

Welcome to Let's Take Off!

This book is made for Young Learners of English, to help them with literacy skills, vocabulary development, creativity and critical thinking.

Let's Take Off is organized in 5 Big Questions/ Units and one introductory Unit. All Units have the same structure.

The Theory Behind Let's Take Off

Introduction to Phonics and Vocabulary Development for Young Learners

Phonics and vocabulary are the building blocks of literacy and language development. For young learners, mastering these skills opens the door to confident reading, expressive communication, and a lifelong love of learning. This book is designed to make the journey of learning both exciting and meaningful by combining phonics instruction with engaging storytelling, thought-provoking questions, and creative activities. By intertwining these elements, we aim to create a dynamic and enriching learning environment that supports children's holistic development.

The Role of Phonics in Literacy Development

Phonics provides the foundation for understanding the relationship between sounds and letters, which is crucial for decoding and spelling words. By systematically introducing letter-sound correspondences and blending strategies, children develop the ability to read fluently and accurately. Phonics also helps learners recognize patterns, enabling them to tackle new and unfamiliar words with confidence. Through consistent practice, young learners build a strong connection between spoken and written language, which is key to their overall literacy.

Phonics is not just about rote learning; it's about empowering children to make sense of the world of words around them. This book uses a play-based approach to phonics, integrating games, rhymes, and fun exercises to ensure children remain motivated and eager to learn.

Big Questions and Storytelling for Language Development

Storytelling is a powerful tool for developing vocabulary and language skills. Stories captivate young minds, transporting them to different worlds and exposing them to a rich array of words and sentence structures. In this book, each story is accompanied by "Big Questions" designed to spark curiosity and discussion. These questions encourage children to think critically, make connections, and use new vocabulary in meaningful ways.

For instance, a story about animals might prompt questions like, “Why do you think the lion is called the king of the jungle?” or “How do you think the rabbit felt when it lost the race?” Such questions not only deepen comprehension but also stimulate children to articulate their thoughts and engage in conversation. Encouraging learners to retell stories, either in their own words or through simple dramatizations, further strengthens their grasp of language. By reimagining the narrative and embodying characters, children practice using vocabulary and expressions in context, enhancing their communication skills.

Art and Crafts for Motivation and Engagement

Art and crafts play a vital role in keeping young learners engaged and motivated. Activities like drawing scenes from a story, making puppets, or crafting letter shapes allow children to express their creativity while reinforcing phonics and vocabulary. Hands-on projects provide a multisensory experience, catering to different learning styles and helping children internalize concepts more effectively.

For example, after reading a story about a forest, learners might create a diorama of the setting using paper and natural materials. This activity not only reinforces vocabulary related to nature but also helps children connect visually and tangibly with the content. Through such creative tasks, learning becomes an enjoyable and memorable experience.

The Importance of Teacher-Led Story Reading

While technology offers a variety of ready-made audio resources, there is no substitute for the teacher’s live reading of stories. When teachers read aloud with expression, varying their tone, pace, and gestures, they bring stories to life in a way that captures children’s attention and imagination. Dramatization—using different voices for characters, mimicking actions, and emphasizing emotions—adds a layer of excitement that prerecorded audio simply cannot replicate. Teacher-led storytelling also allows for immediate interaction. Children can ask questions, predict outcomes, and engage with the narrative in real-time, fostering a deeper connection to the story. To support teachers, this book includes tips on dramatization techniques, such as how to use props, adjust vocal pitch, and involve the learners in interactive storytelling.

Encouraging Learners to Dramatize Stories

Involving learners in dramatizing stories is an excellent way to enhance their understanding and enjoyment of language. Children can act out scenes, use puppets, or even create simple scripts to perform. For instance, after reading a story about a farmer and his animals, the class can re-enact the tale, with each

child playing a character. This not only reinforces vocabulary but also builds confidence and teamwork.

Providing opportunities for children to use their imagination and take ownership of the story fosters a sense of accomplishment and joy in learning. By combining phonics, storytelling, art, and drama, this book aims to create an engaging and comprehensive approach to early literacy development.

References

1. Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. MIT Press.
2. Clay, M. M. (1998). *By Different Paths to Common Outcomes*. Stenhouse Publishers.
3. Gunning, T. G. (2013). *Creating Literacy Instruction for All Students*. Pearson.
4. Jalongo, M. R. (2004). *Young Children and Picture Books: Literature from Infancy to Six*. NAEYC.

Note: You can find all the links to the QR codes here. All listening activities should be first read out by the teacher, using dramatization techniques. All transcript are marked in **purple**. Learners can then act out the stories themselves.

Intro: Welcome to school! p. 6

Part 1: Colors p. 6

Story Time: Mouse Paint <https://www.youtube.com/watch?v=AjohJiyvA0Q>

A. Color in.

B. Time for Art! Let's make a collage in the style of 'The Snail' by Matisse! Use different colors to create your own snail.

C. Go on a color scavenger hunt. Draw the objects. p. 7

Part 2: Numbers p. 8

STORY: Mouse Count <https://www.youtube.com/watch?v=XJCV49gfa10>

A. Cut out the mice and act out the story.

B. Let's play Number Bingo! Fill in the boxes with different numbers from 1-20. Cross out the numbers you hear! p. 9

C. Number Relay Race. Run and pick up a number card. Bring it back to your team. Count up from 1 to that number. Then, tag the next player.

Part 3: Shapes p. 10

Story: Mouse Shapes <https://www.youtube.com/watch?v=094m6AMaDcU>

A. Color, cut and glue to make a mouse.

B. Listen, color and write the numbers. p. 10

transcript:

Color the circle red.

Color the triangle green.

Color the square blue.

Color the rectangle yellow.

Color the star orange.

Color the diamond pink.

Color the heart purple.

Now Listen and write the number in the correct shape.

transcript:

Write number 3 in the circle.

Write number 12 in the diamond.

Write number 18 in the heart.

Write number 20 in the rectangle.

Write number 11 in the square.

Write number 9 in the star.

Write number 13 in the triangle.

