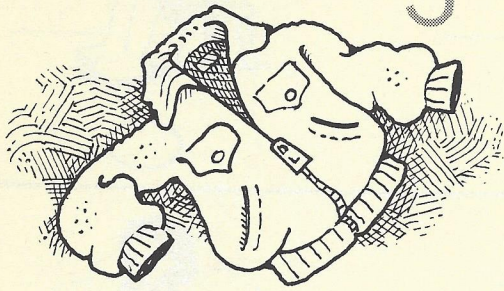
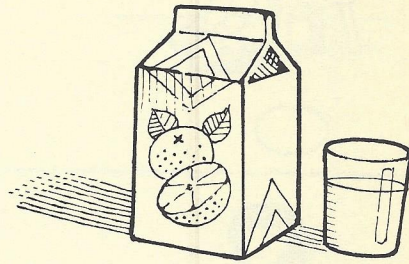


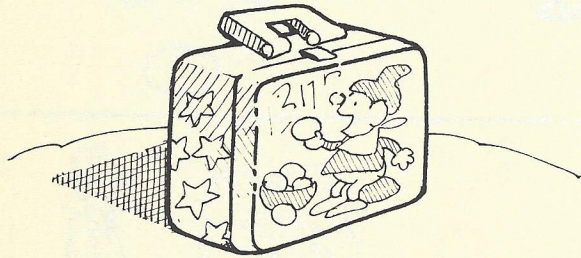
Ii Jj Kk Ll



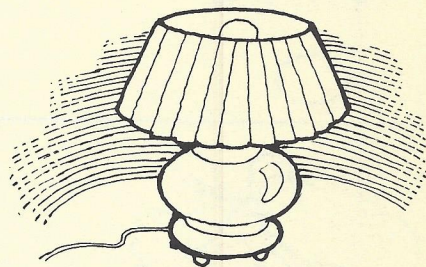
1. \_\_\_\_\_ acket



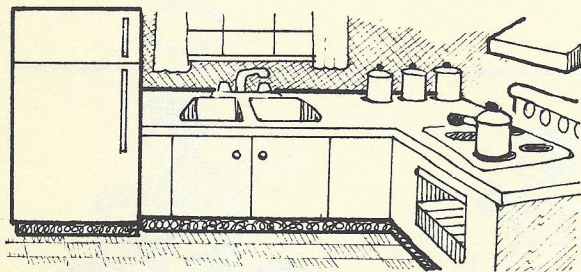
2. \_\_\_\_\_ uice



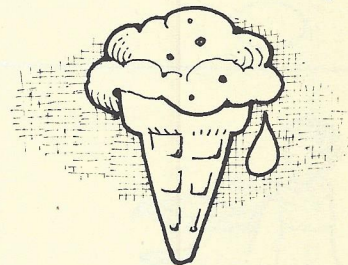
3. \_\_\_\_\_ unchbox



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

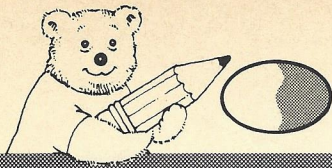


5. \_\_\_\_\_ itchen

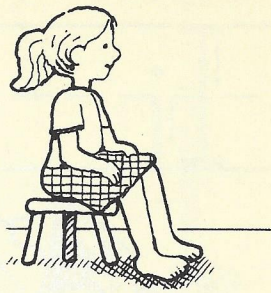


6. \_\_\_\_\_ ce cream





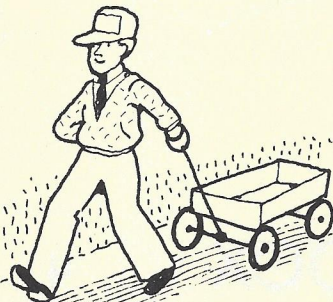
1



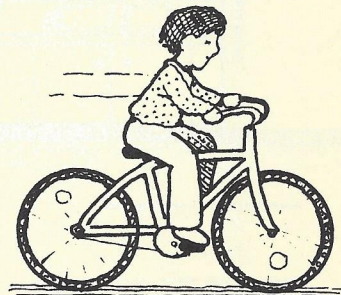
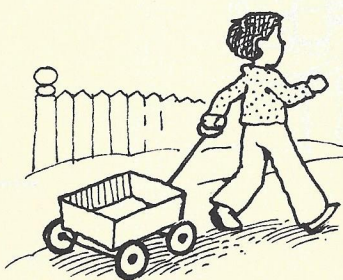
2



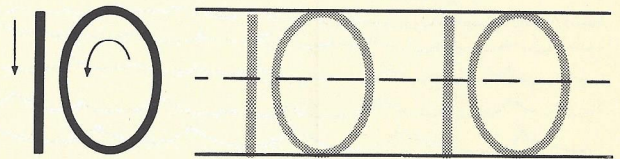
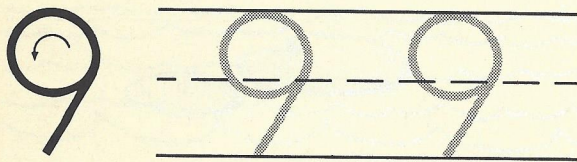
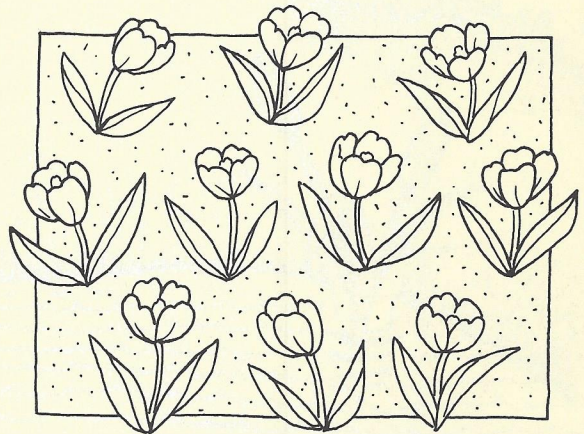
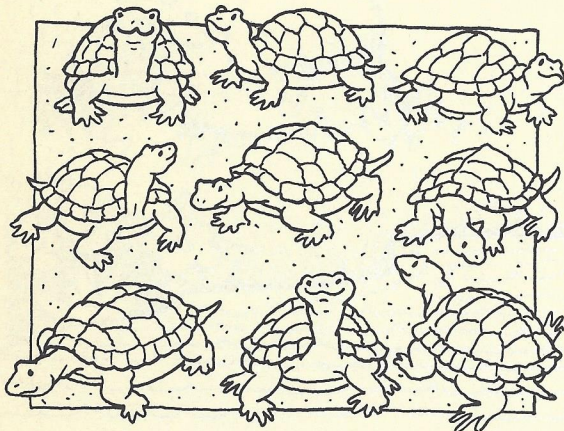
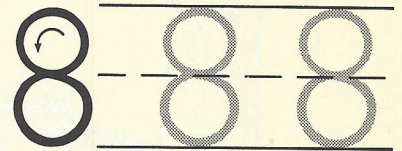
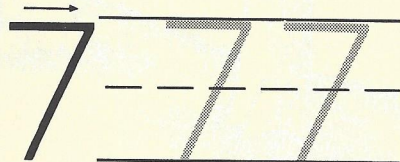
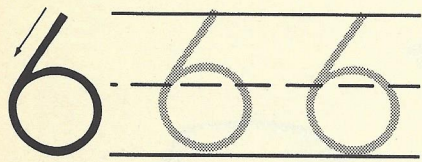
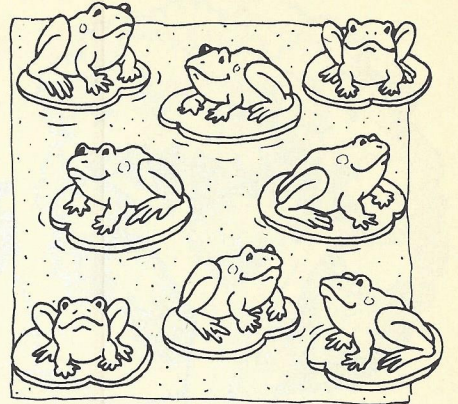
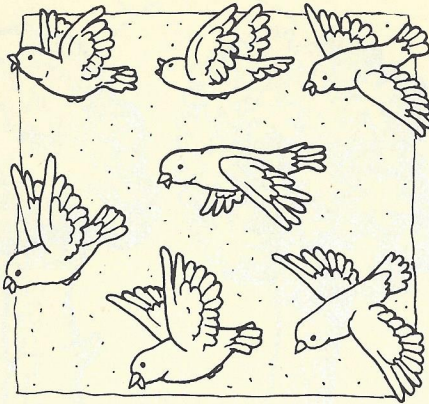
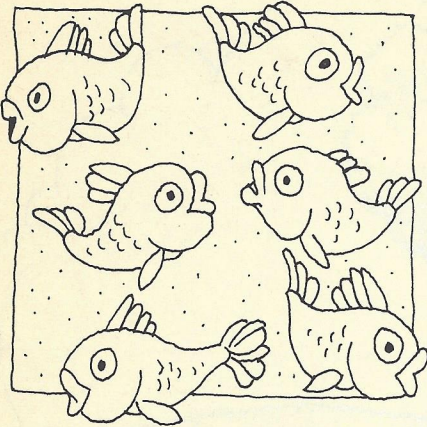
3



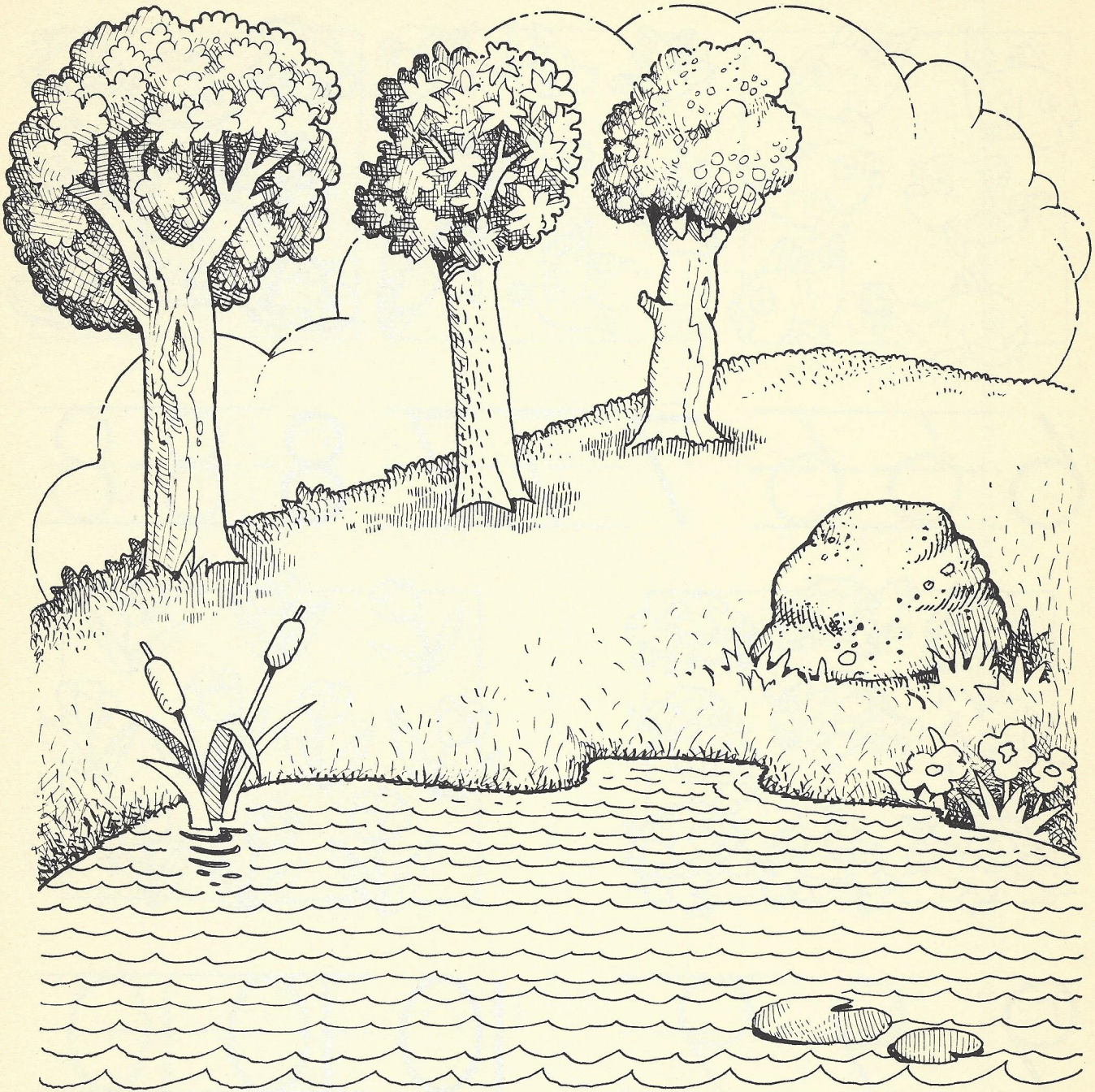
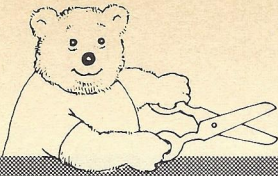
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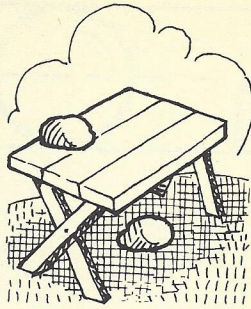
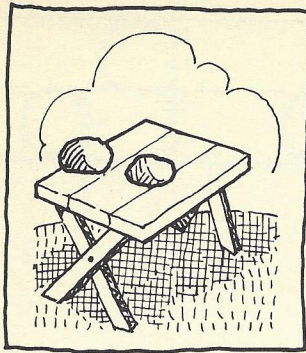


