

Trailblazer

LESSON PLANNER

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Trailblazer on the Cover **Orangutan climbs a fig tree**

Description: A young male orangutan climbs 30 meters up a fig tree to feed.

Location: Borneo, Indonesia

Trailblazer Facts: When they become adults, orangutans don't live in groups like other great apes, such as chimpanzees, gorillas, and bonobos. They blaze their own trails. They move from place to place, spreading seeds as they go and building new nests every night.

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Trailblazer

LESSON PLANNER

Eloise Vivanco

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Scope and Sequence



1

How are families the same and different?

2

What makes school special?

► **Trails to Explore**

Curricular Connection

Multiple Literacies

New Words

Phonics

Reading

► **Grammar**

Listening

Speaking

Writing

► **Critical Thinking**

Project

My Family
It's Okay to Be Different
Families Together

Social Studies

VISUAL Recognize feelings in an image.
GLOBAL Recognize different family dynamics.
SOCIAL Appreciate individual differences.
TEXTUAL Compare and Contrast; Identify Characters in a Story
MEDIA Connect information in different types of media to own experiences.

grandma, grandpa, mom, dad, baby, sister, brother, aunt, uncle, cousin, grandparent, parent
boring, busy, fast, awake, asleep, fun, lazy, slow, loud, quiet, music, sports
go shopping, pick up

Short *a, e, i*
Short *o, u*

Nonfiction: We are a family!
Genre: Social Studies Article
Fiction: One Tree for All
Genre: Comic Story

Verb *Be* (*Am, Is, and Are*)
Verb *Be* Questions (Questions with *Am, Is, and Are*)

Descriptions of Family Members
Strategy: Listen for Family Words
Descriptions of Family Differences
Strategy: Listen for Positive Attitudes

Make Introductions

Genre: Opinion Text
Strategy: Use Words that Describe People

Picture of things families do together
Video: How do families help each other?

Make a Class Family Album

Our Classroom
How I Learn
A Different School

Social Studies

VISUAL Identify ideas in an image.
GLOBAL Recognize ways to help others.
SOCIAL Recognize that learning takes practice.
TEXTUAL Use Words to Identify Place; Identify Things in a Picture
MEDIA Identify ideas in different types of media.

bookcase, chair, computer, classroom, board, desk, door, mouse, wall, window, canteen, library
point, read, say, answer, ask, write, sit down, stand up, open, close, eraser, mistake
class, classmate

Long *o: oa, ow*
Long *a: ai, ay*

Nonfiction: Welcome to school!
Genre: Informational Text
Fiction: I'm Not Good at That...Right Now
Genre: Realistic Fiction

Demonstratives (*This, That, These, and Those*)
Imperatives (Instructions)

Descriptions of Activities at School
Strategy: Listen for Details
Descriptions of Ways to Learn
Strategy: Listen for Names

Make Requests

Genre: How-To Text
Strategy: Use Instructions

Photo of a boat school
Video: School on the Water

Make a Plan for a Boat School



Trailblazer IN ACTION

JAHAWI BERTOLLI
Learning from the World

Episode 1
My Home

Skills Review Units 1 and 2



3

How do we play?

4

How are our homes different?

5

Where do people live?

Toys
Teams
Games

Social Studies

VISUAL Identify the message in an image.
GLOBAL Explain the value of recycling and reusing.
SOCIAL Recognize strengths in others.
TEXTUAL Scan for Information; Identify Rhyme
MEDIA Recognize that different types of media can persuade or influence.

ball, monster, puppet, car, train, puzzle, new, old, pretty, ugly, glue, paper, scissors bounce, catch, hit, team, run, hop, jump, kick, race, throw, goal, soccer points, rules

Long e: y
Long e: ea, ee

Nonfiction: Old for me, new for you!
Genre: Informational Text
Fiction: Playing Together
Genre: Poetry

Simple Present Questions with *Have* and *Want* (Questions with *Have* and *Want*)
Simple Present with *Can* (*Can* and *Can't*)

Conversation about Making a New Toy
Strategy: Listen for the Main Idea
Conversation about Ability
Strategy: Listen for Opinions

Make Suggestions

Genre: Friendly Letter
Strategy: Use Greetings

Photo of a team game
Video: Let's play Kin-Ball!

Create a New Game

Home and Furniture
Things I Have at Home
Moving Homes

Social Studies

VISUAL Connect information in an image to own experience.
GLOBAL Recognize similarities and differences in our homes.
SOCIAL Identify problem-solving strategies.
TEXTUAL Predict from Titles; Problem and Solution
MEDIA Respond to information in different types of media.

armchair, closet, elevator, upstairs, downstairs, floor, garden, painting, room, stairs, do a craft, take photos alarm clock, blanket, ceiling, nightstand, lamp, cushion, drawers, mirror, shampoo, towel, find, put cloth, road

Long u: oo, ue
Long i: ie, igh

Nonfiction: A Very Special Dollhouse
Genre: Descriptive Article
Fiction: Belen's Ball
Genre: Comic Story

There is and *There are*
Prepositions of Place (*In*, *On*, *Under*, *Next to*, and *Between*)

Descriptions of Rooms at Home
Strategy: Listen for Reasons
Descriptions of Preparing for School
Strategy: Listen for the Speaker

Ask For and Give Reasons

Genre: Descriptive Text (room)
Strategy: Use Exclamation Points

Photos of people and their homes
Video: Homes on the Move

Create a Room

In My Town
Cities of the World
Getting Around

Social Studies

VISUAL Explain own feelings about the content of an image.
GLOBAL Describe how where you live fits into the wider community.
SOCIAL Recognize the value of asking for help.
TEXTUAL Use Pictures to Identify Place; Evaluate
MEDIA Compare information from different types of media.

department store, movie theater, neighborhood, bus, taxi, recreation center, street, supermarket, swimming pool, toy store, address, number amusement park, coffee shop, market, monument, square, park, station, city, country, world, ride a scooter, walk motorbike, plane

Diphthongs: *oi* and *oy*
Ending *-rk*

Fiction: Let's find Dad!
Genre: Quest
Nonfiction: See the World in a Day
Genre: Descriptive Article

Imperatives (Directions)
Prepositions of Place (*Opposite*, *In front of*, *Behind*)

Conversations about Addresses
Strategy: Listen for Numbers
Descriptions of Places and Ways to Travel
Strategy: Listen for Travel Words

Ask For and Give an Address

Genre: Descriptive Text (town or city)
Strategy: Use Capital Letters

Infographic about public transportation
Video: A Different Way to Move

Make a Transportation Infographic

Scope and Sequence



6

What do we eat?

7

What are living things?

► Trails to Explore

Curricular Connection

Multiple Literacies

New Words

Phonics

Reading

► Grammar

Listening

Speaking

Writing

► Critical Thinking

Project

Food We Like
Where Food Comes From
Smart Snacks

Life Science

VISUAL Recognize the emotional impact of an image.

GLOBAL Recognize healthy food.

SOCIAL Identify ways to try new things.

TEXTUAL Draw Conclusions; Main Idea and Details

MEDIA Draw conclusions using information from different types of media.

bananas, carrots, grapes, apples, oranges, onions, pears, peas, fruit, vegetables, coconut, rice
cheese, egg, meat, farmer, sheep, milk, chicken, cow, goat, farm, bread, sandwich
candy, sugar

Hard and Soft C
Hard and Soft G

Fiction: Uncle Sasho's Smoothie
Genre: Realistic Fiction
Nonfiction: Food from the Farm
Genre: Explanatory Text

Simple Present with *Like* (*Like* and *Don't Like*)
Simple Present *Questions* (Questions with *Do* and *Does*)

Descriptions of Favourite Foods
Strategy: Listen for Likes and Dislikes
Description of a Sandwich
Strategy: Listen for Key Words

Express Agreement

Genre: Captions
Strategy: Use Commas in Lists

Infographic about snacks
Video: Snack Time

Design a Snack Machine

What Living Things Need
Forest Life
Exploring Rainforests

Life Science

VISUAL Respond to an image using physical action.

GLOBAL Explain the importance of looking after living and non-living things.

SOCIAL Recognize that our actions impact others.

TEXTUAL Background Knowledge; Visualize
MEDIA Use information from different types of media to ask questions.

bee, butterfly, flower, ground, tree, insects, sun, water, breathe, change, give, look after
frog, owl, climb, forest, bear, drop, grass, moon, moonlight, dark, scare, touch
rubber, wood

Ending *-nd*
Short *oo* and Long *oo*

Nonfiction: Non-Living and Living Things
Genre: Science Article
Fiction: The Forest by Day and Night
Genre: Realistic Fiction

Simple Present Questions (Questions with *What* and *Where*)
Simple Present Questions (Questions with *What*, *Why*, *When*, and *Where*)

Description of How to Look After a Plant
Strategy: Listen for Solutions
Conversation about a Favorite Place
Strategy: Listen for Actions

Ask for More Information

Genre: Information Sign
Strategy: Use Ending Punctuation

Picture of the rainforest
Video: A Special Kind of Forest

Make a Rainforest in a Jar



Trailblazer *IN ACTION*

JAHAWI BERTOLLI
Learning from the World

Episode 3
People and the Sea
Skills Review Units 5 and 6



8

What do we do in different weather?

9

How can we look after our bodies?

10

What can we do in our free time?

All Kinds of Weather
What We Wear
Weather Stories

Earth Science/Social Studies

VISUAL Identify possible meanings in an image.

GLOBAL Explain how different types of weather affect activities.

SOCIAL Identify why people might feel or behave in a certain way.

TEXTUAL Text-to-Self Connection; Make Predictions

MEDIA Identify the purpose of visual effects in different types of media.

cloudy, cold, hot, outside, inside, rainy, snowy, sunny, windy, clothes, go fishing, go ice skating
boots, cap, dress, T-shirt, hat, jacket, pants, scarf, shoes, socks, warm, wear
pattern, report

Voiced and Unvoiced *th*
Plural -s, z, and iz

Nonfiction: All kinds of weather in Australia!
Genre: Fact Book
Nonfiction: New Clothes for the Emperor
Genre: Folktale

Simple Present Questions (Questions about Weather)
Simple Present Questions (Questions with Whose)

Conversation about Weather and Activities
Strategy: Listen for Topics
Descriptions of Different Clothes
Strategy: Listen for Reactions

Express Preferences

Genre: Steps in a Process
Strategy: Use Sequence Words

Photo and weather report
Video: What's the weather like?

