<table>
<thead>
<tr>
<th>UNIT</th>
<th>WORDS TO KNOW</th>
<th>WRITING FOCUS</th>
<th>WRITING OUTPUT</th>
<th>PLANNING TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What makes a good friend?</td>
<td>paint share paintbrush climb tree together read help homework fun</td>
<td>Initial capital letters for names</td>
<td>Personalized writing</td>
<td>Word web</td>
</tr>
<tr>
<td>Page 4</td>
<td></td>
<td>Emma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What's your favorite picture?</td>
<td>poster sky moon stars clouds ocean dolphins colourful turtle beautiful</td>
<td>Initial capital letters and periods in a sentence</td>
<td>Picture description</td>
<td>Word web</td>
</tr>
<tr>
<td>Page 8</td>
<td></td>
<td>There are lots of colourful fish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Who lives in this house?</td>
<td>badger woods neat messy hard-working smart shy parties cheerful kind</td>
<td>Using adjectives</td>
<td>Description of a fictional character</td>
<td>T-chart</td>
</tr>
<tr>
<td>Page 12</td>
<td></td>
<td>Bertie is very neat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 16</td>
<td></td>
<td>In spring, frogs lay eggs in the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How many days to go?</td>
<td>excited look forward to vacation sunhat bucket shovel camera sunglasses pack suitcase</td>
<td>Parts of a story: beginning, middle, and ending</td>
<td>Fictional story</td>
<td>Timeline</td>
</tr>
<tr>
<td>Page 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Who can you call?</td>
<td>emergency police fire department ambulance service dial operator panic remember accident crime</td>
<td>Using imperatives for instructions</td>
<td>Instructional poster</td>
<td>Flowchart</td>
</tr>
<tr>
<td>Page 24</td>
<td></td>
<td>Dial 911.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Where do you want to live?</td>
<td>the country traditional garden cozy peaceful modern busy city interesting comfortable</td>
<td>Labelling pictures</td>
<td>Descriptive text</td>
<td>Chart</td>
</tr>
<tr>
<td>Page 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What sounds can you make?</td>
<td>percussion instrument stomp tap pat clap click whistle hum voice</td>
<td>Main idea and details</td>
<td>Informational text</td>
<td>T-chart</td>
</tr>
<tr>
<td>Page 32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What do your toys do?</td>
<td>robot alive train set fly plane drive dance puppet floor surprised</td>
<td>Parts of a story: beginning, middle, and ending</td>
<td>Imaginative story</td>
<td>Notes</td>
</tr>
<tr>
<td>UNIT</td>
<td>SPELLING FOCUS / STRATEGY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Keep a spelling log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a_e ay al cake birthday point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Plurals: -s -es -ies rabbits buses brushes sandwiches boxes families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>e ea ee ey y me pea see key baby</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>i_e igh ie y kite night pie fly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Verb endings: -s -es walks passes watches pushes fixes goes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ow o_e oa snow phone coot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Double consonants running swimming getting clapping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>u_e ue ew ui oo tube glue new fruit zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What makes a good friend?

Words to know

- paint
- share
- paintbrush
- climb
- tree
- together
- read
- help
- homework
- fun

Read

A Look at the photos. Who do you think the children are?

1 □ brothers and sisters  2 □ friends  3 □ cousins

B Read.

I'm Emma. These are my friends.

This is Ben. He paints good pictures. We share our paint and paintbrushes.

This is Carla. She climbs trees. We play together in the park.

This is Lucas. He's my brother and my friend! Lucas reads a lot. He helps me with my homework.

I have fun with my friends every day.
**Understand**

C What are the names of Emma’s friends?

________________________  __________________________  __________________________

D Look at the diagrams. Write the names of the friends.

1. **climbs trees**  **plays with Emma**

   __________________________

2. **reads a lot**  **helps Emma**

   __________________________

3. **paints**  **shares with Emma**

   __________________________

E Look at the diagrams in D. Write in the chart.

<table>
<thead>
<tr>
<th>Friend</th>
<th>What does he/she do?</th>
<th>How is he/she a good friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F Think about Emma’s friends. How are they different? Are your friends different or the same?
G Think about your friends. Write a list of your good friends.


