



Available for Ages 3 Through 11



Passport to Adventure

Purposeful Design's new English as a foreign language series, Passport to Adventure, was developed by an international team of language learning professionals to provide flexibility to meet the unique needs of many student groups.

Each lesson in this series helps teachers and students explore the world beyond their classrooms through learning a foreign language. The children will learn English in engaging and creative ways through songs and chants, vivid color pictures, and many fun and age-appropriate activities.

Most importantly, the children will learn and practice important moral and spiritual principles while they are learning English. This values-based series is designed to teach children how to live more caring, responsible, worshipful lives.

Passport to Adventure incorporates proven tools needed to offer excellent instruction:

- Integration of character education and English-language learning goals
- TOEFL standards-based lessons to prepare students for English-language examinations
- Multimodal instruction at every level, including singing, stories, listening, speaking, writing, and action learning
- A focus on English vocabulary relevant for content-area instruction in social studies science math, and literature

Teacher Edition Features

- Unit themes and an abundance of teacher preparation materials for each level
- Lessons that reflect the most current methodology and practices for foreign language teaching
- Blackline masters CD
- Audio CD with many songs, chants, and stories

Student Edition Features

- Colorful and engaging photographs and Illustrations depicting children and adults from many different countries
- Minibooks that are used to teach stories

Three Keys for Teaching English to Young Children

June Hetzel, PhD, Biola University, La Mirada, CA, United States

Children learn language naturally when they are immersed in a language-rich environment. However, you as the English teacher can accelerate language learning for young children by using three literacy keys: *comprehensibility*, *repetition*, and *fun*.

Comprehensibility

Comprehensibility of language occurs when language is presented in a context-embedded approach.

For example, when introducing the word **blue**, introduce the word in context, using objects, gestures (e.g., pointing), and visuals (e.g., posters, photographs, and book illustrations):

Objects. Using a bag of blue objects, you can pull the objects one by one out of the bag and describe them. Say, for example, “This is a blue piece of paper. This is a blue plate. This is a blue ball. This is a blue pencil.”

Gestures. Walk over to a student, point to his shirt, and ask, “Is George’s shirt blue?” The children answer, “Yes.” You say, “Yes, George’s shirt is blue,” to reinforce language by encouraging the children to say the language stems in unison.

Visuals. Open up a picture book, point to a bear, and ask, “Is the bear blue?” The children answer, “No.” Reinforce by saying, “No, the bear is not blue.”

Point to a blue ocean picture and ask, “Is the ocean blue?” They respond, “Yes, the ocean is blue.”

Through the use of objects, gestures, and visuals in context, language becomes comprehensible for young children.

Repetition

In addition to needing a context-embedded approach to teaching, children need *repetition* to embed language concepts into their long-term memory. (Most children need 12–15 repetitions of a word before it stays in long-term memory.) Repetition occurs through context-embedded processes of listening, speaking, reading, and writing. Use all four literacy processes simultaneously as you teach English. To teach the concept of blue, for example, consider adding the following activities to reinforce the literacy processes:

Listening and speaking. Continue to use the word **blue** throughout the day by asking, “Is this blue?” Sing or chant, “Is this blue?” Children sing

back, “Yes, it is blue” or “No, it is not blue.” Build additional vocabulary around the word **blue** by asking, “Is this pencil blue?” Children answer, “Yes, the pencil is blue.” Ask, “Is this pencil red?” The children answer, “No, the pencil is not red. The pencil is blue.” Practice target vocabulary with the children over many days so that the vocabulary is embedded in their long-term memory and easily retrieved in conversations.

Reading and writing. Expose children daily to reading and writing processes. Write the word **blue** on the bag of blue objects or attach a label with the word **blue** on it. Write the word **blue** on the board. Carefully form each letter as you say the letters aloud. Then, use language experience by writing complete sentences on the board as children dictate them, such as, **The pencil is blue. The ocean is blue. The frog is green.**

Concepts stay in long-term memory as children practice listening, speaking, reading, and writing.

Fun

In addition to *comprehensibility* and *repetition*, young children need a variety of *fun* activities to keep them engaged in the learning process. When interest and motivation are high, children rapidly acquire language. Young children maintain interest through the use of games, art, music, dance, and other physical activities. You can also keep them engaged by using patterns, puppets, stories, and make-believe:

Patterns. Use patterning as a strategy for young children to practice the word **blue**. You can tape strips of colored paper to the front board in the pattern blue, red, blue, red, blue, red. Have the children say the colors aloud as you point to each piece of colored paper. Then ask, “What color is next?” Choose a child, who will use the language stem provided to say, “The next color is blue.” The child then comes to the board, chooses a blue piece of paper, and tapes it to the board.

You ask, “What color did Fatima choose?” The children answer, “Blue.” You say, “Yes, Fatima chose a blue piece of paper. Let’s say that together: Fatima chose blue. Let’s say the colors aloud as I point to them: blue, red, blue, red, blue, red, blue. Now, what color is next?” You choose another child, who says, “The next color is red.”

You continue as the children enjoy the fun and repetition of patterning.

Puppets, stories, and make-believe. Another fun way to teach the concept **blue** is by using a family of puppets who are going shopping. Mother puppet wants to buy blueberries at the store. Father puppet wants to buy a blue car. Boy puppet wants to buy a blue cap. Girl puppet wants to buy a blue dress. With the entrance of each puppet, the puppet must review several items of different colors before choosing blue. The children help the puppets buy their blue items in the following:

You bring boy puppet in, and you say, "Hello. What are you shopping for?" Puppet answers, "I am shopping for a baseball cap." You ask, "What color of baseball cap do you want?" Puppet says, "I want a blue baseball cap."

You show puppet an orange baseball cap and ask, "Is this a blue cap, boys and girls?" The children answer, "No, that is an orange cap." Puppet shakes his head no!

You hold up a red cap and ask, "Is this a blue cap, boys and girls?" They answer, "No, that is a red cap." Puppet shakes his head no!

Finally, you hold up a blue cap and ask, "Is this a blue cap?" "Yes, that is a blue cap!" the children call out with excitement and laughter. You say to puppet, "This is a blue cap. Would you like to buy it?" "Yes," says puppet while nodding his head. "Thank you for my blue cap," he says as he happily leaves with his blue cap. The children clap. You continue the puppet show as each puppet shops for something blue.

Fun activities like patterning, puppet play, story, and imagination add immense pleasure to the language learning of small children. Coupled with comprehensibility and repetition, interesting activities enliven the minds of children, opening their world of English language acquisition.

Keep the three literacy keys in mind as you teach English—*comprehensibility*, *repetition*, and *fun*—and make literacy learning come alive for young children.

Teaching for Spiritual and Moral Guidance: It's More Than Just Words

David Smith, PhD, Calvin College, Grand Rapids, MI, United States

It is easy to think that learning a new language involves merely the learning of words and grammar rules. Language, however, is more than information and skills. Words are deeply connected with who we are. We can use words to bless and to curse. With words we can encourage and criticize, thank and reject. Our words can inspire others, and they can lead them astray. Our relationships and the kinds of people we become are shaped by the ways we speak (and don't speak) to others. As the biblical book of Proverbs puts it, "Death and life are in the power of the tongue" (Proverbs 18:21).

It is not hard to think of examples from everyday life that show the spiritual and moral power of words. But are these concerns relevant to the language classroom, where the words students use are very limited as the students work at mastering the mechanics of language? This textbook series is based on the conviction that faith and virtue are indeed bound together with language instruction. Here are three ways in which the language teacher's job is not just a task involving grammar, but one involving moral and spiritual concepts:

First, teachers are model speakers for students. This is obviously true in terms of the sounds and structures of the language. Language teachers work to improve their pronunciation and command of structure so that they can present the new language clearly and accurately to students. Beyond this, however, teachers model a way of treating others through words. Students will soon notice if a teacher's words are gentle or harsh, encouraging or sarcastic. They will soon become aware if the teacher speaks positively of some students but disdainfully of others. Teachers are called to love all their students, and one of the chief ways they do this is through their words. This responsibility remains true in a second language, and many lessons in this series give teachers opportunities to speak affirming, encouraging words to students or in front of students. Our hope is that teachers will model a gracious use of words.

Second, teachers are models not just in how they speak, but also in what they say and do not say. By thanking someone aloud for a gift, we communicate not only our own gratitude but our belief that thankfulness matters. If we use words to give instructions but never to express delight, we are

implying that learning is about duty but not about joy. Perhaps we use words to describe and report and complain, but never to pray. Maybe we talk about colors and animals and clothes, but never about God. Or we let students say they are sorry, but we do not express forgiveness. In each case, we send messages about what we consider important enough to talk about. Many lessons in this series include opportunities to pray with and for students, and to tell stories that begin to address, in simple ways, questions of faith.

Third, when we teach a new language and encourage students to begin using it themselves, our choices as teachers help to guide their sense of who they can be through their words. This is perhaps especially true of very young children. What are we implying if we teach students how to say they are sick, but not how to comfort someone who is unwell? Or if we teach them to say what they would want and what they like, but not to talk about how they can serve others? Or if we teach them to name the objects in their world, but not to share them or to express thankfulness for them? Or if we teach them to say, "I can run," "I can jump," "I can shout," but not "I can help"? We would be teaching lessons in selfishness. In this series we have tried to enable students to talk in their new language in ways that express care, gratitude, kindness, wonder, and openness to others. Learning to speak in this way helps students in their moral and spiritual growth.

We believe, then, that the language classroom is a place of moral and spiritual as well as linguistic learning, and that the language teacher should work with this in mind. We would like to add two cautions.

First, do not think of the moral moments in your classroom as only those moments when you are teaching moral rules or telling students what is right. Similarly, do not think of the spiritual moments as only those in which prayers are said or God is mentioned. Keep your eyes open for all the ways in the everyday activities in which students can learn to experience joy as well as comfort, to speak and be spoken to kindly, to bless and forgive, to celebrate the good things in creation. *All* of our life is lived before God, and in *all* things we are called to love our neighbors. Your classroom can be a place where students learn this truth in small but consistent ways each day.

