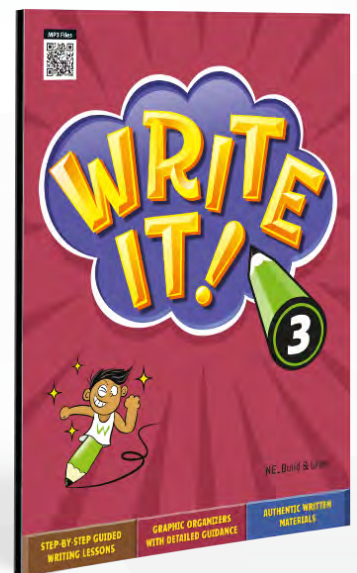
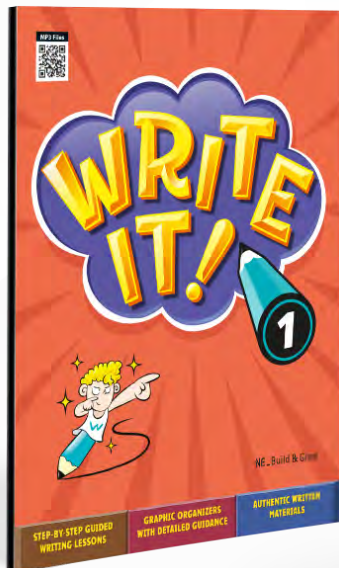
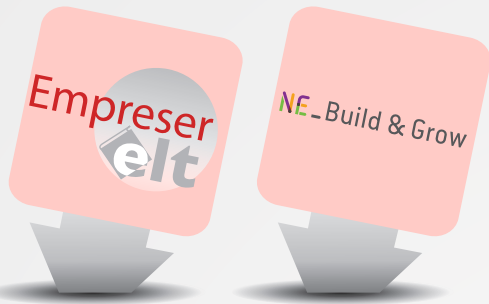
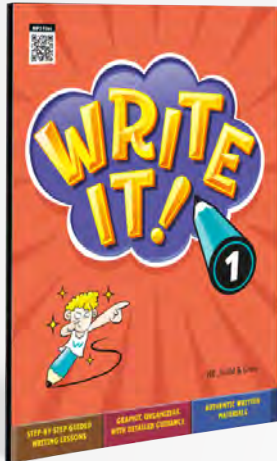


NE_Build & Grow





Series



CEFR
A2.1 to A2.2

Units - Lessons

- › Units per book: 8
- › Lessons: 6 per unit
 - › Lesson 1: 1 pages
 - › Lesson 2-5: 2 pages
 - › Lesson 6: 1 pages

**[Horas de instrucción
por curso distribuido
por student book,
workbook, LMS]**

- › Using Student's Book and Workbook:
3-4 hrs per week

Main Characteristics

A three-level writing series designed to introduce young learners to a step-by-step guided writing approach.

Key academic aspects of the series

- › A step-by-step guided writing approach.
- › A comic strip in each lesson to introduce the topic, genre, and purpose of the writing.
- › Two model texts in each lesson to provide extra practice and reinforce comprehension.
- › Different writing genres that encourage students to express ideas in distinct ways.
- › Graphic organizers and detailed guidance to help organize the writing
- › Sentence-building exercises that cover each unit's key grammar structures.
- › Key expressions to help expand student's vocabulary.
- › Additional authentic written materials taken from real-life texts.

Components for the student

- › Student's Book with Workbook included.
- › MP3 Audio Files.

Components for the teacher

- › Exams: Mid-term and Final
- › MP3 Audio files
- › Sample Lesson Plan
- › Pacing guide
- › Vocabulary lists
- › Teacher's Guide



Scope and Sequence

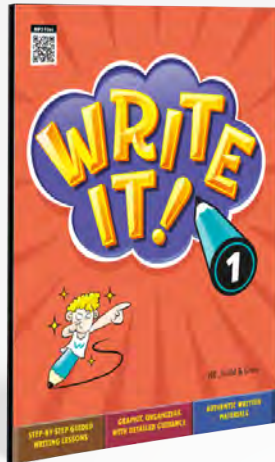


Platform



Student's book:

Scope and Sequence



Student's book



Workbook

Teacher's components



Teacher's Guide



eBook



Sample Lesson Plan

Unit 1. Weekend Camp			
Vocabulary List			
Word	Meaning	Word	Meaning
1. weekend	weekend	10. weekend	weekend
2. camp	camp	11. weekend	weekend
3. weekend	weekend	12. weekend	weekend
4. weekend	weekend	13. weekend	weekend
5. weekend	weekend	14. weekend	weekend
6. weekend	weekend	15. weekend	weekend
7. weekend	weekend	16. weekend	weekend
8. weekend	weekend	17. weekend	weekend
9. weekend	weekend	18. weekend	weekend

