

## License, Please

### Understanding

1. Dave stops his car because he sees flashing red lights; a police officer wants him to stop.
2. A headlight needs to be fixed.
3. The officer asks to see his driver's license.
4. Dave has to pay a fine because he did not have his driver's license with him.
5. The fine is \$185.00.

### Supplement

**Vocabulary Cloze Paragraph:** Dave is driving home after working the night **shift** when he notices **flashing** lights coming up behind him. The lights are red. It's a police car. Dave pulls over to the right side of the road.

The officer tells Dave, "You have a **headlight** out. It needs to be **fixed**." He asks to see Dave's driver's **license**. Dave checks his **wallet**. Oh, no! He left his driver's license at home. He tells the officer the problem.

The officer says, "It is the law to have your license with you when you are driving." Dave will have to pay a **fine** for not having his license with him! He will have to pay almost two hundred dollars! Dave **sighs**. He is disappointed that he forgot his license. He promises to keep his license with him all the time from now on.

### Fill in the Blank

1. headlight
2. fixed
3. flashing
4. wallet
5. shift
6. sighs
7. fine
8. license

### Language

1. left
2. fine
3. right
4. left
5. fine
6. fine, right
7. write
8. fine

### Speaking

1. Dave is driving home at night after work.
2. A police car drives up behind Dave.
3. He wants to see Dave's driver's license.
4. He left it at home.
5. The fine is \$185.
6. From now on, Dave will have his driver's license with him.

### Assessment

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

## Silverware

### Understanding

1. Fresh fruit, crackers, cookies, and string cheese are all finger foods.
2. Knives, forks and spoons are silverware.
3. Lul uses her knife to cut fish and meat. She also uses it to spread butter on bread.
4. Lul uses a fork to eat things like meat, rice, pasta, French toast, and eggs.
5. Lul uses her spoon to stir foods like oatmeal and to eat foods like soup and ice cream.

### Supplement

**Vocabulary Cloze Paragraph:** Lul eats some foods with her fingers. Foods like fresh fruit, crackers, cookies, and **string cheese** are finger foods. Lul likes finger foods.

Lul eats some foods with a knife, a fork, and a spoon. She uses **silverware** to eat foods like soup, eggs, and **pie**.

When Lul wants to **stir** his **oatmeal** in the morning, she uses a spoon. She eats **sauce**, soup, and ice cream with a spoon, too.

When Lul wants to eat meat, rice, and pasta, she uses a fork. She eats French toast and eggs with a fork too.

Lul also uses a knife to eat some foods. She uses a knife to **cut** up meat and fish before she eats them. When she wants to have bread with butter, she uses a knife to **spread** butter on the bread.

Lul likes to eat! She likes to eat with silverware and with her fingers.

### Fill in the Blank

1. silverware
2. spread
3. oatmeal
4. sauce
5. pie
6. string cheese
7. stir
8. cut

### Language

1. how to
2. learning how
3. to learn how to
4. learned how to
5. is learning how
6. will learn how to
7. are learning how to

### Speaking

1. Examples of finger foods are fresh fruit, crackers, cookies, and string cheese.
2. Silverware means a knife, fork, and spoon.
3. People use silverware to eat soup, eggs, and pie.
4. Lul uses a knife to eat fish and meat.
5. Lul uses a fork to eat meat, rice, pasta, French toast, and eggs.
6. Lul uses a spoon to eat oatmeal, sauce, soup, and ice cream.

### Assessment

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

## Walking at Work

### Understanding

1. Todd spends most of his workday sitting at his desk.
2. In order to be healthy, Todd walks as much as he can during his workday.
3. Todd needs to bring a letter to the copy center.
4. Todd walks during his breaks and lunch hour.
5. Rick wants to walk with Todd during lunch.

### Supplement

**Vocabulary Cloze Paragraph:** Todd wants to be **healthy**, so he tries to walk at work. He has a **desk job**, though, so he is sitting at his desk for most of the workday. When he has **breaks** for coffee or lunch, he walks. He uses the **stairs** instead of the elevator. Today Todd walks up three **floors** to the **copy center**, where Rick works. Rick notices Todd **come up** the stairs. Rick wonders why Todd doesn't take the elevator. Todd tells Rick about walking at work. Rick says, "Can I walk with you at lunch?" Rick wants to be healthy too.

