240 Vocabulary Words Kids Need to Know

24 Ready-to-Reproduce Packets That Make Vocabulary Building Fun & Effective

Kama Einhorn
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Using the Book

Where would we be without words? It’s hard to imagine. Words are a basic building block of communication, and a strong vocabulary is an essential part of reading, writing, and speaking well. The purpose of this book is to help young learners expand the number of words they know and the ways in which they use them. Although 240 vocabulary words are introduced, many more words and meanings are woven into the book’s 24 lessons.

Learning new words is not just about encountering them; it’s about using, exploring, and thinking about them. So the lessons in this book are organized around different aspects and attributes of words—opposites (antonyms), describing words (adjectives), action words (verbs), homophones, compound words, key content area vocabulary, and more.

LESSON ORGANIZATION

Each lesson includes three parts and introduces ten words.

The first lesson part includes: The second part includes: The third part includes:

lesson words lesson words lesson words

traceable words with simple sentences or pictures explaining or showing the meanings of the words

cloze activity

extra practice critical thinking activity

one or more puzzles, games, or other learning activities using the words

Tips

- You’ll find a complete alphabetized list of all the lesson words on page 78.
- As you introduce the lessons, have the following items available: beginning dictionaries and thesauruses, and writing notebooks or journals in which students can record words and use them in sentences.
Connections to the Common Core State Standards

The Common Core State Standards Initiative (CCSSI) has outlined learning expectations in English/Language Arts for students at different grade levels. The activities in this book align with the following standards for students in grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence.

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding works.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regular spelled one-syllable words.
   c. Know final e and common vowel team conventions for representing long vowel sounds.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   g. Recognize and read grade-appropriate irregularly spelled words.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
   a. Use sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE STANDARDS

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use common nouns.
   b. Use singular nouns with matching verbs in basic sentences.
   f. Use frequently occurring adjectives.
   i. Use frequently occurring prepositions
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort words into categories.
   b. Define words by category and by one or more key attributes.
   c. Identify real-life connections between words and their use.
   d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Number Words ■ Part 1

Trace each word.

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten

Word Bank
one two
three four
five six
seven eight
nine ten
Write the best word to complete each sentence.


2. You can see ________________ moon in the sky.

3. A cat has ________________ legs.

4. There are ________________ days in a week.

5. A stop sign has ________________ sides.

6. You have ________________ hands.

7. You have ________________ toes.

8. You have ________________ fingers on each hand.

9. An insect has ________________ legs.

10. The number ________________ rhymes with “fine” and “dine.”
Number Words  ■ Part 3

Write the number word to match the number of items.

1.  
   ![Star](image1)
   _____________ star

2.  
   ![Triangles](image2)
   _____________ triangles

3.  
   ![Squares](image3)
   _____________ squares

4.  
   ![Circles](image4)
   _____________ circles

5.  
   ![Apples](image5)
   _____________ apples

6.  
   ![Cherries](image6)
   _____________ cherries

7.  
   ![Popcorn](image7)
   _____________ pieces of popcorn

8.  
   ![Balls](image8)
   _____________ balls

9.  
   ![Pears](image9)
   _____________ pears

10.  
    ![Strawberries](image10)
    _____________ strawberries

---

Word Bank

one   two
three  four
five   six
seven  eight
nine   ten
Color Words ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. Strawberries are red. red

2. Carrots are orange. orange

3. Bananas are yellow. yellow

4. Jeans are blue. blue

5. Violets are purple. purple

6. Grass is green. green

7. Chocolate is brown. brown

8. The sky at night is black. black

9. Snow is white. white

10. Ham is pink. pink

Word Bank:
red    orange
yellow   blue
purple   green
brown    black
white    pink
Color Words • Part 2

A. Write the best word to complete each sentence.

1. The _______________ pumpkin has a funny face.

2. Grape jam is _______________.

3. My tongue is _______________.

4. The tree in springtime has _______________ leaves.

B. Crossword Puzzle

Use the clues to complete the puzzle. Choose from the words in the Word Bank.

Across

2. the lightest color

3. the darkest color

4. the color of a tree trunk

5. the color of cherries

Down

1. the color of lemons.

4. the color of the sky in daytime.
Color Words • Part 3

A. My Rainbow
Color the rainbow.
Read the color words to see where each color belongs.

What is your favorite color? ________________

B. Circle the answer.
1. Is a tree trunk brown? yes no
2. Is a blueberry pink? yes no
3. Is the night sky white? yes no
4. Is the night sky black? yes no
Positional Words ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. Bill put the flowers **on** the table.  on
2. Rami took the books **off** the bed.  off
3. Tom hit the ball **over** the fence.  over
4. Kim put the key **under** the mat.  under
5. A baby crawls **before** she learns to walk. before
6. We had a snack **after** school.  after
7. Gail looked **up** at the sky.  up
8. Sue went **down** to the first floor.  down
9. Ella wore a scarf **around** her neck.  around
10. You put food **into** your mouth.  into
Positional Words ■ Part 2

A. Write the best word to complete each sentence.

1. A light switch goes ________________
   and ________________.

2. A ball bounces ________________ and ________________.

B. Word Search
Look at the words in the Word Bank.
Find and circle each word in the puzzle.

Word Bank

<table>
<thead>
<tr>
<th>after</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>on</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>over</th>
<th>under</th>
</tr>
</thead>
<tbody>
<tr>
<td>around</td>
<td>before</td>
</tr>
<tr>
<td>after</td>
<td>into</td>
</tr>
</tbody>
</table>
Positional Words ■ Part 3

Draw lines to connect each sentence to its picture.