Vocabulary Lists

Sample Daily Lesson Plan			
Step	Activities	Teacher's Role	Student's Role
1. Greeting	Students greet the teacher and each other.	Teacher greets the students and checks their attendance.	Students greet the teacher and each other.
2. Introduction	Teacher introduces the topic of the lesson.	Teacher explains the objectives of the lesson.	Students listen and take notes.
3. Development	Teacher develops the lesson through various activities.	Teacher monitors the students' progress and provides feedback.	Students participate in the activities and complete the tasks.

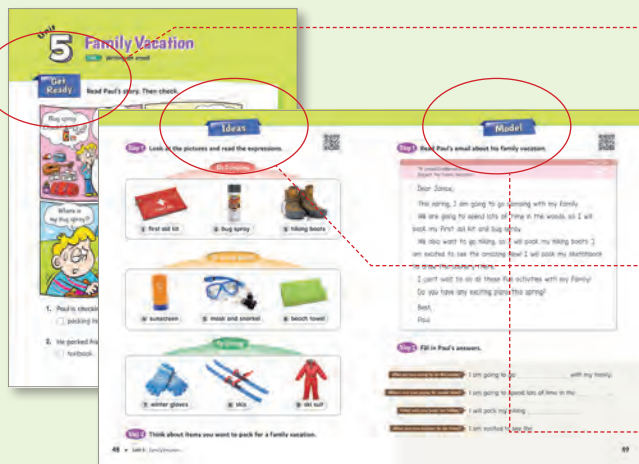
Tests



Samples
pages

Unit Components

Prewrite 1 2 3 4 5 6



STEP 1 Get Ready

A comic strip at the beginning of every chapter helps students understand the writing topic in a fun, clear way. Students are immediately introduced to the type of writing, the writer's purpose, and the target audience.

STEP 2 Ideas

Students learn key vocabulary words and brainstorm additional examples based on the pictures.

STEP 3 Model

A model text introduces the writing genre of the lesson with examples ranging from short essays and emails to diary entries and online posts.

STEP 4

Analysis

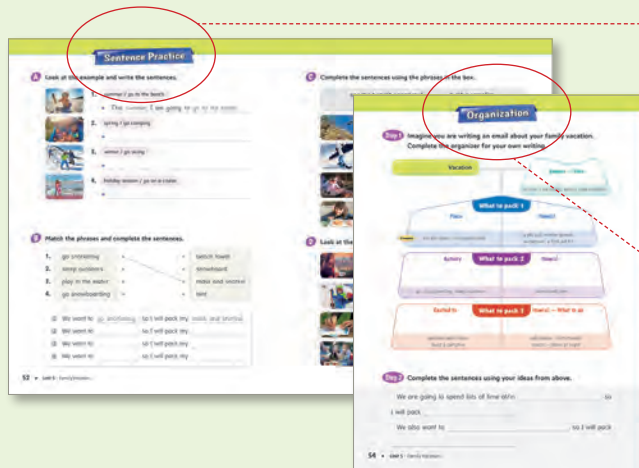
By reading and examining a modified version of the model text, students are exposed to additional examples and familiarize themselves with grammar naturally.

Graphic Organizer

The graphic organizer helps students arrange and order their thoughts following the structure of the model text.

Rewriting the Model Text

Rewriting parts of the model text reinforces the structure and will help students write their own drafts later on.



STEP 5 Sentence Practice

Different activities allow students to practice using sentence structures from the model text on their own.

STEP 6 Organization

Students complete the graphic organizer to develop and organize their own ideas. Additional expressions are provided to help students personalize their writing.

Write 7

Revise & Edit 8

Publish 9

Draft

Compose your email.

Subject: _____

To: _____

Dear _____,

I am going to _____ with my family.

We are going to spend lots of time with _____ to _____.

We also want to _____.

I am excited to _____.

I will pack _____.

I can't wait to _____ with my family!

Can you find any writing ideas _____?

Best,

Signature: _____

STEP 7 Draft

Students complete their first draft by following a paragraph guide based on the structure from the Organization page.

STEP 8 Workbook

Peer Check

A peer checklist is provided to encourage students to find and correct any mistakes in capitalization, punctuation, and spelling.

Revise & Edit

Students make changes to improve their writing according to the feedback they received.

STEP 9 Final Draft

Students make a final copy of their writing and share it with the class.

5 Family Vacation

When you peer edit, call the _____.

