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Treasure Chest

GRADES K-2

MY NEW WORDS

ACTIVITY BOOK

WITH TEACHER SUPPORT



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Name _____

Animals (pp. 1–4)

Write and say the name of each pet.

fish

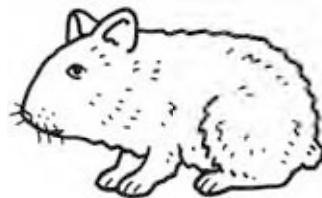
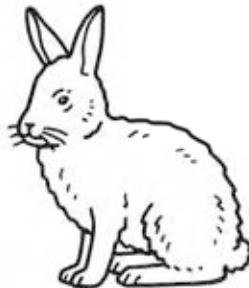
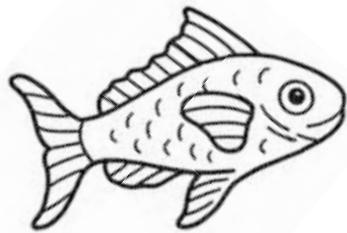
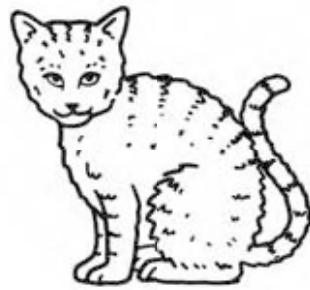
rabbit

bird

hamster

dog

cat



My favorite pet is a _____.

Write and say the name of each animal.

bear

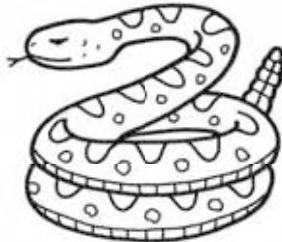
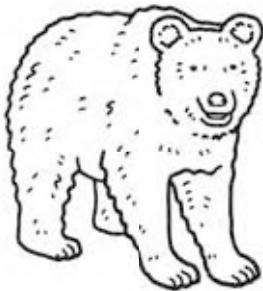
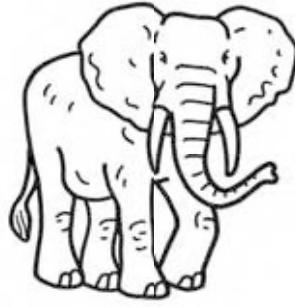
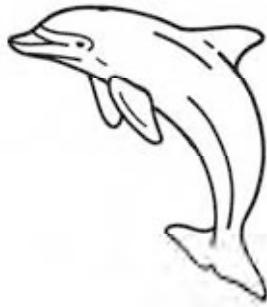
dolphin

panda

snake

elephant

lion



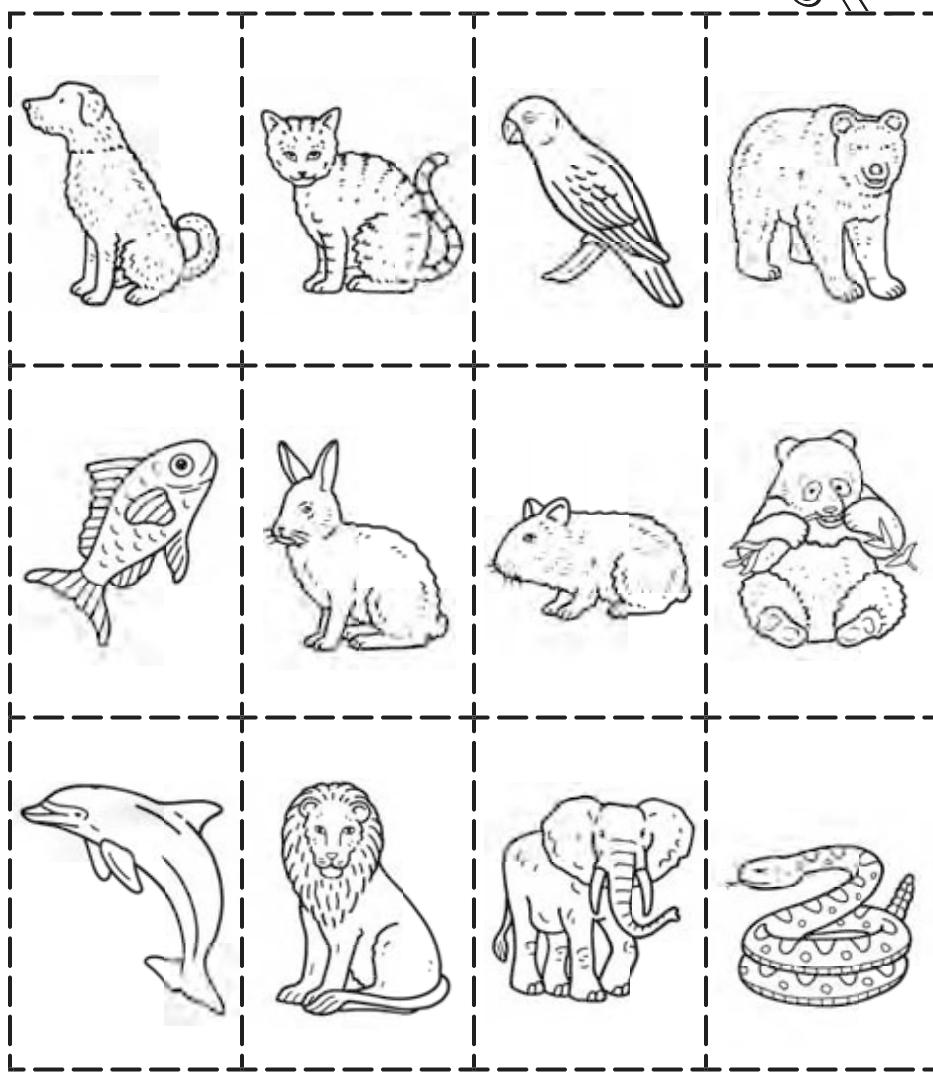
Draw a wild animal.



1. Cut out the animals on page 4.
2. Paste each animal above its name.

Place			
bird	snake	elephant	lion
cat	rabbit	bear	hamster
fish	dolphin	panda	dog

1. Cut out these animals.
2. Paste each picture on page 3.



Name _____

Body

(pp. 5–8)

Write and say each body part.

arm

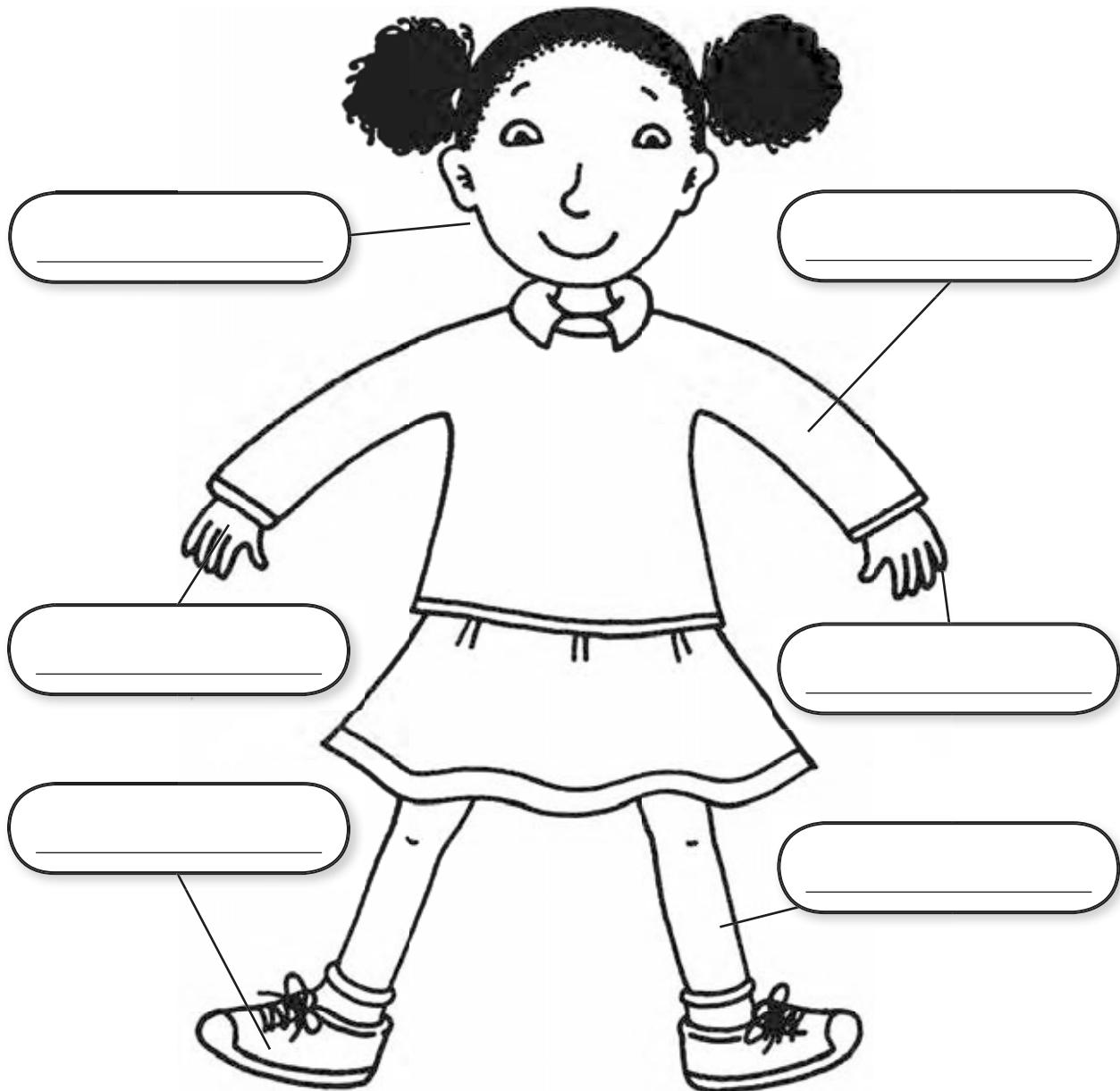
finger

leg

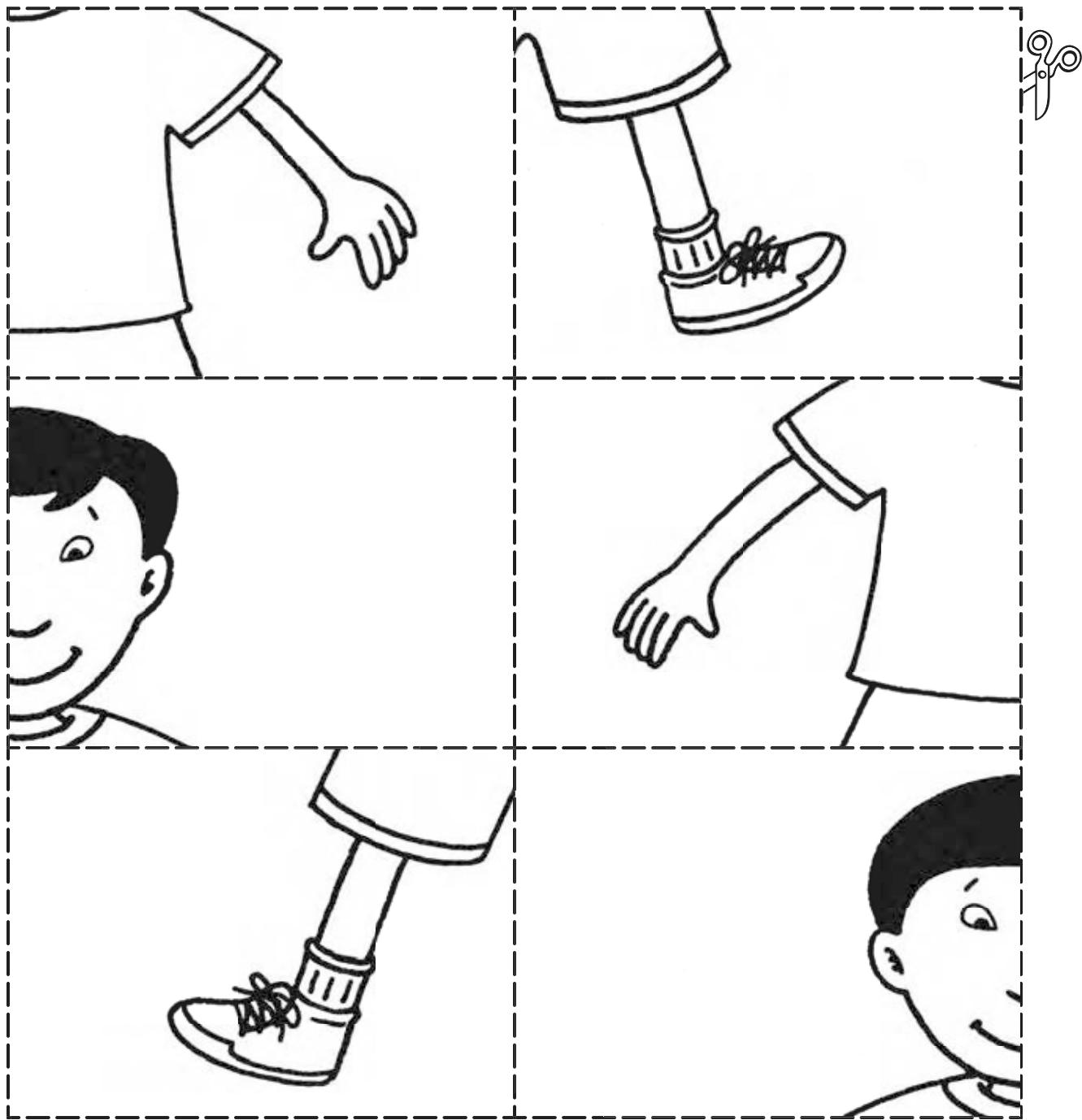
foot

head

hand



1. Cut out the body parts.
2. Paste them on a piece of paper
to make a body.



Write and say each part of the face.

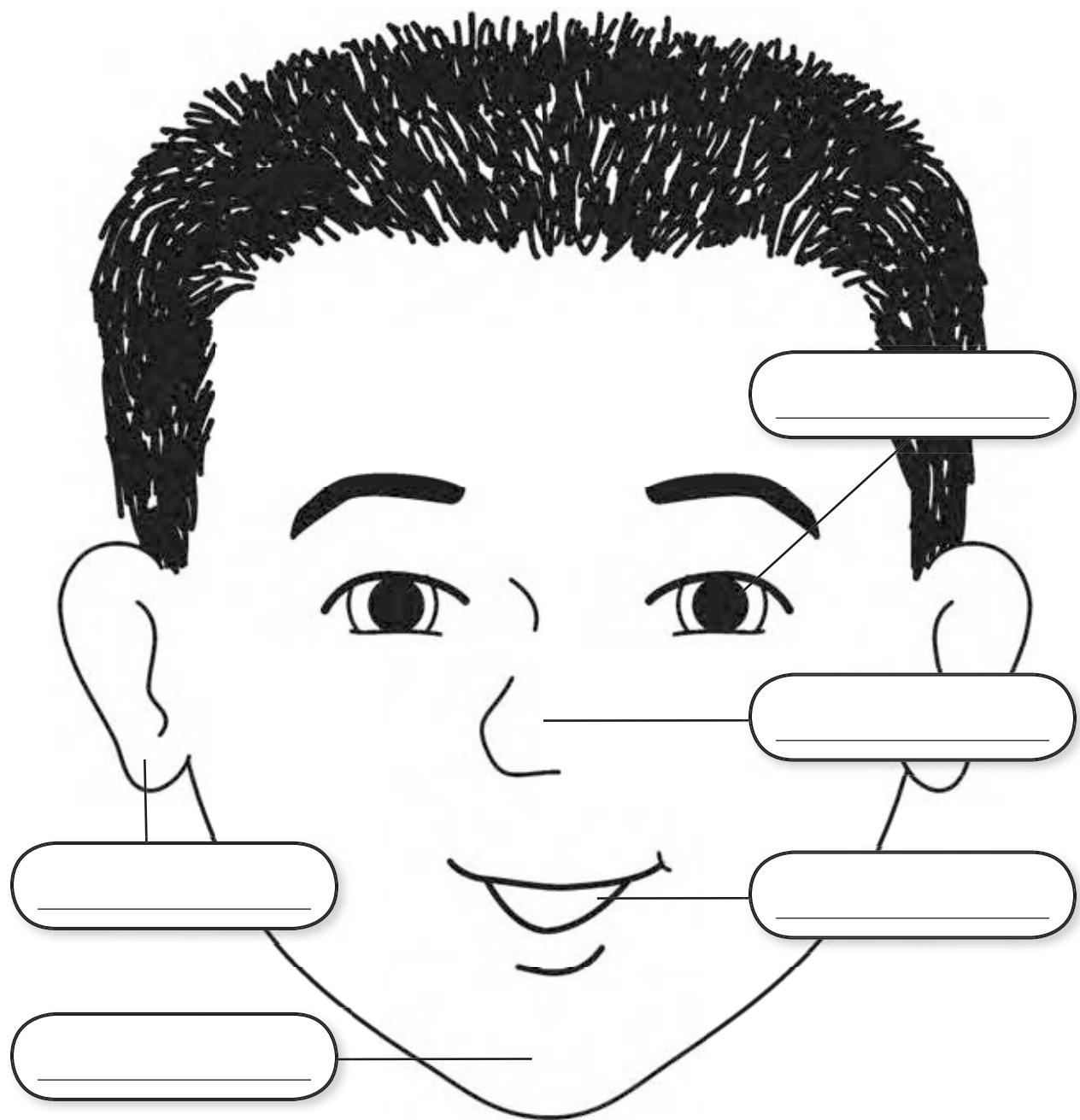
chin

ear

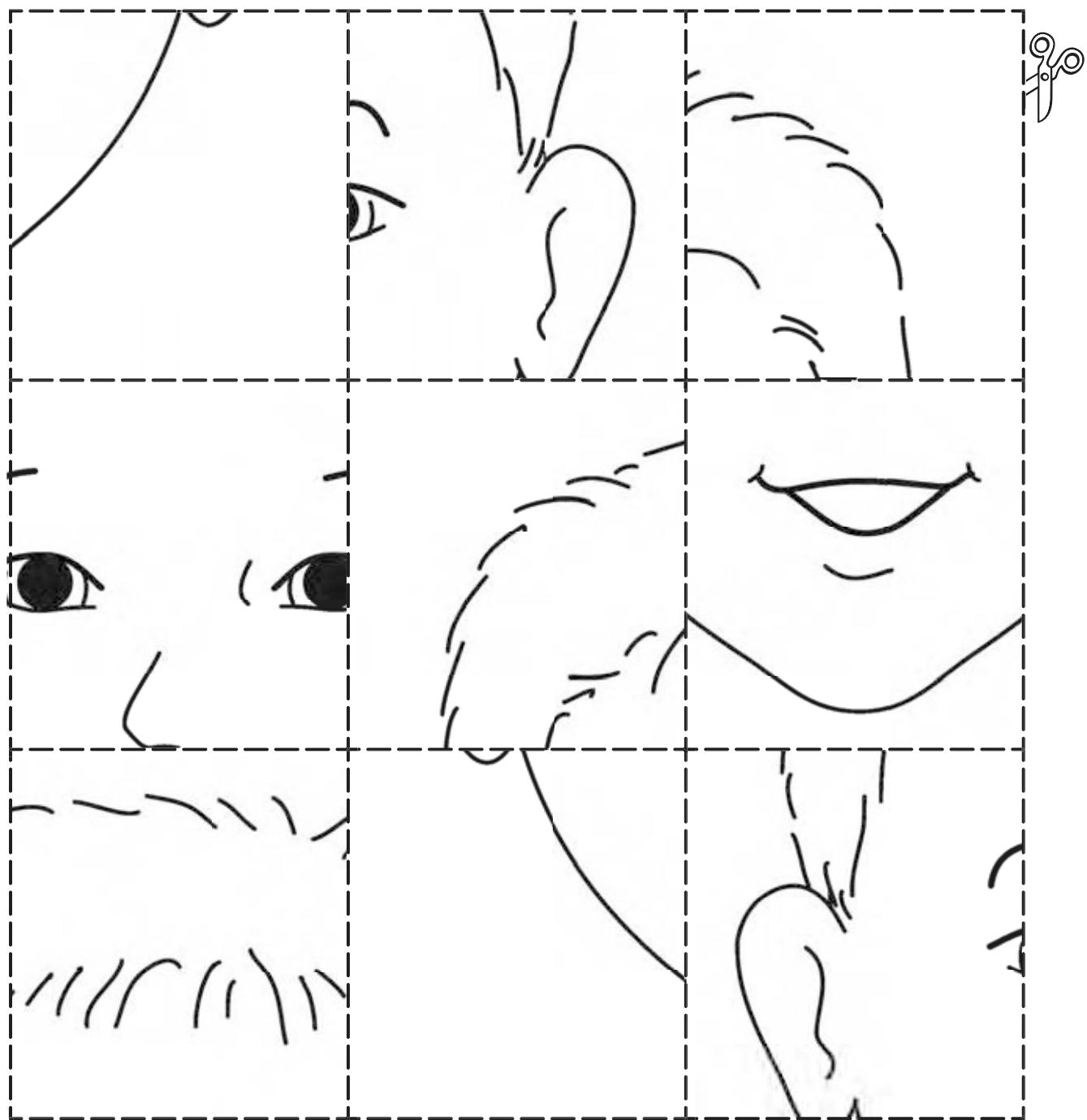
eye

mouth

nose



1. Cut out the face parts.
2. Paste them on a piece of paper to make a face.



Name _____

Calendar (pp. 9–12)

1. Write the name of the month.
2. Write the dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Put a  around **today**.

Put a  around **yesterday**.

Put a  around **tomorrow**.

1. Color one **week** yellow.

2. Color **July 2** red.

3. Answer the question.

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Today is _____.

Write and say the day of the week that each letter stands for.

Wednesday Friday Saturday Monday
Sunday Thursday Tuesday

M is for _____.

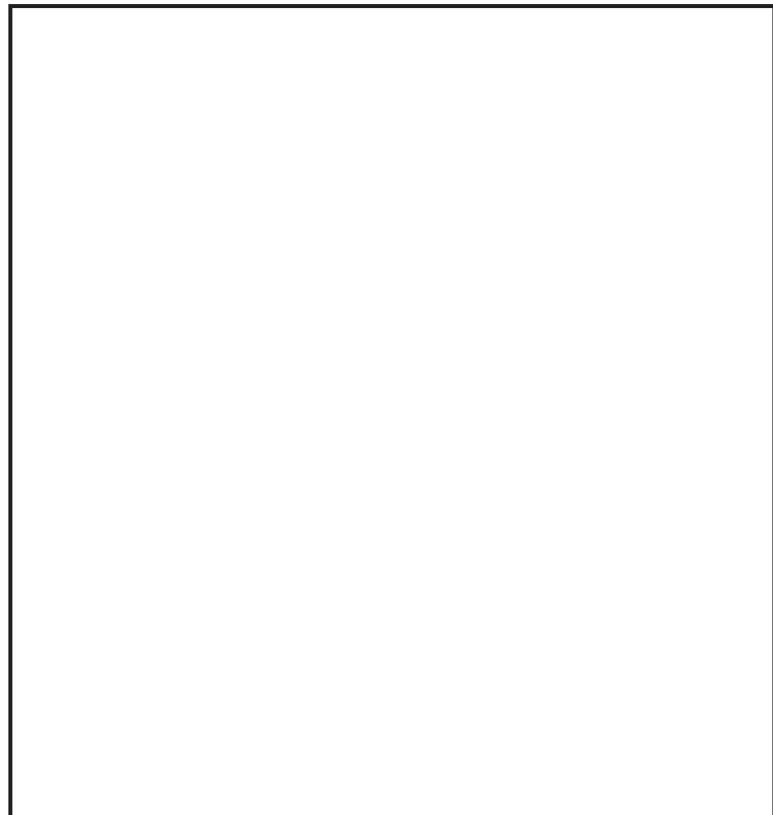
T is for _____ and _____.

W is for _____.

F is for _____.

S is for _____ and _____.

On Saturdays I like to



Today's Date

Month _____

Day _____

Yesterday was _____. (Day)

Today is _____. (Month and Day)

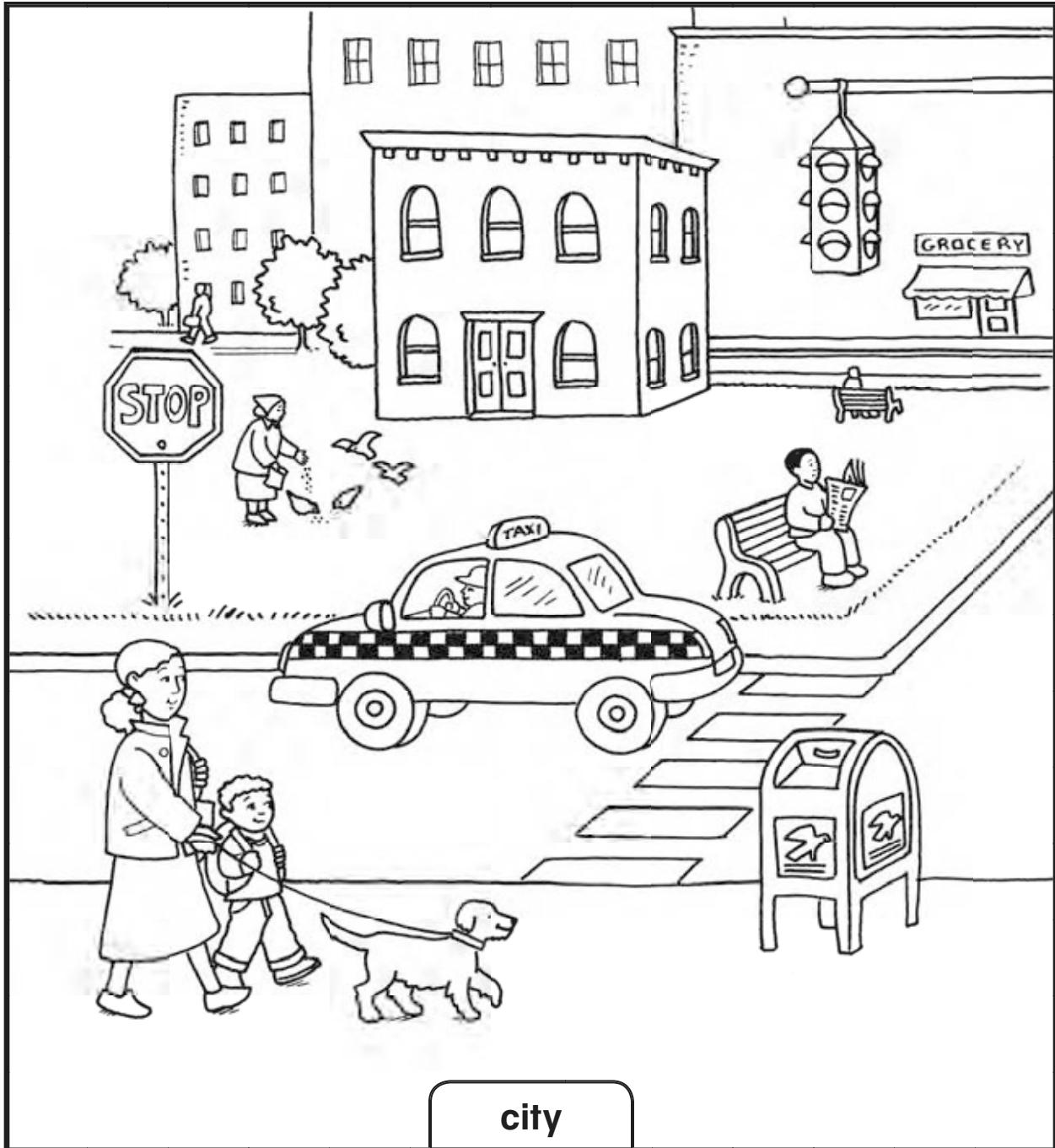
Tomorrow is _____. (Day)

Seasons Activity

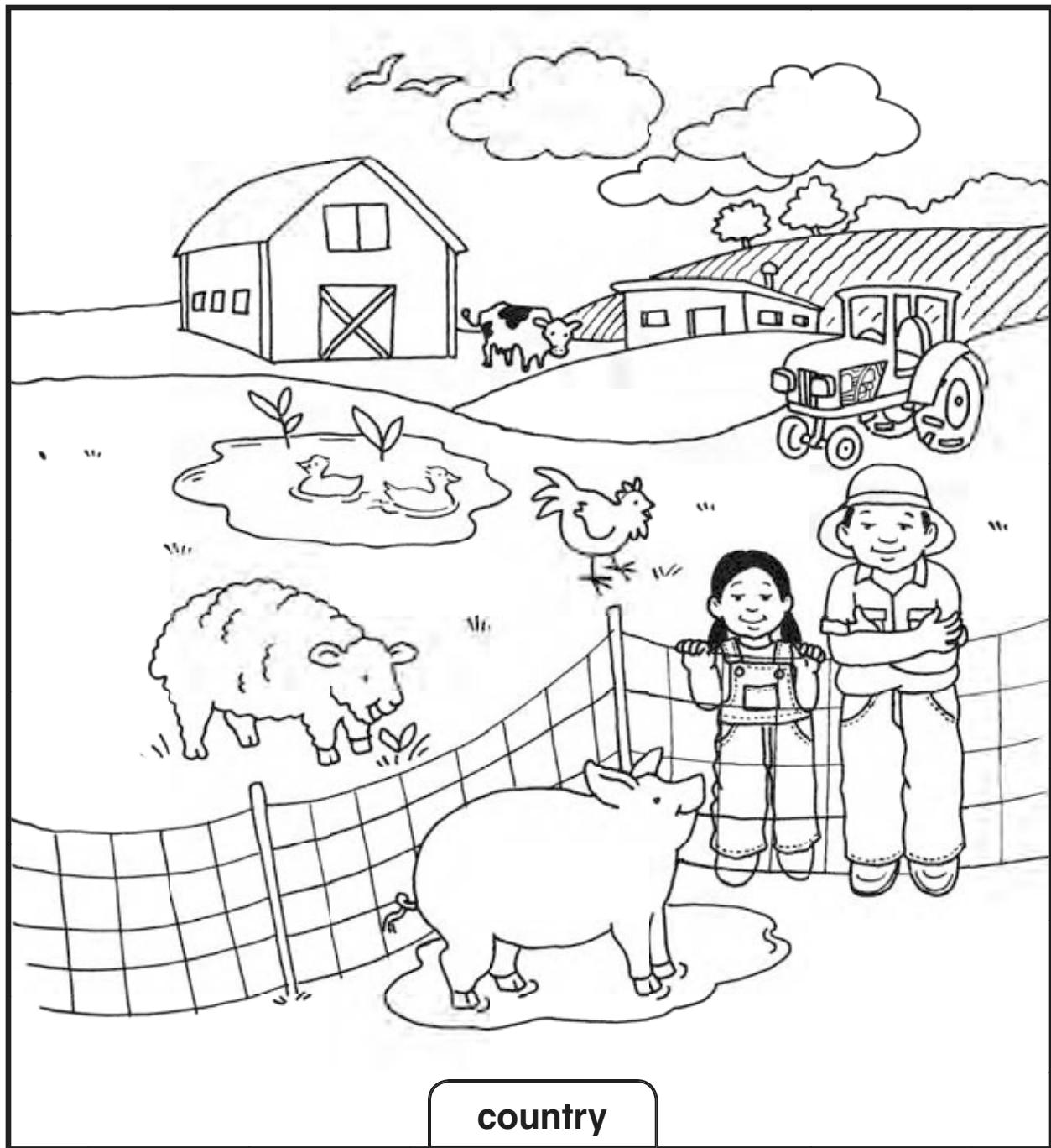
1. Pick a season. Write the season on the top of a blank piece of paper.
2. Draw a picture of something you like to do.
3. Tell a friend about your picture.

