Let's Remember

Student Book 6, pages 2-3

What your child learned in class

<table>
<thead>
<tr>
<th>Conversation:</th>
<th>What will you do after lunch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where's Andy? Have you seen him? Yes. He’s eating lunch over there.</td>
<td>I think I’ll play tennis. What about you? I’ll go swimming.</td>
</tr>
<tr>
<td>Have you ever eaten sushi? Yes, I have. I like sushi.</td>
<td></td>
</tr>
</tbody>
</table>

Home study activity

Take your child and some friends on a picnic at the park. Have other mothers each bring some food to share. Using the foods available for the picnic, ask the children Have you ever eaten (sushi)? Each child responds, saying Yes, I have. I like (sushi). or No, I haven’t. If a child is not at the table, ask Where’s (Andy)? Have you seen (him)? The other children answer Yes. (He’s eating lunch over there). or No, I haven’t. Have the children ask each other What will you do after lunch? Each child responds I think I’ll (play tennis). What about you?

Extra practice

☐ Student Audio CD Track 2

Your child can

☐ ask if someone has eaten a specific kind of food.
☐ talk about the kinds of foods he or she has eaten.
☐ ask where someone is.
☐ ask if others have seen someone.
☐ describe where someone is and what someone is doing.
☐ ask what someone will do after lunch.

Write a message to your child:

(For example)
Good job! That was great!
Good try!
What your child learned in class

| Conversation:   | Whose scarf is that? | It’s Anna’s scarf. | Whose mittens are those? | They’re hers, too. | Is that her glove, too? | I think it’s Jim’s glove. | Jim, here’s your other glove. | Thanks for finding it. |

Home study activity

Sing the **Whose Boots Are These?** song with your child. Take turns singing both parts.

Have your child help gather personal possessions of family members (watches, glasses, gloves, scarves) or pictures of these items. Take turns as you practice identifying the owner of each item. Ask *Whose (scarf) is this?* Answer *It’s (Anna’s) (scarf).* When the items are identified, have your child return them to their owners, saying *I think this is your (scarf).* The owner of the item should say *Thanks for finding it.* Your child responds *You’re welcome.*

Extra practice

- Workbook pages 2-3
- Student Audio CD Tracks 3-5

Your child can

- ask who the owner of an item is.
- express possession of objects.
- express thanks for finding an object.

Write a message to your child:

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What your child learned in class

Conversation:  Which boy is Scott?  
He’s the boy who is watering the plants.

School activities:  watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay

Home study activity
Say the Kim’s Father Was Born in Seoul chant with your child. Take turns chanting each part.

Have your child draw a picture of his or her classroom, showing the students busy doing various activities around the room. Or, if your child has a picture of the class, ask your child to share that picture. Get to know your child’s classmates by asking Which (boy) is (Scott)? or Which (girl) is (Lisa)? Have your child respond (He’s) the (boy) who is (watering the plants). or (She’s) the (girl) who is (writing an essay).

Extra practice
☐ Workbook pages 4-5
☐ Student Audio CD Tracks 6-7

Your child can
☐ identify classroom activities.
☐ ask and answer questions about the identities of classmates.
☐ use who to identify a person doing an activity.

Write a message to your child:
Let’s Learn More

Student Book 6, Unit 1, pages 8-9

What your child learned in class

Conversation: Jenny was sitting on a bench when it started to rain. What was she doing when it started to rain? She was skateboarding when it started to rain.

More activities: talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench

Home study activity

Play the game on p. 9. Be creative together with your child as you ask What was (he) doing when (he) (heard the noise)? or What was (she) doing when (it started to rain)? or What was (he) doing when (he) (saw the skunk)? Have your child answer with responses from the lesson as well as use creative responses such as (She) was (reading and sitting on a bench) when (it started to rain).

Extra practice

☐ Workbook pages 6-7, 74
☐ Student Audio CD Track 8

Your child can

☐ identify various activities around school.
☐ use when to ask and answer questions about what someone was doing when something happened.

Write a message to your child:

Let’s Go 4e Level 6
What your child learned in class

**Vocabulary:** ice pop, soda, mix, soda powder, straw, freeze, frozen

**Phonics:** aw (saw, straw)—ow (cow, powder)

**Word Study:** mix + ed, paint + ed, play + ed, talk + ed

Home study activity

Have your child practice saying the aw and ow words with you. Then ask your child to say the vocabulary words and to explain their meanings. Listen to *The First Ice Pop* story on the Student Audio CD with your child. Then invite your child to read *The First Ice Pop* story together with you. Practice making the past tense forms of verbs by adding –ed to the end of the verbs. Have fun making ice pops together with your child.

Extra practice

☐ Workbook pages 8-9

☐ Student Audio CD Tracks 9-10

Your child can

☐ name the words with aw and ow in them.

☐ explain the meaning of the vocabulary words.

☐ read *The First Ice Pop* story with you.

☐ make past tense forms of verbs by adding –ed.

Write a message to your child: