

The Alphabet

Pages iii–iv

Trace and write.

Students trace and write each uppercase and lowercase letter.

Unit 1

Conversation Time, Page 1

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students look at the pictures and match each picture to the corresponding line of conversation.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the right-hand picture
2. matches the left-hand picture
3. matches the middle picture

B. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the word(s) they chose for each number.

Answer Key

1. Good morning.
2. Hello! How are you?
3. Fine, thank you.

Word Time, Page 2

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and match.

Students look at each picture and match it to the corresponding word.

Check answers by saying *Number 1* and having a volunteer say the word he/she matched it to. Do the same for numbers 2–6.

Answer Key

- | | |
|----------|-----------|
| 1. girl | 2. Digger |
| 3. Annie | 4. Ted |
| 5. dog | 6. boy |

B. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1. Annie*, and having a volunteer name the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. b | 2. d | 3. a |
| 4. e | 5. c | 6. f |

Practice Time, Page 3

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by pointing to each picture and having volunteers say the corresponding sentence.

Answer Key

1. You're Ted. You're a boy.
2. I'm Ted. I'm a boy.
3. I'm Annie. I'm a girl.
4. I'm Digger. I'm a dog.
5. You're Digger. You're a dog.
6. You're Annie. You're a girl.

B. Your Turn. Draw and write.

Students draw a picture of themselves. They then write about themselves using the target patterns.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 4

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Does it begin with b or p? Look and circle.

Students look at each picture and circle the initial letter of the illustrated word.

Check answers by writing the numbers 1–8 on the board, then having volunteers come to the board and write the letter they circled for each number.

Answer Key

- | | | | |
|------|------|------|------|
| 1. b | 2. p | 3. p | 4. b |
| 5. p | 6. b | 7. p | 8. b |

B. Match and say.

For each number, students match the uppercase letter to the corresponding lowercase letter. They then say each letter.

Check answers by having volunteers come to the board and write capital and lowercase *b* and *p*. Then point to each letter and elicit its name.

Answer Key

1. $\begin{matrix} p & \times & B \\ b & & P \end{matrix}$

2. $\begin{matrix} B & \times & p \\ P & & b \end{matrix}$

3. $\begin{matrix} p & \times & B \\ b & & P \end{matrix}$

C. Look and write.

Students look at each picture and write the corresponding word.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the word they wrote for each number. Then point to each word and elicit its initial sound.

Answer Key

1. pizza

2. pencil

3. bird

Unit 2

Conversation Time, Page 5

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the right-hand picture

2. matches the left-hand picture

3. matches the middle picture

B. Unscramble, match, and write.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the unscrambled lines of conversation they wrote for each number. Make sure students have also correctly capitalized and punctuated the sentences.

Answer Key

1. Bless you!

2. Thanks.

3. Ah-choo!

Word Time, Page

Focus students' attention on the support box at the top of the page. Elicit e word.

A. Look and circle.

Students look at each picture and circle the corresponding word.

Check answers by pointing to each picture and having a volunteer say the word he/she circled.

Answer Key

1. lake

2. tree

3. butterfly

4. cloud

5. flower

6. bird

B. Look and write.

Students look at each picture and write the corresponding word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the word they wrote for each number.

Answer Key

1. bird

2. cloud

3. tree

4. lake

5. flower

6. butterfly

Practice Time, Page 7

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle *this* or *that*.

Check answers by saying *Number 1* and having students say *this* and touch their desks if they circled *this*. If they circled *that*, they should say *that* and point to something in the distance. Do the same for numbers 2–4.

Answer Key

1. this

2. that

3. this

4. that

B. Look and write.

Students look at each numbered spot in the large scene. For each number, they then use the target pattern to write a sentence.

Check answers by writing the numbers 1–4 on the board having volunteers come to the board and write the sentence they wrote for each number.

Answer Key

1. This is a flower.

2. That's a lake.

3. That's a cloud.

4. This is a bird.

C. Your turn. Draw and write.

Students draw pictures illustrating *this* and *that* then write a sentence about each picture.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 8

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with g or k? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

1. k, key 2. g, girl 3. k, kite

B. Which pictures begin with the same sound? Circle.

For each number, students circle the two illustrations of words that begin with the same sound.

