

Trailblazer

LESSON PLANNER



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Trailblazer on the Cover **Beetle on a mushroom**

Description: A beetle crosses the forest floor, climbing over mushrooms.

Location: Balkan Mountains, Bulgaria

Trailblazer Facts: Like other insects, beetles are necessary for the health of the planet. They form the bottom of the food chain, supporting all life on Earth. Beetles blaze a trail of nutrients as they move through soil, pollinating the world's flowers and fruit crops and spreading seeds.

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Trailblazer

LESSON PLANNER

Gillian Craig



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Scope and Sequence



1 How do we make friends?

2 What do we do in school?

Trails to Explore	Greetings Feelings	School Things Colors
Curricular Connection	Social Studies	Social Studies
Multiple Literacies	<p>VISUAL Recognize feelings in an image</p> <p>GLOBAL Use greetings to develop relationships</p> <p>SOCIAL Express feelings</p> <p>TEXTUAL Use pictures to understand feelings; Use pictures to understand relationships</p>	<p>VISUAL Connect an image to own experience</p> <p>GLOBAL Recognize features of schools</p> <p>SOCIAL Show curiosity and try new things</p> <p>TEXTUAL Show curiosity about texts; Use pictures to identify places in a story</p>
New Words	friend, child, teacher, hello, high five, hug, wave, goodbye, fist bump, shake hands brave, boy, girl, frightened, happy, nice, sad, scary, woman, man	book, desk, backpack, crayon, paint, pen, pencil, pencil case, one, two, three, four, five, gray, red, blue, green, orange, pink, purple, yellow, tablet, board
Phonics	Alphabet A–Z Alphabet a–z (lowercase)	<i>Dd</i> and <i>Tt</i> <i>Bb</i> and <i>Pp</i>
Reading	Nonfiction: <i>Hello, children!</i> Genre: Informational text Fiction: <i>The Brave Monster</i> Genre: Fantastical Fiction	Nonfiction: <i>School Things</i> Genre: Informational text Fiction: <i>Let's go on a color hunt!</i> Genre: Realistic Fiction
Grammar	Verb <i>Be</i> (<i>Am</i> and <i>Is</i>) Verb <i>Be</i> (<i>Are</i>)	Questions with Verb <i>Be</i> (Questions with <i>Is</i> and <i>Are</i>) Questions with Verb <i>Be</i> (Questions with <i>What</i>)
Listening	Conversations about greetings Strategy: Listen for Greetings Description of a person Strategy: Listen for Descriptions	Conversations about school things Strategy: Listen for Numbers Presentation about classroom technology Strategy: Listen for Order
Speaking	Strategy: Introductions	Strategy: Ask Questions
Project	Make a Name Card	Make a Poster

Friends and School
Review Units 1 and 2



3

What's in a home?

4

How do we have fun?

Rooms
Furniture

Outdoor Fun
Fun with Toys

Social Studies

Social Studies

VISUAL Identify what you like in an image
GLOBAL Recognize that there are different types of homes
SOCIAL Recognize feelings
TEXTUAL Identify similarities; Understand stories from pictures

VISUAL Identify things in an image
GLOBAL Cooperate with others
SOCIAL Express preferences
TEXTUAL Recognize real texts and stories; Find words that rhyme

apartment, yard, house, bathroom, bedroom, dining room, kitchen, living room, door, window bed, chair, table, clock, fridge, sink, sofa, TV, angry, tired

ball, playground, slide, bike, boat, sandbox, skateboard, swing, big, small blocks, teddy bear, doll, car, game, kite, robot, train, six, seven, eight, nine, ten

Aa and Ee
Mm and Nn

Cc and Ss
Ii and Uu

Nonfiction: *The Upside-Down House*
Genre: Informational text
Fiction: *A Noisy Night*
Genre: Realistic Fiction

Nonfiction: *Awesome Playgrounds*
Genre: Informational text
Fiction: *Let's play!*
Genre: Poetry

There is
There are

Demonstratives (*This and That*)
Possessive Adjectives (*My, Your, His, Her, and Our*)

Descriptions of homes
Strategy: Listen for Details
Descriptions of feelings
Strategy: Listen for Feelings

Description of a playground
Strategy: Listen for Size
Conversation about toys
Strategy: Listen for Numbers

Strategy: Describe a Place

Strategy: Use Words that Describe

Make a Shoebox Room

Make a Card Game

Home and Fun
Review Units 3 and 4

Scope and Sequence



5 What's your family like?

6 Where do animals live?

Trails to Explore	People Appearances	In the Wild At Home
Curricular Connection	Social Studies	Life Science
Multiple Literacies	<p>VISUAL Describe relationships between people in an image</p> <p>GLOBAL Help others</p> <p>SOCIAL Identify others' feelings</p> <p>TEXTUAL Reading direction; Identify similarities and differences</p>	<p>VISUAL Describe your own feelings about an image</p> <p>GLOBAL Appreciate animals</p> <p>SOCIAL Identify feelings about animals</p> <p>TEXTUAL Things we know; Make connections</p>
New Words	grandma, grandpa, family, dad, mom, brother, sister, baby, son, daughter black, eye, hair, blond, brown, white, long, short, tall, curly	crocodile, elephant, hippo, giraffe, lion, monkey, panda, tiger, plant, meat bird, cat, pet, dog, fish, mouse, rabbit, snake, spider, lizard
Phonics	Aa and Oo Ll and Rr	Gg and Hh Ff, Vv, and Ww
Reading	Nonfiction: <i>Families</i> Genre: Informational Text Fiction: <i>Where's my mom?</i> Genre: Comic Story	Nonfiction: <i>Ask the National Geographic Explorers!</i> Genre: Informational Text Fiction: <i>Felix Wants a New Pet</i> Genre: Realistic Fiction
Grammar	Simple Present with <i>Have</i> (<i>Have</i> and <i>Has</i>) Simple Present Questions with <i>Have</i> (<i>Questions with Have</i>)	Simple Present with <i>Like</i> (<i>Like</i>) Simple Present Questions with <i>Like</i> (<i>Questions with Like</i>)
Listening	Descriptions of families Strategy: Listen for the Speaker Conversation about a family member Strategy: Listen for Descriptions	Conversation about wild animals Strategy: Listen for True or False Conversation about pets Strategy: Listen for Likes
Speaking	Strategy: Talk about Family	Strategy: Express Likes and Dislikes
Project	Make a Family Tree	Make an Animal Poster

Family and Animals
Review Units 5 and 6



7 How do we move?

8 What do we do every day?

Our Bodies
Our Abilities

At Home
School Days

Life Science

Social Studies

VISUAL Identify actions in an image
GLOBAL Make connections between people and animals
SOCIAL Identify things to learn
TEXTUAL Make predictions; Retell a story

VISUAL Connect an image to your own life
GLOBAL Recognize how people are similar and different
SOCIAL Follow a routine or schedule
TEXTUAL Guess words from pictures; Make predictions

climb, dance, fly, swim, arm, hand, leg, foot, clap, stomp
jump, throw, catch, learn, play, ride a bike, run, walk, basketball, soccer

morning, afternoon, evening, get up, brush my teeth, take a shower, watch TV, go to bed, half past, o'clock
go to school, have recess, have lunch, have circle time, have class, go home, do homework, have dinner, eleven, twelve

