

## Unit Objectives

By the end of the unit, students can:

- Ask and answer simple questions about nature and colors.
- Describe things in nature.
- Show understanding of the life cycle of the butterfly.



## Student Book

### Vocabulary

**Nature:** tree, plant, butterfly, caterpillar, frog, ladybug

**Colors:** purple, beige, orange, brown, pink, gray

### Skills

**Listening:** Listen for specific information and identify the picture.

Respond to a listening prompt by circling an appropriate response.

**Speaking:** Understand questions about objects or pictures and respond with short answers.

**Reading and Writing:** Read a nonfiction text (science): **Hello, Butterflies!**

Read short sentences about a text and write yes/no answers.

Read short sentences and recognize words. Spell single words.

### Grammar

What are they? They're frogs.

Are they snakes? Yes, they are.

They aren't green.

### Creative and Collaborative Competencies

**Make** nature picture cards. **Play** Ask Me!

**Creativity:** Develop self-expression, innovation, and problem-solving skills.

**Collaboration:** Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks.



## Skills Book



### Extra Skills Practice

**Speaking and Listening:** Ask and answer questions about a picture. Recognize and accurately produce words with *b* and long *e* sounds.

**Reading and Writing:** Read a fiction text. Recall details. Identify setting. Correctly spell new vocabulary words.

Teacher notes **Pages 175–177**

## Teaching with Technology

Technology can help students be more engaged with the class and become more active learners. Use technology as a way to informally assess students during class to be sure students truly understand the material. Try an activity from the Happy Campers app to check comprehension. Students will enjoy interacting with technology without the stress of feeling tested.

## Teaching with Games

### Word Toss

**Materials:** a soft ball or a small bean bag

Have students form a circle. You may also divide the class into smaller groups. Explain that you will say a vocabulary word and then throw the ball or bean bag to a student in the circle. He or she must say a different vocabulary word and toss the ball or bean bag to another student in the circle. If someone can't remember a vocabulary word, the game starts again. The objective is to keep the ball or bean bag moving as long as possible without starting over. Encourage students to help one another.

## Happy Teacher

Vary the ways students read texts. Try including an echo reading in which the class first listens to a sentence and then repeats it, or a choral reading in which students read the text together and aloud. Reading in groups is another effective method—have small reading groups in which each student takes a turn reading the text aloud; or have students read in pairs. Encourage students to help other members of their group or their partner. Circulate and provide help as needed. When students have finished reading, you can provide corrections that apply to the whole class. Be sure to praise students for good work and positive attitudes.

## Happy Class

When students seem tired, have them get up and do a stretching routine. Keep this routine short and simple. Give the routine a name so students know what to do when you announce stretching time. Students should understand that after stretching time, they return to their work. This will help students expend some energy and get focused again.



Lesson 1 Vocabulary

**Lesson Objective:** Identify six nature items.  
**New Vocabulary:** tree, plant, butterfly, caterpillar, frog, ladybug  
**Materials:** Audio Tracks 34 and 35

**UNIT 6 Lesson 1**

**1 Listen. Then echo.** 34  
 tree, plant, butterfly, caterpillar, frog, ladybug

**2 Listen and number.** 35  
**Nature Walk**  
 What are they?  
 What? Where?  
 Look! Look! Look!  
 Over there!

**1 Sing: Nature Walk.** 35  
 They're butterflies.  
 They're frogs.  
 They're ladybugs.  
 They're trees.

**2 Grammar Check! Complete.**  
 1. What \_\_\_\_\_ they?  
 \_\_\_\_\_ ladybugs.  
 2. \_\_\_\_\_ are \_\_\_\_\_?  
 \_\_\_\_\_ butterflies.

