

# *Trailblazer*





**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*

Lulu Campbell



# Scope and Sequence



1

## How are families the same and different?

pages 2-23

2

## What makes school special?

pages 24-47

### ▶ 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

*Am, Is, and Are*  
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

*This, That, These, and Those*  
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?

pages 48–69

4

## How are our homes different?

pages 70–93

5

## Where do people live?

pages 94–115

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

Questions with *Have* and *Want*  
*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*  
*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 context 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

Directions  
*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?

pages 116–139

7

## What are living things?

pages 140–161

### ▶ 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 the value of trying new things.

**TEXTUAL** Draw Conclusions; Main Idea and Details

**MEDIA** Identify a message 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

*Like and Don't Like*  
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

Questions with *What* and *Where*  
Question with *What*, *When*, *Why*, *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?

pages 162–185

9

## How can we look after our bodies?

pages 186–207

10

## What can we do in our free time?

pages 208–231

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

Questions about Weather  
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** Demonstrate empathy and compassion.

**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

Questions about Health  
*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** Draw conclusions by evaluating information in different types of media.

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

Actions  
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: Joining Words

Quiz about free time activities  
Video: Outside Skills

Make an Activities Mobile

Episode 4  
**Land and Sea**  
Skills Review Units 7 and 8

Episode 5  
**Rock Music**  
Skills Review Units 9 and 10



1

# How are families the same and different?

## LOOK

1. Describe the photo.
2. Who can you see?
3. **VISUAL LITERACY** How do you think the people feel? Tell a friend.

## 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. 🎬 1.1





# Trails

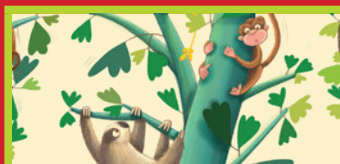
## in This Unit

A family eats together  
in Singapore.



### My Family

- **READ** about different families.
- **LISTEN** to people meeting each other.
- **TALK** about people in your family.



### It's Okay to Be Different

- **READ** a story about two animal families.
- **LISTEN** to how families are different.
- **WRITE** about a person in your family.



### Families Together

- **STUDY** a picture of family activities.
- **WATCH** a video about families helping each other.
- **CREATE** a class family album.



# My Family

## Vocabulary

**A NEW WORDS** Listen and look. 🔊 1.2 Listen and say. 🔊 1.3



grandpa sister mom baby

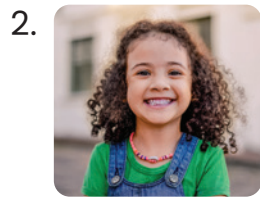


uncle cousin aunt

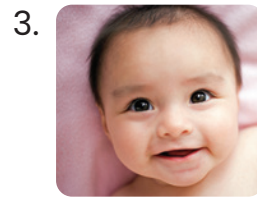
**B** Look and circle.



dad / mom



grandma / sister



uncle / baby



grandpa / aunt

**C** Look at the chart. Complete the words.

Female	Male	Both
1. grand ____	grandpa	6. ____ usin
2. m ____	dad	baby
sister	4. ____ other	
3. ____ nt	5. ____ cle	

**D** Work with a friend. Point and ask. Answer Yes or No.

Uncle?

Yes!



## Phonics Short a, e, i

**E** Listen and say. 🔊 1.4



**dad**



**pen**



**sister**

**F** Look and say. Match the words with the same sound.

- |         |           |
|---------|-----------|
| 1. ten  | a. dad    |
| 2. pink | b. pen    |
| 3. sad  | c. sister |

## Reading Strategy

### Compare and Contrast

To compare things, look for what is the same.  
To contrast things, look for what is different.

**G** Read. How are the families the same? How are they different? Tell a friend.



I'm seven years old. My family is small. This is my mom, and this is my dad.

I'm ten years old. My family is big. I have a grandma and a grandpa. This is my mom and dad. I have two sisters.



**PREVIEW** Look at the photos in the social studies article on the next page. Who are the people? Tell a friend.





# We are a family!

1.5

- 1** What is a family? A family is a group of people who live together. Not all families are the same!



