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## Language Power— Grades K–2 Level A

**This sample includes the following:**

**Management Guide** (10 pages)

**Sample Text Card** (2 pages)

**Sample Lesson Plan** (7 pages)

**Sample Student Guided Practice**

**Book pages** (4 pages)

**Sample Digital Student pages** (14 pages)

**Sample Take-Home Literacy letter** (2 pages)

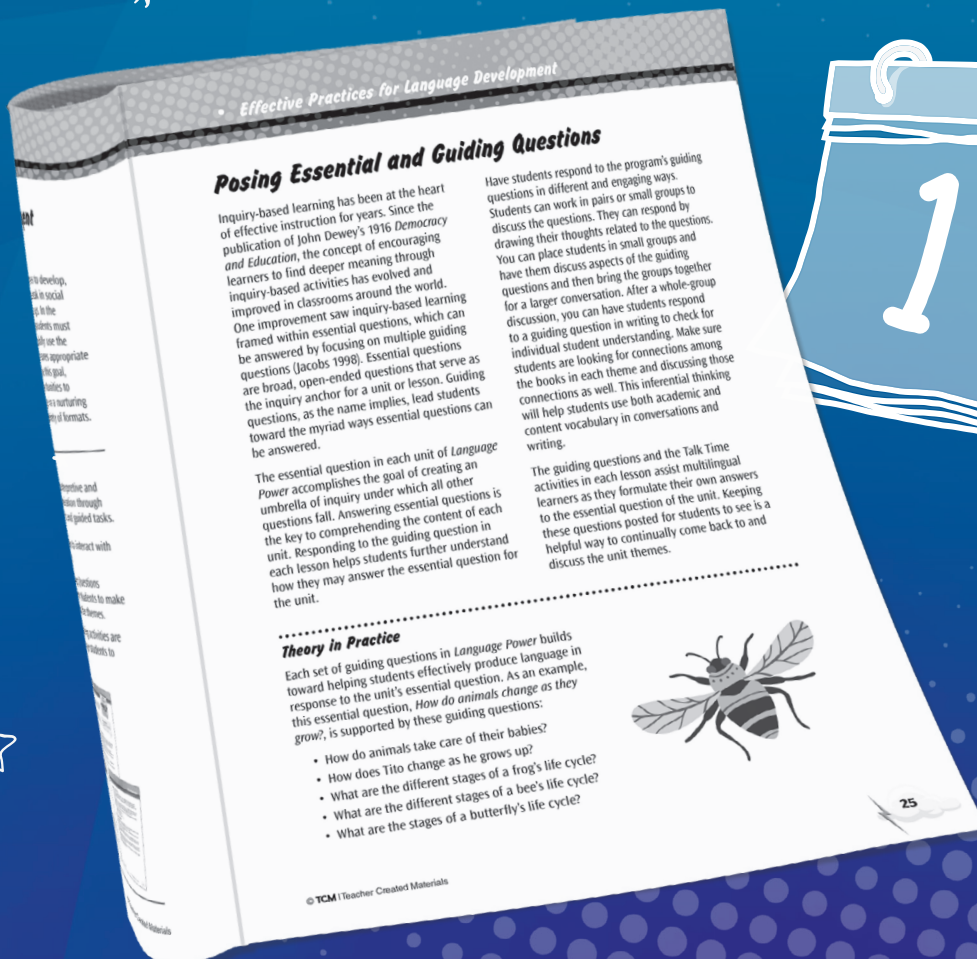
**Sample Unit Assessment** (6 pages)

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# LANGUAGE POWER

## Management Guide

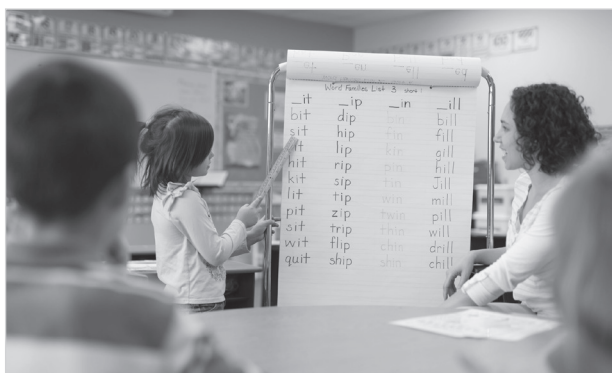


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## Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

### Theory in Practice

*Language Power* builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

#### During Reading

1. Read the book aloud to students. Stop after page 7 to discuss the author's opinion.  
What does the author think about recess? *The author thinks \_\_\_\_\_.*  
What does the word \_\_\_\_\_ mean?

