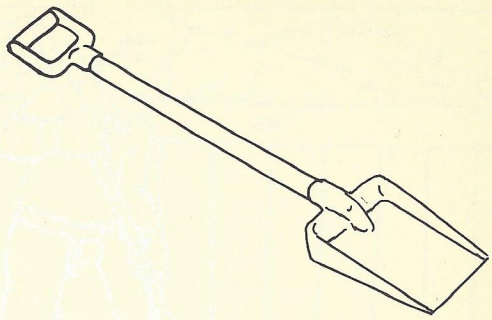
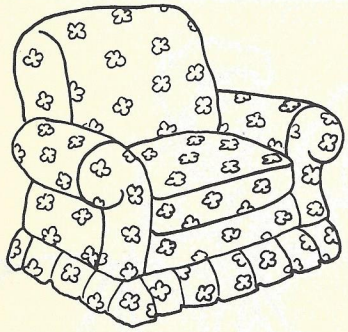
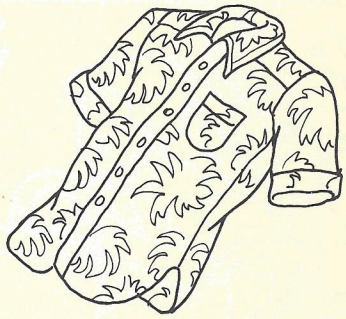
ch ildren



