

**The Oxford *Picture Dictionary for the Content Area*
correlated to
World-class Instructional Design and Assessment (WIDA)
Listening Standards
Grades 3-5**

GRADE LEVEL CLUSTER 3-5	
WIDA Standards	Picture Dictionary for the Content Area
Domain: <i>LISTENING</i> — process, understand, interpret, and evaluate spoken language in a variety of situations	
<i>Social and Instructional</i>	
Level 1 Entering	
<ul style="list-style-type: none"> • follow one step oral commands • respond (non-verbally) to questions, statements, commands, or social courtesies given orally • identify materials needed to complete tasks from realia and oral statements 	<p>Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60</p> <p>Teacher’s Book: pg. 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 51, 52, 54, 55, 56, 58, 59, 60, 62, 63, 64, 66, 67, 68, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 90, 91, 92, 94, 95, 96, 98, 99, 100, 102, 103, 104, 106, 107, 108, 110, 111, 112, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 128, 130, 131, 132, 134, 135, 136, 138, 139, 140, 142, 143, 144, 146, 147, 148, 150, 151, 152, 154, 155, 156, 158, 159, 160, 162, 163, 164, 166, 167, 168, 170, 171, 172, 174, 175, 176, 178, 179, 180, 182, 183, 184, 186, 187, 188, 190, 191, 192, 194, 195, 196, 199, 200, 202, 203, 204, 206, 207, 208, 210, 211, 212, 214, 215, 216, 218, 219, 220, 222, 223, 224, 226, 227, 228, 230, 231, 232, 234, 235, 236, 238, 239, 240</p>
<i>Social and Instructional</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • follow multi-step oral commands • identify topics, some words, or phrases of oral communications • match materials or resources needed to complete tasks with their uses based on realia and oral directions 	<p>Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60</p> <p>Teacher’s Book: pg. 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 51, 52, 54, 55, 56, 58, 59, 60, 62, 63, 64, 66, 67, 68, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 90, 91, 92, 94, 95, 96, 98, 99, 100, 102, 103, 104, 106, 107, 108, 110, 111, 112, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 128, 130, 131, 132, 134, 135, 136, 138, 139, 140, 142, 143, 144, 146, 147, 148, 150, 151, 152, 154, 155, 156, 158, 159, 160, 162, 163, 164, 166, 167, 168, 170, 171, 172, 174, 175, 176, 178, 179, 180, 182, 183, 184, 186, 187, 188, 190, 191, 192, 194, 195, 196, 199, 200, 202, 203, 204, 206, 207, 208, 210, 211, 212, 214, 215, 216, 218, 219, 220, 222, 223, 224,</p>

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	226, 227, 228, 230, 231, 232, 234, 235, 236, 238, 239, 240
<i>Social and Instructional</i>	
Level 3 Developing	
<ul style="list-style-type: none"> • follow multi-step oral commands that incorporate language of polite requests (e.g., “I wish that you could; would you please...”) • identify the main idea(s) of multiple-sentence communication • select materials or resources needed to complete tasks based on realia and oral descriptions 	Workbook: pg. (teacher opportunity) 6, 22 Teacher’s Book: pg. (skill found in <u>Content Reading</u> , <u>Chants</u> , and <u>Extension</u> – following are examples) 2, 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 34, 36, 37, 38, 40, 41, 42, 44, 45, 46, 48, 49, 50, 52, 53, 54, 56, 57, 58, 60, 61, 62, 64, 65, 66, 68, 69, 70, 72, 73, 74, 76, 77
<i>Social and Instructional</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> • follow directions from oral discourse • identify the main idea(s) and literal details of oral discourse • sequence use of materials or resources needed to complete tasks based on oral directions 	Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 Teacher’s Book: pg. 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 51, 52, 54, 55, 56, 58, 59, 60, 62, 63, 64, 66, 67, 68, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 90, 91, 92, 94, 95, 96, 98, 99, 100, 102, 103, 104, 106, 107, 108, 110, 111, 112, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 128, 130, 131, 132, 134, 135, 136, 138, 139, 140, 142, 143, 144, 146, 147, 148, 150, 151, 152, 154, 155, 156, 158, 159, 160, 162, 163, 164, 166, 167, 168, 170, 171, 172, 174, 175, 176, 178, 179, 180, 182, 183, 184, 186, 187, 188, 190, 191, 192, 194, 195, 196, 199, 200, 202, 203, 204, 206, 207, 208, 210, 211, 212, 214, 215, 216, 218, 219, 220, 222, 223, 224, 226, 227, 228, 230, 231, 232, 234, 235, 236, 238, 239, 240
<i>Social and Instructional</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • follow directions from indirect oral discourse (such as using a cassette tape) • identify the main idea(s) and implied details of oral discourse • evaluate use of materials or resources needed to complete tasks based on oral discourse 	Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 Teacher’s Book: pg. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 168, (more examples can be found in <u>Content Reading</u> , <u>Chants</u> and