Make a Weather Wheel

I Don't Feel Well
Our Bodies and Play
Sun Safety

Life Science

VISUAL Compare information in an image with your own and others' experiences.

GLOBAL Explain the importance of following safety rules.

SOCIAL Identify ways to be kind.

TEXTUAL Point of View; Author's Purpose

MEDIA Identify pros and cons using information from different types of media.

cold, cough, fever, hospital, doctor, headache, medicine, rash, sore throat, tummy ache, dentist, toothache
broken arm, bruise, cut, chin, helmet, fall off, ride a bike, pads, traffic, traffic lights, always, never
sunglasses, sunscreen

Sh Digraphs
Ch Digraphs

Fiction: A Visit to the Doctor
Genre: Realistic Fiction
Nonfiction: Bike Safety
Genre: Instructional Text

Simple Present Questions (Questions about Health)
Possessive Pronouns (*Mine, Yours, Hers, His, Ours, Theirs*)

Conversation about Toothache
Strategy: Listen for Specific Information
Conversation about Riding a Skateboard
Strategy: Listen for Rules

Show Kindness

Genre: Safety Sign
Strategy: Use Words for Rules

Infographic about the sun
Video: Fun in the Sun

Write and Perform a Play

My Activities
Interesting Activities
New Activities

Social Studies

VISUAL Connect information in an image to prior knowledge.

GLOBAL Recognize the benefits of being part of a community.

SOCIAL Explain the benefits of trying new things.

TEXTUAL Order of Events; Take Notes

MEDIA Evaluate different types of media to form conclusions.

act, bake cookies, dance, sing, play the guitar, do karate, make a model, play table tennis, play tennis, ride a pony, play the ukelele, play the piano
do gymnastics, put on a show, ride a unicycle, juggle, clown, spin a hoop, spin a plate, walk on a rope, walk on stilts, circus, clean up, spend time
campfire, skill

Split Digraphs: *a_e, i_e*
Split Digraphs: *o_e, u_e*

Fiction: Habibah Tries Something New
Genre: Humorous Fiction
Nonfiction: Circus School
Genre: Magazine Article

Present Continuous (Actions)
Present Continuous Questions (Questions about Actions)

Descriptions of Music Activities
Strategy: Listen for Similarities and Differences
Description of Ways to Help Others
Strategy: Listen for Examples

Give Compliments

Genre: Descriptive Text (photo)
Strategy: Join Words

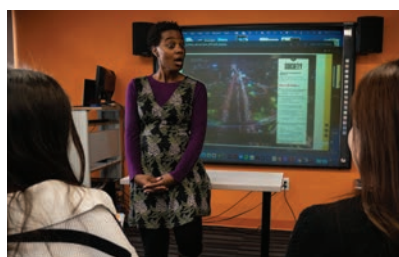
Quiz about free time activities
Video: Outside Skills

Make an Activities Mobile

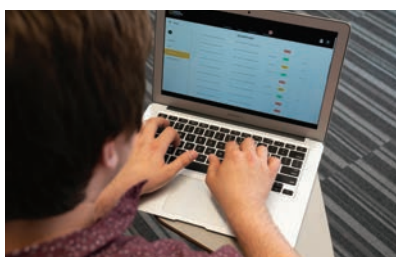


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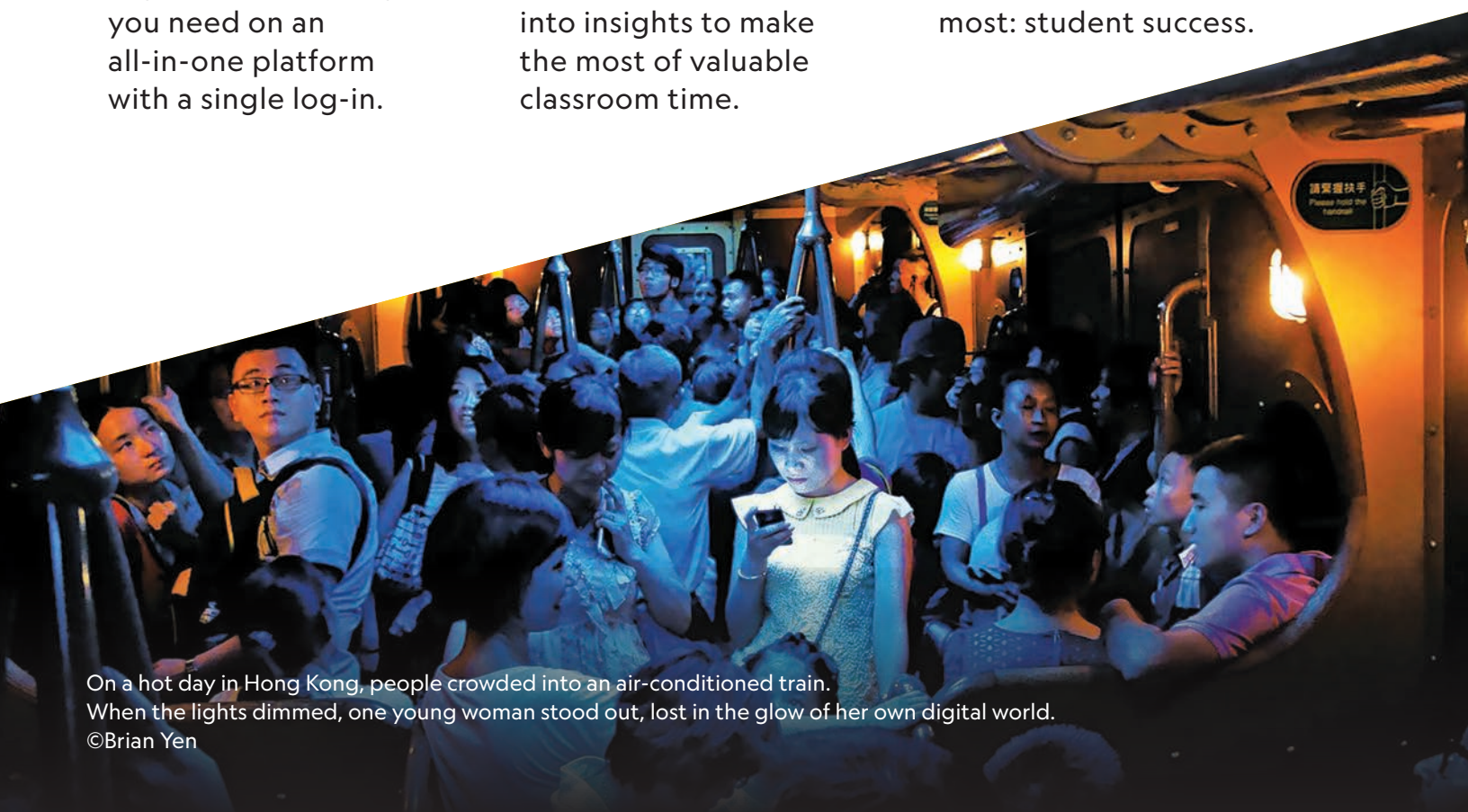
Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.



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On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

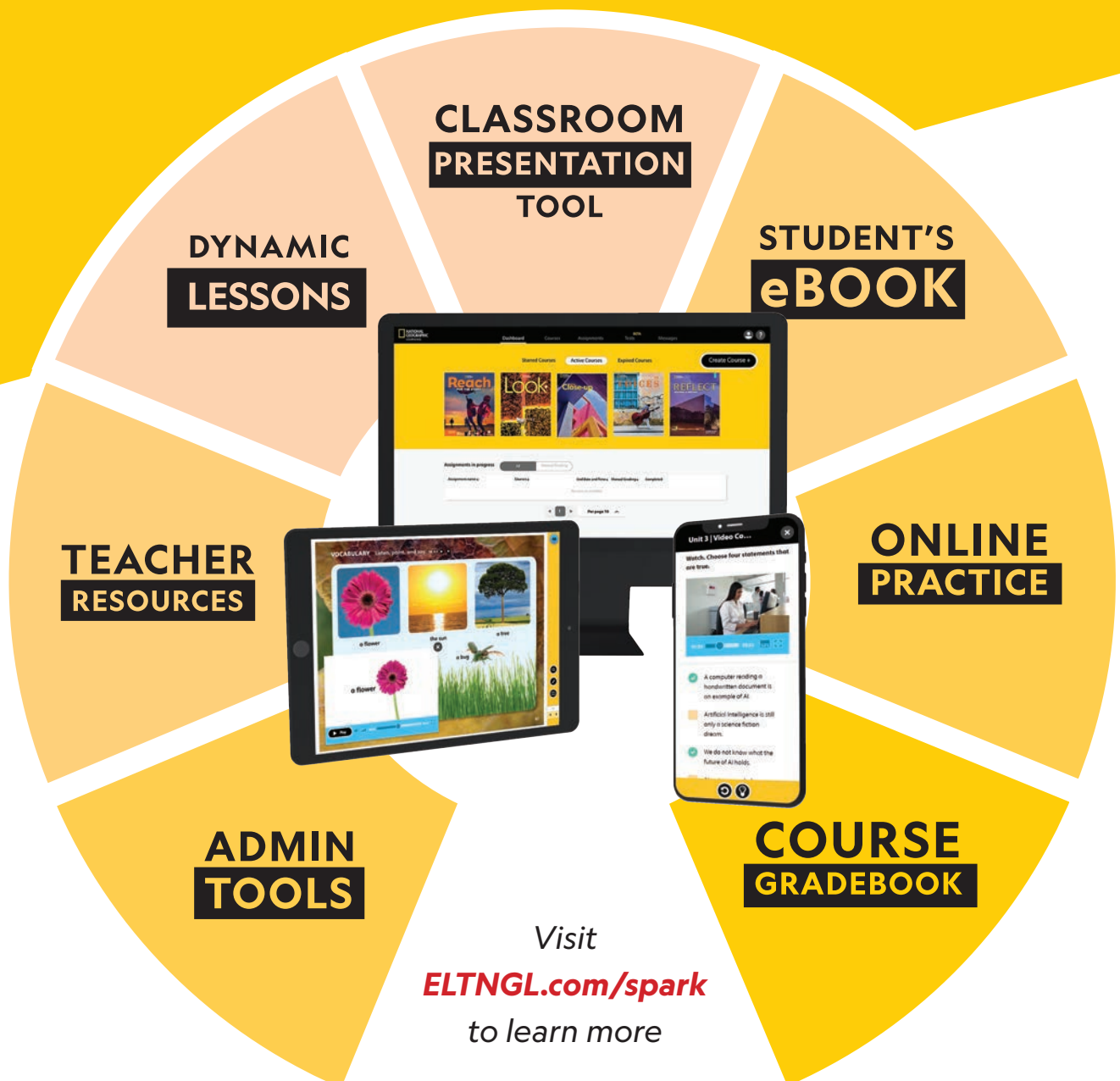
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Integrated digital tools on the all-in-one Spark platform
support every stage of teaching and learning:

