The course methodology is centered on echoes, grammar, cheers, pronunciation, and fun! Happy Campers, friends forever!

### Vocabulary
**Clothes:** T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers.

**At the Beach:** swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle.

### Grammar
**What are you wearing?** I’m wearing sneakers. Are you wearing shorts? Yes, I am. / No, I’m not. Is she swimming? Yes, she is. / No, she isn’t. She isn’t sleeping.

### Skills
**Listening:** Listen for and identify clothes and beach activities. Listen for specific information and circle an appropriate response.

**Speaking:** Talk about the clothes students are wearing and beach activities.

**Reading:** Understand details in a story. Read a fiction text: *Fun with Grandpa.* Identify and describe details. Read short sentences and recognize words.

**Writing:** Write about beach activities.

### Teaching with Technology
**Teaching with Games**

**Odd One Out**
Give students sets of words and have them decide which word is different from the others. The words can be provided in written form or orally. This activity helps students become aware that words can be classified in different ways, while developing critical thinking skills. Be prepared to accept different answers if students have a good explanation.

### Happy Teacher
Changing from one activity to another can easily become a noisy time in the classroom. Attention and quiet signals are essential in the classroom. Raising your hand is a signal for the class to stop talking and listen to the teacher. Another way to quiet the class is to clap once and have students repeat the single clap.

### Happy Class
Take a few minutes and celebrate birthdays with the class. Create a fun ritual in English to acknowledge students’ birthdays, such as singing “Happy Birthday.” Ask the question: How old are you now? for the birthday student to answer. You may choose to give the birthday student a choice of games to do in class, or assign a birthday seat (such as the teacher’s) for the birthday student to sit in during his or her special day. Create a group celebration for students whose birthdays occur during vacations.

### Unit Objectives
By the end of the unit, students can:
1. Identify clothes and beach activities.
2. Make statements about a picture and respond.
3. Show understanding of story details.
Lesson 1 Vocabulary

Lesson Objective: Identify clothes.

New Vocabulary: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

Materials: Audio Tracks 34 and 35

Start the Class

Have students look at Pages 48 and 49 and predict what the lesson is about. Write the word clothes on the board. Elicit what clothes students are wearing today, focusing on words they already know. Have volunteers say their favorite clothes, and then draw them on the board.

Listen. Then echo.

Have students look at the pictures and identify the clothes in L1. Explain that they are going to listen and point to the pictures of different clothes. Play Track 34 and have students listen and point to the pictures of the clothes as they hear them mentioned. Play Track 34 again and have students echo the phrases.

Listen. Then complete.

Have students look at the pictures and identify the clothes from this page. Have them draw an arrow pointing to each item of clothing as they hear them mentioned. Play Track 34 again and have students listen and point to the pictures of the clothes in L1. Explain that they are going to listen and identify the clothes as they hear them mentioned. Play Track 34 and have students listen and point to the pictures of the clothes as they hear them mentioned. Play Track 34 again and have students echo the phrases.

Try This!

Tell students that they are going to draw a picture of themselves wearing some of the clothes from this page. Have them draw an arrow pointing to each item of clothing and write the word to label it. Circle around the class and provide help as needed. Have students compare their drawings with the person next to them. Encourage them to name the colors of the clothes to practice color words.

Finish the Class

Divide the class into two groups: one group of girls and one group of boys. Have them stand on opposite sides of the classroom. Explain that they are going to sing “My Clothes.” Both groups are going to sing the questions together, but the girls will sing the girls’ part and the boys will sing boys’ parts. Play Track 35 again and have students sing their parts.

Spelling Check! Spell the clothes aloud. Then complete.

Have students compare their sentences with a partner. Then check answers as a class.

Write.

Have students close their books. Tell them that they will take turns saying and spelling the clothes with a partner. Then tell students to write the number of words they can spell correctly.

Finish the Class

Have students complete the activity individually. Then complete.

Review the answers as a class.

Have students complete the activity individually. Then complete.

Then number.

Have students compare their sentences with a partner. Then check answers as a class.

Draw your family doing chores. What are they doing?

They’re washing the car.

They’re setting the table.

He’s feeding the pets.

He’s sweeping the floor.

She’s cleaning.

I can spell Words.

Then echo.

