



**WE CAN!**



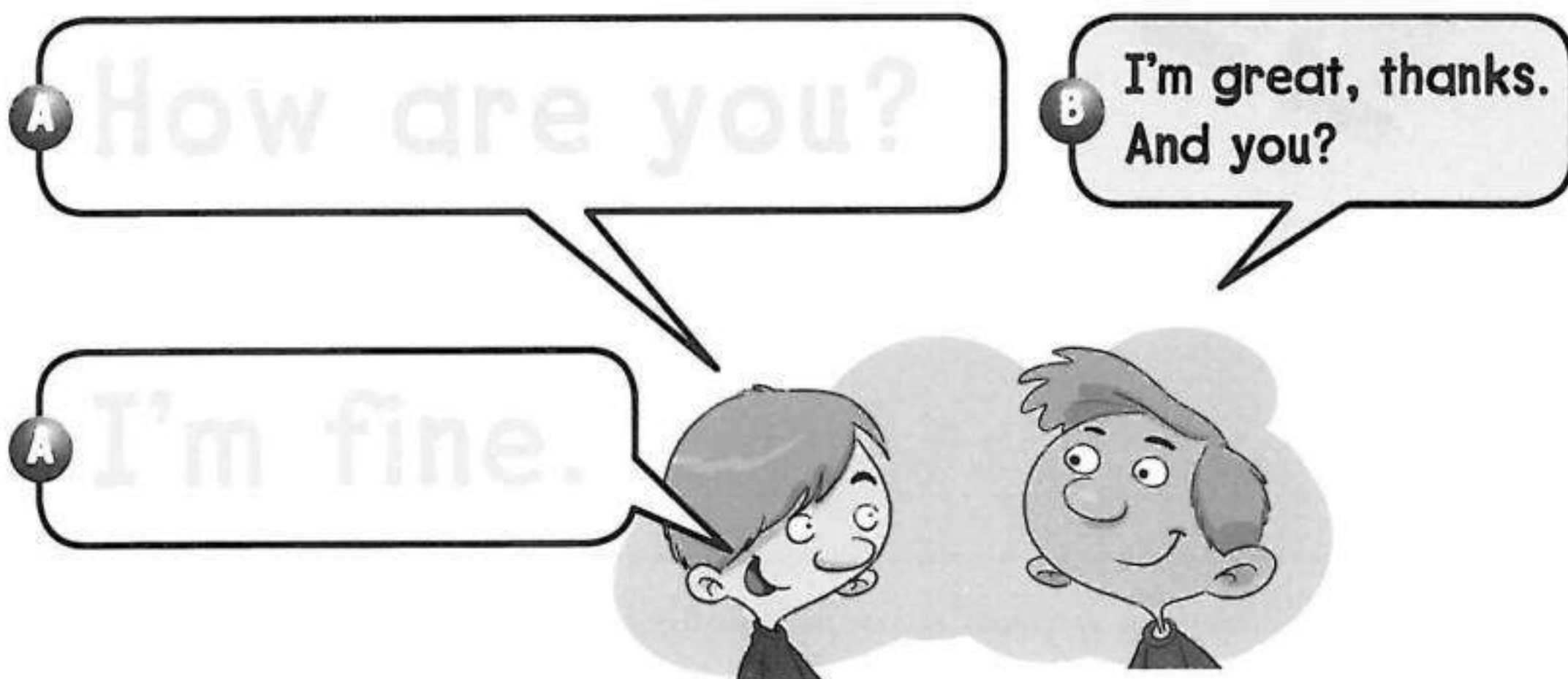
## Goal 1 CD2 02 Feelings: Talk Time

I can greet my teacher and ask "How are you?"

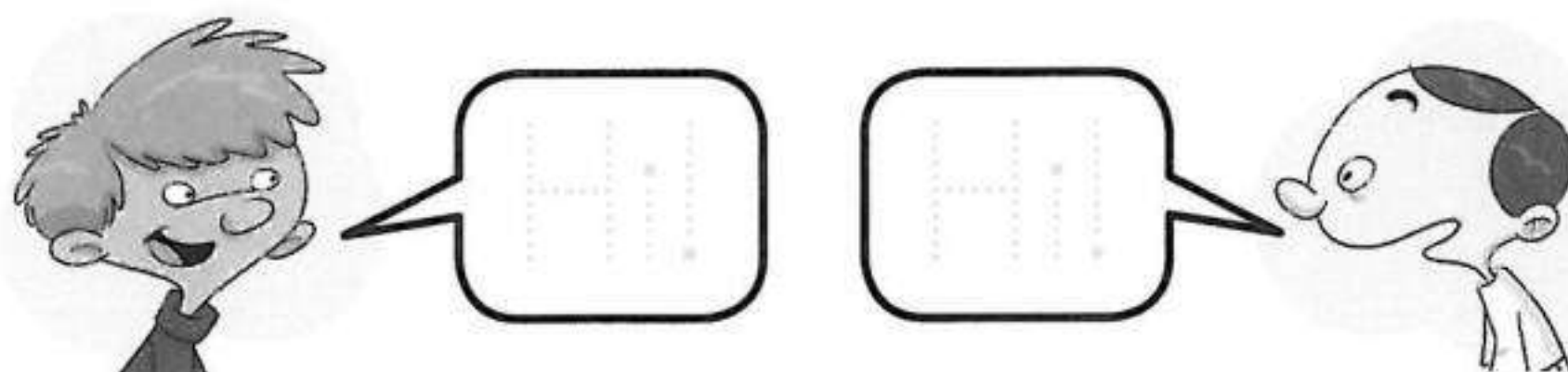
I listened to CD2 02 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.



### 2 Join the dots. Read.





## Goal 2 CD2 03 Feelings: Talk Time

I can say "I'm first, second, third ..."

I listened to CD2 03 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen, point, and practice. Trace and write.

A Hi, **Samir**! How **are you**?



B I'm fine.



2 Match and write.



second

2

fifth

5

first

1

fourth

4

third

3

1. I'm first.

2. I'm second.

3. I'm third.

4. I'm fourth.

5. I'm fifth.





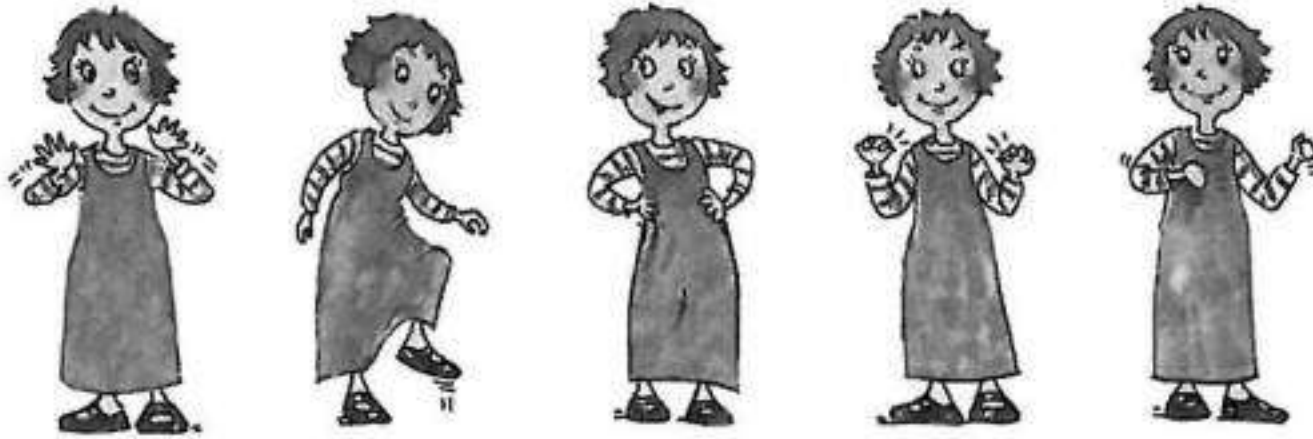
### Goal 3 CD2 04 Feelings: Rhythms and Listening

I can chant the *If You're Happy and You Know It* chant with a partner.