**3 Point, ask, and answer.**  
 What are they? They're butterflies.

**3 The Language Lodge** Page 21  
**4 The Language Lodge** Page 22

**UNIT 6 Lesson 1**

**1 Complete.**

1. t r e e

2. f r o g

3. b u t t e r f l y

4. l a d y b u g

5. p l a n t

6. c a t e r p i l l a r

**Vocabulary Check! Cover, say, and check (✓).**  
 I remember  1  2  3  4  5  6 words.

Student Book Page 48 **21**

Lesson 1

This may also be completed for homework.

Start the Class

Have students look at **Pages 48 and 49** and predict what the lesson is about. Write the word *nature* on the board. Ask students *What are things in nature?* Student may answer in L1.

**1 Listen. Then echo.** 34

Have students look at the vocabulary images and identify the words. Play **Track 34** and have students point to the image as they hear the word. Play **Track 34** again and have students echo the words.

Try This!

Divide the class into two groups. Explain that one group will say the new words and the other will echo them. Then have the groups switch roles. Alternatively, have students do the echoes in pairs. Circulate and provide help as needed.

**2 Listen and number.** 35

Have students identify the photos on **Pages 48 and 49** that accompany the song. Say *Point to the ladybugs.* Repeat with other animals. Tell students they will listen to a song about nature. Explain that they will number the pictures according to the order they hear them in the song. Check that students understand the directions and then play **Track 35**. Play **Track 35** again, then have students compare their answers. Play **Track 35** once more, stopping the song so students can check their responses.

**3 The Language Lodge** Page 21

Have students flip to The Language Lodge **Page 21**.

1 Complete.

Have a volunteer read the directions on **Page 21**. Explain to the class that they will look at the images and complete the words. Allow time for students to complete the words. Monitor them while they work. Have volunteers write the answers on the board.

**Vocabulary Check!** Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

Finish the Class

Have a volunteer go to the board and draw a picture that represents a new vocabulary word and have the class identify it.

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

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

**The Language Lodge Page 21** may also be completed for homework.

## Lesson 2 Grammar

**Lesson Objective:** Ask and answer questions about plural objects.

**New Grammar:** What are they? They're frogs.

**Vocabulary Review:** trees, plants, butterflies, caterpillars, frogs, ladybugs

**Materials:** Audio Track 35, Lesson 1 vocabulary flashcards

### Start the Class

Have students call out the words they remember from Lesson 1. Then show them pictures or flashcards of the words from **Page 48** and have them repeat the words.

#### 1 35 Sing: Nature Walk.

Tell students that they will listen to the song again and explain that they will follow the words with their fingers as they listen to the song. Play **Track 35**. Play **Track 35** again and have the class sing along.

#### Try This!

Divide the class into two groups. Explain that one group will sing the questions, and the other group will sing the responses. Tell students that they will stand when they are singing and then sit when they are not. Practice a few times before playing **Track 35**. Play **Track 35** and then switch roles.

#### 2 Grammar Check! Complete.

Write the following example on the board: *What \_\_\_\_\_ they? \_\_\_\_\_ trees.* Elicit the questions and answers from the song and ask students to complete them. Explain that *they're* is the contraction of *they* and *are*. Write the *s* in *trees* in a different color to indicate the plural form. Have students identify other plural words in the song. Say the singular form of each word as well. Point out that *butterfly* changes to *butterflies*—the *y* changes to *-ies*.

Tell students they will complete Activity 2 individually. Remind students to look at the song lyrics for extra help. Then have volunteers share their answers with the class.

#### 3 Point, ask, and answer.

Have volunteers read the text in the speech bubbles. Explain to students that they will work with a partner. Tell them that they will take turns pointing to a picture and asking and answering questions about it. Circulate among the pairs to check understanding. Ask volunteers to present their dialogues to the class.

#### 4 Page 22 The Language Lodge

Have students flip to The Language Lodge **Page 22**.

Have volunteers read the Grammar Check! box. Have one student read the question, and another read the answer.

#### 1 Complete.

Have students read the incomplete questions and answers, then complete them with the missing words. Have volunteers share their answers with the class.

