

Thank You

Unit Overview

Themes

Food
Being thankful

Synopsis

In this unit, students will learn about different kinds of food, find out how and why communities celebrate harvest, and think about different ways we can express gratitude. They will plan and prepare a conversation about online shopping and write a description about food using target vocabulary and grammar from the unit.



Vocabulary

cherry, chicken, corn, cupcake,
eggplant, fruit, peas, pineapple, rice,
sausage, spinach, tomato

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Think It Over

Review and Reflection

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Explore Language

Quantifiers: A lot of, Much,
Many

p. 65

Language Book

Write About It

A Description of My Kitchen
Punctuation: capital letters and
commas

p. 69

Global Citizenship

How is fruit different around
the world?
*a bag of, a bottle of, a bowl of, a box
of, a can of, a carton of, lemonade,
potato chips, soup*

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Talk About It

Conversation: making
suggestions, discussing
needs

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Explore Language

Quantifiers with Questions:
*How much ...? How many ...?
Some/Any*

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Think Together

Why do we celebrate harvests?

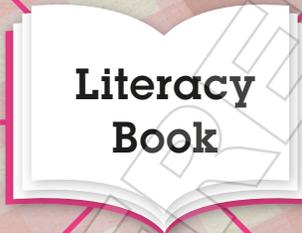
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Visible Thinking

VTR: Think, Pair, Share

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Fiction

Science Fiction: *First Harvest*
Words in Context: pick, worried, grow, believe, stripes

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Nonfiction

An Informational Text: *Chuseok: Korea's Harvest Festival*
Words in Context: weave, cloth, contest, festival, harvest, ancestors

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Reading Skill

Understanding the setting

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Phonics

-st

p. 76



Language and Literacy Connections

The connecting theme in Unit 2 is food and where it comes from.

	Language	Literacy
Vocabulary	Set 1: food Set 2: containers, food and drink	Nonfiction: <i>rice</i> Fiction: <i>corn, fruit, peas, pineapple, tomato</i>
Grammar	Quantifiers: <i>A lot, Much, Many</i> You don't have many cherries. You have a lot of pineapples. I don't have much fruit. Quantifiers with Questions: <i>How much ...?</i> <i>How many ...? Some/Any</i> How much food do we have? We have some food. We don't have any lunch.	Nonfiction There are many kinds of food. Some people buy new clothes. Fiction There isn't much water. There is a lot of food.
Skills	Pronunciation: /l/ and /r/	Reading: understanding the setting Phonics: -st
International English	<i>eggplant / aubergine; cupcake / fairy cake; potato chips / crisps</i>	



Vocabulary

Lesson Objectives

- to learn vocabulary of food: *cherry, chicken, corn, cupcake, eggplant, fruit, peas, pineapple, rice, sausage, spinach, tomato*
- to sing a song about appreciating healthy food and treats

Materials

Audio Tracks 15 to 18; Video

Warm Up

Play *Stand Up, Sit Down* with sentences about food (see TB p. 26).Suggested sentences: *I like / I don't like ... pizza/apples/salad/ tomatoes/meat/chicken/eggs/vegetables/chocolate, and so on.***A TRACK 15 TB p. 214 Listen and find. What's Lucy making?**

- Have students say what they can see happening in the picture on pp. 22–23. Ask *Where is this? What can you see people doing? Does this look like your hometown? Can you see Erin from Unit 1? (she is the woman holding the box)*
- Tell students they are going to listen to a conversation happening in the market. Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question *What is Lucy making?* and elicit the answer. Play the audio again for students to check. Have students share their answers with a friend before checking then check as a class.
- Look back at p. 21. Say *Can you answer Erin's question?* Play the audio again to check. (she likes peas)

Answer

Lucy is making orange juice.

**B TRACK 16 TB p. 214 Listen, say, and number the pictures in A.**

- Play the audio and have students point to the pictures and repeat the word.
- Tell students to listen again and write numbers next to the words in the picture. Do the example together. (tomato) Then check answers as a class.
- Have students repeat the words again, first under their breath and then aloud.

Answers

1 tomato 2 chicken 3 spinach 4 corn 5 fruit
6 eggplant 7 cupcake 8 sausage 9 pineapple
10 peas 11 cherry 12 rice



International English



Have students look at the words and elicit which are American English and which are British English. Ask if they've ever heard them before. Drill the pronunciation (*aubergine* /əʊbə(r)ʒi:n/) Ask *Which words do we use?*

**C TRACK 17 TB p. 215 Listen. Close your eyes and visualize.**

- Prepare students for the visualization (see TB p. 21).
- Play the audio, allowing students to visualize the food and do actions where appropriate as they listen. They can say the word after they hear say.
- Ask volunteers to describe what they imagined or to demonstrate their mime.

D Look, unscramble, and write.

- Students are going to reorder the letters to complete the words. Write the first scrambled word on the board. Ask students to look at the answer and spell the correct word. On the board, cross out each letter as students say it, so that they understand that they should use each letter once and that every letter must be used.
- Elicit the answer to number 2 and check whether their suggested answer works by having them spell it while you strike through each letter. Then have students continue the activity individually.
- To check answers, invite students to come to the board and write one word each. Ask if everyone agrees.

Answers

1 fruit 2 peas 3 rice 4 eggplant 5 sausage
6 spinach 7 tomato 8 corn 9 pineapple
10 cupcake 11 chicken 12 cherry

**E TRACK 18 TB p. 215 Listen and sing. Then watch and sing.**

- Write the title of the song on the board. Ask *What's a market?* If necessary, explain that some towns and countries have a market on a specific day each week. Ask *What do you usually buy in a market? What are the people buying in the market?* (food—mostly fruit and vegetables)
- Play the song, encouraging students to listen and enjoy the music. Have students raise their hands every time they hear an item from B.
- Give students a moment to look at the lyrics. Play the song again and stop after each line for students to repeat.
- Play the song again and encourage the class to sing.
- Play the song video encouraging students to sing as they watch. They can move to the music, invent actions or a dance.

Cool Down

Draw a smiley face on the left side of the board and a sad face on the right. Tell students you will say the names of some items of food. If they like the food, they point left and say *yes* and if they don't like it, they point right and say *no*. If they have never tasted the food, they can point to the middle. Use names of food from this lesson and any other foods students mentioned in the Warm Up.

