

Teacher's  
Guide

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# Happy Campers<sup>2</sup>

Second Edition





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Happy Campers Second Edition Teacher's Guide 2

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## About Happy Campers Second Edition

This second edition of *Happy Campers* maintains the feature of providing a learning environment in which teachers and students feel a continuous sense of achievement and satisfaction. It also keeps its contents, approach, graded scope and sequence, and straightforward methodology. Moreover, just like the first edition, it helps build confidence and encourages a positive attitude towards English language learning through lessons and activities focused on simple and achievable goals.

### Key Features

- Properly labeled one-page lessons for presentation and practice of Vocabulary, Grammar, Vocabulary in Context, Grammar in Context, Reading, and Writing.
- Extra scaffolding and practice in grammar and writing lessons that allow students to consolidate their learning.
- Additional productive interaction in grammar lessons.
- Full-color Extra Practice pages for lessons 1-4 at the end of each unit.
- For levels 1-3, phonics awareness activities derived from the reading text.
- It's Our World page where students engage in a fun activity that raises awareness about socio-emotional education, sustainable development, health and well-being, or cultural diversity.
- New digital components for both students and teachers.
- A new Workbook to consolidate Vocabulary, Grammar, Reading, Writing, Phonics and Song (for levels 1-3) and Speaking (for levels 4-6). It also includes a Starter lesson to level up students.
- Photo flashcards for all levels.
- New layout, design, pictures, and illustrations.

### Components

#### For the students:

- Student's Book
- Workbook
- Digital Component:
  - Digital Student's Book
  - Interactive activities
  - Class videos and audios

#### For the teacher:

- Teacher's Guide
- Digital Component:
  - Digital Student's Book, videos, and audios
  - Digital Teacher's Guide
  - Projectable and printable posters
  - Assessment Pack
  - Customizable lesson plans
  - Audio script
  - Photo flashcards



The *Happy Campers Second Edition Student's Book* is clearly divided into lessons and sections with different aims. This new edition puts emphasis on productive skills, extra scaffolding, and extended practice.

**Lesson 1** presents vocabulary about a specific subject and the unit's song.

The vocabulary section provides plenty of exposure and practice and allows students to see, listen to and pronounce the new vocabulary in context.

The song introduces the unit's language in a fun and memorable way where students will first practice their listening skills and then practice their pronunciation as they sing along using the lyrics on the page.

## Unit 5

Lesson 1 Vocabulary A-Z

26 Listen. Then echo.

### Animals



giraffe



crocodile



elephant



lion



hippo



bat



sloth



monkey

27 Listen and number.

### In the Jungle

Out in the jungle,  
Looking at me!  
What can it be?  
What can it be?

It doesn't have  
small teeth.

I can see.

It has big teeth!

And it's looking

at me.

It's a lion.

Look and see!

They don't have  
small eyes.

I can see.

They have big eyes!

And they're looking

at me.

They're giraffes.

Look and see!

It doesn't have

long legs.

I can see.

It has short legs!

And it's  
looking at me.

It's a hippo.

Look and see!

It doesn't have

small ears.

I can see.

It has big ears!

And it's looking

at me.

It's an elephant.

Look and see!

27 Sing: In the Jungle.

56

Lesson 2 Grammar

### Focus

An elephant **has** big ears.  
It **doesn't have** small ears.

Elephants **have** big ears.  
They **don't have** small ears.

1 Read and complete.

a) Hippos have short legs.

b) Lions have big teeth.

A hippo \_\_\_\_\_ long legs. A lion \_\_\_\_\_ big teeth.

c) Giraffes don't have big ears.

They \_\_\_\_\_ small ears.

2 Underline. Then match.

a) It / They has long legs.

b) It / They have short legs.

c) It / They have two arms.



3 Point and say.

A giraffe has four legs. It doesn't have two legs.



Crocodiles have big teeth. They don't have small teeth.

57

**Lesson 2** presents grammar activities that guide students from controlled to free practice using extra scaffolding.

The Focus box shows examples of the new grammar structure that students will practice in the lesson.

