

Unit 1 Great Shot, Sally!

Student Book

(p. 9) WORDS

6-5-3-4-2-1

(p. 10) COMPREHENSION A

1. a 2. b 3. a 4. c

(p. 10) COMPREHENSION B

1. Sally holds the ball.
2. The class cheers for Sally.

(p. 11) GRAPHIC ORGANIZER

A Fill in the blanks.

backboard eyes right elbow goes basket

What Mr. Lee Says ...	What Happens
"Bend your knees and look at the <u>basket</u> ."	The ball goes to the <u>right</u> .
"Keep your <u>elbow</u> in."	The ball hits the <u>backboard</u> .
"Keep your <u>eyes</u> on the basket."	The ball <u>goes</u> in.

(p. 11) LITERACY FOCUS

Read and check.

When you shoot, ...

- | | |
|--|--|
| bend your knees ☒ | turn to the right ☐ |
| keep your elbow in ☒ | keep your eyes on the wall ☐ |
| look at the coach ☐ | look at the basket ☒ |

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Workbook

(p. 4) WORD PRACTICE A

A Fill in the blanks and write.

1  p r a c t i c e practice	2  c h e e r cheer	3  e l b o w elbow
4  k n e e knee	5  s h o o t shoot	6  b o u n c e bounce

(p. 4) WORD PRACTICE B

1. bounce 2. cheer 3. shoot
4. elbow 5. knees 6. practice

(p. 5) PASSAGE REVIEW A

1. The ball goes too far to the right.
2. She keeps her eyes on the basket.
3. She takes a deep breath.

(p. 5) PASSAGE REVIEW B

B Read and complete the summary.

Sally is at basketball practice. She wants to make her first shot. Mr. Lee says, "Bend your knees." Sally shoots, but the ball goes too far to the right. Mr. Lee says, "Keep your elbow in." Sally tries again. The ball bounces off the backboard. Mr. Lee says, "Keep your eyes on the basket." Sally shoots again. This time, the ball goes in!

a. your elbow b. your knees c. bounces off

Unit 2 A Home for an Iguana

Student Book

(p. 13) WORDS

6-5-2-1-4-3

(p. 14) COMPREHENSION A

1. b 2. c 3. b 4. a

(p. 14) COMPREHENSION B

1. The heat keeps iguanas active.
2. Iguanas need water to stay healthy.

(p. 15) GRAPHIC ORGANIZER

A Fill in the blanks.

move climb healthy lamp bowl branch

What Iguanas Need	Why
a tall cage with a <u>branch</u>	to <u>climb</u> up high
a heat <u>lamp</u>	to <u>move</u> and eat
a large water <u>bowl</u>	to stay <u>healthy</u>

(p. 15) LITERACY FOCUS

Look and circle. Then write the correct numbers.

3 cage lamp

2 branch cage

1 bowl branch

- 1 Iguanas need water to stay healthy.
- 2 This is a perfect spot for iguanas to climb up.
- 3 The heat keeps the iguanas active.

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Workbook

(p. 6) WORD PRACTICE A

A Fill in the blanks and write.

1 a c t i v e active	2 h a n g hang	3 h e a l t h y healthy
4 c l i m b climb	5 c a g e cage	6 h e a t heat

(p. 6) WORD PRACTICE B

1. climb 2. cage 3. active
4. heat 5. hang 6. healthy

(p. 7) PASSAGE REVIEW A

1. They love to climb up high.
2. They need heat.
3. They need it to stay healthy.

(p. 7) PASSAGE REVIEW B

B Read and complete the summary.

To make a home for an iguana, you need three things. First, get a tall cage with a branch inside. Iguanas like to climb up high. Next, hang a heat lamp at the top of the cage. The heat helps iguanas move around and eat. Last, put a large water bowl inside. The bowl should be big enough for the iguana to sit in. Your iguana will love its new home!

a. big enough b. a heat lamp c. a tall cage

Unit 3 Looking at the Night Sky

Student Book

(p. 17) WORDS

2-4-3-1-6-5

(p. 18) COMPREHENSION A

1. c 2. c 3. b 4. b

(p. 18) COMPREHENSION B

- Thousands of stars filled the sky.
- Grandpa called from the window.

