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# Treasure Chest

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MY NEW WORDS

# ACTIVITY BOOK

WITH TEACHER SUPPORT



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Name \_\_\_\_\_

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# Animals (pp. 1–4)

1. Write the kind of animal.
2. Write the name of the animal.
3. Color the picture.
4. Talk about the picture with a partner.



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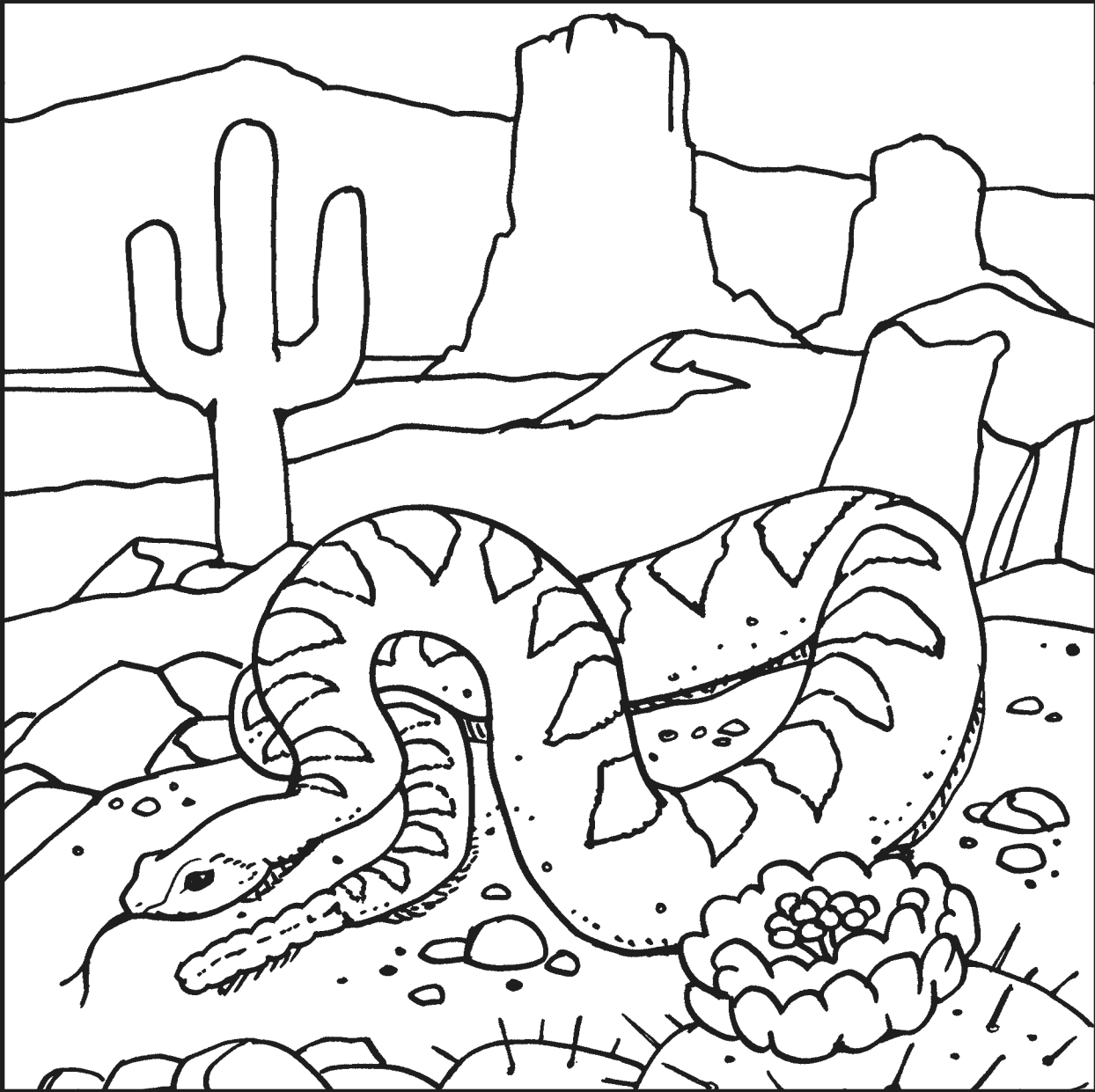
I am a kind of \_\_\_\_\_.

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



1. Write the kind of animal.
2. Write the name of the animal.
3. Color the picture.
4. Talk about the picture with a partner.

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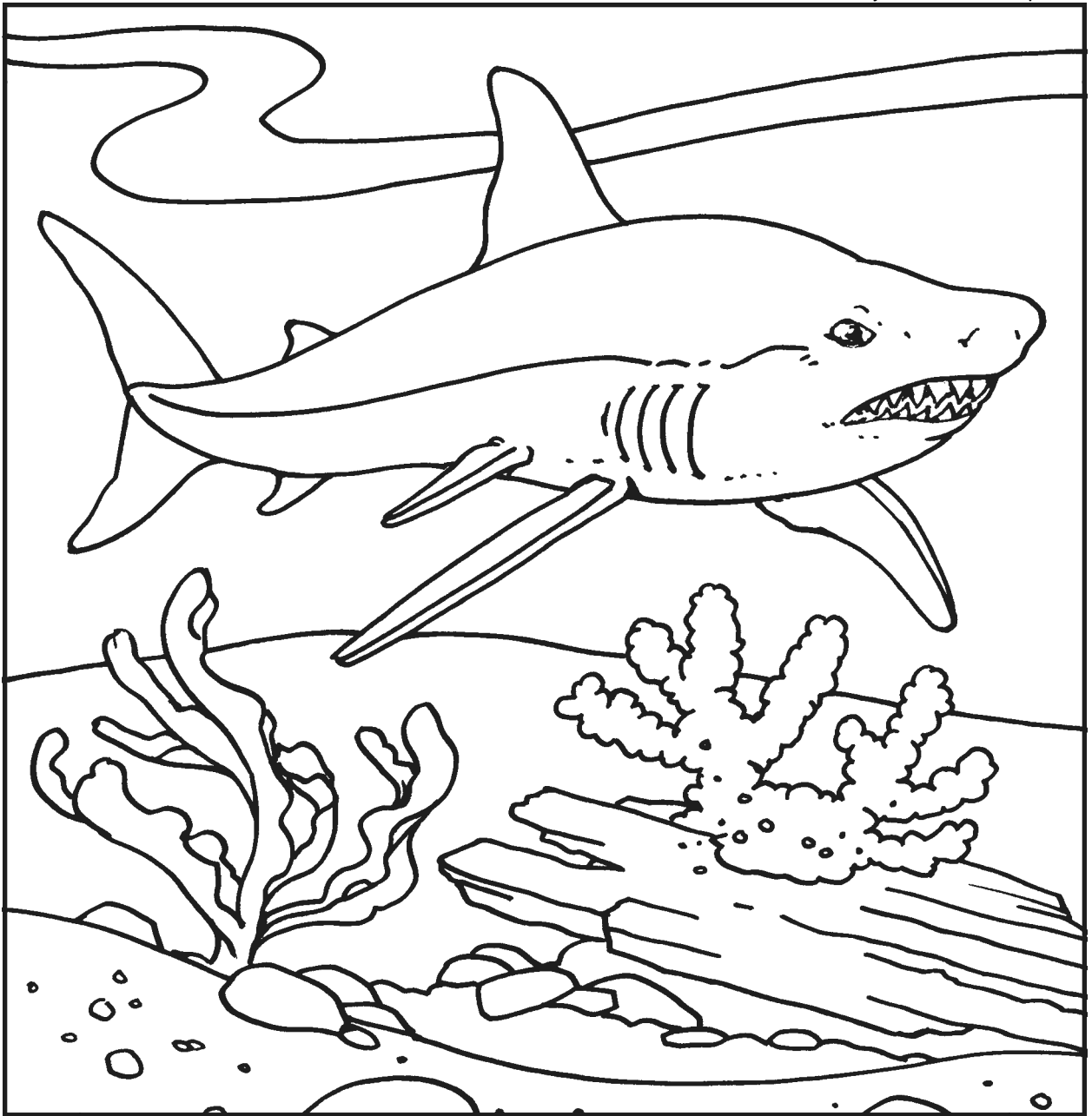


I am a kind of \_\_\_\_\_.

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

1. Write the kind of animal.
2. Write the name of the animal.
3. Color the picture.
4. Talk about the picture with a partner.

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I am a kind of \_\_\_\_\_.

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

1. Write the kind of animal.
2. Write the name of the animal.
3. Color the picture.
4. Talk about the picture with a partner.



I am a kind of \_\_\_\_\_.

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



Name \_\_\_\_\_

# Body

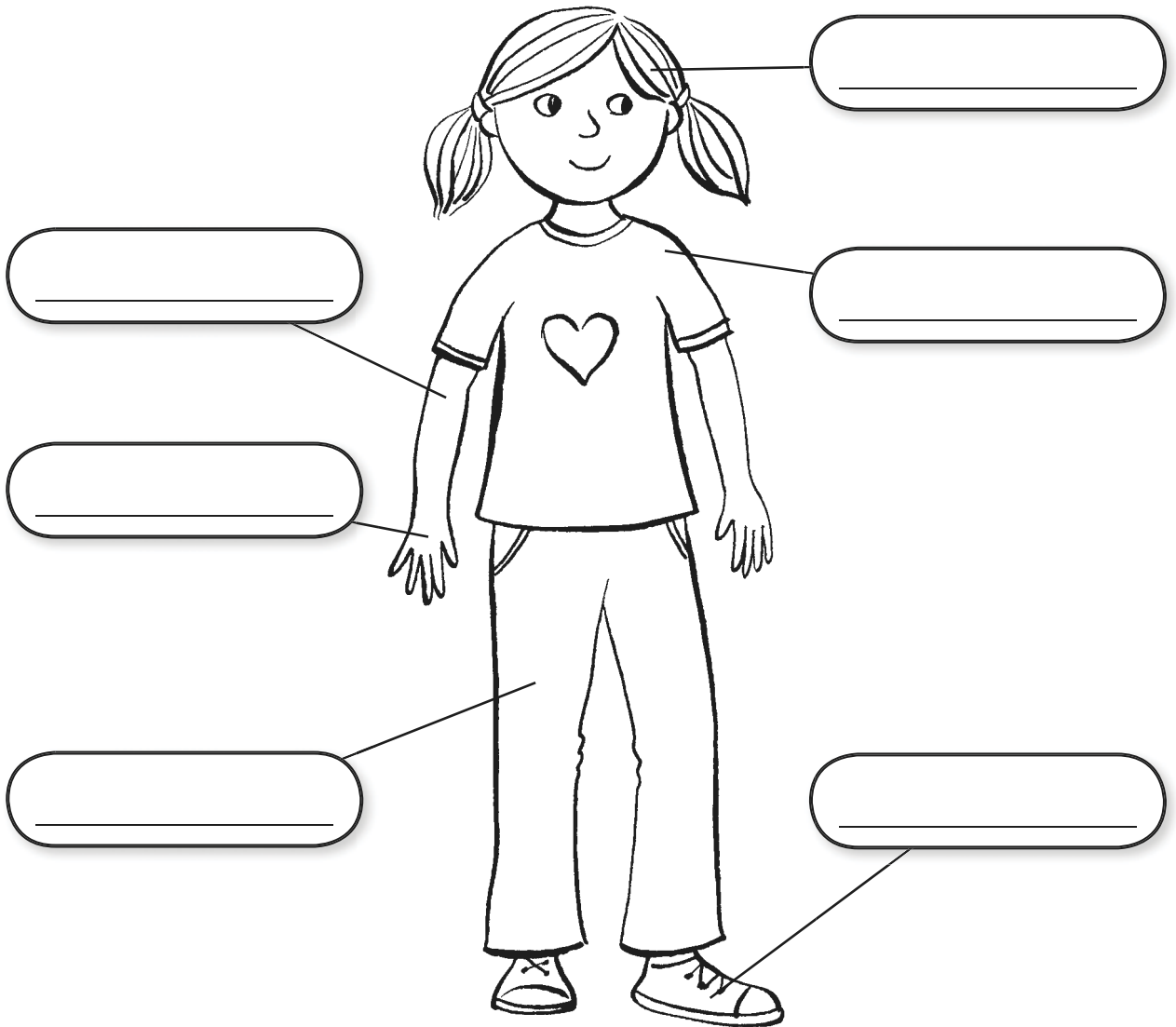
 (pp. 5–6)

Write and say each body part.

leg  
hand

head  
foot

arm  
shoulder



1. Draw a face.
2. Write and say the parts of the face.

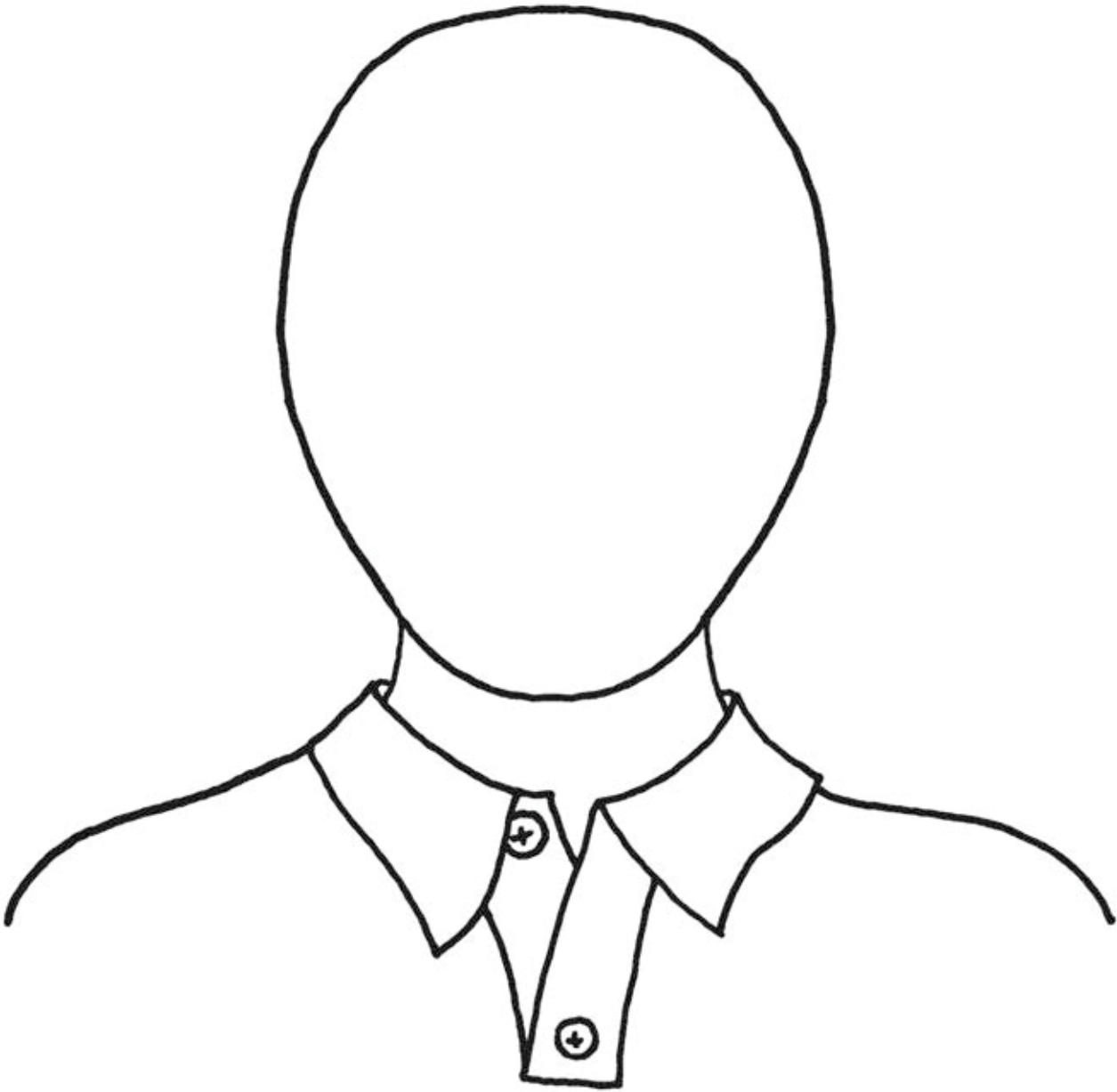
hair

eye

nose

mouth

face



Name \_\_\_\_\_

# Calendar and Holidays (pp. 7–8)

1. Cut out the holidays on page 8.
2. Glue the holidays on this page.

Place

is in January.

is in July.

is in February.

is in October.

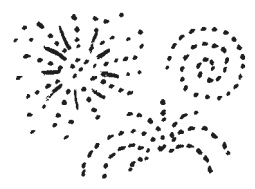
is in May.

is in November.

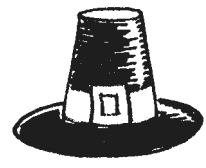




**Presidents' Day**



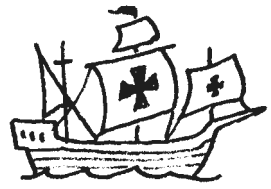
**Independence Day**



**Thanksgiving**



**Martin Luther King, Jr., Day**



**Columbus Day**




**Memorial Day**

Name \_\_\_\_\_

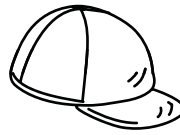
# Clothing Concentration (pp. 9–10)

rainy	rainy
rainy	sunny
sunny	sunny
sunny	sunny
snowy	snowy
snowy	snowy





**raincoat**



**hat**



**boots**



**skirt**



**umbrella**



**snow hat**



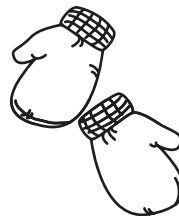
**shorts**



**coat**



**shoes**



**mittens**



**shirt**



**sweater**





Name \_\_\_\_\_

## Create with Colors

1. Read the colors.
2. Color each shape.
3. Talk about the picture with a partner.

R = RED

G = GREEN

N = PINK

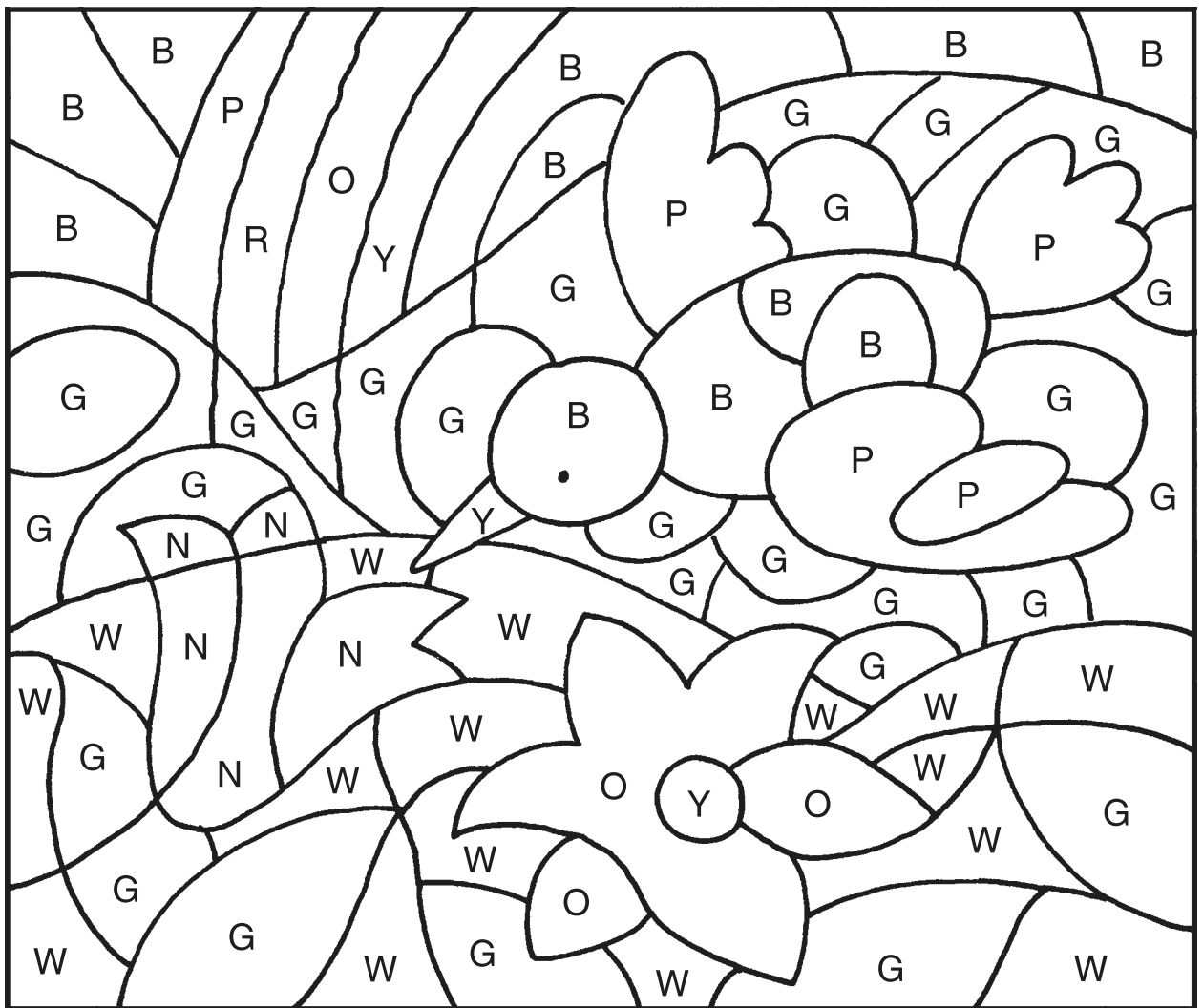
O = ORANGE

B = BLUE

W = BROWN

Y = YELLOW

P = PURPLE



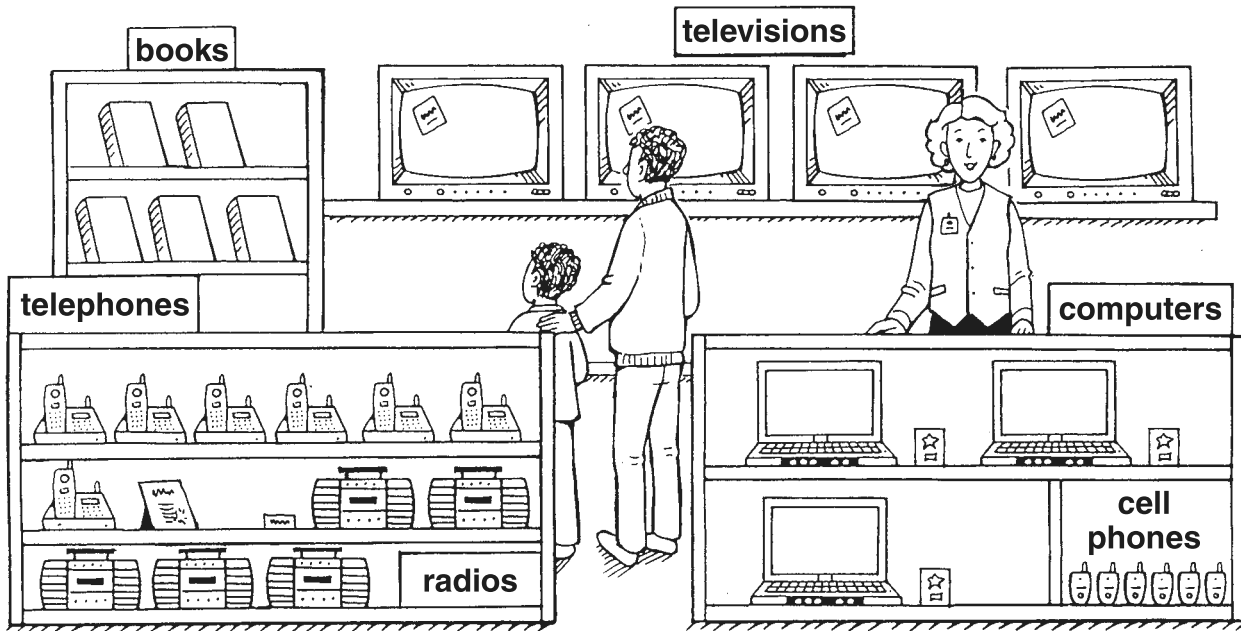
© Macmillan/McGraw-Hill

Name \_\_\_\_\_

# Communication

(pp. 12–13)

1. Write a list of the things in your Communications Store.
2. Ask a partner questions, such as: *How many telephones are in your store?*



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Name \_\_\_\_\_

1. Write a phone conversation.
2. Practice the conversation with a partner.

Hi, This is \_\_\_\_\_ .

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Name \_\_\_\_\_

# Hours of the Day Game (pp. 14–16)

1. Toss a marker onto the game board on page 16.
2. Move your game piece.
3. Read the words in the box.

**START**

When do you wake up?  
7:00 A.M.

When do you study math?  
8:30 A.M.

What do you do first at school?

When do you go to school?  
7:45 A.M.

When do you eat breakfast?  
7:00 A.M.

When do you read?



12:00 NOON

When do you  
eat lunch?

Take another turn.

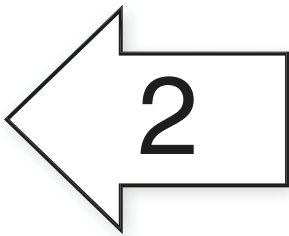
When do you  
play a game?



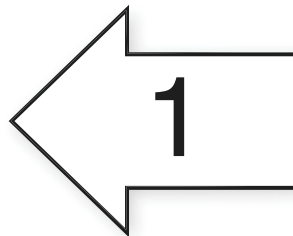
3:00 P.M.

**FINISH**

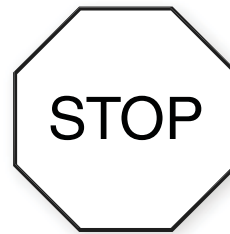




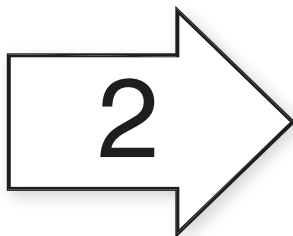
**You missed the bus.  
Go back 2.**



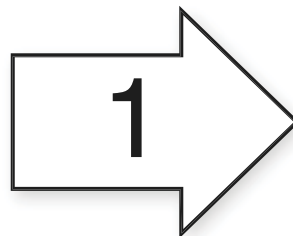
**You forgot your  
backpack. Go back 1.**



**You forgot your lunch.  
Lose a turn.**



**You woke up early.  
Go ahead 2.**



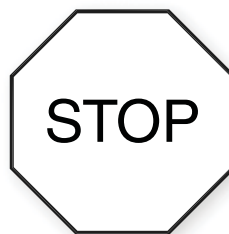
**You rode your bike to  
school. Go ahead 1.**



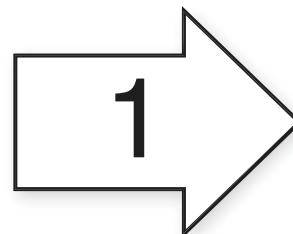
**You got an A in math.  
Take another turn.**



**You finished your  
homework. Take  
another turn.**



**You forgot to brush  
your teeth. Lose a turn.**



**Your team won the  
game. Go ahead 1.**

Name \_\_\_\_\_

# Earth Adventure (pp. 17–18)

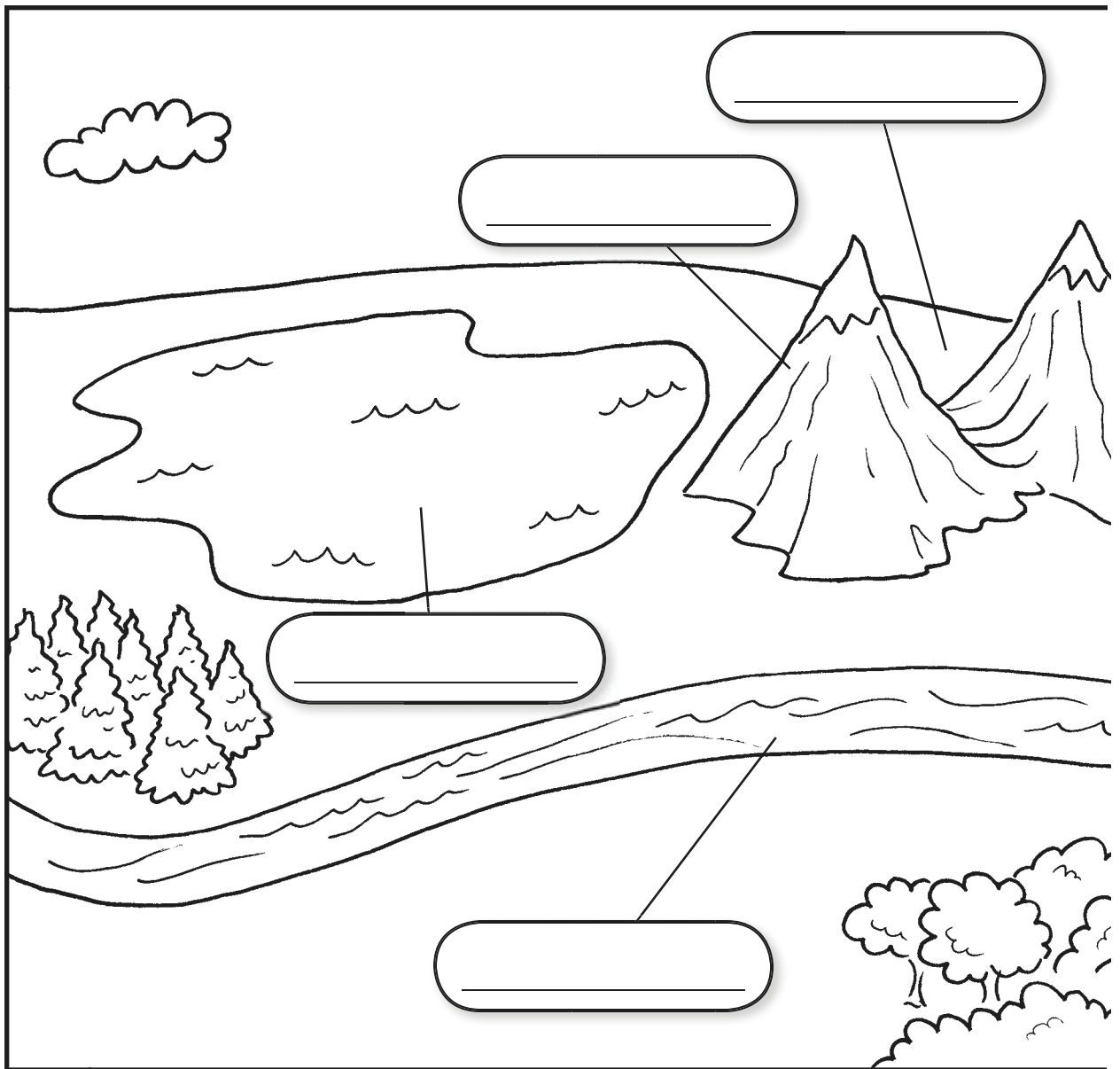
1. Label the pictures.
2. Color.
3. Talk about your picture with a partner.

