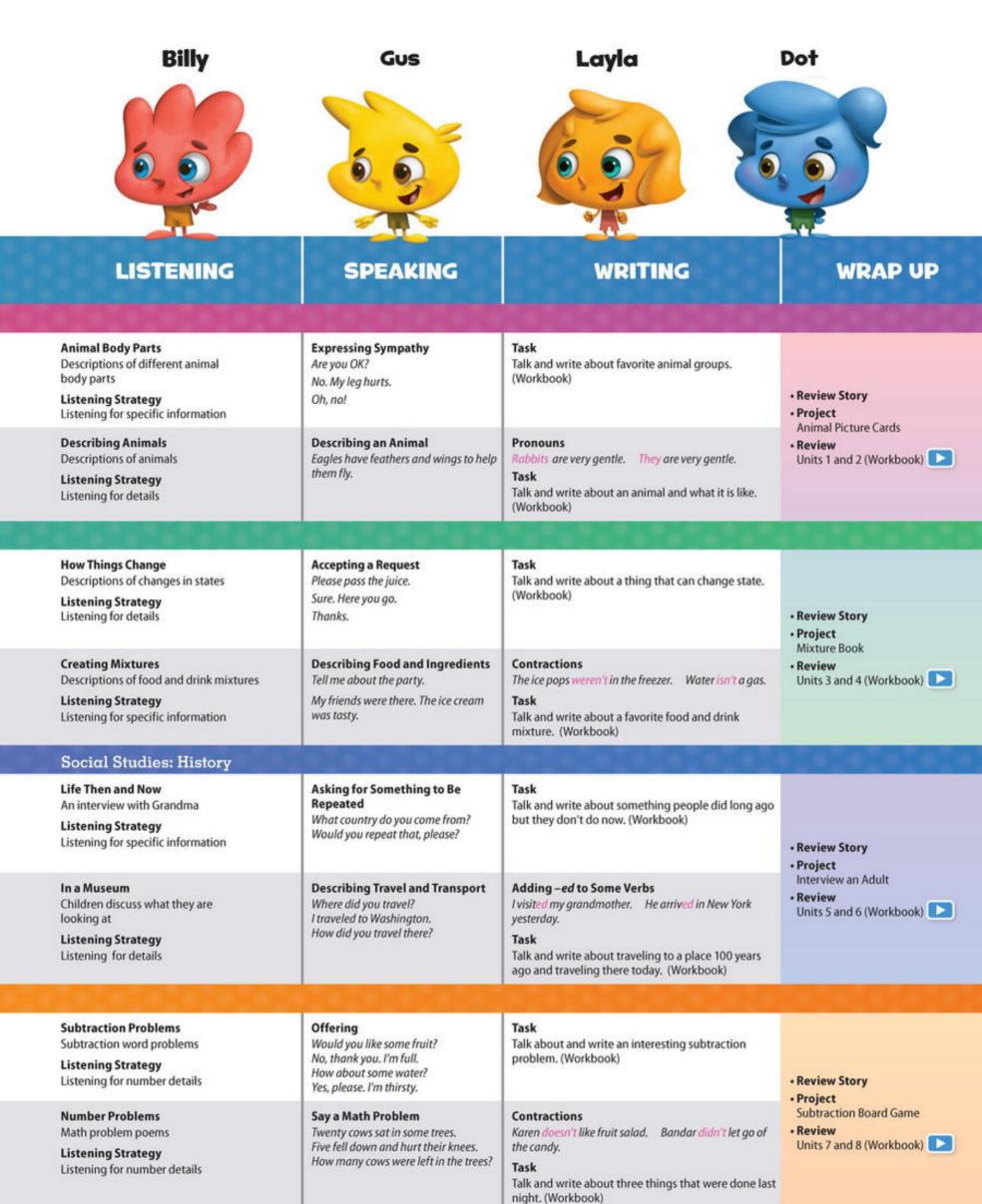




Scope and Sequence

| UNIT | READING | VOCABULARY | GRAMMAR |
|---------------------|---|---|--|
| | BIG QUESTION | 1 How are animals different from | one another? Life Science |
| 1 Page 6 | Amazing Animals Informational Text (Nonfiction) Reading Strategy Compare and Contrast | Reading text words skin, mammals, eggs, amphibians, scales, gills, feathers, wings, fur Listening text words head, eye, ear, mouth, leg, body Word Study Compound Words | Subject and Object Pronouns Fish have gills. They have gills. Gills help them breathe. |
| Page 16 | Leo and Lily's Adventure Story (Fiction) Reading Strategy Compare and Contrast | Reading text words worm, berries, hunt, escape, creep, fight, peck, pinecone, squawk Listening text words strong, gentle, patient, smart, calm, fierce | Adverbs of Frequency Lily always escapes. Lily is usually very nervous. Leo sometimes tries to catch Lily. |
| | BIG QUESTION | 2 How do things change? Physical | Science |
| 3 Page 26 | What Is Our World Made Of? Informational Text (Nonfiction) Reading Strategy Cause and Effect | Reading text words flow, solid, liquid, gas, heat, steam, ice, freeze, melt Listening text words ice pop, balloon, kettle, popcorn, icicle, candle Word Study Nouns and Verbs | Simple Past of Verb To Be It was a liquid. Now it's a gas. They were hard. Now they're soft. |
| Page 36 | Let's Make Ice Cream! Play (Fiction) Reading Strategy Cause and Effect | Reading text words cream, sugar, salt, pour, plastic bags, mixture, open, closed, freezer Listening text words coffee, tea, salad, fruit, vegetables, pasta | Simple Past of Verb To Be Was the freezer door open? Yes, it was. Were the students happy? No, they weren't. |
| | ■ BIG QUESTION | 3 How are things different now fi | rom long ago? |
| 5 Page 46 | Then and Now Informational Text (Nonfiction) Reading Strategy Main Idea and Details | Reading text words travel, communication, airplane, news, letter, text message, e-mail, radio, Internet Listening text words boat, bus, motorcycle, cable car, truck, horse Word Study Words in Alphabetical Order | Simple Past Regular Verbs People listened to the news on the radio. They didn't watch the news on TV. |
| Page 56 | Tell Me a Story, Grandpa Historical Fiction Reading Strategy Sequence of Events | Reading text words arrive, ask, check, enter, poor, crowded, clerk, visit, sick Listening text words couch, chair, lamp, clock, bathtub, sink | Simple Past Regular Verbs Did they travel by ship? Yes, they did. Did they arrive in two days? No, they didn't. |
| | BIG QUESTION | When do we use subtraction? | Math |
| 7 Page 68 | Subtraction Informational Text (Nonfiction) Reading Strategy Reread | Reading text words minus sign, subtraction, take away, column, row, test score, single-digit number, double-digit number, left Listening text words clean, dirty, tired, hungry, thirsty, full Word Study Syllables | Simple Past Irregular Verbs Alma bought five cookies. She didn't buy four. Olivia gave her sister twenty stickers. She didn't give her twenty-six. |
| 8 Page 76 | Bandar, the Greedy Monkey Fable Reading Strategy Beginning, Middle and End of a Story | Reading text words let go, steal, dig up, hide, jar, greedy, bored, baker, cook Listening text words knee, nose, foot, arm, face, hand | Simple Past Irregular Verbs Did Bandar go to a candy store? Yes, he did. Did he let go of the candy? No, he didn't. |



UNIT VOCABULARY READING GRAMMAR 5 How do people get along with each other? BIG QUESTION Reading text words traffic light, take turns, polite, clean up, **Following Rules Possessive Pronouns** litter, librarian, crossing guard, principal, lifequard Those are your things. Those things are yours. Informational Text (Nonfiction) Listening text words kitchen, living room, cafeteria, classroom, Whose book is this? It's hers. Reading Strategy swimming pool, crosswalk Categorize Page 86 Word Study Phrasal Verbs The Please and Thank You Book Reading text words knock, thoughtful, rude, grab, pass, Can and May put away, invite, wash, share Poems Can I play? Yes, you can. Poems (Fiction) May I come in? No, you may not. Listening text words computer, laptop, camera, headphones, Reading Strategy tablet, cell phone Page 96 Theme BIG QUESTION Why should we take care of the Earth? Earth Science Reading text words resources, wood, landfill, land, trash, smoke, **Natural Resources** Prepositions of Place sunlight, reduce, reuse There's smoke in the air above the city. Informational Text (Nonfiction) The landfill is across from the park. Listening text words camp, hike, ride a horse, surf, fish, ski Reading Strategy Main Idea and Details The trash can is behind the tree. Word Study Verbs, Nouns, Adjectives, and Pronouns The tree is in front of the trash can. A Juice Carton's Diary Reading text words carton, diary, paper, blow, shelf, **Prepositions of Place** recycling plant, machine, stationery store, rescue Diary Entries (Fiction) Where's the fountain? It's across from the statue. Listening text words time, week, nine o'clock, nine-fifteen, Reading Strategy Is there a trash can behind the tree? nine-thirty, nine forty-five Setting Yes, there is, BIG QUESTION How does music make us feel? Music Reading text words high, low, excited, sleepy, wolf, feelings, **Prepositions of Time** How Music Makes us Feel right, wrong, trumpet Informational Text (Nonfiction) Pedro listens to slow music at night. When does Amanda listen to slow music? Listening text words proud, smile, nervous, yawn, unhappy, cry Reading Strategy She listens in the morning, Summarize Word Study Synonyms Olga's Flute Reading text words notes, wait, worried, the flu, tears, solo, Adverbs of Time hummingbird, record, musician This morning, Olga goes to school early Story (Fiction) for extra practice. Listening text words have lunch, give a concert, make a mistake, Reading Strategy sign an autograph, talk to fans, do an interview When did Mark go to music class? Characters He went yesterday morning. Page 136 BIG QUESTION 8 What makes things move? Physical Science **Forces and Movement** Reading text words push, pull, movement, ground, throw, speed, **Comparative Adjectives** heavy, light, easy Informational Text (Nonfiction) A ball is lighter than a desk. Listening text words computer mouse, stapler, suitcase, broom, Is a desk heavier than a ball? Yes, it is. Reading Strategy door, desk drawer Cause and Effect What's slower than an airplane? Word Study Antonyms A train is slower than an airplane. Two Stubborn Little Goats Reading text words stubborn, angry, goat, mountain, west, east, **Superlative Adjectives** forward, horns, wet Fable (Fiction) I'm the youngest person in my family. Is the juiciest grass on East Mountain? Listening text words basketball, soccer, tennis, baseball, hockey, Reading Strategy Yes, it is. Theme golf Page 156 BIG QUESTION 9 How do we make art? Art Shapes in Art Reading text words crescent, star, spiral, oval, straight, nature, Quantifiers collage, sculpture, pattern Informational Text (Nonfiction) There are a lot of shapes. Reading Strategy Listening text words photograph, origami, drawing, mobile, There aren't any triangles. oil painting, mosaic There is a lot of paper. Text-to-Self Connection There isn't any red paint. Word Study Homophones Origami Reading text words shiny, fold, edge, crane, seal, crumple, Quantifiers waves, climb, golden Did Maki have any pencils? No, she didn't. Panel Story (Fiction) How many seals were there? There was one seal. Reading Strategy Listening text words markers, scissors, glue, watercolors, chalk, How much paper was there? There was a lot of colored pencils Text-to-Self Connection paper.

| | LISTENING | SPEAKING | WRITING | WRAP UP | |
|-----|--|--|--|---|--|
| | Social Studies: Community | | | | |
| | Rules in Different Places Descriptions of rules in different places Listening Strategy Listening for specific information | Apologizing It's my turn. No, it isn't. It's Felix's turn. Oh, you're right. I'm sorry. | Task Talk and write about three rules in the home. (Workbook) | Review Story Project Rules Poster Review Units 9 and 10 (Workbook) | |
| | Polite or Rude? Dialogues showing different kinds of behavior Listening Strategy Listening for specific information | Being Polite Are you using that computer? Yes, I am. But we can share. Great. Thanks. | Subject-Verb Agreement He is careful with scissors and glue. They were tired yesterday. Task Talk and write about a thoughtful person. (Workbook) | | |
| | | | | | |
| | Clean or Polluted? Descriptions of land and water states and how they affect activities Listening Strategy Listening for details Earth Awareness Week | Reprimanding and Apologizing Please don't litter. Use the trash can. Sorry. Where is it? It's in front of that tree. Oh, I see it. Thanks. Describing Conservation Activities | Task Talk and write about three natural resources seen every day. (Workbook) Verb Tenses to Show Time | Review Story Project Natural Resource Collage | |
| | Descriptions of different conservation activities Listening Strategy Listening for specific information | I recycled my milk cartons. Did you? Yes, I did. I recycled my milk cartons, too! | I go to school. I'm going to school. I went to school. Task Talk and write about something that has been recycled. (Workbook) | • Review Units 11 and 12 (Workbook) | |
| 573 | | | | | |
| | The School Concert Descriptions of different feelings and reactions Listening Strategy Listening for details | Giving Opinions Please turn down the music! Why? I don't like pop music. Really? It's my favorite. | Task Talk and write about music and feelings. (Workbook) | Review Story Project Music Mobile Review Units 13 and 14 (Workbook) | |
| | Interview with a Pop Star A reporter interviews a pop star Listening Strategy Listening for details | Describing Music and Emotions I gave a concert. I was proud. Then I signed autographs. I was excited. I played the piano. I was nervous. | Using And and But I'm singing and playing the piano. Aden is excited, but I'm nervous. Task Talk and write about favorite music and what it sounds like. (Workbook) | | |
| | | | | | |
| | Things We Push and Pull Descriptions of actions that require movement Listening Strategy Listening for specific information | Offering to Help Phew! I can't move this. It's too heavy. Let me help you. Thanks. That would be great! No problem. | Task Talk and write about pushing and pulling. (Workbook) | Review Story Project | |
| | Sport and Movement Descriptions of different sports and actions Listening Strategy Listening for details | Describing Sports I run, jump, and throw the ball. You're playing basketball. | Comparative and Superlative Endings Smallsmallersmallest Heavyheavierheaviest Task Talk and write about speed and movement in a sport. (Workbook) | Forces Poster • Review Units 15 and 16 (Workbook) | |
| | | 1000000000 | * | | |
| | Art Class Descriptions of types of art and shapes Listening Strategy Listening for details | Complimenting Wow! That's a really great mobile! Thank you. You're very good at art. Thanks. And you're good at math! | Task Talk and write about favorite kinds of art and the shapes used in it. (Workbook) | • Review Story • Project | |
| | Making Art Descriptions of art and art tools Listening Strategy Listening for specific information | Describing Art It's a picture of the rainforest. I used green and brown pieces of stone for the trees. You made a mosaic. | Using Commas in Lists My sister bought glue, a box of markers, colored pencils, scissors, and chalk. Task Talk and write about art tools used in art projects. (Workbook) | Art Report • Review Units 17 and 18 (Workbook) | |
| | Page 190 WORLD MAP | | | | |

In units 1 and 2 you will: WATCH a video about animals. LEARN about animal groups. READ a cat and bird adventure.



WRITE about what animals are like. MAKE animal

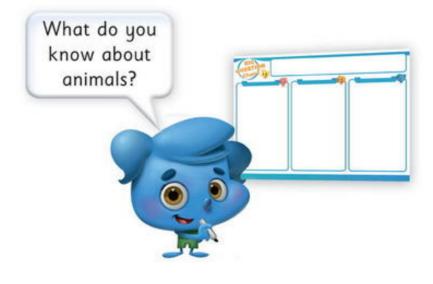




BIG QUESTION

How are animals different from one another?

- Watch the video.
- B Look at the picture. What do you see?
 - 1 How many animals can you see?
 - 2 Where do you think they are?
- Think and answer the questions.
 - 1 What animals do you like?
 - 2 Which animals help us?
- Fill out the Big Question Chart.



Get Ready

Words



Listen and point to the words. Listen again and say the words. 102









mammals

eggs



amphibians



scales



gills



feathers



wings



fur

- Read the sentences. Write the words from 🔼.
 - 1 Birds have two of these. Orangutans don't have these. wings
 - 2 Chickens lay these. Some people eat them in the morning.
 - These are all over animals' bodies.
 - 4 An elephant and an orangutan are part of this group.
 - **5** Frogs are part of this group.
 - 6 Many animals that live in water have these to help them breathe.

Before You Read



Think What do you know about fish? Do you like frogs? Why? Why not?



Learn Compare and Contrast

To compare things, we tell how they're the same. Honeybees and birds both have wings.

To contrast things, we tell how they're different. Honeybees make hives. Birds make nests.

Read the text. What's the same? What's different? Check (√) the correct column.

Mice and hamsters are both mammals. They both have fur, four legs, and run fast. Hamsters live inside and mice usually live outside.

Both animals are small.



| | Same | Different |
|----------------------|------|-----------|
| 1 Fur? | ✓ | |
| 2 Four legs? | | |
| 3 Inside or outside? | | |
| 4 Big or small? | | |
| | | |

Look at the title on page 10. What do you think the text is about?

PREVIEW



In this text, we learn about different kinds of animals and the groups they belong to.

This text is an informational text. Informational texts tell us about our world.

Life Science





Birds

wings

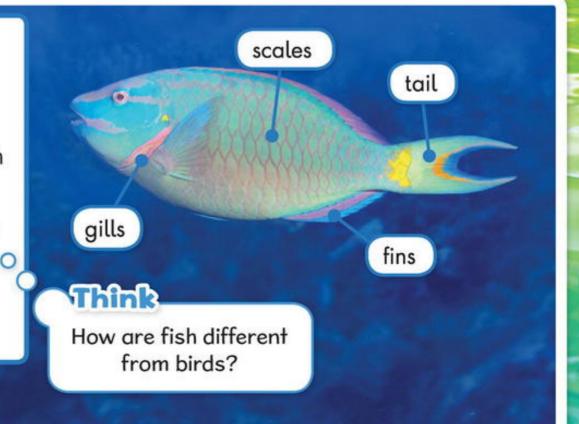
All birds have two legs, two wings, and feathers, and most birds can fly. The wings and feathers help them fly and the feathers help keep them warm.

Birds lay eggs with hard shells. They keep the baby birds inside safe from animals that want to eat them.

Fish

Fish have gills to help them breathe in water. Scales all over their bodies help keep them safe from dangerous fish that want to bite them. They don't have legs, but their fins and tails help them swim.

Fish lay their eggs in water, and their eggs are soft.





Amphibians are very interesting because they can live on land and in water. Amphibians need to have wet skin, so they live in wet places. They lay their soft eggs in water. They have gills when they're young and the gills help them breathe in water. Most amphibians, like frogs, have legs that help them walk and jump on land.



wet skin

How are amphibians the same as fish?

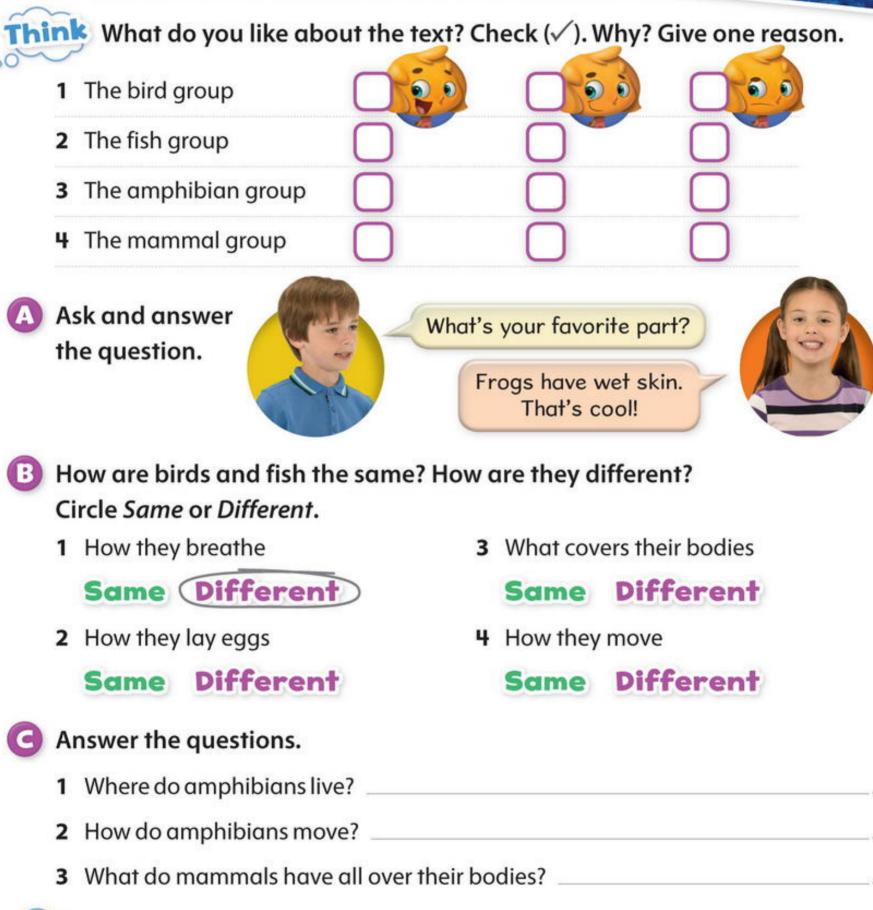


Some mammals live on land and some live in water.

Whales are water mammals, and cats, rabbits, and lions are land mammals. Hair or fur covers most land mammals' bodies and this helps keep them warm. People are mammals too! Mammals don't lay eggs. Their babies drink milk from their mothers.

Understand

Comprehension



Think V

Think What do you think?

- 1 Why can't birds live under water?
- 2 Why do frogs need to live near water?

Grammar in Use

D Listen and sing along. We Love Animals! 104



Fish have gills to help them breathe.
They have gills to play in the sea!
Birds have wings to help them fly.
They have wings to play in the sky!
Animals! Animals! We love animals!

How do mammals keep warm? Do you know?

They have fur to play in the snow! How do amphibians breathe when they swim?

Believe it or not, they use their skin! Animals! Animals! We love animals!





Fish have gills. They have gills. Gills help them breathe.

Do gills help fish breathe? Yes, gills help them breathe.

How do gills help fish? Gills help them breathe.

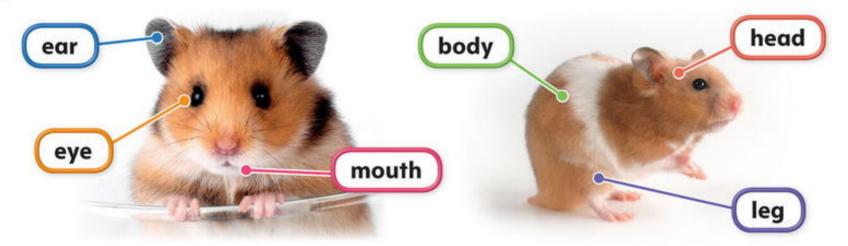
What animals have these things? Practice with your partner.



Communicate

Words

Listen and point to the words. Listen again and say the words. 101 105



- Read the clues and write the words.
 - 1 Some animals have two of these and some have four.

legs

- 2 Eyes, ears, and mouth are on this for most animals.
- 3 Most animals have two of these to see with.
- 4 This body part can open and close. Most animals eat with this.
- 5 Elephants have two big ones but fish don't have any.
- 6 A tiger's legs help move this from place to place.

Listening

Think Are fish and bird body parts the same? Why or why not?

- Listen. How many of these animals live in the ocean? 1-06
- Listen again and circle the correct animal. 1007
 - 1 goldfish/starfish 4 mice/spiders
 - 2 cats/rabbits 5 lizards/frogs
 - 3 whales/elephants 6 honeybees/eagles



Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. (5) 1-08



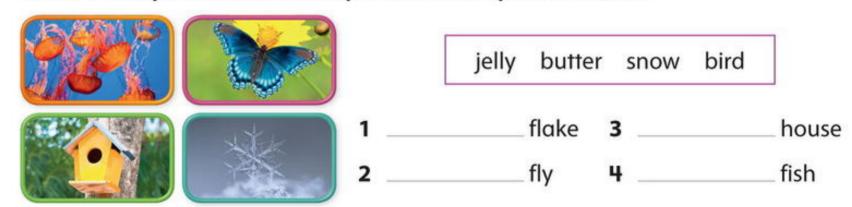
Word Study



Compound words are two words put together to make a new word.

star + fish = starfish honey + bee = honeybee

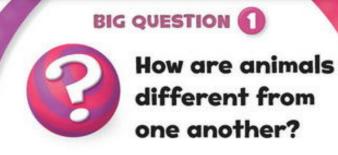
Look at the pictures and complete the compound words.





Tell your partner three things about your favorite animal group. Now write about them in your **Workbook**. page 09

Speaking: Expressing Sympathy • Compound Words Unit 1 15





I think animals belong to different groups.

I think animals have different body parts.



UNIT 2

Get Ready

Words



🚺 Listen and point to the words. Listen again and say the words. 🕥 1-09



worm



berries



hunt



escape



creep



fight



peck



pinecone



squawk

- Complete the sentences. Write the words.
 - 1 Birds _____ at their food to eat it.
 - **2** A _____ grows on a pine tree.
 - 3 Strawberries are my favorite kind of _____
 - 4 Some animals in the rainforest _____ for their food.



- 5 The dog and the cat don't like each other. They often _____
- **6** A ______ is a long, thin animal. It lives underground.
- **7** Bobby's pet bird can _____ out of the window.
- 8 Cats can _____ very quietly. Other animals can't hear them coming.
- 9 Birds can _____ loudly. It's a funny sound!

Before You Read



Think How can animals help people? Do you help at home?



Learn Compare and Contrast

Remember, to compare things, we tell how they're the same. To contrast things, we tell how they're different.

Read the text. What's the same? What's different? Write the words in the Venn diagram.

Hugo and Ivan are ten years old. Hugo lives in a big house in the country and Ivan lives in a small apartment in the city. They both have pets. Hugo has a big dog and Ivan has a small goldfish.



| <u> </u> | 1 big house | |
|----------|-------------|--|
| Hugo | 2 | |
| Both | 1 | |
| | 2 | |
| Ivan | 1 | |
| | 2 | |

Look at the title and pictures on pages 18–19. Guess the things that happen.

PREVIEW

Leo and Lily's Adventure

In this story we read about the adventure of a cat, Leo, and a bird, Lily.