Check answers by pointing to and naming each picture, then having volunteers point to and name the pictures they circled.

Answer Key

1. girl, garden 2. kangaroo, key
3. gorilla, girl 4. kite, key

C. Match and say.

For each number, students match each uppercase letter to the corresponding lowercase letter. They then say each letter.

Check answers by having volunteers come to the board and write uppercase and lowercase g and k. Then point to each letter and elicit its name.

Answer Key

1. $\begin{matrix} g & K \\ k & G \end{matrix}$ 2. $\begin{matrix} k & G \\ g & K \end{matrix}$ 3. $\begin{matrix} G & - & g \\ K & - & k \end{matrix}$

Unit 3

Conversation Time, Page 9

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the middle picture.
2. matches the right-hand picture.
3. matches the left-hand picture.

B. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the full sentence next to each number.

Answer Key

1. Sh! Be quiet!
2. Sorry.
3. That's okay.

Word Time, Page 10

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and match.

Students match the partial view of each animal to the corresponding word to the full view of the animal.

Check answers by pointing to each animal's partial view, then having students say the corresponding word and point to the full view of the animal.

Answer Key

1. horse 2. sheep
3. chicken 4. pig
5. cat 6. cow

B. Find and circle.

Students find and circle each target vocabulary word.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

horseckp(cat)tgmslapigchsheepfamb(cow)
chickenrhose

C. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the unscrambled word for each number.

Answer Key

1. sheep 2. cat 3. pig
4. horse 5. chicken 6. cow

Practice Time, Page 11

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Students use the target patterns to write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for numbers 2–6.

Answer Key

1. What's this? It's a cat.
2. What's that? It's a horse.
3. What's this? It's a sheep.
4. What's this? It's a cow.
5. What's that? It's a chicken.
6. What's that? It's a pig.

B. Your turn. Draw and write.

Students draw a picture illustrating the target patterns. They then write about the picture using the target patterns.

Check answers by having volunteers take turns standing up, showing their pictures, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 12

Focus students' attention on the support box at the top of the page. Elicit the initial sound of each word.

A. Which picture begins with the letter? Write ✓.

For each number, students read the letter and check the illustration of the word that begins with that letter.

Check answers by saying *Number 1*, then pointing to and naming each picture. Students repeat, then raise their hands if they circled the picture. Do the same for numbers 2–6.

Answer Key

- | | |
|-----------|----------|
| 1. mother | 2. nurse |
| 3. milk | 4. net |
| 5. night | 6. mop |

B. Which pictures begin with the letter? Circle.

For each row, students read the letter then circle the illustrations of the words that begin with that letter.

Check answers by pointing to and naming each picture. Students say each word's initial sound, then nod their heads *yes* if they circled that picture, and shake their heads *no* if they did not.

Answer Key

m: mother, milk n: net, night

Review 1

Page 13

A. Look and match.

Students look at each picture and match it to the corresponding sentence.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she circled. Do the same for numbers 2–6.

Answer Key

- | | |
|-------------------------|------------------------------|
| 1. I'm Ted. | 2. That's a horse. |
| 3. I'm a girl. | 4. What's that? It's a bird. |
| 5. This is a butterfly. | 6. You're a dog. |

B. Look and circle.

Students look at each picture and circle the corresponding word.

Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–6.

Answer Key

- | | | |
|---------|---------|---------|
| 1. cow | 2. cat | 3. bird |
| 4. lake | 5. girl | 6. tree |

Page 14

A. Look at the numbers. Write the sentence.

Students look at each number above the writing grids, find the same number in the chart above, and write the corresponding word or punctuation mark on the writing grid.

Check answers by saying *Number 1* and having a volunteer read the sentences he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Good morning. How are you?
2. I'm Annie. I'm a girl.
3. You're Ted. You're a boy.
4. This is a flower. That's a tree.

B. Which picture begins with a different sound? Write X.

For each number, students write *X* on the illustration of the word that has a different initial sound.

Check answers by saying *Number 1*, then pointing to and naming each picture. Volunteers point to and name the pictures they wrote *X* on. Do the same for numbers 2–4.

Answer Key

- | | | | |
|--------|---------|----------|---------|
| 1. pig | 2. girl | 3. night | 4. ball |
|--------|---------|----------|---------|

Unit 4

Conversation Time, Page 15

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the complete sentence for each number.