mountain

river

lake

valley



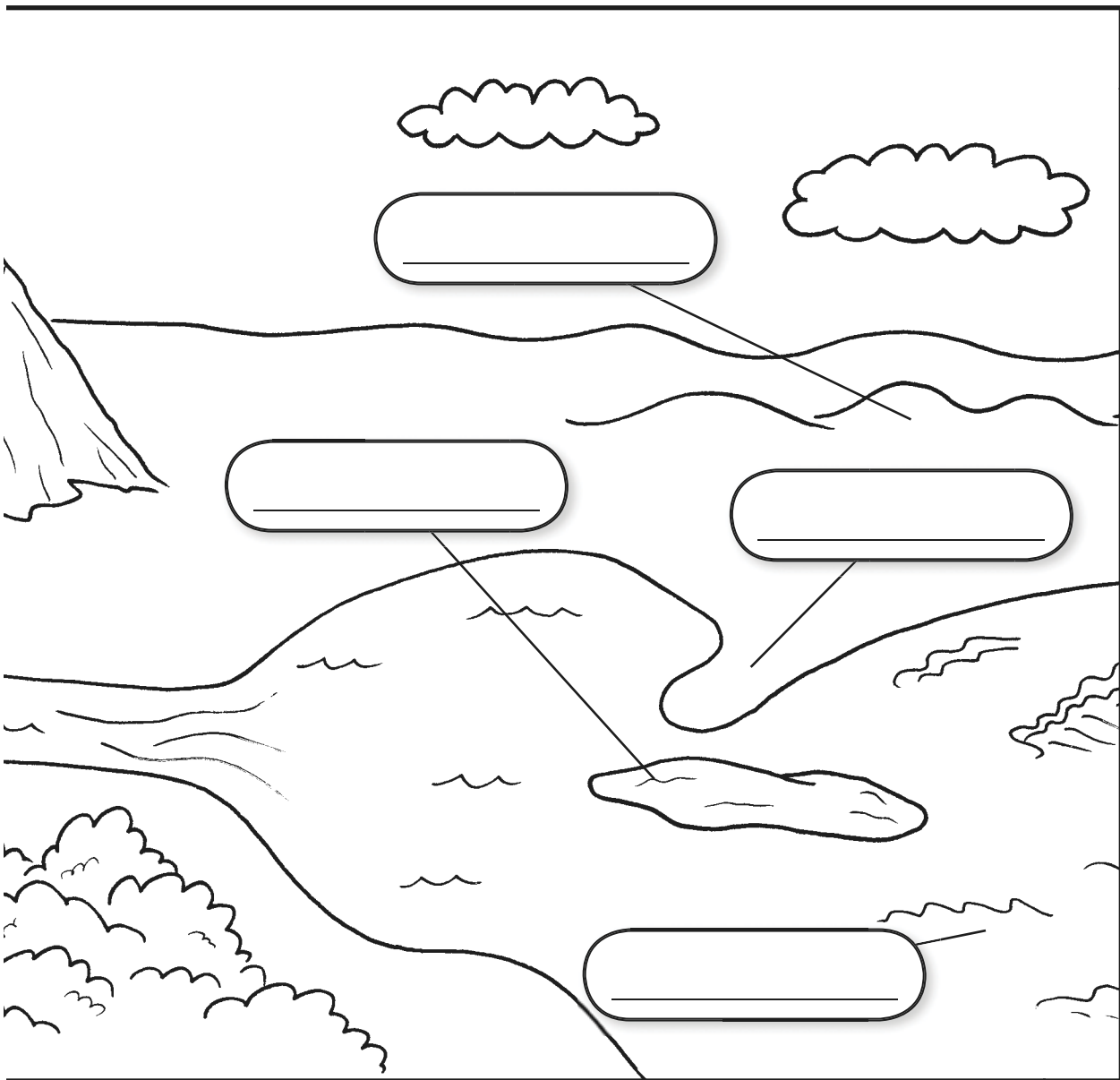
1. Label the pictures.
2. Color.
3. Talk about your picture with a partner.

island

peninsula

hill

sea



Name \_\_\_\_\_

# A Family Tree (pp. 12–13)

Write and say the name of each family member.

grandmother

father

daughter

grandfather

mother

son



**César**



**Nilda**



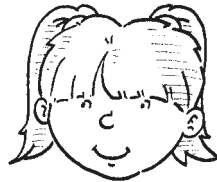
**Carla**



**Pablo**



**Tina**



**Maria**



**Juan**

1. Look at the family on page 19.
2. Read the riddles.
3. Write a person's name to answer the riddle.

I have a sister, Maria, and a brother.

Who am I? \_\_\_\_\_

I have 2 daughters and 1 son. I am a man.

Who am I? \_\_\_\_\_

I am Maria's mother.

Who am I? \_\_\_\_\_

I am Tina's father.

Who am I? \_\_\_\_\_

I am Pablo's mother.

Who am I? \_\_\_\_\_

I am Juan's grandfather.

Who am I? \_\_\_\_\_

I have two sisters.

Who am I? \_\_\_\_\_



Name \_\_\_\_\_

# Feelings

1. Write and say each feeling.
2. Complete the sentence. Draw your face.

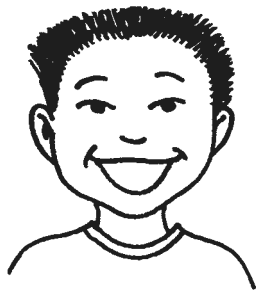
happy

angry

afraid

confused

sad



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

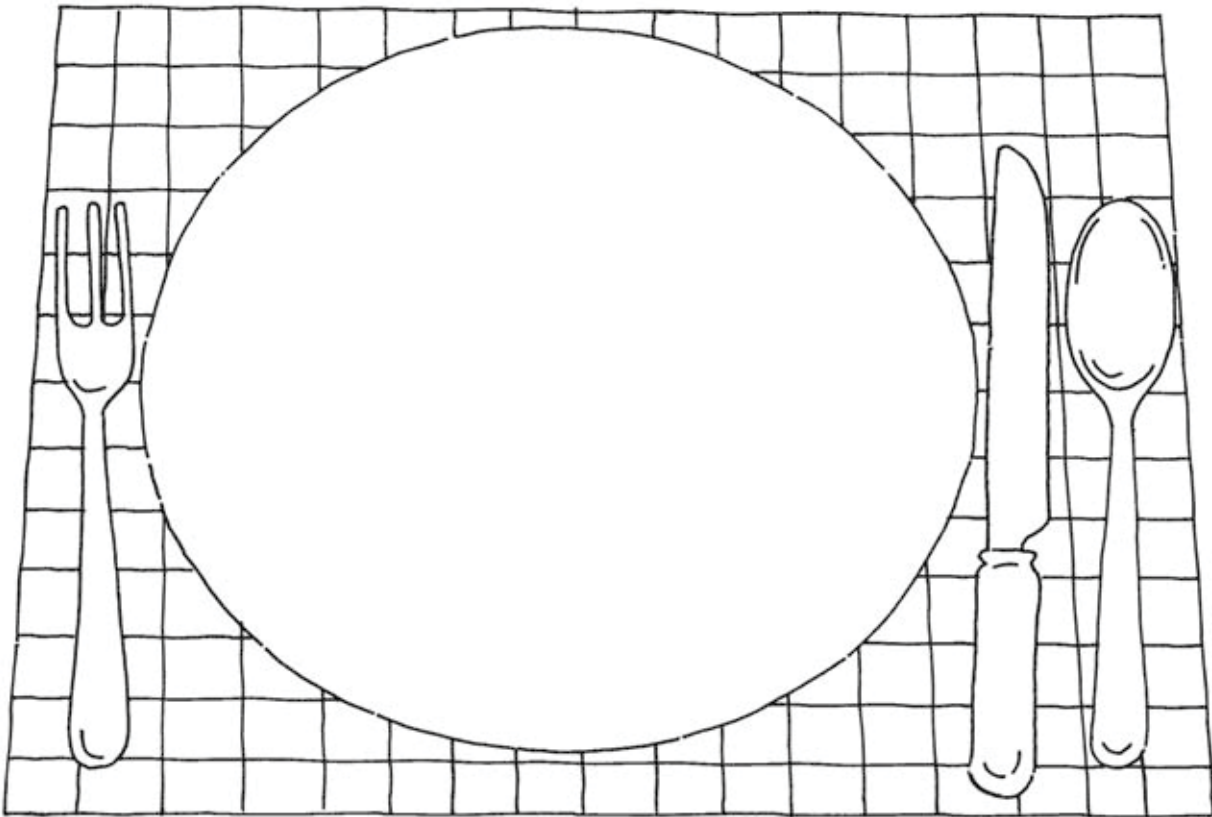
Today I feel \_\_\_\_\_.

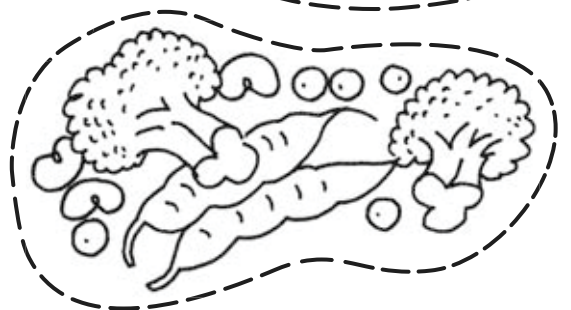
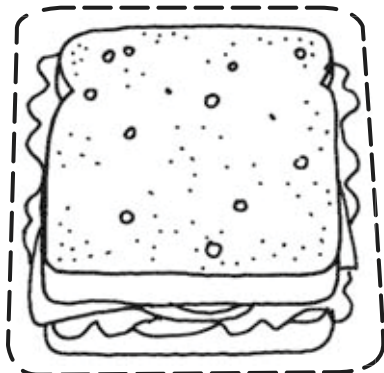
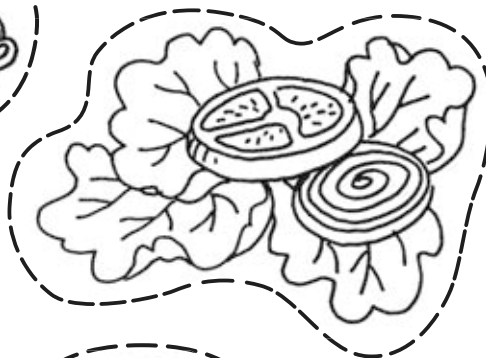
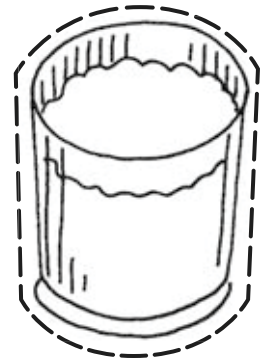
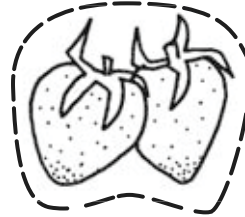
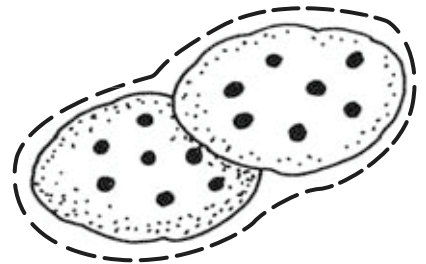
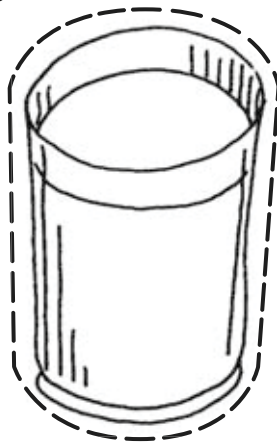
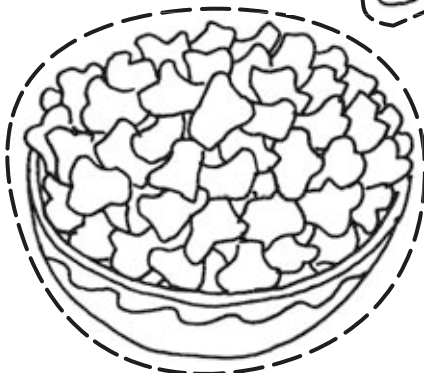
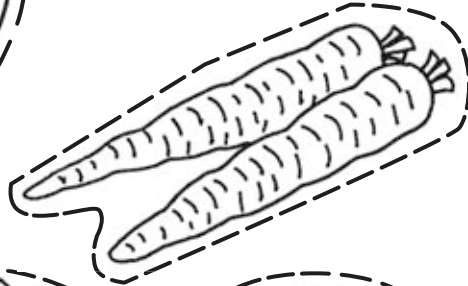
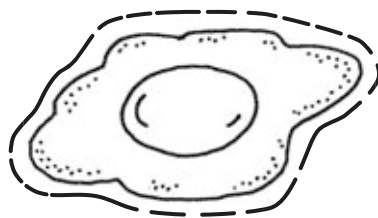
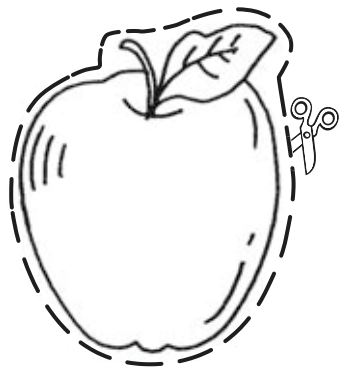
Name \_\_\_\_\_

# Food

(pp. 22–23)

1. Color and cut out the food on page 23.
2. Put breakfast food on the plate. Say each food.
3. Repeat for lunch and dinner.
4. Tell a partner about your meal.





Name \_\_\_\_\_

# Grocery Store (pp. 24–26)

1. Cut out the pictures on pages 25 and 26.
2. Place 6 things in the shopping cart.
3. Fill in the shopping list.

## Shopping List

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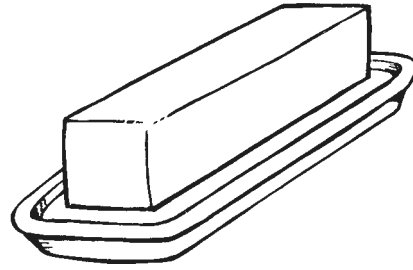
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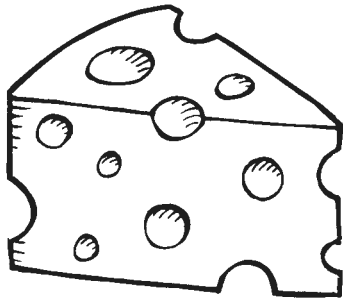
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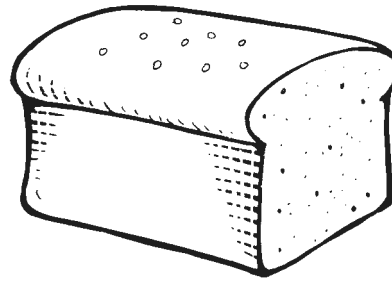
**milk**



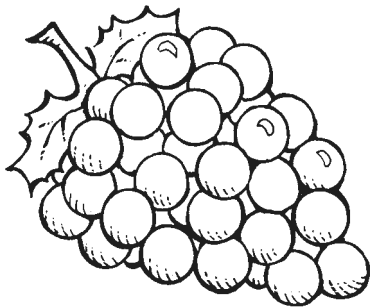
**butter**



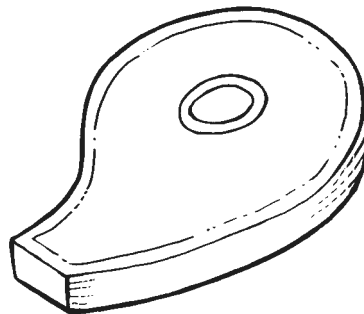
**cheese**



**bread**



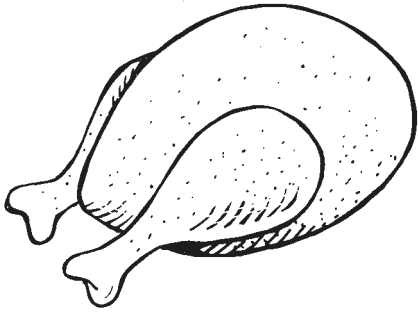
**grapes**



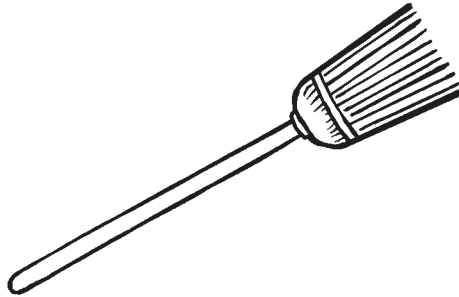
**beef**



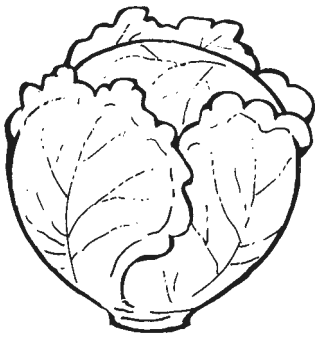




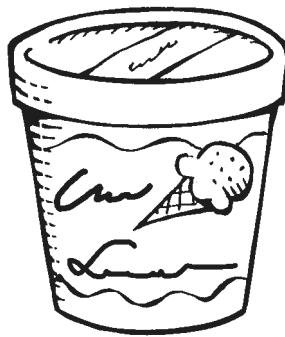
**chicken**



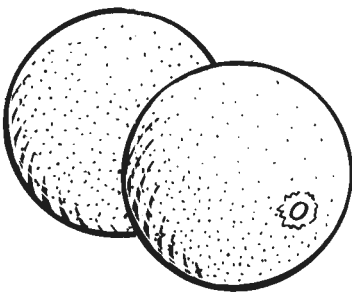
**broom**



**lettuce**



**ice cream**



**oranges**



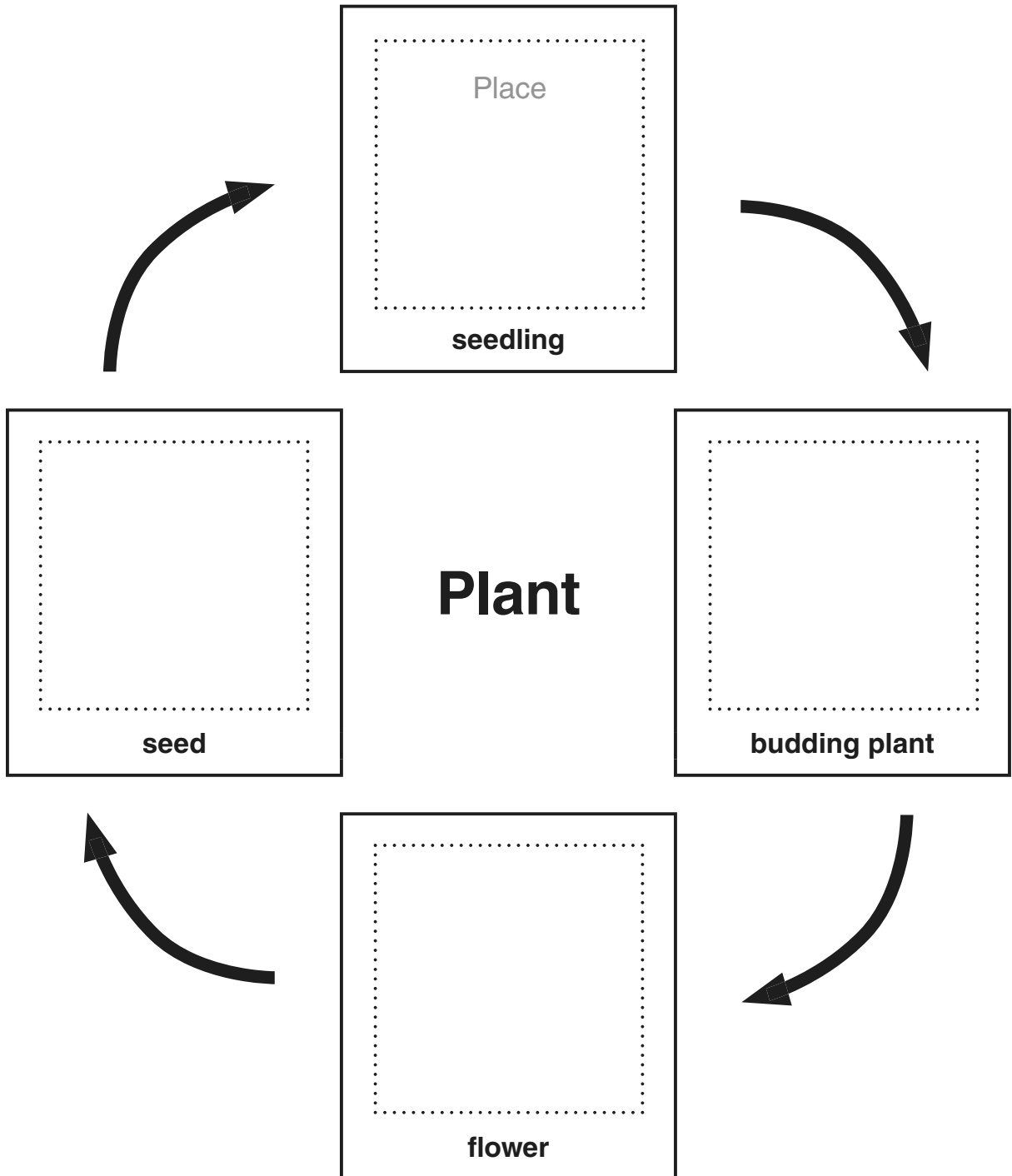
**broccoli**

Name \_\_\_\_\_

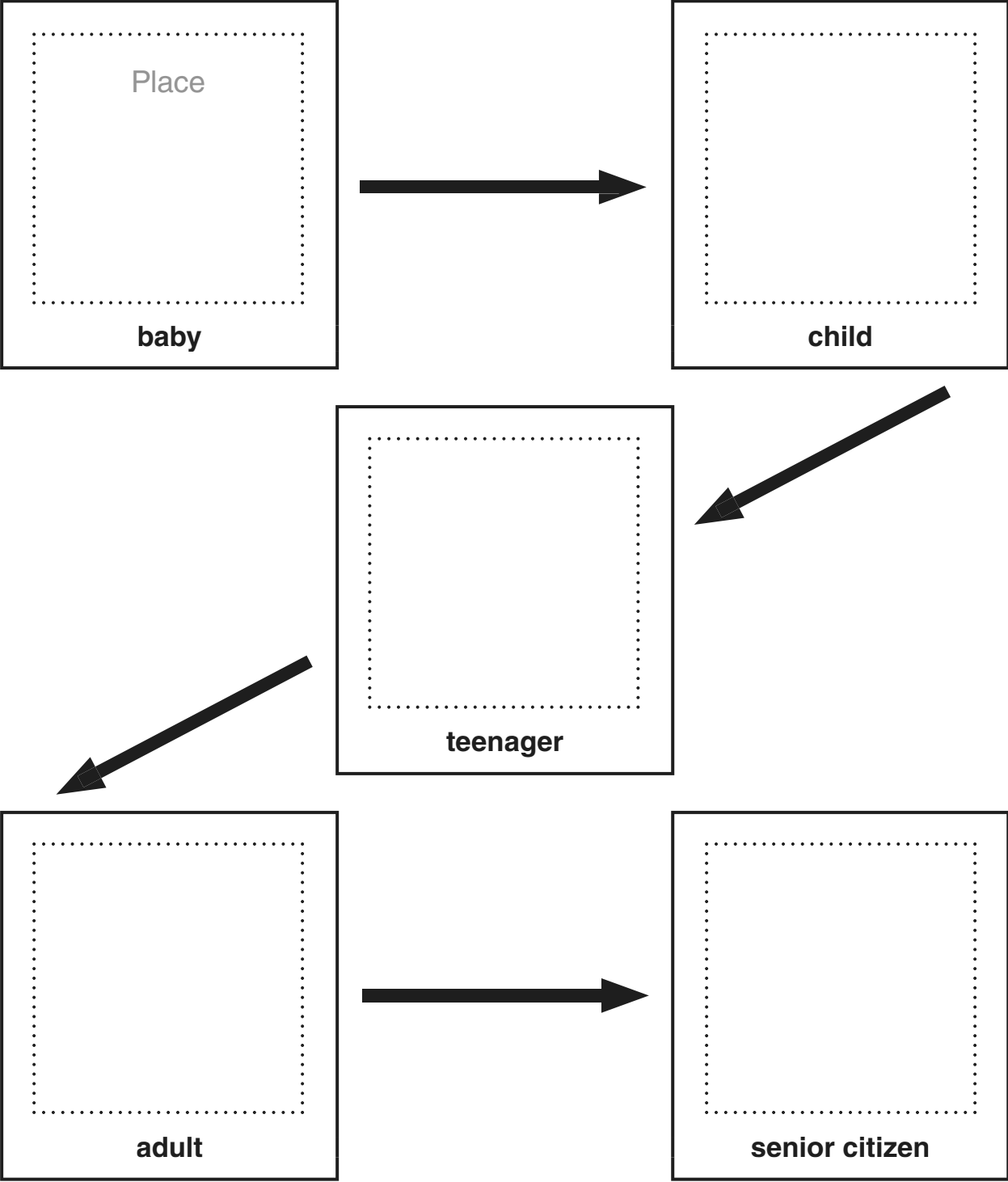
# Growth

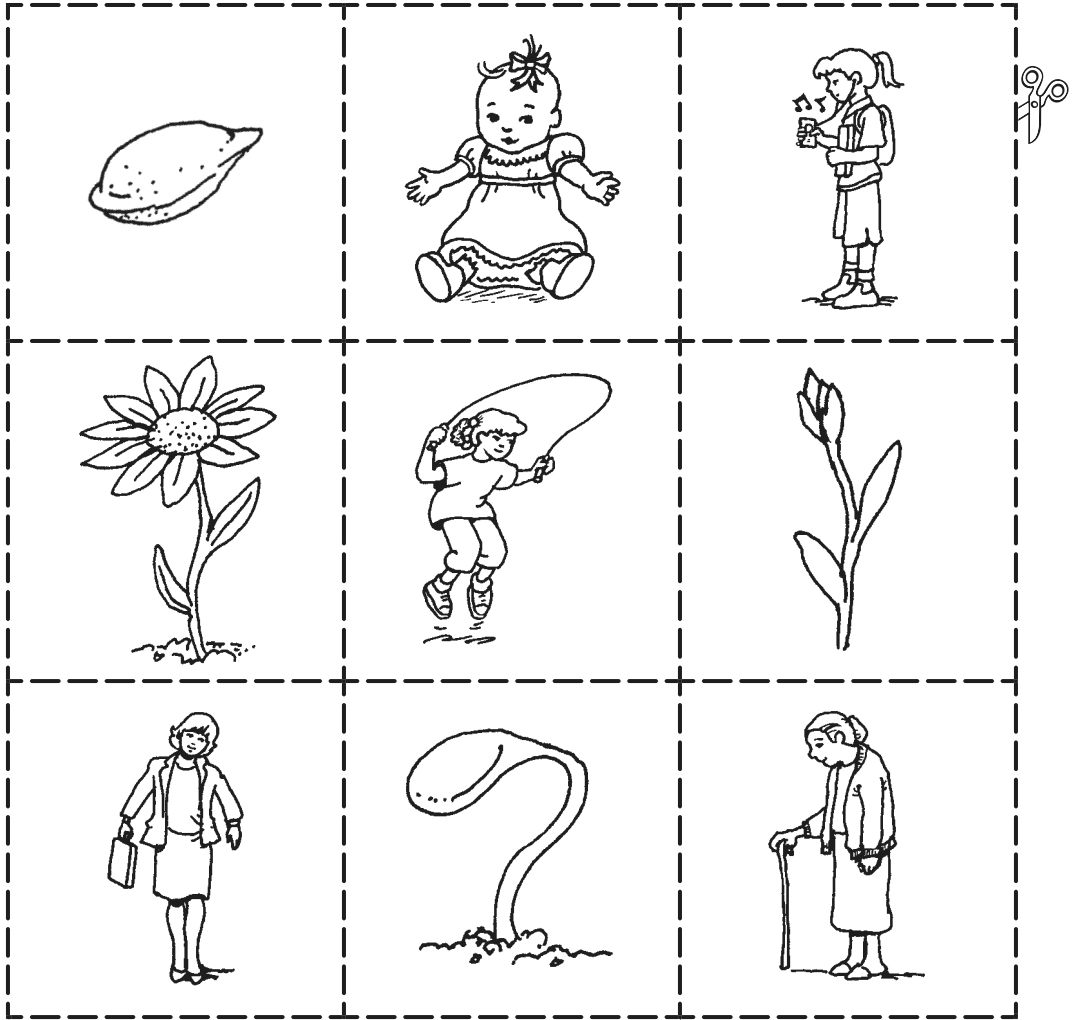
(pp. 27–29)

1. Cut out the pictures on page 29.
2. Glue the pictures on this page and page 28.



# Human



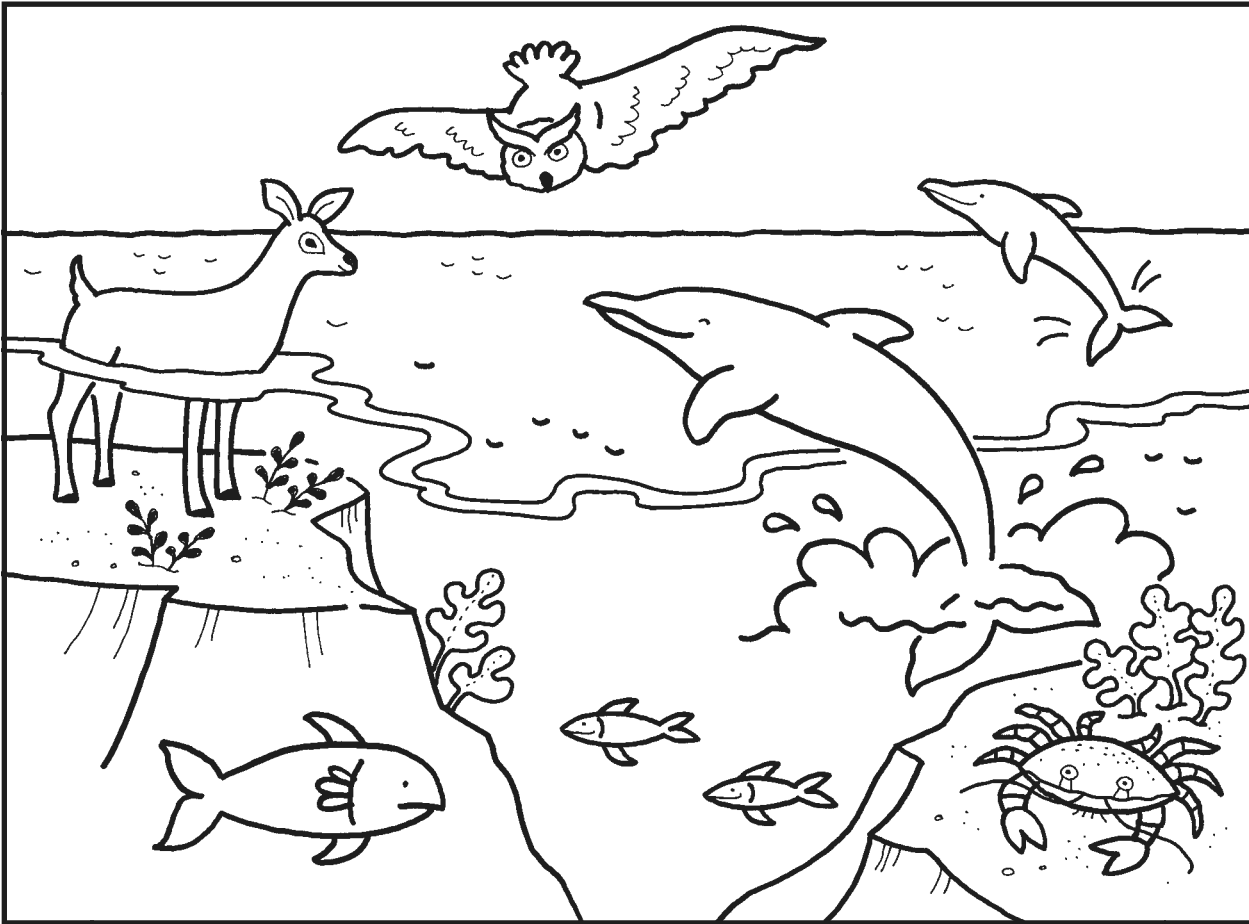


Name \_\_\_\_\_

# Habitat Hunt

 (pp. 30–33)

1. Name the habitat. Name the plants and animals.
2. Color the plants and animals that live in that habitat.
3. Put an X on the plants and animals that do not belong.



