

What Lives Here?

Unit Overview

Themes

Plants, animals, and the environments they live in
Ecology and the importance of trees and plants

Synopsis

In this unit, students will explore how plants, animals, and humans are connected in our world. They will learn about different biomes and their characteristics, and explore the importance of respecting and looking after living things and places in nature. Students will plan and prepare a presentation describing a biome and write instructions on how to grow a plant.



Vocabulary

biome, camel, cheetah, desert, dry, forest, grassland, plants, polar bear, tundra, wet, wolf,

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Think It Over

Review and Reflection

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Explore Language

Comparatives and Superlatives:
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Language Book

Write About It

Writing Instructions
Sentence Building: sequencers

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Global Citizenship

How do plants grow in difficult climates?

bud, flower, ground, leaves, petal, pollen, roots, seeds, shoot, stem

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Take the Stage

Presentation: describing biomes

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Explore Language

Comparatives and Superlatives:
Short and Long Adverbs

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Language and Literacy Connections

The connecting theme in Unit 2 is biomes and their features.

	Language	Literacy
Vocabulary	Set 1: the world around us Set 2: plants	Nonfiction: biome, forest, flower(s), ground, leaves, plants Fiction: stem
Grammar	Comparatives and Superlatives: Short and Long Adjectives This lion's bigger than the cheetah. Elephants are more dangerous than lions. Is the lion the biggest animal? Elephants are the most dangerous animals. Comparatives and Superlatives: Short and Long Adverbs It grows more quickly than the plant next to it. Desert plants grow the most slowly of all.	Nonfiction Many of them grow in places that have longer and colder winters. This means that the summers are shorter and cooler, too. Fiction Spring is the best season. The plant grew bigger. It had a dark green stem and the most beautiful leaves.
Skills	Pronunciation: /pl/ and /kl/	Reading: understanding the author's purpose Spelling Pattern: ai
International English	plastic wrap / cling film	slingshot/catapult

Vocabulary

Lesson Objectives

- to learn vocabulary to describe the world around us: *camel, cheetah, polar bear, wolf, biome, desert, dry, forest, grassland, plants, tundra, wet*
- to sing a song that explores different homes and habitats

Materials

Audio Tracks 15 to 18; Video

Warm Up

Play the *Alphabet Game* with the topic of animals (see TB p. 25).

 **A TRACK 15 TB p. 214 Listen and find. Which four biomes do the girls see?** 

- Have students look at the pictures and say what they see. Ask if students can see any animals from their list in the Warm Up. Draw students' attention to the gist question *Which four biomes do the girls see?* and ask a volunteer to try to explain what a biome is by looking at the examples in the picture. (It is an area with its own plants, animals, and weather.) Ask *What can you see in each one?* Encourage students to use both adjectives and nouns to describe what they can see.
- Tell students they are going to listen to Millie and Tess talking about the biomes. Ask *Can you find them?* (They are in the cable car.) Remind students of the challenge from the end of Unit 1. Ask *Where did Millie go next?* (the biome park) Explain that a biome park is a place where you can see examples of different natural spaces from around the world.
- Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question *Which four biomes do the girls see?* and elicit the answer. Play the audio again for students to check.

Answer

forest, tundra, desert, grassland


 **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 say the words.
- Tell students to listen again and write numbers next to the words in the picture. Do the example together (desert). If students need more time to write their answers, pause the audio.
- Check answers by calling out a number and having students call out the word. Alternatively, project the answers using the TTL.

Answers

1 desert 2 forest 3 tundra 4 grassland 5 camel
6 cheetah 7 wolf 8 polar bear 9 wet 10 dry
11 biome 12 plants



C TRACK 17 TB p. 214 Close your eyes. Listen, visualize, and say. 

- Prepare students for the visualization (see TB p. 21).
- Play the audio, allowing students to visualize and act out the ideas as they listen. Make sure students know not to speak until they hear the word *say*. Put your finger to your lips if necessary.
- Have students choose one of the biomes from the visualization and draw a picture. They can add animals and climate features (e.g. rain) to their pictures. Then have students show each other their pictures, describing what they drew.

D Look and write. 

- Students are going to categorize the vocabulary. This encourages critical thinking, because students must group words in a logical or meaningful way. Point to the table and elicit that some of the words in A are biomes, some are animals, and others are climates (weather). Look at the examples together.
- Tell students to write the words from A in the table. Then check answers as a class. You could project the answers using the TTL.

Answers

Biomes: forest; tundra; desert; grassland
Animals: cheetah; camel; polar bear; wolf
Climate: wet; dry



E TRACK 18 TB p. 214 Listen and complete. Then watch and sing.

- Point to the song title *Different Homes* and elicit the homes that appear in A. Ask *What plants and animals live there?* Explain that these are the four main land biomes but that there are also aquatic biomes for oceans and rivers. Then play the song once, allowing students to listen and enjoy it.
- Explain to students that some of the words are missing and they have to complete them. Ask *Can you guess what words they are?* Play the song again, this time pausing where necessary for students to write their answers.
- Check answers as a class.
- Play the song video and encourage students to sing and move to the music as they watch.

Answers

1 desert 2 camel 3 tundra 4 polar bear
5 grassland 6 cheetah 7 forest 8 wolf

Cool Down

Give students a critical-thinking question to discuss in pairs or small groups; for example, *Would you rather live in the desert or the tundra?* Tell students to think of the different aspects of each biome (animals, plants) and to think about how easy or difficult it would be to live there (e.g. food and climate).

Explore Language

Lesson Objectives

- to review comparative and superlative adjectives
- to practice vocabulary to describe the world around us

Materials

Audio Tracks 19 and 20

Warm Up

Write *grassland* on the board. Elicit words students associate with this biome. Write the words on the board. Encourage students to name plants and animals that live in the grassland (grass, trees, zebras, lions, cheetahs, elephants, etc.).

A TRACK 19 TB p. 214 Listen and read. Which animals do the girls talk about?

- Remind students of the scene on pp. 22–23. Ask *What were the names of the two girls visiting the biomes?* (Millie and Tess) Tell students that Millie and Tess are in the grassland biome with their friend Ava. Ask *What animals live in the grassland biome?* Play the audio and have students follow the dialogue in their books.
- Ask the gist question *Which animals do the girls talk about?* and elicit the answer. Play the audio again for students to check.