(p. 19) GRAPHIC ORGANIZER

A Fill in the blanks.

lens stars telescope huge sleep twinkled

Beginning	My brother found an old <u>telescope</u> . We looked through the <u>lens</u> .
Middle	- We saw thousands of <u>stars</u>. They <u>twinkled</u>. - We also saw the moon. It looked <u>huge</u>.
End	I shouted, "Hello, moon and stars!" Then Grandpa said, "Go to <u>sleep</u> !"

(p. 19) LITERACY FOCUS

Look and write the correct letters. Then write the numbers.

a. 100	b. one thousand	1,000
b. 1,000	a. one hundred	100
c. 10,000	e. one million	1,000,000
d. 100,000	f. one billion	1,000,000,000
e. 1,000,000	c. ten thousand	10,000
f. 1,000,000,000	d. one hundred thousand	100,000

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Workbook

(p. 8) WORD PRACTICE A

A Fill in the blanks and write.

1 	2 	3 
t <u>w</u> i n <u>k</u> l e twinkle	l <u>e</u> n <u>s</u> lens	te <u>l</u> e s <u>c</u> o p e telescope
4 	5 	6 
h <u>u</u> g <u>e</u> huge	<u>m</u> i l <u>i</u> o n million	co <u>u</u> n <u>t</u> count

(p. 8) WORD PRACTICE B

- telescope 2. lens 3. count
- twinkle 5. huge 6. million

(p. 9) PASSAGE REVIEW A

- There were thousands of stars.
- They are millions of years old.
- It can take about three days.

(p. 9) PASSAGE REVIEW B

B Read and complete the summary.

My brother found an old telescope. We looked through the lens. We saw thousands of stars in the night sky. There were too many to count. The stars twinkled. My brother said they are millions of years old. We also looked at the moon. It looked huge, but it was far away. I shouted to the moon and the stars, but Grandpa called from the window, "Go to sleep!"

a. the window b. telescope c. stars twinkled

Unit 4 Get Close, Get Points!

Student Book

(p. 21) WORDS

6-5-4-1-2-3

(p. 22) COMPREHENSION A

1. a 2. c 3. c 4. c

(p. 22) COMPREHENSION B

1. A player throws a red ball.
2. The blue ball is closest to the white ball.

(p. 23) GRAPHIC ORGANIZER

A Fill in the blanks.

court roll pair points toward white

A Game of Boccia	
1	Each side can have one player, a <u>pair</u> , or a team.
2	One player throws a white ball onto the <u>court</u> .
3	Players throw or <u>roll</u> their balls <u>toward</u> the white ball.
4	Players get their balls close to the <u>white</u> ball or hit other balls away.
5	The side with the closest ball gets <u>points</u> .

(p. 23) LITERACY FOCUS

Which side gets points? Look and write Red or Blue.

"After all the balls stop, the side with the closest ball gets points."



Red



Blue



Red

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Workbook

(p. 10) WORD PRACTICE A

A Fill in the blanks and write.



p o i n t
point



to w a r d
toward



c o n t r o l
control



c o u r t
court



t e a m
team



p a i r
pair

(p. 10) WORD PRACTICE B

1. pair 2. court 3. team
4. toward 5. point 6. control

(p. 11) PASSAGE REVIEW A

1. It is a sports game.
2. They use their hands or feet.
3. They can hit other balls away.

(p. 11) PASSAGE REVIEW B

B Read and complete the summary.

Boccia is a sports game. Each side can have one player, a pair, or a team. One side uses six red balls. The other side uses six blue balls. Players try to get their balls close to the white ball. They need good control of their balls. After all the balls stop, the side with the closest ball gets points.

- a. closest ball b. good control c. a pair

Unit 5 Hana's Little Herb

Student Book

(p. 25) WORDS

5-3-6-2-4-1

(p. 26) COMPREHENSION A

1. a 2. c 3. a 4. b

(p. 26) COMPREHENSION B

1. The petals looked like fans.
2. Its white flowers were tiny.

(p. 27) GRAPHIC ORGANIZER

A Fill in the blanks.

Who	Plant
Adam	• red <u>blossoms</u> • petals looked like <u>fans</u>
Carol	• <u>shiny</u> leaves • stem stood <u>straight</u> and tall
Hana	• small <u>herb</u> • white flowers were <u>tiny</u>

(p. 27) LITERACY FOCUS

Look, read, and circle T (True) or F (False).

