

TREEHOUSE

English Coursebook



2



Lucas Foster • Jon Edwards

Compass Club **TREEHOUSE 2**

Written by Lucas Foster and Jon Edwards

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Project Manager: Lucas Foster
Project Assistant: Elaine You
Content Editor: Jenna Myers
Copy Editor: Lee Ming Ang
Proofreader: Margaret Bushee
Cover Design: Blaunch Graphics
Designer: Linda Seong, Lani Kim

e-mail: info@compasspub.com
<http://www.compasspub.com>

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Front cover and unit intro characters: Jason Dove
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Scope and Sequence

Unit & Title	Story Words	Vocabulary 1	Structure 1	Vocabulary 2	Structure 2
Unit 1 The Lost Backpack	lost, backpack, friend	behind, next to, on, bookcase, board, floor	Q Is it <on> the <floor>? A Yes, it is. / No, it isn't.	in, computer, ruler, pen	Q What is in the <backpack>? A There is a <computer>.
Unit 2 Haunted House	haunted house, scary, monster	cake, rice, fish, chips, bread	Q Do you like <rice>? A I want <cake>.	kitchen, bathroom, living room, bedroom, stairs	Q Are you in the <bathroom>? A Yes, I am. / No, I'm not.
Unit 3 Magic Soccer Socks	soccer, magic, team, goal	kick, hit, head, foot, score	A <Kick> the ball with your <foot>.	shorts, t-shirt, socks, dark, light	Q What are you wearing? A I am wearing <dark red shorts>.
Unit 4 Louie's Lab	Lu-Lu, face, change	eyes, ears, mouth, nose, hair	A She has <a nose> like a / an <elephant>.	lemon, lime, bean, grape, juice	Q What do we need? A We need <a little> <yellow lemon>.
Unit 5 Monkey Menu	monkey, menu, order	mango, milk, melon, mustard, mushrooms	Q What do you want to eat / drink? A I want <melon>.	happy, sad, mad, love, hate	Q How do you feel? A I'm <mad>. I <hate> <mustard>.
Unit 6 Dinosaur Dinner	lunch, dinner, dinosaur	eat, drink, burger, lemonade, watermelon	Q What is <Danny> doing now? A He's <eating> <a burger>.	put down, pick up, fork, knife, spoon	A Pick it up. Pick up the <fork>.
Unit 7 The Blues Buddies	band, practice, contest	duck, sheep, cat, dog, bear	A I am <Dan the duck>.	sing, trumpet, guitar, violin, piano	Q Can you play <trumpet>? A Yes, I can play <trumpet>.
Unit 8 The Dragon's Quilt	queen, dragon, quilt	field, river, forest, mountain, cave	Q Where is the <dragon>? A He is near the <mountain>.	police officer, cook, farmer, king, firefighter	Q Whose <hat> is that? A It's the <farmer's> <hat>.
Unit 9 Jungle Jam	jungle, jam, jaguar	jeep, jet, motorbike, van, motorboat	Q What's that sound? A It's a <jeep>.	hippo, crocodile, snake, spider, jaguar	Q What's that? A It's a <snake>.
Unit 10 Ninja Chef	ninja chef, cook, eat	street, store, park, library, hospital	Q Where is the <school>? A Go to the <park> on <green> street.	chop, mix, noodles, nuts, vegetables	A <Mix> the <nuts>.



Colors	Patterns	Number	Phonics	CLIL	Values
Review + Brown	Shape review	Review + 11	Review Book 1 letters	Technology: Old Computers and New Computers.	Be Kind. Help Others.
Red + Blue = Purple	Circle + Triangle	12	H h	Social Studies: Special Houses.	Be Brave
Red + Yellow = Orange	Rectangle + Star	13	S s	Sports: There are 11 Players on a Soccer Team.	Exercise is Good
Blue + Yellow = Green	Square + Diamond	14	L l	Science: Some Lizards Can Change Colors.	Study Hard
Black + White = Gray	Oval + Heart	15	M m	Food: Milk Comes from Cows.	Eat Healthy Foods
Light / Dark Green	Oval + Rectangle + Circle	16	D d	Food: People Eat Differently.	Wash Your Hands
Sky / Dark Blue	Rectangle + Star + Diamond	17	V v	Music: Drums from Around the World.	Be Individual
Light / Dark Brown	Triangle + Rectangle	18	Q q	Social Studies: Different Jobs. Different Clothes.	Ask Nicely
Light / Dark Orange	Square + Rectangle	19	J j	Geography: Jungles Get a Lot of Rain.	Recycle
Pink / Dark Red	Star + Oval	20	N n	Food: Many Kinds of Noodles.	Say Please and Thank you

