



INSIDE

LANGUAGE • LITERACY • CONTENT



Reading, Writing & Language



INSIDE

LANGUAGE • LITERACY • CONTENT

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Contents at a Glance

Unit	Vocabulary	Language & Grammar		Reading		Writing
		Function	Grammar	Phonics/Decoding	Comprehension	
1	Personal Information Communication Words	Exchange Greetings and Good-byes Give Information Use the Telephone	Pronouns Present Tense Verbs (<i>am, are, is</i>) Statements and Exclamations	Short <i>a</i> , Short <i>o</i>	Sequence	E-mail
2	Colors, Shapes, and Sizes Foods	Express Likes Describe	Action Verbs Negative Sentences	Short <i>i</i> , Short <i>u</i> , <i>ch</i> , and <i>tch</i>	Steps in a Process Classify	How-To Card
3	Tools and Careers	Give Information Ask and Answer Questions	Present Tense Verbs Yes-or-No Questions <i>Who? What? Where?</i> and <i>When?</i> Questions	Short <i>e</i> , <i>sh</i> , <i>ck</i> , and Double Consonants	Details	Interview
4	Cardinal Numbers Ordinal Numbers	Ask Questions Give Information Express Needs	Negative Sentences Contractions with <i>Not</i>	Blends and Digraphs	Problems and Solutions Details	Fact Sheet
5	Location Words Neighborhood Words	Ask for and Give Information	Regular Past Tense Verbs Statements with <i>There is</i> and <i>There are</i> Contractions	Word Patterns and Multisyllabic Words	Details	Journal Page
6	Family Rooms in a House Household Objects	Give Information Ask and Answer Questions	Present Tense Verbs (<i>have</i> and <i>has</i>) Plural Nouns	Long Vowels (<i>a, i, o, u</i>)	Main Idea and Details	Family Description
7	Landforms and Transportation Weather and Clothing	Give and Carry Out Commands Describe Places Give Information	Verbs: <i>Can</i> Capitalization: Proper Nouns	Long Vowels (<i>ai, ay, ee, ea, oa, ow</i>)	Classify	Travel Guide
8	Feelings	Describe Actions Express Feelings	Past Tense Verbs: <i>Was</i> and <i>Were</i> Negative Sentences Contractions with <i>Not</i> Possessive Nouns	Verb Ending (<i>-ed</i>)	Cause and Effect	Memory Story
9	Country Words	Ask and Answer Questions Describe People	Present Progressive Verbs Phrases with <i>Like to</i> and <i>Want to</i>	Verb Ending (<i>-ing</i>)	Classify	Blog



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We gratefully acknowledge the many contributions of the following dedicated educators in creating a program that is not only pedagogically sound, but also appealing to and motivating for middle school students.

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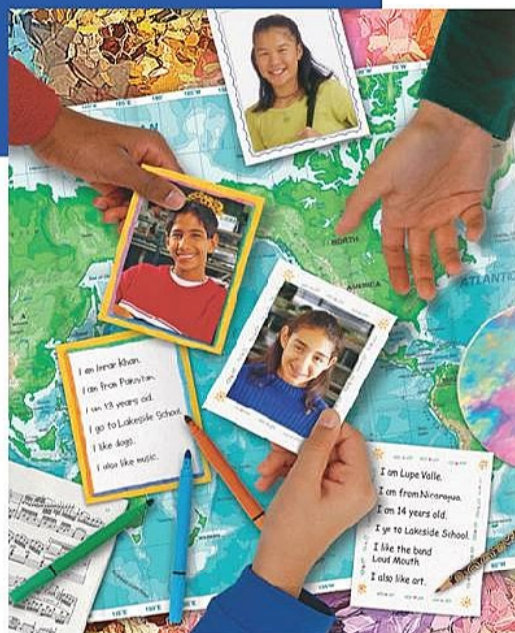
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Unit 1

Glad to Meet You!

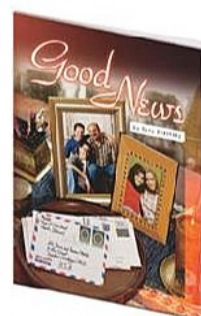


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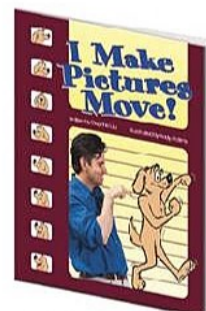


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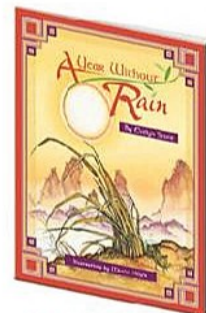
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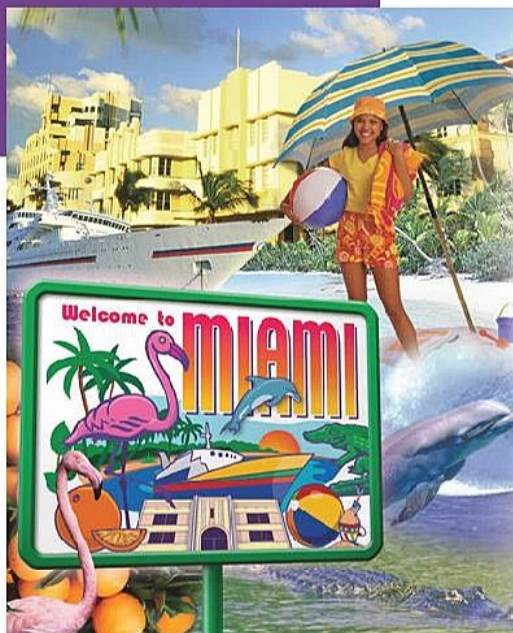
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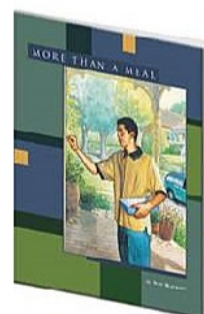
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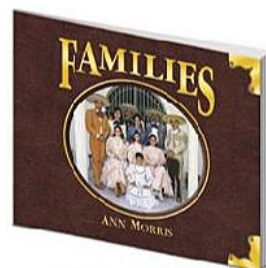


