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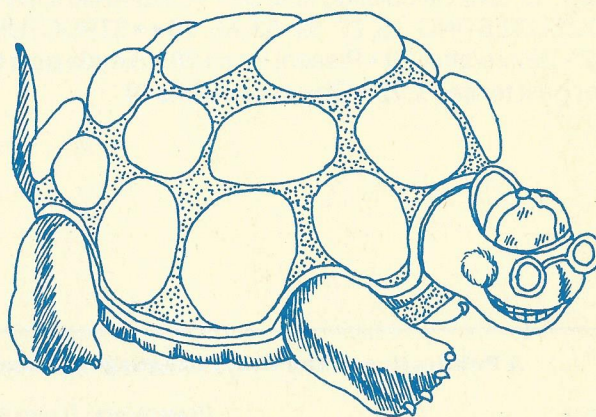
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ACTIVITY BOOK

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Michael Walker



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**Featuring** EARLY LITERACY: Matching sentences to pictures 6, 8, 33, 44, 46 ♦ Following oral directions 4, 17, 18, 42 ♦ Comparing and contrasting 20, 32, 63 ♦ Getting information from pictures 16, 17, 23, 28 ♦♦ **READING SKILLS** (Decoding): Sound/letter 10, 22, 34, 48, 60, 73 ♦♦ **READING SKILLS** (Comprehension): Main idea 35 ♦ Details 50, 74 ♦ Making inferences 53, 61 ♦ Classifying 40-41, 54-55, 62, 66-67, 75 ♦ Understanding sequence 3, 20, 21, 25, 30, 49 ♦♦ **WRITING SKILLS**: Complete sentences 43, 45, 56, 57, 68, 71 ♦ Negative sentences 47, 71 ♦ Answers to questions 45, 47 ♦ Language experience 5, 7, 9, 17, 19, 56, 57 ♦♦ **CONTENT AREA (Math)**: Number words 4 ♦ Math problems 12, 14, 76 ♦ Adding 12, 13 ♦ Subtracting 24, 51, 76 ♦ Telling time 7, 12, 24 ♦ Calculating time 50 ♦♦ **PREPARATION FOR STANDARDIZED TESTING**: 15, 27, 39, 53, 65, 78 ♦♦ **STRUCTURES**: Is/are, was/were 32 ♦ Before/after 29 ♦ Present tense 28 ♦ Simple past tense 28, 69, 70 ♦ Irregular past tense 71, 72 ♦ Object pronouns 19

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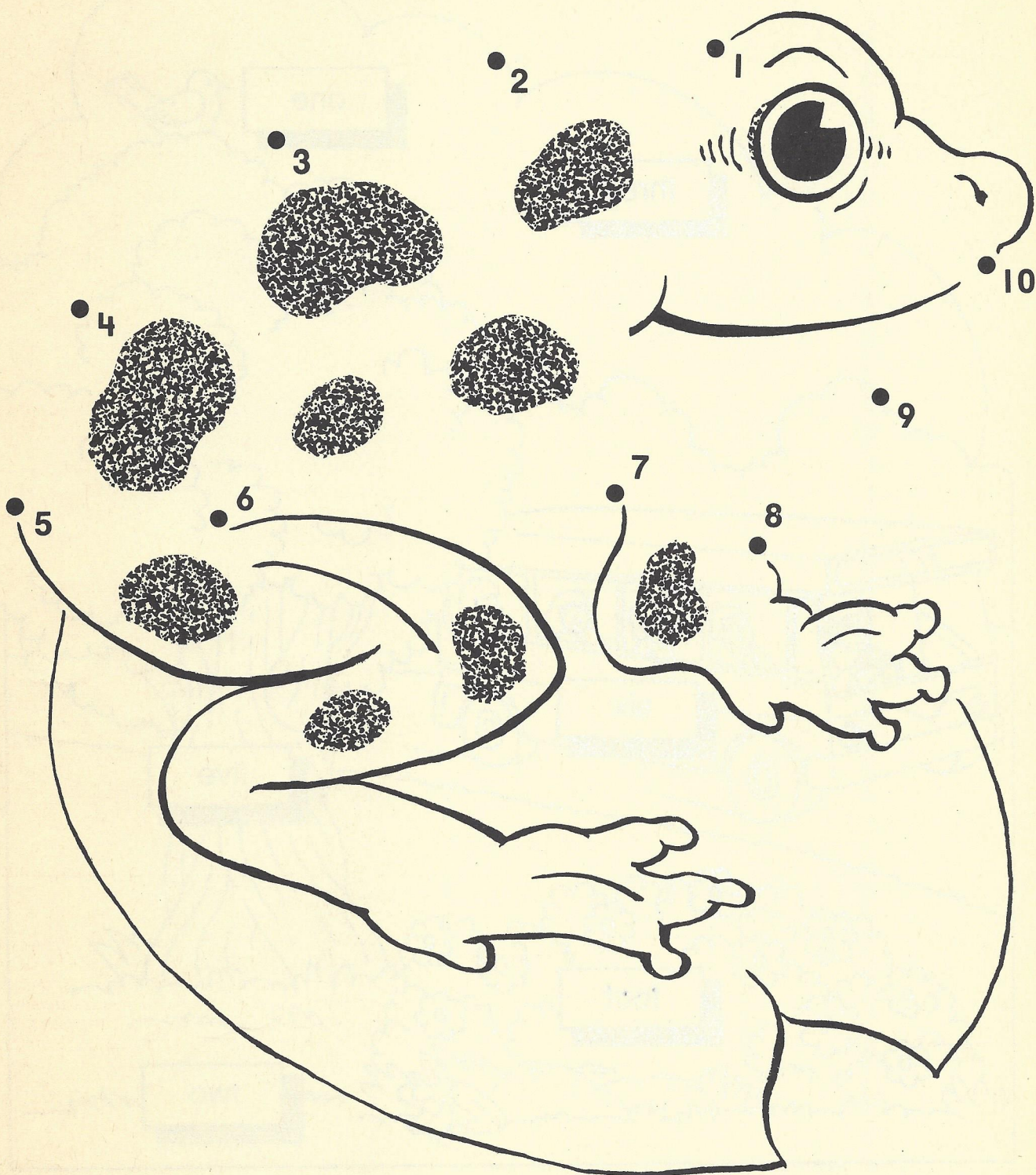
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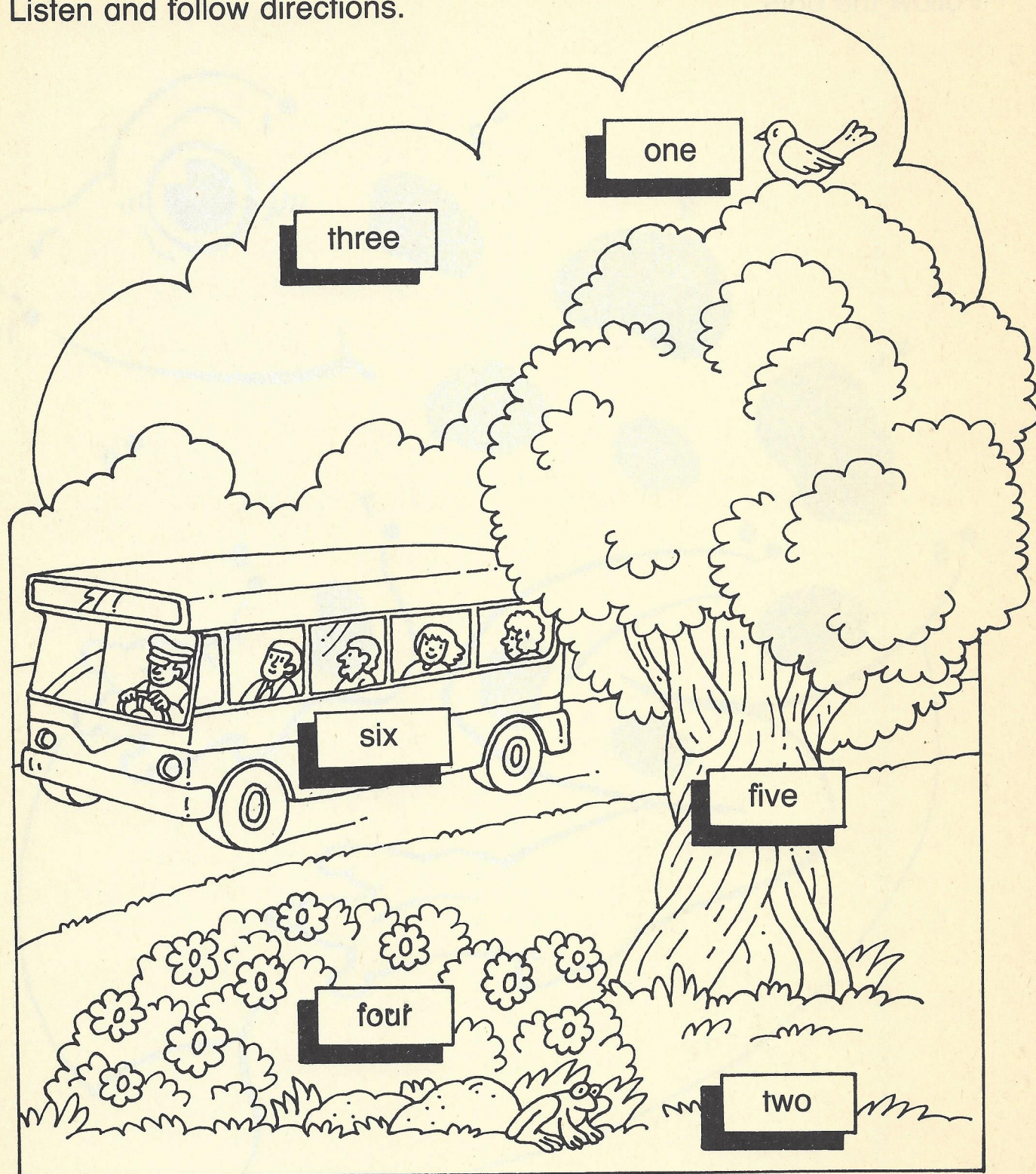
Follow the dots.



