What your child learned in class

**Conversation:**

Did you know that a zebra is slower than a gazelle. I’m not sure.

Really? I didn’t know that? A cat is as fast as a polar bear.

Which animal is faster? A cat or a polar bear? Are you sure?

Yes, I’m sure.

**Animals:**

a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk

**Home study activity**

Say the *A Gazelle Is as Fast as a Lion* chant with your child. Take turns chanting.

Go to the zoo with your child, or look at charts about animal speeds in a book or online. Point to two animals and ask *Which one is faster?* Have your child answer *The (gazelle) is faster than the (polar bear).* Then ask *Are you sure?* Have your child respond with *Yes, I’m sure.* or *No, I’m not sure.* Then ask *Is a (wolf) as fast as a (zebra)?* Take turns asking and answering the questions about the speeds of animals.

**Extra practice**

☐ Workbook pages 10-11

☐ Student Audio CD Tracks 11-13

**Your child can**

☐ compare animal speeds.

☐ ask and answer *Which animal is faster?*

☐ say the *A Gazelle Is as Fast as a Lion* chant.

**Write a message to your child:**

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What your child learned in class

Conversation:

Which one is faster?
The gazelle is faster.
The gazelle is faster than the polar bear.
Which one is the fastest?
The cheetah is the fastest.

Comparatives:

fast, faster, fastest; slow, slower, slowest; large, larger, largest; small, smaller, smallest

Home study activity

Say the Cheetah Chant with your child. Take turns chanting each part.

Write the names of the animals from p. 14 on a piece of paper. Practice saying the names of the animals together. Ask your child to choose two animals and point to them. Then ask your child Which one is (faster)? Your child should respond with The (cheetah) is (faster) than the (polar bear). Then ask your child to choose three different animals. Ask your child Which one is the (smallest)? Have your child respond with The (mouse) is the (smallest). Point to other animal names on the piece of paper. Have your child compare as many animals as he or she can by using the adjectives fast, slow, large, and small.

Extra practice

☐ Workbook pages 12-13
☐ Student Audio CD Tracks 14-15

Your child can

☐ ask questions about animal speeds and sizes.
☐ compare the speeds and sizes of two or more animals.
☐ say the Cheetah Chant.

Write a message to your child: ___
What your child learned in class

Conversation:
Which one is more colorful?
The fish is more colorful.
Which one less colorful?
The frog is less colorful.

Descriptions:
colorful, graceful, expensive, delicious

Home study activity

Look at pictures in catalogues to compare clothing for cost (more expensive, less expensive) and color (more colorful, less colorful). Ask *Is the (skirt) more (expensive) than the (shirt)?* Your child should answer *Yes, it is.* or *No, it isn’t.* Look at different kinds of animals, foods, cars, and electronic equipment in books and online with your child. Compare the items for color (more colorful, less colorful), for cost (more expensive, less expensive), for taste (more delicious, less delicious), and for gracefulness (more graceful, less graceful). Ask *Which one is more (colorful)?* Have your child answer *The (fish) is more (colorful).* Take turns asking and answering the questions. Play the game on p. 17 with your child.

Extra practice

☐ Workbook pages 14-15, 75
☐ Student Audio CD Tracks 16-17

Your child can
☐ compare animals, foods, clothing, and other items.
☐ use *more* and *less*.
☐ ask and answer *Which one is (more) (colorful)?*

Write a message to your child:
What your child learned in class

Vocabulary: smash, hummingbird, backwards, mimic octopus, change, fingerprints, jellyfish, shape

Phonics: ar (scarf, card, shark)—ir (bird, third)

Word Study: small + est, slow + est, tall + est, strong + est

Home study activity

Have your child practice saying the ar and ir words with you. Then ask your child to say the vocabulary words and to explain their meanings. Listen to the What Do You Know About Animals? article on the Student Audio CD with your child. Then invite your child to read the What Do You Know About Animals? article together with you. Talk about the shape and color of the animals and how heavy or strong they are. Practice making new words by adding –est to adjectives.

Extra practice

☐ Workbook pages 16-17
☐ Student Audio CD Tracks 18-19

Your child can

☐ name the words that have ar and ir in the middle.
☐ explain the meanings of the vocabulary words.
☐ read the What Do You Know About Animals? article with you.
☐ make new words by adding –est.

Write a message to your child:
Let’s Review

Student Book 5, pages 20-21

What your child reviewed in class

Units 1 and 2: Conversations, vocabulary, language, and reading

Let’s Read About: John and Lisa’s Travel Blog

Vocabulary: kindergarten, bamboo, carrot, newborn, stick of butter, tumble

Home study activity

Have your child find some information about pandas in China, looking online or in books from the library or those you have at home. Have your child tell you interesting information about pandas. Talk about other kinds of bears with your child. Pretend that you and your child are going to China to see the pandas. Talk about what kinds of snacks you want to take. Review sizes and speeds of animals.

Extra practice

☐ Workbook pages 18-19
☐ Student Audio CD Tracks 3-4, 6-7, 9-12, 14, 16-18, 20

Your child can

☐ say the words from Units 1 & 2.
☐ talk about snacks and foods using bags of, cans of, a lot of, a little, and a few.
☐ compare the sizes and speeds of animals.
☐ use the comparative and superlative forms of adjectives.
☐ say the phonics letters and sounds and read stories.

Write a message to your child:

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