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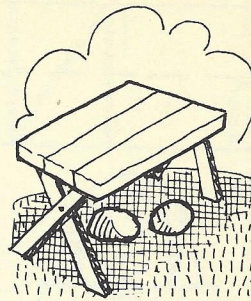
(After Level A, student page 25) **Classifying, identifying animals.** Students cut out the animals at the bottom of the page and paste them where they logically belong. Then they take turns asking/answering questions: *Where is the (fish)?/It's (in the water).*



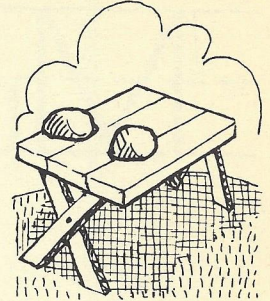
1



a

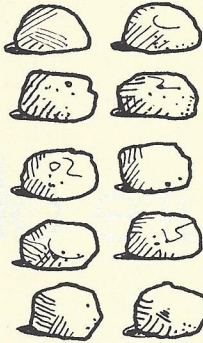
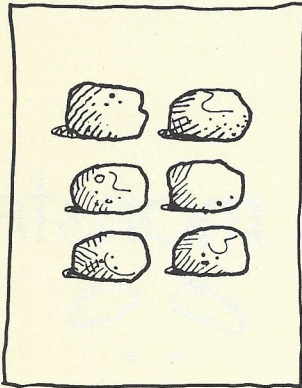


b

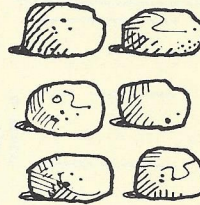


c

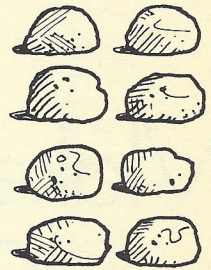
2



a

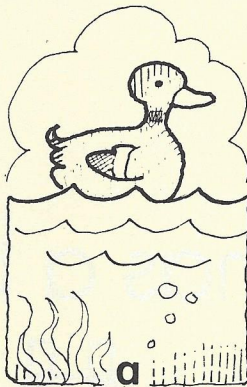
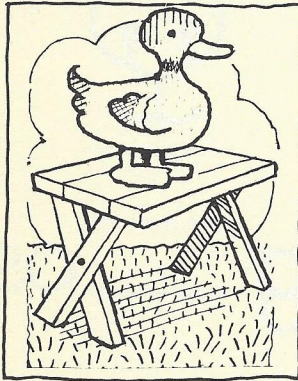


b

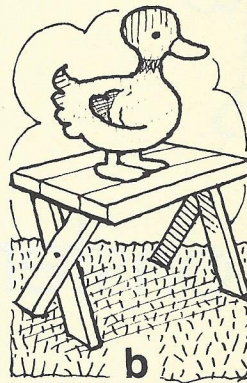


c

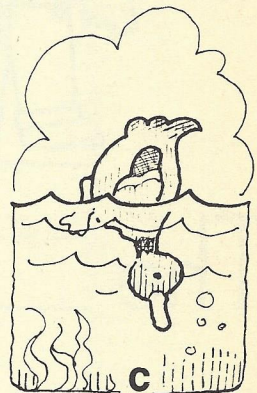
3



a

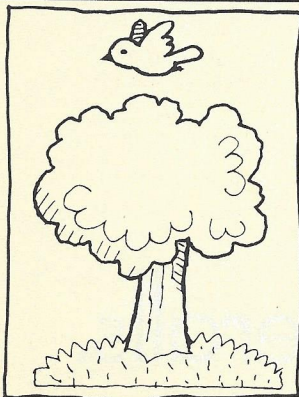


b



c

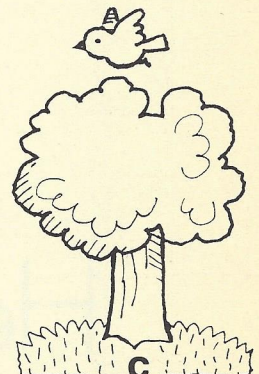
4



a



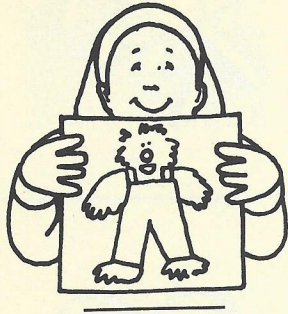
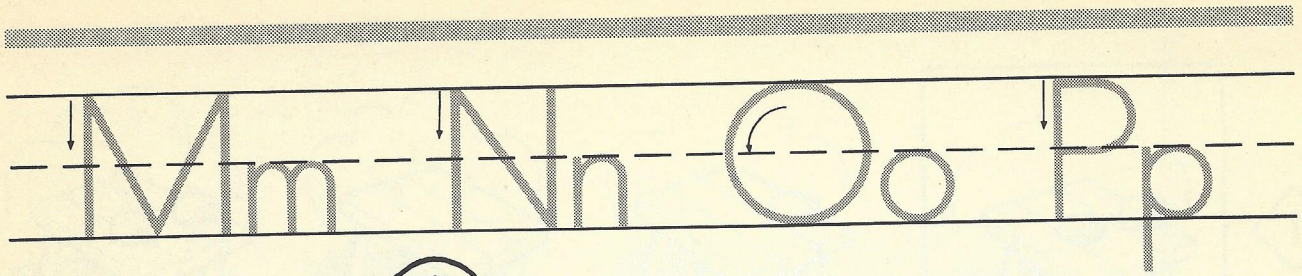
b



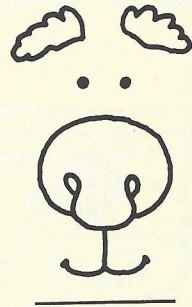
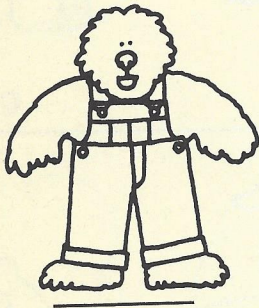
c

(After Level A, student page 28) **Matching identical pictures.** Students mark an X through the picture on the right that most closely matches the model on the left. As a follow-up, students may ask each other questions: *Where's the (duck)?*

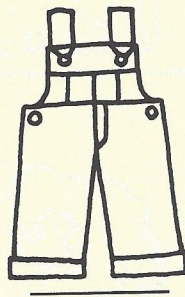




Make a \_\_\_\_\_ icture of a monster.



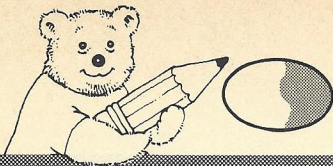
The \_\_\_\_\_ onster has a big \_\_\_\_\_ ose.



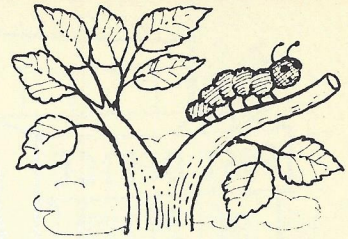
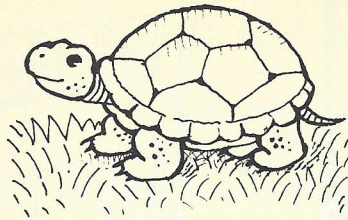
He's wearing \_\_\_\_\_ veralls.

(After Level A, Unit 5) **Tracing letters; matching words with pictures; identifying initial consonants.** Students trace the letters *Mm*, *Nn*, *Oo*, *Pp*, at the top of the page. They color the pictures appearing in the story and work with a partner to identify each picture. Students then complete the words under the pictures and read the story as a group.

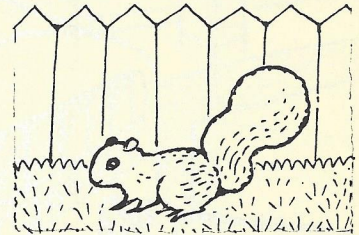
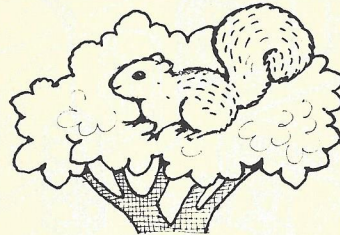
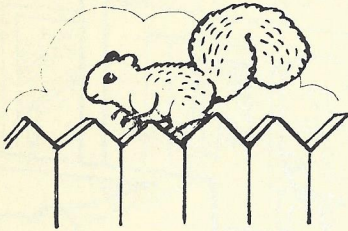




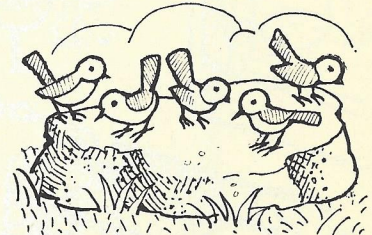
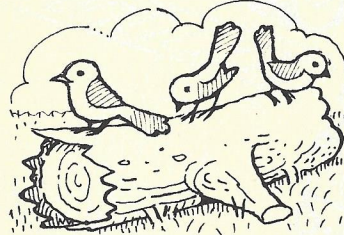
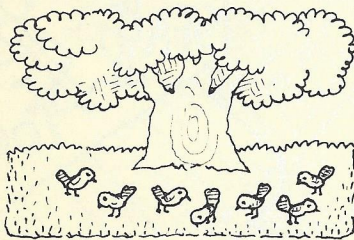
1



