

Class: _____

Name: _____

Unit 1 Let's Paint a Wall



■ Listen and circle.

<p>Tom is painting a (wave / wall).</p> <p>Tom waves to Mary.</p> <p>"Mary, come and paint with me."</p> <p>Mary paints a tall, green (tree / bird).</p> <p>Tom (waves / flower) to Jack.</p> <p>"Jack, come and paint with me."</p>	<p>Jack paints three, blue (birds / wall).</p> <p>Tom waves to Sarah.</p> <p>"Sarah, come and paint with me."</p> <p>Sarah paints many colorful (tree / flowers).</p> <p>They paint the wall together.</p> <p>The wall is (beautiful / colorful)!</p>
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■ Listen and write.

<p>Tom is painting a wall.</p> <p>Tom _____ to Mary.</p> <p>"Mary, come and paint with me."</p> <p>Mary paints a tall, green _____.</p> <p>Tom waves to Jack.</p> <p>"Jack, come and paint with me."</p>	<p>Jack _____ three, blue birds.</p> <p>Tom waves to Sarah.</p> <p>"Sarah, come and paint with me."</p> <p>Sarah _____ paints _____ many colorful _____.</p> <p>They paint the _____ together.</p> <p>The wall is _____!</p>
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Unit 2 Nurse Ned



■ Listen and circle.

Hi, Nurse Ned. I don't feel so good.	What's wrong?
What's wrong?	My nose is (runny / better).
My (throat / tissue) is tickly.	Nurse Ned gives me a (cool / tissue).
Nurse Ned gives me throat candy.	I eat the throat candy.
What's wrong?	I put the cool towel on my head.
My head is hot.	I (blow / throat) my nose.
Nurse Ned gives me a cool (blow / towel).	I feel (towel / better).
	Thank you, Nurse Ned!

■ Listen and write.

Hi, Nurse Ned. I don't feel so good.	What's wrong?
What's wrong?	My nose is _____.
My throat is _____.	Nurse Ned gives me a tissue.
Nurse Ned gives me _____ candy.	I eat the throat candy.
What's wrong?	I put the cool towel on my head.
My head is hot.	I _____ my nose.
Nurse Ned gives me a cool _____.	I feel _____.
	Thank you, Nurse Ned!

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Unit 3 My Day at School



■ Listen and circle.

<p>Brrring! It is 9 o'clock. It is time for (rest / class)! I open my book and read.</p> <p>Brrring! It is 10 o'clock. It is time for (recess / lunch)! I run (home / outside) and play.</p>	<p>Brrring! It is 12 o'clock. It is time for (lunch / play)! I visit the cafeteria and eat.</p> <p>Brrring! It is 3 o'clock It is time to go (class / home)! I go home and (rest / recess).</p>
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■ Listen and write.

<p>Brrring! It is 9 o'clock. It is time for _____! I open my book and _____.</p> <p>Brrring! It is 10 o'clock. It is time for _____! I run outside and play.</p>	<p>Brrring! It is 12 o'clock. It is time for _____! I visit the cafeteria and eat.</p> <p>Brrring! It is 3 o'clock It is _____ to go home! I go _____ and rest.</p>
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Unit 4 Mike at the Library



■ Listen and circle.

<p>Mike is at the (shake / library) today.</p> <p>He sings (loudly / quietly).</p> <p>The librarian shakes her head.</p> <p>“Ahem! No singing in the library!”</p> <p>He eats a cookie.</p> <p>The (librarian / library) shakes her head.</p> <p>“Ahem! No eating in the library!”</p>	<p>He runs around.</p> <p>The librarian (shakes / loudly) her head.</p> <p>“Ahem! No running in the library!”</p> <p>Mike sits down.</p> <p>He (sing / picks up) a book.</p> <p>He reads (librarian / quietly).</p> <p>The librarian is happy.</p>
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■ Listen and write.

