

Class: _____

Name: _____

Unit 1 My Cat Bob



■ Listen and circle.

<p>Bob is hungry, and he meows. I (feed / hug) him.</p> <p>Bob is (sleepy / thirsty), and he meows. I give him water.</p> <p>Bob is (bored / feed), and he meows. I play with him.</p>	<p>Bob is (thirsty / scared), and he meows. I (hug / bored) him.</p> <p>Bob is (sleepy / hungry), but he does not meow. He jumps on my bed. And he sleeps on my head!</p> <p>Sweet dreams, Bob!</p>
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■ Listen and write.

<p>Bob is _____, and he meows. I feed him.</p> <p>Bob is _____, and he meows. I give him water.</p> <p>Bob is _____, and he meows. I play with him.</p>	<p>Bob is _____, and he meows. I hug him.</p> <p>Bob is sleepy, but he does not meow. He _____ on my bed. And he _____ on my head!</p> <p>Sweet dreams, Bob!</p>
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Unit 2 Hide-and-Seek



■ Listen and circle.

<p>I play with my (little brother / door). We play hide-and-see<u>k</u>.</p> <p>I count to ten. I open my eyes. Where is my brother?</p> <p>Is he in the (living room / bedroom)? Is he behind the (door / curtains)?</p>	<p>Is he in the (living room / little brother)? Is he behind the (kitchen / curtains)?</p> <p>Where is he?</p> <p>Oh, there he is! He is in the (kitchen / bedroom). He is eating cookies.</p>
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■ Listen and write.

<p>I _____ with my little brother. We play hide-and-see<u>k</u>.</p> <p>I count to ten. I open my eyes. Where is my _____?</p> <p>Is he in the _____? Is he behind the door?</p>	<p>Is he in the _____? Is he behind the _____?</p> <p>Where is he?</p> <p>Oh, there he is! He is in the _____. He is eating cookies.</p>
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Unit 3 School Days



■ Listen and circle.

Every day is fun at school! Monday is art day. We draw pictures. We make (crafts / story). Tuesday is (tag / story) day. We read books. We (listen / sing) to stories. Wednesday is music day.	We (fun / sing) songs. We dance. Thursday is sports day. We play baseball. We play soccer. Friday is game day. We play (tag / craft). We play hide-and-seek. Every day is (listen / fun) at school!
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■ Listen and write.

Every day is _____ at school! Monday is art day. We draw pictures. We make _____. Tuesday is _____ day. We read books. We _____ to stories. Wednesday is music day.	We sing _____. We dance. Thursday is sports day. We play baseball. We play soccer. Friday is game day. We play _____. We play hide-and-seek. Every day is fun at school!
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Unit 4 On the Weekend



■ Listen and circle.

Yay, it is the (outside / weekend)!	What can we do?
What can we do?	We can play (outside / cartoons).
We can watch TV.	We can play catch.
We can watch (scooters / cartoons).	What can we do?
What can we do?	We can ride our (weekend / bikes).
We can (bake / bike) cookies.	We can ride our (bake / scooters).
We can bake chocolate cookies.	We love the weekend!

■ Listen and write.

Yay, it is the weekend!	What can we do?
What can we do?	We can play _____.
We can _____ TV.	We can play catch.
We can watch _____.	What can we do?
What can we do?	We can ride our bikes.
We can bake cookies.	We can ride our _____.
We can _____ chocolate cookies.	We love the _____!

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Unit 5 Bunny's Sprout



■ Listen and circle.

Bunny sees a green sprout. (Bunny / Hedgehog) pulls the sprout. "One, two, three — pull!" The sprout does not come out. (Carrot / Squirrel) helps Bunny. "One, two, three — (pull / Squirrel)!" The sprout does not come out.	(Skunk / Pull) helps Squirrel and Bunny. "One, two, three — pull!" The sprout does not come out. (Hedgehog / Skunk) helps Skunk, Squirrel, and Bunny. "One, two, three — pull!" The sprout comes out! A big, orange (bunny / carrot) comes out too!
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■ Listen and write.

Bunny sees a green sprout. Bunny pulls the sprout. "One, two, three — _____!" The _____ does not come out. Squirrel _____ Bunny. "One, two, three — pull!" The sprout does not come out.	Skunk helps _____ and Bunny. "One, two, three — pull!" The sprout does not come out. Hedgehog helps _____, Squirrel, and _____. "One, two, three — pull!" The sprout comes out! A big, orange carrot comes out too!
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Unit 6 Big and Small Plants



■ Listen and circle.

<p>(Plants / Roots) are living things. They (flowers / grow) everywhere. Some plants are big and strong. Some plants are small and weak.</p> <p>Trees are plants. They have a (trunk / plant). They have (stem / roots).</p>	<p>They have many branches. They have many leaves.</p> <p>(Flowers / Trunk) are plants. They have a (grow / stem). They have leaves. They have many colors. They have roots too.</p>
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■ Listen and write.