H Writing focus

The first letter of a name is a capital letter. Emma

Look at your list in G. Do the names start with capital letters?

Plan

I Choose two of your friends from G. Complete the diagram.

1 What are their names? Write in the red shapes.
2 What do they do? Write in the blue shapes.
3 How are they good friends to you? Write in the green shapes.

---

My friends

---

6 Unit 1 What makes a good friend?
Write

J Now write about your friends. Use your work in G, H, and I to help you. Draw or glue pictures.

I'm ___________________. These are my friends.

This is ___________________.

This is ___________________.

Edit

K Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can use a capital letter for the first letter of a name.
Words to know
poster  sky  moon  stars  clouds  ocean
dolphins  colorful  turtle  beautiful

Read

A Look at the title. What do you think the text is about?

B Read.

My favorite posters
I’m Soo Yun. These are my favorite posters.

This is a picture of the sky. The moon and stars are yellow, orange, and white. There are some white clouds, too. It’s a great poster.

This is a picture of the ocean. There are two grey dolphins and many colorful fish. You can see two turtles, too. It’s a beautiful poster.
**Understand**

**C** What can you see in the posters? Read and circle.
- moon
- stars
- cat
- fish
- dolphins
- ocean
- cars
- plants
- sky
- turtles
- sun
- books
- kites
- clouds
- birds

**D** Write the words in the correct boxes.

<table>
<thead>
<tr>
<th>Poster A</th>
<th>Poster B</th>
</tr>
</thead>
<tbody>
<tr>
<td>stars</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**E** Look at the table in **D** and the posters in **B**. Complete the sentences.

1. You can see a yellow ____________ in Poster A.
2. There are yellow, orange, and white ____________ in Poster A.
3. You can see white ____________ in Poster A.
4. You can see the blue ____________ in Poster B.
5. There are many colorful ____________ in Poster B.
6. You can see two grey ____________ in Poster B.

**F** Think about Soo Yun’s posters. Which is your favorite? What pictures do you have in your bedroom?

*What’s your favorite picture?*
Think

Think about your pictures. What words describe your favorite pictures? Read and circle.

- pretty
- great
- amazing
- lovely
- colorful
- scary
- cool
- funny

Plan

Choose one of your favorite pictures. What can you see in it? Complete the word web.

- Places
- Colors
- Things
- People
- Animals

My Favorite Picture

Writing focus

The first letter of the first word in a sentence is a capital letter. We end a sentence with a period.

There are lots of colorful fish.

Write these sentences correctly.

1. it’s a great poster

2. this is a picture of the ocean
Write

J Now write about your favorite picture. Use your work in G, H, and I to help you. Draw or glue a picture.

I’m ____________________. This is my favorite picture.

This is a picture of _____________.

________________________

________________________

________________________

It’s a _________________ picture.

Edit

K Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can use a capital letter for the first letter of each sentence.

☐ I can use a period at the end of each sentence.
Who lives in this house?

Words to know
badger woods neat messy hard-working
smart shy parties cheerful kind

Read

A Look at the pictures. What kind of person lives in this house?
1 □ messy  2 □ neat  3 □ lazy

B Read.

Bertie Badger lives in the woods.

Bertie is very neat. His home is always clean and it’s never messy. Bertie is hard-working and he’s smart. There are lots of books in his house.

Bertie is shy. He doesn’t like big parties, but he likes talking with one or two friends. He isn’t very cheerful, but he is very kind.
Understand

C Read the sentences and write a ✓ or X.
1 Bertie Badger lives in the woods. ✓
2 Bertie’s home is very messy. 
3 Bertie has lots of books. 
4 Bertie likes big parties. 
5 Bertie likes talking with his friends. 
6 Bertie is very cheerful. 

D Write the words to complete each pair of opposites.

silly  lazy  mean  miserable  messy

1 hard-working  lazy
2 smart
3 neat
4 kind
5 cheerful

E Complete the sentences about Bertie Badger with words from D.
1 Bertie Badger isn’t lazy. He’s very hard-working.
2 Bertie Badger’s house isn’t messy. Bertie is very __________.
3 Bertie Badger is a bit miserable. He isn’t very __________.
4 Bertie Badger isn’t mean. He’s very __________.
5 Bertie Badger reads lots of books. He’s very __________.

