

Unit 1 I Like Myself

<ul style="list-style-type: none"> • Subject: Social Studies / Topic: Everyday Life 	
<ul style="list-style-type: none"> • Target Words: cousin, dance, sew, craft, cartoon, funny 	
<ul style="list-style-type: none"> • Materials: ppt tool(Reading Palette-Basic 3_Unit 1), CD player 	
★Warm Up (pages 8-9)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: What animal can you see? Can you sew? What is the girl drawing?	[Possible Answers] 1. The girl (on the left) is dancing. The girl (on the left) is sewing. The girl (on the right) is drawing. 2. I'm good at singing.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 9)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What is her cousin's name? What is the girl good at?	[Translation] 내 사촌인 Sally는 재능이 많아요. 노래와 춤도 잘하고요. 바느질도 잘하고 만들기도 잘해요. 하지만 나는 노래도 못하고 춤도 못 춰요. 바느질도 못하고 만들기도 못해요. 슬퍼지네요. 나도 Sally처럼 되고 싶어요. "기운 내"라고 Sally가 말해요. "너도 잘하는 게 많잖아." Sally의 말이 맞아요! 나는 이야기 만들어내는 걸 잘해요. 슈퍼영웅이 나오는 만화를 그리는 것도 잘해요. 사람들은 내가 그리는 재미있는 만화를 좋아해요. 나도 이제 내 자신이 좋아요!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -having talents

★Reading Check-Up (pages 10-11)

1. Have the students turn to page 10.

T: Now, let's find out how well you understand the story.

Number one. What is Sally good at? Sally is good at... writing and dancing? Singing and dancing? Playing and dancing?

Number two. The girl can draw cartoons. She says, everyone loves my... funny cartoons? Sad cartoons? Happy cartoons?

T: Let's move on to question B.

Number one. Sally can do crafts. Is that true or false?

Number two. I don't have any talents. Is that true or false?

That's false! The girl can write stories and draw cartoons.

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which ones go with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

My... cousin or friend, Sally, has many talents? Who is Sally?

[Answers]

A) 1. ㉞ 2. ㉠

B) 1. True 2. False

C) ㉞㉡, ㉠㉢

D) cousin, cartoons, myself

★Word World (page 11)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. This girl is doing crafts. What is she making? This girl is making bracelets. This boy is baking cookies. This boy is painting pictures. Do you like painting pictures?

2. (Write)

Have the students look at the chart.

T: What can you do? Fill in the chart based on what you can do and what you can't do.

3. (Say)

T: Now, think about what you like to do. Choose a phrase from above and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about what you like to do.

[Possible Answers]

I can...	I can't...
do crafts/make bracelets/ bake cookies/ paint pictures	do crafts/make bracelets/ bake cookies/ paint pictures

-I like to do crafts/make bracelets/bake cookies/paint pictures.

Unit 2 This Is My Town

<p>• Subject: Social Studies / Topic: Town</p>	
<p>• Target Words: town, library, peaceful, borrow, weekend, buy</p>	
<p>• Materials: ppt tool(Reading Palette-Basic 3_Unit 2), CD player</p>	
<p>★Warm Up (pages 12-13)</p>	
<p>About the Picture</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: Look at the clock. What time is it? What is the boy doing in the park?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. I can see a library, a school, a park, and a supermarket. 2. I like to go to the park.
<p>Learn the Words</p> <p>Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.</p>	
<p>★Let's Read! (page 13)</p>	
<ol style="list-style-type: none"> 1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. <p>T: Is the town big or small? What is the the dog's name?</p>	<p>[Translation]</p> <p>나는 작은 마을에 살아요. 여기에는 많은 재미있는 곳들이 있죠. 학교 옆에는 공원이 있어요. 나는 공원에서 우리 개 Rex를 산책시켜요. 공원 건너편에는 도서관이 있어요. 도서관은 매우 조용해요. 나는 방과 후에 도서관에 가요. 소설책과 만화책을 빌린답니다. 슈퍼마켓이 도서관 옆에 있어요. 나는 주말에 슈퍼마켓에 가요. 엄마와 함께 과자와 주스를 산답니다.</p>
<p>Check the Main Idea</p> <p>Ask the students about the main idea of the passage.</p> <p>T: What is the story mainly about?</p>	<p>[Answer]</p> <p>-a fun town</p>

★Reading Check-Up (pages 14-15)

1. Have the students turn to page 14.

T: Now, let's find out how well you understand the story.

Number one. I walk my dog, Rex, in the... library? In the supermarket? In the park? Where does the boy walk his dog?

Number two. What is the library like? It is very... peaceful?

Noisy? Small?

T: Let's move on to question B.

Number one. I visit the park after school. Is that true or false?

That's false! The boy visits the library after school.

Number two. I borrow novels and comic books. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

I live in a small... park or town?

[Answers]

A) 1. ㉠ 2. ㉡

B) 1. False 2. True

C) ㉡-㉢-㉠

D) town, weekend, buy

★Word World (page 15)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. There is a movie theater, a supermarket, a bakery, and a post office. You can find them all in the town.

Where can you watch a movie? Where can you buy a cake?

2. (Write)

Have the students look at the chart.

T: Which ones are near your home, and which ones are far from your home? Fill in the chart.