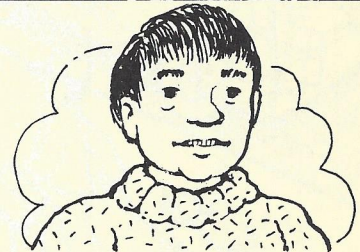
2



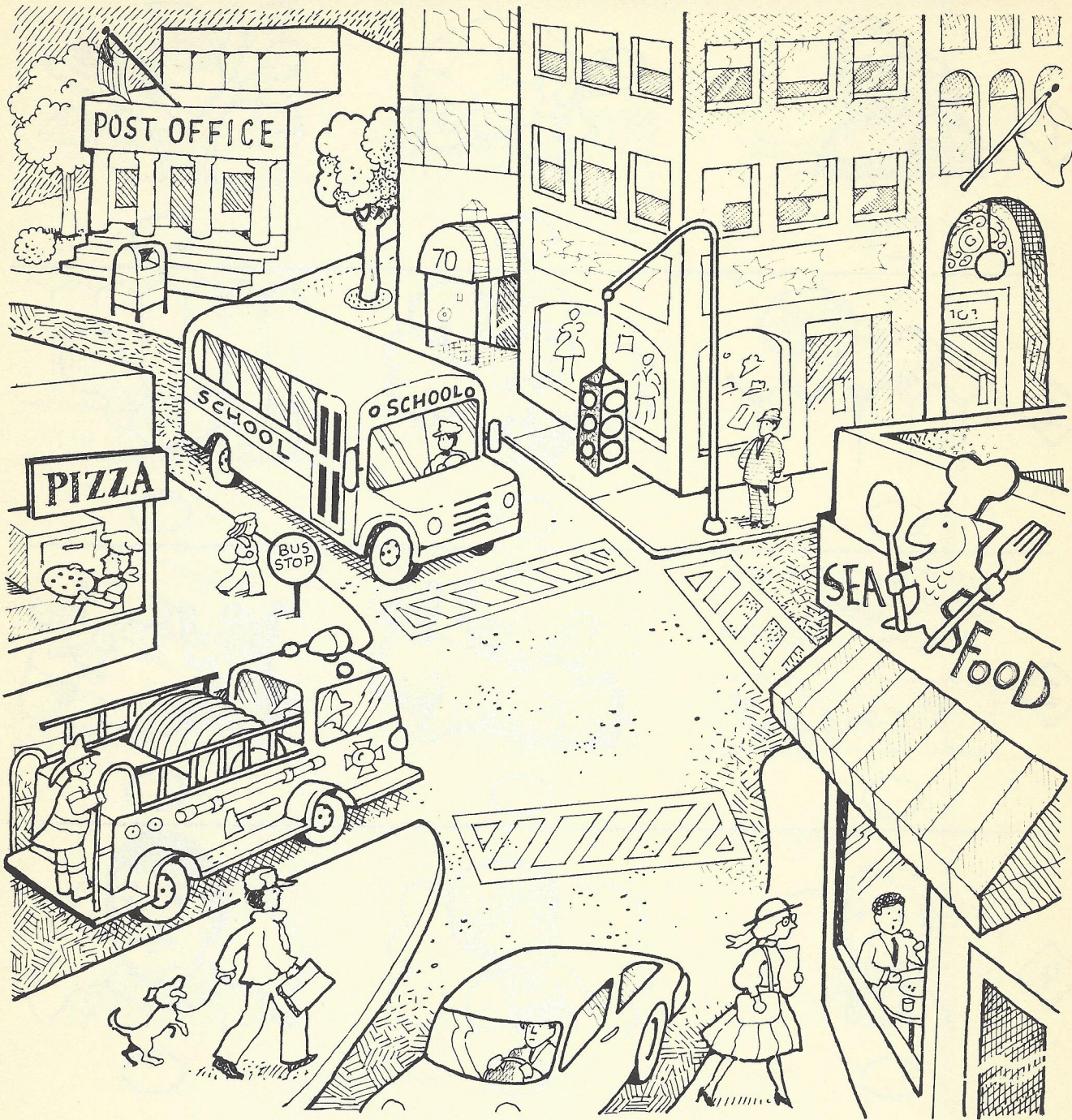
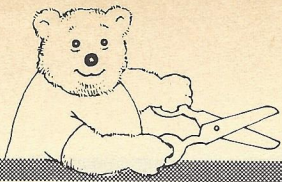
3



4





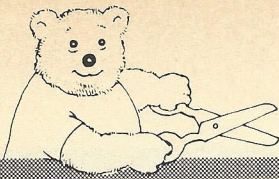


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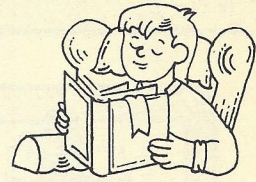
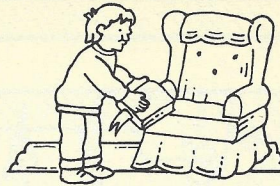
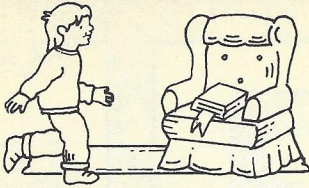


(After Level A, student page 29) **Identifying occupations; classifying.** Students cut out each picture and paste it where it belongs in the big picture. Then they color the page as they wish. As a follow-up, students may ask each other questions: *Where is the (fire fighter)? What color is the (fire truck)? Who is in the (fire truck)?*





A



1

2

3

B

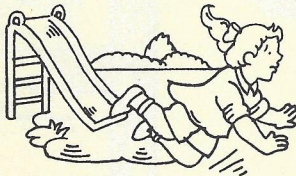


1

2

3

C



1

2

3

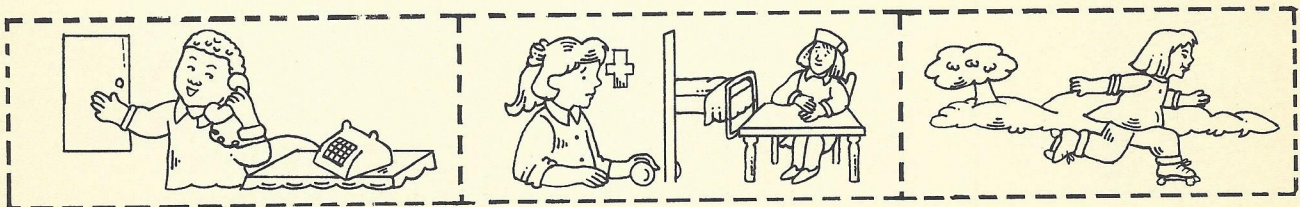
D



1

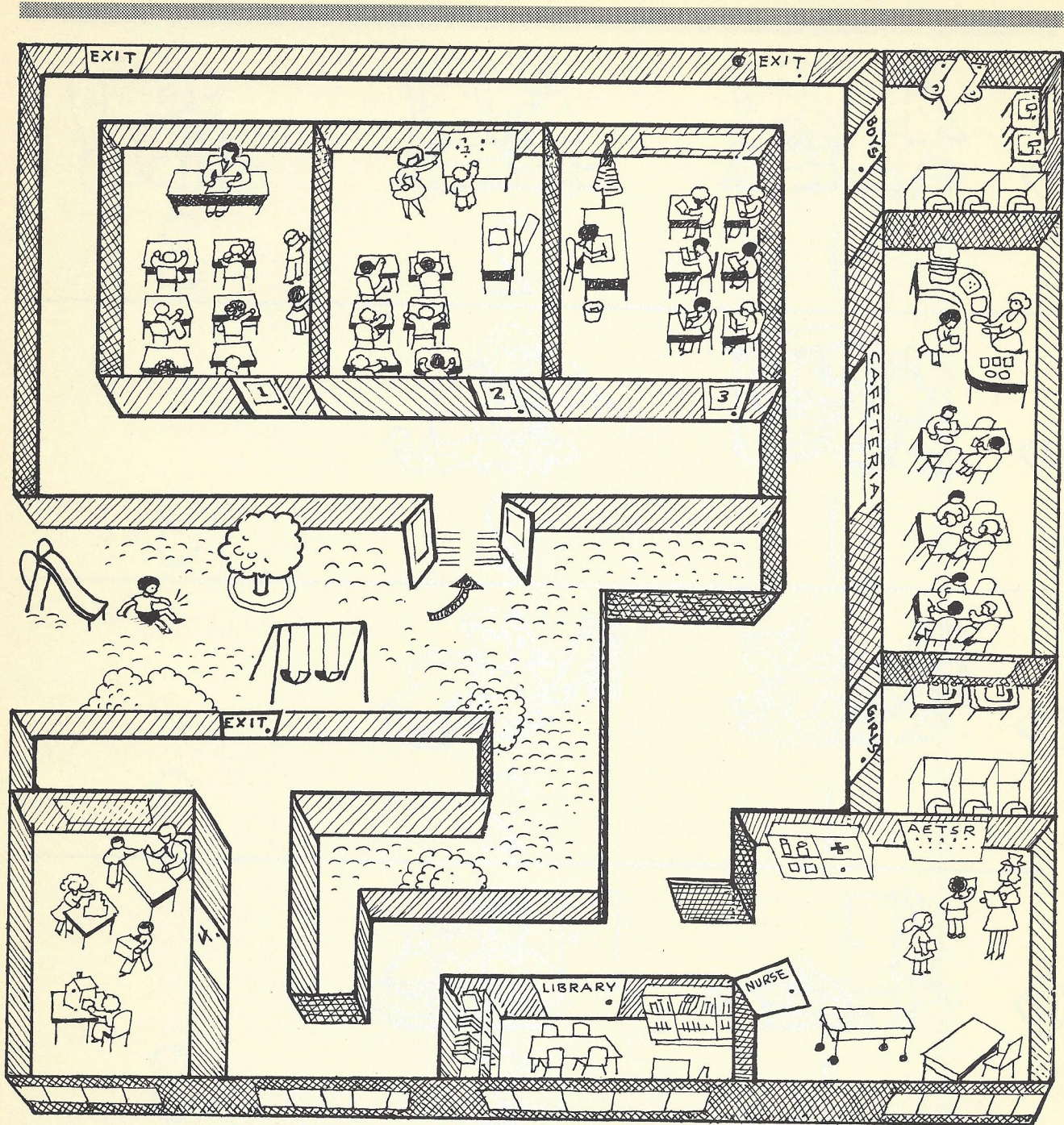
2

3



(After Level A, student page 30) **Identifying sequences, tracing numerals.** Students trace numerals 1, 2, 3 in first row, and answer teacher questions about first row: *What happened first (next, last)?* Then students cut out pictures at bottom of page and paste them in place to complete the other rows. They trace the numerals in these rows and ask and answer questions about the three sequences.



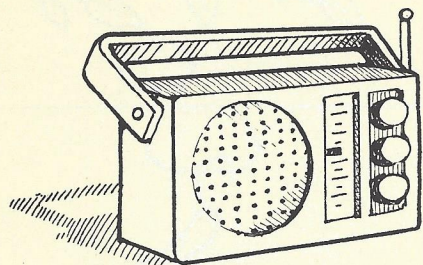


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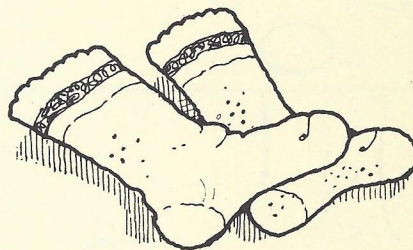
(After Level A, student page 31) **Developing eye-hand coordination; visual discrimination; following oral directions.** Students draw a line showing the boy's route from playground to nurse's office. Then volunteers tell what the boy passes along the way.