Second, be careful not to let the moral and spiritual focus live only in *your* words. It is good for your students to hear you praying for them, but it is also good for them to pray. And though it is good for you to remind them how we should treat one another or how we should be thankful, this reminder could turn into empty words if students are not then given an opportunity to actually help one another or to report back on how they served a neighbor. They need to be allowed to express thankfulness for things they love. Look for those lesson sections in which students can express their own growing moral and spiritual selves in simple words. Your calling is not just to teach, and your students' calling is not just to listen. Together you and your students can live your love of God and neighbor each day.

Death and life are in the power of the tongue. We pray that these lessons and your care for your students will help your English class be a place where students experience and act on the life-giving potential of a new language.

Ten Steps to Planning a Good English Lesson

Alan Seaman, PhD, Wheaton College, Wheaton, IL, United States

Each lesson of Passport to Adventure follows a specific lesson plan sequence. Here are some ideas that will help you through each part of the lesson plan.

Step 1: Plan the Time and Activities

Before class begins, look over the lesson plan in the teacher book to decide how many activities you will use. If you are teaching a short (30-minute) English lesson, you might use a Warm-up Routine song, the Introduction, two Instructional Input activities, and one Guided Practice activity. During the next English class session, you may use the Warm-up Routine song again, repeat an Instructional Input activity, and then use two Guided Practice activities and two Independent Practice activities.

Day 1

Warm-up Routine activity (1)
Introduction
Instructional Input activities (2)
Guided Practice activity (1)



Day 2

Warm-up Routine activity (1)
Instructional Input activity for review (1)
Guided Practice activities (2)
Independent Practice activities (2)

The lessons are flexible enough to be used in classes with a short English time each day or a longer English time three days a week. Most importantly, follow the sequence so that the lessons move from Introduction to Instructional Input to Guided Practice and to Independent Practice. This learning sequence helps the children understand the new language before they have to use it on their own.

Step 2: Gather the Materials

Each lesson plan includes a list of materials for the teacher to gather. After you have selected the activities for a lesson, look at this helpful list. You may need to make a flip chart with words for a song. You may need to print out a set of picture cards from

the BLMs. You may need to collect some crayons and paper for a craft activity. Each teacher should have the material at hand when beginning English Time.

Step 3: Use a Warm-up

Each lesson plan begins with warm-up activities. These usually include a song. Play the song on the CD player, and have the children sing it together. This regular routine will show that the class is beginning English Time, and it will help the children focus on learning. Always start with the warm-up.

Step 4: Communicate the Lesson Objective

Each lesson plan also begins with a simple statement that helps you communicate the goals of the lesson. You can share this with the students in English (if they understand), in their native language, or in both languages. Sharing the goals in this way helps the students understand and remember what they will be learning.

Step 5: Start with Input

What is input? Input is language that the students are learning through *listening* to you or the audio CD and *looking* at objects and pictures. Using Instructional Input activities, the teacher should demonstrate each word so that the students understand it. The key is comprehension of the new language.

Since young children need to be active learners, they will often play a simple game during the input stage of the lesson. This part of the lesson often features word cards and simple dialogues. The actual English words that the teacher and students will say are always placed in quotation marks (" ").

Instructional Input

3. What Color Is It?

- Introduce the question, *What color is it?*
Hold up 1 object from the group of yellow items and ask, "What color is it?"
The class repeats, "What color is it?"
Say, "It is yellow."
The class repeats, "It is yellow."

Step 6: Give the Children Guided Practice

After the children have heard the new words and understand their meaning, practice is needed. The Guided Practice section of the lesson gives the children some structured activities that are led by the teacher. The children might learn a new song, listen to a story, complete a matching activity in the student book, or play a structured game. In this practice stage, both teacher and students work together to practice the new English words and phrases.

Step 7: Give the Children Independent Practice

The next part of the lesson features activities that the students will do by themselves, with only some teacher help. This can include many types of activities: creating their own pictures, role-playing conversations, making individual minibooks, or playing a game involving the words.

Independent Practice

1. Minibook Drawings (SB pp. 103–104)

- Give the children a blank Our Neighborhood minibook. They will draw themselves and the places in their own neighborhood.
- Pair up the children and have them say, “This is the _____,” to describe to each other the pictures in their minibooks.

Step 8: Assess What They Have Learned

How well have the children learned the material in the lesson? The assessment stage provides one or two activities that the teacher can use for assessment. The teacher can listen to the language used by the children to determine who has learned the material and who needs more practice.

Step 9: Review, Review, Review

To learn a foreign language, once through is never enough. Each lesson includes a Looking Back section that reviews the English taught in previous lessons. Sometimes this review is in the form of a song or chant, and sometimes it involves a game played previously.

Step 10: Extend the Lesson

If a teacher has time for additional activities, each lesson includes ideas for extending the lesson. This part of the lesson is optional; the teacher can skip these activities and move on to the next lesson. Since these activities are optional, this section includes its own materials and preparation. The Extension Activities section often involves longer activities, such as group projects, drama, guest speakers, and bulletin boards. Extension activities help the students *experience* the English language in a less-structured way.

Adapt the Lesson to Your Culture

Passport to Adventure is for schools in many different cultures around the world. Sometimes a picture or an activity (such as a game) may not fit your culture. For example, in many cultures dogs live in houses as pets. In some cultures, dogs are not pets. They are seen as dirty and should be kept away from people. If a picture shows a child hugging a dog to show the word “near,” the teacher may need to explain the picture to the children. In some cases, the teacher may need to use a different picture or word. Teachers can always feel free to change the lesson to fit their cultures.

Course Instructional Plan Overview

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
UNIT 1: INTRODUCTION TO SCHOOL			
Lesson 1 Pages 2–5	Students will express friendliness toward the teacher and each other through the use of greetings.	crayons, yes, no	Hello. Good-bye. What is your name? My name is ____.
Lesson 2 Pages 6–9	Students will express friendliness and an interest in others through the use of greetings.	ball	How are you? I am fine, thank you.
Lesson 3 Pages 10–13	Students will share with others.	book, cookies, share	Question and answer: No ____? No ____. I will share with you.
Lesson 4 Pages 14–17	Students will learn that God made the world full of colors, and they will thank Him.	red, blue, shirt, pants, socks, shoes, circle, boy	This is _____. It is _____. Color/clothing word order (blue pants, red shirt)
Lesson 5 Pages 18–21	Students will learn that God made the world full of colors, and they will thank Him.	green, yellow, scissors	He is wearing ____ (pants, socks, shoes, a shirt). What is in your backpack?
Lesson 6 Pages 22–25	Students will learn that God made the world full of colors, and they will thank Him.	orange, brown, glue	The boy is wearing ____ (a brown, an orange) shirt. The boy is wearing ____ (color) ____ (pants, socks, shoes). What is in your backpack?
Lesson 7 Pages 26–29	Students will learn that God made the world full of colors for us to enjoy, and they will thank Him.	paper, skirt, blouse, girl, purple, pink	Here it is. Here they are. You're welcome. She is wearing ____.
Lesson 8 Pages 30–33	Students will express thankfulness to God for the ways their bodies can move.	dress, pencil	Let's ____ (raise, clap) our hands. ____ (Raise, Clap) your hands. Let's put our hand down. Put your hand down. Let's stamp our feet. Stamp your feet. Stand up. Sit down. The ____ (clothing) is ____ (color). She is wearing a ____ (color) dress.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 9 Pages 34–37	Students will express thankfulness to God for the ways their bodies can move.	markers, shorts, walk(ing), run(ning), tiptoe(ing), stop(ping)	I am _____. We are _____. She is _____. He is _____.
Lesson 10 Pages 38–41	Students will express thankfulness to God for the ways their bodies can move.	play dough, jump(ing), hop(ping), turn(ing), around	May I ____ (action)? Yes, you may ____ (action).
UNIT 2: PEOPLE			
Lesson 11 Pages 42–45	Students will learn that God gave us bodies to do good things.	arms, hands, fingers, thumbs, (bar of) soap, wash, one, thing, good	I pick up _____. I give the ____ to _____. There is _____.
Lesson 12 Pages 46–49	Students will learn that God gave us bodies to do good things.	legs, knees, feet/foot, toes, two, rope, inside	Touch your _____. Kick _____.
Lesson 13 Pages 50–53	Students will learn that God gave us bodies to do good things.	head, hair, hairbrush, three, short, long	_____ (I, You) have _____. _____ (He, She) has _____. _____ (His, Her, My, Your) hair is _____.
Lesson 14 Pages 54–57	Students will learn that God gave us bodies to do good things.	face, eye, ear, nose, mouth, four, mirror	I see ____ (my, your) _____. Touch your _____. There are ____ (numbers 1–4) things in my backpack. Use of possessive: teacher's, child's
Lesson 15 Pages 58–61	Students will learn that God gave us bodies to do good things and that He is with us all the time.	happy, sad, sick, five, Bible	I feel _____. I am _____. She is _____.
Lesson 16 Pages 62–65	Students will learn that God puts us in families to love and help each other.	family, father, mother, grandfather, grandmother, brother, sister, home, six, picture, love	This is my _____. I love my _____. I live with my _____.
Lesson 17 Pages 66–69	Students will learn that God puts us in families to love and help each other.	big, little, seven, comb, and	This is a _____, and this is a _____. _____ (You, We, They) are _____.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 18 Pages 70–73	Students will learn that God puts us in families to love and help each other.	doctor, teacher, farmer, taxi driver, police officer, eight, spoon, works, teaches, cooks	___ (She, He) is a ___ (occupation). ___ (She, He) ___ (action).
Lesson 19 Pages 74–77	Students will learn that God puts us in families to love and help each other.	nine, hat, wear	I look for ____. I like to help. I make my bed. I will help you. Who will help me? Watch me!
Lesson 20 Pages 78–81	Students will learn that God puts us in families to love and help each other.	ten, puppet	Wake up! I put on ____. We thank God. We eat. She takes me to school. My sisters go to school. I take a bath. I go to sleep.
UNIT 3: EVERYDAY ACTIVITIES			
Lesson 21 Pages 82–85	Students will express thankfulness to God for the many kinds of food and drink He has created for us to enjoy.	soup, tomatoes, carrots, peas, beans, corn, potatoes, bowl, food, eat, white	What's, What is, What are All right, tell me. All kinds
Lesson 22 Pages 86–89	Students will express thankfulness to God for the many kinds of food and drink He has created for us to enjoy.	fruit, apples, bananas, oranges, strawberries, grapes, watermelons, bag	This is ____. That is ____.
Lesson 23 Pages 90–93	Students will express thankfulness to God for the many kinds of food and drink He has created for us to enjoy.	egg, meat, cheese, jelly, bread, sandwich, knife	What kind? We can ____. Is that all?
Lesson 24 Pages 94–97	Students will express thankfulness to God for the many kinds of food and drink He has created for us to enjoy.	water, milk, juice, lemonade, soda, glass	We can drink ____ from a glass. We want ____. Is it good?
Lesson 25 Pages 98–101	Students will express thankfulness to God for the many kinds of food and drink He has created for us to enjoy.	hamburger, hot dog, chicken, french fries, ice cream, cookie, plate, or	I want ____.
Lesson 26 Pages 102–105	Students will learn that God wants us to be kind by including others in play.	friend, kind, together, children, went, said, was, bounced, threw, kicked, played, shared	I'm sorry. We're sorry.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 27 Pages 106–109	Students will learn that God wants us to be kind even when others aren't.	teddy bear, angry, baby	Don't cry! Make her well.
Lesson 28 Pages 110–113	Students will learn that God wants us to be kind to others by sharing with them as we play.	car, road, blocks, gave, made	On top of each other
Lesson 29 Pages 114–117	Students will learn that God wants us to be kind to others by helping each other.	marble, swing, slide, seesaw, fast, slowly	He didn't ____. ____ (She, He) sat on the swing. ____ (She, He) climbed to the top.
Lesson 30 Pages 118–121	Students will learn that God helps us and that friends help each other.	Jesus, man, Bible, doll	____ (He, They) couldn't. I can't. I know! I don't know!
UNIT 4: ANIMALS			
Lesson 31 Pages 122–125	Students will learn that God made all the animals and that we should take care of them.	dog, cat, bird, fish, pet, animal, large, small, short, tall, puzzle	Take care of ____.
Lesson 32 Pages 126–129	Students will learn that God made all the animals and that we should take care of them.	pet, dog, cat, bird, fish, donkey, horse, goat, lamb, duck, chicken	Kind of
Lesson 33 Pages 130–133	Students will learn that God made all the animals and that we should take care of them.	cow, horse, sheep, grass, farm	How old are you? I am ____ (number) years old.
Lesson 34 Pages 134–137	Students will learn that God made all the animals and that we should take care of them.	goat, chicken, duck, dirt	The children saw baby ____ (animal name).
Lesson 35 Pages 138–141	Students will learn that God made all the animals and that He cares for them.	lion, elephant, bear, wild, water	Care for each one.
Lesson 36 Pages 142–145	Students will learn that God made all the animals and that He cares of them.	giraffe, monkey, snake, neck, tail, leaves	What do you think? I think ____.
Lesson 37 Pages 146–149	Students will learn that God made all the animals and that He cares of them.	butterfly, bee, spider, flowers	On the flowers In the pictures