	A butterfly landed on the leaves. T ☐ F ☐ The stem stood straight and tall. T ☐ F ☐
	A bee landed on its flowers. T ☐ F ☐ Hana brought this plant. T ☐ F ☐
	Everyone stopped to look at the plant. T ☐ F ☐ More bees buzzed around the flowers. T ☐ F ☐

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Workbook

(p. 12) WORD PRACTICE A

A Fill in the blanks and write.

1 

j u d ge
judge

2 

sh i n y
shiny

3 

l e a n
lean

4 

st r a i g ht
straight

5 

pe t a l
petal

6 

p r i z e
prize

(p. 12) WORD PRACTICE B

1. shiny 2. prize 3. straight
4. lean 5. petal 6. judge

(p. 13) PASSAGE REVIEW A

1. The petals looked like fans.
2. They leaned in close.
3. She brought a small herb.

(p. 13) PASSAGE REVIEW B

B Read and complete the summary.

It was the day of the Plant Contest. The judges walked around the tables. Adam brought red blossoms. The petals looked like fans. Carol brought a plant with shiny leaves. Hana brought a small herb with tiny white flowers, but nobody stopped to look at it. Then bees and a butterfly came to visit her flowers. The judges said, "This plant has the most visitors!" They gave Hana a special prize.

- a. shiny leaves b. most visitors c. walked around

Unit 6 A Dream of Flying

Student Book

(p. 29) WORDS

4-1-3-6-2-5

(p. 30) COMPREHENSION A

1. b 2. b 3. b 4. c

(p. 30) COMPREHENSION B

1. They dreamed of flying.
2. They tested many flying machines.

(p. 31) GRAPHIC ORGANIZER

A Fill in the blanks.

flying lifted crashed wings gave dreamed

Orville and Wilbur dreamed of flying.

They studied how wings moved in the air.

They built and tested many flying machines.

Some of them crashed right away.

The brothers never gave up.

One December morning, their plane lifted off the ground.

(p. 31) LITERACY FOCUS

Read and circle.

We are Orville and Wilbur. We wanted to lift fly,
so we built many flying machines bicycles.
Many people did not believe in us, but we kept
trying waiting. At last, our plane flew for
twelve minutes seconds. Never give up
on your dream!



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Workbook

(p. 14) WORD PRACTICE A

A Fill in the blanks and write.

1  ma <u>c</u> h <u>i</u> ne <u>machine</u>	2  c <u>r</u> a <u>s</u> h <u>crash</u>	3  li <u>f</u> t o <u>f</u> f <u>lift off</u>
4  d <u>r</u> e <u>a</u> m <u>dream</u>	5  <u>g</u> roun <u>d</u> <u>ground</u>	6  bi <u>c</u> ycl <u>e</u> <u>bicycle</u>

(p. 14) WORD PRACTICE B

1. bicycle
2. ground
3. dream
4. lift off
5. crashed
6. machine

(p. 15) PASSAGE REVIEW A

1. They loved machines.
2. They dreamed of flying.
3. Their dream came true.

(p. 15) PASSAGE REVIEW B

B Read and complete the summary.

Orville and Wilbur loved machines. They fixed bicycles
at their shop, but they dreamed of flying. They built and
tested many flying machines. Some of them crashed right
away, but they never gave up. One December
morning, their plane lifted off the ground and
flew for twelve seconds. Their dream came true.

- a. gave up b. lifted off c. fixed bicycles

Unit 7 My Trip from the Ocean

Student Book

(p. 33) WORDS

2-5-4-6-3-1

(p. 34) COMPREHENSION A

1. b 2. b 3. a 4. c

(p. 34) COMPREHENSION B

1. I meet many other drops.
2. The river carries me to the ocean.

(p. 35) GRAPHIC ORGANIZER

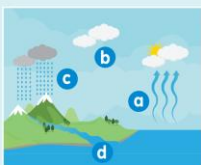
A Fill in the blanks.

meet rise ocean heavy stream drop

- | | |
|---|---|
| 1 | I am a tiny <u>drop</u> in the ocean. |
| 2 | The sun warms me, and I <u>rise</u> into the sky. |
| 3 | In the air, I <u>meet</u> other drops and become a gray cloud. |
| 4 | The cloud gets <u>heavy</u> , and I fall as rain. |
| 5 | I land in a small <u>stream</u> . |
| 6 | The stream joins a river. The river carries me back to the <u>ocean</u> . |

(p. 35) LITERACY FOCUS

Look, read, and write the correct letters.



