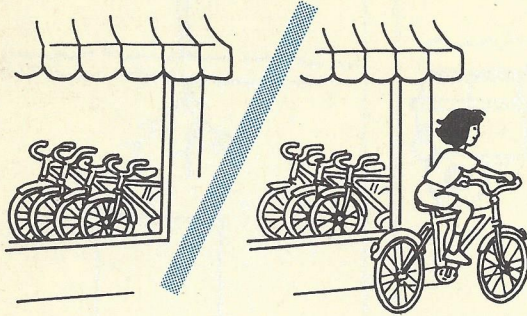
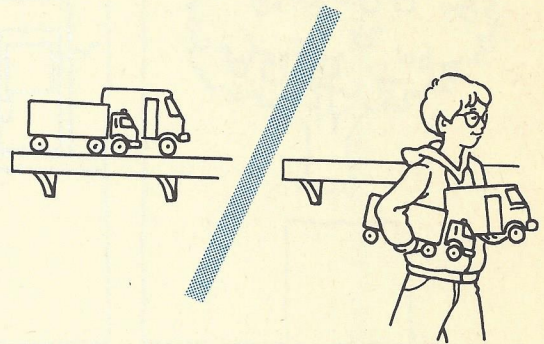


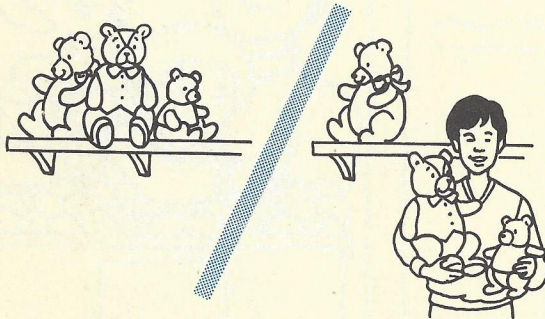
How many are there now?  
Tell the math story.