F Think about Bertie Badger’s personality. Which words describe your personality? Does your room show your personality?

Who lives in this house? Unit 3 13
Think

G Think about your favorite characters from books or movies. Where do they live? Write a list.

Character

Home

H Writing focus
We use adjectives to describe characters and things in stories. Bertie is very neat.

Look at your answers in G. Do you use adjectives?

Plan

I Choose one of the characters from your list in G. Complete the chart. Remember to use adjectives.

<table>
<thead>
<tr>
<th>Character:</th>
<th>Personality</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

14 Unit 3 Who lives in this house?
Write

J Now write about your favorite character and his/her home. Use your work in G, H and I to help you. Draw or glue a picture.

__________ lives in __________

____________________________________.

__________ is __________

____________________________________

__________ home is __________

____________________________________

Edit

K Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can use capital letters and periods correctly in a sentence.

☐ I can use adjectives to describe a character and a place.
How do animals change?

Words to know

life cycle  lay eggs  hatch  tadpole  tail
week  grow  breathe  adult  land

Read

A Look at the pictures. What do you think the text is about?

B Read.

1 In spring, frogs lay eggs in the water.

2 After a few days, the eggs hatch. The tadpoles are small with long tails.

3 After a few weeks, the tadpoles’ legs start to grow.

4 Now the tadpoles have long legs and short tails. They need air to breathe.

5 By summer, the adult frogs can live on land and swim in the water.

The life cycle of a frog
Understand

C Match the sentence parts.
1. A frog lays an egg
2. The egg hatches into
3. The tadpole’s legs
4. The tadpole needs
5. The frog is
   - a start to grow.
   - b an adult.
   - c air to breathe.
   - d in the water.
   - e a tadpole.

D Write the sentences from C in the flowchart.

The life cycle of a frog

1. 
2. 
3. 
4. 
5. 

E Look at the information in D. Number the pictures in the correct order.

F Think about the life cycle of a frog. What other facts do you know about frogs?
Think

Think about other animals that you know. Make a list of animals that change a lot in their life cycle.

Plan

Choose an animal from your list in G. Read the questions and write your answers in the flowchart.

The life cycle of a ___________

1. How does the animal start its life?
2. What does it look like when it is a baby?
3. How does it change?
4. What does it look like when it is an adult?

Writing focus

When we write about steps in a sequence, we write captions. A caption is a short piece of text, usually under a picture. Each caption describes one step in the sequence.

Choose the correct caption for this photo.

☐ The baby dragonflies don’t have wings.
☐ The dragonfly lays eggs in the water.
☐ The adult dragonfly can fly.
Write

J Now write about the life cycle of your animal. Use your work in H and I to help you. Draw or glue pictures.

1

2

4

3

Edit

K Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can write captions describing pictures.

☐ I can write the steps in a sequence in the correct order.

☐ I can use capital letters and periods correctly in a sentence.
5

How many days to go?

Words to know

excited look forward to vacation sunhat bucket
shovel camera sunglasses pack suitcase

Read

A Look at the text and the pictures. What kind of text is it?

1 □ a story  2 □ a diary  3 □ a postcard

B Read.

Maria’s Vacation

Maria is very excited. She’s looking forward to her vacation.

When there are three days to go, Maria buys a new sunhat, a bucket, and a shovel.

When there are two days to go, Maria finds her camera and her sunglasses.

When there is one day to go, Maria packs her suitcase.

It’s Saturday! Maria goes on vacation! She feels very happy.
Understand

C What does Maria do in the story? Match the sentences parts.
1 Maria buys a sunhat.
2 Maria packs her suitcase.
3 Maria feels very happy.
4 Maria finds her camera.
5 Maria goes on vacation.