Answer Key

1. Here you are.
2. Thanks.
3. You're welcome.

B. Unscramble, match, and write.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the unscrambled sentence they wrote for each number. Make sure students have correctly capitalized and punctuated each sentence.

Answer Key

1. Thanks.
2. Here you are.
3. You're welcome.

Word Time, Page 16

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1. book*, and having a volunteer say the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. d | 2. e | 3. b |
| 4. c | 5. f | 6. a |

B. Read the question. Write the answer.

Students read each question and write the answer.

Check answers by saying *Number 1. What's this?* A volunteer says the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. What's this? It's a pencil case.
2. What's this? It's a book.
3. What's this? It's a pencil.
4. What's this? It's a pen.

Practice Time, Page 17

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle the corresponding phrase.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the phrase they circled for each number.

Answer Key

- | | |
|--------------|------------------|
| 1. a pencil | 2. a pen |
| 3. an eraser | 4. a pencil case |
| 5. a ruler | 6. a book |

B. Read the question. Write the answer.

Students read each question and write the answer.

Check answers by reading question and having students read the answer they wrote.

Answer Key

1. Is it a book? No, it isn't. It's a pencil.
2. Is it a ruler? Yes, it is.
3. Is it an eraser? Yes, it is.
4. Is it a pencil? No, it isn't. It's a pen.

Phonics Time, Page 18

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with d or t? Write the word.

Students look at the large picture and find all illustrations of words that begin with *d*. They then write those words in the *d words* column. They do the same for the *t* words.

Check answers by writing *d words* and *t words* on the board, then having volunteers come to the board and write the words they wrote in each column.

Answer Key

- | | | | |
|----------|---------|-------|-------|
| d words: | desk | dog | duck |
| t words: | teacher | tiger | table |

B. What letter does it begin with? Read and write ✓.

Students look at the picture at the top of each column. They then determine what letter it begins with and write ✓ in that letter's row.

Check answers by naming each picture and having students say its initial letter.

Answer Key

- | | |
|-------------|----------------|
| d duck, dog | t tiger, table |
| b ball | p pencil |
| g gorilla | k key |
| m milk | n net |

Unit 5

Conversation Time, Page 19

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of conversation.

Check answers by saying *Number 1* and having a volunteer say the sentence. Do the same for numbers 2–4.

Answer Key

1. What's your first name? Ted.
2. What's your last name? Lee.

B. Look and circle.

Students look at the picture cues then circle the words that make up the corresponding sentence.

Check answers by saying *Number 1* and having students say the sentence they circled. Do the same for number 2.

Answer Key

1. What's your first name?
2. What's your last name?

C. Your turn. Read the question. Write the answer.

Students read each question and write the answer about themselves.

Check answers by asking volunteers the questions and having them answer.

Answer Key

Answers will vary.

Word Time, Page 20

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Write the number.

Students read the word form of each number, then write the corresponding numeral.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the number they wrote for each number.

Answer Key

1. 1 2. 4 3. 11 4. 6

B. Write the word.

Students look at each numeral, then write its corresponding word form.

Check answers by writing 12 on the board and having a volunteer say and spell the word he/she wrote. Do the same for the remaining numbers.

Answer Key

1. twelve 2. eight 3. two
4. seven 5. three 6. ten

C. Look and match.

Students look at each picture and match it to the corresponding phrase.

Check answers by pointing to each picture and having volunteers say the phrase they circled.

Answer Key

1. twelve birds 2. five cows
3. four dogs 4. two trees
5. eight pens 6. one boy

D. Find and circle the numbers.

Students find and circle six different vocabulary words.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

two (twelve) (one) veal (nine) eleven (four) (seven) ten

Practice Time, Page 21

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Count and write.

Students look at the picture cue to the right of each number. They then find that item in the large scene, count how many of that item there are, and write that number and item name in the space provided.

Check answers by saying *Number 1. How many pigs?* A volunteer says the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. six pigs 2. one cow 3. two trees 4. five cats

B. Look and write.

Students look at each picture and, using the target patterns, write a question and answer about each one.

Check answers by pointing to each picture and eliciting both the question and its answer.