### Fill in the Blank

1. floors
2. come up
3. copy center
4. breaks
5. desk job
6. healthy
7. stairs

### Language

1. walk
2. think
3. spends
4. has
5. feels
6. has
7. works

### Speaking

1. He has a desk job.
2. He walks on his breaks and lunch hour and uses the stairs.
3. He brings a letter to the copy center.
4. The copy center is three floors up from Todd's office.
5. Rick works at the copy center.
6. Rick wants to walk to feel better (be healthy).

### Assessment

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

## Getting to Work

### Understanding

1. Lul is a clerk in a store.
2. The store is four miles from Lul's home.
3. Lul can't drive to work because she doesn't have a car.
4. Lul will ride the city bus.
5. It will cost Lul two dollars to ride the bus to work.

### Supplement

**Vocabulary Cloze Paragraph:** Lul has a new job as a **clerk** in a store. She has a problem. The store is four miles from her home. She cannot drive to work because she does not **own** a car. Four miles is too far to walk to work too. She asks her friend to drive her, but her friend cannot drive her to work every day **either**. Lul thinks about taking the bus. She calls the city bus **service**. She finds out there is a bus **stop** two **blocks** from her home. The **cost** of each bus ride is two dollars. She will include the four dollars per workday into her monthly **budget**. Lul is glad she has a **plan** for getting to her new job now.

### Fill in the Blank

1. budget
2. own
3. service
4. blocks
5. either
6. plan
7. clerk
8. stop
9. cost

### Language

1. You do not drive a truck.
2. Lyda does not have a baby.
3. The children do not like to eat salad.
4. She does not work six days a week.
5. We do not own two homes.
6. He does not get a new car every year.
7. Henry and I do not want to go to the movie.

### Speaking

1. Lul is a clerk in a store.
2. The store is four miles from Lul's house.
3. Lul can't walk because it is too far.
4. Lul asks her friend to drive.
5. Lul's plan is she will ride the bus.
6. The bus will cost \$4 to ride every workday.

### Assessment

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

## Goals

### Understanding

1. Eve sets a goal to start jogging because she wants to feel better and have more energy.
2. Eve jogs at the park.
3. The first time, Eve jogs to the first park bench.
4. After six weeks pass, Eve can jog three lengths of the park.
5. Eve's new goal for the end of the summer is to participate in a 5K run.

### Supplement

**Vocabulary Cloze Paragraph:** Eve wanted to feel better. She made a **goal**. She started **jogging**. Now Eve **runs** in the park. She jogs to the first **park bench**. She jogs to the second one too. She runs from one end of the park to the other, the whole **length** of the park. A month goes by. Then another two weeks **pass**. Eve **sets** new goals. She jogs two lengths and then three lengths of the park. At the end of the summer, there will be a **5K** run. A race! Running in the race is Eve's new goal.

### Fill in the Blank

1. pass
2. sets
3. runs
4. park bench
5. jogging
6. 5K
7. goal
8. length

### Language

1. jogs
2. sets
3. goes
4. returns
5. decides
6. thinks

### Speaking

1. Eve starts jogging because she wants to feel better.
2. She jogs to the first park bench.
3. She jogs from one park bench to the next.
4. After six weeks, she jogs three lengths of the park.
5. She could jog so far because she sets small goals.
6. She wants to jog in a 5K run.

### Assessment

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

## Should Ben Be at Work?

### Understanding

1. Ben is a cook in a cafe.
2. Ben has a bad cold.
3. Steve, a waiter, thinks Ben should go home because Ben is spreading his cold germs everywhere.
4. Ben came to work sick because he needs a paycheck in order to pay his bills.
5. Ben will rest at home.

### Supplement

**Vocabulary Cloze Paragraph:** Ben is a cook in a **café**. While Ben is working, he **coughs** and **sneezes** because he has a cold. He is getting a lunch **order** ready, but he is sick.

Ben's coworker Steve says, "Ben, you should go home. You are sick. You're **spreading** germs."

Ben agrees. He says, "I don't feel good, but I need to work."