Name _____

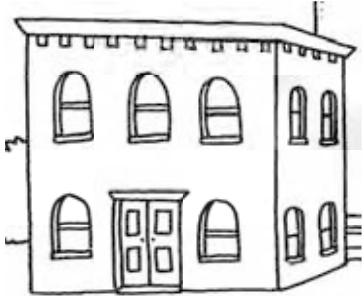
City and Country (pp. 13–16)



city



country



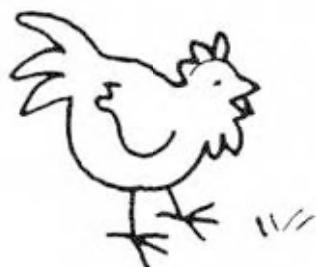
building



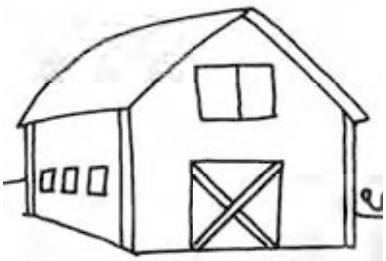
stop sign



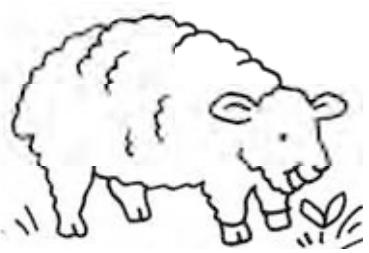
farmer



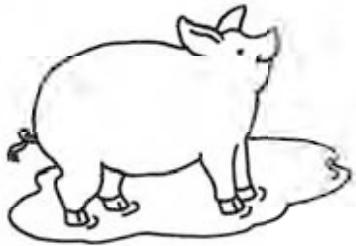
chicken



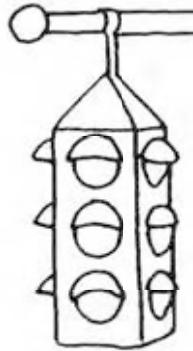
barn



sheep



pig



traffic light



taxi

Name _____

Clothing

 (pp. 17–20)

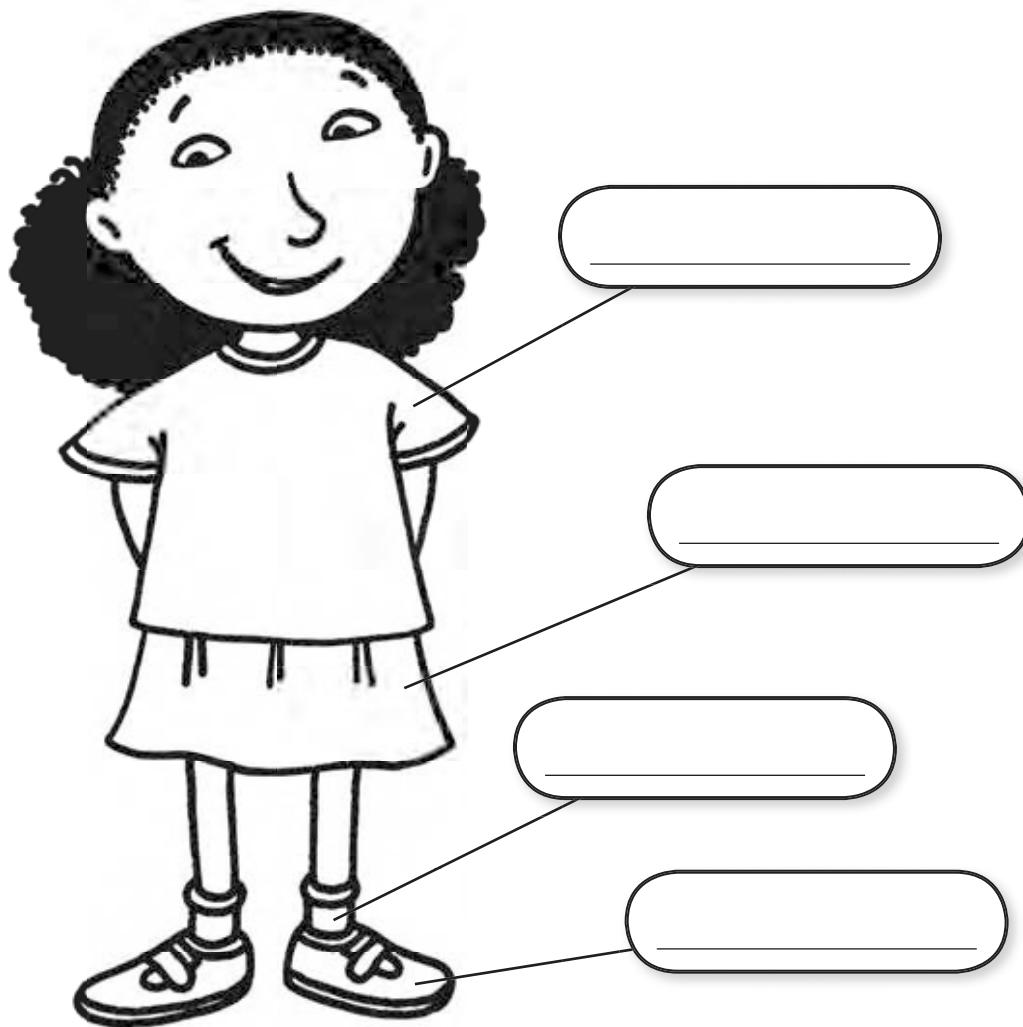
1. Write the names of the clothing.
2. Finish the sentence.

shirt

shoe

skirt

sock



I wear a _____ on my foot.

1. Write the names of the clothing.

2. Finish the sentence.

hat

shorts

shirt



I wear a _____ on my head.

1. Write the names of the clothing.
2. Finish the sentence.

boot

raincoat



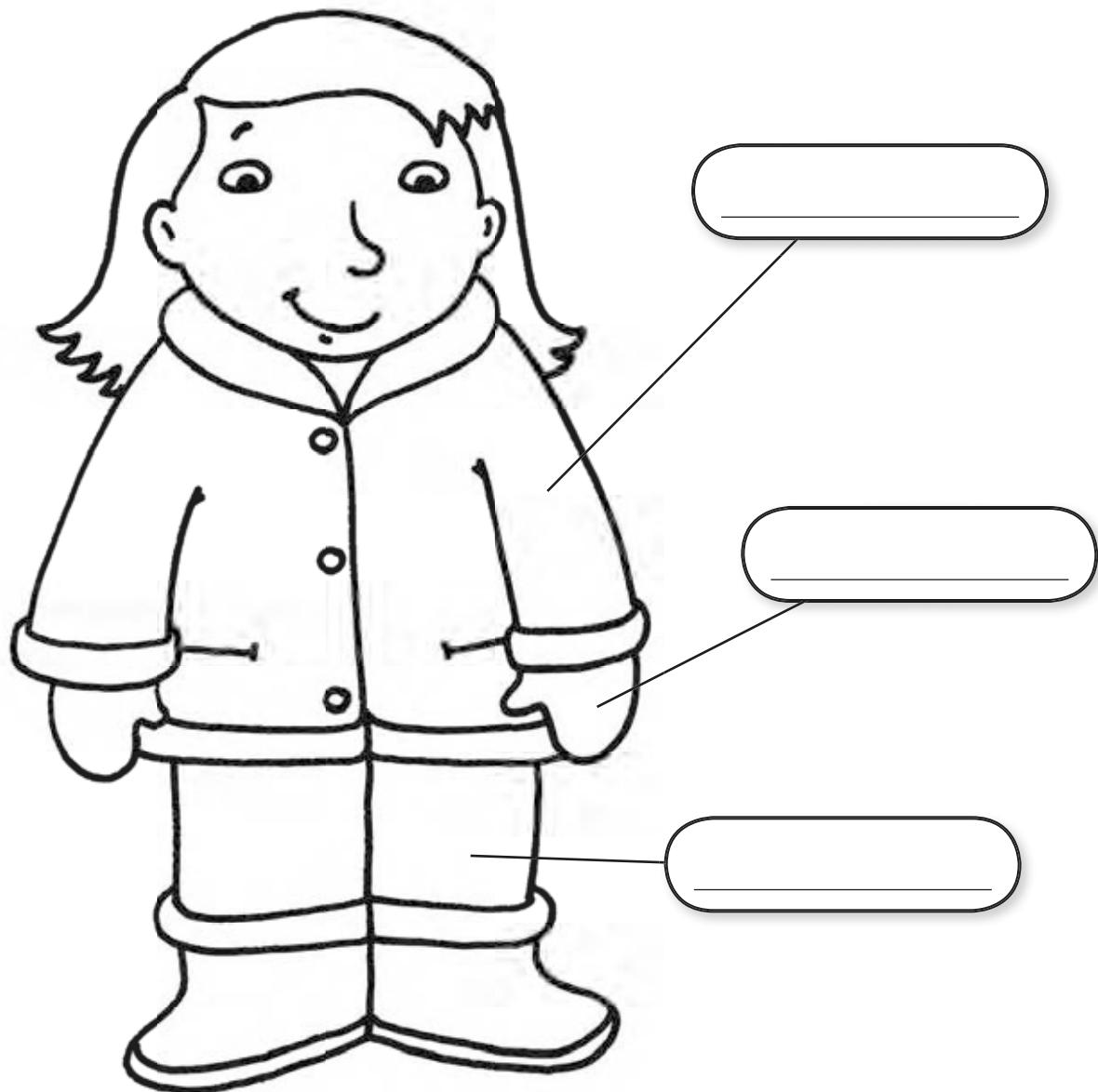
I wear a _____ on my foot.

1. Write the names of the clothing.
2. Finish the sentence.

mittens

coat

pants



I wear a _____ on my hand.

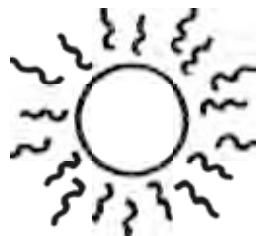
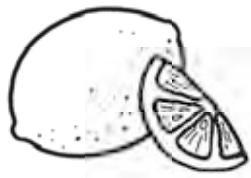
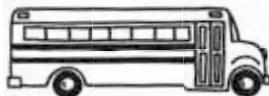
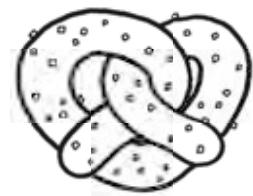
Name _____

Colors (pp. 21–23)

1. Write and say the colors.
2. Color.

brown

yellow

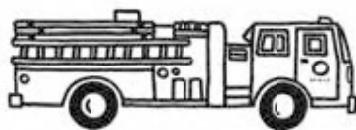


1. Write and say the colors.

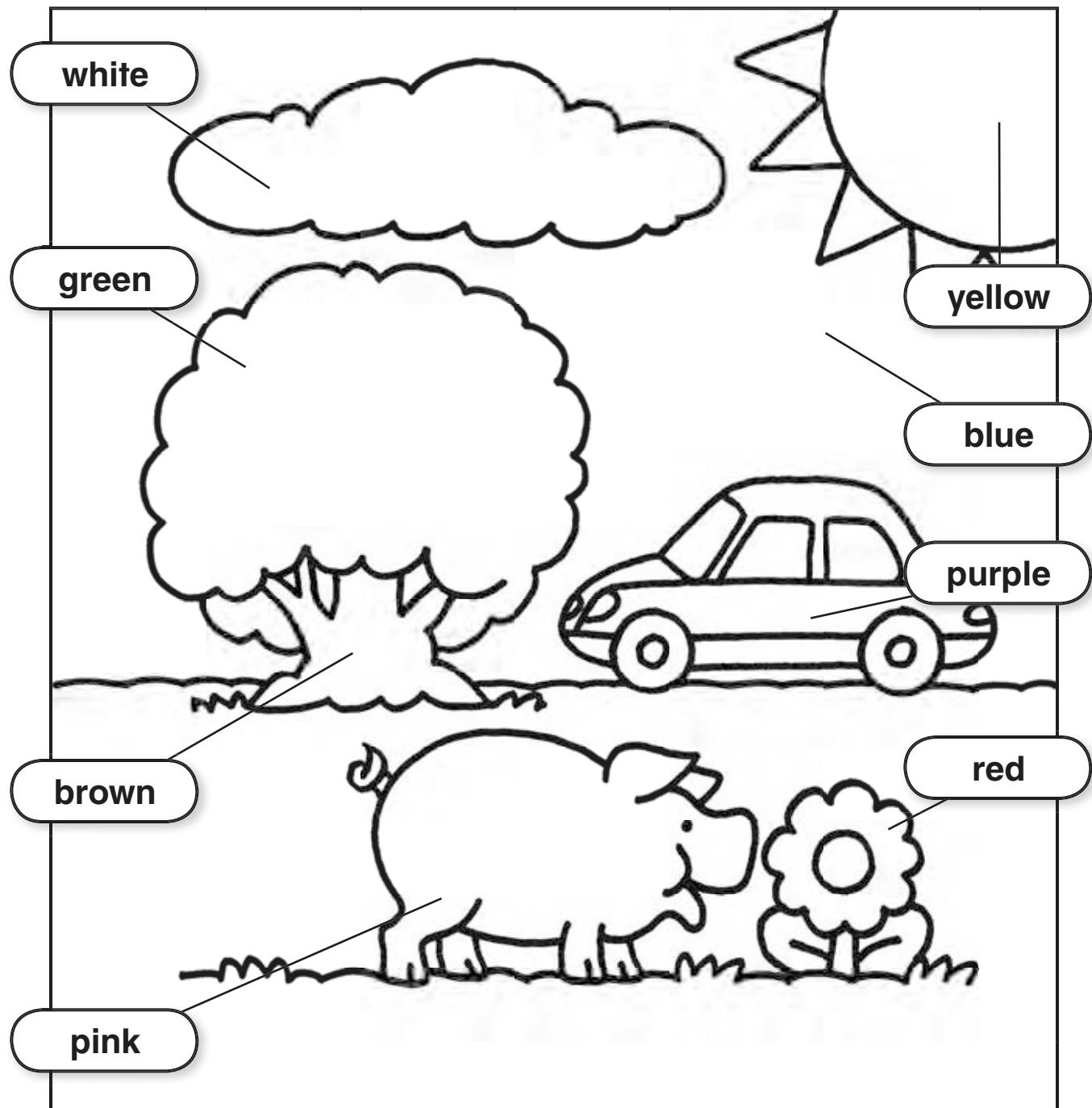
2. Color.

green

red



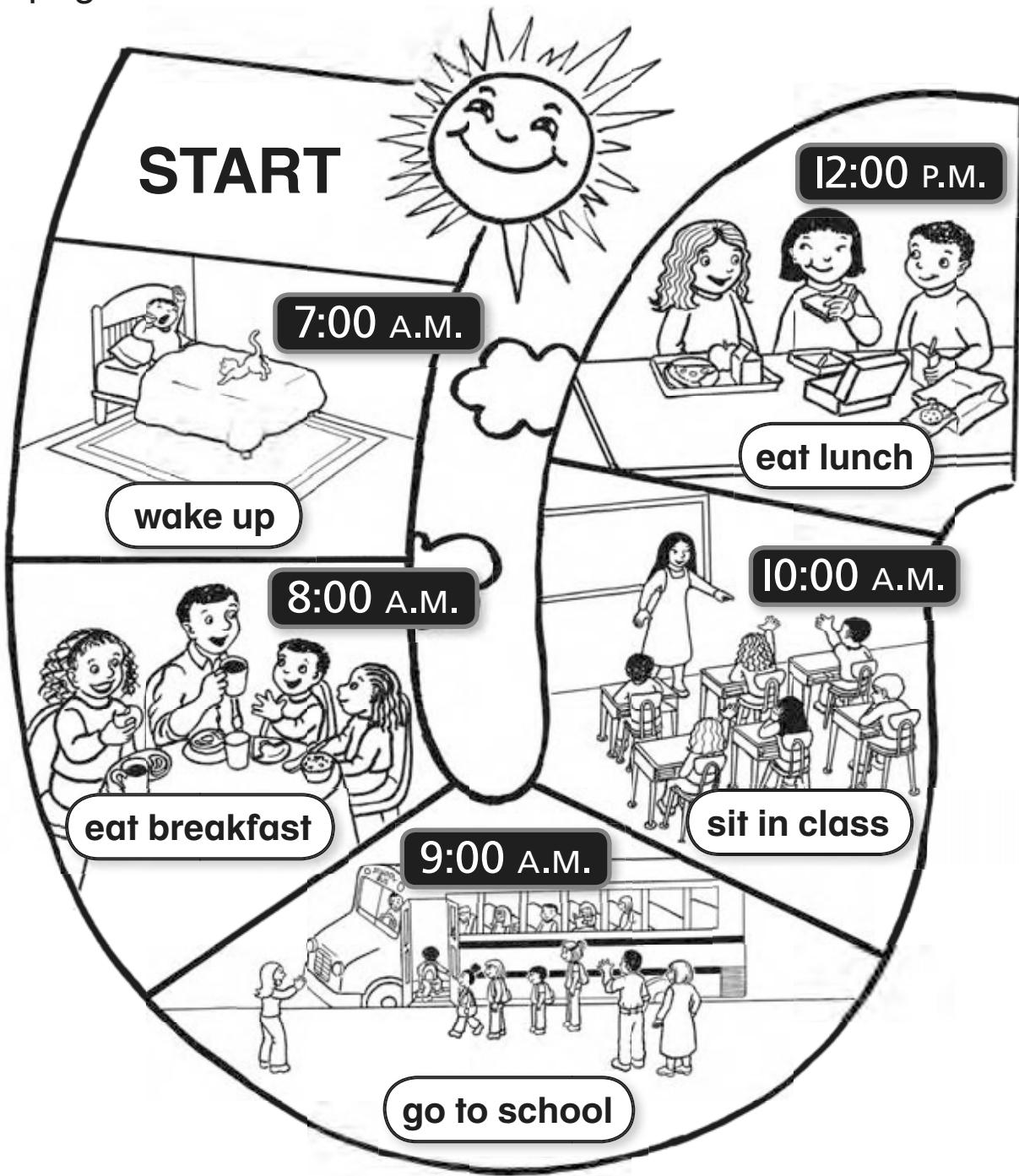
Color the picture.

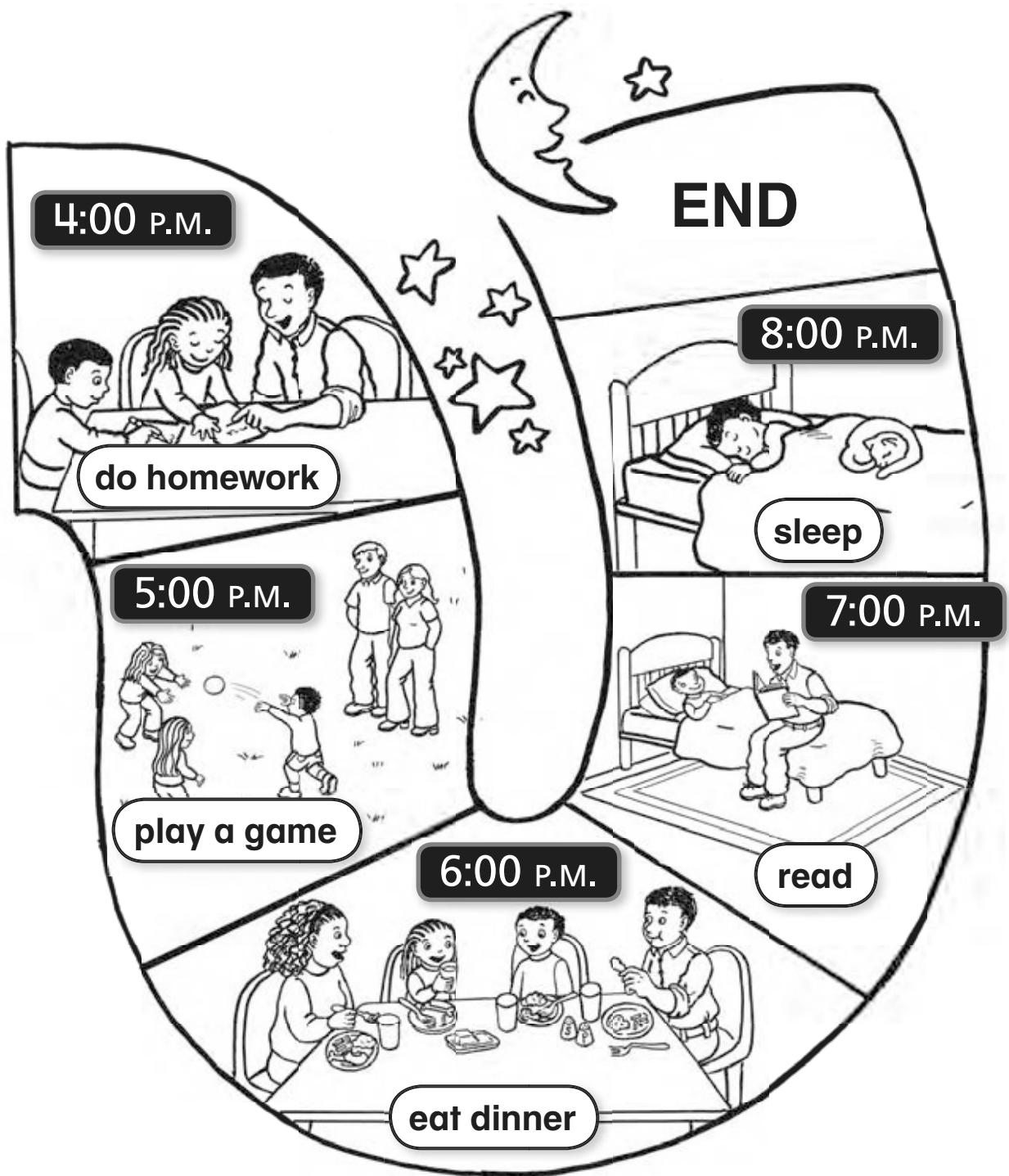


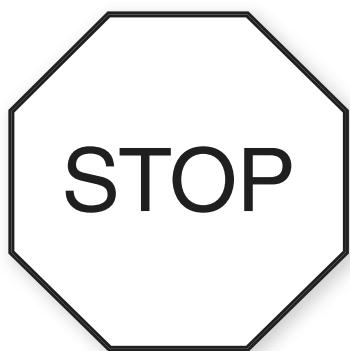
Name _____

Day (pp. 24–26)

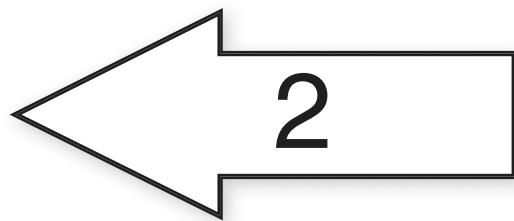
1. Toss a marker on the squares on page 26.
2. Move your game piece on the game board on pages 24–25.



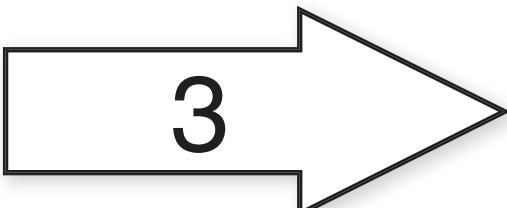




Lose a turn.

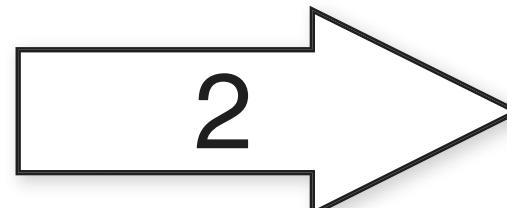


Go back 2 spaces.



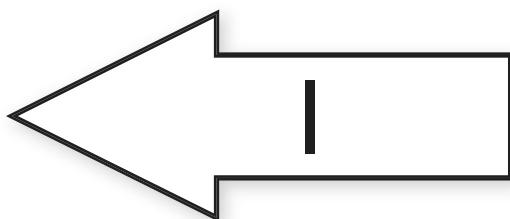
3

Go ahead 3 spaces.

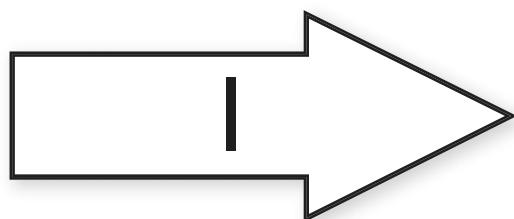


2

Go ahead 2 spaces.



Go back 1 space.



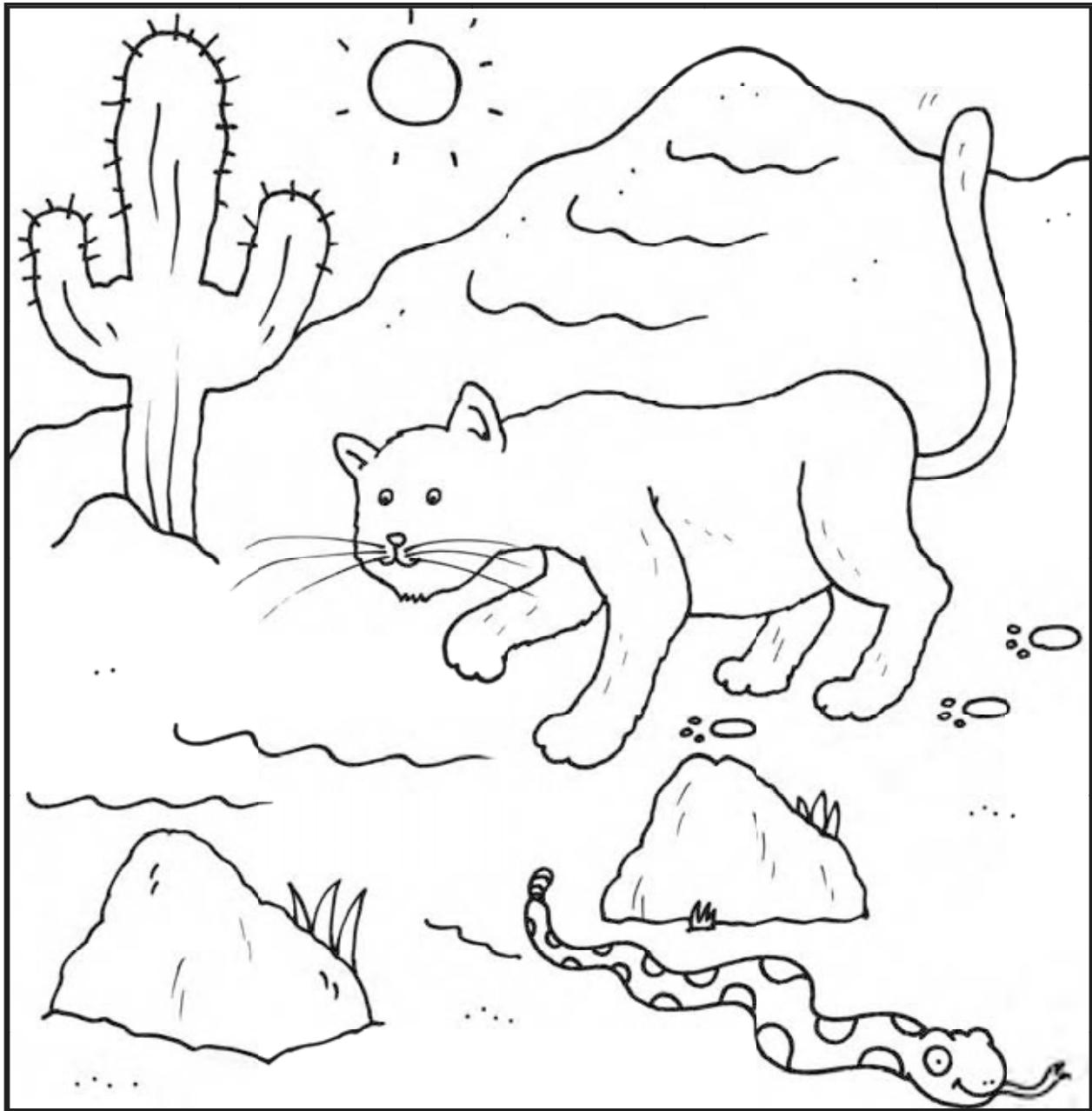
Go ahead 1 space.

Name _____

Earth

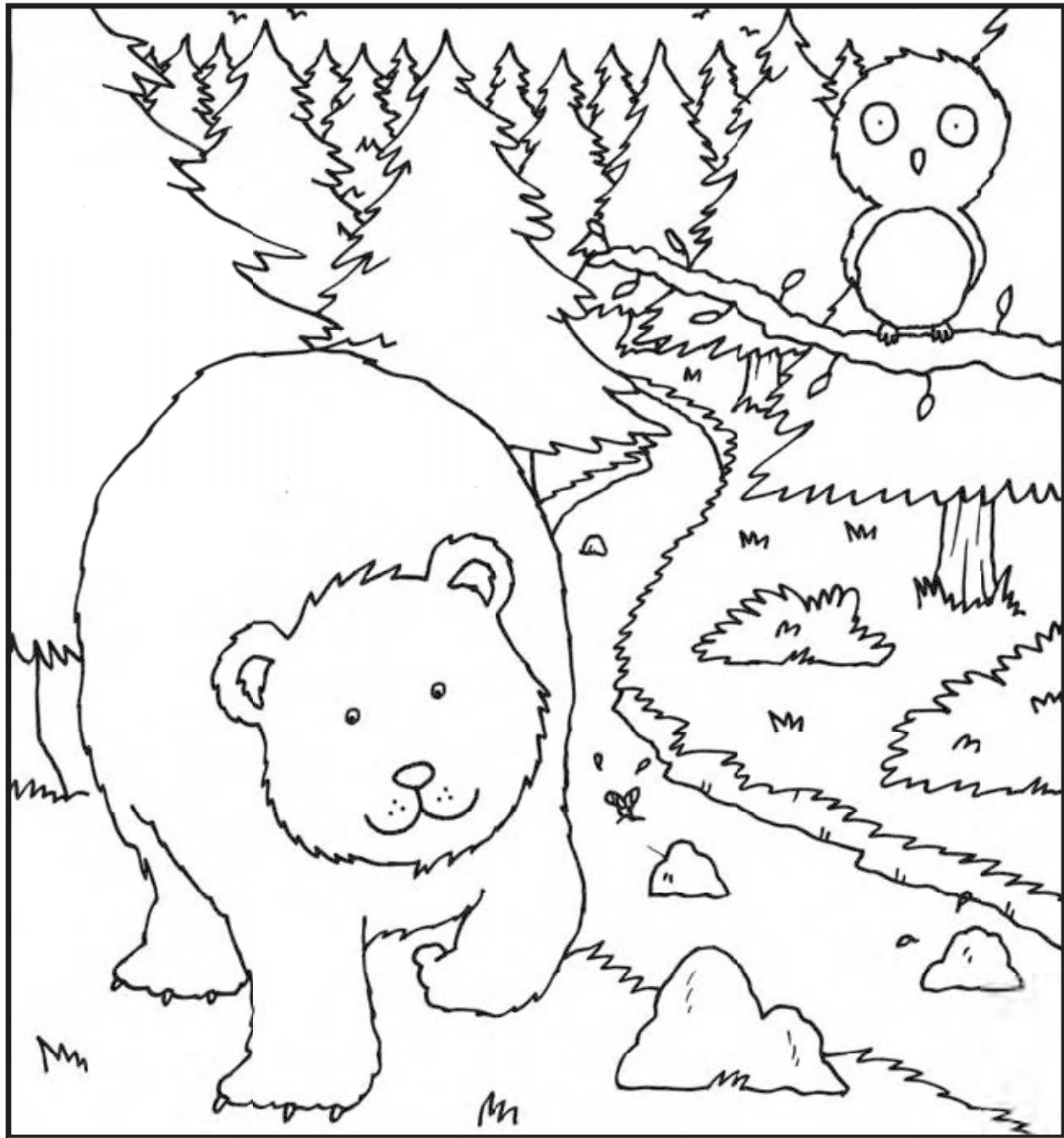
(pp. 27–30)

1. Color.
2. Finish the sentence.



A snake lives in the _____.