- 2** Some families are small. There's a new **baby** in this family. That is his **grandma**. She hugs the baby. That is his **sister**. She helps when the baby is sad.

- 3** Some families are big. There are six children in this family. There are three boys and three girls. They aren't **brothers** and sisters. They're **cousins**. Can you see the girl with her **uncle** and two **aunts**? Her **mom** has two sisters. The girl's **dad** is with her brother. They're happy!







4

There are four children in this family. This boy has one brother and two sisters. They like to walk in the park.



5

Families like to do things together. This girl is at home with her **grandpa**. Her grandpa is happy. He isn't sad.



## Comprehension

**A** Think about the families in the social studies article. Which one is like your family? Tell a friend.

**B** Read. Circle *Family A* or *Family B*.



**Family A**



**Family B**

1. There are four children in this family.
2. The boy has two sisters.
3. There is a baby.
4. There is a grandma.
5. They walk in the park.

Family A	Family B
Family A	Family B
Family A	Family B
Family A	Family B
Family A	Family B

**C** **TEXTUAL LITERACY Compare and Contrast** How are the families in **B** the same and different? Talk with a friend.

This family is...

There are...

**D** Read. Circle the correct answer.

A social studies article is about **people** / **animals**.

**E** **GLOBAL LITERACY** How are families different? Share with the class.

**F** What can you say about your family? Tell a friend.

My family is big.



# Grammar

- A** Listen and read. Circle the words that join together like *I'm*. 🔊 1.6

Hi! I'm Isabel. Look at me.  
I like to play with my family.  
She's my mom.  
He's my dad.  
They're happy.  
We aren't sad.



## **Am, Is, and Are** ▶ 1.2

I **am** a child.  
You **are** my friend.  
He **is** my brother.  
She **is not** my sister.  
It **is** a dog.  
They **are** friends.  
We **are not** teachers.

I'm a child.  
You're my friend.  
He's my brother.  
She **isn't** my sister.  
It's a dog.  
They're friends.  
We **aren't** teachers.

- B** Complete the sentences.

1. (She) \_\_\_\_\_ *She's* \_\_\_\_\_ my aunt.
2. (I) \_\_\_\_\_ seven years old.
3. (We) \_\_\_\_\_ a small family.
4. (They) \_\_\_\_\_ my mom and dad.
5. (You) \_\_\_\_\_ happy.

- C** Write the names of people in your family. Tell a friend about them.

*Maria. She's my grandma.*

*Hassan and Murat. They're my brothers.*

- D GRAMMAR IN USE** Read about one family in the social studies article. Find and underline *is/s* and *are/re*.



## Listening

**A** Look at the photo. Who can you see?



A boy with his dad and grandpa

**B** **NEW WORDS** Listen and read. 🔊 1.7 Listen and say. 🔊 1.8

grandparent      parent

### Listening Strategy

Listen for words about family to help you understand.

**C** Listen. Circle *Pablo* or *Liliana*. 🔊 1.9

- |                              |       |         |
|------------------------------|-------|---------|
| 1. I help my parents.        | Pablo | Liliana |
| 2. I have a baby sister.     | Pablo | Liliana |
| 3. My grandparents are kind. | Pablo | Liliana |
| 4. We're a small family.     | Pablo | Liliana |

**D** **LISTEN FOR FAMILY WORDS** Listen again. Write the family members. 🔊 1.9

1. Pablo has two \_\_\_\_\_.
2. Liliana and her sister have two \_\_\_\_\_.

**E** **GLOBAL LITERACY** Who helps in Pablo's family?

**F** Who can help in a family? Tell a friend.



## Speaking

**A** **MAKE INTRODUCTIONS** Listen and complete. Write *This* or *These*.  1.10



<sup>1</sup> \_\_\_\_\_ is my friend, Isabel.

Nice to meet you.



<sup>2</sup> \_\_\_\_\_ are my friends, Li and Barasa.

Hello!



**B** Circle the correct answers. Then complete the sentences about your family members. Draw the people.

1. **This / These** is my \_\_\_\_\_,  
\_\_\_\_\_.