1. The girl goes up the ladder.
2. The girl goes down the slide.
3. The dog is under the stool.
4. The cat jumps off the chair.
5. The cat is on the bed.
6. The cat jumps over the water.
7. The cat jumped into his arms.
8. The cat goes around the box.
9. The cat jumps before the dog.
10. The boy will put on his shoes after his socks.
Question Words • Part 1

Reach each sentence.
Trace the words.
Then read the sentences again.

1. Don’t know?  
   Ask a question.  \underline{ask} \underline{question}

2. You might get an answer!  \underline{answer}

3. Ask “\underline{how}?” or “\underline{what}?” to learn more.  \underline{how} \underline{what}

4. Ask “\underline{when}?” to learn about time.  \underline{when}

5. Ask “\underline{where}?” to learn about places.  \underline{where}

6. Ask “\underline{who}?” to learn about people.  \underline{who}

7. Ask “\underline{why}?” to learn a reason.  \underline{why}

8. Ask “\underline{which}?” to learn about a choice of things.  \underline{which}
Lesson 4

Question Words □ Part 2

A. Write the best word to complete each sentence.

1. Do you know ______________ to swim?

2. If you have a ______________ , raise your hand.

3. When the teacher calls on you, ______________ your question.

4. The teacher can ______________ your question.

5. I wonder ______________ cats meow.

B. Word Search

Look at the words in the Word Bank. Find and circle each word in the puzzle.

A W H I C H
WHAT C D
BE W H O E
FN G HI J
WHERE E K

Word Bank
question ask answer how why

Word Bank
what when where which who
Question Words • Part 3

Think about a party you would like to have.
Answer the questions.

1. Why will you have the party? _________________
   __________________________________________________________________________

2. When is your party? __________________________
   __________________________________________________________________________

3. What would you like as a present? _________________
   __________________________________________________________________________

4. Where will your party be? _________________________
   __________________________________________________________________________

5. Who will you ask to come? _________________________
   __________________________________________________________________________

6. Which will you serve: cake or ice cream? _________________
   __________________________________________________________________________

7. How will you dress? _____________________________
   __________________________________________________________________________
Opposites ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. Cars must stop at a red light. stop

2. Cars can go when the light turns green. go

3. A girl is a female child. girl

4. A boy is a male child. boy

5. The plane flew really fast. fast

6. The slow turtle took a long time to cross the street. slow

7. A whale is a very big animal. big

8. Something little is small in size. little

9. Please give me that book. give

10. I take an umbrella when it might rain. take
**Opposites Part 2**

**A. Write the best word to complete each sentence.**

1. Another word for large is ________________.

2. If the rain would ________________, we could go outside.

3. Another word for quick is ________________.

4. An ant is a very ________________ insect.

5. I like to ________________ my friend a present.

**B. Connect the Opposites**

Read the word on each puzzle piece. Draw lines to connect the words that are opposites.

1. go - boy
2. girl - give
3. slow - stop
4. take - fast
Opposites ■ Part 3

Opposites Maze

Follow the path of opposites. Read each word out loud as you go. Start at GO. End at STOP.
Opposites ■ Part 1

Read each sentence.
Trace the words.
Then read the sentences again.

1. Small means little. small
2. Large means big. large
3. Ice cubes are cold. cold
4. The sun is hot. hot
5. You say “no, thank you” when you do not want something. no
6. You say “yes, please” when you do want something. yes
7. Glad means happy. glad
8. Sad means not happy. sad
9. A child is a kid. child
10. A grown-up is an adult. grown-up
Opposites • Part 2

A. Write the best word to complete each sentence.

1. An elephant is _________________.
2. A mouse is _________________.
3. A _________________ goes to school.
4. A _________________ goes to a job.

B. Opposites Match-Up.
Shade the boxes with words that are opposites.

<table>
<thead>
<tr>
<th>no</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>yet</td>
<td>yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hop</th>
<th>coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>cold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>glad</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>glue</td>
<td>sat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>chill</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>grown</td>
<td>grown-up</td>
</tr>
</tbody>
</table>
Opposites • Part 3

A. Circle the correct answers.

1. My teacher is a **grown-up**. yes no
2. Soup is __. hot cold
3. When I cry, I feel __. glad sad

B. Riddle Fun
Use the clues to complete the puzzle.
Choose words from the Word Bank. Then write the answer to the riddle.

1. Last year’s shoes are too __ for me!
2. I am ___ when my grandma comes to visit.
3. The Wu family has one ___.
4. A whale is very ___!

Read the answer, top to bottom, in the shaded boxes.

What do you call a tiny shopping center? A small __________.
Sound Words ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. An owl can **hoot**.

2. A cat can **meow**.

3. When you drop soap in water it goes **plop**.

4. A car horn goes **honk**!

5. A train engine can **roar**.

6. A snake can **hiss**.

7. She blew a bubble that went **pop**!

8. **Zoom** is a sound made by something going fast.