#### 2 Read and draw.

Tell students to read the sentences and draw a picture to represent each sentence. Ask volunteers to read the sentences and share their drawings with the class.

### Finish the Class

Have students close their books. Explain that you will show students a picture of something in nature or the vocabulary flashcards and ask *What are they?* Point to nature items in the song on **Pages 48 and 49**. The first student who wants to answer will tap his or her hand on the desk. If correct, he or she will show the next picture to the class and ask the question.

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

**The Language Lodge Page 22** may also be completed for homework.

For additional class time, use **Pages 34 and 35** of the Skills Book. Go to **Page 175** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

## UNIT 6 Lesson 1

**1** 34 Listen. Then echo.

**2** 35 Listen and number.

**Nature Walk**

What are they? What? Where? Look! Look! Look! Over there!

**3** Page 21 The Language Lodge

## Lesson 2

**1** 35 Sing: Nature Walk.

**2 Grammar Check! Complete.**

1. What are they? They're ladybugs.

2. What are they? They're butterflies.

**3 Point, ask, and answer.**

What are they? They're butterflies.

**4** Page 22 The Language Lodge

# Lesson 2

### Lesson 2

**✓ Grammar Check!**

What are they? They're trees.

**1 Complete.**

1. What are they? They're caterpillars.

2. What are they? They're plants.

3. What are they? They're frogs.

**2 Read and draw.**

1. They're ladybugs. 2. They're butterflies.

(Students' own drawings.)

(Students' own drawings.)

Student Book Page 49

This may also be completed for homework.

### Lesson 3

1 36 Read and listen.



2 37 Find and complete. Then listen and say.

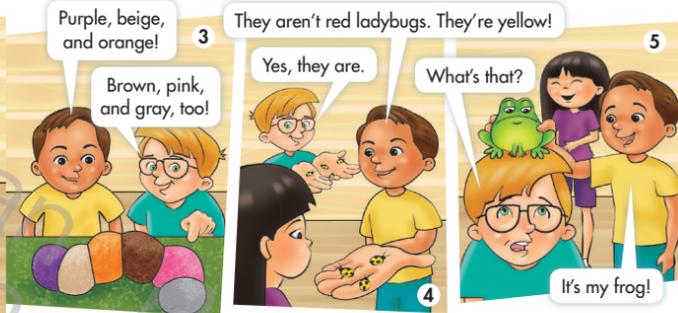
1. g r a y 2. p u r p l e   
 3. o r a n g e 4. b r o w n   
 5. p i n k 6. b e i g e

3 Page 23 The Language Lodge

50

### Lesson 4

1 36 Listen again to Happy Camp.



2 Grammar Check! Circle.

1. Are they snakes? 2. No, they aren't. 3. They aren't red.



3 38 Listen and cheer!

Are they brown? No, they aren't.  
They're purple! They're purple! Yes, they are!



4 Page 24 The Language Lodge

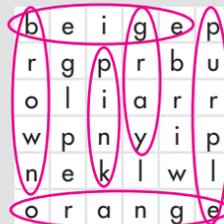
51

### Lesson 3

1 Read and color.



2 Find and circle six color words.



Vocabulary Check! Cover, say, and check (✓).

I remember  1  2  3  4  5  6 words.

# Lesson 3

This may also be completed for homework.

## Lesson 3 Vocabulary in Context

**Lesson Objective:** Identify colors.

**New Vocabulary:** gray, purple, orange, brown, pink, beige, bug

**Vocabulary Review:** snake, red, ladybug, yellow, frog

**Materials:** Audio Tracks 36 and 37, colored pencils

### Start the Class

5 min

Explain to the class that they will review colors. Have students stand up and say the color words they know. Give them a colored pencil in the color they say. When the class has named all the colors, have students holding the pencils show them to the class and say the color word for the class to repeat.

### Happy Camp

1 36 Read and listen.

10 min

Discuss the meaning of the word *bug* by saying the synonym *insect*. Have students look for bugs in the comic strip and identify them.