I listened to CD2 04 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

#### 1 Listen, say, and do.



#### 2 Listen, chant, and do. Trace.

If you're happy  
and you know it,  
Clap your hands.



If you're happy and you know it,

Clap your hands. (👏, 👏)

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it,

Clap your hands. (👏, 👏)





## Goal 4 CD2 05 Feelings: Rhythms and Listening

I can play the Confusion Game with a partner and say "sixth, seventh, eighth, ..."

I listened to CD2 05 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen and touch.



### 2 Listen and match. Write.

d a f i c j h g b e

1. e is the **fifth** letter of the alphabet.

2. h is the **eighth letter of the alphabet**.

3. i **is the ninth letter of the alphabet**.

first \_\_\_\_\_  
second \_\_\_\_\_  
third \_\_\_\_\_  
fourth \_\_\_\_\_  
fifth \_\_\_\_\_

sixth \_\_\_\_\_  
seventh \_\_\_\_\_  
eighth \_\_\_\_\_  
ninth \_\_\_\_\_  
tenth \_\_\_\_\_

### 3 Join the dots. Write.



f o o t



h a n d



## Goal 5

CD2 06

## Feelings: Words in Action

I can act out three feelings.

I listened to CD2 06 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Do the actions.

Trace.

I'm hungry.



I'm thirsty.



I'm hot.



I'm cold.



I'm sleepy.



I'm scared.



### 2 Find and circle six feeling words.

hungry scared cold sleepy hot thirsty





## Goal 6 CD2 07 Feelings: Words in Action

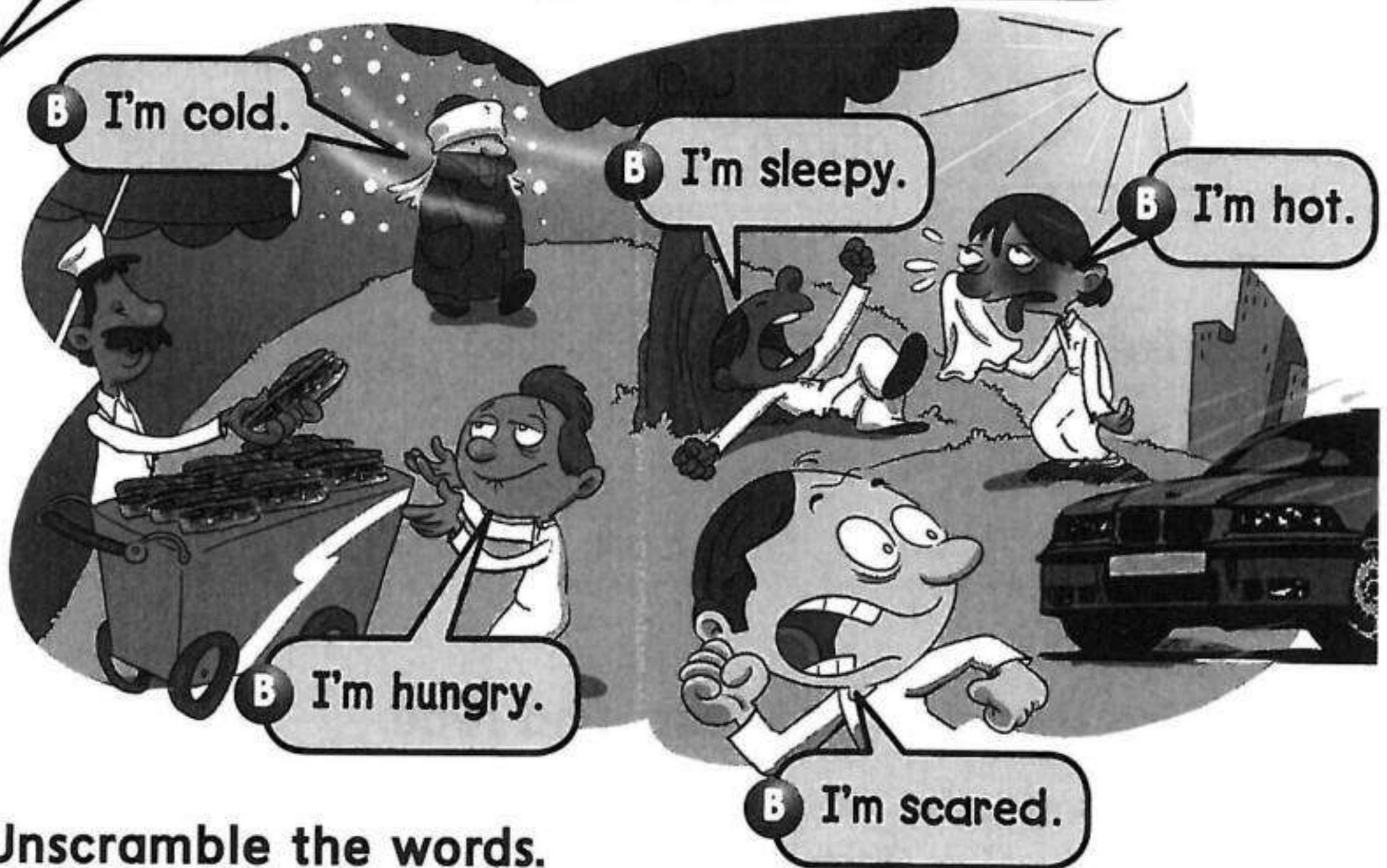
I can ask a friend "What's the matter?"

I listened to CD2 07 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.

**A** What's the matter?



### 2 Unscramble the words.

1. l o c d = cold

2. r n h g u y = hungry

3. y e e l p s = sleepy

4. o t h = hot






## Goal 7 CD2 08 Feelings: Phonics

I can listen and point at the right pictures and words.

I listened to CD2 08 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point at the pictures and words, and say.

apple 	cap 	tap 	hat 
cat 	apron 	cape 	tape 
cake 	vase 	face 	ink 
pin 	Tim 	iron 	pine 
			time 

### 2 Write the missing letters and read.

c a p

c a t

i ron

a ppl e

c a p e

c a k e

p i n

a pr o n

t a p

v a s e

p i n e

t a p e

f a c e

T i m

h a t

i nk

t i m e



## Goal 8 CD2 09 Feelings: Phonics

I can say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.

I listened to CD2 09 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, number the pictures, and say.

1



a p p le

3



c a t

7



t a p e

9



f a ce

6



c a p e

11



i r o n

8



c a k e

4



t a p

2



a p r o n

5



t a p

10



v a s e

13



t i m e

12



p i n e

### 2 Write the missing letters.





## Goal 9

CD2 10





## Things We Wear: Talk Time

I can ask "Whose ... is this?"