**Preparing and
teaching** live lessons

Assigning practice,
tests and quizzes

Tracking student and class progress,
turning information into insights



Meet the Authors

Mary Roulston

Trailblazer Starter Author

Mary Roulston has an MA in Psychology. She worked in schools after graduating and moved to Spain, where she studied for her CELTA qualification. She taught English to children of all ages for several years, and on her return to the UK, she became a commissioning editor and then a freelance editor and author. She has written primary and pre-primary course books for several major publishers.

Lulu Campbell

Trailblazer 1 Author

Lulu Campbell is a writer and language teaching specialist. With a background in educational publishing, she has more than 30 years of experience in the field of global education. She has worked as a teacher, teacher trainer, curriculum developer, and publisher for the public and private sectors in Latin America, Asia, Europe, and the Middle East and North Africa. She has taught English to all ages, specializing in primary education.

Cheryl Pelteret

Trailblazer 2 Author

Cheryl Pelteret is an experienced author of ELT materials for young and teenage learners. After teaching in South Africa, the UK, and Türkiye, Cheryl worked in ELT publishing before becoming a full-time materials writer. Cheryl has a strong interest in producing engaging, fun, and informative materials that stimulate children's imagination and creativity through learning English.

Susannah Reed

Trailblazer 3 Author

Susannah Reed is an experienced author and educational consultant, specializing in ELT materials for young learners. Susannah has taught in Spain and the UK. She has worked in educational publishing for over 25 years as a publisher as well as a writer of ELT course books and readers for children around the world.

Jill Korey O'Sullivan

Trailblazer 4 Author

Jill Korey O'Sullivan has worked in the fields of English language learning and literacy acquisition as a teacher, author, and editor. She has developed a broad range of materials for elementary and secondary students. Among her authored titles is National Geographic Learning's *Welcome to Our World*.

Paul Drury

Trailblazer 5 Author

Paul Drury spent nine years teaching English across a wide range of levels and ages. After that, he entered the world of publishing where he researched, commissioned, and worked on several best-selling primary ELT titles. Teaching and research motivated Paul to put the users at the core of the material. He splits his time between being a fitness instructor and writing content for learners.

Sarah Worthington

Trailblazer 6 Author

Sarah Worthington is an ELT writer and learning specialist for students with learning and thinking differences. She is currently a doctoral student in Cognitive Diversity in Education. Sarah has taught in the Czech Republic, Germany, and the United States. She also served as a teacher-trainer for school districts and as an English language specialist for the US State Department.



Jahawi Bertolli

Trailblazer 1 Explorer

Jahawi Bertolli is a filmmaker, photographer, and music producer from Kenya who specializes in wildlife and the underwater world, striving to portray the beauty, power, and vulnerability of wild environments.

Meet the *Trailblazer Kids*

For very young learners, seeing and hearing recurring characters makes the learning experience more engaging and relatable. *Trailblazer Starter* features the *Trailblazer Kids*. The *Trailblazer Kids* are a similar age to students and give students the sense that they are learning English along with children just like them at different stages of each main unit.

Grammar Presentation: Each grammar presentation takes the form of a chant delivered by one or more of the *Trailblazer Kids*. The artwork for each chant also features the *Trailblazer Kids*.

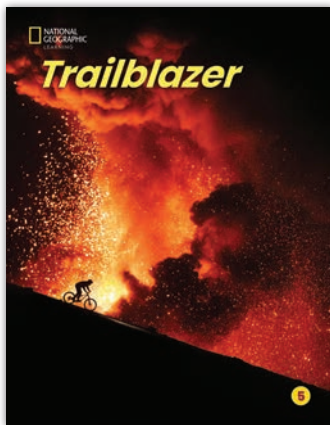
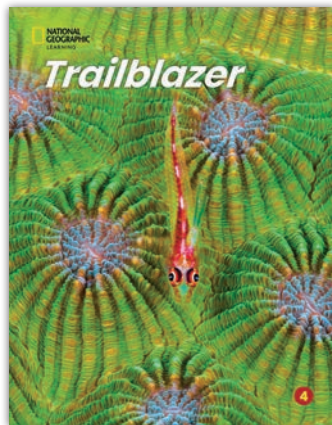
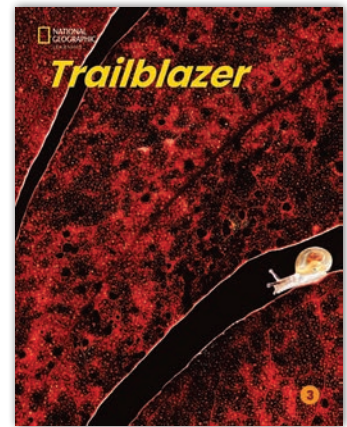
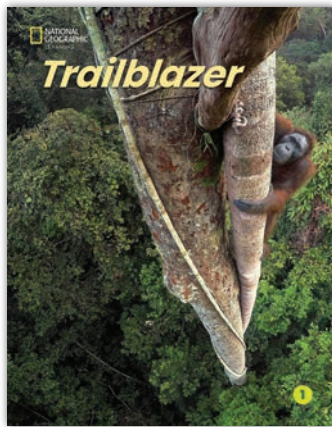
Speaking Game: Each Speaking lesson takes the form of a game. To maximize opportunities for speaking, an animation featuring the *Trailblazer Kids* models key language for students to use in the game.

Big Question: At the end of each Trail, a *Trailblazer Kid* prompts students to share an answer to the Big Question.



What is *Trailblazer*?

Trailblazer is a seven-level English language and literacy program that builds a foundation of empowerment through the development of language, literacies, and the wider life skills students need to navigate an increasingly interconnected world. *Trailblazer* prioritizes and maximizes students' engagement by grounding language and literacy instruction in fascinating and diverse real-world content, stunning photographs and video from National Geographic, captivating original fiction and nonfiction, and a rich variety of digital resources to harness students' attention and engagement.



Trailblazer is for students who...

...want to explore the world, think about its mysteries, and use new language to develop their own answers to some of life's most compelling questions. At the same time, *Trailblazer* is for students who want an enjoyable, meaningful, and motivating English language learning experience; one where they immediately understand the purpose of what they are learning, and how they can apply this knowledge beyond the classroom.

Trailblazer is for teachers who...

...want a complete English language program that delivers thought-provoking lessons and prepares students for communicative, academic, and intercultural success. In addition, *Trailblazer* is for teachers who aim to cultivate critical thinkers, readers, and writers, and want to prepare their students to study subject-matter content in English.

Essential Themes

The following is a brief introduction to each of the essential themes that underpin *Trailblazer*. Each essential theme is explained in more detail in the *Teaching with Trailblazer* section of this Lesson Planner.

► Inquiry-based Methodology

To empower naturally curious students, *Trailblazer* is grounded in an inquiry-based methodology, emphasizing students' active engagement in the learning process through questioning, exploration, and investigation.

► Language Development and Literacy Support

In addition to teaching students the language and skills needed to thrive in a multicultural world, *Trailblazer* cultivates confident and successful readers and writers, providing them with the language support they need to be ready to study subject-matter content in English.

► Multiple Literacies

Trailblazer focuses on building essential life skills, promoting active learning, and encouraging critical thinking, communication, and collaboration. It achieves this through its robust Multiple Literacy framework, which focuses on five key literacies in each unit: Visual Literacy, Textual Literacy, Social Literacy, Global Literacy, and Media Literacy.

► Role Models

Exciting, episodic stories from National Geographic Explorers share the authentic experiences of leaders in the fields of science, technology, and exploration, inspiring the next generation of trailblazers.

► Action and Impact

Trailblazer prompts students to take meaningful action beyond the classroom by encouraging them to shape their own answers to life's big questions and to apply their learning to the real world.

Unit Walkthrough

Unit Opener

2

What makes school special?

LOOK

1. Describe the photos.

2. How many children can you see?

VISUAL LITERACY Give the photos a title. Tell a friend why.

LISTEN

1. Imagine the sounds you can hear. Share your ideas.

2. Listen. What can you hear? #1.1

WATCH

1. Watch the video. #1.1

2. Watch the video again. Say two things you see.



Trails in the Unit

READ about things at school.

LISTEN for ways to help children at school.

TAKE something on school.

READ about how to work at school.

LISTEN for ways to work.

WRITE a note to a friend.

STUDY a photo of a classroom.

WATCH a video about school.

CREATE a poster for a new school.

Each unit of *Trailblazer* is divided into three Trails, each of which provides a unique perspective from which to explore the unit's theme and develop answers to the unit's Big Question. Trails 1 and 2 are both built around an engaging reading text—either fiction or nonfiction—and Trail 3 is grounded in a multimedia approach.