D Write the sentences in C in the correct order.
1 Maria buys a sunhat.
2 _______________________
3 _______________________
4 _______________________
5 _______________________

E Complete the sentences with the words in the box.

one day two days three days

1 Maria finds her camera ______two days____ before her vacation.
2 She packs her suitcase ______________ before her vacation.
3 She buys a bucket and shovel ______________ before her vacation.
4 She finds her sunglasses ______________ before her vacation.
5 She buys a sunhat ______________ before her vacation.

F Think about the story. How does Maria feel? How do you feel before you go on vacation?

How many days to go? Unit 5 21
Think

Think about things that you look forward to. Make a list.


Plan

H Choose one of the things from your list in G. What do you do before it? Complete the timeline.

Three days to go


Two days to go


One day to go


Event


Writing focus

When we write a story, we always write a title.

Then we write a beginning, a middle, and an ending.

Beginning: Who are the characters? How do they feel?

Middle: What happens?

End: What happens in the end? How do the characters feel?

Look at Maria’s story again. Which parts are the title, the beginning, the middle, and the ending?
Write

J  Now write a story about your exciting event. Use your work in H and I to help you. Draw or glue a picture.

When there are three days to go, ____________________________________________

_______________________________________

When there are ____________________________________________

_______________________________________

When ____________________________________________

_______________________________________

It’s ____________________________________________

Edit

K  Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can give my story a title.

☐ I can write a story with a beginning, a middle, and an ending.

☐ I can use capital letters and periods correctly in sentences.
Who can you call?

Words to know:
- emergency
- police
- fire department
- ambulance service
- dial
- operator
- panic
- remember
- accident
- crime

Read

A. Look at the poster. What do you think the number 911 is for?

B. Read.

911

The US Emergency Services are the police, fire department, and ambulance service.

- In an emergency, dial 911 from your phone.
- Tell the operator which service you need and what the emergency is.
- Tell the operator where you are.
- Give your name.
- Don’t panic. Answer the operator’s questions.

Remember! An emergency is a fire, an accident, or a crime.
**Understand**

**C** Read the poster in **B** and number the pictures in the correct order.

1. Yes, that’s right. Two people need help.
2. I’m in Park Road.
3. My name is Jack Willis.
4. Ambulance, please. There’s an accident.

**D** Imagine you see a fire. What do you do? Match the sentences to the flowchart.

1. __________
2. __________
3. __________
4. __________
5. __________

- a. Give your name.
- b. Dial 911.
- c. Answer the operator’s questions.
- d. Ask for the fire department.
- e. Say where you are.

**E** Think about the poster in **B**. Where can you see a poster like this? What’s the phone number for the emergency services in your country?

*Who can you call? Unit 6 25*
Think

Think about the different emergency services. Which emergency service can help in these emergencies?

1. A crime  
2. An accident  

Plan

Choose an emergency from your list in F. Complete the flowchart. Use the poster in B to help you.

When there is ________________, dial ________________.

Ask for the ____________________.

Tell the operator ________________ and ________________.

Don’t ____________________.

Writing focus

When we write instructions we use imperative verbs.

Dial 911. Don’t panic.

We are careful to write the instructions in the correct order.

Read the sentences and underline the imperative verbs.

1. In the UK, dial 999 when you see a crime.
2. Tell the operator your name.
3. Ask for the police.
4. Don’t end the call.
Write

1. Now write an emergency services poster for your country. Use your work in G and H to help you. Draw or glue a picture.

   In __________________, the emergency services are ____________________________

   In an emergency, dial ____________________________.

   Ask for ____________________________

   ____________________________

   Tell the operator ____________________________

   ____________________________

   ____________________________

Edit

Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can use imperative verbs for instructions.

☐ I can write instructions in the correct order.
Words to know:
the country  traditional  garden  cozy  peaceful
modern  busy  city  interesting  comfortable

Read

A Look at the labels. What do you think the text is about?

B Read.

MY DREAM HOME

My dream home is a traditional house in the country. It has a big garden with lots of flowers. There's a fireplace and a sofa in the living room. It's very cozy and peaceful.

Mateo, 7

My dream home is a modern apartment in a busy city. It has a balcony. There are white walls and there's interesting furniture. It's a very comfortable home.

Camila, 7
**Understand**

C Read and circle the correct words.

