

## Unit 1 Mix and Match

### Warm-up p.6

- The children sort the clothes by color.
- How do you sort clothes?  
 → I sort clothes by color.  
 I sort clothes by size.  
 I sort clothes by item.  
 I sort clothes by pairs.

### Words to Know p.7

A. Look, listen, and repeat. 02



C. Look and circle.



sweater  
scarf



pack  
match



swimsuit  
ski suit



scarf  
pack

p.9

Read Closer



"I need sweaters, a scarf, and a warm hat," says Will. "I also need ski socks and my ski suit."

p.11

Read Closer



Sara matches seven pairs of socks.

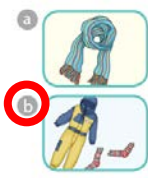
## Comprehension Check p.12

### A. Read, look, and circle.

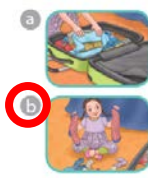
1. What does Will need for the ski trip?



2. What is downstairs?



3. What can Sara do well?



### B. Read, look, and match.

1. Will goes downstairs. 2. Sara wants to help. 3. Sara can match socks.



### C. Read, circle, and write.

- Will needs his ski suit for the ski trip.  
swimsuit ski suit
- Will's ski socks and ski suit are downstairs.  
downstairs under the bed
- Sara matches seven pairs of socks.  
matches packs

## Comprehension Skill p.13

Complete the chart.

downstairs matches clothes ski suit swimsuit

First, Will thinks about the clothes he needs for the trip.

Next, Will goes downstairs to get his ski suit and socks.

Then, Sara packs a swimsuit and a T-shirt.

Last, Sara matches Will's socks.

## Retelling p.13

Step 1 Number the pictures in the order of the story.



Step 2 Retell the story.

- Will needs sweaters, a scarf, and a warm hat.
- Will goes downstairs to get his ski suit and socks.
- Sara packs a swimsuit and a T-shirt.
- Sara matches seven pairs of socks.

## Unit 2 A Bird Named Fern

### Warm-up p.14

- Look up, and you can see birds in the sky.
- What else can you see in the sky?
  - ➔ I can see birds.
  - I can see clouds.
  - I can see the sun.
  - I can see a rainbow.

### Words to Know p.15

#### A. Look, listen, and repeat.



#### C. Look and match.



sleepy

take off

rest

stretch



p.16



"Why is that big, white boat there?" she says.

p.19



Fern flies home and tells Mom and Dad

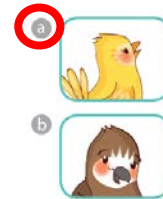
### Comprehension Check p.20

#### A. Look, read, and circle.

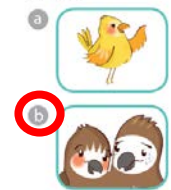
1. What color do the clouds change to?



2. Who gets wet?






3. Who knows about clouds?



#### B. Look, read, and check.

- Fern takes off.
  - Fern wants to rest.
- Fern stretches her wings.
  - Fern falls through the bed.
- Mom and Dad dry Fern.
  - Mom and Dad feed Fern.

**C. Read, match, and write.**

1. Fern sees a big, white boat in the sky.  boat
2. Fern is sleepy. She wants to rest.  gray
3. The beds change color to gray and it rains.  sleepy

**Comprehension Skill** p.21

Complete the chart.

falls stretches wet rest fluffy	
Cause	Effect
Fern sees a white boat.	She <u>stretches</u> her wings and takes off.
There is a <u>fluffy</u> bed.	Fern is sleepy. She wants to <u>rest</u> .
It is not a bed.	Fern <u>falls</u> through it.
It rains.	Fern gets <u>wet</u> .

**Retelling** p.21

**Step 1** Number the pictures in the order of the story.



**Step 2** Retell the story.

1. Fern takes off.
2. Fern is sleepy and wants to rest.
3. The beds change color from white to gray.
4. Mom and dad dry Fern.

## Unit 3 Sally's Sundial

### Warm-up p.22

- The dad's shadow is long.
- How does your shadow change?
  - ➔ My shadow can be small or short.
  - My shadow can be big or long.
  - My shadow can be long or small.