#### Essential Question

What are some places in your school community?

#### Talk About It!

What is your favorite place in your school? Explain to a partner.

#### Speaking and Listening

1. Ask students to think about things that they like to do at recess. Make a list where students can see it. Include drawings on the list to support student understanding.
2. Ask students to choose one of the things they like to do at recess and to keep it a secret. Tell students not to tell anyone about the activity they chose.
3. **Talk Time:** Have students work with partners. Have one partner act out the activity or game that they do at recess and have the other partner guess the activity. Use the following sentence frames to help partners ask and answer questions:

Do you like to \_\_\_\_\_ at recess?  
Yes, I like to \_\_\_\_\_ at recess.  
No, I don't like to \_\_\_\_\_ at recess. Try again!

4. **Talk Time:** Once partners have guessed the activities, have students explain why they enjoy them. Use the following sentence frames to guide discussions:

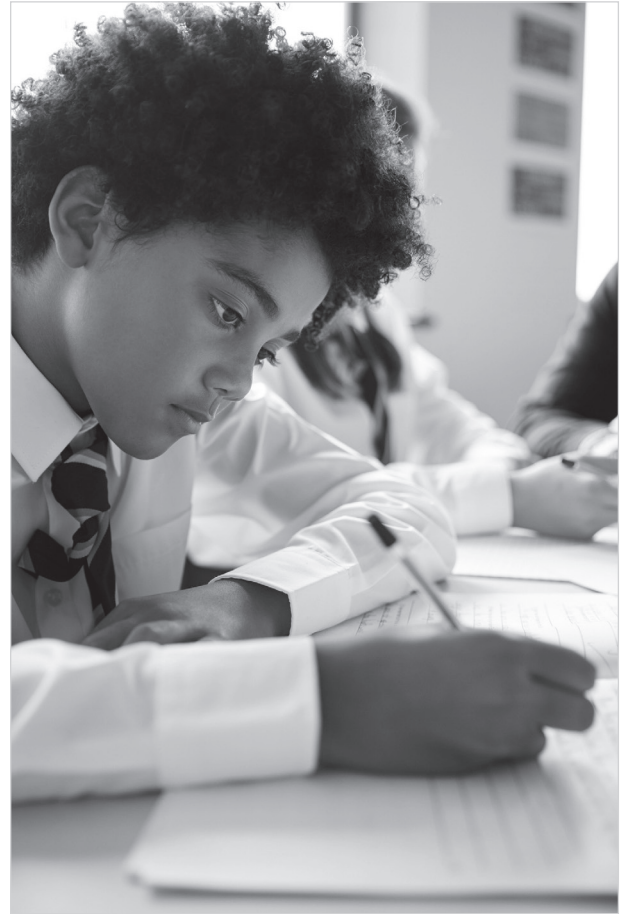
I like to \_\_\_\_\_ at recess because \_\_\_\_\_.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



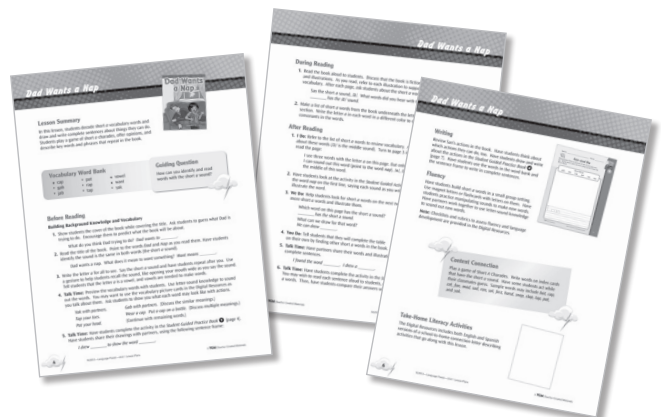
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



