

Workbook

# BACKPACK ①

Second Edition



PEARSON  
Longman

Mario Herrera • Diane Pinkley



Workbook

# BACKPACK

1

Second Edition



PEARSON  
Longman



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# 1

# Ready for School

TRACK 3



**Listen and color. Cut and glue.**



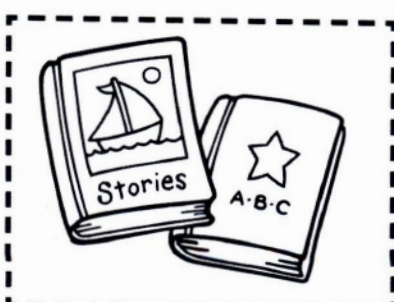
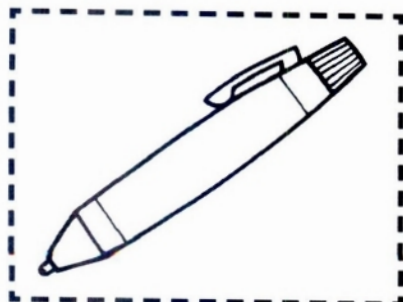
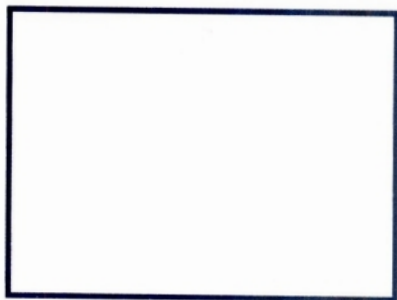
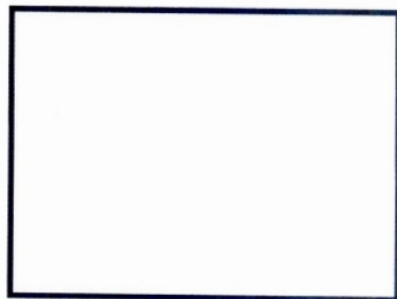
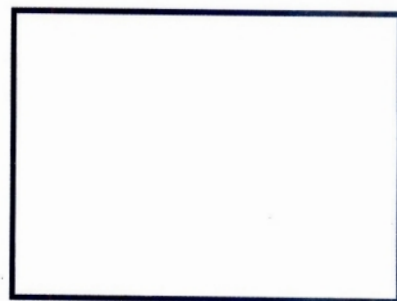
## Hello!

Hello! I'm Ricky Red.  
Look! I have one pen and  
I'm ready for school.

Hello. I'm Gracie Green.  
Look! I have two books and  
I'm ready for school.

Hello. I'm Bobby Blue.  
Look! I have three erasers and  
I'm ready for school.

Hello! Do you hear the bell ring?  
It's time for school and we're ready to go!



**2 Draw and color. Write.**

What's your name?



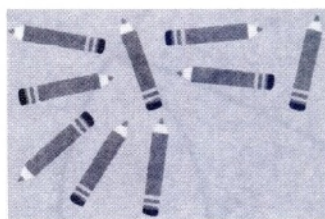
My name is \_\_\_\_\_



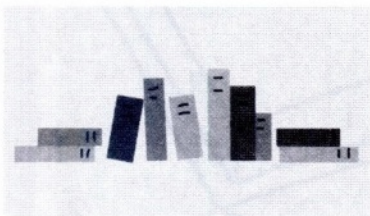
**3 Count and write. Listen and check.**



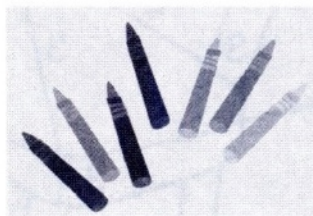
1. 4 backpacks



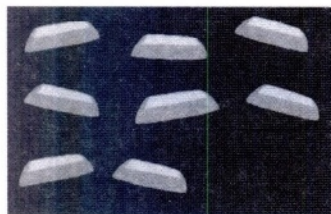
2. \_\_\_\_\_ pencils



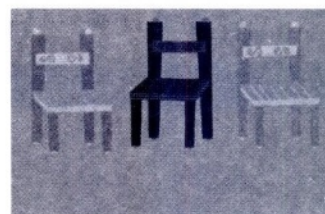
3. \_\_\_\_\_ books



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



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

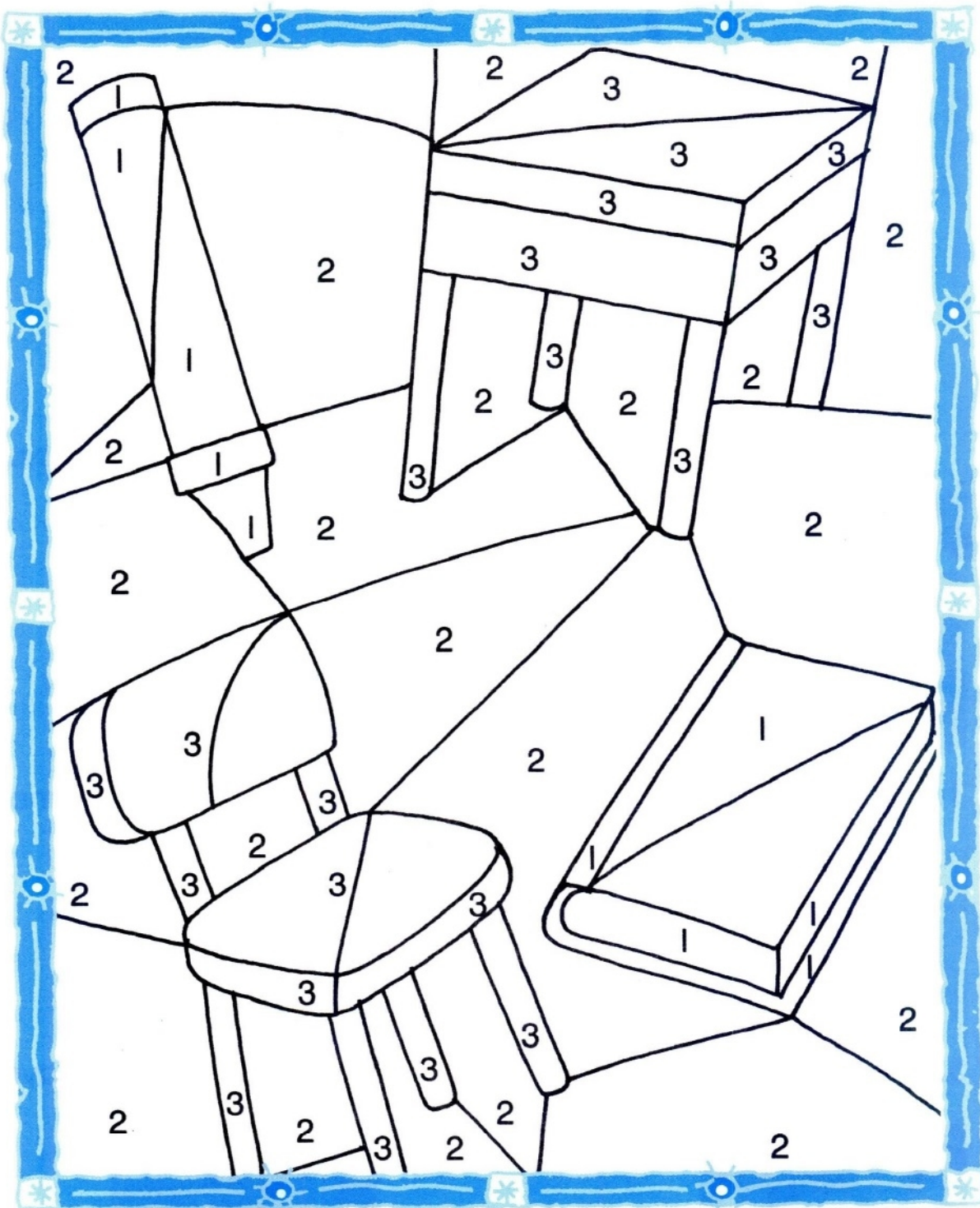


6. \_\_\_\_\_ chairs



Color. Listen and point. Write.

1 = blue 2 = green  
3 = red



b \_\_\_\_\_

ch \_\_\_\_\_

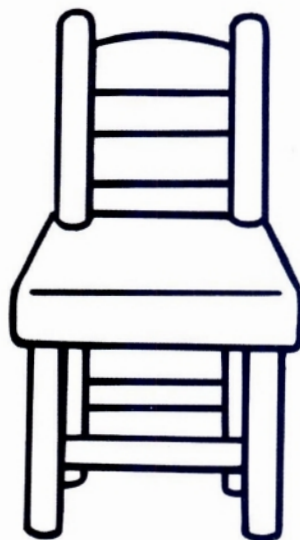
t \_\_\_\_\_

cr \_\_\_\_\_

**Listen and match. Draw a line. Color. Write.**

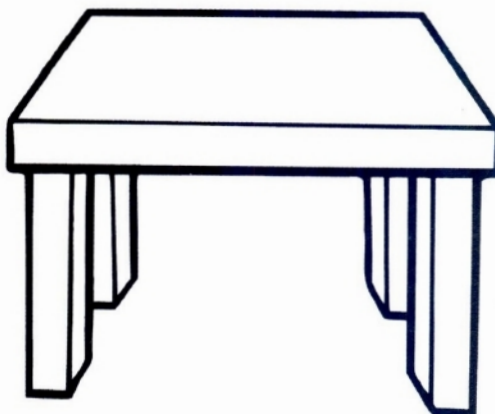
**Hey, Jill!**

Hey, Jill!  
What's this?  
It's a pen, Bill.



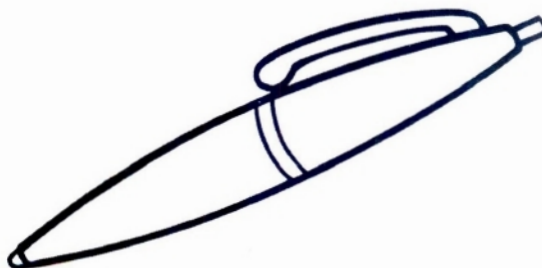
\_\_\_\_\_

Hey, Ken!  
What's this?  
It's a chair, Jen.



\_\_\_\_\_

Hey, Matt!  
What's this?  
It's a table, Pat.

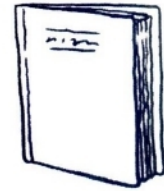
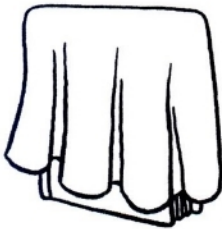
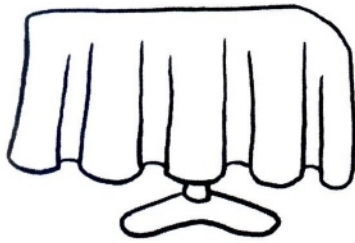
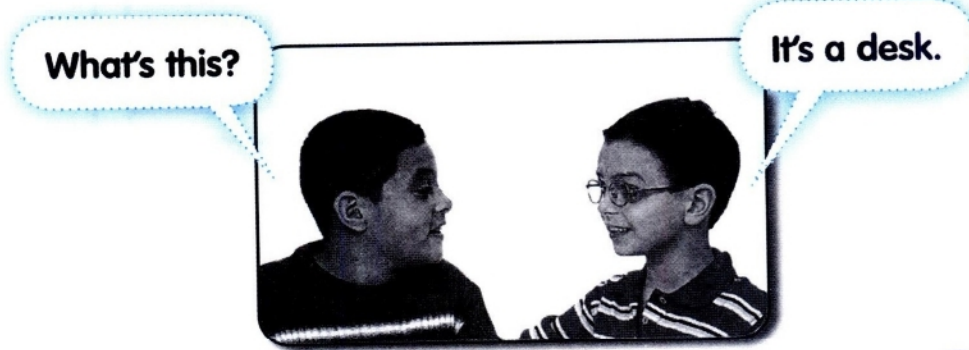


\_\_\_\_\_

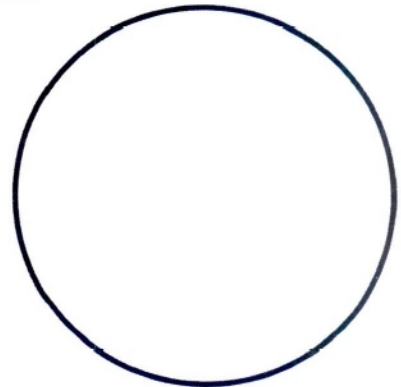
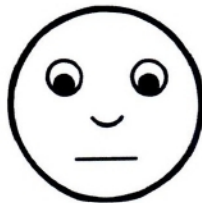


# Guess Again

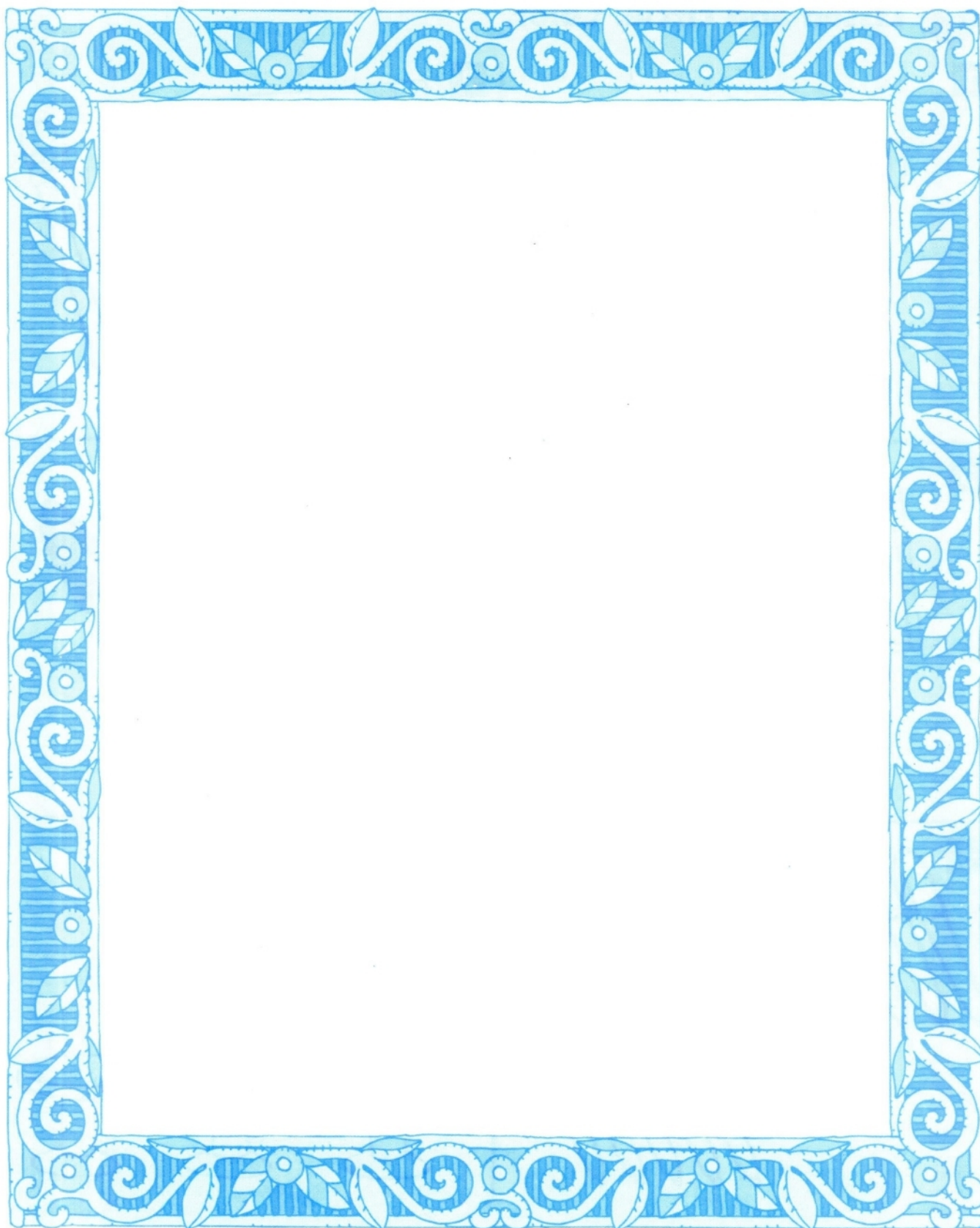
**6** Read *Guess Again*. Match. Draw a line.



**7** Do you like the story? Draw a face.



**8** Draw your classroom. Color and say.



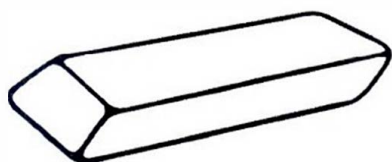


# Review

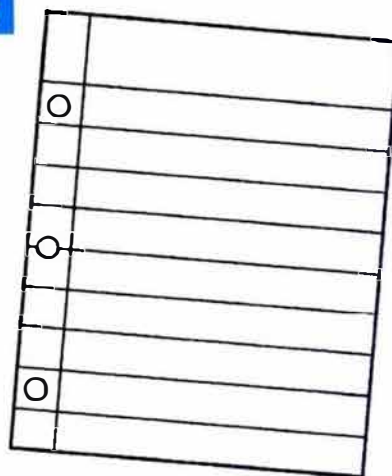


Listen and circle. Color.

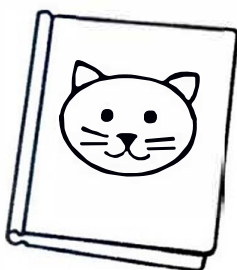
1



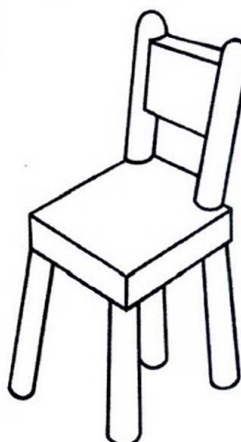
2



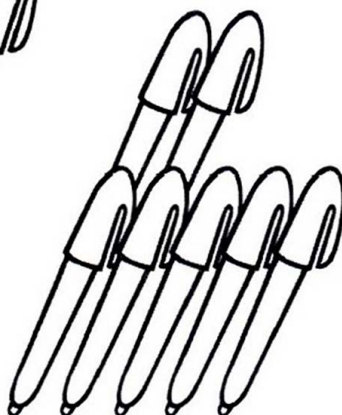
3



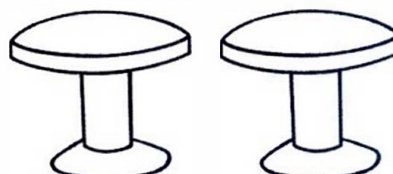
4



5



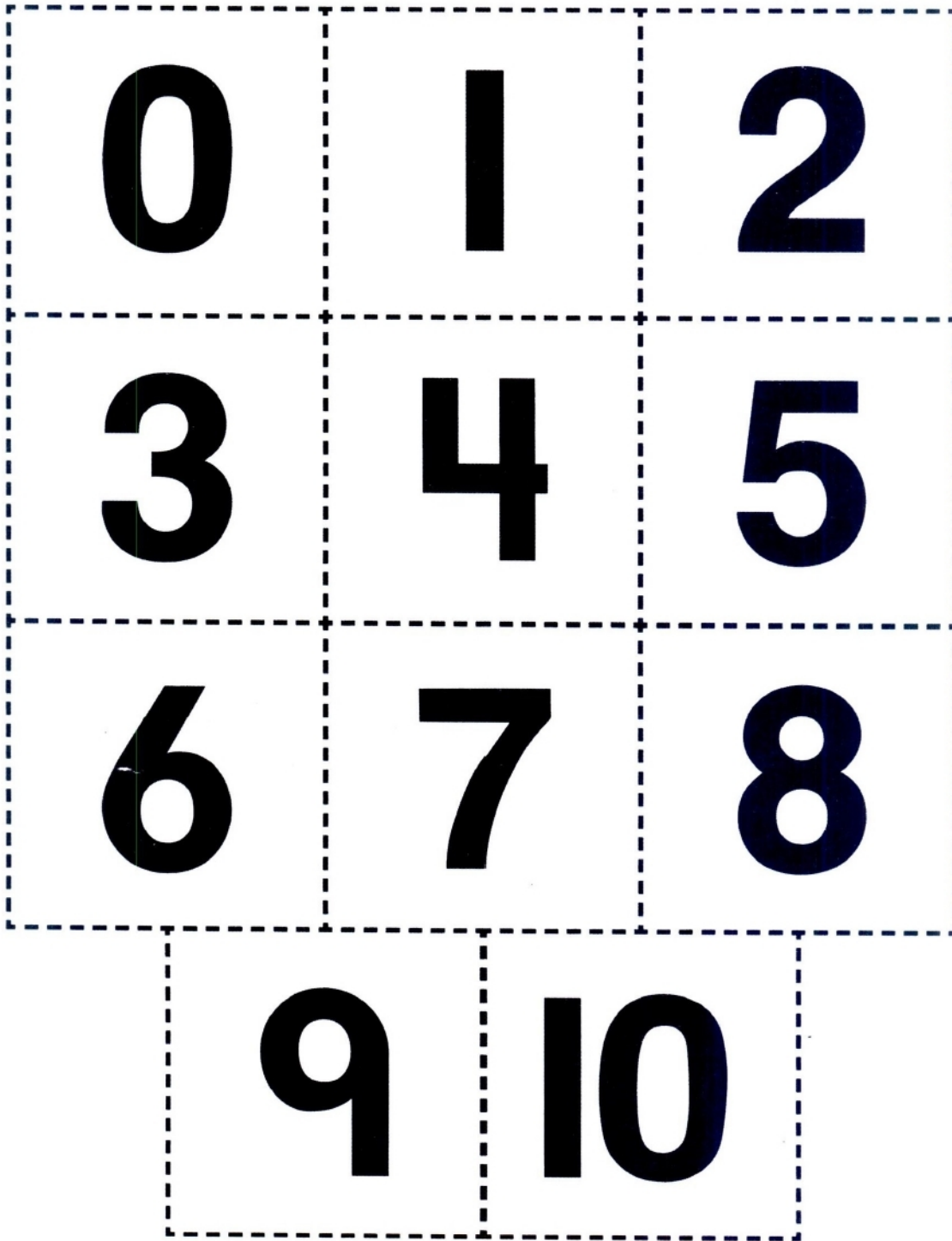
6



# Cut-out Activity

**A. Find a partner.**

**B. Cut. Match and say.**



Partners lay both sets of cards facedown. They take turns turning over two cards at a time. If the two cards match, the student keeps the pair. If not, the two cards are placed facedown again. When students find a match, they name the number and show that number of fingers.