### Words to Know p.23

#### A. Look, listen, and repeat.



#### C. Look and match.



sunset

mark

shadow

sundial



p.25

Read Closer

"Shadows are short at noon."

p.27

Read Closer

At sunset, the sundial is done.

### Comprehension Check p.28

#### A. Read, look, and circle.

1. Whose shadow does Sally see in her room?



2. Who takes Bert for a walk?



3. Who marks the shadow with a rock?



#### B. Look, read, and check.



- Bert's shadow is long at noon.
- Bert's shadow is long at sunrise.



- Bert's shadow is short at noon.
- Bert's shadow is short at sunset.



- Sunlight moves and tells the time.
- Sunlight marks the sundial.

#### C. Read, choose, and write.

1. A sundial tells the time with shadows.
2. We can mark shadows with rocks to tell the time.
3. Sally can watch her TV show at sunset.

sundial  
sunset  
mark

## Comprehension Skill

p.29

Complete the chart.

Sunrise Sunlight shadows short long

Sunlight moves and tells the time.

- Sally wakes up.
- There is a **long** shadow.



At **Sunrise**

- The sun is high in the sky.
- There is a **short** shadow.



At **Noon**

- The **shadows** are long again.
- Sally can watch her TV show.



At **Sunset**

## Retelling

p.29

Step 1 Number the pictures in the order of the story.



sunrise



sundial



noon



sunset

Step 2 Retell the story.

1. There is a long shadow at sunrise.
2. Shadows are short at noon.
3. Sally and her grandma make a sundial.
4. At sunset, the sundial is done.

## Unit 4 Robot Helpers

### Warm-up p.30





- This robot looks helpful.
- What do you think about robots?
  - I think they are helpful.
  - I think they are useful.
  - I think they are strong.
  - I think they are scary.

### Words to Know p.31

#### A. Look, listen, and repeat.

<b>2</b>  boring	<b>5</b>  factory	<b>3</b>  repeat
<b>1</b>  break	<b>6</b>  volcano	<b>4</b>  explore

#### C. Look and circle.

<b>1.</b>  factory break	<b>2.</b>  repeat volcano
<b>3.</b>  boring explore	<b>4.</b>  repeat factory

p.33

 Read Closer



They do **boring** jobs for us. They **clean** and **do jobs** in the house.







p.35

 Read Closer




This robot works in a hospital.

### Comprehension Check p.36

#### A. Look, read, and circle.

<b>1. What robot can do jobs in the house?</b> a.  b. 	<b>2. What hot place can robots go?</b> a.  b. 	<b>3. What robot can sing and dance?</b> a.  b. 
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#### B. Read, look, and match.

<b>1. Robots work in a factory.</b> 	<b>3. Robots go deep in the sea.</b> 	<b>2. Robots help in a hospital.</b> 
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*Note: A red 'X' is drawn over the first two items, indicating they do not match.*

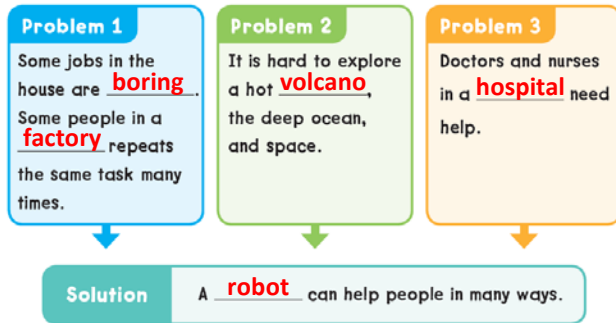
C. Read, circle, and write.

1. Robots do hard jobs. They can explore space.  
explore repeat
2. Robots can work and never take a break in a factory.  
factory break
3. Robots can repeat the same task many times.  
repeat explore

**Comprehension Skill** p.37

Complete the chart.

volcano    factory    hospital    robot    boring



**Retelling** p.37

**Step 1** Read and circle the correct words in the summary.



Robots can help people. They do boring / hot jobs in the house. In a factory, robots never take a job break. They always do the task right. They can explore space and hot volcanoes / sea. Pet robots are deep cute and they make us smile.

**Step 2** Retell the story.

Robots can help people. They do boring jobs in the house. In a factory, robots never take a break. They always do the task right. They can explore space and hot volcanoes. Pet robots are cute and they make us smile.



