

# BACKPACK 2

Second Edition



PEARSON  
Longman

Mario Herrera • Diane Pinkley

CD-ROM  
Included

# BACKPACK 2

Second Edition



Mario Herrera • Diane Pinkley



PEARSON  
Longman

# Contents

<b>1</b> First Day of Class .....	2
<b>2</b> Fun and Games .....	14
<b>3</b> Our New House .....	26
<b>4</b> My Town .....	38
<b>5</b> My Busy Family .....	50
<b>6</b> Every Day .....	62
<b>7</b> Favorite Foods .....	74
<b>8</b> Fun at the Zoo .....	86
<b>9</b> 12 Months Make a Year .....	98
Sound and Spelling Handbook .....	110
Review .....	119
Grammar and Writing .....	125
Cutouts .....	127
Stickers	
Completion Certificate	

# Backpack Song

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!

**Backpack** is full of fun things  
we use each day in school.  
Stories, puzzles, songs, and games—  
**Backpack** is really cool!

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!

**Backpack** is full of fun and facts,  
projects and pictures, too.  
We're learning English, we're never bored.  
There are great new things to do!

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!



# 1

# First Day of Class



**Read. Listen and sing.**

## Time for School!

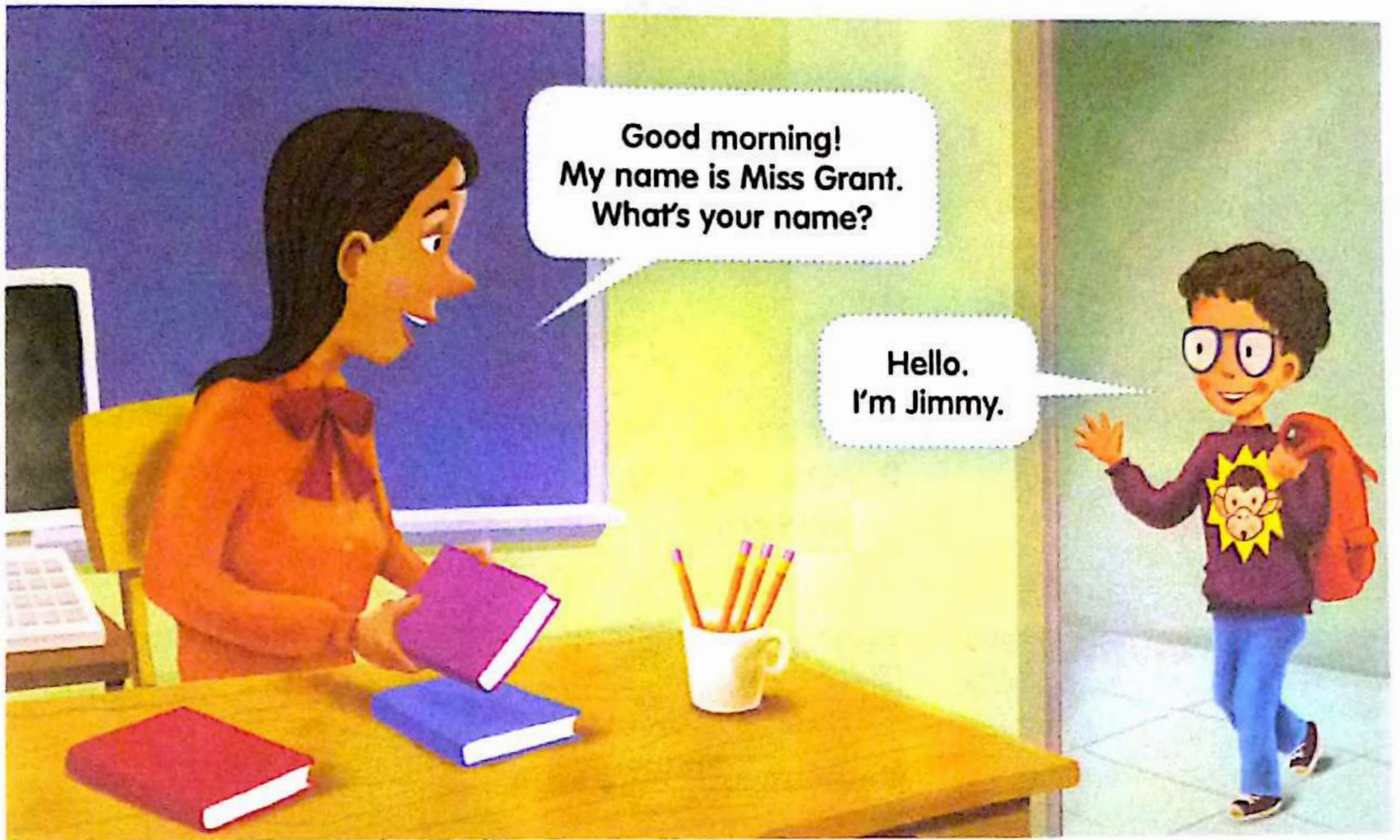
I have a blue pencil.  
I have a red pen.  
I have a green backpack.  
School time again!

I have pink erasers.  
I have glue and tape.  
I have a white ruler.  
School time is great!




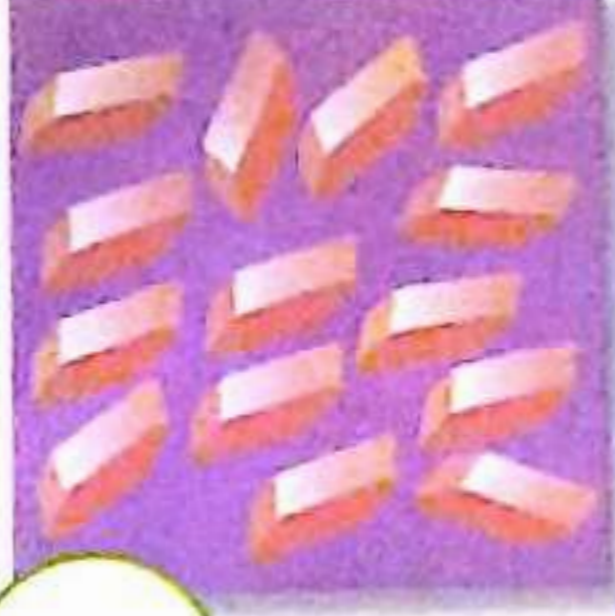






I have purple notebooks.  
My markers are cool.  
They go in my backpack.  
Let's walk to school.



**Listen. Read and say.**



**3 Stick and say.**

				
<input type="radio"/> eleven	<input type="radio"/> twelve	<input type="radio"/> thirteen	<input type="radio"/> fourteen	<input type="radio"/> fifteen
				
<input type="radio"/> sixteen	<input type="radio"/> seventeen	<input type="radio"/> eighteen	<input type="radio"/> nineteen	<input type="radio"/> twenty



## Listen. Look and read.



1. She's erasing the board.



2. He's counting markers.



3. She's reading a book.

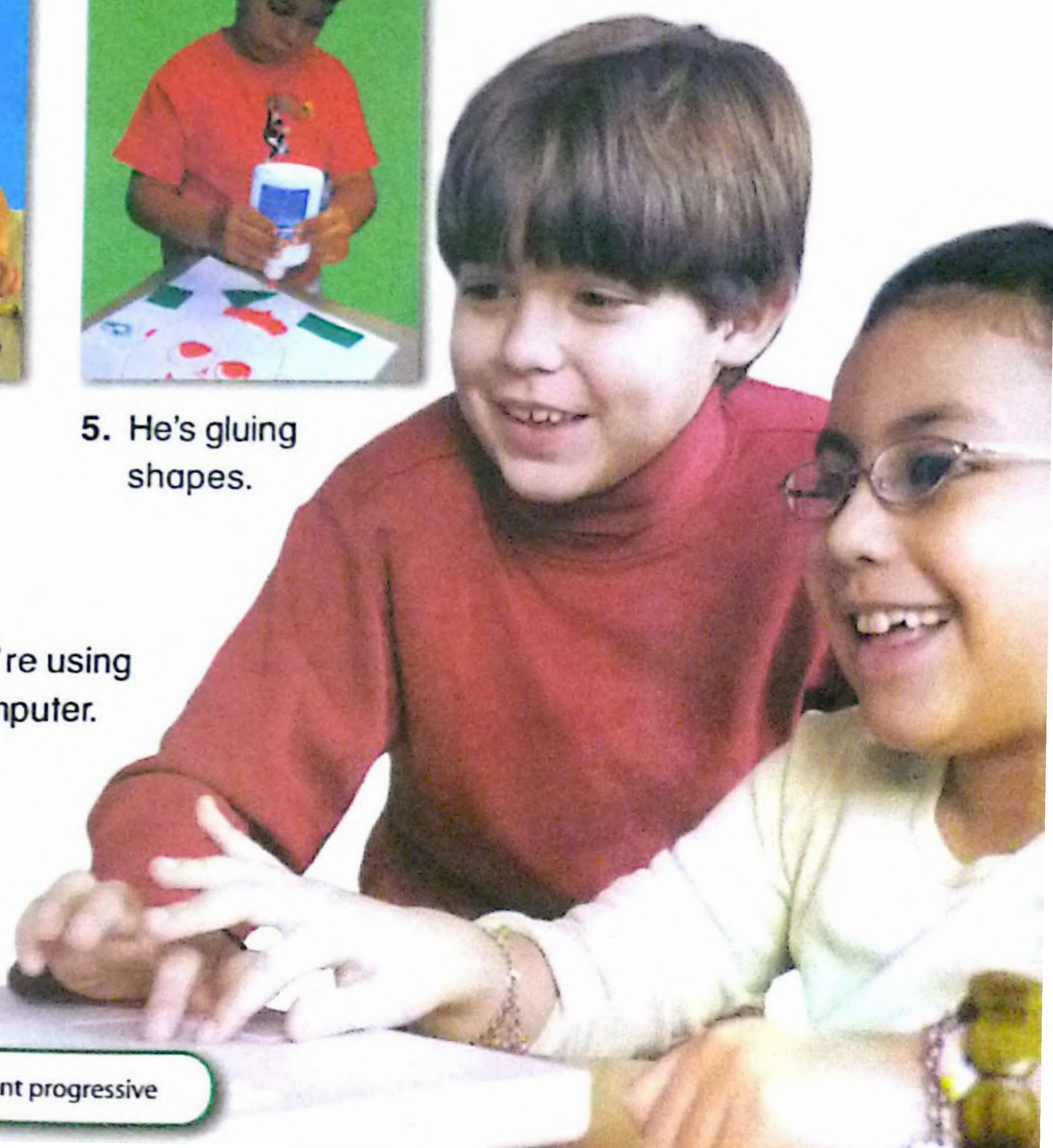


4. He's coloring a picture.



5. He's gluing shapes.

6. They're using a computer.





7. They're listening to a story.



8. She's cutting paper.



**Point. Ask and answer.**

What's she doing?

She's erasing the board.



**Point. Ask and answer.**

How many crayons are there?

There are seven crayons.



9. They're talking about the drawing.

Question formation with *what* and *how many*; present progressive; *there is/there are*

## Grammar

What is he/she doing?

He/She is reading.

he is = he's  
she is = she's

What are they doing?

They are reading.

they are = they're

### 7 Write.

cutting

gluing

listening

reading

writing

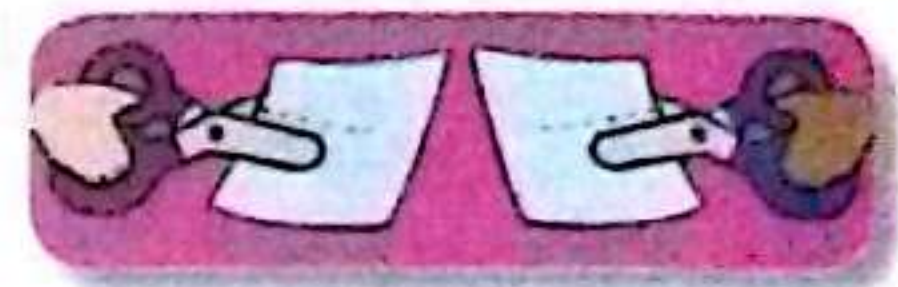
1. She's gluing shapes.



2. He's \_\_\_\_\_ a story.



3. They're \_\_\_\_\_ paper.



4. She's \_\_\_\_\_ a book.



5. They're \_\_\_\_\_ to a story.



## Grammar

How many markers are there?

There are five markers.

There is one marker.

### 8 Look at pages 4 and 5. Count and write.

1. There are \_\_\_\_\_ markers.

2. There are \_\_\_\_\_ shapes.

3. There is \_\_\_\_\_ computer.

4. \_\_\_\_\_ books.

5. \_\_\_\_\_ bottles of glue.

6. \_\_\_\_\_ children.



Questions with *what*; present progressive;  
questions with *how many*; *there is/there are*

**9** Read. Check (✓) the correct picture.

This is my class. Mrs. Lee is erasing the board. Sally is cutting paper. Jae-hak is listening to a story. José is counting pencils. Tomoko is writing a story.



**10** Make groups. Count. Tell the class.

There are 6 notebooks.



**School Supplies**

How many?	Group 1	Group 2	Group 3	Group 4
notebooks				
markers				
pencils				
pens				
erasers				
books				
bottles of glue				

TRACK AID  
**11**

**Listen. Write the letter.**

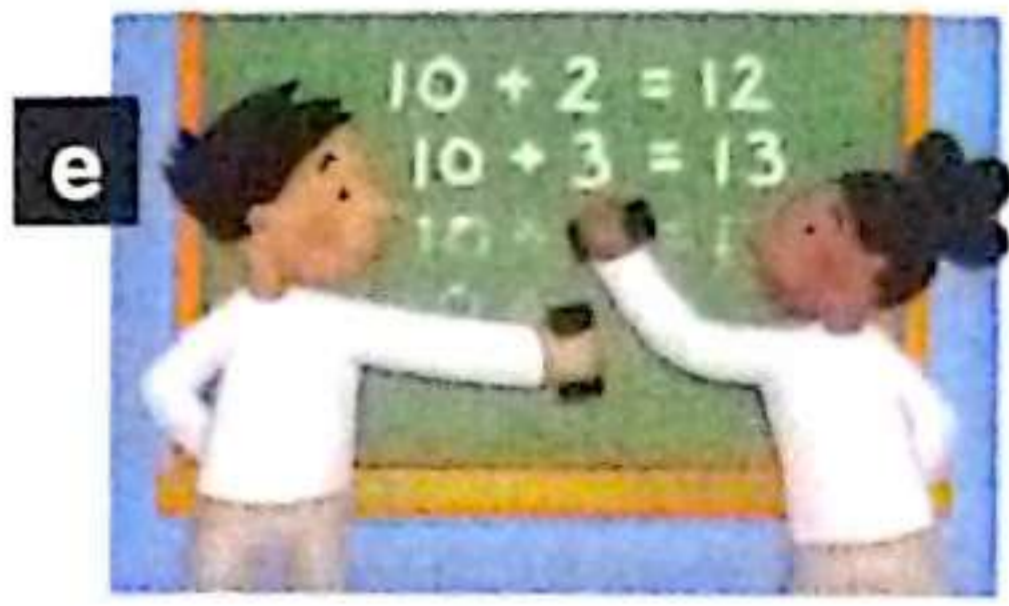
1.   e  

2.       

3.       

4.       

5.       



TRACK AID  
**12**

**Listen. Read and chant.**

## School Is Cool!

I am cutting, I am gluing,  
I am counting, too.  
I like school. School is cool!

He is reading, he is writing,  
he is listening, too.  
He likes school. School is cool!

She is talking, she is playing,  
she is coloring, too.  
She likes school. School is cool!



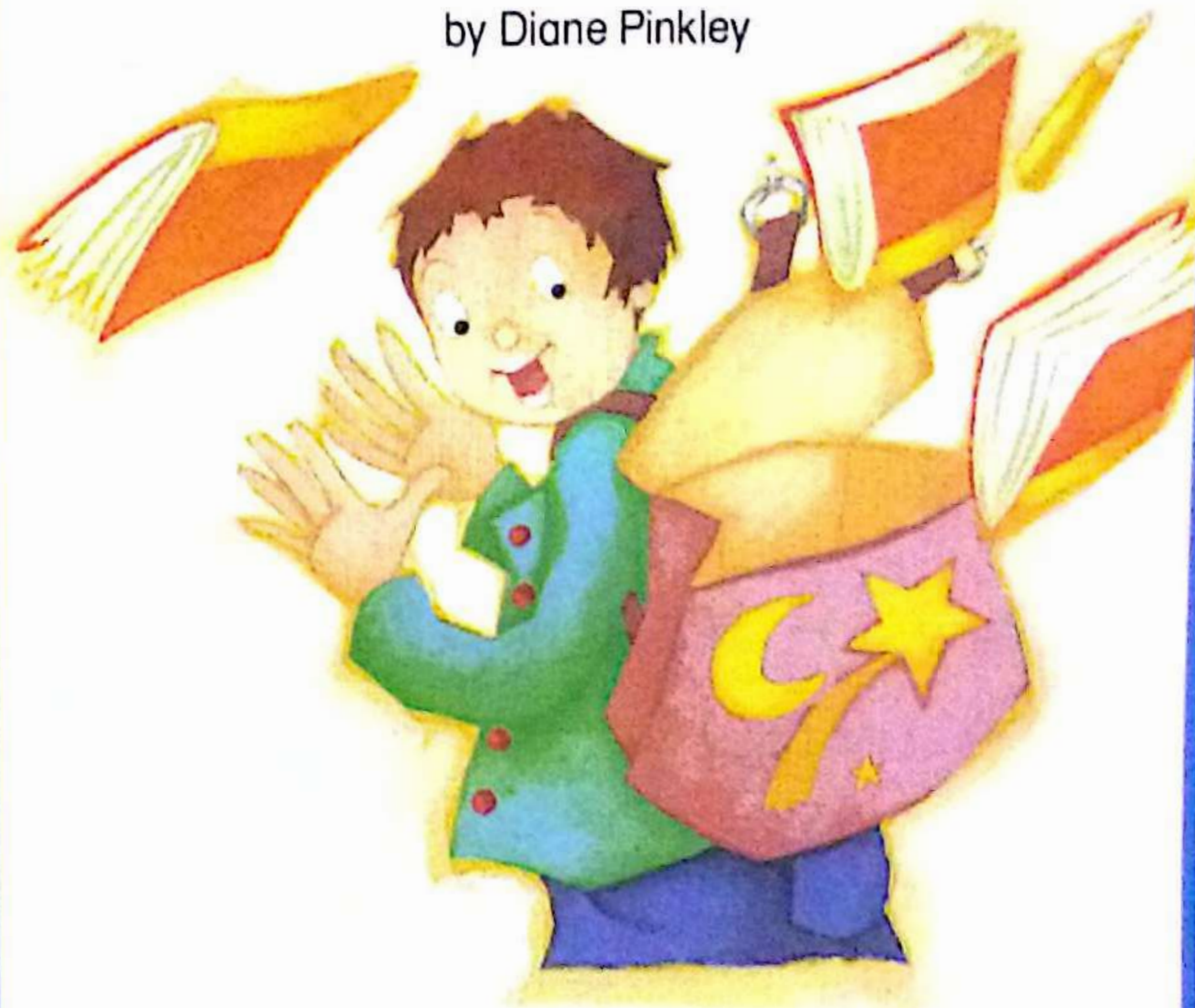
Listening for the main idea and details;  
stress, rhythm, and intonation



"Sixteen purple paper clips!" says Max.  
Clap, clap clap!  
"Twenty stickers!" says Max. Clap, clap, clap!  
And out of his backpack come  
sixteen purple paper clips and twenty stickers!  
"Stickers for everyone!" says Max.  
Max has a magic backpack.

# The Magic Backpack

by Diane Pinkley



"One yellow pencil!" says Max.  
Clap, clap, clap!  
"Three orange notebooks!" says Max.  
Clap, clap, clap!  
And out of his backpack come  
one yellow pencil and three orange notebooks!  
Max has a magic backpack.



"Five brown rulers!" says Max.  
Clap, clap, clap!  
"Nine green pens!" says Max.  
Clap, clap, clap!

And out of his backpack come  
five brown rulers and nine green pens!

Max has a magic backpack.



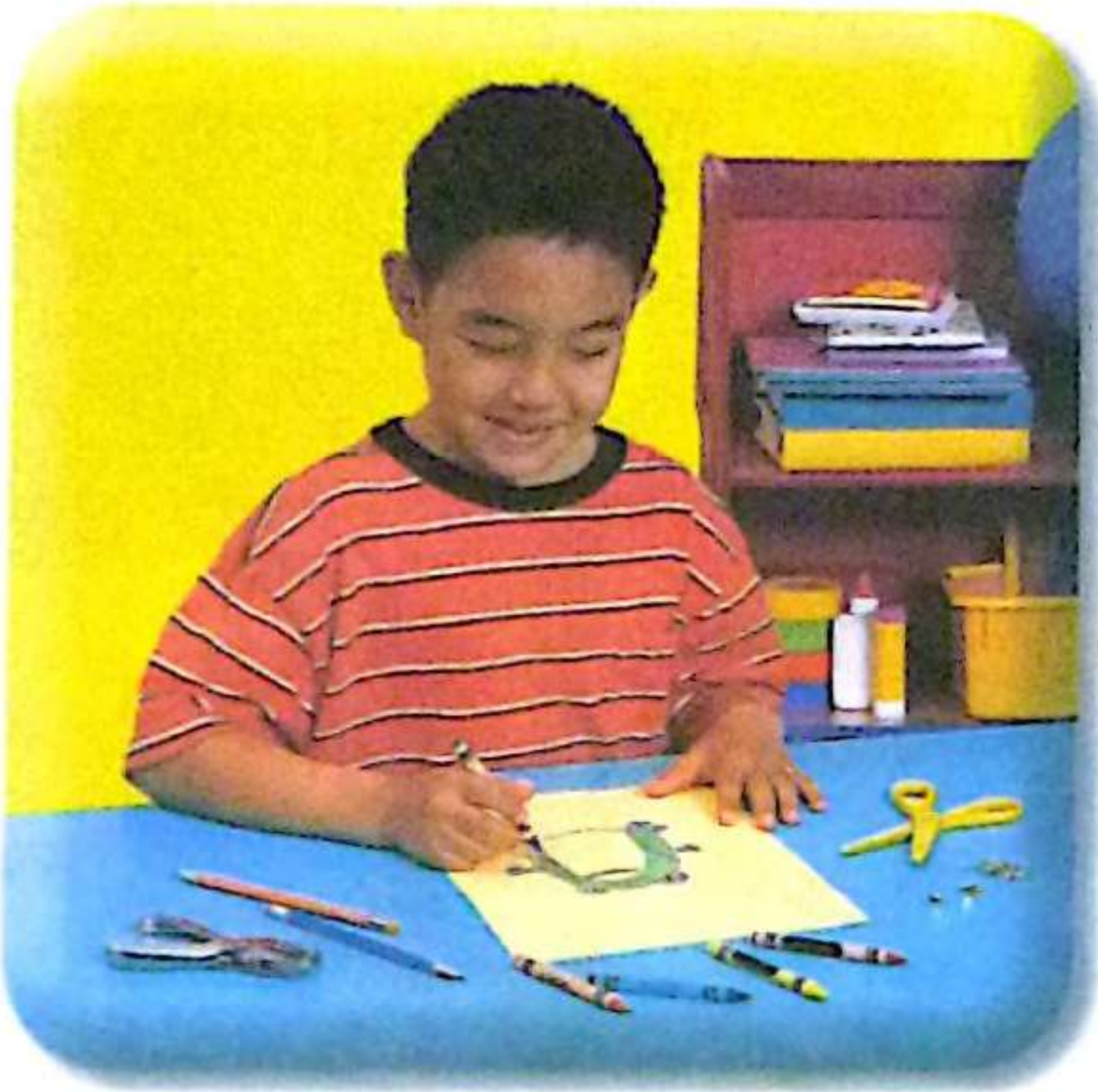
"Eleven blue markers!" says Max. Clap, clap, clap!  
"Fourteen pink erasers!" says Max.  
Clap, clap, clap!

And out of his backpack come  
eleven blue markers and fourteen pink erasers!

Max has a magic backpack.

# Backpack Book

What's in your backpack? Draw and count.



How many pencils are there?

There are twelve pencils in your backpack.

# Work Together

Look and read. Role-play.



How do you work together? Talk and write.

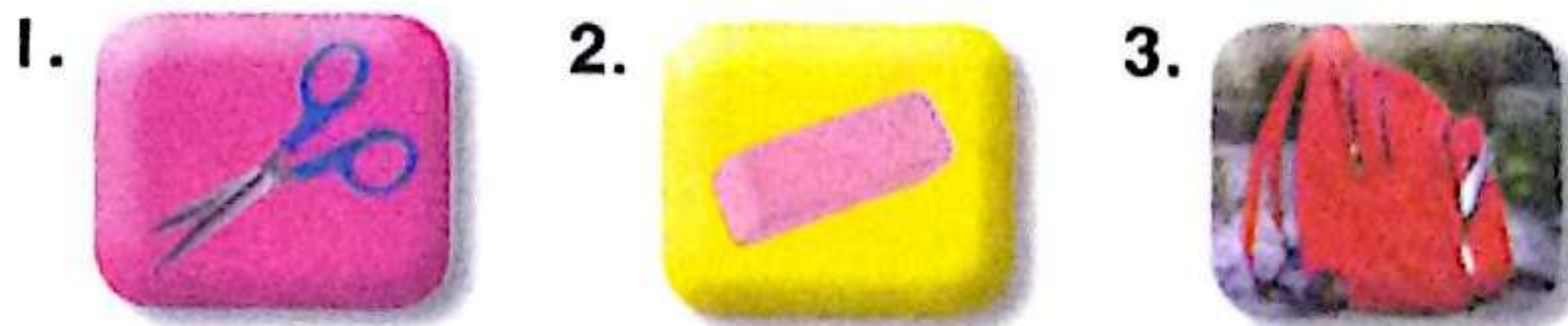
---

---

---

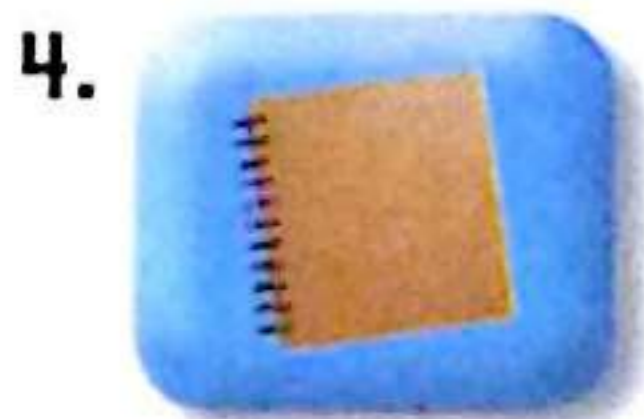
# Know It? Show It!

Look at the pictures. Write the words.



Across →

Down ↓



4.

5.

1. S C I S S O R S

2.

6.

3.

Cut out the picture cards on page 127. Match the pictures.

She's reading a book!



That's a match!



Performance assessment  
See Assessment Package pp. 55-57, 60, 69, 78-79.

Unit 1

## 2

## Fun and Games



1 Read. Listen and sing.

They're playing  
hide and seek!

## Hide and Seek

*I close my eyes and my friends run!  
Ready or not, here I come.*

Where is **Lucy**? Now I see!  
She's under the swing, next to **Dee**.

Where is **Peter**? Now I see!  
He's high up there in the tree.

*I close my eyes and my friends run!  
Ready or not, here I come.*

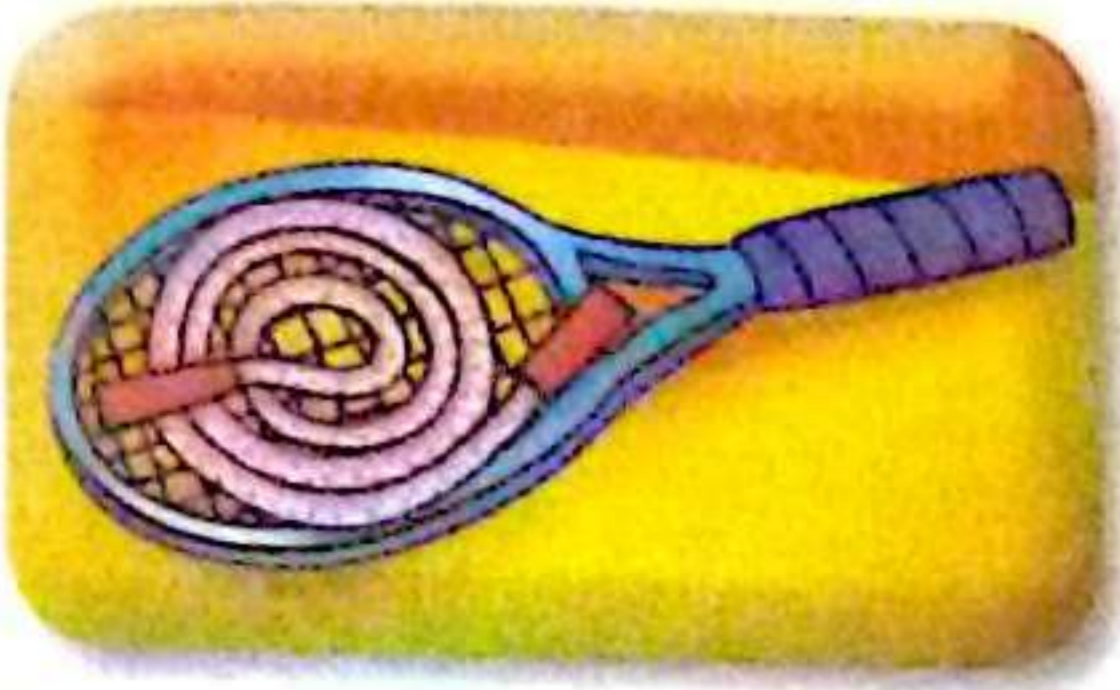
Where is **Alice**? Now I see!  
She's behind the bush, in front of me.

Where are you? Now I see!  
You're right here, looking at me.

*I close my eyes and my friends run!  
Ready or not, here I come.*

TRACK 114  
2

Listen. Read and say.



The tennis racket is **under** the jump rope.



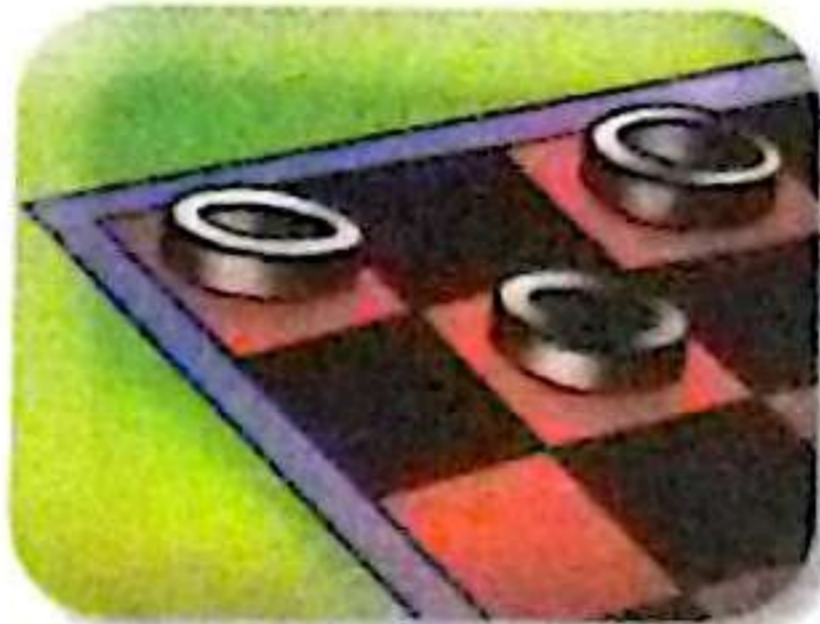
The marbles are **in** the cup.



The cup is **next to** the checkerboard.



The bat is **between** the tennis racket and the cup.



The checkers are **on** the checkerboard.



The ball is **in front of** the kite.



The kite is **behind** the cat.

3

Read. Stick and say.

1. The dog is under the bush.
2. The tennis racket is in front of the kite.
3. The marbles are in the circle.
4. The jump rope is next to the backpack.





## Listen. Look and read.



1. They like to ride bikes.



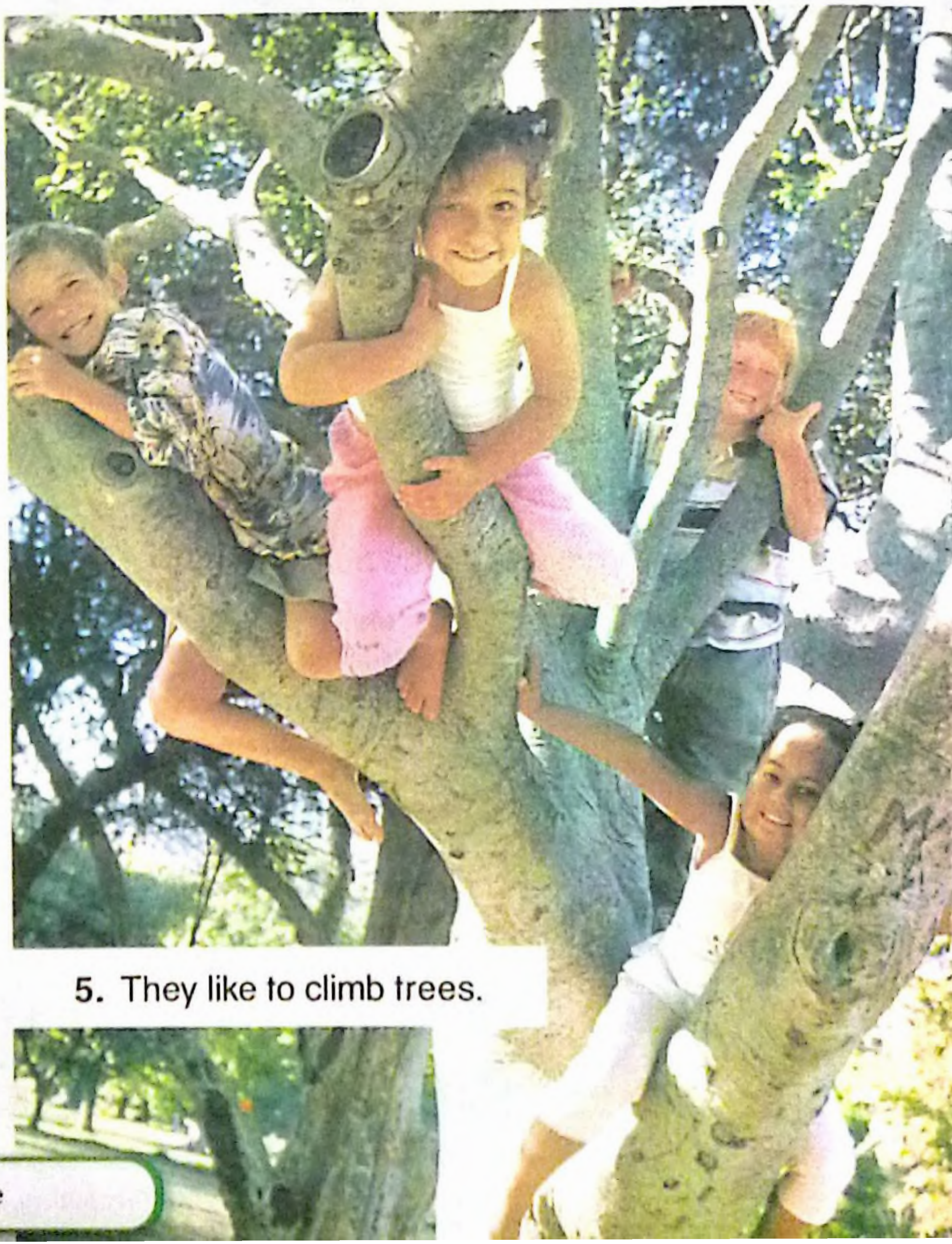
2. They like to play checkers.



3. They like to skate.



4. They like to throw and catch a ball.



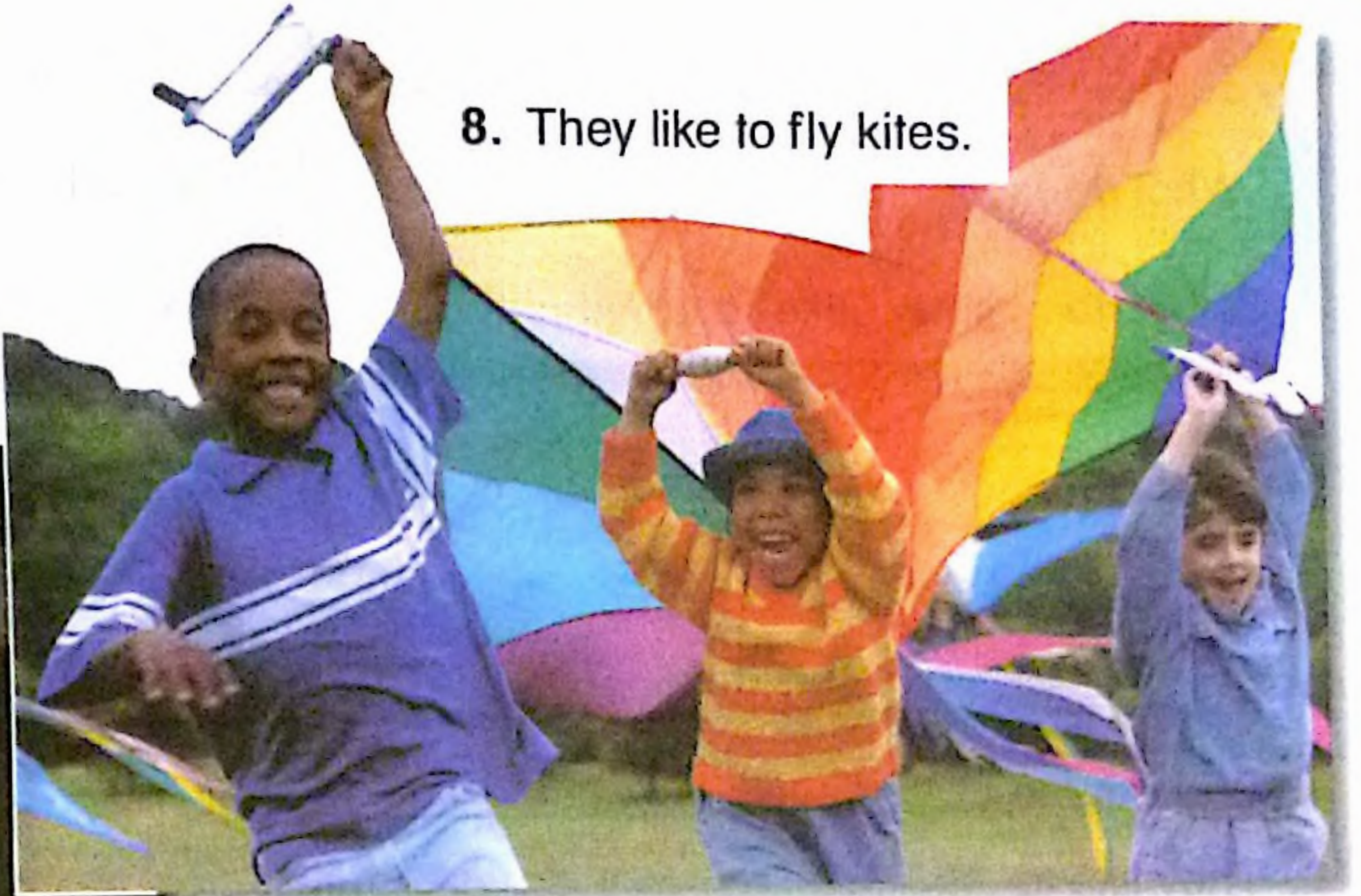
5. They like to climb trees.

6. They like to hit baseballs.



7. They like to jump rope.

8. They like to fly kites.



**5** Point. Ask and answer.

What do they like to do?

They like to ride bikes.



**6** Ask and answer.

What do you like to do?

I like to skate.



Question formation; *like* + infinitive; toys and games

## Grammar

What **does**

he
she

**like to do?**

He
She

**likes to skate.**

What **do**

they
------

**like to do?**

They **like to** fly kites.

### 7 Write.

climb    hit    jump    play    ride    throw

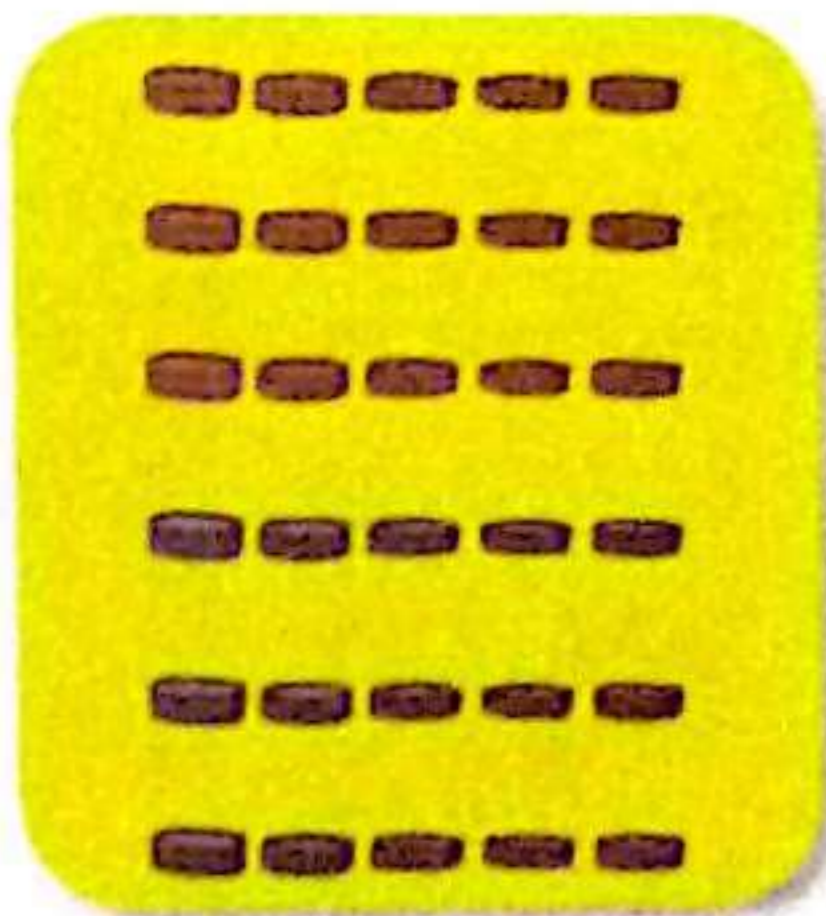
1. She likes to \_\_\_\_\_ the ball.
2. They like to \_\_\_\_\_ bikes.
3. He likes to \_\_\_\_\_ the baseball.
4. They like to \_\_\_\_\_ checkers.
5. He likes to \_\_\_\_\_ a tree.
6. They like to \_\_\_\_\_ rope.



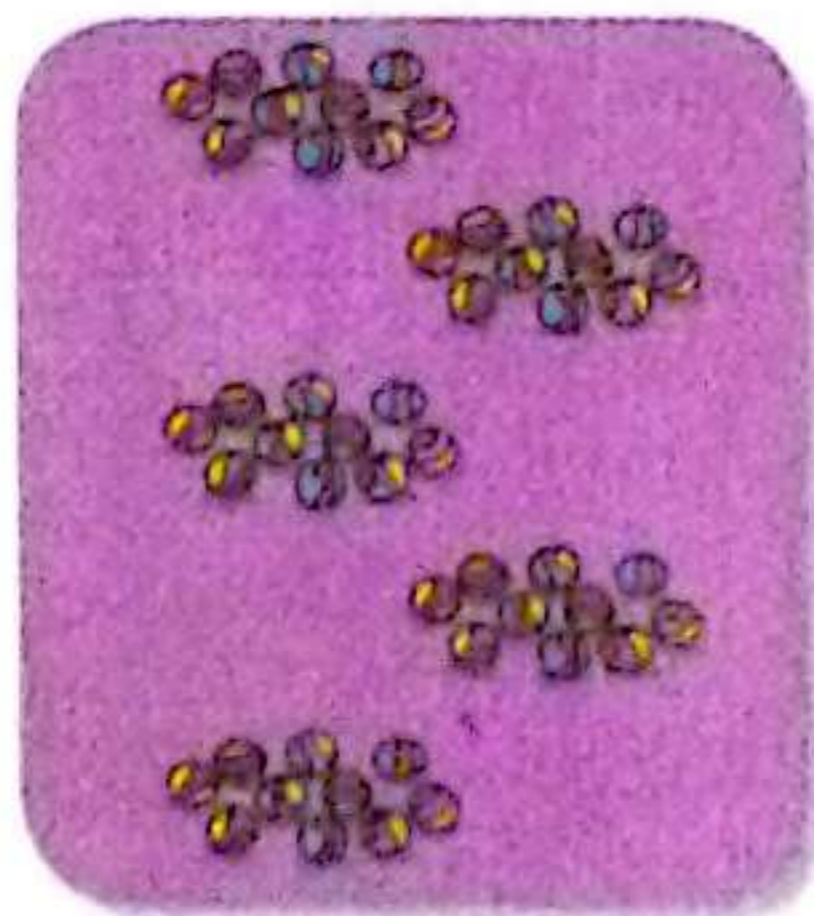
### 8 Listen and say.