Before Reading 1

TRAIL 1

Our Classroom

Vocabulary

NEW WORDS Listen and look. #1.1

Listen and say. #1.1

backpack

chair

computer

classroom

board

desk

door

mouse

wall

entrance

Look and circle.

1. Listen. Circle the letters that make the long a sound. #1.1

1. yellow 2. goat 3. three

Reading Strategy

Use Words to Identify Place

When you read, look for words that help you understand the place of the text or story.

Read Underline the words for things you see in a classroom.

My teacher is Mr. Kopp. We are students. All students have a desk and a chair. The board is green. Look at the colors on the wall. There is red, green, yellow, blue, purple, and pink.

PREVIEW Look at the photos in the information box on the next page. Who are the people? Tell a friend.

Reading 1

TRAIL 1

Welcome to school!

Read Informational Text

Reading Strategy As you read, look for words that describe a place.

1 Listen and say. #1.1

2 This is a big classroom of our school. The wall is yellow. This is the board. It's white.

3 This is the computer room. There are the computers. All the computers have a mouse.

4 This is your classroom. There are your storybooks. You can read them all.

5 This is our desk and chair. There is a desk and a chair for you.

6 This is the playground. There are students. They play the game and the swings. They are your new friends at school. They're kind and fun.

Before Reading 2

TRAIL 2

How I Learn

Vocabulary

NEW WORDS Listen and look. #1.1

Listen and say. #1.1

point

read

say

answer

ask

write

sit down

stand up

open

close

Match.

1. write 2. sit 3. ask 4. say 5. close 6. point

Complete the sentences with words from 2.

1. I _____ and go to the playground.

2. I _____ on my chair.

3. I _____ stories and books.

4. I _____ and close the door.

5. I ask and _____ questions.

6. I write _____.

Work with a friend. Say and do the actions in 6.

Reading 2

TRAIL 2

I'm Not Good at That... Right Now

Read Fiction

Reading Strategy As you read, look for words that describe a place.

1 Listen and say. #1.1

2 Listen. Circle the letters that make the long a sound. #1.1

1. play 2. point 3. train 4. say

Reading Strategy

Identify Things in a Picture

Before you read, look at the pictures in a text to help you understand what it is about.

Look at the picture. Where are the students? Check (✓) the correct place. Tell a friend what you can see.

☐ at school ☐ at home ☐ on the playground

PREVIEW Look at the pictures in the realistic fiction story on the next page. Where are the children? Tell a friend what you can see.

Critical Thinking

TRAIL 3

A Different School

Critical Thinking

1 What do school kids like? Talk with a friend.

2 Look at the photos. Check (✓) the things you see.

☐ classroom

☐ desk

☐ backpack

☐ door

☐ teacher

☐ student

☐ board

☐ teacher

☐ playground

☐ computer

3 Look at the photos again. Say three ways this school is the same as your school.

4 **NEW WORDS** Listen and read. #1.1

Listen and say. #1.1

5 Watch the video. How do the children in the boot schools feel? Circle. #1.1

The children are sad / happy.

6 Watch the video again. What do you like about the different boot schools? Tell a friend. #1.1

7 **MEDIA LITERACY** Think about the boot schools from the photo and video. Are they at the same? Tell with a friend.

Project

Project Make a Plan for a Boot School

Work in groups. Make a plan for a boot school to help new students.

1 **THINK** Think about your plan. Draw and color the outline of a boot. Make a list of what you can see.

2 **CREATE** Create your plan.

Draw and color the parts of the boot school.

Cut out the parts of the boot school.

Put the parts of the boot school on the board.

3 **PRESENT** Present your plan to the class. Imagine your classmates are new students at your school. Tell them about the different parts of your boot school.

4 **AD** How can we help other people at school? Complete the sentences.

1. Help _____

2. Show your _____

3. Show how _____

Self-Assessment

What makes school special?

Opinion What do you want to explore how you feel about school in this unit? Tell a friend.

Growth What is special about your school? Draw a picture of your school on classroom.

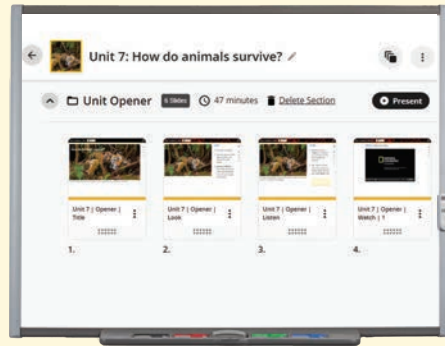
Curiosity What do you want to learn more about? Check (✓).

☐ my classroom

☐ ways to learn

☐ friends around the world

Use Dynamic Lessons on the Spark platform to plan and teach engaging lessons for the Trails in each unit.



Comprehension 1

Comprehension

A Do you like the school in the informational text? Tell a friend why.

Use the school. Use the students. (don't like this school, it's very big.)

B Read the text again. Circle Yes or No.

- The board is green. Yes No
- There is a teacher in the classroom with two big windows. Yes No
- You can find books to read in the bookcase. Yes No
- The computers are for students. Yes No
- The school has a playground. Yes No

C TEXTUAL LITERACY Use Words to Identify Place. Read the words. Write the places.

classroom computer room playground

1. mouse 2. desk chair 3. slide swings

D Read. Check (✓) the correct answer.

☐ Informational texts give the reader real information.

☐ Informational texts don't give the reader real information.

E GLOBAL LITERACY Work in groups. How can the Informational text help new students? Say three things.

F What information can you give about your school? Tell a friend.

30 Our Classroom

Grammar 1

Grammar

A Listen and read. Underline the first word in each sentence. Does each word describe a thing that is near or far? <1:10

That is a desk. That is a board. These are the windows. These are the doors!

That is a desk. These are my pencils. These are red chairs.

B Circle the correct words.

1. This / That is my friend.

2. This / That is my teacher.

3. These / That is her desk.

4. These / That are the boys from my class.

5. This / These is the boy's computer.

C Work with a friend. Point. Talk about your classroom.

This is a chair. That is a desk. These are windows.

D GRAMMAR IN USE Read the informational text again. Underline one sentence that describes something near and one sentence that describes something far.

Unit 2 30

Listening 1

Listening

A Look at the pictures. Which students help at school? Circle.

B NEW WORDS Listen and read. <1:10 Listen and say. <1:10

1. Listen to the teacher. Listen to the students. Listen to the playground. Listen to the library.

C LISTEN FOR DETAILS Listen again. Circle the correct answers. <1:10

1. recess is at 10 o'clock / 2 o'clock.

2. recess is noisy / quiet.

3. recess is in the playground / library.

D GLOBAL LITERACY Look at the pictures. How do the children help other people at school? Talk with a friend.

32 Our Classroom

Speaking

Speaking

A MAKE REQUESTS Listen and complete. <1:10

Can I have that? Please! Yes, here you are. Thank you. Can I have those? Please! Yes, here you are. Thank you.

B Look around your classroom. Write things that are near and far.

Near	Far

C Work with a friend. Ask for the things in B.

D Work with a new friend. Ask for more things around your classroom.

What makes school special? Think about people, places, and things in your school. Write an answer to the question.

Unit 2 33

Comprehension 2

Comprehension

A Do you sometimes feel like Luis from the realistic fiction story? Tell a friend.

Use the story. Use the students. (don't like this school, it's very big.)

B Read the story again. Circle the correct answers.

- Mrs. Elena is a teacher / student.
- The students draw a desk / family.
- Clouds picture is funny / boring.
- Kari is / isn't good at spelling yet.
- Luis is Kari's friend / brother.

C TEXTUAL LITERACY Identify things in a picture. What can you see in the picture? Write.

1. chair 2. desk 3. book 4. pencil

D Read. Circle the correct answer.

Realistic fiction stories are about things that can / can't happen in real life.

E SOCIAL LITERACY What can Luis do to draw, read, and write well? Check (✓).

☐ He can try to learn how.

☐ He can be quiet.

F Think about something you want to be good at. Write your own learning motto and tell a friend.

38 How I Learn

Grammar 2

Grammar

A Listen and read. Underline the sentences with down and up. <1:10

Remember to draw down. Don't draw up. That's the way to draw. That's the way to draw. That's the way to draw. That's the way to draw.

B Write the opposite instructions.

- Stand up. Don't stand up.
- Don't open the door. Open the door.
- Read the book. Don't read the book.
- Don't sit down. Sit down.
- Answer the question. Don't answer the question.

C Play a game. Work with a friend. Student A: Give instructions. Student B: Follow the instructions if Student A says, "Please."

D GRAMMAR IN USE Read the realistic fiction story again. Underline the sentences with instructions.

Unit 2 39

Listening 2

Listening

A Look at the photo. What can you say to help the boy? Check (✓).

1. I can't find the book. I can't find the book. I can't find the book. I can't find the book.

B NEW WORDS Listen and read. <1:10 Listen and say. <1:10

1. Listen to the teacher. Listen to the students. Listen to the playground. Listen to the library.

C LISTEN FOR DETAILS Listen again. Circle the correct answers. <1:10

1. I ask questions. 2. I read books. 3. I use my eraser. 4. I listen to my friends. 5. I write words in my notebook.

D SOCIAL LITERACY Do you think Harms and Emma are good students? Why? Talk with a friend.

E Think about Harms and Emma. What can you do to learn well at school? Tell a friend.

40 How I Learn

Writing

Writing

A Look at the photo. Do you think the girl is helping her friend? Why? Check (✓).

B Use INSTRUCTIONS. Read the how-to text. Circle the instruction words.

C Read the how-to text again. Circle the correct answer.

How to help a friend. I don't have instructions.

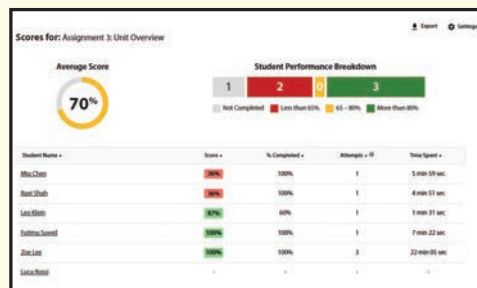
D Think about how you learn. Write a how-to text for your class. Use the writing model to help you. Remember to plan, draft, revise, and edit your work. Work with a friend to check your writing.