Tell students that they will read along, following the words with their fingers as they listen. Play **Track 36**. Play **Track 36** again and have students point to the color words as they hear them.

2 37 Find and complete. Then listen and say.

10 min

Tell students to circle all the color words in the comic. Remind the class that they will write the missing letters to complete the words. Tell them to look at the circled words in the comic strip and the images next to the words for extra help. Do Item 1 together as a class. Write a g and four blank lines on the board and have a volunteer complete the word. Have the class complete the activity individually. Circulate around the class and provide assistance as needed. Then have volunteers write the words on the board. Finally, play **Track 37** and have students repeat the words as they read them.

Audio script **Track 37**

1. gray 2. purple 3. orange 4. brown 5. pink 6. beige

Try This!

5 min

Draw a vertical line down the center of the board and write the word *Yes* on the left side and *No* on the right. Hold up colored pencils and say colors; sometimes say the correct color, other times say an incorrect color. Students will point to the side of the board that indicates whether the color is correct or incorrect.

3 Page 23 The Language Lodge

10 min

Have students flip to The Language Lodge **Page 23**.

1 Read and color.

Have a volunteer read the directions for the class. Explain to the class that they will color the circles in the color indicated.

2 Find and circle six color words.

Read the directions aloud. Remind students to refer to Activity 1 for clues for the word search.

**Vocabulary Check!** Have students close their books. Explain that they will work with a partner to see how many new words they remember. Tell them to say the words aloud and then put a check in the box for the number of words they remembered.

### Finish the Class

10 min

Distribute sheets of blank paper to make a drawing dictation that practices nature and color words. Tell students to fold their papers twice so there are four rectangles. Explain that they will draw and color what you say. Tell students to draw one picture in each of the sections on their paper. Dictate the following: a pink ladybug, two brown frogs, an orange caterpillar, and two purple snakes.



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



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



The **Language Lodge Page 23** may also be completed for homework.

# Lesson 4 Grammar in Context

**Lesson Objective:** Ask and answer yes/no questions.

**New Grammar:** Are they snakes? Yes, they are. They aren't red. They're yellow.

**Vocabulary Review:** bug, snake, caterpillar, gray, purple, orange, brown, pink, beige, bug, red, yellow, frog

**Materials:** Audio Tracks 36 and 38, colored pencils

## Start the Class

Hold up colored pencils and have the class identify the colors. Then say a color and have a volunteer choose the correct colored pencil. Continue until all colors have been reviewed. Finally, point to each of the animals in the comic strip on Pages 50 and 51 and ask *What color is it?*

### 1 Listen again to Happy Camp.

Tell students that they will listen again to the comic strip. Play Track 36. Have students follow the words with their fingers as they read. Encourage them to read aloud softly as they listen.

### 2 Grammar Check! Circle.

Remind students that when we talk about two or more things, we say *they are* or *they aren't*. Have volunteers read the speech bubbles aloud for students to follow. Point out that the order of *they are* changes when we ask a question such as *Are they (ladybugs)?* Tell students they will read the comic strip again with a partner. Explain that they will take turns reading the comic strip and then circle the speakers' faces. Write the names *Mia*, *Cody*, and *Leo* on the board. Read the speech bubbles again and ask students to identify the speaker for each item.

### 3 Listen and cheer!

Play Track 38. Have the class listen and follow the cheer. Tell students to underline the question and circle the short answers. Play Track 38 again and have the class do the cheer with the audio.

Play the cheer two more times, varying the volume. Start quietly and tell students to whisper the cheer; then play it louder and have students cheer along in louder voices.

### Try This!

Have students work in pairs to create another verse for the grammar cheer using different color and nature words. Have volunteer pairs teach their cheers to the class.

### 4 The Language Lodge

Have students flip to The Language Lodge Page 24.

Have volunteers read the Grammar Check! box.