3. (Say)

T: Where do you go with your parents? Choose a word from above and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about a place you go with your parents.

[Possible Answers]

Near My Home	Far from My Home
movie theater/ supermarket/ bakery/ post office	movie theater/ supermarket/ bakery/ post office

-I go to the movie theater/supermarket/bakery/
post office with my parents.

Unit 3 The Food Chain

• Subject: Science / Topic: Animals	
• Target Words: sunlight, grass, zebra, hunt, owl, grab	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 3), CD player	
★Warm Up (pages 16-17)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: What animals eat plants? Can you name them? What animals eat meat? Can you name them?	[Possible Answers] 1. I can see a zebra, a lion, a rabbit, and an eagle. 2. Lions eat meat.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 17)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What do rabbits eat? What do eagles eat?	[Translation] 식물은 햇빛, 흙, 그리고 물을 필요로 해요. 태양으로부터 에너지를 얻어요. 자라는 데 흙과 물을 사용하죠. 많은 동물들이 살아가기 위해 식물을 필요로 해요. 토끼는 나뭇잎, 풀과 채소를 먹어요. 얼룩말은 초원에서 긴 풀을 뜯지요. 생쥐는 들판에서 씨앗과 식물을 먹어요. 식물은 이러한 동물들이 자라는 데 도움을 줘요. 다른 동물을 먹는 동물도 있어요. 독수리는 토끼를 잡아 먹어요. 사자는 초원에서 얼룩말을 사냥하죠. 올빼미는 유심히 들판을 바라봐요. 아래로 날아와서 생쥐를 낚아채요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -what animals eat

★Reading Check-Up (pages 18-19)

1. Have the students turn to page 18.

T: Now, let's find out how well you understand the story.

Number one. Mice eat... flowers and plants in fields? Seeds and plants in fields? Owls and plants in fields?

Number two. Which animals fly down and grab mice? Owls? Zebras? Lions?

T: Let's move on to question B.

Number one. Animals don't eat other animals. Is that true or false? That's false! Some animals like lions eat other animals.

Number two. Some animals eat plants. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Plants get energy from the... animals or sun?

[Answers]

A) 1. ⓑ 2. ⓐ

B) 1. False 2. True

C) ⓐ-ⓑ-ⓐ

D) sun, grass, catch

★Word World (page 19)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. This is a koala. Is it cute? This is a tiger.

Is it scary? This is a rabbit. This is a shark. Which animal lives in the ocean?

2. (Write)

Have the students look at the chart.

T: Which animals eat meat? Which animals eat plants? Fill in the chart.

3. (Say)

T: What animal do you want to see? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about an animal you want to see.

[Possible Answers]

Eats Meat	Eats Plants
tiger, shark	koala, rabbit

-I want to see a koala/tiger/rabbit/shark.

Unit 4 No More TV!

• Subject: Social Studies / Topic: Everyday Life	
• Target Words: vacation, bake, idea, flour, sugar, delicious	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 4), CD player	
★Warm Up (pages 20-21)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: What's your favorite TV show? Can you bake cookies?	[Possible Answers] 1. They are baking. 2. Yes, I do. / No, I don't.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 21)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What do the Bears bake? Do the cookies taste good?	[Translation] 여름 방학 첫 날이에요. 형 곰과 누나 곰은 TV를 봐요. "TV는 이제 그만." 엄마 곰이 말해요. 누나 곰은 지루해요. "뭘 해야 할까?" "방법이 있어!" 형 곰이 말해요. "쿠키를 만들자!" "좋은 생각이야!" 누나 곰은 만드는 법을 찾아봐요. 밀가루, 설탕, 버터와 계란이 필요하네요. 형 곰과 누나 곰은 함께 그것들을 모두 섞어요. 아기 곰도 도와요. 그러고는 오븐에 쿠키를 구워요. 아기 곰이 쿠키 하나를 맛봐요. "정말 맛있네!"
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -baking cookies

★Reading Check-Up (pages 22-23)

1. Have the students turn to page 22.

T: Now, let's find out how well you understand the story.

Number one. It is the first day of summer... party? Vacation? School?

Number two. What do Brother and Sister Bear do? They... mix it all together? Pour it all together? Eat it all together?

T: Let's move on to question B.

Number one. They need butter and eggs. Is that true or false?

Number two. Baby Bear doesn't want to bake cookies. Is that true or false? That's false! Baby Bear helps bake cookies.

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Good job! Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Brother and Sister Bear watch TV. "No more TV," Mother Bear says. Sister Bear gets... excited or bored?

[Answers]

A) 1. ⓑ 2. ⓐ

B) 1. True 2. False

C) ⓓ-ⓑ-ⓒ-ⓐ

D) bored, bake, sugar

★Word World (page 23)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures.

The boy and girl are playing board games. Do you like playing board games? This girl is listening to music. What is this boy making? He is making pizza. Do you like pizza? The boy and girl are playing with blocks.

2. (Write)

Have the students look at the chart.

T: What do you like to do? What do you not like to do? Fill in the chart.

3. (Say)

T: What do you like to do on a rainy day? Choose a phrase and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about something you like to do on a rainy day.