The last activity provides students with an opportunity to improve their productive skills.

**Lesson 3 Vocabulary in Context A-Z**

**34** 1 Read and listen.

Do you and Alex like doing the same things?  
Yes, we do. We like reading and writing.

I like playing soccer.  
Does Lucy like playing soccer, too?  
No, I don't!

**35** 2 Find and complete. Then listen and say.

a) w \_ r \_ i \_ t \_ i \_ n \_ g \_  
b) s \_ \_ \_ \_ i \_ \_ \_ \_  
c) d \_ \_ \_ \_ w \_ \_ \_ \_  
d) r \_ \_ \_ a \_ \_ \_ \_ \_  
e) p \_ \_ \_ \_ y \_ \_ \_ \_ soccer  
f) d \_ o \_ i \_ n \_ g \_ experiments

Watch the video.

**Lesson 3** provides a fun comic strip with an audio track that helps students develop reading and listening skills while they learn new vocabulary in a relatable context.

It also provides students with a dictation-like activity that allows them to improve their listening and pronunciation skills.

**Lesson 4 Grammar in Context**

**34** 1 Listen again.

Do you both like singing and drawing?  
Yes, I do. But he doesn't.

Hmm ... Do you both like science?  
Yes, I do. She does, too.

No, I don't like doing experiments!  
So you really don't like doing the same things!

**2** Match and underline.

a) Does he like doing experiments? 1) No, they doesn't / don't.  
b) Do they both like science? 2) Yes, I do / don't.  
c) Do you like writing? 3) Yes, he does / doesn't.

**3** Complete.

a) \_\_\_\_\_ she like reading?  
Yes, she \_\_\_\_\_.

b) \_\_\_\_\_ you like singing?  
No, I \_\_\_\_\_.

**4** Point, ask, and answer.

Do you like writing? Yes, I do!

**Lesson 4** provides the opportunity to notice the use of the lesson's extended grammar structures through the same comic strip they have read and listened to in Lesson 3.

Through this well-scaffolded language input, students will practice grammar and then produce a conversation using it.

**Extra Practice Lesson 1 A-Z**

1 Unscramble.

a) herloseufi \_\_\_\_\_  
b) ramrepkuset \_\_\_\_\_  
c) aaslhic \_\_\_\_\_  
d) byarril \_\_\_\_\_

2 Write.

a) park \_\_\_\_\_  
b) firehouse \_\_\_\_\_  
c) school \_\_\_\_\_  
d) library \_\_\_\_\_

**Extra Practice Lesson 2 A-Z**

Write. Then circle the six camp words.

a) cafeteria \_\_\_\_\_  
b) house \_\_\_\_\_  
c) pool \_\_\_\_\_  
d) lake \_\_\_\_\_  
e) park \_\_\_\_\_  
f) firehouse \_\_\_\_\_

**Extra Practice Lesson 3 A-Z**

Write. Then circle the six camp words.

a) cafeteria \_\_\_\_\_  
b) house \_\_\_\_\_  
c) pool \_\_\_\_\_  
d) lake \_\_\_\_\_  
e) park \_\_\_\_\_  
f) firehouse \_\_\_\_\_

**Extra Practice Lesson 4 A-Z**

Write. Then circle the six camp words.

a) cafeteria \_\_\_\_\_  
b) house \_\_\_\_\_  
c) pool \_\_\_\_\_  
d) lake \_\_\_\_\_  
e) park \_\_\_\_\_  
f) firehouse \_\_\_\_\_

The pages in the **Extra Practice** section provide extended practice, review activities, and Reminder boxes to help students remember and assimilate the new language from Lessons 1 to 4. They can be done in class or at home.

**Lesson 5** offers a selection of fiction and nonfiction texts to consolidate, review, and extend the target vocabulary and grammar while developing reading and listening skills.

It also provides a Phonics activity that presents some of the most common sounds in the English language to support pronunciation.

