UNIT 7
On the Farm

Vocabulary and real-world link

Lesson objectives: name typical farm animals and items; learn about the food chain

Key language: barn, cow, fence, food chain, goat, grass, grasshopper, hawk, hay, hen house, horse, pig, predator, producer, rooster, snake, toad

Materials: Class CD

Warmer: Animals, animals!

Divide the class into teams of five or six children. Give the groups three minutes to write down the names of as many animals as possible on a piece of paper. Have them exchange papers and grade each other’s answers. Monitor the grading. The team with the most animals wins.

Teacher Time

The Warmer is upbeat and very productive! Follow it with something calming, like a listening.

1 2.02 Presentation of new vocabulary

Have the children look at the picture. Ask Where are they? What can you see? (on a farm, animals, etc.). Have the children listen to the CD and number the farm items in the order that they hear them. Play the CD twice if necessary. Call out the names of the items in a different order, and have the children call out the numbers.

2 2.03 Spoken production of vocabulary: pronunciation focus

Play the CD and have the children listen and repeat. Point out the aspirated “h” in horse, hay, and hen house. Have some children repeat different words individually.

Audioscript

Mom: Look at the fence! See that big bird? What’s that?
Girl: It’s a rooster. It goes cockadoodle-doo!
Mom: That’s right. And what’s that big, pink animal?
Girl: Mom, that’s a pig! What’s it eating?
Mom: It’s eating the grain. Bad pig! The grain is for the hens. And the white and brown animal on the other side of the fence?
Girl: You mean the goat?
Mom: Yes, the goat!
Girl: And the big, black and white animal is a cow. Moooo!
Mom: Thank you. I wasn’t sure.

Answers

barn—10 fence—1 grain—4 hen house—9 pig—2 cow—6 hay—8 horse—7 rooster—3

3 2.04 Listening and controlled spoken production of vocabulary

Make statements about the picture and have the children respond True or False. The horse is on the fence (False.) The pig is eating the grain. (True.) Play the first question on the CD, and pause before the answer. Ask the children to call out their suggestions. Play the CD to check. Play the rest of the CD, pausing for the children to call out the answers.

Hot Listeners: How much do you remember about food chains?

1. How many producers do you think there are on this farm?
2. What do you think the predators on this farm eat?”
**Audioscript**

1 Which animal is on the fence? The rooster!
2 Where do the hens live?
3 Which two animals are eating the hay?
4 Which animal is eating the grain?
5 Where is the cow?
6 Where is the rooster?
7 What is the pig eating?
8 What is the horse eating?
9 Where is the goat?

Good job class!

**Answers**

1 The rooster 2 in the hen house 3 the horse and the cow
4 the pig 5 in the barn 6 on the fence 7 the grain
8 the hay 9 on the other side of the fence

**4 2.05 Real-world link: learn about the food chain**

Tell the class what you ate yesterday. Draw a food chain of what you ate on the board, from human to animal to grain or grass. Discuss food chains and how they work. Have the children look at the pictures and repeat the words. Ask them what the first part of this food chain is. Have them continue and then listen to the CD to check their answers.

Finally, drill the whole food chain with the class: The grasshopper eats the grass, the toad eats the grasshopper, the snake eats the toad, and the hawk eats the snake!

**Audioscript**

A food chain has three parts: producer, consumer, and predator. It starts with a producer. A green plant like grass is a producer. The grasshopper eats the grass. The toad eats the grasshopper. The snake eats the toad. The hawk eats the snake. All the animals are called “consumers”. The “predator” is at the top of the food chain.

**Answers**

haw — 5  grass — 1  toad — 3  grasshopper — 2  snake — 4

**Optional** Mini-extension: Can you draw another food chain?

Brainstorm ideas about more food chains with the class. Have them start with the animals that are last in the food chain and go backwards, e.g., Lions, sharks, cats, crocodiles, etc. Have the children draw a food chain in their notebook. Walk around and help as necessary. Have them write about their food chain e.g., The insects eat plants, the mouse eats insects, and the cat eats the mouse!

**Answers**

1 hen house 2 barn 3 horse 4 cow 5 hay 6 pig
7 goat 8 rooster 9 grain 10 fence

2 Have the children look at the words in the circles. Make sure they understand them. In pairs, have the children match the words to the correct circle. Invite children to write the words in the correct circles on the board.