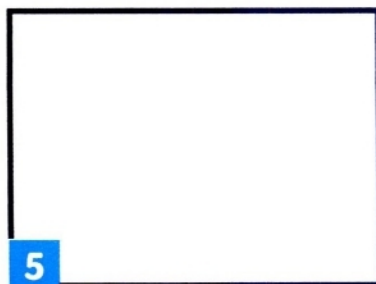
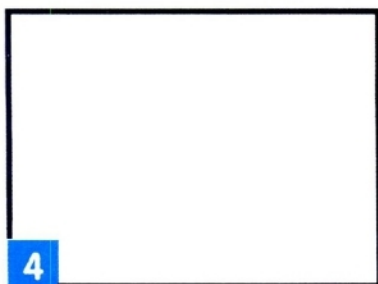
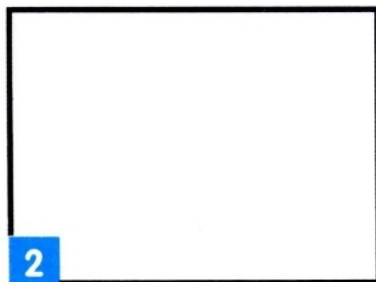
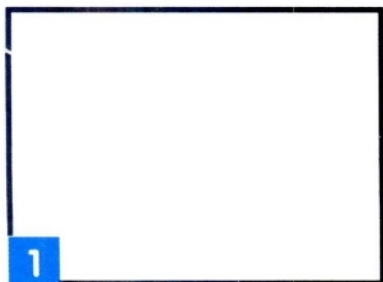
# 2

## People We Love



Listen. Cut and glue in order. ✂

### My Family Song

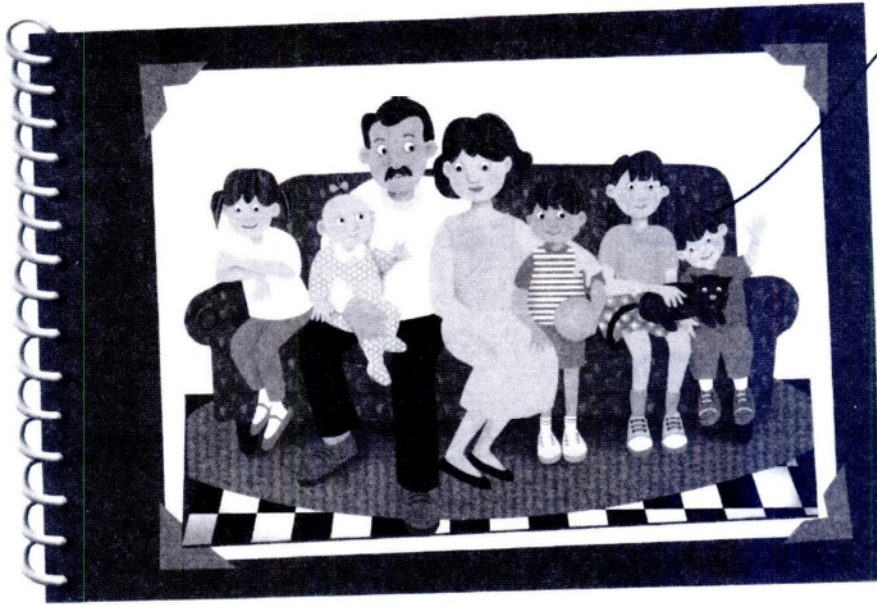


**2 Match. Draw a line.**

my father

my mother

my sister



me

my brother

my sister

the baby



**3 Listen. Write the number.**

1. She is my sister.

2. He is my father.

3. He is my brother.

4. She is my mother.





**Listen and match. Draw a line and say.**

1.

Who am I?



2.

Who am I?



3.

Who am I?



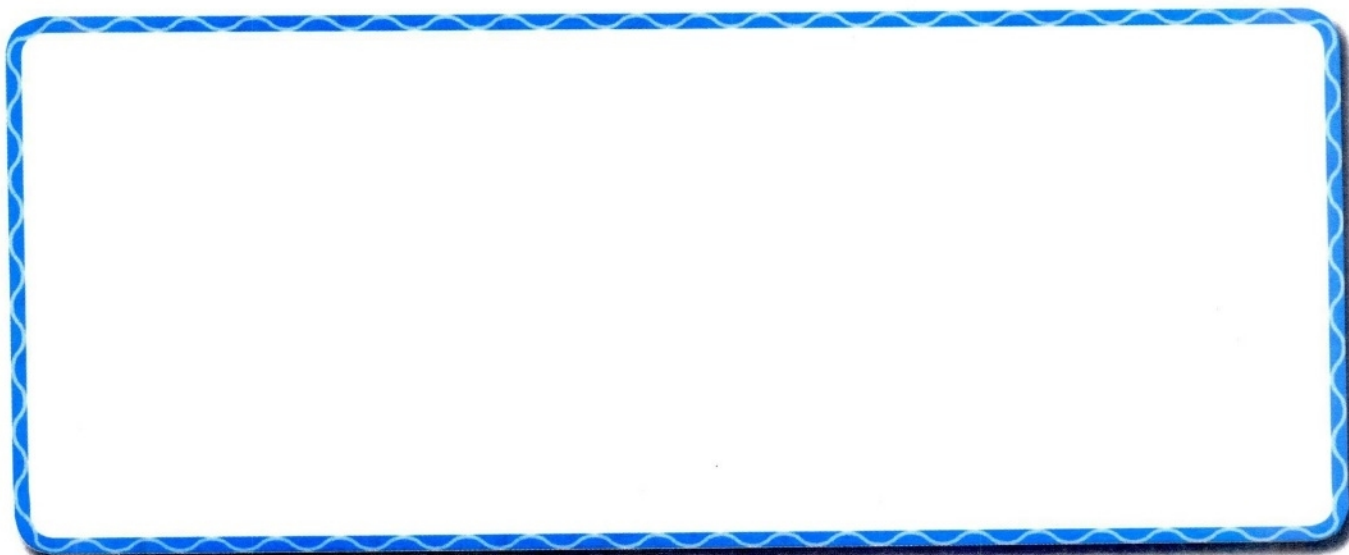
4.

Who am I?



5

**Draw two brothers and two sisters.**







**Listen. Write.**

## Clap for Your Family

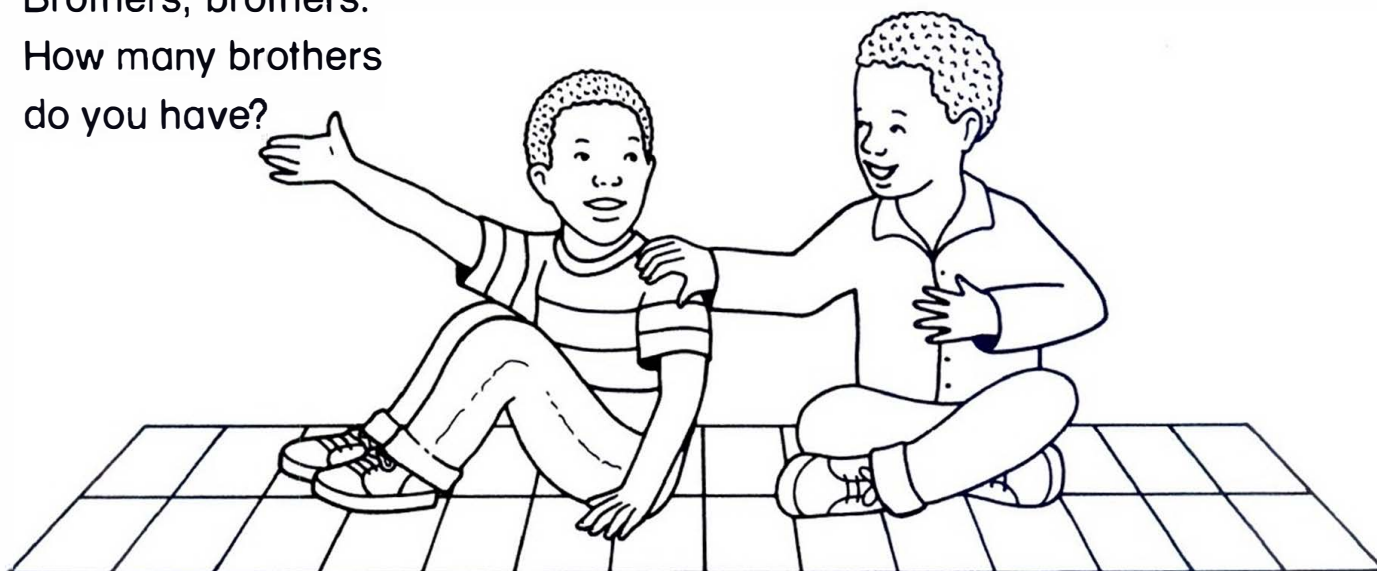
Sisters, sisters.

How many sisters  
do you have?



Brothers, brothers.

How many brothers  
do you have?

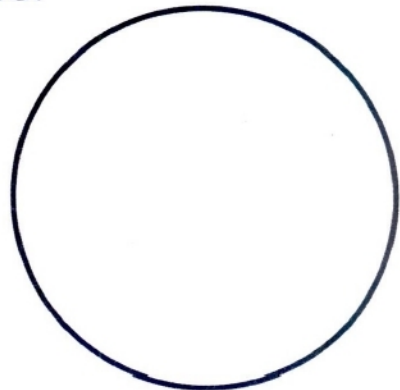
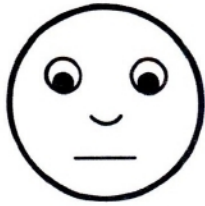


# Let's Play

**7** Read *Let's Play*. Match. Draw lines.

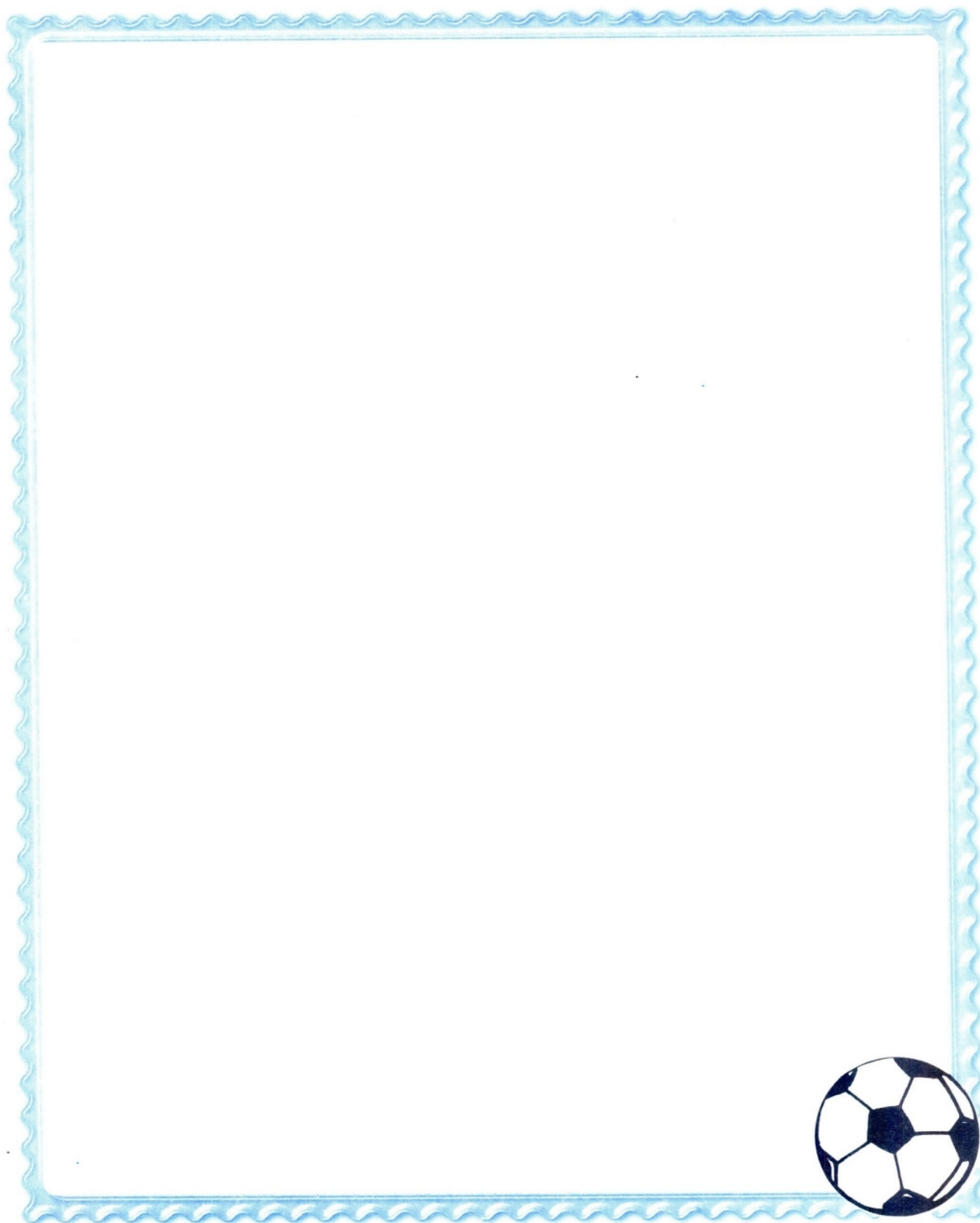


**8** Do you like the story? Draw a face.





**9 Who's on your team? Draw and say.**



# Review



Listen. Circle yes or no.

1.



yes      no

2.



yes      no

3.



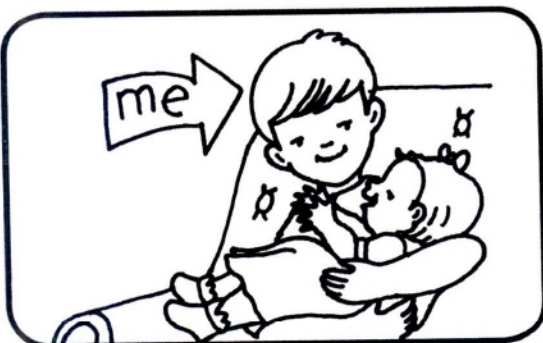
yes      no

4.



yes      no

5.



yes      no

6.

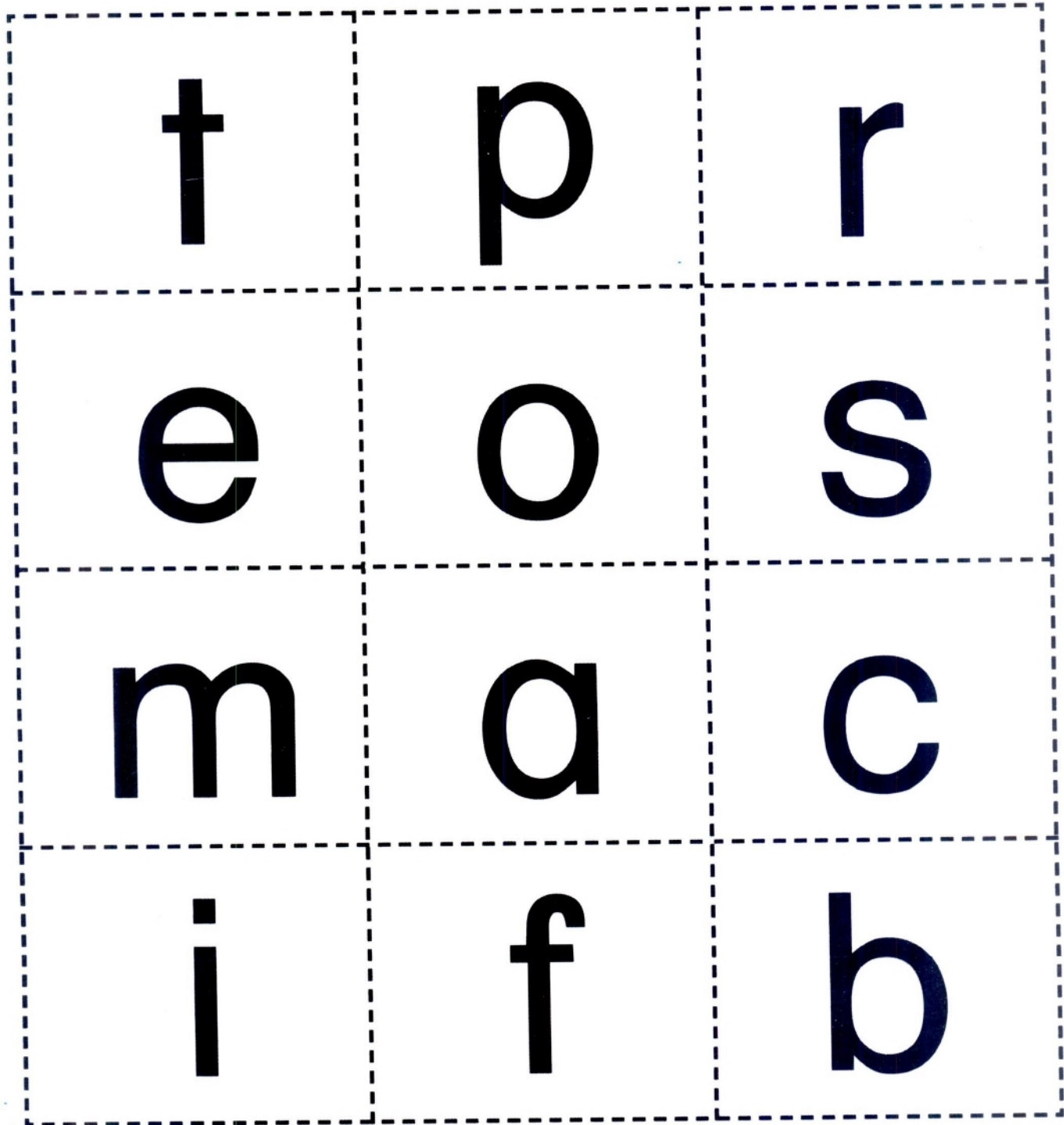


yes      no



# Cut-out Activity

- A. Find a partner.**  
**B. Cut. Make words and say.**



Students combine the alphabet cards to form words. (Students can use one set or combine two sets.) Words will vary, but may include the following: *backpack, book, chair, crayon, desk, eraser, marker, paper, pencil, table, baby, brother, father, mother, sister, yes, no, is, play, this, one, red, and family.*

d

o

i

e

l

n

s

h

a

r

k

y



# 3

# Head to Toes

TRACK 13

**1 Listen and color. Cut and glue.** 

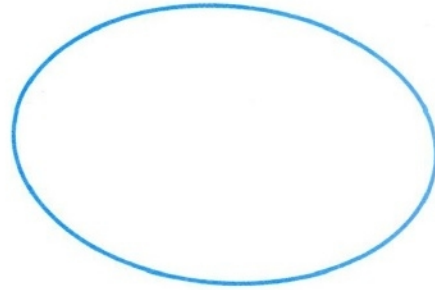
## Look at Me!

Look at me! I'm in the ocean!

What do you see?

Two arms in the shape of a V.

Two arms in the shape of a V.

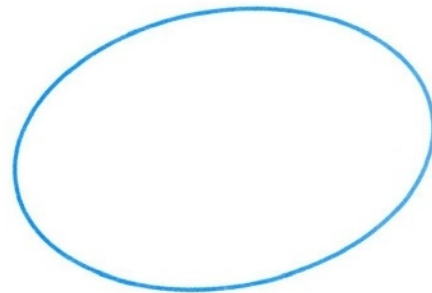


Look at me! I'm in the chair!

What do you see?

A big blue towel and long brown hair.

A big blue towel and long brown hair.

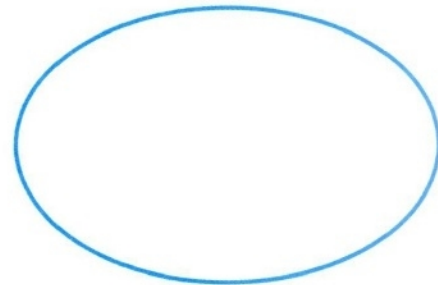


Look at me! I'm in the sand!

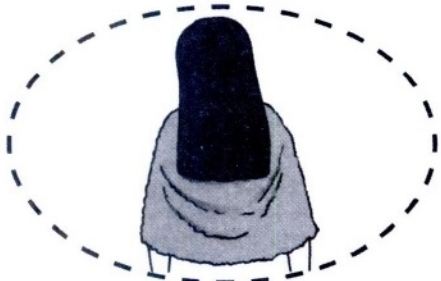
What do you see?

A white hat and just one hand.

A white hat and just one hand.



Look at me!



## 2 Match. Draw a line.

It is short.

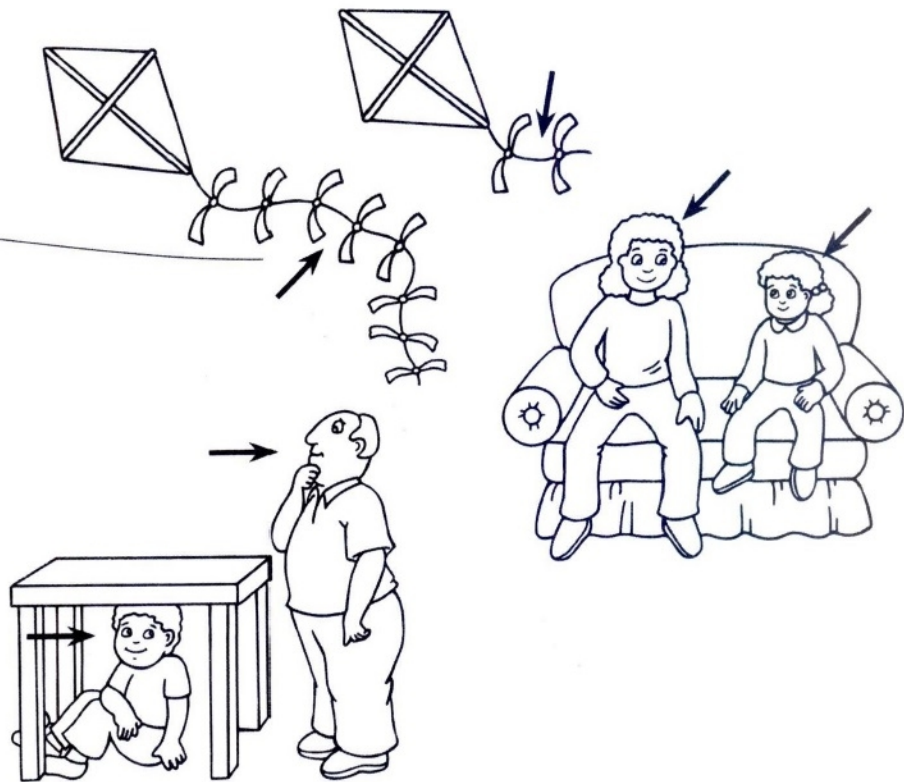
It is long.

She is little.

