**Big Question 1**
**Who are your family and friends?**

### Unit 1

#### Reading
My child practiced predicting from pictures and read an informational text called *Families and Friends*.

#### Vocabulary
My child can use these words:

<table>
<thead>
<tr>
<th>Reading Text Words</th>
<th>Listening Text Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother, father, brother, sister, grandmother, grandfather, family, friend</td>
<td>uncle, aunt, cousin, parents, daughter, son</td>
</tr>
</tbody>
</table>

**Word Study**  Opposites

* A big family.
* A small family.

#### Grammar
My child can use verb *be*.

* I am, You are, He/She is, We are, They are
* He’s eight years old.

#### Listening and Speaking
My child can describe and introduce families.

* This is my brother.
* It’s nice to meet you.
### Writing
My child can write about his/her family.

### Extra Practice
Workbook pages
Listen and practice the song on page 13: *We Are a Family*

### Value Link
In class, my child read about families and friends helping each other in *Families and Friends*, pages 10-11.

### Home Study Activity
Take out a family photo. Ask your child *Who is this? Is he/she a friend?* when pointing at each family member. Then have your child introduce the family to you or other family members. For example, *This is Anna. She is my cousin. She’s sixteen years old. She lives with her father and brother.*

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**Note**

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## Big Question 1

### Who are your family and friends?

**Unit 2**

### Reading

My child practiced predicting from pictures and read a story called *Elliot’s New Friend*.

### Vocabulary

My child can use these words:

**Reading text words**
- elephant, tortoise, lonely, sad,
- scared, eat, play, sleep

**Listening text words**
- hamster, goldfish, bird, rabbit,
- lizard, kitten

### Grammar

My child can use *this, that, these,* and *those*.

*This is a zebra.*

*Those are lions.*

### Listening and Speaking

My child can describe friends and pets.

*This is Tim. He has a hamster.*

*We play together.*
Writing
My child can write capitals for names.
*My friend’s name is Elliot.*

Extra Practice
Workbook pages
Listen and practice the song on page 21: *Friends!*

Value Activity
Talk to your child about the importance of taking care of family and friends.

Home Study Activity
Look at pictures of the animals from Unit 2 in magazines or books. Have your child name the animals and point to each picture and say *This is a (lion), That is a (zebra), These are (kittens), and Those are (hamsters).* Then, ask your child *Is the (rabbit lonely)?* Your child will answer *Yes /No.* Switch roles and have your child ask questions for you to answer.

My child has completed Unit 2!
My child practiced predicting from titles and read three poems called "Who’s in the Tree, Roses are Red, I Like Colors".

My child can use these words:

- **Reading text words**: yellow, red, blue, green, purple, black, brown, white
- **Listening text words**: fireworks, dark, light, gray, orange, pink

**Word Study**: Nouns
- friend (person)
- home (place)
- book (thing)

My child can use **there is.../there are...**
- **There’s a black spider.**
- **There are two white kittens.**

My child can tell color differences and knows how to invite and make suggestions.
- **Do you want to play with me?**
- **Sure!**
- **Let’s color!**
- **Ok. Good idea!**
Writing: My child can write a poem that rhymes.

Extra Practice: Workbook pages
Listen and practice the song on page 33: In My Yard

Value Activity: Talk to your child about what is being creative and ask what creative things he/she has done recently.

Home Study Activity: Invite your child to walk around in a park with you and play the color game. Have him/her name the colors of the things you point at. Ask What is that? What color is that? Your child will answer That is a bird. That is gray. There is a gray bird.

My child has completed Unit 3!

Note
My child practiced predicting from titles and read an article called *Let’s Make Colors!*

**Vocabulary**

My child can use these words:
- **Reading text words**
  - mix, mural, ocean, sand,
  - seaweed, seashell, jellyfish,
  - starfish
- **Listening text words**
  - jacket, shorts, sneakers, T-shirt,
  - hat, pants

**Grammar**

My child can use *in, on, under, next to*

*The starfish is under the seaweed.*

*The seashells are on the sand.*

**Listening and Speaking**

My child can recognize different clothes and describe using colors.

*i have yellow hat and red shorts.*

*There’s a starfish next to me. It’s orange.*
**Writing**
My child can write capitals and periods in sentences.
*Green is a secondary color.*

**Extra Practice**
Workbook pages
Listen and practice the song on page 41: *The Starfish*

**Value Link**
In class, my child read about children being creative while painting a mural in *Let's Make Colors*, pages 38-39.