2. **This / These** are my \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

### Speaking Tip

Use *this is* and *these are* to talk about your family.

**C** Work with a friend. Introduce the people from **B**.

**D** Work with a different friend. Introduce different family members.



How are families  
the **same** and  
**different**?

Think about different kinds of families. Write an answer to the question.



# It's Okay to Be Different

## Vocabulary

**A NEW WORDS** Listen and look. 🔊 1.11  
Listen and say. 🔊 1.12



boring



busy



fast



awake

asleep



fun



lazy



slow



loud




quiet

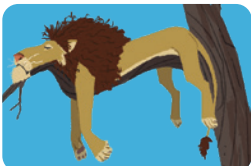
**B** Match the opposites.


- |           |           |
|-----------|-----------|
| 1. asleep | a. boring |
| 2. quiet  | b. awake  |
| 3. fun    | c. fast   |
| 4. slow   | d. loud   |

**C** Look. Circle the correct words.

1.  Look! The baby is **asleep** / awake!

2.  My brother is **fast** / busy.

3.  This lion is **lazy** / fun.

4.  That turtle is **loud** / slow.

**D** Check (✓) two words that describe you today.

☐ busy   ☐ fun   ☐ lazy   ☐ loud   ☐ quiet

## Phonics Short o, u

**E** Listen and say. 🔊 1.13



doll



fun

**F** Read and say. Circle the word that sounds different.

- |         |        |     |     |
|---------|--------|-----|-----|
| 1. fun  | ten    | hug | run |
| 2. doll | blocks | mom | boy |

## Reading Strategy

### Identify Characters in a Story

Before you read, look at the pictures to help you understand who a story is about.

**G** Look at the picture. Is the story about family or friends? Read. Then check your answer.

I play games with my family. This is my mom and dad. That's my sister, Lucy. My grandparents play, too! It's fun! Good job, Grandpa! I'm happy.



**PREVIEW** Look at the pictures in the comic story on the next page. Is the story about animals or people? Tell a friend.





**Genre** Comic Story

**Reading Strategy** Before you read, look at the pictures. Think about the characters you can see.

# One Tree for All

1.14

- 1 Two families live in the same tree.

This is the monkey family.



This is the sloth family.



They aren't the same.  
They're very different.

- 2 The monkey family is **awake** all day.

They're **busy**. They climb and hop in the tree.

Are they **fast**? Yes, they are!

Look! They're very fast.





3 The monkeys sing and sing. They're very, very **loud**!

The sloths are awake now. They're tired, and they're **slow**.

Please be **quiet**, monkeys! The baby sloth is **asleep**!

Oh, dear! Sorry, sloths!



4 The monkey family isn't **boring**. The monkeys are **fun**.

They play...and play...and play all day.

Are the sloths **lazy**? No, they aren't.

The sloths are slow...but they're fun, too!

The tree is a home for the monkeys and the sloths.

They're different, but they're very happy in the same tree.



## Comprehension

**A** Think about the comic story. Which animal family do you like? Why?

**B** Circle the characters from the story.

1.



2.



3.



**C TEXTUAL LITERACY Identify Characters in a Story** Circle the correct answers.

- |                                    |         |        |                    |
|------------------------------------|---------|--------|--------------------|
| 1. They aren't loud.               | monkeys | sloths | monkeys and sloths |
| 2. They're fun. They aren't lazy.  | monkeys | sloths | monkeys and sloths |
| 3. They're awake all day.          | monkeys | sloths | monkeys and sloths |
| 4. They're slow. They aren't fast. | monkeys | sloths | monkeys and sloths |

**D** Read. Circle the correct answer.

In comic stories, the pictures are **fun** / **boring**.

**E SOCIAL LITERACY** How do the animals show it's okay to be different? Check (✓).

☐ They are happy to be in the same tree.

☐ They are not happy to be in the same tree.

**F** Think. How are you different from your friends? Talk with a friend.

My friend is very fast, but I'm slow.

I'm loud, but my friend is quiet.