The activities in this lesson include audios that help develop reading, listening, and pronunciation skills.

Lesson 5
Reading

42
1
Read and listen.

### The Purple Balloon

Peggy Sue has a new balloon.  
It's a big purple elephant. How fun!  
Oh, no! Come back, purple balloon!  
Where is the purple balloon?  
It's next to the tree.

Stop! Please stop, purple balloon!  
I want to rescue you.  
Where is the purple balloon now?  
It's next to the bookstore.

Come here, purple balloon!  
Where is the purple balloon?  
It's in front of the toy store.  
Wow! Great toys!

There it is! It's behind the firehouse!  
Here's your purple balloon, Peggy Sue!  
Thank you very much, Firefighter Joe!  
I love my purple balloon!

43
2
Listen and repeat. Then circle the words with a long u sound in the story.

Phonics  
new balloon  
to rescue

84

Lesson 6
Writing

42
1
Listen again to *The Purple Balloon*.

2
Underline.

a) Where is the balloon?  
It's in front of / next to the tree.

b) Where is the balloon?  
It's behind / next to the bookstore.

c) Where is the balloon?  
It's in front of / across from the toy store.

d) Where is the balloon?  
It's next to / behind the firehouse.

3
Complete.

are in front of next to

a) The balloon is \_\_\_\_\_ the health lodge.

b) The cats \_\_\_\_\_ the lake.

85

**Lesson 6** provides reading comprehension activities that develop reading skills and comprehension strategies such as identifying details, sequencing events, and identifying and describing characters and settings. Other activities work as pre-writing opportunities to develop skills to write explanatory and descriptive writing pieces.



## How the Unit Ends

This course is part of Macmillan's Education for Sustainable Development and Citizenship Program which: deepens students' **knowledge** of sustainable development and global citizenship; helps them build the collaborative, creative, communicative, and critical thinking skills required to thrive in an interconnected world; and supports them in developing attitudes to engage positively in tangible **actions** in their communities and the world.



Education for Sustainable Development and Citizenship

These activities will expose students to the concepts of diversity, responsibility toward our planet, awareness of our interdependence, and respect for other people and cultures according to UNESCO's four pillars. The It's Our World activities aim to broaden students' view of the world and their role in it. Students will also develop 21<sup>st</sup> century skills like creativity, collaboration, communication, and problem-solving.



Health and Well-being



Socio-emotional Education



Sustainable Development



Cultural Diversity

**It's Our World**

**Wild Animals**

**1 Read.**

Look! It's a sloth!  
Sloths have a lot of hair!  
They live in trees.  
They eat plants and fruits.

Are they fast? No, they aren't fast.  
They are very slow. Trees keep them safe from other animals.

**2 Ask and answer.**

a) Is it a monkey?  
\_\_\_\_\_

b) Are sloths fast?  
\_\_\_\_\_

c) What do they eat?  
\_\_\_\_\_

**3 Make a poster about a wild animal.**

62

**Review**

**1 Complete. Then match.**

a) s \_ l \_ o \_ t \_ h \_

b) l \_ \_ \_ \_

c) g \_ \_ \_ \_

d) m \_ \_ \_ \_

e) h \_ \_ \_ \_

**2 Complete.**

a) Are elephants small?

No, \_\_\_\_\_. They're big.

b) A sloth \_\_\_\_\_ slow.

c) \_\_\_\_\_ a bat \_\_\_\_\_?

No, \_\_\_\_\_. It's small.

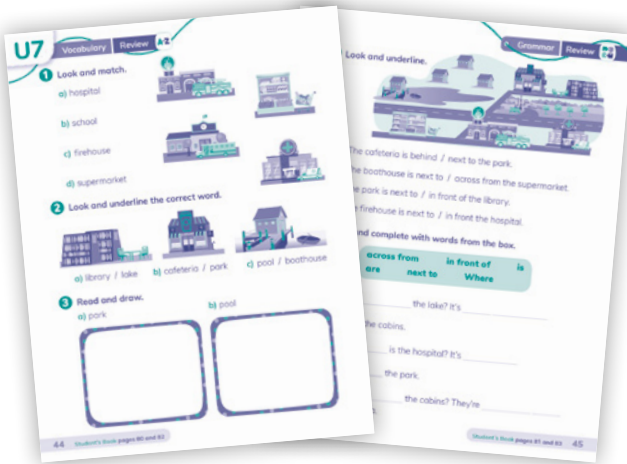
d) Giraffes \_\_\_\_\_ legs.