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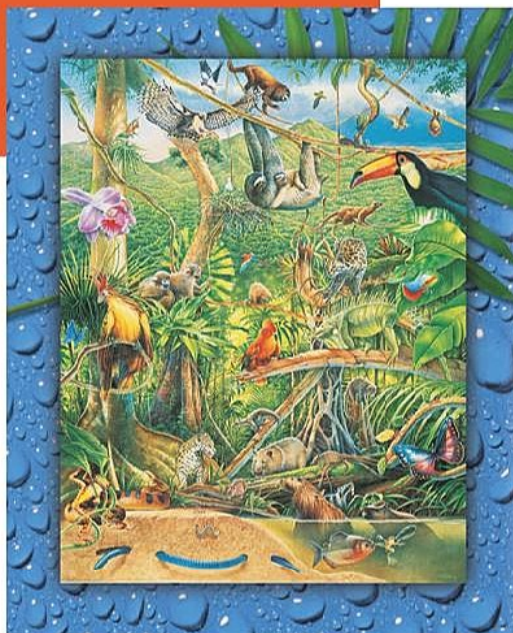
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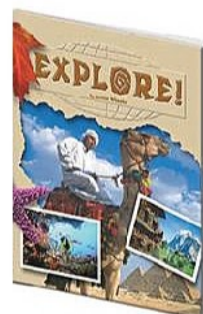


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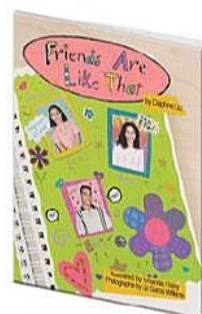


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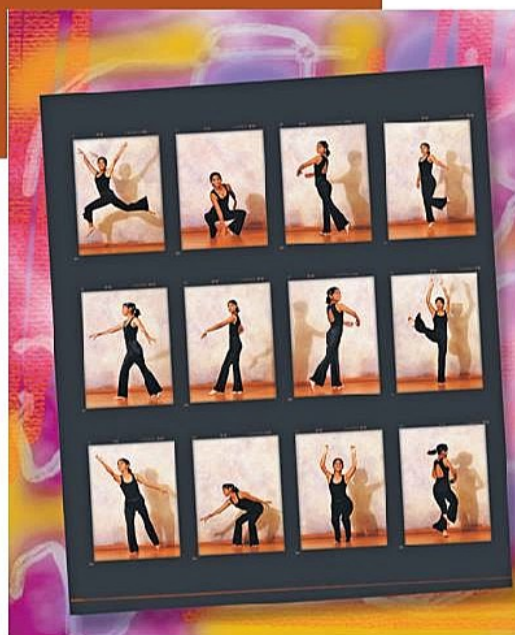
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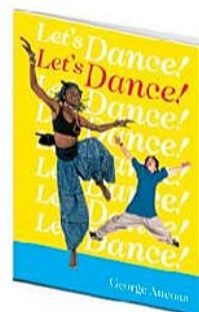


