



LanguageLinks[®] to Literacy

STUDENT ACTIVITY BOOK

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Student Activity Book

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Instructions

This *Student Activity Book* for *LanguageLinks® to Literacy* contains worksheets an instructor or parent can use to supplement the receptive software modules and the expressive lessons. Activities include identifying the various syntactic forms, using the forms in sentences, matching written forms to illustrations, and opportunities for writing the forms. Current thinking is that writing is important to the development of both oral and written competence. Writing the syntactic forms should be encouraged even while oral competence is developing.

All students should be given a *Student Activity Book* of their own to complete the worksheets associated with each of the 40 lessons in the *Instructor's Manual*. The worksheets that complement each lesson have one or two pages devoted to each of the syntactic forms taught and for most lessons an additional page that mixes all the forms taught. Each activity worksheet page has primary activities and additional bonus ones.

The top of each worksheet lists the lesson with which it is associated as well as the specific form(s) targeted on that page. The sheet has directions for the primary activity to be completed for each page. Underneath the pictures on the page, a bonus activity is listed. These bonus activities are optional but encourage you to expand learning opportunities for students. Following are two symbols used in the directions and bonus activities:



The oval is used to indicate that students should circle the appropriate word or picture.



The pointing finger is used to indicate that students should point to the appropriate word or picture. Some bonus activities use the following symbol:



The pencil on the line in the oval is used to indicate that students should write the requested form on the line.

While not specifically stated on each worksheet page, oral language is to be encouraged at all times. In addition to the delineated activities described, instructors or parents can always encourage naming of the syntactic forms as well as their use in sentences. For example, the first page (p. 5) of Lesson 1 *Is/Are Verbing* contains a story about Zot where students must discriminatively identify *Is Verbing*. Pointing to picture number two you can say, *Let's talk about this picture. Here Zot is walking to his friend's house. What is Zot doing? Say, Zot is walking. **Zot is walking.** Yes, Zot is walking. He's walking to his friend's house.* Use your imagination. Any prompting that helps students use the syntactic forms in sentences is great!

The *Student Activity Book* is included on the accompanying Mac/Win CD. That means you can print out individual activity pages for students to take home for additional practice while you keep the book itself at school.

Lesson 1: Is/Are Verb + -ing

Name _____ Date _____

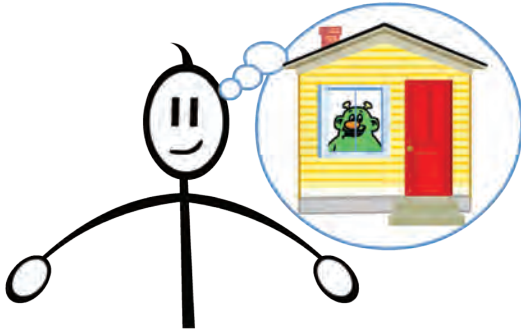


I'm going to tell you a story about Zot!

Is Verb + -ing

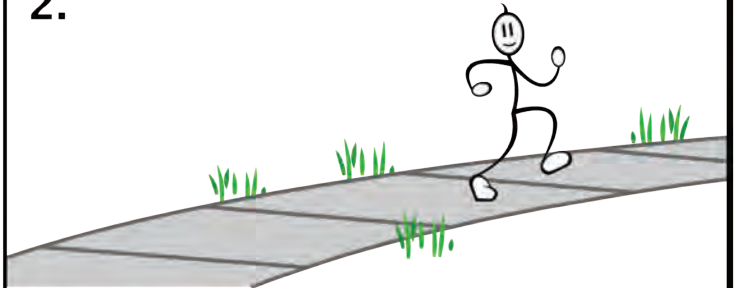
Directions: the word **is** wherever you see it.

1.