Kk and Qq
Xx and Zz

Jj and Yy
CVC Words and Simple Sentences

Nonfiction: *I can move!*
Genre: Informational Text
Fiction: *Lexi to the Rescue*
Genre: Fantastical Fiction

Nonfiction: *Irene Yee's Day*
Genre: Informational Text
Nonfiction: *The Robot Teacher*
Genre: Comic Story

Simple Present with *Can* (*Can*)
Simple Present Questions with *Can* (Questions with *Can*)

Simple Present (Daily Routines)
Simple Present Questions (Questions about Daily Routines)

Instructions for actions
Strategy: Listen for Instructions
Conversation about abilities
Strategy: Listen for Yes/No Answers

Description of routines at home
Strategy: Listen for Times
Description of routines on school days
Strategy: Listen for Times

Strategy: Give Instructions

Strategy: Describe a Routine

Do a Skills Showcase

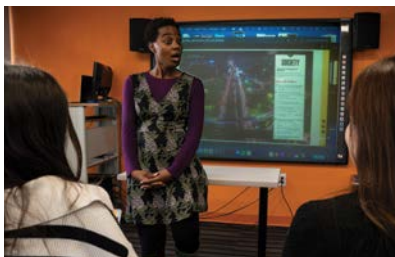
Make a Picture Planner

Bodies and Routines
Review Units 7 and 8

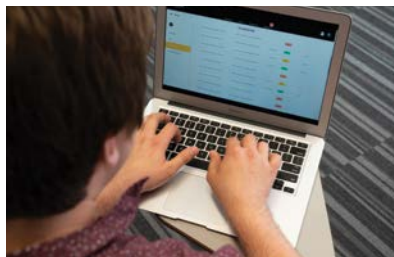


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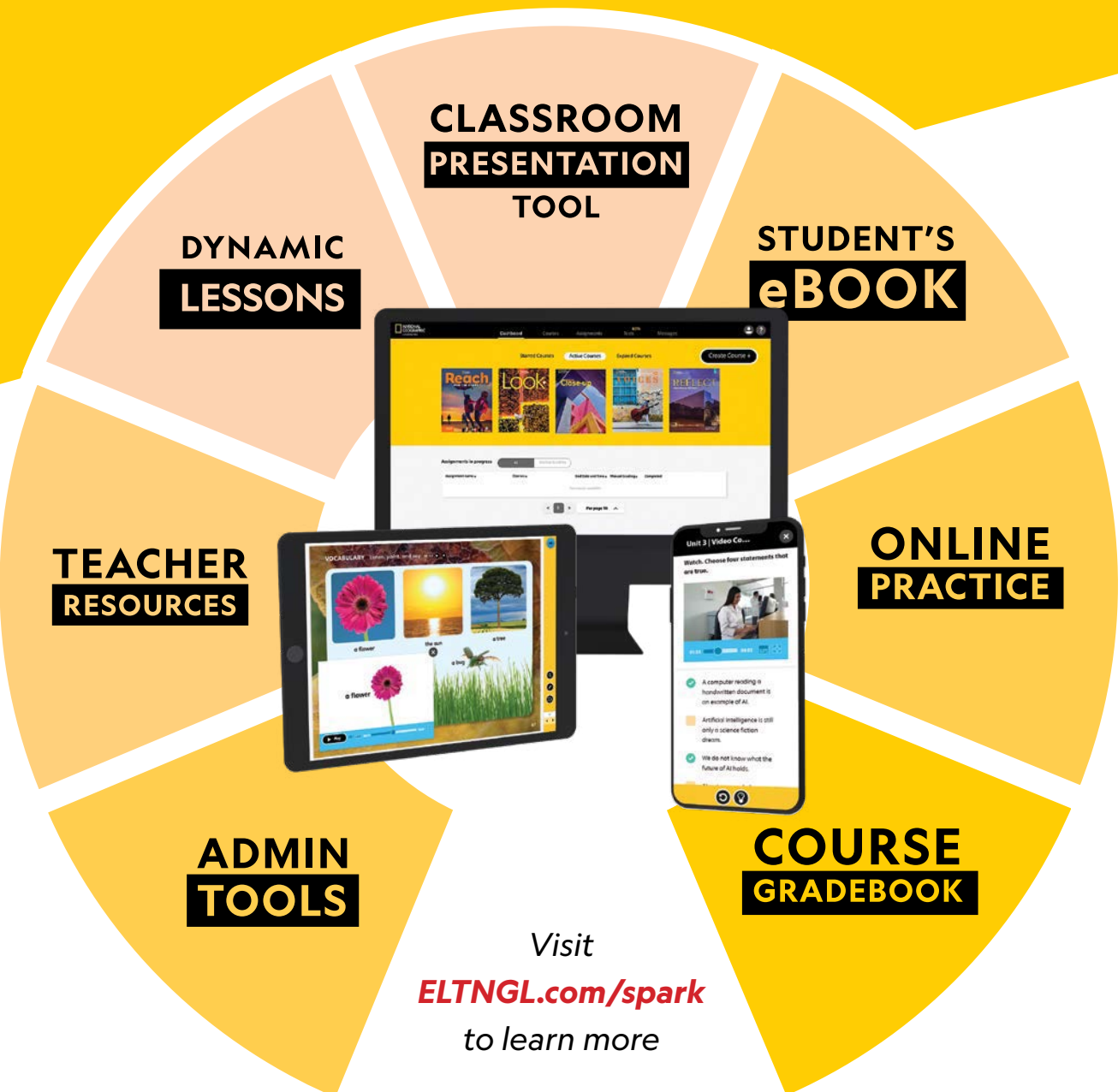
On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.
©Brian Yen

Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

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Meet the Authors

Mary Roulston

Trailblazer Starter Author

Mary Roulston has an MA in Psychology. She worked in schools after graduating and moved to Spain, where she studied for her CELTA qualification. She taught English to children of all ages for several years, and on her return to the UK, she became a commissioning editor and then a freelance editor and author. She has written primary and pre-primary course books for several major publishers.

Lulu Campbell

Trailblazer 1 Author

Lulu Campbell is a writer and language teaching specialist. With a background in educational publishing, she has more than 30 years of experience in the field of global education. She has worked as a teacher, teacher trainer, curriculum developer, and publisher for the public and private sectors in Latin America, Asia, Europe, and the Middle East and North Africa. She has taught English to all ages, specializing in primary education.

Cheryl Pelteret

Trailblazer 2 Author

Cheryl Pelteret is an experienced author of ELT materials for young and teenage learners. After teaching in South Africa, the UK, and Türkiye, Cheryl worked in ELT publishing before becoming a full-time materials writer. Cheryl has a strong interest in producing engaging, fun, and informative materials that stimulate children's imagination and creativity through learning English.

Susannah Reed

Trailblazer 3 Author

Susannah Reed is an experienced author and educational consultant, specializing in ELT materials for young learners. Susannah has taught in Spain and the UK. She has worked in educational publishing for over 25 years as a publisher as well as a writer of ELT course books and readers for children around the world.