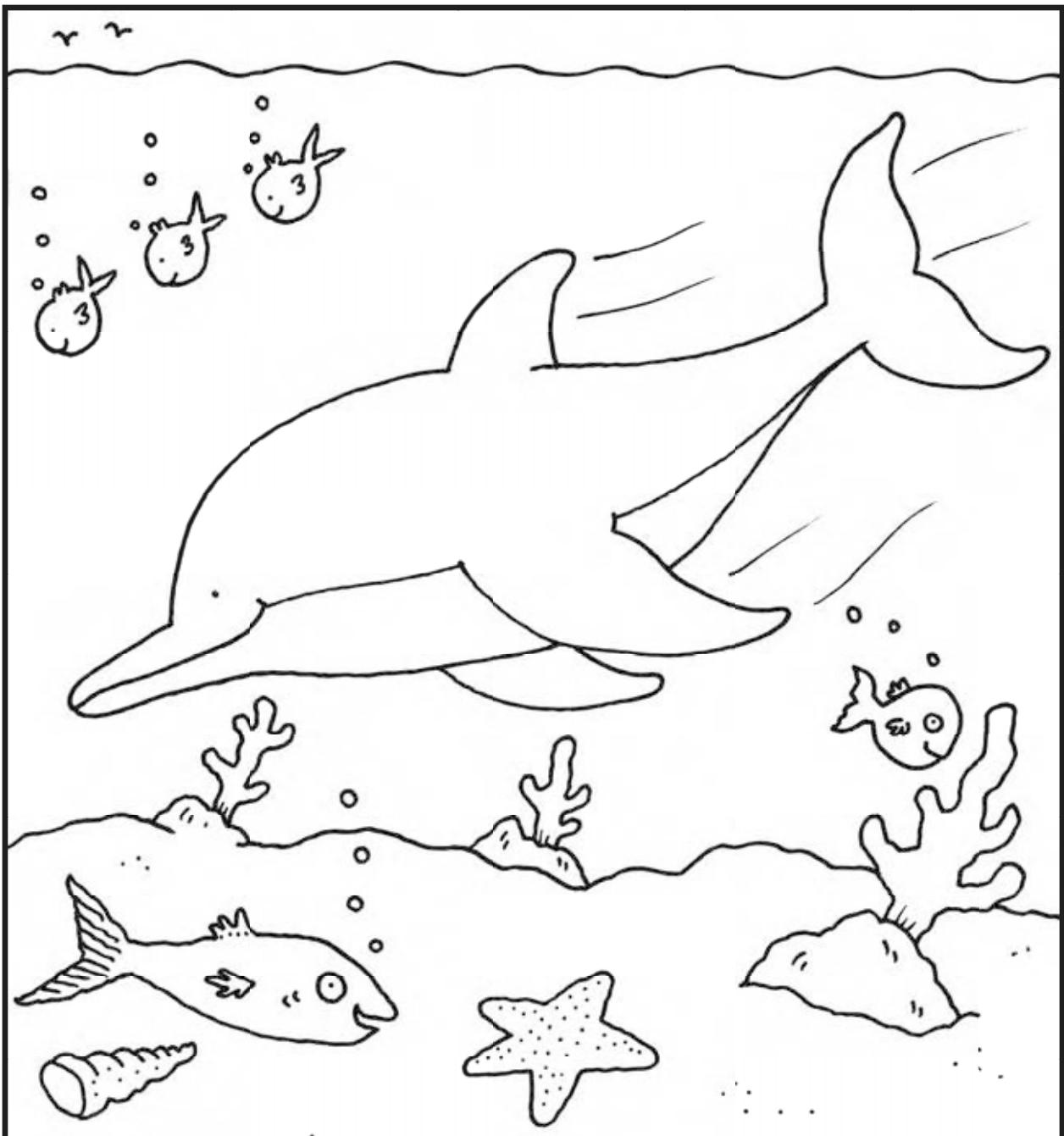
1. Color.
2. Finish the sentence.



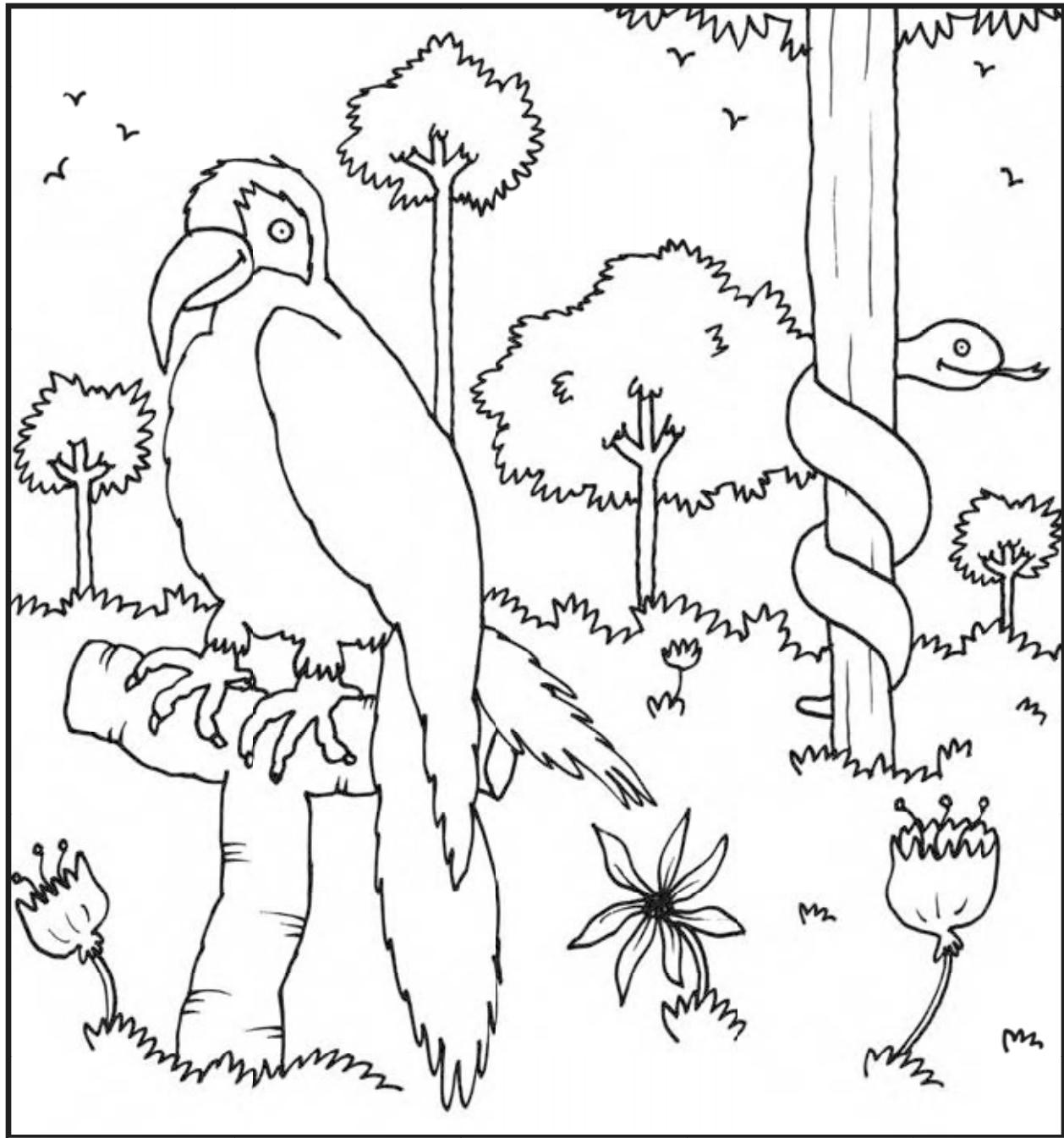
A bear lives in the _____.

1. Color.

2. Finish the sentence.



1. Color.
2. Finish the sentence.



A bird lives in the _____.

Name _____

Family

Write each person's name.

daughter

father

grandfather

grandmother

mother

son



Name _____

My New Words
Feelings
(p. 17)

Feelings

 (pp. 32–33)

Label each face.

scared

sad

happy



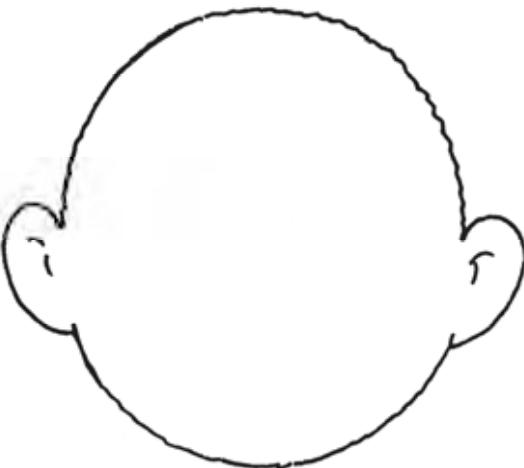
1. Label each face.
2. Answer the question. Draw your face.

sleepy

mad



How does this child feel today? →

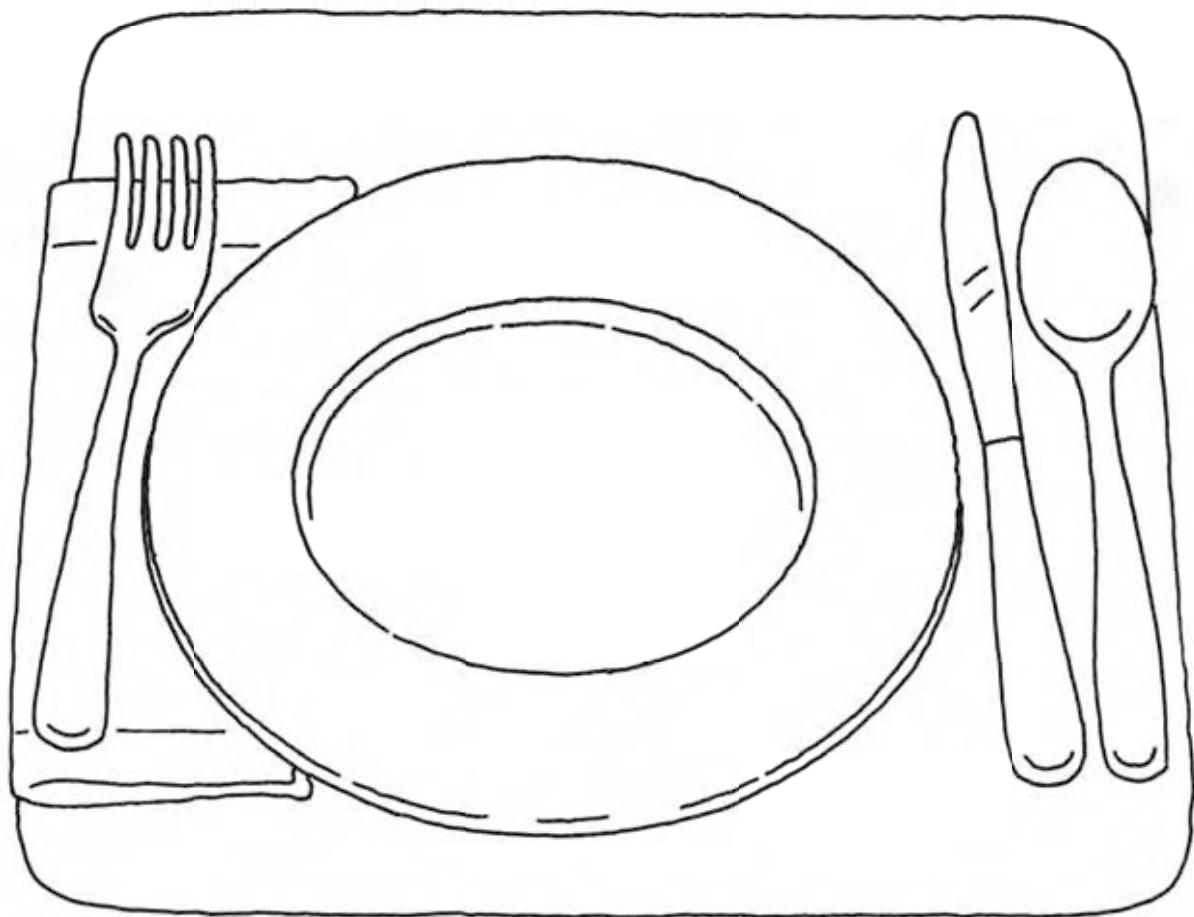


Name _____

My New Words
Food
(pp. 18–19)

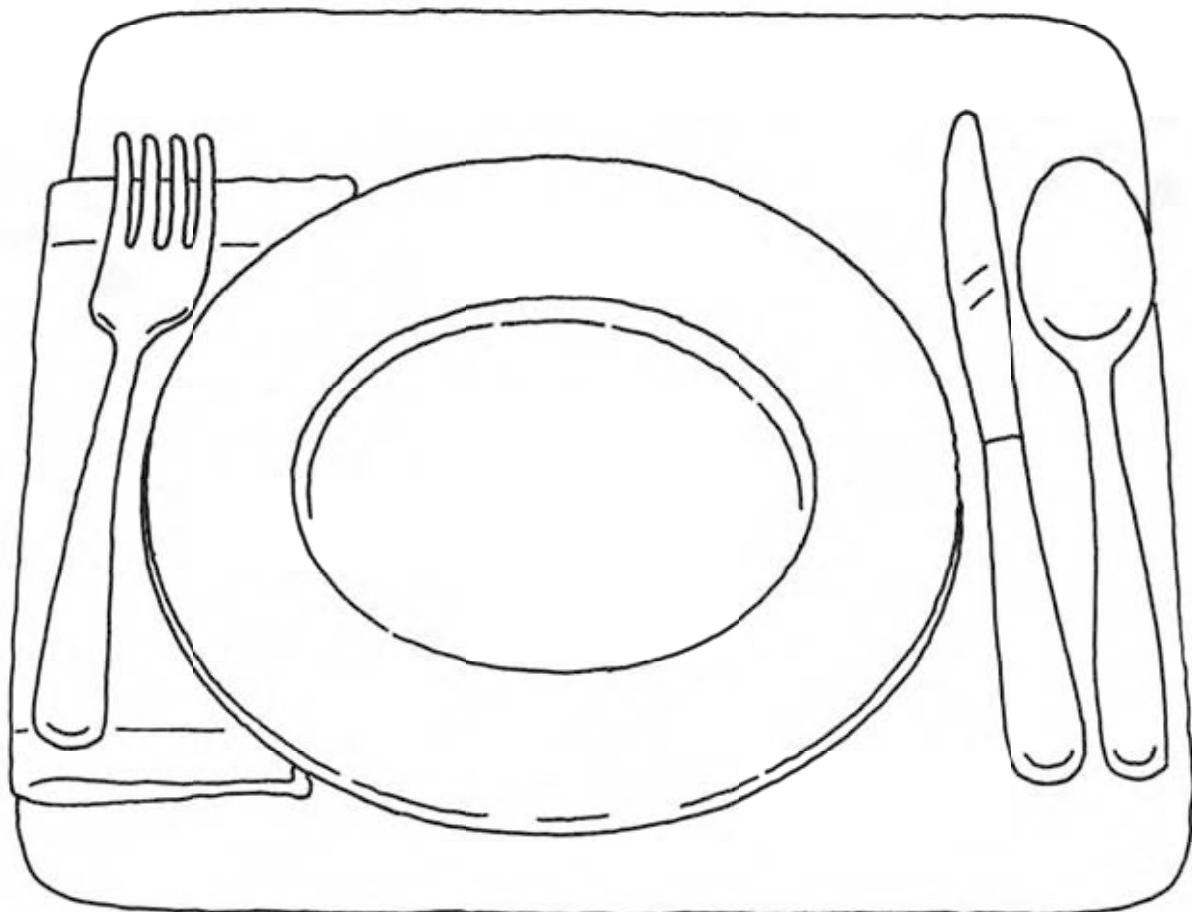
Food (pp. 34–37)

1. Cut out the food on page 37.
2. Put the breakfast food on this plate.



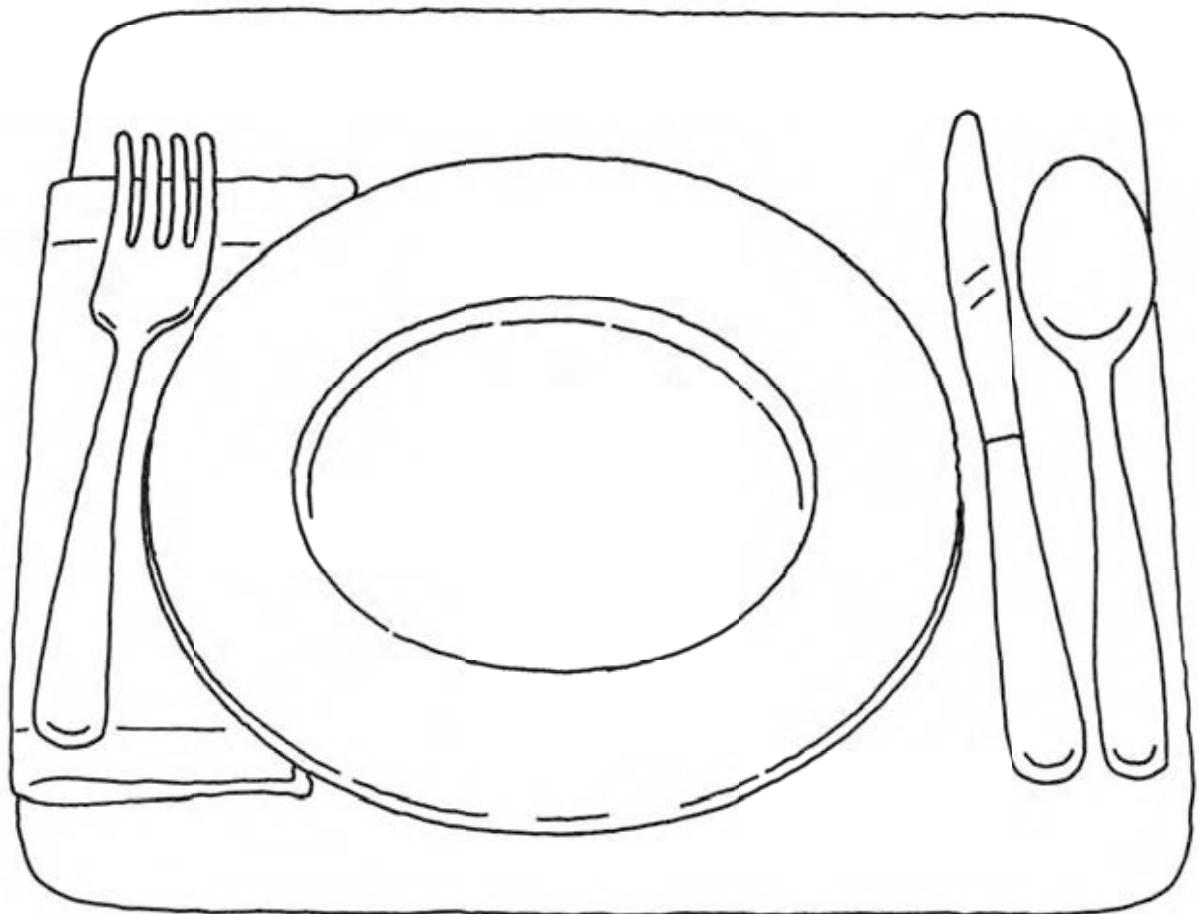
For breakfast we eat _____, _____,
and _____.

Put the lunch food on this plate.

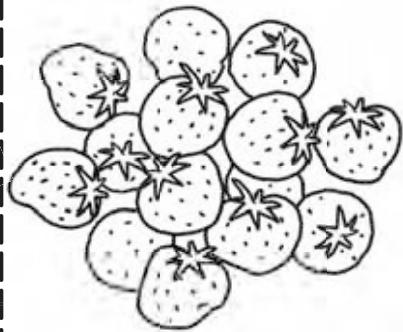
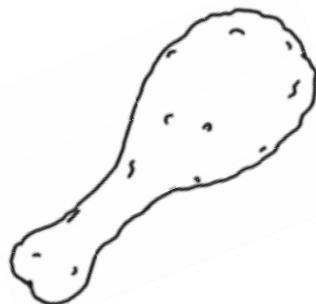
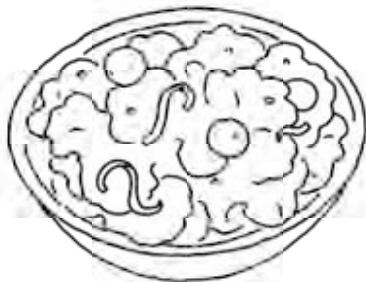
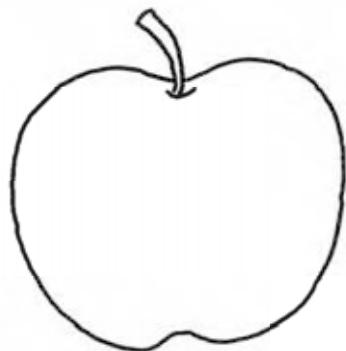
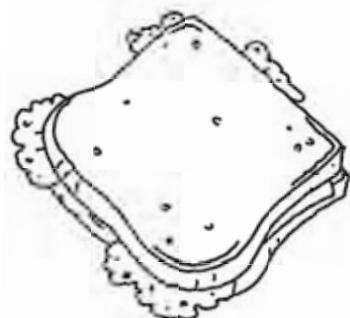
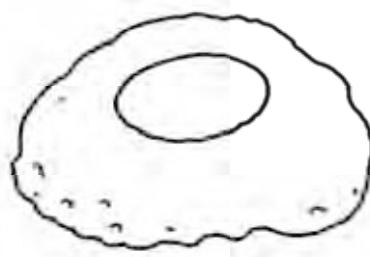
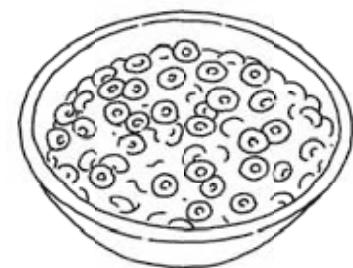


For lunch we eat _____, _____,
and _____.

Put the dinner food on this plate.



For dinner we eat _____, _____,
and _____.



Name _____

My New Words
Grocery Store
(pp. 20–21)

Grocery Store (pp. 38–41)

Label the things in the grocery store.

chicken

bread

paper towels

milk

cashier



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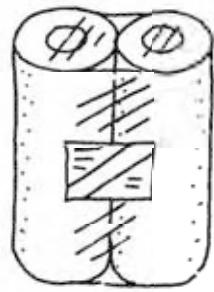
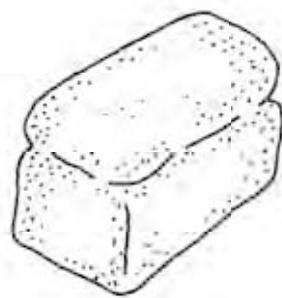
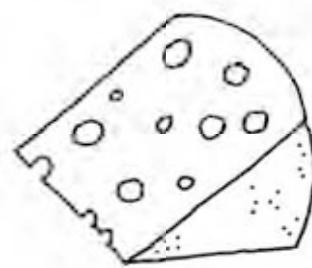
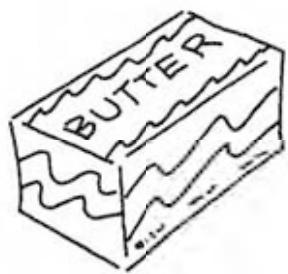
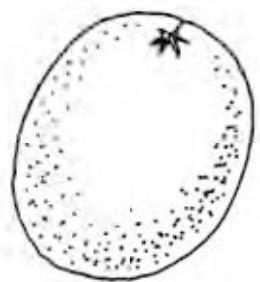
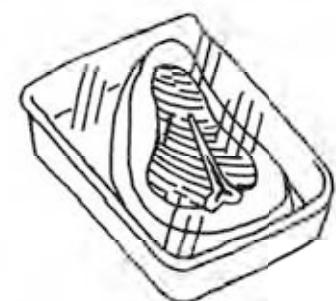
1. Cut out the pictures on page 41.
2. Place 3 things in the shopping cart.
3. Complete the sentences.



I like _____.

I like _____.

I like _____.



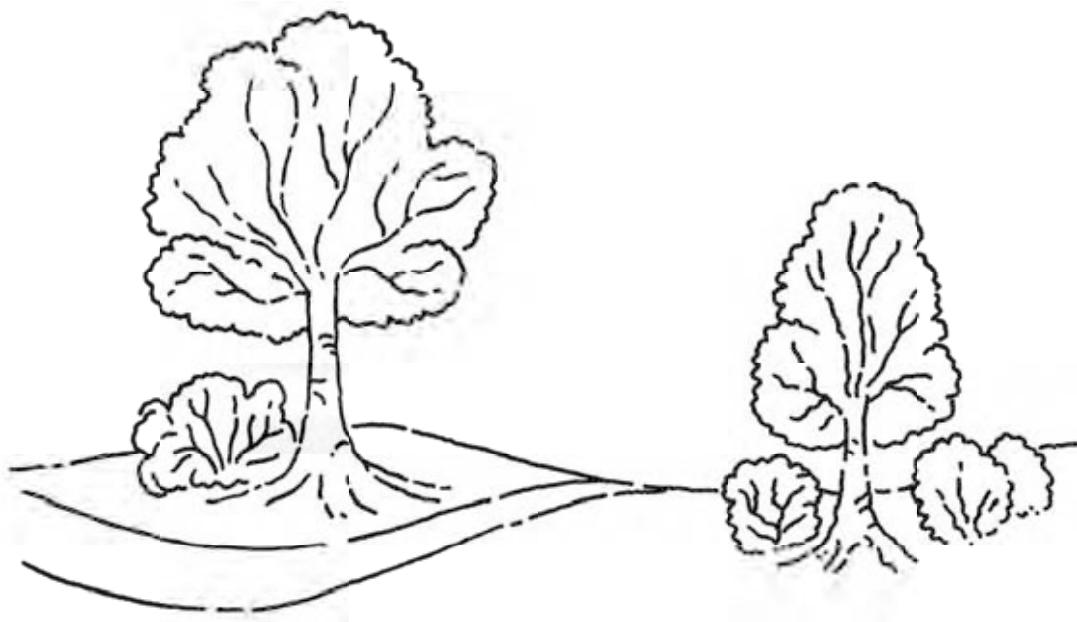
Name _____

My New Words
Health
(p. 22)

Health

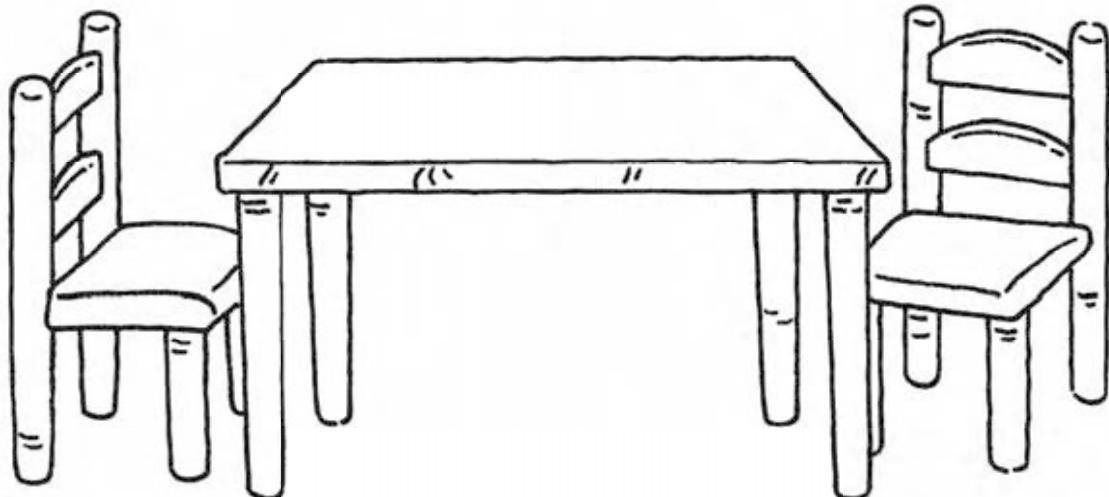
(pp. 42–45)

1. Read the sentence.
2. Finish the picture.

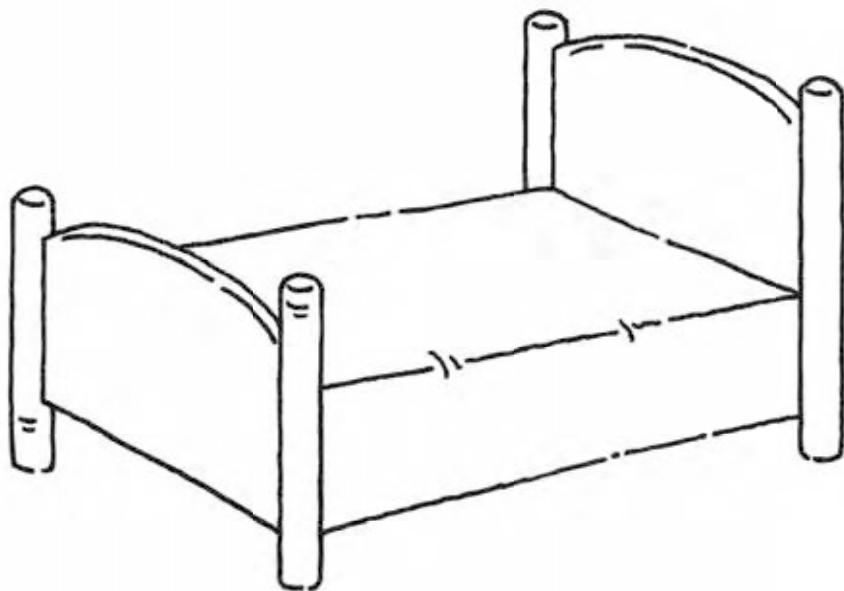


I exercise.

1. Read the sentences.
2. Finish the pictures.

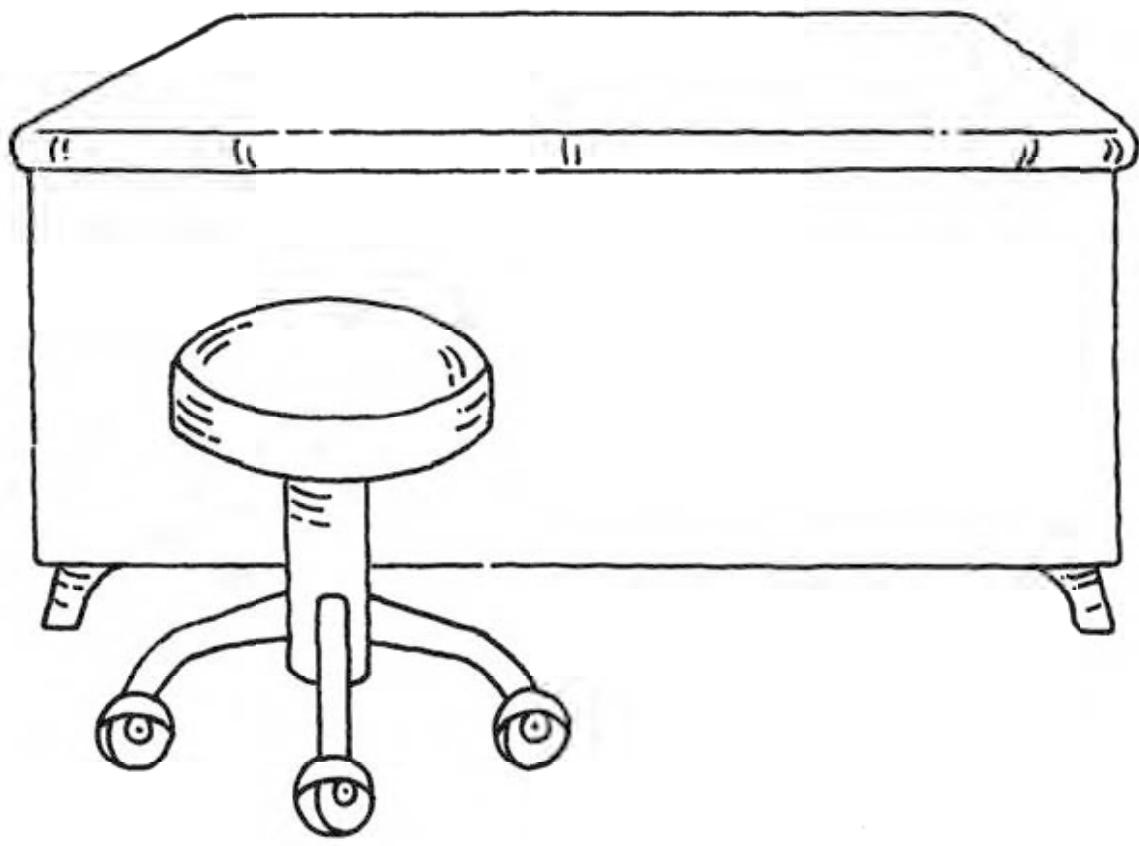


I eat healthy food.