**Theory in Practice**

*Language Power* builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

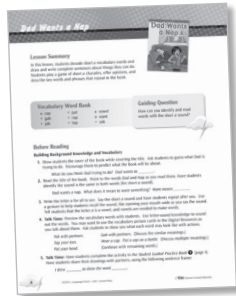


## What's Included?



### Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



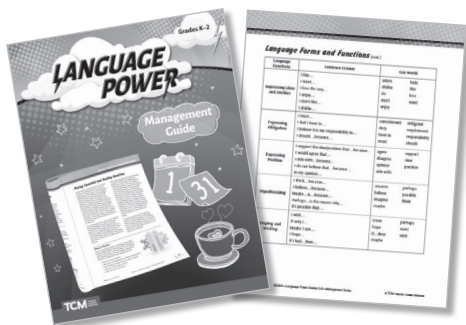
### Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



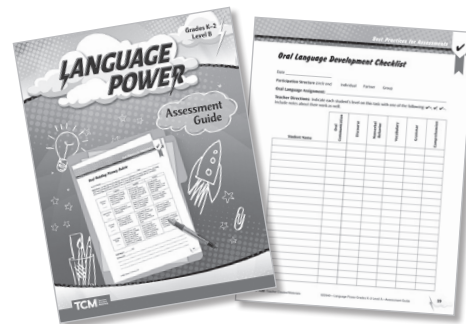
### Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



### Management Guide

This book provides important information about planning and the research base for the program.



### Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

### Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



# Planning

## Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

### Five-Day Plan

**Instructional Time:** 30 weeks, 5 days per week, 30 minutes per day

**Notes:** *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Complete Before Reading activity</li> <li>• Begin During Reading activity</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Finish During Reading activity</li> <li>• Complete After Reading activity</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Complete Writing activity</li> <li>• Complete Fluency activity</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Complete Content Connection activity</li> <li>• Begin Speaking and Listening activity</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Finish Speaking and Listening activity</li> <li>• Complete Language Development activity</li> </ul>

### Three-Day Plan

**Instructional Time:** 30 weeks, 3 days per week, 45–60 minutes per day

**Notes:** Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Complete Before Reading activity</li> <li>• Complete During Reading activity</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Complete After Reading activity</li> <li>• Complete Writing activity</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Complete Speaking and Listening activity</li> <li>• Complete Language Development activity</li> </ul>

# Planning (cont.)

## Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X



## Program Scope and Sequence *(cont.)*

WRITING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Explain and describe ideas about a topic.	X	X	X	X	X				
Produce clear and coherent writing.							X	X	X
Summarize and paraphrase information in texts.			X	X	X	X			
Use precise vocabulary to convey key ideas in writing.	X	X	X	X	X	X			
Write a narrative.	X	X	X	X	X	X	X	X	X
Write for different purposes.	X	X	X	X	X	X			
Write informational text.		X	X	X	X	X	X	X	X
Write opinions with supporting reasons.	X	X	X	X	X	X	X	X	X

## Planning *(cont.)*

### Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

## Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

**Note:** The Grades K–2 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

# Schools



a classroom in the past



a classroom today

# School Days

## About the Photographs

You go to school so you will be ready for life. You need to know how to take care of yourself. At first, only **rich** boys went to school. Later, girls were allowed to go to school too.

Classes used to be in one room. There was one teacher for all the students. So, first graders would be in the same room as eighth graders. Now, schools have a lot of rooms and teachers.

The left photograph is from around 1927. The students are in art class. They are making things out of clay.

The right photograph is a classroom today. The students are in science class. They take notes on tablets. Their notes show up on the board for everyone to see.

## Writing Challenge

Draw a picture of your dream classroom. What things would you want in your classroom? Where would you put them? Make sure to label everything.