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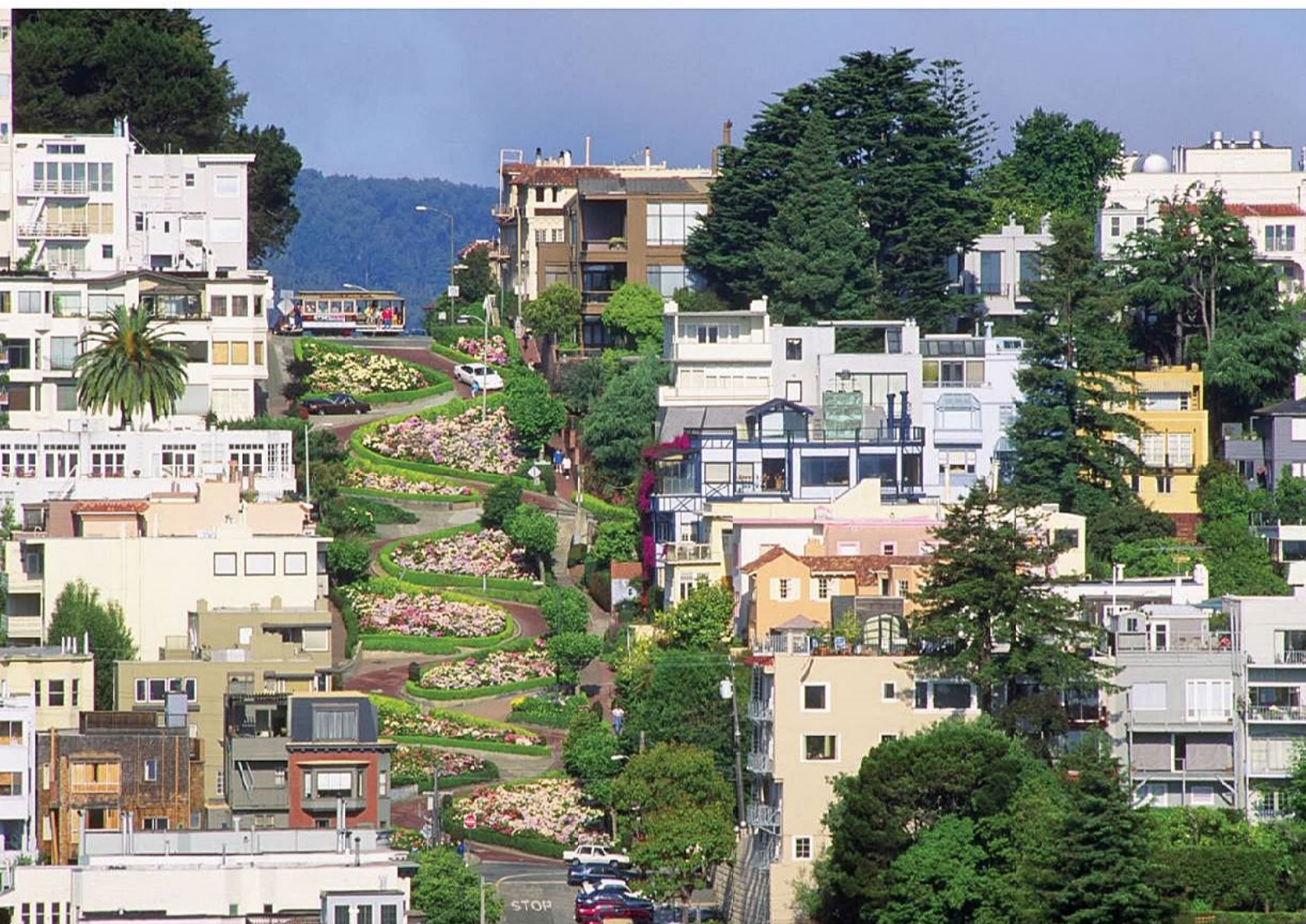
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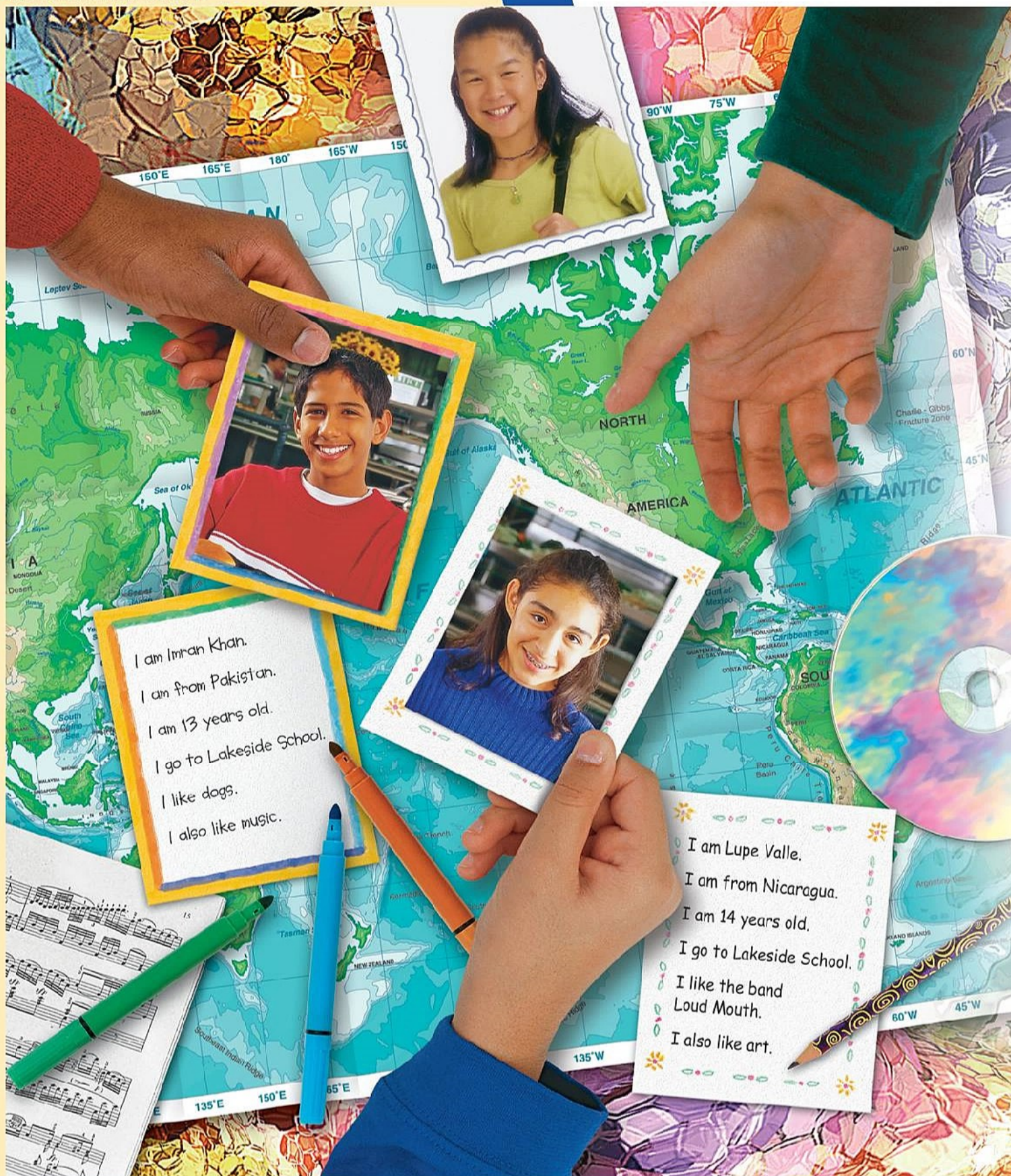
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Everyone can make new
friends at a new school.