(After Level B, student page 5) **Recognizing numbers and sequence; developing hand/eye, fine motor skills coordination.** Students create a frog by following the dots from one to ten. Then they color the frog any color they wish.



Listen and follow directions.



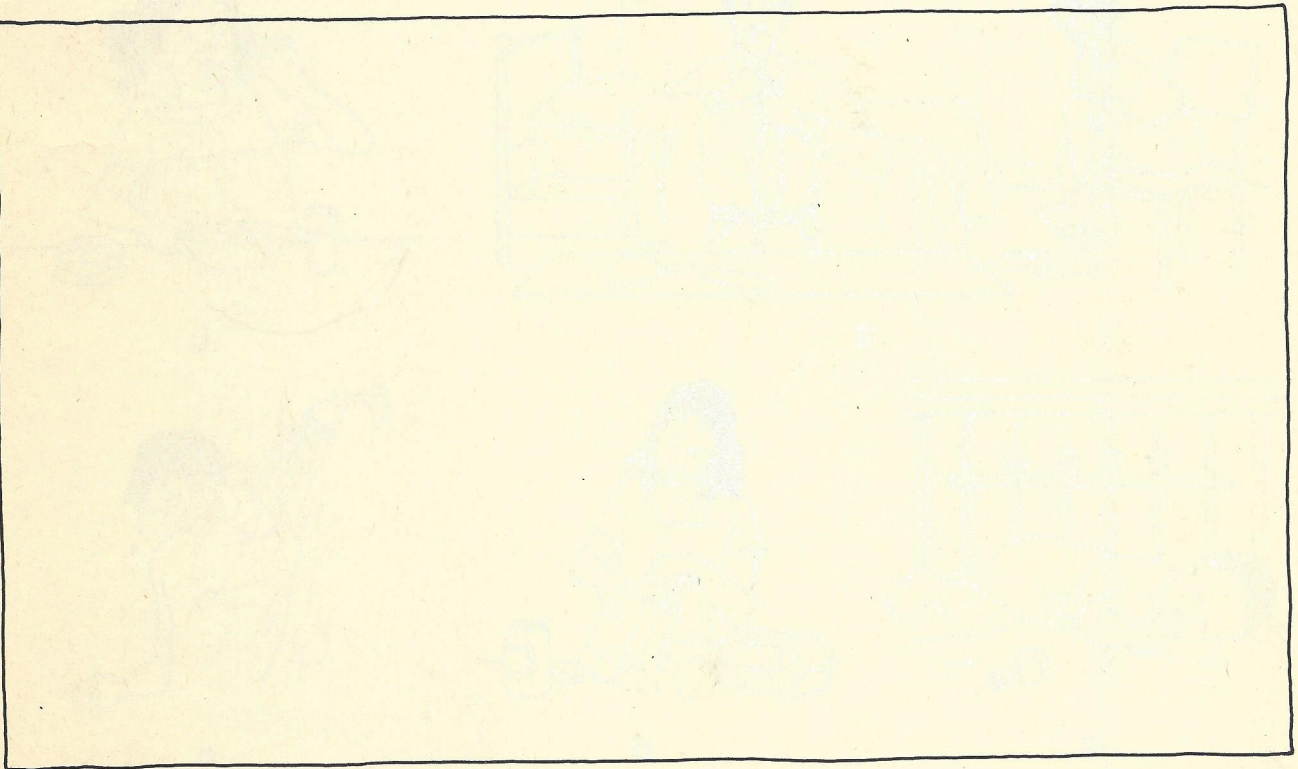
(After Level B, student page 5) **Following oral directions; reviewing colors; reading number words.** First, students volunteer to read the numbers on the objects in the big picture. Then say, *What is number one?* (a bird). *Color the bird red.* Continue with each number, directing students to color the grass green, the sky blue, the flowers yellow, the tree brown, and the bus orange.



## All About Me

1. My name is \_\_\_\_\_.
2. I am \_\_\_\_\_ years old.
3. My hair is \_\_\_\_\_.
4. My eyes are \_\_\_\_\_.

## A Picture of Me





Find the matching picture.  
Write the missing word.