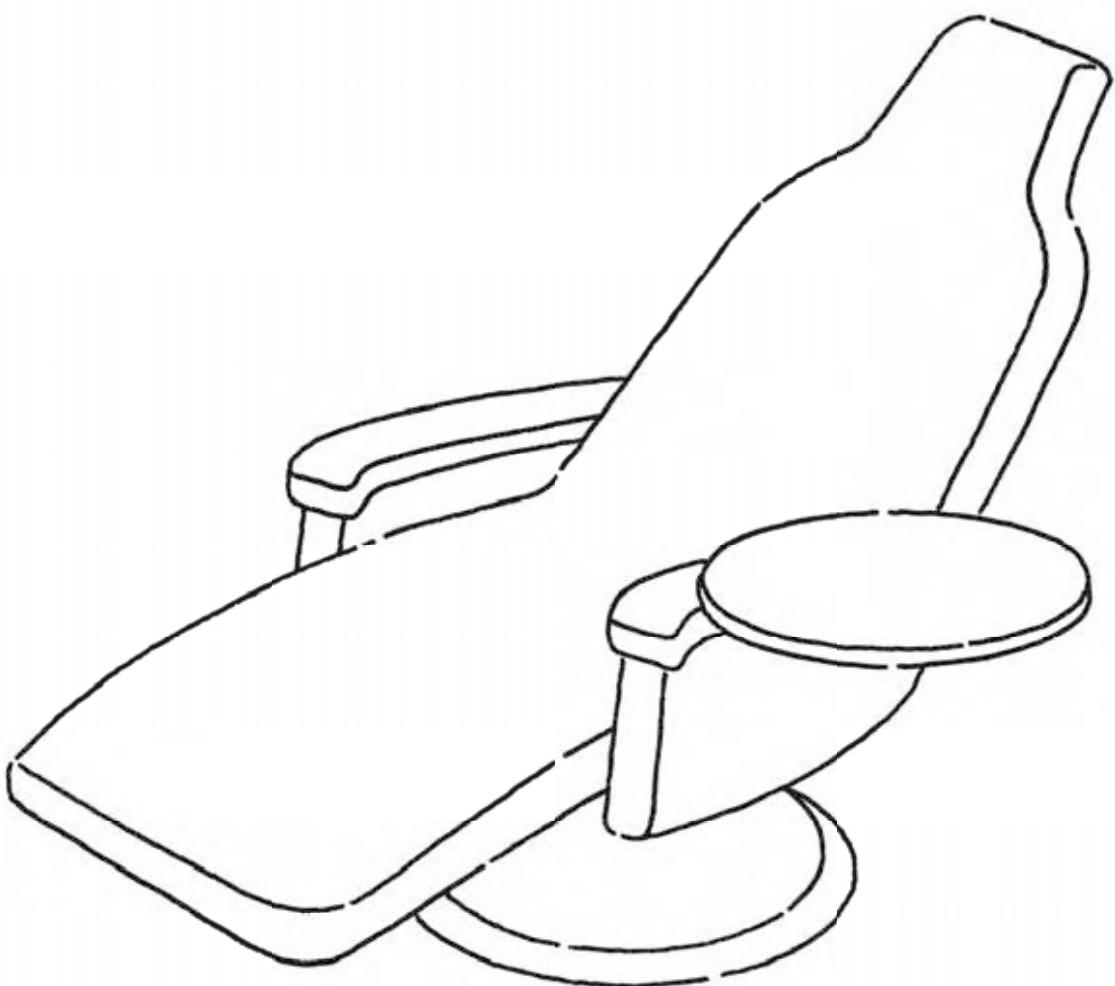
I sleep.

1. Read the sentence.
2. Finish the picture.



I go to the doctor.

1. Read the sentence.
2. Finish the picture.



Name _____

My New Words
Holidays
(p. 23)

Holidays (pp. 46–49)

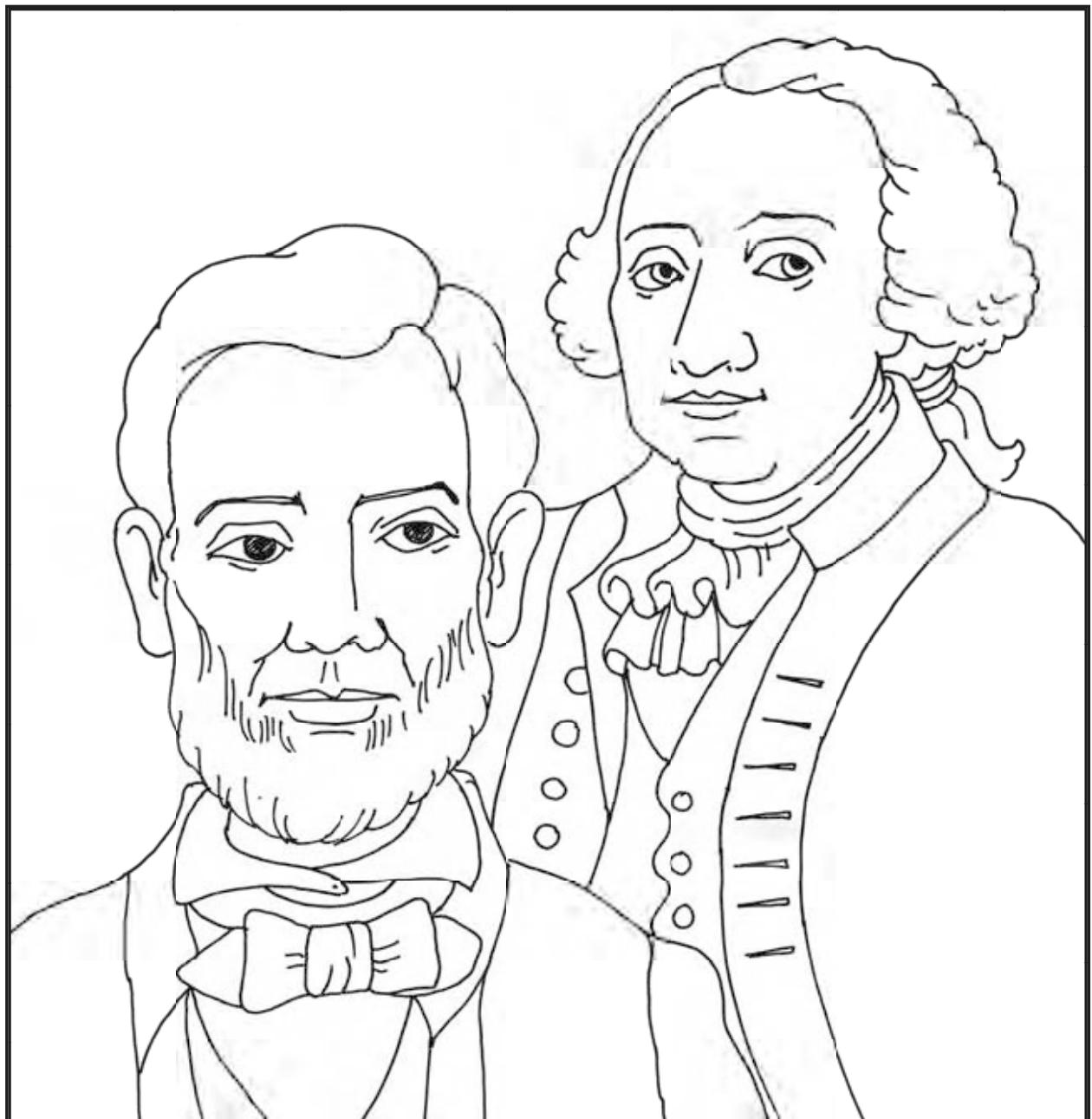
1. Color the picture.
2. Write the holiday. Write the month.



This holiday is _____.

The month is _____.

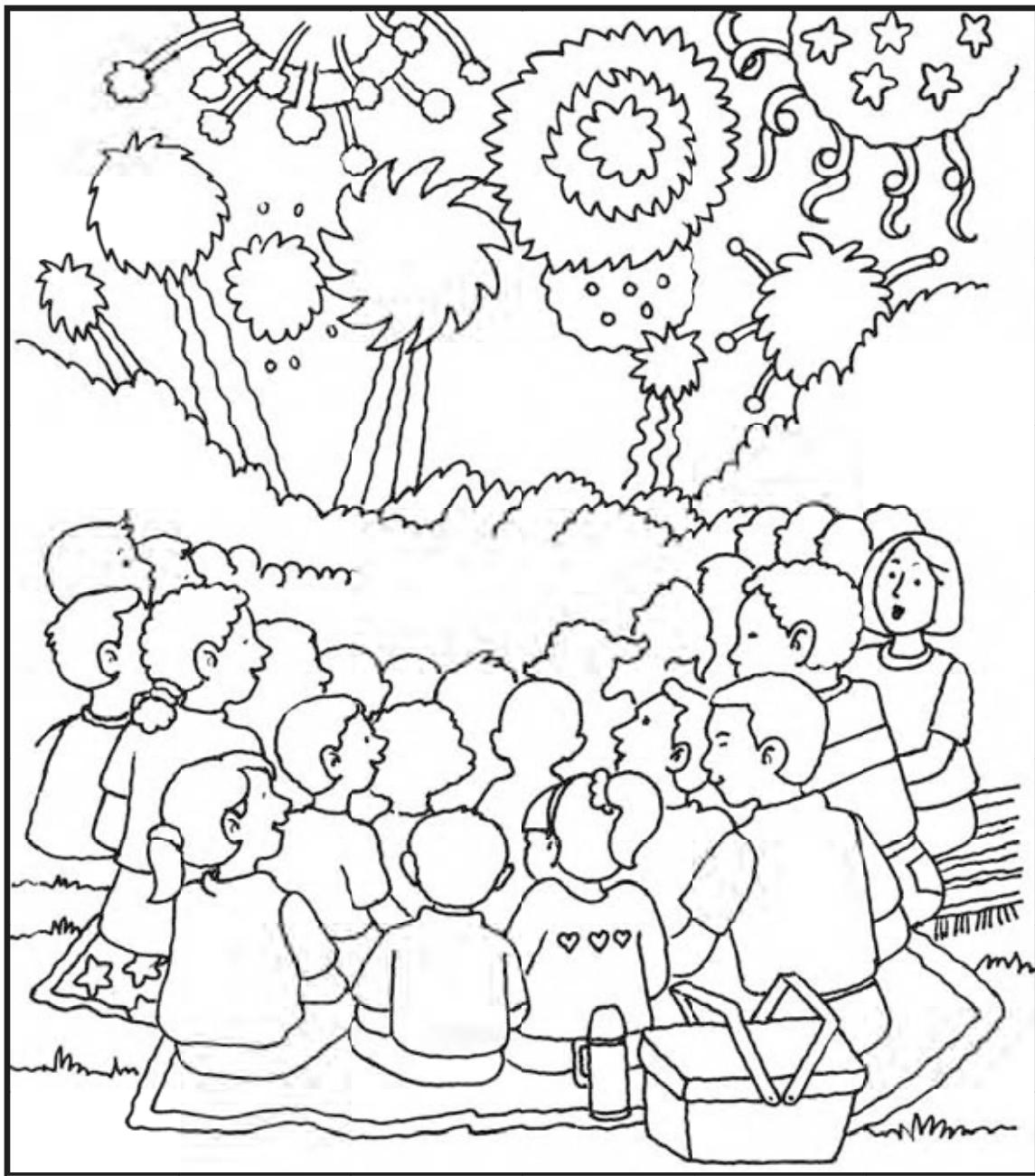
1. Color the picture.
2. Write the holiday. Write the month.



This holiday is _____.

The month is _____.

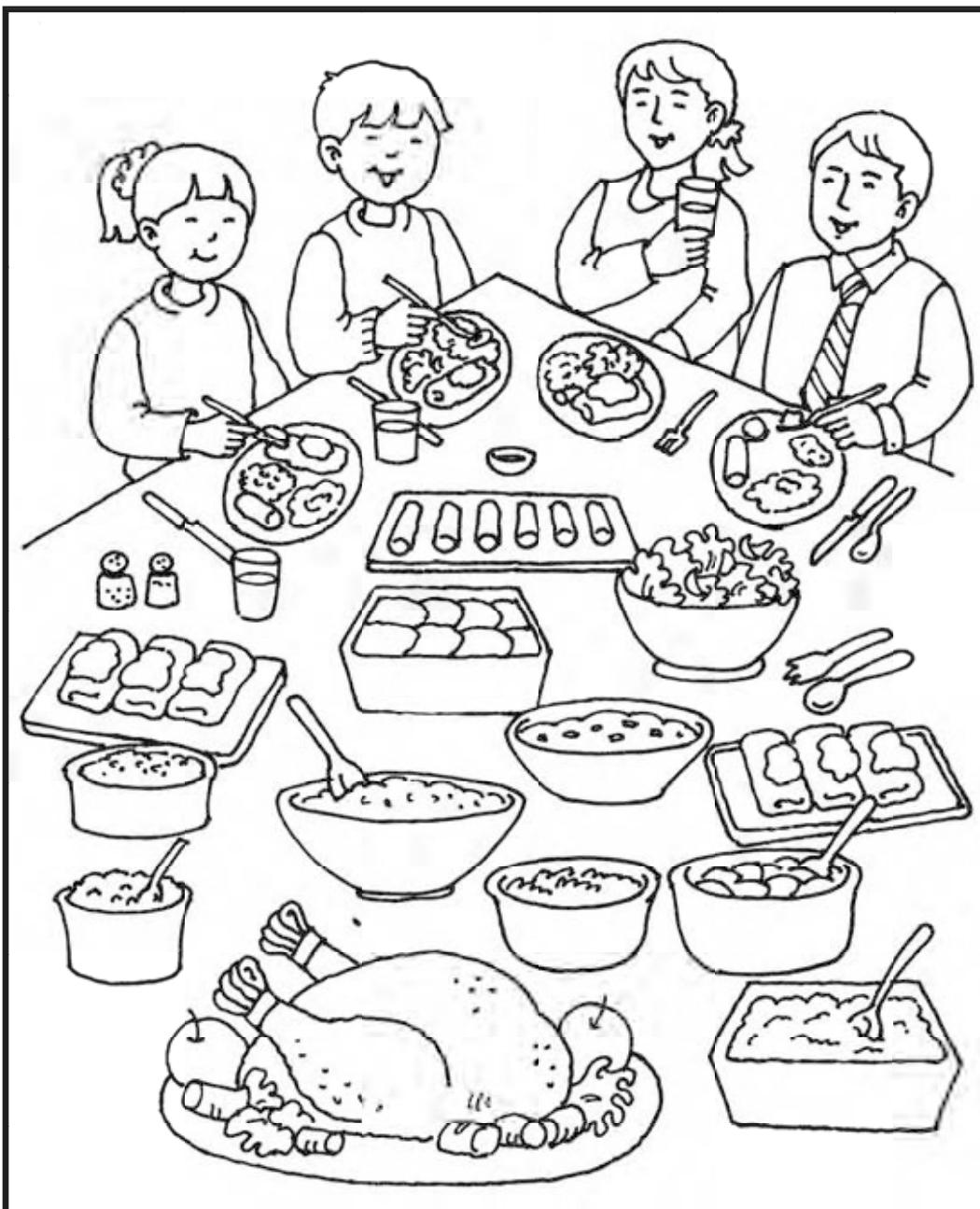
1. Color the picture.
2. Write the holiday. Write the month.



This holiday is _____.

The month is _____.

1. Color the picture.
2. Write the holiday. Write the month.



This holiday is _____.

The month is _____.

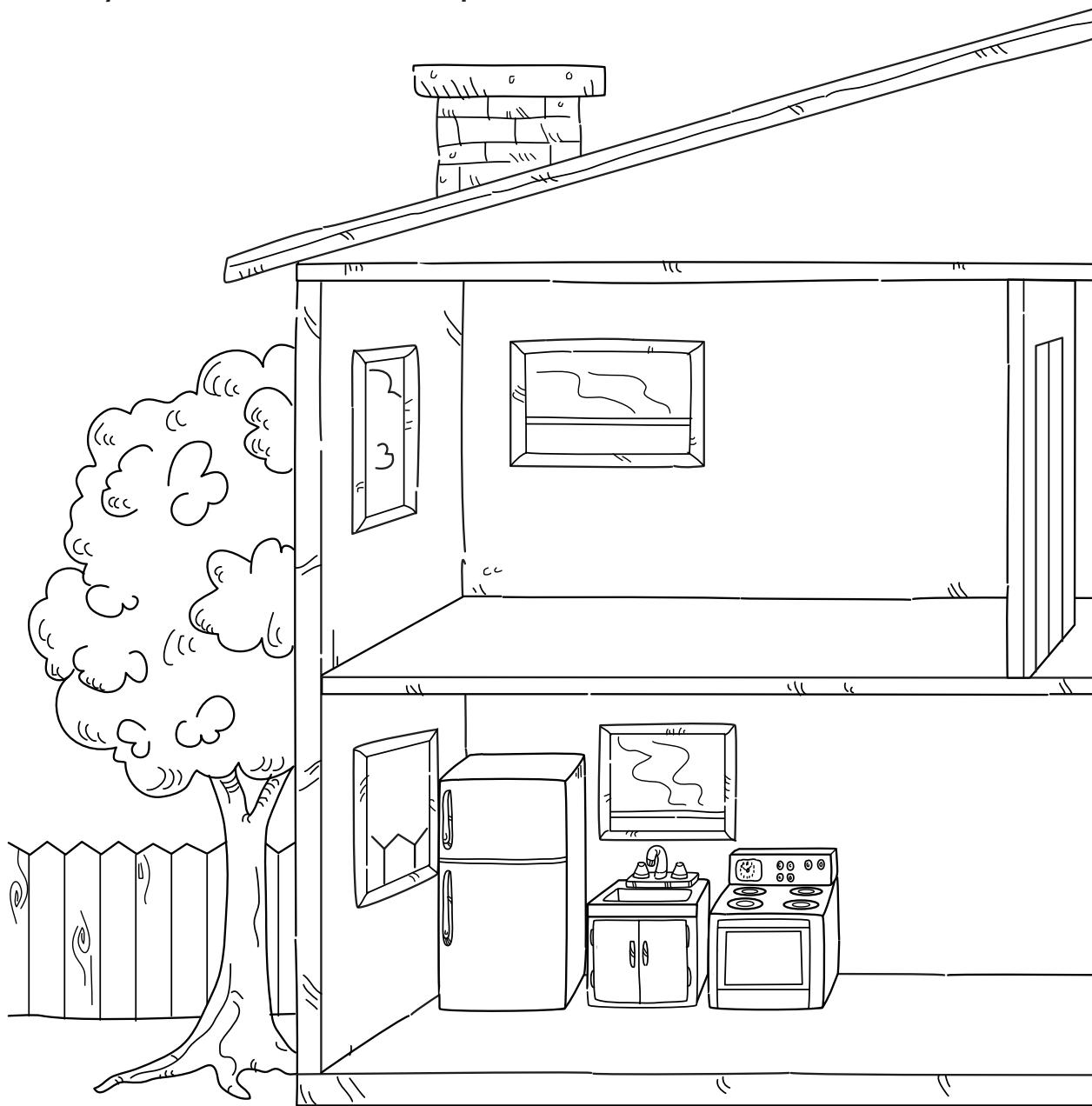
Name _____

My New Words
Homes
(pp. 24–25)

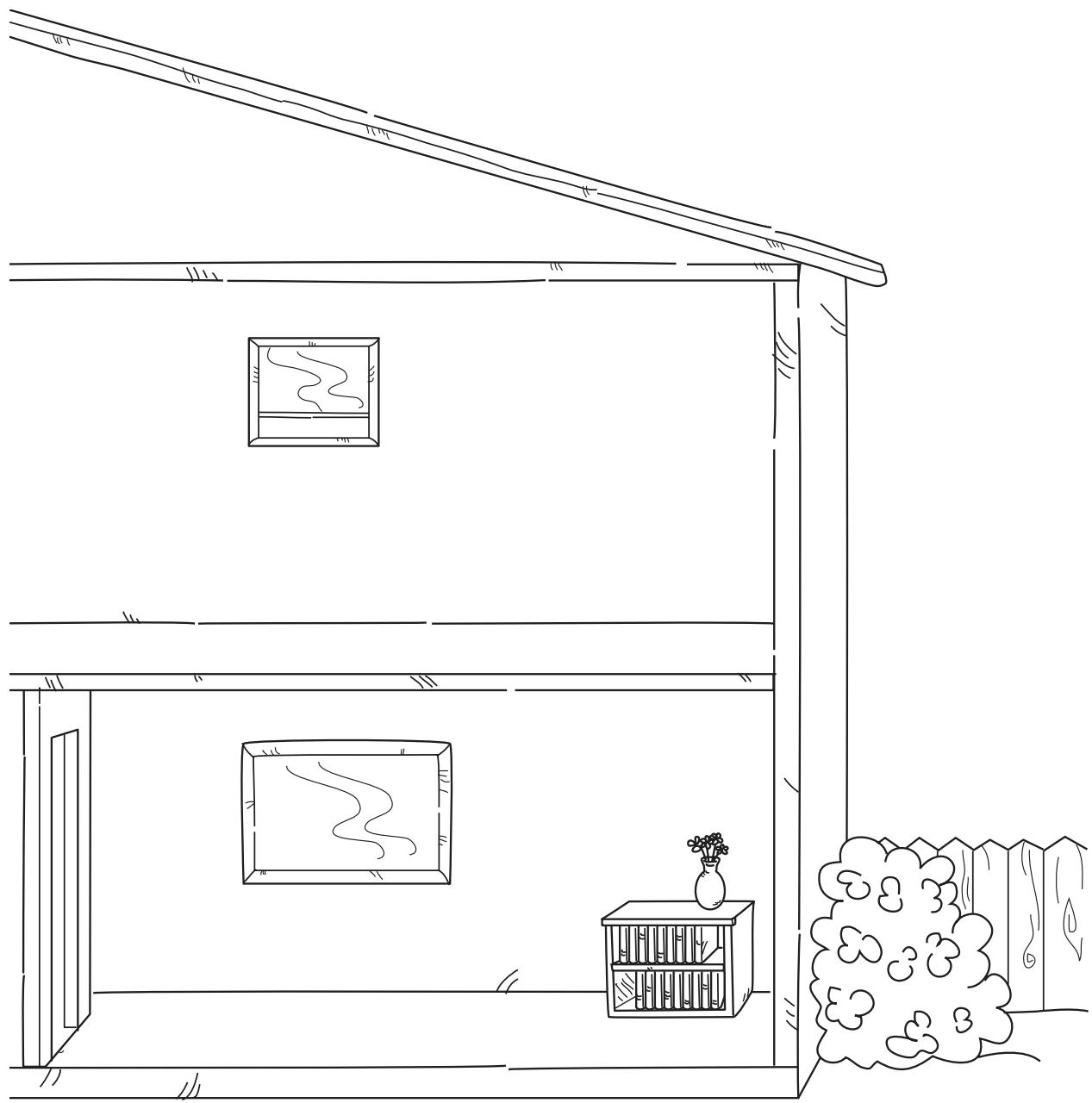
Homes

(pp. 50–53)

1. Cut out the pictures on pages 52 and 53.
2. Paste the pictures in the rooms.
3. Say the name of each picture.



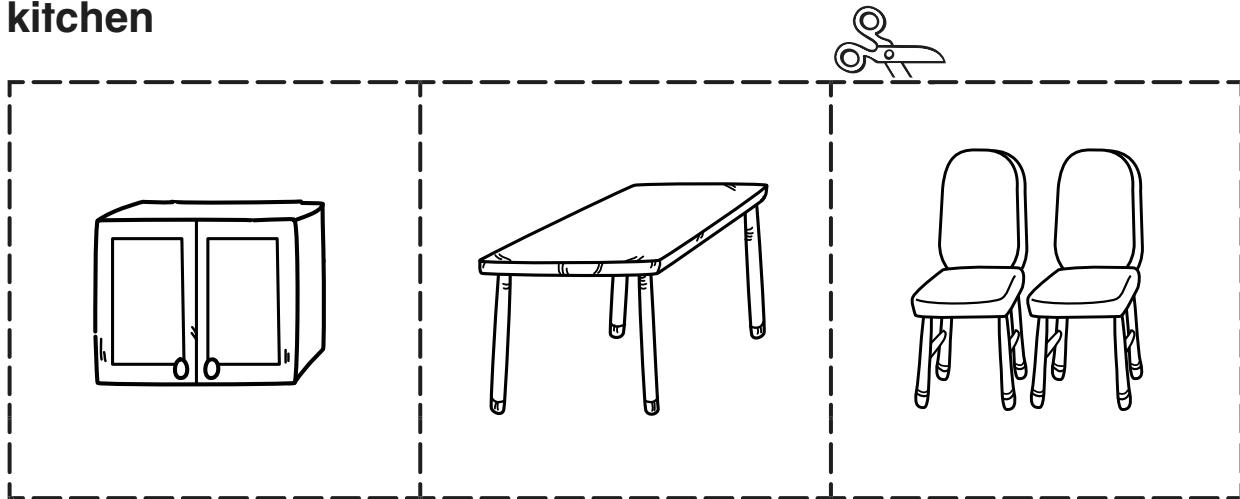
© Macmillan/McGraw-Hill



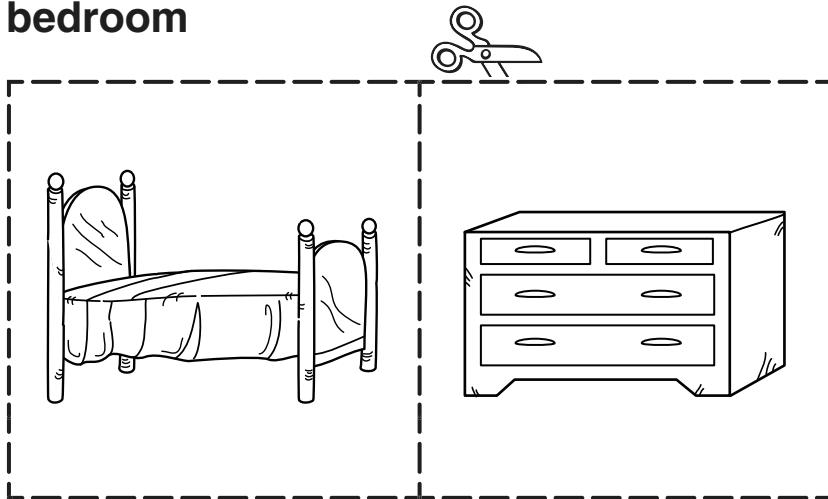
1. Cut.

2. Paste the pictures on pages 50 and 51.

kitchen



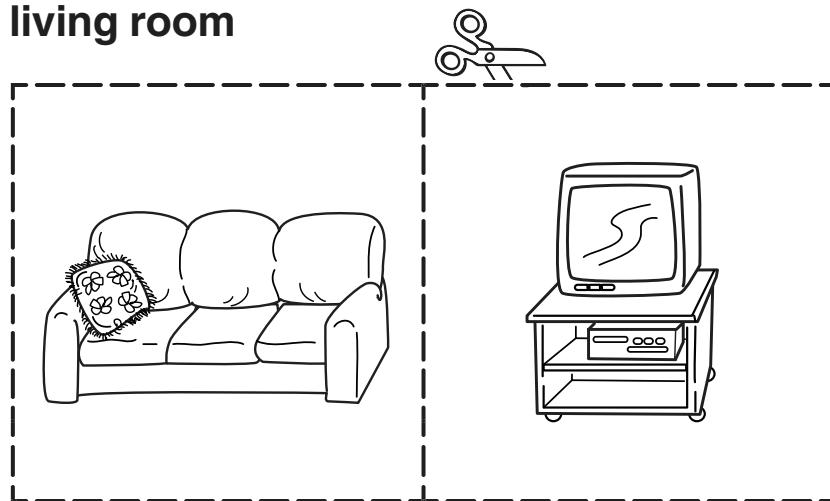
bedroom



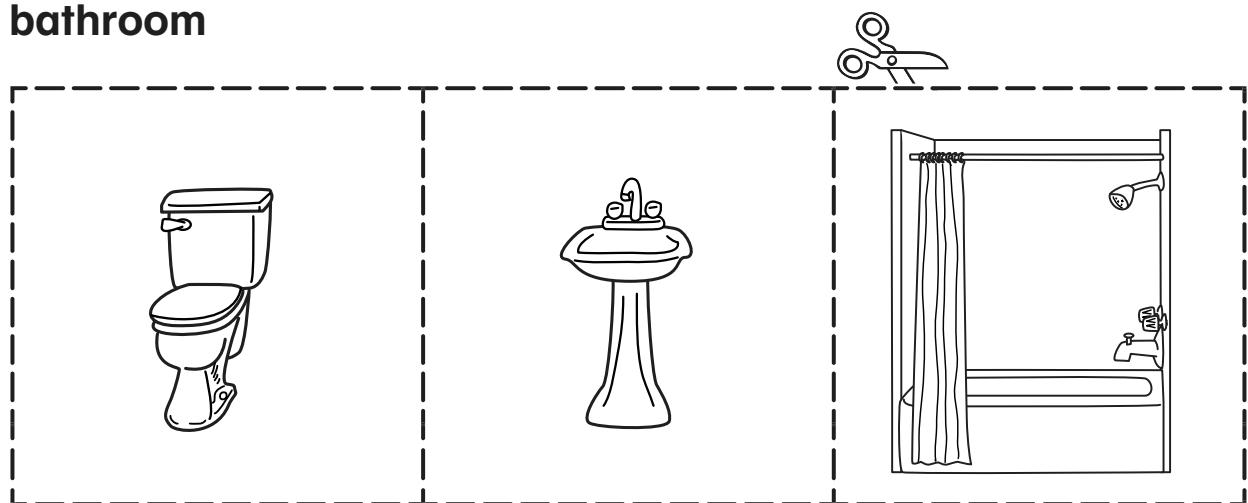
1. Cut.