C. Draw a garden using shapes. What is in your garden? p. 11

D. Use the Tangram shapes to create an animal. Watch the video if you need help! <https://www.youtube.com/watch?v=wq5RB9s8u1M>

Part 4: School p. 12

Story Time: Pete the Cat, Rocking in my School Shoes

<https://www.youtube.com/watch?v=DrwvZuqKWEY>

A. What are some of the things Pete does at school? Draw pictures!

B. Find someone who ... **Walk around the classroom. Have your friends write their names in the boxes. p. 13**

B. Time to play School Sudoku. Fill in the missing school objects. p. 14

C. Let's play Pictionary. Choose a school object. Draw it on the board. Will your team guess the object in time? P. 15

D. Time for School Object Yoga! Listen and pose. p. 15

transcript:

Hello, everyone! Today we're going to do some fun yoga poses. Each pose will be like a school object. I'll count to five, and we will hold each pose. Are you ready? Let's start!

First, let's be a pencil. Stand tall with your feet together and reach your arms up high, like a tall, straight pencil. Ready? One, two, three, four, five. Great job! Now relax.

Next, we'll be a book. Sit down and cross your legs. Hold your hands open on your lap like a book. Ready? One, two, three, four, five. Wonderful! Now relax.

Now, let's be glue. Stand up and put your feet apart. Push your hands together in front of you, like you're squeezing a glue bottle. Ready? One, two, three, four, five. Fantastic! Now relax.

Time to be scissors! Stand with your legs wide apart. Stretch your arms out to the sides and then cross them in front of you, like scissors cutting. Ready? One, two, three, four, five. Awesome! Now relax.

Let's try the eraser pose. Sit down with your legs straight out in front. Reach for your toes and pretend to erase something. Ready? One, two, three, four, five. Excellent! Now relax.

Now, let's be a sharpener. Kneel on the floor and sit back on your heels. Put your hands on your thighs and twist your body to the side, like you're sharpening a pencil. Ready? One, two, three, four, five. Great! Now twist to the other side. Ready? One, two, three, four, five. Well done! Now relax.

Lastly, let's be a school bag. Stand up, bend forward, and let your arms hang down, like you're carrying a heavy school bag. Ready? One, two, three, four, five. Perfect! Now slowly stand up straight. Ready? One, two, three, four, five. Wonderful job! You all did amazing! Now let's sit down and take a deep breath together. Ready? One, two, three, four, five. Thank you for doing yoga with me today!

E. I Spy with my Little Eye... School Objects! How many do you see? Count and Color! p. 16

Time to reflect! p. 17

Which was your favorite story? How many stars do you give it?

Which was your favorite activity?

Unit 1: Animal Tales p. 18

BIG QUESTION: WHERE DO ANIMALS LIVE?

Fill in the concept map. Draw pictures.

1.1 The New Pet

A. Listen to the story. p. 19

You can watch a video with the story told by Maria Davou [here](#)

Mom: Alright, everyone, let's find a new friend today!	Staff: Welcome! We have many wonderful pets for you to adopt.
Dad: Oh, this dog is so beautiful! But it's too big for our apartment.	Mum: Look at the playful kitten! But it's too naughty.
Son: The hamster is so cute! Mum: But it's too dirty.	Dad: How about this bird? Daughter: It's so colorful! Son: But it's too noisy!
Mom: Aww, this fish is so pretty! Son: But it's too boring.	Mom: Aww, look at this rabbit! Daughter: It's so fluffy! Son: And it's just the right size for us. Dad: Welcome to our family, little Rabbit!

B. Listen and number the pets. p. 20

Transcript:

It is playful but it's naughty.

It is beautiful but it's big.

It is colorful but it's noisy.

It is pretty but it's boring.

It is cute but it's dirty.

It is fluffy and just right.

C. Your Turn! Which pet is just right for you? Why? Draw, show and tell p. 21

D. How many pets do we have? Write the numbers. p. 22

Now complete the graph. Use a different color for each column.

E. Animal Freeze Dance p. 23

When the music stops, listen for the name of an animal.

F. Freeze and pose like that animal.

Unlock Your Value! p. 24

I take care of my pet.

Think about your pet or the pet you'd like to have. What does this pet need?

1.2 The Friendship Tree p. 25

A. Listen to the story.

<p>Narration: Sammy the Squirrel lives in a tree hollow in a beautiful forest.</p>	<p>Bluey: What's wrong, Sammy?</p> <p>Sammy: I can't find my acorns anywhere, Bluey! They're not in my home!</p> <p>Bluey: Don't worry, Sammy! I'll get Ricky and Lizzy. We'll help you find them. Ricky! Lizzy!</p>
<p>Sammy: Hey, guys! I have lost my acorns!</p> <p>Ricky: Oh no!</p> <p>Lizzy: Don't worry! We'll help you look!</p>	<p>Bluey: I'll check on that tree!</p> <p>Ricky: Maybe they're under these leaves!</p> <p>Lizzy: Or in that bush.</p>
<p>Sammy: Thank you, friends! Thank you for helping me!</p> <p>Bluey: That's what friends are for!</p>	<p>Ricky: What's that noise?</p>

<p>Dotty: Oh, I'm sorry! I am just looking for some berries.</p> <p>Sammy: No problem! What's your name?</p> <p>Dotty: My name is Dotty.</p> <p>Ricky: Join us for a picnic, Dotty!</p> <p>Bluey: Come and sit next to me!</p>	<p>Narration: And so, with the help of his friends, Sammy found his acorns, had a wonderful picnic in the forest, and made a new friend, too!</p>
<p>Bluey: See you all later!</p> <p>Ricky: Take care, everyone!</p>	<p>Henry: Good night, Sammy!</p> <p>Sammy: Enjoy your evening, Henry!</p>

B. Listen, number and color. p. 26

Transcript

1. *They are big and brown. They have long legs and short tails. They can run fast.*
2. *They are small and brown. They have short legs and a very short tail. They can roll into a ball.*
3. *They are black, grey and white. They have long, striped tails. They can climb well.*
4. *They are small and blue. They have two legs. They can sing.*
5. *They are small and brown. They have short legs and a long, fluffy tail. They can stand on two legs.*
6. *They are long and green. They have short legs and a long tail. They can catch insects with their long tongues.*

B. What's next? Look and draw.

C. What's next? Look and draw p. 27

D. Look and cross or tick. p. 28

Let's talk! How are the two animals the same? How are they different?