Steve answers, "I understand, but it is better to stay home when you are sick."

Ben does not want to spread **germs** to the customers while he **prepares** their food. He knows that **working** while being sick is not healthy. He says, "I'll go home and rest." Ben tells the head cook, Sam, that he is going home.

### Fill in the Blank

1. prepares
2. sneezes
3. working
4. café
5. germs
6. coughs
7. order
8. spreading

### Language

1. are working
2. are coming
3. am leaving
4. is sneezing
5. is preparing
6. are spreading
7. is coughing

### Speaking

1. He is a cook at a café.
2. He is coughing and sneezing.
3. A waiter named Steve talks to Ben about going home.
4. Ben should go home because he is sick.
5. Ben came to work because he needs to make money.
6. He decides to go home.
7. He tells the head cook that he is going home.

### Assessment

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

## Fresh Fish for Lunch

### Understanding

1. Tim and his dad are going fishing.
2. They fish at a lake.
3. They talk and tell jokes while they wait for the fish to bite.
4. They use worms for bait.
5. They had hot dogs for lunch because they didn't catch any fish.

### Supplement

**Vocabulary Cloze Paragraph:** When Tim and his father go fishing, they plan to catch **fresh** fish for lunch. First, they try fishing from the **shore**. They stand close to the water. They put **bait** on the hooks on their fishing lines. Then they **cast** their fishing lines out into the water. While they wait for a **bite**, they talk. They tell **jokes**. They have fun, but they don't catch any fish. Tim and his father decide to fish from the **dock**. They put bait on their hooks again. They cast their fishing lines into the water again. They wait again. By now, it is time for lunch. They have no fish! They go to a **café** and eat there. They eat **hot dogs**. Maybe they will catch some fish for dinner.

### Fill in the Blank

1. dock
2. bite
3. fresh
4. cast
5. café
6. bait
7. jokes
8. shore
9. hot dogs

### Language

1. after/before/on/for
2. on, with
3. after
4. on
5. in
6. with
7. before

### Speaking

1. Tim and his father plan to spend the day fishing.
2. They first fish from the shore.
3. They put bait on their hooks.
4. The weather is sunny and warm.
5. They talk, tell jokes, and eat a snack.
6. Next, they fish from the dock.
7. They eat hot dogs because they didn't catch any fish.

### Assessment

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

## Relaxing at the Park

### Understanding

1. Beth had a busy week at work.
2. Beth likes the park because it is quiet there, and she won't think of work.
3. Beth packs bread, cheese, grapes, and carrots for lunch.
4. First, Beth eats her lunch.
5. Beth feels refreshed as she leaves the park.

### Supplement

**Vocabulary Cloze Paragraph:** Beth had a **busy** week at work. She wants to **relax** at the park. It is **quiet** there, so she will not think about work. She makes a sack lunch to bring to the park. She puts cheese, bread, carrots, and grapes in a brown **sack**. She also brings her lawn chair and a book.

Beth finds a quiet place near the pond. She **takes in** deep **breaths**. The air is **fresh** and clean. She feels the grass with her **bare** feet. She eats her lunch and reads her book.

When it is time to go, Beth **gathers** her book, her chair, and her bag. She feels refreshed from her relaxing time at the park.

### Fill in the Blank

1. quiet
2. sack
3. gathers
4. takes in
5. busy
6. bare
7. relax
8. fresh
9. breaths

### Language

1. to take
2. going
3. to fill out
4. to relax
5. making
6. having
7. to buy

### Speaking

1. Beth wants to relax because it has been a busy week at work.
2. She likes to go to the park because it is quiet there.
3. She brings a sack lunch, a lawn chair, and a book.
4. She eats her lunch and reads her book.
5. When it is time to go home, she gathers her things.
6. She feels refreshed.

### Assessment

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



## Paid to Work

### Understanding

1. Sheng is a clerk at a store.
2. She greets people with a smile.
3. She talks with her friends for only a short time.
4. Sheng's boss warned her not to talk with friends much while at work.
5. Sheng could lose her job if she talks with friends too much while at work.