Capitalization

- Beginning of sentences.
- I, me, my, the.
- Months, days of the week.

Punctuation

- End of sentences.
- Commas.

Spelling

- Letter spelling.
- Hand handwriting.
- Complete sentences.

Revise & Edit

Write an email by using your first draft.

Final Draft

REAL-LIFE WRITING

Look at the packing list.

CAMPING Packing List

Building

- Tent
- Blanket
- Chair
- Blanket

Cooking

- Stove
- Long-handled spoon
- Utensils

Swimming

- Swimsuit
- Swimsuit
- Swimsuit

Other

- First aid kit
- Map
- Compass
- Flashlight

REAL-LIFE WRITING

This section exposes students to authentic written materials. With examples from real-life situations, such as camp leaflets and other advertisements, students are able to maintain their interest and motivation in writing.

MODEL GRAPHIC ORGANIZERS

Model graphic organizers are provided for students to enhance their writing skills further. Students are encouraged to reinforce their writing skills while completing their organizers.

5 Family Vacation

Plan

- What to pack 1
- What to pack 2
- What to pack 3

Restaurants in Town

Travel Tips

- What to pack 1
- What to pack 2
- What to pack 3

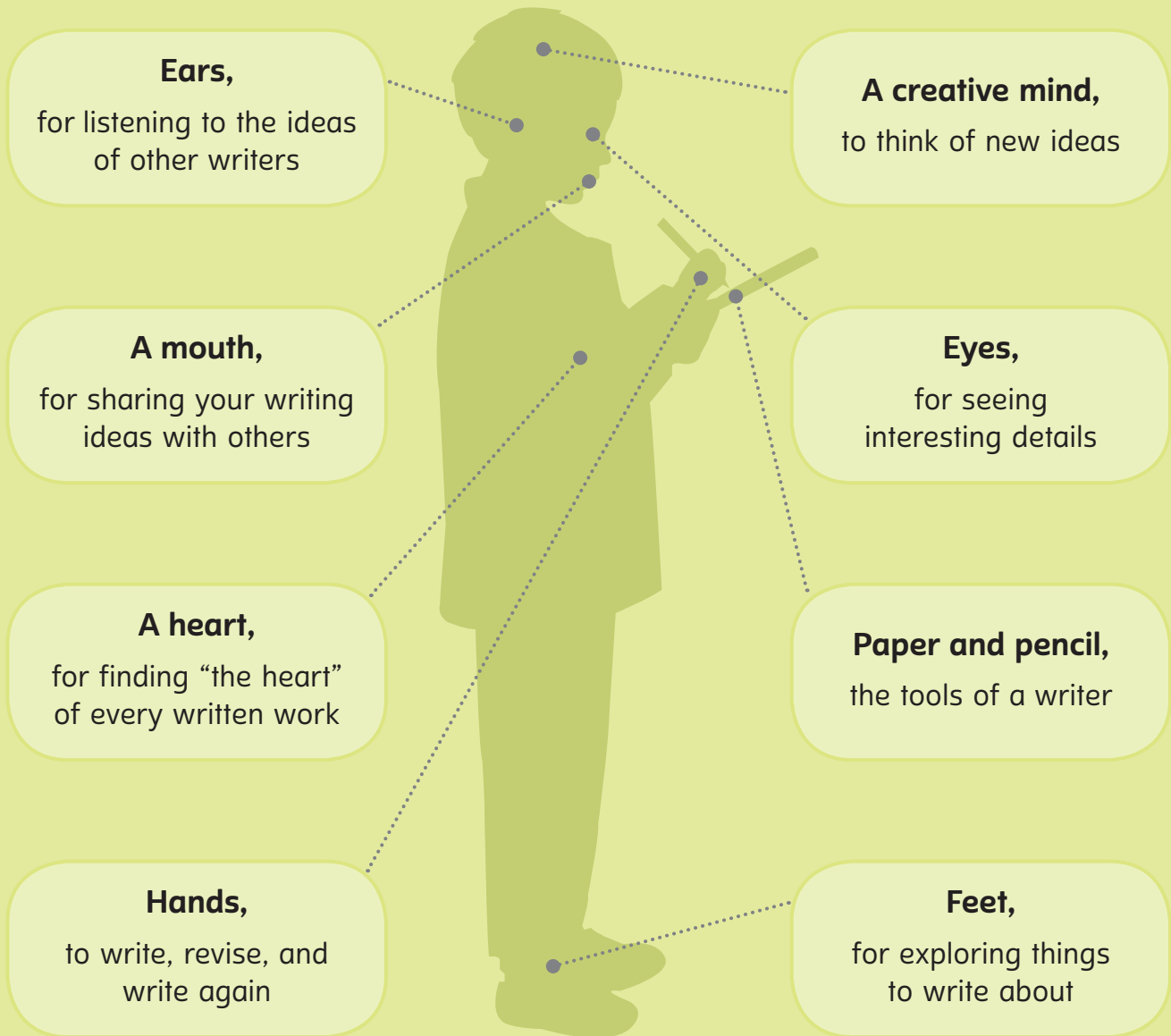
Contents

	Title	Model Text Subject
Unit 1	Essay The Best and Worst Seasons	① Spring and Winter ② Fall and Summer
Unit 2	Online Post Items for Sale	① Selling My Backpack ② Selling My Sunglasses
Unit 3	Card Invitation to a Party	① Slumber Party ② Pool Party
Unit 4	Letter Thank You Very Much	① Dear Mom ② Dear Dad
Unit 5	Email Family Vacation	① Spring Vacation ② Summer Vacation
Unit 6	Review Restaurants in Town	① Little Italy ② Chang's
Unit 7	Essay The Best Job for Me	① A Makeup Artist ② A Drone Pilot
Unit 8	Recipe Cooking with Potatoes	① Creamy Potato Soup ② Mashed Potatoes



Structure	Real-Life Writing	Page
<ul style="list-style-type: none">• can• have to	Trend Report	7
<ul style="list-style-type: none">• be made of• have/has	Online Market Post	17
<ul style="list-style-type: none">• turn right/left• across	Sale Invitation	27
<ul style="list-style-type: none">• <i>superlatives</i>• thank you for	Thank-You Notes	37
<ul style="list-style-type: none">• go -ing• be excited to	Packing List	47
<ul style="list-style-type: none">• was/were• like ... the best/least	Online Reviews	57
<ul style="list-style-type: none">• be good at• if	Job Posting	67
<ul style="list-style-type: none">• first, next, then• after ... minutes	Cookbook Recipe	77
* Model Graphic Organizers	88

THE PARTS OF A WRITER



This book belongs to

Unit 1

The Best and Worst Seasons