9. When you drop a shoe, it goes **thud**.

10. When you bite a carrot it goes **crunch**.

**Word Bank**

- hoot
- meow
- plop
- honk
- roar
- hiss
- pop
- zoom
- thud
- crunch
Sound Words • Part 2

A. Write the best word to complete each sentence.

1. The balloon broke and went ________________.

2. _________________! went the car horn.

3. The snake made a loud _________________.

4. The fall leaves _________________ when I walk through them.

5. _________________! went the fast airplane.

B. Word Sort

Sort the words in the Word Bank.
Write the words where they belong.

<table>
<thead>
<tr>
<th>Sounds Made by Animals</th>
<th>Sounds Made by Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

Word Bank:
- crunch
- honk
- hiss
- pop
- zoom
- hoot
- meow
- plop
- roar
- thud
Sound Words • Part 3

A. Tongue Twisters
Say each tongue twister five times fast.

- Hiss, honk, hoot!
- Pop, popcorn, pop! Pop, popcorn, pop!
- The lion can really roar.
- Let’s zoom to the zoo!

B. What Sound Does It Make?
Look at the words in the Word Bank. Write the correct word in the bubble.

1. A kitten: ______
2. ______
3. ______
4. ______

Word Bank:
- hoot
- honk
- hiss
- roar
- pop
- zoom
- crunch
- meow
- plop
- thud
Describing Words • Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A toothpick is **thin**. **thin**
2. A telephone pole is **thick**. **thick**
3. An ice skating rink is **smooth**. **smooth**
4. A rocky path is **bumpy**. **bumpy**
5. A teddy bear is **fuzzy**. **fuzzy**
6. A kitten is **soft**. **soft**
7. A sidewalk is **hard**. **hard**
8. A chick is **fluffy**. **fluffy**
9. A new coin is **shiny**. **shiny**
10. Honey is **sticky**. **sticky**
Describing Words ■ Part 2

A. Write the best word to complete each sentence.

1. Cotton candy is ________________.

2. Before it is cooked, a potato is ________________.

3. A peach’s skin is ________________.

4. A needle is ________________.

5. Mashed potatoes are ________________.

B. Word Search

Look at the words in the Word Bank. Find and circle each word in the puzzle.

Word Bank

- thin
- fuzzy
- soft
- hard
- fluffy
- thick
- smooth
- bumpy
- shiny
- sticky
Describing Words ■ Part 3

A. Word Sort
How would you describe a lollipop?
How would you describe a baby chick?
Choose words from the Word Bank.
Write the words where they belong.

B. Extra!
1. Name something that is thin. ________________
2. Name something that is thick. ________________
3. Name something that is bumpy. ________________
Action Words  ■  Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. I walk to school every day.  walk

2. One way to exercise is to jog.  jog

3. I like to run in a race.  run

4. To skip is to move in a bouncy way, hopping on each foot.  skip

5. I like to jump up and down on two feet.  jump

6. I like to hop on one foot.  hop

7. Birds and airplanes can fly.  fly

8. You can skate on ice.  skate

9. I like to ride on trains and buses.  ride

10. To swim is to move through water.  swim
Action Words • Part 2

A. Rhyme Time!
Write the best word to complete each sentence.

1. The word _________________
   rhymes with mop.
   It is like jump.

2. The word _________________
   rhymes with slide.
   You can do it on a bike.

3. The word _________________
   rhymes with talk.
   You do this every day.

4. The word _________________
   rhymes with my.
   Birds do it.

5. The word _________________
   rhymes with fun.
   You move fast when you do this.

Word Bank
walk  jog
run   skip
jump  hop
fly   skate
ride  swim

B. Tongue Twisters
Say each tongue twister five times fast.
Then circle your favorite thing to do.

Skip, skate, swim!

Jump, jog, jump!
Action Words • Part 3

Who’s Doing What?
Write the word for each picture on the line.
Use the words in the Word Bank.

Walk jog
run skip
jump hop
fly skate
ride swim
Action Words  ■  Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. I like to **slide** down the slide at the playground. **slide**

2. To **loop** is to curve around or make a circle. **loop**

3. I can **dive** head first into the pool. **dive**

4. A bird can **flap** its wings. **flap**

5. I **push** the door open. **push**

6. I **pull** the carrot out of the ground. **pull**

7. When I **swing**, I move back and forth. **swing**

8. When I **sway**, I move from side to side. **sway**

9. When I **tap**, I hit something gently. **tap**

10. I like to **dance** to music. **dance**
Action Words • Part 2

A. Write the best word to complete each sentence.

1. I like to ________________ down the hill on my sled!

2. I like to ________________ into the ocean waves.

3. If I ________________ my arms, can I fly like a bird?

4. Let’s ________________ to this song.

5. I like to ________________ high on the swings.

B. Word Search

Look at the words in the Word Bank. Find and circle each word in the puzzle.

Word Bank
- slide
- dive
- flap
- swing
- dance

Word Bank
- loop
- push
- pull
- sway
- tap
Action Words ■ Part 3

A. What Word Am I?
Read the clues. Write a word for each clue.

1. You do this on a swing set: ________________

2. You do this when ice skating: ________________

3. You do this in water: ________________

4. These two words are opposites: ________________
   and ________________

B. Riddle Fun
Use the clues to complete the puzzle.
Choose words from the Word Bank.
Then write the answer to the riddle.