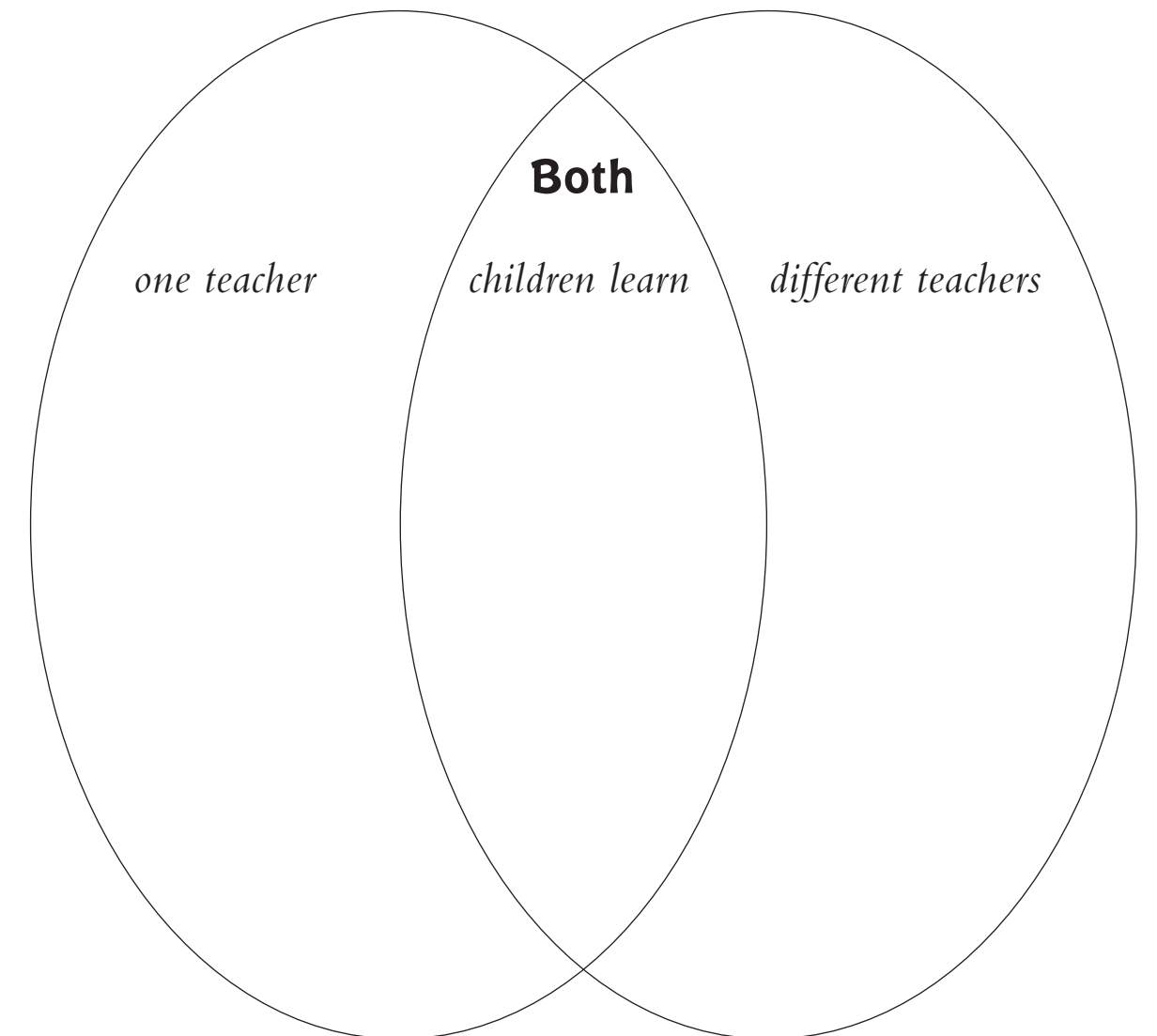
# Schools

## Showing What You Know

**Directions:** Look carefully at the two pictures on the front of this card. Then, fill in the Venn diagram. An example has been done for you.

**Classrooms Then**

**Classrooms Today**



# LANGUAGE POWER

Grades K-2  
Level A

## Unit 6

### School

- *School (wordless)*
- *Rules at School*
- *Schools*



#### Essential Question

What can you see and do in school?

#### Talk About It!

What is your favorite subject in school?

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#### Unit Introduction Video



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## Unit 6: School

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

### School (wordless) Objectives

**Reading:** Students will ask and answer questions about things that they can see and do in school, using sentence frames for support.

