

Grade 6



myPerspectives
ELD Companion Workbook
Answer Key

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myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 6

Word Study (page 1)

The Alphabet

Students write uppercase and lowercase letters.

Consonants and Vowels

A.

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

B.

a, e, i, o, u

C.

- | | |
|-------------------|-----------------------------|
| 1. <u>s</u> peak | 4. o <u>k</u> ay |
| 2. <u>n</u> ame | 5. <u>t</u> eacher |
| 3. <u>s</u> ister | 6. <u>s</u> tudent <u>s</u> |

Alphabetical Order

- | | |
|------------|-------------|
| 1. brother | 6. okay |
| 2. English | 7. pretty |
| 3. he | 8. sister |
| 4. name | 9. students |
| 5. nice | 10. teacher |

Grammar

Pronouns (page 2)

A.

- | | | |
|----------------|-----------------|---------------|
| 1. <u>w</u> e | 3. <u>h</u> e | 5. <u>I</u> |
| 2. <u>s</u> he | 4. <u>t</u> hey | 6. <u>i</u> t |

B.

- | | | |
|---------------|-----------------|----------------|
| 1. <u>i</u> t | 3. <u>s</u> he | 5. <u>w</u> e |
| 2. <u>h</u> e | 4. <u>t</u> hey | 6. <u>y</u> ou |

C.

1. *He is the English teacher.*
2. They are students.
3. We are students.
4. It is new.
5. You are from Mexico.
6. They are brother and sister.

Present Tense of Be: Statements (page 3)

A.

- | | | |
|----------------|----------------|-----------------|
| 1. <u>a</u> re | 5. <u>a</u> re | 9. <u>i</u> s |
| 2. <u>a</u> m | 6. <u>a</u> re | 10. <u>a</u> re |
| 3. <u>i</u> s | 7. <u>i</u> s | 11. <u>a</u> m |
| 4. <u>i</u> s | 8. <u>i</u> s | 12. <u>a</u> re |

B.

- | | |
|-------------------|-----------|
| 1. <i>They're</i> | 4. I'm |
| 2. He's | 5. You're |
| 3. It's | 6. She's |

C.

1. *He's not nervous.*
2. I'm not twelve.
3. We're not from the United States.
4. She's not my teacher.
5. They're not brother and sister.
6. You're not my brother.

Present Tense of Be: Yes/No Questions (page 4)

A.

1. *Are you a student?*
2. *Are they pretty?*
3. *Is he nervous?*
4. *Is it a pencil?*
5. *Is she from El Salvador?*

B.

1. A: *Are*
B: *we are*
2. A: *Is*
B: *he's not*
3. A: *Are*
B: *they're not*
4. A: *Is*
B: *she is*
5. A: *Are*
B: *they are*
6. A: *Is*
B: *he is*
7. A: *Is*
B: *it is*
8. A: *Are*
B: *we're not*
9. A: *Is*
B: *he isn't*
10. A: *Is*
B: *it isn't*

C.

Answers will vary.

Word Study (page 7)

Short and Long Vowel Sounds

1. m a p [short]
2. m e [long]
3. n a m e [long]
4. e g g [short]
5. United States [long]
6. H i! [long]
7. u p [short]
8. h a t [short]
9. n o [long]
10. p i g [short]

Syllables

- | | | |
|------|------|------|
| 1. 3 | 4. 2 | 7. 5 |
| 2. 1 | 5. 1 | 8. 3 |
| 3. 2 | 6. 1 | |

Grammar

Present Tense of Have:

Affirmative Statements (page 8)

A.

- | | | |
|----------------|----------------|----------------|
| 1. <i>has</i> | 3. <i>has</i> | 5. <i>have</i> |
| 2. <i>have</i> | 4. <i>have</i> | 6. <i>have</i> |

B.

1. *has, math*
2. *has, P.E*
3. *have, English*
4. *have, math, lunch, English*
5. *have, math, lunch, P.E.*
6. *have, math, music, lunch*

Present Tense of Have:

Negative Statements (page 9)

- | | |
|------------------------|----------------------|
| 1. <i>don't have</i> | 4. <i>don't have</i> |
| 2. <i>doesn't have</i> | 5. <i>don't have</i> |
| 3. <i>don't have</i> | |

Present Tense of Have: Yes/No Questions (page 9)

A.

- | | | |
|----------------|----------------|--------------|
| 1. <i>Do</i> | 3. <i>Does</i> | 5. <i>Do</i> |
| 2. <i>Does</i> | 4. <i>Does</i> | |

B.

Questions and answers will vary.

Plural Nouns (page 10)

- | | |
|-------------------|----------------------|
| 1. <i>names</i> | 6. <i>classes</i> |
| 2. <i>boxes</i> | 7. <i>students</i> |
| 3. <i>lunches</i> | 8. <i>schools</i> |
| 4. <i>days</i> | 9. <i>brushes</i> |
| 5. <i>cats</i> | 10. <i>schedules</i> |

Possessive Adjectives (page 10)

A.

- | | |
|----------------|-----------------|
| 1. <i>Your</i> | 3. <i>Our</i> |
| 2. <i>Her</i> | 4. <i>Their</i> |

B.

- | | | |
|---------------|---------------|-----------------|
| 1. <i>My</i> | 4. <i>my</i> | 7. <i>my</i> |
| 2. <i>my</i> | 5. <i>His</i> | 8. <i>Their</i> |
| 3. <i>Her</i> | 6. <i>my</i> | 9. <i>Our</i> |

Word Study (page 13)**Short Vowel Sounds: /a/, /i/, /o/****A.**

- | | | |
|-----------------|-----------------|-----------------|
| 1. m <u>a</u> p | 4. h <u>a</u> t | 7. s <u>i</u> x |
| 2. h <u>o</u> t | 5. h <u>i</u> t | 8. c <u>a</u> t |
| 3. p <u>i</u> g | 6. c <u>a</u> p | |

B.