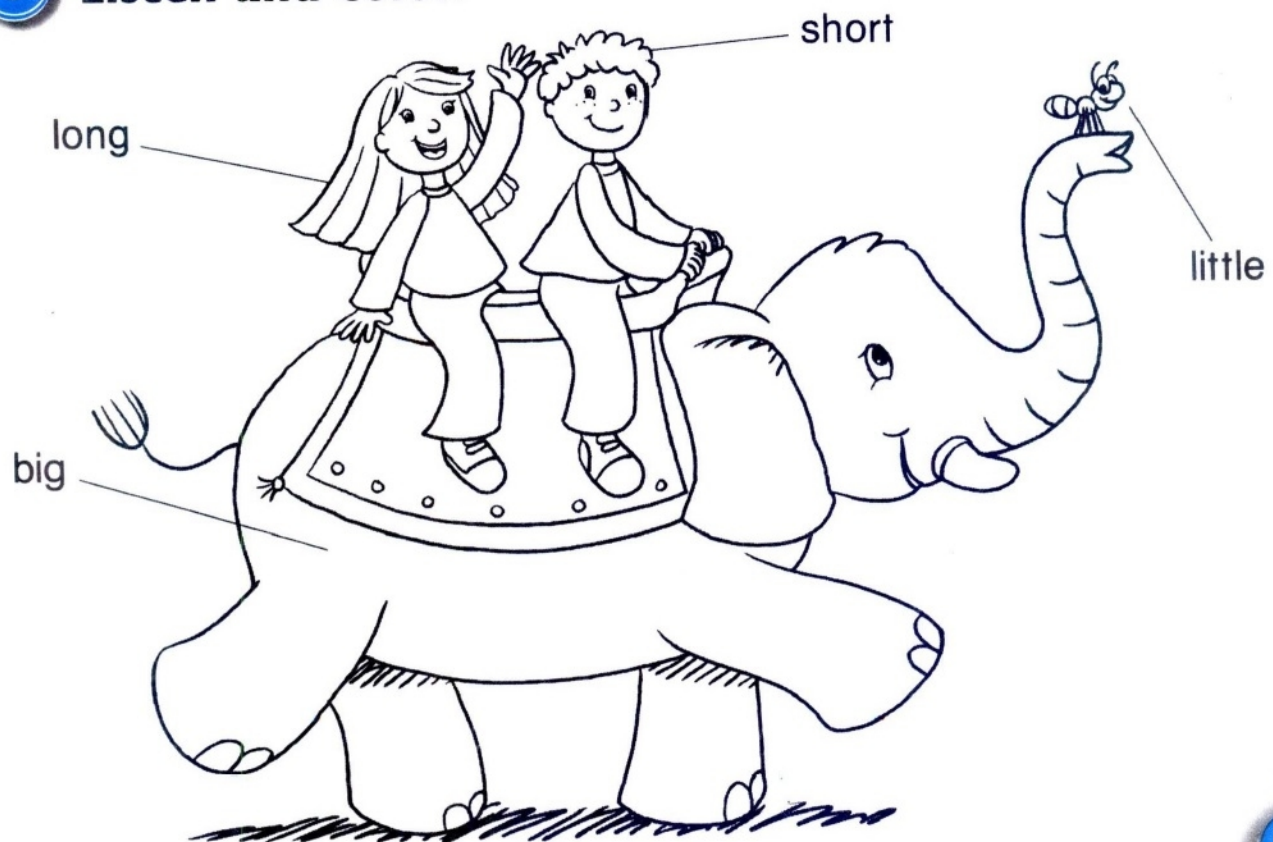
He is little.

She is big.

He is big.



## 3 Listen and color.





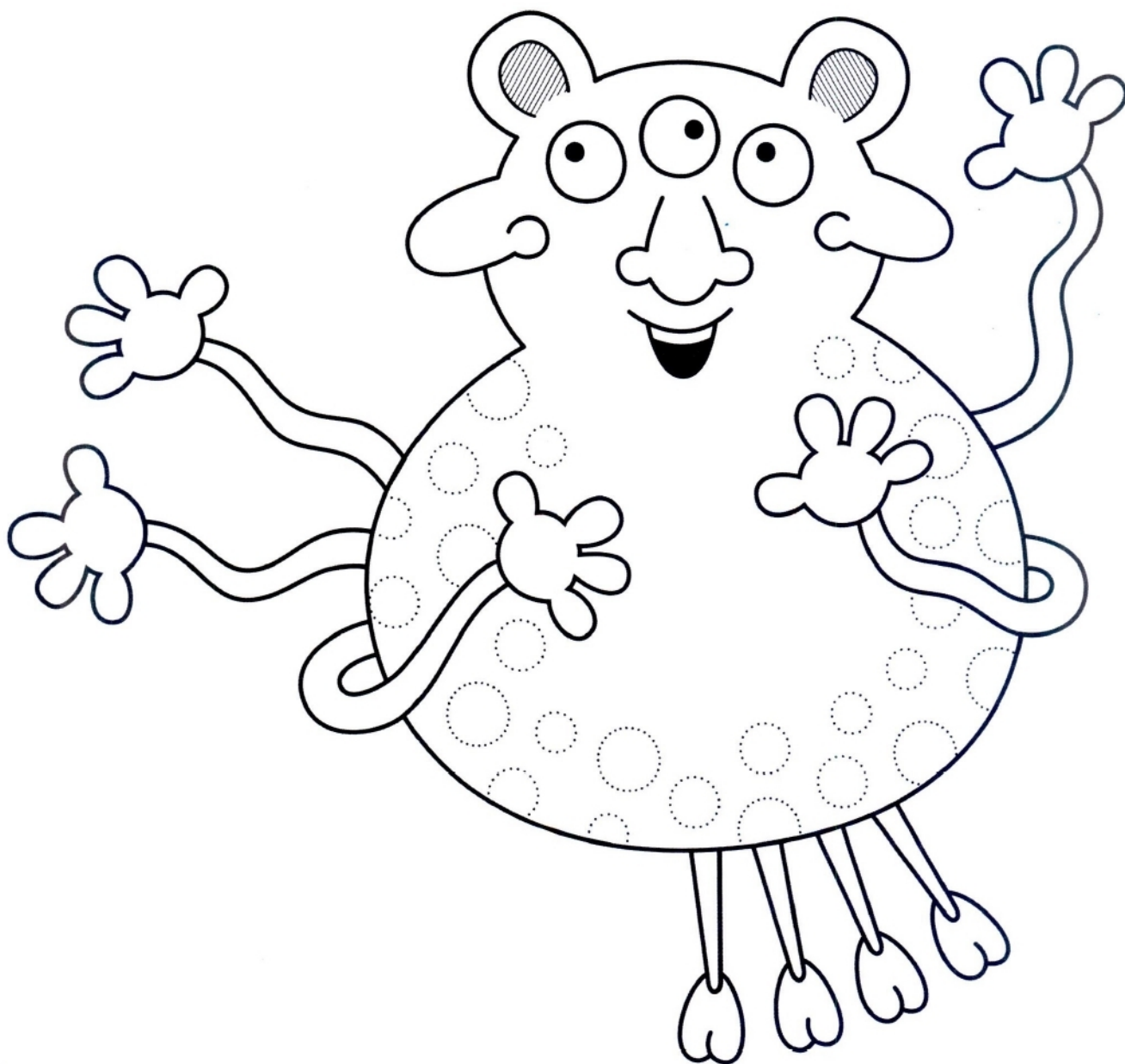


**Listen and count. Circle yes or no.  
Color. Say.**

It has three eyes.  
Yes or no?



1. ☒ yes      no
2. yes      no
3. yes      no
4. yes      no
5. yes      no





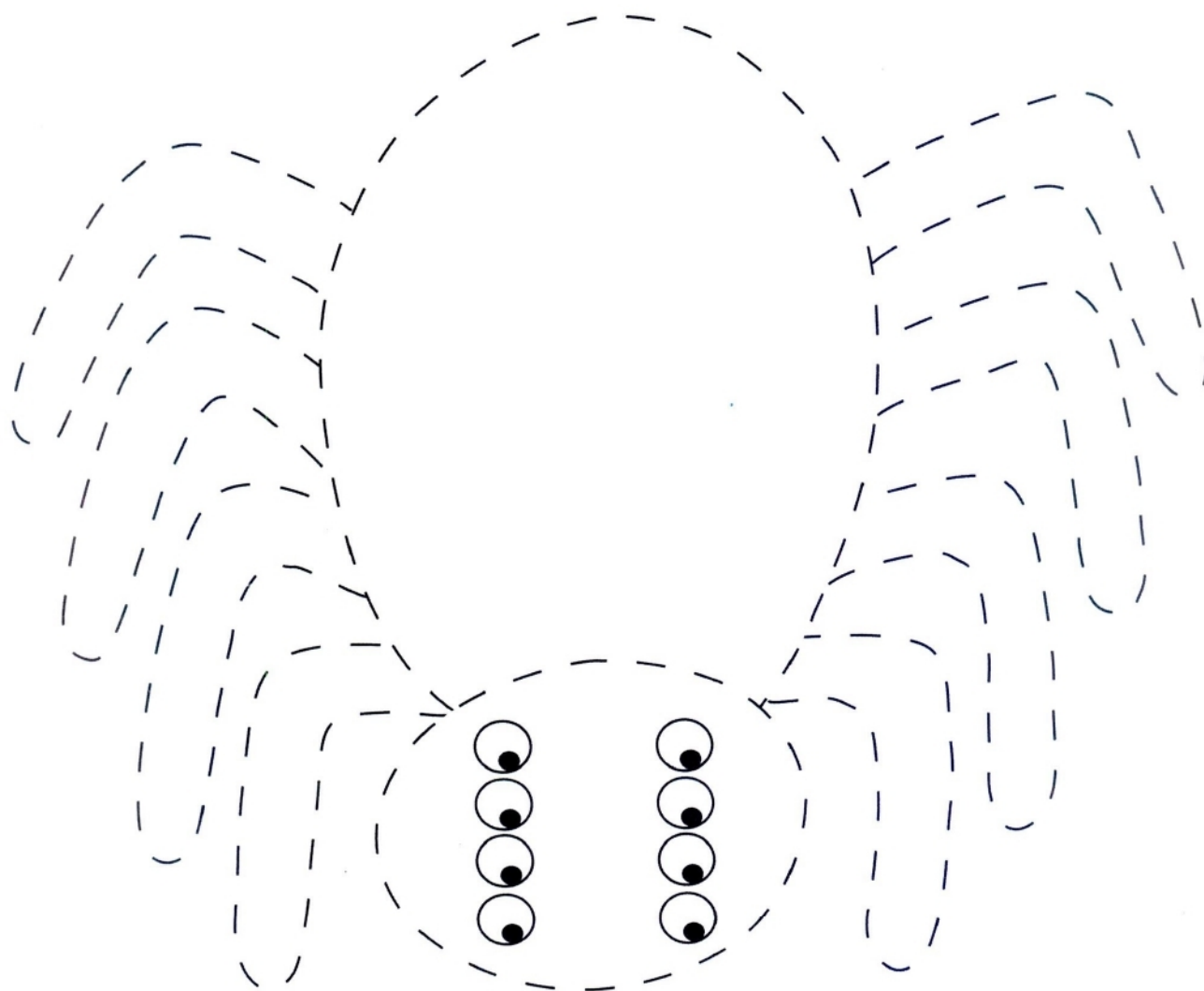
**Listen and circle. Draw. Write about you.**

# The Spider

1. 2 4 8 eyes.

2. 4 6 8 legs.

3. 1 2 3 head.

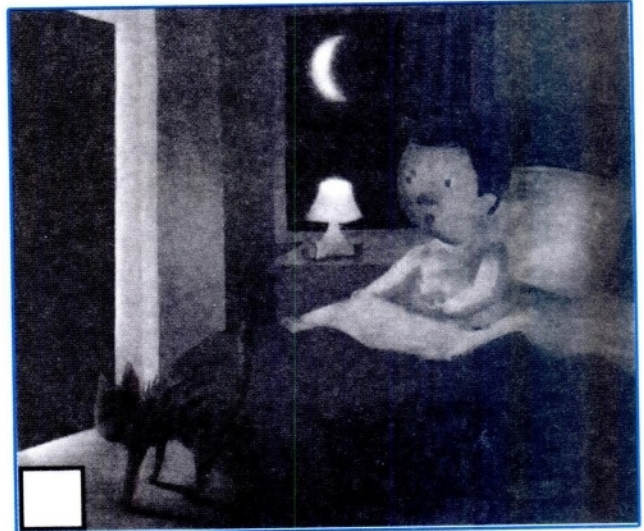
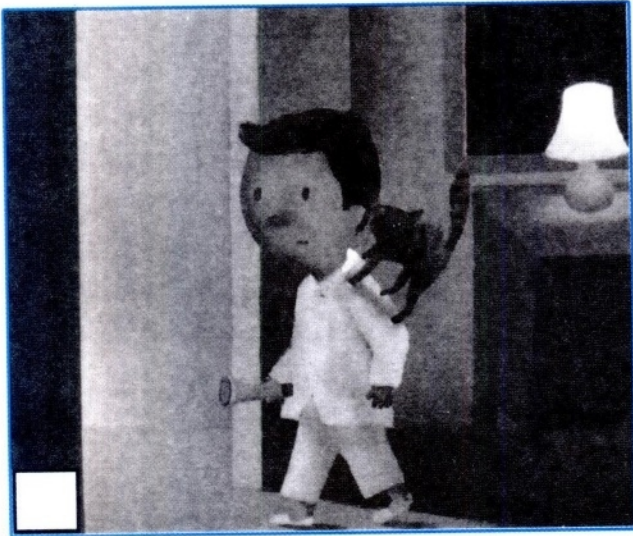


My name is \_\_\_\_\_. I have \_\_\_\_\_ eyes.

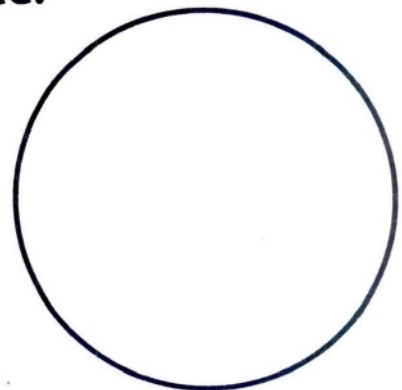
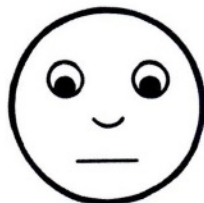
I have \_\_\_\_\_ legs. I have \_\_\_\_\_ head.

# What Is It?

**6** Read *What Is It?* Look. Write the number.



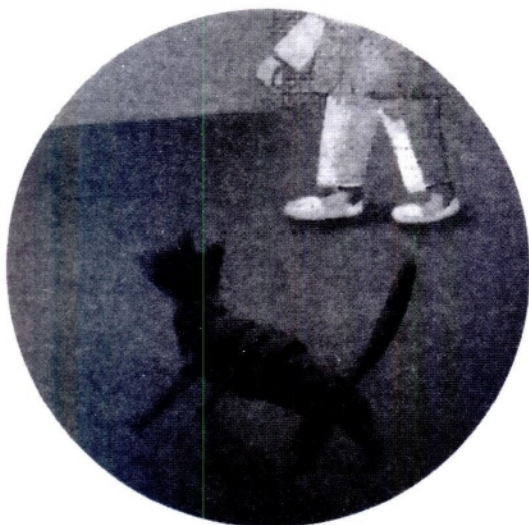
**7** Do you like the story? Draw a face.





**8** Look and write.

cat    monster    mother



It's a \_\_\_\_\_.

It's Mark's \_\_\_\_\_.



It's not a \_\_\_\_\_!



# Review



Listen and circle. Color.

1.



2.



3.



4.



# Cut-out Activity

**Draw what you know. Show and say.**

| Ready for School | People We Love | Head to Toes |
|------------------|----------------|--------------|
|                  |                |              |
|                  |                |              |
|                  |                |              |
|                  |                |              |

Students draw four vocabulary items from Units 1, 2, and 3. They show their drawings in groups and name each item they drew. Encourage the other group members to comment on the drawings. (*Nice job. Good work.*)

# 4

# Things I Wear



**Listen and color. Cut and glue.**



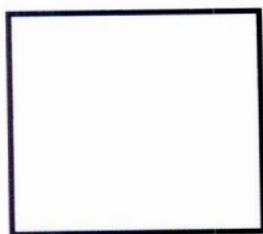
## I Want Shoes



I'm wearing a jacket, a , and pants,  
a shirt and pants.

I need one thing so I can dance.

So I can dance.

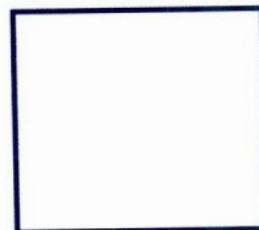


My is blue, and my shirt is new.

My shirt is new.

My clothes are blue.

Now I want some shoes.



I'm wearing a jacket, a shirt, and

I want some shoes so I can dance,

so I can dance,

so I can dance.







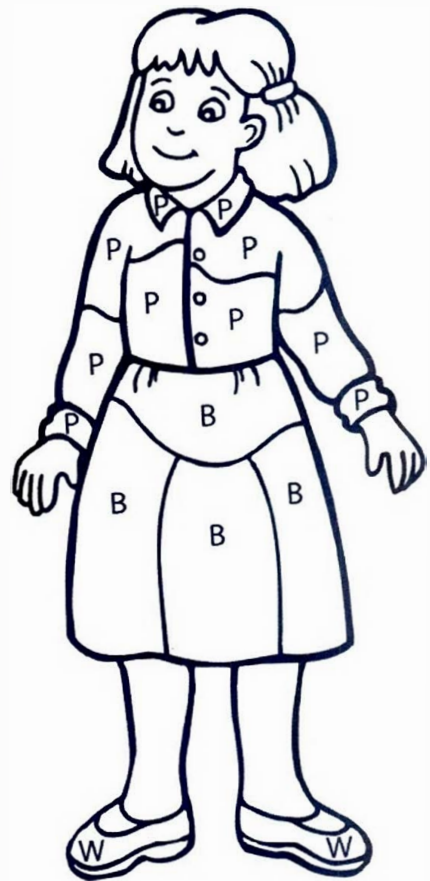
**Listen. Color the spaces. Write.**

**P = pink    B = black    W = white**

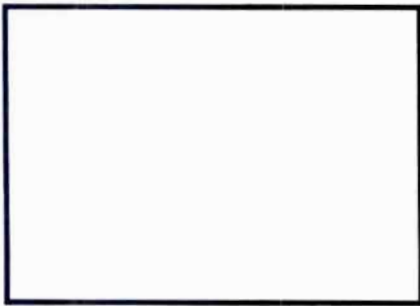
1. She's wearing a \_\_\_\_\_ shirt.

2. She's wearing a \_\_\_\_\_ skirt.

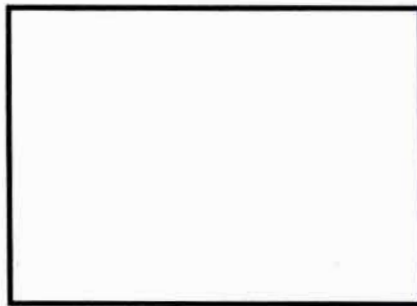
3. She's wearing \_\_\_\_\_ shoes.



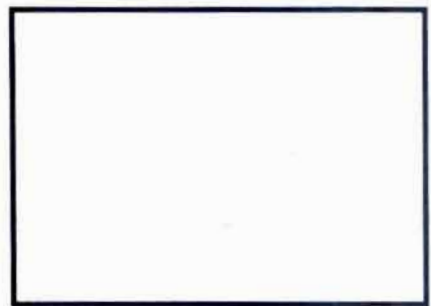
**Read. Draw and color.**



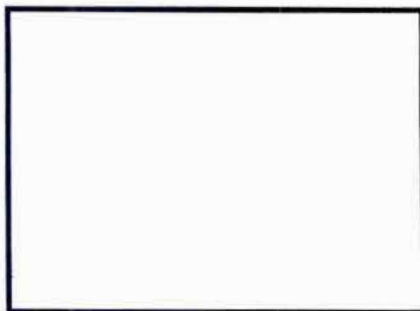
pink socks



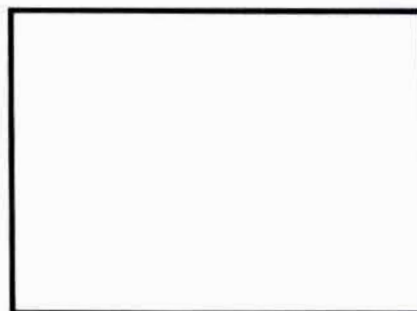
a blue table



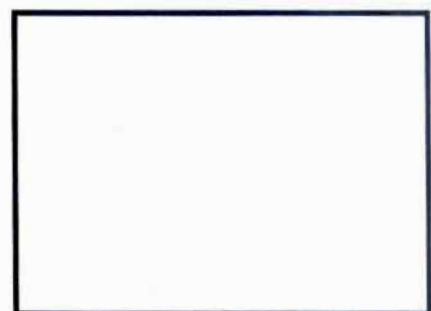
a black crayon



a red hat



orange pants



a green book

**4** Color. Draw a line from *Start* to *End*. Say.

1 = blue    2 = red    3 = green    4 = yellow    5 = orange





**Listen and circle. Unscramble and write. Draw.**

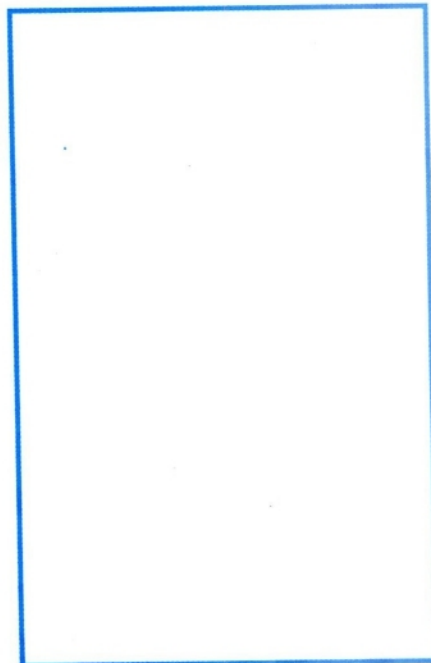
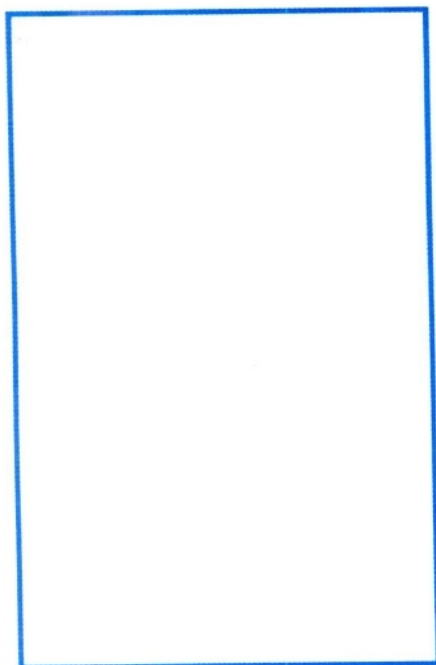
## What's This?