What makes school special? Think about how you learn in school. Write an answer to the question.

Unit 2 41

Unit Walkthrough pages and resources from Unit 2 of the Trailblazer 1 Student's Book

Unlock the power of the Gradebook, where information is turned into instructional insights.



Unit Walkthrough

Unit Opener

The Unit Opener engages students in the unit's theme and introduces them to the Big Question and the three Trails they will explore in the unit. The Unit Opener uses a high-interest photograph, an immersive soundscape, and activities to spark curiosity, activate prior knowledge, and encourage discussion.

The interface features a large background photograph of a classroom with students. A blue activity box on the left contains the following text:

2

What makes school special?

LOOK

1. Describe the photo.
2. How many children can you see?
3. **VISUAL LITERACY** Give the photo a title. Tell a friend why.

LISTEN

1. Imagine the sounds you can hear. Share your ideas.
2. Listen. What can you hear? 🔊 2.1

WATCH

1. Watch the video. 🎥 2.1
2. Watch the video again. Say two things you see 🗣️ 2.1

24

Children in a classroom in Bahrain

Trails in This Unit

Our Classroom

- **READ** about things at school.
- **LISTEN** for ways to help others at school.
- **TALK** about things at school.

How I Learn

- **READ** about how to learn in class.
- **LISTEN** for ways to learn.
- **WRITE** a how-to text.

A Different School

- **STUDY** a photo of a classroom.
- **WATCH** a video about a different kind of school.
- **CREATE** a plan for a new school.

Unit 2 25

LOOK activities prompt student engagement with a stunning Unit Opener photograph.

LISTEN activities encourage students to immerse themselves in a soundscape related to the Unit Opener photograph.

WATCH activities guide students to engage with and respond to a video preview of the unit Trails.

Trails in This Unit describes the student-facing objectives for each Trail, allowing students to preview what they will explore in each unit.

Teaching with
spark

Focus students attention on engaging and high-interest content like the Unit Opener photographs using **Dynamic Lessons** on Spark.



At the start of each unit, a **Unit Opener video** activates students' existing knowledge about the theme and builds interest and excitement about unit content.



Unit Walkthrough

Before Reading

Pre-reading lessons prepare students for the fiction and nonfiction reading texts through Vocabulary, Word Work, Reading Strategy, and Preview activities.

TRAIL 1

Our Classroom

Vocabulary

A NEW WORDS Listen and look. 4) 2.2
Listen and say. 4) 2.3

bookcase
 chair
 computer
 classroom
 board

desk
 door
 mouse
 wall
 window

B Look and circle.

1. computer / mouse

2. board / window

3. door / board

4. desk / chair

C Complete the sentences.

- The children sit in the _____ and wait for the teacher.
- The teacher writes on the _____.
- There are lots of pictures on the _____.
- All of my favorite books are in the _____.
- The girl sits at her _____.
- The boy uses the _____ to draw on the computer.

board
bookcase
classroom
desk
mouse
wall

D Work with a friend. Point and say.

I see a desk.

26 Our Classroom

Phonics Long *o: oa, ow*

E Listen and say. 4) 2.4

boat
 window

F Listen. Circle the letters that make the long *o* sound. 4) 2.5

- yellow
- goat
- throw

Reading Strategy

Use Words to Identify Place
When you read, look for words that help you understand the place of the text or story.

G Read. Underline the words for things you see in a classroom.

My teacher is Ms. Karpot. We are students. All students have a desk and a chair. The board is green. Look at the colors on the wall. There is red, green, yellow, blue, purple, and pink.

PREVIEW Look at the photos in the informational text on the next page. Who are the people? Tell a friend.

Unit 2 27

New vocabulary items are presented through images with audio support.

Phonics activities help students learn and practice letter-sound relationships.

A reading strategy explanation and practice activity prepares students to apply the strategy and deepen their understanding of the Trail's main text.

Preview activities generate excitement for the reading text through engaging "Think-Pair-Share" activities that get students talking.

TRAIL 2

How I Learn

Vocabulary

A NEW WORDS Listen and look. 4) 2.12
Listen and say. 4) 2.13

point
 read
 say
 answer
 ask

write
 sit down
 stand up
 open
 close

B Match.

1. write

2. sit down

3. stand up

4. open

5. close

a. write b. ask c. say d. close e. point

C Complete the sentences with words from A.

- I _____ and go to the playground.
- I _____ on my chair.
- I _____ stories and books.
- I _____ and close the door.
- I ask and _____ questions.

D Work with a friend. Say and do the actions in A.

34 How I Learn

Phonics Long *a: ai, ay*

E Listen and say. 4) 2.14

train
 say

F Listen. Circle the letters that make the long *a* sound. 4) 2.15

- play
- point
- train
- say

Reading Strategy

Identify Things in a Picture
Before you read, look at the pictures in a text or story to help you understand what it is about.

G Look at the picture. Where are the students? Check (✓) the correct place. Tell a friend what you can see.

☐ in school
☐ at home
☐ on the playground

PREVIEW Look at the pictures in the realistic fiction story on the next page. Where are the children? Tell a friend what you can see.

Unit 2 35

Reading

Trails 1 and 2 each feature either a fiction or nonfiction reading text. Level-appropriate reading texts in *Trailblazer* span a wide variety of genres, aligning with the demands of various curricular standards and frameworks to help students develop their literacy skills.

TRAIL 1



High-interest, cross-curricular, and culturally diverse **nonfiction texts** are enhanced by striking photography and design features that give students an authentic reading experience.

Fiction texts are enhanced by rich illustrations and design features that prepare students to engage with literary texts across a wide range of genres, such as realistic fiction, science fiction, historical fiction, drama, poetry, and more.

TRAIL 2



Teaching with spark

Teacher Resources on Spark include instructional support on delivering lessons, including teaching strategies for developing students' reading and fluency.

Learned vocabulary items appear throughout the reading text in bold.

Teaching with spark

Access all resources in one place with Spark, including the Student's eBook, Online Practice, and tests.

Unit Walkthrough

Post-Reading Comprehension and Grammar

TRAIL 1

Comprehension

A Do you like the school in the informational text? Tell a friend why.

I like this school. I like the students.

I don't like this school. It's very big.

B Read the text again. Circle Yes or No.

- | | | |
|--|-----|----|
| 1. The board is green. | Yes | No |
| 2. There is a teacher in the classroom with two big windows. | Yes | No |
| 3. You can find books to read in the bookcase. | Yes | No |
| 4. The computers are for students. | Yes | No |
| 5. The school has a playground. | Yes | No |

C TEXTUAL LITERACY Use Words to Identify Place Read the words. Write the places.

classroom computer room playground

1. _____
mouse
computer

2. _____
desk
chair

3. _____
slide
swings

D Read. Check (✓) the correct answer.

- ☐ Informational texts give the reader real information.
☐ Informational texts don't give the reader real information.

E GLOBAL LITERACY Work in groups. How can the informational text help new students? Say three things.

F What information can you give about your school? Tell a friend.



30 Our Classroom

A **Textual Literacy activity** provides students with the opportunity to apply the Trail's Reading Strategy in the context of the text.

Activity D allows students to identify the purpose and characteristics of the reading text's **genre**.

A **Global or Social Literacy activity** guides students to make connections between the reading text and their own lives, strengthening their understanding of a Global Literacy or Social Literacy objective.

Activities A and B ask students to reflect on the reading text and demonstrate their **comprehension**.

TRAIL 2

Comprehension

A Do you sometimes feel like Luiz from the realistic fiction story? Tell a friend.

B Read the story again. Circle the correct answers.

- Miss Elena is a **teacher** / student.
- The students draw a **desk** / family.
- Claudia's picture is **funny** / boring.
- Kenji **is** / **isn't** good at spelling yet.
- Yudi is Kenji's **friend** / brother.

C TEXTUAL LITERACY Identify Things in a Picture What can you see in the pictures? Write.



1. chair



2. _____



3. _____



4. _____

D Read. Circle the correct answer.

Realistic fiction stories are about things that **can** / **can't** happen in real life.

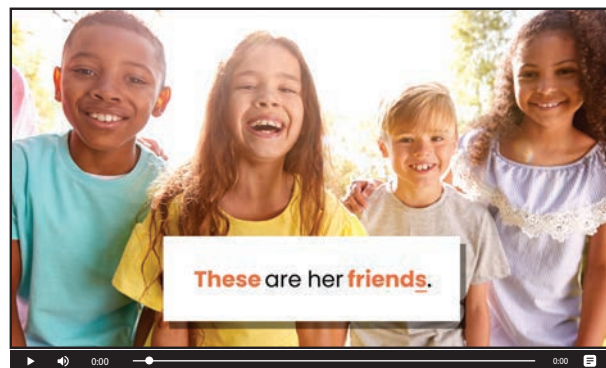
E SOCIAL LITERACY What can Luiz do to draw, read, and write well? Check (✓).

- ☐ He can try to learn how.
☐ He can be quiet.

F Think about something you want to be good at. Write your own learning motto and tell a friend.

38 How I Learn

Grammar is introduced through a chant or comic strip featuring the *Trailblazer Kids* and is supported by a Grammar Animation Video.



TRAIL 1

Grammar

A Listen and read. Underline the first word in each sentence. Does each word describe a thing that is near or far? 2.7

This is a desk.
That is a board.
These are the windows.
Those are the doors!

This, That, These, and Those 2.2

This is my book. **These** are my pencils.
That is a desk. **Those** are red chairs.

B Circle the correct words.

1. These / This are my friends.
2. This / These is my teacher.
3. Those / That is her desk.
4. Those / That are the boys from my class.
5. This / Those is the boy's computer.

C Work with a friend. Point. Talk about your classroom.

This is a chair. Yes! Those are windows.

D GRAMMAR IN USE Read the informational text again. Underline one sentence that describes something near and one sentence that describes something far.

Unit 2 31

Students practice and apply the grammar topic through a pen-to-paper activity and a game or communicative activity.

