

Unit 1 The Copycat

Student Book

(p. 9) WORDS

4-5-2-6-3-1

(p. 10) COMPREHENSION A

1. b 2. b 3. c 4. a

(p. 10) COMPREHENSION B

1. He dips his fries in mustard.
2. "Hot! Hot! Hot!" he says.

(p. 11) GRAPHIC ORGANIZER

A Fill in the blanks.

hot sauce fries pours ketchup bite watches

	Me ...		My Little Brother ...
first	dip fries in <u>ketchup</u>		dips his <u>fries</u> too
next	dip fries in mustard	→	<u>watches</u> me and dips his fries too
last	pour a little <u>hot sauce</u> on one fry		• <u>pours</u> it all over his fries • takes a big <u>bite</u>

(p. 11) LITERACY FOCUS

What is the little brother saying? Read and circle.

I pour hot sauce ketchup mustard all over my fries. But then my fries are too sweet cold hot for me. Now I know not to drink copy eat everything.

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Workbook

(p. 4) WORD PRACTICE A

A Fill in the blanks and write.

1  b i t e <u>bite</u>	2  k e t chup <u>ketchup</u>	3  f r ies <u>fries</u>
4  h o t sa u ce <u>hot sauce</u>	5  p ou r <u>pour</u>	6  mu s tar d <u>mustard</u>

(p. 4) WORD PRACTICE B

1. bite 2. mustard 3. pour
4. hot sauce 5. ketchup 6. fries

(p. 5) PASSAGE REVIEW A

1. I dip my fries in ketchup.
2. I pick up the hot sauce.
3. He takes a big bite.

(p. 5) PASSAGE REVIEW B

B Read and complete the summary.

My little brother copies me. I dip my fries in ketchup. He dips his fries too. I dip my fries in mustard. He dips his fries in mustard too. Then I pick up the hot sauce and pour a little on one fry. He pours it all over his fries. He takes a big bite. It is very hot, so I give him some milk.

- a. very hot b. dips his fries c. in mustard

Unit 2 The New Teacher

Student Book

(p. 13) WORDS

2-5-1-3-6-4

(p. 14) COMPREHENSION A

1. b 2. c 3. a 4. a

(p. 14) COMPREHENSION B

- His arms are large.
- The students laugh.

(p. 15) GRAPHIC ORGANIZER

A Fill in the blanks.

scary strong bag loud large boots

Teacher	Students
His arms are very <u>large</u> .	"He looks <u>strong</u> ."
He wears black <u>boots</u> .	"His steps are <u>loud</u> ."
He carries a big black <u>bag</u> .	"What's inside?"
He takes out a tiny puppet.	"He's not <u>scary</u> at all!"

(p. 15) LITERACY FOCUS

Look, read, and circle.



At first, the kids think the new teacher looks tiny | scary | funny.

Then he takes out a tiny book | bag | puppet.

At the end, the kids think he is funny | weak | shy.

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Workbook

(p. 6) WORD PRACTICE A

A Fill in the blanks and write.

1 

l a u g h

laugh

2 

t i n y

tiny

3 

w e a r

wear

4 

w h i s p e r

whisper

5 

p u p p e t

puppet

6 

v o i c e

voice

(p. 6) WORD PRACTICE B

- laugh
- whisper
- tiny
- wear
- voice
- puppet

(p. 7) PASSAGE REVIEW A

- It is very quiet.
- There is a tiny puppet.
- We all laugh.

(p. 7) PASSAGE REVIEW B

B Read and complete the summary.

The classroom is very quiet. A new teacher comes into the room. We think he looks strong. He wears black boots and carries a big bag. Then the teacher opens the bag. He takes out a tiny puppet. The teacher speaks in a funny voice. We all laugh. He is not scary at all.

- a. not scary b. black boots c. takes out

Unit 3 Our Town Heroes

Student Book

(p. 17) WORDS

4-3-2-5-6-1

(p. 18) COMPREHENSION A

1. a 2. c 3. b 4. c

(p. 18) COMPREHENSION B

1. The janitor keeps the floor clean.
2. The plumber checks old pipes.

(p. 19) GRAPHIC ORGANIZER

A Fill in the blanks.