10 ten    20 twenty    30 thirty    40 forty    50 fifty  
60 sixty    70 seventy    80 eighty    90 ninety    100 one hundred

### Count and write how many.



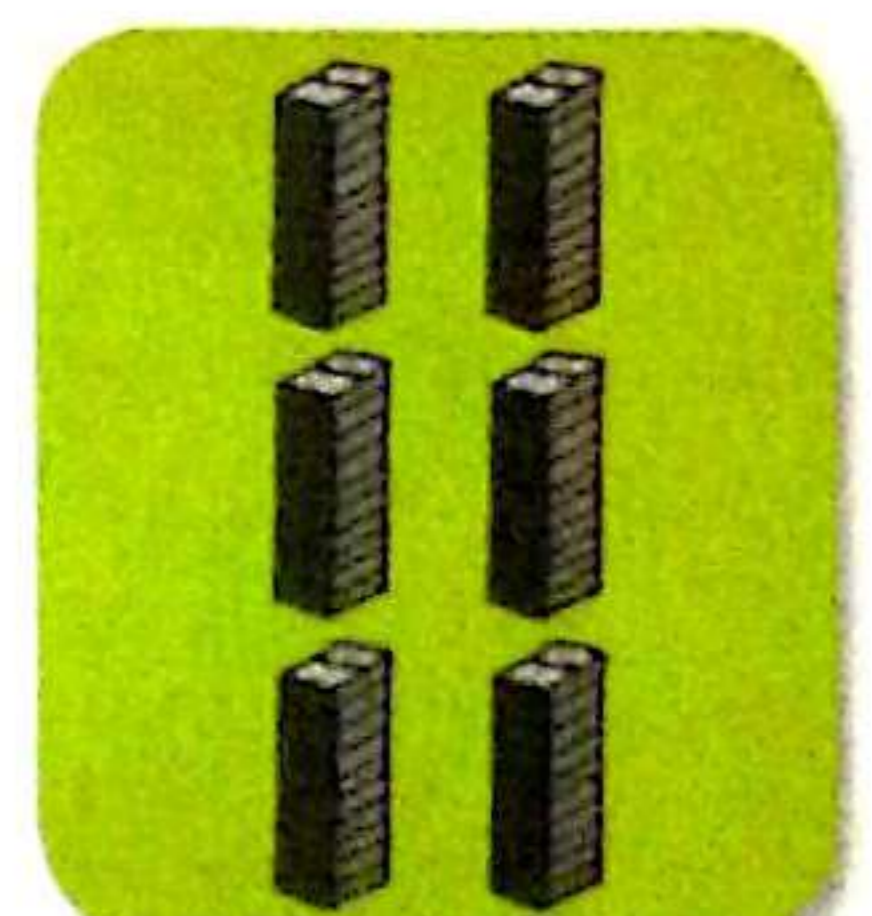
30 checkers



\_\_\_\_\_ marbles



\_\_\_\_\_ cards







\_\_\_\_\_ dominoes

**9 Read. Look and circle.**

My friends like to go to the park. Peter likes to climb trees. Sonia and Sally like to ride bikes. Lola likes to skate on the path. Billy and Taro like to play checkers under a tree. Luke and Cindy like to fly kites. And I like to do everything!



- 1. Sonia and Sally like to  .      yes      no
- 2. Lola likes to  .      yes      no
- 3. Billy and Taro like to  .      yes      no
- 4. Luke and Cindy like to  .      yes      no

**10 Ask five friends. Tell the class.**

**What's your favorite game?**

Game	Friend 1	Friend 2	Friend 3	Friend 4	Friend 5
marbles					
checkers					
hide and seek					
(your idea)					

TRACK A21  
11

Listen. Write the number.



TRACK A22  
12

Listen. Read and chant.

## Having Fun

I like to fly my kite in the sky.  
I'm not the only one.  
My friends like to fly kites in the sky.  
We are having fun!

I like to ride my bike in the park.  
I'm not the only one.  
My friends like to ride bikes in the park.  
We are having fun!

I like to throw a ball in the air.  
I'm not the only one.  
My friends like to throw balls in the air.  
We are having fun!





### A card game: Ang-Aa-Biao

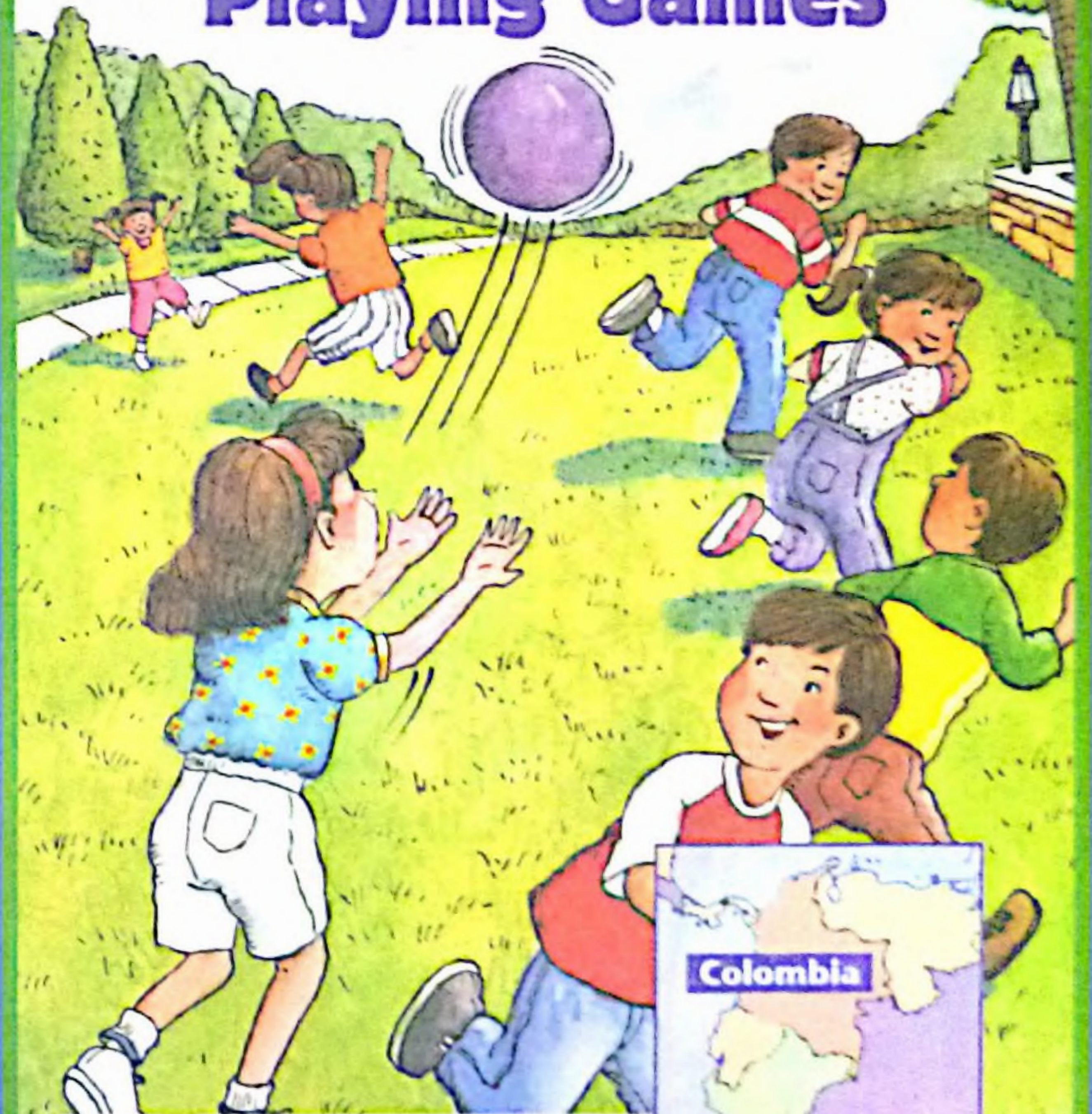
These children are from Taiwan. They like to play a special card game. It's fun. They're turning over cards.

Games are fun for everyone!



Copyright © by Pearson Education, Inc. All rights reserved.

## Playing Games



### A ball game: Alto!

These children are from Colombia. They like to play a special game with a ball. It's fun. She's throwing the ball. They're running.





**A marble game: Kelereng**

These children are from Indonesia. They like to play a special game with marbles. It's fun. They're shooting marbles.



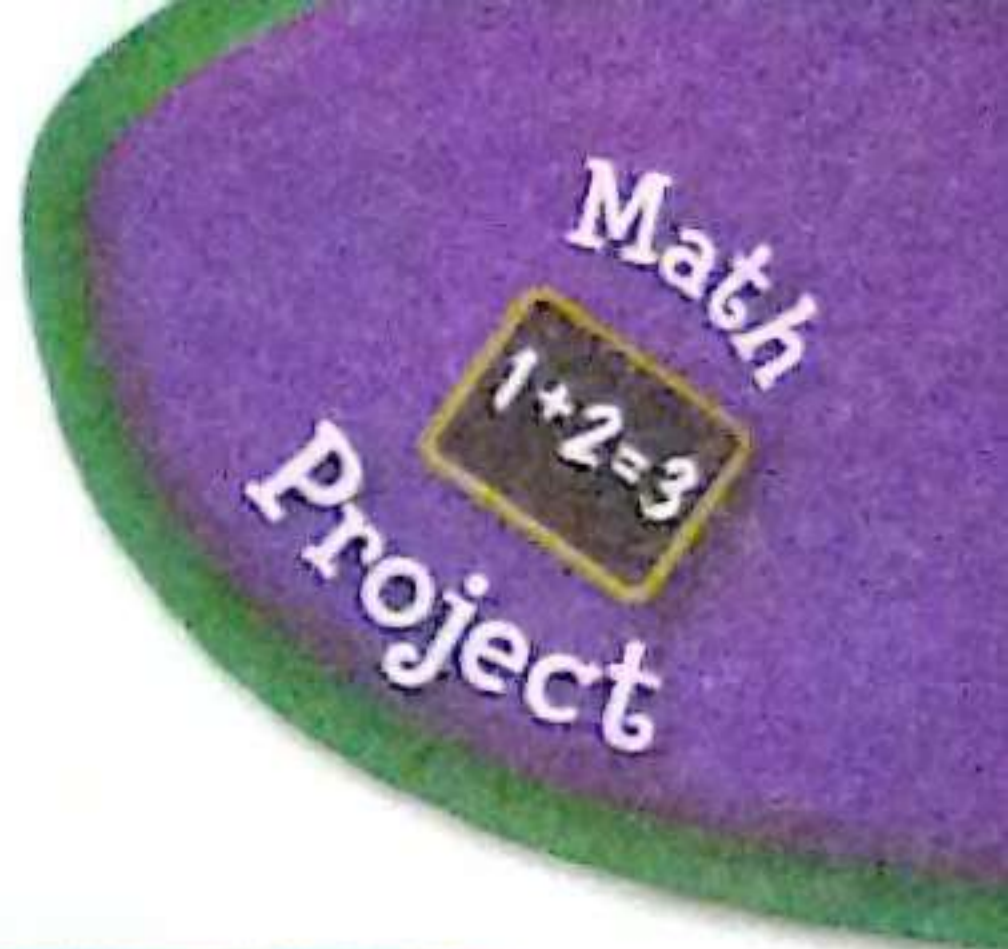
**A chalk game: Avión**

These children are from Mexico. They like to play a special game with chalk. It's fun. She's hopping on a number.



# Picture Graph

Cut out the pictures on page 129.  
Make a class graph.



What do you like to do?

I like to ride my bike.



Content connection: math; art

# Appreciate Nature

Look and read. Role-play.



Play outside. Visit a park.



Help keep parks clean and pretty.

How do you appreciate nature? Talk and write.

---

---

# Know It? Show It!

Move your game piece.  
Talk about the pictures.



What does he like to do?



He likes to climb trees.



Make a flap poster.



Where's the ball?





Listen. Read and say.



My mother has a father.  
He is my **grandfather**.

My mother has a mother.  
She is my **grandmother**.

My mother has a brother.  
He is my **uncle**.

My mother has a sister.  
She is my **aunt**.

My uncle and my aunt have  
three children.  
Maria, Patricia, and Eddie are  
my **cousins**.

3 Stick and say.

He's my uncle.

Blank boxes for labels are provided below each photo:

- Photo 1: A man in a light blue shirt and tie.
- Photo 2: An elderly woman in a purple vest.
- Photo 3: A man smiling with a dog.
- Photo 4: A group of three children.
- Photo 5: A woman in a yellow jacket.



## Listen. Look and read.

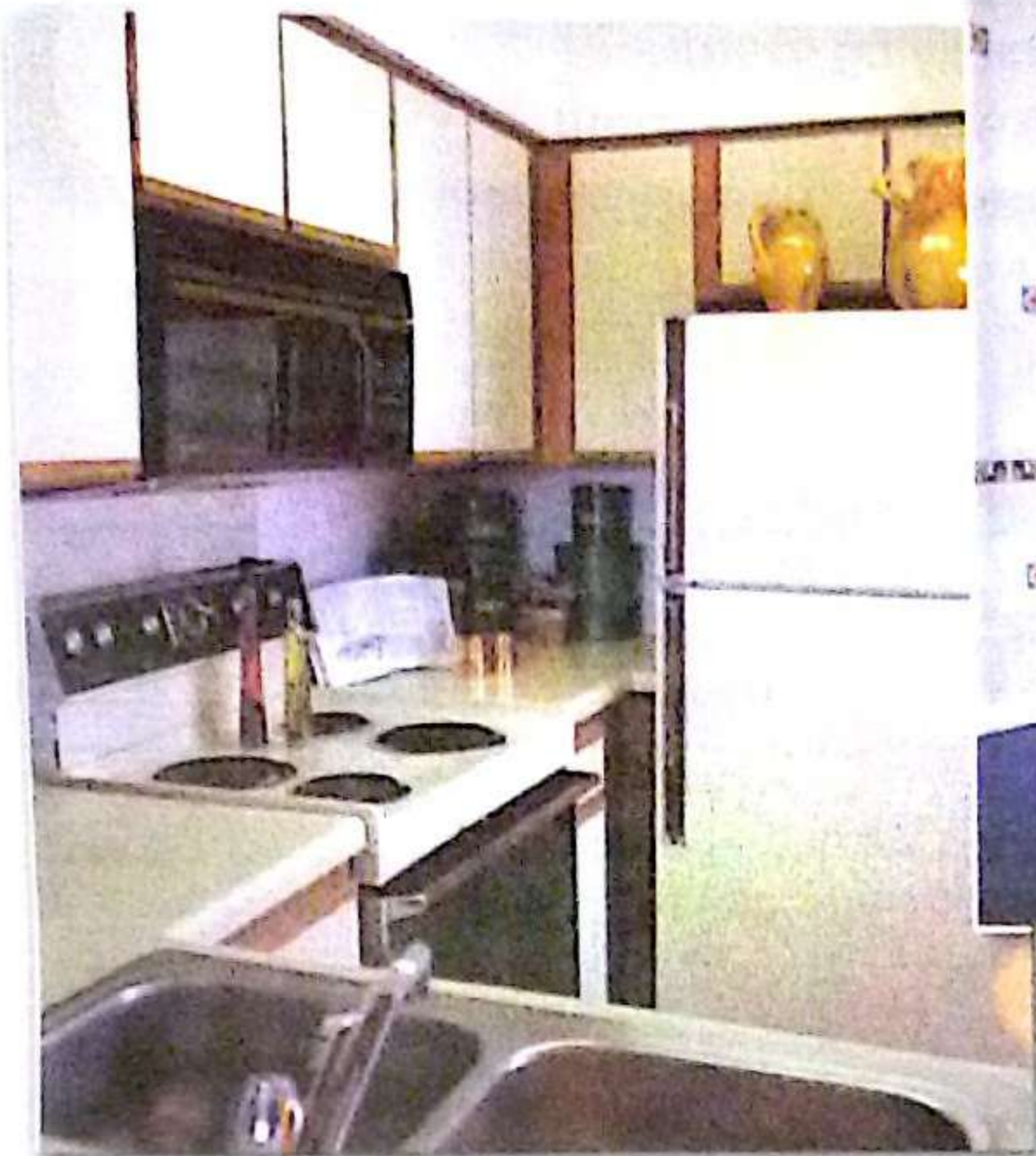


1. In the bedroom, there's a bed, a night table, a clock radio, a phone, a computer, and a dresser. There are curtains at the window, too.



2. In the living room, there's a sofa, a coffee table, a chair, a rug, and a TV. There are two lamps and some shelves, too.





3. In the kitchen, there's a stove, a refrigerator, and a sink. There are some cabinets, too.



5. In the bathroom, there's a tub, a shower curtain, a sink, and a mirror. There are some towels, too.



**5 Point. Ask and answer.**

Where is the bed?

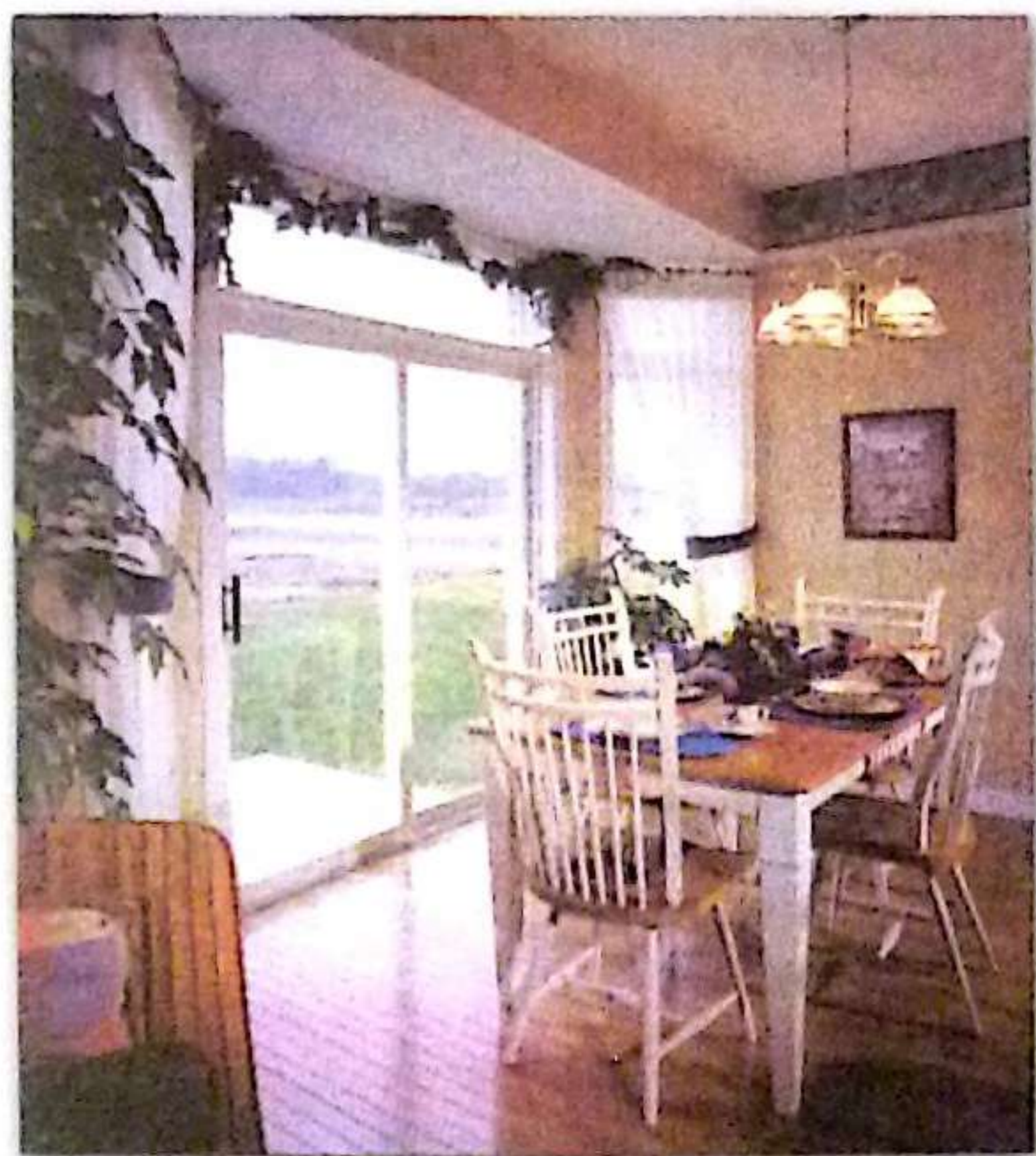
It's in the bedroom.



**6 Ask and answer.**

What's in your bedroom?

There's a bed and a dresser.



4. In the dining room, there's a dining table, four chairs, and a picture. There are some plants, too.

Question formation; preposition *in*; *there is/there are*; home

## Grammar

Where's the TV?

It's in the living room.

Where are the chairs?

They're in the dining room.

### 7 Look at pages 28 and 29. Write.

1. Where's the bed?

*It's in the bedroom.*

2. Where's the lamp?

3. Where's the refrigerator?

4. Where's the tub?

5. Where are the shelves?

6. Where are the cabinets?

7. Where are the plants?



### 8 Write about your family.




*My name is Lisa. In my family, there are my two brothers, my grandmother, my mother, and my father.*



**9 Read and write.**

There's a living room in my new house. In the living room,

there's a (1) . There are blue (2)  and

a red (3) . There are two (4) . There's a (5) 

and a (6)  on the wall.

1. sofa

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

**10 Work with a partner. Ask questions. Write the answers.**

**Your House**

Is there a _____ in your house?	Yes, there is.	No, there isn't.	Where is it?
radio	✓		in the kitchen
computer			
mirror			
tree			
TV			
car			
lamp			
(your idea) _____			

Listen. Write T for true and F for false.

1.   T
2.
3.
4.
5.

**1**



**2**



**3**



**4**



**5**



Listen. Read and chant.

## What Color Is Your Bedroom?

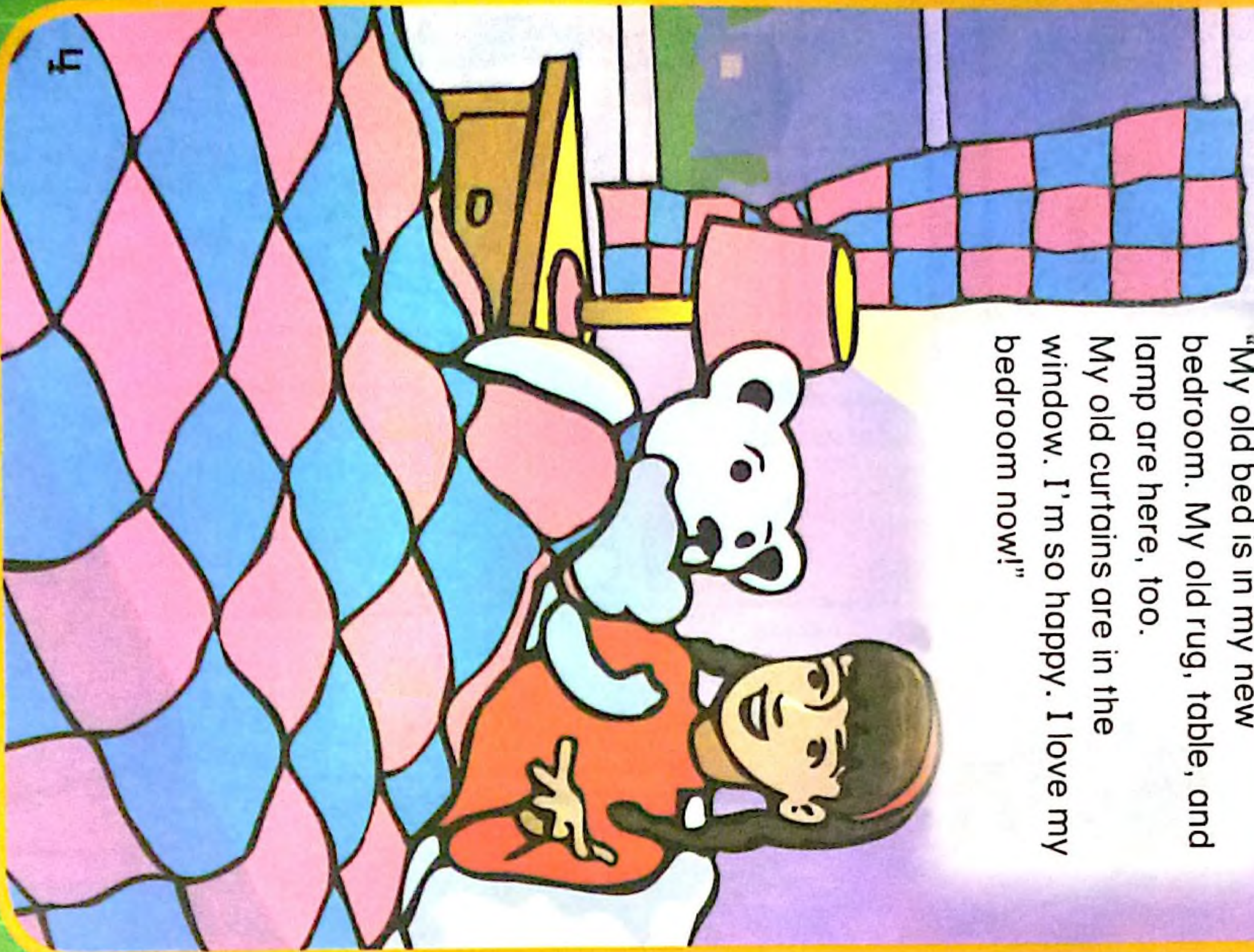
Joe's bedroom is all in red—  
his rug and his mirror,  
and his clock and bed!

Sue's bedroom is all in green—  
her dresser and her phone,  
and her answering machine!

My bedroom is all in blue—  
my lamp and my curtains,  
and my computer, too!



"My old bed is in my new bedroom. My old rug, table, and lamp are here, too. My old curtains are in the window. I'm so happy. I love my bedroom now!"



# Moving Day

by Diane Pinkley

Sonia's family is moving. "Good-bye, bedroom!" says Sonia. "I'm moving to a new house. I have a new bedroom now. Good-bye!"





"We have a living room and a dining room in the new house. There's a kitchen and a bathroom. There are two bedrooms."



"Sonia, this is your new bedroom!" says her mother.  
"Oh, no!" says Sonia.  
"There aren't any curtains. There isn't even a bed! I want my old bedroom."

# Build a House

Work with a partner.  
Build your house and talk about it.



Where's your TV?

It's in the bedroom.  
Look! There's a radio, too.



# Help Around the House

Look and read. Role-play.



Put things away.



Help with the laundry.

How do you help around the house? Talk and write.

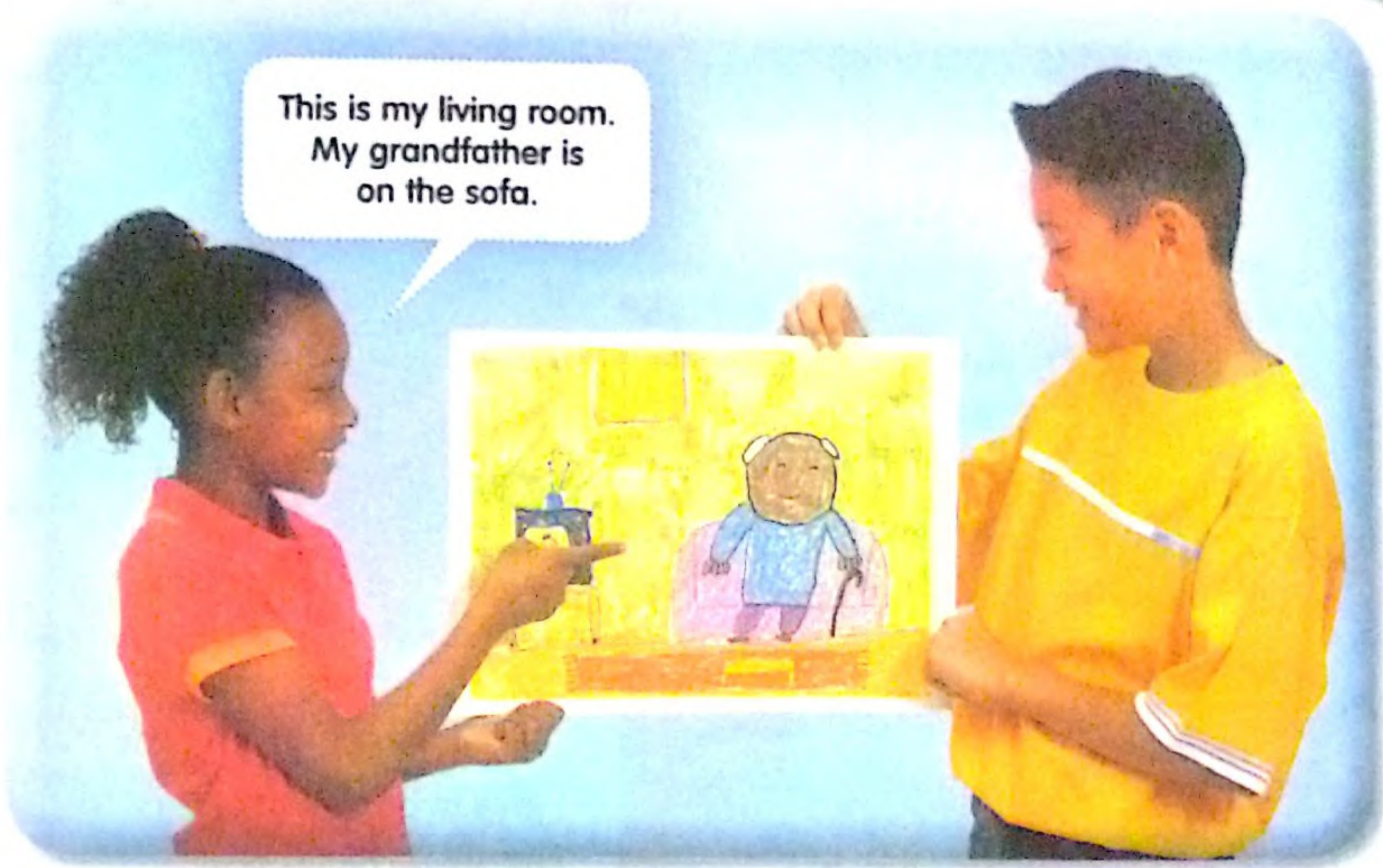
---

---

---

# Know It? Show It!

Draw a room in your house.  
Draw a family member in the room.



She's my  
aunt Sylvia.



Make a  
family tree.



Performance assessment  
See Assessment Package pp. 55-57, 62, 71, 78-81.

## 4

## My Town

1

Read. Listen and sing.



### Shopping Downtown

I love to go downtown.  
 There's so much to see.  
 Daddy, there's a shoe store.  
 Let's get some shoes for me!  
 I love to go downtown.  
 There's so much to see.  
 Please, please, please,  
 Daddy, please!

I love to go downtown.  
 There's so much to see.  
 Mommy, there's a toy store.  
 Let's get a toy for me!  
 I love to go downtown.  
 There's so much to see.  
 Please, please, please,  
 Mommy, please!

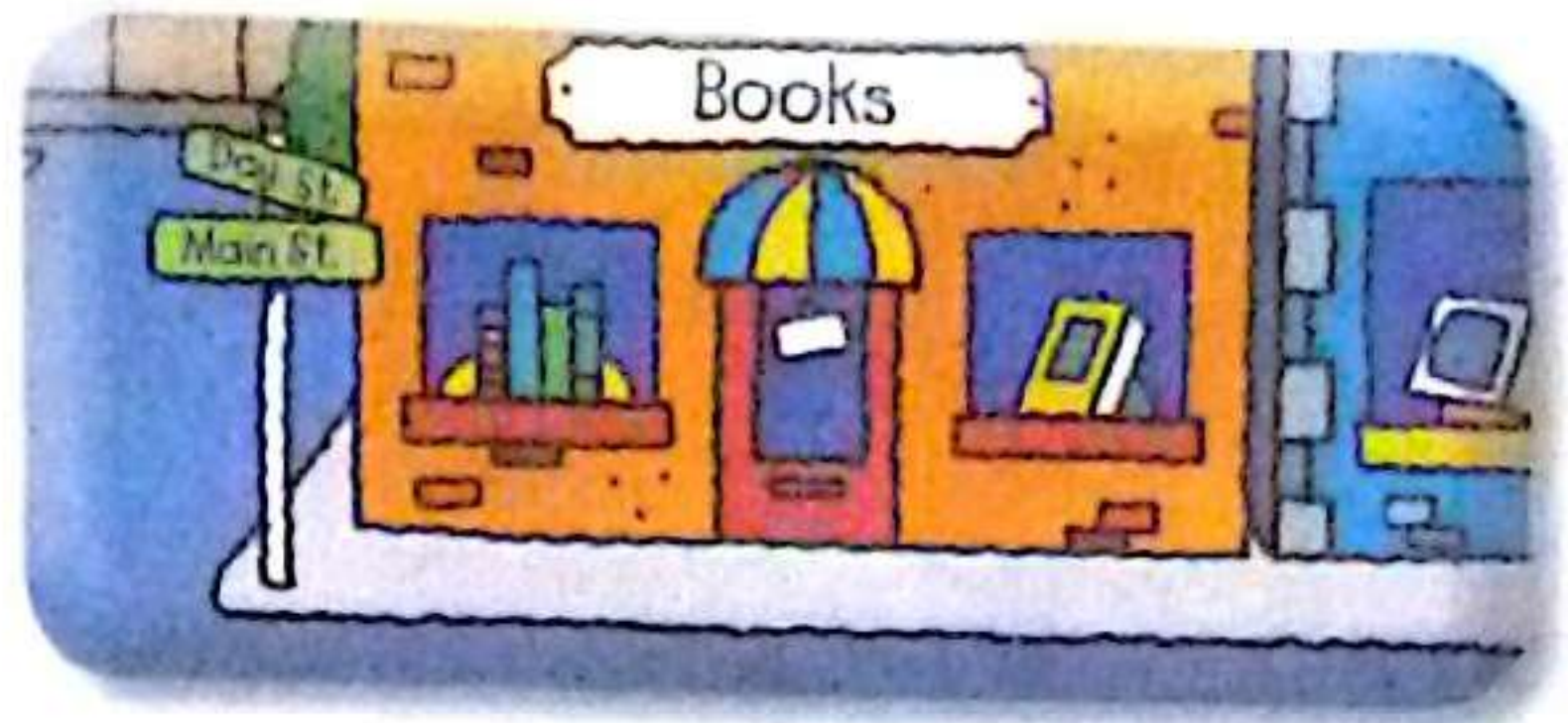
Please, Daddy, please!  
 Mommy, please!

TRACK A35  
2

Listen. Read and say.



There are stores **in** my neighborhood.



The bookstore is **on the corner** of Main Street and Day Street.



The computer store is **next to** the grocery store.



The movie theater is **between** the music store and the restaurant.

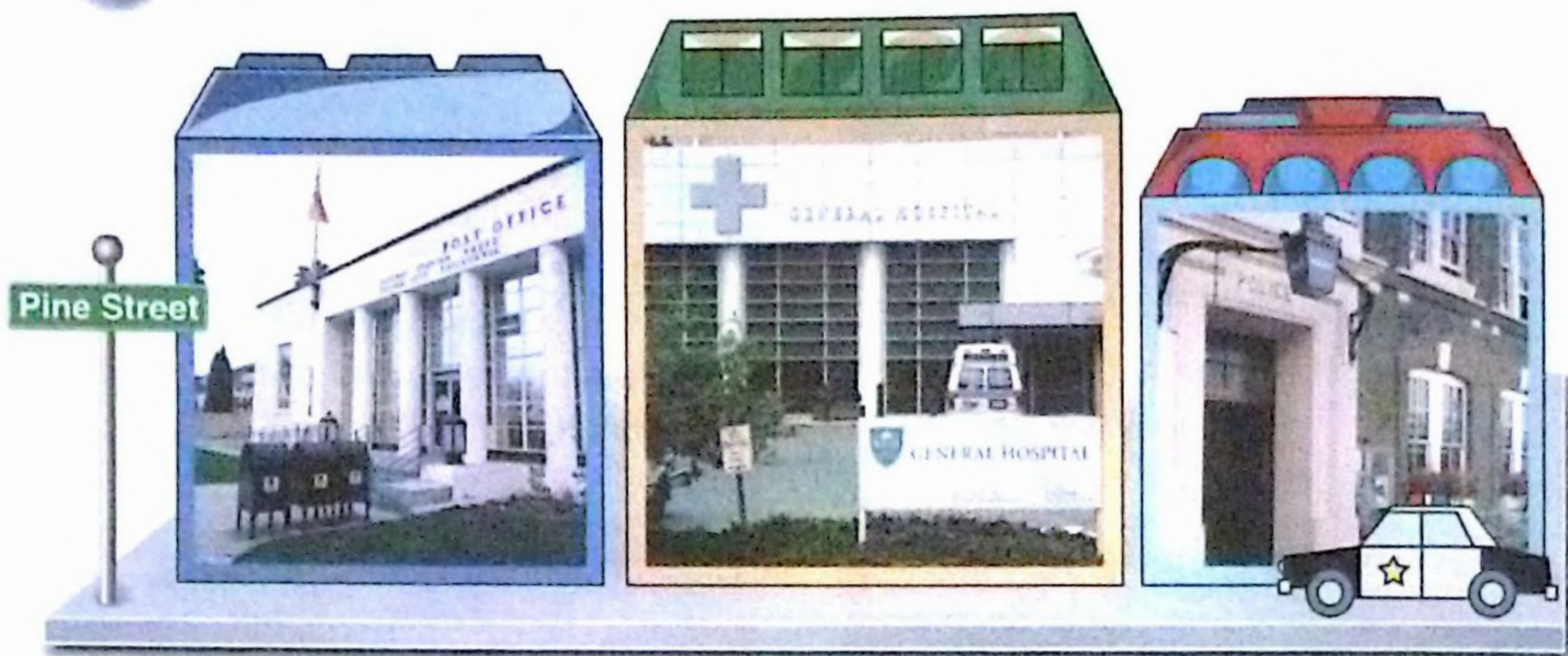
TRACK A36  
3

Listen and stick.





## 4 Listen. Look and read.



1. The post office is on the corner. You can mail letters at the post office.
2. The hospital is between the post office and the police station. You can find a doctor at the hospital.
3. The police station is next to the hospital. You can get help at the police station.



4. The fire station is on the corner. You can see fire engines at the fire station.
5. The bank is between the fire station and the supermarket. You can get money at the bank.
6. The supermarket is next to the bank. You can shop for food at the supermarket.

7. The bus station is on the corner. You can buy a bus ticket at the bus station.



8. The computer store is next to the bus station. You can try out computers at the computer store.



TRACK A39  
**5**

**Ask and answer.**

Excuse me. Is there a hospital on Pine Street?

Yes, there is. It's between the post office and the police station.

Thanks.



TRACK A40  
**6**

**Ask and answer.**

Where can you find a doctor?

At the hospital.



Question formation; simple present; neighborhood; prepositions of location

## Grammar

Is there a hospital on Pine Street?  
Is there a fire station on Elm Street?

Yes, there is.  
No, there isn't.

**7** Look at pages 40 and 41.  
Write *Yes, there is* or *No, there isn't*.

1. Is there a supermarket on Oak Street?

\_\_\_\_\_

2. Is there a police station on Elm Street?

\_\_\_\_\_

3. Is there a bus station on Oak Street?

\_\_\_\_\_

4. Is there a computer store on Elm Street?

\_\_\_\_\_

5. Is there a bank on Pine Street?

\_\_\_\_\_

## Grammar

Where can you find a doctor?

At the hospital.

bank  
bus station  
computer store  
post office  
shoe store  
supermarket

**8** Write.

1. Where can you get money? At the bank.

2. Where can you buy shoes? \_\_\_\_\_

3. Where can you shop for food? \_\_\_\_\_

4. Where can you try out computers? \_\_\_\_\_

5. Where can you buy a ticket? \_\_\_\_\_

6. Where can you mail letters? \_\_\_\_\_

**9** Read. Complete the map.

This is my neighborhood. There's a computer store on River Street. It's between the toy store and the video store. There's a shoe store on River Street, too. There's a bus station next to the video store. It's on Valley Street.

**10** Talk about the map with a partner.

Excuse me. I need help.

No problem.

Where's the toy store?

It's next to the shoe store on River Street.

Prepositions of location; questions with *where*



**11 Listen. Write the number.**



**12 Listen. Read and chant.**

## My City Kitty

My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the music store?  
(Meow, meow) Here kitty, kitty!

My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the grocery store?  
(Meow, meow) Here kitty, kitty!

My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the restaurant?  
(Meow, meow) Here kitty, kitty!



# Places Around the World



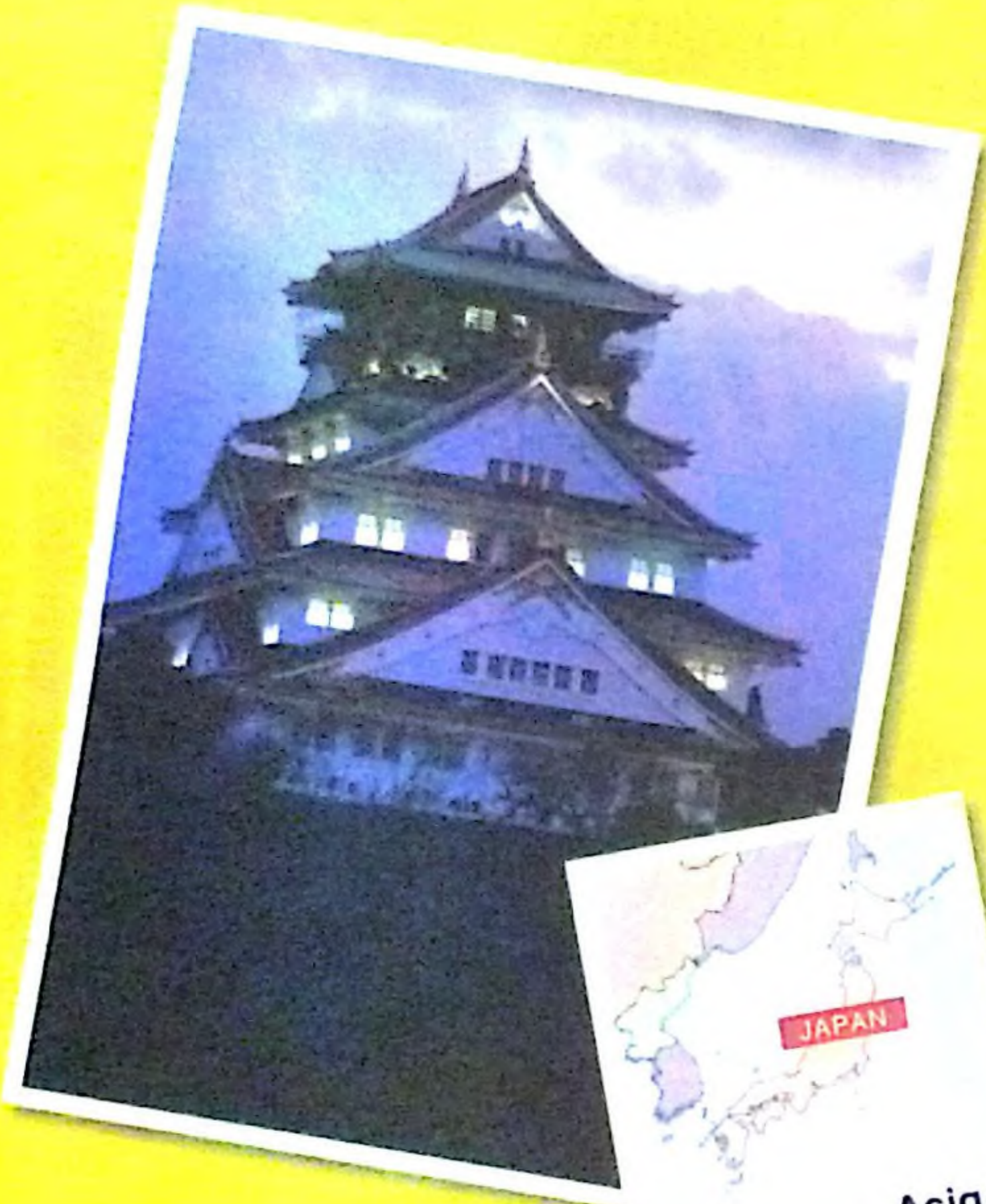
Africa

*Mountain Lodge* is a hotel. It is near Mount Kenya, in Africa. Tourists take lots of pictures. The hotel is amazing!