## Unit 5 What's That Sound?

### Warm-up p.38

- The girl is making a **loud** sound.
- What sound can you hear?
  - ➔ I can hear a **loud** sound.
  - I can hear a **soft** sound.
  - I can hear a **quiet** sound.
  - I can hear a **relaxing** sound.

### Words to Know p.39

#### A. Look, listen, and repeat.



#### C. Look and match.



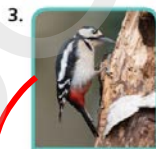
cut

saw



sweep

woodpecker



p.41

Read Closer



Dad is **cutting** wood with a **saw**.

p.43

Read Closer



The **woodpecker's beak** is making that sound!"

## Comprehension Check p.44

### A. Read, look, and circle.

1. What is Dad doing?



2. Who is bouncing a ball?



3. What is making the sound they hear?



### B. Match the sound and the picture.

1. bam, bam, bam

2. zing, zing, zing

3. swish, swish, swish



### C. Read, choose, and write.

1. Dad is cutting wood with a saw.

2. Grandpa is sweeping with a broom.

3. Ana is bouncing a ball.

bouncing  
cutting  
sweeping

## Comprehension Skill p.45

Complete the chart.

broom saw woodpecker sound ball

### Problem

Gilbert and Marta hear a sound.

### Steps to Solution

- They look for Dad. He is cutting wood with a saw.
- They look for Grandpa. He is sweeping with a broom.
- They look for Ana. She is bouncing a ball.

### Solution

They find that a woodpecker is making the sound.

## Retelling p.45

Step 1 Number the pictures in the order of the story.



Step 2 Retell the story.

1. Dad is cutting wood with a saw.
2. Grandpa is sweeping with a broom.
3. Ana is bouncing a ball.
4. The woodpecker's beak is making that sound!

## Unit 6 Up It Goes!

### Warm-up p.46

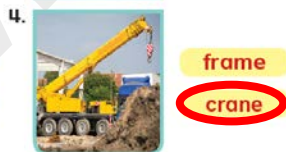
- The man is building a house.
- What other things can people build?
  - ➔ People can build a house.
  - People can build a bridge.
  - People can build a school.
  - People can build a factory.

### Words to Know p.47

#### A. Look, listen, and repeat. 17



#### C. Look and circle.



p.49

 Read Closer



First, workers build the frame.

p.43

 Read Closer



Workers make sheets from very hot steel.

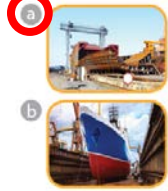
## Comprehension Check p.44

### A. Read, look, and circle.

1. What carries people and things?





2. What do workers build first?



3. What moves the frame pieces?



### B. Look, read, and check.

1.   Ships need lots of cranes.  
 Ships need lots of steel.
2.   Workers build the frame.  
 Workers heat the edges.
3.   The ship is ready to sail.  
 The ship is ready to be joined.

### C. Read, choose, and write.

1. The crane puts the pieces together on the dock.
2. Workers use hot steel to make sheets.
3. We call the part where two edges meet a joint.

dock  
joint  
steel

## Comprehension Skill p.45

Complete the chart.

paint    sheets    cranes    sail    frame

First, workers build the frame. Huge cranes put the pieces together on the dock.

Next, workers use hot steel to make sheets.

Then, workers put the sheets over the frame.

Last, workers paint the ship. Now the ship can sail!

## Retelling p.45

### Step 1 Read and circle the correct words in the summary.



There are a lot of steps to build a ship. The frame comes first. Then workers make sheets from hot steel. They cover paint the frame with the sheets. They heat cool the edges to join the sheets. Then they paint build the ship. Now it can sail!

### Step 2 Retell the story.

There are a lot of steps to build a ship. The frame comes first. Then workers make sheets from hot steel. They cover the frame with the sheets. They heat the edges to join the sheets. Then they paint the ship. Now it can sail!

## Unit 7 A Helping Hand

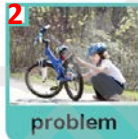
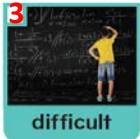
### Warm-up p.54

- The girl and her grandma like gardening together.
- What do you like doing with your grandparents?
  - I like gardening with my grandparents.
  - I like baking with my grandparents.
  - I like playing cards with my grandparents.
  - I like taking a walk with my grandparents.