1. When I go to a party, I like to __.

2. My mom runs in a ___ around the track.

3. The trees ___ in the wind.

4. Did you ___ at the door?

What did the bird say at the end of the show?
Flap, flap, ________________!
Homophones ■ Part 1

Read each sentence.
Trace the word in the box.
Then read the sentences again.

1. The elephant is **so** big! **so**

2. I can **sew** with a needle and thread. **sew**

3. The kids like **their** teacher. **their**

4. That’s my house right **there**. **there**

5. I like to **write** letters to my grandma. **write**

6. **Right** means correct, not wrong. **right**

7. Nice to **meet** you! **meet**

8. A hamburger is made of **meat**. **meat**

9. This book is **by** my favorite author. **by**

10. I want to **buy** a toy with my money. **buy**
Homophones ■ Part 2

A. Fill-in-the-Blank Story
Use the words in the Word Bank to fill in the blanks. Then read the story.

A New Notebook
Maria likes to ________________ stories.
But she needs to ________________ a new notebook.
So, she and her mom go to the store.
Her mom stopped ________________ a rack.
“Is this the ________________ kind?” asked her mom.
“Yes!” said Maria.
“Now I can ________________ my stories!”

B. Circle the correct word to complete the sentence.
Then write it on the line.

1. I want to go ________________.
   their    there
2. You ________________ a friend to play.
   meat     meet
3. It’s ________________ hot outside!
   so       sew
4. You eat ________________.
   meat     meet
5. The Lee family rode ________________ bikes.
   there    their
6. Will you ________________ a button on my coat?
   so       sew
Homophones ■ Part 3

A. Riddle Fun
Use the clues to complete the puzzle. Choose words from the Word Bank. Then write the answer to the riddle.

1. I will ___ the hole in my sock.
2. Chicken and beef are kinds of ___.
3. I will ___ you at the park.
4. You read ___ well!

How does the ocean say hello to the beach? It ____________________!

B. Word Match
Read the word on each puzzle piece. Draw lines to match the words that sound the same but are spelled differently.

1. their
2. so
3. meet

Word Bank
so      sew
meet    meat

HINT: Read the answer, top to bottom, in the shaded boxes.
Compound Words ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A dog might live in a doghouse.

2. You wear a bathrobe over your PJs.

3. You can carry books in a backpack.

4. You wear a raincoat on a rainy day.

5. A sailboat is a boat with a large sail.

6. A cupcake is a small, round cake.

7. A flashlight is a light you can carry.

8. A mailbox is a box the mail goes in.

9. A seashell is the shell of a sea animal.

10. A bedroom is a room used for sleeping.
Compound Words ■ Part 2

A. Write the best word to complete each sentence.

1. A person sleeps in a ____________________.

2. When it’s raining, wear your ____________________.

3. You can ride a ____________________ on the sea.

4. To see in the dark, you can use a ____________________.

5. You can pick up a ____________________ on a beach.

B. Think of a word for each picture. Then write the compound word.

1. dog + house = ____________________

2. cup + cake = ____________________

3. mail + box = ____________________

4. bath + robe = ____________________

5. bac + pack = ____________________
Compound Words  ■ Part 3

A. Riddle Rhymes
Read the riddles. Fill in the blanks to make compound words.
Use the Word Bank.

1. I am a treat to eat. And I rhyme with   .
   I am a cup ____________________ .

2. I light up the night. But I am not a lamp.
   I am a ____________________ light.

3. You sleep in me. And I rhyme with BOOM!
   I am a bed ____________________ .

B. Word Match
Draw lines to make compound words.

1. dog    shell
2. bath   box
3. back   house
4. rain   pack
5. sea    robe
6. sail   coat
7. mail   boat

Draw a picture of one of the compound words.
Animal Families • Part 1

Read each sentence.
Trace the word in the box.
Then read the sentences again.

1. A mother cat has a kitten.
   - cat
   - kitten

2. A mother dog has a puppy.
   - dog
   - puppy

3. A mother hen has a chick.
   - hen
   - chick

4. A mother duck has a duckling.
   - duck
   - duckling

5. A mother frog has a tadpole.
   - frog
   - tadpole
Animal Families • Part 2

A. Write the best word to complete each sentence.
1. A _______________ lays eggs.
2. A _______________ turns into a frog.
3. A _______________ is a baby duck.
4. A _______________ is a baby dog.

B. What Am I?
Read the riddles. Fill in the blanks. Use the Word Bank.
1. I am a baby cat. I rhyme with ☘.  
   What am I? a _______________
2. I say, “Quack!” I swim in a lake.  
   What am I? a _______________
3. I say, “Meow!” I rhyme with ☘.  
   What am I? a _______________
4. I say, “Cheep, Cheep!” I hatch out of an egg.  
   What am I? a _______________
5. I say, “Ribbit!” I like to hop.  
   What am I? a _______________
   What am I? a _______________
# Animal Families • Part 3

## A. Word Sort
Sort the words in the Word Bank. Write the animal names where they belong.

**Word Bank**
- cat  kitten
- dog  puppy
- hen  chick
- duck duckling
- frog tadpole

<table>
<thead>
<tr>
<th>Babies</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>_________________</td>
<td>_________________</td>
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<td>_________________</td>
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<td>_________________</td>
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</tr>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