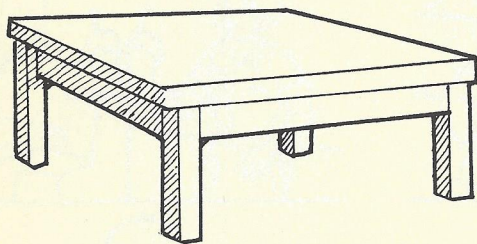
Qq Rr Ss Tt



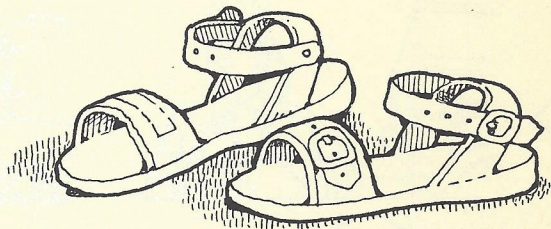
1. \_\_\_\_\_  
\_\_\_\_\_ adio



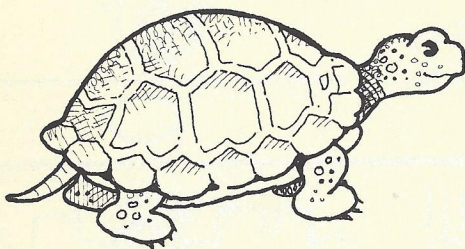
2. \_\_\_\_\_  
\_\_\_\_\_ ocks



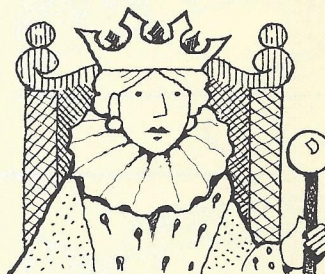
3. \_\_\_\_\_  
\_\_\_\_\_ able



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

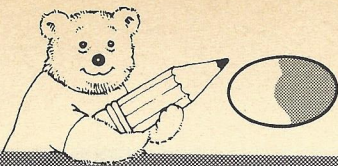


5. \_\_\_\_\_  
\_\_\_\_\_ urtle

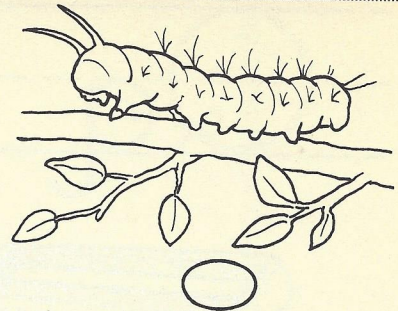
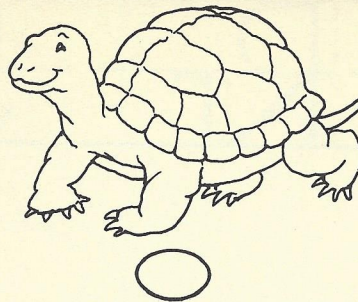
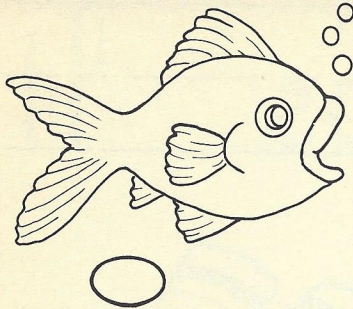


6. \_\_\_\_\_  
\_\_\_\_\_ ueen

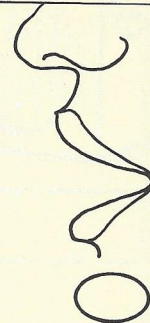
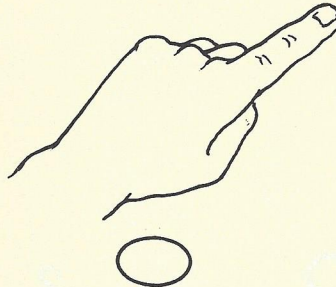
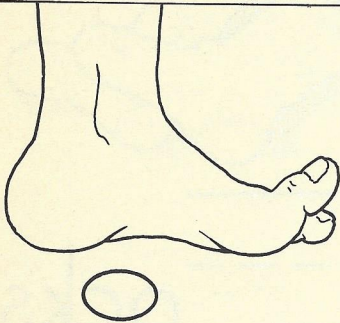




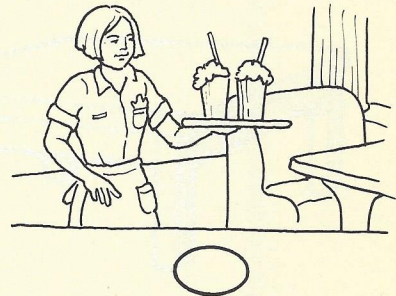
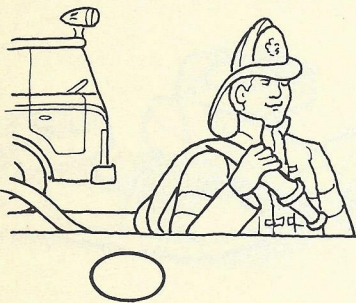
1



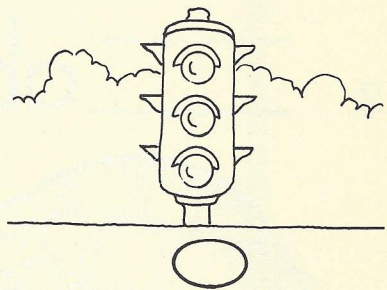
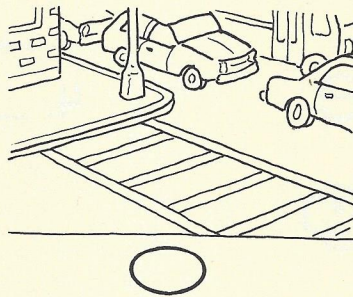
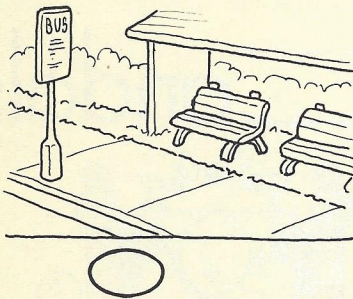
2



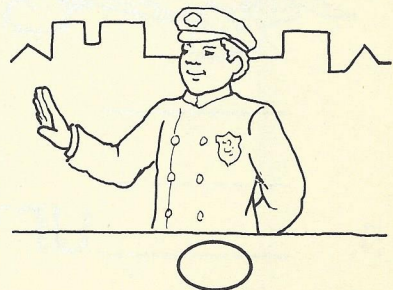
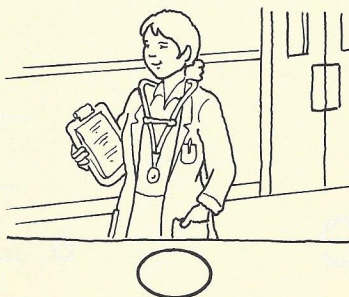
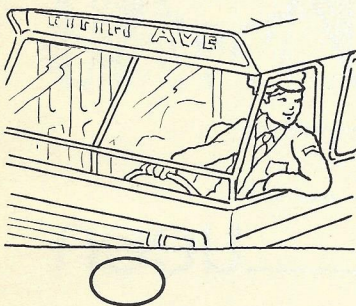
3



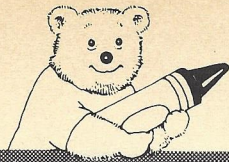
4



5



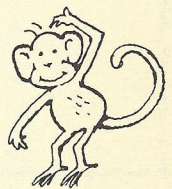
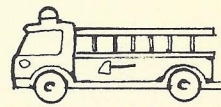
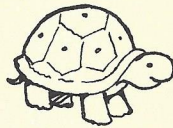
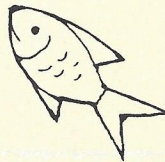
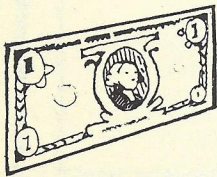




*Wesley*

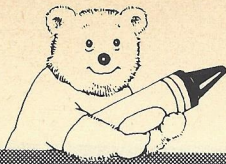


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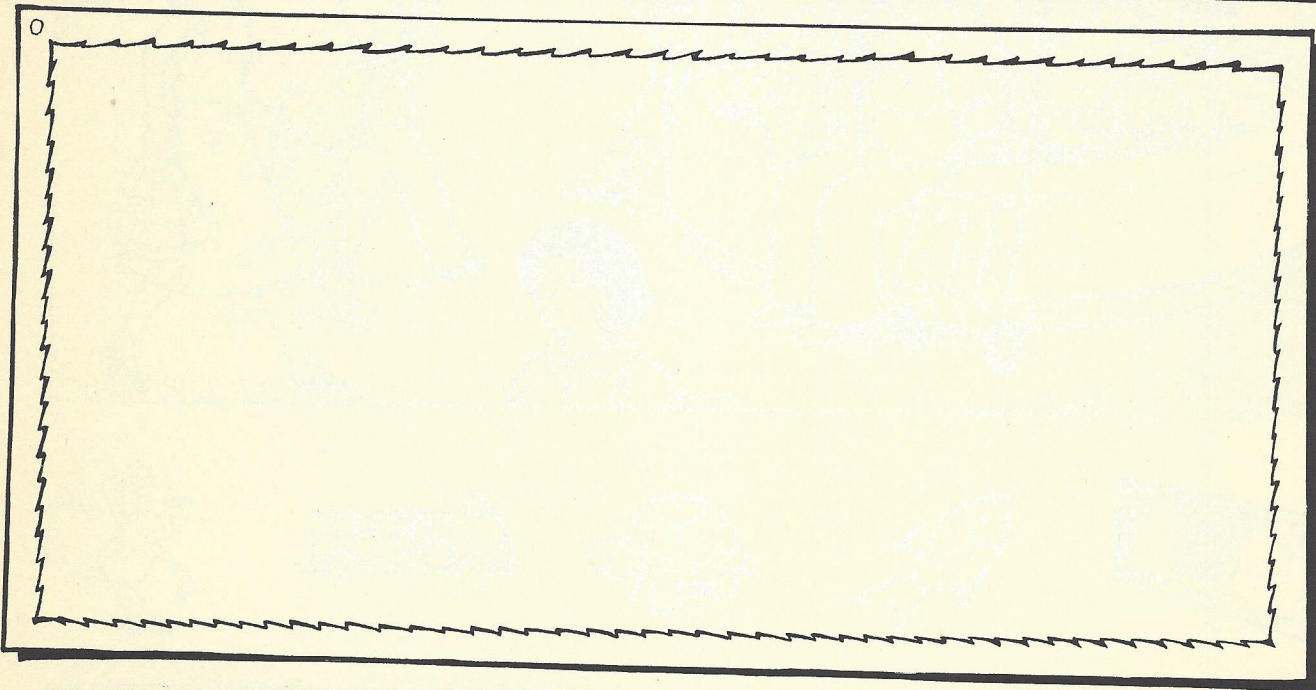
(After Level A, student page 34) **Discriminating figure from ground; identifying colors.** Students look at the five items at the bottom of the page, then find these in the big picture of the shopping mall and color them any color they wish. In pairs or small groups, they review vocabulary and color names by asking and answering questions: *What color is the (turtle)? Where is the (fire truck)?*