Glad to Meet You!

Make a card about yourself.

Put your photo on one side.

Write about yourself on the other side.

Trade cards with a classmate.

Tell your class about the card.

In This Unit

▶ **Language Development**

▶ **Language and Literacy**

▶ **Language and Content**
Mathematics

▶ **Writing Project** 

Vocabulary

- Personal Information
- Communication
- Key Vocabulary

Language Functions

- Exchange Greetings and Good-byes
- Give Information
- Use the Telephone

Grammar

- Pronouns
- Present Tense Verbs

Reading

- Short a, Short o
- High Frequency Words
- Comprehension: Identify Sequence
- Text Features: Photos and Captions

Writing

- E-mail

Nice to Meet You

► Language: Exchange Greetings and Good-byes

Listen and chant.  CD



Pronouns

A pronoun is a word that can take the place of a noun in a sentence.

Use **I** to talk about yourself.

I am fine.

Use **you** when you talk to someone else.

Are you fine?

Use **we** to talk about yourself and someone else.

We are fine.

EXPRESS YOURSELF ► EXCHANGE GREETINGS AND GOOD-BYES

1. Work with a partner. Say the chant and act it out. Add your names to the first 2 lines.

EXAMPLE 1. Hello, Juan.
Hi, Nikolai.

2.-4. Work with a partner. Take turns saying the sentences below. Fill in the blanks as you speak.

EXAMPLE 2. I am Nikolai.

2. I am ____.

3. You are ____.

4. We are ____.

They Are Friends

Pronouns

When you talk about other people or things, use the correct **pronoun**.



For a girl or a woman, use *she*. For a boy or man, use *he*.

Today **she** is 14 years old.

He is a great friend.

For a thing, use *it*.

It is a birthday cake.

Use *they* to talk about more than one person or thing.

They are ready to eat!

BUILD SENTENCES

Say each sentence. Add the correct pronoun.

EXAMPLE 1. He is 12 years old.

1.



_____ is 12 years old.

2.



_____ is from Nicaragua.

3.



_____ are friends.

4.



They eat soup.
_____ is hot.

5.



They share a sandwich.
_____ is big.

6.



Here are 2 bottles of milk.
_____ are for the friends.

WRITE SENTENCES



7.-10. Write 4 sentences to tell about this picture.

Use *He is*, *She is*, *It is*, and *They are*.

EXAMPLE 7. He is Imran.



We Are Friends

► Present Tense Verbs: *Am* and *Are*

Use the verbs **am** and **are** correctly.



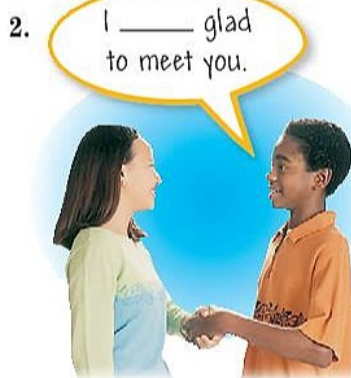
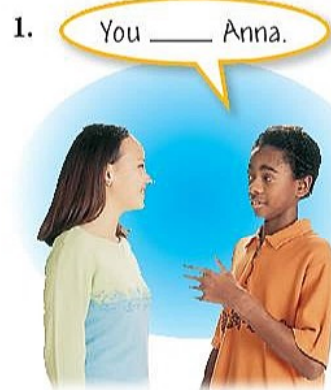
Pronoun	Verb	Example
I	am	I am Ron.
you	are	You are Juan.
we	are	We are friends.

BUILD SENTENCES

Look at each picture below. Add the correct verb.

Say the new sentence.

EXAMPLE 1. You are Anna.



WRITE SENTENCES



4.-9. Work with a partner. Write 6 sentences.

Tell about yourself, your partner, and both of you. Use *I am*, *You are*, and *We are*.

EXAMPLE 4. I am 13 years old.

They Are Ready for Class

► Present Tense Verbs: *Is* and *Are*

Use the verbs **is** and **are** correctly.



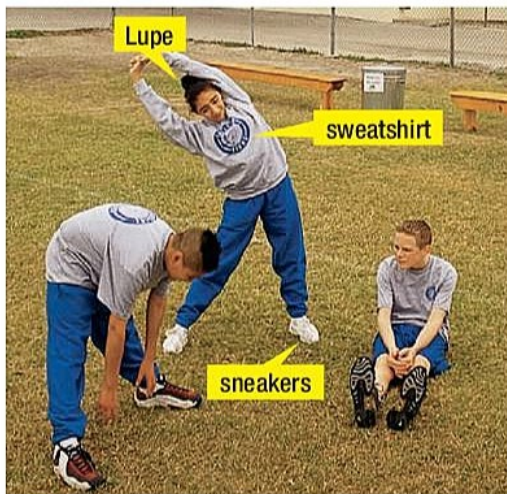
Pronoun	Verb	Example
he she it	is	He is on the steps. She is in front of the door. It is closed.
they	are	They are ready for class.