[Possible Answers]

I like to...	I don't like to...
play board games/ listen to music/ make pizza/ play with blocks	play board games/ listen to music/ make pizza/ play with blocks

-I play board games/listen to music/make pizza/play with blocks on a rainy day.

Unit 5 Safety First!

<ul style="list-style-type: none"> • Subject: Social Studies/ Topic: Safety 	
<ul style="list-style-type: none"> • Target Words: cross, road, gift, ride, dangerous, protect 	
<ul style="list-style-type: none"> • Materials: ppt tool(Reading Palette-Basic 3_Unit 5), CD player 	
★Warm Up (pages 24-25)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Do you want to be a police officer? Can you ride a bike?	[Possible Answers] 1. He is a police officer. 2. Yes, I do. / No, I don't.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 25)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Should you ride your bike in the street? What should you wear when you ride a bike?	[Translation] 학교의 안전 주간이에요. 경찰관 아저씨가 우리 반에 오셨어요. "밖에서는 이 규칙들을 지켜야 한단다."라고 말씀하세요. 먼저, 거리에서는 조심해야 해요. 횡단보도로 길을 건너야 해요. 길에서 뛰면 안돼요. 둘째, 모르는 사람과 말하면 안돼요. 모르는 사람의 차에 타면 안돼요. 사탕이나 선물을 덥석 받아도 안돼요. 셋째, 거리에서 자전거를 타면 안돼요. 너무 위험해요. 항상 헬멧을 써야 해요. 헬멧은 머리를 보호해 줄 거예요. "안전하게 지낼 수 있어!" 경찰관 아저씨가 말씀하세요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -safety rules

★Reading Check-Up (pages 26-27)

1. Have the students turn to page 26.

T: Now, let's find out how well you understand the story.

Number one. What should you not do on the road? Don't... swim on the road? Cross on the road? Run on the road?

Number two. A helmet will protect your... bike? Head? Hands?

T: Let's move on to question B.

Number one. A police officer visits my class. Is that true or false?

Number two. The street is not dangerous. Is that true or false? That's false! The street is dangerous.

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

A stranger or police officer visits my class for Safety Week?

[Answers]

A) 1. ㉠ 2. ㉡

B) 1. True 2. False

C) ㉢-㉠-㉡-㉣

D) police officer, street, ride

★Word World (page 27)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. Let's learn about some jobs. This woman is a doctor. This man is a chef. She is a teacher. What does she teach? This person is a firefighter. Is this job dangerous?

2. (Write)

Have the students look at the chart.

T: Do you know a doctor? Who else do you know? Who do you not know? Fill in the chart.

3. (Say)

T: Now, think about what you want to be when you grow up. Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about what you want to be when you grow up.

[Possible Answers]

I know a...	I don't know a...
doctor/chef/ teacher/firefighter	doctor/chef/ teacher/firefighter

-I want to be a doctor/chef/teacher/firefighter when I grow up.

Unit 6 How Big Are the Animals?

<ul style="list-style-type: none"> • Subject: Math / Topic: Length 	
<ul style="list-style-type: none"> • Target Words: zoo, tiny, millimeter[mm], lizard, centimeter[cm], meter[m] 	
<ul style="list-style-type: none"> • Materials: ppt tool(Reading Palette-Basic 3_Unit 6), CD player 	
★Warm Up (pages 28-29)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Where is the boy? What animals can you see? Which animal do you like?	[Possible Answers] 1. The giraffe is the biggest animal. 2. I'm 140 cm tall.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 29)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Where does Joey's class go first? Joey sees a snake. How does it look?	[Translation] Joey의 반 친구들은 동물원에 가요. 먼저, 수족관에 가요. Joey는 아주 작은 물고기를 봐요. 이건 길이가 고작 8mm네요! 그 다음, 파충류가 있는 곳으로 가요. 뱀, 거북이, 도마뱀이 있네요. 그 도마뱀은 길이가 10cm이네요. 그 뱀은 길이가 50cm이고요. Joey는 그 뱀이 마음에 들지 않아요. 무섭게 생겼어요! 마지막으로, 포유류가 있는 곳으로 가요. "저 기린은 키가 얼마나 크나요?" Joey가 물어요. "5.5m란다." 사육사 아저씨가 말해요. 우와! 기린은 정말 키가 크네요!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -visiting a zoo

★Reading Check-Up (pages 30-31)

1. Have the students turn to page 30.

T: Now, let's find out how well you understand the story.

Number one. The lizard is 10 cm... short? Tall? Long?

Number two. Joey sees tiny fish. This one is only... 8 mm long? 10 mm long? 8 cm long?

T: Let's move on to question B.

Number one. Joey likes the snake. Is that true or false?

That's false! He doesn't like the snake.

Number two. The giraffe is 5.5 meters tall. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Joey's class is going to the zoo. First, they visit the aquarium.

Joey sees... huge or tiny fish?

[Answers]

A) 1. ㉠ 2. ㉡

B) 1. False 2. True

C) ㉢-㉠-㉡

D) tiny, lizards, tall

★Word World (page 31)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. These are all mammals. This is a dolphin.

It can swim. This is a seal. This is a fox. This is a panda. It is black and white. Which animal do you like?

2. (Write)

Have the students look at the chart.

T: Which ones live in the forest? Which ones live in the ocean?