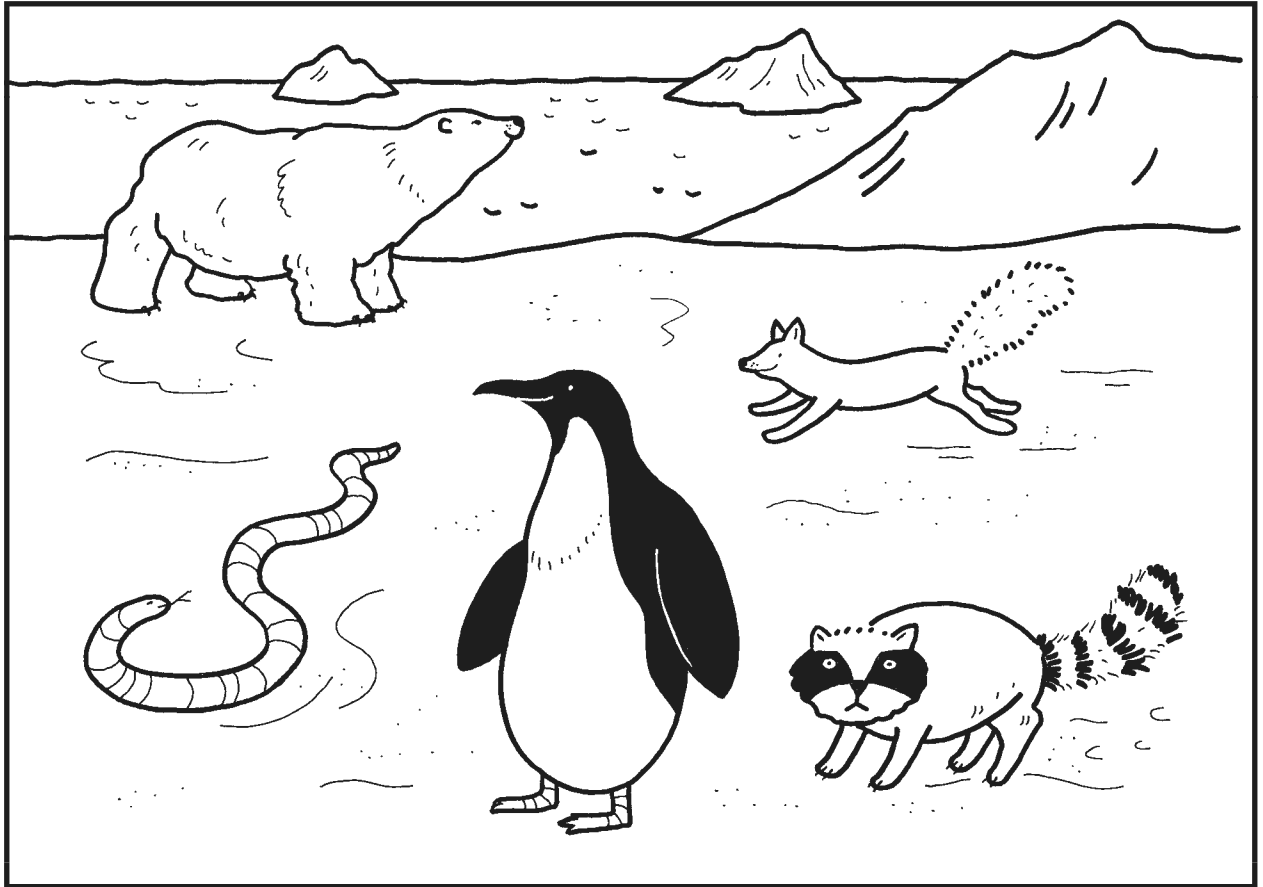
What does not live in an ocean habitat?

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1. Name the habitat. Name the plants and animals.
2. Color the plants and animals that live in that habitat.
3. Put an X on the plants and animals that do not belong.

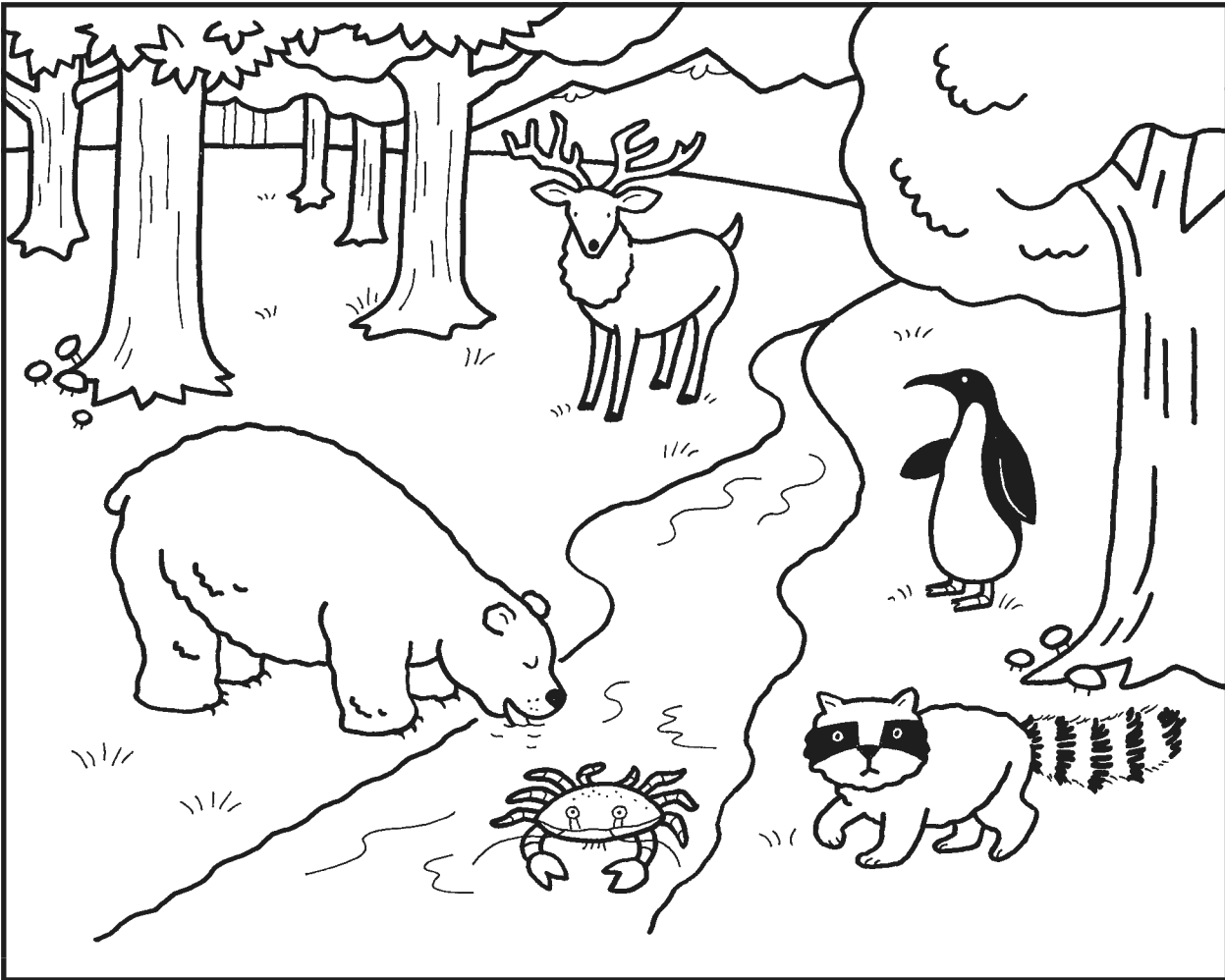


What does not live in a polar habitat?

---

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1. Name the habitat. Name the plants and animals.
2. Color the plants and animals that live in that habitat.
3. Put an X on the plants and animals that do not belong.

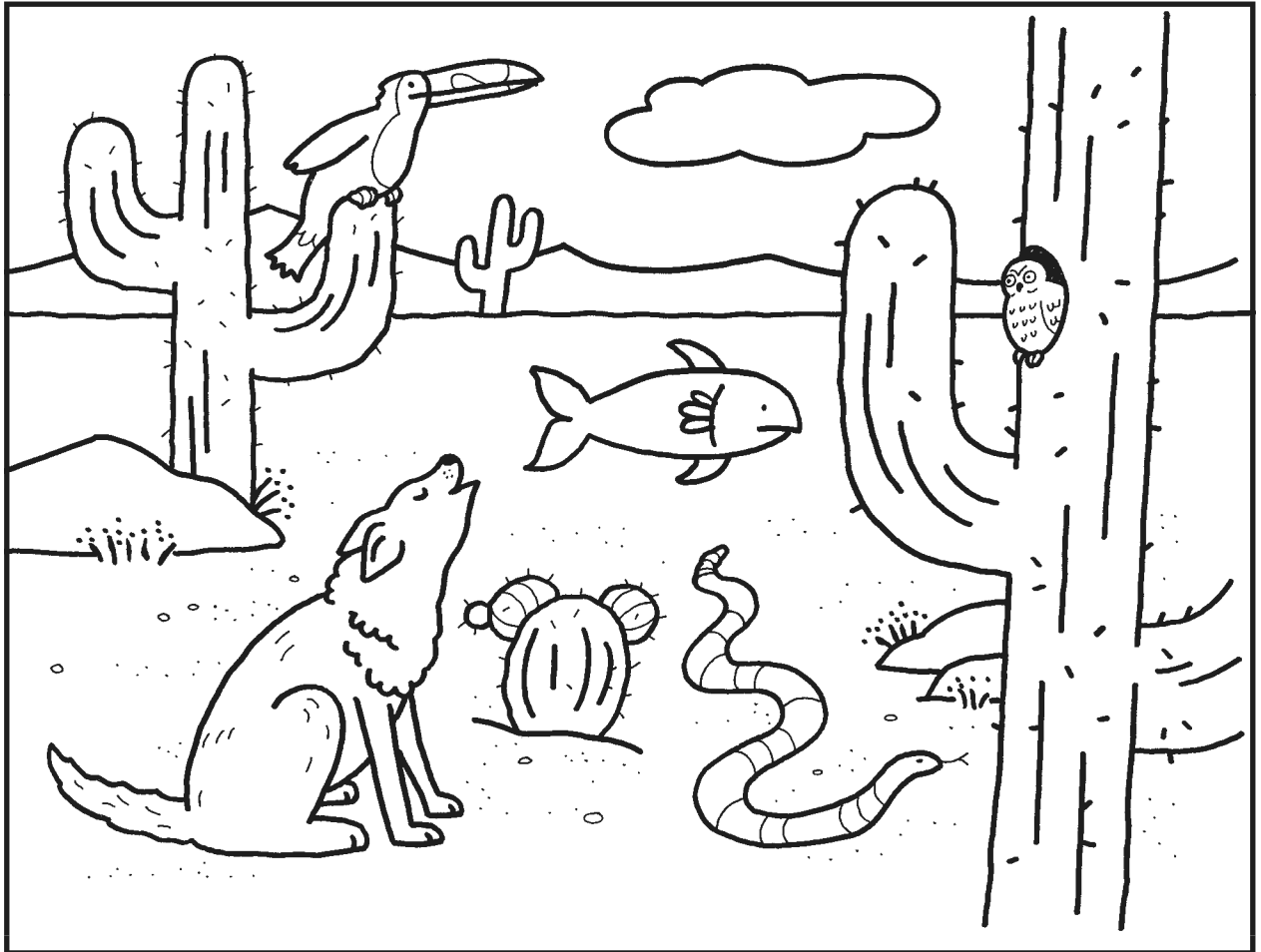


What does not live in a forest habitat?

---

---

1. Name the habitat. Name the plants and animals.
2. Color the plants and animals that live in that habitat.
3. Put an X on the plants and animals that do not belong.



What does not live in a desert habitat?

---

---

Name \_\_\_\_\_

# Healthy Habits Interview

1. Work with a partner. Take turns asking the questions.
2. Write the answers next to the questions.

Interview Questions	Answers
What kinds of healthy foods do you like?	
How do you exercise?	
What is your favorite sport?	
How many hours do you sleep?	
How do you take care of your teeth?	