**Writing:** Students will draw and write sentences about things they can do at school, using a sentence frame for support.

**Content Area—Social Studies:** Students will explore changes in the school community through collaborative conversations, with substantial support.

**Speaking and Listening:** In partners, students will describe the different language choices they would use when they are speaking to adults and when they are speaking to friends.

**Language Development:** Students will use the present progressive tense to read *School*, describing children's actions in the text with guidance from the teacher.



### Rules at School Objectives

**Reading:** Students will identify the reasons why the author says that school rules are important, with substantial support and sentence frames.

**Writing:** Students will draw posters to inform others of important school rules, and write sentences about them, using a sentence frame for support.

**Content Area—Language Arts:** Students will identify the main idea and key details of the text in collaborative conversations, using a sentence frame to support discussions.

**Speaking and Listening:** Students will use key words to retell the school rules in the text with teacher guidance and sentence frames for support.

**Language Development:** Students will explore the simple present tense to talk about class rules and routines in a shared language activity guided by the teacher.



## Schools Objectives

**Reading:** Students will identify similarities and differences between two images of a classroom, with substantial support and sentence frames to guide class discussions.

**Writing:** Students will draw and write about their dream classroom.

**Content Area—Language Arts:** Students will write letters to students in the past, using sentence frames for support.

**Speaking and Listening:** Students will distinguish how the words *past* and *today* produce a different effect on the audience, using teacher guidance and sentence frames for support.

**Language Development:** Students will describe actions that take place in the past in a shared language activity guided by the teacher.







## Lesson Summary

Students identify similarities and differences between two images of a classroom, and draw and write about their dream classroom. Students explore images of schools from the past, analyze word choice, and explore the past tense.

### Vocabulary Word Bank

- classroom
- ★ past
- tablet
- ★ different
- ★ same
- ★ today

### Guiding Question

How have schools changed over time?

## Before Reading

### Building Background Knowledge and Vocabulary

1. **Talk Time:** Have students look around the room. Allow time for pairs of students to brainstorm things that they see. Guide students as they use vocabulary for items around the classroom from previous lessons.

What do you see? *I see* \_\_\_\_\_.

2. Show students the “Schools” card. Discuss with students that these are pictures of two different classrooms. Introduce students to the vocabulary words *past* and *today*. Ask students which photograph is from the past and which is from today.

Which photo is from the past? (*Students point to the photo.*)

Which photo is from today? (*Students point to the photo.*)

3. Introduce students to the academic vocabulary words *same* and *different*. Point to things in the classroom that are the same colors and things that are different colors. Talk about how things that are the same are alike in some way and things that are different are not the same.
4. Discuss the meanings of the remaining vocabulary words. You can use the vocabulary picture cards from the Digital Resources to lead this discussion. Have students complete the *Student Guided Practice Book* ① (page 104) to support their understanding of the vocabulary words.
5. Set a purpose for reading by telling students that they will identify details that are the same and different from the two photographs of classrooms. Guide students to understand that they are learning information from these text features, so this is an informational text.

## During Reading

- 1. Talk Time:** Begin by looking at the photograph of a classroom in the past. Describe what is in the image. Remind students that when they describe what they see, they are “reading” for information. Have students discuss with elbow partners details they see. Encourage them to use the words *same* and *different* as they discuss the image.

What do you see? *I see* \_\_\_\_\_.

What is different from our classroom? \_\_\_\_\_ *is different*.

What is the same as our classroom? \_\_\_\_\_ *is the same*.

- 2. Talk Time:** Have students look at the photograph of a classroom today. Give them time to repeat the steps above with the new photograph.
- Read aloud the text on the back of the card called “About the Photographs.” Stop reading after the description of the classroom from the past. Have students name details in the image that match the text that you read.
- Continue reading about classrooms today. Have students name details in the image that match that section of the background information.

## After Reading


- 1. I Do:** Have students look at the *Student Guided Practice Book* ② (page 105). Explain that they will be sorting pictures to tell how classrooms are the same and different. Draw a large Venn diagram where all students can see it. Label one side *Past*, the other side *Today*, and the middle *Same*. Think aloud as you model sorting the first picture in the Venn diagram.