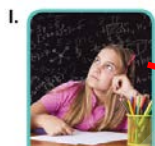
### Words to Know

p.55

#### A. Look, listen, and repeat.



#### C. Look and match.



snack

difficult



heavy

lift



p.57

#### Read Closer



Every Wednesday she goes to buy groceries.

p.59

#### Read Closer



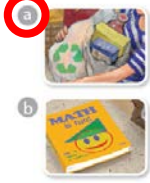
Mrs. Chen gives me a snack and shows me how to do the math problems. She is so smart.

## Comprehension Check

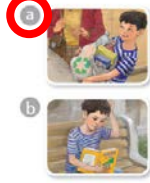
p.60

### A. Read, look, and circle.

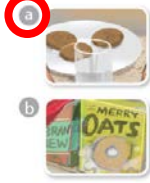
1. What does Mrs. Chen buy on Wednesdays?



2. How does Matt help Mrs. Chen?



3. What does Mrs. Chen give Matt?



### B. Look, read, and write the letter.



a Mrs. Chen is buying groceries.



b Matt lifts the heavy bag onto the kitchen table.



c Matt needs help with his homework.

### C. Read, match, and write.

1. Mrs. Chen buys groceries on Wednesdays.

2. Matt's homework is difficult.

3. Mrs. Chen gives Matt a snack.

a snack

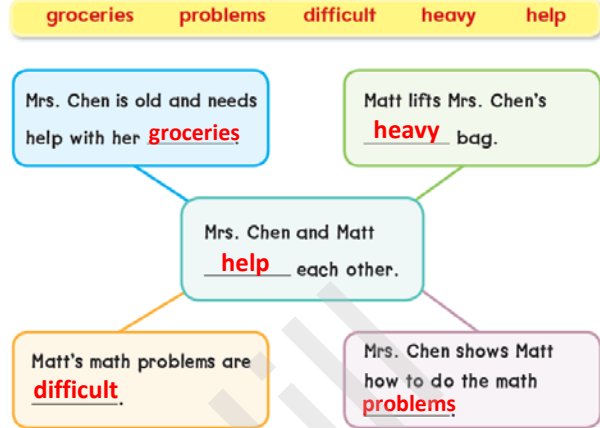
homework

groceries

## Comprehension Skill

p.61

Complete the chart.



## Retelling

p.61

Step 1 Number the pictures in the order of the story.



Step 2 Retell the story.

1. Mrs. Chen needs help.
2. Every Wednesday she goes to buy groceries.
3. Matt lifts Mrs. Chen's heavy bag.
4. Matt's math problems are difficult. (Mrs. Chen shows Matt how to do the math problems.)

## Unit 8 Lucy's Report

### Warm-up p.62

- The girl and her mom paint together.
- What work do you do with your friends?
  - ➔ My friends and I paint together.
  - My friends and I clean together.
  - My friends and I study together.
  - My friends and I read together.

### Words to Know

p.63

#### A. Look, listen, and repeat.



#### C. Look and circle.



p.65



One day, Lucy writes a school report. It's about birds.

p.67



They can help her again.

### Comprehension Check

p.68

#### A. Read, look, and circle.

1. What does Lucy use all the time?    2. Who writes a report?    3. Who draws a picture?



b



b



b



#### B. Look, read, and check.

- Lucy loves her new laptop.
  Lucy's writing tools are happy.
- Lucy's writing tools write her report.
  Lucy's writing tools draw a picture.
- Lucy is surprised when she sees the picture.
  Lucy is proud when she sees the picture.

#### C. Read, circle, and write.

- Lucy's school report is about birds.  
tools birds
- The old writing tools draw a picture for Lucy.  
draw praise
- Lucy is proud when her teacher praises her report.  
surprised proud

## Comprehension Skill

p.69

Complete the chart.

surprised   praises   tools   together   report

Lucy's writing tools work together to make her use them.

Lucy writes a school report about birds. The writing tools think how to help her.

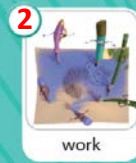
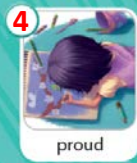
The writing tools work all night and draw a picture. Lucy sees it and is surprised.