I listened to CD2 10 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

- 1 Listen, point, and practice.
- 2 Read and write the missing letters.

1. Whose a  is this? It's mine.
2. Whose e  is this? It's not mine.
3. Whose a  is this? It's mine.
4. Whose u  is this? It's not mine.

- 3 Draw lines and match.



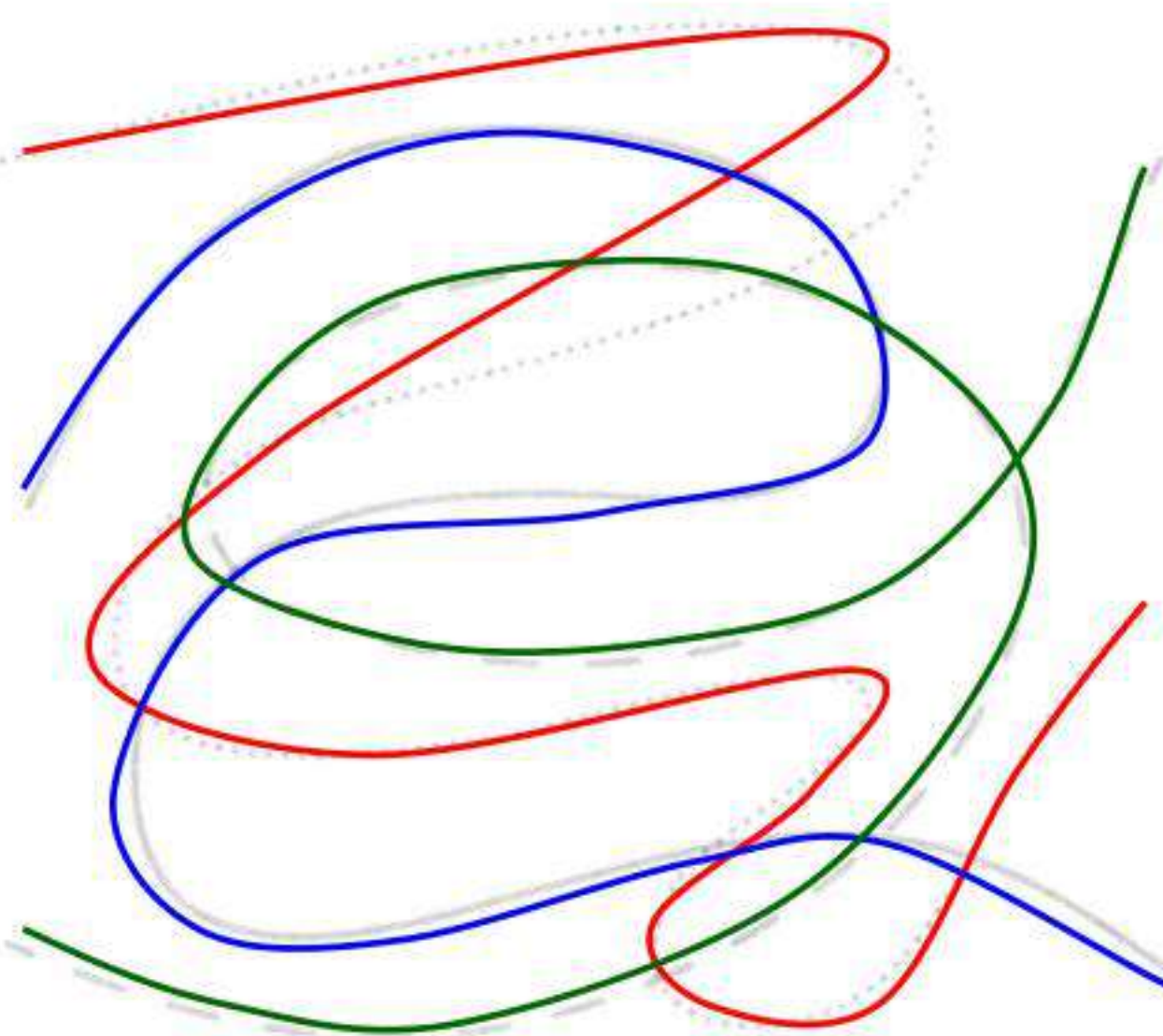
mouse



squirrel



boy



candy



cheese



acorn





## Goal 10

CD2 11

## Things We Wear: Talk Time

I can meet someone and say "I like your ..."

I listened to CD2 11 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

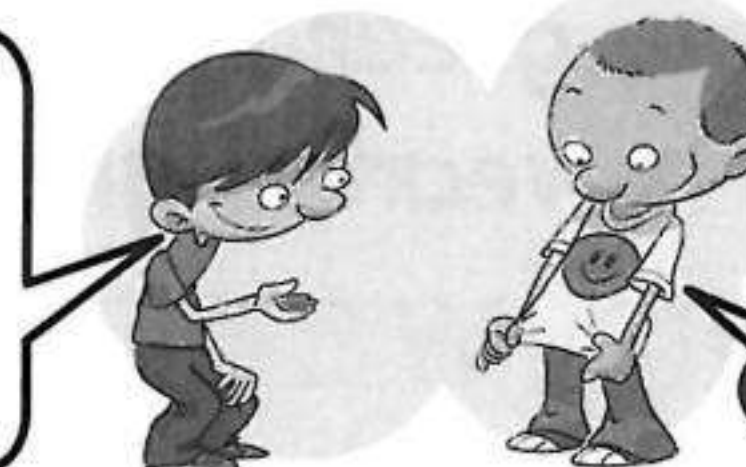
### 1 Listen, point, and practice. Trace.

A I like your hat.



B Thank you.

A I like your T-shirt.



B Thank you.

A I like your jacket.



B Thank you.

### 2 Listen and point.



It's my hat.



It's not mine.



## Goal 11 CD2 12 Things We Wear: Rhythms and Listening

I can chant the *Who is Wearing Green?* chant.

I listened to CD2 12 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen and chant. Trace.

**Green, green, green, green.**

**Who is wearing  
green today?**

**Green, green, green, green.**

**Who is wearing green?**

**I am wearing  
green today.**

**Look at me,**

**And you will see,**

**That I am wearing green today.**



### 2 Read and color his clothes.

He is wearing a yellow T-shirt,  
blue pants, and a brown jacket.  
His cap is red.





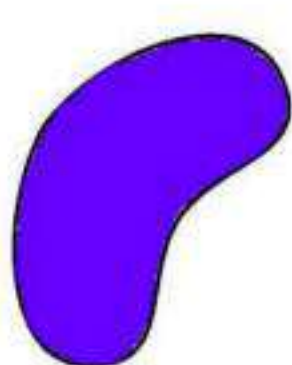
## Goal 12 CD2 13 Things We Wear: Rhythms and Listening

I can say three colors that I'm wearing today.