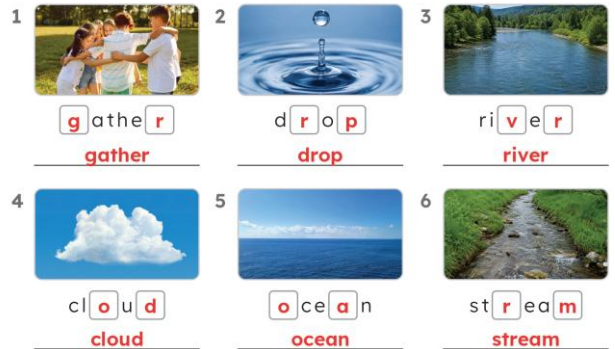
- In the sky, the water drop cools down. **b**
- The river joins the ocean. **d**
- Slowly, the water drop rises into the air. **a**
- The water drop falls down as rain. **c**

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Workbook

(p. 16) WORD PRACTICE A

A Fill in the blanks and write.



(p. 16) WORD PRACTICE B

1. stream
2. drop
3. river
4. gather
5. ocean
6. cloud

(p. 17) PASSAGE REVIEW A

1. It is wide and blue.
2. It grows heavy.
3. It joins a river.

(p. 17) PASSAGE REVIEW B

B Read and complete the summary.

I am a tiny drop in the ocean. One day, the sun warms me. I rise into the air and cool down. I meet many other drops in the sky. We gather together and become a gray cloud. The cloud gets heavy, and I fall down as rain. I land in a small stream and join the river. The river takes me back to the ocean.

a. gray cloud b. small stream c. other drops

Unit 8 How Do You Eat?

Student Book

(p. 37) WORDS

5-1-6-3-2-4

(p. 38) COMPREHENSION A

1. b 2. a 3. a 4. c

(p. 38) COMPREHENSION B

1. The rice falls off the chopsticks.
2. Dara takes some rice in her hand.

(p. 39) GRAPHIC ORGANIZER

A Fill in the blanks.

makes rice hand picks up fork chopsticks

Who	How They Eat the Rice
Yuna	She uses <u>chopsticks</u> . She <u>picks up</u> some rice.
Jake	He tries chopsticks, but the <u>rice</u> falls off. He uses a <u>fork</u> instead.
Dara	She takes some rice in her <u>hand</u> . She <u>makes</u> it into a small ball.

(p. 39) LITERACY FOCUS

Read and number the events in order.

- 5 Dara makes the rice into a ball.
- 1 Yuna invites Jake and Dara for dinner.
- 2 Yuna uses chopsticks to eat.
- 4 Jake uses a fork instead.
- 6 Yuna and Jake eat with their hands.
- 3 Jake tries chopsticks.



Workbook

(p. 18) WORD PRACTICE A

A Fill in the blanks and write.

1  st <u>i</u> c <u>k</u> y sticky	2  ch <u>o</u> pst <u>i</u> cks chopsticks	3  r <u>i</u> c <u>e</u> rice
4  s <u>e</u> r <u>v</u> e serve	5  <u>i</u> n <u>v</u> ite invite	6  <u>f</u> o <u>r</u> k fork

(p. 18) WORD PRACTICE B

1. chopsticks 2. invite 3. rice
4. sticky 5. fork 6. serve

(p. 19) PASSAGE REVIEW A

1. She uses chopsticks.
2. The rice falls off.
3. It is sticky, but fun.

(p. 19) PASSAGE REVIEW B

B Read and complete the summary.

Yuna invites Jake and Dara for dinner. Her mom serves bowls of rice on the table. Yuna picks up some rice with chopsticks. Jake tries the chopsticks, but the rice falls off. He uses a fork instead. Dara takes some rice in her hand. She makes it into a ball. Yuna and Jake try her way to eat the rice. They think it is fun to eat in a new way.