Job	What He/She Does	How He/She Helps
<u>janitor</u>	sweeps and <u>mops</u> floors	keeps the buildings <u>clean</u>
bus driver	drives students to school	keeps students <u>safe</u>
<u>plumber</u>	checks old pipes	<u>fixes</u> broken sinks and tubs

(p. 19) LITERACY FOCUS

Look, read, and match.

plumber

- fixes broken sinks and tubs
- drives students to school
- checks old pipes

janitor

- keeps students safe on the bus
- keeps the buildings clean
- sweeps and mops floors

bus driver

Workbook

(p. 8) WORD PRACTICE A

A Fill in the blanks and write.

1 
 p lum b er
plumber

2 
 s a f e
safe

3 
 s w e e p
sweep

4 
 m o p
mop

5 
 d r i v e r
driver

6 
 j a n i t o r
janitor

(p. 8) WORD PRACTICE B

1. sweep 2. plumber 3. safe
4. mop 5. janitor 6. driver

(p. 9) PASSAGE REVIEW A

1. He is a janitor.
2. She drives students to school.
3. He fixes broken sinks and tubs.

(p. 9) PASSAGE REVIEW B

B Read and complete the summary.

Our town has many heroes. Mr. Lee is a janitor. He sweeps and mops floors. Ms. Bell is a bus driver. She keeps students safe on the bus. Mr. Parker is a plumber. He fixes broken sinks and tubs. These heroes keep our town clean and safe.

- a. on the bus b. mops floors c. clean and safe

Unit 4 I Have a Cold Too!

Student Book

(p. 21) WORDS

3-6-2-1-4-5

(p. 22) COMPREHENSION A

1. c 2. a 3. c 4. b

(p. 22) COMPREHENSION B

1. I bring Emma a soft blanket.
2. Lily has a cough.

(p. 23) GRAPHIC ORGANIZER

A Fill in the blanks.

towel fever warm sore tissues cough

Who	Problem	What Helps
Emma	fever and <u>sore</u> throat	a cool <u>towel</u> and a soft blanket
Lily	<u>cough</u> and runny nose	warm soup and a box of <u>tissues</u>
me	<u>fever</u>	a soft blanket and <u>warm</u> soup

(p. 23) LITERACY FOCUS

Look, read, and circle.



Emma

I have a fever and a sore throat. My sister puts a cool blanket towel tissue on my head.
The next morning, she has a fever too.
I bring her a thin cold soft blanket.

I have a cough and a runny nose. My sister brings me a box of towels tissues papers.
The next morning, she has a fever.
I give her warm spicy cold soup.



Lily

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Workbook

(p. 10) WORD PRACTICE A

A Fill in the blanks and write.

1



f e v e r

fever

2



t o w e l

towel

3



s o r e t h r o a t

sore throat

4



r u n n y n o s e

runny nose

5



t i s s u e

tissue

6



c o u g h

cough

(p. 10) WORD PRACTICE B

1. tissue 2. cough 3. fever
4. towel 5. sore throat 6. runny nose

(p. 11) PASSAGE REVIEW A

1. She has a sore throat.
2. She has a cough.
3. I feel terrible.

(p. 11) PASSAGE REVIEW B

B Read and complete the summary.

My sisters are sick. Emma has a fever and a sore throat. I put a cool towel on her head. I bring her a soft blanket too. Lily has a cough and a runny nose. I give her warm soup and a box of tissues. The next morning, I have a fever. My sisters bring me a soft blanket and warm soup. Now it's my turn!

a. runny nose

b. my turn

c. a fever

Unit 5 Hic! Hic! Hic!

Student Book

(p. 25) WORDS

6-1-3-2-5-4

(p. 26) COMPREHENSION A

1. b 2. a 3. c 4. b

(p. 26) COMPREHENSION B

- Dad jumps out and scares Jen.
- Mom has hiccups too.