BUILD SENTENCES

Look at each sentence below. Add the correct verb.

Say the new sentence.

EXAMPLE 1. Lupe is in P.E. class.



1. Lupe ____ in P.E. class.
2. She wears sneakers. They ____ white.
3. She wears a sweatshirt. It ____ gray.



4. Now Lupe ____ in the cafeteria.
5. Juan ____ at the table.
6. They ____ ready for lunch.

WRITE SENTENCES

7.-9. Where are your friends now? Write 3 sentences about them. Use *is* and *are*.

EXAMPLE 7. Juan is in the gym.

Fill In an Order Form

- Vocabulary: Personal Information
- Language: Give Information

Two people want to buy some things. Read each order form.

Show your school spirit. Buy these things now!

Lakeside School Gear



A. School Mouse Pad

Colors:

blue white tan

Price: \$4.00



B. School Bag

Colors:

blue white tan

Price: \$12.00



C. School T-shirt

Colors:

blue white tan

Sizes: S, M, L, XL

Price: \$15.00

SPECIAL!
2 for \$28.00



D. School Cap

Colors:

blue white tan

Price: \$8.00



E. Box of Pens

6 in a box

Colors:

blue red black

Price: \$3.00



F. School Sweatshirt

Colors:

blue gray tan

Sizes: S, M, L, XL

Price: \$30.00

Order Form

Lakeside School Gear

Name: Moylin Yee
 Address: 7694 Culver Street
 City: Chicago State: IL
 Zip code: 60617
 Telephone number: (773) 555-9731
 Item: T-shirt
 How many? 1 Size: M Color: blue
 Price: \$15.00

Order Form

Lakeside School Gear

Name: Lupe Valle
 Address: 276 Maple Street
 City: Chicago State: IL
 Zip code: 60617
 Telephone number: (773) 555-9664
 Item: cap
 How many? 1 Size: Color: blue
 Price: \$8.00

ORAL LANGUAGE PRACTICE ► GIVE INFORMATION

1.-2. Who's talking? CD

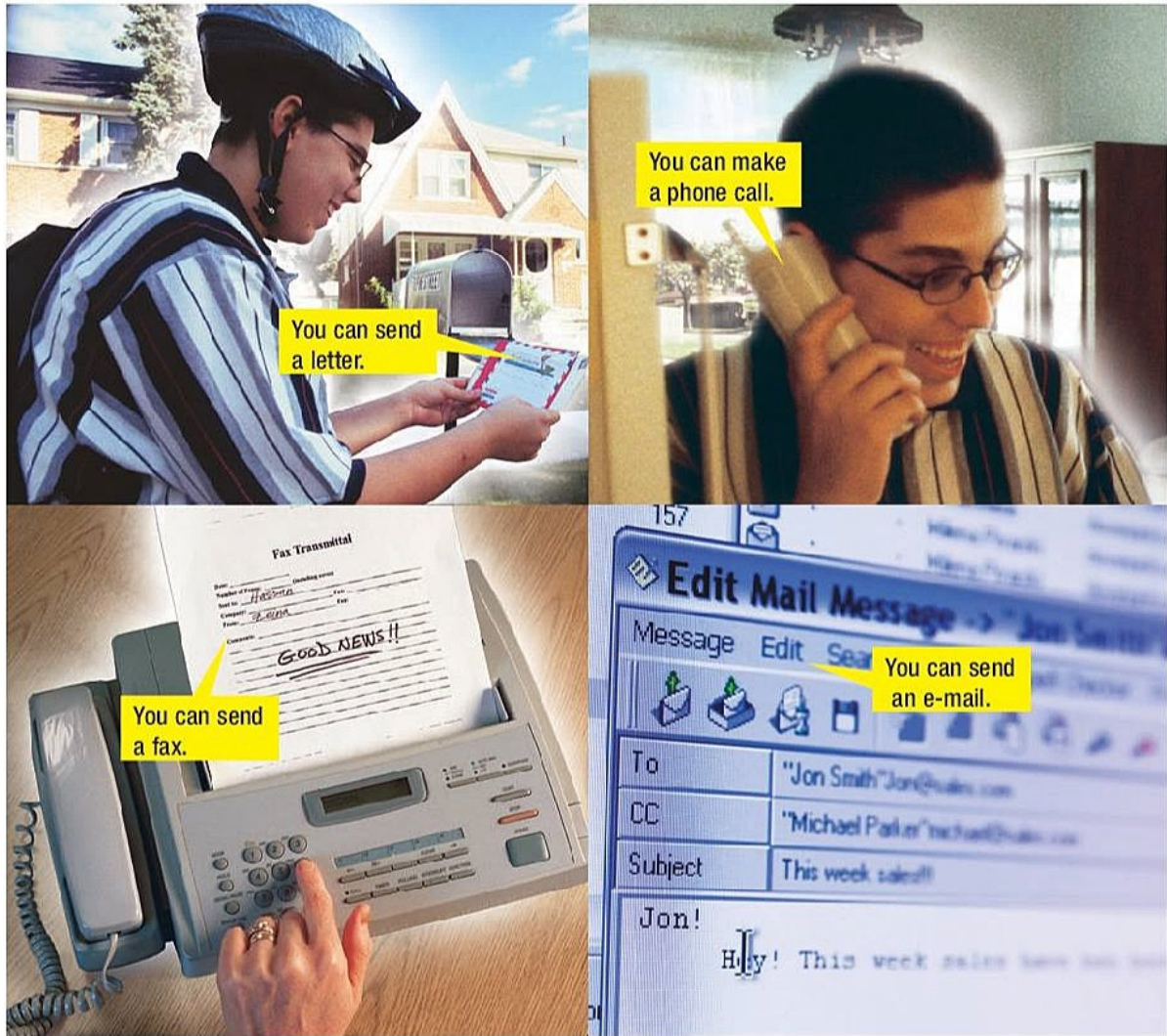
Listen. Point to the correct order form. Tell the name of the person.