Lucy draws a picture with the writing tools. Her teacher praises the report.

## Retelling

p.69

**Step 1** Number the pictures in the order of the story.



**Step 2** Retell the story.

1. Lucy loves her new laptop.
2. The writing tools work all night.
3. The next day, Lucy is surprised.
4. Her teacher praises the report. Lucy is proud.



## Unit 9 All Kinds of Helpers

### Warm-up p.70

- The teacher helps the children with sports.
- How do your teachers help you?
  - My teachers help me with math.
  - My teachers help me with English.
  - My teachers help me with sports.
  - My teachers help me with computers.

### Words to Know

p.71

#### A. Look, listen, and repeat.



#### C. Look and match.

1. police officer

2. discuss

3. discuss

4. full

5. solve

6. adult

p.73



Teachers help us learn new things.

p.75



Police officers keep our streets safe.

### Comprehension Check

p.76

#### A. Read, look, and circle.

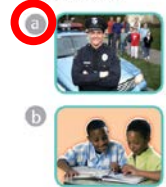
1. Who are our first helpers?



2. Who teaches us to play sports?



3. Who keeps the streets safe?



#### B. Read, look, and match.

1. Doctors help us when we are sick.



2. Brothers help us with homework.



3. Bus drivers take us to school.



#### C. Read, match, and write.

- We can discuss our problems with adults. ~~full~~
- We feel bad when someone is mean to us. ~~discuss~~
- The world is full of helpers. ~~mean~~

## Comprehension Skill p.77

Complete the chart.

solve    safe    learn    doctors    sports



People help us in many ways.

Teachers help us **learn** new things.

When we are sick, **doctors** help us.

Coaches help us play **sports**.

Police officers keep the streets **safe**.

Adults help us **solve** our problems when we feel bad.

## Retelling p.77

Step 1 Read and circle the correct words in the summary.



The world is **full** short of helpers. At home, our family helps us. At school, teachers and coaches share **show** us how to do new things. Doctors help us when we feel **sick** safe. Sometimes people are mean to us. Adults / Pets can listen and help us play **solve** our problems.

Step 2 Retell the story.

The world is full of helpers. At home, our family helps us. At school, teachers and coaches show us how to do new things. Doctors help us when we feel sick. Sometimes people are mean to us. Adults can listen and help us solve our problems.

## Unit 10 An Icy Day

### Warm-up p.78

- In the picture, it is a **snowy** day.
- What kind of weather do you like?
  - ➔ I like **windy** weather.
  - I like **snowy** weather.
  - I like **sunny** weather.
  - I like **rainy** weather.

### Words to Know p.79

#### A. Look, listen, and repeat. © 29



#### C. Look and circle.



p.81



"The **power lines** are down," says Mom.

p.83



They sit by the **fireplace**. It's warm.

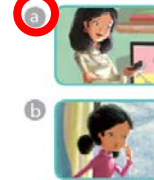
### Comprehension Check p.84

#### A. Read, look, and circle.

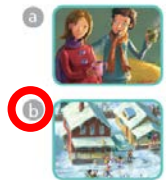
1. Who looks at the weather report?



2. Who calls the neighbors?



3. Who plays in the snow?



#### B. Read, look, and match.

1. A snowstorm is coming.

2. The fireplace is warm.

3. The neighbors bring food to share.



#### C. Read, choose, and write.

1. The **power lines** are down and the lights go out.
2. There is no school because of the **snowstorm**.
3. Kate and her friends in the **neighborhood** play in the snow.

neighborhood  
snowstorm  
power lines

## Comprehension Skill

p.85

Complete the chart.

warm fireplace share power lines snowstorm

Cause	Effect
A bad <b>snowstorm</b> is coming.	Kate has no school.
The <b>power lines</b> are down.	The lights go out.
They sit by the <b>fireplace</b> .	It's <b>warm</b> .
The snowstorm is over.	The neighbors bring food to <b>share</b> .

## Retelling

p.85

**Step 1** Number the pictures in the order of the story.



**Step 2** Retell the story.

1. Mom and Kate look at the weather report.
2. The power lines are down.
3. They sit by the fireplace.
4. The neighbors bring food to share.