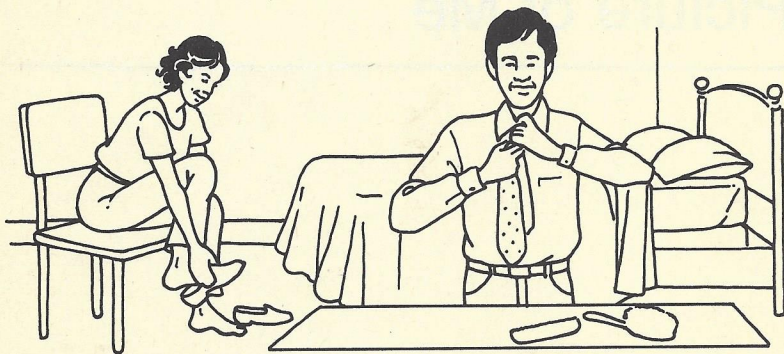
c 1. My little brother is sleeping.

\_\_\_\_\_ 2. My \_\_\_\_\_ is taking a shower.

\_\_\_\_\_ 3. My \_\_\_\_\_ and \_\_\_\_\_ are getting dressed.

\_\_\_\_\_ 4. My \_\_\_\_\_ is eating.

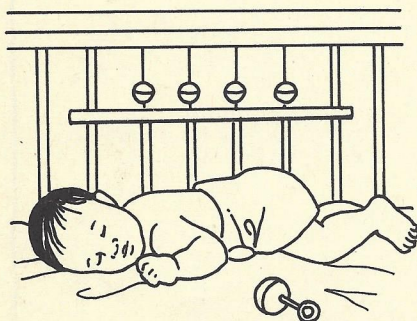
\_\_\_\_\_ 5. My \_\_\_\_\_ is packing my lunch.



a



b



c



d

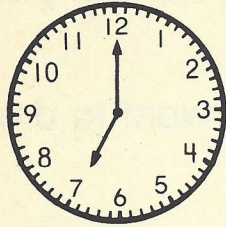


e

(After Level B, student page 11) **Matching sentences to pictures; reviewing family vocabulary.** Students match each sentence with a corresponding picture. They put the letter of the correct picture on the line provided and write the correct word(s) in the space(s) provided. After completion, model questions, such as *Who is (sleep)ing?*, and have volunteers read their answers aloud.

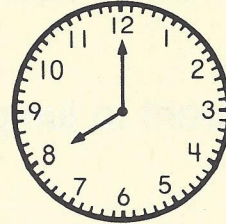


## What Time Is It?



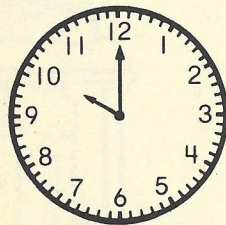
1. It's seven o'clock.

It's time to get up.



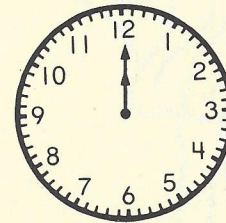
2. It's \_\_\_\_\_ o'clock.

It's time for breakfast.



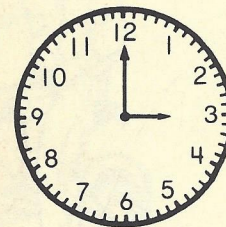
3. It's \_\_\_\_\_ o'clock.

It's time for recess.



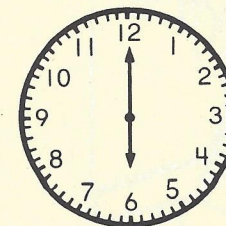
4. It's \_\_\_\_\_ o'clock.

It's time for lunch.



5. It's \_\_\_\_\_ o'clock.

It's time to go home.



6. It's \_\_\_\_\_ o'clock.

It's time for dinner.



Find the matching picture.

\_\_\_\_\_ 1. I want to ride my bike.

\_\_\_\_\_ 2. I want to play ball.

\_\_\_\_\_ 3. I want to jump rope.

\_\_\_\_\_ 4. I want to draw.

\_\_\_\_\_ 5. I want to read.

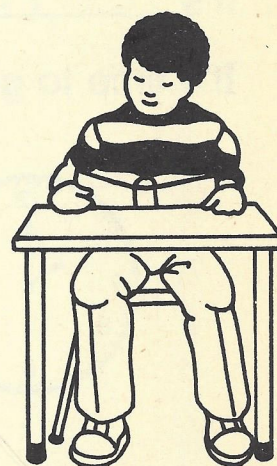
\_\_\_\_\_ 6. I want to roller-skate.



a



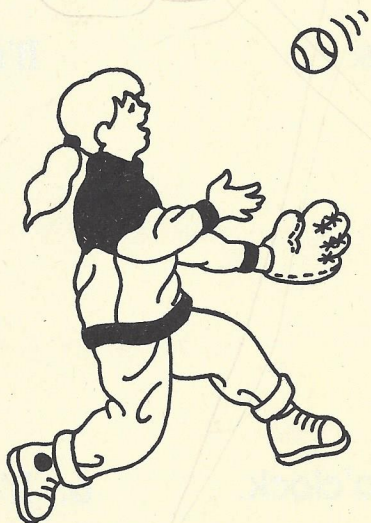
b



c



d



e



f



What can you do?

Circle **I can** or **I can't**.

1. I can

I can't

ride a bike.

2. I can

I can't

play the piano.

3. I can

I can't

ice skate.

4. I can

I can't

ride a horse.

5. I can

I can't

play soccer.

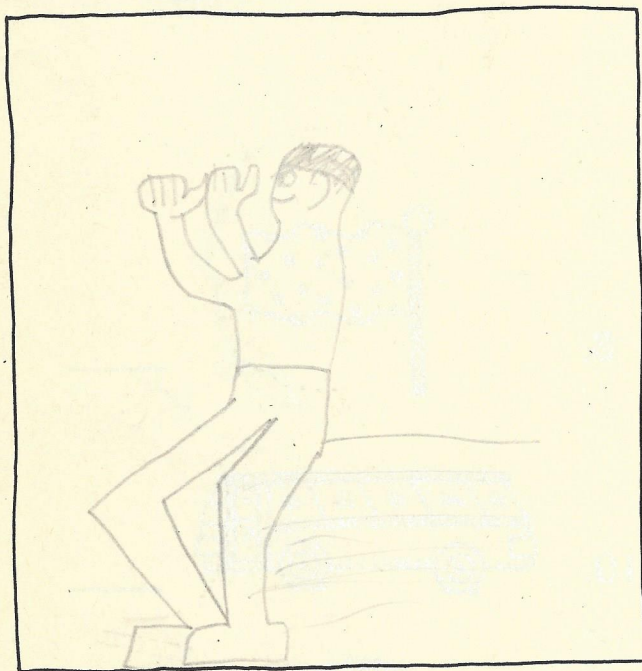
6. I can

I can't

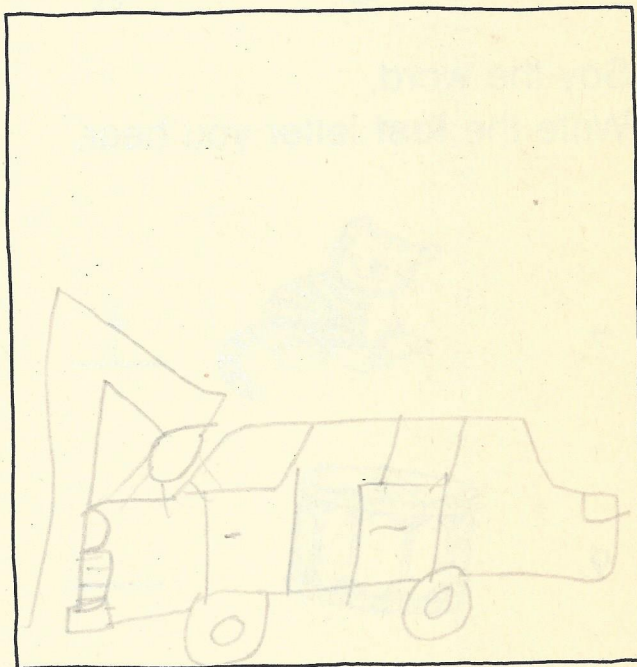
swim.