### Supplement

**Vocabulary Cloze Paragraph:** Sheng likes her job. She is a **clerk** in a store. As a cashier, she does many things at work. She smiles when she **greet**s customers. She **scan**s the products over the scanner and **take**s their money. She puts the money in the **till**. She tells them to have a nice day when they leave.

Sheng is friends with her coworkers. She likes to talk with them, and sometimes her friends want to talk longer. Sheng knows that her boss **pay**s her to work, not to talk to her friends **while** working. In fact, her boss **warn**ed her last week about talking too much with her friends. Sheng will be careful about when and how long she talks with her coworkers. Break time is a good time to talk with friends at work.

### Fill in the Blank

1. till
2. pays
3. clerk
4. while
5. takes
6. scans
7. greets
8. warned

### Language

1. puts
2. warns
3. talked
4. is
5. liked
6. said
7. pays

### Speaking

1. Sheng is a clerk in a store.
2. She scans things and takes people's money.
3. She smiles and says hi.
4. She asks to see them after work.
5. He warned her that he pays her to do her job, not to talk to her friends.
6. She wants to keep her job.

### Assessment

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

## Spring

### Understanding

1. A nest is a bird's home. Often made of twigs, grass and mud, it's the place birds lay eggs and raise their young.
2. Some signs of spring are new grass, new flowers, new leaves, spring rains, warmer weather, longer periods of daylight, smell of fresh earth and air, and birds that have returned from their winter homes.
3. Sue loves to hear the chirping of birds.
4. April has spring rains. April showers bring May flowers.
5. Shed means b. – To take off.

### Supplement

**Vocabulary Cloze Paragraph:** Spring is the season after winter when new life begins growing again. The air is fresh and new. Nature **awakes** from sleep and new leaves **bud** on the trees. Sue's favorite season is spring. She likes to go outside when the grass **appears** after the long winter. She likes to listen to the **chirping** of the birds as they return from their homes in the south. She looks up in the trees near her house and tries to **spot** a nest.

Sue especially like spring because she enjoys the flowers that **sprout** in her garden. When it rains in the spring, the earth comes alive. New **tulips** grow and bring color to her backyard.

In spring, the hours of daylight are longer than in winter. The weather becomes warmer. Sue **sheds** her winter coat and wears a spring jacket. She can put away her scarves and gloves. Sue will enjoy the warm spring days before the heat of summer comes.

### Fill in the Blank

1. spot
2. awakes
3. sprout/bud
4. appears
5. chirping
6. tulips
7. sheds
8. sprout/bud

### Language

1. to visit
2. mowing
3. to get
4. going
5. making
6. to apply
7. driving

### Speaking

1. There is new grass and new leaves in the spring.
2. They return from their winter homes and build nests.
3. Some of the first flowers are tulips.
4. April showers bring May flowers.
5. In the spring, the days grow longer and the nights shorter.
6. She sheds her coat and packs away her gloves and scarves.

### Assessment

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

## Rummage Sale Time

### Understanding

1. Beth's sons need summer clothes.
2. They have outgrown their old ones.
3. Beth plans to buy summer clothes at rummage sales.
4. Beth buys shorts, T-shirts, and shoes for her sons.
5. Beth spends twenty dollars total – ten dollars on each child.

### Supplement

**Vocabulary Cloze Paragraph:** Beth likes to shop at neighborhood **rummage sales** to find clothes for her children. They grow so fast! Her sons **have grown** a lot over the winter. Now they need clothes for the summer. Rummage sales are great places to find **good deals** for used clothing. Beth looks for rummage sales in the classified section of the newspaper. She finds many sales nearby this Friday. She goes to several sales. She **finds** summer clothes and shoes for **each** of her sons. Beth likes rummage sales because the **prices** are cheaper than buying new clothes in stores. Her sons will need more clothes again in the fall. Then she will go to rummage sales again because the price is **right** for gently used jackets and coats.

### Fill in the Blank

1. each
2. rummage sales
3. have grown
4. right
5. good deals
6. finds
7. prices

### Language

1. has gone/has been
2. has been
3. have learned
4. has found
5. have grown
6. has had
7. has gone

### Speaking

1. It is warm, and it is time for shorts and T-shirts.
2. She needs to buy summer clothes for her sons.
3. She looks in the newspaper.
4. She goes to six sales.
5. She buys shorts, T-shirts, and shoes for both sons.
6. She spends \$20 total.