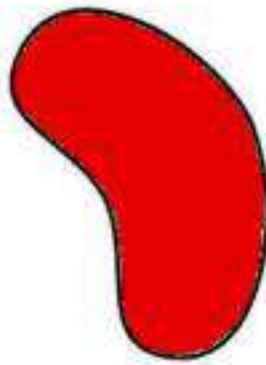
I listened to CD2 13 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

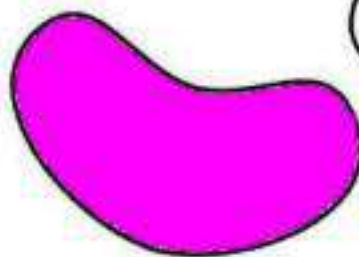
### 1 Listen and color.



purple



red



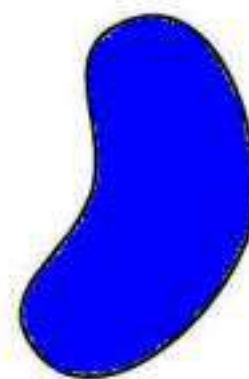
pink



white



black



blue

### 2 Listen and write the color.

1. I'm wearing blue today.

2. I'm wearing red today.

3. I'm wearing white today.

4. I'm wearing pink today.

5. I'm wearing black today.

6. I'm wearing purple today.

### 3 Write two things you are wearing today.

I'm wearing white

and black today.





## Goal 13 CD2 14 Things We Wear: Words in Action

I can say the names of five things that you can wear.

I listened to CD2 14 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

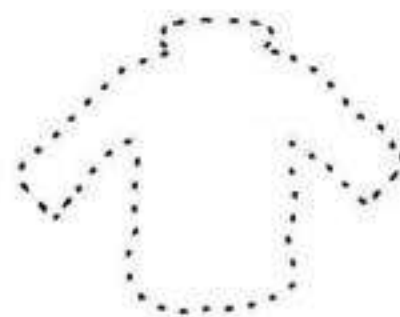
1 Listen, point, and practice.

I'm wearing ...

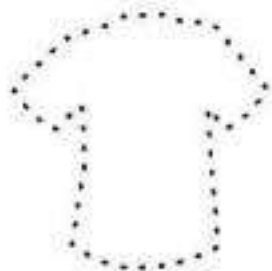
2 Join the dots, color, and trace.



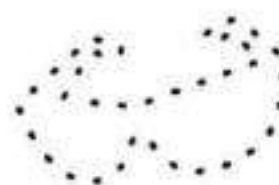
1. a cap



2. a sweater



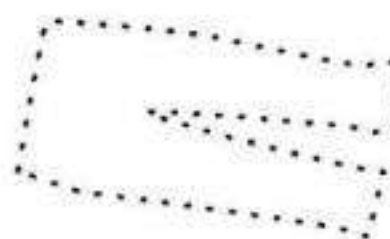
3. a T-shirt



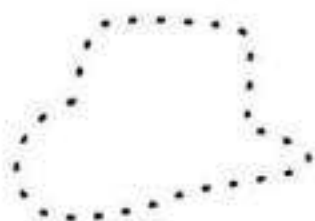
4. sunglasses



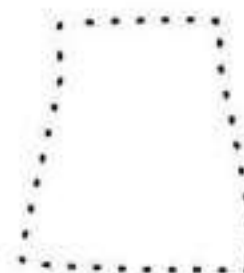
5. a jacket



6. jeans



7. a hat



8. a skirt



9. a blouse



10. shoes



## Goal 14 CD2 15 Things We Wear: Words in Action

I can name two things I am wearing, saying "I'm wearing ... and ... today."

I listened to CD2 15 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen, point, and practice.

2 Listen and circle A or B.

1. A



B



2. A



B



3. A



B



4. A



B



5. A



B



6. A



B



3 Write two things your friend is wearing today.

My friend is wearing \_\_\_\_\_ **blue** \_\_\_\_\_

and \_\_\_\_\_ **black** \_\_\_\_\_ today.





# Goal 15 CD2 16 Things We Wear: Phonics

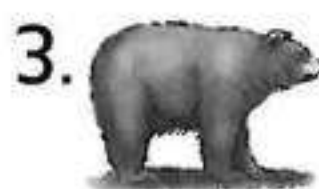
I can tell if the words start with p or b.

I listened to CD2 16 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen and practice.

2 Listen and circle p or b.



p or **b**   **p** or b   p or **b**   p or **b**   **p** or b   **p** or b

3 Write the missing letters. Trace.

			4/1	<b>b</b>	e	d	5
			<b>b</b>				<b>p</b>
3	<b>b</b>	e	a	r			e
			n				n
	2	<b>P</b>	a	n	d	a	
			n				
	6	<b>p</b>	a	r	r	o	t





## Goal 16 CD2 17 Things We Wear: Phonics

I can say two words that begin with p and two words that begin with b.

I listened to CD2 17 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.

1. panda / pizza



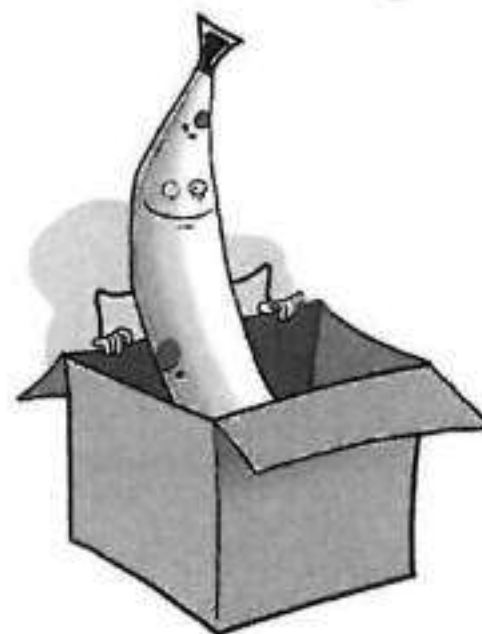
2. bear / banana

3. bear / bed



4. panda / pen

5. banana / box



### 2 Make the sounds.

p p p p b b b b p p p b b b p p b b p b





## Goal 17 CD2 18 Things We Do: Talk Time

I can act out the telephone talks with a partner.

I listened to CD2 18 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.

A Hello. Can I speak to Joe?



B Speaking.



A What are you doing?

B I'm doing my homework.

A What's your dad doing?

B He's watching TV.







## Goal 18 CD2 19 Things We Do: Talk Time

I can have a telephone conversation in English.

I listened to CD2 19 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

**1** Listen, point, and practice. Say your name.

**2** Speak English with your family or friends.

**A** Hello. Can I speak to \_\_\_\_\_?

**B** Speaking.

**A** What are you doing?

**B** I'm watching TV.

**A** Good-bye.

**B** Bye.







## Goal 19 CD2 20 Things We Do: Rhythms and Listening

I can chant the *What Are You Doing?* chant.

I listened to CD2 20 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen and chant. Trace.

What are you doing?  
I'm doing karate,

doing karate, doing karate.

What are you doing?

I'm doing karate, and how about you?



What are you doing?  
I'm playing football,

playing football, playing football.

What are you doing?

I'm playing football, and how about you?



### 2 Match the words.

doing

playing

watching

homework

karate

TV

football





## Goal 20 CD2 21 Things We Do: Rhythms and Listening

I can play the True or False Action Game with a friend.