- a. falls off b. her hand c. bowls of

Unit 9 Hungry Plants

Student Book

(p. 41) WORDS

6-3-1-5-4-2

(p. 42) COMPREHENSION A

1. b 2. b 3. a 4. b

(p. 42) COMPREHENSION B

1. An insect cannot move or fly away.
2. An insect lands inside the leaf.

(p. 43) GRAPHIC ORGANIZER

A Fill in the blanks.

mouth move cup sticky traps comes

Plant	What It Has	How It Catches Insects
pitcher plant	a deep <u>cup</u>	- An insect <u>comes</u> to the cup for food. - It falls in and cannot get out.
sundew	<u>sticky</u> drops	- An insect lands on the drops. - It cannot <u>move</u> or fly away.
Venus flytrap	a leaf like a <u>mouth</u>	- An insect lands inside the leaf. - The leaf shuts and <u>traps</u> the insect.

(p. 43) LITERACY FOCUS

Look, read, and circle **T** (True) or **F** (False).

	It has sticky drops.	☐ T ☐ F
	An insect falls in and cannot get out.	☐ T ☐ F
	It catches insects with sticky drops.	☐ T ☐ F
	An insect lands inside a leaf.	☐ T ☐ F
	It has liquid at the bottom.	☐ T ☐ F
	It shuts and traps the insect.	☐ T ☐ F

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Workbook

(p. 20) WORD PRACTICE A

A Fill in the blanks and write.

1  b o t t o m bottom	2  i n s e c t insect	3  l i q u i d liquid
4  s h u t shut	5  s u r v i v e survive	6  t r a p trap

(p. 20) WORD PRACTICE B

1. insect 2. bottom 3. survive
4. trap 5. shut 6. liquid

(p. 21) PASSAGE REVIEW A

1. It comes for food.
2. It cannot move or fly away.
3. It has a leaf like a mouth.

(p. 21) PASSAGE REVIEW B

B Read and complete the summary.

Some plants catch and eat small insects. The pitcher plant has a deep cup with liquid at the bottom. An insect comes to the cup for food and falls in. The sundew catches insects with sticky drops. Insects cannot move or fly away. The Venus flytrap has a leaf like a mouth. When insects land inside the leaf, it shuts and traps the insects.

a. sticky drops b. shuts c. deep cup

Unit 10 My First Sale

Student Book

(p. 45) WORDS

5-2-6-3-4-1

(p. 46) COMPREHENSION A

1. c 2. a 3. c 4. a

(p. 46) COMPREHENSION B

1. Judy picks up the puzzle.
2. One wheel squeaks loudly.

(p. 47) GRAPHIC ORGANIZER

A Fill in the blanks.

tick missing shakes puzzle down wheel

Item	What Happens
puzzle	- One piece is <u>missing</u>. - Judy walks away.
skateboard	- One <u>wheel</u> squeaks loudly. - Peter <u>shakes</u> his head and walks away.
clock	- It doesn't <u>tick</u> at all. - Gary puts it <u>down</u> and walks away.

(p. 47) LITERACY FOCUS

Who says each thing? Read and write the names.



I don't buy the puzzle. One piece is missing.

Judy

I buy the old clock. It's perfect for my hamster's house.

Alex

I don't buy the old clock. It does not tick at all.

Gary

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Workbook

(p. 22) WORD PRACTICE A

A Fill in the blanks and write.

1 

mo[n]e[y]
money

2 

s[a]l[e]
sale

3 

ha[m]s[t]er
hamster

4 

pu[z]z[le]
puzzle

5 

w[h]ee[l]
wheel

6 

s[k]ate[b]oard
skateboard

(p. 22) WORD PRACTICE B

1. puzzle 2. sale 3. skateboard
4. hamster 5. money 6. wheel

(p. 23) PASSAGE REVIEW A

1. I bring my old things.
2. I want to earn money.
3. It does not tick.

(p. 23) PASSAGE REVIEW B

B Read and complete the summary.

I bring my old things to the school flea market.
 Judy picks up my puzzle. One piece is missing, so she walks away. Peter looks at my skateboard. One wheel squeaks loudly, so he walks away. Gary holds up my old clock. It does not tick, so he walks away. Then Alex stops by and picks up the clock. She says, "It's perfect for my hamster's house!" I make my first sale.

