

Lesson 5

1 Circle what the story is about.

- a. a weekday morning b. a weekend morning

2  15 Read and listen.

Good Morning!

Every morning Harry and Ben wake up early.
First, they brush their teeth.
Do they use toothpaste? Yes, of course they do!



Next, they wash their faces and their hands.
Do they use soap? Yes, they do ... sometimes.
They dry their faces and hands with their towels.

Time to get dressed for school!
They put on their shirts, pants, and shoes.
Harry and Ben comb their hair.
They look great!



They're ready for school.
There's just one more thing to do.
Eat breakfast!
Good morning, Harry and Ben!



Lesson 5 Fiction Reading

Lesson Objectives: Make predictions about a story based on illustrations. Read a fiction text to practice the unit language.

New Vocabulary: towel, sometimes, ready

Vocabulary Review: wake up, brush their teeth, wash their faces, wash their hands, get dressed, brush their hair, eat breakfast, toothpaste, soap, faces, hands, shirts, pants, shoes, school

Grammar Review: They eat breakfast.

Materials: Audio **Track 15**

Start the Class

5 min

Have students look at the pictures in the story for one minute and memorize as many details as they can. Ask the class to close their books and discuss with a partner as much as they can remember about the pictures. Encourage them to describe personal care items and morning routines.

1 Circle what the story is about.

5 min

Ask students to look at and describe the pictures, then make predictions about the text based on the illustrations. Ask two students to read the two options. Have the class choose an answer; tell them to show their choices by raising their right hands for *a* or their left hands for *b*. Have students give reasons for their predictions.

2 15 Read and listen.

20 min

Ask students what the title of the text is. Discuss if it is fiction or nonfiction. Elicit *fiction*. Have students give examples of fiction and nonfiction texts. Explain to the class that sometimes fiction texts are about things people do in real life, but the people in the text are not real people.

Tell students that they will listen to the text as they read along. Play **Track 15**. Confirm students' predictions by asking *What is the story about?* Elicit *a weekday morning*.

Play **Track 15** again and have the class read it aloud with the track. Encourage them to imitate correct pronunciation as much as possible. Then have students take turns reading the text with a partner. Circulate among the pairs and help as needed.

Write a list of words students had difficulty pronouncing. Point to each word, say it clearly and slowly, and have the class repeat after you. Repeat each word several times, increasing your speed each time to practice fluency. Point to individual students and have them say a word and have the class repeat after them.

Try This!

10 min

Have students work with a partner and take turns asking and answering questions about the information in the text. Provide examples such as *What things are in the story? What do they do first? What do they do next? What clothes do they put on? How do they look? What do they do last?*

Finish the Class

10 min

Have students draw something illustrating one of the personal care items in the text and then write a sentence to go with the picture. For example, *They brush their teeth with a toothbrush.*

Have volunteers share their drawings and read their sentences to the class. Display the drawings in the classroom.



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

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



brush your hair

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



brush your teeth

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



dry your hands

LEVEL 4

Unit 2

Lesson 1



get dressed

LEVEL 4

Unit 2

Lesson 1



put on your shoes

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



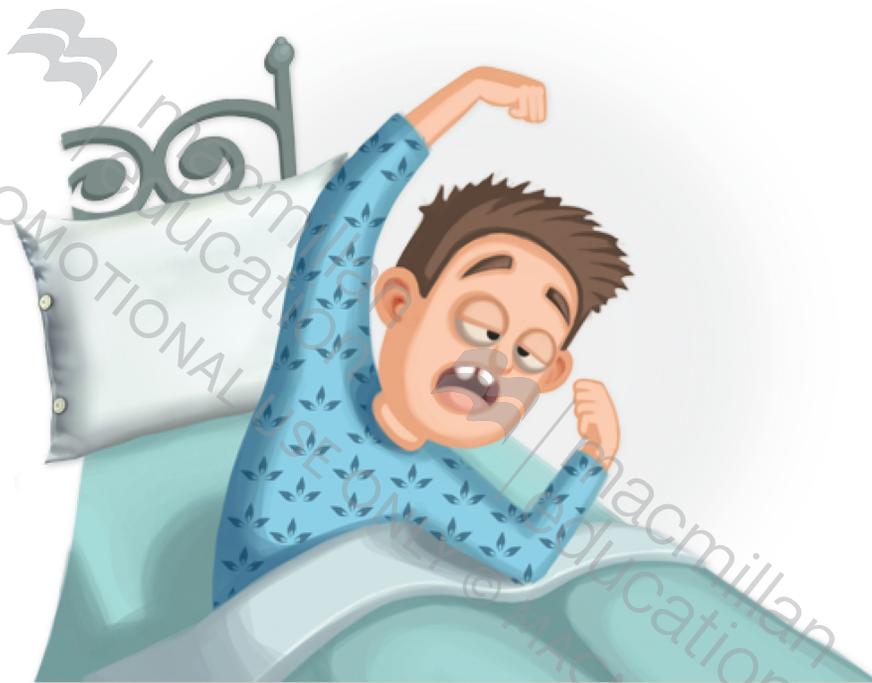
take a shower

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



wake up

LEVEL 4

Unit 2

Lesson 1

Happy Campers 4



wash your hands