## Unit 17 How much is the T-shirt?

Exercise 8: Choose the correct answer.

 a) I want to buy some food, so I'd like to go to the ....... (school/ police station/ supermarket / office)

b) My uncle drives a bus. He is a ...... (farmer/ teacher/ uncle/ driver)

c) On hot days I wear a .....(T-shirt/ jacket/ coat/ scarf)

d) My father ...... at 5 p.m. (has breakfast/ go home/ goes home/)

e) ...... is fun for many children. (Children's Day/ Teachers' Day)

f) She is thirsty. She wants something to ...... (eat/drink/cook/draw)

h) My brother is short and ...... (fat/ tall/ long/ like)

i) My favorite food is ..... (milk/ water/ beef/ juice)

j) My mother gets up ...... to cook breakfast. (late/ early/ home/ school)

k) How much ...... your shoes? (is/ are/ am/ was)

l) The white blouse...... thirty-seven thousand dong. (am/ was/ is/ were)

m) What...... is the jacket? - It's blue. (time/ much/ color/ food)

n) How...... are the sandals? (many/ much/ old/ time)

o) ...... caps are ninety thousand dong. (this/ that/ those/ they)

Exercise 9: Read and answer these questions

My name is Rosy. I am a primary pupil. On hot days at school, I wear a blouse, a short skirt, a red scarf and a pair of sandals. On cold days I wear a jacket over a jumper, a long skirt, a red scarf and a pair of socks and shoes. At home, I wear different things. On hot days, I wear a blouse, a pair of shorts and a pair of slippers. On cold days. I wear a jumper, a pair of trousers and a pair of socks and shoes.

What does Rosy do?

**>** ......

2. What does she wear on hot days at school?

→ .....

3. What does she wear on hot days at home?

**→** ------

# Plants And Animals Teachers Planning Guide Grade 4 Unit 17

**Olga Anna Jones** 

#### Plants And Animals Teachers Planning Guide Grade 4 Unit 17:

Plants and Animals Macmillan/McGraw-Hill School Publishing Company, 1995 Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems. The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents Nutrition Education Materials and Audiovisuals for Grades **Agricultural Education Instructional** *Preschool - 6* Shirley King Evans, 1993 Resources in Education ,1999-10 Materials Ohio State University. Center for Vocational and Technical Education, 1972 Education for Victory Olga Anna The Bulletin of the National Association of Secondary School Principals National Association of Secondary Iones, 1944 School Principals (U.S.),1946 **Research in Education** ,1973-12 **Special Reference Briefs** ,1983 **Educational** Research Document Summaries Educational Research Information Center (U.S.), 1966 Curriculum Bulletin .1939

**Agricultural Education** ,1972 The Unit Plan Earl J. Ogletree, Patricia Gebauer, Vilma E. Ujlaki, 1980 Harcourt Science: Earth science, [grade] 5, Units C and D, teacher's ed, 2000 Host Bibliographic Record for Boundwith Item Barcode 30112106524124 and Others ,2013 Resources in Education ,1992 Curriculum Guide for Elementary Schools Journeys in Science James A. Shymansky, 1988 Oregon Education Journal ,1939 A Practical New Mexico, 1948 Guide to Early Childhood Curriculum Claudia Fuhriman Eliason, Loa Thomson Jenkins, 2008 This applied guide to planning and implementing curriculum across the content areas for children ages 3 to 8 provides students with a depth of background knowledge not usually seen in a text containing practical highlighted strategies unit and lesson plans suggested activities recipes and more Core chapters cover Social studies including diverse people self and family physical activity and nutrition Language development Literacy development Science 3 separate chapters Problem solving and math Music and movement Creativity art and dramatic activities Key changes to this edition include separate chapters on language development and literacy development new tables linking learning activities with specific content area standards streamlined content throughout and new Web sites

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