# Grammar

**A** Listen and read. Underline the questions and circle the answers. 🔊 1.15



## Questions with *Am, Is, and Are* ▶ 1.3

**Am** I sad?

Yes, you **are**. / No, you **aren't**.

**Are** you lazy?

Yes, I **am**. / No, I'm not.

**Is** he/she happy?

Yes, he/she **is**. / No, he/she **isn't**.

**Are** they sad?

Yes, they **are**. / No, they **aren't**.

**Are** we happy?

Yes, we **are**. / No, we **aren't**.

**B** Circle the correct words.

1. **A:** Is / **Are** she loud?

**B:** No, she is / **isn't**.

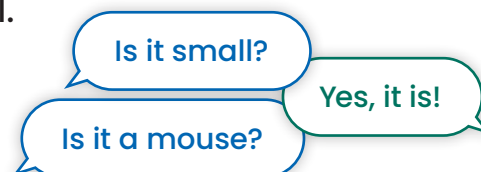
2. **A:** Is / **Are** they asleep?

**B:** Yes, they are / **aren't**.

3. **A:** Is / **Are** you happy?

**B:** Yes, I am / **aren't**.

**C** Play a game. Work with a friend. Student A: Think of an animal. Student B: Ask questions and guess the animal.



**D** **GRAMMAR IN USE** Read the comic story again. Find two questions and answers about the monkeys and sloths.



# Listening

**A** Look at the photos. Do the children like the same things?



A girl plays soccer.



A boy listens to music.

**B** **NEW WORDS** Listen and read. 🔊 1.16  
Listen and say. 🔊 1.17

music sports

## Listening Strategy

When you listen for positive attitudes, listen for words that show how people feel, like *good* and *like*.

**C** Listen. Circle *True* or *False*. 🔊 1.18

- |   |      |       |
|---|------|-------|
| 1. Jiro has a sister.                               | True | False |
| 2. Jiro and his sister like the same things.        | True | False |
| 3. Esme has a small family.                         | True | False |
| 4. All the people in Esme's family like loud music. | True | False |

**D** **LISTEN FOR POSITIVE ATTITUDES** Listen again. Check (✓) the sentences that show how Jiro and Esme feel about their families. 🔊 1.18

Jiro:

- ☐ I have a sister, Yumi.
- ☐ We're different, but that's good!

Esme:

- ☐ I love music.
- ☐ I like to listen to quiet music with my family, too.

**E** **SOCIAL LITERACY** How are Jiro and Esme different from people in their families? Why is this okay?

**F** How are you different from people in your family? Tell a friend.

## Writing

- A** Look at the photo. What words describe the girl? Tell a friend.

boring fun happy loud quiet sad

- B** **USE WORDS THAT DESCRIBE PEOPLE** Read the text. Underline the words that describe the girl.



- C** Read the text in **B** again. Complete the sentences with *She's* or *She isn't*.

1. \_\_\_\_\_ quiet
2. \_\_\_\_\_ loud.
3. \_\_\_\_\_ boring.
4. \_\_\_\_\_ fun.

- D** Write sentences to describe someone in your family. Then write your opinion. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a friend to check your writing.



How are families  
the **same** and  
**different**?

Think about words to describe people in families. Write a new answer to the question.

### Genre Opinion Text

An opinion shows what a person thinks of another person, place, or thing.

**Writing Strategy** Use words that describe people to give an opinion.



# Families Together

## Critical Thinking

- A** Check (✓) the things you do with your family. Tell a friend.

☐

play games

☐

go for a walk

☐

ride bikes

☐

watch TV

- B** Look at the picture. What do these families do together?

- C** Read. What does the picture show? Circle.

Families have fun together in  
the same / different ways.

- D** **NEW WORDS** Listen and read. 🔊 1.19  
Listen and say. 🔊 1.20

go shopping

pick up

- E** Watch the video. Circle how families help each other. ▶ 1.4



- F** Watch the video again. Are families happy when they help each other? Talk with a friend. ▶ 1.4

- G** **MEDIA LITERACY** How is your family like the families in the picture and the video? How is it different? Tell a friend.

I help my family with the shopping!