E. Listen and draw. p. 29

Transcript

Draw two birds in the nest.

Draw a hedgehog under the tree.

Draw a squirrel on the tree.

Draw one acorn next to the squirrel.

Draw a lizard between the bushes.

Draw a raccoon in the tree hollow.

Draw a deer behind the bushes.

Draw some flowers in front of the tree.

Unlock Your Value! I help my friends. p. 30

Make your own friendship tree! How do YOU help your friends?

1.3 What is a habitat?

A. Look and listen. p. 31

Transcript:

A habitat is where an animal lives. Animals need food, water and a safe place to build their home. They find these things in their habitat.

Animals live in habitats on land and in water. Forests, rainforests, deserts and savannas are land habitats. Oceans, lakes and rivers are water habitats.

Habitats can be cold or hot. Some habitats are wet while others are dry. How many different habitats can you think of?

People sometimes change habitats. This is bad for the animals that live there. They cannot find what they need. We must help take care of habitats!

B. Do the Habitat Walk. Listen to the animal name. Go to the right habitat area while moving and sounding like the animal.

DISCOVERY DISPLAY p. 32

Choose your favorite habitat and make a Diorama!

You will need:

- A shoebox
- Paint and paintbrush
- White paper
- Markers
- Scissors
- Double-sided tape
- String
- Toy animals or pictures of animals

Steps:

1. Paint the inside of the shoebox to look like your habitat.
2. Draw and color things from your habitat on the white paper.
3. Cut out the pictures you drew.
4. Use tape to stick your pictures and animals inside the shoebox.
5. Use string to hang things if you want.
6. Show your diorama to the class and tell us about your habitat!

READING CORNER

A. Trace the letter. Color the pictures that begin with this sound. p. 33

B. Can you read the word and match it to the correct picture? p. 34

1. sit
2. pat
3. nap
4. nip
5. ant

C. Roll, Read and Cross. p. 35

D. What do you see? p. 36

Your turn! What animal do you see? Where is it?

Unit 2: Family Matters p. 37

Big Question: What Makes a Family Special?

A. Look at the picture. Answer the questions.

1. What do you **SEE**?
2. What do you **THINK** is going on?
3. What does it make you **WONDER**?

B. Think about your own family. Is it the same or different from the one in the picture? How?

2.1 Super Mum p. 38

A. Listen to the story.

Narrator: Meet Rosa, a super mum who can do it all!	Narrator: She's a master chef in the kitchen... Rosa: Oh no, not again!
Narrator: ...and an expert cleaner! Rosa: Teamwork, guys!	Narrator: Rosa is also a homework hero... Martin: Thanks, Mom!
Narrator: ...and a movie night magician! Ruby: This is the best!	Narrator: And when the day is done, she's the bedtime story queen! Rosa: Sweet dreams, my little superheroes!
Rosa (whispering): Even if it's just us three, we're the perfect team.	Narrator: Families come in all shapes and sizes, but what matters most is the love they share. Good night, Rosa!

B. What does Rosa do with her family? Draw and tell. p. 39

C. Who lives with you in your house? Draw, show and tell. p. 40

D. Imagine you're taking a selfie with your favorite family member. Who's in it?
p. 41

E. Super Mum is a Master Chef in the kitchen. Who is the Master Chef in your home? Which of their dishes is your favorite? p. 42

F. Time to play Chores Sudoku. Fill in the missing chores. p. 43

Unlock Your Value! p. 44

Families share the chores. How do you help your family? Draw in the heart.

2.2 Just the right job! p. 45

A. Listen to the story.

<p>Malik: Dad, why is your job so boring?</p> <p>Aisha: Yeah, why can't you have a cool job, like an astronaut?</p> <p>Malik: Or a Formula 1 driver!</p>	<p>Dad: Well, those jobs are a bit dangerous, don't you think? Besides, if I were an astronaut or a Formula 1 Driver, I would be away from home for a long time!</p>
<p>Malik: But you take us to school in the morning!</p> <p>Aisha: And you help us with our homework in the afternoon!</p> <p>Malik: You play football with us in the evening!</p> <p>Aisha: And you read us bedtime stories at night!</p>	<p>Dad: Well, I'm not going anywhere! I'm happy right here with you.</p> <p>Aisha: So are we!</p>
<p>Malik: It's okay, Dad. Mum has an exciting job anyway...</p> <p>Aisha: ...and we get to travel with her a lot!</p>	<p>Malik: Good morning, Mum!</p> <p>Aisha: Where did you fly from this morning?</p>
<p>Mum: London! And guess what? I will take you all flying with me next time!</p>	<p>Malik & Aisha: Yay! We have the coolest parents ever!</p>

B. What does dad Malik and Aisha's dad do every day? p. 46

What do YOU do every day?

C. Listen and color the stars. p. 47

Transcript

1. Purple - That's my grandmother. She is riding a horse.

2. Green - That's my brother. He is playing the guitar.
3. Brown - That's my mother. She's flying a plane.
4. Black - That's my sister. She's doing karate.
5. Red - That's my father. He is fishing.
6. Yellow - That's my grandfather. He's cooking.

D. Listen and number the pictures. p. 48

Transcript:

1. These are my **cousins**, Tom and Mary. They are **twins**. Look! They're riding their bikes!
2. This is me! I'm with my **parents**. We are building a sandcastle.
3. Look! That's me with my **uncle** and **aunt**. They are my father's brother and sister. We are playing a board game.
4. I don't have any **siblings**. I'm **an only child** but I don't mind. You see, my best friend lives next door and we have so much fun together. We love playing football in the garden.
5. This is my family. I have three **sons** and two **daughters**. We are a big family. In this picture, we are having a picnic.
6. Look! These are my **grandparents**. My grandma is playing the piano and my grandpa is singing.