WRITTEN PRACTICE

3. Choose an item from the catalog. Make an order form and write down your order. Tell a partner about the item you want. Then have your partner tell about the item he or she wants.

How Can You Communicate?

- Vocabulary: Communication
- Language: Use the Telephone



ORAL LANGUAGE PRACTICE ► USE THE TELEPHONE

1. You want to order a school T-shirt. How can you do it?

Act out a phone call with a partner.

EXAMPLE 1. Euching: Hello, Mariana. This is Euching.
 Mariana: Hello, Euching.
 Euching: How can I get a school T-shirt?
 Mariana: Send a fax to the school.
 Euching: I don't have a fax machine.
 Mariana: Then just call on the phone.

Euching: How much is a school T-shirt?
 Mariana: It is \$15.00.
 Euching: Thanks.
 Mariana: You're welcome. Bye!
 Euching: See you tomorrow.

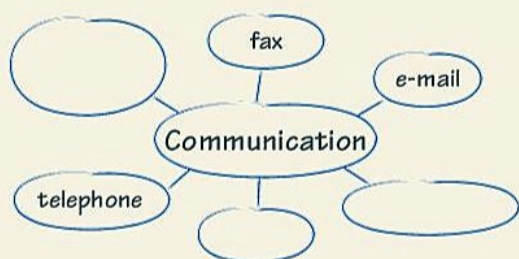
Listen and Read Along

FOCUS ON GENRE

Realistic Fiction Realistic fiction is a story that is not true but could happen in real life. This story is about how people can communicate.

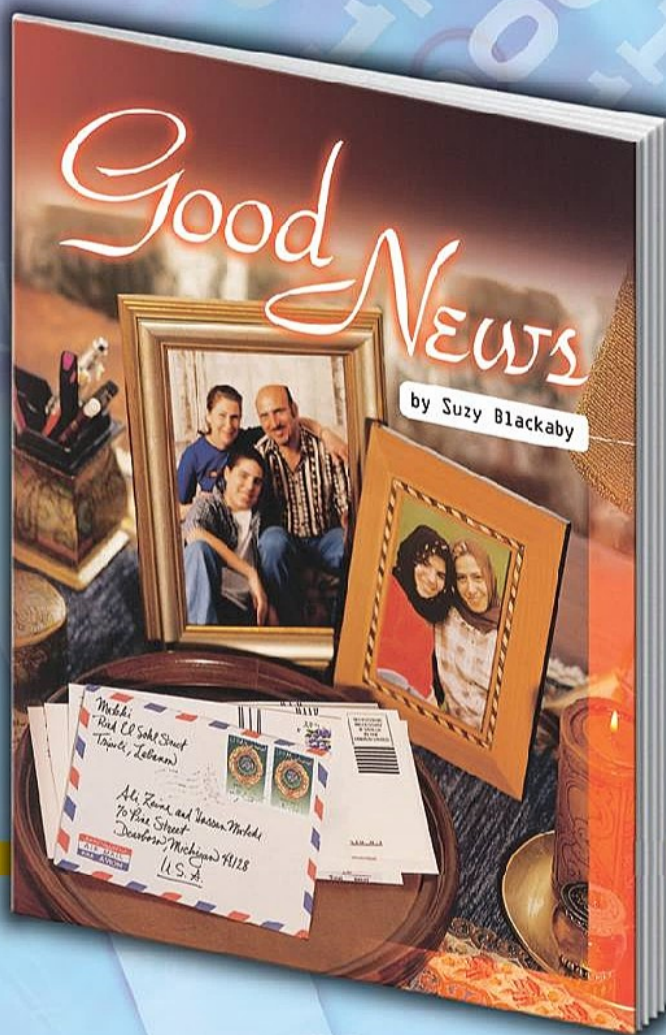
FOCUS ON VOCABULARY

Communication Words You have been learning words like the ones below. Use these words as you talk about *Good News*. Collect more words to put in the web.



THEME BOOK

Read this realistic fiction about how people communicate.



Machines like the phone and the computer have made it easier to communicate with people who live far away.

Think About *Good News*

IDENTIFY SEQUENCE

Make a sequence chain for *Good News*.

Follow these steps.

- 1 Think about the story. Who got the good news first? Draw a box and write the name.

Ali

- 2 How did he get the news? Write your answer in the box.

Ali – letter

- 3 Draw boxes to show who got the news next. Tell how the news came: by e-mail, fax, or phone.

Ali – letter



- 4 Use your sequence chain to tell the story to a friend.

High Frequency Words

REVIEW HIGH FREQUENCY WORDS

Read the words aloud. Which word goes in the sentence?