sh ovel

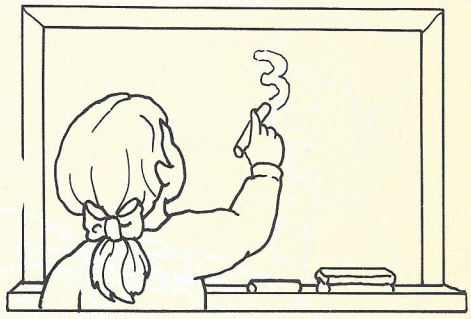


1. ch air



2. ir t

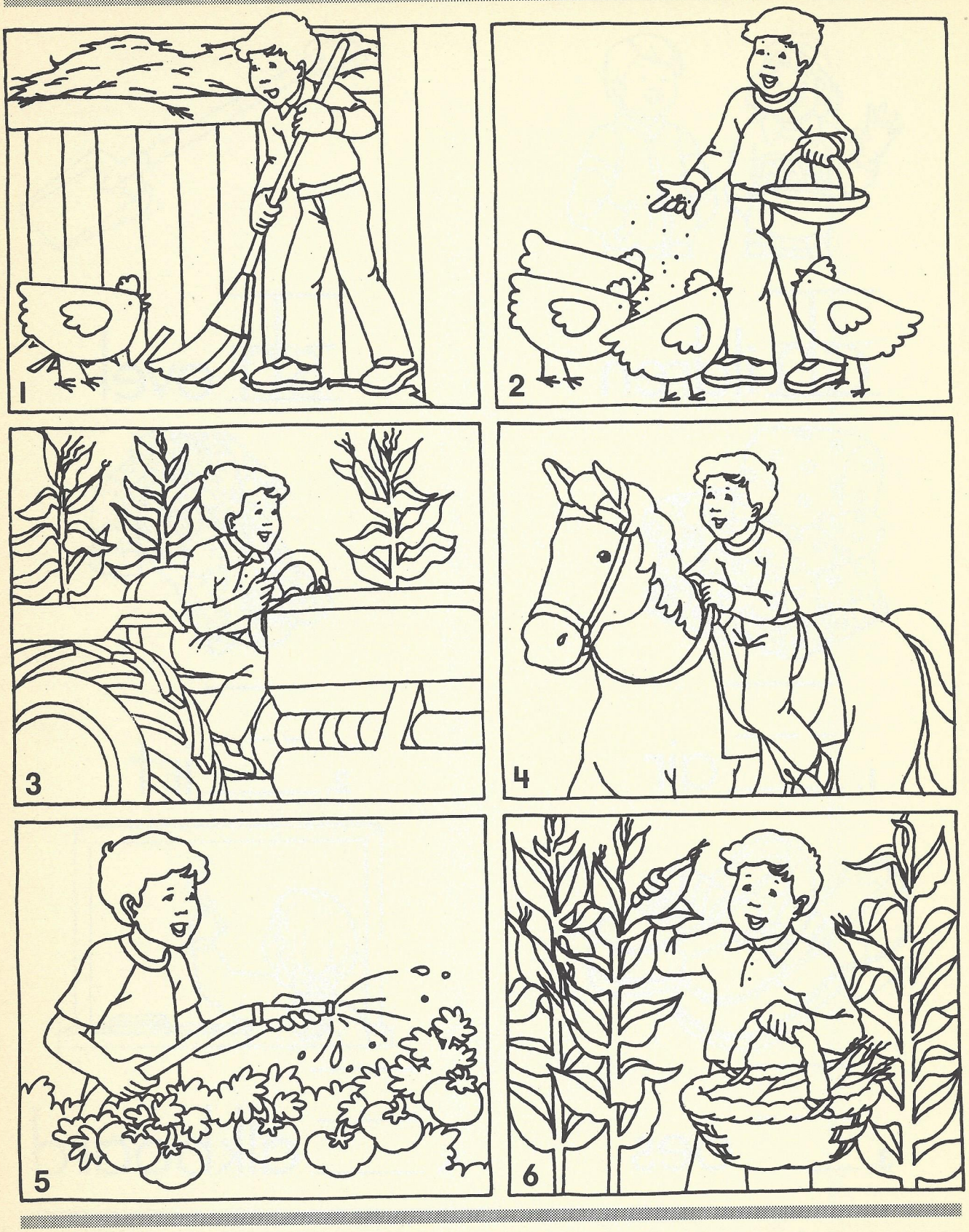
3. oes



4. alkboard

© 1989 Addison-Wesley Publishing Company

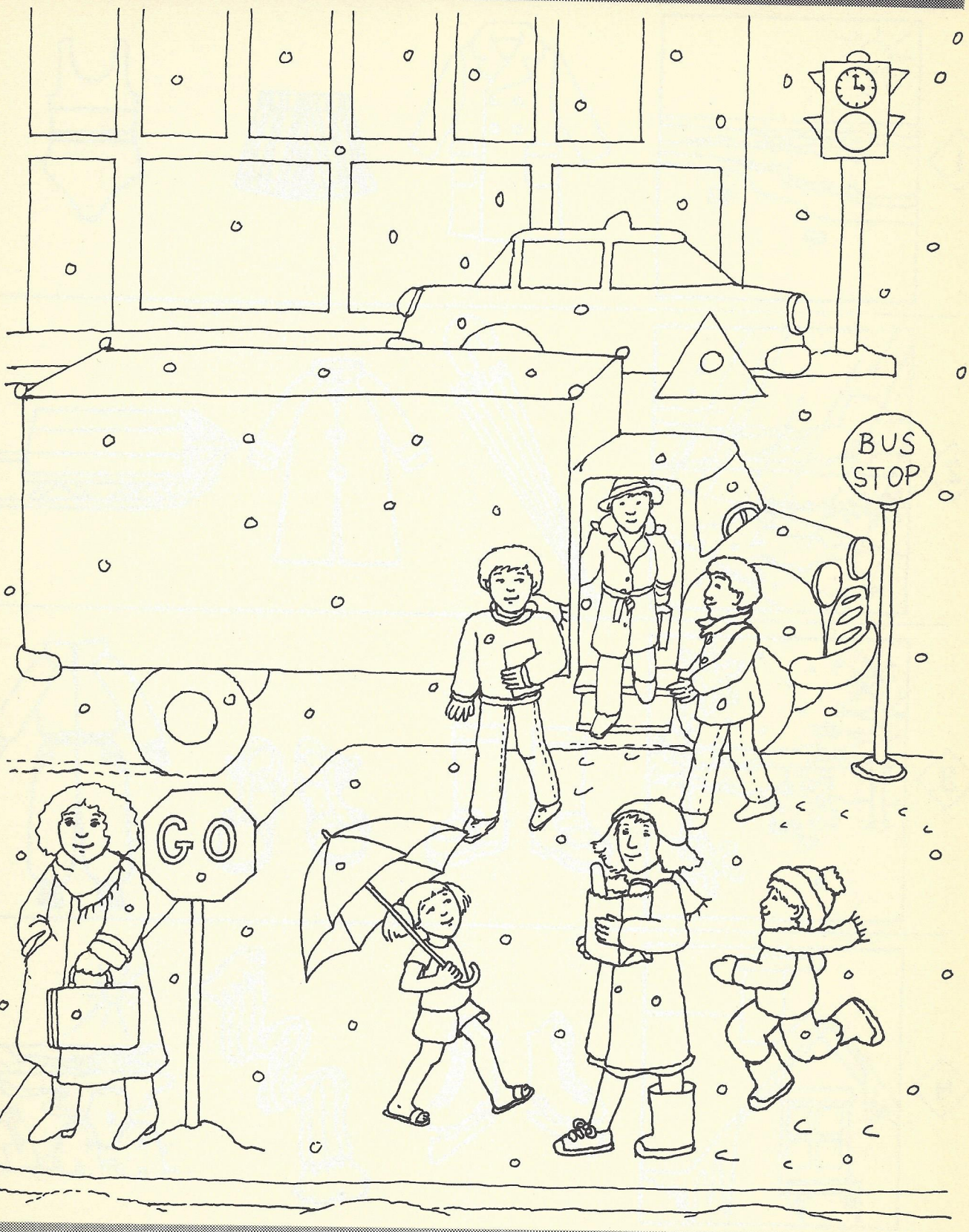
(After Level A, Unit 10) **Discriminating among word sounds *ch* and *sh*; writing *ch* and *sh* in initial position.** With teacher help, students pronounce the words for the two sample items, emphasizing the difference between the *ch* and *sh* sounds, and trace the initial letters to complete the sample words. Then students complete the other items and take turns reading the words aloud to the class.