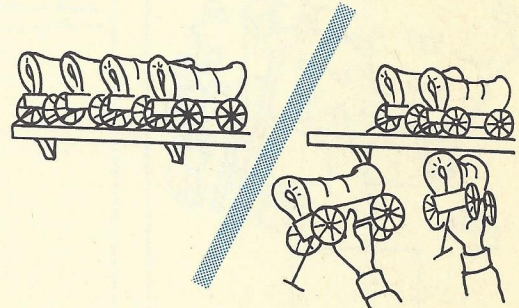
1. 3 bikes



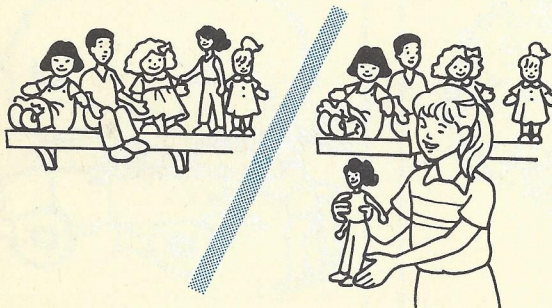
2. \_\_\_\_\_



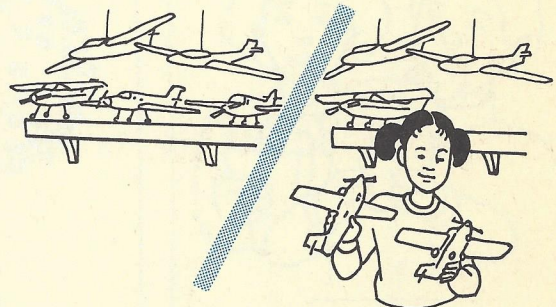
3. \_\_\_\_\_



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



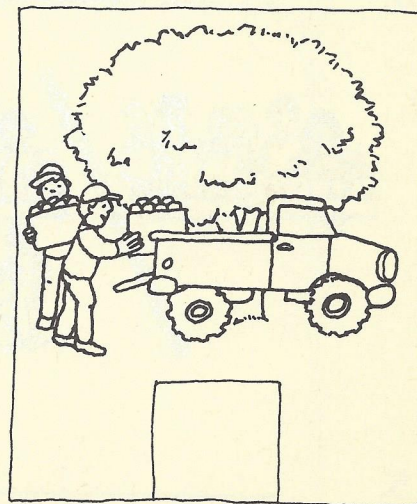
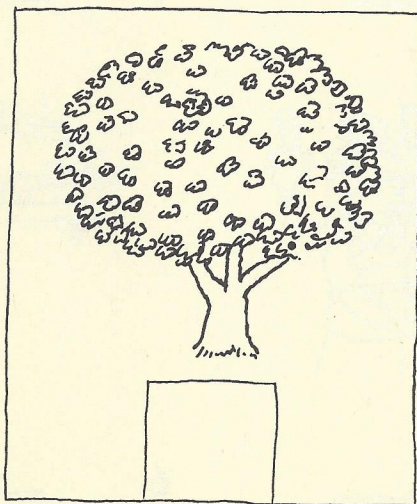
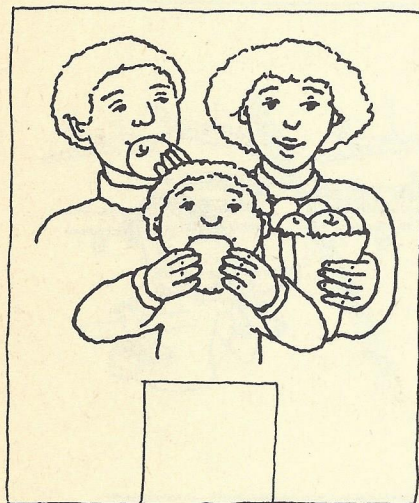
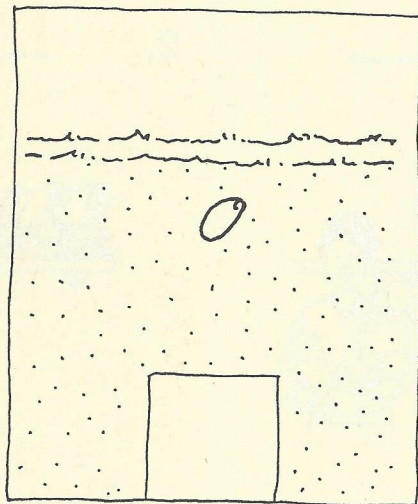
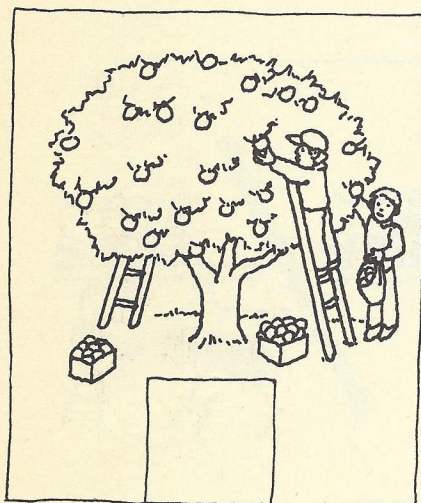
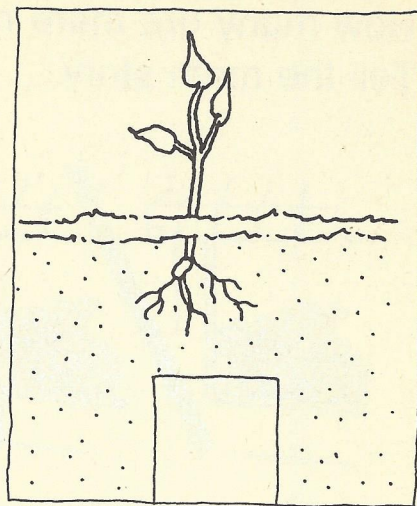
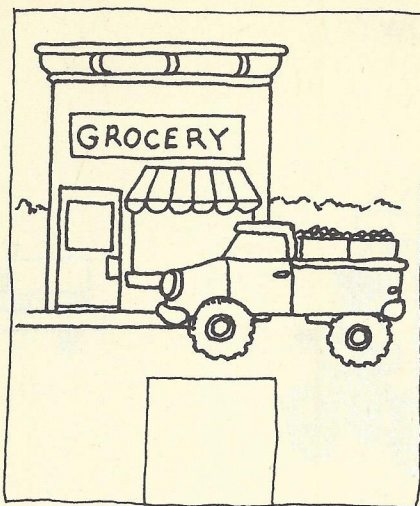
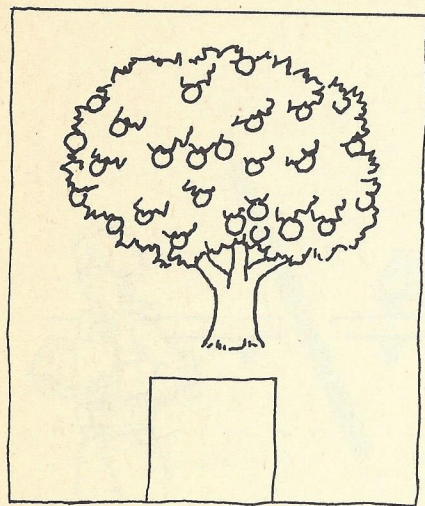
5. \_\_\_\_\_