I’m wearing a T-shirt.

Yes, I am.

Yes, I am.
Lesson 2  Grammar

Lesson Objective: Ask and answer questions about clothes.


Vocabulary Review: Safari, pants, cap, shorts, jeans, swimsuit, sandals, sneakers

Materials: Audio Track 35, Unit 6 clothes flashcards

Start the Class
Show the class the clothes vocabulary flashcards. Have volunteers say the names of the clothes. Repeat until each clothing item has been mentioned. Then show the cards faster, having the class respond chorally.

1. Sing: My Clothes.

Tell students they are going to listen to the song again and follow the words with their fingers as they listen. Explain that when they hear the word not, they should wag their fingers to indicate no. Play Track 35. Play Track 35 again and have the class sing along.

2. Circle the question with a yes/no answer.

Remind students of the questions they learned in previous units. What are you doing? What time is it? What are you wearing? Tell students that they are going to read the questions and check the correct answer for each one. Have volunteers write the questions and answers on the board.

3. Circle the correct answer.

Explain to students that they will look at the picture of the boy and circle the correct answer for each question. Then have students share their answers with the class.

4. Answer for you.

Read the questions in the activity aloud. Ask students to write answers about themselves. Walk around and check students’ answers while they are working.

Finish the Class
Form the class into rows. Ask students at the head of each row Are you wearing (sandals)? Students answer Yes, I am or No, I’m not. Then the first student in each row turns around and repeats the question to the student seated next to him or her. Repeat until the last student in each row has answered. Then repeat the activity by starting the question at the other end of the row and having students take turns to ask and answer going back in the opposite direction.

Lesson 2  Grammar Snapshot!

What are you wearing? I’m wearing sneakers. Are you wearing shorts? Yes, I am. / No, I’m not.

1. Are you wearing shorts?
   - Yes, I am.
   - No, I’m not.

2. Are you wearing sandals?
   - Yes, I am.
   - No, I’m not.

3. Are you wearing a cap?
   - Yes, I am.
   - No, I’m not.

4. Are you wearing a T-shirt?
   - Yes, I am.
   - No, I’m not.

5. Are you wearing jeans?
   - Yes, I am.
   - No, I’m not.

6. Are you wearing a cap?
   - Yes, I am.
   - No, I’m not.

7. Are you wearing a T-shirt?
   - Yes, I am.
   - No, I’m not.

8. Are you wearing shorts?
   - Yes, I am.
   - No, I’m not.

This may also be completed for homework.

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

T 110

The Language Lodge

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Spelling Check!

I can spell beach activities aloud.

- sail a boat
- sleep
- swim
- build a sandcastle
- eat ice cream
- fly a kite

This may also be completed for homework.

T 110

The Language Lodge

110

Spelling Check!

I can spell beach activities aloud.

- sail a boat
- sleep
- swim
- build a sandcastle
- eat ice cream
- fly a kite

This may also be completed for homework.

T 110

The Language Lodge
Lesson 3 Vocabulary in Context

Lesson Objective: Identify characters and the activities they are doing at the beach.

New Vocabulary: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Materials: Audio Tracks 36 and 37, strips of paper

Start the Class

Have students look at the comic strip on Pages 50 and 51 and memorize as much as they can about what the characters are wearing. Tell students to close their books. Then have them tell a partner as much as they can remember about what the characters are wearing.

Where are the Shutterbugs?

Point out the different characters and elicit their names: Lisa, Clare, Tom, and Sam. Have a volunteer read the question and have students say the answer:

At the beach.

Read and listen.

Tell students they are going to read the comic strip as they listen. Play Track 36.

Draw a vertical line down the board to create two columns. In the right column, write a kite, a sandcastle, a boat, and ice cream. Explain to students that they will look at the comic strip and complete the left column with the appropriate verb. For example, flying will line up with a kite. Have students copy the columns and words in their notebooks.

Dictation! Listen and write. Then say.

Tell students that they will take turns reading the comic strip with a partner. Have volunteers read the directions in Activity 3. Dictation! Listen and write. Then say.

Spelling Check! Spell the beach activities aloud. Then complete.

Tell students they will listen again and then repeat what they hear. Play Track 37.