© 1989 Addison-Wesley Publishing Company

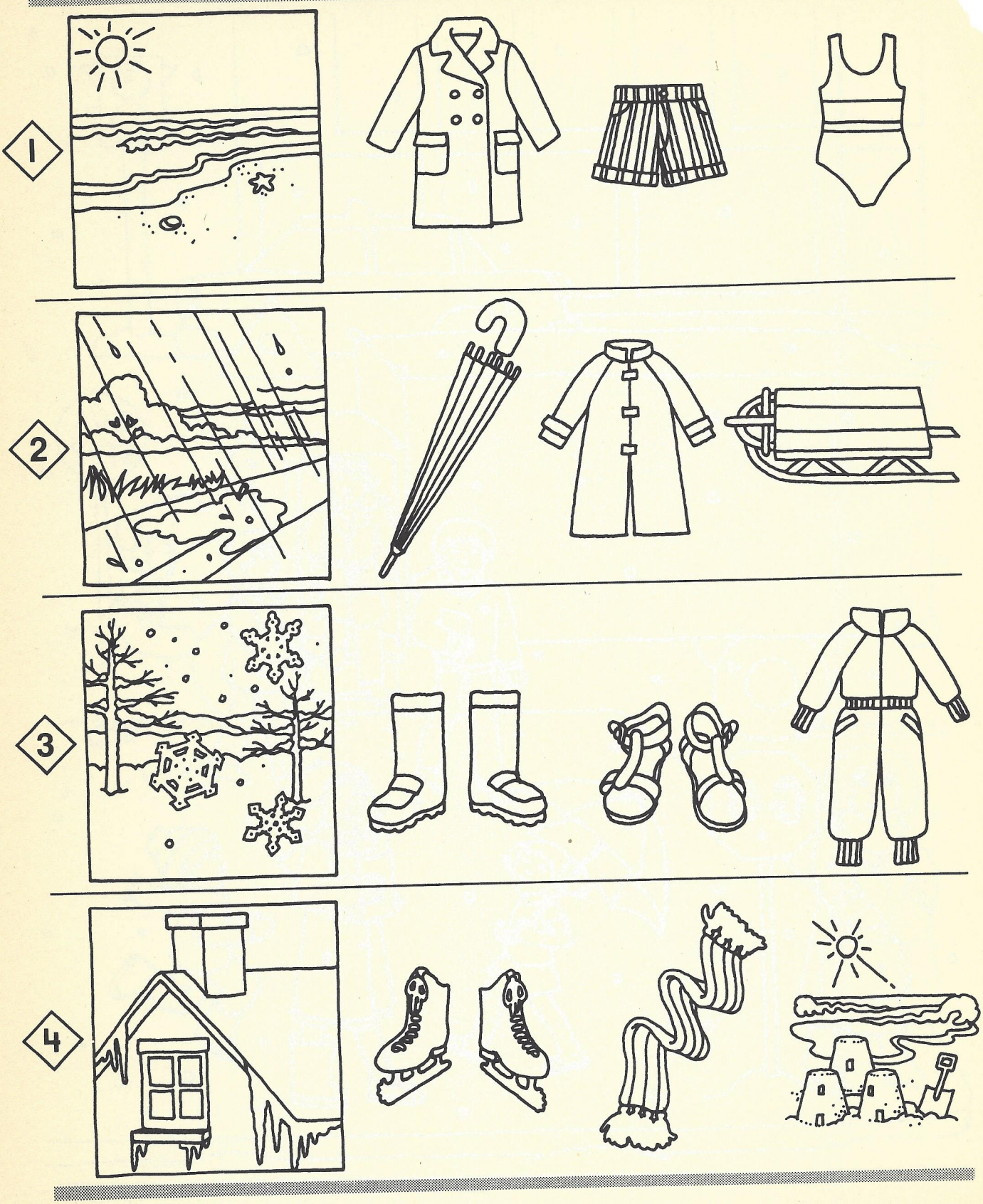


(After Level A, Unit 10) **Preparation for standardized testing.** Students answer questions about the pictures. Accept reasonable one-word, phrase, or sentence answers. (Script on Teacher's Edition page 148.)




© 1989 Addison-Wesley Publishing Company

(After Level A, student page 65) **Discriminating figure from ground; classifying; identifying objects that don't belong.** Students take turns pointing out the errors and explaining why they are "wrong." Then the class discusses why it is often funny when things are not the way we expect them to be.



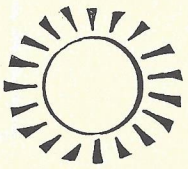

© 1989 Addison-Wesley Publishing Company

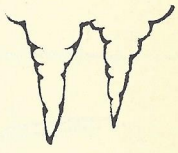


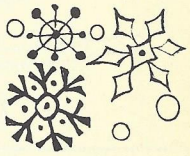
(After Level A, student page 66) **Classifying; identifying objects that don't belong.** In each row, students mark the picture that doesn't belong with an *X*. Then, working in pairs, small groups, or the whole class, students explain why they chose the pictures they did.

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## How many?

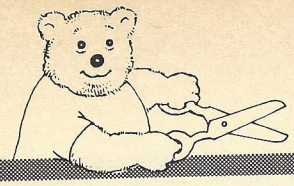


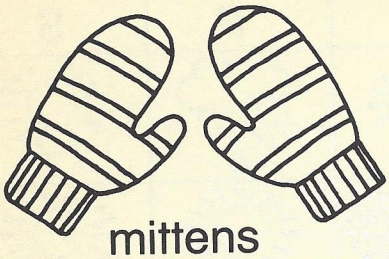




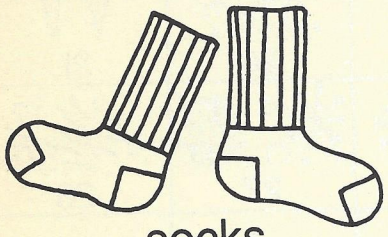
© 1989 Addison-Wesley Publishing Company

(After Level A, student page 67) **Counting; using charts to record information.** With teacher help, students count up to 31 and, working all together, read the numbers on the calendar. Then students count the sunny, cloudy, rainy, windy, icy, and snowy days, and write the numbers on the appropriate lines. Follow-up: Students make a blank calendar page and keep a chart like this for the month.

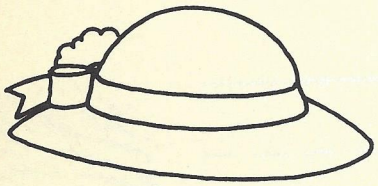




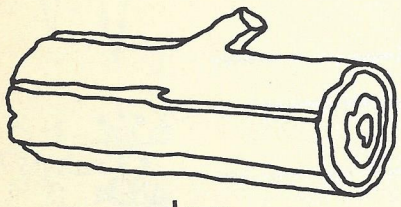
mittens



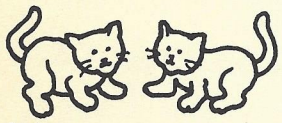
socks



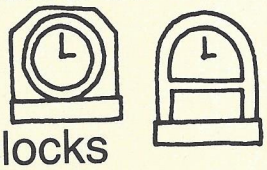
hat



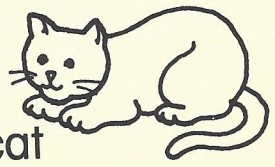
log



kittens



clocks



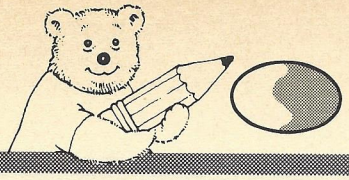
cat

frog

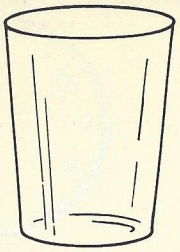
© 1989 Addison-Wesley Publishing Company

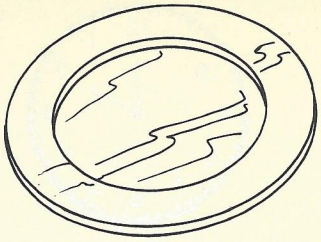


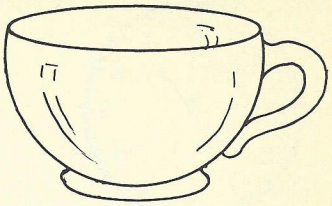
(After Level A, Unit 11) **Identifying rhyming words.** Students "read" each word on the left and then select the word from the list below that rhymes with the word they have "read." They paste the word-label and the picture in the box provided: mittens—kittens, etc.