They \_\_\_\_\_ fat legs.

63

The **Review** page helps students consolidate the grammar structures and vocabulary they worked on previously, which is essential to learning. Seeing their own progress will make students happy campers!

The *Happy Campers Second Edition Workbook* is designed to support students with speaking, listening, reading, and writing skills. It also includes a **Starter** lesson that can be used for vocabulary and grammar review or as a previous course diagnostic activity. The Starter lesson is an effective tool to level up students as they start their new course.



**Vocabulary Review** and **Grammar Review** pages focus on reinforcing the new words and grammar structures students learned throughout each unit.

The **Reading** section provides texts with fictional stories supported by a dramatized reading available in an audio.

The **Writing** section develops specific writing skills such as identifying and understanding characters and settings, recalling details, sequencing events, and personalizing a story.



The **Phonics** page provides spelling and phonics activities using the unit's vocabulary. Students will pronounce specific sounds through audio tracks that develop pronunciation skills for specific sounds in context.



The **Song** page includes the unit's song, which helps refresh the unit's vocabulary and structures. It also provides fun activities to practice what students have learned.


The *Happy Campers Second Edition Teacher's Guide* is designed to help teachers create a positive environment in which their students can flourish.

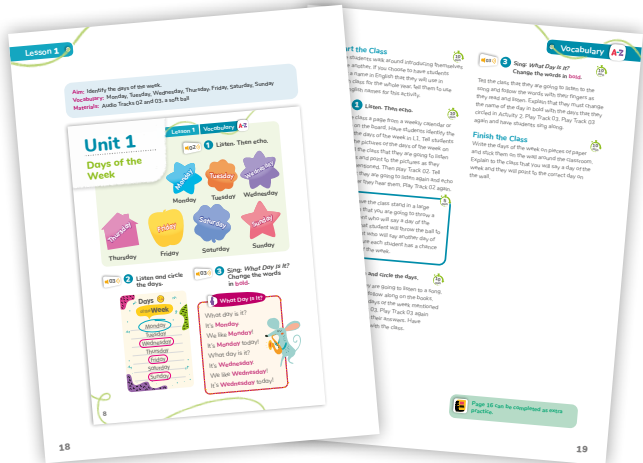


Each unit opens with a comprehensive overview of the language, skills, and detailed explanations about the It's Our World activity, which allow teachers to prepare the lessons ahead.

The **Teacher Workshop** is a unique program of strategies to enhance the classroom experience. It includes ideas on how to use technology, teaching with games, classroom management tips, and suggestions on how to use the different series components.

It includes interleaved Student's Book pages with answers.

The lessons are divided into sections for teachers to deliver effective, time efficient classes. It includes ideas to start and finish each class, and a pacing guide  to support teachers in keeping students on track.




**Try this!** Have the class stand in a large circle. Explain that you are going to throw a ball to a student who will say a day of the week. Then, that student will throw the ball to another student who will say another day of the week. Be sure each student has a chance to recall a day of the week.

The **Try this!** box features alternative activities.

**Mixed Abilities** In a class with mixed abilities it's important to keep the most advanced students interested in the class. You can do this by challenging them with extra activities. Invite them to make more questions to their partner, for example, *What day is it today? What is the first day of the week? What is the last day of the week?*


The **Mixed Abilities** box provides classroom management tips and activities to help teachers deal with the different levels of skills among students.

 Page 16 can be completed as extra practice.

