

Home Connection

Dear Parents,

In Unit 4, students will learn to:

- name and identify family members.
- understand family relationships.
- distinguish between houses and apartment buildings.
- identify where animals live.
- identify physical characteristics.
- compare people.
- name their family members.
- identify and name household chores.
- follow and understand a story.
- name the chores they do at home.
- count and make a graph.
- identify places.
- distinguish between the city, the country and the suburbs.
- say where people live.
- identify numbers 10 to 50.
- say what follows in a sequence.

Key Words for Unit 4

apartment, apartment building, aunt, bear, big, birds, blond hair, blue eyes, brother, burrow, cave, city, collect the leaves, country, cousin, dad, dog, family, farm, father, fish, garden, grandma, grandmother, help, hole, house, hug, igloo, live, make the bed, me, mess, mom, mother, old, put away the clothes, put away the toys, rabbit, robot, sad, sea, set table, short, shorter, sister, small, squirrel, suburbs, take out the garbage, tall, taller, tree, turtle, uncle, wash the dishes, young; numbers 30 to 50

Practice Book Instructions

Page 52: Have students draw the people and pets that live with them. Ask them to count the people and pets and write the number in the square provided.

Page 53: Help students read the words and then find and circle them in the word search.

Page 54: Help students read the words below the pictures. Have students match the pictures to the letter that represents the corresponding beginning sound. Then, have them trace the words and the letters. Finally, have students say the words aloud.

Page 55: Say the following and have students circle the correct picture: Column 1. *We live in a house.* Column 2. *This is my mother. She's 32.*

Column 3. *This is my grandfather. He has a dog and a cat.* Column 4. *Bears live in caves.*

Page 56: Have students draw their cousins.

Page 57: Help students read the words and find the corresponding picture. Then, help them read each sentence and draw a line to match the adjectives, the pictures and the sentences.

Page 58: Have students read the words and match them to the corresponding pictures. Then, help students write the word corresponding to each picture in the space provided.

Page 59: Read the following and have students circle the correct picture. Column 1. *Dad is tall.* Column 2. *My aunt is pretty.* Column 3. *My baby sister is young.* Column 4. *She's old.*

Page 60: Distribute the Household Chores page (see Preparation). Have students cut out and paste the pictures. Next, have them identify the chores. Finally, have them color the pictures.

Page 61: Tell students you use these objects at home. Then, help them count the objects and write the corresponding numbers.

Page 62: Help students read the sentences. Have them match the pictures to the corresponding sentences. Have them say what the robot is doing in each picture.

Page 63: Help students read the sentences. Have students match the pictures with the sentences.

Page 64: Have students draw the place where the houses are (city, country or suburbs). Then, have them draw their house and the place where it is.

Page 65: Have students identify the pictures. Next, help them read and write the missing letters to complete the words.

Page 66: Have students identify the letters and their sounds as they appear in *garden*, *city* and *suburbs*. Next, have students copy the words under the corresponding letters; for example, have them write *city* under the letter *i*.

Page 67: Say the following and have students number the pictures: Number 1. *I live in the suburbs.* Number 2. *Is this a park?* Number 3. *I live in an apartment.* Number 4. *I live in a house in the country.*