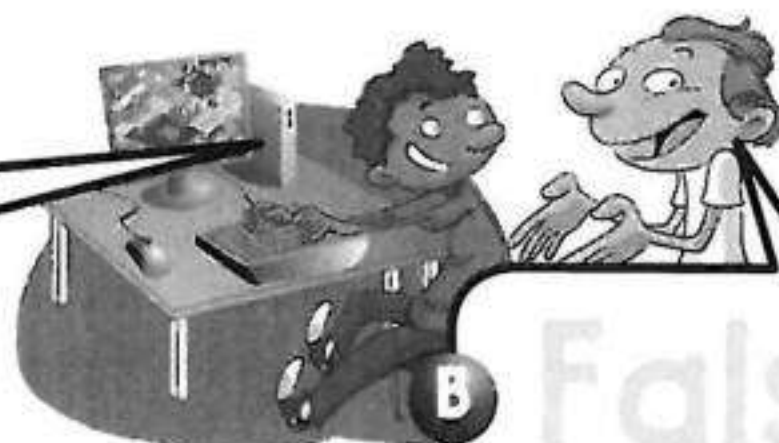
I listened to CD2 21 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.

A

I'm playing  
football.



B

False!

A

I'm playing  
computer games.



B

True!

### 2 Listen and circle T (True) or F (False).

I'm playing football.



1. T **F**

I'm playing computer games.



2. T **F**

I'm doing karate.



3. T **F**

I'm doing karate.



4. **T** F





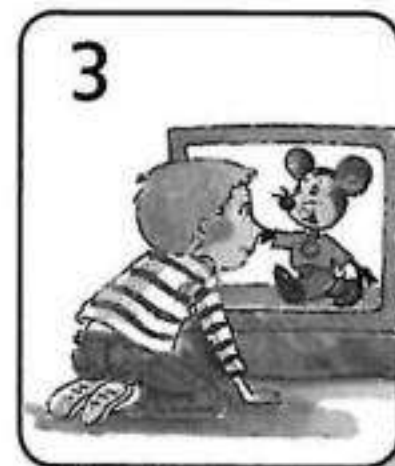
## Goal 21 CD2 22 Things We Do: Words in Action

I can play the Card Snap Game with friends.

I listened to CD2 22 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice.



### 2 Listen and play. Touch the cards as quickly as you can.

1  
I'm doing my  
homework.

2  
I'm playing  
football.

3  
I'm watching TV.

4  
I'm eating  
snacks.

5  
I'm playing  
computer games.

6  
I'm doing  
karate.





## Goal 22

CD2 23

## Things We Do: Words in Action

I can say two things when asked "What are you doing?"

I listened to CD2 23 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen, point, and practice. Trace.

What are you doing?

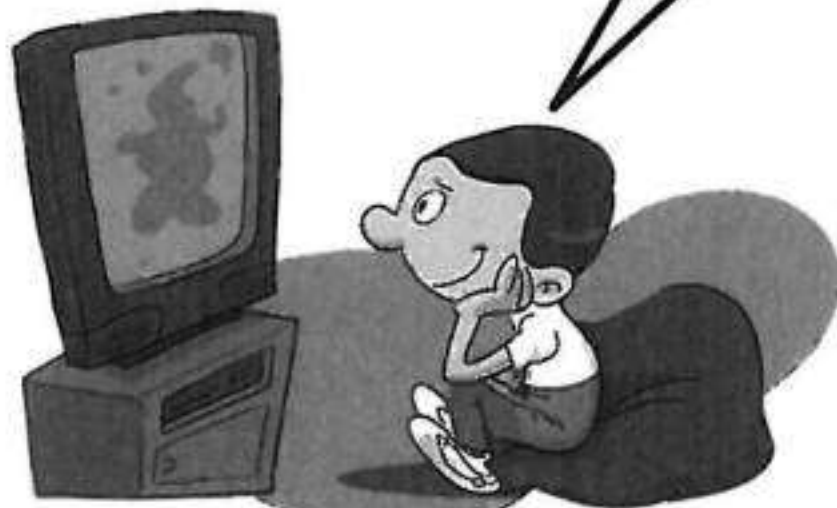


I'm eating  
snacks.

I'm playing  
football.



I'm watching TV.



I'm doing nothing!







## Goal 23 CD2 24 Things We Do: Phonics

I can tell if the words start with t or d.

I listened to CD2 24 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen and practice.

2 Listen and circle t or d.



t or d



t or d



t or d



t or d



t or d



t or d

3 Write the missing letters t or d. Trace. Copy.

1. t iger

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. d oll

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. d oor

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. t elephone

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. t omato

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. d uck

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Goal 24 CD2 25 Things We Do: Phonics

I can say two words that begin with t or d and describe things.

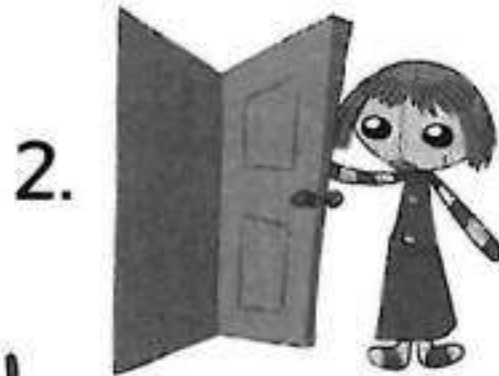
I listened to CD2 25 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.



tiger / tomato



door / doll



tomato / telephone



doll / duck

### 2 Write the missing letters.

A. It's t a l l .



B. It's s h o r t .



C. It's f a t .



D. It's s m a l l .







## Goal 25

CD2 26

## Beautiful Nature: Talk Time

I can act out one of the talks about nature.

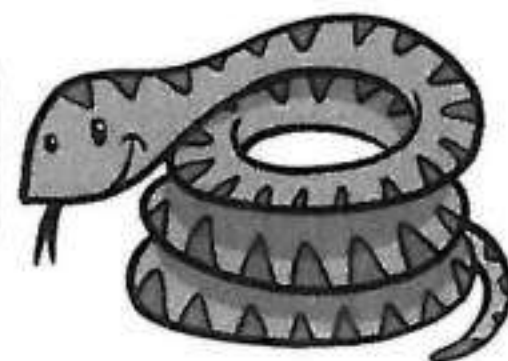
I listened to CD2 26 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.

A

Look! It's a snake!



B

It's short!

A

No, it's long!



A

Look! It's a bat!

B

It's beautiful!



A

No, it's ugly!



## Goal 26 CD2 27 Beautiful Nature: Talk Time

I can find something beautiful or ugly and say "Look! It's a ...!  
It's beautiful (or ugly)."

I listened to CD2 27 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

- 1 Listen, point, and practice.
- 2 Point and say by yourself. Trace.

Look! It's a ...!



bat



hat



flower



monster

It's beautiful.

It's ugly.

- 3 Draw something beautiful and something ugly. Trace.

beautiful

ugly

It's beautiful.

It's ugly.





## Goal 27

CD2 28

## Beautiful Nature: Rhythms and Listening

I can chant the *I Love the Mountains* chant.

