

# Worksheet Instructions

## Unit 1, Lesson 3

### A. Write

Students complete the dialogue.

Answers

1. Come on! Let's learn how to dive. Sounds good. I'm tired of swimming. Great!
2. Come on! Let's act in a play. No, thanks. I'd rather read a lot of books.
3. Come on! Let's ride a roller coaster. Sounds fun! I'm tired of playing video games. Great!

### B. Look at **A**. Are they brave? Circle.

Students look at the pictures in Activity A and circle *Yes* if they are brave, or *No* if they are not.

Answers

1. Yes
2. No
3. Yes

### C. When were you brave? Write.

Students write about a time when they were brave.

Answers will vary.

## Unit 1, Lesson 4

### A. Read. Scan for numbers. Then underline.

Students read about Marco Polo's life and underline the numbers.

Answers

- 1271, 17, three, 21, seventeen, 41, 70

### B. Look at **A**. Write.

Students read the text and answer the questions.

Answers

1. Marco Polo left Italy in the year 1271.
2. He met Kublai Kahn when he was 21 years old.
3. When he was 41, Marco returned to Italy.
4. Marco lived to be 70 years old.

### C. What about you? Write.

Students fill in their own timeline.

Answers will vary. Examples:

1. I was born in the year 20XX.
2. I started school in 20XX.
3. I got a pet rabbit in 20XX.

## Unit 2, Lesson 3

### A. Read and write. Then number.

Students fill in the blanks in the story.

Answers:

1. Mina and Sam are picking wild strawberries when they find some animal tracks. They follow the animal tracks to a big tree. Mina is identifying the tree when Sam finds the animal tracks again.
2. Then they follow the animal tracks to a bigger tree. Sam is identifying the tree when Mina follows the animal tracks to a cave.

3. "Let's explore it!" says Mina.

"OK," says Sam. "But let's hurry. I'm hungry and tired." They explore the cave. But they don't find the animal.

4. "Let's go," says Mina. They look around but can't tell where they are. Then they hear something behind them.
5. "Hi Mr. Parker," says Sam. "Where were you all day?" asks Mr. Parker. "We got lost," says Mina. "Which way is the campsite?" "It's that way," says Mr. Parker. He points to some trees. The campsite is right in front of them! "Thanks a lot!" say Mina and Sam.

Students read the story again and write the numbers on the map.

Answers

1. strawberry bush
2. bigger tree
3. cave
4. Mr. Parker
5. campsite

### B. When did you help someone find his or her way? Write.

Students write about a time when they were helpful.

Answers will vary.

## Unit 2, Lesson 4

### A. Read and write the headings.

Students read and write the headings.

Answers

1. seeds
2. roots
3. stem
4. leaves
5. flowers
6. fruit

### B. Look at **A**. Write the number.

Students look at A and number the pictures that match.

Answers:

- 3, 1, 2, 5, 4, 6

### C. Write the words in the correct column.

Students write the words in the correct column.

Answers

- |               |       |        |        |
|---------------|-------|--------|--------|
| <u>Plants</u> | grass | flower | tree   |
| <u>Fruit</u>  | apple | orange | tomato |

## Unit 3, Lesson 3

### A. Which one is safer? Circle.

Students circle the correct answer.

Answers:

1. A
2. A

### B. Write a story. Use some of these words and sentences.

Students look at phrases and write a story. Answers will vary.

### C. How do you stay safe? Write.

Students write about something they do to stay safe.

Answers will vary.

## Unit 3, Lesson 4

### A. How do you celebrate? Write.

Students write what they do to celebrate in each season.

Answers will vary.

### B. What is your favorite holiday? What do you like about it? Write.

Students write about their favorite holiday. Answers will vary.

### C. Draw a picture of your favorite holiday.

Students draw a picture to illustrate their favorite holiday.

Answers will vary.

## Unit 4, Lesson 3

### A. Match.

Students should draw a line from the picture to the description.

Answers:

1. "I want that one." "Good choice."
2. "I want this one." "How about this one, instead? It's nicer."
3. "I want this one. It's cheaper." "Good choice!"

### B. Which is patient? Circle.

Students look at the pictures and circle the answer that explains which behavior is patient.

Answers:

1. A
2. A
3. B

### C. Write.

Students write when they think it is good to be patient.

Answers will vary.

## Unit 4, Lesson 4

### A. Unscramble and match.

Students unscramble the words and match to the pictures.

Answers:

1. forest – picture f
2. tundra – picture d
3. grassland – picture b
4. freshwater – picture e
5. ocean – picture a
6. desert – picture c

### B. Look at **A**. Write a sentence about each biome. Then circle the subject.

Students use the facts from B to write a sentence about each biome. Then they circle the subject of each sentence.

Answers will vary.

## Unit 5, Lesson 3

### A. Read the story and write.

Students fill in the blanks with the words from the box.

Answers:

- Karen is taking piano lessons with her teacher.  
"Are you ready for your recital?" her teacher asks.  
"No, I'm not. I still need to practice," says Karen.  
Her teacher tells her she needs to practice every day for an hour.