Answer

cheetahs; lions; elephants

B Look at A. Complete.

- Write or project the table onto the board. Tell students that the words they need are all in the dialogue.
- Look at the first sentence in the table. Ask *Which adjective is in the sentence?* (bigger) Have them find the sentence in the dialogue to find the missing word (than). Explain or remind students that we use comparative adjectives, like *bigger*, + *than* to compare things. Then look at the superlative question. Have students look at the dialogue in A to find the missing words (the biggest). Highlight the definite article, saying that superlatives have *the* in front.
- Have students work in pairs to complete the rest of table. Check answers as a class.
- Ask students to notice the differences between the short and long adjective forms. Ask *Which adjective is short?* (big) *How do we make the comparative form?* (add another *g* + *er*) *How do we make the superlative form?* (add another *g* + *est* and put *the* before the adjective) Repeat the questions for long adjectives.
- Draw students' attention to the Grammar tip *Remember*. Focus on the comparative and superlative forms of *good* and *bad*. Ask *Are they short or long adjectives?* (short) Ask *Do we add -er and -est?* Explain that *good* and *bad* are irregular.

Answers

than; more; dangerous; the; biggest; the; most; dangerous

C Think and discuss. Then choose.

- Have students work in pairs to discuss the sentences. Refer them to the table in B for examples. Then check answers. Ask *When we compare the lion with the cheetah, how many animals are there?* (two) *When we say Elephants are the most dangerous animals of all, what are we comparing them with?* (all the other animals in the grassland).

Answers

1 comparative 2 superlative

D TRACK 20 TB p. 214 Listen and say.

- Tell students they're going to practice saying the structures. Play the audio, having students repeat each sentence chorally.
- For ideas on how to vary the drill, see TB p. 23.

E Read and complete.

- Look at the example together. Check students' understanding of *soft* by eliciting what animals they can describe as *soft*. Elicit the comparative and superlative forms of *soft*. Ask students why the superlative is used in the first sentence. (*In the world* is comparing sand in the desert with all the other types of sand—i.e. more than two.)
- Have students complete the other sentences individually, by writing either a comparative or superlative adjective. Remind them to write *than* in comparative sentences and *the* in superlative sentences. Check answers as a class.

Answers

1 *the softest* 2 *colder than* 3 *better than*
4 *more beautiful* 5 *the best* 6 *most interesting*

F Make sentences about biomes. Choose and say.

- Quickly review the four biomes from the previous lesson and write them on the board. Elicit what students know about each one.
- Demonstrate the activity with a student. Read the example superlative sentence. Then say *Can you compare two biomes using "cold"?* and ask a volunteer to read the second example. Ask that student to choose an adjective. Elicit either a superlative or comparative sentence from the class.
- Tell students to take turns choosing an adjective in pairs. The other student has to make either a superlative or a comparative sentence about two biomes.

Cool Down

Play *Basketball* (see TB p. 25) using the four biomes as the categories: forest, grassland, tundra, and desert. Call out statements about the biomes; for example, *It is hot and dry here*.

Global Citizenship

Lesson Objectives


- to learn parts of plants/trees vocabulary: *bud, flower, ground, leaves, roots, seed, shoot, stem, petal, pollen*
- to explore how plants grow in difficult climates
- to explore how we can help plants grow in our local area
- to practice listening for gist and details

Materials

Audio Tracks 21 to 23; Audio Track B; a globe or map (A, D); pictures of flowers (CD)

Opening Question   

Ask the opening question: *How do plants grow in difficult climates?* Elicit ideas and encourage students to think about what plants need to grow (water, sunlight, air, a suitable temperature) and the best climate for this. Ask *Which climates might make it hard for plants to grow?* (very hot or cold places, dry places). Then have students think about how a plant may grow in an extreme climate like the tundra or the desert.

 **A TRACK 21 TB p. 214** Listen to Iqaluk talk about a flower on the tundra. What color is it? 

- Tell students they are going to listen to a girl named Iqaluk talking about where she lives. Before they listen, have students predict where in the world Iqaluk lives. You could show students a globe or map of the world and have them suggest places.
- Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *What color is it?* Play the audio again for students to check.

Answer

It's purple.

 **B TRACK 22 TB p. 214** Listen, say, and number the pictures in A.


- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and this time number the pictures. Do the example together (ground).
- Check answers and make sure students know what each word means.

Answers

1 ground 2 bud 3 seeds 4 flower 5 roots
6 petal 7 shoot 8 leaves 9 stem 10 pollen

 **TRACK B TB p. 214 Visualization**



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

C Look and complete. 

- Students are going to label the picture with the vocabulary from A. Look at the example together.
- Have students complete the labels individually and draw a line to the correct place on the flower. Then check answers as a class.

Answers

1 flower 2 petal 3 pollen 4 leaves 5 stem
6 roots

 **D TRACK 23 TB p. 215** Now listen to Amadou and Seba. Which plant grows in the water?  

- Have students look at the two pictures and say what they see. Ask *What do both plants have?* (leaves) Encourage them to say what is the same and what is different about them.
- Tell students they are going to listen to two children from different countries talking about plants. Ask *Where are the children from?* (Senegal and Egypt) You could identify the countries on a globe or map. Encourage students to share any knowledge they have about either country, in particular any information about its flora and fauna.
- Listening for gist: Ask the gist question *Which plant grows in the water?* and elicit the answer. Play the audio for students to check.

Answer

the blue water lily

E Listen again. Write True or False.  

- Listening for details: have students look at the statements before they listen again to see how many answers they remember. Then play the audio and have students write *true* or *false*.
- To check answers, play *Stand Up, Sit Down* (see TB p. 27)

Answers

1 False 2 False 3 True 4 False 5 True

Discussion Questions   

- Draw students' attention to the discussion questions: *What plants or flowers grow in your country? How can people help plants or flowers grow?* Have students discuss the questions in small groups. See **ETB**.
- Return to the opening question to ask again: *How do plants grow in difficult climates?* Recap the ideas shared at the beginning of the class, and then encourage students to share any new ideas they learned from the lesson. Focus on what plants need, and how we can help them.