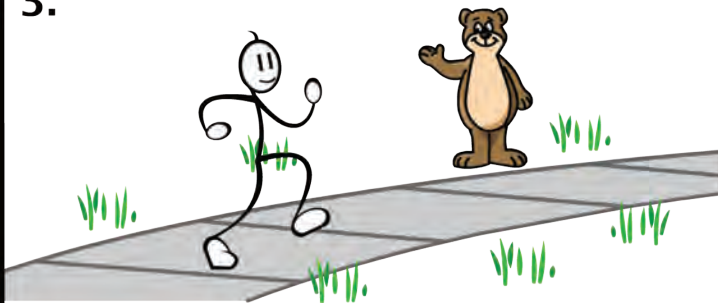
Zot is going to visit his friend Monster.

2.



He is walking to his friend's house.

3.



Look, the bear is waving to Zot.

4.



Zot and the bear are walking together.

5.



Zot is knocking on his friend's door.

6.



They are happy to see each other!

Bonus: Zot's friend. Tell me about him using the word **is**.

Lesson 1: Is/Are Verb + -ing

Name _____ Date _____



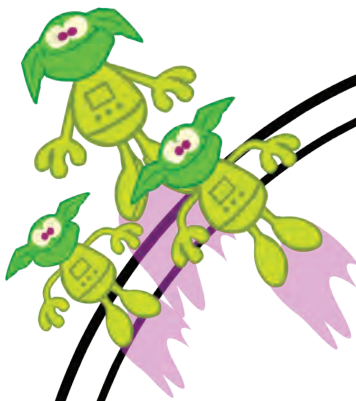
Look! The aliens are running!

Are Verb + -ing

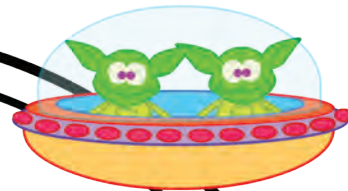


Directions:  the word **are** wherever you see it.

The aliens are flying.



The aliens are riding.



The aliens are pointing.



The alien is waving.



The aliens are standing.



The alien is dancing.



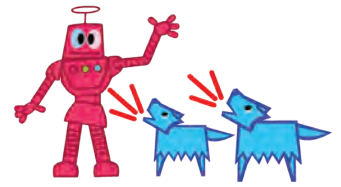
Bonus: Tell me what these aliens  are doing using the word **are**.

Lesson 1: Is/Are Verb + -ing

Name _____ Date _____



The robot is waving and the dogs are barking!



Is/Are Verb + -ing

Directions: Describe what they're doing using the word **is** or **are**.The penguins _____ skating.
is areThe frog _____ pointing.
is areThe elephant _____ spraying.
is areThe squirrels _____ dancing.
is areThe teddy bears _____ riding.
is areThe skunk _____ driving.
is are**Bonus:** Write the missing **is** or **are** word on the lines above.


Lesson 2: Is/Are

Name _____ Date _____

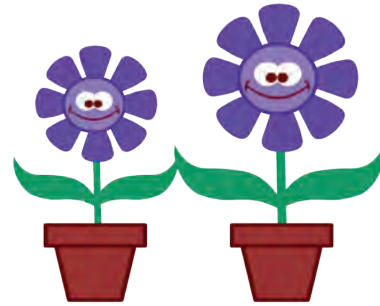


My baby sister is little!

Is

Directions:  the word **is** wherever you see it.

The monster is sad.



The flowers are purple.



The hamsters are little.



The duck is blue.



The fish is funny.



The girl is happy.

Bonus: Tell me about your favorite character using the word **is**.

Lesson 2: Is/Are


Name _____ Date _____



Zot is sad! His red shoes are missing and he can't find them.



Are

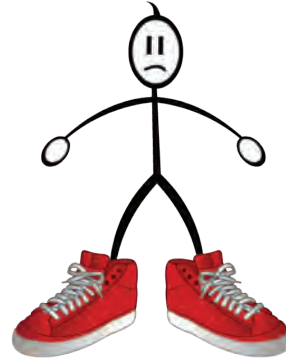
Directions:  the word **are** wherever you see it.

1.



Zot sees shoes. The shoes are red!

2.



Oh, oh...the shoes are too big.

3.