Jill Korey O'Sullivan

Trailblazer 4 Author

Jill Korey O'Sullivan has worked in the fields of English language learning and literacy acquisition as a teacher, author, and editor. She has developed a broad range of materials for elementary and secondary students. Among her authored titles is National Geographic Learning's *Welcome to Our World*.

Paul Drury

Trailblazer 5 Author

Paul Drury spent nine years teaching English across a wide range of levels and ages. After that, he entered the world of publishing where he researched, commissioned, and worked on several best-selling primary ELT titles. Teaching and research motivated Paul to put the users at the core of the material. He splits his time between being a fitness instructor and writing content for learners.

Sarah Worthington

Trailblazer 6 Author

Sarah Worthington is an ELT writer and learning specialist for students with learning and thinking differences. She is currently a doctoral student in Cognitive Diversity in Education. Sarah has taught in the Czech Republic, Germany, and the United States. She also served as a teacher-trainer for school districts and as an English language specialist for the US State Department.

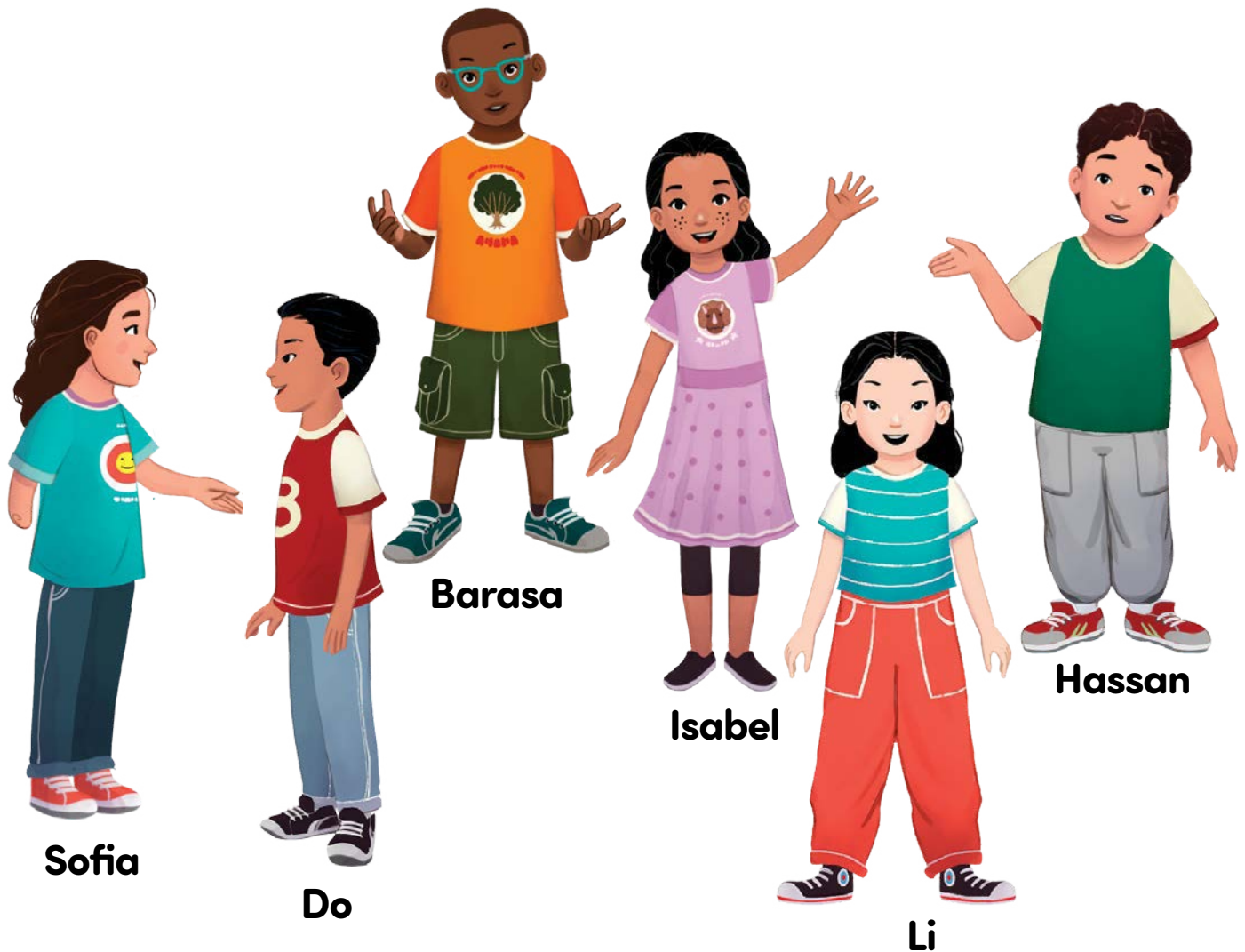
Meet the *Trailblazer Kids*

For very young learners, seeing and hearing recurring characters makes the learning experience more engaging and relatable. *Trailblazer Starter* features the *Trailblazer Kids*. The *Trailblazer Kids* are a similar age to students and give students the sense that they are learning English along with children just like them at different stages of each main unit.

Grammar Presentation: Each grammar presentation takes the form of a chant delivered by one or more of the *Trailblazer Kids*. The artwork for each chant also features the *Trailblazer Kids*.

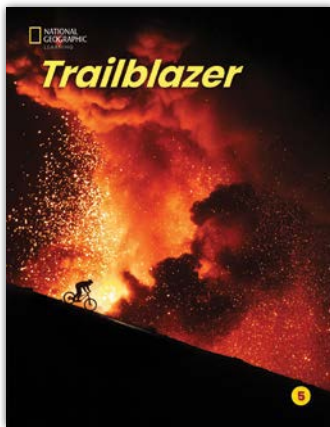
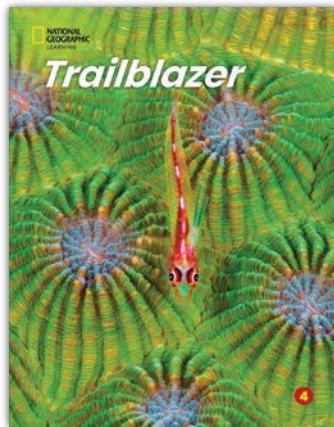
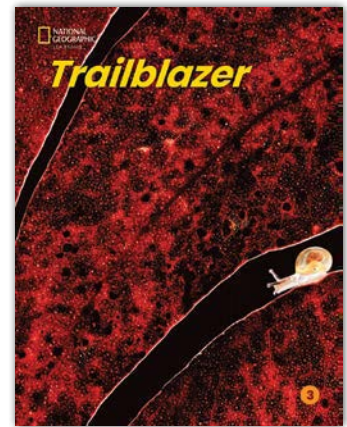
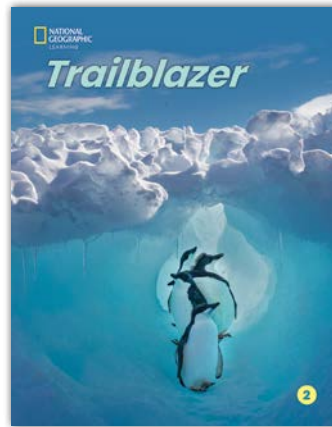
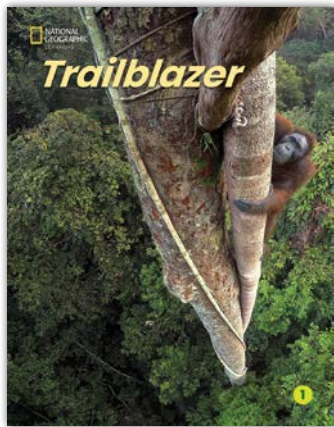
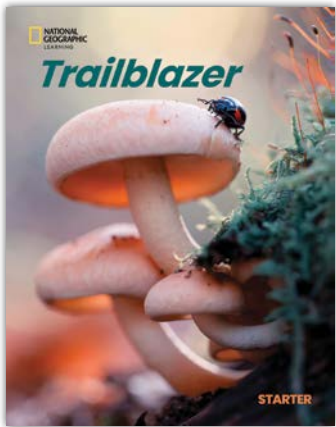
Speaking Game: Each Speaking lesson takes the form of a game. To maximize opportunities for speaking, an animation featuring the *Trailblazer Kids* models key language for students to use in the game.