- | | | |
|------|--------|----------------------------|
| soon | school | 1. The girls are at ____. |
| The | They | 2. ____ eat lunch. |
| has | help | 3. She ____ a lot of food. |



▲ The girls eat lunch together.

LEARN NEW WORDS

Study these words. Say them as whole words when you read.

- | | |
|-------|--|
| from | I am from Russia. |
| home | My home is now in Detroit. |
| new | I have a new school, too. |
| go | I will go to school with my friend Rob. |
| there | My school schedule is there on the table. |

PRACTICE

Where does each new word fit in the chart?

Say the word and spell it.

EXAMPLE 4.

from
f-r-o-m

What to Look For	Word
4. starts with fr	— — — —
5. means "where you live"	— — — —
6. starts with th	— — — — —
7. rhymes with no	— —
8. is the opposite of old	— — —

Write each new word on a card. Work with a partner to put the words in alphabetical order.

EXAMPLE

from

go

How to Learn a New Word

- Look at the word.
- Listen to the word.
- Listen to the word in a sentence. What does it mean?
- Say the word.
- Spell the word.
- Say the word again.

More High Frequency Words

REVIEW HIGH FREQUENCY WORDS

Read the words aloud. Which word goes in the sentence?

- | | | |
|-----|------|------------------------------|
| The | I | 1. _____ am going to school. |
| is | this | 2. Where _____ my bag? |
| You | Here | 3. _____ it is! |

LEARN NEW WORDS

Study these words. Say them as whole words when you read.

- | | |
|-------|---|
| many | I have many different classes! |
| first | First I have English class. |
| next | Next I have science class. |
| then | Then I have lunch. |
| one | I have only one class with Rob—math. |

PRACTICE

Where does each new word fit in the chart?
Say the word and spell it.

EXAMPLE 4.

then
t-h-e-n

What to Look For	Word
4. ends with n	_____
5. ends with y	_____
6. is the opposite of last	_____
7. starts with n	_____
8. means "1"	_____

Write each new word on a card. Work with a partner to put the words in alphabetical order.


EXAMPLE

first

many

Reading and Spelling

► Short a, Short o

Listen and learn.  CD

On the Map

Where are you on the map?

Say it. Then snap!

Where in the world is your spot?

Mark it with a dot.

Just say it. Then snap!

Say it. Then snap!

Where are you on the map?

CONNECT SOUNDS AND LETTERS

What sound does each letter make?



map



bag



jog



dot

READING STRATEGY

Follow these steps to read a word.

- 1 Point to the first spelling.
Say the sound.

sad



- 2 Point to the second spelling.
Say the sound.

sad



- 3 Point to the last spelling.
Say the sound.

sad



- 4 Now blend all the sounds together to say the word.
Say the word again.
What is it?

s + a + d = sad

I blend 3 sounds
to say **sad**.

READING PRACTICE

Blend the sounds to read these words.

1. job 2. at 3. gas 4. mom 5. mad 6. pot

Use what you learned to read the sentences.

7. What a bad day!
8. First I drop a new pot.
9. Then my mom is mad at me.
10. Next the van has no gas.
11. I go to my job.
12. At last, I go home!

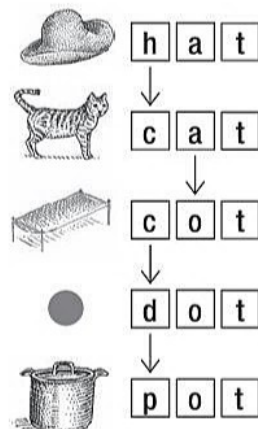
SPELLING PRACTICE

13.–16. Now write the sentences that your teacher reads.

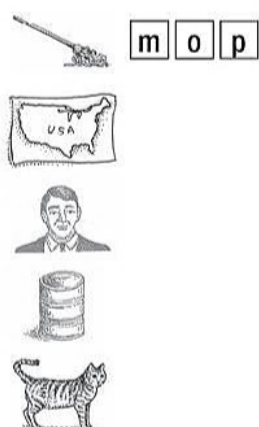
WORD WORK

Look at the first picture. Then read the word. Use letter cards to make a new word for the next picture. Change just 1 letter each time.

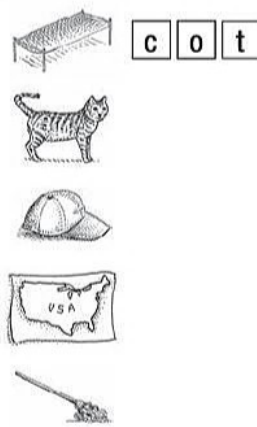
EXAMPLE



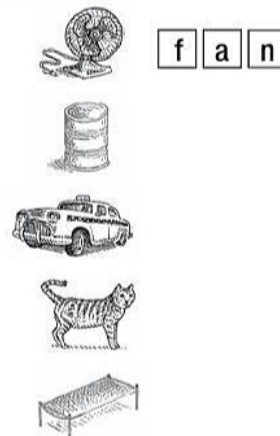
17.



18.



19.



Read on Your Own

FOCUS ON GENRE

Realistic Fiction Realistic fiction is a story that is not true. Events in the story could happen in real life, but they did not.

FOCUS ON WORDS

Short *a* and Short *o* When you read and come to a word you don't know, blend the sounds together to read it. You just learned about words with short *a* and short *o*.



map



dot



High Frequency Words Say these words as whole words when you read.

from
new
there
first
then

home
go
many
next
one

New at School



This is Lupe.