A **Grammar in Use** activity directs students back to the reading text to identify the grammar topic, annotate the text, and work with the grammar topic further.

TRAIL 2

Grammar

A Listen and read. Underline the sentences with *down* and *up*. 2.17

Welcome! Sit down, please.
Don't sit down! Stand up!
What is that?

That's Tiki. It lives in the forest. It's bossy!
Hello! Hello! Sit down!
Hello, Tiki! Thank you.

Instructions 2.3

Open the door. **Draw** a picture.
Don't open the door. **Don't draw** a picture.

B Write the opposite instructions.

1. Stand up. Don't stand up.
2. Don't open the door. _____
3. Read the book. _____
4. Don't sit down. _____
5. Answer the question. _____

C Play a game. Work with a friend. Student A: Give instructions. Student B: Follow the instructions if Student A says, "Please."

D GRAMMAR IN USE Read the realistic fiction story again. Underline the sentences with instructions.

Unit 2 39

Additional grammar practice is available in the **Grammar Reference** section in the back of the Student's Book.

Teaching with
spark

Assign Online Practice activities on Spark to reinforce skill-work, including grammar, and track progress for additional teaching insights.

Unit Walkthrough

Listening, Speaking, and Writing

TRAIL 1

Listening

A Look at the pictures. Which students help at school? Circle.



B NEW WORDS Listen and read. ⏮ 2.8 Listen and say. ⏭ 2.9 **canteen library**

C Listen and match. ⏮ 2.10

- | | |
|--------------------|----------------|
| 1. Layla is on the | a. canteen. |
| 2. Mateo is in the | b. playground. |
| 3. Wang is in the | c. library. |

Listening Strategy
When you listen for details, you listen for small but important pieces of information.

D LISTEN FOR DETAILS Listen again. Circle the correct answers. ⏮ 2.10

- Recess is at **10 o'clock** / **2 o'clock**.
- Mateo is **noisy** / **quiet**.
- Wang has **lunch** / **breakfast**.

E GLOBAL LITERACY Look at the pictures. How do the children help other people at school? Talk with a friend.



F How do you feel when people help you at school? Tell a friend.

32 Our Classroom

Students listen to the audio again and apply the **listening strategy** to complete an activity.

Students develop **Global or Social Literacy** skills while putting the new vocabulary and listening strategy into practice.

New vocabulary items are introduced to support comprehension of the listening text. Students listen to the text for general comprehension, and then complete a comprehension activity using the new vocabulary.

TRAIL 2

Listening

A Look at the photo. What can you say to help the boy? Check (✓).

- ☐ Don't make mistakes!
- ☐ Mistakes help us learn.



A boy makes a mistake in math class.

B NEW WORDS Listen and read. ⏮ 2.18 Listen and say. ⏭ 2.19

eraser mistake

C Listen. What do the children talk about? Check (✓). ⏮ 2.20

- ☐ the teacher
- ☐ school things
- ☐ how they learn

Listening Strategy
Listen for names of people to understand who is speaking.

D LISTEN FOR NAMES Listen again. Circle *Hamza* or *Emma*. ⏮ 2.20

- | | | |
|----------------------------------|-------|------|
| 1. I ask questions. | Hamza | Emma |
| 2. I read books. | Hamza | Emma |
| 3. I use my eraser. | Hamza | Emma |
| 4. I listen to my friends. | Hamza | Emma |
| 5. I write words in my notebook. | Hamza | Emma |

E SOCIAL LITERACY Do you think Hamza and Emma are good students? Why? Talk with a friend.

F Think about Hamza and Emma. What can you do to learn well at school? Tell a friend.

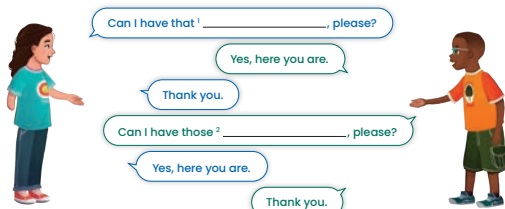
40 How I Learn

TRAIL 1

Speaking

A MAKE REQUESTS Listen and complete. 2.11

book pencils



B Look around your classroom. Write things that are near and far.

Near	Far

Speaking Tip

Say *please* and *thank you* to be polite when you ask for things.

C Work with a friend. Ask for the things in **B**.

D Work with a new friend. Ask for more things around your classroom.

What makes school special?

Think about people, places, and things in your school. Write an answer to the question.



Unit 2 33

Students are introduced to the **speaking topic and model language** and complete a scaffolded activity to practice the topic.

Students personalize the speaking topic and use their notes to engage in a speaking activity, using the model for assistance.

The Writing activities in the Student's Book focus on developing an understanding of text genres and writing strategies.

Opportunities for further writing development are given in the *Trailblazer Workbook*, where students engage with a structured approach to process writing.

Students revisit the **Big Question** at the end of each Trail to reflect on what they have learned and how their answer to the Big Question has evolved since the start of the unit.

TRAIL 2

Writing

A Look at the photo. Do you think the girl is helping her friends? Why?

B USE INSTRUCTIONS Read the how-to text. Circle the instruction words.

Genre How-to Text

A how-to text gives instructions to do something.

Writing Strategy Use instructions to give important information to others.



Learn How to Learn

Listen to other people.

Read books.

Write new words.

Use your eraser!
It's okay!

Make mistakes.
Don't be sad!

C Read the how-to text again. Circle the correct answer.

How-to texts **have** / **don't have** instructions.

D Think about how you learn. Write a how-to text for your class. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a friend to check your writing.

What makes school special?

Think about how you learn in school. Write a new answer to the question.



Unit 2 41

Students are introduced to the **writing genre and strategy**.

Unit Walkthrough

Critical Thinking

Students are prompted to engage with and **think critically** about two forms of media to develop a deeper understanding of the topic.

The first form of media is presented on the page and can take a variety of forms, such as an infographic, a photo, an artwork, an advertisement, or a quiz.

TRAIL
3

A Different School

Critical Thinking

A What do schools look like? Talk with a friend.

Schools are big.

Some schools are small.

B Look at the photo. Check (✓) the things you see.

- | | |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> classroom | <input type="checkbox"/> desk |
| <input type="checkbox"/> bookcase | <input type="checkbox"/> door |
| <input type="checkbox"/> teacher | <input type="checkbox"/> student |
| <input type="checkbox"/> board | <input type="checkbox"/> eraser |
| <input type="checkbox"/> playground | <input type="checkbox"/> computer |

C Look at the photo again. Say three ways this school is the same as your school.

D NEW WORDS Listen and read. ⏮ 2.21
Listen and say. ⏭ 2.22

class classmate

E Watch the video. How do the children in the boat schools feel? Circle. ⏮ 2.4

The children are **sad** / **happy**.

F Watch the video again. What do you like about the different boat schools? Tell a friend. ⏮ 2.4

G MEDIA LITERACY Think about the boat schools from the photo and video. Are they all the same? Talk with a friend.

42 A Different School



Unit 2 43

The second form of media is a **video** related to the topic of the Trail.

New vocabulary items are introduced to support comprehension of the video.

Students synthesize the on-page media and the video to develop a range of level-appropriate **Media Literacy skills** that prompt students to identify, explain, compare, and analyze the meaning and use of varied forms of media.

Project

Students consider the Trail 3 topic from a personal and local perspective by completing a hands-on **Project** that extends the learning from the Critical Thinking lesson, reinforces language acquired throughout the unit, and results in their own message conveyed through various media forms.

Projects follow a clear **prepare, complete, and share sequence**.

Project Make a Plan for a Boat School

Work in groups. Make a plan for a boat school to help new students.

Step 1 Think about your plan. Draw and color the outline of a boat. Make a list of what you can see.

Step 2 Create your plan.



Draw and color the parts of the boat school.



Cut out the parts of the boat school.



Put the parts of the boat school on the boat.



Label the parts of the boat school.

Step 3 Present your plan to the class. Imagine your classmates are new students at your school. Tell them about the different parts of your boat school.

Act How can we help other people at school?

Complete the sentences.

1. Help _____.
2. Share your _____.
3. Show how _____.

Teaching with
spark

Teacher Resources on Spark include assessment rubrics for inquiry-based projects.

Students focus on the **action** they can take as result of accessing, analyzing, evaluating, and creating multimedia messages. They work individually or collaboratively to share knowledge and brainstorm solutions to related problems in their schools, homes, and communities.

Review

Levels 1–6


Trailblazer IN ACTION

Trailblazer in Action lessons after every two units offer an innovative approach to reviewing language and strategies.

One National Geographic Explorer per level is featured in a series of episodes that take the learner on a journey through the life, work, challenges, and adventures of an Explorer who is blazing their own trail in the world.

Each episodic story is presented through a reading text, video, or an audio input.


Related project pages in the Workbook provide further opportunities for language and strategy review and allow students to personalize the theme of the Trailblazer in Action episode.

 **Trailblazer** IN ACTION

MALAIKA VAZ **Storytelling for Change | Episode 1**

In this episode, you'll meet Malaika Vaz and discover how she fell in love with nature.

Nature Close to Home



A What types of nature are close to your home? Share with a partner.

B Watch the video. 2.5

C Circle True or False.

1. Malaika stayed in a hotel in Goa.	True	False
2. Malaika thinks protecting water is important.	True	False
3. Malaika saw a whale during a windsurfing trip.	True	False

D **LISTEN FOR REASONS** Watch the video again. Complete the sentences. 2.5

- The rainforest in Goa is important because _____.
- Many people travel far to visit Goa because _____.
- Malaika fell in love with the natural world because _____.

E **THEME** Read the text from the video. Check (✓) the sentence with the correct theme.

Goa has an amazing rainforest in the Western Ghats. The rainforest is not only beautiful—wild animals and humans depend on this area to live. Many people in India get their water from rivers there. That's just one reason why we need to protect these natural environments for the future of our planet.

☐ Goa is a beautiful place.

☐ It's important to protect nature.

☐ The Western Ghats are in Goa.