Wonder A (Ages 3–4)

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 38 Pages 150–153	Students will learn that God made all the animals and that we should take care of them.	favorite, animal, telephone	What's your favorite animal? Tell me your favorite animal. I'll tell you mine.
Lesson 39 Pages 154–157	Students will express thankfulness to God for the good food He gives us.	favorite, food, fork	What's your favorite food?
Lesson 40 Pages 158–161	Students will express thankfulness to God for helping us learn so much this year.	favorite, story, song, candy	What's your favorite ____ (story, song)?

Using the Teacher and Student Books

Unit Theme

Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives


Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation

This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities

Each lesson begins with a specific warm-up activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

First Language Icon 

This icon signals that the teacher can use either the first language or English to communicate with the students.

SPECIAL FEATURES OF THE TEACHER BOOK

LESSON 11

People

LANGUAGE OBJECTIVES
Students will learn vocabulary for (1) counting 1–10, and (2) describing parts of the body.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION
Students will learn that God gave us bodies to do good things.

VOCABULARY

Focus	Review	Receptive
arms, hands, fingers, thumbs, (bar of) soap, wash, one, thing, good	children, teacher, mother, brother, action vocabulary	numbers 1–10, water, orange, bad, things, pick, help

LANGUAGE FEATURES

Focus	Receptive
I pick up ____ I give the ____ to ____. There is ____	How many things are in ____ (my, your) backpack? I help ____ Who wants to ____? Do it with me!

WARM-UP ROUTINE

1. Greeting Routine

- Greet the children by saying, “Hello, children.” They say, “Hello, ____ (teacher’s name).”
- Ask, “How are you?” They say, “Fine, thank you,” and ask you the same question.

2. Backpack Routine

- Show your backpack and say, “I have something new. Look! Soap. What do we do with soap?” Students respond.
- Say, “We wash with it.”
- Empty the backpack and say, “There is 1 thing in the backpack.” (Hold up 1 finger as you say the number.)
- Say, “There is 1 bar of soap in the backpack. We use the soap to wash.”

INTRODUCTION

Communicating the Objective

- Say that today we will learn more words about the body. We will also count to 10.

INSTRUCTIONAL INPUT

1. Vocabulary Demonstration

- Gather soap, a towel, and a bowl of water.
- Follow this pattern:
Say, “I am washing my hands with soap (point to soap) and water (point to water).” Have the children say this with you 2–3 times.
Ask, “Who wants to wash your hands?” Allow children to wash hands one by one.
Ask, “What are you doing?” Ask the rest of the class, “What is ____ (child’s name) doing?”
Help them say, “____ (He, She) is washing ____ (his, her) hands.”

To make an 8-page minibook (quarter-page size):

- Cut the page along the dotted line.
- Place page numbered 8 and cover page 1 on top of the page numbered 6 and 3.
- Fold the pages along the solid line. Check to be sure that the pages are in the correct order.
- Staple the pages together along the solid line.

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Lesson Activity Sequence

Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.

SPECIAL FEATURES OF THE TEACHER BOOK

Ask, "Is it good (smile) or bad (frown) to wash your hands?"
Children respond, "It is good."
Say, "We can do good things with our hands."

- Explain in the children's first language that God gives us our bodies and that we can do good things with them. After we wash our hands, we can prepare food for others.

2. God Gives Us Bodies Song, Verse 1 (CD A13, Words in app. A)

- Listen to the chorus and the first verse on the CD.
- Next, go over the words slowly without the music. Have the children repeat them after you. Together, move the body parts as you say their names.
- Explain the meaning of the song in the children's first language so that they enjoy the song from the beginning.
- Finally, sing along with the CD, stopping after verse 1.

3. Arms, Hands, Fingers, and Thumbs Story (BLMs 11.1–11.8; Lesson 3, app. A, CD A5; CD A14, Words in app. A)

- Begin with Finger Play Chant (CD A5).
- The story emphasizes the pattern "I pick up ____ (object). I give ____ (object) to ____ (person)."
- Tell the story, using the BLMs and pointing to each picture.
- Play CD A14, showing each page to the children as they listen to the story.

4. Counting Hands

- Say, "Let's look at our hands. I have 2 hands: 1 hand (raise your hand), 2 hands (bring your other hand up to the first one). Do you have 2 hands? Show me your hands. Let's count them: 1-2."
- "Fingers! How many fingers do we have? Let's count." (Hold up your fingers and count, asking the children to repeat each number after you: 1-2-3-4-5-6-7-8-9-10.)

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Lesson Activities

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (•) guide the teacher from one step to the next.

Blackline Masters

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

Audio CD: Songs, Chants, and Stories

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the teacher book appendix (app.).

Embedded Student Book Pages

To help the teacher, the student book (SB) pages are included in the teacher book so that the teacher sees exactly what the students see.

SPECIAL FEATURES OF THE STUDENT BOOK

Minibooks

Many lessons include colorful minibooks that are used to teach stories. The teacher or students create these books with the help of included instructions.

Perforated Pages

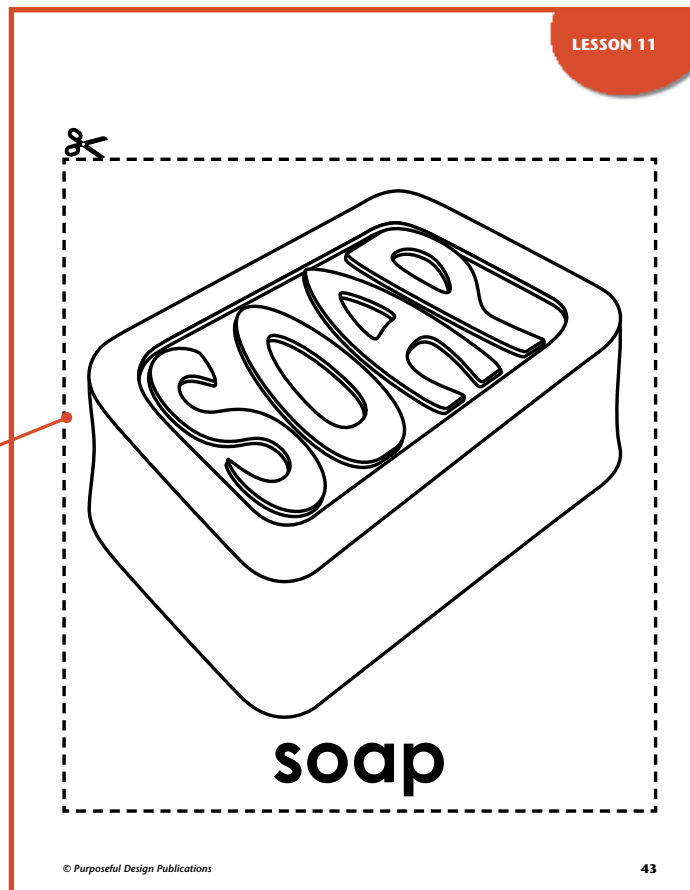
Each page can be removed easily from the student book to be given to a student.

Colorful Pictures

The student book uses colorful images to teach the English language. The book includes pictures of children and adults from many different countries.

Backpack Objects

One new vocabulary word in each lesson will be shown as an object in the student book. This object will be cut out and put into a paper student *backpack* for vocabulary review and practice with counting.