I see a picture of a tablet. I know they did not have tablets long ago. This is from a classroom today. I will glue this picture on the side that says *Today*.

- 2. We Do:** Have students work with partners to sort the pictures. Support students as you read the words with them.

What do you see? *I see* \_\_\_\_\_.

Is it from today, the past, or both? *It is from* \_\_\_\_\_.

**Progress Check:** During Step 2, watch for students using the vocabulary to sort images based on their similarities and differences. 

- 3. You Do:** Have students finish sorting the images in the *Student Guided Practice Book* ② (page 105). Have students orally share how they sorted the images.
- 4. Talk Time:** Have students complete the activity in the *Student Guided Practice Book* ③ (page 106) in pairs. Have student partners share things in their drawing that are the same and different from items in the photographs.

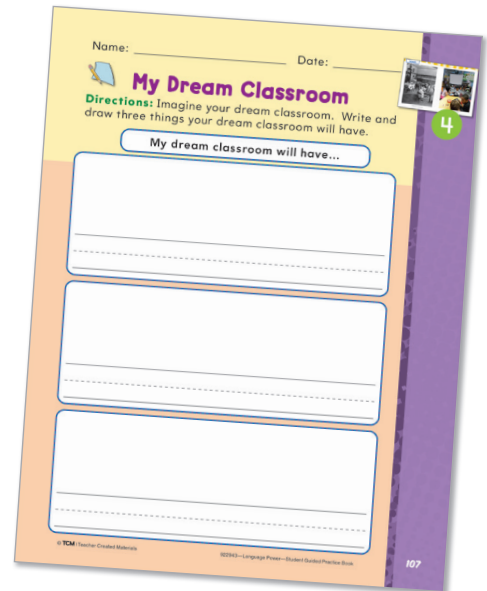
## Writing

Have each student draw and write three things they would like to have in their dream classroom in the *Student Guided Practice Book* 4 (page 107). Encourage them to use details and the vocabulary words they learned in the lesson.

## Fluency

Model how to read with expression, noting how your voice changes when there is a question mark versus a period.

**Note:** Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.



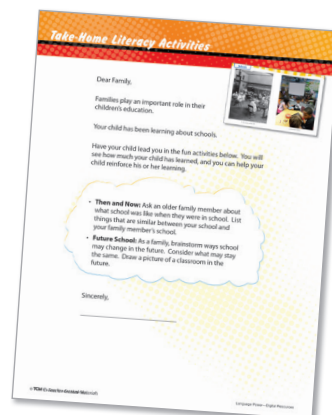
## Content Connection

Have each student write a letter to a student in the past. Prepare copies of *Friendly Letter*, which is available in the Digital Resources. Have students include details about what their classroom is like and what their school day is like. Encourage students to include ways school today is the same and different from in the past.



## Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



## Speaking and Listening

1. Prepare copies of *Past and Today*, which is available in the Digital Resources.
2. Review the vocabulary words *past* and *today* with students.

When we talk about the past, we are describing what things were like a long time ago. When we talk about today, we are talking about what things are like right now.

3. Give each student a copy of *Past and Today*. Think aloud as you model looking at the first two photographs and talking about which photograph is from the past and which photograph is from today.

I know this picture is a phone. This other picture is also a phone. They are very different phones. This phone you can carry around with you, it is a cell phone. Long ago, people did not have cell phones. I can talk about these pictures by saying, “Today, there are cell phones. In the past, there were telephones.”

4. **Talk Time:** Have students look at the next two groups of photographs on the page. Allow time for students to work with partners as they identify which photograph is from the past and which photograph is from today. Have students discuss the photographs using the following sentence frames:

Today, \_\_\_\_\_.

In the past, \_\_\_\_\_.