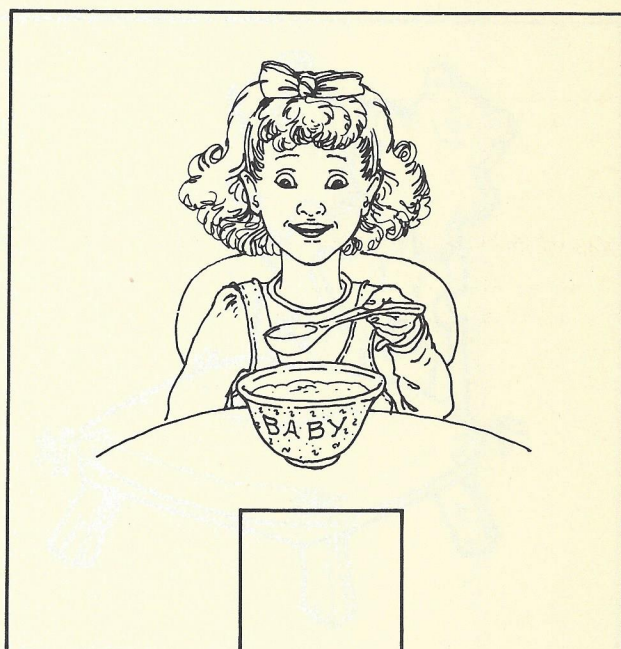
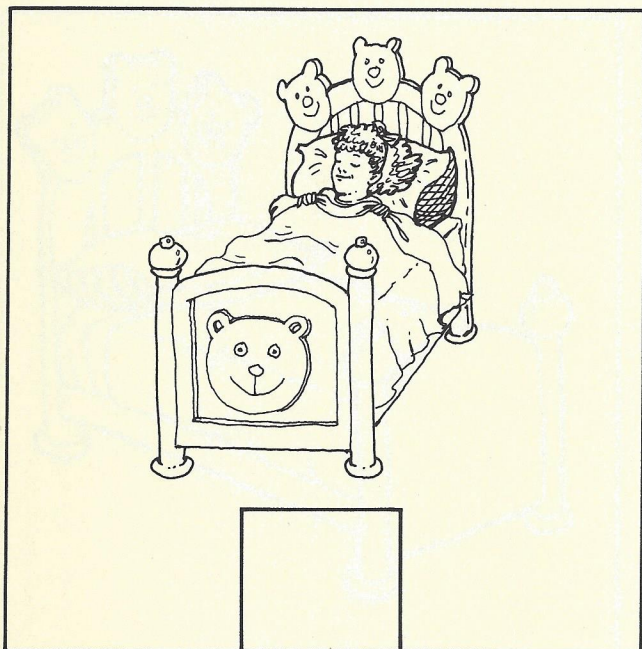
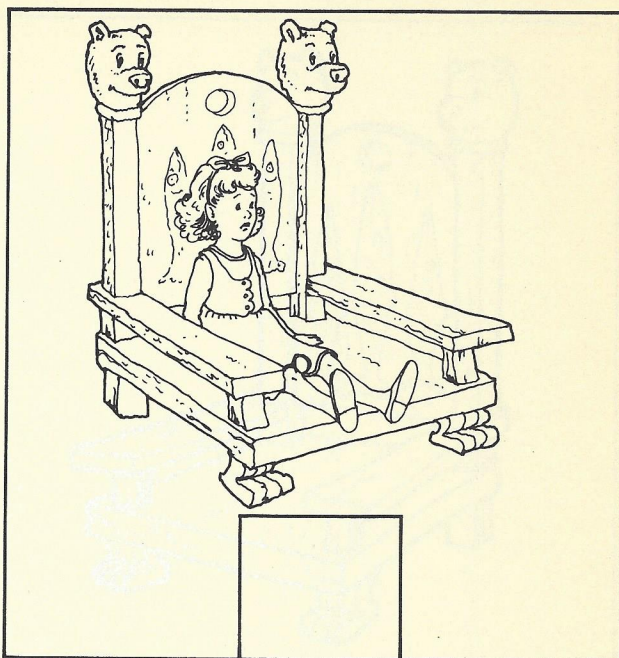
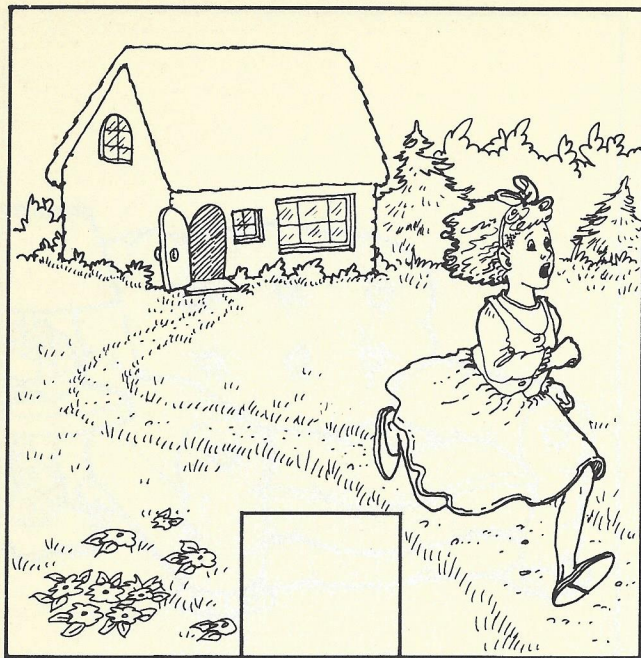
# My Family

Name	Eyes	Hair
		
		
		
		
		



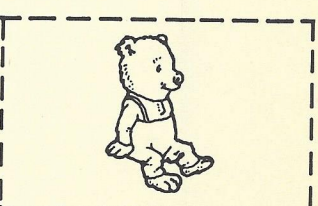
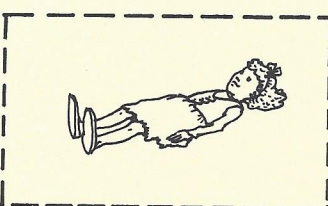
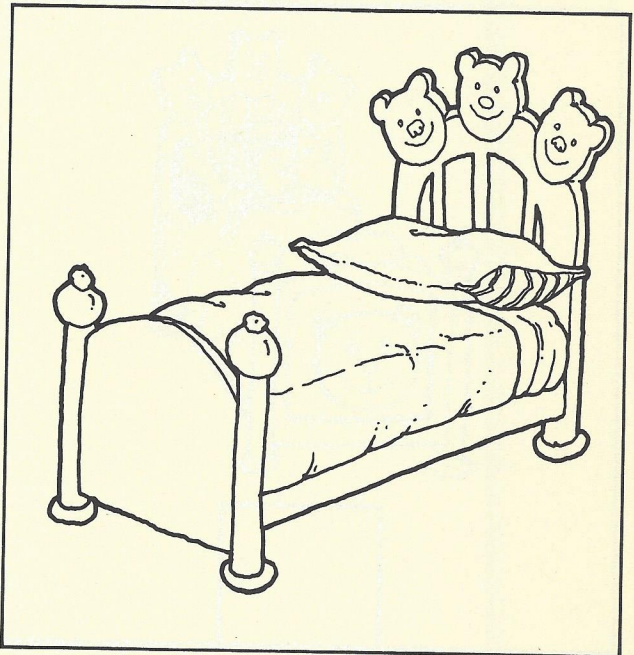
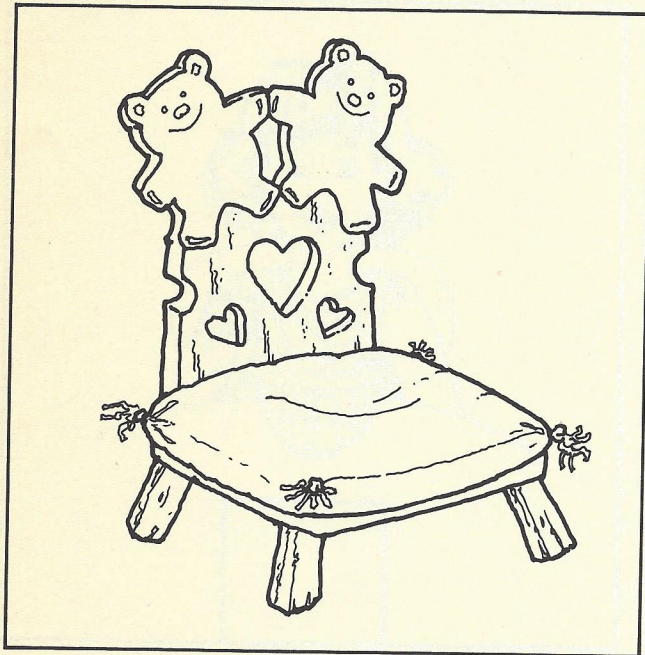
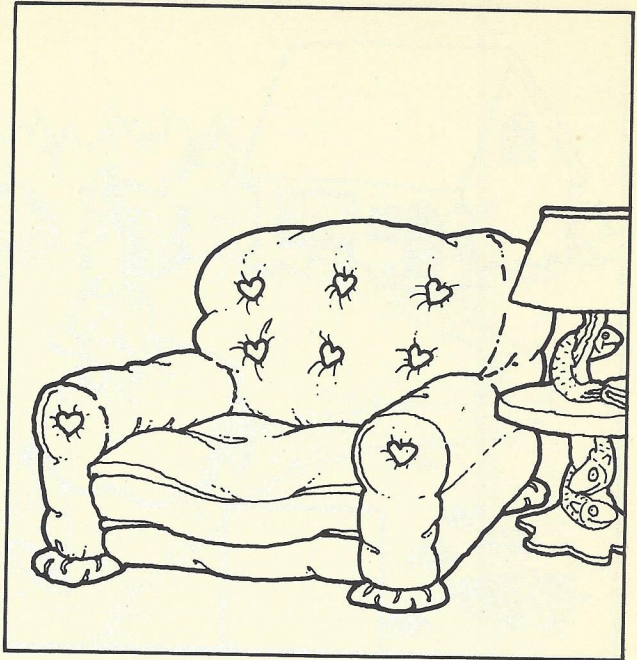
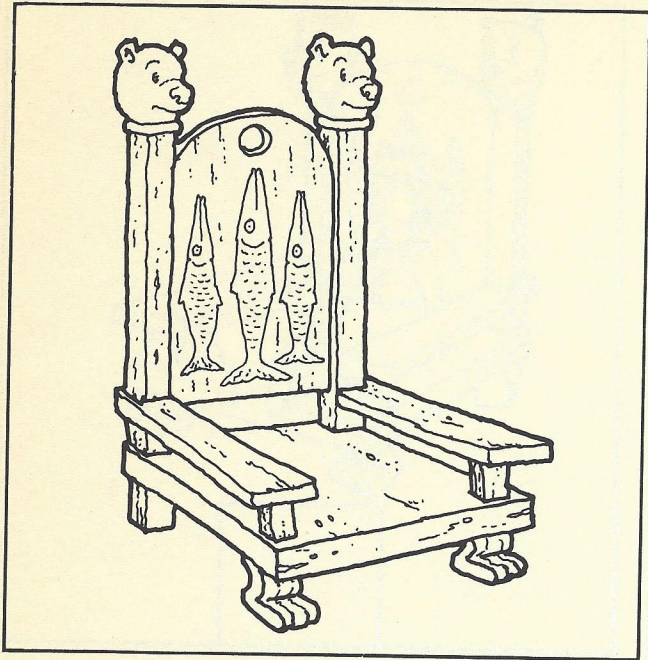
(After Level A, student page 35) **Using a chart to record information; classifying.** Students list each family member's name, color their eyes, and draw and color their hair. Then they draw their family in the box at the bottom of the page. (Students may need to take this page, or a photocopy of it, home to get the necessary information.)





(After Level A, student pages 36–39) **Sequencing; retelling the story.** Students use the pictures to orally retell the story with *first*, *next*, *then* and *last*. Then they number the pictures accordingly. Dictate TPR coloring directions or let students color freely, then describe the page.