Course Instructional Plan Overview

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
UNIT 1: PATTERNS			
Lesson 1 Pages 1–4	Students will practice friendliness in the use of proper greetings.	hello, good-bye, boy, girl, teacher, chair, table, school	Verb: to be (you are, I am) Greetings, responses What is your name? My name is ____. Point to ____.
Lesson 2 Pages 5–8	Students will express friendliness to each other.	book, clock, pencil, picture, classroom, school	Verb: to be (you are, I am)
Lesson 3 Pages 9–12	Students will understand how to show politeness.	please, go, numbers, one, two, three, four, five, sit, stand, wave, hop	Please sit. Please stand. Please hop. Please wave.
Lesson 4 Pages 13–16	Students will understand the importance of friendliness.	numbers, six, seven, eight, nine, ten, eleven, twelve, children	How many ____ can you see? I can see ____. Verb: to see
Lesson 5 Pages 17–20	Students will understand how to show friendliness.	please, thank you	Please stand up. Please sit down. How many ____ are there? There are ____. Verbs: to be, to see
Lesson 6 Pages 21–24	Students will understand that God wants us to use our time to honor Him and love others.	morning, lunchtime, afternoon, day, daytime, evening, night, nighttime, time	What time is it? It is ____ (morning, afternoon, night).
Lesson 7 Pages 25–28	Students will understand that God wants us to use our time each day to honor Him and love others.	square, triangle, circle	How many ____ are there? There are ____.
Lesson 8 Pages 29–32	Students will honor God by appreciating the wonder and beauty of the colors He has made.	color, red, orange, yellow, blue, green, purple, white, black, brown	What color is the ____ (noun)? It is ____ (color).
Lesson 9 Pages 33–36	Students will appreciate God's goodness as they observe the beauty of colors God has made.	(review)	Simple present: That is ____ (color). The ____ (noun) is ____ (color). Colors as adjectives: I see the ____ (color) ____ (noun).
Lesson 10 Pages 37–40	Students will understand that God made the rainbow as a sign of His faithfulness and promise.	zebra, monkey, elephant, tiger, bird, dog, cat, promise	Counting and colors: How many ____ (color) ____ (noun) do you see? I spy _____. I see _____.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
UNIT 2: NATURE			
Lesson 11 Pages 41–44	Students will see the plan and goodness of God through His creation of different animals.	puppy, kitten, bear, lion, giraffe, squirrel, fish	Simple present: This is ____ (a, an) ____ (noun). It is ____ (a, an) ____ (noun).
Lesson 12 Pages 45–48	Students will understand that God wants us to care for the world He made. They will see His plan through His creation of different animals.	sheep, cow, horse, duck, chicken, donkey, goat, fast, slow, big, small, tall, short	Simple present: The ____ (animal name) is ____ (adjective).
Lesson 13 Pages 49–52	Students will understand that God wants us to care for the world He made. They will see His plan through His creation of different animals.	bug, ant, spider, butterfly, like, do, why, because	Simple present: I like ____ because ____. Why do you like ____?
Lesson 14 Pages 53–56	Students will understand that God wants us to care for the world He made. They will see His plan through His creation of different animals.	running, flying, jumping, walking, swimming, sleeping, slowly, quickly, loudly, quietly	Active verbs and the present progressive: The ____ (noun) is ____ing (verb) ____ (adverb).
Lesson 15 Pages 57–60	Students will understand that God is generous with us and that He wants us to be generous and to share with other people.	plants, tree, flower, bush, grass, leaves, leaf, trunk, roots, stem, gift, generous	Simple present: That is a ____ (noun).
Lesson 16 Pages 61–64	Students will understand that God is generous with us and that He wants us to be generous and to share with other people.	seed, sprout, soil, dirt, help, make, water, wet, dry, hot, cold, warm	We can ____. You should ____.
Lesson 17 Pages 65–68	Students will understand that God is generous with us and that He wants us to be generous and to share with other people.	rice, corn, beans, nuts, melons, apples, cake, farmers, farm, share	Simple present: It is ____ (adjective). Farmers grow ____ (noun).
Lesson 18 Pages 69–72	Students will understand that being faithful means keeping your promises.	weather, rainy, cloudy, sunny, hot, warm, cold, promise	Simple present: It is ____ (weather) today. Verb: to be (is, was)

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 19 Pages 73–76	Students will understand that God made the seasons, and they will appreciate the beauty and variety of the seasons. They will understand the importance of faithfulness by keeping promises.	God, made, season, seasons, winter, spring, summer, fall, thankful	Simple present: It is ____ (season). The weather is ____ (adjective). I am thankful for ____.
Lesson 20 Pages 77–80	Students will understand that God made weather and the seasons, and they will appreciate the beauty and variety of the seasons.	rainy season, dry season, weather, snowy, windy, play, is, was, rains, shines, blows, rained, shone, blew	Today ____. Yesterday ____.
UNIT 3: COMMUNITY			
Lesson 21 Pages 81–84	Students will understand that God cares for us and that He wants us to respect others and care for them.	family, father, mother, sister, brother, grandmother, grandfather, baby, man, woman, boy, girl, he, she, we, you, they, me, I, who	Simple question: Who is ____?
Lesson 22 Pages 85–88	Students will understand that God cares for us and that He wants us to respect others and care for them.	wearing, pants, shorts, shirt, shoe, dress, hat, jacket	Simple present with adjectives: My father is _____. He is _____.
Lesson 23 Pages 89–92	Students will understand that God cares for us and that He wants us to respect others and care for them.	eating, soup, rice, meat, bread, breakfast, lunch, dinner	Polite expressions: please, thank you, you're welcome, would you, yes, I will
Lesson 24 Pages 93–96	Students will understand that God cares for us and that He wants us to respect others and care for them.	home, apartments/ apartment, house, room, bed, bedroom, kitchen, table, chair, picture, wall, door, window, on, in, at, over, under, next to	Simple present with adjectives (home description)
Lesson 25 Pages 97–100	Students will understand that God puts us in neighborhoods to help each other and to be friends.	neighbor, neighborhood, house, apartments/ apartment, house, store, school, church, street, road, tree, flower	Simple questions: Where ____ (is, are) ____? What is ____?

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 26 Pages 101–104	Students will understand that God puts us in neighborhoods to help each other and to be friends.	fire station, post office, hospital, bank, police station, dental office	Simple question: What is this? The ____ helps us.
Lesson 27 Pages 105–108	Students will understand that God puts people in neighborhoods to help each other and to be friends.	job, teacher, doctor, dentist, nurse, police officer, firefighter, pastor, mail carrier, clerk, banker, same, different	Simple question: Who ____ (is, are) ____?
Lesson 28 Pages 109–112	Students will understand that God puts families and neighborhoods in cities, towns, and villages to help each other and to be friends.	city, town, village, road, street, apartment, person, place	Simple questions: Who is ____? What ____ (does, do) ____?
Lesson 29 Pages 113–116	Students will understand that God has put us together in communities, where we can help each other.	tricycle, bicycle, car, bus, train, boat, jet, travel, walk, run, drive, ride, sail, fly, land, water, sky	Simple present verbs: I ride the bus. He drives the car. Simple question: How many ____?
Lesson 30 Pages 117–120	Students will understand that God puts us in families and communities to help each other, especially through sharing.	old, new, big, small, fast, slow	Simple present: The ____ (noun) is ____ (adjective).
UNIT 4: MYSELF			
Lesson 31 Pages 121–124	Students will understand that God wants them to make good choices with the good things He gives them.	box, book, crayon, kite, string, paper, ball, clock, boat, balloon, car, doll, red, orange, yellow, green, blue, purple, brown, white, black	What's this? It's a ____. What color is it? It's ____.
Lesson 32 Pages 125–128	Students will understand that God wants them to make good choices with the good things He gives them.	fruit, vegetables, rice, bread, meat, beef, chicken, fish, soup, eggs, cookies, cake, milk, juice	Simple present: I like ____. I don't like ____. Do you like ____?
Lesson 33 Pages 129–132	Students will understand that God wants them to make good choices with the good things He gives them.	game, ball, doll, puzzle, block, marble, drum, picture	Comparative more than: I like ____ more than ____. Comparative -er: The ____ is faster.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 34 Pages 133–136	Students will understand that God wants them to make good choices with the good things He gives them.	(review)	Simple present tense Present progressive tense
Lesson 35 Pages 137–140	Students will understand that God made a body for us that can do wonderful things.	head, shoulder, chest, stomach, back, leg, foot/feet, toes, arm, hand, fingers, hurt	Simple present: This is ____. Simple question: Where is ____?
Lesson 36 Pages 141–144	Students will understand that God made a body for us that can do wonderful things.	face, eyes, ears, nose, mouth, teeth, hair, smile, frown	Simple present: This is my ____.
Lesson 37 Pages 145–148	Students will understand that God made a body for us that can do wonderful things.	sick, sore, sore throat, cough, sneeze, fever, lie down, sleep, rest	What's the matter? I'm feeling ____. I have a _____. I have to ____. You should ____.
Lesson 38 Pages 149–152	Students will understand that God made a body for us that can do wonderful things and that He wants us to take care of our body, His creation.	wash, sleep, take a bath, eat, exercise, brush	Modals: You should ____. I should ____. I shouldn't ____.
Lesson 39 Pages 153–156	Students will understand that God made everything in the universe—including us—and that He cares about us. They will learn that He understands how we feel and that He helps us understand other people.	happy, sad, angry, nervous, calm, sleepy, joyful, sick, well	Simple present: He feels _____. She feels ____.
Lesson 40 Pages 157–160	Students will understand that God made everything in the universe—including us—and that He cares about us. They will learn that He understands how we feel and that He helps us understand other people so that we can be compassionate and wise. They will see that we can honor Him with our lives.	walk, run, play, sleep, eat, study, work, build, paint, look, listen, dance, care for, visit, ride	Simple present: I feel ____. Modals: I can _____. I should _____. We can ____.

Using the Teacher and Student Books

Unit Theme

Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives


Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation

This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities

Each lesson begins with a specific warm-up activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

First Language Icon 

This icon signals that the teacher can use either the first language or English to communicate with the students.

SPECIAL FEATURES OF THE TEACHER BOOK

LESSON 7

Patterns

LANGUAGE OBJECTIVES
Students will (1) ask and answer the question, *How many are there?* and (2) recognize 3 shapes: square, triangle, and circle.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION
Students will understand that God wants us to use our time each day to honor Him and love others.

