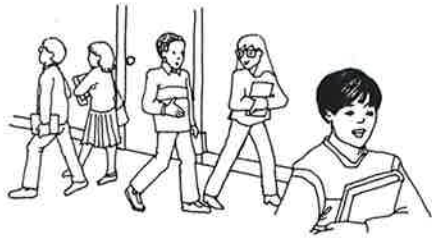
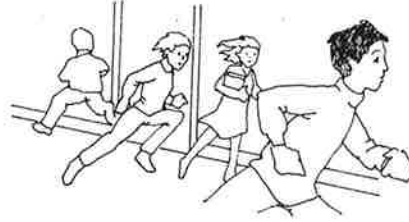


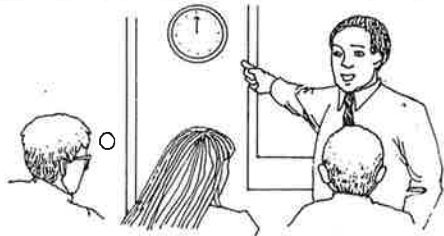
# Things to Remember



1. Walk in the hall.



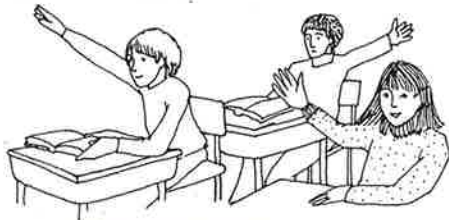
2. Don't run in the hall.



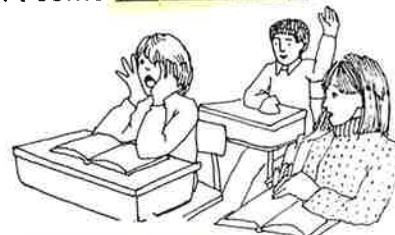
3. Be on time for class.



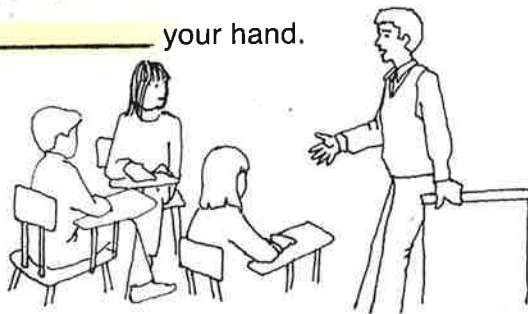
4. Don't come late.



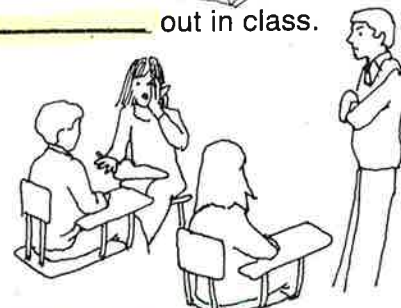
5. Raise your hand.



6. Don't shout out in class.



7. Pay attention to your teacher.



8. Don't talk in class.



9. Do your homework.



10. Don't chew gum.

## MEMORY BANK

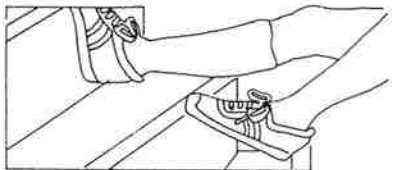
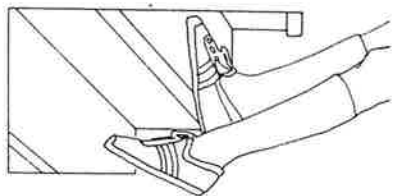
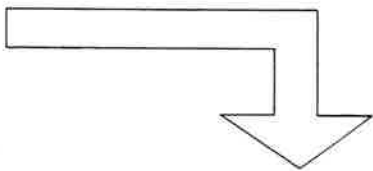
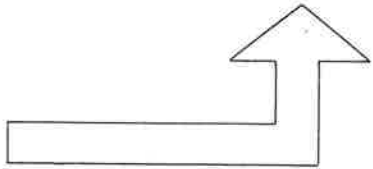
Be on time for class.  
Pay attention to your teacher.  
Walk in the hall.  
Do your homework.  
Raise your hand.