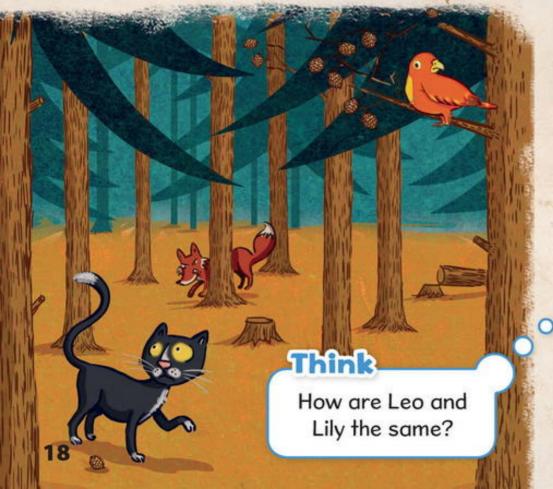
This story is an adventure story. Adventure stories are usually exciting because a lot of things happen.

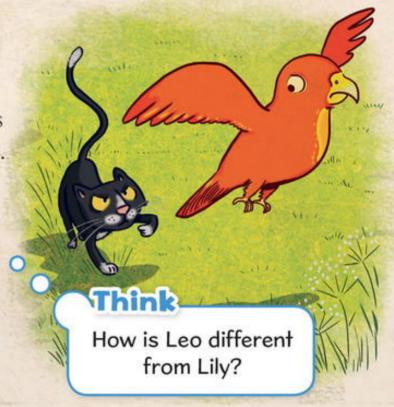




Leo and Lily live in a big garden near a forest.

Lily is red and yellow. She's friendly, but she is usually very nervous. Lily flies from tree to tree in the garden and she hops in the grass. She eats worms, nuts, and berries. Leo is black and white. He is very fast and very clever. He's brave, too. He climbs trees in the garden and he hunts for mice ... and birds! Leo sometimes tries to catch Lily, but Lily always escapes. Leo can run fast, but Lily can fly. This makes Leo angry!





One day, Leo sees Lily in the garden. Leo wants to catch Lily. He creeps through the garden very slowly and quietly. But Lily sees Leo and she flies away into the forest. Leo chases Lily. Lily flies and flies and Leo runs and runs. Soon they are a long way from the garden and they don't know the way home. It's dark in the forest. Leo and Lily are scared.

Leo and Lily hear a noise. It's a fox!

The fox is hungry. It wants some dinner.

It wants to eat Leo! Leo tries to fight the fox, but the fox is very big.

Lily is in a tree. She pecks a pinecone.

The pinecone falls and hits the fox on the head! Leo escapes and climbs up the tree. The fox is angry. It can't climb trees.





Leo and Lily wait in the tree for a long time. At last, the fox goes away. Leo and Lily are safe, but they want to go home now. Lily flies up very high. She sees the garden! She squawks happily. Lily shows Leo the way home. But Lily is small and her wings are tired. She sits on Leo's back and Leo carries Lily home.

Leo and Lily are safe at home in their garden again. They're friends now. Lily flies around the garden and Leo never tries to catch her ... Well, hardly ever!



Understand



Comprehension

| ~ | | | | | 000 | |
|-----|--|----------|---|----------------------|------------|---|
| Thi | What do you like about the st | tory? (| Check (√). V | /hy? Give o | ne reason. | |
| | 1 Why Leo and Lily don't like each o | other | | 053 | | 3 |
| | 2 Their adventure in the woods | | | | | |
| | 3 How Leo escapes from the fox | | | | | |
| | 4 Why Leo and Lily are friends at the | e end | | | | |
| A | Ask and answer the question. | What' | s your favor Lily peck pinecone. It | s the | | |
| B | Compare and contrast Leo and Li | ily. Wri | te the word | s in the Ver | n diagram. | 6 |
| | can fly scared clever can run friendly | 1 | Both | 1 2 _ | Lily | |
| G | Number the events in the correct Leo tries to fight the fox. Leo and Lily wait in a tree. | order. | Leo chases | Lily. Leo the way | home. | |
| ~ | | | | | | |

Think What do you think?

- 1 Which animals can be pets?
- 2 Can animals help each other?

Grammar in Use

Listen and sing along. Cats and Birds 1111

Meow! Squawk! Meow! Squawk! My cat and bird always fight. They never get along together. And fighting isn't right.

Meow! Squawk! Meow! Squawk! I hardly ever sleep at night. Why can't my cat and bird be friends And treat each other right?

Meow! Squawk! Meow! Squawk! I usually have to shout. I sometimes say they must be friends Or I won't let them out!



Learn Grammar Adverbs of Frequency

Lily always escapes.

Lily is usually very nervous.

Leo sometimes tries to catch Lily.

Leo hardly ever tries to catch Lily now.

Leo and Lily never fight now.

always /// usually $\sqrt{\ }$ sometimes // hardly ever 🗸 never X

Practice with your partner.

| Ме | Name |
|---------------|----------------------|
| I always | He / She always |
| I usually | He / She usually |
| I sometimes | He / She sometimes |
| I hardly ever | He / She hardly ever |
| I never | He / She never |
| | |

Now tell the class about your partner.

I always eat ice cream in the summer.

He sometimes watches TV in the evening.

Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-12













strong

gentle

patient

smart

calm

fierce

- Circle the correct answer.
 - 1 An elephant can be big and strong.
 - 2 A lion is always gentle and calm.
 - **3** A dog can be fierce and patient.
 - 4 A monkey can be smart.
 - **5** A mouse is always strong and fierce.



- True False
- True False
- True False
- True False

Listening

Think What animals do you think are smart? Why?

- Call Listen. Where are the children? (1) 1-13
- D Listen again and check (√) the correct animal. 10 1-14













3





4





Speaking

Describe an animal. Your partner tells you the animal group it belongs to. Use the words in the boxes to help. 10 10-15



Writing Study



Some words can take the place of nouns.

These words are called pronouns.

Rabbits are very gentle. They are very gentle.

Write the pronouns for the underlined words.

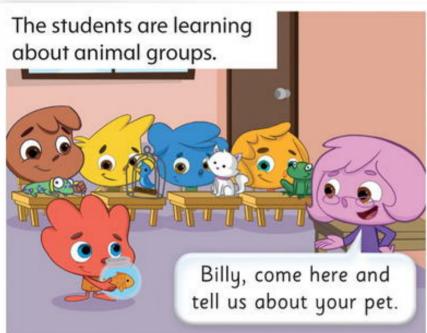
| 1 | My friends and I are playing. | |
|---|-------------------------------|--|
| 2 | The dog is barking at Tom. | |
| 3 | The drums are very loud. | |
| 4 | The city is dangerous. | |
| 5 | Lions can be fierce. | |



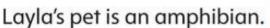
ite Tell your partner about an animal that you know. Say what it is like. Now go to your Workbook and write about it. page 17

Wrap Up

🛕 Listen and read along. 🕥 1-16









Toby has big eyes. He has gills like Boo and is always very calm.



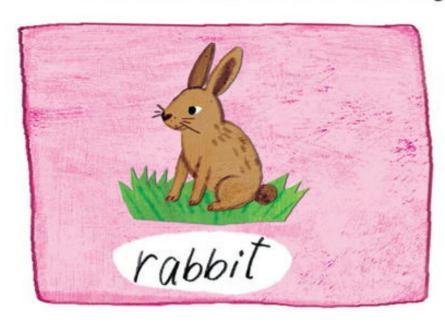
This is Charlie. He has beautiful white fur. He's very strong!





Project: Make Animal Picture Cards

- Make animal picture cards.
 - Draw or find a picture of one animal for each card.
 - Write the name of the animal below the picture.
 - · Write three facts about the animal group on the back of the card.



Mammal Group

Mammals have fur or hair

Covering their bodies.

Most mammals have two

or four legs.

Mammal babies drink

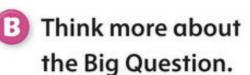
milk from their mothers.

- Put your Animal Picture Cards on the wall. Tell the class about an animal.
- Play a game with your partners. Place your Picture Cards picture-side down on a desk. Partners read the sentences on the backs of the picture cards and guess the animals.

This is a rabbit. Rabbits have fur all over their bodies.



Watch the video.



Complete the Big Question Chart. What did you learn about how animals are different?



In units **3** and **4** you will:

WATCH a video about how things change. **LEARN** about what things are made of.

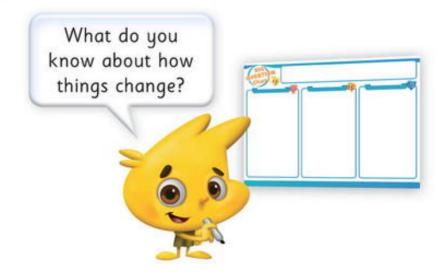
READ about how to make ice cream.







- 🔼 Watch the video. 🔼
- B Look at the picture. What do you see?
 - 1 What is the weather like?
 - 2 Where do you think this is?
- Think and answer the questions.
 - 1 What things change?
 - 2 Can you hold water in your hand?
- Fill out the Big Question Chart.





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a> 1-17



flow



solid



liquid



gas



heat



steam



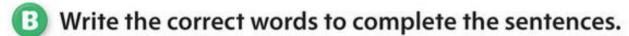
ice



freeze



melt



| 1 | Water is a | • | liquid/solid |
|---|------------------------|------------------------------|--------------|
| 2 | We put | in drinks to make them cold. | gas/ice |
| 3 | On a hot day, ice cred | am can | melt/freeze |
| 4 | We can't hold a | in our hands. | solid/gas |
| 5 | We co | old water to make it hot. | freeze/heat |
| 6 | Water in a river can | over stones. | melt/flow |
| 7 | A book is a | | gas/solid |
| 8 | You can see | on very hot water. | steam/ice |
| 9 | On a very cold day w | rater can | freeze/melt |

Before You Read



Think Are there any liquids in your backpack? What solids are in your kitchen at home?



Learn Cause and Effect

Cause and effect tells how one event makes another event happen.

A cause is why something happens.

The effect is what happens after the cause.

| Cause | Effect |
|------------------------------|------------|
| I water the plants. | They grow. |
| The ice cream is in the sun. | It melts. |

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.



Cause

- 1 It's very cold.
- 2 There's a lot of snow.
- 3 Children stay home.
- 4 There's often ice on the streets.

Effect

- a Sometimes people fall.
- **b** It snows.
- c Children don't go to school.
- d They're happy.
- Look at the pictures on pages 30 31. What do you think the text is about?

PREVIEW



In this text, we learn about what things are made of.

This text is an informational text. Remember, informational texts tell us about our world.

Physical Science





What is our made of?

Everything in our world comes in three different states: solid, liquid, or gas.



Solids

We can see and feel solids. Some solids are hard, and some solids are soft. Trees and feathers are solids. You're a solid, too!

Liquids

A liquid is a thing that can flow. Some liquids are thick, and some liquids are thin. Juice and milkshakes are liquids. Can you think of other kinds of liquid?

Gases

The air that you breathe is a gas. We can't usually see a gas but sometimes we can feel it when it moves. On a windy day, we can feel the wind on our bodies.

Things can change from one state to another when we make them hot or cold.

When we make water very cold, it freezes and changes to ice.

When ice or snow heats up, it melts and changes back to water.

When we heat water, it boils and changes to steam.

Look at these three pictures of things changing from one state to another.

The snow was a solid and now it's a liquid.

Think

What's the cause of the snow melting? What's the effect?

The water was a liquid and now it's a solid.

The water was a liquid and now it's a gas.

Think

What's the cause of the water freezing? What's the effect? Think

What's the cause of the water boiling? What's the effect?

Understand





Think What do you like about the text? Check (🗸). Why? Give one reason.

1 Solids
2 Liquids

Ask and answer the question.

3 Gases



What's your favorite part?

Water can change to a solid or a gas. It's interesting.



Match the causes and effects.

Cause

Effect

- Water freezes.
 a It melts.
- 2 We heat ice.
 b It changes to ice.
- 3 Water boils. c It changes to steam.

Complete the statements.

- 1 We can see and feel this. It can be hard or soft. This is a <u>solid</u>.
- 2 This flows. It can be thick or thin. It's a ______
- 3 We cannot usually see this. Sometimes we can feel it. It's a ______.

Think

Think What do you think?

- 1 Why do we boil liquids?
- 2 Can all solids change to liquids?



Grammar in Use

D Listen and sing along. The Snowman 🕥 1-19



This was my snowman. My wonderful snowman. But now he's melting away! His name was Joe, my man of snow,

And now he's melting away!

Those were his black eyes, And that was his red nose, But now he's melting away! He wasn't small, he was very tall,

And now he's melting away!



Learn Grammar Simple Past of Verb To Be

It was a liquid. Now it's a gas.

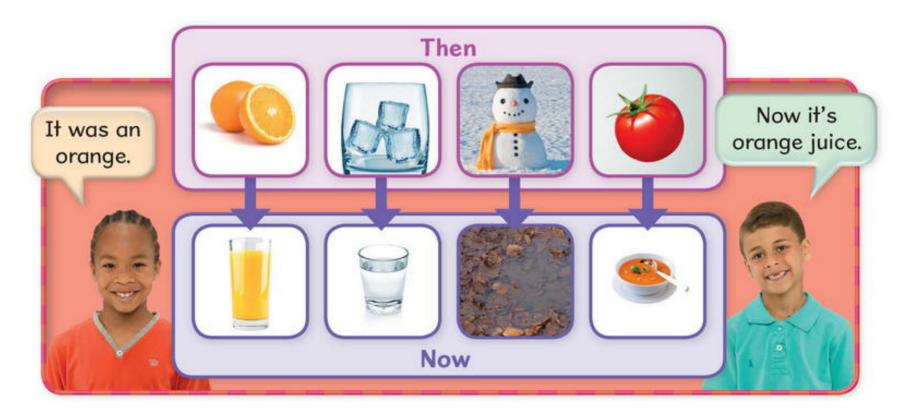
They were hard. Now they're soft.







What was it then? What is it now? Practice with your partner.



Look around the classroom. Find something that has changed from one thing to another. Tell your partner about it.

Communicate

Words

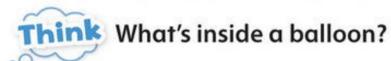




- B Read the clues. Write the word.

 - 3 I can grow on a house when it's very cold outside. What am I?
 - 4 I get noisy when people make me hot. People eat me. What am I?
 - **5** People use me to see in the dark. Be careful! I'm hot. What am I?
 - 6 I'm very cold and people eat me on a hot summer day. What am I?

Listening



- C Listen. What happens to popcorn? 1-21
- D Listen again and number the words in the order you hear them. 🕥 1-22

| a balloon | d 1 ice pop | |
|-----------|-------------|--|
| b icicle | e kettle | |
| c candle | f popcorn | |
| | | |

Speaking

Listen and repeat. Then practice with your partner. Use the words in the box to help. 1-23



Word Study

F Learn Nouns and Verbs

Remember, some words can be nouns and verbs.

Noun: Steam

is a gas.



Verb: She steams the carrots.



Read the sentence. Write the word.

- 1 Look! The eagle chicks can fly!
- **2** My friend and I ______ video games together.
- **3** We _____ at the pond in the summer.









Tell your partner about a thing that can change state.

Write about it in your **Workbook**. page 27

Speaking: Accepting a Request • Words That Can Be Nouns and Verbs Unit 3

35





I think solids can become liquids.

I think liquids can become gas.





Get Ready

Words



🔼 Listen and point to the words. Listen again and say the words. 🕥 1-24





cream



sugar



salt



pour



plastic bags



mixture



open



closed



freezer

- B Look at A and write the words.
 - 1 Food: ____salt____
 - 2 Things in a kitchen: ______
- Complete the sentences. Write the words from (A).
 - 1 I _____ the milk into the mixture to make a milkshake.
 - 2 When the door is ______ I can see outside.
 - 3 When the window is ______ I feel hot.

Before You Read



Think Do you like ice cream? Do you have parties with your friends?

Learn Cause and Effect

Remember, a cause is why something happens. The effect is what happens after the cause.

Read the causes. Write the effects.

Omar feels awful. He's really cold. His mother heats some water and makes him some lemon tea. Omar drinks the tea and feels warm. He takes a short nap and when he wakes up he's hungry! His mother heats water in a pot, and puts in some chicken, carrots, and onions. Omar eats the soup and feels good again!



| Effect |
|---------------------------|
| His mother makes him tea. |
| |
| |
| |
| |

In the story, students make something that is cold and sweet. What do you think it is?

PREVIEW



This story is a play. A play is acted on a stage by actors.





Read On Let's Make Solool Concerns of the Party of the Pa













Ms. Woods: Today is our school party. Let's go to the cafeteria and get the ice cream you bought yesterday. It's in the freezer.

Students: Oh, no! It's liquid!

Luis: Yuck!

Judy: That was our ice cream!

Mark: Was the freezer door open?

Ms. Woods: Yes, it was. It was open all night. Now there's no ice cream for the party.

Mr. Jenkins: What's wrong? Why's everyone so sad?

What is the e

What is the effect of the ice cream melting?

the ice cream melting?

Ms. Woods: It was our job to bring the ice cream for the party, but it melted. Now we can't have ice cream.

Mr. Jenkins: Sure you can! You can make ice cream. I can teach you!

Students: Yippee!

Mr. Jenkins: OK, kids. Get big and small plastic bags, cream, sugar, vanilla, and salt. Then come to my classroom.

Students: Ready, Mr. Jenkins!

Mr. Jenkins: My freezer was closed all night, so I have ice. Now, let's make ice cream.





Students: Yes! Let's make ice cream!

Mr. Jenkins: Mix the sugar and vanilla and cream.

Students: Mix the sugar and vanilla and cream. Done!

Mr. Jenkins: Pour the cream, sugar, and vanilla mixture into the small bag.

Students: Pour the cream, sugar and vanilla mixture into the small bag. Done!

Mr. Jenkins: Put the salt and the ice cubes into the big bag.

Students: Put the salt and the ice cubes into the big bag. Done!

Mr. Jenkins: Now put the small bag in the big bag.

Students: Put the small bag in the big bag. Done!

Mr. Jenkins: Now shake, shake, shake! What do you have?

Luis: Hey! Look! O(We have ice cream! And we didn't use a freezer!

Students: How is the ice cream, Mr. Jenkins?

Mr. Jenkins: It's great!
Can I have some more?

Think

What is the effect of shaking the mixture?



Understand

Comprehension





3 People eat the ice cream.

Ask and answer the question.



What's your favorite part?

The students make ice cream. I like ice cream.



B Read the causes. Write the effects.

| Cause | Effect |
|--|-------------------------|
| 1 The freezer door was open all night. | a The ice cream melted. |
| 2 The students don't have ice cream. | b |
| 3 They make ice cream. | С |
| | |

- Read the sentences. Circle the correct answer.
 - 1 The students need to bring fruit to the party. True False
 - 2 The students pour the mixture into a bag. True False
 - 3 The ice cream wasn't good. True False

Think What do you think?

- 1 Why did Mr. Jenkins help the students?
- 2 What was fun about this school party?

Grammar in Use

Listen and sing along. Making Ice Cream 🕥 1-26

Where were you yesterday? We were at a party. It was fun to make ice cream With all our friends!

Was the ice cream in the freezer? No! It was quick to make. Was the ice cream in a bag? Yes! Shake, shake, shake!

Where were you yesterday? We were at a party. It was fun to make ice cream With all our friends!





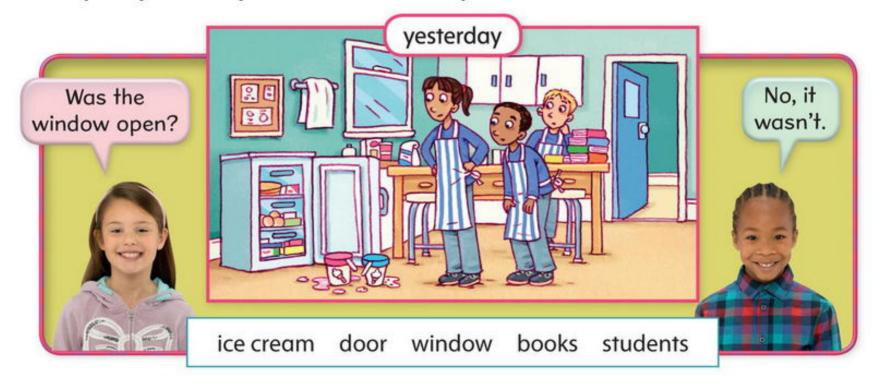
Learn Grammar Simple Past of Verb To Be

Was the freezer door open? Yes, it was.

Were the students happy? No, they weren't.

Where was the ice cream? It was in the freezer.

Ask your partner questions about the picture. Use the words in the box.



Think of a mixture. What things are in it? Ask your partner.

Communicate

Words















coffee

tea

salad

fruit

vegetables

pasta

B Think about the words in and add them to the chart.

| We wash | We don't wash |
|---------|---------------|
| 1 salad | 1 |
| 2 | 2 |
| 3 | 3 |
| | |

Listening



Think What foods do you like to mix?

- D Listen again and check (√) the ingredients you hear. Then circle the correct food. (1) 1-29



| | water |
|---|---------|
| | oranges |
| | milk |
| | juice |
| Ö | |

fruit/tea

. (7)

tomato
sausage
avocado
salad/coffee

cucumbers

| 3 | tomatoes |
|----|-----------|
| | carrots |
| | sausages |
| | onions |
| ve | getables/ |

pasta

Speaking



Writing Study

F Learn Contractions

Remember, contractions are two words joined together. We make contractions by taking away a letter and adding an apostrophe (*).

Read the sentence. Write the contraction.

- 1 The ice pops <u>weren't</u> in the freezer. (were not)
- 2 Water _____ a gas. (is not)
- 3 Coffee and tea _____ solids. (are not)
- 4 The refrigerator _____ on all night. (was not)



Tell your partner one of your favorite foods. Is it a mixture?

Now write about it in your **Workbook**. page 35

Wrap Up

A Listen and read along. 1-31



Billy and Dot start to make dinner. Gus puts the food away.

> Put the ice pops in the freezer, Gus. And heat the water, please, Dot.



Look at the water!

It's steam. It was a liquid and now it's a gas! Cool!



Where are the vegetables?

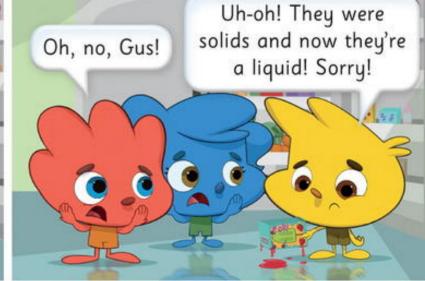
They're in the water. Now it's soup!



Dot looks for the cream but the cream was in the freezer.



The ice pops weren't in the freezer.



Project: Make a Mixture Book

- B) Write about three food mixtures.
 - Draw or find pictures.
 - Write sentences about the mixtures.
- Display your Mixture Book. Tell the class about one of the mixtures in your book.

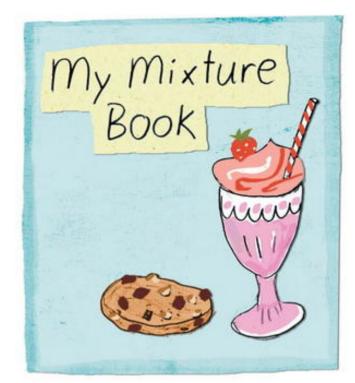


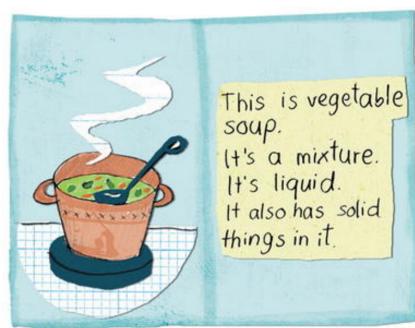
This is soup. It's a mixture of solids and liquid.

Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

Ice cream is a mixture of cream. fruit, and ice. I like it!







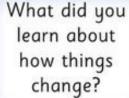


Watch the video.



Think more about the Big Question.

Complete the **Big Question** Chart.





In units **5** and **6** you will:

WATCH a video about things now and long ago. LEARN about things now and long ago. READ a story about a man who came to New York.



WRITE about something people did long ago.

a report about an interview.





BIG QUESTION 3

How are things different now from long ago?

- Watch the video.
- B Look at the picture. What do you see?
 - 1 How did people travel then?
 - 2 Why were there so many people?
- Think and answer the questions.
 - 1 Did your grandmother have a cell phone when she was young?
 - 2 Are you the same now as you were three years ago?
- Fill out the Big Question Chart.

What do you know about how things now are different from long ago?



Get Ready

Words



A Listen and point to the words. Listen again and say the words. 🕥 1-32





travel

communication

airplane







news

letter

text message







e-mail

radio

Internet

- B Read the sentences. Write the words.
 - 1 We fly on this to go somewhere far away. __airplane__
 - 2 We can send these to our friends.
 - 3 We listen to this to hear songs or news.
 - 4 This is something you do if you like to go to new places.
 - **5** E-mail and text messages are examples of this.
 - 6 This is something we use a lot to find information.
 - **7** We can turn on the TV or listen to the radio to hear this.

Before You Read



hink How do you get to school? Can your grandparents use the Internet?



Learn Main Idea and Details

The main idea is what a text is about. There is one main idea. Other sentences in the text tell us more about the main idea. These are called details.

My neighborhood was very different long ago. There was a big farm, and it was quiet and safe. There weren't a lot of buildings or people. It's different now.

There was a big farm.

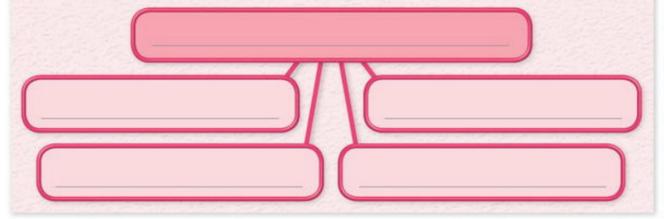
My neighborhood was very different long ago.

There weren't a lot of buildings or people.

It was quiet and safe.

Write the main idea and details.

Ali was different a long time ago. He was a naughty little boy. Now he's a good student. He was always late for school. Now he's always early.



Look at the title on page 50. What do you think the text is about.

PREVIEW



This text is an informational text. It is on a website. Remember, informational texts tell us about our world.

Social Studies: History







Today, communication and travel are fast, and it's easy to get news. But a long time ago, things were very different.

Think

What's the main idea?

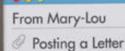
Communication

Long ago, people used letters to communicate. They mailed letters to friends and families. Letters were carried by horse and cart, and later by train or boat. Today, communication is different and letters are carried by airplane. We can use e-mail, text messages, or phone calls to communicate quickly with friends and family all over the world.