Fill in the chart.

3. (Say)

T: What animal can you see in the zoo? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about an animal you can see in the zoo.

[Possible Answers]

Forest	Ocean
fox, panda	dolphin, seal

-I can see a dolphin/seal/fox/panda.

Unit 7 Mouse's Imaginary Friend

• Subject: Social Studies / Topic: Everyday Life	
• Target Words: move, fairy, blond, backyard, water, rose	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 7), CD player	
★Warm Up (pages 32-33)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Do you have a garden? What do you want to grow in your garden?	[Possible Answers] 1. She is in the garden. 2. A little girl/a fairy is with Mouse.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 33)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What is the fairy's name? What color are Sandy's eyes?	[Translation] Mouse의 가족은 다른 동네로 이사를 가요. Mouse는 친구가 한 명도 없어요. 상상 친구를 만들어요. Mouse의 상상 친구는 요정이에요. 이름은 Sandy예요. Sandy는 긴 금발 머리를 가졌어요. 눈은 초록색이고 주근깨가 있어요. 날개는 파란색과 분홍색이에요. Mouse의 집 뒷마당에는 정원이 있어요. Sandy는 그 정원을 가꾸는 것을 좋아해요. Mouse와 Sandy는 함께 잡초를 뽑아요. 그러고는 호스로 장미에 물을 줘요. Mouse는 상상 친구와 노는 것이 즐거워요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -Mouse and a fairy

★Reading Check-Up (pages 34-35)

1. Have the students turn to page 34.

T: Now, let's find out how well you understand the story.

Number one. Sandy has long... red hair? Blond hair? Green hair?

Number two. What are blue and pink? Sandy's wings? Her eyes? Her feet?

T: Let's move on to question B.

Number one. Mouse is a fairy. Is that true or false?

That's false! Her imaginary friend, Sandy, is a fairy.

Number two. The backyard has a garden. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which ones go with the first, second, and third pictures?

You can guess what will happen later. The fourth picture shows that. Do you think so, too?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Mouse's family... makes or moves to a new town?

[Answers]

A) 1. ⓑ 2. ⓐ

B) 1. False 2. True

C) ⓑ-ⓓ-ⓐ-ⓒ

D) moves, friends, water

★Word World (page 35)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. These people have different hair. This boy has short hair. This girl has straight hair. This girl has curly hair. This girl has wavy hair. Which hair do you like?

2. (Write)

Have the students look at the chart.

T: What is your hair like, and what is it not like? Fill in the chart.

3. (Say)

T: Now, think about your best friend's hair. What does it look like? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about your best friend's hair.

[Possible Answers]

My hair is...	My hair isn't...
short/straight/curly/ wavy	short/straight/curly/ wavy

-He/She has short/straight/curly/wavy hair.

Unit 8 Chicken Little

• Subject: Literature / Topic: Stories	
• Target Words: acorn, king, lick, lip, lead, follow	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 8), CD player	
★Warm Up (pages 36-37)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: What is falling onto the chicken's head?	[Possible Answers] 1. I can see four animals. 2. It looks worried.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 37)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Who do the three birds see? Does Fox help the birds find the king?	[Translation] 어느 날, Chicken Little의 머리 위에 도토리 하나가 떨어져요. "어머 안돼!" Chicken Little이 말해요. "하늘이 무너지고 있어!" Chicken Little은 Duck과 Goose에게 달려가요. "왕에게 알려야 해!" 그들은 Fox를 만나요. "Fox, 하늘이 무너지고 있어! 왕에게 알려야 해!" Fox는 입맛을 다시며 혀로 입술을 핥아요. "내가 너희들을 왕에게 안내해 줄게." 그 세 마리의 새들은 Fox를 따라 Fox가 사는 동굴로 향해요. Fox는 말해요. "왕은 이 안에 있어." Goose가 무서운 느낌이 드는 동굴 속을 들여다 봐요. "Fox가 우리를 잡아먹으려고 해!" 새들은 달아나요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -finding the king

★Reading Check-Up (pages 38-39)

1. Have the students turn to page 38.

T: Now, let's find out how well you understand the story.

Number one. Fox... licks his lips? Leads his lips? Bites his lips?

Number two. Goose looks into the... scary cave? Pretty cave?

Bright cave?

T: Let's move on to question B.

Number one. The sky falls on Chicken Little. Is that true or false? That's false! An acorn falls on Chicken Little.

Number two. Fox leads the birds to a cave. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

An acorn... falls or runs on Chicken Little's head?

[Answers]

A) 1. Ⓐ 2. Ⓐ

B) 1. False 2. True

C) Ⓑ-Ⓐ-Ⓓ-Ⓒ

D) falls, king, follow

★Word World (page 39)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. Let's learn about the body. These are her legs. These are her shoulders. These are her arms, and this is her back.

2. (Write)

Have the students look at the chart.

T: Which ones are your upper body? Which ones are your lower body? Fill in the chart.

3. (Say)

T: What body parts do you use for dancing? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about the body parts you use for dancing.

[Possible Answers]

Upper Body	Lower Body
arms, shoulders, back	legs

-I use my legs/arms/shoulders/back for dancing.