Don't whisper in class.  
Don't run in the hall.  
Don't chew gum.  
Don't come late.  
Don't shout out in class.

done wrong ("Don't come late.") and the rule that tells what you should do. ("Be on time.") Let volunteers act out other misdemeanors; have the class correct them by giving the appropriate rule(s). Then assign this page for written work.

**Skill Objective: Understanding school rules**  
Review these school rules with the class, reading each directive aloud and studying the pictures together. Act out one of the misdemeanors (example: coming late to class). Let the class give the rule that points out what you have

# Which Way?



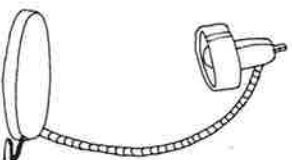
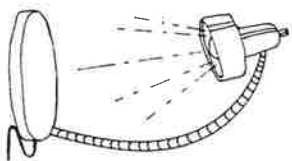
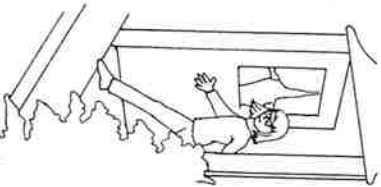
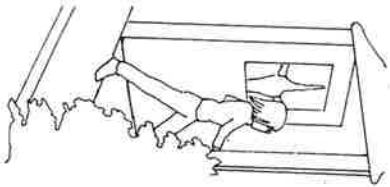
1. \_\_\_\_\_ *left*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Help the class name the picture pairs on this page, then ask for names in random order, "Number 7. What is it?" Have the class read the prepositions in the Memory Bank and find the matching pictures. Assign the page for independent written work.