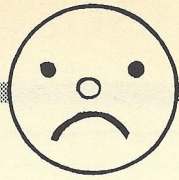




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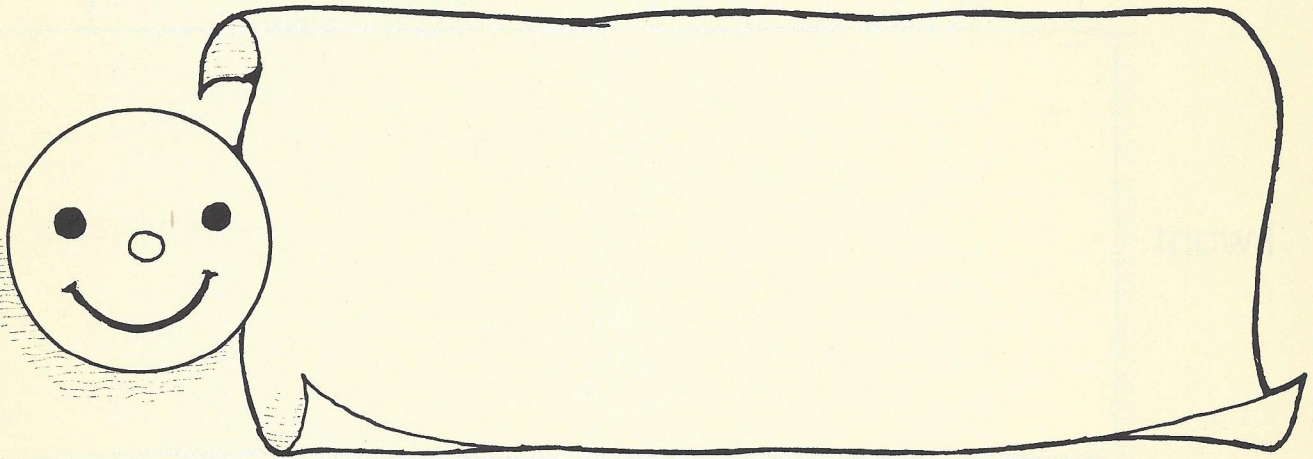
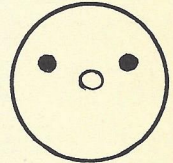
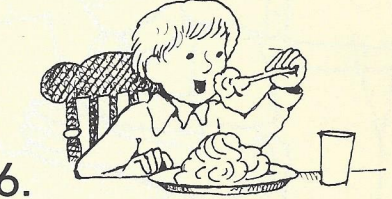
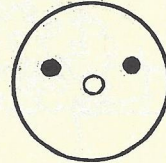
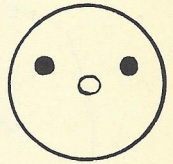
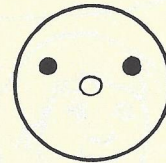
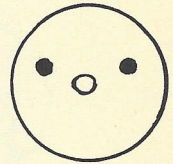
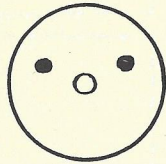
(After Level A, student pages 36–39) **Following oral directions, classifying.** First, students follow your directions: Put an X on Baby Bear; draw a circle around Papa Bear, color Goldilocks' hair yellow; color Mama Bear's dress red. Then students cut out the small pictures and place the bears on their chairs and Goldilocks in the bed. Work with more TPR coloring directions or let the students color freely, then describe their work: Papa Bear is sitting in a blue chair. It's big/hard, etc.





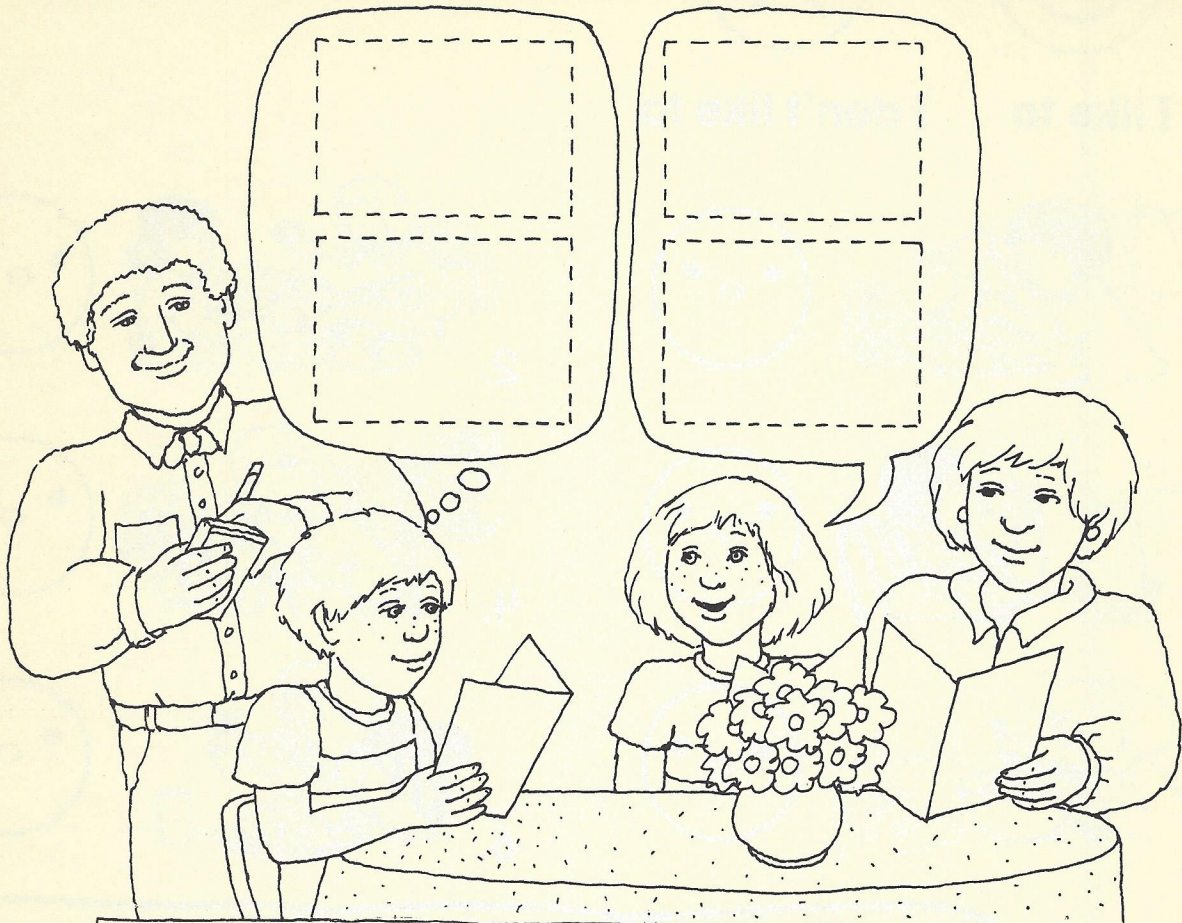
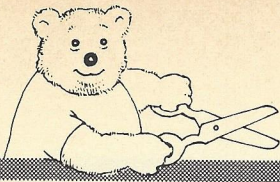
I like to

I don't like to

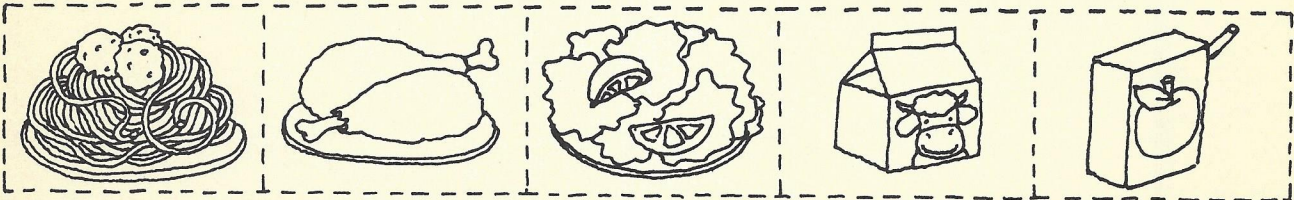
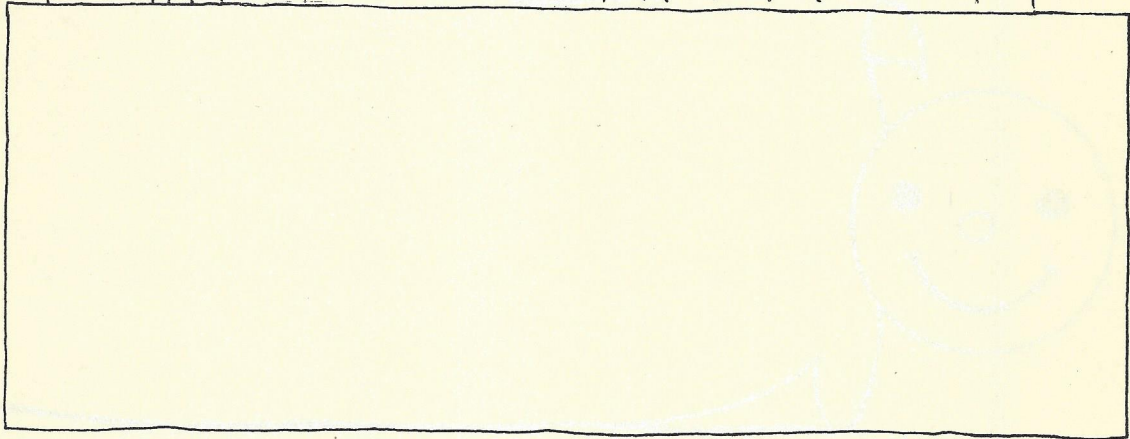


(After Level A, student page 41) **Expressing likes and dislikes; drawing an illustration.** Students draw a happy or sad face for each item. Volunteers ask/answer the questions: *Do you like to (wash dishes)? Yes, I do./No, I don't.* Then students draw a picture of an activity they like to do next to the happy face at the bottom of the page.



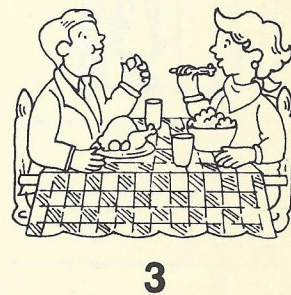
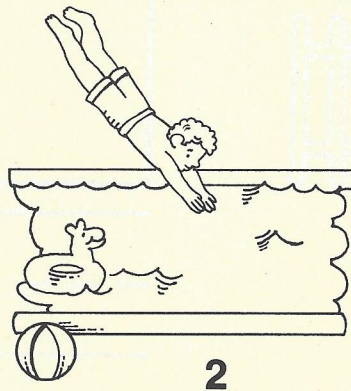
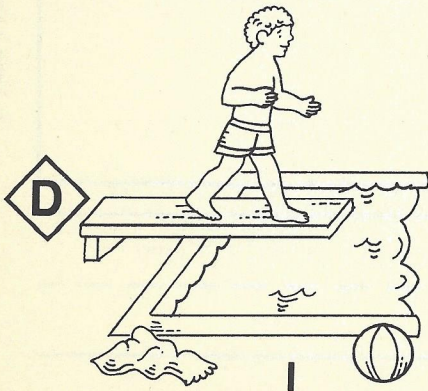
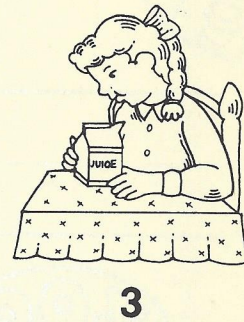
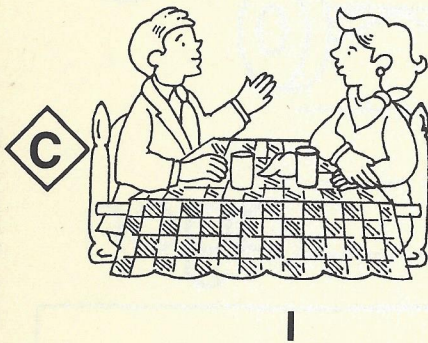
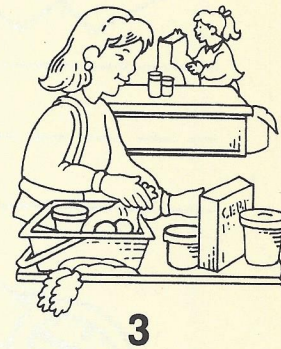
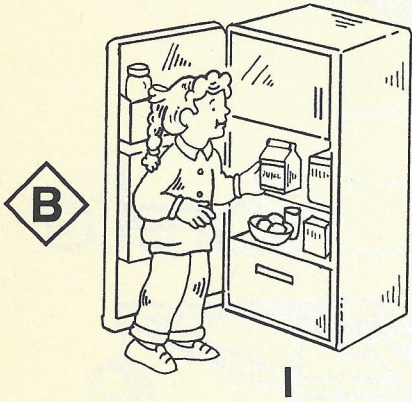
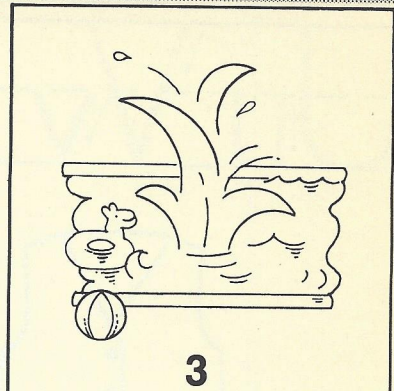
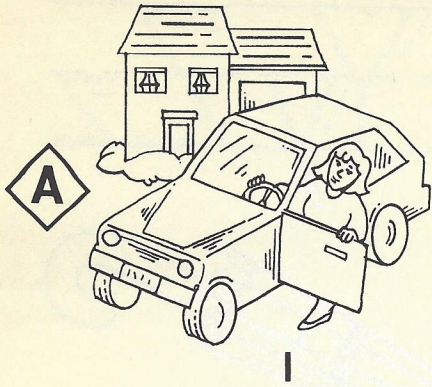