- It's, not, his, hat
- have, six, big, caps
- map, is, not, big
- had, big, hit, with, his, bat

Word Families with /a/, /i/, and /o/

Word families with /a/: map, hat, cap, cat, have, had, bat

Word families with /i/: pig, six, hit, his, It's, big, is, with

Word families with /o/: hot, not

Grammar**Articles: A and An (page 14)****A.**

a, e, i, o, u, y

B.

- | | | |
|-------|-------|--------|
| 1. a | 5. a | 9. a |
| 2. an | 6. an | 10. an |
| 3. a | 7. a | 11. an |
| 4. an | 8. a | 12. a |

Demonstrative Pronouns: This and That (page 14)

- | | | |
|------|------|------|
| 1. c | 3. a | 5. d |
| 2. e | 4. b | 6. f |

Demonstrative Pronouns: These and Those (page 15)**A.**

- | | |
|--------------|--------------|
| 1. These are | 4. These are |
| 2. This is | 5. Those are |
| 3. That is | 6. Those are |

B.

- That is an apple.
- These are erasers.

- Those are notebooks.
- This is a backpack.
- These are hairbrushes.
- Those are boxes.

Possessive of Singular and Plural Nouns (page 16)**A.**

- | | |
|-----------------|-----------------|
| 1. my mother's | 4. Mrs. Smith's |
| 2. Anna's | 5. Thomas's |
| 3. my brother's | |

B.

- The girls' umbrellas
- My brother's backpack
- Mr. Gomez's students
- The students' schedules
- Carmen's pen

C.

Sentences will vary

Mathematics**Learning Strategy: Personalize (page 20)**

Among the situations that students may name are shopping, banking, paying fares or admission fees, measuring things, and paying bills.

Comprehension Check (page 20)

Students should circle the word problem in the text. A word problem is a math problem that is expressed in words.

Learning Strategy: Use Selective Attention (page 20)

Students should underline 12 and 25%.

Use What You Know (page 21)

Students should write: Three students do not speak Spanish.

Language Link (page 21)

.82

Text Structure (page 21)

Students should underline the sentence: *How many students do not speak Spanish?*

Language Link (page 22)

Students should circle the equals sign in the equation $25\% = .25$.

Then they should say out loud:

Twenty-five percent equals point two five.

Comprehension Check (page 22)

- Change the question into a statement.
- Find the numbers you need.
- Choose the operation.
- Find the answer.
- Check your answer.

Use What You Know (page 22)

The opposite of multiplication is division. Students should read the division problem and understand how it checks their answer to the word problem.

Word Study (page 23)**Short Vowel Sounds: /e/ and /u/****A.**

- | | | |
|-----------------|-----------------|------------------|
| 1. b <u>e</u> d | 4. n <u>e</u> t | 7. d <u>e</u> sk |
| 2. b <u>u</u> s | 5. s <u>u</u> n | 8. c <u>u</u> p |
| 3. p <u>e</u> n | 6. t <u>e</u> n | |

B.

- | | |
|--------|--------|
| 1. no | 3. yes |
| 2. yes | 4. no |

Word Families with /e/ and /u/

Word families with /e/: bed, pen, net, ten, desk, pet

Word families with /u/: bus, sun, cup, pup, brush, fun, run

Grammar**Prepositions of Location: In, On, Under, Next to (page 24)****A.**

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. d | 4. b |
|------|------|------|------|

B.

Sentences may vary. Examples:

- The notebooks are next to the cup.
- The backpack is on the desk.
- The pencils are in the cup.
- The book is in the backpack.
- The binder is under the backpack.

C.

Sentences will vary.

Where Questions with Be (page 25)

A.

1. A: *Where's*
B: *She's*
2. A: *Where are*
B: *They're*
3. A: *Where's*
B: *He's*
4. A: *Where am*
B: *You're*
5. A: *Where are*
B: *You're*
6. A: *Where are*
B: *I'm*

B.

1. A: *Where's Tom?*
B: *He's in*
2. A: *Where's the cafeteria?*
B: *It's next to*
3. A: *Where are Sam and Chen?*
B: *They're in*
4. A: *Where's Robert?*
B: *He's in*
5. A: *Where's the library?*
B: *It's across from*
6. A: *Where's the music room?*
B: *It's next to*

C.

Questions and answers will vary.

There is and There are (page 26)

A.

1. *There is*
2. *There are*
3. *There are*
4. *There is*
5. *There are*

B.

1. *There are four books on the bed.*
2. *There's a computer on the desk.*
3. *There are a lot of pencils in the cup. Or There are four pencils in the cup.*
4. *There's a desk next to the bed.*
5. *There's a toy ship next to the computer. Or There's a toy ship on the desk.*

C.

Sentences will vary.

Word Study (page 29)

Consonant Digraphs: th, sh, and ch

A.

1. chair
2. shirt
3. this
4. chease
5. theater
6. lunch
7. she
8. that

B.

1. Luisa likes her English teacher.
2. Do you want this thin chease sandwich or this thick chicken sandwich?
3. Sheila changed her room. She bought a new chair. It was cheap.

Consonant Digraphs: wh and ph

C.

1. phone
2. wheel
3. phabet
4. photo

D.

1. The dolphin can blow a whistle. It's amazing!
2. Where is the white wheel?
3. Phyllis and Phoebe talked on the phone.

Grammar

What Questions with Be (page 30)

A.

