

Worksheet Instructions

Unit 1, Lesson 3

A. Is it brave? Read and check *Yes* or *No*.

Students check yes if the situation depicts being brave or no if it doesn't.

Answers

1. Yes 2. Yes 3. Yes 4. No

B. What about you? Write.

Students write their own personalized answer.

Unit 1, Lesson 4

A. Complete the poster. Write.

Students use the words from the box to fill in the blanks in the poster.

Answers

- When I go to the beach, I always put on sunscreen and wear a hat.
- When I go in a canoe, I always wear a life jacket.
- When I go skiing or snowboarding, I always wear a helmet.
- When I ride in a car, I always fasten my seatbelt.

B. What about you? Draw and write.

Students draw a picture and fill in the blanks about a safety measure they always take.

Example: When I ride a bicycle, I always wear a helmet.

Unit 2, Lesson 3

A. Which ones would they like? Circle.

Students circle the best answer.

Answers

- He likes skateboards. He'd like the fastest one.
- She likes bicycles. She'd like the biggest one.
- She likes candy. She'd like the biggest one.
- They like hats. They'd like the newest ones.

B. What about you? Draw a present and write.

Students draw a present for someone and complete the sentences.

Example: This present is for my mother.
She would like a flower.

Unit 2, Lesson 4

A. Make a poster.

Using a ruler or tape measure and a scale, students measure and draw themselves and two friends. Then they write down the name, height, and weight for each person. Practice using the vocabulary.

Example dialogue

Student 1: How much do you weigh?

Student 2 (steps on scale): I weigh 35 kilograms.

B. Look at your poster. Write.

Students complete the sentences using the information from their posters.

Answers will vary. Examples:

- John weighs the most.
- Tim is shorter than me.
- I am the shortest.
- Tim is the tallest.
- I am heavier than Tim.

Unit 3, Lesson 3

A. Is this kind? Write ✓ for yes or X for no.

Students look at the pictures and write a checkmark (✓) if the situation depicts being kind and an X if it doesn't.

Answers

1. ✓ 2. ✓ 3. X 4. X
5. X 6. ✓

Unit 3, Lesson 4

A. Read. Draw and color.

Students read the sentences. Then they draw and color the animals in the scene accordingly.

Answers should match the text

- The fish is the same color as the sand.
- The butterfly is the same shape and color as the leaf.
- The insect is the same shape and color as the stick.
- The lizard is the same color as the rock.
- The snake is the same color as the grass.
- The beetle is the same shape as the leaf.

Unit 4, Lesson 3

A. Draw and write. Then cut.

Students should draw something they forgot or might forget.

Examples: a phone, a glove, a calculator

B. Act. Then share your cards with a friend.

Students follow the script and act it out using their drawing from A, adding the name of the item they lost.

C. Read and write.

Students answer the questions.

Example

- I'm prepared for school.
- I'm not prepared for my baseball games.

Unit 4, Lesson 4

A. What did they use? Write.

Students use the picture clues to fill in the blanks. Some words may be used more than once.

Answers

- What did they use to make homes?
They used stone to make homes.
- What did they use to make bowls?
They used clay to make bowls.
- What did they use to make necklaces?
They used metal to make necklaces.
- What did they use to make cups?
They used glass to make cups.

Unit 5, Lesson 3

A. Read, find, and write the letter.

Students read the dialogues and look at the scenes to "find" the missing item. Then they write the letter of the scene where the missing item can be found.

Answers

1. C 2. B 3. D 4. A

Unit 5, Lesson 4

A. Draw. Then write about animals and dinosaurs.

Students draw and write about the features of animals and dinosaurs they know, or they research dinosaurs and animals that have the features listed.

Examples

1. This is a picture of a bird.
It has feathers.
2. This is a picture of a T. Rex.
It had claws.
3. This is a picture of a pterodactyl.
It had wings.
4. This is a picture of a dog.
It has a tail.
5. This is a picture of a cat.
It has a tail and claws.

Unit 6, Lesson 3

A. Is it helpful? Read and check Yes or No.

Students look at the pictures and check yes if the scene is helpful or no if it isn't.

Answers

1. No
2. Yes
3. Yes
4. No

B. Check the things you do to be helpful.

Students put a checkmark beside the things they do.

Answers will vary.

C. How has someone helped you?

Students write an example of something they do to be helpful.

Example

I clean my room.

Unit 6, Lesson 4

A. Read, write, and match.

Students fill in the blanks with the words and match the sentences to the correct illustrations.

Answers

1. The artist used many shapes to make a mosaic. (2nd picture)
2. The artist used a camera to make a photograph. (4th picture)
3. The artist used paint to make a painting. (1st picture)
4. The artist used clay to make a sculpture. (3rd picture)

B. What about you? Write.

Students write their own personalized answers.

Examples

1. I like to make drawings.
2. I use color pencils.

Unit 7, Lesson 3

A. Read and number.

Students write the number of the correct sign in front of the sentence.

Answers

4. This sign means you can't take pictures here.
1. This sign means you can't skateboard here.
3. This sign means you can't talk on the phone here.
2. This sign means you can't ride a bike here.

B. Match.

Students match the signs to the location where they would be found.

Answers

1. This sign is at the library. (1st picture)
2. This sign is at the zoo. (2nd picture)
3. This sign is at a school. (3rd picture)
4. This sign is at the park. (4th picture)

Unit 7, Lesson 4

A. What do astronauts have to do? Write *have to* or *don't have to*.

Students write *have to* or *don't have to* in front of the phrases.

Answers

Astronauts...

1. have to take the space shuttle to the space station.
2. have to wear a space suit outside of the space station.
3. don't have to wear a space suit in the space station.
4. have to stay strong.
5. don't have to be scientists.
6. have to be friendly in the space station.

B. Look at **A**. Write.

Students fill in the blank. Then they write three things that astronauts have to do.

Answers

1. Astronauts have to take the space shuttle to the space station.
2. Astronauts have to stay strong.
3. Astronauts have to be friendly in the space station.

C. What about you? Write.

Students write their own personalized response.

Example

I want to work with animals/be a veterinarian when I'm older.

Unit 8, Lesson 3

A. Is it thoughtful? Write ✓ for yes or X for no.

Students look at the pictures and write a check if the scene is thoughtful and an X if it's not.

Answers

1. ✓
2. ✓
3. ✓
4. X

B. Write a thoughtful answer.

Students write their own personalized, thoughtful responses to the conversations. Students can act out their dialogues with a partner.

Examples

1. A: See you next month. Bye!
B: Bye! Have fun.
2. A: I'm going to miss you!
B: I'm going to miss you, too. Have a good weekend.

Unit 8, Lesson 4

A. Look at the map. Write.

Students look at the map and write answers about how people will get to their locations.

Answers

1. How is he going to get to the hotel?
He's going to take the subway.
2. How is she going to get to the library?
She's going to take a bus.
3. How are they going to get to the zoo?
They are going to take a taxi.
4. How are they going to get to the restaurant?
They are going to take a gondola.