## Language Development

1. Ask three students to come up to perform an action. Tell the class they should pay attention to what each student does. Ask the first student to wave at the class and then stop. Ask the second student to stretch and then stop. Ask the third student to jump in place and then stop. Thank the students, and ask them to sit down.
2. Ask the class, “What did Ana do?” Help them answer, “She waved at the class.” Emphasize the *-ed* ending. Follow the same procedure for the other two student actions. Affirm students’ answers. Tell them that since the actions happened earlier, they should talk about the actions using the past tense.
3. Write a past tense sentence for each action. As you read each sentence aloud, circle and emphasize the *-ed* ending (/d/ or /t/). Ask students to echo-read the sentences after you read them. Tell them that the extra sound at the end of the verbs gives them a clue that the action happened in the past.
4. **Talk Time:** Ask pairs of students to think of one more action, do the action, and then write a past tense sentence about the action. Have student pairs share their actions and sentences.



Name: \_\_\_\_\_


Date: \_\_\_\_\_

1

# Schools in the Past and Today

**Directions:** Use a word in the Word Bank to label each picture.


**Word Bank**  
past      today



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

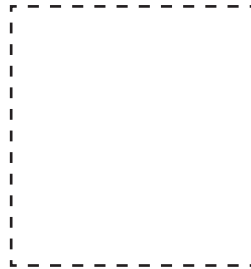


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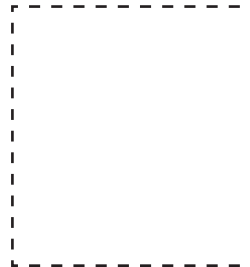
# Same and Different

**Directions:** Look at each picture. Cut and glue each picture in the diagram to show how schools from the past and today are alike and different.

Past



Same



Today





Name: \_\_\_\_\_ Date: \_\_\_\_\_

3

# My Classroom

**Directions:** Draw a picture of your classroom. Label your picture.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# My Dream Classroom

**Directions:** Imagine your dream classroom. Write and draw three things your dream classroom will have.

4

My dream classroom will have...

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

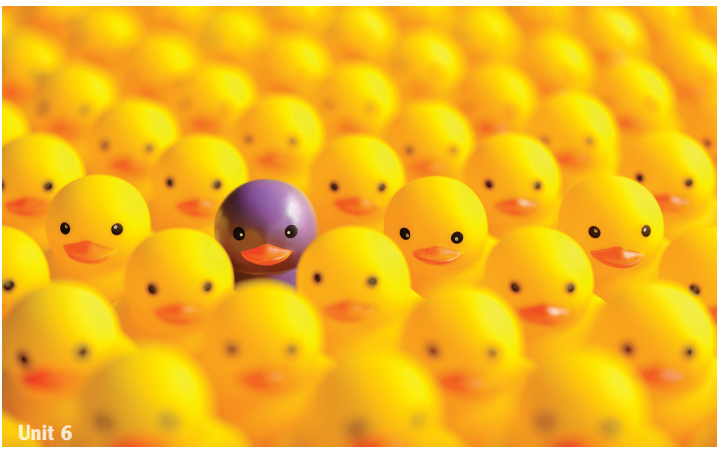
Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.



## Unit 6: Schools



**classroom**

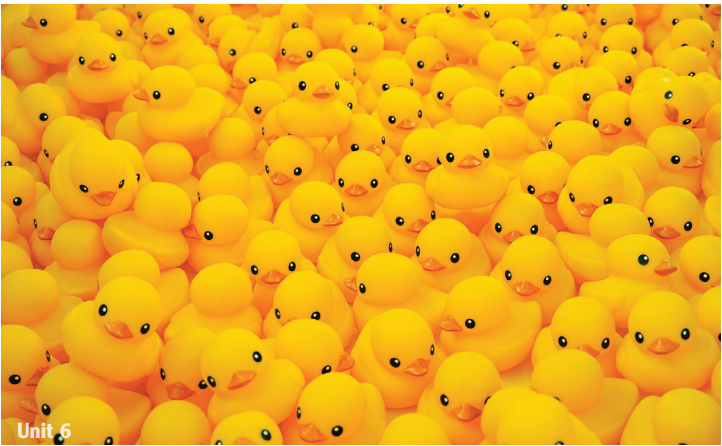


**different**



**past**

## Unit 6: Schools



**same**



**tablet**



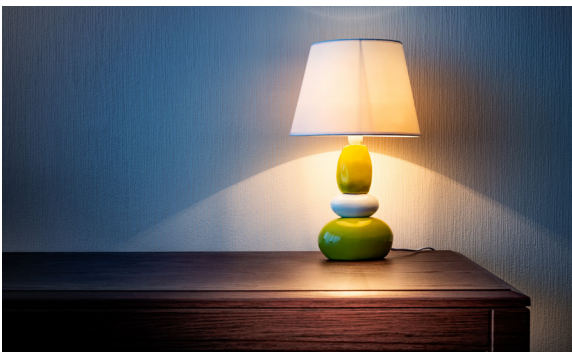
**today**

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Past and Today

**Directions:** Look at the photographs. Decide which photograph is from the past and which is from today.



# Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.