**Answers**

producer: grain, grass, hay  consumer: cow, mouse, hen
predator: fox, hawk, cat

**Cooler** **Alphabetical order**

Review all the vocabulary from this lesson and have the children write it in alphabetical order in their notebook. Monitor their efforts. Review the order on the board.

**Quick Stretch**

The Cooler can be adapted to any theme and is a good way to get the children to settle. It is challenging for the children, but it provides them with a satisfying outcome.

**UNIT 7**

**On the Farm**

1 Have the children label the pictures of the farm animals and items. Invite children to come to the board and write a word each. Ask the rest of the class if they agree.
Lesson 2

Grammar and speaking

Lesson objectives talk about real situations in history using regular simple past verbs
Key language cared for, covered, disappeared, fixed, flooded, harvested, lived, planted, prepared, saved, used, worked
Secondary language flood, harvest, tool
Materials Class CD

Warmer Categorize vocabulary

Have the children work in pairs. Have them make seven columns in their notebook with the following headings: amusement park, restaurant, sports, feelings, ocean creatures, school places, farm. Say words from Units 1 to 7 related to the themes and have the children write them in the corresponding column. Write the columns on the board and invite children to come up and write the words in the correct columns. Have the class check their answers.

Optional Moving Grammar

Use the Moving Grammar presentation on the Teacher’s Resource CD.

1 2.06 Presentation of new language

Have the children look at the picture of the farmers and guess their nationality (Egyptian). Ask the children if they think this picture is about the present or the past (the past). Pre-teach flood, tool, and harvest. Have the children listen to the CD and follow the text in their book.

Write three or four general comprehension questions in simple past on the board about the text. Play the CD again and have the children listen and write the answers. In pairs, have children check their answers. Review the answers with the class. Leave the questions on the board.

Play the CD one more time and encourage the children to do the actions of the text, especially flooded, fixed, harvested, saved.

Sample answer
Farmers preparing the land and planting grain in ancient Egypt.

2 2.07 Focus on new language

Have the children look at the text and find all the words that end in -ed. Have them circle the words and write them next to the corresponding verbs in their book. Do the first paragraph as an example with the whole class (lived, worked). Then have the children continue individually.

Play the CD for the children to check their answers. Play the CD again and have the children repeat each word.

Answers
lived, worked, flooded, harvested, covered, planted, cared, used, prepared, fixed, disappeared, saved

Teacher Time

Remember that if the children need more repetition, vary the speed or the volume to keep them focused.

Take Note!

Have the children look at the Take Note! feature in their book. Write the example sentences on the board. Ask again if this story is about the present or the past (the past). Underline the verbs in the sentences and ask if they tell us about the present or the past. Ask how we form the verb in the past (with -d or -ed). Read the sentences in the past from the text and encourage the children to repeat them.
Lesson 2

Write the correct form of each verb.

People __________________ farming more than five thousand years ago. They __________________ grain and vegetables and also cared for their animals. Early farmers __________________ simple tools. Farmers lived near rivers. They __________________ in the rivers and __________________ their grain with water from the river. When the rivers __________________ and __________________ the land, the farmers __________________ their tools until the water _____________ again. They __________________ their grain and __________________ some for bread.

Ask and answer with a friend.

They used some for bread.

1. What did the farmers do with their grain?
2. When did the farmers harvest their grain?
3. What did the farmers do with grain and vegetables?
4. What did the farmers do with river water?
5. What did the farmers do when water covered the land?

Catchphrase

Circle the correct words. Then write one more.

1. The farmers cared for their children / their floods / their fields /...
2. They fixed their houses / their roofs / their rivers /...

Answers

1. their children, their fields 2. their houses, their roofs

My Grammar (p. 106)

• Explain that we can talk about things that happened in the past by using the past tense.

• Have the children read the example question and answers aloud.

• Point out the Be Careful! box, and remind children that we add -ed to the end of regular verbs to make the past tense. Copy the box onto the board and check understanding by asking children to form the past tense of other regular verbs.

• Have the children do the activity. Check answers as a class.

• Go around the class asking children to tell you one thing they did yesterday.

Answers

1. Mom cooked pasta. 2. They played computer games. 3. The teacher showed us a DVD. 4. Ben and Carl listened and danced to music.

Cooler

What’s the next word?