Asia

*Seoul Tower* is a communications tower. It is in Seoul, Korea. Tourists take lots of pictures. The tower is amazing! There are lots of amazing buildings around the world!



Asia

*Osaka Castle* is a big castle.  
It is in Osaka, Japan.  
Tourists take lots of pictures.  
The castle is amazing!

2

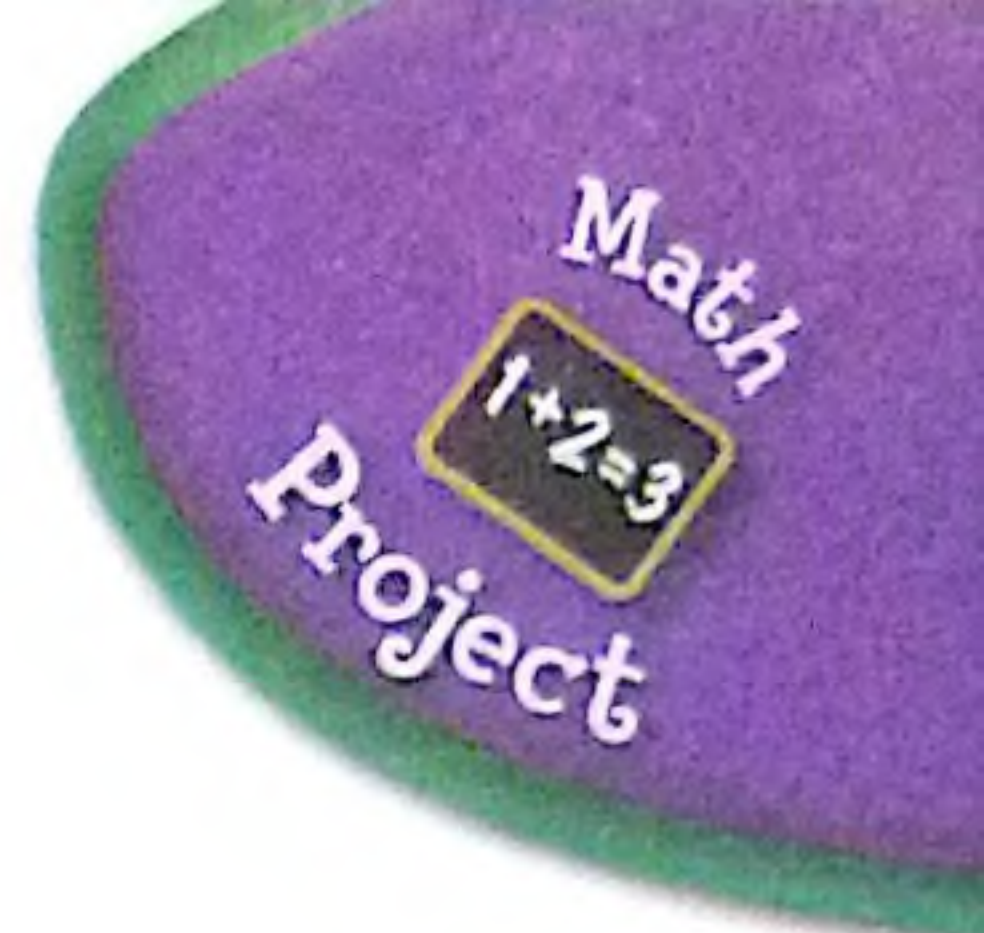


*Ciudad Universitaria* is  
a university. It is in Mexico  
City, Mexico. Tourists  
take lots of pictures.  
The university is amazing!

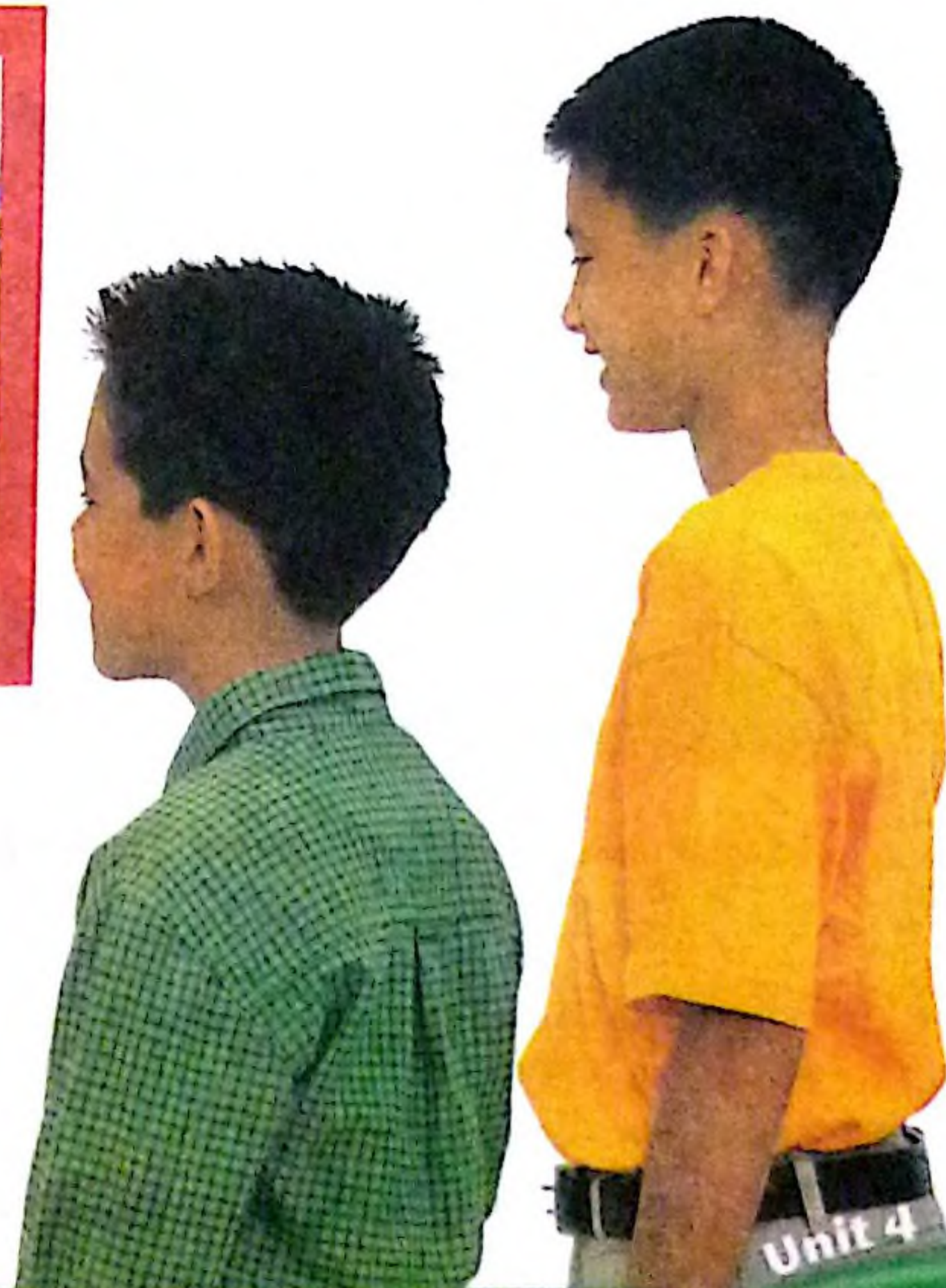
3

# Neighborhood Map

What is on your street?  
Draw the stores and houses.



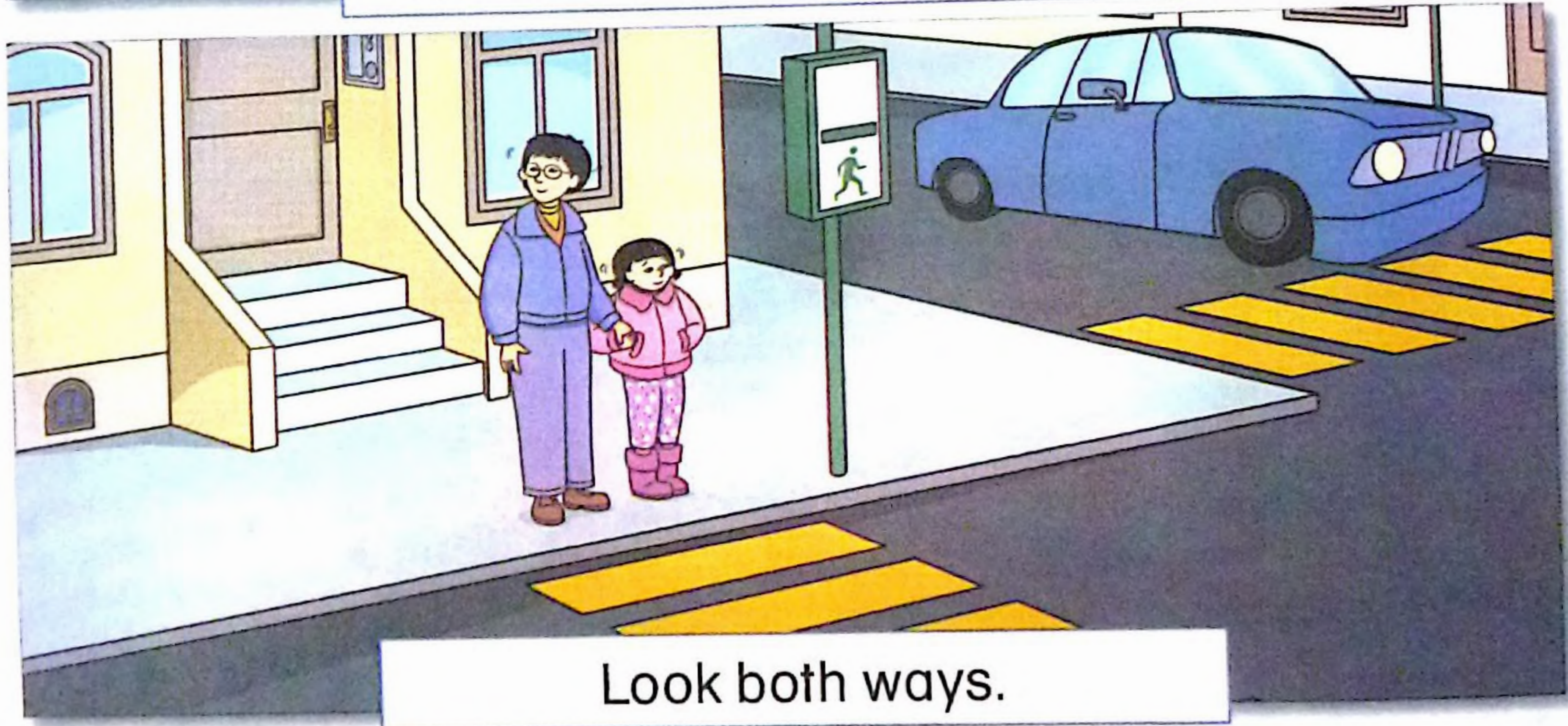
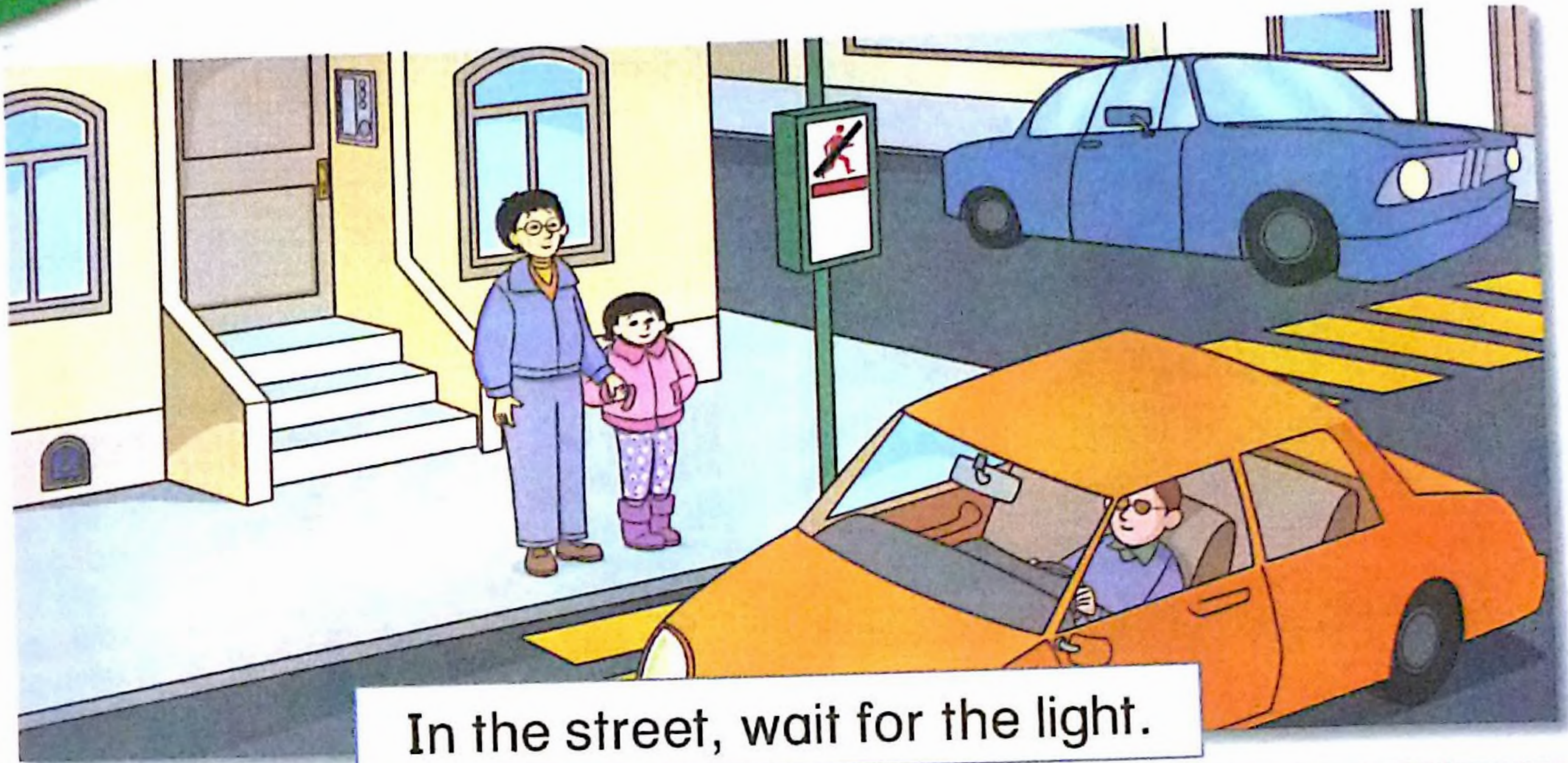
There's a shoe store next to the market.



Content connection: social studies; art

# Be Safe

Look and read. Role-play.



How are you safe in the street? Talk and write.

---

---

# Know It? Show It!

Cut out the cards on page 131.  
Work with a partner back to back.



## Someone is lost! Act it out.

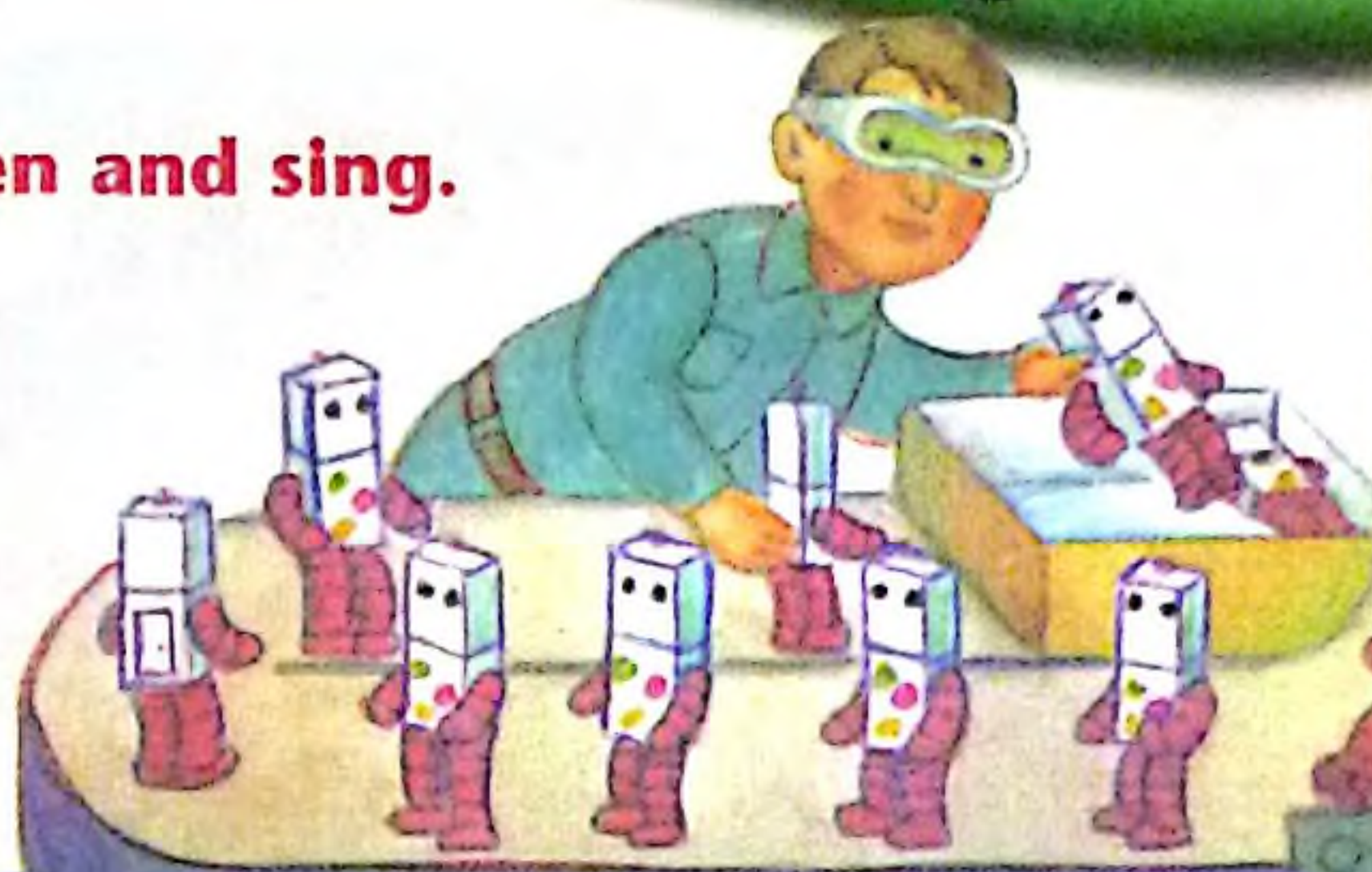


Performance assessment  
See Assessment Package pp. 55-57, 63, 72, 78-79.

# 5 My Busy Family

TRACK A45  
1

Read. Listen and sing.



## Working Hard!

*Monday, Tuesday, Wednesday,  
Thursday, Friday, too.  
We work hard all week long.  
We're busy, busy, busy!*

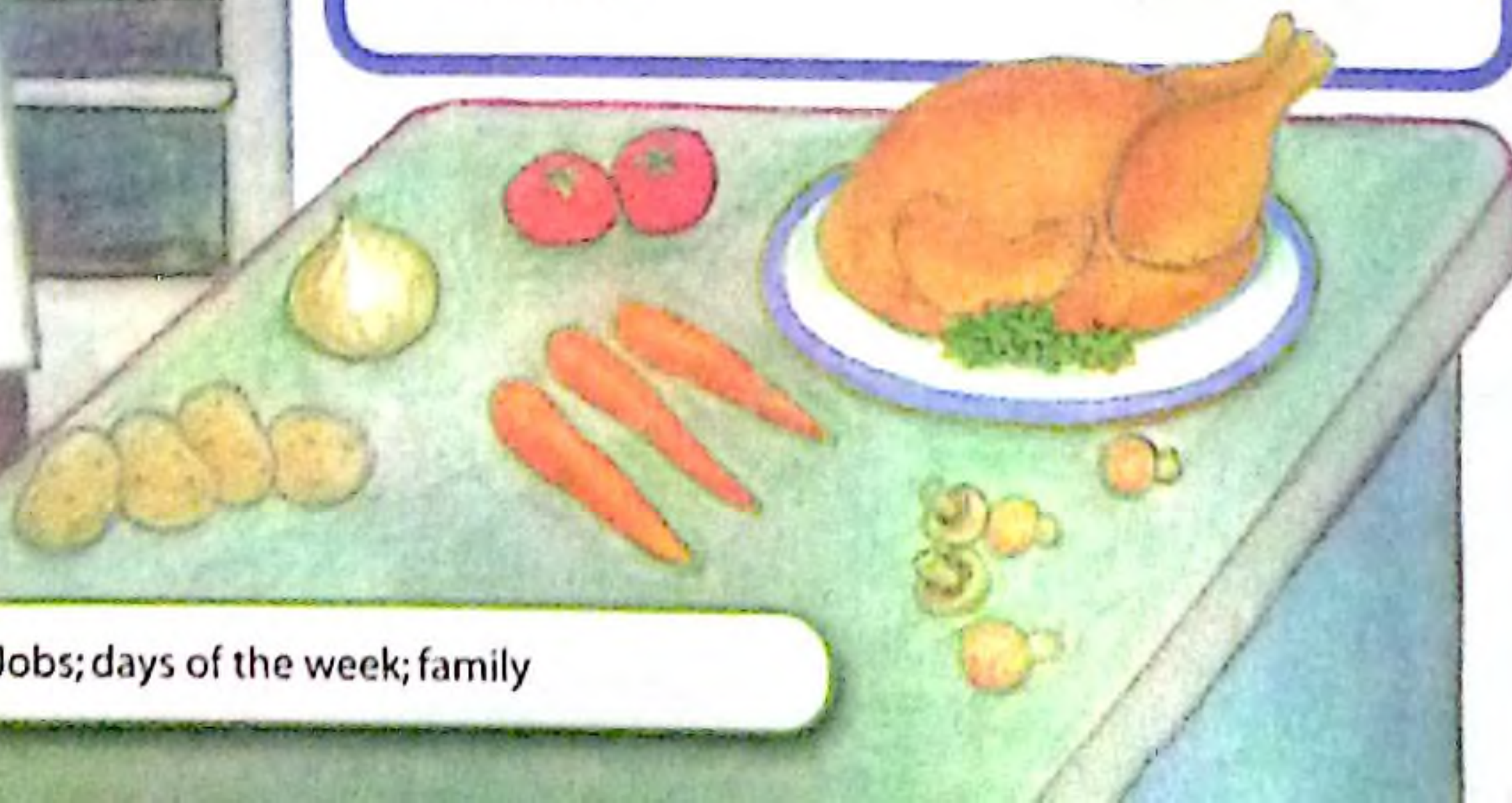
My dad's a chef—he cooks food.  
He's busy!

My mom's a nurse—she gives shots.  
She's busy!

My brother makes toy robots.  
He's busy!

My sister studies hard in school.  
She's busy!

*(Chorus)*



**Listen. Read and say.**



A chef works in a restaurant.



A nurse works in a hospital.



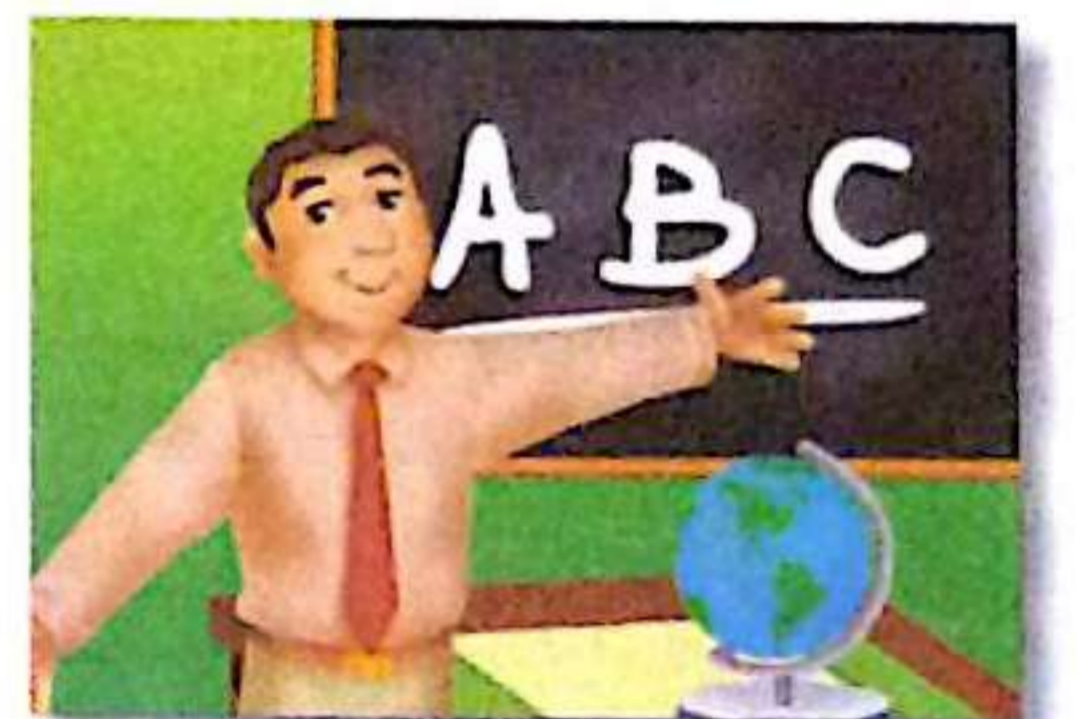
A factory worker works in a factory.



A shopkeeper works in a shop.

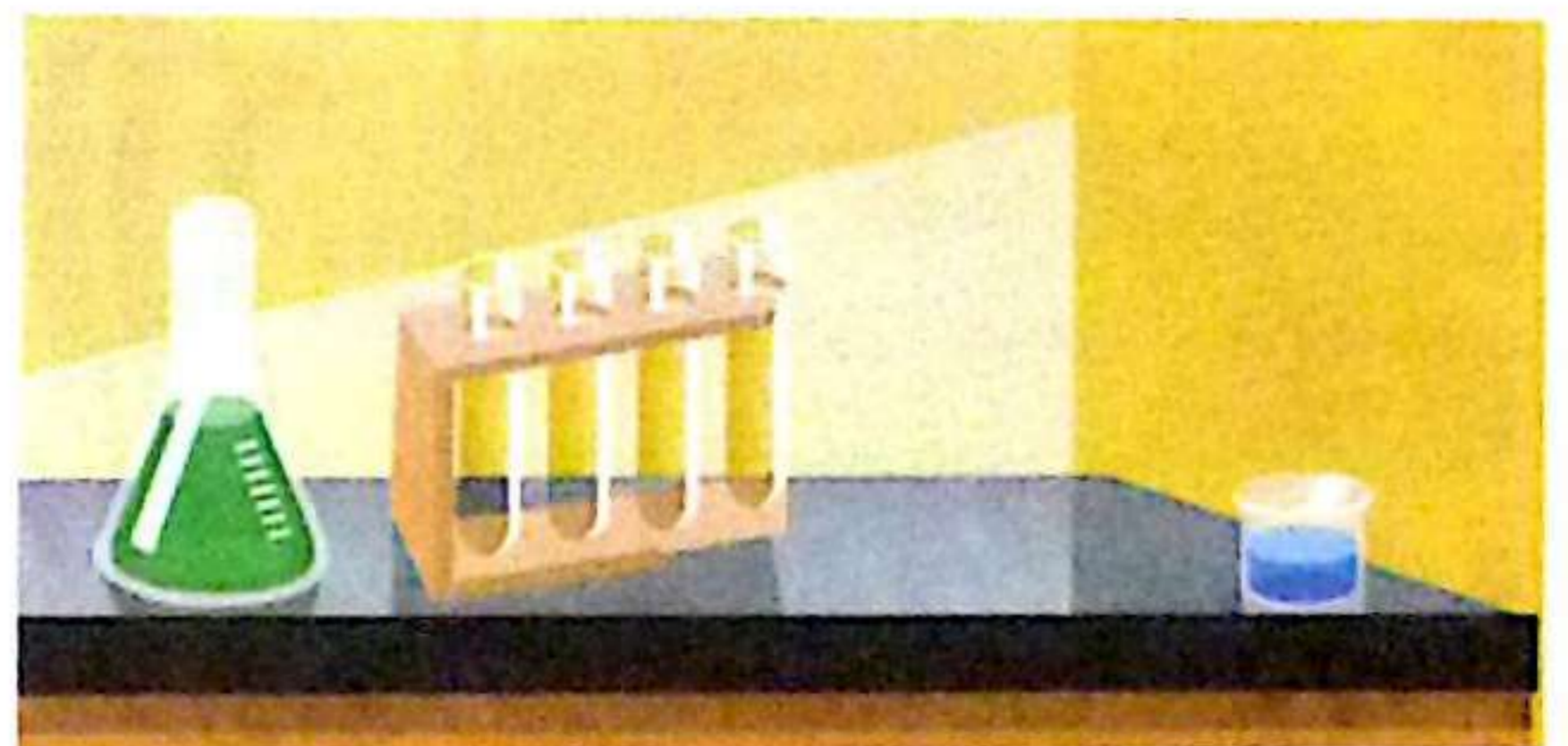
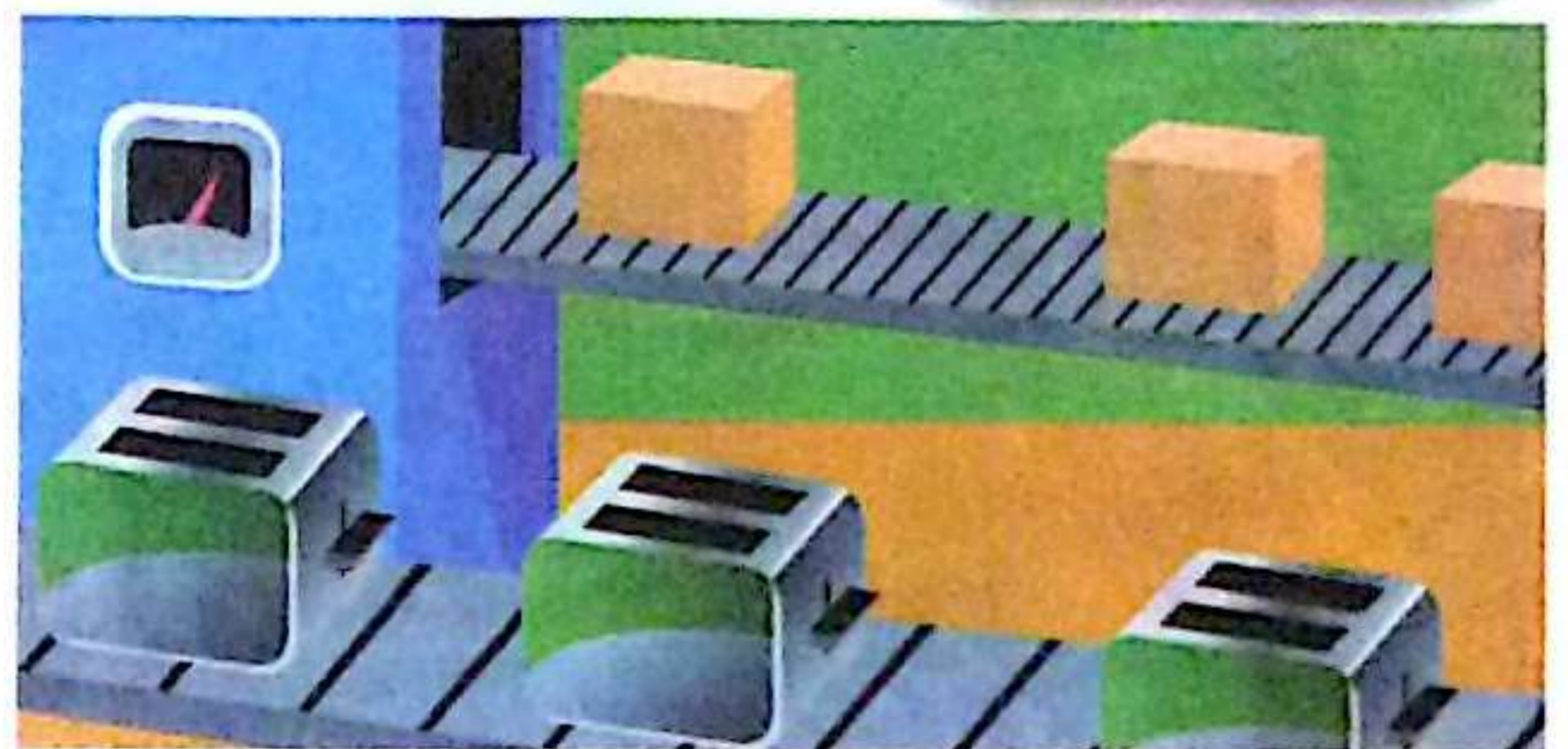


A scientist works in a lab.



A teacher works in a school.

**3** Stick and say.





## Listen. Look and read.

1. A ballet dancer dances.



2. A soccer player plays soccer.

4. A musician makes music.



3. A firefighter puts out fires.





5. A scientist does experiments.



8. An actor acts in movies and plays.



6. A doctor helps people get well.



**Point. Ask and answer.**

What does a ballet dancer do?



A ballet dancer dances.



**Ask and answer.**

What do you want to be?

I want to be an actor!



7. A pilot flies a plane.

Question formation; simple present; want + infinitive

## Grammar

What does a chef do? A chef **cooks** food.

### 7 Write.

1. A dancer dances in a theater.
2. A \_\_\_\_\_ works in a school.
3. An \_\_\_\_\_ acts in movies and plays.
4. A \_\_\_\_\_ cooks food.
5. A \_\_\_\_\_ works in a factory.
6. A \_\_\_\_\_ plays soccer.



### 8 Write.

1. A doctor \_\_\_\_\_ people get well.
2. A musician \_\_\_\_\_ music.
3. A pilot \_\_\_\_\_ a plane.
4. A scientist \_\_\_\_\_ experiments.
5. A firefighter \_\_\_\_\_ fires.
6. A shopkeeper \_\_\_\_\_ in a shop.

does  
flies  
helps  
makes  
puts out  
works



**9 Read and write.**

My name is Lucy. I have a big family. My father works in his fruit and vegetable shop every day. My mother works in a restaurant. My big sister works at the hospital. My big brother works in a school. I want to fly a plane when I grow up!

1. Lucy's father is a \_\_\_\_\_.
2. Lucy's mother is a \_\_\_\_\_.
3. Lucy's big sister is a \_\_\_\_\_.
4. Lucy's big brother is a \_\_\_\_\_.
5. Lucy wants to be a \_\_\_\_\_.

chef  
nurse  
pilot  
shopkeeper  
teacher

She's a housewife.  
She works at home.

What does your  
mother do?



**10 Ask five friends.  
Tell the class.**

	Father	Mother
Angela	factory worker	housewife
1.		
2.		
3.		
4.		
5.		



**11 Listen and write the number. Then write about the people.**

1. Olivia is a pilot
2. Sonia \_\_\_\_\_
3. Mark \_\_\_\_\_
4. David \_\_\_\_\_
5. Laura \_\_\_\_\_



**12 Listen. Read and chant.**

## When I Grow Up

When I grow up, when I grow up,  
I want to fly a plane.  
I want to be a pilot, just like my mom.

When I grow up, when I grow up,  
I want to work in a school.  
I want to be a teacher, just like my dad.

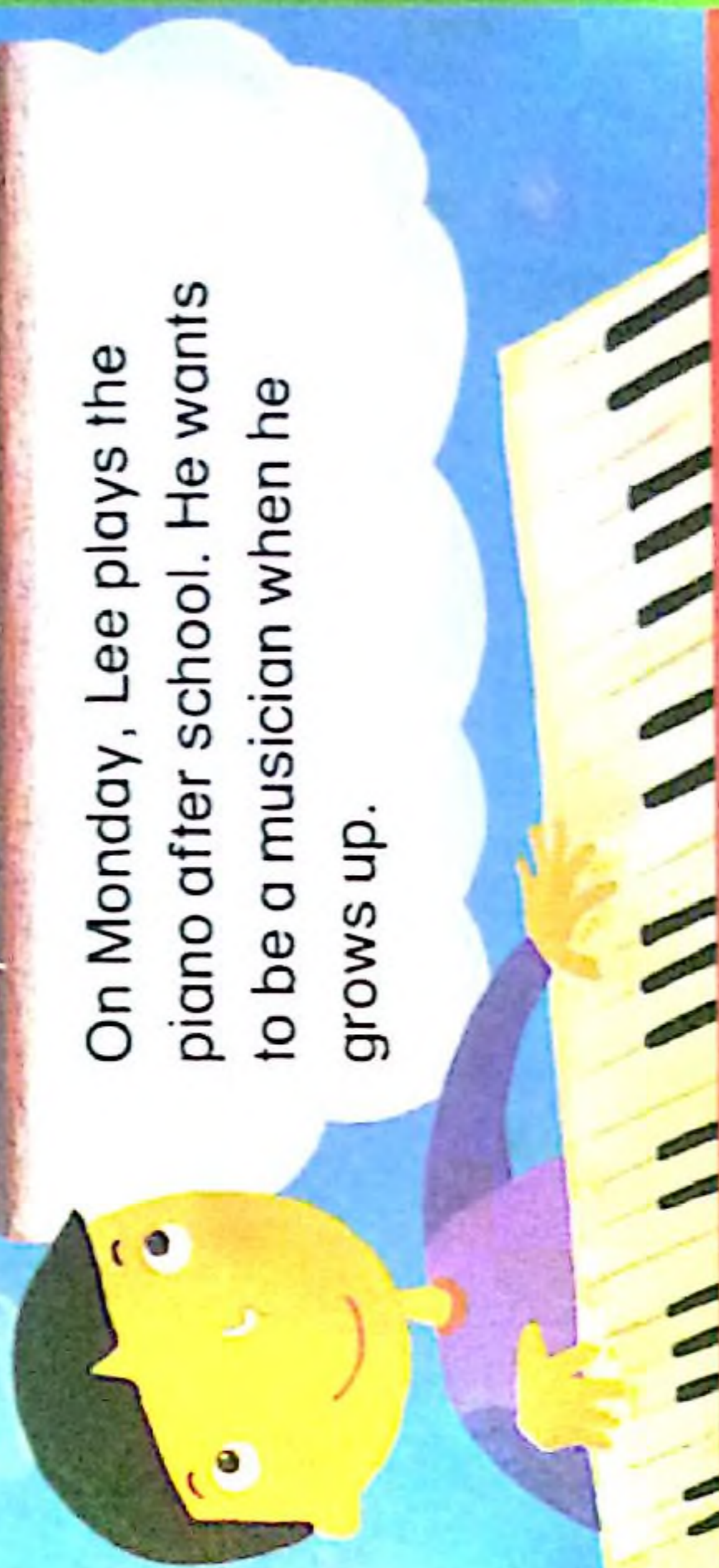
When I grow up, when I grow up,  
I want to cook good food.  
I want to be a chef, just like my aunt.



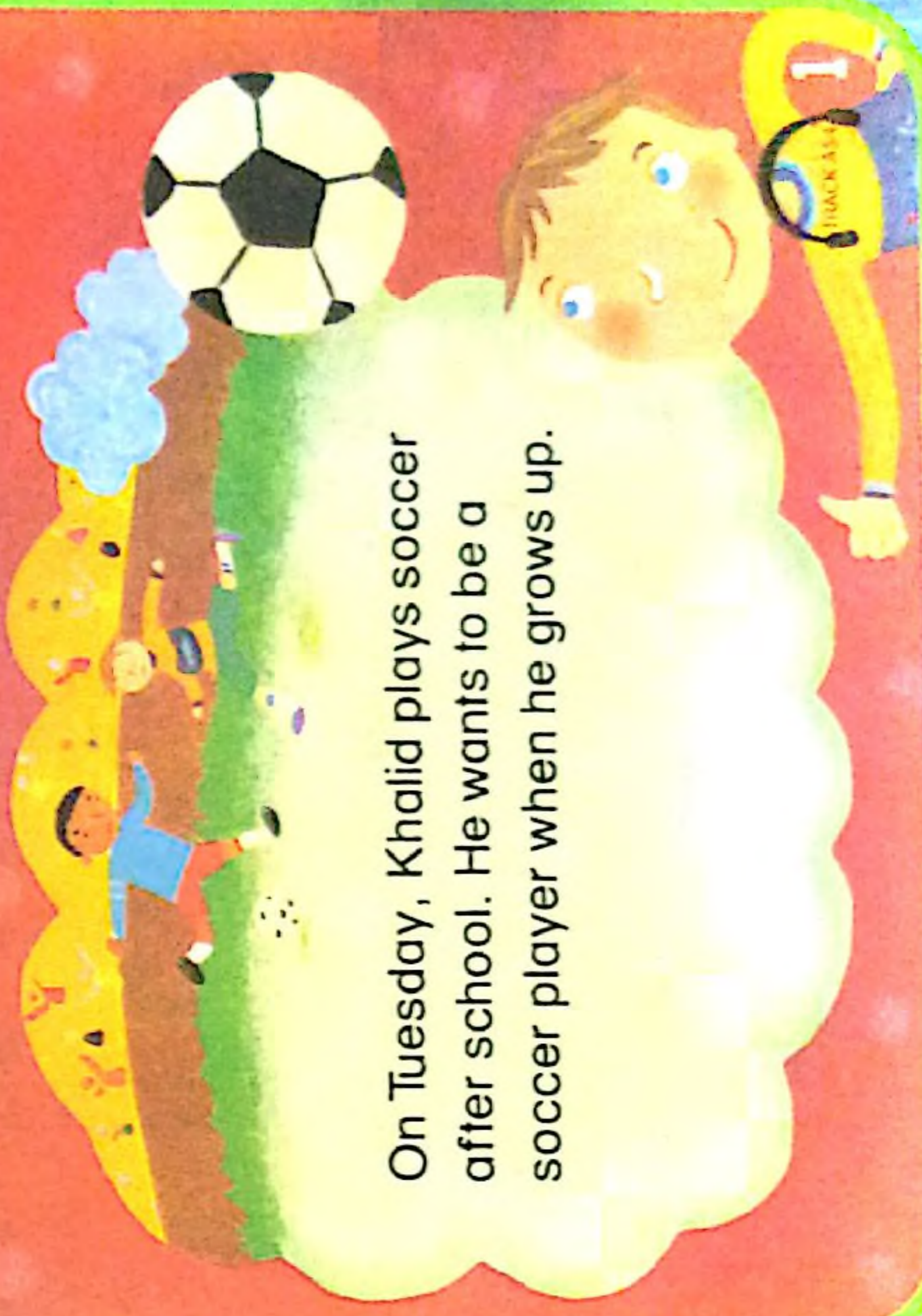
# Busy Friends

by Mario Herrera

On Monday, Lee plays the piano after school. He wants to be a musician when he grows up.



On Tuesday, Khalid plays soccer after school. He wants to be a soccer player when he grows up.



On Sunday, Lee, Khalid, José, Yoko, Linda, and Pat come to my house and have lunch with me. I want to be a chef when I grow up!





On Wednesday, José paints pictures after school. He wants to be an artist when he grows up.



On Thursday, Yoko goes to the movies after school. She wants to be an actor when she grows up.



On Friday, Linda takes pictures after school. She wants to be a photographer when she grows up.



On Saturday, Pat takes dancing lessons. She wants to be a ballet dancer when she grows up.



# Busy Puppets

Cut out the finger puppets on page 133.  
Have a puppet show.



# Set Goals

Look and read. Role-play.



Set a goal for the future.



Practice and prepare.

What are your goals for the future? Talk and write.