Name \_\_\_\_\_

## Rooms in a Home (pp. 35–37)

1. Color the pictures on page 37. Cut out the pictures.
2. Place each item in its correct room.

Bathroom	Bedroom

**Kitchen**

**Living Room**



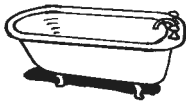
**television**



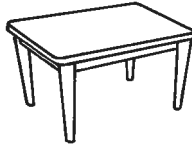
**shower**



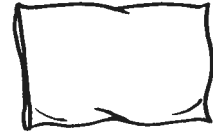
**mirror**



**bathtub**



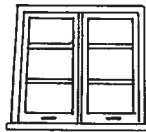
**table**



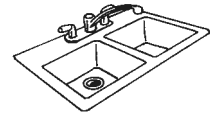
**pillow**



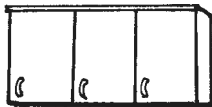
**bed**



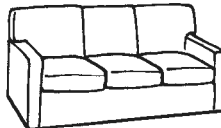
**window**



**sink**



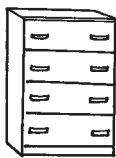
**cabinet**



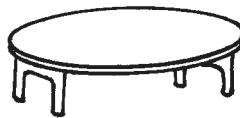
**couch**



**chair**



**dresser**



**coffee table**



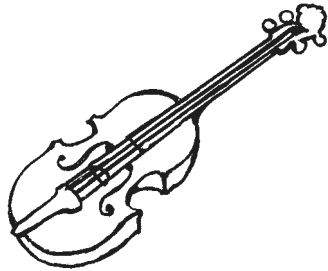
**toilet**





Name \_\_\_\_\_

# Instruments Go Fish (pp. 38–39)



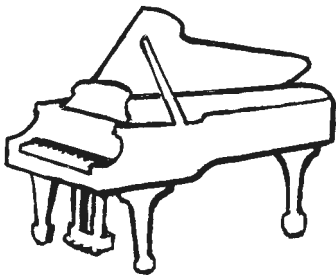
violin



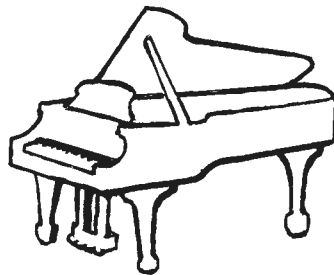
violin



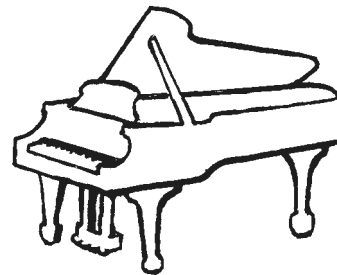
violin



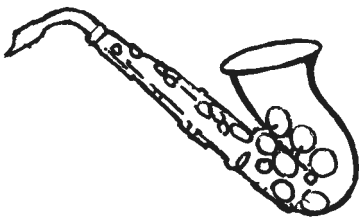
piano



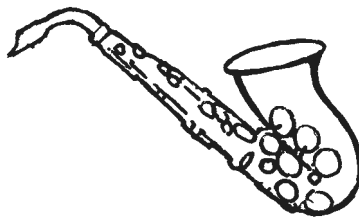
piano



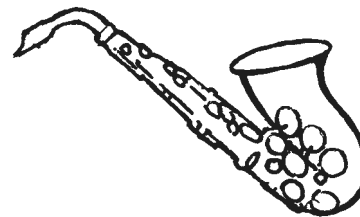
piano



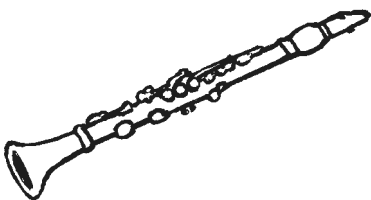
saxophone



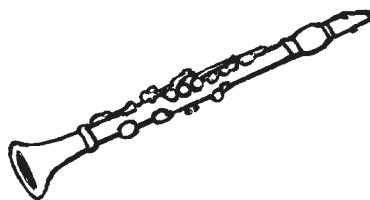
saxophone



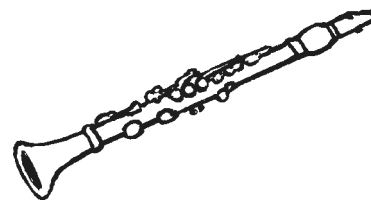
saxophone



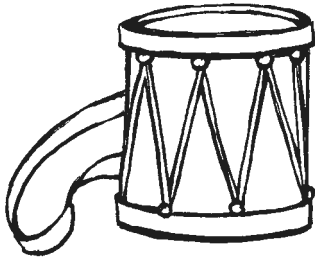
clarinet



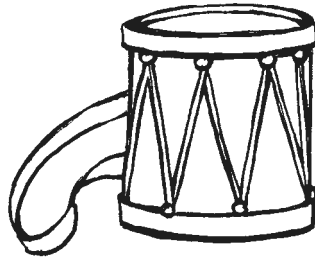
clarinet



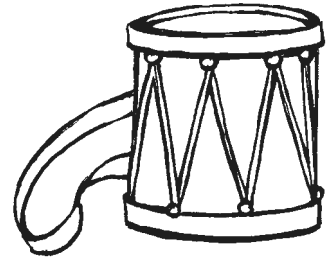
clarinet



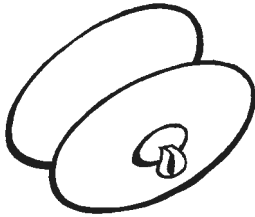
drum



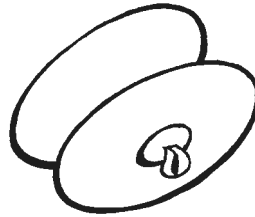
drum



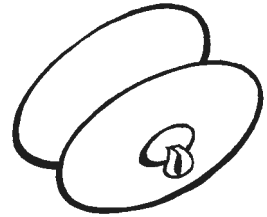
drum



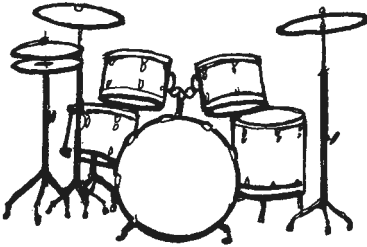
cymbals



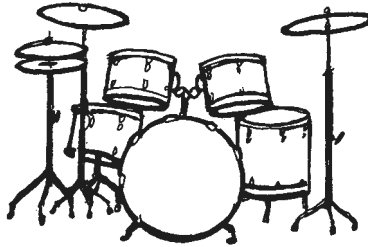
cymbals



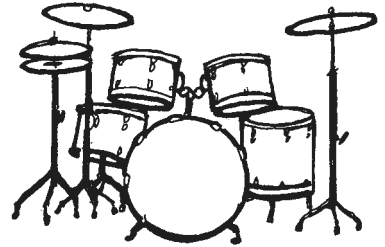
cymbals



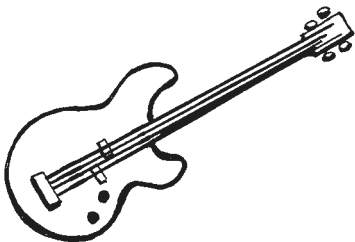
drum set



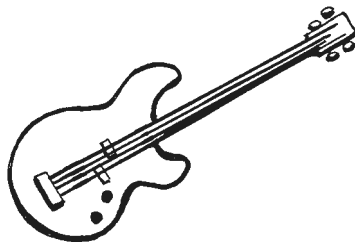
drum set



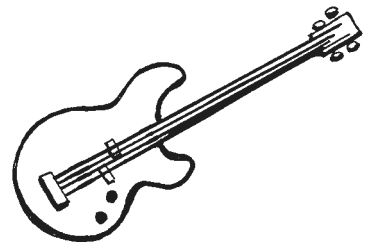
drum set



guitar



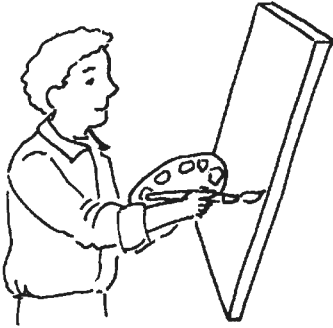
guitar



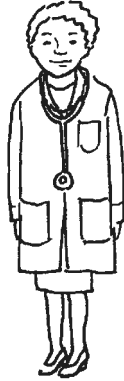
guitar

Name \_\_\_\_\_

# Jobs Concentration (pp. 40–41)



artist



doctor



chef



chef



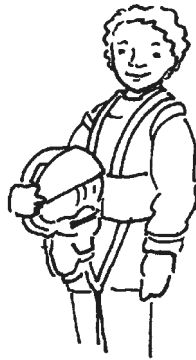
firefighter



letter carrier



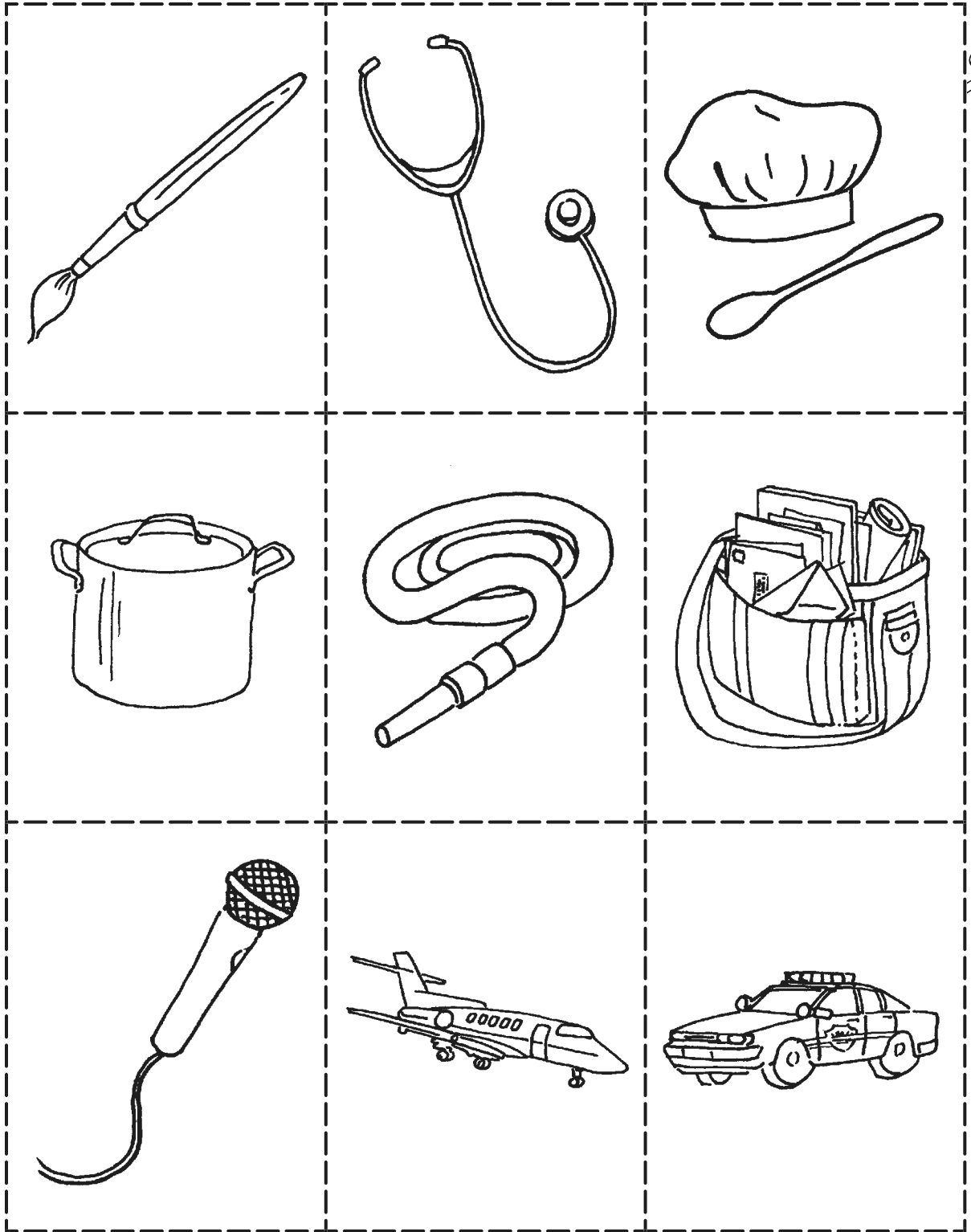
news reporter



pilot



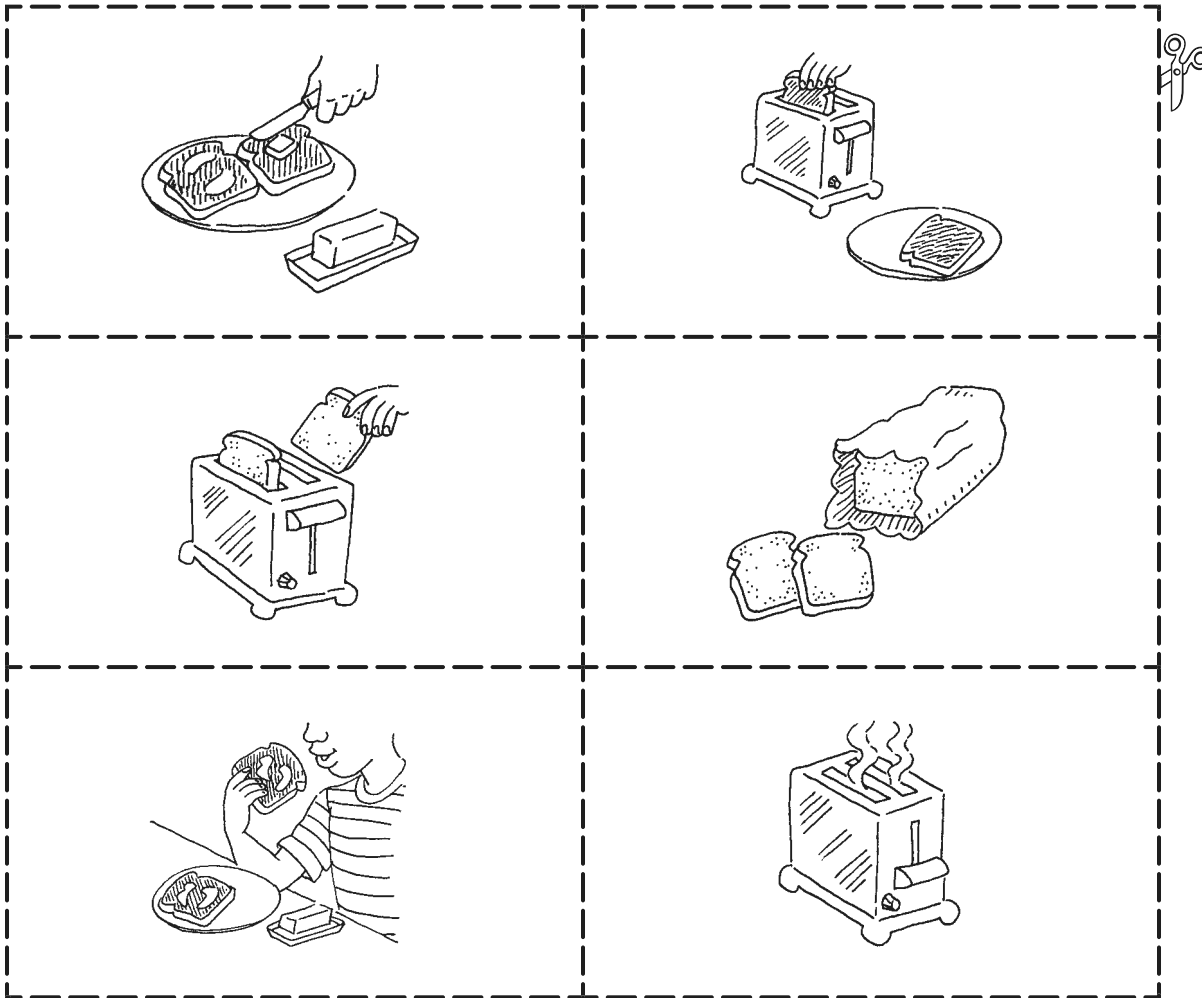
police officer



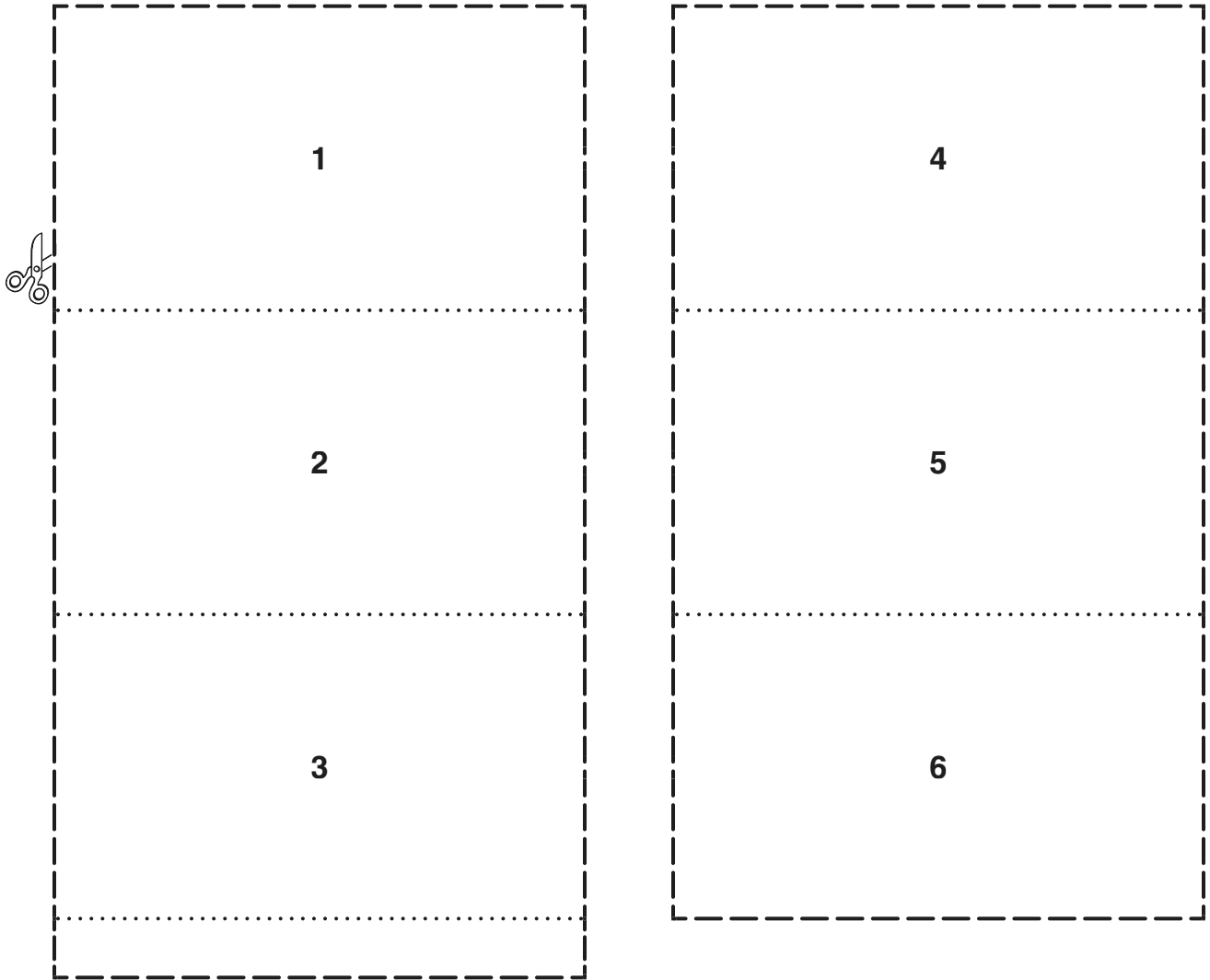
Name \_\_\_\_\_

# Cooking in the Kitchen (pp. 42–44)

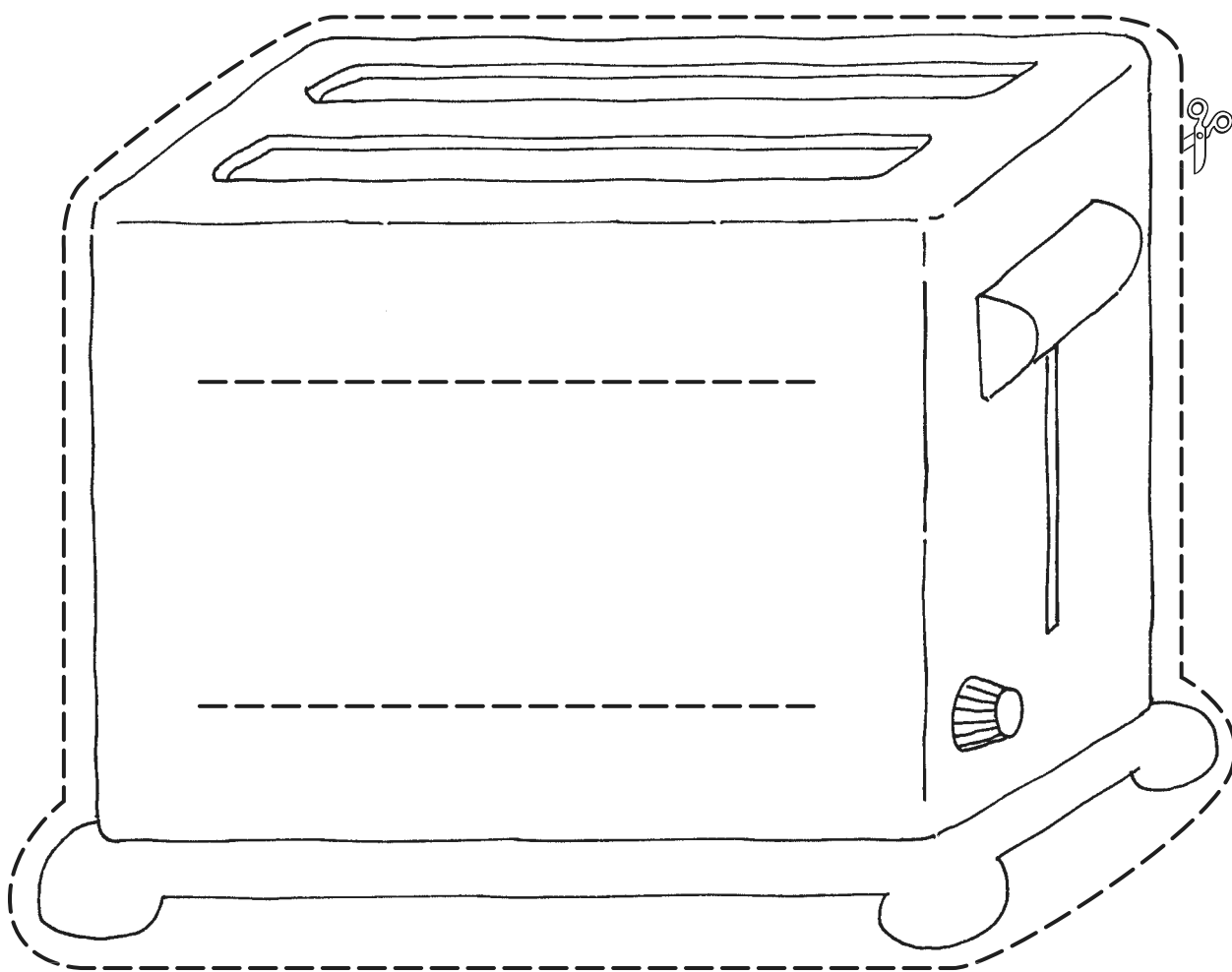
1. Color the pictures.
2. Cut out the pictures.
3. Put them in order to show how to make toast.
4. Glue the pictures on page 43.



1. Cut out the two strips.
2. Tape them together.
3. Glue the pictures from page 42 on the strips.
4. Use the strips for page 44.



1. Cut out the toaster.
2. Cut along the dashed lines in the middle.
3. Put the strips through the openings.
4. Tell a partner how to make toast.



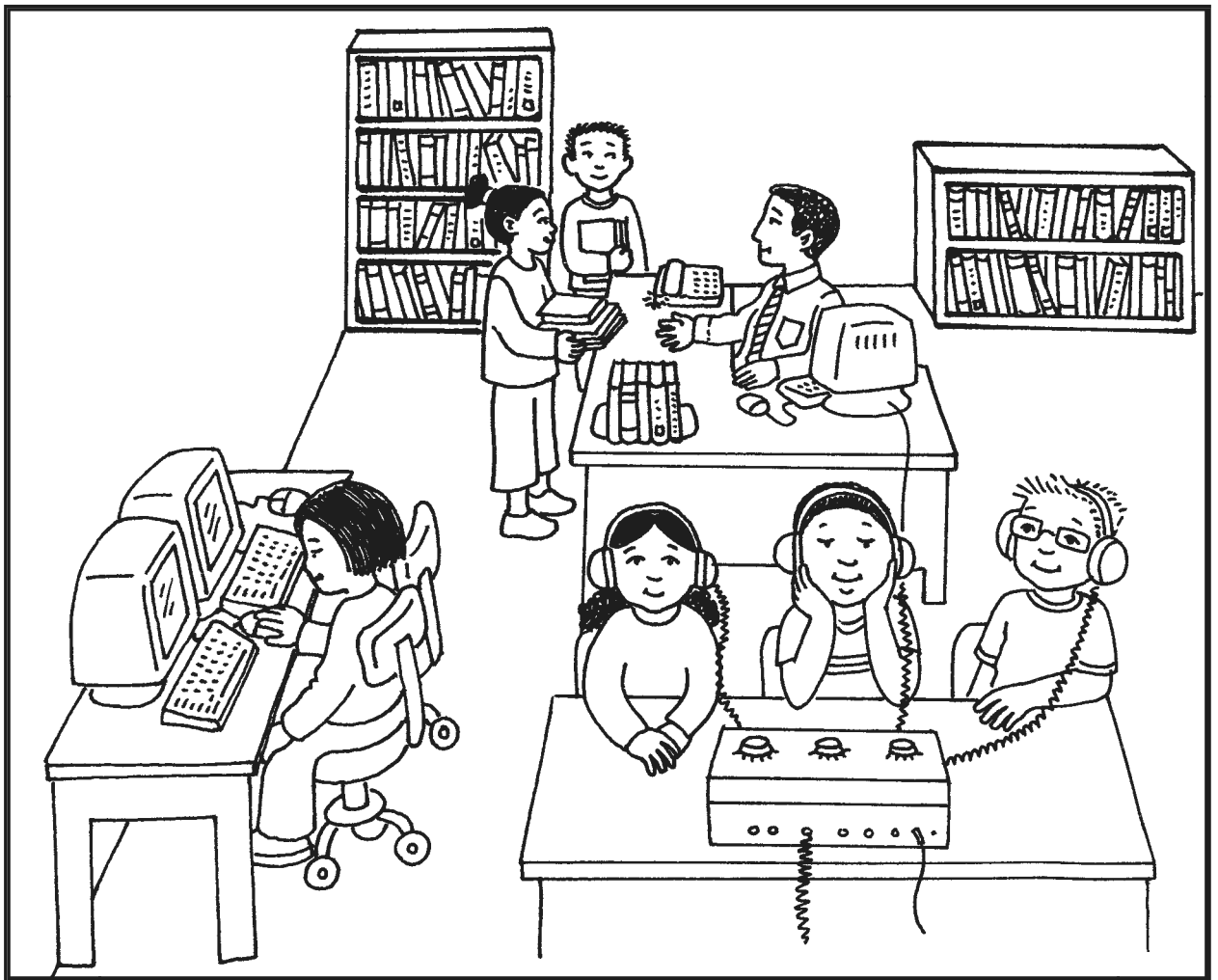


Name \_\_\_\_\_

# The Library

 (pp. 45–46)

1. Work with a partner.
2. Write and say the things you see in the picture.
3. Ask your partner questions about what you see: *How many bookcases do you see in the picture? How many people do you see in the listening center?*



The library has:

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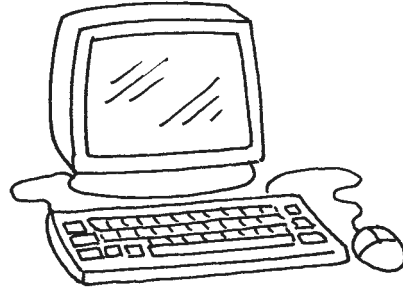
Label each picture.

computer

librarian

bookcase



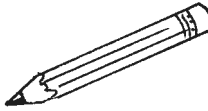

listening center



Name \_\_\_\_\_

# Measurement (pp. 47–48)

1. Work with a group. Write your names on the chart.
2. Use a ruler. Measure the things shown on the chart.
3. Write your measurements.
4. Answer the questions.

Name	 your shoe	 your hand	 your pencil	 your book

Who has the longest hand? \_\_\_\_\_

How long is the longest hand? \_\_\_\_\_

Who has the shortest shoe? \_\_\_\_\_

How long is the shortest shoe? \_\_\_\_\_

How long is your book? \_\_\_\_\_

How long is the longest pencil? \_\_\_\_\_

1. Look at each picture. What are they measuring?
2. Circle the answer.



weight length height volume



weight length height volume



weight length height volume



weight length height volume

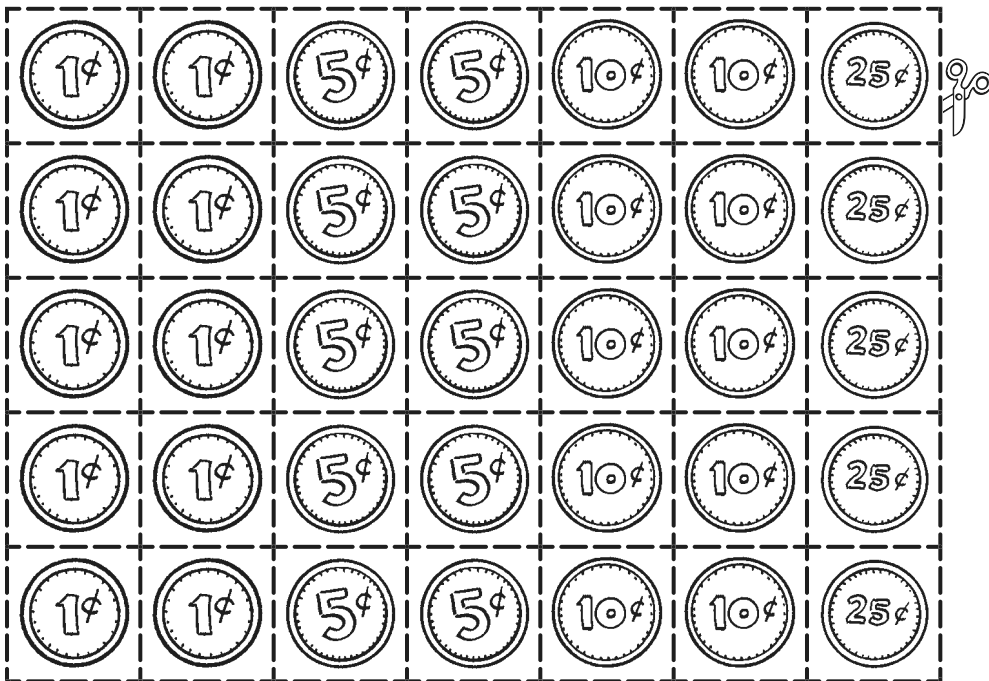
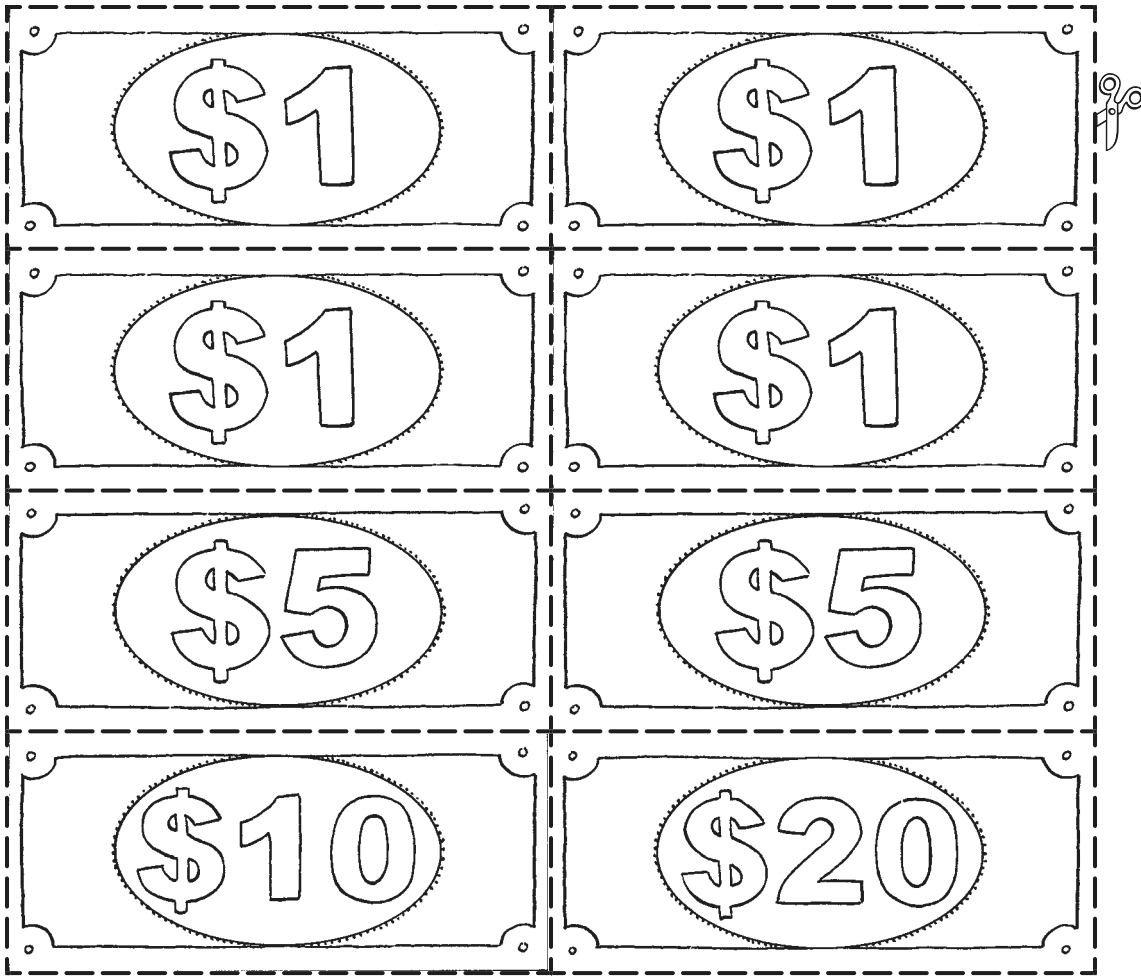
Name \_\_\_\_\_

# Money

 (pp. 49–51)

1. Cut out the money on page 50.
2. Toss a marker on the game board.
3. Show the amount of money.
4. On page 51 show how you made the amount.

<b>\$7.16</b>	<b>\$8.49</b>	<b>\$12.67</b>
<b>29¢</b>	<b>\$15.35</b>	<b>\$21.42</b>
<b>\$3.57</b>	<b>87¢</b>	<b>\$29.95</b>



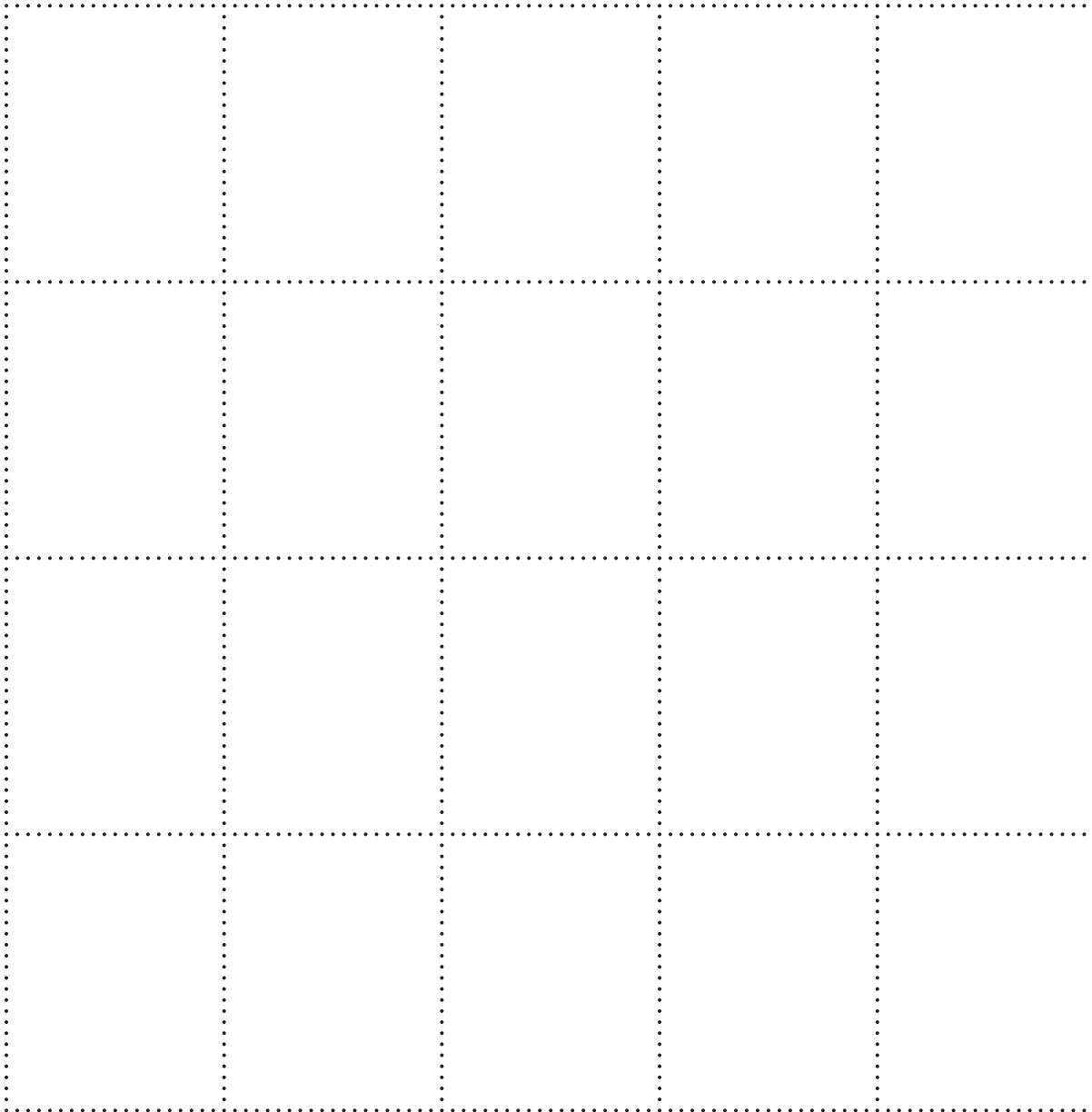






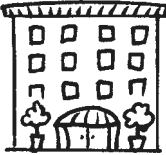


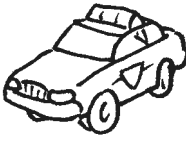

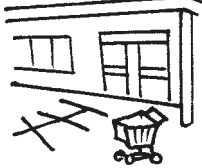




Name \_\_\_\_\_

# A Neighborhood (pp. 52–53)

1. Cut out the pictures on page 53.
2. Glue the pictures on this page to make a map.
3. Add your own pictures.




			
<b>bank</b>	<b>fire station</b>	<b>hospital</b>	<b>house</b>
			
<b>apartment building</b>	<b>library</b>	<b>playground</b>	<b>police station</b>
			
<b>post office</b>	<b>grocery store</b>	<b>park</b>	<b>school</b>

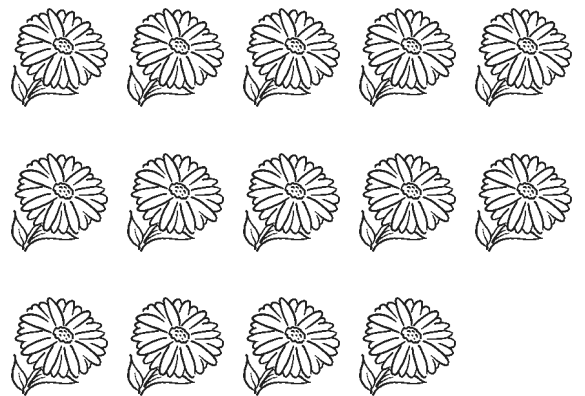
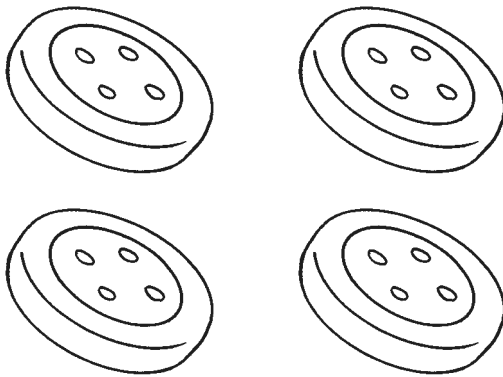
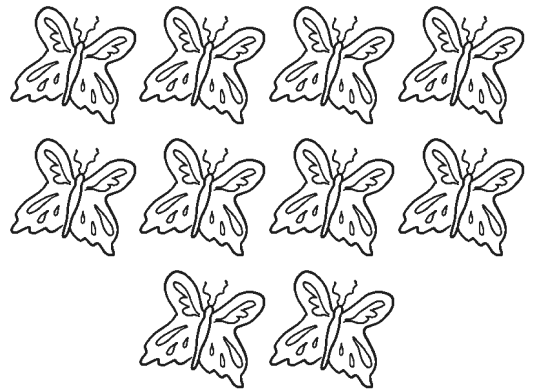
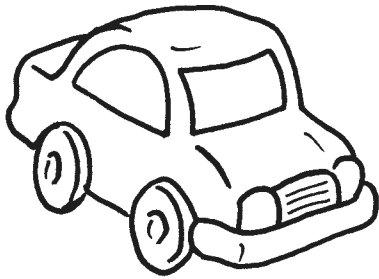
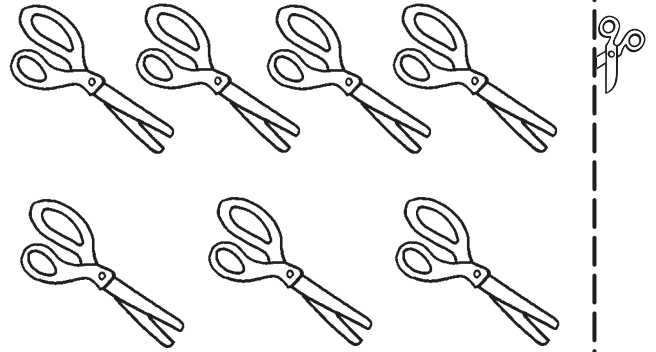
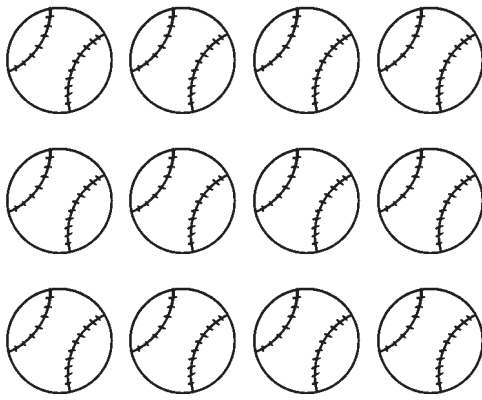
Name \_\_\_\_\_

# Numbers (pp. 54–56)

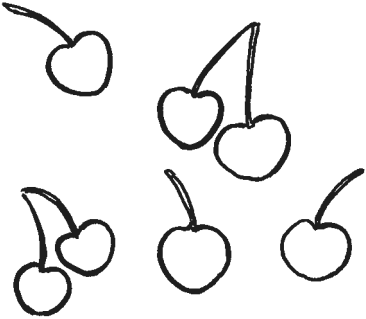
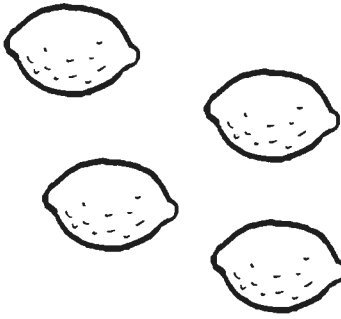
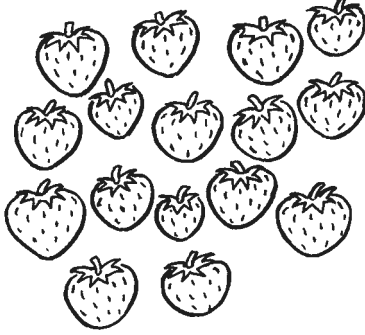
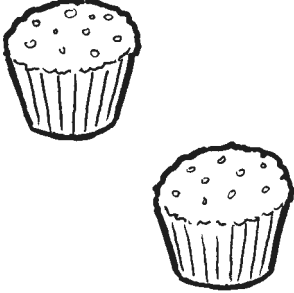
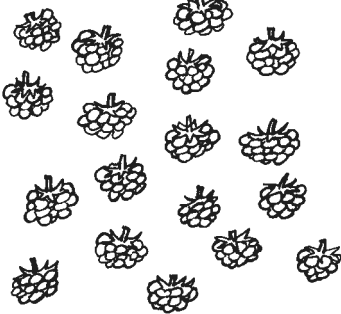
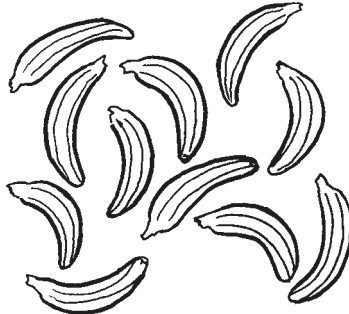

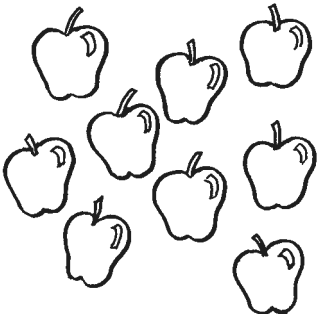
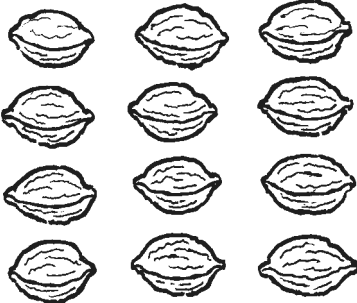
1. Cut out the cards on pages 54 and 55.
2. Match the number cards with the picture cards.