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	<u>Extension</u>
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Math	
Level 1 Entering	
<ul style="list-style-type: none"> identify quantities, math symbols, operations, or geometric attributes from oral statements and illustrations (such as shape or size) estimate prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs about \$1000?”) 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125</p> <p>Workbook: pg. 55, 56, 57, 58, 60</p> <p>Teacher’s Book: pg. 218, 219, 22, 221, 222, 223, 224, 225, 226, 227, 228, 229, 23, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241</p>
Math	
Level 2 Beginning	
<ul style="list-style-type: none"> compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than) compare prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs 	<p>Picture Dictionary: pg. 110, 125</p> <p>Workbook: pg. 55</p> <p>Teacher’s Book: pg. 220</p>
Math	
Level 3 Developing	
<ul style="list-style-type: none"> identify examples of mathematical terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height) narrow the range of prices (using newspaper ads) from oral questions (e.g., “Which one costs under \$1000?”) 	<p>Picture Dictionary: pg. (teacher opportunity - oral) 112, 113, 114, 115</p> <p>Workbook: pg. (teacher opportunity – oral) 56, 57</p> <p>Teacher’s Book: pg. 222, 223, 224, 225, 226, 227, 228, 229</p>
Math	
Level 4 Expanding	
<ul style="list-style-type: none"> apply language of formulas required for problem solving or data analysis as directed orally make relative comparisons (using newspaper ads) from oral questions (e.g., “Which one is most expensive?”) 	<p>Picture Dictionary: pg. 110, 111, 118, 119</p> <p>Workbook: pg. 55, 59</p> <p>Teacher’s Book: pg. 218, 219, 220, 221, 234, 235, 236, 237</p>
Math	
Level 5 Bridging	
<ul style="list-style-type: none"> construct models of geometric figures, real world problems, numerical functions or patterns based on grade level mathematical oral discourse make conditional purchases (using newspaper ads) from oral questions (e.g., “If you had \$1000, which items would you buy?”) 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 118, 119</p> <p>Workbook: pg. 55, 56, 57, 59</p> <p>Teacher’s Book: pg. 218, 219, 220, 221, 234, 235, 236, 237</p>

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Language Arts	
Level 1 Entering	
<ul style="list-style-type: none"> • identify elements of stories from oral directions supported by illustrations (such as characters or settings) • respond to teachers’ reading of picture books by pointing to letter combinations, words, parts of books, or illustrations 	<p>Teacher’s Book: pg. pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122m 125, 126, 129, 130, 133, 134, 137, 138, 141, 142, 145, 146, 149, 150, 153, 154, 157, 158, 161, 162, 165, 166, 169, 170, 173, 174, 177, 178, 181, 182, 185, 186, 189, 190, 193, 194, 197, 198, 201, 202, 205, 206, 209, 210, 213, 214, 217, 218, 221, 222, 225, 226, 229, 230, 233, 234, 237, 238, 241</p>
Language Arts	
Level 2 Beginning	
<ul style="list-style-type: none"> • select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations • respond to teachers’ reading of illustrated stories or trade books by following directions (such as creating word families or word walls) 	<p>Teacher’s Book: pg. pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122m 125, 126, 129, 130, 133, 134, 137, 138, 141, 142, 145, 146, 149, 150, 153, 154, 157, 158, 161, 162, 165, 166, 169, 170, 173, 174, 177, 178, 181, 182, 185, 186, 189, 190, 193, 194, 197, 198, 201, 202, 205, 206, 209, 210, 213, 214, 217, 218, 221, 222, 225, 226, 229, 230, 233, 234, 237, 238, 241</p>
Language Arts	
Level 3 Developing	
<ul style="list-style-type: none"> • identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations • respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/ thumbs-down signals) 	<p>Picture Dictionary: pg. (teacher opportunity) 3, 5, 7, 9, 11, 13, 15, 17, 23, 25, 27, 29, 31, 3339, 39, 41, 43, 45, 47, 49, 51, 53, 67</p> <p>Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 6, 7, 12, 14, 20, 22, 26, 33</p> <p>Teacher’s Book: pg. (skill found in <u>Content Reading</u>, <u>Chants</u>, and <u>Extension</u> – following are examples) 2, 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 34, 36, 37, 38, 40, 41, 42, 44, 45, 46, 48, 49, 50, 52, 53, 54, 56, 57, 58, 60, 61, 62, 64, 65, 66, 68, 69, 70, 72, 73, 74, 76, 77</p>
Language Arts	
Level 4 Expanding	
<ul style="list-style-type: none"> • identify cause/ effect in oral discourse (such as from oral reading of realistic or science fiction) • respond to or interact with teachers and/or peers during guided reading to show use of reading 	<p>Teacher’s Book: pg. pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98,</p>

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<i>Language Arts</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction) • respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection 	Teacher’s Book: pg. pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122m 125, 126, 129, 130, 133, 134, 137, 138, 141, 142, 145, 146, 149, 150, 153, 154, 157, 158, 161, 162, 165, 166, 169, 170, 173, 174, 177, 178, 181, 182, 185, 186, 189, 190, 193, 194, 197, 198, 201, 202, 205, 206, 209, 210, 213, 214, 217, 218, 221, 222, 225, 226, 229, 230, 233, 234, 237, 238, 241