(p. 27) GRAPHIC ORGANIZER

A Fill in the blanks.

help	holds	stop	water	Boo	still
Morning Jen drinks warm <u>water</u> .	Afternoon Jen <u>holds</u> her breath.	Evening Dad yells, “ <u>Boo</u> !”			
↓ It does not <u>help</u> .	↓ Jen <u>still</u> has hiccups.	↓ Jen's hiccups <u>stop</u> .			

(p. 27) LITERACY FOCUS

Why does Mom have hiccups? Read and circle.

Dad jumps out from behind the curtain. p. 25
 "Boo!" he yells.
 Jen screams. Mom also screams.
 Jen's hiccups are gone!
 Hiccup, hiccup! "Oh no!" Mom says. "Now I have hiccups!"

→ In the story, Dad jumps out and scares | hugs | holds Jen.
 But Mom is also | excited | angry | surprised, and now she has hiccups!

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Workbook

(p. 12) WORD PRACTICE A

A Fill in the blanks and write.

1  b <u>r</u> eat <u>h</u> <u>breath</u>	2  beh <u>i</u> n <u>d</u> <u>behind</u>	3  h <u>i</u> c <u>c</u> ups <u>hiccups</u>
4  c <u>u</u> r t a <u>i</u> n <u>curtain</u>	5  s <u>c</u> r e a m <u>scream</u>	6  d <u>r</u> i n k <u>drink</u>

(p. 12) WORD PRACTICE B

- breath 2. drink 3. scream
- behind 5. hiccups 6. curtain

(p. 13) PASSAGE REVIEW A

- She holds her breath.
- Dad jumps out and yells, "Boo!"
- Mom has hiccups too.

(p. 13) PASSAGE REVIEW B

B Read and complete the summary.

Jen has hiccups one morning. Mom gives her warm water. She drinks it, but it does not help. Jen still has hiccups in the afternoon. She holds her breath for a long time, but it does not help. In the evening, Dad jumps out from behind the curtain. Jen's hiccups stop. But Mom is surprised too, and now she has hiccups!

- a. long time b. jumps out from c. does not help

Unit 6 Pool Rules

Student Book

(p. 29) WORDS

4-3-1-6-5-2

(p. 30) COMPREHENSION A

1. b 2. a 3. c 4. b

(p. 30) COMPREHENSION B

1. Do not run near the pool.
2. Have some water.

(p. 31) GRAPHIC ORGANIZER

A Fill in the blanks.

dive pool break wet deep ready

Rule	Details
Do not run near the <u>pool</u> .	The floor is <u>wet</u> and slippery.
Do not <u>dive</u> in the shallow end.	The water is not <u>deep</u> enough.
Stretch your arms and legs.	Then your body will be <u>ready</u> .
Take a <u>break</u> every 30 minutes.	Keep your body warm.

(p. 31) LITERACY FOCUS

Read and circle 😊 or ☹️.

-  Andy does not stretch his arms and legs. ☐ 😊 ☒ ☹️
-  Tina drinks water during the break. ☒ 😊 ☐ ☹️
-  Ben does not run near the pool. ☒ 😊 ☐ ☹️
-  Sally dives in the shallow end. ☐ 😊 ☒ ☹️

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Workbook

(p. 14) WORD PRACTICE A

A Fill in the blanks and write.

1 
 d e e p
 deep

2 
 s t r e t c h
 stretch

3 
 w e t
 wet

4 
 s l i p p e r y
 slippery

5 
 p o o l
 pool

6 
 s h a l l o w
 shallow

(p. 14) WORD PRACTICE B

1. pool 2. wet 3. stretch
4. deep 5. slippery 6. shallow

(p. 15) PASSAGE REVIEW A

1. The floor is wet and slippery.
2. You can hurt your head.
3. Keep your body warm.

(p. 15) PASSAGE REVIEW B

B Read and complete the summary.

Sunny Pool has four rules.

Rule One: Do not run near the pool.

The floor is wet and slippery.

Rule Two: Do not dive in the shallow end.

The water is not deep enough.

Rule Three: Stretch your arms and legs.

Then your body will be ready.