Think

Find one detail of the main idea.

000





My great-grandma mailed a letter to her friend in London. It took two months to get there.

I send e-mails to my friend in London. She can read them right away.

enje wanty wems

News

Before newspapers,
people talked to each
other to get news. Then
people printed the news
on paper and newspapers
started. Later they
listened to the radio for
news. Today we can get
news any time we want.



They listened to news on the radio at 6 o'clock every day.



They watch the news on TV and read it on the Internet anytime they want.

Travel ≫

People long ago walked from place to place or traveled by horse and cart. When they traveled long distances they went by train or ship. It was slow and difficult. Today we can travel in cars, fast trains, buses, or airplanes to go to places that are far way. We can travel to places across the ocean or across the world in a day. Travel is fast and easy now.

People traveled for two days from New York to Boston.



Fast Ticket

How do you communicate with your friends and family?

It takes 30 minutes to travel from New York to Boston today.

51

Understand



Comprehension

| Th | ink What do you li | ke about the text | ? Check (√). | Why? Give o | ne reason. |
|-----|------------------------------|---------------------|--|--------------------------|---------------|
| 0 | 1 Communication | | فِي ا | 16.8 | (a) (a) |
| | 2 News | | | | |
| | 3 Travel | | | | |
| A | Ask and answer the question. | | at's your favor Travel long aga and difficult. I have plane | o was slow 'm glad we | |
| B | Write the main ide | a of the text and t | three details. | | |
| | | Main | Idea | | |
| | Communication | Tra | vel | N | ews |
| (3) | Number the event | s in the correct or | der. | | |
| | People listened news. | to the radio for | | watch TV or Internet. | read the news |
| | 1 People talked to get news. | o other each other | Newsp | apers started | l. |
| | | | | | |

Think What do you think?

- 1 Long ago, people didn't usually go to places very far away. Why not?
- 2 How does a letter get from Australia to Egypt today?



Grammar in Use

D Listen and sing along. Great Grandma 🕥 1-34 🚽





Great Grandma traveled on a ship, The trip was long and slow.

She moved here from a different land, Many years ago.

Great Grandma walked from place to place,

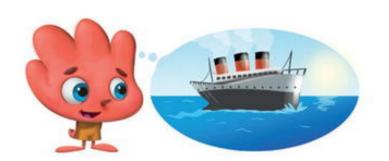
In sun or rain or snow.

She didn't use a car or bus,

Many years ago.

Great Grandma listened to the news, On her old radio.

People didn't watch TV, Many years ago.



Learn Grammar Simple Past Regular Verbs

People listened to the news on the radio.

They didn't watch the news on TV.

People traveled by horse and cart.

They didn't travel by airplane.



What did you do last night? Write three things. Then tell your partner.

play > played clean > cleaned watch > watched talk > talked I didn't clean my I cleaned room. I talked to my room. Me my friend. 1 2 3

Tell your partner something you didn't do last night.

Communicate

Words

Listen and point to the words. Listen again and say the words. 1-35



boat



bus



motorcycle



cable car



truck



horse

Think about the words in \bigcirc and add them to the chart.

| A lot of people can travel on these at the same time. | Only one or two people can travel on these at the same time. |
|---|--|
| 1 bus | 1 |
| 2 | 2 |
| 3 | 3 |

Listening



Think Are there cable cars in your town?

Listen. Who has a new motorcycle? 1-36



- Listen again and number the words in the order you hear them. 1-37
 - cable car
- bus
- truck

horse and cart

- boat
- bicycle
- airplane
- motorcycle

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. 1-38



Word Study

F Learn Words in Alphabetical Order

from long ago?

Words in a dictionary are in alphabetical order. These three words all have the same first letter. Look at the second letters. They are in alphabetical order. If they're the same, too, we look at the third letter.

bark boat bus

55

Number the words in alphabetical order.

| a partment | b closed | c steam |
|-------------|----------|---------|
| 1 amphibian | cream | stop |
| animal | coyote | statue |

on the Internet now.



Tell your partner about something people did long ago but they don't do now. Now write about it in your **Workbook.** page 45

Speaking: Asking for Something to Be Repeated • Words in Alphabetical Order Unit 5

How are things different now

I think people didn't travel as much long ago.

I think we can read news

Get Ready

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-39



arrive



ask



check



enter



poor



crowded



clerk



visit



sick

Complete the sentences. Circle the two correct words.

- 1 The ... checks something.
 - a doctor b clerk



c balloon



- a sugar b crowded
- c big

- 2 He wants to ... the zoo.
 - a visit b jump c go to
- **5** I like to ... questions.
 - a ask b walk c answer

- 3 She's sad because she is ...
 - a happy b sick
 - c poor

- 6 He arrives at school and ... his
 - classroom.
- a enters b sees c asks

Before You Read



Think Are there children from other countries in your school? Do you sometimes visit other towns?



Learn Sequence of Events

Sequence is the order of things, such as 1, 2, 3, 4 or a, b, c, d.

Stories often have a sequence. Events in a story happen in an order:

- 1 Grace mailed a letter from Paris to her cousin in London.
- 2 The letter arrived in ten days.
- 3 Her cousin was happy to get the letter.



Put the events in the correct order. Write the numbers.

| Lucia was sad to say goodbye. |
|---|
| She visited her aunt in the city. |
| 1 Lucia lived in a village long ago. |
| She and her aunt visited many fun places. |
| She arrived in two days. |

Long ago, a boy and his family traveled to the United States from far away. How do you think they traveled?

PREVIEW

Tell Me a Story, Grandpa

This story is historical fiction. Historical fiction is a story about something that happened long ago.





"Tell me a story Grandpa!"

"Okay," says Grandpa. "I'll tell you a story about my grandfather, Carlo. In 1910, Carlo was ten years old. He and his family lived in Italy. They were very poor, so they came to the United States for a better life. This was the first time that Carlo traveled to a place far away."

"Really? I'm ten, too," says Henry, "And Mom, Dad, and I visit a different country every summer!"

"Yes, Henry. Things are different now," says Grandpa.

"How did they travel here?" asks Henry.

"They traveled by ship," says Grandpa. "It wasn't an easy trip because the ship was crowded and dirty. There wasn't much food and many people got sick. Carlo was sick too. They arrived at Ellis Island in New York after ten days."

"Wow! That's slow!" says Henry. "Now it only takes about nine hours in an airplane."

"I know," says Grandpa. "It's very different today."



"What happened at Ellis Island?" asks Henry.

"Doctors checked everyone, and Carlo was very scared," says Grandpa.

"Why was he scared, Grandpa? Doctors help people," says Henry.

"Yes. But people who weren't healthy couldn't enter New York," says Grandpa. "The clerks asked them many questions."

"What questions, Grandpa?" asks Henry.

"Where are you from? Are you healthy or are you sick?" says Grandpa. "Luckily, Carlo was feeling better so they let him in. And that's why we live here today and not in Italy."

"That was a cool story, Grandpa!" says Henry. "I have an idea. Let's take a trip to Italy."

"That's a good idea, Henry," says Grandpa. "Let's go next summer."

"Awesome, Grandpa! But let's take an airplane, not a ship!"





Understand



Comprehension

| Thi | Nhat do you like about the story? | Check (√). Why? Give one reason. |
|-----|--|---|
| 000 | 1 The trip to the United States | |
| | 2 Carlo and his family at Ellis Island | |
| | 3 Henry's idea of a trip to Italy | |
| A | Ask and answer the question. | The trip on the ship. It was dangerous. |
| B | Number the events in the correct order. | |
| | Carlo and his family traveled to the United States on a ship. | Carlo and his family live in the United States. |
| | Carlo and his family arrived at Ellis Island. | The clerks asked Carlo questions. |
| | Carlo and his family entered New York. | Carlo and his family lived in Italy. |
| G | Complete the sentences. Write the word 1 Carlo is Grandpa's 2 Henry is years old. 3 Ellis island is in 4 Henry wants to go to Italy by | |
| ~ | | |

Think What do you think?

- 1 Is Henry happy that he lives now and not long ago? Why?
- 2 Was it easy going to a new country long ago?



Grammar in Use

D Listen and sing along. What Did You Do Yesterday? 🕥 1-41

What did you do yesterday?

Did you visit May? Yes, I did.

Did you walk there in the rain?

Did you travel there by train?

What did you do yesterday?

What did you do yesterday?

Did you travel far? No, I didn't.

Did you climb up a tree?

Did you watch shows on TV?

What did you do yesterday?



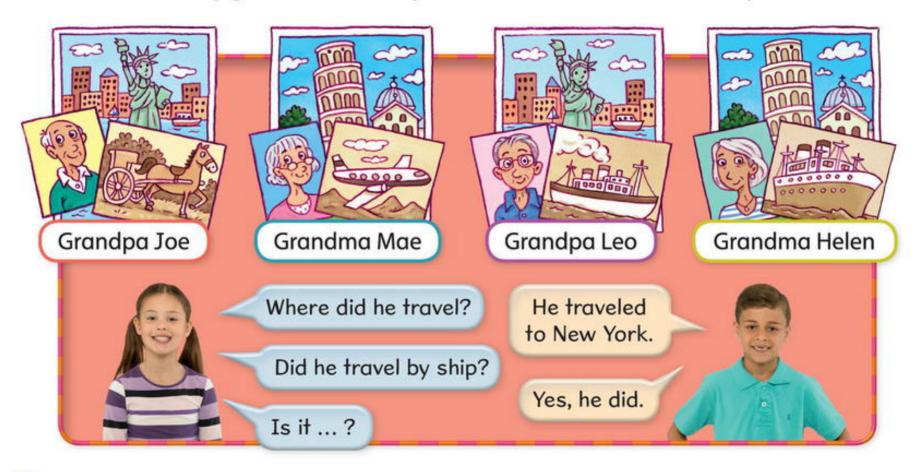
E Learn Grammar Simple Past Regular Verbs

Did they travel by ship? Yes, they did.

Did they arrive in two days? No, they didn't.

What did they do? They lived with Carlo's uncle.

Where did they go? How did they travel there? Practice with a partner.



Ask your partner a question about how he or she traveled to school today.

Communicate

Words

🛕 Listen and point to the words. Listen again and say the words. 🕥 1-42



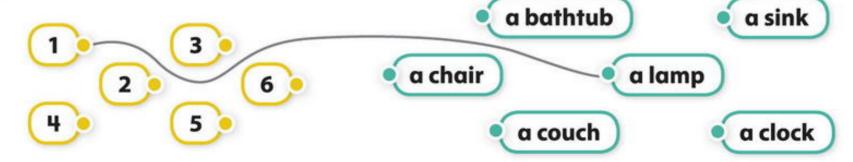
B Read the sentences. Write the words from (a). You can use the same word more than once.

| 1 | What are three things we can sit in or on? | couch |
|---|--|-------|
| 2 | What are two things we wash in? | |
| 3 | What are three things we can see in a bedroom? | |
| 4 | What are two things we can see in a classroom? | |
| | | |

Listening

Think What are some old things in your home?

- C Listen. Why were some things small a long time ago? 10 1-43
- D Listen again and match. 🕥 1-44



Speaking

Imagine you traveled between two cities in your country a long time ago. Practice with your partner. Use the words in the boxes to help. 1-45



Writing Study



When we talk about things in the past, we add -ed to some verbs.

I visited my grandmother.

If the verb ends in e, we just add d.

He arrived in New York vesterday.

Complete the sentences. Write the past tense verbs.

- 1 My grandfather <u>traveled</u> to New York in 1910. (travel)
- late for school. (arrive) 2 Lisa
- **3** My brother _____ ball in the park. (play)
- 4 We _____ the building together. (enter)



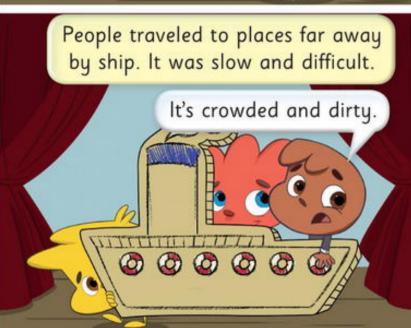
e Tell your partner about traveling to a place 100 years ago and traveling there today. Write about it in your Workbook. page 53

Wrap Up















Project: Interview an Adult

- B Interview an adult.
 - Ask him or her questions about life now and long ago.
 - Write a report of the interview.
 - Draw or find pictures.
- Put your interview on the wall. Tell the class one interesting thing from the interview.



My grandmother listened to the radio a long time ago. She watches TV every night now.

Walk around the room. Look at all the interviews. Say one thing about each interview.

My Interview

Me: How did you go to school, Grandma?

Grandma: We walked.

Me: Did you travel to places Very far away?



Grandma: No, but we traveled to the city by bus. Many people didn't have cars then.



Me: Did you watch TV ?

Grandma: No, we didn't. We listened to the radio.

Me: Thank you, Grandma



Tina's grandfather lived in New York a long time ago. He lives in Boston now.



What did you

learn about how



BIG QUESTION [3]

How are things different now from long ago?

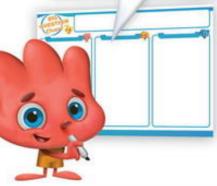
Watch the video. 🕟



things are different from long ago?

Think more about the Big Question.

Complete the **Big Question** Chart.



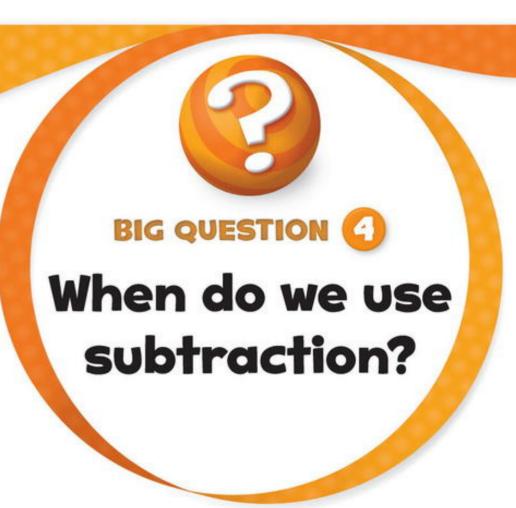
In units **7** and **8** you will:

WATCH a video about subtraction.

LEARN about subtraction. READ about a greedy monkey.







- 🔼 Watch the video. 🔼
- Look at the picture. What do you see?
 - 1 What does the boy have?
 - 2 What is he doing?
- Think and answer the questions.
 - 1 When do we use numbers?
 - 2 How much money did you have two days ago? How much do you have now?
- Fill out the Big Question Chart.

What do you know about subtraction?



UNIT 7

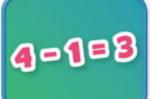
Get Ready

Words



Listen and point to the words. Listen again and say the words. 🕥 1-47











minus sign

subtraction

take away

column

row









test score

single-digit number

double-digit

left

- Circle the correct answer.
 - 1 There are 43 apples. I take away 5 apples. There are 2 apples left.





2 These are single-digit numbers: 1, 4, and 9.

True False

3 When your test score is bad, your teacher isn't happy.

True False

4 These things are in a column.

True False



True False

6 This is a minus sign.

True False











Before You Read



Think Do you like math? What's your favorite number?



Learn Reread

To **reread** means to read a text again. You can reread something for many different reasons, such as when you don't understand something. When you reread, read slowly and think about what you're reading.

Read the text once. Answer the questions.

We use math every day. People use addition and subtraction when they buy and sell things. Your parents use math when they buy food and clothes for you, so they know how much money they need. You use math to keep score when you play a game with your friends.



- 1 When do people use subtraction?
- 2 When do you use math?

Now reread the text. Answer the question.

- 1 Why do parents use math?
- The text on pages 70 –71 is about subtraction.
 What are the three words you think are in the text?

PREVIEW

Subtraction

In this text, we learn about subtraction.

This text is an informational text. Remember, informational texts tell us about our world.

Math

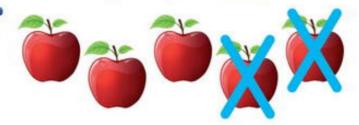




Subtration

What is subtraction?

When we add things, we join them together. When we subtract things, we take them away from other things. Then we can see how many things are left.





There are 3 apples left.

Subtracting in Groups

When we count backward, we're subtracting 1 each time.

Count backward from 50 to 1. Now count backward by fives, subtracting 5 each time. Now count backward by tens.

How much are you subtracting each time now?

Think Reread

this part.

50 45 40 35 30 25 20 15 10 5 0

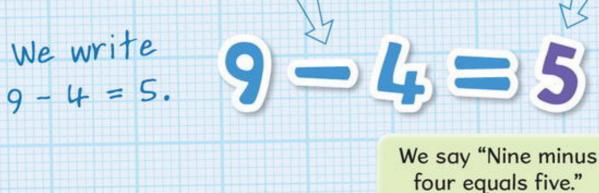
Subtraction Math Problems

All subtraction math problems have a minus sign.

This is the minus sign. The minus sign tells us to subtract 4 from 9.

70

This is the answer. It tells how many are left.



Subtraction Math Problems in Rows and Columns

We usually write subtraction math problems for single-digit numbers in a row and we usually write subtraction problems for double-digit numbers in a column.

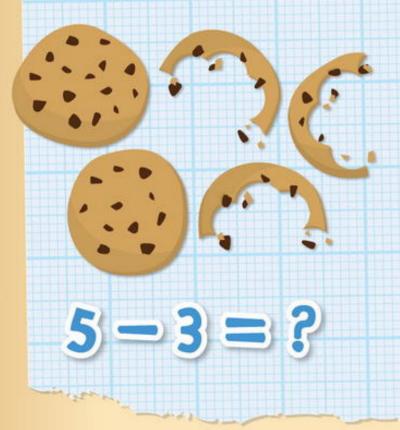
Think

Reread this part.

Subtraction Word Problems

Let's use subtraction to solve these problems.

Alma bought five cookies. Her friends ate three. How many cookies were left? Olivia had thirty-five grapes. She gave twenty grapes to her little sister. How many grapes were left?



Now think of some things that people subtract every day.

My teacher subtracts numbers from 100 for my test score!

Understand



Comprehension

Think What do you like about the text? Check (\checkmark). Why? Give one reason. 1 Counting backwards in fives and tens 2 Subtraction math problems in rows and columns 3 Subtraction word problems Ask and answer What's your favorite part? the question. Counting backwards in tens. It's fast. Answer the questions. 1 When we count backward in twenties, how many do we subtract each time?

- Use these numbers to write subtraction math problems in your notebook. Use rows and columns.

Think What do you think?

- 1 When do we count backwards?
- 2 Why can we write single-digit subtraction problems in rows?

2 What sign do all subtraction math problems have?

Grammar in Use

D Listen and sing along. Cookies! 1.49

Yesterday, Billy bought cookies at the store. He bought sixteen cookies, but his sister ate four. His mother ate three, and his brother had eight.

How many cookies were left on Billy's plate?

Today, Billy didn't buy cookies at the store.

But his mother bought three and his sister bought four.

His brother bought sixteen but he only had eight.

How many cookies were left on Billy's plate?



E Learn Grammar Simple Past Irregular Verbs

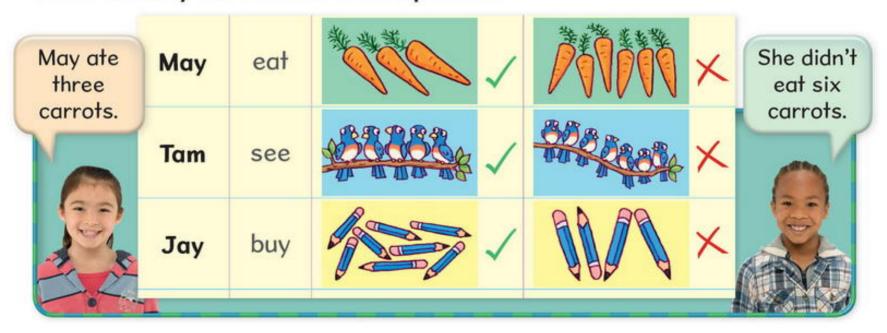
Alma bought five cookies. She didn't buy four.
Olivia gave her sister twenty stickers.
She didn't give her twenty-six.

eat > ate

see > saw

buy > bought

What did they do? Practice with a partner.



Tell your partner something you did and didn't eat or drink yesterday.

Communicate

Words















clean

dirty

tired

hungry

thirsty

full

- Match the words to the sentences.
 - 1 clean
- a I ate ten cookies!

- 2 dirty
- **b** I want some water, please.

3 tired

c I want chicken and rice, please.

4 hungry

d I have a new, white dress.

- 5 thirsty
- e I want to sleep.

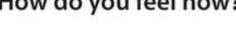
6 full

I am washing my clothes.

Listening



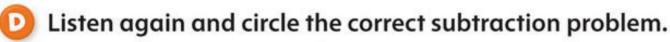
Think How do you feel now?





Listen. What do the kittens drink? 10 1-51

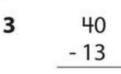




Then write the answer. 1-52

1

60 - 13



14 - 13

5

2

90 - 17 4

80 - 50 6

70 - 11

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. 1-53



Word Study



A word can have more than one part. These parts are called syllables. Each syllable is a separate sound.

One-syllable words: ate, test, salt

Two-syllable words: dou / ble, bath / tub

Three-syllable words: an / i / mal, sub / trac / tion

Mark the syllables. Write the number.

| 1 | fea / ther | 2 | 3 instrument | 5 liquid | |
|---|------------|---|--------------|-----------------|--|
| | | | | | |

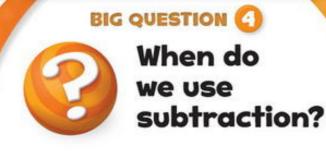
2 ice _____ 4 message ____ 6 vacation ____



Think of an interesting subtraction problem with your partner.

Now write about it in your **Workbook**. page 63

Speaking: Offering • Syllables Unit 7 75





I think people use subtraction every day.

I think people use subtraction to buy things.



Get Ready

Words





let go



steal



dig up



hide



jar



greedy



bored



baker



cook

- Look at 🙆 and write the words.
 - 1 People who work in a kitchen: baker ____
 - 2 Things we can do: ______
- Complete the sentences. Write the words from (1).



2 He puts money in a ______ every day so he can buy a bike.

3 Yesterday, Joe was _____ and ate too many cakes.

Before You Read



Think What kind of candy do you like? What animals can dig things up?

Learn Beginning, Middle, and End of a Story

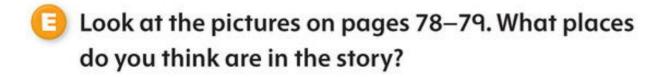
Stories have three parts.

- a beginning: Mary baked ten cookies for her friends.
- · a middle: Her brothers were hungry and ate eight cookies.
- · an end: Mary only had two cookies left for her friends.

Read the sentences. Number them in the correct order. Then write B (beginning) for two sentences, M (middle) for three sentences, and E (end) for two sentences.



| \cup | His test grade is good. |
|------------|---|
| \bigcirc | She takes away ten points. |
| 0 | He takes the test and writes the answers. |
| 1 | Aaron has a subtraction test today. B |
| 0 | He likes math now. |
| 0 | Ms. Jackson grades Aaron's test. |
| | His score is 90. |

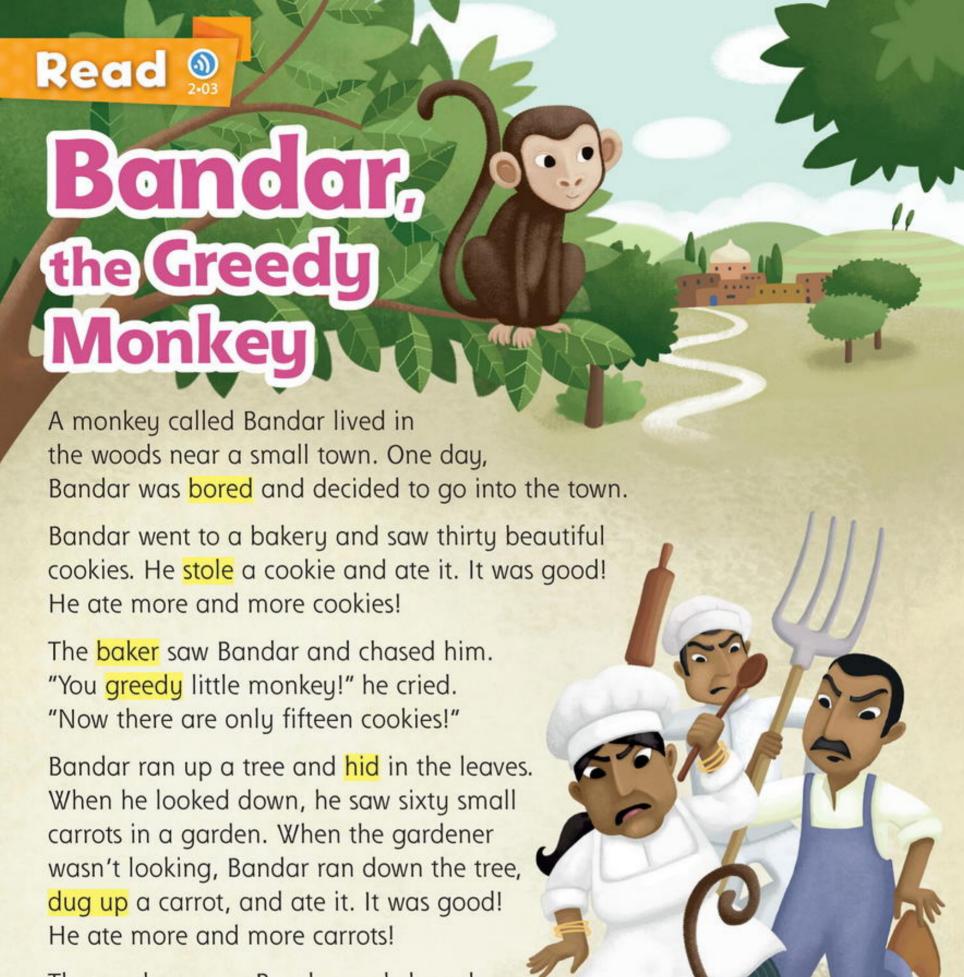


PREVIEW

Bandar, the **Greedy** Monkey

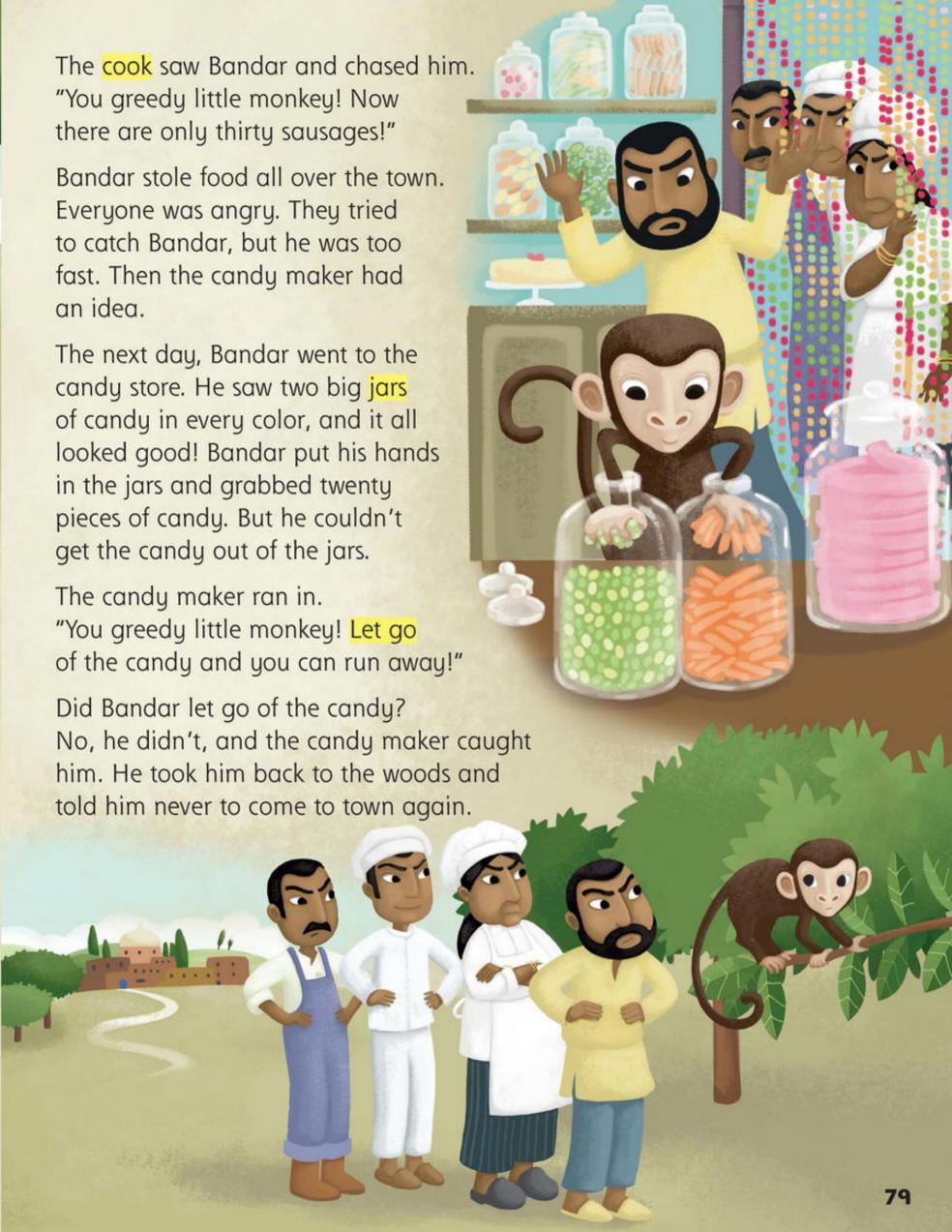
This story is a fable. A fable is a story that teaches us a lesson, Bandar means monkey, in Hindi. Some people in India speak Hindi.