Explore Language

Lesson Objectives

- to learn to use quantifiers: *a lot of*, *much*, *many*
- to talk about quantities of food
- to practice using food vocabulary

Materials

Audio Tracks 19 to 20

Warm Up

Play *Disappearing Words* with the vocabulary words from Lesson 1 (see TB p. 25).

A  **TRACK 19 TB p. 215 Listen and read.** What fruit does Mr. Bell have?

- Project the images from p. 24 or have students look in their books. Ask them what they can see happening and what they think the people are talking about.
- Play the audio and have students follow the dialogue in their books.
- Ask them the gist question *What fruit does Mr. Bell have?* and elicit answers. Play the audio again for students to check. Ask further questions to check comprehension (see **ETB**).

Answers

cherries and pineapples

B **Look at A. Complete.** 

- Write or project the table on the board.
- Point to the first example answer in the table. (a lot of) Have students find the sentence in the dialogue. Ask *Who says it?* (Ling)
- Have students work in pairs to look at the dialogue to fill in the blanks and complete the table.
- To check answers, elicit the completed sentences, fill in the table on the board, and have students check or correct their answers in their books.
- Point out that in these sentences we use *a lot of* for positive sentences. and *much* and *many* for negative sentences.
- Have students look at the Grammar tip *Remember* and ask them if you can count cherries. Count with them to check, drawing cherries on the board as you say the words: *one cherry, two cherries, three cherries*. Ask a student to come to the front and draw apples and demonstrate the same thing. Say *Count nouns can be plural*. Then tell the student you want to count spinach. Ask if you can count spinach and try counting while a student tries to draw: *one spinach, two spinaches ... no!* Say *There is no plural form for noncount nouns*. Elicit that fruit is also a noncount noun.
- Have students find *much* and *many* in the table. Ask *Do we use count or noncount nouns with "many"?* (count) Repeat the question for *much*. (noncount)

Answers

Count Nouns: many; *a lot of*

Noncount Nouns: much; *a lot of*

C **Think and discuss. Then choose.**  

- Check understanding of the word *quantity* by saying *Quantity means how many there are—if I have two cherries, do I have a large or small quantity?* (small)
- Have students work in pairs to read and discuss the sentences. Tell them to look at the table and at p. 24 to help them. Have students circle the correct options. Then check answers as a class.

Answers

1 large quantities 2 small quantities

D  **TRACK 20 TB p. 215 Listen and say.**

- Play the audio and have students tell you how many food items they heard mentioned. (four: cherries, fruit, pineapples, rice)
- Play the audio again, pausing after each question/sentence, and have students listen and repeat.
- For ideas on how to vary the drill, see TB p. 22.

E **Read and complete with *a lot of*, *much*, or *many*.** 

- Have a volunteer read the first sentence of the dialogue out loud. Point out the example answer and ask *Is the sentence positive or negative?* (positive) *Is it talking about a large quantity or a small quantity?* (a large quantity)
- Have students continue the activity individually and then compare their answers with a friend.
- To check answers as a class, ask individual students to read aloud a line of the dialogue. Ask if everyone agrees.

Answers

1 *a lot of* 2 many 3 *a lot of* 4 much 5 *a lot of*

F **Play a game. Draw your lunch. Then guess.**  

- Draw your lunch on the board, including some of the food items in the word box. Draw large quantities of some things and small quantities of others, to encourage students to use the new grammar.
- Say *Guess my lunch!* and encourage students to make guesses, using the food items in the box and the grammar from the lesson. Confirm whether they are right or not.
- Divide the class into pairs and have them play the game, taking turns to draw their lunch and guess their partner's lunch. Tell them that the lunch doesn't have to be realistic.

Cool Down

Play *Pass the Whisper!* (see TB p. 26) with sentences from this lesson.

Global Citizenship

Lesson Objectives

- to learn vocabulary of food and containers: *a bag of, a bottle of, a bowl of, a box of, a can of, a carton of, lemonade, potato chips, soup*
- to think about how fruit around the world is different
- to think about the importance of fruit in our diet
- to practice listening for gist and details

Materials

Audio Tracks 21 to 23; (optional) Audio Track B

Opening Question   

Ask the opening question: *How is fruit different around the world?* Elicit ideas and encourage students to think about the fruit they eat that doesn't grow in their country, as well as fruit they have in their country that is not found in other countries.

Don't correct or give much feedback. Focus on activating students' prior knowledge and awakening curiosity; students will find out more about the topic during the lesson.

 **A TRACK 21 TB p. 215 Listen to Basilio talk to his mom about lunch. What does he have in his lunchbox?** 

- Tell students they are going to hear a dialogue about a boy named Basilio and his school lunch. Ask *What fruit can you see in A?* (pineapple, lemon; some students may recognize dragon fruit or point out the orange on the carton of juice)
- Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question *What does he have in his lunchbox?* and elicit answers. Play the audio for students to check.

Answers

salad and rice

 **B TRACK 22 TB p. 215 Listen, say, and number the pictures in A.**

- Play the audio and have students listen, point, and repeat.
- Tell students to listen again and this time number the pictures. Point out the example answer (a box of).
- Then check answers.

Answers

1 a box of 2 a bag of 3 a bowl of 4 a bottle of
5 a can of 6 a carton of 7 lemonade 8 soup
9 potato chips



International English



Draw students' attention to the two ways of saying *potato chips / crisps*. Drill the pronunciation of both. Then ask *Which do we use?*

 **TRACK B TB p. 215 Visualization**

- The TTL has a visualization audio track for this vocabulary set (see TB p. 21).

C Play What's In It? 

- Write the six containers from the vocabulary list on the board (a bottle of, a can of, etc.) and have students brainstorm some items that can go in each one. Initially, they are likely to say the words in the pictures (e.g. lemonade), but encourage them to go beyond this lesson and think of other items (e.g. apple juice, milk).
- Then ask students to imagine they have each of the six containers in their backpack. Tell them to make a list of what is inside each container.
- Divide the class into pairs and have them take turns to guess what is in each person's backpack. They can guess up to three times for each item. If they guess correctly, they get a point. For example, Student A: *In my backpack, I have a can of ...* Student B: *Tomatoes?* Student A: *No.* Student B: *Peas?* Student A: *Yes.* The student with the most points wins.

 **D TRACK 23 TB p. 215 Now listen to Vania and Precious.**

Write the country. Who eats fruit for breakfast?  

