

2nd Edition
My First 2 Writing

Teacher's Manual





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Characters



Dad



Mom





Ella

Cody

Finn

Components

Student Book

- Systematic 6-step writing process
- Familiar topics relevant to young learners
- Fun and instructive model passages
- An entertaining family of characters
- Colorful illustrations and real photos
- Idea webs for making topic-related sentences
- Exercises to develop sentence-building skills
- Easy-to-follow writing projects

Workbook

- Exercises for sentence pattern practice
- Review of vocabulary and grammar
- Designed to be used for homework or self-study

Unit 7 Eating Out

STEP 1 Warm-up

Circle the words to complete the story.

Eating Out

My family goes out to eat on / in special days.
We always go to an Italian restaurant.
We like / are liking Italian food very much.
The food is / are always delicious.
Ella's favorite food is spaghetti.
Cody and I like pizza.
Mom and Dad like risotto.
We eat and talk about many things.
We talk about our / their school and friends.

Check True or False.

- Finn's family goes out to eat every day. ☐ True ☐ False
- Ella's favorite food is pizza. ☐ True ☐ False
- Finn's family talks about school and friends. ☐ True ☐ False

STEP 2 Word Practice

Look and write the name of the food.

Chinese Food dumplings noodles fried rice			
Italian Food spaghetti pizza risotto			
Thai Food pad thai tom yum goong banana pancakes			
Mexican Food burritos nachos tacos			

Complete the sentences about yourself and your friend.

- I like _____ food. My favorite food is _____.
- My friend likes _____ food. Her/His favorite food is _____.

STEP 3 Grammar Practice

Choose and complete the sentence. Discuss your choices.

We go out to eat on special days, on Sundays, on weekends, every day.

on Sundays on Christmas Day on weekdays on special days on weekends every day

- We go to school _____.
- We go out to eat _____.
- My dad goes to work _____.
- My mom goes shopping _____.
- I play with my friends _____.
- We get presents _____.

Circle the correct word.

- We eat Japanese food on / at every day.
- I get many presents on / at my birthday.
- Alana is in / at her room. She is doing her homework.
- My dad is in / at home. He is making dinner.
- We sometimes go swimming on / in Sundays.

STEP 4 Writing Practice

Choose and complete the idea web. Write the sentences using the idea web.

go goes out to eat like (2x) likes (2x)

Idea Web:





- My family goes out to eat on my mom's birthday
- We go to a Chinese restaurant
- My mom likes Chinese food very much
- My dad likes dumplings
- I like noodles
- I like fried rice

- My family _____
- We _____
- _____
- _____
- _____
- _____

Unit 7 Eating Out





Words and Sentences

Write the word(s) and the sentence.

-  Mexican food
1 We like _____
2 We like _____
3 We like _____
4 We like _____
-  Noodles
5 We like _____
6 We like _____
7 We like _____
8 We like _____
-  Nachos
9 We like _____
10 We like _____
11 We like _____
12 We like _____
-  Tacos
13 We like _____
14 We like _____
15 We like _____
16 We like _____

Choose and write the word(s). Rewrite the sentence.


fried rice pizza dumplings spaghetti

-  fried rice
1 We like _____
-  pizza
2 We like _____
-  dumplings
3 We like _____
-  spaghetti
4 We like _____

Unscramble and write the word.

- h n c e s i e _____ food
- d n e c s o i _____

Look and write the sentences.

 We like _____ very much.
Ella _____
Cody and I _____
Mom and Dad _____

Digital Teacher's Manual

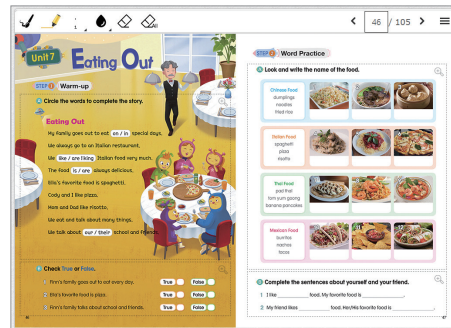
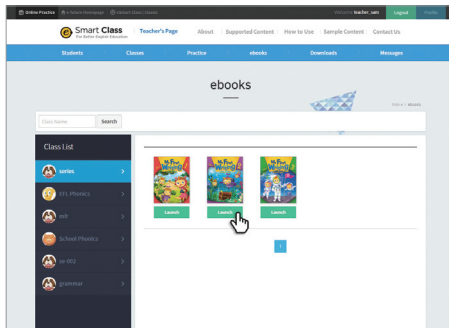
- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