Audio script Track 37

1. swim 2. sleep 3. fly a kite 4. sail a boat 5. eat ice cream 6. build a sandcastle

Have students close their books. Tell them that they will take turns saying and spelling the beach activities aloud. Then complete.

Have students flip to The Language Lodge Page 23.

1. Write.

Have volunteers read the directions and the words in the box aloud. Explain to students that they will label the pictures. Do Item 1 as a class. Have students complete the activity individually. Have volunteers share their answers with the class.

Spelling Check! Spell the beach activities aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the beach activities with a partner. Then tell students to write the number of words they can spell correctly in the box.

Finish the Class

Divide the class into two teams. To review, write the chores from Unit 5 and beach activities from Unit 6 on strips of paper. Have the first person from each team come to the board, choose a strip of paper, and act it out for their team to guess. They must repeat the action until a teammate guesses. Continue until students have guessed all the words.
Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about beach activities.
New Grammar: Is he/she swimming? No, she isn’t.
Vocabulary Review: swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle
Materials: Audio Tracks 36 and 38

Start the Class

Write the following words on the board with the first and last letters missing: k i t e
- Write the following words on the board with the first and last letters missing: b o a t
- Write the following words on the board with the first and last letters missing: i c e c r e a m

Track 36

Dictation!
1. acke
2. daschnwies
3. scihp
4. eomdalen
5. cuije
6. ropcopn
7. daso
8. cdyan

Lesson 4

Lesson 3

Where are the Shutterbugs?
Read and listen.
1. Where’s Tom?
Is Tom flying a kite?
Yes, he is!
No, he isn’t.
2. Where’s Sue?
Is Sue building a sandcastle?
Yes, she is!
No, she isn’t.

Shutterbugs

Lesson 4

Grammar Snapshot! Write the answers.
1. Is Tom sleeping?
No, he isn’t.
2. Is Sue building a sandcastle?
Yes, she is!
No, she isn’t.
3. Is he sailing a boat?
No, he isn’t.
4. Is she swimming?
No, she isn’t.

Dictation! Listen and write. Then say.

Track 38

Draw your friend at the beach. Answer.

Finish the Class

Have students work in groups of three to create a new grammar cheer by adding different activities. Have volunteer groups share their cheers with the class.

This may also be completed for homework.
Lesson 5 Fiction Reading

Lesson Objective: Read a text to understand main ideas and details.

Vocabulary Review: swimsuit, build a sandcastle, swim, fly a kite

Grammar Review: Is he building a sandcastle? Yes, he is. She’s flying a kite. She isn’t building a sandcastle.

Materials: Audio Track 39

Start the Class
Divide the class into two teams. Write Yes and No on the board. Have a volunteer from each team stand away from the board. Say I’m swimming, but mime swimming. The first student to touch the correct answer on the board wins a point for his or her team. Vary miming correct and incorrect actions. Play until all students have participated. The team with the most points wins.

1. Circle where the family is.

a. at the park
b. at the lake

2. Read and listen.

Fun with Grandpa

It’s hot and sunny. Eddie, Lily, Mom, and Grandpa are at the lake. What’s Grandpa wearing? Is he wearing a jacket and pants? Yes, he is! Oh, Grandpa!

Is Eddie building a sandcastle? Yes, he is! Lily isn’t building a sandcastle. She’s flying a kite with Mom.

Eddie wants to swim with his sister, Lily. “Let’s swim, Lily! Come on, Grandpa!”

Look! Grandpa is swimming in his clothes! He’s wearing pants and a jacket. He isn’t wearing a swimsuit. Eddie and Lily are having fun with Grandpa!

3. Circle where the family is.

Tell students to open their books to Page 52. Have a volunteer read the directions for Activity 1. Remind them that they will look at the pictures in the story and circle where the family is. Give a one-minute time limit. Review the answer with the class: at the lake. Have students talk about things their families like to do together.

4. Read and listen.

In pairs, have students look at the pictures and name as many beach activities as they can. Ask what is unusual or funny in the pictures: Grandpa is swimming in his clothes.

Have a volunteer read the title of the story. Tell students they will read the story as they listen. Remind them to follow the words in their books with their fingers as they read and listen. Play Track 39. Then have students look for words in the text that say what activities the children are doing: building a sandcastle, flying a kite, and swimming.