VOCABULARY

Focus	Review	Receptive
square, triangle, circle	numbers 1–12, wake up, morning, work, play, daytime, eat, food, lunchtime, afternoon, sleep, nighttime, evening	hungry, soccer game, work, cake, shapes




LANGUAGE FEATURES

Focus	Review	Receptive
How many ____ are there? There are ____.	What time is it? It is ____.	Go to school. Come to my game. Leave work. Fix dinner. Come home. I love you. Let's pray. Have a good day.

WARM-UP ROUTINE

- Welcome Song (Lesson 1, TB p. 163, CD A1)
- Our Day Song (Lesson 6, TB p. 165, CD A12)

INTRODUCTION

- Greeting**
 Greet the children by saying in English, “Hello, children.”
 Explain that God gives us each new day. We can use our time to honor Him and love each other in the morning, afternoon, and evening. We can work together and learn new things.
- Communicating the Objective**
 Say that we can look around us and see many things we can count. And if we look carefully, we will see many shapes: circles, squares, and triangles.

INSTRUCTIONAL INPUT

- Shape Song** (BLMs 7.1–7.3; CD A14, Words on TB p. 165)
 - Teach the song, using CD A14.
 - Introduce the picture word cards for the circle, square, and triangle.
- Shape Sorting Game** (BLMs 7.1–7.3)
 - Divide the class into teams of 3 children each. Have them sit in teams along the classroom wall. Pass out a mixed pile of the paper squares, circles, and triangles to each team. At the front of the class, have 3 bags, 1 for each shape.

MATERIALS

- SB pp. 25–28
- BLMs 3.1–3.5, 4.1–4.7, 6.1–6.13, 7.1–7.17
- CDs A1, A9, A10, A12, A14, A15
- CD player
- Flip chart with words for Welcome Song, TB p. 163 I See, TB p. 164 Thank You, TB p. 164 Our Day, TB p. 165 Shape Song, TB p. 165
- 3 bags or boxes
- Crayons or markers
- Beans or other small game pieces, 12 for each child

PREPARATION

- Make 1 set of picture word cards from BLMs 7.1–7.3.
- Copy BLM 7.4 for each child.
- Make Bingo game boards from BLMs 7.5–7.16, 1 board for every child.
- Cut out small, medium, and large circles, squares, and triangles from different colors of paper, at least 6 pieces for each child.
- Create 1 minibook for each child, using SB pp. 33–34.

To make a 4-page minibook (half-page size):

- Cut the page along the dotted line.
- Place cover page 1 on top of page 3. Check to be sure that the pages are in the correct order.
- Staple the pages together along the left edge.

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SPECIAL FEATURES OF THE TEACHER BOOK

- Hold up the circle picture word cards and call out, “How many circles do you have?” Each team looks through its pile and finds all the circles. A team member runs to the front of the room and puts all the circles in the circle bag.
- Continue with the squares and triangles. Gather the teams in a circle around the bags, and say, “How many circles do we have?” Have the children count them as you lift them out of the bag. “There are ____ circles.” Continue with the other shapes.

3. Shape Hunt

- Have 2 teams hide the shapes around the classroom while the rest of the children close their eyes. Hold up the circle and say, “How many circles can you find?” The children search and bring all the circles to the circle bag. Continue with the squares and triangles.
- Save these paper shapes for lesson 9, Shape Review Activity.

GUIDED PRACTICE

1. Planning the Day Picture Walk (SB p. 25; BLMs 6.1–6.13; CD A15, Words on TB p. 165)

- Display the picture word cards for the times of day. Take the children on a picture walk through the SB page, naming who is in each picture, what they are doing, what objects are in the picture, and what time of day it is.
- Play CD A15 and discuss the families’ plans for the day.
- Play the CD a second time. Answer any questions children might have.


2. Times of Day Matching Activity (SB p. 26)

- Talk about the pictures and the times of day.
- Divide the children into pairs to work together. Help the children draw lines to match the time of day with the correct picture.

NAME: _____

LESSON 7

PLANNING THE DAY PICTURE WALK







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NAME: _____

LESSON 7

Match the time of day with the picture.

morning	
lunchtime	
afternoon	
evening	

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Lesson Activities

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (•) guide the teacher from one step to the next.

Lesson Activity Sequence

Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.

Blackline Masters

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

Audio CD: Songs, Chants, and Stories

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the back of the teacher book (TB).

Embedded Student Book Pages

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SPECIAL FEATURES OF THE STUDENT BOOK


Perforated Pages
Each page can be removed easily from the student book to be given to a student.

Colorful Pictures
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Minibooks
Many lessons include colorful minibooks that are used to teach stories. The teacher or students create these books with the help of included instructions.

Name: _____

LESSON 7





Every morning,
we wake up,
we wake up,
we wake up.
Every morning,
we wake up;
that is morning.



1



Every day, we
eat our food,
eat our food,
eat our food.
Every day, we
eat our food;
that is mealtime.




3

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2





Every day, we work and play, work and play,
work and play. Every day, we work and play;
that is daytime.



4

Every night,
we go to sleep,
go to sleep,
go to sleep.
Every night,
we go to sleep;
that is nighttime.



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Course Instructional Plan Overview

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
UNIT 1: PATTERNS			
Lesson 1 Pages 1–4	Students will show friendliness.	a, boy, girl, teacher, chair, table, school, name, see	Hello, my name is ____. What is your name? My name is ____. What is ____ (his, her) name? ____ (His, Her) name is ____. What is this? This is a ____ (boy, girl, teacher, chair, table, school). How are you? Fine, thank you.
Lesson 2 Pages 5–8	Students will show thankfulness through friendliness.	A, book, clock, pencil, picture, room, flag	Will you play with me? You are a ____ (boy, girl). I am a ____ (boy, girl).
Lesson 3 Pages 9–12	Students will show thankfulness through friendliness.	one, two, three, four, five, six	How many ____s (noun) can you see? How old are you? I am ____ (five, six, seven).
Lesson 4 Pages 13–16	Students will show thankfulness through friendliness.	seven, eight, nine, ten, eleven, twelve, circle, triangle, square	How many ____ (circles, triangles, squares) can you see?
Lesson 5 Pages 17–20	Students will show thankfulness through politeness.	please, thank you	How many ____ (circles, triangles, squares) are there? There <i>is</i> 1 circle. There <i>are</i> ____ (numbers 2–12) ____ (circles, triangles, squares).
Lesson 6 Pages 21–24	Students will show thankfulness.	morning, afternoon, evening	What time is it? It is ____ (morning, afternoon, evening).
Lesson 7 Pages 25–28	Students will show thankfulness.	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	(review)
Lesson 8 Pages 29–32	Students will show thankfulness.	yellow, blue, red, green, orange, purple, black, white	What color is ____ (it, Monday–Sunday, numbers 1–7)? It is ____ (color).

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 9 Pages 33–36	Students will show thankfulness.	the, balloon, star	The ____ (noun) is ____ (color). The ____s (noun) are ____ (color). I see the ____ (color) ____ (noun).
Lesson 10 Pages 37–40	Students will show thankfulness and wonder for the beauty of colors.	(review)	How many ____ (color) ____ (circles, triangles, squares) do you see? I see ____ (numbers 1–12).
UNIT 2: NATURE			
Lesson 11 Pages 41–44	Students will understand more about caring for God's world as they learn that God cares for the animals He created.	elephant, lion, giraffe, bird, fish, cat, dog	This is ____ (a, an) ____ (animal name).
Lesson 12 Pages 45–48	Students will understand more about caring for God's world as they learn that a farmer cares for all the animals on the farm.	goat, sheep, horse, cow, chicken, duck, fast, slow, small, tall, short	This is a ____ (animal name), and it says ____-____ (animal sound).
Lesson 13 Pages 49–52	Students will understand more about caring for God's world as they learn that God created the insects.	ladybug, ant, butterfly, spider, run, fly, crawl, swim, quickly, slowly	This is ____ (a, an) ____ (animal or insect name). It can ____ (verb).
Lesson 14 Pages 53–56	Students will understand more about caring for God's world as they hear a story about animals that care for each other.	running, flying, crawling, walking, swimming, sleeping, loudly, quietly	The ____ (animal or insect name) is ____ (verb) ____ (adverb).
Lesson 15 Pages 57–60	Students will understand more about caring for God's world as they learn about the plants God created.	tree, leaf, trunk, root, bush, flower, grass	That is a ____ (plant, part of the plant). That word is ____.
Lesson 16 Pages 61–64	Students will understand more about caring for God's world as they learn how to care for the plants God created.	seed, sprout, soil, water (noun), help, make, dig, water (verb), plant	I can ____ (verb).
Lesson 17 Pages 65–68	Students will understand more about caring for God's world as they learn about the plants a farmer grows for food.	rice, corn, beans, nuts, melons, farm, farmer, grow	This is a ____ (bean, nut, melon). This is ____ (rice, corn). These are ____ (beans, nuts, melons).
Lesson 18 Pages 69–72	Students will understand more about caring for God's world as they learn that God makes the weather.	weather, rainy, sunny, cloudy, hot, warm, cold	It is ____ (weather) today.

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 19 Pages 73–76	Students will understand more about caring for God’s world as they learn that God makes the weather and the seasons.	season, spring, summer, autumn, winter, trees, sky, river, hill, mountain	It is ____ (season). The weather is ____.
Lesson 20 Pages 77–80	Students will understand more about caring for God’s world as they continue to learn about the weather and the seasons God created.	(review)	God made the ____.
UNIT 3: COMMUNITY			
Lesson 21 Pages 81–84	Students will understand more about caring for others by learning that God loves families.	family, father, mother, man, woman, sister, brother, grandmother, grandfather, baby, who, is, he, she, we, you, they	Who is the ____ (man, woman, boy, girl, baby)? ____ (He, She) is a ____ (family member: father, mother, grandfather, grandmother, brother, sister).
Lesson 22 Pages 85–88	Students will understand about God’s care for us by learning that God provides the material for people to make clothing. We care for our families by making clothing from the material God provides.	wears, clothing, pants, shirt, skirt, shoes, dress, hat, socks, sandals, sweater, coat	What does a ____ (family member) wear? A ____ (family member) wears a ____ (singular noun: shirt, coat, sweater, skirt, dress, hat). A ____ (family member) wears ____ (plural noun: pants, sandals, socks, shoes).
Lesson 23 Pages 89–92	Students will understand more about caring for others by hearing a story about polite expressions and cooperation in the family.	soup, rice, meat, bread, breakfast, lunch, dinner, no, can, could, please	Please may I have ____ (soup, rice, meat, bread)? Could you please pass the ____ (soup, rice, meat, bread)? Thank you. You’re welcome.
Lesson 24 Pages 93–96	Students will understand more about caring for others by learning about the homes that God gives to families.	home, bed, bedroom, kitchen, table, chair, picture, wall, door, mirror, at, in, over, next to, under, on	I see a ____ (home vocabulary). The mirror is ____.
Lesson 25 Pages 97–100	Students will learn to care for others in their neighborhood.	neighbor, neighborhood, apartments/ apartment, house, store, school, church, post office, street	Where is the ____ (neighborhood place)? It is next to the ____ (neighborhood place).