1. *What's*
2. *What are*
3. *What's*
4. *What are*
5. *What's*
6. *What's*

B.

1. A: *What's your favorite class?*
2. A: *What's his phone number?*
3. A: *What's this? or What's that?*
4. A: *What's her brother's name?*
5. A: *What's your address?*

C.

Questions and answers will vary.

Present Tense of Regular Verbs: Statements (page 31)

A.

1. *needs*
2. *live*
3. *want*
4. *speak*
5. *likes*
6. *asks*

C.

Questions and answers will vary.

Present Tense of Regular Verbs: Statements (page 31)

A.

1. *needs*
2. *live*
3. *want*
4. *speak*
5. *likes*
6. *asks*

B.

1. *Laura doesn't want a new backpack.*
2. *Anna and Mary don't like tests.*
3. *I don't listen to music in school.*
4. *We don't need new notebooks.*
5. *Mrs. Perez doesn't speak Chinese.*
6. *Julio doesn't live in Peru.*

The Present Tense of Regular Verbs: Yes/No Questions (page 31)

1. A: *Does*
B: *he does*
2. A: *Do*
B: *I don't*
3. A: *Do*
B: *they do*
4. A: *Do*
B: *I don't*
5. A: *Does*
B: *she does*
6. A: *Do*
B: *we don't*

Statements with Can (page 32)

1. *can*
2. *can't*
3. *can*
4. *can*
5. *can't*
6. *can't*

Yes/No Questions with Can (page 32)

A.

1. *Can we come to your party?*
2. *Can he swim?*
3. *Can they speak Spanish?*
4. *Can she play the drums?*
5. *Can I read Vietnamese?*
6. *Can you answer the question?*

B.

Questions and answers will vary.

Word Study (page 35)

Long Vowel Sounds with Silent e

A.

- | | |
|------------------|-------------------|
| 1. n <u>o</u> se | 5. c <u>u</u> be |
| 2. b <u>i</u> ke | 6. n <u>a</u> me |
| 3. c <u>u</u> te | 7. ph <u>o</u> ne |
| 4. c <u>a</u> ke | 8. wr <u>i</u> te |

B.

- likes, ice, cubes
- cute, nose
- phone, page, five
- like, cake, ice

Word Families with /ā /, /ī /, /ō /, and /yō /

Word families with /ā /: page, cake, name

Word families with /ī /: bike, write, like, ice, five

Word families with /ō /: nose, phone

Word families with /yō /: cute, cube

Grammar

What Questions with Do (page 36)

A.

- | | | |
|----------------|----------------|--------------|
| 1. <i>does</i> | 3. <i>does</i> | 5. <i>do</i> |
| 2. <i>do</i> | 4. <i>do</i> | |

B.

- A: *What does he like?*
- A: *What do you have?*
- A: *What does she want?*
- A: *What do you play?*
- A: *What do you need?*

C.

Questions and answers will vary.

What + Noun (page 37)

A.

- What class do you have next?*
- What color do you like?*
- What classes does your friend have?*
- What books do you need for school?*
- What languages does she speak?*

B.

- A: *What school do you go to?*
- A: *What classes do you have?*
- A: *What time do your classes start?*
- A: *What time do you go home?*

C.

Answers will vary.

Past Tense of Be: Statements (page 38)

A.

- You were late*
- I was very silly*
- The class wasn't hard*
- Mrs. Moore was funny*
- Ted and Ann weren't in school*
- You were sick*

B.

Answers will vary.

Past Tense of Be: Yes/No Questions (page 38)

- A: *Was your English teacher angry yesterday?*
B: *No, she wasn't.*
- A: *Were you late to school yesterday?*
B: *Answers will vary.*
- A: *Were your best friends in school yesterday?*
B: *Answers will vary.*
- A: *Was your English class hard yesterday?*
B: *Answers will vary.*
- A: *Were you in the library after school yesterday?*
B: *Answers will vary.*

(continued)

- A: *Were your friends at lunch yesterday?*
B: *Answers will vary.*

Social Studies

Comprehension Check (page 42)

Students should mark off the scale on the edge of their papers and then use the papers to calculate the distance between Chicago and Santa Fe. It is about 1,000 miles.

Language Link (page 42)

Students should circle the sentence: *Maps show distance, or how far away places are from each other, by using scale.* In this sentence, *by* is used to talk about how to do something.

Comprehension Check (page 43)

Miami

Use What You Know (page 43)

Students may write the names of any American cities and may or may not include the states.

Text Structure (page 43)

Students should underline the sentence: *Besides giving information about location, distance, and direction, maps also give information about the political and physical features of an area.* Students should circle *A Political Map* and *A Physical Map*.

Comprehension Check (page 44)

Students should underline the sentence: *A physical map shows landforms, such as mountains and plains.* Some examples of landforms are plains, mountains, and hills.

Comprehension Check (page 44)

The Atlantic Ocean and the Pacific Ocean are labeled on the map.

Language Link (page 44)

It means "a flat place."

Word Study (page 45)

Long Vowel Sound: /ā/

A.

- | | |
|---------|----------|
| 1. rain | 5. say |
| 2. play | 6. train |
| 3. mail | 7. cake |
| 4. game | 8. page |

lake, train, lake, makes, lake, play, games, train

B.

Word Families with Long Vowel Sound: /ā/

- ame: game
- ake: cake
- ay: play, say
- ain: rain, train
- ail: mail
- age: page

Grammar

Present Continuous Tense: Statement s (page 46) A.

cleaning the floor, changing a light bulb, writing on the board, helping Mr. Green, eating a snack, dancing, listening to music

B.