1. That's my new \_\_\_\_\_.      **hat**      **jacket**      **pants**  
2. That's my blue \_\_\_\_\_.      **shirt**      **dress**      **sweater**  
3. It's a pair of \_\_\_\_\_.      **socks**      **gloves**      **sneakers**

taecjk

wasrete

ksocs





# The Fun House

**6** Read *The Fun House*. Write. Match and draw lines.

blouse

gloves

hat

shirt

shoes

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



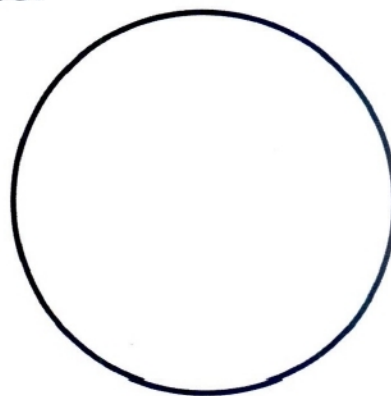
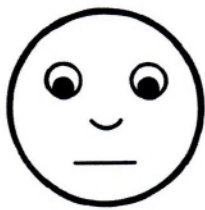
2. a big \_\_\_\_\_



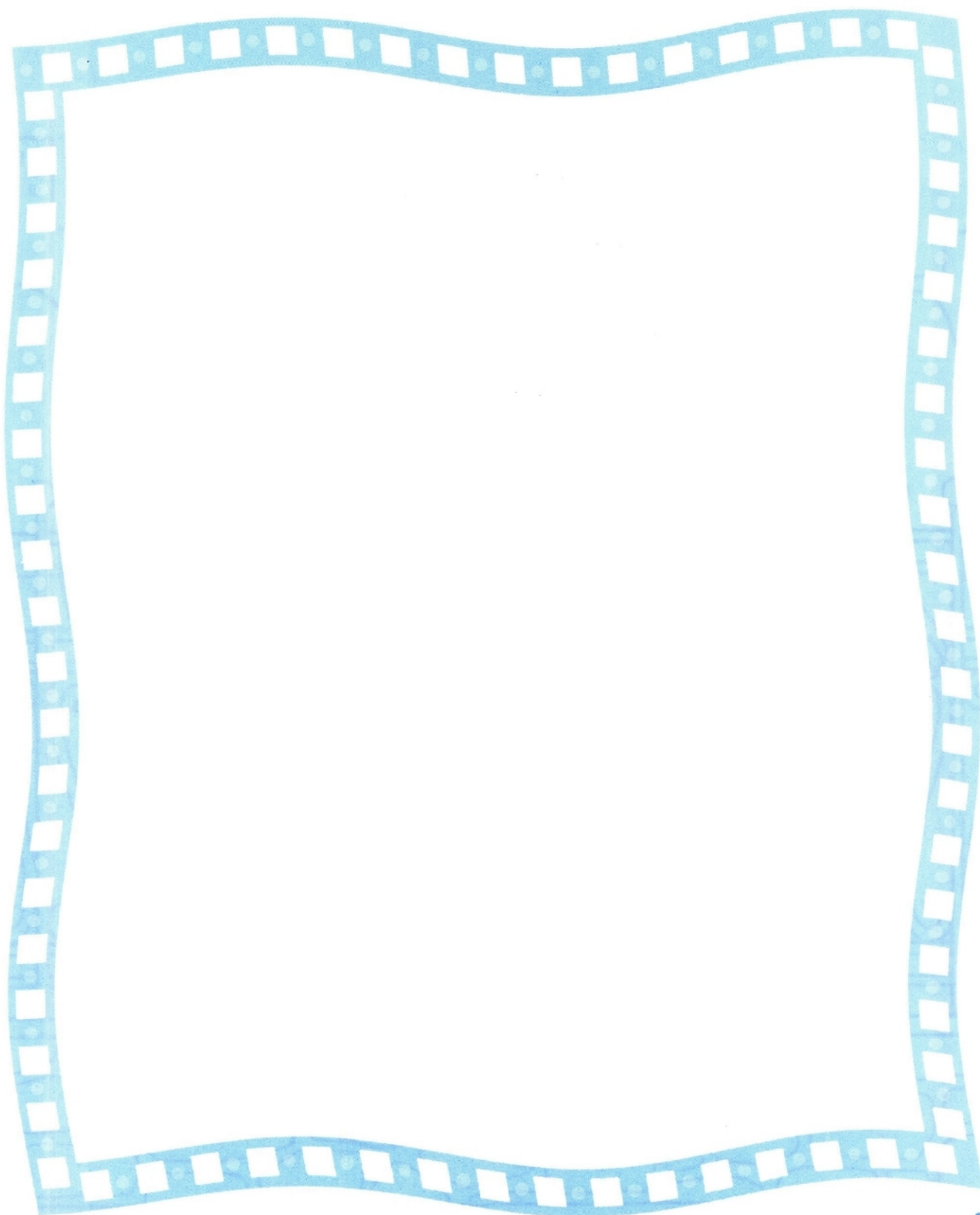
3. a funny \_\_\_\_\_



**7** Do you like the story? Draw a face.



**8** Draw yourself in the Fun House.  
Color and say.



# Review



**Listen and color.**





# Cut-out Activity



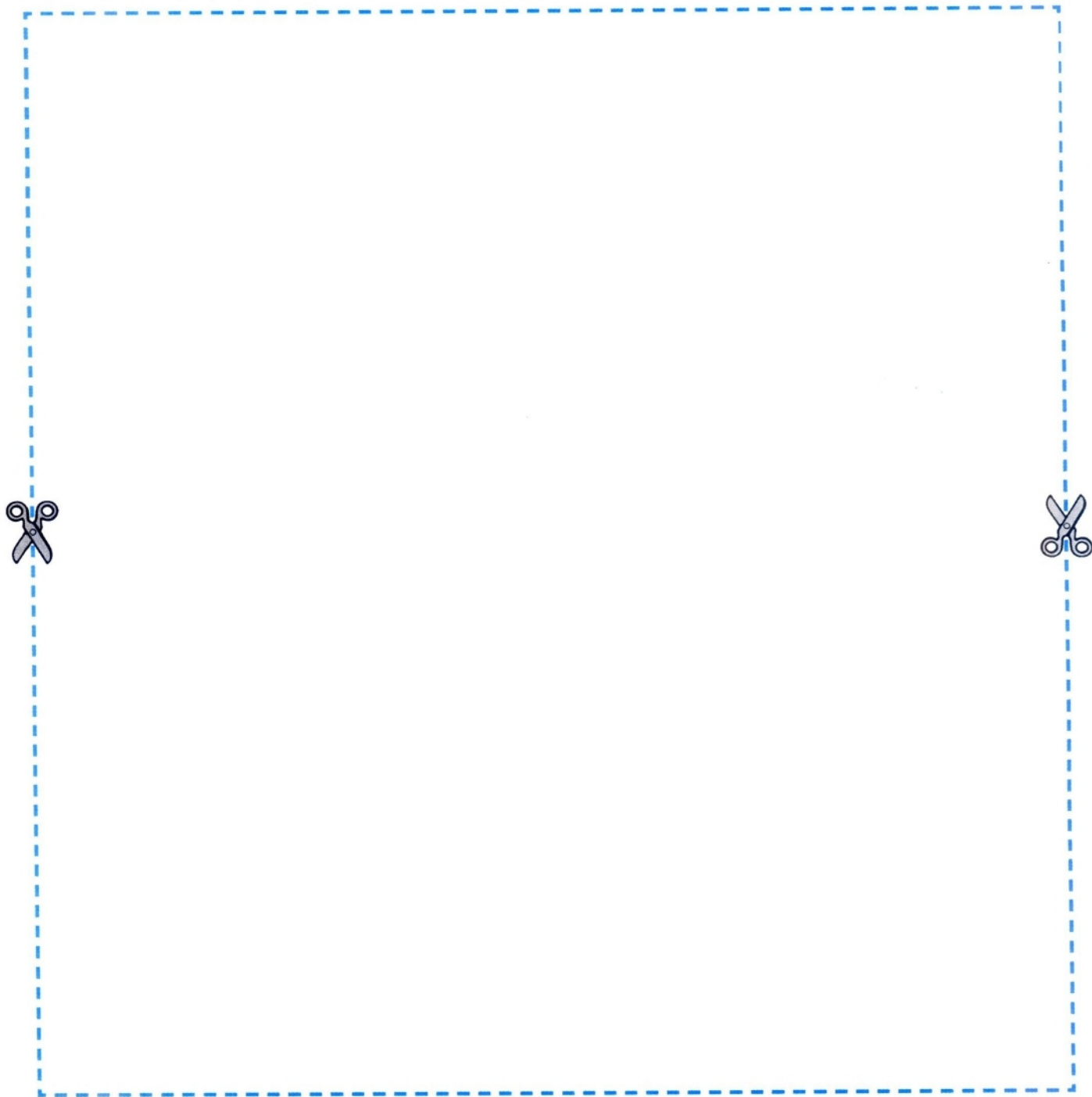
- A. Find a partner. Take turns.**
- B. What is she wearing? Say.  
Listen and draw.**



Student A tells Student B to draw a boy and his clothing according to instructions. (*Draw a shirt. Draw a jacket.*) Student B follows the instructions. Then Student B tells Student A to draw a girl and her clothing according to instructions.

# Cut-out Activity

- A. Find a partner. Take turns.**  
**B. What is he wearing? Say.**  
**Listen and draw.**



# 5

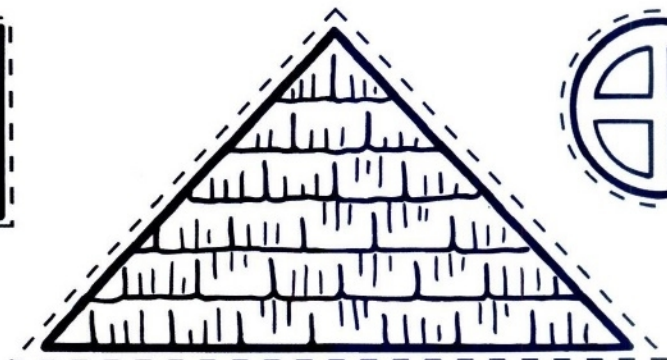
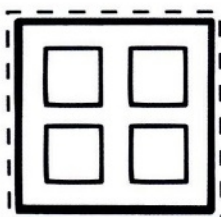
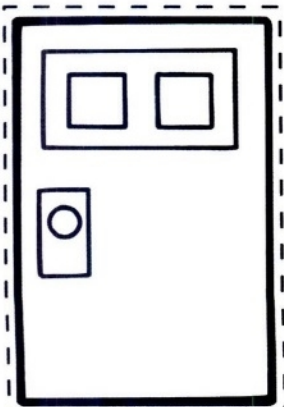
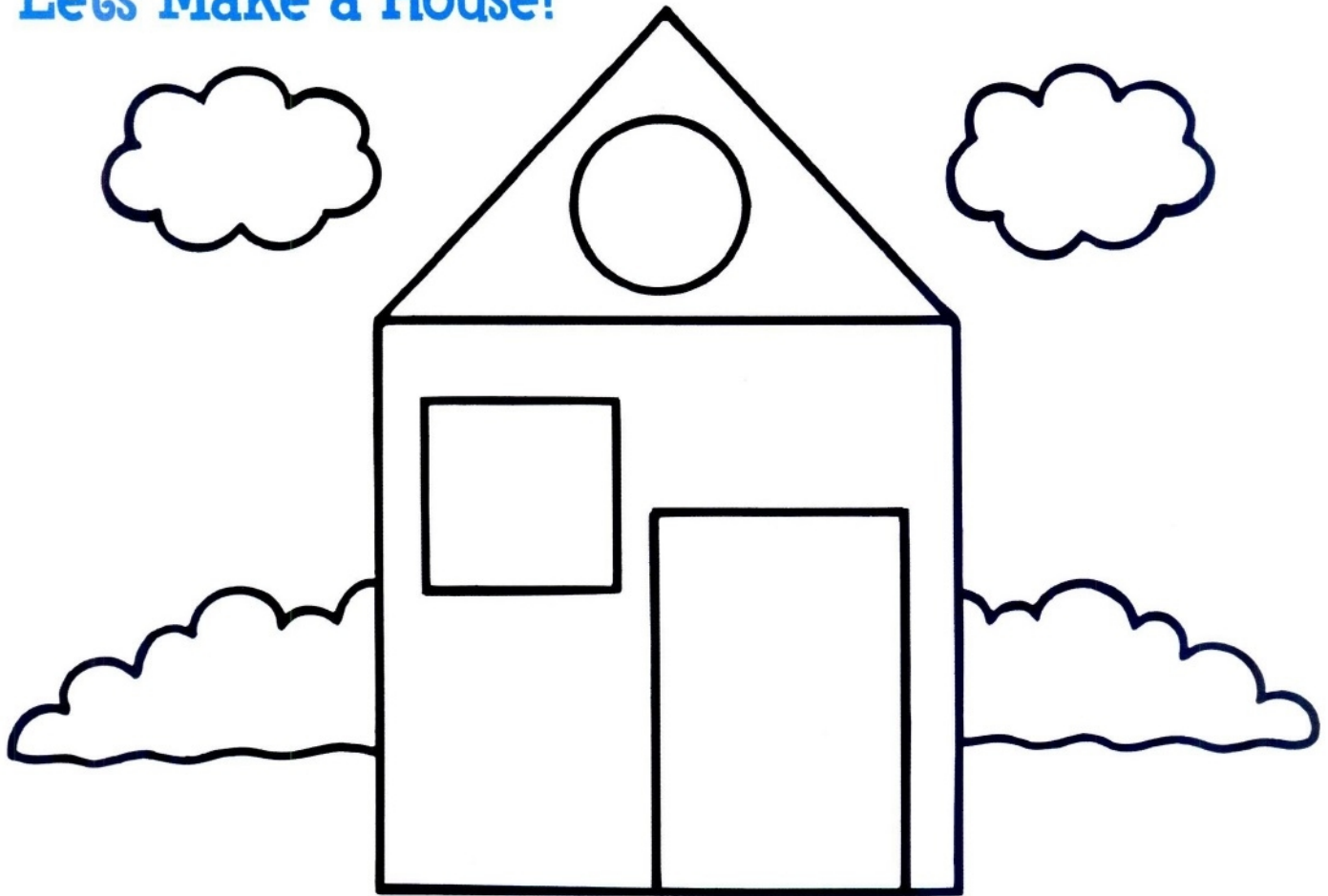
# At Home

TRACK 22

1

Listen and color. Cut and glue. ✂

Let's Make a House!





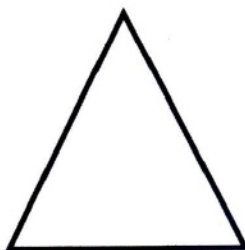
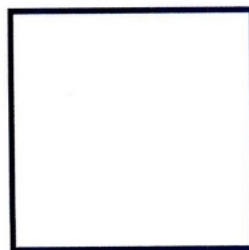
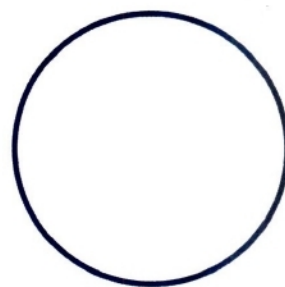
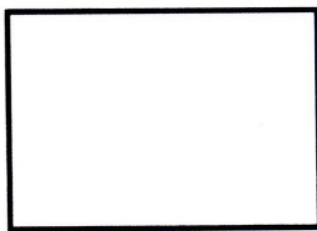
**2 Match. Draw a line and say.**

triangle

rectangle

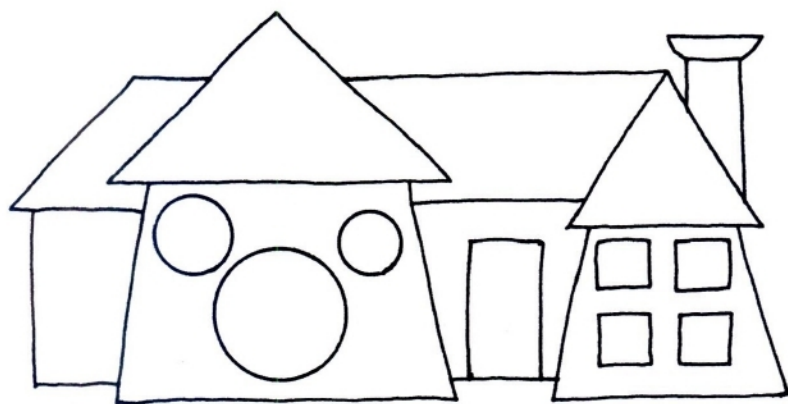
square

circle



**3**

**Color and count. Write the number word.  
Listen and check.**



one  
three

two  
four

1. How many squares are there?

\_\_\_\_\_



2. How many triangles are there?

\_\_\_\_\_



3. How many circles are there?

\_\_\_\_\_



4. How many rectangles are there?

\_\_\_\_\_





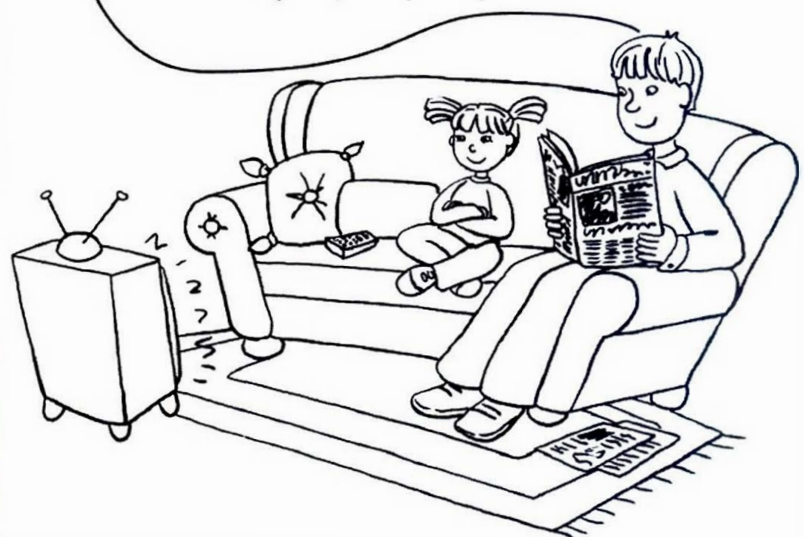
**Listen and match.  
Draw a line.**

Where's your father?  
He's in the living room.  
What's he doing?  
He's reading.

Where's the baby?  
He's in the bathroom.  
What's he doing?  
He's taking a bath.

Where's your mother?  
She's in the kitchen.  
What's she doing?  
She's cooking.

Where's your sister?  
She's in the living room.  
What's she doing?  
She's watching TV.





**Listen and draw a line. Say.**

## We Are Busy

She  
is



He  
is



We  
are



**What are you doing? Write.**

coloring

cutting

reading

writing

I'm \_\_\_\_\_

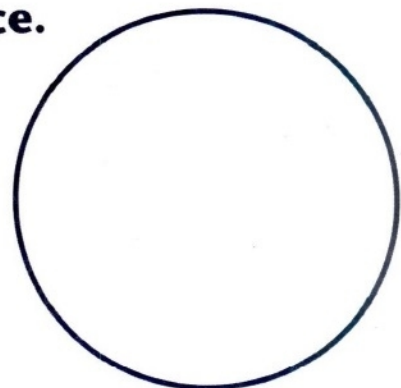


# Home with Mom

**7** Read *Home with Mom*. What happens?  
Look. Write the numbers.



**8** Do you like the story? Draw a face.



**9** Draw your favorite room.  
Color. Write.



My \_\_\_\_\_



# Review



**Listen and match. Draw a line.**

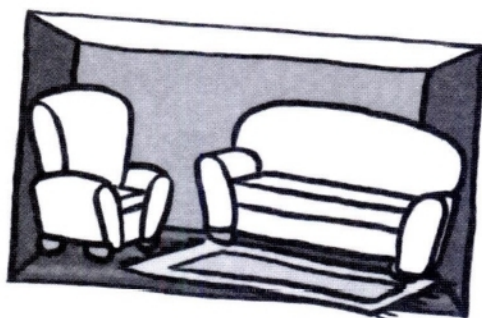
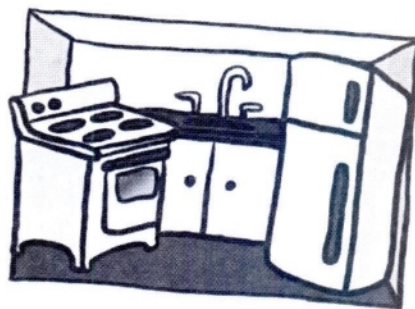
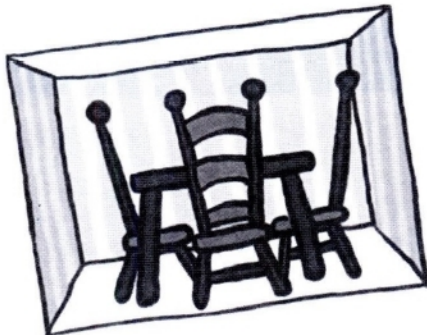
1. father