Ask students to talk about the activities in the story that they like to do. Have them share their ideas with the class. Ask students to talk about the people in their families who do these activities with them.

Divide the class into groups and tell students that they will read the text again in their group. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers repeat after you until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers repeat after you until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers repeat after you until the entire sentence is read out.

Finish the Class
Tell students they will each choose one of the scenes from the story and draw their own pictures to illustrate it. Have them write captions that describe their drawings. Have them share their pictures with a partner and describe what the characters are doing. Have volunteers show and describe their drawings to the class. You may choose to display students’ drawings in the class.

Try This!
Write the following words and phrases on the board, each one on a line below the previous one, to form a right triangle: Eddie / Eddie and Lily / Eddie and Lily are / Eddie and Lily are having fun / Eddie and Lily are having fun with Grandpa. Read each line aloud, beginning with the top line, and have students repeat after you until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers repeat after you until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and providing help as needed. Have volunteers repeat after you until the entire sentence is read out.

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Lesson 6

Lesson Objectives: Recall details from a text.
Vocabulary Review: build, sandcastle, swim, swimsuit, jacket, pants
Grammar Review: is Grandpa wearing a swimsuit? No, he isn't.
Materials: Audio Track 39, music

Start the Class
Divide the class into two lines. Tell the class you are going to say a word or phrase from the text and a student from each line will go to the board and write it. The first student to spell the word or phrase correctly wins a point for his or her line.

1. Listen again to Fun with Grandpa.
Tell students they will read and listen to the text again. Play Track 39. Ask questions about the text such as How many people are at the lake? What is Eddie doing? What is Lily doing? What is Mom doing? Ask students to say what they like about the story.

2. Look at the picture of Grandpa. Answer.
Have students look at the picture and describe what they see. Explain that they will work individually to answer the questions according to what is in the picture. Allow time for students to complete the activity, and then have them share their answers with a partner. Tell students they will listen to the story again to check their answers. Play Track 39 again and pause to allow them time to review their answers. Have volunteers read the questions and the class read their answers.

3. Say Cheese! Draw your family at the lake.
Have students think about activities people do at the lake. On the board, write Grandpa is swimming. Explain to students that they will draw pictures of their own families at the lake. Circulate around the class to monitor students and provide help as needed. Have students show their drawings to a partner and say what they are doing and wearing.

4. Writing Time! Write about your picture.
Explain to the class that they are going to write sentences about the picture they drew in Activity 3. Write to the first sentence and have a volunteer read it to the class. Complete the second sentence with the whole class to give them an idea of what to write. Remind students to use the present progressive in their writing. Circulate around the class to monitor students’ work and provide help as needed. Have students share their sentences with a partner. Then have volunteers show their pictures and read their descriptions to the class.

Finish the Class
Name a word category such as clothes. Call out words at random. If the word fits the category, students clap, for example, jeans (clap), pants (clap), sandcastle (don’t clap), T-shirt (clap), and boat (don’t clap). Repeat with different categories, such as activities. You may also choose to have volunteers lead rounds of the game.

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

Lesson 6

1. Listen again to Fun with Grandpa.
   1. Is he building a sandcastle? No, he isn’t.
   2. Is he swimming? No, he isn’t.
   3. Is he wearing a swimsuit? No, he isn’t.
   4. Is he wearing a jacket and pants? Yes, he is.

2. Look at the picture of Grandpa. Answer.
   1. Is he building a sandcastle? No, he isn’t.
   2. Is he swimming? No, he isn’t.
   3. Is he wearing a swimsuit? No, he isn’t.
   4. Is he wearing a jacket and pants? Yes, he is.

3. Say Cheese! Draw your family at the lake.
   (Students’ own answers)

4. Writing Time! Write about your picture.
   It’s hot and sunny. (Students’ own present) and I are at the lake. What’s _______ _______ wearing? Is _______ _______ _______ wearing _______ _______ and _______ _______ _______?
Lesson 7

Lesson Objectives:

Creative, Collaborative, and Critical Thinking Activity

Lesson Objectives: Talk about favorite activities.

Use communication skills and problem-solving skills to sort information and decide how to present it.