- Renee is helping Mr. Green.
- Mr. Green is changing a light bulb.
- Abdul is writing on the board.
- Anna is listening to music.
- Manuel and Lee are eating a snack.
- Flavio is cleaning the floor.

C.

- She isn't cleaning the table.
- He isn't changing a light bulb.
- We aren't writing in our notebooks.
- You aren't reading a book.
- They aren't making enchiladas.

Present Continuous Tense: What Questions (page 47)

A.

- | | |
|-------------|-------------|
| 1. What's | 4. What are |
| 2. What are | 5. What's |
| 3. What's | 6. What are |

B.

- What are they eating?
- What is he writing?
- What is she studying?
- What are they making?

Present Continuous Tense: Yes/No Questions (page 47)

- No, he isn't. He's studying math.
- No, she isn't. She's cleaning the window.
- No, they aren't. They're making cookies.

Object Pronouns (page 48)

A.

- (Carlos and his grandmother) I'm helping them.
- (Carlos) She's helping him.
- (the enchiladas) They're burning them.
- (his mother) He's asking her.
- (a cake) We're making it.
- (Carlos and me) She's cooking with us.
- (a cake) When is your mother baking it?
- (your sister) Where are you going with her?
- (you and your friend) What's he making for you?

B.

- Are (you) drying the dishes? Yes, I'm drying them.
- Is (your mother) reading this book? Yes, she's reading it.
- Are (your brother and sister) eating the cookies? Yes, they're eating them.
- Is (your brother) asking your father? Yes, he's asking him.
- Are (your sisters) helping you and your brother? Yes, they're helping us.
- Are you studying with Bob and Carlos? Yes, I'm studying with them.
- Are you cleaning your room? Yes, I'm cleaning it.
- Are you eating with your grandmother? Yes, I'm eating with her.

Word Study

Long Vowel Sound: /ē/

A.

- | | |
|-----------------|-----------------|
| 1. <u>meet</u> | 5. <u>baby</u> |
| 2. <u>city</u> | 6. <u>clean</u> |
| 3. <u>field</u> | 7. <u>read</u> |
| 4. <u>me</u> | 8. <u>tree</u> |

B.

1. We, happy, see
2. trees, city
3. reading, feet
4. He, me, clean, field
5. he, meat

C. (page 51)

Possible answers:

- eat: meat
- y: happy
- e: me
- ead: read
- ield: field
- ee: tree
- ean: clean
- eet: meet

Grammar

Simple Present Tense and Present Continuous Tense (page 52)

A.

- | | |
|-----------------------|----------------|
| 1. <i>am talking</i> | 5. are burning |
| 2. <i>makes</i> | 6. is washing |
| 3. <i>am studying</i> | 7. go out |
| 4. <i>watches</i> | 8. am doing |

B.

- | | |
|---------------------|--------------|
| 1. <i>am making</i> | 5. am making |
| 2. Do, make | 6. Do, make |
| 3. make | 7. make |
| 4. are, making | 8. am making |

Sentences with Like, Have, and Want + Infinitive (page 53)

A.

- | | |
|-----------------|---------|
| 1. <i>likes</i> | 4. has |
| 2. have | 5. want |
| 3. wants | 6. like |

B.

1. *My brother doesn't have to work today.*
2. I don't like to write letters.
3. My father doesn't like to dance.
4. My sisters don't want to wash the dishes.
5. My friends don't have to study tonight.

C.

Sentences will vary.

D.

Sentences will vary.

What Questions with Like, Have, and Want + Infinitive (page 54)

1. A: *What does Marco like to do?*
B: *He likes to ride his bike.*
2. A: *What do Marco and Ken want to do?*
B: *They want to go to the movies.*
3. A: *What does Marco have to do?*
B: *He has to clean his room.*
4. A: *What does Kim want to do?*
B: *He wants to visit his grandmother.*
5. A: *What do Kim and Ken like to do?*
B: *They like to play soccer.*
6. A: *What does Kim have to do?*
B: *He has to do his homework.*

Yes/No Questions with Like, Have, and Want + Infinitive (page 54)

Answers will vary.

Word Study (page 57)

Long Vowel Sound: /ī/

A.

- | | |
|-----------------|-----------------|
| 1. <u>pie</u> | 5. <u>light</u> |
| 2. <u>nine</u> | 6. <u>dry</u> |
| 3. <u>child</u> | 7. <u>night</u> |
| 4. <u>cry</u> | 8. <u>bike</u> |

B.

- | | |
|--------|--------|
| 1. yes | 3. no |
| 2. yes | 4. yes |

Word Families with Long Vowel Sound: /ī/

Possible answers:

- | | |
|------------|--------------|
| -ike: bike | -ight: night |
| -ire: fire | -y: cry |
| -ide: ride | -ine: nine |
| -ie: pie | -ild: child |
| -ime: time | |

Grammar

Past Tense of Regular Verbs: Affirmative Statements (page 58)

A.

- | | |
|-------------------|-------------|
| 1. <i>laughed</i> | 8. washed |
| 2. danced | 9. studied |
| 3. wanted | 10. cooked |
| 4. asked | 11. changed |
| 5. liked | 12. played |
| 6. arrived | 13. helped |
| 7. talked | 14. needed |

B.

1. *We cleaned the house yesterday.*
2. We listened to music yesterday.
3. He watched TV yesterday.
4. They played soccer yesterday.
5. She studied history yesterday.

C.

Sentences will vary.

Past Tense of Irregular Verbs: Affirmative Statements (page 59)

A.

- | | |
|----------------|----------|
| 1. <i>came</i> | 7. wrote |
| 2. ate | 8. made |
| 3. said | 9. did |
| 4. sang | 10. went |
| 5. taught | 11. knew |
| 6. read | 12. had |

B.