Treehouse Series Introduction

Compass Club Treehouse is an effective and enjoyable three-level coursebook series for students at the pre-K and kindergarten levels. Students join our characters on a different adventure in each unit, and are engaged through a variety of fun and exciting activities. Listed below are the general concepts and guiding principles of the series. Understanding these four features of the series will help every teacher use the series more effectively.



- ✧ **Stealth Learning:** Each unit is structured as a story that the students participate in. The learning is “disguised,” as students focus on the plot, setting, and characters of the stories. This makes the learning experience more enjoyable and effective for students and teachers.
- ✧ **Communicative Approach:** Students do not just learn language and complete practice drills; they use the language they learn to help the story progress. This gives more meaning and purpose to the language students are learning and helps them to comprehend and retain the language better.
- ✧ **Colorful Design and Illustrations:** Each page is filled with colorful background images related to the story theme in each unit. This makes each page more appealing to young learners and helps keep them focused and engaged.
- ✧ **Main Characters:** In each unit, one of the three main characters (left) introduces the plot, setting, and other characters of the story. They explain what students need to do to help the story progress and conclude. The characters assist the students throughout the unit, helping them to build confidence and giving them a familiar face to learn English with.

Unit Story Introduction



Track numbers are conveniently placed on each page.

Icons help students easily understand what they should do on each page.

Teacher's notes and suggestions help teachers reference the learning points and activities for each page.

The unit learning objectives are clearly labeled for the teacher.

Students are exposed to the character, setting, and plot of the story with a full two-page spread illustration.

Vocabulary and Structure 1

Students are introduced to new vocabulary and the grammar structure for the first part of the story with a fun song. The song poster can be used with this page for the teacher's convenience.

Illustrations are clearly placed on the page to help students easily comprehend new vocabulary words and sing the students' part of the song.



The song activity page promotes communicative language practice.

Students complete a task using the new vocabulary and the grammar structure to help the story progress.

Vocabulary and Structure 2



Students are introduced to new vocabulary and the grammar structure for the second part of the story with an exciting chant.



TPR Dance suggestions are clearly labeled at the bottom of the song and chant pages to help teachers engage students with a fun activity.

The chant activity page promotes communicative language practice and gives students a chance for additional listening practice.

Students complete a task using the new vocabulary and the grammar structure to help the story progress even further.

Motor Skills and Phonics

Students develop fine motor skills by practicing writing the shapes needed for the letter in each unit.

Students are able to see how the motor skill activity on the previous page is used to complete the letter for improved writing competency.

The pictures on the page and the audio activate vocabulary knowledge acquired earlier in the unit to help preview the phonics activity on the next page.



Students use analytic phonics to practice the phonetic sound while learning big and small alphabet letters. The pictures behind the letters help provide context for the phonetic sound.

Numeracy and Story



Reviewing and previewing numbers are easy for students with a convenient key on the side of the page.



Students review colors and numbers from previous units and learn a new color and number in each unit.

Students review vocabulary and structures learned in the unit, while comprehending and finishing the story.

Students demonstrate competency by customizing the conclusion of the story with a sticker activity.

CLIL and Values



CLIL content related to the theme of the unit helps students apply aspects of the story to the real world.



Values that are related to the theme of the unit help students learn 21st century skills by developing better social interaction skills.

1

The Lost Backpack

Learning Objectives

- ✓ Locations
- ✓ Classroom Objects
- ✓ Brown
- ✓ Shape review
- ✓ 11
- ✓ Review book 1 letters





Track 01-02



Activity: Find and circle the number 11.
Review words: school
New words: friend, lost, brown, backpack

Expansion: Activity book, pg. #2
Fun: Find and circle Marty.



Where is My Backpack?

Is it **behind** the **bookcase**?

Is it **next to** the **board**?

Is it **on** the **floor**?



Instructions: Listen and sing.
Review words: backpack
New words: behind, next to, on, bookcase, board, floor

Expansion: TPR Dance (move behind, next to, and on your chair)