2.06 Play the CD of the text about the Egyptian farmers once again, and pause before the verbs. Have children raise their hand to guess the next verb. Play the CD to confirm.
Lesson 3

Listening and vocabulary

Lesson objectives: listen to and understand a story about Ancient Egypt for global understanding.

Key language: carried, picked up, took care of.

Materials: Class CD.

Warmer: What’s the missing word?

Have the children take out their notebook and a pen. Read out the following sentences from Lesson 1 with the verbs missing in the simple past. Have them complete the missing words: Farmers … important in Ancient Egypt (were). They lived and … near the River Nile (worked). Between June and September, the Nile … (flooded). The farmers prepared the land and … grain (planted). They … some grain for later in the year (saved). Review the answers with the class.

1 Predict content

Have the children look at the pictures to try to decide what the story is about. Have them talk to a friend about their ideas. Have children raise their hand to put forward ideas about the story.

2 Listening for global understanding

Play the CD and have the children look at the pictures. Have them listen and then ask them which are the first and last pictures of the story (a and f). Have the children number them 1 and 6.

Play the CD again and have the children number the remaining pictures in the correct order. To check answers, hold up your book and point to each picture in turn. Have the children call out the numbers for the pictures.

Audioscript

1 Rami was 9 years old. He was the son of a farmer in ancient Egypt. Every day, he helped his father. He walked to the river and fetched water for the farm. One day, he noticed an egg next to the river. He picked it up and looked at it.

2 Suddenly there was a noise. A baby crocodile appeared out of the egg! Rami smiled. “Hello!” he whispered.

3 Rami cared for the baby crocodile for six weeks. After that, the crocodile was too big! “You have to go back to the river!” Rami explained to the crocodile. “Come on!”

4 Rami carried the crocodile to the river and dropped it in the water. It disappeared. “Goodbye!” Rami called.

5 Ten years passed. Rami wasn’t a boy now, he was a young man. He wasn’t a farmer—he was a sailor. He sailed his boat on the Nile. One day, four crocodiles attacked his boat. They pushed the boat over. Rami dove into the water. He was very scared. “This is the end for me! I can’t escape!”

6 But one of the crocodiles protected him from the other crocodiles. It carried him to the banks of the river. He was safe! Rami was very confused, but very happy! Then he remembered the egg and the baby crocodile. “Is it possible?” he wondered. “Is it really possible?”

Answers

a 4 b 3 c 2 d 1 e 6 f 5

3 Post-listening and spoken production of language

In pairs, have the children look at the phrases and decide which picture they refer to. Retell the story Rami was the son of a farmer in ancient Egypt. Every day … Encourage all the children to join in. Then have the children work in pairs to try to tell the story again. Walk around and give positive feedback.
Responsibility—It’s important to care for people and animals

Ask the children think about the story of Rami and the crocodile again. Ask the children to tell you why the crocodile helped Rami.  (*Because Rami took care of the crocodile.*) Divide the class into two groups, with each child working with a friend. Have the Group 1 make a list of the people and animals they take care of. Give an example yourself, e.g. *I take care of my brother and my cat.* Have Group 2 make a list of the people and animals that help them. Give an example yourself, e.g. *My mom takes care of me when I’m sick. My dog plays with me when I’m bored or lonely.* Give the children three minutes to write their lists. Then have the children share their ideas with the class.

**Optional** Use the values Worksheet on the Teacher’s Resource CD.

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1. Have volunteer children read out the story a sentence or two at a time. Have the children match each section of the story to one of the pictures individually. Nominate a child to give the letter and number of each match. Ask the rest of the class if they agree. Have volunteer children read out the story again, this time in the correct order.

**Answers**

1. After a week, Peter was bored and lonely again, so he cried out “Wolf!” again. The farmers arrived but there wasn’t a wolf! The farmers were very angry.
2. Peter’s father was very angry. “I called out, but no one helped me!” said Peter.
3. Peter cared for his father’s sheep. One day, feeling bored, he cried out “Wolf!” The farmers arrived to help him but there wasn’t a wolf.
4. A month later, Peter noticed a wolf near the sheep. He cried out “Wolf!” but no one arrived to help him. The wolf attacked his father’s sheep.

**2.** Write the first question on the board, and elicit a complete answer from the whole class. Have the children continue individually for the remaining questions. Have them compare answers with a friend. Have children raise their hand to read out a question, and then nominate another child to give the answer. Ask the rest of the class if they agree.