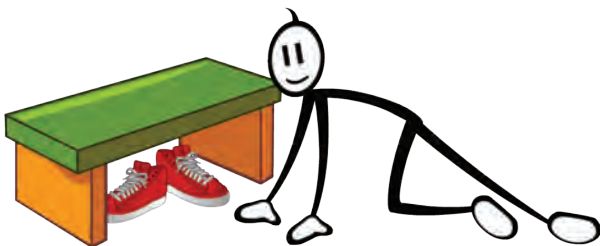
Zot sees shoes. The shoes are red!

4.



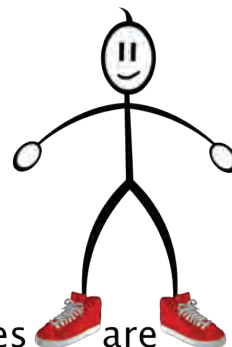
Oh, oh...the shoes are too little.

5.



Zot sees shoes. The shoes are red!

6.



The shoes are just right!
Zot is happy!

Bonus: Tell me about your shoes using the word **are**.

Lesson 2: Is/Are


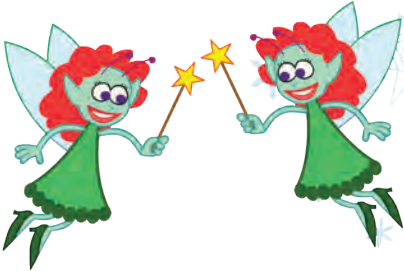
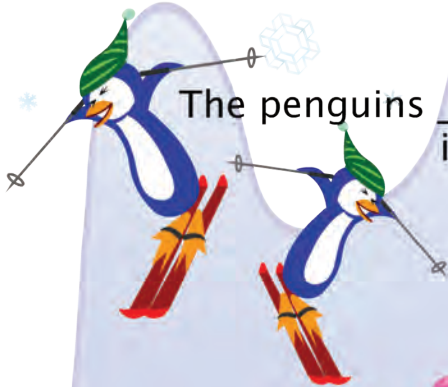
Name _____ Date _____



Look! The table is blue and the chairs are red!



Is/Are


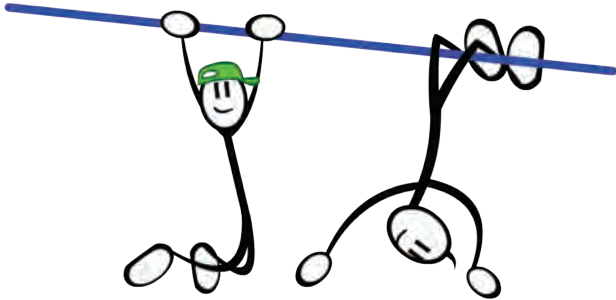
Directions:  the word **is** or **are** to complete the sentences.The fairies _____ green.
is areThe snowflakes _____ pretty.
is areThe mountain _____ tall.
is areThe penguins _____ fast.
is areThe polar bear _____ big.
is areThe snowman _____ cold.
is areBonus: Write the missing **is** or **are** word on the lines above.

Lesson 3: He/She/They

Name _____ Date _____



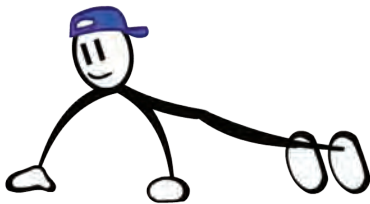
See! He is walking. He is wearing a coat!

**He**Directions:  the word **He** wherever you see it.

They are hanging.



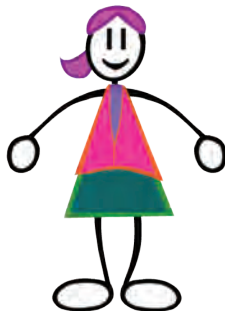
He is sitting.



He is exercising.



He is wearing a blue hat.



She is standing.



He is pointing.

Bonus: Tell me what the  is wearing using the word **He**.

Lesson 3: He/She/They

Name _____


Date _____



Wow! She is reading!