1. *We ate lunch at twelve o'clock yesterday.*
2. I went to the movies last Saturday.
3. I sang in the bathroom last night.
4. I had breakfast at seven o'clock yesterday.
5. My teacher said "Good Morning!" this morning.
6. Ms. Smith taught math yesterday.

C.

Sentences will vary.

Past Tense: Negative Statements (page 60)

A.

1. c *Maria didn't go to the movies on Saturday.*
2. a *Carmen didn't eat ice cream at the party.*
3. f *Carlos and Samir didn't ask Carmen to dance.*
4. e *Pablo didn't play the drums.*
5. b *The party wasn't at Maria's house.*
6. d *Liliana didn't talk to Paco.*

B.

Sentences will vary.

Past Tense: Yes/No Questions (page 60)

1. *Did you eat ice cream yesterday?*
2. *Did you do homework last night?*
3. *Did you go out with your friends on Saturday?*
4. *Did you clean your room this morning?*
5. *Did you watch TV Sunday morning?*
6. *Did you help your mother on Sunday?*

Physical Science**Use What You Know (page 64)**

Possibilities include the moon, the planets, and the stars.

Comprehension Check (page 64)

Stars are made of gas. The gas burns and creates energy. The energy makes the stars appear to shine.

Learning Strategy: Visualize (page 64)

Students should underline *small lights* and *giant ball of dust and hot burning gas*. They should use these details to try to picture stars in their minds.

Check Your Understanding (page 65)

Students should underline *a small solid object, such as a clump of rock and dust which travels through space and comes close to Earth*. Students may say they can recognize a meteor in the sky by its long, bright tail.

Language Link (page 65)

c. a meteor shower

Use What You Know (page 65)

Students should write the name of a constellation they know and what it resembles. Answers will vary. For example, a student may say Orion, whose stars form the shape of a hunter.

Check Your Understanding (page 66)

Students should underline the sentence: *One light year is the distance a beam of light travels in one year*. It would take three years for light to travel 18 trillion miles (this equals 3 light years).

Learning Strategy: Reading Numbers (page 66)

There are twelve zeros in the number six trillion.
Students should write: *93,000,000*.

Word Study (page 67)**Long Vowel Sound: /ō/****A.**

- | | |
|------------------|-----------------|
| 1. <u>coat</u> | 5. <u>hose</u> |
| 2. <u>window</u> | 6. <u>cold</u> |
| 3. <u>toe</u> | 7. <u>rose</u> |
| 4. <u>toast</u> | 8. <u>yo-yo</u> |

B.

1. those, yellow, roses
2. cold, toast, stove
3. road, closed, snows
4. cold, so, go, coat
5. those, old, notebook, so

Word Families with Long Vowel Sound: /ō/

Possible answers:

- | | |
|-------------|--------------|
| -ow: window | -oast: toast |
| -oe: toe | -o: y -yo |
| -ose: rose | -old: cold |
| -oad: road | -ote: stove |
| -oat: coat | |

Grammar**Information Questions with Be: Present Tense (page 68)**

- | | |
|--------------------|------------------|
| 1. <i>What is</i> | 4. <i>Who is</i> |
| 2. <i>Where is</i> | 5. <i>Why is</i> |
| 3. <i>When is</i> | 6. <i>How is</i> |

Information Questions with Be: Past Tense (page 68)**A.**

1. A: *Where were*
2. A: *Why were*
3. A: *When was*
4. A: *Who was*
5. A: *How was*
6. A: *What were*

B.

Questions will vary.

Information Questions with Do: Present Tense (page 69)**A.**

- | | | |
|-------------|-------------|-------------|
| 1. <i>d</i> | 3. <i>b</i> | 5. <i>e</i> |
| 2. <i>f</i> | 4. <i>c</i> | 6. <i>a</i> |

B.

1. *What does your sister do on Saturday?*
2. *Where does she go?*
3. *Why does she go there?*
4. *Who does she go with?*
5. *When do you go shopping?*
6. *What do you buy?*

Information Questions with Do: Past Tense (page 69)

1. *How did they look?*
2. *How much did it cost?*
3. *When did the movie start?*
4. *What did you want to do?*
5. *Who did you play baseball with?*
6. *Where did your friend go shopping?*

Questions with How Much (page 70)**A.**

- | | | |
|----------------|----------------|--------------|
| 1. <i>does</i> | 4. <i>does</i> | 7. <i>is</i> |
| 2. <i>do</i> | 5. <i>is</i> | |
| 3. <i>are</i> | 6. <i>do</i> | |

B.

1. A: *How much do these shoes cost?*
B: *They're \$32.50.*
2. A: *How much is this shirt?*
B: *It's \$16.99.*
3. A: *How much are these pants?*
B: *They're \$24.50.*
4. A: *How much does this jacket cost?*
B: *It's \$49.95.*
5. A: *How much is this belt?*
B: *It's \$12.99.*
6. A: *How much are these socks?*
B: *They're \$3.25.*

Word Study (page 73)

Long Vowel Sound: /yōō/

- | | |
|------------------|--------------------|
| 1. m <u>u</u> le | 5. h <u>u</u> ge |
| 2. c <u>u</u> be | 6. b <u>u</u> gle |
| 3. f <u>ew</u> | 7. m <u>u</u> seum |
| 4. m <u>en</u> u | 8. c <u>u</u> te |

Review of Long Vowels

A.

/ā/: make, sail, say, game

/ē/: three, neat, me, field

/ī/: like, mild, sight, lie

/ō/: most, toast, snow, nose

/yōō/: music, cube, few, uniform

B.