---

---

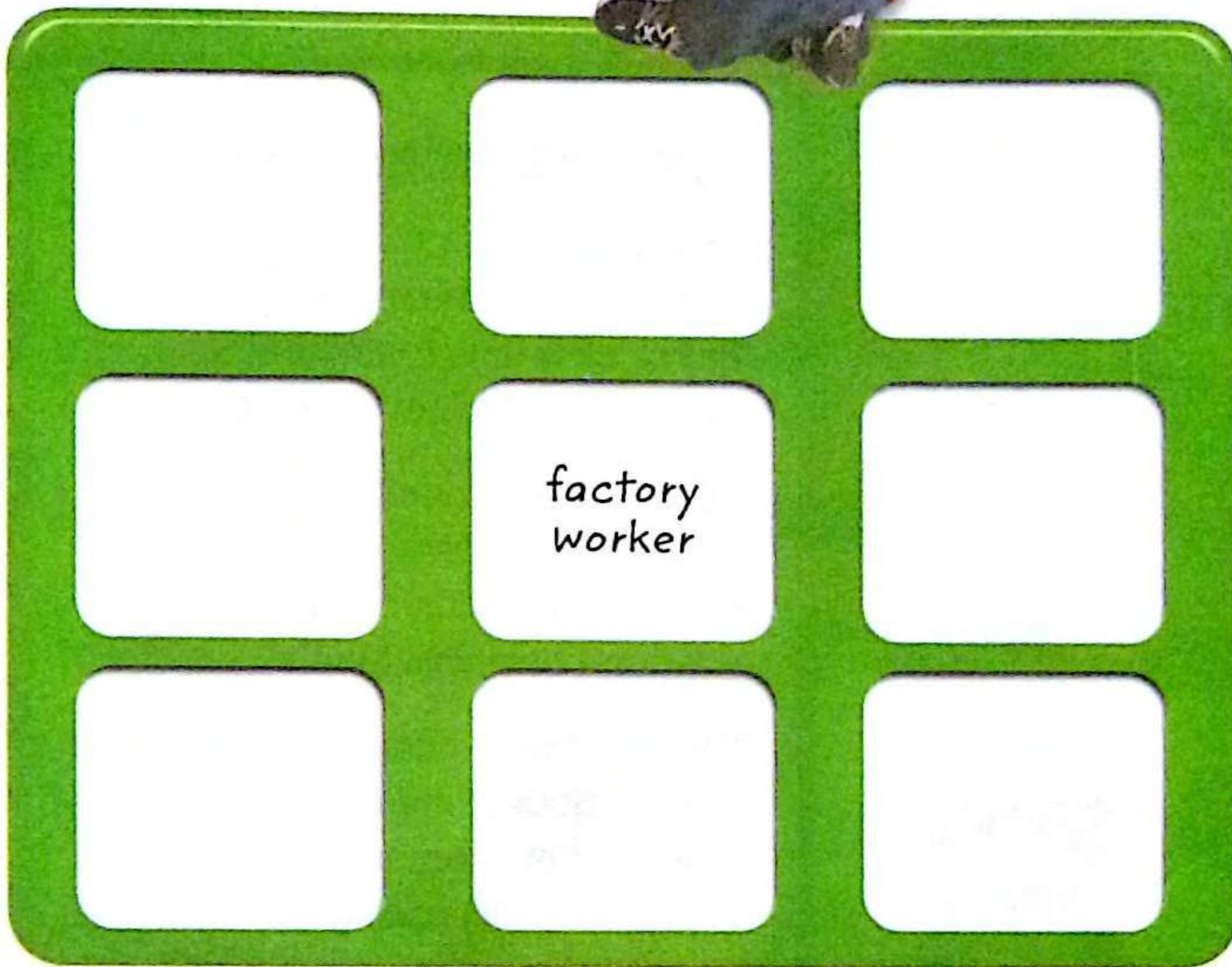
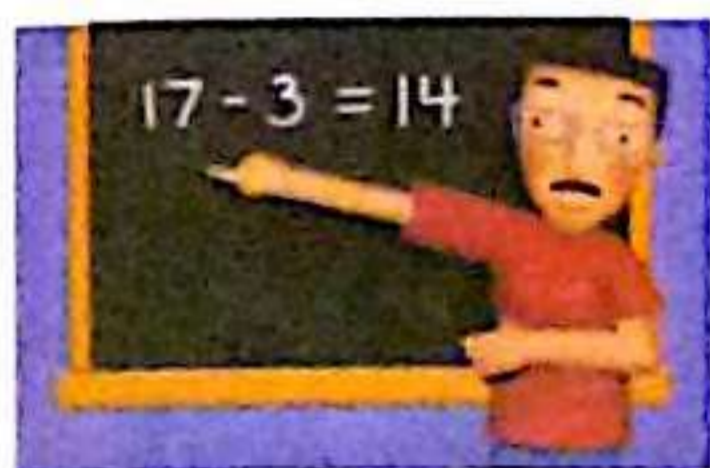
---

# Know It? Show It!

Write the words. Then play bingo with your classmates.

I want to get three in a row!

Review



Make a poster.

She's a doctor. She helps people get well.



Unit 5  
I can do it!

Performance assessment  
See Assessment Package pp. 55-57, 64, 73, 78-79.

Unit 5

# 6 Every Day



**1 Read. Listen and sing.**



## From Morning to Night

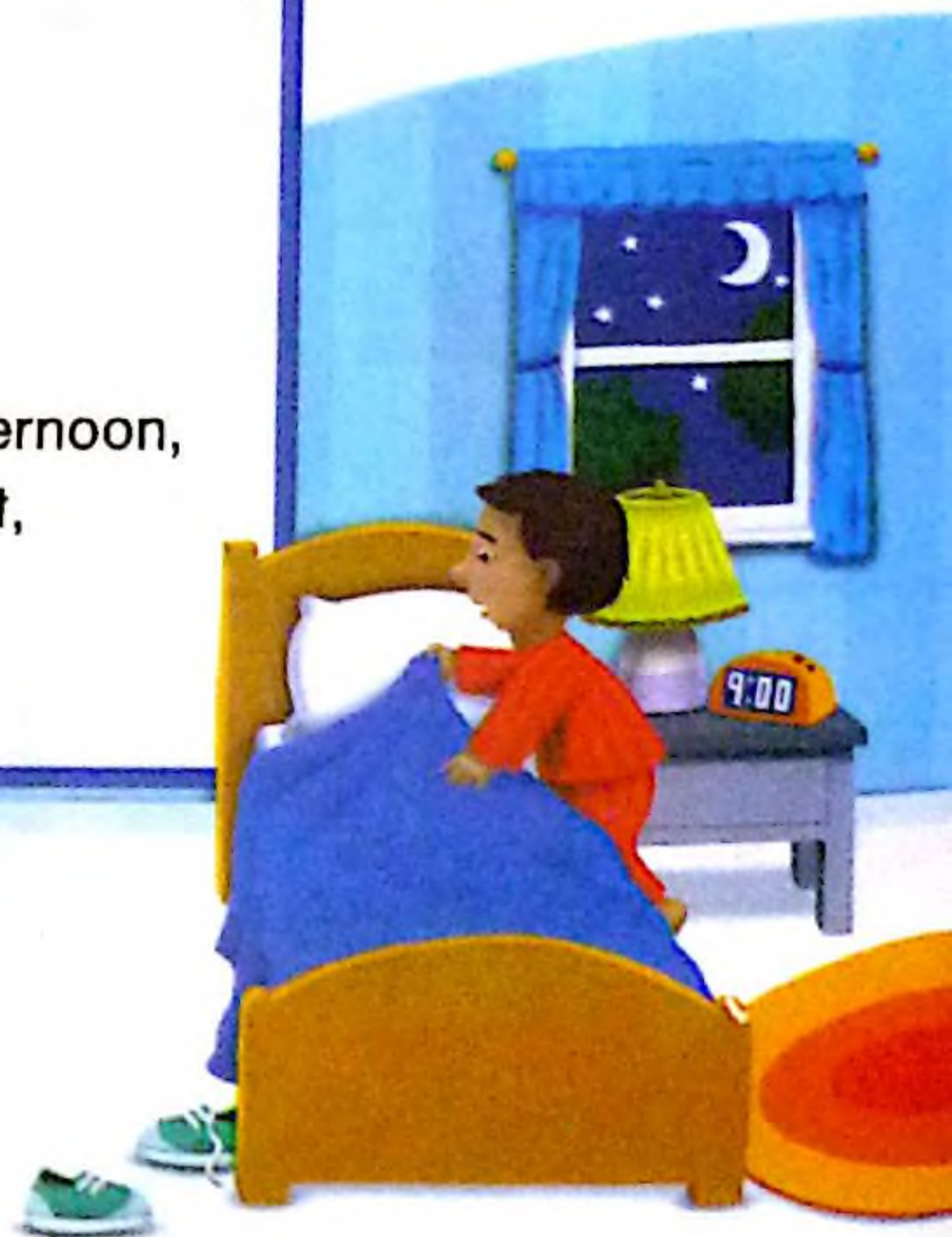
Tick tock, it's 8 o'clock,  
8 o'clock in the morning.  
8 o'clock is time for school.  
Hear the bell? That's my warning!

Now it's one o'clock, time for lunch,  
one in the afternoon.  
I know that it's lunchtime  
when I hear this tune.

It's six o'clock, homework time,  
six o'clock in the evening.  
Now I get my homework done.  
I really like my reading.

Tick tock, it's nine o'clock.  
It's nine o'clock at night—  
time to go to bed,  
time to turn out the light.

From the morning to the afternoon,  
in the evening and at night,  
I do all the things I do  
when the time is right.



TRACK ASK  
**2**

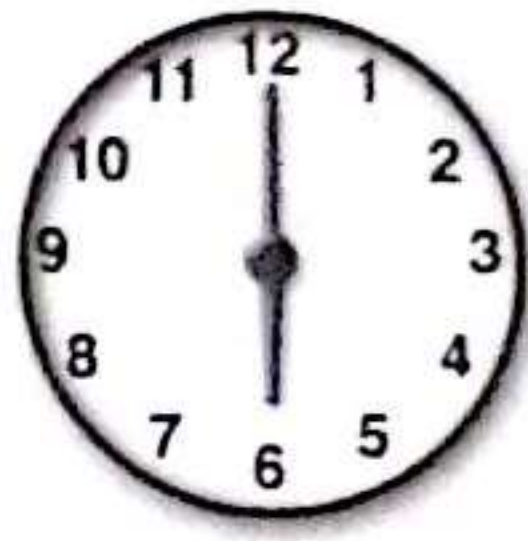
**Listen. Point and say.**



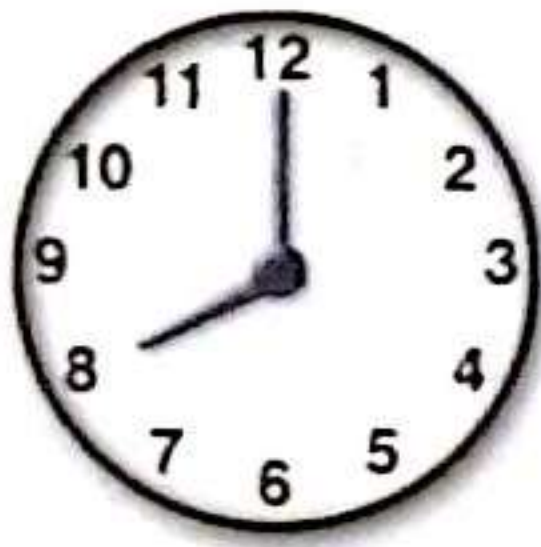
It's one o'clock.  
It's two o'clock.



It's three o'clock.  
It's four o'clock.



It's five o'clock.  
It's six o'clock.



It's seven o'clock.  
It's eight o'clock.



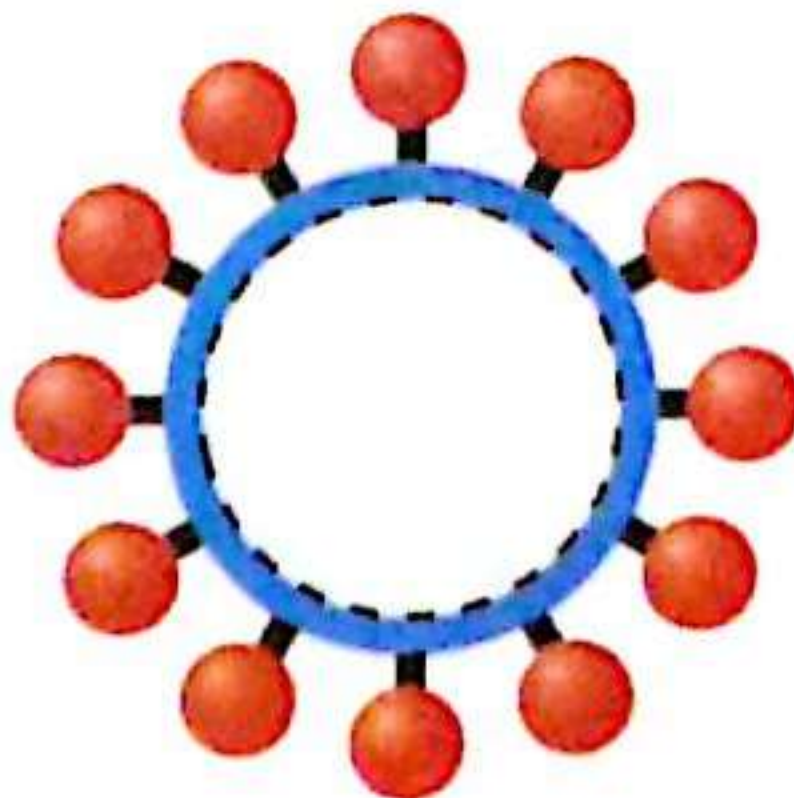
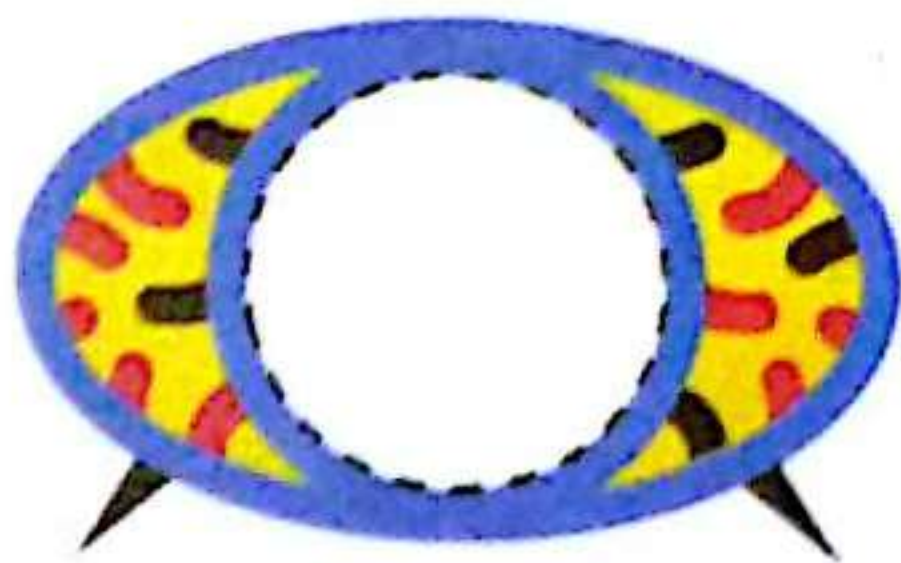
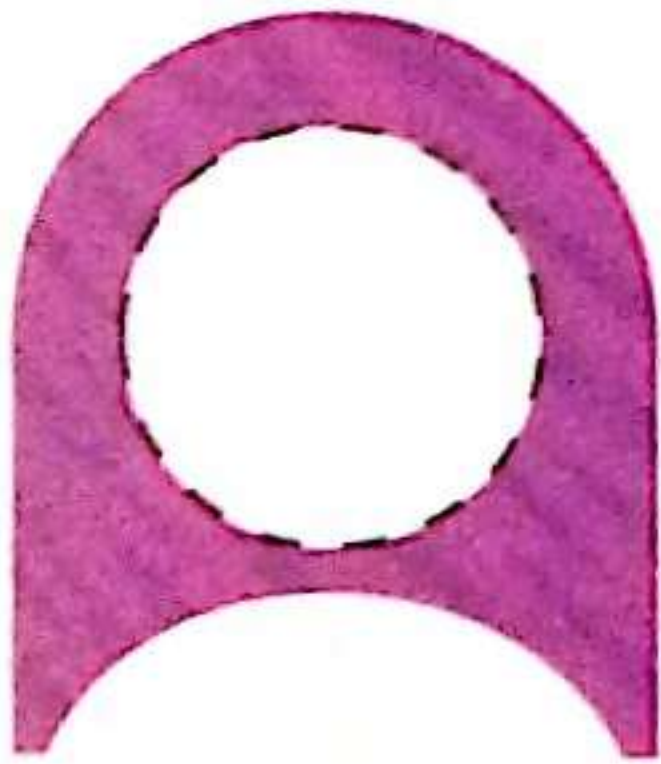
It's nine o'clock.  
It's ten o'clock.



It's eleven o'clock.  
It's twelve o'clock.

**3**

**Stick and say.**





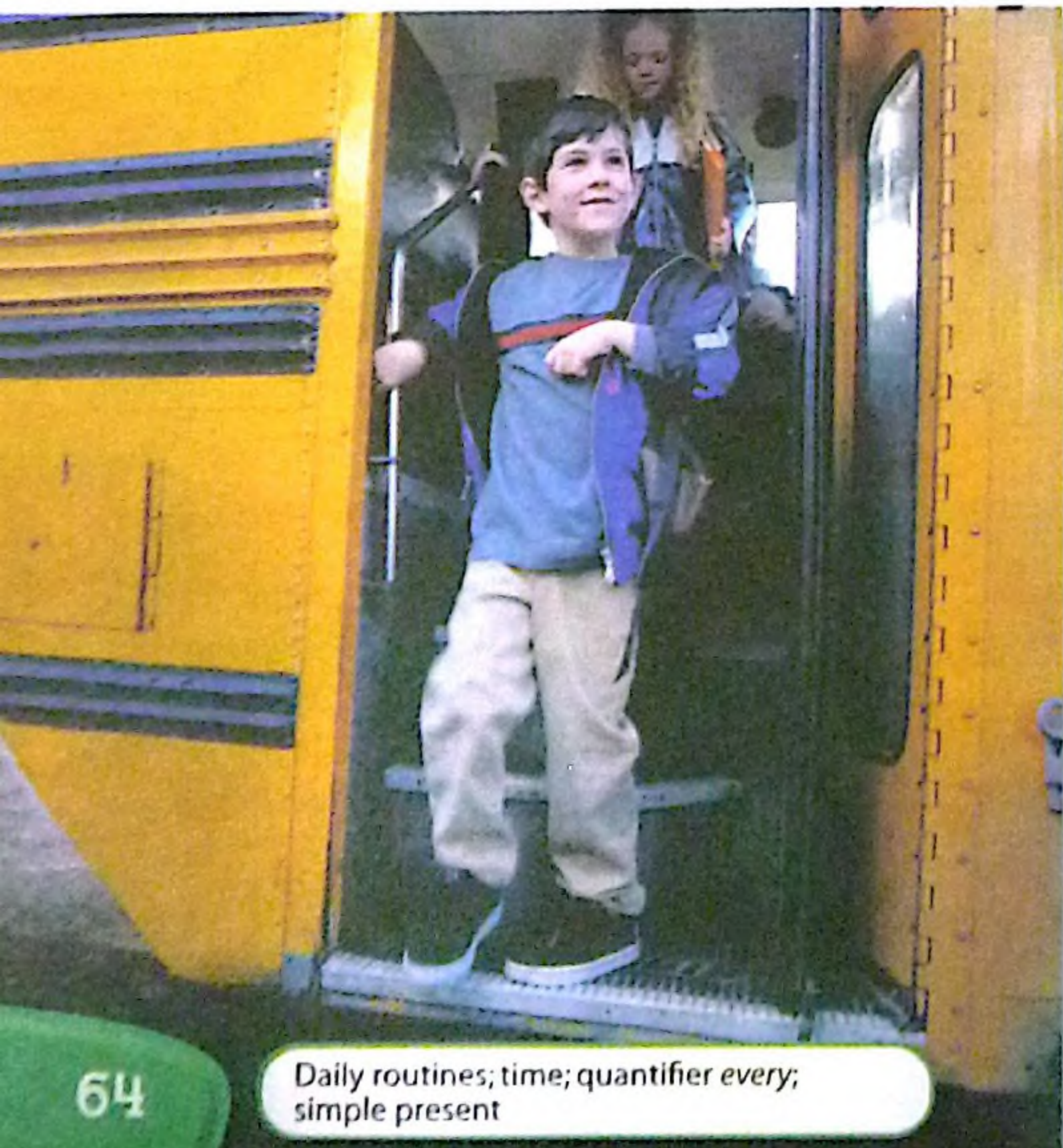
## Listen. Look and read.



1. She gets up at 6:00 every day.



2. She gets dressed at 7:00 every day.



3. He goes to school every weekday.

Daily routines; time; quantifier *every*;  
simple present



4. He feeds the bird at 8:00 every morning.



7. He goes to bed at 9:00 every night.



5. She plays with friends every afternoon.



6. She eats dinner at 6:00 every evening.



**5 Point. Ask and answer.**



**6 Ask and answer.**



Question formation; simple present; daily routines; quantifier every

## Grammar

When does 

he
she

 get up?

He
She

 gets up at 6:00 every day.

### 7 Write.



1



2



3



4



5



6

1. She \_\_\_\_\_ at 7:00.
2. He \_\_\_\_\_ dinner at 8:00.
3. She \_\_\_\_\_ the cat at night.
4. He \_\_\_\_\_ in his school clothes in the morning.
5. She \_\_\_\_\_ games with her friends at 4:00.
6. She \_\_\_\_\_ to bed at 9:00.

eats  
feeds  
gets dressed  
gets up  
goes  
plays

### 8 Write about you. What do you do every day?

**9 Read and check.**

Cindy and Sam are busy every day. Sam gets up at 6:00 in the morning. Cindy gets up at 7:00. Sam and Cindy eat breakfast at the same time. Sam goes to school at 8:00 and Cindy goes to school at 9:00. They do homework in the afternoon. Then Sam rides his bike, and Cindy reads a book. They eat dinner at 8:00 and go to bed at 9:00.



	Sam	Cindy
1. get up at 7:00 in the morning		✓
2. go to school at 9:00		
3. do homework in the afternoon		
4. ride a bike in the afternoon		
5. eat dinner at 8:00		




**10 Ask three friends. Tell the class.**

When do you get up?



I get up at 6:00.

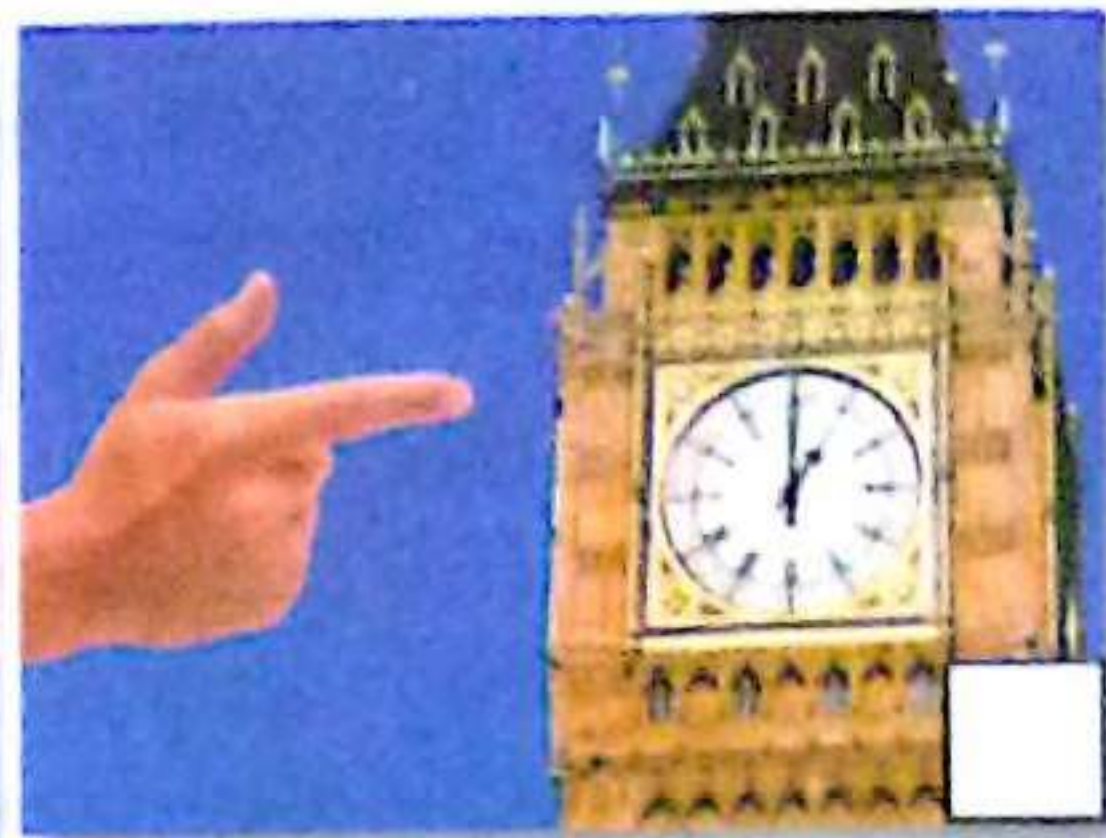
**Daily Routines**

				
Emily	6:00	7:00	in the afternoon	9:00
1.				
2.				
3.				

Daily routines; questions with *when*; time; simple present



**11 Listen. Write the number.**



**12 Listen. Read and chant.**

# Hurry, Hurry!

Oh, no! It's really late!  
Wash your face and get your clothes!  
Hurry, hurry! Time for school!

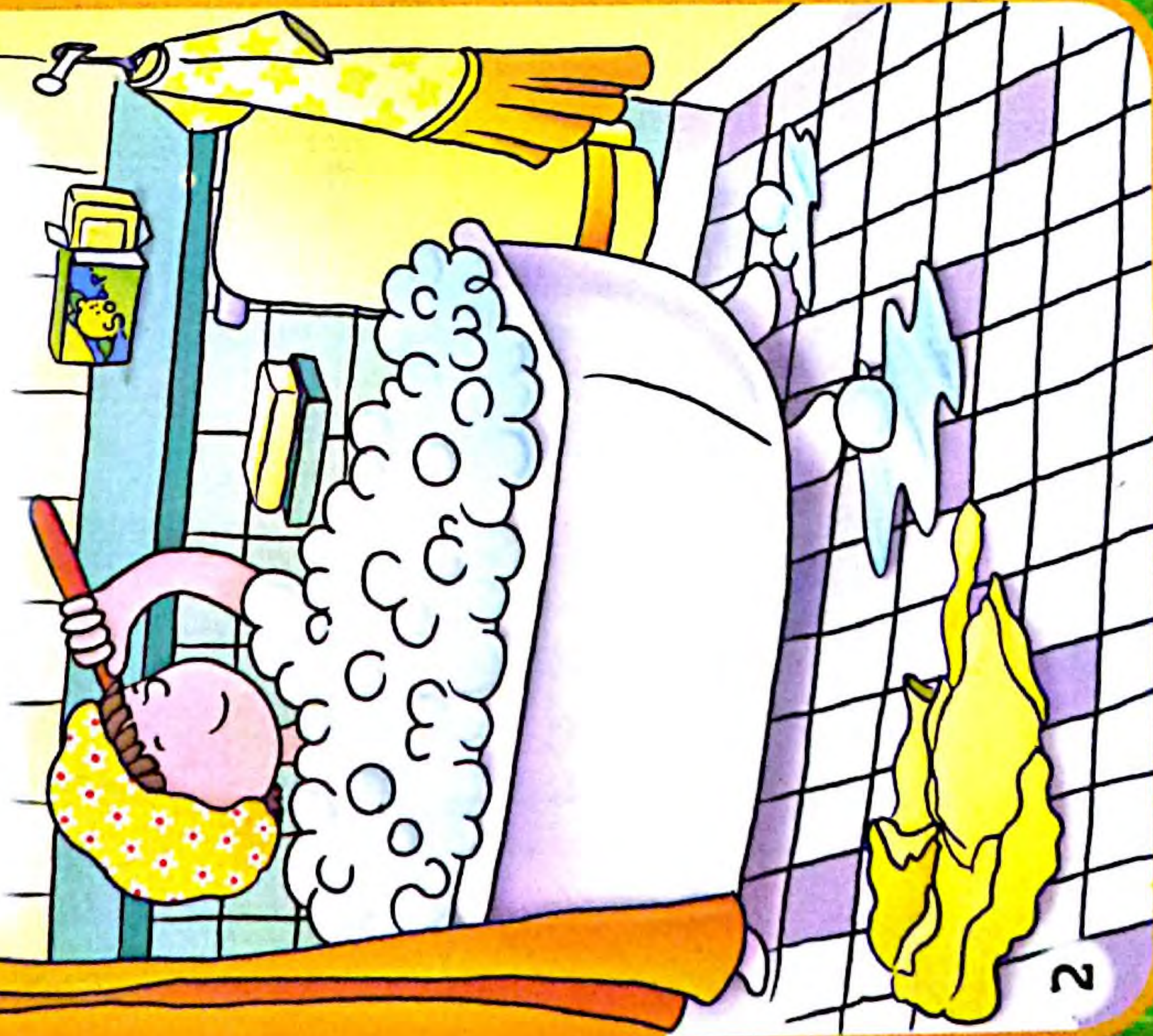
Oh, no! It's really late!  
Eat your breakfast and brush your teeth!  
Hurry, hurry! Time for school!

Oh, no! It's really late!  
Get your books and get your backpack!  
Hurry, hurry! Time for school!

No, Mom. It isn't late!  
Look at the calendar on the wall!  
It's Sunday—no school at all!



It's 7:15 in the morning.  
Penny takes a nice long bath with her favorite yellow soap.  
Her yellow soap smells like lemons.  
After her bath, she uses her favorite yellow towel.



2



It's 7:30 in the morning.  
Penny gets dressed in her favorite yellow dress.  
Then she combs her hair with her favorite yellow comb.  
Then she ties her favorite yellow ribbon in her hair.

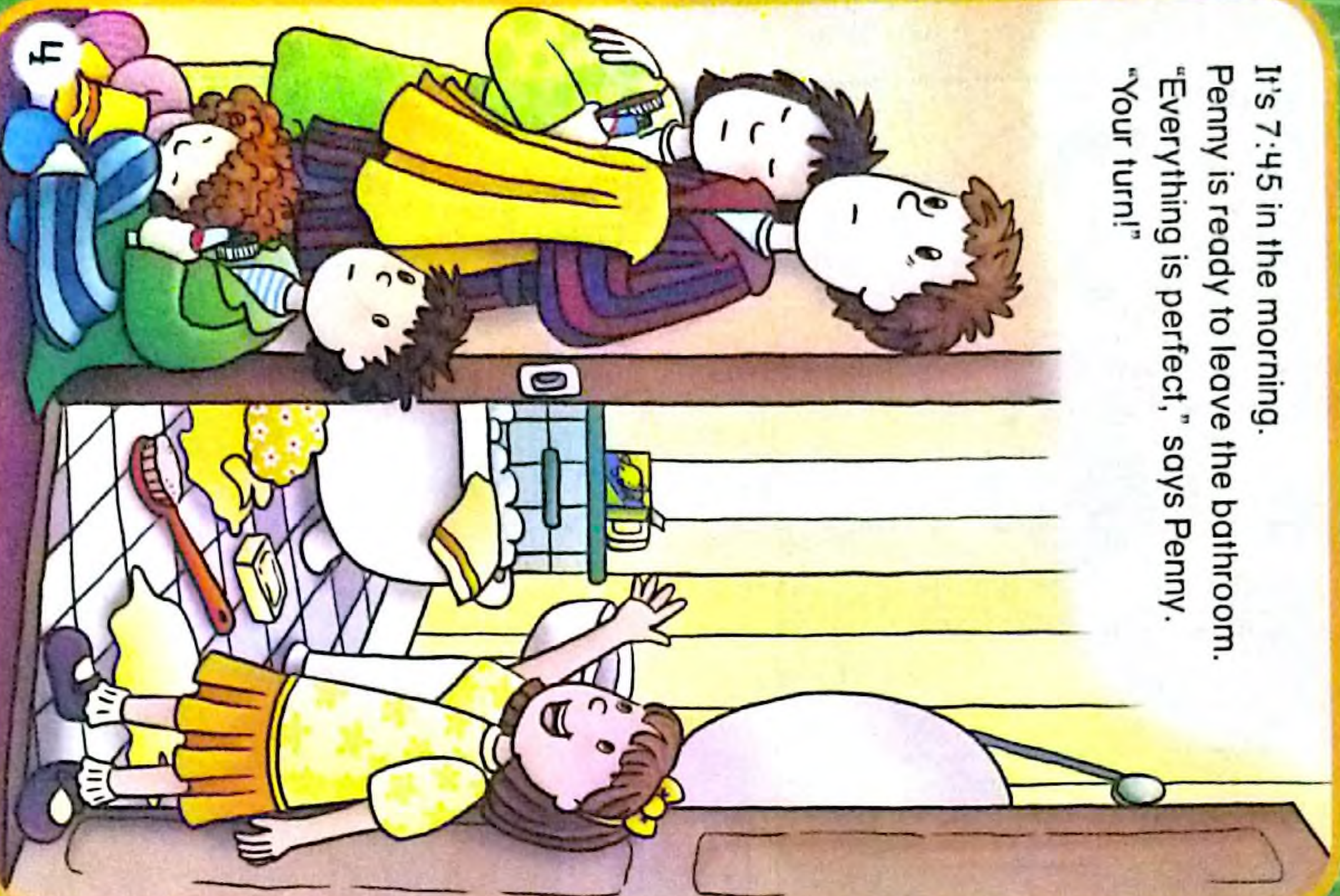
3

It's 7:45 in the morning.

Penny is ready to leave the bathroom.

"Everything is perfect," says Penny.

"Your turn!"



Copyright © by Pearson Education, Inc. All rights reserved.

# Perfect Penny

by Diane Pinkley



It's 7:00 in the morning.

Penny is in the bathroom.

First, she covers her hair.

Then she brushes her teeth with her

favorite yellow toothbrush.

# Make a Clock

Cut out the pictures on page 135.  
Tell what you do every Saturday.

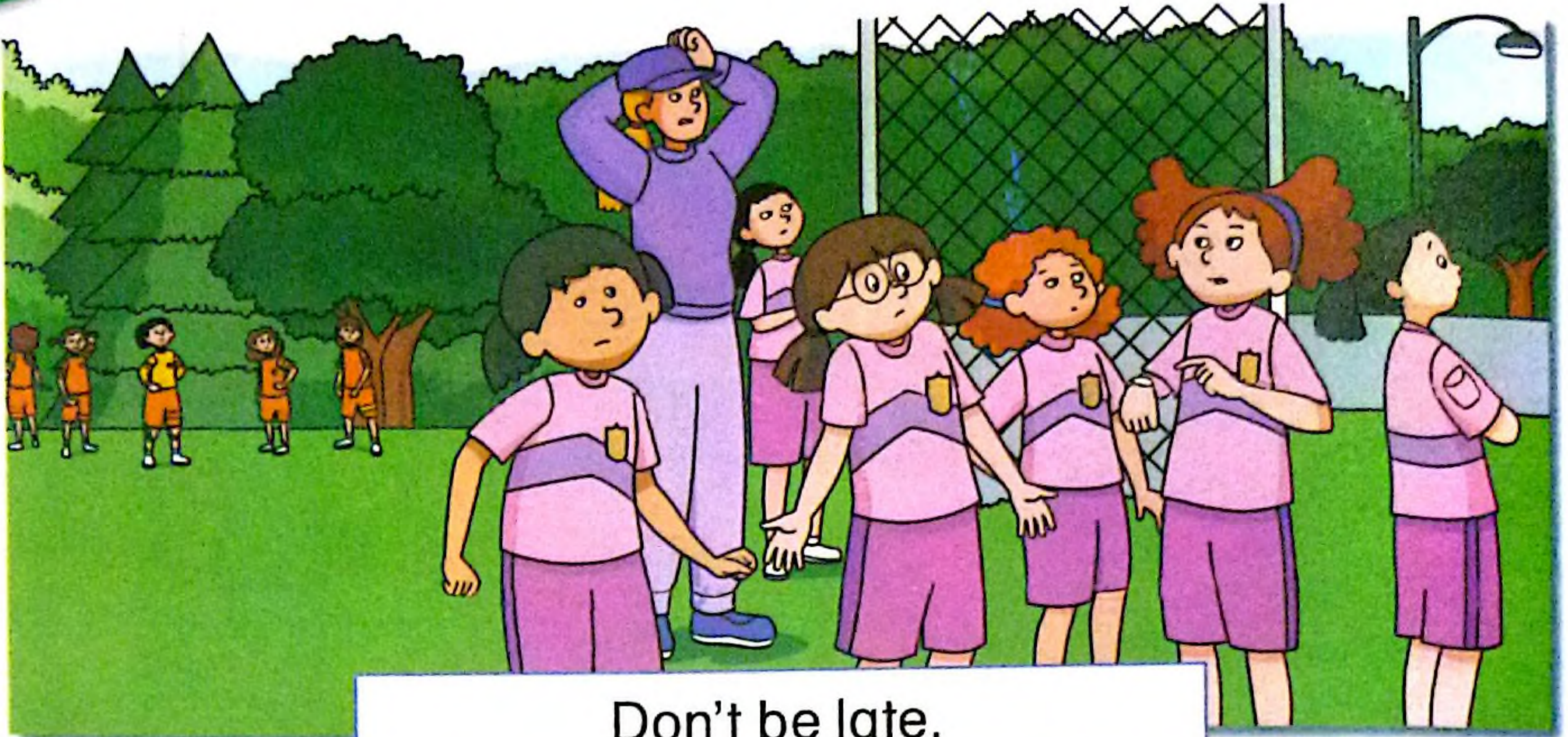


Here are some things I do every Saturday.  
I play soccer at 4:00.



# Be on Time

Look and read. Role-play.



Are you always on time? Talk and write.

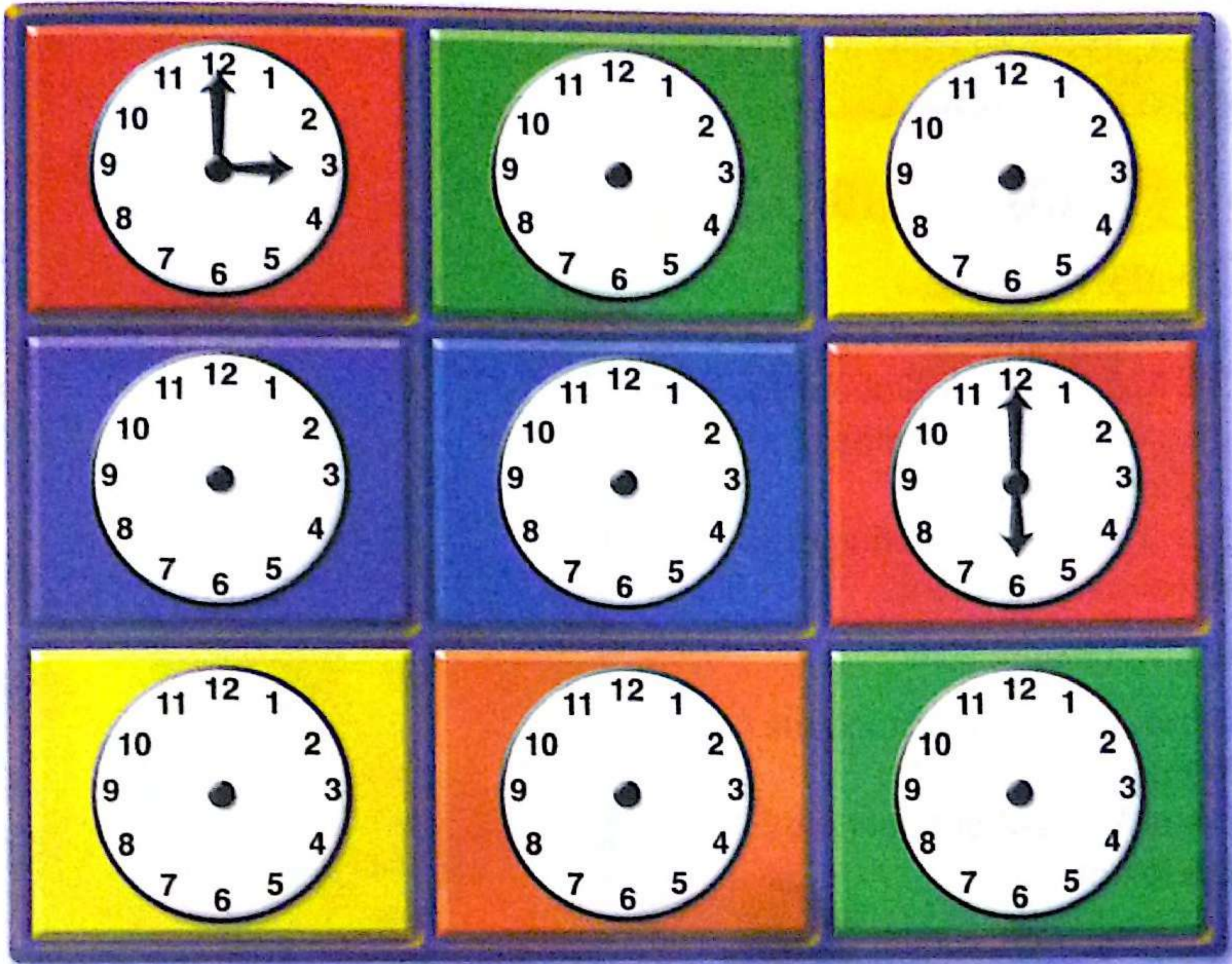
---

---

---

# Know It? Show It!

Draw times on the clocks. Listen to the time.  
Make an X.



Take something  
from the grab bag.  
Tell what you do.



I take a bath  
every day.



Performance assessment  
See Assessment Package pp. 55-57, 65, 74, 78-79,  
82-83.

# 7

# Favorite Foods



Read. Listen and sing.

## Yum, Yum!

Yum, yum!

I like orange juice and apple juice.

I like fruit juices. How about you?

I like carrots and tomatoes.

I like vegetables.

I like chicken and hamburgers.

I like all kinds of meat.

Yum, yum! Yum, yum!

I like ice cream and chocolate cake.

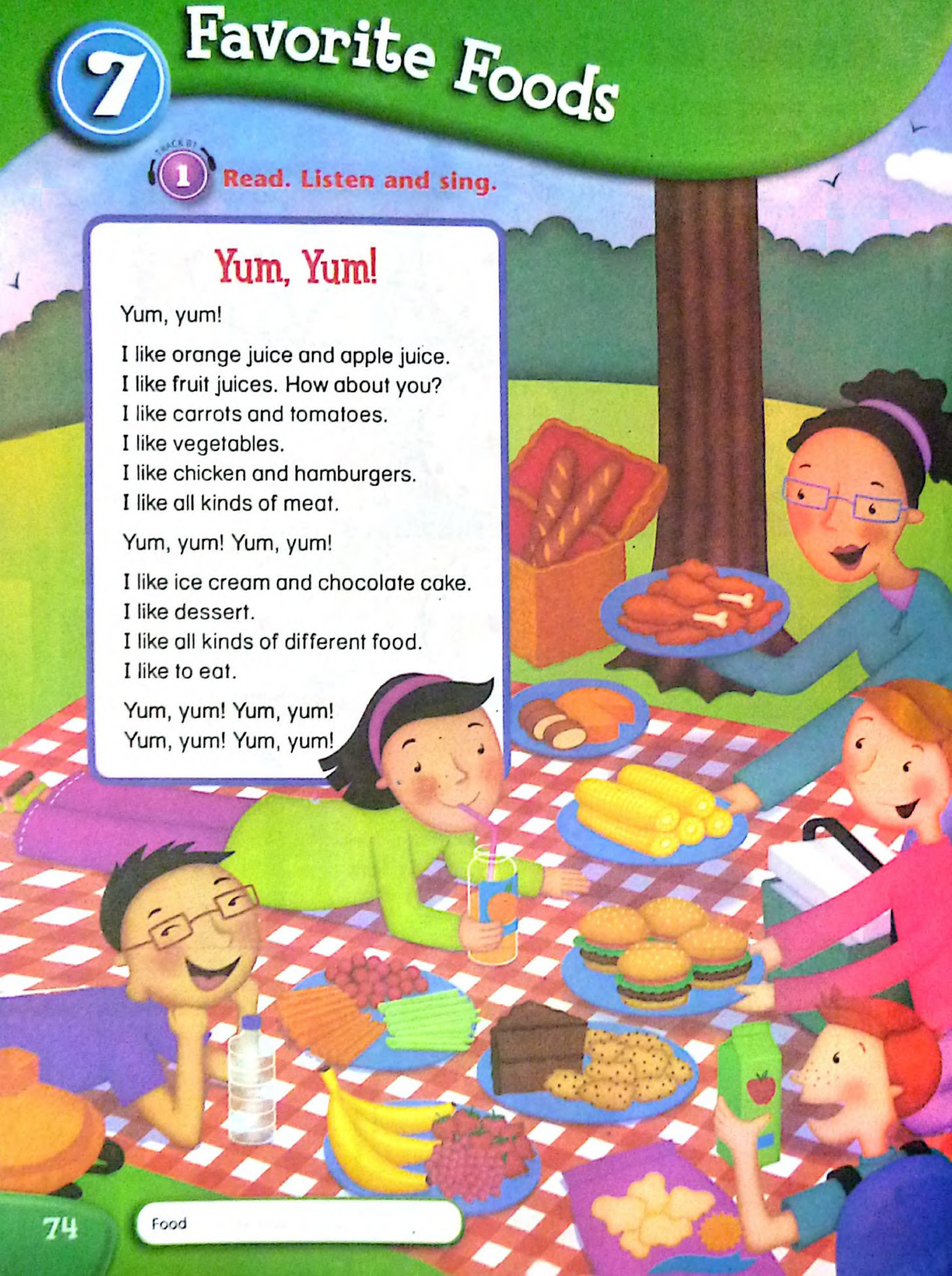
I like dessert.