Rule Four: Take a break every 30 minutes.

Have some water and snacks.

- a. be ready b. a break c. near the pool

Unit 7 At Funland

Student Book

(p. 33) WORDS

4-2-6-1-5-3

(p. 34) COMPREHENSION A

1. a 2. b 3. b 4. c

(p. 34) COMPREHENSION B

1. I feel proud after the ride.
2. The Ferris wheel is everyone's favorite.

(p. 35) GRAPHIC ORGANIZER

A Fill in the blanks.

proud bored nervous dizzy happy excited			
Who	Ride	Before	After
Dad	roller coaster	<u>bored</u>	<u>happy</u>
Mom	spinning cups	<u>excited</u>	<u>dizzy</u>
me	bumper cars	<u>nervous</u>	<u>proud</u>

(p. 35) LITERACY FOCUS

Look, read, and circle **T** (True) or **F** (False).

	I feel dizzy before the roller coaster.	T F
	After the ride, I'm super happy.	T F
	I'm excited for the spinning cups.	T F
	After the ride, I feel nervous.	T F
	I feel bored before the bumper cars.	T F
	After the ride, I feel proud.	T F

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Workbook

(p. 16) WORD PRACTICE A

A Fill in the blanks and write.

1 	2 	3 
<u>b o r e d</u> bored	<u>g e t o f f</u> get off	<u>n e r v o u s</u> nervous
4 	5 	6 
<u>d i z z y</u> dizzy	<u>p r o u d</u> proud	<u>e x c i t e d</u> excited

(p. 16) WORD PRACTICE B

1. bored 2. excited 3. dizzy
4. proud 5. nervous 6. get off

(p. 17) PASSAGE REVIEW A

1. He is super happy.
2. She chooses the spinning cups.
3. Everyone looks down and smiles.

(p. 17) PASSAGE REVIEW B

B Read and complete the summary.

My family tries different rides at Funland. Dad waits in line for the roller coaster. He feels bored before the ride. After the ride, he is happy. Mom chooses the spinning cups. She feels excited before the ride. After the ride, she feels dizzy. I pick the bumper cars. I feel nervous before the ride. After I get off, I feel proud. Then we ride the Ferris wheel together. It is everyone's favorite!

- a. feels dizzy b. in line c. feel proud

Unit 8 My Bean Diary

Student Book

(p. 37) WORDS

2-5-6-4-1-3

(p. 38) COMPREHENSION A

1. b 2. b 3. a 4. c

(p. 38) COMPREHENSION B

1. New leaves open one by one.
2. There are new beans.

(p. 39) GRAPHIC ORGANIZER

A Fill in the blanks.

	bigger	sprout	pod	beans	stem	tip
Week 1		A <u>sprout</u> comes up.			The <u>tip</u> is bright green.	
Week 4		The <u>stem</u> stands up tall.			New leaves open.	
Week 8			Small flowers open.		Tiny <u>pod</u> s grow.	
Week 12			Long pods get <u>bigger</u> .		My bean has new <u>beans</u> .	

(p. 39) LITERACY FOCUS

Look, circle, and write the correct numbers.

1 Week 12
I see long short pods.

2 Week 1
A sprout stem comes up.

3 Week 8
The leaves flowers open in the sun.

4 Week 4
The stem stands down up tall.

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Workbook

(p. 18) WORD PRACTICE A

A Fill in the blanks and write.

1
s o i l
soil

2
s p r o u t
sprout

3
s t e m
stem

4
p o d
pod

5
b e a n
bean

6
t i p
tip

(p. 18) WORD PRACTICE B

1. sprout 2. soil 3. pod
4. tip 5. stem 6. bean

(p. 19) PASSAGE REVIEW A

1. I plant one bean.
2. I see small flowers.
3. They get bigger.

(p. 19) PASSAGE REVIEW B

B Read and complete the summary.

This is my bean diary. I plant one bean in wet soil. In week one, a sprout comes up. The tip is bright green. In week four, the stem stands up tall. New leaves open one by one. In week eight, small flowers open in the sun. Tiny pods start to grow. In week twelve, the pods get bigger. Now my bean has new beans!