**Home Study Activity**
Prepare crayons or any other drawing supplies and have your child to draw anything he/she likes in different colors. Encourage your child to be imaginative and creative. Finally, have you child talk about the drawing, saying *It is a car. It’s next to the doll. The car is white and the doll is orange.*

**My child has completed Unit 4!**

**Note**

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My child practiced predicting from titles and pictures and read an article called *Animal Homes*.

**Vocabulary**

My child can use these words:

**Reading text words**
eagle, chick, nest, opossum, tree
hollow, honeybee, hive, crab

**Listening text words**
woods, field, pond, squirrel,
mouse, frog

**Word Study** Irregular plurals

eagle → eagles
fox → foxes
mouse → mice
fish → fish

**Grammar**

My child can use *where* questions with verb *be*.

*Where’s the eagle?*

*Where are the chicks?*

**Listening and Speaking**

My child can tell where animals live and knows how to warn people.

*Watch out! Be careful!*

*OK. Thanks!*
My child can write about an animal home.

Workbook pages
Listen and practice the song on page 53: Where is The Eagle?

Share an experience of taking care of animals or their homes with your child.

Have your child find pictures of the vocabulary animals and their homes on the Internet, in a book or a magazine. Ask him/her questions using the grammar pattern. Where is the (frog)? Is it in the (ocean)? No, It’s in the (pond). Then talk about your home together. For example, We live inside a house. It’s safe and warm.
### Big Question 3
Where do animals live?
Unit 6

**Reading**
My child practiced identifying characters and read a story called *
*My Friend, Anak*

**Vocabulary**
My child can use these words:

- **Reading text words**:
  - orangutan, rainforest, reserve,
  - teach, take care of, miss, take a
  - nap, put out

- **Listening text words**:
  - day, night, morning, midday,
  - afternoon, evening

**Grammar**
My child can use *what* and *who* questions with verb *be*.

- What’s that?
- Who’s this?

**Listening and Speaking**
My child can describe animals, including their eating and sleeping
habits.

- It’s small. It’s brown.
- It lives in the woods.

**Writing**
My child can write question mark at the end of a question.

- What is it?
Workbook pages
Listen and practice the song on page 61: Two Birds

In class, my child read about taking care of an orphan orangutan in My Friend, Anak, pages 58-59.

Play a riddle game with your child. Think of an animal and describe its appearance and habits by using It’s (big). It lives in the (rainforest). Your child will answer It’s a (orangutan)! Then, switch roles and have your child describe an animal to you.

My child has completed Unit 6!

Note
My child practiced using captions to clarify ideas and read an informational text called *The Four Seasons*.

**Vocabulary**

My child can use these words:

**Reading Text Words**
- warm, hot, cool, cold, rain, snow, long, short

**Listening Text Words**
- weather, cloudy, sunny, windy, snowy, rainy

**Word Study**  Compound nouns
- rain coat  *raincoat*

**Grammar**

My child can use simple present (*It*).

- *It gets* hot *in the summer*.
- *It snows* in the *winter*.
- *It doesn’t snow* in the *summer*.

**Listening and Speaking**

My child can understand a conversation about the weather in different seasons and knows how to invite people to play.

- *Do you want to play in the snow with me?*
- *Sure!*
- *Great! Let’s go!*
My child can write about his/her favorite season.

Workbook pages
Listen and practice the song on page 73: Different Seasons.

Talk to your child about things you can do in different seasons and encourage him/her to play outside.

Invite your child to go outside with you by asking, Do you want to take a walk with me? Talk about the weather. Then take out a map and talk about the weather in other cities or countries. For example, say Moscow’s winter is long so it is always…? Your child will answer Cold.

My child has completed Unit 7!

Note
Big Question 4
How are seasons different?
Unit 8

Reading
My child practiced using captions to clarify ideas and read a realistic fiction story called *The Seasons of Arnold’s Apple Tree*.

Vocabulary
My child can use these words:

**Reading Text Words**
- watch
- build a snowman
- build a tree house
- make a swing
- make apple pie
- grow
- fall
- bring

**Listening Text Words**
- ride a bicycle
- go to the beach
- eat ice cream
- drink hot chocolate
- fly a kite
- plant flowers

Grammar
My child can use simple present (*I/You/We/They*).

- *In the summer, I build a tree house.*
- *Do you watch honeybees?*  
  *No, I don’t.*

Listening and Speaking
My child can understand conversations about what we do in different seasons and ask and tell about activities.