I like all kinds of different food.

I like to eat.

Yum, yum! Yum, yum!

Yum, yum! Yum, yum!



TRACK B2  
**2**

**Listen. Read and say.**



Keisha has **a** carrot.



Ted has **a** hamburger.



Dan has **an** apple.



Hanako has **an** orange.



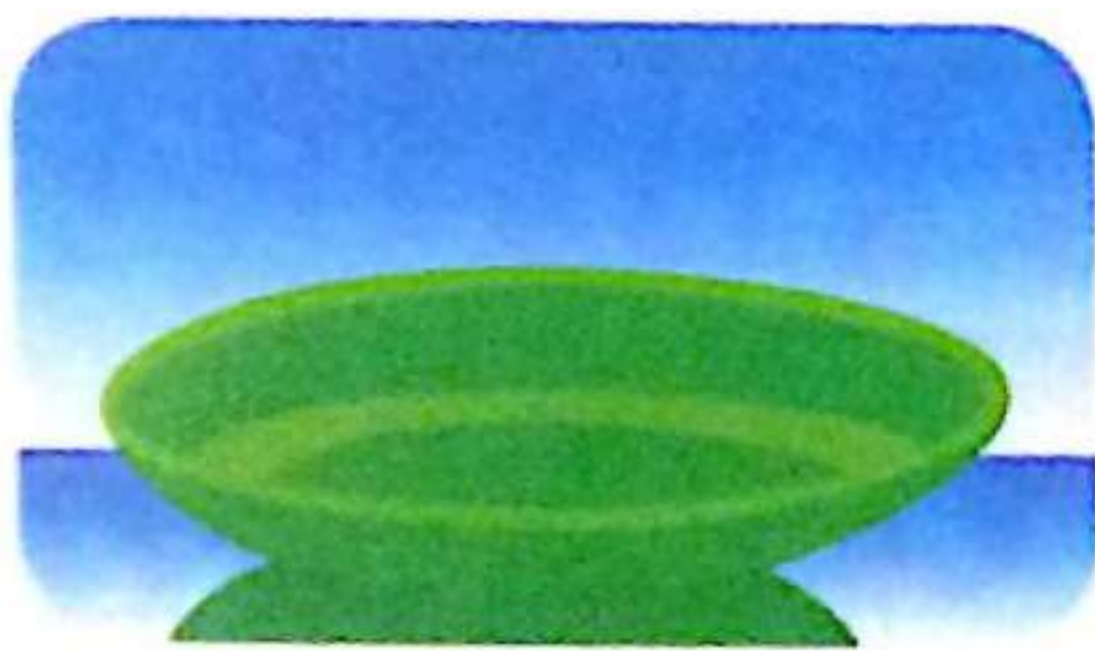
Yong-jin has **some** ice cream.



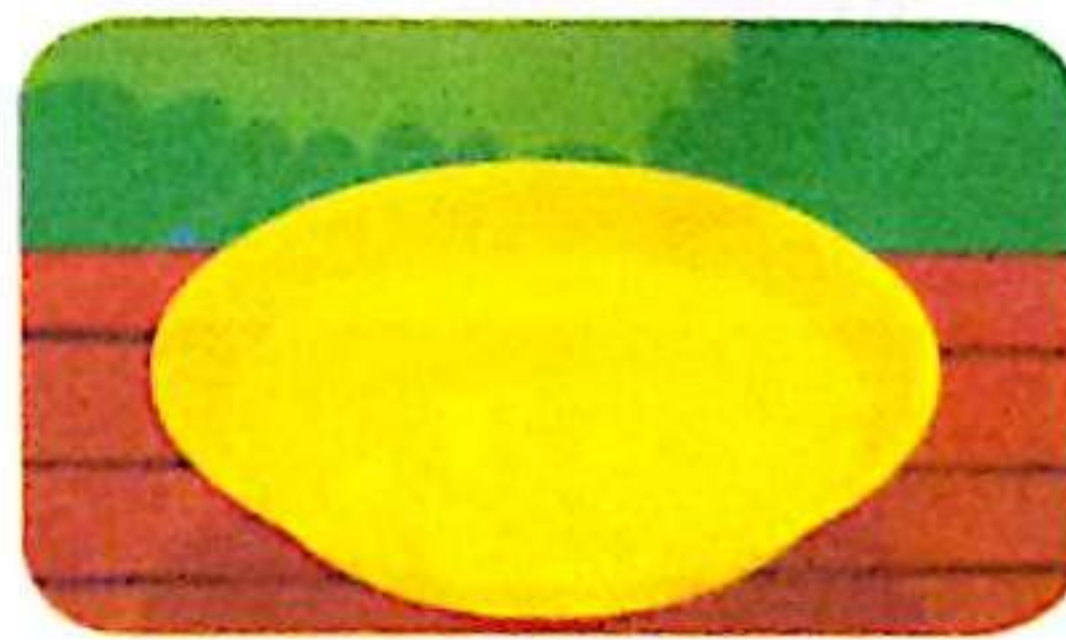
Carmen has **some** chocolate cake.

**3** **Read and stick. Write.**

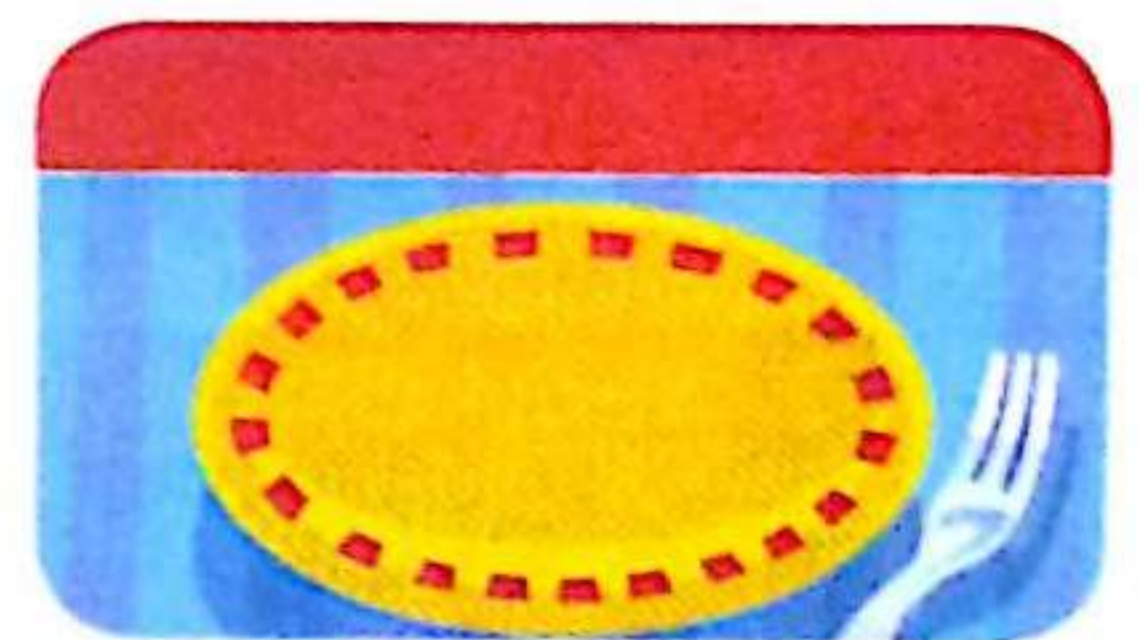
**a     an     some**



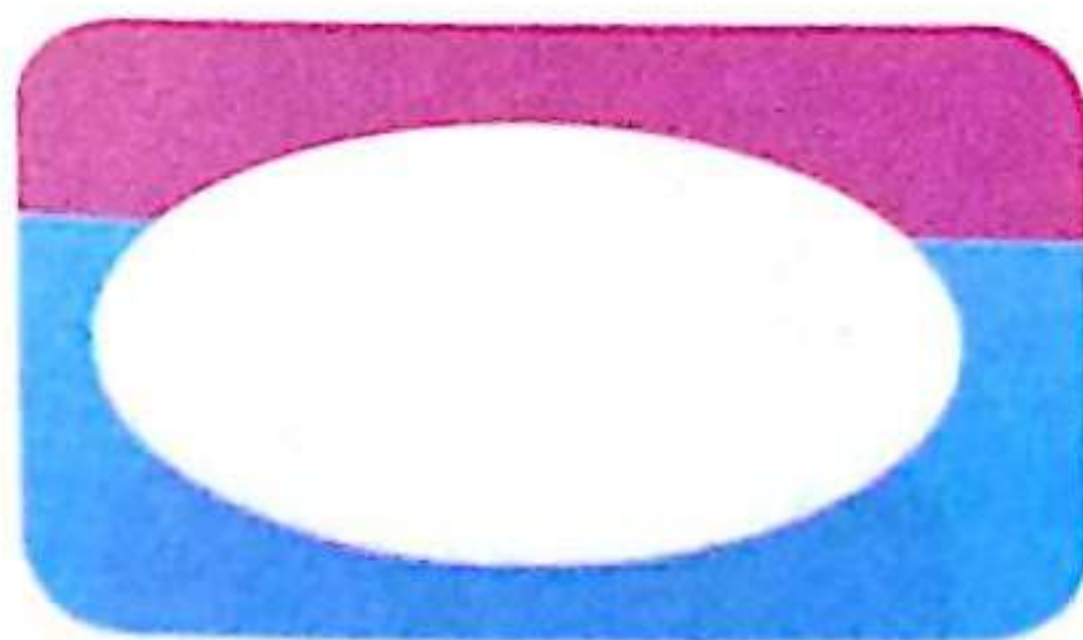
\_\_\_\_\_ orange



\_\_\_\_\_ hamburger



\_\_\_\_\_ cake



\_\_\_\_\_ carrot



\_\_\_\_\_ ice cream



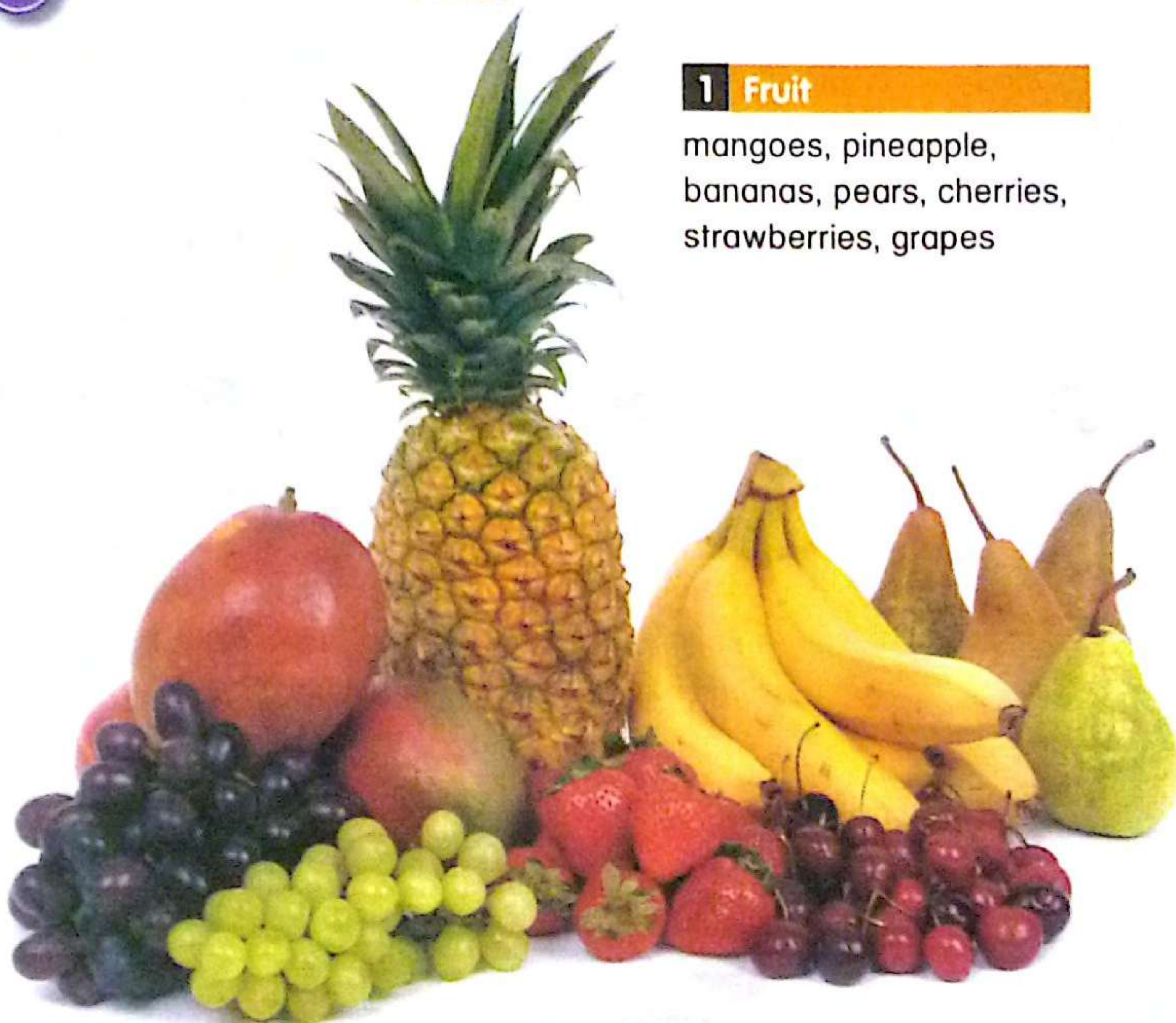
\_\_\_\_\_ apple



## Listen. Look and read.

### 1 Fruit

mangoes, pineapple,  
bananas, pears, cherries,  
strawberries, grapes



### 2 Vegetables



potatoes, cabbage, corn, red peppers,  
peas, mushrooms, onion, green beans

### 3 Snacks



tortilla chips and salsa, sandwich, popcorn, bread and chocolate, nuts, cheese and crackers

### 6 Desserts



ice cream, pie, rice pudding, cookies, flan

### 4 Meat, poultry, fish



steak, chicken, lamb chops, sausage fish, shrimp, ham

### 5 Drinks



water, milk, soda, lemonade, coffee with milk, tea



### 5 Point. Ask and answer.

Do you like fruit?

Yes, I do. I like bananas, pears, and cherries.



### 6 Ask and answer.

What do you want to eat?

I want some cheese and crackers, please.



Question formation; yes/no questions; questions with *do*; verbs *like/want*; food

## Grammar

Do you like fruit?

Yes, I do. I like apples and bananas.  
No, I don't. I like nuts.

### 7 Read and circle.

- |                                  |          |         |            |             |
|----------------------------------|----------|---------|------------|-------------|
| 1. I like <b>drinks</b> .        | flan     | salsa   | <u>tea</u> | <u>milk</u> |
| 2. Patsy likes <b>fruit</b> .    | cheese   | grapes  | oranges    | carrots     |
| 3. Tim likes <b>meat</b> .       | onions   | sausage | nuts       | hamburgers  |
| 4. Vera likes <b>desserts</b> .  | fish     | water   | cake       | cookies     |
| 5. Sally likes <b>snacks</b> .   | chips    | onions  | chicken    | nuts        |
| 6. Ted likes <b>vegetables</b> . | crackers | peppers | pineapple  | corn        |

### 8 Write.

1. Do you like vegetables ?

Yes, I do. I like  and .

2. Do you like \_\_\_\_\_ ?

Yes, I do. I like  and .

3. Do you like \_\_\_\_\_ ?

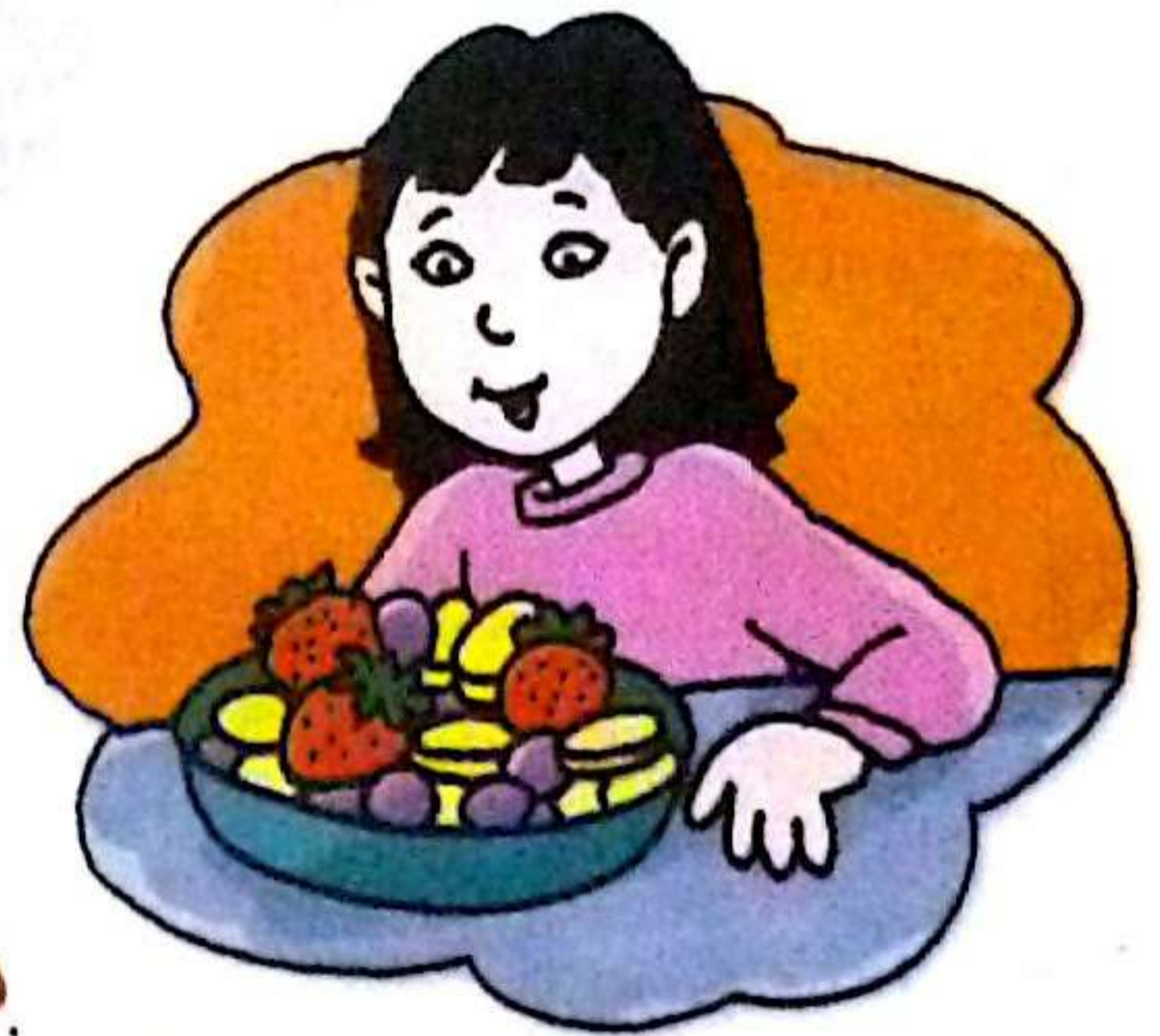
Yes, I do. I like  and .

4. Do you like \_\_\_\_\_ ?

No, I don't. I don't like  or .

5. Do you like \_\_\_\_\_ ?

Yes, I do. I like  and .



**9** What is it? Read and write.

1. It's a fruit. It's red. It isn't an apple, and it isn't a cherry.

---

2. It's a drink. It's brown. It isn't chocolate milk, and it isn't coffee.

---

3. It's a vegetable. It's green. It isn't cabbage, and it isn't green beans.

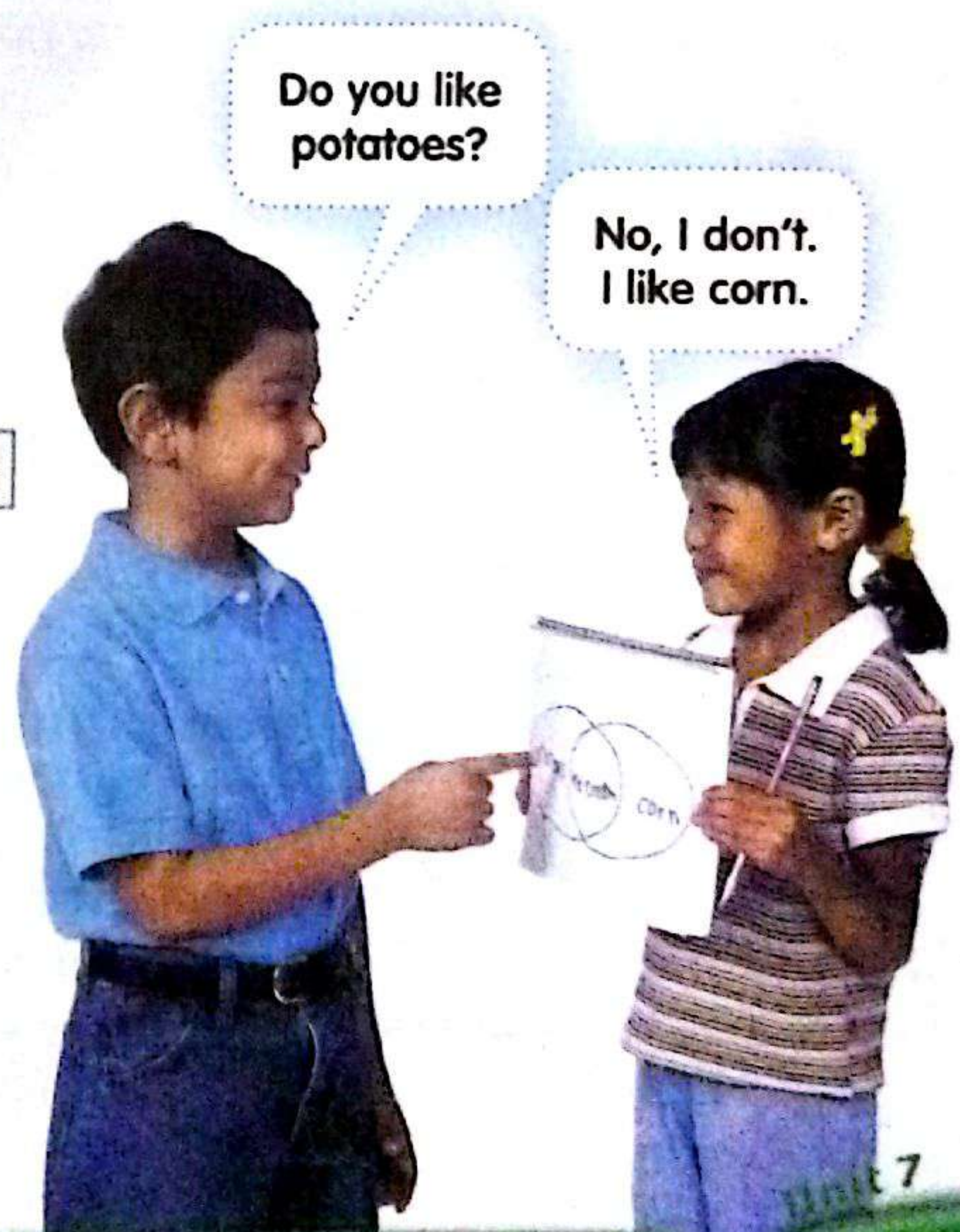
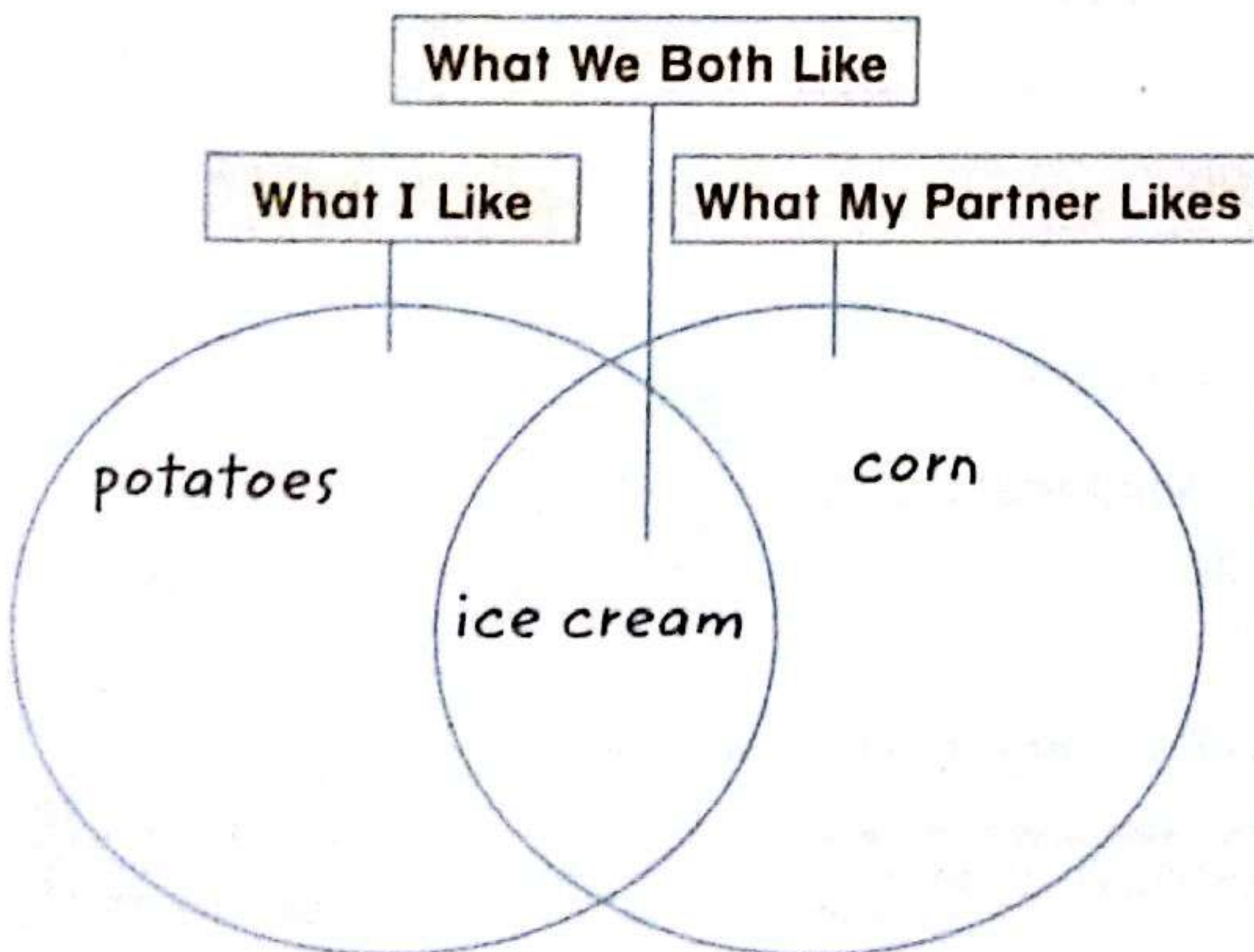
---

4. It's a dessert. It's white. It isn't ice cream, and it isn't a cookie.

---



**10** Talk about food you like. Work with a partner.

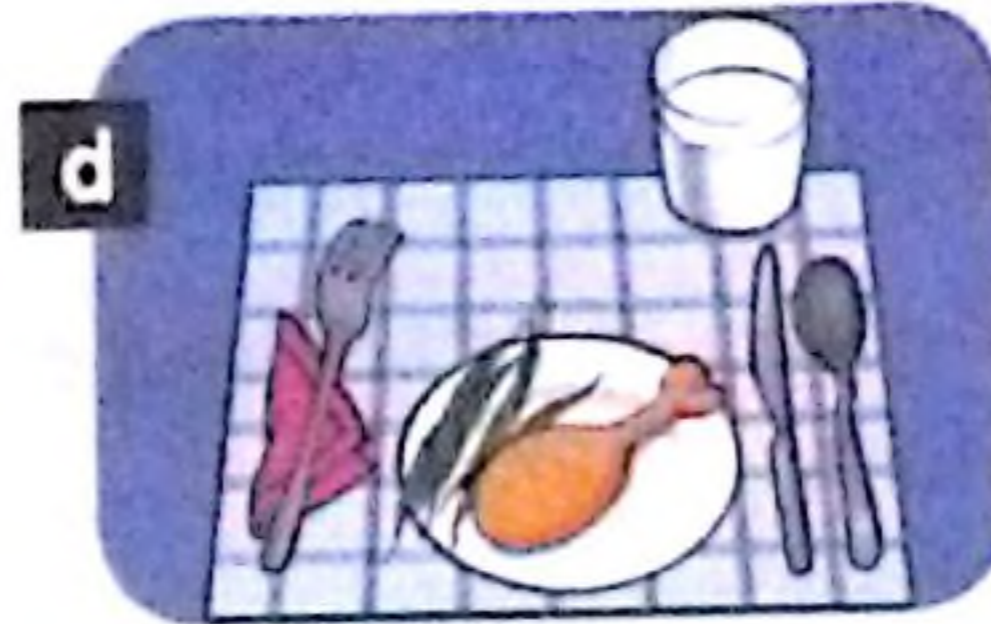


Descriptive adjectives; question formation; verb like; food

TRACK 89  
**11**

Listen. Write the letter.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



TRACK 89  
**12**

Listen. Read and chant.

## Bobby's Big Breakfast

Here we are at the breakfast buffet.  
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.  
I want bacon and eggs and cereal, too!*

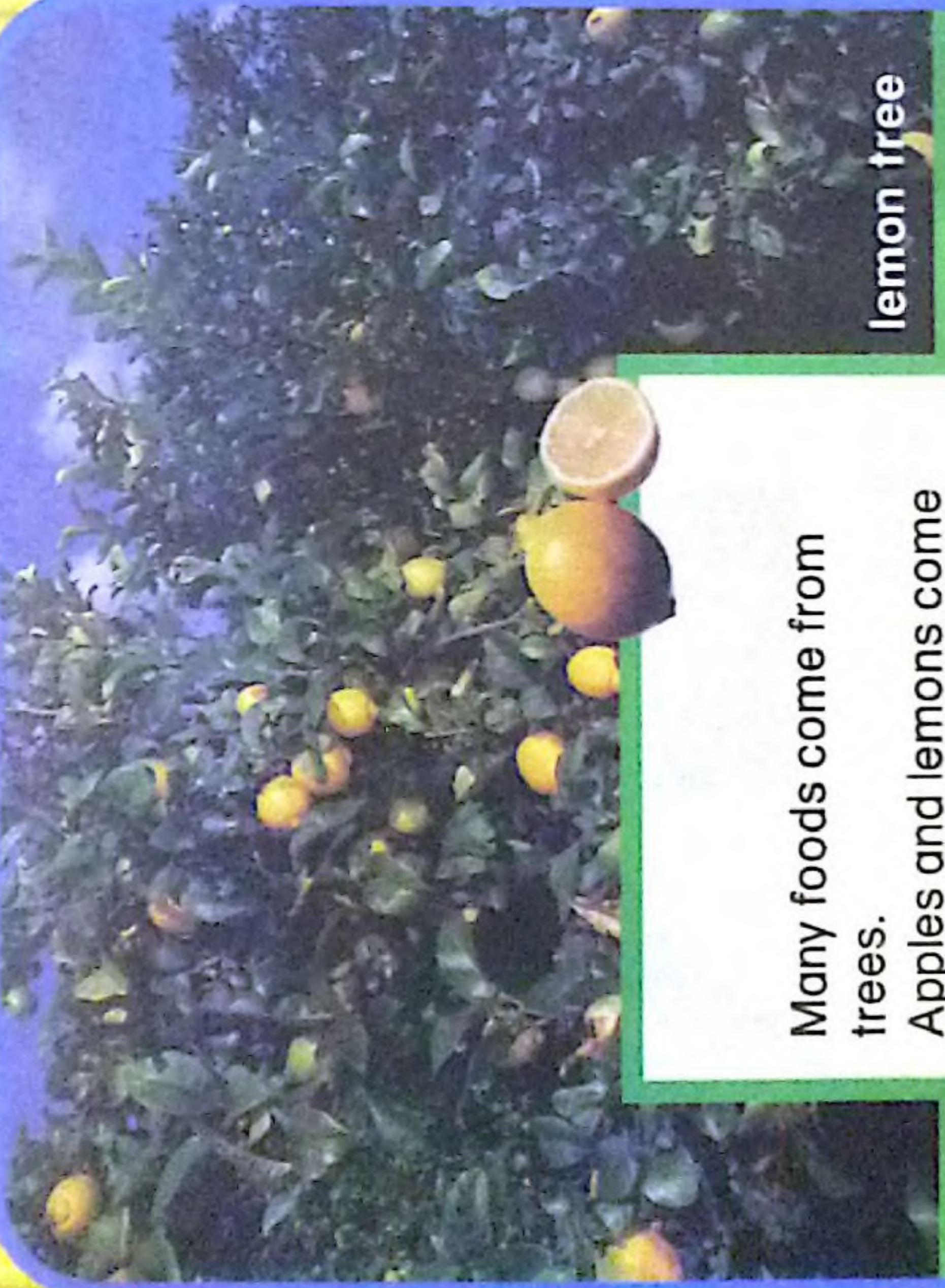
We're waiting and waiting at the breakfast buffet.  
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.  
I want bread and jam and muffins, too!*

We're waiting and waiting at the breakfast buffet.  
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.  
I want fruit and cheese and cold meats, too!*





lemon tree

Many foods come from trees.

Apples and lemons come from trees.

Pine nuts and coconuts come from trees.



pine tree



coconut palm tree



Many foods come from the water. Octopus, shrimp, and mussels come from the ocean. Fish like salmon and trout come from the river.



river

# Food Comes from Everywhere



corn

Many foods come from plants. Popcorn and tortilla chips come from corn. Bread and spaghetti noodles come from wheat.



wheat

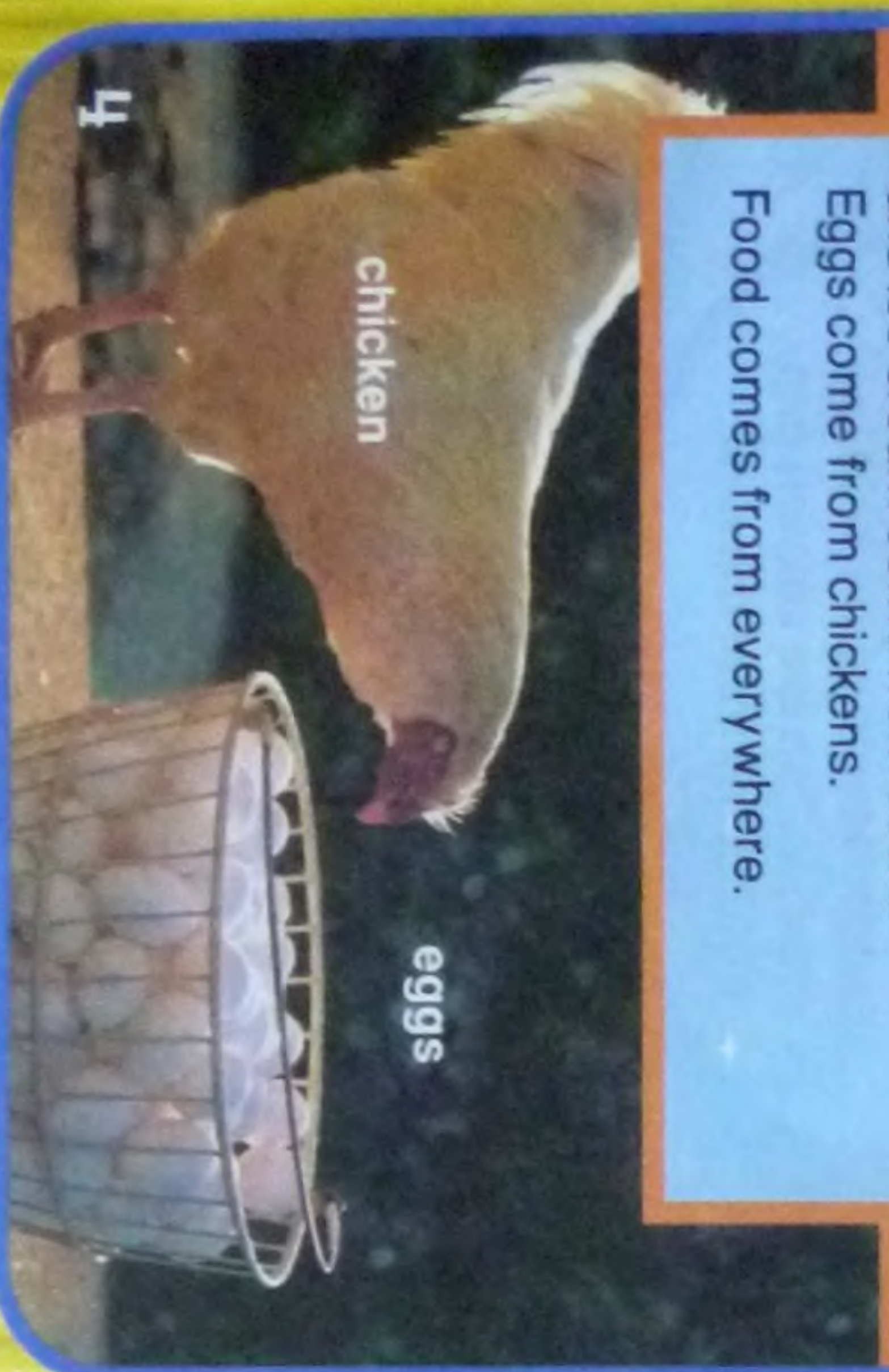


cow

cheese

milk

Many foods come from animals. Milk, cheese, and ice cream come from cows. Eggs come from chickens. Food comes from everywhere.



chicken

eggs

# My Favorite Foods

Cut out pictures from magazines and page 137.  
Make a book about your favorite foods.

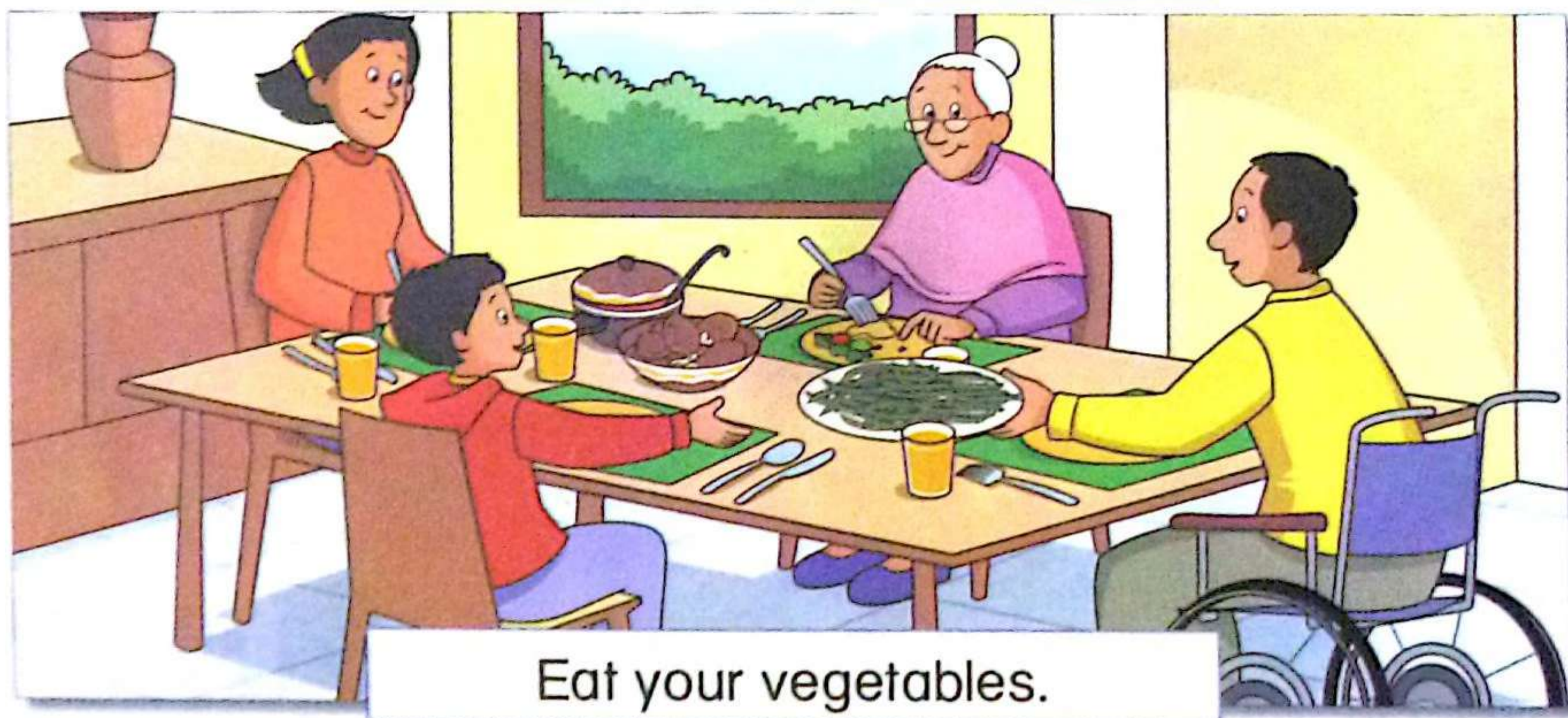


My favorite dinner is  
rice, tofu, dumplings,  
and cookies.



# Eat Good Food

Look and read. Role-play.



Do you eat good food? Talk and write.

---

---

---

# Know It? Show It!

You are at a food fair. Act it out.



Make a mobile.

This is an apple.



Performance assessment  
See Assessment Package pp. 55-57, 66, 75, 78-79.

## At the Zoo

*What do you want to see today  
when we go to the zoo?*

I want to see the elephants,  
giraffes, and kangaroos!

*What do you want to see today  
when we go to the zoo?*

I want to see the tigers,  
lions, and monkeys, too!

*What do you want to see today  
when we go to the zoo?*

Animals from around the world  
that say more than moo!  
Let's go to the zoo!