Unit 9 A Famous Water Fight

• Subject: Social Studies / Topic: Spring, Culture	
• Target Words: famous, celebrate, gather, bucket, temple, statue	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 9), CD player	
★Warm Up (pages 40-41)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Does it look fun or scary? Do you have a water gun?	[Possible Answers] 1. They are using water guns. / They are having a water fight. 2. Yes, I would. / No, I wouldn't.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 41)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What is the name of the festival? Where can you find this festival? What do the people use to spray water?	[Translation] Songkran은 태국에서 유명한 축제입니다. 사람들은 4월에 태국의 새해를 축하해요. 그들은 아주 규모가 큰 물싸움을 해요! 사람들은 도시에 모여요. 물총, 호스, 양동이를 들고 와요. 서로서로에게 많은 물을 뿌린답니다. 그 물은 나쁜 기운을 씻어 내려요. 또한 Songkran 기간 동안 사원을 방문해요. 사원에 있는 불상들을 씻어요. 또한 깨끗하게 집도 청소한답니다. 새해를 산뜻하게 시작하는 것이죠!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -a water festival

★Reading Check-Up (pages 42-43)

1. Have the students turn to page 42.

T: Now, let's find out how well you understand the story.

Number one. What do the people do with lots of water? Fight? Gather? Spray? They...

Number two. What do they wash in the temples? They wash the ... statues in the temples? Hoses in the temples? Trees in the temples?

T: Let's move on to question B.

Number one. The Thai New Year is in April. Is that true or false?

Number two. People clean up their cars. Is that true or false?

That's false! People clean up their homes.

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Songkran is a... famous or peaceful festival in Thailand?

[Answers]

A) 1. ㉠ 2. ㉡

B) 1. True 2. False

C) ㉠-㉢-㉡

D) famous, water, temples

★Word World (page 43)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the picture. You can see four children on the map.

They are holding flags. Do you know where they are?

This boy is in Canada. This boy is in Brazil. This boy is in Italy, and this boy is in India.

2. (Write)

Have the students look at the chart.

T: Which country is famous for pizza? Which one is famous for curry? Fill in the chart.

3. (Say)

T: What country do you want to visit? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about a country you want to visit.

[Possible Answers]

Pizza	Curry	Soccer	Polar Bears
Italy	India	Brazil	Canada

-I want to visit Canada/Brazil/Italy/India.

Unit 10 A Cool Summer Treat

• Subject: Art / Topic: Summer	
• Target Words: peel, blend, mold, stick, freeze, chop	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 10), CD player	
★Warm Up (pages 44-45)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Do you like kiwis/watermelon? Do you like popsicles?	[Possible Answers] 1. I can see kiwis and watermelons. 2. I eat ice cream on a hot day.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 45)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: You can make popsicles. How many fruits do you need? What else do you need to make the popsicles?	[Translation] 여름이에요. 막대 아이스크림을 만들어 봐요! 키위 몇 개와 수박이 필요해요. 1. 키위 껍질을 벗기고 블렌더에 키위를 넣어요. 약간의 물을 넣어요. 그리고는 갈아요. 2. 키위물(갈린 키위)을 틀에 넣어요. 각 틀의 반을 채워요. 각 틀에 막대를 꽂아요. 3. 세 시간 동안 틀을 얼려요. 4. 수박을 썰어서 갈아요. 5. 수박물을 그 틀에 부어요. 6. 틀을 다시 냉동실에 넣어요. 세 시간 더 기다려요. 막대 아이스크림이 완성되었어요. 먹으면서 시원 함을 느껴요!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -making popsicles

★Reading Check-Up (pages 46-47)

1. Have the students turn to page 46.

T: Now, let's find out how well you understand the story.

Number one. What should you fill? Fill half of each... mold?

Stick? Cup?

Number two. You need to blend the watermelon. What should you do first? Drink the watermelon? Freeze the watermelon?

Chop the watermelon?

T: Let's move on to question B.

Number one. Freeze the molds for three hours. Is that true or false?

Number two. Eat popsicle to cool down. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Let's make popsicles! Blend or Peel... and put the kiwis into the blender?

[Answers]

A) 1. Ⓐ 2. Ⓒ

B) 1. True 2. True

C) Ⓓ-Ⓒ-Ⓑ-Ⓐ

D) Peel, Pour, freeze

★Word World (page 47)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. They are all fruits. This is a kiwi. This is a peach. This is a mango. This is a pineapple. Which one is your favorite?

2. (Write)

Have the students look at the chart.

T: Which ones do you want, and which ones do you not want?

Fill in the chart.

3. (Say)

T: Now, think about some popsicles you want to make. Choose two words and write them in the blanks.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about popsicles you want to make.

[Possible Answers]

I want a...	I don't want a...
kiwi/peach/mango/ pineapple	kiwi/peach/mango/ pineapple

-I want to make kiwi/peach/mango/pineapple and kiwi/peach/mango/pineapple popsicles.