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

(After Level B, student page 69) **Math: subtracting.** Read the direction lines at the top of the page. Read the question and have a student give the answer orally. Students then write 3 or 3 bikes on the line. Have students work in pairs, working out the subtraction and writing their answers in the book.

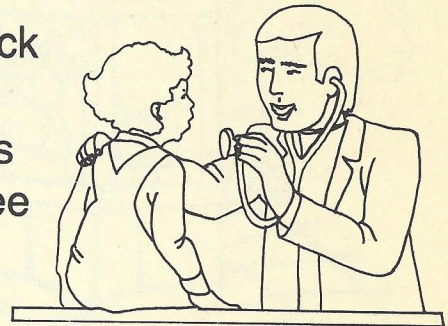






Read the story. Then read the questions.  
Choose the best answer.

Dr. Jackson is a very busy person. Every morning he goes to the hospital and visits sick people. He helps them a lot. He stays there three hours from 9:00 to 12:00. Then he eats lunch. After lunch, he goes to his office to see more sick people. He stays there until 5:00. Then he goes home, tired but happy.



1. Where does Dr. Jackson work?

- ☐ In a hospital.
- ☐ In a bank.
- ☐ In a house.

2. How many hours does he stay in the hospital?

- ☐ One hour.
- ☐ Thirty minutes.
- ☐ Three hours.

3. What time does he go home?

- ☐ Three o'clock.
- ☐ Four o'clock.
- ☐ Five o'clock.