Cool Down

Do a quick survey to find out students' favorite flowers. Show students pictures of different flowers and take a class vote. Remind them they can only have one favorite, so they should raise their hands only once! Tally the votes on the board and then ask *What is the most popular flower?*

Explore Language

Lesson Objectives

- to learn to use comparative and superlative adverbs
- to practice parts of plants/trees vocabulary

Materials

Audio Tracks 24 and 25

Warm Up

Review comparative and superlative adjectives with students. In pairs, ask students to look through their books and make one comparative and one superlative sentence about any pictures of animals or plants they find. Have pairs share their sentences with the class, pointing to the pictures they are talking about. Ask the rest of the class if they agree with the sentences.

A TRACK 24 TB p. 215 Listen and read. What happened to Ava?

- Tell students that they are going to listen to Ava talk to her friend Owen about plants. Play the audio and have students follow the story in their books.
- Ask the gist question *What happened to Ava?* and elicit the answer. Play the audio again for students to check. Ask *How many plants does Owen have?* (three, plus a bamboo plant).

Answer

Ava didn't listen to Owen. The plant was sharp, and it hurt her finger.

B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences they need are all in the story.
- Have students look at the first sentence and look back at the story in A to find the missing words. Point out the adverb and quickly review its meaning. Ask *What kind of word is it?* (adverb) *What do we use adverbs for?* (to describe actions)
- Have students work in pairs to complete the rest of table. Check answers as a class. Have students notice that all the adverbs in the story end in *-ly*. Point out that we always use *more* with comparative adverbs ending in *-ly* and *most* with superlative adverbs ending in *-ly*.
- Draw students' attention to the Grammar tip *Remember*. Remind students of the two things to remember and have them circle these words in the table.

Answers

more; quickly; than; the; most; slowly

C Think and discuss. Then choose.

- Have students work in pairs to discuss the sentences. Refer them to the table in B for examples. Then check answers.

- Have students compare the sentences here with those in Lesson 2. Ask *What is different?* (Comparative and superlative adjectives are used to compare things; adverbs are used to compare actions.) Elicit that the sentence structure is the same.

Answers

1 comparative 2 superlative

D TRACK 25 TB p. 215 Listen and say.

- Tell students they're going to practice saying the new structures. Play the audio, having students repeat each sentence chorally.
- For ideas on how to vary the drill, see TB p. 23.

E Read and complete.

- Look at the example together. Elicit the comparative and superlative forms of *easily*. Ask students why the comparative is used in this sentence. (It is comparing growing *here* with *in the desert*—two actions.)
- Have students complete the activity individually. Elicit that they have to use *than* in comparative sentences and *the* in superlative sentences. Check answers as a class.

Answers

1 *more easily than* 2 *more slowly than*
3 *the most quickly* 4 *more carefully than*
5 *the most easily* 6 *more quickly than*

F Make sentences comparing how your classmates do things. Do you agree or disagree?

- Tell students to write four or five comparative or superlative adverb sentences about students in the class.
- Divide the class into two teams, A and B, who stand in line. The first person in Team A says one of his/her sentences about someone in the class. The first person in Team B confers with rest of his/her team and then responds with *Agree* or *Disagree*.
- If they agree, the first person in Team B repeats the sentence. If they disagree, the student says what his/her team believes is true. Then it is Team B's turn.
- You are the judge. Give two points for a grammatically correct sentence and one point for a grammatically correct response. (Remember that opinions are subjective!)
- Then the first person in Team B says a sentence. Continue until everyone has said a sentence. The team with the most points wins.

Cool Down

Write a sentence on the board. It can be as simple or complicated as you see fit for the class. Then call out an adverb and have two students read the sentence in that way. The class decides who said the sentence better; for example, *Sara said it more loudly!*

Suggested adverbs: quickly, slowly, quietly, loudly/noisily, happily, excitedly, angrily, beautifully, calmly, carefully

Take the Stage

Lesson Objectives



- to prepare and give a presentation describing biomes
- to recognize and reproduce /pl/ and /kl/

Materials

Video; Audio Track 26

Warm Up


Do a multisensory visualization. Take students on an imaginary trip to one or more biomes, asking them what they can see, hear, smell, and touch at different points. See TB p. 21.

 **A TB p. 238 Watch and listen. Would you like to live in Rania's biome?** 

- Tell students they are going to watch a video of a girl named Rania giving a presentation about her favorite biome. Show a still of Rania's poster from the video. Ask the prediction question *Why does she like it?* Elicit ideas and write them on the board. Then play the video and encourage students to notice what Rania does when she talks about something on her poster. Review the predictions to see if any were correct.
- Ask the gist question *Would you like to live in Rania's biome?* Play the video again and then elicit answers. Encourage students to give reasons for their answers. Ask further comprehension questions; for example, *What animals are there? (sunkeys) Are sunkeys real animals?* Elicit that Rania has made up or invented a new biome.

Answer

Students' own answers

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

- Have students read the phrases.
- Play the video again and have students check the phrases they hear. Check answers as a class.
- Explain that *I'm going to talk about ...* is a way of introducing your topic. Ask students *Does Rania say it at the beginning, in the middle, or at the end?* Can students find a similar phrase that could go at the beginning of a presentation? (*Let me tell you about ...*) Then have students categorize the other phrases into those we say in the *middle* and at the *end* of a presentation. (All the other phrases can go in the middle except *I like my biome best because ...*)

Answers

1; 3; 6; 7; 8

Pronunciation /pl/ and /kl/

 **TRACK 26 TB p. 215 Listen and say.**



Demonstrate the two sounds first. Isolate each phoneme in the cluster and elicit how to pronounce it (/p/; /l/). Then put the two sounds together slowly /pl/ and have students repeat it. Do the same for /kl/.

Play the audio and have students repeat the words. Repeat if students need more practice.

Say *These words are used in the video. What other words do you know with these sounds?* Elicit ideas and write them on the board in two columns (e.g. *plan, classroom*). Drill the pronunciation of each word.

Suggested Answers



/pl/ plate, playground, please; /kl/ claws, clean, clever, climb, clock, closet, cloth, club

C Plan. Think about your dream biome. Write.  

- Tell students they are going to plan a presentation about a dream biome. Elicit the information Rania includes in her presentation (type of biome, its climate, the plants and animals that live there, a summary sentence about why it's the best biome). Do an example with a biome students are familiar with.
- Say *Now plan what you can say about your dream biome.* Encourage students to be creative in imagining their dream biomes. Monitor and provide language help when needed.