She

Directions:  the word **She** wherever you see it.



She is wearing big shoes.



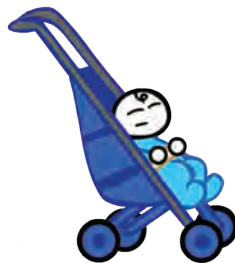
She is holding a teddy bear.



She is eating.



They are playing.



He is sleeping.



She is walking.

Bonus: Tell me about  shoes using the word **She**.

Lesson 3: He/She/They

Name _____ Date _____



Look at the frogs! They are green!

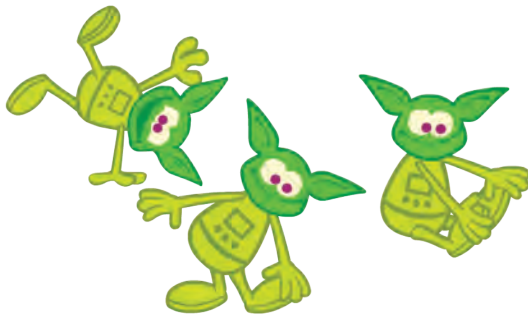
They

Directions:  the word **They** wherever you see it.

They are eating.



He is walking.



They are exercising.



They are cute.



They are playing.



She is happy.

Bonus: Tell me the color of your eyes using the word **They**.

Lesson 3: He/She/They

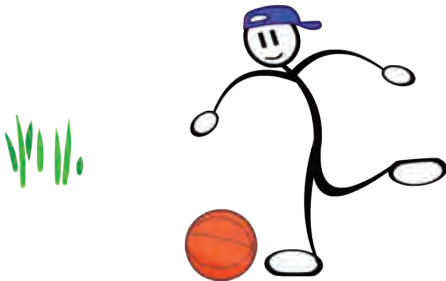
Name _____ Date _____



Look! Everyone is at the park!

He/She/They

Directions: ☐ the word **He**, **She**, or **They** to complete the sentences.



_____ is kicking the ball.
He She They



_____ is holding the baby.
He She They



_____ is muddy.
He She They



_____ are eating.
He She They



_____ are dancing.
He She They



_____ is running.
He She They

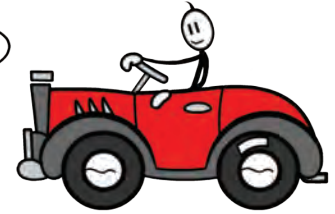
Bonus: Write the missing **He**, **She**, or **They** word on the lines above.

Lesson 4: Possessive 's


Name _____ Date _____



See! The car belongs to Zot. It's Zot's car!



Possessive 's

Directions:  the name of who owns each thing.

alien



bear



skunk



elf



It is the _____ car.
alien's bear's skunk's elf's



It is the _____ hat.
alien's bear's skunk's elf's



It is the _____ umbrella.
alien's bear's skunk's elf's



It is the _____ ball.
alien's bear's skunk's elf's

Bonus: Write the names of who owns each thing on the lines above.

Lesson 4: Possessive 's


Name _____ Date _____



The pool belongs to the penguin. It's the penguin's pool!



Possessive 's

Directions: Draw a line to each character's shadow then  the name of who owns each shadow.

bird

It is the _____ shadow.
bird's snake's hippo's monster's

snake

It is the _____ shadow.
bird's snake's hippo's monster's

hippo

It is the _____ shadow.
bird's snake's hippo's monster's

monster

It is the _____ shadow.
bird's snake's hippo's monster's

Bonus: Write who each shadow belongs to on the lines above.

Lesson 5: Is/Is Not

Name _____ Date _____



See! She is not sitting!



Is Not

Directions:  the words **is not** wherever you see them.

The rabbit is not raking.



The rabbit is raking.



The fox is wearing shoes.






The fox is not wearing shoes.



The dinosaur is hiding.



The dinosaur is not hiding.

 Bonus:  to the  who **is not** hiding and to the  who **is not** wearing shoes.