Finish the sentence any way you like.

Draw a picture.



I can run.



I can't ride a car.

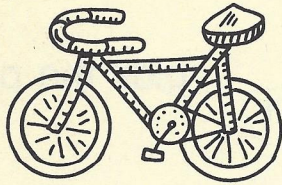
(After Level B, student page 15) **Expressing ability and inability; language experience.** Students read each sentence and circle *I can* or *I can't*, according to their own abilities. Then they draw a picture of one other thing they *can* do and a picture of something they *can't* but want to learn how to do, and complete the sentences. You may need to help them with this. Allow time for volunteers to read sentences aloud.



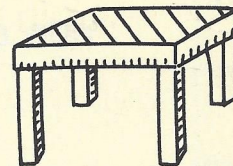
Say the word.

Write the **first** letter you hear.

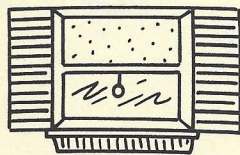
1.   b  



2.           



3.           



4.           



5.           



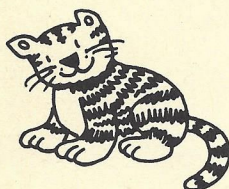
6.           



Say the word.

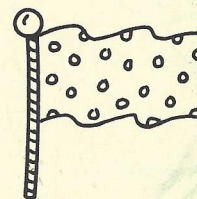
Write the **last** letter you hear.

7.           

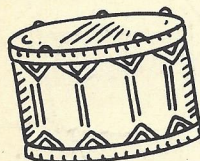


  t  

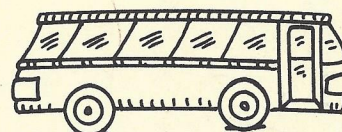
8.           



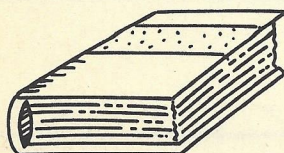
9.           



10.           



11.           



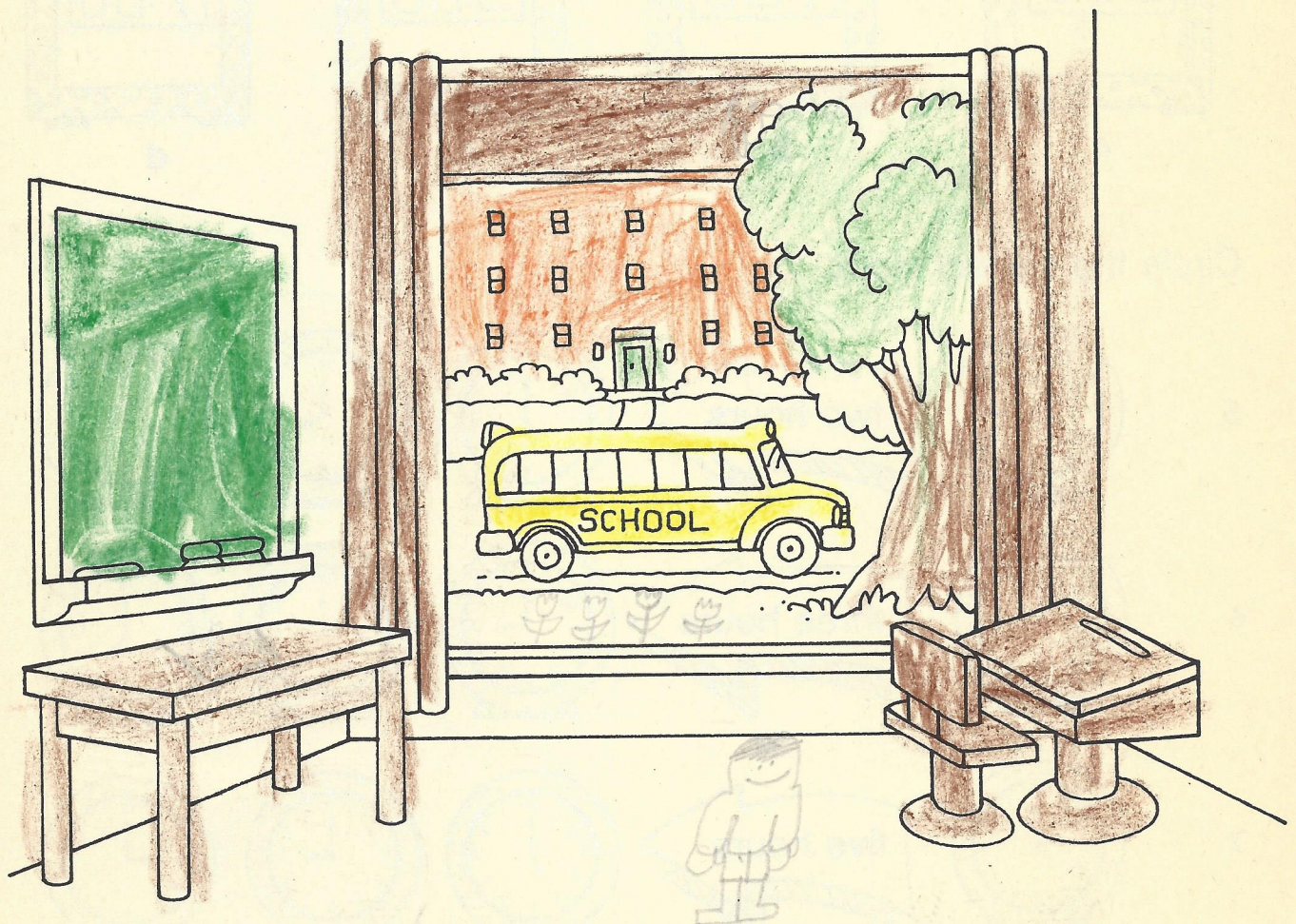
12.           





Read and follow directions.

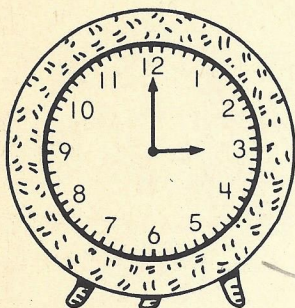
1. Color the school bus yellow.
2. Draw a bird in the tree.
3. Draw four flowers under the tree.
4. Draw a book on the table.
5. Draw a boy next to the desk.
6. Color the chalkboard green.