4. Does he like his work?

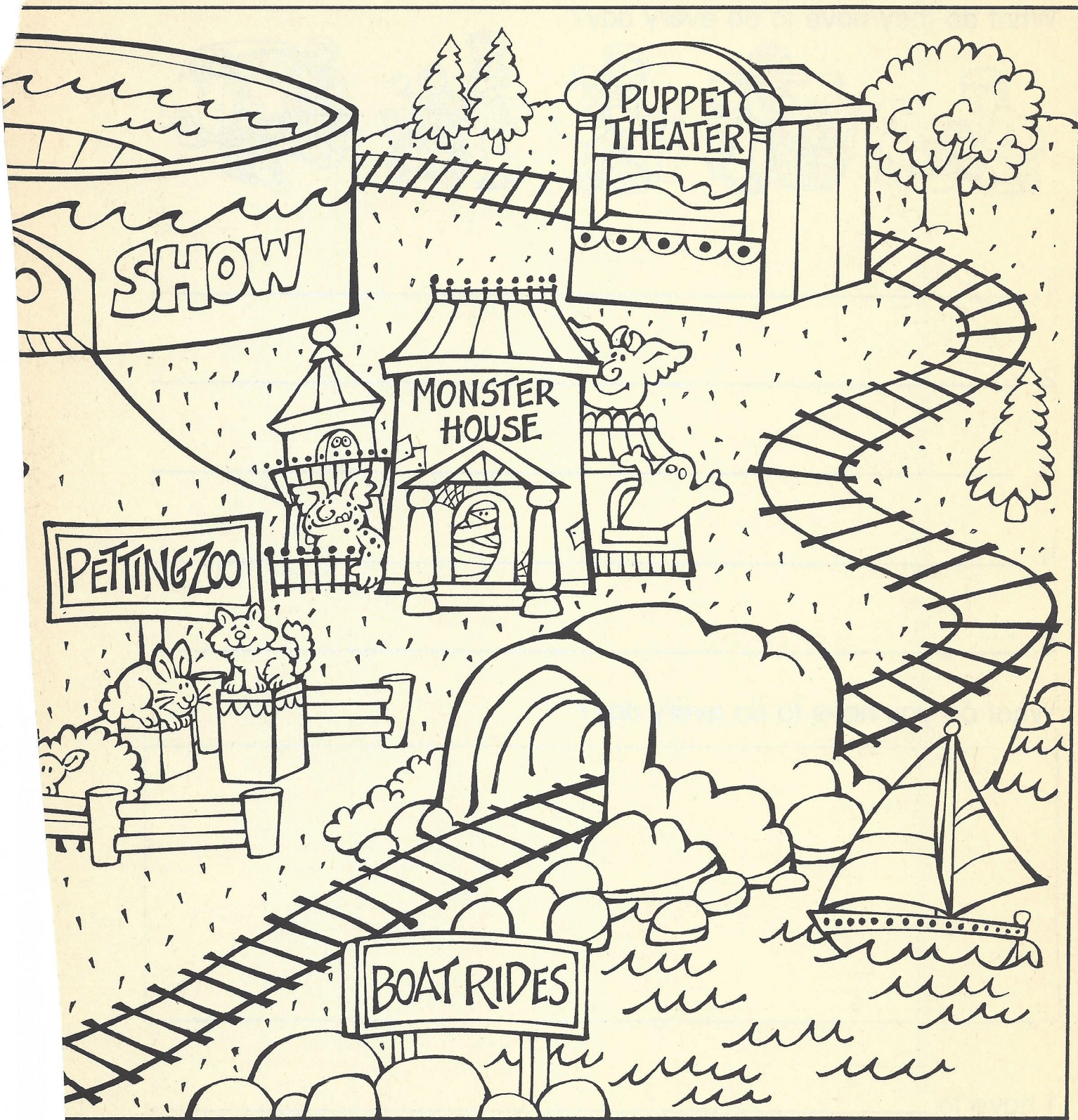
- ☐ Yes, he does.
- ☐ No, he doesn't.
- ☐ He never goes to work.





(After Level B, student pages 76–77) **Classifying.** Students cut out the pieces of art in the middle of page 79 and paste the pictures where they belong in this scene. Then they should ask and answer questions using prepositions of place, e.g., *Where do you want to go? Why do you want to go there?* You may wish to give TPR commands, e.g., *Put the dolphins in the Water Show.*







What do they have to do every day?



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

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

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

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

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

What do *you* have to do every day?

A large, empty rectangular box with a black border, intended for a student to draw a picture showing something they have to do every day.

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

(After Level B, student page 79) **Writing complete sentences; expressing obligations; language experience.** Students write one sentence for each picture, using *have to* or *has to*. Then they draw a picture showing something they have to do every day and write a sentence describing it. You may need to help them to spell the words in their sentence.



What are they going to do tomorrow?