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 26 Pages 101–104	Students will understand more about caring for others by identifying places in the neighborhood where they can serve each other.	hospital, bank, farm, bakery, salon, drugstore	What is ____ (this, it)? It is a ____ (neighborhood place).
Lesson 27 Pages 105–108	Students will understand more about caring for others by hearing a story about the people that God places in the neighborhood to care for each other.	teacher, doctor, baker, farmer, hair stylist, store owner	Who is ____ (this, it)?
Lesson 28 Pages 109–112	Students will understand more about caring for others by learning about their communities.	city, suburb, village, at, in, over, next to, under, on	I live in the ____ (city, suburb, village). I go to the ____ (city, suburb, village). I see a ____ (city, suburb, village).
Lesson 29 Pages 113–116	Students will understand more about caring for others by learning about the different forms of transportation that family members use in their neighborhoods.	bus, car, bicycle, tricycle, train, boat, ride, drive	Who drives the car? ____ (Father, He) drives the car. Who rides the (form of transportation: bus, bicycle, tricycle, train, boat)? ____ (Family member, He, She) rides the ____ (form of transportation). What do you ride? I ride the ____ (form of transportation).
Lesson 30 Pages 117–120	Students will understand more about caring for others by hearing a story about a family in the village and by continuing to learn about transportation.	old, new, big, little, fast, slow	The ____ (form of transportation) is ____ (adjective).
UNIT 4: MYSELF			
Lesson 31 Pages 121–124	Students will learn to care for themselves as they discover how God designed them.	box, book, crayon, kite, string, paper, ball, clock, boat, balloon, car, doll, toys	What's this? It's a ____ (singular noun: e.g., box, book, crayon, kite). These are ____ (plural noun: e.g., toys). It's ____ (adjective: e.g., yellow).
Lesson 32 Pages 125–128	Students will learn that God provides our food and that different people like different foods.	fruit, vegetables, chicken, fish, eggs, cookies, cake, milk, juice	I like ____ (food).

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 33 Pages 129–132	Students will learn that God is creative and that He gives us toys and games for our enjoyment.	ball, puppet, doll, puzzle, block, marble, drum	The ____ (object) is ____ (bigger, smaller, taller, shorter) than the ____ (object). I like ____ (object) more than the ____ (object).
Lesson 34 Pages 133–136	Students will learn that God is creative and that He made man in His own image. People can express their creativity through storytelling.	(review)	____ (He, She) ____ (likes to, doesn't like to) ____. Simple past tense: she ate, she sat
Lesson 35 Pages 137–140	Students will learn about the unique bodies that God created.	head, chest, stomach, back, leg, arm, foot, hand, finger, toe	What is this? This is a ____ (body part).
Lesson 36 Pages 141–144	Students will learn more about the unique bodies that God created.	body, face, eye, ear, nose, mouth, tooth, hair, smile, frown	This is my ____ (body part).
Lesson 37 Pages 145–148	Students will learn more about the unique bodies that God created and about how people should respond to sickness through caring and prayer.	sick, well, sore, sore throat, cough, sneeze, fever, lie down, sleep, rest	What's the matter? I'm feeling ____. I have a ____.
Lesson 38 Pages 149–152	Students will learn more about the unique bodies that God created and about some ways they can help keep their bodies clean and healthy.	wash, take a bath, eat, exercise, brush	I should ____.
Lesson 39 Pages 153–156	Students will learn more about how God created them and, through their study of feelings and emotions, will learn how they can show their love to God and others.	happy, sad, angry, nervous, calm, sleepy, sick, well	____ (He, She) feels ____.
Lesson 40 Pages 157–160	Students will express thankfulness for the feelings, actions, people, and other things that God has given them.	run, play, sleep, study, work	I can ____. I feel ____. I am ____.

Using the Teacher and Student Books

Unit Theme

Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives

Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation

This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities

Each lesson begins with a specific activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

First Language Icon

This icon signals that the teacher can use either the first language or English to communicate with the students.

SPECIAL FEATURES OF THE TEACHER BOOK

LESSON 7

Patterns

LANGUAGE OBJECTIVES

Students will (1) review daily time expressions, (2) learn the days of the week, and (3) recognize words that begin with the /f/ sound.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION

Students will show thankfulness.

VOCABULARY

Focus	Review	Receptive
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	morning, afternoon, evening	fire, fish, fox, five, day, week, paste

LANGUAGE FEATURES

Review	Receptive
What time is it? It is ____ (morning, afternoon, evening).	This is how I ____ (brush my teeth, eat my food, go to sleep).

WARM-UP ROUTINE

1. Hello Song (Lesson 1, TB p. 163, CD A2)
 2. We Can Count! Song (Lesson 5, TB p. 164, CD A10)
 3. My Day Song (BLMs 6.4–6.6; Lesson 6, TB p. 165, CD A12)
- Sing the My Day song together.
 - As in the lesson 6 Times of Day activity, use the activity picture cards (BLMs 6.4–6.6). Say, “It is **morning**.” Then ask students to pick up or point to the cards that represent morning activities.
 - Follow the same steps for **afternoon** and **evening**.

INTRODUCTION

Communicating the Objective

- Ask the children to tell you the days of the week. Write their responses on the board. Underneath the days of the week in the primary language, write the corresponding days of the week in English. Say each day as you write it on the board.
- Tell them that today we will learn the days of the week and words with beginning /f/ sound.

INSTRUCTIONAL INPUT

1. Days of the Week Song (SB p. 25; BLMs 7.2–7.5; CD A14, Words on TB p. 165)
 - First, introduce the days-of-the-week cards. Then teach the Days of the Week song.
 - As you sing the song, hold up each card when it is mentioned.
 - Say, “Each day is very special. Today is _____. Today I am thankful for _____.”
 - Ask the children to share what they are thankful for today.
 - Save SB p. 25 to use in lesson 8.
2. Days-of-the-Week Line-up Activity (BLMs 7.2–7.5, CD A14)
 - Line up 7 students in the front of the room to each hold a card for the days of the week in order from left to right.

MATERIALS

- SB pp. 25–28
- BLMs 6.4–6.6, 7.1–7.6
- CDs A1, A2, A5, A10, A12, A14, A15
- CD player
- Flip chart with words for Alphabet Song, TB p. 163
- Hello, TB p. 163
- Beginning Sounds, TB p. 163
- We Can Count! TB p. 164
- My Day, TB p. 165
- Days of the Week, TB p. 165
- Crayons or markers
- Scissors for each child
- Glue or paste

PREPARATION

- Make 1 set of days-of-the-week cards from BLMs 7.2–7.5. (For lesson 8, color large numbers 1–7 on the back of each card: Monday card has a yellow number 1, Tuesday a blue 2, Wednesday a red 3, Thursday a green 4, Friday an orange 5, Saturday a purple 6, and Sunday a black 7.)
- Copy BLM 7.6 for each child.
- Make a classroom calendar if needed. On a large paper, draw a grid of 42 squares (7 columns and 6 rows). Write the days of the week, in the primary language, at the top of each column. Start with Monday and finish with Sunday. (Later with the children, write the days of the week in English above those.) Write numbers for each day in the month.

SPECIAL FEATURES OF THE TEACHER BOOK

- Explain to them that they must hold up their card when they hear their day in the song.
- Ask all of them to hold up their cards when they hear "The days of the week!" Repeat with other students.

3. **Calendar Introduction Activity**

- Direct children's attention to your classroom calendar.
- Discuss the parts of the calendar: the month, the days of the week, and the number for each day.
- Talk about how we use the calendar.

4. **Name Activity (BLM 7.4)**

- Direct children's attention to the card with the word **Friday** on it. Explain that **Friday** begins with the letter **Ff**. Demonstrate the /f/ sound.
- Direct children's attention to the capital **F** and explain that the days of the week and names of people begin with a capital letter.
- Ask children to say classmates' names that begin with **F**. If there are several, write their names on the board.
- Now, ask the children to write a big letter **F** and a small letter **f** in the air.

GUIDED PRACTICE

1. **Five Fish (SB p. 26; CD A15, Words on TB p. 165)**

- Play CD A15. Help the children follow along. Point to each picture as it is discussed.

2. **Calendar Activity**

- Point to and read the days of the week from the calendar.
- Next, write the days of the week in English beginning with Monday and ending with Sunday.
- Together with the children, say the days of the week in English as you point to each day. Explain that later they will cut and paste the days of the week in their books.

Name: _____




Days of the Week
(Sung to the tune of "For He's a Jolly Good Fellow")

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Then comes **Sunday**
The days of the week!




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LESSON 7

Write a big letter F if the picture begins like fish.

		
_____	_____	_____

Write a small letter f at the beginning of each word.

		
___ox	___ive	___ish

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Lesson Activities

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (•) guide the teacher from one step to the next.

Blackline Masters

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

Lesson Activity Sequence

Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.

Audio CD: Songs, Chants, and Stories

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the back of the teacher book (TB).

Embedded Student Book Pages

To help the teacher, the student book (SB) pages are included in the teacher book so that the teacher sees exactly what the students see.

SPECIAL FEATURES OF THE STUDENT BOOK


Perforated Pages
Each page can be removed easily from the student book to be given to a student.

Colorful Pictures
The student book uses colorful images to teach the English language. The book includes pictures of children and adults from many different countries.


Minibooks
Many lessons include colorful minibooks that are used to teach stories. The teacher or students create these books with the help of included instructions.

Name: _____

OUR DAY LESSON 7





Every morning,
we wake up,
we wake up,
we wake up.
Every morning,
we wake up;
that is morning.





1

Every day, we
eat our food,
eat our food,
eat our food.
Every day, we
eat our food;
that is mealtime.




