

## Unit Objectives

By the end of the unit, students can:

- Identify and introduce family members and pets.
- Describe how family members feel.



## Student Book

### Vocabulary

**Family Members and Pets:** grandma, grandpa, mom, dad, sister, brother, dog, cat

### Skills

**Listening:** Follow directions. Listen and respond appropriately to listening cues. Demonstrate understanding of an oral story.

**Speaking:** Introduce and describe family members and pets. Retell a story

### Grammar

This is my grandma. These are my brothers. My grandma is happy.

### Creative and Collaborative Competencies

#### Happy Family Game

**Creativity:** Develop self-expression and innovation.

**Collaboration:** Use communication and problem-solving skills, take turns, and encourage a partner.



## Teaching with Technology

Have students use drawing and painting tools on the computer to create pictures of their families. Then have students use the pictures to make cards or postcards to take home. Help students find clip art to create a border. Print the pictures and have students glue them onto colored paper.

## Teaching with Games

### Who/What Is It?

**Materials:** index cards with images of family members or other vocabulary words

Cut and glue images or draw pictures on index cards to represent different vocabulary words from the unit. Show the images to students for them to study. Then shuffle the cards and choose the first one. Hold it to your forehead with the image facing students. Tell them that you will say sentences to try to guess what is on the card. They will say yes or no to help you. Once you guess it correctly, put students in pairs or small groups to play this game. This game can be played in other units by using pictures of other vocabulary words and having students guess the images on their cards.

## Happy Teacher

Have a "Do Now" activity prepared for students to complete once they have arrived and are in their seats. This simple and quick activity helps students get quiet and focus on the class. It also allows you time to take attendance, check students have brought the right materials with them, or take care of any other classroom business. For this unit, have students draw a pet or a family member. For other units, students may draw something orange, draw things they need for English class, or draw articles of clothing they wear when they are not in school.

## Happy Class

Encourage students to maintain a neat workspace throughout the day. Have students face their books in the same direction and place them in the same location in the room. Students should return all school supplies to their pencil cases when they are finished using them. All loose papers should be placed in a folder or binder so they can keep their desks neat. Encourage students to feel proud and happy about their classroom.



# Lesson 1

## Lesson 1 Vocabulary

**Lesson Objective:** Identify family members.

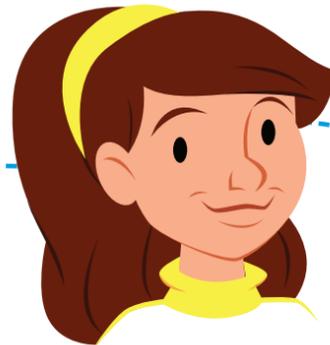
**New Vocabulary:** grandma, grandpa, mom, dad, sister, brother

**Materials:** Audio Tracks 52 and 53, flashcards of family members, photos of families

## UNIT 7

### Lesson 1

1



2



1. Listen and point.

2. Listen. Then echo.

### Start the Class

5 min

Show students a picture of a family with grandparents, parents, and children. Point to the photo and say *family: This is a family.* Have students repeat. Show students photos of other families, large and small. Each time you show a photo, remind students of the word *family.* Have them echo you each time you say it to practice pronunciation.

1



Listen and point.

15 min

Play **Track 52** (see the audio script on **Page T 174**) as you point to each family member on **Page 56**. Play **Track 52** again and have students point to the correct pictures. Remind students to trace the path with their fingers as they hear the words. Play **Track 52** again for additional practice. Then say the words in random order and have students point to each person. Say *Point to grandma. Point to brother.* Repeat with other family members. Place the flashcards of family members on the board. Say a vocabulary word. Have volunteers go to the board and point to the correct picture. Repeat until all the words have been reviewed and all students have had a chance to participate.

2



Listen. Then echo.

10 min

Remind students to echo the words after they hear them and to point to the pictures as they say the words. Play **Track 53** (see the audio script on **Page T 174**). Play **Track 53** again and have students echo the words for more practice.

Make two groups. One group will say the new vocabulary words, the other group will echo them. Do the activity with the audio and then without it. Have the groups switch roles.

Try This!