2. Paste the pictures on pages 50 and 51.

living room



bathroom

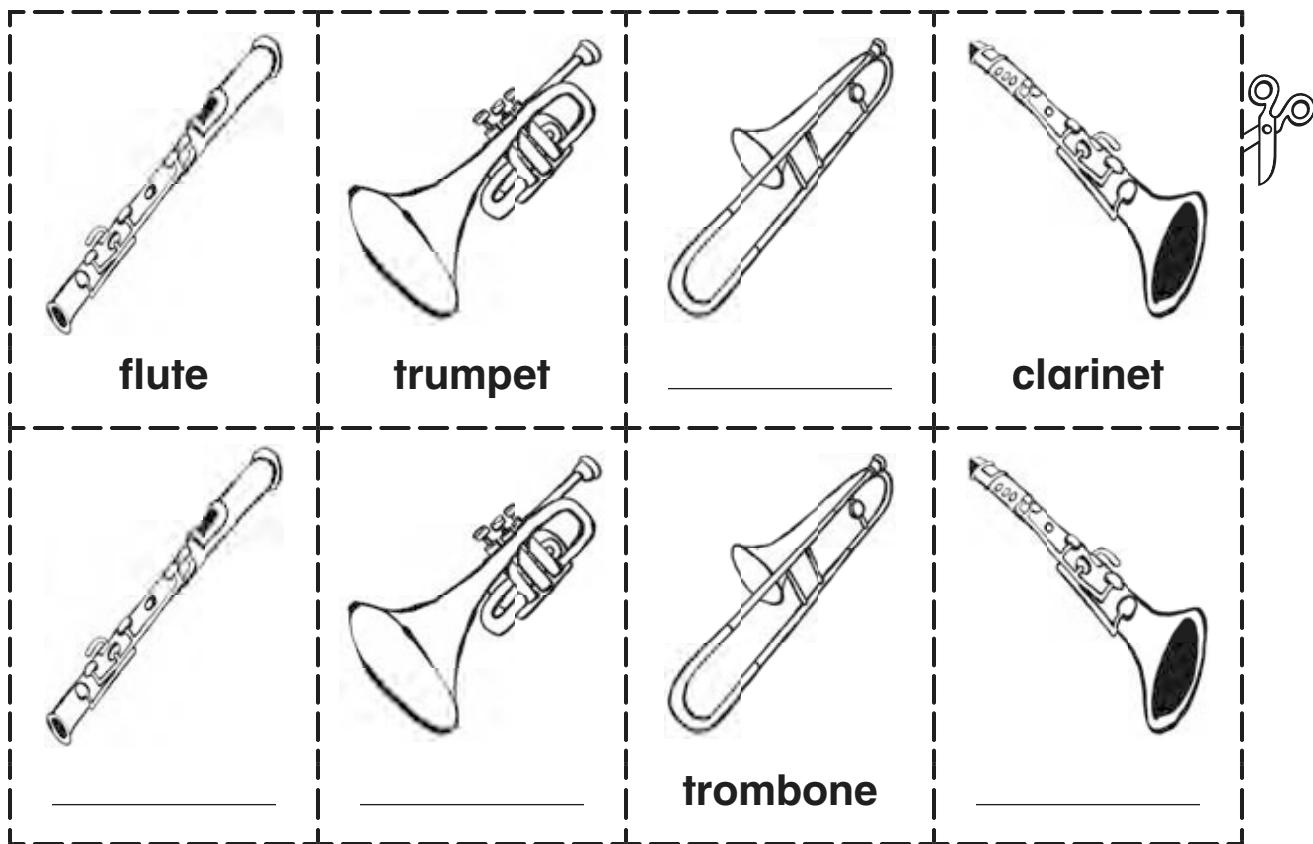


Name _____

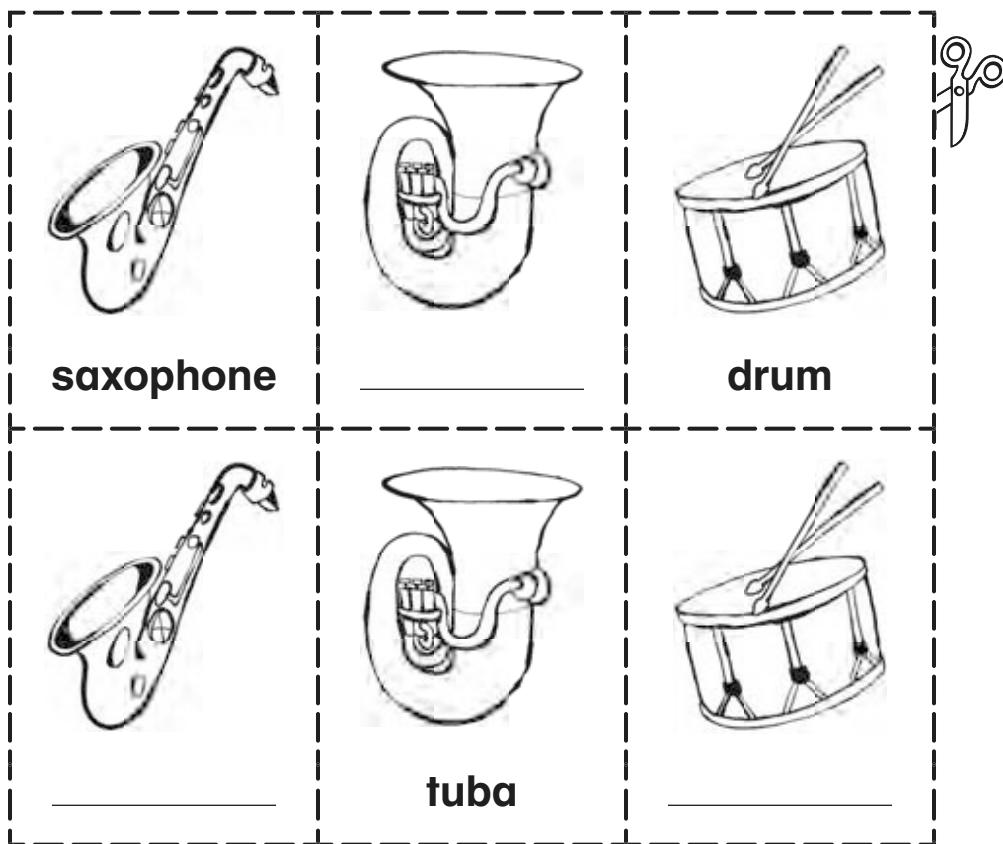
My New Words
Instruments
(pp. 26–27)

Instruments (pp. 54–55)

1. Write the names of the instruments.
2. Cut out the cards.
3. Play the matching game.



1. Write the names of the instruments.
2. Cut out the cards.
3. Play the matching game.

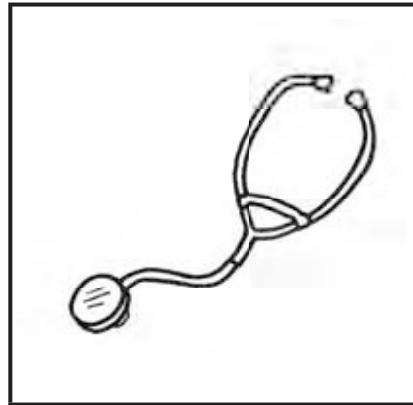
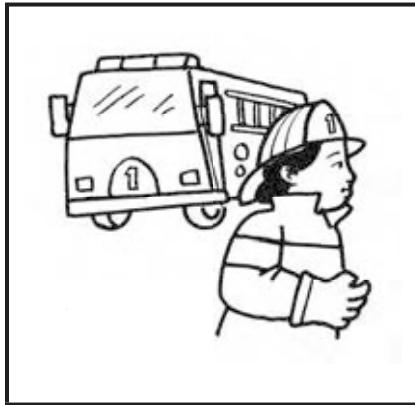
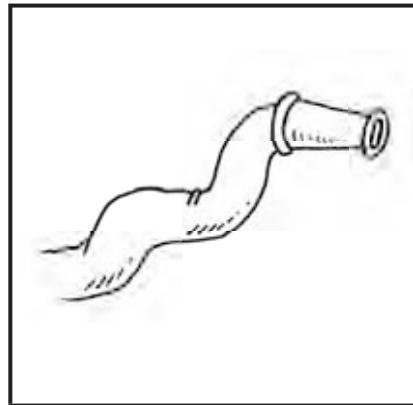
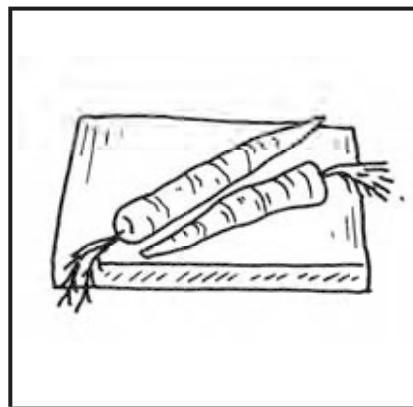


Name _____

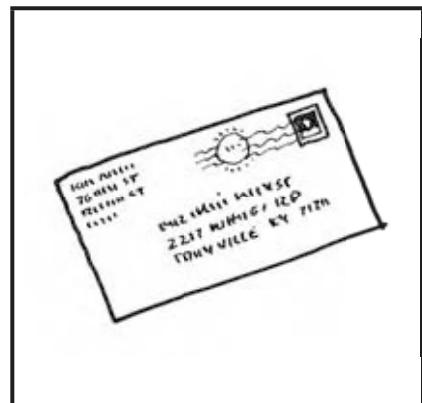
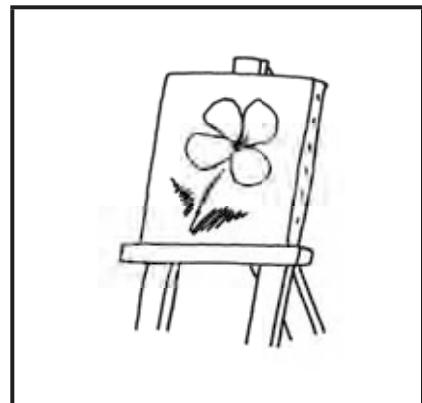
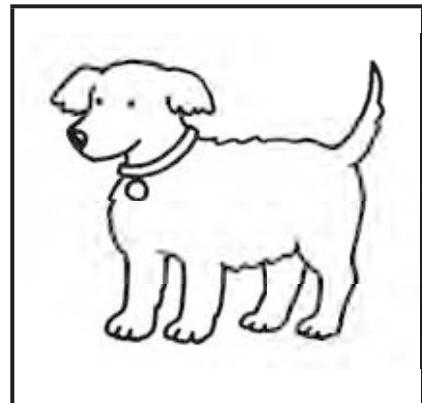
My New Words
Jobs
(pp. 28–29)

Jobs (pp. 56–58)

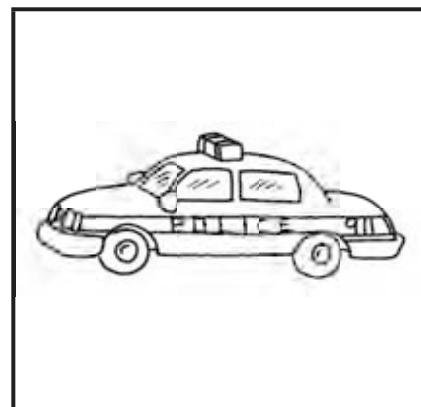
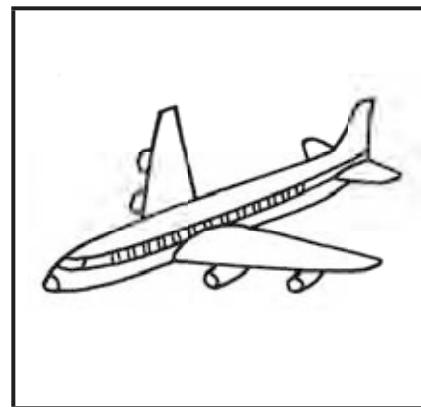
Match each person with an item.



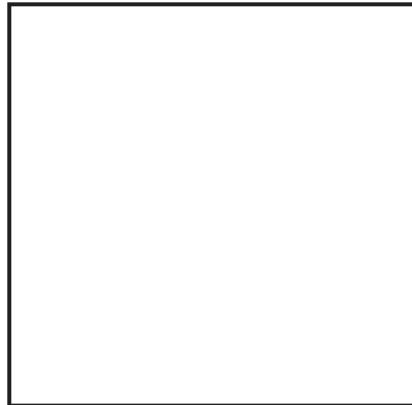
Match each person with an item.



Match each person with an item.



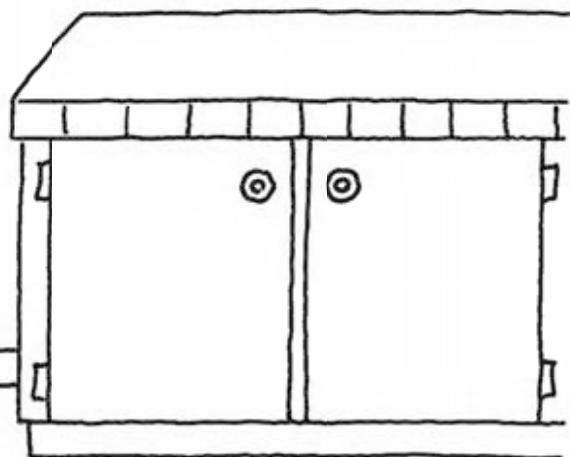
I want to be a



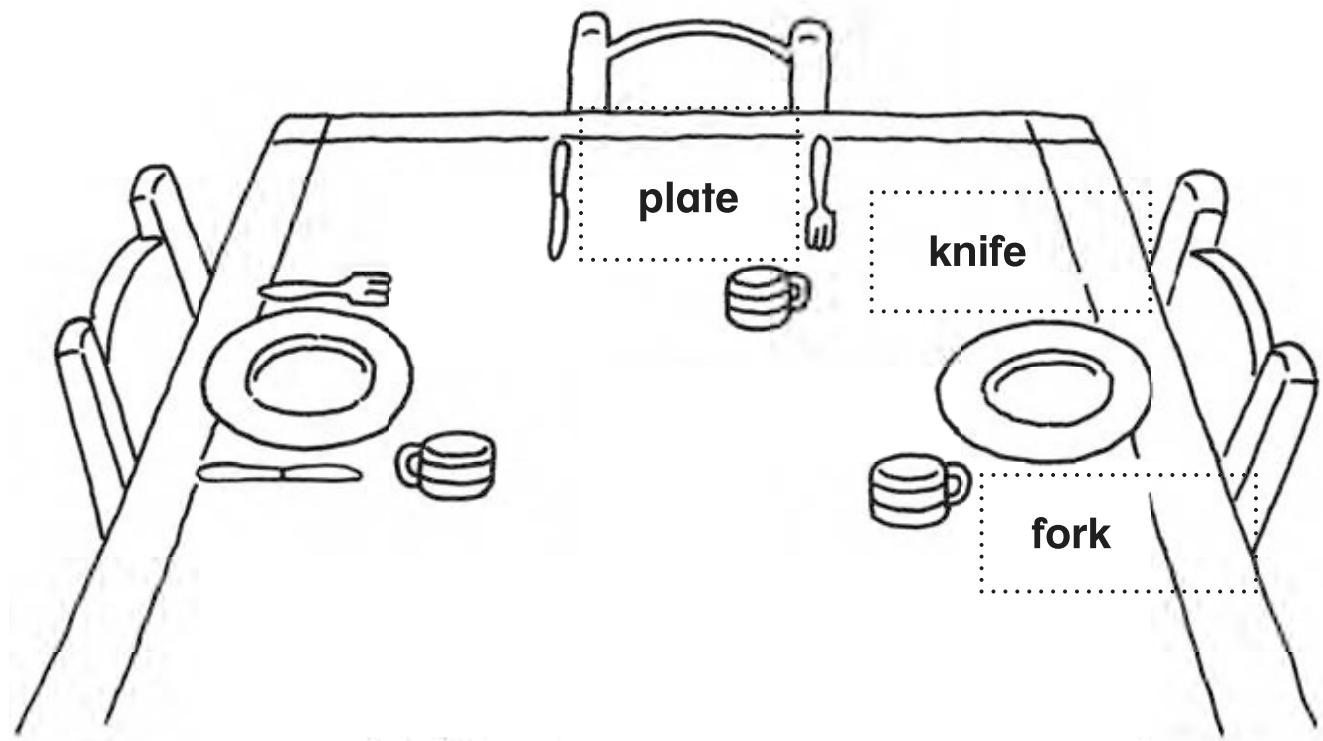
Name _____

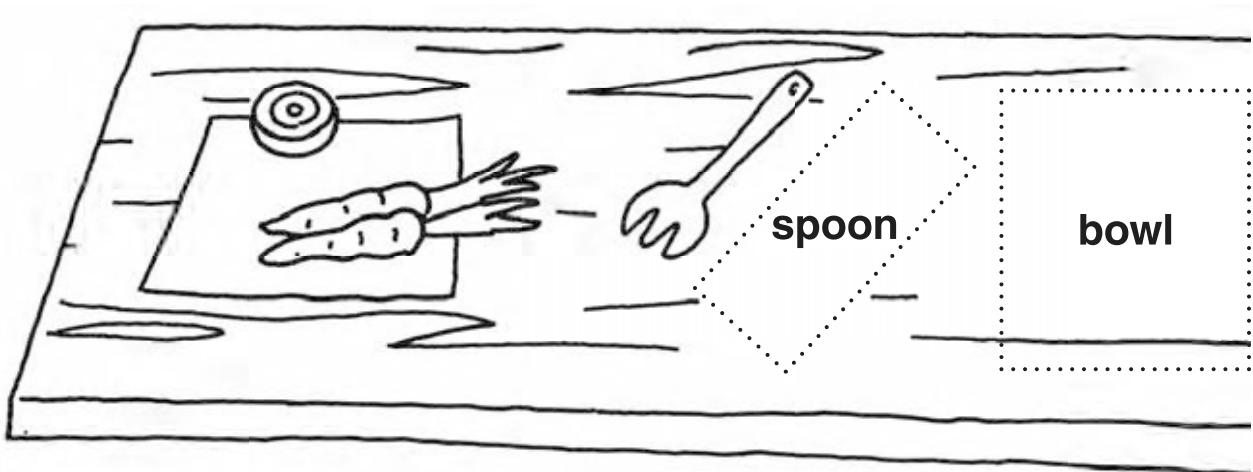
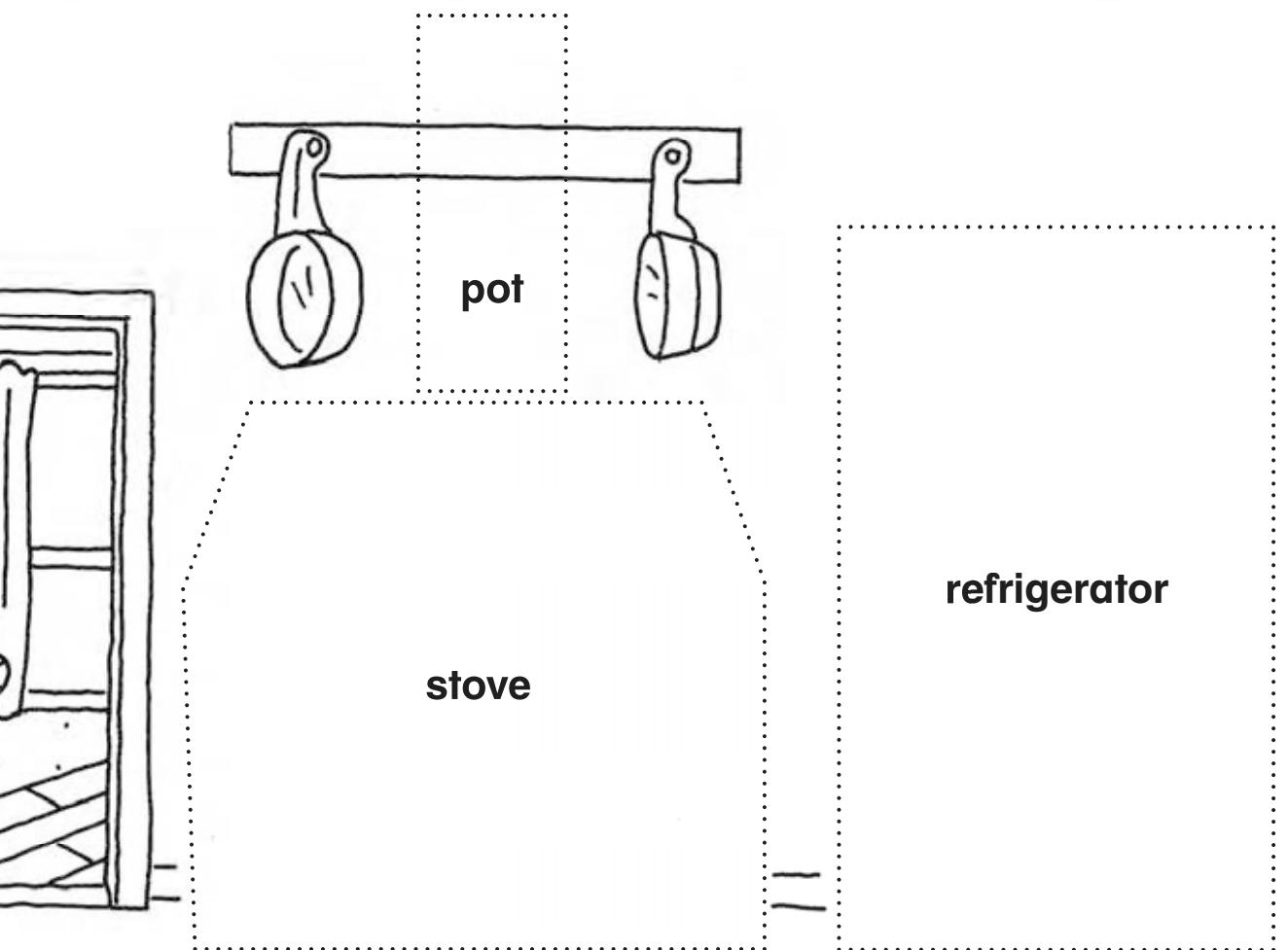
Kitchen (pp. 59–61)

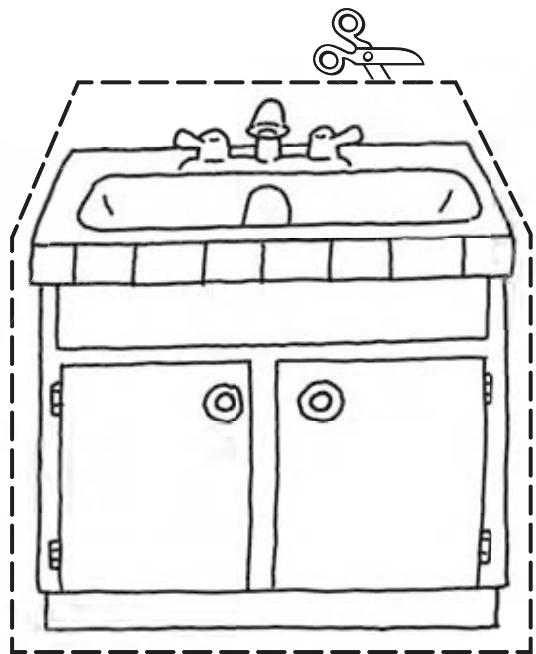
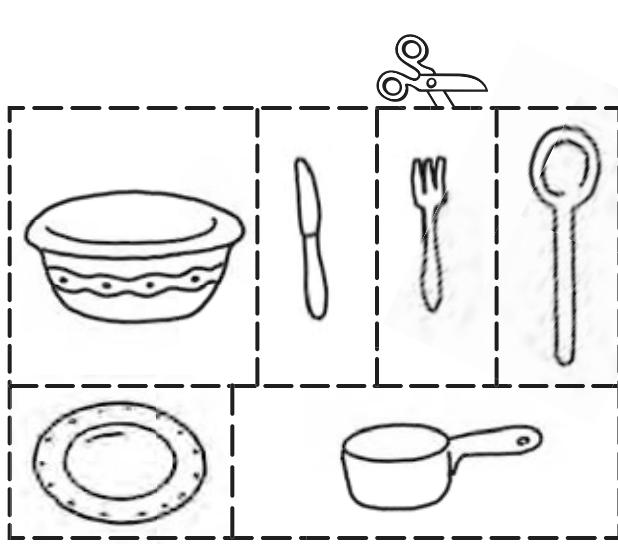
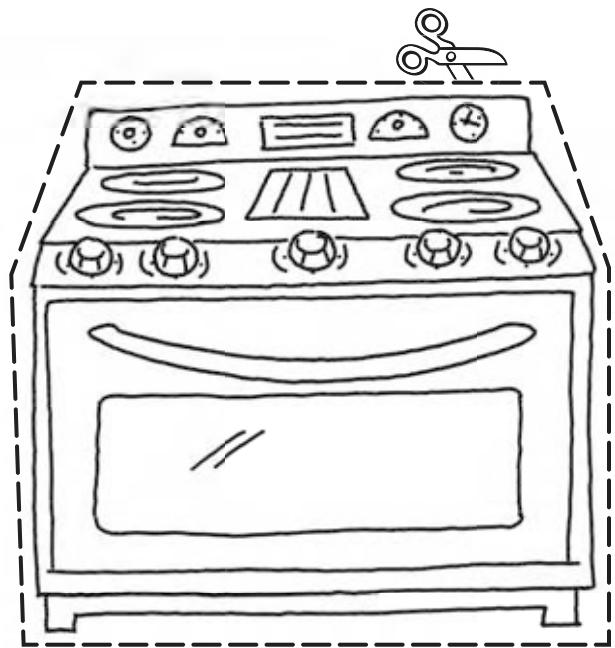
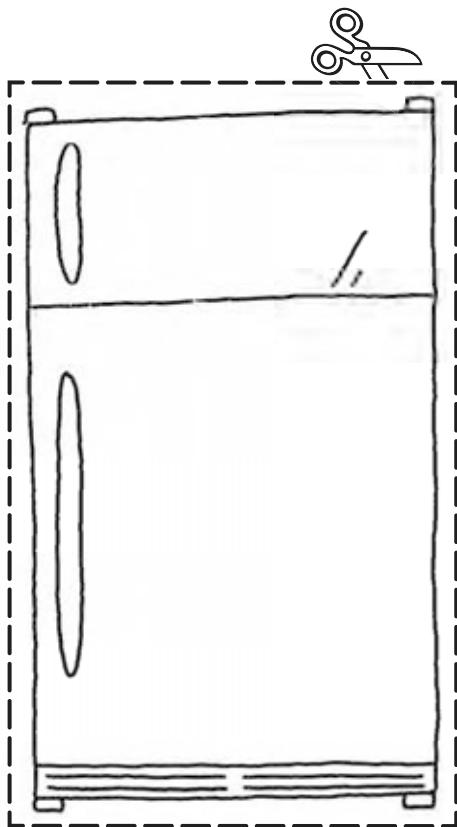
1. Cut out the pictures on page 61.
2. Paste the pictures in the kitchen.



sink







Name _____

My New Words
Library
(p. 31)

Library

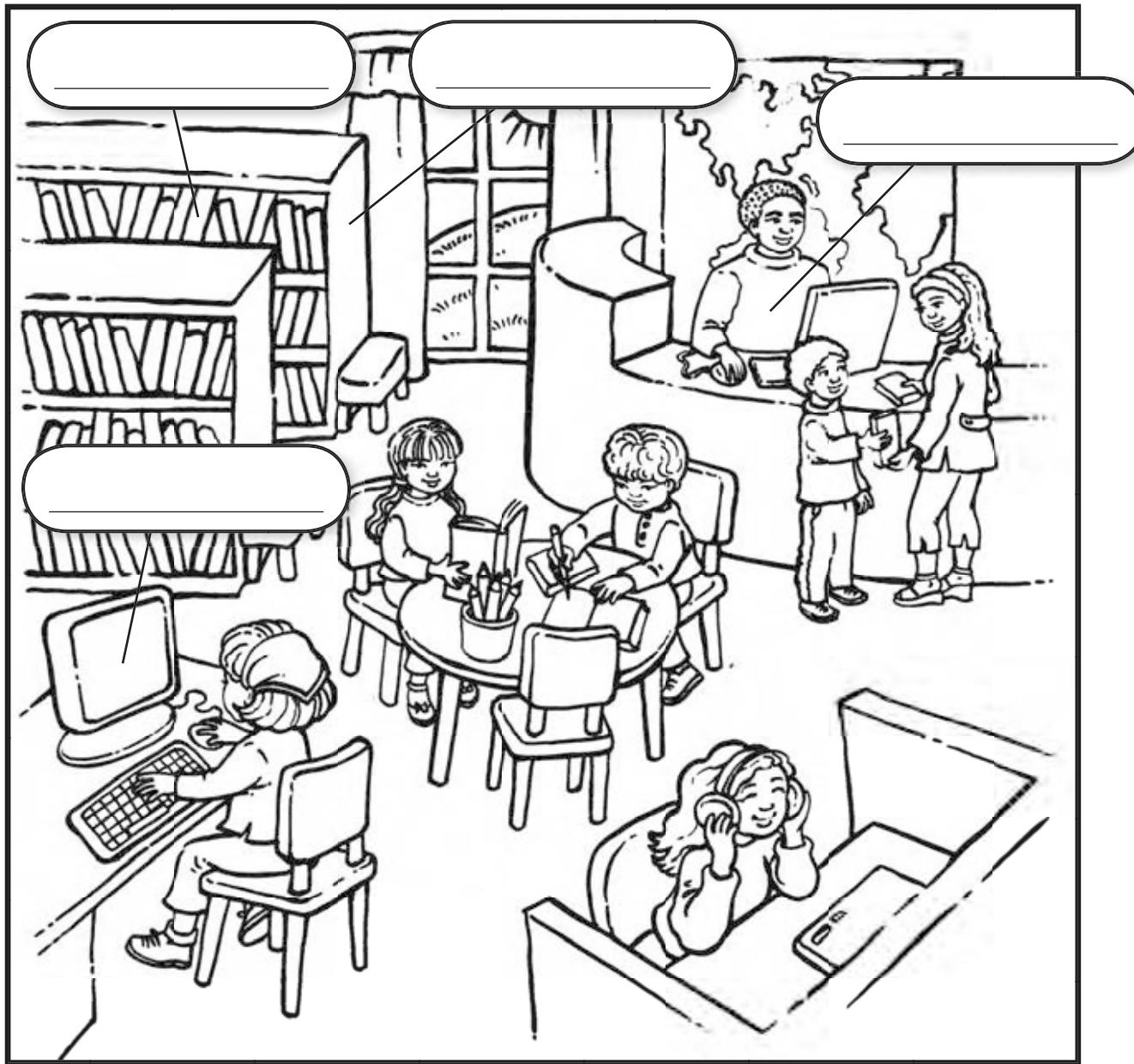
Label the pictures.

book

bookcase

computer

librarian



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Name _____

Measurement

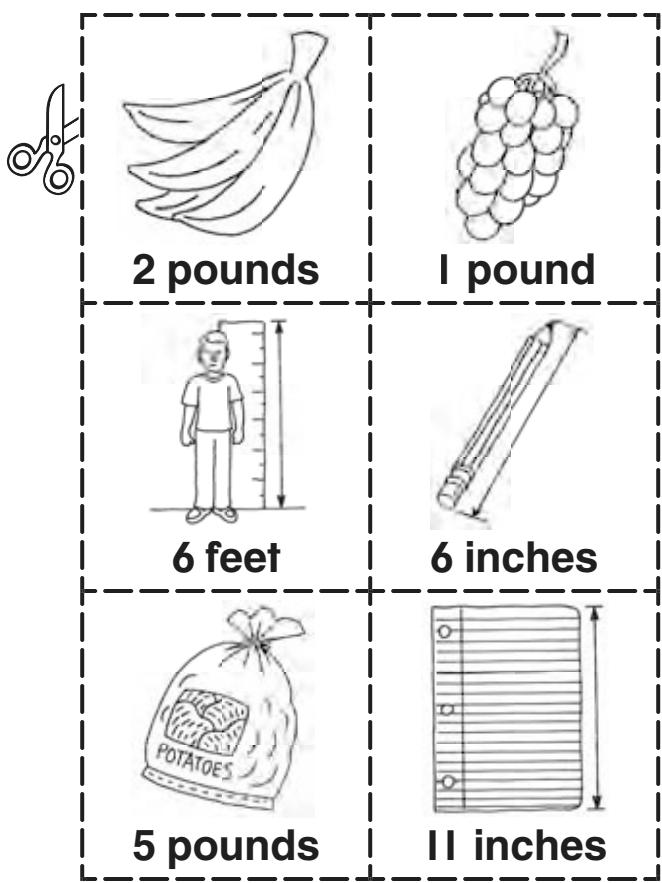
(pp. 63–64)