The gardener saw Bandar and chased him. "You greedy little monkey! Now there are only forty-four carrots!"

Bandar went to a restaurant and saw forty-two sausages. He stole a sausage and ate it. It was good! He ate more and more sausages!

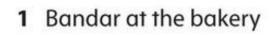


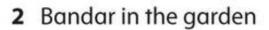
Understand

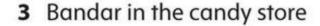


Comprehension

Think What do you like about the story? Check (\checkmark). Why? Give one reason.















Ask and answer the question.



What's your favorite part?

Greedy Bandar didn't let go of the candy. It's funny.



Look at the pictures. Number them in the correct order. Then write B (beginning), M (middle), and E (end).







- Read the subtraction word problems. Answer the questions.
 - 1 The baker had thirty cookies. Now he has fifteen. How many cookies did Bandar steal?

cookies

2 The gardener had sixty carrots. Now he has forty-four. How many carrots did Bandar dig up?

carrots



Think What do you think?

- 1 Was Bandar a smart monkey?
- 2 What is the lesson of the story? Give one idea.

Grammar in Use

D Listen and sing along. My Brother 1 2-04

Where's my kite, and where's my ball?
Did I leave them in the hall?
What did I do with my toy train?
Did I leave it out again?

Where's my robot? Where's my car? I don't know where my toys are.
Did I have them yesterday?
Did I put them all away?

Here's my kite, and here's my ball!
I didn't loose them after all!
Mom put all my toys away!
Here they are! It's time to play!



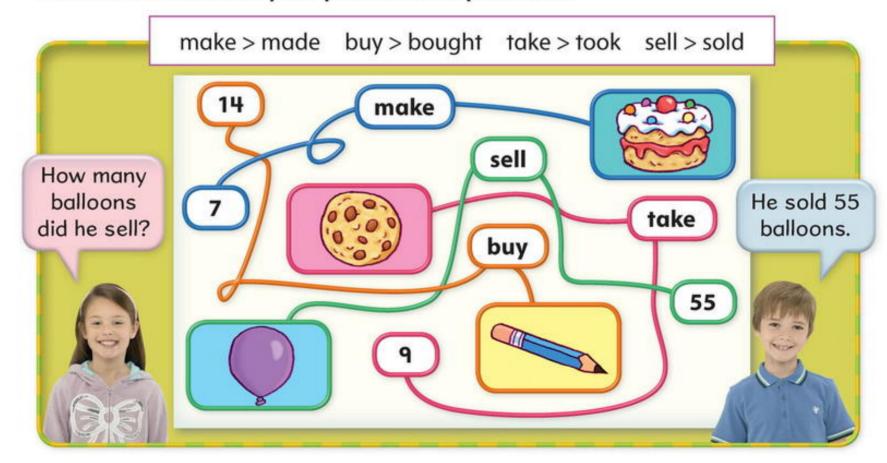
E Learn Grammar Simple Past Irregular Verbs

Did Bandar go to a candy store? Yes, he did.

Did he let go of the candy? No, he didn't.

What did Bandar do with the cookies? He ate them.

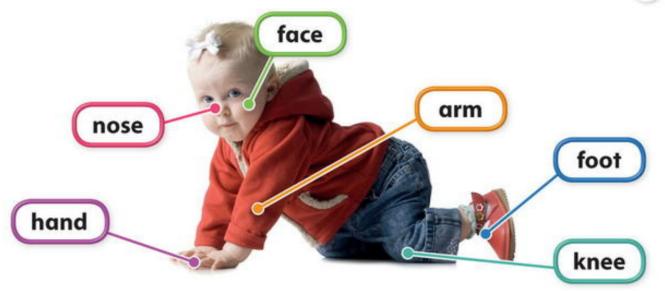
Follow the lines. Ask your partner the questions.



Communicate

Words

Listen and point to the words. Listen again and say the words. 12-05



- Read the sentences. Write the words from (1).
 - 1 Most animals don't have these but orangutans have very long ones. _arms_
 - 2 People and animals use it to smell. _
 - 3 People use these to clap. We should keep them clean to stay healthy.
 - 4 Your eyes, nose, and mouth are on this body part.
 - **5** We put sneakers on these.
 - **6** This is in the middle of your leg.

Listening



Think How many noses can you see in your classroom?



Listen. What animals do you hear about? 1 2-06

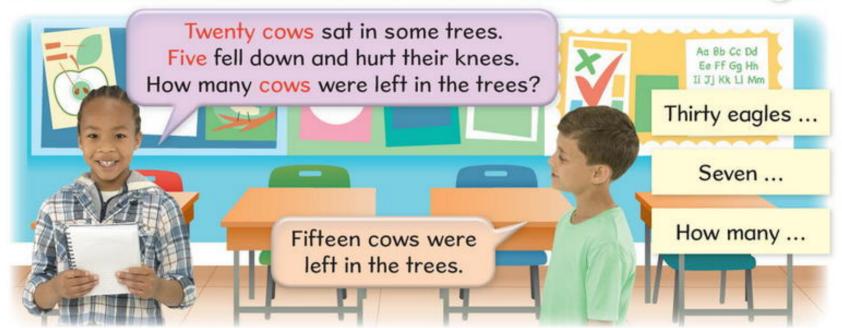


Listen again and complete the subtraction problem. Write the answer. 1 2-07

Speaking

3

Make a crazy subtraction problem poem by replacing the colored words with your own. Tell your partner. Use the words in the boxes to help. 12-08



Writing Study



Learn Contractions

Remember, contractions are two words joined together. We make contractions by taking away a letter and adding an apostrophe (').

do + not = don't does + not = doesn't did + not = didn't can + not = can't should + not = shouldn't

Write the contractions.

- 1 Karen doesn't like fruit salad. (does not)
- **2** Bandar _____ dig up carrots in the garden. (should not)
- 3 Kamil _____ play a musical instrument. (can not)
- **4** Bandar _____ let go of the candy. (did not)
- 5 Mammals _____ have wings or gills. (do not)



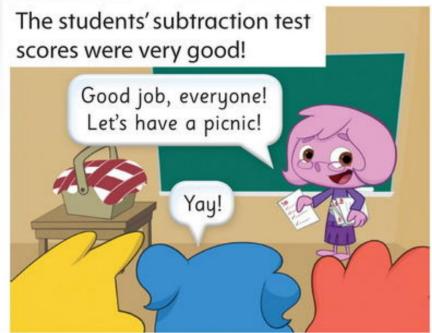
Tell your partner three things you did last night.

Now write about them in your **Workbook**. page 71

Wrap Up

Listen and read along. 1 2-09





The class played a game. Two students let go. How many students were left?



The class sang and danced. Three students hid in the bushes.



They had thirteen sandwiches. The birds stole eight. How many were left?



There were twenty-four cookies. Gus ate ten. How many cookies were left?

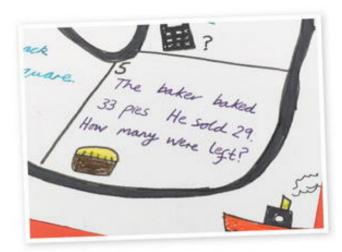


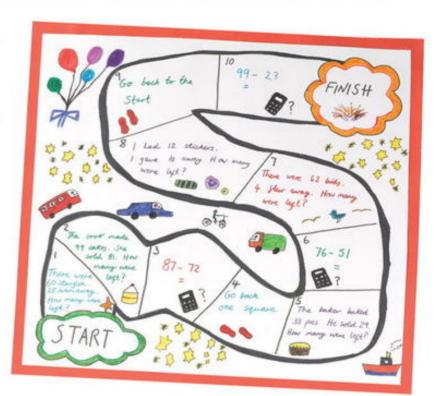
Ms. Smart took a picture of the class. They were tired, hungry, and thirsty, but they were happy.



Project: Make a Subtraction Board Game

- Make a subtraction board game.
 - Draw the squares.
 - Think of the subtraction problems.
 - · Write the problems in the squares.





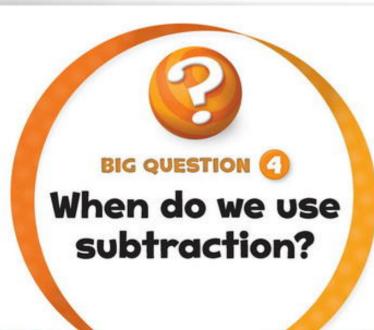
Switch games with another group. Play the board game.

Write down your answers.

The baker baked 33 pies. He sold 29. How many pies were left? Four pies were left!



Give your board game back to the group to check the answers.



Watch the video.



What did you learn about subtraction?

Think more about the Big Question.

Complete the **Big Question** Chart.



In units WATCH LEARN READ 9 and 10 you will: poems about how to get along with people. a video about people getting along. about rules. 86 Big Question 5

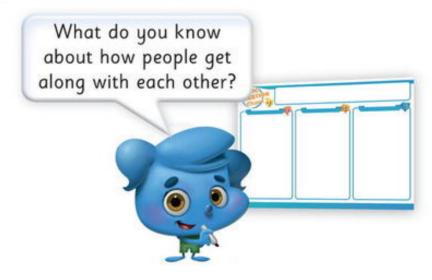




BIG QUESTION 5

How do people get along with each other?

- Watch the video.
- B Look at the picture. What do you see?
 - 1 What are the girls doing?
 - 2 Where are they?
- Think and answer the questions.
 - 1 How can you help your teacher?
 - 2 What do your parents do for you?
- Fill out the Big Question Chart.





Get Ready

Words



A Listen and point to the words. Listen again and say the words. 🕥 2-10



traffic light



take turns



polite



clean up



litter



librarian



crossing guard



principal



lifeguard

- (B) One of the words is incorrect. Cross out the wrong answer.
 - 1 She works in a school. She helps the students find books.
 - a librarian b principal
 - 2 We see these on streets. They're red, yellow, and green.
 - a litter b traffic lights
 - 3 The bus is full. A boy stands up so an old woman can sit down.
 - a polite b patient
 - 4 The library is messy. The student puts the books away.
 - a clean up b take turns
 - 5 He works at a swimming pool.
 - a crossing guard b lifeguard

Before You Read



Think What things can you do at home? What things can't you do at school?



Learn Categorize

When we categorize, we put things that are similar into groups. After you read, think of the things you read about. How are they similar? Can they be put in one group? This helps you to remember them later.

Pasta, vegetables, and salad are in the food group.

Jackets, shorts, and T-shirts are in the clothes group.

Read the text. Complete the chart.

A reserve worker talks to some children. "Those are orangutans. They're mammals, and their bodies are covered in hair. They have two arms and two legs."

"Those orange-and-red tree frogs are amphibians and live in trees.

They have wet skin on their bodies.

They have long legs so they can jump high."

Look at the title and pictures on pages 90–91. What do you think the text is about?

PREVIEW

Following Rules

This text is an informational text. Remember, informational texts tell us about our world.

Social Studies: Community



Read 💩

Following Clean up! Rules ...

We follow rules every day. There are rules for things we do at home, at school, and in a lot of other places.

Think about rules at home. Parents usually make these rules, and they make sure we follow them. Parents can ask us to wash our hands and clean up. They make other rules about eating unhealthy food, watching TV, or bedtime. What rules do you follow at home?

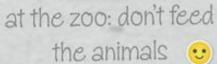


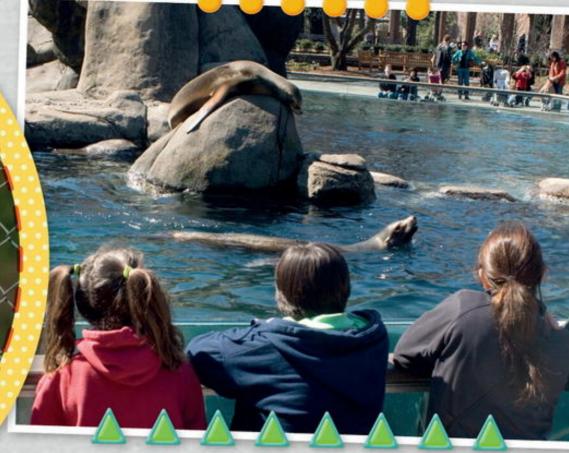
There are rules at school, too. Teachers and the principal make the school rules.

We should always be polite and take turns when we play games. Librarians help us follow the rules in the school library. We can't eat, drink, or be noisy there. Outside school, the crossing guard helps us cross the road safely, and we should pay attention to the traffic light. These rules help keep us happy and safe. Can you think of more rules at school?









Zoos and other fun places have rules, too. At the zoo, you can't touch or feed the animals. You should never throw things at the animals.

Swimming pools are fun places, too. These rules help make it safe for everyone there. You shouldn't run near the water and you can't eat, drink, or litter near the pool. You must always listen to the lifeguards because lifeguards make sure we follow the rules and that we are safe in and near the water.

Think

How can these rules help us have fun?

Rules tell us what we should and shouldn't do, and they help keep us safe, happy, and healthy. What rules do you think are important? How do these rules help the animals?



Understand



Comprehension

Think What do you like about the text? Check (\checkmark). Why? Give one reason.

- 1 Rules at home
 2 Rules at school
 3 Rules at fun places
- Ask and answer the question.



What's your favorite part?

Rules at the zoo help to keep animals safe. That's good!



B Complete the chart. Write the words from the text.

| These people help keep us safe. | These places have rules. |
|---------------------------------|--------------------------|
| 1 parents | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| | |

- Answer the questions.
 - 1 Who make rules at school?
 - 2 What should we do when we play games?



Think What do you think?

- 1 Are rules only for children?
- 2 Can we follow rules and have fun, too?

Grammar in Use

D Listen and sing along. Whose Shoes Are These? 1 2-12

Oh dear, whose shoes are these? Help me clean up, please.

These are mine and those are yours. Are these Layla's? Yes, of course.

They are Layla's shoes.

No, no, that isn't right, No, no hers are white.

These are mine and those are yours.

Are these Layla's? Yes, of course.

They are Layla's shoes.





Learn Grammar Possessive Pronouns

Those are your things. Those things are yours.

They aren't my toys. They aren't mine.

Whose book is this? It's hers.

Whose pencils are these? They're his.

Ask questions about what people in your group have.





Walk around the room with your partner. Point to three things in the classroom and ask questions about who they belong to.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 🕥 2-13













kitchen

living room

cafeteria

classroom

swimming pool

crosswalk

B Think about the words in and add them to the chart.

| Only at Home | Both |
|--------------|-----------------|
| 1 | 1 |
| | 2 |
| | |
| | Only at Home 1 |

Listening



Think Is there a crossing guard at the crosswalk at your school?

- C Listen. Where is it dangerous to run around? 1 2-14
- D Listen again and circle the correct places. 1 2-15

| These are ru | les for the | L STOP |
|---------------|---------------|--------|
| 1 cafeteria | crosswalk | |
| 2 living room | kitchen | |
| 3 zoo | swimming pool | |
| 4 library | cafeteria | |
| 5 kitchen | living room | |
| 6 classroom | library | |

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. (1) 2-16



her our Sorry about that. My mistake.

That's all right.

Don't worry about it.

Word Study

Learn Phrasal Verbs

Sometimes two words go together to make one verb that has a special meaning.

Clean up: Jenny cleaned up the kitchen for her mother.

Write the correct word.

- 1 Leo and Nancy put <u>away</u> the pencils and erasers.
- 2 The rabbit dug _____ all the carrots.
- 3 My sister fell _____ and hurt her arm.
- 4 The cat ran from the fox.

away up down



Tell your partner about three rules at your house. Does he or she have the same rules? Now write about them in your Workbook. page 81

Speaking: Apologizing • Phrasal Verbs Unit 9

95



How do people get along with each other?



I think we need rules to help us get along.

I think fun places, like zoos, need rules, too.



UNIT

Get Ready

Words

Listen and point to the words. Listen again and say the words. 1 2-17



knock



thoughtful



rude



grab



pass



put away



invite



wash



share

Circle the one that does not belong.

1 wash:

my hands

d car



2 grab:

steam

a hand

an apple

3 put away:

the books

the bus

the window

the toys the door

4 knock on:

a cook

my friend

traffic lights

5 invite:

my aunt

the freezer

the salt

6 pass:

7 share:

the tea

the salad

the candle

8 be:

scales

popcorn

thoughtful

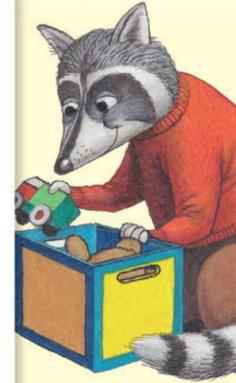
rude

PREVIEW

THANK

These texts are poems. Poems use words to create a rhythm, or pattern, of beats. The words create pictures in our minds.

Barbara Shook Hazen is the author of over 70 books that children all around the world like to read! She enjoys traveling and writing about animals.



Before You Read



Think How are you a good friend? How can you be nice to people?



The theme of a story is the most important thing the writer wants you to understand. The writer is often showing something important.

Matthew and Dylan are different. Matthew likes math, art, and quiet places, but Dylan doesn't like them. Matthew can sing and dance but Dylan can't. They like each other and e-mail each other every day.

Theme: People who are very different can be friends.

Read the story. Circle the correct theme.

Mouse, Rabbit, and Opossum are hungry. They want dinner but their food is boring because they eat the same food every day. Mouse eats fruit, Opossum eats vegetables, and Rabbit eats carrots. They have an idea. They take their food to Mouse's house. They now have three different foods for dinner. They're happy!



- 1 It's good to share things.
- 2 We should eat the same food every day.
- Look at the pictures on pages 98–99. What animal is rude?

Read 🕦

PLEASE AND THANK YOU

BOOK OF POEMS

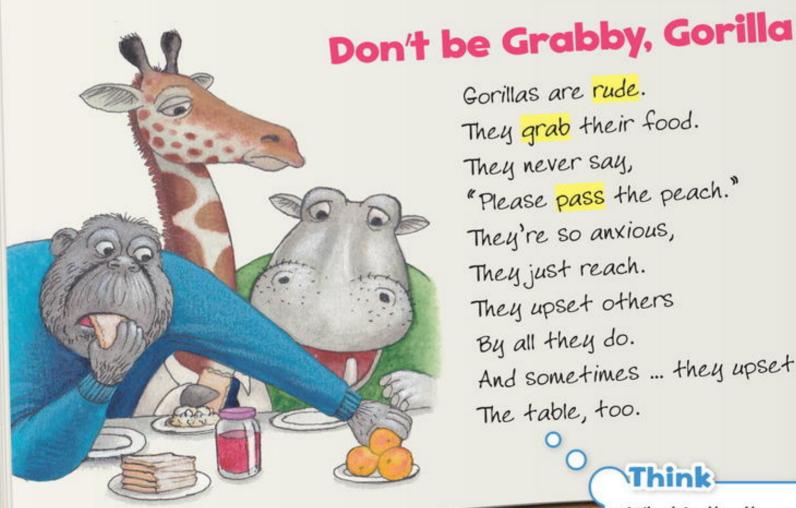
Welcome, Ricky Raccoon

When Ricky Raccoon comes over to play, He helps put all of the toys away. He asks his friend what he'd like to do And is always careful with scissors and glue.

He washes before he comes to the table And helps his host whenever he's able. O That's why almost every day Someone invites Ricky over to play.



What is the theme of this poem?



Gorillas are rude.

They grab their food.

They never say,

"Please pass the peach."

They're so anxious,

They just reach.

They upset others

By all they do.

And sometimes ... they upset

The table, too.

What is the theme of this poem?

The Ox Always Knocks

The ox

Always knocks

Before

Opening a door.

Because

Someone behind it

Might be sleeping.

Or wrapping a present,

Or sad or weeping.

Then he always asks,

"May I come in?"

And everyone says,

"How thoughtful of him!"



What is the theme of this poem?

Bears Always Share



Bears share their toys.

Bears share their honey.

Bears share a joke

They think is funny.

Whatever they do, Whatever they wear, They always share it with Another bear.

Think

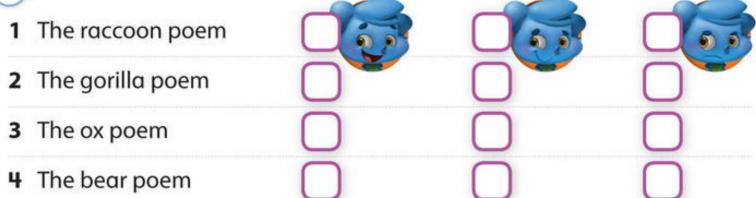
What is the theme of this poem?

Understand

Comprehension



Think What do you like about the poems? Check (🗸). Why? Give one reason.



Ask and answer the question.



What's your favorite part?

The gorilla poem. It's funny!



Match the poems to the correct themes.

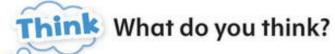
- Welcome, Ricky
 Raccoon
 We should think about other people before we do something.
 Don't be Grabby,
 Gorilla
 We should think about other people before we do something.
 We should help friends and get along with them.
- 3 The Ox Always Knocks c It's good to share our things with friends.
- 4 Bears Always Share

 d It's good to be polite when we eat.

Answer the questions.

1 Does Ricky Raccoon help his friends?

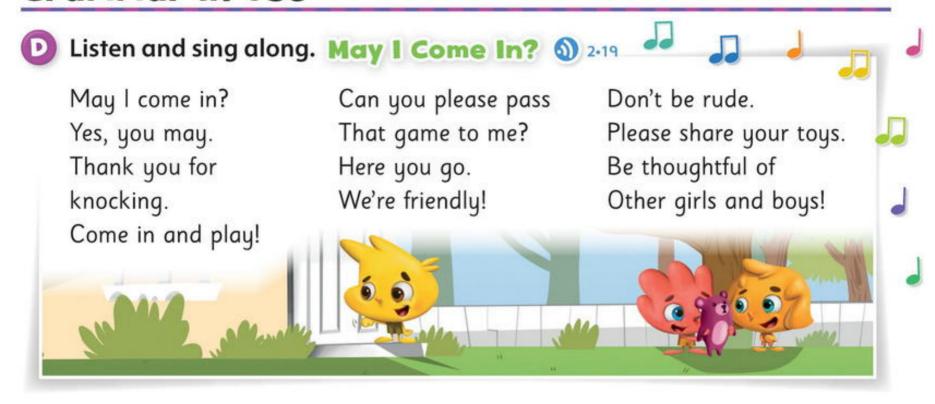
2 What's one thing that bears share?



- 1 Do Grabby Gorilla's friends like to play with him? Why or why not?
- 2 What is the theme of all the poems?



Grammar in Use



Learn Grammar Can and May

Can I play? Yes, you can. / No, you can't. May I come in? Yes, you may. / No, you may not.

Role play with a partner. Use the words in the box or your own words.

play outside watch TV have a cookie have some juice go to my friend's house go on the Internet



Tell your partner the things you need to ask to do at home. Which things are the same? Which things are different?