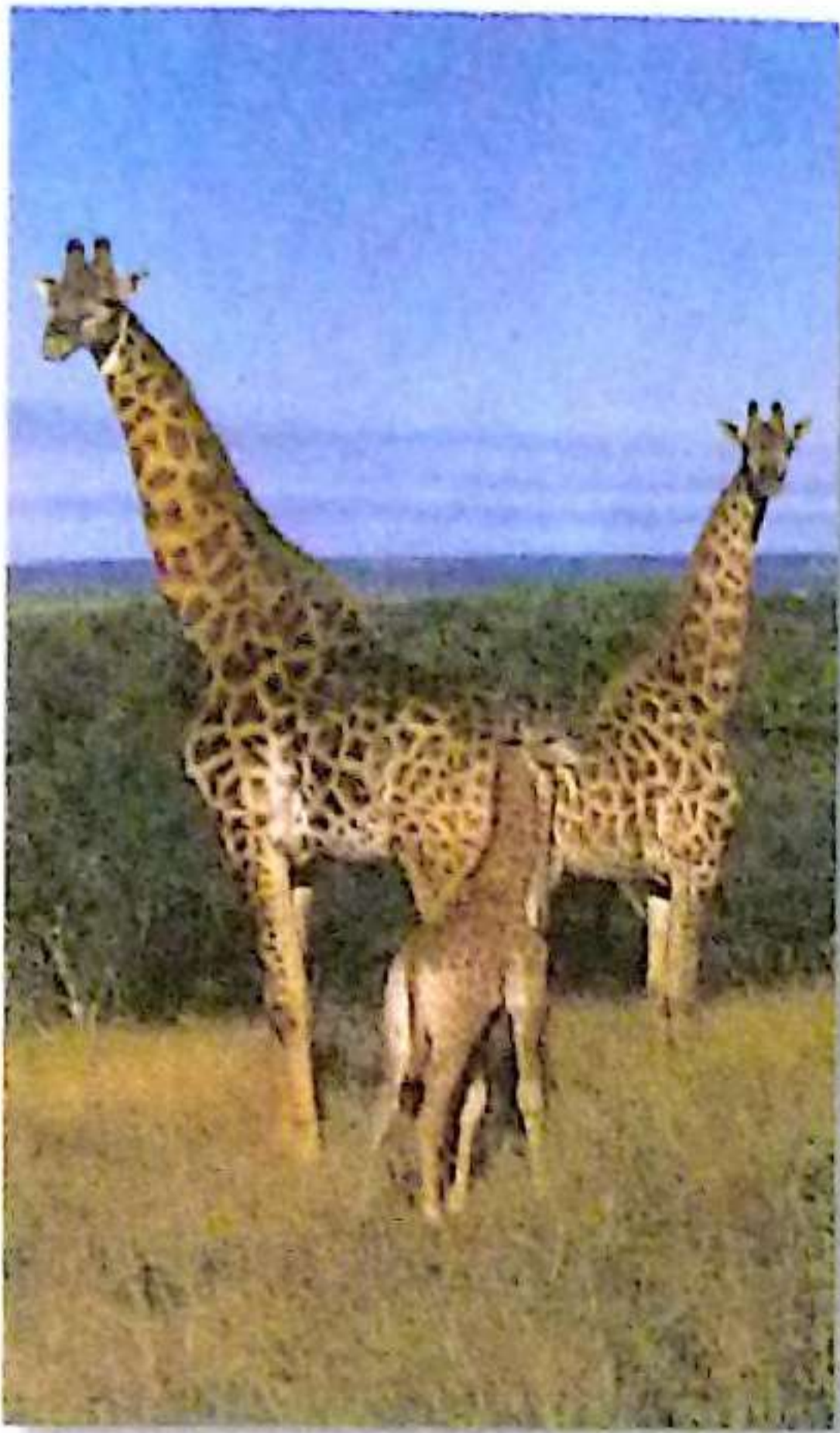
I want to see crocodiles and zebras  
and peacocks and monkeys  
and cheetahs and hippos,  
snakes and polar bears, too.

When we go to the zoo....  
Let's go to the zoo!

Animals are  
so cool!

TRACK B12  
**2**

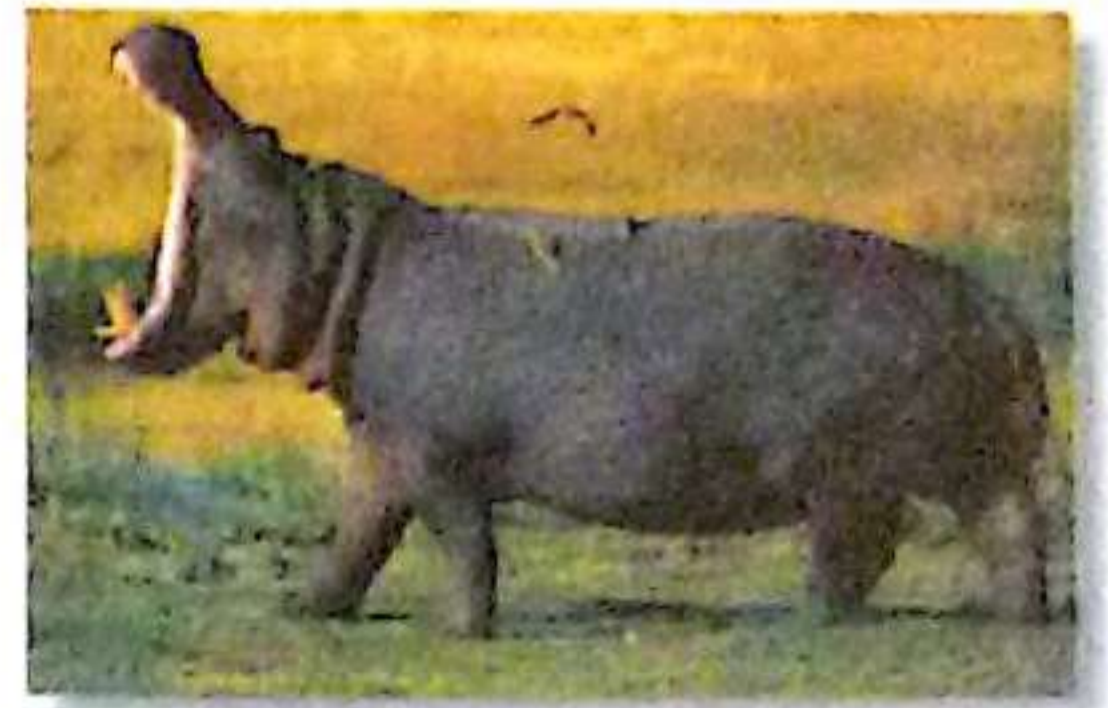
**Listen. Read and say.**



Giraffes are tall.  
**Their** necks are long.



A lion is strong.  
**Its** teeth are sharp.



A hippo is short.  
**Its** mouth is big.



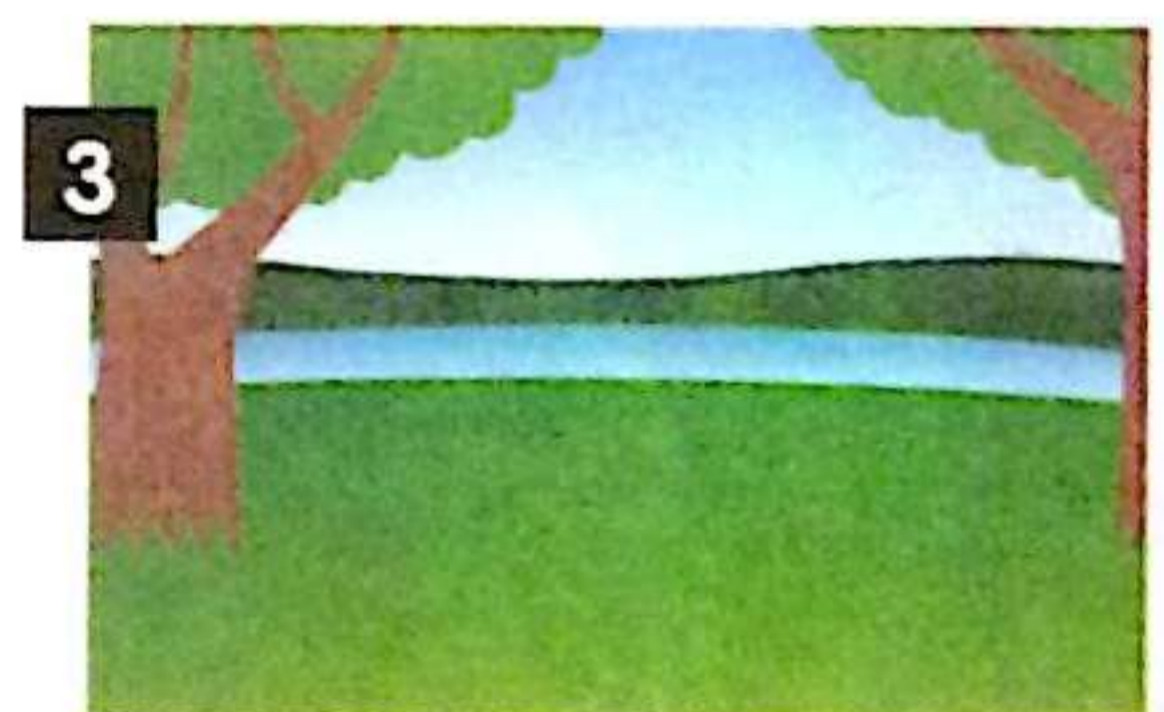
A peacock is small.  
**Its** feathers are soft.



Polar bears are big.  
**Their** tails are short.

TRACK B13  
**3**

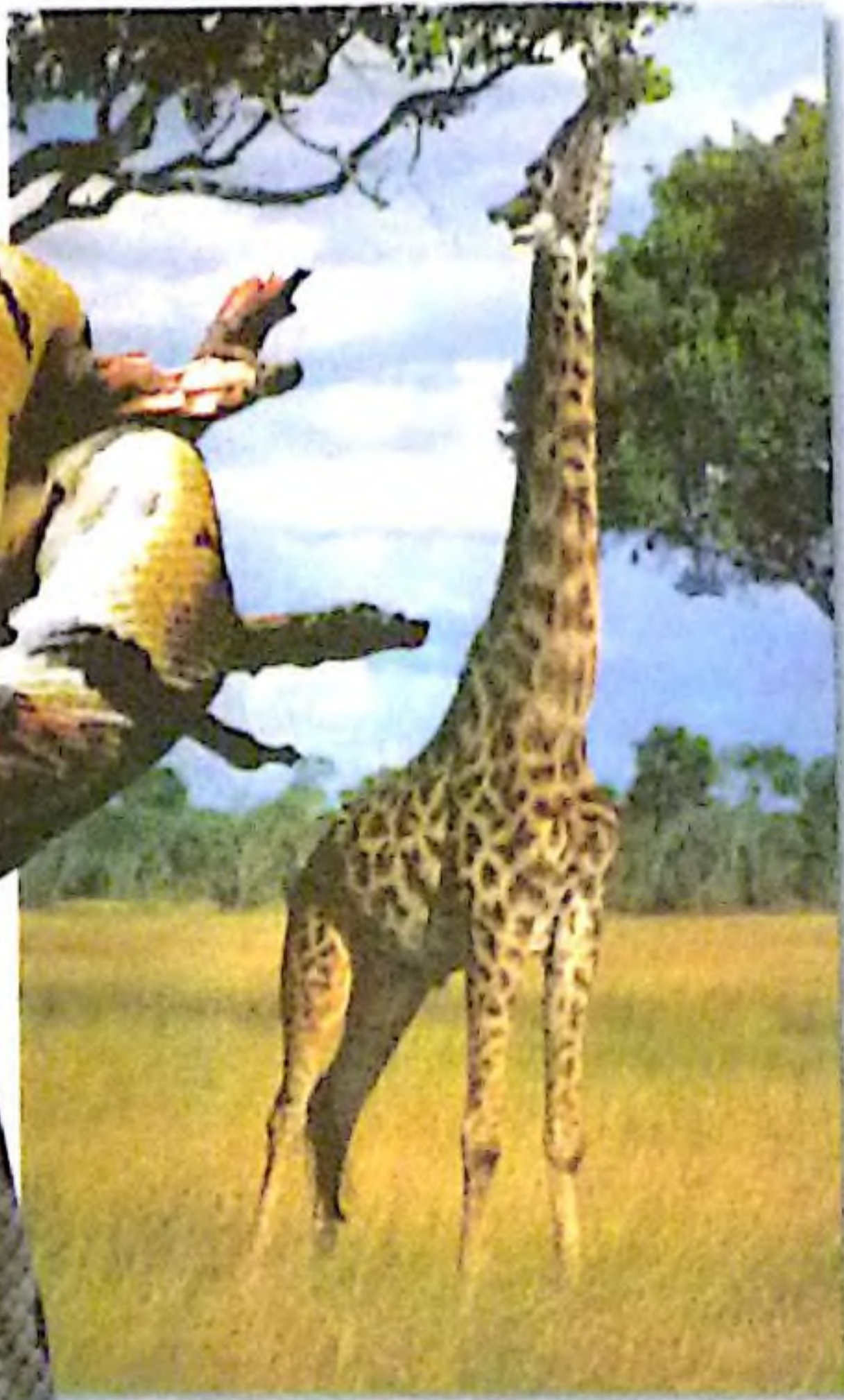
**Listen and stick.**



Animals; descriptive adjectives; possessive adjectives *its* and *their*



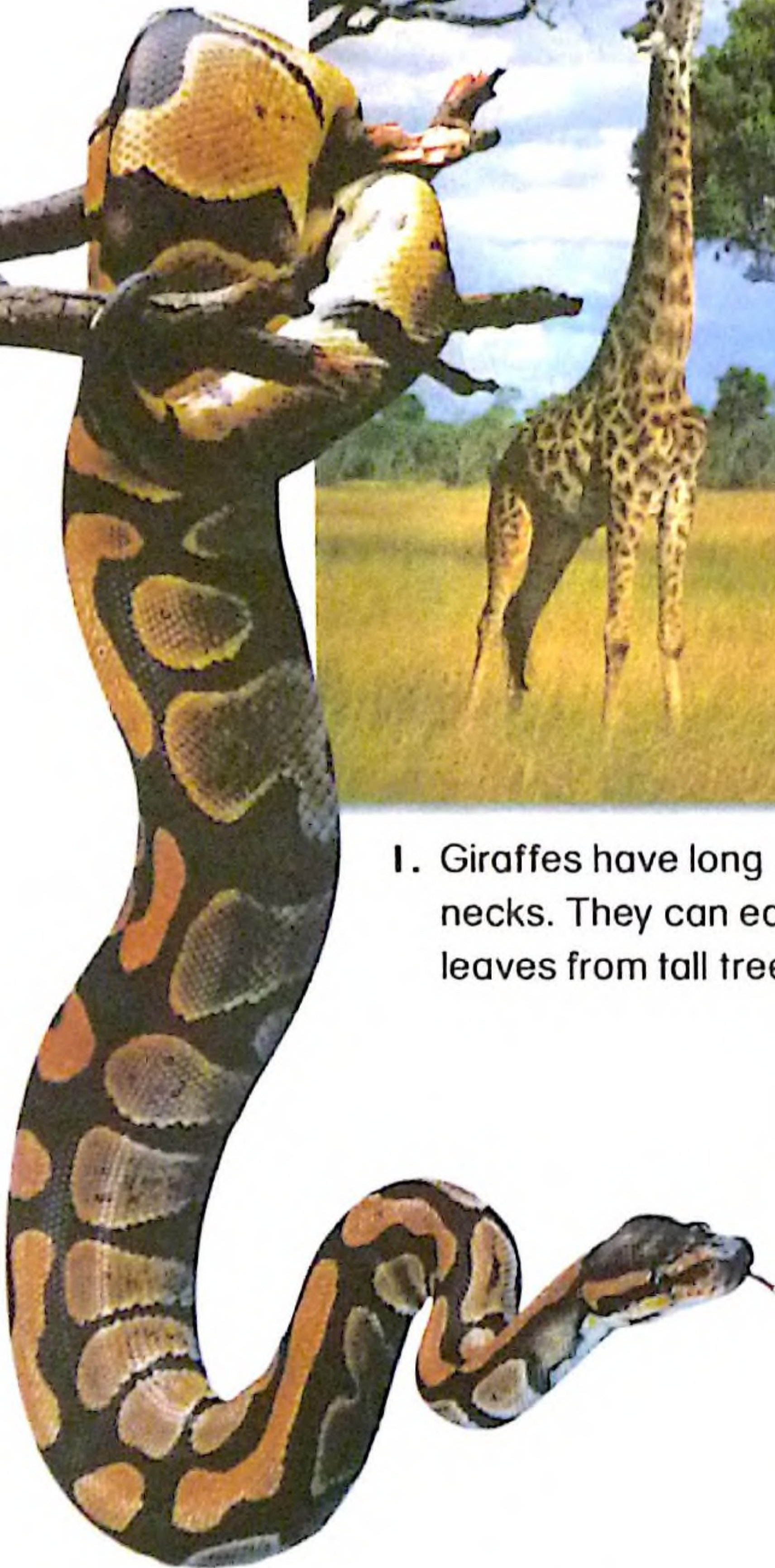
## Listen. Look and read.



1. Giraffes have long necks. They can eat leaves from tall trees.

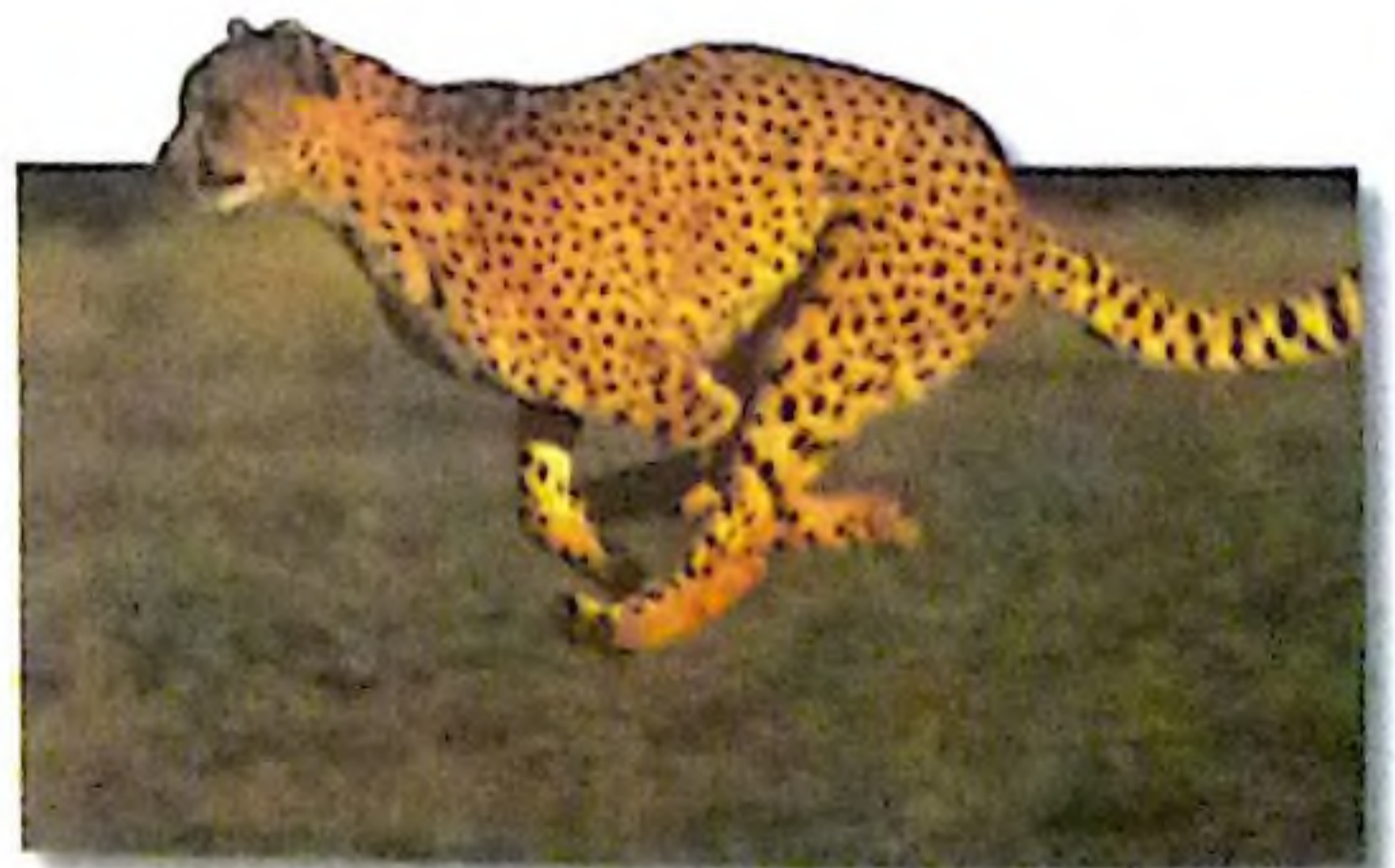


2. Monkeys have long arms. They can climb and swing.



3. Snakes don't have legs, but they can catch and squeeze animals.

4. Cheetahs have strong legs. They can run very fast.





5. Kangaroos have big feet. They can jump high.



6. Polar bears have sharp claws. They can catch seals and fish.



7. Crocodiles don't have long legs, but they can swim fast.



**Point. Ask and answer.**

Do giraffes have long necks?

Yes, they do.



**Point. Ask and answer.**

Can snakes jump?

No, they can't.



8. Elephants have long trunks. They can lift heavy things with them.

Question formation; yes/no with *do/can*; animals; adjectives; action words

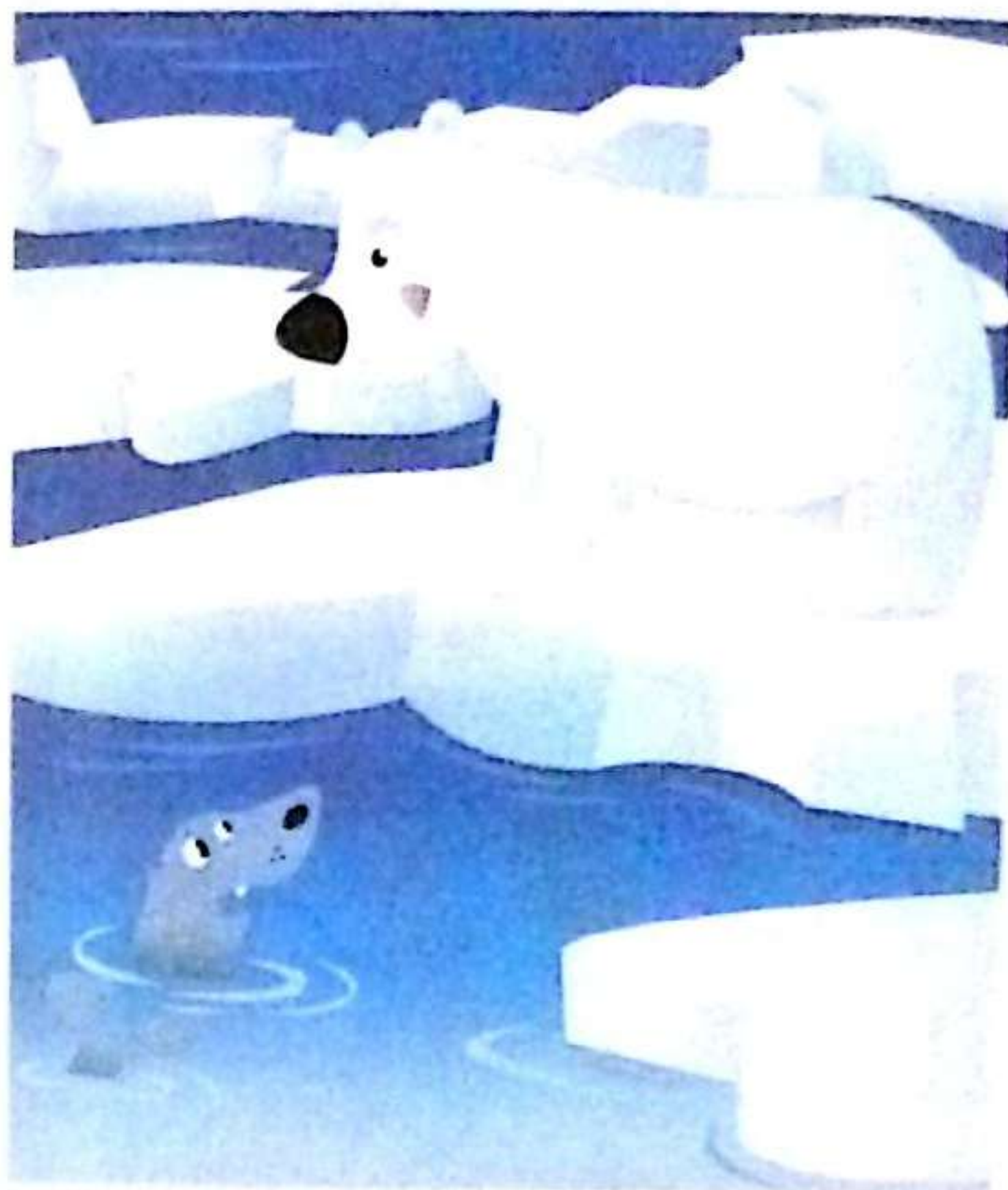
## Grammar

Can a kangaroo jump? Yes, it **can**.  
Can kangaroos jump? Yes, they **can**.

Can a snake jump? No, it **can't**.  
Can snakes jump? No, they **can't**.

### 7 Read and circle.

1. Can a polar bear catch a seal?  
Yes, it can.      No, it can't.
2. Can elephants jump high?  
Yes, they can.      No, they can't.
3. Can a cheetah run fast?  
Yes, it can.      No, it can't.
4. Can some snakes squeeze animals?  
Yes, they can.      No, they can't.
5. Can a giraffe lift heavy things?  
Yes, it can.      No, it can't.



### 8 Read and write.

eat      jump      lift      run      swim

Animals can do different things. A kangaroo can \_\_\_\_\_, but it can't climb a tree. A crocodile can \_\_\_\_\_ fast, but it can't run fast. An elephant can \_\_\_\_\_ things with its trunk, but it can't jump high. A giraffe can \_\_\_\_\_ leaves from a tall tree, but it can't swing from a tree. A cheetah can \_\_\_\_\_ very fast, but it can't lift things.

Yes/no questions with *can*; animals; actions

## Grammar

Does a polar bear **have** sharp claws?  
Does an elephant **have** a short trunk?

Yes, it **does**.  
No, it **doesn't**. It has a long trunk.

### 9 Read and write.

1. Does a monkey have short arms?

No, it doesn't. It has long arms.

2. Does a cheetah have strong legs?

\_\_\_\_\_

3. Does a crocodile have long legs?

\_\_\_\_\_

4. Does a hippo have a small mouth?

\_\_\_\_\_

5. Does a lion have sharp teeth?

\_\_\_\_\_



A peacock. It has soft feathers and a long tail.

What's your favorite animal?



### 10 Ask five friends. Tell the class.

Name	Favorite Animal	Description
Derek	a peacock	soft feathers, long tail
1.		
2.		
3.		
4.		
5.		

Yes/no questions with *does*; animals; adjectives; body parts

**Listen. Write T for true and F for false.**



**Listen. Read and chant.**

## Act Like the Animals

I can climb a tree like a monkey,  
and act like a monkey, too.

I can climb a tree like a monkey.  
It's your turn—what about you?

I can run real fast like a cheetah,  
and act like a cheetah, too.

I can run real fast like a cheetah.  
It's your turn—what about you?

I can swim in the water like a crocodile,  
and act like a crocodile, too.

I can swim in the water like a crocodile.  
It's your turn—what about you?



The lion is so angry he jumps into the deep well.  
He doesn't come back.  
Rabbit is very happy and goes home to rest.



# The Lion and the Rabbit

A Folktale from India  
Retold by Maya Lazarus



King Lion catches Rabbit for his dinner.  
Rabbit tells him, "The other lion wants me, too."  
"Other lion?" roars King Lion. "In my forest?  
Let me see this other lion."

Rabbit takes King Lion to a deep well.

"Look! Can you see him?"

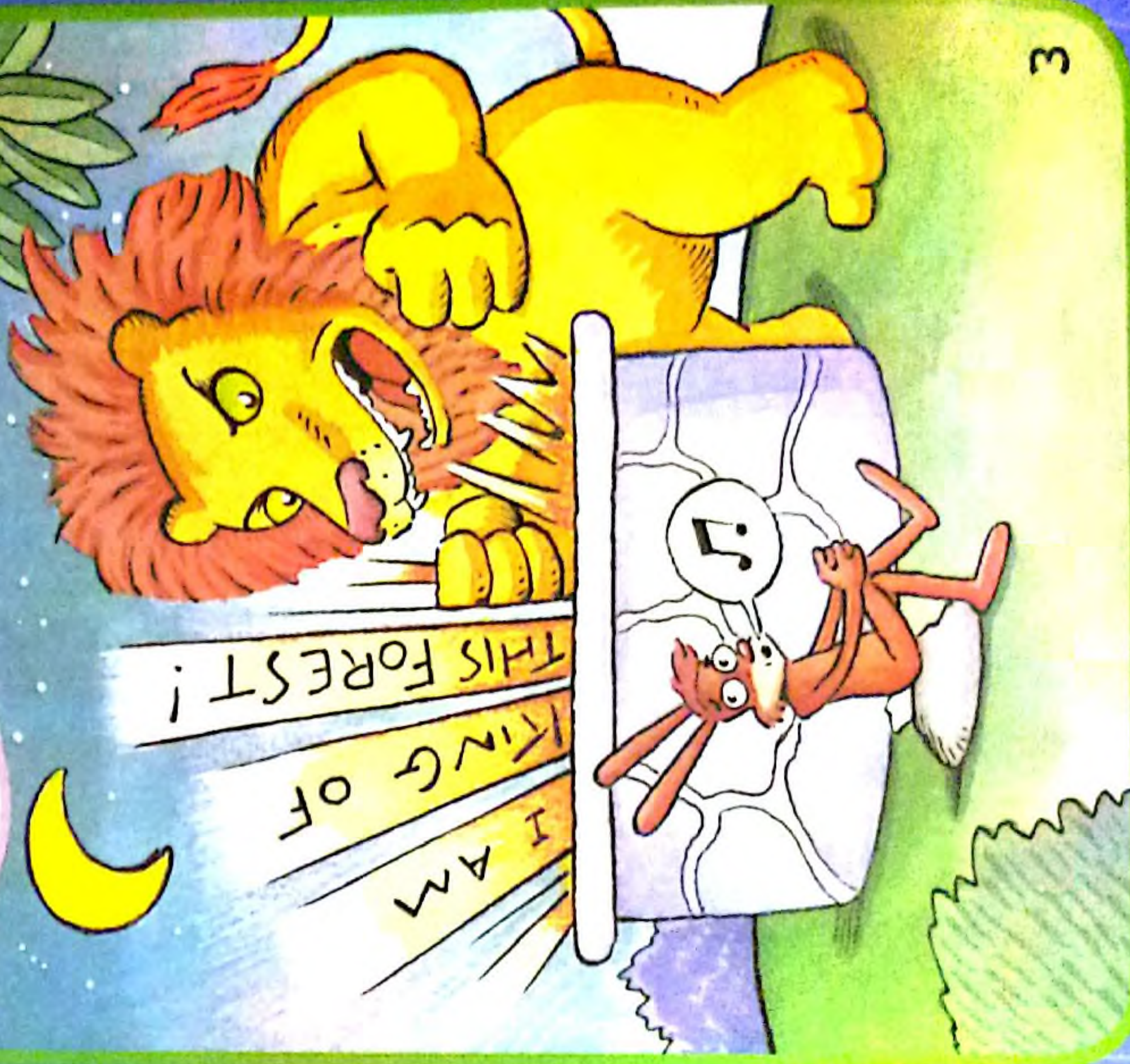
King Lion looks into the well. "Yes, I can."

(He doesn't know it's his reflection.)



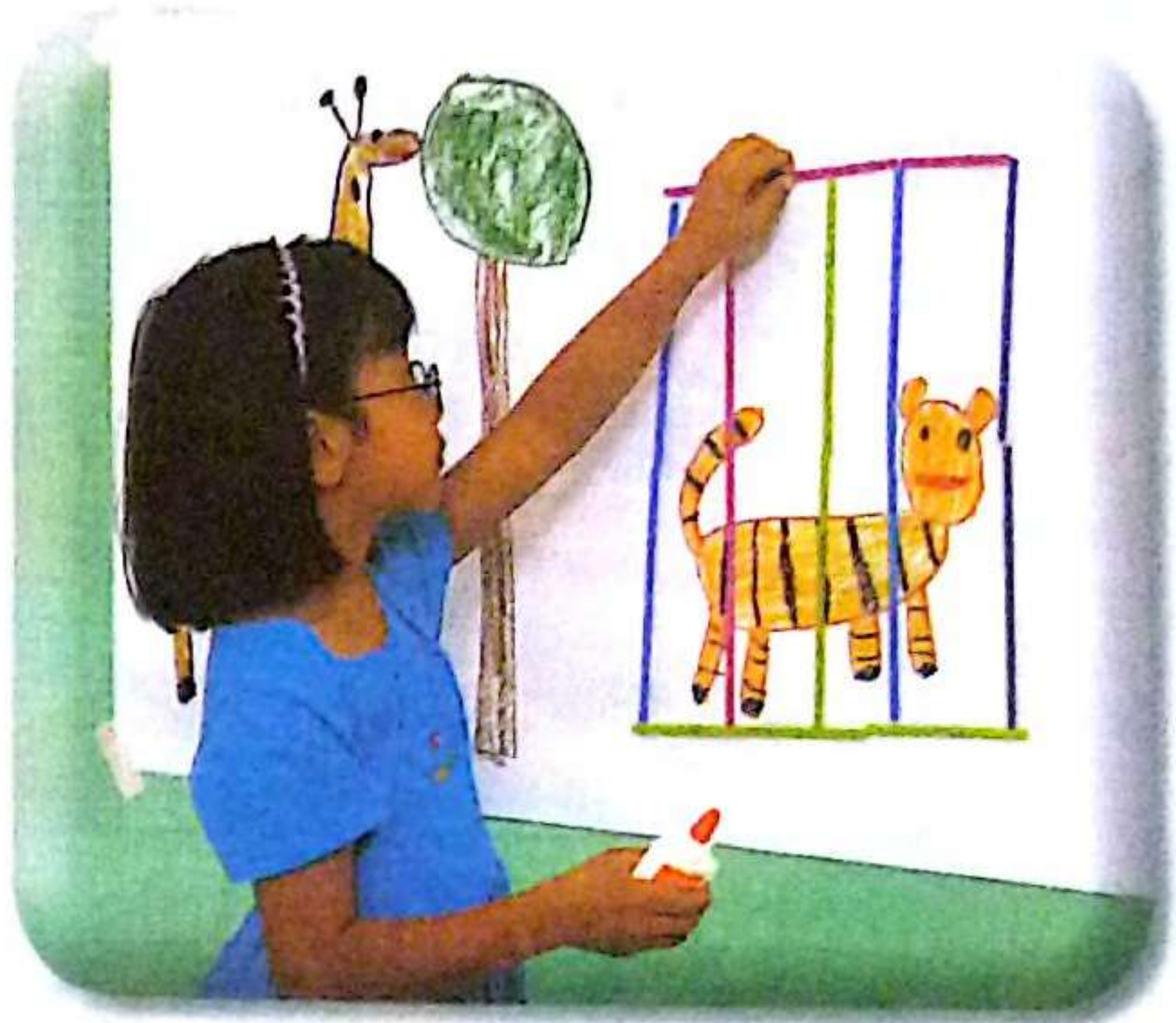
King Lion roars, "I am king of this forest."

The reflection roars back, "I am king of this forest."



# Make a Mural

Make a zoo for your classroom wall.



A giraffe has a long neck. It can eat leaves from tall trees.



Content connection: science; art

# Appreciate Animals

Look and read. Role-play.



Learn about wild animals.



Help wild animals.

Do you appreciate animals? Talk and write.

---

---

---

# Know It? Show It!

Cut out the pictures on page 139.  
Glue the pictures in the squares.



	1	2	3
A			
B			
C			

B2. Is it a polar bear?



No, it isn't.  
C3. Is it a snake?



Make a peek-a-boo poster. Guess the animal.

Does it have strong legs?



Yes, it does.  
What is it?



Performance assessment  
See Assessment Package pp. 55-57, 67, 76, 78-79.

# 9

# 12 Months Make a Year



Read. Listen and sing.



## Twelve Months

Thirty days in September,  
April, June, and November—  
Shorter than the rest I hear,  
but twelve months make a year.

Most other months have 31 days.  
January, March, and May,  
—July, August, October, December.  
Twelve months make a year.

February has 28—  
that's great!  
Sometimes 29—  
that's fine.  
There's one thing that is always clear.  
Twelve months make a year.

Can I help you to remember  
from January to December?  
One thing never changes here.  
Twelve months make a year.

TRACK B23  
2

Listen. Read and say.



Kenji lives in Japan. In February, he **always** plays in the snow. He **never** goes swimming.



Sun-mi lives in Korea. In August, she **always** wears shorts. She **never** wears a jacket.



Claudia lives in Brazil. In January, she **always** goes to the beach. She **never** goes skiing.



TRACK B24  
3

Listen and stick.



Months; clothes; adverbs *always, never*



## Listen. Look and read.

1. In Colombia, we start school in February.

February						
Days	Week	Days	Months	Years	Days	Years
1	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



2. In Mexico, we celebrate Independence Day in September.

September						
Days	Week	Days	Months	Years	Days	Years
1	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			





3. It's my birthday in June!  
We always sing, dance,  
play games, and eat cake.



4. In Korea, we plant  
flowers and trees  
on Arbor Day in April.



5. We always give each  
other presents in December.



**Point. Ask and answer.**



**Point. Ask and answer.**



Question formation; *what*; *when*; simple present; months; celebrations; yearly events

## Grammar

What do you do in January?

We **always** have a big party for the New Year.  
We **never** have a picnic.

### 7 Write about the pictures. Use *always* or *never*.

1. What do you do in January?

We always have a big party



2. What do you do in April?

We \_\_\_\_\_



3. What do you do in August?

We \_\_\_\_\_



4. What do you do in September?

We \_\_\_\_\_



5. What do you do in July?

We \_\_\_\_\_



### 8 Which month is it? Read and write.

1. It's between January and March. Some people play in the snow and make snowmen.

\_\_\_\_\_

2. It's between November and January. Some people give each other gifts.

\_\_\_\_\_

3. It's between March and May. It rains a lot in some places. People plant flowers.

\_\_\_\_\_



**9 Write about you and your family.**

1. When is your birthday?

\_\_\_\_\_

2. When do you finish school?

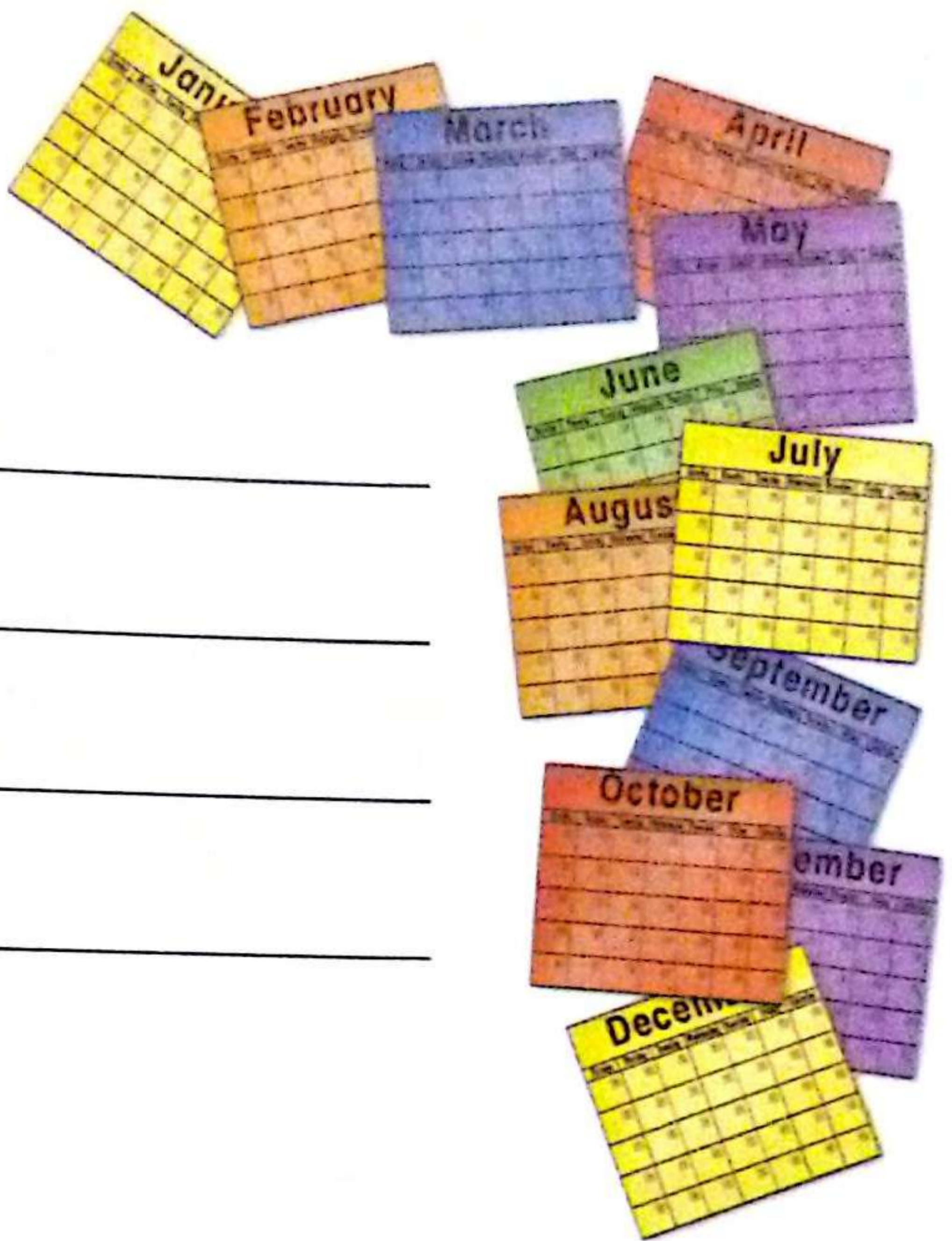
\_\_\_\_\_

3. When do you have a big party?

\_\_\_\_\_

4. When do you have picnics?

\_\_\_\_\_



**10 Take a birthday survey. Ask all your classmates.**

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	Maria
November	
December	



When are the most birthdays? \_\_\_\_\_

Listen. Write the letter.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



a



b



c



d



e

Listen. Read and chant.

## Favorite Months

My favorite month is April.  
Do you want to know why?  
I always plant flowers and walk in the rain.  
My umbrella keeps me dry.

My favorite month is October.  
Do you want to know why?  
I always pick apples and jump in the leaves,  
and eat plenty of pumpkin pie!

My favorite month is August.  
Do you want to know why?  
I always play soccer and swim in the lake,  
and fly my kite in the sky.



# My Favorite Month



## May: Urini nal

May is my favorite month. In Korea, we have a special holiday for children. Everyone enjoys games, parades, and special food. Children get presents, too. It's a lot of fun!



Copyright © by Pearson Education, Inc. All rights reserved.



## December: Las Posadas

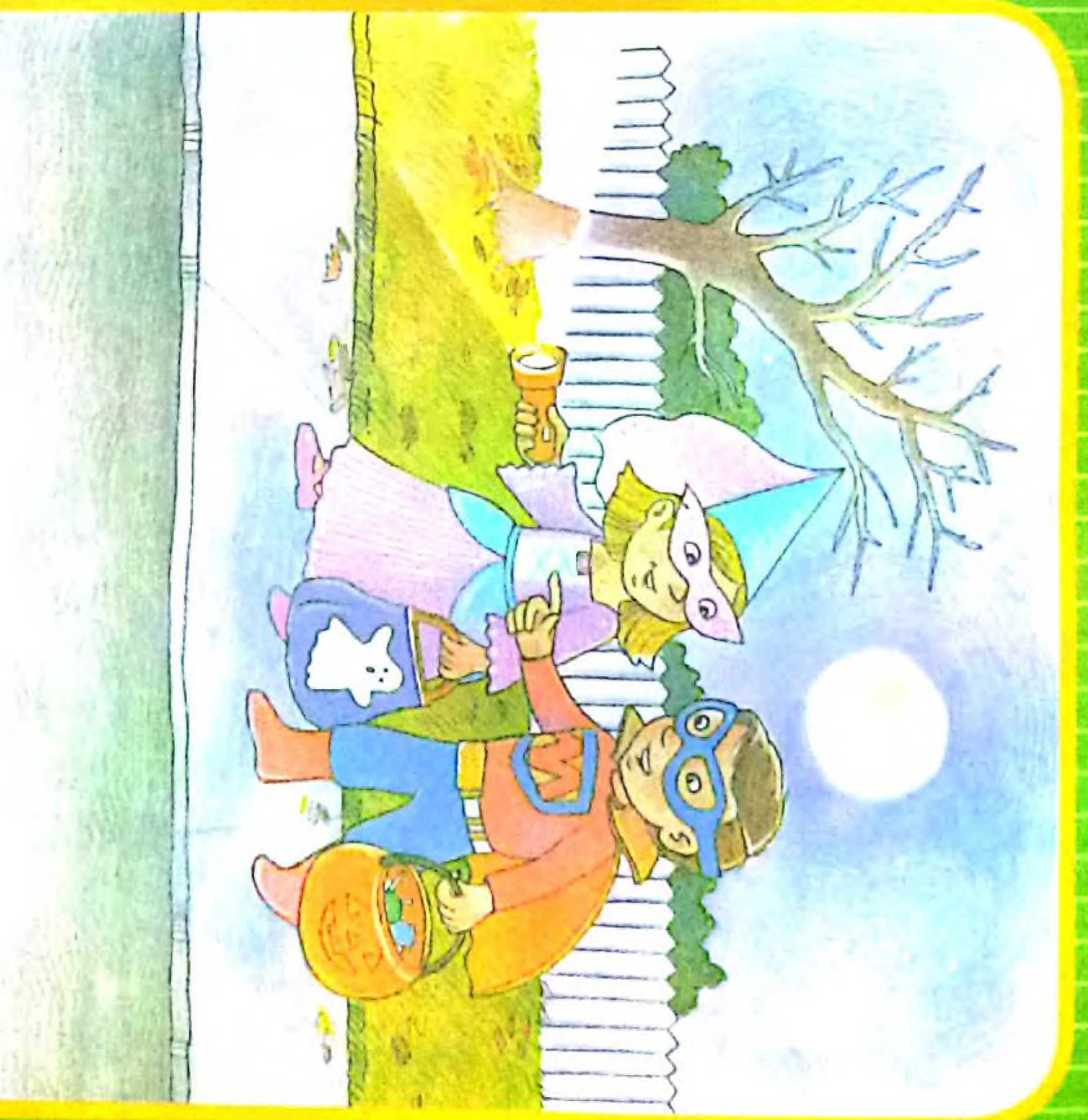
December is my favorite month. In Mexico, we have a special holiday for nine days. Everyone enjoys acting out a traditional story, singing songs, and eating special food. It's a lot of fun!