10 min

Shuffle the family member flashcards and place them in a pile. Organize students into two teams. Have the first player on each team come to the board. Count to three, turn the first card over, and have the players identify the picture. The first person to correctly identify it takes the card back to his or her team. Continue until all words have been used. Have the teams count how many cards they earned. The group with the most cards wins.

### Finish the Class

10 min

Organize the class into small groups. Give each group one of the photos of families from the Start the Class activity. Tell students to point to and identify each person in the photo. Remind them to use the family words. Then have the groups count the family members. Have groups exchange photos and repeat the activity. Discuss the families with the class. Be sure to have students say the number of people in each family in the photos. Have students compare the families in the photos to their families. Model a response such as *I have five people in my family.* Elicit the number of people in each student's family. Help students answer using the model.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.

## Lesson 2 Grammar

**Lesson Objective:** Introduce family members.

**New Grammar:** This is my grandma. These are my brothers.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, sister

**Materials:** Audio Track 54, flashcards of family, photo of your family or an Internet photo of a family

### Start the Class

Show students a picture of your family that includes as many relatives as possible, including grandparents, parents, and siblings. You may also choose to use a photo from the Internet or a magazine instead of your own family photo. Say *This is my family*. Point to the grandpa and have students identify him. Then say *Yes, this is my grandpa*. Have students repeat. Continue until you have named all the members in your family.

#### 1 Listen and sing. Then act it out.

Tell students to look at **Page 57**. Have students guess who each family member in the picture is. Play **Track 54** ("My Family"; see the audio script on **Page T 174**) and have students listen to the song. Play **Track 54** again and point to each family member as they are mentioned in the song. When they hear the word *family*, have students circle the entire family picture with their fingers.

Play **Track 54** a few more times and have students sing along.

Then tell students to sing the song and point to the family members in the picture as they hear and sing about them in the song. Play **Track 54** once more.

#### Try This!

Have students count the number of family members in the picture. Remind them to include the boy who is singing. Then have them talk with a partner about their own families. Encourage them to say the number of grandpas, grandmas, sisters, and brothers they have. Have volunteers tell the class about their families. Remind them to use *I have* when they talk about their families, for example *I have two sisters*.

#### 2 The Language Lodge

Have students flip to The Language Lodge **Page 13**.

#### Draw your family. Then color and say.

Have students draw and color a picture of their families in the frame. Be sure students include at least four family members. Then have students work in pairs to describe their pictures to a partner, using sentences such as *This is my mom*. *These are my sisters*. Be sure students understand the difference between singular and plural nouns. Remind students that we use *this is* for one thing and *these are* for two or more. Have volunteers show their drawings and describe their families to the class.

### Finish the Class

Organize students in groups of four or five. Tell students to count how many grandparents, how many parents, and how many brothers and sisters are in all the pictures of their families from The Language Lodge activity. Have groups share their findings with the rest of the class.

 Use the **Presentation Kit** for interactive activities in this lesson.

 **The Language Lodge Page 13** may also be completed for homework.

## Lesson 2

1   



2 

1. Listen and sing. Then act it out.

2. The Language Lodge Page 13.

57

# Lesson 2

UNIT 7 Lesson 2



Students' own answers.

Draw your family. Then color and say.

Student Book Page 57

13

 This may also be completed for homework.

# Lesson 3

## Lesson 3

1 55

## Nate and Kate



1. Listen and look.

## Lesson 3 Vocabulary in Context

**Lesson Objectives:** Demonstrate understanding of an oral story. Retell a story.  
**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat  
**Materials:** Audio Track 55; flashcards of family members, feelings, dog, and cat

### Start the Class

10 min

Show the flashcards for the following feelings: *excited, happy, mad, and scared*. Point to the person who is excited and ask students to name the feeling. Then say *Yes, the girl is excited*. Have students repeat. Continue with the remaining flashcards until students can point to a picture and say without help *The girl is happy. The girl is mad.*

### Nate and Kate

1 55 Listen and look.