- a. hamster's house b. flea market c. squeaks loudly

Unit 11 Helping Our Neighbors

Student Book

(p. 49) WORDS

5-1-2-3-6-4

(p. 50) COMPREHENSION A

1. b 2. a 3. c 4. a

(p. 50) COMPREHENSION B

1. This box is for dark nights.
2. Jason brought some items for children.

(p. 51) GRAPHIC ORGANIZER

A Fill in the blanks.

face flashlights crayons nights cracker lightbulb

Who	Items	On the Box	For
Kate	flashlights	a lightbulb	dark nights
Henry	crackers	a cracker	food
Jason	crayons and paper	a smiling face	children

(p. 51) LITERACY FOCUS

Read and match.

What Happened?

Why?

- | | | |
|------------------------------|---|---------------------------------|
| Many people were in trouble. | → | A flood hit a nearby town. |
| Henry packed some crackers. | → | They helped people in trouble. |
| The students felt proud. | → | People needed something to eat. |

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Workbook

(p. 24) WORD PRACTICE A

A Fill in the blanks and write.

1  f l o d flood	2  f l a s h l i g h t flashlight	3  d e l i v e r deliver
4  p a c k pack	5  l i g h t b u l b lightbulb	6  c r a c k e r cracker

(p. 24) WORD PRACTICE B

1. pack 2. cracker 3. flashlight
4. deliver 5. lightbulb 6. flood

(p. 25) PASSAGE REVIEW A

1. She drew a lightbulb.
2. It was for children.
3. We felt so proud.

(p. 25) PASSAGE REVIEW B

B Read and complete the summary.

A flood hit a nearby town. Our class packed boxes to help people. Kate brought some flashlights for dark nights. She drew a lightbulb on the box. Henry packed some crackers in a box. The box was for food. He drew a cracker on the box. Jason brought crayons and paper for children. We felt so proud to help people.

- a. help people b. for food c. dark nights

Unit 12 Animal Patterns

Student Book

(p. 53) WORDS

6-5-3-2-4-1

(p. 54) COMPREHENSION A

1. c 2. c 3. a 4. b

(p. 54) COMPREHENSION B

1. It has two big circles on its wings.
2. The spots look like light in tall grass.

(p. 55) GRAPHIC ORGANIZER

A Fill in the blanks.

Animal	Pattern	How It Helps
zebra	black and white <u>stripes</u>	biting <u>flies</u> do not land well on them
young deer	white <u>spots</u> and brown fur	help the deer <u>hide</u> from danger
owl butterfly	two big circles on its <u>wings</u>	<u>scare</u> hungry birds

(p. 55) LITERACY FOCUS

Read and circle T (True) or F (False).

Biting flies can easily land on zebras' stripes.	T (F)
Zebras get fewer bites because of their stripes.	(T) F
White spots help young deer hide in tall grass.	(T) F
Young deer have brown spots on their fur.	T (F)
The circles on an owl butterfly's wings can scare birds.	(T) F
Animal patterns are only for looking pretty.	T (F)

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Workbook

(p. 26) WORD PRACTICE A

A Fill in the blanks and write.



d a n g e r

danger



f l y

fly



s t r i p e s

stripes



s p o t s

spots



s c a r e

scare



w i l d

wild

(p. 26) WORD PRACTICE B

1. fly 2. stripes 3. wild
4. danger 5. spots 6. scare

(p. 27) PASSAGE REVIEW A

1. They do not land well on the stripes.
2. They have white spots and brown fur.
3. They help animals stay safe.

(p. 27) PASSAGE REVIEW B

B Read and complete the summary.

Some animals have special patterns. Each pattern has an important job. Zebras have black and white stripes. These stripes help zebras get fewer bites. Young deer have white spots and brown fur. This pattern helps them hide in the grass. Owl butterflies have two big circles on their wings. The circles scare hungry birds. These patterns help animals stay safe.