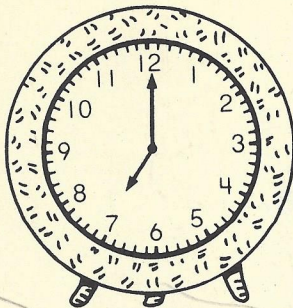
(After Level B, student page 17) **Following written directions; reviewing in, on, under, next to.** First, students familiarize themselves with the illustration. Then they read each item in the directions, doing what it says before going on to the next item. After they have followed the directions for all six items, students ask each other questions, e.g., What color is the bus? to check each item.



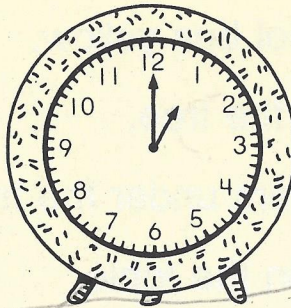
Find the matching clock.



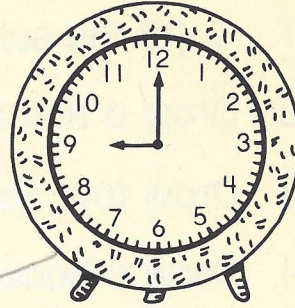
1



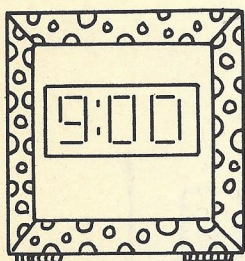
2



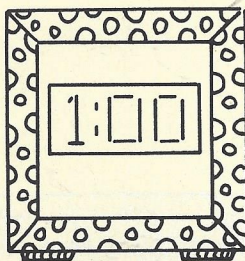
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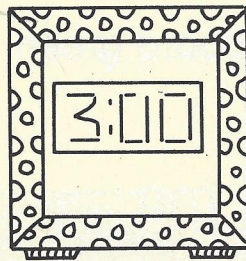
4



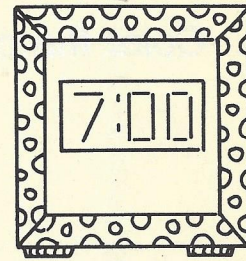
a



b



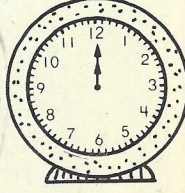
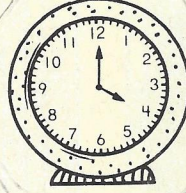
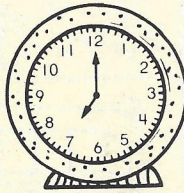
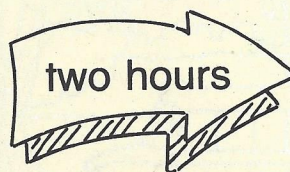
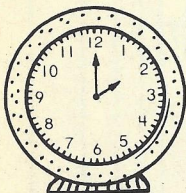
c



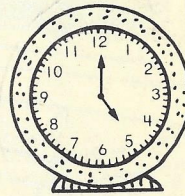
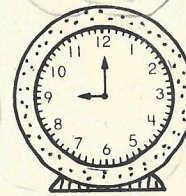
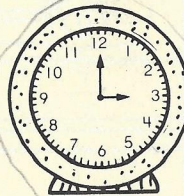
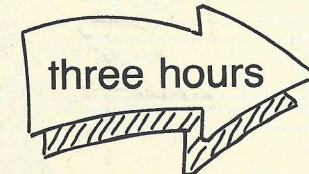
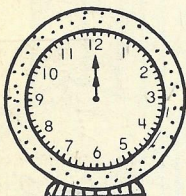
d

Circle the correct clock.

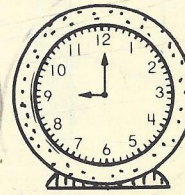
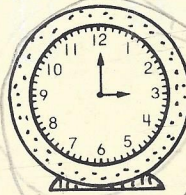
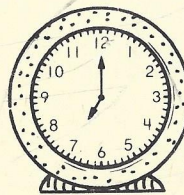
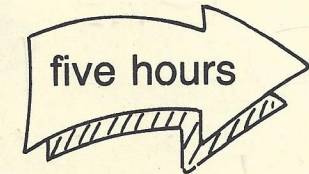
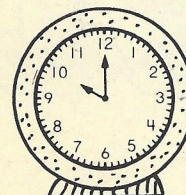
5