- a. new beans b. in the sun c. stands up

Unit 9 Smoothie Trouble

Student Book

(p. 41) WORDS

5-3-6-4-2-1

(p. 42) COMPREHENSION A

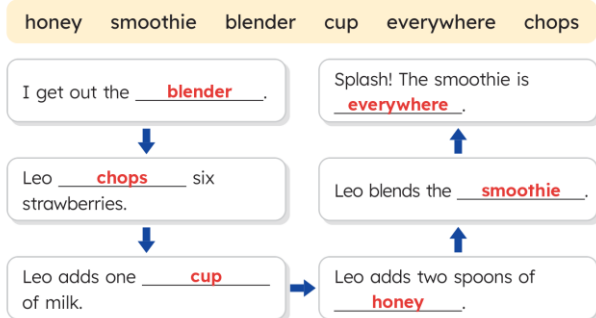
1. c 2. b 3. c 4. a

(p. 42) COMPREHENSION B

1. Leo chops six strawberries.
2. Leo puts honey in the blender.

(p. 43) GRAPHIC ORGANIZER

A Fill in the blanks.



(p. 43) LITERACY FOCUS

What happens at the end of the story? Read and circle.

"Now blend it!" I say.
 Splash!
 The smoothie is everywhere.
 The lid is still on the table.
 "Oops!" says Leo.

→ In the story, Leo starts to blend the juice | smoothie | bananas .
 But the lid is still on the table | cup | blender .
 So the smoothie blends | tosses | splashes everywhere.

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Workbook

(p. 20) WORD PRACTICE A

A Fill in the blanks and write.



(p. 20) WORD PRACTICE B

1. honey 2. toss 3. splash
4. chop 5. lid 6. blend

(p. 21) PASSAGE REVIEW A

1. I get out the blender.
2. He adds one cup of milk.
3. He adds two spoons of honey.

(p. 21) PASSAGE REVIEW B

B Read and complete the summary.

Leo and I want smoothies. I get out the blender. First, Leo chops six strawberries. Then he tosses them in. Next, he fills the blender with one cup of milk. He fills it to the line. Then he adds two spoons of honey. I tell him to blend it. Splash! The smoothie is everywhere. The lid is still on the table.

- a. blend it b. on the table c. tosses them

Unit 10 My Blanket Fort

Student Book

(p. 45) WORDS

5-4-3-1-6-2

(p. 46) COMPREHENSION A

1. a 2. c 3. a 4. b

(p. 46) COMPREHENSION B

1. The cushions become a soft floor.
2. I put chairs on both sides.

(p. 47) GRAPHIC ORGANIZER

A Fill in the blanks.

What I Do	They Become ...
spread out the <u>cushions</u>	a soft <u>floor</u>
place the <u>chairs</u> on both sides	tall <u>walls</u>
put a <u>blanket</u> on top	a low <u>roof</u>

(p. 47) LITERACY FOCUS

Look, read, and circle. Then write the correct letters.



The cushions become a soft wall floor roof . **c**

The blanket becomes a low roof window floor . **a**

The chairs become tall floors walls windows . **b**

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Workbook

(p. 22) WORD PRACTICE A

A Fill in the blanks and write.

1  f or t fort	2  c r a w l crawl	3  w i n d o w window
4  b l a n k e t blanket	5  r o o f roof	6  c u s h i o n cushion

(p. 22) WORD PRACTICE B

1. cushion 2. window 3. crawl
4. blanket 5. roof 6. fort

(p. 23) PASSAGE REVIEW A

1. I crawl under it.
2. It is small but cozy.
3. I want a window.

(p. 23) PASSAGE REVIEW B

B Read and complete the summary.