- Listening for gist: tell students they are going to listen to two girls—one from Botswana and one from Indonesia—talking about a food from their country.
- Play the audio and have students listen and write the correct country below each name. Check answers as a class.
- Ask the gist question *Who eats fruit for breakfast?* Play the audio again to check.

Answers

a Vania Indonesia b Precious Botswana
Precious eats fruit for breakfast.

E Listen again. Choose.  

- Listening for detail: play the beginning of the audio again, up to ... *green outside and yellow inside*. Read the example sentence and have students notice the circled word.
- Have students look at the other sentences and see if they can remember any answers. Then play to the end of the audio and have students complete the activity individually.
- To check answers, ask volunteers to read the correct sentences. Ask if everyone agrees.

Answers

1 green 2 king 3 ice cream 4 green 5 fruit

Discussion Questions   

- Draw students' attention to the discussion questions: *Do you have the same fruit in your country? Why is it important to eat fruit?* Have students discuss in pairs or small groups (see ETB).
- Return to the opening question to ask again *How is fruit different around the world?* Discuss the differences and similarities students have discovered in this lesson. Are they surprised by anything they have learned?

Cool Down

Play *Running Spelling* (see TB p. 26) with vocabulary from the unit.

Explore Language

Lesson Objectives

- to learn and practice using quantifiers in questions
- to practice using food and containers vocabulary

Materials

Audio Tracks 24 and 25

Warm Up

Ask students to tell a friend three things they will have for lunch today (they can guess if they don't know). The other students listen and draw what their friend says.

A TRACK 24 TB p. 215 Listen and read. What food does Elena have?

- Have students look at the pictures on p. 28. Ask *Where are they? What are they doing? How are the people feeling?* Ask students if they recognize any of the people. (in pictures 3 and 4, they should notice Ling from Lesson 2; she's with her family)
- Play the audio and have students follow in their books.
- Ask the gist question *What food does Elena have?* and elicit the answer. Play the audio again for students to check. Ask further comprehension questions (see **ETB**).

Answer

sandwiches and apples

B Look at A. Complete.

- If you are using the TTL, project the table on the board. If not, write the first example on the board. Point to the example answer (much). Have students find the sentence in the dialogue it comes from.
- Have students work in pairs to complete the table.
- To check answers, ask some students to read a completed question or sentence each and ask if the others agree.
- Ask students if we use *some* for positive or negative statements. (positive) Draw a bowl full of fruit and a bowl with not much fruit on the board. Elicit which shows *some* and which shows *a lot*.
- Have students look at the Grammar tip *Remember* and point out the sentence in the table "We don't have any lunch." Ask *Is this a positive or negative statement?* (negative) *How do we know?* (the word *don't*) *Is there food for lunch or not?* (no)

Answers

much; some; many; any

C Think and discuss. Then choose.

- Have students work in pairs to discuss the sentences. Tell them to look at the table and at p. 28 to help them circle the correct options.

- Then check the answers as a class.

Answers

1 how many 2 how much



D TRACK 25 TB p. 215 Listen and say.

- Play the audio and have students tell you what words from B they heard. (much, many, any, some)
- Play the audio again and have students listen and repeat.
- For ideas on how to vary the drill, see TB p. 22.

E Look and complete.

- Refer students to the example answer and ask why *how much* is used. (It's a question about food, which is a noncount noun.)
- Elicit the answer to number 2 and discuss why it is *some*. (It's a positive statement.) Then have students continue the activity individually.
- To check answers, ask volunteers to read aloud a sentence each. Ask if everyone agrees.
- For number 4, highlight that we can count the quantity of uncountable things such as water or lemonade when they are in a container. (This information will be useful for students in the next activity.)

Answers

1 How much 2 some 3 How many 4 How much
5 any

F Play That Makes Ten! Choose how many. Then ask and answer.

- Tell students they are planning a birthday picnic for ten people and they need to get together a lot of food.
- Refer students to the list of food items. Discuss what sort of container is required for each item (e.g. a can of soup—not a bowl, if they're carrying it to a picnic). Ask *Are the containers count or noncount nouns?* (count)
- Have students work individually to choose a number between 1 and 9 to write next to each food item. Tell them that it should be a secret. Explain that this is the number of, for example, soup cans they have.
- Have two students read the example dialogue. Then tell students to walk around the class, taking turns to ask questions to different students to try to find someone who can make one of their items add up to ten. The first pair of students to make an item add up to ten sits down and raises their hands.

Cool Down

Play *Running Sentences* with some of the sentences from the dialogue (see TB p. 26).

Talk About It

Lesson Objectives

- to prepare and role-play a conversation about buying food
- to recognize and reproduce /l/ and /r/

Materials

Video; Audio Track 26

Warm Up

Ask *Do you like shopping? What do you like to buy when you go shopping? Where do you go shopping?* Elicit responses and help with vocabulary as necessary.



A TB p. 234 Watch and listen. What fruit does Rob want?

- Tell students they will watch a video of a boy and his dad talking about shopping for food.
- Introduce the gist question *What fruit does Rob want?* Play the video to check the answer. Ask further comprehension questions (see ETB).

Answer

pineapple

B Watch again. Check (✓) the phrases you hear. 

- Have students read the phrases and draw attention to the example.
- Play the video again and have students check the other phrases they hear.
- Then check answers.
- Ask students to think about when the phrases are used—to ask a question or to make a suggestion. Ask students to categorize them by writing Q (2, 3, 4, 8) or S (1, 2) next to the relevant phrases. Point out that one of the phrases will fit into both categories.

Answers

l; 2; 3; 4; 8 (5; 6; 7 are not said)



Pronunciation /l/ and /r/

TRACK 26 TB p. 216 Listen and say.

- For speakers of some languages, the sounds /l/ and /r/ are very difficult to distinguish. Contextualized practice and a specific focus help students hear and start to pronounce the difference. Do provide correction, but don't expect students to be able to do this perfectly the first time.
- Demonstrate the mouth and tongue position for the /l/ sound as in *let's* and encourage students to copy you. Then demonstrate the /r/ sound as in *Rob*.
- Play the audio for students to repeat the sounds and words. Repeat if students need more practice.

- Say *These words are used in the video. What other words do you know with these sounds?* Have students discuss in pairs, then elicit ideas (e.g. lunch, cherry) and write them on the board in two sections. Drill all the words at the end.

C Plan. You need to go shopping. Write a list.  