Task Writing a short essay

Get Ready

Read Susie's story. Then check.



1. Susie is talking about her favorite ...

☐ flower

☐ season

2. Her favorite season is ...

☐ spring

☐ fall

Ideas



Step 1 Look at the pictures and read the expressions.



1 Spring

- warm
- go on picnics
- blow my nose a lot



2 Summer

- hot
- make sandcastles
- take a shower often



3 Fall

- chilly
- pick apples
- sweep dry leaves



4 Winter

- cold
- throw snowballs
- wear a coat and mittens

Step 2 Think about your favorite season.



Step 1 Read Susie's essay about the best and worst seasons.

Spring and Winter

Every season has its charm. But in my opinion, the best season is spring.

In spring, it is warm and breezy. I can see the flowers bloom. It is also the perfect season to spend time outdoors. I like to go on picnics in spring.

On the other hand, I think winter is the worst season. It is too cold!

I have to wear a coat and mittens. I hate wearing thick clothes!

These are the reasons why I like spring and dislike winter.

Step 2 Fill in Susie's answers.

What is the best season? The best season is _____.

What do you like to do? I like to go on _____ in spring.

What is the worst season? _____ is the worst season.

What do you hate about it? I hate _____ thick clothes.



Step 1 Read Peter's essay about the best and worst seasons.

Fall and Summer

Every season has its charm. But in my opinion, the best season is fall.

In fall, it is chilly and windy. I can see the leaves change color. It is also the perfect season to visit an orchard. I like to pick apples in fall.

On the other hand, I think summer is the worst season. It is too hot!

I have to take a shower often. I hate sweating!

These are the reasons why I like fall and dislike summer.

Step 2 Complete the organizer.

Fall

Reasons I like it

- **Weather:** chilly and _____
- **I can see:** the leaves change _____
- **Perfect season to:** visit an _____
- **Things to do:** pick _____

Summer

Reasons I dislike it

- **Weather:** too _____
- **I have to:** take a _____
often
- **I hate:** _____

Step 3 Complete and rewrite Peter's essay.



Fall and Summer

Title

Every season has its charm. But in my opinion, the best season is ① _____.

Introduction

① The best season

In ② _____, it is ③ _____ and _____.

I can see ④ the leaves _____.

It is also the perfect season to ⑤ _____.

_____ . I like to ⑥ _____ in fall.

Body

Reasons I like it

② Weather

③ I can see

④ Perfect season to

⑤ Things to do

On the other hand, I think ⑦ _____ is the worst season. It is ⑧ _____!