This is a direct reference to the four-page Extra Practice section for students to have additional practice on the unit's vocabulary and grammar.

 Use the Flashcards for Unit 1.

This tag suggests when you can use the vocabulary flashcards to visually reinforce the new words or phrases of the unit.

 If possible, use the Student's Digital Component to watch the video.

You can play the comic strip in a video for students to hear and watch the unit's vocabulary and grammar in context.

# Teacher's Guide

The *Happy Campers* vibrant music and vocal program includes echoes, songs, cheers, dictations, comic strip stories, and fiction and nonfiction reading and listening texts.

## TRACK 01 »

Two audios exclusively for teachers –a joyful song to activate the class and the characters' introduction track.

## CHEER 01 »

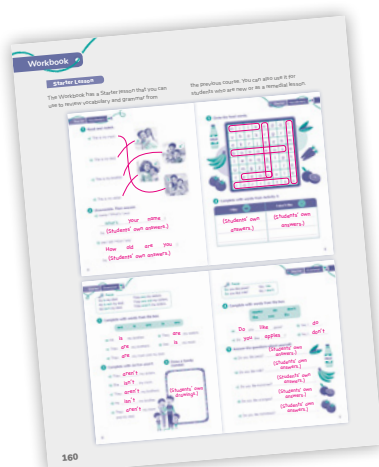
You can have students practice their listening and writing skills and the unit's grammar with the Cheers suggested for Lesson 4.

## 06 »

Your guide indicates the tracks available for your students: songs, vocabulary echoes, comic strip stories and out-loud reading of texts.

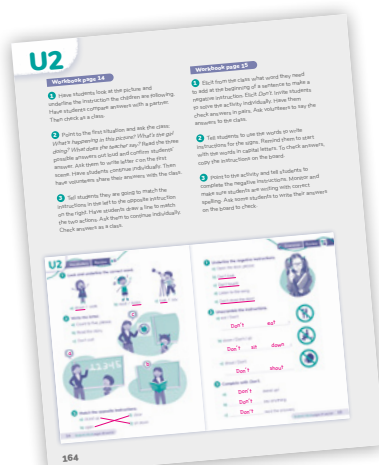
## Workbook Section in the Teacher's Guide

The Workbook section in the Teacher's Guide includes notes to all activities and answer keys.

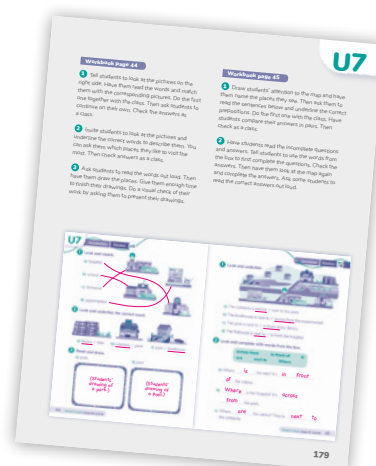


Notes and answer key for the Starter lesson.

Step-by-step notes on how to use the Workbook for extended practice and review.



Answer key for all the activities.



The *Happy Campers Second Edition* **Digital Components** for both the student and the teacher contain a range of downloadable and projectable materials to support both students and teachers.

### For the Student

The Student's Digital Component includes access to:



- Downloadable digital Student's Book with embedded audios and videos. You may download the whole book or unit by unit to save space in your electronic devices (computers, tablets or cell phones).
- Interactive extra practice activities for grammar, phonics, and writing.
- Interactive review activities that generate an automatic report for the teacher; a helpful tool to measure student's individual results.

### For the Teacher

The Teacher's Digital Component contains a range of projectable and downloadable materials to support teachers and enrich the Happy Campers program:



- Digital Student's Book with embedded audios and videos. It also includes the extra practice interactive activities students work on, with a special tool that will generate a performance report to the teacher.
- Teacher's Guide in PDF format.
- An Assessment Pack that includes ready-made tests for each unit, as well as mid and end-of-year tests, both in PDF and customizable formats.
- Printable and customizable class planners for 3-hour-a-week programs.
- Printable and projectable phonics posters for levels 1-3 that can be used to improve pronunciation skills.
- Printable and projectable audio script of the Student's Book, Workbook, and Cheers audio tracks.
- Happy Campers Actors Pack from the first edition.