Unit 11 A Fall Game

• Subject: Social Studies / Topic: Fall	
• Target Words: object, rock, collect, search, upset, point	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 11), CD player	
★Warm Up (pages 48-49)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Look at the picture in the middle. How does the red alien' look? Do you like fall?	[Possible Answers] 1. They are orange and red. 2. It's fall.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 49)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Where are the aliens? What are they doing?	[Translation] Mars School은 공원에 갈 거예요. 우리는 가을 물건 찾기를 할 거예요. 선생님이 찾을 목록을 주세요. 1단계: 바위를 찾아라. Nix는 큰 회색 바위를 찾아요. 2단계: 세 개의 나뭇잎을 모아라. "나뭇잎은 녹색이야."라고 Nix가 말해요. 우리는 녹색 나뭇잎을 찾아요. Nix는 속상해요. "하나도 못 찾겠어!" 나는 나무 하나를 가리켜요. 나뭇잎들은 빨강과 주황색이에요. "나뭇잎들은 가을에 색이 바껴." Nix는 세 개의 빨간 나뭇잎을 집어요. 다시 기분이 좋아져요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -an object hunt

★Reading Check-Up (pages 50-51)

1. Have the students turn to page 50.

T: Now, let's find out how well you understand the story.

Number one. Nix finds a big gray... tree? Rock? Stick?

Number two. What should they do? Follow for green leaves?

Pick for green leaves? Search for green leaves?

T: Let's move on to question B.

Number one. Mars School goes to the park. Is that true or false?

Number two. Nix doesn't get upset. Is that true or false?

That's false! He can't find any green leaves, so he gets upset.

T: Now, question C. Look at the pictures. Can you match them with the sentences below? Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

We are having a fall... rock or object hunt?

[Answers]

A) 1. Ⓑ 2. Ⓒ

B) 1. True 2. False

C) Ⓒ-Ⓐ-Ⓑ

D) object, collect, point

★Word World (page 51)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. There are four seasons. What are they?

They are spring, summer, fall, and winter. Which season is it now?

2. (Write)

Have the students look at the chart.

T: The weather is different during each season. When is it warm?

When is it cold? Fill in the chart.

3. (Say)

T: What is your favorite season? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about your favorite season.

[Possible Answers]

Warm	Cold	Cool	Hot
spring	winter	fall	summer

-My favorite season is spring/summer/fall/winter.

Unit 12 When It Snows

• Subject: Science / Topic: Winter	
• Target Words: different, heat, cloud, piece, cover, ground	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 12), CD player	
★Warm Up (pages 52-53)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Is snow cold? Do you like snowy days?	[Possible Answers] 1. It's snowing/cold. 2. I like to make a snowman.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 53)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Do snowflakes have the same shape? What color is snow?	[Translation] 겨울에는 추워져요. 때로는 눈이 내리죠! 눈송이는 작고 아름다워요. 모두 다른 모양을 가지고 있어요. 눈송이는 어떻게 생기나요? 해가 호수와 바다에 열을 가해요. 물이 가스로 변해요. 가스는 하늘에서 구름을 만들어요. 때로는 이 가스들이 얼어요. 작은 얼음 조각이 엉겨붙어요. 구름에서 눈송이를 만들죠. 구름이 아주 무거워져요. 눈송이가 떨어지기 시작해요. 폭신하고 하얀 눈이 땅을 뒤덮어요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -how snow forms

★Reading Check-Up (pages 54-55)

1. Have the students turn to page 54.

T: Now, let's find out how well you understand the story
Number one. What are snowflakes like? Snowflakes are small
and... beautiful? Small and dirty? Small and colorful?
Number two. The sun... freezes lakes and oceans? Dries
lakes and oceans? Heats lakes and oceans?

T: Let's move on to question B.

Number one. Gas makes clouds in the sky. Is that true or
false?

Number two. Snow is fluffy and white. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them
with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences
together and choose the words for the blanks.

It gets cold in winter. Sometimes it snows! Water turns into
a gas. This gas freezes. Small...pieces or lakes of ice gather
together?

[Answers]

A) 1. Ⓐ 2. Ⓒ

B) 1. True 2. True

C) Ⓐ-Ⓒ-Ⓑ

D) pieces, clouds, ground

★Word World (page 55)

1. Have the students look at the pictures. Point to each picture and
talk about it.

T: Look at the pictures. You can see some stormy weather. This is
rain. This is thunder. It is loud. This is lightning. It is bright. This
is wind.

2. (Write)

Have the students look at the chart.

T: Which ones are scary and which ones are not scary? Fill in
the chart based on how you feel about the storms.

3. (Say)

T: What weather do you not like? Choose a word and write it
in the blank.

T: Is everyone finished? Pair up with the person sitting next to
you. Tell your partner about the weather you don't like.

[Possible Answers]

Scary	Not Scary
rain/thunder/lightning/ wind	rain/thunder/lightning/ wind

-I don't like rain/thunder/lightning/wind.

Unit 13 Save the Oceans!