Your child has been learning about schools.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.

- **Then and Now:** Ask an older family member about what school was like when they were in school. List things that are similar between your school and your family member's school.
- **Future School:** As a family, brainstorm ways school may change in the future. Consider what may stay the same. Draw a picture of a classroom in the future.

Sincerely,

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# Actividades de lectoescritura para el hogar

Estimada familia:

La familia desempeña un papel importante en la educación de sus hijos.



Su hijo ha estado aprendiendo sobre las escuelas.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.

- **Ayer y hoy:** Pide a un familiar de más edad que describa cómo era la escuela cuando iba a clases. Haz una lista de las similitudes entre tu escuela y la escuela de tu familiar.
- **La escuela del futuro:** En familia, hagan una tormenta de ideas para pensar cómo podría cambiar la escuela en el futuro. Considera qué podría quedar igual que ahora. Haz un dibujo de un aula del futuro.

Atentamente,

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# Unit 6 Assessment: School

## Digital Assessments

Google™ version: [tcmpub.digital/lp/k-2a/unit6-g](https://tcmpub.digital/lp/k-2a/unit6-g)

Microsoft® version: [tcmpub.digital/lp/k-2a/unit6-m](https://tcmpub.digital/lp/k-2a/unit6-m)

## Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about school.
- How do you think this unit helped you learn English?



## Speaking and Listening

Say “Let’s talk about this picture.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	1 point	0 points
1	What do you see in the picture?	Student describes something in the picture. <i>(Example answers: I see a book. I see children reading.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	Where are the children?	Student is able to describe possible places. <i>(Example answers: The children are at school. The children are in the classroom.)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	What are the children doing?	Student describes activities the children are doing. <i>(Example answer: The children are reading a book together.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



## Reading

### Questions 1–2

Read the directions, “Look at the picture. Answer the questions.” Support students by reading aloud the question and answer choices if necessary.

1. Read the question. “Which rule are they following?” (*Answer: B. taking turns*)
2. Read the question. “Why should you follow rules?” (*Answer: A. to get along and learn*)

### Questions 3–4

Read the directions, “Look at the picture. Answer the questions.” Support students by reading aloud the text, the question, and the answer choices if necessary.

3. Read the question. “When was this picture taken?” (*Answer: B. today*)
4. Read prompt. “Name two things in the picture that are the same as your classroom.” (*Example answers: a tablet, crayons*)



## Writing

Read the directions, “Look at the pictures. Then it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “List two things you see in the pictures.”	Student writes at least two things they see in the picture. ( <i>Example answers: a girl, a boy, writing, paint</i> )	Student writes one thing they see in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “What is something you do in school?”	Student writes two or three things that they do at school. ( <i>Example answers: In school, I write. In school, I learn to read.</i> )	Student writes one thing that they do at school.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Speaking and Listening

Let's talk about this picture.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading

Look at the picture. Answer the questions.



**1.** Which rule are they following?

- (A) raising their hands
- (B) taking turns
- (C) walking

**2.** Why should you follow rules?

- (A) to get along and learn
- (B) to get to somewhere first
- (C) to make a friend sad

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading *(cont.)*

Look at the picture. Answer the questions.



**3.** When was this picture taken?

- (A) the past
- (B) today

**4.** Name two things in the picture that are the same as in your classroom.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing

Look at the pictures. Then it's time to write!



**Word Bank**

- learn
- paint
- play
- read
- write

**1.** List two things you see in the pictures.

\_\_\_\_\_

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\_\_\_\_\_

**2.** What is something you do in school?

\_\_\_\_\_

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**In school, I** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_