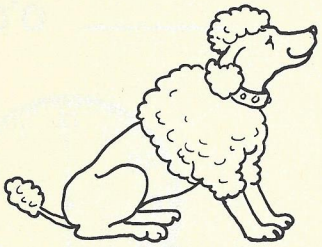
1

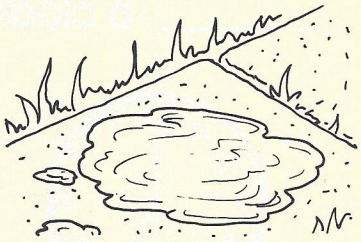


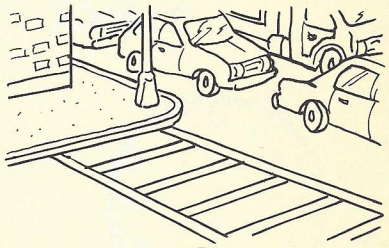




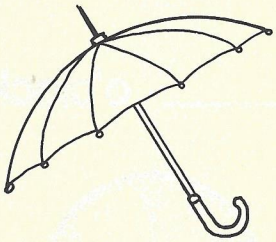
2

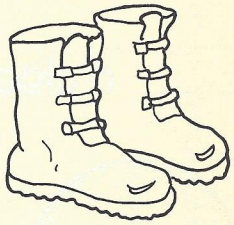




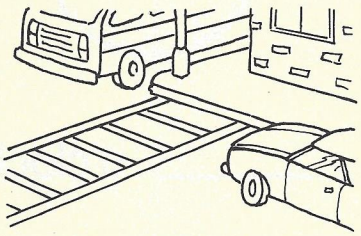


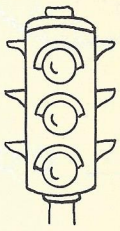
3



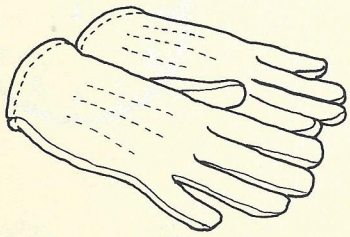


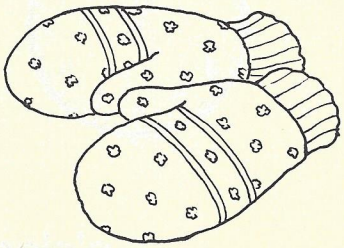
4

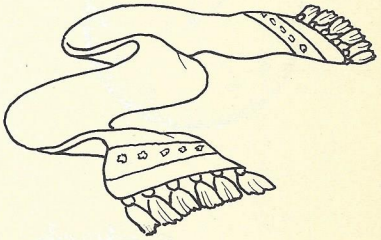




5

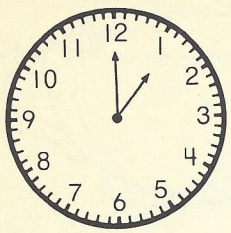




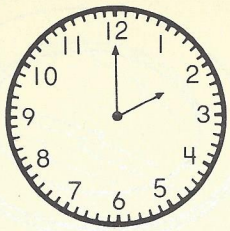


© 1989 Addison-Wesley Publishing Company

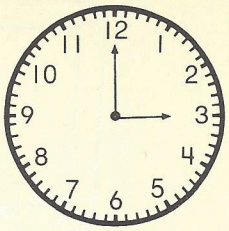
(After Level A, Unit 11) **Preparation for standardized testing.** Students fill in the oval under the picture of the word named. (Script on Teacher's Edition page 158.)



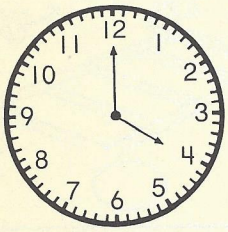
_____ o'clock



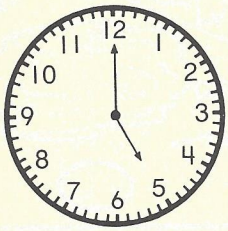
_____ o'clock



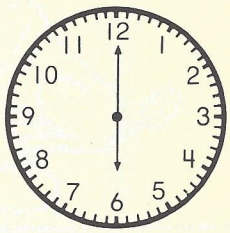
_____ o'clock



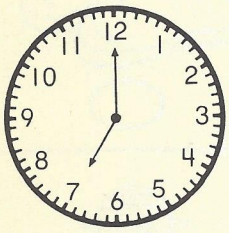
_____ o'clock



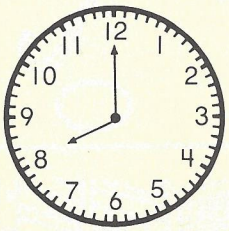
_____ o'clock



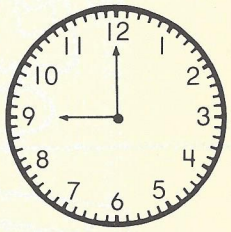
_____ o'clock



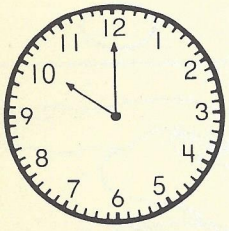
_____ o'clock



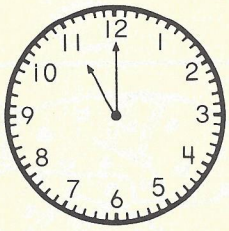
_____ o'clock



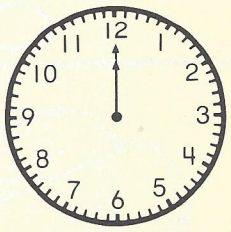
_____ o'clock



_____ o'clock



_____ o'clock

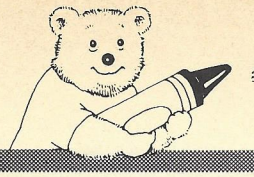


_____ o'clock

© 1989 Addison-Wesley Publishing Company



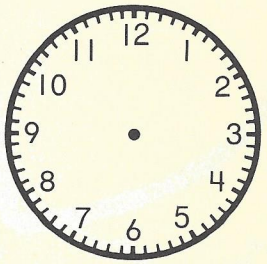
(After Level A, student page 69) **Telling time; writing numerals.** Working as a group, students do the entire page orally. Then they work in pairs pointing to the clocks in random order and asking each other: *What time is it?* Finally, they fill in the numbers under the clocks.