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My First Writing Online

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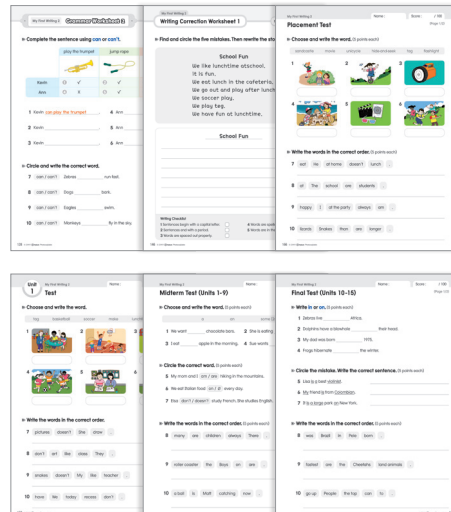
- E-book for classroom use



- Downloadable Teacher Resources

- Student Book answer key
- Workbook answer key
- Digital Teacher's Manual
- Writing correction worksheets
- Grammar worksheets
- Placement, midterm, final, and unit tests
- Answer keys for supplementary materials
- Daily lesson plans
- Award certificate

- Worksheets and Tests



Warm-up

- A model passage, presented alongside a colorful illustration of the characters, introduces the writing topic to students.
- Students will actively participate in completing the passage before testing their understanding of it through a reading comprehension exercise.

6-Step Writing Process

Unit 7 Eating Out

STEP 1 Warm-up

A Circle the words to complete the story.

Eating Out

My family goes out to eat on / in special days.
 We always go to an Italian restaurant.
 We like / are liking Italian food very much.
 The food is / are always delicious.
 Ella's favorite food is spaghetti.
 Cody and I like pizza.
 Mom and Dad like risotto.
 We eat and talk about many things.
 We talk about our / their school and friends.

B Check True or False.

- 1 Finn's family goes out to eat every day.
- 2 Ella's favorite food is pizza.
- 3 Finn's family talks about school and friends.

Step 1

Step 2

STEP 2 Word Practice

A Look and write the name of the food.

Chinese Food

dumplings
noodles
fried rice



Italian Food

spaghetti
pizza
risotto



Thai Food

pad thai
tom yum goong
banana pancakes



Mexican Food

burritos
nachos
tacos



B Complete the sentences about yourself and your friend.

- 1 I like _____ food. My favorite food is _____.
- 2 My friend likes _____ food. Her/His favorite food is _____.

Step 3

STEP 3 Grammar Practice

A Choose and complete the sentence. Discuss your choices.

We go out to eat on special days.
on Sundays.
on weekends.
every day.

on Sundays on weekdays on weekends
 on Christmas Day on special days every day

- 1 We go to school _____.
- 2 We go out to eat _____.
- 3 My dad goes to work _____.
- 4 My mom goes shopping _____.
- 5 I play with my friends _____.
- 6 We get presents _____.

B Circle the correct word.

- 1 We eat Japanese food on / at every day.
- 2 I get many presents on / at my birthday.
- 3 Alana is in / at her room. She is doing her homework.
- 4 My dad is in / at home. He is making dinner.
- 5 We sometimes go swimming on / in Sundays.

Word Practice

- Through various exercises, students will be exposed to useful vocabulary and expressions that are related to the writing topic.
- Photos and illustrations are used to bring the new words to life for students.

Grammar Practice

- Through various exercises, students will be introduced to and be given opportunities to practice new grammar points.
- In this step, students should learn how to construct meaningful and grammatically correct sentences.

Welcome to

My First Writing



Your Writing

- Students will write their own sentences about the topic using information from the idea web they created in Step 5.
- Students will also draw a picture of their story to supplement their writing from a visual perspective.

Step 6

STEP 6 Your Writing

- Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

Step 5

STEP 5 Your Idea Web

- Make your idea web about eating out with your family.