- *What do you do in the spring?*  
  *I ride a bicycle in the spring.*
- *What do you do in the summer?*  
  *I eat ice cream!*
My child can write commas between the words in a list.

*The four seasons are spring, summer, fall, and winter.*

**Extra Practice**

Workbook pages

Listen and practice the song on page 81: *Do You Like The Summer?*

**Value Link**

In class, my child read about Arnold playing outside in *The Seasons of Arnold's Apple Tree*, pages 78–79.

**Home Study Activity**

Prepare some items that would be used in different seasons, like a kite, a mug, a beach ball, and so on. Ask your child *What do you do (in the winter)?* Have your child answer *I drink (hot chocolate)* and then perform the action using the item.

**My child has completed Unit 8!**
My child practiced predicting from headings and read an informational text called *Working with Numbers*.

**Vocabulary**

- Reading Text Words: numbers, plus sign, equal sign, problem, addition, answer, odd numbers, even numbers
- Listening Text Words: pen, pencil, eraser, ruler, backpack, notebook

**Word Study**

Writing numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

**Grammar**

My child can use simple present with verb *Have* (*I, You, We, They*).

- I have six shells. You have four shells.
- Together, we have ten shells.
- They don’t have a pet.

**Listening and Speaking**

My child can listen to and solve addition problems and ask people about age.

- How old are you?
- I’m seven years old.
Writing

My child can write about how many things he/she has.

Extra Practice

Workbook pages

Listen and practice the song on page 93: How Many?

Value Activity

Talk about sharing with your child by using anything handy, like cookies, books, stickers, etc.

Home Study Activity

Look around your house for the vocabulary items and collect several of each. Point to the items and ask how many (rulers)? Or, I have (3 erasers) and you have (2 erasers), together we have...? Have your child answer (Three) plus (two) equals (five). Switch roles and practice with different items several times.

My child has completed Unit 9!

Note
Big Question 5
How do numbers help us?
Unit 10

**Reading**

My child practiced understanding the beginning, middle, and end of a story and read a fable called *Stone Soup*.

**Vocabulary**

My child can use these words:

<table>
<thead>
<tr>
<th>Reading Text Words</th>
<th>Listening Text Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pot, stone, food, sausages, carrots, onions, potatoes, soup</td>
<td>tomato, cucumber, avocado, orange, mango, peach</td>
</tr>
</tbody>
</table>

**Grammar**

My child can use simple present questions with verb *have* (I/You/We/They).

*What do you have?*  *I have* potatoes.

*Do you have carrots?*  *Yes, I do.*

**Listening and Speaking**

My child can have a conversation about how many things he/she has and listen for number details to make an addition problem.

*I have two oranges. You have one orange.*

*How many oranges do we have?*

*Two plus one equals three. We have three oranges.*
### Writing
My child can write exclamation points to show strong feelings.

*I’m hungry! Oh, no! Look! I’m scared!*

### Extra Practice
Workbook pages

Listen and practice the song on page 101: *Onion Soup!*

### Value Link
In class, my child read about the people from the town adding food to the soup in *Stone Soup*, pages 98–99.

### Home Study Activity
Invite your child to help you make salad. While making the salad, have conversations using the grammar pattern above. Ask *What do you have?* Your child will answer *I have (three cucumbers)*. *Do you have (cucumbers)*? Then answer back *Yes, I do. I have (five)*. Your child will say *Three plus five. We have (eight cucumbers)*. Share the salad with your neighbor, if possible.

### My child has completed Unit 10!

### Note
Big Question 6
What do we need?
Unit 11

Reading
My child practiced understanding sequence and read a fable called *The Farmer and The Hat*.

Vocabulary
My child can use these words:
- Reading Text Words: farmer, cow, milk, market, sell, buy, plain, fancy
- Listening Text Words: games, comic book, board game, doll, stickers, pins

Word Study  Verbs
buy, swim, play

Grammar
My child can use simple present with regular verbs and verb *have* (*He, She*).
*She needs a cow. She doesn’t need a dress.*
*He has a cow. He doesn’t have a hat.*

Listening and Speaking
My child can listen to details about which toys people want and talk about borrowing and lending toys.
*Can I borrow your comic book, please?*
*Sure, here you are.*
*Thanks.*
**Writing**
My child can write about things he/she has and things he/she wants.