1. Cut out the pictures on page 64.
2. Paste them on this page.



Place

Place

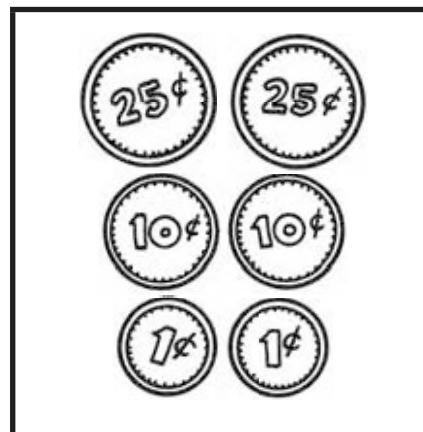
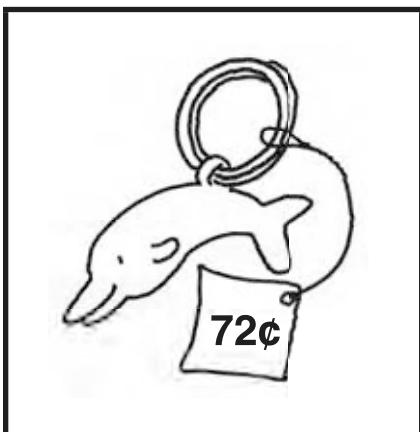
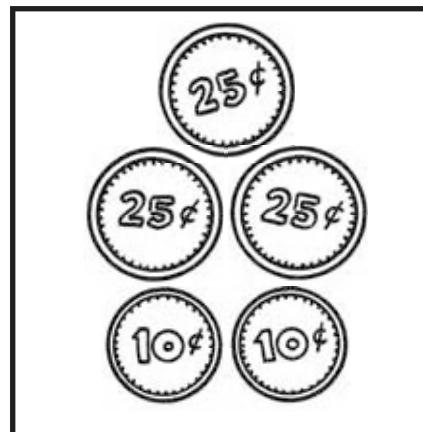
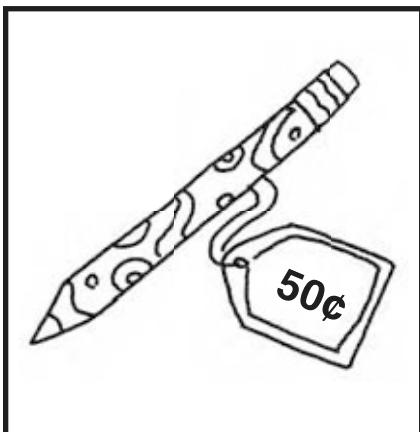
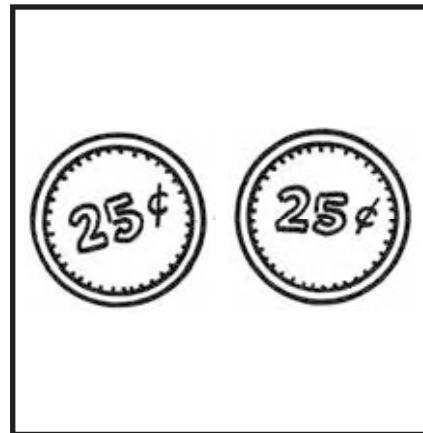
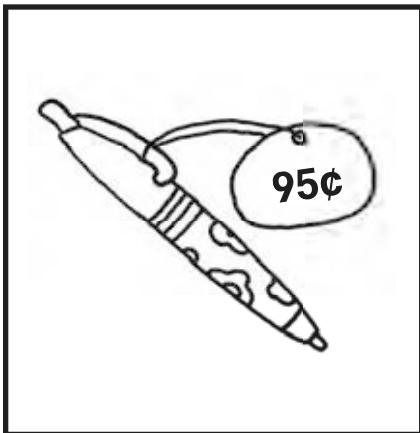


Name _____

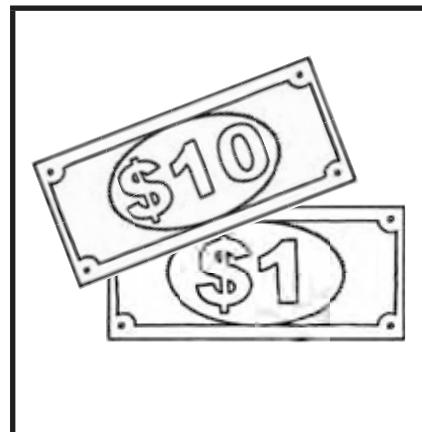
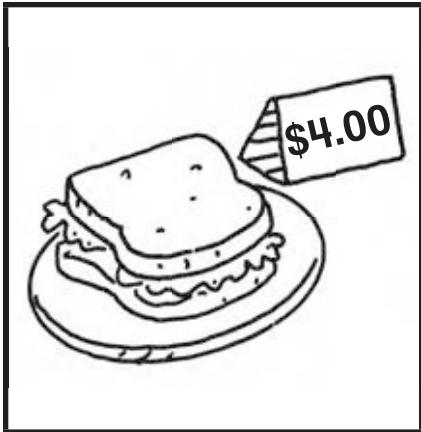
Money

 (pp. 65–67)

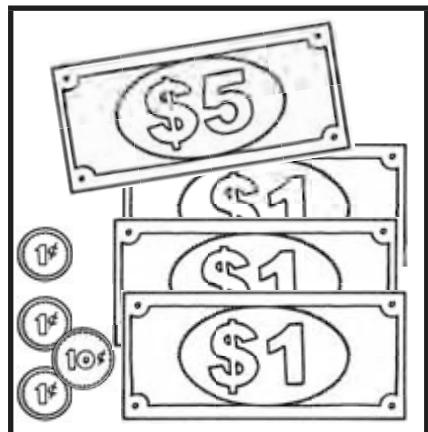
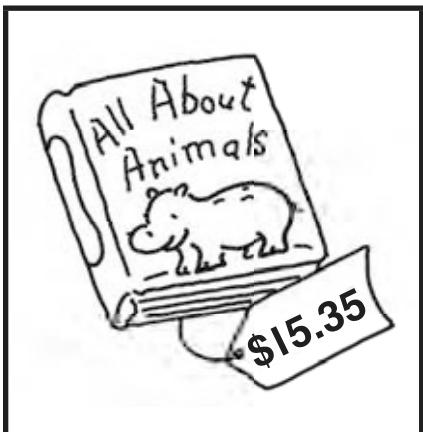
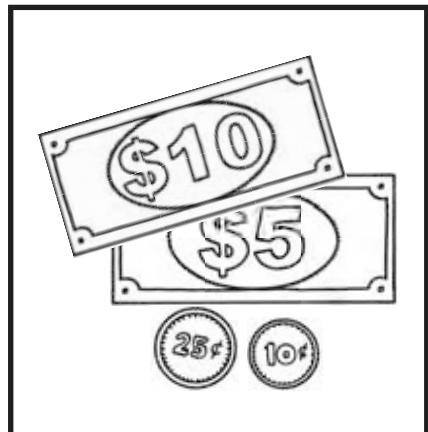
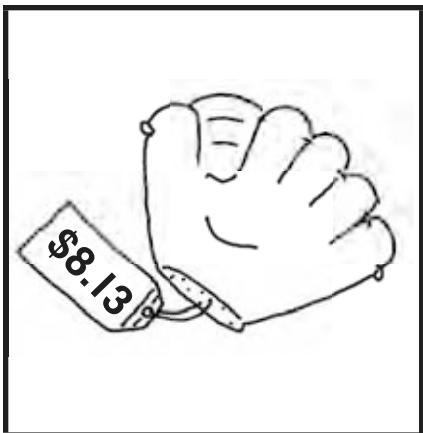
Draw a line to match each price tag to the set of coins.



Draw a line to match each price tag to the dollar amount.



Draw a line to match each price tag to the set of bills and coins.



Name _____

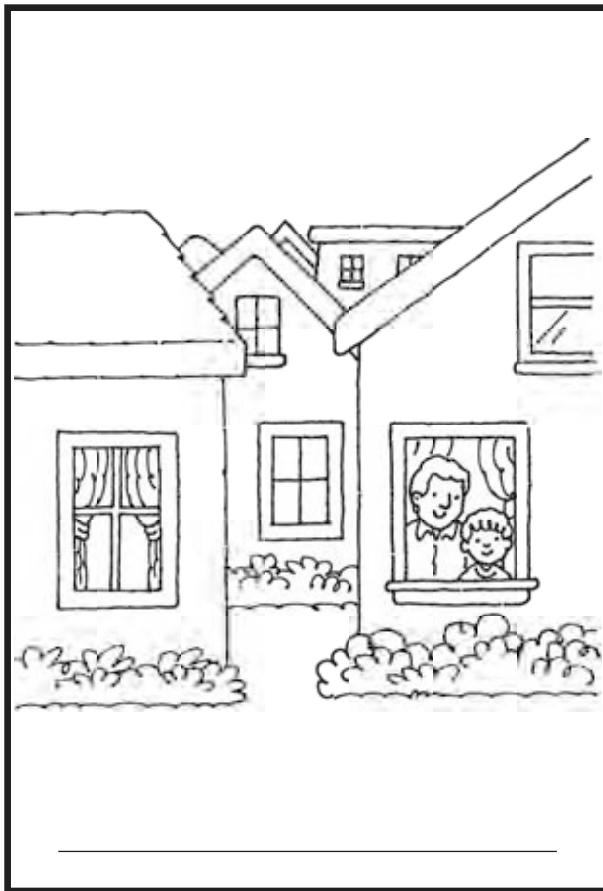
My New Words
Neighborhood
(pp. 34–35)

Neighborhood (pp. 68–71)

1. Label the pictures.
2. Complete the sentences.

houses

park



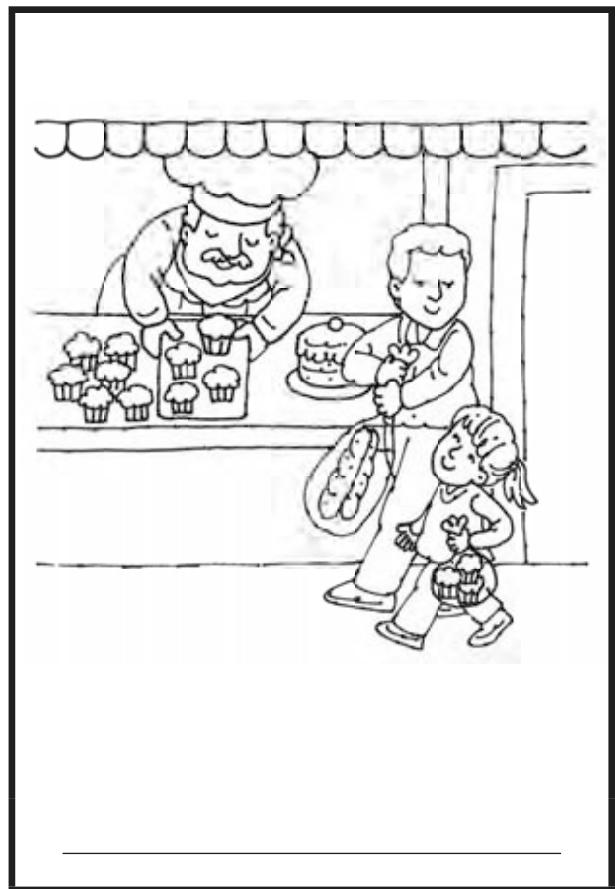
I see in the _____.

I see a in the _____.

1. Label the pictures.
2. Complete the sentences.

bakery

post office



I see a at the _____.

I see at the _____.

1. Label the pictures.
2. Complete the sentences.

hospital

library



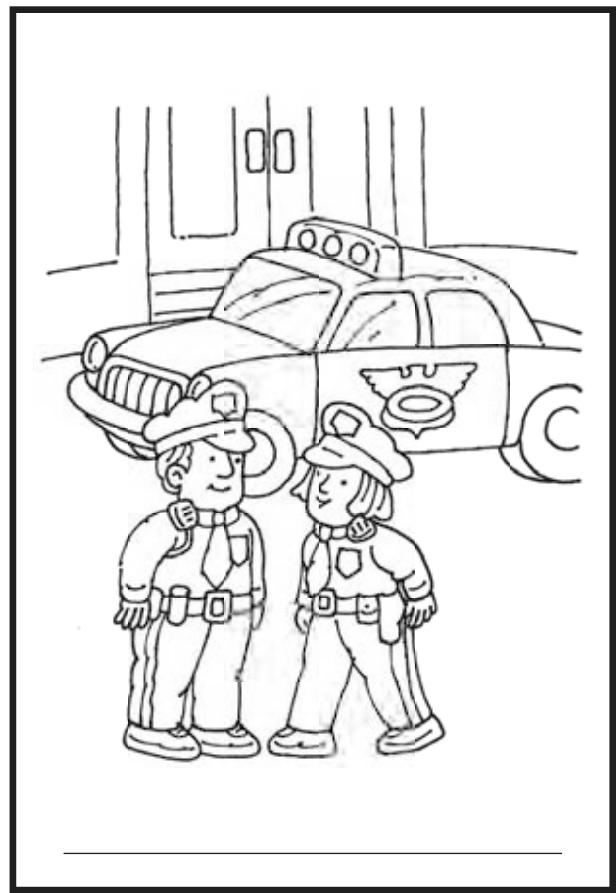
I see  at the _____.

I see  at the _____.

1. Label the pictures.
2. Complete the sentences.

fire station

police station



I see a  at the _____.

I see a  at the _____.

Name _____

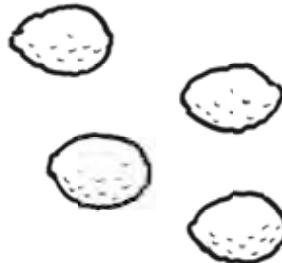
My New Words
Numbers
(pp. 36–37)

Numbers (pp. 72–73)

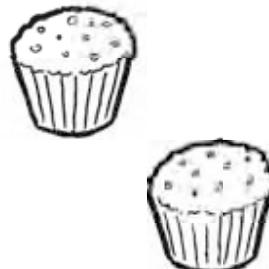
Write the number for each picture.

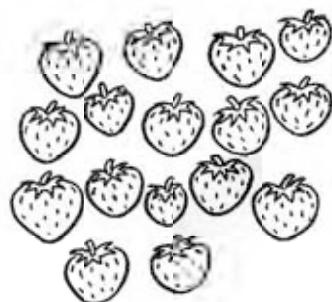


7 seven











1. Color 1 sandbox green.
2. Color 2 slides red.
3. Color 3 squirrels black.
4. Color 4 swings orange.
5. Color 5 trees brown.



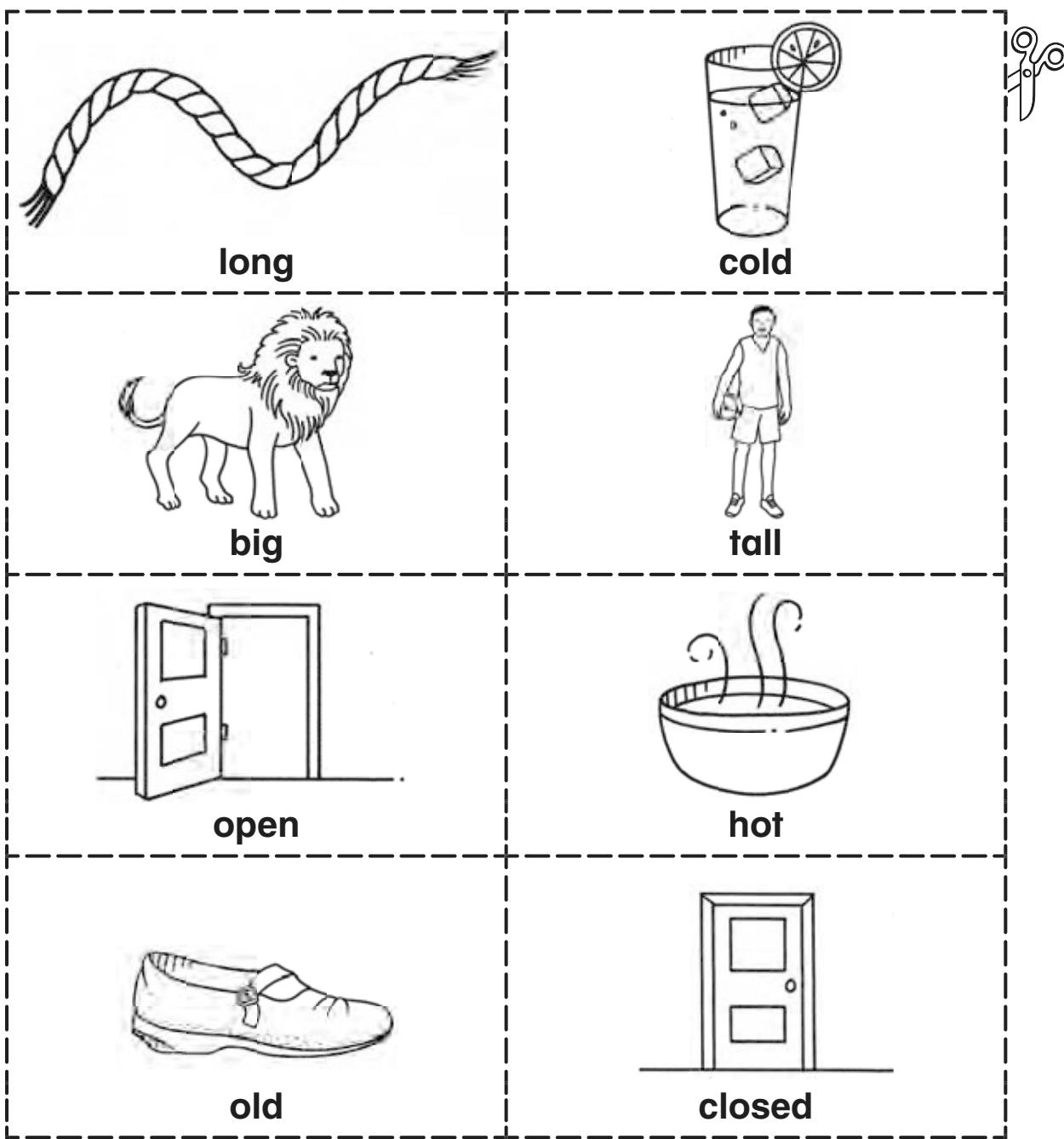
Name _____

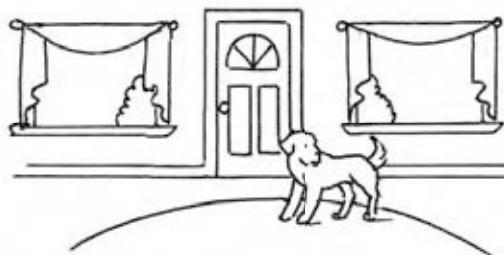
My New Words
Opposites
(pp. 38–39)

Opposites

(pp. 74–75)

1. Cut out the pictures on pages 74 and 75.
2. Match the opposites.
3. Say each word.





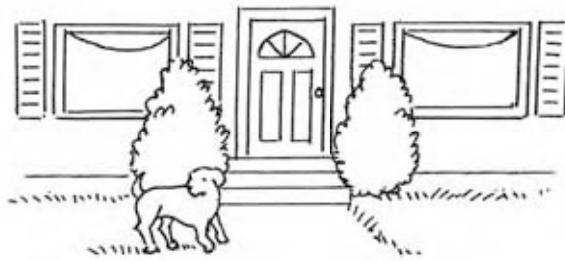
inside



off



short



outside



small



new



on



short

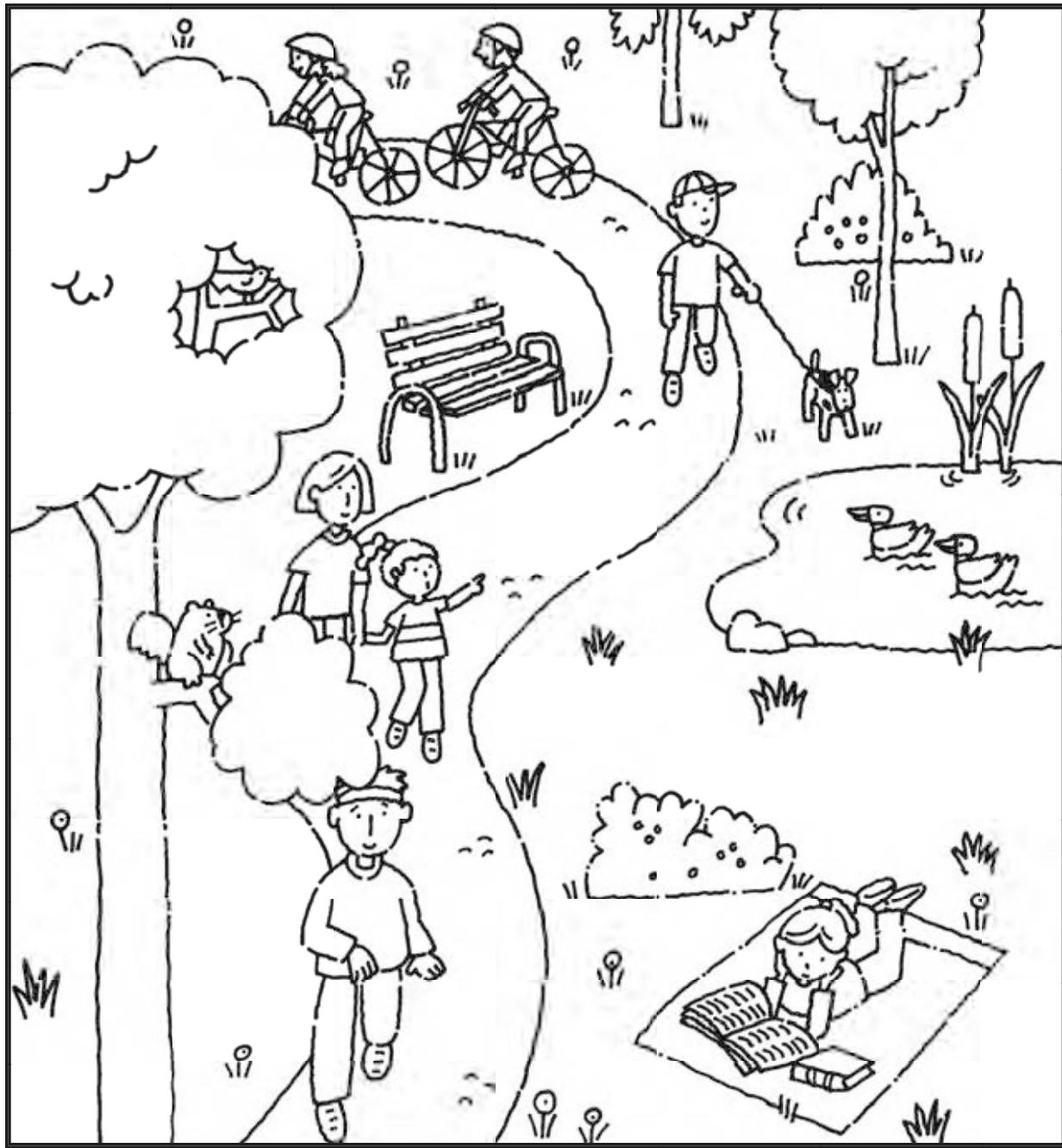
Name _____

My New Words
Park
(p. 40)

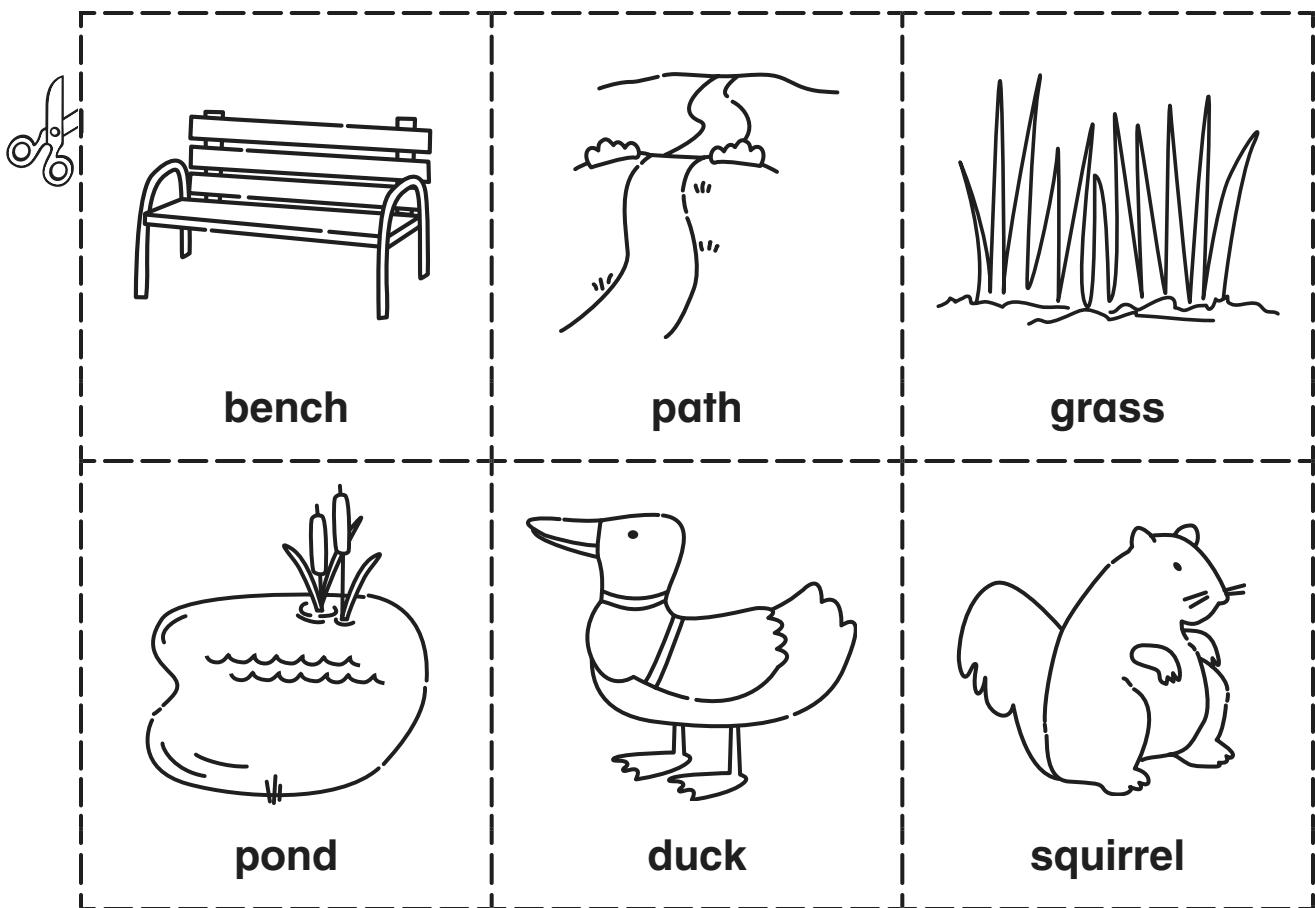
Park (pp. 76–77)

Color the picture.

Cut out the cards on page 77 to use with this picture.



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Name _____

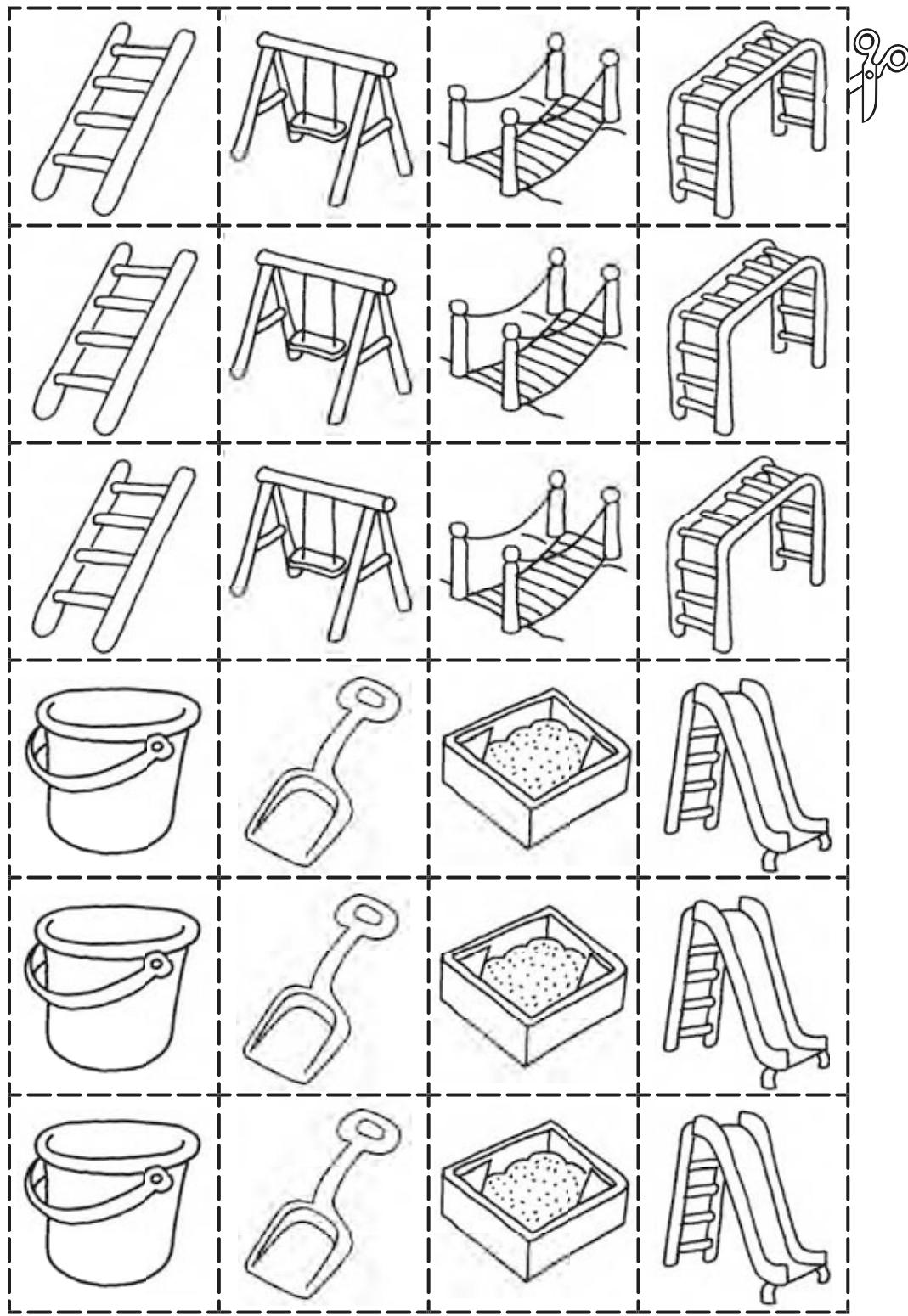
My New Words
Playground
(p. 41)

Playground (pp. 78–81)









Name _____

My New Words
Q Words
(p. 42)