<p>Mike is at the library today.</p> <p>He sings _____.</p> <p>The librarian _____ her head.</p> <p>“Ahem! No singing in the library!”</p> <p>He eats a cookie.</p> <p>The librarian shakes her head.</p> <p>“Ahem! No eating in the _____!”</p>	<p>He runs _____.</p> <p>The librarian shakes her head.</p> <p>“Ahem! No running in the library!”</p> <p>Mike sits down.</p> <p>He _____ a book.</p> <p>He reads quietly.</p> <p>The _____ is happy.</p>
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Unit 5 Breakfast in Bed



■ Listen and circle.

Dad and I make (breakfast / plate) for Mom.	We pour the coffee in the (mug / birthday).
Mom likes pancakes.	Mom likes roses.
Dad and I make pancakes.	Dad and I pick (mug / roses).
We put the pancakes on the (vase / plate).	We put the roses in the (vase / love).
Mom likes coffee.	Happy birthday, Mom!
Dad and I make coffee.	Mom (rose / loves) her breakfast in bed.
	Mom is very happy.

■ Listen and write.

Dad and I make breakfast for Mom.	We pour the coffee in the mug.
Mom likes _____.	Mom likes _____.
Dad and I make pancakes.	Dad and I pick roses.
We put the pancakes on the _____.	We put the roses in the _____.
Mom _____ coffee.	Happy birthday, Mom!
Dad and I make coffee.	Mom loves her _____ in bed.
	Mom is very happy.

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Unit 6 String Phones



■ Listen and circle.

Let's make a (string / hole) phone!	You put the string through the hole.
I have a paper cup.	I go to this (string / room).
You have a (room / paper) cup.	You go to that room.
I make a hole in the cup.	"Can you (hear / paper cup) me?"
You make a (hole / work) in the cup.	"Yes, I can hear you!"
I put the string through the hole.	Wow! It really (room / works)!

■ Listen and write.

Let's make a string _____!	You put the string through the hole.
I have a _____.	I go to this room.
You have a paper cup.	You go to that _____.
I make a _____ in the cup.	"Can you hear me?"
You make a hole in the cup.	"Yes, I can _____ you!"
I put the _____ through the hole.	Wow! It really works!

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Unit 7 At the Pumpkin Patch



Listen and circle.

<p>We go to the pumpkin patch. We (pick / thin) pumpkins.</p> <p>Molly picks a pumpkin. It is small and (bumpy / flat). "I like my pumpkin!"</p> <p>Todd picks a pumpkin. It is big and (pumpkin / round). "I like my pumpkin!"</p>	<p>Jessa picks a pumpkin. It is long and (thin / round). "I like my pumpkin!"</p> <p>I pick a pumpkin. It is square and (bumpy / square). "I like my (pick / pumpkin)!"</p> <p>We like our pumpkins.</p>
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Listen and write.

<p>We go to the pumpkin _____.</p> <p>We pick _____.</p> <p>Molly _____ a pumpkin. It is small and flat. "I like my pumpkin!"</p> <p>Todd picks a pumpkin. It is big and _____. "I like my pumpkin!"</p>	<p>Jessa picks a pumpkin. It is long and _____.</p> <p>"I like my pumpkin!"</p> <p>I pick a pumpkin. It is square and _____.</p> <p>"I like my pumpkin!"</p> <p>We like our pumpkins.</p>
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Unit 8 On the Farm



■ Listen and circle.

<p>I help my grandparents on the (beet / farm).</p> <p>(Fall / Farm) is a busy time.</p> <p>We go to the (garden / field).</p> <p>We pick the corn.</p> <p>We put it in the basket.</p> <p>We go to the (orchard / market).</p> <p>We pick the apples.</p>	<p>We put them in the basket.</p> <p>We go to the (orchard / garden).</p> <p>We pick the beets.</p> <p>We put them in the basket.</p> <p>We go to the (fall / market).</p> <p>Everyone likes our corn, apples, and beets.</p>
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■ Listen and write.

<p>I help my grandparents on the farm.</p> <p>Fall is a _____ time.</p> <p>We go to the _____.</p> <p>We pick the corn.</p> <p>We put it in the basket.</p> <p>We go to the _____.</p> <p>We pick the apples.</p>	<p>We put them in the basket.</p> <p>We go to the _____.</p> <p>We pick the beets.</p> <p>We put them in the _____.</p> <p>We go to the _____.</p> <p>Everyone likes our corn, apples, and beets.</p>
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Unit 9 A Cherry Tree



Listen and circle.