I listened to CD2 28 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

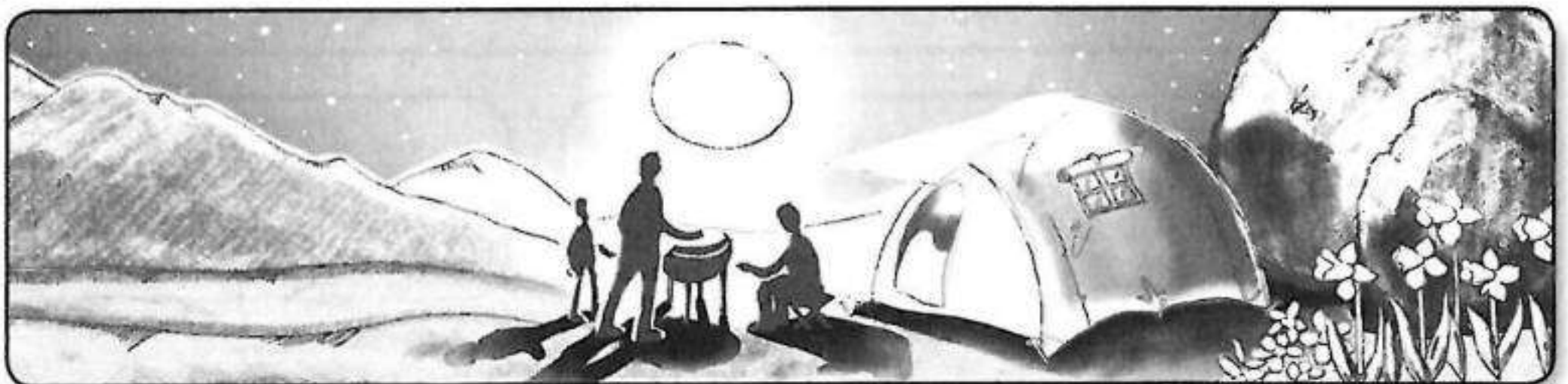
### 1 Listen and chant. Trace.

I love the mountains,  
I love the rolling hills,  
I love the flowers,  
I love the daffodils,

**I love the campfire when  
all the stars are out.**

**I sit and look, I look and smile,  
I'm happy to be under this sky.**

### 2 Color the picture.





## Goal 28 CD2 29 Beautiful Nature: Rhythms and Listening

I can name seasons and months.

I listened to CD2 29 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen and chant. Write the words.

fall winter spring summer September March

Back to school, it's fall.  
September, October, November.

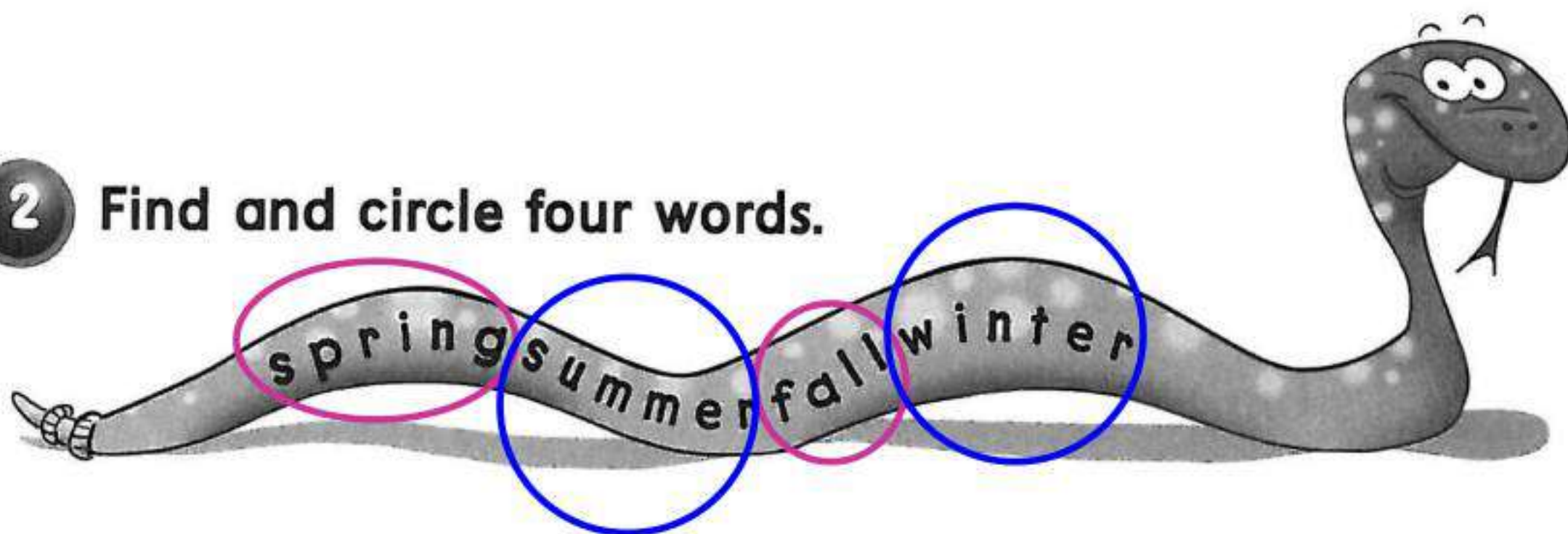
Getting cooler, winter's here.  
December, January, February.

Flowers are out, it's spring.  
March, April, May.

Yummy, summer's here.  
June, July, August,

And back again.

### 2 Find and circle four words.







## Goal 29

CD2 30

## Beautiful Nature: Words in Action

I can act out one pair of opposites.

I listened to CD2 30 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice. Trace.



It's long.



It's short.



It's big.



It's small.



It's quiet.



It's noisy.



It's weak.



It's strong.

### 2 Write the opposites.

1. It's long. It's short.

2. It's big. It's small.



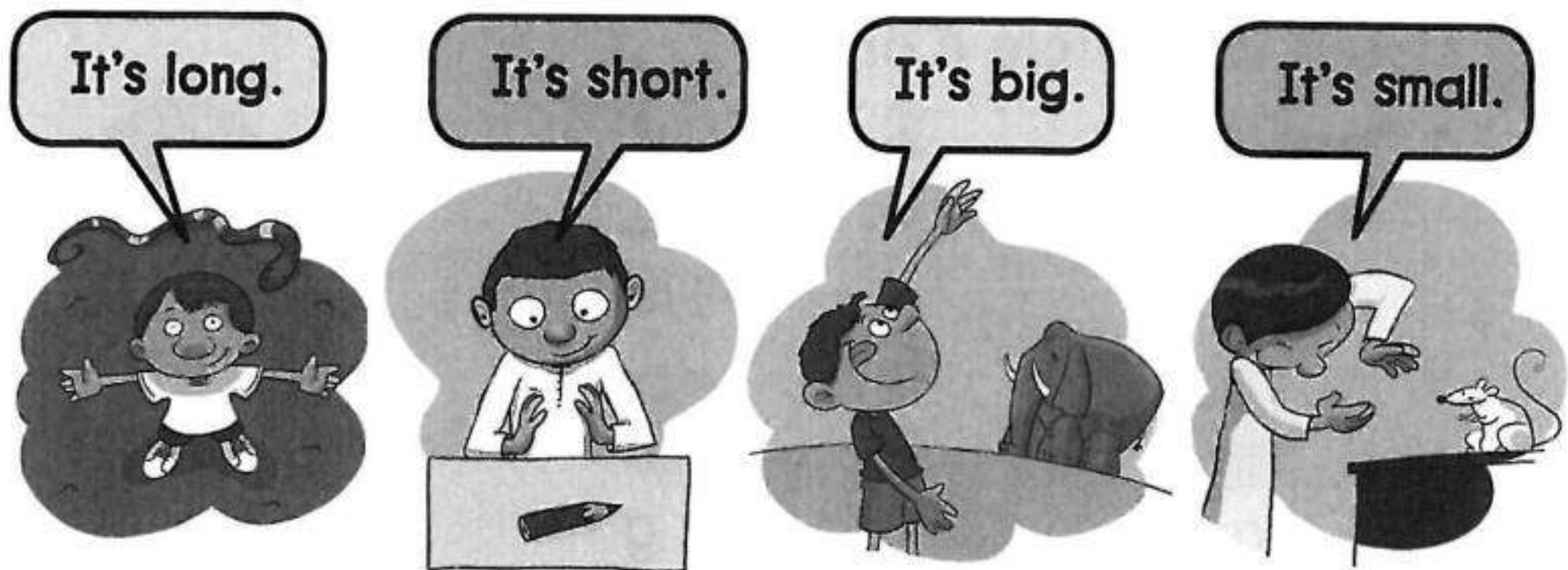
## Goal 30 CD2 31 Beautiful Nature: Words in Action