20 min

Show students the flashcards for *dog* and *cat*. Say each word and have students repeat. Then point to Fred the dog and say *This is Fred. Fred is a dog*. Have students repeat the sentences after you. Point to the cat. Say *This is Gus. Gus is a cat*. Have students repeat the sentences. Tell students to identify the characters in each frame. Then have them identify any objects they can see such as clothes or colors. Tell students that they will listen to the story and point to the picture as they listen to that part of the story. Play Track 55 (see the audio script on Page T 174). Tell the class to point to the person speaking. Play Track 55 again. Then tell the class echo what the characters say. Play Track 55 again. Pause the audio for students to say the line. You may also choose to read the script on Page T 174 and have the class echo you. Finally, pair up students and assign a frame from the comic strip to each pair. Have them practice acting out their comic strip frames. Then have the pairs act out their scenes for the class. Repeat as needed so each student acts out his or her part.

### Try This!

10 min

Tell students to pretend they are a character in the story. Have them think of sentences about the character. Then they will say them and act them out, for example *Hi. I'm Fred. I'm a dog. I have two eyes, two ears, and four legs. I'm mad! Woof!* As a challenge, tell students not to say the character's name and have the class guess the character.

### Finish the Class

10 min

Place the flashcards showing feelings in a pile. Choose the first one. Be sure the class can't see it. Act out the emotion on the card and elicit a sentence from students, such as *The teacher is scared*. Then have volunteers choose a card and act out the word. Tell the class to say a sentence about him or her, such as *Dan is happy. Sue is mad*. Tell students they may act like a person, a dog, or a cat.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.

# Lesson 4 Grammar in Context

**Lesson Objective:** Describe how a family member feels.

**New Grammar:** My grandma is happy.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Materials:** Audio Tracks 56 and 57, drawing paper

## Start the Class

Tell students to look at the pictures in Activity 1 on Page 59. Have them identify the family members. Point to the father and say *Who is this?* Elicit *dad*. Continue with the remaining characters.

### 1 Grammar Cheer! Listen and cheer.

Tell the class to listen to the cheer and point to the pictures. Play **Track 56** (see the audio script on Page T 174). Then tell students to say the cheer with the audio. Play **Track 56**. Divide the class into two groups. Have one group cheer the first and third lines of the cheer, and the other group cheer the second and fourth lines. Practice the lines with each group using the audio or reading the audio script on Page T 174. Have the groups do the cheer. Then have them switch roles.

### 2 Happy Chat! Talk with a friend.

Discuss what the children in the pictures are saying to each other. Elicit *This is my dog. My dog is happy. This is my cat. My cat is scared*. Next, have students talk to each other about their own pets. Have students draw a picture of themselves with their pets, real or imagined, and present it as they talk to their friends.

### Try This!

Group students into pairs. Have one student pretend to be a dog or cat and the other be the owner. The owner will describe the pet for example, *My dog is mad*. The other student acts like a mad, growling dog. Then have students switch roles. Have students present their "pets" to the class.

Use the **Presentation Kit** for interactive activities in this lesson.

### 3 The Language Lodge

This activity must be done in class. Have students flip to The Language Lodge Page 14.

### 57 Listen and match.

Have students point to the pictures of the family members and identify them. Repeat with the pictures showing feelings. Tell students to match each family member with the feeling based on what they hear. Play **Track 57** (see the audio script on Page T 174). Pause it after the first sentence and have students point to *dad* and the *excited* face. Tell students to trace the line to connect these pictures. Play the rest of **Track 57** and have students match the people with the correct feelings. Play **Track 57** again. Have students compare their answers with a partner. Then have volunteers share their answers in sentence form with the class.

## Finish the Class

Tell students to draw a picture of members of their families showing different types of feelings. Have students work in pairs to talk about how the members of their families feel in their drawings, for example, *My grandma is happy. My grandpa is tired*.