## Unit 11 A Birthday Picnic

### Warm-up p.86

- The children play a special game at the party.
- What other things do people do for special events?
  - ➔ Some people play a special game.
  - Some people sing a special song.
  - Some people eat special food.
  - Some people do a special dance.

### Words to Know

p.87

#### A. Look, listen, and repeat.



#### C. Look and match.

1.    3.

2.    4.

p.89

 Read Closer



there is a change. They plan a picnic

p.91

 Read Closer

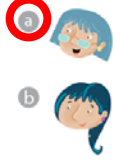


Mark breaks it. All the candies fall out.

## Comprehension Check p.92

### A. Read, look, and circle.

1. Who cooks the special birthday food?



2. What do Mark and his friends strike?



3. Who gets a new glove?



### B. Look, read, and check.

- 
 Mark's family and friends gather in the park.  
 Mark's family and friends gather in Mark's backyard.
- 
 The friends eat a special fish.  
 The friends take turns to strike a piñata.
- 
 Mark plays games with his friends.  
 Mark gets a glove for a gift.

### C. Read, circle, and write.

- Mark's family will have a new tradition for birthdays.  
glove tradition
- The picnic is at noon.  
night noon
- Mark is so pleased with his birthday gift.  
pleased surprised

## Comprehension Skill p.93

Complete the chart.

take turns food gather picnic tradition

Mark always has Grandma's special food for his birthday.

Mark's family and friends gather in the park.

Mark starts a new tradition for his birthday.

Mark and his friends take turns to strike a piñata.

Mark wants a birthday picnic next year.

## Retelling p.93

Step 1 Number the pictures in the order of the story.



Step 2 Retell the story.

- Mark's family has a birthday tradition.
- Mark's family and friends gather in the park.
- Mark and his friends take turns to strike a piñata.
- He is so pleased.

## Unit 12 Harvest Time

### Warm-up p.94

- The girl paints eggs to celebrate Easter.
- What holidays do you celebrate?
  - ➔ I celebrate Easter.
  - I celebrate Halloween.
  - I celebrate Christmas.
  - I celebrate New Year's Day.

### Words to Know p.95

#### A. Look, listen, and repeat. © 35



#### C. Look and circle.



turkey  
pumpkin



harvest  
parade



parade  
field



march  
harvest

p.97



In the fall, farmers pick the food they grow in their **fields**. This is called the **harvest**.

p.99

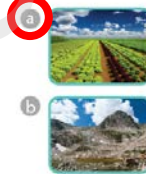


People march, dance, and sing.

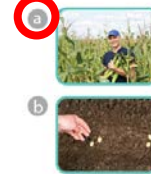
### Comprehension Check p.100

#### A. Read, look, and circle.

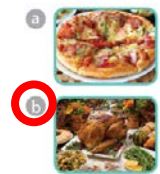
1. Where do farmers grow food?



2. What do farmers do in the fall?



3. What do people eat at Thanksgiving?

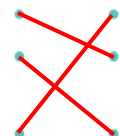
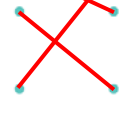



#### B. Look, read, and write the letter.



- a People eat turkey, vegetables, and pumpkin pie.
- b People gather at their homes for a Thanksgiving meal.
- c The harvest is when farmers pick the food they grow.

#### C. Read, match, and write.

1. Farmers grow food in their fields. 
2. The harvest is a special time because people have food for the winter. 
3. People march, sing, and dance in a parade. 

## Comprehension Skill

p.101

Complete the chart.

parade harvest turkey fields pumpkin

### Clue 1

Farmers pick the food from their fields.

### Clue 2

In the United States, people eat turkey and pumpkin pie.

### Clue 3

People march, dance, and sing in a big parade.

### Author's Purpose

To tell what happens during and after the harvest.

## Retelling

p.101

**Step 1** Read and circle the correct words in the summary.



The harvest is a special time. People are happy because there is food for the winter fall. Families grow gather together and give food thanks at this time. They eat turkey, vegetables, and pumpkin pie. Many cities have a big parade field, too. People march, dance, and sing.

**Step 2** Retell the story.

The harvest is a special time. People are happy because there is food for the winter. Families gather together and give thanks at this time. They eat turkey, vegetables, and pumpkin pie. Many cities have a big parade, too. People march, dance, and sing.