Vocabulary Review: clean, wash the dishes, wash the car, play ball, take a walk, ride a skateboard, ride a bike, have a picnic, climb trees, run, play on the swings, swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Grammar Review: Eating ice cream is my favorite activity. I don’t like drawing.

Materials: construction paper; colored pencils, markers, or crayons

Start the Class

Play Bingo. Have students divide a sheet of paper into nine squares. Have them write a number in the center square, beach activity words in four of the squares, and park activity words in the remaining four squares. Explain that you are going to say a beach activity, park activity, or chore, and they will mark it on their boards if they have it. Say the vocabulary words in a random order. The first student to mark all of his or her squares shouts Bingo! Have the student say the words on his or her game card to confirm he or she is the winner.

Think about your favorite activities. Number them from 1 to 10. 1 = your favorite activity.

Tell students to look at Page 54 and have volunteers read the directions and example list. Have some students say their favorite activities. Explain that they will work individually to write a list of their ten favorite activities. Then they will number them. Explain that number 1 will be their favorite activity, number 2 their next favorite, and so on up to ten. Circulate around the classroom and provide help as needed. Encourage students to use vocabulary from this unit when they can, but tell them they may use other words they know.

Share your ideas.

Have two volunteers read the sample dialogue in Activity 2. Tell students that they will work in pairs and share their favorite activities. Circulate around the classroom, correct pronunciation, and provide help as needed.

Team up and make a Favorite Activities Chart.

Put two pairs of students from Activity 2 together to form groups of four. Have each group put all their information together to make a Favorite Activities Chart. Students will write the numbers 1–10 in a vertical row, with 1 at the bottom and 10 at the top. At the bottom of the chart, students will draw pictures of the activities and label them in a horizontal row. The bars for each activity reflect how popular they are for each group. Have teams present the information in their charts to the class. Remind them to point to the days when they are talking. Be sure each member of the team speaks at least once. Display the charts in the classroom.

Finish the Class

Have students interview another team to get their votes for their favorite activities. Then take a class poll to see what the number one activity is for the class.

Use the Presentation Kit for interactive activities in this lesson.
Lesson 8 Review

Lesson Objective: Review vocabulary and grammar from Unit 6.

Vocabulary Review: T-shirt, pants, cap, shorts, jeans, swimsuit, sandals, sneakers, swim, sleep, fly a kite, sail a boat, eat ice cream, build a sandcastle

Grammar Review: What are they doing? They’re taking a walk.

Materials: paper, colored pencils

Lesson 8

Lesson 8

Start the Class

Write the six beach activities on the board and number them. Give each student a number from one to six. Distribute sheets of paper and colored pencils. Tell each student to make a drawing of the beach activity that corresponds to his or her number. Have students exchange drawings and check one another’s activities. Have students write their names on the pictures. Collect the drawings to use later in the lesson.

1 Spelling! Write the -ing form of the verbs.

Have a volunteer read the directions. Explain to the class that they will write each verb with the -ing ending. Have volunteers write the correct words on the board so students can check their answers. Review which base word doubles the final consonant (swimming), and which word drops the final -e (-ing) to form the -ing word. Have students think of other examples of words that double the consonant and words that drop the final -e to form the -ing words.

2 Complete the puzzle.

Point to the numbers next to the pictures and explain to students that they have to use them to find where to write the words to complete the crossword puzzle. Elicit Item 1 (cap) and have students write the letters in the corresponding squares. Have students compare their answers with a partner. Point to the numbers next to the corresponding squares. Have students complete the puzzle individually. Circulate around the class to monitor students and provide help as needed. Tell students to compare their answers with a partner. Project the interactive activity from the Presentation Kit for students or draw the puzzle on the board. Have volunteers write their answers for the rest of the class to confirm their answers.

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

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

Finish the Class

Hand out the drawings students made at the beginning of the class. Tell students to stand in a circle. Say Change places if your picture is sailing a boat. Students who have that picture have to change places. Continue with other actions. Play several times.

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

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

Round Up!

1 Spelling! Write the -ing form of the verbs.

1. eat eating 2. fly flying
3. swim swimming 4. ride riding
5. build building 6. watch watching

2 Complete the puzzle.

1. a cap
2. a hat
3. a shirt
4. a T-shirt
5. a pant
6. a sandal

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