- Tell students that they are going to plan a conversation about shopping like Dad and Rob.
- First, call out the names of some types of food and have students say what container they come in; for example, lemonade (bottle/can), milk (carton), cereal (box), carrots (bag), rice (bag). Then have students complete the shopping list with quantities of the items they wish to buy.
- Invite students to give examples of items and quantities on their list. Encourage them to use one of the phrases from the video; for example, *I need three bottles of lemonade.* Have the others respond with *Me, too!* if they have it on their list.

D Prepare your conversation. Use your ideas from C and phrases from B.  

- Play the video from A one more time to give students a model.
- Project or write the conversation template on the board and complete it as you demonstrate.
- Ask students for a suggestion to complete the first green bubble; for example, *OK, we need ... apples.* Then point to the first pink bubble. Have students choose one of the questions from B that will fit there; for example, *How many apples?* Encourage a confident student to suggest an answer. Continue, eliciting suggestions for the rest of the flow chart.
- Have students work in pairs to write their own the conversation in a notebook using their ideas from C and the phrases from B. Encourage them to use different ways to make suggestions. Monitor and help as needed.

E Practice with a friend.  

- Have students practice their conversation as many times as they need to. Remind them to use gesture to acknowledge suggestions and to react to things their partner says with facial expressions, as well as words.

Cool Down

Do a pronunciation chant to practice the /l/ and /r/ sounds.

Run, run, run!

Yes, let's, let's, let's!

Let's run, let's run! Go, go, go!

Write About It

Lesson Objectives

- to review the use of capital letters and commas
- to plan and write a description about food in the kitchen

Materials

(Optional) Support, Standard, and Challenge writing printouts from the Resource Bank (one per student) (C, D)

Warm Up

Play a *Chain Game* to engage students' interest in the topic of food (see TB p. 25).

Start the chain by saying *In my kitchen, I have a bottle of lemonade.* Prompt the next student to say *I have a bottle of lemonade and ...*

A Read the description. Underline the capital letters and circle the commas(,).

- Have students read the description individually. Tell them to concentrate on these two questions while they read: *Where is the food?* (in the cabinet, on the table) *What do the family members like?* (Dad likes peas, Mom likes mangos) Give them time to read the whole description, then elicit answers.
- Write a series of lowercase and capital letters on the board like this: a A g G j j M m s S Y y. Tell students to say stop when you point to a capital letter. Point to the first letter and then move your finger or pen slowly along the line. Stop when students tell you to and circle the capitals.
- Have students find and underline all the capital letters in the description.
- Write *I have a lot of carrots tomatoes and spinach.* on the board and ask students what's missing. (the commas)
- Have them skim the description and count and circle the commas. Ask how many they found. (there are six) Ask when we use commas. (to separate items in a list)

Answers

Our Kitchen

In the cabinet we have some rice, pasta, and cans of peas. Dad loves peas. We don't have many cupcakes, cookies, and bags of potato chips. On the table there's a bowl of fruit. There are some cherries, apples, and mangos. Mom eats a mango every day. We eat a lot of fruit and vegetables in my family.

B Write the sentences with capital letters and commas.

- Refer students to the prompt sentence and example answer.
- Have students complete the activity individually. While they are doing this, write or project the unpunctuated sentences on the board.
- To check answers, invite students to come to the board and correct the sentences. Elicit why the capital letters are needed in Mom, Dad, and Grandpa. (These are the family members' names.) Ask if everyone agrees.

Answers

- 1 We eat fruit, rice, and pasta.
- 2 Carlos likes mangos, pasta, and cherries.
- 3 I eat dinner with Mom, Dad, and Grandpa.
- 4 She has a lot of soup, rice, and water.

C Plan. Think about your kitchen and your family. Complete.

- Tell students they are going to write their own description, like the one in A. Discuss what a description is. Students may say that descriptions are for telling about things we can see, smell, taste, feel, and hear.
 - Ask students to think about food they have and don't have at home. Ask who in their family likes the different food.
 - Have students look at the table. Tell students to imagine they are in their kitchen. Tell them to think about what they have, what they don't have, and what foods their family members like.
 - Elicit an item and person for each column as an example, and then have students complete their own tables individually. Challenge printouts can be handed out now.
- ### D Draw your kitchen and describe it.
- Have students write their own description of their kitchen, using their plan from C. Support printouts can be handed out now.
 - Have students write their final versions neatly on paper or hand out the Standard printouts from the Resource Bank. Allow them time to decorate their descriptions. Display the finished descriptions around the classroom.

Cool Down

Give students time to read and appreciate each other's descriptions. Ask them to say one thing they like about another person's description.

Think It Over

Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their progress
- to think about learning strategies and how to continue learning at home

Warm Up

Play the Yes/No game with words from this unit (see TB p. 27). Tell students yes is if it is a food and no is if it isn't.

Suggested items: *chicken* (Y), *bottle* (N), *lemonade* (Y), *melon* (Y), *carton* (N), *can* (N), *eggplant* (Y), *bowl* (N), *spinach* (Y), *market* (N), *durian* (Y)

Read the questions and draw or write your answers.

- Encourage review of the language and reflection on the ideas from the unit to help students make connections to past learning experiences.

What did I do? 

- Give students a few minutes to look back through the unit at the activities they did. Ask questions about the unit; for example, *What did you sing about? What activities and actions did you do? What conversation did you have? What did you write? What games did you play?*
- Tell students they can draw or write about activities they liked or found interesting, but encourage them not to choose their favorite activity yet. Instead, encourage them to identify something in the unit that they found challenging but which they completed and feel proud of. Alternatively, ask them to choose something that was particularly memorable for them—either because it was interesting, or it was different, or even because it was noisy! You can use LI to explain these ideas to students.

What did I learn? 

- Brainstorm some ideas on the board about what students remember from the unit—foods, containers, smells, tastes, food they liked and didn't like.
- Ask students what words they can find that they didn't know before. Ask if they can now make questions or answers that they couldn't before. Ask what new facts they learned, especially about fruit from around the world, and if they learned about eating healthily.
- Encourage students to draw a picture or write about what they learned.

What was my favorite part? 

- Have students look back through the unit and decide what they enjoyed the most. Tell them it can be an activity they found fun, a story they enjoyed reading, a favorite character, or a favorite food. They should try to choose just one and draw a picture and/or write about it. Explain that when we like something, it is often easier to learn and remember.

How well did I do? 