<p>Spring is here. Flowers (bloom / gone) on the tree. They are white and pink. They are (next / pretty).</p> <p>Summer is here. Cherries (grow / bloom) on the tree. They are red and yellow. They are yummy.</p>	<p>Fall is here. Leaves (spring / fall) from the tree. They are red and brown. They are beautiful.</p> <p>Winter is here. No leaves are on the tree. They are all (gone / grow). See you (fall / next) spring!</p>
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Listen and write.

<p>Spring is here. Flowers _____ on the tree. They are white and pink. They are pretty.</p> <p>Summer is here. Cherries _____ on the tree. They are red and yellow. They are yummy.</p>	<p>_____ is here. Leaves fall from the tree. They are red and brown. They are beautiful.</p> <p>Winter is here. No _____ are on the tree. They are all _____.</p> <p>See you next _____!</p>
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Unit 10 The Tree House



■ Listen and circle.

<p>We go to the (tree house / crayons) every day.</p> <p>We (bring / pizza) books on Monday.</p> <p>We read books together.</p> <p>We bring paper and crayons on Tuesday.</p> <p>We draw (ukulele / pictures) together.</p> <p>We bring (picture / pizza) on Wednesday. We eat pizza together.</p>	<p>We bring a (ukulele / picture) on Thursday.</p> <p>We sing songs together.</p> <p>We bring (bring / board games) on Friday.</p> <p>We play games together.</p> <p>It rains on Saturday and Sunday.</p> <p>We stay home.</p>
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■ Listen and write.

<p>We go to the tree house every day.</p> <p>We bring books on Monday.</p> <p>We read _____ together.</p> <p>We _____ paper and crayons on Tuesday.</p> <p>We draw _____ together.</p> <p>We bring pizza on _____.</p> <p>We eat pizza together.</p>	<p>We bring a _____ on Thursday.</p> <p>We sing songs together.</p> <p>We bring board games on Friday.</p> <p>We play _____ together.</p> <p>It rains on Saturday and Sunday.</p> <p>We stay home.</p>
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Unit 11 What Animal Am I?



Listen and circle.

<p>I have big ears. They are (large / fur) and (warm / pointy). I can hear very well.</p> <p>I have big eyes. They are black and round. I can see very well.</p>	<p>I have small feet. They are small and hairy. I can walk on hot (sand / large). I have thick (fur / pointy). It is soft and fluffy. I can feel (small / warm) at night.</p> <p>What animal am I? I am a (desert fox / sand)!</p>
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Listen and write.

<p>I have big ears. They are _____ and pointy. I can hear very well.</p> <p>I have big eyes. They are black and _____. I can see very well.</p>	<p>I have small feet. They are small and _____. I can walk on hot sand. I have thick _____. It is soft and fluffy. I can feel _____ at night.</p> <p>What animal am I? I am a _____!</p>
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Unit 12 Is This Our Home?



■ Listen and circle.

<p>Mama and I look for our home.</p> <p>We see two brown (dark / hills).</p> <p>Is this our home, Mama?</p> <p>“No, it isn’t. This is a (camel / cactus)!”</p> <p>We see a tall, green (hill / mountain).</p> <p>Is this our home, Mama?</p> <p>“No, it isn’t. This is a (hole / cactus)!”</p>	<p>We see a (dark / new), black hole.</p> <p>Is this our home, Mama?</p> <p>“Yes, it is. This is our home.”</p> <p>Mama and I love our (new / camel) home.</p>
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■ Listen and write.

<p>Mama and I look for our home.</p> <p>We see two brown _____.</p> <p>Is this our home, Mama?</p> <p>“No, it isn’t. This is a _____!”</p> <p>We see a tall, green _____.</p> <p>Is this our home, Mama?</p> <p>“No, it isn’t. This is a _____!”</p>	<p>We see a dark, black _____.</p> <p>Is this our _____, Mama?</p> <p>“Yes, it is. This is our home.”</p> <p>Mama and I love our new home.</p>
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Unit 13 Cicadas and Fireflies



■ Listen and circle.