Q Words

1. Find the **queen**, **quilt**, and **question mark**.
2. Color them red.

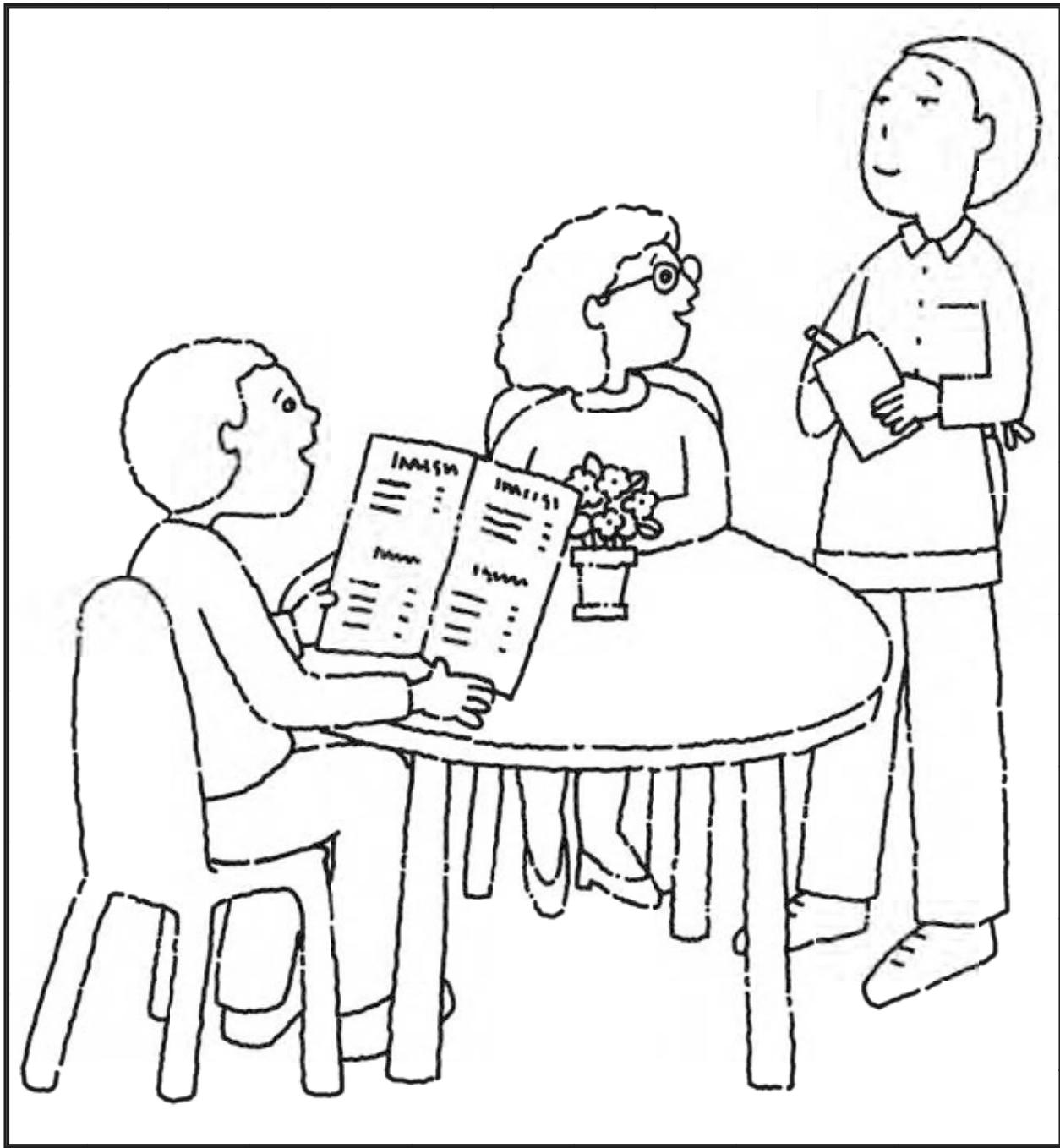


© Macmillan/McGraw-Hill

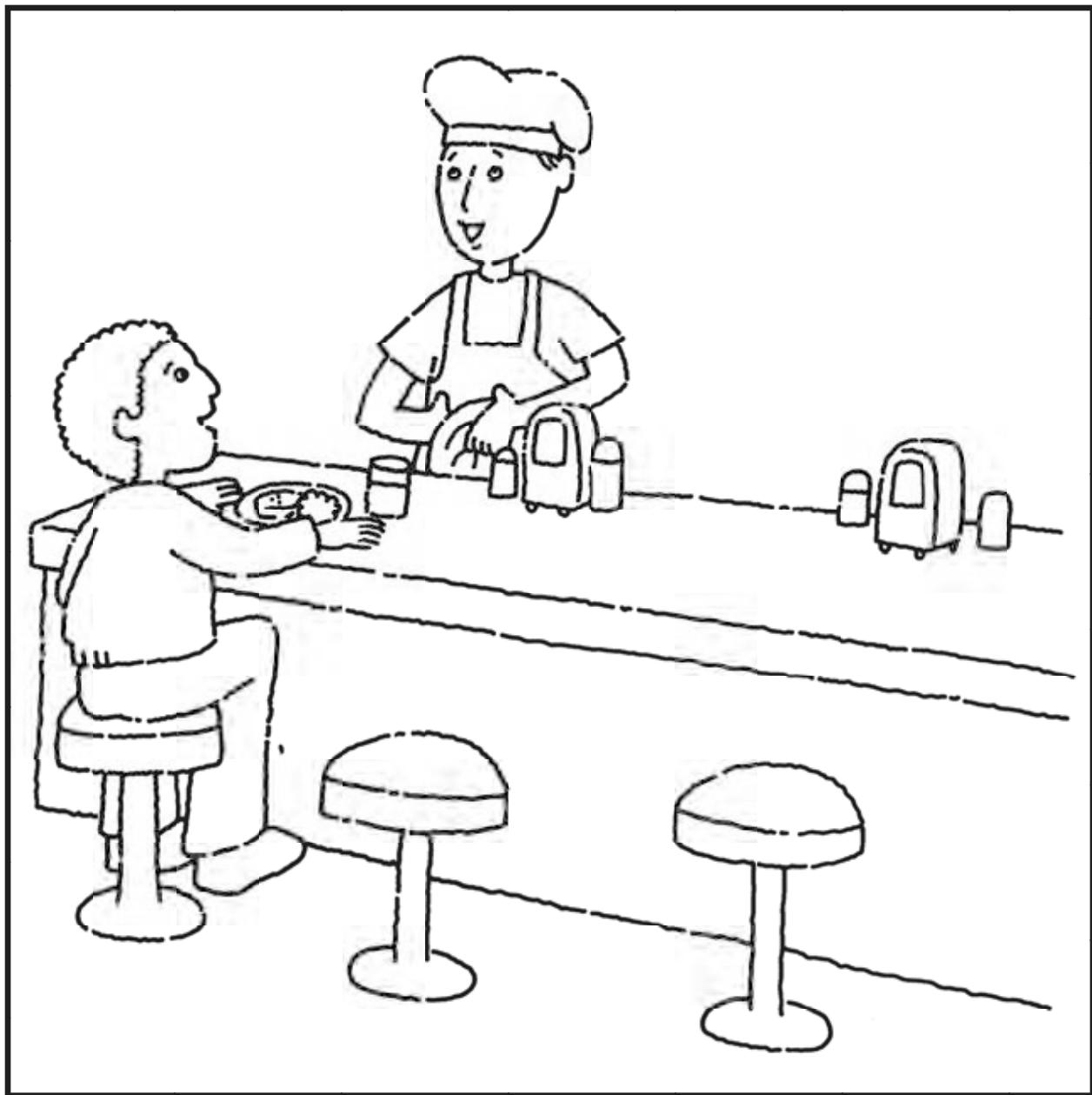
Name _____

Restaurant (pp. 83–85)

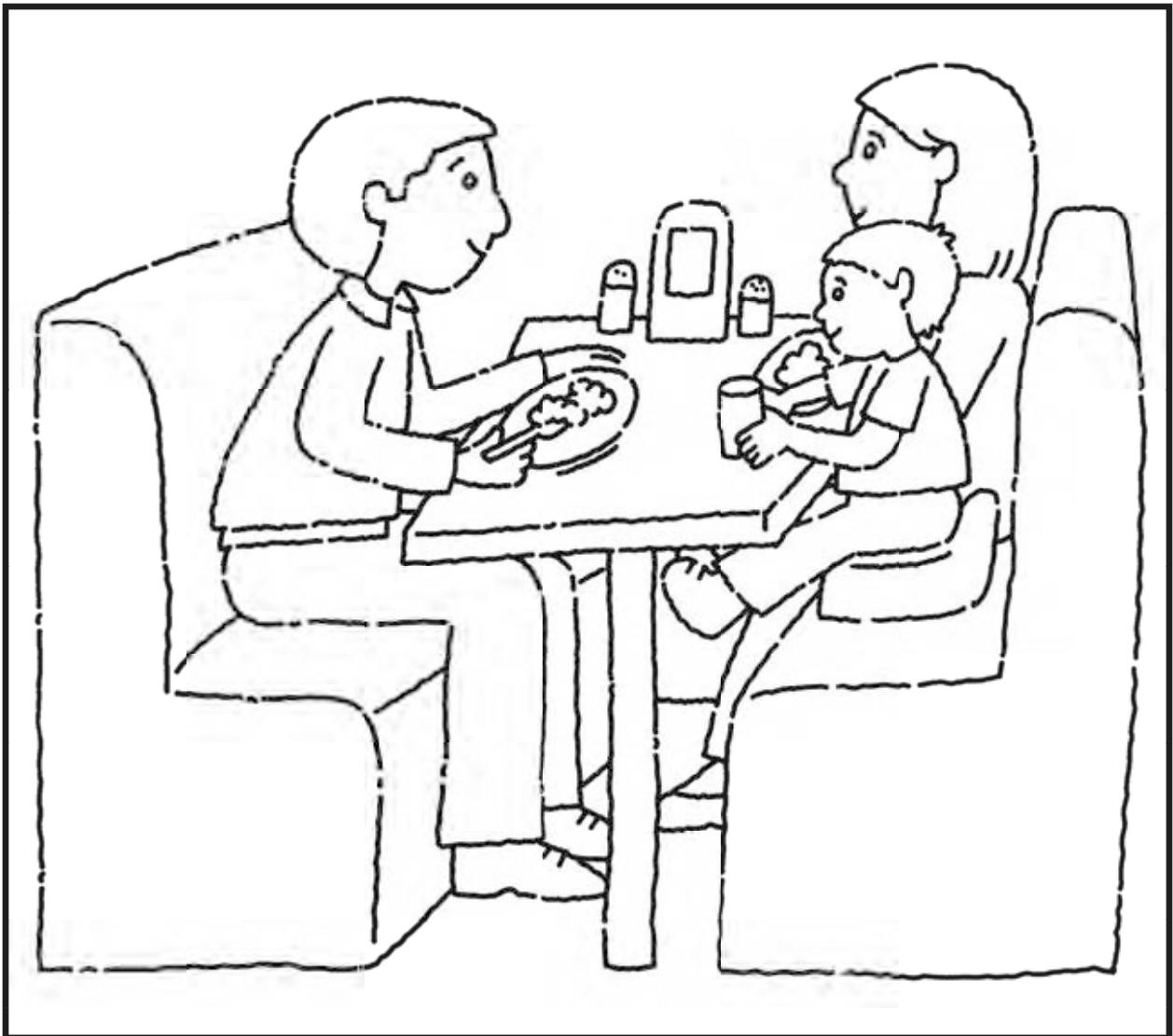
1. Color the menu yellow.
2. Color the server blue.



1. Color the customer brown.
2. Color the counter orange.



1. Color the booth green.
2. Color the customers red.



Name _____

My New Words
School
(pp. 44–45)

School

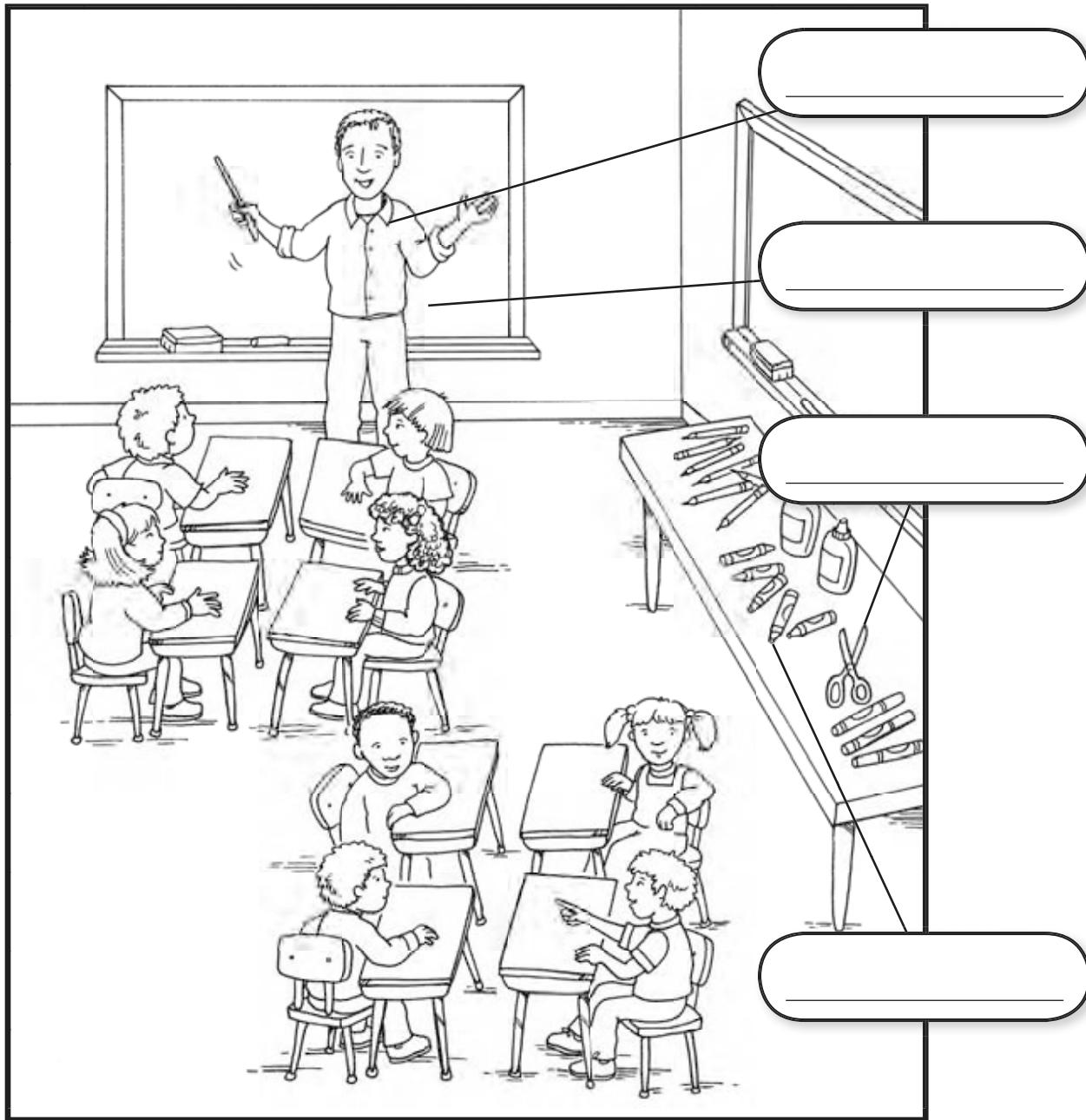
Label the pictures.

board

crayon

scissors

teacher



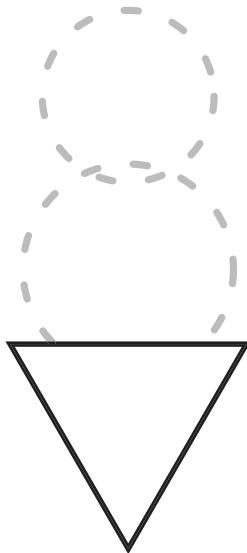
© Macmillan/McGraw-Hill

Name _____

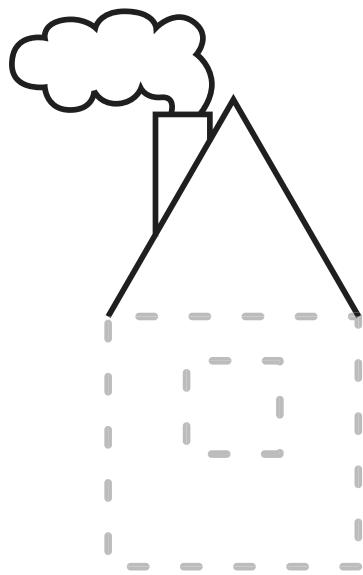
Shapes

(pp. 87–88)

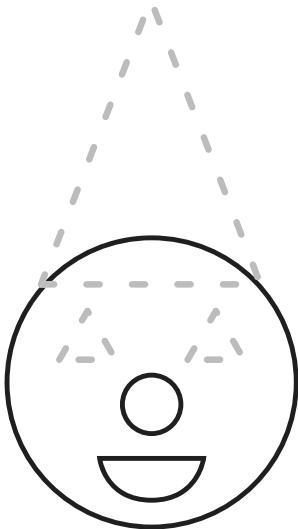
Use  to finish the picture.



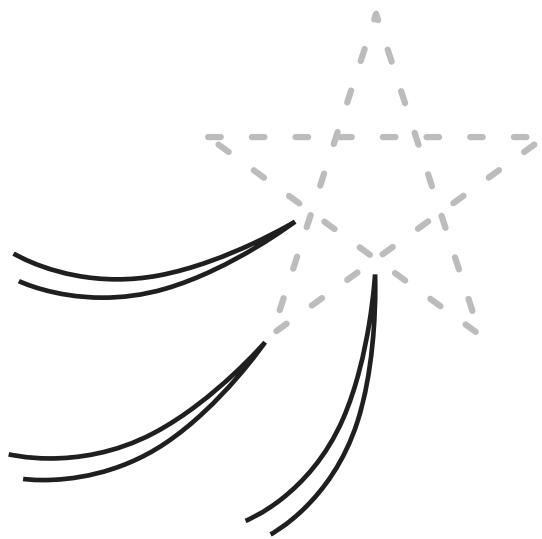
Use  to finish the picture.



Use  to finish the picture.



Use a  to finish the picture.



Name _____

Sizes (pp. 89–90)

Complete the sentences.

big

bigger

biggest



This tree is _____.



This tree is _____.



This tree is the _____.

small

smaller

smallest



This chair is _____.

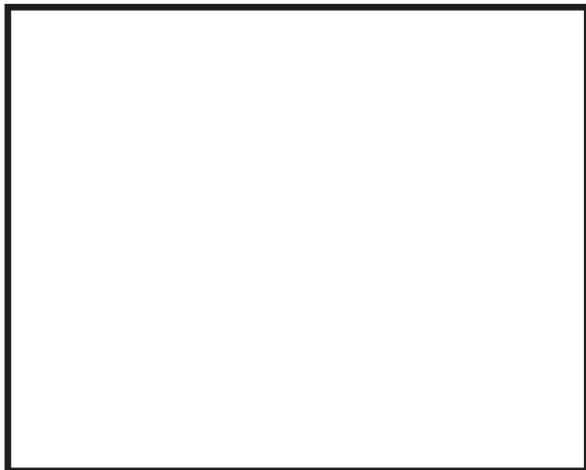
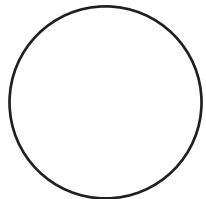


This chair is _____.

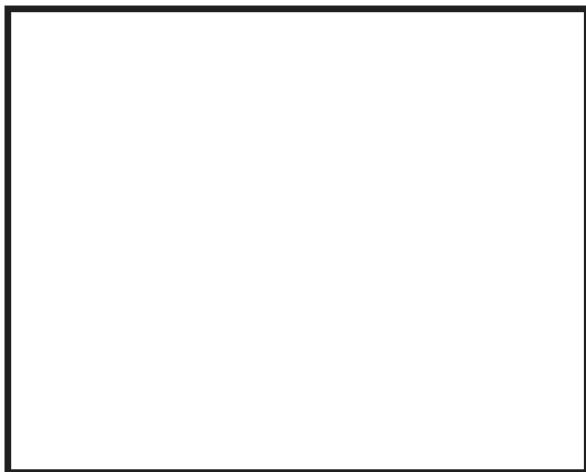
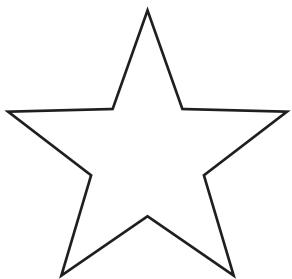


This chair is the _____.

Draw a **bigger** circle.

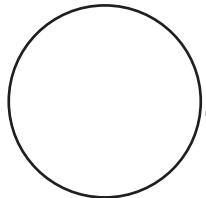


Draw a **smaller** star.



Complete the sentence.

The is _____ than the

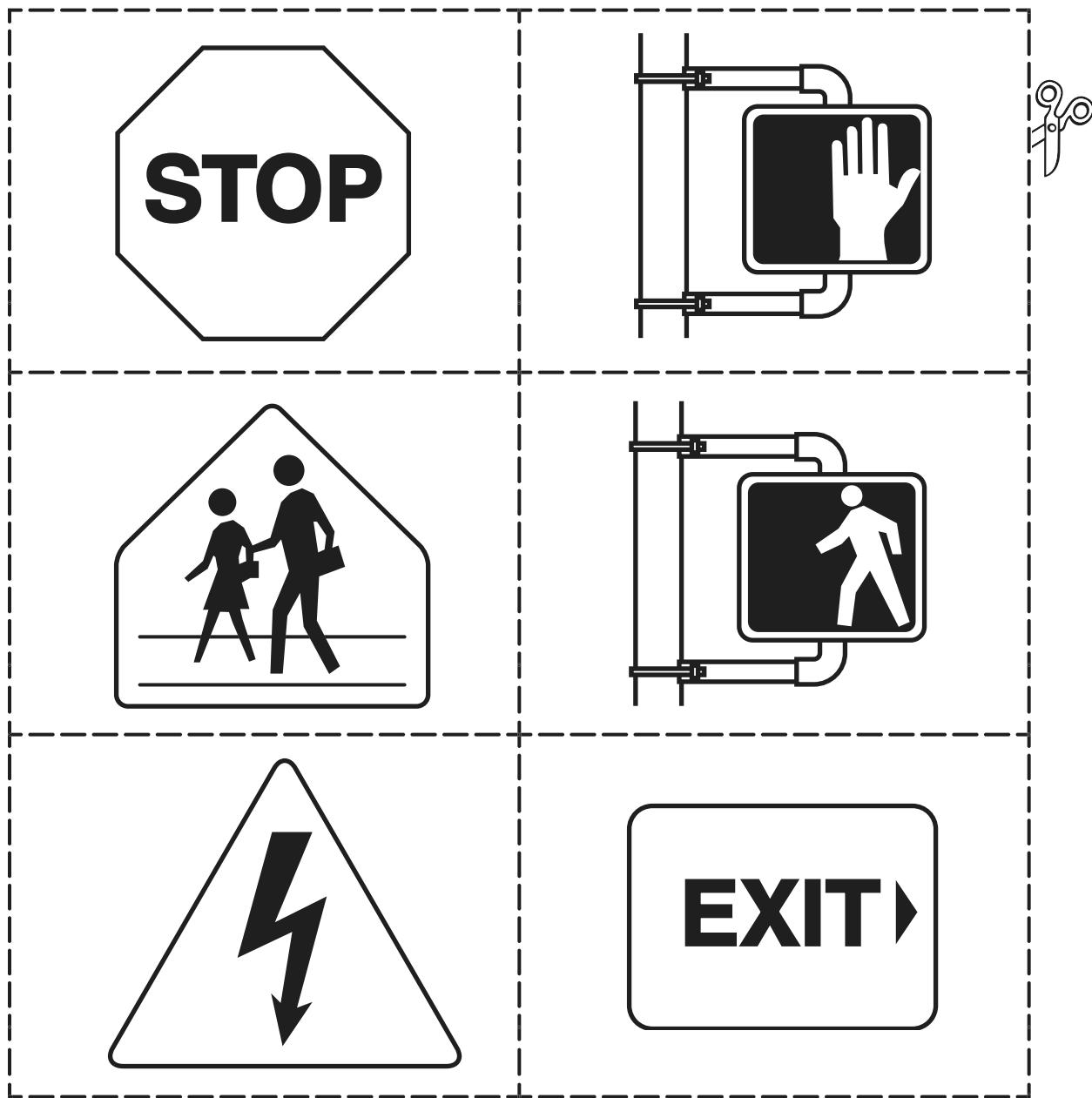


Name _____

Signs

(pp. 91–92)

1. Cut out the pictures on this page.
2. Cut out the words on page 92.
3. Play the matching game.





do not walk

**school
crossing**

walk

stop

danger

exit

Name _____

Things We Do

(pp. 93–94)

Label the pictures.

eat

jump

point

read



Label the pictures.

run

walk

sit

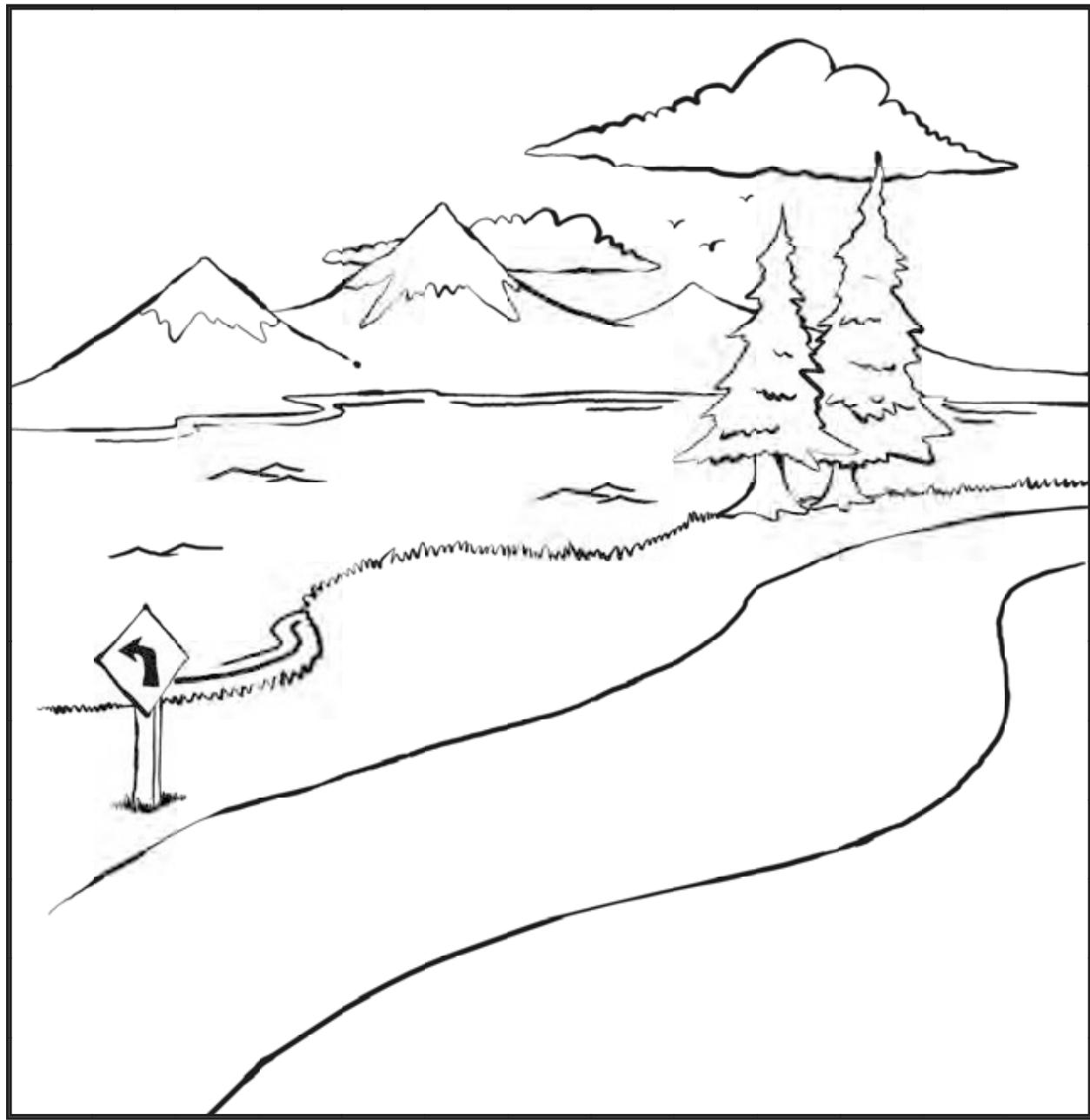
stand

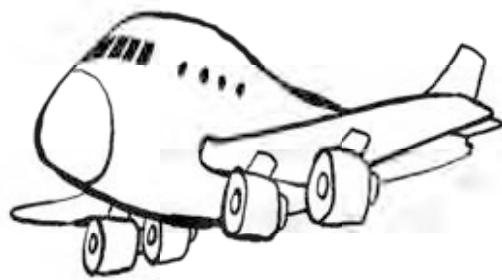


Name _____

Transportation (pp. 95–96)

1. Choose 2 pictures on page 96. Cut them out.
2. Paste the pictures on this page.





Name _____

United States (pp. 97–98)

1. Color your state blue.
2. Color any state you visited red.
3. Color the place with  green.





Name _____

Vegetables

Label and color each vegetable.

onion

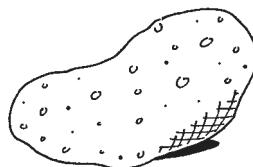
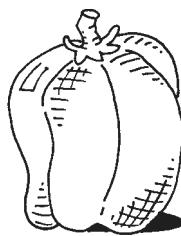
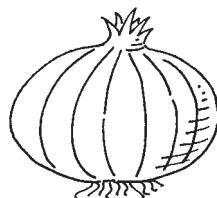
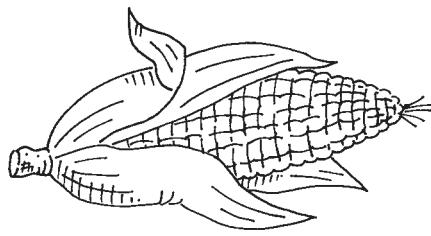
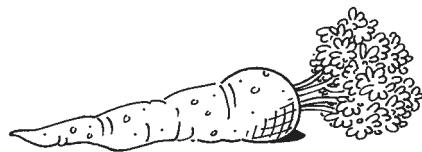
peas

corn

potato

pepper

carrot



My favorite vegetable is _____.

Name _____

My New Words
Weather
(p. 55)

Weather (pp. 100–101)

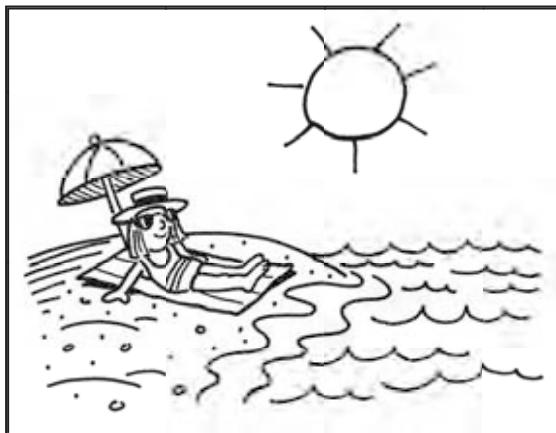
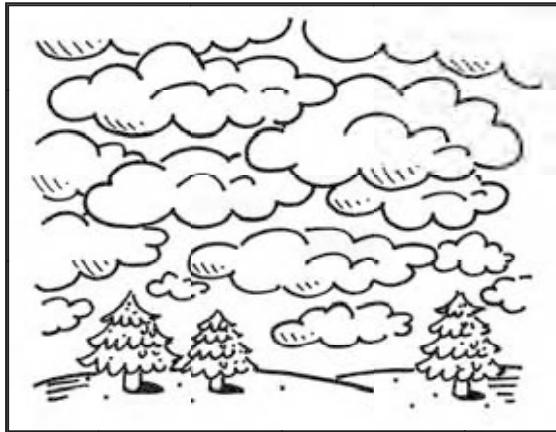
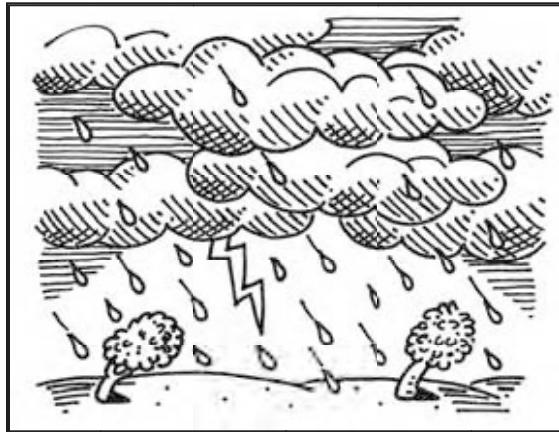
Label each picture.

cloudy

sunny

snowy

rainy



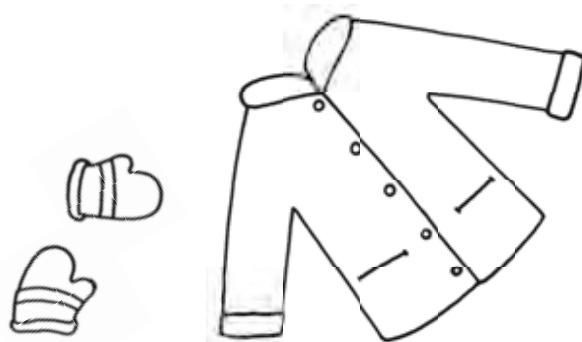
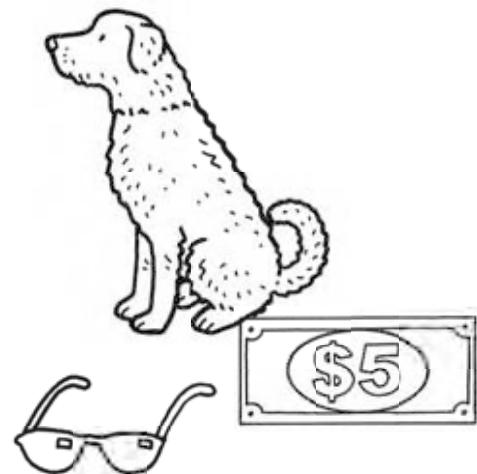
The weather today is _____.