#### 1 Circle.

Explain to the class that they will read the questions, look at the pictures, and circle the correct answers. Have volunteers share their answers with the class.

#### 2 Complete. Write They're or They aren't.

Explain to the class that they will look at the picture and complete the sentences with one of the choices. Have students work individually and then ask volunteers to share their answers with the class.

## Finish the Class

Explain to students that they will work with a partner asking and answering questions about the bugs, plants, and animals in the unit. Demonstrate a question and answer for the class. Point to the ladybugs in the comic strip on Page 50, then ask and answer *Are they yellow ladybugs? Yes, they are.* Circulate among the pairs and provide assistance as needed.

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

The **Language Lodge Page 24** may also be completed for homework.

### Lesson 3

1 Read and listen.

1 Look! My bugs!

2 Are they snakes? No, they aren't. They're caterpillars!

2 Find and complete. Then listen and say.

1. g r a y      2. p \_ \_ p \_ e

3. o \_ a \_ g \_      4. b \_ o \_ \_

5. p \_ \_ \_      6. b \_ \_ \_ e

3 The Language Lodge

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### Lesson 4

1 Listen again to Happy Camp.

3 Purple, beige, and orange!

3 They aren't red ladybugs. They're yellow!

4 Brown, pink, and gray, too!

4 Yes, they are.

4 What's that?

4 It's my frog!

2 **Grammar Check! Circle.**

1. Are they snakes? 2. No, they aren't. 3. They aren't red.

3 Listen and cheer!

Are they brown? No, they aren't. They're purple! They're purple! Yes, they are!

4 The Language Lodge

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## Lesson 4

**Grammar Check!**

Are they caterpillars? No, they aren't. They're frogs.

1 **Circle.**

1. Are they snakes? Yes, they are. / No, they aren't.

2. Are they frogs? Yes, they are. / **No, they aren't.**

3. Are they trees? Yes, they are. / **No, they aren't.**

4. Are they ladybugs? **Yes, they are.** / No, they aren't.

2 **Complete. Write They're or They aren't.**

1. **They aren't** plants.

2. **They're** butterflies.

24 Student Book Page 51

This may also be completed for homework.

# Lesson 5

## Lesson 5

1  39 Read and listen. Color.

### Hello, Butterflies!



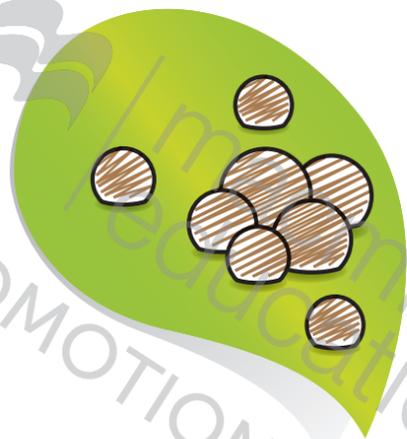
What are they?  
They're brown eggs.  
They're on the plant.

Look!  
They're caterpillars.  
They're yellow,  
black, and white.



Are they caterpillars?  
No, they aren't.  
They're gray pupas.

Now, they're orange,  
black, and white butterflies.  
Hello, butterflies!



## Lesson 5 Nonfiction Reading

**Lesson Objective:** Show understanding of a text by using unit language.

**New Vocabulary:** egg, pupa

**Vocabulary Review:** bug, snake, caterpillar, purple, beige, orange, brown, pink, gray, red, yellow, frog

**Grammar Review:** What are they? They're brown eggs. Are they caterpillars? Yes, they are. / No, they aren't.

**Materials:** Audio Track 39, Unit 6 vocabulary flashcards

### Start the Class

10 min

Show pictures of key vocabulary from the unit and ask questions to review the items and their colors: *What are they? They're caterpillars. What color are they? They're green.*

1  39 Read and listen. Color.

25 min

Point to the story title "Hello, Butterflies!" and have the class read it aloud with you. Ask *Is this fiction or nonfiction?* Elicit *nonfiction*. Discuss what things are in nonfiction, such as facts and information, and how students know this text is nonfiction.