### Assessment

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

## Dogs – Friend or Foe?

### Understanding

1. Dogs can be friendly and kind, but they can also be very unfriendly and mean.
2. A dog is likely to bite if it is teased, hurt or scared.
3. Never bother a dog that is eating or sleeping; never scare or hurt dogs; stay away from unfamiliar dogs.
4. Answers will vary concerning why one of the three statements listed in #3 are good rules to follow.
5. Answers will vary: young children are curious; they may not know the rules about how to behave around dogs; the dog may not like the way children are “playing” with him/her; etc.
6. Chase means to run after, or go after something quickly.

### Supplement

**Vocabulary Cloze Paragraph:** Dogs can be friendly, especially if they are family **pets** and they know the people around them, but dogs might **bite** someone if they are **teased** by someone they know or don’t know. Dogs that are usually friendly may bite if they feel scared.

There are rules that people can follow to **avoid** being bitten. Don’t **bother** a dog that is sleeping or eating. That will annoy the dog. Don’t try to hurt or scare a dog. Stay away from dogs that you don’t know. If a dog is **unfamiliar** with you, it may be more willing to bite. If you are walking and a dog follows you, don’t run. The dog might **chase** after you, which you don’t want. Stop walking, look into the dog’s eyes, and say, “Stop!” Don’t ever **kick** at the dog or use your arms and hands to get the dog to go away. Walk away slowly. The dog will probably lose interest and leave you alone.

### Fill in the Blank

1. kick
2. pets
3. teased
4. avoid
5. unfamiliar
6. chase
7. bother
8. bite

**Language:** Answers will vary.

### Speaking

1. Dogs might bite because they are teased, hurt, or scared.
2. Young children are most likely to be bitten because (answers will vary).
3. I should not bother a dog that is eating or sleeping.
4. If a dog is unfamiliar, I should stay away.
5. If a dog follows me, I should stop walking, look into the eyes of the dog, and say STOP.
6. If a dog follows me, I should not run away.

### Assessment

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

## Raising a Good Reader

### Understanding

1. Daily means happening or done every day.
2. Rosa and Juan model reading by reading the newspaper, reading letters and bills, and by reading magazines.
3. Rosa reads rhyming books to her son.
4. Juan makes reading fun by making animal sounds and car noises. He also changes the volume of his voice. Sometimes he is loud, and sometimes he is soft.
5. Words that rhyme include truck and stuck, goat and boat, sled and red, fox and box.

### Supplement

**Vocabulary Cloze Paragraph:** Juan and Rosa want their son Marco to grow up to be a good reader and a person who enjoys reading. They **model** reading every day. Marco sees his parents read **bills**, letters, newspapers, and magazines **daily**. Juan and Rosa read many types of books to Marco.

Juan reads books about animals and makes the animal **sounds** when he reads. He makes his voice loud and **soft**. Marco likes dad's reading.

Rosa reads rhyming books to Marco. Marco learns to hear and say words that **rhyme**. Knowing how to rhyme words is a **valuable** skill that can help Marco when he learns to read books by himself. Marco likes mom's reading too.

Juan and Rosa both make reading fun for Marco. Marco will become a good reader!

### Fill in the Blank

1. valuable
2. soft
3. sounds
4. model
5. bills
6. rhyme
7. daily

### Language

1. she
2. them
3. He
4. me
5. her
6. We
7. Us
8. me

### Speaking

1. Juan and Rosa read daily at home.
2. He sees his parents read newspapers, letters, bills, and magazines.
3. Juan makes reading fun by making sounds and changing his voice.
4. Rosa reads rhyming books to Marco.
5. A valuable reading skill is being able to rhyme words.
6. Some words that rhyme are truck and stuck, goat and boat, sled and red, and fox and box.

### Assessment

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

## Looking for a Job

### Understanding

1. Sam is looking for a job.
2. Sam wants to work at a store.
3. Juan looked for jobs in the local newspaper and stores, at the public library, and at the Workforce Center.
4. The Workforce Center is a place that helps people find jobs.
5. Juan found a job.