I want to make a blanket fort. I spread out the cushions. They become a soft floor. I place the chairs on both sides. They become tall walls. I put a blanket on top. It becomes a low roof. I crawl under it. The fort is small but cozy. I want a window, so I move one chair. Crash! The whole fort falls down.

a. a low roof b. falls down c. both sides

Unit 11 Symmetry

Student Book

(p. 49) WORDS

4-6-1-5-3-2

(p. 50) COMPREHENSION A

1. b 2. c 3. a 4. a

(p. 50) COMPREHENSION B

1. A window looks the same on both sides.
2. Both halves look the same.

(p. 51) GRAPHIC ORGANIZER

A Fill in the blanks.

Butterfly Painting	Magnet	Leaf
Both <u>halves</u> look the same.	The left half <u>matches</u> the right half.	One side matches the <u>other</u> side.

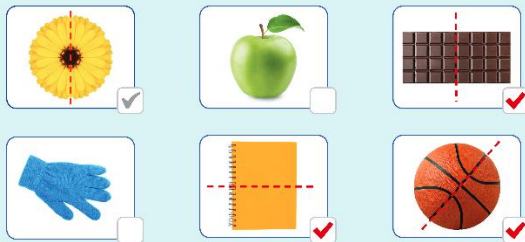
↓

You can find symmetry <u>everywhere</u> .		
<u>glasses</u>	<u>vases</u>	windows

(p. 51) LITERACY FOCUS

Which pictures show symmetry?

Check and draw a line of symmetry for each one.

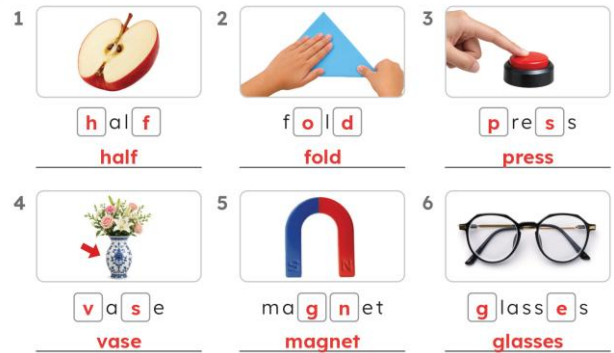


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Workbook

(p. 24) WORD PRACTICE A

A Fill in the blanks and write.



(p. 24) WORD PRACTICE B

1. press 2. magnet 3. glasses
4. vase 5. half 6. fold

(p. 25) PASSAGE REVIEW A

1. I fold it and press down.
2. The left half matches the right half.
3. They look the same.

(p. 25) PASSAGE REVIEW B

B Read and complete the summary.

Some things look the same on both sides. This is called symmetry. I paint half a butterfly. I fold the paper and press down. Now both halves look the same. A magnet also shows symmetry. The left half matches the right half. A leaf shows symmetry too. One side matches the other side. You can find symmetry everywhere.

- a. right half b. both halves c. half a butterfly

Unit 12 The Slowest Race

Student Book

(p. 53) WORDS

6-1-5-3-2-4

(p. 54) COMPREHENSION A

1. c 2. a 3. b 4. a

(p. 54) COMPREHENSION B

1. I walk on my tiptoes.
2. Tom runs from the bee.

(p. 55) GRAPHIC ORGANIZER

A Fill in the blanks.

runs backward cross zigzag turns tiptoes

Who	Before the Bee	After the Bee
Tom	walks in a <u>zigzag</u> line	<u>runs</u> from the bee
Mia	walks <u>backward</u>	<u>turns</u> around and runs
me	walk on my <u>tiptoes</u> and take tiny steps	<u>cross</u> the line first

(p. 55) LITERACY FOCUS

Look and circle.

Slowest

Fastest

THINK MORE

Smallest

Oldest

55

Workbook

(p. 26) WORD PRACTICE A

A Fill in the blanks and write.

1 turn around
turn around

2 tip toe
tiptoe

3 race
race

4 zigzag
zigzag

5 backward
backward

6 cross
cross

(p. 26) WORD PRACTICE B

1. tiptoes 2. backward 3. race
4. zigzag 5. cross 6. turn around

(p. 27) PASSAGE REVIEW A

1. I walk on my tiptoes.
2. He walks in a zigzag line.
3. She turns around and runs.

(p. 27) PASSAGE REVIEW B

B Read and complete the summary.