6

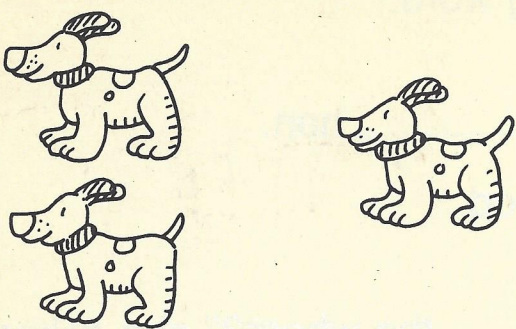


7



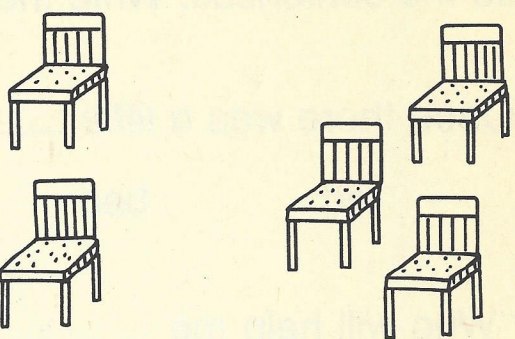


1



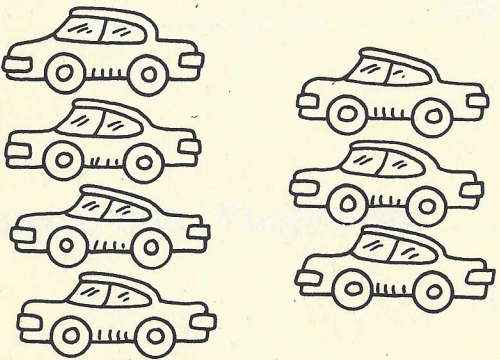
3 dogs

2



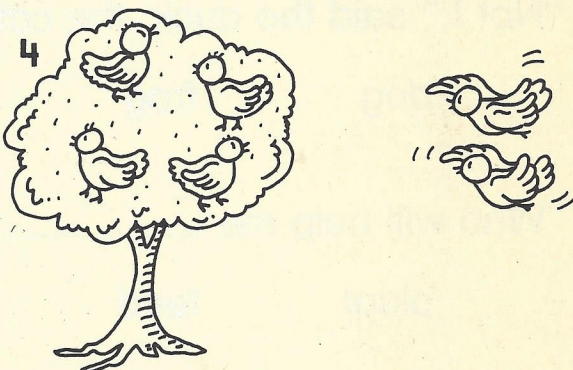
5 chairs

3



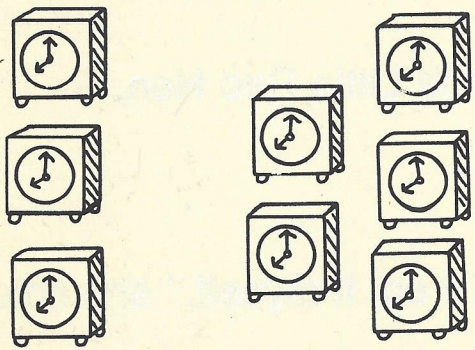
7 cars

4



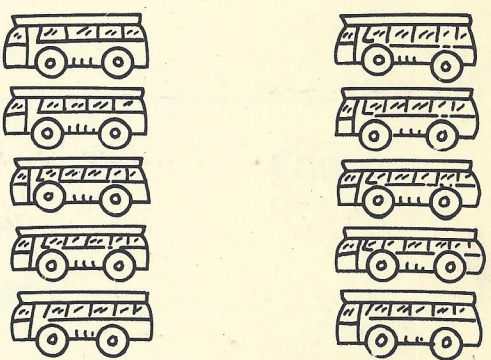
6 Birds

5



8 clock

6



10 buses

(After Level B, student page 19) **Math; adding; spelling.** Students add up the objects in each box and write the number and the object name on the rule provided, e.g., the answer for number 1. would be 3 dogs. Discuss the answers with the whole group to make sure that everyone understood how to add up the objects.



---

Read the sentences. Write the missing word.

1. Once there was a little \_\_\_\_\_ hen.

red                  bed                  read

2. "Who will help me \_\_\_\_\_ the wheat?" she asked.

play                  ride                  plant

3. "Not I," said the duck, the cat, and the \_\_\_\_\_.

dog                  frog                  bird

4. "Who will help me \_\_\_\_\_ the bread?" she asked.

plant                  feed                  eat

5. "I \_\_\_\_\_ !" said the duck, the cat, and the dog.

do                  am                  will

6. "No you \_\_\_\_\_ ." said the Little Red Hen.

won't                  will                  can't

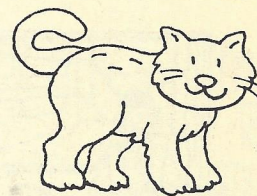
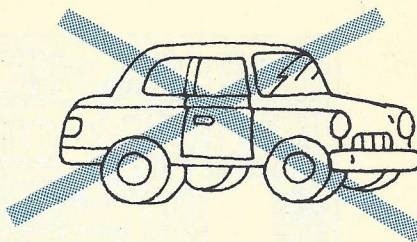
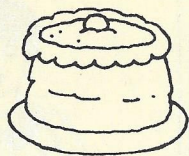
7. "I \_\_\_\_\_ it myself and I'll eat it myself," she said.

made                  packed                  talked

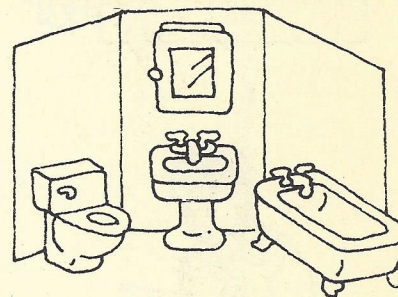
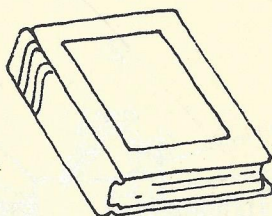
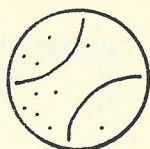


Read the word.  
Find the picture.

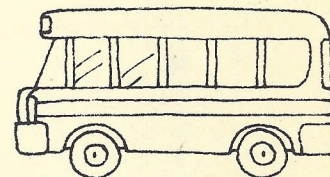
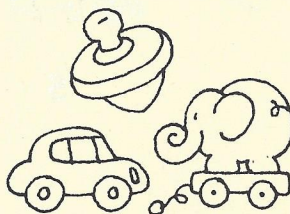
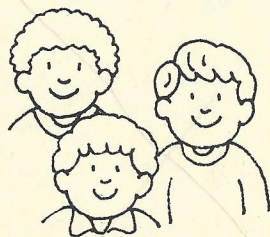
1 car



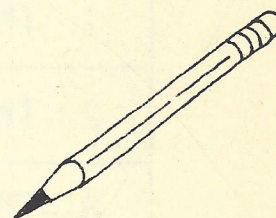
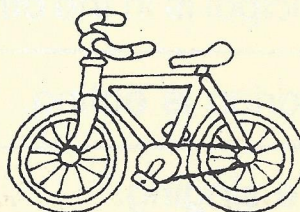
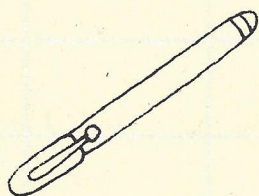
2 book



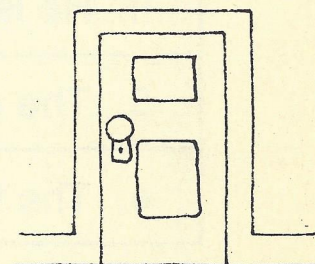
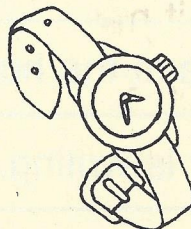
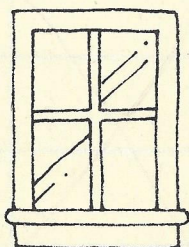
3 boys



4 pencil



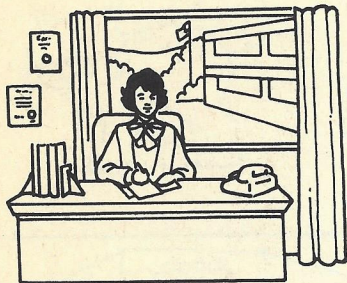
5 window



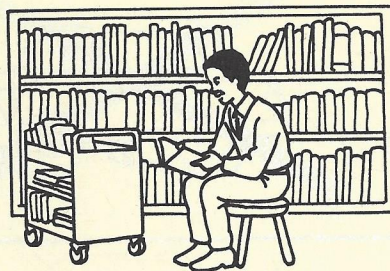
(After Level B, student Unit 1) **Preparation for standardized testing.** Students look at the example and read the word *car*. Then they note that the picture of the car has been marked with an X. Students work independently after the example is discussed. After completion, have students identify each picture. Encourage the use of full sentences.



Look at the picture. Read the sentence.  
Check **YES** or **NO**.