I want

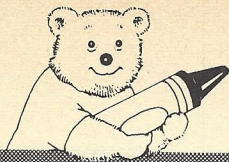


(After Level A, student page 42) **Expressing wants and requests.** Students color the scene and the food items as they wish. They cut out the food items and paste them in the thought balloons, making a meal for each twin. Then students ask each other: *What food does she want? What food does he want? What do you want?* They draw the food they want in the box.

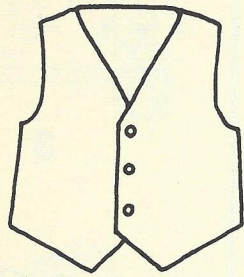
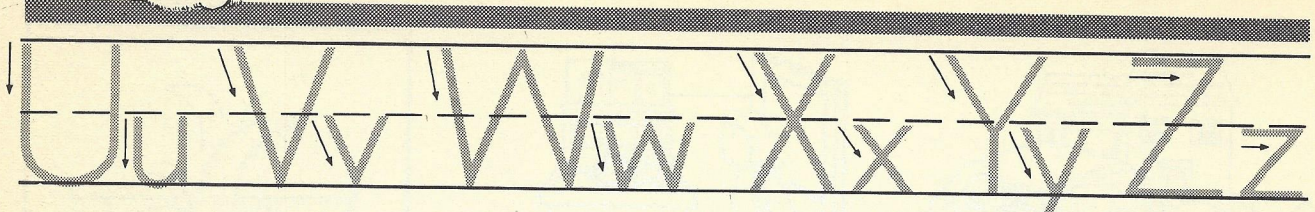




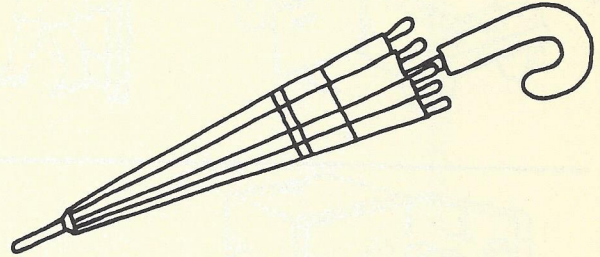




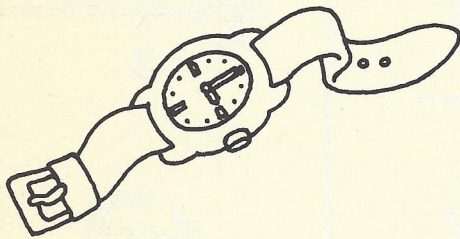
*Worm*



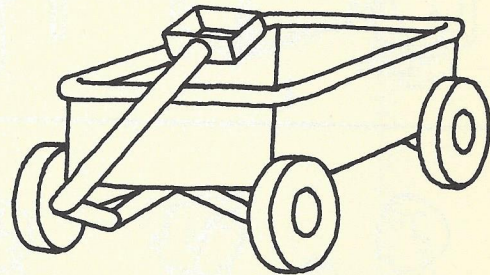
1. \_\_\_\_\_ est



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



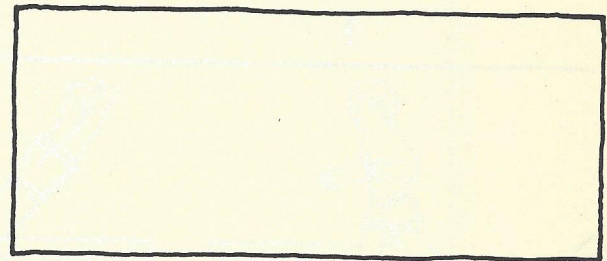
3. \_\_\_\_\_ atch



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

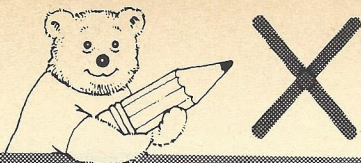


5. \_\_\_\_\_ OO

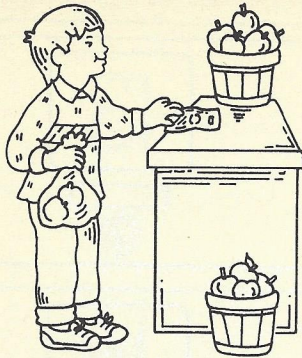


(After Level A, Unit 7) **Tracing letters; identifying and writing initial consonants; drawing and labeling an illustration.** Students trace the letters *Uu, Vv, Ww, Xx, Yy, Zz* at the top of the page. Volunteers name each picture. Then students write in the beginning letter for each word and color the items. Finally, students draw and label their own picture of anything they know that starts with one of these letters.





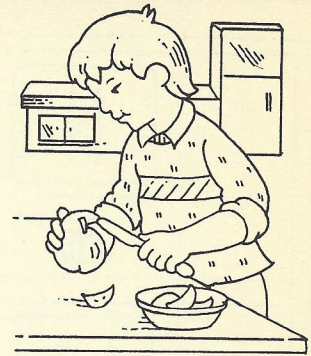
1



a



b

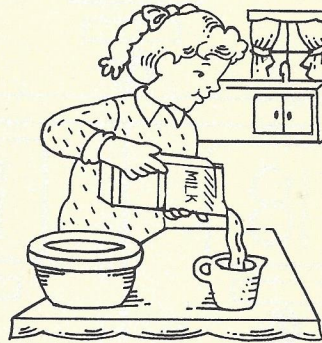


c

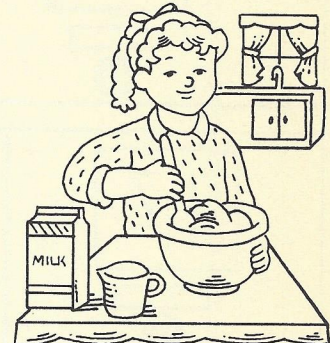
2



a



b



c

3



a

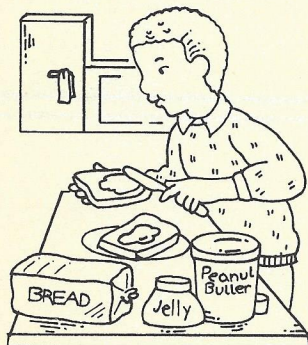


b

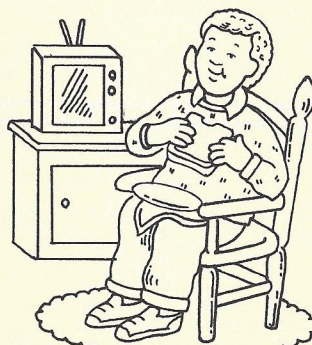


c

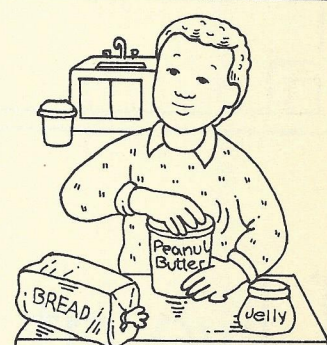
4



a



b



c

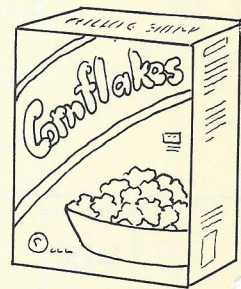
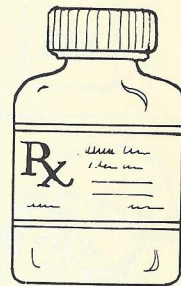
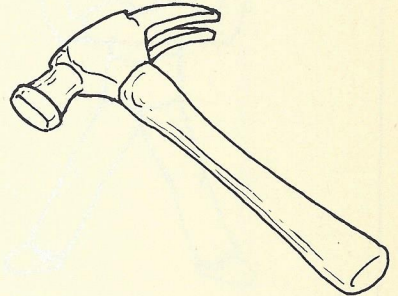
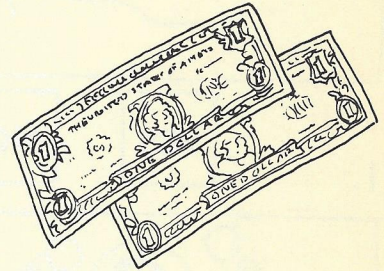
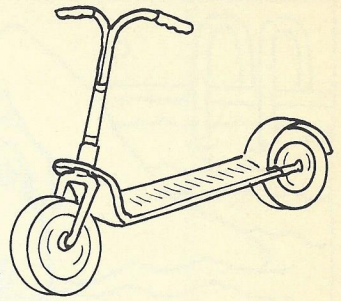
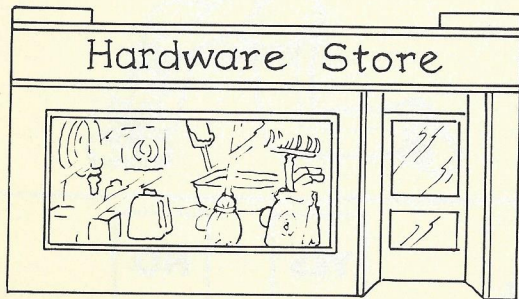
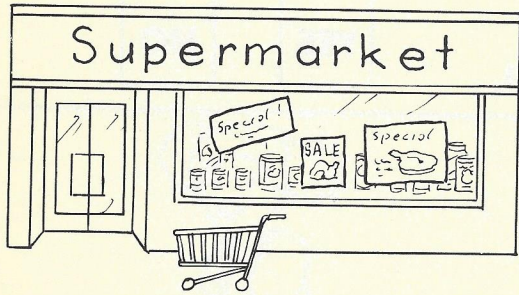
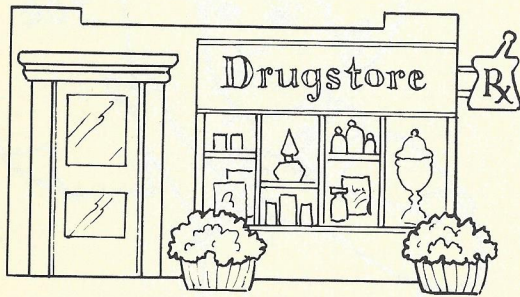
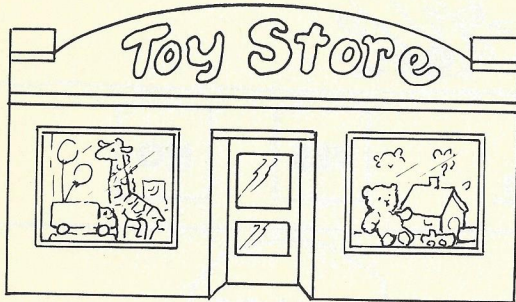
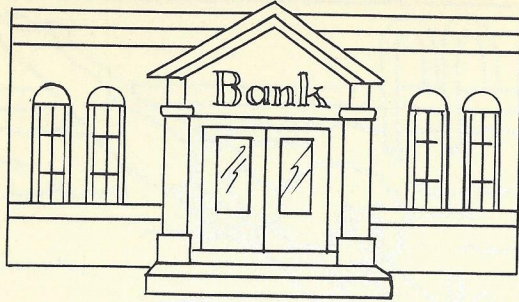