- In this activity, students evaluate their own progress. Tell students to color in the number of cupcakes that best expresses how well they have learned the unit content (i.e., the more they color, the more they feel they have learned). Ask *What do you remember? What do you understand? What do you need to practice more?* Encourage students to look back through the unit to see how much they remember.

What can I do next? 

- Brainstorm ideas with the class about what students can do to continue to learn (e.g. watch the video about shopping online again, role-play the dialogues, play the game on p. 25 again).
- Encourage students to think about what they can do at home to improve their English using the verbs in the box as a prompt; for example, watch a TV show or video clips in English, practice talking to family members in English, share ideas about fruits with family members, look online to find out more about fruit from around the world, and so on.
- Ask students to choose one or more activities from the list (watch, practice, share, find out more) that they will do to practice their English.
- Once students have completed the page in their books, have them discuss with a friend what they drew or wrote. Did they choose the same activities or different ones?

Looking Forward

Draw students' attention to the character at the bottom of the page. Ask *Who's this?* and elicit what they remember about her (she is Elena, who shares her lunch in Lesson 4, p. 28). Ask *Where do you think Elena goes with her class?* and elicit suggestions. Tell students they will find out in the next unit.

Put It Together

To further review and recycle the language in Units 1 and 2, play the storytelling game, *Lemonade for Everyone*, on pp. 34–35. See TB p. 206 for teaching notes.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about thankfulness
- to do a Think, Pair, Share VTR
- to preview the reading skill of understanding the setting

Materials

(Optional) VTR printout from the Resource Bank (A, B, C); large piece of paper (WU)

Warm Up

Use this activity to create interest in the topic—thankfulness. Point out that this unit is called *Thank You*. Have students imagine what the readings will be about. Write their ideas on a large piece of construction paper and display it on the wall.



Think, Pair, Share  
A Look at the picture. Why are they holding these things? Think about it.

- Students are going to do a Think, Pair, Share VTR to explore the image of cupped hands holding important things.
- Start by asking students to say what they can see in the picture. Encourage them to use adjectives such as colors and shapes to describe what they see. Provide vocabulary where necessary.
- Students will likely find: a (soccer) ball, a home/house, hands, candy, a video game controller, a picture, grandparents, a shoe, the sun, various colors.
- Students may also notice: lollipops, round gumballs/gobstoppers, windows, people, fingers, buttons (on the video game controller), palms, gold picture frame, rays of light, various items of clothing.
- Then write the question *Why are they holding these things?* on the board. Mime holding something in your hands as you read the question. Give students one or two minutes to think independently about the question so that they form their own ideas. Tell them to place their hands on top of their heads when they are ready.

B Talk with your partner.

- Have students work in pairs to share ideas about why the people are holding these things and to think of possible answers together. Remind students that their ideas will vary and all answers are valid.
- Encourage students to listen to each other's opinions and use phrases such as *Me, too; Really?; I don't think so* and *Yes, I agree*.
- Circulate and encourage students to expand on their ideas by asking *What makes you say that?* They can use LI for this if necessary.

C Share with the class.

- Bring the class back together and tell them that now they will complete the Share part of Think, Pair, Share. This third step helps students refine their ideas.
- Invite students to share their ideas with the class and encourage them to clarify their thinking. Remind them that they don't have to agree.

Here's an example of this part of the routine:

Teacher: (Student A), what do you and your friend think?

Student A: We think they are special things.

Teacher: How interesting. Why do you say that?

Student A: There's a yellow light.

Teacher: OK. How are they special?

Student A: These are her grandma and grandpa.

Student B: (We think) he likes soccer.

Teacher: OK. What else do you think?

Student B: (We think) these are (their) favorite things.

Teacher: OK, great. (Student C), what do you and your friend think?

Student C: We think they are gifts.

Transition

Ask students *Do you think the people in the picture are saying thank you for these things?* and elicit answers.

D Think and discuss. When do you say "thank you"?  

- Ask students to recall all the times they said "thank you" yesterday and raise their hands to give a suggestion. Involve as many students as possible in the discussion.
- Ask students if they can group these occasions into general situations (e.g. when someone gives you something, when someone is kind, when someone helps you). Draw a spidergram on the board to show their ideas.

E Look at the picture. Where do you think it is? 

This is a preview of the reading skill of understanding the setting.

- Ask students to look at the picture or project it on the board and have them say what they can see. (a family—mother, father, and daughter—wearing special or traditional clothes, smiling for a picture)
- Then ask *Where in the world do you think this is? Why do you think they are taking a picture? Why are they wearing special clothes?* Elicit the fact that it is probably a special occasion.
- Tell students that in the next lesson they will discover more about these people.

Now read **Chuseok: Korea's Harvest Festival**

Nonfiction: *Chuseok: Korea's Harvest Festival*— An Informational Text

Lesson Objectives

- to read an article about a harvest festival
- to learn about the Korean harvest festival
- to learn through CLIL (social studies): communities
- to make a personal connection to the reading

Materials

Audio Tracks 14 and 15; a world map or globe (First Reading, FR)

Warm Up

Write the word *celebration* on the board. Elicit things that happen at a celebration (e.g. *music, food, dancing, performances, singing*). Write students' ideas on one side of the board and leave them there to refer to during the lesson.



TRACK 14 TB p. 228 Reading Approach

First Reading: Listen and Engage

- Draw students' attention to the title of the reading in their books and ask them what they think it will be about. (Note: the pronunciation of Chuseok is /tʃʊːsəʊ/).
- Ask students if they know where Korea is. Have a student find Korea on a map.
- Play the audio once straight through while students follow the text in their books.
- At the end, have students point to the king, a family, food, and dancing. Ask *Are the food, clothes, and dancing the same as in our country?*
- Then look at the Words in Context.