7	12
10	4
1	14





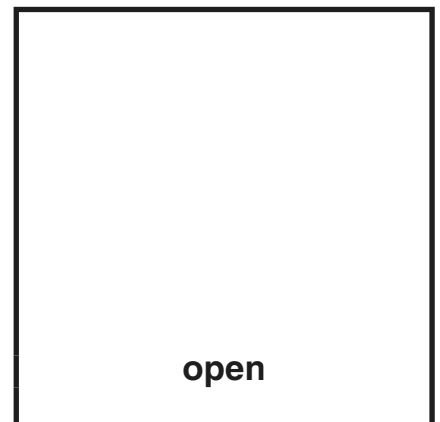
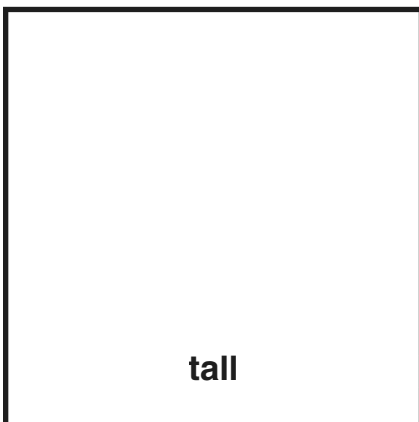
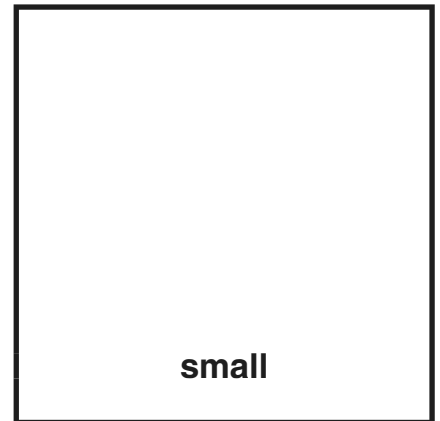
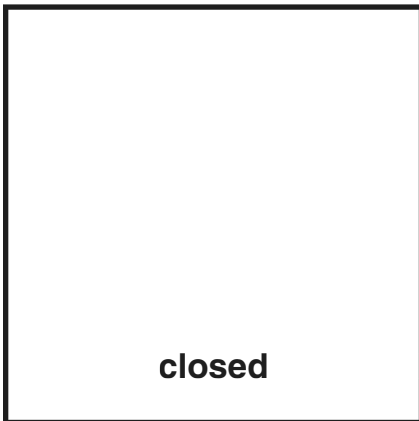
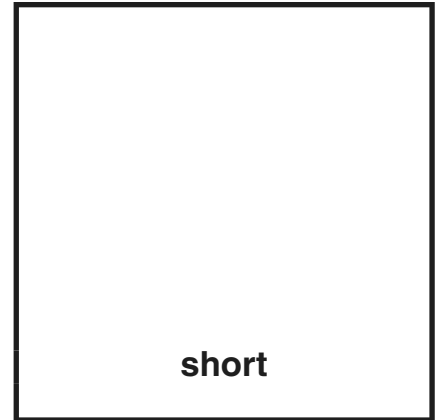
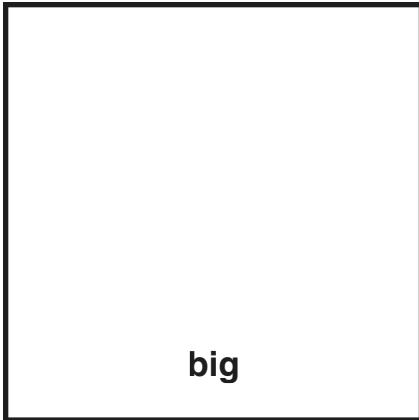
Write the number for each picture.

 <p>7      seven</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

Name \_\_\_\_\_

# Find the Opposites (pp. 57–59)

1. Read the words in each box.
2. Draw a line to match the words that are opposites.
3. Draw a picture for each word.

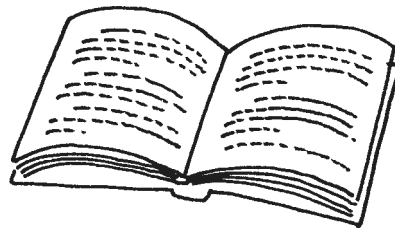
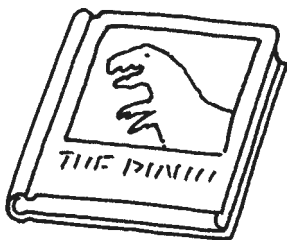
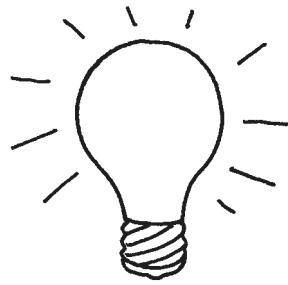
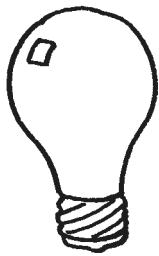


1. Look at each pair of pictures. The pictures are opposites.
2. Write the word that each picture shows.

off  
short

closed  
on

tall  
open

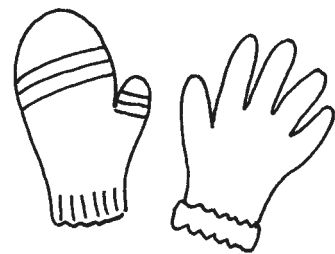
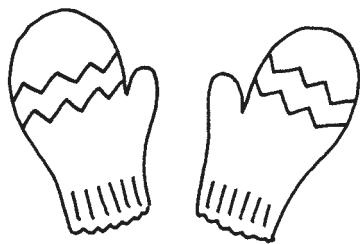
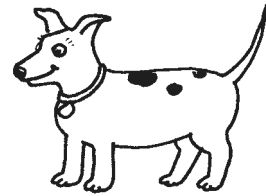
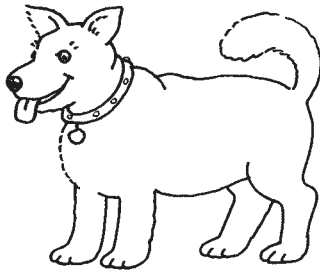
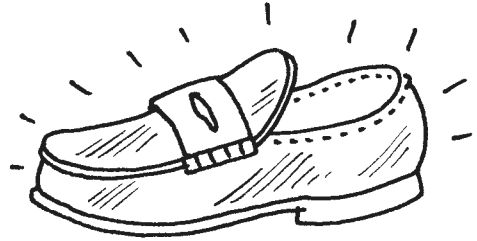
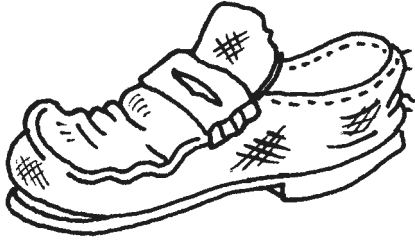




big  
different

new  
old

small  
same

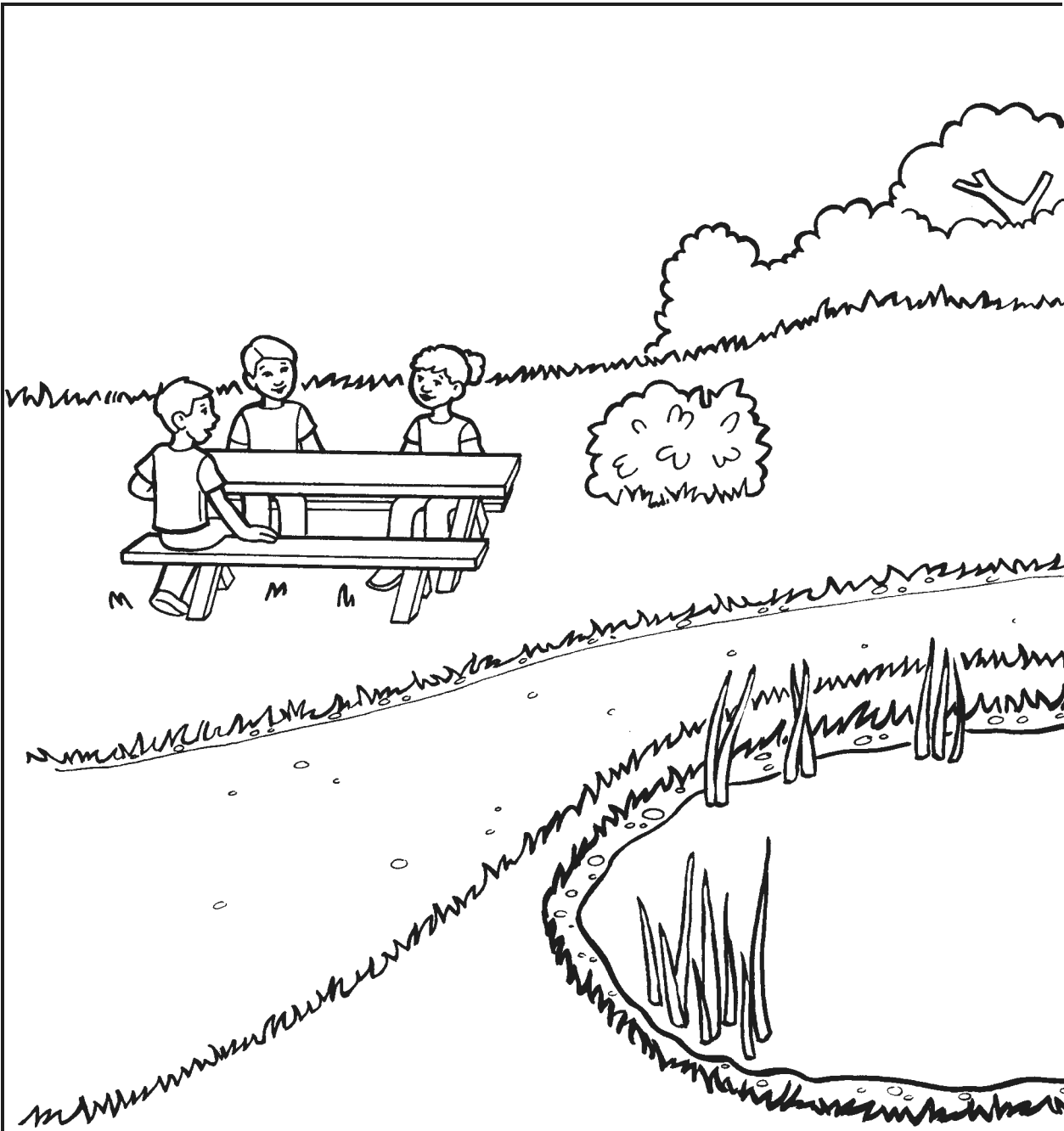


Name \_\_\_\_\_

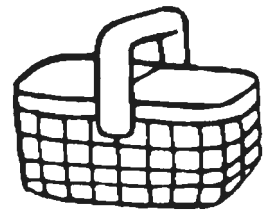
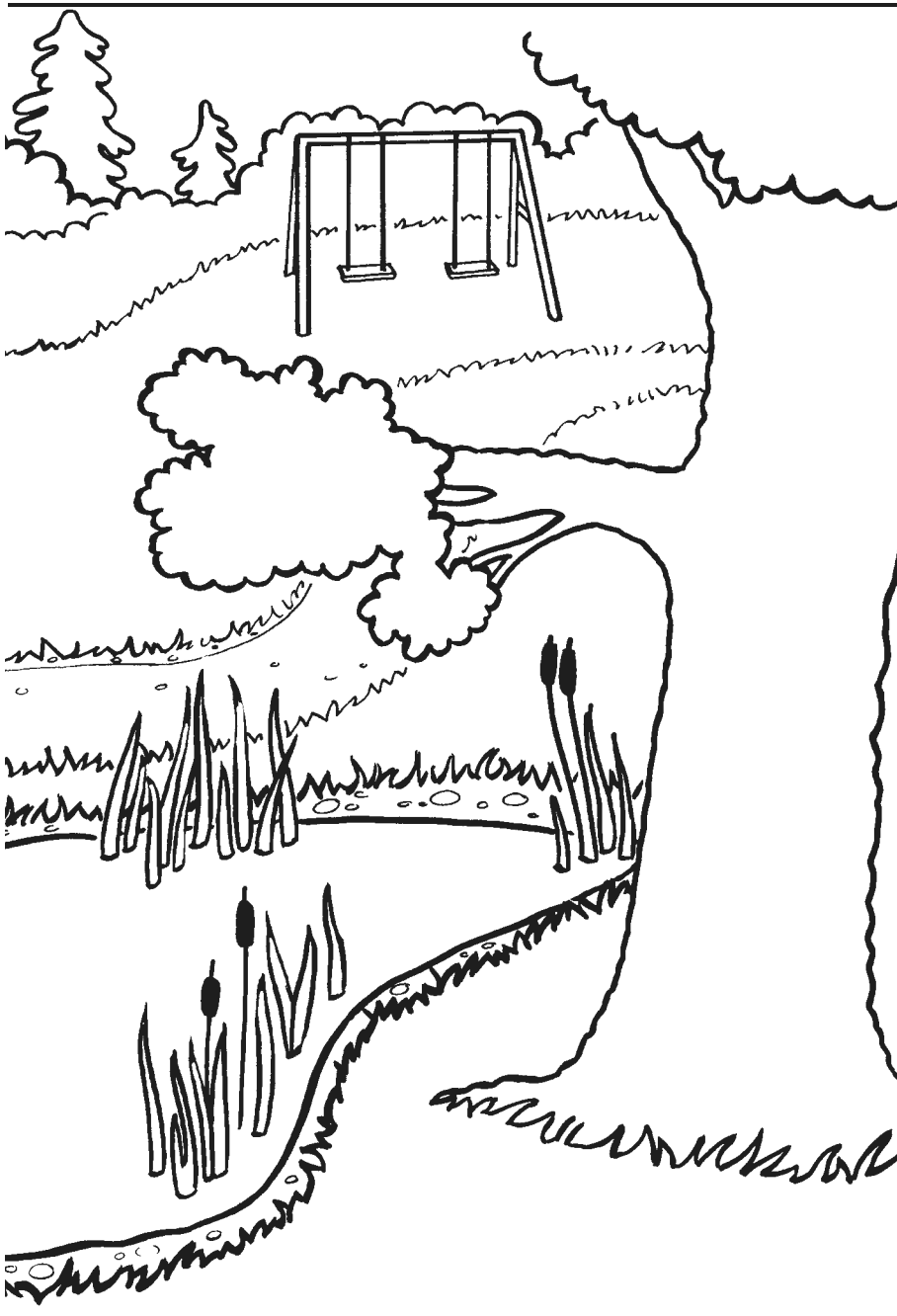
# Park

(pp. 60–61)

1. Look at the pictures on page 61.
2. Draw each picture in the park.
3. Draw more pictures in the park.
4. Tell a partner about your picture.



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Name \_\_\_\_\_

# Plant Parts

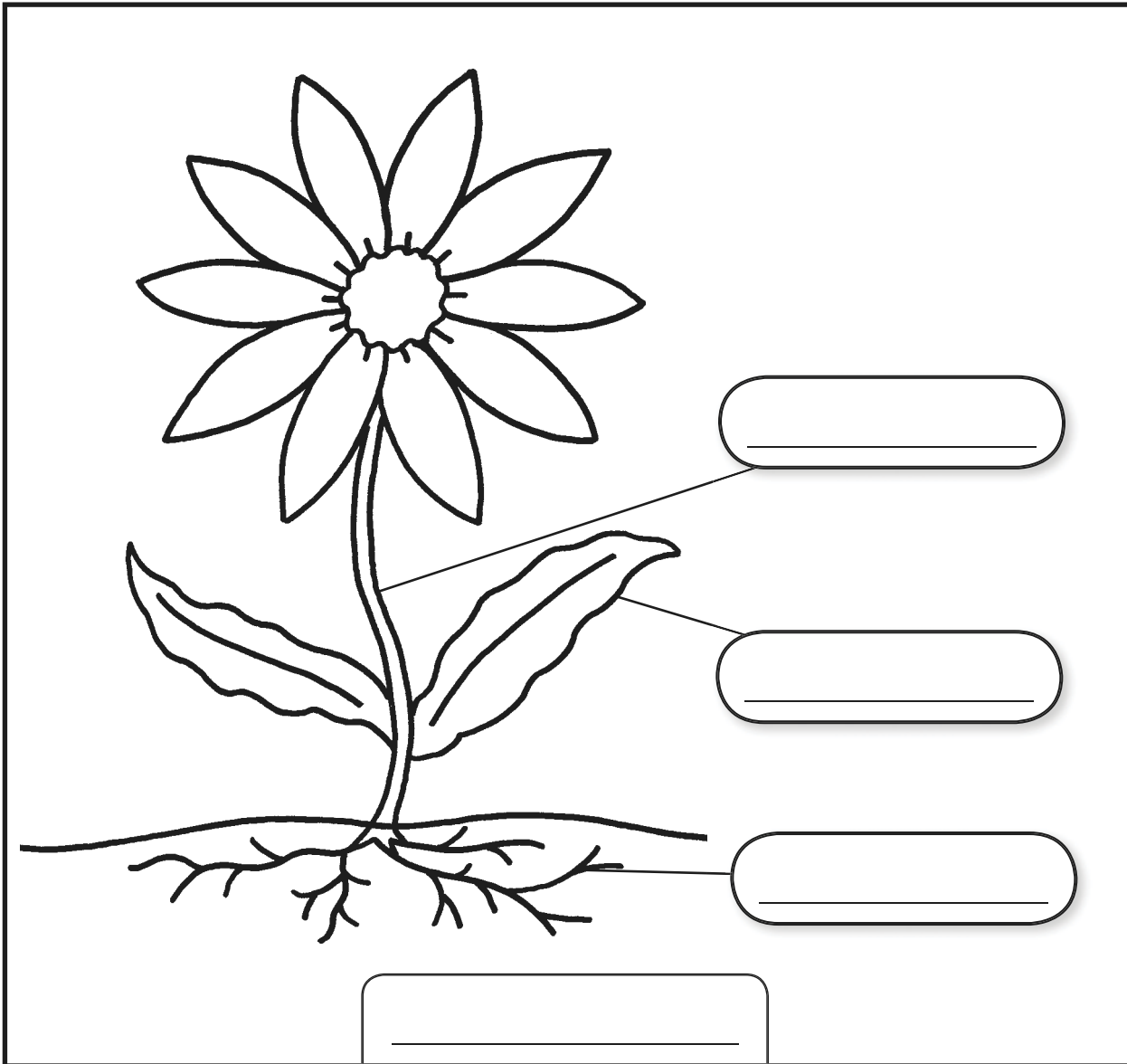
1. Write and say the name of the plant.
2. Write and say the parts of the plant.

roots

flower

leaf


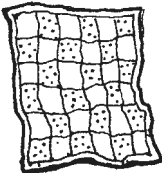


stem



Name \_\_\_\_\_

# Quick Thinking

1. Write and say the name of each thing.
2. Complete the sentence. Use the letters in the boxes.

	1 _____
	2 _____
	3      4 _____
	5 _____

You buy a      of milk  
in the grocery store.

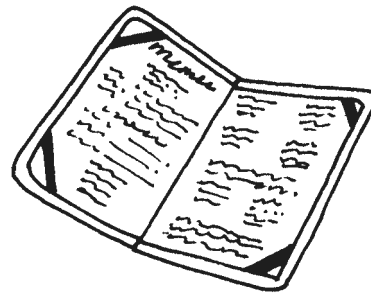
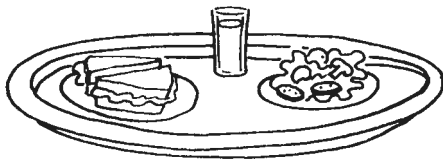
Name \_\_\_\_\_

# Restaurant

(pp. 64–67)

1. Cut out the pictures on page 65.
2. Paste them on this page.

<p>Place</p> <p>cashier</p>	<p>Place</p> <p>customer</p>
<p>menu</p>	<p>tray</p>



1. Find each thing in the picture. Circle it.
2. Write and say the name of each thing.

menu                      booth                      server                      customer



is a \_\_\_\_\_.



is a \_\_\_\_\_.



is a \_\_\_\_\_.



is a \_\_\_\_\_.



Fill in the missing words.

dinner

menu

chicken

table

bill

pasta

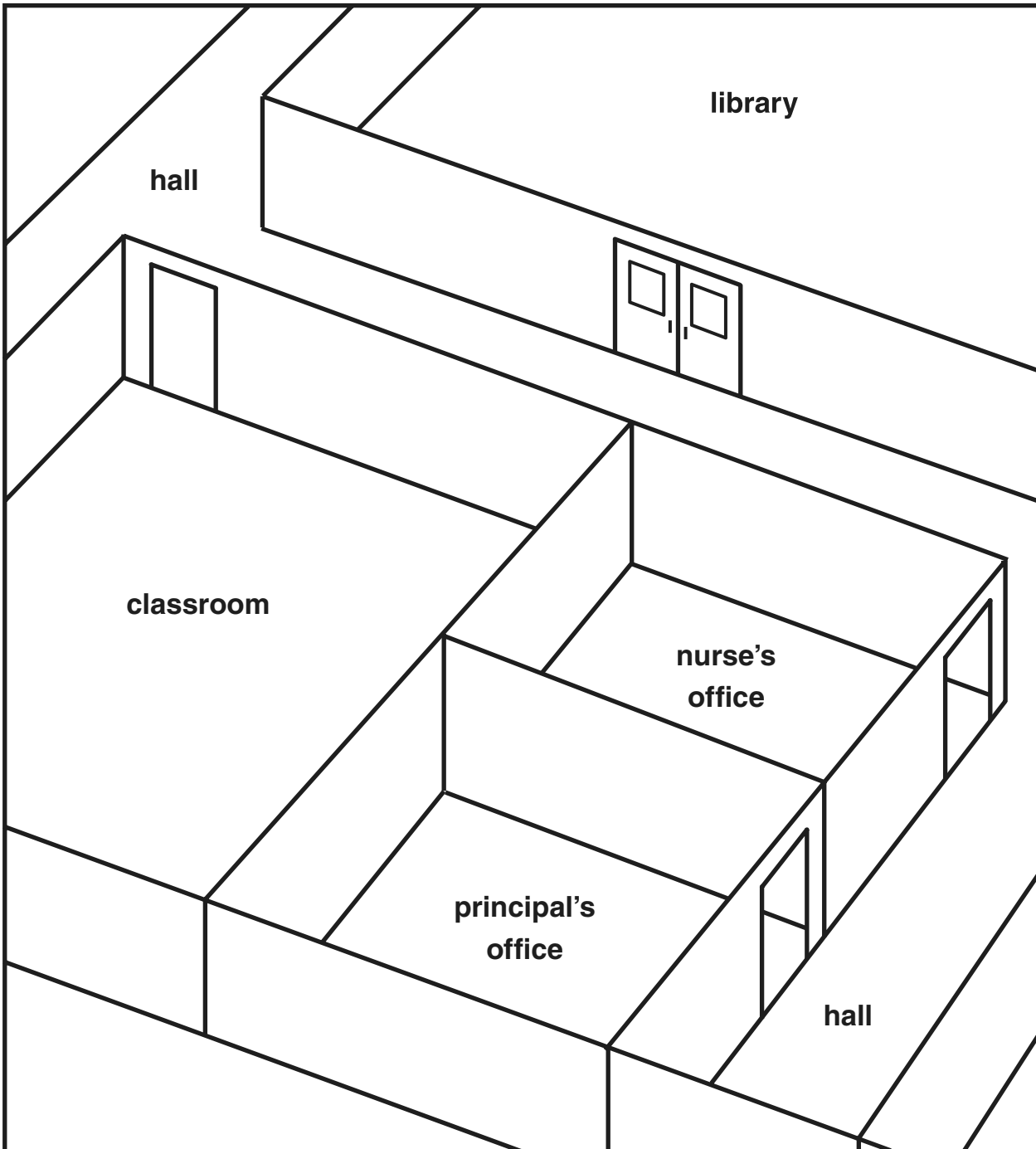


Name \_\_\_\_\_

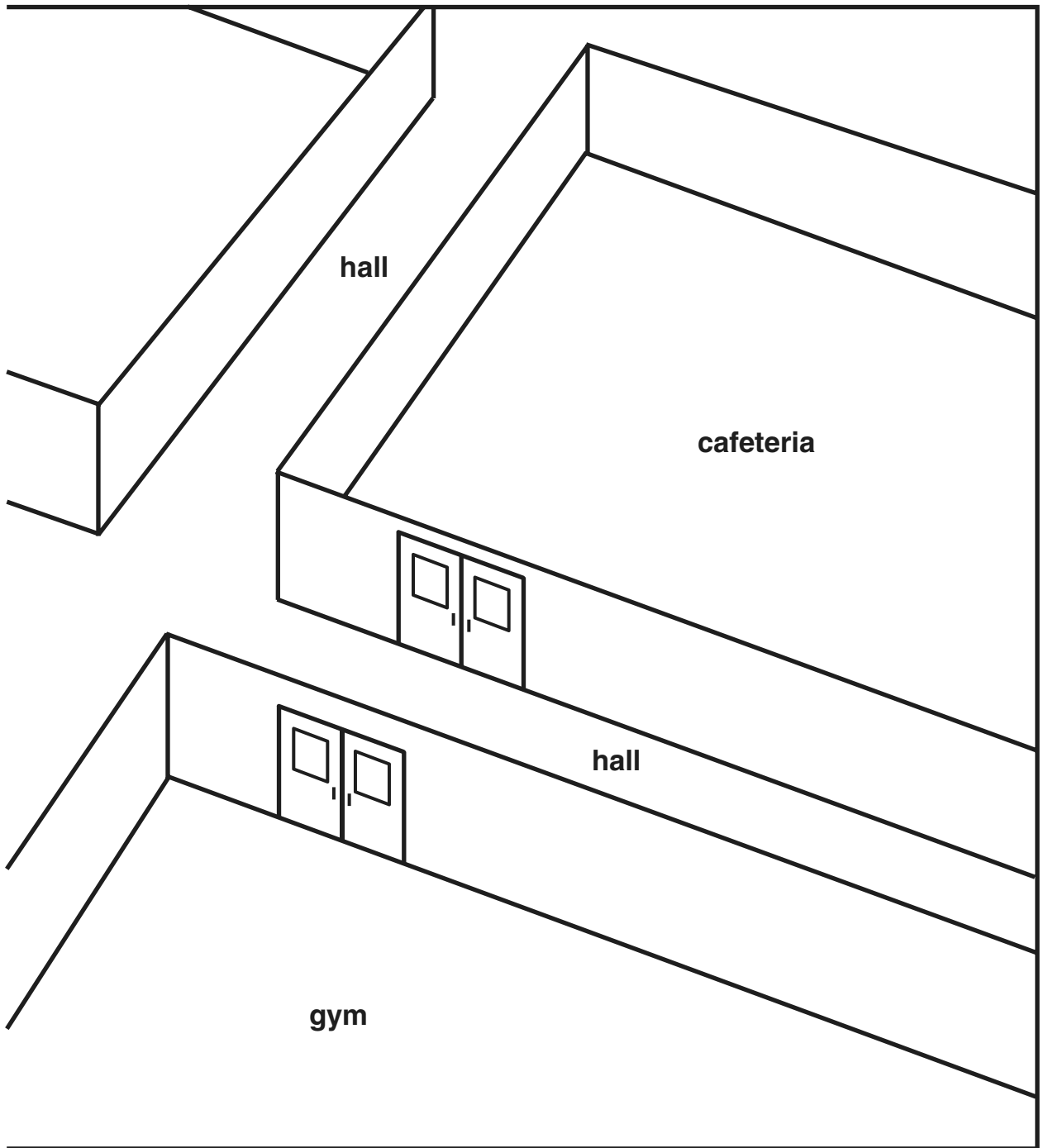
# School

(pp. 68–71)

1. Read the name of each school room.
2. Draw pictures of things you find in each room.
3. Talk to a partner about your drawings.