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

- Play the video again as a model.
- Tell students they are now going to prepare their presentation in more detail using their plan from C and the phrases from B.
- Elicit which phrases to use at the beginning, middle, and end of their presentation. Then have students plan their presentation individually.
- Once they have decided on the details they want to describe, have students make a poster like Rania's that will help the audience visualize what they are describing.

E Practice with a friend. Then share with your class.  

- Have students practice their presentation with their partner as many times as they need to. Remind them to look at the audience, smile, and speak slowly and clearly.
- Encourage students to refer to the poster as they talk. The poster will help them keep their presentations organized and will remind them about what information they want to share.
- Invite volunteers to come to the front of the classroom to give their presentation. Have the audience give a round of applause after each presentation.

Cool Down

Create a gallery of students' posters by placing them on the walls around the classroom. Have students walk around the gallery. When they see something they like, they should find the student who made the poster and tell the student what they liked about it. This will help foster a positive relationship among students.

Write About It

Lesson Objectives

- to learn to use sequencers
- to plan and write instructions

Materials

(Optional) Support, Standard, and Challenge writing printouts from the Resource Bank, one per student (C and D); *Spinner and Counters* printout from the Resource Bank, one spinner per student (CD)

Warm Up

Do a lively TPR game that introduces the topic of beans. Call out different types of beans and have students do an action. Demonstrate the actions as follows, encouraging students to join in.

Runner bean: Run on the spot. / Jumping bean: Jump up and down. / String bean: Join hands with a partner. / Kidney bean: Make a C-shape with your body.

A Read the instructions. Circle the sequencers and underline the imperatives.

- Introduce students to the concept of a *How To ...* set of instructions. Say *Sometimes you don't know how to do something and you need help. You can follow some instructions.* Have students look at the title. Elicit what these instructions are going to tell us (how to grow a bean plant).
- Give students two or three minutes to read the instructions. Ask *What information can we find out?* (what we need and what to do) Draw students' attention to the picture and the list at the top of the text. Ask *What things do you need?* (a jar, a bean, water, two paper towels, plastic wrap)
- Elicit that sequencers are words that tell us in what order we should do things (e.g. *First*). Have students read the instructions again and circle the sequencers. Students should notice that they are followed by a comma.
- Elicit or explain that imperatives are instruction verbs that tell us what to do (e.g. *make*). Have students read the instructions again and underline the imperatives. Make sure students notice that the imperative verb forms don't need a subject. Consolidate this by asking volunteers to call out a few commands; for example, *Close the window. Sit down!* Then check answers as a class.

Answers

Sequencers: *Before*; *Then*; *First*; *Next*; *Then*; *After that*; *Finally*
 Imperatives: *make*; *find*; *take*; *put*; *cover*; *cut*; *Don't make*; *Watch*



International English



Ask *Can you find the flags?* Look at the words. Elicit *plastic wrap* is American English and *cling film* is British English. Ask *Which do we use?*

B Add sequencers and change the sentences into imperatives. Write.

- Have students look at the example. Elicit the differences between the original sentence and the new sentence (there is no *you*, and *First* has been added).
- Have students write imperative sentences in their books. To check answers, have students call out the instructions one by one and pretend to do as they say. If a sentence is incorrect, don't do anything until the class corrects the sentence.

Answers

- 1 *First, make a list.* 2 Then, look for everything you need.
- 3 Next, put one wet paper towel in the jar.
- 4 After that, put the seed in the jar.
- 5 Finally, find a sunny place for the jar.

C Plan. Complete the steps to grow a pumpkin.

- Brainstorm different types of plants and the different things they need to grow. Write them on the board.
- Tell students they are going to make a poster about how to grow a pumpkin plant. Elicit what a pumpkin looks like.
- Enlarge the images on p. 32 using the TTL and elicit what is happening in each one. Encourage students to use imperatives by asking *What do I need? What do I do first?* and so on.
- Then have students complete the table in their books. Challenge printouts can be handed out now.

Suggested Answers

What I need: a pot, soil, a pumpkin seed, water, a sunny place
 Steps: 1 Put the pumpkin seed into a hole in the soil.
 2 Give the seed some water. 3 Put the jar in a sunny place near a window. 4 Watch your pumpkin grow.

D Write your instructions. Make a poster and add pictures.

- Students should write the full instructions for how to grow the plant, including *What you need*, and other sequencers to show the order of instructions.
- Have students write a draft and then self-correct or exchange their work with a friend and peer-correct.
- Have students make their posters on large sheets of paper and draw pictures to illustrate the steps. Alternatively, hand out the Standard and Support printouts from the Resource Bank for students to look at and complete.

Cool Down

Play *Spinner Drawing Game* (see TB p. 27). Students can play in groups to use their spinners to draw a plant.

Think It Over

Lesson Objectives




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

Warm Up




Ask students what the unit theme was (the world around us) and write it in the middle of the board. Brainstorm any words or phrases students can think of that relate to the topic and write them on the board. This is a chance to review language and themes from the unit and to bring the topic back into focus. Ask students to identify which biomes the four plants illustrated on p. 33 are from. Review the climate of each biome and examples of animals that live there. Encourage students to think about how people, animals, and plants are connected.

Read the questions and draw or write your answers.

- Give students time to think about and discuss activities in the unit before they complete each question. Explain that they can choose to either write a few words or sentences or to draw a picture. Allowing students to make a personal response will help them retain knowledge and engage with the learning points.

What did I do?   




- Give students a few minutes to look back through the unit at the different activities they did. Ask questions about the unit or write questions on the board for students to discuss in pairs or small groups; for example, *What was the song about? Which plants and animals did you read about?*
- Encourage students to identify something in the unit that they found challenging or something that was particularly memorable for them, but tell them not to choose their favorite activity yet. Students can draw or write about their chosen activity.

What did I learn?   

- Ask questions about the unit to help students think about what they learned; for example, *What new words do you know? What did you learn about special flowers? What did you learn about other countries?* Elicit ideas from the class and discuss them together.
- Encourage students to draw a picture or write sentences about their learning outcomes.

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 text they enjoyed reading, a favorite character, or a favorite action. They should try to choose just one and draw a picture or write about it. Explain that when we like something, it is often easier to learn.

How well did I do?   