1



2



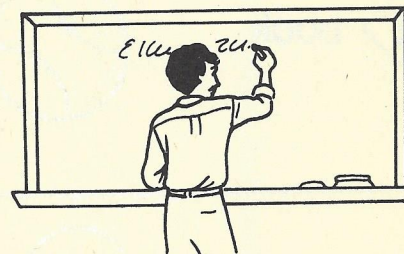
3



4



5



6

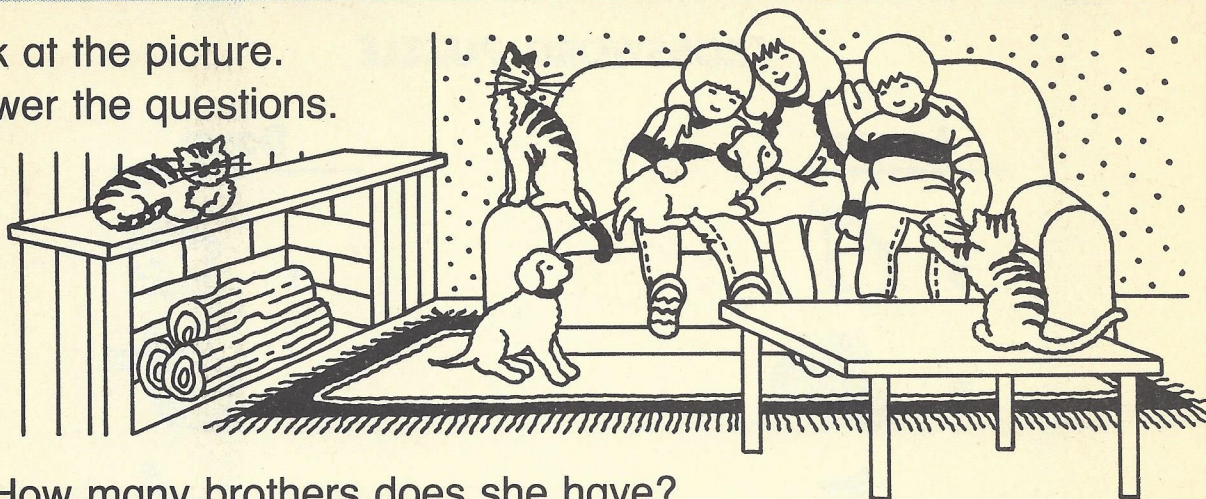
YES

NO

1. The principal is in the office.		
2. The librarian is eating.		
3. They are singing.		
4. He is reading.		
5. The nurse is in the hall.		
6. The teacher is writing.		



Look at the picture.  
Answer the questions.



1. How many brothers does she have?

She has 2 brothers.

2. How many cats does she have?

She has 3 cats.

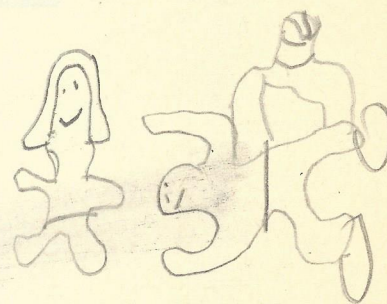
3. How many dogs does she have?

She has two dogs.

Draw a picture of your family.  
Then write about your family.

## My Family

I have two brothers and a mother



(After Level B, student page 26) **Following oral instructions; getting information from pictures; language experience.** Have students color one dog *red* and one dog *yellow*. The cats should be colored *black*, *gray* and *brown*. Students answer questions about the picture. They then draw a picture of their own family on a separate piece of paper and write sentences about family members and pets.



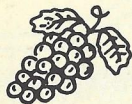
# CROSSWORD PUZZLE

## Across

3



5



7

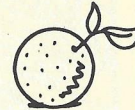


## Down

1



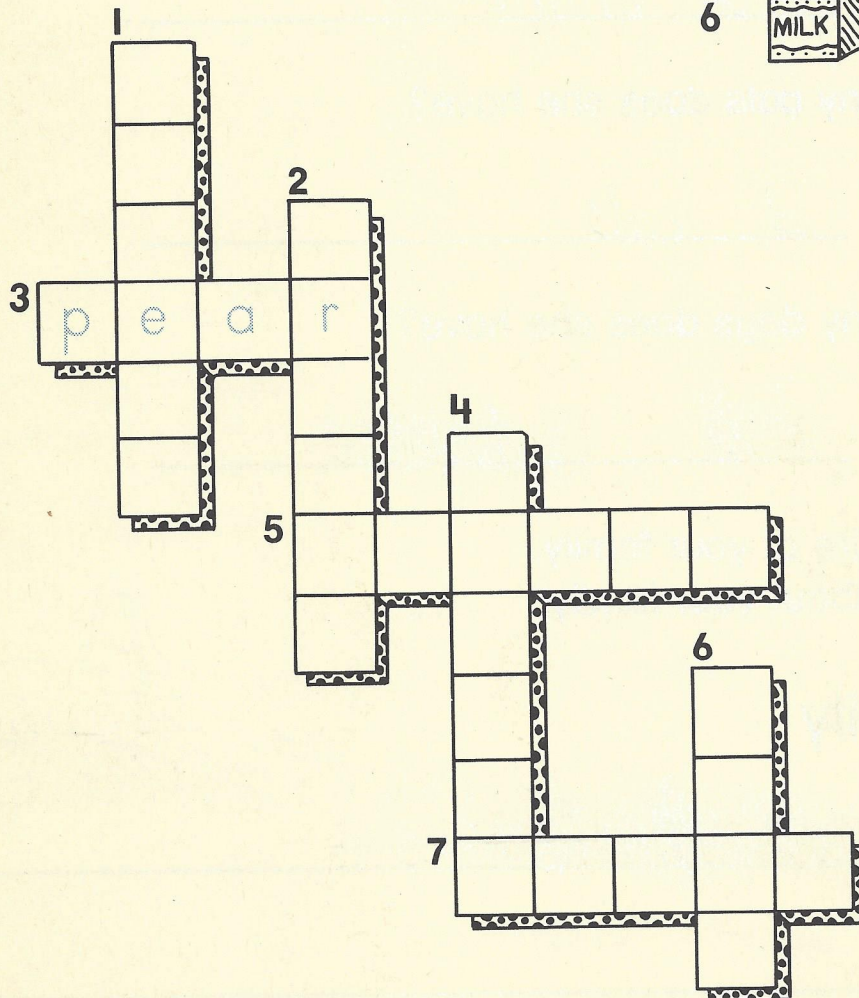
2



4



6





Read the sentences.  
Write the missing word.

me          you          him          her          us          them

1. I am making lemonade.

2. Bill is fixing his bike.

Can you help \_\_\_\_\_ ?

Can you help \_\_\_\_\_ ?

3. Jill is making cookies.

4. They are washing their dog.

Can you help \_\_\_\_\_ ?

Can you help \_\_\_\_\_ ?

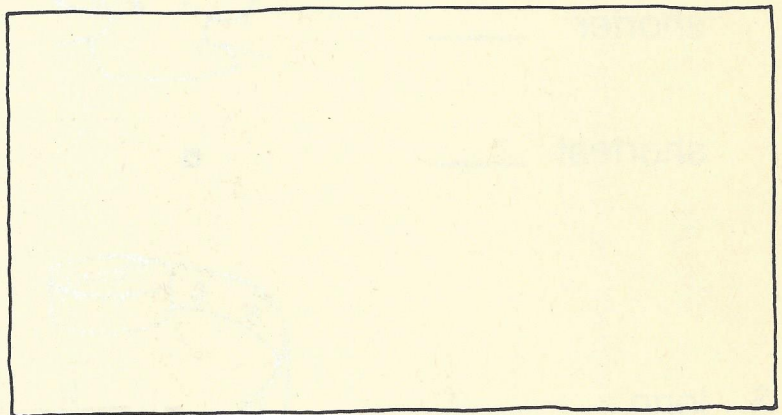
5. You are feeding the dog.

6. We are making juice.

Can I help \_\_\_\_\_ ?

Can you help \_\_\_\_\_ ?

When do you need help?  
Draw a picture.  
Then finish the sentences.



I am \_\_\_\_\_ .

Can you help \_\_\_\_\_ ?