Communicate

Words

Listen and point to the words. Listen again and say the words. 1 2-20













computer

laptop

camera

headphones

tablet

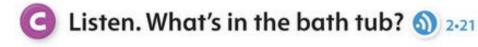
cell phone

- B) Write the words from (A).
 - 1 We call and text our friends and families with this.
 - 2 We go on the Internet with this, but we don't often move it from place to place.
 - 3 We take pictures with this.
 - 4 This is smaller than a laptop. We can go on the Internet and play games with it. We don't open and close it.
 - 5 We put these on our ears and listen to music.
 - 6 We can go on the Internet and e-mail on this, and we can move it from place to place.

Listening



Think Do your friends use your things?







| | © | 60 |
|---|----------|----|
| 3 | | |
| 4 | | |

Listen again and check. Do they get along? 1 2-22

Speaking

Take turns to ask for something in a polite way with your partner. Then act it out for the class. Use the words in the boxes to help. 🕥 2-23



Writing Study

Learn Subject-Verb Agreement

When you're writing, check that you have the correct form of the verb.

He is careful with scissors and glue.

They were tired yesterday.

Read and circle the correct subject.

- 1 Owen / The boys were in the living room.
- 2 I / We am at school today.
- 3 She / They is very excited about the party.
- 4 My test score / Their test scores weren't very good.



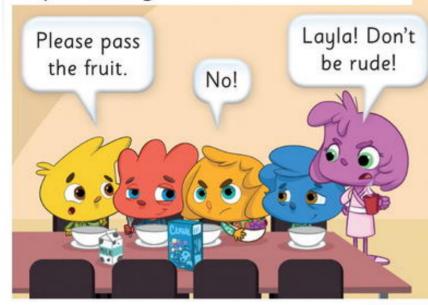
Tell your partner about a thoughtful person.

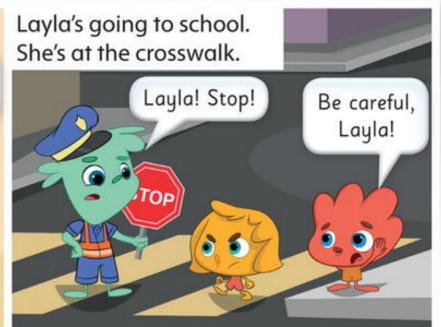
Now write about him or her in your Workbook. page 89

Wrap Up

A Listen and read along. 1 2-24

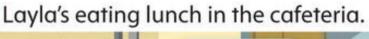




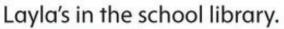


Layla's in the computer classroom.













Project: Make a Rules Poster

- Make a Rules Poster.
 - Write five of your own rules for the class to follow.
 - Draw or find pictures.
- Put your Rules Poster on the wall. Tell the class about one rule.



Don't run around or talk in the library. Be polite to the librarian.

Walk around the room. Look at all the posters. Say one thing about each poster.

I like this rule: Ask people to pass things. Don't grab.





How do people get along with each other?

Watch the video.



What did you learn about how people get along with each other?

Think more about the Big Question.











- 🔼 Watch the video. 🔼
- Look at the picture. What do you see?
 - 1 Where do you think this is?
 - 2 What can people do here?
- Continuous of the properties of the propertie
 - 1 Do you like to go outside?
 - 2 Is the air in your town or city clean?
- Fill out the Big Question Chart.





Get Ready

Words

Listen and point to the words. Listen again and say the words. 1 2-25





resources

wood

landfill







land

trash

smoke







sunlight

reduce

reuse

Think about the words in \bigcirc and add them to the chart.

| Things people can do | Things people can make | Things people can't make | |
|----------------------|------------------------|--------------------------|--|
| 1 | 1 landfill | 1 | |
| 2 | 2 | 2 | |
| | 3 | 3 | |
| | | 4 | |

Before You Read



Think What things do you need to live? What do you do with trash at school?



Learn Main Idea and Details

Remember, the main idea is what a text is about. The main idea is often the first sentence in a text. Details tell us more about the main idea.

Read the text. Answer the questions.

Rules in parks help to keep them clean and the animals safe.

Some rules are:

- · Don't litter
- · Don't walk on the flowers.
- · Clean up after eating.
- · Don't give food to the birds or squirrels.

2 What are two details of the main idea?

These rules keep everyone in the park safe and happy.

| What is the main idea? | | | | | |
|------------------------|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

- Look at the pictures and captions on pages 110–111. What do you think the text is about?



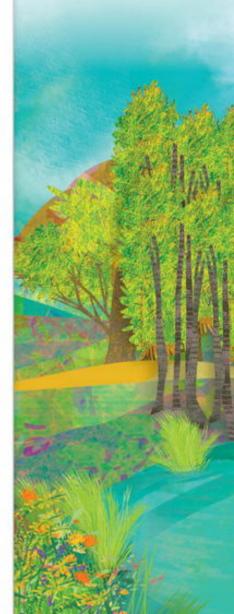
PREVIEW

Natural Resources

In this text, we learn about natural resources.

This text is an informational text. Remember, informational texts tell us about our world.

Earth Science





People Need Natural Resources

Living things need clean air to breathe and clean water to drink. Plants need sunlight and land to grow, and we need plants for food. When plants breathe, they clean the air around them. We use the wood from plants and trees to make a lot of things, like paper, some houses, and furniture.

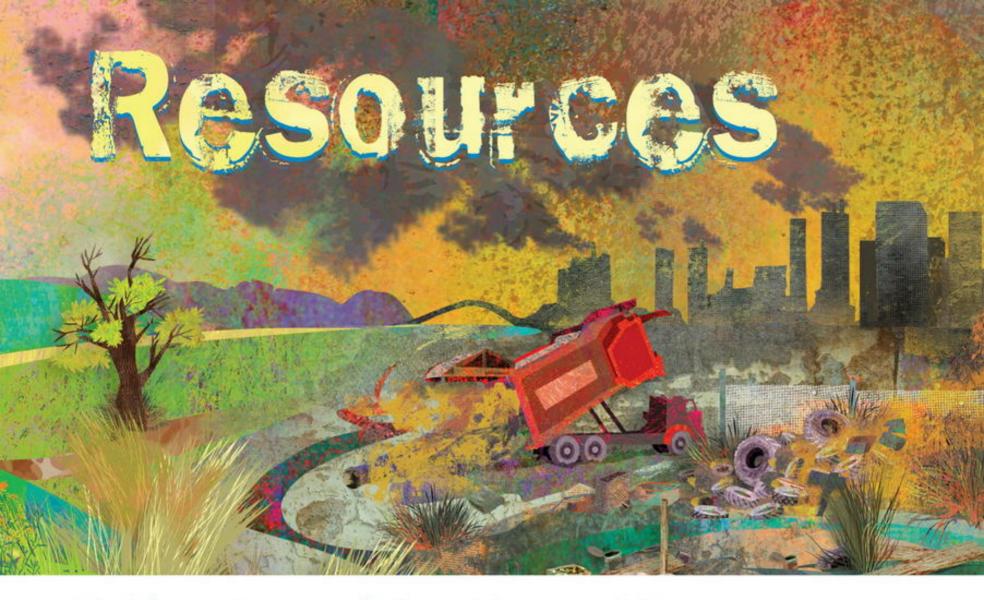


Hurting Our Natural Resources

We shouldn't hurt our natural resources because we can't usually make more of them. Smoke from cars and factories makes the air dirty. If the air is dirty, people can get sick and plants can't grow. If we cut down trees, we should plant new ones.

Trash is very bad for our natural resources. Sometimes people throw trash into water but we can't drink dirty water, and plants can't grow near it.

Trash goes to places called landfills, and it stays there forever. Some landfills are dirty and they smell bad. People can't use that land, and farmers can't grow food on it.



Taking Care of Our Natural Resources

We can all take care of the Earth's resources. Here are some ideas:

- Use things until you can't use them anymore.
- Don't throw things away. Reuse them. Refill plastic drink bottles. Make toys from old things.
- Reduce the natural resources you use. Take your own bag to the store.

Think

Find one detail of the main idea.

What can you do today to help take care of our natural resources?

Understand



Comprehension

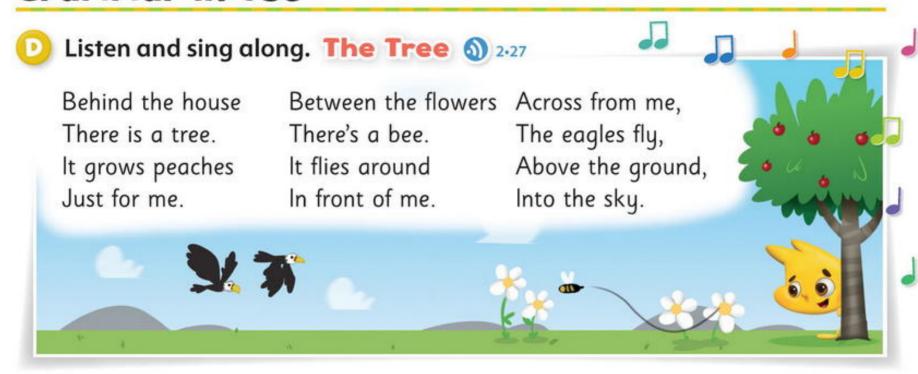
| Thi | nk W | hat do you li | ke about the | text? Check (✓ |). Why? Give o | ne reason. |
|-----|--------------|---------------------------------|----------------|---|-----------------|------------|
| .0 | 1 Diffe | erent natural r | esources | | | |
| | 2 Why | we need nati | ural resources | | | |
| | 3 How | v we hurt natu | ral resources | | | |
| | | v we can take ural resources | care of | | | |
| A | | nd answer lestion. | | What's your fo How I can r I can help | euse things. | |
| B | | oack at the per | | ople need nat | ural resources. | " |
| | 1 Who | at is the main i | dea? | | | |
| | 2 Who | at are two deta | ails? | | | |
| G | | er the question | | e Earth's natural | resources? | |
| | 2 Who | at makes the a | ir dirty? | | | |

Think What do you think?

- 1 When do people use natural resources?
- 2 What can people do to reduce trash?



Grammar in Use



Learn Grammar Prepositions of Place

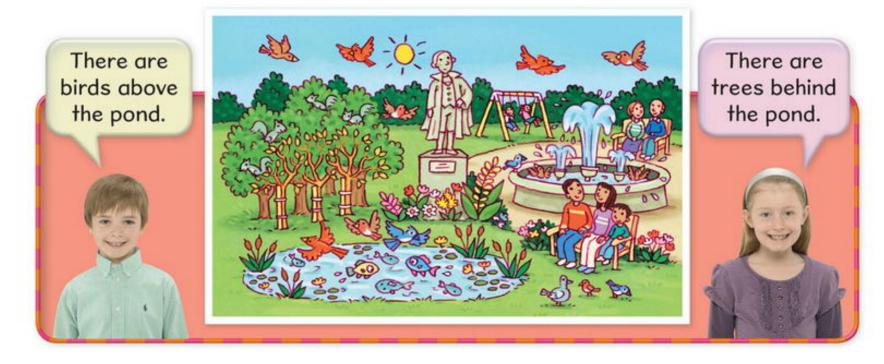
There's smoke in the air above the city. The landfill is across from the park.

The trash can is behind the tree.

The tree is in front of the trash can.



Where are all the things in the park? Practice with a partner.



Look around your classroom. Say where things are. Practice with your partner.

Communicate

Words

Listen and point to the words. Listen again and say the words. 1 2-28



camp



hike



ride a horse



surf



fish



ski

- One of the words is incorrect. Cross out the wrong answer.
 - 1 You need an animal to do this.
- a ride a horse
 - b hike

2 You do this in the ocean.

a Ski

b surf

- 3 You go down the mountain very fast. a camp

b ski

- 4 You can sit in a boat to do this.
- a fish

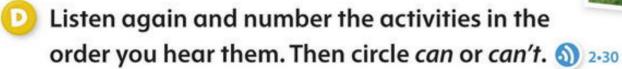
b surf

Listening



Think Do you ever go camping?

Listen. Where is the pollution? (1) 2-29





camp

can't can

fish

can

can't

ski

can

can't

ride a horse

can

can't

surf

can

can't

hike

can

can't

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. (a) 2-31



Word Study

[Learn Verbs, Nouns, Adjectives, and Pronouns

Remember, a **verb** is an action word. A **noun** is a person, place, or thing. An **adjective** tells more about a noun. A **pronoun** takes the place of a noun.

Verb: reduce Noun: trash Adjective: healthy Pronoun: they

Write verb, noun, adjective, or pronoun for the highlighted words.

1 The clever little monkey stole bananas from us.

2 Mandy wrote a long letter to her grandmother.

Tell your partner about three natural resources you see every day.

Now write about them in your **Workbook**. page 99

Speaking: Reprimanding and Apologizing • Verbs, Nouns, Adjectives, and Pronouns Unit 11 115





I think trash is bad for our natural resources.

I think we need clean air to breathe.





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a>ô) 2-32



Think about the words in (a) and add them to the chart.

| Places | Things | Things People Can Do |
|-------------------|--------|----------------------|
| 1 recycling plant | 1 | 1 |
| 2 | 2 | 2 |
| | 3 | |
| | 4 | |
| | 5 | |
| | | |

stationery store

rescue

machine

Before You Read



Think What do you do with clothes that are too small? What does your family reuse?



Learn Setting

Setting is the place where the story happens. It answers the question Where? Knowing where the story takes place helps you understand more about the story.

A Grade 2 class brings newspapers, bottles, and cans to the classroom to recycle.

Setting: School

Read the story. Circle the correct setting.

Antonio and his dad are in a beautiful place. They're looking at some trees and birds.

Antonio's dad says, "People cut down too many trees and don't plant new ones. Then there aren't enough trees for animals to make homes in. We need to take care of Farth's resources."



Setting: Rainforest / Beach

The story on pages 118–119 is about a juice carton that gets recycled. What do you think it gets recycled into?

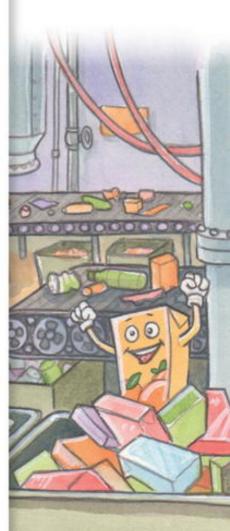
PREVIEW

A Juice Carton's Diaru

This story is narrative fiction. In narrative fiction, a character tells a story that the author has made up.



Beth Cody Kimmel is a children's book writer. She lives in New York.





A Juice Carton's Diary

January 15

Dear Diary,

I'm sitting on a shelf in a big store! I can see many wonderful things. The little carton in front of me has a picture of an orange on it. I think I know what I am. I'm an orange juice carton! I'm made of hard paper.





January 16

Dear Diary,

This morning something great happened. A little girl looked at my shelf for a long time, and then she chose me! She's taking me to a picnic by the lake so I hope she's very thirsty.

January 17

Dear Diary,

I'm in a lake! The little girl drank the juice, but she left me in front of the lake. The wind blew me into the water. I don't like it here. There was a trash can behind the tree. Why didn't the little girl put me in it?

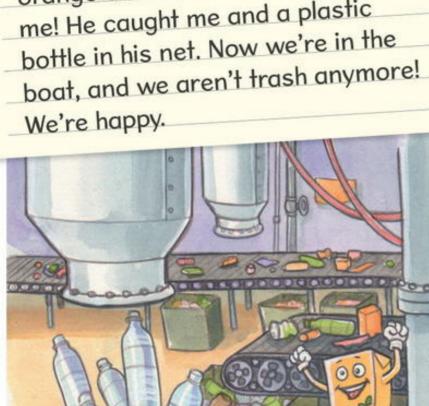
> Where is the juice carton?



January 18

Dear Diary,

I saw a man taking litter out of the lake with a net. He saw my bright orange carton, and he rescued me! He caught me and a plastic bottle in his net. Now we're in the



January 19

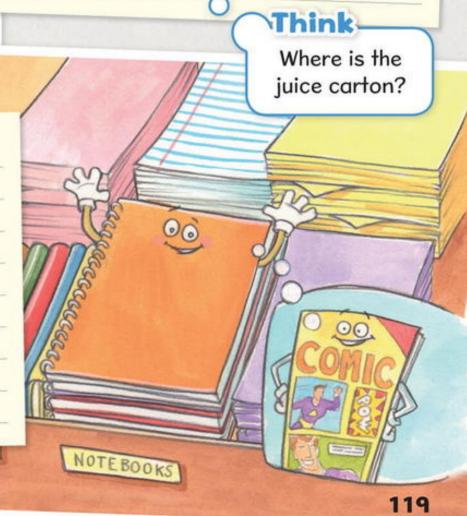
Dear Diary,

I'm at the recycling plant! It's a little scary here because there are large machines that make loud noises. Where's my plastic bottle friend? He's across from me. He's in a bin with other plastic bottles. I think this is a good place.

January 20

Dear Diary,

I'm sitting on a shelf in a stationery store! Everything here is made of paper! Yes, they recycled me into a notebook! I'm very happy and excited, and I really want to see the recycling plant again. Maybe next time I'll be a comic book!



Understand

Comprehension



Think What do you like about the story? Check (</). Why? Give one reason.

1 The girl buys the carton of juice.

- 1 The girl buys the carton of juice.
 2 The man on the lake
 3 The carton in the recycling plant
 4 The carton is now a notebook.
- Ask and answer the question.



What's your favorite part?

The carton was recycled into a notebook. That's interesting.



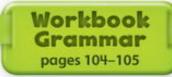
- Answer the questions.
 - 1 How many settings are in the story?
 - 2 Name each setting:
- Number the events in the correct order.
 - The girl took the juice carton to a lake.
 - The juice carton felt a little scared.
 - 1 The juice carton sat on a shelf in the store.
 - The juice carton was recycled into a notebook.
 - A man rescued the carton with a net.





Think What do you think?

- 1 What other things can a juice carton be recycled into?
- 2 Why is it important to recycle things?



Grammar in Use

Listen and sing along. Where is Charlie? 1 2-34

I'm looking for my cat Charlie. He ran away from me. Where is my cat Charlie? Come and look with me.

Is he under the trash can, Between the bench and the tree? No, he isn't. He isn't there. Oh, where can Charlie be?



Learn Grammar Prepositions of Place

Where's the fountain? It's across from the statue. Is there a trash can behind the tree? Yes, there is.



Where is it? Look at the picture and practice with a partner.



Look for three things. Ask your partner where they are.

Communicate

Words





time



nine-fifteen / 9:15



week



nine-thirty / 9:30



nine o'clock / 9:00



nine forty-five / 9:45

- Circle the correct word or times.
 - 1 There are seven days in a time / week.
 - 2 Mia goes to school at 7:30 / 2:30 in the morning.
 - 3 The girls go to bed at 3:00 / 9:00 at night.
 - 4 What week / time did you see the doctor? At 4:00.
 - 5 We usually come home from school at 3:15 / 8:15 in the afternoon.
 - 6 My mother cooks dinner at 5:30 / 11:30 in the evening.

Listening

Think What days do they pick up trash in your neighborhood?

- Calculate Company C
- D Listen again and circle the correct times. 1 2-37

1 7:00

11:30

4 1:45

1:00

2 9:15

9:30

5 2:00

2:15

3:00

3 10:45

10:00

6

2:30



Speaking

What did you do last week to help keep the Earth clean? Find a partner who did the same thing. Use the words in the boxes to help. 1 2-38



Writing Study



Verbs show the time of an action. Look at the verb **go**.

I go to school.

I'm going to school.

I went to school.

go: usually happens

going: happening now

went: already happened

Write the correct verb form to complete the sentence.

1 We <u>ate</u> cookies in the park this morning. (eat)

2 Lisa is ______ her trash in the trash can. (throw)

3 I usually _____ the paper in that bin. (reuse)

4 The students are ______ trees near the playground now. (plant)



te Imagine you are something that was recycled.

What were you? What are you now? Tell a partner.

Now write about it in your **Workbook.** page 107

Listen and read along. 1 2-39







They're on vacation. Gus and his







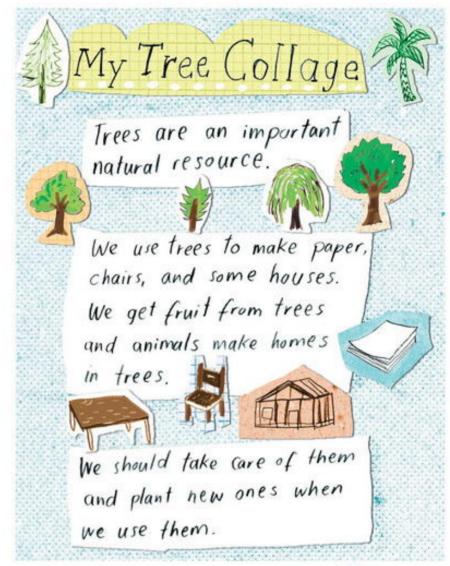
Project: Make a Natural Resource Collage

- Make a natural resource collage.
 - · Why is this natural resource important?
 - Draw or find pictures.
 - · Write about three things in the collage.
- Put your collage on the wall. Tell the class about your collage.



This is my tree collage. Trees are an important natural resource. We make paper, chairs, and houses from trees.

Walk around the room, Look at the collages. Say one thing about each collage.



I learned that sunlight helps the plants grow.



What did you learn about why



Watch the video.



we should take care of the Earth?

Think more about the Big Question.





In units 13 and 14 you will: WATCH a video about music.

LEARN about music and feelings.

READ about a concert.

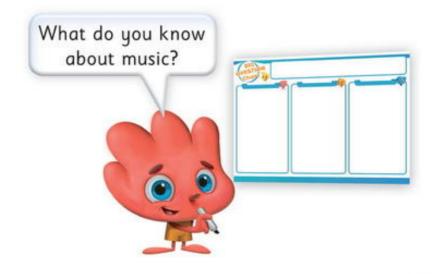






How does music make us feel?

- Watch the video.
- Look at the picture. What do you see?
 - 1 What is the girl doing?
 - 2 How do you think she feels?
- Think and answer the questions.
 - 1 Can you play a musical instrument?
 - 2 What's your favorite kind of music?
- Fill out the Big Question Chart.





Get Ready

Words





high



low



excited



sleepy



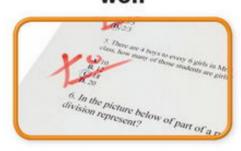
wolf



feelings



right



wrong



trumpet

- Complete the sentences. Circle the two correct words.
 - 1 Music can be ...



b wrong

c low

3 His answers to the math problems were ...

a high

b right

c wrong

5 A dog is similar to ...

a a fox

b a lizard

c a wolf

2 I listen to music and I sometimes feel ...

a sleepy

b right

c excited

4 In the concert she played ...

a a drum

b a trumpet

c high

6 She is feeling

a happy

b excited

c trumpet

Before You Read



Think What's your favorite song? Do you like fast or slow music?



Learn Summarize

To summarize, we tell the most important parts of the text. We don't use a lot of words, and we don't tell a lot of the details.

Children all over the world play musical instruments. They can have a lot of different feelings when they play. In the beginning, a lot of them feel excited. But then they need to practice every day, and sometimes they think music is boring.

Summary: Children can have a lot of different feelings when they play musical instruments.

Read the text. Then circle the correct summary.

There are a lot of different instruments in a band in a parade. The drums, cymbals, and trumpets

can be loud. Some children feel excited when they hear loud music, but some children feel scared.



Summary:

- 1 Some children feel excited when they hear loud music in a parade. Some feel scared.
- 2 People at parades all feel excited, scared, and happy.
- The text on pages 130–131 is about music and feelings. What are three words you think are in the text?

PREVIEW

How

Makes **Us Feel**

In this text we learn about music and how it makes us feel.

This text is an informational text. Remember, informational texts tell us about our world.

Music



Read 🚳

How VUSIC

Makes Us Feel

People all around the world enjoy music. Some music is fast, and some music is slow. Some music is high, and some music is low. Listen to this piano music. What can you say about it? Is it fast or slow, high or low?

Music and Feelings

When we listen to music, we feel different things. Slow music can make us feel sleepy, and fast music can make us feel excited. The same music can make one person feel sad and another person feel happy. There are no right or wrong feelings about music.

Listen to this flute music. How does it make you feel? Mothers play this music for their babies at night because it helps the babies sleep. Now listen to this trumpet music. How does it make you feel?



What are the most important parts so far?



Amanda listens to fast music in the morning so she can wake up.

130



Understand



Comprehension

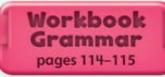
Think What do you like about the text? Check (\checkmark). Why? Give one reason. 1 The different sounds of music 2 How music makes us feel 3 Music helps us imagine things. Ask and answer What's your favorite part? the question. The music, I could imagine the animals. Circle the correct answer. False True 1 All music sounds the same. False 2 People have the same feelings when they listen to music. True False 3 Music helps us imagine a lot of different things. True False True 4 The music about bees was fast. Think of the most important parts of the text. Summarize the text.

Think

Think What do you think?

Music makes people feel ...

- 1 How does music make us have different feelings?
- 2 We want to feel happy. What kind of music should we listen to?



Grammar in Use

Listen and sing along. Music Day! 1 2-42

In the morning when Gus gets ready for school,

He likes fast music ... it's so cool!

He likes guitars and drums the best,

While he brushes his teeth and gets dressed!

On Monday he goes to school with friends.

In music class, he plays instruments.

The high flute notes sound like birds in a tree.

The low trombone, like whales in the sea!

He doesn't listen to loud music at night.

He listens to music that's soft and light,

Like the violin, when



Learn Grammar Prepositions of Time

Pedro listens to slow music at night.

When does Amanda listen to slow music? She listens in the morning.



Choose one of the girls. Your partner asks questions to guess.

Saturday

in the afternoon in the morning in the evening

Sandy

Morning: practice the piano

Afternoon: lunch with Grandma

Evening: trumpet lesson

Imani

Morning: practice the piano

Afternoon: lunch with Mom and Dad

Evening: dance lesson

Does she go to her trumpet lesson in the evening?

Yes, she does.

It's Sandy.

Ask your partner about Saturdays.

What do you do in the morning?

Communicate

Words

Listen and point to the words. Listen again and say the words. 12-43





proud

smile

nervous







yawn

unhappy

cry

Think about the words in \bigcirc and add them to the chart.

| Feelings | Actions |
|----------|---------|
| 1 proud | 1 |
| 2 | 2 |
| 3 | 3 |
| | |

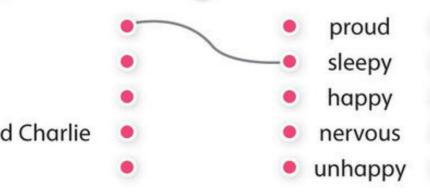
Listening



Think When do you get nervous?