Lupe is new at Lakeside School.
First she has science lab with Pat and Ron.
Pat helps Lupe.
They have many things to do.
Next they have P.E. class.
They go from one class to the next.
Pat and Lupe go fast. Ron does not go fast.
He has a cold and has to stop!
Then Pat, Lupe, and Ron go to lunch.
They have a lot of hot soup there.
At last it is time to go home.
Lupe is glad to have 2 new friends!

Think About "New at School"

CHECK YOUR UNDERSTANDING

Tell the story to your partner. Use the words and pictures.



First



Next



Then



Last

She Likes School a Lot

► Statements and Exclamations

A statement tells something. It ends with a period. An exclamation shows strong feelings. It ends with an exclamation mark.



This sentence tells something. It ends with a **period**.

Pizza is a new food for Lupe.

This sentence shows a strong feeling. It ends with an **exclamation mark**.

She likes it a lot!

All sentences start with a **capital letter**.

She wants to eat pizza every day.

STUDY SENTENCES

Look at the story on pages 16–17. Answer these questions.

EXAMPLE 1. The first sentence ends with a period.

1. What does the first sentence end with?
2. What does the last sentence end with?
3. How many words are in the fifth sentence?
4. How many words are in the sixth sentence?
5. Does each sentence start with a capital letter?

WRITE SENTENCES



Listen.  CD Write these sentences correctly.

EXAMPLE 6. Lupe likes science lab.

6. Lupe likes science lab
7. she likes to study
8. the class has a test tomorrow
9. Lupe will do well
10. she also likes P.E. class
11. her teacher is Ms. Sampson
12. they run a lot
13. Lupe is fast
14. she likes soccer and football
15. Lupe likes school a lot

Success in Mathematics

► Learn About Math Problems

Basic Operations

ADDITION

plus sign
 $17 + 14 = 31$ sum
 equals sign

▲ Say:

- Seventeen plus fourteen equals thirty-one.
- Seventeen and fourteen is thirty-one.

SUBTRACTION

minus sign

$$\begin{array}{r} 23 \\ - 9 \\ \hline 14 \end{array}$$
 difference

▲ Say:

- Twenty-three minus nine is fourteen.
- The difference between nine and twenty-three is fourteen.

MULTIPLICATION

times sign or multiplication sign

$$\begin{array}{r} 25 \\ \times 3 \\ \hline 75 \end{array}$$
 product

▲ Say:

- Twenty-five times three equals seventy-five.
- Twenty-five multiplied by three is seventy-five.

DIVISION

quotient
 $39 \div 3 = 13$ division sign

$$\begin{array}{r} 13 \\ 3 \overline{)39} \\ \underline{-3} \\ 09 \\ \underline{-9} \\ 0 \end{array}$$

▲ Say:

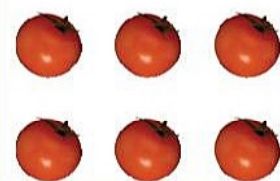
- Thirty-nine divided by three is thirteen.
- Three into thirty-nine is thirteen.

Solve each problem. Then read it aloud.

Add, Subtract, Multiply, and Divide

EXAMPLE

$2 \times 3 = 6$



▲ Say:

Two times three equals six.

1
$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

2 $38 + 6 = \underline{\quad}$

3
$$\begin{array}{r} 92 \\ - 49 \\ \hline \end{array}$$

4 $88 - 29 = \underline{\quad}$

5
$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

6 $12 \times 3 = \underline{\quad}$

7 $12 \overline{)96}$

8 $99 \div 3 = \underline{\quad}$



Write your age.
 $\times 7$

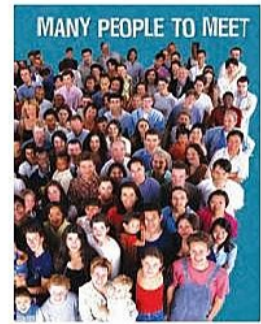
Find the product.
 $\times 1443$

Find the product.
 It is your age
 written 3 times.

Build Background for “Many People to Meet”

COMMUNICATION

We meet many people each day. We communicate with the people we meet.



▲ Students talk to each other at lunchtime.



▲ This teacher greets the students.

Learn Key Vocabulary

Rate and Study the Words Rate how well you know each word. Then:

1. Pronounce the word. Say it aloud several times. Spell it.
2. Study the example.
3. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

first (furst) *adverb*



Something that happens **first** comes before other things. This person gets to go **first**.

home (hōm) *noun*



A **home** is a place where people live. This is one kind of **home**.

meet (mēt) *verb*



When you **meet** a person, you see the person at a certain place. These students **meet** at school.

next (nekst) *adverb*



Something that happens **next** comes right after. This person gets to go **next**.

people (pē-pul) *noun*



The word **people** is the plural of person. There are many **people** to talk to in a neighborhood.

Practice the Words With a partner, make a Vocabulary Study Card for each Key Word.

front	home
back	where people live My home is in Chicago.

Use the cards to quiz your partner. Take turns answering.

Listen and Read Along

FOCUS ON GENRE

Photo Essay A photo essay has a lot of pictures to tell about a topic. It is nonfiction. This photo essay tells about how many people we meet each day.

FOCUS ON COMPREHENSION

Sequence Sequence is the order in which things happen. A sequence chain can help you put events in order.

When do we meet people?

↓
↓
↓
↓

Sequence Chain