Big Question: At the end of each Trail, a *Trailblazer Kid* prompts students to share an answer to the Big Question.



What is *Trailblazer*?

Trailblazer is a seven-level English language and literacy program that builds a foundation of empowerment through the development of language, literacies, and the wider life skills students need to navigate an increasingly interconnected world. *Trailblazer* prioritizes and maximizes students' engagement by grounding language and literacy instruction in fascinating and diverse real-world content, stunning photographs and video from National Geographic, captivating original fiction and nonfiction, and a rich variety of digital resources to harness students' attention and engagement.



Trailblazer is for students who...

...want to explore the world, think about its mysteries, and use new language to develop their own answers to some of life's most compelling questions. At the same time, *Trailblazer* is for students who want an enjoyable, meaningful, and motivating English language learning experience; one where they immediately understand the purpose of what they are learning, and how they can apply this knowledge beyond the classroom.

Trailblazer is for teachers who...

...want a complete English language program that delivers thought-provoking lessons and prepares students for communicative, academic, and intercultural success. In addition, *Trailblazer* is for teachers who aim to cultivate critical thinkers, readers, and writers, and want to prepare their students to study subject-matter content in English.

Essential Themes

The following is a brief introduction to each of the essential themes that underpin *Trailblazer*. Each essential theme is explained in more detail in the *Teaching with Trailblazer* section of this Lesson Planner.

► Inquiry-based Methodology

To empower naturally curious students, *Trailblazer* is grounded in an inquiry-based methodology, emphasizing students' active engagement in the learning process through questioning, exploration, and investigation.

► Language Development and Literacy Support

In addition to teaching students the language and skills needed to thrive in a multicultural world, *Trailblazer* cultivates confident and successful readers and writers, providing them with the language support they need to be ready to study subject-matter content in English.

► Multiple Literacies

Trailblazer focuses on building essential life skills, promoting active learning, and encouraging critical thinking, communication, and collaboration. It achieves this through its robust Multiple Literacy framework, which focuses on five key literacies in each unit: Visual Literacy, Textual Literacy, Social Literacy, Global Literacy, and Media Literacy.

► Role Models

Exciting, episodic stories from National Geographic Explorers share the authentic experiences of leaders in the fields of science, technology, and exploration, inspiring the next generation of trailblazers.

► Action and Impact

Trailblazer prompts students to take meaningful action beyond the classroom by encouraging them to shape their own answers to life's big questions and to apply their learning to the real world.

Unit Walkthrough

Unit Opener

7
How do we move?

LOOK
1. What do you see?
2. Are they family or friends?

VISUAL LITERACY Can you move the way you see in the picture?

LISTEN
1. Listen and imagine. 4:11
2. What do you hear? Listen and repeat. 4:15

WATCH
1. Watch the video. 4:17
2. Watch the video again. Say one thing you see. 4:21

Trails in This Unit

Our Bodies
- **READ** about animals and their movement.
- **LISTEN** to descriptions of animals.
- **TALK** about how you move your body!

Our Abilities
- **READ** about an adventure.
- **LISTEN** to what people can do.
- **MAKE** a story about an adventure.

4. Children do handstands in Mexico, Algeria.

Unit 7 120

Every unit of *Trailblazer Starter* is divided into two Trails. Each Trail provides a unique perspective from which to explore the unit's theme and develop answers to the unit's Big Question and is built around an engaging reading text—either fiction or nonfiction.

Before Reading 1

Our Bodies

Vocabulary
A. **NEW WORDS**
Listen and look. Listen and say. 4:11

B. Listen and circle. 4:13

climb, dance, fly, swim, jump, hand, leg, foot

C. Read and match.

1. swim, 2. climb, 3. dance, 4. swim, 5. hand, 6. leg

D. Play a game: Guess the Action.

120 Our Bodies Unit 7 121

Phonics
E. Listen and say. Trace. 4:14

k kangaroo, k kick, Q q, g giraffe, g gink

F. Listen and write k or q. 4:15

1. kangaroo, 2. kick, 3. gink, 4. giraffe

Reading Strategy: Make Predictions
G. Look. How does this animal move?

120 Our Bodies Unit 7 121

Reading 1

I can move!

A. Before you read, look. What can swim?
B. Listen and read. 4:16

1. I can swim. I move my legs and feet. I can fly, too!

2. We don't have arms, legs, or feet, but we can swim. We're quick!

3. It is a bird! Yes, it isn't. He can move his arms and hands, but he can't fly.

4. We can fly and we can dance!

5. They can dance. They kick their legs.

6. Kangaroos can kick, too.

7. Is it a monkey? No. Big. We can climb. What can you do?

122 Our Bodies Unit 7 123

TRAIL
1

Before Reading 2

Our Abilities

Vocabulary
A. **NEW WORDS**
Listen and look. Listen and say. 4:13

B. Listen and point. What's missing? 4:15

jump, dance, climb, learn, play, ride a bike, run, walk

C. Look and write.

1. He can't _____.
2. She can't _____.
3. I can't _____ a bike.
4. I can't _____.

D. Play a game: Simon Says.

128 Our Abilities Unit 7 129

Phonics
E. Listen and say. Trace. 4:14

box, zigzag

F. Listen. Circle the odd one out. 4:16

0, 6, 0, 6

Reading Strategy: Retell a Story
G. Listen and read. Then retell the story. 4:18

The dog can run. The cat can climb. The dog can't climb. The cat can't run. The cat can jump. The dog and the cat play!