**Extra Practice**
Workbook pages
Listen and practice the song on page 113: *He Wants...!*

**Value Activity**
Discuss how to be helpful to people with your child.

**Home Study Activity**
Prepare pictures of vocabulary items. Then, create imaginary characters with your child. Have your child decide what each character wants and needs. Your child will say *He/she wants a (bicycle). He/she doesn’t need a (kitten).* Take turns and practice with different characters.

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**My child has completed Unit 11!**

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**Note**
My child practiced predicting from the title, heading, and picture of a story and read an informational text called *Wants and Needs*.

**Vocabulary**

My child can use these words:

**Reading Text Words**
- job
- doctor
- police officer
- teacher
- help
- money
- clothes
- water

**Listening Text Words**
- sandwich
- grapes
- juice
- cookie
- chips
- soda

**Grammar**

My child can use simple present questions with regular verbs and the verb *have* (*He, She*).

*Does she work in a school? Yes, she does.*

*What does Sana have? She has a doll.*

**Listening and Speaking**

My child can understand and express needs and wants in a conversation. *We want soda and chips.*

*We need water and fruit.*
My child can write identify nouns and verbs in a sentence.

*Farmers (noun) grow (verb) food (noun).*

**Extra Practice**

Workbook pages

Listen and practice the song on page 121: *What Does She Want Today?*

**Value Link**

In class, my child read about people who have jobs that help us in *Wants and Needs*, pages 118–119.

**Home Study Activity**

Talk about jobs that help people with your child. Have your child say *We need (teachers). They help (us learn).* Encourage your child to name as many jobs outside the textbook as he/she can, like, dentist, gardener, firefighter, etc.

**My child has completed Unit 12!**

**Note**
Big Question 7

Where do we live?

Unit 13

Reading

My child practiced using labels to clarify details and read an informational text called *Where’s Your Home?*

Vocabulary

My child can use these words:

Reading Text Words
- street
- neighborhood
- town
- city
- the country
- apartment
- building
- world

Listening Text Words
- noisy
- quite
- safe
- dangerous
- boring
- interesting

Word Study

Words that are verbs and nouns

work = verb
work = noun

Grammar

My child can use possessive ‘s.

*Jenna’s house is in the country.*

*Is Ali’s house in the city?*

Listening and Speaking

My child can understand conversations about places and identify if they are the same or different. He/She also knows how to compliment.

*Wow! Your home is really nice.*

*Thanks.*
Writing

My child can write about where he/she lives.

Extra Practice

Workbook pages
Listen and practice the song on page 133: Billy’s House

Value Activity

Discuss new things your child has never done before and encourage him/her to try some new things.

Home Study Activity

Take a walk with your child in the neighborhood. Have your child describe where he/she lives using the vocabulary. Don’t forget to tell your child your home address. For instance, I live in New York City, at 23rd Madison street. My apartment is small and safe. The neighborhood is noisy but interesting.

My child has completed Unit 13!

Note
Big Question 7
Where do we live?
Unit 14

Reading
My child practiced understanding contrast and read a fable called *City mouse and Country Mouse.*

Vocabulary
My child can use these words:
- **Reading Text Words**
  - department store, restaurant,
  - movie theater, hotel, cornfield,
  - orchard, new, old
- **Listening Text Words**
  - park, library, supermarket,
  - drugstore, bakery, museum

Grammar
My child can use possessive adjectives.
- *My, Your, His, Her, Our*
- *His home is in the city.*
- *Is your apartment big?*

Listening and Speaking
My child can ask, tell, and understand details about neighborhoods.
- *Is there a park in your neighborhood?*  Yes, there is.
- *Is there a library in your neighborhood?*  No, there isn’t.
My child can write complete sentences.

*The town (noun) is (verb) small.*

**Writing**

**Extra Practice**

Workbook pages

Listen and practice the song on page 141: *Our Grandma.*

**Value Link**

In class, my child read about the cousins who learned about each other's homes in *City Mouse and Country Mouse*, pages 138–139.

**Home Study Activity**

Draw a picture of your dream neighborhood and invite your child to draw his/hers. Then ask each other about what’s in the neighborhood. Ask, *Is your house in the (country)? Is there a (department store) in the neighborhood?* Your child will answer *Yes, there is/No, there isn’t. But there is a restaurant.*

**My child has completed Unit 14!**

**Note**

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My child practiced understanding the main idea and details of texts. He/She also read an informational text called *Percussion Instruments*.