5. \_\_\_\_\_

6. \_\_\_\_\_

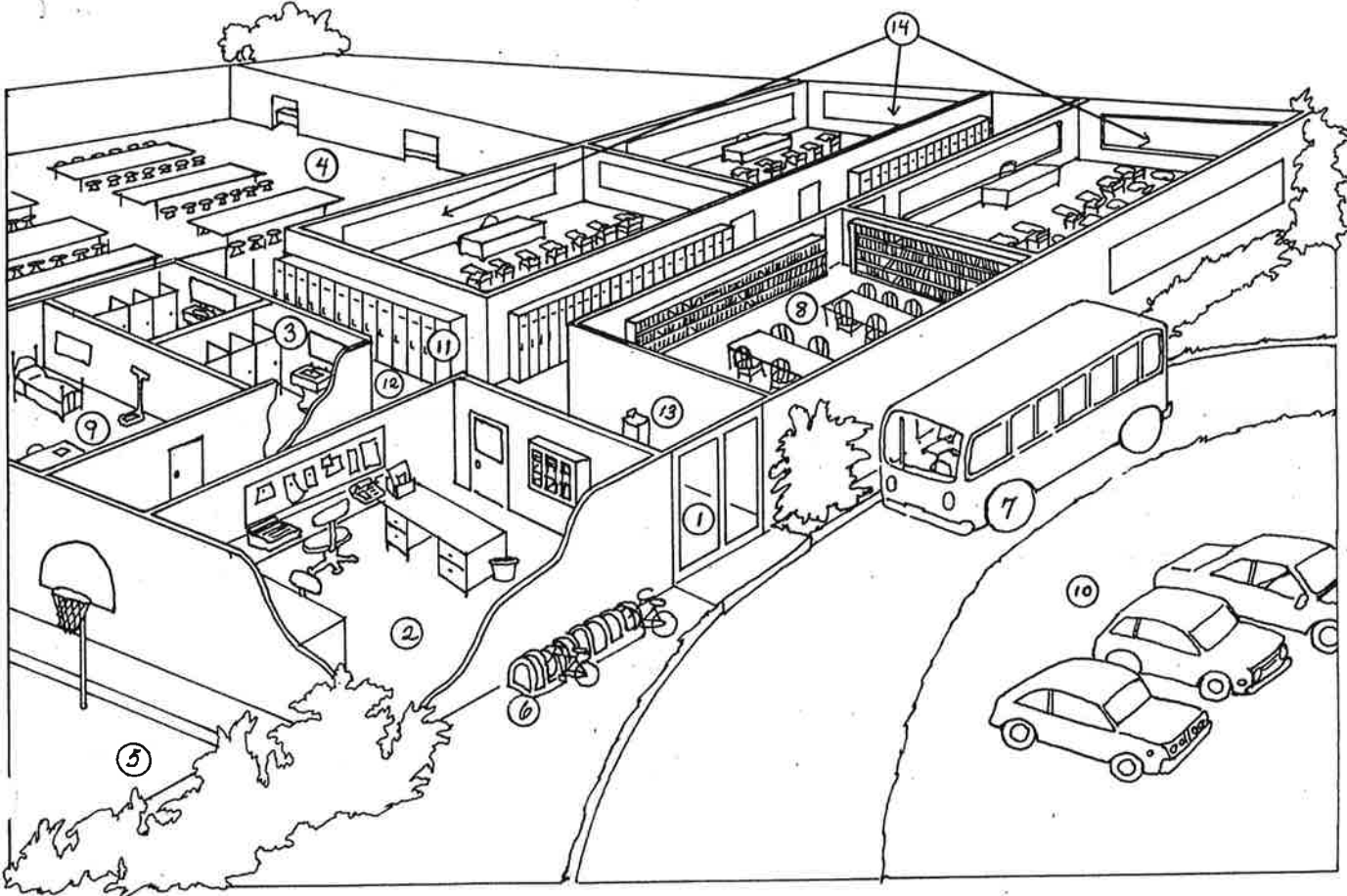
7. \_\_\_\_\_

8. \_\_\_\_\_

<b>MEMORY BANK</b>	down	right
	in	up
	left	
	off	
	on	
	out	

**Skill Objective: Understanding direction words**  
 Teach and practice *left/right* by giving students "marching" directions: "Turn left. Walk 1, 2, 3. Turn right." etc. To practice *up/down*, tell the class: "Point up. Point down. Point right." Steadily increase the speed of these directions.

# At School



(eat lunch, leave our bikes)? Adjust the time spent on this oral activity to the needs and skill level of your students. Assign the page for independent written work. Students may refer to the Memory Bank as needed.

Find the number in the picture. Write the word on the line.

1. entrance
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## MEMORY BANK

bathroom  
library  
office  
water fountain

bike rack  
lockers  
parking lot

classrooms  
lunchroom  
playground

hallway  
nurse's office  
school bus  
entrance

**Skill Objectives:** Naming school rooms and locations, reading a map. Help students identify the fourteen locations highlighted on the school map. Provide practice with the terms by asking: "Where is the (office)? (It's number 2.) Do we have an (office) in our school? What is number . . . ? Where do we

# People and Places at School

A. Who is she? Who is he? Write the words. The first one is done for you.



1. principal



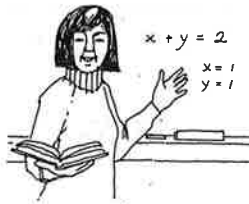
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## MEMORY BANK

bus driver    gym teacher    librarian    math teacher    nurse    principal

B. Where is he? Where is she? Write the words. The first one is done for you.



1. playground



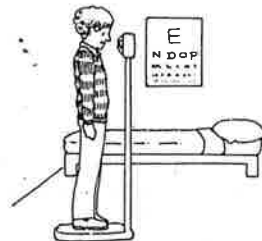
2. \_\_\_\_\_



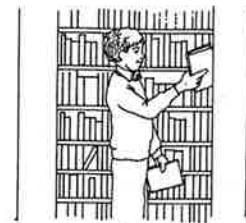
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## MEMORY BANK

classroom    library    nurse's office    hallway    lunchroom    playground

"water fountain?" Cover both parts of this page orally. Adjust the amount of oral practice to the particular needs of your group. Assign the page for independent written work.