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Name \_\_\_\_\_

# School

(pp. 70–71)

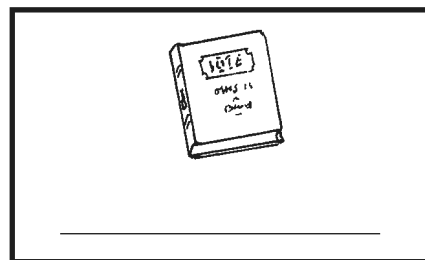
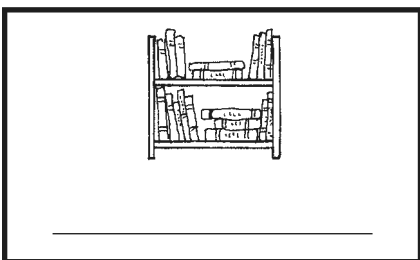
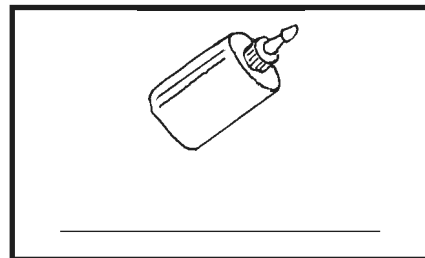
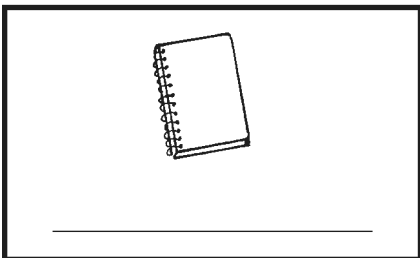
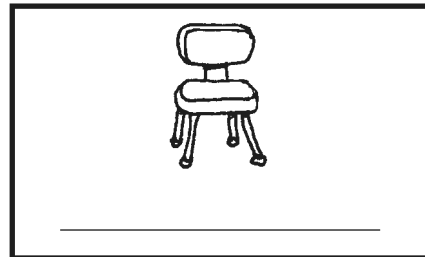
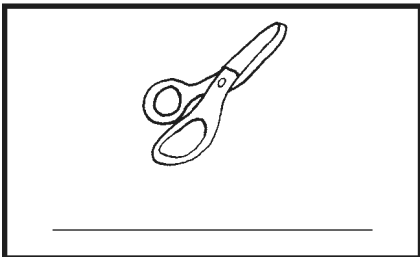
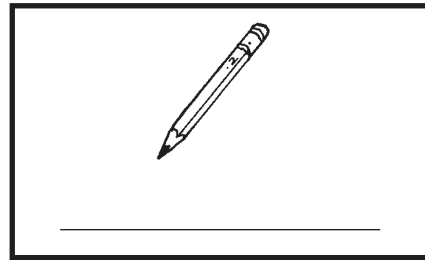
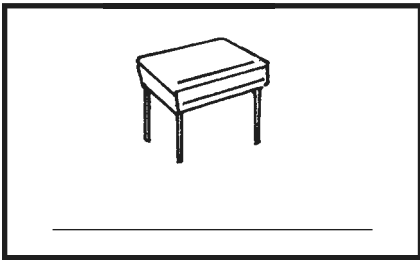
1. Write and say the name for each picture.
2. Draw a line to the school tools that go together.
3. Check your work with a partner.

book  
bookcase

desk  
pencil

scissors  
chair

notebook  
glue



1. Complete each sentence.
2. Draw a line to match each sentence to a picture.

pencil	scissors	book
notebook	board	chair

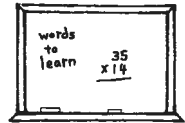
I cut with \_\_\_\_\_.



I sit on a \_\_\_\_\_.



I write with a \_\_\_\_\_.



The teacher writes on a \_\_\_\_\_.



I read a \_\_\_\_\_.



I write in a \_\_\_\_\_.



Name \_\_\_\_\_

# Shapes

1. Color the picture.
2. Answer the question.

## Color the picture:

small circle—red

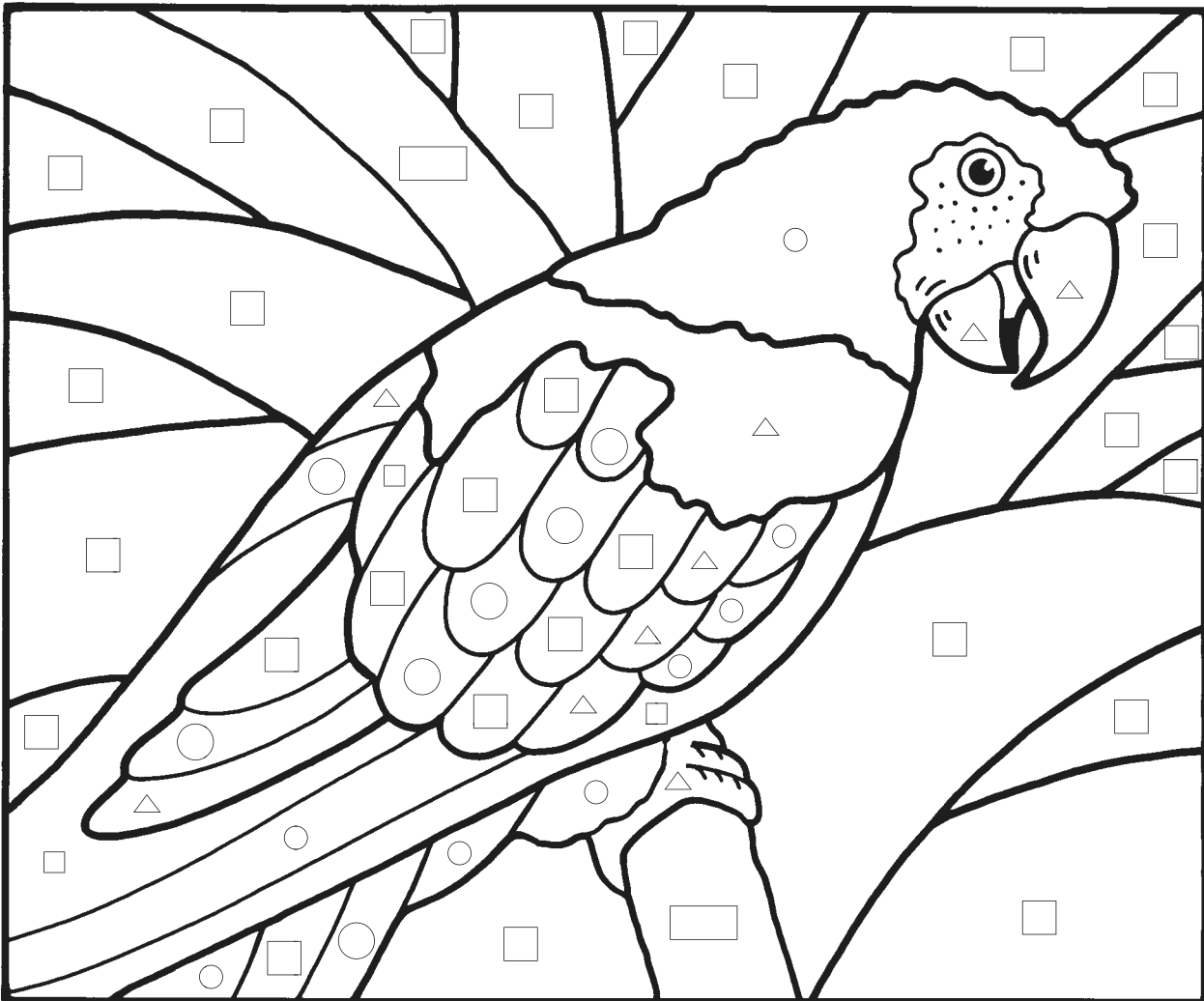
large circle—orange

small triangle—yellow

small square—blue

large square—green

large rectangle—brown

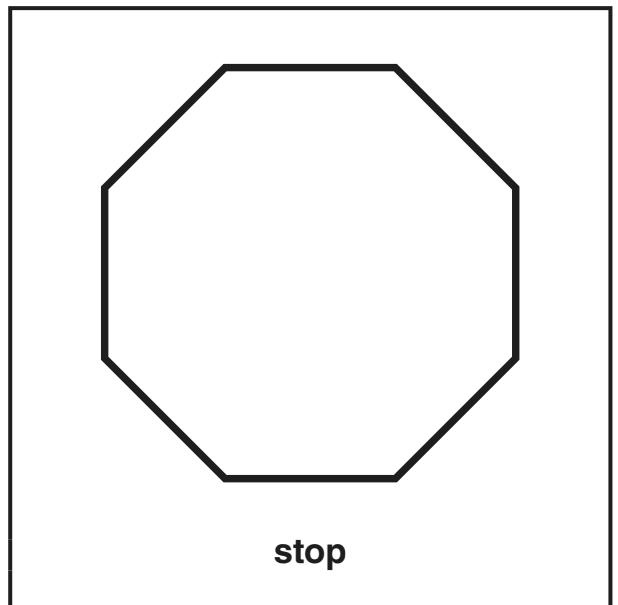
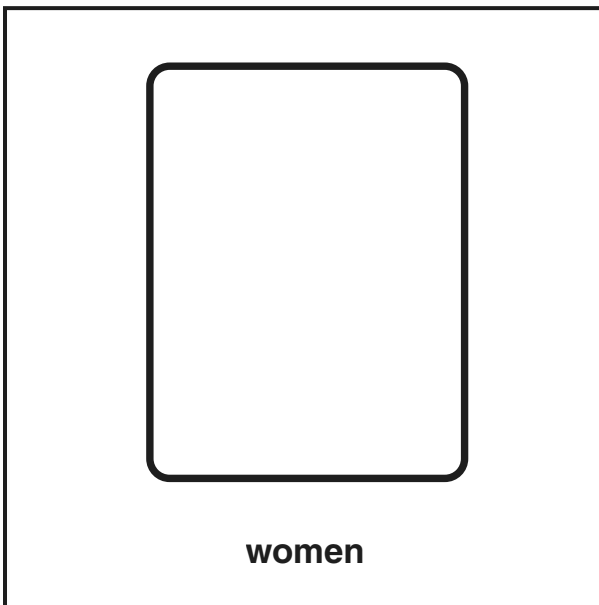
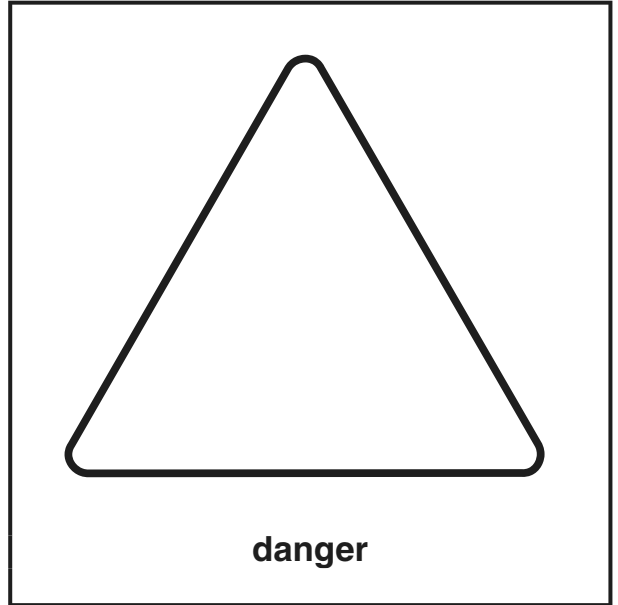
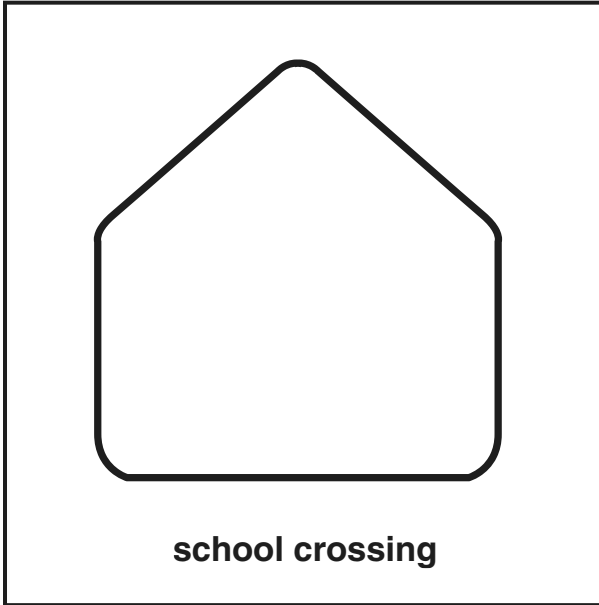


What is this animal? \_\_\_\_\_

Name \_\_\_\_\_


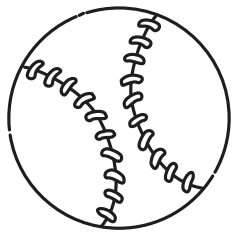

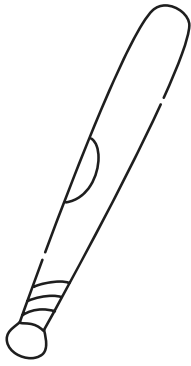





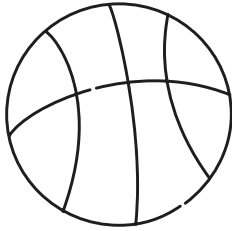

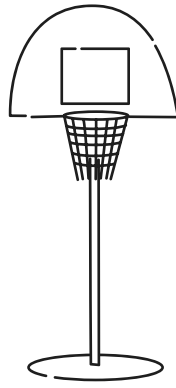




# Signs

Draw each sign.


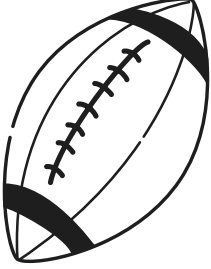

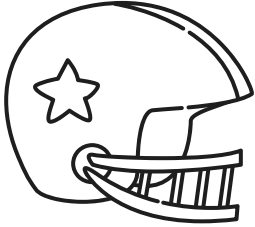

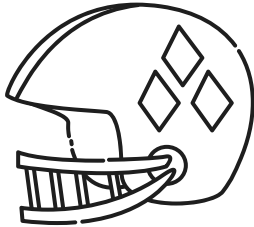


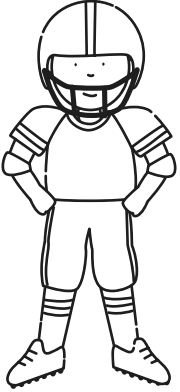



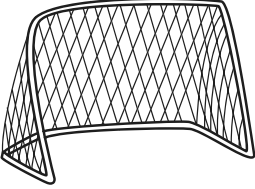








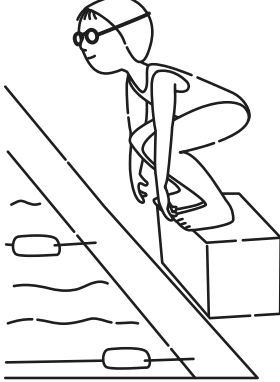
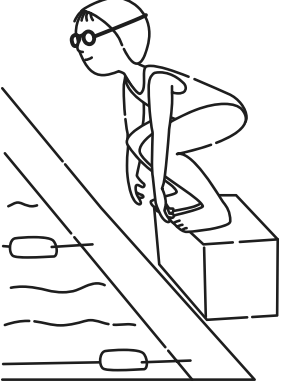
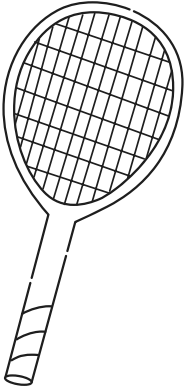
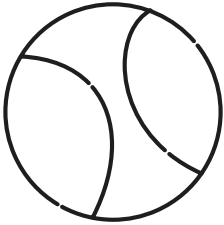
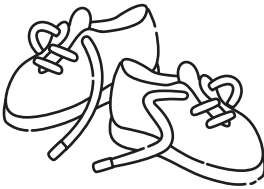
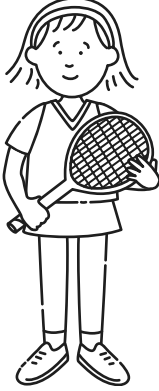
Name \_\_\_\_\_

# Sports Go Fish (pp. 74–76)

  <b>baseball</b>	  <b>bat</b>	  <b>glove</b>	  <b>baseball player</b>
  <b>basketball</b>	  <b>basket</b>	  <b>basketball shoes</b>	  <b>basketball player</b>



  <b>football</b>	  <b>helmet</b>	  <b>helmet</b>	   <b>football player</b>
  <b>soccer ball</b>	  <b>goal</b>	  <b>soccer shoes</b>	  <b>soccer player</b>


 <p><b>swimsuit</b></p>	 <p><b>swimsuit</b></p>	 <p><b>swimmer</b></p>	 <p><b>swimmer</b></p>
 <p><b>racket</b></p>	 <p><b>tennis ball</b></p>	 <p><b>tennis shoes</b></p>	 <p><b>tennis player</b></p>



Name \_\_\_\_\_

# Things We Do (pp. 77–78)

1. Draw a picture for each word.
2. Write about your pictures.
3. Talk to a partner about your pictures.

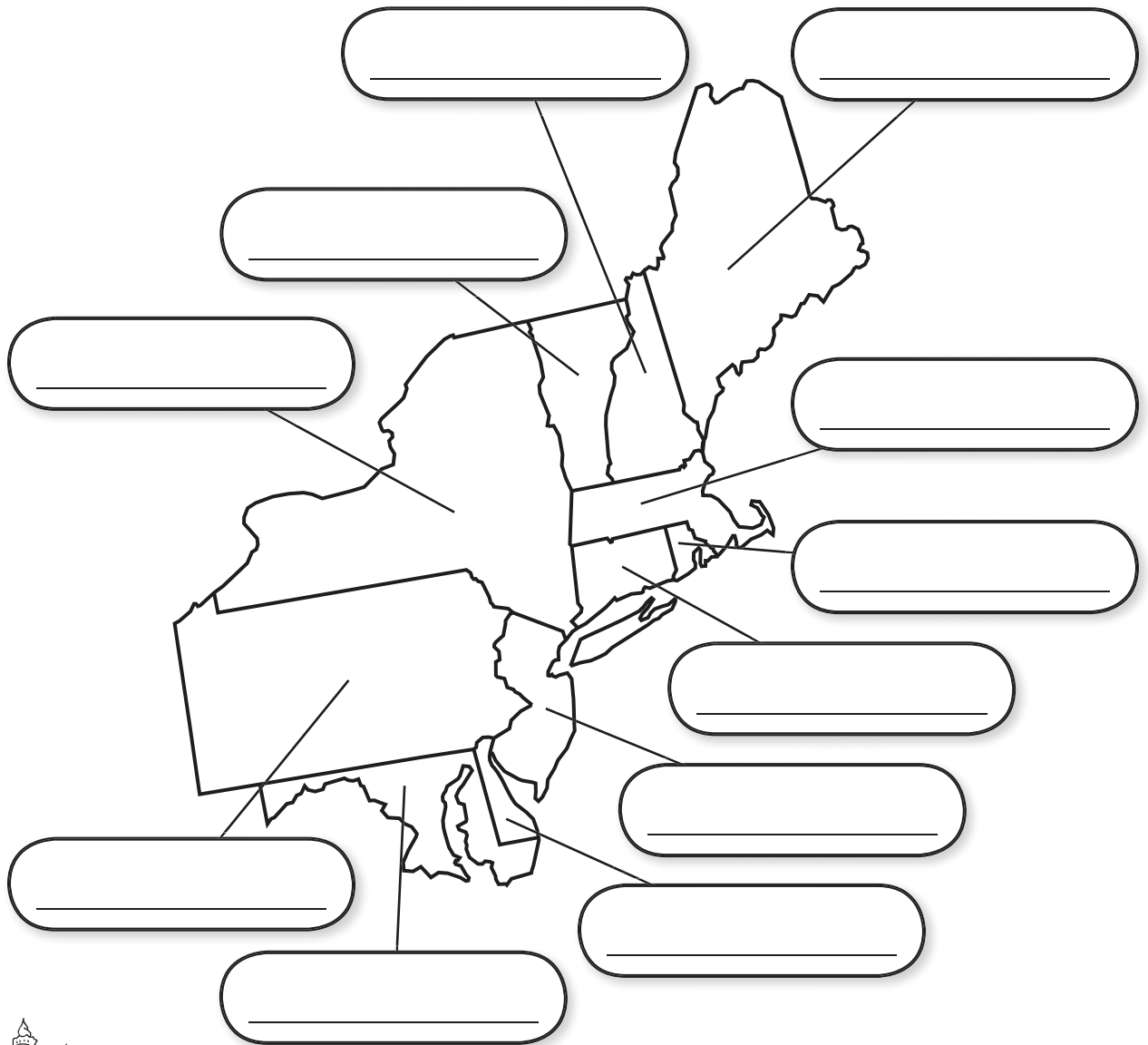
Things We Do	Draw and Write
drink	 <p>You can <u>drink</u> water.</p>
eat	
run	
sit	

<b>Things We Do</b>	<b>Draw and Write</b>
<b>sleep</b>	
<b>talk</b>	
<b>walk</b>	
<b>write</b>	

Name \_\_\_\_\_

# United States (pp. 79–84)

1. Write and say each state.
2. Finish the sentence.

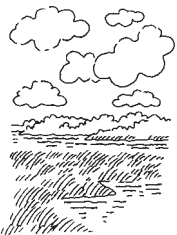
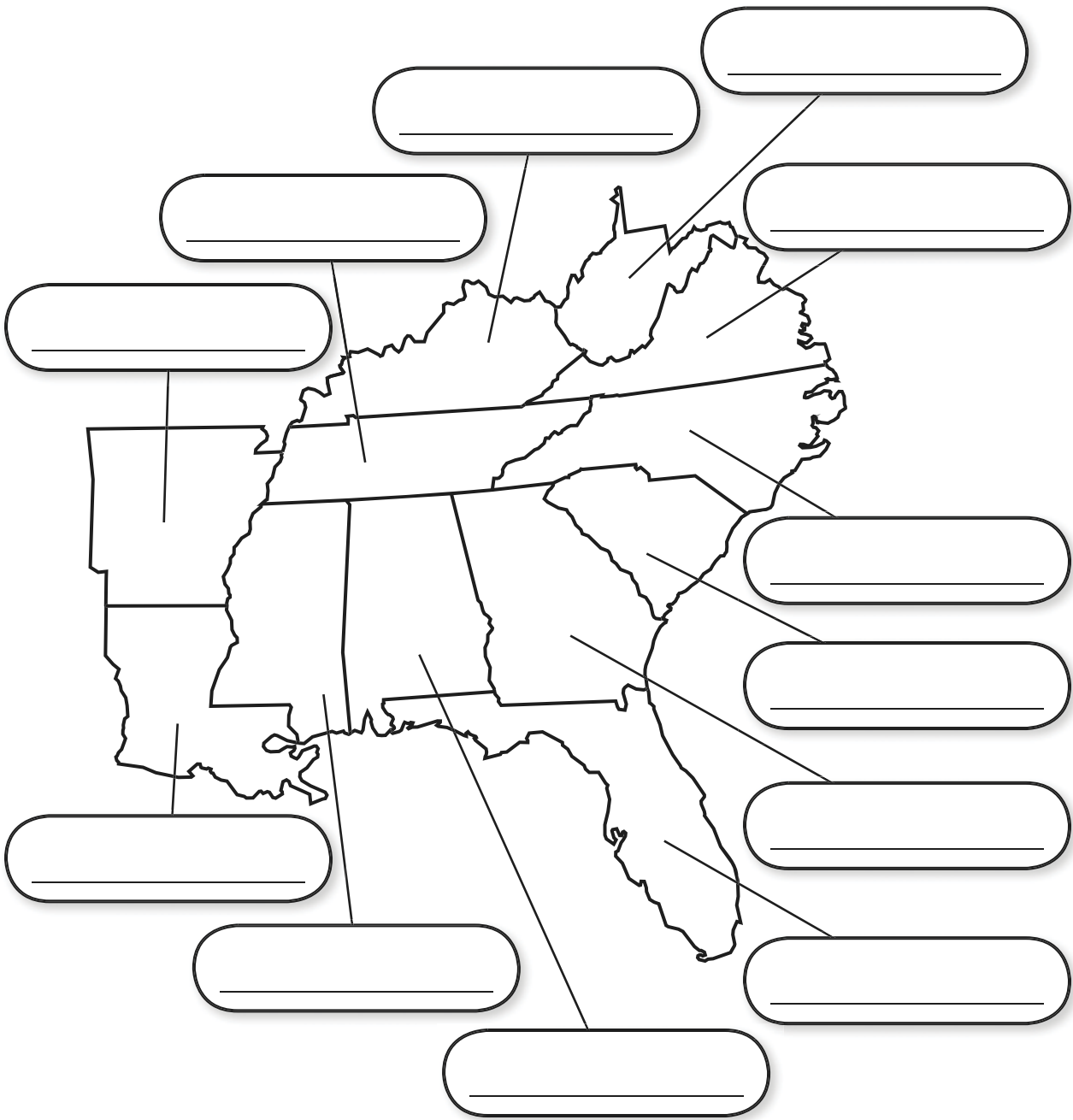


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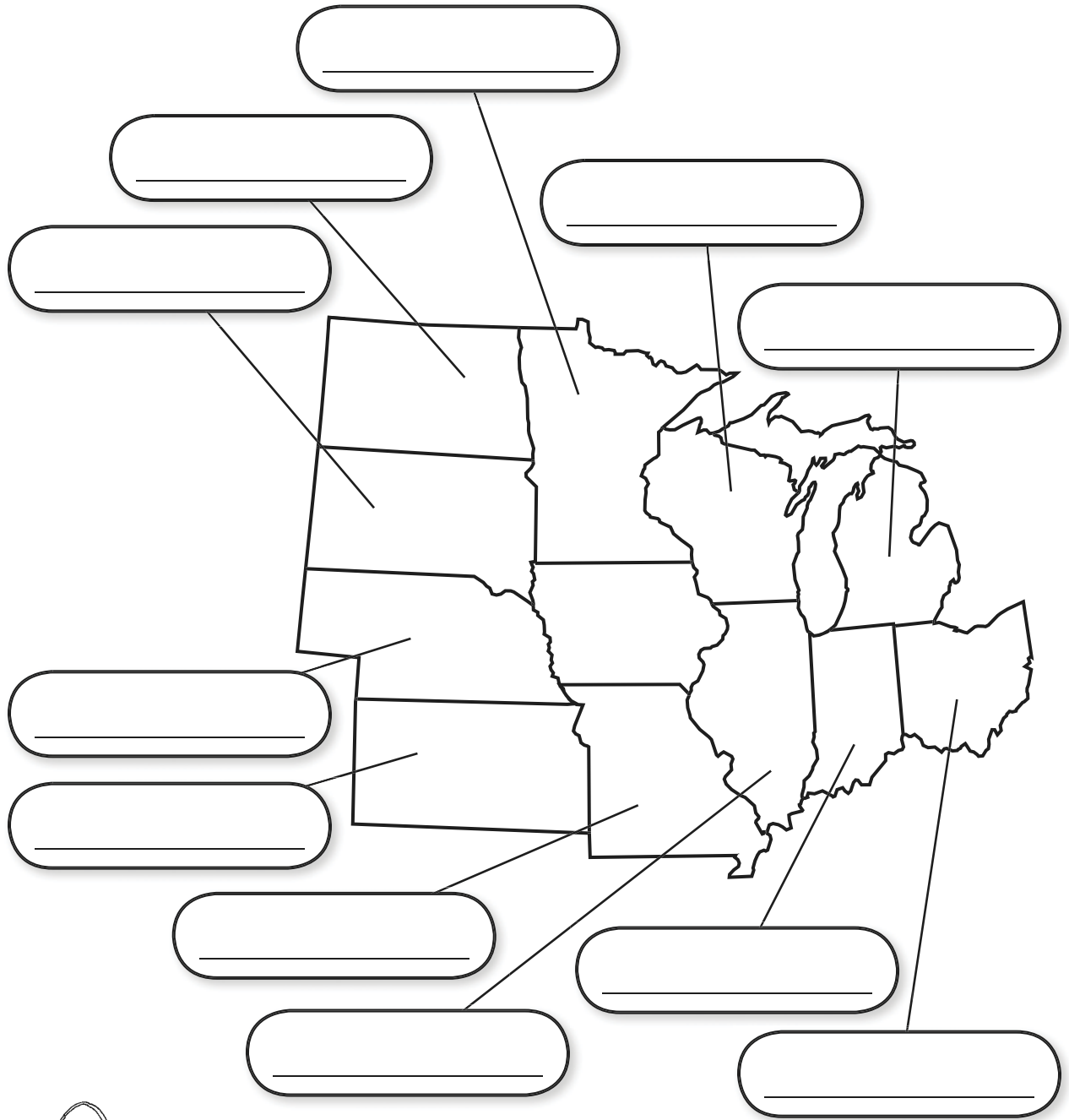
is in \_\_\_\_\_.