• Subject: Social Studies / Topic: Environment	
• Target Words: island, strong, knife, straw, container, recycle	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 13), CD player	
★Warm Up (pages 56-57)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: How does the ocean look? Do you have any plastic items in your bag?	[Possible Answers] 1. I can see plastic bottles/plastic bags/trash. 2. Yes, I do. / No, I don't.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 57)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Can you use metal forks again? Are glass bottles strong?	[Translation] 우리는 플라스틱을 너무 많이 사용해요. 플라스틱이 바다로 모여 들어요. 거대한 섬을 만 들어요! 우리가 어떻게 바다를 보호할 수 있을까요? 먼저, 비닐봉지를 사용하지 마세요. 튼튼한 쇼핑백을 구입하세요. 여러분은 그것을 다시 사용할 수 있어요. 둘째, 플라스틱 포크와 칼을 사용하지 마세요. 플라스틱 빨대도 사용하지 않도록 해요. 대신 철로 된 것을 사세요. 다시 쓸 수 있어요. 마지막으로, 유리로 된 병과 용기를 사세요. 그것들은 튼튼해요. 여러 번 사용할 수 있지요. 재활용할 수도 있어요!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -helping the oceans

★Reading Check-Up (pages 58-59)

1. Have the students turn to page 58.

T: Now, let's find out how well you understand the story.

Number one. Buy some... strong shopping bags? Heavy shopping bags? Big shopping bags?

Number two. What can you do with glass bottles and containers? You can... help glass bottles and containers? Ride glass bottles and containers? Recycle glass bottles and containers?

T: Let's move on to question B.

Number one. Buy metal knives. Is that true or false?

Number two. Glass bottles are strong. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which ones go with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Plastic gets into the oceans. It forms huge... straws or islands?

[Answers]

A) 1. Ⓐ 2. Ⓒ

B) 1. True 2. True

C) Ⓐ, Ⓑ - Ⓒ, Ⓓ

D) islands, plastic, containers

★Word World (page 59)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. These are all dishes. This is a plate. This is a cup. This is a bowl. This is a pan. Which one do you use to fry an egg?

2. (Write)

Have the students look at the chart.

T: Which ones are made of glass? Which ones are made of plastic? Which ones are made of metal? Fill in the chart.

3. (Say)

T: What do you use when you eat or drink? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about something you use when you eat or drink.

[Possible Answers]

Glass	Plastic	Metal
plate, cup	bowl	pan

-I use a plate/cup/bowl/pan.

Unit 14 The Life of a Frog

<ul style="list-style-type: none"> • Subject: Science / Topic: Animals 	
<ul style="list-style-type: none"> • Target Words: adult, pond, tadpole, tail, grow, shrink 	
<ul style="list-style-type: none"> • Materials: ppt tool(Reading Palette-Basic 3_Unit 14), CD player 	
★Warm Up (pages 60-61)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: What color are frogs? What is the frog sitting on?	[Possible Answers] 1. I can see an egg/a tadpole/a frog. 2. I can catch frogs at a pond.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 61)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Where do tadpoles come from? Can tadpoles swim?	[Translation] 개구리는 네 단계의 성장 과정을 거칩니다. 어른 개구리(성체)는 연못 근처에서 알을 낳아요. 알이 부화해요! 올챙이가 물속으로 미끄러져 나와요. 올챙이는 꼬리가 길어요. 헤엄을 잘 쳐요. 올챙이는 다리가 자라기 시작해요. 먼저, 두 개의 뒷다리가 자라나요. 그 다음, 두 개의 앞다리가 자라나요. 마지막으로, 꼬리가 줄어들기 시작해요. 이제, 새끼 개구리가 되었어요. 하지만 여전히 매우 작아요. 새끼 개구리는 점점 더 커져가요. 곧, 어른 개구리가 될 거예요. 알도 낳을 거예요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -how frogs grow

★Reading Check-Up (pages 62-63)

1. Have the students turn to page 62.

T: Now, let's find out how well you understand the story.

Number one. Tadpoles have long... hands? Tails? Eyes?

Number two. Where does an adult frog lay eggs? An adult frog lays eggs near a... pond? Park? Rock?

T: Let's move on to question B.

Number one. Young frogs are big. Is that true or false?

That's false! They are tiny.

Number two. Adult frogs lay eggs. Is that true or false?

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

An adult frog lays... tadpoles or eggs near a pond?

[Answers]

A) 1. ⓑ 2. ⓐ

B) 1. False 2. True

C) ⓑ-ⓒ-ⓐ

D) eggs, grow, adults

★Word World (page 63)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Let's learn about animal body parts. Look at the bird. This is its beak. Look at the turtle. This is its shell. The shell is very hard.

Look at the fish. These are its fins. Look at the cat. These are its claws. They are sharp.

2. (Write)

Have the students look at the chart.

T: Let's match the animals with the correct body parts. Fill in the chart.

3. (Say)

T: What does your favorite animal have? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about something your favorite animal has.

[Possible Answers]

Turtle	Cat	Fish	Bird
shell	claws	fins	beak

-It has a beak/a shell/fins/claws.

Unit 15 The Little Mermaid

• Subject: Literature / Topic: Stories	
• Target Words: mermaid, sea, human, witch, voice, city	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 15), CD player	
★Warm Up (pages 64-65)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: How does the mermaid look? What color is the witch's hair?	[Possible Answers] 1. I can see a mermaid/a witch. 2. They are under the sea.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 65)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: Victoria wants to be a human. Who does Victoria visit? Who does Victoria meet in the city?	[Translation] Victoria는 인어예요. 바닷속에 살아요. 하지만 Victoria는 인간이 되고 싶어해요. Victoria가 바다 마녀를 만나요. "인간이 되게 해주세요." 마녀가 말해요. "네 목소리를 주렴. 왕자가 너와 사랑에 빠지게 해. 그러면 네 목소리를 돌려줄게." Victoria는 도시로 가요. 왕자를 만나요. 왕자의 이름은 Adam이에요. Adam은 Victoria와 사랑에 빠져요. 마녀는 Victoria의 목소리를 돌려줘요. Victoria와 왕자는 내내 행복하게 살아요!
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -becoming human

★Reading Check-Up (pages 66-67)

1. Have the students turn to page 66.

T: Now, let's find out how well you understand the story.