- a. their wings b. in the grass c. fewer bites

Unit 13 The Frog and the Ox

Student Book

(p. 57) WORDS

2-3-6-1-4-5

(p. 58) COMPREHENSION A

1. b 2. b 3. a 4. c

(p. 58) COMPREHENSION B

1. The young frog stared in shock.
2. She flew off like a balloon.

(p. 59) GRAPHIC ORGANIZER

A Fill in the blanks.

huge shock air flies off young puffs up

A young frog sees an ox.
He says, "I saw a huge monster!"

The mother frog puffs up her belly.

She sucks in more air.

She flies off like a balloon.

The young frog stares in shock.

(p. 59) LITERACY FOCUS

Read and match.

What Happened?

Why?

The mother frog puffed up her belly.

The mother frog sucked in more air.

The mother frog flew off like a balloon.

She was still smaller than the ox.

She wanted to show she was bigger than the ox.

She made her body too big.

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Workbook

(p. 28) WORD PRACTICE A

A Fill in the blanks and write.

1



sh o c k
shock

2



b e l l y
belly

3



p u f f u p
puff up

4



s t a r e
stare

5



f l y o f f
fly off

6



b o a s t
boast

(p. 28) WORD PRACTICE B

1. puff up 2. belly 3. fly off
4. stare 5. shock 6. boast

(p. 29) PASSAGE REVIEW A

1. She puffed up her belly.
2. It grew round like a ball.
3. She flew off like a balloon.

(p. 29) PASSAGE REVIEW B

B Read and complete the summary.

A young frog saw a huge ox one day. The mother frog wanted to show she was bigger. She puffed up her belly. The young frog said the ox was still bigger. The mother frog sucked in more air, but he said the ox was still bigger. The mother frog took a deep breath. She flew off like a balloon. The young frog stared in shock.

a. in shock b. deep breath c. her belly

Unit 14 Houses in Different Places

Student Book

(p. 61) WORDS

3-2-6-1-4-5

(p. 62) COMPREHENSION A

1. b 2. a 3. b 4. c

(p. 62) COMPREHENSION B

1. People use tents on the wide grasslands.
2. The thick wood blocks cold air and snow.

(p. 63) GRAPHIC ORGANIZER

A Fill in the blanks.

Place	House	Materials	How It Helps
desert	<u>hut</u>	mud and <u>straw</u>	keeps people cool
<u>grasslands</u>	tent	light wood and wool	easy to <u>fold</u> and carry
mountains	<u>cabin</u>	thick wood	<u>blocks</u> cold air and snow

(p. 63) LITERACY FOCUS

Look, read, and write the correct letters.



T



C



H

- People build this house in the mountains. **C**
- People can fold this house. **T**
- This house is made of thick wood. **C**
- People build this house in the desert. **H**
- People carry this house to new places. **T**

63

Workbook

(p. 30) WORD PRACTICE A

A Fill in the blanks and write.



h u t

hut



w o o l

wool



s t r a w

straw



g r a s s l a n d

grassland



c a b i n

cabin



b l o c k

block

(p. 30) WORD PRACTICE B

1. straw 2. grasslands 3. wool
4. cabin 5. block 6. hut

(p. 31) PASSAGE REVIEW A

1. They keep people cool inside.
2. They can carry them to new places.
3. They build them in the mountains.

(p. 31) PASSAGE REVIEW B

B Read and complete the summary.

Houses are different around the world.

In the desert, people build huts with mud and straw. Their thick walls help keep people cool inside. On the grasslands, tents are made of light wood and wool. People can fold them and carry them to new places. In the mountains, people build cabins with thick wood. The wood blocks cold air and snow.

- a. the grasslands b. the desert c. cold air

Unit 15 Plant Eaters

Student Book

(p. 65) WORDS

5-1-6-4-2-3

(p. 66) COMPREHENSION A

1. b 2. a 3. c 4. b

(p. 66) COMPREHENSION B

1. A giraffe eats leaves from tall trees.
2. Tony's sister throws food.

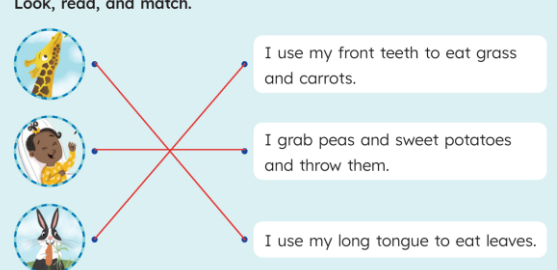
(p. 67) GRAPHIC ORGANIZER

A Fill in the blanks.