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

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

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

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

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

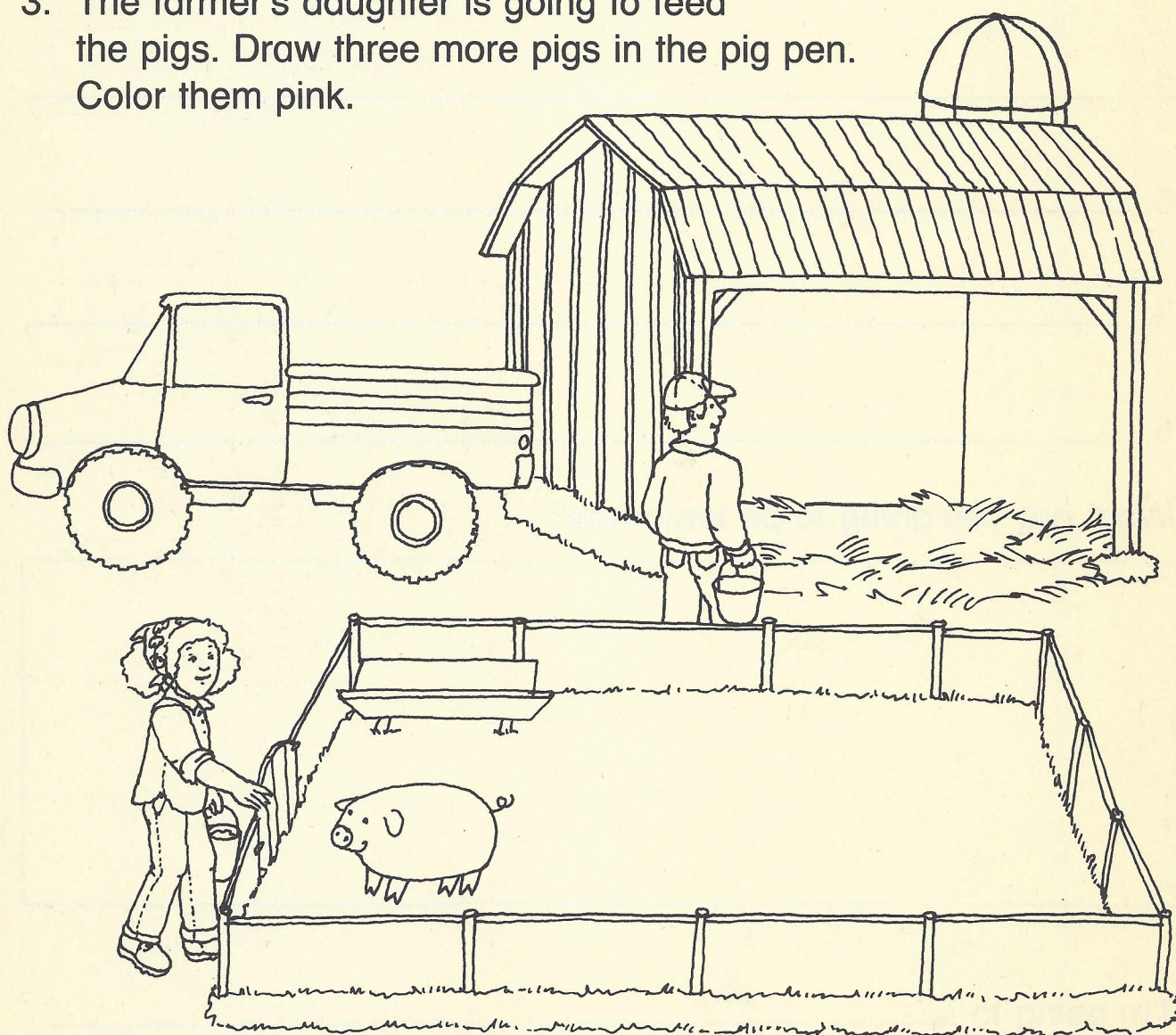
What are *you* going to do tomorrow?

I'm going to \_\_\_\_\_ .



Follow these directions.

1. The farmer is going to milk the cow.  
Draw the cow in the barn.
2. The farmer's son is going to drive  
the truck. Draw the son in the truck.  
Color the truck green.
3. The farmer's daughter is going to feed  
the pigs. Draw three more pigs in the pig pen.  
Color them pink.



(After Level B, student pages 82–83) **Following written directions.** Students read and follow written directions to complete the picture. Then they practice asking and answering information questions and *going to* questions, e.g., *Who's this? Where's the farmer? What's he going to do?*



---

Now plan a trip with your class. Discuss where you could go. List a few possibilities.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Now take a vote. Decide where you want to go. Then write about your trip.

We're going to take \_\_\_\_\_.

We're going on \_\_\_\_\_ (day).

We're going by \_\_\_\_\_ (transportation).

We'll get to \_\_\_\_\_ at \_\_\_\_\_.

We're going to \_\_\_\_\_.

Then we'll \_\_\_\_\_.

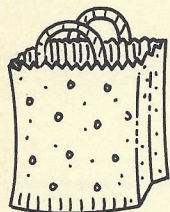
It's going to be a \_\_\_\_\_ day!

---



Circle the word that has the same vowel sound as the picture.

