (book option) or **one large piece of bulletin board paper** (quilt option). Have students write one letter (A-Z) on each side of the paper or draw a 28 box table on the bulletin board paper and write one letter in each square. Then give students **grocery ads** (you'll need quite a few ads from various dates), **scissors**, and **glue sticks**. Students should try to find one food for every letter in the alphabet (or as many as possible), cut the picture out of the ad, glue it to the appropriate section of paper, and write the name.

Activity A, pg. 164

Appetizing Adjectives Game—draw card, state if you like food or not & use an adjective
i.e.: I do not like green apples. (adjective review, units 2 & 5)

Play **Pronoun Likes & Dislikes**.

Activity B-D, pg. 164-165

Activity E-- Speaking activity---Write on the board:

I/You/We/They like/want/eat _____.

I/You/We/They don't like/want/eat _____.

He/She likes/wants/eats _____.

He/She (doesn't) like/want/eat _____.

Use either the cards from **Appetizing Adjectives** or the **toy food**. Students should take turns drawing a card or toy food item and making a sentence: I like strawberries. I don't eat hot dogs. This is best done in groups of no more than four.

Activity F-G, pg. 166

Food Quantifiers Game—place **toy food** in a container of some kind; students reach in and pull out one food item; they then name the item and the quantifier (i.e.: a bunch of grapes, a can of soup, an apple...)

Active Grammar: Simple Present

Review form and usage blue box, pg. 167 (unit 2)

- [Active Pronouns Tenses Board Game](#)—all sentences should be present simple
- [Simple Present Tense Grid Conquest Game](#)—will need [dry erase markers](#)
- [Simple Tense Traveling Pronouns Board Game](#) all sentences should be present simple

Activity A-C, pg. 167

Activity D-E, pg. 168

Meal Planning Activity—use the included graphic organizers for students to organize their lists. Put students into pairs and give them the [grocery ads](#) and tell them they must plan the meals ([My Food Journal](#)) and make a grocery list ([What Should I Buy?](#)) for a family of 4 for one week. After making their menus and lists, pairs should share with the class the meals they planned and what foods they'll buy.

Active Grammar: Adverbs of Frequency

Introduce vocabulary, blue box pg. 169

[Adverbs of Frequency Handout](#)—[Frequency Adverbs Poster](#)

Activity A-B, pg. 169

Play [How Often Do You?](#)—choose a version from the directions in the file

The Big Picture

Activity A-E, pg. 170-171

Video and Reading

Activity A-D, pg. 172

Extension: view a website for a company such as [Misfits Market](#)

Discuss the benefits & drawbacks of buying from such a company vs. store

Extension 2: talk about farmers' markets in your area

Would they throw out "ugly" food?

Writing Our Stories

Activity A-D, pg. 173

Extension: [Commas with a Series Grammar Ninja worksheet](#)

Activity E-G, pg. 174

English In Action

Activity A-C, pg. 175

Activity D, pg. 176

Cultural Note, pg. 176---this is not always the case and needs to be discussed

Activity E, pg. 176

Activity F— Bring [menus from local restaurants](#). Have students practice calling to make take-out orders and ordering in person at a restaurant. Have students take turns being the waiter/waitress and customer.

Extension: have students work in groups to create menus. They can make up their own foods or use the local school's lunch menu for the foods (samples included in unit folder). Use the menu activity from [Appetizing Adjectives blog post](#) to help guide your projects. Students should name the restaurant and organize the menu as if it were a real restaurant. They should also include at least one adjective in the description of each food item. Be sure to have plenty of white paper and colored pencils on hand for students to use.

Unit 11 Jobs

Dictionary and Word Builder

Activity A, pg. 178

Handout—print sort card pages

Learn more occupation vocabulary with activities from [Occupations Vocabulary Activity](#)

[Practice Bundle](#)—choose multiple activities to practice

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file

Activity A-C, pg. 179

Use **Occupations Board Game** (included in [Occupations Vocabulary Activity Practice Bundle](#))—students should state a sentence for the occupation they land on: “A doctor works in a hospital.”

Activity D, pg. 179

Active Grammar: Simple Present Statements

Review form & usage (unit 2), pg. 180

- **Active Pronouns Tenses Board Game**—all sentences should be present simple
- **Simple Present Tense Grid Conquest Game**—will need **dry erase markers**
- **Simple Tense Traveling Pronouns Board Game** (more difficult) again, all sentences should be present simple

Activity A-E, pg. 180-181

Active Grammar: Simple Present Yes/No Questions

Talk about form, blue box, pg. 182 (handout, unit 2)

Activity A-D, pg. 182-183

[Occupations Board Game](#)

First answer the question the previous person asked

Then draw a card and ask yes/no question about the occupation before moving

Active Grammar: Simple Present Wh- Questions

Review question words (pg. 184)—pay special attention to who questions and answers (pg. 186)

Choose some activities from the [Question Word Bundle \(unit 8\)](#)

- Use the [match up boards & Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- Interrogative Images—this can be done [digitally](#) or on [paper](#), whole class or in pairs/small groups; have students write at least one question about the picture for each question word listed.
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle (unit 4 video challenge)
- [Paint Can Question Words](#)—this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Activity A, pg. 184—use the [class occupations survey chart](#) to interview everyone in class

Activity B-E, pg. 184-185

Activity B-C, pg. 186-187

[Question Land Game](#)

Combine with cards from [Occupations Board Game](#)

Student first answers previous question

Student then rolls & draws a card

must ask question using corresponding word & occupation

Student then moves his/her piece before next student answers the question

The Big Picture

Activity A-D, pg. 188-189

Reading

Activity A-C, pg. 190

Writing Our Stories

Activity A-C, pg. 191

Activity D-F, pg. 191

Review what gets a capital letter (unit 0—Welcome)

Activity G, pg. 192

Activity H, pg. 192

English in Action

Activity A-B, pg. 193

Bring in multiple **job ads**. Read them together and discuss the following:

Meaning of any abbreviations, words they don't know

What do these people do? (tasks of occupation)

What type of schooling/training is required?