- Tell students to color in the clump of grass that best expresses how well they have learned the unit content (i.e. the bigger the clump of grass they color, the more they feel they have learned). Ask *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 they did well, and what they found difficult.

What can I do next?   

- Brainstorm ideas with the class about what they can do to continue to learn (e.g. watch the videos again, think about the biomes again and the plants and animals that live there, find and pronounce words with the /pl/ and /kl/ sounds, compare classmates).
- Draw students' attention to the options in the box. Encourage students to think about what they can do at home to improve their English using the verbs in the box as a prompt. Some suggestions are: read different instructions and identify imperatives and sequencers, practice the presentation and present in front of your family, write about your dream biome, listen to the song again.
- Ask students to choose one or more activities from the list and share their ideas with a friend.

Looking Forward

- Draw students' attention to the character at the bottom of the page. Ask *Who's this?* and elicit what they remember about him. (Owen appears in Explore Language 2, p. 28; he has a tall bamboo plant; he has three desert plants; he knows a lot about plants.)
- Draw students' attention to Owen's question: *What store do I go to?* Encourage students to make predictions about where he goes and what Unit 3 is about. Tell students they will find out the answer in Lesson 1 of the next unit.

Put It Together

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

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about biomes, trees, and forests
- to guide enquiry and deepen understanding through a See, Think, Wonder VTR
- to preview the reading skill of understanding the author's purpose

Materials

Sound effects from a nature app including animal/bird sounds (WU); (Optional) VTR printout from the Resource Bank (A, B, C); (optional) pictures of trees and plants that grow nearby; books on local wildlife (D)

Warm Up

Play different sound effects from nature and have students listen. These could include forest or jungle sounds, birdsong, running water or waves, wind in the trees, and other types of weather. Students can close their eyes and try to imagine the place. Then ask *What do you think lives here?* and elicit suggestions.



See, Think, Wonder

A Look at the picture. What do you see?

Students are going to do a See, Think, Wonder VTR to explore the image of the river.

- Have students look at the image. Ask them to work individually to brainstorm words connected to nature. Write ideas on the board.
- Ask students *What do you see?* Then give students one minute to look at the picture before sharing answers in small groups and then as a class.

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

Teacher: What do you see?

Student A: I see a river.

Teacher: What colors do you see?

Student B: (The water is) gray, and (the trees are) green.

B What do you think?

- Say *I think it's cold in the picture. What do you think about the picture?* Elicit a response from a student. Then ask *What makes you say that?* and encourage the student to give a reason.
- Give students one to three minutes to think about the picture silently. Then have students work in small groups to share their ideas before sharing as a class. Encourage them to give reasons for their answers and provide language help when needed.

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

Teacher: What do you think about the picture?

Student A: (I think) the people are tourists.

Teacher: What makes you say that?

Student A: They have cameras. And they're in a group.

Teacher: What else do you think?

Student B: (I think) they're wet, but they're happy—they can see a bear!

C What do you wonder?

- Say *I wonder if the bear is looking for food. What do you wonder about the picture? What questions do you have?* Give students one to three minutes to think about the picture silently.
- Have students share their ideas in groups or as a class. Allow students to be creative and accept all their ideas.

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

Teacher: What do you wonder?

Student A: Is the bear taking a bath?

Teacher: Good question! What do you think?

Student A: I think he is!

Teacher: Does everyone agree?

Student B: No, I think he's looking for food!

Teacher: OK. What else do you wonder?

Student B: Is it spring or fall?

Transition

Ask students *Where in the world do you think this river is? What other animals do you think live here?* Ask students if they know a place in their country that is similar to the place in the picture.

D Think and discuss. What kinds of plants and animals do you have in your area? What do they look like?

- Focus students on the first part of the question. You could display some pictures and books on plants and animals in your country for students to look at.
- Have students draw pictures of local wildlife and then discuss their ideas in pairs.

E Read and check. These two headings are from the article. Why do you think the author used them?

Students will preview the reading skill of understanding the author's purpose.

- Have students read the headings from the article. Tell students not to worry about the tricky words (*deciduous, coniferous*). Ask *What do you think the article is about? (forests) Is the article about one kind of forest or more? (two)*
- Ask *Why did the author use these headings?* Have students read the three options, then take a class vote on the answer.

Suggested Answer

2

Now read Two Different Forests

Nonfiction: Two Different Forests— Informational Text

Lesson Objectives

- to read an informational text about different types of trees
- to make a personal connection to the reading

Materials

Audio Tracks 10 and 11; Video

Warm Up

Ask students to visualize walking in a forest. Ask *What country are you in? Is it summer or winter? What do the trees look like?* Say *Now imagine taking a walk in the forest at a different time of year. Is it hot or cold? Do the trees look different?*



TRACK 10 TB p. 230 Reading Approach

First Reading: Engage with the Text

- If you are using the TTL, project each spread of the reading to activate schema. Ask students to look at the pictures and decide which forest they like the most and why.
- Ask a gist question, e.g. *Which forest has trees with leaves all year round?* Play the video and then check answers. Remind students about their answer to E on p. 25. Do they still agree with their choice?



TRACK 11 TB p. 230 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the reading.
- Tell students that sometimes **the next sentence gives clues to explain the meaning of a word** (see TB p. 23). Tell students to continue to read *after* they find a new word. Have them discuss their ideas in pairs.
- Then bring the class together and use these questions to confirm the meanings.

deciduous (p. 26) Have students find the word in the first paragraph. Elicit what information students can find about this type of tree. Ask *Do you think “deciduous” means “all over the world” or “their leaves fall”?*

hibernate (p. 27) Have students point to the word in the reading. Say *The next sentence explains the meaning of “hibernate.”* Have students read the sentence. Ask *What does it mean?* (to sleep all winter)

coniferous (p. 28) Have students find the word in the second section of the reading. Ask *Why are these trees called “coniferous”?* (because they have cones) Can students spot how the two words start with the same letters? Ask *How are they different from deciduous trees?* (They have leaves all year round.)

survive (p. 29) Ask *Can animals live outside when it's very cold?* Students may suggest that some animals live in cold places (e.g. penguins or polar bears). Point out the first two sentences of p. 29. Elicit why many animals hibernate (to survive the cold during the winter).

adapt (p. 29) Say *Animals adapt to the climate. If it's cold, what do they do?* (change color or hibernate) Elicit that *adapt* means “change.”