The next week, Karen practices for an hour each day. At her next lesson, her teacher asks, "Are you ready for your recital?" "Yes, I practiced every day," says Karen. Karen plays well at the recital. Her parents are proud. She learns that to be really good at something she has to work hard at it!

### B. Write.

Students complete the conversations.

Answers:

1. Are you ready for your guitar recital?  
Yes, I think so. I practiced all week.
2. Are you ready for the karate competition? No, I'm not. I still need to practice.

### C. When are you responsible? Write.

Students write about a time when they are responsible.

Answers will vary.

## Unit 5, Lesson 4

### A. Write the words in the chart. Then add three more of your own.

Students write the words in the chart.

Their own answers will vary.

Exercise: go for a walk, ride a bike

Eat Good Foods: fruit, vegetables

Healthy Habits: floss your teeth, go to bed early

### B. Look at the chart. Write.

Students write the correct answer.

Answers:

1. He goes for a walk three times a week.
2. How often does she play tennis?  
He goes swimming twice a week.
3. How often does he go swimming?  
He goes swimming twice a week.
4. How often does she eat healthy meals?  
She eats healthy meals every day.

### C. How will you be healthy on Sunday?

Students write what they will do on

Sunday to be healthy.

Answers will vary.

## Unit 6, Lesson 3

### A. Read and write.

Students fill in the blanks with the words from the box.

Answers:

Haley and her family are looking for the famous building called the Parthenon. Haley's dad is driving. "Did we bring the map?" asks Haley's dad. "I know I brought it," says Haley. "I put it in my backpack." She looks around the car. "But where's my backpack? I can't find it." Then Haley says "Stop the car!" Her father stops the car. "I remember putting my backpack on the roof!" Haley says. She gets out of the car and looks on top. "I found it!" she says. "The map is here in my backpack."

### B. Write and match.

Students complete the conversations and match the pictures.

Answers:

1. Bottom picture I don't remember.
2. Top picture I'm not sure. Never mind, I found it.

## Unit 6, Lesson 4

### A. Match

Students match the sentence halves.

Answers:

1. people, stones, and time to build the Great Pyramid.
2. stones and moved them.
3. pulled by the builders.
4. makes crafts, like jewelry or tools.
5. they built the pyramid.
6. farmers, workers, and artisans.

### B. Read. Then underline the numbers.

Students read and underline the numbers in the paragraph.

There are about 100 pyramids in Egypt. You can see many of them in Giza. You can also visit the Great Sphinx there. It was built in approximately 2500 B.C. The Sphinx looks like a lion and a man. The Sphinx's body is 60 meters long and 20 meters tall. In 1798 it was covered in sand. It took around 140 years to clean the sand so everyone could see the Great Sphinx.

### C. Look at B. Use the words to write three sentences.

Students use the words given to write sentences about the Great Sphinx.

Answers will vary.

## Unit 7, Lesson 3

### A. Interview four classmates.

Students ask and answer the questions.

Answers will vary.

### B. Look at A. Fill in the chart.

Students use the information they gather in exercise A to fill in the chart, then share the information with the class.

Answers will vary.

### C. When were you friendly and showed someone how to do something? Write.

Students write about a time they were friendly and showed someone how to do something.

Answers will vary.

## Unit 7, Lesson 4

### A. Write.

Students complete the sentences with the words in the box.

Answers:

1. In 1924, George Mallory and Andrew Irvine tried to reach the top of Mount Everest, but they could not do it.
2. Edmund Hillary and Tenzing Norgay left the camp on May 28th and reached the top the next day.
3. All of them were grateful to Edmund Hillary and Tenzing Norgay for leading the way.
4. Mount Everest in Nepal is the highest mountain in the world.

### B. Scan the reading for dates. Fill in the timeline.

Answers:

Students scan the text and use the dates to complete the timeline.

1985, 2000, 2001, 2003

### C. What about you? Fill in the timeline.

Each student makes a timeline of their own life.

Answers will vary.

## Unit 8, Lesson 3

### A. Write and number.

Students complete the dialogue.

Answers:

1. Picture 2  
Are you almost done with the pencil?  
Yes, I just finished. Go ahead and use it.  
Thanks!
2. Picture 1  
Are you almost done with the masking tape?  
Just a minute.  
OK. Let me know when you're done.
3. Picture 3  
Are you almost done with the cardboard?  
Yes, I just finished. Go ahead and use it.  
Thanks!

### B. Write.

Students complete the sentence to show they are "almost done" with the item in the picture.

1. I'm almost done with my sandwich.
2. I'm almost done with my homework.

### C. When were you fair? Write.

Students will write about a time when they were fair.

Answers will vary.

## Unit 8, Lesson 4

### A. Fill in the diagram.

Students place the words in the box in the proper place in the chart.

Answers:

Wind Energy: wind turbines, wind  
Water Energy: dams, moving water, rivers  
Solar Energy: sunlight, solar panels

### B. Look at A. Write.

Students answer the questions using the vocabulary and text.

Answers:

1. Scientists have designed dams that make electricity from moving water.
2. Scientists have designed solar panels to turn sunlight into electricity.
3. Scientists have designed wind turbines that make energy from wind.

### C. Read and write.

Students read the introduction and conclusion sentences and deduce what the topic is.

Answers:

1. clean energy
2. water energy