- Listen. Why are the students practicing music? 1 2-44
- Listen again and match. 1 2-45







smile

yawn

clap

run away

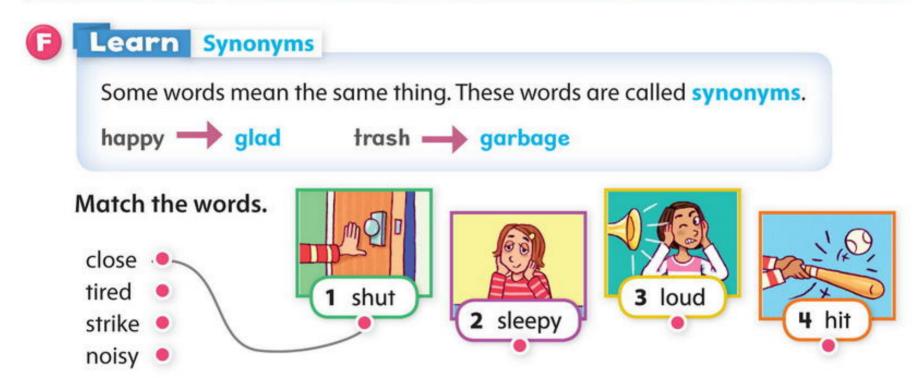
cry

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. (1) 2.46



Word Study



Write

Think about a piece of music. Tell your partner about how it made you feel. Now write about it in your **Workbook**. page 117

Speaking: Giving Opinions • Synonyms Unit 13 135





I think music can make us feel happy and excited.

I think music can make us imagine things, like the weather.





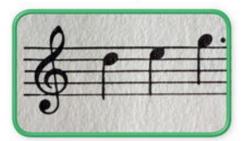
Get Ready

Words



🔼 Listen and point to the words. Listen again and say the words. 🕥 3-02





notes



wait



worried



the flu



tears



solo



hummingbird



record



musician

- Write the words to complete the sentences.
 - 1 This _____ has beautiful feathers.
 - 2 I sometimes _____ a long time for the train.
 - 3 When a _____ plays an instrument alone, he or she plays a ______.
 - come out of our eyes when we cry.
 - 5 Musicians often look at ______ on paper when they play.
 - 6 I am often _____ before an important test.
 - 7 When people get ______ they feel awful.
 - 8 We _____ songs so that we can listen to them later.

PREVIEW

Before You Read



hink Does your school have concerts? What's your favorite musical instrument?

(3)

Learn Characters

All stories have characters. Characters are the people, animals, or things that are in the story. There are main characters and secondary characters.

Main characters are the most important characters.
The story is about them.

Secondary characters aren't as important as the main characters.

Laura and her baby sister, Clara, are listening to some soft and slow music. Laura loves the low notes. She feels calm. Clara falls asleep.

Main character: Laura Secondary character: Clara

Read the story. Write the names of the characters.

Sammy plays the trumpet but he doesn't like to practice. He plays a piece of music for his teacher, Mr. Green. The music is loud and awful. His teacher is unhappy. Sammy practices every day now.



- 1 Main character: _____
- 2 Secondary character:
- The title of the story is "Olga's Flute." How do you think Olga feels when she plays her instrument?

Olga's Flute

This story is realistic fiction. Realistic fiction is a story that isn't true, but it could happen.



Beth Cody Kimmel is a children's book writer. She lives in New York.





Olga's Flute

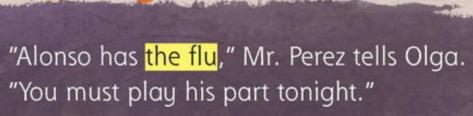
When Olga plays her flute she feels many things. High and slow notes make her feel happy and the low long notes can make her feel sleepy. When Olga plays a fast tune, she feels like she is flying.

Olga's school is having a big concert tonight. Olga plays second flute, so if the first flute player gets sick, Olga can play his or her part.

Think

Which character is in this part of the story?

Today Olga goes to school early for extra practice. Her music teacher is waiting for her.



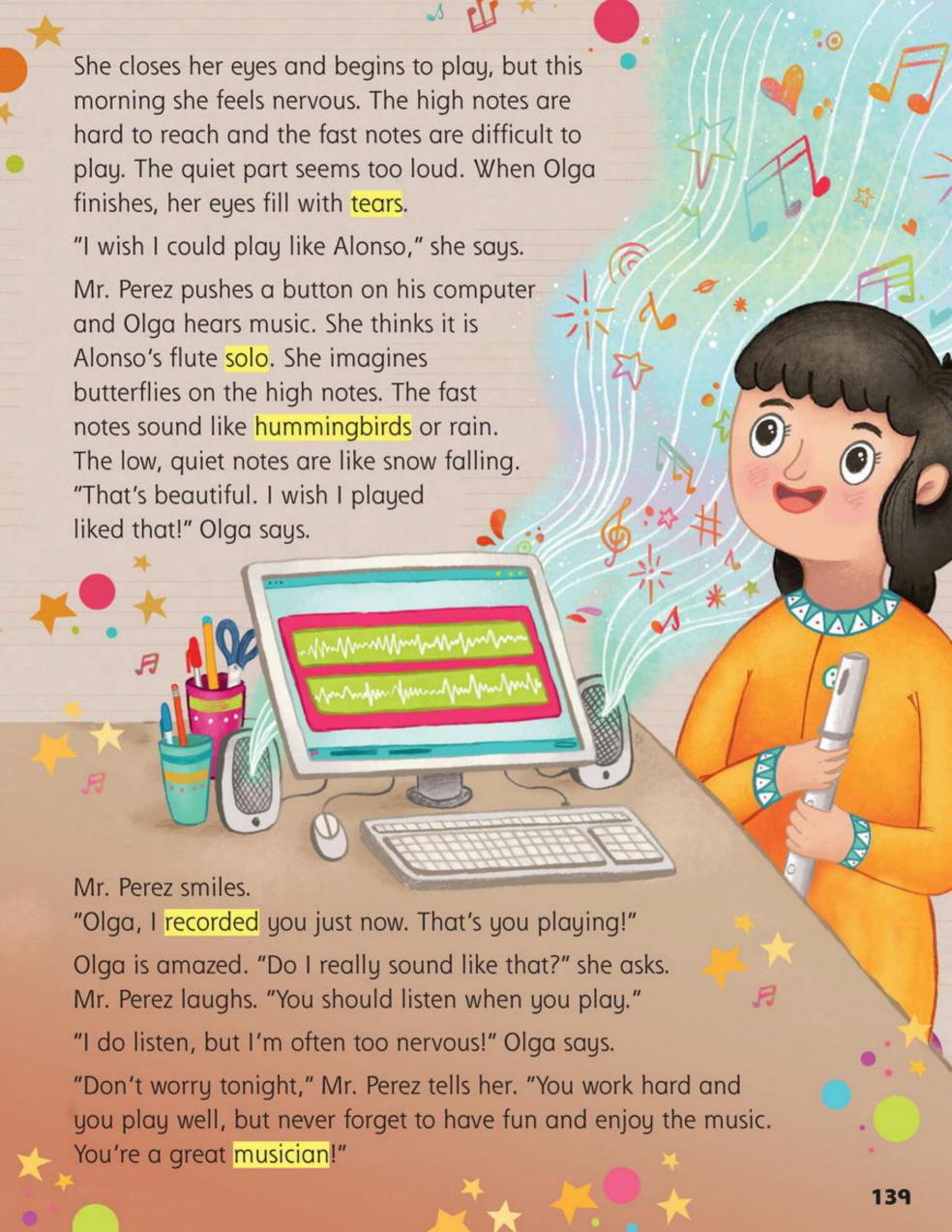
Olga is very worried. "Alonso is the best flute player in the school," she says. "I'm not good enough."

Mr. Perez smiles. "You practice every day, Olga," he tells her. "Alonso plays well, but so do you. Please try, Olga."

Think

Which character is in this part of the story?





Understand



Comprehension

| Thi | inl | What do you like about the story | ⁄? Check (√). | Why? Give o | one reason. |
|-----|--|--|---------------|-------------|-------------|
| | 1 | How Olga feels when she plays her flute | | | |
| | 2 | Mr. Perez records Olga. | | | |
| | 3 | Olga knows that Mr. Perez recorded her music. | | | |
| A | Ask and answer the question. What's your favorite part? Mr. Perez plays Olga's music on his computer. I like that. | | | | |
| B | A | nswer the questions. | | | |
| | 1 | Who is the main character? | | | |
| | 2 | Who are the secondary characters? | | | |
| 0 | A | nswer the questions. | | | |
| | 1 | What notes make Olga feel happy? | | | |
| | 2 | Why does Olga have to play Alonso's part at the concert? | | | |
| | 3 | Does Olga think she plays Alonso's po | ırt well? | | |

Think What do you think?

1 Is Mr. Perez smart and kind? Why? Why not?

4 Does Mr. Perez think Olga plays Alonso's part well?

2 How does Olga play at the concert?

Grammar in Use

Listen and sing along. The Concert 1 3-04

Gus plays lots of instruments.

He practices each day.

He makes amazing music.

It's great to hear him play!

Last week Gus played the cymbals.

And then played the guitar.

Yesterday he played the trumpet.

His friends think he's a star.

Last night he played the piano. And then played the drum. This morning he played the tambourine.

He had a lot of fun.



Learn Grammar Adverbs of Time

This morning, Olga goes to school early for extra practice.

When did Mark go to music class?

He went yesterday morning.

Who is it? Ask and answer questions with your partner.



Key: practice the piano



listen to music



Tell your partner something you did yesterday and today.

Communicate

Words

Listen and point to the words. Listen again and say the words. 303.05













have lunch

give a concert

make a mistake

sign an autograph

talk to fans

do an interview

- Cross out the wrong answer.
 - 1 The popstar uses a pen to do this.
 - a talk to fans
- b sign an autograph
- 2 Mia and Bea do this at 12:00 every day.
 - a have lunch
- b give a concert
- 3 I don't like it when I do this. It makes me angry.
 - a make a mistake
- b have lunch
- 4 The teacher wants her class to do this with instruments.
 - a do an interview
- b give a concert

Listening



Think Are there concerts in your town?





- Listen again and number the activities in the order you hear them. Circle the feeling. 13-07
 - gave a concert

unhappy

nervous

did an interview

tired excited

signed autographs

proud

happy

made a mistake

calm

unhappy

Speaking

Imagine you're a musician. Tell your partner something you did and how you felt. Use the words in the boxes to help. 303 3-08



Writing Study



Learn Using And and But

We can put two sentences together to make one sentence. We use and when the ideas are similar and but when they are not.

I'm singing. I'm playing the piano. I'm singing and I'm playing the piano.

Aden is excited. I'm nervous. Aden is excited, but I'm nervous.

Use and or but to make one sentence.

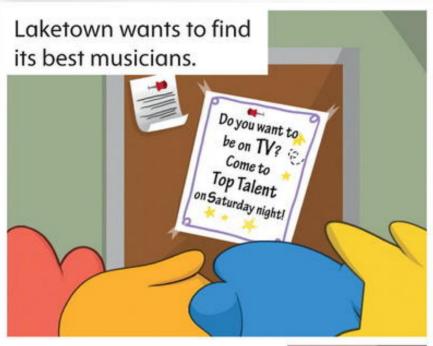
- 1 I can play the low notes. I can't play the high notes. I can play the low notes, but I can't play the high notes.
- 2 He talks to fans. He signs autographs.
- 3 We went to a concert. We didn't go to a ballet.



e Tell your partner about your favorite music and what it sounds like. Now write about it in your Workbook. page 125

Wrap Up

🛕 Listen and read along. 🕥 3-09







Gus practices every day.







Project: Make a Music Mobile

- Make a music mobile.
 - · Choose five things about music.
 - Write your feelings about them.
 - Draw or find pictures.
- Hang your music mobile in the room. Tell the class about one of the pictures on your mobile.



I like parades.
The music makes
me feel excited.



Walk around the room. Find one mobile that's the same as yours and one that's different.



Ben likes trumpet music, but I don't.

He feels excited, but I feel nervous.

Carrie and I like flute music
because it makes us feel calm.



In units 15 and 16 you will: WATCH a video about forces and movement. LEARN
about forces and
movement.

READ about two goats who didn't get along.





MAKE a forces





BIG QUESTION 8

What makes things move?

- Watch the video.
- Look at the picture. What do you see?
 - 1 Where are they?
 - 2 What are they doing?
- Think and answer the questions.
 - 1 Can a car move by itself?
 - 2 What things move slowly?
- Fill out the **Big Question Chart**.

What do you know about what makes things move?





Get Ready

Words



Listen and point to the words. Listen again and say the words. 10 3-10





push

pull

movement







ground

throw

speed







heavy

light

easy

- Circle the correct word.
 - 1 I did the math problems quickly. They were very ...
 - 2 The horse is fast. The tortoise can't chase it. because the ... of the tortoise is too slow.
 - **3** The farmers ... carrots out of the ground.
 - 4 Birds' feathers are very ...
 - **5** Farmers grow food in the ...
 - **6** The boy ... the ball to his friend.

a long



- a speed
- b movement
- a push
- b pull
- a heavy
- b light
- a landfill b ground
- a throws b catches

Before You Read



Think How far can you kick a ball? Can you pick up a big table?



Learn Cause and Effect

Remember, a cause is why something happens.

The **effect** is what happens after the cause.

Read the text. Write the causes and effects.

Chicks can't fly when they are very small, so parent birds get food for them. Chicks move their wings in the nest. Their wings get strong and when they get big, they leave the nest. They move their wings up and down and fly in the air.



| Effect |
|---------------------------|
| а |
| b Their wings get strong. |
| c They leave the nest. |
| d |
| |

Look at the title and headings on pages 150–151. What do you think the text is about?

PREVIEW

This text is an informational text. Remember. informational texts tell us about our world.

Physical Science





Forces



We see things move every day. We see people walking, birds flying, and leaves falling to the ground on a windy day. Things move in many ways. They move up and down, right and left, and over and under things. Look around your classroom. What things are moving?

Force

A force makes something move. A push is a force, and it moves something away from you. We push people on swings. A pull is a force, too, and it moves something toward you. We pull things in wagons. Can you name something you push and something you pull?





What's the cause of the wagon moving? What's the effect of the girl pulling the wagon?



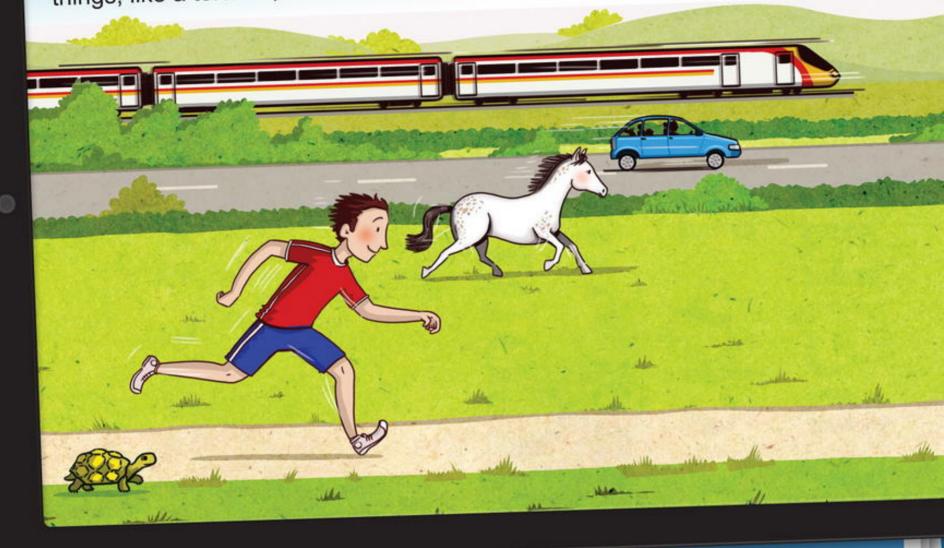
NOVANANT

A small force causes a small movement and a big force causes a big movement. When we use a small force to throw a ball, it doesn't go far. When we use a big force to throw the same ball, it goes a long way.

It is easier to move a light thing than a heavy thing. We can move a toy car with a small force because it's light. We need a big force to move a real car because it's heavy.

Speed

Speed is how fast things move. Some things, like a train, move fast and some things, like a tortoise, move slowly. Can you name some things that move fast?



A force can change the speed of things. When you push a door with a small force, it opens slowly, but when you push a door with a big force, it opens quickly.

Think

What's the cause of the door opening slowly?
What's the effect of the door being pushed with a small force?

The next time you see something moving, ask yourself, "What force is moving it, a push or a pull? Is the force small or big?"

Understand



Comprehension

Think What do you like about the text? Check (\checkmark). Why? Give one reason.

1 How force makes things move





2 Big and small forces cause different movements.





3 How force changes speed



Ask and answer the question.



What's your favorite part?

Heavy things need a big force to move them. I didn't know that.



Complete the chart. Write the cause or effect.

| s a small movement. |
|---------------------|
| |
| |

- Circle the correct answer.
 - 1 A force doesn't make things move.

True False

2 Push and pull are forces.

False True

3 A light object needs a big force to move it.

True False

4 A force can change the speed of things.

True False



Think What do you think?

- 1 What is heavy and needs a big force to move it?
- 2 Is it easier to push your father or your friend on a swing? Why?



Grammar in Use

Listen and sing along. The Horse, the Tortoise, and Me 🚳 3-12

A horse is faster than a tortoise, And a horse is faster than me. I'm slower than a horse, So what is slower than me?

A horse is bigger than a tortoise, And a horse is bigger than me. I'm smaller than a horse, So, what is smaller than me?

A horse is heavier than a tortoise, And a horse is heavier than me. I'm lighter than a horse, So what is lighter than me?



Learn Grammar Comparative Adjectives

A ball is lighter than a desk.

Is a desk heavier than a ball? Yes, it is.

What's slower than an airplane? A train is slower than an airplane.



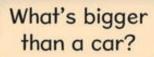
Look at the groups of things and compare them with your partner.



















A bus is bigger than a car. Is a truck bigger than a bus?

Look around the room. Compare things with your partner.

Is a book bigger than a chair?

Communicate

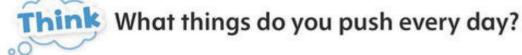
Words

Listen and point to the words. Listen again and say the words. <a>3) 3-13



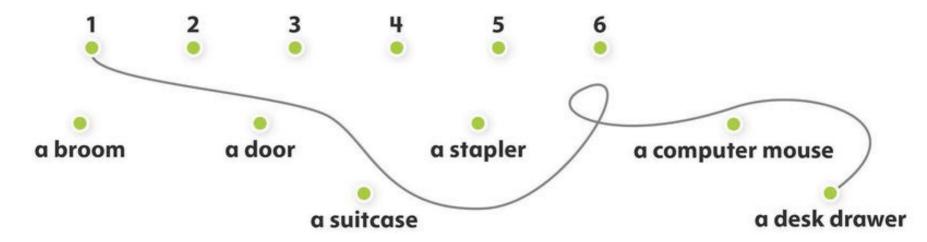
- Write the words from (A).
 - 1 We use this to keep the kitchen floor clean. broom
 - 2 We put clothes in this when we go on vacation.
 - 3 We can use this to go online or write an e-mail.
 - We push or pull this when we go in or go out.
 - 5 We put pencils, pens, notebooks, and papers in this.
 - 6 We can keep papers together with this.

Listening





- Compare the setting of the settin
- D Listen again and match. 3 3-15



Speaking

Listen and repeat. Then practice with your partner.

Use the words in the box to help. (3) 3-16



Word Study



Learn Antonyms

Some words mean opposite things. These words are called antonyms.

heavy \longrightarrow light nervous \longrightarrow calm

Write the antonym.

| 1 | safe | dangerous | 4 interesting | |
|---|-------|-----------|---------------|--|
| 2 | happy | | 5 polite | |
| 3 | loud | | 6 high | |



Tell your partner about something you push and something you pull.

Now write about them in your **Workbook**. page 135

Speaking: Offering to Help • Antonyms Unit 15 155





I think things move in different ways.

I think we can push and pull things to make them move.





Get Ready

Words

🔝 Listen and point to the words. Listen again and say the words. 🕥 3-17









stubborn

angry

goat

mountain









west east

forward

horns

wet

B) Circle the one that does not belong.

1 feel: **2** go up: a goat **3** see: 4 have:

angry

a hill

bird

a bird

stubborn

a mountain a book

stubborn

a goat horns

forward wet

mountain

west

fast

backward **5** go:

wet

hot

7 travel:

ground

west

wet

east

6 get:

forward

Before You Read



Think Are you sometimes stubborn? Is there a mountain near your town or city?



Learn Theme

Remember, the theme of a story is the most important thing the writer wants you to understand. The writer is often teaching something important.

Read the story. Then circle the theme.

It's a cold and rainy day and Josh can't play outside. His mom sees his sad face and says, "Let's make some fun things." They make a toy car and Josh pushes and pulls the car on the table.

"This is fun," he says. Then they make a toy boat. Josh pushes his boat across the water in the kitchen sink.

"This is fun, too," he says.

"Thanks for a great day, Mom."

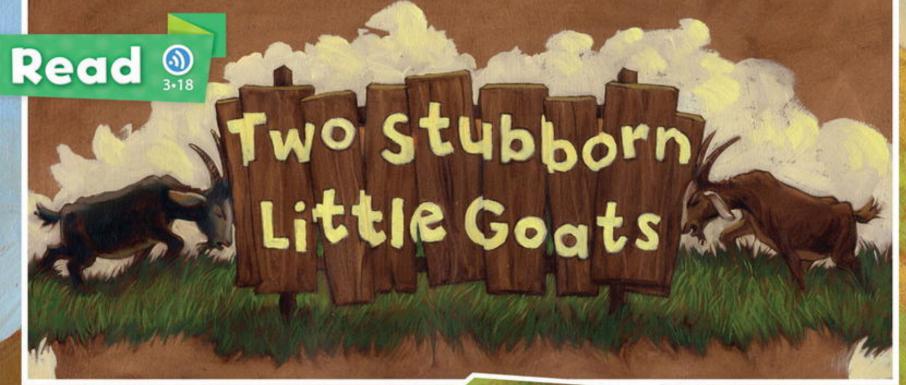


- a You can't play outside when it's rainy.
- **b** It's good to play inside with your mom.
- c It's good to think of things to do inside when it's rainy.
- The story on pages 158–159 is about two stubborn goats who don't get along. What do you think they fight about? Give one idea.



This story is a fable. A fable is a short story that teaches us a lesson.





A long time ago, a family of goats lived on East Mountain. Two of the brothers, Black Goat and Brown Goat, always fought about who was the best in the family. They were very stubborn: they never said "sorry" or "I'm wrong."



One day, they were on a small patch of the greenest grass on East Mountain. It was only enough for one goat. Brown Goat said, "I'm the oldest brother in the family, so I should eat the grass."

Black Goat said, "I'm the smartest brother in the family, so I should eat the grass."

They pushed each other with their horns. They pushed with the same force, so they didn't move forward or backward. They pushed for a long time and then they both got tired and fell down. Black Goat was angry so he moved to West Mountain.

There was a very narrow bridge between East Mountain and West Mountain. Every day Brown Goat crossed it to drink from the coldest water in the pond on West Mountain. Every day Black Goat crossed it to eat the juiciest grass on East Mountain. Brown Goat always crossed early, and Black Goat always crossed late.

One day, Brown Goat got up late so both goats were on the bridge at the same time. Brown Goat said, "Go back! I'm the oldest so I should cross first." Black Goat said, "You go back! I'm the smartest so I should cross first."

Think

What are the most important parts of the story so far?

They pushed each other with their horns. They pushed with the same force so they didn't move forward or backward.

They pushed for a long time and then they both got tired and fell into the river below the bridge.

The goats swam to the riverbank.

Then they slowly walked home to their mountains. They were angry, tired, wet, cold, and hungry. And that's what happens to stubborn little goats.

Think

What are the most important parts of the story?



Understand

Comprehension



Think

Think What do you like about the story? Check (\checkmark). Why? Give one reason.

1 Black Goat and Brown Goat push each other.



2 Black Goat moves to West Mountain.



3 Black Goat and Brown Goat get wet.



Ask and answer the question.



What's your favorite part?



They fall into the river. It's funny!

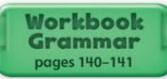
- Circle the correct theme of the fable.
 - a Brothers shouldn't be kind to each other.
- **b** People should share things.
- c Being stubborn doesn't make us happy.

- Answer the questions.
 - 1 Why didn't Black Goat and Brown Goat get along?
 - 2 Why didn't the goats move when they pushed each other?
 - 3 Did they like each other at the end of the story?



Think What do you think?

- 1 Why can it be bad to be stubborn? Give one reason.
- 2 Can you think of a good solution to Black Goat and Brown Goat's problem?



Grammar in Use

Listen and sing along. Two Brother Goats 🕥 3-19

Two brother goats lived high in the mountains.

Whose voice was the best?

Each goat tried to shout the loudest,

Louder than all the rest.

"Yo da lay hee hoo, yo da lay hey hoo!" Shouted one brother.

"Yo da lay hee hoo, yo da lay hey hoo!" Shouted the other.

"You're the quietest goat! I'm the loudest goat!" Shouted one brother.

"I'm the loudest goat! You're the quietest goat!" Shouted the other.





Learn Grammar Superlative Adjectives

I'm the youngest person in my family. Is the juiciest grass on East Mountain? Yes, it is.



Look at the pictures. Ask questions with your partner.

Is the man the oldest person?











Talk about your family with your partner.

My father is the biggest person in my family.

Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 3-20



basketball



soccer



tennis



baseball



hockey



golf

B Think about the words in and add them to the chart.

| 1 |
|---|
| 2 |
| |

Listening



Think What's your favorite sport?

- Listen. Which sport doesn't use a ball? 1 3-21
- D Listen again and write. 🕥 3-22



They're playing ...

1 _____

Speaking

Tell your partner about a sport you like. Act it out. Your partner guesses the sport. Use the words in boxes to help. 3 3-23



Writing Study

Learn Comparative and Superlative Endings When a word has one syllable, we add -er or -est. small - smaller - smallest When a word has more than one syllable and ends in a " \mathbf{y} ", we drop the "y" and add -ier or -iest. heavy \longrightarrow heavier \longrightarrow heaviest

Write the comparative and superlative.