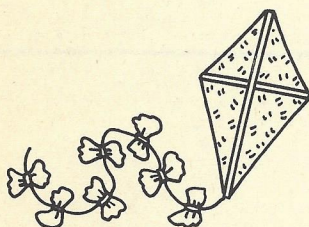
1.



play

tractor

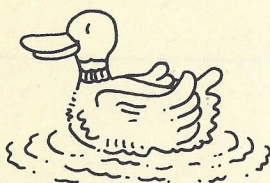
2.



nickel

ice

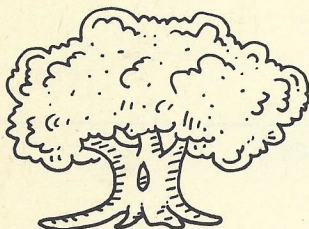
3.



music

puppet

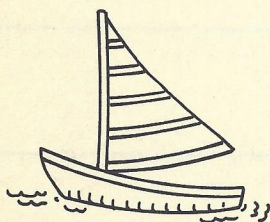
4.



bed

three

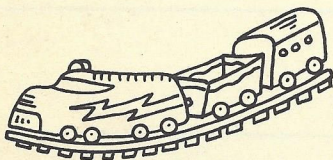
5.



dog

goat

6.

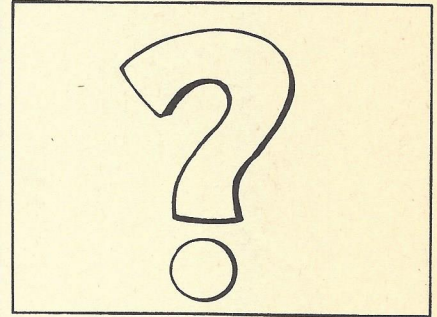
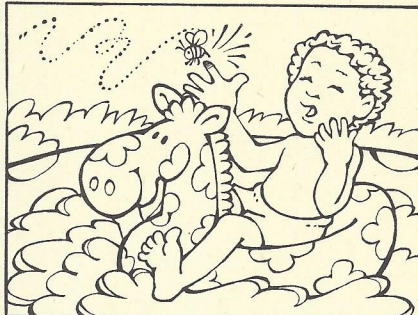


plant

space



Read the story. Then read the questions.  
Choose the best answer.



Roberto was taking care of his baby brother Carlos. Carlos was playing in a small pool in the back yard. Carlos was very happy. He was playing with his toys. Suddenly, a big bee stung him on the finger. Carlos started to cry. Roberto jumped up and ran to Carlos.

1. What happened next?

- ☐ Roberto left the baby alone and chased the bee.
- ☐ Roberto picked up the baby and went to get his mother.
- ☐ Roberto's father came out to cut the grass.

2. How did Carlos feel?

- ☐ Happy
- ☐ Scared
- ☐ Hungry

3. How did Roberto feel?

- ☐ Sad
- ☐ Happy
- ☐ Tired



This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf from an old book. The paper has a slightly textured appearance with some faint smudges and discoloration, characteristic of old paper. A large, faint, stylized letter 'S' is visible in the upper left quadrant, possibly a watermark or a large initial. The page is otherwise empty of text or other markings.

1. The first part of the book is a historical survey of the development of the theory of the firm. It begins with the classical economists, who viewed the firm as a profit-maximizing entity. This view was challenged by the neoclassical economists, who introduced the concept of the firm as a collection of individuals. The modern theory of the firm, which is the focus of the book, is based on the work of the transaction cost economists. This theory views the firm as a collection of individuals who are bound together by transactions. The book then discusses the various factors that influence the development of the theory of the firm, such as the nature of the market, the technology, and the institutional environment. Finally, the book concludes with a discussion of the future of the theory of the firm.