128 Our Abilities Unit 7 129

Reading 2

Lexi to the Rescue

A. Before you read, look. What do you see?
B. Listen and read. 4:18

1. Hello, Lexi. Let's play! You can't swim.

2. Oh, Lexi. I can't ride a bike!

3. It's a boy! Can you jump?

4. Yes, I can!

5. Oh, Lexi. Three, two, one, six! Woof!

6. Can you swim?

7. Yes, I can!

8. Can you walk?

9. Yes, I can!

10. Can you climb?

11. Yes, I can!

12. Can you jump?

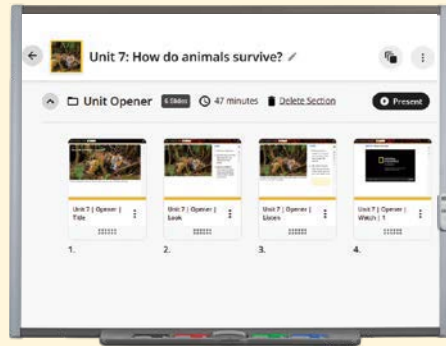
13. Yes, I can!

142 Our Abilities Unit 7 143

142 Our Abilities Unit 7 143

Teaching with spark

Use Dynamic Lessons on the Spark platform to plan and teach engaging lessons for the Trails in each unit.



Comprehension 1

Comprehension

A Role / can / how? Circle. (😊) (☹️)

B What can they do? Match.

1. dance
2. swim
3. fly

C TEXTUAL LITERACY Make predictions. Draw and say.

1.
2.

D GLOBAL LITERACY Look at the photos in **B**. What can animals do? What can people do?

E Draw another animal. Say how the animal moves.

134 Our Abilities Unit 7 135

Grammar 1

Grammar Can

A Listen and repeat. Watch 1:3

Can swim. But I can't climb. Can't climb. But she can't fly. We can dance. The cat dances too. How about you?

B GRAMMAR IN USE Listen and number. 1:3

C Read and circle. Then say.

1. He can / can't swim.
2. I can / can't climb.
3. We can / can't jump.
4. I can dance. can't swim.

134 Our Abilities Unit 7 135

Listening 1

Listening

A Look. What do you see?

B NEW WORDS Listen and read. Listen and say. 1:13

C Look. Then listen and check. 1:13

clap your hands stamp your feet wave your arms shake your legs

D LISTEN FOR INSTRUCTIONS Listen again and do the dance. 1:13

E Invent a dance. Teach a friend. How does it make your friend feel?

134 Our Abilities Unit 7 135

Speaking

Speaking

A ASK QUESTIONS Listen and read. Complete the questions with the words How, Where, or what. Which question word do you use to ask about each? 1:13

How big is your school?
 Where bigger than I think. It's smaller than a house.
 How many students are there?
 There are about 1000.
 What time does it start?
 It starts at 8 o'clock.
 How is it?
 It can fly. It's lovely.

B Think of an animal you want to protect. Complete the chart.

Name	
Size	
Habitat	
Food	
Adaptations	

C Play a guessing game with a partner. Take turns to ask questions and guess each other's animal. Use the questions in **A** and the information in **B**.

D Play the game again with other students, then compare your animals. Who has the most interesting animal? Why?

How do we survive? Think about what you know about survival habits and adaptations. Write an answer to the questions.

134 Our Abilities Unit 7 148

Comprehension 2

Comprehension

A Role / can / how? Color. ☆☆☆☆☆

B What can Zak do? Check (✓).

ride a bike jump fly catch

C TEXTUAL LITERACY Retell the story with a friend.

D SOCIAL LITERACY Complete for you.

I can...
 But I can't learn?

E What can people in your family do? Tell a friend.

My sister can throw and catch. My dad can swim.

134 Our Abilities Unit 7 145

Grammar 2

Grammar Questions with Can

A Listen and repeat. Watch 1:4

Can you jump? Yes, I can. / No, I can't.
 Can you swim? Yes, I can. / No, I can't.
 Can you catch? Yes, I can. / No, I can't.
 Can you learn? Yes, I can. / No, I can't.

B GRAMMAR IN USE Read and circle. Listen and check. 1:4

C Complete with the words.

Can swim No Yes

D Ask and answer with a friend.

Can you ride a bike? Yes, I can. / No, I can't.

134 Our Abilities Unit 7 145

Listening 2

Listening

A Look. What do you see?

B NEW WORDS Listen and read. Listen and say. 1:18

C Listen and check. 1:18

	Layla	Joan
ride a bike	✓	
play soccer		✓
play basketball		

D LISTEN FOR YES/NO ANSWERS Listen again. Circle Yes or No. 1:18

1. Can Joan ride a bike? Yes No
2. Can Layla play soccer? Yes No
3. Can Joan play basketball? Yes No
4. Can Layla run? Yes No
5. Can Layla throw? Yes No

E Do a class survey. Say what you want to learn.

Can you learn? Yes, I can. / No, I can't.
 Can you swim? Yes, I can. / No, I can't. But I can learn.

146 Our Abilities Unit 7 147

Project

Project Do a Skills Showcase

Make a presentation about your abilities.

1 Think about what you can do.

2 Make your skills showcase.

A Find photos. I can ride a bike.

B Write what you can do. Write what you want to learn. I can learn to fly.

C Create your skills showcase. I can swim.

D Practice your presentation. I can learn to fly.

3 Present your skills showcase to the class.

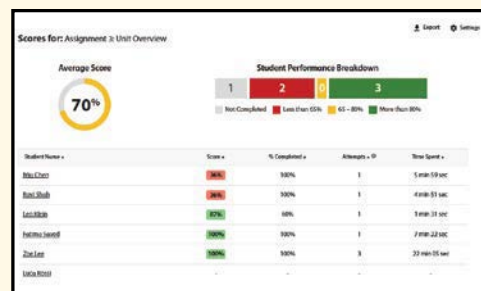
How do we move? Talk about your abilities.

146 Our Abilities Unit 7 147

Unit Walkthrough pages and resources from Unit 7 of the Trailblazer Starter Student's Book

Teaching with spark

Unlock the power of the Gradebook, where information is turned into instructional insights.



Unit Walkthrough

Unit Opener

The Unit Opener engages students in the unit's theme and introduces them to the Big Question and the Trails they will explore in the unit. The Unit Opener uses a high-interest photograph, an immersive soundscape, and activities to spark curiosity, activate prior knowledge, and encourage discussion.

7
How do we move?

LOOK

1. What do you see?
2. Are they family or friends?
3. **VISUAL LITERACY** Can you move like this? Act out the photo.

LISTEN

1. Listen and imagine. 🎧 7.1
2. What do you hear? Listen and repeat. 🎧 7.1

WATCH

1. Watch the video. 📺 7.1
2. Watch the video again. Say one thing you see. 📺 7.1

Trails in This Unit

Our Bodies

- **READ** about animals and children moving.
- **LISTEN** to descriptions of dances.
- **TALK** about how you move your body.

Our Abilities

- **READ** about an adventure.
- **LISTEN** to what people can do.
- **MAKE** a skills showcase.

◀ **Children do handstands in Melika, Algeria.**

Unit 7 129

LOOK activities prompt student engagement with a stunning Unit Opener photograph.

LISTEN activities encourage students to immerse themselves in a soundscape related to the Unit Opener photograph.

WATCH activities guide students to engage with and respond to a video preview of the unit Trails.