**Answers**

1. The farmers arrived to help him.
2. The farmers arrived to help him again.
3. The farmers didn’t arrive to help him.

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**Optional** Projectable Poster

Use the Unit 7 poster on the Teacher’s Resource CD to review the language from the unit.

**Cooler** Mime the story

1. Divide the class into pairs. Play the CD of the story of Rami again and have the children mime all the actions, one miming the boy and the other miming the crocodile. Then read the story from the end to the beginning, and have the children change roles and mime the story backwards!
Lesson 4

Grammar and speaking

Lesson objectives: describe a trip in the past using regular and irregular simple past verbs

Key language: arrive(d), climb(ed), collect(ed), do/did, drop(ped), give/gave, go/went, move(d), play(ed), say/said, see/saw, take/took

Secondary language: piglets

Materials: Class CD; word cards with the infinitive and simple past form of the verbs above

Warmer: Mime/tell the story

2.08 Play the CD of the story of Rami one more time, and have the children act out all the actions. If they are confident enough, you mime the story for them, and they work together to tell the story.

Optional: Moving Grammar

Use the Moving Grammar presentation on the Teacher’s Resource CD.

1 Reading

In pairs, have the children look at the pictures and describe what the people are doing. Then have them read the e-mail and find the job that is mentioned in the e-mail but does not appear in the photos.

Answer:
collecting eggs

Have the children look at you. Drop a pen on the floor and have the children find the word for this in the text (dropped). Mime climbing (as if over hay bales) and have the children find the word for this in the text (climbed).

Have the children read the text again and ask What do you think was the best part of the visit to the farm? Name the actions and have the children vote for the one they think was the best.

2 Focus on new language

Have the children look at the text in pairs and circle all the verbs in the past. While they are looking for the verbs, write two columns on the board headed Regular verbs and Irregular verbs.

Have children say the verbs in the order they appear in the text. Ask if they are regular or irregular each time. Ask for class agreement. Write them in the correct columns on the board. Have the children copy the lists in their notebook.

Teacher Time

Sometimes it is important to have all the children doing the same thing at the same time. It prepares them for the next activity.

Take Note!

Have the children look at the Take Note! feature in their book. Write the example sentences on the board. Underline the verbs and have them identify the tense and if the verbs are regular or irregular. In pairs, have the children say other sentences using irregular verbs from this lesson. Walk around and monitor. Invite some pairs to say their sentences for the class.

3 Controlled spoken practice of new language

Have the children close their book. Divide the class into groups of eight to ten children. Tell them to try to remember all the activities from the farm.

Have the first child say an activity: They collected eggs. Have the next child continue: They collected eggs, and saw some piglets. Continue playing the game until all the activities are named. If a child makes a mistake, start a new list.
Lesson 4

1 Write the past form of each verb. Check ✔ the regular verbs.

1. arrive
2. collect
3. do
4. drop
5. give

Read and complete.

Tim walked. He saw a small gray cat. He picked it up. He wanted to keep the cat, so he carried it to school carefully in his pocket. Tim arrived at school early. His friend Henry was there. "Hi, Tim," he said sadly. "What's wrong?" Tim asked. "My cat went out last night and didn't come back," Tim said. "I took it out of his pocket and gave it to Henry. I found it!" Henry was happy – and so was Henry's cat!

Tell the story with a friend.

1. READ THE LIST OF VERBS WITH THE CLASS. DO THE FIRST AND THE THIRD EXAMPLES WITH THE WHOLE CLASS. THEN HAVE THEM IDENTIFY IF THEY ARE REGULAR OR IRREGULAR. HAVE THE CHILDREN CONTINUE INDIVIDUALLY. HAVE THEM COMPARE ANSWERS WITH A FRIEND. HAVE CHILDREN RAISE THEIR HAND TO GIVE A VERB AND ITS PAST FORM. EACH TIME, ASK THE WHOLE CLASS IS IT REGULAR?

Answers
1. arrived
2. collected
3. did
4. dropped
5. gave
6. went
7. played
8. said
9. saw
10. took

2. HAVE THE CHILDREN LOOK AT THE PICTURE AND DESCRIBE WHAT THEY CAN SEE. HAVE THE CHILDREN COMPLETE THE STORY USING THE VERBS IN THE SIMPLE PAST. HAVE CHILDREN RAISE THEIR HAND TO READ A COMPLETED SENTENCE OF THE STORY EACH. ASK THE REST OF THE CLASS IF THEY AGREE.