Second Reading: Analyze the Text and Features

- Have students open their books. Play the audio as students read the text.
- Ask some questions to check comprehension; for example, *What two types of forests do we learn about?* (deciduous, coniferous) *What are the differences between the two?* (the trees, the climate/weather; animals)
- Discuss the questions in the blue boxes.
 - **Personalization** (p. 26): *Do you have a favorite kind of tree? Ask Do you prefer deciduous or coniferous trees?* Encourage students to give reasons for their choices.
 - **Critical Thinking** (p. 27): *Why are the animals that live in deciduous forests usually brown?* Ask *What brown animals live in forests?* Point out that everything around the animals is brown, too (i.e. the ground, the tree trunks). Elicit the concept of camouflage and encourage students to give other examples of animals that use camouflage.
 - **Fact** (p. 28): *In some coniferous forests, the winter temperature can drop to -50°C !* Draw students' attention to the temperature on the thermometer. To compare, ask what their body temperature should be (37°C).
 - **Detail** (p. 29): *Why do animals in coniferous forests often have thick white fur or feathers in the winter?* Recap why animals in deciduous forest are often brown before eliciting the answer to this question (for camouflage in snow and to keep warm in cold weather).
- Discuss the text focus: *Headings tell us what the reading is going to be about. Ask How many headings are in this reading?* (two) Ask students *Why are headings useful?* (They help us find information quickly because they are short and they signpost where the information is.)

Third Reading: Interact with the Text

- Play the video on mute and have students take turns narrating it in pairs or small groups.

Cool Down

Have students choose which of the two forests they would like to visit. Encourage students to close their eyes and visualize the forest. They should think about what they can see, hear, smell, and feel. Then have students share their ideas with a friend.

Next lesson: Have students find examples of different leaves, seeds and cones in the area.

Explore the Reading

Lesson Objectives

- to understand and analyze *Two Different Forests* through reading comprehension activities
- to learn about ecology through CLIL (science): exploring how trees, people, and animals adapt to their environment
- to make a personal connection to the reading

Materials

(Optional) Video or Audio Track 10; leaves, seeds, and cones from various trees (WU)

Warm Up

Have students sit in a circle, or several smaller circles with large classes. Have them pass around the leaves, seeds, and cones they have brought in and examine the similarities and differences. Ask (or write on the board) questions, pre-teaching language where necessary: *What color is it? Is it big or small? Is it hard or soft? Is it smooth or rough? Is it thick or thin? Is it from a deciduous or coniferous tree?*

A Read and check (✓).

- If more than one day has passed since students read *Two Different Forests*, play the video or audio again.
- With books closed, have a Group Time discussion to check students' comprehension of the reading (see TB p. 21). Ask *What falls from deciduous trees?* (leaves) *When do leaves fall from deciduous trees?* (in autumn) *Which forest has long, cold winters?* (coniferous) *Which trees have new leaves every year?* (deciduous) *How do coniferous trees protect their fruit?* (The cones are hard.) *Why do some animals hibernate?* (to survive the cold winter)
- Have students open their books and read the example sentence. Say *Can you find this information in the reading?* Have students look back and find the sentence (Coniferous Forests, paragraph 2). Remind students not to read every word.
- Have students do the rest of the activity individually, then look back at the reading to check answers. Check answers as a class.

Answers

1 Coniferous Forests 2 Deciduous Forests
3 Deciduous Forests 4 Coniferous Forests
5 Coniferous Forests 6 Deciduous Forests

B Read and match. How do trees and animals adapt to the cold? 💡

This activity connects to the CLIL science focus of exploring how trees and animals adapt to their environment.

- Review the meanings of some of the words such as *thin*, *lose*, *fur*, and *hibernate*.

- Do the first question together, then have students complete the matching activity individually. Check answers as a class, discussing how and why the trees and animals need to do this. (Deciduous trees drop their leaves to save water and energy in cold weather and to protect their branches. If the leaves didn't fall, they would collect snow, which would make the branches heavy and cause them to break. / Coniferous leaves are pointed so that they don't lose heat or water during winter. / Some animals hibernate because it is too cold and there is not enough food for them to be active and survive during the long winter. / The fur of some animals changes color as a form of camouflage and to protect themselves from predators in snowy weather.)

Answers

1 b 2 a 3 d 4 c

C Think and write. How do you adapt to your environment? 🧑 🌱 🍌

Students are going to connect the reading with their own lives. This draws on the CLIL science focus of exploring how people adapt to their environment.

- Write the following prompts on the board: *clothes, daily routine, activities, food and drink, sleep*. Brainstorm as a class some ways in which students adapt to the seasons and climate throughout the year (e.g. they put on sunscreen so that they don't get sunburned in the summer; they get up earlier; they play outside more).
- Draw students' attention to the table. Then have students do the activity individually.
- Have students work in pairs or small groups to discuss and compare their ideas.

Cool Down

Play *Versus* (see TB p. 27) using the following statements: *Cold climate or warm climate? Deciduous tree or coniferous tree? Spring or fall? Desert or forest? Bear or rabbit? Boat or plane?* Do a class poll to see which choices are the most popular.

Get Ready to Read

Lesson Objectives

- to practice the reading skill of understanding the author's purpose
- to activate prior knowledge about respecting living things

Materials

Slips of paper, one per student (CD)

Warm Up

To introduce the idea of purpose, focus on actions students are doing in the classroom right now. Ask students why they did certain actions; for example, a student puts her eraser in her pencil case. Ask *Why did you put your eraser in your pencil case?* and elicit suggestions from the class (e.g. *so I know where it is; so it doesn't fall on the floor; because I don't need it right now*).

A Think and check (✓). Why did the author write *The Beginning of Alice's Adventures*?

Students are going to practice the reading skill of understanding the author's purpose.

- Tell students they are going to retell the story of *The Beginning of Alice's Adventures*. Give students one or two minutes to look back in their books to review key points. Then have them retell the story in pairs. Ask *Did you give the same details as your partner?*
- Draw students' attention to the instructions. Ask *Who is the author?* to check comprehension. (Lewis Carroll) Ask students to think about why Lewis Carroll wrote the story. *What did he want to do?* Go through the three options with the class. Ask *Did the author want to teach you about rabbits? Is the rabbit in the story a real rabbit?* (No, he talks and wears clothes, so we aren't learning factual information about rabbits.) *Does he want you to understand Alice? Do you understand Alice? Do you know how Alice feels? Does he want to help you have fun? When you read an interesting story, are you having fun?* Have students choose the best answer.
- Then draw students' attention to the skills box. Recap the author's purpose in *The Beginning of Alice's Adventures* (to entertain).