Possible answers:

-ule: mule

-ail: sail

-ew: few

-uge: huge

-ike: like

-ow: snow

-ute: cute

-eat: neat

-ube: cube

Grammar

Count and Non-Count Nouns (page 74)

A.

Circled items: *potato*, carrot, cookie, apple, egg, onion, banana, enchilada, cracker

Boxed items: *milk*, lemonade, bread, beef, cheese, coffee, rice, lettuce, broccoli

B.

1. *six carrots*
2. *two pounds of beef*
3. a gallon of milk
4. an onion
5. a pound of coffee
6. a dozen eggs
7. two slices/pieces of cheese
8. four glasses of lemonade
9. a cup of coffee
10. three cookies
11. four slices of bread
12. a piece of pie

Grammar

Some and Any (page 75)

A.

Students will check:

1. *onions*, 2. *apples*, 3. *lettuce*, 6. *carrots*, 8. *milk*, 9. *lemonade*, 11. *eggs*, 13. *beef*

B.

1. *Yes, she has some onions.*
2. *No, she doesn't have any broccoli.*
3. *No, she doesn't have any cheese.*
4. *Yes, she has some milk.*
5. *Yes, she has some carrots.*
6. *Yes, she has some beef.*

C.

Sentences will vary.

Grammar

Conjunctions: And, But, and So (page 76)

A.

- | | | |
|-------------|-------------|-------------|
| 1. <i>b</i> | 3. <i>e</i> | 5. <i>a</i> |
| 2. <i>d</i> | 4. <i>f</i> | 6. <i>c</i> |

B.

- | | | |
|---------------|---------------|---------------|
| 1. <i>but</i> | 3. <i>but</i> | 5. <i>and</i> |
| 2. <i>so</i> | 4. <i>and</i> | 6. <i>so</i> |

C.

Sentences will vary.

Word Study (page 79)

Initial Consonant Blends

A.

- | | |
|----------|-----------|
| 1. clock | 5. drum |
| 2. dress | 6. stop |
| 3. black | 7. flag |
| 4. swim | 8. stairs |

B.

1. *swim, class*
2. *black, dress*
3. *station, close, store*
4. *flag, clock, classroom*

Recognizing Initial Consonant Blends

Initial Consonant Blends with *l*: *clock*, black, flag, close, class, classroom

Initial Consonant Blends with *r*: *dress*, drum

Initial Consonant Blends with *s*: *stairs*, stop, swim, station, store

Grammar

Comparative Adjectives (page 80)

A.

- | | |
|--------------------|--------------------|
| 1. <i>funnier</i> | 9. <i>sillier</i> |
| 2. <i>taller</i> | 10. <i>larger</i> |
| 3. <i>shorter</i> | 11. <i>smaller</i> |
| 4. <i>cuter</i> | 12. <i>earlier</i> |
| 5. <i>prettier</i> | 13. <i>later</i> |
| 6. <i>older</i> | 14. <i>easier</i> |
| 7. <i>younger</i> | 15. <i>harder</i> |
| 8. <i>nicer</i> | |

B.

Sentences will vary.

Examples:

1. *Ken is younger than Yoko.*
2. *Lenora is shorter than Yoko.*
3. *Ken is younger than Yoko.*
4. *Yoko is taller than Ken.*

C.

Sentences will vary.

Superlative Adjectives (page 81)

A.

- | | |
|--------------------|----------------------|
| 1. <i>latest</i> | 9. <i>funniest</i> |
| 2. <i>earliest</i> | 10. <i>tallest</i> |
| 3. <i>smallest</i> | 11. <i>shortest</i> |
| 4. <i>largest</i> | 12. <i>cutest</i> |
| 5. <i>easiest</i> | 13. <i>prettiest</i> |
| 6. <i>loudest</i> | 14. <i>hardest</i> |
| 7. <i>silliest</i> | 15. <i>happiest</i> |
| 8. <i>nicest</i> | |

B.

- | | |
|-------------------|--------------------|
| 1. <i>funny</i> | 5. <i>shortest</i> |
| 2. <i>harder</i> | 6. <i>loud</i> |
| 3. <i>nicest</i> | 7. <i>taller</i> |
| 4. <i>earlier</i> | |

C.

Sentences will vary.

Comparatives and Superlatives with More and Most (page 82)

A.

1. *more expensive*
2. *most casual*
3. *more casual*
4. *more formal*
5. *most expensive*

B.

1. *more interesting, most interesting*
2. *harder, hardest*
3. *more difficult, most difficult*
4. *more formal, most formal*
5. *bigger, biggest*
6. *more casual, most casual*
7. *more expensive, most expensive*
8. *older, oldest*

Literature**Use What You Know (page 86)**

Students' responses will vary.

Language Link (page 86)

Students should circle *unlike*. *Unlike* means not alike or not similar.

Learning Strategy: Understanding Metaphors (page 86)

Students should circle *stars* and *bright diamonds*. They glow, glitter, sparkle, and twinkle with light.

Learning Strategy: Understanding Similes (page 87)

Students should underline *one rolled away like the setting sun*. Students should circle *one* (or *oranges*) and *setting sun*. Both are round and seem to roll slowly away.

Comprehension Check (page 87)

Students should account for the twelve oranges in the poem.

Learning Strategy: Understanding Images (page 87)

Responses will vary.

Language Link (page 88)

Students should circle *simile* and put a line over the *e*. They should also say it out loud, pronouncing the final long *e* sound. Students should circle six words with the long / \bar{e} / sound. They should put lines over the vowels that stand for the long / \bar{e} /sound. They should also say the six words out loud.