I have to ⑨ _____ often.

I hate ⑩ _____!

⑥ The worst season

Reasons I dislike it

⑦ Weather

⑧ I have to

⑨ I hate

These are the reasons why I like fall and dislike summer.

Conclusion

Sentence Practice

A Look at the example and complete the sentences.



1. warm and breezy

► In spring, it is warm and breezy.



2. hot and sunny

► In summer, _____



3. chilly and windy

► In fall, _____



4. cold and snowy

► In winter, _____

B Look at the example and write the sentences.



Example ► fall / visit an orchard

► Fall is the perfect season to visit an orchard.



1. spring / spend time outdoors

► _____



2. summer / go to the beach

► _____



3. winter / play in the snow

► _____

C Write the sentences using the phrases in the box.

~~pick apples / fall~~
go on picnics / spring

make sandcastles / summer
throw snowballs / winter



1. I like to pick apples in fall.



2. _____



3. _____



4. _____

D Match the phrases and complete the sentences.

1. take a shower often
2. wear a coat
3. sweep dry leaves
4. blow my nose a lot



- wearing thick clothes
- sweating
- carrying tissue
- cleaning the yard

- ① I have to take a shower often. I hate sweating!
- ② I have to _____ I hate _____
- ③ I have to _____ I hate _____
- ④ I have to _____ I hate _____

Organization

Step 1 Imagine you are writing an essay about the best and worst seasons. Complete the organizer for your own writing.

 The Best Season	The Worst Season 
Reasons I like it <i>Weather</i> <small>Examples</small> breezy, sunny, windy, snowy	Reasons I dislike it <i>Weather</i> too dusty, too hot, too windy, too cold
<i>I can see</i> the flowers bloom, the plants grow, the leaves change color, the snow fall	<i>I have to</i> blow my nose a lot, take a shower often, sweep dry leaves, wear a coat
<i>Perfect season to – Things to do</i> spend time outdoors, go on vacation, visit an orchard, play in the snow	<i>I hate</i> carrying tissue, sweating, cleaning the yard, wearing thick clothes

Step 2 Complete the sentences using your ideas from above.

In _____, it is _____ and _____.

I can see the _____.

_____ is the perfect season to _____.



Step 1 Complete your essay.

Title

Introduction

The best season

Body

Reasons I like it

- Weather
- I can see
- Perfect season to
- Things to do

The worst season

Reasons I dislike it

- Weather
- I have to
- I hate

Conclusion

Every season has its charm. But in my opinion, the best season is _____.

In _____, it is _____.

I can see _____.

It is also the perfect season to _____
_____. I like to _____
in _____.

On the other hand, I think _____ is the worst season. It is _____!

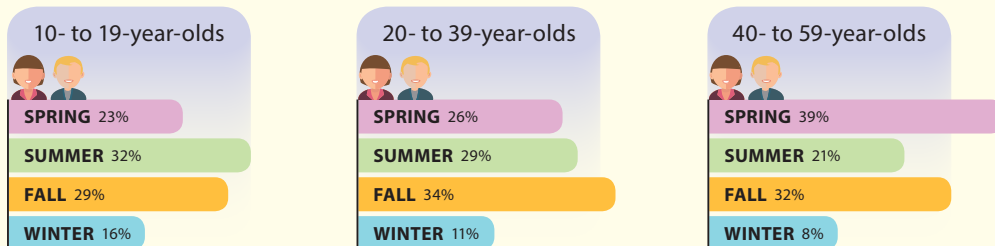
I have to _____. I hate _____!

These are the reasons why I like _____
and dislike _____.

Read the trend report.



The data shows that people enjoy fall (32%) and spring (30%) more than summer (27%) and winter (11%). In fact, winter (11%) was chosen by the least number of people. Detailed results show that summer ranked highest among 10- to 19-year-olds. Among 20- to 39-year-olds, most chose fall as their favorite season. A large number of 40- to 59-year-olds picked spring as the best season.



It snows a lot where I live. When it snows, I sit in front of the fireplace with a mug of hot chocolate. I love winter. It is the coziest season.



Spring is my favorite. The weather is warm. You can see flowers blooming everywhere. It is the perfect time to plant things in your garden.



WRITE IT!



NE _Build & Grow

W O R K B O O K

The Best and Worst Seasons

When you peer edit, call the **COPS!**



Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

☐
☐
☐


Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

☐
☐
☐


Punctuation

- End of sentences: . ? !
- Commas: ,

☐
☐


Spelling

- Sound it out
- Use a dictionary

☐
☐

ATROL! ★ ★ ★ WRITING PATROL! ★



Revise & Edit

Write an essay by using your first draft.