1. Write and say each state.
2. Finish the sentence.



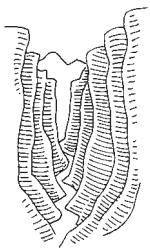
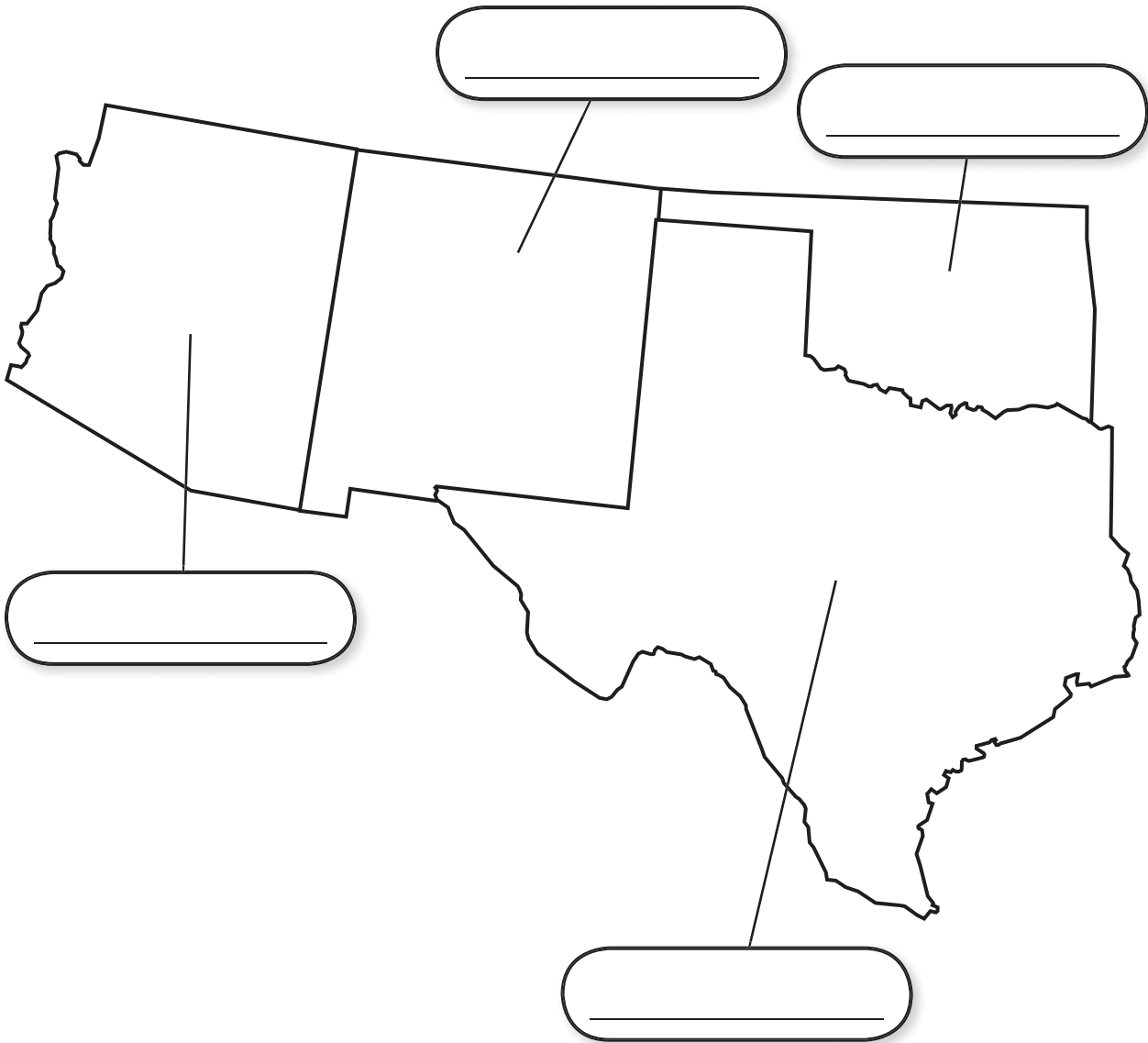
is in \_\_\_\_\_.

1. Write and say each state.
2. Finish the sentence.



is in \_\_\_\_\_.

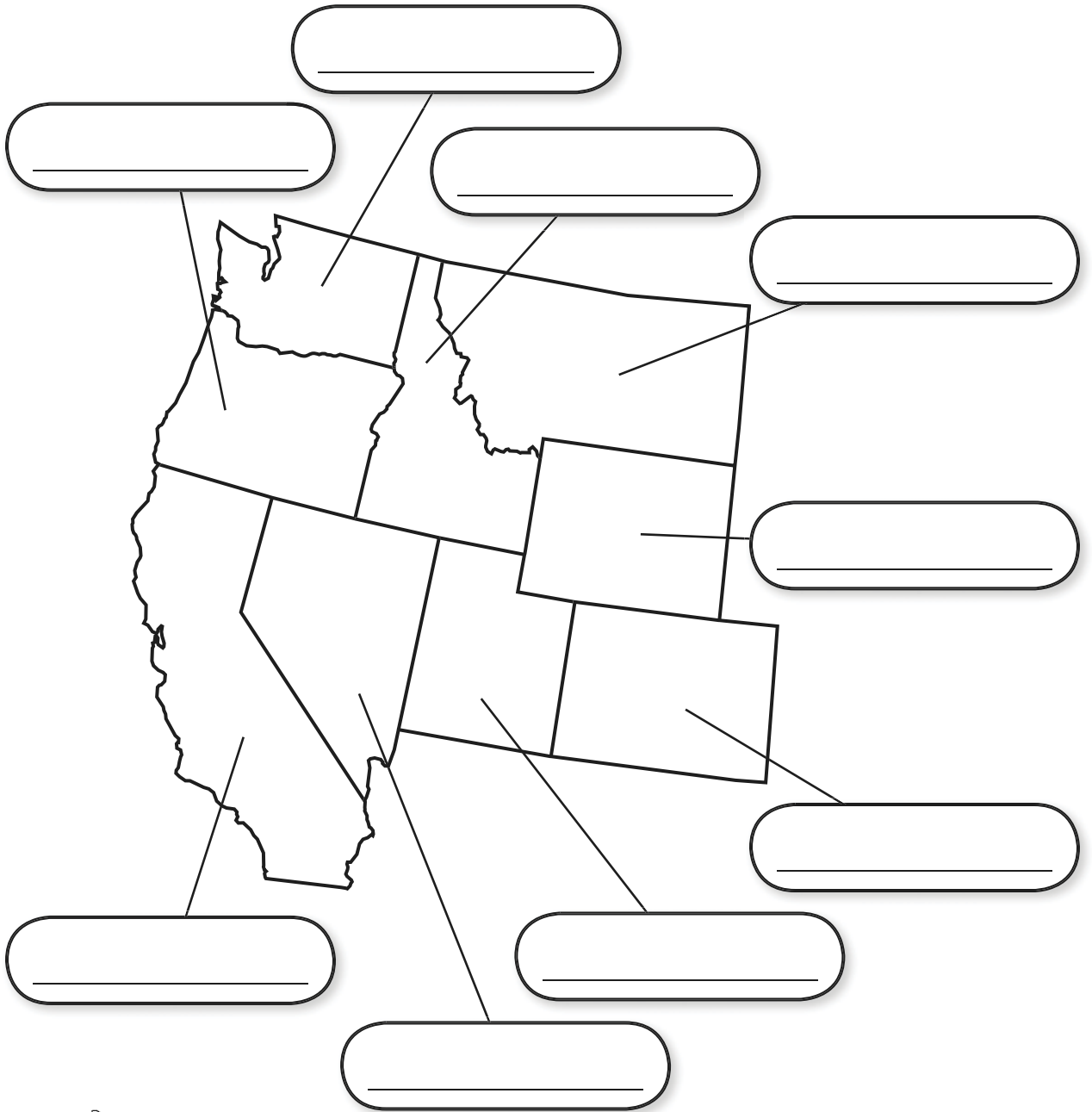
1. Write and say each state.
2. Finish the sentence.



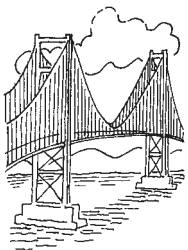
is in \_\_\_\_\_.



1. Write and say each state.
2. Finish the sentence.

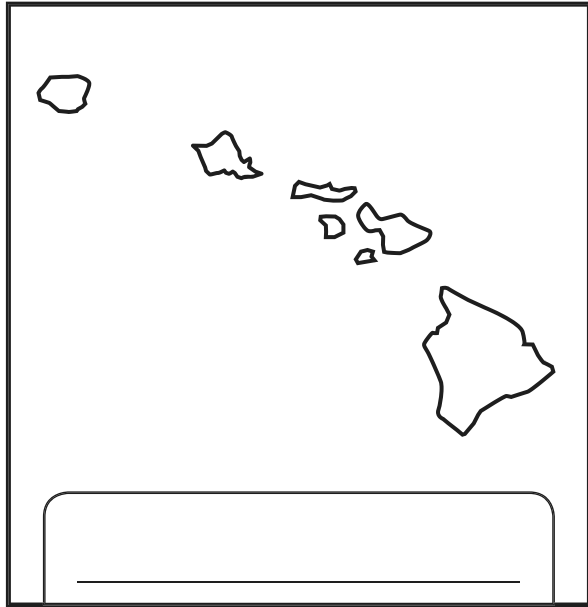
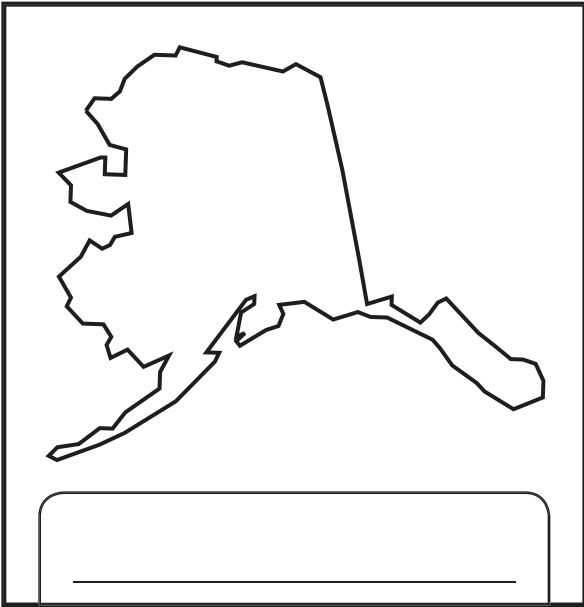


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is in \_\_\_\_\_.

1. Write and say each state.
2. Finish the sentences.



is in \_\_\_\_\_.



is in \_\_\_\_\_.

Name \_\_\_\_\_

# U.S. Government

1. Work with a partner or group.
2. Write the names of people in government. Use books and the Internet to help you.

## Executive

The President of the United States:

---

The Vice President of the United States:

---

## Legislative

The person in the House of Representatives who represents the people where you live:

---

The two senators who represent your state in the Senate:

---

---

## Judicial

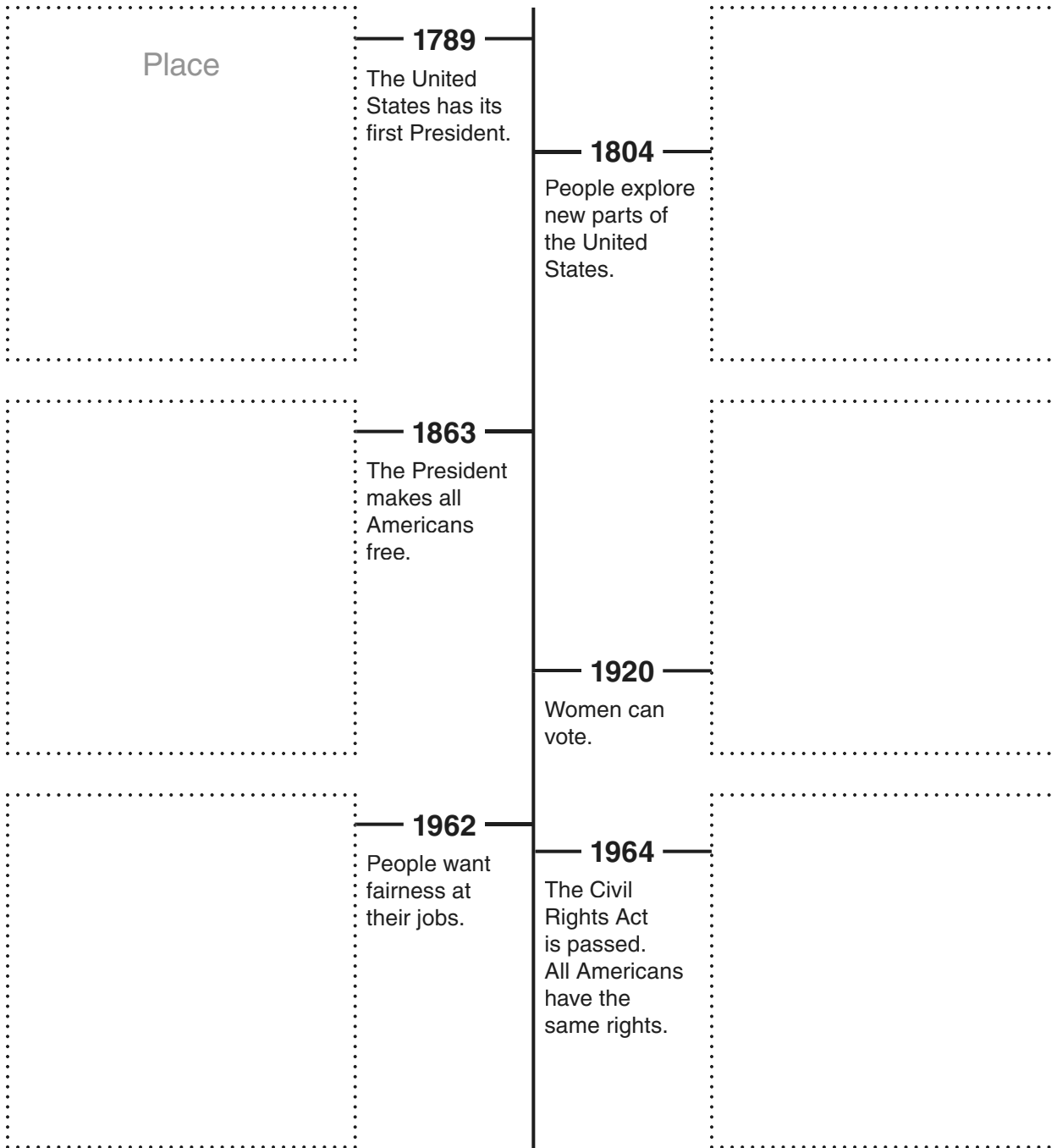
The Chief Justice of the United States Supreme Court:

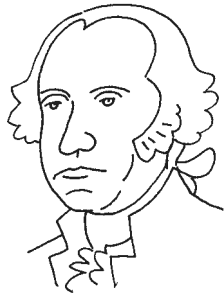
---

Name \_\_\_\_\_

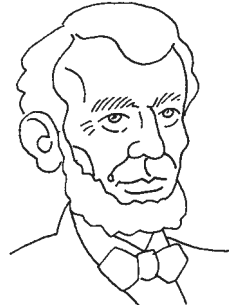
# U.S. Historical Figures (pp. 86–87)

1. Cut out the pictures on page 87.
2. Glue the pictures onto the timeline.





**George Washington**



**Abraham Lincoln**



**Sacagawea**



**Martin Luther King, Jr.**



**Susan B. Anthony**

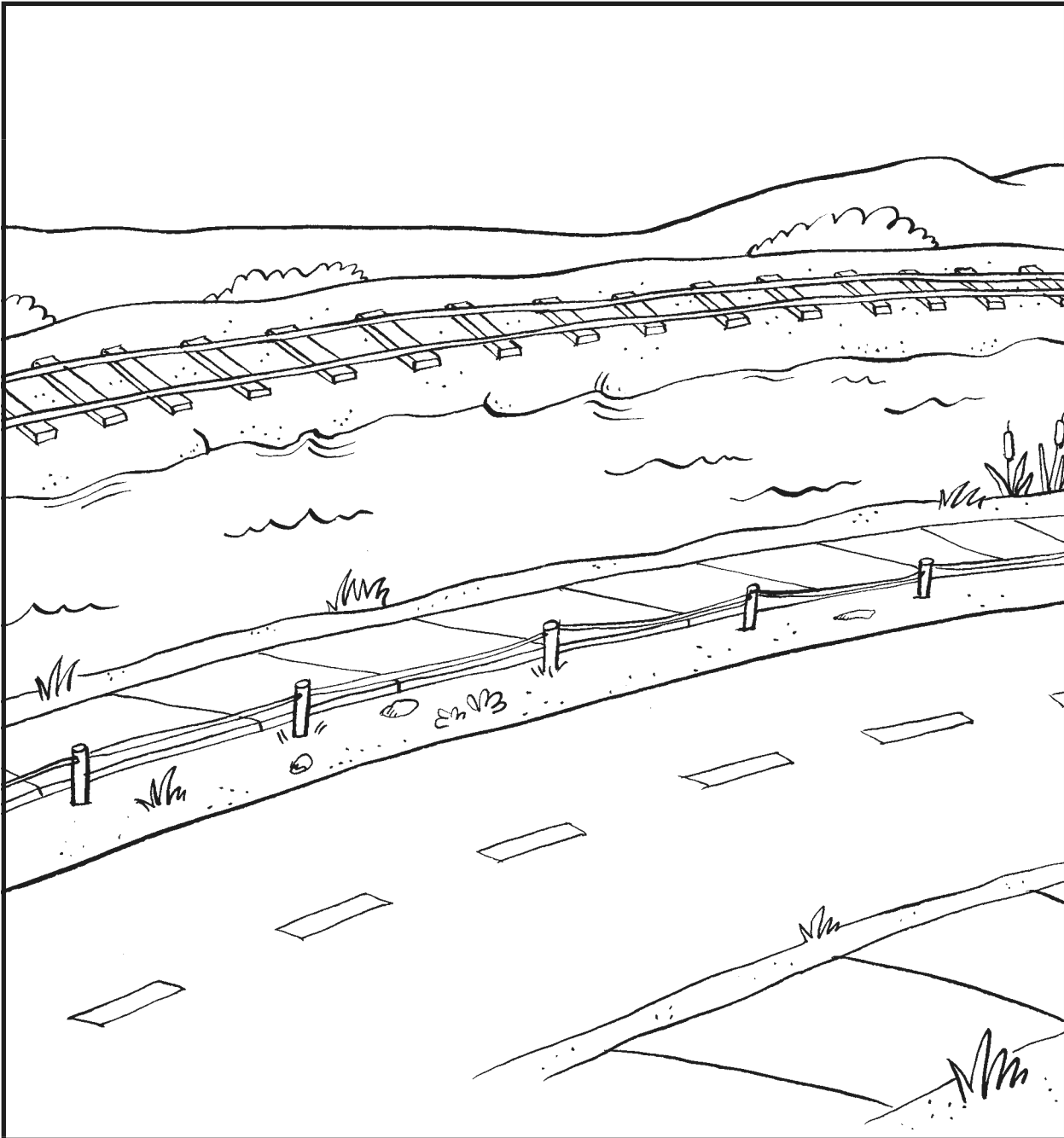


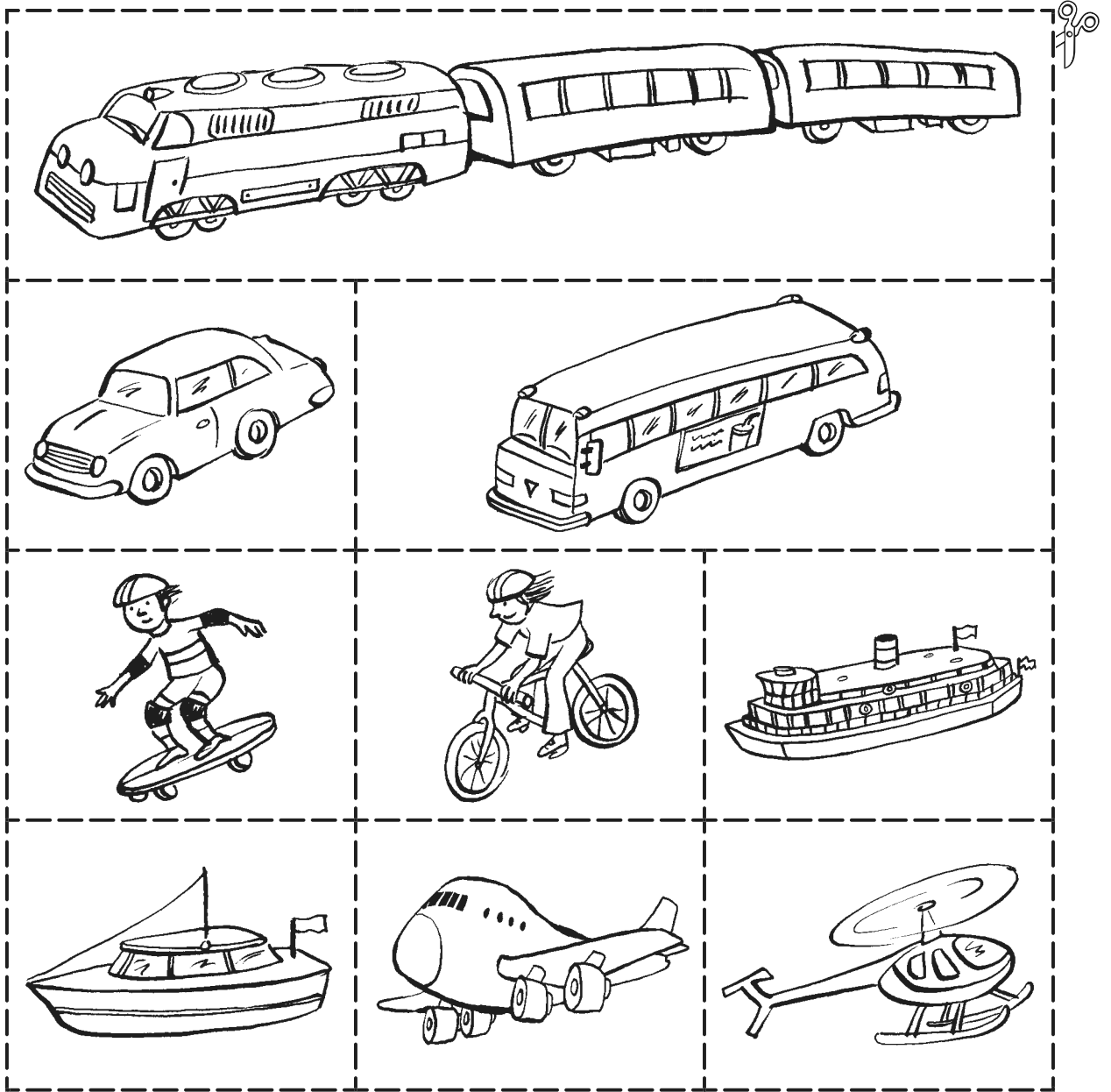
**César Chávez**

Name \_\_\_\_\_

# Vehicles (pp. 88–89)

1. Choose 2 or 3 of the vehicles on page 89.
2. Color the vehicles. Cut out the vehicles.
3. Glue them on page 88.
4. Make up a story about your picture. Tell a partner your story.





Name \_\_\_\_\_

# Weather

1. Write and say the kinds of weather.
2. Tell a partner about the weather.

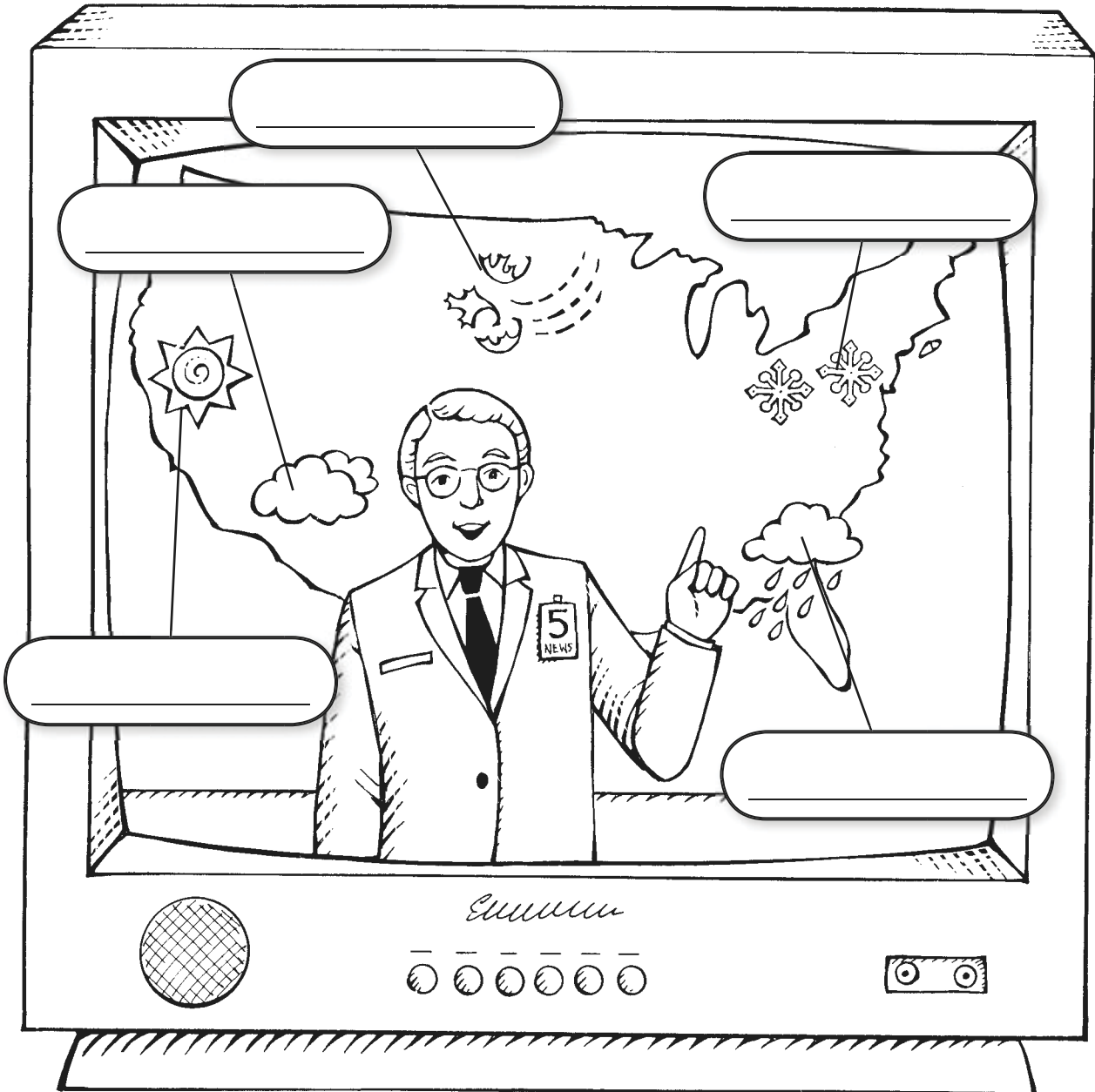
cloudy

sunny

snowy

windy

rainy




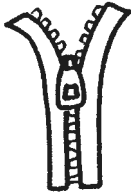

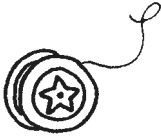
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Name \_\_\_\_\_

# XYZ Riddle

1. Write and say the name of each picture.
2. Answer the question. Use the letters in the boxes.

	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">1</div> <div style="flex-grow: 1; border-bottom: 1px dashed black;"></div> </div>
	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px dashed black;"></div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-left: 10px;">2</div> </div>
	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px dashed black;"></div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 0 10px;">3</div> <div style="flex-grow: 1; border-bottom: 1px dashed black;"></div> </div>
	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px dashed black;"></div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 0 10px;">4</div> </div>

How many things do you have when you have nothing?

1	2	3	4

# **Instructional Routine**

- **Introduce Vocabulary**
- **Activity**
- **Partner Talk**
- **Make Connections**

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 2–3**

Have students point to the pictures of animals on pages 2 and 3. Name the animals and have the students repeat after you. Guide students to discuss the different kinds of animals and the type of habitat each animal lives in. Encourage students to brainstorm other animals in the same organizational category or that live in the same habitat. Explain to students that many different types of animals live in different places.

## Activity

Have students complete pages 1–4. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner and share their completed sentences with the class.

## Make Connections

Have students choose three animals from pages 2 and 3 of *My New Words Picture Word Book*. Then have students write one sentence about each animal and share a sentence with the class.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I am a kind of bug. I am a \_\_\_\_\_.

2. I am a kind of \_\_\_\_\_. I am a shark.

3. I am a kind of \_\_\_\_\_. I am a snake.

4. I am a kind of \_\_\_\_\_. I am

a \_\_\_\_\_.

5. I am a kind of \_\_\_\_\_. I am an eagle.

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

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 4–5**

Have students look at pages 4 and 5 and point to and name their own corresponding body parts.

## Activity

Have students complete pages 5 and 6. Guide students as needed.

**Extension:** Play a modified version of **Simon Says**. For example, say, *Simon says point to a foot* or *Simon says point to the head*. When a student responds correctly, he or she continues in the game. Vary your speed.

## Partner Talk

Have students complete the sentence frames with a partner and share them with the class.

## Make Connections

Have students choose an animal from pages 2–3 of *My New Words Picture Word Book*. Have students point to and name the body parts the animal has in common with humans.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I have a \_\_\_\_\_.
2. I have two \_\_\_\_\_.
3. I smell with my \_\_\_\_\_.
4. I eat with my \_\_\_\_\_.
5. I walk with my \_\_\_\_\_.
6. I throw with my \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 6–7**

Discuss with students what a calendar is and what it shows. Point out that we have special days called holidays. Call out each holiday and have students say the month and day using *My New Words Picture Word Book*, page 6. Have students use the sentence frame \_\_\_\_\_ is in \_\_\_\_\_ and have them identify the season of each holiday.

**Extension:** Have students use *yesterday*, *today*, and *tomorrow* in sentences.

## Activity

Have students cut out the holidays from page 8 and paste them onto page 7 in the appropriate month. Have them read each completed sentence. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner and share them with the class.

## Make Connections

Have students describe how they feel during the different seasons of the year.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Independence Day is \_\_\_\_\_.
2. Yesterday was Wednesday. Today is \_\_\_\_\_.
3. Today is Monday. Tomorrow is \_\_\_\_\_.
4. \_\_\_\_\_ was Tuesday. Today is Wednesday.
5. Today is Friday. \_\_\_\_\_ is Saturday.
6. The four seasons are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.



# Introduce Vocabulary

## **My New Words Picture Word Book, p. 8**

Discuss the clothing people wear. Call out a piece of clothing and have students find the item on page 8. Ask students to point to and name clothing they are wearing. Identify the clothing people wear on rainy, sunny, and snowy days.

## Activity

**What are you wearing?** Ask students questions, such as, *What do you wear when it is raining? What do you wear when it is sunny? What do you wear when it is snowing?* Have students cut out the clothing on page 10 and paste them on page 9 on the appropriate type of weather.

## Partner Talk

Have students refer to page 8 of *My New Words Picture Word Book* to complete sentence frames. Have students work with a partner and share their sentences with the class.

## Make Connections

Have students create a clothing magazine using their favorite clothes.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I wear \_\_\_\_\_ on a sunny day.