(After Level B, student page 29) **Completing sentences using object pronouns; language experience.**  
Students complete *Can you help* \_\_\_\_\_ ? questions using the pronouns listed at the top of the page.  
Then volunteers answer each item. Then, they draw a picture of themselves performing an activity they may need help with.

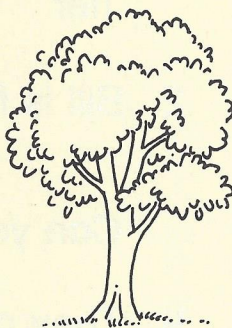


Read the words. Look at the pictures.  
Put the pictures in the correct order.  
Write the letters on the lines.

1. tall \_\_\_\_\_

taller \_\_\_\_\_

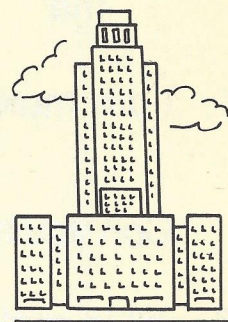
tallest \_\_\_\_\_



a



b

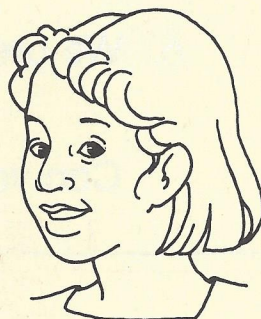


c

2. short \_\_\_\_\_

shorter \_\_\_\_\_

shortest \_\_\_\_\_



a



b

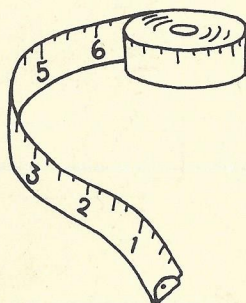


c

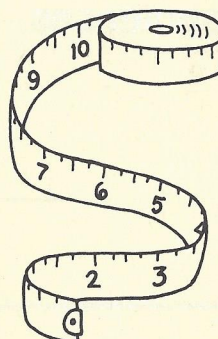
3. long \_\_\_\_\_

longer \_\_\_\_\_

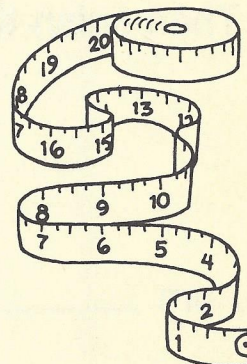
longest \_\_\_\_\_



a



b



c



What happens first? Write 1.  
 What happens next? Write 2.  
 What happens last? Write 3.








a.








b.








c.

(After Level B, student page 31) **Sequencing.** Students look at the three pictures in each row and number the boxes in the correct order. Follow-up: Students furnish the art work for a story sequence. They mix up the sequence and ask a partner to decide the correct order. Encourage volunteers to "tell the stores," e.g., *First you get up. Then you brush your teeth. Then you go to school.*

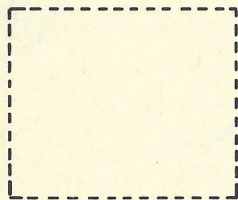


Cut out the pictures at the bottom of the page.

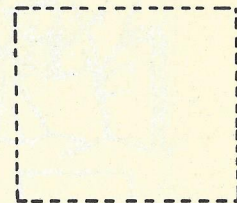
Read the words.

Find the picture that begins with the same sound.

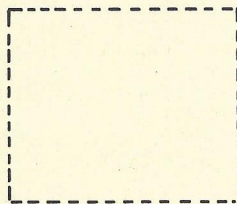
1. flag



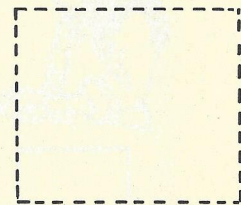
2. sweater



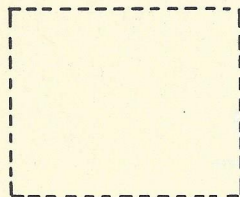
3. skate



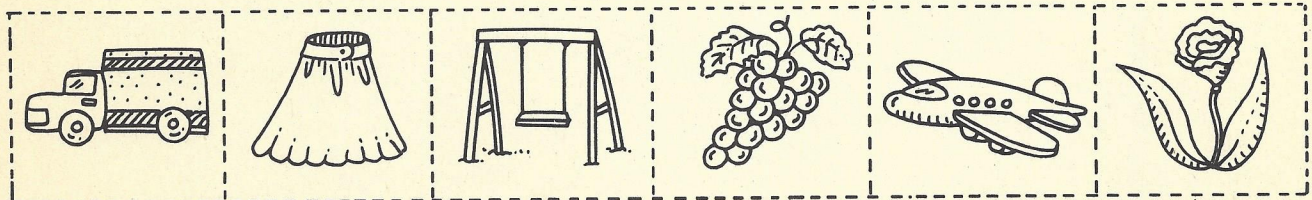
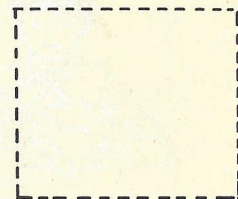
4. grass



5. tree



6. playground





Look at the picture. Read the sentences.  
Write the missing word.

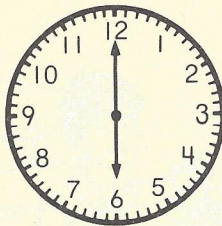
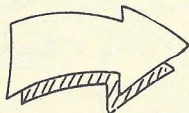
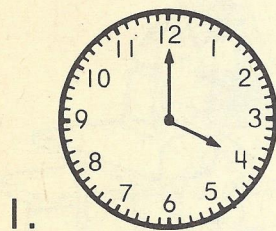


1. The first student in line has some juice .  
milk                      grapes                      juice
2. The \_\_\_\_\_ student in line has an apple.  
first                      second                      third
3. The girl at the table is eating \_\_\_\_\_.  
an apple                      a banana                      a sandwich
4. The boy at the table is eating \_\_\_\_\_.  
grapes                      an orange                      some cheese

(After Level B, student page 33) **Getting information from an illustration; understanding ordinals; identifying food.** Students look over the picture for a minute or two. Then they work in pairs to circle and write the correct word(s). Then the whole class goes over each item together, with volunteers providing the answers. Finally, ask students what else they can tell you about the picture.



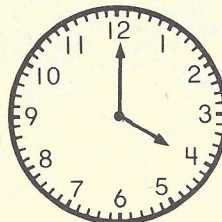
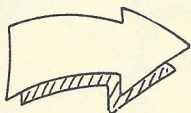
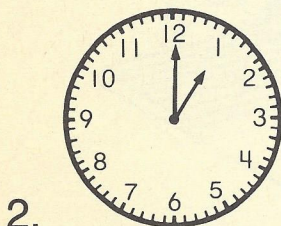
Look at the two clocks. How long did it take?  
Circle the answer.



two hours

three hours

four hours



two hours

three hours

four hours

Draw a picture of you doing something.

Then finish the clocks.

Show when you started and when you finished.

(After Level B, student page 34) **Telling time; problem solving with subtraction.** Students decide how long each activity took and circle the number of hours. Then volunteers tell what happened in each picture and how long it took. After they have drawn themselves, they give the page to a partner who describes their activity and tells how long it took.