Title

Introduction

The best season

Body

Reasons I like it

- Weather
- I can see
- Perfect season to
- Things to do

The worst season

Reasons I dislike it

- Weather
- I have to
- I hate

Conclusion

Final Draft

Name: _____

[illegible]



**WRITE
IT!**

2

NE-Build & Grow

Teacher's Guide

The Best and Worst Seasons

Unit 1 The Best and Worst Seasons
Writing a short essay

Get Ready Read Susie's story. Then check.

1. Susie is talking about her favorite ...
☐ flower ☒ season

2. Her favorite season is ...
☒ spring ☐ fall

7

Get Ready

- 1) Introduce today's writing task. Tell the students that they will write a short essay about their favorite and least favorite seasons.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

Sample questions

- Who can you see in the comic strip?
- What is the comic about?
- Which season does Susie think is the best?
- What can she see in spring?
- What does she like to do in spring?
- What happened to Susie at the end?

- 4) Have the students look at the statements at the bottom of page 7 and check the correct answers.
- 5) Check the answers as a class.

Answers

1. season

2. spring

Ideas

Step 1 Look at the pictures and read the expressions.



1 Spring

- warm
- go on picnics
- blow my nose a lot



2 Summer

- hot
- make sandcastles
- take a shower often



3 Fall

- chilly
- pick apples
- sweep dry leaves



4 Winter

- cold
- throw snowballs
- wear a coat and mittens

Step 2 Think about your favorite season.

Model

Step 1 Read Susie's essay about the best and worst seasons.

Spring and Winter

Every season has its charm. But in my opinion, the best season is spring.

In spring, it is warm and breezy. I can see the flowers bloom. It is also the perfect season to spend time outdoors. I like to go on picnics in spring.

On the other hand, I think winter is the worst season. It is too cold!

I have to wear a coat and mittens. I hate wearing thick clothes!

These are the reasons why I like spring and dislike winter.

Step 2 Fill in Susie's answers.

What is the best season? The best season is spring.

What do you like to do? I like to go on picnics in spring.

What is the worst season? Winter is the worst season.

What do you hate about it? I hate wearing thick clothes.

Ideas

Step 1

- 1) Tell the students to look at the pictures on page 8. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

Step 2

- 1) Encourage the students to think and talk about their favorite season.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

Sample questions

- What is your favorite season?
- What's the weather like?
- What do you like most about it?

Model

Step 1

- 1) Tell the students that they're going to read Susie's essay about the best and worst seasons on page 9.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (warm, go on picnics, cold, wear a coat and mittens) from the text and have the students circle them.
- 5) Ask questions about Susie's essay.

Sample questions

- *What is Susie writing?*
 - *What is the essay about?*
 - *What is the best season in Susie's opinion?*
 - *What's the weather like in spring?*
 - *What can she see in spring?*
 - *What does she like to do in spring?*
 - *What is the worst season in Susie's opinion?*
 - *What doesn't she like about it?*
 - *What does she have to do in winter?*
 - *What does she hate?*
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
 - 7) Have the students read the underlined parts again.

Step 2

- 1) Have the students answer the questions at the bottom of page 9.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

Answers

spring
picnics
Winter
wearing

- 4) Have the students read the answer sentences aloud.

Analysis

Step 1 Read Peter's essay about the best and worst seasons.



Fall and Summer

Every season has its charm. But in my opinion, the best season is fall.

In fall, it is chilly and windy. I can see the leaves change color. It is also the perfect season to visit an orchard. I like to pick apples in fall.

On the other hand, I think summer is the worst season. It is too hot!

I have to take a shower often. I hate sweating!

These are the reasons why I like fall and dislike summer.

Step 2 Complete the organizer.

Fall

Reasons I like it

- Weather: chilly and windy
- I can see: the leaves change color
- Perfect season to: visit an orchard
- Things to do: pick apples

Summer

Reasons I dislike it

- Weather: too hot
- I have to: take a shower often
- I hate: sweating

Step 3 Complete and rewrite Peter's essay.



Fall and Summer

Every season has its charm. But in my opinion, the best season is fall.

In fall, it is chilly and windy.
I can see the leaves change color.
It is also the perfect season to visit an orchard.
I like to pick apples in fall.

On the other hand, I think summer is the worst season. It is too hot.
I have to take a shower often.
I hate sweating!

These are the reasons why I like fall and dislike summer.