# My Morning

I ate .

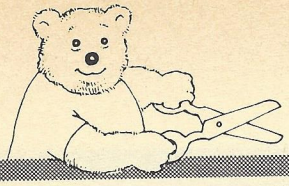
I .

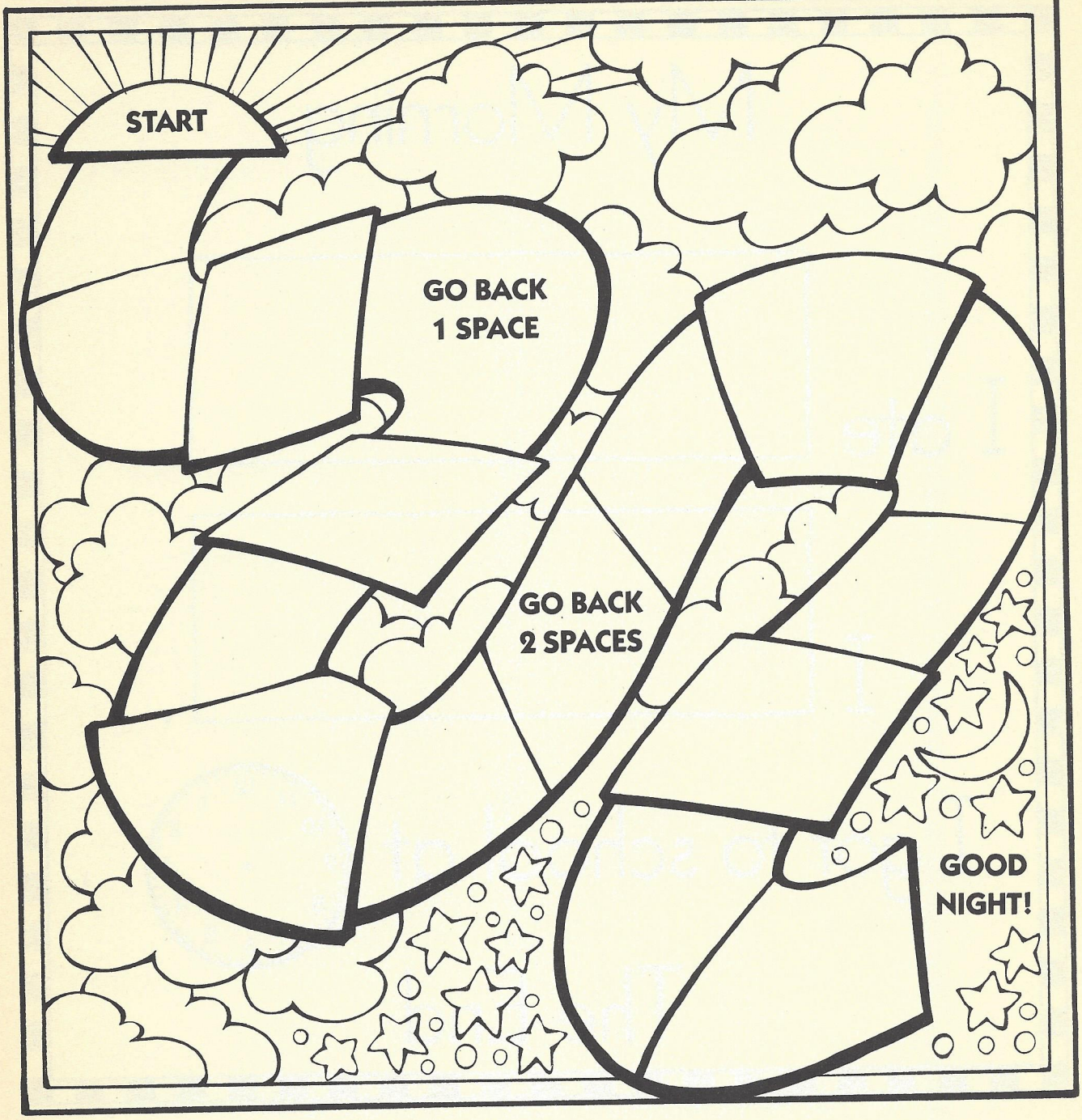
I got to school at  .

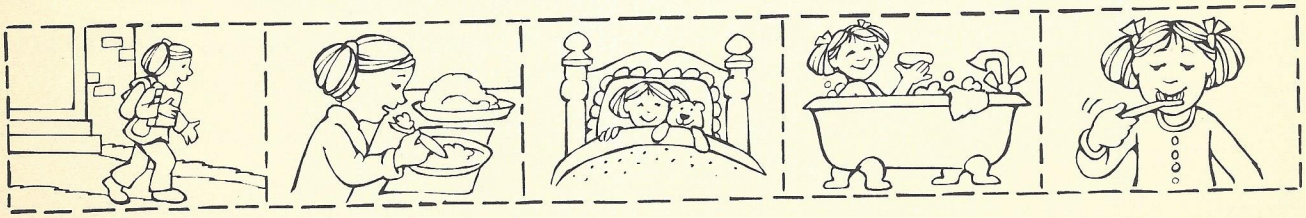
The End

© 1989 Addison-Wesley Publishing Company

(After Level A, student page 70) **Drawing pictures to tell a story.** Students complete the three sentences and draw a picture beside each one to illustrate what the sentence says.