2. mother

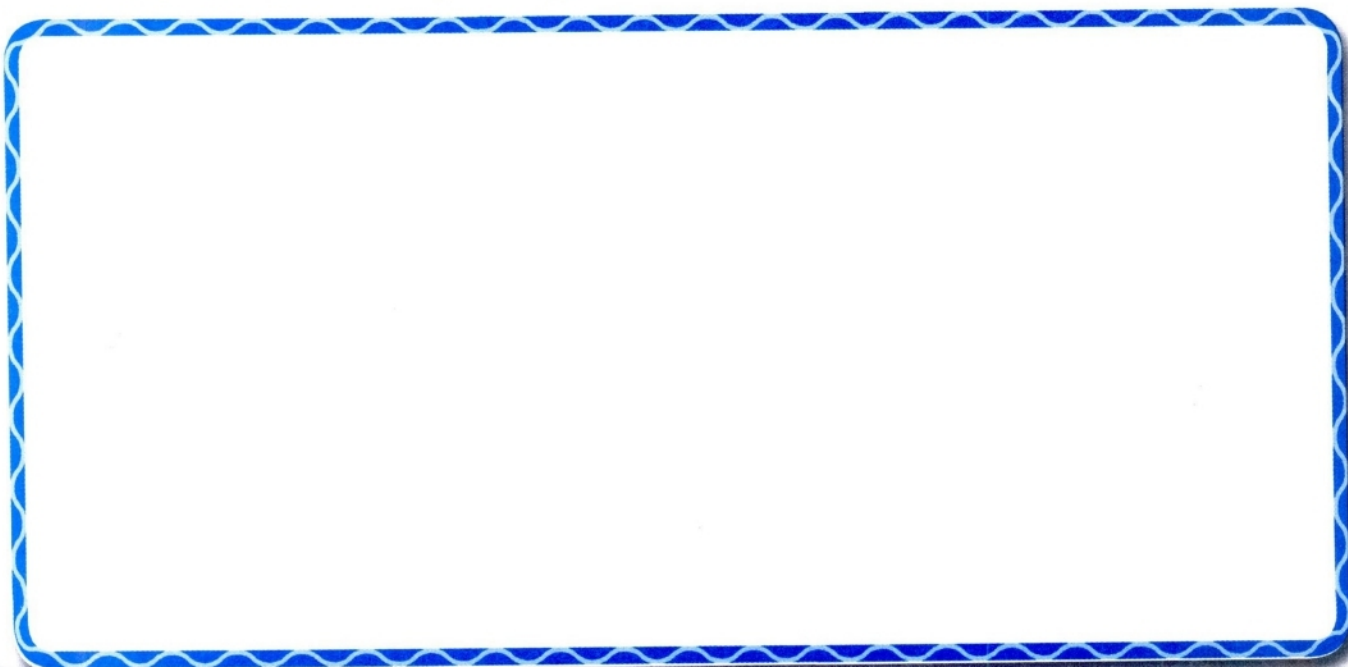
3. brother

4. sister

5. baby



**11 Draw a room with grandparents.  
Where are they? Say.**

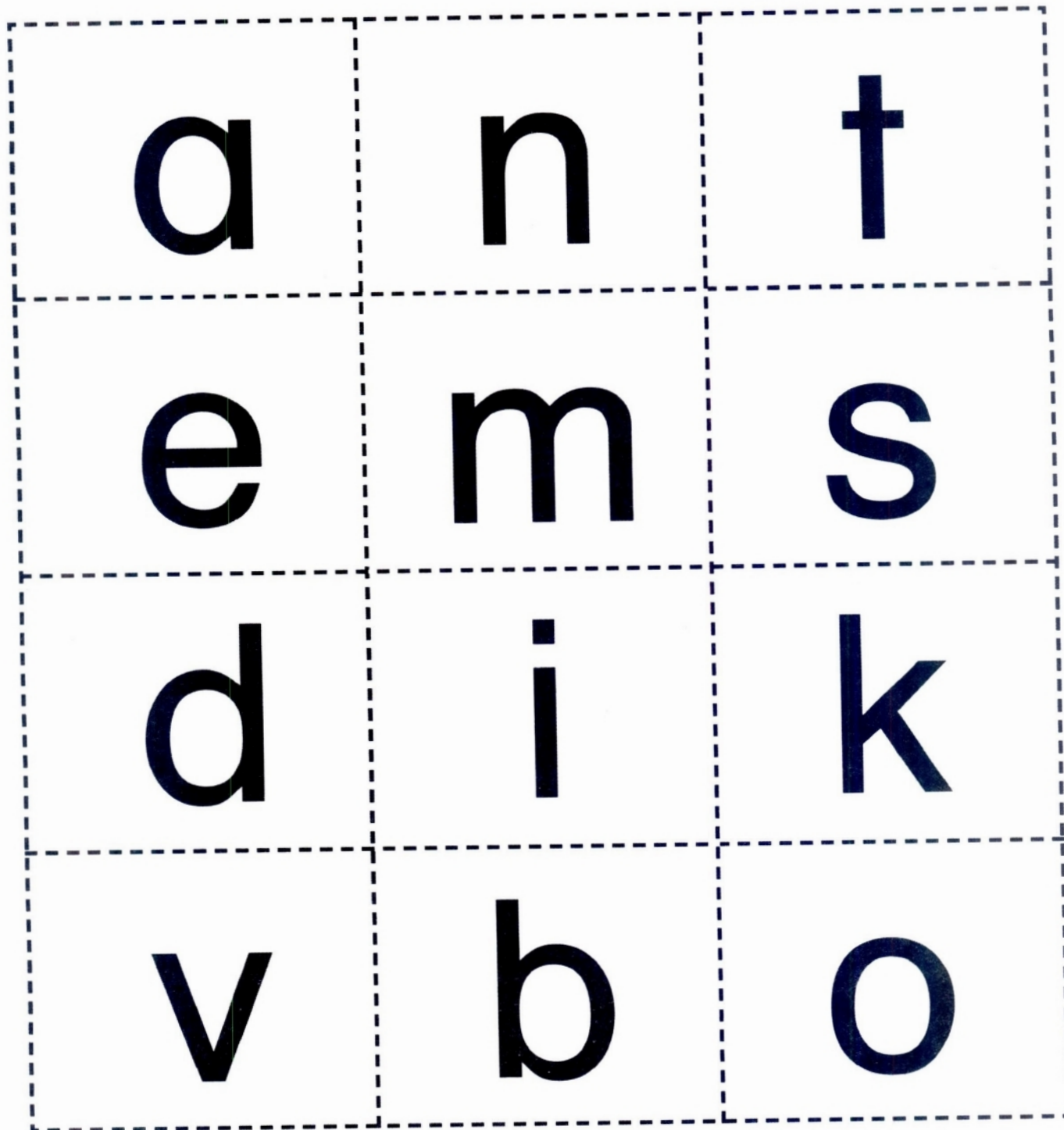




# Cut-out Activity

A. Find a partner.

B. Cut. Make words and say.



Students combine the alphabet cards to form words. (Students can use one set or combine two sets.) Words will vary, but may include the following: *bathroom, bedroom, kitchen, living room, green, red, blue, book, chair, glue, pen, pencil, one, three, seven, ten, mother, sister, arm, ear, hand, head, mouth, nose, shirt, skirt, socks, gloves, and hat.*

l

g

h

u

s

p

h

r

i

e

a

c

# 6

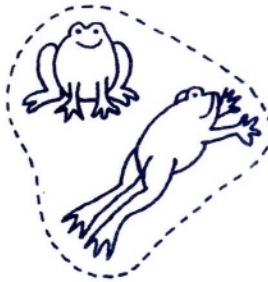
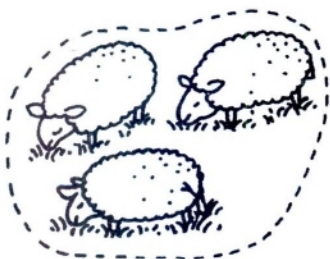
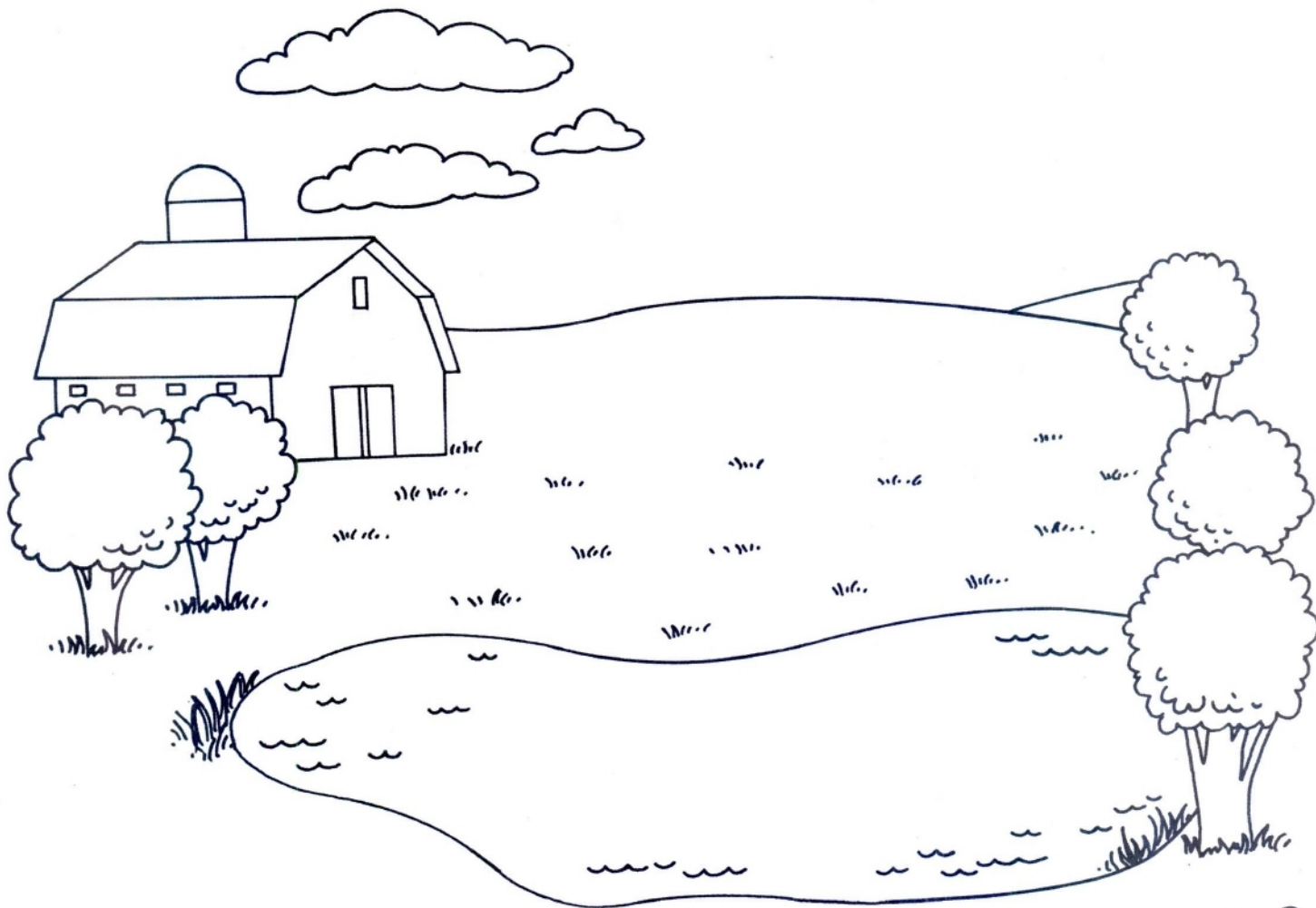
# On the Farm

TRACK 27

1

Listen and color. Cut and glue. ✂

## All Around the Farm



Unit 6



**2 Read and color. Match and draw a line.**

a big orange cat

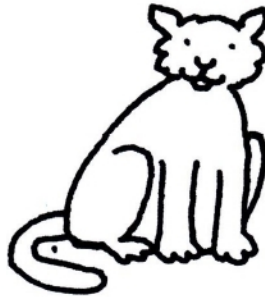
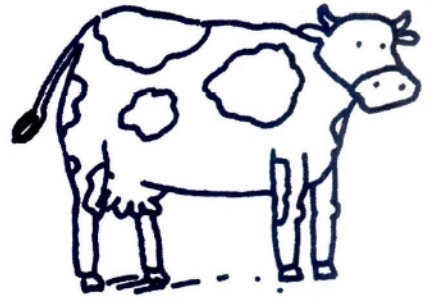
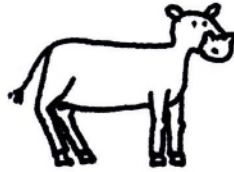
a little white cat

a big blue fish

a little pink fish

a big black and white cow

a little brown cow

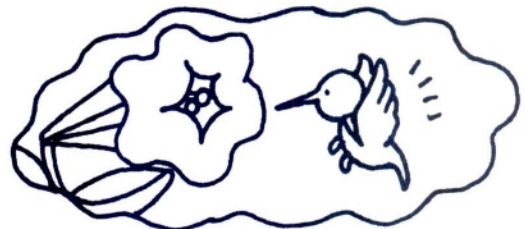


**3 Listen and match. Draw a line.**

1. This is a bird.  
It's a little bird.



2. This is a cat.  
It's a big cat.



3. This is a frog.  
It's a big frog.

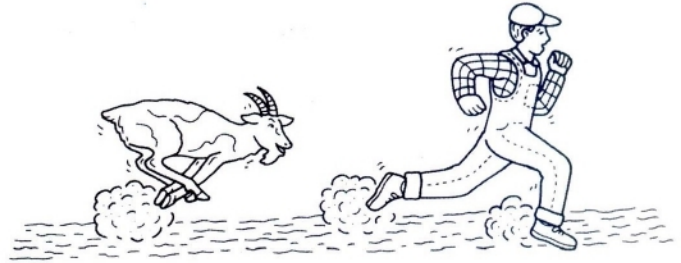


Listen and write. Match. Draw a line.

climbing flying running swimming walking

1. The farmer is

\_\_\_\_\_.



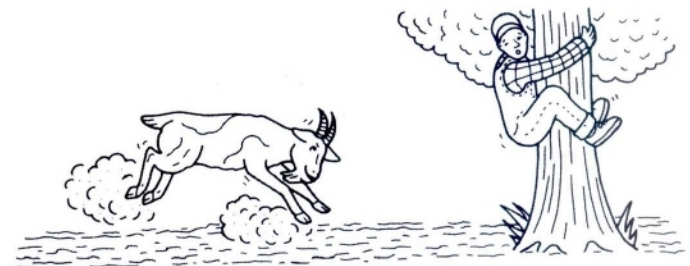
2. The farmer is

\_\_\_\_\_.



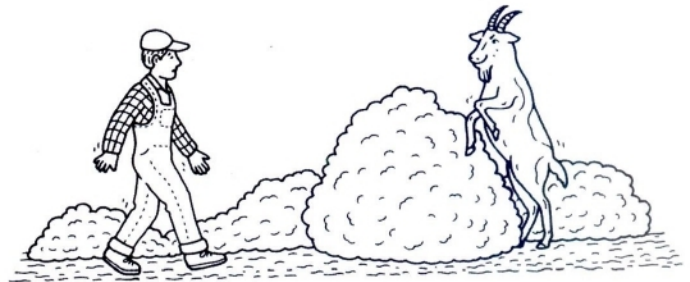
3. The farmer is

\_\_\_\_\_.



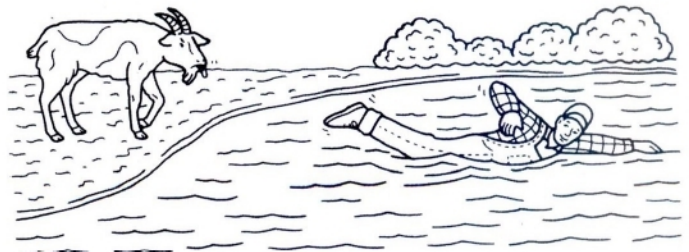
4. The farmer is

\_\_\_\_\_.



5. The farmer is

\_\_\_\_\_.





**Listen. Circle the word. Write.**

## Look and See!

This is fun.

Look and see!

The birds are \_\_\_\_\_.

walking

dancing

They're dancing with me.

This is fun.

Look and see!

The birds are \_\_\_\_\_.

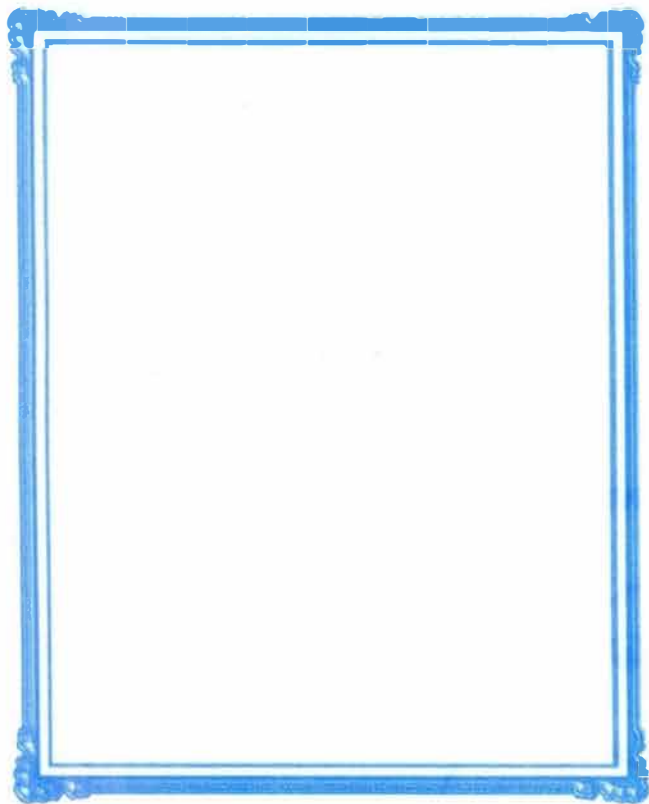
running

flying

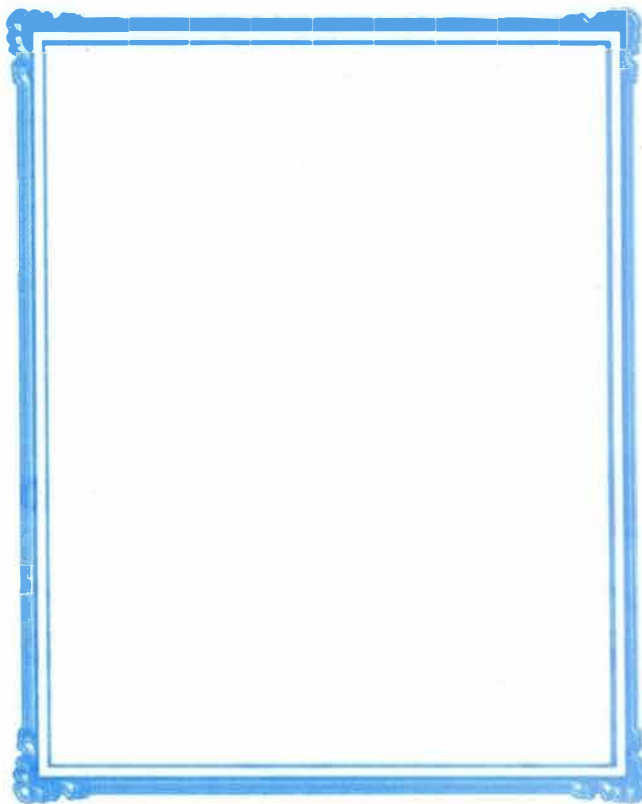
They're flying with me!



**Draw and color.**



The birds are dancing.



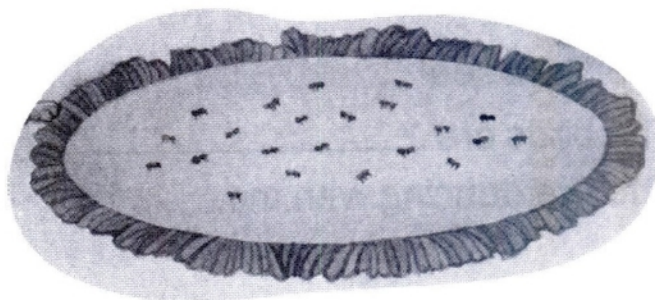
The birds are flying.



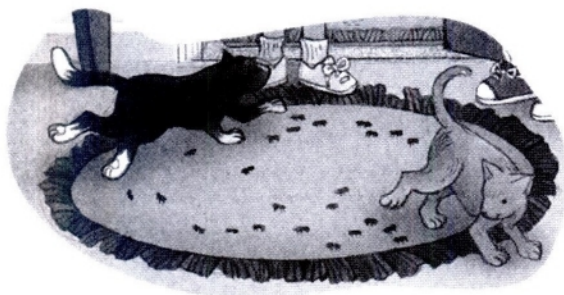
# Out of My House!

**7** Read *Out of My House!* Circle the animals from the story. What are they doing? Say.

1.



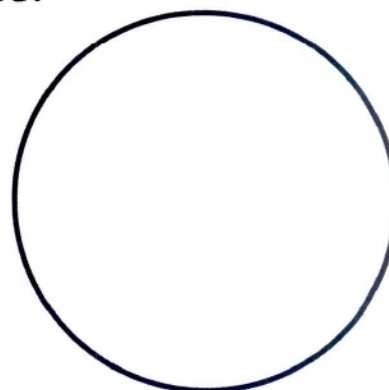
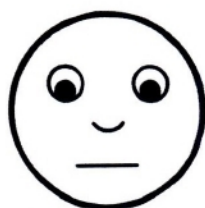
2.



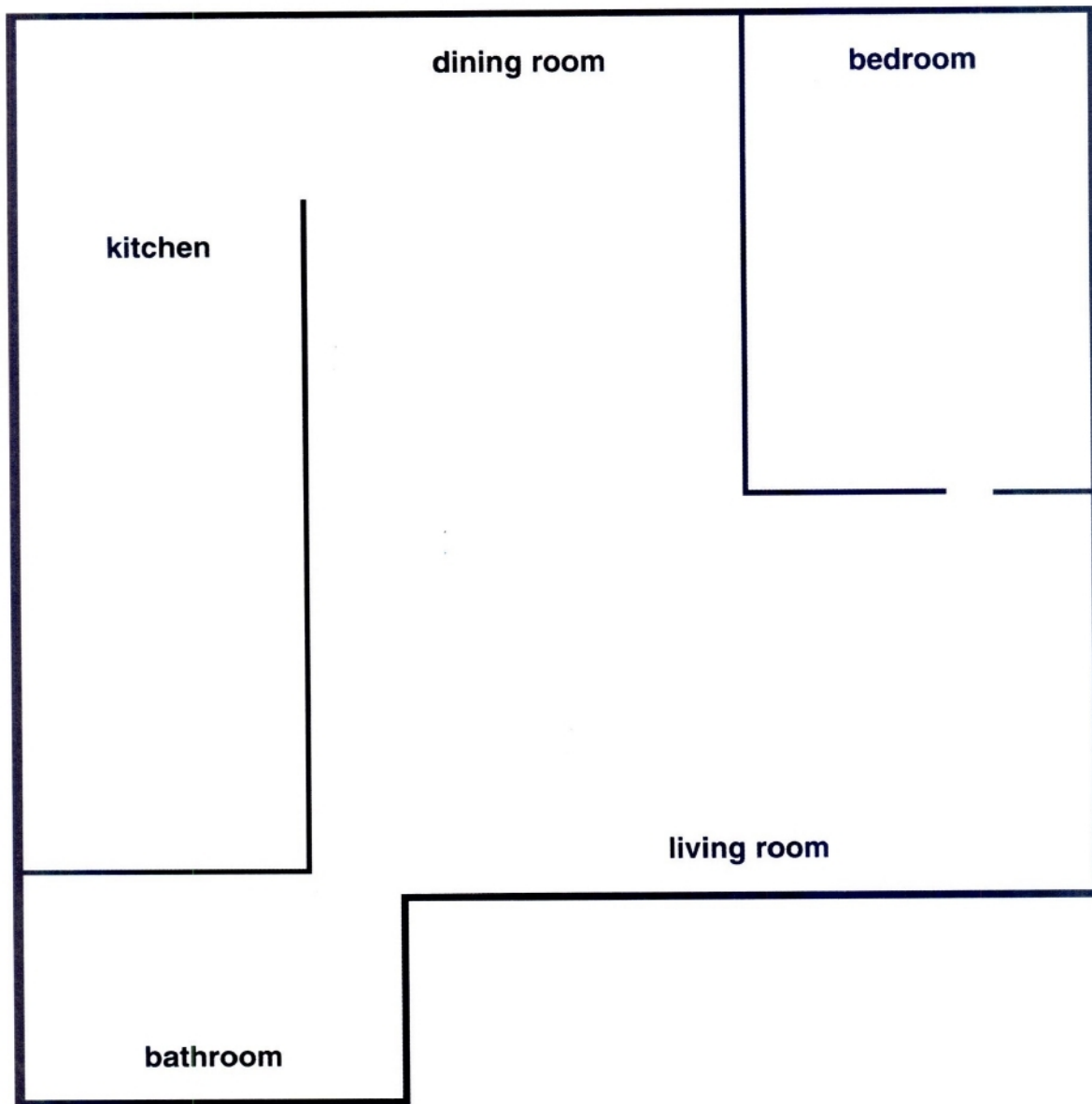
3.



**8** Do you like the story? Draw a face.



**9** Draw three animals in the house. Color and say.



# Review



Listen. Circle *yes* or *no*.