Title

Introduction

① The best season

Body

Reasons I like it

- ① Weather
- ② I can see
- ③ Perfect season to
- ④ Things to do

⑤ The worst season

Reasons I dislike it

- ① Weather
- ② I have to
- ③ I hate

Conclusion

Analysis

Step 1

- 1) Tell the students that they're going to read Peter's essay on page 10.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (chilly, pick apples, hot, take a shower often) from the text and have the students circle them.
- 5) Ask questions about Peter's essay.

Sample questions

- What is the best season in Peter's opinion?
 - What's the weather like in fall?
 - What can he see in fall?
 - What does he like to do in fall?
 - What is the worst season in Peter's opinion?
 - What doesn't he like about it?
 - What does he have to do in summer?
 - What does he hate?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
 - 7) Have the students read the underlined parts again.

Step 2

- 1) Have the students complete the graphic organizer on page 10 using the underlined parts as a guide.
- 2) Check the answers as a class.

Answers

(Reasons I like it) windy, color, orchard, apples
(Reasons I dislike it) hot, shower, sweating

Step 3

- 1) Introduce the different parts of the essay and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Peter's essay on page 11 using the graphic organizer on page 10.
- 3) Encourage the students not to just copy Peter's essay on page 10, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the essay, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

Answers

① fall ① fall ② chilly, windy ③ change color ④ visit an orchard
⑤ pick apples ⑥ summer ⑦ too hot ⑧ take a shower ⑨ sweating

Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

Sentence Practice

A Look at the example and complete the sentences.



1. warm and breezy

► In spring, it is warm and breezy.



2. hot and sunny

► In summer, it is hot and sunny.



3. chilly and windy

► In fall, it is chilly and windy.



4. cold and snowy

► In winter, it is cold and snowy.

B Look at the example and write the sentences.



fall / visit an orchard

► Fall is the perfect season to visit an orchard.



1. spring / spend time outdoors

► Spring is the perfect season to spend time outdoors.



2. summer / go to the beach

► Summer is the perfect season to go to the beach.



3. winter / play in the snow

► Winter is the perfect season to play in the snow.

C Write the sentences using the phrases in the box.

pick apples / fall
go on picnics / spring

make sandcastles / summer
throw snowballs / winter



1. I like to pick apples in fall.



2. I like to go on picnics in spring.



3. I like to throw snowballs in winter.



4. I like to make sandcastles in summer.

D Match the phrases and complete the sentences.

- | | | |
|------------------------|---|-----------------------|
| 1. take a shower often | ✕ | wearing thick clothes |
| 2. wear a coat | ✕ | sweating |
| 3. sweep dry leaves | ✕ | carrying tissue |
| 4. blow my nose a lot | ✕ | cleaning the yard |

① I have to take a shower often. I hate sweating!

② I have to wear a coat. I hate wearing thick clothes!

③ I have to sweep dry leaves. I hate cleaning the yard!

④ I have to blow my nose a lot. I hate carrying tissue!

Sentence Practice

A

- 1) Have the students look at the picture and read the example aloud.
- 2) Teach the students to use the form "In ..., it is ...". Ask questions to verify comprehension.
Ex. Is it warm and breezy in winter?
- 3) Have the students complete the sentences using the given words.
- 4) Check the answers as a class.

Answers

2. it is hot and sunny.
3. it is chilly and windy.
4. it is cold and snowy.

- 5) Pair the students up and tell them to practice using the sentence structure to talk about their favorite season.

B

- 1) Ask the students to look at the picture and read the example.
- 2) Teach them to use the form "... is the perfect season to ...". Ask questions to verify comprehension.
Ex. Is winter the perfect season to visit an orchard?
- 3) Have the students write their answers in complete sentences using the given words.
- 4) Check the answers as a class.

Answers

1. Spring is the perfect season to spend time outdoors.
2. Summer is the perfect season to go to the beach.
3. Winter is the perfect season to play in the snow.

5) Encourage the students to think more about appropriate activities for each season.

C

- 1) Ask the students to look at the phrases in the box and read them aloud together.
- 2) Teach them to use the form "I like to ... in ..."
- 3) Have them complete the remaining sentences using the given words.
- 4) Check the answers as a class.

Answers

2. I like to go on picnics in spring.
3. I like to throw snowballs in winter.
4. I like to make sandcastles in summer.

D

- 1) Have the students read the example sentence together.
- 2) Explain to the students that they should write sentences by matching the phrases in the boxes.
- 3) Ask the students to match the phrases and tell them to write their answers in full sentences.
- 4) Remind them to put a period and exclamation mark at the end of each sentence.
- 5) Check the answers as a class.

Answers

2. wear a coat. / wearing thick clothes!
3. sweep dry leaves. / cleaning the yard!
4. blow my nose a lot. / carrying tissue!