### Teaching with Technology

Technology has been a fundamental tool to accelerate learning skills in classrooms. It is well known that digital devices like computers, tablets, or phones increase students' motivation and engagement.

The downloadable and projectable materials for these devices are planned to expand your course, they don't substitute core content from the Scope and Sequence. The digital materials should be used according to your own needs and pace; use them to support teaching and learning.

The *Happy Campers Second Edition* Teacher's Guide includes in each unit opener a section called **Teaching with Technology** which gives suggestions about how to use technology at home and in the class.



## Unit 1

### Days of the Week

Pages 16-33

Vocabulary	Grammar	It's Our World	Phonics
<b>Days of the Week:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  <b>Vocabulary Review:</b> the alphabet, Level 1 Vocabulary	What day is it? It's Thursday. How are you? I'm fine, thanks. What's your name? My name's Lucy. How do you spell "Lucy"? L-U-C-Y	All About Me	Short <i>i</i> sound

## Unit 2

### Class Instructions

Pages 34-51

Vocabulary	Grammar	It's Our World	Phonics
<b>Class Instructions 1:</b> stand up, sit down, listen, look, say, read, write, count  <b>Class Instructions 2:</b> touch, open, walk, close, shout, eat	Sit down. Sit down, please. Sit down! Don't shout. Don't eat the cookies.	Rules Are Safe	<i>b</i> sound

## Unit 3

### Parts of the Body

Pages 52-69

Vocabulary	Grammar	It's Our World	Phonics
<b>Parts of the Body:</b> head, tummy, arms, hands, legs, feet  <b>Parts of the Face:</b> eyes, hair, eyebrows, ears, teeth, chin	This is my head. These are my legs. I have blue eyes. I don't have green eyes. Do you have brown hair? Yes, I do. / No, I don't.	Keeping Clean	<i>t</i> sound

## Unit 4

### Jobs

Pages 70-87

Vocabulary	Grammar	It's Our World	Phonics
<b>Jobs 1:</b> doctor, nurse, dentist, teacher, firefighter, police officer, vet, pilot  <b>Jobs 2:</b> chef, singer, scientist, artist, dancer, actor	He's a teacher. He isn't a teacher. They're teachers. They aren't teachers. What do you want to be? I want to be a singer. I don't want to be a dancer.	Jobs that Help Nature	<i>h</i> sound

	Vocabulary	Grammar	It's Our World	Phonics
<b>Unit 5</b> <b>Animals</b> Pages 88-105	<b>Animals:</b> elephant, lion, hippo, giraffe, crocodile, bat, sloth, monkey  <b>Adjectives:</b> fat, thin, big, small, fast, slow	An elephant has big ears. It doesn't have small ears. Elephants have big ears.  They don't have small ears. Is it fast? Yes, it is. Are they big? No, they aren't.	Wild Animals	Long <i>i</i> sound
<b>Unit 6</b> <b>School Activities</b> Pages 106-123	<b>School Subjects:</b> math, English, science, history, geography, music, art, gym  <b>School Activities:</b> writing, singing, drawing, reading, playing soccer, doing experiments	I like math. I don't like geography. My favorite class is English. Do you like reading? Yes, I do. Does she like singing? No, she doesn't.	We Are Different	Long <i>a</i> sound
<b>Unit 7</b> <b>Places in Town</b> Pages 124-141	<b>Places in Town:</b> hospital, school, park, supermarket, bookstore, library, movie theater, firehouse  <b>Places at Camp:</b> cafeteria, lake, health lodge, pool, boathouse, cabin	The ball is behind / next to / across from / in front of the school. Where is the lake? It's next to the boathouse. Where are the cabins? They're behind the cafeteria.	Different Towns	Long <i>u</i> sound
<b>Unit 8</b> <b>Weather</b> Pages 142-159	<b>Weather Adjectives:</b> sunny, cloudy, windy, rainy, snowy, hot, cold, warm  <b>Seasons and Times of Day:</b> summer, spring, winter, fall, morning, evening	What's the weather like? It's warm. Is it snowy in the winter? Yes it is. / No, it isn't.	Weather in Your Town	Long <i>o</i> sound