## Lesson 4

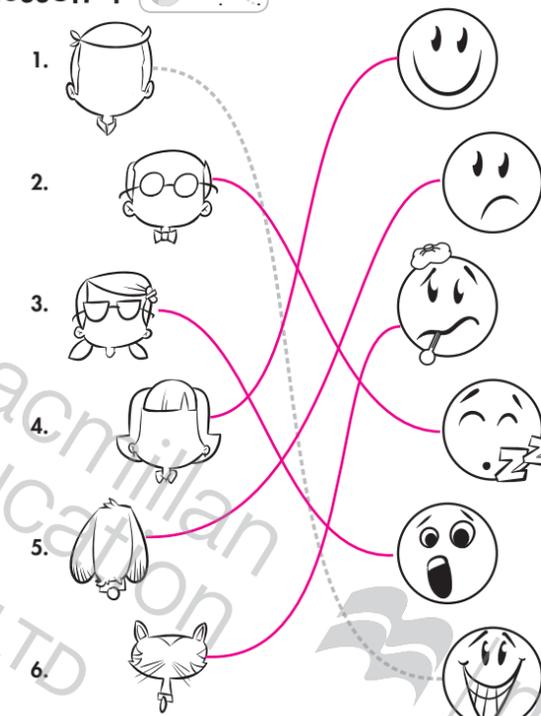


1. Grammar Cheer! Listen and cheer. 2. Happy Chat! Talk with a friend. 3. The Language Lodge Page 14.

# Lesson 4



## Lesson 4



Listen and match. 14 Student Book Page 59

This activity must be done in class.

# Lesson 5

## Lesson 5 Creative Activity

**Lesson Objective:** Practice unit language by creating a game.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers.

**Materials:** coins, Unit 7 BLM, glue, crayons, scissors, small circles of cardboard (optional), small bags or envelopes (one for each student)

### Lesson 5

### Make



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2



1. Make Happy Family cards.

2. Happy Chat! Point and say.

60

BLM Page 85

### Start the Class

5 min

Show students a coin. Discuss what they see on the front (*head*) and back (*tail*) of the coin. Students should notice that the two sides are different. Divide students into small groups and allow them time to practice flipping a coin. Have them count how many times the coin lands on the *heads* side and the *tails* side.

### 1 Make Happy Family cards.

15 min

Have the class look at Activity 1 on **Page 60** and identify the family members on the Unit 7 BLM. Then have students identify the emotions on the two faces at the bottom. Elicit *happy* and *sad*.

Tell students to find the Unit 7 BLM on **Page 85** and color and cut out the pictures. Help students make a flip coin by cutting and gluing the happy and sad faces together. Be sure they can see the happy face on one side and the sad face on the other, like a coin. You may choose to place a cardboard circle between the happy and sad faces to make the coin stronger and easier to flip. Distribute small plastic bags or envelopes labeled with students' names for them to store their flip coins and cards. Explain that students will play a game with them in Lesson 6.

### 2 Happy Chat! Point and say.

10 min

Show a card from the Unit 7 BLM and have students identify the family member. Tell students that they will work with a partner. Explain that one student will show a card and his or her partner will identify it. Then have students switch roles.

### Try This!

10 min

Have students put their cards together with a partners' cards. Have them mix up the cards. One partner will choose two cards and create a sentence introducing the family members on them. If the cards are different people, the student will introduce each family member, *This is my (mom). This is my (dad)*. If the cards are the same family member, the student will say *These are my (brothers)*. Then the other partner will take a turn with two more cards. Be sure students in the pairs separate their cards and put them in their bags or envelopes at the end of the activity. Collect them to use for Lesson 6.

### Finish the Class

10 min

Shuffle a set of cards from the Unit 7 BLM. Divide the class into two teams and have the first student in each team stand up. Explain that you will show them a card and they will identify the family member. The first student to correctly name the family member earns a point for his or her team. When a student correctly identifies the family member, have his or her team say a sentence about the family member on the card, for example, *This is my mom. My dad is happy*. If the sentence identifies the correct family member, the team wins another point. Repeat until each student has played. The team with the most points wins.



Use the **Presentation Kit** for interactive activities in this lesson.

## Lesson 6 Collaborative Activity

**Lesson Objective:** Practice unit language by playing a game with others.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers. My grandma is happy.

**Materials:** completed Unit 7 BLM, flashcards of feeling and conditions, dice (one die for each pair)

### Start the Class

Tell students to look at the photo on **Page 61**. Have them explain what they think the children in the photo are doing. Elicit that they are playing a game. Allow students to answer in L1 if necessary.

Have students describe what they see. Show students the cards of different family members and have them create sentences, such as *My grandpa is happy*.

### 1 Play the Happy Family Game!

Put students in pairs. Each student will use his or her own set of cards to play. One student chooses a card from his or her pile and introduces the family member on the card, such as *This is my sister*. Then they will flip the coin and say if the family member on the card is happy or sad. Model how to play. Say, for example *My sister is happy*. Explain that if the family member is happy, that card is put to the side. If the family member is sad, the card is placed back into the pile. Continue playing the game until all the members of a student's family are happy.