I can describe and guess what or who.

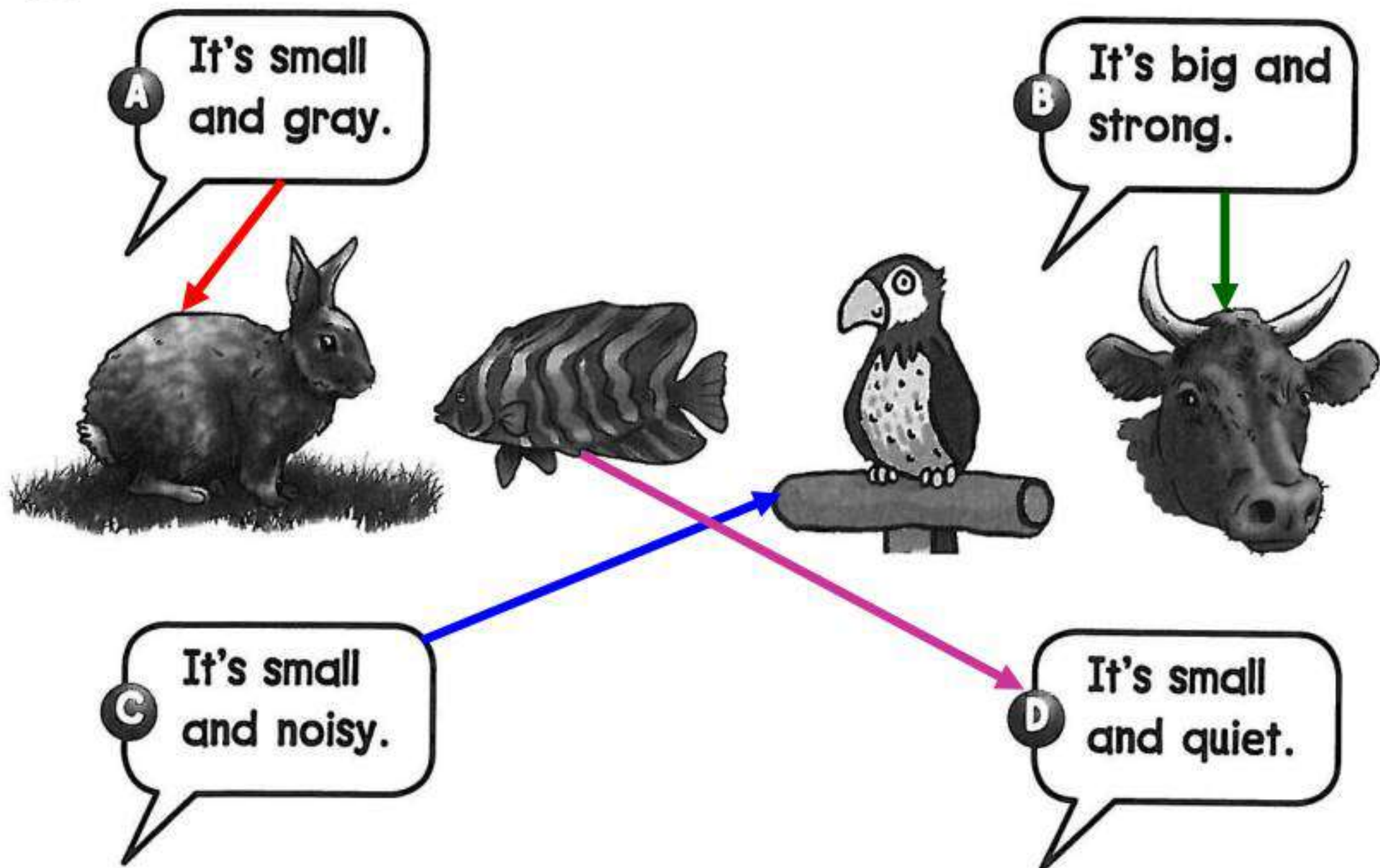
I listened to CD2 31 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

### 1 Listen, point, and practice.



### 2 Listen, read, and match.







# Goal 31

CD2 32

## Beautiful Nature: Phonics

I can tell if the words start with c or g.

I listened to CD2 32 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

1 Listen and practice.

2 Listen and circle c or g.



c or g



c or g



c or g



c or g



c or g



c or g

3 Write the missing letters c or g. Trace and copy.

1. c at

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. g irl

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. c ap

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. g oat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. g orilla

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. c ake

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Goal 32**

CD2 33

**Beautiful Nature: Phonics**

I can say two words that begin with c and two words that begin with g.

I listened to CD2 33 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ signature \_\_\_\_\_

**1 Listen, point, and practice. Trace.**

cat / cake



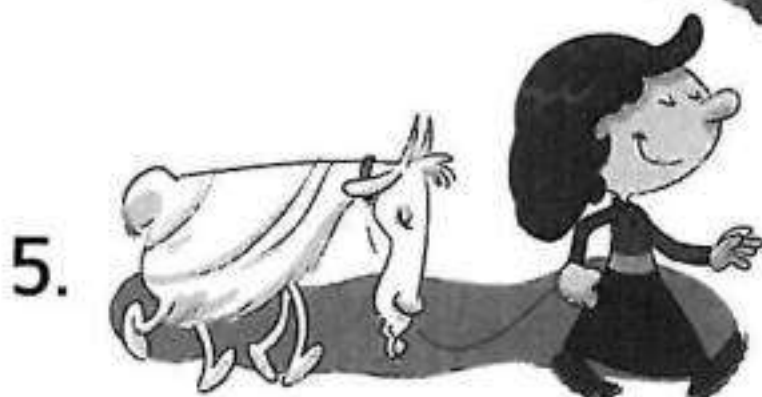
gorilla / goat



cake / cap



cat / cap



girl / goat

**2 Make the sounds.**

c c c c g g g g c c c g g g c c g g c g



**Goal 33**

CD2 34

**Friends, Actions, Things: Talk Time**

I can introduce someone, say "This is my friend ...," and "Let's ....!"

I listened to CD2 34 ☒☒☒☒☒☒☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

**1 Listen and practice.**





# Goal 34 CD2 35 Friends, Actions, Things: Talk Time

I can chant, tell the time of day and use greetings correctly.