E. What is their job? Listen. Cut and paste. p. 49

Transcript

1. Dad helps people when they are sick or hurt. He works in a hospital, wears a white coat, and helps people feel better.
2. Mum saves lives and fights fires. She wears a uniform with a helmet and carries a hose to put out fires. She works in a fire station and helps keep people safe.
3. Grandpa loves to sing and play music. He wears cool clothes and performs in concerts. He plays musical instruments, too.
4. Grandma loves to cook delicious food. She wears a hat and apron, and she uses pots, pans, and different ingredients to make tasty meals for people to enjoy.

5. My brother goes to school to learn new things. He wears a backpack and carries books, pencils, and notebooks. He listens to the teacher and does his homework to become smarter.

6. My sister loves animals and wants to help them. She wears a white coat and works in a clinic, taking care of pets and making sure they are healthy and happy. What job does the sister have?

Unlock Your Value! p. 50

I respect all jobs!

Every job, no matter how big or small, plays an important role in making the world go round. Which boring or uncool job do you think is the most important? Draw and tell!

2.3 Every kind of family p. 51

Transcript:

There are lots of different ways to be a family. Some families are big. Some families are small. Some families are the same color. Some families are different colors. Some families have one parent instead of two, while others have three or even four. Some families have children while others do not. Some families are quiet while others are loud. But all families love and help each other, and every family is special no matter what kind it is!

B. Think! What makes a family special? Read the Recipe for a Special Family. Use the icons to help you. p. 52

Now, write your own.

1. First,

2. Next,

3. Then,

4. Last,

DISCOVERY DISPLAY p. 53

Let's make a big class quilt to show how our families are special.

You'll need:

- Family Quilt Square
- Markers
- Tape

Steps:


1. Draw a picture of your family in the middle.
2. Answer the questions in the corners with words or pictures.
3. Decorate your square with different colors.
4. Cut out the large square.
5. Share your square with the class.
6. Stick all the squares together to make our class Family Quilt!

Reading Corner p. 54

A. Trace the letter. Color the pictures that begin with this sound.

B. Can you read the word and match it to the correct picture? p. 55

1. dog
2. on
3. can
4. kit
5. mat

C. Find the following words in the word grid. Words are hidden  and  . p. 56

D. Read and illustrate your favorite sentence. p. 57

Unit 3: Home Sweet Home p. 58

Big Question: Where do people live?

A. How many different types of homes can you see?

B. **THINK** about your home. Draw a picture of it. p. 59

PAIR up with a classmate and **SHARE** your drawing. Is your home the same or different from that of your friend? How?

3.1 Our New Home Adventure p. 60

A. Look and listen to the story.

<p>The Lovelies have just moved to a new home. The kids, Tim, Pat, and Don, are happy, and even their dog, Max, is barking happily. The movers will bring all their furniture tomorrow, so the house is empty.</p>	<p>The kids look around the empty rooms, and they soon get bored. They don't have any toys to play with, and there is nothing to do. Tim says, "I wish we had something fun to play with."</p>
<p>Dad has an idea. "Why don't we play a game? Let's imagine what we could fill each room with!"</p> <p>The kids are excited. "That sounds like fun!" Pat says.</p>	<p>So, they gather in the living room and start their game. "Okay, I'll start," Dad says. "Let's imagine this living room with a big trampoline instead of a sofa. We can bounce around all day!"</p> <p>"Wow, that would be great!" Don says.</p>
<p>Then, Pat goes next. "And what if the kitchen had chocolate fountains instead of sinks? We could dip everything in chocolate!"</p> <p>"Yum, I love chocolate!" Tim says. "My turn now!"</p>	<p>"What if the bedroom had a magical wardrobe that could take us to different adventures every time we opened it, like a new world each night?" Tim says.</p> <p>"How exciting!" Don replies.</p>
<p>"What's your idea, Don?" Tim says.</p>	<p>"Mmmm, I just want our home to feel warm and cozy," Mum replies.</p>

"What if there was rainbow-colored water in the bathroom and a giant bubble machine that filled the entire room with bubbles? We could swim in them and have a bubble party!" "It's your turn, Mum!" Pat says.

"But our home is already warm and cozy" Gran says with a smile. "It's filled with love and laughter from all of us being together."

Mum smiles. She looks at her family – Dad, Gran, Tim, Pat, Don, and Max – And with that, they all hug each other tightly, feeling thankful for their new home and the love that fills it. Their new house is the best place in the world, even without any furniture!

B. Match the dream room to the right family member.

C. Imagine it's your turn to play the game. Choose a room and draw the fun or silly things you would put in it. Share your drawing with the class. p. 62

D. Listen to the song 'Our House is a Wild Zoo'. Cut and paste the animals in the right place. p. 63

<https://suno.com/song/1ceffd1b-ee4d-46b9-8e69-a7ed9ed21d49>

Lyrics:

There's a koala in the kitchen
And a hippo in the hall
There's a cute dog in the dining room
But it isn't very tall.

Every room has a guest
An animal in its place
Our house is a wild zoo
With a smile on every face!

There's a bear in the bathroom
And a turtle in the tub
There's a buffalo in the bedroom

Playing with a toy sub

Every room has a guest
An animal in its place
Our house is a wild zoo
With a smile on every face!

There's a lion in the living room
And a tiger watching TV
There's a gorilla in the garden
Next to the flowers, can you see?

Every room has a guest
An animal in its place
Our house is a wild zoo
With a smile on every face!

E. You will play the Animal House Walk. p. 64

You will need:
Masking tape
Room labels

Steps:

1. Use tape to outline a house floor plan on the floor.
2. Label each room.
3. Play music.
4. Start walking around the different parts of the house.
5. When the music stops, freeze like an animal.
6. Your classmates will need to guess which animal is in that room.