Play **Track 39** and have students follow the words with their fingers as they read and listen. Point to the black and white pictures and ask them to look for words in the text that show what they are (*eggs, caterpillar, pupa, butterflies*).

Divide the class into groups of three or four and tell students that they will read the text again in their small groups. Explain that each student in the group will read a part of the text to their group. Circulate among the groups, providing assistance as needed.

Then have students color the pictures according to the information in the text.

Play **Track 39** again and have the class read it aloud with the audio. Encourage them to imitate correct pronunciation as much as possible.

### Try This!

5 min

Have students work in pairs and take turns asking and answering questions about the information in the text using the vocabulary and grammar structures from this unit: *Are they plants? Yes, they are. Are they frogs? No, they aren't.*

### Finish the Class

10 min

Divide the class into two teams. Draw a vertical line down the center of the board and write *Yes, they are* on one side, and *No, they aren't* on the other. Have one student from each team stand in front of the board. Show them a vocabulary flashcard and ask *Are they ... ?* questions. To vary the activity, sometimes say an incorrect nature item or color that doesn't correspond to the picture you show. The first student to touch the correct answer on the board wins a point for his or her team. Play with different vocabulary words until all the students have participated.



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

## Lesson 6 Reading Comprehension

**Lesson Objective:** Recall the main idea, details, and sequence of events from a text.

**Vocabulary Review:** butterfly, caterpillar, egg, pupa, orange, brown, gray, white, black

**Grammar Review:** What are they? They're brown eggs. Are they caterpillars? Yes, they are. / No, they aren't.

**Materials:** Audio Track 39, two erasers

### Start the Class

Write *eggs*, *caterpillars*, *pupas*, and *butterflies* on the board for reference. Point to the pictures of these items in the reading on **Page 52** and have the class identify them.

#### 1 Listen again to Hello, Butterflies!

Tell students they will listen to the text again. Remind them that they will follow the text with their fingers as they read and listen. Play **Track 39**.

Tell students they will take turns reading the text with a partner. Circulate among the pairs to check pronunciation and provide assistance as needed.

#### 2 Number.

Point to the pictures and ask students to identify them. Tell students that they will work individually to number the pictures. Circulate around the class to provide assistance as needed. Play **Track 39** again and pause it to allow students time to check their answers. Review the answers as a class.

#### Try This!

Form the class into groups of four. Assign each student a number from one to four so that each person in the group has a different number. Explain that the *ones* are pupas, *twos* are butterflies, *threes* are eggs, and *fours* are caterpillars. Then tell the class that each group will line up in the order of the butterfly life cycle they read about in the text. Allow students time to organize their lines and then have volunteers in the groups say what part of the life cycle they represent.

### 3 Read and draw.

Have volunteers read the two sentences above the drawing boxes. Explain to the class that they will draw the pictures according to the sentences above the boxes.

Circulate around the class to monitor students' work. When students have finished, point to the first box and ask *What are they?* Elicit *They're butterflies*. Have volunteers share their drawings with the class. Then have a volunteer read the sentence above the second drawing box and then say what he or she drew. Elicit *They're eggs*.