3

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Every day, we work and play, work and play,
work and play. Every day, we work and play;
that is daytime.



2

Every night,
we go to sleep,
go to sleep,
go to sleep.
Every night,
we go to sleep;
that is nighttime.



4

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Course Instructional Plan Overview

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
UNIT 1: AROUND THE WORLD			
Lesson 1 Pages 2–5	Students will understand that God is the creator of everything in nature.	create; creation; continent names: Africa, Asia, Australia and Oceania, Europe, Antarctica, South America, North America	Adjectives for places: big/small, high/low, wide/narrow, hot/cold, salty/fresh, clean/polluted
Lesson 2 Pages 6–9	Students will express friendliness and respect for others.	family; people; adjectives: young/old, tall/short, long/short, straight/curly, light/dark	Subject-verb agreement with simple present tense
Lesson 3 Pages 10–13	Students will show respect and give meaningful, honest feedback to others during oral presentations.	thousands, millions, billions, ordinals, decimal point, percent, square kilometers	Using quantifiers: none, a few, a little, some, many, much, a lot, most, all
Lesson 4 Pages 14–17	Students will respond in awe of God as they increasingly understand His wonderful designs in the ecosystems of nature.	biome, ecosystem, ecology, ecologist, rainforests, tundras, grasslands, wetlands, temperate forests	Root words: bio, geo, eco Word suffixes to show parts of speech: <i>-logy</i> , <i>-logist</i>
Lesson 5 Pages 18–21	Students will experience awe of God's complex design in nature and show respect for others in group presentations.	fragile, interesting, protected, natural, public, traditional	Using adjectives Using conjunctions: and, but, however, so, because
Lesson 6 Pages 22–25	Students will learn how people serve God by caring for His creation.	prediction, ecologist, stewardship, biology, impact statement, environment, government, endangered species	Present perfect verb tense vs. simple past tense Adverbs and conjunctions of time: before, while, still, when, after
Lesson 7 Pages 26–29	Students will learn about a natural area that was important in the Bible.	experiment, observe, collect, study, data, nature, ecosystem, environment	Root words: theo, micro, photo, environ
Lesson 8 Pages 30–33	Students will practice using expressions of encouragement and gratitude.	map, key, symbols, landforms, collect, report	Conjunctions for speeches: first, next, then, for example, however, in addition to, in the same way, after, in conclusion
UNIT 2: ACROSS THE DESERT			
Lesson 9 Pages 34–37	Students will recognize God's creativity in creation and reflect that with their own imagination.	vertebrate, invertebrate, warm-blooded, cold-blooded, lungs, gills, characteristics, adaptations, nocturnal, burrow	Present/future modals and phrasal modals

Explore C (Ages 10–11)

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 10 Pages 38–41	Students will be able to identify the virtues of patience, self-control, sharing, and truth telling.	story elements: setting, characters, theme, plot, events, problem, solution, moral; story vocabulary: Fennec Fox, Caffre Cat, Barbary Sheep, desert, well, wheat; dialogue words	Writing dialogue in stories
Lesson 11 Pages 42–45	Students will appreciate the beauty of deserts as God's creation and express compassion toward people who suffer.	precipitation, evaporation, arid	(review)
Lesson 12 Pages 46–49	Students will appreciate the intricacy of an ecosystem and the balance of life God created.	desert ecosystems: Sahara, Atacama Desert, Chihuahuan Desert, Gobi, Outback, Antarctica	Word prefixes/suffixes to show parts of speech: <i>semi-</i> , <i>inter-</i> , <i>-ize</i> , <i>-ate</i> , <i>-al</i> , <i>-tion</i> , <i>-logist</i> Adjective clauses (with who, which, that) Irregular verbs
Lesson 13 Pages 50–53	Students will understand the desert as a metaphor for difficult times in life.	instruments, measure, precipitation, millimeter, centimeter, rain gauge, fog, mist, condense, drought, dry, bare, metaphor, soul, heart, thirst, long	Using quantifiers: hardly any, some, a little, not much, no/none Partitives (a/number + measure word + of + noun)
Lesson 14 Pages 54–57	Students will understand and discuss the character quality of courage.	trekked, sled, ranch, athlete, den, courage, courageous, brave	Use of personal pronoun: I, you, he, she, it, we, you, they Pronoun reference
Lesson 15 Pages 58–61	Students will understand the importance of deserts in Scripture.	trading, trade routes, caravan	Planning a story
Lesson 16 Pages 62–65	Students will understand and explain how to call out to God in difficult times.	(review)	(review)
UNIT 3: OVER THE MOUNTAINS			
Lesson 17 Pages 66–69	Students will identify God's creative role in Creation and God's wisdom and sustaining power in its ongoing processes.	altitude, elevation, physical map, plate, range, peak, foothills, volcano, fold mountains, majesty, wonder	Adverb clauses (with because, although, after)
Lesson 18 Pages 70–73	Students will understand the beauty and wonder of God's creation through poetry.	poem, poetry, haiku, tanka, renga, riddle, syllable, emotion, mood	Using prepositions: in, on, at, above, beside, below Syllables in English words

Explore C (Ages 10–11)

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 19 Pages 74–77	Students will consider the expanse of creation and see it as a reflection of God’s even larger majesty.	solve, equation, operation, operation words, labels, awe	Comparatives: adjectives, adverbs
Lesson 20 Pages 78–81	Students will consider the intricacies of creation and climate and how those reflect God’s character.	latitude, elevation, climate, montane, subalpine, alpine, snowcap	Adverb clauses (with since, even though, before)
Lesson 21 Pages 82–85	Students will consider the character of God in the midst of natural disasters and how we should respond to Him and others during those situations.	volcano, lava, erupt, eruption, warning, blow	Superlatives: adjectives, adverbs
Lesson 22 Pages 86–89	Students will learn about and apply the character quality of perseverance.	mountaineering, climbing, rope, timeline, perseverance, teamwork	Adverb clauses Conjunctions: if/then, when, though
Lesson 23 Pages 90–93	Students will learn about the importance of mountains in the Bible and how mountains relate to spiritual life.	culture, echo, mountainous, hospitable, tradespeople	Adverbs of frequency: always, often, sometimes, rarely, never Conjunctions: on the other hand, like, also
Lesson 24 Pages 94–97	Students will show the ability to work cooperatively in groups, demonstrating teamwork and collaboration.	story, newspaper, essay, teamwork, topic	Report genre format: introduction, body, conclusion
UNIT 4: UNDER THE SEA			
Lesson 25 Pages 98–101	Students will recognize the interconnectedness of creation and its reflection of God’s character.	sea, gulf/bay, strait/channel, canal, peninsula, isthmus, archipelago, cape, tides, currents, hurricane	Connected to, attached to
Lesson 26 Pages 102–105	Students will understand God’s protection during difficult times, such as during storms.	captain’s log; passengers; journey; adjectives: nautical, fresh/salty, average/extreme, usual/unusual, shipshape/shipwrecked, plentiful/scarce, tiny/huge, complicated/ simple, safe/adventurous, important/unimportant; adverbs: horizontally/vertically	Descriptive adjectives and adverbs

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 27 Pages 106–109	Students will recognize the patterns that occur within mathematics and consider how those reflect God as the creator of order and structure.	longitude, latitude, prime meridian, coordinates, degrees, circumference, diameter, radius, point, segment, ray, parallel lines, intersecting lines, perpendicular lines, vertex, acute angle, 90° angle, obtuse angle, straight angle, protractor, compass	Multiple meaning word: degree
Lesson 28 Pages 110–113	Students will understand reasons why people of faith should take care of the ocean.	deeper/shallower	Noun clauses
Lesson 29 Pages 114–117	Students will recognize the worship that creation gives to God and the various ways in which they can worship God.	shelf, zone, trench, vent	Word families, spatial prepositions
Lesson 30 Pages 118–121	Students will understand and apply the character qualities of diligence and compassion.	prisoner, dramatic, remarkable, famous, observe, improve, navigate, discover	Noun clauses: direct and indirect quotation
Lesson 31 Pages 122–125	Students will compare the roles of churches in different cultures.	tribes, societies, culture, priests, statues, distinct, interview, spread, settle, documentary	(review)
Lesson 32 Pages 126–129	Students will demonstrate cooperation as they complete a group task.	anthropologist, marine biologist, oceanographer, oxygen tanks, divers, screenplay, camcorder, format, coral reef, samples, mast, underwater, real, imaginary, quick	(review)
UNIT 5: OUT IN SPACE			
Lesson 33 Pages 130–133	Students will recognize how the Bible uses the stars and the heavens to point to some of the attributes of God.	planet, solar system, asteroid, comet, star, galaxy, universe, orbit	Future verb tense: will, be going to Word families: <i>aster-</i> , <i>astro-</i> , <i>cosmo-</i> , <i>-logy</i> , <i>-naut</i> , <i>-nomy</i> , <i>-oid</i>
Lesson 34 Pages 134–137	Students will interpret a story in terms of biblical character principles.	craters, dust, moon, rocket, capsule, spacecraft, aerospace engineers, robot, space suit, oxygen, colony	(review)

Explore C (Ages 10–11)

Lesson / Pages	Worldview / Character Focus	Vocabulary Focus	Language Focus
Lesson 35 Pages 138–141	Students will reflect on how the universe shows the greatness of God and on whether God can be measured in the same way that we can measure creation.	scientific notation, power (of 10), density, convert, astronomical unit (AU), light-year (LY)	Comparative and superlative formation
Lesson 36 Pages 142–145	Students will recognize God's knowledge of all that is in the universe, contrasting this with humanity's need to continue discovering knowledge.	dwarf planet, belt, sovereignty, omniscience/omniscient, all-knowing	Proper and common nouns
Lesson 37 Pages 146–149	Students will reflect on how the universe praises God through its beauty and obedience to God's laws, and how God knows and sustains the vast universe.	stellar, flare, supernova, nebula	Adjective, adverb, and noun clauses in writing
Lesson 38 Pages 150–153	Students will understand a biblical view of creation by studying the biography of a Christian astronaut.	train, prepare, select, rigorous, interview, repair, extravehicular activity (EVA), weightlessness, harness, float, simulator, emergency, nationality	Adjective and adverb forms
Lesson 39 Pages 154–157	Students will understand God as the creator of the universe by listening and responding to a famous broadcast of Scripture from space.	constellations, hemisphere, planetarium	(review)
Lesson 40 Pages 158–161	Students will demonstrate a firm understanding of God as Creator through their presentations.	(review)	Verb forms

Using the Teacher and Student Books

Unit Theme
Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives
Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation
This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities
Each lesson begins with a specific activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

LESSON 38

Out in Space

LANGUAGE OBJECTIVE
Students will use reading and listening strategies to understand and interpret longer texts focusing on astronauts.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION
Students will understand a biblical view of creation by studying the biography of a Christian astronaut.