My family goes out to eat on _____ 1

We go to a / an _____ 2

We like _____ food very much 3

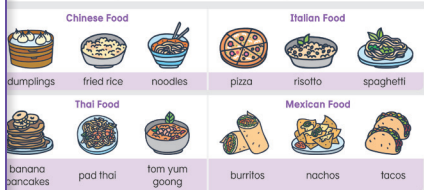
My _____ 4

My _____ 5

I _____ 6

We talk about _____ 7

Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



Step 4

STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

go goes out to eat like (2x) likes (2x)

My family _____ on my mom's birthday 1

We _____ to a Chinese restaurant 2

We _____ Chinese food very much 3

My mom _____ dumplings 4

My dad _____ noodles 5

I _____ fried rice 6

1 My family _____

2 We _____

3 _____

4 _____

5 _____

6 _____


Your Idea Web

- Based on the writing topic, students will develop and organize their ideas using an idea web like the one in Step 4.
- An illustrated word bank provides words and phrases to support the development of students' ideas when necessary.

Writing Practice

- Using information displayed within an idea web, students will practice writing complete sentences. This will help to consolidate critical sentence-building skills.

Scope and Sequence

		Unit (Writing Topic)	Vocabulary	Grammar
 School Fun	1	School Fun	• different school activities	• present simple • don't / doesn't
	2	The School Talent Show	• actions related to a talent show	• can / can't
	3	The School Trip	• words related to amusement parks	• can • prepositions: at, in, on, under
	Writing Project 1 My School Team			Report Writing
Being Outdoors	4	On the School Ground	• playtime activities	• present continuous
	5	At the Beach	• activities at the beach	• comparing present simple with present continuous
	6	In the Mountains	• activities in the mountains	• present continuous
	Writing Project 2 Class Survey: Favorite Games			Report Writing
Special Times	7	Eating Out	• foods from different countries	• like • preposition of time: on
	8	On My Birthday	• expressions related to birthdays • months of the year	• frequency adverbs: always, usually
	9	Movie Time	• different kinds of movies • expressions describing movies	• a / an / some
	Writing Project 3 A Restaurant Fish Mobile			Report Writing



Unit (Writing Topic)

Vocabulary

Grammar

Wild Animals

10

Land Animals

- different land animals
- words describing land animals

- comparatives

11

Sea Animals

- different sea animals
- words describing sea animals

- on + (body part)

12

Special Birds

- different birds
- words describing birds

- superlatives

Writing Project 4 An Animal Report

Report Writing

Famous People and Places

13

Famous People

- famous people
- words describing famous people
- nations and nationalities

- grammar link and review

14

Famous Cities

- famous cities
- words describing famous cities

- grammar link and review

15

Famous Landmarks

- famous landmarks
- words describing famous landmarks

- grammar link and review

Writing Project 5 A Famous City Report

Report Writing



Objectives

- Students can describe various school activities while applying proper writing conventions.
- Students can write in the present simple.
- Students can use the words *don't* and *doesn't* in their writing.

Grammar

- Present simple
- Don't / Doesn't

Materials

- Grammar Worksheet 1
- Writing Correction Worksheet 1
- Unit 1 Test
- E-book, pages 6-11 (optional)

Lesson 1

Student Book pp. 6-9

Lead-in**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and ask them questions about it.

T: *Do they stay inside at recess?*
 Ss: *No, they go out and play.*
 T: *Do they run around or walk around?*
 Ss: *They run around.*
3. Encourage students to point at the picture when answering the questions.

Unit 1

School Fun

STEP 1 Warm-up**A Write the sentences to complete the story.**

We run around. It is playtime at school.

School Fun

We like recess.

It is playtime at school.

We don't study. We go out and play.

We play hide-and-seek.

We play tag.

We jump rope.

We run around.

We have fun at recess.

B Write Yes or No.

- 1 Does Finn like recess?
- 2 Do Finn and his friends study at recess?
- 3 Do Finn and his friends play tag?

Yes

No

Yes

6

STEP 1 Warm-up**A Write the sentences to complete the story.**

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Choose and write the word(s).



lunchtime
play
soccer
eat

- 1 We like lunchtime at school. 3 We go out and play after lunch.
2 We eat lunch in the cafeteria. 4 We play soccer together.



gym
basketball
jump rope
run

- 5 We like gym class at school. 7 We jump rope in the gym.
6 We run in the gym. 8 We play basketball too.



art
paint
make
draw

- 9 We like art class at school. 11 We make things with clay.
10 We draw pictures. 12 We paint pictures.