## B. Word Match
Draw lines to connect the animal with its baby.

1. cat          puppy
2. dog          kitten
3. hen          tadpole
4. duck          chick
5. frog          duckling
Cooking Words ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A **bowl** is a deep dish.  
2. A **spoon** is a tool used for mixing and eating.  
3. A **pan** is a container used for cooking and baking.  
4. To **mix** is to put things together.  
5. You **pour** orange juice into a glass.  
6. **Flour** is a powder that you cook or bake with.  
7. An **oven** is where food is baked.  
8. You **bake** a cake in an oven.  
9. An **apron** keeps your clothes clean when you cook or bake.  
10. A **recipe** tells you how to cook or bake food.
Cooking Words  ■  Part 2

A. Write the best word to complete each sentence.

Making a Cake
Here is how to make a cake.

1. First, put on an ________________.
2. Next, read the ________________.
3. Put ________________, sugar, milk, and eggs 
   into a ________________.
4. ________________ them together. Use a ________________.
5. ________________ into a ________________.
6. Put it in the ________________.
7. Let it ________________.
   
   Yum! I like cake!

B. Draw It!
Draw your cake here.
Cooking Words ■ Part 3

Word Sort
Sort the words in the Word Bank.
Write the words where they belong.

<table>
<thead>
<tr>
<th>Things You Do:</th>
<th>Things You Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bowl</td>
</tr>
<tr>
<td></td>
<td>spoon</td>
</tr>
<tr>
<td></td>
<td>pan</td>
</tr>
<tr>
<td></td>
<td>mix</td>
</tr>
<tr>
<td></td>
<td>pour</td>
</tr>
<tr>
<td></td>
<td>flour</td>
</tr>
<tr>
<td></td>
<td>oven</td>
</tr>
<tr>
<td></td>
<td>bake</td>
</tr>
<tr>
<td></td>
<td>apron</td>
</tr>
<tr>
<td></td>
<td>recipe</td>
</tr>
</tbody>
</table>
Family • Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A **mother** is a female parent. **mother**
2. A **father** is a male parent. **father**
3. A **sister** is a girl who has the same parents as another person. **sister**
4. A **brother** is a boy who has the same parents as another person. **brother**
5. Someone’s **son** is his or her male child. **son**
6. Someone’s **daughter** is his or her female child. **daughter**
7. A **baby** is a newly born or very young child. **baby**
8. A **grandma** is the mother of your mother or father. **grandma**
9. A **grandpa** is the father of your mother or father. **grandpa**
10. A **family** is a group of people related to each other. **family**
Family ■ Part 2

A. Write the best word to complete each sentence.

1. My whole ______________ likes to be together for holidays.

2. Another word for grandmother is ______________.

3. Another word for grandfather is ______________.

4. I call my ______________ Mom.

5. I call my ______________ Dad.

B. Draw It!
Draw your own family. Label each person.
Use the words in the Word Bank. Add other family words, too.
Family  ■  Part 3

Family Word Sort
Sort nine words in the Word Bank.
Write the words in the correct boxes.

Word Bank
- mother
- father
- sister
- brother
- son
- daughter
- baby
- grandma
- grandpa
- family

How else might you sort the words?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Time ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. Today is right now. today

2. Yesterday is the day before today. yesterday

3. A day is from midnight to midnight. day

4. Sunrise is when the sun comes up. sunrise

5. Morning is between sunrise and noon. morning

6. Noon is 12:00 p.m. noon

7. Afternoon is between noon and evening. afternoon

8. Sunset is when the sun goes down. sunset

9. Night is between sunset and sunrise. night

10. Midnight is 12:00 a.m., very late at night. midnight
Time ■ Part 2

A. Write the best word to complete each sentence.

1. There are seven _______________s in a week.

2. The day before today was _________________.

3. It can be very pretty to watch a _________________.

4. At _________________, I eat lunch.

5. I am usually asleep at _________________.

B. When?
Read each question. Circle the best answer.

1. What happens early in the morning? sunrise sunset

2. When is it dark? morning night

3. When does school end? afternoon midnight

4. What is it right now? yesterday today

5. When do you eat breakfast? morning night
Lesson 16

Time ■ Part 3

A. Word Search
Look at the words in the Word Bank.
Find and circle each word in the puzzle.

Word Bank

<table>
<thead>
<tr>
<th>today</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>morning</td>
</tr>
<tr>
<td>noon</td>
<td>afternoon</td>
</tr>
<tr>
<td>night</td>
<td>midnight</td>
</tr>
</tbody>
</table>


B. Draw It!
Draw a picture of a **sunrise** or a **sunset**.
Farm • Part 1

Read each sentence. Trace the word. Then read the sentences again.