1. Camila’s dream home is **traditional** / **modern**.
2. Mateo’s dream home is **a house** / **an apartment**.
3. Camila’s dream home has **a balcony** / **a garden**.
4. Mateo’s dream home has **a fireplace** / **white walls**.
5. Camila’s dream home is **peaceful** / **comfortable**.
6. Mateo’s dream home is **cozy** / **busy**.

D Look at the texts and the pictures in B. Write the words in the correct boxes.

```
the country city apartment house
traditional modern comfortable peaceful
```

<table>
<thead>
<tr>
<th>Mateo’s Dream Home</th>
<th>Camila’s Dream Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>the country</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

E Think about Camila and Mateo’s dream homes. Which home do you like best? Why?
Think

Think about different types of houses and places you would like to live in. Write a list.


Plan

Choose your dream home from your list in F. Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>1 What kind of home is it?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Where is it?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What can you see outside?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What can you see inside?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What adjectives describe it?</td>
<td></td>
</tr>
</tbody>
</table>

Writing focus

We can use labels to show the important parts of a picture.

Write the correct labels for the picture.

house  garden  pool
Write

1. Now write about your dream home. Use your work in G and H to help you. Draw or glue a picture. Then label it.

My dream home

My dream home is ____________________________________________.

It has ____________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Edit

J. Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can use adjectives to describe places.

☐ I can label the important parts of a picture.
What sounds can you make?

Words to know

percussion  instrument  stomp  tap  pat
clap  click  whistle  hum  voice

Read

A Look at the website. What do you think the text is about?

B Read.

BODY PERCUSSION
You don’t need a musical instrument to make music. You can make music with your body.

You can pat your legs.

You can stomp or tap your feet.

You can clap your hands and you can click your fingers.

You can whistle, hum, or make sounds with your voice.

Put these sounds together and you can make music. Try it with your friends!
Understand

C Complete the sentences with the words in the box.

clicking  clapping  whistling  stomping  patting  tapping

1 He's _________ his feet.
2 She's _________ her hands.
3 He's _________ his fingers.
4 She's _________ her foot.
5 She's _________ her legs.
6 He's _________ .

D Read the text in B and complete the chart.

whistle  stomp  clap  hum  pat  tap

<p>| | | | |</p>
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</tbody>
</table>

E Look at the information in D. Complete the sentences.

1 You can use your hands to _________ and _________.
2 You can use your feet to _________.
3 You can use your _________.

F Think about the website. Why do people like making music? How does music make you feel?

What sounds can you make?  Unit 8  33
Think

Think about the different sounds you can make. Write a list.


Plan

Choose some sounds from your list in G. Complete the chart.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Body part</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Writing focus

When we write an informational text, we write the main idea. The main idea tells us what the text is about.

You can make lots of sounds with your body.

Then we write detail sentences about the main idea.

You can clap your hands. You can stomp your feet.

Read and write M for the main idea and D for the detail sentences.

1  ____ You can click your fingers.
2  ____ You can make different sounds with your hands.
3  ____ You can clap.
Write

J Now write about the sounds you can make. Use your work in H and I to help you. Draw or glue a picture.

I can ____________________________

I can ____________________________

I can ____________________________

I can ____________________________

I can make music!

Edit

K Read and check.

<table>
<thead>
<tr>
<th>In my writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I can follow my writing plan.</td>
</tr>
<tr>
<td>□ I can write the main idea first.</td>
</tr>
<tr>
<td>□ I can write detail sentences about the main idea.</td>
</tr>
</tbody>
</table>
Words to know

robot alive train set fly plane drive
dance puppet floor surprised

Read

A Look at the pictures. What do you think is happening at the beginning of the story?

B Read.

Riki the Robot

It’s Monday morning. Riki the robot wants to play, but Ferdi is going to school.

The toys are alone. Riki becomes alive! He rides on the train. He flies in the plane. He drives the cars. He dances with the puppet.

Ferdi comes home. All the toys are on the floor. Ferdi is surprised. “What’s going on?” Ferdi asks. But Riki doesn’t speak.
Understand

C  Who are the characters in the story?

D  Look at the story in B. Match the sentence parts.