F. Time to play Home Bingo! Choose 9 of the following objects and draw them in the boxes. p. 65

Listen to the teacher call out the names of different objects. If the object is on your card, mark it with an X. When you have marked all 9, shout "Bingo!"

Unlock your Value! I am thankful for my home. p. 66

Think: Close your eyes and think about what makes your home special and why you are thankful for it.

Draw: Draw the things that make your home special to you. It could be your family, a favorite room, a cozy corner, or a fun activity you do at home.

Share: Share your drawing with the class and explain why you are thankful for your home.

3.2 The Three Little Pigs p. 67

A. Look and listen to the poem.

Transcript-Poem:

The Three Little Pigs

Once upon a time in a faraway land

Three little pigs were a merry band

Until they were off to live on their own

As they were now old enough, as is well known.

The first little pig built a house out of straw

Then one day she heard a tap tap tap on her little green door.

'Little pig, little pig, let me come in,'

said the big bad wolf with a big bad grin.

Then he huffed and he puffed and he huffed some more

and down went the little pig's house of straw.

The second little pig built his house out of sticks

Then one day he heard a tap tap tap as the clock chimed six

'Little pig, little pig, let me come in,'

said the big bad wolf with a big bad grin.

Then he huffed and he puffed and use all of his tricks

and down went the little pig's house of sticks.

The third little pig built a house out of bricks

Then one day she heard a tap tap tap just like kicks.

'Little pig, little pig, let me come in,'

said the big bad wolf with a big bad grin.

Then he huffed and he puffed till his face turned red.

'My house is too strong,' then the little pig said.

'I'll come down the chimney,' the wolf yelled, 'Now!'

But the fire was lit and the wolf yelled, 'Ow!'

Then the wolf blew on his paws with a huff and a puff

and off he went home. He had had enough.

B. Listen to the statements. Clap your hands for 'YES' and stomp your feet for 'No'.

1. The story is about three little dogs.
2. In the story, there is a big, good wolf.
3. The first little pig built a house out of straw.

4. The second little pig built his house out of plastic.
5. The third little pig built a house out of bricks.
6. 'I'll come down the chimney,' the wolf yelled.
7. The fire wasn't lit.
8. The wolf was tired and went home.

C. Draw the houses the 3 little pigs built. Then retell and act out the story. p. 68

D. Watch the video and build an origami house. p. 69

<https://www.youtube.com/watch?v=8c3bJi2AUIU>

You will need:

Is your house ready? Time to test it! Can it hold the huffing and puffing of a wolf? Why? Why not?

E. Work in a group and design a Strong House for the Three Little Pigs. p. 70

You will need:

Various materials (cardboard, plastic, popsicle sticks, fabric, etc.)

Tape and glue

Scissors

Steps:

1. Design: Plan and draw a design for a strong house that could withstand the wolf's huffing and puffing.

Build: Construct your house using the materials you have chosen.

Test: Use a fan or blow on the house to see if it stands up to the wolf's huffing and puffing. Share the results with the class.

Unlock your Value! I work well in a group. p. 72

Reflect on how you worked with your group to build a strong house for the Three Little Pigs. How well did YOU do? Check the box that best shows how you feel about your participation.

3.3 A Home Called Earth p. 73

A. Listen to the text.

Transcript:

Hi! I'm Marco. I live in a cozy **house** with my family. Our house is on a quiet **street**. On our street, we have friendly neighbors and small shops. Our street is part of a beautiful **neighborhood**. In our neighborhood, there are parks and schools. Our neighborhood is in a **town** called Salerno. Our town is in Italy. Italy is a **country** with yummy food and beautiful places.

Italy is in **Europe**. Europe is one of the big parts of our planet, **Earth**. Earth is our home, where many people live in different places. From our house to the whole world, we all share this wonderful **planet!** This is our home!

B. Where does Marco live? Circle the correct answers. p. 74

C. Over to you! Where do YOU live? p. 75

DISCOVERY DISPLAY: Our Dream Neighborhood p. 76

You will need:

- Drawing paper
- Crayons or Markers
- Cardboard boxes
- Construction paper
- Glue
- Scissors

Steps:

1. 🏠 Imagine your Dream House.
2. 📦 Use a cardboard box to create your Dream House. Cover it with construction paper and decorate it with markers.
3. 🗺️ Design Neighborhood Blocks: Draw and design neighborhood blocks on large pieces of cardboard or poster board.
4. 🏠 Join all the houses to create a Class Dream Neighborhood. Place the 3D houses on the designed neighborhood blocks.
5. 🏙️ Add features like roads, trees, parks, pools, and small shops to your Dream Neighborhood.

Explore & Discuss:

🧑 Walk around the model and talk about the different parts of your Dream Neighborhood.

Reading Corner p. 77

B. Trace the letter. Color the pictures that include this sound.

B. Read the words and match them to the right pictures. p. 78

1. pet
2. sun
3. kick
4. rat
5. hot

C. Read, check and write. p. 79

D. Read the story. p. 80

I see a kid. It is Sam.

He is in the

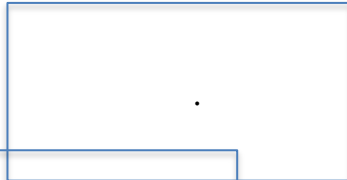


He is

Now write YOUR story. Who do YOU see? Which part of the house are they in?
What are they doing there?

I see a kid. It is _____ .

  He is in the



  He is



Unit 4: On the Go p. 81

BIG QUESTION: How do we travel?