6) Encourage the students to say what they hate doing in each season.

Organization

Step 1 Imagine you are writing an essay about the best and worst seasons. Complete the organizer for your own writing.

[Sample answers]

The Best Season Summer	The Worst Season Fall
Reasons I like it Weather sunny <small>Example: breezy, sunny, windy, snowy</small>	Reasons I dislike it Weather too windy <small>too dusty, too hot, too windy, too cold</small>
I can see the plants grow <small>the flowers bloom, the plants grow, the leaves change color, the snow fall</small>	I have to sweep dry leaves <small>blow my nose a lot, take a shower often, sweep dry leaves, wear a coat</small>
Perfect season to – Things to do go to the beach – make sandcastles <small>spend time outdoors, go on vacation, visit an orchard, play in the snow</small>	I hate cleaning the yard <small>carrying tissue, sweating, cleaning the yard, wearing thick clothes</small>

Step 2 Complete the sentences using your ideas from above.

[Sample answers]

In summer, it is hot and sunny.

I can see the plants grow.

Summer is the perfect season to go to the beach.

Draft

Step 1 Complete your essay.

[Sample answers]

Summer and Fall

Title

Introduction
The best season

Every season has its charm. But in my opinion, the best season is summer.

Body

Reasons I like it:
 • Weather
 • I can see
 • Perfect season to
 • Things to do

In summer, it is hot and sunny.

I can see the plants grow.

It is also the perfect season to go to the beach.

I like to make sandcastles.

in summer.

On the other hand, I think fall is the worst season. It is too windy!

I have to sweep dry leaves. I hate cleaning the yard!

Conclusion

These are the reasons why I like summer and dislike fall.

14 • Unit 1 • The Best and Worst Seasons

15

Organization

Step 1

- 1) Have the students complete their own graphic organizer on page 14.
- 2) Tell them to write information about their favorite and least favorite seasons in the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. The students may refer to the model graphic organizer on page 88 if they are struggling to complete their own.

Step 2

- 1) Tell the students that they’re going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any mistakes you find.

Draft

- 1) Have the students go back to page 10 and read Peter’s essay again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of an essay and how to write it.
- 3) Tell the students that they’re going to write a draft on page 15.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 14.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the essay.

Workbook

Unit
1

The Best and Worst Seasons

When you peer edit, call the COPIES!

C

Capitalization

• Beginning of sentences

• I, names, titles

• Months, days of the week

O

Overall Look

• Letter spacing

• Neat handwriting

• Complete sentences

P

Punctuation

• End of sentences: . ? !

• Commas: ,

S

Spelling

• Sound it out

• Use a dictionary

ATROL! ★ ★ ★ **WRITING PATROL!** ★ ★ ★



3

Revise & Edit

Write an essay by using your first draft.

Title

Introduction
The best season

Body
Reasons I like it:
Weather
I don't like
I prefer summer or
I don't like

The worst season

Reasons I dislike it:
Weather
I love to
I hate

Conclusion

4 • Unit 1 • The Best and Worst Seasons

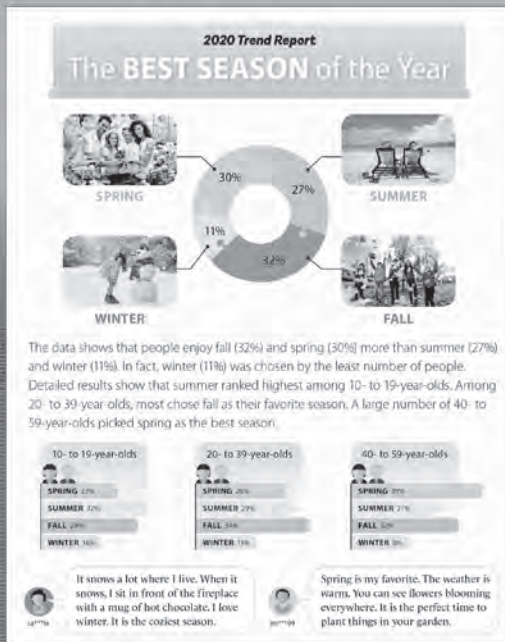
Peer Check

- 1) Have the students look at the checklist on page 3 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

Homework

- 1) Ask the students to complete page 4 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 5 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

Read the trend report.



Real-Life Writing

- 1) Tell the students to look at the trend report on page 16. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the report and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about why different groups might prefer different seasons.
- 5) For additional material, you may play the video file using the QR code.

— If you need assistance with any of our products please contact us:



You will get immediate attention
from our academic staff.