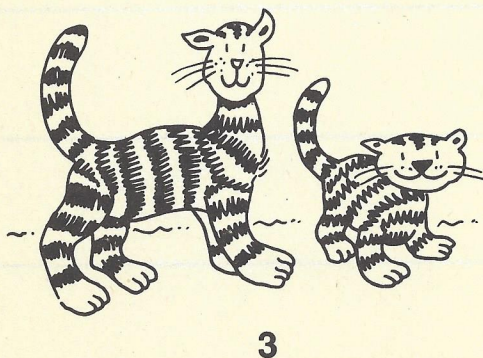
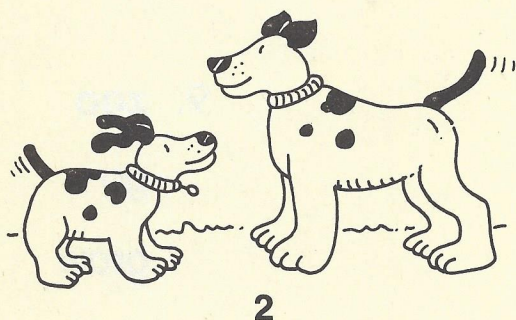
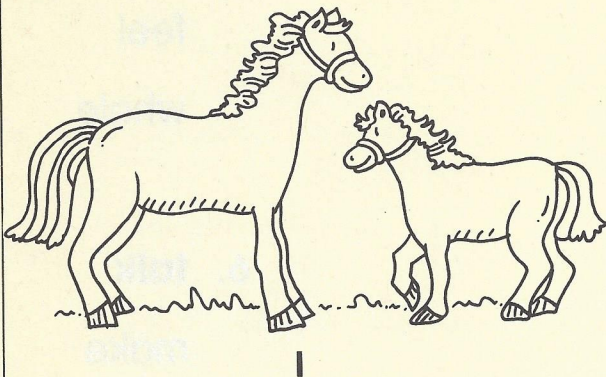
deer

goat

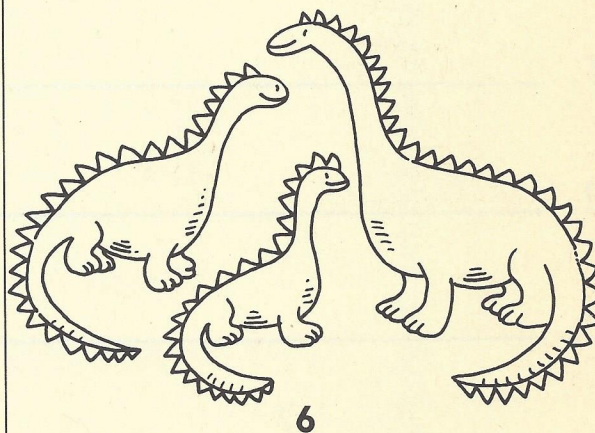
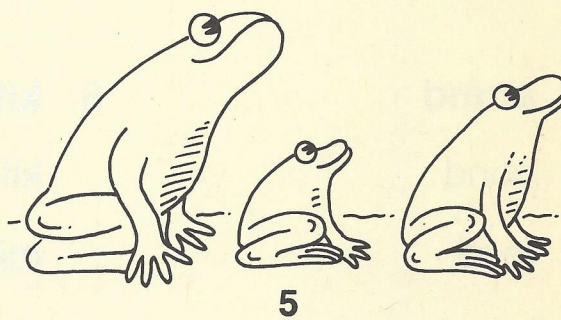
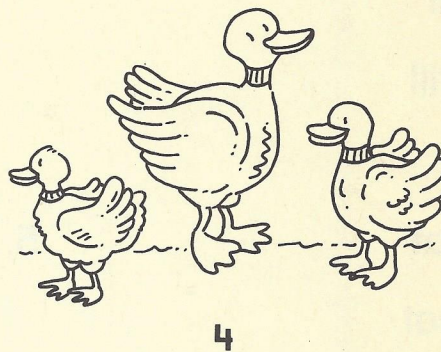
fish



Color the taller one blue.  
Color the shorter one red.



Color the tallest one yellow.  
Color the shortest one green.



(After Level B, student page 88) **Comparing and contrasting size.** Have students look at the two horses in item 1. Ask, Which is taller? Which is shorter? Color the taller one blue. Color the shorter one red. Students work in pairs to do the rest of the items in the first column. Then they compare the items in the right-hand column. After all the pictures are colored, students go over their answers together.



1. **ball**

will

all

still

2. **name**

game

come

home

3. **tail**

seal

feel

whale

4. **cat**

that

boat

late

5. **bad**

made

mad

head

6. **talk**

make

walk

take

7. **stand**

pond

feed

hand

8. **kittens**

kitchen

mittens

chickens

9. **zoo**

go

grow

you

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

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

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

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

(After Level B, student pages 90–93) **Developing basic sight vocabulary; identifying rhyming words, using words in context.** Students circle the word in each item that rhymes with the bold-face word, then choose four words to use in sentences. Encourage your most capable students to write rhyming couplets or a 4-line poem.