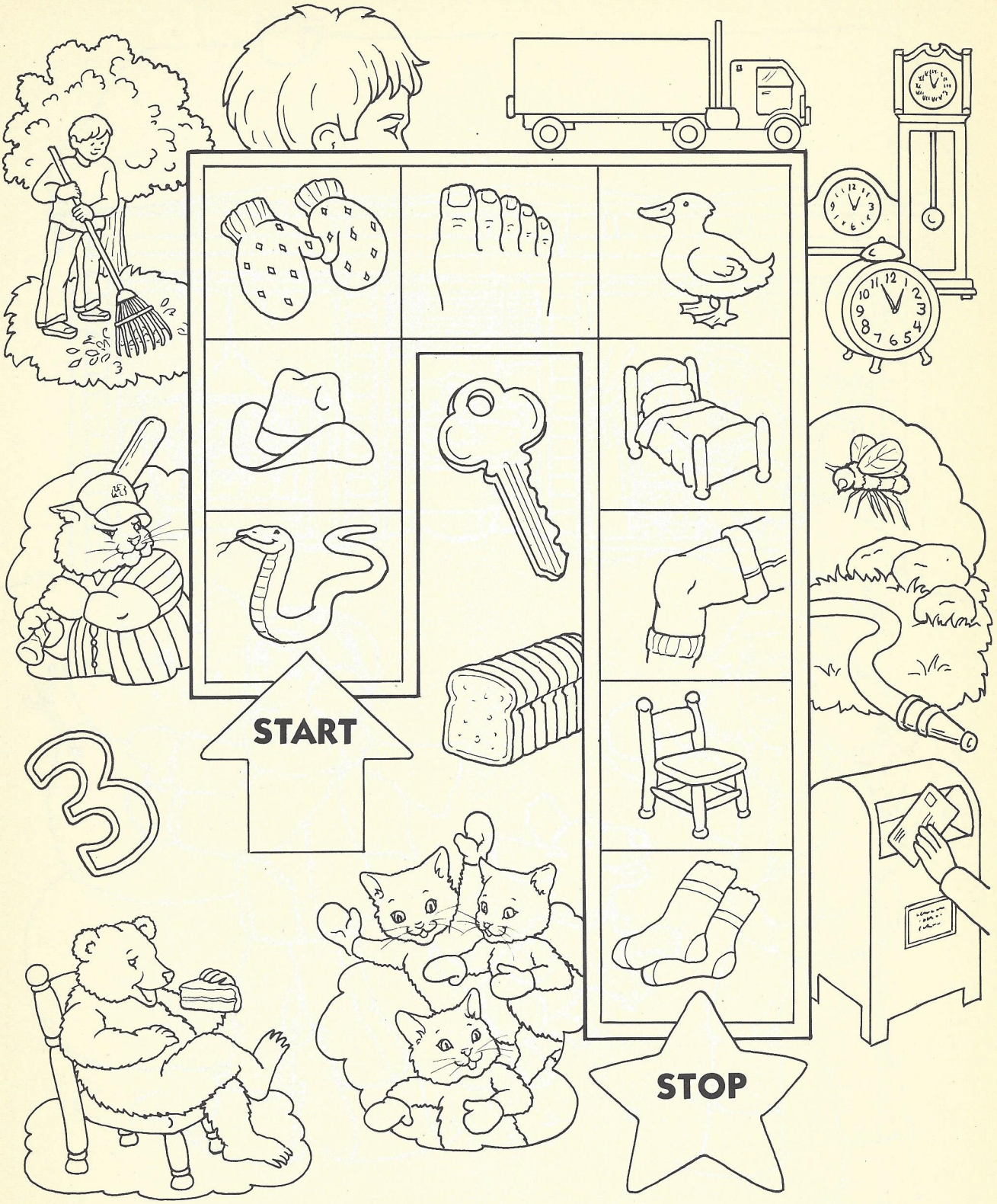




© 1989 Addison-Wesley Publishing Company

(After Level A, student page 71) **Describing past actions; following oral directions; identifying sequences.** Students make their own gameboards by cutting out the pictures at the bottom of the page and pasting them on the game board in a logical order. Then they play the game in pairs, using one die. When they stop on a picture card, they say what the girl did. If they are successful, they can take another turn with the die.

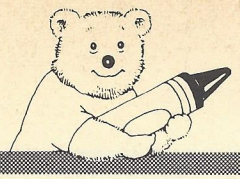



© 1989 Addison-Wesley Publishing Company

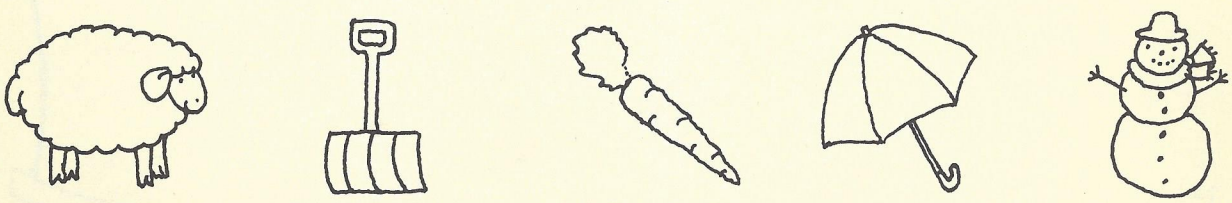
(After Level A, student page 72) **Identifying rhyming words; following oral directions.** Working in small groups, students flip a coin to determine how many spaces to move their marker: heads = 1 space, tails = 2 spaces. Students name each picture their marker lands on and give a rhyming word for it (using the surrounding pictures for suggestions). The first player to reach STOP with the exact number wins the game.

© 1989 Addison-Wesley Publishing Company

(After Level A, student page 73) **Preparation for standardized testing.** Students answer past-tense questions about Ana and Joe. Accept all reasonable one-word, phrase, or sentence answers. (Script on Teacher's Edition page 169.)