Write the weather that goes with each set of clothes.

rainy

snowy

sunny



Name _____

My New Words
XYZ Words
(p. 56)

XYZ Words

1. Color the **X ray** and **xylophone** blue.
2. Color the **yak** and **yo-yo** yellow.
3. Color the **zebra** and the **zipper** green.



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Instructional Routine

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

Introduce Vocabulary

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

What kind of animal? Use page 2 to discuss what a pet is. Have students describe a pet they have/had or know of. Have students repeat the name of each pet. Use page 3 to discuss wild animals. Ask students to brainstorm the places where wild animals might live. Write the words “pet” and “wild animals” on the board. Help students name examples of each. Explain to students that many different types of animals live in different places.

Activity

Distribute copies of pages 3 and 4. Have students cut and paste the animal cards from page 4 onto page 3. Have students choose one animal and describe it to a partner.

Partner Talk

Have students use pages 2–3 of *My New Words Picture Word Book* to complete the sentence frames with a partner. Have students read their sentences to the class.

Make Connections

Have students choose three animals from *My New Words Picture Word Book* pages 2 or 3 and write the name of that animal, draw its picture, and describe the animal to the class.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My favorite pet is _____.

2. My favorite wild animal is _____.

3. A bird can _____.

4. A lion can _____.

5. A _____ lives in water.

Introduce Vocabulary

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

Build a body Use page 4 to guide students to point to their body parts. Help them repeat the name of each body part. Encourage them to name other body parts such as toe, elbow, and knee.

Alternate version **Simon Says:** 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 gets to continue in the game. Vary your speed.

Discuss the five senses shown on page 5. Have students point to and name the body part they use for each sense. Have students draw a picture of their best friend and label the different body parts.

Activity

Have students complete pages 5–8. Ask students to cut and paste each cutout from page 6 onto page 5. Encourage students to stand and touch their corresponding body parts as the teacher sings, “Head, Shoulders, Knees and Toes.”

Partner Talk

Have students use page 5 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences.

Make Connections

Have students choose one body part and explain what they can use it for.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I can see with my _____.

2. I can smell with my _____.

3. I can taste with my _____.

4. I can touch with my _____.

5. I can hear with my _____.

Introduce Vocabulary

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

What a month! Use page 6 to discuss with students what a calendar is and why we use one. Explain what a month, week and year are. Tell students how many days there are in a month, week, and a year.

Activity

Distribute pages 9 and 10. After students fill out page 9, have them point to and name the month and the days of the week. Call out dates and have students repeat and identify the day of the week of each number. Distribute pages 11 and 12. After students complete page 11, have them describe their drawings to a partner. Students may work in pairs to complete page 12.

Partner Talk

Have students use pages 6–7 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences.

Making Connection

Have students talk about what month and day their birthday falls on and write it in the following format: My birthday is (Month, Day).

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Today is _____.

2. My favorite day is _____.

3. Tomorrow is _____.

4. My birthday is in _____.

5. The four seasons are _____,

_____, _____ and _____.

Introduce Vocabulary

My New Words Picture Word Book, pp. 8–9

City or country? Read the names of city and country items on pages 8 and 9 with students. Elicit other items found in the city and country. Draw a “T map.” Write “Country” on one side and “City” on the other side. Have students brainstorm activities they like to do. Determine as a class where those activities are done, in the country or the city.

Activity

Distribute copies of pages 13–16. Have students cut out the images on pages 15 and 16. Call out the name of each item, one at a time. Have students place each item in the city or country scene on pages 13–14. If students are having difficulty placing an item, give them hints, such as, *This is something you find in the city.*

Partner Talk

Have students use pages 8 and 9 of *My New Words Picture Word Book*, along with the “T map” to complete the sentence frames. Have students work with a partner and share their sentences.

Make Connections

Have students talk in groups as they compare and contrast the city and country using a Venn diagram. Teacher should provide an example for students.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I see a _____ in the city.

2. I see a _____ in the country.

3. My favorite place is the _____.

4. I live in the _____.

5. I see a car in the _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 10

Find the clothes! Name a piece of clothing from page 10. Have students find the item. As additional practice, have students in groups of 2–4 call out and locate these items on the page.

Activity

After students complete pages 17–20, have them discuss what they are wearing today. Ask student 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 cold?*

Partner Talk

Have students use page 10 of *My New Words Picture Word Book* to complete sentence frames. Have students work with a partner and share their sentences.

Make Connections

Have students create a clothing album of their favorite clothing items. Ask students to explain where they wear these clothes.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I wear a _____ on my head.

2. I wear _____ on my hands.

3. I wear a _____ when it rains.

4. I wear _____ at the beach.

5. I like to wear _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 11

What color is it? Introduce the colors on page 11. Elicit other colors from students and brainstorm objects that are those colors from the classroom. Model the following sentence frame: “_____ is the color _____.” and encourage students to follow the format.

Activity

After students complete pages 21 and 22, elicit other objects that are *brown, yellow, red or green*. After student complete page 23, have them point to each object and say the color of the object.

Partner Talk

Have students use page 11 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences.

Make Connections

Have students draw an object and color it one specific color. Help students label the object with the color word.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I have a _____ shirt.

2. I have _____ shoes.

3. My eyes are _____.

4. My hair is _____.

5. My favorite color is _____.

Introduce Vocabulary

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

What Time Is It? Help students describe what they see in each picture. Read the picture caption with students.

Activity

Make the game board by copying pages 24 and 25 and taping them together. To play the game, have each student take a turn tossing a marker onto the game board on page 26 and moving their game marker. The student should read the time and action on the space. The first student to reach the end is the winner.

Partner Talk

Have students use pages 12–13 of the *My New Words Picture Word Book* as a reference to draw four actions they do. Have students complete sentence frames with a partner. Have students share their sentences with the class.

Make Connections

Have students keep a diary of their day. Have them draw a picture of their favorite activity.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I _____ at 7:00 A.M.

2. I _____ at 12:00 noon.

3. I _____ at 6:00 P.M.

4. I _____ at 8:00 P.M.

Introduce Vocabulary

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

Earth’s Habitats Write the word *Habitat* on the board and explain its meaning. Have students repeat the name of each habitat on pages 14–15.

Activity

Distribute copies of pages 27–30. Point to the animals, plants and landforms in each habitat and say their names. Have students repeat. In groups of 2–4, have students name their favorite plants or animals. List them on the board. Use circle maps to categorize these plants or animals into their respective habitats.

Partner Talk

Have students refer to the circle map completed in class and pages 14–15 of *My New Words Picture Word Book* to complete the sentence frames with a partner. Have students share their sentences with the class.

Make Connections

Have students choose one place from pages 14–15 of *My New Words Picture Word Book* and describe that place to their partner. *What do you see there? What animals live there? Is it hot, cold, or wet in that place?*

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A bird lives in the _____.

2. A fish lives in the _____.

3. I see trees in the _____.

4. I see sand in the _____.

5. I like the _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 16

Have student point to and name each person on page 16. Discuss how families can be made up of many different people. In addition to fathers, mothers, grandparents, brothers, and sisters, some families have foster parents, stepbrothers, and stepsisters, aunts, uncles, and cousins. Explain to students the meaning of these key words.

Activity

Distribute copies of page 31. Students can work with a partner to complete the activity.

Partner Talk

Have students use page 16 of *My New Words Picture Word Book* to complete sentence frames with a partner. Have students share their sentences with the class.

Make Connections

Ask students to write a short sentence about what they like to do with their families. *What does your family like to do?*

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My name is _____.

2. I am a _____.

3. I live with _____.

4. I have a _____.

5. I have _____ people in my family.

Introduce Vocabulary

My New Words Picture Word Book, p. 17

How do you feel? Discuss what feeling each face represents. Model example sentences that describe a situation related to each feeling, such as, *I feel happy when I play outside.* Then have students complete the sentence frame: *I feel _____ when _____.*

Activity

Have students complete page 32 and 33. Invite students to read and discuss their answer to the question on page 33.

Partner Talk

Have students use page 17 of *My New Words Picture Word Book* to complete the sentence frames with a partner. Have students share their sentences with the class.

Make Connections

Have students work in groups to make a list of 3 things that make them feel happy.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I cry when I am _____.

2. I smile when I am _____.

3. I cover my eyes when I am _____.

4. I go to sleep when I am _____.

Introduce Vocabulary

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

What are we going to eat? Explain to students that there are different types of food. Have students repeat the name of the food items for each category.

Activity

Distribute copies of pages 34–37. Allow students to color the place settings and the cutouts. Then ask, *What's for breakfast?* and have students repeat. Have students paste the breakfast food cutouts on page 34. Ask them to name each item. Read the sentence on page 34 and have students repeat. Show them how to complete the sentence. Repeat for pages 35 and 36.

Partner Talk

Have students use pages 18–19 of *My New Words Picture Word Book* to complete the sentence frames. Have students read to a partner and share with the class.

Make Connections

Have students list the items they like to eat for breakfast, lunch, dinner or dessert. Ask them to draw a picture of their favorite food.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I like to eat _____ for breakfast.

2. I like to eat _____ for lunch.

3. I like to eat _____ for dinner.

4. I like to drink _____ every day of the week.

5. I like to eat _____ for dessert.

Introduce Vocabulary

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

What's in a grocery store? Introduce the different departments that are found in a grocery store. Repeat the name of the items found in those departments and have students repeat the name of the items found in each department.

Activity

After students complete pages 38 and 39, have them point to and name other items in the grocery store. Ask students to complete pages 40 and 41. Have them name each item in their shopping carts. Ask questions about the items, such as, *What do you eat with chicken? What other foods do you like to buy at the grocery store?*

Partner Talk

Have students use pages 20–21 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students create a shopping list with three items of their favorite food. Ask students to tell which department each food is in at the grocery store.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. We put groceries in a _____

_____.

2. I buy _____ in the bakery.

3. I pay at the _____.

4. I buy _____ in the meat department.

5. I buy _____ in the dairy department.

Introduce Vocabulary

My New Words Picture Word Book, p. 22

Stay healthy! Explain to students the meaning of the word “healthy.” Let students know that there are a series of activities that must be done for the body to stay healthy. Have students point to the pictures and repeat the different activities on page 22. Discuss other things people do to stay healthy, such as, drinking water and brushing their teeth.

Activity

Distribute copies of pages 42–45. As a class read each sentence. After students complete the activities, invite them to describe their pictures to a partner.

Extension: After students complete pages 42–45, have them cut out the pictures and make Health posters. Students can label their posters *Stay Healthy!* and display them.

Partner Talk

Have students use pages 22–23 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner. Have students share their sentences with the class.

Make Connections

Have students act out ways they can stay healthy.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I eat _____.

2. I play soccer to _____.

3. I go to _____ early every night.

4. I go to the _____ for my teeth.

5. I go to the _____ when I am sick.

Introduce Vocabulary

My New Words Picture Word Book, p. 23

Let's Celebrate! Explain to students the meaning of the word "holiday." Lead a discussion about each holiday. Discuss ways that each holiday is celebrated, such as, through a parade, a meal or a firework show. Discuss the different months in which these holidays are celebrated.

Activity

Have students identify each holiday on pages 46–49. Have students name as many of the images in the pictures as they can.

Partner Talk

Have students use page 23 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have children work in groups to act out different holidays. They can make simple props, such as drawings of Thanksgiving foods.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My favorite holiday is _____.

2. We celebrate _____ Day in February.

3. We celebrate _____ Day in May.

4. We celebrate _____ in July.

5. We eat turkey on _____.

Introduce Vocabulary

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

What's in the house? Explain to students that there are different types of homes. Discuss each type of home and the items that could be found in homes. Have students repeat the names of each item as they point to them. Have student talk about their own houses, or houses they've seen and liked.

Activity

Distribute copies of pages 50–53. Show students how to tape together pages 50 and 51. Have student cut out the furniture pieces, name them, and paste them into the rooms in the house. Make sure students keep the furniture grouped correctly (e.g., all bedroom furniture together). Students should also label or name aloud each room.

Partner Talk

Have students use pages 24–25 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Ask students to choose one room on page 25 from *My New Words Picture Word Book* and draw a picture of what the room looks like in their house. Then have them label their drawings.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I live in a _____.

2. I have a _____ in my bedroom.

3. I eat _____ in the kitchen.

4. I have a television in the _____.

5. I brush my teeth in the _____.

Introduce Vocabulary

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

Have a concert! 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. Have students guess the sounds each instrument plays. Model correct sounds as needed.

Activity

Distribute pages 54–55 for students to complete. Have students cut out their instrument cards, take one card and pretend they are in a school band concert. Have students act out how they can play their instruments.

Partner Talk

Have students use pages 26–27 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Ask students to choose one instrument from page 26 or 27 from *My New Words Picture Word Book* and act out how to play that instrument.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My favorite instrument is the _____.

2. You can hit a _____.

3. You can blow into a _____.

4. Two instruments that begin with a T are

_____ and _____.

Introduce Vocabulary

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

Have students point to each picture and repeat the name of each job. Explain to students that all jobs are important for our country. Invite students to talk about other jobs they know about.

Activity

After students have completed pages 56–58, have them label or name aloud each job. Then have student read and discuss the sentence frame they completed on page 58.

Partner Talk

Have students use pages 28–29 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students choose one job from pages 28–29 of *My New Words Picture Word Book* that they would like to be when they grow up. Have them explain why they want to do that job.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A _____ can cook.

2. A _____ delivers the mail.

3. A _____ paints.

4. A _____ puts out fires.

5. A _____ flies a plane.

Introduce Vocabulary

My New Words Picture Word Book, p. 30

What's in the kitchen? Review words with students as they point and repeat the name of each item. Explain to students that the "kitchen" is an important room in a home. Discuss other places where a "kitchen" can be found. Then invite students to talk about things people do in the kitchen, such as, wash dishes, eat, cook and set the table.

Activity

Copy pages 59 and 60 and tape them together. Place the cutouts from page 61 in a pile face down. Have students take turns drawing a cutout, saying its name, and placing it in the kitchen.

Variation: Distribute copies of pages 59–61 and have students work independently.

Partner Talk

Have students use pages 24–25 of *My New Words Picture Word Book* to complete the following sentences. Have students read to a partner.

Make Connections

Ask students to write 2–3 sentences using at least three words from page 30 from *My New Words Picture Word Book* about what they like to cook and eat in the kitchen.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The milk is in the _____.

2. I use a _____ and _____
to eat my food.

3. I eat soup in a _____.

4. I cook on the _____.

5. I wash dishes in a _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 31

Explain to students the purpose of a library. If your school has a library, discuss some of the items found in the school's library that are shown on page 31. Have students point to and repeat each key word with you. Discuss things that people do in a library, such as read a book or magazine, use the computer, and check out books.

Activity

Distribute copies of page 62. As students label each item, have them name it aloud. Then have them identify other items in the "library."

Partner Talk

Have students use page 31 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have each student draw a picture about his or her favorite story or book and write or say 2–3 sentences about it.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The _____ is full of books.
 2. The _____ can help me find books.
 3. I can use the _____ to look things up.
 4. Sometimes I like to read a _____ in the library.

Introduce Vocabulary

My New Words Picture Word Book, p. 32

Explain to students that we can use a scale to measure how heavy something is (in pounds) and a ruler or tape measure to measure how long or tall something is (in inches or feet). Have children compare measurements. For example, 4 feet is shorter than five feet.

Activity

Distribute copies of pages 63 and 64. Have students identify the scale and ruler on page 63 and what each measures. As a class, read each measurement on page 64. Guide students to paste each picture into the correct column on page 63.

Partner Talk

Have students use page 32 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Distribute rulers to pairs of students or small groups. Have students measure and record the lengths of classroom objects.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My pencil is about 6 _____ long.

2. I stand about _____ feet tall.

3. My teacher is about _____ feet tall.

4. A melon weighs about 2 _____.

5. A baseball bat is about 3 _____ long.

Introduce Vocabulary

My New Words Picture Word Book, p. 33

Explain the value of coins and bills. For example, *A nickel is equal to five pennies.* Ask questions such as, *How many quarters are in a dollar?* Lead a class discussion on this topic.

Activity

Distribute copies of pages 65–67. Model how to add a set of coins and bills. Students should name the coins or bills in each set and add up their value. Have students draw a line to match each price tag to the correct set of money. Discuss other coin or bill combinations that would total the same value.

Partner Talk

Have students use page 33 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students help you make a simple menu for a restaurant or a list of grocery store items with their prices. Ask students to tell what bills or coins would be needed to pay for each item.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A coin equal to 25 cents is a _____.

2. A coin equal to 10 cents is a _____.

3. The _____ is worth five dollars.

4. Two ten dollar bills is equal to a _____ dollar bill.

Introduce Vocabulary

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

Introduce students to the meaning of the word *Neighborhood*. Have students tell different places found in a neighborhood. Have students point to and repeat the names of the different places.

Activity

When students have completed pages 68–71, have them name aloud each neighborhood location. Then have students name other places in their own neighborhood, such as a public swimming pool, restaurants, and a playground.

Partner Talk

Have students use pages 34–35 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connection

Have students work in small groups to play “Guess the Place.” One group acts out being in a neighborhood place and other groups name that place. Groups switch roles and play again.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A neighborhood has many _____.

2. I go to the _____ to mail my letters.

3. I go to the _____ to check out books.

4. An ambulance goes to the _____.

5. I can buy a cake at the _____.

6. I can call the _____ to get help.

Introduce Vocabulary

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

Have students point to and count the amount of items next to each number. Invite students to count classroom items to practice counting 1–20. Have six line up as the other students call out “first, second,” and so on to identify the children in line.

Activity

Distribute copies of page 72. Have students count aloud the items in each box and fill in the blanks. Read each number and have students repeat.

Distribute copies of page 73. Instruct students to find and color the correct amount of each item listed. Have students count aloud how many of each item they found.

Partner Talk

Have students use pages 36–37 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students draw a picture of six children in line going to lunch or boarding a school bus and label the first person to the sixth.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. There are _____ apples.

2. There are _____ bagels.

3. There are _____ bananas.

4. I am the _____ in line.

5. After the second student is the _____.

Introduce Vocabulary

My New Words Picture Word Book, pp. 38–39

Explain to students the meaning of the word *opposite*. Review items on pages 38–39 and have students point to and repeat the names. Encourage students to identify how each opposite item is different through the use of descriptive words.

Activity

Have students cut the pictures from pages 74 and 75. Invite students to play in pairs a game called “Matching Opposites.”

Partner Talk

Have students use pages 38–39 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have partners draw pictures of opposites and label them. Have partners write or say aloud a short sentence describing how the items are opposites.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The opposite of big is _____.

2. The opposite of closed is _____.

3. The opposite of long is _____.

4. The opposite of cold is _____.

5. The opposite of on is _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 40

Encourage a discussion about parks and all the things that can be seen in a park. Have students point to and repeat the vocabulary. Have students share the color of the grass, bench, ducks, and other things in the park to engage in conversation about parks in the neighborhood.

Activity

Have students work in pairs or small groups. Distribute copies of pages 76–77. Invite them to color the pictures and cut out the cards on page 77. Have them place the cards in a pile, face down. Students should take turns picking a card and pointing to its matching image on page 76 while saying, *There is the _____*. Encourage students to name other items in the picture.

Partner Talk

Have students use page 40 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students draw a picture of a day when they went to the park and label as many things in the pictures as they can.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. There are ducks in the _____.

2. People run on a _____.

3. People sit on a _____.

4. You can put a blanket on the _____.

5. I like to go to the park to _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 41

Invite students to name items and activities that can be seen at a playground. Have students point to the different activities and repeat the vocabulary after you. Ask students to list some other items and activities they do at a playground. Engage in a class discussion as you list answers on the board.

Activities

Copy pages 78–81 and distribute a bingo card and 25 game markers (i.e., paper clips or pennies) to each student or team. Cut out the squares on page 81 and put them in a bag. The caller (you or a student) pulls out a bingo square and identifies the item. Each student or team should mark one square on their bingo card. When a student fills a row or column, he or she calls out, “Bingo!”

Variation: Have a different student be the caller each time a Bingo square is drawn.

Partner Talk

Have students use page 41 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 draw the school’s playground or a playground they have been to or would like to go to. Have them label the items and activities performed at the playground.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I like to play on the _____ at the playground.

2. A pail and shovel can be found in the _____.

3. She walks across a _____.

4. Children like to climb on the _____

_____.

5. You go up a _____ on the slide.

Introduce Vocabulary

My New Words Picture Word Book, p. 42

Review “Q words” with students. Introduce other Q words, such as *quick*, *quiet*, and *quarter*, and list them on the board. Encourage students to sound each word out to a partner.

Activity

Distribute copies of page 82. Have students look for the items listed and color them red. Encourage them to then name other Q words they learned that are not in the picture.

Partner Talk

Have students use page 42 of *My New Words Picture Word Book* to complete the sentence frames. Have students work with a partner and share their sentences with the class.

Make Connections

Have students act out any of the “Q words” they have learned and have partners guess the words.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Shhh! Please be _____.

2. I put a _____ on my bed. I cover up with

my _____ to stay warm.

3. The _____ is a lady with a crown.

4. I write a _____ at the end of a question.

Introduce Vocabulary

My New Words Picture Word Book, p. 43

Ask students what are some of their favorite restaurants. Ask what kind of foods they eat there. Have them describe some of the items they see on page 43 as they compare those items to a restaurant they have been to or would like to go to.

Activity

After students have completed pages 83–85, ask them questions, such as, *What did you color yellow? Where is the table?* Encourage students to point to and name as many items as they can.

Partner Talk

Have students use page 43 of *My New Words Picture Word Book* to complete the sentence frames with partners. Have partners read their completed sentences to the class.

Make Connections

Have students write or draw a menu of breakfast, lunch or dinner foods and role-play ordering in a restaurant.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I read the _____ and order food.

2. The waiter _____ the order.

3. Families can sit in a _____ at a restaurant.

4. You can sit on a _____ at the counter.

5. The chef _____ the food.

Introduce Vocabulary

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

Ask students to name some places that can be found in the school on page 44. Have students point to and repeat the names of places. Have students identify where these places are located in their own school. Identify the items in the classroom on page 45. Have children point to these items in their own classroom.

Activity

When students have completed page 86, have them count items in the picture by asking questions, such as, *How many students do you see? How many pencils are there?* Guide students to answer in complete sentences by using the sentence frame: *I see _____ in the classroom.*

Partner Talk

Have students refer to page 44 of *My New Words Picture Word Book* to complete the sentence frames on their own. They can read the completed sentences to a partner.

Make Connections

Have students draw their classroom and label a minimum of 5 items.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I eat lunch in the _____.

2. I go to the _____ if I get sick at school.

3. I do my classwork in the _____.

4. I walk with my friends in the school's _____ everyday.

5. Two things in my classroom are a _____

and _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 46

Introduce the meaning of the word “shape” to students. Have students compare the different shapes on page 46 and the shapes of other items found in the classroom. For example, the circle has no corners, the triangle has 3 sides and so on.

Activity

After students complete pages 87 and 88, have them name the shape they used to complete each picture. Then elicit the name of the item that each completed picture shows.

Partner Talk

Have students refer to page 46 of *My New Words Picture Word Book* to complete the sentence frames on their own. Partners can read completed sentences to each other and compare answers.

Make Connections

Have students use the shapes they’ve learned to draw—such as, two squares side-by-side could be a board; on top of each other, two squares could be a window; and so on.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. A _____ has 4 sides.

2. A _____ has 3 sides.

3. The shape of a coin is called a _____.

4. A _____ has more sides than a square.

5. The shape of a slice of pizza is closest to

a _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 46

Introduce the vocabulary in the middle and bottom of the page 46 and have students describe other objects in the room using the words *big, bigger, biggest, small, smaller* and *smallest*.

Activity

Guide students to complete pages 89 and 90. Read aloud the sentences on page 89 and have students repeat after you. Have students read aloud the sentence on page 90 based on their drawings.

Partner Talk

Have students use page 46 of *My New Words Picture Word Book* for key vocabulary to complete sentence frames on their own. Have partners read the completed sentences to each other and compare answers.

Make Connections

Have students draw 2 classroom items and compare their size using the words *bigger* and *smaller*.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My desk is _____ than my teacher's desk.
 2. My school's gym is _____ than my classroom.
 3. The biggest thing in the classroom is _____.
 4. The smallest thing in the classroom is _____.
 5. In the classroom, the _____ is
bigger than the _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 47

Explain to students the meaning and purpose of “signs.” Have students point to each type of sign on page 47 and tell where they have seen it and what it means. Ask them what they must do when they see a sign that says, “do not walk.” Demonstrate.

Activities

Distribute copies of pages 91 and 92. Have students cut out the words on page 92 and the signs on page 91. Have children work in pairs to match the words to the signs.

Partner Talk

Have students refer to *My New Words Picture Word Book*, page 47 to complete the sentence frames on their own. Have them read the completed sentences to a partner.

Make Connections

Have students draw “walk” and “do not walk” signs and act out drivers and walkers at an intersection. Ask two children to hold up signs to control children who represent drivers in cars and people who are crossing at the intersection.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. The sign _____ means that I cannot cross the road.

2. There is a _____ sign near my school.

3. I wait for the _____ sign to cross the road.

4. Cars must stop at the _____ sign.

5. A sign with a downward arrow means _____.

Introduce Vocabulary

My New Words Picture Word Book, pp. 48–49

Explain to students that a “verb” is an action word. Ask students to describe what each person is doing in the illustrations. Encourage students to say each action and then to act it out.

Activity

Distribute copies of pages 93 and 94 for students to complete. Have students practice any form of the verb in their sentence, such as *We walked to school this morning*. Provide help with verb tenses as needed.

Partner Talk

Have children use pages 48–49 of *My New Words Picture Word Book* to complete the sentence frames with a partner. Have partners read completed sentences to the class.

Make Connections

Have children play charades, using the “Things We Do” words. In small groups, one child acts out a word while others try to guess the word. Each child should get a chance to act out a word.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I _____ lunch every day.

2. I like to _____ books.

3. I _____ to school.

4. I _____ in my chair in the classroom.

5. On the weekends, I like to _____.

Introduce Vocabulary

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

Introduce students to each type of transportation according to the three categories on pages 50–51. Have students repeat the name of each type of transportation. Ask the question, “What is your favorite way to travel?”

Activity

Distribute copies of pages 95 and 96. Invite student to color the pictures. Have student cut out the vehicles and paste them on the background. Guide students to complete this sentence frame orally for each vehicle: *The _____ is in/on the _____.*

Partner Talk

Have students refer to pages 50–51 of *My New Words Picture Word Book* to complete the sentence frames on their own. Have students read completed sentences to a partner.

Make Connections

Have partners tell each other how they might like to travel someday with their family to see different parts of the state or country. Provide a sentence frame: *I'm going to Puerto Rico with my family.*

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. Two types of land transportation are _____

and _____.

2. Two types of air transportation are _____

and _____.

3. Two types of water transportation are _____

and _____.

4. A _____ is a type of
transportation used by schools.

Introduce Vocabulary

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

Discuss with students that many states make up the United States. Have students locate some of these states by pointing to them as you call them out, including the state where they live. Discuss locations of these states, such as, which state is surrounded by water (Hawaii), which states are along the West Coast, which are along the East Coast, and so on. Point out Washington, D.C. as our country's capital city.

Activity

Distribute copies of the map on pages 97 and 98 for students to complete. Call out each state, one at a time, and have a student point to it and repeat its name. Invite students to discuss interesting things they know about a state or states.

Partner Talk

Have students refer to pages 52–53 of *My New Words Picture Word Book* to complete the sentence frames with a partner. Have partners read completed sentences to the class.

Make Connections

Have students draw the state they live in and write or say several facts they know or like about the state.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. North Carolina is located in between _____

and _____.

2. One state that starts with the letter C

is _____.

3. One southern state is _____.

4. Two states that are not connected to other states are

_____ and _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 54

Discuss with students the different vegetables on page 54, their shapes, colors, sizes, and so on. Engage students in a classroom discussion of their favorite vegetables, how they like to eat those vegetables, the types of vegetables their family members like to eat, and so on.

Activity

Have students color and label each vegetable on page 99. Students may also share the types of foods in which they eat these vegetables. For example, *My sandwich has onions and peppers.*

Partner Talk

Have students use page 54 of *My New Words Picture Word Book* to complete the sentence frames on their own. Have children read completed sentences to a partner.

Make Connections

Have students draw a menu for meals with the vegetables they learned about.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. My favorite vegetable is _____.

2. The vegetable that is red is a _____.

3. I like _____ more than _____.

4. A vegetable that is green is a _____.

5. A vegetable that is orange is a _____.

Introduce Vocabulary

My New Words Picture Word Book, p. 55

Explain to students the meaning of the word *weather* (what the air is like at any place or time). Have students point to and repeat after you the types of weather on page 55. Ask students what their favorite type of weather is. Ask students to list the type of clothing they wear when it is rainy, cloudy, snowy and sunny.

Activity

Have students complete page 100. Invite students to talk about yesterday and today's weather. For example, *Yesterday it was cloudy, and today it is rainy*. Then have students label the clothes on page 101 and explain their answers.

Partner Talk

Have students use page 55 of *My New Words Picture Word Book* to complete the sentence frames on their own. Have students read completed sentences to a partner.

Make Connections

Have students draw a picture of themselves dressed for their favorite weather and label the clothing items they wear.

Extension Have students track the weather for a month and record it on the calendar grid on page 9. Have them draw a sun, a cloud, snowflakes, or rain.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. I wear a raincoat on _____ days.

2. Trees, cars and roads are covered with snow on a

_____ day.

3. It is usually dark or grey outside on a

_____ day.

4. I like to play outside on a _____ day.

5. It is wet outside on a _____ day.

Introduce Vocabulary

My New Words Picture Word Book, p. 56

Discuss the different items on page 56 with students. Explain to them the purpose of these items, where they can be found, and so on. Ask students if they are familiar with any of these items. If so, have them share their experience.

Activity

Have students look for and color the items listed on page 102. Once students have found and colored all the items, say the name of each item and have students repeat after you.

Partner Talk

Have students refer to page 56 of *My New Words Picture Word Book* to complete the sentence frames on their own. Have children read the completed sentences to their partners.

Make Connections

Have students draw an item that begins with X, Y, or Z and label the item.

Partner Talk Sentence Frames

Work with a partner. Complete the sentences.

1. An animal that begins with Y is a _____.

2. A toy that begins with Y is a _____.

3. An animal that begins with Z is a _____.

4. A _____ is used to play music.