TRACK 15 TB p. 228 Words in Context

- Play the audio and have students repeat the words.
- Have a race to find the words in the reading. Ask *How many times can you find each one?* (weave: three; cloth: one; contest: one; festival: two; harvest: three; ancestors: one)
- Remind students to use pictures to help establish meaning and tell them they can also look for clues in sentences nearby.
- Then bring the class together and use these discussion points to confirm the meaning of each item.

weave Have students find the word (all three instances) and the images of weaving on p. 26. Use mime or draw a picture on the board to show how to weave threads.

cloth Have students find the word and images on p. 26. Ask if they can point to some cloth in the classroom. Ask *What do we make with cloth?* (clothes)

contest Refer students to the sentence on p. 26. Ask *What are they doing? What do we have at the end of a contest?* Encourage students to notice the words *wins* and *prize* in the second paragraph and ask if these help establish the meaning. Say *Contest is another word for a race or match.* Ask students what the race was about in this story. (making cloth) Ask if they have contests at school.

festival Have students find the word and sentence on p. 27. Encourage them to use the whole paragraph to help them establish the meaning. You could highlight words such as *holiday, families, and celebrate*. Ask them *Is a festival a happy time? (yes) What do people do in festivals?* (eat, dance, celebrate)

harvest Refer students to the picture of the family with the produce. Ask *Where do these things come from?* (They grow them.) Explain that a harvest is the time when you pick the things you have grown.

ancestors Have students find the word and sentence on p. 29. Point out that the word *family/families* appears twice in this paragraph. Ask *Does this help us understand the meaning?* Ask *Are ancestors part of our family? Our family now or in the past?* (past)

Second Reading: Analyze the Text and Features

- Have students read the whole text again, this time quietly by themselves. Ask them to think about which page they find the most interesting, while they read. Take a class vote.
- Then ask students to look at the blue boxes. Discuss each one as a class.
 - **Making Connections** (p. 27): *Why do people all around the world celebrate the harvest?* Ask students for their ideas. Point out that harvest is still important for everyone, even if we don't all take part as people used to.
 - **Personalization** (p. 29): *Is there a holiday like Chuseok in your country? Ask students What traditional holidays or festivals there are in your country? What do people do? When are they? Which is your favorite?*

Third Reading: Interact with the Text

- Listen to the audio again and have students mime all the actions they hear and see in the text.
- Students may enjoy reading the text out loud around the class (a small section each) when they are familiar with it. You can divide the class into two and have one half as readers and the other half as actors, then switch roles.

Cool Down

Return to the celebration-themed words that students brainstormed at the beginning of the lesson. Ask *Which of these happen in Chuseok?* Let them add new words.

Explore the Reading

Lesson Objectives

- to understand and analyze *Chuseok: Korea's Harvest Festival* through reading comprehension activities
- to learn through CLIL (social studies): communities
- to make a personal connection to the article

Warm Up

Play *Stand Up, Sit Down* with sentences about the Chuseok festival (see TB p. 26).

Suggested sentences: *The beginning of Chuseok was a race to make food.* (False) *People go home for Chuseok.* (True) *They spend time with their friends and teachers.* (False) *They give thanks for the harvest.* (True) *People eat many kinds of food during the festival.* (True) *People wear old clothes.* (False) *Families remember their ancestors.* (True)

A Read and answer. How do people celebrate Chuseok?



- Before students open their books, have a Circle Time discussion about the reading (see TB p. 21). Ask some W questions, e.g. *Where is the festival?* (Korea) *Why is there a festival?* (to give thanks for the harvest and remember ancestors) *When does it happen?* (at the end of summer) *How long is Chuseok?* (three days) *Who do people spend time with during Chuseok?* (their families)
- Project the lesson page or copy the question and spidergram on the board. Ask students the question *How do people celebrate Chuseok?* and have them raise their hands to give a few suggestions. Write their answers on the spidergram in note form.
- Have students open their books and read the text again. Then have them raise their hands to give more answers. Add these to the spidergram. Ask which answers involve food, which involve activities, and which involve people.
- Have students choose ideas to write in the spidergram in their books.

Answers

buy new clothes; (the following may vary) dance and play games; have a big feast/meal; make rice cakes; have a special ceremony

B Read and complete. Chuseok is about being thankful. What are Korean people thankful for?

- Check the meaning of *thankful* with students: ask *Are we thankful for things we like or things we don't like?* (things we like) *What do we say when we are thankful?* (thank you)
- Have students look back at the reading and share ideas about what Korean people are thankful for with a friend.
- Invite students to raise their hands to suggest answers. Write their ideas on the board.

- Have students complete the sentences in their books.
- Ask students *Why is it important to show we are thankful?* Give some thinking time and then ask for suggestions. Lead students to conclude that people help more if we say thank you, and that knowing that others like what we do makes us feel happy.

Answers

their ancestors/family; the harvest (any order)

C Think and discuss. What holidays or traditions do you have to show thanks?



- Write the beginning of the sentence on the board: *I'm thankful for ...* and tell students one or two things you are thankful for; for example, *I'm thankful for my friends. They're always there when I need them. I'm thankful for having a nice home. I can relax in my home.*
- Give students some time to think and then discuss in pairs what they are thankful for.
- Then move on to the social studies objective; communities. Ask students *Do you celebrate any holidays to show thanks with your family? What about with other people in the community?* (you could remind students that they are part of a school community) Ask *What do you do? What food do you eat?* If there isn't a big holiday, ask students to consider smaller ways they show gratitude, e.g. a hug or a thank-you card. Give students time to think and then discuss their ideas in pairs.
- Invite students to share what their family does to give thanks.

Cool Down

Tell students you will say some things you are thankful for. If they are also thankful for the same thing, they have to stand up and move to a different chair in the room and sit down.

To add a competitive edge to the game, the last person to sit down in a new chair has to make the next sentence.

Possible sentences to use: *I am thankful for ... my family / chocolate cake / homework / my friends / having food to eat every day / rain / the sun.*

Get Ready to Read

Lesson Objectives

- to practice the reading skill of understanding the setting
- to activate prior knowledge about harvests

Warm Up

Play *Correct the Teacher* (see TB p. 25) by reading a version of the paragraph on p. 27 of *Chuseok: Korea's Harvest Festival*.

Possible phrases to use: Today, the festival of Chuseok is still an important sport (holiday) in Korea. It is at the end of homework (summer). It lasts 300 (three) days. People always go to the beach (home). They spend time with their phones (families). They want to sleep (celebrate) and give thanks for the internet (harvest).

A Look and complete. How does each place make the character act and feel?

This activity practices the reading skill of understanding the setting and its importance.