Would you like this job?

Activity C-D, pg. 193

print out and bring in several different **job applications**

Practice filling them out in class so students know what each section is asking for

[Printable Job Applications](#)

[Job Application Form--Standard](#)

[Employment Application](#)

[Standard Application for Employment](#)

Extension: talk about the importance of resumes and cover letters when looking for a job

Discuss parts of resume/cover letter & how to write one

Challenge students to write a resume & cover letter

Google Applied Digital Skills Lesson: [Create a Resume in Google Docs](#)

[Start a Resume](#)

[Edit Your Resume](#)

Google Applied Digital Skills Lesson: [How to Write a Cover Letter](#)

[Write a Cover Letter for Your First Job](#)

Extension: use the [top 10 job interview questions](#) to practice interviewing

First use the **job interview graphic organizer** to make notes about your answers

Take turns practicing interviewing with a partner

Tell your partner your dream job & then answer the questions

Take notes about your partner's answers in the last column of the graphic org.

Unit 12 Health

Dictionary & Word Builder

Activity A, pg. 196

Handout—print the sort card pages

[Parts of the Body Vocabulary Activities Bundle](#). Choose several to practice with:

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- Guess the Word PowerPoint Game—whole class practice, directions in file
- **Parts of the Body Vocabulary Board Game**- directions in file

Activity B-C, pg. 197

Activity A, pg. 198

Body parts magnet activity ([blog post](#))

Active Grammar: Simple Present

Review form and usage, pg. 199

- **Active Pronouns Tenses Board Game**—all sentences should be present simple
- **Simple Present Tense Grid Conquest Game**—will need [dry erase markers](#)
- **Simple Tense Traveling Pronouns Board Game** all sentences should be present simple

Activity A-D, pg. 199

Active Grammar: Have/Has

Review: have = plural has = singular

Have/Has School Supply Rush task cards

Activity A, pg. 200

Active Grammar: Imperatives

Review form, pg. 201 (unit 6)

[Imperatives Cover Up game](#)

Activity A-B, pg. 201

Activity B, pg. 201

Activity C—[Polite Suggestions Game](#)

Don't worry about modals

State 1 sentence with has/have to define the problem (read off card)

State 1 imperative sentence to say what person should do

Active Grammar: Must / Must Not

Go over grammar, blue box, pg. 202

Discuss how must be careful because can easily sound impolite using must

Usually better to say "should" when giving advice

Activity A-D, pg. 202-203

[Crime & Punishment Game](#)

Student must make a sentence with must or must not in order to proceed

The Big Picture

Activity A-E, pg. 204-205

Extension: One of the most difficult parts of visiting a hospital is filling out the admittance forms

Use the [ER visit form](#) from the unit folder to discuss the different sections

Allow students to practice completing the form & ask any questions they might have

Reading

Activity A-C, pg. 206

Writing Our Stories

Activity A-C, pg. 207

Writing Note: plural nouns, pg. 208 (review from unit 1)

Use page 1 of the [plurals rule chart](#) as a reference handout

Practice by playing a game or two:

[Fishing for Plural Nouns](#)—this game practices spelling plural nouns & requires fishing “ponds” (oatmeal or other round containers that have been spray painted blue)

[Escape the Irregular Plural Noun Grid](#) – requires dry erase markers

[Irregular Plural Noun Clash](#)—[blog post](#) with full directions

Activity D-G, pg. 208

English in Action

Activity A-C, pg. 209

practice making doctor’s appointments. Have students take turns being the patient and the receptionist. They can do this in pairs or by circulating and talking to different students. It may be helpful to have students choose cards from [Making Polite Suggestions](#) so they know what the problem is.

Activity D, pg. 210

Activity E—rather than using the short form in the book, practice using the [adult medical history form](#) from the unit file

**be ready with simple explanations of the various diseases/conditions

Unit 13 Weekend Plans

Dictionary & Word Builder

Activity A, pg. 212

Activity A-B, pg. 213

Active Grammar: Future with Be Going To

Introduce the future tense---blue boxes, pg. 215 & [simple future tense handout](#)

[Simple Tense Traveling Pronouns Board Game](#) all sentences should be future simple

Activity A-B, pg. 215

[Active Pronouns Tenses Board Game](#)—all sentences should be future simple

Activity D, pg. 215

[What are you doing at....? Board Game](#)

Draw a card, state what you will do at that place & when

EX: library: I am going to check out a book tomorrow.

Active Grammar: Future Be Going To Yes/No Questions

Form, pg. 217 (handout)

Activity A-B, pg. 217

[For Sure! Game](#)

Use the words in the box to form a yes/no question about the future

Answer your own question before rolling and moving

Active Grammar: Future with be going to: Wh-Questions

Form, pg. 218 (handout)

Activity A-C, pg. 218

[Question Land](#)—ask questions using the future tense, try to make about weekend plans

Active Grammar: Present Continuous vs. Future with Be Going To

Discuss the difference: present continuous is something happening now, future is something that is not happening yet

Activity A-B, pg. 219

[Picture Prompts](#)—state a sentence about the picture

Even roll = present continuous sentence

Odd roll = future be going to sentence

The Big Picture

Activity A-E, pg. 220-221

Reading

Activity A-C, pg. 222

Writing Our Stories

Activity A-B, pg. 223

Writing Note, pg. 223

Activity C, pg. 223

Activity D-F, pg. 223

English in Action

Activity A-B, pg. 225

Activity C-D, pg. 226—use your own community's calendar of events