We have a special slow race. The slowest runner wins. Tom, Mia, and I try to walk very slowly. Tom walks in a zigzag line, and Mia walks backward. I walk on my tiptoes and take tiny steps. Then a big bee flies by. Everyone starts to run. I cross the line first. Now I am the fastest.

- a. walks backward b. flies by c. tiny steps

Unit 13 A Trio of Big Cats

Student Book

(p. 57) WORDS

4-2-5-3-6-1

(p. 58) COMPREHENSION A

1. b 2. b 3. a 4. b

(p. 58) COMPREHENSION B

1. Lions chase zebras in the grass.
2. Leopards eat high up in trees.

(p. 59) GRAPHIC ORGANIZER

A Fill in the blanks.

share high grass deer trees group

Hunt	Lions	Tigers	Leopards
how	in a <u>group</u>	alone	alone
what	zebras	<u>deer</u>	monkeys
when/where	in the <u>grass</u>	at night	near <u>trees</u>
Eat	Lions	Tigers	Leopards
how	together	don't <u>share</u>	eat <u>high</u> up

(p. 59) LITERACY FOCUS

Read and circle.

Tigers, leopards, and lions are all big cats. Tigers and leopards hunt in a group alone. Tigers share don't share their food with other tigers. Leopards eat together high up. Lions hunt in a group alone. They eat together high up. These hunters are different the same but all special.



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Workbook

(p. 28) WORD PRACTICE A

A Fill in the blanks and write.

1 s h are share	2 h un t hunt	3 d e e r deer
4 g r ou p group	5 l eo p ard leopard	6 ch a s e chase

(p. 28) WORD PRACTICE B

1. leopard 2. group 3. share
4. deer 5. chase 6. hunt

(p. 29) PASSAGE REVIEW A

1. They are big cats.
2. They hunt alone.
3. They eat high up.

(p. 29) PASSAGE REVIEW B

B Read and complete the summary.

Lions, tigers, and leopards are all big cats. They hunt in different ways. Lions hunt in a group and eat together. Tigers hunt alone at night. They do not share their food. Leopards hunt alone too. They eat high up so no one takes their food. These big cats are different but all special.

- a. but all special b. takes their food c. different ways

Unit 14 Feeding a Bird

Student Book

(p. 61) WORDS

2-5-3-4-6-1

(p. 62) COMPREHENSION A

1. b 2. c 3. b 4. c

(p. 62) COMPREHENSION B

1. I look carefully.
2. A raccoon has big paws.

(p. 63) GRAPHIC ORGANIZER

A Fill in the blanks.

What I Do	What Happens
I put a small <u>tray</u> on a branch.	A <u>squirrel</u> eats all the crumbs.
I put more <u>crumbs</u> on the tray.	A <u>raccoon</u> with big paws eats all the crumbs.
I add more crumbs and <u>wait</u> .	A small bird eats the crumbs with its <u>beak</u> .

(p. 63) LITERACY FOCUS

Look, read, and write the correct letters.



S



R



B

- It picks up crumbs with its beak.
It eats all the crumbs with its big paws.
It comes first and eats all the crumbs.

B

R

S

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Workbook

(p. 30) WORD PRACTICE A

A Fill in the blanks and write.

1 c <u>r</u> u m <u>b</u> crumb	2 f <u>e</u> e <u>d</u> feed	3 b <u>r</u> a n c h branch
4 t <u>r</u> a <u>y</u> tray	5 p <u>a</u> w paw	6 b <u>e</u> a <u>k</u> beak

(p. 30) WORD PRACTICE B

1. feed 2. beak 3. tray
4. branch 5. crumb 6. paw

(p. 31) PASSAGE REVIEW A

1. I want to feed a bird.
2. I put more crumbs on the tray.
3. A small bird comes.

(p. 31) PASSAGE REVIEW B

B Read and complete the summary.

I want to feed a bird. I put crumbs on a tray and wait. A squirrel comes and eats all the crumbs. I put more crumbs on the tray and wait again. A raccoon comes and eats the crumbs too. I add more crumbs and wait again. A small bird comes. It picks up crumbs with its beak. At last!