A. Answer the Questions.

1. What do you see in the picture?
2. How many ways of traveling can you see in the picture?

B. Draw a picture of your favorite way of traveling. Share it with the class. p. 82

4.1 Mika's Big City Adventure p. 83

A. Look and listen to the story.

<p>Mika's friend moved to a big city and invited her to a party. Mika was excited! "A party in the big city! What fun!" she said.</p>	<p>But then she got worried, "How will I get there?" Mika thought about it. "I could fly on a plane. It's fast and safe!" she thought. But then she remembered, "There's no airport in Mouseville."</p>
<p>Mika felt sad, but she kept thinking. "I could take the train. It's fast and has seats," she thought. But then she remembered, "There's no train station in Mouseville either."</p>	<p>Mika had another idea. "I could walk," she said. "It's free, but it's too far and I'll get very tired."</p>
<p>Mika felt a little upset. "I might miss the party," she sighed.</p>	<p>But then she had a new idea. "The bus!" she said happily. "It's big and safe, and there's a bus stop near the school!"</p>
<p>Mika packed her small backpack with cheese snacks and a cozy blanket. "I may be small, but I am strong!" she told herself.</p>	<p>With a brave heart, Mika set off to the big city. She was ready for her adventure!</p>

B. Match the events to Mika's feelings. p. 85

How do YOU feel when you are travelling to a new place?

C. Listen to the poem. Tick the means of transport you hear. p. 85

transcript

On Our Way to School

It's a school day today.
What will we see on our way?

Will we see a big, red bus,
making a stop right next to us?

Or a taxi waiting on the bend,
To pick up someone, maybe a friend?

An ambulance might zoom past,
With its lights flashing, going fast.

Will we see a bike whizz by?
Or a helicopter up high in the sky?

A police car might drive near,
With lights and siren on, so we'd better stay clear.

Oh, I wonder what is out there today.
Let's go and see what's on our way!

D. How do we go to school? Write the numbers. p. 86

Now fill in the graph.

E. Help the School Bus get to school. p. 87

F. Time for Transport Yoga. Listen and follow the instructions. p. 88

Transcript:

Hello, everyone! Today, we are going to have fun practicing transport yoga poses. Listen carefully and follow along with each pose.

First, let's warm up. Stretch your arms up high, now touch your toes. Good job! Now, jog in place for a few seconds. Fantastic! Now, let's begin our transport yoga.

Let's start with the Car Pose. Sit down with your legs stretched out in front of you. Hold an imaginary steering wheel with both hands. Now, move the steering wheel left and right, like you are driving a car. Great job!

Next, let's do the Bike Pose. Lie on your back with your legs in the air. Now, pedal your legs as if you are riding a bike. Wonderful!

Now, let's do the Bus Pose. Stand up straight. Pretend to climb the steps of the bus by lifting your knees high, one at a time. Now, sit down and stretch your arms out to the sides like bus doors opening. Excellent!"

Time for the Train Pose. Stand with your feet together and your arms bent at the elbows, moving them in circles like the wheels of a train. Swing your arms back and forth in rhythm. Awesome!

Let's fly with the Plane Pose. Stand on one leg with your arms out to the sides like airplane wings. Tilt side to side as if you are flying. Fantastic!

Lastly, let's do the Helicopter Pose. Stand with your feet apart and lift your arms up over your head. Move your arms in a big circular motion like helicopter blades. Spin slowly in place. Great job, everyone!

Let's cool down with a few calming yoga poses. Sit back on your heels in Child's Pose. Sit back on your heels with your knees apart. Reach your arms forward on the floor and rest your forehead down. Hold it for 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

Now, stand up slowly and do the Tree Pose. Stand up straight and lift one leg, placing the sole against your inner thigh or calf (not on the knee). Raise your arms above your head, reaching them towards the sky. Hold it for 5, 4, 3, 2, 1. Now, switch legs. Hold it for 5, 4, 3, 2, 1. Well done, everyone!

Unlock Your Value! I Understand My Feelings

Yoga helps us calm down and understand our feelings better. Just like we did different yoga poses to move our bodies, our feelings can change throughout the day. Each feeling we have is like a different part of our heart.

p. 89

1. Look at the heart in your book. Think about how many different feelings you've had today.
2. Split the heart into parts. Draw lines to divide the heart into as many parts as the number of feelings you've had.
3. Draw and Reflect. In each part of the heart, draw something that shows how you felt and what made you feel that way.
4. Share Your Feelings. If you like, share your heart with a friend or the class and talk about your feelings.

4.2 Lisa's Amazing Race p. 90

A. Look and Listen to the Story.

<p>It's time for the big Go-Cart contest! All the kids are excited. They get a kit with parts and instructions to build a go-cart.</p>	<p>All the kids start building their go-carts quickly. But Lisa takes her time. She looks at each part and thinks carefully.</p>
<p>Lisa's go-cart looks different. She is building something special, not just a regular go-cart.</p>	<p>On race day, everyone lines up with their go-carts. They see Lisa's strange go-cart and laugh. "That doesn't look like a go-cart," one kid says. Lisa just smiles and waits at the starting line.</p>
<p>The race starts, and the go-carts zoom ahead. Lisa's go-cart doesn't move at first. The other kids laugh as they pass her.</p>	<p>Suddenly, Lisa pulls a lever. Her go-cart's wings open up, and it flies into the air. The kids below look up in surprise.</p>
<p>When the track goes around a lake, Lisa pulls another lever. Her go-cart changes into a boat and splashes into the water. It speeds across the lake while the go-carts are stuck on the road.</p>	<p>Near the finish line, Lisa's boat reaches the shore. It changes back into a go-cart. Lisa races across the finish line first. The crowd cheers. Lisa smiles and says, "Who said it had to be a go-cart? There's always more than one way to win!"</p>

B. Make a Retelling Bookmark and retell Lisa's story. p. 91

You will need:

Bookmark

Construction Paper

Scissors

Glue

A clothespin

Steps:

1. Stick the Bookmark onto the construction paper.
2. Cut it out.
3. Use the clothespin and follow the pictures to retell the story.

C. Create your own imaginary Means of Transport. Draw and tell! p. 92

D. Circle the odd one out. p. 93

E. What's next? Look and draw. p. 94

F. Time for the Transport Relay Race. p. 95

1. Prepare:

- Divide into two or more teams.
- Set up three stations in the classroom labeled **AIR**, **LAND**, and **WATER**.
- Each team gets a set of picture cards of different means of transport.

2. How to play: The first student in each team picks a card and runs to the correct station. They place the card and run back, tagging the next student. Continue until all cards are placed correctly.