Answer Key

1. How many books? Seven books.
2. How many boys? Eight boys.
3. How many pens? Four pens.
4. How many clouds? Five clouds.

Phonics Time, Page 22

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with h or w? Look and match.

Students match each picture to the letter that corresponds to its initial sound.

Check answers by saying *Number 1* and having a volunteer say the word and its initial letter. Do the same for numbers 2–6.

Answer Key

1. h 2. h 3. w
4. w 5. w 6. h

B. Match and say.

Students match the uppercase letter to the corresponding lowercase letter. They then say each letter.

Check answers by having volunteers come to the board and write capital and lowercase *h* and *w*. Then point to each letter and elicit its name.

Answer Key

1. h — H 2. W × h 3. h × W
w — W H × w w × H

C. Does it begin with h or w? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

1. h, house 2. w, water 3. h, horse
4. w, woman 5. h, hand 6. w, window

Unit 6

Conversation Time, Page 23

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of conversation and having students point to the corresponding picture.

Answer Key

1. matches the middle picture
2. matches the right-hand picture
3. matches the left-hand picture

B. Unscramble and match.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–3.

Answer Key

1. Are you okay?
2. I think so.
3. Ouch!

C. Circle and write.

Students circle the correct lines of the conversation, paying particular attention to capitalization and punctuation. They then write it.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the sentence they circled and wrote for each number.

Answer Key

1. Ouch!
2. Are you okay?
3. I think so.

Word Time, Page 24

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at each picture and write the corresponding word.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|-----------|---------|------------|
| 1. happy | 2. hot | 3. sad |
| 4. hungry | 5. cold | 6. thirsty |

B. Read and complete the pictures.

Students read the words in each speech bubble and draw the corresponding expression on the blank face.

Check answers by having several volunteers stand up and show their pictures to the class.

Answer Key

Answers will vary.

C. Your turn. Draw and write.

Students draw a picture of themselves experiencing one of the target feelings. They then write a sentence about their picture.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentence they wrote.

Answer Key

Answers will vary.

Practice Time, Page 25

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Using the target patterns, students write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer read both the question and the answer he/she wrote.

Answer Key

1. Are you hungry? Yes, I am.
2. Are you cold? No, I'm not. I'm hot.
3. Are you happy? Yes, I am.
4. Are you thirsty? No, I'm not. I'm hungry.

B. Your turn. Read the question. Write the answer.

Students use the target patterns to answer each question about themselves.

Check answers by reading each question and having three to four volunteers say the answers they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 26

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Which pictures begin with the letter? Circle.

For each row, students read the letter, then circle the illustrations of the words that begin with that letter.

Check answers by pointing to and naming each picture. Students say each word's initial sound, then nod their heads *yes* if they circled that picture and shake their heads *no* if they did not.

Answer Key

f: fish, fork, feet v: violin, van

B. Look and write.

Students look at each picture and write the corresponding word.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote and its initial sound. Do the same for numbers 2–6.

Answer Key

- | | | |
|---------|-----------|---------|
| 1. van | 2. violin | 3. fork |
| 4. fish | 5. feet | 6. vase |

C. Match and say.

Students match each uppercase letter to the corresponding lowercase letter. They then say each letter.

Check answers by writing lowercase *d, n, k, p, b, w, f, t, g, m, v*, and *h* on the board. Then have volunteers come to the board and write the corresponding uppercase letter next to each lowercase letter. Then point to each letter and elicit its name.

Answer Key

- | | | |
|-----|-----|-----|
| n N | k K | p P |
| w W | f F | t T |
| m M | v V | h H |

Review 2

Page 27

A. Look and match.

Students match each picture to the corresponding sentence.

Check answers by pointing to each picture and having volunteers say the corresponding sentence.

Answer Key

1. Here you are!
2. What's your first name? Annie.
3. Sh! Be quiet!
4. Ouch!
5. Good morning.

B. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1*. *book* and having a volunteer say the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. f | 2. d | 3. a |
| 4. c | 5. e | 6. b |

Page 28

A. Read and circle the mistakes.

Students read each sentence and circle any capitalization or punctuation mistakes.

Check answers by writing the sentences on the board, then having volunteers come to the board and circle the mistakes.