Skill Objective: Naming school personnel and school locations. Teach or review the vocabulary highlighted on this page. Relate the terms to your school by asking: "Who is the (principal) in our school? Who is your math teacher? Where do you play after lunch? Where is the

# Number Names

0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen				
18 eighteen	19 nineteen	20 twenty	21 twenty-one	30 thirty	40 forty	50 fifty	60 sixty			
70 seventy	80 eighty	90 ninety	100 one hundred	101 one hundred one	1000 one thousand					

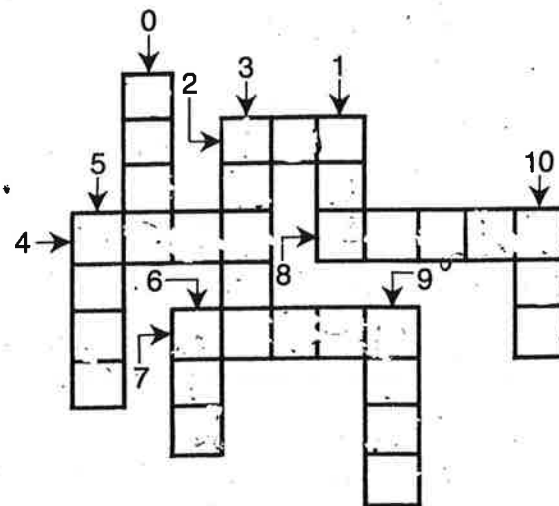
## A. Write the number names.

- 1 one
- 19 \_\_\_\_\_
- 5 \_\_\_\_\_
- 300 \_\_\_\_\_
- 20 \_\_\_\_\_
- 90 \_\_\_\_\_
- 3 \_\_\_\_\_
- 17 \_\_\_\_\_
- 201 \_\_\_\_\_
- 220 \_\_\_\_\_
- 88 \_\_\_\_\_
- 308 \_\_\_\_\_
- 6000 \_\_\_\_\_
- 70 \_\_\_\_\_
- 33 \_\_\_\_\_

## B. Write the numbers.

- twenty-seven 27
- forty-three \_\_\_\_\_
- nine \_\_\_\_\_
- one hundred five \_\_\_\_\_

## C. Write the number names in the boxes.



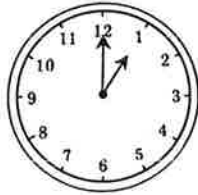
teers to name. 3. Name a number 1-10,000. Have students write the numeral at their desks. Write the answer on the board so that students can immediately check and correct their work. Review directions and assign this page for independent work.

**Skill Objective: Naming numbers 1-10,000**  
Use any or all of the following introductory activities. 1. Have students count from 1-100, either in chorus or in sequence, going around the room. If possible, display a number chart. 2. Write random numbers on the board for volun-

# What Time Is It?

Write the sentence. The first one is done for you.

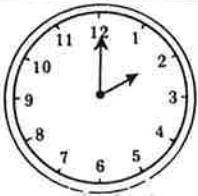
order. After sufficient oral practice, assign this page for independent written work.



1:00

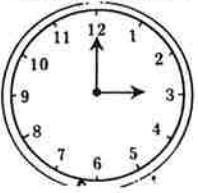
It's one o'clock.

1



2:00

2



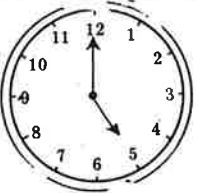
3:00

3



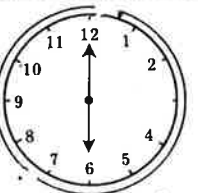
4:00

4



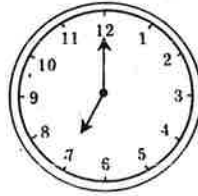
5:00

5



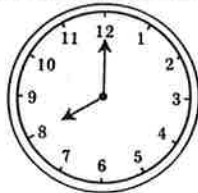
6:00

6



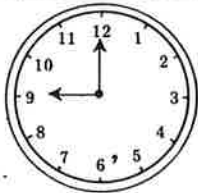
7:00

7



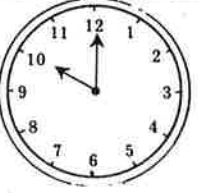
8:00

8



9:00

9



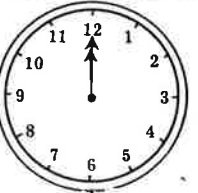
10:00

10



11:00

11



12:00

12

Skill Objective: Telling time, on the hour  
Go over this page as an oral group activity. First, have students read the twelve clocks in sequence. Then ask, "What time is it?" and name clocks in random