Answers
1. walked
2. saw
3. picked
4. wanted
5. carried
6. arrived
7. was
8. said
9. asked
10. went
11. took
12. gave

3. RETELL THE STORY FROM THE PREVIOUS ACTIVITY WITH THE WHOLE CLASS. IN PAIRS, HAVE THE CHILDREN RETELL THE STORY. MONITOR AND HELP AS NECESSARY.

Answers
Children's own answers.

My Grammar (p. 106)

• Explain that there are some verbs that are irregular and we have to learn what they are like in the simple past.
• HAVE THE CHILDREN READ THE EXAMPLE SENTENCES ALOUD.
• POINT OUT THAT WE USE THE ORDINARY FORM OF THE VERB IN SIMPLE PAST QUESTIONS, WITH did.
• HAVE THE CHILDREN COMPLETE THE PERSONALIZATION ACTIVITY. CHECK ANSWERS BY ASKING THE QUESTIONS AROUND THE CLASS.
• SAY I like English. Choose a child to repeat and add to it, e.g. She/He likes English, I like (school subject or object), then choose another child to repeat and add, etc.

Answers
Children's own answers.

Cooler Play “Board Pelmanism”

Attach the word cards from Materials face down on the board in random order. Write a number next to each card. Invite a child to come to the board. Have the other children call out the numbers of the cards to be turned. If they match an infinitive to its past tense, join them together on one side of the board. If not, turn them back and invite another child to come to the board to turn over the next pair. See Games Bank pp. 204–205.
Lesson 5

Spelling

Lesson objectives focus on spelling patterns of regular simple past verbs.

Key language: carried, cleaned, cried, crowed, dropped, jogged, lived, looked, noticed, opened, picked, played, rained, rubbed, skated, stopped.

Materials: Class CD; soft ball.

Warmer: Play “Tic-Tac-Toe”

Draw a “Tic-Tac-Toe” grid on the board and number the squares 1 to 9. Write the infinitives from Lesson 4 in the squares. Divide the class in two teams. Have a group choose the first number, then make a sentence with the past form of the verb in the square. If they make a correct sentence, they mark an “O” or “X”. Continue until one of the teams marks a line of three. See Games Bank pp. 204–205.

1 Exposure to spelling patterns

Play the CD. Have the children listen to and read the poem. Ask Do you know this story or a similar one? Do you think it’s true?

Have the children circle all the words ending -ed. Ask them how many they found (14 counting dropped and cried twice). Play the CD again, and have the children mime all the actions of the poem. Have the children imitate the rooster sound when they hear it.

Answers
lived, noticed, picked, opened, dropped, carried, cried, stopped, dropped, rained, crowded, looked, rubbed, cried

2 Focus on spelling patterns

Have the children look at the poem and complete the past verbs next to the infinitives. Ask What differences can you see in the spelling of the verbs in the four groups? Encourage children to comment on the different endings they can see. Say the past tense verbs for the children to repeat.

Answers
Group 1: looked Group 2: lived Group 3: cried Group 4: stopped

3 Focus on spelling patterns

In pairs, have the children look at the rules and try to match them to the words from the previous activities. Elicit and clarify the reasons for the different spellings. (Regular verbs take -ed; regular verbs ending in -e take -d; verbs ending in “y” lose the “y” and take -ied, one-syllable verbs that end in a consonant, vowel, and consonant double the final consonant.)

Answers
+ -d 2, noticed; “y” -ied 3, carried; double letter + -ed 4, dropped/rubbed; + -ed 1, picked/opened/rained/crowed

Teacher Time

Point out to the children that the spelling rule for doubling final consonants is the same as for comparative adjectives.

Spelling Tip!

Ask the children why they think play does not change the “y” to -ied. Have them deduce that it is because there is a vowel before the “y”. Write the words marry and stay on the board and explain their meaning. Ask the children to tell you the past of each verb (married, stayed).

Have the children make a note of these examples in the spelling section in their notebook.
Practice of spelling patterns
Have the children work in pairs to test each other’s spelling. Remind the children of the question How do you spell …? Have the whole class ask you the question for jogged. Spell it correctly or incorrectly and ask if it is correct. Have the children continue in pairs.