### Supplement

**Vocabulary Cloze Paragraph:** Do you need a job? There are many places to **look for** a job. Sam’s friend Juan found a job, but he looked for a job in many places before he found it. First, Juan looked at **advertisements** in the newspaper. The **local** newspaper for their town has many ads for jobs. Then Juan went to the **public** library. The **library** offered many resources. Juan asked for help from the librarian. He checked online at the computers for public use.

Juan also went to the mall and other stores. He looked for signs that said “Help Wanted.” He asked storeowners about job openings.

Sometimes people get jobs through their friends. Juan’s friends told him about job openings at their workplaces.

Finally, Juan visited the **workforce center**. A counselor there told him about a job and helped him to apply for it. Juan got the job! He tells his friend Sam about all of the places he looked for a job. He hopes Sam will **find** a job soon.

### Fill in the Blank

1. look for/find
2. public
3. workforce center
4. look for/find
5. library
6. local
7. advertisements

### Language

1. thought about
2. searched for
3. looked for/searched for
4. talked to
5. waited for
6. asked about
7. found out

### Speaking

1. Sam wants to find a job.
2. Juan found a job.
3. Juan looked at the local newspaper, the public library, and the Workforce Center.
4. The store puts “Help Wanted” signs in the window.
5. A workforce center is a place where people want to help someone find a job.
6. He hopes Sam will find a job.

### Assessment

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

## Taking a Message

### Understanding

1. Don's boss told him how to take a message.
2. It's important that Don gets the message right because telephone orders are a big part of the shop's sales.
3. The 4 "W" questions are who, what, when, and where.
4. Receive means to get.
5. The flowers will be delivered to 106 First Street.
6. Roses were ordered.

### Supplement

**Vocabulary Cloze Paragraph** Don's job involves many different **tasks**. He has to answer the phone at the flower shop. He has to take **messages** about the flowers that people want to order. He has to write down the phone **orders** and answer who, what, when, and where.

Don takes an order from Phil Brown who wants to **send** his wife six red roses today. Don writes down Phil's address. He checks with Phil to make sure he has all the information correct. "The flowers go to Mrs. Brown. She will **receive** six red roses today," Don **replies**. He is **polite** on the phone and kind to the customers. He does a good job. He writes down everything necessary to make the order **complete**. Don's boss is happy with his work.

### Fill in the Blank

1. send
2. tasks/orders
3. complete
4. tasks/orders
5. polite
6. messages
7. replies
8. receive

### Language

1. What do all of the servers wear?
2. How does Raymond get to work every day? What does Raymond ride to work every day?
3. Who works in Appleton?
4. Why is Donna's boss happy with her work?
5. Who goes to school in Roseville?
6. How does Nasro get to work?
7. When do we walk to school?
8. Where does the package go?

### Speaking

1. Don works at a flower shop.
2. He takes telephone orders.
3. The four "W" questions are who, what, when, where.
4. He wants to send his wife six red roses.
5. Phil lives at 106 First Street.
6. He did a good job because he listened and was polite.

### Assessment

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

## Mom Makes Learning Fun

### Understanding

1. Kay and Zoe count four forks.
2. They spell the word fork.
3. The letters stick to the fridge because they are magnets.
4. Zoe says the colors blue and red.
5. Learning is fun for Zoe.

### Supplement

**Vocabulary Cloze Paragraph** Kay teaches her daughter Zoe new things every day. She wants Zoe to know that **learning** can be fun. They practice saying numbers **out loud**. Kay **counts** with Zoe while they **set the table** for lunch. They also practice letters. Kay's set of letters are **magnets** that **stick** to the refrigerator. Kay helps Zoe learn how to spell words. She shows Zoe each letter and says the letter before she puts it back on the **fridge**. Zoe learns at bath time too. They talk about the colors of their clothes so Zoe will learn all of the colors. Zoe learns about numbers, letters, and colors **throughout** the day. Kay will teach her more things tomorrow too.

### Fill in the Blank

1. learning
2. stick
3. fridge
4. out loud
5. magnets
6. set the table
7. throughout
8. counts

### Speaking

1. They count forks.
2. The letters stick because they are magnets.
3. She wants Zoe to learn the letters.
4. She is teaching Zoe about colors.
5. They practice counting, spelling, and other things.