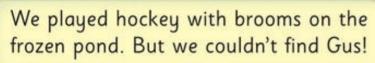
- 1 fast faster ______ **4** clean 2 funny _____ 5 hungry _____ 3 lonely _____ _ _ _ _ _ 6 healthy ____ _ _
- rite Tell your partner about the speed and movement in a sport you like to play. Now write about it in your **Workbook**. page 143

Wrap Up

🛕 Listen and read along. 🕥 3-24









We played basketball on the hard ground. We threw the ball to each other.



Then we wanted to play soccer.



We found the ball – and we found Gus! It was the best vacation ever.



Project: Make a Forces Poster

- Make a forces poster.
 - Write sentences about things that are easy and hard to push and pull.
 - Find or draw pictures.
- Put your forces poster on the wall. Tell the class about your poster.

The hat is easy to pull onto my head. The wagon is hard to pull.



Walk around the room. Look at the posters. Act out one of the actions on a poster. Your partner guesses.





Watch the video.



What did you learn about how things move?

Think more about the Big Question.



Complete the **Big Question** Chart.







- 🔼 Watch the video. 🔼
- Look at the picture. What do you see?
 - 1 What are the children doing?
 - 2 What are they using to make art?
- Continuous Think and answer the questions.
 - 1 What do you like to draw?
 - 2 Where can you see art?
- Fill out the Big Question Chart.

What do you know about art?



Get Ready

Words



Listen and point to the words. Listen again and say the words. 🕥 3-25











crescent

star

spiral

oval

straight









nature

collage

sculpture

pattern



Circle the correct word.



1 nature / spiral



round / oval



3 straight/star



4 plain / pattern



collage / sculpture



6 crescent / round



7 spiral/straight



8 painting/sculpture



9 star/round

PREVIEW

Before You Read



Think What shapes can you see in your classroom? What are your favorite shapes to draw?



Learn Text-to-Self Connection

When we read something, we can think about things in our lives that are similar to things in the text.

The story of two stubborn goats.

I am stubborn, too.

The text about rules.

My mom makes the rules at home.

Read the text. Think.

There's an interesting art park in New York. It only has sculptures. In good weather a lot of people come to the park. They enjoy the art and sometimes they have picnics.



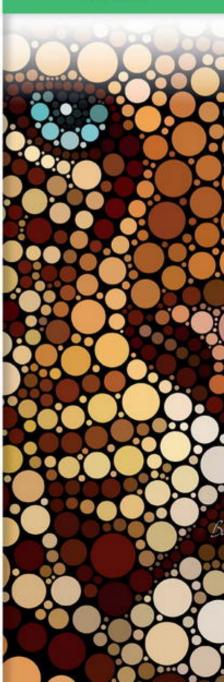
- 1 There's an interesting art park in New York. Think about what's in your city.
- 2 In good weather a lot of people come to the park. Think about what you do in good weather.
- 3 People enjoy the art. Think about what you enjoy.
- The text on pages 170–171 is about shapes. What shapes do you think are in the text? Think of five shapes.

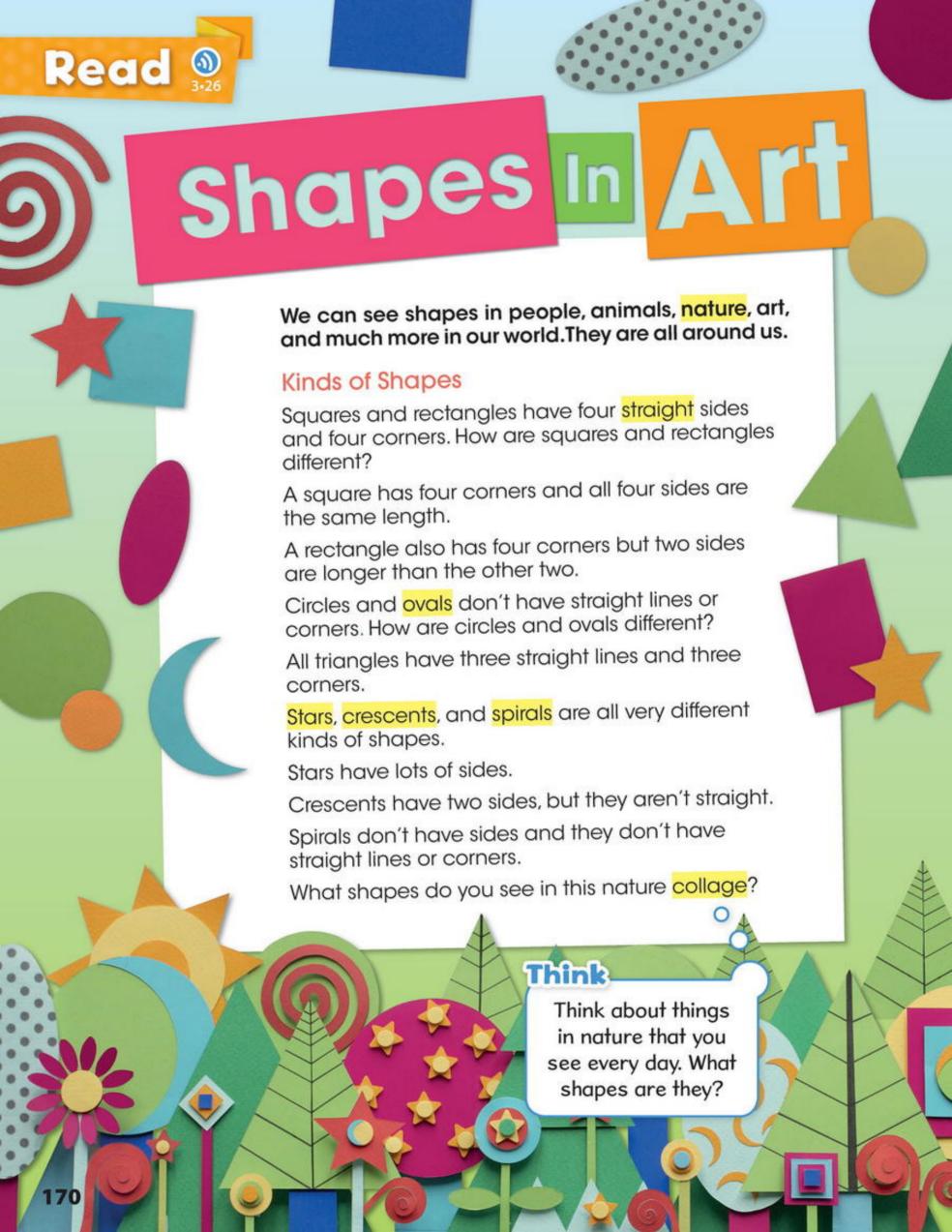
Shapes

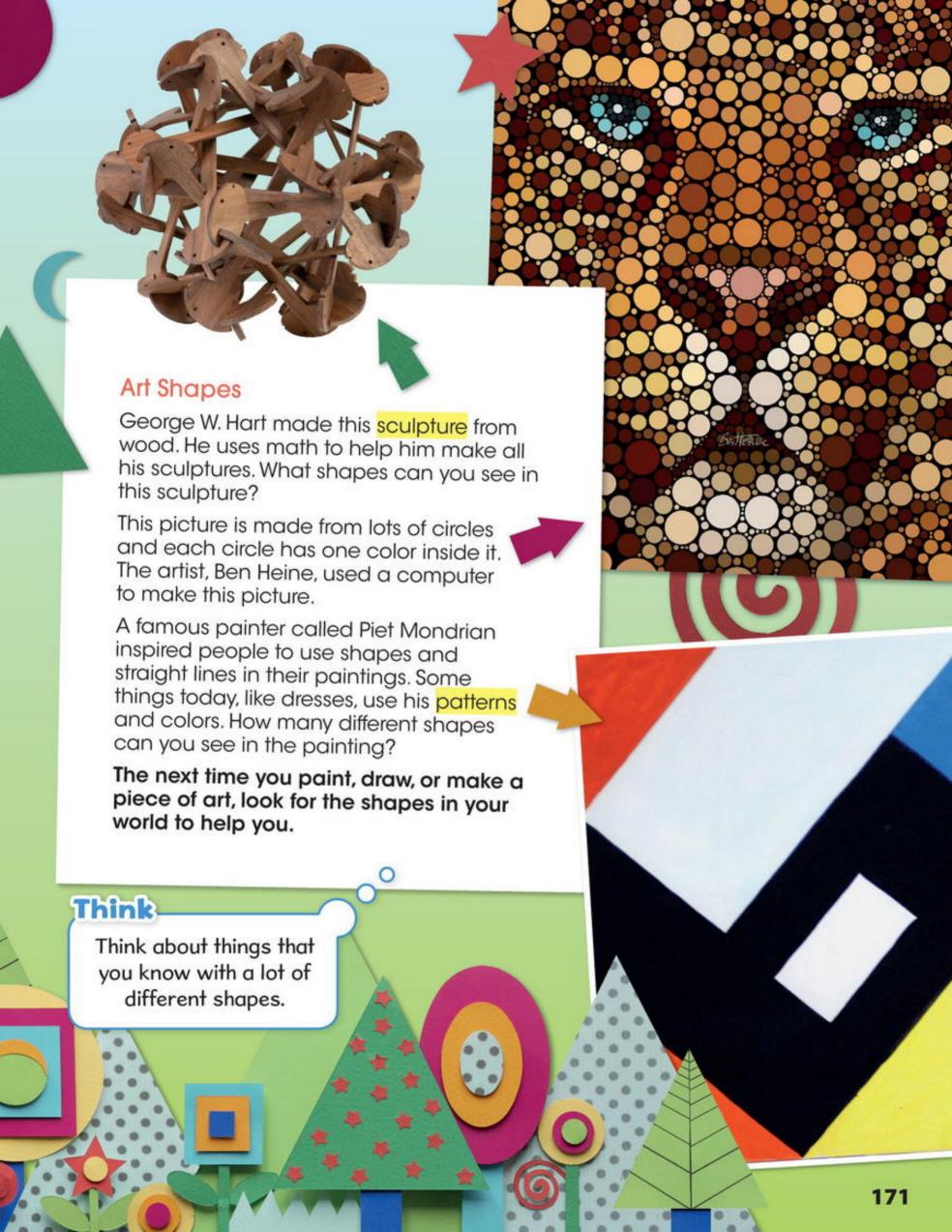
In this text we learn about shapes in art.

This text is an informational text. Remember, informational texts tell us about our world.

Art







Understand



Comprehension

Think What do you like about the text? Check (🗸). Why? Give one reason.

1 Different shapes
2 Shapes in nature

3 Shapes in art

Ask and answer the question.



What's your favorite part?

The leopard picture with circles. It's cool!



Read the clues. Write the shapes.

| 1 It has four corners, four straight sides, and all four sides are the same length. | square |
|--|--------|
| 2 It has three straight sides, three corners, and the sides can be different lengths. | |
| 3 It has no straight sides, no corners, and the shape is like an egg. | |

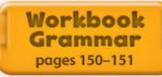
Answer the questions.

- 1 What shapes did Ben Heine use to make his picture?
- 2 What did George Hart use to make his sculptures?
- 3 What artist uses straight lines to make the shapes in his paintings?

Think

Think What do you think?

- 1 Were George Hart's sculptures easy to make?
- 2 Can we see shapes in all paintings?



Grammar in Use

Listen and sing along. Triangles 13-27

Your collage has green triangles, And yellow, orange, and blue. It has a pattern like a star, And it has some stickers too.

There is a lot of pasta, And a lot of paper there. But there aren't any spirals, Not a crescent, not a square. The triangles in your art work Are big and tall and small. But don't look for any ovals, That shape isn't there at all!





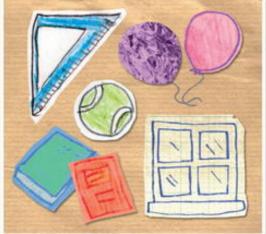
Learn Grammar Quantifiers

Things we can count There are a lot of shapes. There aren't any triangles. Things we can't count There is a lot of paper. There isn't any red paint.



Look at the shape collages. What can you count? What can't you count?







Look again at the shape collages. Practice with your partner.

There's a lot of snow in this collage. But there aren't any flowers.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a>3) 3-28













photograph

origami

drawing

mobile

oile oil painting

mosaic

Look at the things we use to make art. What kind of art is it?







1 mosaic



2



3



4 _____

5 _____

6

Listening

Think What do you like better, paintings or photographs? Why?

- Comparison of the Listen. Where is the boy taking photographs? (1) 3-29
- D Listen again and circle the correct answer. 🕥 3-30

They're talking about ...

- 1 a collage (a photograph) a drawing
- 2 a mosaic / a mobile / origami
- 3 a sculpture / a mosaic / an oil painting
- 4 a drawing / a photograph / an oil painting
- 5 a mobile / an oil painting / a mosaic
- 6 a drawing / a mobile / a sculpture

Speaking

Listen and repeat. Then practice with a partner. Use the words in the box to help. (3) 3-31



Word Study

| [Learn Homophones |
|--------------------|
|--------------------|

Some words sound the same but aren't spelled the same.

These words are called **homophones**. **flower** \longrightarrow **flour**

Write the homophones. 1 right _____ 4 road ____

won ate rode

2 one

5 two

be too write

3 eight

6 bee

oe too write **3** eight ______ **6** bee _____



Tell your partner about your favorite kind of art and the shapes you use. Now write about it in your **Workbook**. page 153

Speaking: Complimenting • Homophones Unit 17 175





I think there are different kinds of art.

I think we can use lots of different shapes to make art.





Get Ready

Words





- 📵 Look at 🙆 and write the words.
 - 1 Animals: ____crane___
 - 2 Things we can do: ______
 - 3 How things look:



- Complete the sentences. Write the words from <a>().
 - 1 The _____ are big in the sea today.
 - 2 The ball falls off the _____ of the table.

Before You Read



Think Do you ever draw pictures for the stories you write? What do you like to draw?



Learn Text-to-Self Connection

Remember, when we read something, we should think about things in our lives that are similar to things in the text.

Read the text. Then write sentences.

Finn loves art. He goes to art class on

Thursdays. Finn likes music, too, and he's good at it. One day in art class, he made a musical instrument collage. It was beautiful. He took the bus home. "Where's your collage?" asked his mom. "Oh, no!" he said. "I left it on the bus." He was really sad.



- 1 Think about what you like.
- 2 Think about what you're good at.
- 3 Think about things you forgot.
- In the story a girl makes a lot of paper animals. What kinds of animals do you think she makes?

PREVIEW



In this story we read about a little girl who likes to make things.

This story is a panel story. A panel story has a lot of scenes. Each scene has a picture and some words.



Susannah Appelbaum is the author of the famous Poisons of Caux series for young readers. She loves using her imagination to create fun, new worlds.



Read 🚳



Maki woke up early. Her room was quiet. Everyone was sleeping, even her little sister Akiko in the bed next to hers.

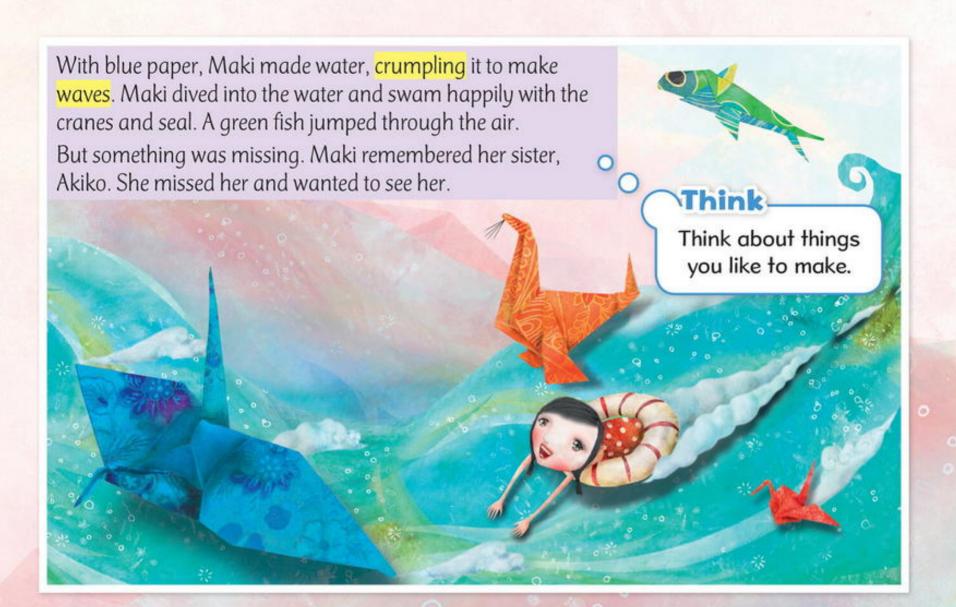
What could she do? I know, she thought. I can do orgami! On the table was some colored paper.



Maki got out of bed quietly. The paper was shiny, and there were a lot of colors.

Maki folded a red square, bending the paper in the middle and at the edges. She worked until it was done. Suddenly, it was a crane!

The crane looked lonely, so she made She made an orange seal. Seals like to play, another—this time a blue one. Soon she Maki knew, so she made him a purple ball. had a whole row of origami cranes! "Thanks," said the seal. And he rolled the "Would you like some friends?" ball back to her. They played and played Maki asked the cranes. until Maki had another idea. "Oh, yes!" said the cranes. "You can speak?" Maki laughed. "Of course. You're in our origami world now!" So Maki picked up more Think about animals paper. that you like.



Maki saw a sailboat. The boat came near, and Maki heard a voice.

"All aboard!" the voice said.

Maki looked up. It was her sister's voice! Akiko was awake and looking for her in the origami world. She <u>climbed</u> into the sailboat. "Hello, Akiko!," she said. Her new friends looked at her from the water, smiling.

In Maki's hands was one last piece of paper. It was golden. Maki folded it, threw it high into the air, and made a big, round sun.





Understand

Comprehension



Think

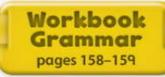
Think What do you like about the story? Check (\checkmark). Why? Give one reason.

| 0 | | | - | | |
|---|------------------------------|------------------|-------------------------------|---------------|-----------|
| 0 | 1 Maki makes origami cran | es and a seal. | | | |
| | 2 Maki plays in the water w | ith the animals. | | | |
| | 3 Maki misses her sister. | | | | |
| | 4 Maki makes a golden sun | • | | | |
| A | Ask and answer the question. | What's | your favorite | e part? | |
| | | | akes an orar s my favorite | | OP |
| B | Number the events in the | correct order. | | | |
| | Maki makes origami an | imals. 1 | Maki wake | es up. | |
| | Maki makes a golden s | un. | Maki enter | rs the origar | ni world. |
| | Maki plays in the sea. | | Maki sees | a boat. | |
| G | Answer the questions. | | | | |
| | 1 When Maki woke up wha | t did she see? | | | |
| | 2 What animals did she ma | ke? | | | |
| | 3 Why did Maki get onto the | e sailboat? | | | |

Think

Think What do you think?

- 1 Did Maki really have this adventure?
- 2 Do we need a lot of toys to have fun?



Grammar in Use

Listen and sing along. Let's Paint Together 🕥 3-34

Do you have any green paint? No, but I have some blue.

How much blue paint do you have?

A lot - here's some for you.

Let's paint together - art is fun to do!

Do you have any paper? Yes, and paintbrushes, too. How many paintbrushes do you have? A few - here's one for you.









Did Maki have any pencils? No, she didn't.

How many seals were there? There was one seal.

How much paper was there? There was a lot of paper.



How much is there? How many are there? Practice with your partner.

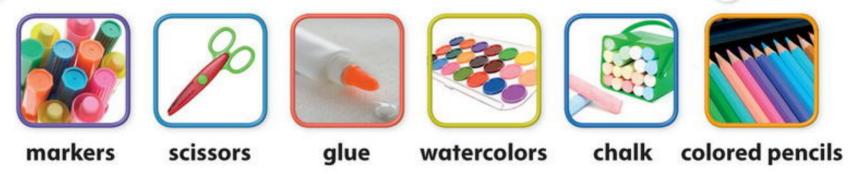


Look around the classroom. Ask your partner about the things you can see.

Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 3-35



Think about the words in (a) and add them to the chart.

| to draw | Don't use to draw | | |
|---------|-------------------|--|--|
| 3 | 1 | | |
| 4 | 2 | | |
| | 3 4 | | |

Listening

Think What art do you make at home?

- Contact Listen. What does Grant make? (1) 3-36
- D Listen again and check the things they use or need. Then circle. 🕥 3-37



Speaking

Describe a piece of art. Ask a partner to guess what kind of art it is. Use the words in boxes to help. (1) 3-38



Writing Study



We use **commas** in a sentence to separate three or more items in a list.

My sister bought glue, a box of markers, colored pencils, scissors, and chalk.

Write commas in the sentences below.

- 1 You can take a bus a train or an airplane.
- 2 My sister made ice cream with cream salt sugar and peaches.
- 3 The students were hungry thirsty and tired.
- 4 My friend is friendly polite and thoughtful.



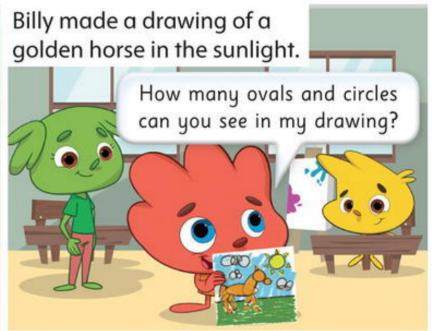
Talk about the art tools you usually use in your art projects. Now write about them in your Workbook. page 161

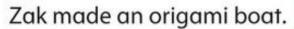
Listen and read along. 303-39



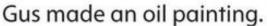














Project: Make an Art Report

- Make an art report.
 - · Choose a favorite piece of art and write about it.
 - · Bring or draw a picture of it to show the class.
- Put your art report on the wall. Tell the class about the piece of art.



I like this painting because of all the different shapes and colors.

Walk around the room, Look at all the reports. Find one you like. Tell your partner.



The Starry Night Report

I like this painting very much. It's called The Starry Night. It's an oil painting. Vincent Van Gogh painted it in 1889. I like the shapes in the painting. The stars are circles, the moon is a crescent and the clouds are spirals. I think the colors are beautiful, too.



I like the mosaic in Maria's report. The shapes are very interesting.



Watch the video.



What did you learn about how we make art?

Think more about the Big Question.

Complete the **Big Question** Chart.



Playscript 1



Bandar, the Greedy Monkey

Characters (19 + total): Bandar (the monkey), Baker, Candy maker, Gardener, Cook, Narrators x10 (holding signs), Chorus 3+ **Props:** signs for The Town, Bakery, Garden, Restaurant, Candy Store

Bandar sits by the tree on the left of the stage. The **Narrator** enters holding the **Town sign** and stands on the right of the stage.

Narrator: This is a play about Bandar, a very greedy, little monkey. Bandar lives in

the woods near a small town.

Bandar: I'm very bored and I'm very hungry. What can I do?

Bandar looks around and sees the town.

Aha! I have a good idea.

Bandar runs to the Town sign, then walks around the stage.

Narrator: Bandar goes to the town. He walks around the town and sees a bakery.

The **Narrator** holds up the **Bakery sign** and the **Baker** holding a plate of cookies enters.

Bandar: Cookies, cookies, I can see.

Cookies, cookies, more than three.

Cookies, cookies all for me.

Bandar grabs some cookies, then runs away, eating cookies as he runs.

Chorus: Bandar is greedy as can be. He stole fifteen cookies as you can see.

The Baker chases Bandar.

Baker: You greedy, little monkey. I had thirty cookies. How many do I have left?'

Narrator: You have fifteen cookies left.

The **Narrator** holds up the **Garden sign** and the **Gardener** enters. The **Gardener** digs up some carrots in the garden.

Bandar: Carrots, carrots, I can see.

Carrots, carrots, more than three.

Carrots, carrots all for me.

Bandar grabs some carrots, then runs away, eating carrots as he runs.

Chorus: Bandar is greedy as can be. He stole sixteen carrots as you can see.

The Gardener looks at his carrot patch, then chases Bandar.

Gardener: You greedy, little monkey. I had sixty carrots. How many do I have left?

Narrator: You have forty-four carrots left.

The **Narrator** holds up the **Restaurant sign** and the **Cook** holding a plate of sausages enters.

Bandar: Sausages, sausages, I can see.

Sausages, sausages, more than three.

Sausages, sausages all for me.

Bandar grabs some sausages, then runs away, eating sausages as he runs.

Chorus: Bandar is greedy as can be. He stole twelve sausages as you can see.

The Cook chases Bandar.

Cook: You greedy, little monkey. I had forty-two sausages. How many do

I have left?

Narrator: You have thirty sausages left.

The Baker, Gardener, and Cook enter and chase Bandar. Then they all leave the stage.

Narrator: The baker, the gardener, and the cook are angry. They chase Bandar

all over town.

The Narrator holds up the Candy Store sign and the Candy maker enters.

Candy maker: How can we catch greedy little Bandar?

Narrator: The candy maker has a very good idea!

The Candy maker puts two jars on the stage and leaves. Bandar enters.

Bandar: Candies, candies, I can see.

Candies, candies, more than three.

Candies, candies all for me.

Bandar puts his hands in the jars and grabs as much candy as he can. The Candy maker enters.

Candy maker: You greedy little monkey! Let go of the candies and you

can run away!

Bandar tries to get his hands full of candy out of the jars.

Bandar: No! No! I want the candies.

Candy maker: Silly, greedy monkey! I can catch you now!

Chorus: Bandar is greedy as can be. He doesn't let go as you can see.

Narrator: The candy maker catches Bandar.

Candy maker: Back to the woods you go. And NEVER come back to town again,

you silly, greedy little monkey.

The Candy maker and Bandar leave the stage.

Narrator: And Bandar the greedy monkey never went to that town again.

Everyone enters.

Narrator: The lesson of this story is ...

Everyone: It's not good to be greedy. It's not good to steal.

Playscript 2



Two Stubborn Little Goats

Characters (21 total): Mother Goat, Father Goat, White Goat, Black Goat, Brown Goat, **Narrators:** Up to 16

Props: cardboard goat masks, cardboard cutout for small patch of grass, cardboard cutout bridge, (cardboard cutout river), cardboard cutout for a pond, signs for East Mountain and West Mountain

Mother, Father, and White Goat enter from the right. Brown Goat and Black Goat enter from the left.