Learning Strategy: Understanding Images (page 88)

Responses will vary.

Word Study (page 89)**Final Consonant Blends**

- | | |
|------------------|-----------------|
| 1. <u>pl</u> ant | 5. <u>be</u> lt |
| 2. <u>ma</u> sk | 6. <u>la</u> mp |
| 3. <u>gi</u> ft | 7. <u>te</u> nt |
| 4. <u>ha</u> nd | 8. <u>de</u> sk |

Recognizing Initial and Final Consonant Blends

1. *st*: final
2. *st*: final
3. *nt*: final
4. *lt*: final
5. *st*: initial
mp: final
6. *nd*: final
7. *fl*: initial
8. *dr*: initial
nk: final
9. *br*: initial
10. *sw*: initial
ft: final

Grammar**Future Tense with *Be going to*: Statements (page 90)****A.**

1. *I'm not going to stay home on Saturday.*
2. *My sister is going to baby-sit tomorrow.*
3. *My family isn't going to go out for dinner tonight.*
4. *We are going to eat Chinese food on Sunday.*

B.

Sentences will vary.

Future Tense with *Be going to*: Yes/No Questions (page 90)

1. *Are, going to; I'm not*
2. *Is, going to; he isn't*
3. *Are, going to; we aren't*
4. *Are, going to; they are*
5. *Is, going to; he/she isn't*

Future Tense with *Be going to*: Information Questions (page 91)**A.**

Answers will vary.

B.

1. *b*
2. *c*
3. *d*
4. *e*
5. *a*

C.

Answers will vary.

Commands (page 92)**A.**

- | | | |
|-------------|-------------|-------------|
| 1. <i>f</i> | 4. <i>g</i> | 6. <i>e</i> |
| 2. <i>c</i> | 5. <i>b</i> | 7. <i>d</i> |
| 3. <i>a</i> | | |

B.

1. *Please sit down.*
2. *Please be quiet.*
3. *Close your book.*
4. *Close the window!*
5. *Don't look up!*

Word Study (page 95)**Vowel Sound: / \bar{o} /**

- | | |
|-----------------|-------------------|
| 1. <u>gl</u> ue | 5. <u>dr</u> ew |
| 2. <u>fl</u> ew | 6. <u>sch</u> ool |
| 3. <u>mo</u> on | 7. <u>fl</u> ute |
| 4. <u>ju</u> ne | 8. <u>sp</u> oon |

Vowel Sound: / \bar{oo} /**A.**

- | | |
|---------------------|---------------------|
| 1. <u>co</u> okie | 3. <u>fo</u> ot |
| 2. <u>g</u> ood-bye | 4. <u>not</u> ebook |

B.

- | | |
|--------------|---------------|
| 1. <i>no</i> | 3. <i>yes</i> |
| 2. <i>no</i> | 4. <i>yes</i> |

Grammar**Past Continuous Tense: Statements (page 96)****A.**

1. *They were talking. They weren't eating lunch.*
2. *He was playing a game. He wasn't studying.*
3. *She was listening to music. She wasn't reading.*

B.

Sentences will vary.

Past Continuous Tense: Yes/No Questions (page 96)

1. *Were; No, I wasn't.*
2. *Were; Answer will vary.*
3. *Was; Answer will vary.*
4. *Was; Answer will vary.*
5. *Was; Answer will vary.*

Past Continuous Tense: Information Questions (page 97)**A.**

1. *b*
2. *e*
3. *d*
4. *a*
5. *c*

B.

- Q: What was David doing at ten?
- Q: Where was David playing basketball?
- Q: When was David eating lunch?
- Q: Who was David meeting at the library?
- Q: Who else was David meeting at the library?
- Q: When was David eating dinner?

Possessive Pronouns (page 98)

- | | |
|----------|-----------|
| 1. mine | 4. hers |
| 2. yours | 5. theirs |
| 3. his | 6. ours |

Questions with Whose (page 98)

- It's his.
- They're theirs.
- They're theirs.
- Whose notebook is that?
- Whose videos are those?
- It's his.

Word Study (page 101)**Vowel Sound: /ɒ/**

- | | |
|-----------|---------------|
| 1. author | 5. straw |
| 2. paw | 6. yawn |
| 3. draw | 7. laundry |
| 4. August | 8. strawberry |

Other Vowel Sound: /oi/ (page 142)

- | | |
|----------|---------|
| 1. soil | 5. toy |
| 2. coin | 6. boil |
| 3. boy | 7. Roy |
| 4. point | 8. foil |

Grammar**Future Tense with Will: Statements (page 102)****A.**

- he'll study a lot
- we'll buy some soda
- I'll clean my room
- she'll go to bed early
- they'll finish their homework

B.

- | | |
|-------------|---------------|
| 1. I won't | 3. I won't |
| 2. It won't | 4. They won't |

Future Tense with Will: Yes/No Questions (page 102)

- A: Will you go to bed early tonight?
B: No, I won't.
- A: Will it rain tomorrow?
B: Answers will vary.
- A: Will you call a friend tonight?
B: Answers will vary.
- A: Will they start a study group?
B: Answers will vary.

Future Tense with Will: Information Questions (page 103)**A.**

- Who will make plans for the study group?
- Where will they meet?
- What will they study?
- When will they meet?
- What will they bring?
- What else will they bring?

B.

- A: When will you visit Guatemala again?
- A: Who will go with you?
- A: Where will you stay?
- A: Who will you visit?
- A: What will you see?
- A: What else will you see?

Statements with may and might (page 104)**A.**

Definite plans
going to
not going to
will
won't

Possible plans
may
may not
might
might not

B.