<p>Plants are living things. They _____ everywhere. Some plants are big and _____. Some plants are small and weak.</p> <p>Trees are _____. They have a trunk. They have roots.</p>	<p>They have many branches. They have many _____.</p> <p>Flowers are plants. They have a _____. They have leaves. They have many colors. They have _____ too.</p>
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Unit 7 At the Museum



■ Listen and circle.

Welcome to the museum. Please follow the (voices / rules). Please don't (touch / shout) things in the museum. Please (rules / look) with your eyes. Please don't run in the museum. Please walk with (quiet / touch) steps.	Please don't (museum / shout) in the museum. Please talk with low voices. Please don't eat in the museum. Please eat outside. Thank you for visiting the (quiet / museum). Please come again!
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■ Listen and write.

Welcome to the museum. Please follow the _____. Please don't touch things in the museum. Please look with your eyes. Please don't run in the _____. Please walk with _____ steps.	Please don't _____ in the museum. Please talk with low voices. Please don't eat in the museum. Please eat _____. Thank you for visiting the museum. Please _____ again!
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Unit 8 Good Health Manners



■ Listen and circle.

Tommy has good health (manners / washes).	Tommy has a (tissue / cough).
Tommy has a sneeze.	Tommy uses a mask.
Tommy uses his (elbow / mask).	Tommy uses a (mask / manners) for his cough.
Tommy uses his elbow for his (cough / sneeze).	Tommy always (washes / sneeze) his hands.
Tommy has a runny nose.	Tommy has good health manners!
Tommy uses a tissue.	
Tommy uses a tissue for his runny nose.	

■ Listen and write.

Tommy has good health manners.	Tommy has a cough.
Tommy has a _____.	Tommy uses a _____.
Tommy uses his _____.	Tommy uses a mask for his _____.
Tommy uses his elbow for his sneeze.	Tommy always washes his hands.
Tommy has a _____ nose.	Tommy has good health _____!
Tommy uses a tissue.	
Tommy uses a tissue for his runny nose.	

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Unit 9 The Christmas Market



■ Listen and circle.

<p>We visit the Christmas Market. We are very (bright / excited).</p> <p>Look at the (ornaments / pointy)! They are (light / colorful) and pretty.</p> <p>Look at the cookies! They are (sweet / excited) and yummy.</p>	<p>Look at the (ornaments / lights)! They are (bright / sweet) and shiny.</p> <p>Look at the trees! They are tall and pointy.</p> <p>There are so many things. We love the Christmas Market.</p>
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■ Listen and write.

<p>We visit the Christmas Market. We are very _____.</p> <p>Look at the _____! They are colorful and pretty.</p> <p>Look at the cookies! They are _____ and yummy.</p>	<p>Look at the _____! They are bright and _____.</p> <p>Look at the trees! They are tall and _____.</p> <p>There are so many things. We love the Christmas Market.</p>
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Unit 10 New Year's Day



■ Listen and circle.

<p>It is Chinese New Year's Day. It is festival time.</p> <p>There are colorful (parades / dragons).</p> <p>They (spin / laugh) and jump in the street.</p> <p>There are fun (parades / fireworks). Dancers walk and dance in the parades.</p>	<p>There are loud (fireworks / spin). They pop and light up in the sky.</p> <p>There are happy faces. People smile and (street / laugh) at the festival.</p> <p>The festival is (exciting / dragon)!</p>
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■ Listen and write.

<p>It is Chinese New Year's Day. It is _____ time.</p> <p>There are colorful _____. They spin and jump in the street.</p> <p>There are fun parades. Dancers walk and dance in the _____.</p>	<p>There are loud _____. They pop and light up in the sky.</p> <p>There are happy faces. People _____ and laugh at the festival.</p> <p>The festival is _____!</p>
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Unit 11 Friendship Bracelets



■ Listen and circle.

<p>Lizzie and Maggie (make / give) bracelets.</p> <p>They make friendship (braids / bracelets).</p> <p>Lizzie picks three strings.</p> <p>She picks pink, blue, and green.</p> <p>She braids the strings.</p>	<p>Maggie (picks / make) three strings.</p> <p>She picks yellow, orange, and red.</p> <p>She (braids / friendship) the strings.</p> <p>Maggie gives her bracelet to Lizzie.</p> <p>Lizzie (picks / gives) her bracelet to Maggie.</p> <p>They like their (string / friendship) bracelets very much.</p>
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■ Listen and write.

<p>Lizzie and Maggie make bracelets.</p> <p>They make _____ bracelets.</p> <p>Lizzie _____ three strings.</p> <p>She picks pink, blue, and green.</p> <p>She _____ the strings.</p>	<p>Maggie picks three _____.</p> <p>She picks _____, orange, and red.</p> <p>She braids the strings.</p> <p>Maggie gives her bracelet to Lizzie.</p> <p>Lizzie gives her bracelet to Maggie.</p> <p>They like their friendship _____ very much.</p>
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Unit 12 Pottery Class



■ Listen and circle.