F **COUNT SYLLABLES AND READ ALOUD** Write a poem about Goa. Think about the types of nature from the video. You can use the words in the box to help you.

coast mountains ocean outdoors rainforest

G **BE A TRAILBLAZER**

Go to Step 1 of the Trailblazer in Action project to write about types of nature close to your home.

46 Trailblazer in Action

Trailblazer in Action pages and resources from Skills Review Units 1 and 2 of the Trailblazer 3 Student's Book

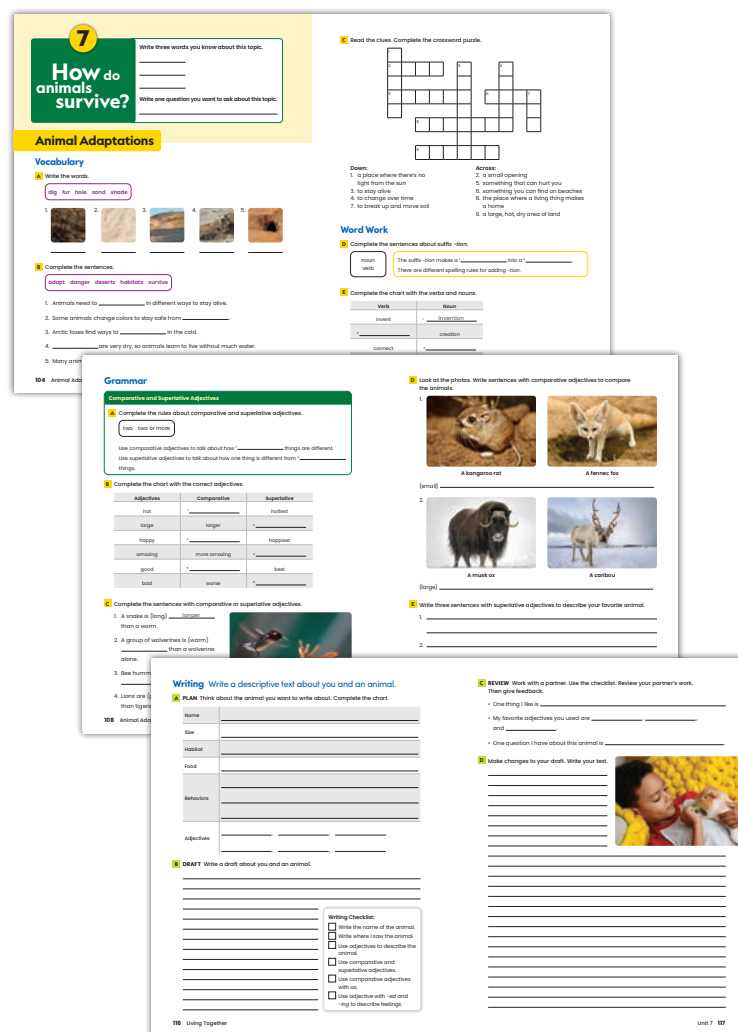


Workbook

The *Trailblazer* Workbook provides further opportunities for students to continue exploring the Trails from the Student's Book with unique reading texts related to the theme of each Trail and extended practice opportunities for vocabulary, grammar, writing, and multiple literacies.

The *Trailblazer* Workbook is built around the main scope and sequence for the program. This component:

- provides more written production opportunities, including word puzzles and the completion of graphic organizers
- engages students in process writing, allowing them to plan, draft, review with peers, and revise their written work
- provides extended grammar practice with four pages per unit dedicated to students' interaction with grammar rules with both controlled and open-ended practice activities
- features a review lesson after every second unit, providing students with further opportunities to practice vocabulary and grammar



Pages from Unit 7 of the *Trailblazer 3* Workbook

Literacy Anthology

The *Trailblazer* Literacy Anthology supports the Student's Book for levels 1–6 of the program. Designed for teachers who are looking for supplemental fiction and nonfiction texts that extend topics, language, and Textual Literacy strategies developed in the Student's Book, the *Trailblazer* Literacy Anthology features unique texts from a global range of authors who specialize in English language teaching, subject-matter content, and children's literacy. The diversity of themes covered aims to provide a mirror for students' experiences as well as a window to new perspectives.

The *Trailblazer* Literacy Anthology is built around the main scope and sequence for the program. This component:

- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related vocabulary to assist with text comprehension
- cements and extends skills and strategies for reading
- evolves students' reading stamina and fluency
- develops key academic and life skills, such as critical thinking and creativity
- includes appropriate Creative Writing practice using a scaffolded approach
- reinforces Global and Social Literacies through their integration in Creative Thinking activities

Flashcards

Flashcards for key vocabulary are available for *Trailblazer* Starter–3. Featuring an image on one side and a dry-erase coating on the reverse, the *Trailblazer* flashcards are a versatile and effective tool for enhancing vocabulary teaching and can benefit students in several ways.

- **Visual Learning:** Images on flashcards help visual learners associate words with meanings.
- **Engagement:** Flashcards can be used in interactive activities and games, making learning more engaging and enjoyable.
- **Flexibility:** Flashcards can be easily adapted for individual or group work, allowing for personalized learning experiences.
- **Spaced Repetition:** Flashcards support spaced repetition, a technique that helps improve retention over time by revisiting words at increasing intervals.
- **Portability:** Flashcards are easy to carry and use in various settings, allowing for quick review sessions anywhere.
- **Quick Assessment:** Teachers can use flashcards to quickly assess students' understanding and retention of vocabulary.

The Flashcard Teacher's Guide features games and activities to make the most of the dry-erase feature.



Flashcards and posters from *Trailblazer* 3



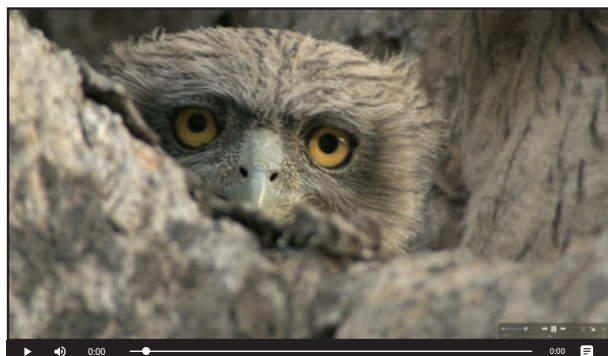
Posters

Posters are available for every unit in all levels of *Trailblazer*. The *Trailblazer* posters feature a large reproduction of the stunning Unit Opener photo on one side and each Trail's key vocabulary and questions to guide discussion on the reverse. Posters enhance engagement in several ways.

- **Visual Aids:** Posters provide visual representations of concepts, making them easier to understand and remember.
- **Engagement:** Colorful and captivating posters grab students' attention and can spark interest in a topic. They can also encourage discussion and interaction.
- **Reference Tools:** Posters serve as ongoing reference materials. Students can refer to them during lessons or when working on assignments, reinforcing learning.
- **Cultural Exposure:** Posters showcasing different cultures help to broaden students' perspectives and foster appreciation for diverse voices.
- **Theme Reinforcement:** Posters tie together various elements of a unit, helping students see connections between ideas and concepts.

Student's Book Video

Trailblazer features a robust video program, which can be viewed directly in the Classroom Presentation Tool, Student's eBook, and Student Resources. Each unit of the *Trailblazer* Student's Book features four videos.



Unit Opener Video

At the start of each unit, a Unit Opener video provides a short preview of the three Trails that students will explore. The video previews the unit content in an accessible way using leveled and known language to activate students' existing knowledge about the theme and to build interest and excitement about the unit content.

Grammar Animation Video

Each unit contains two Grammar Animation Videos that accompany the presentation and guided discovery of grammar topics. These short and engaging videos use kinetic text, animation, and photography to highlight key features of form and use.



Critical Thinking Video (Levels 1–6)

In each unit of levels 1–6, a video for use in the Critical Thinking lesson serves as one form of media for students to evaluate in the development of skills related to Media Literacy. These highly engaging videos feature real-world content from National Geographic and fun animations for students to enjoy and interrogate as critical consumers of information.

Speaking Video (Starter)

In each unit of *Trailblazer* Starter, a speaking video featuring the *Trailblazer* Kids models conversational language and forms associated with a speaking topic.



Professional Development

In addition to preparing young learners for the challenges they face now and will face in the future, *Trailblazer* is committed to empowering teachers to become trailblazers themselves through a comprehensive suite of professional development resources. The *Trailblazer* Professional Development opportunities are designed to enhance teaching practice, foster student engagement, and support diverse learning needs. Through use of the resources, teachers will gain access to a rich array of tools and guidance tailored to elevate their teaching effectiveness and confidence.

Multiple Literacies Support

In today's multifaceted educational landscape, teaching literacy extends beyond traditional reading and writing. To help students develop autonomy and agency, *Trailblazer* offers support and guidance on how to teach the five key literacies: Textual Literacy, Global Literacy, Social Literacy, Visual Literacy, and Media Literacy. Teachers will learn how to integrate these literacies into their instruction, equipping students with the skills necessary to navigate and thrive in a complex world.

Targeted Support with Short Videos

To facilitate understanding and application of course features, the *Trailblazer* Professional Development resources include a series of short instructional videos. These concise, targeted videos offer educators immediate access to practical strategies and insights, enabling them to enhance their teaching methods effectively. Each video addresses specific aspects of the program, ensuring that teachers can implement best practices in real-time.

Quick-Reference Guides

Quick reference guides serve as valuable tools for effective teaching strategies. These user-friendly resources condense key information and techniques into easily digestible formats, making them perfect for busy teachers. Whether in the classroom or during planning sessions, these guides will provide immediate support for implementing best practices and innovative strategies.