### Language

1. The family sat down to eat while Aunt Peggy was bringing in the turkey.
2. Everyone yelled, "Surprise!" as Madeline entered the house.
3. While the students took a coffee break, the teachers had a short meeting.
4. Joe set the table while Stella was giving her baby a bath.
5. As he watched video clips on his tablet, Timmy kicked the back of my car seat.
6. While we waited in line for tickets, the movie was already starting.

### Assessment

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



## A Baby Shower

### Understanding

1. Sun gets a note in the mail.
2. A baby shower is a party for a new baby.
3. The shower is for Paige (and her expected baby).
4. Sun says that she is glad to come to the party and says, "I'll see you there," to Paige.
5. Sun may give Paige baby clothes, toys, books, or bath things.

### Supplement

**Vocabulary Cloze Paragraph:** Sun receives a **note** in the mail. It's an invitation for a **baby shower** for her coworker Paige who will have a baby soon.

Sun talks to Paige about the baby shower. Paige tells Sun that the baby shower is a party before the baby is born. It's a time for friends to talk and play games. They will eat good food too. Paige will open **gifts** for the baby.

Sun says she will be **glad** to come to the baby shower. She asks what kind of **item** she should bring as a gift.

Paige tells her to **bring** something for the baby like clothes or toys. She can bring something for the baby's bath time or books to read later.

Sun thanks Paige for the **hints**. She is excited to attend her first baby shower.

### Fill in the Blank

1. hints
2. bring
3. note
4. glad
5. gifts
6. item
7. baby shower

### Language

1. who
2. that
3. that
4. that
5. who
6. who
7. that

### Speaking

1. Sun opens a note.
2. Sun's coworker Paige will have a baby soon.
3. At a baby shower, friends visit, play games, and eat good food.
4. Gifts people give are clothes, toys, books, or bath things.
5. Yes, she will go to the baby shower.

### Assessment

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

## Step by Step

### Understanding

1. Pam has passed four of the GED tests.
2. Pam's last test is the writing test.
3. She is dreading it. She does not think she will do well on it.
4. Pam will learn the steps of brainstorming, writing, and revising.
5. Practice means doing something again and again in order to become better at it.

### Supplement

**Vocabulary Cloze Paragraph** Pam has a fear of writing. She doesn't think she can write very well, but she has to write an essay for one of the **GED tests**. She has passed most of the tests. The test with the writing on it is the one she has **dreaded** the most. Pam wants to **practice** her writing skills before she takes the test.

She goes to a writing class for help. The teacher tells the class that she knows they may be afraid of writing an **essay**. She says, "Writing is a **process**." The teacher will help the students to follow three steps to **overcome** their fear of writing and improve their writing **skills** or abilities. Pam learns the steps. The first step is to **brainstorm**. The second step is to write. The third step is to **revise** and correct mistakes. The teacher will help them practice the three steps so they will be better prepared to write an essay.

Pam remembers the three steps. She is not as afraid to write as she used to be.

### Fill in the Blank

1. overcome
2. process
3. GED tests
4. practice
5. brainstorm
6. dreaded
7. skills
8. essays
9. revise

### Language

1. did not want/didn't want
2. do not like/don't like
3. do not watch/don't watch
4. did not practice/didn't practice
5. do not go/don't go
6. do not take/don't take
7. did not bring/didn't bring

### Speaking

1. She does not like to write.
2. She wants to pass her last GED test.
3. They will write essays.
4. The three steps are to brainstorm, write, and revise.
5. She is not so afraid.

### Assessment

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

## Time Off from Work

### Understanding

1. Greg will be gone for two days.
2. Greg asks his boss if he can take some time off of work.
3. Greg looks at the schedule to find someone to work for him – someone who is not already working on the days he is gone.
4. Meg can work for Greg.
5. Enjoy means to have a good time.

### Supplement

**Vocabulary Cloze Paragraph:** Greg wants to go out of town for two days. He asks his boss for the time off. His boss says it is all right, but he tells Greg to find someone to **take his place** at work. Greg checks the **schedule** on the wall. He sees that Meg does not work during those two days. Greg writes Meg a note and asks her to work for him. He **leaves** her the note at work.