Answer Key

- | | |
|--|---|
| 1. good morning?
my name is ted.
what's your first name. | 2. this is a butterfly.
what's that!
is it a cloud. |
| 3. hello.
how are you.
are you hungry. | 4. this is an eraser?
is it a pen.
no! it isn't. it's a pencil! |

B. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzle.

Check answers by saying *Across, Number 1* and having a volunteer say and spell the word he/she wrote. They also say its initial sound. Do the same for the remaining words.

Answer Key

- | | |
|------------|----------|
| Across | Down |
| 1. mop | 1. pig |
| 2. gorilla | 2. nurse |
| 3. water | 3. ball |
| 4. desk | 4. vase |
| 5. house | 5. table |

Unit 7

Conversation Time, Page 29

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by reading each sentence, pausing at the blank for volunteers to say the correct word.

Answer Key

1. Are you finished?
2. No, not yet.
3. Please hurry!

B. Read and connect.

Students connect the words and punctuation marks that make up each line of the conversation.

Check answers by having a volunteer read each line of conversation he/she connected.

Answer Key

1. Are you finished?
2. No, not yet.
3. Please hurry!

Word Time, Page 30

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and match.

Students match the partial view of each food item to the corresponding word to the full view of the food item.

Check answers by pointing to the partial view of each food item, then having students say the corresponding word and point to the full view of the food item.

Answer Key

- | | | |
|---------------|--------------|---------------|
| 1. hamburgers | 2. dumplings | 3. fried rice |
| 4. noodles | 5. pizza | 6. sushi |

B. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the unscrambled word next to each number.

Answer Key

- | | |
|---------------|---------------|
| 1. sushi | 2. dumplings |
| 3. noodles | 4. pizza |
| 5. hamburgers | 6. fried rice |

C. Find and circle.

Students look at the puzzle and circle each vocabulary word.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

pizza lings noodles sushi dumplings sers hamburgers a
pfriedrice m sushi)

Practice Time, Page 31

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and write ✓ or X.

Students look at the picture. They then write ✓ if the statement is true, and X if it is not.

Check answers by reading each sentence and having students nod their heads if they wrote ✓, and shake their heads if they wrote X.

Answer Key

- | | | |
|------|------|------|
| 1. X | 2. X | 3. X |
| 4. ✓ | 5. X | 6. ✓ |

B. Unscramble and write.

Students unscramble each sentence and write it.

Check answers by having a volunteer write each sentence on the board.

Answer Key

1. You don't like noodles.
2. You like pizza.

C. Your turn. Draw and write.

Students draw pictures of food items that they like and don't like (items they can name in English). They then use the target patterns to write sentences about these items.

Check answers by having volunteers take turns standing up, showing their pictures, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 32

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with s or z? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

- | | | |
|------------|--------------|------------|
| 1. s, soup | 2. z, zipper | 3. s, sock |
|------------|--------------|------------|

B. Which picture begins with a different sound? Write X.

For each number, students write X on the illustration of the word that has a different initial sound.

For each number, check answers by pointing to and naming each picture, then having volunteers point to and name the pictures they wrote X on.

Answer Key

- | | | | |
|----------|--------|----------|---------|
| 1. zebra | 2. sea | 3. zebra | 4. soup |
|----------|--------|----------|---------|

C. Which pictures begin with the letter? Circle.

For each row, students read the letter, then circle the illustrations of the words that begin with that letter.

Check answers by saying /s/, pointing and naming each picture in the s row. Students repeat, then raise their hands if they circled the picture. Do the same for the z row.

Answer Key

- | | |
|--------------------|------------------|
| s: sock, sea, soup | z: zipper, zebra |
|--------------------|------------------|

Unit

Conversation Time, Page

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the complete line of conversation for each number.

Answer Key

1. May I borrow a pencil?
2. Sure. Here you are.
3. Thanks.

B. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by saying *Number 1.* and having a volunteer say the word he/she circled and wrote. Do the same for numbers 2–3.

Answer Key

1. May I borrow a pen?
2. Sure. Here you are.
3. Thanks.

Word Time, Page 34

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Count and write.

Students look at the picture cue to the right of each number and find that item in the large scene. They then count how many of that item are in the large scene and write the number and item name in the space provided.

Check answers by asking *How many apples?* Elicit *Three apples.* Do the same for numbers 2–6.