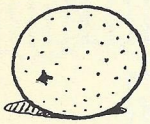
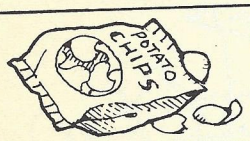


## Your turn

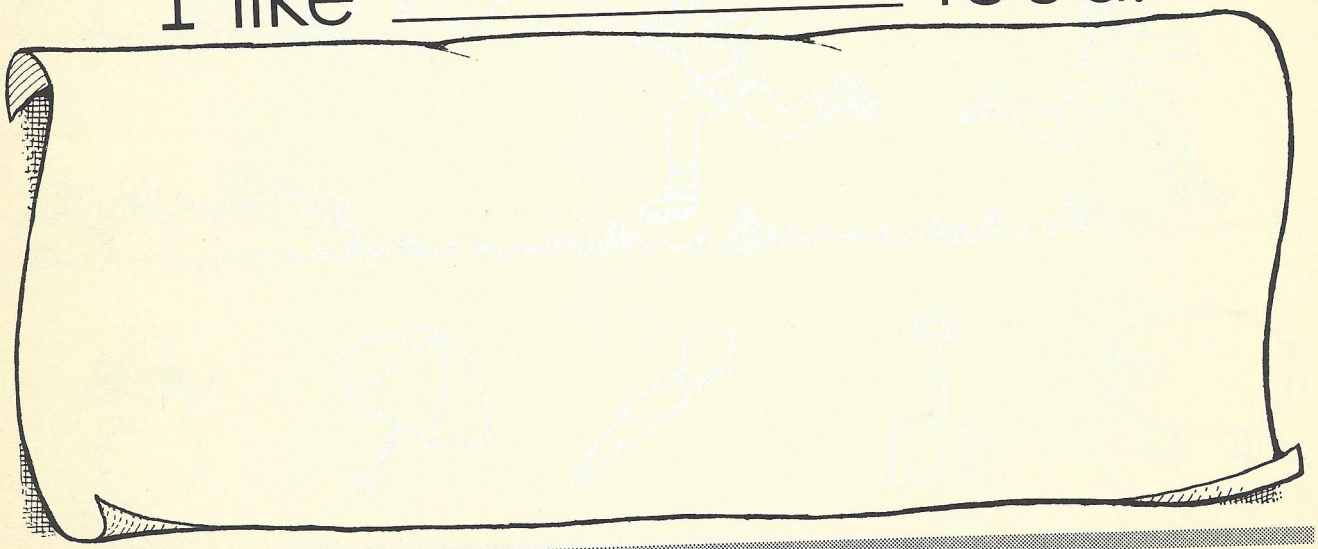


© 1989 Addison-Wesley Publishing Company

(After Level A, student page 74) **Discriminating figure from ground; identifying colors.** Students look at the five items at the bottom of the page, and then find these in the picture of the park. Volunteers take turns telling the class what color to make each item; then students take turns asking and answering: *What color is (the carrot)?*

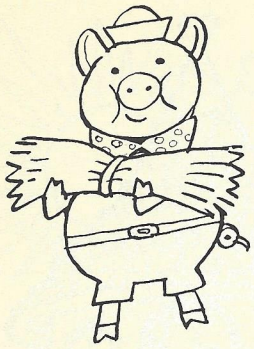
| Food | Sweet | Sour | Salty |
|---|---|---|---|
| | | | |
|  | | | |
|   | | | |
| | | | |
| | | | |
| | | | |

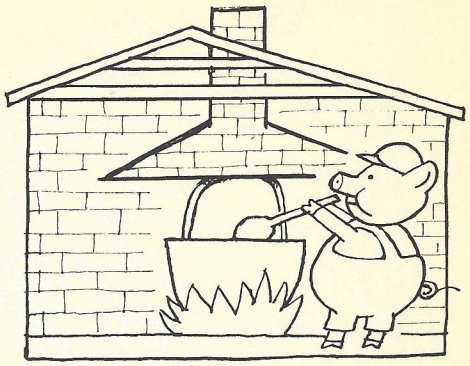
I like _____ food.

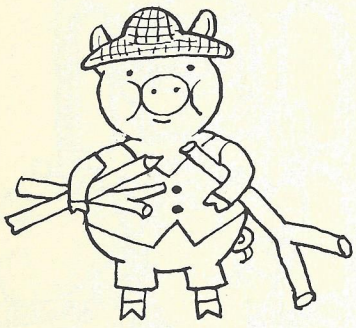


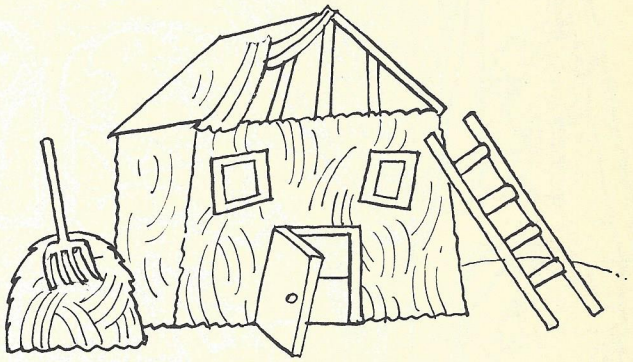
© 1989 Addison-Wesley Publishing Company

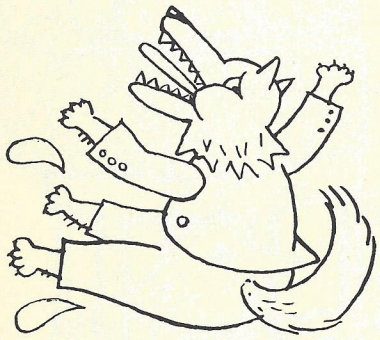
(After Level A, student page 75) **Classifying; using a chart to record information; drawing an illustration.** Students taste teacher-provided food (items pictured on page) and check the appropriate column on the chart for each one. Follow up: Students bring in one sweet, one sour, and one salty food, write its name on the chart, and check the appropriate column. Students complete the sentence and illustrate it.