Answer

help me have fun.

B Read and write Yes or No. Then write the author's purpose.

- Ask students if they know of any stories about birds. If they do, have them describe the story. Then ask *Does the story have a specific message? If so, what?*
- Tell students they are going to read a story about a swallow (a kind of bird). Have students read the story excerpt and complete the activity in pairs.

- Elicit some answers, then ask *Do you think the author likes swallows?* (yes) Point out that the author wants the reader to feel a certain way (e.g. to like the birds, to worry about the baby bird, to admire Go Ne and his father). Then explain that the way we feel about the characters might change as we read the story. We might start out not liking a character but later decide that we do like them. Ask students if they can think of examples of this in any stories they have read. Come back to the questions in B after reading the story.

Answer

1 Yes 2 No 3 No 4 Students' own answers

C Think and discuss. Think about something you wrote.

Why did you write it? What was your purpose?



- Brainstorm with the class things they write, adding their suggestions to the board. Some examples may be a card or letter, a message to a friend or family member, a poem or story, a piece of writing for school.
- Choose an example from the board (e.g. an invitation) and ask the student who wrote it why they wrote it (e.g. to give friends information about a party).
- Give students a few minutes to think about things they wrote and why they wrote them. Have students share their ideas in groups using a Roundtable routine (see p. 20).

Cool Down

Give each student a slip of paper as an exit pass. Have them write one question they have about the story they are going to read. They should give you the paper as they leave the classroom.

Now read **A New Friend**

Fiction: *A New Friend*—Folk Tale

Lesson Objectives

- to read a folk tale about a boy who finds a baby bird
- to make a personal connection to the reading

Materials

Audio Tracks 12 and 13; sticky notes (CD)

Warm Up

Elicit the characters in the summary of *A New Friend* (Go Ne, his father, the swallows, Wen Shu). Remind students that the summary talks about something Wen Shu does. Have students work in pairs to decide who Wen Shu is, his relationship with the other characters, and what he might do. Give students a time limit and then have them share their ideas with the class.

TRACK 12 TB p. 230 Reading Approach

First Reading: Engage with the Text

- If you are using the TTL, project the opening spread of the story to activate schema. Ask students to notice the title, text, speech bubbles, and pictures on the page and use this information to predict ideas about the reading. Ask *Does Go Ne like the swallows?*
- Have students sit in a circle to listen to the story the first time you read it. Read the story to students using facial expression and gesture, or play the audio. Students can interact with the story by copying the gestures.
- Ask prediction questions as you read: *What will happen to the plant? Will the bird be OK?*

TRACK 13 TB p. 230 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the reading.
- Have students **use the pictures to help establish the meaning of the new words**. Have them discuss their ideas in pairs.
- Then bring the class together and use these suggestions to confirm the meanings.

swallow (p. 32) Have students point to a picture of a swallow and elicit that it is a type of bird.

roof (p. 32) Have students point to the roof of the house in the picture and point out what is under the roof (the nest).

slingshot (p. 35) Have students find the slingshot in the picture. Ask *What does he put in his slingshot?* (a stone)

hit (p. 35) Encourage students to look at the pictures of the bird falling. Ask *What has happened?* Have students use gesture to demonstrate the meaning of *hit*.

paid (p. 37) Have students look at the pictures of the vet. Ask *How do the boys pay the vet?* Point out that *paid* is the simple past form of the verb *pay*.



International English



Elicit that *slingshot* is American English and *catapult* is British English. Ask *Which word do we use?*

Second Reading: Analyze the Text and Features

- Play the audio and have students follow along in their books.
- Ask some questions to check comprehension; for example, *What did Go Ne love?* (animals) *What happened to the baby swallow?* (It fell out of its nest.) *What bad thing did Wen Shu do?* (He hurt the bird.) *Why can't Go Ne's father fix the roof?* (Go Ne spent the money at the vet.)
- Then discuss the questions in the blue boxes.
 - **Personalization** (p. 32): *Do you like spring? Why?* Have students think about what they like and don't like about spring. Then elicit some answers from the class.
 - **Making Connections** (p. 34): *What else can they do with the coins? Say The family is going to fix the roof. What other things need fixing?* Have students look at the picture of the house and garden and suggest what the family might spend the money on. (the ceiling, a new table)
 - **Gist** (p. 35): *Why did Wen Shu do that?* Point out the sentence "I want a seed, too!" Ask *Why does Wen Shu want a seed?* (to get a money plant) Ask *How did Wen Shu feel when he saw Go Ne's coins?* (jealous)
 - **Personalization** (p. 37): *What do you do when you're sorry?* Ask students what they can do for someone if they have done something that they are sorry about (buy the person a present, do something kind to help that person). Ask *What does Wen Shu do for Go Ne's family to say sorry?* (He gives them equipment to fix their roof.)

Third Reading: Interact with the Text

- Have students read and act out the story in groups of four or five. Encourage students to use actions and gesture as they read together. For more ideas on using role-play, see TB p. 23.

Cool Down

Have students recall the questions they wrote down in the Cool Down of the previous lesson. Ask *Can you answer your question now?* Have students discuss this in pairs. Then have them think of one thing they have learned during the lesson, write it on a sticky note, and stick it on the door. As students leave the classroom, have them choose a sticky note (not their own) to take home and read.

Explore the Reading

Lesson Objectives

- to understand and analyze *A New Friend* through reading comprehension activities
- to explore the SEL competency of responsible decision-making by making decisions based on moral, personal, and ethical standards
- to make a personal connection to the reading
- to reproduce and write words with *ai*

Materials

Audio Tracks 12 and 14; slips of paper with situations in which people need help (CD)

Warm Up

Check students know the names of the two main characters from *A New Friend* (Go Ne and Wen Shu). Then play *Who Said It?* (see TB p. 27). Suggested quotations: *They're so tiny!* (Go Ne); *Let's cut it open!* (Go Ne's mom); *Now we can fix the roof!* (Go Ne's dad); *I want a seed, too!* (Wen Shu); *Please make the baby bird better!* (Go Ne); *Go Ne, why did you spend that money?* (Go Ne's dad)

A Read and answer.