3. How to win: The team that places all their cards correctly first wins!

4. On your mark, get set, go!

UNLOCK YOUR VALUE! I can think outside the box! p. 96

Lisa thought outside the box. She designed a different go-cart and managed to win the race. Thinking outside the box helps us solve problems. Today, you will need to solve a problem yourself. Are you ready to think outside the box?

Finish the drawing. It is NOT a boat.

What did you create? Share your drawing with the class!

4.3 Transport then and now p. 97

A. Look and listen to the text.

THEN

NOW

Transcript:

The way people travel has changed over time.
Long ago, people moved around on foot or horseback. Now, people move around in cars.
Long ago, people carried their things across the country in wagons. Now, trucks carry our things.
Long ago, slow steam trains moved along the tracks. Now, trains race fast across the land.
Long ago, small ships took people to find new lands. Now, bigger ships carry people to places they know.
Long ago, very small planes began to fly in the sky. Now, big planes fly very high and far.
Long ago, people only dreamed of outer space. Now, spaceships take us there!

B. Color in the newest forms of transport. p. 98

C. Choose one form of transport that has changed over time. Talk about what is the same and what is different.

DISCOVERY DISPLAY: Future Transport p. 99

You will need:

Large sheets of paper or poster boards

Markers, crayons, and colored pencils

Craft materials like cardboard, construction paper, glue, scissors, and aluminum foil

Imagination!

Steps:

1. Imagine: Think about what transport might look like in the future. How will we travel? What new ideas can you come up with?

2. Design: Draw your future transport on a large sheet of paper. What will it look like? What special features will it have?

3. Build (Optional): Use craft materials to create a 3D model of your future transport.
4. Label: Write a name for your future transport.
5. Share: Show your design or model to the class and talk about why your future transport is cool and how it will help people travel.
6. Display: Your work will be part of our “Future Transport Gallery” for everyone to see!

READING CORNER p. 100

A. Trace the letter. Color the pictures that include this sound.

B. Read the words. Then, match them to the pictures. p. 101

C. Listen to the letters. Jot the dots to connect the letters in the order you hear them. p. 102

Transcript:

Listen to the sound of the letters. Connect the dots to see the mystery picture.

Ready?

Let's start from a,a

j,j

b,b

d,d

f,f

s,s

t,t

m,m

p,p

e,e

v,v

l,l

g,g

n,n

o,o

r,r,

c,c for cat

h,h

k,k for koala

i,i

So what do you see?

D. Read the story 'Viv's Trip'. **p. 103**

I am Viv. I am going on a trip.

I have a red van. It is big and fast.

The van stops. I am on a farm.

I like to travel!

E. Now write YOUR story.

I am _____. I am going on a trip.

I have a _____. It is _____.

The _____ stops. I am _____.

I like to travel!

Unit 5: Fun Time p. 104

Big Question: How do we have fun?

A. Answer the Questions.

1. What do you see in the picture?
2. How do you think the kids are feeling?

B. Draw a picture of your favorite free time activity. Share it with the class. p. 105

5.1 At the playground p. 106

A. Look and listen to the story.

One sunny day, Anna and Dimitris went to the playground. They were very excited!	First, they took turns climbing up the ladder and sliding down the slide . Whee! It was so much fun!
Then, it was time for the swings . Anna and Dimitris held on tight as they went back and forth, higher and higher!	After the swings, Anna and Dimitris went to the jungle gym . Anna climbed up just like a monkey. Dimitris cheered her on. "You're almost at the top, Anna!" he said. Anna was so happy to get to the top.
Next, they saw a big sandbox . Anna grabbed a shovel, and Dimitris picked up a bucket. They built a sandcastle together.	Then, Anna saw a seesaw . "Let's go on the seesaw, Dimitris!" she said. Up and down they went!
It was now time for the merry-go-round . Anna and Dimitris took turns spinning each other. They spun round and round until they were dizzy. "Faster, Dimitris, faster!" Anna said.	But then, it was time to go home. Anna and Dimitris were tired but happy. They walked home with big smiles, thinking about all the fun they had at the playground.

B. Clap for 'Yes' and Stomp for 'No'. p. 107

1. It was a rainy day.
2. Anna and Dimitris were excited.
3. There was only one swing at the playground.
4. Dimitris was happy to get to the top of the Jungle Gym.
5. There was a bucket in the sandbox.
6. There was a seesaw at the playground.
7. The merry-go-round was slow.
8. They were dizzy after the merry-go-round.
9. Anna and Dimitris were bored.
10. The playground was fun.

C. Let's play Playground Sudoku. Draw the missing pictures. p. 108

D. Build your own playground. p. 109

You will need:

Various craft materials (e.g., cardboard, paper, sticks, clay)

- Glue
- Scissors
- Markers or crayons
- Pipe cleaners (optional)
- Any other crafting supplies you like (e.g., buttons, fabric scraps, etc.)

Steps:

1. Design Your Playground: Think about the different parts of a playground that you want to include (e.g., slide, swing, sandbox, seesaw). Sketch a simple plan of your playground.

2. Create the Playground Parts: Use the cardboard or paper to create the base of your playground. Cut out shapes from your materials to make different playground equipment. Decorate each part with markers, crayons, or other craft supplies.

3. Put the parts together: Arrange the different parts on your base to create your playground. Glue or tape the parts in place.

4. Build some kids: Use clay to create a few kids playing at the playground.

5. Share and Play: Once you've finished building, share your playground with the class. Talk about the different parts of your playground.

E. Use the playground you created as the setting of a story. Make up the rest of the story elements. Complete the story map. p. 110

Now use the playground and the figures you created to present your story to the class.

F. Time for a Playground Game. Let's Play 'Duck, Duck, Goose!'. p. 111

- 1. Sit in a Circle:** Sit in a circle, facing inwards.
- 2. Choose 'It':** One child is chosen to be 'it'.
- 3. Tapping:** 'It' walks around the circle, tapping each child on the shoulder and saying "duck" each time.
- 4. Choosing the Goose:** When 'it' chooses a child to be the "goose", the goose must stand up and chase 'it' around the circle.
- 5. Chasing:** The goose tries to catch 'it' before 'it' can sit down in the goose's spot.