Answer Key

Practice Time, Page 3

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Students use the target patterns to write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer say both the question and answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Do you like carrots? No, I don't.
2. Do you like bananas? Yes, I do.
3. Do you like cucumbers? Yes, I do.
4. Do you like oranges? No, I don't.

B. Your turn. Read the question. Write the answer.

Students read each question and write the answer about themselves.

Check answers by reading each question and having two to three volunteers say the answers they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 36

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Circle and write.

Students look at each picture, then circle and write the corresponding word.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the word they circled and wrote for each number.

Answer Key

1. bag
2. map
3. hat
4. ant

B. Circle the short a words.

Students circle the *short a* words.

Check answers by reading each word and having students repeat and raise their hands if they circled it.

Answer Key

1. cat
2. sad
3. bat
4. pan
5. map

C. Does it have short a? Circle.

Students circle the illustrations of words that have *short a*.

Check answers by pointing to and naming each picture. Students repeat and raise their hands if they circled it.

Answer Key

Circled pictures: map, ant, hat, cat, van

Unit

Conversation Time, Page

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by saying *Number 1* and having a volunteer say the word he/she circled and wrote. Do the same for numbers 2–3.

Answer Key

1. What's wrong?
2. I feel sick.
3. That's too bad.

B. Unscramble, match, and write.

Students match each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the unscrambled sentence for each number. Make sure students have correctly capitalized and punctuated the sentences.

Answer Key

1. I feel sick.
2. That's too bad.
3. What's wrong?

Word Time, Page 38

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Circle and write.

Students look at each picture then circle and write the corresponding word.

Check answers by pointing to each picture and having volunteers say and spell the corresponding word.

Answer Key

- | | | |
|----------|----------|--------|
| 1. young | 2. tall | 3. fat |
| 4. thin | 5. short | 6. old |

B. Write the letter.

Students read each phrase and look at the picture. They then find and write the letter that corresponds to each phrase.

Check answers by saying *Number 1. a fat cat*. A volunteer says the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. d | 2. f | 3. b |
| 4. a | 5. e | 6. c |

Practice Time, Page 3

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by pointing to each picture and having students say the corresponding sentences.

Answer Key

1. He's young. He isn't old.
2. He's fat. He isn't thin.
3. He's tall. He isn't short.
4. She's old. She isn't young.
5. She's short. She isn't tall.
6. She's thin. She isn't fat.

B. Look and write.

Students use the target patterns to write both a positive and a negative sentence about each picture.

Check answers by pointing to each picture and having students say the sentences they wrote.

Answer Key

1. He's short. He isn't tall.
2. She's old. She isn't young.
3. He's fat. He isn't thin.

Phonics Time, Page 40

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at each picture cue and write the corresponding word in the space provided.

Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|--------|--------|--------|
| 1. pen | 2. Ted | 3. net |
| 4. egg | 5. bed | 6. vet |

B. Which pictures have the vowel sound? Circle.

For each row, students read the vowel, then circle the illustrations of words that have the vowel sound.

Check answers by pointing to and naming each picture. Students repeat each word's vowel sound, then nod their heads *yes* if they circled that picture, and shake their heads *no* if they did not.

Answer Key

short e: vet, pen, egg
short a: bag, ant, hat

C. Circle the words you can read.

Students circle any words they can read. They then count how many words they have circled and write that number in the space provided.

Answer Key

Answers will vary.

Review 3

Page 41

A. Read and connect.

Students connect the lines that make up each conversation.

Check answers by saying the first line of each conversation and having volunteers say the next two lines.

Answer Key

1. May I borrow a pen?/Sure. Here you are./Thanks.
2. What's wrong?/I feel sick./That's too bad.
3. Are you finished?/No, no yet./Please hurry!
4. Ouch!//Are you okay?/I think so.
5. Here you are./Thanks./You're welcome.

B. Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write the corresponding word below.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote. Do the same for numbers 2–12.

Answer Key

- | | | |
|-------------|------------|---------------|
| 1. noodles | 2. oranges | 3. hamburgers |
| 4. pizza | 5. apples | 6. carrots |
| 7. potatoes | 8. sushi | 9. fried rice |
| 10. bananas | 11. cat | 12. pig |

Page 42

A. Read and circle the mistakes.

Students read each sentence and circle any capitalization or punctuation mistakes.