<p>Let's make a pot!</p> <p>First, pick up some (roll / clay). It feels thick and cold.</p> <p>Next, (pat / press) it with your hands. It feels thin and flat.</p>	<p>Then, (roll / dry) it around on the table. It feels smooth and round.</p> <p>Finally, (clay / press) it with your (thumbs / pat). It feels mushy and soft.</p> <p>It is time to (dry / soft) the pot. Dry it on the shelf.</p>
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■ Listen and write.

<p>Let's make a _____!</p> <p>First, pick up some clay. It feels thick and cold.</p> <p>Next, _____ it with your hands. It feels thin and _____.</p>	<p>Then, roll it around on the table. It feels _____ and round.</p> <p>Finally, press it with your _____. It feels mushy and soft.</p> <p>It is time to _____ the pot. Dry it on the shelf.</p>
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Unit 13 A Smart Sea Animal



■ Listen and circle.

<p>What is this animal in the (wave / sea)?</p> <p>It jumps very high.</p> <p>It can swim and (surf / splash) too.</p> <p>It makes many sounds.</p> <p>It can (jump / whistle) and click too.</p>	<p>It plays with friends.</p> <p>It can play with people too.</p> <p>It (splashes / sea) around.</p> <p>It can make (waves / surf) too.</p> <p>Can you guess this animal?</p> <p>It is a (animal / dolphin)!</p>
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■ Listen and write.

<p>What is this animal in the sea?</p> <p>It jumps very high.</p> <p>It can swim and _____ too.</p> <p>It makes many _____.</p> <p>It can _____ and click too.</p>	<p>It plays with friends.</p> <p>It can play with people too.</p> <p>It _____ around.</p> <p>It can make _____ too.</p> <p>Can you guess this animal?</p> <p>It is a _____!</p>
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Unit 14 Let's Go Snorkeling



■ Listen and circle.

<p>Let's get ready to (googles / snorkel)!</p> <p>Put the (fins / goggles) over your eyes. They help you see.</p> <p>Put the (tube / swim) in your mouth. It helps you (snorkel / breathe).</p>	<p>Put the (fins / coral) on your feet. They help you (breathe / swim).</p> <p>Are you ready to see the fish? Are you ready to see the coral too?</p> <p>"Yes! I am ready to snorkel!"</p>
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■ Listen and write.

<p>Let's get ready to snorkel!</p> <p>Put the _____ over your eyes. They help you see.</p> <p>Put the _____ in your mouth. It helps you _____.</p>	<p>Put the fins on your _____. They help you swim.</p> <p>Are you _____ to see the fish? Are you ready to see the coral too?</p> <p>"Yes! I am ready to _____!"</p>
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Unit 15 The Monkey Forest



■ Listen and circle.

<p>We go to the Monkey Forest.</p> <p>Pam (eats / shout) a cookie in the forest.</p> <p>The monkeys take the cookie.</p> <p>Harry says, "Don't eat!"</p> <p>Pam runs in the (monkey / forest).</p> <p>The monkeys (run / stop) too.</p> <p>Harry says, "Don't run!"</p>	<p>Pam shouts in the forest.</p> <p>The monkeys shout too.</p> <p>Harry says, "Don't (take / shout)!"</p> <p>Pam (forest / stops) eating, running, and shouting.</p> <p>The (monkeys / eat) are happy now.</p>
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■ Listen and write.

<p>We go to the Monkey _____.</p> <p>Pam eats a cookie in the forest.</p> <p>The monkeys take the cookie.</p> <p>Harry says, "Don't _____!"</p> <p>Pam _____ in the forest.</p> <p>The monkeys run too.</p> <p>Harry says, "Don't run!"</p>	<p>Pam shouts in the forest.</p> <p>The monkeys _____ too.</p> <p>Harry says, "Don't shout!"</p> <p>Pam _____ eating, running, and shouting.</p> <p>The monkeys are _____ now.</p>
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Unit 16 The Crow and the Fox



■ Listen and circle.

<p>Crow is very (greedy / cheese). Crow does not share the cheese.</p> <p>Fox is very (kind / clever). Fox wants the (smart / cheese).</p> <p>"Crow, you are so handsome! You are (strong / fall) too!" Crow is happy. He smiles.</p>	<p>"Crow, you are so smart! You are (greedy / kind) too!" Crow is happy. He laughs.</p> <p>The cheese (falls / clever) to the ground. Fox takes the cheese.</p> <p>"Thank you, Crow!"</p>
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■ Listen and write.

<p>Crow is very greedy. Crow does not share the cheese.</p> <p>Fox is very _____. Fox wants the cheese.</p> <p>"Crow, you are so _____! You are _____ too!" Crow is happy. He smiles.</p>	<p>"Crow, you are so smart! You are _____ too!" Crow is happy. He laughs.</p> <p>The _____ falls to the ground. Fox takes the cheese.</p> <p>"Thank you, _____!"</p>
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