My child can use these words:

**Reading Text Words**
- instruments, cymbals, tambourine, xylophone, drum,
- triangle, shake, strike

**Listening Text Words**
- fast, slow, loud, soft, awful, lovely

**Word Study** Alphabetical order
- apple, bird, cymbal, drum, elephant

My child can use present continuous *I’m/You’re/She’s/He’s/We’re /They’re...ing*

*I’m playing the drum.*

*She isn’t shaking the tambourine.*

My child can listen and identify different performances and knows how to ask for help.

*Can you help me, please?*

*Sure! Let’s do it together.*

*Thanks!*
Writing  My child can write about a percussion instrument.

Extra Practice  Workbook pages
Listen and practice the song on page 153: *Making Music.*

Value Activity  Talk about situations when we need to think of solutions for problems.

Home Study Activity  Play some music that contains percussion instruments. Have your child guess which sound is from which percussion instrument and describe what he/she thinks of the music by using the vocabulary. Have your child say *It’s a (triangle). The music is (soft) and (lovely).*

My child has completed Unit 15!

Note
My child practiced understanding problems and solutions and read a realistic fiction text called *Let’s Make Music!*

**Vocabulary**

My child can use these words:

**Reading Text Words**
dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures

**Listening Text Words**
parade, concert, ballet, play, puppet show, circus

**Grammar**

My child can use present continuous questions.

*Are you singing?* Yes, *I am.*

*Is she dancing?* No, *she isn’t.*

**Listening and Speaking**

My child can ask and guess different performances by listening for details in a conversation.

*What are we doing?*
You’re walking and playing musical instruments.
*It’s a parade!*
My child can write contractions.

I am > *I’m*  It is not > *It isn’t*

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**Workbook pages**

Listen and practice the song on page 161: *The Carnival.*

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**In class, my child read about a class that wanted to take music lessons in *Let’s Make Music*, pages 158–159.**

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**Turn on your TV or computer and find a performance. Sit down and enjoy it with your child. Ask your child during the performance *What are we watching? Is he/she (clapping)*? Your child will answer *We are watching the (circus). Yes, he/she is or No, he/she isn’t.*

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**My child has completed Unit 16!**

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**Note**
My child practiced understanding contrast and read an informational text called *Living and Nonliving Things*.

My child can use these words:

**Reading Text Words**
- living, nonliving, breathe, move, change, air, people, plant

**Listening Text Words**
- bench, bush, statue, grass, rose, fountain

**Word Study** Adjectives
- The fountain is **noisy** (adjective).

My child can use *can* and *can’t*.
- An animal **can** grow.
- Sneakers **can’t** breathe.

My child listened to a conversation and identified things in the park. He/She also knows how to apologize.
- Oh, no!
- I’m sorry.
- That’s OK.
### Writing
- My child can write about living and nonliving things.

### Extra Practice
- Workbook pages
- Listen and practice the song on page 173: *Living Things*.

### Value Activity
- Discuss with your child how he/she can take care of him/herself.

### Home Study Activity
- Walk around in the neighborhood with your child. Point to things and have your child tell you *It is a (frog). It is a living/nonliving thing. It can/can’t (grow)*. Take turns and practice several times.

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**My child has completed Unit 17!**

**Note**
Big Question 9
What are living things?
Unit 18

Reading
My child practiced understanding the sequence of a story and read a fairy tale called The Gingerbread Man.

Vocabulary
My child can use these words:
Reading Text Words
run away, chase, catch, stop, cross, bake, smell, open

Listening Text Words
go to bed, play outside, early, late, healthy food, junk food

Grammar
My child can use should and shouldn’t.
You should run away!
You shouldn’t stay here.

Listening and Speaking
My child identify from a dialogue what someone should or shouldn’t do. He/she can also talk about things someone shouldn’t do at school.
You shouldn’t run in the classroom.
You should walk.
OK, you’re right.
Writing
My child can write punctuation.

*Don’t jump on the fox’s nose!*

*Do you eat healthy food?*

Extra Practice
Workbook pages
Listen and practice the song on page 181: *Run Away!*

Value Link
In class, my child learned new words for taking care of themselves in the *Communicate* section on page 182.

Home Study Activity
Help your child to make a list of things he/she should and shouldn’t do at home. Write down *I should* and *I shouldn’t* on each side of the paper. Below them write down the actions. For example, *stay up late*. Have your child read the list out loud. For example, *I should go to bed early. I shouldn’t stay up late.*

My child has completed Unit 18!

Note

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