**Try This!**

Have students replay the game in groups of four using the plural noun forms instead. Have two students combine their cards to form Team A and the other two students combine their cards to form Team B. This time, each team takes turns choosing two cards instead of one. If the cards have matching family members, for example, two brothers, students will say, for example, *These are my brothers. My brothers are happy*. If the cards are different, students will say for example, *My brother and my sister are happy*. Help students with their sentences as needed.

### Finish the Class

Have students replay the Happy Family Game using other emotions. This time students will use dice instead of coins. Assign each number an emotion or feeling, for example, one is happy, two is mad and so on. You may choose to write an answer key on the board using the numbers and the flashcards of feelings and conditions to help students remember. Use flashcards showing *tired, mad, sick, excited, shy, and scared*. Have students play the game with a partner. They will choose a card and roll the die to determine how that family member feels.



Use the **Presentation Kit** for interactive activities in this lesson.

# Lesson 6

## Lesson 6

Play

1

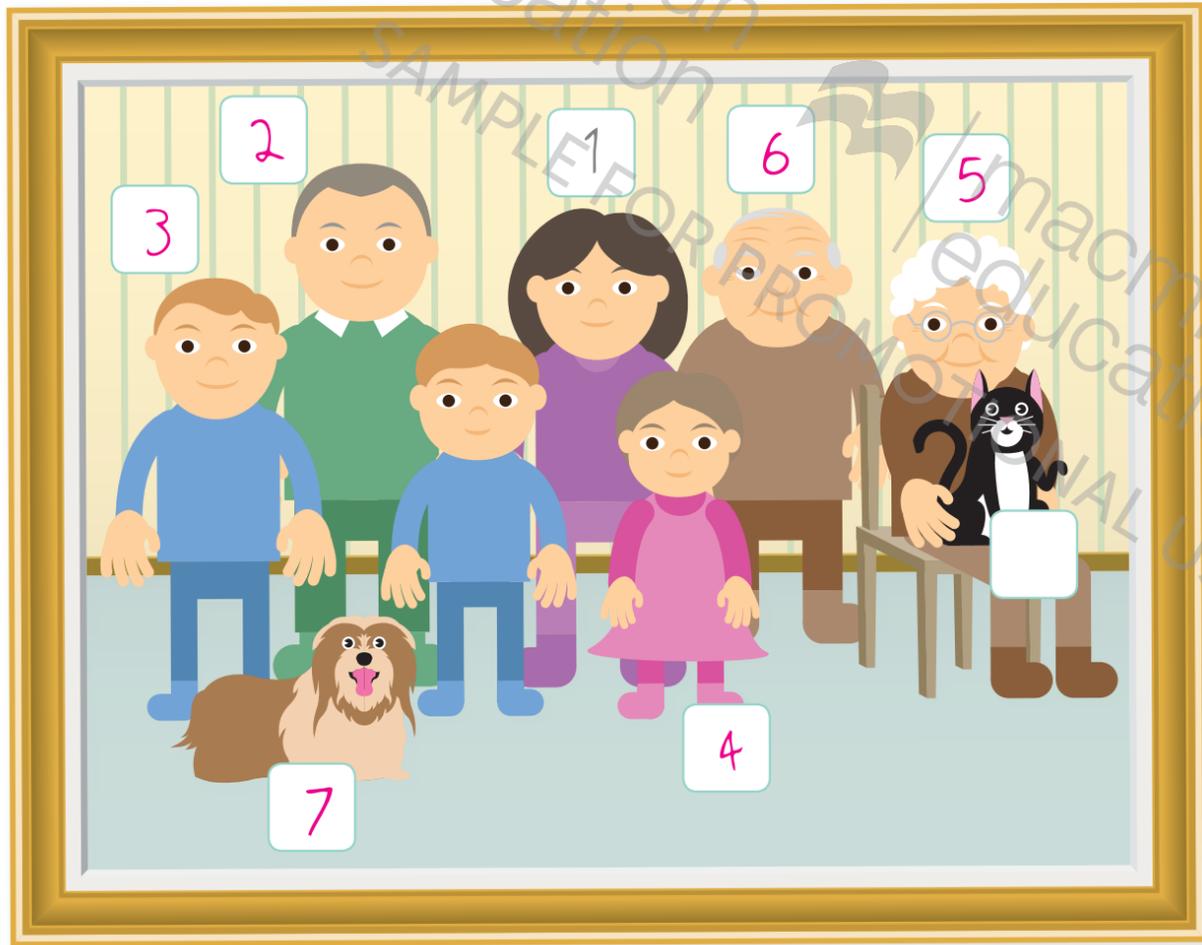


1. Play the Happy Family Game!

# Lesson 7

## Lesson 7

1  



1. Listen and number.

## Lesson 7 Listening

**Lesson Objective:** Practice unit language by responding appropriately to listening cues.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers.

**Materials:** Audio Track 58, flashcards of family members

### Start the Class

10 min

Have the class look at the pictures in Activity 1 on Page 62. Call out a family member and have students point to the correct person in the portrait. Then have students work with a partner to take turns pointing to a picture and identifying the family member.

1  Listen and number.

20 min

Tell students that they will hear some sentences about the picture on Page 62. They will number the pictures in the order they hear sentences about them. Play Audio Track 58 (see the audio script on Page T 174). Pause the audio and have students point to the family member they heard in the first sentence. Check that all students are pointing to *mom*. Tell students to use their crayons or pencils to trace over the number 1 in the box next to *mom*. Repeat with the remaining sentences. Play Track 58 again for students to verify their answers. Have students compare their answers with a partner. Walk around the room to check that students have answers for each box. Then say the number and have volunteers say a sentence with the family member, for example, *This is my mom*, to check answers.

Try This!

10 min

Have students work in pairs. Explain that each student will choose a family member from the picture on Page 62 and they will pretend to be that person. Tell students that they will give clues for other students to guess who they are. Model examples such as *I have pink shoes. I'm black and white.*