6. **Switching Roles:** If the goose catches 'it', the goose becomes the new 'it'. If not, 'it' remains the same, and the game continues.

UNLOCK YOUR VALUE! I take turns when I play with friends. P. 112

Anna and Dimitris took turns when playing at the playground. They took turns on the slide and when they pushed each other at the merry-go-round.

Think of a game you play with your friends where it is important to take turns. Which game is it?

Draw a picture of you and your friends playing the game. Show how you take turns in the game. Add details to your drawing, like happy faces, the playground, and any other elements that make the game fun.

How do you feel when a friend doesn't wait for his or her turn?

How do you feel when everyone is patient and waits for their turn?

5.2 Four Seasons of Fun p. 113

A. Look and listen to the story.

<p>Emma loves playing and having fun all year round. She enjoys different activities in every season.</p> <p>In the fall, Emma loves to play in the leaves. She helps her grandpa rake the colorful leaves into big piles, and then she jumps into them.</p>	<p>Emma also enjoys picking apples with her grandma. They make yummy apple pie together.</p>
<p>In winter, Emma loves to play in the snow. She builds a snowman with her brother, gives him a carrot nose, and puts a scarf around his neck. She loves to make snow angels, too.</p>	<p>Back Inside, Emma loves to drink hot chocolate and read books by the fire.</p>
<p>In spring, Emma loves to play in the garden. She plants flowers with her friend and watches them grow. She loves to see the butterflies and bees visiting the flowers.</p>	<p>Emma also enjoys flying kites in the park. The bright kites dance in the sky, and Emma laughs as she runs with her friends.</p>
<p>In summer, Emma loves to go to the beach. She builds sandcastles with her dad and collects pretty shells. She loves swimming in the cool water and playing with her beach ball.</p>	<p>On hot days, Emma and her friends have fun eating ice cream and playing with water balloons in the backyard.</p> <p>Emma always finds a way to have fun and make happy memories. And she always has her family and friends by her side, making every season special.</p>

B. Listen to the statements about Emma. Jump for 'YES' and sit for 'NO'. p. 114

1. Emma jumps in piles of leaves in the fall.
2. Emma makes lemon pies in the fall.

3. Emma loves to play in the snow.
4. Emma builds a snowman with her sister in the winter.
5. Emma makes snow angels in the winter.
6. Emma plants trees in the spring.
7. Emma flies kites with her parents in the spring.
8. Emma collects sandcastles in the summer.
9. Emma loves eating ice cream with her friends.
10. Emma only has fun in the summer and winter.

C. Let's play 'Season Charades'. Pick a season and an activity that Emma enjoys. Act it out and let your classmates guess the season and the activity.

D. Dress Emma for each season. Cut and paste the right clothes. p. 115

E. What are YOUR favorite activities in each season? p. 116

Share your pictures with the class and talk about what you enjoy doing in each season.

F. Summer is almost here. Imagine the perfect Summer Holiday. Where will you go? What will you do for fun? What will you eat? Who will you spend it with? p. 117

UNLOCK YOUR VALUE! I stay safe at the beach. p. 118

We all have a lot of fun at the beach in the summer, but we also need to stay safe. What should we do?

5.3 Games from Around the World p. 119

A. Look and listen to the text.

Transcript:

Children all over the world love to play! Let's learn about some fun games from different countries.

Hopscotch:

In many countries, children love to play hopscotch. They draw squares on the ground and jump from one square to another. It's called "Koutso" in Greece and "Rayuela" in Spain.

Luta de Galo:

In Brazil, children play a game called Luta de Galo. Two players put a piece of cloth or handkerchief in their back pockets and hop on one leg, trying to grab the other player's cloth without losing their balance.

Pass the Parcel:

Pass the Parcel is a fun party game from the UK. Children sit in a circle and pass a wrapped parcel around while music plays. When the music stops, the child holding the parcel unwraps one layer. The game continues until the final layer is unwrapped, revealing a prize.

Catch the Dragon's Tail:

This is a popular game in China. Children stand in a straight line with their hands on the shoulders of the child in front of them. The person at the front is the dragon's head and the person at the back is the dragon's tail. The aim of the game is for the head to catch the tail. The people in the middle have the

important job of stopping the head from getting to the tail without breaking the line. When the head catches the tail, the tail becomes the head.

Edible – Inedible:

This is a game from Russia. All players sit or stand in a row facing the leader. The leader throws a ball to one of the players and at the same time calls out the name of an object. If the object is edible, something you can eat, the player catches the ball. If you cannot eat it, the player must bounce the ball away.

No matter where they live, children find fun ways to play and enjoy themselves. Playing games is a special way to have fun and make friends!

B. Circle the correct answer. p. 120

1. In this game, kids jump.
2. You need a piece of cloth to play this game.
3. In this game, you play music.
4. This game is from China.
5. You need a ball to play this game.

C. Which of the games is your favorite? Play it with your classmates!

Discover Display: Create Your Own Board Game p. 121

You will work in groups to create a fun and interactive board game based on what you have learned in this unit.

You will need:

- Construction paper (various colors)
- Scissors
- Tape
- Glue
- Markers or crayons
- Dice
- Game pieces (such as buttons, coins, small toys, etc.)

Steps:

1. Prepare the Board.
2. Design the Game Board, creating a path from START to FINISH.
3. Make the Game Cards, drawing simple pictures that represent different activities so that the players can guess what these activities are.
4. Set Up the Rules.
5. Play the Game and Have Fun!

READING CORNER p. 122

B. Trace the letter. Color the pictures that include this sound.

B. Read the words. Then, match them to the pictures. p. 123

1. quiz

2. win

3. box

4. yoga

5. zebra

C. Read, circle and write the one that rhymes. p. 124

D. Read the story 'Let's play!'. p. 125

E. Now write YOUR story. Who are you with? What toy do you see? What game do you play? p. 126