Optional Mini-extension: Find more -ed words
Have the children look in their Student Book or Workbook and use their knowledge to find more words ending in -ed. Have them write them in their notebook. Review the words on the board with the whole class.

1 Have the children unscramble the past verb to complete the sentences and the puzzle. Do the first two examples with the whole class. When finished, have the whole class write the secret word as the answer to the question next to the puzzle. Have the whole class read out the question and answer.

Answers
1 looked  2 carried  3 noticed  4 stopped  5 picked  6 opened  7 cried  secret word: dropped

2 Spelling Quest
Have the children do the puzzle and write the secret word in the space. Have the whole class call out the secret word.

Answer
rooster

Cooler Say the past verb
Throw a soft ball to a child. Say a verb from the lesson in the infinitive and have them say it in the past form. Have that child throw the ball to another child and say an infinitive. Now have the next child say the past tense. Continue until all the children have participated.
Lesson 6

Reading and writing

Lesson objectives: read a story set on a farm; deduce the meaning of missing words from context; write the end of a story.

Key language: ladder, look for, pick, slip.

Warmer: Play “The Shark Game”

Play the game with farm vocabulary from the story. Play one word at a time, or all together in one big game. (Suggested words are: farmer, hen house, vegetables, goats, gate.) When finished, tell the children they will read a story today and ask Where do you think the story happens? (on a farm). See Games Bank pp. 204–205.

1 Pre-reading, reading, and focus on past verbs

Have the children look at the text and find all the animals and food mentioned (eggs, vegetables, beans, grain, sheep, goats).

Have them read the text again and answer the questions.

Allow the children to express their ideas freely with the class.

Answers

1 One of the goats escaped.
2 Children’s own answers.

Pen Pal: Use of sequencing words

Have the children look at the sequencing words. Ask which word appears earliest in the story (first) and which word appears last (finally). Explain that the other sequencers go in the middle. Ask the children for suggestions about why we use sequencing words (to show the order of information so we can understand the story better).

1 Read the story from Shapes and answer:
   1. What was the problem?  2. What do you think happened at the end?

Lesson objectives: read a story set on a farm; deduce the meaning of missing words from context; write the end of a story.

1 Last weekend, Lucy and Damian visited a farm. They helped the farmer with his jobs. First, they collected eggs from the hen house. Then, they picked some vegetables in the vegetable garden and picked some fruit. Later, they carried grain to the barn for the sheep and goats. But when they opened the gate, one of the goats escaped! Lucy and Damian tried to catch it, but it was too fast!

Finally, ...

2 Freer spoken practice: act out a story in the past

Write the first two captions on the board and elicit complete sentences using the words: Lucy and Damian looked for the goat. Then they saw the goat on the barn! Underline the verbs and have the children identify if they are past or present. Have the children work in pairs to continue expanding the captions orally. Monitor, guide, and remind the children of the sequencers. Then put the children in groups of four. Have the children act out the story. The child playing the goat will have fun!

Sample answers

First, Lucy and Damian looked for the goat. Then they saw the goat on the barn! Damian climbed up onto the roof but the goat jumped down. Later, Damian fell off and Lucy called the farmer for help. Finally, the farmer arrived with a ladder to help Damian.
1 Pen Pal

Have the children number the sentences in order. Have the children look for number 1. Ask why they know it is number 1 (because it starts with “first”). Have the children continue individually. Have them compare answers with a friend. Have children raise their hand to read out the sentences in order.

Answers
a 4 b 1 c 3 d 2

2 Have the children look back at the story from the Student Book, Unit 7, Lesson 6. Elicit the start of the story from the whole class. Have the children continue telling the story using the phrases given. Have them tell it collaboratively. Then have them tell the story with a friend. Monitor the children’s answers.

Answers
Children’s own answers.

3 Have the children use the phrases from the Writing Bank to write the end of the story in the Student Book. Monitor and help as necessary. Check the children’s books to make sure they have written the story correctly.

Picture Dictionary

Have the children look back at the unit and complete the vocabulary list in the Picture Dictionary. Then use one of the Picture Dictionary activities (see pp. 200–201).

Answers
Children’s own answers.

Optional Projectable Poster

Use the Unit 7 poster on the Teacher’s Resource CD to review the language from the unit.

Cooler Draw and label

Have the children draw a scene from the first part of the story in their notebook. Then have them label it with a sentence from the text.