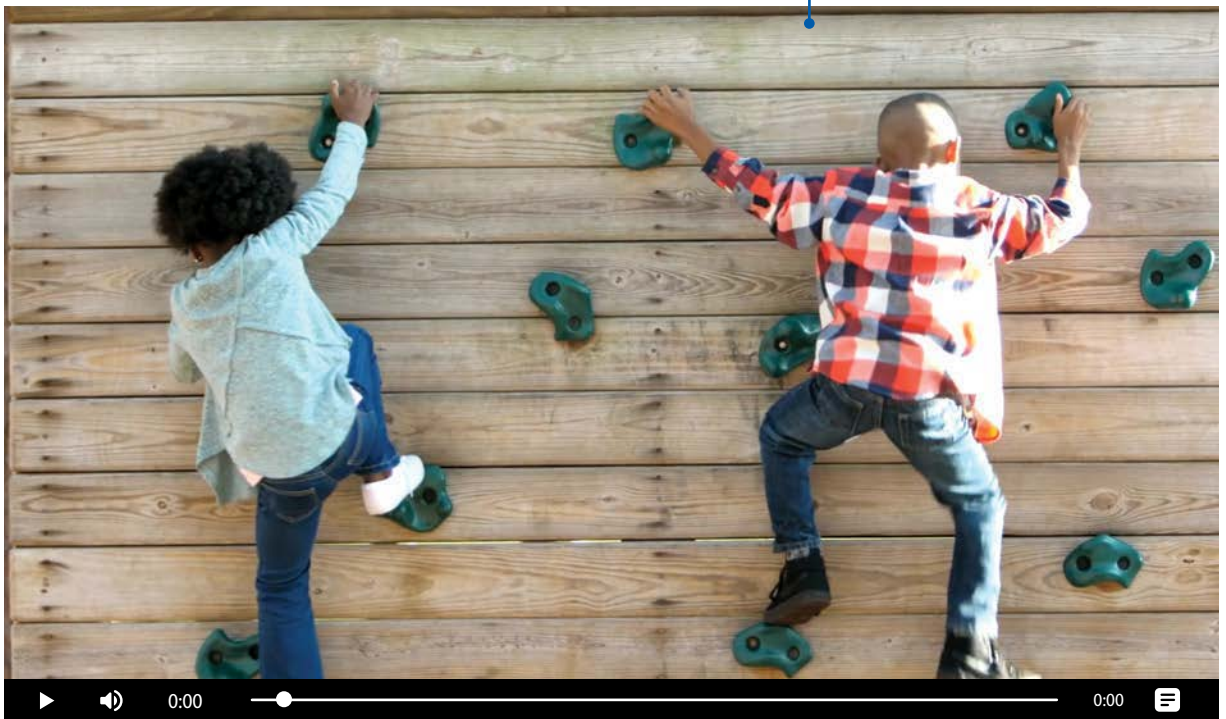
Trails in This Unit describes the student-facing objectives for each Trail, allowing students to preview what they will explore in each unit.

Teaching with
spark

Focus students attention on engaging and high-interest content like the Unit Opener photographs using **Dynamic Lessons** on Spark.



At the start of each unit, a **Unit Opener video** activates students' existing knowledge about the theme and builds interest and excitement about unit content.



Unit Walkthrough

Before Reading

Pre-reading lessons prepare students for the fiction and nonfiction reading texts through Vocabulary, Phonics, and Reading Strategy activities.

TRAIL 1

Our Bodies

Vocabulary

A NEW WORDS
Listen and look.
Listen and say. 7.2

B Listen and circle. 7.3

climb dance

fly swim arm hand leg foot

C Read and match.

1. swim 2. climb 3. dance

a. b. c.

4. arm 5. hand 6. leg

D Play a game: Guess the Action.

130 Our Bodies

Phonics

E Listen and say. Trace. 7.4

kangaroo quick

F Listen and write k or q. 7.5

1. kangaroo 2. queen

3. kick 4. quick

Reading Strategy Make Predictions

G Look. How does this animal move?

Unit 7 31

New vocabulary items are presented through images with audio support.

Phonics activities help students learn and practice letter-sound relationships.

A reading strategy activity prepares students to apply the strategy and deepen their understanding of the Trail's main text.

TRAIL 2

Our Abilities

Vocabulary

A NEW WORDS
Listen and look.
Listen and say. 7.11

B Listen and point.
What's missing? 7.12

jump throw catch

learn play ride a bike run walk

C Look and write.

1. He can't r..._..._.

2. She can't w..._..._.

3. I can r..._..._ a bike.

4. I can j..._..._.

D Play a game: Simon Says.

138 Our Abilities

Phonics

E Listen and say. Trace. 7.13

box zigzag

F Listen. Circle the odd one out. 7.14

1. 0 2. 6

Reading Strategy Retell a Story

G Listen and read. Then retell the story. 7.15

The dog can run. The cat can climb. The cat can jump. The dog and the cat play!

Unit 7 139

Reading

Trails 1 and 2 each feature either a fiction or nonfiction reading text. Level-appropriate reading texts in *Trailblazer* span a wide variety of genres, aligning with the demands of various curricular standards and frameworks to help students develop their literacy skills.

Reading texts are scaffolded for emergent readers. In the first half of *Trailblazer Starter* (units 1–4), engagement with reading texts is limited to exposure. In the second half (units 5–8), students begin to engage more with the reading process in a level-appropriate way.

TRAIL 1



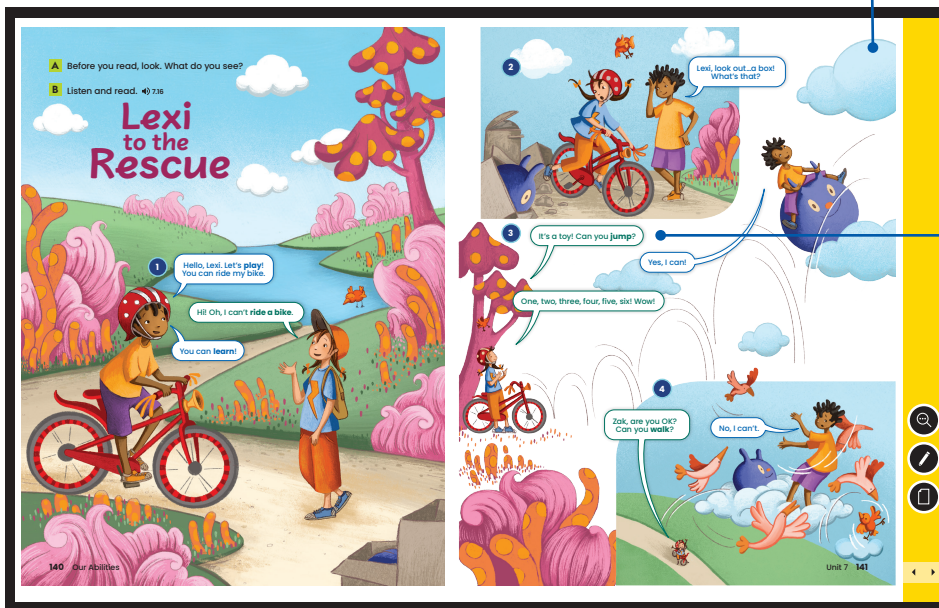
Teaching with **spark**

Teacher Resources on Spark include instructional support on delivering lessons, including teaching strategies for developing students' reading and fluency.