7

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

- Write a word introduced in Step 2 on the board.
- Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *soccer*, students might want to write *ball* on their piece of paper.
- Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
- Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
- Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

STEP 2 Word Practice

Choose and write the word(s).

- Have students turn to page 7.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

STEP 3 Grammar Practice

A Circle don't or doesn't.

- Have students turn to page 8.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.

T: Can I write I drink milk?

Ss: Yes, you can.

T: Can doesn't follow I?

Ss: No, it cannot.

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *My teacher* and *We*.
- Here are the sentences that can be made with each subject:

① I – 2 sentences

I play basketball.

I drink milk.

② My teacher – 3 sentences

My teacher doesn't like milk.

My teacher doesn't like basketball.

My teacher doesn't like snakes.

③ We – 2 sentences

We play basketball.

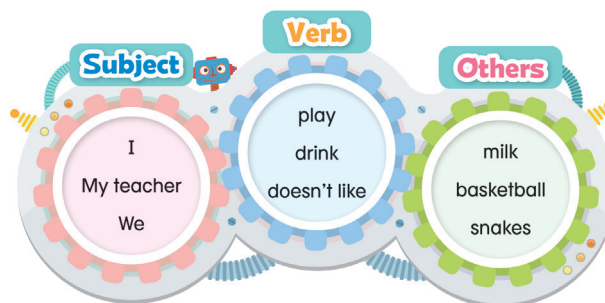
We drink milk.

STEP 3 Grammar Practice

A Circle don't or doesn't.

- 1 We don't / doesn't play basketball. We play soccer.
- 2 She don't / doesn't study French. She studies English.
- 3 They don't / doesn't make music. They make art.
- 4 He don't / doesn't eat lunch at home. He eats at school.
- 5 I don't / doesn't play the violin. I play the cello.
- 6 You don't / doesn't like singing. You like dancing.
- 7 Judy don't / doesn't like gym class. She likes art class.
- 8 My brothers don't / doesn't like painting. They like playing tag.

B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "I."
- 2 I can make 1 2 3 sentence(s) with "My teacher."
- 3 I can make 1 2 3 sentence(s) with "We."

8

Extension Activity Board Race

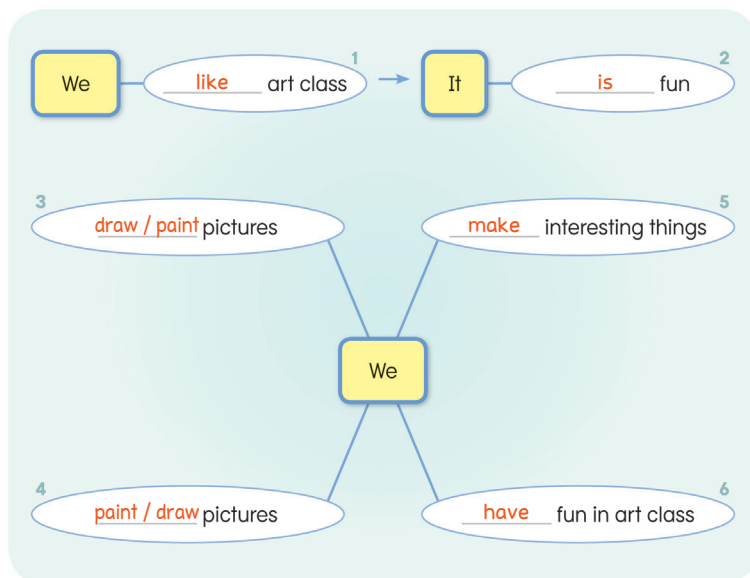
Materials: a board, markers

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point.
For example, if *doesn't* is called, teams could write *She doesn't play soccer*.
4. Give teams a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

draw is have like make paint



- 1 We like art class.
- 2 It is fun.
- 3 We draw / paint pictures.
- 4 We paint / draw pictures.
- 5 We make interesting things.
- 6 We have fun in art class.