- We may not go shopping.
- I may go out with my friends.
- He might be late.
- They might not have a party.
- She may not buy a dress.
- They might have a study group on Thursday.

C.

Sentences will vary.

Life Science**Use What You Know (page 108)**

Possible answers: food, water, warmth, light, and shelter.

Language Link (page 108)

Students should circle *non-living*. *Non-living* means not living or not alive. *Living* means alive.

Learning Strategy: Compare and Contrast (page 108)

Students should underline *air, water, soil, sunlight, air, water, and food*. They should circle and write *air* and *water*.

Comprehension Check (page 109)

A producer makes food, and a consumer eats.

Language Link (page 109)

To compose is to make something from separate parts.

Use What You Know (page 110)

Students' answers will vary. Possible answers: trees (producers); foxes (consumers); earthworms (decomposers)

Text Structure (page 110)

Students should circle the list of items and underline the items where they appear in the instructions.

Comprehension Check (page 110)

Responses will vary.

Word Study (page 111)**Vowel Sound: /ou/**

- | | |
|----------|------------|
| 1. mouse | 5. town |
| 2. crowd | 6. eyebrow |
| 3. house | 7. owl |
| 4. cloud | 8. mouth |

R-Controlled Vowel Sounds:

- | | |
|-----------|-------------|
| 1. winter | 5. corn |
| 2. shirt | 6. Thursday |
| 3. mother | 7. girl |
| 4. car | 8. turtle |

Grammar**Adverbs of Frequency (page 112)****A.**

always, usually, often, sometimes, never

B.

- | | |
|--------------|----------|
| 1. usually | 4. often |
| 2. always | 5. never |
| 3. sometimes | |

Adverbs of Frequency with Be (page 112)

1. *She's always on time for school.*
2. They're never late for the movies.
3. He's often bored on weekends.
4. I'm sometimes nervous before a test.
5. She's usually shy at parties.
6. We're always happy to baby-sit.

How often and Expressions of Frequency (page 113)

A.

Answers will vary.

B. and C.

Questions and answers will vary.

Gerunds as Objects of Verbs (page 114)

A.

Sentences will vary.

B.

Questions and answers will vary.

Word Study (page 117)

Y as a Vowel

- | | |
|----------|----------|
| 1. sky | 5. baby |
| 2. penny | 6. daisy |
| 3. forty | 7. cry |
| 4. fly | 8. dry |

Syllables with Y as a Vowel

Long e sound: *sunny*, baby, money, muddy, Larry, shiny, happy, breezy, easy, lazy
 Long i sound: *by*, dry, buy, try, sky, why

Grammar

Statements with Should (page 118)

1. *You should drink a lot of water and juice.*
2. You should see a doctor.
3. You shouldn't go to school.
4. You should get plenty of rest.
5. You shouldn't play soccer.

Yes/No Questions with Should (page 118)

A. and B.

Questions and answers will vary.

Statements with Could (page 119)

A.

1. B: *You could go to the cafeteria.*
2. B: You could baby-sit.
3. B: You could get a book from the library.
4. B: You could ride your bike to school.
5. B: You could start a study group.
6. B: You could get some rest.

B.

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

Because clauses (page 120)

A.

- | | | |
|------|------|------|
| 1. f | 3. b | 5. d |
| 2. a | 4. e | 6. c |

B.

1. Pablo likes having a study group because it's boring to study alone.
2. Carlos was late for the study group because he was at soccer practice.
3. Maria should go to the school nurse because she feels terrible.
4. Maria is worried because she has a test tomorrow.
5. Sophie was late because she had a dance class.
6. Carlos likes snacks because he's always hungry.

Word Study (page 123)

Hard and Soft c and g

Hard c or g: cookies, guess, candy, guitar, cat, gift, glue, girl
 Soft c or g: giraffe, city, gymnastics, cent

Compound Words (page 123)

A.

1. *eyeglasses*
2. popcorn
3. toothbrush
4. football
5. outside
6. sunglasses
7. girlfriend
8. doorbell

B.

Sentences will vary.

Grammar

Comparatives and Superlatives: Irregular Adjectives (page 124)

A.

- | | |
|-----------------------|----------------|
| 1. <i>better than</i> | 4. the worst |
| 2. the best | 5. the best |
| 3. worse than | 6. better than |

B.

Sentences will vary.

Too and Not enough (page 125)

A.

1. *are too long, aren't short enough*
2. is too dirty, isn't clean enough
3. too short, not tall enough
4. are too small, aren't big enough

B.

Sentences will vary.

Statements with Used to (page 126)

- | | |
|-------------------------|------------------|
| 1. <i>didn't use to</i> | 4. used to |
| 2. used to | 5. used to |
| 3. didn't use to | 6. didn't use to |

Yes/No Questions with Used to (page 126)

Questions and answers will vary.

History

Use What You Know (page 130)

Responses will vary.

Comprehension Check (page 130)

He was a surveyor.

Language Link (page 130)

Students should circle the word *colonists*. A colonist is a person who lives in a colony.

Comprehension Check (page 131)

Students should underline *brave*, *truthful*, and *a good military leader*. Students may write that George Washington encouraged his men when they were hungry and cold, or that he paid his soldiers with his own money.

Language Link (page 131)

Students should circle the *in* in *independence* in the text. *Dependence* means to rely on someone or need someone.

Use What You Know (page 131)

50; The United States of America

Learning Strategy: Use Selective Attention (page 132)

Responses will vary. Possible responses:

He was the leader of the Continental Army during the Revolutionary War.

He was the first president of the United States.

He was a respected leader.

Comprehension Check (page 132)

The capital city was established after his death.

Text Structure (page 132)

Sentences will vary.