- Refer students to the pictures or project and enlarge them on the board. Establish who the girl is (Clara from *The After-School Inventor* in Unit 1) and what she is doing in each picture. (climbing, watching a cartoon on a tablet, and saying goodbye to someone at a station)
- Draw students' attention to the example answer in the first row (scared). Say the full sentence: *Clara feels scared*. Ask students why she feels scared in the first picture. (she thinks she might fall) Ask students if they would feel scared in this situation.
- Ask students to find the verb in the second box that describes what Clara's doing (climbing) and complete the first column of the first row.
- Have students complete the other two rows and compare with a friend. Draw or project the table on the board.
- To check answers, invite students to come and complete a word each in the table. Ask if everyone agrees.
- Have students look at the reading skill box about settings: *The setting is the time and place in the story. One story can have many different settings.* Ask them to think about how the different settings affect Clara's emotions. Discuss as a class. Point out how knowing the setting can help us understand a story better.
- Ask students how they feel in different settings (e.g. at home in bed, just before a race, on the last day of the holidays). Provide a model on the board: (At home in bed), I feel (tired).

Answers

1 climbing; scared 2 laughing; happy 3 crying; sad

B Look and complete. Compare and contrast the settings.

- Project and enlarge the two pictures on the board or have students look at them in their books. Tell them that these are pictures from the story they will read next. Elicit what they can see.
- Have students look at the Venn diagram and read the instructions. Check that they remember what *compare* and *contrast* means. Ask *What's the same? What's different?*
- Point out that *vegetables* is in the middle where the shapes overlap because it belongs to both pictures. The other spaces are for words that belong with just one picture. Elicit one word that belongs to each picture and then have students write the remaining words in the correct place in the diagram.
- To check answers, draw or project the diagram on the board and invite students to write a word each. Ask if everyone agrees.

Answers

In the Kitchen: inside; bowls

On the Farm: outside; plants

Both: *vegetables*, family, fruit

C Think and discuss. When is the harvest in your country? What foods are ready? How do people celebrate?

- Ask students to remember and say all the months of the year. Write them on the board. Ask students which months belong to which season and write the seasons next to the months.
- Give students some time to think of their answers to the questions.
- Have students discuss the questions in pairs. Remind them to use phrases such as *Me, too!* and *I don't think so* to create a natural conversation.
- Invite students to share their opinions with the class.
- Ask students if listening to their friends' ideas gave them any new thoughts.
- Ask students if they think harvests are different in different countries and why.

Cool Down

Have students do a visualization (see TB p. 21). Tell students to imagine they are helping with the harvest and to listen and mime:

You're with your family and you're picking vegetables! First, you take the potatoes from the ground—dig, dig, dig! Put the potatoes in a big bag. Now it's time for the apples. Take the apples from the tree—reach up high for the best ones! Put the apples in a basket. Pick up your basket or bag and carry it. It feels heavy. Put it down slowly and rest.

Now read **First Harvest**

Fiction: *First Harvest*—A Science Fiction Story

Lesson Objectives

- to read and understand a sci-fi story about a family harvest
- to explore the SEL competency of self-awareness by identifying what triggers emotions
- to make a personal connection to the reading

Materials

Audio Tracks 16 and 17; Video

Warm Up

Ask *What do you know about harvests?* Have students do a Rally Robin to answer (see TB p. 20).



TRACK 16 TB p. 228 Reading Approach

First Reading: Listen and Engage

- Have students spend a minute looking at the title of the story, the genre, the text, and the pictures. Tell them to look at all six pages. Ask them if they can guess what the story might be about.
- Play the video all the way through. Alternatively, play the audio and have students follow the text in their books. Ask them if their predictions were correct.
- Ask some personalization questions: *Is their life like yours? What's similar or different about it? Does the food look good? Do you wear different clothes to play outside?*
- Look at the Words in Context.



TRACK 17 TB p. 229 Words in Context

- Play the audio and have students repeat the words.
- Play the video again and tell students they can **use the actions in the video to help establish the meaning of new words** (see TB p. 23). Pause after each word and have students discuss in pairs. Use these questions to confirm meaning.

If you don't have access to the video, ask students to use the pictures to establish meaning.

pick Point out Mom in the back of the top picture on p. 32. Ask *What's she doing?* (picking fruit) Reinforce the action using mime and ask students to show you how they pick fruit.

worried Ask students *Why is Dad worried?* (because it's hard for plants to grow) Ask *How do you look when you're worried?* and get students to show you a worried face.

grow Ask students to mime a plant growing. Ask *Why does Dad say it's hard for plants to grow there?* (there isn't much water)

believe Write *I believe* and *I don't believe* on the board. Say *Which means you think something is true?* (*I believe*) Point out that we often say *I don't believe it* when we are surprised that something is true. Ask *Why does Dad say I don't believe it?* (he is surprised the carrots are beautiful because he didn't think they would grow)

stripes Ask students if they can see stripes anywhere else in the reading (August's sweater has stripes) or in the classroom.

Second Reading: Analyze the Text and Features

- Play the audio and have students follow the text in their books.
- Then discuss the questions in the blue boxes as a class.
 - **Making Connections** (p. 32): *What do you think the setting is?* Ask students for their ideas. Elicit that they are on a different planet and ask how we know this. (the pictures show this and also the children have to wear space suits to go outside) See if anyone can tell you which planet they are on. (Mars—it says so the children's helmets)
 - **Making Connections** (p. 33): *Why is the family so happy about the harvest?* (They were worried that the plants wouldn't grow, but they worked hard and the harvest is good.) Ask students how they think the family feels after their excellent harvest. Explore the SEL competency of identifying what triggers emotions. *What made the family feel happy? If the harvest hadn't gone well, how would they have felt?*
 - **Personalization** (p. 37): A space suit is the clothing astronauts wear in space. Ask students if they think a space suit is comfortable to wear? Would they like to play in one?

Third Reading: Interact with the Text

- Listen to the audio or watch the video again and have students repeat key phrases of dialogue between the family. Ask students how they think each character is feeling and have them say the phrases again, trying to show that emotion.
- Ask students how they think the setting of the story makes the characters feel. (maybe more worried and more emotional—they are millions of miles from their home planet, and it may be dangerous)

Cool Down

Play *I Spy ...* on Mars (see TB p. 25). Have students look at the pictures from the story for the clues, e.g. *I spy something beginning with 'p'.* (purple apple, p. 35)

Explore the Reading

Lesson Objectives

- to understand and analyze *First Harvest* through reading comprehension activities
- to explore the SEL competency of self-awareness by identifying what triggers emotions
- to focus on the reading skill of understanding the setting
- to recognize and reproduce the –st final blend

Materials

(Optional) Video; Audio Track 18; (optional) pictures of Mars (B)



TB p. 236 Warm Up

Play *Who Said It?* (see TB p. 27). Play the video to check answers.