11	12	13	
14	15	16	
17	18	19	20

I live at \_\_\_\_\_



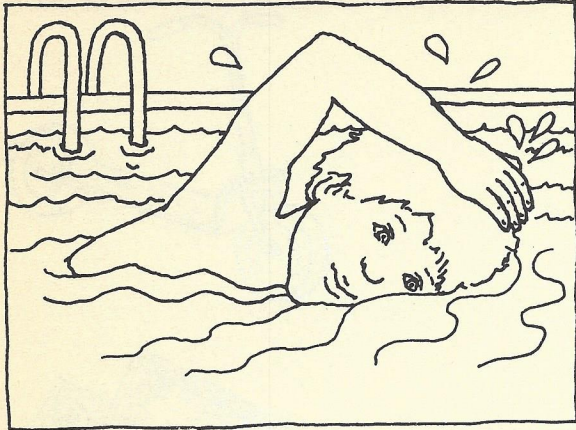


(After Level A, student page 46) **Matching objects to places.** Students draw lines to match buildings in left column with items one can get there in the right column. Then students ask and answer questions: *Where can I get (a hammer)? At (the Hardware Store).*



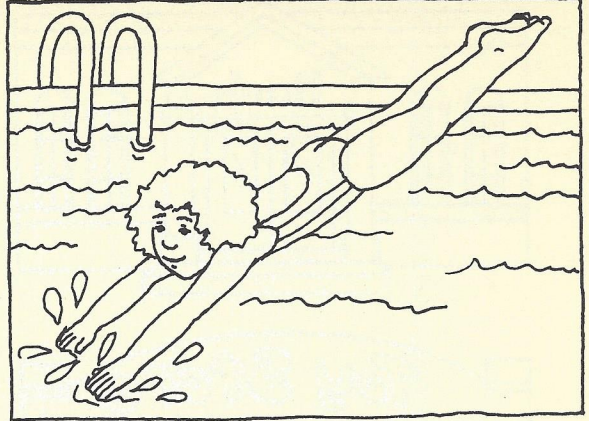


*Wavy scribbled line*



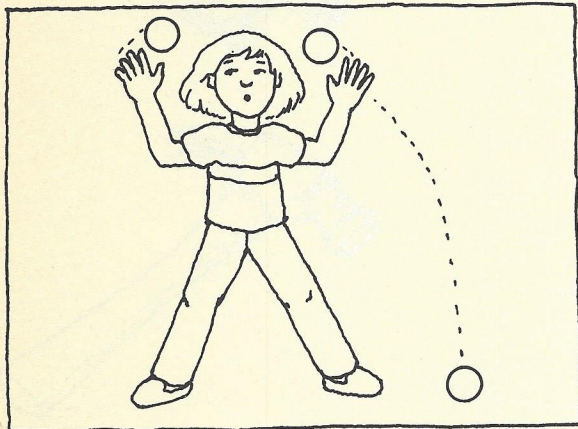
1. YES

NO



2. YES

NO



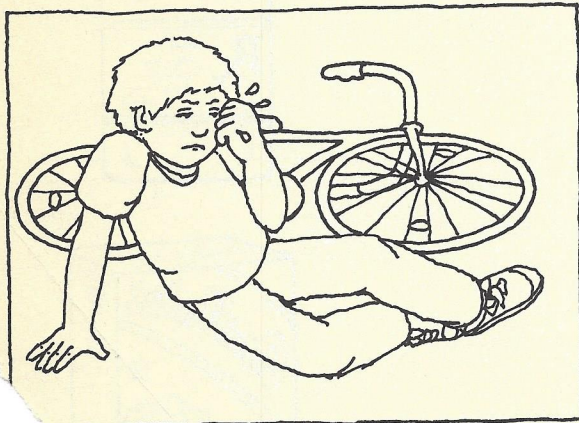
3. YES

NO



4. YES

NO



5. YES

NO

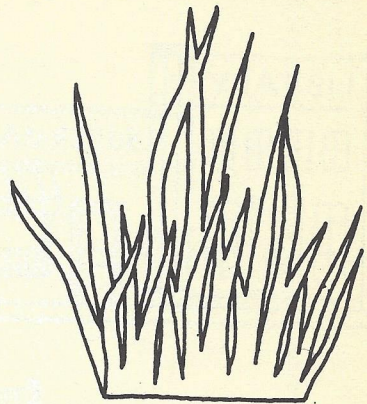
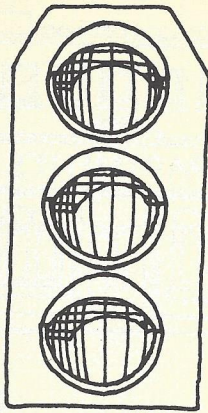
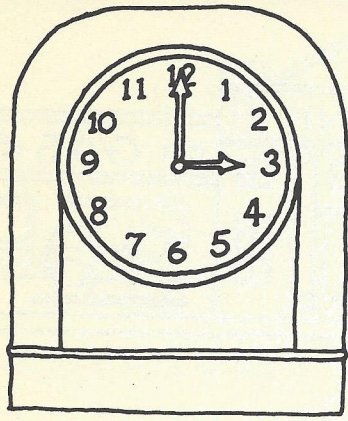


6. YES

NO

(After Level A, student page 47) **Expressing ability.** Students work in pairs coloring in the YES or NO box for each item. Then, with the whole class, volunteers ask and answer questions: *Can he (swim)?*

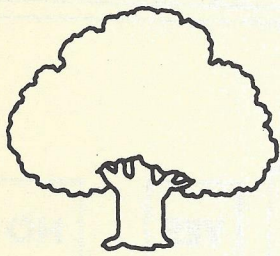




cl

tr

gr



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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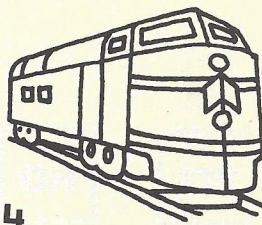
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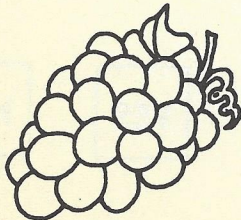
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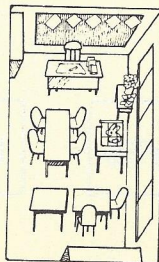
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



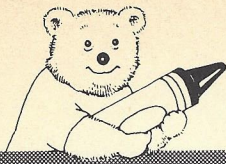
\_\_\_\_\_

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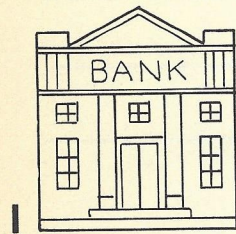
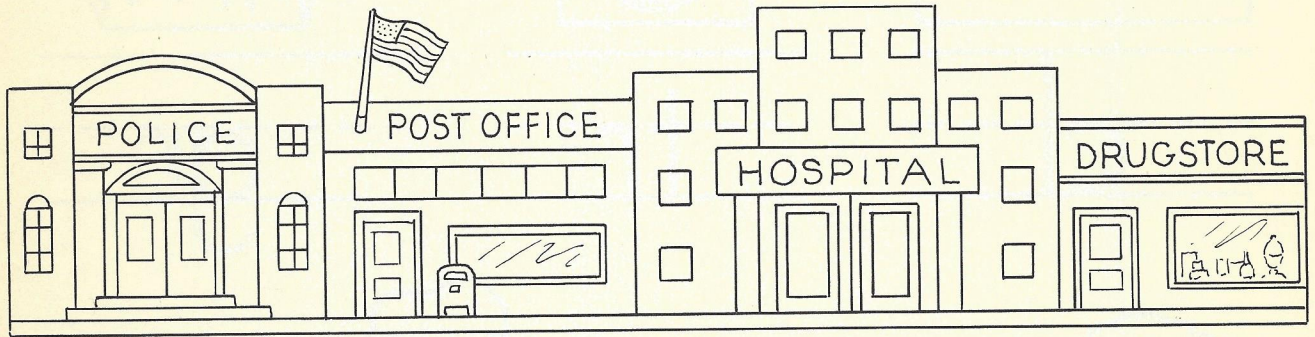
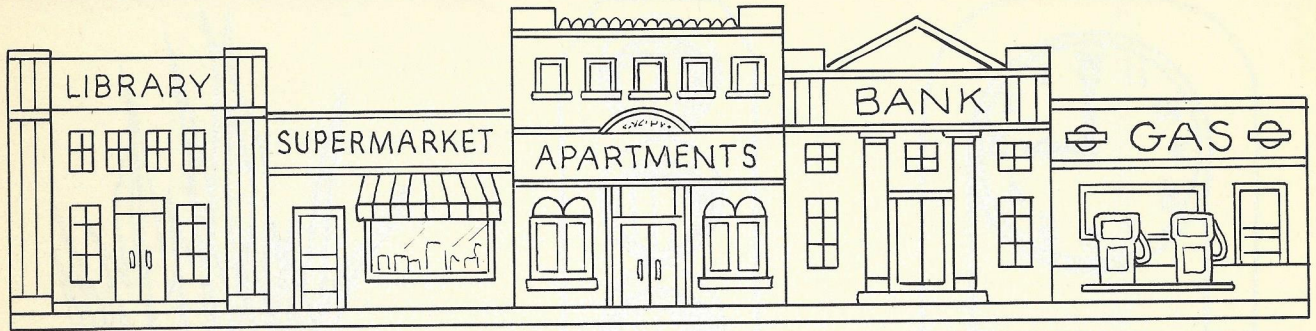
\_\_\_\_\_

(After Level A, Unit 8) **Identifying consonant blends; writing initial consonant blends.** With teacher help, students identify the three sample items and the consonant blends their names start with. Then students work in pairs naming the six pictures and writing the blends with which their names begin.



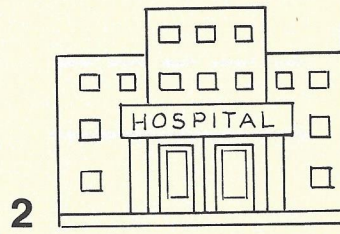


*Wesley*



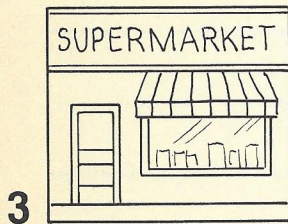
YES

NO



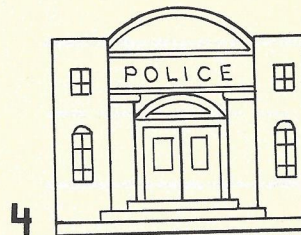
YES

NO



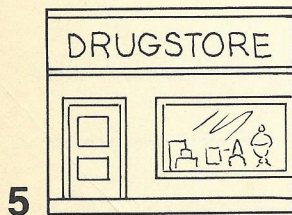
YES

NO



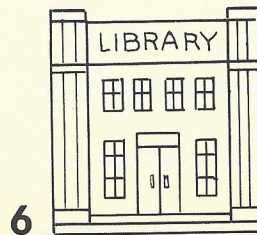
YES

NO



YES

NO



YES

NO