High-interest, cross-curricular, and culturally diverse **nonfiction texts** are enhanced by striking photography and design features that give students an authentic reading experience.

Fiction texts are enhanced by rich illustrations and design features that prepare students to engage with literary texts across a wide range of genres.

TRAIL 2



Learned vocabulary items appear throughout the reading text in bold.

Teaching with **spark**

Access all resources in one place with Spark, including the Student's eBook, Online Practice, and tests.

Post-Reading Comprehension and Grammar

TRAIL 1

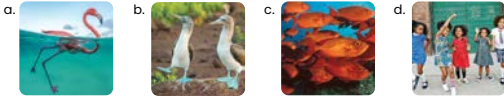
Comprehension

A Rate *I can move!* Circle.



B What can they do? Match.

1. dance 2. swim 3. fly



C **TEXTUAL LITERACY** Make predictions. Draw and say.



D **GLOBAL LITERACY** Look at the photos in **B**. What can animals do? What can people do?

E Draw another animal. Say how the animal moves.

134 Our Bodies

Activities A and B ask students to reflect on the reading text and demonstrate their **comprehension**.

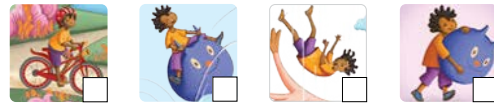
TRAIL 2

Comprehension

A Rate *Lexi to the Rescue*. Color.

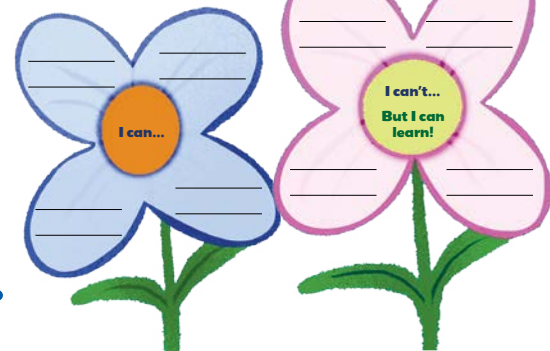


B What can Zak do? Check (✓).



C **TEXTUAL LITERACY** Retell the story with a friend.

D **SOCIAL LITERACY** Complete for you.



E What can people in your family do? Tell a friend.



144 Our Abilities

In the second half of *Trailblazer Starter* (units 5–8), students begin to engage more with the reading process in a level-appropriate way. A **Textual Literacy activity** in units 5–8 provides students with the opportunity to apply the Trail's Reading Strategy in the context of the text.

A **Global or Social Literacy activity** guides students to make connections between the reading text and their own lives, strengthening their understanding of a Global Literacy or Social Literacy objective.

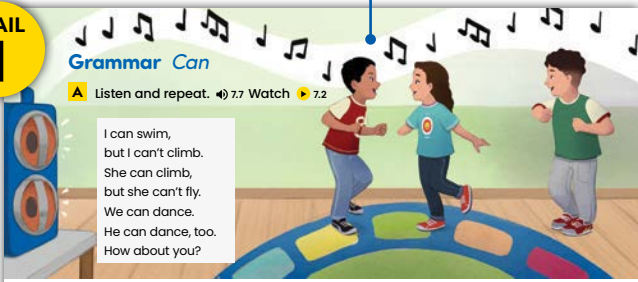
Grammar is introduced through a chant featuring the *Trailblazer Kids* and is supported by a Grammar Animation Video.

TRAIL 1

Grammar Can

A Listen and repeat. ⏮ 7:7 Watch ▶ 7:2

I can swim,
but I can't climb.
She can climb,
but she can't fly.
We can dance.
He can dance, too.
How about you?



B GRAMMAR IN USE Listen and number. ⏮ 7:8




C Read and circle. Then say.

1.  He **can** / **can't** swim.

2.  They **can** / **can't** fly.

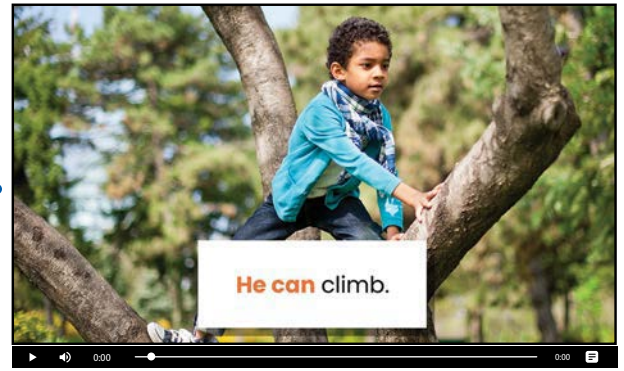
3.  I **can** / **can't** climb.

4.  We **can** / **can't** jump.

D Point and say for you.

I can dance. I can't swim.

Unit 7 135

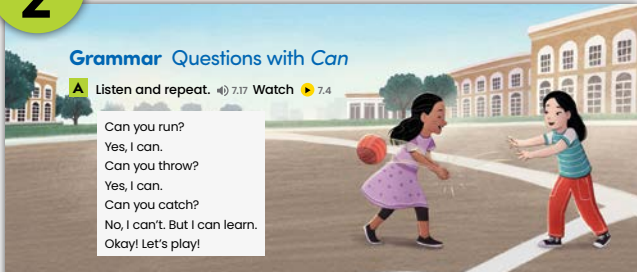


TRAIL 2


Grammar Questions with Can


A Listen and repeat. ⏮ 7:17 Watch ▶ 7:4

Can you run?
Yes, I can.
Can you throw?
Yes, I can.
Can you catch?
No, I can't. But I can learn.
Okay! Let's play!




B GRAMMAR IN USE Read and circle. Listen and check. ⏮ 7:18


1.  Lexi: Can you jump?
Zak: **Yes, I can.** / **No, I can't.**


2.  Lexi: Can you walk?
Zak: **Yes, I can.** / **No, I can't.**


C Complete with the words.

Can ~~can't~~ No Yes

1.  Can she walk?
No, she can't.

2.  Can you ride a bike?
_____, I can.

3.  _____ you swim?
Yes, I can.

4.  Can it fly?
_____, it can't.

D Ask and answer with a friend.

Can you ride a bike? No, I can't.

Unit 7 145

Students practice and apply the grammar topic through pen-to-paper activities and a game or communicative activity.

Teaching with **spark**

Assign Online Practice activities on Spark to reinforce skill-work, including grammar, and track progress for additional teaching insights.

Unit Walkthrough

Listening, Speaking, and Project

TRAIL 1

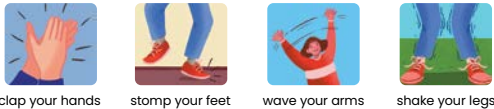
Listening

A Look. What do you see?

B NEW WORDS Listen and read. Listen and say. ⏮ 7.9



C Look. Then listen and check (✓). ⏮ 7.10



clap your hands stomp your feet wave your arms shake your legs



D LISTEN FOR INSTRUCTIONS Listen again and do the dance. ⏮ 7.10

E Invent a dance. Teach a friend. How does it make your friend feel?