	Sarah	May
animal	a <u>rabbit</u>	a <u>giraffe</u>
food	grass and <u>carrots</u>	<u>leaves</u>
body part	front <u>teeth</u>	long <u>tongue</u>

(p. 67) LITERACY FOCUS

Look, read, and match.



I use my front teeth to eat grass and carrots.

I grab peas and sweet potatoes and throw them.

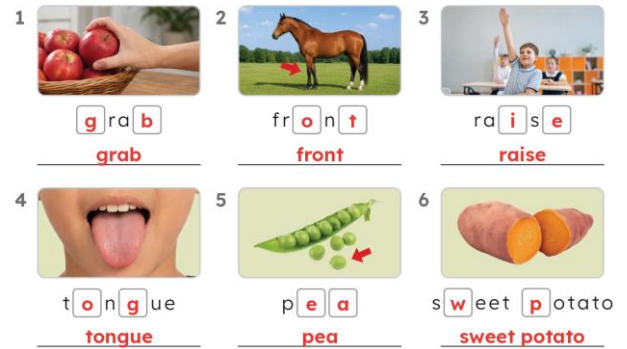
I use my long tongue to eat leaves.

67

Workbook

(p. 32) WORD PRACTICE A

A Fill in the blanks and write.



1. grab
grab

2. front
front

3. raise
raise

4. tongue
tongue

5. pea
pea

6. sweet potato
sweet potato

(p. 32) WORD PRACTICE B

1. grab
2. tongue
3. pea
4. raise
5. front
6. sweet potato

(p. 33) PASSAGE REVIEW A

1. She talks about animals.
2. They raise their hands.
3. They use their long tongues.

(p. 33) PASSAGE REVIEW B

B Read and complete the summary.

Ms. Kim asks the students to name an animal that eats only plants. Sarah says rabbits eat grass and carrots with their front teeth. May says giraffes use their long tongues to eat leaves from tall trees. Tony says his baby sister eats peas and sweet potatoes. She grabs them and throws them at him.

- a. throws them b. tall trees c. eat grass

Unit 16 Anne and Helen

Student Book

(p. 69) WORDS

4-3-5-2-1-6

(p. 70) COMPREHENSION A

1. a 2. b 3. b 4. c

(p. 70) COMPREHENSION B

1. Helen did not understand.
2. Helen learned many words.

(p. 71) GRAPHIC ORGANIZER

A Fill in the blanks.

palm wrote understood helped hear pumped

When	What Happened
before Anne helped	Helen could not see or <u>hear</u> .
while Anne helped	- Anne spelled D-O-L-L on Helen's <u>palm</u>. → Helen did not understand. - Anne <u>pumped</u> cold water over Helen's hand and spelled W-A-T-E-R. → Helen <u>understood</u>.
after Anne helped	Helen learned many words, <u>wrote</u> books, and <u>helped</u> many people.

(p. 71) LITERACY FOCUS

Read and circle.

Helen could not see feel or hear. But she learned with Anne's help. She watched touched things and learned their names. Later, she studied hard and asked helped many people.



We can learn from Helen. We should should not give up. We should keep stop trying. Then we can do many things.

71

Workbook

(p. 34) WORD PRACTICE A

A Fill in the blanks and write.

1 
l e t t e r
letter

2 
s p e l l
spell

3 
p a l m
palm

4 
p u m p
pump

5 
t o u c h
touch

6 
l e a r n
learn

(p. 34) WORD PRACTICE B

1. letter 2. palm 3. spell
4. touch 5. pump 6. learn

(p. 35) PASSAGE REVIEW A

1. She copied the letters.
2. Helen understood the word.
3. She wrote many books.

(p. 35) PASSAGE REVIEW B

B Read and complete the summary.

Helen could not see or hear. Anne Sullivan came to help Helen. Anne gave Helen a doll and spelled D-O-L-L on Helen's palm. Helen copied the letters but did not understand. Then Anne took Helen outside. She pumped cold water over Helen's hand. She spelled W-A-T-E-R on her palm. At last, Helen understood. After that, she learned many words. She studied hard and helped many people.

- a. her palm b. studied hard c. not understand