### Finish the Class

10 min

Distribute the flashcards of family members to different students. Have them stand at the board in a row holding the cards in front of them for the class to see. Repeat the sentences from the script for Track 58 in Activity 1. Have the volunteers at the board stand in the order you read the sentences. For example, the student with the *mom* flashcard is first in the row, *dad* is next. Then have each student repeat the sentences for their cards. Repeat with other volunteers. Change the order you read the sentences.



Use the **Presentation Kit** for interactive activities in this lesson.

## Lesson 8 Review

**Lesson Objective:** Review language from Unit 7.

**Vocabulary Review:** grandma, grandpa, mom, dad, sister, brother, dog, cat

**Grammar Review:** This is my grandma. These are my brothers. My grandma is happy.

**Materials:** flashcards of family members and feelings, index cards with images of family members, drawing paper, construction paper, scissors, glue

### Start the Class

Put the flashcards of family members and feelings in two piles. Shuffle each pile. Choose one card from each pile and show them to the class. Say some sentences to describe the cards, such as *This is my grandpa. My grandpa is tired.* Then have volunteers choose cards and say sentences about the family members and how they feel.

#### 1 Draw. Then point and say.

Have the class look at the outlines of the family members. Tell students that they will draw faces to show how each person feels. Divide students into pairs. Explain that they will point to and describe each family member, for example, *This is my mom. My mom is happy.*

**Try This!**

Tell students they will play a game called Who Is It? Draw pictures on index cards to represent different family members and pets. Have the family members and pets show different emotions. Show the cards to students for them to study before playing the game. Then shuffle the cards and choose one. Don't look at the card. Hold it to your forehead with the image facing students. Explain that you are going to say sentences to try to guess what is on the card, such as *This is my brother. My brother is sad.* The class will say yes or no about your sentences to give you clues.

### Finish the Class

Distribute drawing paper. Have students draw pictures of each of their family members and pets. Give students construction paper to make a tree. Then have students glue the faces of their family members on the family tree, starting with the grandparents at the top, then the parents, and then the brothers and sisters, and the pets. Have students present their family trees to a partner or to the class. Tell students to use complete sentences, for example, *I have three sisters and one brother. I have one cat. This is my brother. My sister is happy.*

# Lesson 8

Round Up!

1   

Students' own answers.



1. Draw. Then point and say.



Use the **Presentation Kit** for interactive activities in this lesson.