### August: La Tomatina

August is my favorite month. In Buñol, Spain, we have a big fight with tomatoes. Everyone throws tomatoes at each other from morning to night. At the end, the whole town is red. It's a lot of fun!

2



### October: Halloween

October is my favorite month. In the United States, we have a scary holiday. Everyone puts on costumes and masks for parties. Children go from house to house to get candy. It's a lot of fun!

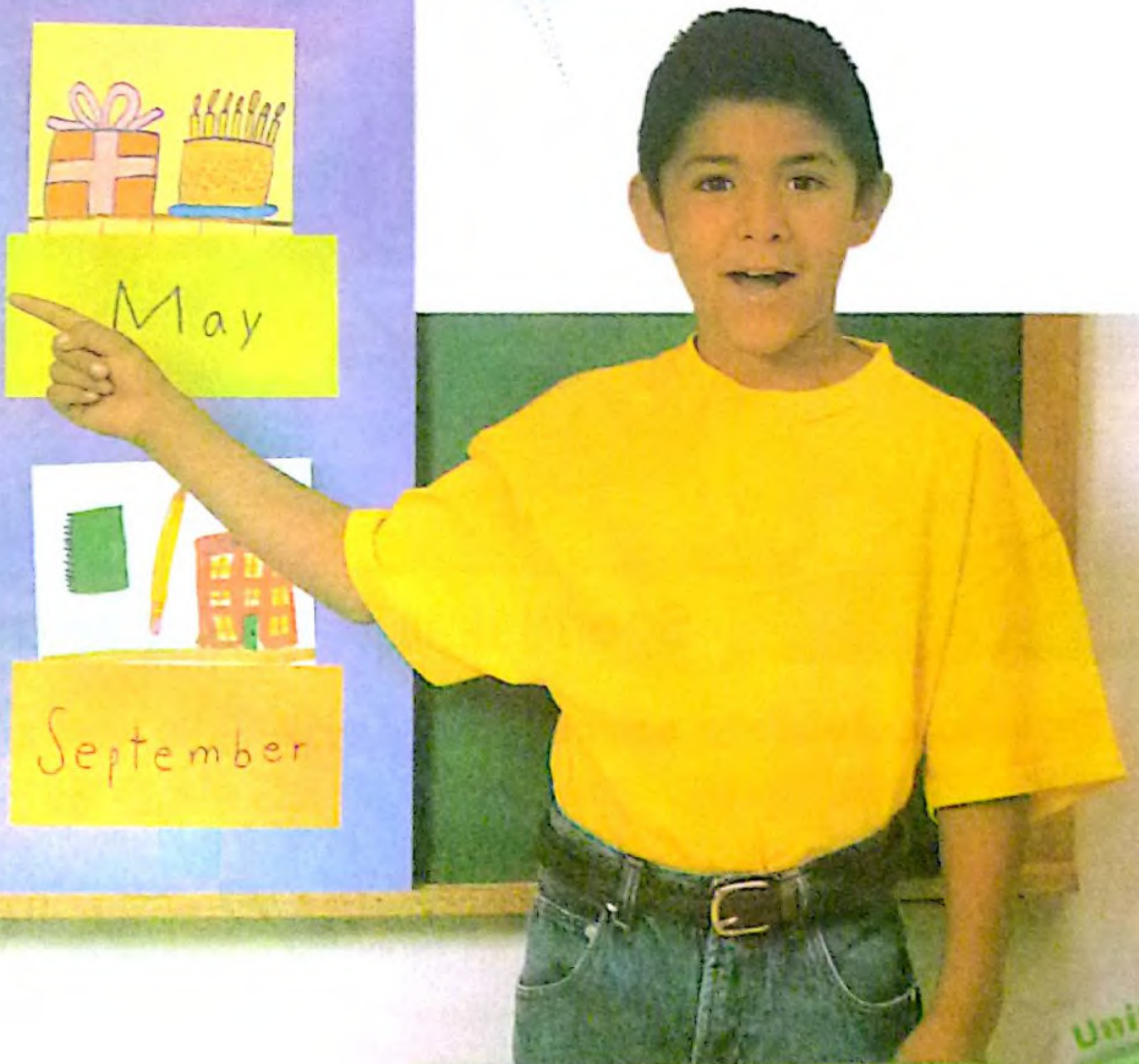
3

# Pocket Poster

Make a pocket poster about your favorite months and activities.

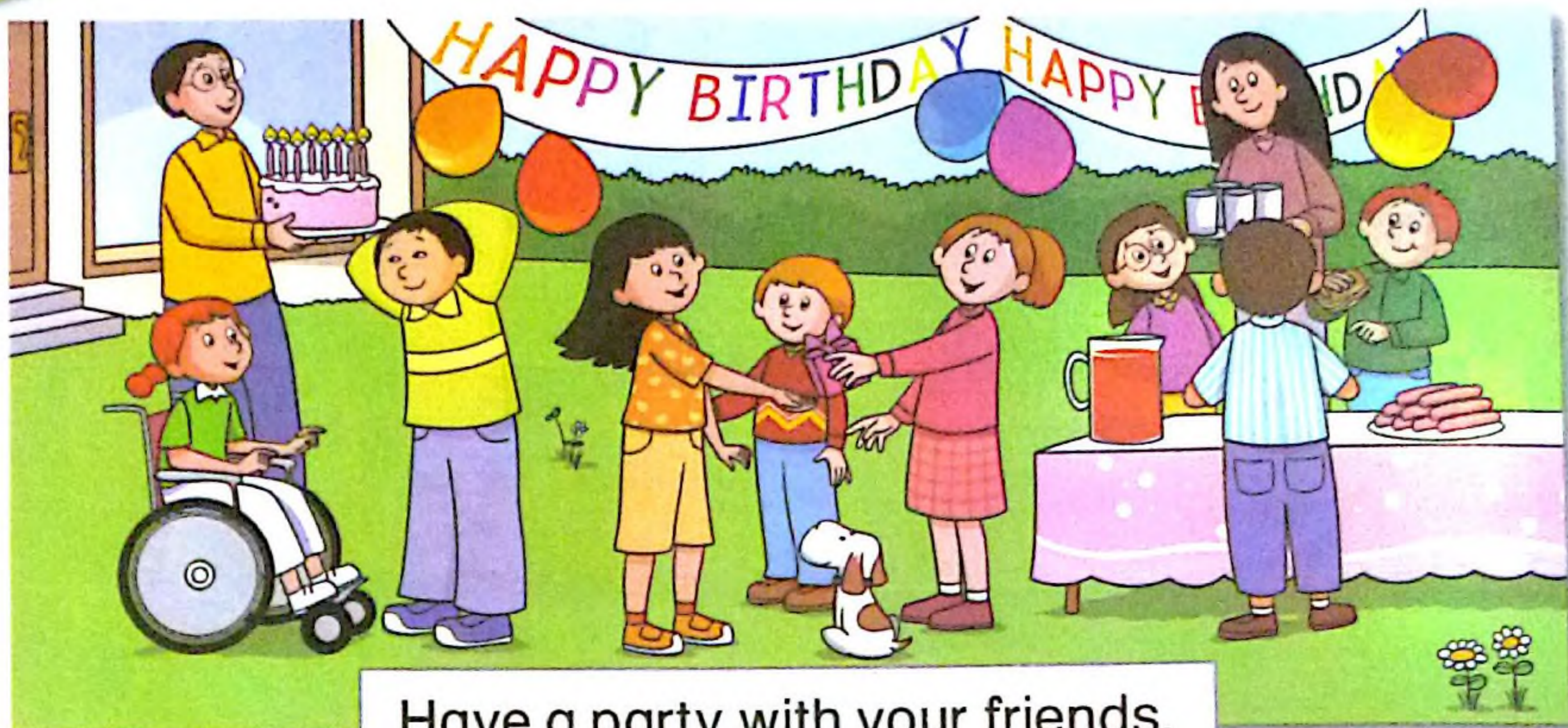


In March, I  
always fly kites.

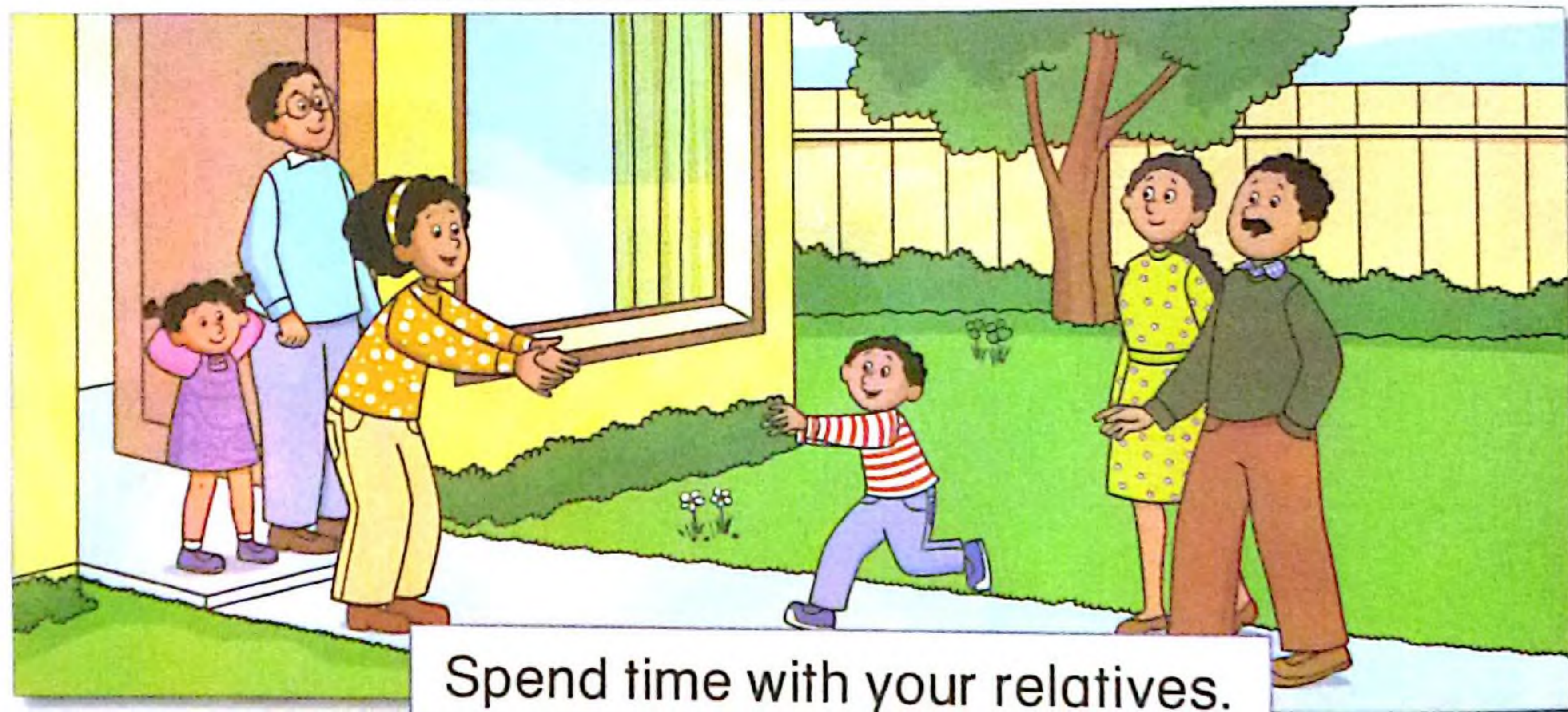


# Celebrate Special Days

Look and read. Role-play.



Have a party with your friends.



Spend time with your relatives.

Do you celebrate special holidays? Talk and write.

Blank writing area with a dashed line for writing.

# Know It? Show It!

Cut out the cards on page 141. You spin and your partner picks a card. Then switch.



In August, we always go to the beach.

Go to the beach.



## Talk about a holiday.

In China, they have a big parade for the New Year.



Performance assessment  
See Assessment Package pp. 55-57, 68, 77-79, 84-85.



1 Listen and say.



2 Listen and say. Point to the picture.

1



2



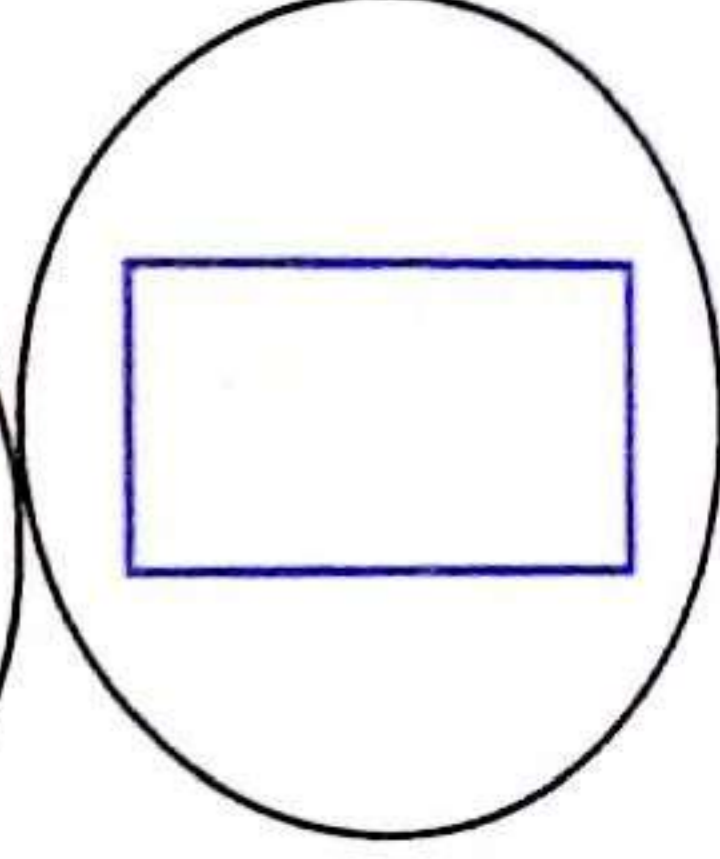
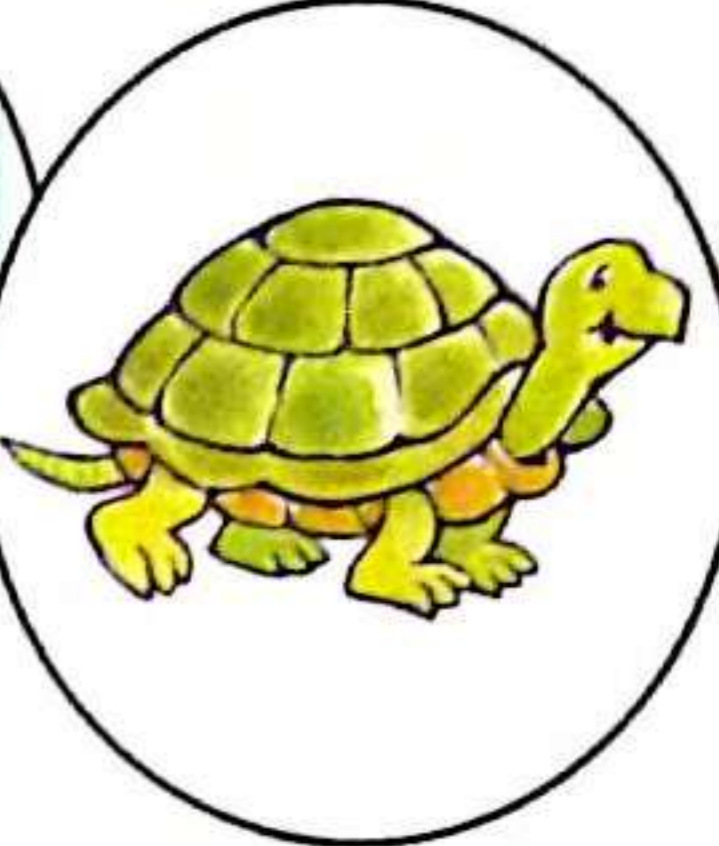
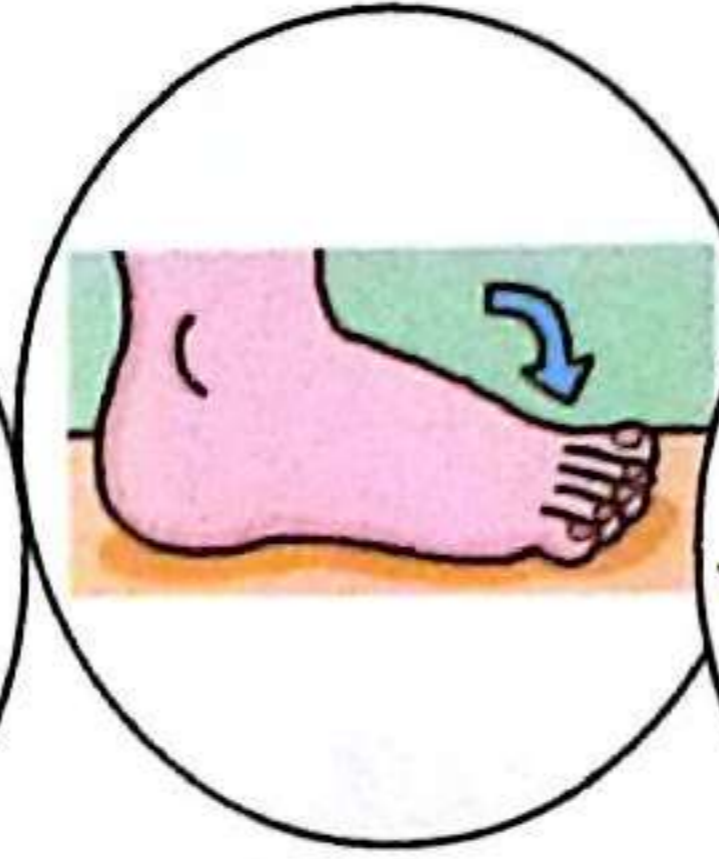
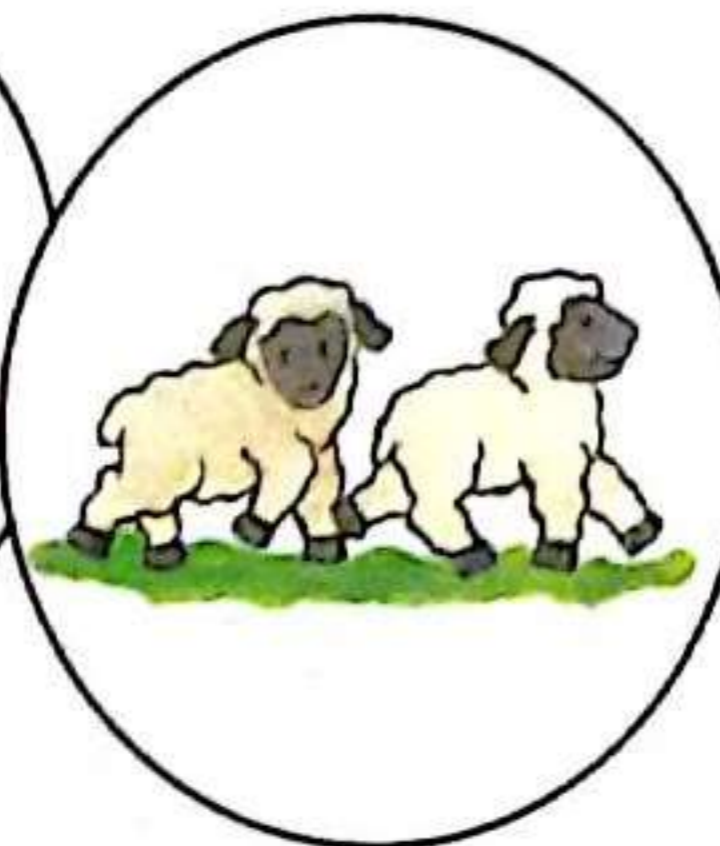
3



4



3 Listen. Which words have the same sound as the *t* in *table*?  
Check the boxes.



4 Read. Underline the words with the same sound as the *t* in *table*.

Today is Tuesday. I'm talking to my friend Tommy on the phone. We want to go to the toy store at two.



5 Write words that have the same sound as the *t* in *table*. Say.



\_\_\_\_\_



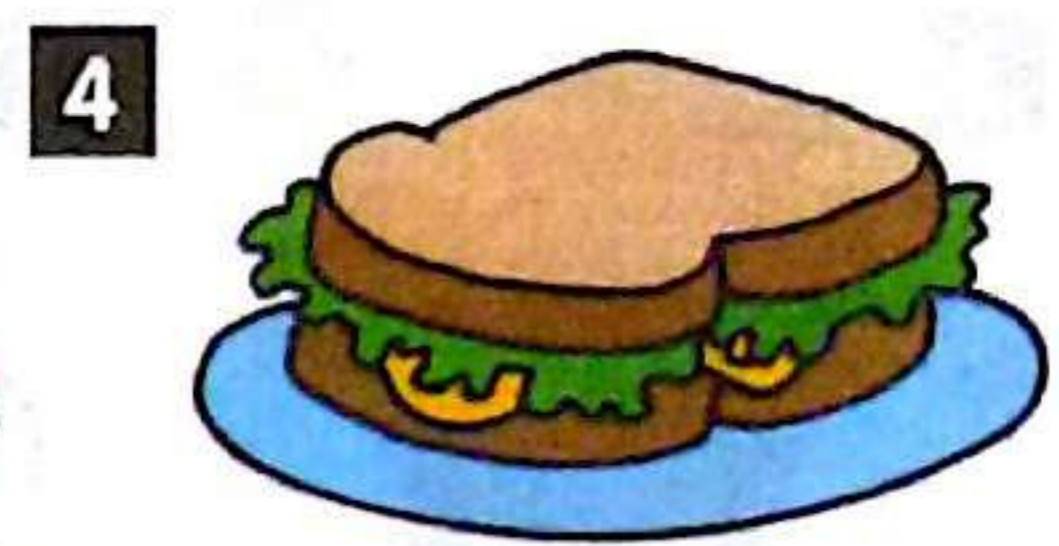
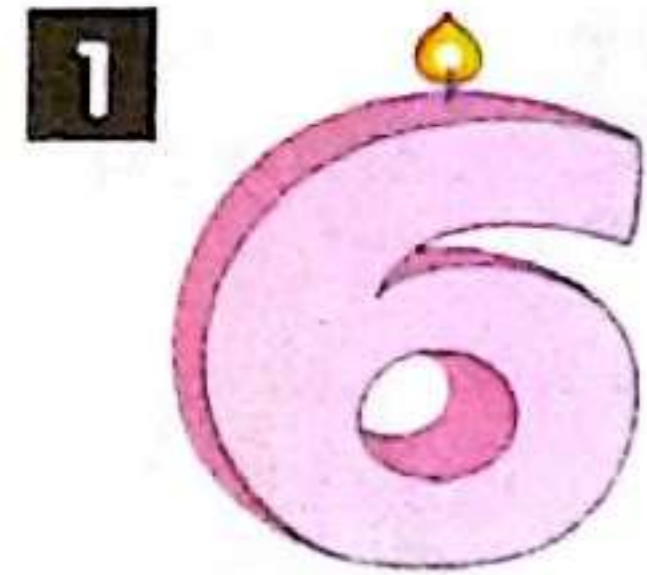
\_\_\_\_\_



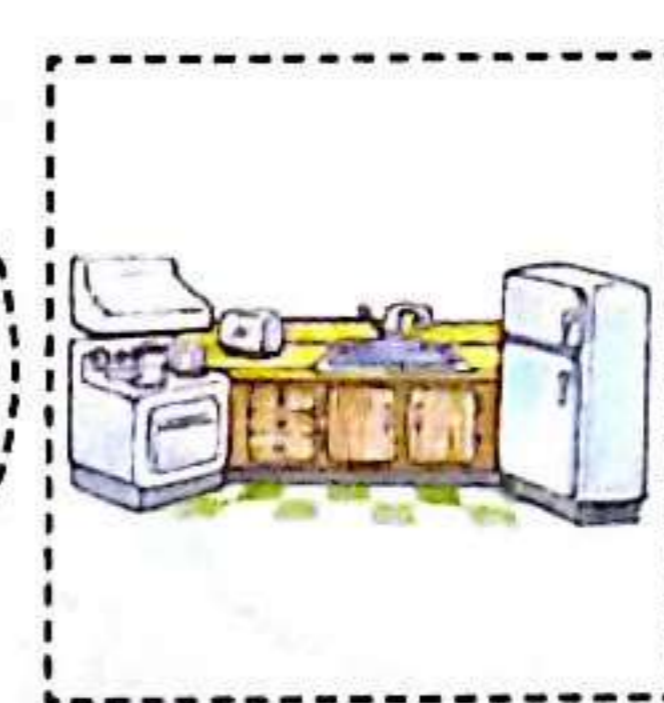
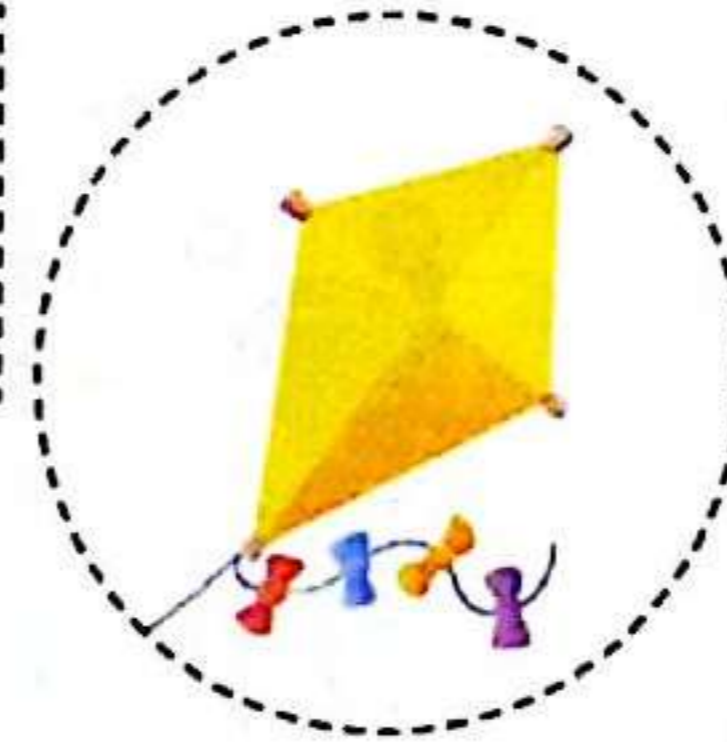
1 Listen and say.



2 Listen and say. Point to the picture.



3 Listen. Which words have the same sound as the *i* in *six*?  
Trace the shapes.



4 Read. Underline the words with the same sound as the *i* in *six*.

I'm counting to six. Where is my little sister? She is hiding inside my toy box. I can see her pink skirt. Boo!



5 Write words that have the same sound as the *i* in *six*. Say.

5 + 11 = \_\_\_\_\_

6 + 9 = \_\_\_\_\_



1 Listen and say.



2 Listen and say. Point to the picture.

1



2



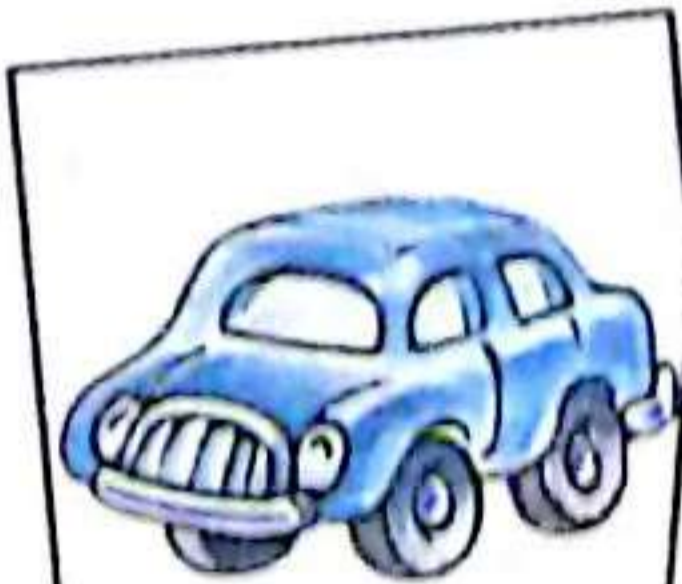
3



4



3 Listen. Which words have the same sound as the *c* in *cat*? Check the stars.



4 Read. Underline the words with the same sound as the *c* in *cat*.

We are having a picnic today. We have sandwiches, salad, and cookies to eat. And we have cold lemonade, too!



5 Write words that have the same sound as the *c* in *cat*. Say.

Ice cream isn't hot. It's \_\_\_\_\_.

It isn't a triangle, circle, or square. It's a \_\_\_\_\_.



1 Listen and say.



2 Listen and say. Point to the picture.

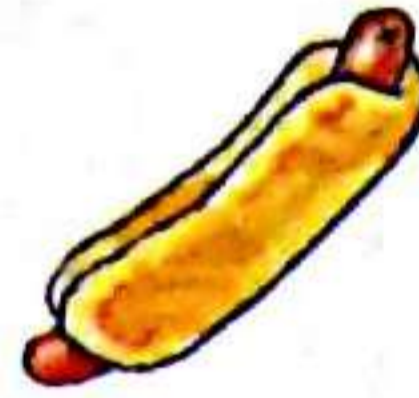
1



2



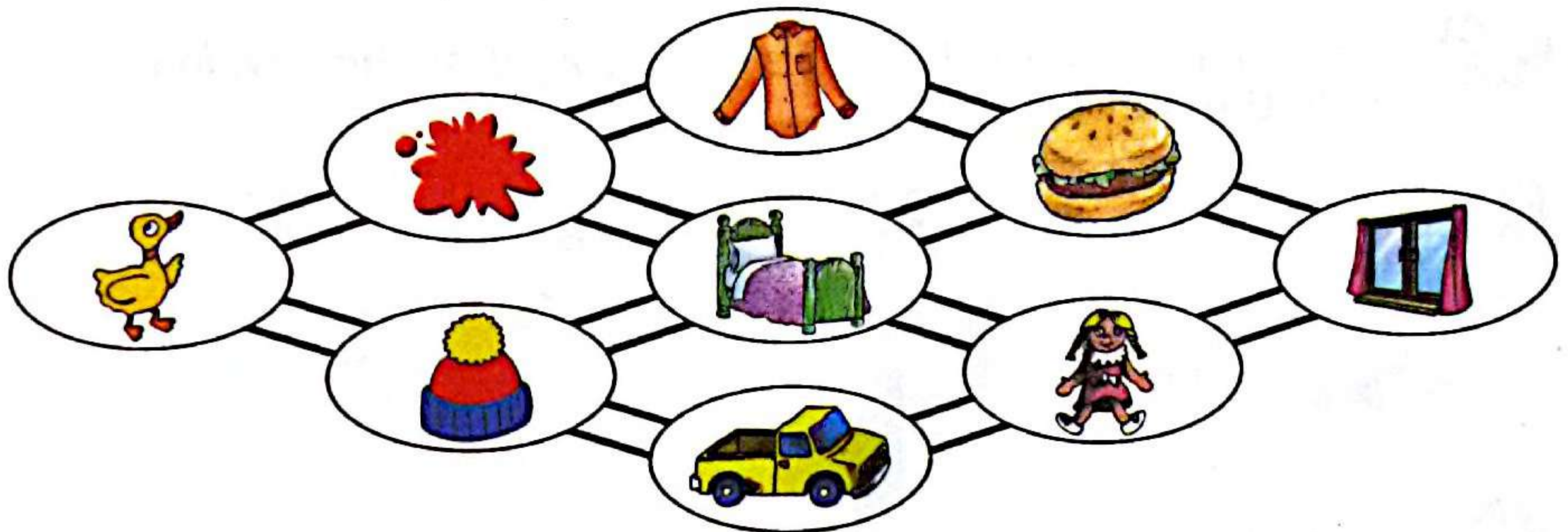
3



4



3 Listen. Which words have the same sound as the *d* in *dog*?  
Connect the pictures.



4 Read. Underline the words with the same sound as the *d* in *dog*.

My father's friend David is a dentist.  
After work, he eats dinner in the dining  
room at six. Then he walks his dog.



5 Write words that have the same sound  
as the *d* in *dog*. Say.

I go to sleep in my \_\_\_\_\_ at 9:00.

I like to sing and \_\_\_\_\_ to music.



1 Listen and say.



2 Listen and say. Point to the picture.

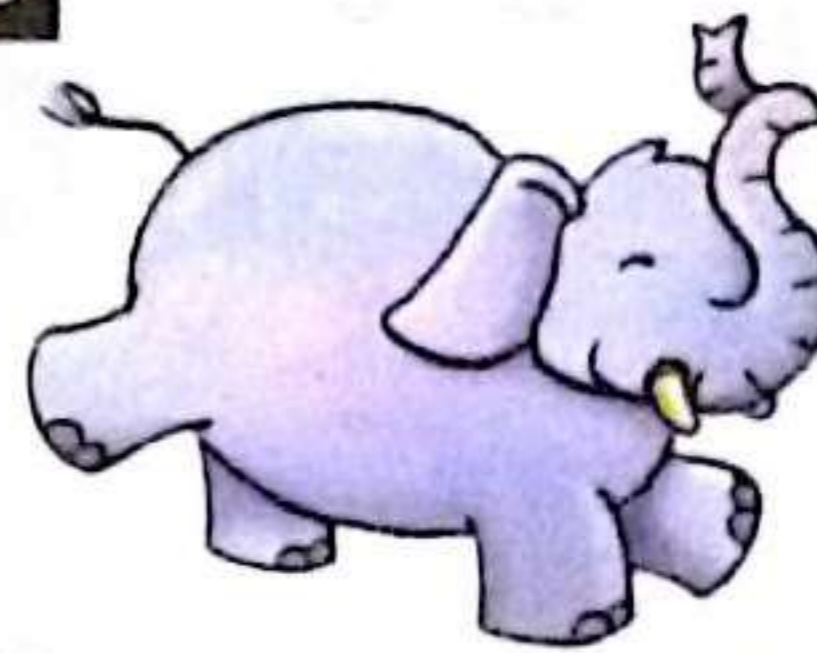
1



2



3

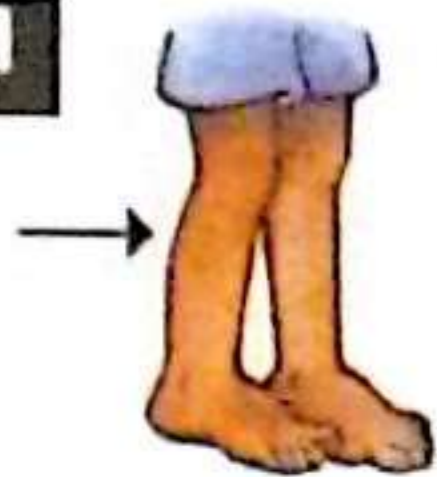


4



3 Listen. Which words have the same sound as the *l* in *lion*? Circle the number.

1



2



3



4

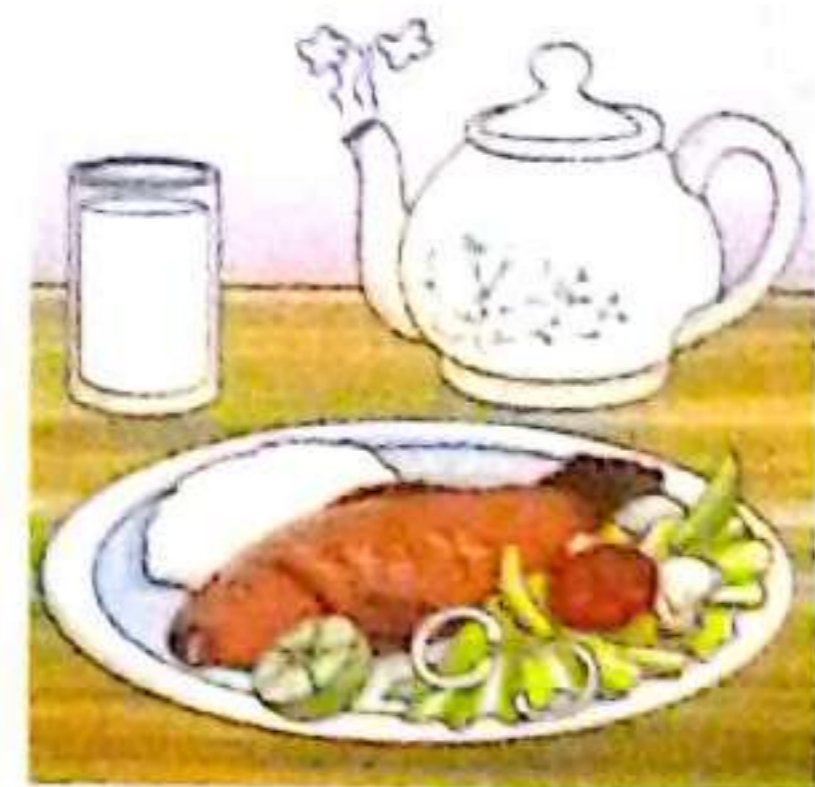


5



4 Read. Underline the words with the same sound as the *l* in *lion*.

My family likes to eat fish with lemon, rice, and salad for lunch. My parents like to drink tea and I drink milk.



5 Write words that have the same sound as the *l* in *lion*. Say.

The doll isn't big. It's \_\_\_\_\_.

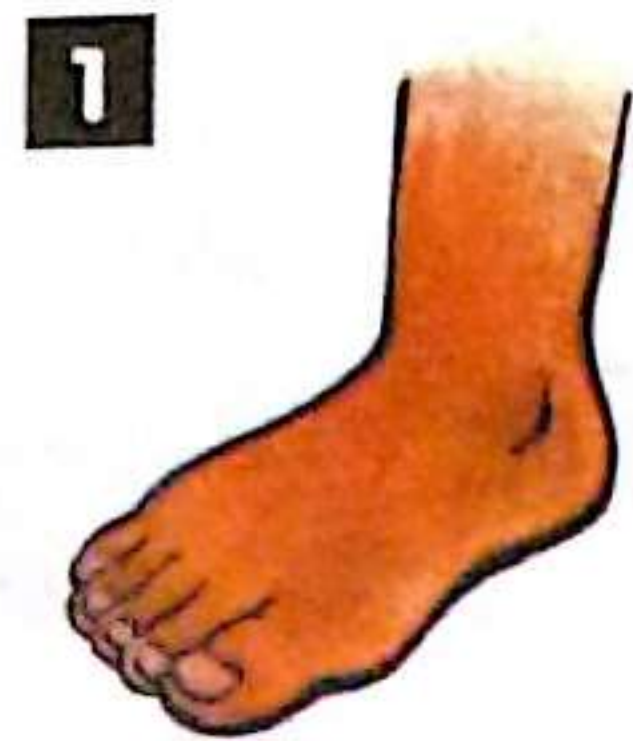
The purple skirt isn't short. It's \_\_\_\_\_.



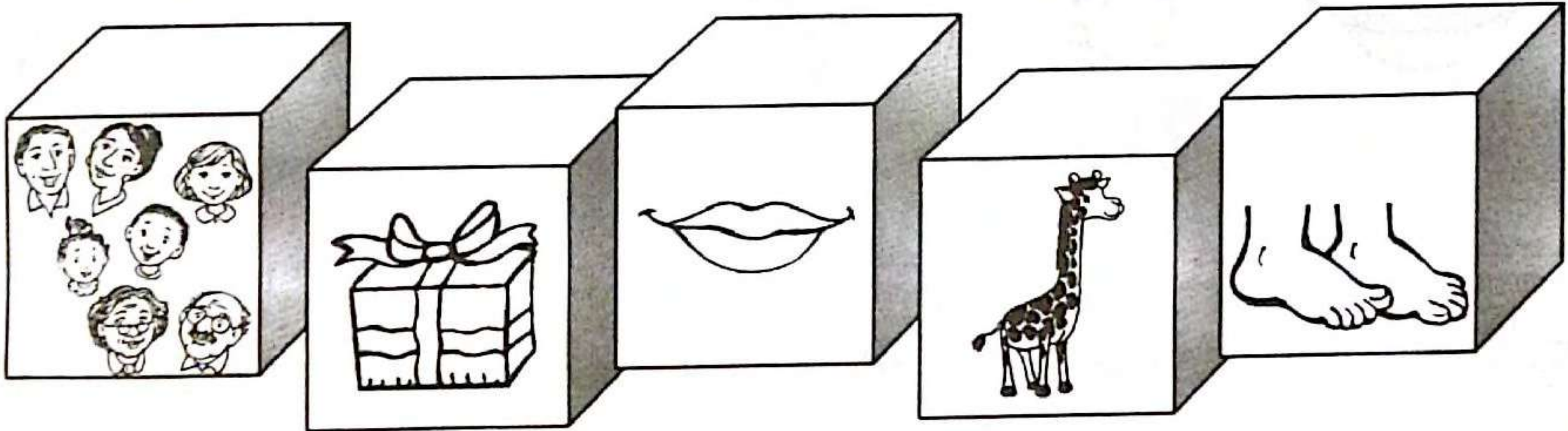
1 Listen and say.



2 Listen and say. Point to the picture.



3 Listen. Which words have the same sound as the **f** in **foot**? Color the blocks.



4 Read. Underline the words with the same sound as the **f** in **foot**.

Frank is my father and Frida is my mother. On Fridays, they go with four friends to the river. They go fishing.



5 Write words that have the same sound as the **f** in **foot**. Say.

I have two hands. Each hand has \_\_\_\_\_ fingers.

I like to play with my red \_\_\_\_\_ truck. It is very noisy!

TRACK B51  
**1**

Listen and say.

TRACK B52  
**2**

Listen and say. Point to the picture.

**1**



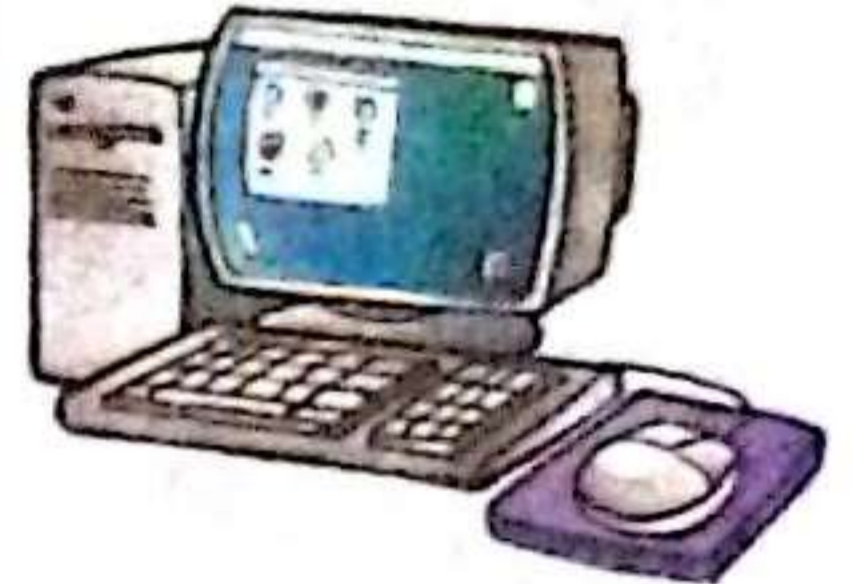
**2**



**3**



**4**



TRACK B53  
**3**

Listen. Which words have the same sound as the *m* in *milk*? Circle the number.

**1**



**2**



**3**



**4**



**5**



**4**

Read. Underline the words with the same sound as the *m* in *milk*.

Mary is my mother. She likes to make cookies. I eat cookies and drink a glass of milk when I come home from school.



**5**

Look at 2 and 3. Write four words that have the same sound as the *m* in *milk*. Say.