Lesson 5: Is/Is Not

Name _____ Date _____



See! She is not sitting either!



Is Not

Directions: Follow the directions below.



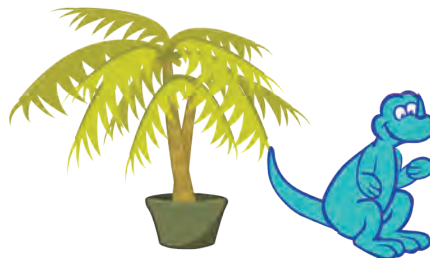
Draw a line to the rabbit who is not raking.



Draw a line to the fox who is not wearing shoes.



Draw a line to the dinosaur who is not hiding.



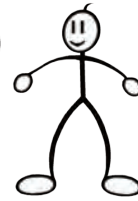
Bonus: Is the  yellow? Answer using the words **is not**.

Lesson 5: Is/Is Not

Name _____ Date _____

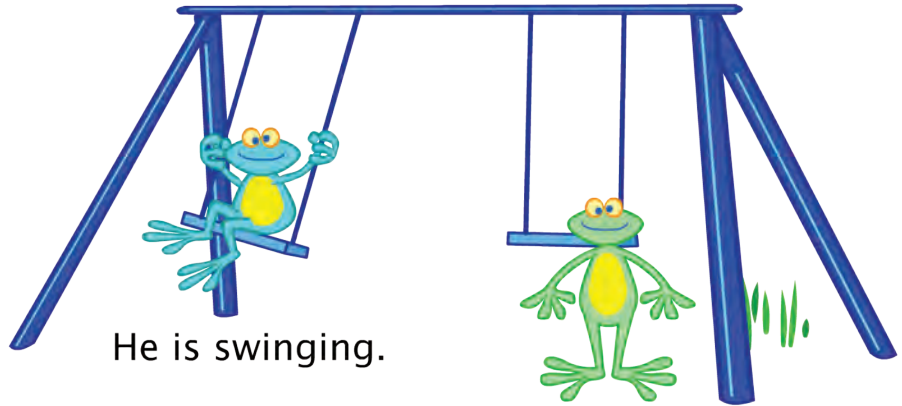


Everyone is at the playground except
for Zot. He is not at the playground!



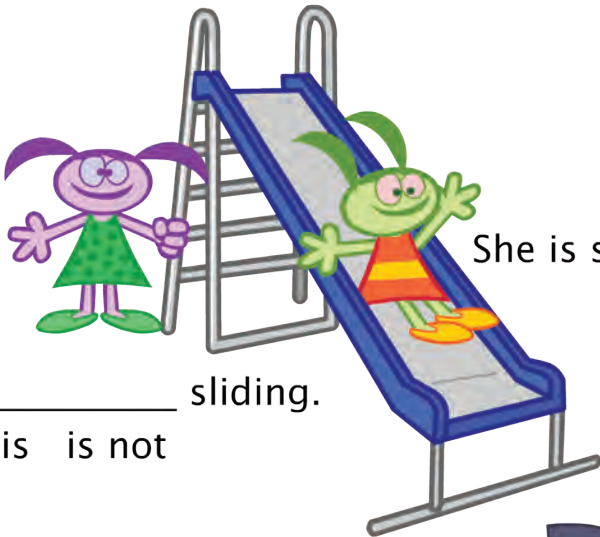
Is/Is Not

Directions: ☐ the word **is not** to complete the sentences.



He is swinging.

He _____ swinging.
is is not



She is sliding.

She _____ sliding.
is is not



He is mowing.



He _____ mowing.
is is not

Bonus: Write the missing **is not** words on the lines above.

Lesson 6: In/On/Under

Name _____ Date _____



Look! The baby is in the box!

**In**Directions:  the word **in** wherever you see it.

The fairy is in the basket.



The turtle is under the table.



The elephant is on the bench.




The frog is in the jar.



The fish is in the tank.



The dinosaur is in the box.

Bonus: Tell me about the  using the word **in**.