Then play the video again, this time on mute, and have students say the dialogue for a character of their choice at the correct time. Allow them to use their books for this. Remind them to think of the emotions the person is feeling when they are speaking.

A Look and read. Answer the questions.

- Do a quick review of the story by asking questions; for example, *Who are the characters?* (Mom, Dad, Ruth, and August) *Where are they in the story?* (Mars) *What are they doing?* (their first harvest) *Why are they so happy?* (the harvest is successful)
- Focus students on the example and have them find the information in the reading (p. 32 “The family works hard on the farm and also in the images). Ask them what key word they would look for to find the answer to question 1. (grow)
- Have them write full-sentence answers for the other questions and compare with a friend.
- Then check answers with the class.

Answers

- 1 They grow it on the farm.
- 2 One vegetable the family grows is carrots/peas/tomatoes/corn/potatoes.
- 3 The story is set on Mars.
- 4 August and Ruth go outside to play.
- 5 Mom/She asks the children/them to check their space suits.

B Think, write, and discuss. Why is it hard to grow food on Mars? 🌵 🍷

- Ask students what they know about Mars. (e.g. dry, rocky, red planet; second-closest planet to Earth after Venus; no life; very cold) You could show some pictures.
- Ask what information they can find from the reading (there isn't much water; there isn't any air). Build a very basic list on the board, with the title Mars.

- Ask what things you need to make plants grow (oxygen, water, good soil, warmth, sunlight). Tell students that farms have insects and animals, many of which also help the plants grow. Build a second list on the board of these suggestions, with the title *Vegetables*.
- Have students look at the two lists and notice how different they are. Ask *Why is it hard to grow food on Mars?* and have the students complete the graphic organizer in B using the ideas on the board.

Suggested Answers

There are a lot of rocks. There isn't much water. It's too cold. There are no insects. There are no animals. Everything has to be inside because there is no air outside.

C Imagine you live on Mars. What's different? How does it make you feel? Draw the setting. Draw yourself. 🧑

This activity relates to the reading skill of understanding the setting.

- Ask students for some ideas about what life on Mars must be like and start making a drawing on the board.
- Once you have a detailed picture, say *Imagine you live here. How does it make you feel?* Give students time to think and then elicit adjectives to describe how this makes them feel. They can use LI if necessary. Encourage them to give reasons for why they think they would feel this way to explore the SEL competency of identifying what triggers emotions.
- Have students draw a picture of themselves on Mars in their notebooks, which can be different from yours.
- Have students show their drawing to a friend and explain the features of the picture. Remind them to refer back to the questions in C as they talk to their partner. Invite them to share and discuss their drawings with the class.

Phonics –st

TRACK 18 TB p. 229 Listen and say.

- Play the audio and have students listen and look at the words in the phonics box. Ask them what sound all the words have in common. (they have –st at the end)
- Play the audio again and have students repeat the words.
- Ask students to choose their favorite word from the list.
- Have students find more words in the reading ending with –st and invite them to read them out loud.

Answers

harvest; August; feast; first

Cool Down

Play *Silly Sentence* (see TB p. 26); e.g. *For our first harvest, we're having a feast, and August is eating last!*

Think Together

Lesson Objectives

- to compare and contrast between the readings
- to make connections about thankfulness
- to explore the key concept: Why do we celebrate harvests?
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Ask students to think about the question at the top of the page: *Why do we celebrate harvests?* Write or project this question on the board. Elicit ideas from students based on what they have read and discussed.

A Think and write. Compare and contrast the two harvest stories in this unit.

- Elicit the names of the two readings from the unit. Have students tell each other one thing they remember about each text.
- Give students some time to look at the readings to find as many similarities and differences as they can and make notes in their books.
- While they are doing this, draw or project the table on the board.
- To check answers, invite students to come to the board and write something in the table on whatever side they choose. Ask if everyone agrees. Extend the table if necessary.
- Have students copy additional answers if needed so that their table is full.

Suggested Answers

What's the Same?: *They both have families.* They both celebrate. They both have a feast. They are both happy times.

What's Different?: In space, they don't go home to join their family. In space, it's their first harvest. At Chuseok, they dance and buy clothes. At Chuseok, they remember their ancestors.

B Think and discuss. Imagine you are a farmer. Make a table about your harvest and your celebration. Do a Think, Pair, Share.

Students are going to explore further the key concept by making connections about what they know and what they have learned in the unit with a Think, Pair, Share learning routine (see TB p. 20).

- Ask students to imagine they are farmers who are going to celebrate their harvest. Ask some questions to encourage thinking skills: *What fruit and vegetables do you have? Who picks the fruit and vegetables? Where do you put all the food? Where do you have the celebration? Who is invited? Who cooks the feast?*

- Give students time to think and put together their ideas.
- Have students compare ideas in pairs and categorize them in a table with the headings *Our harvest has ...* and *Our celebration has ...*
- Ask pairs to share their ideas with the rest of the class.

My Reading Journal

Be the author. Choose *Chuseok: Korea's Harvest Festival* or *First Harvest*. Read the ending again. Write and draw what happens next.

This activity asks students to make predictions based on what they read and learned in the readings.

Ask students to turn to p. 29 in their books, look at the end of the *Chuseok* reading, and elicit a few suggestions of what might happen next. (e.g. washing the dishes after the feast, going back to their homes after the family celebration) Do the same for p. 37 and the end of *First Harvest*. (e.g. the children play outside, Mom makes an apple pie, Dad puts more seeds in the garden)

Have students choose one of the readings and write what they think happens next. Then they draw a picture that illustrates their idea.

Do you like this unit? How many golden apples do you give it? Circle.

This question focuses on personalization.

Give students some time to look back at all the pages of the unit (pp. 24–39) and decide how many golden apples they will give it. Make sure they understand that they are rating the unit, not their progress.

Have students compare their scores with a friend and say what they liked and didn't like about the unit.

Ask students what their favorite part of the unit was.

Answers

Students' own answers

Cool Down

Have students look back at the unit opener picture on pp. 24–25 or project it on the board. Ask if they now have any more ideas about why the people are holding these things. (perhaps the person holding the sun is thankful that it has allowed the fruit and vegetables to grow; perhaps all the items are things that make up a harvest celebration: family, home, games, food)