VOCABULARY

Focus	Receptive
train, prepare, select, rigorous, interview, repair, extravehicular activity (EVA), weightlessness, harness, float, simulator, emergency, nationality	astronaut, cosmonaut, blastoff

LANGUAGE FEATURES

Focus	Review
Adjective and adverb forms	Word families

WARM-UP ROUTINE

- Praise Him in the Heavens Song** (BLM 37.1; Lesson 37, app., CD B20)
 - Have the students find the Praise Him in the Heavens song in their journals. Play the song. Have the students sing along.
- Brainstorming: Word Web**
 - Write the word **astronaut** on the board. Look at the 2 parts of this word (*astro-* and *-naut*), and have students explain the meaning.
 - Give them 2 minutes to quietly list words related to **astronaut** in English and their home language on a piece of paper.
 - Call on students to share some of their words, and use them to create a word web on the board. Talk about who astronauts are and what they do.
- Space Chant: Blastoff!** (BLM 38.1; CD B22, Words in app.)
 - Hand out BLM 38.1. Go over the words to the chant together.
 - Play CD B22 and listen to the rhythm of the chant.
 - Divide the class into 2 groups. Have them stand and face each other. Go through the chant together in an echo format.
 - Save the BLM pages for later use.

INTRODUCTION
Communicating the Objective

- Say, “In this lesson we will practice reading and listening to stories about astronauts. We will learn how an astronaut became closer to God after walking on the moon.”

INSTRUCTIONAL INPUT

- Prelistening: Astronaut Training Vocabulary** (BLM 38.2)
 - Hand out BLM 38.2. Go over key vocabulary featured in the lecture: **train, prepare, select, rigorous, interview, repair, extravehicular activity (EVA), weightlessness, harness, float, simulator, emergency.**

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Lesson Activity Sequence
Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.

SPECIAL FEATURES OF THE TEACHER BOOK

- Have the students work in pairs to fill in the blanks with key vocabulary. Review answers together.
- 2. **Listening: Astronaut Training** (SB p. 149; BLM 38.3; CD B23, Words in app.)
 - Look together at the sequence of pictures on SB p. 149. Ask the students to identify some of the vocabulary that they have reviewed.
 - Play CD B23. Have the students put check marks next to pictures that they hear described in the lecture. Play the lecture twice if necessary.
 - Hand out BLM 38.3. Note the phrases in the word bank at the top.
 - Play CD B23 again. As they listen, the students should do part A, writing each phrase in the rectangles to show the proper sequence. You may need to pause the CD several times to allow time to write.
 - Have the students do part B. Review the answers together.
- 3. **Grammar: Adjective/Adverb Review** (BLM 38.4)
 - Hand out BLM 38.4. Ask the students to read some paragraphs and to underline adjectives and circle adverbs in part A.
 - In part B, they should write 5 sentences about space, using adjectives and adverbs provided on the page. Then let students share their sentences. Check for accurate use of adjectives and adverbs.

GUIDED PRACTICE

1. **Prereading** (SB p. 150)
 - Look at the picture at the top of SB p. 150 together. Ask the students to describe the picture in English. What does Earth look like?
 - Read the quote by Jim Irwin aloud to the students. Talk about the quote together. Point out the idea that seeing Earth *changed* this astronaut. How did he change? Make predictions.

ASSESSMENT REMINDER
Listen carefully to how students respond both here and during the rest of the lesson so that you can assess their progress.

Lesson Activities

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (•) guide the teacher from one step to the next.

Audio CD: Songs, Chants, and Stories

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the teacher book appendix (app.).

Blackline Masters

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

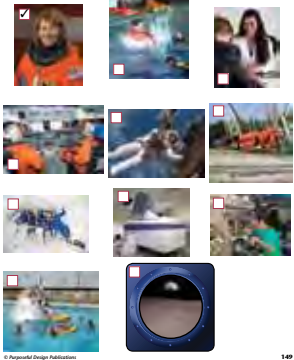
Embedded Student Book Pages

To help the teacher, the student book (SB) pages are included in the teacher book so that the teacher sees exactly what the students see.

NAME: _____

ASTRONAUT TRAINING

As you listen to the lecture, use your pencil to point at each picture. Put a check mark next to each picture as it is described.



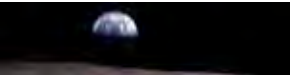
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NAME: _____

LESSON 38


BIOGRAPHY OF ASTRONAUT JAMES IRWIN



The Earth reminded us of a Christmas tree ornament hanging in the blackness of space. As we got farther and farther away it diminished in size. Finally it shrank to the size of a marble, the most beautiful marble you can imagine. That beautiful, warm, living object looked so fragile, so delicate, that if you touched it with a finger it would crumble and fall apart. Seeing this has to change a man, has to make a man appreciate the creation of God and the love of God.

James Irwin, U.S. Astronaut

James Irwin stood on the surface of the moon and looked back at Earth when he had these thoughts. Irwin was an astronaut on one of the missions to the moon—Apollo 15.



Irwin was born in 1930 and studied at the U.S. Naval Academy. He earned a master's degree in aeronautical engineering from the University of Michigan. Irwin trained to be a jet pilot and received many awards for his skill of flying aircraft. In 1966, he was selected for the astronaut corps and served as a backup astronaut for Apollo 10 and Apollo 12. Finally, with Apollo 15, Irwin had his chance to travel into space. He was the pilot of the lunar module, successfully landing on the moon. On the moon, he drove the lunar rover for 18 hours and 30 minutes, collecting rocks and exploring the mountainous area. He was the first person to ever drive a vehicle on the moon! Altogether, James Irwin spent more than 3 days on the moon.

His time on the moon changed James Irwin forever. In 1972, a year after his moon journey, he retired from NASA. He founded an organization, the High Right Foundation, and declared that he was a goodwill ambassador for the Prince of Peace. For the next 20 years, Irwin traveled all over the world. He told people that his time in space had made God more real to him. His stories of walking and driving on the moon inspired many young people to learn more about God.

In 1991, James Irwin made his final journey. This time his destination was heaven. He had a heart attack and traveled home to meet God.

*From "The Heart of God Speaks" by Dr. Stephen J. Spivey, 1995, 188

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SPECIAL FEATURES OF THE STUDENT BOOK

Colorful Pictures
The student book uses colorful images to teach the English language. The book includes pictures of children and adults from many different countries.

Perforated Pages
Each page can be removed easily from the student book to be given to a student.

Guided Reading
Lessons in this level feature longer reading selections, including both informational readings and stories related to the theme.

Name: _____

LESSON 38

ASTRONAUT TRAINING

As you listen to the lecture, use your pencil to point at each picture. Put a check mark next to each picture as it is described.









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LESSON 38

Name: _____

BIOGRAPHY OF ASTRONAUT JAMES IRWIN



The Earth reminded us of a Christmas tree ornament hanging in the blackness of space. As we got farther and farther away it diminished in size. Finally it shrank to the size of a marble, the most beautiful marble you can imagine. That beautiful, warm, living object looked so fragile, so delicate, that if you touched it with a finger it would crumble and fall apart. Seeing this has to change a man, has to make a man appreciate the creation of God and the love of God.

James Irwin, U.S. Astronaut*

James Irwin stood on the surface of the moon and looked back at Earth when he had these thoughts. Irwin was an astronaut on one of the missions to the moon—Apollo 15.

Irwin was born in 1930 and studied at the U.S. Naval Academy. He earned a master's degree in aeronautical engineering from the University of Michigan. Irwin trained to be a jet pilot and received many awards for his skill at flying aircraft. In 1966, he was selected for the astronaut corps and served as a backup astronaut for Apollo 10 and Apollo 12.

Finally, with Apollo 15, Irwin had his chance to travel into space. He was the pilot of the lunar module, successfully landing on the moon. On the moon, he drove the lunar rover for 18 hours and 30 minutes, collecting rocks and exploring the mountainous area. He was the first person to ever drive a vehicle on the moon! Altogether, James Irwin spent more than 3 days on the moon.

His time on the moon changed James Irwin forever. In 1972, a year after his moon journey, he retired from NASA. He founded an organization, the High Flight Foundation, and declared that he was a goodwill ambassador for the Prince of Peace. For the next 20 years, Irwin traveled all over the world. He told people that his time in space had made God more real to him. His stories of walking and driving on the moon inspired many young people to learn more about God.

In 1991, James Irwin made his final journey. This time his destination was heaven. He had a heart attack and traveled home to meet God.



*from Michael Reagan, ed., *The Hand of God* (Radnor, PA: Templeton Foundation Press, 1999), 158

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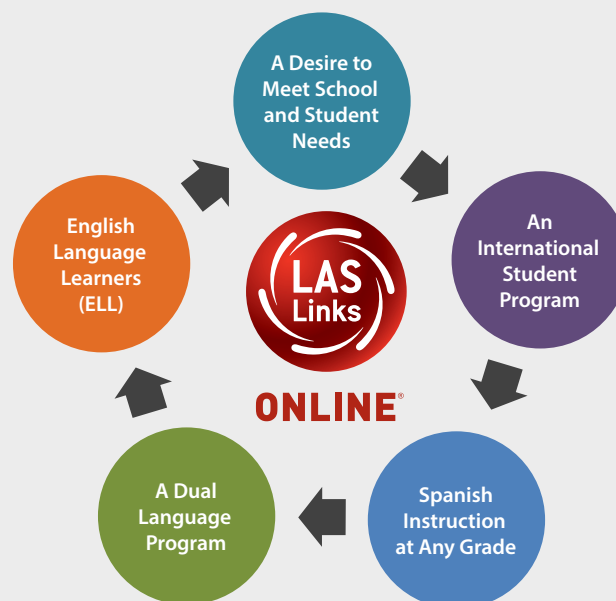
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