2. I wear \_\_\_\_\_ on a cold day.

3. I wear \_\_\_\_\_ on a rainy day.

4. I wear \_\_\_\_\_ on a snowy day.

5. My favorite clothing is \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 9**

Guide students to point to and name aloud each color on page 9. Ask questions about the picture, such as, *What color is the bird? What colors are the flowers? What color is the sky?* Elicit other colors that each thing could be, such as a pink sky or a red bird.

## Activity

Read the color chart on page 11 with students. Make sure they can identify each letter with the color. Have students complete page 11. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner. Have them write their classmates' names and the colors of their clothing. Have students share their answers with the class.

## Make Connections

Have students describe what they wore to school last week. They can include the day, type of clothing, and color in their sentence. Example: *On Friday, I wore a red shirt with blue jeans.*

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. \_\_\_\_\_ is wearing a \_\_\_\_\_ shirt.

2. \_\_\_\_\_ is wearing \_\_\_\_\_ pants.

3. \_\_\_\_\_ is wearing \_\_\_\_\_ shoes.

4. \_\_\_\_\_ is wearing a \_\_\_\_\_ shirt.

5. \_\_\_\_\_ is wearing \_\_\_\_\_ pants.

6. \_\_\_\_\_ is wearing \_\_\_\_\_ shoes.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 10–11**

Have students point to and say each mode of communication. Then guide them to discuss the use of each mode of communication. For example, *I talk on the telephone.*

## Activity

Have students work together to complete pages 12 and 13. Guide students as needed.

## Partner Talk

Have students refer to *My New Words Picture Word Book*, pages 10–11. Have students complete the sentence frames with a partner and share them with the class.

## Make Connections

List the five senses on the board. With students match up the forms of communications that are associated with each sense. Example: *Touch: Phone, Computer, Cell phone*

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I watch \_\_\_\_\_.
2. I talk on the \_\_\_\_\_.
3. I listen to the \_\_\_\_\_.
4. I read a \_\_\_\_\_.
5. I send \_\_\_\_\_.
6. I type on the \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 12–13**

Point to each time of day on pages 12 and 13. Have students tell you what the student is doing in each picture. Ask students if this is similar to what they do during the day. Have students explain their similarities and differences.

## Activity

Have students tape together pages 14–15. Each team places a game marker at START. Teams take turns tossing a marker onto the game board on page 16 and moving the game marker according to the instructions. If the marker lands on the clock, the student reads the time aloud and makes a statement about what he or she does at that time. If the marker lands on a question, the student reads and answers the question. The first team to reach FINISH wins.

## Partner Talk

Have students complete the planner with a partner using pages 12 and 13 in the *My New Words Picture Word Book*. Have them share their planners with the class.

## Make Connections

Have students describe what they did yesterday. They should include time and things they did.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

Example: 7:15 A.M.- I eat breakfast at 7:15 A.M.

1. I \_\_\_\_\_ at 9:00 A.M.

2. I \_\_\_\_\_ at 3:45 P.M.

3. I \_\_\_\_\_ at 6:30 P.M.

4. I \_\_\_\_\_ at 9:00 P.M.

5. I \_\_\_\_\_ at noon.

6. I \_\_\_\_\_ at 5:00 P.M.



# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 14–15**

Discuss with students the geographical features on pages 14–15. Have students identify the features that are near where they live.

## Activity

Have students complete pages 17 and 18. Guide students as needed.

## Partner Talk

Have students work with a partner to complete the sentence frames using the picture on pages 14–15.

## Make Connections

Use the picture on pages 14–15 to have students name animals they think would live in each place. Guide students as needed.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A \_\_\_\_\_ has water.
2. The mountain is \_\_\_\_\_.
3. The sea is \_\_\_\_\_.
4. A boat travels on a \_\_\_\_\_.
5. Earth has \_\_\_\_\_ and \_\_\_\_\_.
6. We live on \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 16**

Discuss how families can be made up of many different people. Have students use a separate sheet of paper and draw and label a picture of their own family. Encourage students to discuss their pictures in groups.

## Activity

Have students complete pages 19 and 20. Guide students as needed.

## Partner Talk

Have students complete the paragraph by using the words they have learned on page 16 in *My New Words Picture Word Book*. Have them work with a partner and share their work with the class.

## Make Connections

Have students describe their family members and have them write down the date of their birth.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Diego is my brother. I am his \_\_\_\_\_.
2. Carmen is my mother. I am her \_\_\_\_\_.
3. Chan is my grandfather. I am his \_\_\_\_\_.
4. Lee is my grandmother. I am her \_\_\_\_\_.
5. In my family, I have \_\_\_\_\_  
\_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 17**

Have students look at the expression of feelings on page 17 in *My New Words Picture Word Book*. Model sentences that describe situations related to each feeling and have students state the sentence frame *I feel afraid when I watch a scary movie*. Repeat for each feeling the same sentence frame *I feel \_\_\_\_\_ when \_\_\_\_\_*.

## Activity

Have students complete page 21. Guide students as needed.

## Partner Talk

Have students complete the sentence frames by using the words they have learned on page 17 in *My New Words Picture Word Book*. Have them work with a partner and share their sentences with the class.

## Make Connections

With students make a list of things they do that make them feel happy. Have them explain to the class why the activities make them happy.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I feel \_\_\_\_\_ when I go to school.
2. I feel \_\_\_\_\_ when I see a scary movie.
3. I feel \_\_\_\_\_ when I don't know something.
4. I feel \_\_\_\_\_ when I leave my friends.
5. I feel \_\_\_\_\_ when I learn.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 18–19**

Have students look at pages 18 and 19. Have students repeat the vocabulary words about food after you. Then have students brainstorm other foods they like to eat.

## Activity

Have students complete the activity on pages 22 and 23. Invite students to color the place setting and cutouts. As students place the food cutouts on their place settings, have them complete the sentence frame *I like to eat \_\_\_\_\_ for breakfast/lunch/dinner.* Brainstorm other foods students like to eat.

## Partner Talk

Have students work with a partner and share their sentences with the class.

## Make Connections

List breakfast, snack, lunch, dinner, and desert on the board. Have students create a menu for each meal.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I eat \_\_\_\_\_ for breakfast.

2. I eat \_\_\_\_\_ for dinner.

3. I drink \_\_\_\_\_.

4. We eat \_\_\_\_\_ for lunch.

5. I eat cereal for \_\_\_\_\_.

6. I eat pasta for \_\_\_\_\_.



# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 20–21**

Discuss with students the things that are in a grocery store. Have students ask questions about the items, such as *What do you eat with chicken?* Elicit categories of food in a grocery store and discuss the items found in each.

## Activity

Have students complete pages 24–26. Have students name each item in their shopping carts.

## Partner Talk

Have students refer to pages 20 and 21 in *My New Words Picture Word Book*. Have students work with a partner and share their sentences with the class. Have students record partners' responses.

## Make Connections

Have students list five of their favorite foods. Tell them to identify which part of the grocery store they would find them in.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I push a \_\_\_\_\_.
2. I walk down the \_\_\_\_\_.
3. Broccoli is a \_\_\_\_\_.
4. I buy \_\_\_\_\_ at a bakery.
5. Canned goods are on the \_\_\_\_\_.
6. I pay for food at the \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 22–23**

Have students point to and name each picture on pages 22 and 23. Have them complete the sentence frame *A \_\_\_\_\_ becomes a \_\_\_\_\_* for each stage of the cycles and human growth.

**Extension:** On a separate sheet of paper, lead students to draw and label the growth cycle of a frog using *My New Words Picture Word Book*, page 22.

## Activity

Have students complete pages 27 and 28. Guide students as needed.

## Partner Talk

Have students refer to pages 22 and 23 of *My New Words Picture Word Book*. Have students complete the activity with a partner and share their work with the class.

## Make Connections

List the stages of human growth on the board. Have students list one person that fits into each stage. Have them describe the people.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

### A Butterfly's Growth Cycle

Event 1: The butterfly starts as an egg.

Event 2: The egg becomes a \_\_\_\_\_.

Event 3: The caterpillar becomes a \_\_\_\_\_.

Event 4: The \_\_\_\_\_ becomes

a \_\_\_\_\_.

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 24–25**

Have students point and say the animals in each habitat. Using a globe or world map, show students a place where each habitat can be found. Elicit other places in the world where each habitat is located.

## Activity

Have students complete pages 30–33. Guide students as needed.

## Partner Talk

Have students work with a partner and have them share their sentences with the class.

## Make Connections

Have students list 10 of their favorite animals. Then have them identify each of their favorite animals' habitats.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. \_\_\_\_\_ lives in a desert habitat.
2. The \_\_\_\_\_ habitat has fish, crabs, and sharks.
3. Penguins live in a \_\_\_\_\_ habitat.
4. A polar bear lives in a \_\_\_\_\_ habitat.
5. A forest habitat has \_\_\_\_\_.

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 26–27**

Have students look at the pictures on pages 26 and 27. Elicit additional healthy habits. Ask questions such as *What healthy activities do you do with your family?*

## Activity

Have students complete page 34. Guide students as needed.

## Partner Talk

Have students refer to pages 26 and 27 of *My New Words Picture Word Book*. Have students complete the sentences with a partner and share them with the class.

## Make Connections

Have students answer the following questions.

1. What healthy foods do you eat?
2. What exercises do you do?
3. What is a good time to go to bed?
4. Who takes you to the doctor?

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I eat \_\_\_\_\_. It is a healthy food.
2. Every night I \_\_\_\_\_ for eight hours.
3. I play soccer. Soccer is a good \_\_\_\_\_.
4. The \_\_\_\_\_ takes care of my teeth.
5. The \_\_\_\_\_ takes care of my body.



# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 28–29**

Discuss the pictures with students. Ask them to describe some similarities and differences their homes have to the pictures in the book.

## Activity

As students paste each cutout on pages 35 and 36, have them say the name of the item. Guide students as needed.

## Partner Talk

Have students use the words they have learned in pages 28 and 29 of *My New Words Picture Word Book*. Have students work with a partner and share their sentences with the class.

## Make Connections

Have students think of each room in their house and the contents of each room. Have them name the contents in each room.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The toilet is in the \_\_\_\_\_.
2. Many families live in an \_\_\_\_\_.
3. My family lives in a \_\_\_\_\_.
4. You cook in the \_\_\_\_\_.
5. A \_\_\_\_\_ has a couch and a coffee table.
6. My bedroom has \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 30–31**

Explain to students the meaning of the word “band.” Let students know that people play many different instruments when they are in a band. Have students point to and repeat the name of each instrument on pages 30 and 31. Have students guess the sounds each instrument plays. Model correct sounds as needed.

## Activity

With students say aloud the names of the instruments on pages 38 and 39. Have students cut out their instrument cards, take one card and pretend they are in a school band concert. Students should act as if they are playing their instruments.

## Partner Talk

Have students use *My New Words Picture Word Book*, pages 30 and 31 to complete the sentences. Have students work with a partner and share their sentences with the class.

## Make Connections

Have students choose one instrument from pages 30 and 31 from *My New Words Picture Word Book* and explain why they would like to play that instrument.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The drum is an \_\_\_\_\_.
2. The \_\_\_\_\_ is an instrument.
3. The boys play the \_\_\_\_\_ in a marching band.
4. The men play the \_\_\_\_\_.
5. My favorite instrument is \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 32–33**

Have students point to each picture on pages 32 and 33 and repeat the name of each job. Explain to students that all jobs are important for our society to function well. Invite students to talk about their parents or other family members' jobs.

## Activity

With students label and name aloud each thing on page 41. Then have students cut out the pictures and match up the jobs with the things each job requires.

## Partner Talk

Have students refer to *My New Words Picture Word Book* pages 32 and 33 to complete the sentences. Have students work with to a partner and share their sentences with the class.

## Make Connections

Have students choose one job that they would like to be when they grow up from pages 32 and 33 from *My New Words Picture Word Book* and explain why they want to do that job.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The \_\_\_\_\_ cooks in the kitchen.
2. The \_\_\_\_\_ delivers letters everyday.
3. The \_\_\_\_\_ files airplanes.
4. The firefighter uses a \_\_\_\_\_.
5. The \_\_\_\_\_ keeps us safe.
6. The artist uses a \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 34–35**

Have students identify the objects in each picture. Ask them if they see these items in their kitchen. Ask them, if they see anything different from their home.

## Activity

Have students cut out the objects on page 42. Ask sequence questions such as, *What do you do first? What happens next?* Have students complete the assignments on pages 42–44.

## Partner Talk

Have students use words they have learned in *My New Words Picture Word Book*, pages 34 and 35. Have them work with a partner and share their sentences with the class.

## Make Connections

List the following foods on the board. Ask students to list the items in the kitchen they would need to eat or drink the foods on the board.

**Foods:** Cake, Milk, Yogurt, Cereal, Pasta, Tea, Chicken

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. We boil water in a \_\_\_\_\_.
2. We put food on a \_\_\_\_\_.
3. We cut food with a \_\_\_\_\_.
4. We keep food cool in a \_\_\_\_\_.
5. We heat up food in a \_\_\_\_\_.
6. We drink tea from a \_\_\_\_\_.



# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 36–37**

Have students look at pages 36 and 37. Have them discuss a variety of items in their school library or local public library using the sentence frame *Our library has \_\_\_\_\_*.

## Activity

Have students complete pages 45 and 46. Guide students as needed.

## Partner Talk

Have students work with a partner and share their sentences with the class.

## Make Connections

Have students visit the library in the school. Have them research one state using the resources in the library. Have them state one fact about the state.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A \_\_\_\_\_ has many books.
2. I use \_\_\_\_\_ to listen.
3. I ask the \_\_\_\_\_ for help.
4. I can find places on a \_\_\_\_\_.
5. At the library I can \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 38**

Introduce the term measurement on page 38 in the My New Words Picture Book. Explain to students the difference between the types of measurements. Brainstorm items that can be measured and ask students what measurement system they would use for the item. For Example Milk. *We measure milk by \_\_\_\_\_.* (Volume)

## Activity

Have students complete page 47. After each group has completed the activity on page 47, read the questions aloud and have students answer in complete sentences. After students complete page 48, have them describe what is happening in each picture.

## Partner Talk

Have students refer to page 38 in *My New Words Picture Word Book*. Have students work with a partner and share their sentences with the class.

## Make Connections

List the following items on the board and have the students tell you what type of measurement to use:

Milk, Apples, Water, Meat, House, Diving Board

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Volume, weight, and length are a form of \_\_\_\_\_.
2. We measure water by \_\_\_\_\_.
3. We measure a desk by \_\_\_\_\_.
4. We measure height using \_\_\_\_\_.
5. We measure weight using \_\_\_\_\_.
6. We measure \_\_\_\_\_ using inches.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 39**

Have students name the different types of money. Have students brainstorm ideas of what they can buy with the money on the page.

## Activity

Have students read the amounts on page 49 and name the bills and coins on page 50. Model how to play the game on pages 49–51. Encourage students to count aloud as they add up the money. Ask the students to find other money combinations for each amount.

## Partner Talk

Have students work with a partner to complete the sentence frames and share them with the class.

## Make Connections

Have students name their favorite toys. Have them tell how much they think they would pay for each item.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. One \_\_\_\_\_ equals to 5 cents.
2. One \_\_\_\_\_ equals to 25 cents.
3. Two \_\_\_\_\_ equal to 10 cents.
4. Two \_\_\_\_\_ equal to 10 dollars.
5. Two \_\_\_\_\_ equal to 20 dollars.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 40–41**

Have students look at the pictures and words on pages 40 and 41. Ask students to explain what they have seen in their neighborhood using the sentence frame *I have seen*

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## Activity

Have students complete pages 52–53. Have them tell a partner about the neighborhood they created. Invite volunteers to name the additional pictures they added.

## Partner Talk

Have students work with a partner to complete the sentence frames about their neighborhood. Share them with the class.

## Make Connections

List all the parts of the neighborhood on pages 40–41 on the board. Have students name things that could be found in each part of their neighborhood.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A fire station has \_\_\_\_\_.
2. The hospital has \_\_\_\_\_.
3. We live in \_\_\_\_\_.
4. We keep money at the \_\_\_\_\_.
5. The \_\_\_\_\_ has books.



# Introduce Vocabulary

**My New Words Picture Word Book, pp. 42–43**

Have students look at the numbers on pages 42 and 43. Have them read aloud the number for each picture. Discuss with students when they use numbers.

## Activity

Have students cut out the cards on pages 54–56. Guide students to say the numbers as they match the cards. Have students make additional number and pictures cards.

## Partner Talk

Have students work with a partner and share their work with the class.

## Make Connections

Have students write the words to the following numbers.

4 \_\_\_\_\_

7 \_\_\_\_\_

18 \_\_\_\_\_

30 \_\_\_\_\_

35 \_\_\_\_\_

47 \_\_\_\_\_

1001 \_\_\_\_\_

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Write each number.

Example: 40 Forty

8 \_\_\_\_\_

30 \_\_\_\_\_

100 \_\_\_\_\_

1,000 \_\_\_\_\_

14 \_\_\_\_\_

16 \_\_\_\_\_

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 44–45**

Have students complete the following sentence frame for each set of opposites on pages 44 and 45. *The \_\_\_\_\_ is \_\_\_\_\_. (The dog is big. The dog is small.)*

## Activity

Have students complete pages 57–59. Guide students as needed.

## Partner Talk

Have students complete the sentence frame with a partner using words they have learned in pages 44 and 45 of *My New Words Picture Word Book*. Have them share their sentences with the class.

## Make Connections

Draw a picture of two different people who are opposites. Have students describe how they are opposites.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The opposite of old is \_\_\_\_\_.

2. The opposite of closed is \_\_\_\_\_.

3. The opposite of on is \_\_\_\_\_.

4. The opposite of same is \_\_\_\_\_.

5. The opposite of tall is \_\_\_\_\_.

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 46–47**

Have students look at the pictures and words in the park and describe what they see in their neighborhood parks. You may use a Venn diagram for similarities and differences.

## Activity

Have students complete pages 60 and 61, have them point to and name each item using the sentence frame *The park has \_\_\_\_\_*.

## Partner Talk

Have students complete the sentences with a partner using the words on pages 46 and 47 of *My New Words Picture Word Book*. Then have students share their work with the class.

## Make Connections

Have students answer the following questions.

1. Is there a playground in your park?
2. What animals do you see in your park?
3. Do people play in your park?
4. Do people skate in your park?

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I have fun at the \_\_\_\_\_.
2. A family is having a \_\_\_\_\_.
3. A girl is riding a \_\_\_\_\_.
4. A man and a woman are \_\_\_\_\_ a book.
5. A man and a woman are \_\_\_\_\_ the ducks.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 48**

Show students the plants on page 48 and have them repeat the words after you. Brainstorm other plants that they see in their habitat and ask if they know their names and parts.

## Activity

Have students color the plant on page 62 and tell a partner what color they used for each part, such as, *The stem is blue.*

## Partner Talk

Have students work with a partner using the words on page 48 of *My New Words Picture Word Book*. Have students share their work with the class.

## Make Connections

Have students draw a picture of their favorite flower. Have them color and label the parts of the flower.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A \_\_\_\_\_ grows on the land.

2. A \_\_\_\_\_ grows in the water.

3. A flower has \_\_\_\_\_.

4. A tree has \_\_\_\_\_.

5. A cactus has \_\_\_\_\_.



# Introduce Vocabulary

**My New Words Picture Word Book, p. 49**

Have students point to and name each item on page 49. Guide students to use each word in a sentence.

## Activity

Have students complete page 63. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner using the Q words they have learned on page 49 of *My New Words Picture Word Book*. Have students share their work with the class.

## Make Connections

With students write three questions using Q words. Have the class answer the questions.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I buy a \_\_\_\_\_ of milk at the store.
2. The \_\_\_\_\_ has a crown.
3. Add a \_\_\_\_\_ \_\_\_\_\_ at the end of a question.
4. There is a \_\_\_\_\_ on the bed.
5. I am \_\_\_\_\_ at the library.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 50–51**

Have students look at the restaurant on pages 50 and 51. Ask students if they have been in a restaurant like this one. Discuss experiences of being in a restaurant. Ask students to identify anything similar or different they have seen in the restaurants they visit.

## Activity

Have students complete pages 64–65 and name aloud each item. Encourage students to color the pictures and describe them to a partner. When students have completed the activity on page 66, have them point to and name other items in the picture. Encourage students to complete the sentence frames *The server is \_\_\_\_\_* and *The customer is \_\_\_\_\_*. After students have completed page 67, invite each pair of students to add more dialogue to their role-play activity and perform it.

## Partner Talk

Have students work with a partner to complete the sentences and share them with the class. Have them refer to pages 50 and 51 of *My New Words Picture Word Book*.

## Make Connections

With students write and role-play ordering in a restaurant.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I sit in a \_\_\_\_\_ in the restaurant.
2. The server carries a \_\_\_\_\_.
3. I read a \_\_\_\_\_ to order food.
4. I pay for your meal at the \_\_\_\_\_.
5. The customer gives money to the \_\_\_\_\_.

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 52–53**

Have students look at the school on pages 52 and 53. Have students discuss things they do in each schoolroom.

## Activity

Have students complete pages 68–71 in the *My New Words Activity Book*. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner. Then, have them share their complete sentences with the class.

## Make Connections

Have students draw their school. Ask them to draw and label ten items in the school.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The room with many books is the \_\_\_\_\_.

2. My teacher teaches in the \_\_\_\_\_.

3. We eat lunch in the \_\_\_\_\_.

4. I play sports in the \_\_\_\_\_.

5. I will go to the \_\_\_\_\_ if I get sick.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 54**

Have students look at the shapes and words on page 54 in the *My New Words Picture Word Book*. Encourage students to discuss the shapes and sizes of objects in the classroom.

## Activity

Have students complete page 72. Then have them complete the sentence frame *I colored the \_\_\_\_\_.*

## Partner Talk

Have students complete the sentence frames with a partner. Then, have them share their complete sentences with the class.

## Make Connections

Have students identify which items are larger, smaller, or longer.

Snake \_\_\_\_\_ Worm

Ant \_\_\_\_\_ Spider

Tree \_\_\_\_\_ Plant

Ocean \_\_\_\_\_ Lake

Face \_\_\_\_\_ Nose

Day \_\_\_\_\_ Hour

Month \_\_\_\_\_ Year

Sleep \_\_\_\_\_ Breakfast

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The shape of the ball is a \_\_\_\_\_.
2. The football field is a \_\_\_\_\_.
3. The shape of a pyramid is like a \_\_\_\_\_.
4. The notebook is shaped like a \_\_\_\_\_.
5. The earth is a \_\_\_\_\_.
6. The box is shaped like a \_\_\_\_\_.



# Introduce Vocabulary

**My New Words Picture Word Book, p. 55**

Have students look at the signs and vocabulary terms on page 73. Discuss where each sign can be found, and what they are used for.

## Activity

Have students identify each sign on page 73. Then, have them fill in and color the signs.

## Partner Talk

Have students complete the sentence frames with a partner. Then, have them share their completed sentences with the class.

## Make Connections

Have students look again at the signs pictured on page 55. What shape is each sign?

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Do not cross the street if you see a

\_\_\_\_\_ sign.

2. Be careful if you see a \_\_\_\_\_ sign.

3. Children can cross the street at a \_\_\_\_\_.

4. There is an \_\_\_\_\_ sign above the door.

5. A \_\_\_\_\_ sign has eight sides.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 56–57**

Explain to students why people play sports. Let students know that people play many different sports. Have students point to and repeat the name of each sport on pages 56 and 57. Model correct sounds as needed.

## Activity

Have students cut out the sports cards on pages 74–76. Then, have them play various card games such as *Go Fish*.

## Partner Talk

Have students use *My New Words Picture Word Book*, pages 56 and 57, to complete the sentences. Have students work with a partner and share their sentences with the class.

## Make Connections

Have students choose one sport from pages 56 and 57 that they play or would like to play. Ask them to explain why they would like to play that sport.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. You throw a ball into a basket when you

play \_\_\_\_\_.

2. People wear helmets when they play \_\_\_\_\_.

3. The children play baseball with a \_\_\_\_\_

and a \_\_\_\_\_.

4. You need a \_\_\_\_\_ to play tennis.

5. My favorite sport is \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 58–59**

Have students look at the things people do on pages 58 and 59. Guide students to point at each picture and name the action. Discuss times when you might do these things.

## Activity

Have students complete pages 77 and 78 with a partner. Guide students to point to, say each action, and then act it out. Then invite volunteers to read their sentences aloud. When necessary, provide students with alternate verb forms, such as drinking or walked.

## Partner Talk

Have students complete the sentence frames. Have students work with a partner and share with the rest of their classmates.

## Make Connections

Ask students to write 5 action words of things they do on a daily basis. Then have them act out the actions they named.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. We \_\_\_\_\_ milk at lunch.

2. We \_\_\_\_\_ a mile in gym class.

3. I \_\_\_\_\_ well in my bed.

4. I \_\_\_\_\_ on the telephone.

5. I \_\_\_\_\_ a letter.

# Introduce Vocabulary

## **My New Words Picture Word Book, pp. 60–61**

Have students look at the map on pages 60 and 61 in the *My New Words Picture Word Book*. Ask students questions. *Where do you live? Where do you want to visit?* With students, point to and name all the states.

## Activity

Have students complete pages 79–84. Have students read aloud the sentence frames at the bottom of each page.

## Partner Talk

Have students complete the sentence frames by using the map of the United States on pages 60 and 61 in the *My New Words Picture Word Book*. Have students work with a partner and share their sentences with the class.

## Make Connections

Ask students to draw the state you live in and write 2–4 things they know or like about that state.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The United States has \_\_\_\_\_ states.
2. Mount McKinley is in \_\_\_\_\_.
3. The Gateway Arch is in the state of \_\_\_\_\_.
4. The only state that is made up of islands  
is \_\_\_\_\_.
5. The Pacific Ocean touches the states of  
\_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.



# Introduce Vocabulary

## **My New Words Picture Word Book, p. 62**

Have the students look at the U.S. government on page 62 in the *My New Words Picture Word Book*. Discuss the role of each branch in the United States government and who works in each branch.

## Activity

Have students complete page 85. Help students find the answers to the questions and complete the activity.

## Partner Talk

Have students complete the sentence frames using the words they learned on page 62 in the *My New Words Picture Word Book*. Have students work with a partner to discuss other members of their state government.

## Make Connections

Discuss with students what it would be like to be the president, a Supreme Court judge, a senator, a congressman, or a congresswoman.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Congress is the \_\_\_\_\_ branch of government.
2. The \_\_\_\_\_ is the leader of our country.
3. Congress makes \_\_\_\_\_.
4. The Supreme Court is part of the \_\_\_\_\_ branch of government.
5. Congress has two parts. They are \_\_\_\_\_ and \_\_\_\_\_.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 63**

Have students point to and name each historical figure on page 63. Explain why they are important. Then have students brainstorm other important leaders and discuss with the class why they are important.

## Activity

Have students complete pages 86 and 87. Model reading aloud the date and guide students to read aloud the rest of the dates on the page. Have students read aloud the sentences describing the historical figures.

## Partner Talk

Have students complete the sentence frames using the historical figures they have learned on page 63 in the *My New Words Picture Word Book*. Have students discuss the impact each person had on United States culture with a partner. Have them share their thoughts with the rest of the class.

## Make Connections

Have students choose a historical figure and write five facts about that figure.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. \_\_\_\_\_ fought for people's rights.
2. \_\_\_\_\_ helped make all Americans free.
3. \_\_\_\_\_ was the first president of the United States.
4. \_\_\_\_\_ worked for women's rights.
5. \_\_\_\_\_ worked for fairness.

# Introduce Vocabulary

**My New Words Picture Word Book, pp. 64–65.**

Have students point and name each vehicle on pages 64 and 65. Guide students to identify whether the vehicle is used on the land, on the water, or in the air, using the sentence frames *I ride a/an*\_\_\_\_\_. *A* \_\_\_\_\_ *travels on/in the*\_\_\_\_\_.

## Activity

Have students complete pages 88 and 89. Guide students as needed.

## Partner Talk

Have students complete the sentence frames with a partner using the ways of transportation they learned on pages 64 and 65 of *My New Words Picture Word Book*. Have students share the information with the class.

## Make Connections

Have students draw a picture of their favorite vehicle. Discuss with them the reason why they have chosen this vehicle. Encourage students to use words they learned.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I ride a \_\_\_\_\_.
2. I use \_\_\_\_\_ to go places.
3. An airplane travels in the \_\_\_\_\_.
4. A boat travels in the \_\_\_\_\_.
5. A \_\_\_\_\_ travels on the land.

# Introduce Vocabulary

## **My New Words Picture Word Book, p. 66**

Discuss the types of weather on page 66. Have students point to and name each type of weather. Guide them to talk about yesterday and today's weather using the sentence frames *Yesterday was \_\_\_\_\_*. *Today is \_\_\_\_\_*.

## Activity

Have students complete page 90 and discuss activities that can be done in each type of weather. Encourage students to talk about their favorite kind of weather by completing the sentence frame *I like when it's \_\_\_\_\_ because \_\_\_\_\_*.

## Partner Talk

Have students work with a partner to complete the sentences using the words on page 66 of *My New Words Picture Word Book*. Have them share their work and discuss a situation where they had fun because of the weather.

## Make Connections

Have students draw a picture of their favorite weather and label the clothing items they must wear during this season.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A \_\_\_\_\_ has lightening.
2. There are \_\_\_\_\_ on a cloudy day.
3. It is cold on a \_\_\_\_\_ day.
4. Yesterday was \_\_\_\_\_.
5. Today is \_\_\_\_\_.



# Introduce Vocabulary

## **My New Words Picture Word Book, p. 67**

Guide students to look at page 67. Read the words aloud and have students repeat. Have them point to each item and say \_\_\_\_\_ starts with letter \_\_\_\_\_.

## Activity

Have students complete page 91. Guide students as needed.

## Partner Talk

Have students complete the sentences with a partner using the XYZ words on page 67 of *My New Words Picture Word Book*. Have students share their work with the class and brainstorm other words that begin with X, Y, and Z.

## Make Connections

Have students look up three more words that begin with X, Y, and Z and discuss the definitions with the class.

Name \_\_\_\_\_

## Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A \_\_\_\_\_ has stripes.
2. The jacket has a \_\_\_\_\_.
3. A musician plays a \_\_\_\_\_.
4. The doctor takes an \_\_\_\_\_.
5. A \_\_\_\_\_ has string.