

Vocabulary

Students are expected to:

- Recognize the following words
(big, give, feel, hurt, learn, parents, children).

Q1) Use the words in the box to complete these sentences:

big - give - feel - hurts

1. I fell down yesterday, my back still hurts.
2. Can you give me a bottle of water, please!
3. My big teddy bear is lost.
4. Today is our trip to Jarash! We feel excited.

Q2) Read the following story words then use them in sentences:

1) parents: (noun / people)

My parents drive me to school.

I love my parents.

2) learn: (verb)

We learn new things at school.

I learn English.

3) children: (noun / people)

The children are playing outside.

The children are glad.

Q3: What is the biggest lesson you can learn from your parents?

I can learn how to speak
and eat.

Short e; digraph th

Students are expected to:

- Identify the sound of the short e.
- Identify the sound of /th/.

Q1) Put the words in the correct category:

the, then, thick, think

Soft th (bath)	Hard th (this)
thick	the
think	then

Q2) Select the words with short e sound by drawing a circle.

red	mom	sat	pet	Nan	met
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Q3) If you found a path through the forest, would you follow it or stay safe? Why?

- I follow it / I stay safe.

Children Can Learn

Students are expected to:

- Recognise the story elements.
- Recognise what the story is about.

Q1) Circle the correct answer:

1. Who is the author?

a. Dan White.

b. Pam Walker.

2. Who are the characters in the story?

a. Dan, Gramps.

b. parents, Glen, Nell, Bess, Dan, Jan, Matt, Fred
Parents and children

3. The places of the story are:

a. house and supermarket.

b. house, street and baseball field.

4. The time of the story is:

a. daytime.

b. at night.

5. What is the story about? (main idea)

a. Children can learn from their friends.

b. Parents and others help children learn.

Q2) Why do you think Mom gives Nell a snack?

Because she can't feed herself

She is young ¹⁴

Unit 1
Reading 2

Children Can Learn

Cause and Effect

- A **cause** is **why** something happens.
- An **effect** is **what** happens as a result of a cause.

Cause	Effect
Glen is hungry.	Dad feeds him
Nell needs help.	Mom feeds her.
Bess wants milk.	She makes a mess.
Bess makes a mess.	Dad cleans up the spill.
Dad helps Jan spell.	Jan passes the test.
Mom helps Matt.	Matt is safe.
Dad helps Fred.	Fred is glad.

Grammar and Writing

Simple Present

Remember:

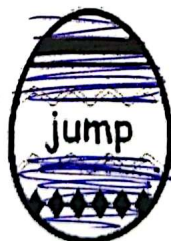
Verbs are words that show actions.

Examples: read, dance, sleep, climb, want, stay, jump, play, study, etc.

Q1) Underline the verbs in the following sentences:

1. Rimas watches TV with her family.
2. I see with my eyes.
3. Is mom folding the wash?
4. Jouri drinks orange juice every morning.

Q2) Color the verbs:



When do we use simple present?

When we talk about things people always do, or when an action is happening right now.

RULE :

For *she, he, it*, add -s to the verb.

Example: she wakes up at 8:00 a.m.



RULE :

For verbs ending in *ch, sh, s, x or z* add -es.

Example: He washes his hand daily.



RULE :

For a *negative* statement, use *does not* or *doesn't + verb*.

Example: The cat doesn't know how to jump high.



RULE :

For a *Yes/No question* with *he, she, it* use *does + subject + verb*.

Examples:

Does Amer play piano? Yes, he does.

Does she like Mnasaf? No, she doesn't.



Q3) Write the correct form of these verbs in the following sentences:

1. (She) always helps (help) her friends.
2. (He) works (work) hard for his exams.
3. (Abir) likes (like) tea but (she) doesn't like (not like) coffee.
4. This cat is tiny. But (it) runs (run) fast.

Q4) Complete these questions and answers with "does, doesn't":

- Does Ahlam swim every day?
- (No, she) doesn't.
- Does my hair look weird?
- (Yes, it) does.
- Does the teacher know you're out?
- (Yes, she) does.

Q5) Maya says "My dog (bark) loudly at strangers." Do you agree with Maya's sentence? Why? How should the sentence be written correctly?

My dog barks loudly

Read the text then answer the following questions:

Beth had a small fish. The fish sat in a big tank on a thick shelf. Beth liked her fish very much.

One hot day, Beth saw that the fish did not move much. "Oh no!" said Beth. She ran to get a pan and some fresh water. Beth put the fish in the pan to give it a bath. The fish swam fast. Beth clapped her hands.

Then Beth thought, "I need to clean the tank too." She got a cloth and a brush. She scrubbed the tank and put in fresh water. The fish went back in the tank. It swam with a happy splash.

Beth's mom came and said, "Good job, Beth. You kept the fish healthy." Beth smiled. She learned that pets need care every day.

1. What did Beth do when the fish was not moving much?

She puts it in fresh water.

2. What did Beth use to clean the fish tank?

She uses a cloth.

3. How did the fish act after the bath and cleaning?

It swam with a happy splash

4. Who praised Beth for taking care of the fish?

Her mom

5. What lesson did Beth learn?

Pets need care every day

6. Why do you think it is important to think ahead and take care of pets every day? What could happen if Beth ignored her fish?

to keep them alive.