### Finish the Class

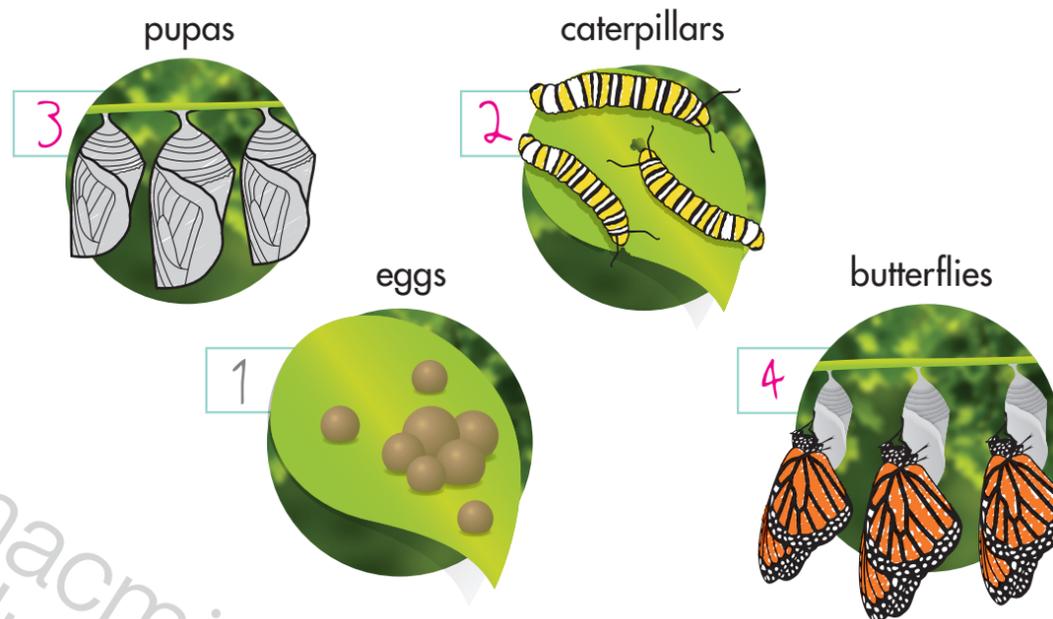
Have the class form a circle. Show students two erasers of different colors and tell them one is a *question eraser* and the other is an *answer eraser*. Explain that the person who has the question eraser will ask a question about nature items and colors. Provide examples such as *What are they? Are they butterflies? Are they brown?* The student with the answer eraser responds to the question. Toss two erasers to two students in the circle and have these students ask and answer a question. Provide assistance if needed. Then tell the students to toss the erasers to other students. Continue until all students have asked and answered at least once.

# Lesson 6

## Lesson 6

### 1 Listen again to Hello, Butterflies!

### 2 Number.



### 3 Read and draw.

1. They're yellow, black, and white.

2. They're brown.

(Students' own drawings.)

(Students' own drawings.)



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



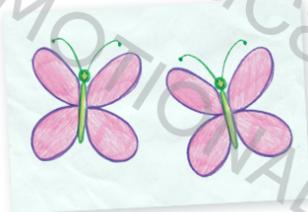
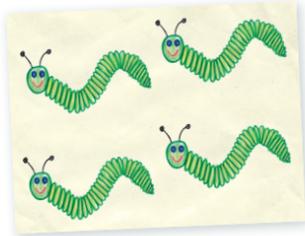
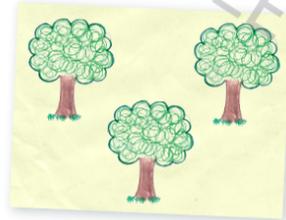
For additional class time, use **Pages 36 and 37** of the Skills Book. Go to **Page 176** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

# Lesson 7

## Lesson 7

### Make and Play!

#### 1 Make nature picture cards.



#### 2 Play Ask Me!



Are they green?

## Lesson 7 Creative and Collaborative Activity

**Lesson Objective:** Ask and answer *yes/no* questions about nature.

**Vocabulary Review:** trees, plants, butterflies, caterpillars, frogs, ladybugs, purple, beige, orange, brown, pink, gray, red, yellow, green, black, white, blue

**Grammar Review:** Are they snakes? Yes, they are. Are they green? No, they aren't.

**Materials:** Audio Track 35, crayons or colored pencils

### Start the Class

5 min

Ask students to stand up at their desks. Say a nature or color word from the unit to provide an example such as *a tree*. Have the rest of the class repeat the word. Repeat the activity until all of the items have been mentioned several times. Then play Track 35 and have students sing along to the "Nature Walk" song.