1.



yes

no

2.



yes

no

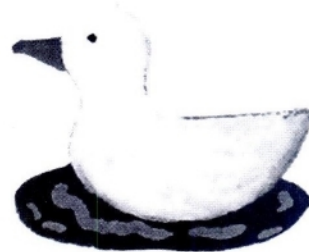
3.



yes

no

4.



yes

no

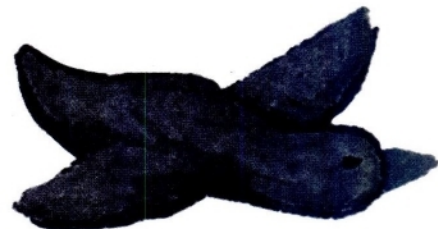
5.



yes

no

6.



yes

no



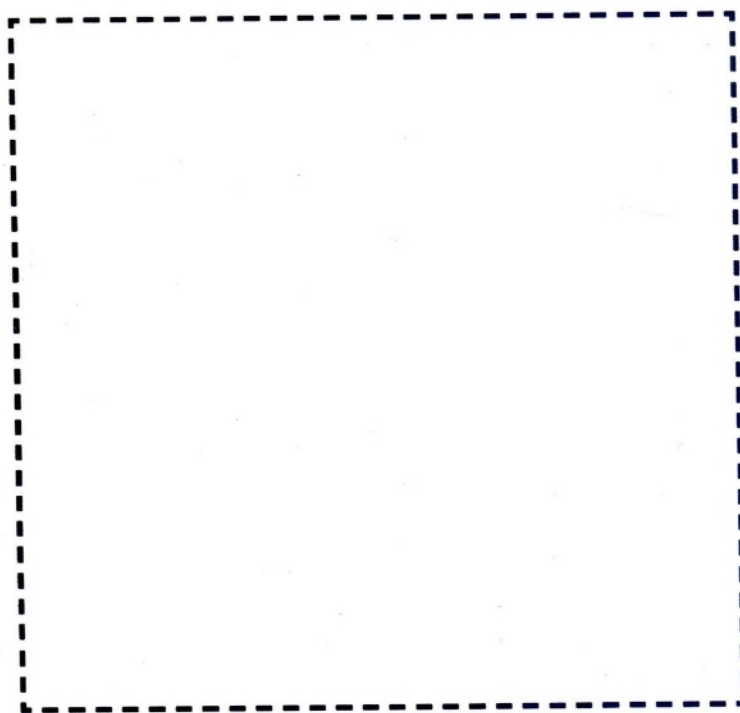
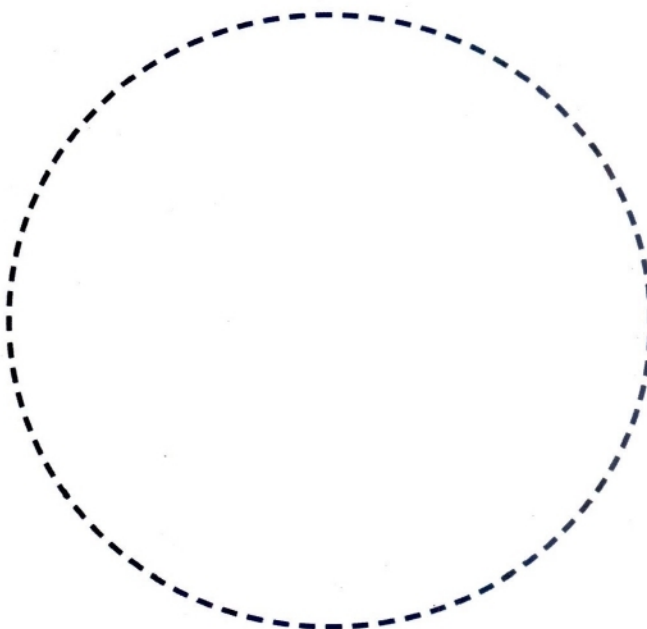
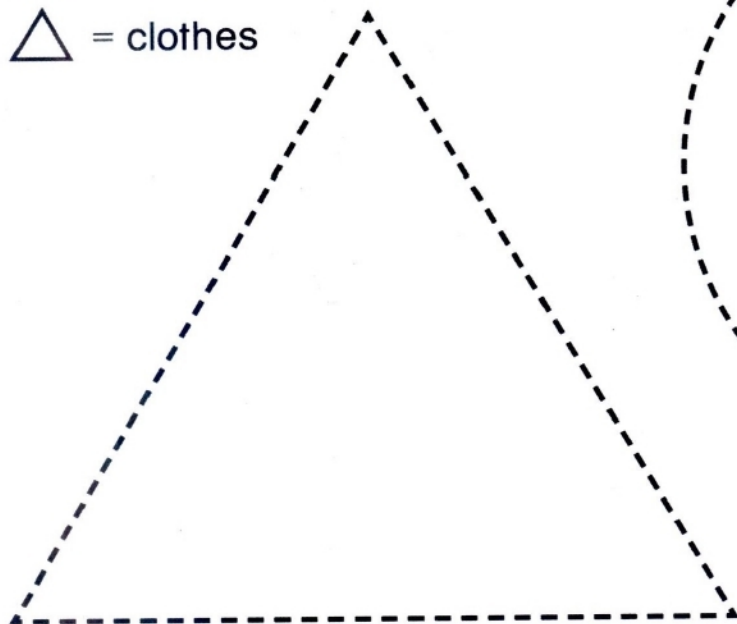
# Cut-out Activity

**Draw and write. Show and say.**

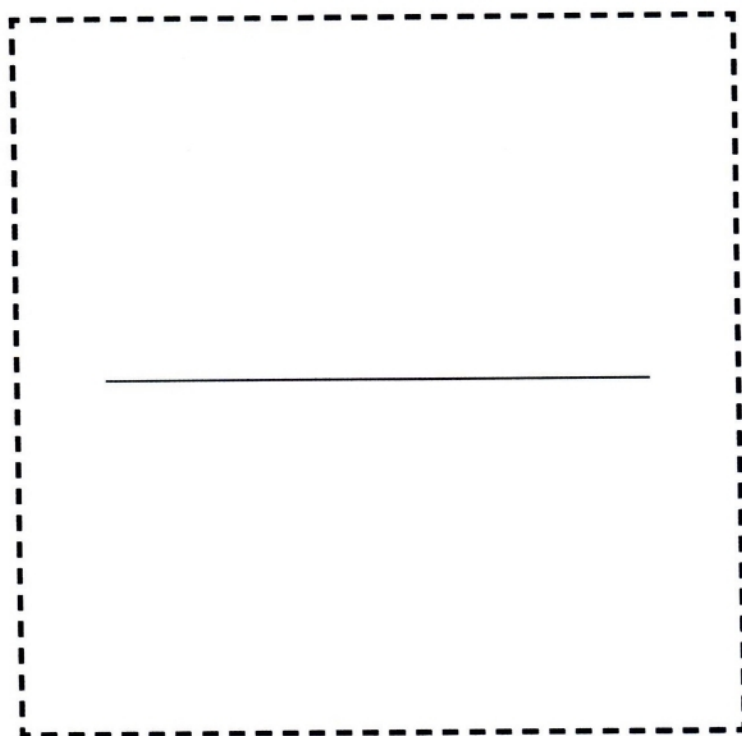
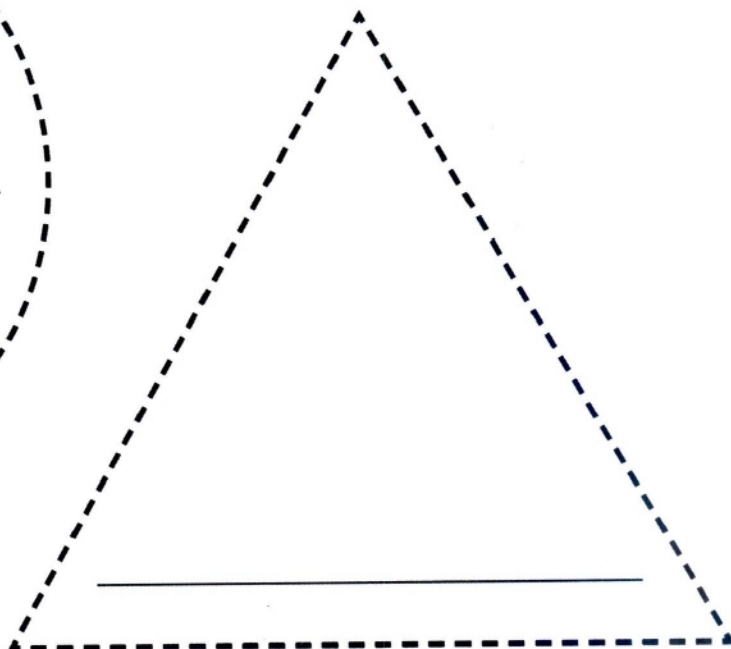
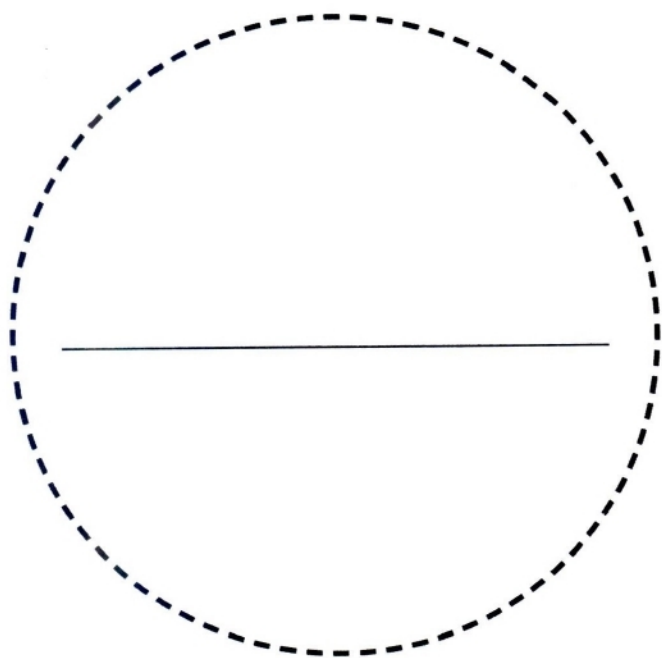
○ = animal

□ = room

△ = clothes



Students draw and color an item of clothing on one side of the triangle and write what it is on the other side of the triangle. They draw and label an animal in the circle, and a room of a house in the square. Pairs of students make a mobile using the finished shapes.



# 7

# Celebrations

TRACK 32

1

Listen. Cut and glue. ✂



Unit 7



## 2 Match. Draw a line. Color.

I'm six years old.



I'm seven years old.



I'm eight years old.



## 3 Listen and write.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

1. My birthday is on \_\_\_\_\_ this year.
2. My father's birthday is on \_\_\_\_\_ this year.
3. My mother's birthday is on \_\_\_\_\_ this year.
4. My sister's birthday is on \_\_\_\_\_ this year.

4

**Listen. Circle yes or no.**



1. yes    no



2. yes    no



3. yes    no



4. yes    no



5. yes    no



6. yes    no

5

**Write and draw.**

What do you have?

I have \_\_\_\_\_.



**Listen and match. Draw a line.**



## A Celebration

Today I have a present.  
It's little, blue, and round.  
It's for a celebration,  
and it makes a funny sound!

Today I have a present  
in a box that's green and square.  
It's for a celebration.  
It's something I can wear!

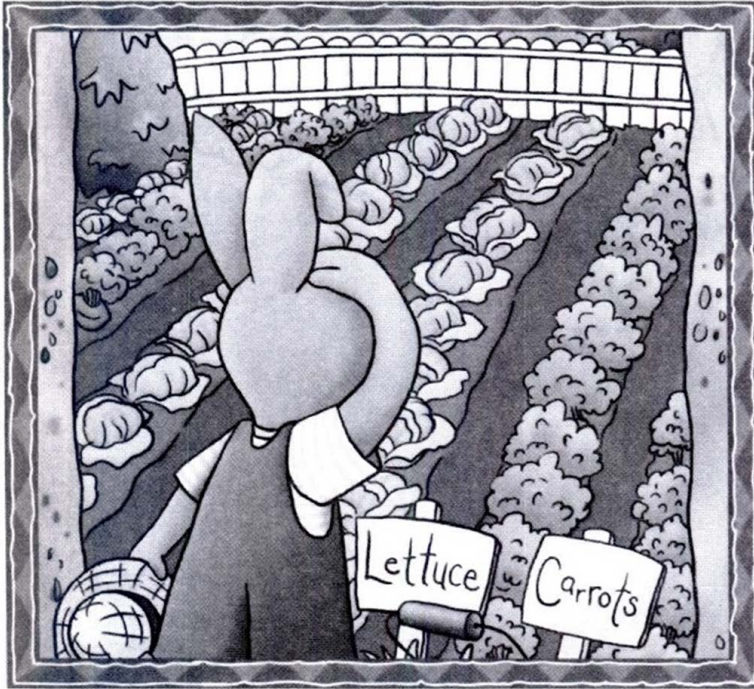
Today I have a present.  
Whatever can it be?  
It's for a celebration.  
Come, open it with me!





# Rabbit Joe Has a Party

- 7** Read *Rabbit Joe Has a Party*. What does Rabbit Joe have? Write. Choose words from the box.



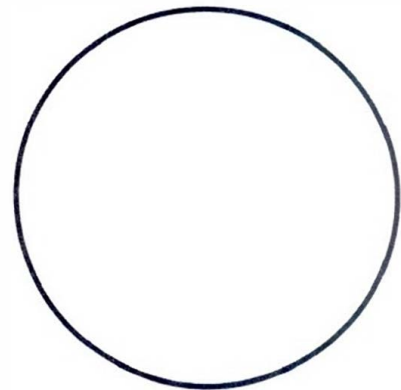
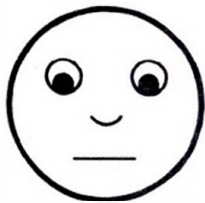
cake  
carrots  
hamburgers  
ice cream  
lettuce  
pizza

He has carrots. He doesn't have hamburgers.

---

---

- 8** Do you like the story? Draw a face.



**9** What do you want at your party?  
Draw and color. Write.



---

# Review



**Listen and read. Match. Draw a line.**

1. I have rice.



2. I have cake.



3. I have milk.



4. I have a sandwich.



5. I have a present.



6. I have ice cream.

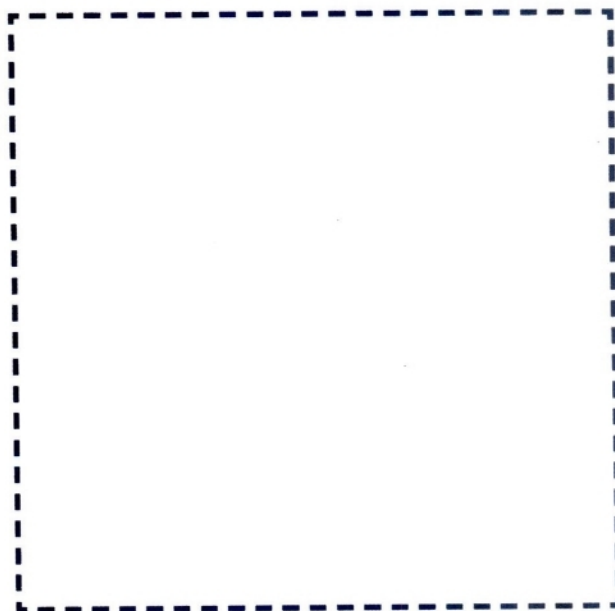
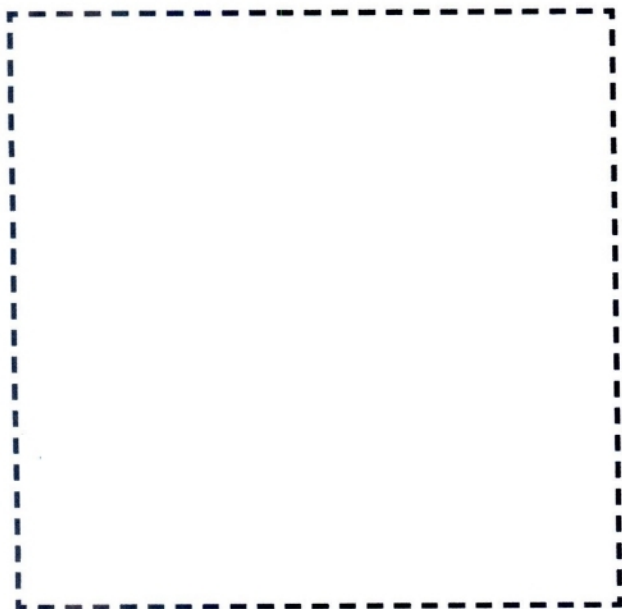
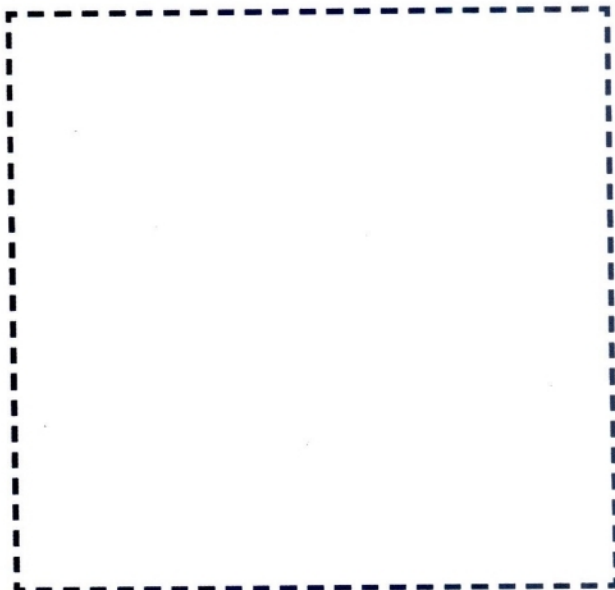




# Cut-out Activity

**A. What are your favorite foods?  
Draw and write.**

**B. Cut. Show and say.**



Students draw and color four favorite foods. Use the squares to build a horizontal bar graph on the classroom wall, with labels of each type of food on the left side of the graph and horizontal rows of squares to the right of their corresponding labels.

Listen and color. Cut and glue. Say. ✂

## The Toy Box

I have a toy box, big and brown.  
 I look inside and find a clown.  
 I have a toy box with twelve toys,  
 some toys for girls,  
 some toys for boys.

*Clap your hands!*

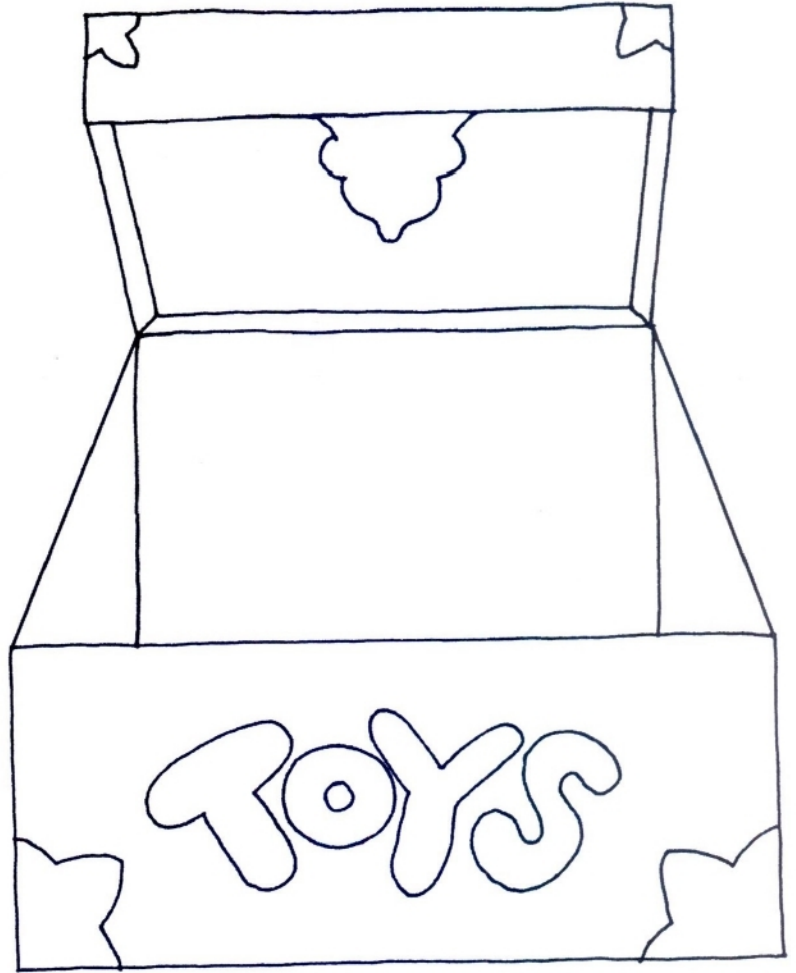
*Clap your hands!*

*I play all day with my toy box.*

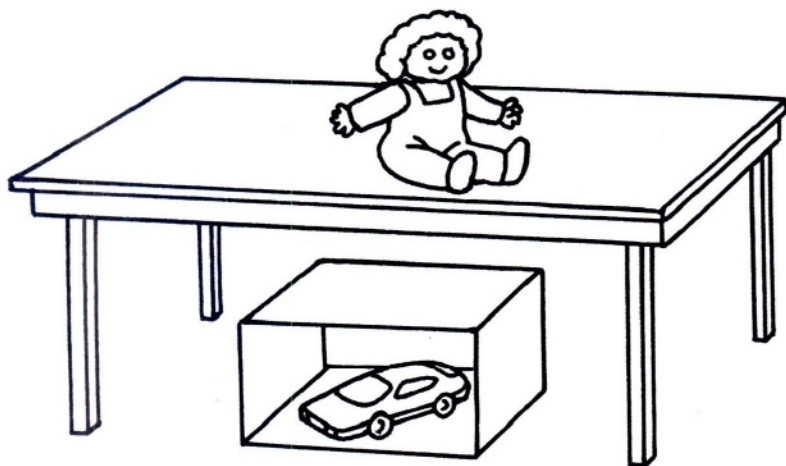
I have a toy box. I look inside.

I see it's empty—now I can hide!