Narrator: A long time ago, a goat family lived on East Mountain. Two of the

brothers, Black Goat and Brown Goat, always fought about who was

the best in the family.

Narrator: They were very stubborn and they never said "sorry" or "I'm wrong."

Chorus: Two very stubborn goats.

They fight all day long. Black Goat's always right. Brown Goat's never wrong.

Adult goats and **White Goat** move to the far right of the stage. **Brown Goat** and **Black Goat** move to the grass patch.

Narrator: One day, they were at a small patch of the greenest grass on East

Mountain.

Narrator: Only one goat could eat at a time.

Brown Goat: I'm the oldest brother in the family so I should eat the grass!

Black Goat: I'm the smartest brother in the family so I should eat the grass!

Brown Goat and Black Goat push each other with their horns. They don't move.

Narrator: They pushed each other with their horns. They pushed with the same

force so they didn't move forward or backward.

Narrator: They pushed for a long time and then they both got tired and fell down.

Black Goat and Brown Goat fall down.

Chorus: They pushed each other with their horns.

They pushed all day long. Black Goat's always right. Brown Goat's never wrong.

Black Goat gets up and crosses the bridge. He looks angrily at Brown Goat.

Narrator: Black Goat was angry so he moved to West Mountain.

Narrator: There was a very narrow bridge between East and West Mountain.

Brown Goat crosses the bridge, drinks from the pond, then returns.

Narrator: Every day Brown Goat crossed the bridge to drink from the coldest

water in the pond on West Mountain.

Black Goat crosses the bridge, eats from the grass, then returns.

Narrator: Every day Black Goat crossed the bridge to eat the juiciest grass on East

Mountain.

Narrator: Brown Goat always crossed early and Black Goat always crossed late.

Brown Goat and Black Goat both cross the bridge at the same time and meet each other in the middle.

Narrator: One day both goats were on the bridge at the same time. It was too

narrow for both goats to cross.

Brown Goat: Go back! I'm the oldest so I should cross first.

Black Goat: You go back! I'm the smartest so I should cross first.

Brown Goat and Black Goat lock horns and push each other. They don't move.

Narrator: They pushed each other with their horns. They pushed with the same

force so they didn't move forward or backward.

Black Goat and Brown Goat both fall off the bridge and into the river.

Narrator: They pushed for a long time. They both got tired and fell into the river

below the bridge.

Black Goat and Brown Goat swim to opposite riverbanks. They start walking slowly in opposite directions,

looking very angry.

Narrator: The goats swam to the riverbank. Then they slowly walked home to

their mountains. They were angry, tired, wet, cold and hungry.

Adult Goats and White Goat Chorus:

They pushed each other with their horns

And fell into the river.
Cold, wet and very tired
Look at the brothers shiver!

Brown Goat and Black Goat leave the stage.

Narrator: They went home. And that is what happens to stubborn little goats.

Everyone enters.

Chorus: Don't be stubborn like the goats

If you want to get along.

Don't think you're always right And you're never ever wrong!







198 Madison Avenue New York, NY 10016 USA

Great Clarendon Street, Oxford, 0x2 6pp, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

eBook Edition

ISBN: 978 o 19 4279680 Interactive ebook

ISBN: 978 o 19 4279703 Interactive ebook - app version

First published in 2014

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of correlate material:

odeptotions of copyright scaterists:

"Bears Always Share", "Don't Be Grabby, Gorilla", "The Ox Always Knocks", "Welcome, Ricky
Raccoont", from THE PLEASE AND THANK YOU BOOK by Barbara Shook Hazan, text copyright © 1974
by Random House, Inc. Used by permission of Golden Books, an imprint of Random House Children's
Book, a division of Random House, Inc. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House, Inc. for permission.

Oxford University Press would like to thank all of the teachers whose opinions helped to inform this series, and in particular, the following reviewers:

Egypt Samar Magdy Abdelfatah, Pioneers Language School; Sohair Saad, Orman Academy; Korea Seon young Heo, Junggye Wonderland; Pan Seob (Sean) Kim, Sean English Academy; So Young Kim; Yoo Mi Suh, YM English School; Mexico Ana Cristina Alahuf Hernández, Colegio Teresiano, Mérida; Esperanza Medina Cruz, Centro Universitario Francisco Larroyo; Gabriela Martinez, Escuela Tomas Alva Edison Primaria; Laura Catalina Guevara Medina, Instituto Edinburgh; Pedro Olmos Medina, Colegio Carlos Chavez; Oman Jane Meates, English Language Consultant; Turkey Duygu Kib; Doğa Schools; Ozlem Şeftalioğlu, Bursa Final Schools; Sibel Ulukoy, ITU Foundation Schools, Dr. Natuk Birkan Primary School; UAE Sandra Qazamel, Al Ma'arifa International School

illustrated characters Bilty, Dut, Gos and Layla, the Songs and the Wrap Up stories all by: Luispa Salmon/ Lemonade Illustration Agency

Illustratioss by: Wouter Bruneel/Andrea Brown Literary Agency, Inc. pp.57 (Tell Me a Story, Grandpa), 58, 59, 60 (Boy and Grandpa); Design pp.10-11/Anazing Animals text, photos where used credited separately), 50-51 (tablet, newspaper, ticket, background icons), 70-71 (food items), 72 (cookies), 90-91 (illustrations and textures), 151 (tablet), 170-171 (cutting mat background; Christiane Engle) Good Illustration Ltd pp.25 (rabbit), 45 (My Mixture Book), 65 (My Interview), 105 (My Rules Poster), 125 (My Tree Collage), 105 (My Forces Poster), 181 (Ex E beach, mobile, winter scene), 185 (The Starry Night Report); Finger Industries pp.69 (boy in glasses), 70-71 (hildren; Guy Francis/Shannon Associates, LLC pp.117 (A Juice Carton's Diary), 118, 119, 120 (juice carton); Sharon Hanner p.173 (Ex E shapes collages); John Haslam p.131; Cosei Kawa/Advocate-Art pp.177 (Origans), 178, 179, 180 (Maki); Dusan Lakicevic/Beehive Illustration pp.9, 17 (Ex D), 29 (Ex C), 37 (Ex D), 57 (Ex C), 69 (Ex C), 77 (Ex D), 89, 97 (Ex C), 109 (Ex C), 117 (Ex C), 129, 137 (Ex C), 149 (Ex C), 157 (Ex C), 169, 177 (Ex D); Marina Le Ray/Advocate-Art pp.77 (Bandar, the Greedy Monkey), 78, 79, 80 (Bandar, Ex B), 186; Helen Musselwhire pp.170-171 (Illustration and shapes); Garry Parsons pp.17 (Leo and Lily's Adventure), 18, 19, 20 (Leo and Lily), 149 (train, car, horse), 151, 152 (train, car, horse, boy); Marcin Piwowarski/The Bright Agency pp.37 (Let's Make (ec Cream)), 38, 39, 40 (Let's Make (ec Cream); Mark Ruffle pp.29 (polar bear and seas), 30-31; Jamie Smith/MB Artists pp.16, 22, 33 (Ex E), 15 (Ex C), 141 (Ex E), 53 (Ex E), 156, 161 (Ex E), 73 (Ex E), 176, 181 (fix E desk and paper); Susan Swan pp.109 (frees and flowers), 110-111 (illustration and title), 112 (rubbish truck and chimneys); Mike Terry/The Bright Agency pp.97 (The Please and Thank You Book Poems), 98, 99, 100 (bears); Scott Wakefield/Shannon Associates LLC pp.157 (Dyo Stubborn Little Goats), 158, 159, 160 (two goats), 188; Laura Wood/Good Illustration Ltd pp.137 (Olga's Flute)

Commissioned photography by: Graham Alder at MM Studios with illustrated backgrounds by Mark Ruffle: pp.12 (headshots), 13 (headshots) 15 (park scene), 20, 23, 25, 32 (headshots), 33 (BL headshot and BR headshot), 35 (kitchenseene), 40, 41, 43, 45, 52 (headshots), 53, 55, 60, 61, 63, 65, 72, 73, 75, 80, 81, 83 (classroom scene), 85, 92 (headshots), 93, 95, 100, 101, 103, 105, 112 (headshots, 113, 115, 120, 121, 113, 115, 120, 121, 123, 125, 132 (headshots), 135, 140, 143, 145, 152, 155, 160, 161 (BL headshot and BR headshot), 163, 165, 172 (headshots), 175, 180, 181 (BL headshot and BR headshot), 183 and 185.

Props maker: Charlotte Stevens pp.23, 85, 155 (passport) and 145.

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: Alamy pp.8 (feathers/Avakon), 8 (scales/Zoonar GmbH), 8 (frog/Derek Croucher), 10 (fish)Stocktrek Images, Inc.), 10 (eaglef/Walker/Photri Images), 11 (frog/Derek Croucher), 12 (fish)Stocktrek Images, Inc.), 13 (feathers/VkTOR FRAHLE), 13 (wing/imagebroker), 13 (hair/Hangon Media Works Private limited), 14 (starfish)dbimages), 14 (head/PetStockBoys), 14 (body/blickwinkel), 15 (snowflakef)ussi Pietarinen), 16 (bird/Danack), 16 (escape/Susan McWhinney), 16 (fight/David Osborn), 16 (worm/Phil Degginger), 16 (hunt/AfriPies.com), 22 (strong/Nigel Cattlin), 22 (patien/Paul Springett A), 22 (calm/Juniors Biklarchiv GmbH), 22 (fie ree/Image Source), 28 (freeze/Richard Levine), 28 (melt/Image Source), 28 (heat/Martin Muransky), 28 (solid/Aflo Foto Agency), 31 (branch/P)M Images), 32 (branch/P)M Images), 33 (puddle/macana), 33 (ice cubes/Givaga), 34 (balloons/Stuart Gregory), 34 (kettle/studiomode), 34 (popcom/Helen Sessions), 34 (icicle/Andy Selinger), 34 (candle/Lenscap), 35 (coffee/HG Delaney), 35 (carrots/Roy LANCSTAFF), 36 (freeze/mark phillips), 36 (plastic bags/Pashkov Andrey), 36 (pour/fony Cordoza), 36 (cream/foodfolio), 36 (salk/Catvel/Angela Hampton Picture Library), 48 (airplane/Antony Nettle), 48 (Internet/Ajith Achuthan), 54 (truck/David

Touchtone), 54 (motorcycle]Motoring Picture Library), 56 (clerk/lmage Source Plus), 56 (enter/Dan Atkin), 62 (couch/Winston Link), 62 (sink/Nikreates), 68 (test score/D. Hurst), 68 (left/lmage Source), 68 (balloon/Jon Helgason), 68 (candle/Ian Dagnall), 68 (lamp/photonic 15), 74 (macaroons/Emilio Ereza), 74 (clean/Susan Norwood), 74 (dirty/Arterra Ficture Library), 74 (full/Ictra Images), 76 (baker/Juice Images), 76 (bored/J) pixs), 76 (cook/john angerson), 76 (steal/Caro), 76 (dig up/Richard Peters), 82 (baby/Rubber/Ball), 83 (fruit/Tim Hill), 88 (lifeguard/Richard Splash), 96 (dig up/Richard Peters), 88 (take turns/Cultura Creative), 89 (lifeguard/Richard Splash), 90/91 (crossing guard/Janine Wiedel Photolibrary), 90 (clean up/Blend Images), 91 (lifeguard/Richard Splash), 91 (crossing guard/Dennis McKnight), 92 (crossing guard/Janine Wiedel Photolibrary), 94 (crossing guard/Dennis MacDonald), 94 (kitchen/paul eccleston), 94 (affetierta/Serzio Azenha), 94 (classroom/vanevu), iaien McKingini, 92 (crossing guarquennis MacDonald), 94 (chekingini, 94 (chekingini), 96 (grab/dk), 96 (put away/lob Ebbesen), 96 (thoughtful/VStock), 96 (knock/BlueBell), 96 (rude/OJO Images Ltd), 102 (ipad/D. Hurst), 102 (laptop/Sergio Azenha), 102 (camera/Sergio Azenha), 108 (reduce-empty/ Katharine Andriotis), 108 (sunlight/Vitally Pakhnyushchyy), 108 (trash/Peter Alvey), 108 (wood/Tristan Leverett), 108 (resources/Aurora Photos), 110 (FORGET Patrick/SAGAPHOTO.COM), 114 (tent/)udith Leveretti, 108 (resources/aurora Photos), 110 (FORGET Patrick/SAGAPROTOCCOM), 114 (fish)Cultura Creative), 116 (stationary store/liye Ubiquitous), 116 (machine/Roger
Eamber), 116 (diaryflan Dagnall), 122 (alarm clock/Denys Prokofyev), 128 (right/loger ashford),
128 (trumpet/Judith Collins), 128 (low/Lebrecht Music and Arts Photo Library), 128 (high/James Davies),
130 (singing/Blend Images), 132 (singing/Blend Images), 134 (laugh/MB), 134 (unhappy/D. Hurst),
134 (yawn/MB), 134 (nervous/RubberBall), 136 (solo/Blend Images), 136 (wait/mauritius images GmbH),
136 (worried/YAY Media AS), 142 (hunch/Tetra images), 142 (concert/image/broker), 142 (mistake/Radius
Images), 148 (light/Tobias), 148 (ground/Martin Lladó/Gaia Moments), 148 (publ/PhotoAlto). 148 (movement/Nicholas Burningham), 150 (push/lan M Butterfield 1001 [BE]), 154 (mouse/Keith Leighton), 154 (suitcase/Tony Cordoza), 154 (door/Zoonar GmbH), 154 (drawer/MIXA), 156 (angry/MBI), 156 (goat/lan Wray), 156 (stubborn/PHOVOIR), 156 (mountain/blickwinkel), 161 (man/MBB, 162 (equipment/foe Belanger), 162 (baseball/flene MacDonald), 162 (golf/moodboard), 168 (collage/GLC 162 (equipmentifice Belanger), 162 (baseball/llene MacDonald), 162 (golf/moodboard), 168 (collage/GLC Pix), 168 (sculpture/Alex Segre/), 168 (nature/Johner Images), 168 (spiral/YAY Media AS), 168 (star/Aydin Buyuktas), 168 (strat/pt/All Canada Photos), 168 (window/Clearviewimages RF), 168 (sculpture head/Johnny Jones), 171 (painting/RIA Novosti), 172 (painting/RIA Novosti), 174 (photograph/D. Hurst.), 174 (prigami/Akihito Yokoyama), 176 (golden/Andres Rodriguez), 176 (fold/YAY Media AS), 176 (shiny/Oleksiy Maksymenko), 182 (markers/FogStock), 182 (scissors/Zoonar GmbH), 182 (gile/Tetra Images), 182 (coloured pencils/Art Directors & TRIP), 182 (markers/Helen Sessions), Ardea p. 16 (pinecone/Pascal Goetgheluck); 16 (peck/Brian Bevan), 16 (berries/M. Watson), Ben Heine pp. 169 (leopard), 171 (deopard); Corbis UK Ltd pp.31 (puddle/Daniel Ammann/Reuters), 56 (visi/Steve Chenn), 102 (computer/Tetra Images), 164 (sor/fDavid Pu'u), 134 (smile/Bdith Held), 148 (pusl/Randy Faris), 164 (boy/Patrick Wittmann/cultura); Fotolia p.33 (soup/Jack Jelly); George W. Hart p.171 (sculpture); Getty Images pp.8 (salamander/Jasius), 8 (gills/Gail Shumway), 11 (panda/OTHK), 16 (creep/Kim Partridge/Partridge-PetPics), 22 (smart/Cyril Ruoso/JH Bditorial), 28 (liquid/Lta'), 31 (pan/Bob Ingelhart). Partridge PetPics), 22 (smart/Cyrii Ruoso(JH Editorial), 28 (liquid/, ta'), 31 (pan/Bob Ingelhart), 36 (mixture/Dave King), 42 (tea/Złatko Kostic), 42 (pasta/Chris Ted), 48 (letter/Steve Gorton and Karl 36 (mixture|Dave King), 42 (tea|Zlatko Kostic), 42 (pasta|Chris Ted), 48 (letter|Steve Gorton and Karl Shone), 49 (posting letter|Topical Press Agency), 50 (posting letter|Topical Press Agency), 51 (radio) Camerique Archive), 52 (radio) Camerique Archive), 54 (cable car (close up)[Justin Sullivan), 56 (arrive) Ira Block), 56 (check|Lane Oatey|Blue Jean Images), 68 (take away|Image Source), 74 (tiredhwe umst\u00e4 tter), 74 (hungry|Tomas Rodriguez), 76 (jar|Thomas Northcut), 76 (hide|JGU|Jamie Grill), 76 (greedy|Design Pics|Dean Muz), 76 (let go|Cultura|Igore), 88 (principal|Gary Conner), 88 (crossing guard|Carline Jean|Sun Sentine|McT), 88 (polite|stockstudioX), 94 (living room|David Papazian), 96 (pass|sozaijiten|Datacraff), 114 (ski|Karl Weatherly), 114 (camp|Bellurget Jean Louis), 114 (ride horse|Miodarg Gajic), 116 (rescue|altrendo images), 116 (carton|craftvision), 122 (time|Marco Marchi), 128 (wrong|Stockbyte), 128 (wolf|Mmphotos), 128 (sleepy|Christopher Hope Fitch), 128 (feelings-sad|ULTRA.F), 128 (feelings-happy|San Bdwards), 128 (excited|Blend Images|John Lund|Marc Romarelli), 130 (sleeping|Robert Dant), 134 (cry|by Dina Marie), 134 (prond|J and J Productions), 136 (record|Bob ingelhart), 136 (musician|Cultura|DUEL), 136 (teans/sudo takeshi), 136 (fillofom Grill), 142 (singilhart), 136 (musician)Cultura[DUEL], 136 (tears/sudo takeshi), 136 (flu/fom Grill), 142 (singins/Redhaus Photography), 142 (fans/AFP)Getty Images), 148 (heavy/MARIUS BECKER/AFP), 148 (throw/Roberto A Sanchez), 150 (pull/Michael Hitoshi), 154 (stapler/Stockbyte), 156 (forward/Thomas Winz), 156 (horns/ GUY Christian/hemis.fr), 156 (wet/Andreas Arnold), 162 (football/Steve Debenport), 162 (tennis/ GOT C.Instanjacinis.fr), 156 (wet/aintess Arriola), 162 (octoansisteve Debenbort), 162 (technis) STOCK4B), 168 (spring/Savushkin), 168 (star light/Katja Kircher), 174 (paper/MamiGibbs), 174 (mobile/ Daniel Box - dlox,tas), 176 (edge/Roc Canals Photography), 182 (watercolours/Andy Crawford), 182 (watercolours/Andy Crawford); Mary Evans Picture Library p.51 (stagecoach/Country Life/IPC Media Ltd/Mary); Oxford University Press pp.8 (skin/Digital Vision), 9 (g of Amazing/Digital Vision), 10 (g of Amazing/Digital Vision), 33 (tomato/Digital Vision), 48 (communication/Glowimages), 54 (boat/ Photodisci, 56 (poor)Chris Pancewicz), 56 (askjCareth Boden), 88 (librarian)Steve Hix), 96 (wash BlueMoon Stock), 108 (smokejRadius Images), 108 (landfill/Photodisc), 116 (recycling plant/Mar Photographics), 136 (hummingbird,William Leaman), 154 (broom/Dennis Kitchen Studio, Inc.), 162 (hockey/Photodisc), 162 (basketball,Brand X Pictures), 176 (climb)/Javier Pierim); Rex Features pp.28 (gas/WestEnd61), 142 (autograph/Aflo/Rex Features); shutterstock pp.8 (wings/Magnus Haese), 8 (fur/Skylines), 8 (eggs/dompr), 9 (parrot/Mircea BEZERGHEANU), 9 (A of Animals/Karen Katrjyan), 9 (a 8 (mjskynnes), 8 (eggs)dompri, 9 (partospance a BEZERGHEANU), 9 (to f Animals)Rairachnyi of animals/Rairachnyi Dmitry), 9 (m of animals/Aleksandar Mijatovic), 9 (m of animals/Aleksandar Mijatovic), 9 (m of animals/al lawless), 9 (s of Animals/Hric Isselee), 9 (A of amazing/Perig), 9 (a of amazing/Ohmega1982), 9 (i of amazing/Michal Ninger), 9 (m of Amazing/Eric Isselee), 9 (n of amazing/Flip Fuxa), 9 (z of amazing/Karen Katriyan), 10/11 (background) Amazingenic seerce, 9 (not amazingenip ruxa), 9 (cot amazingkaren karryyan), 1911 (okegrotta), 10 (n of amazingferic Isselee), 10 (n of amazingfilip fuxa), 10 (z of amazingfaren Karryyan), 10 (parrot/, Mircea BEZERGHEANU), 11 (a of animals/Karen Karryyan), 11 (a of animals/Nadezhda Bolotina), 11 (i of Animals/Mircea BEZERGHEANU), 11 (l of animals/Bairachnyt Dmitry), 11 (m of animals/Aleksandar Mijatovic), 11 (n of animals/Val lawless), 11 (s of Animals/Eric Isselee), 13 (furfjojof), 13 (scales/ Skynavin), 15 (birdhouse/satit_sribin), 15 (butterfly/Sari ONe al), 15 (jellyfish/bierchen), 22 (gentle/ Volodymyr Goinyk), 28 (ice/l i g h t p o e t), 28 (steam/Pat LaCroix), 28 (flow/jurra8), 33 (water/Pavle Loushkin), 33 (juice/victoriaKh), 33 (snowman/Smit), 33 (orange/Alex Staroseltsev), 34 (ice pop/Elena Schweitzer), 34 (balloon/pukach), 36 (closed/Simon Bratt), 36 (open/Simon Bratt), 36 (sugar/Africa Schweitzeri, 34 (balloonjpakach), 36 (closed/Sumon Bratt), 36 (open/Sumon Bratt), 36 (sugar/Africa Studio), 42 (meal/wolfmasteri3), 42 (salad/Africa Studio), 42 (vegetables/vanillaechoes), 48 (news/Etimages), 50/51 (girl/Aaron Amat), 51 (plane/pio3), 51 (tv/dotshock), 54 (cable car/vacclav), 54 (horse/B747), 54 (bus/Tupungato), 56 (sick/Rob Hainer), 56 (crowded/Rafael Ramirez Lee), 62 (chair/photosync), 62 (lamp/Phiseksit), 62 (clock/Mauro Carli), 62 (bathtul/Ttatty), 74 (thirsty/3445128471), 82 (monkey/LeonP), 88 (trafflic light/Tomasz Bidermann), 94 (swimming pool/Cheryl Casey), 96 (invite/Kris Jacobs), 102 (headphones/Alexander Demyanenko), 102 (tablet/vovan), 102 (cell phone/Berislav Kovacevic), 108 (land/Kevin Eaves), 114 (hike/Markus Mainka), 116 (shell/albund), 116 (blow/Monika Gniot), 108 (land/Kevin Eaves), 114 (hike/Markus Mainka), 116 (shellfalbund), 116 (blow/Monika Gniot),
116 (papen/Furtseff), 122 (week/vovan), 122 (nine/cromic), 129 (girl/Jacek Chabraszewski), 136 (notes/Andrew Gentry), 142 (interview/CarlaVanWagoner),
150/151 (background/Reinhold Leitner), 150 (girl rope/effe45), 151 (boy push/Pressmaster),
156 (compass/Carsya), 161 (baby/Ozgur Coskun), 168 (pattern/Mschal Ninger), 168 (eval/Benjamin
Albiach Galan), 168 (crescent/Georgios Kollidas), 168 (sunflowers/Fedorov Oleksiy), 168 (ruler/inxti),
168 (pattern/Arkady Mazor), 168 (collage/Valentina_S), 168 (moon/Albie Bredenhann), 174 (scissors/
Sergey Skleznev), 174 (camera/DeSerg), 174 (art materials/oil paints brush easel), 174 (drawing/Mike
Demidov), 174 (painting/CYC), 174 (mosaic/konmesa), 176 (waves/pfshots), 176 (seal/johan Larson),
176 (crane/Neil Bradfield), 182 (watercolours/Christopher Elweil), 182 (clalk/Diana Taliun),
182 (glue/3drenderings), 182 (scissors (yellow/green)/Vladvm), 182 (scissors (yellow/green)/Vladvm), 182 (chalk/daffodilred), 182 (pencils/Africa Studio), 182 (scissors (yellow/green)/Vladvm), 182 (chalk/daffodilred), Superstock Ltd. pp.8 (mammals/Biosphoto), 88 (clean up/
Clover), 148 (speed/Transtock), 150 (boxes/Flirt), 154 (boys/Fhotononstop); Zooid Pictures p.48 (text
message)

The Publishers would also like to thank the following for their kind permission to reproduce photographs and other copyright material:

Corbis pp.26 (hot spring, Iceland/Ragnar Th. Sigurdsson). 106 (Danum Valley, Borneo/Frans Lanting). 166 (making mosaic/Atlantide Phototravel); Getty Images pp.66 (boy with cherries/Fuse), 86 (girls playing/Purestock), 126 (girls playing music/Terry Vine), 146 (skiing/Adie Bush); Mary Evans Picture Library p.6 (African elephant/Pete Oxford).

Cover photo: Craig van der Lende/Getty Images

Cover illustration: Michael Slack

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible opportunity:



Creating young thinkers with great futures

Why should we take care of the Earth? How do we make art? What makes things move?

Oxford Discover uses Big Questions like these to tap into children's **natural curiosity** and enable them to ask their own questions, find their own answers, and explore the world around them.

This approach to language learning and literacy, supported by a controlled grammar and skills syllabus, helps children achieve **near-native fluency** in English.

Oxford Discover gives teachers the tools to develop children's 21st century skills, creating young thinkers with great futures.



Oxford > making digital sense



- Student Book
- Workbook
- Workbook with Online Practice
- Integrated Teaching Toolkit Teacher's Book Assessment for Learning CD-ROM **Bia Question DVD** Online Practice
- Class Audio CDs
- Picture Cards
- Poster Pack
- Oxford iTools: Digital Classroom Resources
- Oxford Discover Writing and Spelling
- Oxford Discover Grammar
- Parent website
- Teacher website



Lesley Koustaff

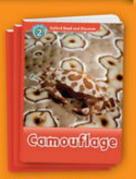


Susan Rivers

Recommended Readers

Oxford Read and Imagine





Oxford Read and Discover



as part of a 9-level course

UNIVERSITY PRESS