1  Riki becomes  a  a car.
2  Riki rides  b  a plane.
3  Riki flies  c  with a puppet.
4  Riki drives  d  alive.
5  Riki dances  e  on a train set.

E  Think about the story and answer the questions.

bored  surprised  happy  sad  worried

1  How do you think Riki feels when he starts to play?

2  How do you think Ferdi feels when he comes home?

F  Think about Riki the robot.
Can toys really become alive?
What are the differences between living and nonliving things?
Think

G Think about your toys. Write a list.

Plan

H Choose your favorite toy from your list in G. Complete the notes.

My favorite toy is a _______________________.
His / Her name is _________________________.
When I'm not at home, I think my toy __________

Writing focus

Remember, when we write a story, we write a beginning, a middle, and an ending.

In the beginning, we can write:
• who the characters are and how they feel
• when the story takes place It's Monday morning

In the middle, we write the events of the story in the correct order.

In the ending, we can write:
• what happens in the end Ferdi comes home …
• how the characters feel Ferdi is surprised.

Look again at the different parts of the story in B.
Do you like the ending to the story?

38 Unit 9 What do your toys do?
Write

Now write a story about your favorite toy. Use your work in H and I to help you. Draw or glue a picture.

It's ____________________________

________________________________

The toys are alone. __________________________

________________________________

__________________________ comes home. __________________________

________________________________

Edit

K Read and check.

In my writing:

☐ I can follow my writing plan.

☐ I can write who my characters are and how they feel.

☐ I can write a beginning, a middle, and an ending.
1. Keep a spelling log

A. What words are difficult to spell? Tell the class.

B. Spelling strategy

To help us remember difficult words, we can make the difficult letters in each word bigger.

1. Look at the word. Find the difficult letters.
2. Write the word in your spelling log. Make the difficult letters bigger. You can use a different color for the difficult letters.
3. Say the words in your spelling log. You can say the difficult letters louder.
4. Practice writing the words in your spelling log.

C. Find the difficult letters in these words. Write the words and make the difficult letters bigger.

1. aunt
2. climb
3. cousin
4. tortoise
5. friend
6. ocean

D. Think about your words from A. Write four of your difficult words. Make the difficult letters bigger to help you remember.

40 Unit 1 Keep a spelling log
**A** Spelling focus

We can spell the same sound with different letters.

These words have the same sound:

cake  birthday  paint

**B** Say the words. Circle the words with the sound from A.

<table>
<thead>
<tr>
<th>cat</th>
<th>name</th>
<th>rain</th>
<th>play</th>
<th>wash</th>
<th>star</th>
</tr>
</thead>
<tbody>
<tr>
<td>lake</td>
<td>glass</td>
<td>crayon</td>
<td>paint</td>
<td>car</td>
<td>say</td>
</tr>
<tr>
<td>wait</td>
<td>plate</td>
<td>train</td>
<td>shape</td>
<td>day</td>
<td>tail</td>
</tr>
</tbody>
</table>
**3rd Grade**

**Plurals: -s, -es, -ies**

**A. Spelling focus**

When we change a word from singular (one) to plural (more than one), we usually change the spelling.

For most words, we add **s**.  

rabbit → rabbits

**B. Write these words as plurals.**

1. cat  
2. tree  
3. sister  
4. school

**C. Spelling focus**

When a word ends in **-s, -sh, -ch, or -x**, we add **-es**.

When a word ends in a consonant **+ y**, we remove the **-y** and add **-ies**.

**D. Look at the words below. Which words need an **-s, -es, or -ies** to make them plural? Write each word in the chart.**

<table>
<thead>
<tr>
<th>Baby</th>
<th>Uncle</th>
<th>Bus</th>
<th>Family</th>
<th>Sandwich</th>
<th>Brother</th>
<th>Butterfly</th>
<th>Brush</th>
<th>Pen</th>
<th>Strawberry</th>
<th>Color</th>
<th>Box</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>+s</th>
<th>+es</th>
<th>-y +ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncles</td>
<td></td>
<td></td>
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</table>

**42  Unit 3  Plurals: -s, -es, -ies**
A Spelling focus
These words have the same sound.
We can spell it in different ways:
me  pea  baby
see  key

B Say the words. Circle the letter or letters that make the sound from A.

she  party  sea  bee  family
key  me  jeans  honey  ice cream
monkey  green  tree  be  strawberry

C Write the words from B in the chart.