The next day, Greg goes to work. Now Meg left him a **note**. Meg will work for Greg. Greg tells his boss that Meg will work for him **while** he is out of town. He feels **relief** because he can **enjoy** his vacation.

### Fill in the Blank

1. leaves
2. while
3. take his place
4. schedule
5. note
6. enjoy
7. relief

### Language

1. for him
2. for me
3. for work
4. for them
5. for three days
6. for money
7. for five minutes

### Speaking

1. He will be gone for two days.
2. Greg talks to his boss about missing work.
3. Greg checks the schedule because he must find someone to work for him who isn't already working.
4. He asks her to work for him.
5. She agrees to work for him.
6. He feels relief because he can enjoy his time off.

### Assessment

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

## Home Alone After School

### Understanding

1. School starts in one week.
2. Beth is twelve years old.
3. Mom gives Beth a key to their house.
4. Mom and Beth create the rules together.
5. The rules are Beth will call her mom at work as soon as she gets home from school; Beth will have no friends at their home until Mom is home; and Beth will have her homework done by 6:00 p.m.

### Supplement

**Vocabulary Cloze Paragraph:** Beth is in sixth grade. She's twelve. Her mother thinks that she is **responsible** enough to stay home **alone** after school. Beth and her mother talk about their **plans** for after school. Beth's mother gives her a house key. Beth finds the **perfect** place for the key in her backpack so she doesn't lose it.

They talk about some after school **rules**. They **create** three rules. The first rule is that Beth must call her mother at work **as soon as** she gets home from school. The second rule is that Beth will not have friends over until her mother gets home. The third rule is that Beth will do her homework after school and have it **done** by 6:00 p.m. Beth's mother asks Beth if the rules are okay. Beth says they are. She is excited to stay home alone after school.

### Fill in the Blank

1. as soon as
2. plans
3. responsible
4. rules
5. done
6. create
7. perfect
8. alone

### Speaking

1. She is twelve years old.
2. In one week, school starts.
3. She thinks Beth is responsible enough to stay home.
4. There are three rules.
5. Beth needs to have her homework done by 6:00 p.m.
6. Beth's mother asks, "Will this plan work?"

### Language

1. We offer skim milk, soy milk, almond milk, and cashew milk.
2. There are branches of the school in Boise, Idaho; Cheyenne, Wyoming; and Rapid City, South Dakota.
3. Mary went to the store; Barb went to the mall.
4. The students are from Buenos Aires, Argentina; Santiago, Chile; Lima, Peru; and Quito, Ecuador.
5. She likes milk; however, she cannot drink it.
6. The boys want to play baseball; the girls want to play basketball.
7. Ava's favorite holiday is Christmas; Yan's is Chinese New Year.

### Assessment

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

## Fingerprints on the Wall

### Understanding

1. A little boy made the fingerprints.
2. His hands were busy and small.
3. Fingerprints were on the wall, door, hall, the child's face, his clothes, and his hair.
4. Hands got washed.
5. The fingerprint pictures on the walls did not get washed.

### Supplement

**Vocabulary Cloze Paragraph:** Little children are small and **busy**. Sometimes they get messy when they play. One little boy makes paintings on the wall. He uses his own **fingerprints** to make pictures. He puts his prints on everything—his hair, his face, his clothes, and the wall. His eyes **sparkle** with joy at what he makes. The boy tells his mother with **delight**, "I made a picture for you." He takes her hand **shyly** and pulls her toward the hall. The boy **shows** her the pictures. They smile at the mess he made. His mother doesn't mind because he had fun. She does not wash the walls today. She will wash the walls **another** day.

### Fill in the Blank

1. sparkle
2. another
3. delight
4. shows
5. fingerprints
6. busy
7. shyly

**Language:** Answers will vary.

### Speaking

1. A little boy is putting his hands and fingers on the walls.
2. A little boy's hands are busy and small.
3. The fingerprints are on the wall, on the door, in the hall, on his face, on his clothes, and in his hair.
4. The little boy says, "I made for you a picture."
5. She smiles at the boy.
6. She will wash the walls on another day.

### Assessment

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