Try This!

Have students change partners and play the game again. Do this two or three more times. Remind students to keep their nature cards hidden until their partner has guessed correctly.

5 min

### 1 Make nature picture cards.

20 min

Have the class look at the pictures in Activity 1 on Page 54. Point to the first picture and have the class identify what they see. Ask *What are they?* Elicit *They're trees*. Repeat with other pictures.

Explain to students that they will choose a nature item pictured in Activity 1 and draw at least two of the same item. Then tell them to color the nature item with one of the colors they learned from this unit or from Unit 4.

### 2 Play Ask Me!

15 min

Playing in pairs, students will take turns asking and answering *yes/no* questions to guess what their partner has drawn and what color their nature item is. Remind students to keep their nature cards hidden until their partner has guessed correctly.

### Finish the Class

5 min

Ask six students (who have all drawn different items) to give you their nature picture cards so that you have pictures of all six items. Put the pictures up around the classroom. Tell the class that you are going to say clues for the different pictures and they will point to the picture you describe. For example, *They're red and black*. Explain that the first student to point to the correct picture and say what it is will say the next clue for the class.



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

## Lesson 8 Review

**Lesson Objective:** Review language from Unit 6.

**Vocabulary Review:** trees, plants, butterflies, caterpillars, frogs, ladybugs, purple, beige, orange, brown, pink, gray

**Grammar Review:** What are they? They're frogs. Are they snakes? Yes, they are. Are they green? No, they aren't.

**Materials:** students' nature picture cards from Lesson 7

### Start the Class

Divide the class into small groups. Ask them to brainstorm aloud as many nature words as they can remember from the unit. Review the ideas chorally with the class. Repeat the activity with color words.

#### 1 Spelling! Complete.

Have a volunteer read the categories for this activity and have the class repeat them. Explain to the class that they will complete the words in each category with the missing letters. Remind students to think about the category of each word before spelling the words. Circulate around the classroom to provide assistance as needed. Then say the item numbers of the words in the first column and ask volunteers to say the corresponding words. Have the volunteers write the complete words on the board. Have students check their spelling with the words on the board.

#### 2 Complete.

Point to the first picture and ask the class *What are they?* Elicit *They're butterflies.*

Explain to students that they will read the questions about the pictures and write the correct answers.

Have students compare their answers with a partner's. Have volunteers read the questions and other volunteers answer them. You may choose to have a few pairs ask and answer the questions before confirming the correct answers.

#### Try This!

Divide the class into small groups. Tell the class that they will send one person to the board. You will whisper a secret word to a student from each group, and that student will draw the secret word and his or her team will guess what the word is. When a group correctly guesses the secret word, the groups will send another student to the board.

#### 3 Word Play! Find and circle the words from Unit 6 on Page 72.

Have students turn to **Page 72** and tell them to find and circle the nature and color words from Unit 6. Then have students check the words they found with a partner.

### Finish the Class

Hold one of the students' nature picture cards so that students can't see it. Tell the class to ask *yes/no* questions to try to identify it. Explain that you will only answer with a *yes* or *no* response. Provide students with some examples: *Are they black? No, they aren't? Are they frogs? Yes, they are.* Then have students ask questions. Continue until each student has asked at least one question.

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

 For additional class time, use **Pages 38 and 39** of the Skills Book. Go to **Page 177** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

# Lesson 8

## Round Up!

### Lesson 8

#### 1 Spelling! Complete.

##### Nature

1. p l a n t s
2. f r o g s
3. b u t t e r f l i e s
4. t r e e s
5. c a t e r p i l l a r s

##### Colors

1. b e i g e
2. p u r p l e
3. g r a y
4. o r a n g e
5. p i n k

#### 2 Complete.

1.  Are they orange? Yes, they are.
2.  Are they purple? No, they aren't.
3.  Are they beige? No, they aren't.

#### 3 Word Play! Find and circle the words from Unit 6 on Page 72.