- a. picks up b. the crumbs c. wait again

Unit 15 Earth Day

Student Book

(p. 65) WORDS

5-2-3-6-1-4

(p. 66) COMPREHENSION A

1. a 2. b 3. c 4. b

(p. 66) COMPREHENSION B

1. We can help nature grow.
2. This doesn't make smoke.

(p. 67) GRAPHIC ORGANIZER

A Fill in the blanks.

soil trash lights nature smoke Earth

What We Can Do	How It Helps
ride a bike	• doesn't make <u>smoke</u> • keeps the air clean
turn off the <u>lights</u>	• saves energy • keeps <u>Earth</u> cool
plant a tree	• helps <u>nature</u> grow • gives animals a home
pick up <u>trash</u>	• keeps the <u>soil</u> clean • helps plants and animals stay safe

(p. 67) LITERACY FOCUS

Read and correct the wrong words or phrases.

off bike April plant pick up

- 1 We can ~~cut-down~~ a tree for animals. → plant
- 2 A ~~car~~ doesn't make smoke. → bike
- 3 We can ~~drop~~ trash to help Earth. → pick up
- 4 Turn ~~on~~ the lights to save energy. → off
- 5 Earth Day is on ~~May~~ 22nd. → April

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Workbook

(p. 32) WORD PRACTICE A

A Fill in the blanks and write.

1 
t r a s h
trash

2 
n a t u r e
nature

3 
a i r
air

4 
s m o k e
smoke

5 
l i g h t
light

6 
E a r t h
Earth

(p. 32) WORD PRACTICE B

1. Earth 2. nature 3. light
4. trash 5. smoke 6. air

(p. 33) PASSAGE REVIEW A

1. We turn off the lights.
2. It gives animals a home.
3. We can pick up trash.

(p. 33) PASSAGE REVIEW B

B Read and complete the summary.

April 22nd is Earth Day. We can ride a bike. A bike doesn't make smoke. We can turn off the lights to save energy. This helps keep Earth cool. We can plant a tree to help nature grow. Trees give animals a home. We can pick up trash to help keep the soil clean. We can all help Earth.

a. make smoke b. nature grow c. Earth Day

Unit 16 Sounds at Night

Student Book

(p. 69) WORDS

2-4-1-5-6-3

(p. 70) COMPREHENSION A

1. a 2. b 3. b 4. c

(p. 70) COMPREHENSION B

1. Plop! Plop! It is a frog.
2. Now I can't fall asleep!

(p. 71) GRAPHIC ORGANIZER

A Fill in the blanks.

pond	hear	frog	bushes	noise	cricket
	What I Do			What I Find	
first	shine my lantern into the <u>bushes</u>			a <u>cricket</u>	
					
next	shine my lantern near the <u>pond</u>			a <u>frog</u>	
					
then	<u>hear</u> a loud <u>noise</u>			Dad	

(p. 71) LITERACY FOCUS

Look, read, and circle.

Chirp! Chirp!

I feel scared better.

Snore! Snore!

I hear a loud quiet noise.

Plop! Plop!

I shine my lantern near the bushes pond.

Workbook

(p. 34) WORD PRACTICE A

A Fill in the blanks and write.

s n o re
snore

c r i c k et
cricket

n o i s e
noise

l a n t e r n
lantern

s h i n e
shine

b u s h
bush

(p. 34) WORD PRACTICE B

1. lantern 2. cricket 3. shine
4. snore 5. bush 6. noise

(p. 35) PASSAGE REVIEW A

1. We are camping in the woods.
2. I shine my lantern into the bushes.
3. I feel scared.

(p. 35) PASSAGE REVIEW B

B Read and complete the summary.

Dad and I are camping in the dark woods.
I hear a sound and feel scared. I shine my lantern into the bushes, but it is only a cricket. I hear another sound near the pond. It is only a frog. I feel better and close my eyes. Soon, I hear a loud noise. Dad is snoring, and now I can't fall asleep.

- a. fall asleep b. only a frog c. hear a sound