*(Chorus)*



**2 Look. Write. Use words from the box.**



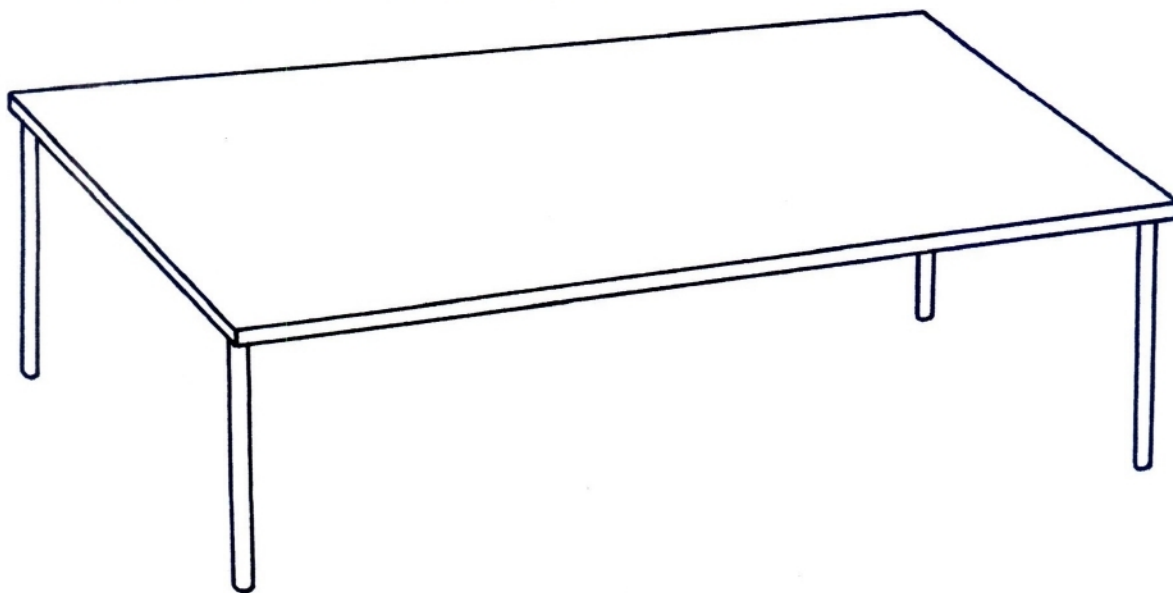
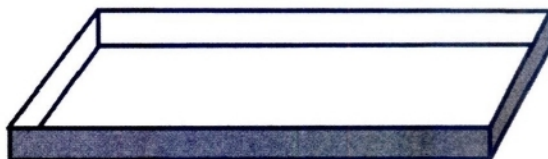
in  
on  
under

1. The doll is \_\_\_\_\_ the table.
2. The car is \_\_\_\_\_ the box.
3. The box is \_\_\_\_\_ the table.

TRACK 38

**3 Listen and read. Draw.**

Draw eleven balls under the table.  
Draw twelve blocks on the table.  
Draw thirteen crayons in the box.





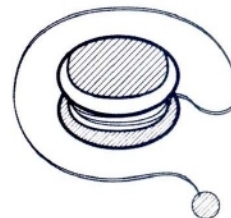
**4** Read and look. Write. Use words from the box.

doll plane yo-yo

1. I want a \_\_\_\_\_.

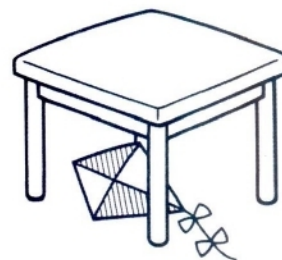
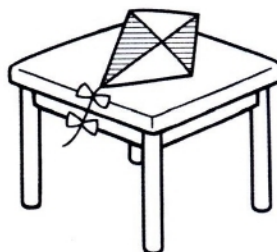
2. I want a \_\_\_\_\_.

3. I want a \_\_\_\_\_.

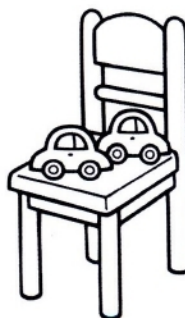


**5** Listen and read. Circle.

1. The kite is on the table.



2. The cars are under the chair.





**Listen. Write. Use words from the box.**

## Where Is the Boat?

bike  
block  
boat

Where is the \_\_\_\_\_?

The \_\_\_\_\_ is on the block.

The \_\_\_\_\_ is on the block.

Where is the \_\_\_\_\_?

The \_\_\_\_\_ is on the bike.

The \_\_\_\_\_ is on the bike.



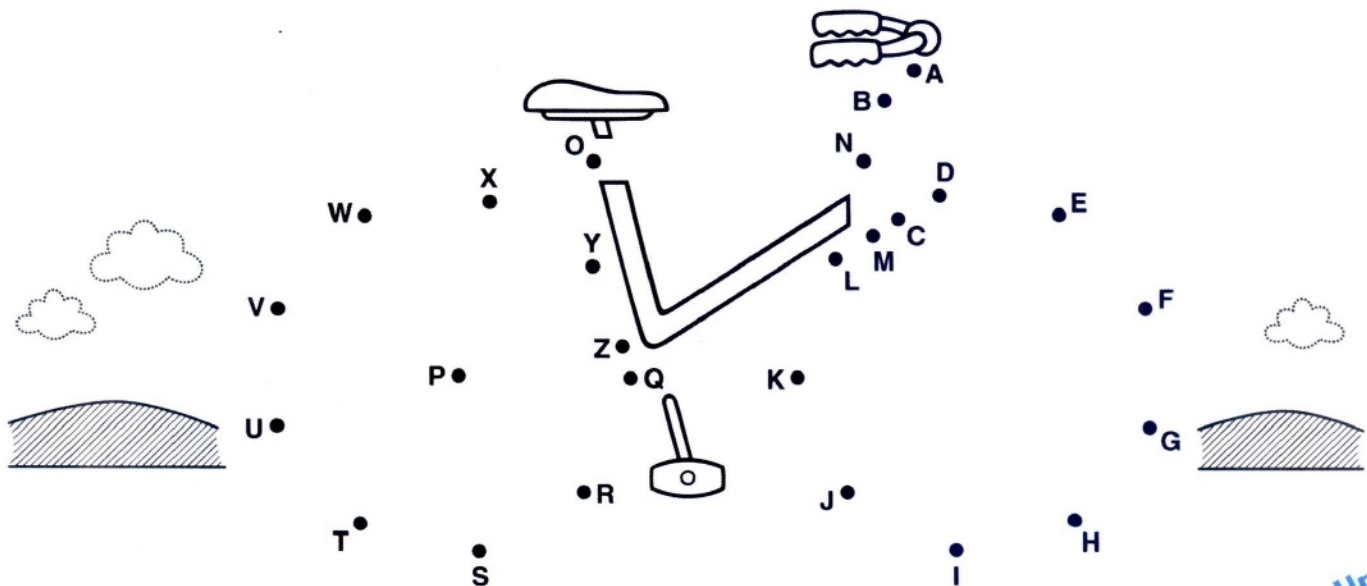
Where is the \_\_\_\_\_?

The \_\_\_\_\_ is rolling away!

Oh, no! Oh, no! Oh, no!



**What is it? Draw a line from A to B to C.  
Finish with Z.**



# Where's My Bear?

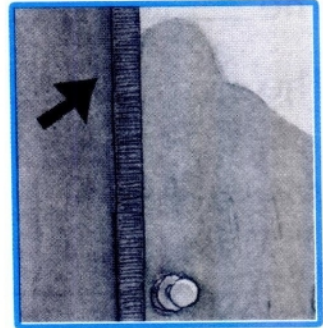
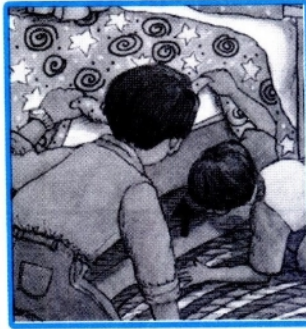


**Read *Where's My Bear?***  
**Listen and read. Circle.**

1. What does the boy want?



2. Where do they look?



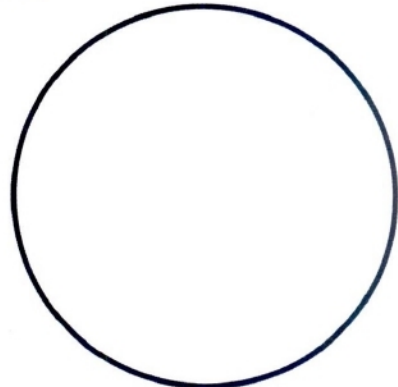
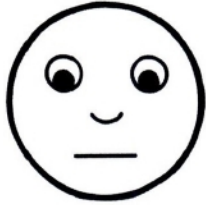
3. Who finds it?



4. Who has the teddy bear?



**9 Do you like the story? Draw a face.**





- 10** Change the story. Where is the teddy bear?  
Draw and color. Write. Say.



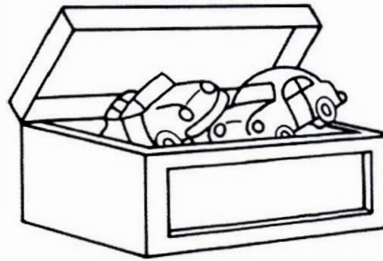
The teddy bear is \_\_\_\_\_.

# Review

## 11 Look. Read and write.

in on under

1. The cars are \_\_\_\_\_  
the toy box.



2. The skates are \_\_\_\_\_  
the chair.



3. The bear is \_\_\_\_\_  
the desk.

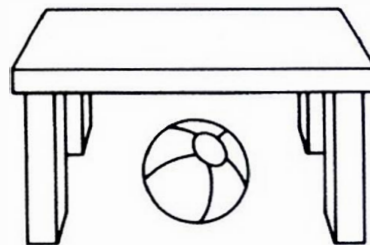


ball bike dolls  
kite planes yo-yo

4. The \_\_\_\_\_ are on  
the bed.



5. The \_\_\_\_\_ is under  
the table.



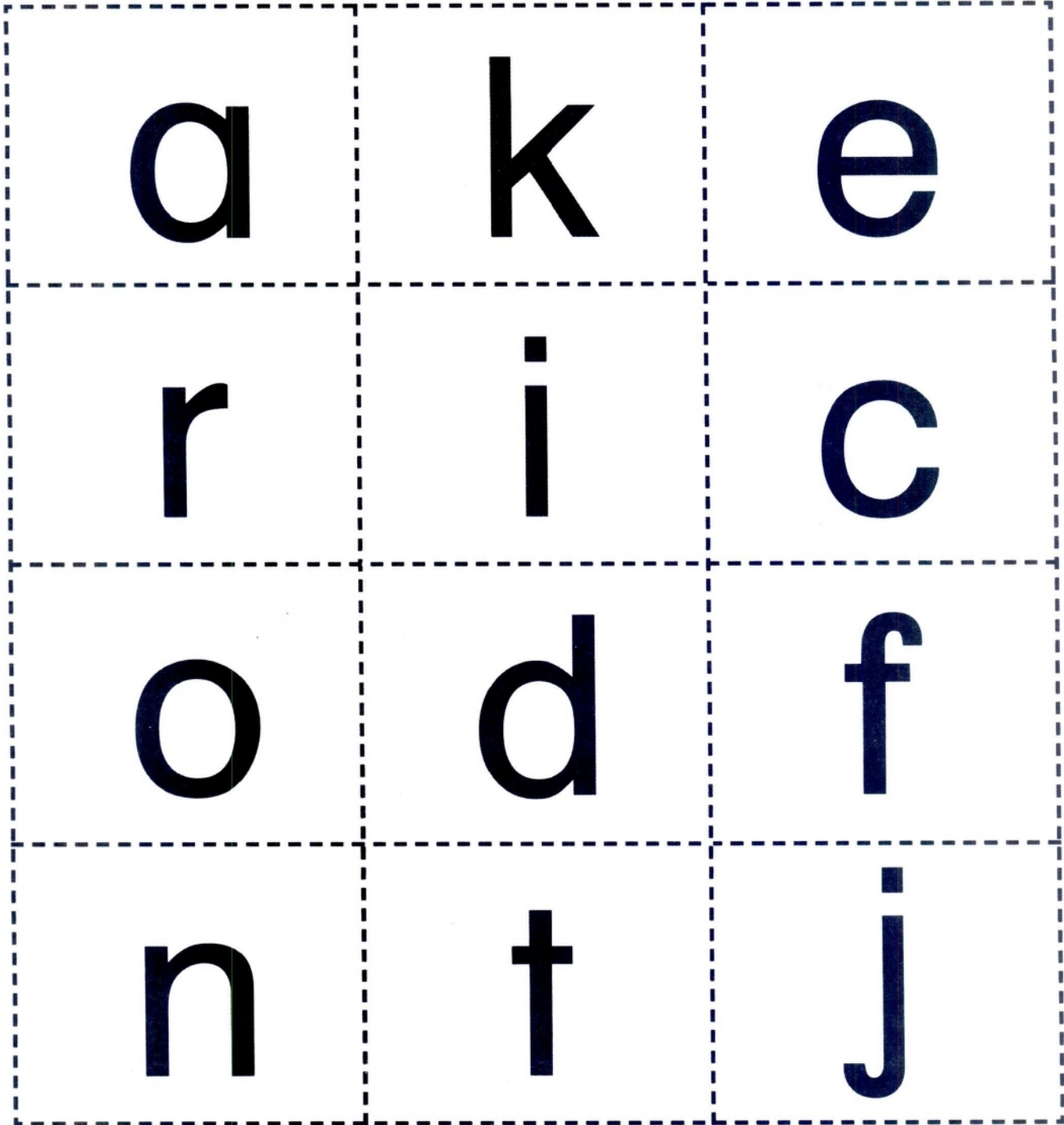
6. The \_\_\_\_\_ is in  
the box.



# Cut-out Activity

**A. Find a partner.**

**B. Cut. Make words and say.**



Students combine the alphabet cards to form words. (Students can use one set or combine two sets.) Words will vary, but may include the following: *marker, paper, four, two, green, pink, red, father, parents, hair, toes, dress, jacket, bed, cooking, reading, duck, worm, cake, rice, bear, bike, boat, car, skates, train.*



b

a

w

i

p

e

u

h

s

m

n

g

# 9

# At the Playground



**1 Listen. Cut. Match and glue.** 

## Having Fun



We're kicking a ball.

We're dancing around.

We're having a snack.

We're stopping to talk.

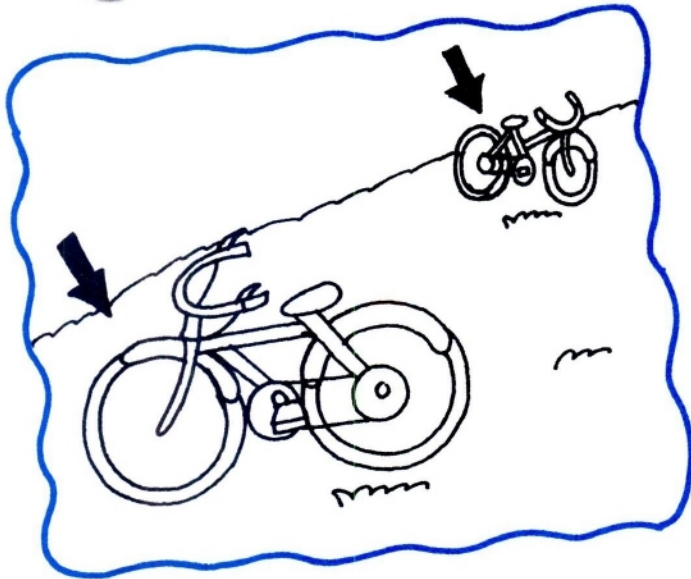
We're singing a song.

We're flying a kite.

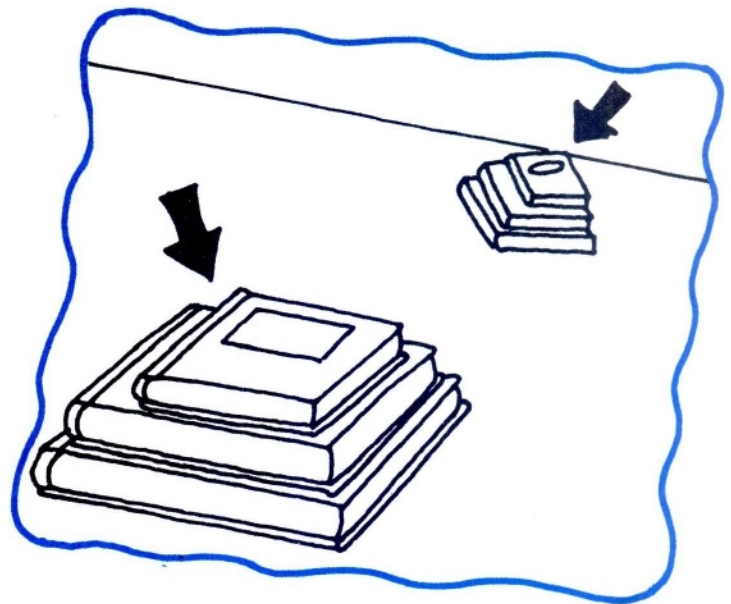




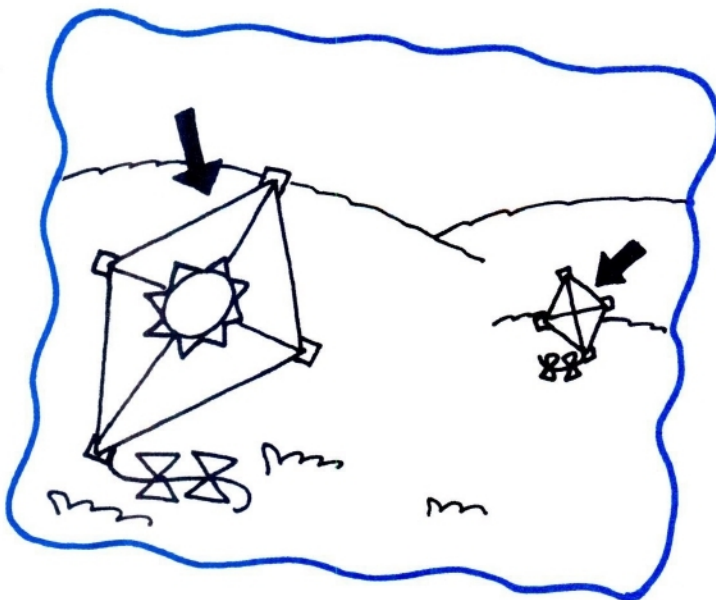
**2** Read and color.



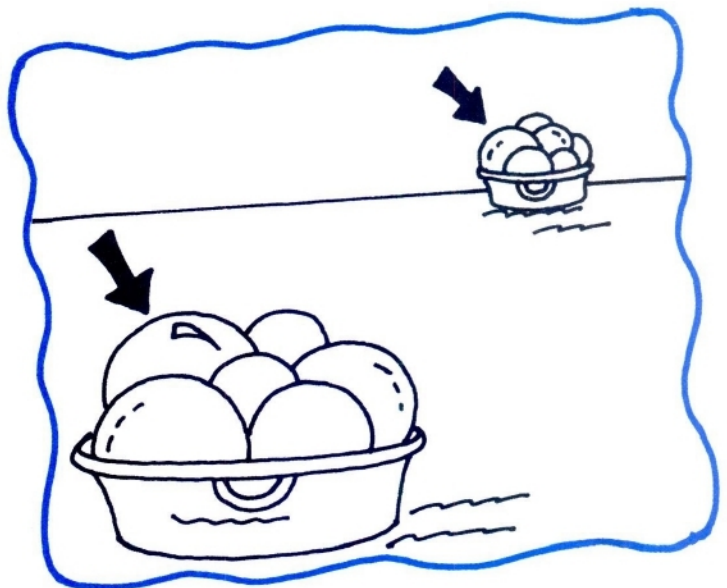
This bike is purple.  
That bike is blue.



These books are pink.  
Those books are red.



This kite is orange.  
That kite is green.



These balls are brown.  
Those balls are yellow.

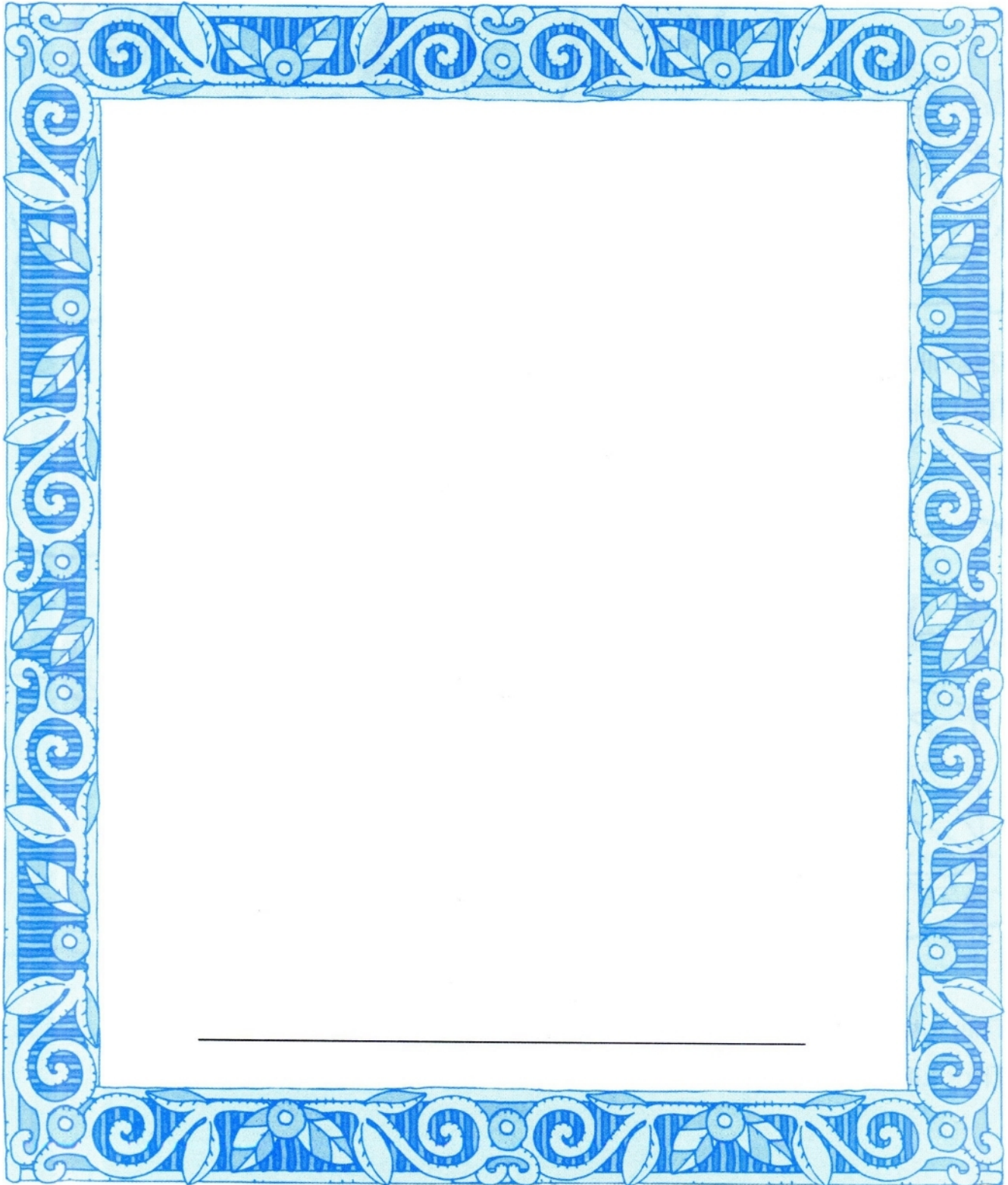


**3 What are you doing? Draw and color. Write.**

eating  
riding

kicking  
skating

playing a game  
throwing





**Listen and match. Draw a line.**

## Kicking, Singing, Skating

He's kicking.  
He's kicking.  
He's kicking a ball.

She's singing.  
She's singing.  
She's singing a song.

He's skating.  
He's skating.  
Watch out. Don't fall!