1. A **farm** is a place used to grow plants and raise animals. *farm*

2. A **farmer** is a person who works on a farm. *farmer*

3. A **barn** is a building where farm animals live. *barn*

4. A **chicken** is a bird raised on a farm. *chicken*

5. A female chicken lays an **egg**. *egg*

6. A **cow** makes milk. *cow*

7. People drink **milk**, which comes from a cow. *milk*

8. A **horse** is an animal with a large body and four thin legs. *horse*

9. **Hay** is dried grass that has been cut to feed animals. *hay*

10. A **pig** is an animal with a fat body and short legs. *pig*
**Farm • Part 2**

**A. Write the best word to complete each sentence.**

1. A chicken lays ________________s.

2. A horse likes to eat ________________.

3. Some farm animals live in a ________________.

4. A ________________ can grow vegetables on a ________________.

5. I like to drink ________________ with my meal.

**B. What's My Name?**

Write the word for each animal.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>farm</td>
</tr>
<tr>
<td>farmer</td>
</tr>
<tr>
<td>hay</td>
</tr>
<tr>
<td>milk</td>
</tr>
<tr>
<td>egg</td>
</tr>
<tr>
<td>barn</td>
</tr>
<tr>
<td>chicken</td>
</tr>
<tr>
<td>cow</td>
</tr>
<tr>
<td>horse</td>
</tr>
<tr>
<td>pig</td>
</tr>
</tbody>
</table>

______________     ______________
______________     ______________

______________     ______________
Farm • Part 3

A. Read the word on each puzzle piece. Draw lines to show what each animal gives.

1. cow — egg

2. chicken — milk

B. Draw It!
Draw a farm. Color the barn red. Add a farmer, hay, a horse, and a pig.
School - Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A teacher helps you learn. teacher

2. A student learns in school. student

3. You can read a story in a book. book

4. A desk is like a table where a student can work. desk

5. You sit on a chair. chair

6. You write with a pencil. pencil

7. You write on paper. paper

8. You color with a crayon. crayon

9. A friend is someone you like being with. friend

10. A computer is a machine that stores information. computer

Word Bank

- teacher
- student
- book
- desk
- chair
- pencil
- paper
- crayon
- friend
- computer
School • Part 2

A. Write the best word to complete each sentence.

1. I color my picture with a ________________.
2. I write stories with a ________________.
3. You read a ________________.
4. You sit on a ________________.
5. You write or color on ________________.

B. School Quiz

Read each question.
Circle the best answer.

1. Who is a grown-up? teacher student
2. What is like a little table? chair desk
3. Who is fun to play with? friend pencil
4. What do you type on? crayon computer
School • Part 3

Word Sort
Sort the words in the Word Bank. Write the words where they belong.

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
- teacher
- student
- book
- desk
- chair
- pencil
- paper
- crayon
- friend
- computer
Weather ■ Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. **Wind** is moving air.  

2. The **sun** is a star that gives us light.

3. The **sky** is the area of space above the earth.

4. A **cloud** floats in the sky and is made of many tiny drops of water.

5. **Water** falls as rain and fills oceans, rivers, and lakes.

6. **Rain** is water that falls in drops from clouds.

7. **Snow** is made of soft, white pieces of ice.

8. A **storm** is heavy rain, snow, sleet, or hail with strong winds.

9. **Lightning** is a flash of light in the sky.

10. **Thunder** is the loud sound that comes after lightning.

Word Bank

- wind
- sun
- sky
- cloud
- water
- rain
- snow
- storm
- lightning
- thunder
Weather ■ Part 2

A. Write the best word to complete each sentence.

1. Look up in the _____________________.
   What do you see?

2. The ____________________ blows my hair.

3. I love to feel warm ____________________ on my face.

4. I like to drink ____________________ every day.

5. Be careful, there’s a ____________________ coming.

6. In a storm, you can sometimes hear ____________________.

B. Draw It!

Word Bank:

- sky
- wind
- sun
- water
- storm
- thunder

snow  cloud
lightning  rain
Weather - Part 3

Weather Report
Look at the pictures.
Write the correct words on the lines.
Use the words in the Word Bank.

To tell the weather, look up at the ____________.

<table>
<thead>
<tr>
<th>Day</th>
<th>Weather Picture</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>![Sun]</td>
<td>____________</td>
</tr>
<tr>
<td>Tuesday</td>
<td>![Clouds]</td>
<td>____________ S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________</td>
</tr>
<tr>
<td>Wednesday</td>
<td>![Rain]</td>
<td>____________ (Use an 🌧 to keep the ____________ off!)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(You can see this in a storm.)</td>
</tr>
<tr>
<td>Thursday</td>
<td>![Lightning]</td>
<td>____________</td>
</tr>
<tr>
<td>Friday</td>
<td>![Snow]</td>
<td>____________</td>
</tr>
</tbody>
</table>
Five Senses • Part 1

Read each sentence.
Trace the words.
Then read the sentences again.

1. You **see** with your **eyes**. [see] [eyes]

2. You **hear** with your **ears**. [hear] [ears]

3. You **smell** and breathe with your **nose**. [smell] [nose]

4. You **taste** with your **tongue**. [taste] [tongue]

5. To **touch** is to feel. [touch]

6. Your **skin** covers your body. [skin]
Five Senses ■ Part 2

A. Write the best word to complete each sentence.

1. I like to ________________ flowers.
2. In the spring, I ________________ the sun shine.
3. I ________________ the birds sing.
4. The kitten feels soft when I ________________ it.
5. I ________________ fresh fruit.

B. Draw lines to connect the sense with the body parts you use to do it.

1. taste ears
taste

2. hear eyes
hear

3. smell skin
smell

4. see nose
see

5. touch tongue
touch
Five Senses □ Part 3

Draw It!