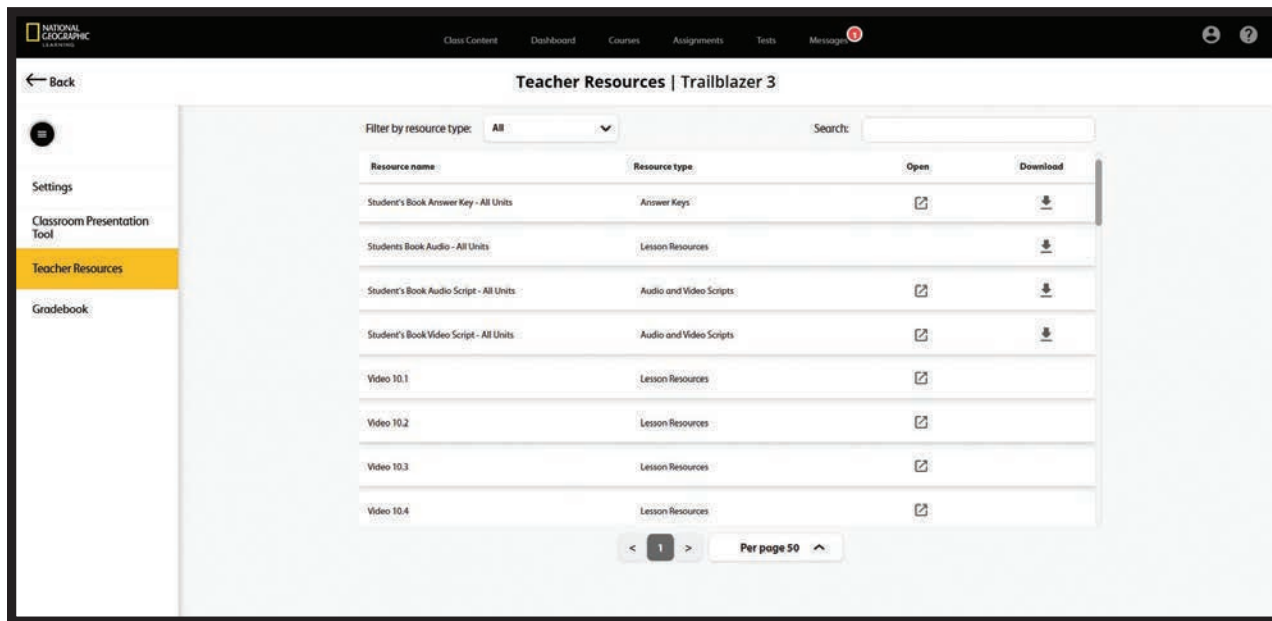
Mixed-Ability Support Strategies

Understanding the diverse needs of learners is crucial in any educational setting. *Trailblazer* includes mixed-ability support strategies designed to help educators effectively teach students at varying levels of proficiency. These strategies focus on differentiation, engagement techniques, and inclusive practices that promote a supportive learning environment, ensuring that all students reach their full potential.

Assessment Support Resources

Assessment is a vital component of the teaching and learning process. Assessment support resources offer teachers a variety of tools and frameworks to aid in student assessment. From formative assessments to rubrics and feedback strategies, these resources help teachers evaluate student progress accurately and effectively, fostering a culture of continuous improvement and learning.





Trailblazer comes with a suite of downloadable and launchable course materials that are designed to support teachers in delivering course content. Available through Spark, *Trailblazer* includes the following Teacher Resources:

Answer Keys

- Student's Book answer keys
- Workbook answer keys
- Literacy Anthology answer keys

Assessment

- Placement, gains, unit, midterm, and final pre-compiled and customizable assessments
- Cambridge English Qualifications practice exams for Pre-A1 Starters, A1 Movers, A2 Flyers, A2 Key English Test (KET) for Schools, and B1 Preliminary English Test (PET) for schools
- Guidance on using the Spark Assessment Suite
- Audio and audio scripts for course-based assessments
- Assessment answer keys
- Assessment Rubrics for evaluating inquiry-based projects and multiple literacies
- Assessment rubrics for evaluating Speaking and Writing activities in Online Practice and Assessment
- Grids and resources to foster student reflection and portfolio creation

Audio and Video Resources

- Student's Book audio scripts
- Workbook audio scripts
- Literacy Anthology audio scripts
- Student's Book video scripts

Correlations

- Correlations to a wide range of standards and curriculums
- Leveling information for reading texts in the Student's Book, Workbook, and Literacy Anthology

Communications/Letters

- Home–School Connection letters outlining course objectives
- Simplified guide for parents to understand key learning objectives

Lesson Resources

- Student's Book audio
- Student's Book video
- Workbook audio
- Literacy Anthology audio
- Graphic organizers to help structure student thinking and learning
- Phonics resources, including picture cards, letter cards, word cards, and phonics games to support phonics instruction
- Reading comprehension templates to engage students in reading routines
- Skill-based teaching routines for vocabulary, grammar, reading, listening, and speaking
- Flashcard Teacher's Guide with games and activities
- Flashcards for *Trailblazer* Starter, Level 1, Level 2, and Level 3
- Mini flashcards for *Trailblazer* Starter, Level 1, Level 2, and Level 3
- Program-related posters for classroom display and use
- Game components for use with games in the Student's Book
- Playscripts for performances included in the Student's Book and Workbook

Pacing Guides

- Detailed pacing guides for the following hours of weekly instruction:
 - 3–5 hours/week
 - 6–8 hours/week
 - 9–11 hours/week
 - 12+ hours/week (levels 1–6)

Professional Development Resources

- Professional Development Overview
- Multiple Literacies support and guidance for teaching Textual Literacy, Visual Literacy, Media Literacy, Global Literacy, and Social Literacy
- Short videos for targeted support on course features, including:
 - Multiple Literacies
 - Inquiry-based Learning
 - Formative Assessment
 - Classroom Management
 - Teaching Routines and more!
- Quick-reference guides for effective teaching strategies
- Mixed ability support strategies for teaching diverse learners
- Assessment support resources to aid in student assessment

Student Worksheets

- Process Writing worksheets
- Trailblazer in Action project worksheets
- Student's Book reading gap-fill worksheets
- Multiple Literacies worksheets linked to curriculum objectives
- Worksheets for vocabulary and grammar support
- Tailored worksheets for games, activities, and projects from the Student's Book

Lesson Planner

- *Trailblazer* Lesson Planners

Word Lists

- Comprehensive word lists for key vocabulary

Teaching with *Trailblazer*

Philosophy

Autonomy, Agency, and Empowerment

Central to the philosophy of *Trailblazer* is the focus on the development of the whole child, and on learner autonomy, agency, and empowerment. *Trailblazer* aims not just to prepare learners for English fluency and their future, but to encourage and inspire them in the now, with an emphasis on developing students who:

- are motivated and enthusiastic to learn
- collaborate well with others
- are inquisitive and adventurous
- think critically and creatively
- can problem-solve
- show empathy
- demonstrate resilience, a growth mindset, and persistence
- apply their learning in their classroom, their community, and the wider world

Inquiry-Based Learning

Trailblazer is informed by an inquiry-based methodology. Inquiry-based learning encourages students to actively engage in their learning through questioning, exploration, and investigation.

Inquiry-based learning encourages students to explore life's big questions from varied perspectives, and this methodology will help students further develop the curiosity they naturally have. This process involves gathering information through research and discussions, allowing students to develop a deeper understanding of a subject, and critical thinking is emphasized as students analyze data and draw conclusions, often collaborating in groups to share ideas and insights.

Inquiry-based learning promotes a culture of reflection, encouraging students to assess their own learning experiences and the methods they use throughout the inquiry process. This reflective practice helps them identify strengths and areas for improvement, fostering a sense of ownership over their educational journey.



Teachers play a crucial role in facilitating inquiry by creating an environment that encourages questioning and exploration. By integrating technology and diverse learning activities, teachers can enhance the inquiry experience, making it more interactive and accessible. They guide students while providing resources and support.

This dynamic approach not only enhances engagement but also fosters essential skills, such as critical thinking, problem-solving, and collaboration, ultimately preparing students for lifelong learning and future challenges. Inquiry-based learning transforms the classroom into a vibrant learning environment where students not only acquire knowledge but also develop a love for learning and the skills necessary to navigate an ever-changing world.

Maximizing Student Engagement

Engaging students is vital for effective learning. While *Trailblazer* brings the world to the classroom and classroom to life through rich authentic content and fun and engaging activities, teachers can employ a range of strategies to maximize student engagement.

Start with Active Warm-ups

Engaging students from the start sets a positive tone. The *Trailblazer* Lesson Planner provides generic teaching routines that can be used as warm-ups as well as lesson-specific warm-ups, ensuring that students are energized and ready to learn.

Use Varied Media and Technology

Incorporating different media keeps lessons dynamic and engaging. *Trailblazer* offers multimedia resources, including video, audio, and interactive activities, which are easily integrated into lessons. Using these features can help to appeal to various learning styles and maintain student interest.

Gamify Learning

Incorporating game-like elements makes learning fun and motivating. *Trailblazer* features various activities that are designed as games or that can be gamified. These engaging formats not only reinforce learning but also encourage healthy competition among students.

Communicate Objectives Clearly

Setting clear learning objectives helps students understand the purpose of each lesson. The *Trailblazer* Lesson Planner includes learning objectives for each lesson, which can be used to inform students of what to expect and what they will achieve.

Build Relational and Emotional Engagement

Establishing strong relationships fosters trust and connection in the classroom. *Trailblazer* encourages group work and peer collaboration, helping students build bonds with one another. Additionally, sharing personal anecdotes can strengthen the student-teacher relationship, creating an emotionally supportive learning environment.

Foster a Positive Learning Environment

A supportive classroom climate encourages risk-taking and learning from mistakes. *Trailblazer* promotes a growth mindset, framing errors as valuable learning opportunities. Highlighting these concepts can create a safe space where students feel comfortable sharing their thoughts and questions.

Encourage Open Discussion

Creating a space for open discussion fosters participation and critical thinking. *Trailblazer* features a rich variety of group activities designed to stimulate conversation, allowing students to share their ideas and perspectives. Using these effectively can help to build a collaborative classroom atmosphere.

Make Learning Relevant

Connecting lessons to students' lives and interests enhances engagement. *Trailblazer* provides real-world contexts and relatable scenarios in every unit, encouraging students to see the relevance of their learning.