9

Wrap-up

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *They don't study.*
S2: *They play tag.*
S3: *They run around.*
S4: *They like recess.*

Homework

>> **Workbook 2: pages 4-7**

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

- Have students turn to page 9.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 10-11

Lesson Link

Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *I play basketball.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

Lead-in

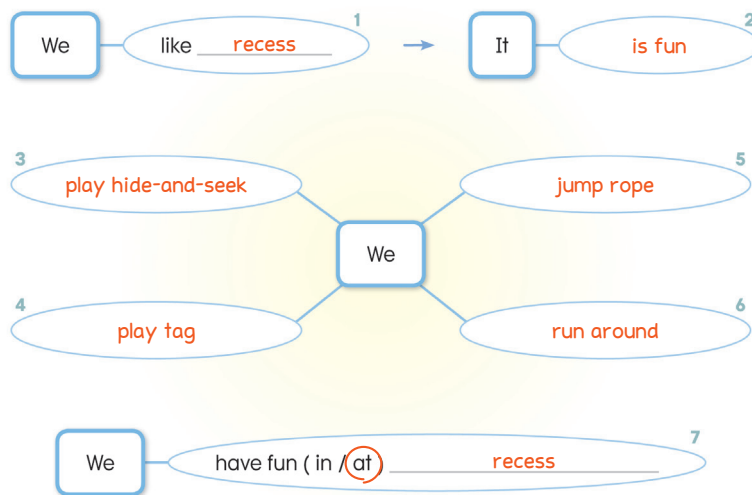
Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 10, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about a fun class or fun time at school.

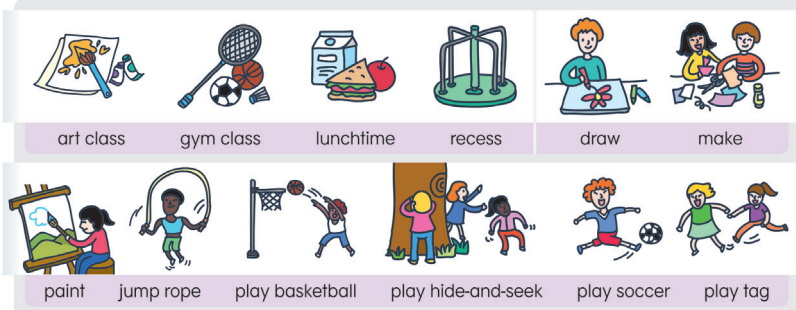


**Answers may vary.*

Word Bank

To Teachers:

Encourage students to use their own words. When necessary, have them refer to the word bank.



10

STEP 5 Your Idea Web

► Make your idea web about a fun class or fun time at school.

- Have students open their books to page 10.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: We like art class.

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

School Fun

- 1 We like recess.
- 2 It is fun.
- 3 We play hide-and-seek.
- 4 We play tag.
- 5 We jump rope.
- 6 We run around.
- 7 We have fun at recess.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are in the correct order. ☐



11

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a fun class or fun time at school by reading their story.

Wrap-up

>> Unit 1 Test

Photocopiable from page 168
Answer Key on page 188

Homework

>> Writing Correction Worksheet 1

Photocopiable from page 146
Answer Key on page 161

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 11.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe actions related to a talent show while applying proper writing conventions.
- Students can use the words *can* and *can't* in their writing.

Grammar

- Can / Can't

Materials

- Grammar Worksheet 2
- Writing Correction Worksheet 2
- Unit 2 Test
- E-book, pages 12-17 (optional)

Lesson 1

Student Book pp. 12-15

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and ask them questions about it.
T: *What kind of show is it?*
Ss: *It's a talent show.*
T: *What can Dan and Trevor do?*
Ss: *They can do magic tricks.*
3. Encourage students to point at the picture when answering the questions.

Unit 2

The School Talent Show

STEP 1 Warm-up

A Circle the words to complete the story.

The School Talent Show

We are / have a talent show at school today.

We are happy and excited.

We can do / does many things.

Cody can breakdance.

Ella and Poly can sing / sings.

Dan and Trevor can do magic tricks.

I can play / plays the trumpet.

It is a great show!

B Check True or False.

- 1 The talent show is at the park.
- 2 Ella and Poly can't sing.
- 3 Finn can play the trumpet.

True ☐ False ☒True ☐ False ☒True ☒ False ☐

12

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

dance sing juggle jump



- 1 She can jump. 3 They can dance.
2 He can sing. 4 They can juggle.

B Look and write the word.

do play (2x) ride tell walk



- 1 She can ride a unicycle. 4 He can walk on a tightrope.
2 They can play the violin. 5 They can do magic tricks.
3 He can tell funny jokes. 6 She can play the drums.

13

B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Extension Activity

High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 13.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.