**5 Find the words. Circle.**



ball  
kicking  
singing  
skating  
song

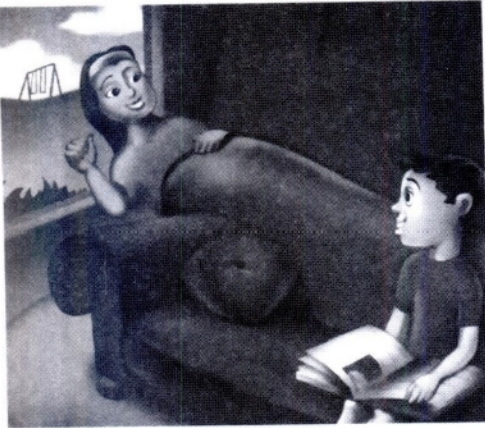


# Tony Is Reading



**Read *Tony Is Reading*.  
What is Tony doing? Listen and circle.**

1.



yes

no

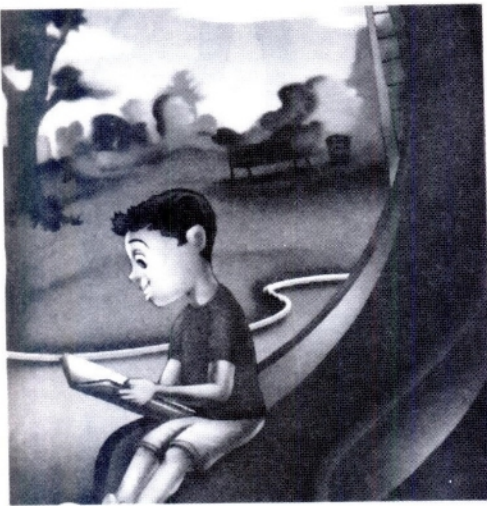
2.



yes

no

3.



yes

no

4.

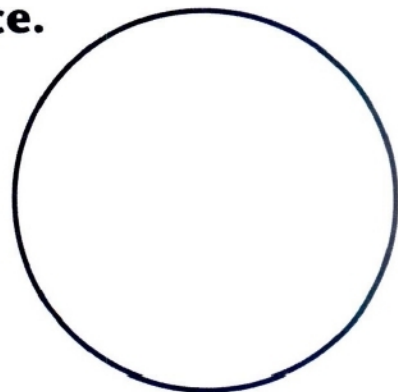
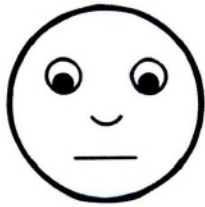


yes

no



**Do you like the story? Draw a face.**





8

**What happens next? What does Tony do?  
Draw and color. Write.**



---

# Review



**Listen. Read and circle.**

1. No, he isn't.

Yes, he is.

2. No, he isn't.

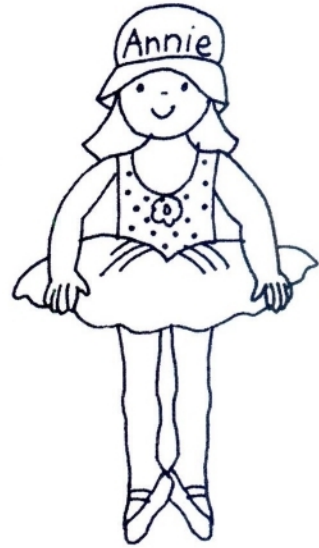
Yes, he is.

3. No, she isn't.

Yes, she is.

4. No, she isn't.

Yes, she is.

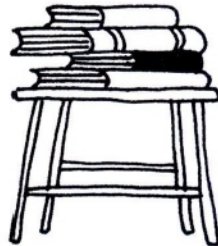


**10 Look. Read and circle. Color.**

**This / That** kite is purple.



**These / Those** books are brown.



# Cut-out Activity



**A. Find a partner.**

**B. Cut and sort. Show and say.**

|        |         |        |
|--------|---------|--------|
| pencil | bedroom | father |
| horse  | hand    | pizza  |
| pants  | doll    | desk   |
| sister | ears    | jacket |

Partners sort their word cards into the following categories: *school, family, parts of the body, clothing, rooms in a house, animals, food, and toys*. They can do this on their desks or glue the words on paper. Encourage students to think of more words to add.



**bird**

**book**

**kitchen**

**eyes**

**rice**

**grandmother**

**bathroom**

**shirt**

**ball**

**skates**

**hot dog**

**cow**

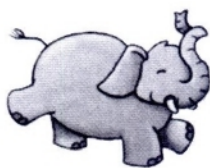
1 Color and say the letters.

Aa Bb Cc Dd  
Ee Ff Gg Hh

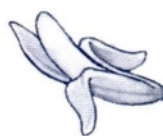
2 Look at the picture. Write the letter. Say the word.



jacket



lelephant



anana



cat



hand



fame



car



doll



apple



feet

**1** Color and say the letters.

Ii Jj Kk Ll Mm  
Nn Oo Pp Qq

**2** Look at the picture. Write the letter. Say the word.



bedroo\_\_



\_\_ump rope



\_\_ce cream



\_\_range



\_\_arker



\_\_ion



\_\_encil



\_\_ose



\_\_ing



\_\_ueen



**1** Color and say the letters.

Rr Ss Tt Uu Vv  
Ww Xx Yy Zz

**2** Look at the picture. Write the letter. Say the word.



\_\_indow



\_\_iolin



\_\_andwich



\_\_ellow



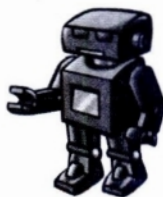
\_\_mbrella



fo\_\_



\_\_en



\_\_obot



\_\_ebra



ha\_\_



**1** Say the words. How many times do you hear **p** as in **pen**?

pants paper party pen pencil picnic puppet purple

**2** Do the crossword puzzle. Write words with **p** as in **pen**.

Down ↓

**1**



**2**



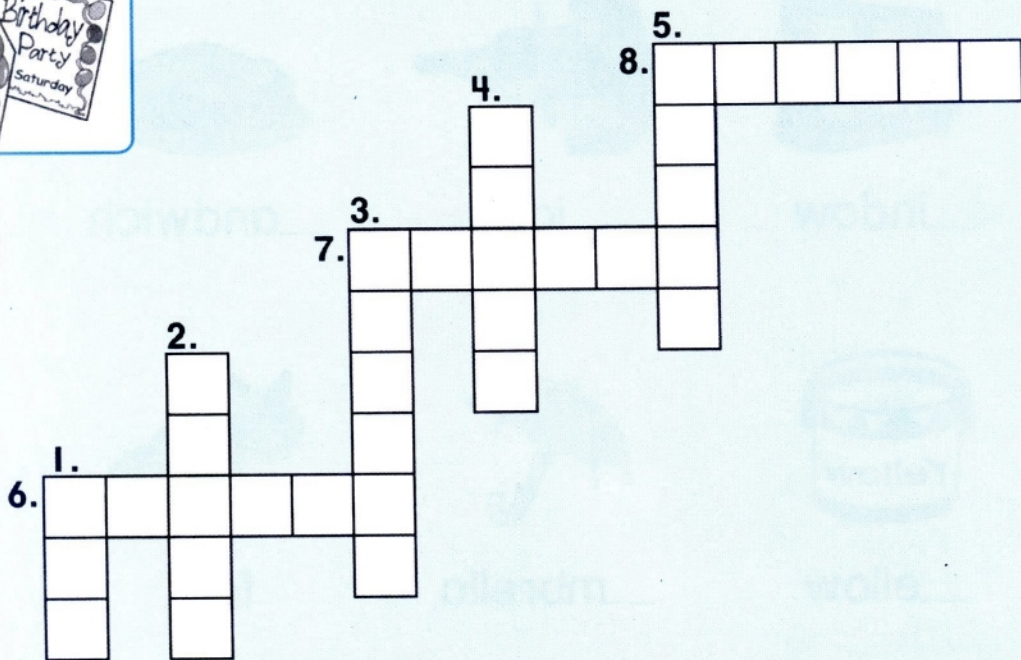
**3**



**4**



**5**



Across →

**6**



**7**



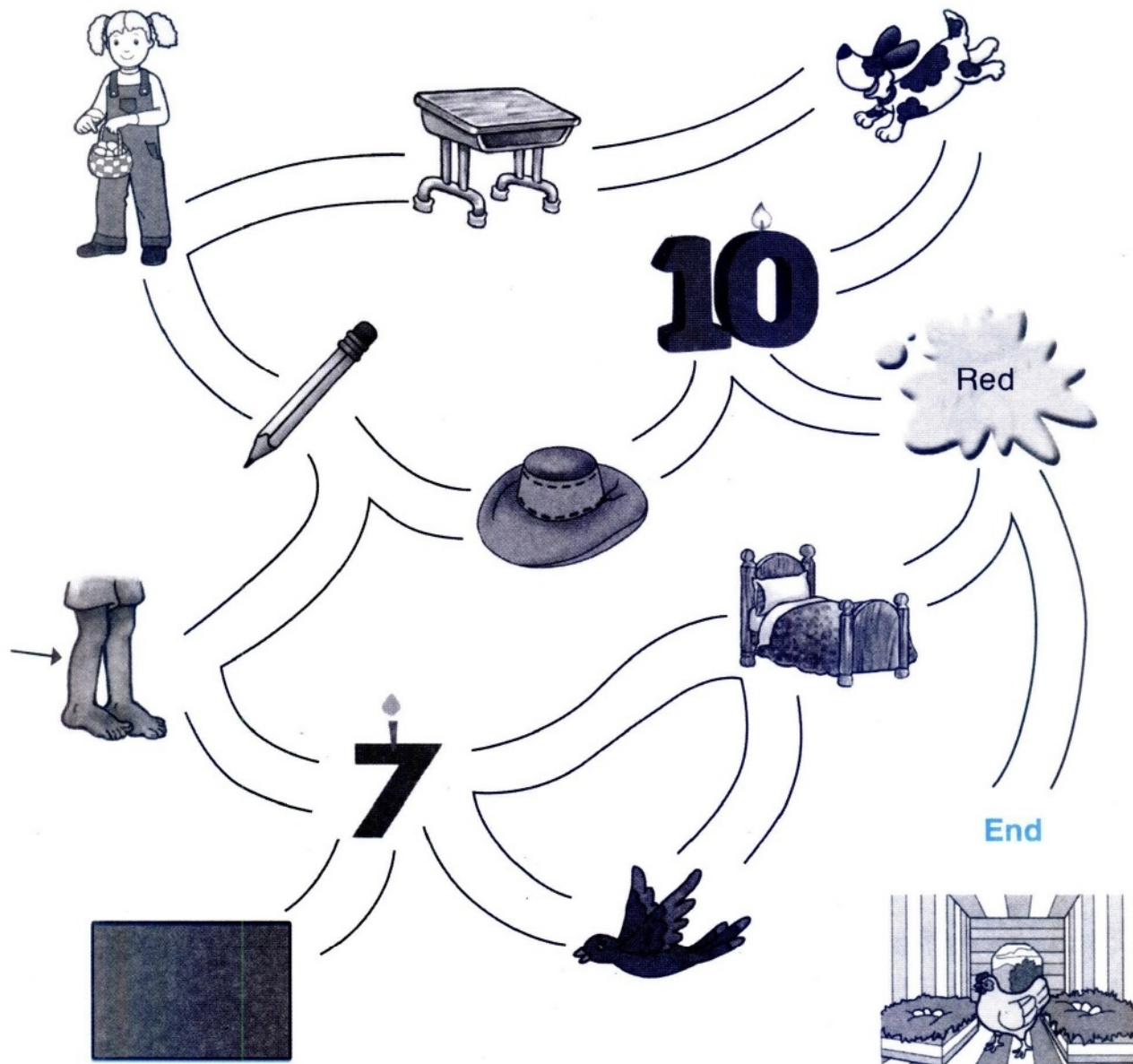
**8**





- 1 Say the words. How many times do you hear *e* as in *bed*?  
bed desk egg leg pen pencil red seven
- 2 Penny wants eggs. Find the path using words with *e* as in *bed*.

Start





**1** Say the words. How many times do you hear **r** as in *red*?

ear rabbit rake rectangle robot room run worm

**2** Look at the picture and write a complete sentence. Say the sentence.

1. The  is running. \_\_\_\_\_

2. The  is walking. \_\_\_\_\_

3. The  is eating. \_\_\_\_\_

4. That  is crawling. \_\_\_\_\_

5. My sister is in her . \_\_\_\_\_

6. My brother likes . \_\_\_\_\_

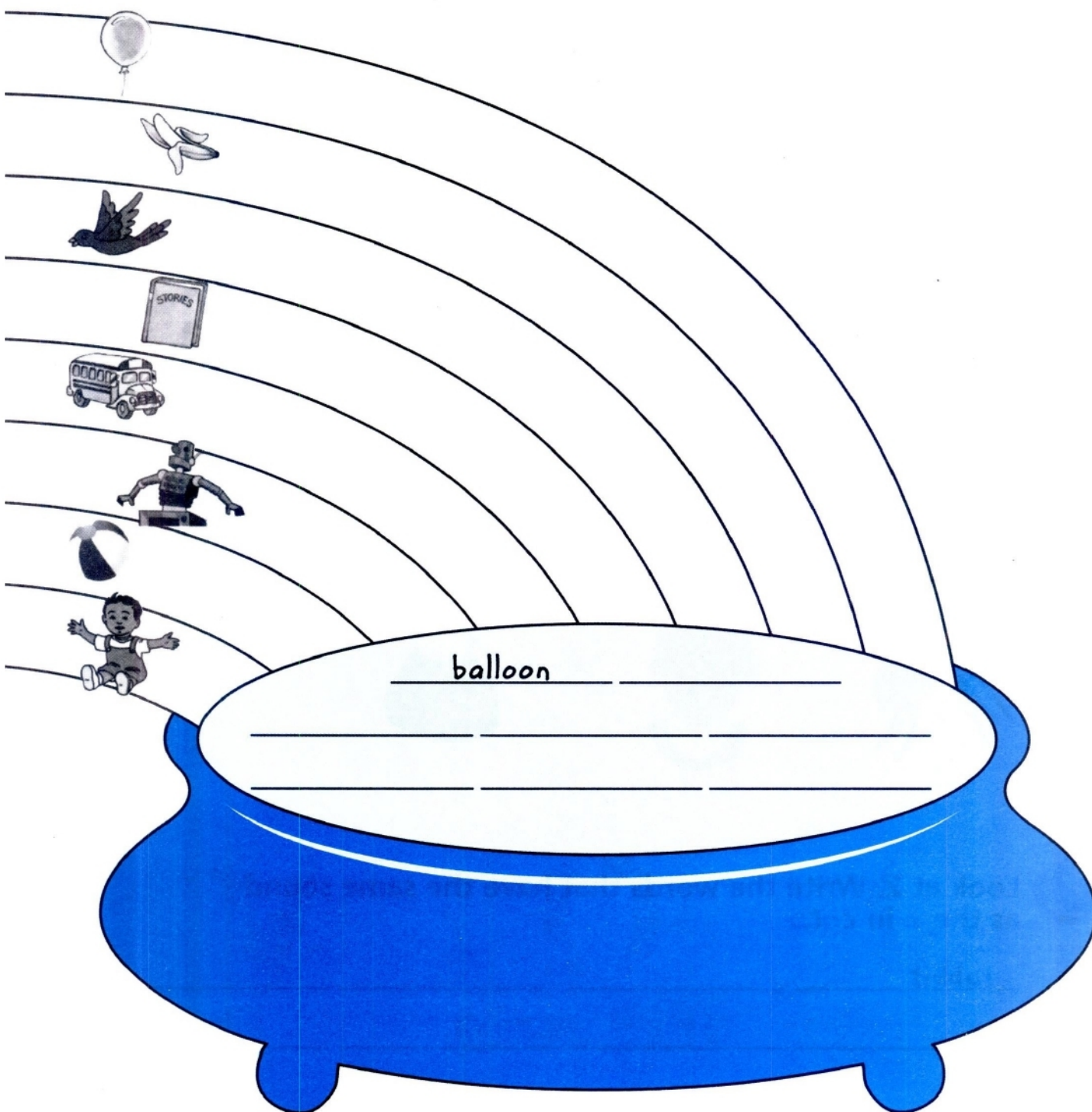
7. Rosa wants her . \_\_\_\_\_

8. My favorite color is . \_\_\_\_\_

**1** Say the words. How many times do you hear **b** as in **b**all?

ball balloon banana baby bird book bus robot

**2** Color the rainbow. Look at the pictures. Write the words at the end of the rainbow.



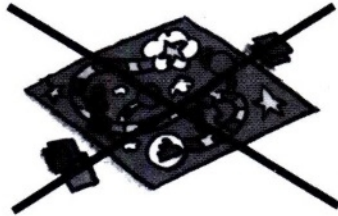


**1** Say the words. How many times do you hear **a** as in *bat*?

ant apple backpack bath family hat jacket Saturday

**2** Draw an X over the word that doesn't have the same sound as the **a** in *bat*.

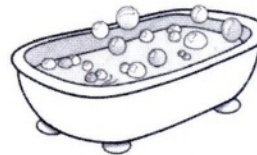
1.



2.



3.



4.



**3** Look at 2. Write the words that have the same sound as the **a** in *cat*.

rabbit



**1** Say the words. How many times do you hear **s** as in **sock**?

hats pants salad sandwich seven sister socks song

**2** Do the crossword puzzle. Write words with **s** as in **sock**.

Down ↓

**1**



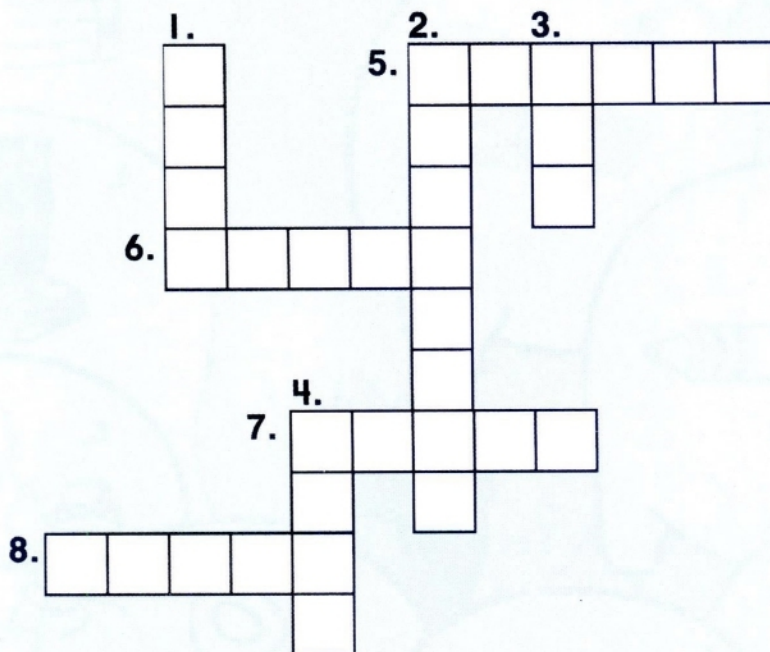
**2**



**3**



**4**



Across →

**5**



**6**



**7**



**8**





Move your game piece. Point and say.









Move your game piece. Point and say.









Move your game piece. Point and say.



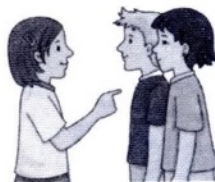
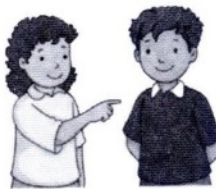
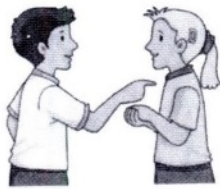






## 1 Subject Pronouns: Write.

he I it she they we you you



## 2 The Verb **Be**: Write.

am are are are  
are is is is

I \_\_\_\_\_

we \_\_\_\_\_

you \_\_\_\_\_

you \_\_\_\_\_

he \_\_\_\_\_

they \_\_\_\_\_

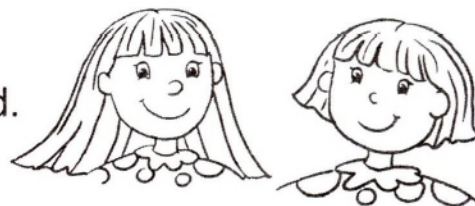
she \_\_\_\_\_

it \_\_\_\_\_



## 3 The Verb **Be**: Write *am*, *are*, or *is*.

Hi! I \_\_\_\_\_ Gloria. And this \_\_\_\_\_  
my friend Ana. We \_\_\_\_\_ six years old.  
How old \_\_\_\_\_ you?



## 4 The Verb **Have**: Write.

has has has have have have have have

|           |            |
|-----------|------------|
| I _____   | we _____   |
| you _____ | you _____  |
| he _____  | they _____ |
| she _____ |            |
| it _____  |            |

## 5 The Verb **Have**: Write *has* or *have*.



Look! I \_\_\_\_\_ a frog.



Look! It \_\_\_\_\_ three arms.



Look! We \_\_\_\_\_ black hair.

## 6 Present Progressive of **Wear**: Write.

- I \_\_\_\_\_ shorts.  
 You \_\_\_\_\_ shorts.  
 He \_\_\_\_\_ shorts.  
 She \_\_\_\_\_ shorts.  
 We \_\_\_\_\_ shorts.  
 They \_\_\_\_\_ shorts.



## 7 Present Progressive: Write.

dance      jump      ride      run

1. He \_\_\_\_\_ a bike.  
 2. Look! I \_\_\_\_\_ rope.  
 3. Look! I \_\_\_\_\_.  
 4. She \_\_\_\_\_.



## 8 Questions: Write.

1. \_\_\_\_\_ you five years old?      No, I'm six.  
 2. \_\_\_\_\_ does she have?      She has pizza.  
 3. \_\_\_\_\_ is the book?      It's on the table.



# BACKPACK 1

**Second Edition**

Reach into **Backpack, Second Edition** for a richly illustrated, seven-level communicative program that motivates primary learners and supports teachers. *Backpack* is packed with kid-friendly topics, catchy songs and chants, stickers, games, stories, hands-on projects, and TPR activities. Young learners will succeed with *Backpack*!

## **NEW Features**

- All-**NEW** music engages students with a catchy, pop sound
- **NEW** values curriculum provides character education and strengthens the home-school connection
- **NEW** Picture Dictionary (Starter), Sound and Spelling Handbooks (Levels 1–3), and Grammar and Writing Handbooks (Levels 4–6) in the Student Books and Workbooks provide support and practice
- **NEW** Assessment Package offers teachers' tips, techniques, tests, and a test generator
- Content Readers with Teacher's Manuals (Levels 1–6) provide reading practice and content connections
- **NEW** Interactive Whiteboard Software engages students and helps sustain motivation

## **Components**

- Student Book with Picture Dictionary
- Workbook with Workbook CD
- Interleaved Teacher's Edition
- Class Audio CD
- Assessment Package
- Large-format Picture Cards
- Large-format Posters
- Teacher's Resource Book
- Video (DVD) with Guide
- Companion Website



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Backpack Companion Website  
<http://www.pearsonlongman.com/backpack>