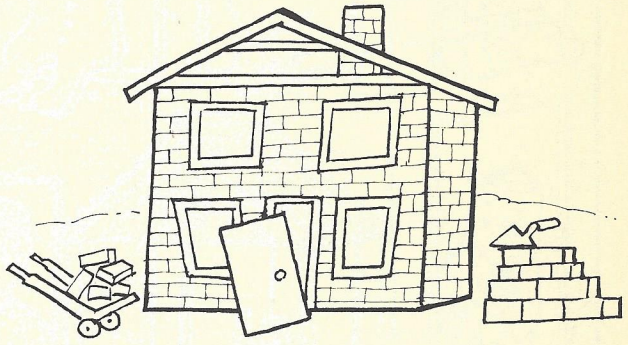


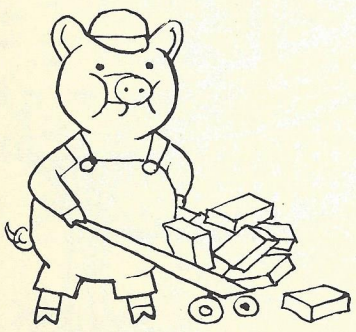


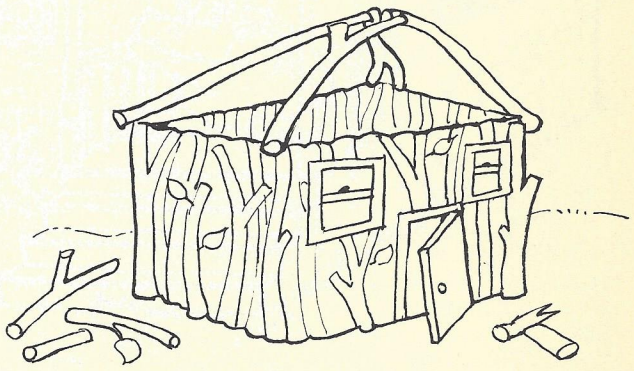












© 1989 Addison-Wesley Publishing Company

(After Level A, student pages 76–79) **Identifying and describing story events and characters; classifying; following oral directions.** Have students identify and describe the four scenes and the character on the left that belongs in each. Students draw lines accordingly. Dictate to review vocabulary: *Color the house of straw yellow; the house of wood brown; the house of bricks red; the pot black.*

© 1989 Addison-Wesley Publishing Company



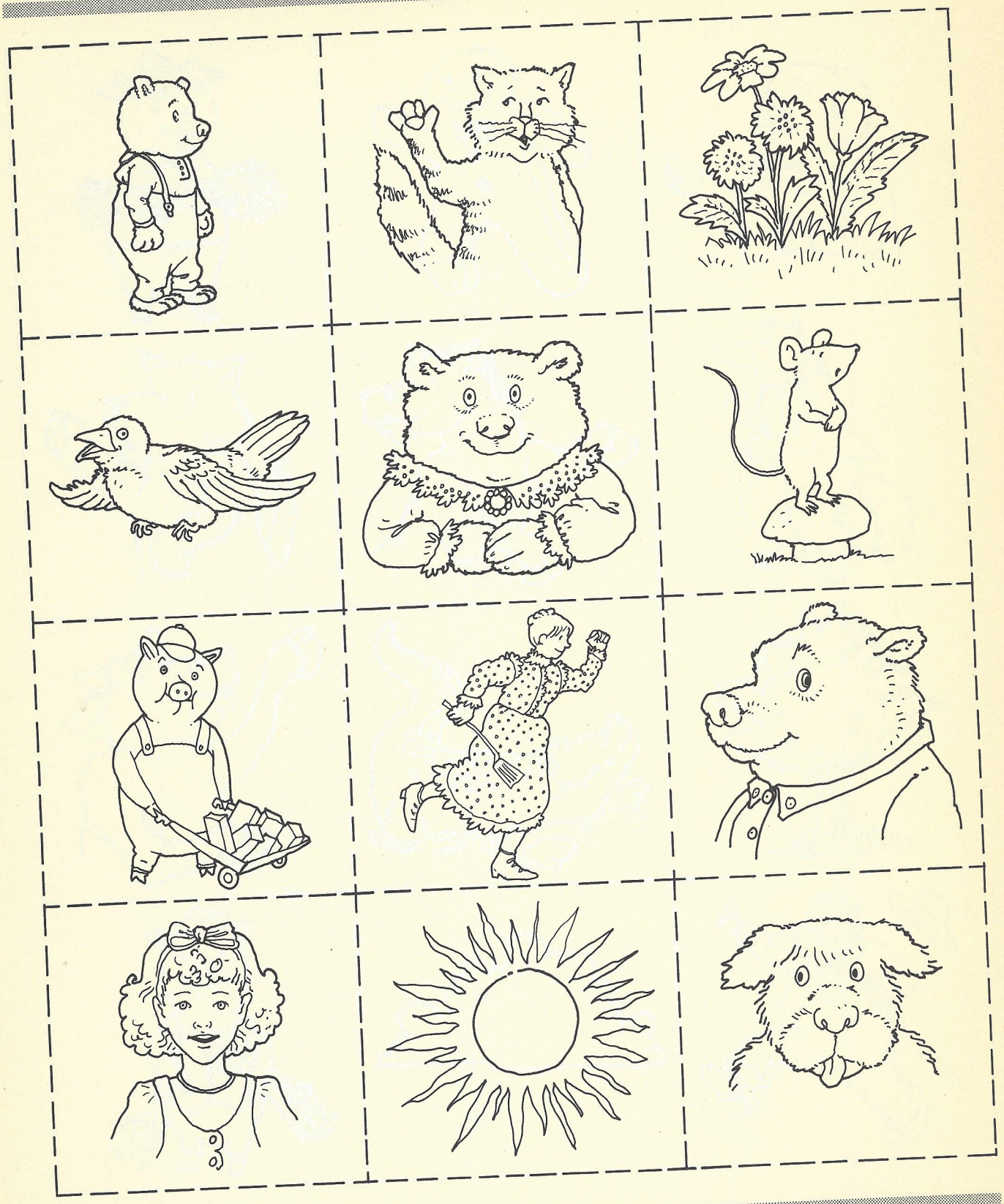
(After Level A, student pages 76–79) **Identifying characters and character traits; reciting story refrains; retelling stories.** Students identify characters in the "story house," then cut out the double-sided pictures on pages 79/80 for a matching game. Dictate coloring or let students color freely.

© 1989 Addison-Wesley Publishing Company

(After Level A, student pages 76–79) Discuss the double-sided pictures. Do students remember the characters? What the characters said/did? After discussion, students play a matching game in pairs, taking turns pulling from their own piles, finding the same character or element on the "story house" page, and saying something



*(continued on page 80)*



about the match in order to keep the card. You may vary the rules on how to "win." Suggestions: collect all the characters from the same story; collect all the animals/people; collect all the words that begin with p- or b-, etc.



© 1989 Addison-Wesley Publishing Company