Draw something you like to taste with your tongue.

Draw something you like to see with your eyes.

Draw something you like to hear with your ears.

Draw something you like to smell with your nose.

Draw something you like to touch with your skin.

Draw something you like to hear with your ears.
Human Body □ Part 1

Trace the words on the lines.

Word Bank

head   chest
arm   elbow
hand   finger
leg   knee
foot   toe
Human Body • Part 2

A. Write the best word to complete each sentence.

1. You have five ________________s on each foot.
2. You have five ________________s on each hand.
3. Your ________________ holds your brain.
4. You use your ________________s to walk.
5. Your ________________s help you bend each arm.

B. Crossword Puzzle
Use the clues to complete the puzzle.
Choose from the words in the Word Bank.

Across

3. you hold a pencil in your __.
4. you have a ___ at the end of each leg.

Down

1. the front part of your body between your neck and waist
2. your ___ is halfway down your leg.
5. the part of your body between your shoulder and your hand.
Human Body ■ Part 3

Word Sort
Sort the words in the Word Bank.
Write the words where they belong.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
</tr>
<tr>
<td>arm</td>
</tr>
<tr>
<td>hand</td>
</tr>
<tr>
<td>leg</td>
</tr>
<tr>
<td>foot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Parts Above Your Waist</th>
<th>Body Parts Below Your Waist</th>
</tr>
</thead>
</table>
Fruits • Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. An **apple** is round and hard and has red, yellow, or green skin.
2. An **orange** is round, has a thick orange skin, and is juicy inside.
3. A **banana** is long with yellow skin that peels off.
4. A **cherry** is small, round, and red.
5. A **grape** is small, round, and can be green, red, or purple. It grows in a bunch.
6. A **peach** is round with yellow and pink skin.
7. A **plum** is soft and has purple or yellow skin.
8. A **strawberry** is small, red, and juicy.
9. A **lemon** is round or oval with a thick skin and a sour taste.
10. A **watermelon** is a large, sweet fruit that is green on the outside and pink on the inside with black seeds.

Word Bank

- apple
- orange
- banana
- cherry
- grape
- peach
- plum
- strawberry
- lemon
- watermelon
Fruits  Part 2

A. Write the best word to complete each sentence.

1. A ________________ is small and red.
2. A ________________ is long and yellow.
3. An ________________ is orange and round.
4. An ________________ can be red, yellow, or green.
5. A ________________ is big and has black seeds.

B. Mystery Word

1. The word for this purple fruit has four letters. It rhymes with “come.” ________________
2. The word for this small fruit has five letters. It grows in a bunch. ________________
3. The word for this yellow fruit has five letters. It tastes sour. ________________
4. The word for this fuzzy fruit has five letters. It begins with the letter P. ________________
5. The word for this fruit has ten letters. It is red and juicy. ________________

Word Bank

Fruits:
- apple
- orange
- banana
- cherry
- watermelon

Fruit names:
- lemon
- peach
- plum
- strawberry
- grape
# Fruits • Part 3

## Word Sort

Sort the words in the Word Bank. Write the names of the fruits where they belong.

### Word Bank

<table>
<thead>
<tr>
<th>apple</th>
<th>orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>cherry</td>
</tr>
<tr>
<td>grape</td>
<td>peach</td>
</tr>
<tr>
<td>plum</td>
<td>strawberry</td>
</tr>
<tr>
<td>lemon</td>
<td>watermelon</td>
</tr>
</tbody>
</table>

## Fruits I Have Tried

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Fruits I Would Like to Try

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### My Favorite Fruit

[Image of a fruit]
Vegetables • Part 1

Read each sentence. Then read the sentences again.

1. A carrot is long, hard, and orange.
2. A mushroom is soft, shaped like an umbrella, and is white or brown.
3. Peas are very small, round, and green.
4. A pepper can be red, orange, green, or yellow.
5. An onion is a round vegetable with a strong smell and taste.
6. Lettuce has large leaves that are usually green.
7. An olive is small and black, brown, or green.
8. Celery has white or green crunchy stalks.
9. A potato is brown outside and white inside.
10. Green beans are long and green.
Vegetables • Part 2

A. Write the best word to complete each sentence.

1. ________________ is green and leafy.

2. A ________________ can be red, orange, green, or yellow.

3. A ________________ is orange and long.

4. ________________ are long and green.

5. ________________ are small, green, and round.

B. Word Search

Look at the words in the Word Bank.
Find and circle each word in the puzzle.

Word Bank

<table>
<thead>
<tr>
<th>carrot</th>
<th>peas</th>
</tr>
</thead>
<tbody>
<tr>
<td>pepper</td>
<td>lettuce</td>
</tr>
<tr>
<td>green beans</td>
<td></td>
</tr>
<tr>
<td>mushroom</td>
<td>onion</td>
</tr>
<tr>
<td>olive</td>
<td>celery</td>
</tr>
<tr>
<td>potato</td>
<td></td>
</tr>
</tbody>
</table>

Word Bank

<table>
<thead>
<tr>
<th>mushroom</th>
<th>onion</th>
</tr>
</thead>
<tbody>
<tr>
<td>olive</td>
<td>celery</td>
</tr>
<tr>
<td>potato</td>
<td></td>
</tr>
</tbody>
</table>
**Draw It!**

In the Word Bank, circle five vegetables you would like in a salad.