Check answers by writing the sentences on the board, then having volunteers come to the board and circle the mistakes.

Answer Key

- | | |
|---|--|
| 1. what's that.
it's pizza?
i don't like pizza? | 2. i like apples!
do you like apples.
yes, i do? |
| 3. i'm annie.
i'm a girl?
i'm young? | 4. this is ted?
he's young.
he isn't old? |

B. Read and match.

Students match each phrase to the corresponding picture.

Check answers by pointing to each picture and having volunteers say the corresponding phrase.

Answer Key

1. *three tall trees* matches the third picture
2. *two short boys* matches the fourth picture
3. *two old dogs* matches the second picture
4. *one fat pig* matches the first picture

C. Look and match.

Students look at each picture and match it to the corresponding sentence(s).

Check answers by saying *Number 1* and having a volunteer say the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. He's hungry. He isn't thirsty.
2. He's tall. He isn't short.
3. I like apples.
4. You don't like oranges.

Unit 10

Conversation Time, Page 43

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read the question. Write the answer.

Students answer the question, pretending to be each of the characters.

Check answers by saying *Number 1*. *What's your telephone number?* A volunteer says the corresponding telephone number. Do the same for numbers 2–4.

Answer Key

- | | |
|-------------------|-------------------|
| 1. It's 612-4321. | 2. It's 761-3942. |
| 3. It's 881-9841. | 4. It's 235-6011. |

B. Read and circle.

Students circle the words that make up each line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the words he/she circled. Do the same for number 3.

Answer Key

1. What's your telephone number?
2. It's 769-1485.
3. Pardon me?
4. 769-1485

C. Your turn. Read the question. Write the answer.

Students answer the question using their own telephone numbers.

Check answers by asking several volunteers the question, then eliciting the answer.

Answer Key

Answers will vary.

Word Time, Page

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Which picture is different? Circle and write.

Students circle the picture that is different. They then write the word corresponding to the circled picture.

Check answers by writing the numbers 1–6 on the board then having volunteers come to the board and write the word(s) they wrote for each number.

Answer Key

1. doctor 2. teacher 3. nurse
4. firefighter 5. police officer

B. Look and write.

Students write a *He's/She's a* _____ sentence about each picture to identify each person's occupation.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He's a police officer. 2. She's a doctor.
3. He's a firefighter. 4. She's a teacher.

Practice Time, Page 45

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read the question. Write the answer.

Students use the target pattern to write a question and answer about each picture.

Check answers by saying *Number 1*. *Is he a teacher?*

A volunteer says the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Is he a teacher? No, he isn't. He's a mail carrier.
2. Is she a firefighter? Yes, she is.
3. Is he a mail carrier? No, he isn't. He's a teacher.
4. Is she a doctor? Yes, she is.

B. Look and write.

Students look at the pictures and, using the target pattern, write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer read the question and answer he/she wrote. Do the same for number 2.

Answer Key

1. Is she a nurse? No, she isn't. She's a doctor.
2. Is he a police officer? No, he isn't. He's a teacher.

Phonics Time, Page

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at the square, star, and rectangle for number 1. They then find each of those shapes above and write the corresponding letters in the space provided for number 1. They then do the same for numbers 2–8.

Check answers by saying *Number 1* and having a volunteer read and spell the word he/she wrote. Do the same for numbers 2–8.

Answer Key

1. pig 2. in 3. sit 4. sick
5. dig 6. pin 7. kit 8. tin

B. Circle the short i words.

Students circle the *short i* words.

Check answers by reading each word and having students repeat and raise their hands if they circled it.

Answer Key

1. pin 2. in 3. sip
4. pig 5. is, sit

C. Does it have short i? Write ✓ or X.

Students look at each picture and write ✓ if the illustrated word has *short i*, and X if it does not.

Check answers by saying *Number 1*. *sit*. Students repeat the word then stand up if they wrote ✓, and stay seated if they wrote X. Do the same for numbers 2–6.

Answer Key

1. ✓ 2. X 3. X
4. ✓ 5. ✓ 6. X

Unit 11

Conversation Time, Page 47

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Dad, this is my friend, Sam.
2. Nice to meet you, Sam.
3. Hello.