136 Our Bodies

Students listen to the audio again and apply the **listening strategy** to complete an activity.

New vocabulary items are introduced to support comprehension of the listening text. Students listen to the text for general comprehension, and then complete a comprehension activity using the new vocabulary.

TRAIL 2

Listening



A Look. What do you see?

B NEW WORDS Listen and read. Listen and say. ⏮ 7.19

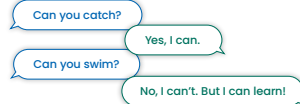
C Listen and check (✓). ⏮ 7.20

	Layla	Juan
ride a bike	✓	
play soccer		
play basketball		

D LISTEN FOR YES/NO ANSWERS Listen again. Circle Yes or No. ⏮ 7.20

- Can Juan ride a bike? Yes No
- Can Layla play soccer? Yes No
- Can Juan play basketball? Yes No
- Can Layla run? Yes No
- Can Layla throw? Yes No

E Do a class survey. Say what you want to learn.



146 Our Abilities

A video featuring the *Trailblazer Kids* introduces students to the Speaking topic and model language.



TRAIL 1

Speaking

A GIVE INSTRUCTIONS Watch. Watch again and repeat. ▶ 7.3

B Play the game.



Students activate the key language for the Speaking topic by playing a game.

How do we move? Talk about how you move your body. Unit 7 137

Students revisit the **Big Question** at the end of each Trail to reflect on what they have learned and how their answer to the Big Question has evolved since the start of the unit.

Projects follow a clear **prepare, complete, and share framework.**

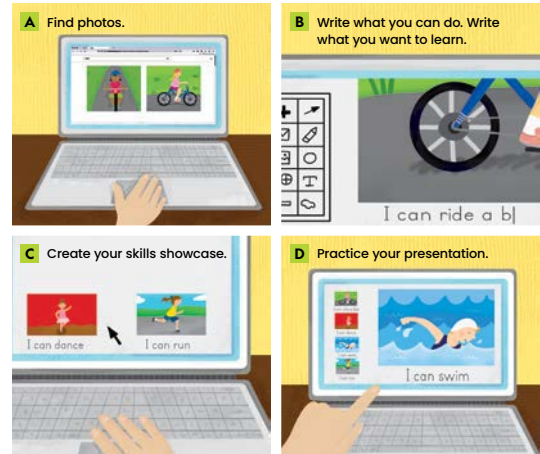
TRAIL 2

Project Do a Skills Showcase

Make a presentation about your abilities.

Step 1 Think about what you can do.

Step 2 Make your skills showcase.



Step 3 Present your skills showcase to the class.

How do we move? Talk about your abilities. Unit 7 147

Unit Walkthrough

Review

Starter Level

Review lessons appear after every two units and provide an opportunity to review language and literacies through the context of a large illustration and song.

Review 4 Bodies and Routines

A VISUAL LITERACY Look. Talk about the people.

B Find and write *M* (morning), *A* (afternoon), or *E* (evening).

-
-
-

C DAILY ROUTINES Look. Point and say.

He rides his bike.

She goes home.

D Listen to the song. Listen again and point. ⏮ 8.20

E SOCIAL LITERACY Read and check (✓) what you do, too!

- go to school
- go home
- go to bed
- brush teeth

F Sing and dance! ⏮ 8.20

Units 7 and 8 169

Students are provided with additional opportunities to work with key literacies from the previous two units in a new context.

Students recycle key vocabulary as they engage with a large illustration.

Students are presented with further opportunities to recycle vocabulary and structures from the previous two units through a song related to the large illustration.

Teaching with spark

Customize or assign ready-made unit tests on Spark to track progress in the Gradebook.

Review

Levels 1–6

Trailblazer IN ACTION

In levels 1–6 of *Trailblazer*, the Review lesson is replaced with Trailblazer in Action—an innovative approach to reviewing language and strategies.

One National Geographic Explorer per level is featured in a series of episodes that take the learner on a journey through the life, work, challenges, and adventures of an Explorer who is blazing their own trail in the world.

Each episodic story is presented through a reading text, video, or an audio input.

Related project pages in the Workbook provide further opportunities for language and strategy review and allow students to personalize the theme of the Trailblazer in Action episode.

In this episode, you'll meet Malaika Vaz and discover how she fell in love with nature.

Nature Close to Home

A What types of nature are close to your home? Share with a partner.

B Watch the video. ▶ 2.5

C Circle *True* or *False*.

- Malaika stayed in a hotel in Goa. True False
- Malaika thinks protecting water is important. True False
- Malaika saw a whale during a windsurfing trip. True False

D LISTEN FOR REASONS Watch the video again. Complete the sentences. ▶ 2.5

- The rainforest in Goa is important because _____
- Many people travel far to visit Goa because _____
- Malaika fell in love with the natural world because _____

E THEME Read the text from the video. Check (✓) the sentence with the correct theme.

Goa has an amazing rainforest in the Western Ghats. The rainforest is not only beautiful—wild animals and humans depend on this area to live. Many people in India get their water from rivers there. That's just one reason why we need to protect these natural environments for the future of our planet.

Goa is a beautiful place.

It's important to protect nature.

The Western Ghats are in Goa.

F COUNT SYLLABLES AND READ ALOUD Write a poem about Goa. Think about the types of nature from the video. You can use the words in the box to help you.

coast mountains ocean outdoors rainforest

G BE A TRAILBLAZER

Go to Step 1 of the Trailblazer in Action project to write about types of nature close to your home.

48 Trailblazer in Action

Trailblazer in Action pages and resources from Skills Review Units 1 and 2 of the *Trailblazer 3 Student's Book*



Workbook

The *Trailblazer* Starter Workbook provides further opportunities for students to continue exploring the Trails from the Student's Book with unique reading texts related to the theme of each Trail and extended practice opportunities for vocabulary, grammar, phonics, and multiple literacies.

The *Trailblazer* Starter Workbook is built around the main scope and sequence for the program. This component:

- provides further opportunities to practice vocabulary through fun activities, including games
- engages students in a range of activity types to demonstrate their understanding, including drawing
- provides additional grammar practice with four pages per unit dedicated to students' interaction with grammar rules and practice activities
- features a review lesson after every second unit, providing students with further opportunities to practice vocabulary and grammar



Pages from Unit 7 of the *Trailblazer* Starter Workbook

Literacy Anthology

The *Trailblazer* Literacy Anthology supports the Student's Book for levels 1–6 of the program. Designed for teachers who are looking for supplemental fiction and nonfiction texts that extend topics, language, and Textual Literacy strategies developed in the Student's Book, the *Trailblazer* Literacy Anthology features unique texts from a global range of authors who specialize in English language teaching, subject-matter content, and children's literacy. The diversity of themes covered aims to provide a mirror for students' experiences as well as a window to new perspectives.

The *Trailblazer* Literacy Anthology is built around the main scope and sequence for the program. This component:

- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related vocabulary to assist with text comprehension
- cements and extends skills and strategies for reading
- evolves students' reading stamina and fluency
- develops key academic and life skills, such as critical thinking and creativity
- includes appropriate Creative Writing practice using a scaffolded approach
- reinforces Global and Social Literacies through their integration in Creative Thinking activities