Then draw a picture of your salad.

Write the names of the vegetables in your salad on the lines below.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>carrot</td>
</tr>
<tr>
<td>peas</td>
</tr>
<tr>
<td>onion</td>
</tr>
<tr>
<td>olive</td>
</tr>
<tr>
<td>potato</td>
</tr>
</tbody>
</table>
Plants & Trees • Part 1

Read each sentence.
Trace the word.
Then read the sentences again.

1. A seed is the part of a plant from which a new plant can grow. **seed**

2. A plant is a living green thing. **plant**

3. A flower is the colored part of a plant. It makes seeds or fruit. **flower**

4. A bud is a flower or leaf before it has opened. **bud**

5. A stem is the plant part from which leaves and flowers grow. **stem**

6. A leaf is a plant part that grows from a stem, twig, or branch. **leaf**

7. Roots are the parts of a plant that grow under the ground. **roots**

8. A tree is a large plant with a trunk, roots, branches, and leaves. **tree**

9. A trunk is the thick, hard center part of a tree. **trunk**

10. A branch grows out from a tree trunk like an arm. **branch**
Plants & Trees  ■  Part 2

A. Write the best word to complete each sentence.

1. Every plant or tree begins with a _________________.

2. The ________________ of a plant or tree are underground.

3. A ________________ is like the body of the tree.

4. A ________________ of a tree is like an arm.

5. The rose in the garden is still a _________________.

B. Which One?
Read each question. Circle the best answer.

1. Which one can you climb?  
   tree  treat

2. Which one grows in the ground?  
   plane  plant

3. Which one grows on a tree?  
   leaf  leg

4. Which one is part of a plant?  
   stem  step

5. Which one is colorful and pretty?  
   flour  flower
Plants & Trees • Part 3

Write the word **tree** on the line above the tree. Write the word **plant** on the line above the plant. Then write the parts of each on the lines.

---

**Word Bank**

- seed
- flower
- stem
- roots
- trunk
- plant
- bud
- leaf
- tree
- branch
## WORD LIST

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>p. 12</td>
</tr>
<tr>
<td>afternoon</td>
<td>p. 51</td>
</tr>
<tr>
<td>answer</td>
<td>p. 15</td>
</tr>
<tr>
<td>apple</td>
<td>p. 69</td>
</tr>
<tr>
<td>apron</td>
<td>p. 45</td>
</tr>
<tr>
<td>arm</td>
<td>p. 66</td>
</tr>
<tr>
<td>around</td>
<td>p. 12</td>
</tr>
<tr>
<td>ask</td>
<td>p. 15</td>
</tr>
<tr>
<td>baby</td>
<td>p. 48</td>
</tr>
<tr>
<td>backpack</td>
<td>p. 39</td>
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ANSWERS

Lesson 1, page 7: 1. three 2. one 3. four 4. seven 5. eight 6. two 7. ten 8. five 9. six 10. nine
page 8: 1. one 2. four 3. nine 4. ten 5. five 6. seven 7. six 8. three 9. eight 10. two

B. Across—2. white 3. black 4. green 5. red; Down—1. yellow 2. blue 3. green 4. blue page 11: A. Children will color rainbow according to color labels; favorite color answers will vary B. 1. yes 2. no 3. no 4. yes

Lesson 3, page 13: A. 1. off 2. on or on 3. off 4. up/down 5. down
B. Word Search:

B. Word Search:


Lesson 9, page 31: A. 1. hop 2. ride 3. walk 4. fly 5. run B. Children will say tongue twisters; favorite thing to do will vary page 32: Check that children draw lines to matching pictures.

Lesson 10, page 34: A. 1. slide 2. dive 3. flap 4. dance 5. swing B. Word Search:

Lesson 11, page 37: A. write, buy, by, right, write B. 1. there 2. meet 3. so 4. meat 5. their 6. sew page 38: A. 1. sew 2. meat 3. meet 4. so; Answer to riddle: It waves. B. 1. their/there 2. so/sew 3. meet/meat


Answers continue

Lesson 15, page 49: A. 1. family 2. grandma 3. grandpa 4. mother 5. father B. Children will draw and label their family members. (Assist children as needed to label family member names not in the Word Bank.)

Lesson 16, page 52: A. 1. day(s) 2. yesterday 3. sunset 4. noon 5. midnight B. 1. sunrise 2. night 3. afternoon 4. today 5. morning

Lesson 17, page 55: A. 1. egg(s) 2. hay 3. barn 4. farmer/farm 5. milk B. cow, horse, pig, chicken


Lesson 19, page 61: A. 1. sky 2. wind 3. sun 4. water 5. storm 6. thunder B. Children will draw snow, cloud(s), lightning, rain

Lesson 20, page 64: A. 1. smell 2. see 3. hear 4. touch 5. taste B. 1. taste/tongue, 2. hear/ears 3. smell/nose 4. see/eyes 5. touch/skin

Lesson 21, page 67: A. 1. toe(s) 2. finger(s) 3. head 4. leg(s) 5. elbow(s) B. Across—3. hand 4. foot; Down—1. chest 2. knee 5. arm


Lesson 23, page 73: A. 1. lettuce 2. pepper 3. carrot 4. green beans 5. peas