---



---



---



---



1 Listen and say.



2 Listen and say. Point to the picture.

1



2



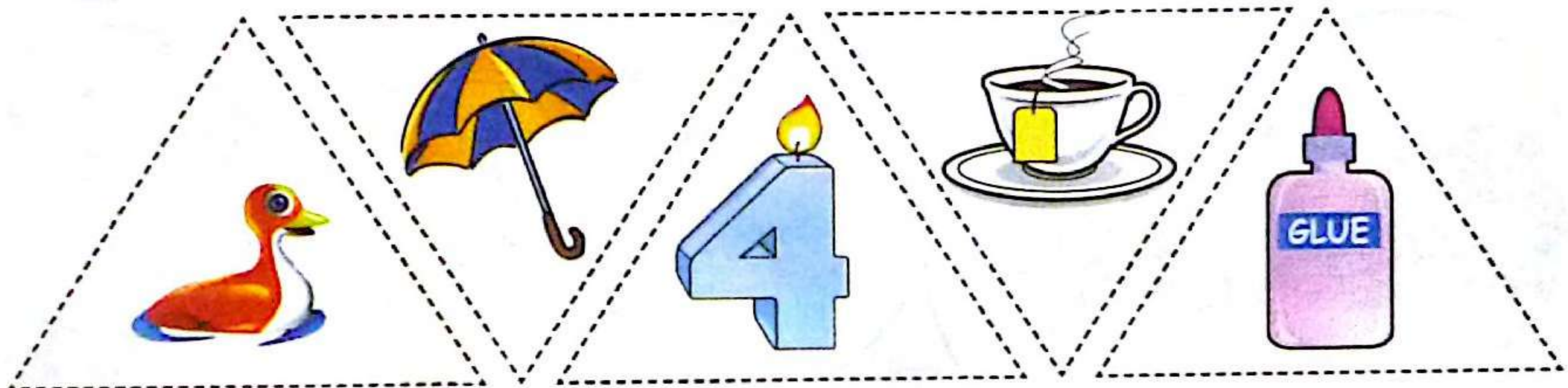
3



4



3 Listen. Which words have the same sound as the *u* in *bus*? Trace the triangles.



4 Read. Underline the words with the same sound as the *u* in *bus*.

A baby dog is a puppy. I have a new puppy named Buddy. He likes to run in the house. When he is tired, he likes to sleep in the sun by the window.



5 Look at 3. Write three words that have the same sound as the *u* in *bus*. Say.

\_\_\_\_\_

\_\_\_\_\_

TRACK B57  
**1**

Listen and say.

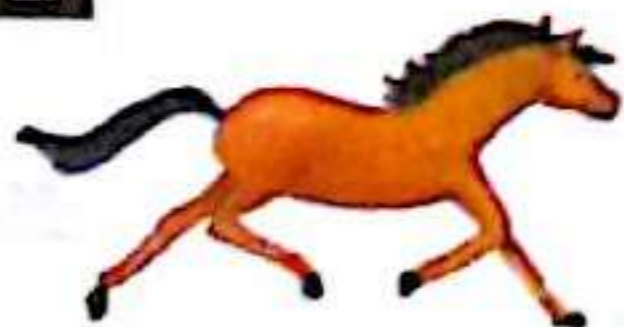
TRACK B58  
**2**

Listen and say. Point to the picture.

**1**



**2**



**3**

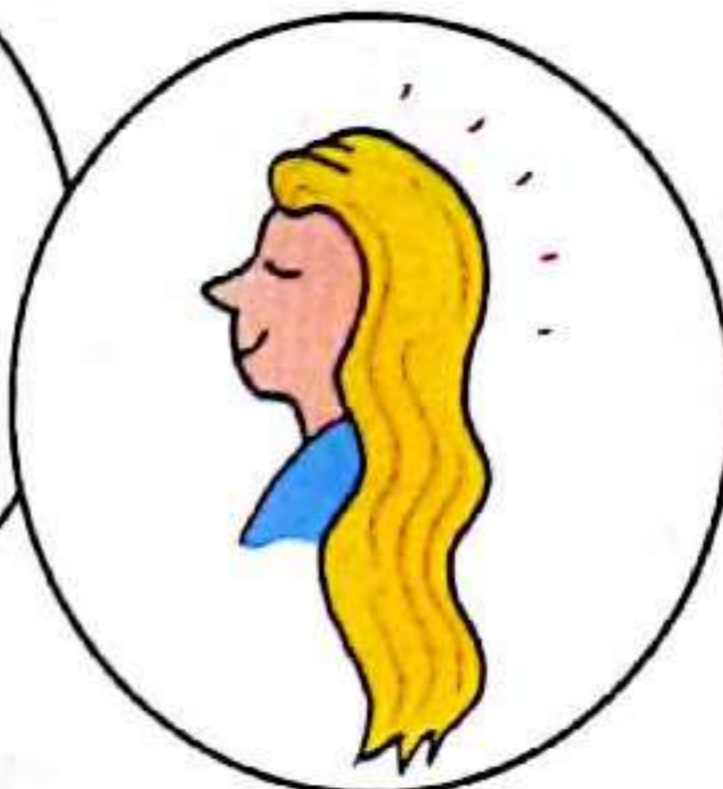
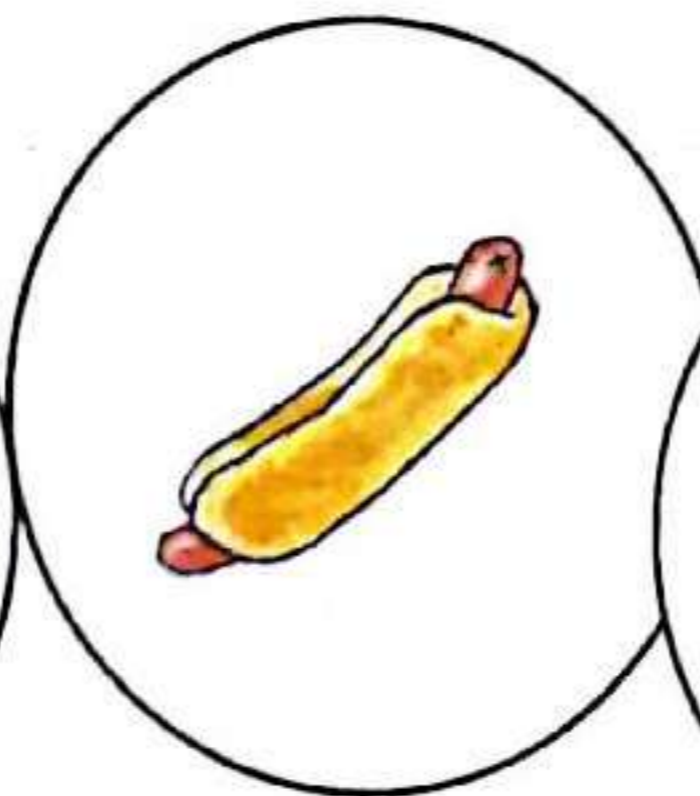
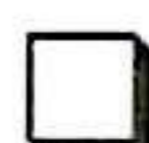


**4**



TRACK B59  
**3**

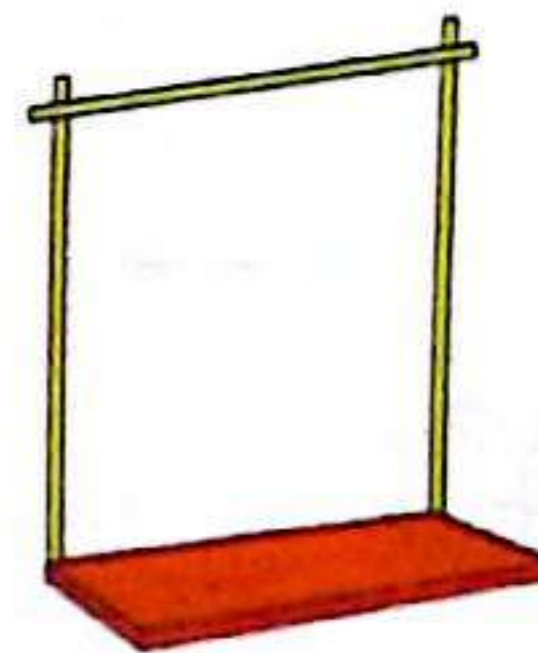
Listen. Which words have the same sound as the *h* in *hat*?  
Check the boxes.



**4**

Read the chant. Underline the words with the same sound as the *h* in *hat*.

Harry the hippo has to jump high.  
Harry the hippo says NO, with a sigh.  
Harry the unhappy hippo won't try.



**5**

Write words that have the same sound as the *h* in *hat*. Say.

two animals: \_\_\_\_\_

two foods: \_\_\_\_\_

Number 1.  
What's she doing?

She's cutting paper.



Student A uses the information below.  
Student B turns to page 120.

1. Number 1. What's she doing?

\_\_\_\_\_

3. Number 3. What does he like to do?

\_\_\_\_\_

5. Number 5. Where's the brother?

\_\_\_\_\_

7. Number 7. Is there a window in the kitchen?

\_\_\_\_\_

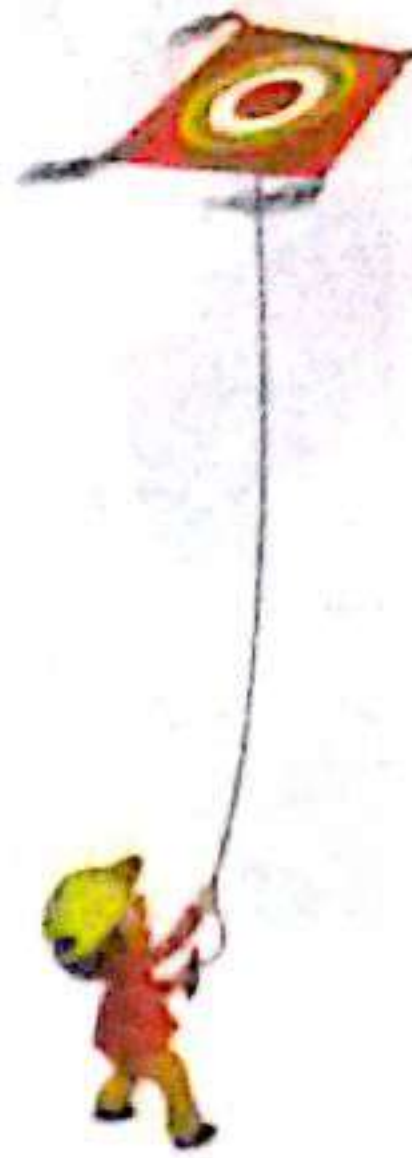
9. Number 9. How many clocks are there?

\_\_\_\_\_

2



4



6



8



10



Student B uses the information below. Student A turns to page 119.

2. Number 2. How many crayons are there?

---

4. Number 4. What's he doing?

---

6. Number 6. What does she like to do?

---

8. Number 8. Where's the rug?

---

10. Number 10. What are three things in the living room?

---

1



3



5



7



9



Student A uses the information below. Student B turns to page 122.

1. Number 1. Where is the shoe store?

---

3. Number 3. What does a musician do?

---

5. Number 5. What do they do every day?

---

7. Number 7. What does he want to be?

---

9. Number 9. What time is it?

---

2



4



6



8



10



Student B uses the information below. Student A turns to page 121.

2. Number 2. What does a teacher do?

---

4. Number 4. What do you do every day?

---

6. Number 6. When do they eat lunch?

---

8. Number 8. Where can you shop for milk?

---

10. Number 10. Is there a toy store on Main Street?

---



Student A uses the information below. Student B turns to page 124.

1. Number 1. Does he like dessert?

---

3. Number 3. What do you want to eat?

---

5. Number 5. Do lions have sharp teeth?

---

7. Number 7. What do they do in April?

---

9. Number 9. When do you start school?

---

2



4



6



8



10



Student B uses the information below. Student A turns to page 123.

2. Number 2. What do you want to eat?

---

4. Number 4. Do giraffes have short necks?

---

6. Number 6. Can a hippo climb a tree?

---

8. Number 8. When is your birthday?

---

10. Number 10. What do they do in December?

---

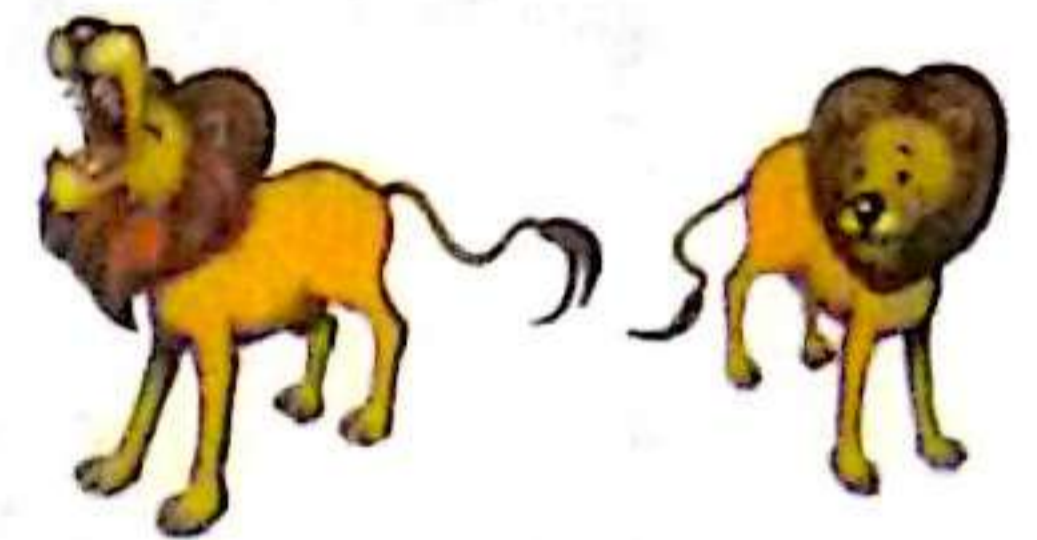
**1**



**3**



**5**



**7**



**9**



## Possessive Adjectives



my doll



your backpack



his yo-yo



her violin



its food



our kite



your books



their skateboards

## Simple Present of *Be*, Contracted Forms

I'm

You're

He's

She's

It's

We're

You're

They're

I'm seven.



He's seven today.



## Simple Present

I like

You like

He likes

She likes

It likes

We like

You like

They like

I like apples.



She likes apples.



## Present Progressive

I'm reading.

You're reading.

He's reading.

She's reading.

It's reading.

We're reading.

You're reading.

They're reading.



I'm reading about spiders.

## Word Order with Adjectives



He's a strong boy.

The boy is strong.



They're happy girls.

The girls are happy.

## Object Pronouns



me



you



him



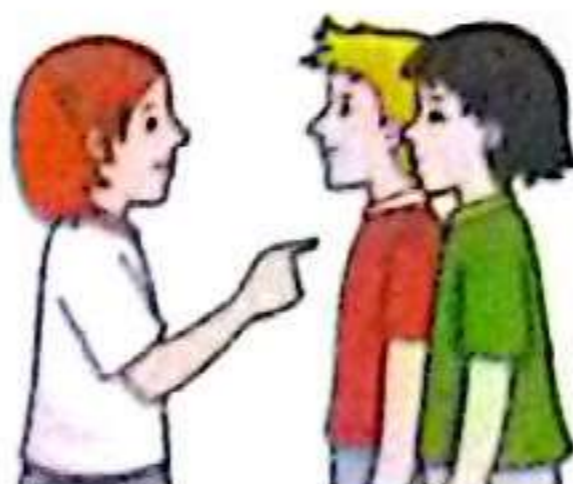
her



it



us



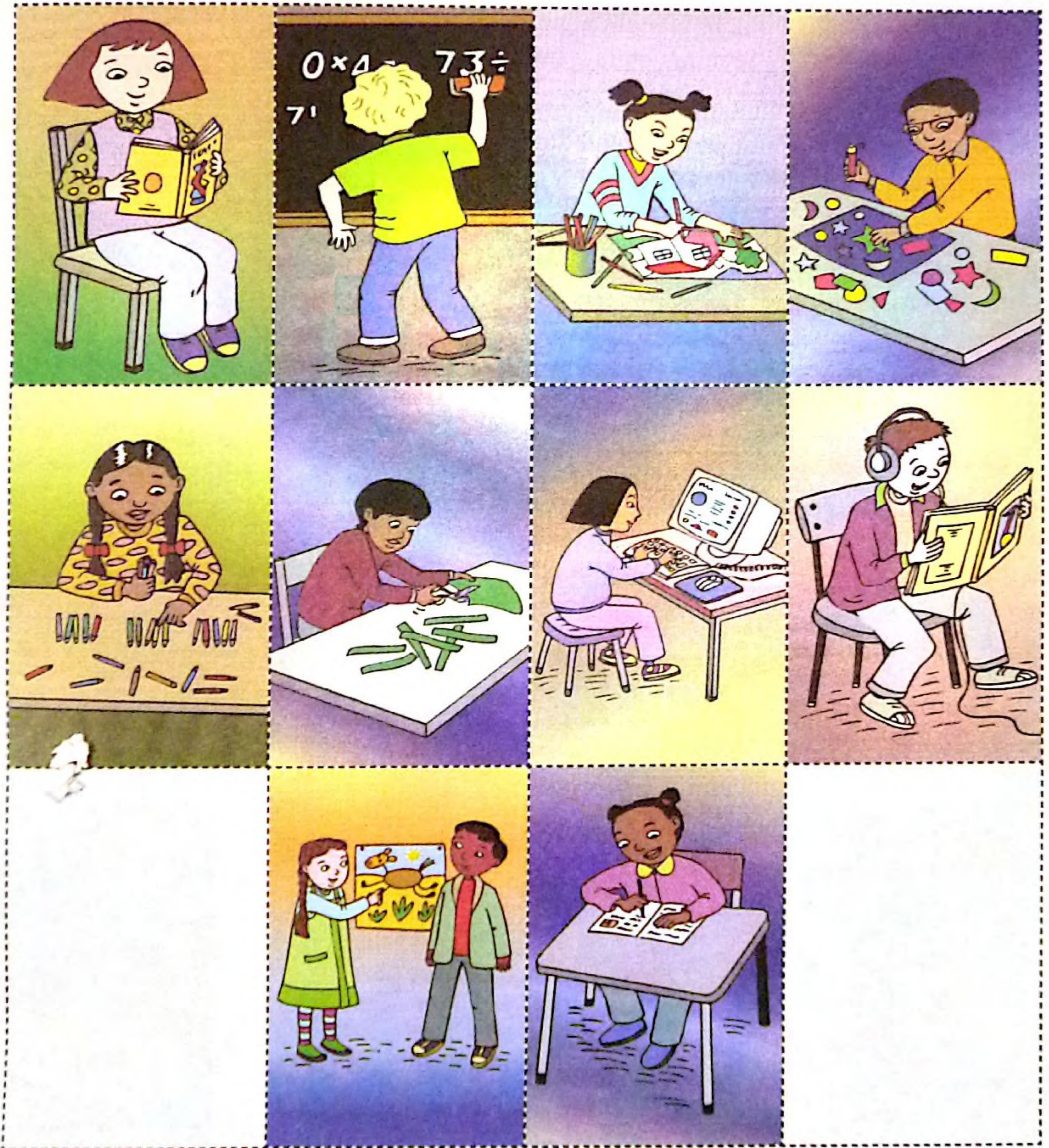
you



them



Unit  
**1**







Unit  
2





Hospital

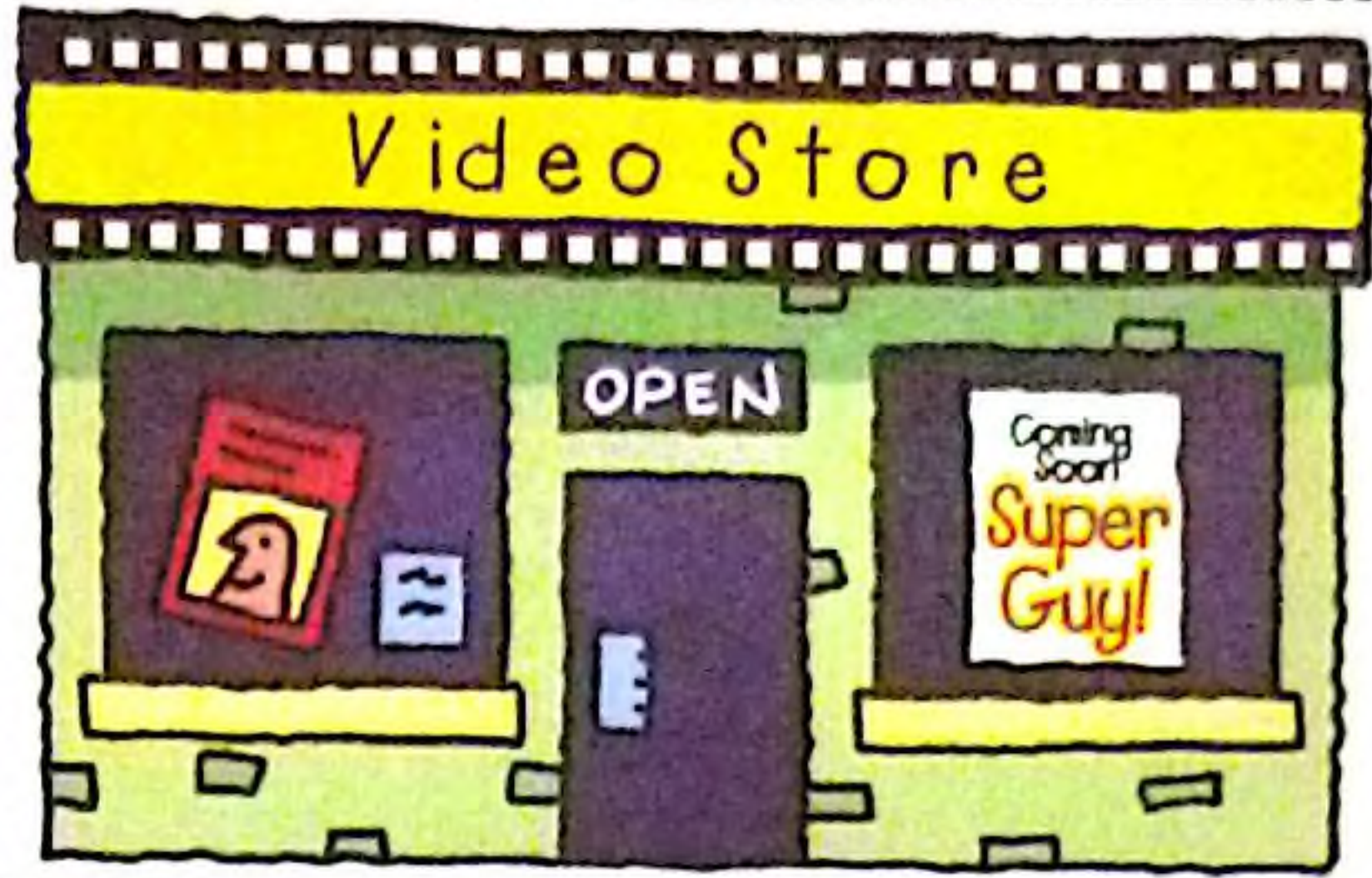
ENTER



Video Store

OPEN

Coming Soon  
Super Guy!

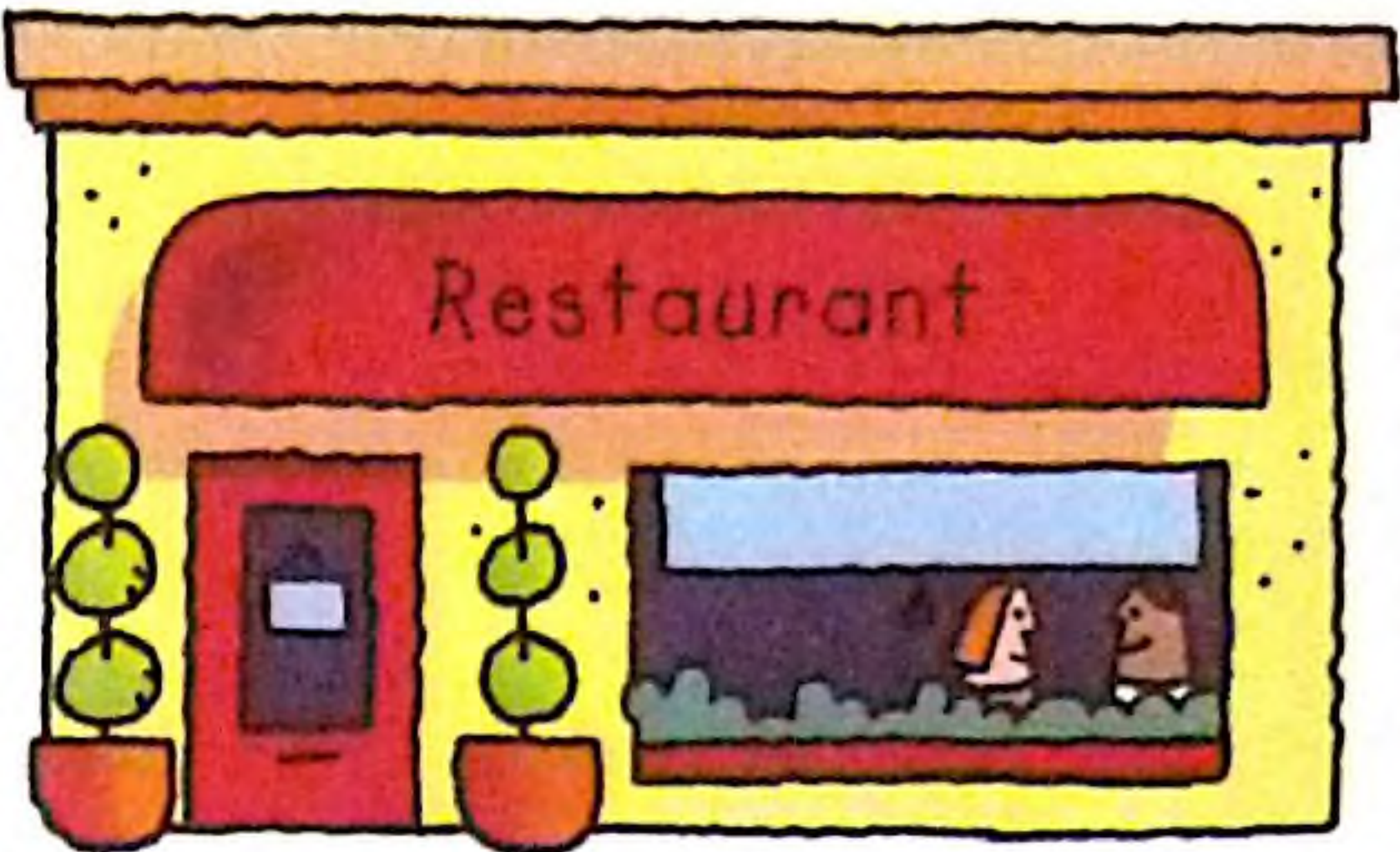


Movie Theater

SPACE WARS! 2:00 PM



Restaurant



Supermarket

EGGS 69¢

apples  
\$1.00



Bank

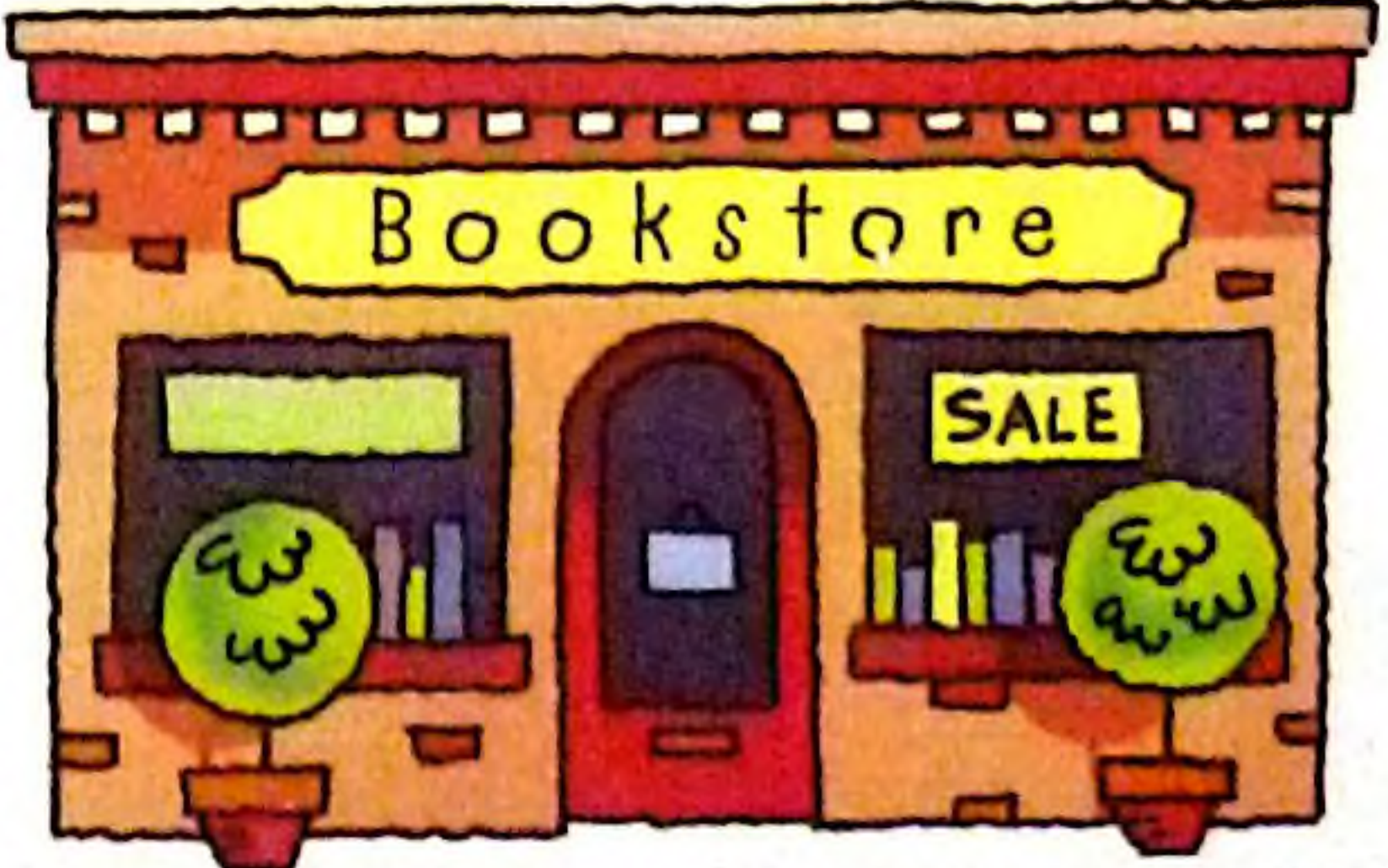


Toy Store



Bookstore

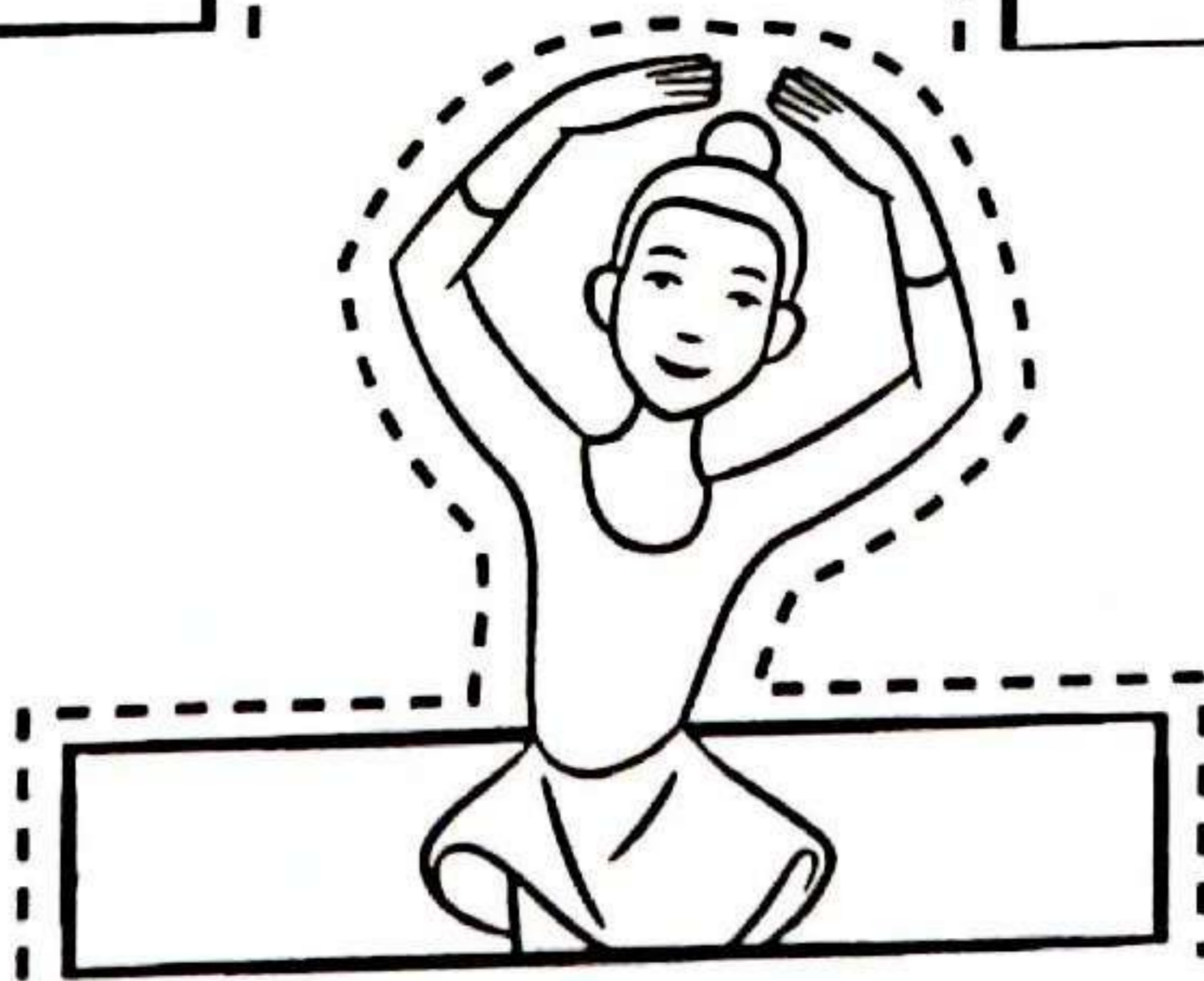
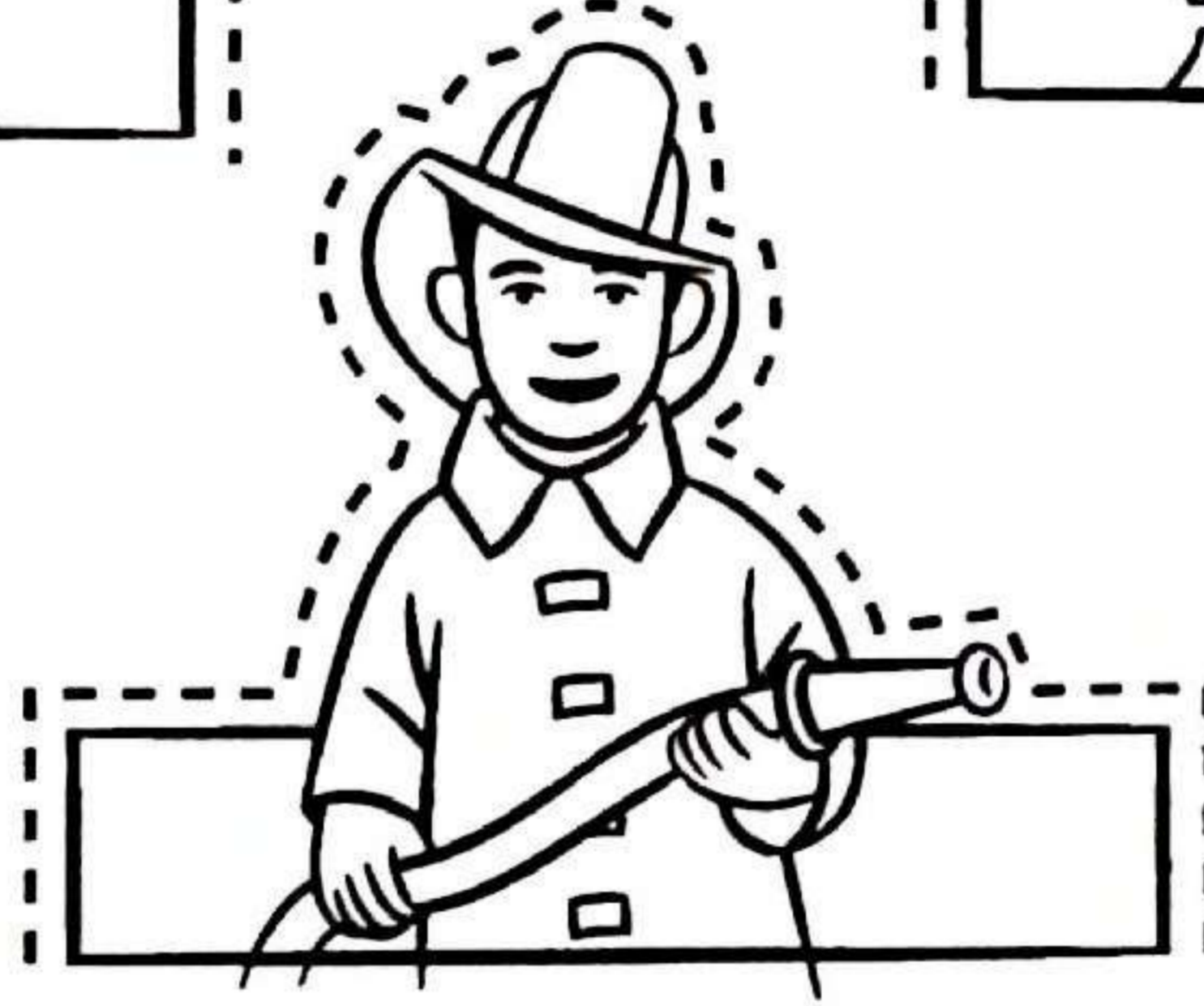
SALE







Unit  
**5**









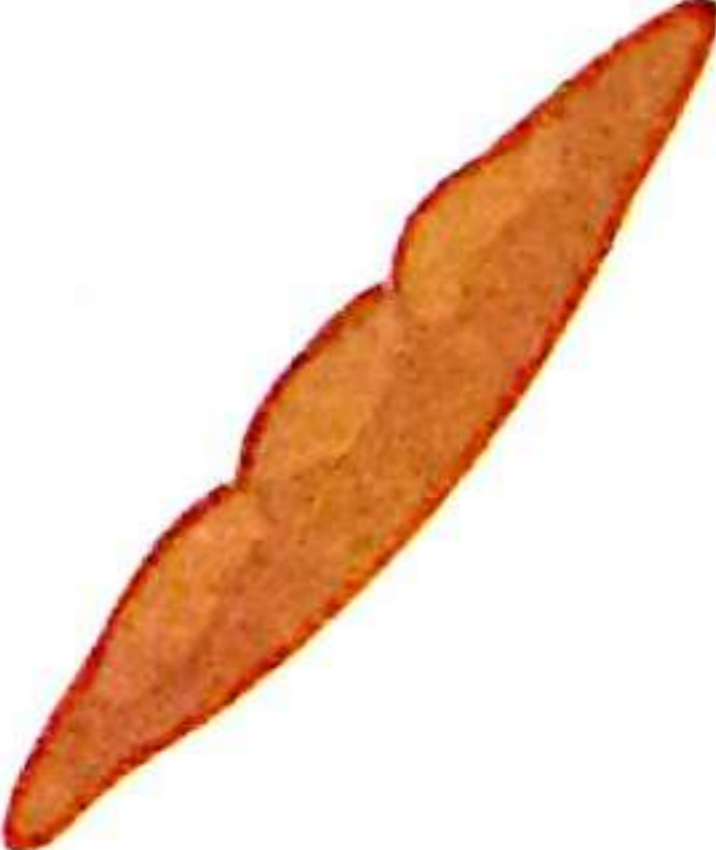

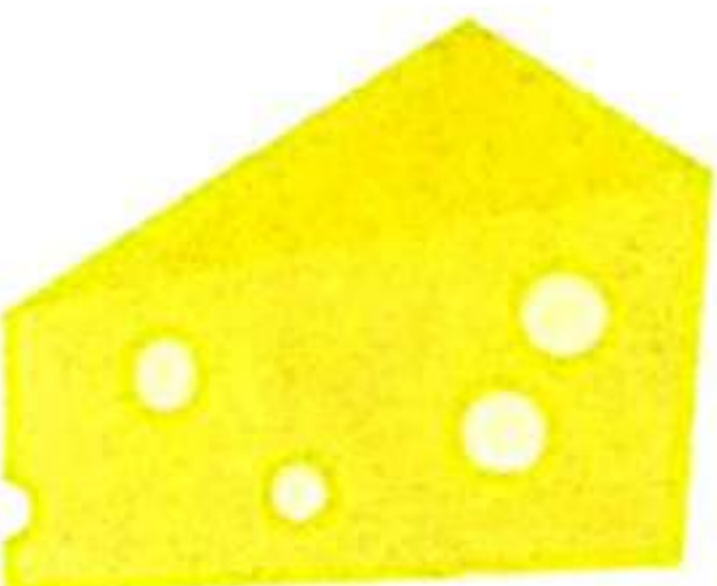
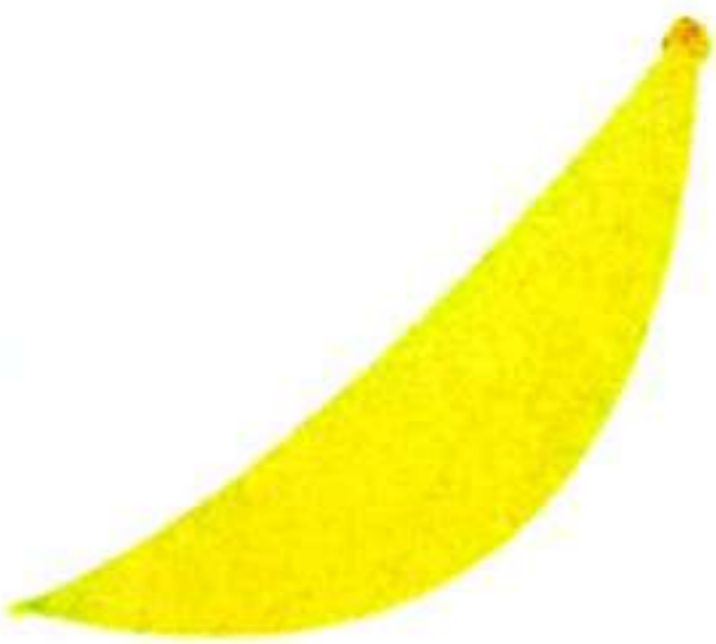
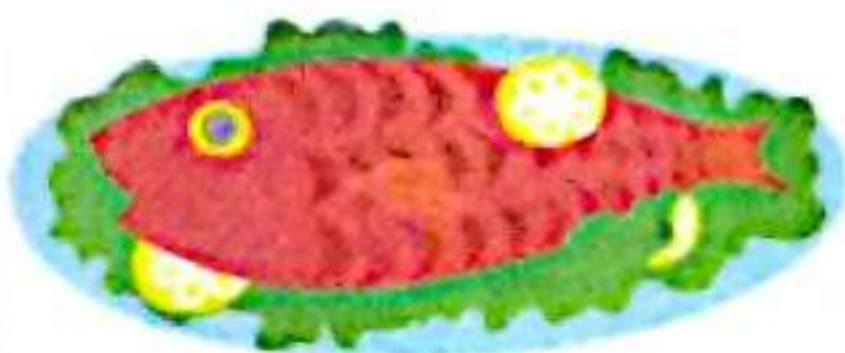


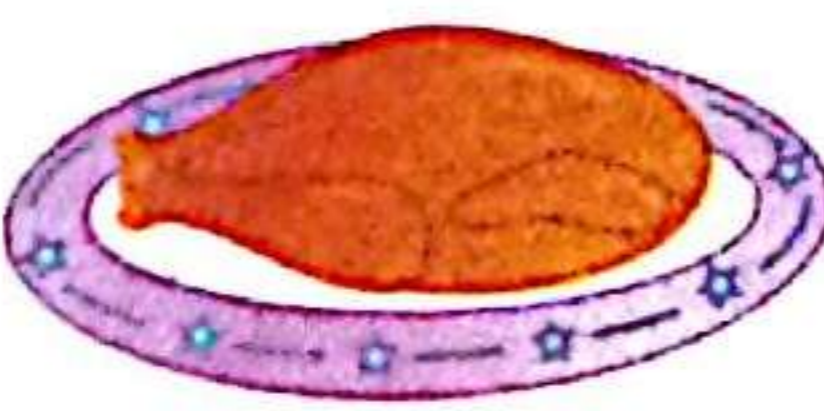






Unit  
6







Unit  
7



Unit  
8





Unit  
9