# Unit 1

## Days of the Week

### Objectives

By the end of the unit, students will:

- Ask and answer questions about days of the week.
- Greet people and respond.
- Ask and answer questions about how words are spelled.

### Vocabulary

**Days of the Week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

**Vocabulary Review:** the alphabet, Level 1 review

### Skills

**Listening:** Listen for specific information. Identify letters of the alphabet.

**Speaking:** Talk about days of the week. Respond to questions with specific information.

**Reading:** Read a fiction text: *Tammy, the Cat*.

Recall sequence of events.  
Identify details.

**Writing:** Identify words to complete sentences.

**Phonics:** Identify the short *i* sound.

### Grammar

What day is it? It's Thursday.

How are you? I'm fine, thanks.

What's your name? My name's Lucy.

How do you spell "Lucy"? L-U-C-Y.

### It's Our World Socio-emotional Education

#### All About Me

In this unit students will learn about the importance of listening to others. The project is a collage with students' interests and personal information. It is important to encourage students to listen respectfully to each of their classmates. This will enhance their empathy and help them understand a person's actions and attitudes. Teaching young learners to be more attentive to others will help them develop their socio-emotional skills. Encourage them to take interest in their partners' work and to make follow-up questions. Remind them that everybody likes to be listened!



## Teaching with Technology

Word processing programs on computers help students develop important computer skills and can also help students who are experiencing difficulties writing with a pencil or pen. Typing can be much easier and less frustrating. Because students may not have the opportunity to use a computer all the time, decide when they would benefit most. Try having students use computers to type full sentences to create labels for their drawings.

## Classroom Management

Group work increases practice time for every student; be sure to vary group sizes to incorporate different classroom dynamics. Try the following strategies to organize your class:

**Pairs:** Vary how the pairs are formed — have students work with the person to the right, left, in front, or behind.

**Small groups:** Number students according to how many people you want in each group. Be sure to indicate where each group needs to stand or sit.

**Larger groups:** Assign student numbers, colors, days of the week or animals. Be sure to indicate where each group needs to stand or sit.



## Engaging the Class

You can use “The Happy Campers Song” any time you think students need to relax, focus, or have some fun before or after an activity. You could play it to welcome students into the classroom. You could even make up a choreography and have them perform it when you think it is appropriate.

## How to Use the Different Components

**Workbook:** Use the Workbook for extra practice, homework, or to level up students that require more practice.

**Flashcards:** You can use the flashcards to go over the alphabet as much as students need. Use the It’s Our World flashcard to develop class awareness and empathy towards others.

### Teacher’s Digital Component

- *Class Planner:* Read the Class Planner beforehand and use it to plan the unit’s contents.
- *Poster:* Use the Phonics poster to review the short *i* sound. Ask students to make a collage with words with this sound in their notebooks.
- *Assessment Pack:* Have students complete the unit’s final exam after you finish the last lesson or the Review page.

### Student’s Digital Component and Happy Campers and The Inks app:

Have students practice all the skills by completing the interactive activities.

**Aim:** Identify the days of the week.

**Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

**Materials:** Audio Tracks 02 and 03, a soft ball

# Unit 1

## Days of the Week

Lesson 1

Vocabulary A-Z



1 Listen. Then echo.



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday



2 Listen and circle the days.



3 Sing: *What Day Is It?*  
Change the words in **bold**.



What Day Is It?

What day is it?

It's **Monday**.

We like **Monday**!

It's **Monday** today!

What day is it?

It's **Wednesday**.

We like **Wednesday**!

It's **Wednesday** today!