Number one. Where does Victoria live? Under the forest?
Under the sea? Under the city?

Number two. What does Victoria want to be? She wants to
be... human? Witch? Princess?

T: Let's move on to question B.

Number one. Adam is a sea witch. Is that true or false?

That's false! He is a prince..

Number two. The sea witch wants Victoria's voice. Is that
true or false?

T: Now, question C. Look at the pictures. Can you match them
with the sentences below?

Which one goes with the first picture?

T: Let's move on to question D. Let's read the sentences
together and choose the words for the blanks.

Victoria wants to be human. She visits a sea witch. The
witch says, "Give me your... legs or voice."?

[Answers]

A) 1. ⓑ 2. ⓐ

B) 1. False 2. True

C) ⓑ-ⓓ-ⓒ-ⓐ

D) voice, city, witch

★Word World (page 67)

1. Have the students look at the pictures. Point to each picture and
talk about it.

T: Look at the pictures. Do you know these places in nature?

This is a farm. Animals live here. This is a beach. You can swim
here. This is a mountain. You can go hiking here. This is a river.
Fish live here.

2. (Write)

Have the students look at the chart.

T: Which ones are land? Which ones are water? Fill in the chart.

3. (Say)

T: Where do you go during summer vacation? Choose a word
and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to
you. Tell your partner about a place you go during summer
vacation.

[Possible Answers]

Land	Water
farm, mountain	beach, river

-I go to the farm/beach/mountain/river during
summer vacation.

Unit 16 From Seed to Plant

• Subject: Science / Topic: Plants	
• Target Words: plant, begin, seed, root, stem, flower	
• Materials: ppt tool(Reading Palette-Basic 3_Unit 16), CD player	
★Warm Up (pages 68-69)	
About the Picture 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Do you like flowers? Where do you want to grow plants?	[Possible Answers] 1. I can see a seed/a plant/a flower. 2. Yes, I do. / No, I don't.
Learn the Words Have the students look at the pictures. Play the audio file and ask the students to listen carefully. Then play the audio file again and ask the students to repeat the words out loud.	
★Let's Read! (page 69)	
1. Tell the students to look at the passage. Play the audio file. 2. Play the audio file one more time. 3. Play the audio file and ask the students to repeat. 4. Ask the students some questions about the passage. T: What does a plant begin as? What does a plant need to grow?	[Translation] 식물은 씨앗에서부터 시작해요. 씨앗은 자라는 데 많은 물을 필요로 해요. 물이 씨앗을 점점 더 크게 해요. 그러면 뿌리가 씨앗을 뚫고 밖으로 자라나요. 이제, 씨앗은 새싹이 돼요. 이 어린 식물은 매우 작아요. 그것은 많은 물과 햇빛을 필요로 해요. 줄기는 점점 더 길어져요. 새싹은 어린 식물(성체)로 자라요. 어린 식물은 잎이 많아요. 꽃이 생기는 식물도 있어요. 이 꽃 안에는 씨앗이 있어요. 나중에, 그 씨앗은 식물이 될 거예요.
Check the Main Idea Ask the students about the main idea of the passage. T: What is the story mainly about?	[Answer] -how plants grow

★Reading Check-Up (pages 70-71)

1. Have the students turn to page 70.

T: Now, let's find out how well you understand the story.

Number one. The baby plant needs plenty of water and... grass? Air? Sunlight?

Number two. What grows taller and taller? The stem? The leaf? The seed?

T: Let's move on to question B.

Number one. Water makes seeds smaller. Is that true or false? That's false! Water makes seeds bigger.

Number two. All plants make flowers. Is that true or false? That's false! Only some plants make flowers.

T: Now, question C. Look at the pictures. Can you match them with the sentences below?

Which ones go with the first picture?

T: Let's move on to question D. Let's read the sentences together and choose the words for the blanks.

Plants begin as a... root or seed?

[Answers]

A) 1. ㉠ 2. ㉡

B) 1. False 2. False

C) ㉡, ㉢-㉣, ㉠

D) seed, seedling, flowers

★Word World (page 71)

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. These are different types of plants. This is a tree. It grows tall. This is a cactus. It has sharp spikes. This is a bush. This is a vegetable. You can eat vegetables.

2. (Write)

Have the students look at the chart.

T: Which ones need plenty of water? Which one needs just a little water to live? Fill in the chart.

3. (Say)

T: Let's say you have your own garden. What do you want to grow in it? Choose a word and write it in the blank.

T: Is everyone finished? Pair up with the person sitting next to you. Tell your partner about a plant you want to grow in your garden.

[Possible Answers]

Needs Plenty of Water	Needs A Little Water
tree, bush, vegetable	cactus

-I want to grow a tree/cactus/bush/vegetable in my garden.