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<i>Science</i>	
Level 1 Entering	
<ul style="list-style-type: none"> identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism) differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions 	<p>Picture Dictionary: pg. 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 98, 99, 100, 101, 108, 109</p> <p>Workbook: pg. 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 54</p> <p>Teacher's Book: pg. 138, 139, 140, 141, 142, 143, 144, 145, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217</p>
<i>Science</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions 	<p>Picture Dictionary: pg. 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 98, 99, 100, 101, 108, 109</p> <p>Workbook: pg. 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Teacher's Book: pg. 138, 139, 140, 141, 142, 143, 144, 145, 154, 155, 156, 157, 194, 195, 196, 197, 198, 199, 200, 201, 214, 215, 216, 217</p>
<i>Science</i>	
Level 3 Developing	
<ul style="list-style-type: none"> make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns compare choices for meals or lifestyles by following oral directions (e.g., "Choose the healthier food for dinner: banana bread or carrots.") 	<p>Picture Dictionary: pg. (teacher opportunity – oral) 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 98, 99, 100, 101, 106, 107, 108, 109</p> <p>Workbook: pg. (teacher opportunity – oral) 34, 35, 36, 37, 38, 39, 49, 50, 54</p> <p>Teacher's Book: pg. 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 194, 195, 196, 197, 198, 199, 200, 201, 210, 211, 212, 213, 214, 215, 216, 217</p>
<i>Science</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> compare/contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns categorize choices for meals or lifestyles and chart following oral directions 	<p>Picture Dictionary: pg. 70, 71, 72, 73, 78, 79, 82, 83, 88, 89, 98, 99, 108, 109, 126</p> <p>Workbook: pg. 35, 36, 39, 41, 44, 49, 54</p> <p>Teacher's Book: pg. 140, 144, 156, 176, 196</p>

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<i>Science</i>	
Level 5 Bridging	
<ul style="list-style-type: none">• show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns• evaluate choices for meals or lifestyles by following oral descriptions	<p>Picture Dictionary: pg. 70, 71, 72, 73, 78, 79, 82, 83, 88, 89, 98, 99, 108, 109, 126</p> <p>Workbook: pg. 35, 36, 39, 41, 44, 49, 54</p> <p>Teacher's Book: pg. 140, 144, 156, 176, 196</p>

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Social Studies	
Level 1 Entering	
<ul style="list-style-type: none"> identify information from oral statements supported visually such as points on timelines or other visual aids identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 94, 95</p> <p>Workbook: pg. 1, 2, 3, 4, 7, 10, 12, 14, 20, 22, 26, 47</p> <p>Teacher’s Book: pg. 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 90, 94, 98, 102, 106, 110, 114, 118, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 166, 170, 174, 178, 182, 186, 190, 194, 198, 202, 206, 210, 214, 218, 222, 226, 230, 234, 238</p>
Social Studies	
Level 2 Beginning	
<ul style="list-style-type: none"> arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<p>Picture Dictionary: pg. 9, 20, 21, 36, 37, 94, 95, 128, 129</p> <p>Workbook: pg. 2, 4, 7, 10, 47</p> <p>Teacher’s Book: pg. 16, 24, 38, 39, 40, 43, 48, 52, 60, 64, 71, 73, 80, 83, 92, 96, 100, 104, 108, 115, 116, 186, 187, 188, 189</p>
Social Studies	
Level 3 Developing	
<ul style="list-style-type: none"> order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions match pictures of prehistoric animals or tools and their environments with oral scenarios 	<p>Picture Dictionary: pg. (teacher opportunity – oral) 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 94, 95</p> <p>Workbook: pg. (teacher opportunity – oral) 20, 22, 29, 47</p> <p>Teacher’s Book: pg. 92, 96, 100, 104, 108, 116, 186, 187, 188, 189</p>
Social Studies	
Level 4 Expanding	
<ul style="list-style-type: none"> interpret information on timelines, graphs, charts, maps or other visual aids from oral directions re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movie 	<p>Picture Dictionary: pg. 9, 20, 21, 24, 25, 27, 29, 33, 35, 36, 37, 94, 106, 107, 128, 129</p> <p>Workbook: pg. 10, 13, 22, 36, 47, 51, 52</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 86, 92, 186, 187, 188, 189</p>
Social Studies	
Level 5 Bridging	
<ul style="list-style-type: none"> draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud interpret the work of paleontologists and anthropologists through oral readings, videos, or 	<p>Picture Dictionary: pg. 9, 20, 21, 24, 25, 27, 29, 33, 35, 36, 37, 94, 95, 106, 107, 128, 129</p> <p>Workbook: pg. 10, 13, 22, 36, 47, 51, 52</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 86, 92, 186, 187, 188,</p>

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