Cicadas and fireflies are (night / insects).	Cicadas like trees.
Cicadas and fireflies are (alike / day).	They make loud sounds.
They have three body parts.	They make sounds during the (day / wing).
They have two pairs of (wings / grass).	Fireflies like grass.
They have six legs.	They make bright lights.
Cicadas and fireflies are (night / different).	They make lights at (alike / night).
	Cicadas and fireflies are alike and different!

■ Listen and write.

Cicadas and fireflies are _____.	Cicadas like trees.
Cicadas and _____ are alike.	They make loud sounds.
They have three body parts.	They make sounds during the day.
They have two pairs of _____.	Fireflies like grass.
They have six legs.	They make bright _____.
Cicadas and fireflies are different.	They make lights at _____.
	Cicadas and fireflies are _____ and different!

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Unit 14 The Ant and the Grasshopper



■ Listen and circle.

<p>The grasshopper plays every day. The ant works every day.</p> <p>The (grasshopper / ant) sings every day. The ant works every day.</p> <p>The grasshopper sleeps every day. The ant (share / works) every day.</p>	<p>The grasshopper dances every day. The ant works every day.</p> <p>(Winter / Full) comes. The grasshopper is cold and hungry. The ant is warm and (cold / full).</p> <p>“Come inside. Let’s eat together.” The ant (shares / grasshopper) (work / food) with the grasshopper.</p>
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■ Listen and write.

<p>The _____ plays every day. The ant works every day.</p> <p>The grasshopper sings every day. The ant _____ every day.</p> <p>The grasshopper sleeps every day. The ant works _____ day.</p>	<p>The grasshopper dances every day. The ant works every day.</p> <p>_____ comes. The grasshopper is cold and hungry. The ant is _____ and full.</p> <p>“Come inside. Let’s eat together.” The ant _____ food with the grasshopper.</p>
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Unit 15 Helping My Neighbor



■ Listen and circle

<p>Mr. Winkle is my (neighbor / carry). I like to (happy / help) him.</p> <p>The box is (heavy / toy). I (water / carry) the box for him. Mr. Winkle says, "Thank you!"</p> <p>The dog is bored. I make a (toy / help) for his dog. Mr. Winkle says, "Thank you!"</p>	<p>The garden is big. I (water / neighbor) the flowers for him. Mr. Winkle says, "Thank you!"</p> <p>Mr. Winkle is happy. I am happy too.</p>
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■ Listen and write.

<p>Mr. Winkle is my _____.</p> <p>I like to help him.</p> <p>The box is _____.</p> <p>I _____ the box for him. Mr. Winkle says, "Thank you!"</p> <p>The dog is _____.</p> <p>I make a toy for his dog. Mr. Winkle says, "Thank you!"</p>	<p>The garden is big. I _____ the flowers for him. Mr. Winkle says, "_____ you!"</p> <p>Mr. Winkle is happy. I am happy too.</p>
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Unit 16 Too Loud!



■ Listen and circle.

<p>Our house has too many (sounds / stops).</p> <p>Mom is in the bathroom.</p> <p>Mom gives Teddy a (pot / bath).</p> <p>Splash. Splash. It is too (loud / yell)!</p> <p>Dad is in the kitchen.</p> <p>Dad washes the (splash / pots).</p> <p>Clang. Clang. It is too loud!</p>	<p>Edna is in the living room.</p> <p>Edna plays the piano.</p> <p>Plink. Plink.</p> <p>It is too loud!</p> <p>I (yell / bath), "Be quiet!"</p> <p>Everyone (loud / stops).</p> <p>It is too quiet!</p>
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■ Listen and write.

<p>Our house has too many _____.</p> <p>Mom is in the bathroom.</p> <p>Mom gives Teddy a _____.</p> <p>Splash. Splash. It is too loud!</p> <p>Dad is in the kitchen.</p> <p>Dad _____ the pots.</p> <p>Clang. Clang. It is too loud!</p>	<p>Edna is in the _____.</p> <p>Edna plays the piano.</p> <p>Plink. Plink.</p> <p>It is too _____!</p> <p>I yell, "Be quiet!"</p> <p>Everyone _____.</p> <p>It is too quiet!</p>
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