I listened to CD2 35 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

## 1 Listen and chant. Trace and write.

It's **morning**. Good morning! **Good morning to you!**

How are you? How **are you**?

It's **so nice to see you.**



It's **afternoon**. Good afternoon!  
**Good afternoon to you!**

Here's homework, more **homework** for you!

It's **evening**. Good evening!  
**Good evening to you!**



It's playtime and bath time and bedtime for you! Goodnight! Goodnight! **Goodnight** to you!

## 2 Match and write.

eat lunch      go to school      watch TV

It's morning.

1. Let's \_\_\_\_\_.



It's afternoon.

2. Let's \_\_\_\_\_.



It's evening.

3. Let's \_\_\_\_\_.







**Goal 35**



## **Friends, Actions, Things: Rhythms and Listening**

I can talk about what "I'm, he/she's, we/you/they're" doing or not doing.

I listened to CD2 36 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

**1**

**Listen and chant. Trace.**

**We're playing, we're cycling**

**Our friends are here and laughing**

**They're jumping, they're cycling**

**As happy as can be!**

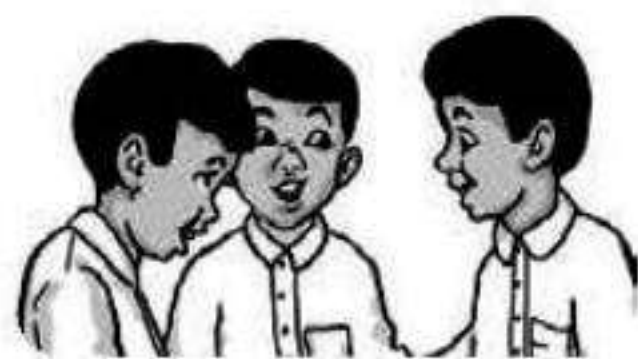


**There's Omar, he's walking**

**His friend, Ali is talking**

**He's laughing. He's not cycling**

**As happy as can be!**



**Are you playing, are they cycling?**

**We're not playing,**

**they're not cycling**

**We're talking, we're walking**

**As happy as can be!**



**2**

**Look at the picture and write.**



sitting

They're sitting.

pointing

They're pointing.

writing

They're not writing.

cycling

They're no cycling.





Goal 36

CD2 37

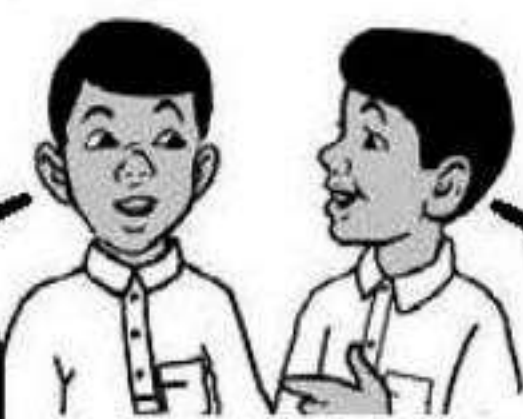
## Friends, Actions, Things: Rhythms and Listening

I can ask and answer Yes / No questions about what people are doing

I listened to CD2 37 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

### 1 Listen and practice. Trace.



Where is he? He's at home.


Is he sitting? Yes, he is.

Is he playing? No, he isn't.

Is he watching TV? Yes, he is. Now it's my turn!

### 2 Ask and answer. Write.

reading



1. Is he reading?  
No, he isn't.

running



2. Is he running?  
No, he isn't.

standing



3. Are they standing?  
No, they aren't.

watching TV



4. Are they watching TV?  
No, they aren't.



**Goal 37**

CD2 38

**Friends, Actions, Things: Words in Action**

I can talk about food using the words "hot, cold, sour, sweet, salty, tasty"

I listened to CD2 38 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

**1 Listen and chant. Trace and write.**

Apples are sweet!



Lemons are sour,



Cherries are sweet!

They're not sour.



My soup is hot!

Ice-cream is cold,

Rice is hot,

It's not cold.



Chips are salty,

And they're tasty!

Let's eat!

**2 Write about food. Use these words.**

tasty      sweet      sour      salty      hot      cold

1. Lemons are sour.

2. Sandwiches are salty.

3. Cookies sweet.

4. Kabsa is hot.



**Goal 38**

CD2 39

**Friends, Actions, Things: Words in Action**

I can ask questions with "or", "want", and say what I like and what I don't like

I listened to CD2 39 ☒☒☒☒☒☒☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

**1 Listen and practice. Trace.**

Is it cold or hot?

What color is it?

Is it sweet  
or sour?

I know! It's a lemon!

No, thanks. I don't like lemons.

I like oranges.



It's cold.  
It's a fruit.

It's yellow.

It's sour.

That's right! Do  
you want one?

**2 Answer the questions about your favorite food.**

1. Is it cold or hot? It's cold. It's a fruit.
2. Is it salty or sweet? It's sweet.
3. Is it sour? No, it isn't.
4. What color is it? It's yellow.
5. Is it tasty? Yes, it is.

Write your favorite food: It is a banana.



**Goal 39**

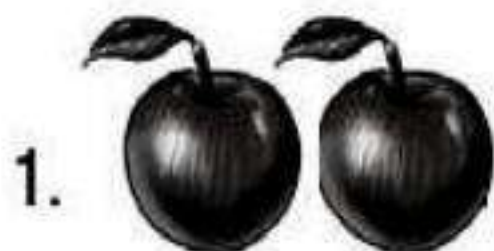
CD2 40

**Friends, Actions, Things: Phonics**

I can make the sounds for -s, ask and answer with "have" and use "and" or "but"

I listened to CD2 40 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

**1 Listen and check ✓. Then write.**

apples

/s/

☐

/z/

☒

/ɪz/

☐

4.



/s/

☐

/z/

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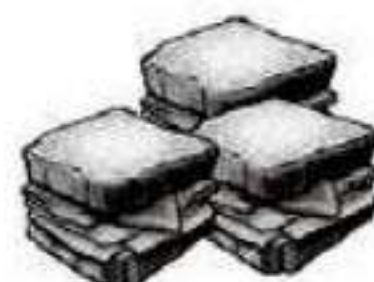
/z/

☒

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☐

6.



/s/

☐

/z/

☐

/ɪz/

☒**2 Write answers.**

1. Do you have a pen? Yes, I do. / No, I don't.

2. Do you have cookies? Yes, I do.

3. Do you have a computer? No, I don't.

4. Do you have notebooks? Yes, I do.





## Goal 40 CD2 41 Friends, Actions, Things: Phonics

I can ask and say whose something is using (name)'s.

I listened to CD2 41 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

### 1 Listen and practice. Trace.

Whose hat  
is that?

Maybe it's  
Nura's.

Let's  
ask her!

### 2 Ask and answer. Write.

blouse cap dress T-shirt skirt sweater



- |                           |                |
|---------------------------|----------------|
| 1. Whose skirt is this?   | It's Nura's.   |
| 2. Whose shirt is this?   | It's Faisal's. |
| 3. Whose blouse is this?  | It's Nura's.   |
| 4. Whose sweater is this? | It's Faisal's. |
| 5. Whose dress is this?   | It's Nura's.   |
| 6. Whose hat is this?     | It's Faisal's. |