- If more than one day has passed since students read *A New Friend*, play the audio again. Students can follow along in their books if they wish.
- With books closed, have students say what they remember about the story. Write the following question prompts on the board: *Who? What? Where? When? Why? How?* Encourage students to use simple structures in English, but allow some use of LI if necessary.
- Have students open their books and look at the first question and example answer. (Go Ne's favorite season is spring.) Point out that the answer is a complete sentence.
- Have students do the rest of the activity individually, looking back at the reading to find the answers. Check answers as a class and have students say on which page they found their answer.

Suggested Answers

- 1 *Go Ne's favorite season is spring.*
 2 He climbed the ladder. 3 He planted it in a pot.
 4 He wanted a gold seed, too. 5 He felt (really) sorry.

B Look and read. Then match the sentences to the characters.

- Write the two characters' names in large letters each on a piece of paper. Stick these on the walls on either side of the classroom. Have students stand in the middle of the classroom. Call out the sentences in any order. Students should go and stand next to the relevant character.
- Have students open their books and complete the activity. Check answers as a class.

Answers

Go Ne: 2; 3; 5
 Wen Shu: 1; 4; 6

C Think and check (✓). What else did you learn from the story?

- Students are going to reflect on the moral of the story. This draws on the SEL competency of making decisions based on moral, personal, and ethical standards.
- Draw students' attention to the activity and the question *What else did you learn from the story?* Have three students read an option each. Check comprehension of *be nice* and *be kind*. Ask questions to help students think about each option; for example, *Does the story tell us to be nice to other people? Only to some people or all people? Does it tell us to be kind to animals? And people, too? Does it say that friends are important or not important?*
 - Make sure students understand that although Go Ne is rewarded for his kindness, he is kind because he respects living things, not because he wants a reward. Wen Shu is jealous of Go Ne, but at the end of the story he realizes that helping people is more important than being rich.

Answer

2

Spelling Pattern *ai*



TRACK 14 TB p. 230 Listen and write. Then check your answers.

- With books closed, write *ai* on the board.
- Play the first part of the audio and have students repeat each word. Then have them open their books. Play the first part of the audio again and have them complete as many words as they can.
- Then play the second part of the audio for students to check their spelling and complete the words correctly. Have students read the words aloud. Ask *Which words have the same sound?* (rain, paint, train) *Which are different?* (mountain and chair) Have students underline *ai* in each word and notice that there is a consonant before and after.
- Have students look back at the reading to find more words with *ai* and write them in a word list. Invite students to read a word from their list.

Answers

1 rain 2 mountain 3 paint 4 train 5 chair
 In the reading: said; sailed; air; waited; paid

Cool Down

Prepare some situations in which people or animals need help (an older person with shopping bags; a lost dog; a cat stuck in a tree; a friend who has problems with homework; etc.) and write them on slips of paper. Have two students come to the front and act out a situation, one helping the other. The other students guess the situation.

Think Together

Lesson Objectives

- to make connections between the readings
- to explore the key concept: How are plants, animals, and humans connected?
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Have students look back at the VTR picture on pp. 24–25. Ask them how they think the picture connects to the two readings in the unit. If necessary, write prompts on the board: *place, people, animals, weather, actions*. Encourage students to be creative in their answers; for example, *I think the story is set near the same forest; I think the forest is coniferous; The bear's home is in the forest and the swallow's home is under the roof; One of the people on the boat is a vet.*

A Think and write. What do trees and plants give to people and animals?

- With books closed, write the question on the board. Have students recap what they learned about trees and animals in *Two Different Forests*. Then have students recap what they learned about animals and people in *A New Friend*. Brainstorm ideas as a class and write suggestions on the board. Students can also use their own experience of the world to think of possible benefits of trees and plants.
- Draw students' attention to the leaves on p. 39. Discuss the example. Ask *Do you eat fruit from trees or plants? Do animals eat fruit or seeds?* Have students give examples (e.g. squirrels eat nuts).
- Have students work in pairs to discuss their ideas and write them in the leaf outlines. Then check answers as a class.

Suggested Answers

fruit to eat; wood to build houses/furniture; a place to build nests; homes for animals; shade in summer; clean air; a place to play; oxygen to breathe

B Imagine a world without trees or plants. What happens? Make a list together. Do a Roundtable.

- Students are going to do a Roundtable routine (see TB p. 20) to come up with a collaborative list. Each group needs a piece of paper and a pen.
- Write the statement and question on the board. Give students one or two minutes to think about the statement and possible answers to the question. They could create a spidergram with their ideas.
- If students are generating a lot of ideas, give them some more thinking time.

C Think and discuss. What's on your list?

- Students are going to look at all their ideas from B and then share with the class. In both B and C, students are working toward answering the key concept question *How are plants, animals, and humans connected?*
- Have students look at their ideas together in their groups. Then ask each group to call out their ideas. Did different groups have similar ideas? Did anyone hear a new idea? Write students' ideas on the board. Point out that these reiterate the concept that plants, animals, and humans are all connected and that we need plants and animals to survive.
- If students have any questions after this activity, have them write them on sticky notes and research the answers for homework.

My Reading Journal

Which places in this unit do you want to visit? What do you want to see?

This question focuses on personalization. Briefly brainstorm the places that appeared in the unit (the river and forest in the VTR picture, the deciduous and coniferous forests, Go Ne's home). Elicit why they might be good places to visit. Ask *What can you see in each place?*

Have students write their ideas in their reading journals. Monitor and provide language help when needed. Then encourage students to compare with a friend.

Example Answer

I want to visit the coniferous forest. I want to see the animals that change color in winter.

Tell the class one thing you learned about plants or animals.

This task encourages students to review and remember what they learned. Tell the class one interesting thing that you learned from this unit; for example, *I learned that some animals change color in the winter*. Give students a few minutes to look back through the unit and find one thing they learned.

Example Answer

I learned that plants are very important for people and animals. They give us food and clean air to live.

Cool Down

Play *Snowballs* (see TB p. 27). Have students think of one thing they learned during the unit (it can be what they wrote in their Reading Journal or something different) and write it on their piece of paper.