<table>
<thead>
<tr>
<th></th>
<th>ea</th>
<th>ee</th>
<th>ey</th>
<th>y</th>
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<tbody>
<tr>
<td>e</td>
<td>she</td>
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<td>ea</td>
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<td>y</td>
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</table>

D Write more words with the sound from A. Underline e, ea, ee, ey, or y.


 e, ea, ee, ey, y  Unit 4  43
Spelling focus
These words have the same sound. We can spell it in different ways:

kite pie night fly

Circle the word that does not match.

1. bike hide slide dry
2. pie ride tie lie
3. cry sky like fly
4. shy high light night
5. why right my shy
6. like five night kite

Write the words from B in the correct boxes.

<table>
<thead>
<tr>
<th>i + consonant</th>
<th>igh</th>
<th>ie</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ e</td>
<td>bike</td>
<td></td>
<td></td>
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</table>

Write more words with the sound from A. Underline i_e, igh, ie, or y.

---
6 Verb endings: -s, -es

A Spelling focus
When we want to write present tense verbs for He, She, or It (the third person form), we usually have to change the verb.
For most third person verbs, we add -s.
I walk → He walks

B Write these verbs in the third person form.
1 run
2 sit
3 play
4 write
5 listen
6 jump

C Spelling focus
When a verb ends in -s, -ch, -sh, -x, or -o we add -es to make the He, She, or It form.
pass → passes
fix → fixes
watch → watches
go → goes
push → pushes

D Underline the endings from C in each verb. Then write the verbs in the third person form.

1 I wash I
   He ____________
2 I go
   She ____________
3 I catch
   It ____________
4 I mix
   He ____________
5 I pass
   She ____________
6 I touch
   It ____________
7 I brush
   He ____________
8 I do
   She ____________
A Spelling focus
These words have the same sound. We can spell it in different ways:
phone snow coat

B Say the words. Circle the letters that make the sound from A.

yellow boat goat grow
home window stroke toad
nose soap stone know

C Write the words from B in the correct circles.

o_e

_ _ _
_ _ _
_ _ _

ow
yellow
_ _ _
_ _ _
_ _ _

oa
_ _ _
_ _ _
_ _ _

D Write more words with the sound from A. Underline ow, o_e, or oa.

_ _ _
_ _ _
_ _ _

Unit 7 ow, o_e, oa
8 Double consonants

A Spelling focus
When we write verbs in the present progressive, we add -ing.
I talk → I’m talking
When a verb ends with a short vowel and one consonant, we double the consonant before adding -ing.
I run → I’m running

B Check (✓) the verbs that need a double consonant before adding -ing.

1 ✓ run
2 □ swim
3 □ get
4 □ read
5 □ hit
6 □ wash
7 □ win
8 □ see
9 □ clap
10 □ jump
11 □ sit
12 □ sing
13 □ tap
14 □ hum
15 □ pat

C Write the verbs in the present progressive.

1 I run  I’m running
2 I tap  I’m __________
3 I skip  I’m __________
4 I hit  I’m __________
5 I pat  I’m __________
6 I swim  I’m __________
7 I hum  I’m __________
8 I clap  I’m __________
u_e, ue, ew, ui, oo

A Spelling focus
These words have the same sound. We can spell it in different ways:
tube  new  zoo
glue  fruit

B Say the words. Circle the word in each pair that has the sound from A.
1 run  ruler  8 moon  mom
2 blue  building  9 flute  floor
3 new  now  10 glue  goat
4 town  tube  11 room  road
5 hoop  hop  12 fun  food
6 Sunday  Tuesday  13 fruit  foot
7 suitcase  sunhat  14 August  June

C Write the circled words from B in the correct boxes.

\[ \text{u + consonant + e} \]

\[ \text{oo} \]

\[ \text{ew} \]

\[ \text{ue} \]

\[ \text{ui} \]